

SYOSSET CENTRAL SCHOOL DISTRICT
CODE OF CHARACTER, CONDUCT AND SUPPORT
Parent Plain Language Summary

Parent Summary:

This is the parent summary of the Syosset Central School District Code of Character, Conduct and Support. It was written by parents for parents, to highlight sections of the Code most relevant to supporting students in developing positive relationships, becoming good citizens and demonstrating responsible behavior.

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

Core Principles

The District's Code of Character, Conduct and Support is adopted by the Syosset Board of Education and required by the NYS Department of Education. The District's current Code ensures all students' right to an education in a safe, civil, caring and supportive learning environment. **It serves as a guide to good citizenship for students and all adults (teachers, principals, administrators, school staff, parents and the larger community).** The goal is for all adults to fulfill their obligation to help students become citizens who lead productive lives by modeling positive behaviors and cultivating those behaviors in students.

Student Discipline and support policies and practices will hold individuals accountable while focusing on being restorative and solutions based in order to support the foundation of a positive school climate. They will be implemented in a manner which is caring and equitable, respectful, and based on trust among administration, staff, students, and families. Ideally this will help students learn from their mistakes, acknowledge the harm caused or the negative impact on their actions, take responsibility and learn strategies that promote positive interactions.

The District's Code has been modified to highlight the social and emotional learning vision which aims to create collaborative school environments built on positive and supportive relationships and a growth mindset. Social and emotional learning contributes to improved academic and personal outcomes. Students can learn and practice how to manage their emotions, feel and show empathy and make good choices.

Every reasonable effort should be made to correct student behavior through interventions that are accountable and restorative. Parents are encouraged to promote participation in restorative practices and support their child to achieve the best outcome for this type of intervention. Interventions are essential when inappropriate behavior or infractions of the Code may be symptomatic of a more serious problem that students are experiencing.

The District's Code has incorporated the Dignity for All Students Act (DASA) which was created to give students and educational environment free of discrimination, bullying and harassment.

Rights and Responsibilities

1. Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community and collaborate with the School District to optimize their child's education opportunities.
2. Send their children to school ready to participate and learn.
3. Ensure their children attend school regularly and on time. Contact your building principal for support services available.
4. Ensure absences are excused. Refer to attendance policy for details and definitions.
5. Insist their children be dressed and groomed in a manner consistent with the student dress code.
6. Help their children understand that basic societal norms are required to maintain a safe, orderly and supportive environment.
7. Know school rules and help their children understand them so their children can help create a safe, supportive school environment.
8. Convey to their children a supportive attitude toward education and the School District.
9. Build a positive constructive relationships with teachers , other parents and their children's peers.
10. Help their children deal effectively with peer pressure by utilizing tools such as PTA programs, school hotlines, school psychologist and teachers.
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 acknowledged.
13. Tell school officials about any concerns or complaints in a respectful and timely manner.
14. Model respectful and considerate behavior to staff, other parents/guardians and students in all interpersonal communications.
15. Be open to active participation in resolving conflicts through a restorative process. For more details on the process please go to.....

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 both in school, on the bus, and at after school activities.

(Behavior outside of school that has the potential to impact the learning environment in school, will be addressed by school administration.)

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.

During the pandemic, all students will be required to wear mask/face coverings. Face coverings are required all times, except for meals and during instruction with appropriate social distancing. During instruction, the District will allow time for brief “mask breaks” for students when they can maintain social distance, such as times when there is six feet between individuals or when seated six feet apart and positioned between desktop barriers. Face coverings may be challenging for students (especially younger students) to wear in all-day settings such as school, so scheduling mask breaks is important. Face coverings will not be placed on:

- Students where such covering would impair their health or mental health, or where such covering would present a challenge, distraction, or obstruction to education services and instruction
- Anyone who has trouble breathing or is unconscious
- Anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance

The mask policy will be reevaluated on 30-day intervals based on any updates to CDC or NYSDOH guidance.

During the pandemic, all students when attending class in person or virtually, will be required to use a district issued Chromebook with the video camera turned on so that the students face is visible.

Visitors to School

Anyone who is not a regular staff member or student of the school must make an appointment with the school secretary and will be considered a visitor.

If a visitor is dropping something off for a student or staff member at the elementary schools, the visitor will place the item on a table designated for this purpose and will report to the security vestibule. And show proper ID and sign in if they must enter the school. If a visitor is dropping off an item at the Middle School or High School, the visitor will bring the item to the security vestibule and show proper ID and sign in if they must enter the building.

Any unauthorized person on school property will be reported to security and the Principal or his

or her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.

(If you are volunteering for a PTA sponsored activity, please respect the guidelines your PTA puts forth for volunteer activities.)

Selected Definitions

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

“Restorative Practices” means actions that promote inclusiveness, relationship-building and problem-solving through restorative methods. An alternative to consequences, restorative practices encourage students to reflect on and take responsibility for their actions and develop a plan to repair harm.

“Restorative Interventions” means restorative circles for teaching and conflict resolution, including conferences that bring those impacted by a conflict together to address wrongdoing.

“Drugs” means possessing, consuming, or being under the influence of an illegal substance which causes a physiological change in the body on School properties, at school functions, athletic activities, and while on trips. (Controlled substances with a prescription must be kept at and administered in the nurse's office at all times.) *Should this included in the parent's responsibilities?*

“Bullying” or “Harassment” means the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying, that (a) has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical wellbeing; or (b) reasonably causes or would reasonably be expected to cause a student to fear his or her physical safety; or reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or (d) occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property. For purposes of this definition the term “threats, intimidation or abuse” shall include verbal and non-verbal actions. Acts of bullying and harassment that are prohibited include but are not limited to those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity and expression) or sex.