Multiple Site Sponsor

Local School Wellness Policy

Sponsors participating in the National School Lunch Program and/or School Breakfast Program are required to develop a local school wellness policy that promotes the health of students and addresses the problem of childhood obesity. Wellness policies are tailored to the unique needs of each sponsor and present an opportunity to improve the health of each community.

The USDA Food and Nutrition Services (FNS) finalized regulations found at 7 CFR 210.31 to create a framework and guidelines for written wellness policies established by sponsors. The final rule required sponsors to begin developing revised local school wellness policies during the 2016-2017 school year. The revised policy was to be in place by June 30, 2017.

Triennial Assessment Requirements

Based on the July 1, 2017 required implementation of the local school wellness policy regulations, the first triennial assessments were originally due on June 30, 2020, however, USDA released an initial waiver extending the deadline to June 30, 2021. An additional extension was granted via COVID-19: Child Nutrition Response #98 further delaying the deadline to **June 30, 2022**. Any sponsors who chose to delay the deadline to the June 30, 2022 extension date, must also complete a second triennial assessment by June 30, 2025.

The regulations found at 7 CFR 210.31(e) require sponsors, at least once every three years, to assess compliance with the policy and make the assessment results available to the public. The assessment must measure the implementation of the local school wellness policy, and include:

- The extent to which schools under the jurisdiction of the sponsor are in compliance with the local school wellness policy;
- The extent to which the sponsor's school wellness policy compares to the model local school wellness policy. ; and
- A description of the progress made in attaining the goals of the local school wellness policy.

To request a copy of the newest model local school wellness policy, please contact staff at the Oregon School Boards Association policy services department or call 800-578-6722 or 503-588-2800

Options and Tools for Conducting the Triennial Assessment

Sponsors have flexibility in developing tools that will assess compliance with the specific components of their local school wellness policy. Sponsors in Oregon have the option to develop their own tool, use the WellSAT 3.0 tool, the Wellness Policy Action Tool (WPAT), or the simplified tool below.

Component	Description
Describe next steps for strengthening your LSWP	Make it visually easier to follow and understand.

Step 2:

The second component of the Triennial Assessment is identifying the extent to which schools within your district are compliant with the LSWP as it is written. The purpose of this is to determine whether schools within the district are following the LSWP. This helps districts identify where to provide additional support to reach the requirements included in the LSWP

To assess the extent of compliance for schools within your district, examine your LSWP as it is written, to ensure you understand the details of the policy. Identify key stakeholders from each school site to assist you, and work together to determine the best approach for conducting your assessment.

Every school and district wellness policy will look different, so it is up to the LSWP committee to determine the best approach for assessing school compliance. However, the examples listed below are common methods of assessment.

Extent of Compliance for All Schools with the LSWP Template

Policy Area (Write the requirements included in your LSWP in the column below)	Not Met (Number of Schools)	Partial Compliance (Number of Schools)	Full Compliance (Number of Schools)
Nutrition Education Requirements(s)			3
Nutrition Promotion Requirements(s)			3
Physical Activity Requirement(s)			3
Other Student Wellness Requirements(s)			3
Foods and Beverages Sold Outside Reimbursable Meals			3
Foods offered but Not Sold Standards			3
Food and Beverage Marketing			3

District LSWP Components	For the components below, indicate whether the district is in compliance.
Public Involvement	☒Yes ☐No
Public Notification	☒Yes ☐No
Triennial Assessment	☒Yes ☐No

Step 3

The third component of the Triennial Assessment is to assess and document progress made in reaching the goals outlined in your LSWP. The purpose of assessing and documenting your progress is to demonstrate that your LSWP is being implemented. This is an important step in ensuring your policy is moving from paper to practice.

The Final Rule requires LEAs to provide a "description of the plan for measuring LSWP implementation". To meet this requirement, LEAs are encouraged to develop an action plan for implementing their LSWP.

Progress in Reaching LSWP Goals Template

Goal As defined by your LSWP	Was the Goal Met? Yes/ Partially/ No	What Was Achieved? Describe how you achieved this goal	Documentation Share documents (as links or attachments) used to measure LSWP implementation
Nutrition Education Goal(s)	YES	We use Core Knowledge for our Science curriculum. There is a health/body unit in every grade.	Attachment
Nutrition Promotion Goal(s)	No	I am not sure what this goal is or what it includes.	
Physical Activity Goal(s)	YES	We do PE in every grade. We are compliant with the requirements of PE set by ODE.	

