Department of Education
Carmen Fariña, Chancellor

Best Practices Standards For Creating and Sustaining a Safe and Supportive School

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Foreword

A safe and supportive school environment depends upon the collaborative efforts of all members of the school community. The Best Practices Standards provide a comprehensive guide for principals and other members of the school community to use as they examine and address the various interconnected factors that go into creating and sustaining an orderly, inclusive and supportive school environment.

The policies, protocols and procedures delineated in the Best Practices are designed to ensure that each school cultivates a school culture and climate in which all students can progress academically and socially.

Table of Contents

	Page
Section I School Culture	
School Culture and Climate	4
Classroom Environment	7
Social Emotional Learning	8
Cyberbullying/Electronic Aggression	13
Inclusive Instructional Practices	15
Student Engagement/Student Life	17
Respect For All	19
Transgender Student Guidelines	51
Section II Safety Protocols and Procedures	
School Physical Environment	56
School Security	57
Emergency Readiness	59
Missing Student Protocol	61
Entry and Exit Procedures	63
Hall Passing Procedures	65
Cafeteria Procedures, Library Use and Office Hours	66
Campus Schools	67
Section III Guidance Services	
Comprehensive Guidance Program	69
Child Abuse Prevention and Intervention	74
Inclusive School Counseling	75
Pupil Personnel Team	77
Support for Students Returning from Suspension	78
Section IV Student Support	
Attendance Program	80
Suicide Prevention	82
Crisis Intervention Team	84
Students in Temporary Housing	86
Substance Abuse/Violence Prevention & Intervention	87
Health Support Services	88
Parent Involvement and Community Outreach	91
Collaboration with External Programs	92
Student Behavior	
Behavioral Expectations	94
Guidance Interventions and Progressive Discipline	95
Addressing the Needs of Students with Disabilities	96
Progressive Ladder of Support And Disciplinary Responses	97
Review of the Discipline Code	98
Deans' Office	99
Detention	100
Principal's Suspension	101

Section I

School Culture

SCHOOL CULTURE AND CLIMATE

"Not everything that counts can be measured, and not everything that can be measured, counts."
Albert Einstein

Culture, Climate and School Norms

School culture and climate have a profound effect on students' academic achievement and behavior. Briefly, school climate is how students and staff feel about their school. School culture is why they feel the way they do. A school's culture is determined by the values, beliefs and behavior of those in the school community and reflects the school's social norms. Stakeholders in the school include students and their families, teachers, administrators, counselors, social workers, parent coordinators, related service providers, school safety agents, cafeteria, custodial and bus staff.

School climate is how students and staff feel about their school.

School culture is why they feel the way they do.

Social norms have been called the "grammar of a society" because norms, like the rules that govern a language, delineate what a social group finds acceptable or unacceptable. (Bicchieri, 2006) The social norms of a school community are established based upon the beliefs and expectations that members of the school community have regarding what is acceptable and unacceptable within the context of the school environment. They are spread through the school community by way of policies and protocols, level of access to opportunities and services, stories, equity and standards of accountability, interpersonal and intergroup interactions, choice of language and tone of voice, non-verbal communication (gestures, body language, personal space, eye contact), penalties, formal and informal rituals and ceremonies, use and condition of space, rewards systems, role-model behavior, allocations of resources, etc.

The impact of beliefs and expectations on students' academic performance has been well documented. An analogous body of research has also demonstrated the equally powerful impact of beliefs and expectations on behavior. Whether behavior is motivated by standards we have about our own actions, or because we perceive certain actions are approved of by other people, or because of our perception of how other people are actually behaving, or because of the expectations that people we value have about how we will behave, or because we fear some form of exclusion from the group, our actions are influenced by the "social grammar" of our environment. (Bicchieri, 2006)

If we reflect on some of our own beliefs and expectations about what is acceptable and unacceptable and if we think about the "rules" that govern our social interactions, we begin to see what it means to be literate in both the explicit and implicit norms of our community. We also begin to surface how both adults and peers, at home and in school, influenced our understanding when we were students of what was acceptable and what was not acceptable at school.

Key components of a positive school culture include:

- Students, staff and families value and respect one another and the school community as a whole.
- Students and staff enjoy being in school.
- Teaching and learning is validating for staff and students.
- Staff relationships are collegial, collaborative, and productive.
- Staff interactions with students show caring and concern for students' wellbeing, academic progress and social-emotional growth.
- Parents are valued members of the school community and are regularly engaged in the life of the school.
- The individual successes of students and staff members are recognized and celebrated.
- Relationships and interactions between members of the school community are characterized by openness, trust, respect, and appreciation.
- All staff members model positive, pro-social behaviors for students.
- All staff members are held to high professional standards.

SCHOOL CULTURE AND CLIMATE

- All students are held to high academic expectations.
- All students have equal access to academic resources and co-curricular opportunities.
- All students have access to additional supports (academic and youth development/guidance) as needed.
- Inappropriate student behavior is viewed as a "teachable moment" for social emotional growth
- Progressive discipline is used to address student misconduct.
- Students, staff and parents have the opportunity for input into important leadership decisions.
- Students and staff members feel emotionally and physically safe.
- The school's policies and facilities promote student and staff safety.
- The school environment is welcoming and well maintained.

TAKING A WHOLE SCHOOL APPROACH

"It is not only for what we do that we are held responsible, but also for what we do not do."

John Baptiste Moliére

Each school is expected to promote a positive school climate and culture that promotes interpersonal and inter-group respect among students and between students and staff, providing all students with a supportive and safe environment in which to grow both academically and socially. To do so requires analysis of each of the following components of a school community:

Social Environment	Physical Environment	Behavioral Expectations & Supports
Interpersonal Relations: Students & Staff Respect for Diversity Emotional Safety Student Engagement School & Family Collaboration Community Partnership(s)	Building Conditions Physical Safety School Wide Protocols Classroom Environment	Physical & Mental Well Being Prevention & Intervention Services

When examining these factors, some key questions to consider include:

- How well does the school provide a welcoming and supportive environment for all students?
- How successful is the school in welcoming the families of all students into the school community?
- What are the school's behavioral expectations for students and staff, and how well do they address the responsibility of the school to ensure a safe and supportive environment for all students?
- How does the school communicate to staff and students its clear expectations regarding pro-social behavior and respect within the school community?
- How does the school take a positive approach to youth development building on students' strengths to foster resiliency and pro-social growth?
- How well do all adult members of the school community model respect in their interactions with one another and with students and their families?
- How are students provided with opportunities for social emotional learning? How are they learning empathy?
- If an individual or group engages in discriminatory behavior toward a student or group of students based on the student's or group of students' actual or perceived identity, how does the school address the behavior so that it does not become a pervasive or persistent pattern of behavior and so that the individual student or group of students does not have reason to believe that such behavior is likely to continue?
- What kinds of initiatives does the school implement to promote respect for diversity?
- How are resources used to support student engagement (student organizations, clubs and teams) so that all students see themselves as valued members of the school community?
- How does the school celebrate and recognize students' successes, progress and achievement so that all students see themselves as valued members of the school community?

SCHOOL CULTURE AND CLIMATE

- How does the school actively support and encourage student participation and diversity in student government?
- How does the school provide regularly scheduled opportunities for students, especially those who are not elected to student government, to share ideas, identify concerns and strategies for improved school climate and culture with the principal/school leaders?
- How does the school integrate respect for diversity into the curriculum?
- How well does the school library collection (books, periodicals, multimedia resources) and visual displays throughout the building promote interpersonal and intergroup respect?
- How often does the school review, and amend as necessary, its safety and security procedures to ensure that all areas to which students have access are well monitored and supervised, including stairwells, hallways, locker rooms and other athletic facilities, outside play areas, cafeteria, auditorium, etc.
- When students do not live up to behavioral expectations, how does the school ensure equitable access to supports and equitable disciplinary accountability?
- When disciplinary data is regularly reviewed, how does the school bring multiple perspectives/multiple disciplines to the process?
- How well does the school promote diversity in the recruitment and training of students who serve as peer mediators in the school's peer mediation center?

The periodic review of a school's social environment, physical environment and behavioral environment, expectations and supports enables school leaders and personnel to play an incalculable role in establishing and sustaining school norms that foster a positive climate and culture in which all students can thrive.

Resources: The US Department of Education's Safe and Supportive Schools Technical Assistance Center www.safesupportiveschools.ed.gov and the Collaborative for Academic, Social and Emotional Learning www.casel.org recommend a number of tools for evaluating the social and emotional climate of a school. Student, staff, and parent surveys are available.

CLASSROOM ENVIRONMENT

An orderly, positive and supportive classroom environment is a key component in creating and sustaining an effective teaching and learning community in which all students receive a high quality, standards-based education.
In Enhancing Professional Practice- A Framework for Teaching, writing about **equity** Charlotte Danielson states:

"Implicit in the entire framework, particularly in those domains relating to interaction with students (Domains 2 and 3) is a commitment to equity. In an environment of respect and rapport, all students feel valued. When students are engaged in a discussion of a concept, all students are invited and encouraged to participate. When feedback is provided to students on their learning, it is provided to all students. Domain 2-The Classroom Environment, especially Component 2b: Establishing a Culture for Learning and Component 2d- Managing Student Behavior specifically address the Classroom Environment."

- Teachers create a caring classroom environment, have high behavioral and academic expectations for all students and provide support to help all students meet expectations.
- Students understand the behavioral and academic expectations their teachers have for them.
- Teachers are aware of the social emotional, cognitive and behavioral needs of their students, especially those with an IEP.
- Teachers engage students in creating classroom rules which are posted in each room.
- Discussion of classroom rules engages students in understanding the importance of respect for diversity.
- Classroom rules include students' responsibility to speak respectfully to others and to behave toward others with respect.
- Students are given multiple opportunities to learn pro-social self management strategies.
- Students are given positive feedback when they use pro-social skills and strategies to handle problems with peers and/or make behavioral progress.
- Teachers actively monitor and respond to behavior. When students use inappropriate and/or disrespectful language with one another or act disrespectfully toward one another, appropriate guidance and accountability interventions are used to prevent a recurrence of the behavior.
- Teachers are sensitive to the social dynamics between students in individual classrooms and in the school as a whole.
- Students are given multiple roles to fill in the classroom so that all students develop a strong sense of class membership.
- Classroom routines and practices promote the development of friendships and mutual respect among and between students.
- Teachers heed early warning signs of stress and/or conflict between students.

Bullying Behavior

- Teachers and all school staff understand the difference between normal peer conflict and bullying behavior.
- School staff members know and understand the Citywide Standards of Intervention and Discipline Measures (the Discipline Code) and Chancellor's Regulations A-831 and A-832 and have discussed these documents, including the issue of cyberbullying, with their students in an age appropriate manner.
- Teachers and all school staff understand that bullying is a group phenomenon that impacts all students who are aware of the behavior regardless of the role they play.
- Teachers and all school staff understand that bullying behavior requires immediate adult intervention and response regardless of how minor an incident may appear.
- Teachers regularly use a variety of cooperative learning strategies such as shifting dyads, triads, non-competitive groups to promote positive relationships among peers.

Social Emotional Learning

Social emotional learning is an ongoing process to help children develop fundamental skills for life effectiveness. "Social and emotional competence is the ability to understand, manage, and express the social and emotional aspects of one's life in ways that enable the successful management of life tasks such as learning, forming relationships, solving everyday problems, and adapting to the complex demands of growth and development." *(Elias et al, 1997)*

The five core social and emotional competencies (CASEL) are:

- **Self-awareness:** A person is able to recognize and accurately assess his/her emotions. S/he is able to describe her/his interests and values and have an understanding of her/his personal strengths. The person has a well-grounded sense of self-confidence and hope for the future.

- **Self-management**: A person is able to regulate one's emotions to handle stress, control impulses, and persevere in overcoming obstacles. S/he is able to set and monitor progress toward personal and academic goals; s/he expresses emotions appropriately.

- **Social awareness**: A person is able to take the perspective of and empathize with others. S/he has developed care and concern for others. S/he is able to recognize and appreciate individual and group similarities and differences. S/he is able to recognize and use family, school, and community resources

- **Relationship skills:** A person is able to establish and maintain healthy and rewarding relationships based on cooperation. S/he is able to resist inappropriate social pressure. The person can constructively prevent, manage, and resolve interpersonal conflict. S/he will seek and provide help when needed.

- **Responsible decision-making:** A person is able to make decisions based on consideration of ethical standards, safety concerns, appropriate social norms, respect for others, and the likely consequences of various actions. S/he can apply decision-making skills to academic and social situations. S/he is motivated to contribute to the well-being of one's school and community.

"Like academic skills, social and emotional skills develop over time and in a continuously staged fashion so they must be continuously developed. Even more than academic skills, they must develop in the context of daily life as social challenges and other teaching opportunities arise." (Jones, S and Bouffard, S. *Social and Emotional Learning in Schools From Programs to Strategies*, Harvard Graduate School of Education, Society for Research in Child Development, Vol 26, number 4 2012)

How important is social emotional learning? Some questions to consider…..

IMPACT ON SCHOOL COMMUNITY	IMPACT ON INDIVIDUAL STUDENT
What is the impact on your school community when students are not able to recognize and manage their emotions?	What is the impact on the individual student who is not able to recognize and manage his or her emotions?
What is the impact on your school community when students do not or have not fully developed caring and concern for others?	What is the impact on the individual student who has not developed caring and concern for others?
What is the impact on your school community when students have not established positive relationships?	What is the impact on the individual student who has not established positive relationships?
What is the impact on your school community when students do not make responsible decisions?	What is the impact on the individual student who does not make responsible decisions?
What is the impact on your school community when students do not handle challenging situations constructively and ethically?	What is the impact on the individual student who does not handle challenging situations constructively and ethically?

Social Emotional Learning

Research demonstrates that social emotional learning has multiple positive effects. An analysis of instructional interventions, a compilation of three meta-analytic reviews covering 213 studies involving 270,034 kindergarten through high school students on the impact of social and emotional learning (SEL) programs that seek to promote various social and emotional skills, (Durlak, J. A, Weissberg, R., Dumnicki, A., Taylor, R. D, and Schellinger, K. B Child Development, January/February 2011) showed that SEL programs:

- improve students' social-emotional skills, attitudes about self and others, connection to school, positive social behavior, and academic performance.
- reduce students' conduct problems and emotional distress.
- improve students' achievement test scores by 11 to 17 percentile points, indicating that they offer students a practical educational benefit.

In addition, school-based programs are most effectively conducted by school staff (e.g., teachers, student support staff) indicating that they can be incorporated into routine educational practice.

The most beneficial SEL programs provide sequential and developmentally appropriate instruction to students in SEL skills and multiple opportunities to practice and apply an integrated set of cognitive, affective, and behavioral skills

"…schools cannot meaningfully teach and reinforce SEL skills during one half-hour per week any more than parents can build these skills during one weekly conversation." ((Jones, S and Bouffard, S., 2012)

In addition to using researched based SEL programs such as Second Step, PATHS, The 4 Rs, Ruler, or Lions Quest, it is equally important to infuse social emotional learning into subject area curriculum. Consider just one of the ELA Common Core standards:

> ***Flexible communication and collaboration:*** Including but not limited to skills necessary for formal presentations, the Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

Effective SEL programs and approaches are **SAFE**:

Sequenced: use a sequenced set of activities that build upon prior learning in previous lessons to achieve skill objectives.

Active: engage students in active forms of learning

Focused: include at least one program component focused on developing personal or social skills, and

Explicit: explicitly target particular personal or social skills for development

To better understand the relationship between SEL and the Common Core as a whole, consider how the introduction to **New York State P-12 Common Core Learning Standards for English Language Arts & Literacy** describes students who are college and career ready in reading, writing, speaking, listening and language.

"*The descriptions that follow are not standards themselves but instead offer a portrait of students who meet the standards set out in this document. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual."*

Social Emotional Learning

SEL Core Competencies

- **Self-Awareness**: Identify and recognize one's own emotions; recognize strengths, needs, and values; accurate self-perception; self-efficacy
- **Self-Management**: Impulse control and stress management; self-motivation, confidence, and perseverance; goal setting, organization, and follow-through
- **Social Awareness**: developing care and concern for others; empathy for others; appreciate diversity; respect for others; understand group dynamics
- **Relationship/Social Skills**: establishing positive relationships; Impulse control and stress management; self-motivation
- **Responsible Decision Making**: handling challenging situations constructively and ethically; Social-emotional problem identification and analysis; social or emotional problem solving; evaluation and reflection; personal, moral, and ethical responsibility

From the Introduction to the P-12 Common Core Learning Standards:
Students who are College and Career Ready

They demonstrate independence. Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.
They build strong content knowledge. Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.
They value evidence. Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.
They comprehend as well as critique. Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and premises and assess the veracity of claims and the soundness of reasoning.
They respond to the varying demands of audience, task, purpose, and discipline. Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).
They come to understand other perspectives and cultures. Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.
They use technology and digital media strategically and capably. Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

Social Emotional Learning

Below are two examples of ways in which SEL can be integrated into secondary subject area instruction from the study **Teachers' Infusion of Social Emotional Learning (**Ee, J., Zhou, M. Wong. I., Journal of Teaching and Teacher Education, *Nov. 2013)*

"The integration of SEL with course content was evident when teachers intentionally planned towards triggering pupils' reflections. This requires good SEL knowledge and lesson planning in terms of when to invoke SEL questions and which SEC (Social Emotional Competency) the questions tap on. For example, in a Primary English lesson involving discussion on a scenario in which Alan, a student, shouted at the noodle vendor when he found a cockroach in his noodle soup, Teacher C (TC) scaffolded students' SEC with the following questions:

[The five social emotional competencies (SEC) are self-awareness (SA), social awareness (SocA), self-management (SMgt), relationship management (RMgt) and responsible decision making (RDM).]

> **TC**: *How had Alan's violent behaviour affected the way the noodle stall vendor reacted? (SocA)*
> ***TC:*** *Would she have reacted this way if Alan had spoken to her differently?* (SocA)
> ***TC****: How would you feel if someone had behaved like Alan towards you?* (SocA)
> ***TC:*** *How do you think Alan had controlled his emotions from the way he talked to the noodle vendor?* (SocA)
> ***TC:*** *How would you have controlled your emotions differently from the way Alan had displayed his emotions?* (Smgt)
> ***TC:*** *What would suggest for how Alan could approach the vendor to settle the issue of the dead cockroach in his noodles?* (RMgt)
> ***TC:*** *What would you do if you were Alan?* (RDM)

Teachers were able to scaffold student's learning by linking SEC content to student's real life experiences. For example, in a Secondary Science lesson, the teacher (T) used Dr Hwang, the disgraced stem cell researcher, as a trigger for an SEC perspective.

> T: "*Can you tell me what you think about integrity? What is integrity*?"
> T: "*In order to cover one lie, what follows*?"
> T: "*If you get back the results on your test, and you realize that you have just passed with 15 marks, but that I had mistakenly given you 3 marks more, what will you do*?"
> T: "*So you say you won't come forward to inform me about the mistake because you do not want to be retained. But marks provide objective feedback. What about that*?"
> T: "*How do you think your parents feel when you cheat*?"

In another example in the study, Teacher J, in her math lesson on using the compass to identify directions, discussed situations when people lost their direction and inquired of students how they could help someone who was lost. Her questioning covered all five social emotional competencies.

In this study, strategies for SEL infusion included "the use of open-ended Socratic questions that encouraged elaboration of student responses wherein the teacher became the facilitator of enquiry (Lipman, Sharp & Oscanyon, 1980; Paul & Elder, 2003); the use of thinking approaches (e.g., De Bono's Six Hats,) as well as creative and critical thinking strategies; and the use of real-life scenarios, dilemmas, current newspaper clippings and video-clips."

"Schools that create socially and emotionally sound learning and working environments and that help students and staff develop greater social and emotional competence, in turn help ensure positive short- and long-term academic and personal outcomes for students, and higher levels of teaching and work satisfaction for staff." (CASEL)

Social Emotional Learning

Some questions to consider include:

- How does the school provide opportunities for all students to receive instruction in social emotional learning?
- How well do the programs and approaches the school uses to promote social emotional learning meet the standards of effective and evidence-based practice? That is, are the programs and approaches **SAFE?**
- Does the school provide teachers and support personnel with professional development designed to build their capacity to provide all students with opportunities for social emotional learning?
- Do teachers know how to explicitly teach the SEL core competencies and do they know how to infuse social emotional learning into their lessons?
- How has the school linked teaching the SEL core competencies to student support services, especially to supports for students who have engaged in inappropriate behavior?

