



Binghamton City School District

**2023 - 2024
Code of Conduct**

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SECTION I: Introduction

INTRODUCTION TO BINGHAMTON CITY SCHOOL DISTRICT CODE OF CONDUCT

CODE OF CONDUCT GOALS

- Establish district-wide expectations that all adults and students are expected to support within the school community.
- Ensure school-wide spaces, classrooms, and sports/recreation areas are civil, safe, and secure.
- Maximize every school's capacity to model, teach, and promote positive behaviors using interventions and strategies associated with Positive Behavior Interventions and Supports (PBIS).
- Develop interventions and an accountability system that enable students to increase their capacity to self-regulate and interact positively and responsibly within the school community.
- Provide a preventative approach supported with intervention and therapeutic response as we aim to keep students in the classroom.
- Promote equity and support our principles and efforts to be trauma- sensitive as well as culturally responsive.
- Present a strong focus on restorative practices.

BCSD Beliefs about Children, Learning, and Discipline

- All students are capable of their personal best with guidance, explicit instruction, support, and coaching. Students' needs are different; they may vary in amounts of time, attention, and support needed for them to behave responsibly, succeed academically, and achieve significantly. Early recognition of students' social-emotional needs will help promote a positive learning environment.
- All disciplines are designed to include a continuum of student abilities in our school community and ensure that students have the social-emotional skills to do so. We understand that all behavior is communication; we seek to understand this communication in order to best design an effective discipline response.
- Student behaviors are teachable moments: opportunities for learning instead of punishment. While it is important to hold students accountable for their actions, consequences without reteaching and reflection won't impact a change in behavior.
- The root of the word "discipline" is to teach. Effective discipline teaches students to become more skillful and self-aware. Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional, and academic success.

Effective classroom management and preventative school discipline are essential for supporting teaching and learning. While inspiring cooperation, teachers will reflect on biases, instructional practices, mood/temperament, and classroom management skills, before writing discipline referrals. PBIS goes further by emphasizing that classroom management and preventative school discipline must be integrated and work together with effective academic instruction in a positive and safe school climate, maximizing success for all students.

At the Binghamton City School District cultural behaviors are to be validated and affirmed. When choosing interventions and consequences for student behavior, teachers, administrators and all

staff must balance BCSD's goals of ensuring equity, minimizing disruptions and maximizing student instructional time. Consequences paired with meaningful instruction and guidance (corrective feedback and re-teaching) offer students an opportunity to learn from their mistakes.

Understanding consequences as “teachable moments” is fundamental to a positive approach to discipline. Instead of seeking punishment, progressive consequences seek to ensure accountability and behavior change. With progressive consequences, a student's first violation will usually merit a lower level consequence than future violations. In instances where the student's behavior is dangerous or threatens the safety of others, more severe disciplinary action may be warranted, even if it is the student's first violation.

With progressive consequences, we aim to help students:

- Understand why the behavior is unacceptable and what they could have done differently in the same situation.
- Understand the harm the behavior caused and the impact that it has.
- Take responsibility for their actions.
- Be given the opportunity to repair the harm caused by their behavior.
- Be given the opportunity to learn prosocial strategies and skills to use in the future.

Depending on the nature of the violation, it is the Board's desire that student discipline is progressive (i.e., a student's first violation may merit a lighter penalty than subsequent violations). It is also the Board's desire that staff take into account all other relevant factors in determining an appropriate penalty. Based on the circumstances, it is at the discretion of school staff to determine the penalty warranted by a particular violation.

Restorative Practices provide proactive strategies and support for building positive relationships and school community. By incorporating proactive strategies into daily practice, accountability and interventions are built into classroom routines. Students will be guided to self-correct, make amends, problem solve, and repair harm. When necessary, students will also be supported in restorative interventions that address specific issues and behaviors, which may warrant the assignment of a consequence. This intervention is part of the process to work towards restoring one's good standing, making amends, practicing more appropriate behaviors, repairing harm, and making it right.

When a rule violation is significant, students are assigned a consequence. Consequences signal that a student's actions have violated the school rules, disrupted learning, and/or the District Code of Conduct.

When students are not meeting school expectations, school staff and principals respond appropriately, consistently, and work individually with students. Students learn best when they feel safe and understood. When providing redirection, adults intervene in a way that models and teaches the positive behavior desired of all students and adults in the school building. Thus, adults demonstrate care, support, and interest in the well-being of the student, even as consequences are put into place to ensure that the discipline is educational.

The Code of Conduct emphasizes the importance of implementing strategies, supports, interventions and plans that address student needs before behavior issues rise to a more serious

level. Students are most likely to make positive decisions when they understand the expectations, know that adults care about them and when they feel respected.

The Code of Conduct describes specific behaviors that are unacceptable at school, and explains the consequences and interventions that will be assigned when a student's conduct does not meet expected standards of behavior. The Binghamton City Schools Code of Conduct describes three levels of possible response to disruptive behavior. Each disruptive behavior is assigned to one or more levels of intervention and responses. Principals and school staff should consider the levels suggested for each behavior. If disruptive behavior is assigned to two or more levels, then, wherever possible, the lowest level of intervention and disciplinary response should be used first. For example, if a student refuses to follow directions, school staff and principals should first use intervention strategies and responses in Level 1 before moving to Level 2.

Every reasonable effort should be made to correct student misbehavior through interventions and other school-based resources, and the least severe disciplinary responses, beginning with redirection. Interventions are essential because negative behavior or violations of the Code of Conduct may be symptomatic of more serious concerns that a student may be experiencing. It is, therefore, important that school personnel be sensitive to issues that may influence the behavior of students, and respond in a manner that is most supportive of their circumstances.

When principals and school staff respond to student behavior, they are expected to take into account numerous factors:

- Age, health, and disability or special education status of the student.
- Appropriateness of student's academic placement.
- Student's prior conduct and record of behavior, while taking into account special consideration of family, community, and/or environmental factors that may impact the student's behavior.
- Student's understanding of the impact of his/her behavior and attitude.
- Student's willingness to repair the harm caused by his/her behavior.
- Seriousness of the behavior/offense and the degree of harm caused.
- Overall impact of the incident on the school community.
- Whether the student's violation threatened the safety of any student or staff member.
- The likelihood that a lesser intervention would adequately address the violation.

The Binghamton City School District will ensure that the community is aware of this Code of Conduct by:

- Providing a public hearing prior to Board of Education approval.
- Providing a copy of a summary of the Code of Conduct to all students.
- Copies can be made available to parents.
- Provide informational sessions for parents.
- Provide all teachers and staff with a copy.
- Provide all new employees with a copy.
- Ensure that the District as well as each individual school, has an annual plan to review and discuss the Code of Conduct.

Section II: Students

Students have the right to the following:

- Attend school in the district in which one's legal parent or legal guardian resides, and to receive a free and appropriate public education from age three to 21, as provided by law.
- Afforded a sound, quality education from Pre-K through grade 12 in a culturally responsive school environment that is safe, orderly, and promotes learning.
- Respected as an individual, treated fairly, and with dignity, by other students and by school staff.
- Express opinions verbally or in writing, and with assistance if needed.
- Dress in such a way as to express one's personality, as long as the student's choice does not distract or disrupt the learning environment.
- Take part in all school activities on an equal basis regardless of race, color, creed, religion, religious practices, sexual orientation, gender/gender identity, national origin, ethnic group, political affiliation, age, marital status, or disability.
- Granted access to relevant and objective information concerning drug and alcohol abuse, as well as access to individuals or agencies capable of providing direct assistance to those students experiencing serious personal problems.
- Provided protection from bullying, harassment, intimidation, taunting, or discrimination based on actual or perceived race, color, weight, national origin, ethnic group, religion / religious practice, gender/gender identity, sexual orientation, or disability by employees, of students on school property or at a school-sponsored event, function or activity.

Student Due Process Rights:

- Provision with the Code of Conduct and rules and regulations of the school district;
- Awareness and access to detailed information about school rules, policies, procedures, and state and local laws guaranteeing or affecting students' right to participation;
- Information of what is appropriate behavior and what behaviors may result in disciplinary actions;
- Counselling and coaching by members of the professional staff in matters relating to their behavior as said behavior affects their education and well-being in the school;
- Opportunities to be heard for alleged violations of the Code of Conduct;
- Information for appealing the actions and decisions of school officials with respect to their rights and responsibilities as explained at a Superintendent's Hearing.
- With Dignity Act material incident decisions, the complainant or the accused may appeal the findings of an investigation by contacting our district Dignity Act Coordinator.
- Parent and/or representative at conferences and hearings.

What is the Dignity Act?

Since July 2012, New York State has provided an official framework for how schools respond to negative behavior, such as bullying, harassment, intimidation, taunting, or discrimination. The Dignity for All Students Act, or DASA, outlines requirements for reporting and investigation, requires staff training on prevention and intervention, and identifies related communications for notifying parents and students about DASA-related topics.

DASA specifically calls for the protection of students from harassment, bullying (including cyberbullying), or discrimination by employees or other students. According to the New York State Education Department, the aim of DASA is not to increase punishment, but rather to foster social interaction among students as a way to maintain a safe learning environment that results in less bullying, an increased ability to identify individual students who are being bullied, and an instilled responsibility to inform the necessary authorities when a peer is a victim of bullying, harassment, or discrimination.

Student Responsibilities and Expected Behaviors:

Personal Conduct and Character

- Attending school regularly and on time.
- Respectfully accepting direction, requests, feedback, and support from adults.
- Demonstrating self-discipline by making responsible behavioral and academic choices.
- Being truthful about, and being accountable for, your words and actions.
- Following school rules and meeting standards of behavior described in the Code of Conduct.
- Accepting consequences when behavioral expectations are not met or school rules are violated.
- Making an effort to correct and improve behavior through restorative interventions
- Adhering to the Student Dress Code

Cooperating with Others and Treating Others with Respect

- Treating others the way you want to be treated.
- Expressing your thoughts and opinions in ways that are polite, respectful, and courteous.
- Using a considerate tone of voice and appropriate body language.
- Listening when others are speaking to you.
- Respecting others' personal space and keeping your hands to yourself.
- Working with others cooperatively in large and small groups.
- Acting with kindness, caring and sensitivity toward others.

Learning

- Completing high quality work in every subject
- Being prepared to learn.
- Challenging yourself and making your best effort.
- Demonstrating a strong work ethic.
- Bringing an open mind and positive attitude to learning, every day.
- Seeking help and assistance when you need it.

Property of Others

- Taking care of property that belongs to other students, adults, or the school.
- Using school or other people's materials carefully, and only for the intended purpose.

Safe School Community

- Helping to make a school community free from violence, intimidation, bullying, harassment, and discrimination.
- Asking for assistance when you need it to resolve conflicts and differences.
- Contributing to the safety and well-being of our community.
- Using all equipment in schools and on buses in a safe manner.

Student Dress Code:

Individual students and their parents or guardians bear the responsibility for student dress and general appearance. Students are required to attend school in appropriate dress, and appearance that meet health and safety standards, and that do not interfere with the educational process. Personal appearance is one of the most visible indicators of youth culture. Looking at how young people dress themselves is a powerful indicator of the current state of youth culture and self identification. The dress code is designed to help students and their parents recognize choices regarding attire that would be situationally appropriate in their future workplace as well as in an educational setting.

Students may be required to wear appropriate protective gear in certain classes (e.g., technology, family and consumer science, physical education.)

Clothing, attire, notebooks, or personal property, which has an expression (e.g., phrase, word or words) or insignia (e.g., picture, symbol, patch, or pin) which contains the following will not be permitted: alcohol, tobacco, and/or other drug references; libelous statements, unfounded charges, or accusations; obscenity, defamation of persons, discriminatory or false statements, or plagiarism; vulgarity, subject matter advocating racial or religious prejudice, hatred, or violence; the breaking of laws and school policies and regulations; subject matter promoting sexual or other harassment, or which, itself, may reasonably lead to disruption of the educational process or that is not consistent with the basic educational mission of the schools.

This includes, but is not limited to, apparel, jewelry, accessories, or any manner of display which, by virtue of its color, arrangement, trademark, or other attribute is reasonably perceived or intended to intimidate, threaten, incite violence, or reflect gang affiliation or membership in a group that advocates drug use or other illegal or violent activity.

The wearing of headgear that obscures the eyes and face, as well as coats or other outerwear, except for religious or medical reasons, is prohibited in school buildings during the school day.

Administration is authorized to take action in instances where individual dress does not meet the stated requirements. If the administrator determines that a student is found wearing impermissible attire, the student may be required to change, cover-up, or return home, after parent/guardian contact, and change clothes prior to returning to class. The student will be responsible for any work missed as a result of leaving and returning to school. All discipline measures provided in the Student Conduct and Discipline Policy align with the behavior violation of: Failure to Respond to School Directives.

The CROWN Act

In 2019, the Dignity for All Students Act, or DASA, was amended by the CROWN Act to add the definition of race that includes traits such as hair texture and protective hairstyles such as locs, braids, and twists in order to protect students' access to their public education regardless of how they choose to wear/style their hair. The CROWN Act, which stands for Creating a Respectful and Open World for Natural Hair, prohibits racial discrimination based on hair texture and protective hairstyles. Simply put, the CROWN Act protects students' rights to wear or treat their hair however they desire, without the threat of racial discrimination or loss

Simply put, the CROWN Act protects students' rights to wear or treat their hair however they desire, without the threat of racial discrimination or loss of access to school, participation in activities, and inclusion in opportunities inside and beyond typical classrooms. School administrators can work to create a culturally responsive and sustaining school environment that reflects the diversity of its students, including their hairstyles, and supports student self-expression.

Under DASA and the CROWN Act, schools are responsible for ensuring that:

- teaching staff and other school personnel are aware of the Crown Act;
- school personnel understand that formal disciplinary action against students based on their natural hair texture and protective hairstyles is prohibited;
- school personnel understand that, given their inherent position of authority over students, they are responsible for preventing racial discrimination and supporting all students' access to school, participation in activities, and inclusion for opportunities inside and outside of the classroom; and
- the CROWN Act helps to promote school belonging and engagement for all students; reduces disparities in school discipline; increases educational engagement and academic success; and protects students, regardless of gender or gender identity.

Section III: Essential Partners

Parents/Guardians:

The term “parent” means the student’s parent(s), guardian(s), or caregiver(s), i.e., any person(s) in a parental role or custodial relationship to the student, or the student, if he or she is an emancipated minor or has reached 18 years of age.

Parents/Guardians have the right to be active and effective participants in the learning process, to express their views, and to give input into decisions that affect their children’s lives and education. Parents/Guardians are vital to the success of the school. They have the responsibility to reinforce the learning process at home; to encourage and model polite, civil behavior; to motivate their children to be interested in school; and to see that their children attend school regularly. They should expect the highest level of achievement that their children are capable of, as well as teacher performance to help their children reach this level of achievement. They are welcome and encouraged to talk and meet with teachers to find out how their children are progressing. The more parents are involved, the higher the quality of their children’s education.

Students, parents, and school personnel all have a role in making schools safe and must work collaboratively with one another to achieve this goal. Parents should expect school staff to inform them of their child’s behavior and enlist parents as partners in addressing areas of concern. Outreach to parents can include, but is not limited to, a phone call and/or written communication. As role models, parents should exhibit the behaviors that they would like to see in their children/students.

To ensure that parents become active and involved partners in promoting a safe and supportive school environment, they must be familiar with the Code of Conduct. Parents should expect to be informed about the child’s behavior and be responsible for nurturing the skills students need to succeed in school and in society. Parents are encouraged to discuss with their child’s teachers, and other school staff, concerns that may affect student behavior and strategies that might be effective in working with the student.

Parents' Rights - Parents and Guardians have the right to:

- Be actively involved in their children's education.
- Be treated courteously, fairly, and respectfully by all school staff.
- Receive timely information about the policies of the Binghamton Board of Education and procedures that relate to their children's education.
- Receive regular reports, written or oral, from school staff regarding their children's academic progress or behavior, including, but not limited to, report cards, behavior progress reports and conferences.
- Receive information about students with disabilities and English language learners.



Parent Responsibilities - Parents and Guardians have the responsibility to:

- Give updated contact information to the Binghamton City School District Central Registration Office and their children's individual school.
- Make sure their children attend school regularly and on time.
- Let schools know when and why children are absent.
- Tell school officials about any concerns or complaints in a respectful, timely manner.
- Work collaboratively with principals and school staff to address any academic or behavioral difficulties their children may experience and Inform school officials of changes in the home situation that may affect student conduct or performance.
- Talk with their children about school and expected behavior to help them understand that situational appropriateness is required to maintain a safe, orderly environment in school.
- Support their children by providing an environment suitable for learning and developing positive study habits.
- Be respectful and courteous to staff, other parents/guardians, and students.
- Teach their children that all children have the right to attend school and be treated with respect and dignity regardless of actual (or perceived) race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity. This will strengthen the child's confidence and promote learning in accordance with the Dignity for All Students Act.
- Recognize that the education of their children is the joint responsibility of the parents and the school community.
- Support their children to be dressed in a manner consistent with the student dress code.
- Help their children deal effectively with peer pressure.

School Faculty and Staff:

Superintendent, Board of Education, Administrators, Teachers, Counselors/Social Workers/Psychologists, Community Partners, Student Resource Officers and Paraprofessionals/Support Staff – including, but not limited to, school bus drivers, school bus monitors, teacher aides, clerical, custodial, and food service staff

Rights - School Faculty and Staff have the right to:

- Work in a safe and culturally responsive environment.
- Be treated courteously, fairly, and respectfully by students, parents or guardians, and other school staff.
- Communicate concerns, suggestions, and complaints to appropriate supervisors.
- Receive supportive professional development and training.
- Receive the necessary resources to deliver quality instruction.
- Modify instruction consistent with the policies of the Binghamton Board of Education and with State and Federal Regulations.

School Faculty and Staff - have the responsibility to:

- Be Culturally Responsive
- Model appropriate behaviors by always treating students, parents, and colleagues in a kind and courteous manner.

- Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual (or perceived) race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, with an understanding of appropriate appearance, language, and behavior in a school setting. This will strengthen student's self-image, and promote confidence to learn.
- Report, in a timely manner, incidents of discrimination and harassment that are witnessed, or otherwise brought to the attention of, the teacher, school counselor, student support services personnel, or other staff, to the building administrator who is the Dignity Act Coordinator (DAC).
- Participate in required professional development opportunities.
- Confront issues of discrimination and harassment in any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.

In addition to the Responsibilities listed above:

Teachers - All teachers have the responsibility to:

- Be prepared to teach.
- Demonstrate interest in teaching and concern for student achievement; all students have unique strengths, and the staff at BCSD strive to ensure equity and equality of all students.
- Communicate to students and parents the course objectives and requirements, marking/grading procedures, assignment deadlines, expectations for students, and classroom discipline plan.
- Inform parents and guardians of students' academic progress and behavior, create meaningful opportunities for their participation, and provide regular communication in a language they understand.
- Provide make-up work for students with legal absences, including those students who are absent for disciplinary reasons.
- Use Culturally Responsive instructional and classroom management practices.
- Be knowledgeable about the policies of the Board of Education and administrative regulations and rules and enforce them fairly and consistently.
- Be knowledgeable about federal and state laws and regulations about the disciplinary process for students with disabilities.
- Refer students to appropriate committees, departments, offices, agencies, or organizations when outside support is necessary.

Counselors/Social Workers/Psychologists – All counselors have the responsibility to:

- Assist students to cope with peer pressure and emerging personal, social, and emotional problems.
- Initiate teacher/student/counselor conferences and parent/teacher/ student/counselor conferences, as necessary, as a way to resolve pertinent issues.
- Provide Culturally Responsive social emotional learning (SEL) curriculum throughout various grade levels.
- Provide community resources and referrals to outside agencies.
- Provide Tier 2 counseling support as well as mandated counseling services.
- Regularly review students' educational progress and career plans.
- Encourage students to benefit from curricular and extracurricular programs.

Student Resource Officers (SRO) – SROs have the responsibility to:

- Be a certified law enforcement officer.
- Create a safe and orderly environment.
- Maintain and encourage a climate of mutual respect and dignity.
- Protect students and staff by preventing criminal behaviors and dealing with these behaviors thoroughly and expeditiously.
- Provide guidance to students and staff on criminal law related issues and make referrals to proper agencies.
- Communicate suggestions and concerns to the administration.
- Be a First Responder for health and safety concerns.
- Act as an Ambassador for community school connection.

Community Partners – All Community Partners have the responsibility to:

- Help make school free from violence, intimidation, bullying, and harassment.
- Assist with resolving conflicts and peer mediation.
- Provide mentoring opportunities to students.
- Complete referrals to school based health/mental health providers and communicate with the appropriate staff (i.e. school social workers, administration, school psychologists, school counselors).
- Bridge the home-to-school connection.

Administrators – All Administrators have the responsibility to:

- Create and implement policies and procedures that encourage safe and orderly schools for all students, school staff, and principals to support active teaching and learning.
- Protect the legal rights of school staff, principals, students, and parents or guardians.
- Be courteous, respectful, and fair with students, parents or guardians, and school staff.
- Ensure the protection of legal rights of students with disabilities.
- All students have unique strengths, the staff at BCSD strive to ensure equity and equality of all students.
- Provide support and professional development training to school staff to help support students.
- Support school staff in the fulfillment of their disciplinary responsibilities as defined by the Binghamton City School District Code of Conduct.
- Contact and involve parents or guardians on disciplinary issues.
- Monitor and analyze data on the implementation of the District's Code of Conduct, including but not limited to, data on the use of in-school and out-of-school suspensions by student demographic characteristics.
- Evaluate, on a regular basis, all instructional programs.
- Support the development of, and student participation in, appropriate extra-curricular activities.

Superintendent – The Superintendent has the responsibility to:

- Promote a safe, orderly, respectful and stimulating environment, free from intimidation, discrimination and harassment, and support active teaching and learning.
- Inform the community, students, parents or guardians, and school staff about policies of the Board of Education.
- Review the policies of the Board of Education and state and federal laws relating to school operations and management with district administrators.
- Inform the community, students, parents or guardians, school staff, principals, and School Board about Board of Education policies, as well as state and federal laws relating to school operations and management.
- Work to create instructional programs that minimize problems of misconduct, and that are sensitive to student and teacher needs.
- Work with district administrators to enforce the District's Code of Conduct to ensure that all cases are resolved promptly and fairly.
- Inform the board about educational trends relating to student discipline.

Board of Education – The Board of Education has the responsibility to:

- Collaborate with students, teachers, administrators, parent organizations, school safety and other school personnel, and the community, to develop a Code of Conduct that clearly defines expectations for the conduct of students, district personnel, and other persons on school property and at school functions.
- Annually adopt and review the District's Code of Conduct to evaluate the Code's effectiveness and the fairness and consistency of its implementation.
- Appoint a Dignity Act Coordinator (DAC) in each school building. The Board will ensure that the Dignity Act Coordinator will be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, and gender/gender identity. The Dignity Act Coordinator will be accessible to students and other staff members for consultation and advice as needed on the Dignity Act.
- Review data and recommendations of the Superintendent on the implementation of the Code of Conduct, including but not limited to, the use of in-and out-of-school suspensions with student demographics and implement reforms if needed.
- Model appropriate behaviors by conducting board meetings in a professional, respectful, and courteous manner.



Section IV: Discipline of Students with Disabilities

The Board recognizes that it may be necessary to suspend, remove, or otherwise discipline Students with Disabilities (SWD) to address disruptive or problem behavior. The Board also understands that SWD have certain procedural protections whenever school authorities intend to impose discipline upon them. The Board is committed to ensuring that the procedures followed for suspending, removing, or otherwise disciplining SWD are consistent with the procedural safeguards required by applicable laws and regulations.

This Code of Conduct affords SWD subject to disciplinary action no greater or lesser rights than those expressly afforded by applicable federal and state law and regulations.

Procedural Safeguards for Students with Disabilities Subject to Discipline in alignment with NYCRR 201 of the Regulations of the Commissioner of Education.

Students Presumed to Have a Disability for Discipline Purposes

Section 201.3

A child under disciplinary action who is not currently identified as a Student with a Disability (SWD), can be afforded the same rights as SWD if they are suspected of having a disability under part 200.

Basis of Knowledge

A school district must be deemed to have knowledge that a student had a disability if before the time the behavior occurred the following happens:

- The parent of the student has expressed concern in writing to supervisory or administrative personnel of the appropriate educational agency or to a teacher of the student that the student is in need of special education. (the expression of concern may be oral if the parent does not know what to write or has a disability that prevents a written statement).
- The parent of the student has requested an evaluation of the student.
- A teacher of the student, or other personnel of the school district, has expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the director of special education of the school district or to other supervisory personnel of the school district in accordance with applicable laws and regulations.

Manifestation Determinations Meetings (required CSE reviews of a student)

A manifestation determination meeting is a review of the relationship between the student's disability and the behavior subject to disciplinary action. This meeting will determine if the behavior is a manifestation of the disability. During the meeting the Committee answers the question of, "Was the behavior caused by or directly related to the student's disability?" and/or "Was the behavior a direct result of the failure to implement the IEP?" These meetings are held at the District Office.

❖ **Individuals to Carry Out the Manifestation Determination Review**

- The entire CSE is not required to conduct the manifestation determination. The manifestation determination may be made by a “manifestation team,” which must include:
 - a representative of the school district knowledgeable about the student and the interpretation of information about the child’s behavior
 - the parent
 - relevant members of the CSE, as determined by the parent and the school district.

❖ **Notification to the Parent**

- The parent must receive written notification before any manifestation team meeting to ensure that the parent has an opportunity to attend. The notification must inform the parent of:
 - the purpose of the meeting
 - the names of the individuals expected to attend
 - And his/her right to have relevant members of the CSE participate at the parent’s request

❖ **Conduct of the Review**

- The manifestation team must review all relevant information in the student’s file including:
 - the student’s IEP
 - any teacher observations
 - review of records which may include, but is not limited to, discipline referrals, suspension letters, and/or BIP data
 - any relevant information provided by the parents.

❖ **Determination**

- If the manifestation team determines that the conduct was caused by, or had a direct and substantial relationship to the student’s disability, or the conduct in question was the direct result of the school district’s failure to implement the IEP the following will ensue:
 - The CSE must conduct a functional behavioral assessment and implement a behavioral intervention plan for the student.
 - Except for removals for drugs, weapons, or serious bodily injury pursuant to section 201.7, the student must be returned to the placement from which the student was removed, unless the CSE recommends a change of placement through a program review.

Committee on Special Education Responsibilities for Functional Behavioral Assessments and Behavioral Intervention Plans

Section 201.3 of the Commissioner's regulations requires the Committee on Special Education (CSE) to conduct a manifestation determination if:

- o A decision is made by the Superintendent of Schools to change the student's placement to an interim alternative educational setting;
- o A decision is made by an impartial hearing officer to place a student in an interim alternative educational setting; or
- o A decision is made by the Board of Education, Superintendent of Schools, or building principal to impose a suspension for more than 10 consecutive school days, or for a period of 10 consecutive days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year, because the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals, and because of such additional factors as the length of each suspension or removal, amount of time the student has been removed, and the proximity of the suspensions or removals to one another.

