

POSITIVE SCHOOL CLIMATE

The Board of Education desires to enhance student learning by providing an orderly, caring, and nurturing educational and social environment in which all students can feel safe and take pride in their school and their achievements. The school environment should be characterized by positive interpersonal relationships among students and between students and staff.

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

(cf. 3515 - Campus Security)

(cf. 3515.2 - Disruptions)

(cf. 5030 - Student Wellness)

(cf. 5131.4 - Student Disturbances)

(cf. 5142 - Safety)

(cf. 5145.3 - Nondiscrimination/Harassment)

All staff are expected to serve as role models for students by demonstrating positive, professional attitudes and respect toward each student and other staff members. Teachers shall use effective classroom management techniques based on clear expectations for student behavior.

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

Staff shall consistently enforce Board policies and regulations which establish rules for appropriate student conduct, including prohibitions against bullying, cyberbullying, harassment of students, hazing, other violence or threats of violence against students and staff, and drug, alcohol, and tobacco use.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3513.3 - Tobacco-Free Schools)

(cf. 4020 - Drug and Alcohol-Free Workplace)

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.6 - Alcohol and Drugs)

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5136 - Gangs)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 5145.2 - Freedom of Speech/Expression)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

The district's curriculum shall include age-appropriate culturally relevant educational opportunities which include, but are not limited to, the principles of equality, human dignity, mutual respect, fairness, honesty, and citizenship. Teachers are encouraged to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds.

(cf. 5131.9 - Academic Honesty)

POSITIVE SCHOOL CLIMATE (continued)

- (cf. 6141 - Curriculum Development and Evaluation)*
- (cf. 6142.94 - History/Social Science Instruction)*
- (cf. 6142.3 - Civic Education)*
- (cf. 6142.4 - Service Learning/Community Service Classes)*
- (cf. 6161.1 - Selection and Evaluation of Instructional Materials)*

The Superintendent or designee may develop other strategies to enhance students' feelings of connectedness with the schools, such as campus beautification projects, graffiti removal, development of extracurricular activities and after-school programs, pairing of adult mentors with individual students, recognition of student achievement, and encouragement of strong family and community involvement in the schools.

- (cf. 1240 - Volunteer Assistance)*
- (cf. 5126 - Awards for Achievement)*
- (cf. 5131.5 - Vandalism and Graffiti)*
- (cf. 5148.2 - Before/After School Programs)*
- (cf. 6020 - Parent Involvement)*
- (cf. 6145 - Extracurricular and Cocurricular Activities)*
- (cf. 6145.5 - Student Organizations and Equal Access)*

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school.

All schools shall promote nonviolent conflict resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. As part of this effort, students shall be taught restorative practices necessary to reduce violence, including communication skills, anger management, bias reduction, and mediation skills.

- (cf. 5138 - Conflict Resolution/Peer Mediation)*
- (cf. 6164.2 - Guidance/Counseling Services)*

Staff shall receive professional development designed to improve classroom management, conflict resolution techniques, and communications with students and parents/guardians including persons of diverse backgrounds. Staff will learn and implement restorative practice techniques, trauma informed practice strategies, and positive behavior intervention and support tools that promote a positive school climate.

- (cf. 4131 - Staff Development)*
- (cf. 4231 - Staff Development)*
- (cf. 4331 - Staff Development)*

Legal Reference: (see next page)

POSITIVE SCHOOL CLIMATE (continued)

Legal Reference:

EDUCATION CODE

- 233-233.8 *Hate violence prevention*
- 32280-32289 *School safety plans*
- 32295.5 *Teen court programs*
- 35181 *Governing board policy on responsibilities of students*
- 35291-35291.5 *Rules*
- 44807 *Teachers' duty concerning conduct of students*
- 48900-48925 *Suspension and expulsion*

Management Resources:

CSBA PUBLICATIONS

- Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007*
 - Protecting Our Schools: Governing Board Strategies to Combat School Violence, rev. 1999*
- CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
- Bullying at School, 2003*
 - Creating Safe and Drug-Free Schools: An Action Guide, 1996*

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

- Preventing Bullying: A Manual for Schools and Communities, 1998*

WEB SITES

- CSBA: <http://www.csba.org>
- California Department of Education, Learning Support: <http://www.cde.ca.gov/lr>
- National School Safety Center: <http://www.schoolsafety.us>
- U.S. Department of Education, Office of Safe and Drug-Free Schools:
<http://www.ed.gov/offices/OESE/SDFS>