

CODE OF CONDUCT

ESSENTIAL PARTNERS

The Board of Education recognizes that it is the responsibility of all stakeholders (essential partners) to promote a safe, orderly and stimulating school environment supporting active teaching and learning. To that end the following expectations have been developed as an essential but not exhaustive listing:

A. Parents

All parents or guardians are expected to:

1. recognize that the education of their child(ren) is a joint responsibility of the parents and the school community and collaborate with the district to optimize their child's educational opportunities.
2. send their children to school ready to participate and learn;
3. ensure their children attend school regularly and on time;
4. ensure absences are excused;
5. insist their children be dressed and groomed in a manner consistent with the student dress code;
6. help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment;
7. know school rules and help their children understand them so that their children can help create a safe, supportive school environment;
8. convey to their children a supportive attitude toward education and the district;
9. build positive, constructive relationships with teachers, other parents and their children's friends;
10. help their children deal effectively with peer pressure;
11. inform school officials of changes in the home situation that may affect student conduct or performance;
12. provide a place for study and ensure homework assignments are completed.

B. Teachers

All district teachers are expected to:

1. maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks, and twists), color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender, which will strengthen students' self-concept and promote confidence to learn;

2. provide all students with an educational program responsive to and appropriate to meet their individual needs;
3. know school policies and rules, and enforce them in a fair and consistent manner;
4. maintain confidentiality in conformity with federal and state law.
5. communicate to students and parents:
 - a. course objectives and requirements
 - b. marking/grading procedures
 - c. assignment deadlines
 - d. expectations for students
 - e. classroom discipline plan
6. communicate regularly with students, parents and other teachers concerning growth and achievement.
7. provide students with continuing opportunities for a well rounded education through extra and co-curricular activities such as music, athletics, etc
8. participate in school-wide efforts to provide adequate supervision in all school spaces, in conformity with the Taylor Law;
9. address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function;
10. address personal biases that may prevent equal treatment of all students in the school or classroom setting.

C. Student Services Staff

All student services staff are expected to:

1. maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks, and twists), color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
2. assist students in coping with peer pressure and emerging personal, social and emotional problems;
3. initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, as a way to resolve problems;
4. regularly review with students their educational progress and career plans;
5. maintain confidentiality in accordance with federal and state law.
6. provide information to assist students with career planning;
7. encourage students to benefit from the curriculum and extracurricular programs.
8. make known to students and families the resources in the

- community that are available to meet their needs.
9. participate in school-wide efforts to provide adequate supervision in all school spaces.
 10. address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
 11. address personal biases that may prevent equal treatment of all students.

D. Security Personnel

All security personnel are expected to:

1. maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks, and twists), color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
2. treat students with dignity and respect while maintaining a safe and secure environment;
3. maintain confidentiality in accordance with federal and state law.
4. be supportive of the building administration, faculty and staff in their efforts to promote a safe, orderly and stimulating school environment;
5. promote a welcoming and safe school environment by assisting visitors whenever possible.
6. address personal biases that may prevent equal treatment of all students.

E. Principals and Administrators

All principals and administrators are expected to:

1. promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks, and twists), color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
2. ensure that students and staff have the opportunity to communicate regularly with the principal or his or her designee and approach the principal or his or her designee for redress of grievances;
3. maintain confidentiality in accordance with federal and state law.
4. evaluate on a regular basis all instructional programs to ensure

- infusion of character education in the curriculum.
5. support the development of and student participation in appropriate extracurricular activities;
 6. be responsible for enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.
 7. provide support in the development of the code of conduct, when called upon. Disseminate the code of conduct and anti-harassment policies.
 8. participate in school-wide efforts to provide adequate supervision in all school spaces.
 9. address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
 10. address personal biases that may prevent equal treatment of all students and staff.

F. All Other School Personnel

All other school personnel are expected to:

1. maintain a climate of mutual respect and dignity_for all students regardless of actual or perceived race, (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks, and twists), color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
2. maintain confidentiality in accordance with federal and state law.
3. be familiar with the code of conduct.
4. help children understand the district's expectations for maintaining a safe, orderly environment.
5. participate in school-wide efforts to provide adequate supervision in all school spaces.
6. address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
7. address personal biases that may prevent equal treatment of all students.

G. The Dignity Act Coordinator

1. promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks, and twists), color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

2. oversee and coordinate the work of the building-level committees.
3. identify curricular resources that support infusing character education in classroom instruction and classroom management; and provide guidance to staff as to how to access and implement those resources.
4. coordinate training in support of the building-level committee.
5. be responsible for monitoring and reporting on the effectiveness of the district's student harassment and bullying prevention policy.
6. address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
7. address personal biases that may prevent equal treatment of all students and staff.

H. Superintendent

The Superintendent is expected to:

1. promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks, and twists), color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender.
2. review with district administrators the policies of the Board of education and state and federal laws relating to school operations and management;
3. inform the Board of Education about educational trends relating to student discipline;
4. work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs;
5. work with district administrators in enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.
6. maintain confidentiality in accordance with federal and state law.
7. participate in school-wide efforts to provide adequate supervision in all school spaces.
8. address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
9. address personal biases that may prevent equal treatment of all students and staff.

I. Board of Education

The Board of Education is expected to:

1. promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks, and twists), color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender.
2. maintain confidentiality in accordance with federal and state law.
3. develop and recommend a budget that provides programs and activities that support achievement of the goals of the code of conduct.
4. collaborate with student, teacher, administrator, and parent organizations, school safety personnel and other school personnel to implement and maintain a code of conduct that clearly defines expectations for the conduct of students, district personnel and visitors on school property and at school functions;
5. review at least annually the district's code of conduct to evaluate the code's effectiveness and the fairness and consistency of its implementation;
6. lead by example by conducting Board of Education meetings in a professional, respectful, and courteous manner.
7. address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
8. address personal biases that may prevent equal treatment of all students and staff.

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