If the student already has a behavioral intervention plan (BIP), the CSE must meet to review the plan and its implementation, and modify the plans and its implementation as necessary to address the behavior. However, if a NEXUS (when that student's conduct is a manifestation of the student's disability i.e., it is related to the disability) is found, a functional behavioral assessment (FBA) must be conducted. Based on the findings of the FBA a behavioral intervention plan (BIP) may or may not be recommended by the CSE. The process is as follows: manifestation determination, creation of an FBA, creation of a BIP if warranted from the FBA process and then a program review if procedurally necessary.

CSE Program Review

A student who has an IEP must have placement decisions made by the Committee on Special Education; the entire committee is required to convene in order to conduct a program review. During this meeting the CSE reviews what evaluation results mean and what types of placements are appropriate for the student. Placement would be reviewed if the committee believes that the current placement is not meeting the student's needs, including achievement, behavioral, and sensory/gross motor.

Placement decisions must be made according to IDEA's least restrictive environment requirements-commonly known as LRE. These requirements state that, to the maximum extent appropriate, children with disabilities must be educated with children who do not have disabilities.

Special classes, separate schools, or other removal of students with disabilities from the regular educational environment may occur only if the nature or severity of the child's disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.



GRADE PRE-K - 5

SECTION V: Pre-K – Grade 5

Pre-Kindergarten through Grade 5

These policies apply to all students, grades Pre-K – 5. Multiple incidents, repeated behaviors that disrupt education or persistent violations of the rules will warrant more intensive interventions and more serious consequences. Please see BCSD Intervention Toolbox- RTI Behavior Supports and Responses for more detailed interventions.

Level 1 incorporates universal school-wide and classroom practices that promote the development and practice of prosocial behaviors, self-discipline, habit of learning, health and well-being. Through observation and immediate responses, beginning with redirection, teachers aim to prevent minor discipline problems from becoming major disciplinary incidents.

When children engage in aggressive behaviors, teachers are expected to intervene by verbally asking distressed students to move away from other students, contacting an administrator immediately, and ensuring that other students not involved are safe. If necessary, the other students may be removed from the situation. School Personnel are expected to help the aggressor understand what he/she did and learn to correct the behavior in the moment, or shortly thereafter.

Teachers can complete a behavior referral form for aggressive behavior. Additional data, including classroom observations shall also be collected. A team meeting, including the parents, is then held to draft a plan for the student. The plan should focus on teaching the child the desired behaviors to ensure the success of the student in the classroom and school.

When a child behaves aggressively, the following steps will be followed:

- A staff member will remove the child temporarily from the environment to help the child regain a sense of calmness. The adult may speak with the child about the incident so that the aggressor feels understood.
- 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 calmness and safety, and discuss the longer-term plan for preventing similar incidents in the future. This aligns with the district's anti-bullying protocol.

When a child is harmed by an aggressor, the following steps will be followed:

- A staff member 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 calmness and safety, and discuss the

longer-term plan for preventing similar incidents in the future. This aligns with the district's anti-bullying protocol.

If a student engages in persistent (or offensive) aggressive acts that cause injury, or threaten children's safety in the classroom, the principal can request a district consultation with the Behavior Interventionist, Student Support Team and/or RTI Building Level team within 24 hours to determine the most appropriate interventions, including up to a two-day out-of-school suspension, while the intervention plan is being developed. Parents of students who have engaged in highly aggressive or dangerous behaviors are expected to be directly involved in the intervention plans created to support the success of their children.

Level 2 involves targeted interventions and assigned consequences when a student's behavior violation warrants a more focused behavioral response beyond the immediate situation (or incident) in the classroom or other location. People learn best when they feel safe and understood. When providing discipline, adults intervene in a way that models and teaches the positive behavior desired of all people in the school building. Thus, adults demonstrate care, support, and interest in the well-being of the student as consequences, used to ensure that the discipline is educational, are put into place.

Level 3 involves violent or dangerous behavior violations that seriously jeopardize school and classroom safety and order. Students who exhibit these behaviors are assigned to more intense and individualized Interventions.

GRADE PRE-K - 5



SECTION VI: Pre-K – Grade 1

Level 1- Supported with Tier 1 Interventions

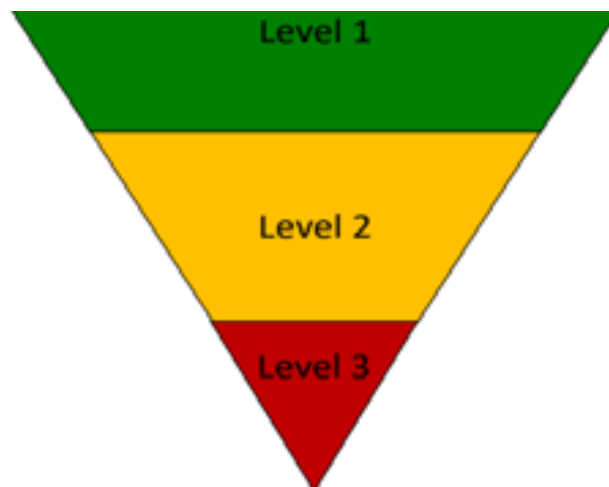
Level 1 incorporates culturally responsive, universal school-wide and classroom practices that promote the development and practice of prosocial behaviors, self-discipline, habits of learning, health, and well-being. Through observation and immediate responses, teachers aim to prevent minor discipline problems from becoming major disciplinary incidents, beginning with redirection.

Level 2- Supported with Tier 2 Interventions

Level 2 involves targeted interventions and assigned consequences when a student's behavior violation warrants a more focused behavioral response beyond the immediate situation or incident in the classroom or other location. People learn best when they feel safe and understood. When providing discipline, adults intervene in a way that models and teaches the positive behavior desired of all people in the school building. Thus, adults demonstrate care, support, and interest in the well-being of the student as consequences are being put into place to ensure that the discipline is educational.

Level 3: Supported with Tier 3 Interventions

Level 3 involves violent or dangerous behavior violations that seriously jeopardize school and classroom safety and order. Students who exhibit these behaviors are assigned more intense and individualized interventions.



BCSD ELEMENTARY RTI BEHAVIOR SUPPORTS AND RESPONSES MENU

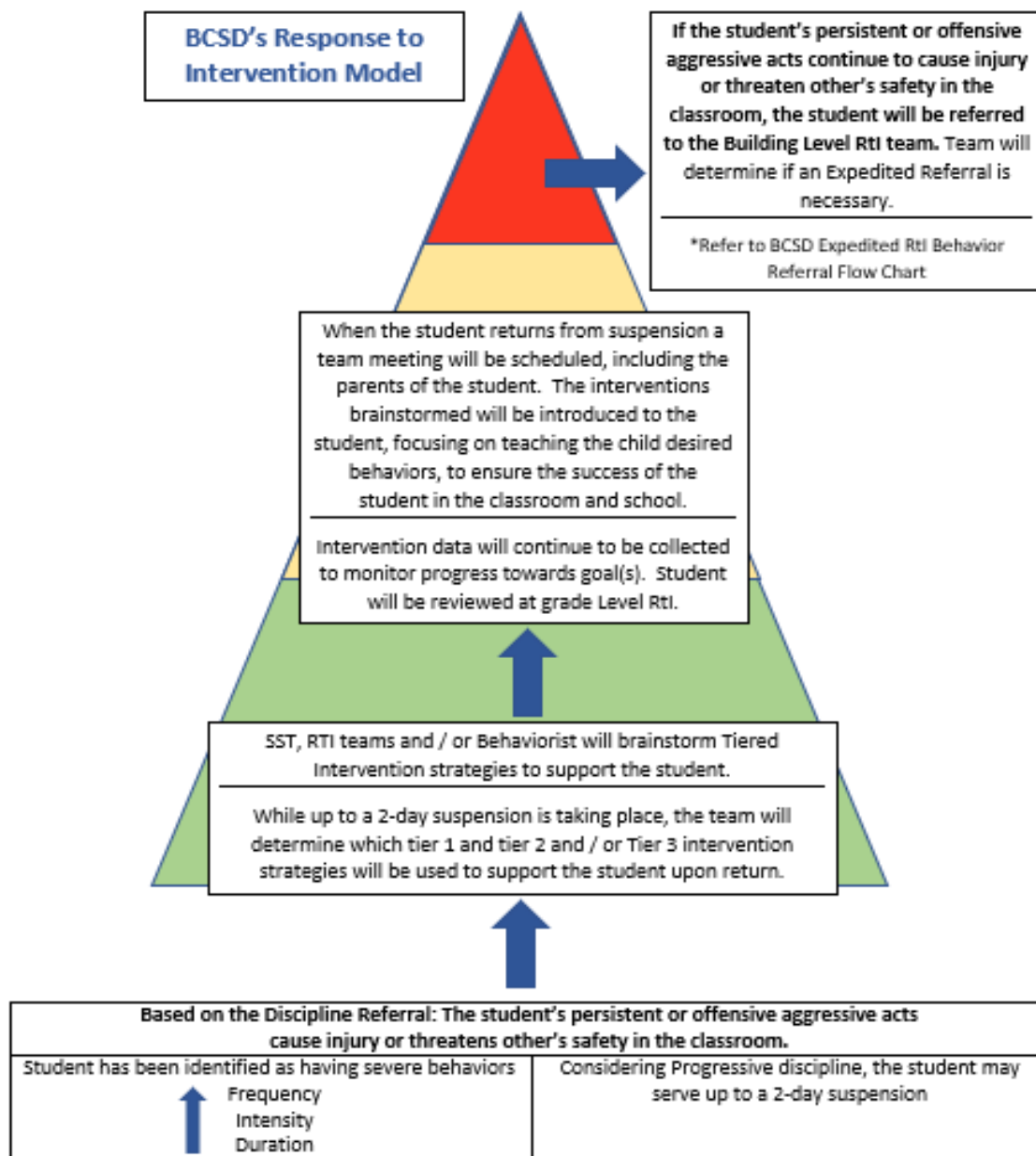
Behavior Looks Like:	Tier 1 Interventions: Teacher / Classroom Managed
Failure to Respond to School Directives <ul style="list-style-type: none"> - Failure to comply with school rules, regulations, policies, or procedures - Failure to respond to school staff directives, questions, or reasonable requests - Does not attempt / complete assigned work - Does not bring necessary materials to class - Does not participate in class activities 	<ul style="list-style-type: none"> - Academic Choice - Breaks – to refocus - Classroom management system - Collateral communication - Consistent home communication - Culturally Responsive Instruction - Energizers - Kagan structures - Logical consequences - Loss of privilege (Individual or group) - Nonverbal cues - PBIS rollout – building wide - Positive teacher language - Proximity to students - Random positive attention - Rules creation – with class - Self-monitoring - Student Reflection - Zones of Regulation
Behavior Looks Like:	Tier 1 Interventions: Teacher / Classroom Managed
Difficulties with Social Interactions / Verbal Altercation <ul style="list-style-type: none"> - Name calling, insults, making inappropriate gestures, or comments, persistent teasing - Confrontational and aggressive arguing, name calling - Misleading / giving false information to school staff - Demonstrates difficulty getting along with others - Plays around or goofs off with others 	<ul style="list-style-type: none"> - Consistent home communication - Culturally Responsive Instruction - “I Centered” statements - Interactive modeling - Morning meeting - Random positive attention - Role playing - Social Emotional Learning (SEL) curriculum - “Stop, Walk, Talk” technique - Talk tickets - Teach Conflict Resolution strategies - Zones of Regulation
Behavior Looks Like:	Tier 1 Interventions: Teacher / Classroom Managed
Difficulties with Self Regulation / Problem Solving <ul style="list-style-type: none"> - Does not work silently or independently without bothering others 	<ul style="list-style-type: none"> - Alternate seating - Classroom management system - Consistent home communication - Culturally Responsive Instruction - “I centered” statements - Interactive modeling

<ul style="list-style-type: none"> - Throws objects without physical injury to others - Yelling out in class / raising their voice at others (including adults) - Makes excessive, distracting movements or noises leading to other students becoming off-task - Demonstrates difficulty resolving problems / conflicts - Does not make transitions / adjust to new situations effectively 	<ul style="list-style-type: none"> - Morning meeting - Nonverbal cues - Positive teacher language - (Positive) time – out - Proximity to students - Role playing - Self-monitoring - Sensory toolbox - Social Emotional Learning (SEL) curriculum - “Stop, Walk, Talk” technique -Talk tickets - Teach Conflict Resolution strategies - Visual schedules - Zones of Regulation
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Behavior Looks Like: Tier 1 Interventions: Teacher / Classroom Managed	
<p>Difficulties Communicating and Managing Needs, Thoughts, and Emotions</p> <ul style="list-style-type: none"> - Demonstrates difficulties empathizing with others and accepting other points of view - Does not accept correction and feedback calmly - Engages in confrontations arguing or back talk - Expresses needs and emotions inappropriately - Misinterprets instructional and social cues 	<ul style="list-style-type: none"> - Alternate seating - Breaks – to refocus - Classroom management system - Consistent home communication - Culturally Responsive Instruction - Interactive modeling - “I centered” statements - Logical consequences - Morning meeting - PBIS rollout – building wide - Positive Teacher Language - (Positive) time – out - Proximity to students - Self-monitoring - Social Emotional Learning (SEL) curriculum - “Stop, Walk, Talk” technique - Student reflection - Teach conflict resolution strategies - Zones of Regulation
Behavior Looks Like: Tier 1 Interventions: Teacher / Classroom Managed	
<p>Hallway and Public Space Misconduct</p> <ul style="list-style-type: none"> - Running, making excessive noise, loitering, or persistent hall-walking - Seeks attention inappropriately - Engages in confrontation – arguing or back talk - Uses inappropriate language and yelling 	<ul style="list-style-type: none"> - Classroom management system - Consistent home communication - Culturally Responsive Instruction - “I Centered” statements - Interactive modeling - Logical consequences - Loss of privilege (Individual or group) - Morning meeting - Nonverbal cues - PBIS rollout – building wide - Positive teacher language

	<ul style="list-style-type: none"> - (Positive) time – out - Proximity to students - Role playing - Self-monitoring - Social Emotional Learning (SEL) Curriculum - Visual schedules - Zones of Regulation
Behavior Looks Like:	Tier 1 Interventions: Teacher / Classroom Managed
Occasional Unexcused Absences, Tardiness, and Class Cutting	<ul style="list-style-type: none"> - Active listening - Classroom management system - Collateral communication - Consistent home communication - Culturally Responsive Instruction - “I centered” statements - Logical consequences - Morning meeting - Morning message - PBIS rollout – building wide - Positive teacher language - Rules creation – with class - Self-monitoring - Social Emotional Learning (SEL) curriculum - Student reflection





SECTION VII: Grade 2 – Grade 5

Level of Behavior Concerns, Violations and Responses

When considering behavior violations, BCSD adopts a social emotional lens, understanding our students and developing cultural competency. The Binghamton City School District has examined cultural behaviors, unacceptable (school) behaviors and/or egregious behaviors when leveling the behavior violations. Interventions and consequences will be implemented in a culturally responsive and consistent manner across all schools and grade levels.

When choosing interventions and consequences for student behavior, teachers, administrators and all staff must balance BCSD’s mission and goals of ensuring equity, minimizing disruptions, and maximizing students’ academic, social and emotional well-being. Consequences paired with meaningful instruction and guidance (corrective feedback and re-teaching) offer students an opportunity to learn from their mistakes. Understanding consequences as “teachable moments” is fundamental to a positive approach to discipline. Instead of seeking punishment, progressive consequences seek to ensure accountability and behavior change.

<p>LEVEL 1 Classroom support / teacher managed - universal core instruction Appropriate when the behavior is a minor infraction. Rtl classroom supports have been put in place and behavior has been communicated to the parent/guardian.</p>	<p>LEVEL 2 Intensive support staff (a staff member that provides tier two interventions) and appropriate administration May be appropriate when supports have been put in place in the classroom to address behavior, but the behavior has become persistent and has continued to negatively influence the health, safety and learning of the student and others. Possibility of short-term Suspension.</p>	<p>LEVEL 3 Long-term Suspension or Superintendent's Hearing and increased Suspension days (greater than 5). May be appropriate given the seriousness of the offense and impact on the school community, and/or when documented interventions and supports have been put in place but the behavior continues or is escalating.</p>
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ABSENCES

TIER 1 INTERVENTIONS

Teacher/Classroom Managed

*Attendance Improvement Regulation Flow Chart

Occasional Refusal to attend class / unexcused absence / tardiness
Excessive tardiness to class or school
Persistent or excessive absences from school / truancy

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| <ul style="list-style-type: none"> - Active Listening - Classroom Management System - Consistent Home communication* - Cumulative Absences letters(5, 10, 15, 20)* - Culturally Responsive Instruction - "I Centered" statements - Logical Consequences - Morning Meeting | <ul style="list-style-type: none"> - Morning Message - PBIS rollout - building-wide - Parent access to Parent Portal - Positive Teacher language - Restorative Circle / Patriot Connection - Self- monitoring - Social-Emotional-Learning curriculum - Student Reflection |
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Behavior Violation ABSENCES	LEVEL 2	LEVEL 3	TIER 2 and 3 INTERVENTIONS *Attendance Improvement Regulation Flow Chart	Potential Consequences Utilized <u>after</u> several interventions have been attempted.
Occasional Refusal to attend class / unexcused absence / tardiness Excessive tardiness to class or school Persistent or excessive absences from school / truancy			<ul style="list-style-type: none"> - Attendance Visual Tracking by student - Attendance Hearing* - CICO - Community Partners referral* - Consistent Home communication* - Counselor/ Social Worker / Psychologist / Teacher(s) request meeting with student and parent to discuss needed support* - CPS referral* - Home visit* - Restorative Attendance Circles (grades 4 and 5) - Restorative Conference / Patriot Connection 	<ul style="list-style-type: none"> - Conference with Administrator and/or teacher, student and parent - Lunch detention - Signed agreement made by all parties involved, using a Restorative Conference approach - Submission of behavior referral with no removal from classroom - Assignment to In-School Suspension to provide interventions that match student's needs (One to two-day) <ul style="list-style-type: none"> • Interventions can be documented in the Previous Action Taken section of School Tool Discipline Referral

ACADEMIC DISHONESTY

TIER 1 INTERVENTIONS

Teacher/Classroom Managed

Plagiarism, copying another's work, cheating, or altering records

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| <ul style="list-style-type: none"> - Classroom management system - Consistent Home Communication - Culturally Responsive Instruction - Loss of Privilege - Morning Meeting | <ul style="list-style-type: none"> - PBIS rollout - Restorative Circles / Patriot Connections - Revisit Rules and/or Respect agreements - Social Emotional Learning curriculum - Student Reflection |
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Behavior Violation ACADEMIC DISHONESTY	L E V E L 2	L E V E L 3	TIER 2 and 3 INTERVENTIONS	Potential Consequences <small>Utilized <u>after</u> several interventions have been attempted.</small>
Plagiarism, copying another's work, cheating, or altering records			<ul style="list-style-type: none"> - Consistent home communication - Restorative Conference - Behavior contract - Conference with teacher, administrator and student - Informal Behavior Plan - Consultation with school psychologist 	Student may receive a lower or failing grade for assignment <ul style="list-style-type: none"> - Student may be given the opportunity to redo the assignment - Incident investigation - Lunch detention - Submission of behavior referral with no removal from classroom - Parent notification - Conference with teacher, administrator, parent, and student

Behavior Violation ALCOHOL / DRUGS / INHALANTS	L E V E L 2	L E V E L 3	TIER 2 and 3 INTERVENTIONS	Potential Consequences
Under the Influence - 1st offense Vaping - designer drugs			School Staff is required to refer student to appropriate substance abuse counseling School nurse must be notified immediately <ul style="list-style-type: none"> - Referral and coordination as appropriate with community-based supports and agencies - Restorative Conference with all people affected by incident - Teacher-Student Conference and Re-entry plan facilitated by administrator 	<ul style="list-style-type: none"> - Incident Investigation - Lunch detention - Conference with administrator and/or teacher, student, and parent - Signed agreement made by all parties involved with using a restorative conference approach. - One to two-day in-school suspension - One to two-day out-of-school suspension

Under the Influence - 2nd offense Vaping - designer drugs Using or Possessing Distributing or Selling			School Staff is required to refer student to appropriate substance abuse counseling School nurse must be notified immediately - Referral and coordination as appropriate with community-based supports and agencies - Restorative Conference with all people affected by incident - Teacher-Student Conference and Re-entry plan facilitated by administrator - Individual, family, small group counseling / treatment	- Incident Investigation - Conference with administrator and/or teacher, student, and parent - Signed agreement made by all parties involved with using a restorative conference approach. - Up to a five-day suspension - Five-day out-of-school suspension with District Hearing to request possible long-term suspension
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Behavior Violation ARSON	LEVEL 2	LEVEL 3	TIER 2 and 3 INTERVENTIONS	Potential Consequences
Starting a fire / Fire-related offense			- Intensive intervention for pervasive behavior that is seriously impeding a student's success at school - 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 - Referral and coordination as appropriate with community-based supports and agencies - Signed agreement made by all parties involved with using a restorative conference approach - Teacher-student conference and reentry plan facilitated by administration.	NYS Uniform Fire Prevention and Building Code 401.3 requires building principals to contact the fire department for any or all unwanted fires - Incident Investigation - One to three-day out-of-school suspension or up to a five-day out-of-school suspension when a student: <ul style="list-style-type: none"> • Causes the principal to initiate "shelter in place" emergency procedures. • Poses a serious threat to the safety of students, such as a threat of substantial bodily harm to students or staff. • Prevents students from moving through the hallways or significantly prevents movement through the building, and also disrupts the educational process. - Five-day out-of-school suspension with district superintendent's (or their designee) hearing to request possible long-term suspension.

Behavior Violation ATTACK ON STUDENT	L E V E L 2	L E V E L 3	TIER 2 and 3 INTERVENTIONS	Potential Consequences
Attack on student - hitting, kicking, punching			<ul style="list-style-type: none"> - Restorative Discussion - Restorative Consequence - Restorative Conference with action plan - Review classroom management system - Informal Behavior Plan - Consultation with school psychologist - Review PBIS expectations - Social Stories - Self-Monitoring - Sensory Tool Box - Size of the problem strategy/Zones of Regulation - Consistent home communication - Additional Support person sent to classroom 	<ul style="list-style-type: none"> - Incident investigation - Lunch detention - Removal from classroom or other location, for no more than 30 minutes - Parent notification by administrator after several teacher attempts - Conference with administrator, and/or teacher, student, and parent - Lunch detention - One to Two-day In-School Suspension - One to three day out-of-school suspension or a five day suspension when the following occurs: <ul style="list-style-type: none"> • Behavior causes a shelter in place • Poses a serious threat to the safety of students or staff • Prevents students from moving through the hallways or other movement throughout the building
Attack on student with Injury			<ul style="list-style-type: none"> - Restorative Discussion - Restorative Consequence with action plan - Restorative Conference - Informal Behavior Plan - Consultation with school psychologist - Review PBIS expectations - Social Stories - Self-Monitoring - Sensory Tool Box - Size of the problem strategy/Zones of Regulation - Consistent home communication - Referral and coordination as appropriate with community-based supports and agencies 	<ul style="list-style-type: none"> - Incident investigation - Immediate Removal from classroom or other location to In-school suspension - Parent notification by administrator - Conference with administrator, and/or teacher, student, and parent - One to three-day In-School Suspension or a five-day suspension when the following occurs: <ul style="list-style-type: none"> • Behavior causes a shelter in place • Poses a serious threat to the safety of students or staff • Prevents students from moving through the hallways or other movement throughout the building

Behavior Violation BOMB THREAT	LEVEL 2	LEVEL 3	TIER 2 and 3 INTERVENTIONS	Potential Consequences
Making threats or providing false information about the presence of explosive materials or devices on school property			<ul style="list-style-type: none"> - Intensive intervention for pervasive behavior that is seriously impeding a student's success at school - 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 - Referral and coordination as appropriate with community-based supports and agencies - Signed agreement made by all parties involved with using a restorative conference approach - Teacher-student conference and reentry plan facilitated by administration. 	<ul style="list-style-type: none"> - Incident Investigation - One to three-day out-of-school suspension or up to a five-day out-of-school suspension when a student: <ul style="list-style-type: none"> • Causes the principal to initiate "shelter in place" emergency procedures. • Poses a serious threat to the safety of students, such as a threat of substantial bodily harm to students or staff. • Prevents students from moving through the hallways or significantly prevents movement through the building, and also disrupts the educational process. - Five-day out-of-school suspension with district superintendent's (or their designee) hearing to request possible long-term suspension.



Behavior Violation BULLYING - VERBAL, PHYSICAL AND ELECTRONIC	L E V E L 2	L E V E L 3	TIER 2 and 3 INTERVENTIONS	Potential Consequences
Persistent and repeated incidents of bullying targeted at same person or group			<ul style="list-style-type: none"> - Consistent home communication - Informal consultation between teacher, social worker / guidance counselor and behavior interventionist / school psychologist that may include a classroom observation of student behavior - Restorative conference with all people affected by the incident - Teacher-student conference and plan facilitated by the administrator. - Zones of Regulation 	<p>DASA Investigation is required</p> <ul style="list-style-type: none"> - Incident investigation - Lunch detention - Conference with administrator and/or teacher, student, and parent - Assignment to In-School Suspension to provide interventions that match student's needs - Parent notification via phone, email, text message, or letter by administrator or staff member - Signed agreement made by all parties involved, using a restorative conference approach - Teacher-student conference and reentry plan facilitated by administration - One to two-day In-School Suspension - One to two-day out-of-School Suspension <hr/> <ul style="list-style-type: none"> - Immediate removal from classroom or other location to In-school suspension - One to three-day out-of-school suspension or up to a five-day out-of-school suspension when a student: <ul style="list-style-type: none"> • Causes the principal to initiate "shelter in place" emergency procedures. • Poses a serious threat to the safety of students, such as a threat of substantial bodily harm to students or staff • Prevents students from moving through the hallways or significantly prevents movement through the building, and also disrupts the educational process. - Five-day out-of-school suspension with district superintendent's (or their designee) hearing to request possible long-term suspension.

