Supporting a Positive School Climate

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IN THIS BRIEF:

▸ Components and best practices of a positive school climate

▸ Sample questions for board members

▸ Relevant guidance and resources

▸ Relevant sample policies and administrative regulations

Introduction

A positive school climate can be a powerful strategy for preventing bullying and harassment. When students, staff, and administrators work together to foster an inclusive and respectful environment, it becomes more difficult for bullying and harassment to take root.

This document serves as a companion resource to the October 2023 CSBA brief, "School Safety: Bullying and cyberbullying," by providing information about how board members can foster positive school climates through governance strategies. By creating a positive school climate, students are more likely to feel safe, respected, and supported, which in turn may reduce the prevalence of bullying and harassment within school communities.

Strategies for supporting a positive school climate

Creating a positive K-12 school environment is crucial for students' well-being and academic success. The following practices and strategies, supported by cited resources, can contribute to nurturing the well-being and success of all students.

Local educational agencies (LEAs) can enhance the effect of a positive school climate as a safety strategy by:

Setting expectations from the top

▸ **Modeling respectful behavior:** Boards of education should set the expectation that they, teachers and staff model respectful behavior toward each other and students. This includes respectful language, active listening, and empathy in interactions.

▸ **Enforcing expectations that bullying and harassment are unacceptable:** LEA leaders should clearly communicate that bullying and harassment will not be tolerated in any form. This includes actions by students, staff, teachers, fellow board members, and parents/guardians. LEA leaders should consistently enforce consequences for those who engage in such behavior.

▸ **Promoting inclusivity and diversity:** Boards can support schools in their efforts to implement diversity and inclusion programs that celebrate diverse cultures, religions, and backgrounds. Boards can allocate professional development funds for anti-bias training to be aware of explicit and implicit messages they communicate to students and families. Boards can seek input from students and families to support inclusivity and diversity and follow up with the district community about actions taken. Staff can organize districtwide events to raise awareness and appreciation for diversity. Inclusive educational practices also ensure that students with disabilities and English learners are integrated into regular classrooms, promoting diversity, empathy, and understanding among all students.[1]

Establishing, monitoring, and reviewing local policies

▸ **Establishing clear anti-bullying policies:** Develop and publicize a comprehensive LEA-wide anti-bullying policy that outlines the consequences for perpetrators and the support available for victims, in compliance with California law. Make sure the policy is developed in conjunction with stakeholders, including students, staff, teachers, and parents/guardians. It should be made widely known and easily accessible in languages appropriate for the LEA, as required by California Education Code (EC) § 200. CSBA has developed sample Board Policy (BP) and

Administrative Regulation (AR) 5131.2- Bullying, which LEAs can adapt for their specific policies and practices.

- **Regularly assessing and adapting local initiatives:** LEAs can conduct surveys or focus groups to gather feedback from students and staff about the school climate. Boards can use this feedback to make necessary adjustments to policies and practices.

Allocating resources and time for professional learning

- **Continuous professional development:** Boards should allocate resources to provide training and professional development opportunities for teachers and staff on recognizing, addressing, and preventing bullying and harassment. This may entail inclusion in the Local Control and Accountability Plan (LCAP) under State Priority 6, School Climate.

Supporting effective student discipline practices

- **Promoting positive behavior through Positive Behavior Interventions and Supports (PBIS):** This is a proactive approach to behavior management that promotes positive behaviors and creates a culture of respect and responsibility in schools.[2] LEAs can implement a PBIS program to acknowledge and reward positive behavior, thus creating a school culture where kindness and respect are encouraged and recognized. More information on how to implement PBIS is available through the U.S. Department of Education and the Center for PBIS. See page 4 for additional information about PBIS.

