



BSD Restorative Code of Conduct

Restorative Community Expectations

Overarching goals:

- Solidify expectations of BSD community members (staff, students, families)
- Reimagine behavior responses with a restorative lens
- Maximize the time students are in class
- Utilize Restorative Practices to resolve conflicts between students, staff, and families
- Limit suspensions to extreme circumstances in which safety is compromised

Please see Appendix A for more detailed information on the creation of the Code of Conduct.

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BSD Restorative Code of Conduct

Part I: Responsibilities and Expectations of BSD Staff, Families, and Community Members

Respectful Communication: All BSD community members will act respectfully toward students, staff members, and families at all times (in and out of school, online) with the goals of building relationships, repairing or preventing harm, and addressing root causes of conflicts. Our shared human dignity must be protected and honored even – and especially – in times of heightened stress or emotion. All of us will refrain from shouting at, insulting, threatening, or humiliating one another.

Engage in Good Faith With Restorative Conversations: Conflicts will sometimes result in invitations to facilitated restorative conversations; for restorative systems to work, all members of our BSD school community need to be willing to engage in restorative responses at the classroom and school level. While participation in a restorative process is voluntary, we are all encouraged to be open to repair and to provide a “road back” to our community. These processes are an investment of time for the good of our community. Facilitators of restorative conversations and harm repair processes serve as neutral parties charged with helping all participants to honestly explore their own responsibility in and for conflict and repair.

Expectations of BSD Staff, Families, School Board Members, and Superintendent

All members of our BSD community (including staff, students, building administrators, families, the superintendent, and school board) are expected to

- Respect all members of the school community.
- Model respectful behavior.
- Build relationships with one another.
- Communicate as openly, honestly, and transparently as possible.
- Uphold and support a safe, equitable learning environment.
- Exercise and practice self-awareness.
- Practice accountability when harm is caused.
- Support the academic success of all our students.

It is the responsibility of the school board to

- Hire and supervise the superintendent.
- Develop, approve and monitor district policies, including governance policy and school district goals.
- Demonstrate equitable leadership by showing that they are inclusive, informed, accountable, strong and flexible communicators, are transparent and present, and have a restorative mindset.
- Monitor the fiscal health of the district.

It is the responsibility of the superintendent to

- Implement the policies of the school board, and develop and implement procedures aligned to policies.
- Facilitate the co-construction and implementation of the strategic plan.
- Be accountable to the school board, as well as all staff, students, and families in their school. Demonstrate equitable leadership by showing that they are inclusive, informed, accountable, strong and flexible communicators, are transparent and present, and have a restorative mindset.

It is the responsibility of building administrators to

- Carry out the the district Strategic Plan
- Develop and implement a vision for their school with the school community
- Be accountable to all staff, students, and families in their school.

- Ensure a safe and equitable learning environment for all students.
- Develop relationships with students’ families.
- Demonstrate equitable leadership by showing that they are inclusive, informed, accountable, strong and flexible communicators, are transparent and present, and have a restorative mindset.

It is the responsibility of school staff to

- Provide a safe, equitable, and developmentally appropriate learning environment for all students.
- Teach acceptance and mutual respect for others.
- Support students to grow and learn and to become responsible global citizens.
- Develop relationships with student families.
- Demonstrate equitable leadership by showing that they are inclusive, informed, accountable, strong and flexible communicators, are transparent and present, and have a restorative mindset.

It is the responsibility of students to

- Exercise and practice self-awareness.
- Understand and follow school expectations, including the Restorative Code of Conduct and their school’s Student Handbook.
- Behave in a manner that focuses on academic success.
- Be responsible and accountable for meeting school expectations.
- Help build a positive community

It is the responsibility of families and members of the school community to

- Emphasize the importance of being prepared to learn.
- Support students in respecting the rights of others and strive to meet the expectations of the school community.
- Recognize and understand that school personnel will hold students accountable in a restorative manner.
- Respect, understand, and support the policies of Burlington School District.

Part II: Classroom-Handled Behaviors

These are behaviors that should be addressed within the classroom. If the behavior becomes repeated, increases in frequency/duration, or becomes so disruptive that learning cannot take place for other students, teachers/staff should request support from the school’s administration or behavioral support staff. One of these individuals can check in with the student to help them re-enter ready to learn or escort the student to an alternative space.

Non-Office Referral - classroom-handled behaviors
theft that is borrowing without asking
excessive talking or noise making
left class early with permission and were out for longer than 15 minutes
checking phone and putting it away
not completing work or work refusal
bugging others
minor emotional outbursts

not following directions
refusing to participate in class activities
sleeping in class
off task
truancy and/or tardiness
unprepared (i.e. computer not charged, lack of pencil, etc.)
minorly offensive language, comments, or gestures (such as “This is stupid/boring.”, etc.)
swearing that is not directed toward any particular person
talking out of turn/calling out/blurting out
littering
unkind words or gestures (not including protected categories)
teasing or taunting a peer (not including protected categories)
minor physical contact (i.e. play fighting, accidental bumps)
brief physical outburst that does not put self/others in harm’s way
misusing materials
running between spaces
minor damage of classroom materials/items
not returning items to appropriate places

How to Handle Classroom Behaviors:

- Be proactive: Co-construct classroom agreements, get to know each student's interests and strengths and weaknesses, connect with families before any calls to discuss behavior, model communication, recognize and celebrate student success.
- Utilize [mindfulness tools](#) that build social emotional skills.
- Calm directives that [clearly state expectations](#) (criteria for success known and understood by student)
- Constructive and specific feedback ([this resource from Restorative Teaching Tools](#) will allow you to practice an approach to giving and receiving feedback that is grounded in respectful curiosity about individual feelings and needs when interacting with students)
- Re-teaching or rehearsal of expectation or procedure that student isn’t meeting
- Increased opportunity to respond during instruction - ask questions that the student is interested in answering or feels confident about knowing
- Increased teacher proximity
- Verbal prompt or quick correction (Example: _____ by doing _____ you are not meeting our classroom agreement of _____. Could you please _____?)
- Reminders and redirection (Example: *Right now we are doing _____ . How can I help you to get back on track?*)

After the Moment Responses in the Classroom:

- Use of the [Restorative Chat questions](#)
- “Reset pass” to walk or visit with trusted adult in building (not unsupervised and for a set amount of time)
- Restorative conference
- Have a [WARM](#) conversation with the student
- Behavior check-out system for classroom to provide students with an opportunity to reflect with you on daily behavior
- [Reflection activity](#) (not a worksheet, but an actual reflection task done with teacher during independent learning activities for other students)

Responses After Class Ends:

- Learning Pathway (see Educational Opportunities section below for more details)
- [Peer Mediation](#) (at sites with this in place)
- Review of academic struggles and asset-based academic support planning with entire teaching/support team
- Review of Individualized Education Program (IEP) in conjunction with academic accommodations and modifications
- Brainstorming session with administrator, RP Specialist, behavior support staff, special educator, school counselor, etc. to brainstorm a list of other potential responses and ideas to support struggling students
- Collaborate with instructional coach to monitor and observe student-teacher interactions and provide feedback

Responses Involving Families:

- Restorative [Family Conference](#) protocol (family hears from teacher/staff using this protocol prior to administrator becoming involved)

Note: *When possible, the first call home should always be a positive and warm introduction before any calls made about behavior challenges; this is why it is critical that school staff begin developing relationships with families at the beginning of year.*

Part III: Behaviors that May Require Out-of-Class Support

While the behaviors listed below may warrant being sent out of class, these are not behaviors that automatically rise to the level of suspension. If a student is sent out of class, then an office referral must be written to document the behavior and lost instructional time. After a student is sent out of class, they should have access to missed work while they are away and have a restorative welcome back into the classroom when they return.

Office Referral
constant continuous disruptions of learning
repeated refusal to follow directions that causes a disruption
running away or hiding from staff
escalation after prompts or redirections

chronic targeted, bully-like behavior toward peer
repeated work refusal
teasing/taunting of a protected category
repeated or directed profanity/swearing at staff or peer
threatening body language/posturing
fighting
threats
harmful gossiping after being asked to stop
possible bullying (including online)
intentional humiliation of peer or staff
violation of school's cell phone rules
cheating/plagiarism
possible harassment
any behavior that leads to a suspension

No referral- tracked via attendance codes in PowerSchool
skipping class
leaving class every day for a prolonged period of time
leaving class early with permission but not returning

Part IV: Non-suspendable Behaviors, Alternatives to Suspension, and Educational Opportunities

Non-suspendable: These behaviors do not rise to the level of suspension because they do not represent a pressing and imminent threat to the physical safety of students, staff, or others at a school site. We want to keep students in the school community and must approach handling behavior differently to do so. This may mean having in-school alternative placements and/or a modified learning schedule/environment as an option while an alternative to suspension is put into place.

The following behaviors do not qualify as suspendable behaviors; instead, alternatives to suspension should be offered in place of exclusionary discipline. Examples of alternatives to suspension are provided. Parents/guardians will be notified of these behaviors and the planned response.

Undocumented Suspensions: Undocumented suspensions are prohibited and unlawful. Students cannot be removed from class for more than ¼ of a full school day or be sent home before the end of the school day without the administrator following the BSD suspension protocol, this includes a student leaving to take the rest of the day at home.

Behavior	Definition/Description	Possible Alternatives to Suspension (decided upon with student)
Truancy, Tardiness or Absence	Unexcused missing all or part of a class or school day	<ul style="list-style-type: none"> ● “Give back time” before school or after school to make up missed academic work (<i>Note: recess may not be removed or restricted</i>) ● If repeated behavior, review IEP to determine if appropriate services are being provided
Dress Code Violation	Wearing an item that violates the school dress code, or not wearing an item(s) required by the dress code	<ul style="list-style-type: none"> ● Learning pathway
Swearing	Use of profanities, vulgar phrases	<ul style="list-style-type: none"> ● Research report on language history and its power ● Write an apology letter or offer a direct verbal apology
Skipping Class/ Hiding from staff/Running away off campus and unable to return safely (K-8)/Leaving campus when not permitted to do so (high school)	Not attending required class(es)	<ul style="list-style-type: none"> ● “Call back time” before school or after school to make up missed academic work (<i>Note: recess may not be removed or restricted</i>) ● Adult family member, older student mentor, or school staff member will “shadow” student ● Meeting with students, staff, and support systems to create a plan for re-engagement ● Special Education consult for safety plan ● Mentorship from an older student ● (for secondary students) Go to an elementary school to mentor and/or provide community service
Tobacco use	Possession of tobacco products, being caught smoking or vaping on school grounds	<p>Required: parent contact; meet with SAP, school nurse, or school counselor</p> <ul style="list-style-type: none"> ● Substance abuse counseling referral ● Substance Abuse harm circle ● Follow up with SAP ● Leverage collaborative relationships with area substance abuse providers to make referrals

Marijuana and/or alcohol use or possession	Possession of marijuana or alcohol on school grounds	<ul style="list-style-type: none"> ● Substance abuse counseling referral ● Referred to school nurse for evaluation and referred to SAP for follow up ● Family conference
Minor fight	Mutual combat (such as shoving) resulting in no or minor injuries (such as a scrape) or instigating a physical altercation. A fight where the impacted parties are willing to engage in repair and unlikely to repeat the behaviors. Consideration should be given to the impact the fight had on the school community.	<p>Required: Parent contact, conflict resolution learning pathway, informal resolution between two students OR safety plan</p> <ul style="list-style-type: none"> ● Written assignment reflecting on behavior and how to make better choices ● Roleplaying/written assignment of how situation could have been handled without physical violence ● Peace circle ● Parent conference ● Give students an opportunity to solve conflict and sign an agreement saying that “this is where it ends”
Defiance/Lack of cooperation	Refusal to comply with repeated adult requests or directions, which does not pose direct physical safety threat to students, staff, or the individual	<ul style="list-style-type: none"> ● Conference, circle, or mediation with teacher ● Signed compact on how student and staff will handle the situation in the future ● Role playing of how situation could have been handled ● Adult family member, coach, or community member will “shadow” (must have background check per District policy).
Misuse of classroom materials	using materials for a non-intended purpose (throwing paper, markers, etc.)	<ul style="list-style-type: none"> ● Make modifications that take into account known student triggers of problem behavior
Verbal altercation	Getting into heated argument or shouting with student or staff member that may or may not involve profanities. Does not involve the use of slurs.	<ul style="list-style-type: none"> ● Mediation ● Restorative conference
Wandering halls	Not going to assigned class or alternate space. Wandering that does not pose threat to themselves, other students, or staff.	<ul style="list-style-type: none"> ● Learning pathway on how missing class and school negatively impact the school community ● Community meeting to determine unmet needs
Minor vandalism	Harming property in such a way that it can be repaired but causes inconvenience or disturbance	<ul style="list-style-type: none"> ● “Positive” art project to beautify school ● Fixing damaged property

Behavior support staff, RP Specialists, the Office of Equity, afterschool staff, and building administrators can all help with brainstorming alternative options to challenging behaviors.

The following list represents options for responses to challenging behaviors. These are not in sequential order. It is not mandatory to use the suggested options; they are offered as a resource. These should be tailored to the behavior and individual(s) involved.

Additional Possible Alternatives to Suspension:

- Academic support plan
- Act 264 meeting
- Adult family member or school staff “shadows”
- Behavior Contract
- Behavior support plan
- Buddy/Breather Room
- Change of schedule
- Community service (as an outcome of a restorative conference and when agreed upon by student and matched to behavioral action)
- Convene IEP/504 meeting
- Counseling
- Daily progress report
- Direct teaching and practice of functionally equivalent replacement behavior
- Home-School Behavior Contract
- Learning pathways
- Make modifications that take into account known student triggers of problem behavior
- Mediation
- Mental health check
- Mentoring
- Parent consultation
- Positive peer reporting
- Problem solving conference
- Referral to substance abuse counseling and attendance
- Restorative conversation
- Review IEP/504
- School→←home note system
- SEL learning block
- Student Support Team (SST)
- Written Reflective Process

Educational Opportunities: When a student or staff member engages in harmful behavior, educational opportunities may be provided to learn from the behavior and prevent it from occurring again in the future. The educational opportunity will be tailored to the context of the harm and the desired learning outcomes. Two examples of these, learning pathways and impact panels, are described below. Please contact the Office of Equity with questions or to brainstorm more opportunities.

Voluntary Teaching Observation: Teaching staff can opt in to having a voluntary teaching observation following harm they may have caused students or colleagues. When a staff member opts into this educational opportunity, an Office of Equity staff member will utilize the [Restorative Culturally Responsive and Anti-Racist Teaching Tool](#) (credit to the EMS YPAR for School Equity students for creating this tool) to provide comprehensive feedback to the teacher about their instructional practices as one way to repair harm and prevent any further harm from occurring.

Learning Pathway: A Learning Pathway is an individual learning environment where the person who caused the harm is offered a series of educational opportunities centered around the topic of the harmful behavior. Learning pathways are intentional lessons designed for students or staff to reflect on their actions through learning about history and context and ultimately exploring accountability. As part of the learning process, participants are asked to discuss challenging topics, take in informational content with multimedia and make decisions about how they would like to demonstrate evidence of their learning. The goal of the process is education and possible mindset shifts.

Students can be required to engage in a [learning pathway](#) to reflect on the harm done as an alternative or addition to a traditional RP process. Sometimes a learning pathway is required as part of reentry meetings.

Staff can also have learning pathways as a way to repair harm they may have caused students or colleagues. Staff learning pathways are opt-in. For more information about staff learning pathways, please see [BSD's Teacher Learning Pathways FAQ](#).

Impact Panel or Video: Another educational option is an impact panel. This is where a group of individuals with experience around a certain harmful topic serve on an impact panel to share with the person who has done the harm the impact of their behavior. These need to be organized with extreme care for the individuals serving on the panel to ensure harm is not caused to them. (An alternative to an impact panel is an impact video in which individuals with experience of a harmful topic share in a video statement how this impacts them; the individual who engaged in the harmful behavior could watch the video as part of a Learning Pathway.)

Part VI: Behaviors that May Warrant Suspension

Protocol: Suspension is a last resort because they exclude students from their learning and have been disproportionately used for students with disabilities, students of the global majority and students living in poverty in our district historically. As a result, we have district policy requiring that we reduce these disparities. Therefore, suspension may only be considered when there is an egregious safety concern or when school staff have exhausted and documented all other forms of intervention/alternatives. Parents/guardians have the right to appeal a suspension with the superintendent ([See BSD's STUDENT CONDUCT AND DISCIPLINE POLICY](#)).

Restorative Exit and Re-Entry: For the few situations in which a suspension must be utilized, there should be a restorative exit for the individual to understand why they are being separated from the school community, how they'll be supported while they are out, and a plan for a restorative reentry upon their return. When a student is suspended, they must still have access to educational opportunities and materials as part of a suspension plan. If a student has an IEP or 504 Plan, the case manager must be included in the suspension planning process. A student who has been suspended can re-enter school following a restorative re-entry meeting that must include the student, parents/guardians (or designated trusted adult), and school representatives. This meeting should be scheduled at a time/place that allows for parent/guardian participation.

Suspendable Behavior	Definition/Description	Rationale for Suspension
Weapon or firearms possession	Incident where a student knowingly possesses a firearm or an item intended to be perceived as a firearm (e.g., airsoft, BB, or pellet gun), or a weapon intended to cause major harm (e.g., large knife, pipe bomb). Devices confiscated that are against school policy (e.g. airsoft, slingshot, etc.) will be returned to a parent/guardian at the end of the school year.	Violation of law: Title 13 VSA 4004 Board policy F4R Firearms and Dangerous Devices in School
Drug possession with intent to sell and/or distribute	Student is found with a substantial quantity of illegal drugs and drug-selling paraphernalia (e.g., baggies, scales). Illegal confiscated devices or products shall not be returned.	Violation of law: Title 18 VSA, could result in a variety of drug-related charges depending on the drug involved and quantity

School Threat	Someone who poses an immediate danger to persons or property or significant threat of disrupting the academic process.	Board policy F13 Student Conduct and Discipline Policy
Tampering with safety equipment	Causing a false safety alarm (such as yelling “shooter”, “bomb”, or “fire”, pulling the fire alarm, tampering with a defibrillator or smoke detector, etc.).	Board policy F13 Student Conduct and Discipline Policy
Physical Assault	<p>At a minimum, one individual receives <i>substantial</i> physical injuries as a result of the incident, barring self-defense in extreme situations.</p> <p>Students cannot reach de-escalation to address the fight and physical safety of school is therefore compromised.</p> <p>May require immediate intervention by medical or police personnel.</p>	Violation of law: Title 13 VSA 1023 (simple) or possibly T13 VSA 1024 (aggravated)
Sex-based harassment, sexual assault, dating violence, domestic violence, and stalking	<p>Unwanted physical contact that is sexual in nature between two or more individuals.</p> <p>May require immediate intervention by medical or police personnel.</p>	Possibly Title IX depending on incident
Refusal to allow a search	Refusing to allow an authorized school personnel to search an individual and/or their possessions (e.g. bag, backpack).	School safety concern
HHB: Hazing, Harassment and Bullying	<p>Any incident that may be harassment against a protected identity, hazing, and/or bullying needs to be investigated per HHB requirements. See F29R policy and procedure for more specific information.</p> <p><i>Note: Suspension as an option in HHB incidents should be done on a case-by-case basis. These cases should only warrant suspension when there is evidence that the student(s) do not feel safe at school. Alternatives could be switching classes, teams, shadowing student who caused the harm, etc.</i></p>	Violation of Law: Title 16 VSA 11
Lewd and lascivious conduct	Sexual activity that goes beyond kissing and/or light physical contact. Can be consensual.	Violation of law: Title 13 VSA 2601

Burlington Community Justice Center (BCJC) Involvement: When an incident rises to the level of suspension, it may be pertinent to involve our partners at the BCJC to help either with the repair process, re-entry, and/or accountability measures. The BCJC can support through offering co-facilitation of repair, restorative reentry co-facilitation for a case in which BCJC has been involved, and accountability through educational workshops tailored to the incident.

The Office of Equity should be notified when a building administrator is filling out a referral request with the BCJC. The Office of Equity can help building administrators determine if/when a BCJC referral would be appropriate.

Hazing, Harassment, and Bullying (HHB): The state of Vermont and District policy guides our work around any incident that may be hazing, harassment, and/or bullying. Every school has a designated employee tasked with the intake of every report suspected of being HHB and following through with the life of a case. The goal of our HHB work is to keep students safe and able to access their education. In cases of HHB, a restorative option can be utilized following an investigation in conjunction with supportive measures identified through the investigation. A suspension may be necessary in an HHB case if the behavior is so severe that the safety of the student(s) and/or staff are compromised. Please see the [BSD HHB website](#) for more information.

Equity Request Ticket and See Something, Say Something Line: An [Equity Request Ticket](#) is one method to report inequities, injustices and unfair issues that are happening to you and others. All Equity Tickets are reviewed by the Office of Equity Team. A response is guaranteed within 3 days. Equity Tickets can be submitted anonymously. The See Something, Say Something Anonymous Reporting Line (802-540-3710) allows individuals to anonymously report an issue 24/7/365 when they see a community member who is at risk of harming themselves or others. All reports are reviewed by the Office of Equity Team. A response is guaranteed within 24 hours. Reports can be submitted anonymously.

Part VII: Staff to Staff Conflict- RP Guidelines

If a staff member causes harm to or is involved in conflict with a colleague or another adult member of the BSD community, they will be given the option first to address and repair the harm through a restorative process in lieu of a disciplinary process taking place. This will be the default option for harm situations that involve staff unless the Superintendent determines the situation to not be appropriate for a restorative response (including but not limited to racial harm or harassment, failure to report abuse, improper use or reporting of restraint or seclusion, sexual harassment and substance use).

Restorative processes are always voluntary and staff should only enter into a restorative repair process if they authentically and genuinely accept accountability for their role in the harm and are prepared to address and repair the harm. A restorative option will only be pursued if the individual(s) harmed are willing and interested in engaging in the process, as well as the party that caused the harm. A trained neutral restorative practitioner will oversee and facilitate the restorative repair process. This practitioner may be a trained BSD staff member or an RP consultant contracted by the District.

Readiness for participation in a restorative harm repair process involves:

- Pre-meeting in person, virtually, or by phone with a trained restorative practices facilitator in which each party shares what has occurred and expresses willingness to take accountability.
 - Through this process, the trained neutral practitioner will determine if a participant is upholding these standards of participation.
- Participants will be asked at the pre-meeting whether or not they would like to bring an ally to the harm repair circle, if so, RP practitioners will also require a pre-conference with the ally.
- Engaging in a harm repair conversation or circle when appropriate.

- Following through on the agreements.

If at a later date, the issue that the restorative process attempted to address arises again, then disciplinary action can be taken as RP was unsuccessful in changing the harmful behavior.

Confidentiality in RP: All restorative processes are strictly confidential. The repair process circle conversation and the agreements or outcomes are only known to the individuals involved in the repair process and the facilitator. No information can be shared outside of the circle unless clear guidelines for sharing are explicitly agreed to by all members of the circle including the facilitator.

If agreements or outcomes involve sharing information with other people about the situation any individuals who are involved following a repair process will be given solely the information they need to provide a service or support. (For example, if a staff member agrees to ongoing implicit bias coaching as the result of a reparative process, those who need to know about or be involved with the training will be provided with the appropriate amount of information needed) This information will be provided by the facilitator and the agreed parties.

