

CSBA Sample

Board Policy

Philosophy, Goals, Objectives, and Comprehensive Plans

BP 0100(a)

PHILOSOPHY

~~As part of its responsibility~~ **In order** to establish **and support** a guiding vision for the district, the Governing Board shall develop, **articulate**, and regularly review **a an overarching** set of fundamental principles which describes the district's **core** beliefs, values, **and** ~~or~~ tenets. The Board and district staff shall incorporate ~~this philosophy in these principles into~~ all district programs, ~~and~~ activities, **and operations of the district.**

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 9000 - Role of the Board)

Note: **The thought process and collaborative effort required of the Governing Board in articulating district philosophy are crucial to the creation and evolution of philosophy reflective of local ideologies.** Districts are **strongly** encouraged to **engage in thoughtful discussions and to** replace or supplement the philosophical statements below with those that reflect their own locally developed philosophical statements.

It is the philosophy of the district that:

1. All students can learn and succeed.
2. ~~Every student in the district, regardless of gender, special needs, or social, ethnic, language or economic background has a right to a high quality education that challenges the student to achieve to his/her fullest potential. Every student should have an opportunity to receive a quality education, regardless of his/her social, cultural, or economic background.~~

(cf. 0410 - Nondiscrimination in District Programs and Activities)

3. **Every student in the district has a right to be free from discrimination, harassment, intimidation, and bullying, as prohibited by law or district policy.**
- ~~3.~~ 4. The future of our nation and community depends on students possessing the skills to be lifelong learners, **collaborative and creative problem solvers**, and effective, contributing members of **a global and technologically advanced** society.
5. **Highly skilled and dedicated teachers and educational support staff have the capacity to guide students toward individual achievement and growth, and have a direct and powerful influence on student learning and life experiences.**

- ~~4-6.~~ A safe, nurturing environment **and positive school climate are** ~~is~~ necessary for learning, **academic achievement, and student development.**

BP 0100(b)

PHILOSOPHY (continued)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

- ~~5. 7.~~ Parents/guardians have a right and an obligation to ~~participate~~ **be engaged** in their child's ~~schooling~~ **education and to be involved in the intellectual, physical, emotional, and social development and well-being of their child.**

(cf. 6020 - Parent Involvement)

- ~~6. 8.~~ The **needs of the whole child must be addressed, as the** ability of children to learn is affected by social, health, and economic conditions and other factors outside the classroom.

- ~~7. 9.~~ Early identification of ~~student~~ learning and behavioral difficulties **and timely and appropriate support and intervention** contribute to student success.

- ~~8. 10.~~ Students and staff ~~respond positively to~~ **are encouraged and motivated by** high expectations and recognition for their accomplishments.

- ~~9. 11.~~ ~~Continuous~~ School improvement is ~~necessary~~ **a dynamic process requiring flexibility and innovation** to meet the needs of students in a changing ~~economy and society~~ **world.**

- ~~12.~~ **Professional development for the Board and district staff is essential for the growth and success of the district and its students.**

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

(cf. 9240 - Board Training)

- ~~10. 13.~~ The diversity of the student ~~population~~ **body** and ~~school~~ staff enriches the learning experience ~~for all students,~~ **promotes cultural awareness and acceptance, and serves as a model for citizenship in a global society.**

- ~~11. 14.~~ ~~A highly skilled and dedicated staff has a direct and powerful influence on students' lives and learning.~~ **A common set of norms and protocols is crucial to effective governance.**

12. 15. A high level of Communication, trust, respect, **collaboration**, and teamwork **strengthen the relationship** among Board members and **between the Board and Superintendent, and** contributes to **the effectiveness of the decision-making governance team.**

BP 0100(c)

PHILOSOPHY (continued)

13. 16. The community **provides an essential resource to the educational program and district are inextricably connected partners, wherein the community's engagement in issues that impact the schools enhances the district's programs and student learning.**

(cf. 1000 - Concepts and Roles)

14. 17. **Effective Two-way** communication with all stakeholders **helps build support for the school is essential for establishing continuity, support, and shared goals both within the district and with the surrounding community.**

18. **The Board has a responsibility to advocate on behalf all students, keep current on legislative issues affecting education, and build positive relationships with local, state, and federal representatives.**

19. **A fiscally sound budget which is reflective of the district's vision is imperative to the financial stability of the district and to the attainment of its goals.**

15. 20. **Accountability-Responsibility** for the district's programs and operations is shared by the entire educational community, with **the** ultimate accountability resting with the Board as the basic embodiment of representative government.

Legal Reference:

EDUCATION CODE

51002 Local development of programs based on stated philosophy and goals

51019 Definition of philosophy

51100-51101 Parental involvement

Management Resources:

CSBA PUBLICATIONS

~~Maximizing School Board Leadership: Vision, 1996~~

The School Board Role in Creating the Conditions for Student Achievement: A Review of the Research, May 2017

Governing to Achieve: A Synthesis of Research on School Governance to Support Student Achievement, August 7, 2014

Defining Governance, Issue 2: Governing Commitments, Governance Brief, February 2014

WEB SITES

CSBA: <http://www.csba.org>

Attachment D- BP 0100 Philosophy
Use CSBA Sample with Recommended Revisions

National School Climate Center: <http://schoolclimate.org>

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Policy Reference UPDATE Service

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