2026-2027

Code of Conduct

and Restorative Supports

Pittsford Schools

Board of Education Approval 9/8/26

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Welcome to the 2026-2027 Pittsford Central School District Code of Conduct

Why do We Have a Code of Conduct?

Safe, supportive and successful learning environments are developed through collaboration among students, school staff, parents/guardians and the community. Creating safe, orderly, and welcoming learning environments is critical to educating and preparing all of our children and youth to achieve their highest potential and contribute to society.

A Code of Conduct helps students succeed by establishing expectations and boundaries. It brings clarity and consistency in practices across the District and helps school staff and administrators know how to address behavioral issues. It ensures a student's right to an education in a safe, civil, caring and supportive learning environment. It serves as a guide to citizenship and provides the tools for school community members to understand and appreciate the norms of behavior within our school culture.

The Pittsford Board of Education recognizes the need to:

- **clearly define the expectations of acceptable conduct on school property**
- **ensure that schools provide equal access to a wide array of supports and interventions that promote positive behavior**
- **help students develop self-discipline and social/emotional efficacy**
- **enable students to improve and correct inappropriate, unacceptable and unskillful behaviors**
- **identify possible consequences and interventions to unacceptable conduct**
- **ensure that when discipline is necessary, it is administered promptly and fairly**

Pittsford Schools, along with school and community partners have worked to develop this Phase III version of the Code of Conduct. Phase I began in the 2018-19 school year with wording changes and professional development related to social emotional learning (SEL) and restorative practices in schools. Phase II enhanced this work by defining the relationship of SEL, mental health literacy, academic rigor and supports, restorative practices and culturally and linguistically responsive practices to education in our schools. Phase III, the final phase which is included in this version, offers a robust description of disciplinary responses, protected categories, and educators' toolkit

The Code of Conduct is one of many ways the District ensures that students have the right to an education in safe and supportive schools. It is based upon the laws, regulations and policies that create access to education for all while protecting the due process rights of the individual. The Code of Conduct ensures that schools provide equal access to a wide range of supports and interventions that promote positive behaviors and help students develop social emotional efficacy.

The Code of Conduct aligns with the District mission, vision and values. These principles form the foundation for the relationships built through the Code of Conduct, the expectations established for students, staff, parents/guardians and visitors, and the methods to support learning related to behavior. This is accomplished through collaborative efforts to maintain positive school climates, promoting inclusivity and equity for all.

Introduction

All members of the Pittsford school community have a collective responsibility to maintain a safe and orderly school environment. The Pittsford Code of Conduct governs the conduct of students, school staff and administrators, as well as parents/guardians and visitors. It is intended to be proactive, foster a positive environment for all, focus on learning, and support restorative approaches for disciplinary consequences when possible.

Unless otherwise indicated, this Code of Conduct applies when on school property or attending a school function. School property is defined as any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary lines of the District or on a school bus. School functions include, but are not limited to, school-sponsored activities or athletic events, whether on school property or not. Behavior that occurs off school property may be subject to the conditions of the Code of Conduct if such behavior is found to be a significant disruption to the educational process.

The Pittsford Code of Conduct was developed in collaboration with students, school staff, administrators, parents/guardians and community organizations. It outlines the District's commitment to clearly reinforcing the roles and responsibilities of students, school staff, parents/guardians and visitors. The Code of Conduct sets forth expectations for behavior, promotes bias free environments, ensures fair, appropriate and equitable student discipline practices, and complies with all applicable laws and regulations.

Vision and Values

The Code of Conduct supports the District vision: ***"Our students will navigate a journey of self-discovery, leading them to overcome obstacles, pursue balance and wellness, and personalize their education. They will recognize challenges as opportunities for learning and accomplishment. They will have the skills and competence necessary to understand and thrive in a diverse, global society. During and after their time with us, they will be independent, healthy, resilient, and compassionate contributors to our community and beyond."***

Positive School Culture and Climate

Pittsford Schools aims to foster a positive, safe and supportive school culture, based upon mutual respect. Creating a safe learning environment involves protecting students and staff from physical, emotional, and/or psychological harm. Students need to feel safe and secure at school in order to learn effectively. The Code of Conduct is rooted in principles of civility, citizenship, character, equity, mutual respect, honesty, integrity and is consistent with culturally and linguistically responsive educational practices.

The District builds its culture and climate based on high expectations, respect, and accountability. At the essence of a healthy school culture is the commitment of all to take an active role in the academic, social and emotional development of students and to model the skills, behaviors, and mindsets needed for academic and social emotional success.

The District incorporates multiple strategies and supports designed to inspire and prepare all members of the school community to be their best, do their best and make a difference in the lives of others. These include:

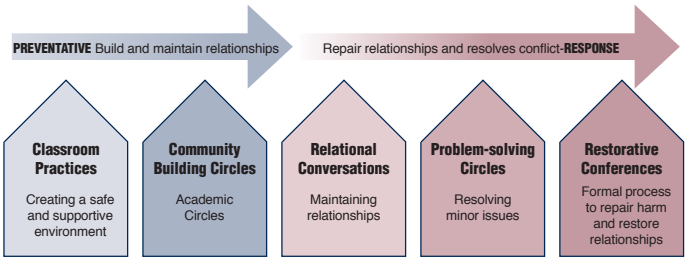
Social-Emotional Learning

Schools within the District embrace social emotional learning principles and practices. The goal is to help students acquire and apply knowledge, attitudes and skills necessary to:

- Develop self-awareness and self-management skills essential to success in school and in life
- Use social awareness and interpersonal skills to establish and maintain positive relationships
- Demonstrate ethical decision making skills and responsible behaviors in person, school and community contexts

Restorative Practices

Pittsford Schools will implement restorative practices as part of accountability interventions associated with developing positive school culture and climate. Restorative Practices incorporate a continuum of proactive and responsive approaches to create strong community and manage student behavior. These practices offer opportunities to address student misconduct and/or harm in a way that strengthens relationships, focusing on the identified harm in addition to the rule(s) broken. Restorative Practices can be used with existing Code of Conduct procedures and consequences for inappropriate behavior, or upon agreement of all involved parties, in place of those procedures as appropriate.



Mental Health Literacy

Mental health is a state of well-being in which every individual realizes their own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to contribute to their community (World Health Organization). The New York State Department of Education (NYSED) provides guidance for developing effective mental health education instruction in the classroom, that complies with the recent amendments to Education Law §804, while also looking at embedding mental health well-being within the broader context of the entire school's environment. To that end, the Code of Conduct incorporates mental health development as part of a comprehensive system of supports.

Academic Rigor & Supports

Pittsford Schools is committed to providing a rigorous academic environment for all students. Instruction and coursework allow for discovery and engagement with meaningful and challenging content. Eligible students are provided academic support services to assist their learning, as appropriate.

Culturally and Linguistically Responsive Practices

Schools cultivate students' cultural and linguistic proficiencies through provision of challenging and rich academic environments. These environments promote sociocultural integration and create inclusive, responsive classrooms and school environments that address the social, emotional, and academic needs of all students.

Definitions

The following definitions apply to this Code of Conduct:

Academic Honesty: Demonstrating and upholding the highest integrity and honesty in all academic work. Academic honesty is integral to the academic experience in school. Collusion, plagiarism, including the use of artificial intelligence, and other forms of academic dishonesty are prohibited.

Alcohol/Drugs/Controlled Substances: Any illegal, intoxicating, addictive, mood altering, or potentially harmful substance including, but not limited to, alcohol, inhalants, controlled substances, marijuana, cocaine/crack, LSD, PCP, THC, amphetamines, heroin, steroids, look-alikes, and any of those substances commonly referred to as "designer drugs." For purposes of this definition, prescription, CBD and over-the-counter drugs when used inappropriately are also included.

Applicable Law: Any federal, state or local law, regulation, rule or order applicable to the situation so described.

Bullying: Unwanted, aggressive repeated acts done knowingly and with deliberation, by an individual or individuals that target and/or harm another person physically or emotionally. It is important to note that a single negative act may constitute "bullying" based upon the particular circumstances such as the seriousness of the act and/or the intent of the actor. Administration will use discretion reviewing each incident independently in the context of the situation.

Bullying generally involves a real or perceived power imbalance. Bullying conduct includes, but is not limited to, harassment related to race, color, weight, ethnicity, national origin, religion, religious practices, sexual orientation, gender, gender identity or expression (as defined in Education Law 11(6)), or sex, age, disability, and physical appearance. It can occur before and after school hours, in a school building or places like a playground or bus, while a child is traveling to or from school or on the Internet.

Bullying can take three forms:

- Physical (including, but not limited to, hitting, kicking, punching, spitting, pushing, taking personal belongings);
- Verbal (including, but not limited to, taunting, malicious teasing, name calling, making threats); and
- Psychological (including, but not limited to, non-verbal actions, spreading rumors, manipulating social relationships, or engaging in social exclusion, extortion, or intimidation).

Bullying, Harassment, Discrimination, and Intimidation refer to any material incident of harassment, bullying, and/or discrimination including a single verified incident or a series of related verified incidents where a student is subjected to harassment, bullying, and/or discrimination by a student and/or employee on school property, at a school function, or off-school property where such acts create or would foreseeably create a risk of substantial disruption within the school environment, or where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property.

The act of bullying can involve a single incident; however, it generally involves repeated actions intended to target, intimidate, or harm an individual. In a single incident with equally engaged participants, the administrator may determine such interaction to be a conflict situation, and address this with the participating individuals.

Definitions

Cyberbullying: Harassment or bullying which occurs through any form of electronic communication. Bullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, sexting or terrorizing another student or staff member by way of any technological tool, such as, but not limited to, sending or posting inappropriate or derogatory e-mail messages, instant messages, text messages, digital pictures or images, social media, or website postings (including blogs). It may occur on campus and off school grounds. It may involve student use of the District Electronic Information System or student use of personal digital devices, such as smartphones, digital cameras and personal computers, to engage in bullying.

Electronic bullying or harassment includes, but is not limited to, the following misuses of technology:

- harassing, teasing, intimidating, threatening, or terrorizing another student by way of any technological tool, such as sending or posting inappropriate or derogatory email messages, instant messages, text messages, digital pictures or images, or website postings (including blogs).
- sending mean, vulgar or threatening messages or images;
- posting sensitive, private information about another person; and/or,
- pretending to be someone else in order to make unfavorable representation of that person.

Incidents considered cyber or electronic bullying or harassment have any of these effects:

- Causing physical, social/relational, emotional or mental harm to a student;
- Placing a student in reasonable fear of physical, emotional or mental harm;
- Placing a student in reasonable fear of damage to, or loss of, personal property; and/or,
- Interfering with a student's educational performance and/ or denying or limiting a student's ability to participate in or to receive benefits, services or opportunities in District programs.

Discrimination: Unfavorable treatment or action taken against any person based on the protected group, class, or category to which a person belongs. This includes a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex, or any other protected class.

