



## **Code of Conduct for Families, Volunteers, and Visitors**

### **I. Statement of Purpose**

The participation of families (parents, guardians and caregivers), volunteers and visitors in the learning process and education community is directly correlated to the level of academic success a student will attain. Understanding this vital connection, this Code prioritizes strategies to build bridges in an effort to welcome persons onto our campus. Without meaningful parent and school partnerships, efforts in isolation to increase academic achievement will be futile.

Research has maintained for over 60 years that a positive relationship between home and schools is mutually beneficial for students, families and the school community, including the following:

#### **Benefits for Students:**

- Improved student achievement, including math and reading scores;
- Higher motivation to excel in school;
- Better school attendance;
- Improved behavior at home and school; and
- Better social skills and adaptation to school.

#### **Rewards for families:**

- The opportunity to closely monitor their child's performance and recognize and address any difficulty they might be having in school;
- Better relationships and communication with teachers; and
- Having a voice in decisions that enhance the academic environment of the school and improve the educational experience.

### **Advantages for the School Community:**

- Immediate access to garner family support on school initiatives;
- Improved teacher morale;
- Higher ratings of teachers by parents, which can boost their reputation in the community; and
- Involved families can become powerful allies to engage community wide support for educational excellence in all neighborhood schools.

This Code of Conduct applies to all families, volunteers and visitors who interact with schools and offices in the Cumberland County school district. It also applies to those who are present at school, in person or virtually, and at school-sponsored activities, meetings, and/or functions during and after regular school hours.

In order to create a climate and culture of support for all students, there is an expectation for all stakeholders to work together in *ensuring that every student attains high academic achievement, positive social and emotional development and gains readiness for college, careers, and a successful and productive life.*

The overarching expectation is that we work constructively together to address issues related to concerns, programs and services before they become a source of conflict. Any interaction between school personnel and families, volunteers and visitors should **start with assuming good intentions in others.** We also should all make a sincere effort to appreciate each other's perspective as we work together to support our children. Other positive and effective interactions should include:

- Respecting each other's time and responsibilities;
- Agreeing on a time and location to meet and/or discuss an issue;
- Listening carefully with a respectful exchange of opinions and suggestions;
- Approaching disagreements in a manner that treats others as integral parts of the decision making and encourages mutual problem solving; and

- Providing the opportunity for either party to seek a second opinion or other intervention when there is unresolved disagreement or when an answer to a difficult situation can't be reached.

## **II. Guidelines**

In order to maintain an orderly, respectful and secure educational environment for students and staff, it is essential that families and visitors are aware of their responsibilities and understand that adherence to these guidelines is essential for each school and office. Penalties for lack of adherence to this Code of Conduct shall be enforceable by the board of education and by local law enforcement officers if necessary.

## **III. Responsibilities**

1. Recognize that the education of children is a joint responsibility of families and the school community;
2. Convey a supportive attitude toward education and the district;
3. Build mutually respectful and productive relationships with administrators, teachers, school staff, bus drivers, other families and their children's friends;
4. Review the student's school handbook with their child and review the student's individual rights and responsibilities with them;
5. Model, for students, appropriate behavior and adherence to policies and procedures;
6. Discuss with students expectations for adhering to classroom rules and the overall purpose while eliminating potential consequences associated with noncompliance;
7. Ensure that students are dressed and groomed in a manner consistent with the applicable school dress code;
8. Ensure that students bring only items appropriate and related to the instructional program at school;
9. Request support from appropriate school system staff to help their children to deal effectively with bullying and peer pressure;
10. Seek assistance for handling concerns, always allowing for the opportunity for school leadership to address concerns; start at the school level with the classroom teacher and

then alert the principal when you have concerns with a teacher or other school-related issues;

11. Inform school officials of changes in the home situation that might affect student conduct or performance; and
12. Provide a place for study and ensure homework assignments are completed.

#### **IV. Public Conduct on school property**

Schools are a place of work and learning. All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner. The building principal or their designee is responsible for all persons in the building and on the grounds. Anyone who is not a regular staff member or student of the school is considered a “visitor.” All visitors are required to abide by the rules for public conduct on school property established by procedures, state law, and school board policy.

