



ACTIVE STUDENT TASK FORCE UPDATE

POLICY ISSUE/SITUATION

As an outcome of HB 3141, the Beaverton School District established the Active Students Task Force on September 29, 2014 to develop recommendations for continuing to move forward to fulfill the requirements of increased physical education time as outlined in the statute. The School Board also declared an interest in building staff and student knowledge in the area of movement and wellbeing overall.

BACKGROUND INFORMATION

The ASTF determined to break their work into three phases. Phase I would focus on developing potential school-based efforts to not only meet the requirements of HB 3141 but to increase the level of student activity levels, K-12. These potential school-based efforts would then become elements within a proposed set of pilot programs for the 2015-2016 school year.

Phase II would be begin in the spring of 2015, continue through the 2015-2016 school year, and be focused on two efforts. First, details of the approved pilot program would be developed, including a progress monitoring system to analyze the impact of the pilots, and pilot programs would be conducted at designated schools. Second, the ASTF would begin to study the long-range needs across the BSD to support the needed increases in student activity.

Phase III would begin in the fall of 2015 and be the continuation of the Phase II efforts as well as communicating to the School Board a comprehensive set of recommendations for the 2017-2018 school year and beyond.

The Active Student Task Force is currently in Phase III and divided into three sub-committees:

- Pilot Development and Monitoring
- Community Involvement
- Facilities and Staffing

Subcommittee Reports

1. Pilot Development and Monitoring
 - a. Participating Schools
 - i. Bonny Slope (ES)
 - ii. Sexton Mountain (ES)
 - iii. West TV (ES)

District Goal: All students will show continuous progress toward their personal learning goals, developed in collaboration with teachers and parents, and will be prepared for post-secondary education and career success.

The Beaverton School District recognizes the diversity and worth of all individuals and groups. It is the policy of the Beaverton School District that there will be no discrimination or harassment of individuals or groups based on race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, marital status, age, veterans' status, genetic information or disability in any educational programs, activities or employment.

- iv. Highland Park (MS)
 - b. Summer 2015 Work
 - i. Developed Pilots Program details
 - 1. Pilot Program staff met in May through July
 - 2. Data collection plan developed
 - 3. Toolboxes, videos and internet resources built
 - 4. Communication plans developed
 - c. 2015-16 School Year Work
 - i. Update Pilot Programs at each Pilot School
 - ii. See Appendix A for recent ASTF Teacher Survey results
 - iii. See Appendix B for recent ASTF Student Survey results
 - iv. Investigating the creation of a BSD website to house the Brain Break videos.
 - d. 2016-2017 School Year Work
 - i. The Pilot Program effectiveness should be analyzed and inform an expanded effort, including one third of the elementary and middle schools.
 - 1. 11 elementary schools
 - a. Include one K-8 school
 - b. Include two Title 1 schools
 - 2. Three middle schools
2. Community Involvement
 - a. Focus should be on non-athletes, intramurals and clubs
 - b. Increase use of facilities before and after school
 - c. Increase partnership with community fitness organizations
 - d. Minimize barriers to students participating
 - i. Fees
 - ii. Funding
 - iii. Transportation
 - e. Propose new language within Policy EFA, Wellness Policy or new policy around increased student activity levels.
 - f. Facilitate the "Support a Champion" grant program, designed to encourage increased student activity levels before and after school.
 - i. As of this report, the ASTF has awarded 8 grants to BSD schools
 - 1. 3 elementary schools
 - 2. 4 middle schools
 - 3. 0 high schools
 - 4. 1 BSD Special Education
 - ii. See Appendix C for the Support a Champion flyer
 - g. Establish a community-wide Physical Activity Showcase
 - i. Multiple activities
 - ii. Connect with City of Beaverton's Blue Zone Project
3. Facilities and Staffing
 - a. BSD Facilities Study
 - i. DLR Group was commissioned to complete a study of the BSD PE facilities and submitted their report in 2013.
 - ii. The DLR Group report does not make any specific recommendations concerning PE facilities upgrades or new construction.
 - iii. The DLR Group report was used by the Bond Committee to guide the Educational Specifications for new construction.