Emotional or Mental Harm: Harm to a student's emotional well-being through the creation of a hostile school environment that is severe or pervasive as to unreasonably and substantially interfere with a student's education.

Harassment: The creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being. Harassment also includes conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety. Such conduct, verbal threats, intimidation or abuse includes, but is not limited to, conduct, verbal threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity or expression, or sex (Education Law 11 (6) and (7)).

- **Color:** Refers to the apparent pigmentation of the skin, especially as an indication or possible indication of race
- **Disability:** (a) A physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions, which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques; or (b) a record of such an impairment; or (c) a condition regarded by others as such an impairment.

Definitions

- **Ethnic Group:** A group of people who identify with each other through a common heritage including language, culture, and often a shared or common religion and or ideology that stresses ancestry.
- **Gender:** The socially constructed roles, behaviors, activities, and attributes that a given society attributes to men and women (masculine and feminine denotes "gender"); actual or perceived sex and includes a person's gender identity or expression: The way in which people self-identify and present their masculinity and femininity to the world.
- **Gender Identity:** An individual's sense of being a man, a woman, a boy, or a girl, or sometimes outside of these binaries. Gender identity is internal, and is not necessarily visible to others. (Education Law §11(6)).
- **National Origin:** A person's country of birth or ancestor's country of birth.
- **Race:** A group of persons related by a common descent or heredity.
- **Religion:** Either religious or spiritual belief or preference, regardless of whether this belief is represented by an organized group or affiliation with an organized group having specific religious or spiritual tenets.
- **Religious Practice:** Attending worship services, praying, wearing religious garb or symbols, displaying religious objects, adhering to certain dietary rules, proselytizing or other forms of religious expression, or refraining from certain activities. Determining whether a practice is religious turns not on the nature of the activity, but on the person's motivation.
- **Sex:** The biological and physiological characteristics that define men and women (Male and Female denotes "sex").
- **Sexual Orientation:** The sex to which a person is sexually attracted; someone attracted primarily or exclusively to members of the opposite sex is characterized as straight or heterosexual. Someone attracted primarily or exclusively to members of the same sex is characterized as homosexual. A person with a strong or viable attraction to both genders is characterized as bisexual or pansexual.
- **Size:** Refers to a person's weight or height.

Child Protective Services (CPS): The local governmental agency responsible for providing child protection, which includes responding to reports of child abuse or neglect.

Culturally Responsive-Sustaining Education (CR-S): Education grounded in a cultural view of learning and human development in which multiple expressions of diversity (e.g., race, social class, gender, language, sexual orientation, nationality religion, or ability) are recognized and regarded as assets for teaching and learning (NYSED).

DASA [New York State's Dignity for All Students Act (DASA)]: Law that seeks to provide the State's public elementary and secondary school students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property, a school bus and/or at a school function. The Dignity Act was enacted into law on September 13, 2010, and took effect on July 1, 2012. Amendments to the Act were effective on July 1, 2013.

Definitions

Discipline: Comes from the Latin word “disciplina”, meaning 'teaching or learning.' A discipline system is comprised of rules of conduct, training, practice, instruction and consequences that support and sustain positive behaviors and self-discipline.

Disruptive Student: Any student under the age of 21 who substantially interferes with the teacher’s authority over the classroom or is substantially disruptive of the educational process on or off school property.

E-Cigarette: Battery-operated devices used to inhale an aerosol, which typically contains nicotine with flavorings and/or other chemicals, or may contain hash oil or other THC-rich extracts (THC is the primary intoxicant in marijuana). They can resemble cigarettes, cigars, pipes or everyday objects such as pens or USB memory sticks. Other devices, such as those with fillable tanks, may look different. Most devices operate in a similar manner and consist of the following components:

- a cartridge or reservoir which holds a liquid solution (e-liquid or e-juice) containing varying amounts of nicotine;
- flavorings and other chemicals, or THC-rich extracts like hash oil;
- a heating element (atomizer);
- a power source (usually a battery); or,
- a mouthpiece that is used to inhale.

Electronic Devices: Cell phones or other telecommunication devices with phone, IM, and/or text messaging; electronic games; or other viewing or listening devices (iPods, iPads, headphones, cameras, camcorders, etc.); or those yet to be developed.

Equity: The principle of providing student access to fair, appropriate and necessary (but not necessarily equal) programs, resources, and strategies to ensure that all students can succeed in school.

Expectations: An expression of strong beliefs of what people are capable of doing and achieving. Expectations are normative and aspirational. They provide enduring guidelines for how to present and express ourselves, how we should behave, how we learn and what we should achieve.

Firearms and Other Weapons:

- **Firearm:** As defined as in 18 USC Section 921.
- **Other Weapons:** Any dangerous or deadly instrument which can cause death, injury or damage to a person or property including, but not limited to, BB gun, pellet gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb.

The possession or use of firearms and/or dangerous instruments or weapons on school properties or during school sponsored events is prohibited.

Hazing: Any humiliating or dangerous activity expected of a student to join a group or be accepted by a formal or informal group, regardless of their willingness to participate. Hazing produces public humiliation, physical or emotional discomfort, bodily injury or public ridicule, or creates a situation where public humiliation, physical or emotional discomfort, bodily injury or public ridicule is likely to occur. Hazing behaviors include, but are not limited to, the following general categories:

- Humiliation (socially offensive, isolating or uncooperative behaviors);
- Substance abuse (abuse of alcohol, tobacco or illegal substances); or,
- Dangerous hazing (hurtful, aggressive, destructive, and disruptive behaviors.

Incorporated within this definition are various forms of physical, emotional and/or sexual misconduct that may range in severity from teasing/embarrassing activities to life-threatening actions.

Definitions

Inclusivity: Inclusivity (Inclusion + Diversity) is taking diversity and inclusion and turning this into action by creating a school environment of engagement, respect and connection. It is an environment where ideas, backgrounds and perspectives are tied together in a caring environment.

Diversity means all the ways we differ. Anything that makes us unique is part of this definition of diversity.

Inclusion means bringing together. It involves making someone a part of something bigger and embracing diversity in a beneficial way.

Illegal Substance: Possession, Distribution and/or Use: Use, sale, possession, and/or distribution of alcohol, inhalable substances (i.e. e-cigarettes, vaping devices or other drug delivery device), illegal substances, synthetics, drug paraphernalia or the inappropriate use of prescription substances and/or over the counter substances, or any substance used for other than its intended purpose, on school property or during school functions is prohibited.

IEP (Individualized Education Plan): A legal written document required for children who are eligible to receive special education services.

Mental Health: A state of wellbeing in which every individual realizes their own potential, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to their community (World Health Organization, as cited in NYSED Mental Health Education Literacy in Schools, 2019).

Norms: The behavioral expectations or rules. Norms inform us how we are expected to behave towards each other and towards the materials we use in schools.

Parent/Guardian: A student's biological, adoptive, or foster parent(s), guardian(s), or caregiver(s) or any person(s) in a parental or custodial relationship to the student.

Resilience: The capacity to rise above difficult circumstances, allowing children to exist in this less-than-perfect world, while moving forward with optimism and confidence. There are seven crucial ingredients needed to bounce back from life's challenges, and thrive far into the future: competence, confidence, connection, character, contribution, coping, and control (Ginsburg, 2011).

Restorative Practices: Processes that proactively build healthy relationships and a sense of community to prevent and address conflict and wrongdoing. It represents a framework that identifies a continuum of both proactive (building relationships) and responsive approaches (repairing harm and restoring relationships). Restorative practices allow individuals who may have committed harm to take full responsibility for their behavior by addressing the individual(s) affected by the behavior. Taking responsibility requires understanding how the behavior affected others, acknowledging that the behavior was harmful to others, taking action to repair the harm, and making changes necessary to avoid such behavior in the future. Restorative justice is a subset of restorative practices and consists of formal or informal responses to infractions and other wrongdoing after it occurs. (http://www.iirp.edu/what-is-restorative-practices.php;http://schottfoundation.org/sites/default/files/restorative-practices-guide.pdf)

Safe and Supportive Learning Environment: Critical qualities of a learning environment that enable every student to act responsibly and succeed academically.

School Community: Members associated with the school district. This includes students, school staff, administrators, parents/guardians, residents and visitors attending any events.

Definitions

Sexual Offenses:

- **Inappropriate Sexual Behavior:** Includes, but is not limited to, physical touching of intimate body parts of another or one's self. Consensual acts of intimacy are not appropriate in an educational setting and are prohibited.
- **Sexual Harassment:** Unwelcome sexual advances, requests for sexual favors, taking or sending sexually explicit videos, pictures or auditory recordings or other inappropriate verbal, written or physical conduct of a sexual nature, directed toward others. The sexual harassment offender suggests, solicits, requests, commands, demands or otherwise attempts to induce another individual to have sexual contact or sexual intercourse or unlawful sexual penetration knowing that it is likely to cause annoyance, offense or alarm to that individual.
- **Sexual Assault:** Physical sexual act by force or threat of force against a staff member or another student, including inappropriate touching.
- **Rape or Attempted Rape:** Forced or attempted forced sexual contact without the consent of the victim.

Student Support Team: Team of staff dedicated to identifying and supporting students who exhibit concerning behaviors by providing early systemic assistance to students to connect them to appropriate interventions and supports.

Theft and Vandalism:

- **Theft:** Seizing, receiving, or concealing property with knowledge that is has been stolen.
- **Vandalism:** The willful marring, defacing, or destruction of property and applies to the buildings, both exteriors and interiors thereof, books, school buses, private automobiles, school grounds, and any property associated with the school, students and/or staff.

Tobacco or Tobacco–Related Products: Use, sale, possession or distribution of tobacco or tobacco-related products on school property or during school functions.

Threat: A statement of an intention to inflict pain, injury, death, damage, or other hostile action against a student, staff, school or the District.

Trauma: A response to a perceived threat to survivor or emotional well-being of an individual or a community. Trauma can lead to adverse brain, bodily, and psychological changes that challenge self and impair living, learning, and working.

Vaping: Act of inhaling and exhaling the aerosol, often referred to as vapor, produced by an e-cigarette or similar device. The term is used because e-cigarettes do not produce tobacco smoke, but rather an aerosol, often mistaken for water vapor, that consists of fine particles. In most devices, puffing activates the heating component, which vaporizes the liquid. The person then inhales the resulting aerosol or vapor.

Violent Student: An elementary or secondary student under 21 years of age who commits an act of violence upon another student, school staff, administrator, school employee, or person lawfully on school property. It also applies to possession or displaying a gun, knife, explosive or incendiary bomb, or other dangerous instrument capable of causing physical injury or death; threatening to use any instrument that appears capable of causing physical injury or death; or knowingly and intentionally damaging or destroying school district property or the personal property of a student, school staff, administrator, or school district employee.

Rights and Responsibilities

Student Rights

Students at the District are guaranteed rights provided by constitutional and statutory law, including the right to a free and appropriate public education.

