

# **Candor Elementary School Code of Conduct**

## **Addendum C**

### **GENERAL DISCIPLINARY GUIDELINES/PHILOSOPHY**

The following behavioral expectations and disciplinary procedures will be followed by the Candor Elementary School faculty and administration. Discipline is the ability to make appropriate and responsible choices. Our behavioral expectations and discipline philosophy is based on the belief that ALL children can exhibit appropriate behavior.

**At Candor Elementary School, we will be:**

#### **Respectful**

- Use good manners
- Follow directions
- Take care of school property
- Be tolerant of differences
- Treat others as you wish to be treated

#### **Responsible**

- Be honest
- Do what you are supposed to do
- Be reliable
- Be accountable for your words and actions
- Have the courage to do the right thing

#### **Safe**

- Think before you act
- Cooperate
- Play by the rules
- Take turns

#### **Caring**

- Be kind
- Share
- Listen to others
- Forgive others
- Encourage others

## **RESPONSIBILITY FOR DISCIPLINE**

### ***Role of the Student***

Students attend and participate in the school's programs for the purpose of gaining meaningful educational experiences and learning to develop to the fullest potential. It will be the responsibility of the students to:

1. Be aware of and obey school rules and regulations.
2. Accept responsibility for their own actions.
3. Respect the rights of others, including the right to secure an education in an environment that is orderly, safe, and disciplined.
4. Attend school regularly and punctually.
5. Respect school property.
6. Strive for mutually respectful relationships with teachers, staff, and administrators, recognizing their role to guide in matters of behavior and discipline.
7. Support and participate in school activities/programs offered at school.

Students at Candor Elementary School also have the following rights. Like all students of this district, they have the rights afforded under the provisions of the federal and state constitutions and the laws of the State of New York.

Included in these rights is the right to an environment safe and conducive to education.

Although the rights of students are not identical to the rights of adults, it is recognized that a student's private, non-school-sponsored and non-program related conduct cannot be regulated unless the educational community is affected by such conduct.

### ***Role of the Parent/Guardian***

We recognize that parents/guardians are a child's first and most important teachers. To achieve a cooperative, wholesome relationship between home and school that is essential to each student's successful development, it shall be the responsibility of parents/guardians to:

1. Send their child to school as required by New York State Law.
2. Send their child to school ready to learn.
3. Teach and reinforce principles of sound character, similar to those above.
4. Insist on prompt and regular attendance.
5. Provide timely written excuses for all absences.
6. Provide for their child's health, acceptable grooming, and suitable dress.
7. Seek to develop close cooperative relationships with school for the educational benefit of the student by keeping open communication between home and school, and by sending communications to school promptly.
8. Demonstrate respect for the Code of Conduct, as approved by the Candor Central School Board of Education.

### ***Role of the Teachers and Staff***

In recognition of their charge in educating the children in our school community, it shall be the responsibility of the teachers and staff to:

1. Guide learning activities so students learn to think and reason, assume responsibility for their actions, and respect the rights of others. Participate in the establishment of school rules and regulations regarding student behavior.
2. Participate in the establishment of school rules and regulations regarding student behavior.
3. Teach and encourage pro-social skills and behaviors.
4. Arrange the environment to prevent the development and occurrence of problem behaviors.
5. Be fair, firm, and consistent in enforcing school rules in classrooms, hallways, restrooms, school buses, on the school campus, and at all school-sponsored activities.
6. Give positive reinforcement for acceptable behavior.
7. Seek to develop cooperative relationships with parents/guardians for the educational benefit of the student by keeping open communication between home and school, and by sending communications home promptly.
8. Demonstrate respect for the Code of Conduct, as approved by the Candor Central School Board of Education.

### ***Role of the Principal***

As the educational leader of the school, the building administrator sets the disciplinary climate. It shall be her/his responsibility to:

1. Create the best teaching/learning situations possible and exercise all authority assigned by the Superintendent and School Board.
2. Maintain an effective school-wide disciplinary system and provide a continuum of school-wide instructional and positive behavior support.
3. Help the faculty and staff evaluate their own procedures and attitudes in relation to the interactions within their classrooms and supervision areas.
4. Upon receiving faculty/staff referrals of students with behavior problems, confer with faculty or staff. Set up cooperative procedures for bringing about modification of the student's behavior, which may include contact with parents/guardians.
5. Be fair, firm, and consistent in all decisions affecting students, parents/guardians, and staff.
6. Comply with pertinent laws and regulations governing hearings, suspensions, and students' rights.
7. Assume responsibility for communicating and enforcing the Code of Conduct, and ensure that all cases are resolved promptly and fairly.

## DISCIPLINARY PROCESS TOWARD STUDENT INFRACTIONS

### Process

We will strive to make each disciplinary action appropriate for the infraction. School staff will determine if a student's behavior is a minor or major infraction. Disciplinary actions may be one or a combination of additional classroom interventions, restitution made, or a behavioral consequence.

