**Provo School District**  
**Wellness Policy**

**Purpose**
The Provo City School District recognizes the link between healthy bodies and productive minds. To increase the focus on the health and fitness levels of our students the Board establishes this Wellness Policy. The policy contains three parts that support this goal: Nutrition Policy, Vending Policy, and Physical Activity Policy. The recommendations contained in these policies assure that the District is in compliance with State and Federal requirements and direct our efforts in those three areas. The policy is meant to be a dynamic one; the District Wellness Committee intends to meet each year to review the recommendations and make adjustments as approved by the Board of Education.

**Provo School District Nutrition Policy Guidelines**

In accordance with the Utah State core health curriculum, students in third through twelfth grades shall be taught:

1. Nutrient groups, functions of the various nutrients, foods rich in these nutrients, and deficiency symptoms.
2. The dangers of dysfunctional eating and fad diets.
3. The influence of the media on food choices.
4. The relationship between food intake and activity (caloric intake and expenditure).
5. Comparison of personal eating habits with a balanced diet.
6. Impact of food preparation on nutritional content of food.
7. Nutritional labeling.

Students shall be taught the health risks associated with carbonated beverages—specifically, the detrimental effects of high dissolved sugar content, carbonation, artificial sweeteners, and caffeine.

All school meals shall meet all federal laws and regulations.

No cold cereal served for school breakfast may have sugar as its primary ingredient. At least half of the cereals served for school breakfast must have at least two grams of fiber per serving.

Elementary schools may not sell ala carte items except milk. Secondary schools may not sell foods of minimal nutritional value (as defined by the USDA) as a la carte items. (Please see the appendix for a definition of foods of minimal nutritional value.)

Schools may not advertise or promote foods of minimal nutritional value anywhere on school premises, except on vending machines and scoreboards.

Candy will not be used as a reward. Healthy choices or non-food items (book, pencils, stickers, trinkets, etc.) are supported as reward options. Carbonated beverages may not be used as classroom rewards.

Foods of minimal nutritional value may not be sold in school stores. All food snack choices offered must be less than 300 calories. The food services director shall meet yearly with directors of schools stores to monitor compliance with this regulation and to offer suggestions for improving the nutritional content of foods sold in school stores.

Foods of minimal nutritional value may not be sold for on-site fundraisers during school hours.

Treats shall be offered infrequently in classrooms. Treat exchanges, in which each child may give a treat to, and receive a treat from, every other child in the class, are not permitted except for on Valentine’s Day. Treats that are brought for exchange on Valentine’s Day must be small and commercially wrapped (no unwrapped candy). Schools shall inform parents and guardians of this regulation yearly.
In accordance with the Utah County Food Code, homemade or home packaged foods may not be served or sold at school. All food served or sold at school outside the food service program must be commercially prepared and packaged. Schools shall inform parents of this regulation yearly. (Please see attached letter as an example.) Principals are responsible for enforcing this regulation.

Schools are encouraged to educate parents about the link between health and academic achievement and to encourage parents to feed their children nutritious breakfasts and to send nutritious home lunches, if their children bring lunches from home. (Please see attached letter as an example.) Health fairs, held in conjunction with parent-teacher conferences, may help achieve this goal.

In order to promote health and minimize waste, schools are encouraged to provide students with food choices, to educate students about the best choices to make, and to encourage students to eat what they take.

The District shall instruct teachers yearly on the district’s wellness policies, child health issues, and ways to implement health instruction in the curriculum.
Healthier U.S. Challenge for Schools
Vending Machine Policy Guidelines

“There is evidence that unhealthy food choices, such as soft drinks, may be a contributor to the obesity epidemic in children. Schools can take on a proactive role in forging healthy food behaviors through the options that are available in school vending machines.”

Dr. Reginald Washington, MD, FAAP, FACC, FAHA
Co-chair, Task Force on Obesity for the American Academy of Pediatrics.

Principals may not sign vending machine contracts that last longer than one year. These contracts must be in writing in a form approved by the School Board and must be individually approved by the Business Administrator. Vending machine income will be used for specific educational purposes. Vending income and vending expenditures will be reported to the School District Business Department.

Vending machines will not be made available to students in elementary schools.

Vending machines will not contain foods of minimal nutritional value (as defined by the USDA). Foods of minimal nutritional value include carbonated beverages, popsicles (unless they contain fruit or fruit juices), gum, and candies whose primary ingredient is sugar and/or corn syrup. (See appendix for more detail.)

Product pricing may not discourage the purchase of nutritious foods. Nutritious foods shall be priced the same or less than comparable less nutritious foods.

The most nutritious foods shall be placed in the more prominent positions in vending machines, as machine capabilities permit. Less nutritious foods shall be less visible.

Schools may not advertise or promote foods of minimal nutritional value anywhere on school premises, except on the machines themselves and on scoreboards.

Secondary schools shall educate students on health risks associated with carbonated beverages, specifically the detrimental effects of high dissolved sugar content, carbonation, artificial sweeteners, and caffeine.

Physical Activity Policy Guidelines

Physical activity directly impacts the level of fitness for students as well as adults. This policy is meant to increase students’ and teachers’ awareness of the need to be physically active and to encourage a healthy lifestyle that includes productive movement. The lack of such an understanding fosters a sedentary lifestyle that contributes to obesity and a lack of cardiovascular fitness that influence overall wellness.

