



FIRST READING OF SCHOOL BOARD POLICIES

POLICY ISSUE/SITUATION:

Attached are OSBA and BSD staff suggested changes presented for a first reading. The policies are:

- **IK** – Academic Achievement
- **JC** – School Attendance Areas
- **JFC/JG** – Student Conduct/Student Discipline

BACKGROUND INFORMATION:

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

RECOMMENDATION:

It is recommended that the School Board review these first readings.

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

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

Beaverton School District

Code: IK
Adopted: 3/14/05
Revised/readopted: 4/5/11
Revised/readopted: _____

Academic Achievement – Grading and Reporting

Strong communication between teachers, parents and students is essential to support home/school partnerships and student success. This policy outlines the principles and requirements for grading and reporting of student achievement.

1. The District shall maintain high standards with the goal of preparing all students to be ready for college and career. Student achievement shall include the following elements, which shall be measured and reported separately:
 - achievement ~~in relation to~~ of current expectations towards academic course goals and standards.
 - individual student growth
 - behavior affecting academic achievement (e.g., attitude, effort and attendance)

While behavior may affect achievement, it shall not be used as criteria for determining a student's grade.

2. Course learning goals and the information and process the teacher will use to assess and determine student achievement shall be communicated to students and parents at the beginning of the course.
3. Reporting of student achievement shall be:
 - clear, and understandable ~~and accessible~~
 - ~~consistent and standardized across subjects, courses and grade levels, district wide~~
 - based on valid and reliable assessment
 - accessible, efficient and manageable for all stakeholders
 - timely and at regular intervals.

Parents will be notified as soon as practicable when student academic performance or behavior jeopardizes success or shows sudden marked deterioration.

4. Letter grades ~~and GPA information~~ shall be provided at the high school level on all progress reports and report cards, ~~consistent with the expectations of universities and accrediting associations.~~
5. With advance notice, student achievement reports will be provided in an alternative format or language, in order to promote effective communication with individuals with disabilities or language needs.
6. Significant changes at any level will be based on ~~data~~ research, circulated to staff and the community for feedback, approved by the Superintendent or designee ~~evaluated for impact~~, and approved by ~~reported to~~ the Board. The Board will approve the changes if they meet the requirements of this policy.

END OF POLICY

Legal References(s):

ORS 107.154
ORS 329.485
ORS 339.260
OAR 581-021-0022
OAR 581-022-1660
OAR 581-022-1670

SCHOOL ATTENDANCE AREAS

School attendance areas shall be defined to support the established goals of the School District and the welfare of its students.

If the student enrollment at one or more schools is outside the guideline range established by the District, the Superintendent shall determine whether the attendance boundaries of such school(s) should be adjusted. At the outset of any boundary adjustment process, the Superintendent shall propose and the Board shall approve the objectives sought to be achieved. These objectives may include target enrollments for each affected school.

In planning and developing an adjustment of attendance area boundaries, the superintendent first shall consider the following primary criteria: availability of space, proximity to school, safety, socio-economic equity, and neighborhood unity. Whenever possible, neighborhood areas, particularly at the elementary level, should be retained within a single attendance boundary.

The superintendent also shall consider transportation costs, student body composition, staffing patterns, feeder school alignment, and the efficient and economical utilization of the buildings

The District is committed to boundary adjustment processes that are transparent, collaborative and inclusive. Residents of the District shall be given opportunities to offer input and to respond to any proposed changes prior to implementation. In any adjustment process involving three or more schools at one level, the District shall form an advisory committee to assist in applying the criteria and evaluating proposed adjustments. The District also shall promote consistent and timely communication among the affected schools, parents and other community members.

An adjusted attendance plan as developed by the superintendent shall be reviewed by the Board to ensure that (1) the set of objectives approved by the Board at the outset were met; and (2) the superintendent applied the relevant criteria. If the objectives were met and the criteria were reasonably applied, the Board shall approve the attendance plan.

At schools impacted by redrawn attendance boundaries, where and when possible, the superintendent may allow students to remain at their current school for one or more years to complete the highest grade level or levels offered.

The attendance plan as developed by the superintendent and approved by the Board shall be posted on the District website and reported to each affected local school committee prior to its implementation.

END OF POLICY

Legal References:
ORS 332.107
ORS 339.010 - 339.090

STUDENT CONDUCT/STUDENT DISCIPLINE

The Board expects students ~~conduct~~ to contribute to a productive learning climate. All students shall comply with the District's written rules, pursue the prescribed course of study, submit to the lawful authority of District staff and conduct themselves in an orderly manner at school during the school day or during school-sponsored activities. This conduct applies to students en route to and from school and District school-sponsored activities.

The school discipline program shall promote the following fundamental concepts for living:

1. Understanding and respect for individual rights, dignity and safety;
2. Understanding and respect for the law, District policies, procedures, rules and regulations;
3. Understanding of and respect for public and private property rights.

The District's student discipline philosophy is also based upon the need for an effective communication system that promotes open discussion and resolution of issues.

Discipline methods and procedures shall be fair, consistent and unbiased. The objectives of disciplining any student must be to help the student develop the self-discipline necessary to remain in school and to function successfully in the educational and social environment, realize the responsibility of one's actions and maintain a productive learning environment.

A student code of conduct, developed under the leadership of the District administration, and in cooperation with staff, will be made available annually and distributed to parents, ~~and~~ students, ~~and~~ employees outlining student conduct expectations and possible disciplinary actions that are age-appropriate, commensurate with the behavior, and to the extent practicable, research-based~~including consequences for disorderly and consistently enforced in the schools.~~

~~Students in violation of Board policy, administrative regulation and/or code of conduct provisions will be subject to discipline up to and including expulsion.~~ A student whose conduct is seriously detrimental to the school's best interests may be suspended. Students may be expelled for any of the following circumstances: a) when a student's conduct poses a threat to the health or safety of students or employees; b) when other strategies to change the student's behavior have been ineffective; or c) when required by law. The District will ensure careful consideration of the rights and needs of the individual concerned, as well as the best interests of other students and the school program as a whole. Students may be denied participation in extracurricular activities. Titles and/or privileges available to or granted to students may also be denied and/or revoked (e.g., valedictorian, salutatorian, student body, class or club office positions, senior trip, prom, etc.). A referral to law enforcement may also be made.

The District will annually record and report expulsion data for conduct violations as required by the Oregon Department of Education.

END OF POLICY

Legal References:

ORS 243.650

ORS 332.107

ORS 332.061

ORS 339.115

ORS 332.072

ORS 339.240 - 339.27080

ORS 659.150850

OAR 581-021-0045

OAR 581-021-0050 to -0075

Hazelwood School District v. Kuhlmeier, 484 U.S. 260 (1988).

Bethel School District No. 403 et al. v. Fraser, 478 U.S. 675 (1986).

Leslie Shorb v. Donald L. Grotting and Powers School District No. 31, Case No. 00CV-0255
(Coos County Circuit Court) (June 1, 2000).

Ferguson v. Phoenix Talent School District #4, 172 Or. App.389 (2001).

No Child Left Behind Act of 2001, P.L. 107-110, Title IX, Section 9532.

Cross Reference:

Policy JGD/JGE - Suspensions and Expulsions