

WE EXPECT EXCELLENCE **WE INNOVATE** **WE EMBRACE EQUITY** **WE COLLABORATE** 

FIRST READING OF SCHOOL BOARD POLICIES**POLICY ISSUE/SITUATION:**

Attached are OSBA and BSD staff suggested changes presented for a first reading. The following will be reviewed:

- **EFA** – Wellness Policy – Nutrition
- **EFAP** – Wellness _ Physical Activity
- **JCA** – Interdistrict Boundary Review/Adjustment
- **JECB** – Admission of Non-Resident Students

BACKGROUND INFORMATION:

Departments are continuing to work to reach compliance of the policies pertinent to their areas. During this school year the district will continue to present various sets of new policy changes for review.

RECOMMENDATION:

It is recommended that the School Board review this first reading.

District Goal: WE empower all students to achieve post-high school 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.

Wellness Policy - Nutrition

1. Introduction

~~The Board recognizes that childhood obesity has become an epidemic in Oregon as well as throughout the nation. Research indicates that obesity and many diseases associated with obesity are largely preventable through diet and regular physical activity. *healthy eating patterns and increased physical activity are essential for students to achieve their academic potential, full physical and mental growth and lifelong health and well-being. The District recognizes that childhood obesity has become an epidemic in Oregon as well as throughout the nation.* Additional research indicates that healthy eating patterns and increased physical activity are essential for students to achieve their academic potential, full physical and mental growth and lifelong health and well-being.~~

To help ensure students possess the knowledge and skills necessary to make healthy choices for a lifetime, the superintendent or designee shall prepare and implement a comprehensive district Wellness Program that meets ~~minimum~~ state requirements and is consistent with state and federal requirements for districts sponsoring the National School Lunch Program (NSLP) and the School Breakfast Program (SBP). The program shall reflect the ~~Board's~~ *District's* commitment to ~~promoting physical education/activity, and a healthy school nutrition environment eating through nutrition education, and promotion, and through serving healthy and appealing foods at district schools, that meet state and federal nutrition guidelines. developing food use guidelines for staff and establishing liaisons with nutrition service providers, as appropriate.~~ The input of staff, students, parents, the public community, representatives of the District Nutrition Services Department, and public health professionals will be encouraged. The superintendent or designee will develop administrative regulations as necessary to implement the goals of this policy throughout the district.

~~The Board realizes that a quality physical education program is an essential component for all students to learn about and participate in physical activity. Every public school student in kindergarten through grade 8 shall participate in physical education for the entire school year. At least 50 percent of the weekly physical education class time shall be devoted to actual physical activity. Instruction, provided by adequately prepared teachers, will meet the state adopted academic content standards for physical education, ORS 329.045. Teachers of physical education shall regularly participate in professional development activities.~~

~~Students with disabilities shall have suitably adapted physical education incorporated as part of the individualized education program developed for the student under ORS 343.151. A student who does not have an IEP but has chronic health problems, other disabling~~

~~conditions or other special needs that preclude them from participating in regular physical education instruction shall have suitably adapted physical education incorporated as part of an individualized health plan developed for the student by the school district or public charter school.~~

~~Physical activity should be included in a school's daily education program from grades pre-K through 12. Physical activity should include regular instructional physical education as well as co-curricular activities, and recess. The district will develop and assess student performance standards and program minute requirements in order to meet the Oregon Department of Education's physical education content standards and state law.~~

2. Nutrition Education

~~Nutrition education shall be taught as part of the pre-kindergarten through grade 12 Beaverton School District Comprehensive Health Education curriculum by a health specialist or trained classroom teacher. To reinforce the learning targets addressed in the nutrition education curriculum, coordination with the District's Nutrition Services department is recommended. In addition, other curriculum areas are encouraged to integrate nutrition education into their programs.~~

Nutrition education topics shall be integrated within the sequential, comprehensive health education program taught at every grade level, prekindergarten through grade 12, and coordinated with the district's *Nutrition Services department.*

3. Nutrition Guidelines

~~It is the intent of the Board District that district schools take a be proactive approach to provide in encouraging students with to make nutritious food choices.~~

