

SUMMER LEADERSHIP

Code of Conduct

August 7, 2026



Vision 2037: Mission, Vision, Goals, and Priorities

MISSION

The mission of Rush-Henrietta Central School District is to **diligently serve the diverse educational needs of each student** by **providing an inclusive and nurturing environment** where everyone is enabled to **fulfill their full potential in school and after they graduate.**

VISION

Rush-Henrietta envisions our district to be a place where **every learning environment is equitable and student-centered** and individual growth and potential is cultivated **through supportive and engaging educational experience for each student.**



Goal 1. Excellence for Every Student

Priorities:

1.1 Foster Professional Growth and Collaboration

1.2 Cultivate Engaging and Adaptive Learning Environment

1.3 Promote Access and Inclusion for Each Student

Goal 2. Preparing Students for the Pathways to Tomorrow

Priorities:

2.1 Enhance Workforce Alignment and Readiness

2.2 Strengthen Career Counseling and Post-Secondary Planning

2.3 Sustain Lifelong Learning and Adaptability

Goal 3. A Foundation to Flourish for All Students

Priorities:

3.1 Prioritize Mental Health

3.2 Promote Inclusive Learning Opportunities

3.3 Instill a Positive School Culture

Goal 4. A Cohesive and Inclusive Community & Culture

Priorities:

4.1 Develop Comprehensive Cultural Competence

4.2 Strengthen an Inclusive and Safe School Climate

4.3 Ensure Student and Staff Voice and Diverse Representation

4.4 Prioritize Family & Community Active Partnership in the Learning Process

Clarity



Building leaders have a shared, concrete understanding of expectations for the revised Code of Conduct and Attendance Policy, including key changes and good, culturally responsive implementation looks like in practice.

Ownership



Building leaders take personal responsibility for implementation, viewing documents as "ours" and are able to clearly communicate the "why" to students, families, and staff in ways that build trust and belonging rather than feeling like compliance.

Application



Building leaders intentionally use these documents and building-level data to shape School Improvement Plans, setting specific, equity-focused goals and monitoring routines for discipline and absenteeism that strengthen belonging and reduce disproportionality.

“Cultural responsiveness is not a practice; it's what informs our practice so we can be effective in cross-cultural situations.”

-Zaretta Hammond



2025 – 26 District Data



Disciplinary Referrals

4,546



Suspensions

1,317



Chronic Absenteeism

19.6%



Our Time Together...

