**GUILDERLAND**

**5300.20**

**CODE OF CONDUCT**

**ESSENTIAL PARTNERS**

All members of our learning community-including students, staff, parents/guardians and engaged service providers-must assume a responsible role in promoting behavior that enhances academic and social success. Courteous, respectful, and responsible behavior fosters a positive climate in the learning community.

Those responsibilities include but are not limited to the following:

1. **Parents/Guardians**

The Code of Conduct is a guide for understanding the personal, social, and academic behaviors which are expected from your child while at school and school activities. This code also guides how school staff will work with you and your child to help demonstrate positive behaviors and enjoy academic success.

To achieve this goal, parents/guardians will be encouraged to promote participation in restorative practices to resolve incidents and conflict and to support their child in receiving the maximum benefit from a restorative justice approach.

To achieve this goal, all parents/guardians are expected to:

1. Recognize that the education of their child(ren) is a joint responsibility of the parents/guardians 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 authorized absences are excused.
5. Insist their children be dressed and groomed in a manner consistent with the student

 dress code.

1. Help their children understand that in a democratic society appropriate rules are

 required to maintain a safe, orderly environment.

1. Know school rules and help their children understand them so that their children can

 help create a safe and supportive school environment.

1. Convey to their children a supportive attitude toward education and the District.
2. Build positive, constructive relationships with teachers, other parents/guardians and their children’s friends.
3. Tell school officials about any concerns or complaints in a respectful and timely manner.
4. Help their children deal effectively with peer pressure.
5. Inform school officials of changes in the home situation that may affect student

conduct or performance.

1. Provide a place for study and ensure homework assignments are completed.
2. Be respectful and courteous to staff, other parents/guardians and students while on

school premises.

**B. Staff**

The Code of Conduct is a guide for supporting positive student behavior at school. It is intended to help staff prevent student misconduct through the use of effective strategies and systems. It will provide guidance for intervening effectively and appropriately if students don’t meet expected standards of behavior or violate the school rules and policies. Concerns about safety and school climate should be brought to the school principal so staff can work together to maintain a safe and orderly learning and work environment.

All staff are expected to understand that students may come to school having experienced trauma in their lives, which can impact their behavior in school (e.g., anger, outbursts, withdrawal, self-injury):

1. **Teachers**

To achieve this goal, 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, sexual orientation, gender (identity or expression), or sex, which will strengthen students’ self-worth and promote confidence to learn.

b. Be prepared to teach.

c. Demonstrate interest in teaching and concern for students and student achievement.

d. Know school policies and rules, and enforce them in a fair and consistent manner.

e. Maintain confidentiality in conformity with federal and state law.

f. Communicate to students and parents/guardians:

* 1. Course objectives and requirements
	2. Marking/grading procedures
	3. Assignment deadlines
	4. Expectations for students
	5. Classroom behavior and consequences plan

g. Communicate regularly with students, parents/guardians and other teachers concerning growth and achievement.

h. Participate in school-wide efforts to provide adequate supervision in all school spaces, in conformity with the Taylor Law.

i. Confront issues of discrimination and 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 activity.

j. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.

k. Be open to active participation in resolving conflicts through a restorative, trauma informed process.

1. **Pupil Personnel Service Providers**
2. 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 (including gender identity or expression), or sex, which will strengthen students’ self-concept and promote confidence to learn.
3. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
4. Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, as a way to resolve problems.
5. Regularly review with students their educational progress and career plans.
6. Maintain confidentiality in accordance with federal and state law.
7. Provide information to assist students with career planning.
8. Encourage students to benefit from the curriculum and extra-curricular programs.
9. Make known to students and families the resources in the community that are available to meet their needs.
10. Participate in school-wide efforts to provide adequate supervision in all school spaces.
11. Confront issues of discrimination and 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 activity.
12. Address personal biases that may prevent equal treatment of all students.
13. Promote a trauma-responsive approach to addressing student behavior by supporting professional development, providing safe work environments, forming trusting relationships with students, allowing for student choice and autonomy, and encouraging student skill-building and competence.
14. Be open to active participation in resolving conflicts through a restorative, trauma informed process.

 **3. Coaches**

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 (including gender identity or expression), or sex, which will strengthen students’ self-concept and promote confidence to learn.
2. Confront issues of discrimination and 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 activity.
3. Be sensitive to, and address as needed, personal biases that may prevent equal treatment of students in the school, classroom or athletic setting.
4. Report as soon as possible, incidents of harassment and discrimination that are witnessed or otherwise brought to a Coach’s attention.
5. Plan, coordinate and supervise all activities in their respective sport.
6. Support the Director of Athletics in conducting all activities related in that particular sport and team.
7. Establish training rules and procedures beyond the administrative regulations of the school district and to enforce them in a fair, consistent manner.
8. Review and discuss with team members, parents/guardians, and assistant coaches prior to the first practice:
9. Hazing Policy
10. Bullying Prevention Policy
11. Harassment Policy
12. Administrative eligibility rules
13. Training rules, attendance (school, team, coaches) policies
14. Criteria for earning awards
15. Expectations for student-athletes
16. Transportation policies
17. All-state and section policies (i.e. NYSPHSAA)
18. Establish good public relations and good working relations with parents/guardians, district administrators, faculty and staff, community members and the media.
19. Know school policies and rules, and enforce them in a fair and consistent manner.
20. Abide by the guidelines in the Coach’s Commitment.

