

IMPLEMENT 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

COC GOALS

- ✓ 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 PBIS
- ✓ PROMOTE EQUITY AND SUPPORT OUR PRINCIPLES AND EFFORTS TO BE TRAUMA- SENSITIVE AND CULTURALLY RESPONSIVE



MORE INFORMATION



+607-762-8100



164 HAWLEY STREET
BINGHAMTON, NEW YORK 13901



WWW.BINGHAMTONSCHOOLS.ORG

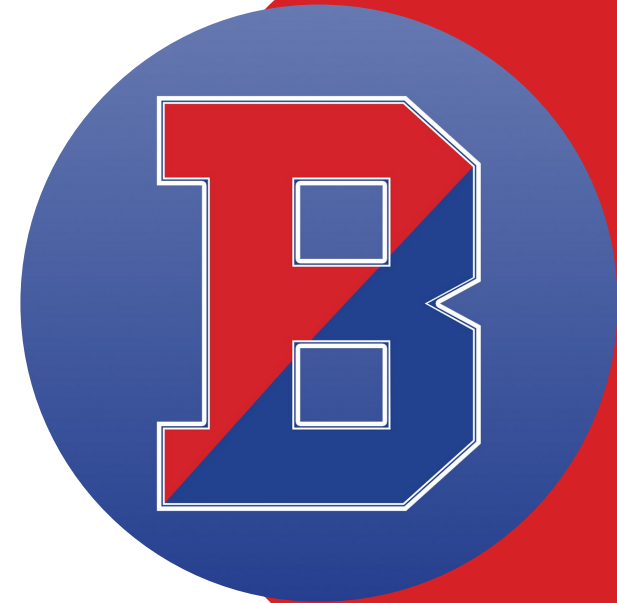
COC PURPOSE

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



OUR MISSION IS TO PROVIDE A SUPPORTIVE, SAFE AND ENGAGING SCHOOL ENVIRONMENT THAT EMBRACES EACH AND EVERYONE TO BELIEVE IN THEMSELVES, TO BELONG AND TO BECOME SUCCESSFUL

BINGHAMTON CITY SCHOOL DISTRICT



CODE OF CONDUCT CHARACTER AND SUPPORT



COC PHILOSOPHY

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

PROGRESSIVE CONSEQUENCES

- 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

BELIEVE



WE BELIEVE IN OURSELVES
AND ALL WE CAN ACHIEVE

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

BELONG



WE BELONG TO AN INCLUSIVE SCHOOL
COMMUNITY WHERE WE FEEL
SUPPORTED AND SUPPORT OTHERS

BECOME



WE WILL BECOME POSITIVE,
CONTRIBUTING MEMBERS
OF OUR COMMUNITY



DASA

✓ NYS PROVIDES AN OFFICIAL FRAMEWORK FOR HOW SCHOOLS RESPOND TO NEGATIVE BEHAVIOR, SUCH AS BULLYING, HARASSMENT, INTIMIDATION, TAUNTING, OR DISCRIMINATION. THE DIGNITY FOR ALL STUDENTS ACT OUTLINES REQUIREMENTS FOR REPORTING AND INVESTIGATION, REQUIRES STAFF TRAINING ON PREVENTION AND INTERVENTION, AND IDENTIFIES RELATED COMMUNICATIONS FOR NOTIFYING PARENTS AND STUDENTS

✓ 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, AND / OR DISCRIMINATION.