



# **POLICY MANUAL: CODE OF CONDUCT (1400)**

Policy Committee of the Whole  
April 9, 2024



Unless otherwise indicated, this Code applies to all students, District personnel, parents, visitors and other persons on school property or attending any school function, and applies to behavior:

1. In school during school hours;
2. Before and after school, while on school property;
3. While traveling in vehicles funded by RCSD;
4. At all school-sponsored events; and
5. Off school grounds or outside regular school hours that has the potential to result in a disruption to the educational process or endanger the health, safety or welfare of those in the school community.



## TO WHOM, WHEN AND WHERE THIS CODE APPLIES

The climate of a school—the degree to which people feel safe and valued, experience communication as open, honest and caring, and feel a sense of ownership and also responsibility for one another’s well-being—has a profound effect on people’s ability to take creative risks, learn, grow and nurture others.

Shared accountability requires that both adults and children are held accountable for their actions and have the ability to hold each other accountable. We will reflect on our actions and analyze whether or not we are supporting our community.



# SHARED ACCOUNTABILITY

## 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.

## Progressive Discipline

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

Progressive discipline aims at creating positive learning opportunities around behavioral, moral, and ethical issues



# PREVENTION, INTERVENTION AND PROGRESSIVE DISCIPLINE



## Restorative Approaches

Restorative practices foster healthy relationships within the school community and promote positive discipline in schools by resolving conflicts, holding individuals and groups accountable, repairing harm, promoting pro-social behavior, and addressing the needs of all parties involved.

## Guidance Interventions Contrasted with Disciplinary Responses

Responding to behaviors through early, systematic interventions when issues are first identified can prevent escalation and repetition of similar behaviors.



# PREVENTION, INTERVENTION & PROGRESSIVE DISCIPLINE



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 23 to 36 of the Code of Conduct for the full matrix).



## Matrix for Guidance Interventions and Disciplinary Responses



- 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 29, 2023.
- 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.



## Annual Review, Dissemination, & Regulation

Per Resolution No. 2022-23: 13, the following individuals and groups have the opportunity to recommend Code of Conduct Committee members:

- Commissioners of the Rochester Board of Education
- Superintendent of Schools for the Rochester City School District
- Superintendent of East/EPO
- Student Leadership Congress (SLC)
- Bilingual Education Council (BEC)
- Parent Leadership Advisory Council (PLAC)
- Special Education Parent Advisory Council (SEPAC)
- Association of Supervisors and Administrators of Rochester (ASAR)
- Board of Education Non-Teaching Employees (BENTE) Local 2419
- Rochester Association of Paraprofessionals (RAP)
- Rochester Teachers Association (RTA)



# Committee Member Selection



Mary Adams, *Parent*  
Robert (Chuck) Allan, *Monroe County Dept. of Human Services/FACT*  
Mirta Arroyo, *Teacher – East/EPO*  
Jennifer Banister, *Teen Empowerment*  
Joshua Bauroth, *Parent - PLAC*  
Gayle Cameron, *Teacher Assistant - RAP*  
Jah'Corey Chapman, *Student - SLC*  
William Cronmiller, *Assistant Principal - ASAR*  
Detrius Dixie, *Teacher Assistant - RAP*  
Elizabeth Dunne, *Project Implementation Specialist - ASAR*  
LaCassa Felton, *Principal - ASAR*  
Diveth Garcia, *Parent – BEC*  
Elizabeth Garcia, *Teacher Assistant - RAP*  
Sara Gotham, *Teacher – East/EPO*  
Briana Jones, *Parent - PLAC*

Akua Kankam, *Vice Principal – East/EPO*  
Nkem Norris, *Center for Community Alternatives Youth Programming*  
Ashonnie Phillips, *Student - SLC*  
Louden Roa, *IBERO - BEC*  
Veldra Simmons, *Sr. School Secretary - BENTE*  
Djinga St. Louis, *Principal - ASAR*

### Executive Cabinet

Lashara Evans, *Chief of Staff*  
Adrian Neil, *General Counsel*  
Demario Strickland, *Deputy of Teaching & Learning*

Co-Chair

*\*Note: All members on this list attended at least one (1) meeting.*



# Committee Members





# STANDARD OPERATING PROCEDURE

- Bi-Weekly Code of Conduct Committee meetings
- District Executive Cabinet Review
- Public Hearing
- Final recommendations forwarded to the Policy COW to follow the policy management process as outlined in Policy 2410

- Highlighted yellow in all documents attached indicates recommendations for the Board to consider.
- Aligned the matrix with the school reconfiguration plan by updating some inappropriate behaviors to include K-6 versus 7-12.
- Two sections added after the matrix focusing on reengaging students – “Continued Engagement Throughout Suspension” and “Re-entry to School After Suspension”.
- Creation of a Superintendent’s regulation for re-engagement after a student’s suspension.
- Appendix A – Dress Code updated to be more inclusive and sensitive to our students’ needs.
- Appendix C – Due Process updated to include process for students entering our District who are suspended or expelled from their previous school district.
- Added required policy as Appendix F - School Safety and Educational Climate (SSEC) Reporting, and moved Glossary to Appendix G.



# Recommended Changes

- Updated definitions for District Personnel versus School Personnel.
- Defined employee.
- Changed Police/Police Official to Law Enforcement/Law Enforcement Officials throughout the policy for consistency.
- Changed per to in accordance throughout the policy for consistency.
- Changed personnel to staff throughout the policy for consistency.
- 1400-E1 & 1400-E2



# Recommended Changes



# NEXT STEPS

- Forwarded out of Policy Committee to Board Business Meeting
- Policy will follow the policy adoption process outlined in Policy 2410
- Vote at the June Business Meeting