

School Code of Conduct  
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## **Background**

The student body at Union City High School is among the largest in the country. Our student body of 3,100 is dynamic and ever-evolving. Since our school serves a predominantly Latino student body, we see a high turnover rate among the student body. One of my students spent a year with her father in Mexico and then returned to UCHS for her junior year. This can be problematic because the learner will be exposed to contradictory information. We have a 230-person teaching team, which sadly sees many turnovers. We are in a low-income neighborhood.

## **School Culture**

UCHS is committed to providing students with a safe and orderly learning environment. The success of the educational process depends on implementing an effective disciplinary program. We have worked hard to make the school a place where kids feel secure and can focus on their education at their own pace. Each pupil should be allowed to study in peace. Appropriate ROAR student and employee conduct are taught and reinforced from the first day of school. Value me, others, and my institution; strive for greatness; take responsibility for my decisions; recognize that attitude is everything; and reach for the stars. Each day begins with the recitation of this vow by the entire student body. Our collective mission as a school is to help every pupil achieve his or her full potential. If the students follow the guidelines, they will be rewarded with extra outdoor time, special treats during class, participation in group activities, and even field excursions. Standard disciplinary action for rule violations is handled by classroom instructors, with the principal and assistant principal stepping in only in the most severe cases. There may be times when we need assistance from district protection.

## **UCHS Rules**

**R**-Reach for Excellence

**O**- Own my Choices

**A**-Attitude is Everything

**R**-Respect Myself, Others and my School

## **Student Rights**

Students have the right to:

- Establishing a secure setting for education
- Knowledge Acquired
- To receive respect and fair treatment from faculty and staff
- Privacy

## **Student Responsibilities**

Students are responsible for:

- Students are responsible for:
- Observing classroom and school regulations
- Completing assigned tasks on schedule \* being respectful of school property \* being responsible for their own activities
  1. insist on the inclusion of marking policies in the manual, so that both parents and pupils can prepare themselves.
  2. We have rules in place for guests who attend our institution. Every visitor to our school, including parents dropping off their children, has their driver's license scanned by a computer software. Prior to entry, they must be given the all-clear.

## **Student Code of Conduct Topics**

The following are the essential components that should be included in the College Code of Conduct. When drafting our brand-new Code of Conduct, I used our previous one as a resource to help me determine which aspects are the most vital to include. After discussing the matter with my primary instructor, I decided to combine a few of the courses and narrow the focus of my attention to the ones that I regarded as the most important. They are enumerated in the manner they should appear in the Code of Conduct rather than in any particular succession of

significance. Implementing the rules and procedures discussed in these behavior disciplines is the only way to ensure that all students will be safe in school environments. The Most Important Parts of the Code of Conduct are as follows:

Declaration of Purpose and Objectives

Dress Rules

Responsibility in the Internet Age for Students

Student Participation

Absenteeism and tardiness on the Part of Students

Arrival and Discharge

Emergency Circumstances and Points of Communication

### **Narrative**

I decided to cover the required information because it lays a strong foundation for students to develop their knowledge and comprehension. I started with the vision and belief statements because they explain the reasoning behind establishing the code of conduct to ensure that the student's academic, social, emotional, and behavioral needs are met. I did this because the vision and belief statements are the foundation of the code of conduct. It is far more successful to show students the distinction between right and wrong, the repercussions of their actions, and how to make ethical decisions than educating them on right and wrong. It is not enough to refrain from informing students what is ethically necessary; they must also be taught. Because they are constantly torn between competing desires to be charitable, selfless, competitive, and cooperative, students require assistance when making decisions that have moral implications.

Students must be equipped with the skills necessary to navigate the moral gray areas that will undoubtedly present themselves in the real world. Every moral action has a reason (Carins, 2012).

Young people can learn to think analytically and reasonably as a result of moral instruction, and they can also learn to resolve moral conflicts without the need for external direction. After going over the school's purpose statement and the affirmations of belief, the next topic on the agenda would be the school's model and procedures for enforcing punishment. After that, we would discuss the clothing code and digital citizenship. Children need a dress code to feel safe and protected at school, and those who disobey the dress code should face the consequences. These consequences should apply to both students and adults. We encourage people to be distinctive, but not at the expense of the well-being of others or societal standards. After the Unified Code, the Educational Internet Accountability policy would be implemented. The Student Internet Accountability and Apparel Code state that noncompliance will result in disciplinary action. A school should not concentrate on the technology itself but rather on the behaviors of its students and faculty members when using the technology. It is unnecessary to alter the policies of Facebook, YouTube, or any other program; the problem can be solved by focusing on the behavior of those using technology (McLoed, 2015).

Following our conversation regarding these two topics, we would then proceed to the UCHS Disciplinary Plan that is currently in place. A progressive disciplining plan that challenges students to take accountability for their actions and improve as a result of both good and poor decisions serves as the cornerstone of the school. The educational institution must create a risk-free atmosphere in which pupils are free to make mistakes without the threat of being disciplined. The portion on Administrative Procedures would be placed after the section on the

Punishment Plan. This Subject would serve as a foundation for the details to be laid out regarding the kinds of regulatory infractions considered minor and substantial by the school, as well as the procedures for dealing with such violations. These details would be laid out within the context of this Subject. These four pillars symbolize the highest standard of moral and ethical behavior expected from students and teachers at the educational establishment. The next portion that I would add to the Model Code of Ethics includes a list of items that students are and are not permitted to bring to school. This list could include but is not limited to electronic devices, games, skateboards, bicycles, and other similar items. Establishing clear guidelines for these situations and including them in the school's code of ethics can help schools save time and energy when dealing with lost or stolen belongings and prevent the introduction of materials that are not desirable. Additionally, this can help schools avoid the introduction of materials that are not desirable. As a close second, we have arrival and dismissal, both of which are essential to the well-being of students, teachers, and parents/guardians because they involve students' movement from one location to another. This process requires careful planning and coordination among a large number of adults. This is because arrival and dismissal involve students' movement from one location to another. Following these two concerns would be the problem of student participation. Absences from school and procrastination both have the potential to become subtopics of this overarching Subject. These three concerns are essential to the student's education because their academic achievement relies on consistent and reliable class participation.

After reviewing these topics, I would discuss critical situations and the people you should contact in an emergency. We are responsible for finding out who will be collecting up and dropping off students, whom they should stay in contact with, and whom they should notify in

the event of an emergency; this information should be included in a code of conduct. School administrators may have to deal with a situation in which the student's other parent tries to contact the student if the student's parent of possession is not at school. It is both our societal and moral obligation to gain an understanding of the environments in which our students are raised. In a similar vein, it is our ethical responsibility to provide students with comprehensive strategies for dealing with potential hazards such as natural catastrophes, fires, unauthorized visitors, and the use of weaponry. The inclusion of topics such as Vision/Mission Statements, Dress Code, Student Digital Citizenship, Discipline, and our Discipline Model, Items brought from home, Student Attendance, Student Absences and Tardiness, Arrival and Dismissal, Emergency Contact, and Emergency Situations helps foster student respect and acceptance of the safety, ethical behavior, and procedural norms that are expected of them on school property. This helps foster student respect and acceptance of the norms expected of them on school property. The topics covered in the Code of Ethics can assist a school and its instructors in developing a culture within the organization that integrates ideals such as honesty, fairness, and respect into its day-to-day operations as well as its cultural standards.

Jo Carins. (2003). Education for Values : Morals, and Citizenship in Contemporary Teaching:

McLoed, S. (2015). Principles for Districts' Media Policies. *School Administrator*, 73(7), 12