

### **Positive School Climate**

The Governing Board desires to provide an orderly, caring and nondiscriminatory learning environment in which all students can feel comfortable and take pride in their school and their achievements. The Governing Board has adopted a Positive Behavior Intervention Support framework which is built upon a cycle of continuous improvement model, so as to develop, implement, and refine a culture which is conducive to teaching and learning. The school environment should be characterized by positive interpersonal relationships among students and between students and staff, and be a climate where teachers can teach and students can learn.

Therefore, curricular and cocurricular programs that provide opportunities for students to acquire positive attitudes toward racial, ethnic, cultural and religious diversity will be implemented.

- (cf. 0410 - Nondiscrimination in district Programs and Activities)
- (cf. 3515 - Campus Security)
- (cf. 3515.2 - Disruptions)
- (cf. 5030 - Student Wellness)
- (cf. 5131 – Conduct)
- (cf. 5131.1 – Bus Conduct)
- (cf. 5131.4 - Student Disturbances)
- (cf. 5131.6 - Alcohol and Drugs)
- (cf. 5131.7 - Weapons and Dangerous Instruments)
- (cf. 5132 - Dress and Grooming)
- (cf. 5136 - Gangs)
- (cf. 51381 – Anti-Bullying)
- (cf. 5142 - Safety)
- (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: Publications Code)
- (cf. 5145.3 - Nondiscrimination/Harassment)
- (cf. 5145.7 - Sexual Harassment)
- (cf. 5145.9 – Hate-Motivated Behavior)

The Board encourages staff to teach students the meaning of equality, human dignity, and mutual respect and to employ cooperative learning strategies and social emotional learning that fosters positive interactions in the classroom among students from diverse backgrounds. The district shall provide instruction which is designed to promote positive racial and ethnic identity; help students understand diverse cultures, backgrounds and identities; teach them to think critically about various forms of 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. 6142.92- History-Social Science Instruction)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)  
(cf. 5138 - Conflict Resolution/Peer Mediation)  
(cf. 6164.2 - Guidance/Counseling Services)

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. Classroom management strategies employed by teachers shall maintain dignity and respect for all students.

(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)

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 Superintendent or designee may initiate strategies to enhance students' feelings of connectedness with the schools, such as campus beautification projects, peer mediation, development of extracurricular activities and after-school programs, clubs, pairing of adult mentors with individual students, vandalism prevention campaigns, and other similar programs. 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. 5131.4 - Campus Disturbances)  
(cf. 5131.5 - Vandalism and Graffiti)  
(cf. 5136 - Gangs)  
(cf. 6142.4 - Learning through Community Service)  
(cf. 6141 - Curriculum Development and Evaluation)  
(cf. 6141.6 - Multicultural Education)  
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)  
(cf. 5138 - Conflict Resolution/Peer Mediation)  
(cf. 6020 - Parent Involvement)

(cf. 6145 - Extracurricular and Cocurricular Activities)  
(cf. 6145.5 - Student Organizations and Equal Access)  
(cf. 6164.2 - Guidance/Counseling Services)

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. Staff shall receive training that implements and supports conflict resolution techniques, and training in conflict resolution techniques shall be available to parents/guardians and volunteers.

Staff shall receive appropriate professional learning opportunities designed to improve behavior management, conflict resolution and mediation techniques, and positive communications with students and parents/guardians including persons of diverse backgrounds.

(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

Policy FRESNO UNIFIED SCHOOL DISTRICT

adopted: January 11, 1996 Fresno, California

revised: December 11, 1997

reviewed: May 18, 2001

revised: June 19, 2013