Students have the right to:

- Be afforded a rigorous, authentic, high quality education from Kindergarten through Grade 12 in a safe, supportive, collaborative, culturally and linguistically responsive environment.
- Have access to support services to promote student social emotional and academic success.
- Be heard and respected as an individual and be treated fairly, with dignity by other students, school staff, parents/guardians/guardians and visitors.
- Express one's opinions, verbally or in writing or with assistance in a respectful manner.
- Dress in such a way as to express one's personality as long as it does not distract or disrupt the learning environment.
- Take part in school activities on an equal basis regardless of person's actual or perceived race, color, weight, national origin, ethnic group, religious affiliation or practices, disability, sex, sexual orientation, gender, gender identity or expression.
- Have access to relevant and objective information concerning drug and alcohol use and prevention and access to individuals/agencies/services providing direct assistance to students.
- Be protected from discrimination and/or bullying and harassment, based on a person's actual or perceived race, color, weight, national origin, ethnic group, religious affiliation or practices, disability, sex, sexual orientation, gender, gender identity or expression.
- Be protected by the Dignity for All Students Act (DASA), which prohibits acts of harassments and bullying, including cyber bullying and/or discrimination by students, employees or others on school property or at a school function, or conduct off school property that significantly interferes with the educational process.
- Be protected from sexual abuse and sexual harassment, physically, verbally and electronically.
- Be afforded due process by being provided with developmentally appropriate information such as:
  - the Code of Conduct
  - the rules of the district
  - school rules, policies and procedures
  - federal, state and local laws guaranteeing or affecting students' rights to participation
  - appropriate behavior and behaviors that may result in disciplinary action
- Be afforded the opportunity to be heard in disciplinary actions for alleged infractions of the Code of Conduct in accordance with 3410 R.
- Be informed of the due procedures for disciplinary processes.
- Be provided opportunities, when appropriate, to reduce disciplinary action.
- Be accompanied by a parent/guardian and/or representative at disciplinary hearings, unless otherwise determined by law or legal authorities.
- To engage in opportunities that enable students to:
  - be active learners by participating in academic discourse which takes into account multiple and diverse points of view
  - serve on student councils, advisory bodies and/or school teams and committees that make decisions about school life, with supports as needed to participate
  - voice opinions about school decisions and policies using established procedures
  - participate in peer leadership opportunities
  - apply to form groups that represent individual, group and/or cultural interests or needs, following established district procedures
  - recognize and respond to instances of harassment, bullying and cyberbullying, and have access supports to deal with challenging situations

The Student Rights will be explained to students on an annual basis, and be publicized in developmentally appropriate language.

Rights and Responsibilities

Responsibilities for Students, Parents/Guardians, Staff and Visitors

All students, school staff and administrators, parents/guardians and visitors shall conduct themselves respectfully, responsively and ethically in school and community contexts and comply with the following regulations. No person shall:

- interfere with the freedom of movement and speech of any individual or group, in accordance with applicable provisions of law.
- disrupt or interfere with classes, educational activities, service activities, extracurricular functions or any authorized event.
- bring materials from protests or demonstrations, without appropriate and lawful authority, into any building or room where a class, speech, or other school function is to take place.
- without appropriate and lawful authority, utilize or threaten physical force, physical harassment or physical obstruction, or intentionally cause bodily harm or endanger the health of any person.
- incite or encourage physical violence by other persons or commit any of the acts herein prohibited.
- without appropriate and lawful authority, enter, occupy or remain in any classroom, office building or premise.
- without appropriate and lawful authority, impede or restrict reasonable and free access to, or exit from, any classroom, office building or premise.
- intentionally or recklessly cause damage to, or be involved in, the theft of school property, or the property of any person where such property is located on school premises.
- without appropriate and lawful authority, invade the privacy of any school records, data or communications or any record, data or communication which is the property of, or in the possession of, another person.
- without prior permission of the District and in accordance with applicable provisions of law, possess, maintain or use an noxious, dangerous or apparently dangerous weapon, instrument or substance in or upon any building in the District or on school premises.
- refuse the request of any school official or authorized public official, any person present in any building or on school property to promptly identify themselves.
- interfere with or disrupt the orderly conduct of activities of the Board including, but not limited to, meetings of the Board, budget votes and/or elections.
- commit any action which threatens the safety or welfare of persons in or on property to which the rules and regulations contained herein apply.
- in accordance with applicable provisions of law, violate another person's civil rights or behave in a manner that is harassing, discriminatory, or abusive, either physically, verbally or in writing, including through electronic communication or the use of artificial intelligence.
- refuse to obey the directions of an administrator, faculty or staff member, or event supervisor.
- discriminate and/or harass any student on school property or at a school function. This includes conduct that creates a hostile environment with or without physical contact and/or by verbal threats, intimidation or abuse, of such a severe nature that:
  - has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional and/or physical well-being; or,
  - reasonably causes or would reasonably be expected to cause a student to fear for their physical safety. Such conduct shall include, but is not limited to, threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender, gender identity or expression, or sex (Education Law 11(6)and (7)).
- refuse to obey health and safety protocols that the District has established.

Student Conduct

Students shall demonstrate and adhere to developmentally appropriate standards of conduct on all school property, and at all school functions. The District also expects that conduct off school property shall not significantly interfere with the educational process. In the event that it is determined that off school property conduct significantly interferes with the educational process, the Code of Conduct will be applied. All students shall treat school personnel, other students and visitors with respect. They shall adhere to the requests and directions of any administrator, school employee or event supervisor. Students are prohibited from engaging in aggressive, disruptive, or violent behavior that causes physical or emotional harm, whether intentional or unintentional. This includes, but is not limited to, physical or verbal aggression, hazing, bullying, or other acts that intimidate other students, school personnel, or visitors.

The District has a several policies regarding student behavior that form the basis of this Code of Conduct. The schools have developmentally appropriate rules and expectations that are applicable at the elementary, middle or high school levels.

The athletic department has training rules and an Athletic Code of Conduct that applies specifically to student athletes. All students shall comply with local, state and federal laws and statutes, including but not limited to, the Dignity for All Schools Act (DASA) and other applicable laws and regulations.

Interpersonal Communication

Students are protected from intimidation, harassment, or discrimination based on a person's actual or perceived race, color, size, national origin, ethnic group, religious affiliation or practices, disability, sex, sexual orientation, gender, gender identity or expression, or other reasons on school property or at a school sponsored event.

Students are also protected from intimidation, harassment or discrimination based upon hurtful language related to factors such as athleticism, academic standing, appearance, financial or living situation, age, marital status and/or political beliefs.

Intentional or unintentional language, including language perceived as hurtful, can be communicated directly or indirectly through methods such as:

- face to face interactions
- imitation
- body language and/or gestures
- use of social media and/or artificial intelligence
- electronic messages or texts
- gossip from one student to another
- sharing of inappropriate jokes, memes or music
- repeating an insensitive line from a movie, television, music or other media
- social isolation
- slurs or derogatory language

Profane, vulgar or abusive language is also prohibited.

Dress

Pittsford schools has established a student dress code to foster equity and ensure consistent enforcement in all schools. The dress code is designed in a manner that does not reinforce stereotypes and is meant to minimize reasons for conflict. Students should be able to dress comfortably for school and engage in the educational environment without fear of unnecessary discipline or body shaming. Students are to be treated equitably regardless of race, disability, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, political affiliation, household income, or body type/size. Students are allowed to wear clothing that expresses their self-identified gender, promote social emotional well-being and maintain a safe learning environment. In classes where protective or supportive clothing is needed, students will be made aware of such requirements.

Students are expected to come to school appropriately dressed. Individuality in dress is a matter of personal choice, but it will not be permitted to interfere with, disrupt, or distract from the educational activities of the school. Students must wear clothing to cover private body parts with opaque (non-transparent) material, including:

- A shirt or top
- Bottoms (pants, jeans, shorts, leggings, sweatpants, skirts, dresses, etc.)
- Shoes (sneakers, boots, sandals, flip-flops, slides, flats, heels, etc.)

Clothing and/or accessories that contain derogatory language or offensive images, or promote or advertise the use of vaping, cigarettes, alcohol, illegal substances or other illegal activities is not appropriate. Items of clothing or accessories that affect safety are not allowed. Footwear shall be worn at all-times unless relevant to particular lessons. Reasonable accommodations based upon religious or cultural practices will be provided to the extent possible.

Building Procedures Involving District Staff, Parents/Guardians, Students and Visitors

All members of the school community are expected to identify potential and actual violations of the Code of Conduct as they occur in the school building, on or about school property, or at school functions. Any such concerns should be reported to the appropriate school personnel. School personnel should either deal directly with the potential or actual violation or refer it to an appropriate member of the staff and/or administrators. Students and parents/guardians are encouraged to communicate information about potential or actual violations to appropriate school personnel. Students are expected to be cooperative and assist school personnel in the identification and investigation processes.

a) Appropriate school personnel will address the issue immediately by following District policy and building procedures.

b) Situations that are not resolved immediately and are in need of further inquiry and/or information shall be addressed by an administrator or other appropriate staff member. This inquiry process may include information from students, staff members, parents/guardians, and community resources. Resolution will be tailored to the situation and may include individual and/or group interventions as outlined in this Code of Conduct.

Where required by law, and under other circumstances deemed appropriate by school authorities, infractions involving breaking of local, state and federal laws shall be reported to the appropriate legal authority.

Enforcement

It shall be the duty of the administrator, or other appropriate school personnel responsible for a school activity to make an initial determination as to whether the conduct of any person violates the Code of Conduct. The person making the initial determination of such an infraction may take immediate and appropriate action to address the violations. A determination of the appropriate disciplinary interventions may be deferred for a reasonable period for further investigation and action by building administration.

Building administrators, or designees, shall have responsibility to investigate the alleged violation of the Code of Conduct and to administer appropriate interventions and/or disciplinary measures for violations. When deemed necessary, law enforcement or other agencies will be notified.

The Superintendent is responsible to promote a safe, supportive school culture and climate, execute Board policies to secure the best educational results and maintain public order. Therefore, the Superintendent shall hear and determine appeals from decisions of other District administrators or designees, regarding violations of the Code of Conduct and the subsequent disciplinary consequences and/or intervention. The Superintendent has authority to modify or impose other discipline as deemed appropriate.

The Board of Education shall hear and determine appeals from decisions of the Superintendent for suspensions that are over five days in length.

Disciplinary Consequences and Corrective Actions

a) **Violation by Students:** A student found in violation of the Code of Conduct is subject to such action as set forth under the Consequences, Interventions and Involvement of outside agencies section as deemed appropriate under the circumstances. If the student is a student-athlete and the violation is also an infraction of the training rules, the student-athlete shall also be subject to the provisions of the Athletic Code of Conduct. Parents/guardians will be notified either orally or in writing, by the Building administrator/designee and/or Athletic Director/designee, depending on the nature of the violation. Appropriate District personnel will address Code of Conduct violations promptly. Building or District administrators and/or the Superintendent will be involved as deemed necessary.

b) **Violation by District Personnel:** District personnel found in violation of the Code of Conduct are subject to actions as outlined in provisions of the New York Education Law, New York Civil Service Law, and applicable collective bargaining agreements.

c) **Violation by Other Community Members:** Any community member who is determined to be in violation of this Code of Conduct shall be informed of the alleged violation and asked to desist. If necessary, the person may be required to leave the District property. Upon failure to do so, or if otherwise deemed appropriate, law enforcement authorities may be called upon to assist.