- **Promoting restorative practices:** Restorative practices focus on building positive relationships within the school community and repairing harm when it occurs. This approach fosters a sense of belonging and accountability among students.[3] Restorative practices can include restorative circles or conferences to address conflicts and harm caused by bullying or harassment. This approach focuses on repairing relationships and building empathy. Boards can support this work by ensuring educators have resources for professional learning and establishing clear policies about student discipline. They can also encourage staff to provide learning opportunities for students and their families/guardians about restorative practices.

Assembly Bill 1165 added subdivision (c) to EC 49000.5 that states, "(c) For a pupil who has been suspended, or for whom other means of correction have been implemented pursuant to subdivision (b), for an incident of racist bullying, harassment, or intimidation, local educational agencies are encouraged to have both the victim and perpetrator engage in a restorative justice practice that is found to suit the needs of both the victim and the perpetrator. Local educational agencies are encouraged to regularly check on the victim of racist bullying, harassment, or intimidation to ensure that the victim is not in danger of

suffering from long-lasting mental health issues. Local educational agencies are encouraged to require perpetrators to engage in culturally sensitive programs that promote racial justice and equity and combat racism and ignorance." See page 5 for additional information about restorative practices in schools.

- **Positive discipline and classroom management:** Positive discipline in the classroom is a method that emphasizes positive and respectful interactions between teachers and students. It is based on research and provides teachers with a framework to create a positive classroom environment conducive to learning and personal growth.[4] Further, Senate Bill 274 extended, "the prohibition against the suspension of pupils enrolled in any of grades 6 to 8, inclusive, including those pupils enrolled in a charter school, for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties to all grades, by 4 years to instead be until July 1, 2029, and, commencing July 1, 2024, would prohibit the suspension of pupils enrolled in any of grades 9 to 12, inclusive, including those pupils enrolled in a charter school, for those acts until July 1, 2029, but would retain a teacher's existing authorization to suspend any pupil in any grade from class for any of the listed acts, including willful defiance, for the day of the suspension and the day following, as provided."

- **Conflict resolution programs:** Implementing conflict resolution programs can empower students by giving them skills to resolve disputes peacefully, leading to a more harmonious school environment.[5]

Selecting curricula that fosters a positive school climate

- **Providing social-emotional learning (SEL):** Governing boards are responsible for adopting the LEA's curricula and can direct the superintendent to have staff research and incorporate SEL curricula that teach students empathy, conflict-resolution, and emotional-regulation skills. Examples of existing programs include Second Step or Character Education. The Collaborative for Academic, Social, and Emotional Learning (CASEL) provides resources and research on how to implement SEL in schools, promoting emotional well-being and interpersonal skills. SEL is discussed further on page 3.

Family and student engagement and education

- **Fostering student leadership:** Encouraging students to have a voice in school decision-making and leadership roles can empower them and create a more inclusive and positive school environment.[6] Additionally, having a student board member benefits the governing board, the student representative, and the LEA's community. Student board members empower boards to include student voices in their responsibilities, and students get the opportunity to meaningfully participate in the

governance process, learn essential democratic skills, and represent and advocate for their peers.[7] LEA staff can encourage the creation of student-led committees or clubs dedicated to promoting kindness and preventing bullying. These groups can organize events, campaigns, and initiatives. Boards can assist by providing resources and recognizing student-led initiatives.

▸ **Providing education to parents and guardians:** LEAs can hold regular meetings and workshops with parents to educate them about the school's anti-bullying efforts and provide resources for addressing bullying at home. These meetings and workshops will be most effective if they are in a language that parents and guardians can understand and are sensitive to students' and families' cultures.

▸ **Including parents and guardians in decision making:** Engaging parents and the community in school activities and decision-making processes can enhance the overall school environment and support student success.[8]

▸ **Raising awareness about bullying:** Boards can provide resources and support for staff to conduct workshops and awareness campaigns on bullying, cyberbullying, and harassment that include students, staff, and families/guardians. Developing a districtwide framework for creating systemic change by building a school climate that discourages bullying and addresses it effectively, if it occurs.[9] Staff can invite guest speakers, survivors, or experts to share their experiences and knowledge.