- iv. The Facilities Subcommittee is unaware of any plans for PE facilities upgrades or new construction at existing school sites based on the DLR Group report
- b. Members of the Facilities Subcommittee worked with the BSD Facilities Department to determine the existing PE facilities square footage at each of the BSD elementary and middle school sites. Using this square footage information, 2015-16 student enrollment, the national recommendation of 110 square feet per student for effective PE activities, and the assumption that an elementary school could maximize their daily schedule with ten 30 minute PE classes, and assuming that all 150 minutes of physical activity would occur in a PE class, with a PE teacher and within a PE facility, a prioritized list (based on the need for PE facilities space) of elementary schools for facilities upgrades is proposed. See Appendix D.
- c. Using the same process as described for the elementary schools, the Facilities Subcommittee developed a prioritized list (based on the need for PE facilities space) of middle schools for facilities upgrades is proposed. Again, this assumes that all 225 minutes of physical activity would occur in a PE class, with a PE teacher and within a PE facility. For this list, a maximized schedule would contain seven 45 minute PE classes. See Appendix E.
- d. Using the same calculation as described in paragraph 3.b. above, the Facilities Subcommittee recommends a change to the model being used for the four new elementary schools. These schools are designed for 750 students and should have physical education facilities of 8,250 SF. The model calls for a single gymnasium of 6,700 SF.
- e. Assuming elementary PE classes of 30 students and each PE teacher teaching ten 30 minute classes each day and middle school PE classes of 35 students and each PE teacher teaching seven 45 minute classes each day, a new PE staffing model, intended to support the increased instruction, is being recommended. See Appendix F.

Other efforts being considered by the Active Student Task Force are:

- 1. Study of the impact of establishing maximum limits on the high school athletic fees collected
- 2. Scheduling elementary and middle school recesses prior to students eating lunch.
- 3. Encourage schools to reach out to underrepresented groups within their community and work together to develop physical activity events using the school facilities.
- 4. The potential for the BSD to become a "Let's Move Active Schools" district.

RECOMMENDATIONS

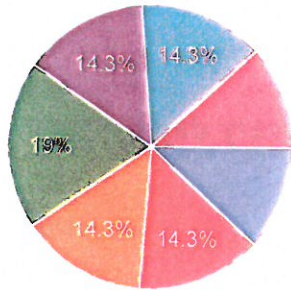
- 1. Expand the Pilot Program to 11 elementary schools, including one K-8 and two Title 1 schools, and three middle schools for the 2016-2017 school year.
- 2. Charge the BSD Athletic Directors to develop a proposal to minimize the barriers to participating in high school athletics.
- 3. Upgrade the Physical Education facilities at the six highlighted schools using the current bond funds.
- 4. Alter the new elementary school model to include 8,250 SF of Physical Education facilities.
- 5. Support a Physical Education staffing model that allows for the required increase in activity levels.
- 6. With an anticipated first reading at the December 2015 School Board meeting, receive, refine, and adopt policy around physical education requirements.

Appendix A: Pilot Teacher Survey

42 Responses

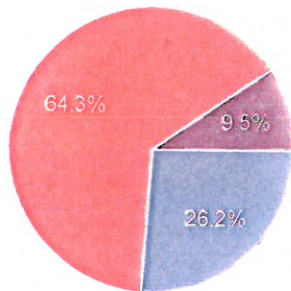
Summary

What grade do you teach?



Kindergarten	5	11.9%
1st	6	14.3%
2nd	6	14.3%
3rd	8	19%
4th	6	14.3%
5th	6	14.3%
Other	5	11.9%

Is this pilot positively affecting your classroom climate?

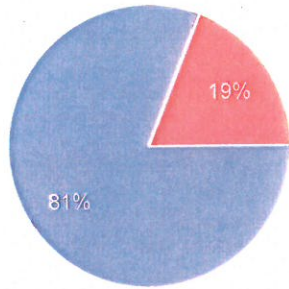


Strongly Agree	11	26.2%
Agree	27	64.3%
Disagree	0	0%
Strongly Disagree	0	0%

N/A 4 9.5%

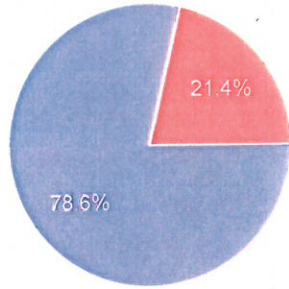
Have you communicated the purpose of this pilot with your students' parents?

Yes 34 81%
No 8 19%

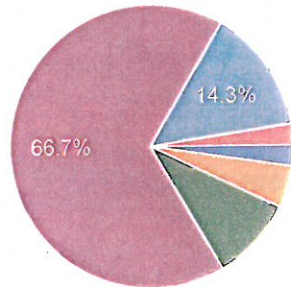


Is there a 10 minute block for brain boosts every day?

Yes 33 78.6%
No 9 21.4%

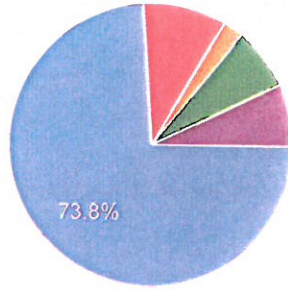


When are additional brain boosts happening throughout the day?



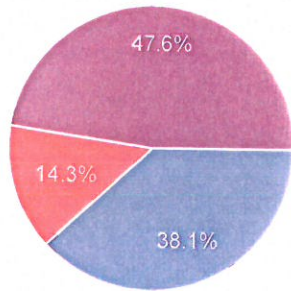
During reading	1	2.4%
During writing	0	0%
During math	2	4.8%
After lunch	4	9.5%
Between subjects	28	66.7%
No other brain boosts	6	14.3%
Other	1	2.4%

How often are you having two recesses a day?



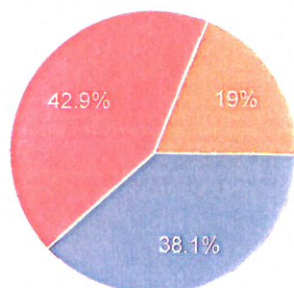
Daily	31	73.8%
Three to four times a week	4	9.5%
One to two times a week	1	2.4%
Less than once a week	3	7.1%
Never	3	7.1%

The parent feedback has been...



All positive	16	38.1%
Mainly positive	6	14.3%
Mixed (positive and negative)	0	0%
Mostly negative	0	0%
N/A	20	47.6%

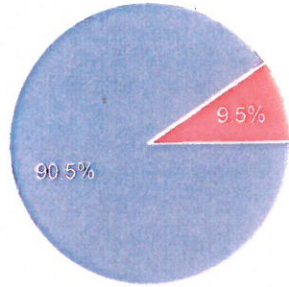
The student feedback has been...



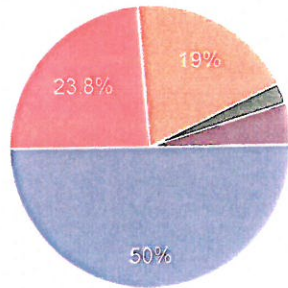
All positive	16	38.1%
Mainly positive	18	42.9%
Mixed (positive and negative)	8	19%
Mostly negative	0	0%
N/A	0	0%

When you notice your students loosing focus, do you do a brain boost?

Yes	38	90.5%
No	4	9.5%



If so, what difference have you noticed with your students after a brain boost?



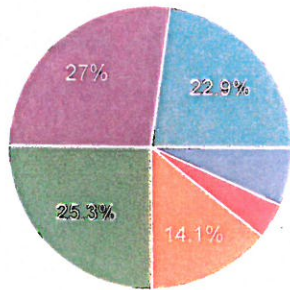
More focused	21	50%
More energy	10	23.8%
Calm	8	19%
Less focused	1	2.4%
No difference	2	4.8%

Appendix B: Pilot Student Survey

811 Responses

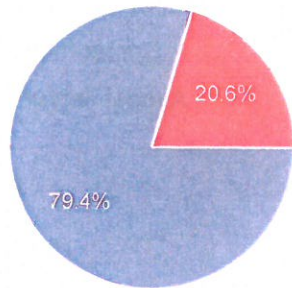
Summary

What grade are you in?



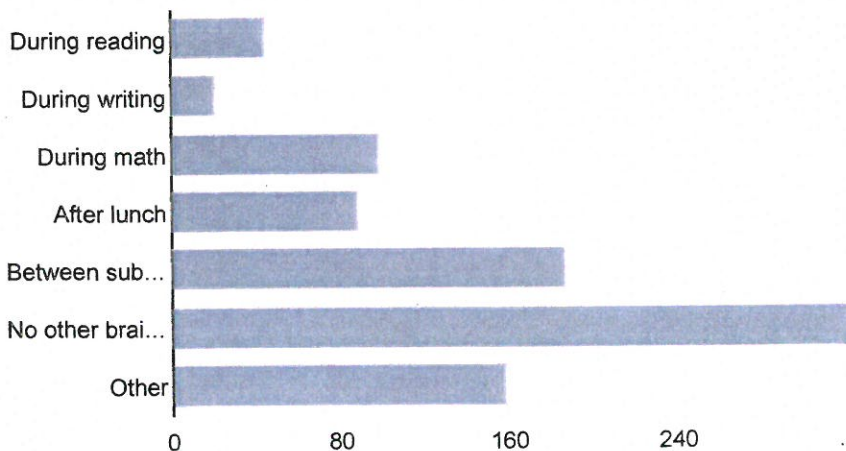
Kindergarten	54	6.7%
1st	33	4.1%
2nd	114	14.1%
3rd	205	25.3%
4th	219	27%
5th	186	22.9%

