

COOS BAY PUBLIC SCHOOLS
BOARD OF DIRECTORS
Milner Crest Education Center
1255 Hemlock Ave., Coos Bay, OR 97420
June 26, 2017

AGENDA

5:30 PM

CALL TO ORDER

Pledge of Allegiance and Welcome

- 1. APPROVE AGENDA**
- 2. CONSENT AGENDA**
 - A. **Approval of New Hires for 2017-2018
- 3. DATA WORKSHOP**
- 4. *SCHOOL BOARD GOAL**
- 5. LIGHTHOUSE PROJECT FOCUS**
- 6. INTERDISTRICT NUMBERS FOR 2017-2018**
- 7. BOND PLANNING**
- 8. *POLICY FIRST READING**
 - A. EFA – Local Wellness Policy
 - B. EFA-AR – Local Wellness Policy
 - C. EFAA – District Nutrition and Food Service
 - D. EFAA-AR – Reimbursable Meals
 - E. JEA-AR – Compulsory Attendance Notices and Citations
 - F. KGB – Public Conduct on District Property
 - G. LBE – Public Charter Schools
- 9. ACTION ITEMS TO CONSIDER**
 - A. Approve Interdistrict Numbers
 - B. *Policy Second Reading and Adoption
 1. GCQG – Staff Responsibilities
 2. IIA-AR – Instructional Materials/Program Adoption Procedure
- 10. ADJOURN MEETING**

The meeting location is accessible to persons with disabilities. Request for other accommodations should be made to Peggy Ahlgrim at 541-267-1310, 541-269-5366 (fax) or peggya@coos-bay.k12.or.us

* Available in packet

** Available at meeting

Visit the District's Webpage at www.cbd9.net

Upcoming Events

Date	Event
7/6	Special School Board Meeting/Workshop, 5:00 PM @ Milner Crest

Board Action**Position / Description****Name****New Hires - 2017-2018**

6/26/2017	Social Studies Sunset School	Smith, Ken
6/26/2017	6th Grade Teacher Sunset School	Johnson, Laura
6/26/2017	Language Arts Marshfield High School	Black, Kevin
6/26/2017	College Writing Marshfield High School	Stewart-Warren, Marcia
6/26/2017	Science Sunset School	Claycamp, Cyndol
6/26/2017	Kindergarten Blossom Gulch	Cullins, April
6/26/2017	7th Grade Math Sunet School	Greenseight, Michael

2016-2017 School Board Goal

In order to improve student achievement, math instruction in Coos Bay will incorporate intentional inclusion of the National Council of Teachers of Mathematics Effective Mathematics Teaching Practices.

Textbook adoption, professional development, and evaluation will align with this effort.

The district will assess progress towards effective mathematics teaching through teacher self-evaluation, administrator evaluation, participation in professional development and external evaluation of district-wide adoption.

Coos Bay School District 9

Code: EFA
Adopted: 11/13/06
Readopted: 2/27/12; 9/10/12; 1/12/15;
1/11/16
Orig. Code(s): EFA

Local Wellness Program

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. 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 shall prepare and implement a comprehensive district nutrition program consistent with state and federal requirements for districts sponsoring the National School Lunch Program (NSLP) and/or the School Breakfast Program (SBP). The program shall reflect the Board's commitment to providing adequate time for instruction that promotes healthy eating through nutrition education, serving healthy and appealing foods at district schools, developing food-use guidelines for staff, and establishing liaisons with nutrition service providers, as appropriate.

The input of staff (including but not limited to, physical education and school health professionals), students, parents, the public, representatives of the school food authority, and public health professionals will be encouraged. The superintendent will develop administrative regulations as necessary to implement the goals of this policy throughout the district.

WELLNESS POLICY IMPLEMENTATION, MONITORING, ACCOUNTABILITY AND COMMUNITY ENGAGEMENT

Implementation Plan

The district shall develop and maintain a plan to manage and coordinate the implementation of this wellness policy.

The plan will:

1. Delineate roles, responsibilities, actions and timelines specific to each school;
2. Include information about who will be responsible to make what change, by how much, where and when;
3. Include specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, and in food and beverage marketing; and

4. Include specific goals and objectives for nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness.

In an effort to measure the implementation of this policy, the Board designates the district principals as the people who will be responsible for ensuring each school meets the goals outlined in this policy.

Record Keeping

The district will retain the following records to document compliance with the requirements of the wellness policy at the district's administrative offices.

5. The written wellness policy;

6. Documentation demonstrating that the policy has been made available to the public;

7. Documentation of efforts to review and update the local wellness policy, including an indication of who is involved in the update and the methods the district uses to make stakeholders aware of their ability to participate;

8. Documentation to demonstrate compliance with the annual public notification requirements;

9. The most recent assessment on the implementation of the local wellness policy;

10. Documentation demonstrating the most recent assessment on the implementation of the local wellness policy has been made available to the public.

Annual Notification of Policy

The district will make available to the public annually, an assessment of the implementation, including the extent to which the schools are in compliance with policy, how the policy compares to model policy and a description of the progress being made in attaining the goals of the policy. The district will make this information available through the district website and/or districtwide communications. The district will also publicize the name and contact information of the district or school official(s) leading and coordinating the policy, as well as information on how the public can get involved with the local wellness policy.

Triennial Progress Assessments

At least once every three years, the district will evaluate compliance with the local wellness policy, to assess the implementation of the policy and produce a triennial progress report that will include:

11. The extent to which schools under the jurisdiction of the district are in compliance with the policy;

12. The extent to which the district's policy compares to model wellness policy; and

13. A description of the progress made in attaining the goals of the district's policy.

The district or school will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The district will update or modify the local wellness policy based on the results of the triennial assessments and/or as district priorities change; community needs change; wellness goals are met; new health science, information and technology emerge; and new federal or state guidance or standards are issued. The local wellness policy will be assessed and updated as indicated at least every three years following the triennial assessment.

Community Involvement, Outreach and Communications

The district will actively communicate ways in which the community can participate in the development, implementation and periodic review and update of the local wellness policy through a variety of means appropriate for the district. The district will also ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual schools are communicating important school information with parents.

Nutrition Promotion and Nutrition Education

Nutrition promotion supports the integration of nutrition education throughout the school environment. Nutrition education topics shall be integrated within the sequential, comprehensive health education program taught and coordinated with the district's nutrition and food services operation.

Nutrition Guidelines

✚ It is the intent of the Board that district schools be proactive in encouraging students to make nutritious food choices. All food and beverage items sold to students in a K-12 public school as part of the regular or extended school day shall meet minimum state and federal standards. Exceptions to this requirement include items that are part of the USDA National School Lunch Program or School Breakfast Program. Other exceptions are foods and beverages provided in the following instances:

1. 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
2. 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 believes that the district's nutrition and food services operation 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 NSLP and SBP shall be nonprofit.

The superintendent is directed to develop administrative regulations to implement this policy that address all food and beverages items sold and/or served to students in district schools, including provisions for staff development, family and community involvement and program evaluation. 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.

PHYSICAL ACTIVITY AND PHYSICAL EDUCATION

Physical Education Activity

Physical activity should be included in the school's daily education program for grades pre-K through 12 and include regular, instructional physical education, as well as co-curricular activities and recess.

The Board realizes that a quality physical education program is an essential component for all students to learn about and participate in physical activity. The district will develop and assess the student performance standards in order to meet the ODE's physical education content standards.

~~Beginning in the 2017-2018 school year, every public school student in kindergarten through grade 8 shall participate in physical education for the entire school year. Students in kindergarten through grade 5 shall participate for a least 150 minutes during each school week and students in grades 6 through 8 for at least 225 minutes per school week.~~ 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 (IEP) 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 district or public charter school.¹

~~Physical activity should be included in a school's daily education program for all K – 8th grades. 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 in order to meet the Oregon Department of Education's physical education content standards.~~

School Meals

All schools within the district participate in U.S. Department of Agriculture (USDA) child nutrition programs, administered through the Oregon Department of Education (ODE), including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), Fresh Fruit & Vegetable Program (FFVP), Summer Food Service Program (SFSP). The district also operates additional nutrition-related programs and activities which may include Farm-to-School programs, and school gardens.

Reimbursable School Meals

The district may enter into an agreement with the Oregon Department of Education (ODE) to operate reimbursable school meal programs. The superintendent will develop administrative regulations as necessary to implement this policy and meet the requirements of state and federal law. These guidelines

¹HB 3141 (effective 2017-2018 school year)

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)).

Staff Qualifications and Professional Development

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA Professional Standards for Child Nutrition Professionals.

Water

Free, safe, unflavored, drinking water will be available to all students throughout the school day and throughout every school campus. The district will make drinking water available where school meals are served during mealtimes.

Competitive Foods and Beverages

All foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards². These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

Celebrations and Rewards

All foods offered on the school campus are encouraged to meet the nutrition standards set by the USDA and the Oregon Smart Snacks Standards. This includes, but is not limited to, celebrations, parties, classroom snacks brought by parents, rewards and incentives.

Fund Raising

Foods and beverages that meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards may be sold through fund raisers on the school campus during the school day.

Food and Beverage Marketing in Schools

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards.

“Food and beverage marketing” is defined as advertising and other promotion in schools. Food and beverage marketing often includes an oral, written or graphic statement made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.

