

Port Angeles School District
Nutrition & Physical Activity Advisory Committee Report
August 28, 2006

BACKGROUND

In response to the growing national and statewide concerns surrounding obesity and general poor overall fitness levels, the Washington State Legislature passed a new law requiring every school district in the state to adopt a policy governing nutrition and physical fitness in the schools. School districts across the state must adopt a Nutrition and Physical Fitness policy by August 1, 2005. Further, in October, the federal government reauthorized the National School Lunch Program (the Child Nutrition and WIC Reauthorization Act of 2004). This law required all school districts participating in federally subsidized child nutrition programs to establish a local school wellness policy by the beginning of the 2006-07 school year. Port Angeles School District did adopt such a policy in keeping with prescribed timelines.

The Legislature discovered that overweight and obese children encounter more health risks than their more fit peers. Perhaps even more importantly, studies seem to suggest that insufficient physical activity and poor eating habits may be obstacles to a child's ability to perform in the classroom.

The legislature determined schools are the "logical place to address the issue of obesity in children and adolescents." This decision was reached due to the fact that children spend a large amount of their time in school. Educating children about healthy eating habits and appropriate levels of fitness activity is viewed as a way to enhance their ability to perform academically as well as increase their opportunity for living a long productive and healthy life. Schools by themselves cannot solve the problem. It will take the collective efforts of the entire community to reverse the current trends in childhood obesity.

Consistent with Procedure 6700P, the superintendent convened the Nutrition and Physical Activity Advisory Committee whose role it was to assist in development and implementation of the district wide nutrition and physical fitness policy. This report then is the substantive record of the activity of this group for 2005-06.

PARAMETERS

Senate Bill 5436 specifically identified the subject areas that proposed board policy must address. The five areas are:

1. Access to nutritious foods;
2. Opportunities for developmentally appropriate exercise;
3. Nutritional content of foods and beverages, including fluoridated bottled water, sold or provided throughout the school day or sold in competition with Federal school breakfast and lunch program;

4. The availability and quantity of health, nutrition, and physical education and fitness curriculum; and
5. Development of a physical education and fitness curriculum for students.

With the reauthorization of the National School Lunch Program (the Child Nutrition and WIC Reauthorization Act of 2004), school districts are required to establish a local school wellness policy by the beginning of the 2006-07 school year. This school district policy must be developed with the involvement from the school board, school administrators, school food service representatives, students, parents, and the public. At a minimum, the local school wellness policy was determined to need to:

1. Include goals for nutrition education, physical activity and other school-based activities that are designed to promote student wellness in a manner that the local school district determines is appropriate;
2. Include nutrition guidelines selected by the school district for all foods available on each school campus in the district during the school day with the objective of promoting student health and reducing childhood obesity;
3. Provide an assurance that guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the U.S. Secretary of Agriculture, as applicable to schools; and
4. Establish a plan for measuring implementation of the local wellness policy, including designation of one or more persons within the district or at each school, as appropriate, charged with operational responsibility for ensuring that the school and district meet the local wellness policy.

A further parameter involved a timeline for the Nutrition & Fitness Task Force. The task force was requested to develop and present by the June 27, 2005 board meeting policy, procedure, and program recommendations for board of directors' consideration. Further, the task force was to provide the board projected revenue and expense impacts arising from the recommendations. As defined by statute, the district must adopt a Nutrition and Physical Fitness policy by August 1, 2005. This did occur and both the policy and procedure have been in place since August 2005.

This year, in keeping with Procedure 6700P, the Nutrition & Physical Activity Advisory Committee was charged with reviewing the new policy and procedures. This committee was charged to present an annual report to the superintendent. This report was to include implementation notes and some form of evaluation.

PROCESS

In addressing the need to implement and evaluate the Nutrition and Physical Fitness Policy, the advisory committee decided first on a meeting schedule. Given this task had a finite timeline for study and recommendations, the group agreed to meet on seven Mondays throughout the year.

The original task force initially set out to research other policies adopted by school districts around the state. Members of the task force believed that other districts might be a great source of information for new policy language. The task force relied heavily on staff present to suggest

districts across the state that would be on the cutting edge of good work in this area. Ms. Krista Winn, an elementary physical education specialist was especially helpful in this research area. Another key player in the research of policy was Mr. Robert Worthy, the school district's food services contractor representative. Mr. Worthy was particularly helpful in the discussion of government nutritional guidelines as well as possible menu ideas. During the middle of the year, Mr. John Koch, our new food service director, has joined the district and the committee. His contributions have been invaluable.

Once the original task force had collected and reviewed a number of policies and procedures from around the state, an analysis and synthesis of these policies took place. Dr. Madeline Harrington, Mr. Joe Cammack, and school district health services staff, Resa Yamamoto and Lily Thomsen, were instrumental with the analysis of nutrition and physical fitness information necessary to meet statutory expectations. Once the review was complete members integrated approved content into the policy proposal (see Appendix A) and procedures proposal (see Appendix B).

The advisory committee selected several major points of focus. A policy and procedure checklist was developed, reviewed and refined to aid in synthesizing the salient points of the procedure and policy warranting closer scrutiny and oversight. The results of this checklist, which substantially guided the committee's work this year as well as next, are noted in Appendix Q.

Other documents that record significant work are Appendices D through M. These document the results for students surveyed during spring 2006. Appendix N documents staff evaluation comments.

Another feature of this year's work was the commissioning of several sub-committees to address discrete tasks in a more efficient and focused manner. This work is included in the recommendations section of this report.

Finally, a key aspect of the committee's work centered on the review of schools' CSIP reports, especially reports about the implementation of the new policy and procedures. The committee conducted a comprehensive review of CSIP notes at each reporting period. Where the committee had questions, dialog was initiated with the school principal(s).

NUTRITION AND PHYSICAL FITNESS POLICY RECOMMENDATIONS

The result of the original task force members' consensus is summarized in Appendix A, the policy and procedures to govern the topics of nutrition and physical fitness. The task force spent considerable time working out the details of both the policy and procedures proposed for board consideration. The current advisory committee maintained the fidelity of implementation and evaluation of these policies and procedures.

In terms of the ancillary tasks expected from this task force, many of the details were discussed. With regard to the fiscal components connected to these recommendations, the task force was reluctant to micro-manage details of possible policy recommendations. At the time of the

original report to the board, it was determined that these decisions were best managed at the school level.

The Nutrition & Physical Activity Advisory Committee then began its oversight of the policy and procedures in the fall of 2005. This group divided its work along implementation and evaluation lines. With regard to the evaluation work, it is summarized in attached Appendices and has led to multiple recommendations for the coming year.

The student surveys garnered 1,754 responses district-wide. The advisory committee considered this a strong response. While the responses are broken out by school, the comments in this section will be confined to the summary district responses. In general, students responded that they did eat healthier foods at school this past year, particularly those at the elementary and middle levels. Further, the majority of students polled indicated that they also ate healthier foods at home this year. While no causal relationship should be implied, the committee members would like to believe that the new policy and procedure implementation has aided in this behavior change.

A significant majority of students who responded knew a new policy and procedure surrounding nutrition and physical fitness was in place. The majority of students also reported that they spent more time this past year on physical fitness activities. Results from student surveys around the topics of alertness and readiness to learn improvement were mixed. Finally, students did not seem particularly attracted to the idea of organic foods as an incentive for purchasing school lunch.

A total of 154 staff completed and returned surveys. Overwhelmingly, they were aware that there was a new policy and procedure surrounding physical activity and nutrition this past year. Most of the support staff had to implement the policy and procedures came from meetings and handouts.

Several of the most significant points teachers and staff note are positive changes in student behavior and ability to learn. In general, staff overwhelmingly report that students' health is changed for the better. This is good news as the committee continues its work in the coming year.

The matrix of student responses in Appendix O highlights those areas of significant progress and those in need of attention. This information, along with the teacher and student evaluations and parent surveys will continue to inform committee work in the upcoming academic year. Analysis of the data from surveys and Continuous School Improvement Plan (CSIP) reports will inform the committee's recommendation to the superintendent to adjust district implementation of the policy.

PHYSICAL FITNESS PROGRAM

The salient point of the recommendation around teaching time for physical education in grades one through eight dealt with the requirement of the 100 required minutes of physical education and health instruction. Minimally, sixty of these minutes need to be taught by a certified

physical education instructor. Task force members hoped that in the future, additional time would be by a certified physical education instructor. While it is *possible* to meet the recommendations with current staffing ratios, task force members felt the district might be better served by hiring an additional elementary physical education specialist. Although the task force recommended an additional half-time physical education teacher, the superintendent chose to add a full-time elementary physical education teacher for 2005-06, which the board supported in the budget adoption. This staffing pattern is budgeted to continue in 2006-07.

The original task force polled the elementary principals regarding preferences for scheduling and program offerings. A consensus was shared with the task force in terms of their desire to meet the statutory expectations. The elementary principals preferred to leave the scheduling and detailed planning strategies to individual principals and their staffs.

The Nutrition & Physical Activity Advisory Committee regularly reviewed the CSIP report notations connected to the policy and procedure implementation in individual buildings as these reports were submitted to the board. The advisory committee recommends that, as much of the physical education time as possible ought to be taught by a certified physical education instructor.

At the high school level, work is continuing related to the expectation that physical education courses will realize higher enrollment and the possibility of connecting an individual fitness plan requirement to the high school physical education waiver process. The Port Angeles High School Physical Education Department will be sharing recommendations with the advisory committee this coming year.

At the elementary level, significant work has been done to identify grade level expectations and an aligned, coherent, and coordinated curriculum map for the K-5 physical education and fitness curriculum. These documents are attached in Appendices D and E. Elementary fitness staff will focus on this curriculum in the coming year.

NUTRITION PROGRAM

The policy and procedures are clear on the nutritional guidelines for both food and drink in the schools. The resulting implications are visible in both content of items sold and those eliminated. Nutritionally sound items are now the exclusive choice for students of the district.

At least two of the sub-committees charged by the advisory committee have been in the nutrition program area. One of the sub-committees charged with reviewing the nutritional program reviewed the high school gymnasium vending machine food options. This work was undertaken in response to staff concerns raised about the need for availability of quality snacks, particularly for those students who are not eating breakfast. Also of concern are student athletes who, after a full day of academic classes immediately involve themselves in late afternoon practices without any intervening nutritional opportunity.

Members of the sub-committee recommend that the gym snack machine needed to be reinstated with healthy snacks to meet this need. The advisory committee supported this recommendation.

Another sub-committee charged by the advisory committee met with the new food service director to explore the organic food possibilities for district students and staff. After lengthy discussion the committee has planned to work with at least one school in the district to integrate local organic food into the regular meal menu. Discussions will continue during this year related to interesting food suggestions and their possible integration into menu planning.

There has been a fiscal impact for schools' Associated Student Body (ASB) budgets as the vending machine item selections are different than those currently available. At the Port Angeles High School, there has also been some impact on the student store; items available for sale need to meet the new nutritional expectations. Nutrition program conversations will continue as the committee examines and evaluates the survey information from students and teachers. Parents will also have an opportunity to comment in on surveys during the coming year.

SUMMARY

The Nutrition & Physical Activity Advisory Committee members believe the changes in nutrition and fitness standards proposed, implemented, and continually monitored will continue to positively impact student achievement in the Port Angeles School District as well as meet the statutory requirements the district must address. Clearly, the health and well being of our students, the children of the Port Angeles community remain our paramount concern.

Current research shows this is the first generation projected to live shorter lives than the generation preceding it. The work this district has undertaken, in concert with state and federal mandates, to ensure better health for all students is extremely important.

In recognition of the tremendous work the original task force did, and the school boards support for that work, the Washington State School Directors Association awarded the Port Angeles School District Board of Directors the 2005 School Board Challenge Award, along with a \$3,000 cash benefit.

This topic of nutrition and physical fitness is crucial to the long-term health of the district's students. The Nutrition and Physical Activity Advisory Committee plans to continue its work into the coming year and provide a report to the superintendent at the end of the 2006-07. A part of the committee's work this next year will be planning how to best spend the \$3,000 cash benefit.

Appendix A

Policy 6700 Nutrition and Physical Fitness

The district recognizes that optimal nutrition is essential for lifelong health and optimal academic performance. The Port Angeles School District is committed to providing an environment which promotes healthful food choices. The Port Angeles School District strongly encourages the sale or distribution of nutrient-dense foods for all school functions and activities. Nutrient-dense foods are those foods that provide students with calories associated with high nutrient content. In an effort to support the consumption of nutrient-dense foods in the school setting, the District has adopted the following nutrition standards governing the sale or distribution of beverages, food, and candy on school grounds during the academic day.

Food and Beverage Sales

The importance of proper nutrition and physical activity to lifelong good health will be demonstrated and taught to students through food served in the school setting as well as through appropriate classroom instruction. These nutrition standards for food and beverages sold in schools will be observed by all schools.

Nutrition Standards for Food and Beverages Sold in Schools

All food and beverages provided to students before, during and immediately after the regular school day in district schools and facilities will meet the following nutrition standards unless otherwise regulated by the United States Department of Agriculture (USDA).

Foods sold or served in school should assist students to comply with the dietary guidelines by providing a variety of grains, fruits, vegetables, foods low in saturated fat, trans fat, cholesterol, sugars and salt.

Food that is sold must meet the health department’s standards in regard to storage, preparation and serving.

School staff should encourage non-food alternatives as student rewards.

Size, Variety of Food Offered

Main dishes (entrees):

The portion size for main dishes (entrees) will not exceed the size of similar items provided as part of the school lunch program.

Fruits and Vegetables:

Fruits and vegetable products must be available when snacks, sweets or side dishes are sold. These products can be fresh, dried or canned. Canned fruit must be served in juice or a light syrup rather than heavy syrup.

Appendix A, cont.

Policy 6700 Nutrition and Physical Fitness

Elementary Nutrition Standards:A. General Meal Recommendations

1. Fat content: No more than 30% of calories will be derived from fat with the exception of nuts, seeds, and dairy products.
2. Saturated and trans fat content total: No more than 10% of combined calories will be derived from saturated fat and trans fat
3. Sugar content: No more than 35% added weight from sugar will be allowed with the exception of fresh, dried or canned fruits and vegetables.
4. Portion sizes will be determined by the USDA standards and guidelines.

B. Beverages – Type and Size Allowed

1. 100% fruit juice with no additional sweeteners, 12 oz. maximum
2. Water, no portion size limit
3. Low fat and non fat milk, no portion size limit
4. Non fat chocolate milk only a choice at lunch

Portion Sizes

Limit to single serving size as defined in federal nutritional fact labels.

Middle and High Schools

In middle and high schools, all foods and beverages sold individually outside the reimbursable school meal programs (including those sold through a la carte (snack) lines, vending machines, student stores, or fundraising activities) during the school day and 30 minutes prior to and following the school day will meet the following nutrition standards:

Beverages – Type and Size Allowed

- A. Allowed: water or seltzer water without added caloric sweeteners; fruit and vegetable juices and fruit-based drinks that contain at least 50% fruit juice that do not contain additional caloric sweeteners; unflavored or flavored low-fat or fat-free fluid milk and nutritionally-equivalent nondairy beverages (to be defined by USDA);
1. Sports Drinks: Sports drinks containing not more than 15 – 18 grams of carbohydrate per 8 fluid ounces, 20 oz. maximum portion.
- B. Not Allowed: soft drinks; iced teas; fruit-based drinks that contain less than 50% real fruit juice or that contain additional caloric sweeteners; beverages containing caffeine, excluding low-fat or fat-free chocolate milk (which contain trivial amounts of caffeine).

Foods

A. A food item sold individually:

1. Will have no more than 30% of its calories from fat (excluding nuts, seeds, peanut butter and other nut butters, and dairy products) and 10% of its calories from saturated and trans fat combined;

Appendix A, cont.

Policy 6700 Nutrition and Physical Fitness

2. Will have no more than 35% of its weight from added sugars
3. A choice of at least two fruits and/or non-fried vegetables will be offered for sale at any location on the school site where foods are sold. Such items could include, but are not limited to, fresh fruits and vegetables; 100% or vegetable juice; fruit-based drinks that are at least 50% fruit juice and that do not contain additional caloric sweeteners; cooked, dried, or canned fruits (canned in fruit juice or light syrup); and cooked, dried, or canned vegetables (that meet the above fat and sodium guidelines).

Portion Sizes

Limit to single serving size as defined by federal nutritional fact labels.

School Cafeterias

- A. Any student may eat in the school cafeteria or other designated meal area(s) as determined by the principal.
- B. Meal prices will be established by the superintendent and food service supervisor, with the approval of the board at the beginning of each year.
- C. Healthy option foods should be competitively priced.
- D. Meal prices will be conspicuously posted in each cafeteria or designated meal area(s).

Nutrition Education

Nutrition education at all levels of the district's integrated curriculum should include, but not be limited to, the following essential components designed to help students learn:

- A. Age-appropriate nutritional knowledge, including understanding the relationship of nutrition and food nutrients to physical performance and body composition; recognizing patterns of growth and development; understanding the concept of control and prevention of disease; acquiring skills to live safely and reduce health risks; understanding how environmental factors affect health; learn the benefits of healthy eating; understand essential nutrients; learn about nutritional deficiencies; understand the principles of healthy weight management; understand the use and misuse of dietary supplements; learn safe food preparation, handling, and storage; and appreciate cultural diversity related to food and eating;
- B. Age-appropriate nutrition-related skills, including gathering and analyzing health information; using social skills to promote health and safety; understand how emotions influence decision making; analyze health and safety information and develop a health and fitness plan and a monitoring system, to plan and prepare a healthy meal, understand and use food labels, and to critically evaluate nutrition information, misinformation, and commercial food and advertising; and

Appendix A, cont.

Policy 6700 Nutrition and Physical Fitness

- C. How to assess one's personal eating habits, set goals for improvement, and achieve those goals.

Nutrition and Food Services Operation

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

- A. Encouraging all students to participate in the school's child nutrition meal program.
- B. Providing varied and nutritious food choices consistent with the applicable federal government Dietary Guidelines for Americans.
- C. Providing adequate time and space to eat meals in a pleasant and safe environment. Schools shall ensure:
 - 1. Seating is not overcrowded;
 - 2. Rules for safe behavior are consistently enforced;
 - 3. Appropriate supervision is provided; and
 - 4. It is encouraged that recess be scheduled prior to the lunch period for elementary students whenever possible.

Staff Development

Ongoing in-service and professional development training opportunities for staff in the area of food nutrition will be encouraged.

Family and Community Involvement

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

- A. Nutrition education materials and meal menus are made available to parents;
- B. Parents are encouraged to promote their child's participation in the school meals program. If their children do not participate in the school meal program, parents should provide their children with healthy snacks/meals;
- C. Families are invited to attend exhibitions of student nutrition projects or health fairs;
- D. Nutrition education curriculum includes homework that students can do with their families (e.g., reading and interpreting food labels, reading nutrition-related newsletters, preparing healthy recipes, etc.);
- E. School staff are encouraged to cooperate with other agencies and community groups to provide opportunities for student projects related to nutrition, as appropriate; and

Appendix A, cont.**Policy 6700 Nutrition and Physical Fitness**

F. School staff considers the various cultural preferences in development of nutrition education programs and food options.

All Levels K – 12**Fundraising Activities**

To support children's health and school nutrition-education efforts, school fundraising activities will not involve food or will use only foods that meet the above nutrition and portion size standards for foods and beverages sold individually. Schools will encourage fundraising activities that promote physical activity. The school district will make available a list of ideas for acceptable fundraising activities.

Snacks

Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. Schools will assess if and when to offer snacks based on timing of school meals, children's nutritional needs, children's ages, and other considerations. The district will disseminate a list of healthful snack items to teachers and after school program personnel.

- If eligible, schools that provide snacks through after-school programs will pursue receiving reimbursements through the National School Lunch Program.

Rewards

Schools will not use foods or beverages, especially those that do not meet the nutrition standards for foods and beverages sold individually (above), as rewards for academic performance or good behavior, and will not withhold food or beverages (including food served through school meals) as a punishment.

Celebrations

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

Deviations from Nutrition Standards**A. Annual, school-wide events**

Food and beverages sold at school-wide events such as field day and campus day will meet nutritional standards unless an exception to the nutrition standards has been granted by the superintendent or designee.

Appendix A, cont.**Policy 6700 Nutrition and Physical Fitness****B. After-school, weekend events**

The nutrition standards do not apply to food and beverages provided at after-school functions such as art, drama, music and athletic events.

C. Food sold to raise funds

When a fund-raising event involves food that will be consumed on campus, the food must meet the nutrition standards. The nutrition standards do not have to be met:

1. When a fund-raiser has food as a minimal and secondary part of the event; or
2. When the food being sold is not intended for consumption on the school site.

PHYSICAL EDUCATION**Health and Fitness**

It is the district's position that all students have equal and equitable opportunities for physical activity and fitness education in our schools. The superintendent is encouraged to review and consider implementing physical activity and fitness education program improvements. The goals of the district are:

- A. All children, from kindergarten through grade 12, will participate in a quality, standards-based physical activity/fitness education program;
- B. All schools will have certificated physical education teachers providing instruction; and
- C. All schools will have appropriate class sizes, facilities, equipment, and supplies needed to deliver quality physical education consistent with national standards.

Schools shall require students in grades one through eight to engage in physical education averaging 100 instructional minutes per week with a minimum of 60 minutes taught by a certificated physical education teacher, and all high school students shall complete two credit(s) of health and fitness pursuant to RCW 28A.230.050. Minutes taught by certificated physical education teachers will increase as time, fiscal resources and facilities within the district allow. All certificated teachers who are requested to teach physical education will receive annual professional development.

Access to school sites will be provided through permitting use of facilities to community youth sports groups consistent with the district's facilities use policy, community college and municipal joint use agreements and partnerships with youth organizations so additional opportunities are available for all youth in our communities to participate in quality physical activity, fitness, sports and recreation programs.

