

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Board of Education
FROM: Board Policy Subcommittee
DATE: January 23, 2008
SUBJECT: Board Policies -5030 Series

BACKGROUND INFORMATION

The attached Board policies were approved for first reading on January 9. They are presented in this agenda for approval and adoption. These policies are a major component of the district's efforts to establish a comprehensive health and wellness program.

Universal Learning Support System (ULSS) – 5030 Health
Education – 5030.1 Healthy School Environment – 5030.2
Family/Community -5030.4

POLICY/CODE

BP 9310

FISCAL IMPACT

None

BOARD POLICY SUBCOMMITTEE RECOMMENDATION

Approve board policies

Berkeley Unified School District

Board Policy-5030

Students-Universal Learning Supports System

Beliefs

The Governing Board recognizes that the personal, social, health, and economic circumstances of children and families can sometimes create barriers to teaching and learning. The Board believes that that the role of schools and the district is to promote healthy development and address barriers to learning by creating a support system for the whole child that is fully integrated with other District wide and site level school improvement efforts. The Governing Board acknowledges the important link between student health and student achievement and so desires to provide a comprehensive student program which promotes positive mental health, good nutrition and physical activity.

The Superintendent or designee shall build a Universal Learning Support System that supports and reinforces health literacy through health education, physical education, health and social services, parent involvement, nutrition services, psychological and counseling services and a safe and healthy school climate.

The Superintendent or designee may appoint a district Universal Learning Support Council or other committees for the purposes of training, oversight, and continuity across the system. The Council may include representatives of parents/guardians, students, school food service professionals, school administrators, Board representatives, teachers, community based organizations, and members of the public. The Council may also include district administrators, health professionals, school nurses, health educators, physical education teachers, counselors, and/or others interested in school health issues.

The Superintendent or designee may also elect to establish Universal Learning Support Teams at each site to advise and support the school and ensure that students are provided with the resources they need to be successful.

The governing Board recognizes that school, home, and community resources combined together promote the healthy development of the whole child and can address the barriers to student learning. Such a support system should include components for prevention, early intervention and intensive intervention when needed. All children, youth, and families members, when appropriate, should have equal access to services and resources in proportion to their needs.

It is the intent of the Board of Education that a universal learning support system (ULSS) be fully integrated with other efforts to improve instruction and maximize the use of resources at individual schools. The Superintendent or designee shall facilitate the establishment of such a support system by requiring each school to address in their school site plan the elements that provide a successful universal learning support system (ULSS). The following elements should be considered when establishing a universal learning support system and the school plan:

- (1) *Classroom-interventions.* Teacher training and assistance should in enhance the capacity of teachers to address problems, engage and re-engage pupils in classroom learning, and foster social, emotional, intellectual, and behavioral development. Training and assistance includes strategies for better addressing the student's learning, resilience, behaviors, and emotional problems within the context of the classroom.
- (2) *Support for Transitions.* Enhance the capacity of schools to handle transitions for students and families entering school, grade level to grade level, school to school and school to college or work. Interventions might include: attendance monitoring, social support programs for newcomers, after school programs that enrich learning and provide safe recreation; programs for vulnerable populations, including, but not limited to, those in homeless education, migrant education, and special education programs and counseling for vocational and college transition.
- (3) *Crisis Response and Prevention.* Establish systems and programs for responding to, and preventing, emergency crises. Interventions might include: the establishment of a crisis team to ensure immediate response, school wide and school-linked prevention programs to enhance safety, reduce violence, bullying, harassment, abuse, and other threats to ensure a supportive and productive learning environment.
- (4) *Home Involvement with School.* Enhance home involvement with improved systems for communication and connection between home and school; parent education and training; involvement in decisions and problem solving affecting the pupil and the school; interventions for re-engaging homes that have disengaged from

school involvement so that partnerships can be created for the benefit of the student's success.

(5) *Student and Family Assistance*. Provide special assistance for pupils and families as necessary to provide or connect with effective direct services when necessary to address barriers to the learning of pupils at school. Interventions might include effective case and resource management, connecting with community service providers, special assistance for teachers in addressing the problems of specific individuals, counseling or special education.

(6) *Community involvement and support*. Enhance limited school resources through linkages with community resources and agencies including: health clinics, probation offices, mental health services, libraries, recreational facilities, volunteers and mentors, and postsecondary education institutions.

(7) *Cultural Literacy*. Ensure that outreach, engagement, and intervention are tailored to the unique cultural and linguistic characteristics of students and families in our schools. Interventions to develop the cultural literacy of the school might include the following: continuous development of specialized knowledge and understanding about the history, traditions, values, family systems, and artistic expressions of the diverse student and family groups that we serve, knowledge concerning services available in the community and the ability to make appropriate referrals for our diverse clients and, provide for the provision of information, referrals, and services in the language appropriate to the student and the family.