Goal As defined by your LSWP	Was the Goal Met? Yes/ Partially/ No	What Was Achieved? Describe how you achieved this goal	Documentation Share documents (as links or attachments) used to measure LSWP implementation
Other student wellness Goal(s)	YES	We have installed drinking fountains/bottle fill stations on all 3 campuses so that water is always readily available to all students	attachments
Additional Goal(s) *Add more rows as needed*			

Step 4

Once you have completed your Triennial Assessment, the final step is to share your results with the public. The purpose of this step is to ensure the school community is aware of the LSWP work. It is also a great opportunity to recruit new LSWP Committee Members. LEAs are not required to submit the report with The Oregon Department of Education Child Nutrition (ODE CNP) but should keep the report on file in their records.

You can use a variety of methods to share your report with the public including presentations, newsletters, and social media. It is up to you to determine how best to share this information. Complete the table below to indicate how and when you shared your results with the public:

Triennial Assessment Report to the Public Template

Target Audience(s)	Method	Date
Schools and family community	Website: https://piecharters.k12.or.us/	May 21, 2024

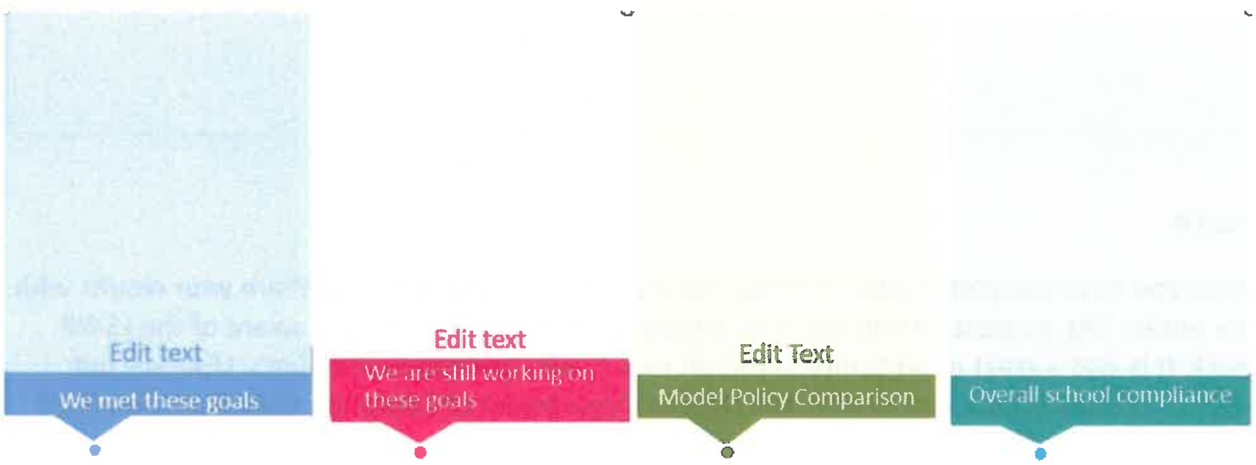
SAMPLE REPORT

School District name's Local School Wellness Policy Triennial Assessment Report

On (Enter Date) Enter School District's Name's conducted a triennial assessment of the local school wellness policy. The assessment included the following:

- Evaluation of the LSWP and how it compares to model policies
- The extent to which school(s) in our district are in compliance with the LSWP; and
- Evaluation of the progress towards goals listed in the policy

Click on the image below for a fillable version of the sample report



Core Knowledge K-8 Guide

A Monthly Plan for Teaching the Core Knowledge Sequence

Core Knowledge Foundation

K

American History and Geography

II. Native American Peoples, Past and Present

- Become familiar with the people and ways of life of at least one Native American tribe or nation, such as:
  Pacific Northwest: Kwakiutl, Chinook
  Plateau: Nez Perce
  Great Basin: Shoshone, Ute
  Southwest: Navajo (Dine), Hopi, Apache
  Plains: Blackfoot, Comanche, Crow, Kiowa, Dakota, Cheyenne, Arapaho, Lakota (Sioux)
  Northeast: Huron, Iroquois
  Eastern Woodlands: Cherokee, Seminole, Delaware, Susquehanna, Mohican, Massachusett, Wampanoag, Powhatan