Schools shall prohibit the use of physical activity and withholding of physical education class and other forms of physical activity as punishment.

Appendix A, cont.

Policy 6700 Nutrition and Physical Fitness

Family and Community Involvement

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

- D. Physical education activity ideas are sent home with students;
- E. Parents are encouraged to promote their child's participation in the school's physical education programs and after school activities;
- F. Families are invited to attend and participate in physical education activity programs and health fairs;
- G. Physical education curriculum includes homework that students can do with their families;
- H. School staff consider the various cultural preferences in development of physical education programs; and
- I. School staff are encouraged to cooperate with other agencies and community groups to provide opportunities for students to participate in physical activity programs.

Advisory Committee

The District shall convene a Nutrition and Physical Activity advisory committee to assist in development of the district wide nutrition and physical fitness policy. The committee shall include food service directors and staff, parents, building level administrators, school board members, students, nutritionists, health care professionals, physical education staff, the public and interested community organizations.

Program EvaluationJ. Nutrition

In order to evaluate the effectiveness of the school health program in promoting healthy eating and to implement program changes as necessary to increase its effectiveness, the superintendent is responsible for evaluating and assessing whether the board policy and procedure are implemented, including a periodic assessment of the school meal program with input from students, parents and staff.

K. Physical Education

District physical activity/health and fitness programs will be monitored and assessed regularly in conjunction with other district academic and health-related programs using tools like the Healthy Kids Survey, CDC School assessments, NASPE Stars (National Association of Sports and Physical Education) or an OSPI approved assessment. Results of these surveys and assessments will be reported to the board, school sites, and made available to parents and community on an annual basis.

Appendix A, cont.

Policy 6700 Nutrition and Physical Fitness

C. Program Evaluation

Each school will report their physical education plan annually to the Board through their CSIP (Continuous School Improvement Plan), documenting their planned use of the required 100 instructional minutes of physical education.

Date: 07/11/2005

Appendix B Recommended Procedure 6700P, Nutrition And Physical Fitness

The district recognizes that optimal nutrition is essential for lifelong health and optimal academic performance. The Port Angeles School District is committed to providing an environment which promotes healthful food choices. The Port Angeles School District strongly encourages the sale or distribution of nutrient-dense foods for all school functions and activities. Nutrient-dense foods are those foods that provide students with calories associated with high nutrient content. In an effort to support the consumption of nutrient-dense foods in the school setting, the District has adopted the following nutrition standards governing the sale or distribution of beverages, food, and candy on school grounds during the academic day.

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Food that is sold must meet the health department's standards in regard to storage, preparation and serving.

School staff should encourage non-food alternatives as student rewards.

Size, Variety of Food OfferedMain dishes (entrees):

The portion size for main dishes (entrees) will not exceed the size of similar items provided as part of the school lunch program.

Fruits and Vegetables:

Fruits and vegetable products must be available when snacks, sweets or side dishes are sold. These products can be fresh, dried or canned. Canned fruit must be served in juice or a light syrup rather than heavy syrup.

Appendix B, cont. Recommended Procedure 6700P, Nutrition And Physical Fitness**Elementary Nutrition Standards**General Meal Recommendations

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2. Saturated and trans fat content total: No more than 10% of combined calories will be derived from saturated fat and trans fat
3. Sugar content: No more than 35% added weight from sugar will be allowed with the exception of fresh, dried or canned fruits and vegetables.
4. Portion sizes will be determined by the USDA standards and guidelines.

Beverages – Type and Size Allowed

1. 100% fruit juice with no additional sweeteners, 12 oz. maximum
2. Water, no portion size limit
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Portion Sizes

Limit to single serving size as defined in federal nutritional fact labels.

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1. Sports Drinks: Sports drinks containing not more than 15 – 18 grams of carbohydrate per 8 fluid ounces, 20 oz. maximum portion.

Not Allowed: soft drinks; iced teas; fruit-based drinks that contain less than 50% real fruit juice or that contain additional caloric sweeteners; beverages containing caffeine, excluding low-fat or fat-free chocolate milk (which contain trivial amounts of caffeine).

Appendix B, cont. Recommended Procedure 6700P, Nutrition And Physical Fitness

Foods

A food item sold individually:

1. Will have no more than 30% of its calories from fat (excluding nuts, seeds, peanut butter and other nut butters, and dairy products) and 10% of its calories from saturated and trans fat combined;
2. Will have no more than 35% of its weight from added sugars
3. A choice of at least two fruits and/or non-fried vegetables will be offered for sale at any location on the school site where foods are sold. Such items could include, but are not limited to, fresh fruits and vegetables; 100% or vegetable juice; fruit-based drinks that are at least 50% fruit juice and that do not contain additional caloric sweeteners; cooked, dried, or canned fruits (canned in fruit juice or light syrup); and cooked, dried, or canned vegetables (that meet the above fat and sodium guidelines).

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- Healthy option foods should be competitively priced.
- Meal prices will be conspicuously posted in each cafeteria or designated meal area(s).

Nutrition Education

Nutrition education at all levels of the district's integrated curriculum should include, but not be limited to, the following essential components designed to help students learn:

- A. Age-appropriate nutritional knowledge, including understanding the relationship of nutrition and food nutrients to physical performance and body composition; recognizing patterns of growth and development; understanding the concept of control and prevention of disease; acquiring skills to live safely and reduce health risks; understanding how environmental factors affect health; learn the benefits of healthy eating; understand essential nutrients; learn about nutritional deficiencies; understand the principles of healthy weight management; understand the use and misuse of dietary supplements; learn safe food preparation, handling, and storage; and appreciate cultural diversity related to food and eating;

Appendix B, cont. Recommended Procedure 6700P, Nutrition And Physical Fitness

- D. Age-appropriate nutrition-related skills, including gathering and analyzing health information; using social skills to promote health and safety; understand how emotions influence decision making; analyze health and safety information and develop a health and fitness plan and a monitoring system, to plan and prepare a healthy meal, understand and use food labels, and to critically evaluate nutrition information, misinformation, and commercial food and advertising; and
- E. How to assess one's personal eating habits, set goals for improvement, and achieve those goals.

Nutrition and Food Services Operation

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

- Encouraging all students to participate in the school's child nutrition meal program.
- Providing varied and nutritious food choices consistent with the applicable federal government Dietary Guidelines for Americans.
- Providing adequate time and space to eat meals in a pleasant and safe environment. Schools shall ensure:
 - a) Seating is not overcrowded;
 - b) Rules for safe behavior are consistently enforced;
 - c) Appropriate supervision is provided; and
 - d) It is encouraged that recess be scheduled prior to the lunch period for elementary students whenever possible.

Staff Development

Ongoing in-service and professional development training opportunities for staff in the area of food nutrition will be encouraged.

Family and Community Involvement

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

- C. Nutrition education materials and meal menus are made available to parents;
- D. Parents are encouraged to promote their child's participation in the school meals program. If their children do not participate in the school meal program, parents should provide their children with healthy snacks/meals;

Appendix B, cont.Recommended Procedure 6700P, Nutrition And Physical Fitness

- C. Families are invited to attend exhibitions of student nutrition projects or health fairs;
- D. Nutrition education curriculum includes homework that students can do with their families (e.g., reading and interpreting food labels, reading nutrition-related newsletters, preparing healthy recipes, etc.);
- E. School staff are encouraged to cooperate with other agencies and community groups to provide opportunities for student projects related to nutrition, as appropriate; and
- F. School staff considers the various cultural preferences in development of nutrition education programs and food options.

ALL LEVELS K - 12

Fundraising Activities

To support children's health and school nutrition-education efforts, school fundraising activities will not involve food or will use only foods that meet the above nutrition and portion size standards for foods and beverages sold individually. Schools will encourage fundraising activities that promote physical activity. The school district will make available a list of ideas for acceptable fundraising activities.

Snacks

Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. Schools will assess if and when to offer snacks based on timing of school meals, children's nutritional needs, children's ages, and other considerations. The district will disseminate a list of healthful snack items to teachers and after school program personnel.

- If eligible, schools that provide snacks through after-school programs will pursue receiving reimbursements through the National School Lunch Program.

Rewards

Schools will not use foods or beverages, especially those that do not meet the nutrition standards for foods and beverages sold individually (above), as rewards for academic performance or good behavior, and will not withhold food or beverages (including food served through school meals) as a punishment.

Celebrations

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

Appendix B, cont. Recommended Procedure 6700P, Nutrition And Physical Fitness**Deviations from Nutrition Standards**A. Annual, school-wide events

Food and beverages sold at school-wide events such as field day and campus day will meet nutritional standards unless an exception to the nutrition standards has been granted by the superintendent or designee.

B. After-school, weekend events

The nutrition standards do not apply to food and beverages provided at after-school functions such as art, drama, music and athletic events.

C. Food sold to raise funds

When a fund-raising event involves food that will be consumed on campus, the food must meet the nutrition standards. The nutrition standards do not have to be met:

1. When a fund-raiser has food as a minimal and secondary part of the event; or
2. When the food being sold is not intended for consumption on the school site.

PHYSICAL EDUCATION**Health and Fitness**

It is the district's position that all students have equal and equitable opportunities for physical activity and fitness education in our schools. The superintendent is encouraged to review and consider implementing physical activity and fitness education program improvements. The goals of the district are:

L. All children, from kindergarten through grade 12, will participate in a quality, standards-based physical activity/fitness education program;

M. All schools will have certificated physical education teachers providing instruction; and

N. All schools will have appropriate class sizes, facilities, equipment, and supplies needed to deliver quality physical education consistent with national standards.

Schools shall require students in grades one through eight to engage in physical education averaging 100 instructional minutes per week with a minimum of 60 minutes taught by a certificated physical education teacher, and all high school students shall complete two credit(s) of health and fitness pursuant to RCW 28A.230.050. Minutes taught by certificated physical education teachers will increase as time, fiscal resources and facilities within the district allow. All certificated teachers who are requested to teach physical education will receive annual professional development.

Access to school sites will be provided through permitting use of facilities to community youth sports groups consistent with the district's facilities use policy, community college and municipal joint use agreements and partnerships with youth organizations so additional

Appendix B, cont. Recommended Procedure 6700P, Nutrition And Physical Fitness

Opportunities are available for all youth in our communities to participate in quality physical activity, fitness, sports and recreation programs.

Schools shall prohibit the use of physical activity and withholding of physical education class and other forms of physical activity as punishment.

Family and Community Involvement

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

- A. Physical education activity ideas are sent home with students;
- B. Parents are encouraged to promote their child's participation in the school's physical education programs and after school activities;
- C. Families are invited to attend and participate in physical education activity programs and health fairs;
- D. Physical education curriculum includes homework that students can do with their families;
- E. School staff consider the various cultural preferences in development of physical education programs; and
- F. School staff are encouraged to cooperate with other agencies and community groups to provide opportunities for students to participate in physical activity programs.

Advisory Committee

The District shall convene a Nutrition and Physical Activity advisory committee to assist in development of the district wide nutrition and physical fitness policy. The committee shall include food service directors and staff, parents, building level administrators, school board members, students, nutritionists, health care professionals, physical education staff, the public and interested community organizations.

Program Evaluation

A. Nutrition

In order to evaluate the effectiveness of the school health program in promoting healthy eating and to implement program changes as necessary to increase its effectiveness, the superintendent is responsible for evaluating and assessing whether the board policy and procedure are implemented, including a periodic assessment of the school meal program with input from students, parents and staff.

Appendix B, cont. Recommended Procedure 6700P, Nutrition And Physical Fitness

B. Physical Education

District physical activity/health and fitness programs will be monitored and assessed regularly in conjunction with other district academic and health-related programs using tools like the Healthy Kids Survey, CDC School assessments, NASPE Stars (National Association of Sports and Physical Education) or an OSPI approved assessment. Results of these surveys and assessments will be reported to the board, school sites, and made available to parents and community on an annual basis.

C. Program Evaluation

Each school will report their physical education plan annually to the Board through their CSIP (Continuous School Improvement Plan), documenting their planned use of the required 100 instructional minutes of physical education.

APPENDIX C

NUTRITION & FITNESS TASK FORCE MEMBERS

	Task Force Composition	Volunteers	✓
1	Board Member (1)	Cindy Kelly	✓
2	Secondary Students (2)	Bergen McCurdy	✓
3		Scottie Breitbach	✓
4	Classified Association Representative or Staff (1)	Julie Smith	✓
5	Elementary School Certificated Staff (2)	Linda Plenert	
6		Krista Winn	✓
7	Secondary Certificated Staff (2)	Carrie Kreider	✓
8		Lora Brabant	✓
9	Elementary School Principal (1)	Nancy Pack	✓
10	Secondary School Principal (1)	Brad Boudreau	✓
11	Parents (2)	Beth Loveridge	✓
12		Amy Ward	✓
13	Food Service Representative (1)	Robert Worthy / John Koch	✓
14	Community Representative (1)	Anne Murray	✓
15	School Nurse (1)	Resa Yamamoto	✓
16	Nutrition Professional	Cristin Maks	✓
17	Chairperson (1) – non-voting	Michelle Reid	✓

✓ Board-approved February 28, 2005

Appendix D**ELEMENTARY PHYSICAL EDUCATION GRADING POLICY**

The purpose of Physical Education is to provide opportunities for students to learn the skills and knowledge necessary to lead healthy and active lifestyles. This goal is supported by the Washington State Health and Fitness Essential Academic Learning Requirements and national standards.

Kindergarten-Grade 5: Effort

Students are graded on participation in class. This includes active participation, positive effort, and an "I'll try!" attitude. The grades are expressed as a "✓" (satisfactory) or "–" (below expectations) on report cards for students in grades K-3. Students in grades 4 and 5 will receive a "+" (exceeds expectations), "✓" (satisfactory), or "–" (below expectations).

Kindergarten-Grade 1: Overall

Students are assessed on their locomotor skills (i.e. skip, gallop, hop), manipulative skills (i.e. bounce, throw, catch, kick), knowledge of health and fitness concepts, and active participation in class. In addition, the 1st grade students complete lesson extensions in their classrooms. The grades are expressed as "4" (exceeds standards), "3" (proficient/meets standards), "2" (approaching standards), "1" (below standards), and "0" (incomplete).

Grades 2 & 3: Overall

Students are assessed on their locomotor skills, manipulative skills, knowledge of health and fitness concepts, and active participation in class. Assessments include performance tests (skills, warm-up runs) and cognitive tests (written assessments). The grades are expressed as "4" (exceeds standards), "3" (proficient/meets standards), "2" (approaching standards), "1" (below standards), and "0" (incomplete).

Grades 4 & 5: Overall

Students are assessed on positive participation, locomotor and manipulative skill performance, frequent warmup run tests, monthly homework assignments, and knowledge assessments. The grades are expressed as "4" (exceeds standards), "3" (proficient/meets standards), "2" (approaching standards), "1" (below standards), and "0" (incomplete).

For more information about state health and fitness standards and grade level expectations please visit:

<http://www.k12.wa.us/CurriculumInstruct/healthfitness>

Appendix E ESSENTIAL ACADEMIC LEARNING REQUIREMENTS INTEGRATED

Grade Level Expectations: Kindergarten

1.1.1 Demonstrates mature form in locomotor patterns and selected manipulative and non-locomotor skills.

Demonstrates mature pattern: (walk, run, gallop, hop, and jump)	Yes	No
Demonstrates mature form: (start/stop, bend, twist, and stretch)	Yes	No
Moves to simple rhythm patterns: (march)	Yes	No
Demonstrates critical elements in a variety of manipulative skills: (throwing, catching, kicking, rolling, and bouncing)	Yes	No
Demonstrates spatial awareness: (personal space, general space)	Yes	No

1.2.1 Understands and applies safety rules and procedures in a variety of physical activities.

Identifies and demonstrates rules and safety procedures in grade appropriate activities.	Yes	No
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1.3.1 Understands the basic vocabulary and concepts of physical fitness.

Identifies or describes the basic concepts of physical fitness: (exercise, healthy, heart)	Yes	No
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1.4.1 Understands the connection between nutrition and physical well-being.

Identifies the foods that help promote a healthy body.	Yes	No
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2.1.1 Understands the basic structure and function of the human body systems.

Identifies where the heart is located and it's function.	Yes	No
Recognizes that muscles move and help in movement.	Yes	No
Recognizes that bones support the body and help in movement.	Yes	No

3.2.1 Understands health enhancing behaviors and risk reduction.

Recognizes different ways that you can be safe: (wearing your helmet, car seats, seatbelts, crosswalks)	Yes	No
Identifies different healthy habits that you have to keep you healthy: (brushing your teeth, getting enough sleep, exercising, eat right)	Yes	No
Practice fire drill rules/earthquake drills.	Yes	No

4.1.1 Understands the relationship between home activities and health and fitness.

Identifies and describes how home activities can influence health and fitness.	Yes	No
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**Appendix E, cont. Essential Academic Learning Requirements Integrated
Grade Level Expectations: Kindergarten**

4.2.1 Understands the relationship between fitness testing and goal setting.

Participates in fitness testing.	Yes	No
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Grade Level Expectations: Grade 1

1.1.2 Demonstrates mature form in locomotor patterns and selected manipulative and non-locomotor skills.

Demonstrates mature pattern: (skip, slide, leap, and jog)	Yes	No
Demonstrates mature form: (levels, direction, squat, swing, and sway)	Yes	No
Moves to simple rhythm patterns: (dance, jump rope)	Yes	No
Demonstrates critical elements in a variety of manipulative skills with a partner: (throwing, catching, kicking, rolling, and bouncing)	Yes	No
Demonstrates spatial awareness: (personal space, general space)	Yes	No

1.2.2 Understands and applies safety rules and procedures in a variety of physical activities.

Identifies and demonstrates rules and safety procedures in grade appropriate activities.	Yes	No
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1.3.2 Understands the basic vocabulary and concepts of physical fitness.

Identifies or describes the basic concepts of physical fitness: (stretching, strength, heart rate)	Yes	No
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1.4.1 Understands the connection between nutrition and physical well-being.

Lists or describes the 6 groups on the Food Guide Pyramid providing examples and how they support good health.	Yes	No
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2.1.1 Understands the basic structure and function of the human body systems.

Recognizes that heart rate is affected by different kinds of exercise.	Yes	No
Recognizes that breathing is affected by different kinds of exercise.	Yes	No
Describes the basic pathway food takes through the body.	Yes	No

3.2.2 Understands health enhancing behaviors and risk reduction.

Demonstrates different ways that you can be safer in your daily life (looking both ways to cross a street, etc.).	Yes	No
Lists the different healthy behaviors that you do each day: (brushing teeth, getting enough sleep)	Yes	No

**Appendix E, cont. Essential Academic Learning Requirements Integrated
Grade Level Expectations: Grade 1**

4.1.2	Understands the relationship between home activities and health and fitness.		
	Identifies and records home health and fitness activities.	Yes	No
4.2.2	Understands the relationship between fitness testing and goal setting.		
	Participates in fitness testing and receives results evaluating performance.	Yes	No

Grade Level Expectations: Grade 2

1.1.3	Demonstrates mature form in locomotor patterns and selected manipulative and non-locomotor skills.		
	Demonstrates mature movement patterns in combination: (hop to skip, slide to gallop)	Yes	No
	Demonstrates mature patterns in combinations: (bending to squatting)	Yes	No
	Moves to simple rhythm patterns.	Yes	No
	Demonstrates critical elements in a variety of manipulative skills in game situations: (kicking in soccer, throwing in baseball)	Yes	No
	Demonstrates spatial awareness: (personal space, general space)	Yes	No
1.2.3	Understands and applies safety rules and procedures in a variety of physical activities.		
	Identifies and demonstrates rules and safety procedures in grade appropriate activities.	Yes	No
1.3.3	Understands the basic vocabulary and concepts of physical fitness.		
	Relates or demonstrates the different kinds of physical activities to the components of fitness: (cardio, strength, endurance, and flexibility)	Yes	No
1.4.2	Understands the connection between nutrition and physical well-being.		
	Describes the number of servings and appropriate serving sizes for each Food Guide Pyramid group.	Yes	No
	Describes how serving size impacts good health.	Yes	No
2.1.2	Understands the basic structure and function of the human body systems.		
	Identifies the basic structure of the circulatory system and lists ways to keep it healthy.	Yes	No
	Identifies the basic structure of the muscular system and lists ways to keep it healthy.	Yes	No

**Appendix E, cont. Essential Academic Learning Requirements Integrated
Grade Level Expectations: Grade 2**

Identifies the basic structure of the skeletal system and lists ways to keep it healthy.	Yes	No
Identifies the basic structure of the respiratory system and lists ways to keep it healthy.	Yes	No
Identifies the basic structure of the digestive system and lists ways to keep it healthy.		

3.2.3 Understands health enhancing behaviors and risk reduction.

Categorizes and describes safe and unsafe behaviors that affect health: (bicycle safety, playground safety, fire safety, weapon safety)	Yes	No
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4.1.3 Understands the relationship between home activities and health and fitness.

Identifies and describes how certain activities (household jobs) can influence specific areas of health and fitness.	Yes	No
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4.2.3 Understands the relationship between fitness testing and goal setting.