CASEL Model for SEL Implementation and Sustainability

CYBERBULLYING/ELECTRONIC AGGRESSION

Technology is a wonderful resource for students as well as a teaching tool for staff members. Its use in the classrooms has created enormous positive learning results. However, we must also become aware of some of the ways in which technology is being inappropriately used. Although many different terms-such as cyberbullying, Internet harassment, and Internet bullying-have been used to describe this type of violence, electronic aggression is the term that most accurately captures all types of violence that occur electronically. (Centers for Disease Control and Prevention)

The Office of Safety and Youth Development has created an interactive multimedia presentation on cyberbullying awareness, applicable DOE polices, and how to request removal of objectionable content. Please note that this presentation may only be viewed on computers attached to the DOE network.

- School staff members know that cyberbullying or electronic aggression is the usually repeated use of information technology, including, but not limited, to e-mail, instant messaging, social networks, blogs, chat rooms, pagers, cell phones, and gaming systems to deliberately harass, threaten or intimidate, humiliate or embarrass others. Electronic aggression is any type of harassment or bullying, including but not limited to, teasing, telling lies, making fun of someone, making rude or mean comments, spreading rumors, or making threatening or aggressive comments through the use of information technology. It includes malicious intent, usually repetitious mistreatment or a chronic pattern of abuse usually over time either through direct attacks or through indirect contacts that cause social isolation and exclusion.

- School staff understand that cyberbullying is included in the Discipline Code. When misbehavior involves communication, gestures or expressive behavior, the infractions applies to oral, written or electronic communications, including but not limited to texting, e-mailing, and social networking.

- School staff members have a working knowledge of the various social networking and media sites and the various types of cyberbullying that youth may engage in and the impact such behavior can have on students.

- The school conducts lessons for students on internet safety and ethical use of the internet as part of its overall prevention and intervention efforts to address "traditional" bullying behavior. Staff and students are familiar with the Department's Internet Acceptable Use Policy.

- The school provides parents with information and workshops on internet safety and ethical use of the internet.

Dealing with Inappropriate Cyber Content:

- Immediately notify the police and network attorney when you suspect that the activity may be criminal.
- **Do not send or delete material. Wait for instructions from your network attorney who will coordinate with the police and/ or district attorney's representative**
- **Do not reproduce or "burn" copies of the images. Wait for instructions from your network attorney who will coordinate with law enforcement.**
- When inappropriate images are received, deal with them immediately, as prescribed above. **Do not** allow them to sit in your possession for an extended period of time
- Notify parents of students in possession of inappropriate images and ask them to come to school immediately
- As per Chancellor's Regulations A-412, continue to confiscate cell phones and video cameras and follow all required protocols
- Continue to actively monitor students when they are working in technology labs or on library computers
- If you do confiscate a student's cell phone, do not go through pictures, documents, phone numbers, or texts
- Take appropriate disciplinary action in accordance with the Discipline Code:
    - The Discipline Code applies to behavior (e.g. electronic communication) on other-than-school property and on other than school time when such behavior can be demonstrated to negatively affect the educational process or to endanger the health, safety, morals or welfare of the school community.
    - When a student's misbehavior involves communication, gestures or expressive behavior, the infraction applies to oral, written or electronic communications. It includes, but is not limited to, texting, e-mailing, and social networking.

CYBERBULLING/ELECTRONIC AGGRESSION

Cyberbullying has become the extended arm of bullying behaviors in the 21st Century. Among the most common forms of cyberbullying are: harassment, flaming, cyber stalking, denigration, impersonation, sexting, happy slapping, outing and trickery. Below are resources schools may use to work with students to address cyberbullying.

The **NYC Department of Education's** Internet Acceptable Use and Safety Policy governs all electronic activity of users using and accessing the Department's Internet systems, including Department e-mail and Department-provided access to the Internet, and applies to the use of the Department Internet Systems both on and off Department property. All staff and students should be knowledgeable about the IAUSP.

The US Departments of Education and Health and Human Services' website StopBullying.gov emphasizes action steps individuals can take to prevent and stop bullying in their schools and communities. It also features easy-to-use tools and resources for community leaders, young people and families, including: Users may subscribe to email updates to find out about new content on the site. Please also look for the yellow boxes at the bottom of most pages. This is the new user feedback tool, which you can use to tell the site whether you found the page useful or not. You can also share your ideas for how to improve it.

Common Sense Media offers free Digital Literacy and Citizenship Curriculum to help educators empower their students and their school communities to be safe, responsible, and savvy as they navigate this fast-paced digital world. In addition to the on-line tutorials, Common Sense provides schools with online access to videos, discussion guides, tip sheets, and presentations to share with parents to reinforce classroom learning. The Parent Media and Technology Education Program provides parents with vital information about internet safety, cyberbullying, etc. The resources are available in both English and Spanish. Program materials:

How to Conduct Parent Workshops
Parent Workshops
Family Media Agreements

Cyberbullying: Information from KidsHealth

Cyberbullying Fact Sheet: What you need to know about online aggression

Cyberbullying - National Crime Prevention Council

Cyberbullying - GirlsHealth.gov

Electronic Media and Youth Violence: A CDC Issue Brief for Educators and Caregivers. Electronic Media and Youth Violence: A CDC Issue Brief for Educators and Caregivers focuses on the phenomena of electronic aggression. The brief summarizes what is known about young people and electronic aggression, provides strategies for addressing the issue with young people, and discusses the implications for school staff, education policy makers, and parents and caregivers.

Internet Safety Safe Surfing Tips for Teens

The National Association of School Psychologists Published CyberSmart! Cyberbullying Package, a selection of free, non-sequential, grades 2-12 lesson plans and student activity sheets for learning about safe access to and instruction in the use of the internet and other communication technologies for learning, socializing, and preparing for the future; it includes a Web 2.0 introduction to technology networks, ideas for community support and home connections.

The National Crime Prevention Council. Information and resources intended to curb the growing problem of cyberbullying..

Protecting Your Online Identity and Reputation

INCLUSIVE INSTRUCTIONAL PRACTICES

Essential to creating an inclusive school environment in which all students feel valued and respected are inclusive instructional and counseling methods.

Culture has been defined by Geert Hofstede as "the collective programming of the mind which distinguishes the members of one group of people from another." It …"refers to the total way of life for a particular group of people. It includes [what] a group of people thinks, says, does and makes-its customs, language, material artifacts and shared systems of attitudes and feelings." (Robert Kohls)

In 1976, Edward Hall (*Beyond Culture*) developed the iceberg model of culture. Like an iceberg, most of culture is not visible. What we see of culture above the water line is the "tip of the iceberg." The major portion of culture is hidden beneath the surface. Depending on how a particular individual presents himself or herself, some aspects of culture may rise above the surface or be partially submerged.

The Iceberg Model of Culture	
Surface/Visible Culture	skin color, age, physical characteristics, body size, clothing, behaviors, religious rituals, gender expression, artistic expression (art, music, drama, crafts, literature), holiday customs, celebrations, games, food, artifacts, etc.
Water Line	
Invisible Culture	religious beliefs, socio-economic status, ethnicity, sexual orientation, gender identity, national origin, family status, values, citizenship status, sense of time, beliefs, language(s), life experiences, educational level, roles, learning style, family history, communication style, political views, attitudes, work ethic, taboos, symbols, conception of self, relationship to the group, language(s), talents, skills, hidden disability, body language, use of gestures, eye contact, sense of personal space, tone of voice, facial expressions, concept of beauty, social mobility, concept of justice, ideas/beliefs about health and mental health, world view, relationship to the natural world, etc.

Recognizing that much of our individual diversity and the way in which each of us identifies ourselves is not readily apparent, reminds us of the importance of mindfulness in our professional practice, especially when we consider the wealth of cultural diversity our students bring to our schools.

INCLUSIVE PEDAGOGY

Effective pedagogy requires regular and rigorous examination of curriculum and pedagogical practice. In its description of students who are college and career ready in reading, writing, speaking, listening, and language, the **ELA Common Core Standards** states:

> "Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often **widely divergent cultures** and who represent **diverse experiences and perspectives must learn and work together**. Students **actively seek to understand other perspectives and cultures** through reading and listening, and they are able to communicate effectively with **people of varied backgrounds**. They evaluate other points of view critically and constructively."

In Enhancing Professional Practice- A Framework for Teaching, writing about **equity** Charlotte Danielson states:

> "Implicit in the entire framework, particularly in those domains relating to interaction with students (Domains 2 and 3) is a commitment to equity. In an environment of respect and rapport, <u>all</u> students feel valued. When students are engaged in a discussion of a concept, <u>all</u> students are invited and encouraged to participate. When feedback is provided to students on their learning, it is provided to <u>all</u> students…. A commitment to excellence is not complete without a commitment to equity."

INCLUSIVE INSTRUCTIONAL PRACTICES

Danielson also addresses the issue of **cultural competence**:

> "Students may arrive at school with traditions that are different from or in conflict with those of many US classrooms…Teachers who are sensitive to the cultures of their students pay particular attention to Component 1b (Demonstrating Knowledge of Students). In learning about students' backgrounds, these teachers ensure that they are aware of relevant information about cultural traditions, religious practices, and patterns of interaction that may affect a student's classroom participation. In addition, the teachers ensure that the materials they use (Components 1e and 3c) and the examples they employ (Components 3a and 3c) do not refer to items or traditions unfamiliar to students, or that they explain such materials and examples fully. And they take particular care that in their communication with families (Component 4c), they demonstrate cultural respect. …
>
> Cultural competence extends far beyond awareness. By the time they enter school, children will have absorbed from their communities a sense of the world and their place in it. Schools have an obligation to help students recognize that in a democracy, no one, and no cultural group, is marginalized (Irvine, 1990)"

Some Guiding Questions to Consider Regarding Inclusive Curriculum and Pedagogical Practice	
• Are text books and other instructional materials reviewed to ensure that content is inclusive and does not reinforce negative attitudes or stereotypes? • Do students have direct access to an assortment of resource materials in the school library or learning center that provides accurate information on the histories and cultures of various diverse groups of people? • How well are supplementary curricular materials, including primary sources, used to provide students with multiple perspectives on content? • How well does content validate students' identity? Do students routinely "see themselves" in curriculum across the subject areas? • How well are the perspective, experience and accomplishments of traditionally underrepresented groups woven into the content of individual lessons and into the context of the curriculum as a whole? How regularly do students "see themselves" in lessons? • Are students regularly provided with different points of view and opportunities to examine issues through different lenses?	• How are multiple/varied instructional strategies used to support students' learning styles? • How effectively are the social dynamics in a class managed to ensure that all voices are heard and no individual student or group of students is marginalized? Do all students get sufficient "wait time" when a question is asked? Are students routinely asked to work in shifting dyads, triads or small groups to ensure that all students regularly work with one another? • How well and how often are students engaged in examining the impact of stereotyping, prejudice and/or harassment, including marginalization or isolation, on the individual and/or on society as a whole? • How well do lessons engage students in critical thinking about concepts such as respect, social justice and/or equity? • When a student or students in a classroom engages in inappropriate behavior and/or uses slurs toward a classmate based on one or more identity characteristics, how effectively is such an incident turned into a "teachable moment" to prevent a future reoccurrence of such behavior?

Examples of inclusive lessons include:

- A science unit on natural resources in which students consider how people from different cultures believe resources are to be used and/or safeguarded.
- In social studies, students learn about WWII from multiple perspectives: such as women who were engaged in the war effort or Japanese-American families who were placed in internment camps.
- In studying the civil rights movement, students learn about the contributions of Bayard Rustin, a gay man who was an advisor to Martin Luther King, Jr. and the chief organizer of the 1963 March on Washington
- In ELA, students read two pieces of literature and/or a piece of literature and one or more primary sources focused on the same time period and addressing the same social issue(s) from two or more different points of view.
- Students learn about the achievements of people with disabilities as applicable to various subject areas, such as Albert Einstein, Stephen Hawkings or Thomas Edison in science, Goya in art, Nelson Rockefeller or FDR in American history, Milton in English, etc.

To assist teachers the NY State Education Department has developed a Dignity Act Lesson Plan Template

STUDENT ENGAGEMENT/STUDENT LIFE

Students are the largest group of stakeholders in a school community and its greatest natural resource in creating and sustaining a safe, orderly and supportive school environment. Student engagement is integral to creating a positive school culture and climate that effectively fosters students' academic achievement and social/emotional growth. The quality of student life and the level of student engagement may be the best single indicator of potential or current school safety and security concerns as they pertain to student behavior.

Providing students with multiple opportunities to participate in a wide range of pro-social activities and, at the same time, bond with caring, supportive adults mitigates against negative behaviors and gang recruitment activities, especially during the critical after school hours between 3:00 p.m. and 6:00 p.m. when most incidents involving juvenile offenders occur. Such opportunities, coupled with a comprehensive guidance program of prevention and intervention, provide students with the experiences, strategies and skills, and support they need to thrive.

Social Emotional Learning:

Schools are expected to take a proactive role in nurturing students' pro-social behavior by providing students with a range of positive behavioral supports as well as meaningful opportunities for social emotional learning. Effective social emotional learning helps students develop fundamental skills for life effectiveness, including: recognizing and managing emotions; developing caring and concern for others; establishing positive relationships; making responsible decisions; and handling challenging situations constructively and ethically. Such skills help prevent negative behaviors and the disciplinary consequences that result when students do not live up to behavioral standards.

- The school addresses student needs through a continuum of positive behavior support that includes:
  - Primary Prevention -universal school wide systems for all students, all staff and all settings;
  - Secondary Prevention-targeted group interventions for students with at-risk behavior; and
  - Tertiary Prevention**-** specialized individualized systems for students with high-risk behavior

- The school provides opportunities for all students to receive instruction in social emotional learning. The programs and approaches the school uses to promote social emotional learning meet the standards of effective and evidence-based practice. Programs and approaches are:
  - Sequenced (use a sequenced set of activities that build upon prior learning in previous lessons to achieve skill objectives),
  - Active (engage students in active forms of learning),
  - Focused (include at least one program component focused on developing personal or social skills) and
  - Explicit (explicitly target particular personal or social skills for development).

- School wide intervention and prevention strategies, staff professional development and direct services to students are aligned and substantial in duration.
- Disciplinary accountability and safety protocols/procedures are linked to student supportive services (social emotional learning and counseling intervention) and related staff professional development.
- The school provides teachers and support personnel with professional development designed to build their capacity to provide all students with opportunities for social emotional learning.

For more information, see the New York State Education Department's Guidelines for Social/Emotional Development and Learning

Student Support Staff (middle and high school)

- The Coordinator of Student Affairs (COSA) teaches a minimum of one multi-grade, culturally diverse leadership class. (HS)
- The school has designated a teacher (on the high school level - not the COSA) as the senior advisor to the graduating class to plan and implement senior year activities.
- The school has teachers who have been trained as conflict resolution mediation specialists who train students to be peer mediators.
- The school has teachers who have been trained as conflict resolution negotiation specialists who teach one or more multi-grade classes in negotiation skills and train students to be peer educators.

STUDENT ENGAGEMENT/STUDENT LIFE

Student Leadership Development

- The school has a multi-grade culturally diverse leadership class. (MS & HS)
- The school has a mechanism in place through which the principal meets regularly with students beyond those elected to student government or other leadership positions to garner student input and address school culture and student life issues. (upper elementary school grades, MS and HS)
- The school has a Nutrition Committee composed of students, teachers, administrators and school food and nutrition services personnel to address issues regarding school food and nutrition services. (MS and HS)

Conflict Resolution

- The school has a comprehensive conflict resolution program that includes a Peer Mediation Center in which trained students serve as peer mediators.
- The school has a Peer Mediation Center, separate and apart from the dean's office, in which student mediators provide mediation services to students under the supervision of a teacher who has been trained as a mediation specialist.
- The school advertises and actively promotes the use of the Peer Mediation Center to students.
- Students trained as peer educators provide peer-to-peer workshops on conflict resolution in selected classes as part of the school's conflict resolution program. (MS and HS)
- The school provides students with regular opportunities to participate in small group forums such as restorative circles to build relationships and establish understanding and trust, create a sense of community, learn how to make decisions together, develop agreements for the mutual good, resolve difficult issues, etc.

Student Activities

- The school has an elected student government that meets regularly (middle and high school.)
- The school has elected student representatives specifically to attend the Borough Student Advisory Council. (HS)
- The school regularly publishes a student newspaper or newsletter.
- The school regularly schedules a wide range of co-curricular events and activities in which students and/or students and their families may participate.
- The school provides welcoming and orientation activities for entering students.
- The Student Activity Fund (SAF) is used solely to support student clubs, teams and other student co-curricular activities and events. (HS)
- The school offers students an after school program of clubs and intramural sports based on student interests in which teachers serve as faculty advisors. (MS and HS)
- The school provides students with the opportunity to perform in-school and out-of-school community service.
- The school regularly recognizes various kinds of student success(es) and achievements and publicizes them within the school and in the larger community.

Student Engagement/Student Life Planning

- The school's Comprehensive Education Plan addresses implementation of student engagement/student life programming, initiatives, and professional development.

Respect For All

"If we lack respect for one group, then there is a tendency for that attitude to spread. It becomes infectious and no one becomes safe from the ravages of prejudice."

Walter Annenberg

RESPECT FOR ALL

Each student and staff member in the NYC public schools brings to our school community the richness of our city's cultural diversity and the desire for respect. The New York City Department of Education is committed to ensuring that each school provides a safe and inclusive environment in which teaching and learning take place each day.

School culture and climate have a profound effect on students' academic achievement and behavior. The ability of students to lean and meet high academic standards and a school's ability to educate its students are compromised by discrimination or harassment, including bullying, taunting and/or intimidation. Each school is expected to promote a positive school culture and climate that promotes positive interpersonal and intergroup relations and respect for diversity among students and between students and staff, providing all students with a supportive and safe environment in which to grow and thrive both academically and socially.

The Dignity Act 2013 makes it the policy of New York State to afford all students in public schools an environment free of bullying, discrimination and harassment. The legislature finds it is vital to protect all students from harassment, bullying, cyberbullying and discrimination. Bullying, harassment and discrimination pose a serious threat to all students, including but not limited to students targeted because of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex. It is imperative to protect every student from such harm regardless of whether the student is a member of a specific category.

Harassment" and "bullying" shall mean the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse, including cyberbullying.

Chancellor's Regulations A-830 (Filing Internal Complaints of Discrimination); Chancellor's Regulation A-832 (Student-To-Student Harassment, Intimidation, and/or Bullying); A-831 (Peer Sexual Harassment); A-420 (Pupil

> *No student shall be subjected to harassment, discrimination, or bullying, including cyberbullying by employees or students on school property or at a school function or off school property where such acts create or would foreseeably create a risk of substantial disruption within the school environment or where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property; nor shall any student be subjected to discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex by school employees or students on school property or at a school function.* **Dignity Act effective July 1, 2013**

Behavior and Discipline - Corporal Punishment) and A-421 (Verbal Abuse) set forth the DOE's policy prohibiting discrimination and harassment by employees against students and student-on-student bullying, harassment and/or intimidation, including such behavior based on an individual's actual or perceived race, color, religion, ethnicity, national origin, alienage, citizenship/immigration status, disability sexual orientation, gender, gender identity, gender expression or weight.

In addition, the Citywide Standards of Intervention and Discipline Measures (The Discipline Code) addresses student-to-student bullying (including cyberbullying) and bias-based behavior.

- **A23/B23** Using slurs based upon actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, religion, gender, gender identity, gender expression, sexual orientation, weight, or disability

- **A36/B39** Engaging in harassing, intimidating and/or bullying behavior, including using electronic communication to engage in such behavior (cyber-bullying); such behavior includes, but is not limited, to: physical violence; stalking; verbal, written, or physical conduct that threatens another with harm; seeking to coerce or compel a student or staff member to do something; hazing; taunting; exclusion from peer groups designed to humiliate or isolate; using derogatory language or making derogatory jokes or name calling to humiliate or harass.

- **A37/B40** Engaging in harassing, intimidating and/or bullying behavior, including using electronic communication to engage in such behavior (cyber-bullying) based on an individual's actual or perceived race, ethnicity, color, creed, national origin, citizenship/immigration status, weight, religion, religious practices, gender, gender identity, gender expression, sexual orientation or disability; such behavior includes, but is not limited, to: physical violence; stalking; verbal, written or physical conduct that threatens another with harm; seeking to coerce or compel a student or staff member to do something; hazing; taunting; exclusion from peer groups designed to humiliate or isolate; using derogatory language or making derogatory jokes or name calling to humiliate or harass.

Harassment based on one or more identify characteristics affects both the direct target(s) of the harassment and other individuals in the community that share one or more of the same identity characteristics. Therefore, the unique effects of discriminatory harassment require a different response than would other types of bullying. A school's responsibility is to eliminate the hostile environment created by such harassment, address its effects, and take steps to ensure that harassment does not recur.

SCHOOL CULTURE

"A school's culture has far more influence on life and learning in the schoolhouse than the state department of education, the superintendent, the school board, or even the principal can ever have."

