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:
    o Make the title more friendly and aligned with PCSD Mission, Vision and Values
    o Used the Wheatland Chili document to review and like the title of Code of Character, Character and Support
    o Establish consistency of documents across levels (elementary, middle, high)
    o Develop a brochure type document of key elements
    o Developing affinity groups
    o 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.