Participates in fitness testing and receives results evaluating performance.	Yes	No
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Grade Level Expectations: Grade 3

1.1.4 Demonstrates mature form in locomotor patterns and selected manipulative and non-locomotor skills.

Throws with mature form: (opposition, follow through)	Yes	No
Catches with two hands.	Yes	No
Kicks a stationary ball with mature form.	Yes	No
Foot dribbles with control	Yes	No
Hand dribbles while moving.	Yes	No
Strikes using a manipulative.	Yes	No
Volleys to a stationary object.	Yes	No
Dramatizes fundamental rhythmic patterns.	Yes	No
Static balance with control: (scales, stability ball, head stands)	Yes	No
Fundamental forward and backward tumbling/weight transfer.	Yes	No

Appendix E, Cont Essential Academic Learning Requirements Integrated

1.2.4 Understands and applies safety rules and procedures in a variety of physical activities.

Proper use of equipment.	Yes	No
Maintains body control in general and personal space.	Yes	No
Follows classroom/school rules.	Yes	No
Follows rules as they apply to specific activities.	Yes	No
Demonstrates safe play.	Yes	No

1.3.4 Identifies and defines components of fitness (muscular strength, muscular endurance, flexibility, cardiorespiratory endurance, and body composition) and the concepts of fitness for daily living.

Recognizes the components of fitness.	Yes	No
Identifies daily activities that use each component of fitness.	Yes	No

1.4.3 Describes how bodily function and physical performance are affected by food consumption.

Matches the nutrients to appropriate food groups.	Yes	No
Knows that food provides nutritional content and energy.	Yes	No

1.4.1 1.4.1 Recognizes the benefits of movement, fitness, and nutrition.

Recognizes various movement activities found on the Activity Pyramid.	Yes	No
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2.1.3 Understands the basic structure and function of the human body systems.

Identifies the basic structure of the circulatory system and lists ways to keep it healthy.	Yes	No
Identifies the basic structure of the muscular system and lists ways to keep it healthy.	Yes	No
Identifies the basic structure of the skeletal system and lists ways to keep it healthy.	Yes	No
Identifies the basic structure of the respiratory system and lists ways to keep it healthy.	Yes	No
Identifies the basic structure of the digestive system and lists ways to keep it healthy.	Yes	No
Describes the main function of basic body systems.	Yes	No

2.1.1 Understands the influence of nutrition on health and growth/development.

Lists nutritional habits affecting overall health and growth/development.	Yes	No
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3.2.4 Understands health enhancing behaviors and risk reduction.

Categorizes and describes safe and unsafe behaviors that affect health: (bicycle safety, playground safety, fire safety, weapon safety)	Yes	No
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Appendix E, Cont Essential Academic Learning Requirements Integrated

4.1.4 Understands the relationship between home activities and health and fitness.

Relates the physical fitness components used to perform age-appropriate activities: (chores, jobs, play)	Yes	No
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4.2.1 Defines and sets goals for improving health and fitness practices.

Participates in fitness testing and receives results evaluating performance.	Yes	No
Applies health and fitness practices that impact daily living: (sleep/rest, hygiene, dental health)	Yes	No

Grade Level Expectations: Grade 4

1.1.5 Demonstrates physical skills (locomotor, non-locomotor, and manipulative) that contribute to movement proficiency.

Throws accurately with mature form to a moving target.	Yes	No
Catches objects thrown at different levels with mature form.	Yes	No
Kicks/passes/punts a ball while moving.	Yes	No
Foot dribbles around objects with control.	Yes	No
Hand dribbles at various speeds with control.	Yes	No
Strikes using a manipulative with several forms: (backhand, forehand, underhand, batting)	Yes	No
Volleys in succession to a partner.	Yes	No
Demonstrates rhythmic movement during activities: (jump rope, step box)	Yes	No
Dynamic balance with control: (cartwheels, balance beams, unicycling)	Yes	No
Designs and performs repeatable sequences of rolling and weight transfer activities with smooth transitions.	Yes	No

1.2.5 Follows rules and safety procedures while participating in a variety of physical activities.

Proper use of equipment.	Yes	No
Maintains body control in general and personal space.	Yes	No
Follows classroom/school rules.	Yes	No
Follows rules as they apply to specific activities.	Yes	No
Demonstrates safe play.	Yes	No

1.3.5 Develops a fitness vocabulary and awareness of fitness concepts while participating regularly in a variety of physical activities for fitness and play.

Defines the components of fitness and how they are used in daily living.	Yes	No
Monitors self progress in a teacher-designed fitness log: (activity log, assessment data)	Yes	No

Appendix E, Cont Essential Academic Learning Requirements Integrated

1.4.1a Identifies how bodily function and physical performance are affected by food consumption.

Lists the key nutrients in appropriate food groups: (carbohydrates, proteins, fats)	Yes	No
Analyzes caloric intake and expenditure.	Yes	No

1.4.1b Recognizes the benefits of movement, fitness, and nutrition.

Identifies the various components of fitness related to the Activity Pyramid.	Yes	No
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2.1.1.a Describes the structure and function of human body systems.

Identifies basic body systems: (nervous, muscular, cardio/circulatory)	Yes	No
Demonstrates how the body systems function: (nervous, muscular, cardio/circulatory)	Yes	No

2.1.1b Identifies hereditary factors that affect growth and development.

Recognizes hereditary factors that affect growth and development.	Yes	No
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2.1.1c Understands the influence of nutrition on health and growth/development.

Recognizes how dietary habits (food selection) affect overall health and growth/development.	Yes	No
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3.2.5 Understands health enhancing behaviors and risk reduction.

Categorizes and describes safe and unsafe behaviors that affect health: (bicycle safety, playground safety, fire safety, weapon safety)	Yes	No
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4.1.5 Identifies how fitness and healthy living are important for life goals.

Illustrates (fitness log, portfolio, and journaling) the physical fitness components used to perform age appropriate activities (chores, jobs, play).	Yes	No
Uses safety principles when performing age appropriate activities: (chores, exercises, stretching, play)	Yes	No

4.2.2 Sets daily goals for improving health and fitness practices.

Evaluates and applies health and fitness practices as it impacts daily health to avoid disease: (stress, diet, regular exercise)	Yes	No
Applies health and fitness practices that impact daily living: (sleep/rest, hygiene, dental health)	Yes	No

Appendix E, Cont Essential Academic Learning Requirements Integrated

Grade Level Expectations: Grade 5

1.1.6 Demonstrates physical skills (locomotor, non-locomotor, and manipulative) that contribute to movement proficiency.

Throws a variety of balls within various activities and force: (football, soccer throw-in, Frisbee)	Yes	No
Catches and fields a variety of balls.	Yes	No
Kicks/passes/punts a ball with accuracy while moving.	Yes	No
Foot dribbles a ball changing directions both independently and in various group activities.	Yes	No
Hand dribbles against an opponent.	Yes	No
Strikes consistently to a specific area using a manipulative.	Yes	No
Volleys an object by using a variety of body parts and manipulatives.	Yes	No
Demonstrates rhythmic movement with smooth transitions (routines).	Yes	No
Static and dynamic balance incorporated within a routine.	Yes	No

1.2.6 Follows rules and safety procedures while participating in a variety of physical activities.

Proper use of equipment.	Yes	No
Maintains body control in general and personal space.	Yes	No
Follows classroom/school rules.	Yes	No
Follows rules as they apply to specific activities.	Yes	No
Demonstrates safe play.	Yes	No

1.3.6 Develops a fitness vocabulary and awareness of fitness concepts while participating regularly in a variety of physical activities for fitness and play.

Relates the components of fitness to appropriate fitness assessments.	Yes	No
Monitors and analyzes self progress in a teacher-designed fitness log.	Yes	No
Participates in fitness assessments for goal setting.	Yes	No

1.4.1a Identifies how bodily function and physical performance are affected by food consumption.

Compares and contrasts food labels for nutritional value.	Yes	No
Explains the impact of healthy eating on physical performance and academic performance.	Yes	No

1.4.1b Recognizes the benefits of movement, fitness, and nutrition.

Illustrates the Activity Pyramid related to the components of fitness.	Yes	No
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Appendix E, Cont Essential Academic Learning Requirements Integrated

2.1.1c Describes the influence of nutrition on health and development.

Describes how dietary habits (food selection) affect overall health, and growth/development.	Yes	No
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4.1.6 Identifies how fitness and healthy living are important for life goals.

Administers and assesses the physical fitness components to self and others.	Yes	No
Uses safety principles when performing age appropriate activities: (chores, exercises, stretching, play)		

4.2.3 Sets daily goals for improving health and fitness practices.

Uses fitness assessment results to set individual realistic goals and develops a plan to improve previous health-related fitness scores.	Yes	No
Evaluates and applies health and fitness practices as it impacts daily health: (healthy diet, risky behaviors)	Yes	No

Appendix F

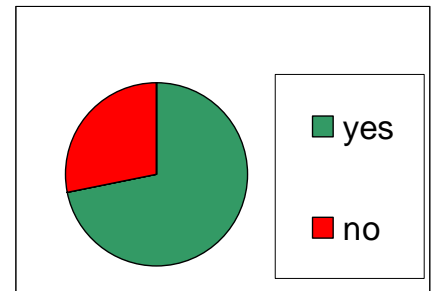
2006 Students Nutrition and Fitness Survey

**PORT ANGELES SCHOOL DISTRICT
2006 Nutrition and Fitness Survey Results
Students (N=1754)**

The Port Angeles School District began implementing a state-mandated Nutrition and Fitness Policy this year. The goal of the policy is to improve student health and learning by increasing awareness of the importance of good nutrition and physical fitness. Implementation of the policy is being monitored by a subcommittee including teachers, staff, nutritionists, community members, students and the district’s food service vendor, Sodexho. We would like your input on the impact of the policy on you.

1. What school do you attend? Port Angeles School District.
2. Are you aware of the new policy?

YES	NO
1161	451



3. Over time, as the nutrition and fitness policy becomes more fully implemented and integrated, we expect to see improvements in student health and learning ability. Your answers to the following questions will help establish a baseline for documenting what changes occur.

Please rate the following questions using a scale of 1 – 4 (circle one) where:

1 = no change 2 = slight change 3 = some change 4 = dramatic change

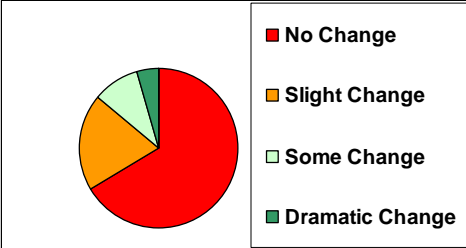
	No Change	Slight Change	Some Change	Dramatic Change
3a. Did you eat healthier foods at school this year? 	575	474	454	156
3b. Did you eat healthier foods at home this year? 	588	396	437	232

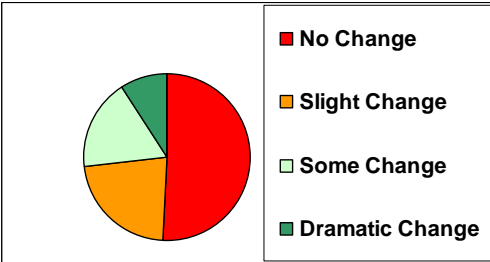
Appendix F, cont. 2006 Students Nutrition and Fitness Survey

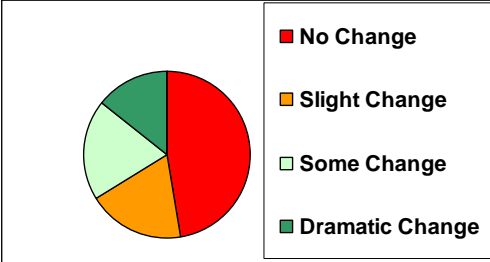
	No Change	Slight Change	Some Change	Dramatic Change
<p>3c. Did you become more interested in nutrition this year?</p> 	721	409	306	218
<p>3d. Did you spend more time on physical fitness at school this year?</p> 	499	327	437	391
<p>3e. Did you spend more time on physical fitness outside of school this year?</p> 	475	336	457	385
<p>3f. Did you become more interested in physical fitness this year?</p> 	554	374	382	312

Appendix F, cont.

2006 Students Nutrition and Fitness Survey

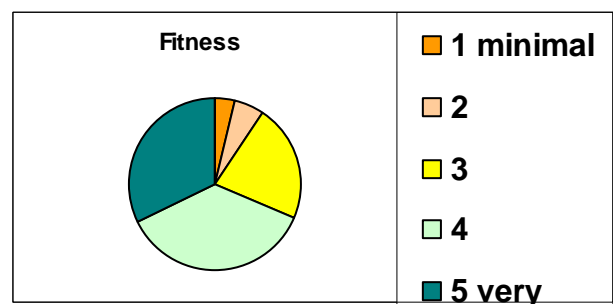
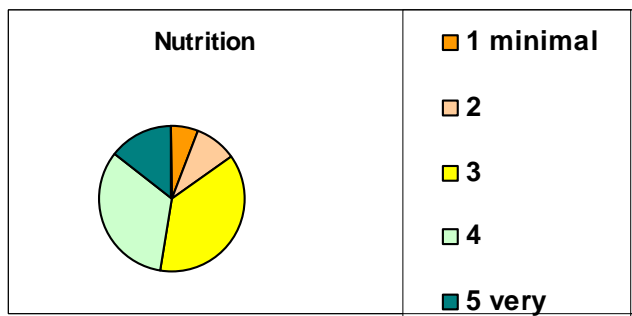
<p>3g. Do you and your friends talk more about nutrition and fitness?</p> 	1098	325	158	73
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<p>3h. Do you feel more alert in the classroom?</p> 	844	366	293	153
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<p>3i. Do you feel better able to learn?</p> 	786	311	322	239
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4 On a scale of 1 to 5, where 1 = minimal knowledge and 5 = very knowledgeable, how would you evaluate your knowledge of:

	1	2	3	4	5
Nutrition	100	152	598	538	232
Fitness	54	91	336	555	491



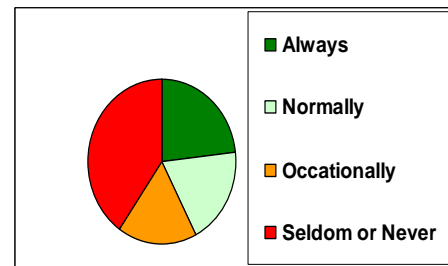
Appendix F, cont.

2006 Students Nutrition and Fitness Survey

5. As a result of public input, the new policy includes language encouraging the purchase of locally grown food products for the district’s food service program. The following questions are to help us determine the level of interest in the inclusion of **organic** and **locally grown** produce in the lunchroom:

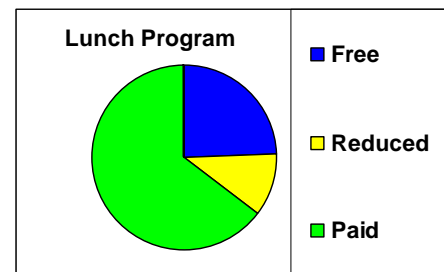
5a. How often do you currently buy a school lunch?

Always	Normally	Occasionally	Seldom or Never
367	310	274	642



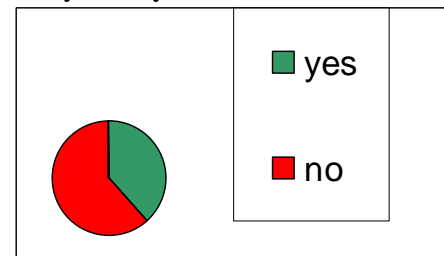
5b. Which lunch program do you qualify for?

Free	Reduced	Paid
359	159	946



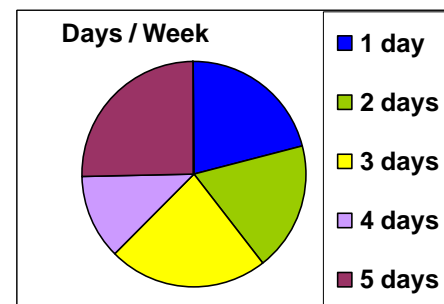
5c. If an organic salad bar were available, would you be more likely to buy a school lunch?

Yes	No
587	948



If yes, how many days per week?

1	2	3	4	5
155	134	168	89	188

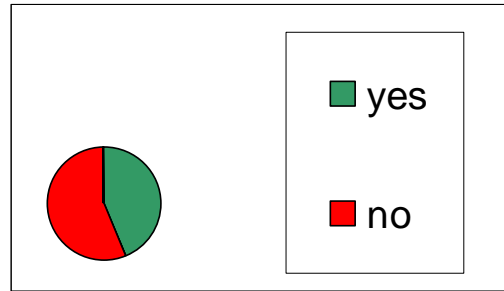


Appendix F, cont.

2006 Students Nutrition and Fitness Survey

6. School gardens can be a way of building interest in nutrition while teaching math, science, etc. Would you be willing to help with a school garden?

Yes	No
632	816



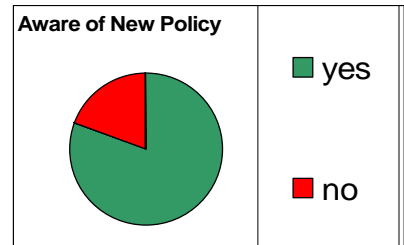
Appendix G

**DRY CREEK ELEMENTARY SCHOOL
2006 Nutrition and Fitness Survey Results
Students (N=67)**

The Port Angeles School District began implementing a state-mandated Nutrition and Fitness Policy this year. The goal of the policy is to improve student health and learning by increasing awareness of the importance of good nutrition and physical fitness. Implementation of the policy is being monitored by a subcommittee including teachers, staff, nutritionists, community members, students and the district’s food service vendor, Sodexo. We would like your input on the impact of the policy on you.

1. What school do you attend? _____ DRY CREEK
2. Are you aware of the new policy?

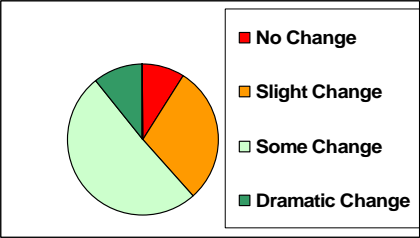
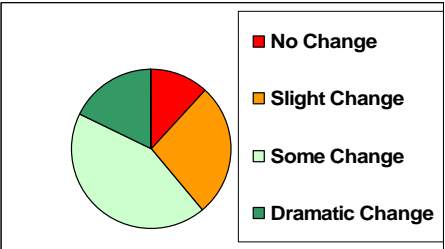
YES	NO
50	12



3. Over time, as the nutrition and fitness policy becomes more fully implemented and integrated, we expect to see improvements in student health and learning ability. Your answers to the following questions will help establish a baseline for documenting what changes occur.

Please rate the following questions using a scale of 1 – 4 (circle one) where:

1 = no change 2 = slight change 3 = some change 4 = dramatic change

	No Change	Slight Change	Some Change	Dramatic Change
3a. Did you eat healthier foods at school this year? 	6	19	33	7
3b. Did you eat healthier foods at home this year? 	8	18	29	12

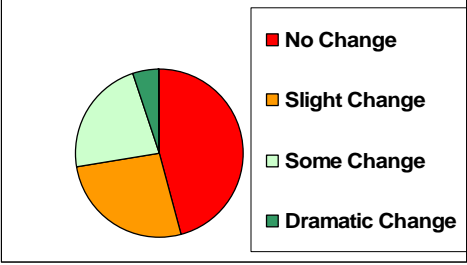
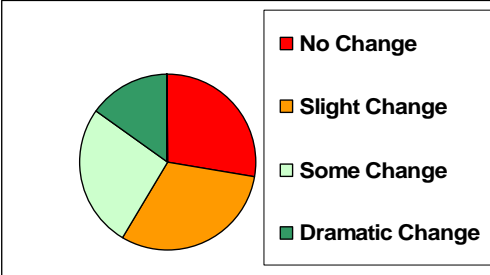
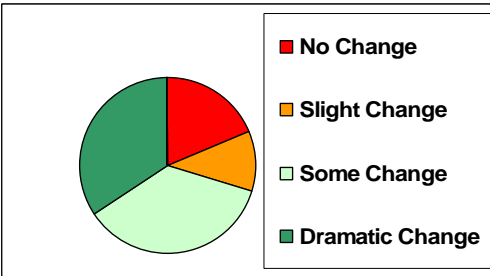
Appendix G, cont.

2006 Student Nutrition and Fitness Survey

	No Change	Slight Change	Some Change	Dramatic Change
<p>3c. Did you become more interested in nutrition this year?</p>	12	14	25	6
<p>3d. Did you spend more time on physical fitness at school this year?</p>	7	16	23	17
<p>3e. Did you spend more time on physical fitness outside of school this year?</p>	6	9	27	22
<p>3f. Did you become more interested in physical fitness this year?</p>	11	13	22	16

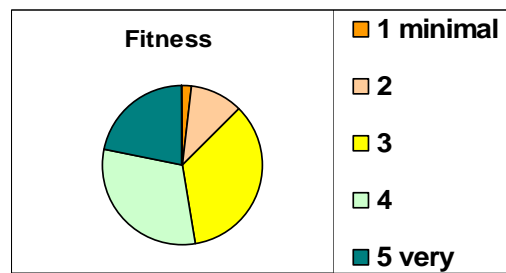
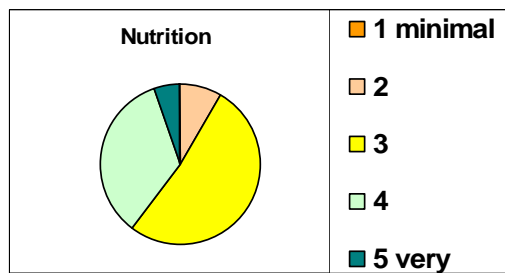
Appendix G, cont.

2006 Student Nutrition and Fitness Survey

	No Change	Slight Change	Some Change	Dramatic Change
3g. Do you and your friends talk more about nutrition and fitness?	28	16	14	3
				
3h. Do you feel more alert in the classroom?	18	20	17	10
				
3i. Do you feel better able to learn?	12	7	23	22
				

4 On a scale of 1 to 5, where 1 = minimal knowledge and 5 = very knowledgeable, how would you evaluate your knowledge of:

	1	2	3	4	5
Nutrition	0	5	30	20	3
Fitness	1	6	19	17	12



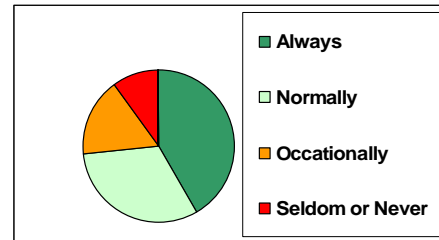
Appendix G, cont.