DAMAGE TO PERSONAL OR SCHOOL PROPERTY

TIER 1 INTERVENTIONS

Teacher/Classroom Managed

Unintentional damage to person's or school property

- Alternative Consequence directly aligned with damaged property (i.e. restorative discussion, cleaned desks, fixed damaged items / area)
- Consistent home communication
- Classroom management system
- Culturally Responsive Instruction
- Explicit teaching of expectations
- Personal accountability
- Student Reflection

Behavior Violation DAMAGE TO PERSONAL OR SCHOOL PROPERTY	L E V E L 2	L E V E L 3	TIER 2 and 3 INTERVENTIONS	Potential Consequences Utilized <u>after</u> several interventions have been attempted.
Intentional damage to another person's or school property (regardless of value) Damage to another person's or school property (up to \$500) Damage to another person's or school property (over \$500)			<ul style="list-style-type: none"> - Consistent home communication - Restorative Consequence directly aligned with damaged property (i.e. cleaned desks, fixed damaged items / area) - Restorative conference with all people affected by the incident. - Teacher-facilitated interventions (refer to Level 1) including conference within 48 hours when a student returns to class after being removed - Teacher-student conference and re-entry plan facilitated by administrator - Zones of Regulation 	<ul style="list-style-type: none"> - Incident investigation - Lunch detention - Conference with administrator and/or teacher, student, and parent - Parent notification via phone, email, text message, or letter by administrator or staff member - Assignment to In-School Suspension to provide interventions that match student's needs (One to two-day) <ul style="list-style-type: none"> • Interventions can be documented in the Previous Action Taken section of School Tool Discipline Referral - Restorative Consequence directly aligned with damaged property (i.e. cleaned desks, fixed damaged items/area) - Restorative conference with all people affected by the incident with signed agreement - Submission of Behavior Referral with no removal from classroom - One to two-day In-School Suspension <hr/> <ul style="list-style-type: none"> - One to three-day out-of-school suspension - Up to a five-day suspension when the following occurs: <ul style="list-style-type: none"> • Behavior causes a shelter in place • Poses a serious threat to the safety of students or staff • Prevents students from moving through the hallways or other movement throughout the building

DIFFICULTIES COMMUNICATING AND MANAGING NEEDS, THOUGHTS AND EMOTIONS

TIER 1 INTERVENTIONS

Teacher/Classroom Managed

Demonstrates difficulty with empathizing with others / accepting other points of view
Does not accept correction and feedback calmly
Engages in confrontation, arguing, backtalk
Expresses needs and emotions inappropriately
Misinterprets instructional cues / social cues

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| <ul style="list-style-type: none"> - Alternate Seating - Classroom Management System - Consistent Home Communication - Culturally Responsive Instruction - Interactive Modeling - (Positive) Time – out - Social Emotional Learning (SEL) Curriculum | <ul style="list-style-type: none"> - “Brain Gym” Exercises - Classroom Restorative Circles / Patriot Connections - “I Centered” Statements - Nonverbal Cues - Proximity to Students - Sensory toolbox - Talk Tickets - Zones of Regulation |
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Behavior Violation DIFFICULTIES COMMUNICATING AND MANAGING NEEDS, THOUGHTS AND EMOTIONS	L E V E L 2	L E V E L 3	TIER 2 and 3 INTERVENTIONS	Potential Consequences Utilized <u>after</u> several interventions have been attempted.
Does not accept correction and feedback calmly Engages in confrontation, arguing, backtalk Expresses needs and emotions inappropriately			<ul style="list-style-type: none"> - Nonverbal Cues and Signals - Individual Visual Schedule - Self-Monitoring - Sensory Toolbox - CICO - Daily Behavior Form with - Parent Contact and Communication - Informal Behavior Intervention Plan - Consultation with school psychologist - Inner Coach v. Inner Critic Strategy - Logical Consequences: After PBIS teach/model/practice - Mentoring - By Staff Member - Organizational Tools/Strategies - Reward System - Rules Creation - Sensory Tools - Size of the Problem Strategy 	<ul style="list-style-type: none"> - Incident investigation. - Lunch detention - Submission of Behavior Referral with no removal from the classroom. - Removal from the classroom, or other location, with Behavior Referral, for no more than 30 minutes. - Conference with administrator and/or teacher, student, and parent. - Parent notification via phone, email, text message, or letter by administrator or staff member. - Signed agreement made by all parties involved, using a restorative conference approach.

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| | | <ul style="list-style-type: none">- Social Skills Group- Social Stories- Structured Breaks- Superflex v. Rock Brain- Targeted Re-teaching of Behavior Expectations- Targeted Role-Playing- Targeted Skill - Relaxation Techniques- Targeted Social Emotional Learning (SEL) Curriculum- Teach Conflict Resolution Strategies for Target Skill Areas- Written Agreement / Behavior Contracts | |
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DIFFICULTIES WITH SELF-REGULATION / PROBLEM SOLVING

TIER 1 INTERVENTIONS

Teacher/Classroom Managed

Does not work silently or independently without bothering others
 Throws objects without physical injury to others
 Yelling out in class or raising their voice at others (including adults)
 Makes excessive, distracting movements or noises leading to other students becoming off-task
 Demonstrates difficulty resolving problems or conflicts
 Does not make transitions or adjusts to new situations effectively

- | | |
|---|---|
| <ul style="list-style-type: none"> - Alternate Seating - Classroom Management System - Consistent Home Communication - Culturally Responsive Instruction - Interactive Modeling - (Positive) Time – out - Social Emotional Learning (SEL) Curriculum | <ul style="list-style-type: none"> - “Brain Gym” Exercises - Classroom Restorative Circles / Patriot Connections - “I Centered” Statements - Nonverbal cues - Proximity to Students - Talk Tickets - Zones of regulation |
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Behavior Violation DIFFICULTIES OF SELF-REGULATION / PROBLEM SOLVING	L E V E L 2	L E V E L 3	TIER 2 and 3 INTERVENTIONS	Potential Consequences Utilized <u>after</u> several interventions have been attempted.
<p>Does not work silently or independently without bothering others</p> <p>Throws objects without physical injury to others</p> <p>Yelling out in class or raising their voice at others (including teacher)</p> <p>Makes excessive, distracting movements or noises leading to other students becoming off-task</p> <p>Demonstrates difficulty resolving problems or conflicts</p> <p>Does not make transitions or adjusts to new situations effectively</p>			<ul style="list-style-type: none"> - Consistent home communication - Informal consultation between teacher / social worker / guidance counselor and behavior interventionist /school psychologist that may include a classroom observation of student behavior - Documented removal from classroom, or other location, with Behavior Referral, for no more than 30 minutes - School Counselor/Social Worker conferences with student - Referral and coordination as appropriate with community-based supports and agencies. - Restorative conference with all people affected by the incident. - Teacher-facilitated interventions (refer to Level 1) including conference within 48 hours when a student returns to class after being removed - Teacher-student conference and plan facilitated by administrator 	<ul style="list-style-type: none"> - Incident investigation - Lunch detention - Conference with administrator and/or teacher, student, and parent - Parent notification via phone, email, text message, or letter by administrator or staff member - Assignment to In-School Suspension to provide interventions that match student's needs (One to two-day) <ul style="list-style-type: none"> • Interventions can be documented in the Previous Action Taken section of School Tool Discipline Referral - Restorative conference with all people affected by the incident with signed agreement - Submission of Behavior Referral with no removal from classroom - One to two-day out-of-School Suspension

Electronic Devices - Non-Authorized

TIER 1 INTERVENTIONS

Teacher/Classroom Managed

Use of cellphones, handheld mobile devices, electronic game devices, and other similar items

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| <ul style="list-style-type: none"> - Classroom Management Systems - Consistent Home Communication - Culturally Responsive Instruction - Establishing Norms and Expectations (Parental Guidelines for Remote Learning) - Respect Agreement (Area for Technology) - Loss of Privilege (individual or group) - PBIS incentives, instructional videos | <ul style="list-style-type: none"> - Classroom Restorative Circle/ Patriot Connection - Effective Teacher Talk - Morning meetings - Positive Calls Home - Rules Creation - with class - Social Emotional Learning curriculum |
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Behavior Violation Electronic Devices - Non-Authorized	L E V E L 2	L E V E L 3	TIER 2 and 3 INTERVENTIONS	Potential Consequences Utilized <u>after</u> several interventions have been attempted.
Use of cellphones, handheld mobile devices, electronic game devices, and other similar items			<ul style="list-style-type: none"> - Non-verbal cues and signals - Informal Behavior Contract with conferencing - Close Proximity - Consistent Home communication - Restorative conference - Conference with teacher, administrator and student - Re-teaching expectations - Social Stories - Check-in Check-out - CICO 	<ul style="list-style-type: none"> - Incident investigation Computer/Device Lock/Out (Alternative assignments) - Lunch Detention - Submission of behavior referral with no removal from classroom - Removal from classroom or other location, with behavior referral for no more than 30 minutes - Assignment to in-school suspension for interventions that match student needs. - Parent notification and conference with Administration - Signed agreement made by all parties involved with using a restorative conference approach.

<p>Use of electronic devices that lead to the threat of harm to another person</p> <p>Recording or publishing a fight</p> <p>Use of electronic devices for which it is determined that such use directly causes physical or emotional harm to another person</p>			<ul style="list-style-type: none"> - Non-verbal cues and signals - Informal Behavior Contract with conferencing - Close Proximity - Consistent Home communication - Informal consultation between teacher and behavior interventionist/school psychologist that may include a classroom observation of student behavior - Restorative conference with all people affected by the incident - Conference with teacher, administrator and student - Re-teaching expectations - Individual family or small group counseling or treatment 	<ul style="list-style-type: none"> - Incident investigation - Lunch detention - Computer/Device Lock/Out (Alternative assignments) - Parent notification and conference with Administration - Signed agreement made by all parties involved with using a restorative conference approach. - Re-Entry Plan with student participation - Involve guidance/social worker/psychologist as appropriate - One to two-day In-School Suspension - One to two-day out of school suspension <hr/> <ul style="list-style-type: none"> - Immediate removal from classroom or other location to In-school suspension - One to three-day out-of-school suspension or up to a five-day out-of-school suspension when a student: <ul style="list-style-type: none"> - Causes the principal to initiate "shelter in place" emergency procedures. - Poses a serious threat to the safety of students, such as a threat of substantial bodily harm to students or staff. - Prevents students from moving through the hallways or significantly prevents movement through the building, and also disrupts the educational process. - Five-day out-of-school suspension with district superintendent's hearing to request possible long-term suspension.
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Behavior Violation Emotional Outburst	L E V E L 2	L E V E L 3	TIER 2 and 3 INTERVENTIONS	Potential Consequences Utilized <u>after</u> several interventions have been attempted.
<p>Repeated profanities, screaming, tantrums</p>			<ul style="list-style-type: none"> - Consistent home communication - Informal consultation between teacher, social worker / guidance counselor and behavior interventionist / school psychologist that may include a classroom observation of student behavior. - Referral and coordination as appropriate with community-based supports and agencies. - Restorative conference with all people affected by incident - Teacher-student conference and re-entry plan facilitated by the administrator. - Zones of Regulation 	<ul style="list-style-type: none"> - Assignment to in-school suspension for interventions that match student's needs. <ul style="list-style-type: none"> • Interventions can be documented in the Previous Action Taken section of School Tool Discipline Referral - Lunch detention - Conference with administrator and/or teacher, student, and parent. - Incident investigation. - One to two-day in-school suspension. - Removal from classroom or other location with Behavior Referral for no more than 30 minutes - Signed agreement, made by all parties involved with using a restorative conference approach. - Submission of Behavior Referral with no removal from classroom - One to Two-day out-of-school suspension

Behavior Violation Extortion	L E V E L 2	L E V E L 3	TIER 2 and 3 INTERVENTIONS	Potential Consequences Utilized <u>after</u> several interventions have been attempted.
Obtaining Money or property from another student through coercion, intimidation, or threat of physical harm			<ul style="list-style-type: none"> - Informal consultation between teacher, social worker / guidance counselor and behavior interventionist / school psychologist that may include a classroom observation of student behavior - Restorative conference with all people affected by the incident - Teacher-student conference and reentry plan facilitated by the administrator <hr/> <ul style="list-style-type: none"> - Intensive intervention for pervasive behavior that is seriously impeding a student's success at school. - 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. - Signed agreement made by all parties involved with using a restorative conference approach. 	<ul style="list-style-type: none"> - Assignment to In-School Suspension to provide interventions that match student's needs <ul style="list-style-type: none"> • Interventions can be documented in the Previous Action Taken section of School Tool Discipline Referral - Lunch detention - Parent notification and Conference with administrator and / or teacher, student, and parent - Incident investigation - One to two-day In-School Suspension - One to two-day out-of-school suspension <hr/> <ul style="list-style-type: none"> - Immediate removal from the classroom or other location to In-school suspension. - One to three-day out-of-school suspension or up to a five-day out-of-school suspension when a student: <ul style="list-style-type: none"> - Causes the principal to initiate "shelter in place" emergency procedures. <ul style="list-style-type: none"> • Poses a serious threat to the safety of students, such as a threat of substantial bodily harm to students or staff. • Prevents students from moving through the hallways or significantly prevents movement through the building, and also disrupts the educational process. • Five-day out-of-school suspension with district superintendent's hearing to request possible long-term suspension.

Failure to Respond to School Directives

TIER 1 INTERVENTIONS Teacher/Classroom Managed

Failure to comply with school rules, regulations, policies, or procedures
Failure to respond to school staff directives, questions, or reasonable requests
Does not attempt / complete assigned work
Does not bring necessary materials to class
Does not participate in class activities

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| <ul style="list-style-type: none"> - Alternate Seating - Classroom Management System - Consistent Home Communication - Culturally Responsive Instruction - Interactive Modeling - (Positive) Time – out - Social Emotional Learning (SEL) Curriculum - Sensory Toolbox | <ul style="list-style-type: none"> - “Brain Gym” Exercises - Classroom Restorative Circles / Patriot Connections - “I Centered” Statements - Nonverbal Cues - Proximity to Students - Talk Tickets - Zones of Regulation |
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Behavior Violation Failure to Respond to School Directives	L E V E L 2	L E V E L 3	TIER 2 and 3 INTERVENTIONS	Potential Consequences Utilized <u>after</u> several interventions have been attempted.
Failure to comply with school rules, regulations, policies, or Procedures Failure to respond to school staff directives, questions, or reasonable requests			<ul style="list-style-type: none"> - Nonverbal Cues and Signals - Individual Visual Schedule - Self-Monitoring - Sensory Toolbox - Check -in Check-out CICO - Daily Behavior Form - Parent Contact and Communication - Informal Behavior Intervention Plan - Consultation with school psychologist - Inner Coach v. Inner Critic Strategy - Logical Consequences: After PBIS teach/model/practice - Mentoring - By Staff Member - Organizational Tools/Strategies 	<ul style="list-style-type: none"> - Incident investigation. - Lunch detention - Submission of Behavior Referral with no removal from the classroom. - Removal from the classroom, or other location, with Behavior Referral, for no more than 30 minutes. - Lunch detention - Conference with administrator and/or teacher, student, and parent. - Parent notification via phone, email, text message, or letter by administrator or staff member. - Signed agreement made by all parties involved, using a restorative conference approach.

			<ul style="list-style-type: none"> - Reward System - Rules Creation - Sensory Tools - Size of the Problem Strategy - Social Skills Group - Social Stories - Structured Breaks - Superflex v. Rock Brain - Re-teaching of Behavior Expectations - Targeted Social Emotional Learning (SEL) Curriculum 	
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Behavior Violation False Activation of Fire Alarm	LEVEL 2	LEVEL 3	TIER 2 and 3 INTERVENTIONS	Potential Consequences Utilized <u>after</u> several interventions have been attempted.
Intentional false activation of fire alarm			<ul style="list-style-type: none"> - Intensive intervention for pervasive behavior that is seriously impeding student's success at school - 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. - Referral and coordination as appropriate with community-based supports and agencies. - Signed agreement made by all parties involved with using a restorative conference approach. - Teacher-student conference and re-entry plan facilitated by administrator. 	<p>Principals must complete NYSED Office of Facilities Planning Fire Incident Report Form 2014</p> <p>If the fire alarm is activated the fire department must be notified and they have jurisdiction until event/source is investigated</p> <ul style="list-style-type: none"> - Incident investigation - Immediate removal from classroom or other location to in-school suspension - One to three-day out-of-school suspension or up to a five-day out-of-school suspension when a student: <ul style="list-style-type: none"> • Causes the principal to initiate "shelter in place" emergency procedures. • Poses a serious threat to the safety of students, such as a threat of substantial bodily harm to students or staff. • Prevents students from moving through the hallways or significantly prevents movement through the building, and also disrupts the educational process. - Five-day out-of-school suspension with District Hearing to request possible long-term suspension.

Behavior Violation Fighting	L E V E L 2	L E V E L 3	TIER 2 and 3 INTERVENTIONS	Potential Consequences Utilized <u>after</u> several interventions have been attempted.
All students engaged in hitting, kicking, or punching and serious disruption to operation of the school occurs			<ul style="list-style-type: none"> - Informal consultation between teacher / social worker / guidance counselor and behavior interventionist /school psychologist that may include a classroom observation of student behavior - Consistent home communication - Restorative Conference with action plan and follow up -Teacher-student conference and reentry plan facilitated by administration <hr/> <ul style="list-style-type: none"> - Intensive intervention for pervasive behavior that is seriously impeding a student's success at school. - 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. - Referral and coordination as appropriate with community - based supports and agencies. - Individual family or small group counseling or treatment. 	<ul style="list-style-type: none"> - Incident investigation - Lunch detention - Restorative Conference with all people affected by the incident with signed agreement - Parent notification via phone, email, text message, or letter by administrator or staff member - Conference with administrator and/or teacher, student and parent. - Assignment to In-school Suspension for interventions that match student's needs One to two-day) <ul style="list-style-type: none"> • Interventions can be documented in the Previous Action Taken section of School Tool Discipline Referral - Submission of Behavior Referral with no removal from classroom - One to two-day out-of-School Suspension <hr/> <ul style="list-style-type: none"> - Immediate removal from the classroom or other location to In-school suspension. - One to three-day out-of-school suspension or up to a five-day out-of-school suspension when a student: <ul style="list-style-type: none"> • Causes the principal to initiate "shelter in place" emergency procedures. • Poses a serious threat to the safety of students, such as a threat of substantial bodily harm to students or staff. • Prevents students from moving through the hallways or significantly prevents movement through the building, and also disrupts the educational process. - Five-day out-of-school suspension with district superintendent's (or their designee) hearing to request possible long-term suspension. <p>***Concerned that there is no indication of Special Ed and the alternative approaches that need to be made according to IEP's. It may be stated elsewhere in the COC, but we want some sort of reminder comment in this section as well.</p> <p>EX: For IEP students see page 13</p>

Hallway Misbehavior

TIER 1 INTERVENTIONS

Teacher/Classroom Managed

Running, making excessive noise, loitering, or persistent hall-walking
 Seeks attention inappropriately
 Engages in confrontation – arguing or back talk
 Use of inappropriate language

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| <ul style="list-style-type: none"> - Redirection - Modeling appropriate hallway behavior - Restorative Circles / Patriot Connections - Respect Agreement - Establishing norms and expectations - Positive Time-out - Culturally Responsive Instruction | <ul style="list-style-type: none"> - Verbal/non-verbal cues - Loss of privilege - Consistent Home Communication - PBIS Universal interventions - Proximity to Students - Zones of Regulation |
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Behavior Violation Hallway Misbehavior	L E V E L 2	L E V E L 3	TIER 2 and 3 INTERVENTIONS	Potential Consequences Utilized <u>after</u> several interventions have been attempted.
Running, making excessive noise, loitering, or persistent hall-walking Seeks attention inappropriately Engages in confrontation – arguing or back talk Use of inappropriate language			<ul style="list-style-type: none"> - Decrease transition times - Consistent home communication - CICO - Informal Behavior Plan - Consultation with school psychologist - Informal consultation between teacher / social worker / guidance counselor and behavior interventionist /school psychologist that may include an observation of student behavior - Documented removal from classroom, or other location, with Behavior Referral, for no more than 30 minutes - School Counselor/Social Worker conferences with students. - Restorative conference with all people affected by the incident. - Teacher-facilitated interventions (refer to Level 1) including conference within 48 hours when a student returns to class after being removed - Teacher-student conference and plan facilitated by administrator 	<ul style="list-style-type: none"> - Incident investigation - Lunch detention - Conference with administrator and/or teacher, student, and parent - Parent notification via phone, email, text message, or letter by administrator or staff member - Assignment to in-school suspension to provide interventions that match student's needs (One to two-day) <ul style="list-style-type: none"> • Interventions can be documented in the Previous Action Taken section of School Tool Discipline Referral - Restorative conference with all people affected by the incident with signed agreement - Submission of Behavior Referral with no removal from classroom - One to two-day out-of--school Suspension

Behavior Violation Harassment Based on Race, Ethnicity, Gender, Sexual Orientation, Disability or Religion, Including Cyber - harassment, Against members of the School Community	LEVEL 2	LEVEL 3	TIER 2 and 3 INTERVENTIONS	Potential Consequences <i>DASA investigation may be warranted to</i> DASA investigation is required
Single Incident			<ul style="list-style-type: none"> - Consistent home communication - Informal consultation between teacher, social worker / guidance counselor and behavior interventionist / school psychologist that may include a classroom observation of student behavior - Restorative conference with all people affected by the incident - Teacher-student conference and plan facilitated by the administrator. - Zones of Regulation 	DASA investigation may be warranted <ul style="list-style-type: none"> - Incident investigation - Lunch detention - Conference with administrator and/or teacher, student, and parent - Assignment to In-School Suspension to provide interventions that match student's needs <ul style="list-style-type: none"> • Interventions can be documented in the Previous Action Taken section of School Tool Discipline Referral - Parent notification via phone, email, text message, or letter by administrator or staff member - Signed agreement made by all parties involved, using a restorative conference approach - Teacher-student conference and reentry plan facilitated by administration - One to two-day In-School Suspension - One to two-day out-of-School Suspension
Physical intimidation, verbal threats			<ul style="list-style-type: none"> - Consistent home communication - Informal consultation between teacher, social worker / guidance counselor and behavior interventionist/school psychologist that may include a classroom observation of student behavior - Restorative conference with all people affected by the incident - Teacher-student conference and plan facilitated by the administrator. - Zones of Regulation 	DASA investigation may be warranted <ul style="list-style-type: none"> - Incident investigation - Lunch detention - Conference with administrator and/or teacher, student, and parent - Assignment to In-School Suspension to provide interventions that match student's needs <ul style="list-style-type: none"> • Interventions can be documented in the Previous Action Taken section of School Tool Discipline Referral - Parent notification via phone, email, text message, or letter by administrator or staff member - Signed agreement made by all parties involved, using a restorative conference approach - Teacher-student conference and reentry plan facilitated by administration

			<ul style="list-style-type: none"> - One to two-day in-school suspension - One to two-day out-of-school suspension <hr/> <ul style="list-style-type: none"> - Immediate removal from classroom or other location to In-school suspension - One to three-day out-of-school suspension or up to a five-day out-of-school suspension when a student: <ul style="list-style-type: none"> - Causes the principal to initiate “shelter in place” emergency procedures. - Poses a serious threat to the safety of students, such as a threat of substantial bodily harm to students or staff. - Prevents students from moving through the hallways or significantly prevents movement through the building, and also disrupts the educational process. - Five-day out-of-school suspension with district superintendent’s hearing to request possible long-term suspension.
Very serious incident that is life-threatening, seriously harmful, or personally damaging to the person who is targeted		<ul style="list-style-type: none"> - Informal consultation between teacher, social worker / guidance counselor and behavior interventionist / school psychologist that may include a classroom observation of student behavior. - Intensive intervention for pervasive behavior that is seriously impeding a student’s success at school. - 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. - Referral and coordination as appropriate with community-based supports and agencies. - Restorative conference with all people affected by incident with a signed agreement made by all parties involved in incident 	<p><i>DASA investigation is required</i></p> <ul style="list-style-type: none"> - Immediate removal from classroom or other location to In-school suspension - One to three-day out-of-school suspension or up to a five-day out-of-school suspension when a student: <ul style="list-style-type: none"> - Causes the principal to initiate “shelter in place” emergency procedures. - Poses a serious threat to the safety of students, such as a threat of substantial bodily harm to students or staff. - Prevents students from moving through the hallways or significantly prevents movement through the building, and also disrupts the educational process. - Five-day out-of-school suspension with district superintendent’s (or their designee) hearing to request possible long-term suspension.

Leaving Classroom or School without Permission

TIER 1 INTERVENTIONS Teacher/Classroom Managed

Leaving classroom without permission

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| <ul style="list-style-type: none"> - Redirection - Classroom Behavior Management System - Restorative Circles - Respect Agreement - Establishing norms and expectations - Breaks - to refocus / movement breaks - "I centered" statements - Culturally Responsive Instruction | <ul style="list-style-type: none"> - Verbal / non-verbal cues - Loss of privilege - Consistent Home Communication - PBIS Universal interventions - Proximity to Students - Zones of Regulation - Buddy Teacher Time-Out |
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Behavior Violation Leaving Classroom or School without Permission	<div style="text-align: center;">L E V E L 2</div>	<div style="text-align: center;">L E V E L 3</div>	TIER 2 and 3 INTERVENTIONS	Potential Consequences Utilized <u>after</u> several interventions have been attempted.
Persistently Leaving classroom without permission			<ul style="list-style-type: none"> - Nonverbal Cues and Signals - Self-Monitoring - Sensory Toolbox - Check-in Check-out CICO - Daily Behavior Form - Parent Contact and Communication - Informal Behavior Intervention Plan - Consultation with school psychologist - Inner Coach v. Inner Critic Strategy - Logical Consequences: After PBIS teach/model/practice - Mentoring - By Staff Member - Reward System - Rules Creation - Sensory Tools - Size of the Problem Strategy - Social Stories - Structured Breaks - Superflex v. Rock Brain - Re-teaching of Behavior Expectations - Targeted Social Emotional Learning (SEL) Curriculum 	<ul style="list-style-type: none"> - Incident investigation. - Submission of Behavior Referral with no removal from the classroom. - Removal from the classroom, or other location, with Behavior Referral for no more than 30 minutes. - Lunch detention - Conference with administrator and/or teacher, student, and parent. - Parent notification via phone, email, text message, or letter by administrator or staff member. - Signed agreement made by all parties involved using a restorative conference approach.