²Oregon Department of Education, Oregon Smart Snacks Standards

School Employee Wellness

The district encourages school staff to pursue a healthy lifestyle that contributes to their improved health status, improved morale and a greater personal commitment to the school's overall wellness program. Many actions and conditions that affect the health of school employees may also influence the health and learning of students. The physical and mental health of school employees is integral to promoting and protecting the health of students and helps foster their academic success. The district's Employee Wellness Program will promote health, reduce risky behaviors of employees and identify and correct conditions in the workplace that can compromise the health of staff, reduce their levels of productivity, impede student success and contribute to escalating health-related costs such as absenteeism.

The district may work with community partners to identify programs/services and resources to complement and enrich employee wellness endeavors.

Other School-Based Activities

The district will promote district and community-based activities that foster healthy eating and create environments that promote physical activity. 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 and physical activity may be offered to families.

~~Evaluation of the Local Wellness Policy~~

~~The Board will involve staff (including but not limited to, physical education and school health professionals), parents, students, representatives of the school food authority, public health professionals, school administrators, and the public in the development, implementation and periodic review and yearly update of this policy. The Board shall establish a Wellness Advisory Committee to advise the district in the creation of the local wellness policy. The policy will be reviewed every three years. In an effort to measure the implementation of this policy, the Board designates the superintendent as the person who will be responsible for ensuring each school meets the goals outlined in this policy. The district will make available to the public annually an assessment of the implementation, including the extent to which the schools are in compliance with policy, how the policy compares to model policy and a description of the progress being made in attaining the goals of this policy.~~

END OF POLICY

Legal Reference(s):

[ORS 329.496](#)

[ORS 332.107](#)

[ORS 336.423](#)

[OAR 581-051-0100](#)

[OAR 581-051-0305](#)

[OAR 581-051-0310](#)

[OAR 581-051-0400](#)

National School Lunch Program, 7 C.F.R. Part 210 (2006).
School Breakfast Program, 7 C.F.R. Part 220 (2006).
Healthy, Hunger-Free Kids Act of 2010, Public Law 111-296 Section 204.

Cross Reference(s):

EFAA - District Nutrition and Food Services

Local Wellness Program

The district's comprehensive age-appropriate nutrition program will be implemented in district schools in accordance with the following requirements:

Definitions

1. "Accompaniment foods" means food items served along with another food to enhance palatability such as butter, jelly, cream cheese, salad dressing, croutons and condiments.
2. "Combination foods" means products that contain two or more components representing two or more of the recommended food groups: fruit; vegetable; dairy; protein; or grains.
3. "Competitive foods" means any food or drink sold in competition with the National School Lunch Program (NSLP) and/or School Breakfast Program (SBP) during the school day.
- ~~4. "Dietary Guidelines for Americans" means the current set of recommendations of the federal government that are designed to help people choose diets that will meet nutrient requirements, promote health, support active lives and reduce chronic disease risks.~~
- ~~5.4.~~ "Entree item" means an item that is either:
 - a. A combination food of meat or meat alternate and whole grain rich food; or
 - b. A combination food of vegetable or fruit and meat or meat alternate; or
 - c. A meat or meat alternate alone with the exception of yogurt, low-fat or reduced fat cheese, nuts, seeds and nut or seed butters and meat snacks (such as dried beef jerky); or
 - d. Grains only when served in the SBP.
- ~~6.5.~~ "Food service area" means any area on school premises where NSLP or SBP meals are both served and eaten, as well as any areas in which NSLP or SBP meals are either served or eaten.
- ~~7.6.~~ "Meal period" means the period(s) during which breakfast or lunch meals are served and eaten, and as identified on the school schedule.
- ~~8.7.~~ "Nutrition education" means a planned sequential instructional program that provides knowledge and teaches skills to help students adopt and maintain lifelong healthy eating habits.
- ~~9.8.~~ "Oregon Smart Snacks Standards"¹ means the minimum nutrition standards for competitive foods and beverages.
 - a. Food items, including accompaniment foods, must:

¹Oregon Department of Education, [Oregon Smart Snacks Standards](http://www.ode.state.or.us) ~~www.ode.state.or.us~~

- (1) Be a grain product that contains 50 percent or more whole grains by weight or have as the first ingredient a whole grain (e.g., flour, flake or meal); or
- (2) Have as the first ingredient, one of the non-grain major food groups: fruits; vegetables; dairy or protein foods (e.g., meat, beans, poultry, seafood, eggs, nuts, seeds); or
- (3) Be a combination food that contains one-quarter cup of fruit and/or vegetable; or
- (4) Have one of the food items above as a second ingredient if water is the first ingredient; ~~or and~~
- ~~(5) Contain 10 percent of the Daily Value of a nutrient of public health concern based on the most recent *Dietary Guidelines for Americans* (e.g., calcium, potassium, vitamin D or dietary fiber)²; and~~
- ~~(6)~~(5) Meet all the competitive food nutrient standards:
 - (a) Calories:
 - (i) Snacks contain no more than:
 - 1) 150 calories as packaged or served for elementary level;
 - 2) 180 calories as packaged or served for middle school level; ~~and~~
 - 3) 200 calories as packaged or served for high school level.
 - (ii) Entrees contain no more than 350 calories as packaged or served.
 - (b) Total fat: contains 35 percent or less of total calories from fat per item as packaged or served.
 - (i) Exemptions to the total fat standard are granted for reduced fat cheese and part-skim mozzarella cheese, nuts, seeds, nut or seed butters, products consisting of only dried fruit with nuts and/or seeds with no added nutritive sweeteners or fat and seafood with no added fat.
 - (c) Saturated fat: contains no more than 10 percent of total calories from saturated fat per item as packaged or served.
 - (i) Exemptions to the saturated fat standard are granted for reduced fat cheese and part-skim mozzarella cheese, nuts and products consisting of only dried fruit with nuts and/or seeds with no added nutritive sweeteners or fat.
 - (d) Trans fat: contains 0 grams of trans fat per item as packaged or served.
 - (e) Sugar must be no more than 35 percent by weight.
 - (i) Exempt from the sugar standard are:
 - 1) Dried whole fruits or vegetables;
 - 2) Dried whole fruit or vegetable pieces;
 - 3) Dehydrated fruits or vegetables with no added nutritive sweeteners; and

²Effective for the period through June 30, 2016. Effective July 1, 2016, this criterion is obsolete and may not be used to qualify as a competitive food.

- 4) Dried fruits with nutritive sweeteners that are required for processing and/or palatability purposes (i.e., cranberries, blueberries, tart cherries).

(f) Sodium:

- (i) Snacks contain no more than ~~230~~ 200 mg sodium³ per item as packaged or served.
- (ii) Entrees contain no more than 480 mg sodium per item as packaged or served.

(g) Caffeine free, except for naturally occurring trace amounts, for elementary and middle school level.

(h) Exempt from all nutrients standards on any day are:

- (i) Fresh, canned and frozen fruits or vegetables with no added ingredients except water.
- (ii) Fruit packed in 100 percent juice, extra light or light syrup.
- (iii) Canned vegetables that contain a small amount of sugar for processing purposes.

(i) Entrees in same or smaller portion served on the day or the day following in the National School Lunch or School Breakfast Programs:

(i) ~~Are~~ are exempt from the nutrient standards for:

- 1) Calories;
- 2) Total Fat;
- 3) Saturated fat;
- 4) Transfat;
- 5) Sodium; and
- 6) Sugar.

b. Beverages must be:

(1) For elementary level students:

- (a) Plain water, carbonated or uncarbonated, with portion size unlimited;
- (b) Low fat milk (unflavored), with portion size not to exceed 8 ounces and 150 calories;
- (c) Nonfat milk (including flavored), with portion size not to exceed 8 ounces and 150 calories;
- (d) Nutritionally equivalent milk alternatives, portion size not to exceed 8 ounces and 150 calories;
- (e) Full strength, ~~unsweetened~~ -fruit or vegetable juices, portion size not to exceed 8 ounces and 120 calories;

³On July 1, 2016, the sodium standard will reduce to 200 mg per item as packaged or served.

- (f) Fruit and vegetable juice that is 100% juice diluted with water, carbonated or uncarbonated, and no added sugar or sweeteners with portion size not to exceed 8 ounces and 120 calories;
 - (g) Caffeine free, except for naturally occurring trace amounts.
- (2) For middle school level students:
- (a) Plain water, carbonated or uncarbonated, with portion size unlimited;
 - (b) Low fat milk (unflavored), portion size not to exceed 10 ounces and 190 calories;
 - (c) Nonfat milk (including flavored), portion size not to exceed 10 ounces and 190 calories;
 - (d) Nutritionally equivalent milk alternatives, portion size not to exceed 10 ounces and 190 calories;
 - (e) Full strength, **unsweetened** fruit or vegetable juices, portion size not to exceed 10 ounces and 150 calories;
 - (f) Fruit and vegetable juice that is 100% juice diluted with water, carbonated or uncarbonated, and no added sugar or sweeteners with portion size not to exceed 8 ounces and 120 calories;
 - (g) free, except for naturally occurring trace amounts.
- (3) For high school level students:
- (a) Plain water, carbonated or uncarbonated, with portion size unlimited;
 - (b) Low fat milk (unflavored), portion size not to exceed 12 ounces and 225 calories;
 - (c) Nonfat milk (including flavored), portion size not to exceed 12 ounces and 225 calories;
 - (d) Nutritionally equivalent milk alternatives, portion size not to exceed 12 ounces and 225 calories;
 - (e) Full strength, **unsweetened** fruit or vegetable juices, portion size not to exceed 12 ounces and 180 calories;
 - (f) Fruit and vegetable juice that is 100% juice diluted with water, carbonated or uncarbonated, and no added sugar or sweeteners with portion size not to exceed 8 ounces and 120 calories;
 - (g) Low or no calorie beverage is less than 5 calories per 8 ounce serving or less than or equal to 10 calories per 20 fluid ounces, portion size not to exceed 20 ounce serving;
 - (h) Other beverages are not to exceed 40 calories per 8 fluid ounces (or 60 calories per 12 fluid ounces) with portion size not to exceed 12 ounces.
- c. Use the nutrient standard for the lowest grade group when mixed grades have open access to competitive foods.