Enforcement

Disciplinary Consequences, Interventions and Involvement of Outside Agencies

It is the policy of the Board that all disciplinary consequences employed by persons enforcing the Code of Conduct have as objectives the maintenance of a safe school environment and the development of responsible school behavior. Disciplinary consequences shall be appropriate and equitable for the individual. Law enforcement authorities shall be called to school property as required by law or when deemed necessary by the building administrator. Other community agency involvement may be requested in selected circumstances.

The following disciplinary consequences are among those deemed appropriate. The list is not exhaustive and may include one or more of the following activities:

a) Individual appropriate action by District or school personnel

b) Parent/Student conference-collaborative effort between school and parent/student to resolve the identified issue

c) Removal from a class by a teacher

d) Removal from a class by an administrator

e) Loss of privileges

f) Suspension of bus privileges

g) After-school detention

h) In-school detention (designated time within school day)

i) Saturday detention

j) In-school suspension

k) Out-of-school short term suspension (up to five days)

l) Out-of-school long term suspension (more than five days) requires Superintendent hearing

m) Expulsion (only as allowed by school law)

n) Involvement of appropriate legal agencies and actions

The District cannot mandate disciplinary consequences other than those listed above. However, administrators in consultation with parents/guardians and students, may agree to alternative actions such as, but not limited to:

a) restorative practices

b) community service activities

c) restitution

d) counseling

e) mediation

f) referral to a medical professional or other appropriate agency or service

These actions may be used in combination with or in place of disciplinary consequences. The District will follow required procedures for juvenile delinquency petitions, Persons in Need of Supervision (PINS) proceedings, and/or criminal proceedings as necessary and appropriate.

Teacher Removal of a Student from a Class

A teacher may remove a disruptive student from a classroom for up to two days in accordance with procedures described in administrative regulations 3410R. No such student shall return to the classroom until the Principal makes a final determination pursuant to Education Law Section 3214(3-a)(c) or the period of removal expires, whichever is less.

For those disciplinary measures which remove a student from classroom instruction, provisions will be made to provide continued academic support.

Searches and Interrogations

Pittsford Schools is committed to ensuring an atmosphere on school property and at school functions that is safe and orderly. To achieve this kind of environment, school personnel may question a student about an alleged violation of law or this Code. Students are not entitled to a "Miranda"-type warning before being questioned, nor are school personnel required to contact a student's parent before questioning the student. However, school personnel should inform students why they are being questioned.

The Board of Education authorizes the superintendent, building/program administrators, and other designated persons to conduct searches of students and their belongings if there is a reasonable suspicion to believe that the search will result in evidence that the student violated the law or this Code. Those same individuals may conduct a search of a student's belongings that is minimally intrusive, such as touching the outside of a book bag, without reasonable suspicion, so long as there is a legitimate reason for the very limited search. For purposes of this Code of Conduct, a student's cell phone is considered a belonging that can be searched for evidence. Additionally, a student may be required to relinquish their cell phone as part of an investigation so as not to allow the opportunity to communicate with others about the investigative process.

Authorized individuals may also search a student or the student's belongings based on information received from a reliable informant. Individuals, other than school personnel, will be considered reliable informants if they have previously supplied information that was accurate and verified, or they make an admission against their own interest, or they provide the same information that is received independently from other sources, or they appear to be credible and the information they are communicating relates to an immediate threat to safety. School personnel will be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate.

Before searching a student or the student's belongings, the student should be encouraged to admit possession of physical evidence of the violation of law or this Code, or encouraged to voluntarily consent to the search. Searches will be limited to the extent necessary to locate the evidence sought. Whenever practicable, searches will be conducted in the privacy of administrative offices, and the student will be present when their possessions are searched.

For safety and security purposes, Pittsford Schools works with local police to conduct periodic searches on school grounds using trained narcotics dogs and conducts periodic screening for weapons using metal detector scanning devices.

Searches and Interrogations

Searches of students and their belongings do not apply to student lockers, desks and other school storage places. Students have no reasonable expectation of privacy with respect to these places and school officials retain complete control over them. This means that students' lockers, desks, and other school storage places may be subject to search at any time by school officials, without prior notice to students and without their consent. Each student is responsible for the contents of their locker.

Strip Searches

Under no circumstances will any school personnel conduct a strip search of any other person. For the purposes of this section, requiring the removal of an outer coat or jacket, or shoes and socks, shall not constitute a strip search. In the unlikely event that such a strip search is warranted, law enforcement will be called to assist.

Searches of Student Vehicles

An authorized school official may search a student's unlocked vehicle on school grounds if the school official has reasonable suspicion to believe that the vehicle contains contraband in violation of the law or this Code of Conduct. A trunk is considered unlocked if the passenger compartment is unlocked and the trunk lid can be released from within the passenger compartment. If the vehicle is locked, the school official should ask the student to unlock the vehicle. If the student refuses to unlock the vehicle, the school official may either call the student's parent(s)/guardian(s) for permission to open the vehicle or, if there is reasonable suspicion that the vehicle contains illegal contraband, call the police to determine whether or not they have grounds to search the vehicle, either with or without a warrant. If a student and/or a student's parent(s)/guardian(s) refuse to open a locked vehicle to allow a search by school officials based on reasonable suspicion, or if they remove the vehicle from school grounds to avoid the search, the student's parking privileges may be suspended or revoked.

Documentation of Searches

The authorized school official conducting the search shall be responsible for promptly recording the following information about each search:

1. Name, age, and grade of student searched
2. Reasons for the search
3. Name of any informant(s)
4. Purpose of search (that is, what item(s) were being sought)
5. Type and scope of search
6. Person conducting search and their title and position
7. Witnesses, if any, to the search
8. Time and location of search
9. Results of search (that is, what items(s) were found)
10. Disposition of items found
11. Time, manner, and results of parental/guardian notification

The building principal/designee shall be responsible for the custody, control, and disposition of any illegal or dangerous item taken from a student. The principal/designee shall label each item taken from the student and retain control of the item(s) until turned over to the police. The principal/designee shall personally deliver dangerous or illegal items to police authorities.

Searches and Interrogations

Interrogation of Students Suspected of Possession or Consumption of Alcohol, Other Drugs, or Illegal Substances or Being Under the Influence of Alcohol, Oher Drugs or Illegal Substances

Authorized District staff shall investigate suspected consumption, use or being under the influence of alcohol or illegal substances (including vaping devices) on school property or at a school function. Such investigations may include, but are not limited to:

- Searching students lockers, desks, and other storage spaces
- Searching student clothing and/or belongings as outlined within this Code of Conduct
- Questioning students
- Conducting prescreening tests (e.g. examining coordination, mannerisms, speech)
- Using hand-held portable testing devices
- Use of methods to test contents of drug delivery devices, including vaping devices

Police Involvement in Searches and Interrogations of Students

Pittsford Schools is committed to cooperating with police officials and other law enforcement authorities to maintain a safe school environment. Police officials may enter school property or a school function to question or search a student or to conduct a formal investigation involving students only if they have:

1. a search or an arrest warrant;
2. probable cause to believe a crime has been committed on school property or at a school function; or,
3. been requested by school officials to investigate a reported or suspected crime.

Police questioning of students under 18 considered as suspects should not be done without notifying the parents/guardians. However, the decision when and how to notify parents/guardians should be made by the police, not school officials. School officials are not authorized to give consent to police questioning of students under the age of 18 as required by section 305.2 of the Family Court Act.

When the police are investigating a reported or suspected crime on school grounds or at a school function, school officials shall defer to the police officers concerning questioning of students or searching of any student's person or property. School officials shall defer to police judgment whether or not it is necessary to call any student's parents/guardians before questioning or searching the student, whether or not it is necessary to advise the student of any rights before questioning or searching, whether or not it is necessary to obtain a warrant before conducting a search, and whether or not it is necessary to advise parents/guardians before taking a student into custody.

School officials shall cooperate with police procedures to assist the successful investigation of the suspected crime, and not advise students of their rights or call parents/guardians without police consent. School officials should not advise parents/guardians that a student will be or is being questioned or searched by the police in connection with the investigation of a suspected crime in school until after the investigation has been completed or the student has been taken into police custody from school.

Child Protective Services Investigations

Consistent with the District's commitment to keep students safe from harm and the obligation of school officials to report to Child Protective Services (CPS) when they have reasonable cause to suspect that a student has been abused or maltreated, the District will cooperate with local Child Protective Services workers who wish to conduct interviews of students on school property relating to allegations of suspected child abuse, and/or neglect, or custody investigations. All requests by CPS workers to interview a student on school property shall be made directly to building principal or designee. The principal or designee shall set the time and place of the interview. The principal or designee shall decide if it is necessary and appropriate for a school official to be present during the interview, depending on the age of the student being interviewed and the nature of the allegations. If the nature of the allegations is such that it may be necessary for the student to remove any of his or her clothing in order for the child protective services worker to verify the allegations, the school nurse or other District medical personnel must be present during that portion of the interview.

No student may be required to remove clothing in front of a Child Protective Services worker or school District official of the opposite sex. A Child Protective Services worker may not remove a student from school property without a court order, unless the worker reasonably believes that the student would be subject to danger of abuse if not removed from school before a court order can reasonably be obtained. If the worker believes the student would be subject to danger of abuse, the worker may remove the student without a court order and without the parent's/guardian's consent.

Specific Disciplinary Measures and Minimum Periods of Suspension

While the following minimum periods of suspension are established, the suspending authority or Superintendent has the discretion to modify the minimum period on a case-by-case basis, considering any of the following:

- age of student
- the student's prior disciplinary record
- the Superintendent's belief that other forms of discipline may be more effective
- input from teachers, parents/guardians and/or others
- other extenuating circumstances

a) Possession or use of a firearm will result in a five-day out-of-school suspension, Superintendent's Hearing with a one-year suspension, and referral to legal authorities.

b) Possession or use of a weapon other than a firearm will result in a five-day out-of-school suspension, and may include a referral to a Superintendent's Hearing for consideration of a long-term suspension. The student may also be referred to legal authorities.

c) Bomb threats will result in a five-day out-of-school suspension, a Superintendent's Hearing with a one-year suspension, and referral to legal authorities.

d) Violent behavior, the use of physical force, threats, or acts of violence toward other students, will result in a five-day out-of-school suspension and may include referral to a Superintendent's Hearing for consideration of a long-term suspension. The student may also be referred to legal authorities.

e) Violent behavior, the use of physical force, threats, or acts of violence toward staff, will result in a five day out-of-school suspension and referral to a Superintendent's Hearing for consideration of a long-term suspension. The student may also be referred to legal authorities.

f) Repeated substantially disruptive behavior will result in a two-day suspension, in school or out of school, to be determined by the Principal. For purposes of this Code, repeated substantially disruptive behavior means engaging in conduct that results in the student being removed from the classroom by the teacher on three or more different occasions during a semester, or four or more different occasions during a school year.