Leaving school or school grounds without permission		<ul style="list-style-type: none"> - Informal consultation between teacher, social worker / guidance counselor and behavior interventionist / school psychologist that may include a classroom observation of student behavior - Parent Contact and Communication - Informal Behavior Intervention Plan - Consultation with school psychologist - Intensive intervention for pervasive behavior that is seriously impeding a student's success at school. - 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. 	<p>Immediate removal to In-school suspension.</p> <ul style="list-style-type: none"> - One to three-day out-of-school suspension or up to a five-day out-of-school suspension when a student: <ul style="list-style-type: none"> • Causes the principal to initiate shelter in place" emergency procedures. • Poses a serious threat to the safety of students, such as a threat of substantial bodily harm to students or staff. • Prevents students from moving through the hallways or significantly prevents movement through the building and also disrupts the educational process. - Five-day out-of-school suspension with district superintendent's hearing to request possible long-term suspension.
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Physical Contact TIER 1 INTERVENTIONS Teacher/Classroom Managed

Unintentional physical contact with school personnel
horseplay, rough-housing

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| <ul style="list-style-type: none"> - Classroom Management System - Respect Agreement - Rules Creation - with class - "I Centered" Statements - Teach Conflict Resolution Strategies - Culturally Responsive Instruction | <ul style="list-style-type: none"> - Restorative Circle / Patriot Connection - Consistent Home Communication - Morning Meeting - Student Reflection and Self-awareness - Zones of Regulation |
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Behavior Violation Physical Contact	L E V E L 2	L E V E L 3	TIER 2 and 3 INTERVENTIONS	Potential Consequences Utilized <u>after</u> several interventions have been attempted.
Unintentional physical contact with school personnel Horseplay, rough-housing			<ul style="list-style-type: none"> - Consistent home communication - CICO - Informal Behavior Plan - Consultation with school psychologist - Informal consultation between teacher / social worker / guidance counselor and behavior interventionist /school psychologist that may include an observation of student behavior - Documented removal from classroom, or other location, with Behavior Referral, for no more than 30 minutes - School Counselor/Social Worker conferences with the student. - Restorative conference with all people affected by the incident. - Teacher-facilitated interventions(refer to Level 1) including conference within 48 hours when a student returns to class after being removed - Teacher-student conference and plan facilitated by administrator 	Incident investigation - Lunch detention - Conference with administrator and/or teacher, student, and parent - Parent notification via phone, email, text message, or letter by administrator or staff member - Assignment to in-school suspension to provide interventions that match student's needs (One to two-day) <ul style="list-style-type: none"> • Interventions can be documented in the Previous Action Taken section of School Tool Discipline Referral - Restorative conference with all people affected by the incident with signed agreement - Submission of Behavior Referral with no removal from classroom - One to two-day out-of--school suspension

<p>Aggressive horseplay, offensive touching, poking, pushing, shoving, spitting, biting or physical intimidation of student or school personnel * School nurse must be contacted for spitting and/or biting*</p> <p>Persistent level 1 or 2 behavior (Physical Contact)</p> <p>Unintentional striking a staff member who is intervening in a fight or other aggressive behavior *if a student shows remorse, level 2 should be considered *</p>		<ul style="list-style-type: none"> - Consistent home communication - CICO - Informal Behavior Plan - Consultation with school psychologist - Informal consultation between teacher / social worker / guidance counselor and behavior interventionist /school psychologist that may include an observation of student behavior - Documented removal from classroom, or other location, with Behavior Referral, for no more than 30 minutes - School Counselor/Social Worker conferences with the student. - Restorative conference with all people affected by the incident. - Teacher-facilitated interventions(refer to Level 1) including conference within 48 hours when a student returns to class after being removed - Teacher-student conference and plan facilitated by administrator <hr/> <ul style="list-style-type: none"> - Intensive intervention for pervasive behavior that is seriously impeding a student's success at school. - 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. - Referral and coordination as appropriate with community - based supports and agencies. - Individual family or small group counseling or treatment. 	<ul style="list-style-type: none"> - Incident investigation - Restorative Conference with all people affected by the incident with signed agreement - Parent notification via phone, email, text message, or letter by administrator or staff member - Conference with administrator and/or teacher, student, and parent - Lunch detention . - Assignment to in-school suspension for interventions that match student's needs (one to two-day) <ul style="list-style-type: none"> • Interventions can be documented in the Previous Action Taken section of School Tool Discipline Referral - Submission of Behavior Referral with no removal from classroom - One to two-day out-of-school suspension <hr/> <ul style="list-style-type: none"> - Immediate removal from the classroom or other location to In-school suspension. - One to three-day out-of-school suspension or up to a five-day out-of-school suspension when a student: <ul style="list-style-type: none"> • Causes the principal to initiate shelter in place" emergency procedures. • Poses a serious threat to the safety of students, such as a threat of substantial bodily harm to students or staff. • Prevents students from moving through the hallways or significantly prevents movement through the building, and also disrupts the educational process. - Five-day out-of-school suspension with district superintendent's hearing to request possible long-term suspension.
<p>Intentional physical attack on school personnel</p>		<ul style="list-style-type: none"> - Intensive intervention for pervasive behavior that is seriously impeding a student's success at school. - Parents of students who have engaged in highly aggressive or dangerous behaviors are 	<ul style="list-style-type: none"> - Immediate removal from the classroom or other location to In-school suspension. - One to three-day out-of-school suspension or up to a five-day out-of-school suspension when a student:

			<p>expected to be directly involved in the intervention plan created to support their child's success.</p> <ul style="list-style-type: none"> - Referral and coordination as appropriate with community - based supports and agencies. - Individual family or small group counseling or treatment. 	<ul style="list-style-type: none"> • Causes the principal to initiate "shelter in place" emergency procedures. • Poses a serious threat to the safety of students, such as a threat of substantial bodily harm to students or staff. • Prevents students from moving through the hallways or significantly prevents movement through the building, and also disrupts the educational process. <p>- Five-day out-of-school suspension with district superintendent's hearing to request possible long-term suspension.</p>
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Behavior Violation Robbery	LEVEL 2	LEVEL 3	TIER 2 and 3 INTERVENTIONS	Potential Consequences
Taking money or property from another, by force			<ul style="list-style-type: none"> - Restorative Discussion - Restorative Consequence - Restorative Conference with action plan - Review classroom management system - Informal Behavior Plan - Consultation with school psychologist - Review PBIS expectations - Social Stories - Self-Monitoring - Sensory Tool Box - Size of the problem strategy/Zones of Regulation - Consistent home communication - Referral and coordination as appropriate with community-based supports and agencies 	<ul style="list-style-type: none"> - Incident investigation - Removal from classroom or other location, for no more than 30 minutes - Parent notification by administrator after several teacher attempts - Conference with administrator, and/or teacher, student, and parent - Lunch detention - One to two day in-school suspension - One to three day out-of-school suspension

Behavior Violation Sexual Offenses	L E V E L 2	L E V E L 3	TIER 2 and 3 INTERVENTIONS	Potential Consequences
<p>Sexual Assault</p> <p>Sexual harassment (e.g., inappropriate verbal or written conduct of a sexual nature)</p> <p>Sexual harassment (e.g., inappropriate physical conduct of a sexual nature)</p> <p>Sexual misconduct (e.g., intentional indecent exposure, engaging in sexual activity, etc.)</p>			<ul style="list-style-type: none"> - Intensive intervention for pervasive behavior that is seriously impeding a student's success at school. - 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. - Referral and coordination as appropriate with community-based supports and agencies. - Restorative conference with all people affected by incident - Signed agreement made by all parties involved with using a restorative conference approach. - Teacher-student conference and reentry plan facilitated by administration. 	<ul style="list-style-type: none"> - Immediate removal from the classroom or other location to in-school suspension. - Incident investigation. - Parent notification and conference with administrator, parent, and student. - One to three day out-of-school suspension or up to a five day out-of-school suspension when a student: <ul style="list-style-type: none"> • Causes the principal to initiate "shelter in place" emergency procedures. • Poses a serious threat to the safety of students, such as a threat of substantial bodily harm to students or staff. • Prevents students from moving through the hallways or significantly prevents movement through the building, and also disrupts the educational process. - Five day out-of-school suspension with district superintendent's (or their designee) hearing to request possible long-term suspension. - Signed agreement made by all parties involved with using a restorative conference approach.

Technology Acceptable Use Policy Violation

TIER 1 INTERVENTIONS Teacher/Classroom Managed

Violation of BCSD Technology Acceptable Use Policy
Unauthorized use of school equipment, materials, and electronic devices

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| <ul style="list-style-type: none"> - Classroom Management Systems - Consistent Home Communication - Establishing Norms and Expectations - Respect Agreement (Area for Technology) - Loss of Privilege (individual or group) - PBIS Incentives, Instructional Videos - Social Emotional Learning Curriculum | <ul style="list-style-type: none"> - Restorative Circle / Patriot Connection - Effective Teacher Talk - Culturally Responsive Instruction - Rules Creation-with Class - Positive Calls Home - Morning Meetings - Signed Technology Acceptable Use Policy |
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Behavior Violation Technology Acceptable Use Policy Violation	<div style="text-align: center;">L E V E L 2</div>	<div style="text-align: center;">L E V E L 3</div>	TIER 2 and 3 INTERVENTIONS	Potential Consequences Utilized <u>after</u> several interventions have been attempted.
Violation of BCSD Technology Acceptable Use Policy Unauthorized use of school equipment, materials and electronic devices			<ul style="list-style-type: none"> - Non-verbal cues and signals - Informal Behavior Contract with conferencing - Close Proximity - Consistent Home communication - Informal consultation between teacher and behavior interventionist /school psychologist that may include a classroom observation of student behavior - Social Stories - Check-in Check-out - CICO - Restorative conference with all people affected by the incident - Conference with teacher, administrator, and student - Re-teaching expectations 	<ul style="list-style-type: none"> - Incident investigation - Lunch detention - Computer/Device Lock/Out (Alternative assignments) - Parent notification and conference with Administration - Signed agreement made by all parties involved with using a restorative conference approach. - Re-Entry Plan with student participation - Involve guidance/social worker/psychologist as appropriate - One to two-day In-School Suspension - One to two-day out of school suspension <hr/> <ul style="list-style-type: none"> - Immediate removal from classroom or other location to in-school suspension - One to three-day out-of-school suspension

Theft/Stealing

TIER 1 INTERVENTIONS

Teacher/Classroom Managed

Nominal Item (i.e. candy, gum, pencil)

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| <ul style="list-style-type: none"> - Alternative Consequence (directly aligned with theft) - Consistent Home Communication - Classroom Management System - Respect Agreement - Culturally Responsive Instruction Zones of Regulation | <ul style="list-style-type: none"> - Personal Accountability - Student Reflection - Explicit Teaching of Expectations |
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Behavior Violation Theft/Stealing	LEVEL 2	LEVEL 3	TIER 2 and 3 INTERVENTIONS	Potential Consequences Utilized after several interventions have been attempted.
Dependent on the value of item(s)			<ul style="list-style-type: none"> - Consistent home communication - Restorative Consequence directly aligned with theft - Restorative conference with all people affected by the incident. - Teacher-facilitated interventions (refer to Level 1) including conference within 48 hours when a student returns to class after being removed - Teacher-student conference and re-entry plan facilitated by administrator - Zones of Regulation 	<ul style="list-style-type: none"> - Incident investigation - Lunch detention - Conference with administrator and/or teacher, student, and parent - Parent notification via phone, email, text message, or letter by administrator or staff member - Assignment to In-School Suspension to provide interventions that match student's needs (One to two-day) <ul style="list-style-type: none"> • Interventions can be documented in the Previous Action Taken section of School Tool Discipline Referral - Restorative Consequence directly aligned with theft - Restorative conference with all people affected by the incident with signed agreement - Submission of Behavior Referral with no removal from classroom - One to two-day In-School Suspension

Behavior Violation Threat Against School Personnel, Written or Verbal	LEVEL 2	LEVEL 3	TIER 2 and 3 INTERVENTIONS	Potential Consequences Utilized after several interventions have been attempted.
Verbal or written threat against school personnel			<ul style="list-style-type: none"> - Consistent home communication - Informal consultation between teacher, social worker / guidance counselor and behavior interventionist / school psychologist that may include a classroom observation of student behavior - Restorative conference with all people affected by the incident - Teacher-student conference and plan facilitated by the administrator. - Zones of Regulation 	<ul style="list-style-type: none"> - Incident Investigation - Lunch detention - Conference with administrator and/or teacher, student, and parent - Signed agreement made by all parties involved using a restorative conference approach. - One to two-day in-school suspension - One to two-day out-of-school suspension



Tobacco
TIER 1 INTERVENTIONS
Teacher/Classroom Managed

Possession of Tobacco

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| <ul style="list-style-type: none"> - Consistent Home Communication - Loss of Privilege - Morning Meeting | <ul style="list-style-type: none"> - Revisit Rules and/or Respect Agreements - Social Emotional Learning Curriculum - Student Reflection |
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Behavior Violation Tobacco	L E V E L 2	L E V E L 3	TIER 2 and 3 INTERVENTIONS	Potential Consequences Utilized <u>after</u> several interventions have been attempted.
Use of tobacco Vaping			<ul style="list-style-type: none"> - School Staff is required to refer student to appropriate substance abuse counseling - School nurse must be notified immediately - Consistent home communication - Counselor/ Social Worker / Teacher(s) request meeting with student and parent to discuss needed support - Referral and coordination as appropriate with community- based supports and agencies - Written Agreement / Behavior Contracts 	<ul style="list-style-type: none"> - Incident Investigation - Lunch detention - Conference with administrator and/or teacher, student, and parent - Signed agreement made by all parties involved with using a restorative conference approach. - One to two-day in-school suspension - One to two-day out-of-school suspension

Verbal Altercations / Social Interactions

TIER 1 INTERVENTIONS

Teacher/Classroom Managed

Name calling, insults, making inappropriate gestures, or comments, persistent teasing
 Confrontational and aggressive arguing, name-calling
 Misleading or giving false information to school staff
 Demonstrates difficulty getting along with others
 Plays around or goofs off with others

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| <ul style="list-style-type: none"> - Alternate Seating - Classroom Management System - Consistent Home Communication - Interactive Modeling - (Positive) Time-out - Social Emotional Learning (SEL) Curriculum - Culturally Responsive Instruction | <ul style="list-style-type: none"> - “Brain Gym” Exercises - Classroom Restorative Circles - “I Centered” Statements - Nonverbal Cues - Proximity to Students - Talk Tickets - Zones of Regulation |
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Behavior Violation Verbal Altercations /Social Interactions	L E V E L 2	L E V E L 3	TIER 2 and 3 INTERVENTIONS	Potential Consequences Utilized <u>after</u> several interventions have been attempted.
Name-calling, insults, making inappropriate gestures or comments, or persistent teasing			<ul style="list-style-type: none"> - Consistent home communication - Informal consultation between teacher / social worker / guidance counselor and behavior interventionist /school psychologist that may include a classroom observation of student behavior - Documented removal from classroom, or other location, with Behavior Referral, for no more than thirty minutes - School Counselor/Social Worker conferences with student - Restorative conference with all people affected by the incident. - Teacher-facilitated interventions (refer to Level 1) including conference within 48 hours when a student returns to class after being removed - Teacher-student conference and plan facilitated by administrator 	<ul style="list-style-type: none"> - Incident investigation - Lunch detention - Conference with administrator and/or teacher, student, and parent - Parent notification via phone, email, text message, or letter by administrator or staff member - Assignment to in-school suspension to provide interventions that match student's needs (one to two-day) <ul style="list-style-type: none"> • Interventions can be documented in the Previous Action Taken section of School Tool Discipline Referral - Restorative conference with all people affected by the incident with signed agreement - Submission of Behavior Referral with no removal from classroom - One to two-day out-of-school suspension

<p>Confrontational and aggressive arguing, name calling</p> <p>Misleading or giving false information to school staff</p> <p>Persistent verbal aggression against school personnel</p>		<ul style="list-style-type: none"> - Non-verbal cues and signals - Informal Behavior Contract with conferencing - Close Proximity - Consistent home communication - Restorative conference - Conference with teacher, administrator, and student - Re-teaching expectations - Social Stories - Check-in Check-out (CICO) - Informal consultation between teacher and behavior interventionist /school psychologist that may include a classroom observation of student behavior 	<ul style="list-style-type: none"> - Incident investigation - Lunch detention - Conference with administrator and/or teacher, student, and parent - Parent notification via phone, email, text message, or letter by administrator or staff member - Assignment to in-school suspension to provide interventions that match student's needs (one to two-day) <ul style="list-style-type: none"> • Interventions can be documented in the Previous Action Taken section of School Tool Discipline Referral - Restorative consequence directly aligned with damaged property (i.e. cleaned desks, fixed damaged area) - Restorative conference with all people affected by the incident with signed agreement - Submission of Behavior Referral with no removal from classroom - One to two-day in-school suspension - One to three-day out-of-school suspension
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Behavior Violation Weapons, Firearms and, Explosives	L E V E L 2	L E V E L 3	TIER 2 and 3 INTERVENTIONS	Potential Consequences
<p>Possession of any gun of any kind: loaded and unloaded, operable or inoperable (including BB guns and pellet guns, etc.)</p> <p>Possession of instruments or objects that could be used as Weapons</p> <p>Instruments or objects used as weapons with intent to cause injury</p>			<ul style="list-style-type: none"> - Intensive intervention for pervasive behavior that is seriously impeding a student's success at school - 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 - Referral and coordination as appropriate with community-based supports and agencies.- Signed 	<ul style="list-style-type: none"> - Incident investigation - Immediate removal from classroom or other location to in-school suspension - One to three-day out-of-school suspension or up to a five-day out-of-school suspension when a student: <ul style="list-style-type: none"> • Causes the principal to initiate "shelter in place" emergency procedures • Poses a serious threat to the safety of students, such as a threat of substantial bodily harm to students or staff • Prevents students from moving through the hallways or
<p>Explosives (possession, sale, distribution, detonation, or threat of detonation of an incendiary or explosive material or device including firecrackers, smoke bombs, flares, or any combustible or explosive substances or combination of substance or articles, other than a firearm)</p>			<p>agreement made by all parties involved with using a restorative conference approach</p> <ul style="list-style-type: none"> - Teacher-student conference and re-entry plan facilitated by administrator 	<p>significantly prevents movement through the building, and also disrupts the educational process</p> <ul style="list-style-type: none"> - Five-day out-of-school suspension with District Hearing to request possible long-term suspension.



Section VIII: Grades 6-12

These policies apply to all students, grades 6 – 12. Multiple incidents, repeated behaviors that disrupt education, or persistent violations of the rules will warrant more intensive interventions and more serious consequences. Please see BCSD InterventionToolbox: RTI Behavior Supports and Responses for more detailed interventions.

Level 1: Universal school-wide and classroom practices that promote the development and practice of prosocial behaviors, self-discipline, habit of learning, and health and well-being. Through observation and immediate responses, beginning with redirection, teachers aim to prevent minor discipline problems from becoming major disciplinary incidents.

Level 2: Targeted interventions and assigned consequences when a student's behavior violation warrants a more focused behavioral response beyond the immediate situation or incident in the classroom or other location. People learn best when they feel safe and understood. When providing discipline, adults intervene in a way that models and teaches the positive behavior desired of all people in the school building (students and adults.) Thus, adults demonstrate care, support, and interest in the well-being of the student as consequences are put into place, ensuring that the discipline is educational.

Level 3: Violent or dangerous behavior violations that seriously jeopardize school and classroom safety and order. Students who exhibit these behaviors are assigned to more intense and individualized interventions.



Level of Behavior Concerns, Violations, and Responses

When considering behavior violations, BCSD adopts a social emotional lens, understanding our students and developing cultural competency. The Binghamton City School District has examined cultural behaviors, unacceptable (school) behaviors, and/or egregious behaviors when leveling the behavior violations. Interventions and consequences will be implemented in a culturally responsive and consistent manner across all schools and grade levels.

When choosing interventions and consequences for student behavior, teachers, administrators, and all staff must balance BCSD's mission and goals of ensuring equity, minimizing disruptions, and maximizing student's academic, social, and emotional well-being. Consequences paired with meaningful instruction and guidance (corrective feedback and re-teaching) offer students an opportunity to learn from their mistakes. Understanding consequences as "teachable moments" is fundamental to a positive approach to discipline. Instead of seeking punishment, progressive consequences seek to ensure accountability and behavior change.

<p>LEVEL 1 Classroom support/teacher managed - universal core instruction Appropriate when the behavior is a minor infraction. Rtl classroom supports have been put in place and behavior has been communicated to the parent/guardian.</p>	<p>LEVEL 2 Intensive support staff (a staff member that provides tier two interventions) and appropriate administration May be appropriate when supports have been put in place in the classroom to address behavior, but the behavior has become persistent and has continued to negatively influence the health, safety, and learning of the student and others. Possibility of short-term suspension.</p>	<p>LEVEL 3 Long-term Suspension or Superintendent's Hearing and increased suspension days (greater than 5). May be appropriate given the seriousness of the offense and impact on the school community, and/or when documented interventions and supports have been put in place but the behavior continues or is escalating.</p>
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ABSENCES

TIER 1 INTERVENTIONS

Teacher/Classroom Managed

*Attendance Improvement Regulation Flow Chart

Occasional Refusal to attend class / unexcused absence / tardiness
Excessive tardiness to class or school
Persistent or excessive absences from school / truancy

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| <ul style="list-style-type: none"> - Active Listening - Consistent Home Communication* - "I Centered" Statements - PBIS Rollout - building-wide - Positive Teacher Language - Self-monitoring - Progressive consequences | <ul style="list-style-type: none"> - Classroom Management System - Cumulative Absences Letters (5,10,15,20)* - Culturally Responsive Instruction - Parent Access to Parent Portal - Restorative Circle / Patriot Connection - Student Reflection |
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Behavior Violation ABSENCES	LEVEL 2	LEVEL 3	TIER 2 and 3 INTERVENTIONS *Attendance Improvement Regulation Flow Chart	Potential Consequences Utilized <u>after</u> several interventions have been attempted.
Occasional Refusal to attend class / unexcused absence / tardiness Excessive tardiness to class or school			<ul style="list-style-type: none"> - CICO - Community-based supports and agencies referral* - Consistent home communication* - Counselor/ Social Worker / Teacher(s) request meeting with student and parent to discuss needed support* - Home visit* - Restorative Attendance Circles - Restorative Conference / Patriot Connection 	<ul style="list-style-type: none"> - Conference with administrator and/or teacher, student, and parent - Lunch detention - Signed agreement made by all parties involved using a Restorative Conference approach - Submission of behavior referral with no removal from classroom
Persistent or excessive absences from school / truancy			<ul style="list-style-type: none"> - Attendance Hearing* - CICO - Community-based supports and agencies referral* - Consistent home communication* - Counselor/ Social Worker / Teacher(s) request meeting with student and parent to discuss needed support* - CPS referral* - Home visit* - PINS petition filed* - Restorative Conference / Patriot Connection <hr/> <ul style="list-style-type: none"> - Alternative Placement intervention and plan 	<ul style="list-style-type: none"> - Lunch detention - Assignment to in-school suspension to provide interventions that match student's needs (one to two-day) - Conference with administrator and/or teacher, student, and parent - Signed agreement made by all parties involved, using a Restorative Conference approach - Submission of behavior referral with no removal from classroom

GRADE 6 - 12

ACADEMIC DISHONESTY TIER 1 INTERVENTIONS Teacher/Classroom Managed

Plagiarism, copying another's work, cheating, or altering records

- Classroom Management System
- Loss of Privilege
- Restorative Circles / Patriot Connections
- Culturally Responsive Instruction
- Consistent Home Communication
- PBIS Rollout
- Revisit Rules and/or Respect Agreements
- Student Reflection

Behavior Violation ACADEMIC DISHONESTY	LEVEL 2	LEVEL 3	TIER 2 and 3 INTERVENTIONS	Potential Consequences <small>Utilized <u>after</u> several interventions have been attempted.</small>
Plagiarism, copying another's work, cheating, or altering records			<ul style="list-style-type: none"> - Consistent home communication - Restorative conference - Behavior contract - Conference with teacher, administrator, and student - Informal Behavior Plan - Consultation with school psychologist - Advisory / Student conference period/homeroom - Referral and coordination as appropriate with community-based support and agencies 	<p>Student may receive a lower or failing grade for assignment</p> <ul style="list-style-type: none"> - Student may be given the opportunity to redo the assignment - Lunch detention - Submission of behavior referral with no removal from classroom - Parent notification - Conference with teacher, counselor, administrator, parent, and student - Depending on the severity of the offense, an in-school suspension or out-of-school suspension may be necessary (one to two-day)



Behavior Violation ALCOHOL / DRUGS / INHALANTS	L E V E L 2	L E V E L 3	TIER 2 and 3 INTERVENTIONS	Potential Consequences
Under the Influence - 1st offense Vaping - designer drugs			School Staff is required to refer student to appropriate substance abuse counseling School nurse must be notified immediately - Referral and coordination as appropriate with community-based supports and agencies - Restorative Conference with all people affected by incident - Teacher-Student Conference and re-entry plan facilitated by administrator	- Incident investigation - Lunch detention - Conference with administrator and/or teacher, student, and parent - Signed agreement made by all parties involved with using a restorative conference approach. - One to two-day in-school suspension - One to two-day out-of-school suspension
Under the Influence - 2nd offense Vaping - designer drugs Using or Possessing Distributing or Selling			School Staff is required to refer student to appropriate substance abuse counseling School nurse must be notified immediately - Referral and coordination as appropriate with community-based supports and agencies - Restorative Conference with all people affected by incident - Teacher-Student Conference and re-entry plan facilitated by administrator - Individual, family, or small group counseling or treatment - Alternative placement intervention and plan	- Incident investigation - Conference with administrator and/or teacher, student, and parent - Signed agreement made by all parties involved with using a restorative conference approach. - Up to a five-day suspension - Five-day out-of-school suspension with District Hearing to request possible long-term suspension

Behavior Violation ARSON	LEVEL 2	LEVEL 3	TIER 2 and 3 INTERVENTIONS	Potential Consequences
Starting a fire / fire-related offense			<ul style="list-style-type: none"> - Intensive intervention for pervasive behavior that is seriously impeding a student's success at school - Referral and coordination as appropriate with community-based supports and agencies - Signed agreement made by all parties involved with using a restorative conference approach - Teacher-student conference and re-entry plan facilitated by administration - Alternative placement intervention and plan 	<p>NYS Uniform Fire Prevention and Building Code 401.3 requires building principals to contact the fire department for any or all unwanted fires</p> <ul style="list-style-type: none"> - Incident investigation - Up to a five-day out-of-school suspension - Five-day out-of-school suspension with district superintendent's (or their designee) hearing to request possible long-term suspension

Behavior Violation ATTACK ON STUDENT	LEVEL 2	LEVEL 3	TIER 2 and 3 INTERVENTIONS	Potential Consequences
Attack on student: hitting, kicking, punching			<ul style="list-style-type: none"> - Restorative Discussion - Restorative Consequence - Restorative Conference with action plan - Review classroom management system - Informal Behavior Plan - Consultation with school psychologist - Referral and coordination as appropriate with community-based supports and agencies - Alternative placement intervention and plan - Intensive intervention for pervasive behavior that is seriously impeding a student's success at school. - Teacher - student conference and re-entry plan facilitated by administrator. 	<p>Utilized <u>after</u> several interventions have been attempted.</p> <ul style="list-style-type: none"> - Incident investigation - Lunch detention - Removal from classroom or other location to in-school suspension - Parent notification by administrator after several teacher attempts - Conference with administrator, and/or teacher, student, and parent - One to two-day in-school suspension - One to three day out-of-school suspension or a five day suspension when the following occurs: <ul style="list-style-type: none"> • Behavior causes a shelter in place • Poses a serious threat to the safety of students or staff • Prevents students from moving through the hallways or other movement throughout the building

Attack on student with Injury			<ul style="list-style-type: none"> - Restorative Discussion - Restorative Consequence with action plan - Restorative Conference - Informal Behavior Plan - Alternative placement intervention and plan - Intensive intervention for pervasive behavior that is seriously impeding a student's success at school. - Referral and coordination as appropriate with community-based supports and agencies 	<ul style="list-style-type: none"> - Incident investigation - Immediate Removal from classroom or other location to in-school suspension - Parent notification and conference with administrator, parent, and student - Up to a five-day suspension - Five-day out-of-school suspension with district hearing to request possible long-term suspension
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Behavior Violation BOMB THREAT	LEVEL 2	LEVEL 3	TIER 2 and 3 INTERVENTIONS	Potential Consequences
Making threats or providing false information about the presence of explosive materials or devices on school property			<ul style="list-style-type: none"> - Intensive intervention for pervasive behavior that is seriously impeding a student's success at school - Referral and coordination as appropriate with community-based supports and agencies - Signed agreement made by all parties involved with using a restorative conference approach - Teacher-student conference and re-entry plan facilitated by administration - Alternative placement intervention and plan 	<ul style="list-style-type: none"> - Incident Investigation - Up to a five-day out-of-school suspension - Five-day out-of-school suspension with district superintendent's (or their designee) hearing to request possible long-term suspension