Elementary Schools shall:

• Implement the Physical Education Core Curriculum in each elementary school.
• Provide a minimum of 45 minutes per week of structured physical education classes for all full-day students throughout the school year.
• Encourage teachers, Para-professionals and supervisors to provide physical activity options during recess. The teaching of safety, rules, and sportsmanship is important.
• Include one twenty-minute recess in addition to lunch recess each day.
• Consider altering school schedules to allow for recess before lunch.
• Establish recess as an important time of day for children and teachers and not as a time for remediation.
• Assure that loss of recess will not be used as a punishment. However, principals are expected to restrict an individual student’s recess time when necessary as an intervention to insure student safety.
• Promote and support student involvement in Provo City Recreation, organized teams, and physical athletic activities.
• Establish safe routes to encourage students to walk to and from school.

**Secondary Schools shall:**

• Implement the Physical Education Core Curriculum in each secondary school. (Assure that all physical educators are familiar with and are teaching to the state core.)
• Aim for daily physical education instruction and activity for each secondary student with a goal of 225 minutes per week. (This could be accomplished at school or at home.)
• Prioritize instruction emphasizing lifelong physical fitness. (Promote gross motor activity, knowledge, skills and sportsmanship.)
• Include and develop intramural sports and fitness activities for all students as a complement to formal athletic programs.
• Establish safe routes to encourage students to walk to and from school.
Nutrition and Vending Machine Policy
Appendix

Foods of Minimal Nutritional Value as Defined by the USDA

Soda Water—any carbonated beverage (even water). No product shall be excluded from this definition because it contains discrete nutrients added to the food, such as vitamins, minerals and protein.

Water Ices—any frozen, sweetened water such as “…sicles” and flavored ice with the exception of products that contain fruit or fruit juice.

Chewing Gum—any flavored products from natural or synthetic gums and other ingredients that form an insoluble mass for chewing.

Certain Candies—any processed foods made predominantly from sweeteners or artificial sweeteners with a variety of minor ingredients that characterize the following types:

Hard Candy—A product made predominantly from sugar (sucrose) and corn syrup that may be flavored and colored, is characterized by a hard, brittle texture and includes such items as sour balls, lollipops, fruit balls, candy sticks, starlight mints, after dinner mints, jaw breakers, sugar wafers, rock candy, cinnamon candies, breath mints and cough drops.

Jellies and Gums—A mixture of carbohydrates that are combined to form a stable gelatinous system of jellylike character and are generally flavored and colored, and include gum drops, jelly beans, jellied and fruit-flavored slices.

Marshmallow Candies—An aerated confection composed of sugar, corn syrup, invert sugar, and 20% water and gelatin or egg white, to which flavors and colors may be added.

Fondant—A product consisting of microscopic-sized sugar crystals that are separated by a thin film of sugar and/or invert sugar in solution, such as candy corn and soft mints.

Licorice—A product made predominantly from sugar and corn syrup that is flavored with an extract made from the licorice root.

Spun Candy—A product that is made from sugar that has been boiled at high temperature and spun at a high speed in a special machine.

Candy Coated Popcorn—Popcorn that is coated with a mixture made predominantly from sugar and corn syrup.
Physical Activity Policy
Appendix B

Use of Reductive Consequences in Managing Student Misbehavior
(Suggested Alternatives to Taking Away Recess as a Consequence for Misbehavior)

Use of reductive consequences is an essential component in managing student misbehavior. However, reductive consequences should only be a minor part of any staff member’s interventions. Positive interactions and positive behavior supports should be the main focus when intervening in student misbehavior. For example, it is recommended that all PSD staff maintain a 4:1 ratio of positive to corrective interactions with students. In other words, for every corrective interaction/reductive consequence given to a student we should have four interactions recognizing or reinforcing the behavior we want increased. Indeed, reductive consequences are much more effective when built on a foundation of positive interactions.

Because of our District’s emphasis on love of learning, we would encourage teachers to look for opportunities for intrinsic student initiated motivation as opposed to rewards and punishments.

Reductive consequences should be used sparingly and in an effective manner. To increase the effectiveness of reductive consequences, consider the following guidelines.

When using reductive consequences, use something:
1. That has meaning to the child
2. Over which you have control
3. Which you are willing to take away

Additionally, follow these 3 rules regarding consequences: Effective consequences:
1. Consequences should be related to the behavior as much as possible.
2. Consequences should take place as soon after the misbehavior as possible.
3. Consequences should be relatively small and short term.

EXAMPLES of Other Reductive Consequence
1. If a student is tapping an object on his desk and it cannot be ignored, remove the object from the student for two minutes.
2. Loss of 30 seconds of free time for each instance of not following teacher directions (use of kitchen-type timer recommended).
3. Give a verbal reprimand for being off task.
4. Place student in seat away for 5 minutes for talking to neighbors.
5. Ignore a student’s blurted out answer and call on those who have raised their hand to
6. Require student to line up at the back of the line.
7. Loss of preferred item
8. Loss of point or removal of tickets
9. Loss of computer time
10. Level drop
11. Call home to caretaker