~~10.9.~~ “School day” means a student education day beginning at midnight and ending at the conclusion of afternoon student activities, such as athletic, music or drama practices, clubs, academic support and enrichment activities.

10. “School campus” means all areas of property under the jurisdiction of the school that are accessible to students during the school day.

11. “Snack” means a food that is generally regarded as supplementing a meal and includes, but is not

limited to, chips, crackers, onion rings, nachos, French fries, doughnuts, cookies, pastries, cinnamon rolls and candy.

Nutrition Promotion and Nutrition Education

Nutrition promotion and nutrition education shall be a sequential and integrated focus on improving students' eating behaviors, ~~be based on theories and methods proven effective by research and be reflect~~ evidence based strategies and be consistent with state and local district health education standards.

Nutrition education at all levels of the district's curriculum shall include, ~~but not be limited to,~~ the following essential components designed to help students learn:

1. Age-appropriate nutritional knowledge, including the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements, safe food preparation, handling and storage and cultural diversity related to food and eating;
2. Age-appropriate nutrition-related skills, including, but not limited to, planning a healthy meal, understanding and using food labels and critically evaluating nutrition information, misinformation and commercial food advertising; and
3. How to assess one's personal eating habits, set goals for improvement and achieve those goals.

~~In order to reinforce and support district nutrition education efforts, the principal is responsible for ensuring:~~

- ~~1. Nutrition instruction is closely coordinated with the school's nutrition and food services operation and other components of the school health program to reinforce messages on healthy eating and includes social learning techniques. To maximize classroom time, nutrition concepts shall be integrated into the instruction of other subject areas where possible;~~
- ~~2. Links with nutrition service providers (e.g., qualified public health and nutrition professionals) are established to: provide screening, referral and counseling for nutritional problems; inform families about supplemental nutritional services available in the community (e.g., SNAP, local food pantries, summer food services program, child and adult care food program), and implement nutrition education and promotion activities for school staff, Board members and parents;~~
- ~~3. In keeping with the district's nutrition program goals, all classroom reward or incentive programs involving food items are reviewed for approval to ensure that the foods served meet the requirements of the district's nutrition policy and regulation (i.e., all foods served fit in a healthy diet as recommended in the *Dietary Guidelines for Americans*, and contribute to the development of lifelong healthy eating habits for the district's students);~~
- ~~4. Child Nutrition Staff support nutrition education by marketing healthy meals and providing nutrition information to students and families, including carbohydrate counts for each item on published menus.~~

Food and Beverage Marketing

The district (i.e., school nutrition services, athletics department, PTA, PTO) will review existing contracts, new

contracts and equipment and product purchase or replacement to reflect the applicable food and beverage marketing guidelines established by the district wellness policy.

“Food and beverage marketing” is defined as advertising and other promotions in schools. Food and beverage marketing often includes oral, written or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.

This term includes, but is not limited to, the following:

1. Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container;
2. Displays, such as on vending machine exteriors;
3. Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards.

Note: Immediate replacement of these items is not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is financially possible over time so that items are in compliance.

4. Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, student assignment books or school supplies displayed, distributed, offered or sold by the district;
5. Advertisements in school publications or school mailings;

Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

Physical ~~Education~~/Activity and Physical Education

In order to insure students are afforded the opportunity to engage in physical activity and physical education in the school setting, the following guidelines apply:

1. Physical activity may be integrated across curricula and throughout the school day.;
2. Physical education will be a course of study that focuses on students’ development of motor skills, movement forms and health related fitness;
3. Physical education courses will be the environment where students learn, practice and are assessed on developmentally appropriate motor skills, social skills and knowledge;
- ~~4. All physical education classes will be taught by highly qualified licensed physical education instructors, teachers and/or appropriately licensed teachers as outlined by the Teacher Standards and Practices Commission (TSPC); and~~
4. For kindergarten through 7th grade, A-a daily recess period will be provided ~~which that~~ will not be used as a punishment or a reward.

Nutrition Guidelines and Food Services Operation

In order to support ~~the~~ a school's nutrition and food services operation as an essential partner in the educational mission of the district and its role in the district's comprehensive nutrition program, the principal is responsible for ensuring:

1. The school encourages all students to participate in the school's NSLP and SBP meal opportunities;
2. The school notifies families of need-based programs for free or reduced-price meals and encourages eligible families to apply;
3. The school's NSLP and SBP maintain the confidentiality of students and families applying for or receiving free or reduced-priced meals in accordance with the National School Lunch Act;
4. The school's NSLP and SBP operate to meet dietary specifications in accordance with the Healthy, Hunger-Free Kids Act of 2010 and applicable state laws and regulations;
5. The school sells or serves varied and nutritious food choices consistent with the applicable ~~federal government~~ Dietary Guidelines for Americans nutrition standards set by the USDA and the Oregon Smart Snacks Standards. ~~Schools contracting out the food service part of their NSLP and SBP shall form a nutrition advisory committee comprised of teachers, students and parents to assist in menu planning. A nutrition committee comprised of students, family members and school personnel will be encouraged to provide input in menu planning for districts operating their own food service component of the NSLP and SBP (i.e., food services purchasing, menu planning, food production and meal service). A school or district, that operates or contracts the food service component of their NSLP and SBP, shall form a nutrition advisory committee comprised of staff, students and parents.~~ Cultural norms and preferences will be considered;
6. Food prices set by the district are communicated to students and parents. District pricing strategies will encourage students to purchase full meals and nutritious items;
7. Procedures are in place ~~for providing~~ to provide families, on request, information about the ingredients and nutritional value of the foods served;
8. Modified meals are prepared for students with special ~~food~~ dietary needs:
 - a. The district will provide substitute foods to students with ~~disabilities upon written parental permission and a medical statement by a physician that identifies the student's disability, states why the disability restricts the student's diet, identifies the major life activity affected by the disability, and states the food or foods to be omitted and the food or choice of foods that must be substituted~~ a disability¹ that restricts their diet, when supported by a written statement from a state-licensed health care professional who is authorized to write medical prescriptions;

¹To comply with Section 504 as it relates to a student's severe food allergy, such as milk, gluten, nut or soy, and including but not limited to diabetes, colitis, etc.

- b. Such ~~food~~-substitutions will be ~~made for students without disabilities on a case-by-case basis when the parent submits a signed request that includes a medical statement signed by a physician, physician assistant, registered dietitian or nurse practitioner provided only when a medical statement from the licensed health care professional is on file at the school~~. The medical statement must state the ~~medical condition or special dietary need that restricts the student's diet and provide a list of food(s) that may be substituted in place of the lunch or breakfast menu being served~~ nature of the child's impairment so its effect on the student's diet is understood, and what must be done to accommodate the impairment.
9. Food service equipment and facilities meet applicable local and state standards concerning health, safe food preparation, handling and storage, drinking water, sanitation and workplace safety;
 10. Students are provided adequate time and space to eat meals in a pleasant and safe environment. School dining areas will be reviewed to ensure:
 - a. Tables and chairs are of the appropriate size for students;
 - b. Seating is not overcrowded;
 - c. Students have a relaxed environment;
 - d. Noise is not allowed to become excessive;
 - e. Rules for safe behavior are consistently enforced;
 - f. Tables and floors are cleaned between meal periods;
 - g. The physical structure of the eating area is in good repair; and
 - h. Appropriate supervision is provided.
 11. The guidelines for reimbursable school meals 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 sections 9(f)(1) and 17(a) of the Richard B. Russell National School Lunch Act (42 U.S.C. § 1758(f)(1), § 1766(a)), as those regulations and guidance apply to schools.

Competitive Food Sales

In keeping with federal regulations, the district controls the sale of all competitive foods. Accordingly, the district will select food items that meet the Oregon Smart Snacks Standards.

The sale of foods and beverages in competition with the district's NSLP and SBP meals shall be permitted when all income from the food sales accrues to the benefit of the district's nutrition and food services operation or a school or student organization as approved by the Board.

Other Foods Offered or Sold

Foods and beverages sold in classrooms or school-sponsored activities during the school day shall follow the Oregon Smart Snacks Standards.

Foods and beverages that meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards may be sold through fund raisers on the school campus during the school day.

