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MEMO

Date: April 25, 2025

To: Portland Public School Board of Education

CC: Dr. Kimberlee Armstrong

From: Dr. Jenny Withycombe

Subject: Triannual Compliance Review: Board Policy 3.60.060-P *Student Wellness through Nutrition and Physical Activity* and Administrative Directive 3.60.062-AD

BACKGROUND

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

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

From January 1, 2016, to June 30, 2019, PPS maintained a District Wellness Advisory Committee led by Dr. Jenny Withycombe. For much of 2019 and through the end of the 2021-2022 school year, the Wellness Advisory Council did not meet due to COVID-19 and its aftermath. Beginning in the 2022-2023 school year, the Wellness Advisory Council was integrated into the School Health Advisory Council (SHAC), a district committee organized around the Whole School, Whole Community, Whole Child (WSCC) Model and funded by the SAY Wellness grant.

RELATED POLICIES/BEST PRACTICES

- Board Policy 3.60.060-P: Student Wellness through Nutrition and Physical Activity
- Administrative Directive 3.60.062-AD: Implementation Procedures for Student Wellness Policy
- Board Policy 6.40.013-P: Comprehensive Health Education Policy
- Whole School, Whole Community, Whole Child (WSCC) Model
- Oregon Department of Education Wellness Policy Guidelines
- Centers for Disease Control and Prevention (CDC) School Health Guidelines
- Centers for Disease Control and Prevention (CDC) What Works in Schools Guidelines

These policies and frameworks emphasize the importance of integrating nutrition, physical activity, physical education, and health education into a coordinated approach that supports student well-being and academic success.

ANALYSIS OF SITUATION

Since the Wellness Advisory Council was brought into the SHAC in 2022-2023, the district has renewed its efforts to monitor and implement wellness initiatives. However, gaps remain in consistent policy enforcement across schools, particularly with K-5 health education, middle school physical education, and compliance with district policies and procedures concerning Board Policy 3.60.060 and Board Policy 6.40.013. Staff turnover and competing district priorities have also posed challenges to continuity. The triannual review offers an opportunity to realign goals, recommit resources, and enhance communication across departments to ensure wellness standards are met equitably.

FISCAL IMPACT

Continued implementation of the Student Wellness Policy will require sustained funding for staffing through health and physical education and/or nutrition services, data collection tools, professional development, and health promotion programming. Funding is currently supported through the SAY Wellness grant and district budget allocations. Future sustainability may depend on identifying additional external funding sources or the allocation of internal resources.

COMMUNITY ENGAGEMENT (IF APPLICABLE)

The SHAC includes representatives from schools, families, public health agencies, and community-based organizations. Recent engagement efforts included a districtwide wellness survey and listening sessions with SHAC participants. Community partners such as Multnomah County Health Department and Multnomah Educational Service District have contributed resources and expertise to support wellness initiatives.

TIMELINE FOR IMPLEMENTATION / EVALUATION

- Spring 2025: Completion of triannual review and presentation of findings to the School Board
- Summer 2025: Dissemination of updated wellness guidelines and staff training
- Fall 2025: Implementation of revised wellness practices across all schools
- Winter 2026: Mid-year monitoring and adjustment of strategies

- Spring 2026: Reporting progress to stakeholders and planning for the next triannual review

BOARD OPTIONS WITH ANALYSIS

1. Maintain current policy and implementation structure: Low fiscal impact, but may not address existing gaps.
2. Revise policy to strengthen accountability and equity measures: Requires more staff capacity but improves outcomes districtwide.
3. Expand SHAC responsibilities and funding: Enhances coordination and long-term sustainability.
4. Defer changes pending additional data: May delay improvements and miss current momentum.
5. The recommended option is to revise the policy and expand SHAC responsibilities (Option 2 and 3 combined), which aligns with best practices and district wellness goals.

CONNECTION TO BOARD GOALS

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

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

ATTACHMENTS

A. SHAC Materials

B. Summary of Districtwide Wellness Survey Results (Winter/Spring 2025)