Visual Arts

I. Elements of Art

A. COLOR

- Observe how colors can create different feelings and how certain colors can seem "warm" (red, orange, yellow) or "cool" (blue, green, purple)
- Observe the use of color in
  Pieter Brueghel: *The Hunters in the Snow*
  Helen Frankenthaler: *Blue Atmosphere*

II. Sculpture

Northwest American Indian totem pole

Music

I. Elements of Music

See Topics for Instruction Throughout the Year.

III. Songs

If You're Happy and You Know It
Row, Row, Row Your Boat
The Wheels on the Bus

Science

III. The Human Body

- Taking care of your body: exercise, cleanliness, healthy foods, rest

1st

Visual Arts

II. Elements of Art

A. COLOR

Review primary colors.

- Observe the use of color in
  - Claude Monet: *Tulips in Holland*
  - James A. McNeill Whistler: *Arrangement in Black and Gray,* (also known as *Whistler's Mother*)
  - Diego Rivera: *Piñata*

Music

I. Elements of Music

See Topics for Instruction Throughout the Year.

II. Listening and Understanding

A. MUSICAL TERMS AND CONCEPTS

- Orchestra
  - Become familiar with the families of instruments in the orchestra: strings, brass, woodwinds, percussion.
  - Know that the leader of the orchestra is called the conductor.
  - Listen to Sergei Prokofiev: *Peter and the Wolf.*

III. Songs

Dry Bones
Oh, Dear, What Can the Matter Be?

Science

II. The Human Body

A. BODY SYSTEMS

- Skeletal system: skeleton, bones, skull
- Muscular system: muscles
- Digestive system: mouth, stomach
- Circulatory system: heart and blood
- Nervous system: brain, nerves

B. GERMS, DISEASES, AND PREVENTING ILLNESS

- Taking care of your body: exercise, cleanliness, healthy foods, rest
- Vaccinations

VIII. Science Biographies

Edward Jenner
Louis Pasteur

2nd

VIII. Symbols and Figures

- Recognize and become familiar with the significance of
  - Statue of Liberty

Visual Arts

IV. Abstract Art

- Compare lifelike and abstract animals, including
  - Paintings of birds by John James Audubon
  - Albrecht Dürer: *Young Hare*
  - Paul Klee: *Cat and Bird*
  - Pablo Picasso: *Bull's Head* (made from bicycle seat and handlebars)
  - Henri Matisse: *The Snail* (also known as *Chromatic Composition*)

Music

I. Elements of Music

See Topics for Instruction Throughout the Year.

II. Listening and Understanding

A. THE ORCHESTRA

- Become familiar with instruments in the percussion family—for example, drums (timpani, snare), xylophone, wood block, maracas, cymbals, triangle, tambourine—and listen to
  - Carlos Chavez, *Toccata for Percussion,* third movement.

III. Songs

This Land Is Your Land

Science

III. The Human Body

A. CELLS

- All living things are made up of cells, too small to be seen without a microscope.
  - Cells make up tissues.
  - Tissues make up organs.
  - Organs work in systems.

B. THE DIGESTIVE AND EXCRETORY SYSTEMS

- Salivary glands, taste buds
- Teeth: incisors, bicuspids, molars
- Esophagus, stomach, liver, small intestine, large intestine
- Kidneys, urine, bladder, urethra, anus, appendix

C. TAKING CARE OF YOUR BODY: A HEALTHY DIET

- The "food pyramid"
- Vitamins and minerals

VI. Science Biographies

Anton van Leeuwenhoek

3rd

III. The Vikings

- From area now called Scandinavia (Sweden, Denmark, Norway)
- Also called Norsemen, they were skilled sailors and shipbuilders.
- Traders, and sometimes raiders of the European coast
- Eric the Red and Leif Ericson (Leif "the Lucky")
- Earliest Europeans (long before Columbus) we know of to come to North America
  Locate: Greenland, Canada, Newfoundland

Visual Arts

I. Elements of Art

A. LIGHT

- Observe how artists use light and shadow (to focus our attention, affect our emotions, etc.) in
  James Chapin: *Ruby Green Singing*
  Jan Vermeer: *Milkmaid*

Music

I. Elements of Music

See Topics for Instruction Throughout the Year.