~~School~~ Employee Wellness

The district's ~~school e~~Employee ~~w~~Wellness ~~p~~Program may include the following:

1. Health education and health promoting activities that focus on skill development and lifestyle behavior that change along with awareness building, information dissemination, access to facilities, and are preferably ~~are~~-tailored to employee's needs and interests;
2. Safe, supportive social and physical environments including organizational expectations about healthy behavior and implementation of policy that promotes health and safety and reduces the risk of disease;
3. Linkage to related programs such as employee assistance programs, emergency care and programs that help employees balance work life and family life;
4. Education and resources to help employees make decisions about health care; and
5. Nutrition and fitness educational opportunities that may include, but are not limited to, the distribution of educational and informational materials, and the arrangement of presentations and workshops that focus on healthy lifestyles, health assessments, fitness activities and other appropriate nutrition and physical activity related topics.

The district encourages participation from all employees, employees are not limited to instructional staff (i.e., teachers and instructional assistants) but include administrators and all support staff.

The following groups are seen as essential for establishing, implementing and sustaining an effective school employee wellness program:

1. sSchool personnel who implement existing wellness programs in the district, ~~(i.e., school-employee wellness committee) and they may be the~~
2. dDistrict personnel who implement health programs for students ~~(such as, but not limited to e.g., school health coordinator, school nurses, psychologist, health and physical educators, nutrition professionals, counselors and other school-staff); and~~
3. ~~These groups may include~~ dDecision makers who have the authority to approve policy and provide administrative support essential for a school wellness program ~~(such as, but not limited to, e.g., b~~oard members, superintendents, human resource administrators, fiscal services administrators and building principals).]

Other ~~School-Based~~ Activities that Promote Student Wellness

The district may provide the following activities and encourage the following practices which promote local wellness:

1. Physically active community engagement (e.g., skate night, fun run, dance night);
2. Nonfood-related fund raisers;
3. Physical activity brain breaks during transitions from one subject to another;

~~1.4.~~ Intramural sports;

~~2.~~ Foodless fund raisers;

~~3.5.~~ Monthly/Weekly school walks Walking programs;

~~4.6.~~ Assemblies which focus on wellness issues such as ~~obesity and obesity-related diseases, healthy eating and the benefits of physical exercise~~ the importance of breakfast, healthy beverages, and how students and staff can incorporate 60 minutes of physical activity into their day; and

~~7.~~ The use of alternates to food as rewards in the classroom;

~~8.~~ Support groups for overweight and underweight students, and those students who struggle with nutrition and physical activity;

~~9.~~ Communication between classroom teachers and nutrition staff, so that menus and nutrition promotion can be tied into classroom learning and coursework;

~~10.~~ Include wellness as a standing agenda item for school-based meetings (e.g., staff meetings, site council meetings, PTO).

~~5.~~

Competitive Food Sales

~~In keeping with federal regulations, the district controls the sale of all competitive foods.~~

~~Accordingly, the district will select food items that meet the Oregon Smart Snacks nutrition standards. The sale of foods and beverages in competition with the district's NSLP and SBP meals shall be permitted when all income from the food sales accrues to the benefit of the district's nutrition and food services operation or a school or student organization as approved by the Board.~~

Other Foods Offered or Sold

~~Foods and beverages sold or offered in classrooms or school-sponsored activities during the school day shall follow the Oregon Smart Snacks standards unless otherwise exempt by state law.~~

~~Food and beverage items sold after the school day as part of an approved school fund-raising event are not required to meet minimum state requirements.~~

Staff Development

Ongoing pre-service and professional development training opportunities for staff will be encouraged. Staff responsible for nutrition education will be encouraged to participate in professional development

activities to effectively deliver the nutrition education program as planned. Nutrition and food services personnel **will** receive opportunities to participate in professional development activities that address strategies for promoting healthy eating behavior; food safety; maintaining safe; orderly and pleasant eating environments and other topics directly relevant to the employee's job duties. The principal is responsible to ensure such training is made available, including, but not limited to, the following:

1. Personnel management;
2. Financial management and record keeping;
3. Cost- and labor-efficient food purchasing and preparation;
4. Sanitation and safe food handling, preparation and storage;
5. Planning menus for students with special needs and students of diverse cultural backgrounds;
6. Customer service and student and family involvement;
7. Marketing healthy meals;
8. Principles of nutrition education, including selected curriculum content and innovative nutrition teaching strategies; and
9. Assessment by staff of their own eating practices and increased awareness of behavioral messages staff provide as role models.

Family and Community Involvement

In order to promote family and community involvement in supporting and reinforcing nutrition education in the schools, the principal is responsible for ensuring:

1. Nutrition education materials and cafeteria menus are sent home with students;
2. Parents are encouraged to send healthy snacks/meals to school;
3. Parents and other family members are invited to periodically eat with their student in the cafeteria;
4. Families are invited to attend exhibitions of student nutrition projects or health fairs;
5. Nutrition education workshops and screening services are offered;
6. Nutrition education homework that students can do with their families is assigned (e.g., reading and interpreting food labels, reading nutrition-related newsletters, preparing healthy recipes, etc.);
7. **School**s Staff are encouraged to cooperate **within their own schools and** with other agencies and community groups to provide opportunities for student volunteer or paid work related to nutrition, as appropriate;
8. **School**s Staff encourages and provides support for parental involvement in their children's physical education; and

9. Materials promoting physical activity made available to all students.

Program Evaluation

In order to evaluate the effectiveness of the local wellness program in promoting healthy eating, increased physical activity among students and to implement program changes as necessary to increase its effectiveness, the superintendent or designee is responsible for ensuring:

1. Board policy and this administrative regulation are implemented as written;
2. All building, grade-level nutrition education curricula and materials are assessed for accuracy, completeness, balance and consistency with state and local district educational goals and standards;
3. Nutrition education is provided throughout the student's school years as part of the district's age-appropriate, comprehensive nutrition program, and is aligned and coordinated with the Oregon Health Education Standards and school health education programs;
4. Teachers deliver nutrition education through age-appropriate, culturally relevant, participatory activities that include social learning strategies and activities that are aligned and coordinated with the Oregon Health Education Standards and school health education programs;
5. Teachers and school nutrition and food services personnel have undertaken joint project planning and action;
6. Teachers have received curriculum-specific training;
7. Families and community organizations are involved, to the extent practicable, in nutrition education; and
8. The principals within the district or at each school, as appropriate, will be charged with the operational responsibility of ensuring that the policy and administrative regulations are followed and will develop an evaluation plan to be used to assess the district's level of compliance with state and federal requirements.

Coos Bay School District 9

Code: EFAA
Adopted: 11/18/91
Readopted: 1/19/10; 1/12/15
Orig. Code(s): EFAA

District Nutrition and Food Services

The district may enter into an agreement with the Oregon Department of Education (ODE) to operate the National School Lunch Program (NSLP) and the Commodity Food Distribution Program (CFDP) by signing a permanent Sponsor-ODE Agreement entitling the district to receive reimbursement for all meals that meet program requirements and to earn USDA Food entitlement based on the number of lunches served.

The permanent agreement shall be signed by the superintendent or other school official with authority to obligate the district to legally binding contracts, subject to annual ODE renewal and will include, at the district's option, an agreement to operate the School Breakfast Program (SBP), Summer Food Service Program (SFSP), the Child and Adult Care Food Program (CACFP) and the Special Milk Program (SMP). The district recognizes that meals and snacks served by the district will not be eligible for reimbursement until the annual program update is received and approved by ODE.

The permanent Sponsor-ODE Agreement shall include assurances by the district that it will follow all Child Nutrition Program regulations for which the district is approved to operate: NSLP regulations regarding:

1. Free and reduced price process (updated annually);
2. Financial management of the nonprofit school food service;
3. Civil rights and confidentiality procedures;
4. Meal pattern and nutrition content of meals served;
5. Use and control of commodity foods;
6. Accuracy of reimbursement claims;
7. Food safety and sanitation inspections.
8. Nutrition standards for foods and beverages sold to students

The superintendent will develop an administrative regulations as necessary to implement this policy and meet the requirements of state and federal law. The regulation(s) will be reviewed and adopted by the Board as required by law.

END OF POLICY _____

Legal Reference(s):

[ORS 327.520 to -327.535](#)

[OAR 581-022-1530\(2\)](#)

[OAR 581-051-0100](#)

[OAR 581-051-0305](#)

[OAR 581-051-0310](#)

[OAR 581-051-0400](#)

Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Financial Assistance, 7 C.F.R. Part 15b (2001).

U.S.D.A., ELIGIBILITY GUIDANCE FOR SCHOOL MEALS MANUAL.

U.S.D.A., FNS INSTRUCTION 765-7 REV. 2: HANDLING LOST, STOLEN AND MISUSED MEAL TICKETS.

Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. ~~1751~~ §§ ~~203, 205~~ [1758, 1760](#).