All visitors shall provide a copy of a government-issued identification, which includes the visitor’s name, date of birth and photo, to the school office to be recorded. Persons who do not provide required identification will not be permitted on premises.

Visitors may be escorted and/or accompanied by a school employee throughout their visit. Visitors are required to wear a badge or name tag indicating that they are a visitor throughout their visit.

#### **V. Conduct Prohibited on school property**

No person shall:

1. Act in a threatening manner (i.e., gross disrespect, threatening, using loud or offensive or profane language, swearing, or displaying temper, or causing disruption to professional or academic climate) toward any staff member or student;
2. Approach someone else’s child in order to discuss an issue or chastise them. (Such an approach to a child may be seen as an assault on that child and may have legal consequences);

3. Injure any other person or threaten to do so;
4. Damage or destroy school property, or threaten to damage or destroy school property or the property of a teacher, administrator, other district employee or any other person lawfully on school property;
5. Disrupt classes, school programs or other school activities;
6. Send abusive, harassing, or threatening emails or text/voicemail/phone messages or other inappropriate written communication;
7. Record or videotape any interactions within the school building where there is an expectation of privacy (classroom instruction, conversations with teachers, students, staff), unless all participants to the conversation have given their permission for the recording or videotaping;
8. Misuse social media to fuel campaigns and complaints against schools, school staff, and/or other parents/students through social networking and websites;
9. Misuse social media for cyberbullying and/or to publicly humiliate another by inappropriate social network entry;
10. Disrupt school transportation or confront transportation staff on the bus, the road, in neighborhoods, or on school system grounds, or enter upon a school bus without express permission to do so;
11. Distribute or wear materials on school grounds or at school functions that are suggestive and inappropriate, obscene, advocate illegal action, promote alcohol or illegal substances, appear libelous, obstruct the rights of others, or are disruptive to the school program;
12. Intimidate, harass or discriminate against any person on the basis of race, color, national origin, citizenship status, marital status, religion, age, sex, gender identity, sexual orientation, disability or age;
13. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed;
14. Obstruct the free movement of any person in any place to which this code applies;
15. Violate the traffic laws, parking regulations or other restrictions of vehicles while on school property;

16. Possess, consume, sell, distribute or exchange alcoholic beverages, tobacco, tobacco products, vaping products, controlled substances, or be under the influence on school property or at school functions;
17. Possess or use firearms or dangerous weapons in or on school property or at any school function, except in the case of law enforcement officers;
18. Loiter on school property or at school functions;
19. Gamble on school property or at school functions;
20. Refuse to comply with any reasonable order of identifiable school district officials performing their duties;
21. Willfully incite others to commit any of the acts prohibited by this code; or
22. Violate any federal or state statute, local ordinance, or Board policy while on school property or while at a school function.

## **VI. Tips for families, Volunteers and Visitors**

On some occasions, there may be strong disagreement over a school system decision, policy or procedure. The following are tips for how to effectively approach and address concerns.

- **Organize Your Thoughts**

Clearly state the issue or the problem you are experiencing. Make a list of questions you would like to ask. Identify several possible solutions you think would resolve your concern.

- **Stay Calm—Maintain a Civil Tone**

Focus on the facts, not on the person with whom you are discussing the issue. Avoid blaming, demanding, and saying “should.” Say “I believe...,” “I feel...,” rather than “You should...”

- **Clarify, Rather Than Assume**

If you are not sure about something or what you heard, ask for an explanation or clarification. Try to understand the views of the other person involved in the situation and the solutions they might propose.

- **Be Flexible**

Recognize that problems can be solved in more than one way. Be open to alternative solutions.

- **Keep Records**

Make notes of meeting dates and times, who you talked to, and what was discussed.

Save copies of letters, forms and other material related to your concern.

## **VII. Consequences for Violating the Code of Conduct (verify)**

Principals or their designees and school security have the authority to enforce the Code of Conduct for Families, Volunteers and Visitors, as well as all district policies and procedures, and are authorized to determine the appropriate offense level outlined below.

