

POSITIVE SCHOOL CLIMATE

The Governing Board 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 between fellow students or coworkers, between management and employees, between staff and students, and among parents/guardians, volunteers, visitors, staff, and students.

(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, volunteers, visitors and parents/guardians are expected to serve as role models for students by demonstrating positive, professional attitudes and respect toward each student, parent/guardian, volunteer and staff member. 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)

POSITIVE SCHOOL CLIMATE (Continued)

The district's curriculum shall include age-appropriate character education which includes, but is not limited to, 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. The district shall provide instruction and counseling designed to promote positive racial and ethnic identity, help students understand diverse cultures, teach them to think critically about racial bias, and show them how to deal with discriminatory behavior in appropriate ways.

(cf. 5131.9 – Academic Honesty)
(cf. 6141 – Curriculum Development and Evaluation)
(cf. 6141.6 – Multicultural Education)
(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 student courts, campus beautification projects, buddy systems, vandalism prevention campaign, development of extracurricular activities and after-school programs, pairing of adult mentors with individual students, recognition of student achievement, and the encouragement of strong family and community involvement in the schools. Staff shall encourage and reward success and achievement, participation in community projects, and positive student conduct.

(cf. 1240 – Volunteer Assistance)
(cf. 5126 – Awards for Achievement)
(cf. 5131.5 – Vandalism, Theft 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.

The 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 the skills 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.

POSITIVE SCHOOL CLIMATE (Continued)

(cf. 4131 – Staff Development)
(cf. 4231 – Staff Development)
(cf. 4331 – Staff Development)

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/ls>

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>

Policy

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Policy

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Policy

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CULVER CITY UNIFIED SCHOOL DISTRICT

Culver City, California