[National School Lunch Program 7 C.F.R. Part 210](#)

[U.S.D.A. Instruction 113-1 Civil Rights](#)

[Donation of Foods for Use in the United States, Its Territories and Possessions and Areas Under its Jurisdiction, 7 C.F.R. Part 250](#)

[Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards, 2 C.F.R. 200.](#)

Cross Reference(s):

EFA - Local Wellness Program

Coos Bay School District 9

Code: EFAA-AR

Adopted: 2/27/12

Revised/Readopted: 12/09/13; 3/09/15; 1/11/16;
4/11/16

Reimbursable ~~School~~ Meals

(National School Lunch Program, ~~and~~ School Breakfast Program and other meal programs)

The district's nutrition and food services will be operated in accordance with the following requirements:

Meal Pricing Procedures

1. Reimbursable meals and afterschool snacks will be priced as a unit.
2. Reimbursable meals and afterschool snacks will be served free or at a reduced price to all children who are determined by the district to be eligible for free or reduced price meals.
3. Annually, the district will establish prices for reimbursable student meals and afterschool snacks. The price charged to students who do not qualify for free or reduced price meals will be established annually by the district in compliance with state and federal laws.⁺
4. The price charged to students who qualify for reduced price meals will be established annually by the district in compliance with state and federal laws.²
5. The district will implement claiming alternative Provision 2 at the following schools under its jurisdiction: Harding Learning Center.

Application Procedures

1. Households receiving Supplemental Nutrition Assistance Programs (SNAP) or Temporary Assistance to Needy Families (TANF) benefits as identified by Oregon Department of Education (ODE) will be automatically eligible for free meals and afterschool snacks for the students listed on the official document. Districts must access this document at least three times per year.
- ~~2.~~ Students receiving support through the migrant education program, Runaway and Homeless Youth Act, McKinney-Vento Homeless Assistance Act, federal Head Start and state-funded prekindergarten programs, with income eligibility criteria identical or more stringent than federal Head Start, or are in state or court placement foster care, will be automatically eligible for free meals for the students listed on the official documents.
- ~~2.3.~~ Households that submit a confidential application will be notified of their student's eligibility for free or reduced price meals. Households that are denied free or reduced price benefits will be notified in writing using the ODE template letter distributed to the district annually.
- ~~3.4.~~ On a case-by-case basis, when a student is known to be eligible for free or reduced price meal benefits and the household fails to submit a confidential application, the superintendent or designee may complete an application for the student documenting how he/she knows the household income

¹The new requirement under Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. 1751 §§ 205 establishes new criteria for equity in school lunch pricing.

²According to Direct Certification and Certification of Homeless, Migrant and Runaway Children for Free School Meals, 7 C.F.R Part 245 (2011).

qualifies the student for free or reduced price meal benefits. Parents of a student approved for free or reduced price benefits, when application is made for the student by a school official, will be notified of the decision and given the opportunity to decline benefits.

- 4.5. Students who do not qualify for free or reduced price meals are eligible to participate in the National School Lunch Program (NSLP) and School Breakfast Program (SBP) and will be charged “paid” prices set by the district. “Paid” category students will be treated equally to students receiving free or reduced price benefits in every aspect of the district’s NSLP, ~~and-SBP~~, and Summer Food Service Program (SFSP).
- 5.6. The district has established a fair hearing process under which a household can appeal a decision with respect to the household’s application for benefits or any subsequent reduction or termination of benefits.
- 6.7. In the event of major employers contemplating large layoffs in the attendance area of the district, the district will provide confidential applications and eligibility criteria for free and reduced price meals to the employer for distribution to affected employees.

Financial Management of the Nonprofit School Food Service

1. The district will maintain a nonprofit school nutrition and food service operation.
2. Revenues earned by the school nutrition and food services will be used only for the operation or improvement of NSLP, ~~and-SBP~~, and SFSP.
3. Lunch and breakfast meals served to teachers, administrators, custodians and other adults not directly involved with the operation of the district’s nutrition and food services will be priced to cover all direct and indirect costs of preparing and serving the meal.³
4. District nutrition and food services revenues will not be used to purchase land or buildings.
5. The district will limit its nutrition and food services net cash resources to an amount that does not exceed four months average expenditures.
6. The district will maintain effective control and accountability for, and adequately safeguard all nutrition and food services’ cash, real and personal property, equipment and other assets, and ensure they are used solely for nutrition and food services purposes.
7. The district will meet the requirements for allowable NSLP, ~~and-SBP~~ and SFSP costs as described in 2 C.F.R. 200.
8. In purchasing nutrition and food services goods or services, the district will not accept proposals or bids from any party that has developed or drafted specifications, requirements, statements of work, invitations for bids, requests for proposals, contract terms and conditions or other documents for proposals used to conduct the procurement.
9. All procurement transactions for nutrition and food services goods and services will be conducted according to state, federal and district procurement standards using the applicable cost thresholds.

³For meals with portion sizes equivalent to student meals, the adult meal price will be no less than the amount of reimbursement for a free-eligible meal, plus the value of commodity foods used in the meal preparation.

10. In the operation of its nutrition and food services program, the district will purchase food products ~~that~~ where at least 50 percent of the ingredients are produced or processed in the United States, whenever possible.
11. The district may use facilities, equipment and personnel supported with nutrition and food services revenue to support a nonprofit nutrition program for the elderly.

Civil Rights and Confidentiality Procedures

1. The district will not discriminate against any student because of his/her eligibility for free or reduced price meals.
2. The district will not discriminate against any student or any nutrition and food services employee because of race, color, national origin, marital status sex, sexual orientation, parental status, religion, age or disability.
3. The district will assure that all students and nutrition and food services employees are not subject to different treatment, disparate impact or a hostile environment.
4. Established district procedures will be followed for receiving and processing civil rights complaints related to applications for NSLP ~~and~~, SBP and SFSP benefits and services, and employment practices with regard to the operation of its NSLP ~~and~~, SBP and SFSP. The district will forward any civil rights complaint regarding the district's nutrition and food services to ODE's civil rights coordinator ~~director of Child Nutrition Programs~~ within three days of receiving the complaint.
5. The district will make written or oral translations of all nutrition and food services materials available to all households who do not read or speak English.
6. The district will maintain strict confidentiality of all information obtained through a on-the confidential application for free and reduced price meals; or direct certification including students' eligibility for free or reduced price meals and all household information. The district's NSLP, ~~and~~ SBP and SFSP operators are not required to release any information from a student's confidential application for free or reduced price meals. No information may be released from a student's confidential application for free or reduced price meals eligibility information without first obtaining written permission from the student's parent or legal guardian/adult household member signing the application, except as follows:
 - a. An individual student's name and eligibility status may be released without written consent only to persons who operate or administer federal education programs; persons who operate or administer state education or state health programs at the state level; persons evaluating state, education assessment; or persons who operate or administer any other NSLP, SBP, ~~SMP,~~ Summer Food Service Program (SFSP), Child and Adult Care Food Program (CACFP) or the Food Stamp Program SFSP, or SNAP;
 - b. Any other confidential information contained in the confidential application for free and reduced price meals (family income, address, etc.) may be released without written consent only to persons who operate or administer the NSLP, SBP, ~~SMP, CACFP,~~ SFSP and the Special Supplemental Nutrition Program for Women, Infants and Children (WIC); the Comptroller General of the United States for audit purposes; and federal, state or local law enforcement officials investigating alleged violation of any of the programs listed above.

Nutrition and Menu Planning

1. Meals and afterschool snacks served for reimbursement will meet ~~the recommendations of the most current USDA guidelines~~ nutrition standards established by the U.S. Department of Agriculture (USDA) and Oregon Smart Snacks Standards.
2. Meals and afterschool snacks served for reimbursement will meet at least the minimum NSLP, ~~and SBP, and -SFSP~~ requirements for food item and quantities.
3. Meals served for reimbursement will:
 - a. Meet all calorie range requirements by grade level;
 - b. Meet the maximum standards set for saturated fat;
 - c. Meet the maximum standards set for sodium by grade level; and
 - d. Meet the requirement for zero grams of trans fats.
4. The district will use the offer versus serve option when serving NSLP lunches to senior high school students. High school students must take at least three of five different food items including one-half cup of fruit or vegetable offered in program lunches.
5. The district will use the offer versus serve option when serving program breakfasts to senior high school students. High school students must take at least three of four food items including one-half cup of fruit or vegetable offered in program breakfasts.
6. The district will use the offer versus serve option when serving program lunches to students below senior high school grades. Students below high school grades will be required to take three of the five food items including one-half cup of fruit or vegetable offered in program lunches.
7. The district will use the offer versus serve option when serving program breakfasts to students below senior high school grades. Students below high school grades will be required to take three of the four food items including one-half cup of fruit or vegetable offered in program breakfasts.
8. A copy of the Board minutes adopting the offer versus serve policy for students below high school grades for program lunches and/or for all students in the district for program breakfasts, as applicable, will be made available upon request.

Use and Control of Commodity Foods

1. The district will accept and use commodity foods in as large a quantity as may be efficiently utilized in the ~~reimbursable lunch and breakfast programs~~ NSLP, SBP, and SFSP.
2. The district will maintain necessary safeguards to prevent theft or spoilage of commodity foods.
3. The value of commodity foods used for any food production other than NSLP, SBP, SFSP or afterschool snacks shall be replaced in the food service inventory.

Accuracy of Reimbursement Claims

1. The district will claim reimbursement only for reimbursable meals and afterschool snacks served to eligible children.

2. All meals and afterschool snacks claimed for reimbursement will be counted at each dining site at a “point of service” where it can be accurately determined that the meal and afterschool snack meets NSLP, ~~and SBP, and -SFSP~~ requirements for reimbursement.
3. The person responsible for determining reimbursability of meals and snacks will be trained to recognize a reimbursable meal.
4. The district official signing the claim for reimbursement will review and analyze monthly meal and afterschool snack counts to ensure accuracy of the claim before submitting the claim to ODE.
5. Annually, by November 15, the district will verify a random sample of applications according to NSLP verification requirements. Instructions for completing the verification process will be sent by ODE to the district in October each year.