2006 Student Nutrition and Fitness Survey

5. As a result of public input, the new policy includes language encouraging the purchase of locally grown food products for the district’s food service program. The following questions are to help us determine the level of interest in the inclusion of **organic** and **locally grown** produce in the lunchroom:

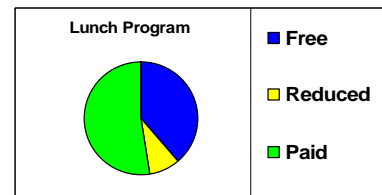
5a. How often do you currently buy a school lunch?

Always	Normally	Occasionally	Seldom or Never
25	19	10	6



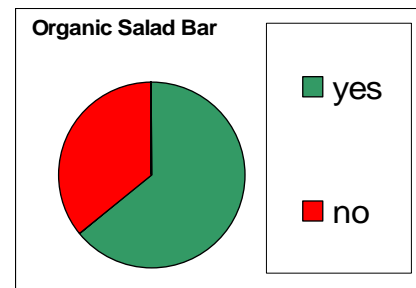
5b. Which lunch program do you qualify for?

Free	Reduced	Paid
23	5	31



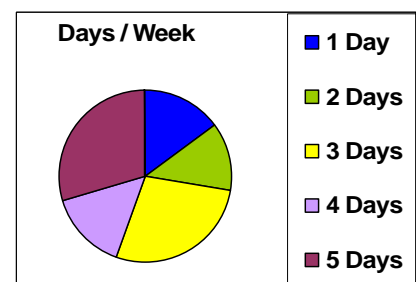
5c. If an organic salad bar were available, would you be more likely to buy a school lunch?

Yes	No
37	21



If yes, how many days per week?

1	2	3	4	5
7	6	13	7	14



Appendix G, cont.

2006 Student Nutrition and Fitness Survey

6. What additional healthy foods, if any, would you like to see offered in the school lunch and breakfast programs?

- More salads, more fruits, eggs and potato
- Tomatoes, onions, juice boxes
- Cinnamon toast, bagels
- Strawberries, pears
- Kiwi, corn on the cob
- Subs
- Nutrition bars, non-fat ranch, salmon
- Spaghetti
- Jello
- Watermelon
- Grapes
- Peanut butter and jelly sandwiches, fresh pears
- Pineapples, rice
- Canned peaches
- Cherries

7. What foods, if any, would you like to see eliminated from the program?

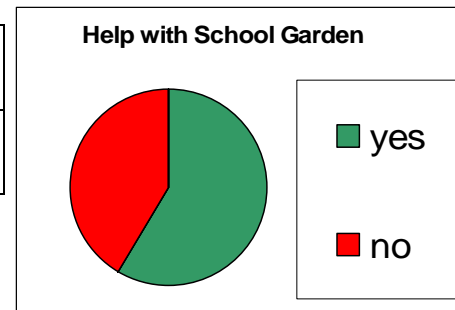
- Hamburgers with cheese
- Pizza
- Corn
- fries
- Corn dogs, salad
- Chicken burgers
- More types of drinks
- Hawaiian hamburgers
- Sausage
- Hawaiian hamburgers
- Bananas
- Giant pretzel
- Everything except corn dogs and sandwiches, chips
- Sloppy Joes, chocolate milk, pizza, meatball sub
- Nachos, pizza, chicken burger
- Tuna fish

8. Are there cultural issues you would like the district to consider in its nutrition and physical education programs?

9. School gardens can be a way of building interest in nutrition while teaching math, science, etc.

Would you be willing to help with a school garden?

Yes	No
34	24



10. Any additional comments or questions?

- The new pizza is good
- The food here stinks, you took my chocolate
- The food is to greasy
- I don't like most the food here, it's disgusting
- Add composting

Appendix H

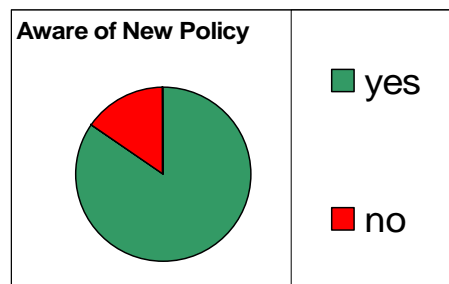
FAIRVIEW ELEMENTARY SCHOOL
2006 Student Nutrition and Fitness Survey Results
Students (N=38)

The Port Angeles School District began implementing a state-mandated Nutrition and Fitness Policy this year. The goal of the policy is to improve student health and learning by increasing awareness of the importance of good nutrition and physical fitness. Implementation of the policy is being monitored by a subcommittee including teachers, staff, nutritionists, community members, students and the district’s food service vendor, Sodexho. We would like your input on the impact of the policy on you.

What school do you attend? FAIRVIEW

2. Are you aware of the new policy?

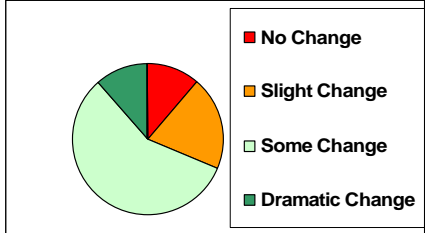
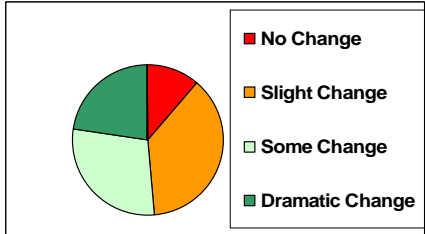
YES	NO
28	5



3. Over time, as the nutrition and fitness policy becomes more fully implemented and integrated, we expect to see improvements in student health and learning ability. Your answers to the following questions will help establish a baseline for documenting what changes occur.

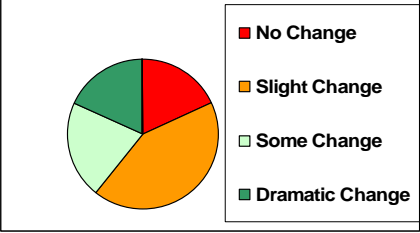
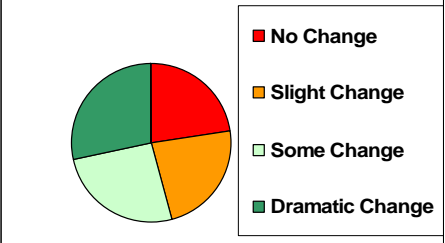
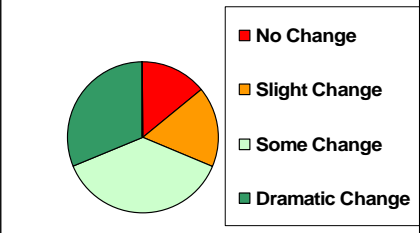
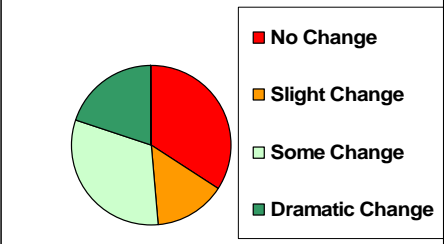
Please rate the following questions using a scale of 1 – 4 (circle one) where:

1 = no change 2 = slight change 3 = some change 4 = dramatic change

	No Change	Slight Change	Some Change	Dramatic Change
3a. Did you eat healthier foods at school this year? 	4	7	20	4
3b. Did you eat healthier foods at home this year? 	4	13	10	8

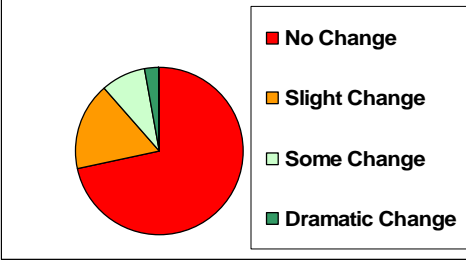
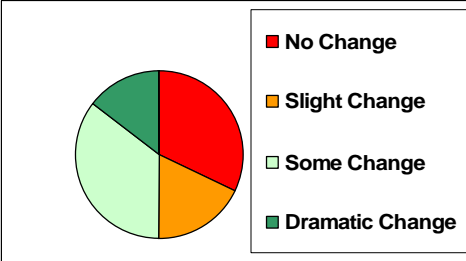
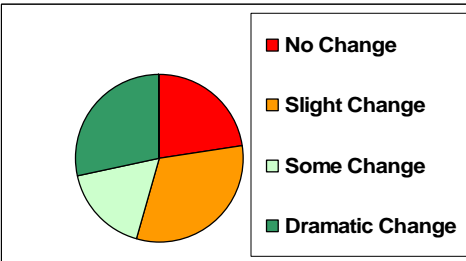
Appendix H, cont.

2006 Student Nutrition and Fitness Survey

	No Change	Slight Change	Some Change	Dramatic Change
3c. Did you become more interested in nutrition this year? 	7	16	8	7
3d. Did you spend more time on physical fitness at school this year? 	8	8	9	10
3e. Did you spend more time on physical fitness outside of school this year? 	5	6	13	11
	No Change	Slight Change	Some Change	Dramatic Change
3f. Did you become more interested in physical fitness this year? 	12	5	11	7

Appendix H, cont.

2006 Student Nutrition and Fitness Survey

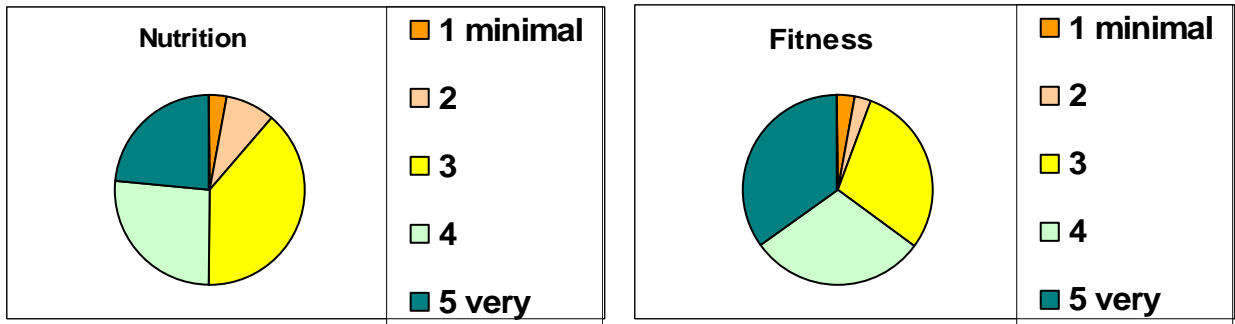
	No Change	Slight Change	Some Change	Dramatic Change
3g. Do you and your friends talk more about nutrition and fitness? 	25	6	3	1
3h. Do you feel more alert in the classroom? 	11	6	12	5
3i. Do you feel better able to learn? 	8	11	6	10

Appendix H, cont.

2006 Student Nutrition and Fitness Survey

4. On a scale of 1 to 5, where 1 = minimal knowledge and 5 = very knowledgeable, how would you evaluate your knowledge of:

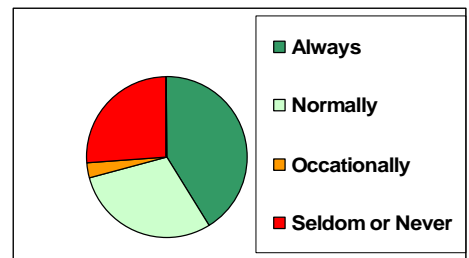
	1	2	3	4	5
Nutrition	1	3	13	9	8
Fitness	1	1	10	10	12



5. As a result of public input, the new policy includes language encouraging the purchase of locally grown food products for the district’s food service program. The following questions are to help us determine the level of interest in the inclusion of **organic** and **locally grown** produce in the lunchroom:

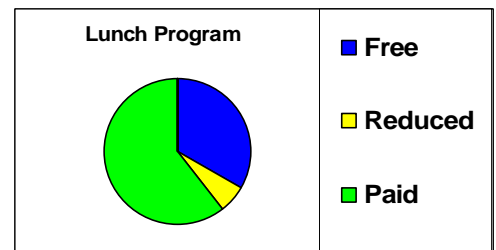
5a. How often do you currently buy a school lunch?

Always	Normally	Occasionally	Seldom or Never
14	10	1	9



5b. Which lunch program do you qualify for?

Free	Reduced	Paid
11	2	20

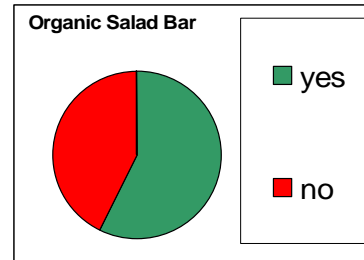


Appendix H, cont.

2006 Student Nutrition and Fitness Survey

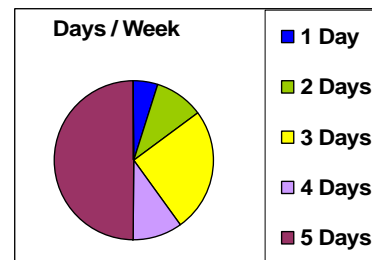
5c. If an organic salad bar were available, would you be more likely to buy a school lunch?

Yes	No
20	15



If yes, how many days per week?

1	2	3	4	5
1	2	5	2	10



6. What additional healthy foods, if any, would you like to see offered in the school lunch and breakfast programs?

- Sausage, bagels, eggs, pancakes, graham crackers, apples, bananas, sub sandwich, food from other places
- K-bobs, grilled cheese
- Soup, omelet's
- Star berry's, steak
- Clam chowder
- Yogurt, French dip
- Vegetables on sticks
- Fries
- Kiwi
- Celery, pears
- Rice
- Cherries, plums, apricots, mangos
- Real cheese, apple juice
- Peaches, sugar free pudding
- Watermelon
- Fruit salad
- Strawberries, blueberries
- Cauliflower, cabbage

7. What foods, if any, would you like to see eliminated from the program?

- Gravy, pizza, tuna fish sandwiches, wraps
- Chicken burger
- Soggy hamburgers, pineapple
- Chicken nuggets
- Macaroni
- Cinnamon rolls
- Chicken deli wrap
- Pretzels
- Sloppy Joes, Jell-O
- Salads with stuff inside them
- Nacho cheese
- Corn dogs
- Fake cheese
- Egg salad sandwiches
- Chicken Alfredo
- Cheeseburgers
- Carrots, salad
- Egg sandwich
- Left over pizza from the high school

Appendix H, cont.

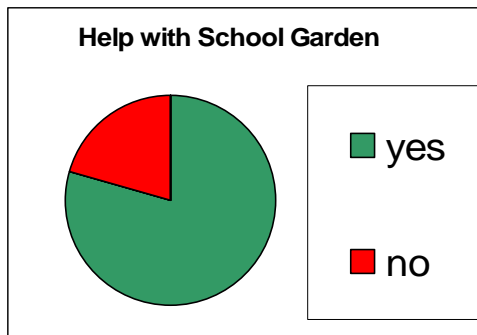
2006 Student Nutrition and Fitness Survey

8. Are there cultural issues you would like the district to consider in its nutrition and physical education programs?

- Smoked salmon
- Smoked salmon, smelt, shrimp, lobster
- Mexican and Chinese food
- Our local sea food, salmon, crab and halibut. Chinese, Italian, Mexican
- Indian
- Fish sticks
- Curry
- What if your culture is being vegetarian
- Not body strong people have to climb ropes

9. School gardens can be a way of building interest in nutrition while teaching math, science, etc. Would you be willing to help with a school garden?

Yes	No
23	6



10. Any additional comments or questions?

- Get rid of the pizza because it's greasy and there is always oil running down the cheese
- When did the PASD decide to serve even more healthier foods
- Could you give Dominos pizza freshly delivered to Fairview every month or so
- School lunches are good but need another fruit that everyone loves
- Can we have regular hot dogs on buns more often?
- Can we get our old trays back (plastic)

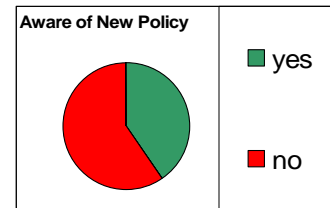
Appendix I

FRANKLIN ELEMENTARY SCHOOL
2006 Student Nutrition and Fitness Survey Results
Students (N=67)

The Port Angeles School District began implementing a state-mandated Nutrition and Fitness Policy this year. The goal of the policy is to improve student health and learning by increasing awareness of the importance of good nutrition and physical fitness. Implementation of the policy is being monitored by a subcommittee including teachers, staff, nutritionists, community members, students and the district’s food service vendor, Sodexho. We would like your input on the impact of the policy on you.

1. What school do you attend? _____ Franklin
2. Are you aware of the new policy?

YES	NO
25	37



3. Over time, as the nutrition and fitness policy becomes more fully implemented and integrated, we expect to see improvements in student health and learning ability. Your answers to the following questions will help establish a baseline for documenting what changes occur.

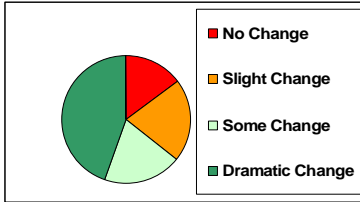
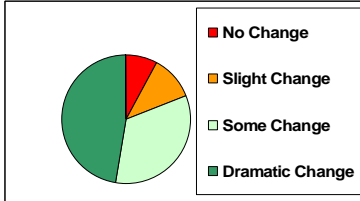
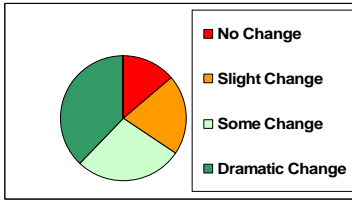
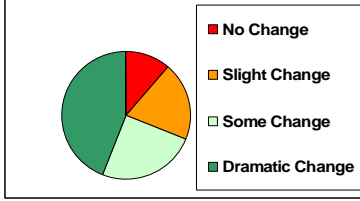
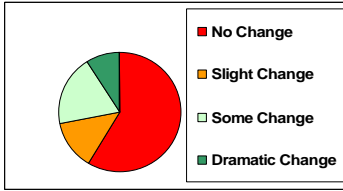
Please rate the following questions using a scale of 1 – 4 (circle one) where:

1 = no change 2 = slight change 3 = some change 4 = dramatic change

	No Change	Slight Change	Some Change	Dramatic Change
3a. Did you eat healthier foods at school this year?	7	23	25	10
3b. Did you eat healthier foods at home this year?	9	15	25	14

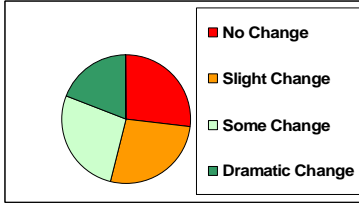
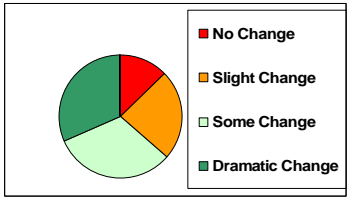
Appendix I, cont.

2006 Student Nutrition and Fitness Survey

	No Change	Slight Change	Some Change	Dramatic Change
3c. Did you become more interested in nutrition this year? 	10	14	13	30
3d. Did you spend more time on physical fitness at school this year? 	5	7	21	30
3e. Did you spend more time on physical fitness outside of school this year? 	8	12	16	22
3f. Did you become more interested in physical fitness this year? 	7	12	15	27
3g. Do you and your friends talk more about nutrition and fitness? 	39	9	13	6

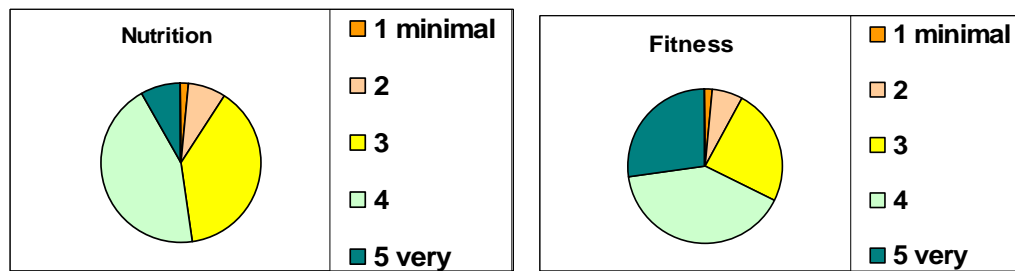
Appendix I, cont.

2006 Student Nutrition and Fitness Survey

	No Change	Slight Change	Some Change	Dramatic Change
3h. Do you feel more alert in the classroom?	Change	Change	Change	Change
				
3i. Do you feel better able to learn?	8	15	20	20
				

4. On a scale of 1 to 5, where 1 = minimal knowledge and 5 = very knowledgeable, how would you evaluate your knowledge of :

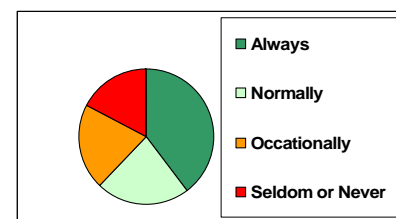
	1	2	3	4	5
Nutrition	1	5	24	28	5



5. As a result of public input, the new policy includes language encouraging the purchase of locally grown food products for the district’s food service program. The following questions are to help us determine the level of interest in the inclusion of **organic** and **locally grown** produce in the lunchroom:

5a. How often do you currently buy a school lunch?