▸ **Empowering bystanders:** Boards can support programs that teach students and staff how to intervene when they witness bullying or harassment. Consider programs like the Upstander initiative, where students are encouraged to stand up for victims.

Providing student mental health supports

▸ **Offering counseling and support services:** LEAs should work to ensure that school counselors are available and trained to provide emotional support to victims and perpetrators of bullying. Boards can support these efforts through resource allocation and policy development that make it possible to provide access to mental health services for all students.

Using LCAPs to support positive school climate

California's Local Control Funding Formula (LCFF) and LCAPs play a crucial role in fostering a positive school environment. The LCFF's emphasis on equitable resource allocation directs additional funding to schools with higher proportions of students facing challenges, facilitating the implementation of targeted initiatives to enhance the overall school experience. Within the LCAPs, the priority area of "school climate" explicitly addresses the creation of a positive and inclusive atmosphere, focusing on factors such as social-emotional learning, behavioral support services, and community engagement.

The LCAP community engagement process is also a helpful way to involve students, parents, staff, and other stakeholders in developing effective strategies to enhance a positive school climate. It is a helpful way to inform stakeholders about the tools and strategies available, solicit feedback, and raise awareness about efforts the LEA is making to create a positive school environment.

By encouraging LEAs to prioritize student well-being and engagement, the LCFF and LCAPs underscore the commitment to cultivating safe, supportive, and enriching school environments that contribute to the holistic development of all students. Some ways in which a positive school climate might be reflected in an LCAP include, but are not limited to:

▸ **Social-emotional learning:** LEAs may include plans to implement or expand SEL programs aimed at fostering students' emotional well-being, interpersonal skills, and resilience.

▸ **Behavioral support services:** LCAPs may outline strategies for providing behavioral support services such as a Multi-Tiered System of Supports (MTSS) to address the social-emotional needs of students, including counseling, mentoring, or intervention programs.

▸ **Bullying prevention and intervention:** Initiatives to prevent and address bullying or harassment may be part of the plan, reflecting a commitment to creating a safe and inclusive environment for all students.

▸ **Community engagement:** Strategies for involving parents, families, and community members in creating a positive school climate may be highlighted in the LCAP, recognizing the importance of collaboration in fostering a supportive educational community.

▸ **Professional development:** Plans for professional learning for teachers and staff may include training on creating a positive school climate, implementing restorative practices, and supporting students' social-emotional development.

▸ **Equity and inclusivity:** The LCAP may address efforts to promote equity and inclusivity, ensuring that all students, regardless of background, feel valued and included in the school community.

▸ **Safety measures:** Strategies to enhance the physical and emotional safety of students, such as implementing safety protocols, may be part of the plan.

▸ **Student and parent surveys:** Some LEAs include data from student and parent surveys as indicators of school climate, providing a way to assess perceptions of safety, support, and engagement within the school community.

Social-emotional learning

SEL is a powerful strategy to mitigate the negative effects of bullying and harassment on the K-12 school climate. SEL equips students with the skills needed to navigate and cope with these challenges effectively. By integrating SEL into the curriculum and school culture,

educators can help students develop the emotional and interpersonal skills needed to cope with and mitigate the negative effects of bullying and harassment on school climate. Some ways that SEL can be used for this purpose include:

- **Improved emotional regulation:** SEL teaches students emotional-regulation skills, enabling them to manage their emotions in the face of bullying and harassment, reducing emotional distress and maintaining a more positive outlook.[10]

- **Increased empathy and understanding:** SEL fosters empathy and a better understanding of others' feelings and experiences. This can promote a more supportive and compassionate school climate.[11]

- **Enhanced interpersonal skills:** SEL equips students with essential interpersonal skills — such as active listening, conflict resolution, and communication — which can help prevent and address conflicts related to bullying and harassment.[12]