Food Safety and Sanitation Inspections

1. The district will maintain necessary facilities for storing, preparing and serving food and milk.
2. Semiannually, the district will schedule a food safety inspection with the county Environmental Health Department ~~or Oregon Department of Human Resources~~ for each school or dining site under its jurisdiction.
3. The district will maintain health standards in compliance with all applicable state food safety regulations at each school or dining site under its jurisdiction.

General USDA NSLP and SBP Requirements

1. The district will ensure that no student is denied a meal as a disciplinary action.
2. Breakfast will be served in the morning hours, at or near the beginning of the student’s school day.
3. Lunch will be served between the hours of 10 a.m. and 2 p.m.
4. The district will provide substitute foods for students ~~who are determined by a licensed physician to be legally disabled and whose disability restricts their diet~~ with a disability⁴ that restricts their diet when supported by a written statement from a state-licensed health care professional, who is authorized to write medical prescriptions. Substitutions will be provided only when a medical statement from the licensed ~~physician~~ health care professional is on file at the school. The medical statement must state the nature of the child’s ~~disability and how the disability affects the child’s nutrition needs, and it must provide a medical prescription for substitute foods or texture modification~~ impairment so its effect on the student’s diet is understood, and what must be done to accommodate the impairment. The district will not charge more than the price of the school meal, as determined by the child’s eligibility status, for ~~substitute meals or foods~~ meals with the accommodation.
5. The district will control the sale of competitive foods.

⁴To comply with Section 504 as it relates to a student’s severe food allergy, such as milk, gluten, nut or soy, and including but not limited to diabetes, colitis, etc.

6. The district will ensure that potable drinking water will be available to students, free of charge, for consumption in the place where meals are served during meal service.
7. The district will notify all households of its meal charge requirements early in the school year. The district's meal charging requirements are as follows:

A charge account for students paying full or reduced price for meals may be established with the district. Students may charge no more than the price of two full price meals. Students who have a negative account balance will be provided a meal of the minimal nutritional value until the account is paid in full. Any student failing to keep his/her account current as required by the district shall not be allowed to charge the price of further meals until the account has been paid in full but will be allowed to purchase a meal if the student pays for the meal when it is received. At least one written warning shall be provided to a student and his/her parent prior to denying meals for exceeding the district's charge limit. Payment can be made to the school office or online at www.mymealtime.com. Students or parents of students may prepay meal costs.

8. The sale of foods in competition with the district's lunch (NSLP) or breakfast (SBP) programs will be allowed in dining sites during lunch and breakfast periods with Board approval only when all income from the food sales accrues to the benefit of the district's nutrition and food services or accrues to a school or student organization approved by the Board. A copy of the Board minutes approving and defining competitive food sales will be made available upon request.

8-9. Students will be charged for second servings of meals or portions of meals served.

Record Keeping

The following document will be maintained by the district for three years after the current school year or longer, in the event of an unresolved audit(s), until the audits has been completed:

1. All currently approved and denied confidential applications for free and reduced price meals, free milk ~~and~~, all current direct certification documents, eligibility verification documents and school membership or enrollment lists;
2. Financial records that account for all revenues and expenditures of the district's nonprofit nutrition and food services programs, including procurement documents;
3. Records (i.e., recipes, ingredient lists and nutrition fact labels or product specifications) that document the compliance with nutrition standards for all program and competitive foods available for sale to students at a school campus;
4. Documents of participation data (i.e., meal counts) from each school in the district to support claims for reimbursement;
5. Production and menu records;
6. Records to document compliance with Paid Lunch Equity; ~~and~~
7. Records to document compliance with Revenue from Non-program Foods; and
- 7-8. Internal program monitoring documents for NSLP, SBP, and SFSP.

Compulsory Attendance Notices and Citations**

Compulsory attendance citations may be issued by the superintendent or designee as a means to enforce the compulsory attendance law. All such citations shall be issued according to the following procedures:

1. Attendance Supervisor

The attendance supervisor shall:

- a. Determine that the parent or guardian has either failed to enroll his/her student or to maintain the student in regular attendance. Regular attendance shall mean attendance which does not include more than eight unexcused one-half day absences or the equivalent in any four-week period in which school is in session;
- b. Verify the compulsory attendance violation through such means as matching attendance supervisor records with classroom teacher records;
- c. Provide written compulsory attendance noncompliance notification to the parent or guardian within 24 hours of verification of the violation. If the student is a youth offender on parole or probation, at the same time notice is given to the parent or other person, the attendance supervisor shall notify the student's parole or probation officer of the absence;
- d. Serve the notification personally or by certified mail. The notification will be written in the native language of the parent or guardian;
- e. Ensure that notification includes a statement requiring the student to appear on the next school day following receipt of the notice and to maintain regular attendance for the remainder of the school year;
- f. Provide a copy of the notice and pertinent attendance records to the superintendent or designee at the time notice is given to the parent or guardian;
- g. Notify the superintendent within three days of knowledge that the parent or guardian receiving the notification has not complied with the notice.

2. Superintendent or Designee

The superintendent or designee will:

- a. Review the compulsory attendance noncompliance notice and pertinent student attendance records;
- b. If citation appears warranted, prior to issuing the citation, provide written notification to the parent or guardian. The notice will be written in the language of the parent or guardian. The notice will be delivered personally or by certified mail and will state that:

- (1) The student is required to attend ~~school~~ regularly, a school full-time during the school year;

- (2) Failure to send the student to school and to maintain the student in regular attendance is a Class C violation;
- (3) A citation for violation of compulsory attendance laws may be issued by the superintendent or designee;
- ~~(3)~~(4) The parent has the right to request:
 - (a) An evaluation to determine if the student should have an individualized education program (IEP), if the student does not have one; or
 - ~~(4)~~(b) A review of the student's current IEP.
- (5) The parent or guardian and student are required to attend a conference with the superintendent or designee. The date, time and place of conference will be specified. This conference may not be scheduled until after an evaluation or review as described in item 4. above, if requested by the parent, has been completed;
- (6) Failure to attend the conference or failure to send the student to school following the conference may result in the issuance of a citation.

3. Conference

The superintendent or designee will conduct a conference with the parent or guardian and student. Auxiliary aids and services will be provided upon advance request. The superintendent or designee will:

- a. Review Oregon's compulsory attendance law and the student's attendance record;
- b. Determine the reasons for the noncompliance;
- c. Develop a plan for student attendance improvement (contract, etc.);
- d. Refer the parent or guardian and student to other agencies as necessary (i.e., Building Support Team; Youth Services Team; Oregon Department of Human Services, Community Human Services; Juvenile Department; etc.);
- e. Discuss the potential consequences for continued compulsory attendance noncompliance, including the potential for the issuance of a citation and the consequences for violation of the Board's student conduct and truancy policies.

4. Citation

Compulsory attendance noncompliance citations may be issued by the superintendent or designee. The superintendent or designee shall:

- a. Determine that the parent or guardian has continued to fail to enroll his/her student in school or maintain the student in regular attendance following a conference or has refused to attend the conference as required;
- b. Contact the clerk of the court for the county and determine which court will hear the case and when;
- c. Ensure official representing the district will be available to present evidence of the violation at the time and date specified;
- d. Determine whether the local court's interpretation of ORS 339.925 requires the student be named as defendant. Complete form accordingly;
- e. Complete Uniform Compulsory Attendance Citation and Complaint form as follows:

- (1) Specify appropriate court, district, circuit, municipal or justice;
 - (2) Specify when the court will hear the case, including date, time and location of the court appearance at the bottom of the form;
 - (3) Provide all pertinent defendant information, including the name and address of the parent or guardian. Only one adult should be named as the defendant;
 - (4) Provide all pertinent offense information, including the period of time during which the absences occurred;
 - (5) Ensure the minimum number of absences constituting irregular attendance as defined in law has in fact occurred. Excused absences should not be counted for purposes of this citation;
 - (6) Provide all pertinent student information including the grade, date of birth, length of time in the district and parent(s) name(s). The Oregon Department of Education will compile this information at the end of the calendar year to determine trends in excessive absenteeism;
 - (7) Provide date superintendent's or designee's prior notification of attendance requirements, consequences including possibility of citation and conference meeting date was sent;
 - (8) Ensure that the prior notice was served to the same parent or guardian who is named as the defendant in the citation;
 - (9) Provide district name, date, superintendent's name and signature. If the superintendent has designated another district official to issue citations, such delegation will be documented and the delegated official's name and signature will appear on the form;
 - (10) Personally serve (not mail) the citation;
 - (11) Complete time and date citation was issued, name, title and signature of district official serving the citation;
 - (12) Ensure the parent or guardian is served with a copy;
 - (13) Ensure the copies are sent to the appropriate court, immediately after the citation is served;
 - (14) Ensure a copy is retained by the district. Additional information may be maintained on the back of the copy, including the dates the attendance supervisor's and the superintendent's or designee's notifications were sent, dates of contact with parents or guardians and names of school staff who have been involved with the issue;
 - (15) Consult with district's attorney to assist in these procedures, as necessary.
- f. Maintain student attendance records in accordance with applicable education records laws.

