

PCSD

Code of Conduct meeting

August 21, 2019

Notes:

Documents reviewed Codes of Conduct documents from Wheatland Chili, BOCES 1, Brighton, Penfield, and Pittsford.

- We played a Ninja game 😊 as a fun opening activity
- We listened to this statement: “Bringing our values to how we listen,” by James E. Miller
- We did a circle around summer activities and getting our “minds on” for today’s meeting.
- Feedback on workgroup work thus far:
 - a. Good way to identify the priorities
 - b. Workgroups accomplished a great deal at the last meeting in a short period of time
 - c. Like ideas about common language to be developed
 - d. Like comparison of codes of conduct to others in the community
 - e. Looked at other Codes of Conducts and began to look at how to incorporate in to building practices
 - f. Continue to prioritize culturally responsive education
 - g. Continue to prioritize race, identities, vaping, SEL, restorative practices
- Feedback from workgroups:

Use data from discipline, climate, etc. each year when we review the Code of Conduct

Add culturally responsive precepts in the document

Format changes: colors, pictures

Goal is a consistent process, then decisions are made based upon the circumstances

Groups 1 and 4 combined for this meeting: discussed rights and responsibilities: Short term:

 - Created a separate drafted list of student rights and a suggested revisions to the current section on rights and responsibility – Short term goal
 - Longer term:
 - Make the title more friendly and aligned with PCSD Mission, Vision and Values
 - Used the Wheatland Chili document to review and like the title of Code of Character, Character and Support
 - Establish consistency of documents across levels (elementary, middle, high)
 - Develop a brochure type document of key elements
 - Developing affinity groups
 - Professional development needs

Group 2: Short term:

- Add the DASA language definitions
- Utilize Brighton's and BOCES definitions
- Incorporate the student work on slurs and ways that language is hurtful
- Longer term:
 - Figure out what are levels of infractions and consequences/interventions
 - Incorporating more restorative practices after staff training
 - Looking at Tier 1 and Tier 2 activities
 - Sample activities/lessons as part of the training
 - Professional development

Group 3: Short term

- Separate possession and use of tobacco from possession of drug delivery devices; no right to Miranda protocol
- Add language about searches (Brighton, Penfield) – lockers, desk, etc.
- Separating interventions, supports, consequences
- Testing drug delivery devices
- Protocol for using the alcosensor
 - Determining need, parent contact, permissions

Group 5: Short term

- Re-order the intro, Code applying to school functions, property and off site
- Move last paragraph up
- Language consistency across document
- Change 3rd paragraph, incorporate the District Vision, Values Mission, SEL, restorative
- Incorporate language about the restorative approach in the introduction
- Add proactive, focus on learning, positive environment and restorative responses to discipline when possible
- Headings
- Longer term:
 - Assembly on harassment, rights and responses
 - Teacher training
 - Student training and leadership

Plans for Friday:

- More work in workgroups
- Plans for longer term process
- Next steps for document development and presentation to the BOE

We closed with a community circle about our feelings on the progress of the group.