Roland Barth

To establish and sustain a school environment free of discrimination and harassment means taking a close look at a school's culture and climate. School culture and climate have a profound impact on students' academic achievement and behavior. A school's climate is a reflection of the school community's culture. Briefly, school climate is how students and staff feel about their school. School culture is why they feel the way they do. A school's culture is determined by the values, beliefs and behavior of all the various stakeholders in the school community and reflects the school's social norms.

Who is the school community?

- Students & their parents
- Teachers
- Administrators
- Counselors, Social Workers, Parent Coordinator, et al.
- Related service providers
- School Safety Personnel
- Cafeteria & Custodial Staff
- Transportation staff
- Community Members

Factors affecting school culture

- Staff expectations of student behavior and academic achievement
- School policies and procedures
- Consistent and equitable treatment of all students
- Equity in, and access to, resources (budget, space, time, personnel, equipment, supplies, etc.)
- Equity in, and access to, support services
- Student and family engagement

Respect For All

TAKING A WHOLE SCHOOL APPROACH

Each school is expected to promote a positive school culture that promotes interpersonal and inter-group respect among students and between students and staff. To ensure that our schools provide all students with a supportive and safe environment in which to grow and thrive academically and socially requires attention to each of the following facets of a school community:

Social Environment	Physical Environment	Behavioral Environment
• Interpersonal Relations: Students & Staff • Respect for Diversity • Emotional Well Being and Sense of Safety • Student Engagement • School & Family Collaboration • Community Partnerships	• Building Conditions • Physical Safety • School Wide Protocols • Classroom Conditions	• Physical & Mental Well Being • Prevention & Intervention Services • Behavioral Accountability (Interventional and Disciplinary Responses)

Some Guiding Questions to Consider When Examining These Factors	
• How well does the school project a welcoming and supportive environment for all students? • What are the school's behavioral expectations for students and staff, and how well do they address the responsibility of the school to ensure a safe and supportive environment? • How does the school communicate with staff and students its clear expectations regarding pro-social behavior and respect within the school community? • How well do all adult members of the school community model positive interpersonal relations and respect for diversity in their interactions with one another – and with students and their families? • What kinds of programs and initiatives does the school implement to promote positive interpersonal relations and respect for diversity? • If an individual or group engages in discriminatory behavior toward a student or group of students based on the student's or group of students' actual or perceived identity, how does the school address the behavior so that it does not become a pervasive or persistent pattern and so that the targeted student or group of students does not have reason to believe that such behavior is likely to continue? • How does the school integrate respect for diversity into the curriculum? • How well does the school library collection (books, periodicals, multimedia resources) and visual displays throughout the building promote respect for diversity? • How are students, the largest group of stakeholders in the school, involved in preventing bias-based behavior and promoting respect? • How are students provided with opportunities for social emotional learning? • How are students learning empathy?	• How often does the school review, and amend, its safety and security procedures to ensure that all areas to which students have access are well supervised, including stairwells, hallways, locker rooms and athletic facilities, outside play areas, cafeteria, auditorium, etc. • When students do not meet behavioral expectations, how does the school ensure equitable implementation of support and discipline? • How does the school implement progressive discipline and use prevention and intervention strategies such as peer mediation and restorative circles? • When disciplinary data is regularly reviewed, how does the school bring multiple perspectives and disciplines to the process? • How are resources used to support student engagement (student organizations, clubs and teams) so that all students see themselves as valued members of the school community? • How does the school actively support and encourage diversity in student government? • How does the school provide regularly scheduled opportunities for students, especially those who are not elected to student government, to share ideas, identify concerns and strategies for improved school climate and culture with the principal/school leaders? • How well does the school promote diversity in the recruitment of students who serve as peer mediators in the peer mediation center? • How successful is the school in welcoming the families of all students into the school community? • Does the school engage and encourage parents to work as partners in their children's learning? • How does the school celebrate and recognize students' progress and achievement so that all students see themselves as valued members of the school community?

Respect For All

MEETING THE DIGNITY ACT REQUIREMENTS

"In recognizing the humanity of our fellow beings, we pay ourselves the highest tribute."
Thurgood Marshall

The chart below delineates the requirements of the original Dignity Act and Commissioner's Regulations which remain in effect and the changes based on the amended Dignity Act and Commissioner's Regulations.

COMPONENT		TRAINING
Dignity Act Coordinator (NYC RFA Liaison)	Each principal must identify at least one staff member to serve as the Dignity Act Coordinator who is who is thoroughly trained in methods to respond to human relations. **In the NYC public schools, the RFA Liaison(s) is/are the Dignity Act Coordinator(s).** CR A-832.	Training must address • raising awareness and sensitivity to potential acts of discrimination, harassment and bullying directed at students, including, but not limited to, those acts based on a student's actual or perceived race, color, creed, ethnicity, national origin, citizenship/immigration status, religion, gender, gender identity, gender expression, sexual orientation, disability, or weight; • the social patterns of harassment, bullying, and discrimination; • preventing and responding to incidents of discrimination, harassment or bullying; • understanding the effects of harassment, bullying and discrimination; and • strategies for effectively addressing problems of exclusion, bias, and aggression in educational settings; • promoting a safe and supportive school climate, including incorporating these concepts into classroom
Annual Training of all School Staff	**Training for All Instructional and Non-Instructional Staff***	Such training must address: • raising awareness and sensitivity to potential acts of discrimination, harassment and bullying directed at students, including, but not limited to, those acts based on a student's actual or perceived race, color, creed, ethnicity, national origin, citizenship/immigration status, religion, gender, gender interests, gender expression, sexual orientation, disability, or weight; • the social patterns of harassment, bullying, and discrimination; • preventing and responding to incidents of discrimination, harassment or bullying; • understanding the effects of harassment, bullying and discrimination; and • strategies for effectively addressing problems of exclusion, bias, and aggression in educational settings; • promoting a safe and supportive school climate, including incorporating these concepts into classroom activities.

***Training Resource for Instructional and Non-Instructional Staff:**

The Office of Safety and Youth Development provides a training deck ((***Respect For All: Making Schools Safe and Supportive for All Students***) that a school may use to fulfill the requirement for training for all employees, including non-instructional staff, or a school may create its own training materials which must cover the topics enumerated in the chart above. Each school **must retain in its files the agenda, signed attendance roster(s) and a copy of all training materials to document its annual staff training**. Staff training must be completed by October 31st of each school year.

Respect For All

Component	Dignity Act (July 1, 2013)
Staff Reporting	Any staff member who witnesses student-to-student discrimination, harassment, intimidation and/or bullying or who has knowledge or information or receives notice that a student may have been the victim of such behavior by another student is required to promptly orally report the alleged act to the RFA liaison(s) or to the principal/designee within one school day and file a written report with RFA liaison or to the principal/designee no later than two school days after making the oral report. Schools shall keep all written reports on file.
Student Instruction	**Provide students with instruction that supports the development of a school environment free of harassment, bullying and/or discrimination:** For all public school students, instruction that supports development of a school environment free of harassment, bullying and/or discrimination, including but not limited to instruction that raises awareness and sensitivity to harassment, bullying and/or discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex; and instruction in the safe, responsible use of the internet and electronic communications; provided that in public schools other than charter schools, such instruction shall be provided as part of a component on civility, citizenship and character education in accordance with section 801-a of the Education Law

Instructional Resources:

The Office of School Safety and Youth Development's ***Respect For All*** webpage provides ***free standards based curriculum and other instructional resources*** which are added to and updated on a regular basis. In addition, The Office of Safety and Youth Development continues to offer training on, and dissemination of, an anti-bias curriculum for grades K-8 and 6-12.

Schools may fulfill the requirement for instruction that supports development of a school environment free of harassment, bullying and/or discrimination in various ways, including but not limited to:

- Implementation of regularly scheduled lessons that address bullying behavior and/or promote understanding of and respect for diversity in subject area classes and/or in advisory classes.

- Implementation of regularly scheduled lessons in the safe, responsible use of the internet and electronic communications in subject area classes and/or in advisory classes

- Inclusion of issues related harassment, bullying and/or discrimination into subject class lessons as applicable to the subject area topic being addressed; For example,
    - in a health or science class dealing with blood transfusions, incorporating discussion about the impact of past racial segregation of blood transfusions;
    - in an advisory class
    - in a participation in government class comparing and contrasting anti-miscegenation laws with current state laws banning same-sex marriage;
    - in an ELA class choosing age appropriate literature in which a character is faced with discrimination and/or harassment based upon an identity characteristic or has to deal with the prejudicial beliefs of other characters. (i.e. *Felita* by Nicolasa Mohr (grades 3-5) Felita faces verbal and physical harassment from the kids on her street when her Puerto Rican family moves to a new neighborhood or *The Skin I'm In* (Grade 8 +) by Sharon Flake Seventh-grader Maleeka Madison is tormented by other students because of her dark skin; or a book that addresses the importance of accepting differences (The Family Book (PreK -2) by Todd Parr or examines the impact of stereotypes (*The Hundred Dresses* (grades 3-4) by Eleanor Estes: Wanda is the girl who lives with her father and brother in the part of town described as no place to live. She wears the same dress to school every day and has a last name unlike the other children in the class.
    - In an ELA class choosing age appropriate literature in which a character is faced with bullying behavior.

- In a math class on creating charts and graphs using pay rate data to examine the earning power of different groups of people, the possible reasons for such disparity and its impact; in a math class exploring set theory, using identity characteristics of the students in the class to explore the number /kind of sets represented by the multitude of ways in which students identify themselves; using Venn diagrams to illustrate the intersection of various identity sets.

In addition, the Dignity Act requires that the Department of Education annually report material incidents of harassment and discrimination to the New York State Education Department. Any incident which is found to be a violation of Chancellor's Regulation A-832 is a material incident and must be reported to the SED.

An incident violates CR A-832 if, following an investigation by the school, the school determines that the behavior has met one or more of the criteria below. The student's action'sactions create a hostile school environment for another student by conduct and/or verbal or written acts (including cyberbullying) that;

(1) have or would have the effect of unreasonably and substantially interfering with a student's educational performance or ability to participate in or benefit from an educational program, school sponsored activity or any other aspect of a student's education; or

(2) have or would have the effect of unreasonably and substantially interfering with a student's mental, emotional, or physical well being; or

(3) reasonably cause or would reasonably be expected to cause a student to fear for his/her physical safety; or

(4) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student.

Prohibited behavior includes but is not limited to harassment, intimidation, and/or bullying on account of actual or perceived race, color, creed, ethnicity, national origin, citizenship/immigration status, religion, gender, gender identity, gender expression, sexual orientation, disability or weight.

Respect For All

Chancellor's Regulation A-832 (Student-to Student Discrimination, Harassment, Intimidation and/or Bullying)

It is the policy of the New York City Department of Education to maintain a safe and supportive learning and educational environment that is free from harassment, intimidation and/or bullying committed by students against other students and discrimination by students against other students on account of actual or perceived race, color, creed, ethnicity, national origin, citizenship/immigration status, religion, gender, gender identity, gender expression, sexual orientation, disability or weight.

Such discrimination, harassment, intimidation and/or bullying is prohibited and will not be tolerated in school, during school hours, before or after school, while on school property, at school sponsored events, or while traveling on vehicles funded by the Department of Education and on other than school property when such behavior disrupts or would foreseeably disrupt the educational process or endangers or would foreseeably endanger the health, safety, morals or welfare of the school community.

Students found guilty of violating this Regulation will be subject to appropriate disciplinary action consistent with the Discipline Code and Chancellor's Regulation A-443.

It is a violation of this policy for any student to create a hostile school environment for another student by conduct and/or verbal or written acts (including cyberbullying) that;

(1) have or would have the effect of unreasonably and substantially interfering with a student's educational performance or ability to participate in or benefit from an educational program, school sponsored activity or any other aspect of a student's education; or
(2) have or would have the effect of unreasonably and substantially interfering with a student's mental, emotional, or physical wellbeing; or
(3) reasonably cause or would reasonably be expected to cause a student to fear for his/her physical safety; or
(4) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student.

Prohibited behavior includes but is not limited to harassment, intimidation, and/or bullying on account of actual or perceived race, color, creed, ethnicity, national origin, citizenship/immigration status, religion, gender, gender identity, gender expression, sexual orientation, disability or weight.

Examples of Prohibited Behavior:

Discrimination, harassment, intimidation and/or bullying may take many forms and can be physical, verbal or written. Written discrimination, harassment, intimidation and/or bullying includes electronically transmitted acts, (cyberbullying) e.g., via information technology including, but not limited, to: Internet, cell phone, email, personal digital assistant wireless handheld device, social media, blogs, chat rooms, and gaming systems.

Such behavior includes, but is not limited, to:

- Physical violence
- Stalking
- Threats, taunts, teasing
- Aggressive or menacing gestures
- Exclusion from peer groups designed to humiliate or isolate
- Using derogatory language
- Making derogatory jokes or name calling or slurs
- Written or graphic material, including graffiti, photographs, drawings, or videos, containing comments or stereotypes that are electronically circulated or are written or printed

Respect For All

Definitions

The following definitions provide guidance to assist staff and students in identifying bias- based behavior.

Citizenship/Immigration Status: actual or perceived immigration status or status as a citizen of a country other than the United States of America.

Disability: actual or perceived disability, or history of disability. The term "disability" applies to a person who (1) has a physical or mental impairment that substantially limits one or more major life activities; (2) has a record of such an impairment; or (3) Is regarded as having such an impairment. Major life activities include caring for one's self, walking, seeing, hearing, speaking, breathing, working, performing manual tasks, and learning. Some examples of impairments which may substantially limit major life activities, even with the help of medication or aids/devices, are: AIDS, alcoholism, blindness or visual impairment, cancer, deafness or hearing impairment, diabetes, drug addiction, heart disease, and mental illness.

Ethnicity/National Origin: actual or perceived national origin or ethnic identity. National origin is distinct from race/color or religion/creed because people of several races and religions or their forbearers -- may come from one nation. The term "national origin" includes members of all national groups and groups of persons of common ancestry, heritage or background; it also includes individuals who are married to or associated with a person or persons of a particular national origin.

Gender (Sex): actual or perceived gender (sex), pregnancy, or conditions related to pregnancy or childbirth. The prohibition against gender discrimination includes sexual harassment. The term "gender" shall also include a person' s gender identity, self-image, appearance, behavior or expression, whether or not that gender identity, self-image, appearance, behavior or expression is different from that traditionally associated with the legal sex assigned to that person at birth.

Race/Color: actual or perceived race or color.

Religion/Creed: actual or perceived religion or creed (set of fundamental beliefs, whether or not they constitute a religion).

Sexual Orientation: actual or perceived sexual orientation. The term sexual orientation means heterosexuality, homosexuality or bisexuality.

Weight: actual or perceived weight.

RFA Liaison(s)

Each principal must designate at least one staff member (hereinafter referred to as RFA liaison(s)) to whom reports by students or staff members of student-on-student discrimination, harassment, intimidation and/or bullying can be made and who serves as a resource for students and staff on this issue.

1. There must be at least one RFA liaison in the school who has received the training (see page 22) at all times (hereinafter referred to as a certified RFA liaison). In the event a certified RFA liaison vacates his/her appointment, the principal must ensure that a certified RFA liaison has been appointed within 30 days. In the interim, the principal must immediately designate an interim RFA liaison.

2. In the event a certified RFA liaison is temporarily unable to perform his/her duties in the school for an extended period of time, and there is no other certified RFA liaison, the principal must designate another person to serve on an interim basis until the RFA liaison returns.

In NYC public schools, the RFA Liaisons are the Dignity Act Coordinators.

Respect For All

Criteria for Selecting an RFA Liaison

Criteria for identifying a staff member to serve as an RFA Liaison may include, but is not limited to, prior training in areas such as human relations, cultural diversity, bullying prevention and intervention and/or conflict resolution, social emotional learning, and/or demonstrated expertise in any of these or related areas.

The staff member(s) designated as RFA Liaison(s) must be assigned to the school full time and available to students Monday - Friday and easily accessible to students. Part time staff members (F-status personnel or counselors or SAPIS who are in the school only on specific days because they are assigned to another school at other times) should not be identified as the sole or primary RFA liaison.

Training of RFA Liaison(s)

Each principal must ensure that, in addition to the school training set forth above at least one RFA liaison completes the RFA mandated training developed by OSYD which addresses: 1) human relations in the areas of race, color, creed, ethnicity, national origin, citizenship/immigration status, religion, gender, gender identity, gender expression, sexual orientation, disability and weight and 2) the issues set forth in Section V.D of CR A-832:

- raising awareness and sensitivity to potential acts of discrimination, harassment and bullying directed at students, including, but not limited to, those acts based on a student's actual or perceived race, color, creed, ethnicity, national origin, citizenship/immigration status, religion, gender, gender interests, gender expression, sexual orientation, disability, or weight;
- identification and mitigation of harassment, bullying and discrimination;
- the social patterns of harassment, bullying, and discrimination; preventing and responding to incidents of discrimination, harassment or bullying;
- understanding the effects of harassment, bullying and discrimination; and strategies for effectively addressing problems of exclusion, bias, and aggression in educational settings; and
- promoting a safe and supportive school climate, including incorporating these concepts into classroom activities

NOTIFICATION

Each school must conspicuously post "Respect for All" posters in locations deemed highly visible to students, parents[1] and staff. The posters must contain the name of the RFA liaison(s).

A copy of the "Respect for All" brochure must be distributed annually to parents and students. Parents/students entering the school during the school year must receive a copy upon registration.

REPORTING

Schools must ensure that all students understand how complaints of harassment, bullying (including cyberbullying) and intimidation can be reported and that staff understand their responsibility to report such incidents.

Any student who believes that he/she has been the victim of such behavior should report the incident to the RFA liaison(s) or to any other school employee. Other students may also report such incidents, and such reports must be handled pursuant to the procedures in CR A-832.

If a student feels uncomfortable making a report to a school staff member, a student may contact the Office of Safety and Youth Development (OSYD) by e-mailing the report to RespectforAll@schools.nyc.gov Examples of circumstances where this might be appropriate include: if the student is not sure the behavior is covered by the regulation; if a student previously made a report and the behavior has continued; or if the student is concerned about coming forward. In such circumstances, OSYD will determine the appropriate follow-up action. An anonymous report alleging harassment, intimidation and/or bullying may be made and will be investigated in light of the information provided by the anonymous reporter.

Respect For All

Parents may report student-to student discrimination, harassment, intimidation, and/or bullying verbally or in writing to the principal/designee or the RFA liaison or by e-mailing RespectforAll@schools.nyc.gov . Such reports must be handled pursuant to the procedures in CR A-832.

Any staff member who witnesses student-to-student discrimination, harassment, intimidation and/or bullying or who has knowledge or information or receives notice that a student may have been the victim of such behavior by another student is required to promptly orally report the alleged act to the RFA liaison(s) or to the principal/designee within one school day and file a written report with RFA liaison or to the principal/designee no later than two school days after making the oral report. (See Attachment No. 2 of CR A-832). Schools shall keep all written reports on file.

When the RFA Liaison or any staff member receives a report of harassment, intimidation and/or bullying, s/he must immediately notify the principal or her/his designee (applicable assistant principal and/or dean and/or pedagogical staff member identified by the principal, depending on the grade level and staffing structure of the school).

The principal/designee is responsible for investigating and taking appropriate follow-up action.

Reporting Responsibility of All School Staff

Any staff member who witnesses student-to-student discrimination, harassment, intimidation and/or bullying or who has knowledge or information or receives notice that a student may have been the victim of such behavior by another student is required to **promptly orally report** the alleged act to the RFA liaison(s) or to the principal/ designee **within one school day and file a written report** with RFA liaison or to the principal/designee **no later than two school days** after making the oral report. (See Attachment No. 2 of CR A-832). Schools shall keep all written reports on file.

Respect For All

OORS Reporting Requirements and Updates

Complaints of harassment, bullying and/or discrimination must be entered into the Online Occurrence Reporting System (OORS) within 24 hours.

The Online Occurrence Reporting System has been updated for 2013-2014 to enable schools to enter important information regarding student behavior required for Dignity Act reporting. This information will help schools track and address such inappropriate behavior in a timely manner.

Discipline Code Infractions A23, B23: Using slurs based upon actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, weight, religion, gender, gender identity, gender expression, sexual orientation, or disability

When an incident is entered under A23 or B23, a drop down menu will ask:

What is the bias category? (select all that apply)

Race, color
Ethnicity, national origin
Religion, creed
Gender (sex)
Gender identity, gender expression, sexual orientation
Disability
Weight
Citizenship/immigration status

IMPORTANT NOTE: In addressing the conduct of a student who repeatedly engages in behavior prohibited by A23 or B23 against the same student or students, schools should consider whether the behavior constitutes intimidation and/or bullying behavior as prohibited by Infraction Codes A37 or B40.

There are **two infraction codes** that address harassment, discrimination and/or bully.