- **Strengthened resilience:** SEL enhances resilience by teaching students how to bounce back from adversity. This resilience can help students cope with the negative effects of bullying and harassment and maintain a positive attitude.[13]

- **Promotion of responsible decision making:** SEL encourages responsible decision making, which includes choosing not to engage in bullying or harassment and instead resolving conflicts through nonviolent means.[14]

- **Fostering positive relationships:** SEL helps students build positive relationships, which can lead to a stronger sense of belonging and support in the face of bullying or harassment.[15]

- **Empowering bystanders:** SEL empowers students to become bystanders who are willing and capable of intervening when they witness bullying or harassment, thus creating a safer and more supportive school climate.[16]

SEL and the California health curriculum

In the California K-12 health curriculum, there are multiple opportunities for alignment with SEL. SEL focuses on developing skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Areas within the health curriculum where alignment with SEL may occur include:

- **Emotional and mental health education:** Health education often includes components that address emotional and mental health. Topics such as stress management, coping strategies, and understanding emotions provide opportunities for SEL skill development.

- **Communication skills:** Health curriculum may emphasize effective communication skills, which align with SEL's focus on relationship skills. Students may learn how to express themselves, listen actively, and navigate interpersonal interactions.

- **Conflict resolution:** Health education can address conflict-resolution strategies, teaching students how to manage disagreements and navigate relationships positively. These skills align closely with SEL competencies.

- **Decision-making skills:** The health curriculum often includes content related to making healthy decisions. SEL principles, particularly responsible decision making, can be reinforced as students learn to make choices that positively impact their well-being.

- **Bullying prevention:** Health education may cover topics related to bullying prevention, fostering social awareness and empathy. SEL principles encourage understanding others' perspectives and promoting positive relationships.

- **Substance abuse prevention:** Substance abuse prevention programs within the health curriculum can incorporate SEL by addressing the emotional and social factors related to decision making and peer influence.

- **Personal and social responsibility:** Health education often emphasizes personal and social responsibility for one's health. This aligns with SEL's focus on self-management and responsible decision making.

By intentionally connecting SEL principles with the health curriculum, educators can create a more comprehensive and holistic learning experience for students, fostering not only physical health but also the social and emotional skills crucial for overall well-being.

Positive Behavior Interventions and Support

PBIS is a proactive and systemic approach to promoting positive behavior in schools. It aims to create a school environment that fosters social and emotional well-being, prevents behavior issues, and enhances overall learning. By implementing PBIS, schools can create a more positive and supportive environment for students, improving behavior, reducing discipline problems, and enhancing overall academic success. These cited resources provide further insights and guidance on the implementation of PBIS.
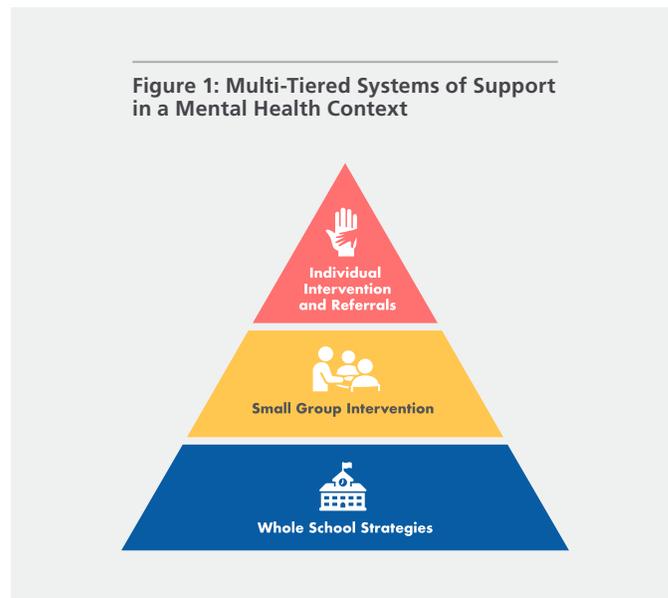
The basics of a PBIS program are outlined by the US Department of Education and The Center on PBIS and include:

- **Establishing a schoolwide framework:** A schoolwide framework outlines clear behavioral expectations, reinforces positive behavior, and provides support for all students is adopted.[17]

- **Define clear behavioral expectations:** A small set of clear, positively stated behavioral expectations that apply to all students in all settings are defined. These expectations serve as the foundation for the PBIS program.[18]

- **Teaching and reinforcing expected behaviors:** Teaching and reinforcing the expected behaviors through various strategies such as direct instruction, modeling, and recognition programs.[19]

- **Data-driven decision making:** Data is used to inform decision making. Schools collect data on behavior and outcomes to assess the effectiveness of their interventions and adjust, as necessary.[20]

- **Tiered levels of support:** MTSS is often utilized. Tier 1 includes universal interventions for all students, while Tier 2 and Tier 3 provide more targeted support for students who require additional assistance.[21]

- **Positive reinforcement and recognition:** The use of positive reinforcement, such as praise, rewards, and recognition, is emphasized to encourage and maintain desired behaviors.[22]

- **Consistency and collaboration:** Consistent implementation of PBIS across all staff is vital. Schools encourage collaboration among teachers, administrators, and support staff to ensure a unified approach.[23]

- **Regular evaluation and ongoing improvement:** Continuous evaluation of the effectiveness of their PBIS program with necessary adjustments to improve outcomes and maintain a positive school climate.[24]

Multi-Tiered System of Supports

MTSS is a comprehensive framework designed to enhance educational outcomes by providing a systematic approach to meeting the diverse needs of all students. MTSS integrates academic, behavioral, and social-emotional support systems, organizing interventions into three tiers based on the intensity of student needs (see Figure 1). The three tiers are *universal* — all students receive foundational support; *targeted-support* is provided for students that need additional assistance; and *intensive*, where support is provided to students with urgent needs. This proactive approach emphasizes early identification of challenges, evidence-based interventions, and continuous monitoring of progress. Multiple data points are used to identify needs and monitoring progress helps site leaders evaluate and adjust resources as needed. By adopting MTSS, LEAs can systematically address the unique learning needs of every student, promoting a culture of inclusivity and ensuring that all learners receive the necessary support to succeed academically and thrive in a positive and supportive school environment.[25]

Figure 1: Multi-Tiered Systems of Support in a Mental Health Context

Individual Intervention and Referrals

Small Group Intervention

Whole School Strategies

Restorative practices

Restorative practices are a philosophy and set of strategies that prioritize building and repairing relationships within a community, often applied in the context of schools and criminal justice systems. Originating in indigenous cultures, particularly the Māori people of New Zealand and First Nations in North America, restorative practices focus on resolving conflicts, repairing harm, and fostering a sense of community through open communication, empathy, and accountability.[26] The practices were formalized in the 1970s, with the emergence of restorative justice principles in the criminal justice field. However, the broader application to education and other community settings gained momentum in the late 20th and early 21st centuries. The goal is to create environments where individuals feel heard, valued, and connected, leading to improved social interactions, reduced disciplinary issues, and a positive communal atmosphere. Restorative practices have since been embraced globally as an effective and transformative approach to community building and conflict resolution.

Restorative practices in K-12 schools offer a transformative approach to discipline and community building, focusing on repairing harm and fostering positive relationships.[27] By prioritizing open communication, empathy, and accountability, restorative practices contribute to a more inclusive and supportive school environment. Some key benefits of implementing restorative practices throughout an LEA include:

- **Conflict resolution:** Restorative practices provide a structured framework for resolving conflicts, allowing students and staff to address issues collaboratively and find mutually agreeable solutions.

- **Building positive relationships:** By emphasizing dialogue and understanding, restorative practices help build strong, positive relationships among students, teachers, and administrators, creating a sense of belonging and community.