Behavior Violation BULLYING: VERBAL, PHYSICAL, AND ELECTRONIC	L E V E L 2	L E V E L 3	TIER 2 and 3 INTERVENTIONS	Potential Consequences
Persistent and repeated incidents of bullying targeted at same person or group			<ul style="list-style-type: none"> - Consistent home communication - Restorative conference with all people affected by the incident - Teacher-student conference and re-entry plan facilitated by the administrator. <hr/> <ul style="list-style-type: none"> - Alternative placement intervention and plan 	DASA Investigation is required <ul style="list-style-type: none"> - Incident investigation - Lunch detention - Conference with administrator and/or teacher, student, and parent - Assignment to in-school suspension to provide interventions that match student's needs - Parent notification via phone, email, text message, or letter by administrator or staff member - Removal from classroom or other location with Behavior Referral for remainder of the period - Signed agreement made by all parties involved using a restorative conference approach - Teacher-student conference and reentry plan facilitated by administration - One to two-day in-school suspension - One to two-day out-of-school suspension <hr/> <ul style="list-style-type: none"> - Intensive intervention for pervasive behavior that is seriously impeding student's success at school - Referral and coordination as appropriate with community-based supports and agencies. - Up to five-day suspension - Five-day out-of-school suspension with district superintendent's (or their designee) hearing to request possible long-term suspension

DAMAGE TO PERSONAL OR SCHOOL PROPERTY

TIER 1 INTERVENTIONS

Teacher/Classroom Managed

Unintentional damage to person's or school property

- Alternative Consequence directly aligned with damaged property (i.e. restorative discussion, cleaned desks, fixed damaged items/area)
- Consistent home communication
- Culturally Responsive Instruction
- Personal accountability
- Student reflection

Behavior Violation DAMAGE TO PERSONAL OR SCHOOL PROPERTY	L E V E L 2	L E V E L 3	TIER 2 and 3 INTERVENTIONS	Potential Consequences Utilized <u>after</u> several interventions have been attempted.
<p>Intentional damage to another person's or school property (regardless of value)</p> <p>Damage to another person's or school property (up to \$500)</p> <p>Damage to another person's or school property (over \$500)</p>			<ul style="list-style-type: none"> - Consistent home communication -Referral and coordination as appropriate with community-based supports and agencies - Restorative Consequence directly aligned with damaged property (i.e. cleaned desks, fixed damaged items / area) - Restorative conference with all people affected by the incident. - Teacher-facilitated interventions (refer to Level 1) including conference within 48 hours when a student returns to class after being removed - Teacher-student conference and re-entry plan facilitated by administrator - Alternative placement intervention and plan 	<ul style="list-style-type: none"> - Incident investigation - Lunch detention - Conference with administrator and/or teacher, student, and parent -Parent notification via phone, email, text message, or letter by administrator or staff member - Assignment to In-School Suspension to provide interventions that match student's needs <ul style="list-style-type: none"> • Interventions can be documented in the Previous Action Taken section of School Tool Discipline Referral - Restorative Consequence directly aligned with damaged property (i.e. cleaned desks, fixed damaged items/area) - Restorative conference with all people affected by the incident with signed agreement - Submission of Behavior Referral with no removal from classroom - Assignment to In-School Suspension to provide interventions that match student's needs - One to two-day in-school suspension <hr/> <ul style="list-style-type: none"> - One to three-day out-of-school suspension - Up to a five-day suspension when the following occurs: <ul style="list-style-type: none"> • Behavior causes a shelter in place • Poses a serious threat to the safety of students or staff • Prevents students from moving through the hallways or other movement throughout the building

DIFFICULTIES COMMUNICATING AND MANAGING NEEDS, THOUGHTS, AND EMOTIONS

TIER 1 INTERVENTIONS

Teacher/Classroom Managed

Demonstrates difficulty with empathizing with others/ accepting other points of view
Does not accept correction and feedback calmly
Engages in confrontation, arguing, backtalk
Expresses needs and emotions inappropriately
Misinterprets instructional cues / social cues

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| <ul style="list-style-type: none"> - Alternate Seating - Class Meetings - Restorative Circles / Patriot Connection - Culturally Responsive Instruction - Corrective Consequences - Interactive Modeling - Logical Consequences - PBIS Rollout – Building Wide - Personal Conferencing - Proximity to Students - Responsive Listening - PEARS - Restorative Consequences - “Stop, Walk, Talk” Technique - Sunshine Calls and/or notes | <ul style="list-style-type: none"> - Breaks – to refocus - Classroom Management System - Collaborative Communication - Consistent Home Communication - “I Centered” Statements - Kid Talk Protocol - Nonverbal Cues/Verbal Prompts - Personal Accountability - Problem Solving Place - Respect Agreement - Restorative Conferencing - Self-monitoring - Student Reflective Consequences - Teach Conflict Resolution Strategies |
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Behavior Violation DIFFICULTIES COMMUNICATING AND MANAGING NEEDS, THOUGHTS AND EMOTIONS	L E V E L 2	L E V E L 3	TIER 2 and 3 INTERVENTIONS	Potential Consequences Utilized <u>after</u> several interventions have been attempted.
<p>Does not accept correction and feedback calmly</p> <p>Engages in confrontation, arguing, backtalk</p> <p>Expresses needs and emotions inappropriately</p>			<ul style="list-style-type: none"> - CICO - Daily Behavior Form with Parent Contact and Communication - Daily Conduct Card - Individual Visual Schedule - Informal Behavior Intervention Plan - Consultation with school psychologist - Logical Consequences: After PBIS teacher/model/practice - Mentoring - By Staff Member - Non-Verbal Cues and Signals - Organizational Tools/Strategies - Reward System - Self-monitoring - Sensory Tools (Recommended by OT) - Social Skills Group - Structured Breaks - Student Phone Call - Targeted Interactive Modeling - Targeted Re-Teaching of Behavior Expectations - Targeted Role-Playing - Targeted Skills - Relaxation Techniques - Targeted Skills - Self-Regulated Behaviors - Targeted Social Emotional Learning (SEL) Curriculum - Teach Conflict Resolution Strategies for Target Skills Areas - Written Agreements/Behavior Contracts 	<ul style="list-style-type: none"> - Incident investigation. - Lunch detention - Submission of Behavior Referral with no removal from the classroom. - Removal from the classroom, or other location, with Behavior Referral, for no more than 1 class period. - Conference with administrator and/or teacher, student, and parent. - Parent notification via phone, email, text message, or letter by administrator or staff member. - Signed agreement made by all parties involved, using a restorative conference approach. - Assignment to in-school suspension to provide interventions that match student's needs. - One to two-day in-school suspension. - One to two-day out-of-school suspension.

DIFFICULTIES OF SELF-REGULATION / PROBLEM SOLVING TIER 1 INTERVENTIONS Teacher/Classroom Managed

Does not work silently or independently without bothering others
Throws objects without physical injury to others
Yelling out in class or raising their voice at others (including adults)
Makes excessive, distracting movements or noises leading to other students becoming off-task
Demonstrates difficulty resolving problems or conflicts
Does not make transitions or adjusts to new situations effectively

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| <ul style="list-style-type: none"> - Affective Statements Alternate Seating - Breaks – to refocus - Class meetings - Restorative Circles / Patriot Connection - Consistent Home Communication - Establishing Norms and Expectations - “I Centered” Statements - Kid Talk Protocol - Loss of Privilege - PBIS Rollout – Building Wide - Proximity to Students - Respect Agreement - Self-Monitoring - Sunshine Calls and/or notes | <ul style="list-style-type: none"> - “Brain Gym” Exercises - Check-ins - Classroom Management System - Culturally Responsive Instruction - Effective Teacher Talk - Gatherings - Kagan Structures - Logical Consequences - Nonverbal Cues/Verbal Prompts - Personal Conferencing - Random Positive Attention - Restorative Conferencing/Chat - Student Reflective Consequence - Talk Tickets |
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Behavior Violation DIFFICULTIES OF SELF-REGULATION / PROBLEM SOLVING	<div style="writing-mode: vertical-rl; transform: rotate(180deg);">LEVEL 2</div>	<div style="writing-mode: vertical-rl; transform: rotate(180deg);">LEVEL 3</div>	TIER 2 and 3 INTERVENTIONS	Potential Consequences Utilized <u>after</u> several interventions have been attempted.
<p>Does not work silently or independently without bothering others</p> <p>Throws objects without physical injury to others</p> <p>Yelling out in class or raising their voice at others (including adults)</p> <p>Makes excessive, distracting movements or noises leading to other students becoming off-task</p> <p>Demonstrates difficulty resolving problems or conflicts</p> <p>Does not make transitions or adjusts to new situations effectively</p>			<ul style="list-style-type: none"> - Consistent home communication - School Counselor/Social Worker / School Psychologist conferences with student - Referral and coordination as appropriate with community-based supports and agencies. - Restorative conference with all people affected by the incident. - Teacher-facilitated interventions (refer to Level 1) including conference within 48 hours when a student returns to class after being removed - Teacher-student conference and plan facilitated by administrator 	<ul style="list-style-type: none"> - Incident investigation - Lunch detention - Conference with administrator and/or teacher, student, and parent - Parent notification via phone, email, text message, or letter by administrator or staff member - Assignment to in-school suspension to provide interventions that match student's needs - Restorative conference with all people affected by the incident with signed agreement - Documented removal from the classroom or other location for the remainder of period. - Submission of Behavior Referral with no removal from classroom - Assignment to In-School Suspension to provide interventions that match student's needs <ul style="list-style-type: none"> • Interventions can be documented in the Previous Action Taken section of School Tool Discipline Referral - One to two-day in-school suspension

Electronic Devices - Non-Authorized

TIER 1 INTERVENTIONS

Teacher/Classroom Managed

Use of cellphones, handheld mobile devices, electronic game devices, and other similar items

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| <ul style="list-style-type: none"> - Classroom Management Systems - Consistent Home Communication - Establishing Norms and Expectations (Parental Guidelines for Remote Learning) - Respect Agreement (Area for Technology) - Positive Calls Home - Advisory period - Culturally Responsive Instruction | <ul style="list-style-type: none"> - Restorative Circle / Patriot Connection - Effective Teacher Talk
 - Rules Creation-with class - PBIS incentives, instructional videos - Loss of Privilege (individual or group) |
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Behavior Violation Electronic Devices - Non-Authorized	L E V E L 2	L E V E L 3	TIER 2 and 3 INTERVENTIONS	Potential Consequences Utilized <u>after</u> several interventions have been attempted.
Use of cellphones, handheld mobile devices, electronic game devices, and other similar items			Non-verbal cues and signals - Informal Behavior Contract with conferencing - Close Proximity - Consistent Home communication - Restorative conference - Conference with teacher, administrator and student - Re-teaching expectations	- Incident investigation Computer/Device Lock/Out (Alternative assignments) - Lunch Detention - Submission of behavior referral with no removal from classroom - Removal from classroom or other location, with behavior referral for no more than 1 class period - Assignment to in-school suspension for interventions that match student needs. - Signed agreement made by all parties involved with using a restorative conference approach.

<p>Use of electronic devices that lead to the threat of harm to another person</p> <p>Recording or publishing a fight</p> <p>Use of electronic devices for which it is determined that such use directly causes physical or emotional harm to another person</p>			<p>Non-verbal cues and signals</p> <ul style="list-style-type: none"> - Informal Behavior Contract with conferencing - Close Proximity - Consistent Home communication - Informal consultation between teacher and behavior interventionist/school psychologist that may include a classroom observation of student behavior - Restorative conference with all people affected by the incident - Conference with teacher, administrator and student - Re-teaching expectations <hr/> <p>—</p> <ul style="list-style-type: none"> - Referral and coordination as appropriate with community-based supports and agencies. - Intensive intervention for pervasive behavior that is seriously impeding a student's success at school. 	<p>Incident investigation</p> <p>Computer/Device Lock/Out (Alternative assignments)</p> <ul style="list-style-type: none"> - Lunch detention - Parent notification and conference with Administration - Signed agreement made by all parties involved with using a restorative conference approach. - Re-Entry Plan with student participation - Involve guidance/social worker/psychologist as appropriate - One to two-day in-school suspension - One to two-day out of school suspension <hr/> <ul style="list-style-type: none"> - Immediate removal from classroom or other location to In-school suspension - One to three-day out-of-school suspension or up to a five-day out-of-school suspension when a student: <ul style="list-style-type: none"> - Causes the principal to initiate "shelter in place" emergency procedures. - Poses a serious threat to the safety of students, such as a threat of substantial bodily harm to students or staff. - Prevents students from moving through the hallways or significantly prevents movement through the building, and also disrupts the educational process. - Five-day out-of-school suspension with district superintendent's hearing to request possible long-term suspension.
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Behavior Violation Emotional Outburst	L E V E L 2	L E V E L 3	TIER 2 and 3 INTERVENTIONS	Potential Consequences Utilized <u>after</u> several interventions have been attempted.
Repeated profanities, screaming, tantrums			<ul style="list-style-type: none"> - Consistent home communication - Referral and coordination as appropriate with community-based supports and agencies. - Restorative conference with all people affected by incident - Teacher-student conference and re-entry plan facilitated by the administrator. 	<ul style="list-style-type: none"> - Assignment to in-school suspension for interventions that match student's needs. <ul style="list-style-type: none"> • Interventions can be documented in the Previous Action Taken section of School Tool Discipline Referral - Lunch detention - Conference with administrator and/or teacher, student, and parent - Incident investigation - One to two-day in-school suspension. - Removal from the classroom or other location with Behavior Referral for the remainder of the period. - Signed agreement, made by all parties involved with using a restorative conference approach. - Submission of Behavior Referral with no removal from classroom

Behavior Violation Extortion	L E V E L 2	L E V E L 3	TIER 2 and 3 INTERVENTIONS	Potential Consequences
Obtaining Money or property from another student through coercion, intimidation, or threat of physical harm			<ul style="list-style-type: none"> - Referral and coordination as appropriate with community-based supports and agencies. - Restorative conference with all people affected by the incident - Teacher-student conference and reentry plan facilitated by the administrator <hr/> <ul style="list-style-type: none"> - Alternative placement intervention and plan. - Intensive intervention for pervasive behavior that is seriously impeding a student's success at school. - Signed agreement made by all parties involved with using a restorative conference approach. 	<ul style="list-style-type: none"> - Assignment to In-School Suspension to provide interventions that match student's needs <ul style="list-style-type: none"> • Interventions can be documented in the Previous Action Taken section of School Tool Discipline Referral - Lunch detention - Parent notification and Conference with administrator and / or teacher, student, and parent - Incident investigation - One to two-day in-school suspension - One to two-day out-of-school suspension <hr/> <ul style="list-style-type: none"> - Immediate removal from the classroom or other location to in-school suspension. - Up to a five-day out-of-school suspension - Five-day out-of-school suspension with district superintendent's (or their designee) hearing to request possible long-term suspension.

Failure to Respond to School Directives

TIER 1 INTERVENTIONS Teacher/Classroom Managed

Failure to comply with school rules, regulations, policies, or procedures
Failure to respond to school staff directives, questions, or reasonable requests
Does not attempt / complete assigned work
Does not bring necessary materials to class
Does not participate in class activities

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| <ul style="list-style-type: none"> - Alternate Seating - Class Meetings - Restorative Circles / Patriot Connection - Community Building Circles - Corrective Consequences - Interactive Modeling - Logical Consequences - PBIS Rollout – Building Wide - Personal Conferencing - Proximity to Students - Responsive Listening - PEARS - Restorative Consequences - “Stop, Walk, Talk” Technique - Sunshine Calls and/or notes | <ul style="list-style-type: none"> - Breaks – to refocus - Classroom Management System - Culturally Responsive Instruction - Consistent Home Communication - “I Centered” Statements - Kid Talk Protocol - Nonverbal Cues/Verbal Prompts - Personal Accountability - Problem Solving Place - Respect Agreement - Restorative Conferencing - Self-monitoring - Student Reflective Consequences - Teach Conflict Resolution Strategies |
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Behavior Violation Failure to Respond to School Directives	<div style="writing-mode: vertical-rl; transform: rotate(180deg);">LEVEL 2</div>	<div style="writing-mode: vertical-rl; transform: rotate(180deg);">LEVEL 3</div>	TIER 2 and 3 INTERVENTIONS	Potential Consequences Utilized <u>after</u> several interventions have been attempted.
Failure to comply with school rules, regulations, policies, or Procedures Failure to respond to school staff directives, questions, or reasonable requests			<ul style="list-style-type: none"> - Check -in Check -out (CICO) - Daily Behavior Form with Parent Contact and Communication - Daily Conduct Card - Individual Visual Schedule - Informal Behavior Intervention Plan - Logical Consequences: After PBIS - teacher/model/practice - Mentoring - By Staff Member - Non-Verbal Cues and Signals - Organizational Tools/Strategies - Reward System - Self-monitoring - Social Skills Group - Structured Breaks - Targeted Re-Teaching of Behavior Expectations - Teach Conflict Resolution Strategies for Target Skills Areas - Written Agreements/Behavior Contracts 	Incident investigation. <ul style="list-style-type: none"> - Lunch detention - Submission of Behavior Referral with no removal from the classroom. - Removal from the classroom, or other location, with Behavior Referral, for no more than 1 class period. - Lunch detention - Conference with administrator and/or teacher, student, and parent. - Parent notification via phone, email, text message, or letter by administrator or staff member. - Signed agreement made by all parties involved, using a restorative conference approach. - Assignment to in-school suspension to provide interventions that match student's needs. <ul style="list-style-type: none"> • Interventions can be documented in the Previous Action Taken section of School Tool Discipline Referral - One to two-day in-school suspension. - One to two-day out-of-school suspension.

Behavior Violation False Activation of Fire Alarm	LEVEL 2	LEVEL 3	TIER 2 and 3 INTERVENTIONS	Potential Consequences
Intentional false activation of fire alarm			<ul style="list-style-type: none"> - Alternative placement intervention and plan - Intensive intervention for pervasive behavior that is seriously impeding student's success at school - Referral and coordination as appropriate with community-based supports and agencies. - Teacher-student conference and re-entry plan facilitated by administrator. 	<p>Principals must complete NYSED Office of Facilities Planning Fire Incident Report Form 2014</p> <p>If the fire alarm is activated the fire department must be notified and they have jurisdiction until event/source is investigated</p> <ul style="list-style-type: none"> - Incident investigation - Immediate removal from classroom or other location to in-school suspension - Up to five-day suspension - Five-day out-of-school suspension with District Hearing to request possible long-term suspension.

Behavior Violation Fighting	LEVEL 2	LEVEL 3	TIER 2 and 3 INTERVENTIONS	Potential Consequences
All students engaged in hitting, kicking, or punching and serious disruption to operation of the school occurs			<ul style="list-style-type: none"> - Restorative Discussion - Restorative Consequence - Restorative Conference with action plan - Review classroom management system - Informal Behavior Plan - Consultation with school psychologist - Referral and coordination as appropriate with community - based supports and agencies - Intensive intervention for pervasive behavior that is seriously impeding a student's success at school. - Teacher - student conference and re-entry plan facilitated by administrator. <hr/> <ul style="list-style-type: none"> - Intensive intervention for pervasive behavior that is seriously impeding a student's success at school. - 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. - Referral and coordination as appropriate with community - based supports and agencies. - Individual family or small group counseling or treatment. - Alternative placement intervention and plan 	<p>Utilized <u>after</u> several interventions have been attempted.</p> <ul style="list-style-type: none"> - Incident investigation - Lunch detention - Immediate removal from classroom or other location to in-school suspension - Parent notification and conference with administrator, parent and student - One to Two-day in-school suspension - One to three day out-of-school suspension or a five day suspension when the following occurs: <ul style="list-style-type: none"> • Behavior causes a shelter in place • Poses a serious threat to the safety of students or staff • Prevents students from moving through the hallways or other movement throughout the building - Five-day out-of-school suspension with district hearing to request possible long-term suspension

		<p>psychologist</p> <ul style="list-style-type: none"> - Referral and coordination as appropriate with community - based supports and agencies - Intensive intervention for pervasive behavior that is seriously impeding a student's success at school. - Teacher - student conference and re-entry plan facilitated by administrator. <hr/> <ul style="list-style-type: none"> - Intensive intervention for pervasive behavior that is seriously impeding a student's success at school. - 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. - Referral and coordination as appropriate with community - based supports and agencies. - Individual family or small group counseling or treatment. - Alternative placement intervention and plan 	<p>suspension or a five day suspension when the following occurs:</p> <ul style="list-style-type: none"> • Behavior causes a shelter in place • Poses a serious threat to the safety of students or staff • Prevents students from moving through the hallways or other movement throughout the building <p>- Five-day out-of-school suspension with district hearing to request possible long-term suspension</p>
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Hallway Misbehavior TIER 1 INTERVENTIONS Teacher/Classroom Managed

Running, making excessive noise, loitering, or persistent hall-walking
Seeks attention inappropriately
Engages in confrontation – arguing or back talk
Use of inappropriate language

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| <ul style="list-style-type: none"> - Redirection - Modeling Appropriate Hallway Behavior - Restorative Circles - Respect Agreement - Establishing Norms and Expectations - Advisory Period | <ul style="list-style-type: none"> - Verbal/non-verbal cues - Loss of Privilege - Consistent Home Communication - PBIS Universal Interventions - Proximity to Students - Culturally Responsive Instruction |
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Behavior Violation Hallway Misbehavior	L E V E L 2	L E V E L 3	TIER 2 and 3 INTERVENTIONS	Potential Consequences Utilized <u>after</u> several interventions have been attempted.
Running, making excessive noise, loitering, or persistent hall-walking Seeks attention inappropriately Engages in confrontation – arguing or back talk Use of inappropriate language			<ul style="list-style-type: none"> - Advisory Period (individual/small group) - Decrease transition times - Consistent home communication - CICO - Informal Behavior Plan - Consultation with school psychologist - Documented removal from classroom, or other location, with Behavior Referral, for no more than 30 minutes - School Counselor/Social Worker / School Psychologist conferences with students. - Restorative conference with all people affected by the incident. - Teacher-facilitated interventions (refer to Level 1) including conference within 48 hours when a student returns to class after being removed - Teacher-student conference and plan facilitated by administrator 	<ul style="list-style-type: none"> - Incident investigation - Lunch detention - Conference with administrator and/or teacher, student, and parent - Parent notification via phone, email, text message, or letter by administrator or staff member - Assignment to in-school suspension to provide interventions that match student's needs (One to two-day) <ul style="list-style-type: none"> • Interventions can be documented in the Previous Action Taken section of School Tool Discipline Referral - Documented removal from the classroom or other location for the remainder of the period. - Restorative conference with all people affected by the incident with signed agreement - Submission of Behavior Referral with no removal from classroom - one to two-day out-of-school suspension

Behavior Violation Harassment Based on Race, Ethnicity, Gender, Sexual Orientation, Disability or Religion, Including Cyber - harassment, Against Members of the School Community	L E V E L 2	L E V E L 3	TIER 2 and 3 INTERVENTIONS	Potential Consequences <i>DASA investigation may be warranted to</i> DASA investigation is required
Single Incident			<ul style="list-style-type: none"> - Consistent home communication - Restorative conference with all people affected by the incident - Teacher-student conference and plan facilitated by the administrator. 	DASA investigation is required <ul style="list-style-type: none"> - Incident investigation - Lunch detention - Conference with administrator and/or teacher, student, and parent - Assignment to in-school suspension to provide interventions that match student's needs <ul style="list-style-type: none"> • Interventions can be documented in the Previous Action Taken section of School Tool Discipline Referral - Parent notification via phone, email, text message, or letter by administrator or staff member - Signed agreement made by all parties involved, using a restorative conference approach - Teacher-student conference and reentry plan facilitated by administration - One to two-day in-school suspension - One to two-day out-of-school suspension
Physical intimidation, verbal threats			<ul style="list-style-type: none"> - Restorative conference with all people affected by the incident - Teacher-student conference and plan facilitated by the administrator. <hr/> <ul style="list-style-type: none"> - Alternative placement intervention and plan - Consultation with school psychologist 	DASA investigation is required <ul style="list-style-type: none"> - Incident investigation - Lunch detention - Conference with administrator and/or teacher, student, and parent - Assignment to in-school suspension to provide interventions that match student's needs <ul style="list-style-type: none"> • Interventions can be documented in the Previous Action Taken section of School Tool Discipline Referral - Parent notification via phone, email, text message, or letter by administrator or staff member - Signed agreement made by all parties involved, using a restorative conference approach - One to two-day in-school suspension - One to two-day out-of-school suspension

			<ul style="list-style-type: none"> - Immediate removal from classroom or other location to In-school suspension - One to three-day out-of-school suspension or up to a five-day out-of-school suspension when a student: <ul style="list-style-type: none"> - Causes the principal to initiate “shelter in place” emergency procedures. - Poses a serious threat to the safety of students, such as a threat of substantial bodily harm to students or staff. - Prevents students from moving through the hallways or significantly prevents movement through the building, and also disrupts the educational process. - Five-day out-of-school suspension with district superintendent’s hearing to request possible long-term suspension.
Very serious incident that is life-threatening, seriously harmful or personally damaging to the person who is targeted		<ul style="list-style-type: none"> - Intensive intervention for pervasive behavior that is seriously impeding a student’s success at school. - Referral and coordination as appropriate with community - based supports and agencies. - Consultation with school psychologist 	<p>DASA investigation may be warranted</p> <ul style="list-style-type: none"> - Immediate removal from classroom or other location to In-school suspension - One to three-day out-of-school suspension or up to a five-day out-of-school suspension when a student: <ul style="list-style-type: none"> - Causes the principal to initiate “shelter in place” emergency procedures. - Poses a serious threat to the safety of students, such as a threat of substantial bodily harm to students or staff. - Prevents students from moving through the hallways or significantly prevents movement through the building, and also disrupts the educational process. - Five-day out-of-school suspension with district superintendent’s (or their designee) hearing to request possible long-term suspension.

Leaving Classroom or School without Permission

TIER 1 INTERVENTIONS

Teacher/Classroom Managed

Leaving classroom without permission

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| <ul style="list-style-type: none"> - Redirection - Classroom Behavior Management System - Restorative Circles - Respect Agreement - Establishing norms and expectations - Breaks - to refocus / movement breaks - Culturally Responsive Instruction | <ul style="list-style-type: none"> - Verbal / non-verbal cues - Loss of Privilege - Consistent Home Communication - PBIS Universal interventions - Proximity to Students - Positive Time-Out |
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Behavior Violation Leaving Classroom or School without Permission	<div style="writing-mode: vertical-rl; transform: rotate(180deg);">L E V E L</div> <div style="text-align: center;">2</div>	<div style="writing-mode: vertical-rl; transform: rotate(180deg);">L E V E L</div> <div style="text-align: center;">3</div>	TIER 2 and 3 INTERVENTIONS	Potential Consequences Utilized <u>after</u> several interventions have been attempted.
Persistently leaving classroom without permission Leaving school or school grounds, without permission			<ul style="list-style-type: none"> - Consistent home communication - Restorative conference with all people affected by the incident. - Teacher-facilitated interventions (refer to Level 1) including conference within 48 hours when a student returns to class after being removed - Teacher-student conference and plan facilitated by administrator 	<ul style="list-style-type: none"> - Incident investigation - Lunch detention - Conference with administrator and/or teacher, student, and parent - Parent notification via phone, email, text message, or letter by administrator or staff member - Assignment to in-school suspension to provide interventions that match student's needs - Restorative conference with all people affected by the incident with signed agreement - Documented removal from the classroom or other location for the remainder of the period. - Submission of Behavior Referral with no removal from classroom - Assignment to in-school suspension to provide interventions that match student's needs Interventions can be documented in the Previous Action Taken section of School Tool Discipline Referral - One to two-day in-school suspension

Physical Contact
TIER 1 INTERVENTIONS
Teacher/Classroom Managed

Unintentional physical contact with school personnel
Horseplay, rough-housing

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| <ul style="list-style-type: none"> - Classroom Management System - Respect Agreement - Rules Creation - with class - "I centered" Statements - Culturally Responsive Instruction | <ul style="list-style-type: none"> - Restorative Circle - Consistent Home Communication - Community Building Circles - Student Reflection and Self-awareness - Teach Conflict Resolution Strategies |
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Behavior Violation Physical Contact	<div style="writing-mode: vertical-rl; transform: rotate(180deg);">L E V E L</div> <div style="text-align: center;">2</div>	<div style="writing-mode: vertical-rl; transform: rotate(180deg);">L E V E L</div> <div style="text-align: center;">3</div>	TIER 2 and 3 INTERVENTIONS	Potential Consequences Utilized <u>after</u> several interventions have been attempted.
Unintentional physical contact with school personnel Horseplay, rough-housing			<ul style="list-style-type: none"> - Consistent home communication - Informal Behavior Plan - Consultation with school psychologist - CICO - Documented removal from classroom, or other location, with Behavior Referral, for no more than 1 class period - School Counselor/Social Worker / School psychologist conferences with students. - Restorative conference with all people affected by the incident. - Teacher-facilitated interventions(refer to Level 1) including conference within 48 hours when a student returns to class after being removed - Teacher-student conference and plan facilitated by administrator 	Incident investigation <ul style="list-style-type: none"> - Lunch detention - Conference with administrator and/or teacher, student, and parent - Parent notification via phone, email, text message, or letter by administrator or staff member - Assignment to in-school suspension to provide interventions that match student's needs (One to two-day) <ul style="list-style-type: none"> • Interventions can be documented in the Previous Action Taken section of School Tool Discipline Referral - Restorative conference with all people affected by the incident with signed agreement - Submission of Behavior Referral with no removal from classroom - One to two-day out-of--school suspension

<p>Offensive touching, poking, pushing, shoving, spitting, biting or physical intimidation of student or school personnel * School nurse must be contacted for spitting and/or biting*</p> <p>Persistent level 1 or 2 behavior (Physical Contact)</p> <p>Unintentional striking a staff member who is intervening in a fight or other aggressive behavior *if a student shows remorse, level 2 should be considered *</p>		<ul style="list-style-type: none"> - Restorative Discussion - Restorative Consequence - Restorative Conference with action plan - Review classroom management system - Informal Behavior Plan - Consultation with school psychologist - Referral and coordination as appropriate with community - based supports and agencies - Teacher - student conference and re-entry plan facilitated by administrator. <hr/> <ul style="list-style-type: none"> - Intensive intervention for pervasive behavior that is seriously impeding a student's success at school. - 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. - Referral and coordination as appropriate with community - based supports and agencies. - Individual, family, or small group counseling or treatment. - Alternative placement intervention and plan 	<p>Incident investigation</p> <ul style="list-style-type: none"> - Lunch detention - Immediate removal from classroom or other location to In-school suspension - Parent notification and conference with administrator, parent and student - One to Two-day In-School Suspension - One to three day out-of-school suspension or a five day suspension when the following occurs: <ul style="list-style-type: none"> • Behavior causes a shelter in place • Poses a serious threat to the safety of students or staff • Prevents students from moving through the hallways or other movement throughout the building - Five-day out-of-school suspension with district hearing to request possible long-term suspension
<p>Intentional physical attack on school personnel</p>		<ul style="list-style-type: none"> - Intensive intervention for pervasive behavior that is seriously impeding a student's success at school. - 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. - Referral and coordination as appropriate with community - based supports and agencies. - Individual family or small group counseling or treatment. - Alternative placement intervention and plan 	<p>Incident investigation</p> <ul style="list-style-type: none"> - Immediate removal from classroom or other location to In-school suspension - Parent notification and conference with administrator, parent and student - Up to a 5 day out-of-school suspension when the following occurs: <ul style="list-style-type: none"> • Behavior causes a shelter in place • Poses a serious threat to the safety of students or staff • Prevents students from moving through the hallways or other movement throughout the building - Five-day out-of-school suspension with district hearing to request possible long-term suspension

Behavior Violation Robbery	L E V E L 2	L E V E L 3	TIER 2 and 3 INTERVENTIONS	Potential Consequences
Taking money or property from another, by force			<ul style="list-style-type: none"> - Restorative Discussion - Restorative Consequence - Restorative Conference with action plan - Informal Behavior Plan - Consultation with school psychologist - Referral and coordination as appropriate with community-based supports and agencies - Alternative placement intervention and plan - Intensive intervention for pervasive behavior that is seriously impeding a student's success at school. - Teacher - student conference and re-entry plan facilitated by administrator. 	<ul style="list-style-type: none"> - Incident investigation - Lunch detention - Removal from classroom or other location to In-school suspension - Parent notification by administrator - Conference with administrator, and/or teacher, student, and parent - Up to a five-day suspension - Five-day out-of-school suspension with district hearing to request possible long-term suspension

Behavior Violation Sexual Offenses	L E V E L 2	L E V E L 3	TIER 2 and 3 INTERVENTIONS	Potential Consequences
<p>Sexual Assault</p> <p>Sexual harassment (e.g., inappropriate verbal or written conduct of a sexual nature)</p> <p>Sexual harassment (e.g., inappropriate physical conduct of a sexual nature)</p> <p>Sexual misconduct (e.g., intentional indecent exposure, engaging in sexual activity, etc.)</p>			<ul style="list-style-type: none"> - Alternative placement intervention and plan. - Individual family or small group counseling or treatment. - Intensive intervention for pervasive behavior that is seriously impeding a student's success at school. - Referral and coordination as appropriate with Community - based supports and agencies. - Restorative conference with all people affected by the incident. -Teacher-student conference and re-entry plan facilitated by administrator. 	<ul style="list-style-type: none"> - Incident investigation - Lunch detention - Immediate removal from the classroom or other location to in-school suspension. - Incident investigation. - Parent notification and conference with administrator, parent and student.. - Signed agreement made by all parties involved with using a restorative conference approach. - Up to five-day suspension. - Five-day out-of-school suspension with District Hearing to request possible long-term suspension.

Technology Acceptable Use Policy Violation

TIER 1 INTERVENTIONS Teacher/Classroom Managed

Violation of BCSD Technology Acceptable Use Policy
Unauthorized use of school equipment, materials, and electronic devices

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| <ul style="list-style-type: none"> - Classroom Management Systems - Consistent Home Communication - Establishing Norms and Expectations (Parental Guidelines for Remote Learning) - Respect Agreement (Area for Technology) - Loss of Privilege (individual or group) - PBIS incentives, instructional videos - Social Emotional Learning curriculum - Culturally Responsive Instruction | <ul style="list-style-type: none"> - Restorative Circle / Patriot Connection - Effective Teacher Talk - Rules Creation-with Cass - Positive Calls Home - Class Meetings - Signed Technology Acceptable Use Policy |
|--|---|

Behavior Violation Technology Acceptable Use Policy Violation	L E V E L 2	L E V E L 3	TIER 2 and 3 INTERVENTIONS	Potential Consequences Utilized <u>after</u> several interventions have been attempted.
Violation of BCSD Technology Acceptable Use Policy Unauthorized use of school equipment, materials and electronic devices			<ul style="list-style-type: none"> - Non-verbal cues and signals - Informal Behavior Contract with conferencing - Close Proximity - Consistent Home communication - Restorative conference with all people affected by the incident - Conference with teacher, administrator and student - Re-teaching expectations 	<ul style="list-style-type: none"> - Incident investigation - Lunch detention - Computer/Device Lock/Out (Alternative assignments) - Parent notification and conference with administration - Signed agreement made by all parties involved with using a restorative conference approach. - Re-Entry Plan with student participation - Involve guidance/social worker/psychologist as appropriate - One to two-day in-school suspension - One to two-day out of school suspension <hr/> <ul style="list-style-type: none"> - Immediate removal from classroom or other location to in-school suspension - One to three-day out-of-school suspension

Theft/Stealing

TIER 1 INTERVENTIONS

Teacher/Classroom Managed

Nominal Item (i.e. candy, gum, pencil)

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| <ul style="list-style-type: none"> - Alternative Consequence (directly aligned with theft) - Consistent home Communication - Classroom Management System - Culturally Responsive Instruction | <ul style="list-style-type: none"> Personal Accountability - Student Reflection - Explicit teaching of expectations - Respect Agreement |
|--|---|

Behavior Violation Theft/Stealing	L E V E L 2	L E V E L 3	TIER 2 and 3 INTERVENTIONS	Potential Consequences Utilized <u>after</u> several interventions have been attempted.
Dependent on the value of item(s)			<ul style="list-style-type: none"> - Consistent home communication -Referral and coordination as appropriate with community-based supports and agencies - Restorative Consequence directly aligned with theft - Restorative conference with all people affected by the incident. - Teacher-facilitated interventions (refer to Level 1) including conference within 48 hours when a student returns to class after being removed - Teacher-student conference and re-entry plan facilitated by administrator - Alternative placement intervention and plan 	<ul style="list-style-type: none"> - Incident investigation - Lunch detention - Conference with administrator and/or teacher, student, and parent -Parent notification via phone, email, text message, or letter by administrator or staff member - Assignment to in-school suspension to provide interventions that match student's needs <p>Interventions can be documented in the Previous Action Taken section of School Tool Discipline Referral</p> <ul style="list-style-type: none"> - Restorative Consequence directly aligned with theft - Restorative conference with all people affected by the incident with signed agreement - Submission of Behavior Referral with no removal from classroom - One to two-day in-school suspension <hr/> <ul style="list-style-type: none"> - One to three-day out-of-school suspension

Behavior Violation Threat Against School Personnel, Written or Verbal	L E V E L 2	L E V E L 3	TIER 2 and 3 INTERVENTIONS	Potential Consequences Utilized <u>after</u> several interventions have been attempted.
Verbal or written threat or aggression against school personnel			<ul style="list-style-type: none"> - Consistent home communication - Counselor/ Social Worker / Teacher(s) request meeting with student and parent to discuss needed support - Referral and coordination as appropriate with community - based supports and agencies - Written Agreement / Behavior Contracts <hr/> <ul style="list-style-type: none"> - Intensive intervention for pervasive behavior that is seriously impeding student's success at school - 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. - Signed agreement made by all parties involved with using a restorative conference approach. - Alternative placement Intervention and plan 	<ul style="list-style-type: none"> - Incident investigation - Conference with administrator and/or teacher, student, and parent - Signed agreement made by all parties involved with using a restorative conference approach. - One to two-day in-school suspension - One to two-day out-of-school suspension - Immediate removal from classroom or other location to in-school suspension <hr/> <ul style="list-style-type: none"> - Up to a five-day out-of-school suspension - Five-day out-of-school suspension with District Hearing to request possible long-term suspension.

Tobacco
TIER 1 INTERVENTIONS
Teacher/Classroom Managed

Possession of tobacco

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| <ul style="list-style-type: none"> - Consistent Home Communication - Loss of Privilege | <ul style="list-style-type: none"> - Revisit Rules and/or Respect Agreements - Student Reflection |
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Behavior Violation Tobacco	L E V E L 2	L E V E L 3	TIER 2 and 3 INTERVENTIONS	Potential Consequences Utilized <u>after</u> several interventions have been attempted.
Use or sales Vaping			<ul style="list-style-type: none"> - School Staff is required to refer student to appropriate substance abuse counseling - School nurse must be notified immediately - Consistent home communication - Counselor/ Social Worker / Teacher(s) request meeting with student and parent to discuss needed support - Referral and coordination as appropriate with community - based supports and agencies - Written Agreement / Behavior Contracts 	Incident Investigation - Lunch detention - Conference with administrator and/or teacher, student, and parent - Signed agreement made by all parties involved with using a restorative conference approach. - One to two-day in-school suspension - One to two-day out-of-school suspension

Verbal Altercations / Social Interactions

TIER 1 INTERVENTIONS Teacher/Classroom Managed

Name-calling, insults, making inappropriate gestures, or comments, persistent teasing
Confrontational and aggressive arguing, name calling
Misleading or giving false information to school staff
Demonstrates difficulty getting along with others
Plays around or goofs off with others

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| <ul style="list-style-type: none"> - Alternate Seating - Classroom Management System - Consistent Home Communication - Interactive Modeling - (Positive) Time – out - Social Emotional Learning (SEL) Curriculum - Culturally Responsive Instruction | <ul style="list-style-type: none"> - “Brain Gym” Exercises - Classroom Restorative Circles - “I Centered” Statements - Nonverbal Cues - Proximity to Students - Talk Tickets - Zones of Regulation |
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Behavior Violation Verbal Altercations / Social Interactions	<div style="writing-mode: vertical-rl; transform: rotate(180deg);">L E V E L</div> <div style="background-color: yellow; text-align: center;">2</div>	<div style="writing-mode: vertical-rl; transform: rotate(180deg);">L E V E L</div> <div style="background-color: pink; text-align: center;">3</div>	TIER 2 and 3 INTERVENTIONS	Potential Consequences Utilized <u>after</u> several interventions have been attempted.
Name calling, insults, making inappropriate gestures, or comments, persistent teasing			<ul style="list-style-type: none"> - Check -in Check -out (CICO) - Daily Behavior Form with Parent Contact and Communication - Daily Conduct Card - Informal Behavior Intervention Plan - Consultation with school psychologist - Logical Consequences: After PBIS teacher/model/practice - Mentoring - By Staff Member - Non-Verbal Cues and Signals - Self-monitoring - Social Skills Group - Structured Breaks - Targeted Re-Teaching of Behavior Expectations - Teach Conflict Resolution Strategies for Target Skills Areas - Written Agreements/Behavior Contracts 	Incident investigation. <ul style="list-style-type: none"> - Lunch detention - Submission of Behavior Referral with no removal from the classroom. - Removal from the classroom, or other location, with Behavior Referral, for no more than 1 class period. - Lunch detention - Conference with administrator and/or teacher, student, and parent. - Parent notification via phone, email, text message, or letter by administrator or staff member. - Signed agreement made by all parties involved, using a restorative conference approach. - Assignment to in-school suspension to provide interventions that match student's needs. <ul style="list-style-type: none"> • Interventions can be documented in the Previous Action Taken section of School Tool Discipline Referral - One to two-day in-school suspension. - One to two-day out-of-school suspension.

<p>Confrontational and aggressive arguing, name calling</p> <p>Misleading or giving false information to school staff</p> <p>Persistent verbal aggression against school personnel</p>		<ul style="list-style-type: none"> - Check -in Check -out CICO - Daily Behavior Form with Parent Contact and Communication - Daily Conduct Card - Informal Behavior Intervention Plan - Consultation with school psychologist - Logical Consequences: After PBIS teacher/model/practice - Mentoring - By Staff Member - Non-Verbal Cues and Signals - Self-monitoring - Social Skills Group - Structured Breaks - Targeted Re-Teaching of Behavior Expectations - Teach Conflict Resolution Strategies for Target Skills Areas - Written Agreements/Behavior Contracts <hr/> <ul style="list-style-type: none"> - Referral and coordination as appropriate with community-based supports and agencies. - Intensive intervention for pervasive behavior that is seriously impeding a student's success at school. 	<p>Incident investigation</p> <ul style="list-style-type: none"> - Lunch detention - Conference with administrator and/or teacher, student, and parent - Parent notification via phone, email, text message, or letter by administrator or staff member - Assignment to in-school suspension to provide interventions that match student's needs (One to two-day) <ul style="list-style-type: none"> • Interventions can be documented in the Previous Action Taken section of School Tool Discipline Referral - Restorative Consequence directly aligned with damaged property (i.e. cleaned desks, fixed damaged items/area) - Restorative conference with all people affected by the incident with signed agreement - Submission of Behavior Referral with no removal from classroom - One to two-day in-school suspension <hr/> <ul style="list-style-type: none"> - One to three-day out-of-school suspension or up to a five-day out-of-school suspension when a student: <ul style="list-style-type: none"> - Causes the principal to initiate "shelter in place" emergency procedures. - Poses a serious threat to the safety of students, such as a threat of substantial bodily harm to students or staff. - Prevents students from moving through the hallways or significantly prevents movement through the building, and also disrupts the educational process. - Five-day out-of-school suspension with district superintendent's hearing to request possible long-term suspension
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Behavior Violation Weapons, Firearms and Explosives	L E V E L 2	L E V E L 3	TIER 2 and 3 INTERVENTIONS	Potential Consequences
<p>Possession of any gun of any kind, loaded and unloaded, operable or inoperable, including BB guns and pellet guns, etc.</p> <p>Possession of instruments or objects that could be used as Weapons</p> <p>Instruments or objects used as weapons with intent to cause Injury</p> <p>Explosives (possession, sale, distribution, detonation, or threat of detonation of an incendiary or explosive material or device including firecrackers, smoke bombs, flares, or any combustible or explosive substances or combination of substance or articles, other than a firearm)</p>			<ul style="list-style-type: none"> - Intensive intervention for pervasive behavior that is seriously impeding student's success at school - 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. - Referral and coordination as appropriate with community-based supports and agencies. - Signed agreement made by all parties involved with using a restorative conference approach. - Teacher-student conference and re-entry plan facilitated by administrator. - Alternative placement Intervention and plan 	<ul style="list-style-type: none"> - Incident investigation - Immediate removal from classroom or other location to in-school suspension - Up to a five-day out-of-school suspension - Five-day out-of-school suspension with District Hearing to request possible long-term suspension.

See Appendix for Pandemic Related Responses



SECTION IX: Appendix

A:

Intervention Toolbox: BCSD RTI Behavior Supports and Responses - Defined Interventions

B:

Attendance Improvement Regulation - Elementary and Middle School Flow Chart 7110.R1 Students May 2019

C:

A Restorative Approach to Harm, Conflict, Personal Efficacy, Anger, and Problem Solving

D:

Student Responsible Use Policy - Technology

E:

Pandemic Related Response Insert

F:

Glossary of Terms

G:

BCSD Dignity Coordinators

<https://drive.google.com/file/d/1jdV7pAF75W2n9OWB-C6qu4f3Ln61RJ6x/view?usp=sharing>

Intervention Toolbox: BCSD RTI Behavior Supports and Responses –Defined Interventions

Resources:

Associated letters identify resources for the defined interventions below.

- A. Responsive Classroom Northeast Foundation for Children, Inc.
- B. PBIS World www.pbisworld.org
- C. Intervention Central www.interventioncentral.org
- D. Kagan Techniques http://www.teach-nology.com/currenttrends/cooperative_learning/kagan/
- E. “Brain Gym “exercises” <http://braingym.org/>
- F. “Whole Brain” Procedures www.wholebrainteaching.com
- G. National Educators for Restorative Practices <https://nedrp.com/>
- H. Adventures in Peacemaking Engaging Schools, Inc.
- I. Connected and Respected Engaging Schools, Inc.
- J. The Zones of Regulation <http://www.zonesofregulation.com>
- K. Getting Classroom Management Right – Guided Discipline and Personalized Support in Secondary Schools, Educators for Social Responsibility
- L. The Center for Culturally Responsive Teaching and Learning <https://www.culturallyresponsive.org/>

Elementary: <https://classroom.google.com/c/NTQ5NjlzMDA3OTAw?cjc=xv23jw/>

Middle: <https://classroom.google.com/c/NTUwMDk5MTgxNTYw?cjc=5d632h6>

High: <https://classroom.google.com/c/NTI4MjUyMDkxODIz?cjc=pvhrvon>

Tier 1 Characteristics:

- Accountable Consequences
- Classroom Behavior Management system
- Classroom Teacher Responsibility – Tier 1 interventions are considered “positive” teaching practices for ALL students
- Consistent Expectations
- Culturally Responsive
- First (second) Teaching
- Increase Engagement/Learning
- Intentionally Build Community
- Lesson Pacing
- PBIS Rules/Standards – building wide and classroom specific
- Proactive/Positive Structure
- Progress Monitoring – tracking/measuring progress; collecting data
- Teach/Model/Practice (“I do, We do, You do”)
- Universal Instruction – for ALL students

Tier 1 Proactive Structure/Interventions – for ALL students

- **Academic Choice (A)** – Students make thoughtful choices about what they learn (content/plan), how they learn (process/work time) and reflect on their learning/work (reflection).
- **Activators (G & K)** – Class participation to transition to new topic/activity, a way to motivate students/opening activity in Community Circle.
- **Active Listening (C)** – The act of summarizing another person's ideas, opinions, or point of view in your own words. This demonstrates that you not only have heard the student's comments, but that you have grasped his or her opinions so clearly that you can repeat them back to the satisfaction of the speaker. Example: "Let me be sure that I understand you correctly..."
- **Alternate Seating (B)** – Small changes in position and/or view can freshen a student's resolve, energy level, interest, and motivation. Provide the student with choices, like standing while working, sitting on feet, on their knees, or similar configurations that will not be too distracting to other students.
- **"Brain Gym" exercises (E)** – Kinesthetic – "Brain buttons," "Cross crawl," "Hook ups."
- **Breaks – to refocus (B)** – To allow students time away from a stressful or potentially stressful situation - whole group or individualized examples: run an errand, stretching/motor movement.
- **Buddy Teacher: Time-Out (A)** – Non-punitive strategy – a pair of teachers, close in location, that assist each other with time-out. Once calm, the student is welcomed back to the original classroom – reduces stigma; allows time to talk later.
- **Build and Bridge (BB) (L)** - the cultural knowledge that needs to be developed and connected to academic use, within the school context, after students' cultures have been validated and affirmed
 - **Building**—understanding and recognizing the cultural and linguistic behaviors of students and using those behaviors to foster rapport and relationships with them
 - **Bridging**—providing the academic and social skills students will need to have success beyond the classroom; evident when students demonstrate they can navigate school and mainstream culture successfully
- **Check-ins (G and K)** – Start and end-of-class check-ins with students who need additional support and encouragement.
- **Class Meetings (K)** – Greeting, sharing, group activity – leads to establishing trust, active engagement, exploring and practicing social-emotional skills.
- **Classroom Management system (B)** – reinforces positive behavior, and supports the reflective practice for negative behaviors displayed, often paired with logical consequences.
- **Classroom Restorative Circles / Patriot Connection (G)** Restorative Circles are facilitated in three stages designed to identify the key factors in the conflict, reach agreements on next steps, and evaluate the results. As circles form, they invite shared power, mutual understanding, self-responsibility, and effective action.
- **Collaborative Communication** – problem solving communication with grade level teams, support staff, service providers, administrators and/or community supports and resources about behavioral concerns.
- **Community Building Circles (G)** – Can be used for building community, repairing harm, decision-making, teaching content, reintegrating someone who's been gone and checking in with one another. Circles allow every voice to be heard, creating a safe atmosphere for all students. A talking piece is used so all participants focus and respect the individual who is speaking.
- M. BCSD Restorative Practices Google Classroom.

- **Consistent Home Communication** – addresses the concern, involves the family, leading to a strengthened school/home relationship. Phone call, email, classroom newsletters, Friday reports, communication log, Class Dojo, Remind...
- **Corrective Consequences (K)** – Support students to correct unwanted behavior in the moment, and to learn, practice, and rehearse desired target behaviors; or correct, revise, redo, and finish incomplete and below-standard academic work.
- **Culturally Responsive (L)** - Used as a foundational philosophy/lens rather than an intervention and should be part of core best-practice. An approach to living life in a way that practices the validation and affirmation of different cultures for the purposes of moving beyond race and moving below the superficial focus on culture.
- **Effective Teacher Talk (G & K)** – Clear, Simple, Direct – invites cooperation and self-correction when problematic behaviors occur.
 - o Reinforcing – Names a concrete/specific behavior – observe and give feedback, not “thanks.”
 - o Reminding – Students need to remember expectations – proactive, positive reminders (think ahead), and reactive reminders (when student begins to get off target).
 - o Redirecting – Non-negotiable instructions, positive, direct, firm statements. Naming the desired behavior = self-correcting behavior(s). Help student identify the specific behavior
- **Energizers (A)** – Class participation to transition to a new topic/activity, a way to motivate students.
- **Establishing Norms and Expectations (G & K)** – Developed by consensus where everyone participates and everyone agrees. Those agreements should be posted. When things start to go awry, pointing to the posted agreements, or reviewing them as a class, reminds students and teacher(s) of their agreements.
- **Gatherings (G & K)** – Welcome and acknowledge the group and invite all to participate. They are essential for building a cohesive classroom community.
- **“I centered” statements (C & G)** – Can reduce the potential that teacher criticism will lead to student confrontation. I centered statements reflect only the instructor's opinions and view. For example, rather than telling a student, "You are always disrupting class with your jokes!" You may say, "I find it difficult to keep everybody's attention when there are other conversations going on in the classroom. That's why I need you to open your book and focus on today's lesson."
- **Interactive Modeling (A & K)** – is a simple, 7-step strategy that can be used to teach routines, social - emotional skills, and academic skills.
- **Kagan structures (D)** – Kagan Structures involve cooperative interaction, and are designed to efficiently produce engagement, positive social interactions, and achievement because they incorporate four basic principles... the PIES principles: Positive Interdependence, Individual Accountability, Equal Participation, and Simultaneous Interaction.
- **Kid Talk Protocol (K)** – Form used when a teacher collaborates with colleagues to focus on one student's problems and issues, in order to develop shared strategies and problem-solve effective interventions for the student.
- **Logical Consequences: After PBIS teach/model/practice (A)** - Consequence should be reasonable, matching the severity of the offense or behavior – do not engage in a conversation about it. DO NOT GIVE WARNINGS. Provide a consequence upon first negative behavior.
- **Loss of privilege (individual or group) (A)** – As privilege opportunities develop, students demonstrate responsibility to then regain trust/privileges.

- **Morning Meeting (A)** – (songs, movement) Greeting, sharing, group activity – leads to establishing trust, active engagement, exploring and practicing social–emotional skills.
- **Morning Message (A)** – provides a transition to the academic day and reinforces community.
- **Nonverbal Cues (B)** - a discreet and quick method to create a working relationship with a student without calling attention to the student in a negative manner. Use cues like smiles, thumbs up, nodding head “yes” to praise students for correct behaviors, participation, or to reassure them and encourage them. Use simple cues like shaking head “no,” raising eyebrows, giving a “one minute” finger signal, to redirect students or give directives.
- **PBIS Rollout (B)** – Building wide and classroom specific.
- **Personal Accountability (G & K)** – When unwanted behaviors persist, accountable consequences are done by the student with the support of an adult. The intention is to help students take responsibility for their behavior or academic problems; understand the effects of their behavior on themselves and others; and learn and practice behaviors that are more skillful, responsible, and productive.
- **Personal Conferencing (G & K)** – Used as a critical structure for discussing and resolving student problems. Conferencing can take on many forms—from a one minute check-in to an extended conference with the student outside of class; to a parent conference, either face to face or by phone. Personal conferencing can also include a multi-party meeting with the student, parent, and/or other staff and administrators – Restorative.
- **Problem-Solving Place (K)** – (Positive) Time-out – Non-punitive: to get back on track, student should be welcomed back, then take a break to refocus. Used when a teacher needs to remove a student temporarily to defuse, reflect, and problem solve.
- **Positive Teacher Language (A)** – Clear, simple, direct.
- **(Positive) Time-Out (A)** – Patriot Peace Place – “chill out,” “cool off,” “take a break,” “rest stop” “Calming Corner” “Peace Place”... non-punitive approaches to get students back on track. Students should be welcomed back after taking a break to refocus.
- **Proximity to Students (B)** – Can be used to communicate care and concern, while being a subtle redirection technique. When giving directions, maintain proximity to at-risk students. Vary your teaching in a manner that will allow you to walk around the classroom.
- **Random Positive Attention (C)** – Nonverbal cues (eye contact, thumbs up, pat on shoulder. “Check-ins”– Ignore student attention-seeking behaviors, while randomly giving the student positive attention at the same time.
- **Redirecting** –Non-negotiable instructions, positive, direct, firm statements–name the desired behavior.
- **Reinforcing** – Name a concrete/specific behavior – observe, give feedback, but not “thanks.”
- **Reminding** – Students need to remember expectations – Proactive Reminders (think ahead) and Reactive Reminders (beginning to get off target).
- **Reparation / Restorative (appropriate, consistent) (A)** – “You broke it, you fix it.” Example: drawing on desk, help to clean it up – Not punitive or humiliating. Require a natural/logical consequence.
- **Respect Agreement (G)** – What does respect look like? What does it sound like? Includes: student respecting student; student respecting teacher; teacher respecting student; all respecting school facilities and equipment. Once agreement is developed, check with

class to make sure everyone agrees that it contains everything that is important to those included. Discuss what will happen if the Respect Agreement is violated. When a consensus has been reached, have everyone sign it, and post it where it can easily be seen and referenced.

- **Responsive Listening PEARS (K)** – Active listening increases a sense of connection with students and reduces potential conflicts and misunderstandings. P – Paraphrase the facts; E – encourage the person to speak; A – ask questions that help clarify the problem and foster self-awareness, self- reflection and self-assessment; R – reflect on feelings to defuse highly charged emotions; S – solve the problem if the person is ready to change and make a plan.

- **Role-playing (A)** – The acting out (or performance of) a particular role/strategy to teach appropriate routines, social-emotional skills and academic skills.

- **Restorative Consequences (A & G)** – “You broke it, you fix it.” Help to repair harm done, mend relationships, restore one’s good standing, or otherwise make things right. Example: a student draws on a desk, helps to clean it up—not punitive/humiliating, but a natural/logical consequence.

- **RulesCreation (A)** – completed as a whole group. When students connect the rules to some desire of their own, and do this consistently, they are more likely to feel that the rules are fair and valuable and are more apt to follow them willingly.

- **Sensory Toolbox (J)** – Provide students with items/tools that they can use to regulate their current Zone. The toolbox can include tools to stimulate for students in the Blue Zone and tools to calm when in the yellow or red zone. Several tools can be available to help the student maintain the green zone. The toolbox will be kept in the classroom and every student will have access to it.

- **Self-monitoring (C)** – Requires that the student be an active participant in the intervention, responsible for measuring and evaluating his or her own behaviors. The student must first learn the teacher's behavioral expectations, then increase or decrease displayed behavior.

Situational Appropriateness (L) - Is the concept of determining which cultural or linguistic behaviors are most appropriate for a situation - successfully navigating our school culture.

- **Size of the Problem Strategy (J)** – Students learn how to analyze a situation and rationalize how big a problem it is. Students will learn that the size of their reaction must match the size of the problem.

- **Social Emotional Learning (SEL) Curriculum (H and I)** – SEL focuses on building life skills and social competence. The 5 Units include - Connected and Respected Curriculum

- o Making Connections
- o Caring and Effective Communication
- o Emotional Literacy
- o Conflict Management and Decision Making
- o Cultural Competence and Social Responsibility

-**“Stop, Walk, Talk” Technique (B)** - The technique consists of teaching students to use three simple and progressive steps: indicating through words and gestures to stop, walk away if the problem continues, and finally, talk to an adult if the issue is still not resolved.

- **Student Reflection (B)** – Reflection is an effective tool to use when a student is displaying unacceptable (or acceptable) behaviors and can be used in conjunction with the Class Rules. Reflection sheets can be used to help correct undesired behaviors or, alternatively, to reinforce those students following the rules and exhibiting expected and desired behaviors.

- **Student Reflective Consequences (B,G &K)** – An effective tool to use when a student is displaying unacceptable (or acceptable) behaviors. It can be used in conjunction with the Class

Rules. Reflection sheets help correct undesired behaviors or, conversely, reinforce the positive actions of students following the rules, and those exhibiting expected and desired behaviors. Reflective Consequences should be supported by an adult, specifically to monitor and support desired changes in behavior.

-Sunshine Calls and/or Sunshine Notes (A) – Share with the parent something the student has done well and/or something you appreciate about the child. Seen as a powerful connector between teacher, parent and student.

- Superflex vs. Rock Brain (J) – Students are able to identify the difference between rigid (Rock Brain) thinking and Superflexible thinking. They will understand that changing their thinking pattern can help to regulate their zone.

- Talk Tickets (C) – Assures the student that he or she will have a chance to talk through a situation while allowing the teacher to schedule a meeting with the student for a time that does not disrupt classroom instruction.

- Teach Conflict Resolution Strategies (B) – Enables and empowers students to be more independent and highly functioning, reducing teacher's time spent "putting out fires." Improves self-confidence and reduces tattling, bickering, and disruptions.

- Teaching of Zones (J) – Introduce the students to the 4 Zones used to categorize the different emotions and states of alertness people experience. There are 4 zones that will be used to describe how your brain and body feel.

- o Blue Zone – Your body is running slow, such as when you are tired, sick, sad or bored.

- o Green Zone – This is when you're "good to go". You may feel happy, calm and focused.

- o Yellow Zone – This is when you start to lose control, such as when you are frustrated, overwhelmed, silly, excited, worried, anxious or surprised. Proceed with caution and slow down.

- o Red Zone – This is when there are extreme emotions such as terror, uncontrolled anger, aggression and elation. You're out of control, have trouble making good decisions and must STOP.

- Tools for Calming (J) – Visuals to help calm the body and mind. Students will gain insight into how calming techniques help regulate zones and which tools help regulate themselves.

- o Six Sides of Breathing

- o Lazy 8 Breathing

- o My calming sequence visual

Validate and Affirm (VA) (L) - Used as a foundational philosophy/lens rather than an intervention and should be part of core best-practice. Understanding the complexity of culture and the many forms it takes (including age, gender, and social class), which will then create opportunities for making meaningful experiences in school

- **Validation** - the intentional and purposeful legitimization of the home culture and language of students
- **Affirmation** - the intentional and purposeful effort to reverse the negative stereotypes of non-mainstream cultures and languages portrayed in historical perspectives

-Verbal Prompts (K) – Support students' cooperation and self-correction before unwanted behaviors become a serious distraction or disruption to learning.

- Visual Schedules (B) – Whole class or individualized – smooth transitions; decrease anxiety; set expectations.

- **“Whole Brain” Techniques/Procedures (F)** – The brain learns in five ways, by seeing, saying, hearing, doing, and feeling. When you teach the rules with the Whole Brain signs, your students' brains are maximally operative. They see the signs, hear the rules, say the rules, and make the gestures.

Tier 2 Characteristics:

Classroom Teacher and/or Interventionist Responsibility
Consistent Expectations
Culturally Responsive
Individualized Behavior Plan (Informal)
Proactive/Positive Structure
Progress Monitoring – tracking/measuring progress; collecting data
Progressive Discipline
Small Group Instruction (3 to 5 students) for a minimum of 20 minutes per session
Teach/Model/Practice – Targeted Deficient Skills (“I do, We do, You do.”)

Tier 2 Proactive Structure/Interventions

- **Classroom Reset Lesson (M)**: This is a great way to revise or go over your classroom norms and/or respect agreement. The idea is to create an experience to fix an issue as a class community with everyone having a voice. This is a great lesson to plan and book with your Restorative Coordinator.
- **Check In Check Out (CICO) (B)** – The program consists of students checking in daily with an adult at the start of school day to retrieve a goal sheet and encouragement; teachers provide feedback on the sheet throughout the day; students check out at the end of the day with same adult
- **Daily Behavior Form with Parent Contact and Communication (B)** – Holds students accountable on a daily basis. Provides structure, routine, consistency, and organization, promoting self-responsibility. Improves student buy-in and school/home communication.
- **Daily Conduct Card (K)** – Used when a student needs close monitoring, and you and the student have agreed on the specific behaviors that need to be stopped, as well as the desired target behaviors that the student will start using.
- **Individual Visual Schedule (B)** – leads to smooth transitions; decreased anxiety; sets expectations for students.
- **Informal Behavior Intervention Plan (B)** – Provides more intensive intervention and monitoring, increasing support around students. Provides an Individualized plan for success. Plan addresses targeted issues in a specific manner. Plan can include consultation with a school psychologist. It actively involves teachers, support staff, students, and parents,
- **Informal Consult (M)**: This may be with the teacher and the behavior interventionist, Restorative Coordinator, school social worker or school counselor, and/or school psychologist. This could also include an informal observation of the student's behavior in school and may result in a referral to another intervention process.
- **Inner Coach vs. Inner Critic strategy (J)** – Students will be able to provide positive self-talk statements for circumstances they find leads them to a less regulated state. They will understand how use of the Inner Coach can help regulate their zone.
- **Logical Consequences: After PBIS teach/model/practice (A)** - Consequence should be reasonable, and match the severity of the offense or behavior – do not engage in a conversation about it. DO NOT GIVE WARNINGS. Provide a consequence upon first negative behavior.

- **Mentoring – By Staff Member (B)** – Source of accountability, encouragement, support, and advocacy. Mentors should be consistent, supportive, encouraging, and engaged. Relationship is all about connecting and establishing a rapport, and forming a trusting relationship, using active listening with students. Mentors should help students to set goals, plans, and solutions, meeting with a student once a week for about 15 minutes.

- **Non-Verbal Cues and Signals (B, D & K)** – A discreet and quick method to create a working relationship with a student without calling attention to the student in a negative manner. Use cues like smiles, thumbs up, nodding head “yes” to praise students for correct behaviors, participation, or to reassure and encourage them. Use simple cues like shaking head “no,” raising eyebrows, giving a “one minute” finger signal to redirect students or give directives.

- **Organizational Tools/Strategies (B)** – Provides increased order for the student, mentally and logistically; improving student awareness of belongings, papers, and supplies. Improves work completion and returning or handing in of work.

- **Restorative Attendance Circles** – (grades 4 through 12) facilitated by BCSD’s Restorative Practice Coordinators. Circles will offer collaboration to problem-solve and focus on why attendance matters paired with high encouragement and nurture. Coordinators will provide consistent expressions of empathy for the student and collaboration to work toward personal growth with attendance.

- **Restorative Conference (G)** - Enable those (individuals or a group) who have been harmed or violated to air and share feelings, needs, and grievances. Restorative conferencing provides specific pathways to repair harms by bringing together those who are affected by misbehavior in a dialogue to address concerns, achieve understanding, and come to agreement about setting things right. Conferencing involves amends-making and accountability.

- **Reward System (B)** – Individualized - To reinforce positive behaviors and expectations, providing students with positive feedback. Typically produces immediate and quick results – providing a concrete visual reason for students to work toward behavioral and academic goals.

- **Rules Creation (A)** – Completed with interventionist and student – when students consistently connect the rules with some desire of their own, they are more likely to feel that the rules are fair and valuable, and are more apt to follow them willingly.

- **Self-monitoring (C)** – Requires that the student be an active participant in the intervention, with responsibility for measuring and evaluating his or her behaviors. The student must first learn the teacher's behavioral expectations, then increase or decrease displayed behavior.

- **Sensory Toolbox (J)** – Provide students with items/tools that they can use to regulate their current Zone. The toolbox can include tools to stimulate for students in the blue zone and tools to calm when in the yellow or red zone. Several tools can be available to help the student maintain the green zone.

- **Sensory Tools (Recommended by OT) (B)** – Some children’s behaviors are due primarily to sensory issues. Therefore, simple sensory interventions can greatly alleviate these behavioral barriers. Providing students with sensory stimulation could lead to results in increased work production, on task behavior, and improved focus and attention.

- **Size of the Problem strategy (J)** – Students learn how to analyze a situation and rationalize how big a problem it is. Students will learn that the size of their reaction must match the size of the problem.

- **Social Skills Group (B)** – Improves student interactions, improving daily social functioning. Teaches students essential life skills, increasing self-confidence, self-concept, and self-esteem.

- **Social Stories (B) – Personalized** – Used when a student fails to grasp social norms, routines, and expectations. Helps teach students routines, expectations, and behavioral standards in an alternative way, reinforcing corrective behavior. Information is presented in a story format, providing visual examples of behavior expectations.
- **Structured Breaks (B)** – Refocus/Eliminate Power Struggle/Cool Down Time – To allow students time away from a stressful or potentially stressful situation. Individualized examples: run an errand, stretching/gross motor movement break. Adults explain the process to the student and have them practice it before implementation. Students or teachers may initiate a break, though it is best when the students can identify the need for, and take breaks, appropriately.
- **Student Phone call (K)** – Student calls parent, in the presence of a classroom teacher and/or administrator, to discuss the displaying of chronic, unwanted behaviors.
- **Superflex vs. Rock Brain (J)** – Students are able to identify the difference between rigid (RockBrain) thinking and Superflexible thinking. They will understand that changing their thinking pattern can help to regulate their zone.
- **Targeted Interactive Modeling (A)** – is a simple, 7-step strategy that can be used to teach routines, social–emotional skills, and academic skills.
- **Targeted Re-teaching of Behavior Expectations (B)** – Assists with retaining and understanding expectations, making learning direct and concrete.
- **Targeted Role – Playing (A)** - the acting out or performance of a particular role/strategy to teach appropriate routines, social–emotional skills, and academic skills.
- **Targeted Skill – Relaxation Techniques (A & B)** – Provides students with a way to manage their own feelings and emotions, increasing instructional time when students can calm themselves and utilize coping skills. Assists with improving student focus and attention. Proven to have positive physiological benefits, including improved blood flow, oxygen and endorphin levels, as well as decreased cortisol or “stress hormone” levels.
- **Targeted Social Emotional Learning (SEL) Curriculum (H & I)** – SEL focuses on building life skills and social competence.
- **Teach Conflict Resolution Strategies for Target Skill Areas (B)** - Enables and empowers students to be more independent and highly functioning, reducing teacher’s time “putting out fires.” Improves self-confidence and reduces tattling, bickering, and disruptions.
- **Tools for Calming (J)** – Visuals to help calm the body and mind. Students will gain insight into how calming techniques help regulate zones and which tools help regulate themselves.
 - o Six Sides of Breathing
 - o Lazy 8 Breathing
 - o My calming sequence visual
- **Two by Ten rule (M)**: Find 2 minutes each day for 10 days in a row to spend one on one time with a student to discuss topics unrelated to academics or behavior. This will establish a relationship with the student.
- **Written Agreements / Behavior Contracts (B, G & K)** – Holds students accountable, provides structure, routine, consistency, and organization. Promotes self-responsibility, thus increasing student motivation and effort. Leads to improved school/home communication.

Tier 3 Characteristics:

Agency Referral and/or CSE Referral
Consistent Expectations
Culturally Responsive
Individualized Behavior Plan (formal or Informal)
Individualized Instruction (1 to 2 students), meeting more frequently than Tier 2,
for a minimum of 30 minutes per session
Interventionist Responsibility
Progress Monitoring – tracking/measuring progress; collecting data
Progressive Discipline
Teach/Model/Practice Targeted Deficient Skills ("I do, We do, You do.")

Tier 3 Proactive Structure/Interventions

- **Accountability Project:** Individualized research projects that are recommended to students and facilitated by a Student Support Team member in order to support the students with developing an understanding of how their behavior impacts themselves and others, while developing a plan of action to assist in addressing the undesired behavior.
- **Agency Referral** – School social workers and guidance counselors will assist with this process.
- **Alternatives to Suspension – Progressive Discipline (A, B & K)** - Providing alternatives to suspensions can be much more effective in getting students' behavior to change. Alternatives must be discussed with a student before implementation. Common alternatives include: in-school suspension, detention, counseling session of targeted skill, restitution / restorative, loss of privileges (lunch/recess).
- **Behavior Contract with Conferencing (B)** – Holds students' accountable, providing structure, routine, consistency, and organization. Promotes self-responsibility, increasing student motivation and effort. Leads to school/home communication.
- **Behavior Intervention Plan (BIP) (B)** – Provides more intensive intervention and monitoring, increasing support around students. Provides an Individualized plan for success. Plan addresses targeted issues in a specific manner. The plan actively involves teachers, support staff, student, and parents (those referred to CSE, or those currently with a 504 plan that will result in an IEP).
- **Behavior Meetings (B)** – Provides constant, updated, and relevant information for managing behaviors in school and at home; providing valuable data and information on updating behavior plans, functional behavior assessments, and other behavior modifications and interventions. Also forces disengaged and inactive parents into the behavior planning and intervention process, and helps make parents more responsible for addressing the student's behavior(s), including following through with consequences and rewards.
- **CSE Referral** – School Psychologist will assist with this process / Rtl recommendation
- **Inner Coach vs. Inner Critic strategy (J)** – Students will be able to provide positive self-talk statements for circumstances they find leads them to a less regulated state. They will understand how use of the Inner Coach can help regulate their zone.
- **Functional Behavior Assessment (FBA) (B)** – Helps identify the root causes, functions, and reinforcers of behaviors, and provides data for developing an appropriate and effective behavior plan. Once you have completed the FBA form and have a theory as to the function of the behavior, develop a Behavior Intervention Plan (BIP) based on the data and results from the FBA (for those referred to CSE, or those currently with a 504 plan that will result in an IEP).
- **No Passing Time (B)** – Prevents behavior issues from occurring in the halls and other unsupervised or unstructured settings. If the student is having issues before or after school, this

strategy may also be utilized, requiring the student to come to school either early or after the starting bell rings, and requiring them to remain in the school office or classroom at the end of the day until all other students have left.

-Reentry Conferencing (A & K) – Creates a marker between what happened in the past and a fresh start. The student needs to communicate what will be different upon his or her return to the classroom. Students will identify different choices they will make so the unwanted behaviors are not repeated. School expectations will be reviewed, and behavior will be monitored. Staff should communicate their confidence that a student can change, while providing support to make it happen.

-Restorative Conference (G) - Enable those (individuals or a group) who have been harmed or violated to air and share feelings, needs, and grievances. Restorative conferencing provides specific pathways to repair harms by bringing together those who are affected by misbehavior in a dialogue to address concerns, achieve understanding, and come to agreement about setting things right. Conferencing involves amends-making and accountability.

-Sensory Toolbox (J) – Provide students with items/tools that they can use to regulate their current Zone. The toolbox can include tools to stimulate students in the Blue Zone and tools to calm when in the Yellow or Red Zone. Several tools can be available to help the student maintain the Green Zone. This would be a toolbox used by an individual student.

-Size of the Problem strategy (J) – Students learn how to analyze a situation and rationalize how big a problem is. Students will learn that the size of their reaction must match the size of the problem.

-Structured Day: A modification of a student's schedule that allows the student to participate in the instructional day, but with specific structures and constraints. Structured Day is a proactive restorative measure that will hold students accountable and keep them in the learning environment, when possible. During the Structured Day, students will only attend their core classes.

-Structured Time – Out (B) – Provides students with a consistent and predictable consequence that is structured and is always the same procedure. Efficient way to deal with behavior problems and disruptions, maintaining a log of timeouts for data tracking and analysis. In-class and out-of-class time-outs may be utilized as a progressive discipline system, where the student first receives an in-class time out for a brief period, then on the next offense, they receive a longer out-of-class time out.

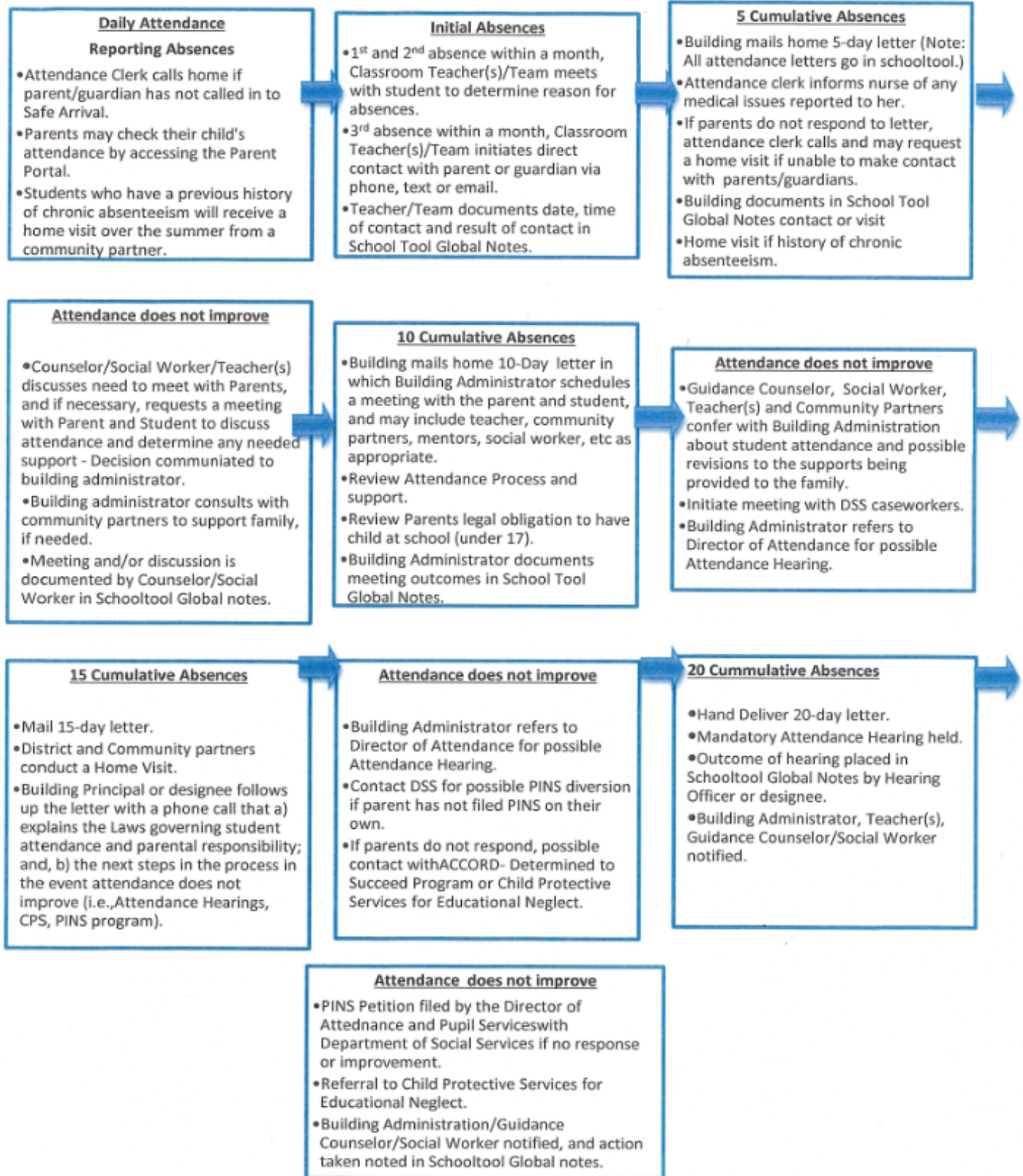
-Student Success Plan / Reentry Conference (B) A student driven process where students recognize behavior areas that are in need of improvement. Used when re-entering school after a level 2 and/or 3 infraction.

-Superflex vs. Rock Brain (J) – Students are able to identify the difference between rigid (Rock Brain) thinking and Superflexible thinking. They will understand that changing their thinking pattern can help to regulate their zone.

ATTENDANCE IMPROVEMENT REGULATION – Elementary and Middle School Flow Chart 7110.R1

Students - May 2019

Note: Pattern of absences is considered throughout the process.



A Restorative Approach to Harm, Conflict, Personal Efficacy, Anger, and Problem Solving

Preparation:

This approach may occur in a variety of ways; referred by the student or the Restorative Team. A pre-conference can be done if needed, to gather facts. All parties involved will be invited to participate in the conference. Participants must agree to the conference and process, otherwise, alternative consequences may be given. An appropriate time and location will be chosen for the conference. Conferences will be facilitated by a third-party person. Conferences will be documented in School Tool.

4F's Conversation Sheet: Restorative Conference

Date:
Name(s):

Facts:

- Start the conversation by stating the facts that have been given to you.

Feelings:

- How do the student(s) involved in the conversation feel about the facts presented?

Fix:

- How do we "fix" this issue or make it right with the people involved?
- What consequences may occur if this conversation has to be revisited?
- What do the students involved need in order to fix the issue? What is the action plan?

Future:

- How will students check in with the facilitator or other adults in the building while completing the action plan?
- Do we need a follow-up conversation or timeline to complete the action plan?
- What do you want your future to look like?
- How can we celebrate your success?

Participant(s)' Signature : _____

Facilitator's Signature: _____



Binghamton City School District Student Responsible Use Policy

I _____ agree to adhere to the following guidelines for responsible use of my District-owned Chromebook.

Please initial each line item and then sign the agreement.

- I will never leave my Chromebook unattended.
- I will not loan out my Chromebook to other individuals.
- I will know where my Chromebook is at all times.
- I will charge my Chromebook's battery daily.
- I will keep food and beverages away from my Chromebook in order to prevent damage to the device.
- I will not disassemble any part of my Chromebook or attempt any repairs.
- I will use my Chromebook in ways that are legal, educational, and meet District expectations.
- I will not place decorations (such as stickers, markers, etc.) or screen protectors on my Chromebook.
- I will not deface the District issued stickers on my Chromebook.
- I understand that my Chromebook is subject to inspection at any time without notice and remains the property of the Binghamton City CSD.
- I understand that I have no expectation of privacy concerning any content on the device and that authorized school personnel may inspect the device including the content/data on the device.
- I will follow the information outlined in the Parent/Student Device Agreement, the Responsible Use Policy and the Student Code of Conduct while using the device at any time.
- I will notify an Administrator in case of theft, vandalism, and other acts covered by insurance.
- I acknowledge that I can be held financially responsible for damage or loss caused by neglect or abuse, including but not limited to any cost, fees, or other expenses incurred by the district in recovering the device or the cost of the device.
- I agree to return the Chromebook and power cords in good working condition at the end of the year or when/if I leave the District i.e. moving, early graduation, withdraw, etc.

I agree to the stipulations set forth in the above document.

Student Name (please print)

Student Grade

Student Signature

Date

Binghamton City School District

Pandemic Related Responses

Introduction

The Binghamton City School District (BCSD) has prepared the following guidelines to help students prepare for pandemics, outbreaks and related issues in our buildings. This document is intended to be an insert/addition to the Binghamton City School District Code of Conduct document and should be considered as an active part of the Code of Conduct as a whole. The BCSD is working collaboratively with our local health department in order to protect students, staff, and faculty, and to help ensure a safe and healthy learning environment. Our core beliefs include, having an information-sharing system with students, staff and families, promotion and reinforcement of healthy hygiene practices, intensified cleaning and disinfection efforts, a monitored plan for absenteeism and the implementation of a rigorous curriculum for all students.

Philosophy

Schools are an important part of the infrastructure of communities and play a critical role in supporting the whole child, not just their academic achievement. The Binghamton City School District encourages everyone within our schools and the community to practice preventive behaviors and good hygiene in order to decrease viruses and outbreak vulnerability. These are the most important actions that will support safe schools.