Coos Bay School District
~~PO Box 509~~ 1255 Hemlock Ave
Coos Bay, OR 97420
Phone: 541-267-3104

***** NONENROLLMENT NOTICE*****

Date _____
Parent(s)/Guardian _____
Address _____

Dear _____,
(Parent/Guardian)

A determination has been made that your student, _____ (Student's Name) _____, has not enrolled in school and has not been exempted from compulsory attendance in school, under provisions of ORS 339.030.

In accordance with Oregon law, you are hereby notified that you must enroll your student at _____ School no later than the next school day following receipt of this notice and maintain your student in regular attendance for the remainder of the school year.

Please be advised that failure to comply with Oregon's compulsory attendance law is a Class C violation and may result in a compulsory attendance citation and complaint issued by the superintendent and a fine by a court.

You may request an evaluation to determine if your student should have an individualized education program (IEP), or request a review of your student's current IEP.

If you have questions, please contact _____ name _____ at _____ number _____.

Sincerely,

cc: Principal/Superintendent

Coos Bay School District
~~PO Box 509~~1255 Hemlock Ave.
Coos Bay, OR 97420
Phone: 541-267-3104

***** IRREGULAR ATTENDANCE NOTICE *****

Date _____
Parent(s)/Guardian _____
Address _____

Dear _____,
(Parent/Guardian)

A determination has been made that your student, _____ (Student's Name) _____, is not maintaining regular attendance as required by ORS 339.065.

Regular attendance is defined by Oregon law as attendance which does not include more than eight unexcused one-half day absences or the equivalent in any four-week period school is in session.

According to school attendance records, your student has had unexcused absences from school _____ days on the following dates: _____.

You are hereby notified that you must send your student to school no later than the next school day following receipt of this notice and maintain your student in regular attendance for the remainder of the school year.

Please be advised that failure to comply with Oregon's compulsory attendance law is a Class C violation and may result in a compulsory attendance citation and complaint issued by the superintendent and a fine by a court.

You may request an evaluation to determine if your student should have an individualized education program (IEP), or request a review of your student's current IEP.

If you have questions, please contact _____ at _____.

Sincerely,

Principal

cc: Principal/Superintendent

Coos Bay School District
~~PO Box 509~~ 1255 Hemlock Ave.
Coos Bay, OR 97420
Phone: 541-267-3104

**** SUPERINTENDENT'S NOTICE OF COMPULSORY ATTENDANCE NONCOMPLIANCE ****

Date _____
Parent(s)/Guardian _____
Address _____

Dear _____,
(Parent/Guardian)

According to district records, you were notified by the district's attendance supervisor on _____ date _____ that your student, _____ name _____, has [failed to enroll in school] [failed to maintain regular school attendance] as required by Oregon compulsory attendance laws.

Your student was required to appear in school no later than the next school day following your receipt of that notice and maintain regular attendance for the remainder of the school year. District records indicate your student continues to be absent from school.

The superintendent or designee may issue a citation for your continued violation of Oregon's compulsory attendance law.

A student is required to regularly attend a full-time school. Failure to send the student to school and to maintain the student in regular attendance is a Class C violation. A citation for such compulsory attendance violations may result in a court fine.

You:

- did not request an evaluation of your student's individualized education program (IEP) or a review of your student's current IEP.
- requested an evaluation to determine if your student should have an individualized education program (IEP).
- requested a review of an existing IEP for your student and the requested evaluation or review was completed on [date].

In accordance with law, you and your student are required to attend a conference with _____ designated school official _____ on _____ date _____ at _____ time _____ to discuss:

1. Oregon's compulsory attendance law and your student's attendance record;
2. The reasons for your noncompliance;
3. The development of a plan for improvement;
4. Resources available to help your student be successful in school, referrals to other agencies as may be needed and such alternative education information as may be required by law;
5. Any questions you may have concerning the potential consequences for continued noncompliance with Oregon's compulsory attendance law, as set forth above and as provided in Board student conduct and truancy policies.

Failure to attend this conference or failure to send your student to school and to maintain your student in regular school attendance following this conference will result in the issuance of a citation to you, as provided by law.

If you have questions, please contact _____ name _____ at _____ number _____.

Sincerely,

Superintendent

Coos Bay School District 9

Code: **KGB**
Adopted: 4/20/06
Readopted: 6/22/10
Orig. Code(s): KGB

Public Conduct on District Property

The Board has the responsibility to enact necessary rules and regulations to preserve order, protect property and to prevent injury or threatened injury to anyone on district property. The Board, through its administration and staff, exercises complete control and supervision of all district property at all times.

No person on district property or grounds, including parking lots, will:

1. Injure or threaten to injure another.
2. Damage the property of another or the district.
3. Initiate or circulate a report one knows to be false, concerning an alleged hazardous substance, impending fire, explosion, catastrophe, or other emergency that will take place in or upon a school.
4. Act in an abusive, profane or hostile manner toward another.
5. Disobey a legal directive of a school official or law enforcement officer.
6. Violate parking regulations.
7. Drive a vehicle in an unsafe manner.
8. Operate an unmanned aircraft system (UAS) or drone unless granted permission from the superintendent;
89. Impede, delay or otherwise interfere with the orderly conduct of the district's educational program or any other activities taking place on district property which has been authorized by proper authority. This includes the rental of district property by private or public groups.
109. Enter any portion of district premises at any time for purposes other than those which are lawful and authorized by district officials.
1011. Bring, possess, conceal, or use a weapon as prohibited by Board policies JFCJ, GBJ, KFCJ – Weapons in the Schools and state and federal law.
1112. Possess, consume, sell, give or deliver unlawful drugs and/or alcoholic beverages, including drug paraphernalia.
1213. ~~Smoke or use,~~ distribute or sell tobacco products or inhalant delivery system of any form in other than designated places and at designated times.

~~1314~~. Wear, possess, use, distribute or sell any clothing, emblem, badge, symbol, sign or other ~~things-item~~ ~~which are~~ that is evidence of membership or affiliation ~~in-with~~ any gang. A “gang” is defined as a group that identifies itself through the use of a name, unique appearance or language including hand signs, claiming of geographical territory or the espousing of a distinctive belief system that frequently results in criminal activity.

~~1315~~. Willfully violate other district rule, regulation and directives designed to maintain public order on school property.

~~1416~~. Use a skateboard, rollerblades, scooter or similar device, other than in designated areas during nonschool hours at the user’s risk.

Persons having no legitimate purpose or business on district property or ~~who those violate-violating~~ or threatening to violate the above rules may be asked to leave district property. Failure to comply may result in the issuance of a trespass citation, ejection from the premises and/or referral to law enforcement officials.

END OF POLICY

Legal Reference(s):

[ORS 161.015](#)
[ORS 164.245](#)
[ORS 164.255](#)
[ORS 166.025](#)
[ORS 166.155 - 166.165](#)
[ORS 166.210 - 166.370](#)
[ORS 336.109](#)
[ORS 339.883](#)
[ORS 431.840](#)

[ORS 433.835-433.990](#)
[ORS 806.060 - 806.080](#)

[OAR 333-015-0025 to 0090](#)
[OAR 581-021-0110](#)
[OAR 584-020-0040\(4\)\(e\),\(g\)](#)

Gun-Free Schools Act, 20 U.S.C. 7151 (2006).
Pro-Children Act of 1994, 20 U.S.C. §§ 6081-6084 (2006).
Gun-Free School Zones Act of 1990, 18 U.S.C. §§ 921(a)(25)-(26), 922(q) (2006).

Coos Bay School District 9

Code: **LBE**
Adopted: 4/12/04
Readopted: 9/05/12
Orig. Code(s): LBE

Public Charter Schools**

The district recognizes that public charter schools offer an opportunity to create new, innovative, and flexible ways of educating students. Public charter schools shall demonstrate a commitment to the mission and diversity of public education while adhering to one or more of the following goals:

1. Increase student learning and achievement;
2. Increase choices of learning opportunities for students;
3. Better meet individual student academic needs and interests;
4. Build stronger working relationships among educators, parents, and other community members;
5. Encourage the use of different and innovative learning methods;
6. Provide opportunities in small learning environments for flexibility and innovation;
7. Create new professional opportunities for teachers;
8. Establish additional forms of accountability for schools; and
9. Create innovative measurement tools.

Public charter schools may be established as a new public school, from an existing public school or a portion of the school, or from an existing alternative education program. A public charter school may not convert an existing tuition-based private school into a charter school, affiliate itself with a nonsectarian school or religious institution, or encompass all the schools in the district unless the district is composed of only one school.

The Board will not approve any public charter school proposal when it is deemed that its value is outweighed by any direct identifiable, significant, and adverse impact on the quality of the public education of students residing in the district. To meet the eligibility criteria for Board approval, a public charter school proposal must meet the requirements of Oregon Revised Statutes, Oregon Administrative Rules, Board policy and regulation. Upon request of the Board, the public charter school applicant must furnish in a timely manner any other information the Board deems relevant and necessary to conduct a complete and good faith evaluation of the charter school proposal.

