
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:

- **IA** – Goals and Instructional Philosophy
- **JFCG/KGC/GBK** – Tobacco-Free Environment

BACKGROUND INFORMATION:

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

RECOMMENDATION:

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

BOARD POLICY and AR TRACKING SHEET

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| Board Policy Code: IA | Board Policy Name: Goals and Instructional Philosophy |
| Policy Contact: Carl Mead | Associated Policies/AR: IA-AR |

Existing Policy X New Policy Internal Review OSBA Update X Retire

POLICY

- Legal Counsel
- Date to Supt. Council 10/11/11
- Board Breakfast/Lunch 10/17/22
- Date of First Board Reading 10/24/11
- Date of Second Board Reading

ADMINISTRATIVE REGULATION (AR)

- Legal Counsel
- Date to Supt. Council

Comments

OSBA update 9/2009. Policy has been updated per OSBA recommendations.

10/11 Updates made per SC recommendations

School Board Goal for 2010 – 2015:

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.

Goals and Instructional Philosophy**

State Goals

1. Ensure that all students, regardless of linguistic background, culture, race, sex, capability or geographic location, have access to a quality education in a safe, motivating environment;
2. Hold all students to rigorous academic standards and expect them to succeed;
3. Provide students with opportunities to demonstrate their achievement in knowledge and skills;
4. Encourage parental and community involvement in their student's education;
5. Develop in students lifelong academic skills to prepare them for an ever-changing world;
6. Develop in students the core ethical values that our diverse society shares and holds important, including but not limited to: respect, responsibility, caring, trustworthiness, justice, fairness, civic virtue and citizenship; and
7. Equip students with the knowledge and skills necessary to pursue the future of their choice and to prepare students to function effectively in various life roles.

Instructional Philosophy and Goals

Beaverton School District has established the following philosophy, guiding principles, goals and standards which are consistent with state goals for elementary and secondary education:

1. Philosophy

The community served by the District requires a comprehensive educational system that meets the needs of all of its students. Graduates of our schools should possess skills that will serve them well as lifelong learners, competent members of a highly-qualified work force and citizens participating in a democratic society. To achieve these goals, we must teach students to think analytically and creatively, to communicate effectively and to solve problems. We must provide students with opportunities to make ethical and responsible choices and to function as leaders as well as members of a group. Finally, we must promote values, attitudes and behaviors which support acceptance and understanding of cultures and ethnic groups on a global level as well as within our own community.

To achieve these aims, the District is committed to the following principles which will guide curriculum decisions and instructional practice in the District:

Guiding Principles

We believe that all students can be successful learners. Every District staff member has the responsibility to provide students with experiences conducive to successful learning and to create a classroom environment that reflects trust, risk taking and respect. This effort is enhanced when the school, parents, students and community work cooperatively as partners to promote learning.

Our knowledge and understanding that students develop at different rates, and that their interests and aspirations vary, must be reflected in the decisions we make about curriculum and instruction. Multiple approaches to learning and the learning environment are necessary if the skills we teach and the programs we offer are to meet the needs of our student population.

Schools must address the diversity of their student populations if they are to teach effectively. They must be flexible and provide educational options for all students. In response, the district must provide school communities the necessarily latitude and support to develop specific programs and engage in instructional practices that promote all students' attainment of the District-wide goals established through its regular curriculum review process. Within this context of responsibility, schools will be held accountable for student learning.

Instruction must reflect sound professional knowledge about effective teaching and successful learning. Current research supports the following:

1. Students learn most effectively in a positive learning environment in which teaching is geared to the individual's developmental needs, learning style and pace;

2. Learning is a dynamic and complex process that occurs in a variety of contexts and situations. Flexible grouping of students for instructional programs, opportunities both inside and outside a classroom and time for interaction with others are critical conditions for schools to create. Most importantly, students learn best when they are actively engaged in their learning;
3. An emphasis on thinking skills, problem solving, inter disciplinary instruction and the application of knowledge is more beneficial than an over reliance on the accumulation of isolated facts;
4. Individual success and well being are best achieved through a balanced program which addresses the intellectual, physical social, aesthetic and emotional development of each student;
5. Meeting individual student needs can be best achieved by using a variety of instructional techniques and technologies and by allowing student options within the classroom;
6. Student attainment of District wide goals is best achieved when instruction, staff development and assessment efforts are closely matched.