A36/B39 address **non-bias related** harassing, intimidating, discriminatory and/or bullying behavior	**A36/B39** Engaging in harassing, intimidating and/or bullying behavior, including using electronic communication to engage in such behavior (cyber-bullying); such behavior includes, but is not limited, to: physical violence; stalking; verbal, written, or physical conduct that threatens another with harm; seeking to coerce or compel a student or staff member to do something; hazing; taunting; exclusion from peer groups designed to humiliate or isolate; using derogatory language or making derogatory jokes or name calling to humiliate or harass.
A37/B40 address **bias related** harassing, intimidating, discriminatory and/or bullying behavior	**A37/B40** Engaging in harassing, intimidating and/or bullying behavior, including using electronic communication to engage in such behavior (cyber-bullying) based on an individual's actual or perceived race, ethnicity, color, creed, national origin, citizenship/immigration status, weight, religion, religious practices, gender, gender identity, gender expression, sexual orientation or disability; such behavior includes, but is not limited, to: physical violence; stalking; verbal, written or physical conduct that threatens another with harm; seeking to coerce or compel a student or staff member to do something; hazing; taunting; exclusion from peer groups designed to humiliate or isolate; using derogatory language or making derogatory jokes or name calling to humiliate or harass.

Respect For All

For selected infraction codes (see charts below) that relate to incidents of interpersonal behavior between students that may involve discrimination, harassment, intimidation and/or bullying, OORS will require responses to one or more questions when an incident is entered. This information will assist in accurate coding of the incident, provide important data to inform prevention and intervention efforts and will be used to determine whether an incident may be a material incident. The charts that follow provide the questions that will appear in OORS for the various infraction codes listed below.

Level 3 OORS

Level	A	B	Description	Information to be Entered in OORS
3	23	23	Using slurs based upon actual or perceived race, ethnicity, color, national origin, weight, religion, citizenship/immigration status, gender, gender identity, gender expression, sexual orientation, or disability	**What is the bias category? (select all that apply)** Race, color Ethnicity, national origin Religion, creed Gender (sex) Gender identity, gender expression, sexual orientation Disability Weight Citizenship/immigration status **IMPORTANT NOTE:** In addressing the conduct of a student who repeatedly engages in behavior prohibited by A23 or B23 against the same student or students, schools should consider whether the behavior constitutes harassing, intimidating and/or bullying behavior as prohibited by Infraction Codes A37 or B40. If the behavior is part of a pattern of, or a single act of harassing, intimidating and/or bullying behavior, then A37 or B40 should be used.
	24	24	Shoving, pushing	Did this incident involve student to student harassing, intimidating and/or bullying behavior, which may include electronic communication (cyberbullying)? **YES ☐ NO** **If YES**, please use Infraction Code A 36 or B 39. Did this incident involve student to student bias based harassing, intimidating and/or bullying behavior (which may include electronic communication) related to a student's actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, weight, religion, religious practices, gender, gender identity, gender expression, sexual orientation or disability? **YES ☐ NO** **If YES**, please use Infraction Code A 37 or B 40
	28		Inappropriate or unwanted physical contact (4-5)	
	31	30, 32	Posting/distributing libelous material	

Respect For All

Level 4 OORS

Level	A	B	Description	Message in OORS
4	36	39	**A36/B39** Engaging in harassing, intimidating and/or bullying behavior, including using electronic communication to engage in such behavior (cyber-bullying); such behavior includes, but is not limited, to: physical violence; stalking; verbal, written, or physical conduct that threatens another with harm; seeking to coerce or compel a student or staff member to do something; hazing; taunting; exclusion from peer groups designed to humiliate or isolate; using derogatory language or making derogatory jokes or name calling to humiliate or harass.	1. You are required to follow Chancellor's Regulation A-832 to investigate and follow up with this incident. Upon completion of your investigation, you **must update** this incident report **Click here** to see Chancellor's Regulation A-832 **Click here** to see Full Guide **Click here** to see Quick Guide 2. Did this incident involve student to student bullying, harassment and/or intimidating behavior through electronic communication (cyberbullying)? **YES** ☐ **NO** 3. Did this incident involve student to student discrimination (bias based behavior) related to a student's actual or perceived race, religion, etc.? **YES** ☐ **NO** **If YES**, please use Infraction Code A 37 or B 40
	37	40	**A37/B40** Engaging in harassing, intimidating and/or bullying behavior, including using electronic communication to engage in such behavior (cyber-bullying) based on an individual's actual or perceived race, ethnicity, color, creed, national origin, citizenship/immigration status, weight, religion, religious practices, gender, gender identity, gender expression, sexual orientation or disability; such behavior includes, but is not limited, to: physical violence; stalking; verbal, written or physical conduct that threatens another with harm; seeking to coerce or compel a student or staff member to do something; hazing; taunting; exclusion from peer groups designed to humiliate or isolate; using derogatory language or making derogatory jokes or name calling to humiliate or harass.	1. You are required to follow Chancellor's Regulation A-832 to investigate and follow up with this incident. Upon completion of your investigation, you **must update** this incident report **Click here** to see Chancellor's Regulation A-832 **Click here** to see Full Guide **Click here** to see Quick Guide 2. Please check all categories that apply: race color ethnicity/national origin religion citizenship/immigration status gender gender identity/gender expression sexual orientation weight 3. Did this incident involve student to student bullying, harassment and/or intimidating behavior through electronic communication (cyberbullying)? **YES** ☐ **NO**

Respect For All

Update Screen for Level 3 and 4 Infractions

(See charts on page 25 and 26 for specific A and B level codes)

It is a violation of CR A-832 for any student to create a hostile school environment for another student by conduct and/or verbal or written acts (including cyberbullying) that;

(1) have or would have the effect of unreasonably and substantially interfering with a student's educational performance or ability to participate in or benefit from an educational program, school sponsored activity or any other aspect of a student's education; **or**
(2) have or would have the effect of unreasonably and substantially interfering with a student's mental, emotional, or physical wellbeing; **or**
(3) reasonably cause or would reasonably be expected to cause a student to fear for his/her physical safety; **or**
(4) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student.

Prohibited behavior includes but is not limited to discrimination, harassment, intimidation, and/or bullying on account of actual or perceived race, color, creed, ethnicity, national origin, citizenship/immigration status, religion, gender, gender identity, gender expression, sexual orientation, disability or weight.

To complete the update of this incident, please enter the following information:

The behavior involved in this incident was found to be a violation of Chancellor's Regulation A-832.

YES ☐ NO

SUBMIT

Failure to Update an Incident

In accordance with Chancellor's Regulation A-832, schools have up to 5 school days to conduct an investigation and to determine whether an incident constitutes a violation of A-832. The outcome of the investigation must be documented in OORS within 5 school days of completing the investigation. If a school DOES NOT update the information based on its investigation the incident will be considered incomplete. The CR A-832 Incident Investigation Queue will be monitored. Follow-up emails will be sent to the School Principal beginning on the eleventh day as a reminder to ensure that the incident update is completed.

Respect For All

Level 5 Incidents

Level	A	B	Description	Message in OORS
	51	53	Extreme force, inflicting or attempting to inflict serious injury	**Was this incident part of a pattern of, or an act of harassment, intimidation and/or bullying?** **YES ☐ NO** **If YES,** did this incident involve student to student bias based behavior? **YES ☐ NO** If **YES,** check all categories that apply: race color ethnicity/national origin religion citizenship/immigration status gender gender identity/gender expression sexual orientation weight **Did this incident involve student to student electronic communication/cyberbullying?** **YES ☐ NO** **If YES to any question, the following message will appear** You must investigate this incident following Chancellor's Regulation A-832. **Click here** to see Chancellor's Regulation A-832 **Click here** to see Full Guide **Click here** to see Quick Guide
	52	54	Group violence	
	53	55	Threatening or violent behavior gang related	
	54	56	Physical sexual aggression	
	56	60	Using Category I weapon	
	57	61	Using Category II weapon	

Update Screen for Level 5 Infractions

(See chart above for specific A and B level codes)

It is a violation of CR A-832 for any student to create a hostile school environment for another student by conduct and/or verbal or written acts (including cyberbullying) that;

(1) have or would have the effect of unreasonably and substantially interfering with a student's educational performance or ability to participate in or benefit from an educational program, school sponsored activity or any other aspect of a student's education; **or**

(2) have or would have the effect of unreasonably and substantially interfering with a student's mental, emotional, or physical wellbeing; **or**

(3) reasonably cause or would reasonably be expected to cause a student to fear for his/her physical safety; **or**

(4) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student.

Prohibited behavior includes but is not limited to discrimination, harassment, intimidation, and/or bullying on account of actual or perceived race, color, creed, ethnicity, national origin, citizenship/immigration status, religion, gender, gender identity, gender expression, sexual orientation, disability or weight.

Respect For All

To complete the update of this incident, please enter the following information:

Were the charges for the infraction substantiated?

YES ☐ NO

SUBMIT

Failure to Update an Incident

In accordance with Chancellor's Regulation A-832, schools have up to 5 school days to conduct an investigation and to determine whether an incident constitutes a violation of A-832. The outcome of the investigation must be documented in OORS within 5 school days of completing the investigation. If a school DOES NOT update the information based on its investigation the incident will be considered incomplete. The CR A-832 Incident Investigation Queue will be monitored. Follow-up emails will be sent to the School Principal beginning on the eleventh day as a reminder to ensure that the incident update is completed.

Advising Parents

The principal/designee must advise the parent(s) of the accused student of the allegations. The principal/designee must also advise the parent(s) of the alleged victim of the allegations, **unless the alleged victim informs the principal/designee of safety concerns in regard to such notification.** In such case, the principal/designee shall decide whether to inform the alleged victim's parents following consideration of privacy and safety concerns. The principal may consult with the Office of the General Counsel in making this decision.

INVESTIGATION OF AN INCIDENT

Schools must investigate all complaints made of student-to-student bias-based harassment, intimidation and/or bullying.

Investigative Steps: The principal/designee must take the following investigative steps, as soon as practicable, but in any event, not later than five days after receipt of the complaint:

1. interview the alleged victim and document the conversation;
2. ask the alleged victim to prepare a written statement which includes as much detail as possible, including a description of the behavior, when it took place and who may have witnessed it;
3. interview the accused student and advise him/her that if the conduct has occurred, it must cease immediately;
4. ask the accused student to prepare a written statement; and
5. interview any witnesses and obtain their written statements.

If the principal/designee believes that the alleged conduct constitutes criminal activity, s/he must contact the police. The principal/designee may consult with the Office of Legal Services.

The investigation must determine if the alleged behavior violates CR A-832. In making this determination, it is necessary to evaluate the totality of the circumstances surrounding the conduct. The following facts should be considered:

- the ages of the parties involved;
- the nature, severity and scope of the behavior;
- the frequency and duration of the behavior;
- the number of persons involved in the behavior;
- the context in which the conduct occurred;
- where the conduct occurred;
- whether there have been other incidents in the school involving the same students;
- whether the conduct adversely affected the student's education.

Results of Investigation

The school must advise the parents of the alleged victim and the parents of the accused student whether or not the allegation are substantiated, consistent with state and federal laws regarding student records privacy, except where a decision was made not to notify the parents of the alleged victim of the allegation as set forth in Section III.C.

Required Annual Review of Chancellor's Regulation A-832

Each school must conduct a review of CR A-832 with all staff, including non-instructional staff, and students by October 31st of each school year. Each school must submit certification that students and staff members have been provided with information and training on the policy and procedures in the regulation in its annual Consolidated Youth Development Plan.

Review of the Regulation with Staff Members (see Training Deck Information –page 7)	
identifies for staff who the school's RFA Liaison(s) are and clarifies the role of the RFA Liaison	addresses the role and responsibility of all school staff regarding reporting responsibilities
raises the awareness and sensitivity of all staff members to potential acts of discrimination, harassment and bullying directed at students	examines the impact of harassment/bullying on targets of the behavior and on students who engage in such behavior
addresses the identity categories named in the regulation (and the Discipline Code) and includes a review of key definitions – harassment, discrimination, and bullying	focuses on the pivotal role that all staff members play in promoting a safe and supportive school culture and climate for all students, including strategies for effectively preventing and intervening in bias-based and/or bullying behavior
delineates the social patterns of harassment, bullying and discrimination, includes types of harassing and/or bullying behavior and addresses cyberbullying	clearly delineates the relationship between promoting respect for diversity and creating and sustaining an inclusive school climate and culture in which all students and staff members feel safe and respected
includes the offices that will maintain a supply of RFA brochures (in English and in languages applicable to the translation needs of students and their families) for students who are enrolled after the beginning of the school year and/or for any student, family or staff member who requests an additional copy.	

Respect For All

Review of the Regulation with Students	
clarifies for students who the school's RFA Liaison(s) are	provides each student with a copy of the RFA brochures in English (and an additional language if needed)
clearly delineates the relationship between promoting positive interpersonal and intergroup relations and respect for diversity and creating and sustaining an inclusive school climate and culture in which all students and staff members feel safe and respected	clarifies for students that they may report an incident to any school staff member and that they may email RespectforAll@schools.nyc.gov for additional assistance if needed
addresses, in an age appropriate manner, the identity categories named in CR A-832 and the Discipline Code	
focuses on the right of all students to be in a safe and supportive learning environment free from discrimination, harassment, bullying and bigotry and file a complaint if they feel that they are subject to this behavior (See Bill of Student Rights and Responsibilities, K-12 at the beginning of the Citywide Standards of Intervention and Discipline Measures)	focuses on the responsibility of each student to respect the dignity and equality of others and refrain from conduct which denies or impinges on the rights of others as delineated in the Student Responsibilities Section (see Bill of Student Rights and Responsibilities, K-12 at the beginning of the Citywide Standards of Intervention and Discipline Measures).
includes the offices that will maintain a supply of RFA brochures (in English and in languages applicable to the translation needs of students and their families) for students who are enrolled after the beginning of the school year and/or for any student, family or staff member who requests an additional copy	

Plan to Prevent and Address Bias Based Harassment

CR A-832 requires each school to submit a plan for preventing and addressing bias-based harassment, intimidation and/or bullying in its annual Consolidated Youth Development Plan by October 31st. (Please see page 49 for Consolidated Youth Development Plan.)

Respect For All

CHANCELLOR'S REGULATIONS

CHANCELLOR'S REGULATION A-830 (Anti-Discrimination Policy and Procedures for Filing Internal Complaints of Unlawful Discrimination/ Harassment)

It is the policy of the New York City Department of Education to provide equal educational opportunities without regard to actual or perceived race, color, religion, age, creed, ethnicity, national origin, alienage, citizenship status, disability, sexual orientation, gender (sex) or weight. It is also the policy of the DOE to maintain an environment free of harassment on the basis of any of these grounds, including sexual harassment.

Accordingly, it is a violation of this policy for any DOE employee to discriminate against or create a hostile school environment for a student by conduct and/or verbal or written acts on school property, or at a school function on the basis of any of the above-noted grounds where such behavior:

1) has or would have the effect of unreasonably and substantially interfering with a student's ability to participate in or benefit from an educational program, school-sponsored activity or any other aspect of a student's education; or

2) has or would have the effect of unreasonably and substantially interfering with a student's mental, emotional or physical well-being; or

3) reasonably causes or would reasonably be expected to cause a student to fear for his/her physical safety; or

4) reasonably causes or would be expected to cause physical injury or emotional harm to a student.

It is also a violation of this policy for any DOE employee to engage in the behavior noted above off school property when such behavior creates or would foreseeably create a risk of disruption within the school environment.

Reporting

Any staff member who witnesses an employee discriminate or harass a student on the basis of the student's actual or perceived race, color, creed, ethnicity, national origin, citizenship/immigration status, religion, gender, gender identity, gender expression, sexual orientation, disability, or weight or who has knowledge or information or receive notice that a student may have been the victim of such behavior by a staff member is required to orally report the alleged incident to the principal/designee within one school day and complete and file a written A-830 complaint report with the principal/designee no later than two days after making the oral report (see CR A-830 Attachment No. 2).

Supervisors are required to immediately report instances of any oral or written complaints of discrimination or discriminatory harassment committed by employees to OEO. Supervisors can make the report by calling OEO, e-mailing OEO or filing a copy of the A-830 complaint form. Advice and assistance on how to proceed will be provided as needed. A supervisor's failure to report complaints or instances of discrimination to OEO may constitute a violation of this policy.

A parent or student who believes that the student has been discriminated against or harassed my file a complaint in writing using OEO's complaint form or orally by contacting OEO at:

EO Complaint Unit
65 Court Street
Brooklyn, NY 11201
Phone: 718-935-3320

All complaints must be filed with OEO as soon as possible. OEO will not accept complaints filed more than one year after the incident that was the subject of the complaint.

Respect For All

Investigation

Upon receipt of a complaint, OEO will determine whether the complaint alleges a violation of the Regulation and, if so, will conduct an investigation. Employees found to be in violation of the DOE's policy may be subject to appropriate disciplinary action and legal sanctions. All DOE employees are expected to cooperate with OEO investigations and are required to report if summoned to appear by OEO.

Notification

Notice of the DOE's Anti-Discrimination Policy and internal complaint procedures will be given to employees annually. In addition, each office and school must prominently post the Department's Anti-Discrimination Policy (which provides contact information for OEO, and indicates where a copy of this regulation may be obtained); see Attachment No. 3. A complaint form may be obtained directly from the school or office upon request.

In accordance with Chancellor's Regulation A-832, each school must distribute a copy of the Respect for All brochure annually to parents and students. This brochure informs students and parents of the DOE's Anti-Discrimination Policy and the procedures for students to file complaints of discrimination/harassment against DOE employees. Parents/students entering the school during the school year must receive a copy of the brochure upon registration.

Summary of Prohibited Discrimination by DOE Staff Against Students

The following information is intended to provide guidance to assist people in avoiding discriminatory practices but is not, however, exhaustive.

Race/Color: actual or perceived race or color.

Disability: actual or perceived disability, or history of disability. The term "disability" means any physical, medical, mental, or psychological impairment or history or record of such impairment, or a condition regarded by others as a disability.

Gender (Sex): actual or perceived gender (sex), pregnancy, or conditions related to pregnancy or childbirth. The prohibition against gender discrimination includes sexual harassment.

The term "gender" shall also include a person's gender identity, self-image, appearance, behavior or expression, whether or not that gender identity, self-image, appearance, behavior or expression is different from that traditionally associated with the legal sex assigned to that person at birth.

Ethnicity/National Origin: actual or perceived national origin or ethnic identity. National origin is distinct from race/color or religion/creed because people of several races and religions or their forbearers may come from one nation. The term "national origin" includes members of all national groups and groups of persons of common ancestry, heritage, or background; it also includes individuals who are married to or associated with a person or persons of a particular national origin.

Alienage/Citizenship: actual or perceived immigration status or status as a citizen of a country other than the United States of America. It shall not be an unlawful discriminatory practice for any person to discriminate on the ground of alienage or citizenship status or to make inquiry as to a person's alienage or citizenship status or to give preference to a person who is a citizen or native of the United States when such preference is expressly permitted or required by a federal, city or state law or regulation.

Religion/Creed: actual or perceived religion or creed (set of fundamental beliefs, whether or not they constitute a religion).

A student requesting a reasonable accommodation for religious reasons should follow the procedures in Chancellor's Regulations A-630.

Age: actual or perceived age.

Weight: actual or perceived weight.

Sexual Orientation: actual or perceived sexual orientation. The term sexual orientation means heterosexuality, homosexuality or bisexuality.

Sexual Harassment of Students by Employees

OEO will forward complaints of this nature to the Special Commissioner of Investigations who will determine how to proceed.

Sexual conduct between an adult employee and a student can *never* be considered welcome or appropriate. Sexual harassment of a student by an employee consists of sexual advances, requests for sexual favors and other verbal and physical conduct of a sexual nature. It includes situations where:

1. submission to such conduct is a condition of the student's advancement or obtaining an education;
2. submission to or rejection of such conduct by a student is used as a basis for evaluating or grading a student or as a factor in decisions affecting the student's education; or
3. such conduct has the purpose or effect of unreasonably interfering with a student's education or creating an intimidating, hostile or offensive educational environment.

Sexual harassment may take different forms, including explicit sexual propositions or threats, sexual innuendos, sexually suggestive comments, sexually oriented jokes, obscene gestures, displays of pornographic or obscene visual or printed material, and physical contact, such as touching, patting, pinching or brushing against another's body. These behaviors can constitute sexual harassment whether they are directed at persons of the same or opposite sex and may also constitute criminal behavior.

Chancellor's Regulation A-831 (Student-to-Student Sexual Harassment)

It is the policy of the New York City Department of Education to maintain a safe and supportive learning and educational environment that is free from sexual harassment committed by students against other students. It is a violation of this regulation for a student to harass another student through conduct or communication of a sexual nature, as defined below. Such harassment is prohibited and will not be tolerated in school, during school hours, before or after school, while on school property, at school sponsored events, or while traveling on vehicles funded by the Department of Education and on other than school property when such behavior can be demonstrated to negatively affect the educational process or to endanger the health, safety, morality or welfare of the school community. Students found guilty of violating this regulation will be subject to appropriate disciplinary action consistent with the Discipline Code and Chancellor's Regulation A-443.

Definition: Student-to-student sexual harassment is conduct and/or communication by a student directed against another student. It consists of unwelcome and uninvited sexual advances, requests for sexual favors, sexually motivated physical conduct and other verbal, non-verbal or physical conduct or communication of a sexual nature which is sufficiently severe, pervasive or persistent to:

(1) substantially interfere with a student's ability to participate in or benefit from an educational program, school-sponsored activity, or any other aspect of a student's education; **or**
(2) create a hostile, offensive, or intimidating school environment; **or**
(3) otherwise adversely affect a student's educational opportunities.

Such behavior can constitute sexual harassment regardless of the gender, sexual orientation, or gender identity of any of the students involved.

Notification

Each school must conspicuously post a copy of Chancellor's Regulation A-831 and a notice explaining the Department of Education's policy with respect to student-to-student sexual harassment in a place accessible to students, parents, and staff. This notice must contain the name of the staff member designated to receive reports of sexual harassment and must indicate where in the school copies of the regulation and the complaint from can be obtained.

A copy of the Sexual Harassment brochure must be distributed annually to parents and students. Parents/students entering the school during the school year must receive a copy upon registration. A copy of this regulation should be made available to parents, school staff, and students upon request.

Advising Parents

The principal/designee must immediately inform the parents of both the alleged victim and the accused of the allegation(s). If the alleged victim informs the principal/designee of safety concerns in regard to such notification, the principal/designee shall decide whether to inform the alleged victim's parents following consideration of privacy and safety concerns. The principal may consult with the Office of the General Counsel in making this decision**.**

Investigation

All complaints of peer sexual harassment must be investigated promptly.

If the principal/designee believes that the alleged conduct constitutes criminal activity, s/he must contact the police. The principal/designee may consult with the Office of Legal Services.

Results of Investigation

Following completion of the investigation, the principal/designee must issue a written report of his/her findings within 10 schools days of receipt of the complaint and send a copy of the report to the CFN Network Leader. The report shall include a determination of whether the allegations have been substantiated and whether they appear to be violations of this regulation.

In determining whether the alleged conduct constitutes a violation of this regulation, it is necessary to evaluate the totality of the circumstances surrounding the conduct. The following factors should be considered:

- the ages of the parties involved;
- the nature, severity and scope of the behavior;
- whether the conduct is sexual in nature;
- whether the conduct is offensive;
- whether the conduct is unwelcome;
- the frequency and duration of the behavior;
- the number of persons involved in the behavior;
- the context in which the conduct occurred;
- where the conduct occurred;
- whether there have been other incidents in the school involving the same students;
- whether the conduct adversely affected the student's education.

Reporting

It is the responsibility of each principal to designate a staff member to whom reports of student-to-student sexual harassment can be made. Complaints of harassment may be made verbally or in writing using the "Student-to-Student Sexual Harassment Complaint Form" attached to CR A-831.

Any student who believes that s/he has been the victim of sexual harassment by another student should immediately report the incident to the designated staff member or to any other school employee. Other students may also report such incidents to the designated staff member or to any other school employee and such reports must be handled pursuant to the procedures in CR A-831.

If a student feels uncomfortable making a report to a school staff member, a student may contact the Office of Safety and Youth Development by emailing the complaint to RespectforAll@schools.nyc.gov

Any staff member who witnesses student-to-student sexual harassment or who has knowledge or information or receives notice that a student may have been the victim of sexual harassment by another student is required to immediately report the alleged act to the designated staff member.

Parents may report peer sexual harassment to the principal or his/her designee or by e-mailing RespectforAll@schools.nyc.gov . Such reports must be handled pursuant to the procedures in CR A-831.

The designated staff member is responsible for reporting all complaints of student-to-student sexual harassment to the principal/designee.

Complaints of sexual harassment must be investigated promptly and entered into OORS within 24 hours.

Each principal must submit the name(s) of the staff member(s) who are designated to receive reports of student-to-student sexual harassment by October 31, in its annual Consolidated Youth Development Plan.

The school shall report the results of its investigation of each complaint filed under these procedures in writing to the parents of the alleged victim and the parents of the accused student in accordance with state and federal laws regarding data or records privacy and consistent with the privacy rights of the alleged harasser, except when a decision was made not to inform the parents of the alleged victim of the allegation as set forth above.

Follow up Action

Where appropriate, the complaining student and/or the accused student should be referred to the school social worker, psychologist or other appropriate school staff, or referred to community-based agencies for counseling, support, and/or education.

When one person uses a pattern of threatened or actual physical, sexual and/or emotional abuse to control a dating partner, the school should refer both the victim and the student who engages in this behavior to separate appropriate school or community-based agencies for counseling, support, and education. Neither mediation nor conflict resolution are, under any circumstances, appropriate interventions for suspected relationship abuse.

Annual Review:

By October 31st, each principal must submit certification in the school's annual Consolidated Youth Development Plan that the policies and procedures set forth in CR A-831 have been discussed with students and staff.

EXPECTATIONS:

Students and Staff know:	
Student-to-student sexual harassment may take many forms and can be physical, verbal or written. Written harassment includes electronically transmitted acts (e.g., via Internet, cell phone, personal digital assistant or wireless handheld devices).	
Sexually harassing behavior may take many forms, including but not limited to:	
engaging in physical conduct of a sexual nature such as patting, pinching, grabbing, brushing up against another person in a sexual way;	electronically posting, displaying or distributing sexually oriented or suggestive objects, pictures, drawings or images;
making obscene gestures	Spreading rumors of a sexual nature
stalking	pressuring for sexual activity
making sexual comments, remarks, insults, and/or jokes	engaging in sexually violent or coercive behavior (assault, rape)
threatening or engaging in physical, sexual, verbal and/or emotional abuse to harm, intimidate or control a current or former dating partner (dating abuse).	

Respect For All

***EXPECTATIONS**:*

Review of CR A-831 with Staff:	
clearly delineates the relationship between promoting respectful peer-to-peer relationships and creating and sustaining an inclusive school culture and climate in which all students and staff members feel safe and respected	focuses on the pivotal role that all staff members play in promoting respectful peer-to-peer relationship behavior and preventing and intervening in sexual harassing behavior;
addresses the definition of sexual harassment and the various forms such behavior may take	includes the offices that will maintain a supply of brochures (in English and in languages applicable to the translation needs of students and their families) for students who are enrolled after the beginning of the school year and/or for any student, family or staff member who requests an additional copy
reviews the reporting responsibility of all staff members	

Review of CR A-831 with Students:	
clearly delineates the relationship between promoting respectful peer-to-peer relationships and creating and sustaining an inclusive school culture and climate in which all students and staff members feel safe and respected	focuses on the pivotal role that all staff members play in promoting respectful peer-to-peer relationship behavior and preventing and intervening in sexual harassing behavior;
addresses the definition of sexual harassment and the various forms such behavior may take	
focuses on the right of all students to be in a safe and supportive learning environment free from sexual harassment and file a complaint if they feel that they are subject to this behavior (See Bill of Student Rights and Responsibilities, K-12 in the Citywide Standards of Intervention and Discipline Measures)	clarifies for students who the school has designated to take reports of student-to-student sexual harassment and that they may report an incident to any school staff member and that they may email RespectforAll@schools.nyc.gov for additional assistance if needed
focuses on the responsibility of each student to respect the dignity and equality of others and refrain from conduct which denies or impinges on the rights of others as delineated in the Student Responsibilities Section (see Bill of Student Rights and Responsibilities, K-12 in the Citywide Standards of Intervention and Discipline Measures)	clarifies for students that other students may also report such incidents to the designated staff member or to any other employee and such reports must be handled pursuant to the procedures in this Regulation
includes the offices that will maintain a supply of brochures (in English and in languages applicable to the translation needs of students and their families) for students who are enrolled after the beginning of the school year and/or for any student, family or staff member who requests an additional copy	

Chancellor's Regulation A-420 (Pupil Behavior and Discipline- Corporeal Punishment)

It is the policy of the Department of Education (DOE) to prohibit corporal punishment of students by DOE staff members, custodial employee, vendors, consultants, CBO staff and others on school property, school trips and other school functions, and off - school property when such off –school behavior disrupts or would forseeably disrupt the educational process or endangers or would forseeably endanger the health, safety, morals or welfare of the school community.

Corporal punishment is defined as any act of physical force upon a pupil for the purpose of punishing that pupil.

Disruptive behavior by a student must never be punished by the use of corporal punishment. Schools should address a student's disruptive behavior through offering guidance intervention, working with parents, and addressing behavior in accordance with Chancellor's regulation A-443 and the DOE's Discipline Code.

Any employee who violates this regulation will be subject to appropriate disciplinary action.

NOTIFICATION TO STAFF
The principal must ensure that all members of the staff, including non-instructional staff, are informed of the DOE's policy and rules with respect to corporal punishment. At a minimum, the principal/designee must:

- review the importance of this Regulation with all staff, distribute a copy of this Regulation to every staff member, and have every staff member sign an acknowledgement of its receipt at the beginning of each school year;
- review the importance of this regulation with every staff member who comes to the school after the beginning of the school year, provide him/her with a copy of this Regulation, and have the staff member sign an acknowledgment of its receipt; and
- redistribute and/or provide technical assistance regarding this regulation as needed during the school year.

REPORTING AN ALLEGATION OF CORPORAL PUNISHMENT

Staff Member Obligations

Any staff member who witnesses corporal punishment, who has knowledge or information about or who receives a report about a student who may have been the victim of corporal punishment is required to orally report the allegation to the principal/designee within one school day. Within two school days of making the oral report, the staff member also must:

- Submit a written report to the principal/designee by completing a witness statement found in the DOE's Online Occurrence Reporting System ("OORS") or
- File an online report directly with the Office of Special Investigations ("OSI") (see section IV(B)(2) below.

Chancellor's Regulation A-421 (Verbal Abuse)

It is the policy of the Department of Education ("DOE") to prohibit verbal abuse of students by DOE staff members, custodial employees, vendors, consultants, CBO staff and others on school property, school trips and other school functions, and off-school property when such off-school behavior disrupts or would foreseeably disrupt the educational process or endangers or would foreseeably endanger the health, safety, morals or welfare of the school community.

Disruptive behavior by a student must never be punished by use of verbal abuse. Schools should address a student's disruptive behavior through offering guidance intervention, working with parents, and addressing behavior in accordance with Chancellor's Regulation A-443 and the DOE's Discipline Code.

Employees who violate this regulation will be subject to appropriate disciplinary action.

Verbal abuse is defined as language (written or oral) about or directed toward students that:

- belittles, embarrasses or subjects students to ridicule; or
- has or would have the effect of unreasonably and substantially interfering with a student's educational performance or ability to participate in or benefit from an educational program, school sponsored activity or any other aspect of a student's education; or
- has or would have the effect of unreasonably and substantially interfering with a student's mental, emotional, or physical well being; or
- reasonably causes or would reasonably be expected to cause a student to fear for his/her physical safety; or
- reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student.

Verbal statements by DOE staff members, custodial employees, vendors, consultants, CBO staff and others directed to or about students that are discriminatory based on race, color, national origin, alienage/citizenship status, age, ethnicity, religion, creed, gender, disability, sexual orientation, or weight will be investigated under the procedures of Chancellor's Regulation A-830. Schools should refer any such complaints to the DOE's Office of Equal Opportunity and Diversity Management.

NOTIFICATION TO STAFF

The principal must ensure that all members of the staff, including non-instructional staff, are informed of the DOE's policy and rules with respect to verbal abuse. At a minimum, the principal/designee must:

- review the importance of this Regulation with all staff, distribute a copy of this Regulation to every staff member at the beginning of the school year, and have every staff member sign an acknowledgment of its receipt at the beginning of each school year;
- review the importance of this Regulation with every staff member who comes to the school after the beginning of the school year, provide him/her with a copy of this Regulation, and have the staff member sign an acknowledgment of its receipt; and
- redistribute and/or provide technical assistance regarding this Regulation, as needed, during the school year.

REPORTING AN ALLEGATION OF VERBAL ABUSE

Staff Member Obligations

Any staff member who witnesses verbal abuse, who has knowledge or information about or who receives a report about a student who may be a victim of verbal abuse, is required to orally report the allegation to the principal/designee within one school day. Within two school days of making the oral report, the staff member also must:

- submit a written report to the principal/designee by completing a witness statement found in the DOE's Online Occurrence Reporting System ("OORS") , or
- file an online report directly with the Office of Special Investigations ("OSI") (see Section IV(B)(2) below of CR A-421).

If the allegation of verbal abuse is against the principal, the staff member should make the report of verbal abuse directly to OSI using OSI's online reporting system.

Respect For All

The Citywide Standards of Intervention and Discipline Measures (the Discipline Code)

Safe, supportive school environments depend on students, staff and parents demonstrating mutual respect. To that end, all members of the school community — students, staff and parents — must know and understand the standards of behavior which all students are expected to live up to and the consequences if these standards are not met.

The standards set forth in the Citywide Standards of Intervention and Discipline Measures (Discipline Code) apply to behavior:

- in school during school hours,
- before and after school, while on school property,
- while traveling on vehicles funded by the Department of Education,
- at all school-sponsored events and
- on other-than-school property when such behavior can be demonstrated to negatively affect the educational process or to endanger the health, safety, morals, or welfare of the school community.

When misbehavior involves communication, gestures or expressive behavior, the infraction applies to oral, written or electronic communications, including but not limited to texting, e-mailing, and social networking.

Included in the Discipline Code is the Student Bill of Rights and Responsibilities that promotes responsible student behavior and an atmosphere of dignity and respect by establishing guidelines to help students as they strive to become productive citizens in a diverse society.

Lessons on the Discipline Code,, including Respect For All lessons for grades 6-8 and grades 9-12 that help students understand the Student Bill of Rights and Responsibilities, are available on line on the Office of School and Youth Development portal.

Review of the Discipline Code

At the beginning of each school year, school officials are responsible for sharing the information contained in the Citywide Standards of Intervention and Discipline Measures with students, staff and parents.

EXPECTATIONS:

- Staff and students understand that cyberbullying (electronic aggression) includes any type of harassment or bullying (teasing, telling lies, making fun of someone, making rude or mean comments, spreading rumors or making threatening or aggressive comments) that occurs through email, a chat room, instant messaging, a website (including blogs) or text messaging.

- Staff and students know that the Discipline Code addresses harassment, discrimination and/or bullying for students in grades K-5 and in grades 6-12 at Level 3 and Level 4

  Level 3

  A23/B23: Using slurs based upon actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, religion, gender, gender identity, gender expression, sexual orientation, weight, or disability

  Level 4

  A36/B39: Engaging in harassing, intimidating and/or bullying behavior, including using electronic communication to engage in such behavior (cyber-bullying); such behavior includes, but is not limited, to: physical violence; stalking; verbal, written, or physical conduct that threatens another with harm; seeking to coerce or compel a student or staff member to do something; hazing; taunting; exclusion from peer groups designed to humiliate or isolate; using derogatory language or making derogatory jokes or name calling to humiliate or harass.

Respect For All

A37/B40: Engaging in harassing, intimidating and/or bullying behavior, including using electronic communication to engage in such behavior (cyber-bullying) based on an individual's actual or perceived race, ethnicity, color, creed, national origin, citizenship/immigration status, weight, religion, religious practices, gender, gender identity, gender expression, sexual orientation or disability; such behavior includes, but is not limited, to: physical violence; stalking; verbal, written or physical conduct that threatens another with harm; seeking to coerce or compel a student or staff member to do something; hazing; taunting; exclusion from peer groups designed to humiliate or isolate; using derogatory language or making derogatory jokes or name calling to humiliate or harass.

- Staff and students know that the standards set forth in the Discipline Code apply to behavior:

  - in school during school hours,
  - before and after school, while on school property,
  - while traveling on vehicles funded by the Department of Education,
  - at all school-sponsored events and
  - on other-than-school property when such behavior can be demonstrated to negatively affect the educational process or to endanger the health, safety, morals, or welfare of the school community.

When misbehavior involves communication, gestures or expressive behavior, the infraction applies to oral, written or electronic communications, including but not limited to texting, e-mailing, and social networking.

Respect For All

"In the end, we will remember not the words of our enemies, but the silence of our friends."
Martin Luther King, Jr.

CREATING AN INCLUSIVE SCHOOL COMMUNITY: SENSITIVITY TO THE EXPERIENCE OF SPECIFIC STUDENT POPULATIONS

Every student deserves to learn in a safe and supportive school. Unfortunately, both experience and research has shown that some groups of students are more vulnerable to discrimination and harassment, including bullying behavior, and so it is incumbent upon school staff to be especially vigilant regarding their welfare and safety.

Children with Special Needs

A growing body of research indicates that children with special needs are at an increased risk of being bullied. Bullying Among Children and Youth with Disabilities and Special Needs, a fact sheet from the US Department of Health and Human Services www.stopbullying.gov provides the following insights into the vulnerability of these children:

- Available information indicates that children with LD are at greater risk of being teased and physically bullied (Martlew & Hodson, 1991; Mishna, 2003; Nabuzoka & Smith, 1993; Thompson, Whitney, & Smith, 1994).
- Children with Attention Deficit Hyperactivity Disorder (ADHD) are more likely than other children to be bullied. They also are somewhat more likely than others to bully their peers (Unnever & Cornell, 2003).
- Children with medical conditions that affect their appearance (e.g., cerebral palsy, muscular dystrophy, and spina bifida) are more likely to be victimized by peers. Frequently, these children report being called names related to their disability (Dawkins, 1996).

Walk A Mile In Their Shoes: Bullying and the Child with Special Needs is a report and guide compiled by AbilityPath.org, to address the issue of children with special needs being targets of harassing behavior: The report and guide includes the following research findings:

- Researchers have discovered that students with disabilities were more worried about school safety and being injured or harassed by peers, compared to students without a disability (Saylor & Leach, 2009).

- According to researchers Wall, Wheaton and Zuver (2009) only 10 studies have been conducted in the United States on bullying and developmental disabilities. All studies found that children with disabilities were two to three times more likely to be victims of bullying than their non-disabled peers. In addition, the researchers found that the bullying experienced by these children was more chronic in nature and was most often directly related to their disability.

- In 2009, the Massachusetts Advocates for Children in a survey of nearly 400 parents of children with autism across the state found that 88 percent of children with autism have been bullied at school ranging from verbal abuse to physical contact.

The entire report can be downloaded: Walk a Mile in Their Shoes: A Report on Bullying and Special Needs

The **PACER CENTER** is a parent training and information center for families of children and youth with all disabilities from birth through 21 years old. Located in Minneapolis, it serves families across the nation.

PACER Center's Bullying Prevention Project unites, engages, and educates communities nationwide to prevent bullying through creative, relevant, and interactive resources. The **Pacer National Bullying Prevention Center** provides a range of resources at http://www.pacer.org/bullying/

Web site for kids www.PACERKidsAgainstBullying.org "Kids Against Bullying" was created for elementary school children. This Web site is an informative and creative resource to educate students about bullying prevention and provide methods to respond to bullying situations. The site features an animated cast of characters, information, celebrity videos, Webisodes, interactive games, animation, contests, and other activities. Parents and professionals will find helpful tips, intervention strategies, and resources for use at home or school.

Web site for teens www.PACERTeensAgainstBullying.org PACER's Teens Against Bullying Web site is a relevant, edgy, and unique educational resource for bullying prevention designed to engage, empower and educate all teens. Information is presented in an innovative, engaging and interactive style. There are solutions—creative resources that all teens—can use to educate other teens and young people and to raise awareness in their community or to help other teens in bullying situations.

PACER handouts include:

Bullying and Harassment of Students with Disabilities - Top 10 Facts for Parents, Educators and Students
Common Views about Bullying
Drama: Is It Happening to You?
IEP and Bullying
Is Your Child Being Bullied in CyberSpace?
Notifying School Administrators
Record Keeping and Bullying
Steps To Take If Your Child Is Being Bullied At School
Talk to Your Child About Bullying
Telling Classmates About Your Child's Disability May Foster Acceptance
Tips for Teens: Use Your IEP Meetings to Learn How to Advocate for Yourself
Use Positive Strategies to Protect Your Child with Disabilities from Bullying
What If Your Child IS the Bully?

Refugee and Immigrant Children

A refugee is a person who has left his or her country of nationality and is unable or unwilling to return to that country due to persecution or a well-founded fear of persecution based upon race, religion, nationality, membership in a specific social group, or political group. New York State receives refugee children every year. While most come with some family member(s), some come alone, and all leave behind all they have ever known. Some refugee children have experienced the ravages of war and others have suffered trauma as a result of their experiences in refugee camps.

Children who come to our country as refugees face the challenge of adapting to a new environment while coping with the loss of home, family members, friends, belongings, and community. Although immigrant children usually do not leave their homes under the same kinds of circumstances that compel refugees to flee their country of nationality, they share some of the same challenges faced by refugee children in adapting to a new environment, learning a new language and creating social support networks with peers and adults in a new school community.

Both refugee and immigrant children must deal with vast cultural change, and cultural misunderstandings can make these children particularly vulnerable to harassment in the form of bullying. Factors such as a lack of understanding of cultural norms, different expectations for personal hygiene, peer pressure around appropriate clothing, different kinds of social boundaries, different culturally informed gestures, body language and use of personal space can make immigrant or refugee children the target of harassment.

- A New England Equity Assistance Center (NEEAC) study in a medium-sized Massachusetts school district found that twice as many middle school English Language Learners (ELLS) reported worrying about being physically bullied as compared to their non-ELL peers and 49% of ELL students reported that students make fun of others with accents as compared to 21% of non-ELL students.

To compound such issues, depending on the conditions in their home country, immigrant children and refugee children may be mistrustful of authority and, therefore, reluctant to report harassment or discrimination because they do not want to draw attention to themselves.

It is, therefore, vital that ESL teachers are actively engaged in a school's efforts to prevent and intervene in bullying and harassment so that ELL students know to whom they can turn for support and assistance and learn how to respond to, and be an ally for one another, in the event that they either experience or witness such behavior. Both ***How to Support Refugee Students in the ELL Classroom*** **www.colorincolorado.org/article/23379/** and ASCD EDGE http://edge.ascd.org/_Establishing-a-Bully-free-Environment-for-ELLs/blog/5344160/127586.html provide important information and guidance for the ESL teacher.

Bridging Refugee Youth and Children's Services (BRYCS) provides national technical assistance to organizations serving refugee and immigrants. Its website **www.brycs.org** includes multiple resources that can assist educators in providing support to immigrant and refugee children**.**

LGBT Children

Likewise, youth who are lesbian, gay, bisexual or transgender are also often reluctant to report harassment or discrimination. Negative attitudes that some people have toward LGBT people in general put LGBT youth at increased risk for experiences with violence, compared with other students (Coker, Austin, Schuster, *Annual Review of Public Health* 2010.) Such behaviors can include bullying, teasing, harassment and physical assault.

The Gay, Lesbian and Straight Education Network's (GLSEN) 2009 National School Climate Survey examined the responses of 7,261 middle and high school students. Key findings include:

- 84.6% of LGBT students reported being verbally harassed, 40.1% reported being physically harassed and 18.8% reported being physically assaulted at school in the past year because of their sexual orientation.
- 72.4% heard homophobic remarks, such as "faggot" or "dyke," frequently or often at school.
- Nearly two-thirds (61.1%) of students reported that they felt unsafe in school because of their sexual orientation, and more than a third (39.9%) felt unsafe because of their gender expression.
- 63.7% of LGBT students reported being verbally harassed, 27.2% reported being physically harassed and 12.5% reported being physically assaulted at school in the past year because of their gender expression.

The Center for Disease Control (CDC) reports that a "survey of more than 7,000 seventh- and eighth-grade students from a large Midwestern county examined the effects of school climate and homophobic bullying on lesbian, gay, bisexual, and questioning (LGBQ) youth and found that:

- LGBQ youth were more likely than heterosexual youth to report high levels of bullying and substance use.
- Students who were questioning their sexual orientation reported more bullying, homophobic victimization, unexcused absences from school, drug use, feelings of depression, and suicidal behaviors than either heterosexual or LGB students;
- According to GLSEN's Harsh Realities report: "Nearly nine in ten transgender students have been verbally harassed in the last year due to their gender expression (87%) and more than half have also been physically assaulted (53%)." In addition, the GLSEN report states "nearly half of transgender students report regularly skipping school because of safety concerns, clearly impacting their ability to receive an education, and nearly one in six (15%) of transgender and gender nonconforming students face harassment so severe that they are forced to leave school."

Respect For All

CONSOLIDATED SCHOOL AND YOUTH DEVELOPMENT PLAN

Chancellor's Regulation A-832 requires each school to submit a plan by October 31st for preventing and addressing harassment, intimidation and/or bullying committed by students against other students and discrimination by students against other students on account of actual or perceived race, color, creed, ethnicity, national origin, citizenship/immigration status, religion, gender, gender identity, gender expression, sexual orientation, disability or weight in its annual Consolidated School and Youth Development Plan

The purpose of your school's Respect For All plan is to delineate the actions the school will take to promote a safe, supportive and inclusiveness school culture in which all students can thrive. It is the school's blueprint for how staff and students will be engaged in creating a positive school environment in which all students feel valued and respected.

All members of the school community must know and understand that written discrimination, harassment, intimidation and/or bullying includes **electronically transmitted communications** (written or graphic material, graffiti, photographs, drawings, or videos), (cyberbullying) e.g., via information technology including, but not limited, to: Internet, cell phone, email, personal digital assistant wireless handheld device, social media, blogs, chat rooms, and gaming systems.

The RFA plan must include:

- the programs, guidance and instructional components (universal prevention and intervention efforts) that will promote respectful behavior among and between all students in the school;
- specific interventions that will be used for students whose behavior indicates the need for greater levels of support;

The plan must specifically address student-to-student discrimination, harassment, intimidation and/or bullying, including cyberbullying. It is imperative that schools take steps to teach students responsible use of electronic communications.

A comprehensive plan:

- clearly delineates how the school will incorporate into its instructional and supportive services programs, including counseling, the promotion of respect for diversity to create and sustain an inclusive school culture and climate in which all students and staff members feel safe and respected
- shows evidence of consultation with the RFA Liaison(s) and other internal staff members with demonstrated expertise in addressing and preventing bullying, harassment, discrimination and/or diversity training and/or external experts on these issues
- includes on-going opportunities for professional development in human relations and/or areas related to human relations including, but not limited to, diversity, conflict resolution, de-escalation strategies, restorative approaches, classroom management, etc. for staff members
- includes steps the school will take to ensure that all staff members, including non-instructional staff, are aware of and sensitive to potential acts of discrimination and/or harassment directed at students by other students or by school employees and understand how to prevent and respond to discrimination and harassment
- includes the steps the school will take to ensure that teachers' pedagogical practices includes inclusive instructional methods
- includes the steps the school will take to ensure that counselors follow best practices for inclusive school counseling
- includes a description of school wide programs or projects or special initiatives that promote respect for diversity and/or address the prevention of bullying and bias-based behavior
- cites resources, including classroom lessons and other instructional materials, that can be used by teachers and support staff to promote positive interpersonal and intergroup relations and respect for diversity as a component of their regular professional practice
- includes how teachers will incorporate instruction in respect for diversity and dignity, including awareness and sensitivity to individuals who are, or are perceived to be, of a different race, national origin, ethnic group, weight, mental or physical status, sexual orientation, color, gender, gender identity, gender expression, citizenship/immigration status, or disability as part of the school's civility, citizenship and/or character education effort(s)
- describes multiple opportunities for students, applicable to their age and grade level, to be actively engaged in promoting respect and preventing bullying in their school community

Transgender Student Guidelines

Many questions arise for students and school staff when considering the best supports for transgender students. These guidelines are designed to provide direction for schools to address issues that may arise concerning the needs of transgender students. Because this is an evolving area for school districts, some of this guidance will undoubtedly change over time.

Schools should be proactive in creating a school culture that respects and values all students and fosters understanding of gender identity within the school community. These guidelines are intended to help schools ensure a safe learning environment free of discrimination and harassment, and to promote the educational and social integration of transgender students. They do not anticipate every situation that may occur and the needs of each student must be assessed on a case-by-case basis. Every student and school is unique and building administrators should discuss these issues with students and their families and draw on the experiences and expertise of their colleagues as well as external resources where appropriate.

Definitions:

1. “Gender Identity” is a person’s inner sense of being male or female, regardless of their sex assigned at birth.
2. “Transgender” is a term which describes people whose gender identity or gender expression is different from their assigned sex at birth.
3. “Gender expression” refers to the way a person expresses gender to others in ways that are socially defined as either masculine or feminine, such as through behavior, clothing, hairstyles, activities, voice or mannerisms.
4. Gender non-conforming people are those whose gender-related identity and/or gender expression do not conform to the social expectations or norms for a person of that sex assigned at birth.

Discrimination/Harassment

It is the policy of the New York City Department of Education to maintain a safe and supportive learning and educational environment that is free from harassment, intimidation, and/or bullying and free from discrimination on account of actual or perceived race, color, creed, ethnicity, national origin, citizenship/immigration status, religion, gender, gender identity, gender expression, sexual orientation, disability, or weight.

Complaints alleging discrimination or harassment based on a person’s actual or perceived transgender status or gender nonconformity must be handled in accordance with the procedures set forth in Chancellor’s Regulation A-832 (for student-on-student allegations) and Chancellor’s Regulation A-830 (for staff-on-student allegations).

Privacy

Except as set forth herein, school personnel should not disclose information that may reveal a student’s transgender status. Under the Family Education Rights Privacy Act (FERPA), only those school employees with a legitimate educational need should have access to a student’s records or the information contained within those records. Disclosing confidential student information to other employees, students, parents, or other third parties may violate privacy laws, including but not limited to FERPA. Transgender students have the ability, as do all students, to discuss and express their gender identity and expression openly and decide when, with whom, and how much of their private information to share with others.

Schools should work closely with the student and family in devising an appropriate plan regarding the confidentiality of the student’s transgender status that works for both the student and the school. Privacy considerations may also vary with the age of the student.

In some cases, transgender students may feel more supported and safe if other students are aware that they are transgender. In these cases, school staff should work closely with the student, families and other staff members on a plan to inform and educate the student’s peers. It may also be appropriate to engage external resources to assist with educational efforts. A list of support organizations for transgender students is listed at the end of this document.

Transgender Student Guidelines

Official Records

Each school is required to maintain a permanent pupil record of each student, which includes the legal name of the student as well as the student's biological gender. In addition, schools are required to use a student's legal name and gender on standardized tests and reports to the State Education Department.

To the extent that the school is not legally required to use a student's legal name or gender on school records and other documents, the school should use the name and gender preferred by the student.

A student's permanent pupil record should be changed to reflect a change in legal name or gender only upon receipt of documentation that such legal name and/or gender have been changed pursuant to applicable law.

• The documentation required for a legal change of name is a court order or birth certificate demonstrating the student's new name.

• For a legal change of gender, the student must provide a birth certificate indicating the student's legal gender, or a valid passport indicating the student's legal gender.

The following procedures should be followed if a school receives a request to change a student's record to reflect a change in legal name and/or gender. For students who are currently enrolled in a New York City public school, the school in which the student is enrolled should make the legal name and/or gender change in ATS upon receipt of the required documentation. For students who have been discharged, the school should forward the request for the legal name and/or gender change to the Network data/applications specialist with the appropriate documentation. The Network will follow-up to make sure the appropriate change is made in ATS.

In all cases, in order to ensure that records accurately reflect circumstances in effect at the time each record was made, that records can be cross-referenced, and in order to maintain the confidentiality of the student's transgender status to the extent possible, the former name and/or gender will be maintained in archived data in the DOE'S central database.

Names/Pronouns

Students should be addressed by school staff by the name and pronoun corresponding to their gender identity that is consistently asserted at school. Students are not required to obtain a court ordered name and/or gender change or to change their pupil personnel records as a prerequisite to being addressed by the name and pronoun that corresponds to their gender identity. To the extent possible and consistent with these guidelines, school personnel should make efforts to maintain the confidentiality of the student's transgender status. Student IDs should be issued in the name that reflects a student's gender identity that is consistently asserted at school.

Sports and Physical Education

Transgender students are to be provided the same opportunities to participate in physical education as are all other students. Generally, students should be permitted to participate in physical education and sports in accordance with the student's gender identity that is consistently asserted at school. Participation in competitive athletic activities and contact sports will be resolved on a case-by-case basis.

Restroom and Locker Room Accessibility

The DOE aims to support transgender students while also ensuring the safety and comfort of all students. The use of restrooms and locker rooms by transgender students requires schools to consider numerous factors, including, but not limited to: the transgender student's preference; protecting student privacy; maximizing social integration of the transgender student; minimizing stigmatization of the student; ensuring equal opportunity to participate; the student's age; and protecting the safety of the students involved.

A transgender student who expresses a need or desire for increased privacy should be provided with reasonable alternative arrangements. Reasonable alternative arrangements may include the use of a private area, or a separate changing schedule, or use of a single stall restroom. Any alternative arrangement should be provided in a way that protects the student's ability to keep his or her transgender status confidential.

A transgender student should not be required to use a locker room or restroom that conflicts with the student's gender identity.

Gender Segregation in Other Areas

As a general rule, in any other circumstances where students are separated by gender in school activities (i.e. overnight field trips), students should be permitted to participate in accordance with their gender identity consistently asserted at school. Activities that may involve the need for accommodations to address student privacy concerns will be addressed on a case-by-case basis considering the factors set forth above.

Dress Codes

Schools can enforce dress codes that are adopted pursuant to Chancellor's Regulation A-665. Students have the right to dress in accordance with their gender identity that is consistently asserted at school, within the constraints of the dress codes adopted at their school site.

Resources for Transgender or "Transitioning" Students

Schools have a unique and powerful opportunity to support transgender students, including those going through a gender transition, while providing education to the entire school community. It is not unusual for a child's desire to transition to first surface at school. If school staff believe that a gender identity issue is presenting itself and creating challenges for the student at school or if a student indicates an intention to transition, the school should make every effort to work with the student and the child's parents. Where the student indicates an intention to transition, the school should work with the family to prepare for a formal gender transition at school and put in place measures for supporting the child and creating a sensitive supportive environment at school. Toward that end, schools should:

1) Make resources available to parents who have additional questions or concerns.
2) Develop age-appropriate lessons for students about gender diversity and acceptance: and
3) Be especially vigilant for any bullying or harassment issues that may arise for transgender students. Pursuant to DOE policy, schools must work to prevent bullying and harassment, and respond promptly when allegations of bullying and harassment arise.

Some transgender students do not want their parents to know about their transgender status. These situations must be addresses on a case-by-case basis and require schools to balance the goal of supporting the student with the requirement that parents be kept informed about their children. In these circumstances, you should confer with your Senior Field Counsel about how to proceed.

If the school has a School-Based Mental Health Clinic, this can be an important first resource for the student and school community. Providers are sensitive to identity issues and have been trained to be a source of support for students regarding gender identity, gender expression and sexual orientation.

The following organizations provide support to transgender individuals:

• GLSEN (The Gay, Lesbian, Straight Education Network) is a prominent organization supporting GLBT youth. They have resources about creating safe and supportive environments for students.

• The Trevor Project is the leading national organization focused on crisis and suicide prevention efforts among lesbian, gay, bisexual, transgender and questioning youth.

Resources For Parents, Educators, And Service Providers:

Founded in 1972 with the simple act of a mother publicly supporting her gay son, PFLAG is the nation's largest family and ally organization.

PFLAG Resources

PFLAG NYC is the local PFLAG chapter for all five boroughs of New York City. In addition to general support and informational resources, it has a dedicated group for parents and families of transgender children, the TransParents Project.

• Welcoming our Trans Families and Friends
Download this free guide (PDF) to get the basics on what being transgender means, how to talk about it, and how to find the resources that can support you.

• Find a PFLAG Chapter
There are more than 350 PFLAG chapters across the U.S. Find one near you right now.

Partner Organizations Resources

National Center for Transgender Equality
Knowing and using correct language can be very important to transgender and gender non-conforming people, just like everyone else. Here is a handy terminology guide regarding gender identity.

American Psychological Association
This downloadable pamphlet from the APA answers questions about transgender people, gender identity and gender expression.

Parent and Educator Resources

Gender Spectrum
Raising children who don't fit neatly into male or female boxes brings a wealth of questions and uncertainties. Here you will find information and support to assist you in your search for answers.

Trans Youth Equality Foundation
The Trans Youth Equality Foundation is based in Maine, but offers education, advocacy and support for transgender and gender non-conforming children and youth and their families everywhere by sharing information about the unique needs of this community and partnering with families, educators and service providers to help foster a healthy, caring, and safe environment for all transgender children.

Families in TRANSition: A Resource Guide for Parents of Trans Youth
Families in TRANSition: A Resource Guide for Parents of Trans Youth is the first comprehensive Canadian publication (created by Central Toronto Youth Services) to address the needs of parents and families supporting their trans children. It summarizes the experiences, strategies, and successes of a working group of community consultants – researchers, counselors, parents, advocates as well as trans youth themselves.

Matt Kailey, author of My Child is Transgender: 10 Tips for Parents of Adult Trans Children
This gentle and easy-to-use FAQ gives people an accessible set of guidelines that can be used in everyday life.

Working with Transgender Youth (Lambda Legal & Child Welfare League of America)
Like all young people in care, transgender youth are entitled to bias-free attention to their unique needs and to be safe in their placements and services. This guide, created by Lambda Legal and the Child Welfare League of America, provides child welfare professionals who work with transgender young people with education about transgender issues and tools to help prepare them to work sensitively with these clients.

Trans Youth Family Allies (TYFA)
TYFA works to empower children and families by partnering with educators, service providers and communities, to develop supportive environments in which gender may be expressed and respected. They envision a society free of suicide and violence in which all children are respected and celebrated.

Questions/Inquiries

Any questions about these guidelines should be directed to your Senior Field Counsel.

Section II

Safety Protocols and Procedures

SCHOOL PHYSICAL ENVIRONMENT

The physical condition and on-going maintenance of the school building is an important factor in setting a positive school tone and concomitant high expectations for all members of the school community. A clean, well maintained building is fundamental to the creation of an optimal environment for teaching and learning.

Building Condition

- All internal and external doors are in working order.
- The inside and outside of the building are graffiti-free.
- Student and staff bathrooms are in working order with paper supplies, stall partitions and doors.
- Floors in the halls, staircases, offices and classrooms are clean and free of litter.
- The main entry area is neat, clean and welcoming to visitors.
- Keys are disseminated to teachers.
- The Public Address System, classroom phones, fire alarms and AED boxes are periodically checked for operation. In campus settings, all rooms and offices must be able to hear all emergency announcements.
- All classroom doors are free from obstruction.
- Offices are clean, neat and orderly. Office bulletin boards are neat and posted materials are up-to-date.
- Water fountains are functional and clean.
- If applicable, hallway and classroom lockers are maintained and functional.
- The cafeteria and kitchen are clean and well maintained.
- Doors to the boiler room and other work areas are locked and secured.

Locker Rooms

- Locker rooms are supervised by staff when there are physical education classes in session and are cleared of all students and secured when no longer in use.
- Lockers are in working order.
- The gym and locker rooms are well lit; gym/athletic equipment is in working order and appropriately stored when not in use.

Student Bathroom Use

- There are procedures in place for use of bathrooms by students.
- School personnel are assigned to monitor the bathrooms whenever possible and ensure procedures are in place.

Computer Rooms

- Computer rooms are functional.
- There are logs of class visits and procedures posted for teachers and students when using the room.

Bulletin Boards

- Bulletin boards and showcases throughout the building are neat and materials posted (such as exemplary student work, special events, and projects) are current and up-to-date.

Inventory

- An inventory list of existing school resources (computers, electronics, etc.) is established and maintained.

Custodial Issues

- The principal and custodian meet on a regular basis, regularly inspect the building and ensure that needed repairs are made in a timely fashion.

Delivery Procedures

- Delivery procedures have been established.
- There is a designated person to sign for, label and secure all deliveries to the school.

SCHOOL SECURITY

Effective teaching and learning can only take place in a safe, secure and supportive school environment in which students and staff members work collaboratively for the well-being of all members of the school community. The efforts of administrators, classroom teachers, teachers serving as deans, School Safety Agents, and all other school staff in implementing safety and security procedures are integral to establishing and maintaining a safe and orderly school environment.

Safety Committee

- Every school/campus must have a School Safety Committee. It is the responsibility of the Principal(s) to ensure that such a committee is established and meets on a monthly basis.
- The committee plays an essential role in the establishment of safety procedures, the communication of expectations and responsibilities of students and staff, and the design of prevention and intervention strategies and programs specific to the needs of the school.
- At a minimum, the committee is comprised of the following individuals: Principal(s); designee of all other programs operating within the building; UFT Chapter Leader; Custodial Engineer/designee; either the In-house School Safety Agent or the SSA Level III or the SSA Supervisor ; local law enforcement officials; Respect For All (RFA) Liaison, Parent Association President/designee; Dietician/designee of food services for the site; community members; local ambulance or other emergency response agencies; representative of the student body (when appropriate); and any other persons deemed appropriate by the Principal(s).
- The committee is responsible for addressing safety matters on an ongoing basis and making appropriate recommendations to the Principal when it identifies the need for additional security measures, intervention, training, etc.
- The Principal/designee must submit documentation of the Safety Committee's monthly meetings and agendas via the online School Safety Plan portal on a monthly basis.