The district will determine if it has any unused or underutilized buildings. Buildings may be made available for public charter school use, subject to Board approval. Approved use may be limited to instructional purposes only. Appropriate use fees will be determined by the Board. Public charter school use outside the district's instructional day will be subject to Board policy KG - Community Use of District Facilities and accompanying administrative regulation.

Public charter school students may, upon request, be allowed to participate in district programs such as physical education, instrumental and vocal music offerings, or other selected options if space and materials are available. Students must adhere to state law, Board policies, regulations, and rules concerning conduct and discipline.

~~The district will provide instructional materials, lesson plans, or curriculum guides for use in a public charter school.~~

The public charter school employer will be determined with each proposal. If the Board is the employer, the terms of the current collective bargaining agreement will be examined to determine which parts of the agreement apply. If the Board is not the sponsor of the public charter school, it shall not be the employer and will not collectively bargain with public charter school employees.

The district will annually calculate the number of students residing in the district who are enrolled in a virtual public charter school. When the percentage is three percent or above, the district may choose to not approve additional students for enrollment to a virtual public charter school, subject to the requirements in 581-026-0305(2).

The district is only required to use data that is reasonably available to the district including but not limited to the following for such calculation:

1. The number of students residing in the district enrolled in the schools within the district;
2. The number of students residing in the district enrolled in public charter schools located in the district;
3. The number of students residing in the district enrolled in virtual public charter schools;
4. The number of home-schooled students who reside in the district and who have registered with the educational service district; and
5. The number of students who reside in the district enrolled in private schools located within the school district.

A parent may appeal a decision of a school district to not approve a student for enrollment to a virtual public charter school to the State Board of Education.

The superintendent will develop administrative regulations for public charter schools to include the proposal process, review and appeal procedure, and charter agreement provisions.

END OF POLICY

Legal Reference(s):

[ORS 327.077](#)
[ORS 327.109](#)
[ORS 332.107](#)
[ORS Chapter 338](#)
[ORS 339.141](#)
[ORS 339.147](#)
[OAR 581-020-0301 to -0395](#)
[OAR 581-020-1342](#)

~~[HB 2030 \(2011\)](#)~~
~~[HB 2299 \(2011\)](#)~~
~~[HB 2301 \(2011\)](#)~~
~~[HB 3417 \(2011\)](#)~~
~~[SB 800 \(2011\)](#)~~

~~[No Child Left Behind Act of 2001, 20 U.S.C. §§ 6311-6322 \(2006\).](#)~~
~~[No Child Left Behind Act of 2001, P.L. 107-110, Title I, Sections 1111-1120B.](#)~~

Coos Bay School District 9

Code: **GCQG**
Adopted: 12/09/02
Readopted: 7/20/11; 6/11/12
Orig. Code(s): GCQG

Staff Responsibilities

Care of District Property

To the best of their ability, staff are responsible for the preservation and protection of district property against unnecessary damage. When property is damaged or vandalized, either intentionally or through neglect, the cost of replacement or repair shall be paid by the persons responsible. All damages to district property shall be reported to the principal as soon as possible.

Class Record

Every classroom teacher is required to ~~keep a current record which lists the following:~~

1. ~~Have An~~ up-to-date enrollment of all students in the class.
2. ~~An Record~~ accurate ~~absentee record, including absences and~~ tardies, in the student information system as required.

K – 6th grade students will receive three progress reports and final grade.

7th – 12th Sstudents' grades and/or achievement marks shall be updated in the student information system at a minimum of every three weeks. Students will receive progress reports at the end of the 1st & 3rd quarter and report cards at the end of each semester.

Lesson Plan

Each teacher is required to document their weekly lesson plan, including the general daily assignment. This documentation will be available to the principal. In addition to the weekly plan, the principal may require a daily plan stating lesson objectives and procedures.

Additional rights and responsibilities are contained in provisions stated in the negotiated agreement currently in force.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

Instructional Materials/Program Adoption Procedure

1. Prior to an adoption study, teachers, administrators, parents, citizens and students may suggest state materials they feel should be considered for adoption. Their specific suggestions or recommendations should be submitted to the curriculum coordinator/curriculum administrator of the content area to be reviewed.
2. The curriculum coordinator will compile and present all suggestions listed in Step 1 to the review committee. The review committee will be comprised of the curriculum committee and at least two parents selected by the curriculum coordinator to represent elementary and secondary levels.
3. In order to inform constituents of the review process, an announcement will be made at a regular Board meeting, a press release will be written and parents will be notified at each building within one month of the committee's first meeting.
4. The committee will conduct a preliminary study of materials suitable for basic adoption. Publishers and curriculum consultants may be invited to participate in the study. Material under consideration for adoption by the committee will be available for review by district constituents upon request. ~~An evaluation/rating instrument will be employed for all program/instructional materials considerations.~~ The district will use the state approved evaluation system. The committee will decide whether to first initiate a pilot or trial use of a particular series or text or to proceed directly with an adoption. Any trial use or pilot should be coordinated and compatible with the proposed revisions in the curriculum guide. The proposed pilot or trial use must have approval of the principal and the teachers involved.
5. After a trial use in the classroom and/or committee review, the committee will release results of its evaluation on the programs/instructional materials studied to the superintendent/cabinet. Specific recommendations will be prepared and forwarded to the superintendent/cabinet. The committee must show evidence of having used an evaluation or instrument to ensure conformity with curriculum program goals.
6. The cabinet will review the recommended adoption and ensure that:
 - a. Appropriate procedures have been complied with;
 - b. Compatibility exists with other texts or skills presented at the same grade level in other curriculum areas;
 - c. The cost is within budgeted amounts.

The cabinet may forward a recommendation to the superintendent either accepting the adoption proposal or referring it back to the committee for revision or further study.

7. The superintendent will decide after reviewing the recommendation to either send the proposal back to the committee for further review or to forward it to the Board for approval.
8. The Board may rule on the adoption recommendation or direct the superintendent to further action as it deems appropriate or conducive to reach established goals and objectives.
9. It is the principal's responsibility to implement and maintain the district-adopted instructional materials/programs. Exceptions to the district-adopted instructional materials/programs could occur only after following the procedure defined below:
 - a. If a teacher has a concern regarding the effectiveness/appropriateness of the program adoption in his/her assignment area, he/she may submit that concern in writing to the administrator. If the administrator shares that concern, he/she may refer the concern to the superintendent. The superintendent will refer the concern to the curriculum administrator/coordinator for a recommendation. The superintendent will issue a decision on the concern after receiving the recommendation;
 - b. If an administrator has a concern regarding the effectiveness/appropriateness of the program adoption, or if the administrator would like to field test/pilot a specific program, the concern or the request to pilot/field test must be submitted to the superintendent for a decision. Should any pilot or field test justify continuation beyond a single school year, the continued use requires the superintendent's approval.
 - c. If a resident of the district has an objection to instructional materials used in the district's educational program, they may file a complaint using Policy KL and its associated administrative regulations.

TEXTBOOK EVALUATION FORM

SCHOOL _____

TITLE OF MATERIAL _____

Author _____

Author's Background and Qualifications _____

Publisher _____

Copyright Date _____

Subject Field _____

List Price _____

Secondary Course Title or Elementary Grade Level _____

	Yes	No
1. _____ Is the author's viewpoint consistent with the Board of Education's Statement of Educational Philosophy?		
2. _____ Is the author's viewpoint consistent with the teaching and learning objectives for the subject?		
3. _____ Does the book substantially meet these 10 criteria for selection?		
a. _____ Is the material needed by the school, department or course?		
b. _____ Is it among the best of its kind available for the use intended?		
e. _____ Does it help to implement the course of study?		
d. _____ Are its contents, vocabulary and format generally suitable for the students?		
e. _____ Does it have literary merit and interest appeal?		
f. _____ Have any available reviews been examined?		
g. _____ Have staff members read and examined the material and recommended the title for purchase?		
h. _____ Has the area specialist or department chair reviewed the material?		
i. _____ Does it contribute to a balanced presentation of the subject matter?		
j. _____ Does it fairly portray an individual's national origin, religion, disability, age, marital status, sex or sexual orientation?		

4. Appropriateness of material for student learning:

	Excellent	Good	Unsatisfactory	None
a. Interesting and challenging at level of student comprehension				
b. Correct and up-to-date				
e. Logical organization of content				
d. Pertinence of pictures and graphic presentations				
e. Discussion topics, questions, student activities				
f. Student references and bibliographies				
g. Tables of content, indexes, glossaries, appendixes, annotations				
h. Summaries				
i. Suggested student activities				
j. Student manuals and workbooks				
k. Student self tests				

5. Appropriateness of material for instruction:

	Excellent	Good	Unsatisfactory	None
a. Teacher's guide or manual				
b. Teacher references and bibliography				
e. Suggested supplementary materials and aids				
d. Suggested instructional methods				
e. Separately published achievement tests				
f. Separately published diagnostic tests				
g. Provision for teaching different ability groups				
h. Content generally free of material that may be considered offensive according to accepted community standards				

6. _____ Physical characteristics:

	Excellent	Good	Unsatisfactory	None
a. _____ Cover design and use of color throughout book				
b. _____ Style and size of type				
e. _____ Layout of pages				
d. _____ Clear pictures and graphic illustrations				
e. _____ Binding, quality of paper and size of book				

Approved _____

_____ Date: _____
_____ Department Chair/Curriculum Committee Chair