Always	Normally	Occasionally	Seldom or Never
25	14	13	11

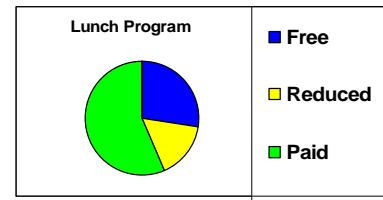


Appendix I, cont.

2006 Student Nutrition and Fitness Survey

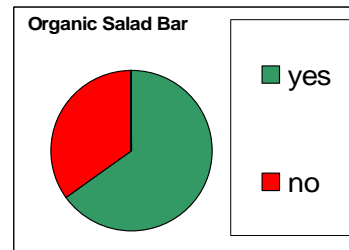
5b. Which lunch program do you qualify for?

Free	Reduced	Paid
17	10	35



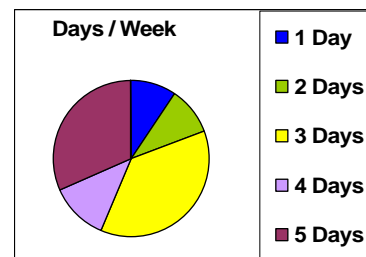
5c. If an organic salad bar were available, would you be more likely to buy a school lunch?

Yes	No
37	20



If yes, how many days per week?

1	2	3	4	5
4	4	15	5	13



6. What additional healthy foods, if any, would you like to see offered in the school lunch and breakfast programs?

- Strawberries
- Baked potato
- Soup, tomatoes, non greasy pizza
- More fruits, grapes etc.
- Subway sandwiches, fruits
- Peaches, apples, carrots, oranges, banana, raspberry, blueberries, strawberries, blackberries, grapes
- Organic foods

7. What foods, if any, would you like to see eliminated from the program?

- Chicken burger
- The pizza is too greasy
- Corn dogs, hamburgers
- pizza
- The hot dogs and the pizza
- Sloppy Joes,
- Cookies

8. Are there cultural issues you would like the district to consider in its nutrition and physical education programs?

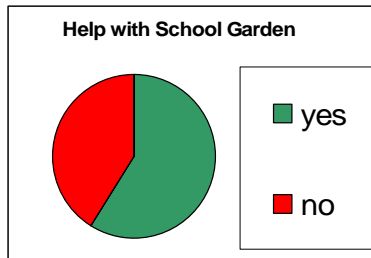
- I don't eat pork

Appendix I, cont.

2006 Student Nutrition and Fitness Survey

9. School gardens can be a way of building interest in nutrition while teaching math, science, etc. Would you be willing to help with a school garden?

Yes	No
36	25



10. Any additional comments or questions?

- The school does a great job of keeping us happy and healthy, but need to embrace it more about not change the menus, except add
- The hot dogs at the school are green and are hard. There is hair in the pizza
- Would you do the things that are on the papers?
- I want real Mac and cheese
- If this school would like to be the kind in the lunch room I suggest not making the pizza so greasy. Not having the macaroni being cold and hard -- having the chicken nuggets being non cooked and not having the corn dogs be green and not having the chicken in the salads be crunchy
- The school food is really gross. They make the pizza out of two pieces or cardboard boiled in grease and the cheese is melted plastic boiled in more grease and the meat and sauce is flesh and around up guts.
- The pizza is very greasy and my friends go through 5 napkins degreasing it. Some drink it with straws. Also, the macaroni's cheese and the spaghetti's sauce are like plastic. The cheese on the cheeseburgers makes it impossible to take the bun off of it. The hotdogs are greenish. The specials are always gone and the Texas toast is greasy too.
- I think that this organic thing isn't working; the pizza in the lunch room has like 10 pounds of grease on it, green corn dogs ewe! But I do like switch sodas! But Splenda filled water in the machines is disgusting!!!
- Get volunteers to make great food instead of the cafeteria food
- You should put mango, kiwi, strawberries, cantaloupes, watermelon, and honeydew
- I think it would be more healthy if there wasn't canned food
- Can we expand recess 10 min?
- Why do the pizza's have so much grease
- We should have cookies once a week

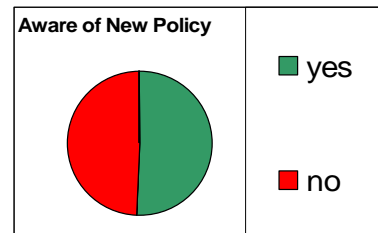
Appendix J

HAMILTON ELEMENTARY SCHOOL
2006 Student Nutrition and Fitness Survey Results
Students (N=102)

The Port Angeles School District began implementing a state-mandated Nutrition and Fitness Policy this year. The goal of the policy is to improve student health and learning by increasing awareness of the importance of good nutrition and physical fitness. Implementation of the policy is being monitored by a subcommittee including teachers, staff, nutritionists, community members, students and the district’s food service vendor, Sodexo. We would like your input on the impact of the policy on you.

1. What school do you attend? Hamilton
2. Are you aware of the new policy?

YES	NO
49	48



3. Over time, as the nutrition and fitness policy becomes more fully implemented and integrated, we expect to see improvements in student health and learning ability. Your answers to the following questions will help establish a baseline for documenting what changes occur.

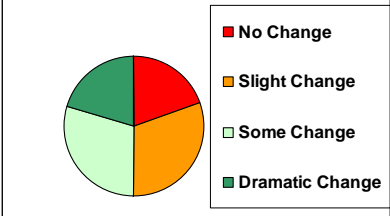
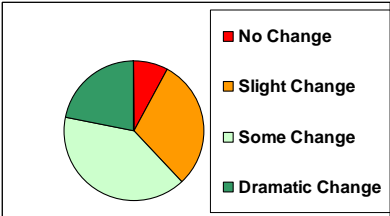
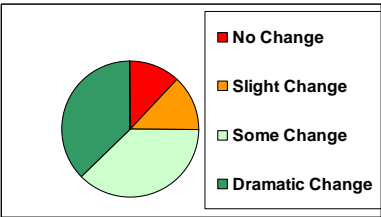
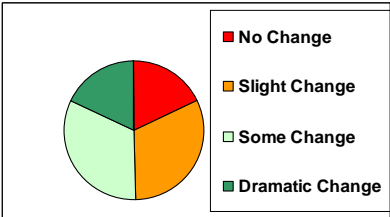
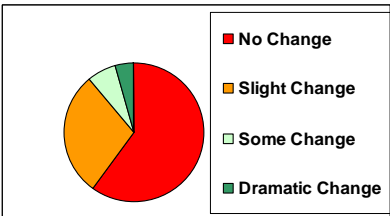
Please rate the following questions using a scale of 1 – 4 (circle one) where:

1 = no change 2 = slight change 3 = some change 4 = dramatic change

	No Change	Slight Change	Some Change	Dramatic Change
3a. Did you eat healthier foods at school this year? 	14	26	50	9
3b. Did you eat healthier foods at home this year? 	4	24	47	25

Appendix J, cont.

2006 Student Nutrition and Fitness Survey

	No Change	Slight Change	Some Change	Dramatic Change
<p>3c. Did you become more interested in nutrition this year?</p> 	20	31	30	21
<p>3d. Did you spend more time on physical fitness at school this year?</p> 	8	30	40	22
<p>3e. Did you spend more time on physical fitness outside of school this year?</p> 	12	13	37	37
<p>3f. Did you become more interested in physical fitness this year?</p> 	18	31	32	18
<p>3g. Do you and your friends talk more about nutrition and fitness?</p> 	59	29	7	4

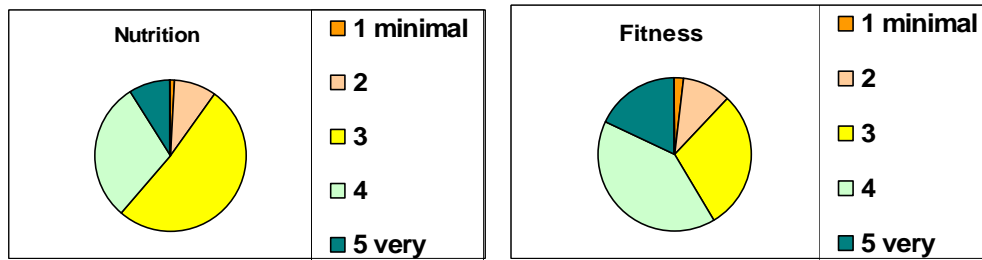
Appendix J, cont.

2006 Student Nutrition and Fitness Survey

	No Change	Slight Change	Some Change	Dramatic Change
3h. Do you feel more alert in the classroom?	20	31	28	20
3i. Do you feel better able to learn?	14	10	34	42

4. On a scale of 1 to 5, where 1 = minimal knowledge and 5 = very knowledgeable, how would you evaluate your knowledge of:

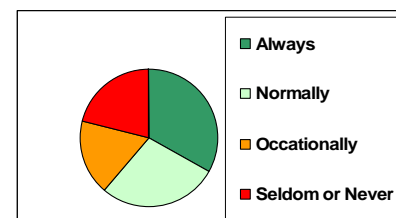
	1	2	3	4	5
Nutrition	1	9	51	30	9
Fitness	2	10	29	40	18



5. As a result of public input, the new policy includes language encouraging the purchase of locally grown food products for the district’s food service program. The following questions are to help us determine the level of interest in the inclusion of **organic** and **locally grown** produce in the lunchroom:

5a. How often do you currently buy a school lunch?

Always	Normally	Occasionally	Seldom or Never
33	28	18	21

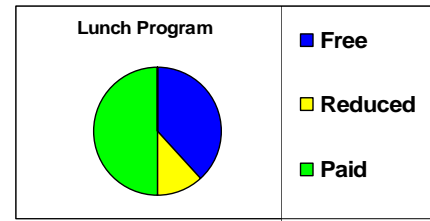


Appendix J, cont.

2006 Student Nutrition and Fitness Survey

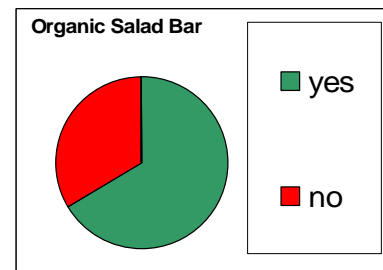
5b. Which lunch program do you qualify for?

Free	Reduced	Paid
36	11	47



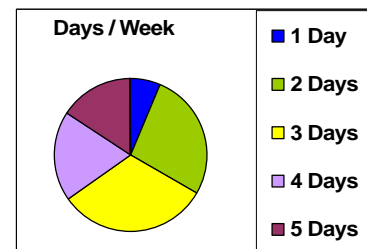
5c. If an organic salad bar were available, would you be more likely to buy a school lunch?

Yes	No
65	33



If yes, how many days per week?

1	2	3	4	5
4	17	20	12	10



6. What additional healthy foods, if any, would you like to see offered in the school lunch and breakfast programs?

- Cottage cheese, boiled eggs, real chicken, fish, real beef
- Whole wheat/multigrain bread
- Tomatoes, watermelon, black berries, apricots,
- Baked potatoes, sub sandwiches, sugar-free juice, melon
- Fruit
- Oranges, cherries
- Cucumbers, celery, spinach leaves
- Grapes
- Soups, apples and peanut butter
- Shepard pie, 2 % milk
- Oatmeal, cereal, lasagna
- Orange juice
-

Appendix J, cont.

2006 Student Nutrition and Fitness Survey

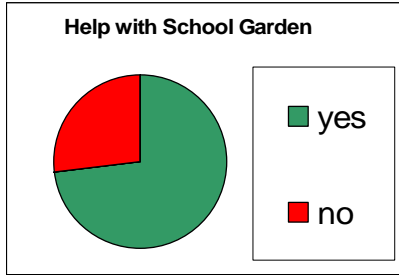
- Zucchini, cucumbers, water
 - Healthy jello, bananas, green beans
 - Grapefruit
 - Smoothies, healthy juice,
 - Cranberries, cranberry juice
 - Strawberries, grapes, raspberries
 - Tofu, soy tacos
 - Chicken noodle soup, scrambled eggs, kiwi
 - Rice
 - Honey-dew melon, lemons
7. What foods, if any, would you like to see eliminated from the program?
- | | |
|--|--|
| <ul style="list-style-type: none"> • Gravy, pizza, tuna fish sandwiches, wraps • Chicken burger • Soggy hamburgers, pineapple • Chicken nuggets • Macaroni • Cinnamon rolls • Chicken deli wrap • Pretzels • Sloppy Joes, Jell-O • Salads with stuff inside them • Nacho cheese • Corn dogs • Fake cheese | <ul style="list-style-type: none"> • Egg salad sandwiches • Chicken alfredo • Cheeseburgers • Carrots, salad • Egg sandwich • BQ sandwiches • Green beans, teriyaki rice and meat • Meatball subs • Rotten white milk • Chocolate milk and the special • Carrots • cookies |
|--|--|
8. Are there cultural issues you would like the district to consider in its nutrition and physical education program?
- Smoked salmon
 - Smoked salmon, smelt, shrimp, lobster
 - Mexican and Chinese food
 - Our local sea food, salmon, crab and halibut. Chinese, Italian, Mexican
 - Indian
 - Fish sticks
 - Curry
 - What if your culture is being vegetarian
 - Oysters, muscles, clams
 - English food
 - I can not eat cow but I can eat buffalo

Appendix J, cont.

2006 Student Nutrition and Fitness Survey

9. School gardens can be a way of building interest in nutrition while teaching math, science, etc. Would you be willing to help with a school garden?

Yes	No
68	25



10. Any additional comments or questions?

- I don't really like the cheese that is on my pizza and some of the chicken burgers are under cooked
- Do not serve greasy foods
- Why do we have to do this? I already eat healthy.
- I wish we can have more juice or soda stuff like that we have more options
- Cooks need to wear nets over their hair because some of my friends have been saying that there are little strings of hair in their food.
- Garden, Garden
- Could it be possible to add more choices to the main part of the meal
- I would like to have more side choices
- Less entrees/big meals
- Chicken fried steak, more pickles, food reservations

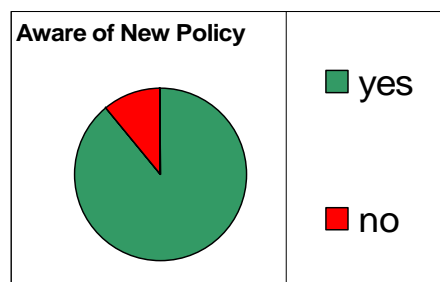
Appendix K

**JEFFERSON ELEMENTARY SCHOOL
2006 Student Nutrition and Fitness Survey Results
Students (N=79)**

The Port Angeles School District began implementing a state-mandated Nutrition and Fitness Policy this year. The goal of the policy is to improve student health and learning by increasing awareness of the importance of good nutrition and physical fitness. Implementation of the policy is being monitored by a subcommittee including teachers, staff, nutritionists, community members, students and the district’s food service vendor, Sodexo. We would like your input on the impact of the policy on you.

1. What school do you attend? _____ Jefferson
2. Are you aware of the new policy?

YES	NO
65	8



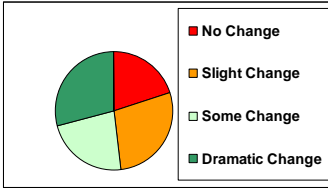
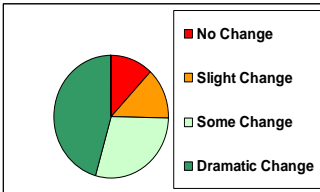
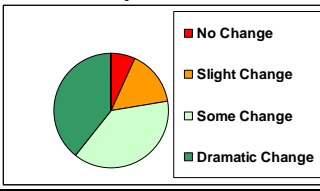
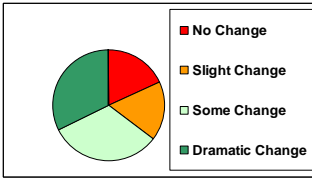
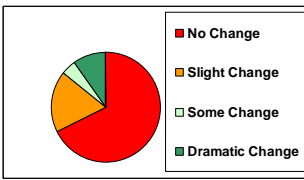
3. Over time, as the nutrition and fitness policy becomes more fully implemented and integrated, we expect to see improvements in student health and learning ability. Your answers to the following questions will help establish a baseline for documenting what changes occur.

Please rate the following questions using a scale of 1 – 4 (circle one) where:
 1 = no change 2 = slight change 3 = some change 4 = dramatic change

	No Change	Slight Change	Some Change	Dramatic Change
3a. Did you eat healthier foods at school this year? 	5	19	23	27
3b. Did you eat healthier foods at home this year? 	12	17	20	24

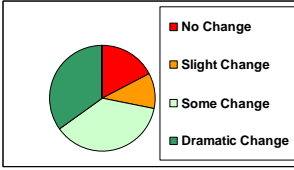
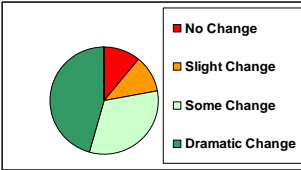
Appendix K, cont.

2006 Student Nutrition and Fitness Survey

	No Change	Slight Change	Some Change	Dramatic Change
3c. Did you become more interested in nutrition this year? 	16	22	18	23
3d. Did you spend more time on physical fitness at school this year? 	9	10	21	34
3e. Did you spend more time on physical fitness outside of school this year? 	5	11	27	28
3f. Did you become more interested in physical fitness this year? 	13	12	23	23
3g. Do you and your friends talk more about nutrition and fitness? 	48	13	3	7

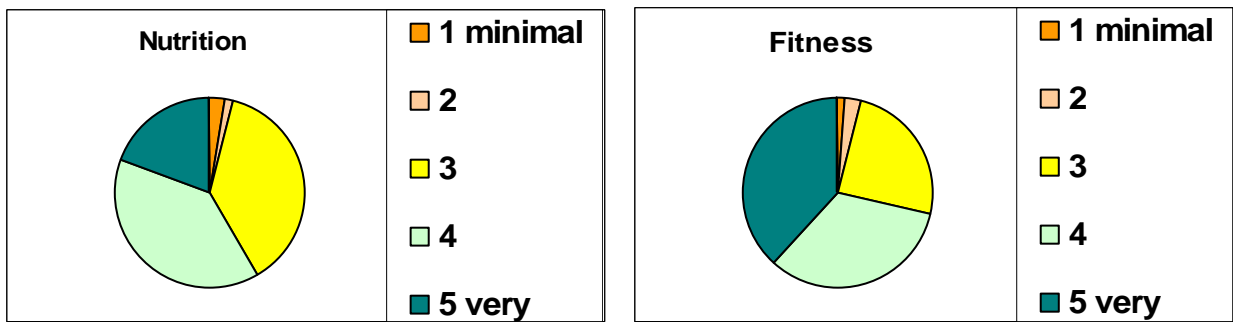
Appendix K, cont.

2006 Student Nutrition and Fitness Survey

	No Change	Slight Change	Some Change	Dramatic Change
3h. Do you feel more alert in the classroom? 	13	8	27	26
3i. Do you feel better able to learn? 	8	8	23	33

On a scale of 1 to 5, where 1 = minimal knowledge and 5 = very knowledgeable, how would you evaluate your knowledge of:

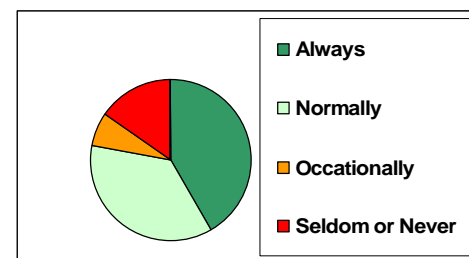
	1	2	3	4	5
Nutrition	2	1	27	28	14
Fitness	1	2	18	24	28



5. As a result of public input, the new policy includes language encouraging the purchase of locally grown food products for the district’s food service program. The following questions are to help us determine the level of interest in the inclusion of **organic** and **locally grown** produce in the lunchroom:

5a. How often do you currently buy a school lunch?

Always	Normally	Occasionally	Seldom or Never
30	26	5	11

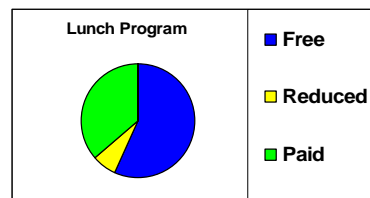


Appendix K, cont.

2006 Student Nutrition and Fitness Survey

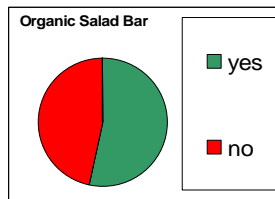
5b. Which lunch program do you qualify for?

Free	Reduced	Paid
33	4	21



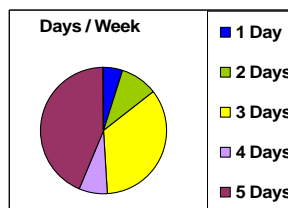
5c. If an organic salad bar were available, would you be more likely to buy a school lunch?

Yes	No
39	34



If yes, how many days per week?

1	2	3	4	5
2	4	14	3	18



6. What additional healthy foods, if any, would you like to see offered in the school lunch and breakfast programs?

- | | |
|---|---|
| <ul style="list-style-type: none"> • Sausage, bagels, eggs, pancakes, graham crackers, apples, bananas, sub sandwich, food from other places • K-bobs, grilled cheese • Soup, omelet's • Star berry's, steak • Clam chowder • Yogurt, French dip • Vegetables on sticks • Fries • Rice | <ul style="list-style-type: none"> • Cherries, plums, apricots, mangos • Real cheese, apple juice • Peaches, sugar free pudding • Watermelon • Fruit salad • Strawberries, blueberries • Cauliflower, cabbage • Kiwi • Celery, pears |
|---|---|

7. What foods, if any, would you like to see eliminated from the program?

- | | |
|---|--|
| <ul style="list-style-type: none"> • Gravy, pizza, tuna sandwiches, wraps • Pretzels • Chicken burger • Sloppy Joes, Jell-O • Soggy hamburgers, pineapple • Chicken nuggets | <ul style="list-style-type: none"> • Macaroons • Cinnamon rolls • Chicken deli wrap • Salads with stuff inside them • Nacho cheese • Corn dogs |
|---|--|

Appendix K, cont.