II. Listening and Understanding

A. THE ORCHESTRA

- Become familiar with brass instruments—trumpet, French horn, trombone, tuba—and listen to
  Wolfgang Amadeus Mozart, selections from the Horn Concertos

B. COMPOSERS AND THEIR MUSIC

- Aaron Copland, *Fanfare for the Common Man*
- John Philip Sousa, *Stars and Stripes Forever*

III. Songs

You're a Grand Old Flag

Science

V. Ecology

- Habitats; interdependence of organisms and their environment
- The concept of a "balance of nature" (constantly changing, not a static condition)
- The food chain: producer, consumers, decomposers
- Ecosystems: how they can be affected by changes in environment (for example, rainfall, food supply, etc.), and by man-made changes
- Man-made threats to the environment
  Air pollution: emissions, smog
  Water pollution: industrial waste, run-off from farming
- Measures we can take to protect the environment (for example, conservation, recycling)

VII. Science Biographies

John Muir

4th

- Arguments among Christians: split into Roman Catholic Church and Eastern Orthodox Church
- Conversion of many Germanic peoples to Christianity
- Rise of monasteries; preservation of classical learning
- Charlemagne
    - Temporarily unites the western Roman Empire
    - Crowned Emperor by the pope, 800 A.D: the idea of a united "Holy Roman Empire"
    - Charlemagne's love and encouragement of learning

Visual Arts

I. Art of the Middle Ages in Europe

- Note the generally religious nature of European art in the Middle Ages, including
    - Examples of medieval Madonnas (such as *Madonna and Child on a Curved Throne* — 13th century Byzantine)
    - Illuminated manuscripts (such as *The Book of Kells*)
    - Tapestries (such as the Unicorn tapestries)

Music

I. Elements of Music

See Topics for Instruction Throughout the Year.

II. Listening and Understanding

A. THE ORCHESTRA

- *Review* families of instruments: strings, brass, woodwinds, percussion.

D. MUSICAL CONNECTIONS

- Gregorian chant

Science

I. The Human Body

A. THE CIRCULATORY SYSTEM

- Pioneering work of William Harvey
- Heart: four chambers (auricles and ventricles); aorta
- Blood
    - Red blood cells (corpuscles); white blood cells (corpuscles); platelets; hemoglobin; plasma; antibodies
    - Blood vessels: arteries; veins; capillaries
    - Blood pressure; pulse
    - Coagulation (clotting)
- Filtering function of liver and spleen
- Fatty deposits can clog blood vessels and cause a heart attack.
- Blood types (four basic types: A, B, AB, O) and transfusions

VII. Science Biographies

Charles Drew

B. THE ENDOCRINE SYSTEM

- The human body has two types of glands: duct glands (such as the salivary glands), and ductless glands, also known as endocrine glands.
- Endocrine glands secrete (give off) chemicals called hormones. Different hormones control different body processes.
- Pituitary gland: located at the bottom of the brain; secretes hormones that control other glands, and hormones that regulate growth
- Thyroid gland: located below the voice box; secretes a hormone that controls the rate at which the body burns and uses food
- Pancreas: both a duct and ductless gland; secretes a hormone called insulin that regulates how the body uses and stores sugar; when the pancreas does not produce enough insulin, a person has a sickness called diabetes (which can be controlled).
- Adrenal glands: secrete a hormone called adrenaline, especially when a person is frightened or angry, causing rapid heartbeat and breathing

C. THE REPRODUCTIVE SYSTEM

- Females: ovaries; fallopian tubes; uterus; vagina; menstruation
- Males: testes; scrotum; penis; urethra; semen
- Sexual reproduction: intercourse; fertilization; zygote; implantation of zygote in the uterus; pregnancy; embryo; fetus; newborn

VII. Science Biographies

Percy Lavon Julian

Large populations of immigrants settle in major cities, including New York, Chicago, Philadelphia, Detroit, Cleveland, Boston, San Francisco