- **Reducing discipline disparities:** Restorative practices have been shown to reduce disciplinary disparities, ensuring that all students are treated fairly and equitably, regardless of background or identity.

- **Improved school climate:** Implementing restorative practices contributes to a more positive school climate, fostering a sense of safety and trust that is conducive to effective teaching and learning.

- **Enhanced social-emotional learning:** Restorative practices support SEL by helping students develop crucial skills such as empathy, self-awareness, and responsible decision making.

Collective impact approach

Bullying is a rapidly increasing and complex problem that impacts students, families, schools, and the community. All institutions, organizations, and individuals inside and outside schools — governing boards, school staff, parents, students, community-based organizations, local government, and state and federal leaders — must accept responsibility for the critical role they play in bullying prevention and intervention and ensuring positive outcomes for all students. CSBA encourages governance teams to consider the assets and resources within their community that can support the district's efforts around school safety and bullying prevention, and work to develop and implement processes that allow for purposeful collaboration and partnerships. Governance teams have an opportunity to advocate for alignment between the LEA and the community — to engage and lead the community toward a shared vision for student success.

Questions for governance teams to consider

As the governance team discusses the issue of bullying and how to create a safe school environment for all students, it might consider the following questions:

Setting direction

- What does the research show about the relationship between a safe, supportive, and welcoming school environment and student attendance, engagement, and achievement?

- What does the assessment of existing conditions in our schools, district or county office of education, and community tell us about the needs of our students and opportunities for effective strategies?

- How is a positive school climate currently addressed in LCAPs across the LEA? What metrics are being employed to measure the effectiveness of current programs and practices?

Establishing effective structures

- Do board policies and administrative regulations comply with current legislation, focus on student learning and achievement, and promote, support, and create safe, supportive school environments?

Providing support

- Does our LEA have a professional development plan to support school staff in implementing the board policies and administrative regulations?

Ensuring accountability

- What indicators can be used to assess the effectiveness of our district's safety-related policies and practices?

Leading the community

- What opportunities are there to incorporate student, parent, and community input into the LEA's safety policies, curricula, and strategies?

- Who are the key community organizations, agencies, and individuals who can help support collaborative solutions to creating a safe, supportive school and community environment?

Relevant resources

American Psychological Association

This primer on bullying is designed to help teachers respond to students who may need support. It is not intended as a diagnostic tool or to replace formal assessments employed by mental health professionals. It is important to consider the context of the situation, individual differences, and cultural and linguistic considerations. https://bit.ly/3Pgyzla

California Department of Education – Bullying Prevention and Training Resources

Bullying prevention training materials, publications, and resources, including community-based organizations, for educators, parents, and community members for recognizing bullying behavior and approaches for determining how to respond. https://bit.ly/4cg9n83

Centers for Disease Control – Youth Risk Behavior Survey

CDC's Youth Risk Behavior Survey Data Summary & Trends Report: 2011–21 provides surveillance data from 2021, as well as 10-year trends from 2011 through 2021, on behaviors and experiences among high school students in the United States related to health and well-being. https://bit.ly/43fjCoY

NAMI (National Alliance on Mental Illness)

NAMI, the National Alliance on Mental Illness, is the nation's largest grassroots mental health organization dedicated to building better lives for the millions of Americans affected by mental illness. https://bit.ly/43jie4N

U.S. Department of Health and Human Services

Parents, school staff, and other adults in the community can help kids prevent bullying by talking about it, building a safe school environment, and creating a communitywide bullying prevention strategy. https://bit.ly/4ccnYkZ

Student engagement and well-being in California 2019–21

Key findings from the 18th biennial California Healthy Kids Survey. https://bit.ly/48SYwxW

California Healthy Kids Survey 2022–23

A comprehensive student data collection system that addresses school climate, health risks and behaviors, and youth resiliency. https://bit.ly/4cdYdRi

International Institute for Restorative Practices (IIRP)