2006 Student Nutrition and Fitness Survey

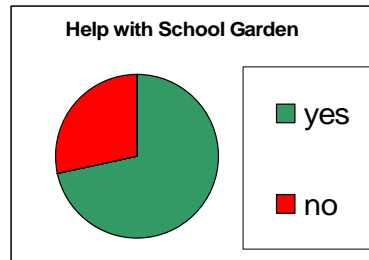
- Fake cheese
- Egg salad sandwiches
- Chicken alfredo
- Cheeseburgers
- Carrots, salad
- Egg sandwich

8. Are there cultural issues you would like the district to consider in its nutrition and physical education programs?

- | | |
|---|--|
| <ul style="list-style-type: none"> • Smoked salmon • Smoked salmon, smelt, shrimp, lobster • Mexican and Chinese food • Our local sea food, salmon, crab and halibut. Chinese, Italian, Mexican | <ul style="list-style-type: none"> • Indian • Fish sticks • Curry • What if your culture is being vegetarian |
|---|--|

9. School gardens can be a way of building interest in nutrition while teaching math, science, etc. Would you be willing to help with a school garden?

Yes	No
28	11



Any additional comments or questions?

- I think we should get more Italian, Mexican, Chinese, Indian and Hawaiian food
- For the garden I would like to help in planting plants
- We need more food
- I would like to help plant things
- They still serve soft pretzel and nachos but those are unhealthy
- I would like to plant and measure the plants
- Yes because I have never grown anything so I will get to
- I don't eat any meat all I eat is chicken occasionally. Bring bagels back to 5th grade during snack!!! Only 5th grade.
- I want bagels for snack!!

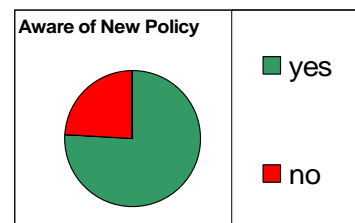
Appendix L

ROOSEVELT MIDDLE SCHOOL
2006 Student Nutrition and Fitness Survey Results
Students (N=380)

The Port Angeles School District began implementing a state-mandated Nutrition and Fitness Policy this year. The goal of the policy is to improve student health and learning by increasing awareness of the importance of good nutrition and physical fitness. Implementation of the policy is being monitored by a subcommittee including teachers, staff, nutritionists, community members, students and the district’s food service vendor, Sodexo. We would like your input on the impact of the policy on you.

1. What school do you attend? _____ Roosevelt
2. Are you aware of the new policy?

YES	NO
273	87



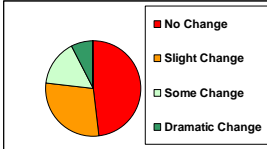
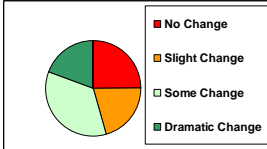
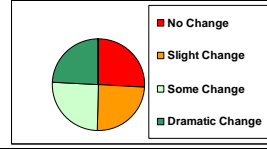
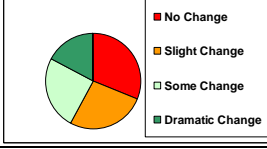
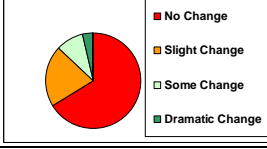
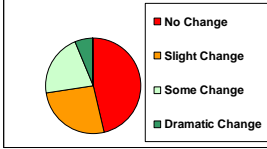
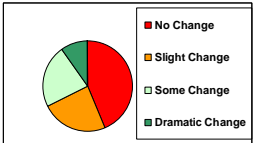
3. Over time, as the nutrition and fitness policy becomes more fully implemented and integrated, we expect to see improvements in student health and learning ability. Your answers to the following questions will help establish a baseline for documenting what changes occur.

Please rate the following questions using a scale of 1 – 4 (circle one) where:
 1 = no change 2 = slight change 3 = some change 4 = dramatic change

	No Change	Slight Change	Some Change	Dramatic Change
3a. Did you eat healthier foods at school this year?	93	135	109	32
3b. Did you eat healthier foods at home this year?	125	102	95	47

Appendix L, cont.

2006 Student Nutrition and Fitness Survey

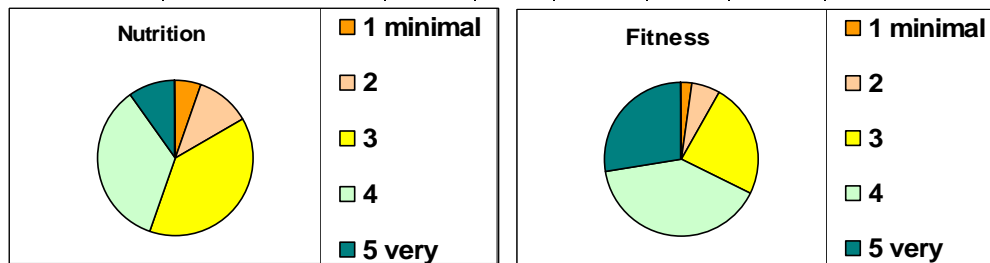
	No Change	Slight Change	Some Change	Dramatic Change
3c. Did you become more interested in nutrition this year? 	176	105	58	27
3d. Did you spend more time on physical fitness at school this year? 	90	74	127	70
3e. Did you spend more time on physical fitness outside of school this year? 	98	90	96	90
3f. Did you become more interested in physical fitness this year? 	109	94	88	60
3g. Do you and your friends talk more about nutrition and fitness? 	251	79	36	14
3h. Do you feel more alert in the classroom? 	170	98	78	23
3i. Do you feel better able to learn? 	159	87	83	35

Appendix L, cont.

2006 Student Nutrition and Fitness Survey

4 On a scale of 1 to 5, where 1 = minimal knowledge and 5 = very knowledgeable, how would you evaluate your knowledge of:

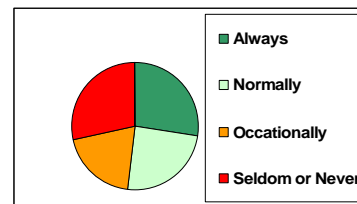
	1	2	3	4	5
Nutrition	20	42	138	129	35
Fitness	9	21	86	145	100



5. As a result of public input, the new policy includes language encouraging the purchase of locally grown food products for the district’s food service program. The following questions are to help us determine the level of interest in the inclusion of **organic** and **locally grown** produce in the lunchroom:

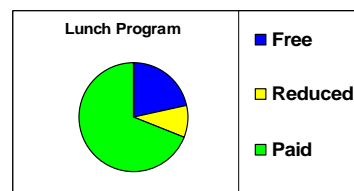
5a. How often do you currently buy a school lunch?

Always	Normally	Occasionally	Seldom or Never
100	87	71	104



5b. Which lunch program do you qualify for?

Free	Reduced	Paid
75	34	240

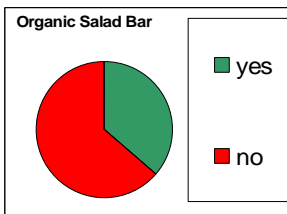


Appendix L, cont.

2006 Student Nutrition and Fitness Survey

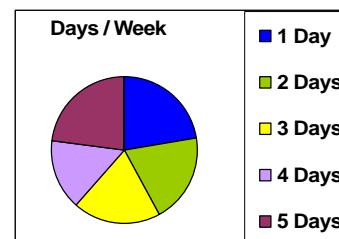
5c. If an organic salad bar were available, would you be more likely to buy a school lunch?

Yes	No
128	225



If yes, how many days per week?

1	2	3	4	5
36	31	31	25	37

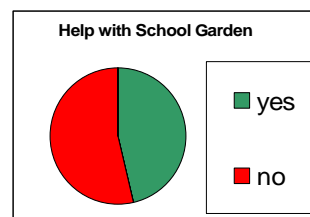


Appendix L, cont.

2006 Student Nutrition and Fitness Survey

6. What additional healthy foods, if any, would you like to see offered in the school lunch and breakfast programs?
- PB and J sandwiches
 - Grapes, watermelons, cantaloupe
 - Strawberries
 - Fruit
 - More fruits and vegetables
 - Oranges, frozen yogurt
 - Breakfast - juice, poptarts, bagels
oatmeal Lunch – Ice cream, pop, sandwiches
 - Captain Crunchberries
 - Cereal.....brownies!
 - More fruit, whole grains
 - Non-processed food
 - Eggs
 - Protein bars
 - Ice cream, sushi, chow mien, cactus, tree, sweat shirt, top roman, egg rolls
 - Sushi, lobster, steak, anything but nasty pizza
 - Garden burgers
 - Cauliflower, tomatoes
 - Protein
 - Steak
 - Apples, more juice
 - Oranges
 - Kiwi, cucumbers
 - French toast
 - Donuts
 - Kettle chips
 - Peaches, pineapple
 - spinach
7. What foods, if any, would you like to see eliminated from the program?
- Pizza, green beans
 - The cheese
 - Breakfast pizza, burritos
 - Greasy pizza
 - The apples because they are all soft and gross
 - All that healthy stuff
 - Salad
 - Ice cream, chips
 - Pizza burritos, chicken burgers, cup of noodles
 - Salad, carrots, veggies
 - Jello, chocolate milk
 - Yogurt
 - Salad bar
8. Are there cultural issues you would like the district to consider in its nutrition and physical education programs?
- Yes, I think its unfair that people get free and reduced lunches
 - Chinese food
 - Chinese, McDonalds
9. School gardens can be a way of building interest in nutrition while teaching math, science, etc. Would you be willing to help with a school garden?

Yes	No
161	186



Appendix L, cont.

2006 Student Nutrition and Fitness Survey

10. Any additional comments or questions?

- Why are we taking this? I have no comment but I have a fact. I'm moving up to 9th grade.
- We should be back on our regular diet because it won't change our normal life at home. Its just making kids hate school even more
- We should have things the way they used to be I think this is ridicules
- Why wont u put pop and junk food back in schools. It's not going to change kids the way kids eat. If kids want they will bring them from home weather or not.
- I don't see the point in not feeding us on healthy foods at school we will just eat more of it at home and get fatter that we already are. I love being FAT
- I am fat and I am offended
- I think we should have real food not just disgusting food
- I don't believe in fitness or nutrition. I am not fat.
- We should be able to have our pop machines back but have better food
- Our lunches suck!! There's like no selection!
- Twinkies, Ho Ho's, bacon, those are all good foods they should add to lunch
- Yes umm last year they said they were trying to make it more healthy but in the ala carte and they have fattening, carb/calorie filled chocolate milk, nasty pizza and gross sandwich meat
- I think it would be good if there was a way we could actually have subway subs, like have them sponsor our school lunches
- Food that is supposed to be hot isn't, chew bars are to hard, pizza to greasy/but good
- This is a boring quiz put some better questions on it
- Low fat food dose not reduce body fat! The chicken tastes horrible, the turkey and ham make me sick, everything is too expensive
- Have you ever noticed that the fat kids are cool? Let us be fat!
- Add Twinkies to the school lunch menu (donuts to!) Allow teachers to give out unlimited amounts of candy. I am skin and bones (as my mom says) and have low cholesterol. I don't care about obesity
- School lunches are goanna suck either way. Quit wasting your time. If the fatties want junk food, they'll find a way to get it.
- Why does all the other schools like Port Townsend and Klahoya still have pop and junk food venders
- Give out donuts, give kids candy
- Get rid of some of the grease in the burgers...its disgusting...their just floating in it...eww!
- If you're going to put foods into our lunches that we do not enjoy, please don't raise the prices
- The food is really bad make good food
- Why do we have to eat food we don't want and work out all the time
- I think you should give us fatty foods. I'd rather be fat and happy that skinny and miserable. Teen's have really good metabolism. Let us enjoy it!!
- They need to make the lunches bigger because it never seems like I get enough

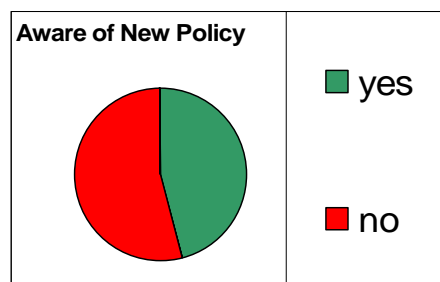
Appendix M

STEVENS MIDDLE SCHOOL
2006 Student Nutrition and Fitness Survey Results
Students (N=214)

The Port Angeles School District began implementing a state-mandated Nutrition and Fitness Policy this year. The goal of the policy is to improve student health and learning by increasing awareness of the importance of good nutrition and physical fitness. Implementation of the policy is being monitored by a subcommittee including teachers, staff, nutritionists, community members, students and the district’s food service vendor, Sodexo. We would like your input on the impact of the policy on you.

1. What school do you attend? _____ Stevens
2. Are you aware of the new policy?

YES	NO
93	110



3. Over time, as the nutrition and fitness policy becomes more fully implemented and integrated, we expect to see improvements in student health and learning ability. Your answers to the following questions will help establish a baseline for documenting what changes occur.

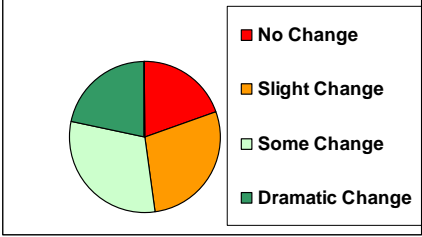
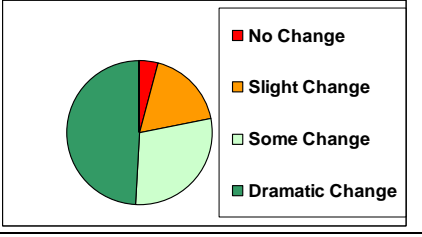
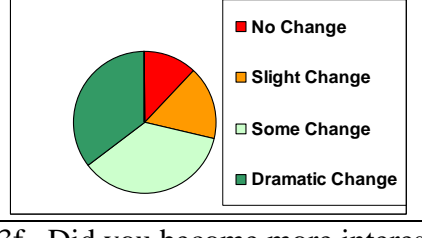
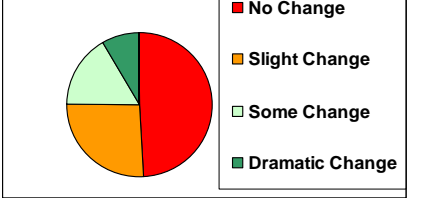
Please rate the following questions using a scale of 1 – 4 (circle one) where:

1 = no change 2 = slight change 3 = some change 4 = dramatic change

	No Change	Slight Change	Some Change	Dramatic Change
3a. Did you eat healthier foods at school this year?	38	57	89	30
<p>A pie chart for question 3a showing the distribution of change ratings. The chart is divided into four segments: red (No Change), orange (Slight Change), light green (Some Change), and dark green (Dramatic Change). A legend to the right of the chart identifies the colors: a red square for "No Change", an orange square for "Slight Change", a light green square for "Some Change", and a dark green square for "Dramatic Change".</p>				
3b. Did you eat healthier foods at home this year?	35	47	74	49
<p>A pie chart for question 3b showing the distribution of change ratings. The chart is divided into four segments: red (No Change), orange (Slight Change), light green (Some Change), and dark green (Dramatic Change). A legend to the right of the chart identifies the colors: a red square for "No Change", an orange square for "Slight Change", a light green square for "Some Change", and a dark green square for "Dramatic Change".</p>				

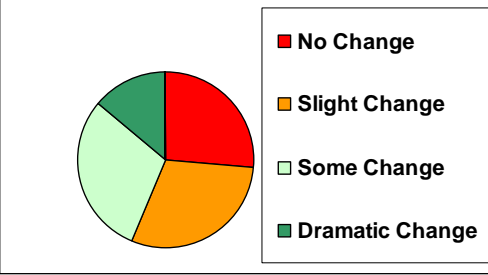
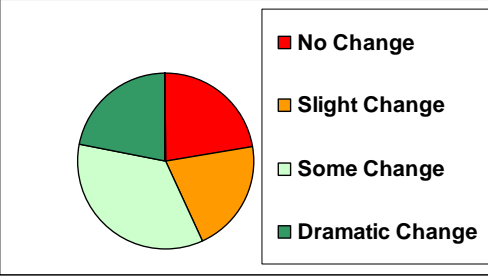
Appendix M, cont.

2006 Student Nutrition and Fitness Survey

	No Change	Slight Change	Some Change	Dramatic Change
3c. Did you become more interested in nutrition this year? 	41	58	63	45
3d. Did you spend more time on physical fitness at school this year? 	9	38	62	105
3e. Did you spend more time on physical fitness outside of school this year? 	25	34	73	73
3f. Did you become more interested in physical fitness this year? 	35	49	52	64
3g. Do you and your friends talk more about nutrition and fitness? 	98	53	33	17

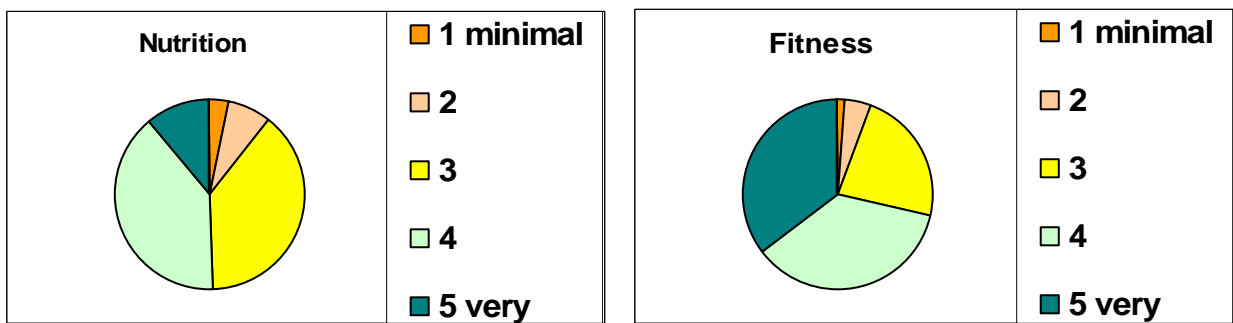
Appendix M, cont.

2006 Student Nutrition and Fitness Survey

	No Change	Slight Change	Some Change	Dramatic Change
3h. Do you feel more alert in the classroom?	53	60	60	28
				
3i. Do you feel better able to learn?	47	43	73	46
				

4 On a scale of 1 to 5, where 1 = minimal knowledge and 5 = very knowledgeable, how would you evaluate your knowledge of:

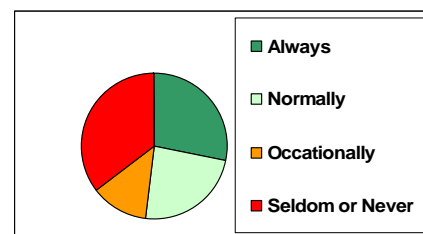
	1	2	3	4	5
Nutrition	7	15	79	81	23
Fitness	3	10	50	78	78



5. As a result of public input, the new policy includes language encouraging the purchase of locally grown food products for the district’s food service program. The following questions are to help us determine the level of interest in the inclusion of **organic** and **locally grown** produce in the lunchroom:

5a. How often do you currently buy a school lunch?

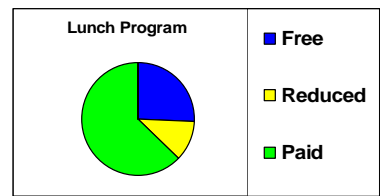
Always	Normally	Occasionally	Seldom or Never
55	45	25	69



Appendix M, cont. 2006 Student Nutrition and Fitness Survey

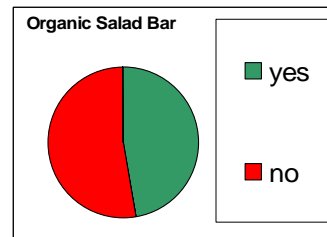
5b. Which lunch program do you qualify for?

Free	Reduced	Paid
48	22	118



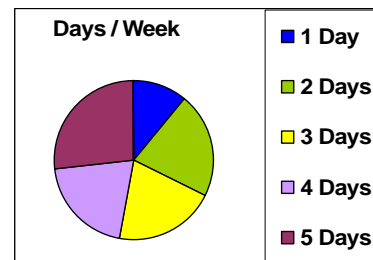
5c. If an organic salad bar were available, would you be more likely to buy a school lunch?

Yes	No
88	98



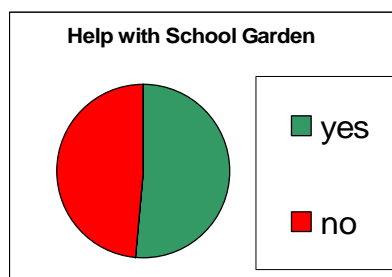
If yes, how many days per week?

1	2	3	4	5
12	23	22	22	29



9. School gardens can be a way of building interest in nutrition while teaching math, science, etc. Would you be willing to help with a school garden?

Yes	No
97	92



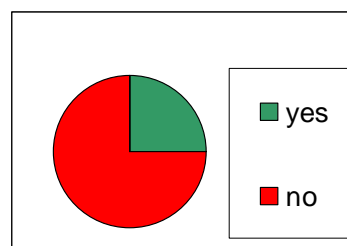
Appendix N

CHOICE COMMUNITY SCHOOL
2006 Student Nutrition and Fitness Survey Results
Students (N=4)

The Port Angeles School District began implementing a state-mandated Nutrition and Fitness Policy this year. The goal of the policy is to improve student health and learning by increasing awareness of the importance of good nutrition and physical fitness. Implementation of the policy is being monitored by a subcommittee including teachers, staff, nutritionists, community members, students and the district’s food service vendor, Sodexo. We would like your input on the impact of the policy on you.