Depending upon the severity of the incident, parents/guardians or visitors may be ejected from, or otherwise banned from campus and participation in school-sponsored activities. In situations involving lesser infractions or where remediation is viable, a verbal warning will be provided. Should a parent/guardian or visitor fail to heed the direction issued in the verbal warning, a ban or other restrictions designed to deter the conduct will follow. No restriction, however, will prevent the parent/guardian from working collaboratively with the school to meet the child's educational needs, nor will a parent/guardian be excluded from meetings regarding their child's education and performance.

### **A. Level 1 Offense**

Level 1 offenses are those that do not jeopardize the safety or welfare of students or staff. Consequences are geared to deter and correct behaviors. Failure to act accordingly will result in the escalation to a Level 2 offense and consequence.

**Consequences:**

1. First Infraction: Verbal Warning
2. Second Infraction: Administrator/Parent Training Session
3. Third Infraction: Formal mediation

**B. Level 2 Offense**

A parent/guardian or visitor in violation of any portion of this code that jeopardizes the academic environment and/or safety and welfare of students and staff is subject to being banned from school property for a specified period of time and will be subject to the district's actualization of its right to pursue a civil or criminal legal action. Repeated Level 1 offenses may also qualify as a Level 2 offense.

**Consequence:**

Issuance of a formal "No Trespass Letter" from premises – this formal notice can be instituted for a quarter, semester or year at the discretion of the school system.

When an individual commits a Level 1 offense (second infraction), the principal will notify the Director of Schools, or a designated representative (including the school resource officer) who will facilitate appropriate training. A period of not less than 30 days will be provided to complete training. Failure to complete training requirements will result in escalation to a Level 2 offense.

At the termination of a formal ban and "No Trespass Letter" from school premises, a meeting with the principal is required and completion of an identified training session through the office of the Director of Schools will be required before privileges are restored.

**VIII. Right to Appeal**

Level 1 offenses are not appealable.

If an individual would like to appeal a Level 2 offense, a written request with supporting evidence must be submitted to the Director of Schools (or an appointed designee) within five (5)



calendar days of the imposition of the consequence. Contact information for school staff can be located on the school’s official website. Upon receipt of a request to appeal, the appointed designee has five calendar days to issue a written finding to either uphold, amend or abolish the ban as written. If the reviewing staff upholds the decision of the principal, a second level of appeal is available through the Director of Schools or the School Board.

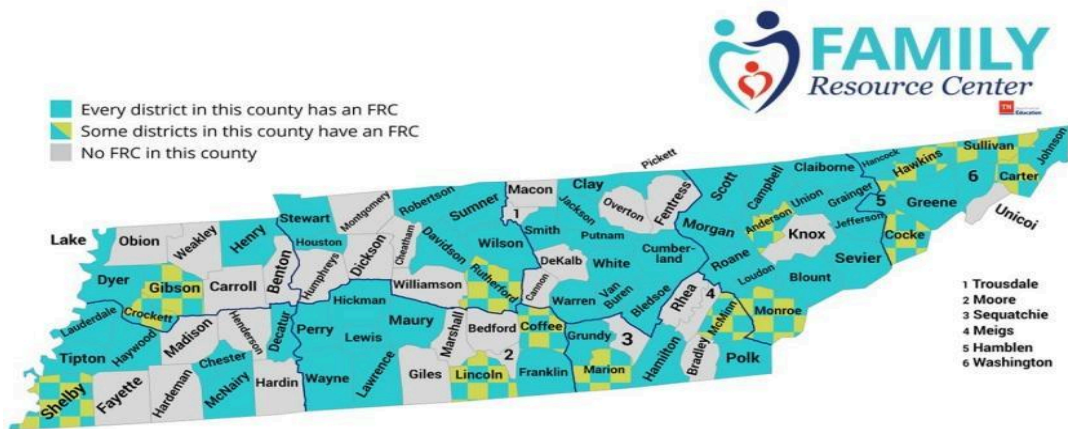
All appeals should be requested and responded to in a timely manner.

## IX. Resources

The Tennessee Department of Education (TDE) website has numerous resources available to aid families and communities in supporting students and local schools. The TDE website can be found [here](#).

### A. Tennessee Family Resource Centers

The Family Resource Centers are located throughout Tennessee, as shown in the image below. These centers are in place to help engage with families and assist them in supporting their student(s).



**All information located herein shall conform to Tennessee Law, the Tennessee Department of Education, the Tennessee Board of Education and local school board policies.**

