

SYOSSET CENTRAL SCHOOL DISTRICT

CODE OF CHARACTER, CONDUCT AND SUPPORT

Student Plain Language Summary

Student Summary

This is the student summary of the Syosset Central School District Code of Character, Conduct and Support. It was written by students for students, to highlight sections of the Code most relevant to student experiences in everyday life in Syosset schools.

[The full Code](#) can be found on the District website under Board of Education – Board Policies.

Introduction

The Board of Education is committed to providing a safe and supportive school environment where all individuals are treated with respect. Students may receive quality education services without disruption or interference. Responsible behavior by the Syosset community is essential to achieving this goal.

The goal of the Code is to ensure all students' right to an education in a safe, civil, caring, and supportive learning environment. The Code serves as a guide to good citizenship and provides the tools for helping students to understand and appreciate the norms of behavior within the school environment.

Effective and engaging instruction and positive behavioral supports are the foundations of a positive school climate. All individuals under the Syosset Central School administrators, and other staff are encouraged to set high expectations for student success, build positive relationships with students/peers, as well as model appropriate behaviors for success. Modeling respectful, positive behavior is critical. The larger community and students have an obligation to help, and receive help, to become citizens who lead productive lives by modeling positive behaviors and cultivation those behaviors and cultivating those behaviors in themselves.

Student discipline and support policies will be implemented in a manner which is caring, respectful, and based on trust among all individuals under Syosset Central School District. Student discipline and supportive interventions will hold all individuals accountable and, wherever possible, be restorative and solutions based. This will help students:

- learn from their mistakes;
- understand why their behavior was unacceptable;

- acknowledge the harm they caused or the negative impact of their actions;
- understand what they could have done differently;
- take responsibility for their actions;
- learn strategies that promote positive interactions; and
- understand that further consequences and/ or interventions will be implemented if their behavior persists.

Core Principles That Guide Character, Conduct and Support

The School District will foster a community of self-aware, compassionate, critical thinkers who are motivated to pursue their passion and take risks and learn from their mistakes. This will enable students to learn and practice how to:

- Manage their emotions
- Set goals
- Feel and show empathy for others
- Create positive relationships
- Make good choices

The School District has a long-standing set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity.

The Board of Education deems it a priority to clearly define these expectations for acceptable conduct on school property, identify the possible consequences of unacceptable conduct, and to ensure that discipline, when necessary, is administered properly and fairly.

This code applies to all students, school personnel, parent/persons in parental relations and other visitors when on school property or attending a school function.

The Code of Character, Conduct and Support has incorporated the Dignity for All Students Act which was created to give students an educational environment free of discrimination, bullying and harassment.

Student Rights

- Participate in all School District activities on an EQUAL basis regardless of their actual or perceived race, weight, color, national origin, ethnic group, religion, religious practice, gender, sex, sexual orientation or disability.
- Right to seek help when rights have been obstructed, and to reach out for help with an appropriate and truthful explanation of their given problem, and for their specific

situation's severity to be assessed for further assistance.

- Students have the right to express their opinions as long as it is done in a respectful way and does not contain hateful or hurtful speech.
- Right to present their truth, and receive consequences based on the situation. (Three Sides to the Story: Victim Perspective, Bully Perspective, & Truth)
- Have access to school policies, regulations and rules, and when necessary, receive an explanation of those rules from a guidance counselor, teacher, administrator, etc.

Student Responsibilities

All School District students have the responsibility to:

- Contribute to maintaining a safe, supportive and orderly school environment that is conducive to learning.
- Show respect to other persons (peers, faculty, staff, etc.), the personal space of other persons, and the property of other persons.
- Actively participate in making the school a community free of violence, intimidation, bullying, harassment and discrimination.
- Use a polite tone of voice and appropriate body language, listening when others are speaking, and especially maintaining polite manners and maintaining a mutual respect.
- Be familiar, follow, and actively seek education on the School District policies, rules and regulations dealing with student conduct.
- Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible, EXCEPT at the expense of the individuals' mental health and well-being.
- Work to develop skills to manage their emotions and reactions and resolve conflict with others, while utilizing the professionals available in the school.
- Seek help from peers, teachers, faculty and administrators in solving problems.
- Dress appropriately for school and school functions (refer to dress code, page 12).

Student Behavior

It is expected that all students conduct themselves in a manner that supports the intent of the Code of Character, Conduct and Support; creating a safe and supportive school environment free of discrimination, bullying/cyberbullying and harassment in school, on the bus, and at after school activities.

Students can learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior.

Students are expected to comply with the reasonable direction of teachers, support staff and administrators, demonstrate kindness toward each other, and use technology appropriately. Should students fall short of this expectation, consequences will be applied. Students will be asked to reflect on their behavior and identify how to correct behavior in the future. For a full explanation of expected behavior and consequences, consult the full Code of Character, Conduct and Support.

Selected Definitions

Academic Misconduct: An action or attempted action that may result in creating an unfair academic advantage or disadvantage for anyone in the academic community (students, staff and parents).

Bus Misconduct: Behavior by a person or group in which is harmful to the safe operation of the school bus.

Discrimination: Unjust actions against anyone in the academic community on school property or at a school function including but not limited to, discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

Restorative Interventions: Corrective groups for teaching and conflict resolution, including conferences that bring those impacted by a conflict together to address inappropriate behavior.

Sexual Orientation: Actual or perceived heterosexuality, homosexuality, bisexuality, and other sexual preferences.

Restorative Practices: Actions that promote inclusiveness, relationship-building and problem-solving through corrective methods. An alternate to consequences, restorative practices encourage students to reflect on and take responsibility for their actions and develop plans to repair harm.

Growth Mindset: The belief that all students can learn more if they work hard and persevere. Challenges and failures are opportunities to improve learnings and skills.