

AT A GLANCE...



Code of Character, Conduct, and Support

ACCOUNTABLE. RESTORATIVE. EQUITABLE.

AFFIRMS the right of every student to an education in a safe, engaging, and supportive environment

CREATES the conditions where all classrooms support academic engagement, resulting in student goodwill, attention, participation, effort, commitment, and interest

NURTURES the development of both student character and student conduct

PROMOTES an accountable, restorative, and equitable approach to student support and discipline

ENSURES that each school provides equitable access to a wide range of strategies and interventions that promote positive behavior, help students develop social-emotional and academic skills, and empower students to consistently exhibit skillful, appropriate, and acceptable behaviors

RECOGNIZES that each school is a public place that must balance individual rights with civic obligations and the needs of others, based upon the rules and policies that create access to education for all, while protecting the due process rights of the individual

PROVIDES equitable resources to the entire community to understand the behaviors that are expected within the school culture

CALLS on school staff, students, families, school board members, and community members to treat each other with mutual respect as partners in the all-important work of educating our children

PROVIDES tools to support the entire WS/FCS community in meeting expectations of behavior

To see the entire
Code of Character, Conduct, and Support, visit
wsfcs.k12.nc.us/code

WHY DOES WS/FCS HAVE A NEW CODE OF CHARACTER, CONDUCT, AND SUPPORT?

The new Code of Character, Conduct, and Support is the district's set of values, rights, rules, standards, principles, and guidelines related to student behavior. It has a particular focus on accountability, restorative and equitable actions. It is meant to guide every child and assist parents and school leaders in treating each other with respect and align everyone as partners in the all-important work of educating our children.

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WHAT ARE STUDENT RIGHTS?

Rights and responsibilities go hand in hand. With every right comes a responsibility. Our rights in this Code are protections afforded to each and every student. Responsibilities are the obligations expected of students to fulfill those rights through individual actions, mutual cooperation, and respect for all members of the community in alignment to district policies.

WHAT ARE PARENT/CAREGIVER RIGHTS?

Families are equal partners in supporting success for all students. Parents and caregivers know their children best. It is important for parents/caregivers to be knowledgeable about student expectations, school rules, disciplinary policies, and classroom procedures. The home-school partnership is important to developing children's character and conduct

I SEE THE WORD RESTORATIVE, WHAT EXACTLY DOES THAT MEAN FOR PARENTS?

Taking a restorative approach means that students will be provided with support to take responsibility for their actions, reflect on the impact of their behavior, and accept consequences and interventions.

It also means that there will be intentional efforts to build and sustain healthy and positive relationships, and repair harm and restore relationships when students have engaged in behaviors that harm others or the school community.

HOW MANY LEVELS OF CONSEQUENCES ARE THERE? WHERE CAN I FIND A BREAKDOWN OF THOSE LEVELS?

There are six levels of consequences. A table is included in the Code of Character, Conduct, and Support that outlines the range of accountable consequences and restorative interventions for each level of behavior violations.

WHAT IS THE BEHAVIOR VIOLATIONS MATRIX?

The Behavior Violations Matrix outlines specific violations and the associated levels of accountable consequences.

WILL I RECEIVE A PHONE CALL WHEN MY CHILD IS FACING A CONSEQUENCE?

Communication between school and home is important for the success of every student. Levels 1 and 2 behaviors are expected to be managed within the classroom or school building using strategies that typically promote positive behaviors and/or prevent unwanted behaviors. If a student engages in low-impact behaviors identified as Level 1 in the Behavior Violations Matrix, you may not initially receive a call, note, or email.

However, if the low-impact behavior becomes persistent or more serious and the teacher has tried multiple strategies to support your student, he/she should communicate with the Parent/Caregiver. It is also expected that parents are notified when a student is assigned a consequence such as detention, in-school-suspension (ISS), out-of-school suspension (OSS), etc.

**For
more
FAQs**