~~The district shall enter into an agreement with the Oregon Department of Education (ODE) to operate *the National School Lunch Program, (NSLP), and School Breakfast Program, (SBP)* reimbursable school meal programs. The superintendent or designee will develop administrative regulations as necessary to meet the requirements of state and federal law for these programs. These guidelines shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to subsections (a) and (b) of section 10 of the Child Nutrition Act (42 U.S.C. 1779) and section 9(f)(1) and 17(a) of the Richard B. Russell National School Lunch Act (42 U.S.C. 1758(f)(1), 1766(a)(0). All food and beverage items (except those as part of the United States Department of Agriculture's National School Lunch Program and/or School Breakfast Program), sold in a K-12 public school as part of the regular or extended school day shall meet minimum standards as set forth in state and federal law. These food and beverage items include competitive foods, snacks and beverages sold from vending machines, and school stores, and similar food and beverage items from fund-raising activities and refreshments that are made available at school parties, celebrations and meetings. Exceptions to this requirement are foods and beverages provided in the following instances:~~

A. When the school is the site of school-related events or events for which parents and other adults are a significant part of an audience; or

B. The sale of food or beverage items before, during or after a sporting event, interscholastic activity, a play, band or choir concert.

Although the Board ~~District~~ believes that the ~~D~~district's ~~n~~Nutrition and ~~food s~~Services ~~operation~~ Department should be financially self-supporting, it recognizes, ~~however~~, that the nutrition program is an essential educational and support activity. Therefore, budget neutrality or profit generation must not take precedence over the nutrition needs of its students. In compliance with Federal law, the District's National School Lunch Program, (NSLP), and School Breakfast Program, (SBP), shall be nonprofit.

~~The superintendent is directed to develop administrative regulations to implement this policy, including such provisions as may be necessary to address all food and beverages sold and/or served to students at school (i.e., competitive foods, snacks and beverages sold from vending machines, school stores, and fund raising activities and refreshments that are made available at school parties, celebrations and meetings), including provisions for staff development, family and community involvement and program evaluation.~~

4. Other School Based Activities Designed to Promote Wellness

The Board ~~District~~ recognizes the importance of creating a total school environment that is conducive to ~~good health including good nutrition, and physical activity, psychosocial well-being, and consumer awareness.~~

~~Sustainability is integral to wellness and should be a guiding principle for the district's Wellness Policy and its implementation.~~

A. Nutrition Promotion

The District will promote district and community-based activities that foster healthy eating. Families and the community will be encouraged to provide healthy food choices in all situations where food is served. Educational workshops, screenings and literature related to healthy food choices may be offered to families.

B. Meal Times

The District will ensure that students have at least twenty (20) minutes to sit and eat their meal.

C. Staff Development

The District will provide resources to staff to support a quality nutrition education and promotion program.

D. Staff Wellness

The District highly values the health and well-being of every staff member and appreciates the unique position of staff to act as role models for students. School leaders are encouraged to include the topic of wellness in district newsletters and encourage offering healthy food choices during staff meetings.

~~Sustainability is integral to wellness and should be a guiding principle for the district's Wellness Policy and its implementation.~~

5. Evaluation and Monitoring

~~The Board District will involve staff (including but not limited to, physical education and school health professionals), parents, students, representatives of the Nutrition Services Dept., public health professionals, school administrators and the community in the implementation, periodic review and update of this policy. Each school shall establish a Wellness Advisory Committee to support implementation of this policy and Policy EFA-PA. The Board will review this policy and measure communicate progress on implementation annually of the goals outlined in the policy, and the policy will be reviewed and, as needed, updated as needed and reviewed by the Board at least every three years.~~

~~In an effort to measure the implementation of this policy, and Policy EFA-PA, the Board designates the superintendent or designee as the person who will develop administrative regulations and ensure be responsible for ensuring the district meets the goals outlined in this policy.~~

END OF POLICY

Legal Reference(s):

~~ORS 332.107~~

~~OAR 581-051-0100~~

~~OAR 581-051-0305~~

~~OAR 581-051-0310~~

~~OAR 581-051-0400~~

~~HB 2650 (2007)~~

~~National School Lunch Program, 7 CFR Part 210 (2001).~~

~~School Breakfast Program, 7 CFR Part 220 (2001).~~

~~Child Nutrition and WIC Reauthorization Act of 2004 § 204, 42 U.S.C. § 1751 (2004).~~

[ORS 329.496](#)

[ORS 332.107](#)

[ORS 336.423](#)

[OAR 581-051-0310](#)

[OAR 581-051-0400](#)

[OAR 581-051-0100](#)

[OAR 581-051-0305](#)

Policy Cross-References:

EFA-PA Wellness Policy – Physical Education and Activity

KA Community Engagement

Wellness – Physical Education and Activity

1. Introduction

Children need regular physical activity in order to grow, learn, and thrive. Beaverton schools embrace a culture of daily and frequent physical activity in order to:

- foster academic success and lifelong health;
- decrease rates of obesity, heart disease, stroke, cancer and diabetes;
- increase opportunities for physical activity outside of the school day.

2. Physical Activity

Physical Education, structured programs of fitness, movement, games, and other activities, is an essential component of a well-rounded academic program.

Every public school student in kindergarten through grade 8 shall participate in physical education for the entire school year. At least 50 percent of the weekly physical education class time shall be devoted to moderate to vigorous activity. Instruction, provided by adequately prepared teachers, will meet the state adopted academic content standards for physical education.

Students with disabilities shall have suitably adapted physical education incorporated as part of the individualized education plan developed for the student under ORS343.151. A student who does not have an IEP but has chronic health problems, other disabling conditions or other special needs that preclude them from participating in regular physical education instruction shall have suitably adapted physical education incorporated as part of an individualized health plan developed for the student by the school district or public charter school.

The District will develop student performance standards and implement assessments in order to meet the Oregon Department of Education's physical education content standards and time requirements established by state law.

Schools should embrace a culture of physical activity throughout the day and beyond the physical education class. In addition, schools should discourage extended periods (i.e., periods of two or more hours) of inactivity.

The District will provide resources throughout the school year to staff to support a quality physical education program and physical activity throughout the day.

Recess is an opportunity for students to take a break from classwork, engage in play with their peers and participate in structured and/or unstructured activities. All elementary school students will have at least 20-30 minutes per day of supervised recess, preferably outdoors, during which they shall be encouraged to engage in physical activity.

Students who require additional academic support or interventions will have the same opportunities for physical activity as their peers. Teachers and other personnel will not use physical activity (e.g., running laps, pushups) as punishment or withhold opportunities for physical activity (e.g., recess, physical education) as punishment or to make up work.

The District will communicate the importance of daily physical activity and support community efforts to increase the physical activity of our students.

3. Evaluation and Monitoring

The District will involve staff (including but not limited to physical education specialists and school health professionals), parents, students, public health professionals, school administrators and the public in the implementation, periodic review and update of this policy and Policy EFA. Each school shall establish a system to support implementation of this policy and Policy EFA. We encourage each school to gather staff input, develop plans to promote wellness among students and staff, and share ideas with other schools. The Board will review and communicate progress on implementation of the goals outlined in the policy regularly and, if needed, updated by the Board at least every three years.

The Board designates the superintendent or designee as the person who will develop administrative regulations and ensure the District meets the goals outlined in this policy.

END OF POLICY

Legal Reference(s):

HB3141, ORS 329.045

41 USC § 1758b, 42 USC § 1771 et seq.

Policy cross-references:

EFA Wellness Policy – Nutrition

IGDJ Interscholastic and Intramural Sports

Beaverton School District

Code: JCA
Adopted:
Revised/Readopted:
Revised/Renamed:

INTERDISTRICT BOUNDARY REVIEW/ADJUSTMENT

The Beaverton School District may, from time to time, review all or subsections of its district service boundary. District-initiated reviews are governed by ORS Chapter 330. This policy in no way is intended to govern or control any internal school attendance boundary reviews and/or changes.

Review will involve discussions and collaboration with other school districts adjoining the area under consideration. Any adjustments to the district's boundary should be agreed upon by all impacted school districts and their respective school boards. The District will endeavor to participate in these conversations in a joint and collaborative way, when possible including representation from the board and superintendent of each district impacted.

In recommending an adjustment to the District's service boundary, the Board will consider the following criteria:

- Safety and welfare of students
- Neighborhood, community and/or geographic continuity
- Prudent stewardship of public resources
- School district facility capacity
- Community Interest/support
- Regional and/or local growth and development plans

END OF POLICY

Legal Reference(s):

ORS 330.080 to 330.107

Policy cross-references:

JC School Attendance Areas

ADMISSION OF NON-RESIDENT STUDENTS**

The District may enroll non-resident students as follows:

1. **Inter-district Transfer Agreement.** By written consent of the affected school boards. The student becomes a "resident pupil" of the attending district thereby allowing the attending district to receive State School Fund monies;
2. **Open Enrollment.** By written consent from the school board with which the student has made application for admission. The student becomes a "resident pupil" of the attending district thereby allowing the attending district to receive State School Fund monies;
3. **Tuition Paying Student.** By unilaterally admitting with tuition a non-resident student whereby neither district is eligible for State School Fund monies;
4. **Court Placement.** If a juvenile court determines it is in the student's best interest, a student placed in a substitute care program outside the District will continue to be considered a resident student and allowed to attend the school the student attended prior to placement. The public agency placing the student in a substitute care program will be responsible for the transportation of the student, if public agency funds are available.

