

## Students

### POSITIVE SCHOOL CLIMATE

BP 5137(a)

Research indicates that student achievement is often higher in schools with a positive climate. The School Board expects that all school staff will contribute to a positive and welcoming climate in each school. This encourages staff to have positive interactions and relationships with students. A positive school climate includes a safe, culturally responsive, supportive, and, well-managed classrooms and school environment. Teachers and staff should consistently acknowledge all students and fairly address students' behavior.

School Climate refers to the social and environmental factors that contribute to students' experience of, and attitude towards, their school. School climate is related to how well students feel connected with others at their school and how comfortable the school setting is for them as a student and for their family. The Board recognizes that students experiencing a positive school climate are more likely to achieve success both academically and socially. The District should implement practices that support a positive school environment. These may include: appropriate expectations that are implemented in a nondiscriminatory manner, social and emotional supports, trauma informed practices, culturally responsive education and supports, community and family relationship supports, a positive peer climate, caring adult relationships, a school safety program, and opportunities for student involvement.

~~The School Board desires to provide orderly and caring learning environments in which all students feel comfortable, share the responsibility for maintaining a positive school climate, and take pride in their school and their achievements.~~

The Superintendent or designee may implement and support strength-based activities such as Social Emotional Learning (SEL) efforts, youth leadership initiatives, family involvement in schools, and community service projects.

~~The district shall encourage attitudes and behaviors that promote mutual respect and harmonious relations. The schools shall promote nonviolent conflict resolution techniques and provide students opportunities to voice their concerns about school policies and practices. The Superintendent or designee may initiate student courts, campus beautification projects, buddy systems, vandalism prevention campaigns, and other programs in which students may identify and solve problems that affect their school.~~

All members of the school community, including staff, students, administrators, school board members and visitors, are expected to serve as role models by demonstrating positive attitudes, cultural sensitivity, and respect to students and staff members. Staff shall use effective classroom management strategies to foster positive social interactions among students, and encourage and recognize activities that foster a positive school climate.

The Superintendent or designee will administer the School Climate and Connectedness Survey on a regular basis, share results with the school board, staff, students and the community, and commit to improving school climate connectedness ratings.

*(cf. 6141.3 - Multicultural Education)*

*(cf. 6142.4 – Community Service)*

The schools shall not tolerate any form of harassment, intimidation, or bullying that would interfere with there being a positive school climate. ~~comments or gestures which are vulgar or obscene or which denigrate others on account of sex, race, color, religion, ancestry, national~~

## Students

### POSITIVE SCHOOL CLIMATE

BP 5137(b)

(Continued)

~~origin, handicap or disadvantage. Students, staff, administrators and school board members who engage in these acts shall be subject to appropriate disciplinary procedures. for bullying other students or for using insults, slurs, or fighting words that may disrupt school activities.~~

~~(cf. 5030 – School Discipline and Safety)~~

~~(cf. 5131.4 – Campus Disturbances)~~

~~(cf. 5131.43 – Harassment, Intimidation and Bullying)~~

~~(cf. 5144 - Discipline)~~

~~The curriculum and counseling programs shall foster 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. The Board encourages the use of cooperative learning strategies in the classroom in order to foster positive social interactions among students.~~

~~School staff shall encourage and reward success and achievement, participation in community projects, and positive student conduct.~~

~~(cf. 6142.5 – Volunteer Service)~~

Legal Reference:

ALASKA STATUTES

AS 14.33.200 Harassment, intimidation and bullying policy

Adopted 6/01

Revised: \_\_/22