

Purpose

To reaffirm the Board's position regarding the importance of establishing a school environment conducive to learning

Definitions

N/A

Policy Statement

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

The schools shall not tolerate any comments or gestures which are vulgar or obscene or which denigrate others. Of particular concern are the areas as follows: race, color, gender-identity or expression, genetic information, age, national origin, religion, or disability. Students shall be subject to disciplinary procedures for bullying other students or for using insults, slurs or fighting words that may disrupt school activities.

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.

Legal Reference			
Policy History	Adopted	Reviewed	Revised – June 14, 2005, 1 st Reading July 12, 2005, 2 nd Reading May 10, 2022, 1 st Reading June 7, 2022, 2 nd Reading