Specific Disciplinary Measures and Minimum Periods of Suspension

g) Possession, distribution or use of tobacco (smoke or smokeless) may result in up to a three day suspension.

h) Possession, distribution or use of alcohol, e-cigarettes or other drug delivery devices, including vaping devices, inhalable substances, illegal substances, synthetics, drug paraphernalia or the inappropriate use of prescription substances and/or over the counter substances or any substance used for other than its intended purpose, may result in up to a five day out-of-school suspension. Repeat offenders may be further referred to a Superintendent's Hearing. Possession of illegal substances will be reported to legal authorities.

i) Sale, or distribution, of alcohol, e-cigarettes or other drug delivery devices, including vaping devices, inhalable substances, illegal substances, synthetics, drug paraphernalia, the inappropriate use of prescription substances or over the counter substances (when intended use is in violation of District policy), or any substance used for other than its intended purpose, will result in a five day out-of-school suspension, a Superintendent's Hearing for consideration of a long-term suspension, and referral to legal authorities.

j) Vandalism, or the willful or malicious destruction of public or private property, will result in suspension, in school or out of school, based on the particular circumstances and as determined by the Principal. Restitution may be pursued and the student may be referred to legal authorities.

k) Violation of civil rights will result in suspension, in school or out of school, based on the particular circumstances and as determined by the Principal.

l) Violation of the District Electronic Information Network Policy may result in a five-day suspension, referral to a Superintendent's Hearing, and legal action.

m) Harassment, including but not limited to, bullying, cyberbullying or hazing may result in up to a five-day suspension, in school or out of school, and may include a referral to a Superintendent's Hearing for consideration of a long-term suspension upon review of the content (if available), intent and planned nature of the bullying, harassment or hazing, as determined by the Principal.

A student who is suspended from school may not participate in any extracurricular activities on or off school grounds, including sporting events, field trips, intramurals, or other school sponsored activities.

Persons determining disciplinary consequences are encouraged to use appropriate, innovative remedial measures toward the end of obtaining mature personal growth and securing willing cooperation with the policies of the Board and the maintenance of order on District property. Insofar as specific procedures are mandatory prerequisites to the administration of disciplinary measures, those procedures shall be followed.

Discipline Procedures for Students with Disabilities

The District will comply with all state and federal laws regulating discipline procedures for students with disabilities. The disciplinary procedures for students with disabilities have been developed to:

a) Promote early intervention and avoid escalation of behavioral or other adjustment problems;

b) Examine and respond to behavior as it relates to the disability; and,

c) Provide for modifications of instructional program, services and/or placement, in an expedited fashion to avoid disruption of the student's education.

It is intended that behavior which is related to the disability and does not present a serious danger to self or others, should be dealt with through modification of the instructional program, behavior support plan, services, or placement rather than the suspension process. This would include conferences among the teacher, Special Education Teacher, Administrator, and the parent/guardian to attempt to resolve the problem. It may result in a referral to the Committee on Special Education or modifications within the existing program which do not affect the Individualized Education Plan.

Where the behavior is not related to the disability and/or the behavior does present a serious danger to self or others, the short-term suspension process may still be used. These procedures have been developed to avoid prolonged periods without any instructional program for students and/or to minimize the staff time involved in the long-term process. (Refer to administrative procedures concerning students with disabilities).

Alternative Educational Programs

Any or all alternative educational programs approved by the New York State Education Department will be considered as to their appropriateness based on the needs of a student. These will be considered on a case-by-case basis.

Rights of Appeal

Insofar as permitted by law, authority for the implementation of the Code of Conduct and discipline is delegated to the Superintendent. Any individual aggrieved by a finding of violation of this policy, and/or the disciplinary measures resulting there from, may appeal to the Superintendent.

Such appeals must be in writing and submitted to the Superintendent within thirty days of the initial decision to be appealed. The Superintendent shall review and decide the appeal within thirty school days following its submission. The appeal may be determined solely upon written papers or such further investigation as the Superintendent, in the Superintendent's sole and unrestrained discretion, shall deem pertinent to the questions presented on appeal.

Distribution of the Code of Conduct

The District shall ensure that all District staff members are familiar with the content of the Code of Conduct and their responsibility in its implementation and enforcement through annual staff and new staff orientation meetings.

The Code of Conduct will be adopted by the Board of Education only after at least one public hearing that provided for the participation of school personnel, parents/guardians, students, and any other interested parties. Copies of the Code of Conduct shall be disseminated pursuant to law and Commissioner's Regulations.

The Code of Conduct shall be reviewed on an annual basis, and updated as necessary in accordance with law. The Board shall reapprove any updated Code of Conduct or adopt revisions only after at least one public hearing that provides for the participation of school personnel, parents/guardians, students, and any other interested parties.

The District shall file a copy of its Code of Conduct and all amendments to the Code with the Commissioner of Education no later than thirty days after their respective adoptions.

Restorative Practices

Pittsford Central School District is committed to taking a restorative approach to student related incidents.

The philosophy underlying Restorative Practices holds that people are happier, more productive, and more likely to make positive changes in their behavior when those in positions of authority do things with them, rather than to them or for them.

Restorative Practices provide opportunities to take responsibility after harm has been done and bring people together to talk about the impact of behavior on themselves and their community.

Pittsford Central School District seeks to create a positive school community and to respond effectively when problems arise. PCSD uses Restorative Practices as part of our multi-tiered system of supports to proactively develop relationships and community, as well as repairing trust and relationships when harm is done. Restorative Practices hold all stakeholders accountable and provide a way of thinking about, talking about, and responding to issues and problems by involving all participants to discuss their feelings and opinions and identify what happened, describe how it affected everyone and find solutions to make things better. Restorative approaches may be combined with other school responses to allow for time and space to create a safe environment for all. When successfully integrated throughout the school culture and climate, Restorative Practices create safe and productive learning spaces where students develop social and emotional skills and strong relationships with peers and adults.

Restorative Mindset	Non-Restorative Mindset
People and relationships matter	Rules and unconditional respect matter
Strive to connect and relate to others from a place of mutual respect	Relates to others through a role (ex. teacher to student)
Everyone is innately good and capable of change	Some people are innately bad and cannot change their behavior
Collaborative decision making is valued	Autocratic decision making valued
Feelings of students are fundamental to school climate and personal well being	Programs and school structures are fundamental to school climate
When things go wrong, focus on harm caused to all	When things go wrong, focus on laying blame
Personal accountability and responsibility for actions is important	Punishing those that are to blame is important
Behavior is a form of communication	Behavior is personal
Conflict and wrongdoing are framed as a learning moment	Conflict and wrongdoing are problems to be dealt with
Seeks to support others in behavior change and provides structures for ongoing behavior support	Demands behavior change and escalated punitive consequences for further misconduct
Social and emotional capabilities need to be taught and reinforced	Social and emotional capabilities are neurologically fixed
Recognizes the impact of affect and emotion in human interaction and proceeds accordingly	Lacks understanding of affect and emotion

Determining Disciplinary Responses

Building administrators and school staff must consult this document when determining which disciplinary interventions and consequences to implement. In determining how to best address inappropriate, unacceptable, or unskillful behaviors, it is necessary to evaluate the totality of the circumstances surrounding the behavior. Throughout the investigative and disciplinary process, students will be treated fairly with respect, dignity and decency and without favor toward or prejudice against any one group of students according to ability, talent, age, gender, gender identity or expression, developmental and acquired disabilities, race and ethnicity, socio-economic status, religious and spiritual orientation, national origin and home language, sexual orientation, and indigenous heritage.

Additionally, the following facts **must** be considered prior to determining the appropriate assignment of consequences and interventions:

- the student's age and developmental stage of maturity
- the nature, severity and scope of the behavior
- the circumstances/context in which the conduct occurred
- the frequency and duration of the behavior
- the number of persons involved in the behavior
- the student's Individualized Education Plan (IEP), Behavioral Intervention Plan (BIP) and/or 504 Accommodation Plan, if applicable
- the student's response to interventions and consequences applied in prior behavioral infractions
- the extent to which the offense interfered with the rights/privileges/property of others
- the extent to which the offense posed a threat to the physical and/or emotional health and safety of others
- other extenuating circumstances

Historical Disproportionality in School Disciplinary Responses

The systemic racial inequalities that persist in the administration of school discipline must be acknowledged. Pittsford Central Schools are committed to working towards interrogating and addressing the impact of institutional racism any other form of discrimination or bias that presents barriers to success for our students.

The District recognizes that school discipline policies have historically had a disproportionate effect on students of color and students with disabilities.

Black, Latino/Hispanic, and Native American students, in particular, are far more likely to be suspended, expelled, and arrested than their White peers, even for the same behavior. Staff members are specifically charged with monitoring the impact of their actions on students from racial and ethnic groups or other protected classes that have historically been over-represented among those students who are suspended, expelled, referred to alternative schools, arrested, or referred to law enforcement.

Students with disabilities have too often had their education interrupted by out-of-school suspensions, expulsions, referrals to alternative schools, and referrals to law enforcement. This is especially concerning when the behavior resulting in the punitive response was a manifestation of the student's disability. Staff is charged with eliminating the over-punishment of students with disabilities, along with ensuring that any disciplinary consequences are in accordance with students' Individualized Education Plans (IEPs), Behavioral Intervention Plans (BIPs), and 504 plans (if applicable).

Discrimination and Harassment

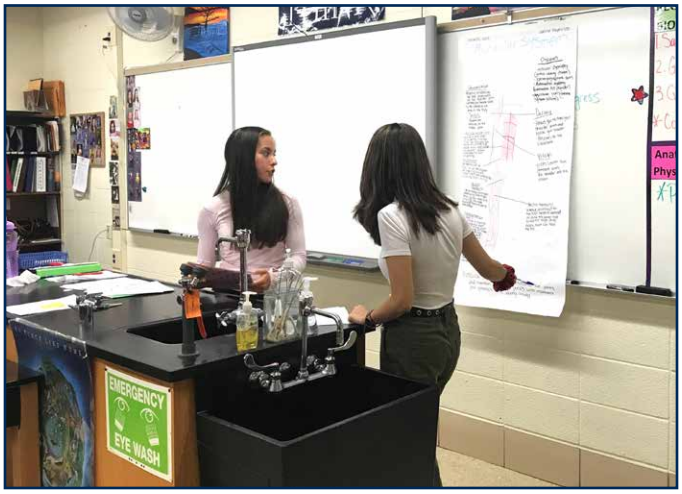
Harassment and Discrimination Based on Protected Categories

Pittsford Central School District values the diversity that is present within our students and staff. Students and staff should be able to work in an environment that is free of harassment and/or discrimination that is motivated by prejudice on the basis of race, color, sexual orientation, gender identity, gender expression, sex, weight, national origin, ethnic group, religion, religious practice, or disability. Harassment of this nature is in violation of the Code of Conduct and should be reported immediately by students or staff. The reports of such alleged misconduct should be taken seriously and investigated and documented as soon as possible, in accordance with the Dignity for All Students Act (DASA).