Restorative practices explained. https://bit.ly/3IzL2wo

Collaborative for Academic, Social, and Emotional Learning (CASEL)

CASEL's guide on restorative practices describes how restorative practices can align to an approach to schoolwide SEL, how they are mutually supportive, and how to implement both in an integrated way. https://bit.ly/3lDC814

California Department of Education (CDE) – SEL Resource Guide

Social and Emotional Learning in California: A Guide to Resources is a project of the CDE SEL State Team, a State Superintendent of Public Instruction initiative, catalyzed by California's participation in CASEL's Collaborating States Initiative. https://bit.ly/3PmXXFH

CDE health education content standards

PDF copy of standards. https://bit.ly/49SyxYH

Searchable database of standards: https://bit.ly/3wV6WI1

National Center on Safe Supportive Learning Environments (NCSSLE)

NCSSLE offers information and technical assistance to states, districts, schools, institutions of higher education, and communities focused on improving school climate and conditions for learning. Resources and support for educational stakeholders to collaborate to sustain safe, engaging, and healthy school environments that support student academic success. https://bit.ly/43fENr4

Relevant CSBA sample policies and administrative regulations

CSBA *GAMUT Policy and Policy Plus* subscribers have access to the most up-to-date CSBA sample policy language. The following are sample board policies and administrative regulations that have been developed in compliance with California laws and address school climate, bullying, and discipline:

- ▸ BP 0100 - Philosophy
- ▸ BP 0410 - Nondiscrimination in District Programs and Activities
- ▸ BP 0415 - Equity
- ▸ BP/AR 0450 - Comprehensive Safety Plan
- ▸ BP/AR 0460 - Local Control and Accountability Plan
- ▸ BP/AR 1220 - Citizen Advisory Committees
- ▸ BP/AR/E(1) 1312.2 - Complaints Concerning Instructional Materials
- ▸ BP/AR 1312.3 - Uniform Complaint Procedures
- ▸ AR/E(1)/E(2) - Williams Uniform Complaint Procedures
- ▸ BP 1313 - Civility
- ▸ BP 2111 - Superintendent Governance Standards
- ▸ BP 2230 - Representative and Deliberative Groups
- ▸ BP 3513.4 - Drug and Alcohol-Free Schools
- ▸ BP/AR 3515 - Campus Security
- ▸ BP 3515.31 - School Resource Officers
- ▸ BP 4119.21/4219.21/4319.21 - Professional Standards
- ▸ BP 4231 - Staff Development
- ▸ BP/AR 5131.2 - Bullying
- ▸ BP 5137 - Positive School Climate
- ▸ BP 5138 - Conflict Resolution/Peer Mediation
- ▸ BP 5141.5 - Mental Health
- ▸ BP/AR 5141.52 - Suicide Prevention
- ▸ BP/AR 5136 - Gangs
- ▸ BP/AR 5142 - Safety
- ▸ BP/AR 5144 - Discipline
- ▸ BP/AR 5144.1 - Suspension and Expulsion/Due Process
- ▸ AR 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities)
- ▸ BP 5145.9 - Hate-Motivated Behavior
- ▸ BP 6120 - Response to Instruction and Intervention

- BP/AR 6141.2 - Recognition of Religious Beliefs and Customs
- BP/AR 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction
- BP 6142.5 - Environmental Education
- BP/AR 6142.7 - Physical Education and Activity
- BP/AR 6142.8 - Comprehensive Health Education
- BP/AR 6143 - Courses of Study
- BP 6144 - Controversial Issues
- BP/AR/E(1) - 6161.1 - Selection and Evaluation of Instructional Materials
- BP 6161.11 - Supplementary Instructional Materials
- BP 6163.1 - Library Media Centers
- BP 6164.2 - Guidance/Counseling Services
- BP/AR 6164.5 - Student Success Teams
- BB 9005 - Governance Standards
- BB 9130 - Board Committees
- BB 9323 - Meeting Conduct

Endnotes

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