 **4. Bus Drivers**

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race or (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 practices, disability, sexual orientation, gender or sex.
2. Maintain a safe, orderly environment on school buses to help to prevent bullying and harassment.
3. Oversee practice drills for bus safety.
4. Use student discipline forms when necessary.
5. Maintain positive communication with students and parents/guardians.
6. Confront issues of discrimination and 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 activity.
7. Be sensitive to, and address as needed, personal biases that may prevent equal treatment of all students in the school or on the school bus.
8. Report as soon as possible, incidents of harassment and discrimination that are witnessed or otherwise brought to a driver’s attention.
9. Know school policies and rules, and enforce them in a fair and consistent manner.

 **5. Other School Personnel**

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 (including gender identity or expression), or sex, which will strengthen students’ self-concept and promote confidence to learn.
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. Confront issues of discrimination and harassment, hazing, 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 activity.
7. Address personal biases that may prevent equal treatment of all students.
8. Be open to active participation in resolving conflicts through a restorative, trauma informed process.

 **6. Principals/Administrators**

1. Promote a safe, caring, 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 (including gender identity and expression) or sex.
2. Ensure that students and staff have the opportunity to communicate regularly with the principal/administrators and have access to the principal/administrators 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 civility education in the curriculum.
5. Support the development of and student participation in appropriate extra-curricular activities.
6. Provide support in the development of the Code of Conduct, when called upon.Disseminate the Code of Conduct and anti-harassment policies.
7. Be responsible for enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.
8. Participate in school-wide efforts to provide adequate supervision in all school spaces.
9. Confront issues of discrimination and 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 activity.
10. Address personal biases that may prevent equal treatment of all students and staff.
11. Promote a trauma-responsive approach to addressing student behavior by supporting professional development, providing safe work environments, forming trusting relationships with students, allowing for student choice and autonomy, and encouraging student skill-building and competence.
12. Be open to active participation in resolving conflicts through a restorative, trauma-informed process.

 **7. Dignity Act Coordinator(s)**

The Dignity Act Coordinators are as follows:

Asst. Superintendent for Curriculum and Instruction (518) 456-6200 ext. 0119

Building Principals, including Assistant Principals, can be reached at:

Guilderland High School (518) 861-8591

Farnsworth Middle School (518) 456-6010

Westmere Elementary School (518) 456-3771

Pine Bush Elementary School (518) 357-2770

Lynnwood Elementary School (518) 355-7930

Guilderland Elementary School (518) 869-0293

Altamont Elementary School (518) 861-8528

Their duties are as follows:

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 (including gender identity and expression) or sex.
2. Oversee and coordinate the work of the district-wide and building-level efforts to create and maintain a safe, welcoming and inclusive environment.
3. Identify curricular resources that support infusing civility in classroom instruction and classroom management; and provide guidance to staff as to how to access and implement those resources.
4. Coordinate with the Director of Diversity, Equity, and Inclusion, alongside the Professional Development Committee, to foster safe, welcoming, and harassment free learning environments for all students.
5. Be responsible for monitoring and reporting on the effectiveness of the district’s efforts to support students in building social and behavioral skills, resolving conflicts in a non-violent manner, and creating safe, welcoming, and harassment free learning environments for all students.
6. Confront and investigate issues of discrimination and 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 activity.
7. Address personal biases that may prevent equal treatment of all students and staff.
8. **Superintendent**
9. Promotes a safe, orderly and stimulating school environment that supports 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 practices, disability, sexual orientation, gender or sex.
10. Informs the Board about educational trends relating to student discipline.
11. Reviews with District administrators the policies of the Board of Education and state and federal laws relating to school operations and management.
12. Maintains confidentiality in accordance of federal and state law.
13. Works to create instructional programs that minimize incidents of inappropriate behavior and are sensitive to student and teacher needs.
14. Works with District administrators in encouraging a positive school climate, enforcing the Code of Conduct and ensuring that all cases are resolved promptly and equitably.
15. Participates in school-wide efforts to provide adequate supervision in all school spaces.
16. Confronts issues of discrimination and 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 activity.
17. Addresses personal biases that may prevent equal treatment of all students and staff.
18. Promotes a trauma-responsive approach to addressing student behavior by supporting professional development and appropriate staffing.

1. **Board of Education**
2. Promotes 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.
3. Maintains confidentiality in accordance with federal and state law.
4. Develops and recommend a budget that provides programs and activities that support achievement of the goals of the code of conduct.
5. Collaborates with student, teacher, administrator, and parent organizations, school safety personnel and other school personnel to develop a code of conduct that clearly defines expectations for the conduct of students, district personnel and visitors on school property and at school activities.
6. Adopts and reviews at least annually the district's code of conduct to evaluate the code's effectiveness and the fairness and consistency of its implementation.
7. Leads by example by conducting Board meetings in a professional, respectful, courteous manner.
8. Refers to the Superintendent of Schools issues of discrimination and 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 activity.
9. Addresses personal biases that may prevent equal treatment of all students and staff.
10. Promotes a trauma-informed approach to addressing student behavior by supporting professional development, providing a safe school environment, encouraging the forming of trusting relationships with students, allowing for student choice and autonomy, and encouraging student skill-building and competence.
11. Is open to active participation in resolving conflicts through a restorative, trauma-informed process.

Adopted: June 5, 2012

Revised, Adopted: