



Code of Conduct

**City School District of New Rochelle
2020**

Solutions to Suspensions Task Force

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CSDNR Revised Code of Conduct

The code of conduct for a group or organization is an agreement on rules of behavior for the members of that group or organization. A well-written code of conduct clarifies an organization's mission, values, and principles, linking them with standards of professional conduct.

Personalizing the Code of Conduct

The Code of Conduct must represent the values and beliefs of a school district, while offering the capacity for leverage and equity. The Solutions to Suspensions Team has decided that the specificity and detail within this document is necessary. However, changes have been made to strengthen the competence of the document by reinforcing previous guidelines and adding those which have proven relevant in our school system.

MTSS-PBIS

A multi-tiered system of support or MTSS is a framework with a tiered infrastructure that uses data to help match academic, social-emotional, behavioral assessment and instructional resources to each and every student's needs. PBIS (Positive Behavioral Intervention and Supports) is one framework that calls for actively teaching positive behaviors and implementing evidence-based preventative/responsive interventions to support student academic achievement and well-being. (Pages 5-6)

DASA Coordinators

New York State's Dignity for All Students Act (The Dignity Act) 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. DASA Coordinators in each school must be available to meet the needs of mandates and guidelines for acts of violence, bullying, and harassment as per NYSED. (Page 19)

Racial Comments

Responding to Bias and Hate at School is incumbent for school administrators, teachers, and staff. Race discrimination through comments involves treating someone unfavorably because he/she is of a certain race or culture. In order to be better compliant with these responsibilities, clearer guidelines in our listed Code infractions have been added. (Pages 24-30)

Social Media

Social media and messaging have grown exponentially over the past ten years. It has impacted schools greatly. According to a recent report from the Pew Research Center, 95% of teens use a smartphone, and 45% say they are online almost constantly. About 70% of teens are on Snapchat and Instagram, while 85% are on Youtube. This requires school districts to provide clear and sustainable guidelines for managing discipline problems (bullying or harassment) while offering freedom with social messaging. Social Media has grown in terms of impact on student management in and out of school. **(Page 43)**

Restorative Practices

Restorative practices are an emerging social science that studies how to improve and repair relationships between people and communities. The purpose is to build healthy communities, increase social capital, decrease crime and antisocial behavior, repair harm, and restore relationships.

(Page 44)

Distance Learning- Post COVID

In a post COVID society, we have to be vigilant to provide rigorous instruction virtually. This responsibility lends itself to potential issues around cyber-based problems with academic engagement, behavior, and/or harassment. We have added a new section on the expectation for quality instruction during a Distance Learning platform. [\(Page 45\)](#)

Community Resources

(Work in Progress)

We have added to our community resources, including the New Ro Connects partnership.

Guidelines for Youth Court Students (New Rochelle Youth Court). First adopted by Board in 2016 as per Kelly Johnson.