It is the intent of the Board of Education that a cohesive universal learning support system be fully integrated with other school and district program efforts to improve instruction and to maximize the use of resources within our community. Collaborative arrangements with community agencies shall be developed with a view to expanding the resources available to our students and their families to support the overall academic success of each child.

Adopted:

Berkeley Unified School District

Board Policy-5030.1

COMPREHENSIVE HEALTH EDUCATION

The Governing Board believes that health education should foster the knowledge, skills, and behaviors that students need in order to lead healthy, productive lives. The district's health education program shall teach personal responsibility for one's own lifelong mental and physical health, respect for and promotion of the health of others, the process for healthy growth and development, and informed use of health-related information, resources, and services.

Goals for the district's health education program shall be designed to promote student wellness and shall be developed in accordance with Board policy. Such goals shall include, but not be limited to, goals for nutrition, physical activity, and psychological/counseling services.

The district shall provide a planned, sequential, research-based, and age-appropriate health education curriculum for students in grades K-12. The content of health instruction shall be offered in accordance with law, Board policy, administrative regulation, and shall be aligned with state curriculum frameworks.

The Board intends for health education to be part of a coordinated school health system that links district, school, and community programs and services to promote the health and well-being of students in order to promote their success in school.

The Superintendent or designee shall provide periodic reports to the Board regarding the implementation and effectiveness of the district's health education program.

Adopted:

Berkeley Unified School District

Board Policy-5030.2

Healthy School Climate

The Board of Education of the Berkeley Unified School District, believes that healthy learning environment is one that is not only safe, clean, and well-maintained, but one that also supports and promotes a positive psychosocial climate, and respects the diversity of the student population and the dignity of each human being. A healthy school climate fosters school connectedness, reduces barriers to learning and enhances academic achievement.

A school's environment is the context that contains the multitude of activities on a campus and shapes the educational experience of all its members. Both the physical and psychosocial school environment influences the attitudes, feelings, and values of students and staff while on the school grounds or in the classroom. The Board recognizes that positive social relationships and attitudes about school are as important to the environment as are safe and well-kept buildings and grounds. Creating a healthy school environment requires the involvement of virtually everyone in the school—students, families, administrators, teachers, clerical, custodial and maintenance staff, school counselors, support staff, volunteers and nutrition services workers.

Each school staff member is required to attend to the physical and psychological safety of students, promote positive interpersonal relationships and recognize the needs of and promote the success of the individual student and all members of the school community.

The Superintendent, in collaboration with community and staff, shall ensure that yearly school plans and safety plans are developed that addresses the physical safety of students as well as their psychosocial growth and development. Yearly site assessments of the schools physical and social environment shall be conducted, and the Superintendent shall monitor the establishment of measurable goals and objectives designed to improve each school's physical and social environment.

Adopted:

Berkeley Unified School District

Board Policy-5030.4

Family and Community Involvement Policy

The Board of Education of the Berkeley Unified School District believes that a coordinated approach to school health must include a closer working relationship with parents/caregivers, schools and the community. Consequently, each school and District administration shall work with parents/caregivers, businesses, local health officials, and other community groups, to form coalitions that promote academic achievement by addressing physical and mental health needs of the whole child. Parents/caregivers and community members should be encouraged to participate in coordinated school health planning and oversight committees to insure that we effectively address barriers to learning for all children.

School facilities, to the extent practical, shall be available to the public during non-school hours for physical activity, fitness sessions, as well as family health seminars and social and recreational functions. School facilities may also be used as satellite clinics and social service offices during times appropriate to the learning environment.

Family and community members will be partners in planning, decision-making, and advocacy. Each school shall be required to establish a School Governance Council and a Comprehensive School Plan that address the needs of the whole child. We encourage full participation by parents/guardians/caregivers in decisions that affect their student's educational experiences, and that such input shall be heard honestly, fairly and without bias.

The District will assist personnel to understand and work effectively and collaboratively with our diverse families, acknowledging the unique histories, makeup and traditions of each family unit. We will communicate about school programs, student progress, and collaborative opportunities, through timely, innovative, effective school-to-home, home-to-school, and school-to-community methods.

The Board strongly supports and encourages the participation of families and community members on district-wide community advisory groups and/or decision-making bodies to help guide and coordinate our Universal Learning Support System and support our programs and policies. The Board encourages parents/caregivers and community members to become engaged as public school advocates

and partners in the educational process of all children in the Berkeley Unified City School District and to volunteer, in and about, the school community.

Adopted: