



# CITY SCHOOL DISTRICT OF NEW ROCHELLE

## SUMMARY OF THE CODE OF CONDUCT FOR GRADES 6-12

### 2021-2022



## Purpose of the Code of Conduct

The purpose of the Code of Conduct is to maintain safety and public order on school property and at school functions; to prevent the abuse of the rights of others; and to ensure that discipline when necessary is administered promptly and fairly in accordance with New York State Law. The Code, which shall apply to all students, school personnel, parents, and visitors when on school property and at school functions, or in transit to and from school property or school functions or when conduct which occurs out of school impacts the educational process, includes:

- Positive behavioral expectations for conduct on school property and at school functions;
- Age appropriate interventions to be used to correct behavior; and
- Age appropriate consequences or penalties for inappropriate conduct.



## Essential Partners

Parents and guardians are seen as essential partners in guiding and supporting their children throughout their education by reinforcing the positive behavioral expectations of the school and working with school personnel to address areas in need of growth.

School staff should keep student's parents/guardians informed about their behavior and enlist them as partners in reinforcing positive behavior and addressing areas in need of growth.

This document is a summary of the District's Code of Conduct for students in Grades 6-12. The complete Code of Conduct can be obtained from the Main Office of any school and is posted on the District web site, [www.nredlearn.org](http://www.nredlearn.org)

# Student Rights and Responsibilities

The right to a free public education is a basic “student right” guaranteed to all children. The District is committed to safeguarding the rights given to all students under state and federal law.

## All District students have the right to:

- A safe, healthy, orderly, and civil school environment
- Equal educational opportunity and freedom from discrimination based on actual or perceived race, color, weight (physical characteristics), national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender identity or expression, or sex
- Learn in an environment free from interruption, harassment, discrimination, intimidation or fear
- Participate in District activities on an equal basis regardless of weight (physical characteristics), race, color, creed, national origin, ethnic group, religion, religious practice, disability, gender identity or expression, sex or sexual orientation
- Be guided by a discipline policy which is fairly and consistently implemented
- Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty
- Be provided with a plain language version of the Code of Conduct and other relevant school policies and regulations and when necessary receive an explanation of rules from school personnel
- Freedom of expression, provided such expression does not interfere with the rights of others or disrupt or interfere with the education, discipline or normal activities of the school

## All District students have the responsibility to:

- Contribute to maintaining a safe and orderly school environment that is conducive to learning
- Report problems to the appropriate school staff
- Show respect to other persons and to property
- Be familiar with and follow the rules of this Code of Conduct as well as other school rules and District policies
- Attend school every day unless, they are legally excused, and be in class, on time and prepared to learn
- Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible
- React to direction given by teachers, administrators and other personnel in a respectful, positive and cooperative manner
- Ask questions when they do not understand the rules
- Seek help in solving problems
- Work to develop appropriate ways to manage anger
- Accept responsibility for their actions
- Dress appropriately for school and school functions
- Conduct themselves as representatives of the District when participating in or attending school-sponsored extracurricular events and hold themselves to the highest standards of conduct and sportsmanship

## Promoting Positive Student Behavior

Social-emotional learning is a basic component of a school’s program of universal prevention for all students. Schools are expected to take a proactive role in nurturing students’ pro-social behavior. Providing a range of positive behavioral supports, as well as meaningful opportunities for social-emotional learning fosters resiliency.

## Student Dress Code

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 in a school setting.

A student's dress, grooming, and appearance shall:

- Be safe, appropriate, and support the academic engagement and educational rights of themselves and others. Clothing that interferes with, distracts from, or disrupts the educational process is not acceptable.
- Be safe: wear appropriate footwear.
- Be safe and respectful: wear hats and head coverings indoors only for health, safety, or religious reasons.
- Be respectful: student clothing which incorporates words or graphic images should not be obscene or constitute "hate speech," or promote and/or endorse the use of alcohol, tobacco, controlled substances or illegal drugs, and/or encourage illegal or violent activities.

## Progressive Discipline

Understanding discipline as a "teachable moment" is fundamental to a positive approach to discipline. The goal of progressive discipline is the prevention of undesired behavior by helping students learn from their mistakes.

Essential to the implementation of progressive discipline is helping students who have engaged in unacceptable behavior to:

- Understand why the behavior is unacceptable and the harm it has caused;
- Understand what they could have done differently in the same situation;
- Take responsibility for their actions;
- Be given the opportunity to learn pro-social strategies/skills to use in the future; and
- Understand the progression of more stringent consequences if the behavior reoccurs

## Prohibited Behavior-some examples of specific behaviors are provided below:

**Behavior that is dangerous or disorderly:** running in hallways; disruptive noise; trespassing; tampering with fire safety equipment; possessing lighters or matches on school property; and making bomb threats, false 911 calls or making other threats

**Behavior that is insubordinate:** failing to follow directions; cutting class; leaving school without permission

**Behavior that is disruptive, offensive, or violent:** acts of violence against others; possession, use, or display of weapons.

**Behavior that endangers the safety, physical or mental health or welfare of others:** bullying or harassment, including cyberbullying and sexting; possessing, consuming, selling or offering alcoholic beverages or illegal substances; possession or use of tobacco products; making unwelcome sexual propositions or comment; hazing; use of vulgar or abusive language, swearing or cursing

**Misconduct on a school bus or on public transportation when the School District provides the reduced fare transportation cards:** engaging in conduct that distracts the driver or any other conduct that is a violation of the Code of Conduct

**Off campus misconduct** that interferes with or can reasonably be expected to substantially disrupt the educational process in school or at a school function

**Academic Misconduct:** cheating, plagiarizing, violation of the Acceptable Use Policy for computers

**A comprehensive list of prohibited behavior is outlined in the complete Code of Conduct.**

# Disciplinary Consequences for Violating the Code of Conduct

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair and impartial. Discipline will be developmentally appropriate and, as a general rule, progressive. This means that a student's first offense will often merit a lighter penalty than subsequent violations. However, there may be instances where a student's behavior is sufficiently serious that a more severe form of disciplinary action may be warranted even if it is the student's first offense or violation.

Disciplinary Consequences Include: verbal correction/warning; conference with teacher; conference with administrator; restitution; written reflection/apology; detention; suspension from transportation; suspension from athletic participation, social, or extra-curricular activities and other privileges; in-school suspension; teacher removal of disruptive students; out of school suspension; and permanent suspension (expulsion).

**The Dignity for All Students Act** was written to make sure your school is a safe place and that all students are protected from bullying. Every school has a Dignity for All Students Act Coordinator who has learned all about this law and knows how to help you. If anyone is making you unsafe, threatened, or bullied, please speak with your Dignity Act Coordinator or another adult in school.

<b>Dignity Act Coordinators for the New Rochelle Secondary Schools</b>		
<b>School</b>	<b>Dignity Act Coordinator</b>	<b>Phone Number</b>
Albert Leonard MS	Dr. Christopher Salinas	576-4341
Isaac E Young MS	Mr. Plinio Trujilio	576-4360
New Rochelle High School	Ms. Latoya Pryce (House 1)	576-4514
	Ms. Francis Cruz (House 2)	576-4520
	Mr. Seth Busching (House 3)	576-4530
	Mr. Daniel Gonzalez (House 4)	576-5093
Campus School	Ms. Andrea Schwach	576-4393

## Restorative Practices/Approaches

are interventions designed to hold students accountable for harm and address the needs of students and staff harmed and the school community. Restorative approaches change the focus from asking "who is to blame and what will the punishment be" to answering these key questions:

- What happened?
- Who has been harmed or affected by the behavior?
- What needs to be done to make things right?; and
- How can people behave differently in the future?