Are you doing a morning brain boost?



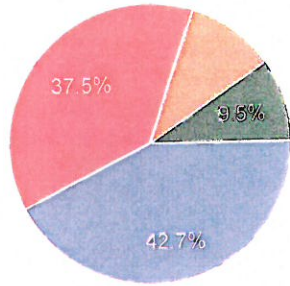
Yes	644	79.4%
No	167	20.6%

When are your other brain boosts?



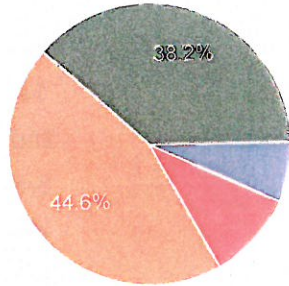
During reading	46	5.7%
During writing	21	2.6%
During math	100	12.4%
After lunch	89	11%
Between subjects	188	23.3%
No other brain boosts	324	40.1%
Other	159	19.7%

Do you enjoy brain boosts?



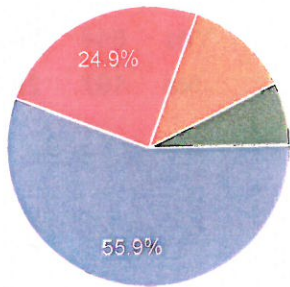
A lot	346	42.7%
Sort of	304	37.5%
A little	84	10.4%
No	77	9.5%

How often do you have trouble concentrating on things?



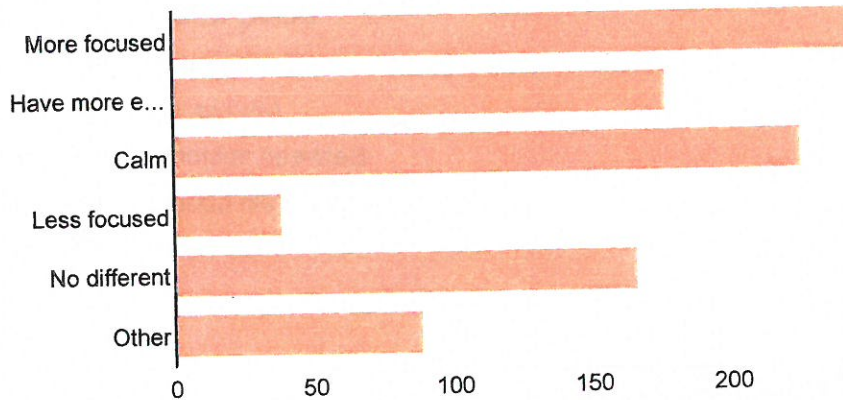
Almost Always	56	6.9%
Most of the time	83	10.2%
Sometimes	362	44.6%
Almost Never	310	38.2%

How often do you feel in control of your behavior at school?



Almost Always	453	55.9%
Most of the time	202	24.9%
Sometimes	98	12.1%
Almost Never	58	7.2%

How do you feel after a brain boost?



More focused	244	30.2%
Have more energy	177	21.9%
Calm	225	27.8%
Less focused	38	4.7%
No different	166	20.5%
Other	89	11%

Appendix C: Support a Champion Grant Flyer



Support a Champion

Working to support before or after school programs that would provide opportunities for moderate to vigorous physical activity for a large number of students, introducing students to new activities, encouraging life-long fitness, and showing a commitment to equity, positive student coaching and sustainability.

The BSD's Active Student Task Force will be awarding ten grants, each up to \$2,400.00, to elementary, middle or high school staff initiating before and after school programs focused on increasing student physical activity. Grant requests will be accepted through Nov. 13th and be awarded in Nov. 24th 2015.

Grant requests should include an overview of the program, staff and community partners involved, a detailed budget, and a timeline (see page #2). A report on the impact will be required in May 2016.