Harassment Based on LGBTQIA+ Status

LGBTQIA+ students disproportionately report being subject to unsafe school climates, and thereby are denied equal access to educational opportunity and the opportunity for healthy social and emotional development. The Board of Education is committed to safeguarding the rights of all students within the Pittsford Central School District to learn in an environment that is free from discrimination based on real or perceived LGBTQIA+ status. Students, parents/guardians, and staff members should report any concern of harassment based on LGBTQIA+ status to administration immediately so that the alleged misconduct can be addressed and corrective action, up to and including discharge of an employee or suspension of a student, may be taken at once.

The complainant shall not be discouraged from reporting an incident of alleged harassment. In the absence of a victim's complaint, the Board, upon learning of, or having reason to suspect the occurrence of any such harassment, will ensure that an investigation is promptly commenced by appropriate individuals



Discrimination and Harassment

Racial Harassment and Discrimination

The Board of Education is committed to safeguarding the rights of all students within the Pittsford Central School District to learn in an environment that is free from racial discrimination, including race-based harassment and racist acts. The Board recognizes that racial harassment of students can originate from a person of the same or different race from the victim including peers, employees, board members or any individual who foreseeably might come in contact with students on school grounds or at school-sponsored activities.

Racial harassment of students consists of different treatment on the basis of race and is recognized in two different forms:

1. When the District's employees or agents, acting within the scope of official duties, treat a student differently from other students solely on the basis of race; or
2. When the education environment is not kept free from discrimination because the harassing conduct is so severe, pervasive or persistent that it interferes with or limits the ability of a student to participate in or benefit from the services, activities or privileges provided.

Any student who believes that they have been subject to racial harassment or racist acts should report the alleged misconduct immediately so that corrective action, up to and including discharge of an employee or suspension of a student, may be taken at once. The complainant shall not be discouraged from reporting an incident of alleged racial harassment. In the absence of a victim's complaint, the Board, upon learning of, or having reason to suspect the occurrence of any racial harassment, will ensure that an investigation is promptly commenced by appropriate individuals.

Reporting of Incidents of Discrimination or Harassment

A student, or parent of student, who believes that they have been subject to harassment or discrimination, should report the alleged misconduct immediately to building administration or the Superintendent.

Any District employee who witnesses or discovers an incident of harassment or discrimination during the school day, or during an after-school program, athletic event, or other extracurricular activity at the school or elsewhere is charged with the duty to report the incident to the building administrator or Superintendent. Upon notice of any alleged incident of harassment or discrimination from whatever source, an investigation will begin as soon as possible. Such investigations will be documented and reported following the Dignity for All Students Act processes and procedures.

No retaliation against complainants or witnesses will be tolerated. Such actions will be considered a separate incident of harassment and investigated accordingly.

Levels of Behavior Concerns, Infractions, Interventions and Responses

In order to provide for consistency and clarity, four levels of just and equitable practices are used within Pittsford Schools. Within the four levels, there is room for differentiation and consideration for the individual circumstances that are involved in each situation, as listed above.

In practical terms, this means that…

- All Level 1 responses and Level 2, 3a and 3b interventions must be accessible to every student, including Students with Disabilities.
- Based on State and Federal guidelines, the amount of **due process** a student is entitled to receive before an intervention and/or consequence is assigned depends on the severity and impact of the incident. In all cases, regardless of the consequence implemented, the school personnel authorized to implement the consequence must inform the student of the alleged misconduct and must investigate, to the extent necessary, the facts surrounding the alleged misconduct. All students will have an opportunity to present their version of what happened to the school personnel who assign the disciplinary consequence. Personnel will remain open-minded and unbiased in hearing all relevant information available.
- Consequences and interventions must be equitable, trauma-informed and timely across all groups of students
- Data must be transparent to determine the use and impact of all consequences and interventions, paying particular attention to indicators of overuse and disproportionality of suspension among various student groups.

Where and When the Code Applies

The PCSD Code of Conduct and Support applies to incidents that occur as follows:

- in school and on school property during school hours,
- before and after school, while on school property,
- while traveling in vehicles funded by the Pittsford Central School District,
- at all school-sponsored events regardless of the location,
- outside of school and/or off of school property when such behavior can be demonstrated to negatively affect the educational process or to endanger the health, safety, morals, or welfare of the school community, and
- when misconduct involves communication, gestures or expressive behavior, the behavior infraction applies to oral, written or electronic communications, including but not limited to texting, emailing, social networking, and the use of artificial intelligence.

Levels of Behavior Concerns, Infractions, Interventions and Responses

Level 1	Incorporates universal school-wide and classroom practices that promote healthy well-being and social, emotional and academic learning. Through observation and immediate responses, teachers aim to prevent low-impact problems from becoming major incidents.
Level 2	Involves restorative interventions and assigned responses when Level 1 behaviors persist or when a student's behavior warrants a more focused behavioral response beyond the immediate situation or incident in the classroom or other location.
Levels 3a and 3b	Involve more restorative and accountable interventions that are individualized to meet the social and emotional learning and culturally responsive needs of the student when: • Level 2 behaviors persist, • Incidents of harassment based on race or other protected categories, • Violent or dangerous behavior infractions seriously jeopardize school and classroom safety and order, and/or • Students are experiencing multiple behavioral, academic, and physical and mental health concerns. ** Level 3a and 3b consequences are determined by the Principal or Building Administrator.*

Responses and interventions associated with Levels 1, 2, 3a, and 3b apply to all students. Multiple incidents or chronic infractions of the same behavior will warrant more intensive interventions and more serious responses. Please see Glossary for more detailed behavior descriptions.

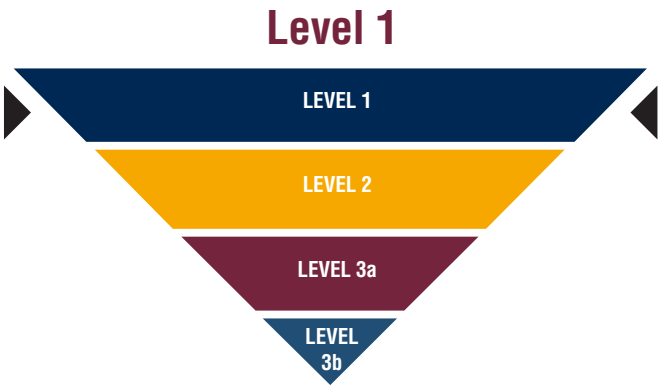
Administrators, teachers, and student support team members are not expected to select and use all interventions in each level. Administrators, teachers, and student support team members may also use a lower level intervention when it is appropriate. They will strive to match students with interventions that are the least intensive, while being the most effective. Interventions will be progress monitored and adjusted based on student response.

Levels of Behavior Concerns, Infractions, Interventions and Responses

Examples of Level 1 Behavioral Concerns

- Inappropriate language
- Defiance/insubordination/non-compliance – minor
- Disruption – Minor
- Inappropriate physical contact – Minor
- Tardy – Minor
- Technology violation – Minor

**This list represents examples and is not all inclusive*



EXAMPLE OF CLASSROOM PREVENTION, INTERVENTIONS AND RESPONSES

Level 1 incorporates universal school-wide and classroom practices that promote the development and practice of pro-social behaviors, self-discipline, habits of learning, and healthy well-being. Through observation and immediate responses, teachers aim to prevent minor problems from becoming major incidents.

Teachers are encouraged to try a variety of management strategies. Typically, three interventions and parent/guardian contacts are completed before moving to next level response. Responses should be used in a graduated fashion.

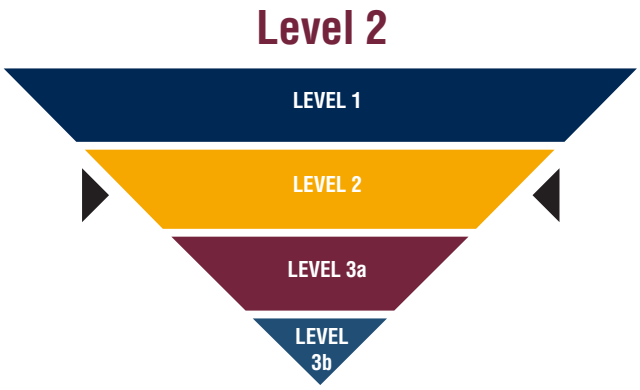
- Establish culturally responsive relationships with students
- Contact parent via telephone or email
- Engage in Restorative Conversation
- Social Emotional Learning (SEL) practices
- Reminders and redirection
- Written reflection of apology
- Seat change
- Parent or guardian conference
- Request meeting with Support team member
- Daily progress sheet on behavior
- Calm-down strategies
- Establish buddy teacher system
- Teacher or student conference
- Detention given with teacher
- Offer choice
- Progress Monitoring

Levels of Behavior Concerns, Infractions, Interventions and Responses

Examples of Level 2 Behavioral Concerns

- Persistent Level 1 behaviors
- Obscene/Abusive language
- Bullying/intimidation
- Cheating
- Computer/electronics misuse
- Damage of property
- Defiance/ insubordination/non-compliance
- Elopement – minor
- Harassment
- Physical altercation – minor
- Plagiarism
- School truancy
- Skip class
- Tardy
- Theft – minor
- Violation of electronic device policy

**This list represents examples and is not all inclusive*



LEVEL 2 INTERVENTIONS	LEVEL 2 RESPONSES
• Teacher-facilitated interventions (see Level 1) • Restorative conversations • Referral to Student Support Team for consideration of necessary intervention • Student-teacher conference and plan • Informal consult between teacher and support team member that might include a classroom observation • Mediation/conflict resolution • Peer group sessions to address specific issues • Restorative discipline conference or circle • Individualized case management for students with IEPs and 504s • Mentoring • Behavior Support Plan	• Submission of behavioral referral with no removal from classroom • Restorative conversation • Incident investigation • Parent or guardian notification • Restorative justice strategies • Loss of privilege • Detention • Conference with appropriate administrator • Assignment to work projects • In-school suspension * *Preventions and interventions serve as examples and may not be utilized in every scenario.*

Levels of Behavior Concerns, Infractions, Interventions and Responses

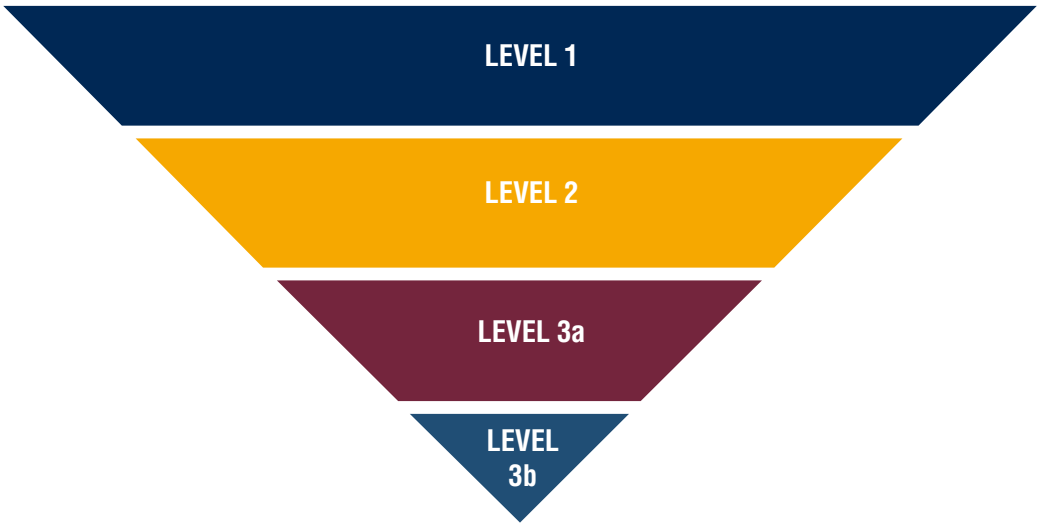
K – 2 Considerations for Levels 3a and 3b

The principal will consult with the building level support team in order to respond immediately to K-2 Level 3a and 3b incidents and determine the most appropriate responses.

