



POLICY MANUAL: CODE OF CONDUCT (POLICY 1400)

Policy Committee of the Whole
April 11, 2023



Shared Accountability

In all school communities, accountability must be equitably shared and reciprocal, rather than hierarchical. All community members should hold themselves and each other accountable both to their community and to their shared vision for their community. Members are encouraged to reflect frequently on how their behaviors either support the shared values of the community or fail to do so, and to consider behaviors that would be more supportive of the community's values.



Families As Partners

Students, parents and school staff all have a role in making schools safe and must cooperate with one another to achieve this goal. Routine outreach to parents can include, but is not limited to, a phone call and/or written communication. As role models, parents and school staff should exhibit the behaviors that they would like to see students emulate.



Prevention, Intervention & Progressive Discipline

Universal Prevention

A district-wide, whole school approach to promoting positive behavior is the foundation to building and maintaining a positive culture within each school.

Guidance Interventions Contrasted with Disciplinary Responses

Responding to problem behaviors through early, systematic interventions when problems are first identified can prevent escalation and repeat occurrence of problem behaviors.



Prevention, Intervention & Progressive Discipline

Progressive Discipline

Understanding discipline as a “teachable moment” is fundamental to the District’s approach to discipline. Progressive discipline uses incremental interventions to address inappropriate behavior with the ultimate goal of teaching pro-social behavior.

Restorative Approaches

Restorative practices foster healthy relationships with the school community and promote positive discipline in schools by resolving conflicts, holding individuals and groups accountable, repairing harm, reducing and preventing student misbehavior, and addressing the needs of all parties involved.



Matrix for Guidance Interventions and Disciplinary Responses

The Code of Conduct holds students accountable for their behavior. Misbehavior is grouped into four levels based on the seriousness of the behavior. Each level contains a variety of interventions and consequences for school staff to use in response to the student behavior. The Code of Conduct provides graduated accountability measures for students who engage in repeated behaviors despite prior interventions or consequences (see pages 28 to 41 of the Code of Conduct for the full matrix).



Annual Review, Dissemination, & Regulation

- The Rochester City School District's updated Code of Conduct was adopted on June 16, 2016. The amendments and additions to the Code of Conduct aim to create a more restorative and less punitive Code, focusing on keeping students in their classrooms and schools. The Code of Conduct was amended on June 24, 2021.
- Through its Policy Development and Review Committee ("Policy Committee") the Board of Education will review the *Code of Conduct* annually at or following the close of each academic year.



Review Process

Resolution

Based on Resolution No. 2022-23:13, the Board President requested the Commissioners, Superintendents, Parent Groups, and Student Leadership Congress to assist in appointing members.

Committee

The Code of Conduct Committee was charged with providing the Board with written recommendations on improving the school climate across the District.

Subcommittee

The Policy Subcommittee reviewed the recommendations from the Code of Conduct Committee to determine how to proceed with recommendations.

Executive Cabinet

Executive Cabinet reviewed recommendations provided by Policy Subcommittee to determine how to proceed with recommendations.



Code of Conduct Committee Members

Chair Madeline Funchess, *Citizen Action of New York*

Co-Chair Beatrix Almer Martin, *12th Grader at SOTA*

Mary Adams, *East Upper School Parent*

Robert Allan, *Monroe County Dept. of Human Services/FACT*

Anthony Andrews, *Teacher Assistant*

Jennifer Banister, *Teen Empowerment*

Joshua Bauroth, *School No. 58 Parent*

Aria Camaione-Lind, *SOTA Parent*

Heather Crimmins, *Director of Rochester Program Development/Reentry Attorney, Center for Community Alternatives, Inc.*

Tonia Dawson, *School No. 7 Parent*

Sharon Key, *School No. 22 Teacher/RTA*

Rhonda Morien, *Chief of Schools*

Adrian Neil, *General Counsel*

Deserie Richmond, *Acting Chief of Special Education*

Margaret Sergent, *RTA Second Vice-President*

Nancy Springett, *School No. 33 SSO*

Demario Strickland, *Deputy Superintendent of Teaching & Learning (Former Chief of Schools)*

Barbara Vankerkhove, *Parent of RCSD Grad/ Community Member*

Julianne Wise, *Library Media Specialist/RTA*



Overall Recommended Changes

- Gender-neutral language.
- School Resource Officers removed or replaced with School Safety Officers/personnel.
- Restorative practice language highlighted more.
- Reorganization of areas for readability.
- Provides more opportunities for partnership/collaboration between school staff and parents.
- Focus on increasing guidance and accountability to help students succeed in a positive school climate.
- Consistent language throughout the document.
- Should vs. shall vs. must.



Major Recommended Changes

Section	Notes
Guiding Principles	<ul style="list-style-type: none"> Number of Guiding Principles increased from 18 to 19. The Guiding Principles are divided into three categories ---- Creating Positive School Environment, Fair Discipline, & Collaboration With Community. "Shared Accountability" received a new description and its old description was renamed "Collaboration and Sharing of Resources".
Shared Accountability	<ul style="list-style-type: none"> Section aligned for brevity and addition of goals. Reorganized, newly added section "How is shared accountability practiced?"
Rights, Responsibilities and Expectations	<ul style="list-style-type: none"> Expectations for all parties were updated.
Prevention, Intervention & Progressive Discipline	<ul style="list-style-type: none"> Subsections were reorganized.



Major Recommended Changes

Section	Notes
Levels of Intervention and Disciplinary Responses	<ul style="list-style-type: none">▪ Behaviors were reorganized into the five following categories: Academic Classroom, Non-Academic/Administration, Violence/DASA, Drugs/Substances, and Legal/Law.▪ Bullets were replaced with checkmarks.▪ Shaded areas were removed.▪ An X has been placed in levels not allowed to be used.▪ Changes in allowable discipline for various behaviors.▪ Threats, Bullying and Cyberbullying were combined with Harassment.▪ Addition of new behaviors (i.e. Insubordination).▪ Definition of removal added to "Student Removals & Due Process".



Major Recommended Changes

Section	Notes
Appendix C Due Process	<ul style="list-style-type: none">▪ Opening paragraph added.▪ Updates to "Appeal Provisions" for long-term suspensions.
Appendix D Student with Disabilities	<ul style="list-style-type: none">▪ Reorganization for better flow.▪ Updated for adherence to legal requirements.
Appendix F Glossary	<ul style="list-style-type: none">▪ Definitions updated.



Next Steps in Review Process

Public Hearing

Thursday, April 27, 2023 at 5:30pm, prior to the Board Business Meeting.

Subcommittee

Review recommendations from the Public Hearing.

Approval

Forward out of the June Policy Committee meeting.

Three readings.

Slated for Board vote at the June Business Meeting.