2. Goals

The true test of this statement of philosophy lies in its impact on the educational experiences of Beaverton students. In order for the District to implement this philosophy and to ensure that: "Graduates of our schools possess skills that will serve them well as lifelong learners, competent members of a well qualified workforce and citizens participating in a democratic society. We believe that the traditional model of schooling, particularly our structuring of time, space and program, must be modified to accommodate the needs of students. The HOW, WHEN and WHERE of schooling must be more flexibly defined than in the past. Consequently, we recommend the following inter related goals for the Beaverton School District and for the students entrusted to us."

A. District Goal

1. The District must adopt a variety of organizational structures and practices that sustain an excitement for learning, focus on the whole student and assure the success of all students.

Standards:

- a. The District will ensure that all students complete the requirements to graduate from high school;
- b. The District will expand and improve the number of educational options available for students;
- c. District programs and personnel will actively support the attainment of post high school plans for all students;
- d. The District will ensure that the curriculum review process results in program guidelines that reflect an awareness of students interests and developmental needs;
- e. Schools will institute practices that actively involve parents in the improvement of student learning;
- f. Each school community will develop and implement a means of making school based decisions to assure success for all students.

B. Student Goals

1. Each student will attain the academic and learning skills essential to all areas of education.
2. Each student will possess the personal attributes and skills essential to the pursuit of his/her educational and occupational goals.

Standards:

- a. Each student will demonstrate a positive attitude toward learning;
 - b. Each student will demonstrate a personal commitment to produce the highest quality work;
 - c. Each student will demonstrate an ability to function independently and as a member of a group;
 - d. Each student will acquire and apply knowledge outside of the classroom;
 - e. Each student will develop the skills to set goals and to plan the steps necessary for their attainment.
3. Each student will develop an understanding of his/her responsibility as a member of an inter dependent community.

Standards:

- a. ~~Each student will demonstrate understanding and respect for a variety of cultures by functioning comfortably with people different from himself/herself;~~
- b. ~~Each student will actively participate in and understand the value of community service;~~
- c. ~~Each student will practice the skills necessary to function successfully as a contributing member of a democratic society;~~
- d. ~~Each student will practice behaviors that are environmentally responsible;~~
- e. ~~Each student will develop the ability to judge his/her own behavior and how it affects others.~~

In establishing an effective educational program as part of the students' total education, the Beaverton School District recognizes the importance of developing a partnership that promotes the involvement of staff, parents and the community. through such means as 21st Century Schools Councils, local school committees and advisory committees.

The District is committed to a continual process of collaborative decision making and goal setting that supports the physical and cognitive growth and development of students is framed around the following characteristics:

1. Provides equal and open equitable access and educational opportunities for all students regardless of their culture, race, ethnicity, religion, sex, gender, religion, linguistic background, family economics, sexual orientation, family economics, capacity, sexual orientation, or geographical location;
2. Assumes that all students can learn and establishes high, specific skill and knowledge rigorous college and career readiness expectations and recognizes individual differences at all instructional levels;
3. Provides special education, compensatory education, linguistically and culturally appropriate education and other specialized programs to all students who need those services;
4. Provides students with a solid foundation in the skills of reading, writing, problem solving and communication;
5. Provides opportunities for students to learn, think, reason, retrieve information, use technology and work effectively alone and in groups;
6. Provides for rigorous academic content standards and instruction in mathematics, science, English, history, geography, economics, civics, physical education, health, the arts and second world languages.
7. Provides students with an educational background to the end that they will function successfully in a constitutional republic, a participatory democracy and a multicultural nation and world;
8. Provides students with the knowledge and skills that will provide the opportunities to succeed in the world of work, as members of families and as citizens;
9. Provides students with the knowledge, skills and positive attitude that lead to an active, healthy lifestyle;
10. Emphasizes involvement of parents and community in the total education of students;
11. Transports students safely to and from school;
12. Ensures that the funds allocated to schools reflect the uncontrollable differences in costs facing each district;
13. Ensures that local schools have adequate control of how funds are spent to best meet the needs of student in their communities;
14. Provides for a safe, inclusive educational environment;

15. Supports students' academic growth beyond proficiency in academic content standards and encourages their attainment of individual goals; [and]
16. Utilizes valid and reliable data for evaluating the success of curriculum, instruction, *assessment*, resource allocation and school improvement.

