Students

Positive School Climate

The Governing Board desires to enhance student learning by providing an orderly, caring, and nurturing educational and school environment in which all students can feel safe and welcome and take pride in their school and their achievements. The school environment should be characterized by positive interpersonal relationships among students and between students and staff.

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 and positive expectations for student behavior.

Staff shall consistently and equally 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.

The district’s curriculum shall include age-appropriate character education which includes, but is not limited to, the 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 Superintendent or designee may develop other strategies to enhance students’ feelings of connectedness with the schools, such as campus beautification projects, graffiti removal, development of extracurricular activities and after-school programs, pairing of adult mentors with individual students, recognition of student achievement, and encouragement of strong family and community involvement in the schools.

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school, including through use of restorative practices.

The schools shall promote non-violent 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 professional development designed to improve classroom management, conflict resolution techniques, and communications with students and parents/guardians including persons of diverse backgrounds, address bias, and reduce disproportionality in discipline.
**Positive School Climate (Cont.)**

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Adopted: 8/15/07  
Amended: 2/17/10, 5/19/21
Students

Positive School Climate

Bullying Guidelines

Bullying and hazing are part of a continuum of aggressive or violent behavior. Some acts of bullying or hazing can and do constitute other categories of misconduct such as assault, battery, child abuse, hate-motivated incident/crime, or sexual harassment and, as such, violate other District policies and possibly criminal activity. In such cases, District personnel are obligated to follow appropriate District reporting guidelines as detailed in a policy bulletin:

I. Definitions:
   A. Bullying is a comprehensive term that describes the deliberate antagonistic action or creation of a situation with the intent of inflicting emotional, physical, or psychological distress. The behavior may be a single or repeated act and may be electronic, indirect, non-verbal, psychological, sexual, social, physical, or verbal. Bullying seeks to secure or maintain an imbalance of power between the perpetrator(s) and the target(s) and has a reasonable likelihood of emotional, physical, or psychological harm. The harmful effects of bullying may be exacerbated by the interaction of frequency, pervasiveness, and severity of the behavior(s), in addition to the power differential between the perpetrator(s) and target(s).

   B. Hazing is any method of initiation, pre-initiation, or rite of passage associated with actual or desired membership in a student organization or student body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury, personal degradation or disgrace that result in physical or psychological harm. Hazing typically, but not exclusively, involves newer members showing subservience to existing members and shall be reported to the administrator of the school and/or advisor of that student body activity (Ed. Code 48900(q)).

   C. Students are any person enrolled in the Oroville Union High School District school. Adult students are held to the same policy guidelines as are minor students. Adult students are also held to the guidelines associated with their enrollment in an adult education program.

   D. Adults are non-students who are affiliated with the District as employees, service providers, volunteers, elected parents or vendors. The District expects all persons on our campuses to conduct themselves in a safe and respectful manner at all times.

II. Types of Bullying:
   Bullying is a deliberate antagonistic act(s) intended to inflict psychological or physical distress or injury. Bullying behaviors can be manifested in a variety of forms that include, but are not limited to, the following:

   A. Cyber-Bullying, Electronic Bullying, or Sexting: Use of any electronic communication technology to embarrass, humiliate, spread rumors, threaten or intimidate. Sending sexually explicit images, even consensually, may be considered as distribution of child pornography which is a felony. (Ed. Code §48900(r)).
B. Disability Bullying: The act of treating someone negatively because of actual or perceived disability.

C. Emotional, Psychological, Relational or Social Bullying: The act of blackmailing, defaming, extorting, humiliating, intimidating, isolating, manipulating friendships, ostracizing, rating or ranking personal characteristics, rejecting, terrorizing, or using peer pressure.

D. Indirect Bullying: The use of intimidation to cause physical or psychological harm on a third party. A person who engages in indirect bullying is sometimes referred to as the "instigator" or "shot caller."

E. Non-verbal Bullying: The use of gestures, leering, posting threatening graffiti or graphic images, posturing, stalking, staring, or property destruction to demean, distress, or frighten. Blocking access to school property or school facilities including doorways and thoroughfares.

F. Physical Bullying: The intentional act of beating, biting, fighting, hitting, kicking, poking, punching, pushing, shoving, spitting, or tripping to cause or attempt to cause physical discomfort, injury, or pain.

G. Racial/Ethnic/Religious Bullying: Bias based on ancestry, culture, ethnicity, language, nationality, race, religion, or skin color. Intergroup conflict may occur within or between socially constructed subgroups, such as between first- and second-generations of the same ethnic group. Bullying that targets ancestry, culture, ethnicity, language, nationality, race, religion, or skin color may be symptomatic of a larger problem of intergroup conflict, requiring systemic interventions.

H. Sexualized Bullying: Unwanted or demeaning conduct or comments directed at or about an individual on the basis of actual or perceived gender, sex, sexual behavior, sexual orientation, or other related personal characteristics, with the intention to humiliate (California Ed Code §201 (b-c).). Anti-gay and sexi-st epithets are forms of sexualized bullying. Sexualized bullying should also be evaluated by the guidelines of the Oroville Union High School District Sexual Harassment Policy (5145.7).

I. Verbal Bullying: Hurtful gossiping, making rude noises, making threats, name-calling, spreading rumors, or teasing to cause emotional or psychological harm.

III. School Principal or Site Administrator(s) Responsibilities:

Safe campuses require a multi-faceted approach with strategies to prevent, respond to, and recover from incidents of bullying and hazing. The school principal and site administrators shall create an environment where the school community upholds the standards of respect and civility and understands that bullying and hazing are inappropriate, harmful and are unacceptable.