Our core philosophy, in relation to our pandemic related response, includes communication, education and reinforcing appropriate hygiene and social distancing practices in ways that are developmentally appropriate for students, teachers, and staff. In addition to maintaining healthy environments like cleaning and disinfecting frequently touched surfaces, we promote frequent hand washing, putting distance between our students and other people and screening students in order to avoid people who are sick. It is the District's policy that all students have up-to-date immunizations, however, we encourage you to make sure your child is up to date on well-child visits to help them maintain a healthy lifestyle.

Viruses can be spread by people who do not have symptoms and do not know that they are infected. That's why it's important for everyone to wear masks in public settings and practice social distancing (staying at least 6 feet away from other people). The CDC and the Binghamton City School District strongly encourage parents and families to launder items including washable clothing and cloth masks regularly. The CDC recommends that items are laundered using the warmest appropriate water setting and dry items completely. The Binghamton City School District promotes the practice of everyday preventive behaviors, such as washing hands often with soap and water for at least 20 seconds and promoting social connections while social distancing.

In order to protect ourselves and others, the Binghamton City School District and the CDC strongly recommend and encourage the following protocols at home and school:

- ❖ *Be alert for symptoms. Take your temperature daily and watch for fever, cough, shortness of breath, or other symptoms of COVID-19 and report any symptoms to school staff.*

Hygiene

Explicitly teaching and promotion of hand and respiratory hygiene among all individuals in school facilities and on school grounds has occurred.

The Binghamton City School District has ensured adherence to hygiene and cleaning and disinfection requirements as advised by the CDC and DOH. Responsible parties have explicitly taught all students, faculty, and staff on proper hand and respiratory hygiene, and have provided information to parents/guardians on ways to reinforce this at home.

Hand Hygiene

BCSD has provided and will maintain hand hygiene stations around the school, as follows:

- For handwashing: soap, running warm water, and disposable paper towels.
- For hand sanitizing: an alcohol-based hand sanitizer containing at least 60% alcohol for areas where handwashing facilities may not be available or practical.
- Student use of alcohol-based hand sanitizers will be supervised by adults to minimize accidental ingestion and promote safe usage; supervision is required for elementary school students.
- Hand sanitizer will be available throughout common areas. Sanitizer pumps have been placed in convenient locations, such as at building, classroom, and cafeteria entrances and exits.
- Signage has been placed near hand sanitizer stations indicating that visibly soiled hands should be washed with soap and water; hand sanitizer is not effective on visibly soiled hands.
- At a minimum, students and staff should wash hands, as follows:
 - Upon entering the building and each classroom (hand sanitizer is acceptable)
 - After using shared objects or surfaces (e.g. electronic devices, musical instruments, writing utensils, tools, toys, desks or table tops)
 - Before and after snacks and lunch
 - After using the bathroom
 - After helping a student with toileting
 - After sneezing, wiping or blowing nose, or coughing into hands
 - Upon coming in from outdoors
 - Anytime hands are visibly soiled

Respiratory Hygiene

The COVID-19 virus spreads from person to person in droplets produced by coughs and sneezes. Therefore, it is important that students and staff cover their mouths while their mask is still on (disposable masks will be provided and will be changed out, if needed) when coughing or sneezing and dispose of the tissue. A supply of tissues and no touch trash cans should be available. Using the inside of the elbow (or shirtsleeve) to cover the mouth or nose is preferable to using the hands. Always perform hand hygiene after sneezing, coughing and handling dirty tissues or other soiled material.

Face Coverings

Face coverings are meant to protect other people in case the wearer is unknowingly infected but does not have symptoms. Face coverings are recommended as a simple barrier to help prevent respiratory droplets from traveling into the air and onto other people when the person wearing the face covering coughs, sneezes, talks, or raises their voice.

All individuals in school facilities and on school grounds must be prepared to put on a face covering and masks will be provided when needed. If a mask needs to be changed out a disposable mask will be provided.

All students and staff members must wear face coverings:

- Whenever they are within 6 feet of someone
- During Instruction time
- In hallways
- In restrooms
- In other congregate settings, including buses and cafeterias (when not eating)

Face Covering

Face Covering means a covering of the nose and mouth that is secured to the head with ties, straps, or loops over the ears or is wrapped around the lower face.

A face covering can be made of a variety of synthetic or natural fabrics, including cotton, silk or linen. Face coverings may be factory-made or sewn by hand.

Gaiters

At this time, gaiters are an acceptable alternative to face masks.

Face Shields

Clear face coverings are not face shields. CDC does **not** recommend use of face shields for normal everyday activities or as a substitute for face coverings because of a lack of evidence of their effectiveness for source control. The Binghamton City School District requires a face mask in addition to the face shield (both must be worn).

Bandanas

Bandana coverings will **not** be permitted as they have not shown to provide adequate protection.

Dress Code

Face Coverings which have an expression (e.g., phrase, word or words) or insignia (e.g., picture, symbol, patch, or pin) which contains the following will NOT be permitted: Alcohol, tobacco, and/or other drug references; libelous statements, unfounded charges or accusations, obscenity, defamation of persons, discriminatory or false statements, or plagiarism; vulgarity, subject matter advocating racial or religious prejudice, hatred, or violence; the breaking of laws and school policies and regulations; subject matter promoting sexual or other harassment, or which, itself, may reasonably lead to disruption of the educational process or that is not consistent with the basic educational mission of the schools.

This includes, but is not limited to, face coverings which, by virtue of its color, arrangement, trademark, or other attribute, is reasonably perceived, or intended, to intimidate, threaten, incite violence, reflect gang affiliation, or membership in a group that advocates drug use or other illegal or violent activity.

Level of Behavior Concerns, Violations and Responses

<p>LEVEL 1 Classroom support/teacher managed - universal core instruction Appropriate when the behavior is a minor infraction. Rtl classroom supports have been put in place and behavior has been communicated to the parent/guardian.</p>	<p>LEVEL 2 Intensive support staff (a staff member that provides tier two interventions) and appropriate administration May be appropriate when supports have been put in place in the classroom to address behavior, but the behavior has become persistent and has continued to negatively influence the health, safety and learning of the student and others. Possibility of short-term Suspension.</p>	<p>LEVEL 3 Possibility of voluntary alternative instruction and/or Superintendent's Hearing and increased Suspension days (greater than 5). May be appropriate given the seriousness of the offense and impact on the school community, and/or when documented interventions and supports have been put in place but the behavior continues or is escalating.</p>
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FACE COVERINGS TIER 1 INTERVENTIONS Teacher/Classroom Managed

- Student is offered a disposable mask
- Student is offered an outdoor Mask Break
- Classroom Management System
- Video to model how to wear a mask for explicit instruction (how to wear a mask, how to clean a mask, why it is important to wear a mask)
- Presentation on why face masks are important and where we wear them on school grounds
- PBIS incentives (tickets, points, Golden Mask, announcements, etc.)
- District letter to parents explaining (words and visuals) the necessity of masks
- Visuals created and displayed in all classrooms and around the school
- Morning Meeting / Advisory/ Patriot Period time to revisit consistently
- Host Patriot Connection to focus on where, when and why we wear face masks
- Behavior Contract or Respect Agreement created with the whole class
- Parent Communication

Behavior Violation FACE COVERING	LEVEL 2	LEVEL 3	TIER 2 and 3 INTERVENTIONS	Potential Consequences utilized <u>after</u> several interventions have been attempted.
Physical Contact Coughing on someone on purpose, spitting, any willful conduct to potentially spread the virus. *School Nurse must be Contacted*			<ul style="list-style-type: none"> - Social stories - Check - in Check - out (CICO) - Informal Individualized plan for rewards for specific students - Parent communication - Small group learning to explicitly review the wearing of Face Mask expectations <hr/> <ul style="list-style-type: none"> - Complete a Functional Behavior Assessment (FBA) to identify root causes of behavior (SWD only) - Behavior contract with Conferencing 	<ul style="list-style-type: none"> - Conference with teacher and/or administrator - Involve guidance/social worker, as appropriate - Parent Communication - letters and/or calls/texts to parents - Does not earn reward (PBIS incentive) - Meet with School Nurse - Restorative Conference with Respect Agreements created for struggling students (signed agreement) - Re Entry plan, with student participation - Short-term suspension - Long-term suspension* *If a student engages in persistent or offensive acts that could potentially spread the virus*
Failure to Respond to School Directives Failure to comply with school rules, regulations, policies or procedures. Failure to respond to school staff directives, questions or requests regarding face coverings.			<ul style="list-style-type: none"> - Social stories - Check - in Check - out (CICO) - Informal Individualized plan for rewards for specific students - Parent communication - Small group learning to explicitly review the wearing of Face Mask expectations 	<ul style="list-style-type: none"> - Conference with teacher and/or administrator - Involve guidance/social worker, as appropriate - Parent Communication - letters and/or calls/texts to parents - Does not earn reward (PBIS incentive) - Meet with School Nurse - Restorative Conference with Respect Agreements created for struggling students (signed agreement) - Re Entry plan, with student participation - Short-term suspension
Hallway Misbehavior Intentional failure to follow face covering expectation			<ul style="list-style-type: none"> - Social stories - Check - in Check - out (CICO) - Informal Individualized plan for rewards for specific students - Parent communication - Small group learning to explicitly review the wearing of Face Mask expectations 	<ul style="list-style-type: none"> - Conference with teacher and/or administrator - Involve guidance/social worker, as appropriate - Parent Communication - letters and/or calls/texts to parents - Does not earn reward (PBIS incentive) - Meet with School Nurse - Restorative Conference with Respect Agreements created for struggling students (signed agreement) - Re Entry plan, with student participation - Short-term suspension

Social Distancing

In April 2021, NYS released updated guidance on social distancing for students in classrooms. The updated recommendation was for elementary schools to maintain three-foot distancing for students regardless of county transmission rate, and for secondary schools to maintain six-foot distancing unless students could be separated into Cohorts or if the county transmission rate was below 100 cases per 100,000 residents (CDC definition of “high” transmission). These recommendations could change again before students return in September 2021 due to falling COVID active case rates and increased vaccinations.

BCSD must maintain protocols and procedures for students, faculty and staff to ensure appropriate social distancing to protect against the transmission of the virus, when on school grounds and in school facilities. BCSD faculty and staff must ensure that appropriate social distancing is maintained between individuals while in school facilities and on school grounds, inclusive of students, faculty, and staff, unless the core activity (e.g. riding the bus, using an elevator) requires a shorter distance or individuals are of the same household.

SOCIAL DISTANCING TIER 1 INTERVENTIONS Teacher/Classroom Managed

- Student is offered a disposable mask
- Classroom Management System
- Video to model what social distancing looks like for explicit instruction (how to social distance, how far is 6 / 3 feet, why it is important to social distance)
- Presentation on why social distancing is important and where we practice social distancing on school grounds
- PBIS incentives (tickets, points, announcements, etc.)
- District letter to parents explaining (words and visuals) social distancing
- Visual markers created and displayed in all classrooms and around the school environment
- Morning Meeting / Advisory / Patriot Period time to revisit consistently
- Host Patriot Connection to focus on where, when and why we practice social distancing
- Behavior contract or Respect Agreement created with the whole class
- Single file lines for transitions
- 1 way traffic flow during transitions (marked in hallways and classrooms)
- Staggered Schedules
- Building wide scheduling for bathroom use and classroom recess
- Parent Communication

Behavior Violation SOCIAL DISTANCING	L E V E L 2	L E V E L 3	TIER 2 and 3 INTERVENTIONS	Potential Consequences utilized <u>after</u> several interventions have been attempted.
Verbal Altercations/Social Interactions Purposely ignores the social distancing expectations.			<ul style="list-style-type: none"> - Social stories - Check - in Check - out (CICO) - Informal Individualized plan for rewards for specific students - Parent communication - Small group learning to explicitly review social distancing expectations 	<ul style="list-style-type: none"> - Conference with teacher and/or administrator - Involve guidance/social worker, as appropriate - Parent Communication - letters and/or calls/texts to parents - Does not earn reward (PBIS incentive) - Meet with School Nurse - Restorative Conference with Respect Agreements created for struggling students (signed agreement) - Re Entry plan, with student participation -Short-term suspension
Physical Contact Breaking the social distancing rules with intentional direct physical contact . *School Nurse must be Contacted*			<ul style="list-style-type: none"> - Social stories - Check - in Check - out (CICO) - Informal Individualized plan for rewards for specific students - Parent communication - Small group learning to explicitly review social distancing expectations <hr/> <ul style="list-style-type: none"> - Complete a Functional Behavior Assessment (FBA) to identify root causes of behavior (SWD only) - Behavior contract with Conferencing 	<ul style="list-style-type: none"> - Conference with teacher and/or administrator - Involve guidance/social worker, as appropriate - Parent Communication - letters and/or calls/texts to parents - Does not earn reward (PBIS incentive) - Meet with School Nurse - Restorative Conference with Respect Agreements created for struggling students (signed agreement) - Re Entry plan, with student participation - Short-term suspension - Long-term suspension* <p>*If a student engages in persistent or offensive acts that could potentially spread the virus*</p>

<p>Failure to Respond to School Directives Failure to comply with school rules, regulations, policies or procedures. Failure to respond to school staff directives, questions or requests regarding social distancing.</p>		<ul style="list-style-type: none"> - Social stories - Check - in Check - out (CICO) - Informal Individualized plan for rewards for specific students - Parent communication - Small group learning to explicitly review social distancing expectations 	<ul style="list-style-type: none"> - Conference with teacher and/or administrator - Involve guidance/social worker, as appropriate - Parent Communication - letters and/or calls/texts to parents - Does not earn reward (PBIS incentive) - Meet with School Nurse - Restorative Conference with Respect Agreements created for struggling students (signed agreement) - Re Entry plan, with student participation -Short-term suspension
<p>Hallway Misbehavior Intentional failure to follow social distancing expectation</p>		<ul style="list-style-type: none"> - Social stories - Check - in Check - out (CICO) - Informal Individualized plan for rewards for specific students - Parent communication - Small group learning to explicitly review social distancing expectations 	<ul style="list-style-type: none"> - Conference with teacher and/or administrator - Involve guidance/social worker, as appropriate - Parent Communication - letters and/or calls/texts to parents - Does not earn reward (PBIS incentive) - Meet with School Nurse - Restorative Conference with Respect Agreements created for struggling students (signed agreement) - Re Entry plan, with student participation -Short-term suspension

Virtual Learning

Binghamton City School District will be maintaining continuity of learning through defining classroom expectations for remote (i.e., distance) instruction and online learning environments. With a few adaptations, teachers can use a PBIS framework to create a positive virtual classroom environment.

Social emotional learning practices that are used in a physical classroom can work just as well in the virtual classroom. It is important to define, teach, and practice the behavior we want to see, especially virtually. It is also important to stress that online interactions are just like real-life interactions, with the same positive and negative social consequences for behavior.

BCSD encourages Teachers and Staff to support the students with explicit teaching of the desired behavior. Teachers and Staff will:

- Provide behavior specific praise both verbally and in the chat feature
- Respond to unwanted behavior effectively.
- Consider the following alternatives to exclusionary discipline:
 - Correct behavior privately via a private chat message to the student.
 - Use the “praise around” strategy to acknowledge publicly those who are on track. Then, be ready to praise the student once they show the expected behavior.

The same Positive Behavior and Interventions and Supports practices used in physical classrooms can be used to create safe, predictable, and positive online learning environments.

VIRTUAL LEARNING TIER 1 INTERVENTIONS Teacher/Classroom Managed

- Classroom Management System
- Video to model expected virtual learning expectations
- Presentation and explicit teaching on virtual learning expectations
- PBIS incentives (tickets, points, announcements, etc.)
- District letter to parents explaining Behavior Matrix (words and visuals) for Remote Learning
- Behavior Matrix linked to each building's google classroom - school page.
- Virtual Morning Meeting / Advisory / Patriot Period time to revisit consistently
- Host virtual Patriot Connection to focus on where, when and why we practice social distancing
- Behavior contract or Respect Agreement created with the students enrolled in remote learning
- Parent Communication

Behavior Violation Virtual Learning	L E V E L 2	L E V E L 3	TIER 2 and 3 INTERVENTIONS	Potential Consequences utilized <u>after</u> several interventions have been attempted.
Failure to Respond to School Directives Failure to comply with virtual school rules, regulations, policies or procedures. Failure to respond to school staff directives, questions or requests . Does not attempt / complete assigned work			- Social stories - Check - in Check - out (CICO) - Informal Individualized plan for rewards for specific students - Parent communication - Small group learning to explicitly review virtual learning expectations - Informal behavior contract with Conferencing	- Conference with teacher and/or administrator - Involve guidance/social worker, as appropriate - Parent Communication - letters and/or calls/texts to parents - Does not earn reward (PBIS incentive) - Restorative Conference with Respect Agreements created for struggling students (signed agreement) - Re Entry plan, with student participation (plan needs to be agreed upon by all participants prior to student reentering group virtual sessions)

Difficulties Communicating and Managing Needs, Thoughts and Emotions Engages in confrontation, arguing, backtalk and expresses needs and emotions inappropriately		<ul style="list-style-type: none"> - Social stories - Check - in Check - out (CICO) - Informal Individualized plan for rewards for specific students - Parent communication - Small group learning to explicitly review virtual learning expectations 	<ul style="list-style-type: none"> - Conference with teacher and/or administrator - Involve guidance/social worker, as appropriate - Parent Communication - letters and/or calls/texts to parents - Does not earn reward (PBIS incentive) - Restorative Conference with Respect Agreements created for struggling students (signed agreement) - Re Entry plan, with student participation
Difficulties with Self-regulation / Problem Solving Makes excessive, distracting, or disruptive noises which takes away from instructional time of others.		<ul style="list-style-type: none"> - Social stories - Check - in Check - out (CICO) - Informal Individualized plan for rewards for specific students - Parent communication - Small group learning to explicitly review virtual learning expectations 	<ul style="list-style-type: none"> - Conference with teacher and/or administrator - Involve guidance/social worker, as appropriate - Parent Communication - letters and/or calls/texts to parents - Does not earn reward (PBIS incentive) - Restorative Conference with Respect Agreements created for struggling students (signed agreement) - Re Entry plan, with student participation
Absences Refusal to attend class / tardiness Persistent or excessive absences from remote classroom		<ul style="list-style-type: none"> - Social stories - Check - in Check - out (CICO) > Informal Individualized plan for rewards for specific students - Parent communication - Small group learning to explicitly review virtual learning expectations 	<ul style="list-style-type: none"> - Conference with teacher and/or administrator - Involve guidance/social worker, as appropriate - Parent Communication - letters and/or calls/texts to parents - Does not earn reward (PBIS incentive) - Restorative Conference with Respect Agreements created for struggling students (signed agreement) - Re Entry plan, with student participation
Damaging School Property Intentional damage to another person's or school property (regardless of value) Damage to another person's or school property (up to \$500)		<ul style="list-style-type: none"> - Chromebook contract with explicit review of expectations (how to appropriately maintain a district Chromebook) 	<ul style="list-style-type: none"> - Conference with teacher and/or administrator - Involve guidance/social worker, as appropriate - Parent Communication - letters and/or calls/texts to parents - Does not earn reward (PBIS incentive) - Restorative Conference with Respect Agreements created for struggling students (signed agreement) - Re Entry plan, with student participation

Code of Conduct Glossary of Terms

Word to Define:	Definition
Absences: Excused Absence	From BCSD Board Policy 7110: An absence, tardiness or early departure may be excused if due to personal illness, illness or death in the family, impassable roads due to inclement weather, significant sustained wind chill, extreme heat (as determined by the Superintendent), religious observance, quarantine, required court appearances, attendance at health clinics, approved college visits, approved cooperative work programs, military obligations or other such reasons as may be approved by the Superintendent of Schools.
Unexcused Absence	Not officially excused or permitted; From BCSD Board Policy 7110: An absence, tardiness or early departure is considered unexcused if the reason for the lack of attendance does not fall into the above categories (e.g., family vacation, hunting, babysitting, haircut, obtaining learner's permit, road test, oversleeping).
Tardiness	Arriving late to school or class.
Truancy	Intentional series of unexcused absences.
Aggression: Aggressive Behaviors	Hostile or violent behavior or attitudes toward another that causes or threatens physical harm including, but not limited to, hitting, kicking, biting and shoving.
Highly Aggressive	High degree or intense level of violent behavior or attitudes toward another that causes or threatens harm.
Altering Records	Changing, typically in a comparatively small but significant way, a permanent file that is written, digital, or otherwise preserved.
Appropriate	Meeting the established expectations set forth for the current situation and/or environment.
Arguing	To exchange or express conflicting or opposite views, typically speaking in a way with the intention not to agree with the other party (to gain control or overpower in a heated or angry way). Not following the established expectations set forth for the current situation and/or environment

Backtalk	Rude remarks made in reply to another person with the intention of undermining the other person.
Bothering Others	To intentionally trouble or disturb the learning process of others
Bullying	A form of harassment that consists of persistent or severe coercion, cruelty, insults, intimidation, or threats. The intentional acts are done willfully, knowingly and with deliberation, by an individual(s), that targets and harms another person physically or emotionally. Bullying involves a real or perceived power imbalance.
Calmness	The state or quality of being free from agitation or strong emotion
Code of Conduct	A document that outlines guiding principles, norms, rules, responsibilities, and various types of discipline, that serves to provide the proper practices of an organization. The BCSD document comes from a preventative approach and which includes restorative and therapeutic responses / interventions as we aim to keep students in the classroom
Conflict	An encounter between individuals arising out of a difference in thought process, attitudes, understanding, interests, requirements and sometimes perceptions.
Consequence	a result or effect of an action
Coercion	Persuading someone to do something by using force or threats
Culturally Responsive Teaching	Is a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning.
Cyberbullying	Is bullying that takes place through the use of electronic devices / technology. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behavior. Cyberbullying may involve a real or perceived power imbalance.
Dangerous	Able or likely to cause harm or injury
Defiant	Boldly resistant or challenging; refusing to comply with the directive of school personnel or school expectations.

Dignity Act Coordinator	An employee designated by the board who ensures full compliance with the Dignity for All Students Act (DASA) and is trained to address issues in areas protected by the law. Dignity Act Coordinators manage documentation, processing, actions and interventions enforcing DASA. BCSD offers building level and district level Dignity Act Coordinators.
Discrimination	the denial of equal treatment, admission, and/or access to programs, facilities, and services based on the person's actual or perceived membership in a certain group or category.
Disrespectful	Showing a lack of consideration or courtesy; impolite or contempt toward a person or circumstance.
Disruptive	To act in a way that disturbs, interrupts, or prevents an event, activity, or process from continuing or operating in an expected way.
Equity	Ensuring that everyone has the support and access to the resources needed to be successful including but not limited to: fair and just distribution of resources, just decision-making and involvement in decision making processes, shared power and involvement of communities most affected by inequities, and clear pathways to accessing necessary resources and support when inequities are identified. Equity differs from equality. Equality refers to treating everyone the same, but does not necessarily lead to equitable outcomes because diverse communities have diverse needs and have faced varying obstacles and inequities.
Excessive	Encountered, intense, regularly occurring, appearing often and/or in frequent intervals
Expectations	An established set of procedures or rules for a current situation and/or environment. <i>*Interventions should be used initially to address and explicitly teach desired behaviors.</i>
Expresses Needs and Emotions Inappropriately	Behavior or verbalizations that do not follow or meet the established expectations set forth for the current situation and/or environment. <i>*Interventions should be used initially to address and explicitly teach desired behaviors.</i>
Gender	Actual or perceived sex and includes a person's gender identity or expression.

Gender Expression	The manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyle, activities, voice or mannerisms.
Gender Identity	The internal, deeply-held sense of one's gender which may be the same as or different from one's sex assigned at birth. A person's gender identity may be male, female, neither or both, i.e., non-binary or genderqueer. Gender identity is not the same as sexual orientation or gender expression.
Harassment	the creation of a hostile environment by conduct or verbal threats, intimidation, or abuse that is continued and unwanted.
Horseplay, Rough-Housing	Rough, loud, possibly physical play, that does not cause intentional or unintentional harm to others.
Inappropriate	Not following or meeting the established expectations set forth for the current situation and/or environment. <i>*Not suitable or proper in the circumstances; can still be discussed and considered an intervention.</i>
Intervention	Specific programs or strategies that provide students with the support needed to acquire the skills being taught by the educational system and address academic, cognitive, behavioral, and social skills that directly affect the child's ability to be successful at school.
Loitering	To stand or wait around idly or without apparent purpose
Material Incident	(of Harassment, Bullying and/or Discrimination) Means 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 or at a school function.
Microaggressions	Refer to brief, commonplace behavioral, verbal, and environmental insensitivities by potentially well-meaning individuals that communicate hostile or negative attitudes and insults to individuals of marginalized groups.
Occasional	Encountered, occurring, appearing, or taken at irregular or infrequent intervals
Offensive	Causing someone to feel deeply hurt, upset, or angry; actively aggressive toward someone or something; attacking

PBIS	Positive Behavioral Intervention and Supports is an evidence-based three-tiered framework to make schools more effective places. It establishes a social culture and the behavior supports needed to improve social, emotional, behavioral, and academic outcomes for all students.
Persistent	Repeated action over a period of time.
Physical Contact: Unintentional	Not on purpose
Intentional	Done on purpose; deliberate
Progressive Consequences	Instead of seeking punishment, progressive consequences seek to ensure accountability and behavior change. With progressive consequences, a student's first violation will typically merit a lower level consequence than subsequent violations. A variety of factors are, however, taken into account and considered before determining a consequence. In instances where a student's conduct is dangerous or threatens the safety of others, more severe disciplinary action may be warranted, even if it is the student's first violation.
Prosocial Behavior	A social behavior that benefits other people or society as a whole, such as helping, sharing, donating, co-operating, and volunteering; to interact positively and responsibly.
Restorative Practices	An approach to resolving conflict and preventing harm. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to make it right and/or repair the relationship.
Robbery	Obtaining or attempting to obtain money, goods, services or information from another by physical force or violence, coordinated violence or intimidation using a dangerous instrument or weapon.
Seeks Attention Inappropriately	Intentional behavior to gain awareness from peers and adults that does not follow the established expectations of the current situation and/or environment. <i>*Interventions should be used initially to address and explicitly teach desired behaviors.</i>

Self Regulate	the ability to monitor and manage your emotions, thoughts, and behaviors in ways that are situationally acceptable and produce positive results such as well-being, close relationships, and learning. <i>*Interventions should be used initially to address and explicitly teach desired behaviors.</i>
Stealing	To take another person's or institution's property without permission or legal right, without the intention to return it.
Superintendent Hearing	A Superintendent's Hearing is a process provided by the New York State Department of Education under Due Process Law to establish an appropriate method of discipline when suspension for an excess of five days or more is under consideration.
Taunting	is intended to isolate the target, to hurt, and words used are demeaning and cruel. Taunting is a choice to bully someone for whom you have contempt.
Theft	The crime of stealing - Taking something that doesn't belong to you, without gaining the other's permission.
Transitions	Changing from one activity to another.
Unacceptable	Not satisfactory or permitted.
Violent	Using or involving physical force intended to hurt, damage, or seriously injure someone or something
Yelling Out in Class	Speaking out; does not follow or meet the established expectations set forth in the classroom. <i>*Interventions should be used initially to address and explicitly teach desired behaviors.</i>