Annual Required Town Hall Meeting

- Each Principal must ensure that the School Safety Committee holds at least one annual meeting which is open to all parents in the school. In the case of campus schools, the Campus Safety Committee must hold at least one annual meeting which is open to all parents of all the schools on the campus. Charter schools on a campus are included on the Campus Safety Committee and in the annual meeting with parents.

- The meeting shall be conducted for the purpose of allowing parents to raise and discuss safety concerns regarding the school building.

Security Team

- A security team is established, comprised of an assistant principal as team leader, School Safety agents, guidance personnel, APs, deans, and school aides
- The daily master deployment schedule of SSAs and school personnel assigned to safety related assignments is shared with all administrators and other key applicable school personnel.
- The security team uses a "floor team" approach so that students and staff know each floor team.
- Floor team deployment procedures vary by floor to address each floor's specific needs.
- Members of the team receive on-going professional development on school rules, daily operation procedures, tactics for handling difficult situations, and emergency situation procedures.
- Bi-weekly meetings are held to review present or recent security issues; emergency meetings are called as needed.
- Radios should be provided to members of the security team.

Building/Floor Patrols

- Patrols are regularly scheduled to occur at the beginning of a period. Depending on building size and needs, a patrol covers a floor, a problematic section of a floor, or the entire building. Daily patrols occur after dismissal to check for unsupervised students.

- Emergency patrols may be conducted at any time to ensure a safe environment or to stabilize the building after an incident has occurred.

SCHOOL SECURITY

SSA Deployment

- SSAs are deployed throughout the building and there is no evidence of grouping and/or congregating.
- Special attention is focused on areas in need of additional coverage.
- Deployment is reviewed by the SSA Supervisor or Level 3 SSA and Principal to schedule adjustments as needed.

Late Log

- All classroom teachers keep a log of students who enter class after the start of the period.

Daily Security Briefs

- Prior to school opening each day, SSAs meet (muster) with the Principal and/or AP security or designated security supervisor to review safety concerns and any special events that may impact the security of the building .

EMERGENCY READINESS

Emergency planning is integral to maintaining a safe and secure learning environment.

Emergency Readiness

- Letters have been sent to parents informing them of emergency readiness drills and scanning, if applicable.
- All building principals have completed the mandatory 2 hours of Emergency Readiness training.
- A list of emergency phone numbers has been created and is maintained.
- A list of Building Response Team members is posted in administrative locations and is regularly updated as needed.
- Building Response Team members are trained in emergency preparedness. They complete two introductory level NIMS online courses (IC 100sc and 700a) and participate in a schedule of regular tabletop exercises. This includes activating the BRT for all emergency drills conducted at the school during the school year.
- The Public Address System, classroom phones, fire alarms and AED boxes are periodically checked for operation. In campus settings, all rooms and offices must be able to hear all emergency announcements.
- Appropriate staff members have been trained and certified in the use of AED equipment.
- Relocation sites are periodically checked to ensure continued viability.
- School staff members with key roles in the school Safety Plan are aware of their responsibilities and receive on-going capacity building professional development as applicable.
- A schedule is in place for evacuation and soft lockdown drills. Twelve fire drills must be conducted during the school year with eight held by November 30th. A minimum of two soft lockdown drills must be conducted with the first held by October 31, and the second drill held between February 1 and March 14th.
- All staff members have received training in the Missing Student Protocols and are familiar with school specific notification protocols that are used to communicate with School Safety Agents and the main office in an emergency.

The General Response Protocol (GRP)

The General Response Protocol (GRP) is designed to provide all schools with the steps they will take when an emergency occurs. All schools are expected to use the ***common language*** for emergency preparedness promulgated by OSYD through its training documents and professional development sessions All protocols are based on the use of this *common language* to identify the initial measures to take *until first responders arrive*. In every incident, school administrators need to assess the unique circumstances that affect how the GRP is implemented. For successful implementation of the GRP, the school should:

- Conduct a facility survey to identify:
  - Doors that cannot be locked or secured in an emergency.
  - Rooms with inoperable telephones/ intercoms.
  - Rooms or common areas that cannot hear the public address announcements. In campus settings, public address systems are required to operate so that everyone can hear emergency announcements.

- Establish and conduct staff (including School Safety Agents, custodial, nursing, and cafeteria personnel) and student training on the GRP at the start of each school year. Sessions may be conducted at the opening faculty conference, student assemblies, and through classroom lessons. A mid-year review should be conducted to ensure that the entire school community is prepared.

- Conduct parent workshops to inform families of the GRP.

- Develop a system to review the GRP, emergency procedures, including important phone extensions, and emergency medical procedures with all substitute/per-diem staff.

- Engage the Building Response Team and school leadership to develop a regular training and exercise schedule to review and practice the building emergency response procedures, including activating the BRT, establishing an internal and external command post, and responding to an AED or GRP announcement.

EMERGENCY READINESS

GRP Actions

Each GRP action has specific staff and student procedures that are unique to each response. In the event that a staff member or student identifies the initial threat, calling 911 and notifying the administration is required.

The three GRP Actions are delineated below. For each action, the announcement for the action is made twice over the public address system.

When conducting drills, announcements should state: "This is a drill. This is a drill."

Shelter-In is used when the danger is outside the building. **Announcement**: **"**Attention. This is a Shelter-In. Secure the exit doors."

- Students and staff are trained to remain inside the building and conduct "business as usual".
- If there is a need to move classes to another location within the building, an announcement is made.
- Teachers are trained to increase their situational awareness and conduct "business as usual" unless specific announcements are made giving them additional directions.
- The Shelter-In remains in effect until the all clear announcement is made: "The Shelter-In has been lifted".
- Office staff maintain a cell phone number for all teachers who take classes on trips. If the building must Shelter-In, office staff call the teacher to alert them and provide specific directions.

Evacuation is used when the safety of all individuals is dependent upon leaving the building in an organized fashion. **Signa**l: The fire alarm system is used as the initial alert for staff and students to initiate an evacuation. **Note**: There may be times when the PA system is used to provide specific instructions regarding the evacuation process.

- Students are trained to leave belongings behind and follow all directions given by their teachers. In cold weather, individuals may take their coats when possible. No one should return to the building to retrieve coats once the evacuation begins.
- Teachers are trained to take their evacuation folders which contain a current attendance roster and the GRP Assembly Cards.
- Staff lead students to evacuation locations as identified on the classroom fire drill posters. Once at their locations, attendance is taken and use the GRP Assemble Card system to communicate to the BRT.
- If an evacuation is the result of a bomb threat or the discovery of a suspicious device, the use of cell phones and two-way radios is prohibited until authorized by first responders. Hardwired/ landline phones (office and classroom phones), the PA system, and in-person communication are the only methods of delivering messages until first responders indicate otherwise.

Lockdown is used when the danger is found inside the school building.
Announcement: "Attention. This is a (hard or soft) lockdown. Take proper action".

A soft lockdown is used when there is no imminent danger identified (no weapons). The BRT and School Safety Agents activate the command post to begin a building sweep.

A hard lockdown is used when imminent danger is identified (weapon). In this case, a building sweep is not conducted. All individuals, including the BRT and School Safety Agents, will lockdown until first responders arrive.

- Students are trained to move out of sight of the classroom doorway(s) and maintain silence.
- Teachers are trained to quickly check the hallway outside of their classroom for students, lock the classroom door, and turn the lights off. They must then ensure that everyone in the classroom has moved out of sight and are silent until first responders open the door, or the all clear message is made: "The lockdown has been lifted" followed by specific directions.

MISSING STUDENT PROTOCOL

The procedure below MUST be followed whenever there is a missing student or a student who has run away from assigned staff.

Please note: This procedure **must immediately be followed** when a student has been reported missing, the student's whereabouts cannot be confirmed, and there is concern for the student's safety or well-being. Schools must be prepared to initiate a soft-lockdown AND assign staff to secure the exit doors in an effort to prevent the student from leaving the building.

If it is confirmed that the student has exited the building:

- Immediately call 911(including transit police), and notify the Principal/Designee, Emergency Information Center (EIC), and the Borough Safety Director (BSD).Provide a clear description of the student including where the child was last observed. Include the following information in the description:
- Height and approximate weight
- Ethnicity
- Complexion and hair color
- Attire and any distinguishing features
- Verbal or non-verbal
- Languages spoken
- Notify the School Safety Agent (SSA) in the building so that the Borough Command and School Safety Division can activate their protocols.
- Immediately monitor the video surveillance system (if applicable) including perimeter cameras.
- Notify the parent.
- Review the Blue Card to identify any relatives listed who may live near the school. This information may be relevant in locating the missing student.
- Activate the Building Response Team (BRT) and open the Command Post and gather all relevant information necessary to work with first responders and law enforcement (description of the student, blue card information, photograph (if available). If applicable, review the student's Individual Education Plan (IEP) to determine what additional supports are required.
- When the parent arrives at the school, escort the parent to the command post so that the parent may discuss the incident with school officials and law enforcement. Where applicable, have the parent coordinator accompany the parent in order to provide additional support for the family. A representative of the school crisis team should also report to the Command Post to provide support for the family.

If it cannot be confirmed that the student has exited the building:

- Notify the Principal/ designee and the School Safety Agent
- Provide a clear description of the student including where the child was last observed. Include the following information in the description:
- Height and approximate weight
- Ethnicity
- Complexion and hair color
- Attire and any distinguishing features
- Verbal or non-verbal
- Languages spoken
- Activate the BRT, and open the Command Post. Provide all BRT members, School Safety Agents, Shelter-In staff, and floor searchers a description of the student, and if available, a photograph of the student. If applicable, review the student's IEP to determine what additional supports are required.
- Immediately monitor the video surveillance system (if applicable) including perimeter cameras.
- Initiate a Soft Lockdown and assign Shelter- In staff to secure the exit doors. Use the following language," Attention, this is a soft lockdown. Take proper action. All staff, we are looking for (use the name and description you have). If you know where this student is, please call extension (insert the phone extension to call)".

MISSING STUDENT PROTOCOL

- If the student is observed on the camera system, immediately deploy search staff to the location where the student was observed. This includes areas outside of the school building.
- Inside the building, all rooms and offices, including restrooms and access to the basement must be searched.
- After an initial sweep of the building, if the student has not been located, immediately call 911 (including transit police), EIC, and the Borough Safety Director.
- If available, provide law enforcement with a photograph of the missing student.
- Notify the parent of the student and continue searching the building.
- Review the Blue Card to identify any relatives listed who may live near the school. This information may be relevant in locating the missing student.
- When the parent arrives at the school, escort the parent to the command post so the parent may discuss the incident with school officials and law enforcement. Where applicable, have the parent coordinator accompany the parent in order to provide support for the family. A representative of the school crisis team should also report to the Command Post to provide support for the family.

ENTRY AND EXIT PROCEDURES

Safe and orderly entry and exit procedures are critical to establishing and maintaining a safe, secure and supportive school environment. As students enter the building, staff members welcoming them to school helps set the tone for the day. It also helps children and young adults shift their focus from home to their role as students. Staff members should also assist as students exit the building at the end of their day.

Student Entry/Exit

- At the designated entrance/exit, School Safety Agent(s), as well as a dean, school aide and/or principal is present during entrance and dismissal time.
- Students enter and exit the building at a designated entrance.
- In a scanning school with a large population, girls and boys enter through separate doors, where possible.
- In schools with CAASS, the system is functional and ID cards are issued and up-to-date for all students.
- Students line up at a designated location inside or outside the school building. (Elementary School)
- There is a designated line-up location indoors in the case of inclement weather. (Elementary School)

Rules & Dress Code

- School rules and dress code are posted in the entrance area. If a student comes to school dressed inappropriately or without books, the student is taken to the school counselor for the parent to be called.

Scanning Procedures (See CR A-412 and CR A-432)

- In a scanning school, the Principal or Principal's designee (a pedagogical staff member, i.e. Assistant Principal [AP], teacher or counselor) and other school personnel are with the School Safety Agents during scanning. School staff members welcome students into the school.
- Prohibited items found during scanning are confiscated. In addition, there are procedures in place for the return or retention of confiscated items. Contraband must be vouchered and retained.
- At no time may strip searches be conducted.

Lateness Procedures	**Lateness procedures are in place for students who enter the school after the school day begins. Suggested procedures should include the following:**
Middle and High School	Student lateness records are shared with teachers and guidance personnel.
	Mail or phone communication is made with parents of chronically late students to request a meeting with the school counselor.
	CAASS database tools are used to document recorded lateness if applicable
Elementary School	Late students are escorted to class.
	Parents are contacted.

Visitor Procedures

- Signs are posted at the main entrance informing visitors that they must stop at the desk to sign in and show photo identification. In campus buildings, such signs are posted at the main entrance for each school if more than one entrance is used for visitors.
- A visitor entering the building will be requested to provide at least one (1) item of valid photo identification. (For example, this may include a driver's license, foreign or US passport, or consulate identification card). The S.S.A. or staff member on duty at the main entrance will record the date, time, visitor's name and visitor's destination in the Log Book. All visitors are required to sign next to the entry made by the S.S.A. or staff person on duty.

Visitor Procedures (continued)

- Parents who do not have acceptable photo identification shall not be denied access to their children's school. Where acceptable photo identification cannot otherwise be made and there is no other reason to deny access, the principal/designee, who may be the parent coordinator, must be contacted. The principal/designee will then escort the parent to the office he or she is visiting and following the meeting escort the parent out of the building.

- To assist schools in communicating with parents who are limited English proficient, the Translation and Interpretation Unit provides schools with access to free written translation and oral interpretation services. In addition, schools have received a **Language Access Kit** which contains resources that help minimize the language barriers that may hinder a parent's ability to become fully involved in their children's education. The kit includes:

    - A multilingual Welcome Poster to be placed visibly at the entrance of your school. This poster serves to remind parents that your school can assist with interpretation services.
    - An informational brochure that lists the free translation and interpretation services available to schools from the Department of Education's Translation and Interpretation Unit.
    - A Language Identification Guide to help schools identify the language of a visiting limited-English-proficient parent.
    - An Over-the-phone Interpretation Card to be passed on to your school's safety agent, which will serve as a reminder to access interpretation services over the phone when assisting limited-English-proficient parents.
    - A sample I Speak Card to be reproduced and distributed to limited-English proficient parents in your school community. With this card, parents will be able to identify their language of preference when visiting a DOE school.
- If you have any questions or need more information, please contact the Translation and Interpretation Unit at translations@schools.nyc.gov or visit http://schools.nyc.gov/Offices/Translation
- All visitors enter the building through a designated entrance. If a school is a scanning school, all visitors are scanned.
- Visitors are given a pass to be worn. Their destination is printed on the pass. In a campus school, passes should be color coded. Front desk security then calls the destination to request a visitor escort.
- Visitors are escorted back to the security desk upon leaving their destination. At the desk, the visitor pass is returned and the visitor is signed out.

HALL PASSING PROCEDURES

Clear and enforceable school rules, especially those that regulate how students move around the school building, contribute to a safe and secure school community and are integral to establishing and maintaining a positive school tone/climate.

Hall Passes	• Passes are laminated or made of soft colorful plastic; passes are large enough so that they cannot be placed in pockets. • For appointments with school counselors, program office, health office, etc., official paper passes are issued. • Health Office passes are obtained by students from subject teachers. • Non-official, handwritten passes are not regularly used. • When a substitute is given a program, s/he is given dated paper student passes to issue with his/her name, the classes, and rooms. • All teachers keep classroom logs for their passes. Logs indicate the name of the student leaving the room, the period, the time, and the student's destination.
Elevator Passes	• Elevator passes are only issued to students with physical constraints, as indicated by doctor's note. • The nurse (if applicable) and an AP must jointly issue elevator passes. • Both temporary passes (with expiration) and permanent passes are available. • Elevator passes have an expiration date printed on the pass and long term passes are reissued every six months. • All elevator passes issued are recorded in a log. • Elevator keys or key cards are not distributed to students. A staff member provides students with elevator passes with access to the elevator.
Passing Between Classes	• Bathrooms are locked for the first and last ten minutes of every period. • Working as a team, deans, guidance personnel, APs, security personnel and school aides are assigned to move students to class; particular attention is given to trouble spots. • The floor team and SSAs independently move students through the halls once they exit the classrooms. • Teachers stay at their classroom doors to welcome their students into class.
Lateness/ Cutting	• Students found in the halls after the start of the period and without a pass are escorted by security staff to a holding room or auditorium. (HS and MS only). The Deans' Office keeps a record of these students and refers students who are chronically late and/or cutting to guidance for counseling. • Students found in the halls without a pass are escorted to their classrooms. (Elementary only)

CAFETERIA PROCEDURES, LIBRARY USE, AND OFFICE HOURS

Clear and enforceable school rules, especially those that regulate how students move around the school building and access its resources, contribute to a safe and secure school community and are integral to establishing and maintaining a positive school tone/climate. This is especially true in areas such as the school cafeteria and library where students interact with one another in a large group setting.

Cafeteria Capacity

- All students are assigned a lunch period. The number of students assigned to the cafeteria each lunch period is carefully monitored
- The periods are not overcrowded and lunch periods are added when necessary.
- Procedures are in place to ensure that students are able to receive lunch in a timely fashion.

Cafeteria Environment

- Cafeteria rules are prominently posted throughout the cafeteria and signs reminding students of cleanliness are visibly posted.
- Cafeteria is well-lit and decorated in a manner that is appealing to students.
- If there are vending machines and/or a school store in the cafeteria, the food being sold meets the nutrition policy of the NYC DOE.

Cafeteria Entry/Exit

- There are separate entrance and exit areas to avoid congestion, where possible.
- The principal designates a staff person to serve as the coordinator for each lunch period to ensure that all cafeteria procedures are followed.
- The principal designates a staff person to provide supervision during the breakfast.
- School Safety Agents and deans are assigned to the door(s), and school aides monitor the table areas.
- Procedures are in place to ensure that only students assigned to a particular lunch period have access to the cafeteria. Student IDs (HS) and programs (MS and HS) are checked when entering the cafeteria.
- Students are dismissed, by table, at the end of the period, not before. (Elementary only)
- Students are escorted to and from the cafeteria. (Elementary only)
- Schools that allow students access to the school yard during lunch periods have assigned a dean and other school staff who actively monitor the area. The number and role(s) of school staff assigned to supervise students must be based upon the number of students to be supervised and the logistics of the site.

Office Hours

- Office hours (guidance, programming, health, ID, MetroCard, working papers, etc.) are posted throughout the building.
- Offices are clearly identified with appropriate signage, including the office schedule and staff names.

Library Use

- Student IDs (HS) and programs (MS and HS) are checked when entering the library.
- Students may enter the library during lunch or an unassigned period. The library is open before and/or after school to provide additional access to students.
- If there are computers available in the library, there is a sign-up system in place for computer use.
- Students submit their program card or ID, and are logged in with the number of the computer to which they are assigned. At the end of the period, the computer is checked and the submitted identification is returned.
- Students may enter the library during the designated period and with permission from the subject teacher (MS only).

Campus Schools

School buildings that house more than one school are referred to as campus schools. While each school in the building is a separate educational entity, establishing and maintaining a safe and secure teaching and learning environment in the building as a whole is the shared responsibility of all the schools housed in the building. All schools operating within a school building are expected to collaborate with one another and deploy all resources in the building toward the common goal of a safe and secure school environment for all members of the larger (building-wide) school community. Behavioral expectations for all students and all behavioral and safety related policies on a campus must be consistent with the Citywide Standards for Intervention and Discipline Measures (The Discipline Code) and all applicable Chancellor's Regulations.

Campus Council

- A campus council has been established that meets regularly (but not less than once per month) to set the tone for the entire building community and foster behaviors that support a campus-wide approach while working to honor the integrity, culture and identity of the individual schools within the building.
- The campus council works closely with the NYPD School Safety Division in the areas of deployment of agents, scanning procedures, and securing after-school programs and activities.
- All schools on the campus support a campus Peer Mediation Center, provide teachers trained as peer mediation specialists, and ensure that each school has trained student peer mediators serving in the center.
- A conflict resolution process has been established in case of inter-school conflict.
- Parent Coordinators serving schools on the campus meet regularly to share information and plan campus-wide parent programs.
- Decisions on the issues below should be made collaboratively by the building council, following the principle of sufficient consensus:

  - Athletic Programs
  - Budget to Support Shared Services
  - Building Security
  - Building Response Team
  - Collaborative Planning and Coordination of Individual School Bell Schedules
  - School Rules related to adherence to the Citywide Discipline Code
  - Sharing Instructional Best Practices
  - Emergency Preparedness
  - Extended Day Programs
  - Shared Grants
  - Library Policies
  - Maintenance
  - Consistent Consequences for Student Misbehavior Involving Inter-school Incidents
  - Consistent Enforcement of the Citywide Discipline Code
  - Use of Common Space
  - Crisis Response

When a Campus Council cannot reach consensus on safety and security concerns, the Borough Safety Director should be called in to provide guidance.