- The tension between ideals and realities
  - The metaphor of America as a "melting pot"
  - America perceived as "land of opportunity" vs. resistance, discrimination, and "nativism"
  - Resistance to Catholics and Jews
  - Chinese Exclusion Act

Visual Arts

I. Art History: Periods and Schools

H. REALISM (ca. mid-to-late 19th century)

- Note the Realist's characteristic belief that art should represent ordinary people and activities, that art does not have to be uplifting, edifying, or beautiful, in
  - Jean Millet: *The Gleaners*
  - Gustave Courbet: *The Stone Breakers*
- Become familiar with examples of American realism, including
  - Winslow Homer: *Noreaster*
  - Thomas Eakins: *The Gross Clinic*
  - Henry O. Tanner: *The Banjo Lesson*

Music

I. Elements of Music

- Recognize introduction, interlude, and coda in musical selections.
- Recognize theme and variations.
- Identify chords [such as I (tonic), IV (subdominant), V (dominant), V7]; major and minor chords; chord changes; intervals (third, fourth, fifth).

Science

V. Human Body

- The circulatory and lymphatic systems
  - *Briefly review from grade 4:* circulatory system
  - Lymph, lymph nodes, white cells, tonsils, blood pressure, hardening and clogging of the arteries
- The immune system fights infections from bacteria, viruses, fungi
  - White cells, antibodies, antigens
  - Vaccines, communicable and non-communicable diseases, epidemics
  - Bacterial diseases: tetanus, typhoid, tuberculosis; antibiotics like penicillin, discovered by Alexander Fleming
  - Viral diseases: common cold, chicken pox, mononucleosis, polio, AIDS

7

Science

III. Cell Division and Genetics

- Modern understanding of chromosomes and genes
  - Double helix (twisted ladder) of DNA coding; how DNA makes new DNA
  - How DNA sequence makes proteins; one gene equals one protein
  - Genetic engineering
  - Modern researchers in genetics: Francis Crick, James Watson, Severo Ochoa, Barbara McClintock

8

Newly independent Muslim states in Asia (with ethnic Russian minorities):
Kazakstan; Kyrgyzstan; Turkmenistan; Uzbekistan
Caucasus, mountain region where Western and Islamic cultures meet: Armenia, Azerbaijan, Georgia

- Legacies of Soviet policies
  Numerous internal republics, many language distinctions
  Forced relocation of large numbers of ethnic minorities
  Environmental poisoning from industrial and farm practices

Music

III. Classical Music: Nationalists and Moderns

A. MUSIC AND NATIONAL IDENTITY

- Composers and works:
  Jean Sibelius, *Finlandia*
  Bela Bartok, folk-influenced piano music such as *Allegro barbaro,* selections from *Mikrokosmos* or *For Children*
  Joaquin Rodrigo, *Concierto de Aranjuez*
  Aaron Copland, *Appalachian Spring (Suite)*

Science

IV. Chemistry of Food and Respiration

- Energy for most life on earth comes from the sun, typically from sun, to plants, to animals, back to plants.
- Living cells get most of their energy through chemical reactions.
  All living cells make and use carbohydrates (carbon and water), the simplest of these being sugars.
  All living cells make and use proteins, often very complex compounds containing carbon, hydrogen, oxygen, and many other elements.
  Making these compounds involves chemical reactions which need water, and take place in and between cells, across cell walls. The reactions also need catalysts called "enzymes."
  Many cells also make fats, which store energy and food.
- Energy in plants: photosynthesis
  Plants do not need to eat other living things for energy.
  Main nutrients of plants: the chemical elements nitrogen, phosphorous, potassium, calcium, carbon, oxygen, hydrogen (some from soil or the sea, others from the air).
  Photosynthesis, using chlorophyll, converts these elements into more plant cells and stored food using energy from sunlight.
  Leafy plants mainly get their oxygen dissolved in water from their roots, and their carbon mainly from the gas CO_2.
  Plant photosynthesis uses up CO_2 and releases oxygen.

VI. Science Biographies

Dorothy Hodgkin


ELKAY
ELKAY
ezH2O
ELKAY


ELKAY
ELKAY
ezH2O
ELKAY


RESTROOMS
ELKAY