The Board shall deny regular school admission to nonresident students who are under expulsion from another district for a weapons policy violation. The Board may deny regular school admission to nonresident students who are under expulsion from another district for reasons other than a weapons policy violation.

Inter-district Transfer Agreement

Annually, by March 1, the District shall establish the number of students to whom consent for transfer will be given for the upcoming school year. The District may choose to limit the number of students accepted for transfer based on school, grade or the combination of both. The District may decide not to allow any transfers under this process.

The District may not consider nor ask for any information from the student about race, religion, sex, sexual orientation, ethnicity, national origin, disability, health, whether a student has an individualized education program (IEP) or the terms of that IEP, identified as talented and gifted, income level, residence, proficiency in English, athletic ability or academic records. The District may not request or require the student to participate in an interview, tour any of the schools or facilities, or otherwise meet with any representatives of the school or district prior to the district deciding on whether to give consent.

The Board may ask for the student's name, contact information, date of birth, grade level, whether the student may be given priority on consent for admission (e.g., sibling in the district; change in legal residence; completion of public charter school in the district), information about which schools the student prefers to attend and whether the student is currently expelled.

The District will establish annually an application timeline and share that information on the District's website. Applications for inter-district transfer must be submitted according to the deadlines established in this timeline prior to the year of requested transfer. ~~Applications for transfer shall be submitted no later than April 1, prior to the year of requested transfer.~~

If the number of students seeking transfer exceeds the number of available openings as determined by the District, then consent for transfer will be based on an equitable lottery selection process. The process may give priority to students who have siblings currently enrolled in the district; to students who previously received consent for admission and because of a change in legal residence; or to students who attended a public charter school located in the same district in which the student seeks to attend, for three consecutive years, completed the highest grade offered by the public charter school and did not enroll and attend school in another district following completion of that highest grade in the public charter school.

The district may require minimum standards of behavior and/or attendance once the student has been accepted. The minimum standards must be the same for all students that are given consent. The district is not allowed to establish minimum standards for academics as a criteria for the student to remain in the district. Students whose consent is revoked for violation of set attendance and/or behavior standards will not be allowed to apply for consent to return to this district in the same or the following school year.

The District is not required to provide transportation outside the boundaries of the district. Students admitted under this policy will be allowed to use existing bus routes and transportation services of the district, if space is available. Transportation will be provided if required by federal law.

By ~~June 30~~ May 1, the District shall provide written notification of the transfer to the school district of the student's legal residence.

Open Enrollment

Annually, by March 1, the Board shall establish the number of students to whom consent for open enrollment will be given for the upcoming school year. The Board may choose to limit consent based on school, grade or the combination of both. The Board may decide not to give consent to any person under this process.

Applications for consent shall be submitted to the district no later than ~~April 1~~ March 31, for the following school year.

The Board may not deny consent, give priority nor request student information related to race, religion, sex, sexual orientation, ethnicity, national origin, disability, health, whether a student has an individual education program (IEP) or the terms of that IEP, income level, residence, proficiency in the English language, athletic ability, academic records or eligibility or participation in talented and gifted programs.

If the number of students seeking consent exceeds the number of students the Board has determined will be given consent, consent will be based on an equitable lottery selection process.

The district is not required to provide transportation outside the boundaries of the district. The student will be allowed to use existing bus routes and transportation services of the district. Transportation will be provided if required by federal law.

By ~~May 1~~, the The district shall provide written notification of admission of a nonresident student into the district, to the district of the student's legal residence.

END OF POLICY

Legal References:

ORS 109.056	ORS 339.141
ORS 327.006	ORS 339.115 to 330.133
	ORS 339.141
	ORS 339.250
ORS 329.485	ORS 343.221
ORS 335.090	ORS 433.267
ORS 339.115 – 339.133	

Letter Opinions, Office of the Attorney General (March 15, April 18 and June 30, 1988)
Oregon Department of Education, Memo #42-1994-95, #23-1988-89.