### Minor Behavioral Infractions

<u>Minor Infraction</u>	<u>Description of Behavior</u>
Disrespect/Non-compliance	Reluctance to follow adult directions in a timely manner. Rude responses or interactions that are not repeated and do not disrupt after adult intervention.
Disruption	Behavior that interrupts instruction or an activity, but is corrected and not repeated after the supervising adult intervenes.
Dress Code Violation	Inappropriate dress as outlined by Code of Conduct and the student handbook guidelines.
Inappropriate Language	Language that is profane, obscene or disrespectful and is <b>not</b> specifically directed at another person.
Leaving class/school without permission	Student is unaware that they may have left an area and the adult in charge does not know where the student has gone.
Lying/cheating	Making a statement that is untrue. Copying another's work and/or presenting it as one's own or providing answers for another student.
Physical Contact/Horseplay	Contact that is not malicious in nature, but poses a potential, but unintended, safety risk or causes a minor disruption. Public displays of affection.
Property Misuse	Use of materials for a purpose other than intended which causes minor disruption or potential, but unintended safety risk.
Technology Violation	Minor engagement in inappropriate use of technology

### Possible Behavioral Interventions / Forms of Restitution for Minor Infractions

<u>Interventions</u>	<u>Forms of Restitution</u>
<ul style="list-style-type: none"> <li>☞ Teach/re-teach expectations</li> <li>☞ Teach/roleplay appropriate behaviors</li> <li>☞ Cue/prompt/remind/redirect student</li> <li>☞ Provide warning(s)</li> <li>☞ Behavior plan/contract</li> <li>☞ Check student understanding of expectation</li> <li>☞ Collaborate with colleagues</li> <li>☞ Evaluate student skill: academic/behavioral</li> <li>☞ Change environmental factors</li> <li>☞ Meet with/talk to parent</li> <li>☞ Review student data for pattern/trend</li> <li>☞ Have student take a break</li> <li>☞ Social Conference</li> <li>☞ _____</li> </ul>	<ul style="list-style-type: none"> <li>☞ Deliver an oral or written apology.</li> <li>☞ Perform specific duties, such as cleaning or repairing items which were broken or soiled.</li> <li>☞ Replenish or replace items taken or destroyed.</li> <li>☞ Make free or recess time available to assist the offended person.</li> <li>☞ Write a narrative of the effects of the infraction on others.</li> <li>☞ Make a peace offering.</li> <li>☞ _____</li> </ul>

### Major Behavioral Infractions (including chronic minor infractions)

<u>Major Infraction</u>	<u>Description of Behavior</u>
Abusive Language	Language that is profane, obscene, harassing, disrespectful or hurtful directed at another individual.
Defiance/Disrespect	Refusal to follow directions in a timely manner despite redirection, arguing with an adult or talking back. Socially rude interactions with adults or peers.
Disruption (major)	Behavior causing an interruption in a class or an activity that cannot be redirected or contained by verbal directions from the supervising adult.
Fighting/Physical Aggression	Acts that involve physical contact with the intent to harm another person.
Forgery/Theft	In possession of, having passed on , or being responsible for removing someone else's property or has signed a person's name without that person's permission.
Harassment/Bullying	Student delivers disrespectful messages* (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes. <i>*Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters.</i>

Left area (missing)	Student purposely exits the classroom or building in a state of uncontrolled behavior.
Lying/cheating (chronic)	Making a statement that is untrue. Copying another's work and/or presenting it as one's own or providing answers for another student.
Property Damage/Vandalism	Substantial destruction or disfigurement of property that is intentional.
Technology Violation	Ongoing or substantial engagement in inappropriate use of technology.
Use/Possession of: Tobacco/Alcohol/Drugs	Student is in possession of or is using tobacco, alcohol, illegal drugs/substance or imitations.
Use/Possession of: Weapon	Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm.

\*\* Zero tolerance infractions which will require immediate administrative action include: fighting/physical aggression, theft, bringing any type of weapon to school.

### **Possible Major Infraction Consequences**

- Behavior Contract
- Bus Suspension
- Classroom management suggestions or referral to Instructional Support Team (IST)
- Conference with Student
- Conference with Parent and Student
- Individualized Instruction
- In-School Suspension
- Law Enforcement Agency contacted
- Loss of Privilege
- Out-of-School Suspension
- Parent Contact
- Principal's Hearing
- Restitution/Community Service
- Superintendent's Hearing
- Time in Office
- Time Out/Detention

### **Responding to Student Behavioral Infractions**

For *minor* infractions staff members will:

- implement interventions, notify parents, and document using a STAFF-HANDLED DISCIPLINE REFERRAL FORM. The completed form will be retained in the student's classroom.
- allow sufficient time for interventions to work. If the behavior does not improve, other interventions will be attempted and time allowed for interventions to work (data will be kept). Repeated misbehavior will be documented with the STAFF-HANDLED DISCIPLINE REFERRAL FORM.
- complete an OFFICE-HANDLED DISCIPLINE REFERRAL FORM for students with frequent minor infractions (five infractions during a four week period).

For *major* infractions:

- staff will complete an OFFICE-HANDLED DISCIPLINE REFERRAL FORM.
- the principal or principal's designee will meet with the classroom teacher and determine the next steps, which may include an intervention or a consequence.
- the principal or principal's designee will contact parents and follow-up with the referring adult.

### *Dress Code*

All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students and their parents/guardians have the primary responsibility for acceptable student dress and appearance. Teachers and all other district personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance.

A student's dress, grooming, and appearance, including hair style/color, jewelry, make-up and nails will:

- Be safe, appropriate, and not disrupt or interfere with the educational process.
- Recognize that extremely brief garments such as tube tops, net tops, halter tops, spaghetti straps, plunging necklines (front and/or back) and see-through garments are not appropriate.
- Ensure that underwear is covered by outer clothing.
- Include footwear at all times. Appropriate footwear includes: sneakers and closed toed shoes.
- Not include the wearing of headwear in the classroom, except for medical or religious purpose.
- Not include items that are vulgar, obscene, libelous, or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation, or disability.
- Not promote and/or endorse the use of alcohol, tobacco, or illegal drugs and/or encourage other illegal or violent activities.

The principal or his/her designee will be responsible for informing all students and their Parents/guardians of the student dress code at the beginning of the year, as well as any revisions to the dress code made during the school year.

Students who violate the dress code will be required to modify their appearance by covering or removing the offending item and, if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so will be considered to have acted insubordinately, and will receive discipline as outlined above.