When a K-2 student is involved in a Level 3a or Level 3b incident, parents and guardians can expect that these actions will take place:

- A staff person will temporarily remove the child who has engaged in an aggressive act immediately from the environment to help the child regain a sense of calm so that the staff member can speak with the child about the incident.
- A staff person will speak to the child who has been threatened or harmed immediately to ensure that the child has an opportunity to talk about the incident and to help the child regain a sense of safety.
- Parents of children involved in the incident will be contacted and school staff will explain what happened before the incident, share how adults responded to the incident, discuss the short term plan for restoring a sense of calm and safety, and discuss the longer-term plan for preventing similar incidents in the future.

In addition, if a student engages in pervasive aggressive acts that threaten others' safety in the classroom, the Principal can request a Student Support Team consultation to determine the most appropriate interventions. Parents of students who have engaged in highly aggressive or dangerous behaviors are expected to be directly involved in the intervention plan created to support their child's success.

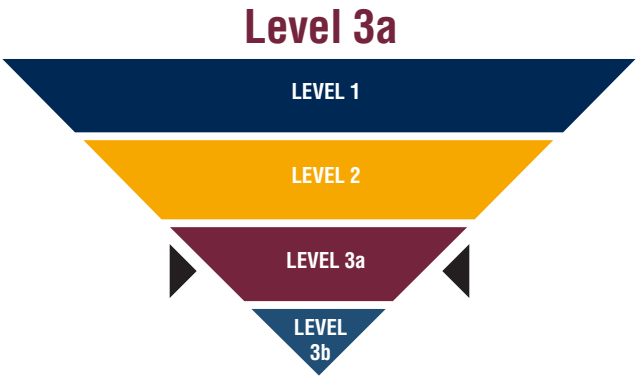


Levels of Behavior Concerns, Infractions, Interventions and Responses

Examples of Level 3a Behavioral Concerns

- Persistent Level 2 behaviors
- Acts of racism/racial slurs
- Assault – minor injury
- Bullying/repeated intimidation
- Causes initiation of "lock down" emergency procedures
- Disruption – major
- Elopement – major
- Fighting – with minor injury
- Forgery/falsification of documents
- Theft
- Harassment – repeated
- Homophobic/transphobic language or actions
- Inappropriate contact of a sexual nature/ including sexual harassment/abuse
- Prevents large group of students from moving through halls
- Poses a serious threat to the safety of a large number of students
- Use/possession of drug delivery devices
- Use/possession of nicotine/tobacco

**This list represents examples and is not all inclusive*



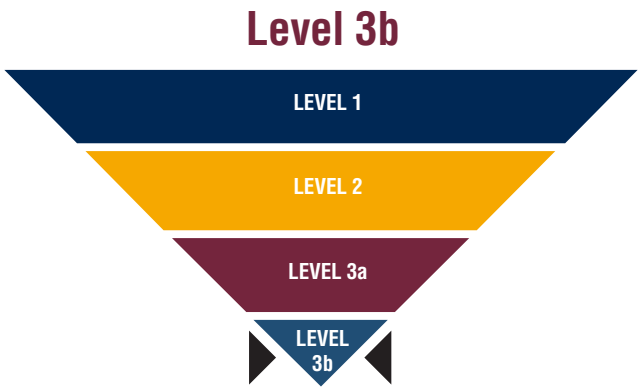
LEVEL 3a INTERVENTIONS	LEVEL 3a RESPONSES
• Referral to Student Support Team • Small group counseling • Restorative conversations • Referral to substance abuse counseling • Referral to Instructional Support Team (IST) if academic impact • Revision to IEP • Conduct Functional Behavioral Assessment (FBA) and develop Behavior Intervention Plan (BIP) • Referral to outside community organizations • Alternative placement intervention and plan	• Immediate removal from classroom/location • Incident investigation • Parent or guardian notification • Up to or including out-of-school suspension • For grades 3-5, if a student engages in pervasive or aggressive acts that threaten safety on school property, the school principal can request a district consultation within 24 hours to determine the most appropriate response up to and including out of school suspension. • If a student in grades K-2 engages in pervasive or serious aggressive acts that cause injury or threaten children's safety in the classroom, the principal can determine the most appropriate interventions up to and including out-of-school suspension. The principal must immediately provide written notification to the Superintendent's Designee upon suspension. A suspension of more than two days requires a district consultation. In addition, an intervention plan should be developed. Parents must be invited to be directly involved in the development of the intervention plan to support their child. ** Preventions and interventions serve as examples and may not be utilized in every scenario.*

Levels of Behavior Concerns, Infractions, Interventions and Responses

Examples of Level 3b Behavioral Concerns

- Persistent Level 3a behaviors
- Arson
- Assault with serious bodily injury
- Bomb threat
- Bullying/repeated intimidation
- Disruption – major
- Harassment – repeated
- Hitting a teacher or staff member
- Forcible sex offenses
- Possession of drugs or sale of drugs
- Possession of weapon, firearms, explosives
- Reckless endangerment
- Selling tobacco or alcohol
- Under influence of drugs/alcohol

* *This list represents examples and is not all inclusive*



LEVEL 3b INTERVENTIONS	LEVEL 3b RESPONSES
• Level 1 and 2 interventions • Referral to Threat Assessment Team • FBA/BIP • Referral to community organizations • Referral to IEP team for Manifestation Determination • Alternative educational placement by District Office • Referral to substance abuse counseling • Family Access and Connection Team (FACT) referral	• Immediate removal from classroom or other location • Incident investigation • Parent of guardian notification • For grades 6-12, three to five, possibly five-day suspension with district hearing to request long-term suspension. ◦ For grades 3-5, if a student engages in pervasive or aggressive acts that threaten safety on school property • If a student in grades K-2 engages in pervasive or serious aggressive acts that cause injury or threaten children's safety in the classroom, the principal can determine the most appropriate interventions up to and including out-of-school suspension. The principal must immediately provide written notification to the Superintendent's Designee upon suspension. A suspension of more than two days requires a district consultation. In addition, an intervention plan should be developed. Parents must be invited to be directly involved in the development of the intervention plan to support their child.

The Code of Conduct and Support is an opportunity to standardize best practices across all classrooms and among all Student Support Team members. The following strategies facilitated by teachers, teacher aides, and teaching assistants, and Student Support Team members help create equitable, safe, civil, caring, supportive, and high achieving learning environments.

APPENDIX 1: Explanations of Assigned Disciplinary Consequences

Detention → In-School Suspension → Short-Term Suspension → Long-Term Suspension

Detention

Detention is the supervised retention of students during the school day or after school.

Goals:

- Increase students' self-awareness/reflection, self-management, and social skills.
- Help students understand the impact of their behavior, re-teach expectations, provide real-time opportunities to correct behavior, and set goals to improve behavior and restore relationships.

Steps:

Administrative or school staff may assign a detention to students who engage in Level 2 infractions. If school staff are unable to supervise detention during assigned time, the administrator may assign the location. Detention may occur at lunch time, during recess, or after school when an administrator, or other staff member is available to supervise the detention.

The administrator, designated detention supervisor, or teacher engages in a brief restorative conversation with students and provides opportunities for self-correction, rehearsal, and social and emotional skill building within a 48-hour period of time (not including weekends or holidays). Staff who recommend a detention must submit a behavioral referral in the student data management system that accompanies assignment of detention.

In-School Suspension

Administrators may assign In-School Suspension (ISS) for up to three days for Level 3 concerns and infractions.

Goals:

- Address underlying behavioral issues by explicitly reflecting on what happened, re-teaching pro-social behaviors and learning and practicing replacement behaviors/strategies.
- Re-connect students to the school community through restorative practices.
- Avoid further lost instructional time by facilitating work completion and re-entry into the classroom.
- Maintain safety and order in the school building and intervene to address behavioral issues without excluding students from school. Effective implementation is critical to avoid further disconnecting students from the regular classroom.

Steps:

1. After a student is assigned ISS, he/she will complete a reflection, and may engage in further interventions with members of the school support team.
2. When a student is assigned an ISS, they are expected to complete academic work that teachers have assigned.
3. During a due process investigation of the incident, the administrator may determine that the infraction warrants an out of-school suspension.
4. By end-of-day, the administrator is expected to notify the student's parent of the infraction and subsequent ISS through multiple means.
5. A student assigned ISS is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent can request a phone or in-person conference with referring staff member, a building administrator, and/or District official (with authority to assign ISS) to discuss the infraction and assigned consequences and interventions.
6. The student re-connects with the referring staff member through a brief and supportive conversation when the ISS is completed. Student's progress and use of desired replacement behaviors will be monitored in applicable settings for at least 3 weeks within student support and monitoring structures.
7. The Student Support team may implement more intensive interventions when a student's behavior results in multiple assignments of ISS.

APPENDIX 1: Explanations of Assigned Disciplinary Consequences

Short-Term Suspension

Administrators may assign short term Out-of-School Suspension (OSS) for one to five days for Level 3a and Level 3b infractions. OSS shall be assigned in accordance with the requirements of applicable law and this Code. A student's suspension may be reduced in some situations when a student agrees to complete restorative actions to restore their good standing.

OSS is a serious consequence, which may only be assigned for students whose conduct endangers the safety, moral character, physical or mental health, or welfare of others. The Board places primary responsibility for the suspension of students with the Superintendent and the principals.

Staff members will submit a behavior referral reporting a level 3 offense. All referrals of level 3 offenses shall be made in writing unless the conditions underlying the referral warrant immediate attention. In such cases, a written report is to be prepared by end of day by the staff member reporting the offense.