END OF POLICY

Legal References

ORS 329.025
ORS 329.125
ORS 329.035
ORS 336.067

OAR 581-022-1030
OAR 581-022-1210
OAR 581-022-1340

BOARD POLICY TRACKING SHEET

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|---------------------------------|---|
| Board Policy Code: GBK/JFCG/KGC | Board Policy Name: Tobacco-Free Environment |
| Policy Contact: | Associated Policies/AR: JFCG-AR and KGC-AR |

Existing Policy ☒ New Policy ☐ Internal Review ☐ OSBA Update ☒ Retire ☐

- Date Draft is due to Policy Secretary 10.18.11
- Legal Counsel 10.7.11
- Date for Supt. Council Discussion 10.12.11
- Board Breakfast/Lunch
- Date of First Board Reading 10.24.11
- Date of Second Board Reading

Comments

Policy GBK/JFCG/KGC reflects optional language that broadens the definition of tobacco products while allowing prescription smoking cessation products.

School Board Goal for 2009 – 2014:

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.

Beaverton School District

Code: JFCG/KGC/GBK

Adopted: _____

Readopted: _____

Orig. Code: 4107

TOBACCO-FREE ENVIRONMENT

It is the school's obligation to protect the health, welfare and safety of students. In light of scientific evidence that the use of tobacco is hazardous to health, and to be consistent with district curriculum and Oregon law, possession, use, distribution or sale of tobacco in any form on district premises and at school-sponsored activities is prohibited.

For the purpose of this policy "tobacco" is defined to include any lighted or unlighted cigarette, cigar, pipe, bidi, clove cigarette, chewing tobacco, and any other smoking product. Also included is spit or smokeless tobacco, dip, chew, snuff in any form, nicotine or nicotine delivering devices, chemicals or devices that produce the physical effect of nicotine substances or any other tobacco substitute (e.g. e-cigarettes). This does not include FDA approved nicotine replacement therapy products used for the purpose of cessation.

Tobacco use, distribution, or sale by staff and all others is also prohibited in any building, facility, or vehicle owned, leased, rented or chartered by the district, school, or public charter school.

Violation of this policy will lead to appropriate disciplinary action up to and including expulsion for students. Community or school service may be required. A referral to law enforcement may be made. Parents will be notified of all violations involving their student and subsequent action taken by the school. Information about cessation support and/or tobacco education programs and how students can access these programs will be provided. At the discretion of the building principal, attendance and completion of such programs, or successful completion of a behavior modification plan, may be allowed as a substitute for, or as part of student discipline.

Violation of this policy by nonstudents may result in the individual's removal from district property. The district reserves the right to restrict access to district property by individuals who are repeat offenders.

The superintendent will develop administrative regulations as needed to implement this policy.

END OF POLICY

Legal Reference(s):

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| ORS 163.575 (1)(d),(e) | ORS 433.835-433.990 | OAR 581-021-0050 to-0075 |
| ORS 192.710 | ORS 433.845 | OAR 581-022-0413 |
| ORS 243.650 | ORS 433.850 | OAR 581-021-0110 |
| ORS 332.107 | | OAR 581-053-0015 |
| ORS 336.222 | | OAR 581-053-0545 (4)(c)(r,s,t) |
| ORS 336.227 | | OAR 581-053-0550 (5)(t,u,v)(q)-(s) |
| ORS 339.240 | | |
| ORS 339.250 | | |
| ORS 431.840 | | |
| ORS 431.845 | | |

Pro-Children Act of 1994, 20 U.S.C. §§ 6081-6084 (2006).