1. What school do you attend? _____ Choice
2. Are you aware of the new policy?

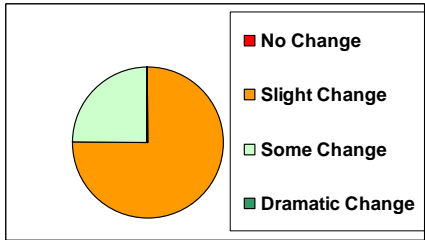
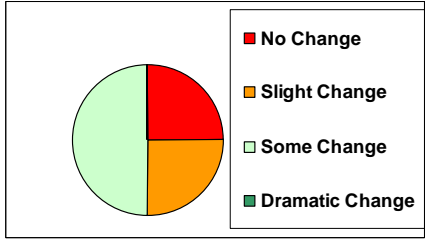
YES	NO
1	3



3. Over time, as the nutrition and fitness policy becomes more fully implemented and integrated, we expect to see improvements in student health and learning ability. Your answers to the following questions will help establish a baseline for documenting what changes occur.

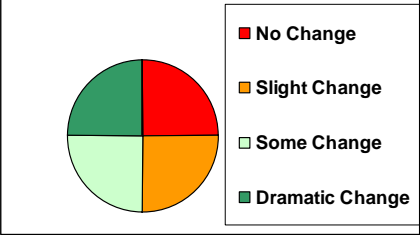
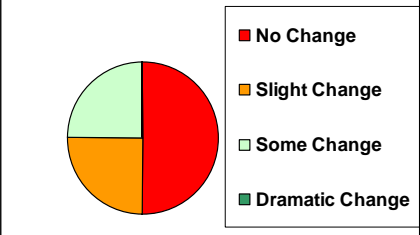
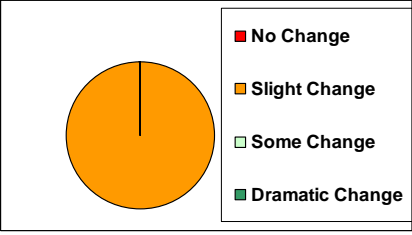
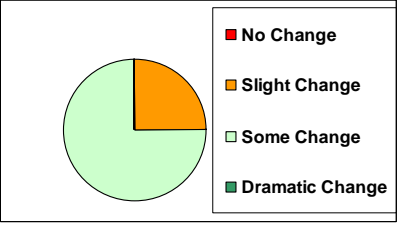
Please rate the following questions using a scale of 1 – 4 (circle one) where:

1 = no change 2 = slight change 3 = some change 4 = dramatic change

	No Change	Slight Change	Some Change	Dramatic Change
3a. Did you eat healthier foods at school this year? 		3	1	
3b. Did you eat healthier foods at home this year? 	1	1	2	

Appendix N, cont.

2006 Student Nutrition and Fitness Survey

	No Change	Slight Change	Some Change	Dramatic Change
3c. Did you become more interested in nutrition this year? 	1	1	1	1
3d. Did you spend more time on physical fitness at school this year? 	2	1	1	
3e. Did you spend more time on physical fitness outside of school this year? 		4		
3f. Did you become more interested in physical fitness this year? 		1	3	

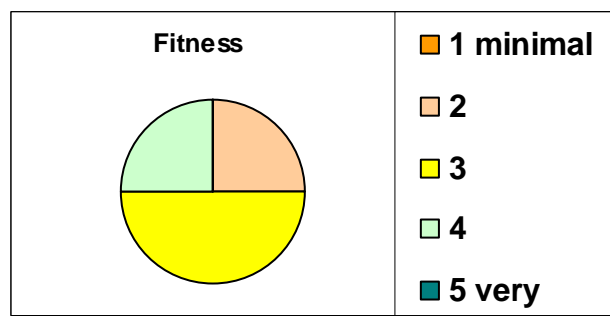
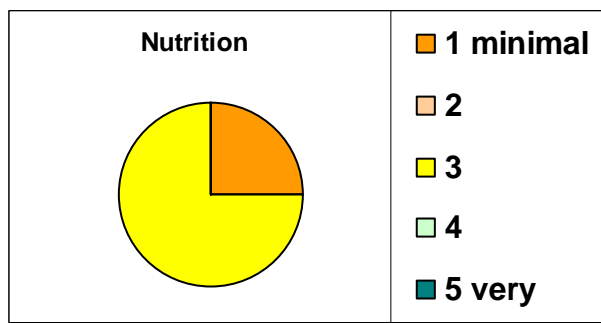
Appendix N, cont.

2006 Student Nutrition and Fitness Survey

	No Change	Slight Change	Some Change	Dramatic Change
3g. Do you and your friends talk more about nutrition and fitness? 	3		1	
3h. Do you feel more alert in the classroom? 	4			
3i. Do you feel better able to learn? 	1	2	1	

4 On a scale of 1 to 5, where 1 = minimal knowledge and 5 = very knowledgeable, how would you evaluate your knowledge of:

	1	2	3	4	5
Nutrition	1		3		
Fitness		1	2	1	



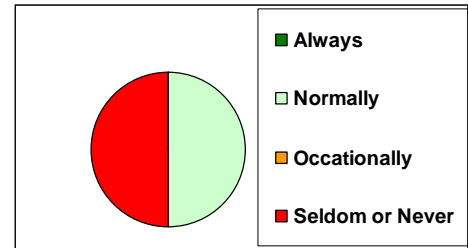
Appendix N, cont.

2006 Student Nutrition and Fitness Survey

5. As a result of public input, the new policy includes language encouraging the purchase of locally grown food products for the district's food service program. The following questions are to help us determine the level of interest in the inclusion of **organic** and **locally grown** produce in the lunchroom:

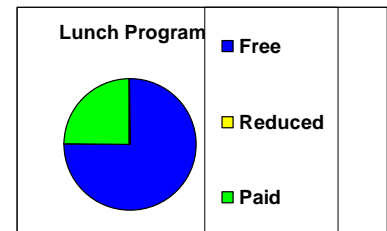
5a. How often do you currently buy a school lunch?

Always	Normally	Occasionally	Seldom or Never
	2		2



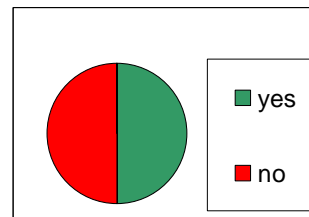
5b. Which lunch program do you qualify for?

Free	Reduced	Paid
3		1



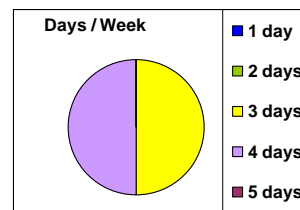
5c. If an organic salad bar were available, would you be more likely to buy a school lunch?

Yes	No
2	2



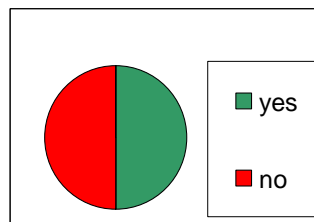
If yes, how many days per week?

1	2	3	4	5
		1	1	



9. School gardens can be a way of building interest in nutrition while teaching math, science, etc. Would you be willing to help with a school garden?

Yes	No
2	2



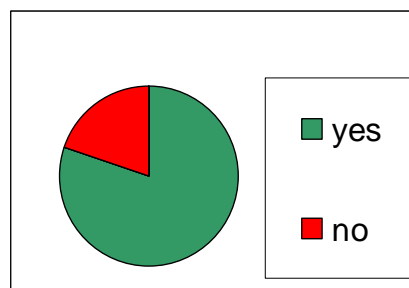
Appendix O

PORT ANGELES HIGH SCHOOL
2006 Student Nutrition and Fitness Survey Results
Students (N=799)

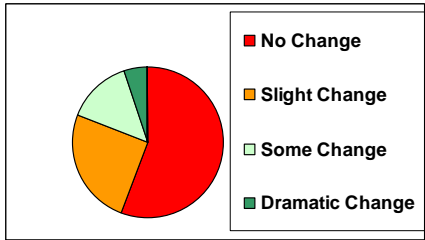
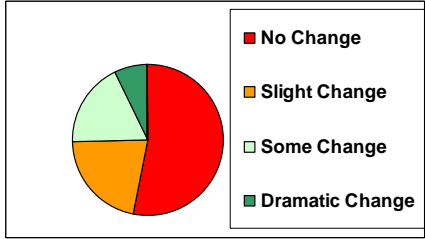
The Port Angeles School District began implementing a state-mandated Nutrition and Fitness Policy this year. The goal of the policy is to improve student health and learning by increasing awareness of the importance of good nutrition and physical fitness. Implementation of the policy is being monitored by a subcommittee including teachers, staff, nutritionists, community members, students and the district’s food service vendor, Sodexo. We would like your input on the impact of the policy on you.

1. What school do you attend? _____ High School
2. Are you aware of the new policy?

YES	NO
577	141

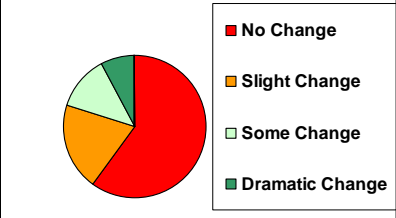
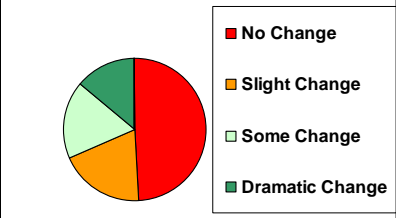
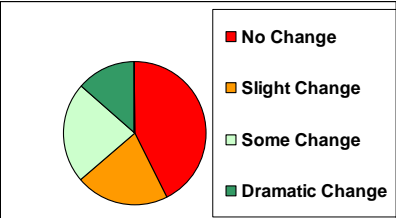
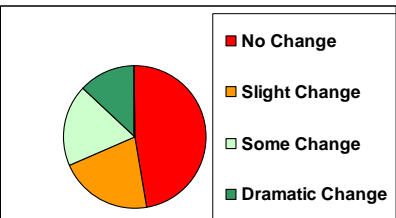
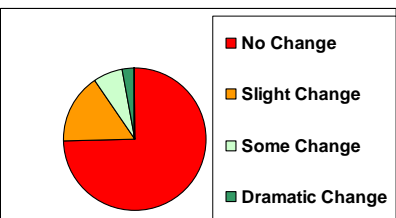


3. Over time, as the nutrition and fitness policy becomes more fully implemented and integrated, we expect to see improvements in student health and learning ability. Your answers to the following questions will help establish a baseline for documenting what changes occur.
 Please rate the following questions using a scale of 1 – 4 (circle one) where:
 1 = no change 2 = slight change 3 = some change 4 = dramatic change

	No Change	Slight Change	Some Change	Dramatic Change
3a. Did you eat healthier foods at school this year? 	408	185	104	37
3b. Did you eat healthier foods at home this year? 	390	159	135	53

Appendix O, cont.

2006 Student Nutrition and Fitness Survey

	No Change	Slight Change	Some Change	Dramatic Change
<p>3c. Did you become more interested in nutrition this year?</p> 	438	148	90	58
<p>3d. Did you spend more time on physical fitness at school this year?</p> 	361	143	132	103
<p>3e. Did you spend more time on physical fitness outside of school this year?</p> 	316	157	168	102
<p>3f. Did you become more interested in physical fitness this year?</p> 	349	157	136	97
<p>3g. Do you and your friends talk more about nutrition and fitness?</p> 	547	120	48	21

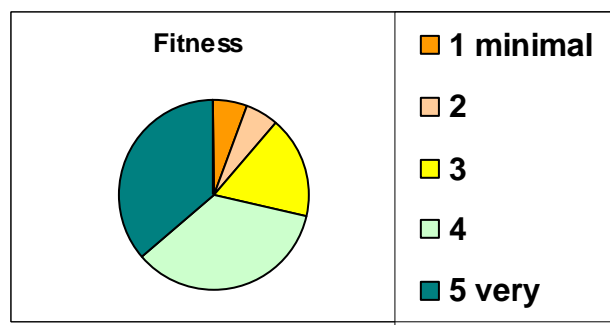
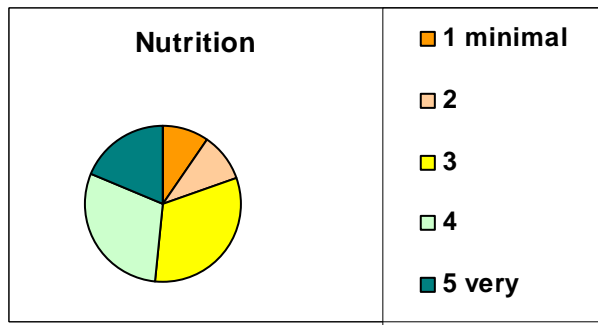
Appendix O, cont.

2006 Student Nutrition and Fitness Survey

	No Change	Slight Change	Some Change	Dramatic Change
3h. Do you feel more alert in the classroom?	538	126	54	29
<p>A pie chart showing the distribution of responses for question 3h. The legend indicates: No Change (red, largest slice), Slight Change (orange), Some Change (light green), and Dramatic Change (dark green, smallest slice).</p>				
3i. Do you feel better able to learn?	529	128	61	31
<p>A pie chart showing the distribution of responses for question 3i. The legend indicates: No Change (red, largest slice), Slight Change (orange), Some Change (light green), and Dramatic Change (dark green, smallest slice).</p>				

4 On a scale of 1 to 5, where 1 = minimal knowledge and 5 = very knowledgeable, how would you evaluate your knowledge of:

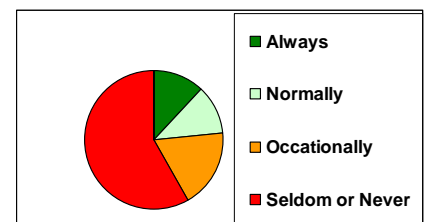
	1	2	3	4	5
Nutrition	67	72	233	213	135
Fitness	36	36	107	215	226



5. As a result of public input, the new policy includes language encouraging the purchase of locally grown food products for the district’s food service program. The following questions are to help us determine the level of interest in the inclusion of **organic** and **locally grown** produce in the lunchroom:

5a. How often do you currently buy a school lunch?

Always	Normally	Occasionally	Seldom or Never
85	79	131	409

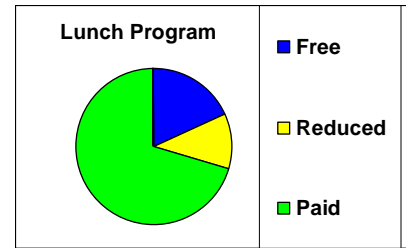


Appendix O, cont.

2006 Student Nutrition and Fitness Survey

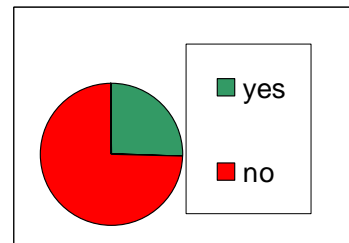
5b. Which lunch program do you qualify for?

Free	Reduced	Paid
113	71	433



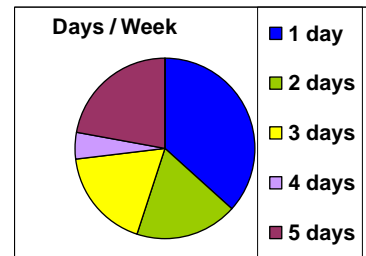
5c. If an organic salad bar were available, would you be more likely to buy a school lunch?

Yes	No
171	500



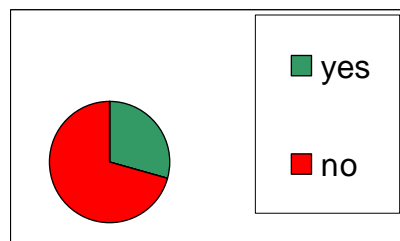
If yes, how many days per week?

1	2	3	4	5
94	47	47	12	57



9. School gardens can be a way of building interest in nutrition while teaching math, science, etc. Would you be willing to help with a school garden?

Yes	No
183	445

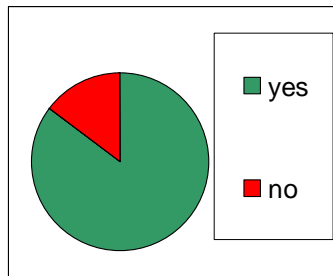


Appendix P

TEACHERS/STAFF
2006 Nutrition and Fitness Survey Results
Teachers/Staff (N=154)

1. Are you aware of the requirements of the newly implemented nutrition and fitness policy?

YES	NO
138	24

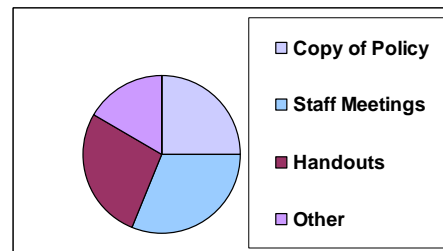


2. What support and resources have you had to implement these requirements?

Copy of Policy	Staff meetings/workshops	Handouts	Other (*)
46	58	50	31

*Communication from P.E. teachers

word of mouth
 no sweets as rewards
 help with garbage
 own materials

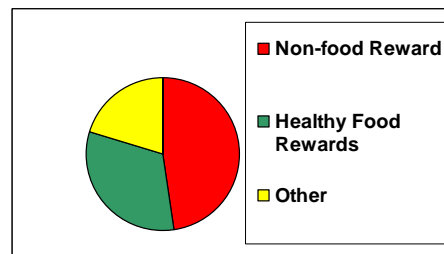


Dole Company
 WA Dairy Council
 Mypyramid.gov

3. What have you done in your classroom or work assignments to implement the requirements?

Non-food rewards	Healthy food rewards	Other
78	52	33

- Stickers
- Read in
- Recess
- Lunch w/teacher
- Lunch in classroom
- Extra recess
- Class games
- Minutes of choice
- Active body spelling
- Pencils



- 2nd hand toys
- Items
- Extra recess
- Monthly birthday cupcakes from parents
- Points towards activities
- Movie time
- Positive person
- Warm fuzzies

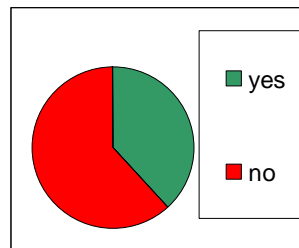
Appendix P, cont.

2006 Student Nutrition and Fitness Survey

4. The Policy calls for each student in grades 1-8 to have 100 minutes per week of physical educations. Currently we are aiming for a standard of 60 minutes with a P.E. specialist.

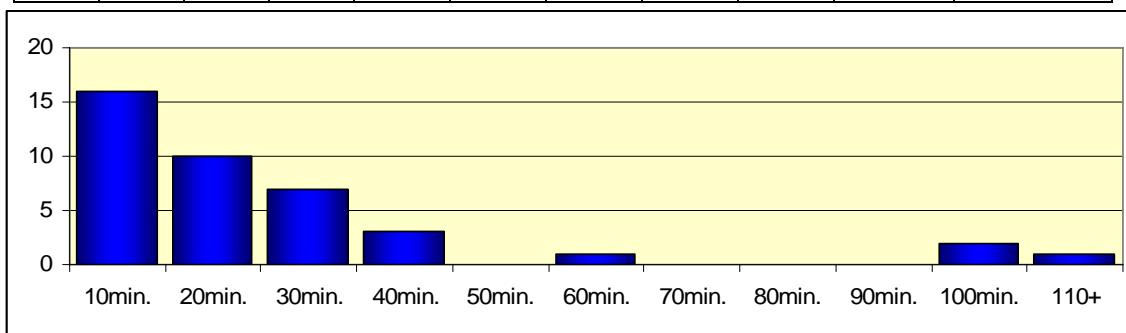
Are you providing the additional minutes required?

YES	NO
40	64



How many minutes do you spend on health and fitness activities per week?

10	20	30	40	50	60	70	80	90	100	110+
16	10	7	3	0	1	0	0	0	2	1



There is not enough time in the day for the PE in the general Ed classroom. I can barely fit in the other academic areas that the students are tested on.

What activities are you doing?

- Cooperative games
- Conversation, Word Wall action
- Health & Nutrition – Through science/social studies
- Nutrition choices talk
- Some walking
- Track walk
- Physical spelling
- I would like to. I know the importance. But I am also trying to fit in other studies (subjects).
- Out door and indoor exercise breaks
- A nutrition unit
- Movement activities
- Pin soccer
- Tag
- Other active games chosen by students for their “free choice”
- Proactive games a lot
- Nutrition: reading labels/discuss ingredients in foods eaten @ school

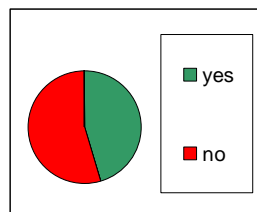
Appendix P, cont.

2006 Student Nutrition and Fitness Survey

- Exercise: indoor games (appropriate for classroom)/extra time outside when possible
- Freeze tag
- Simon says
- Cooperative games
- Running program
- PE units (bowling, soccer, hockey, basketball, volley ball)
- Movement
- Dance
- Exercise
- PE/ walking
- Stretching
- Walking
- Jumping jacks
- Team and class games
- Relays
- Jogging games
- Swim lessons
- WSU health/nutrition program 6wks of 1hr/wk
- Teaching content
- HIV education
- Marching
- Playing basketball outside
- Teaching content
- Student driven aerobics
- Walking – 10 minutes for 3 times per day
- Exercises
- Silent ball
- ½ ball toss
- walking outside jump-roping
- discussions on nutrition
- pattern change in music
- square dancing
- poetry
- drama
- laps

5. Are you currently incorporating any nutrition, fitness and health education in the curriculum?

YES	NO
69	83



Appendix P, cont.