Find out more and submit proposals to Cheryl Wardell at cheryl_wardell@beaverton.k12.or.us

School Name:

Point of Contact:

Point of Contact Email Address:

Point of Contact Phone Number:

Brief Description of the Activity (include description of activities, supervising staff and/or community members, description of students to be included and recruited, desired outcomes, detailed budget, and timeline):

APPENDIX D

Providing students with 150 minutes of physical activity, taught within a PE class and in a PE facility, the following PE facility space for each school is recommended:						
Elementary School	2015-16 Projected Enrollment	Gross PE Space Recommended (110 Sq. Ft. per student)	Actual PE Space Recommended (Assuming ten 30 minute classes each day)	Delta between Recommended and actual	Total PE Space Currently Available (Includes gyms and Multi-purpose rooms)	Notes:
Vose	680	74800	7480	-4,474	3006	Will be replaced by bond funded construction
Findley	826	90860	9086	-4,454	4632	
Beaver Acres	729	80190	8019	-4,199	3820	
Kinnaman	713	78430	7843	-3,733	4110	
Jacob Wismer	731	80410	8041	-3,493	4548	
Barnes	713	78430	7843	-3,320	4523	
Hiteon	669	73590	7359	-3,257	4102	
McKinley	634	69740	6974	-2,854	4120	
Bonny Slope	640	70400	7040	-2,482	4558	
Elmonica	587	64570	6457	-2,381	4076	
Oak Hills	573	63030	6303	-2,191	4112	
Rock Creek	554	60940	6094	-1,862	4232	
Raleigh Hills	573	63030	6303	-1,816	4487	
Bethany	521	57310	5731	-1,645	4086	
Nancy Ryles	559	61490	6149	-1,503	4646	
Chehalem	501	55110	5511	-1,400	4111	
Scholls Heights	549	60390	6039	-1,391	4648	
Aloha Huber	1000	110000	11000	-1,167	9833	
Hazeldale	422	46420	4642	-1,064	3578	Will be replaced by bond funded construction
Springville	951	104610	10461	-875	9586	
Errol Hassell	480	52800	5280	-729	4551	
Raleigh Park	411	45210	4521	-591	3930	
Terra Linda	415	45650	4565	-464	4101	
Cooper Mountain	484	53240	5324	-401	4923	
Greenway	391	43010	4301	-289	4012	
Cedar Mill	354	38940	3894	-190	3704	
Sexton Mountain	466	51260	5126	71	5197	
Montclair	358	39380	3938	174	4112	
William Walker	482	53020	5302	193	5495	Will be replaced by bond funded construction
McKay	335	36850	3685	430	4115	
West TV	327	35970	3597	910	4507	
Fir Grove	510	56100	5610	1,877	7487	
Ridgewood	434	47740	4774	3,396	8170	

APPENDIX E

Providing students with 225 minutes of physical activity, taught within a PE class and in a PE facility, the following PE facility space for each school is recommended:						
Middle School	2015-16 Projected Enrollment	Gross PE Space Recommended (110 Sq. Ft. per student)	Actual PE Space Recommended (Assuming seven 45 minute classes each day)	Delta between Recommended and actual	Total PE Space Currently Available (Includes gyms and Multi-purpose rooms)	Notes:
Stoller	1401	154110	22015	-11588	10427	
Conestoga	871	95810	13687	-985	12702	
Cedar Park	1020	112200	16028	-919	15109	
Highland Park	880	96800	13828	1248	15076	
Meadow Park	806	88660	12665	2620	15285	
Five Oaks	995	109450	15635	2735	18369	
Whitford	668	73480	10497	4579	15076	
Mountain View	826	90860	12980	5855	18835	

APPENDIX F

Recommended Elementary & Middle School Certified Physical Education Staffing Allocation Methodology				
Position	Elementary		Middle	
	APU	Enrollment	APU	Enrollment
Physical Education Teacher	1.000	1 – 350	1.000	
	1.500	351 – 525	1.500	
	2.000	526 – 700	2.000	1 – 560
	2.500	701 – 825	2.500	561 – 700
	3.000	826 – 1050	3.000	701 – 840
	3.500	1051 – 1225	3.500	841 – 1080
	4.000	1226 -	4.000	1081 – 1220
	4.500		4.500	1221 – 1360
	5.000		5.000	1361 – 1500
	5.500		5.500	1501 – 1640