Schools are required to integrate the Bullying and Hazing policy into their Safe Schools Plan and their School-Wide Positive Behavior Support Plans.
Positive School Climate (Cont.)

A. Identify the administrator(s) responsible to report and respond to complaints of bullying or hazing, including, but not limited to serving as complaint manager(s). The system for reporting suspected bullying or hazing must ensure the reporting can be done easily, safely and privately.

B. Ensure that all reports of bullying or hazing are investigated, and that appropriate interventions are implemented and monitored in a timely manner.

C. Communicate with and ensure that all employees, students, parents, and volunteer coaches, activity leaders, or other adults are informed of District policy requiring the promotion of mutual respect and acceptance, as well as District and school policy regarding bullying and hazing.

D. Provide training to ensure that certificated and classified staff, volunteer coaches, activity directors, and other adults on campus are familiar with and able to identify the indicators of bullying and hazing, and understand their individual responsibilities to respond to, intervene, and report any act or incident of bullying or hazing.

IV. Staff Responsibilities:

A. Share responsibility for modeling appropriate behavior and creating an environment where mutual respect, tolerance, and acceptance among students and staff are promoted, the standards of respect and civility are promoted, and students understand that bullying and hazing are inappropriate, harmful and are taken seriously.

B. Recognize the indicators of bullying and hazing.

C. Discuss all aspects of the “Bullying and Hazing Policy” with students including strategies to prevent bullying and hazing.

D. Encourage students to report bullying and hazing.

E. Intervene immediately and take corrective action when bullying or hazing is reported, observed or suspected.

F. Report incidents and actions to the appropriate school site personnel or outside agencies, if necessary.

G. Report any complaints or incidents of bullying or hazing involving a District employee to the site administrator immediately.

V. Student Responsibilities:

Students shall take responsibility for helping to create a safe school environment:

A. Do not engage in or contribute to bullying or hazing behaviors or words.

B. Treat everyone with respect. Be sensitive as to how others might perceive your actions or words.

C. Report bullying or hazing to a trusted District teacher or administrator.
Positive School Climate (Cont.)

D. Never engage in retaliatory behavior or ask, encourage, or consent to anyone retaliating on your behalf.

VI. Confidentiality and Non-retaliation:

Reports of bullying or hazing shall be handled confidentially to respect the privacy of all parties to the fullest extent possible. Every effort shall be made to limit the distribution of information to those persons who need to know within the confines of the District’s reporting procedures and investigation process.

The District will not tolerate retaliation against anyone who reports suspected bullying or hazing, or participates in the investigation process. Confidentiality and non-retaliation requirements extend to all parties involved.

VII. Responding to Bullying Incidents or Complaints:

It is imperative to thoroughly and promptly investigate incidents of bullying and hazing. Incidents that come to the school’s attention may be one small piece of a larger picture. For example, a seemingly unprovoked conflict may in fact be an expression of frustration from having been the target of ongoing bullying or hazing. The following procedures should be followed in addressing incidents:

A. Any written or oral report of suspected bullying or hazing is to be taken seriously and must be addressed. This includes anonymous reports, oral or written. If the anonymous report contains sufficient information to identify an alleged target(s) and/or accused person(s), then a reasonable effort must be made to investigate and address the allegation(s).

B. If the bullying or hazing constitutes suspected child abuse, follow the Child Abuse and Neglect Reporting Requirements. The suspected child abuse must be immediately reported to the appropriate child protective services authority.

C. Intervene immediately and take corrective action to stop bullying behavior.

D. Communicate to the target(s), suspected perpetrator(s), and all parties involved that the District prohibits bullying and hazing and takes all reported cases seriously. Provide all parties involved with information regarding District policies on confidentiality and non-retaliation [Ed Code §48900(o)]. Assure all parties that the bullying or hazing will be monitored to ensure that the complaints are resolved.

E. Investigate the incident. Obtain detailed information relevant to any bullying or hazing complaint such as the date, time, location, severity, and witnesses. Determine whether this was an isolated incident or related to previous incidents.

F. Interview the target(s), suspected perpetrator(s) and witnesses separately and obtain written statements. If any party is unable to provide a written statement, school personnel shall transcribe a dictated statement.
G. Assure all the involved parties that steps will be taken to ensure that the bullying, hazing, or inappropriate behavior does not continue. Provide the target(s) and witnesses with the names of school personnel who can help should the situation continue, recur, or escalate.

H. Determine what type of actions or interventions will resolve the situation. Inform the involved parties and their parents/guardians of any corrective actions that have been or will be taken to resolve the complaint.

This should be done in a manner that protects the privacy of all parties.

I. Monitor and follow-up to ensure that the bullying or hazing has stopped.

J. For major bullying or hazing incidents, document the incident and the actions taken to address the complaint/report, and to monitor and assess the effectiveness of those actions.

Legal Reference:
California Constitution, Article I §28(c) - Declaration of Rights; Right to Safe Schools
California Education Code §200 - (Educational Equity) State Policy, Declaration of Purpose
California Education Code §220 - (Prohibition of Discrimination) Extent of Prohibition (applicability to educational institutions)
California Education Code §233 - Policies and guidelines to prevent discrimination and hate violence
California Education Code §32050 - Definition of hazing
California Education Code §32051 - Prohibition against participating in hazing. Establishes violation as a misdemeanor
California Education Code §32228, et seq. - School Safety and Violence Prevention Act
California Education Code §48900 - Grounds for suspension or expulsion

Websites:

Adopted: 1/18/12