RP and Staff Discipline, Improvement Plans, and Grievances: Staff and supervisors experiencing conflict are encouraged to seek a restorative process to help resolve their conflict. All RP confidentiality guidelines still apply in these types of situations. The restorative circle conversation, agreements, and outcomes are all confidential to the circle participants and facilitator. No other individuals will be given information about what was discussed or agreed to as part of the repair process.

If the issue arises again at a later date and a staff member wishes to pursue a grievance or a supervisor wishes to take other actions, neither of these parties can reference what was discussed or agreed to during the restorative process. Therefore, if the issue that the restorative process attempted to resolve arises again at a later date and a grievance and/or other supervisor actions are pursued by any of the parties, they can only document the issue from what took place following the restorative process. A restorative process will not be used repeatedly for the same harmful behavior.

When a restorative process is offered and a staff member chooses not to participate, the staff member will still be held accountable in a traditional manner for the harm or conflict that occurred. *For the discipline process, please review the [Collective Bargaining Agreement and/or Personnel Manual](#) which pertains to your position.* A restorative response will always be the first option offered but if it is declined, staff members can expect they will still be held accountable for their actions through BSD Human Resources personnel guidelines.

Part VIII. Staff-Student or Family Harm Accountability Guidelines

In a situation in which a BSD staff member, student, or family cause harm to each other (e.g. a staff causes harm to a student or family, a family causes harm to a staff member), the parties involved will be provided with an opportunity to repair the harm and take accountability for the situation in a restorative manner. Staff members are held to the same standards of expectation as students and families.

These harm repair opportunities will first offer a restorative approach. It is voluntary for everyone involved to participate in any restorative process. The impact of opting in to the restorative process is that a stronger relationship is built out of the process and conflict is addressed to make things right.

Staff members can expect that should they cause harm to a student or family, they will be invited to participate in a restorative process but should they decline or refuse to participate in this process, disciplinary measures will be taken. These measures are confidential. The Burlington School District will use progressive discipline procedures. These procedures are designed to provide a structured process to improve and prevent a recurrence

of undesirable employee behavior and performance issues, but can be altered based on the severity of the infraction: step 1- informal verbal directive, step 2- formal verbal reprimand, step 3- formal written reprimand, without Suspension, step 4: formal written reprimand and suspension without pay, and step 5- termination.

Feedback Form

Would you like to provide feedback, suggestions, or a question about the Code of Conduct? Please use this [form](#) to submit your thoughts. The Code of Conduct will be revised on an annual basis.

Appendix A: History and Context of Code of Conduct Creation

The **BSD Restorative Code of Conduct** began in 2017, with multiple BSD staff members, students, and union leaders picking up the work during the 2022-2023 school year to create a comprehensive community guide that applies to **all** students, staff, employees, and parents and family members. Cabinet members gave feedback on the first draft of the Code of Conduct during a summer inservice in 2022. Students from the Summer Racial Justice Academy 2 were given an opportunity to provide comments and suggestions as well. Staff focus groups were held to solicit feedback on the Code of Conduct in the winter of 2023. The Superintendent's Family and Student Advisory Groups both provided their insight and suggestions on the Code of Conduct. Finally, a revision team was responsible for making final edits and changes to the Code as well as designing a rollout plan for Fall 2023.

The Code of Conduct is purposefully designed to not solely apply to students but instead to all community members as we believe in BSD that we all must be accountable for our actions and behavior.

We are working to transform our district into being truly restorative in nature. The State of Vermont has recommended that suspensions and expulsions in Vermont Schools should only be used in the most extreme circumstances, as outlined by the Act 35 [Task Force Report on Equitable and Inclusive School Environments](#) from the State of Vermont (March 2022). The annual [BSD Equity and Inclusion Data report](#) consistently shows disparities in suspensions and disciplinary data that adversely affect students of the global majority, students on IEPs, students who are English language learners, male-identifying students, and students who qualify for free and/or reduced lunch. Students who are suspended are at increased risk of academic failure, of dropping out of school, and of entering the criminal penal system.

The Code of Conduct directly aligns to Priority Area 5 of [BSD's Strategic Plan](#); Priority Area 5 is focused on developing relationship-based communities through Restorative Practices.