1

◦ Code of Conduct & Supports

2

◦ Disproportionality Goals

3

◦ Reflections & Resources

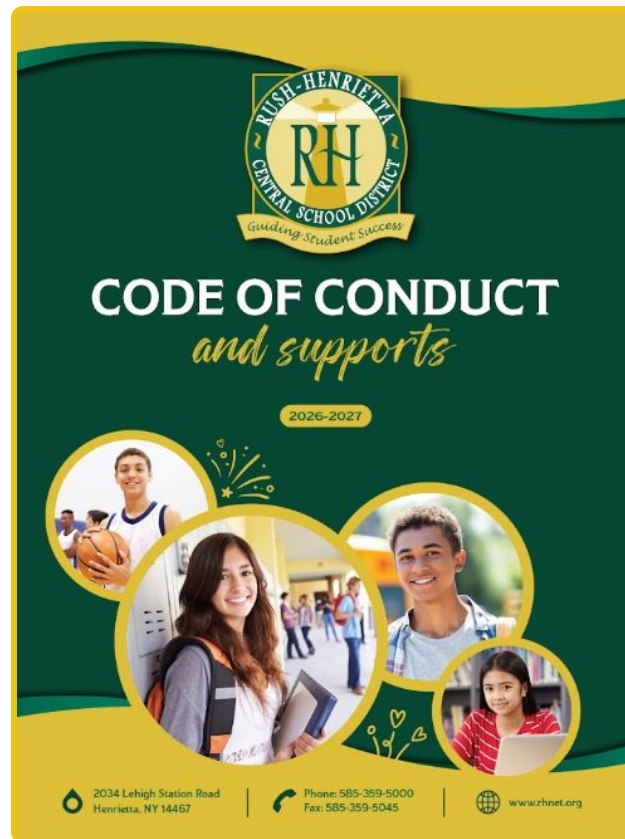


Code of Conduct



Key Changes

- From **“Code of Conduct”** to **“Code of Conduct and Supports”**
- Infractions redefined and organized by **Levels A–D**
- New Behavior-Response Matrices for **K–6 and 7–12**
- Student rights, responsibilities, and appendices strengthened
- Dress code, electronic devices, and equity language updated
- Clearer guardrails around suspension, searches, and discipline
- Stronger expectation for consistent, restorative implementation by school leaders



Infraction Levels & Definitions

Four-Tier Organization

Infractions are now systematically organized into Levels A–D to ensure clarity and standard application.

Grade-Span Differentiation

Clearer definitions for behaviors are mapped specifically across different grade spans to reflect developmental readiness.

Response Philosophy

Fair & Progressive Model

Specifically designed to support fair, consistent, and progressive responses rather than arbitrary outcomes.

Escalation Safeguards

Provides clear guidelines for how repeated lower-level behaviors may escalate to higher levels of intervention.

Consequences & Supports

Ensures responses pair disciplinary consequences with active supports, moving away from punishment alone.

Behavior-Response Matrix

Core Framework

A systematic, restorative model designed to support fair, consistent, and progressive outcomes across all grade levels.

Key Functions

Grade-Band Focus: Adds custom matrices for K-6 and 7-12.

Response Mapping: Links each behavior level to typical responses and example supports.

Teacher-First: Emphasizes teacher-managed responses first for many A/B behaviors.

Active Supports: Pairs consequences with MTSS, restorative practices, and SEL supports.

Guidance Tool: Frames the matrix as a guide, not an automatic penalty chart.

Culturally Competent Leadership Moves in Behavior

Start by hearing the student's story and identity

Before deciding on an infraction level or consequence, invite the student to explain what happened, how they experienced it, and what they need. Use language that recognizes their rights in the Code (to understand expectations, tell their side of the story, and be treated with dignity).

Apply the Code and matrix with an equity lens

Use the same infraction definitions and levels for all students, but pause to ask: "Would we respond this way if a different student group were involved?" Adjust how you implement consequences and supports to avoid bias and discipline disparities, consistent with CRSE and PBIS.

Pair consequences with supports and restoration

When an infraction occurs, ensure the response includes learning, repair, and connection—such as restorative circles, mediated conversations, counseling, or skill-building—rather than relying only on exclusionary discipline. Use MTSS and SEL to match supports to student needs.

Respect context in communication

Communicate behavior concerns and next steps in plain language, with translation/interpretation when needed, and frame outreach as partnership: "We want to work with you to repair harm and support your child's success," not just "Here is the consequence."

Activity

Behavior Scenarios

We'll use four short scenarios (K–3, 4–6, 7–9, 10–12) to practice how culturally competent leadership shows up when we implement our Code of Conduct & Supports.

Goal:

To move from technical knowledge of the policy to adaptive leadership in real situations.

Directions

In grade bands, you will:

- **Analyze Matrix:** Clarify Code requirements and infraction levels (A–D).
- **Identify Barriers:** Pinpoint context and family factors.
- **Determine Response:** Define the initial response and key players.
- **Support Student:** Name specific, culturally competent leadership moves.
- **Match Restorations:** Use the matrix for supports and consequences.
- **Share Out:** Be ready to explain your group's thinking and rationale.

Activity: Behavior Scenarios (Protocol)

1. Clarify the infraction & level

(4 min)

- Which infraction(s) best fit the scenario?
- Why is this Level A, B, C, or D according to the Code?

2. Identify initial responder(s)

(2 min)

- Who should manage the response at this level?
- What must happen immediately to ensure safety, clarity, and connection?

3. Apply the response matrix

(4 min)

- What consequences and supports are appropriate at this level?
- What restorative responses will help repair harm and rebuild relationships?

4. Check for equity & competence

(4 min)

- How does this response reflect accountability, restoration, and equity?
- Would this response be consistent across student groups and buildings?