2006 Student Nutrition and Fitness Survey

6. What additional healthy foods would you like to see offered in the school lunch and breakfast programs?

- Wheat in the pizza crust
- More fruits and vegetables, whole grains
- Local farm produce
- More protein fewer carbs.
- Trail mix
- Fruit cups
- Whole wheat toast, fresh fruit, quality salad
- Bagels-cream cheese
- Eggs, whole grain cereal
- No white bread instead wheat bread or multigrain and low fat mayo
- Spaghetti foods, stir fry, baked potatoes
- Organic produce from local farm
- Change up veggies/fruit - don't have the same thing every day
- Vegetable/chicken soup
- Baked chicken
- Hot dots
- Local organic produce
- Baked potatoes
- Tuna fish
- Chocolate bars
- Pretzels and nachos
- Real salad bar
- I do not eat school food
- More fruit
- Fruit and vegetable variety
- Eggs
- Pizza
- Broccoli
- Muffins
- Pepperoni and sausage
- Corn dogs

7. What foods would you like to see eliminated from the program?

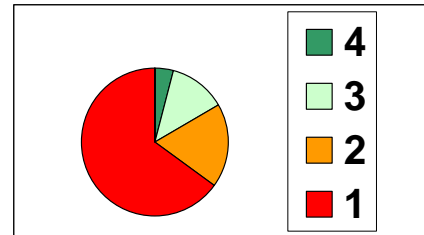
- Cheese type on nachos
- Cake for elem. Snacks
- Fried fruit pies, some pastry
- Sugar donuts
- Loaf cake
- Daily pizza maybe 2-3 times a week
- Yogurt with artificial sweetener, pepperoni pizza, Italian dippers & cheese nachos
- Less processed foods
- Parents have complained about wheat roll with a hole (donut)
- Chocolate milk
- Sugared cereal
- Hamburgers
- Ranch dressing cookies
- The snack program energy bars
- Corn syrup, partially hydrated fat, bleached flour
- Cinnamon rolls
- Cheeseburgers/hamburgers, nuggets, pizza-kids live on these outside of school
- Green packaged string cheese, fruit pies
- Italian Dippers
- More spinach in salad
- Cheese nachos
- Chocolate milk
- Carrots
- Ranch salad dressing
- Sports drinks
- Gratitude
- Pop tarts
- Less salt
- Sugar cereal
- Cinnamon rolls
- Fruit pies
- Cup of noodles at snack bar
- Get rid of ala cart
- Breakfast sausage
- Pizza
- Donuts
- Pound cake
- Greasy foods
- Eliminate sweets
- Fatty foods
- Packaged sweet pies
- Corn dogs
- Chicken burgers

Appendix P, cont.

2006 Student Nutrition and Fitness Survey

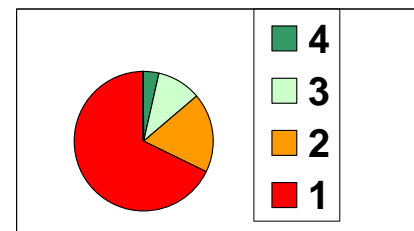
8a. Have you noticed positive changes in your student’s ability to learn (e.g. attention span, level of alertness, ability to stay on task?)

1	2	3	4
93	26	18	6



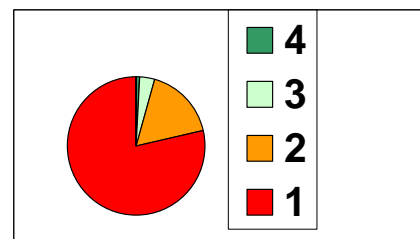
8b. Have you noticed positive changes in students’ behavior (e.g. less disruption, less anxiety, less destructiveness)?

1	2	3	4
92	25	14	5



8c. Have you noticed positive changes in student’s health (e.g. fewer absences, fewer colds)?

1	2	3	4
107	23	5	1



9. Please provide comments, complaints, and suggestions relating to how the new policy has affected your classroom:

- No sweet rewards
- No birthday treats
- I feel their behavior out side of school affects their habits more greatly then being in school. I don’t think our school changing nutrition makes a huge imprint on their overall behavior.
- Extra time required to eat/clean up snack to include nutrition info& extra activity time in an already packed schedule
- It has made students late to class because they first have to stop and get a snack
- No clear communication has been provided.

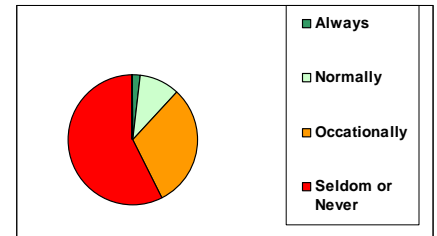
Appendix P, cont.

2006 Student Nutrition and Fitness Survey

- Students are very hungry by 2nd breakfast. That has been good even though it is an interruption (however worth it).
- There is so little time in the day that it is extremely difficult to fit in anything else.
- Parents are upset about birthdays only being allowed once/month and no treats more expensive
- I have several overweight kids
- Middle Schoolers like food
- It has had no effect
- No choices
- Requirements have not been communicated to all teachers
- Excess garbage – no problems
- Morning second breakfast positive benefits
- Morning second breakfast takes 15 minutes of learning time out of the day
- Students accept better than parents

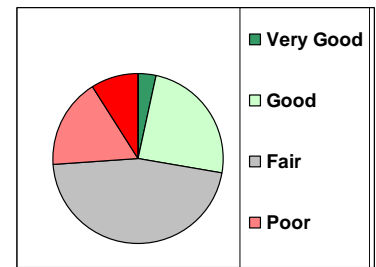
10a. How often do you currently buy a school lunch?

Always	Normally	Occasionally	Seldom or Never
3	15	45	85



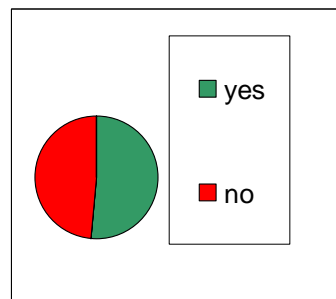
10b. What is your opinion of current lunchtime offerings?

Very Good	Good	Fair	Poor	Very Poor
4	30	56	21	11



10c. If an organic salad bar was available, would you be more likely to buy a school lunch?

YES	NO
69	65

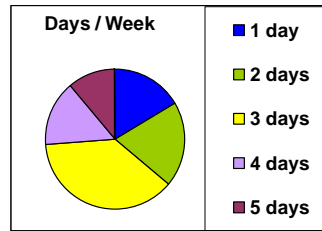


Appendix P, cont.

2006 Student Nutrition and Fitness Survey

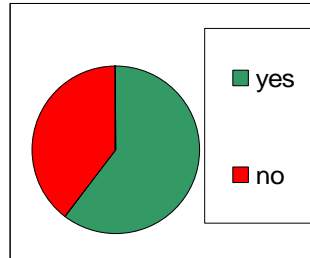
If yes how many days per week?

1	2	3	4	5
12	14	27	11	8



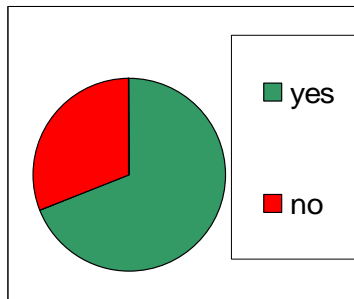
If yes would you be willing to pay more?

YES	NO
53	35



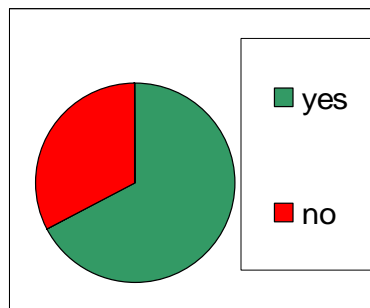
11. Local farmers have expressed interest in working with teachers to promote nutrition and local agriculture in the classroom. Would you be interested in classroom visits by area farmers, field trips to local farms, collaborating with farmers regarding Harvest Celebration events?

YES	NO
98	44



12. School gardens can be a way of building interest in nutrition while teaching math, science, etc. would you be interested in information about uses of a school garden in the curriculum?

YES	NO
92	45



Appendix Q NUTRITION & FITNESS POLICY & PROCEDURE CHECKLIST

#	Policy	Procedure	Requirement	Responsibility	Accomplished?	Remarks
1	Pg.1		Develop and implement a comprehensive district-wide nutrition program consistent with state and federal requirements for districts sponsoring the National School Lunch Program and School Breakfast Program.	- Superintendent	<input checked="" type="radio"/> Y <input type="radio"/> N	
2	Pg. 1	Pg. 3	Adopt and implement a comprehensive curriculum in grades K-12 on health, fitness and nutrition that is aligned with state EALRs. As mandated by the state, evaluation procedures utilizing state classroom-based assessments (CBAs) must be in place and evaluation results reported to the state by the end of the 2008-09 school year.	- Superintendent	<input checked="" type="radio"/> Y <input type="radio"/> N	This work has been started and will be completed and fully implemented by June 2007.
3	Pg. 1		Consult with district's food service vendor to encourage the purchase of locally grown food.	- Superintendent	<input checked="" type="radio"/> Y <input type="radio"/> N	A sub-committee was formed to facilitate this conversation.
4	Pg. 2		School breakfasts and lunches must meet the nutritional standards required by state and federal school breakfast and lunch programs. Meals must conform to US Dietary Guidelines.	- Superintendent	<input checked="" type="radio"/> Y <input type="radio"/> N	
5	Pg. 2	Pg. 2	The Superintendent shall establish rules for the sale of food during the school day. Foods and beverages of minimal nutritional value shall not be sold or served on school premises during, or 30 minutes prior to and 30 minutes following the school day.	- Superintendent	<input checked="" type="radio"/> Y <input type="radio"/> N	This oversight is in place.
6	Pg. 2		The district shall provide free and reduced-price breakfasts, lunches and milk to students according to the terms of the National School Lunch and Breakfast programs and the laws and rules of the state. The district shall inform parents of the eligibility standards for free or reduced-price meals and make reasonable efforts to protect the identity of students receiving free and reduced-price meals.	- Superintendent	<input checked="" type="radio"/> Y <input type="radio"/> N	
7	Pg. 3		All students in grades 1-8 are required to complete an average of 100 instructional minutes per week of physical education.	- Superintendent	<input checked="" type="radio"/> Y <input type="radio"/> N	This item is reviewed by the advisory committee as they look at CSIP reports.
8	Pg. 3		All high school students are required to complete two credits of health and fitness.	- Superintendent	<input checked="" type="radio"/> Y <input type="radio"/> N	This is an area the high school staff is working on.
9	Pg. 3		The district shall provide daily recess period(s) for elementary school students, featuring time for unstructured but supervised active play.	- Superintendent	<input checked="" type="radio"/> Y <input type="radio"/> N	
10	Pg. 3		Adapted physical education programs shall be included as part of the individual education plans (IEPs) for students with chronic health problems, other disabling conditions, or other special needs that preclude participation in regular physical education instruction.	- Superintendent	<input checked="" type="radio"/> Y <input type="radio"/> N	The special services department maintains oversight for these adaptive physical education programs.

Appendix Q, cont.

NUTRITION & FITNESS POLICY & PROCEDURE CHECKLIST

#	Policy	Procedure	Requirement	Responsibility	Accomplished?	Remarks
11	Pg. 3		The district is encouraged to provide adequate co-curricular physical activity programs, including fully inclusive intramural programs and physical activity clubs; and to promote the use of school facilities for physical activity programs offered by the school and/or community-based organizations outside of school hours.	- Superintendent	Y <input checked="" type="radio"/> N	
12		Pg. 4	Ongoing in-service and professional development training opportunities for staff in the area of food nutrition will be encouraged.	- Superintendent	<input checked="" type="radio"/> Y <input type="radio"/> N	Two teachers to conference at ESD - DECA work, Rhysa traveled
13		Pg. 5	The district will make available a list of ideas for acceptable fundraising activities.	- Superintendent	Y <input checked="" type="radio"/> N	Resa can distribute again
14		Pg. 5	The district will disseminate a list of healthful snack items to teachers and after-school program personnel.	- Superintendent	<input checked="" type="radio"/> Y <input type="radio"/> N	Resa can distribute again
15		Pg. 5	The district will disseminate a list of healthy party ideas to parents and teachers.	- Superintendent	Y <input checked="" type="radio"/> N	
16		Pg. 7	The district will convene a Nutrition and Physical Activity advisory committee to assist in development of the district-wide nutrition and physical fitness policy. The committee shall include food service directors and staff, parents, building level administrators, school board members, students, nutritionists, health care professionals, physical education staff, and the public and interested community organizations.	- Superintendent	<input checked="" type="radio"/> Y <input type="radio"/> N	
17		Pg. 7	In order to evaluate the effectiveness of the school health program in promoting healthy eating and to implement program changes as necessary to increase its effectiveness, the superintendent is responsible for evaluating and assessing whether the board policy and procedure are implemented, including a periodic assessment of the school meal program with input from students, parents, and staff.	- Superintendent	Y <input checked="" type="radio"/> N	We have completed the student and staff surveys, and have the parent survey left.
18		Pg. 7	District physical activity/health and fitness programs will be monitored and assessed regularly in conjunction with other district academic and health-related programs. Results of surveys and assessments will be reported to the board, school sites, and made available to parents and community on an annual basis.	- Superintendent	Y <input checked="" type="radio"/> N	
19	Pg. 2	Pg. 2	Vending machines shall be limited to only those that dispense items which are nutritionally healthful. Food and beverages sold in vending machines and food sales of an occasional nature must have principal approval.	- Principals	<input checked="" type="radio"/> Y <input type="radio"/> N	This has been taken care of even while further choices are being looked at to implement.

Appendix Q, cont.

NUTRITION & FITNESS POLICY & PROCEDURE CHECKLIST

#	Policy	Procedure	Requirement	Responsibility	Accomplished?	Remarks
20		Pg. 2	<p>In middle and high schools, all foods and beverages sold individually outside the reimbursable school meal programs (including those sold through a la carte (snack) lines, vending machines, student stores, or fundraising activities during the school day and 30 minutes prior to and following the school day will meet the following nutrition standards:</p> <p>Beverages allowed – water or seltzer water without added caloric sweeteners; fruit and vegetable juices and fruit-based drinks that contain at least 50% fruit juice that do not contain additional caloric sweeteners; unflavored or flavored low-fat or fat-free fluid milk and nutritionally-equivalent nondairy beverages (to be defined by USDA); and sports drinks containing not more than 15-18 grams of carbohydrate per 8 fluid oz (20 oz maximum portion). Beverages containing caffeine are not allowed.</p> <p>Nutrition standards for food items sold individually:</p> <ul style="list-style-type: none"> - Calories derived from fat with the exception of nuts, seeds, and dairy products, will be < 30%. - Combined calories derived from saturated and trans fat will be < 10%. - Added weight from sugar (with the exception of fresh, dried or canned fruits and vegetables) will be < 35%. - A choice of at least 2 fruits and/or non-fried vegetables will be offered for sale at any location site where foods are sold. 	- Principals	Y <input checked="" type="radio"/> N	
21		Pg. 4 & 6	Nutrition education materials, meal menus and physical education materials are made available to parents.	- Principals	Y <input checked="" type="radio"/> N	Meal menus are available while other items not formally shared.
22		Pg. 4 & 6	Parents are encouraged to promote their child's participation in the school meals program or to provide their children with healthy snacks/meals and to promote their child's participation in the school's physical education programs and after school activities.	- Principals	Y <input checked="" type="radio"/> N	This is not formally in place.
23		Pg. 4 & 6	Families are invited to attend and participate in exhibitions of student nutrition projects, physical education activity programs, and health fairs.	- Principals	Y <input checked="" type="radio"/> N	
24		Pg. 4 & 6	Nutrition and physical education curriculum includes homework that students can do with their families.	- Principals	Y <input checked="" type="radio"/> N	some but not all
25		Pg. 4 & 6	School staff is encouraged to cooperate with other agencies and community groups to provide opportunities for student projects related to nutrition and to participate in physical education programs.	- Principals	Y <input checked="" type="radio"/> N	There is no systemic strategy in place to develop and/or support this idea.

Appendix Q, cont.

NUTRITION & FITNESS POLICY & PROCEDURE CHECKLIST

#	Policy	Procedure	Requirement	Responsibility	Accomplished?	Remarks
26		Pg. 4 & 6	School staff considers the various cultural preferences in development of nutrition and physical education programs.	- Principals	<input checked="" type="radio"/> N	unsure
27		Pg. 5	School fundraising activities will not involve food or will use only foods that meet the above nutrition and portion size standards for foods and beverages sold individually. Nutrition standards do not have to be met when food is a minimal or secondary part of the event or when the food being sold is not intended for consumption on the school site. Schools will encourage fundraising activities that promote physical activity.	- Principals	<input checked="" type="radio"/> N	
28		Pg. 5	Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage.	- Principals	<input checked="" type="radio"/> N	
29		Pg. 5	Schools will not use foods or beverages as rewards for academic performance or good behavior, and will not withhold food or beverages as a punishment.	- Principals	<input checked="" type="radio"/> N	
30		Pg. 5	Schools should limit celebrations that involve food during the day to no more than one party per class per month. Each party should include no more than one food or beverage that does not meet nutrition standards for foods and beverages sold individually.	- Principals	<input checked="" type="radio"/> N	
31		Pg. 5	Food and beverages sold at school-wide events such as field day and campus day will meet nutritional standards unless an exception to the nutrition standards has been granted by the superintendent or designee.	- Principals	<input checked="" type="radio"/> N	
32		Pg. 6	Schools shall prohibit the use of physical activity and withholding of physical education class and other forms of physical activity as punishment.	- Principals	<input checked="" type="radio"/> N	
33		Pg. 6	Each school will report their physical education plan annually to the Board through their Continuous School Improvement Plan (CSIP), documenting their planned use of the required 100 instructional minutes of physical education.	- Principals	<input checked="" type="radio"/> N	The advisory committee will also review these CSIP reports.
34		Pg. 1	The portion size for main dishes (entrees) will not exceed the size of similar items provided as part of the school lunch program.	- Sodexho	<input checked="" type="radio"/> N	
35		Pg. 1	Fruits and vegetable products must be available when snacks, sweets or side dishes are sold. Canned fruit must be served in juice or a light syrup rather than heavy syrup.	- Sodexho	<input checked="" type="radio"/> N	

Appendix Q, cont.

NUTRITION & FITNESS POLICY & PROCEDURE CHECKLIST

#	Policy	Procedure	Requirement	Responsibility	Accomplished?	Remarks
36		Pg. 2	<p>Elementary Nutrition Standards:</p> <ul style="list-style-type: none"> - Calories derived from fat with the exception of nuts, seeds, and dairy products, will be \leq 30%. - Combined calories derived from saturated and trans fat will be \leq 10%. - Added weight from sugar (with the exception of fresh, dried or canned fruits and vegetables) will be \leq 35%. - Portion sizes will be determined by USDA standards and guidelines. - Allowed beverages shall be limited to: water; low-fat and non-fat milk (non-fat chocolate milk only at lunch); and 100% fruit juice with no additional sweeteners, 12 oz. maximum. 	- Sodexho	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<p>May 22 ✓</p> <p>John will do analysis of cost separation for Ala carte v. reimbursable meal as per USDA</p> <p>Weekly average v. daily ✓</p>
37		Pg. 2	<p>Middle and High School Nutrition Standards:</p> <p>Same as elementary standards for reimbursable school lunch program?</p>	- Sodexho	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	
38		Pg. 3	<p>Healthy food options should be competitively priced.</p>	- Sodexho	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	

Appendix R NUTRITIONAL AND PHYSICAL ACTIVITY ADVISORY COMMITTEE

	SCHOOL AND COMMITTEE REPRESENTATION	MEMBER	✓
1	Board Member (1)	Cindy Kelly	✓
2	Secondary Students (2)	Bergen McCurdy	✓
3		Scottie Breitbach	✓
4	Classified Association Representative or Staff (1)	Julie Smith	✓
5	Elementary School Certificated Staff (2)	Linda Plenert	
6		Krista Winn	✓
7	Secondary Certificated Staff (2)	Carrie Kreider	✓
8		Lora Brabant	✓
9	Elementary School Principal (1)	Nancy Pack	✓
10	Secondary School Principal (1)	Brad Boudreau	✓
11	Parents (2)	Beth Loveridge	✓
12		Amy Ward	✓
13	Food Service Representative (1)	Robert Worthy / John Koch	✓
14	Community Representative (1)	Anne Murray	✓
15	School Nurse (1)	Resa Yamamoto	✓
16	Nutrition Professional	Cristin Maks	✓
17	Chairperson (1) – non-voting	Michelle Reid	✓

NUTRITION & PHYSICAL ACTIVITY ADVISORY COMMITTEE MEMBERSHIP

	Task Force Composition	Proposed Volunteers	✓
1	Board Member	Cindy Kelly	✓
2	Secondary Students (2)	Bergen McCurdy	✓
3		Scottie Breitbach	✓
4	Classified Association Representative or Staff	Julie Smith	✓
5	Elementary School Certified Staff	Linda Plenert	✓
6	Physical Education Certified Staff	Krista Winn	✓
7	Secondary Certified Staff	Lora Brabant	✓
8	Elementary School Principal	Nancy Pack	✓
9	Secondary School Principal (1)	Brad Boudreau	✓
10	Parents (2)	Beth Loveridge	✓
11		Amy Ward	✓
12	Food Service Representative	Robert Worthy, Sodexho	✓
13	Community Representative, Community Organization (Agricultural) Representative	Ann Murray	✓
14	Nutrition Professional (Dietician, Nutritionist, Pediatrician or similar)	Cristin Maks, Clinical Dietitian	✓
15	School Nurse (1)	Lily Thomson	✓
16	Chairperson (1) – non-voting	Michelle Reid	✓

✓ Board-approved September 12, 2005