The Superintendent or principal, upon receiving a written referral of a level 3 offense, shall gather the facts relevant to the matter and record them for subsequent presentation, if necessary.

Goals:

Temporary removal of student from the school community to ensure that the:

- Student has time away from the day-to-day experience of school to seriously reflect on the impact of her/his actions before returning to the school community.
- Student Support team has time to develop an intervention and re-entry plan in preparation for student's return to regular classes.
- School community has time to reflect on and recover from very serious incidents.

Steps:

1. An administrator completes due process investigation of the incident and all other required documentation to determine the length of the suspension.
2. An administrator notifies the student's parent by phone and in writing.
3. The parent and student are expected to participate in a phone or in-person conference with an administrator before student returns to regular classes.
4. The Student Support team develops an intervention plan and facilitates a re-entry conference and restorative circle or mediation, if appropriate, before student returns to regular classes. Student's progress and use of desired replacement behaviors will be monitored in applicable settings for at least 3 weeks through student support and progress monitoring

APPENDIX 1: Explanations of Assigned Disciplinary Consequences

Long-Term Suspension

The Superintendent or building principal may request a long-term suspension for more than five days through a Superintendent's Hearing.

Goals:

The Superintendent's Hearing ensures that:

- The student and the student's parent are afforded due process.
- The District considers all options for the length of a long-term suspension, possible interventions while student is serving long-term suspension, and a re-entry plan that may include accommodations to the regular school program when the student returns.

Steps:

1. The student and the student's parent shall be given reasonable notice of their right to a fair hearing. Written notice must include time, date, and location of Superintendent's Hearing; description of alleged behavior infraction, and description of incident and student's actions; and parent's and student's right to be represented by counsel, present evidence, and question witnesses.
2. The Superintendent shall personally hear and determine the proceeding or may, at their discretion, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceeding before them. A record of the hearing shall be maintained, but no stenographic transcript shall be required. A digital recording shall be deemed a satisfactory record.
3. The hearing officer shall make findings of fact and recommendations as to the appropriate consequences and interventions to the Superintendent.
4. The report of the hearing officer shall be advisory only, and the Superintendent shall make the final determination.
5. An appeal of the decision of the Superintendent may be made to the Board which will make its decision solely upon the record before it. All appeals to the Board must be in writing and submitted to the District clerk within thirty (30) days of the date of the Superintendent's decision, unless the parents can show extraordinary circumstances precluded them from doing so.
6. The Board may adopt the decision of the Superintendent in part or in whole.
7. Final decisions of the Board may be appealed to the Commissioner of Education within 30 days of the decision.

While we understand the limitations of suspension as a means of changing behavior, we accept that it may be necessary in certain cases. We consider the consequences of disproportionality and the importance of equity as we assign short- and long-term suspensions.

The Code of Conduct and Support is an opportunity to standardize best practices across all classrooms and among all Student Support Team members. The following strategies facilitated by teachers, teacher aides, and teaching assistants, and Student Support Team members help create equitable, safe, civil, caring, supportive, and high achieving learning environments.

APPENDIX 2: Restorative Toolkit for Educators

Restorative Questions	Non-Restorative Questions
Story	
What happened from your perspective?	What did you do wrong?
Affective Statement	
What were you thinking/feeling at the time?	Why did you do that?
What have you thought about/felt since then?	You need to apologize
Community	
Who has been affected?	What rule did you break?
Needs	
What needs to happen to make it right?	What's the punishment?

Holding Restorative Conversations

ADULT CHECKLIST

- ✓ Ensure that the student is ready to talk
- ✓ Ensure that the student cooled down from the incident
- ✓ Use a calm, non-judgmental tone of voice
- ✓ Be an active, empathetic listener
- ✓ Use "I" statements
- ✓ Use probing, restorative questions
- ✓ Stay neutral
- ✓ Encourage the student to come to an agreement with you
- ✓ Discuss fair and equitable responses
- ✓ Follow up with student post-conversation

APPENDIX 2: Restorative Toolkit for Educators

Restorative Question Alternatives

Tell the story - This step establishes what happened and what the causes for the behavior may be.

- What were our learning intentions today?
- What's happened?
- What was happening when you became involved?
- What were you thinking about?

Explore the harm - This step explores who may have been affected by the behavior and in what ways. This part of the script is aimed at developing empathy towards those who have been affected.

- Who has been affected by this behavior? In what ways?
- Who else may have been affected by your behavior?
- What do you think it must have been like for them?
- How has your behavior affected our learning today?
- How fair or unfair is this on others in the class?

Repair the harm - This step addresses what needs to be done to put things right with the person or people affected. It ensures that those who have caused the harm understand their obligation to repair it with those affected.

- How can you go about fixing this?
- What do you think _____ might need to hear from you right now?
- What can you do to make things right?
- What needs to happen to put things right again?
- Is there anything you want to say to him/her/them?
- What do you think would help him/her/them feel better?
- If this happened to you, what would you want to have happen now?
- Is there anything else you can think of that might help?

Reach an agreement - Participants work together to co-construct an agreement on a way to move forward.

- What do you need to do from now on?
- If this happens again what will you do differently?
- How can I support you to do this?
- If this happens again what will we do about it?

Plan follow-up - In this step, the results of the discussion are summarized to ensure clarity and a plan is constructed to follow up on the agreements reached.

- When would be a good time to check in with you to see that you're doing what we agreed?
- What support do you need from me to make sure this doesn't happen again?
- What will happen if our agreements haven't been reached?

Adapted From Positive Behaviour for Learning Restorative Practices Kete Books Two and Three
Published by the New Zealand Ministry of Education

APPENDIX 2: Restorative Toolkit for Educators

Strategies to Build Connections

Morning Meeting / Classroom Circle:

The teacher facilitates intentional circles in the classroom to build community, trust, and class cohesiveness or share perspectives about relevant issues or concerns. *See examples of questions to be used in classroom circles below.*

Personal Touch Points

Personal touch-points (Robert Pianta, UVA) are small, but very powerful acts that teachers engage in to get to know every student; affirm each student's value; provide encouragement and build confidence.

- During Meet and Greet or independent work time or closing, check in and take **special notice of something about the student**.
- During Meet and Greet or independent work time or closing, let the student know **how glad you are to see him/her today**.
- During Meet and Greet or independent work time or closing, ask a question that **invites students to rate their day or share a high and low of the day so far**.
- **Give the student a value-added feedback card** that offers the student specific feedback about the internal qualities/assets they used when completing something successfully. The teacher: a) provides a specific, concrete description of what the student did, and b) names the asset or personal quality that enabled the student to do it.

Examples:

- → "I noticed how you sat in the circle during story time and asked questions about the story. You were focused and had good attention."
- → "I noticed how you completed your last three labs. You tackled every part of each lab. That showed real perseverance."
- → "I saw that you were frustrated today when you were working on…"

APPENDIX 2: Restorative Toolkit for Educators

Restorative Circle Questions for Classrooms

Teachers can use community or restorative circles to build connections within the classroom setting. The establishment of a restorative circle allows the opportunity to build self-awareness, self-management, social awareness, and peer relationship skills among the students. In schools, these circles can be conducted as a response to wrongdoing or conflict, however, this technique can be equally as effective in providing preventative factors for when future challenges arise.

Five Questions for Building Community

1. What makes you feel like you are an important part of our classroom community? The school community? The community where you live?
2. If you could change one or two things about your [classroom, school, neighborhood, etc.] community, what would they be? Are there any actions you can take to help nurture the change you'd like to see?
3. Where is your favorite place to spend time at school and why? After school?
4. What do you like about the neighborhood in which you live? How do these things you like make you feel?
5. What do you like about the society we live in? What don't you like? What message would you like to share with our society about building community?

Five Questions for Checking In

1. What was your favorite moment of the day? Your least?
2. What felt fun, easy, or natural for you today? What felt weird, scary, or challenging?
3. What are you looking forward to tomorrow? [This weekend? Next week? This summer? etc.]
4. If you were an animal [insect, food, plant, color, season, type of weather, city, etc.], what would you be today and why?
5. What are you the most excited to learn about right now? What are you least excited to learn about right now?

Five Questions for Sharing Our Stories

1. When have you felt like you belonged to a group or team? When have you felt that you didn't?
2. When have you felt sad [angry, disappointed, frustrated, scared, alone, embarrassed, etc.] and how did you deal with it?
3. When have you overcome an obstacle or challenge and how did you feel during and after?
4. When have you felt confident [connected, powerful, positive, hopeful, safe, supported, etc.] and why?
5. When have you caused harm to another person and what did you do to repair the relationship?

APPENDIX 2: Restorative Toolkit for Educators

Five Questions About Learning About Relationships

1. Who makes you feel safe [supported, brave, loved, etc.] and why?
2. What are one or two of the most important qualities in your friendships? How do you demonstrate these qualities to your friends?
3. What does the phrase 'healthy relationship' mean to you? What about 'unhealthy relationships'?
4. When have you felt challenged by a relationship? What made the relationship feel challenging? Did anything help you navigate these challenges?
5. Have you ever found it hard to tell someone "no" when they have asked you to do something? Have you ever said "yes" when you really wanted to say "no", and how did you feel afterward? Have you ever tried to get someone who has said "no" to say "yes"?

Five Questions for Learning About Values

1. What makes you feel safe, supported, and empowered in friendships? At school? In your community? In society? How do you share these qualities with others?
2. Do you think it's ever okay to lie [cheat, steal, etc.]? Why or why not? Has anyone ever lied to you? How did that make you feel?
3. What are some rights you think everyone--including you--deserves? What might the world look like if everyone had these rights?
4. Have you ever done something to help someone else when you thought no one was watching? How did this experience make you feel?
5. What do the words 'justice' and 'injustice' mean to you? How do you think we can proactively create a more just classroom, community, and world?

Five Questions for Encouraging Dreams

1. If you could travel anywhere in the world right now, where would you go, what would you bring, and who would you want to come with you? What would you like to experience here?
2. If your life was a movie and you were a director, what would you like to make happen in the next scene?
3. If you could speak another language [play an instrument, master a craft, etc.], what would it be and why? What would do with your new skillset?
4. If you could make a difference in the world, what would it be? Who would you like to support and uplift? How would you like them to feel?
5. If you could grow up to be any kind of person, who would you be? What qualities would you have? Profession? Lifestyle? Relationships? Family?

Five Questions for Taking Responsibility

1. Have you ever said you were going to do something and then didn't? How did it make you feel? Did this behavior impact another person, with or without them knowing it?
2. Have you ever used your words or actions to harm or exclude another? How do you think that behavior made them feel? Is there anything you could do or say differently next time?
3. What are some reasons why society treats some people as having more value, and some people as having less value? What do you think you can do to see and treat all people as equally valuable?
4. What thoughts, words, or behaviors would you like to improve and why? How might these changes improve your daily life? The lives of others?
5. Has anyone ever taken responsibility for hurting you by apologizing or changing their behaviors? How did their effort to repair broken trust with you make you feel?

Pittsford Schools

Pending Board Approval