5. Share one key takeaway

(4 min)

- Choose one leadership move or insight from your discussion to share with the larger group.

Purpose

To move from technical knowledge of the policy to adaptive leadership in real situations.

Implications for Building Leaders

Shift the Culture of Discipline

Anchor behavior responses in belonging, restoration, skill-building, and cultural responsiveness.

Normalize Levels A–D Across Staff

Build shared understanding of what belongs at each level and who is responsible for responding.

Use Matrices as Default Playbook

Apply progressive responses that pair consequences with supports and restorative practices.

Reserve Suspension as Last Resort

Use less restrictive, restorative options whenever safety allows.

Protect Rights & Due Process

Ensure searches, questioning, removals, and suspensions are handled carefully, lawfully, and consistently.

Build Staff Capacity (CRSE)

Use feedback, coaching, and professional learning that center relationships, equity, and student development.

Monitor Patterns, Not Just Incidents

Review who is being referred, what responses are used, and whether students successfully re-engage.

2-minute Break



Disproportionality



Our work thus far...

TODAY WE'VE

- Applied our Code of Conduct and Supports using the behavior-response matrix and culturally competent leadership moves.

NOW WE'LL

- Identify where patterns are disproportional for different student groups.
- Practice turning those patterns into equity-focused leadership decisions.

Purpose: To connect policy, practice, and data so our leadership promotes belonging, access, and equitable outcomes.

2026-27 Goals



Disciplinary Referrals

10%

Decrease in #



Suspensions

10%

Decrease in #



Chronic Absenteeism

3%

Decrease in %



Decrease disproportionality amongst focal groups.

Disproportionality Goals

- Category: disciplinary referrals, suspensions, chronic absenteeism
- Focal Group % of enrollment vs. Focal Group % of outcome
- Difference of 5% or more*
- Pattern across the previous 3 years
- Last-year trend: new spike, steady climb, or persistently high

What Is This Data Asking of Our Leadership?

1. Focus Your Team

Select a Pattern

Choose one disproportionality pattern from your graphic organizer to guide your group's reflection.



2. Reflection Prompts

Systemic Drivers: What might be driving this pattern in our systems, practices, and relationships—not just in students or families?

Hearing Voices: Whose voices (students, families, staff) do we need to hear to understand this better?

Leadership Moves: What culturally competent leadership moves could we take in the coming days to begin addressing this?

Disproportionality



What Is This Data Asking of Our Leadership? | Protocol

1. Name the Pattern

2 Minutes

Focus Question:

Identify one clear data statement with your group:

"Who is in your building, and who is chronically absent?"

2. Explore Root Causes

5 Minutes

Equity Lens Prompts:

- What school-controlled factors might contribute?
- What family/community factors do we need to understand?
- Where might bias influence our interpretation?

3. Leadership Moves

5 Minutes

Action Planning:

Before school starts: Tied to attendance, MTSS, CRSE, or restorative practices.

From Day 1: Shifting systems, routines, or staff practice.

4. Share Takeaway

8 Minutes

Synthesis Template:

"In our building, one disproportionality pattern we're watching is... and one leadership move we're committing to is..."

Next Steps: Applying the Inquiry Process

1. Expand the Scope

Analyze Other Areas:

Apply the same inquiry steps to other critical indicators:

- Disciplinary referrals
- Suspensions
- Office calls

2. Deepen the Analysis

Examine Intersectionality:

Look at multi-dimensional student groups to find hidden disproportionality:

- African American males with disabilities
- Other intersecting demographic groups

3. Action & SIP Goals

Identify & Finalize:

- **Patterns:** Match building metrics vs. outcomes.
- **Moves:** Define targeted leadership steps.
- **SIP Goals:** Refine focal groups, outcomes, and interventions.

Reflections & Resources

Reflections

What is one idea, insight, or leadership move from today that you want to carry into your practice right away?

What is one concrete step you will take to move your building toward more equitable attendance and discipline outcomes this year?

Resources

[Full Code of Conduct](#)

[Code of Conduct Summary Document](#)

[Superintendent Hearing Training](#)

[AI Referral Checks](#)