

Berkeley Public Schools

2020 Bonar Street, Berkeley CA 94702

510-644-8764

Meeting location: 2134 Martin Luther King Jr. Way

BOARD OF EDUCATION MEETING AGENDA - STUDY SESSION

Wednesday, November 20, 2013

The Presiding Officer will call the Study Session to order at 6:00 p.m.

The Board may recess into Closed Session before or after its regular meeting under the authority of the Brown Act (including but not limited to Government Code section 54954.4, 54956.8, 54956.9, 54957.6, as well as Education Code section 35146). Under Government Code section 54954.3, members of the public may address the Board on an item on the Closed Session agenda before Closed Session.

Approve Agenda of November 20, 2013

Public Testimony: Persons wishing to address the Board should fill out a green speaker card. Speakers will be selected by lottery. Public Testimony is limited to 15 minutes – 3 minutes per speaker.

- a. Conference with legal counsel
- b. Consideration of student expulsions – Student Case Nos. 1314-04-122595 and 1314-01-032998
- c. Collective bargaining - update
- d. Public employee discipline/dismissal/release/evaluation – employee settlement agreement
- e. Public employment/appointment
- f. Liability claims
- g. Property acquisition and disposal
- h. Superintendent’s evaluation

CONFERENCE ITEM	
1.1- CF – Board Priorities and Goals	

Extended Public Testimony

ADJOURNMENT

Upcoming Board meeting date: December 11

Berkeley Unified School District Mission:

The Mission of the Berkeley Unified School District is to enable and inspire our diverse student body to achieve academic excellence and make positive contributions to our world.

Berkeley Unified School District Vision:

Our Students are curious and creative learners who succeed through personal initiative and sustained effort to reach high academic goals. They are critical thinkers who seek knowledge and possess technological competence and collaborative skills. Our students embrace diversity, act responsibly, and contribute to our community.

Our Educators believe that all students can meet or exceed rigorous academic standards. Teachers, staff, and administrators together form a rich professional learning community where all are supported to hone our professional craft and improve our effectiveness. Through the examination of our instructional practices and data, we adjust our teaching and operational systems in order to continuously improve. We are responsible in the stewardship of our fiscal resources and fair and equitable in their distribution.

Our Families and Community are integral to the success of our students and schools. Families are active, engaged partners in their child’s education who give valued input and participate in making important decisions about our academic and enrichment programs. Our diverse community is passionate about equitable educational outcomes for all students. Our civic and community organizations partner with us to promote family engagement and the well-being and success of our students.

Our Schools are vital centers of community life enriched by the diversity of our city and welcoming to all families. Each classroom offers engaging and culturally relevant curriculum that builds on students’ interests and abilities. Student needs, as identified by regular assessment, inform our teaching and guide appropriate and effective intervention services. We offer an enriched learning environment and a comprehensive system of supports to address the needs of the whole child.

Values and Beliefs of Berkeley Unified School District:

- Students are our priority.
- We take pride in our diversity.
- We hold high expectations for ourselves and our students.
- We treat each other with respect and act with integrity.

District Goals 2010 – 2013

- I. Curriculum & Instruction:** Increase the academic achievement of all students through effective instruction, a challenging and engaging curriculum, and aligned assessments.
- A. Pre-K:** Prepare pre-school children for success in elementary school by providing age-appropriate curriculum and instruction that nurture and develop children’s academic, social, emotional and physical well-being.
 - B. ELA and Math Instruction:** Prepare all students for continued success in English Language Arts and Mathematics by providing high quality instruction geared to student needs including appropriate modifications and accommodations.
 - C. English Language Development:** Provide direct instruction in English Language Development to ensure that every English Learner gains at least one English language proficiency level each year.
 - D. Evaluation and Assessment:** Use data from multiple measures to monitor student progress, guide instruction and evaluate the effectiveness of our programs, and share this information with the staff, the Board and the community.
- II. Strategies to Promote Student Success:** Implement strategies to engage students in their learning and interventions to eliminate barriers to student success.
- A. Student Engagement:** Address the needs of the whole child by engaging students in the visual and performing arts, physical education and athletics, career and technical education, and gardening and cooking programs.
 - B. ULSS / RTI²:** Implement a continuum of academic, behavioral, and/or other intervention strategies through the Universal Learning Support System (ULSS), as ULSS is the district’s model of Response to Intervention and Instruction (RtI²).
 - C. Positive Behavior Support:** Develop and utilize a positive behavior system as well as prevention and intervention programs for specific behaviors that impede student success, such as alcohol and drug use and abuse, truancy, expressions of extreme anger, and repeated suspendable offenses.
 - D. Disproportionality:** Reduce the disproportionate racial representation of students suspended or expelled and students identified for Special Education services.
 - E. Educational Options for Secondary School Students:** Develop engaging and innovative educational options for secondary students, including career technical education.
 - F. Extended Learning Opportunities:** Provide students with academic enrichment and supervised activities that complement the classroom curriculum beyond the traditional school day.

G. Transitions: Improve transitions for students as they move from pre-school to kindergarten, from elementary to middle school, from middle to high school, and from high school to post-secondary as well as the transitions from Special Education and English Learner status to the mainstream.

III. Family/Community Engagement: Establish partnerships with our families and community to increase academic success for all students.

A. Family Engagement Framework: Develop greater family involvement in the schools and the community by adopting a framework that offers multiple ways for parents to partner with educators to ensure their children’s success in school.

B. Family Leadership & Advocacy Training: Strengthen parents’ capacity to be effective leaders in their schools and the community and advocates for their children by providing parent trainings and forums in formats that honor the cultures and languages of our community.

C. Family Advisory Council: Support the City and the Berkeley Alliance in establishing a representative Family Advisory Council to ensure parent input in the development and evaluation of the 2020 Vision projects.

D. Communication: Engage and inform our staff, families, and key partners by developing and implementing a comprehensive communications plan.

IV. Cultural & Linguistic Relevance: Ensure that all systems are culturally and linguistically responsive to the needs of our students and their families.

A. Culture and Climate of District and Schools: Ensure that all schools and departments welcome and support all our students and their families by prioritizing a focus on equity at each site, ensuring customer friendly service, and providing language access, all supported by district policy.

B. Recruit and Retain Teachers and Administrators of Color: Develop and invest in prospective and current teachers and administrators of color by identifying career pathways and establishing networking, mentoring and other support systems.

C. Professional Development: Create a culturally and linguistically responsive climate throughout the district through focused professional development.

V. Resources: Generate and equitably allocate resources for programs and services that enable every student to succeed.

A. Efficient Use of Resources: Improve and streamline District wide systems, services and operations through the use of enhanced tools and technology that will provide additional time and resources to meet current and future student needs.

B. Parcel Tax and Bond Revenues: Provide the best possible education for all students by effectively utilizing local parcel tax and bond revenues.

C. Partnerships: Maximize public and private resources to support greater student success by strengthening partnerships with the City, the Berkeley Alliance, the Berkeley Public Education Foundation, U.C. Berkeley, and other stakeholders.