

SAEL's School Climate and Anti-Bullying Policy

I. PURPOSE

The purpose of this section is to ensure that there are programs in place to provide staff and students with a positive school climate.

II. SCOPE

The section outlines the importance of a positive school climate and the tools used for assessing school climate and providing data to guide school improvement efforts.

III. CORE FUNCTIONS

Nevada County Superintendent of Schools will act as a resource for school sites to research, support, train, and guide school staff in the development of a positive school climate curriculum goals and standards.

- Work with district and site staff and administrators to determine professional development needs for school climate topics.
- Assist in procurement, distribution and use of school climate curriculum materials and supplemental aids.

A. Assessment of School Climate:

Education Code 32282 (a) states: The comprehensive school safety plan shall include, but not be limited to, both of the following:

- 1) Assessing the current status of school crime committed on school campuses at school-related functions.
- 2) Identifying appropriate strategies and program that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety.

Nevada County Superintendent of schools reviews appropriate sources of data to identify school safety issues.

- As a measure of school climate the California Health Kids Survey (CHKS) is conducted. School climate index is measured and reviewed annually.
- Monthly Community Agencies United for Safe Schools and Safe Streets (CAUSSSS) meetings are conducted to allow continued collaboration and cooperation with law enforcement, probation, school sites Administrators, mental health agencies, SARB and school district representatives.
- Goals for improved school climate are a vital component of annual school improvement efforts, including those identified as part of the Local Control and Accountability Plan (LCAD).

SAEL Admin and Staff regularly review JumpRope comments and analyze data about culture and character from the bi-annual SAEL Survey from students, staff, and parents. Character and Culture is also reviewed in the Expeditionary Learning annual Mid Year Review and Implementation Review. In addition, SAEL Crew class and curriculum provides the daily, explicit teaching, reflecting on, and assessing of character for students at SAEL.

B. Implementation and Action for Positive School Climate:

- NCSOS is in year four of implementation of the Safe Schools Healthy Students Program
- Olweus anti-bully prevention curriculum was introduced in the 2012-2013 school year and continues to be reviewed in many K-12 districts in Nevada County.
- Second Step K-8 bully prevention curriculum is made available through NCSOS.
- NCSOS is working to provide training in the Positive Behavior Intervention and Support (PBIS) model. Several schools in the county have implemented the program already.
- Sources of Strength Suicide Prevention program has been implemented in the Nevada Joint Union High School District.
- Nevada County Mental Health Services works collaboratively with school sites to create a positive environment and support anti-stigma mental health and prevention strategies.
- Effective counseling and wellness services are available to all students (psychological and social services, attendance improvement, dropout prevention and recovery, and appropriate referral systems for student support).
- Student Assistance Programs, intervention, and referrals are in place on school sites.
- NCSOS works together with families in the county through PARTNERS: People and Resources Together; a Network of Education, Recreation and Support. Family Resource Centers offer parenting classes and workshops, community resources and referrals, child development information, after-school enrichment, and parent/child classes and activities.

C. Implementation and Action for School Safety

- Review of existing school site discipline rules and procedures are done regularly. Expectations for student behavior, codes of conduct, unacceptable behavior, and disciplinary consequences are reviewed annually. Parent and student signatures ensure understanding and acceptance of policies and procedures.
- Internet use agreements between school sites and students are in place to ensure proper and safe use of internet services.

- Professional development activities are promoted for all school personnel to include training on the implementation of the school site plan, safe school strategies, crisis response training, consistent enforcement of school discipline policies, child abuse reporting, and identification and recognition of student mental health issues.
- Accesses to school sites have been appropriately restricted: procedures are in place to address visitors to campus. The use of campus supervisors and security equipment are appropriately utilized.

D. Purpose

- To ensure that there are programs in place to provide staff and students with a positive school climate.
- Sierra Academy of Expeditionary learning is committed to the success of all students irrespective of their immigration status, ethnicity, race, religion, sexual orientation, ability, sex and gender identity, socio-economic status or beliefs.
- Current Anti Bully programs at SAEL.
- Through the following programs Sierra Academy provides a positive school climate.
- The basic School Structure using the crew curriculum is set up
- to build team work and expand Growth mind set.
- Character grades are a part of every class and a portion of every grade.
- We have a Character Dean who deals with individual Character issues as they come up. The Character Dean also tracks Character activities and documents those activities.
- We have student discipline reflection form where students have a chance to in writing reflect on any transgression of the student norms and discuss the incident with the Character Dean.
- The Sierra Academy Student Norms are posted in every class rooms as well as SAEL Character Traits.
- We have a full time Guidance Counselor with and open door policy.
- We host Crew Olympics which promotes team building in all aspects of our curriculum from physical to academic it helps build crew, in all areas including all weaknesses and, strengths of all students.
- Key staff members have been sent to training to learn to deal with issues related to the LGBT or questioning community. And how to create a more inclusive and supportive environment.
- Those staff are planning a PD training to include the entire SAEL Staff.
- We have a student government where all crews are represented.
- We have a student lead Fairness committee that is overseen by our Guidance Counselor.
- We have a leadership Club and a (SAGA) Sexuality and Genders Alliance Club.

- In 2015/16 school year all staff completed the teacher challenge day training a nationally recognized character development training.
- We have hosted day of understanding and supported students with a day of silence recognizing and supporting the students as a school with a Silent Community Meeting during the day of silence.
- SAEL has an anti-bullying policy that can be located in the Staff & Volunteer handbook and the Student & Family handbook.
- All students and staff sign a code of conduct policy and a tech use agreement to follow school norms.
- SAEL has developed a disciplinary matrix approved by the SAEL board to deal with appropriate discipline as discipline issues arise. This document can be located by contacting the SAEL Principal's Office. Access to this document is at the digression of the principal.