Student Campus Council

- A student building council has been established that meets regularly to address student issues and concerns and promote inter-school cooperation and collaborative planning of student events that foster and support positive inter-school relations among students of the various schools on the campus.

School Autonomy

- Each school's core academic and operational functions are independent.
- Decisions regarding the following should be made at the school level and respected and supported by the campus community:

  - Assessment
  - Budget
  - Curriculum
  - Mission
  - Pedagogy
  - Professional Development
  - Services for Special Education and ELL Students
  - Staff Responsibilities
  - Use of Dedicated School Space
  - Working with Alumni

Campus Meetings

- To further gains in safety tone and climate, all campus principals meet daily to review deployment and issues of the day.
- As mandated, campus-wide safety committee meetings occur a minimum of once per month.

Section III

Guidance Services

COMPREHENSIVE GUIDANCE PROGRAM

A Comprehensive Guidance and School Counseling Program (CGSCP) proactively offers a full range of supportive prevention and intervention services designed to maximize each student's capacity to grow academically, socially and emotionally at each grade level. Students who are supported to achieve in school "buy into" school life, its academic and behavioral standards, and are pro-social members of the school community.

- A documented "Guidance Plan" incorporates the range of components of a Comprehensive Guidance and School Counseling Program (CGSCP), which include data-informed goals and objectives developed collaboratively by guidance and counseling personnel and school administrators in alignment with the school's Comprehensive Educational Plan (CEP).

- In alignment with tenets of the American School Counselor Association (ASCA) and the New York State School Counselor Association (NYSSCA), CGSCPs are delivered for all students, addressing three inter-related youth development domains: Academic Achievement, Personal-Social, and Postsecondary/Career development.

- While specialized services such as "individual and group counseling" are provided by school counselors and other appropriately credentialed professionals, the CGSCP is a highly collaborative process engaging every stakeholder in the educational process to "guide" or help students succeed in school and the future.

Key Program Components:

Guidance and school counseling services are provided as an integral component of the educational process with school counseling delivered to specified caseloads and targeted population of students.

- Roles and responsibilities for school counselors and other guidance personnel must contain scheduling flexibility to provide responsive services. However, in addition to providing responsive services, it is important for school counselor schedules to reflect direct and indirect services which include intentional and preventive support.

- Whether a school is implementing a looping, alphabetical or "blended" configuration, caseloads of students and special assignments facilitated by all stakeholders of the guidance and school counseling program should reflect effectiveness and efficiency in services to students and families.

- Depending on the unique needs of the school community, school counseling services may include:

    - planning and delivery of services
    - individual counseling and academic planning sessions
    - small group counseling
    - classroom guidance in collaboration with classroom teachers
    - participation in team meetings
    - regular meetings with school administrators to review progress concerning implementation of agreed-upon annual guidance plan goals
    - facilitating and participation in professional development
    - facilitating and participation in family and cross-functional conferences
    - coordinating internal guidance referral systems
    - conducting referrals to Community Based Organizations (CBOs), mental health and child services agencies as needed
    - providing and receiving appropriate consultation to strengthen services for individual students and groups of students
    - establishing partnerships with agencies, higher education institutions and other community resources
    - accessing and maintaining adequate resources including a working computer, telephone, securable filing cabinets, and the ability to hold confidential sessions with students and families
    - adherence to confidentiality and other core professional ethical guidelines and educating others on these guidelines
    - accessing a wide range of resources provided citywide and by national and local professional associations; etc.

Articulation services and school-wide systems are coordinated for each transitional grade.

- Guidance and school counseling and other school community personnel have clearly defined roles and responsibilities to assist students and families to navigate articulation processes.
- Students and families receive timely information to gain the knowledge they will need to make informed decisions during the elementary, middle school and high school placement processes.
- Students and families access guidance support through individual and group settings to ensure timely completion of each step of the application process and to address personal-social concerns that may impact the process.
- Students and families are encouraged to participate in borough-wide and city-wide student placement events.
- Guidance and school counseling stakeholders establish and maintain partnerships with receiving and sending schools to facilitate student transition.
- Students and families have the opportunity to arrange to visit the school by participating in scheduled tours and individually arranged visits.
- School counselors and other personnel engaged in articulation processes participate in regular professional development to keep abreast of changes impacting the student placement application process.

Individual and group counseling services are provided by personnel holding appropriate certification.

- Providers of school counseling services are knowledgeable in the implementation of strategies and techniques from a range of theoretical approaches used within the school setting, such as *Solution Focused Brief Counseling* and *Choice Theory*.
- School counseling services are delivered: as part of the general education program; in accordance with the Response to Intervention (RTI) system; as mandated by students' Individualized Educational Programs (IEPs); and in response to crises.
- All educational stakeholders understand the distinction between *school counseling* and *therapy*:
    - *School counseling* is provided as a developmental, growth-oriented approach to help students formulate goals leading to success.
    - *Therapy,* however, entails treatment of deep-seated mental health concerns within a clinical setting and usually conducted over a more extended period of time, and therefore, is beyond the scope of practice of school counselors.
- Clearly delineated school-wide referral systems are implemented and communicated to ensure timely referrals of students in need of school counseling intervention and possible outside referral.
- School counselors and other guidance personnel participate in regular professional development to keep abreast of counseling frameworks, strategies and techniques conducive to enhancing delivery of counseling services.

Classroom guidance lessons and activities for all students address the three interrelated domains of school counseling: academic, personal-social, and career development.

- School counselors and other guidance personnel collaborate closely with classroom teachers to deliver and/or facilitate access to guidance lessons which are organized across a standards-based scope and sequence to meet identified needs of students. Guidance lessons and activities include an assessment component to determine the knowledge, attitudes, and/or skills students have gained from participating in the activities.
- In schools with advisory structures, school counselors provide pivotal support through coordination of services, co-facilitating and modeling of guidance lessons and providing appropriate follow-up targeted support to students.
- Classroom teachers, deans/administrators and school counselors collaborate to assess behavior patterns of students in need of additional support and develop behavioral plans to assist students in setting short term and long term improvement goals.
- School counselors and other guidance personnel participate in regular professional development to keep abreast of student learning standards and professional frameworks, and strategies and techniques conducive to promoting a positive school climate and enhancing classroom guidance and activities.

COMPREHENSIVE GUIDANCE PROGRAM

Guidance professional development for school staff and workshops for families are delivered as needed to educate the school community on a wide range of topics, to include:

- Crisis management, supporting students in temporary housing, guidance and school counseling roles and student referral protocols, social emotional learning and support, etc.

Formal and informal channels are utilized to encourage student and family voice.

- All stakeholders of the guidance program encourage student participation in student government, student leadership panels, *Respect for All* clubs, service committees and groups within the school and the community.
- All stakeholders of the guidance program encourage family participation in school-wide events for families such as parent-teacher association and school leadership team.
- All stakeholders of the guidance program collaborate to provide a range of workshops and presentations for families to meet the academic, personal-social, and career development needs of students.

Assistance for students and families is provided to help them understand promotion and graduation requirements and access relevant resources.

- All students and families are provided with information and resources each year concerning promotion and graduation requirements and school-wide academic policies.
- All students and families are provided with information and resources each year to understand how the school is supporting each student to meet these requirements and how to access internal and external resources.
- Developmental guidance lessons at the high school level include lessons each year for all students on the topic of graduation requirements. (A sample lesson outline is provided among the Academic Policy resources through the DOE intranet).
- All stakeholders in the guidance program form part of school-wide programming and promotional policy committees and attend pertinent professional development in order to keep abreast of ongoing changes related to promotion and graduation requirements; and turnkey updates to all members of the school community.

Monitoring of student progress is implemented through clearly defined school-wide systems.

- There are specified roles and responsibilities for all guidance and school counseling stakeholders and members of the school community for monitoring student attendance and behavior and assisting students to develop short term and long term goals for attendance and behavior improvement as needed.
- At all grade levels, guidance and school counseling personnel collaborate with families, administration, and classroom teachers to monitor individual student academic progress to assist each student to optimize individual strengths and remove barriers to academic success through development of attainable individual improvement goals.
- Beginning in middle school and continued throughout high school, every student receives assistance from a school counselor to develop and monitor an *Individual Academic Plan* outlining career/postsecondary interests and goals, courses, examinations and other experiential activities towards meeting high school graduation requirements and becoming prepared for college and careers.
- Beginning in middle school and continuing throughout high school, every student is connected with a school counselor who will conduct an ongoing review of student academic progress toward meeting promotion and graduation requirements and will ensure the student's schedule reflects coursework and examinations needed.
- There are systems in place to ensure effective monitoring of academic progress meeting the individual needs of students, including: timely processing of evaluation of transfer student transcripts at the high school level, assisting student athletes and aspiring student athletes by connecting families with pertinent information and resources and developing optimal individual student plans leading to fulfillment of athletic associations' requirements, supporting English language learners and students with Individualized Education Programs, (IEP)s, assisting students transitioning to and from alternative settings, etc.

COMPREHENSIVE GUIDANCE PROGRAM

College and career awareness, exploration and planning for students at all grade levels is developed by stakeholders of the guidance and school counseling program in collaboration with administrators, teachers, staff, families, and external partners.

- The principal has identified a designee for college and career access planning.
- Within the comprehensive guidance and school counseling plan, clearly delineated roles and responsibilities are outlined for all school personnel to assist students and families to proactively engage in activities leading to awareness, exploration, and planning for college and careers.
- Students and families are encouraged to participate in school-wide college and career readiness events and activities, including career and college fairs, financial aid nights, college application workshops, college entrance examination workshops, in-person and virtual college visits, etc.
- In addition to small group and classroom guidance, high school students participate in individual college and career access counseling provided by guidance and counseling stakeholders with expertise in the college and career access planning process.
- Students and families receive support in utilizing articulation processes as entry points for college and career exploration and planning.
- All stakeholders of the guidance program receive professional development to keep abreast of the changing landscape for college and career access planning and they turnkey information to entire school community as needed. Particular attention is focused on developing expertise to meet the unique needs of student populations, including first generation college- going students, transfer students, unaccompanied students, immigrant students, students of families in temporary housing, student athletes and potential athletes, students with limited documentation, students in foster care, English language learners, students with Individualized Education Programs (IEPs), etc.

Ongoing assessment of the guidance and counseling program through collaborative analysis of student data is conducted by guidance and school counseling stakeholders and the school administration.

- Documented action plans with clearly defined standards-based goals and objectives are developed and reviewed on an ongoing basis throughout the year.
- Action plans address identified student needs and inform development of updates to the guidance plan.

At All Levels Students:

- Participate in a wide range of postsecondary/career development activities including group and classroom guidance delivered through a cohesive college and career planning curriculum integrated across content areas.
- Prepare a developmentally appropriate college and career readiness portfolio harnessing student artifacts leading to preparedness for successful entry into college and other viable postsecondary options. Artifacts may include student self-assessment reports, career and college research, interest inventories, resume, personal statement essays, short term and long-term goals, family college/career tree, family “brag” statements,
- Are encouraged to participate in challenging coursework and a wide range of pertinent learning opportunities and they are connected with relevant enrichment and Academic Intervention Services (AIS). college/ career planning timelines and checklists, recommendation letters, academic transcripts, recognition and achievement awards, college entrance examination reports, college application checklists featuring “reach, safety, and target” institutions, Individual Academic Plan, etc.
- Receive support in understanding their individual strengths, unique learning styles and talents and how these abilities can be utilized in various career majors and multiple postsecondary pathways.

COMPREHENSIVE GUIDANCE PROGRAM

School-wide systems promote a positive and safe school climate.

- Delivery of guidance and school counseling services encompass a holistic approach to engage students in social-emotional learning, resiliency building, proactive decision-making and problem solving, stress management, communication and listening skills, etc.
- The school has designated staff members trained in conflict resolution who will coordinate conflict resolution intervention sessions and training for the school community.
- All stakeholders of the guidance program will encourage students to participate in conflict resolution sessions as needed and will collaborate with members of the school community to promote implementation of school-wide conflict resolution programs.
- Based on established school wide protocol, all stakeholders of the guidance and school counseling program maintain ongoing communication with and provide regular feedback to school staff and parents.
- Guidance and school counseling team members collaborate closely with deans to educate the school community on the Citywide Code of Discipline and to facilitate the provision of appropriate counseling, intervention and/or prevention services for students who have committed infractions of the Citywide Code of Discipline with the goal of promoting students' social emotional growth and reducing recidivism.
- Stakeholders of the guidance and school counseling program participate in ongoing professional development to strengthen school-wide competency in promoting a positive school climate.
- All educational stakeholders review current resources and school-wide practices to ensure that resources and practices promote respect for diversity and do not perpetuate stereotypes.
- The practice of school counselors and other guidance stakeholders aligns with the principles of "Inclusive School Counseling" as outlined in **The Guidance Counselor's Role in Ensuring Equal Educational Opportunity** (developed by the U.S. Department of Education's Office of Civil Rights).

References and Resources

American School Counselor Association (ASCA). (2012). *The ASCA National Model: A framework for school counseling programs* (3rd ed.). Alexandria, VA: Author.

The U.S. Department of Education's Office of Civil Rights. *The Guidance Counselor's Role in Ensuring Equal Educational Opportunity.*

New York City Department of Education Guidance Portal

New York State School Counselor Association (NYSSCA). (2005). *The New York State Model for comprehensive K-12 school counseling programs*. Leicester, NY: Author.

NYCDOE & UFT Guidance Chapter (2006). *School Guidance Counselors in NYC Public Schools* Brochure.

NYCDOE & UFT Guidance Chapter (2011). *School Counseling Frameworks* Presentation Document

CHILD ABUSE PREVENTION AND INTERVENTION

The School Child Abuse Prevention and Intervention Team (Chancellor's Regulation 750 - Child Abuse Prevention) is a key component of a comprehensive guidance program that addresses the safety and protection of students, which are prerequisites for their full engagement in the learning process.

Each school principal must establish a School Child Abuse Prevention and Intervention Team. In addition to the principal/designee, the school team shall include, but is not limited to, an administrator, guidance counselor, UFT representative, parent representative and other pupil personnel services representative(s), and a representative of the School Leadership Team.

All teams must receive intensive training in the identification and reporting of suspected child abuse and maltreatment and the Department of Education's reporting protocols.

Each principal must designate a staff member from the School's Child Abuse Prevention and Intervention Team to serve as a liaison to the CFN Youth Development Child Abuse Prevention Team. The designated liaison shall assist in facilitating interagency communication and the sharing of information between the school, the local CPS and foster care agencies.

All pedagogical and non-pedagogical staff members are expected to understand their role as mandated reporters, be familiar with Chancellor's Regulation A-750 and their reporting responsibilities, and have participated in an annual review of child abuse regulations.

The Designated Liaison must receive intensive training in the identification and reporting of suspected child abuse and maltreatment and the Department of Education's reporting protocols. The school's designee shall attend the annual "Designated Liaisons Training" facilitated by the DOE Citywide Coordinator for Child Abuse and Neglect Prevention Program to obtain the most current child abuse reporting protocols, updates and best practices.

- The Designated Liaison and the School's Child Abuse Prevention and Intervention Team should facilitate mandated reporting by school staff by providing training, materials and guidance on child abuse prevention and intervention to all school staff.

- The team is expected to assist in planning and presentation of an annual child abuse prevention program at a scheduled staff development day dedicated to child abuse or mental health issues which **must be conducted by November 30th each year.**

INCLUSIVE SCHOOL COUNSELING

Inclusive school counseling is integral to ensuring that all students in a school community feel and are valued and respected. The U.S. Department of Education's Office of Civil Rights prepared **The Guidance Counselor's Role in Ensuring Equal Educational Opportunity,** which while focusing on the role of the secondary school counselor, has important implications for all school counselors including those who serve the elementary grades. The following guidance has been adapted from this 1991 document, the original of which can be found at http://www2.ed.gov/about/offices/list/ocr/docs/hq43ef.html

CRITICAL ROLE OF THE COUNSELOR

The counselor fulfills a number of roles, all important and potentially critical in affecting a student's future. These roles relate in a major way to academic preparation and planning but they also extend to mental health, interpersonal relations, social adjustment, career planning, and work adjustment. In performing these varied roles, the professional commitment of the counselor is directed at promoting the fullest development of each individual.

This means that a counselor needs to have an understanding of how to recognize discrimination and other barriers to equal educational opportunity before he/she can take the appropriate steps to address any barriers that may exist for particular groups of students in order to enable *all* students to develop to their fullest.

Keeping abreast of current research and resources and participating in professional development opportunities that address issues such as bias and discrimination, respect for diversity and the needs of particular groups of students should be part of the professional practice of each school counselor. Counselors are urged to access the resources on the Respect For All webpage

http://intranet.nycboe.net/DOEPortal/Principals/FamSvcs/YouthDevelopment/KeyLinks/Respect+for+All.htm

The school counselor must ensure that no student is directed or urged to enroll in a particular program or pursue a particular career based on one or more identity characteristics. Nor should one or more identify characteristics be used to measure or predict a student's prospects for success in school, post secondary education or a particular career path. Counseling materials and activities (including student program selection and decisions regarding college choice and post secondary career/employment selection) must be bias-free.

Establishing Bias-Free Materials

It is important that counselors and teachers work together to review college and career readiness materials and other curricular documents to identify and eliminate subtle and overt bias. Equally important is the collaboration of counselors and teachers with the school librarian so that library materials promote respect for diversity and do not perpetuate stereotypes.

College and Career Counseling

As part of their professional practice, counselors need to be current about the dynamics of the labor force, including the most recent occupational outlook data and emerging opportunities in new fields. Disseminating this information to students so they can consider a broad range of options is a significant component of ensuring that students are college and career ready. As part of college and career counseling, cultivating or stimulating greater interest in academic areas and careers in which some groups of students are currently underrepresented is an important role that counselors can play.

Many colleges and universities have created specialized services and/or support programs to meet the needs of specific groups of students. Counselors play a vital role in ensuring that students are aware of such programs and that they are also aware of targeted scholarship opportunities to which students can apply.

Counselors also play a pivotal role in accessing the resources of the business community. Career days, exploratory experiences, business sponsored "shadowing" programs that allows students to "shadow" workers on the job encourage students to explore nontraditional occupations. Some businesses participate in summer internship programs that combine high school credit with employment. These programs also encourage students' further educational attainment in their linking academic preparation with job requirements. Such programs are normally open to all students, and it is important that counselors encourage the participation of all population groups.

Parents Outreach

School counselors who build collaborative partnerships with parents can assist parents in: actively supporting their children's K-12 learning experience; broadening post secondary education options and career exploration; and expanding college and career planning for their children. Providing parents with career development seminars, guidebooks, role-playing opportunities, community resources and parent support systems are some ways in which counselors can strengthen partnerships with parents. Counselors can also help with scheduling adult education classes and providing presentations at PTA meetings to examine the issue of stereotyping and its effects on students.

A critical issue for many students is financial aid. School counseling programs that provide financial aid workshops for students and parents need to ensure that written communication and parent financial aid workshops include translation of key documents and translation services for parents whose first language is not English.

PUPIL PERSONNEL TEAM

A key component of a comprehensive guidance program that supports students' academic achievement, personal growth and development is the early identification of students in need of academic and/or behavioral interventions. The Pupil Personnel Team (PPT) serves this vital function in creating a responsive and supportive school environment for all students that in turn fosters positive student behavior.

Pupil Personnel Team

- The school has formed an interdisciplinary PPT.
- The PPT team has a dual focus – to meet the needs of specific students and to analyze school wide behavioral, academic and attendance trends and design and implement prevention and intervention initiatives with other school personnel as applicable.
- The PPT assists the Attendance Team in identifying students who are chronically absent and in providing supports to address student and/or family needs.
- The PPT meets regularly with a defined agenda.
- The PPT regularly participates in professional development and training.
- The PPT has a system for case referral and management including tracking of cases and evaluating results.
- The PPT has protocols and forms for all interventions and services and a system for communicating results to school staff.
- The PPT conducts team maintenance sessions to monitor and review its processes and procedures and make changes as necessary.
- The PPT actively collaborates with CBOs and other external partners and has an updated resource and referral directory.

PPT Planning

- The school's Comprehensive Educational Plan addresses implementation of pupil personnel team initiatives and professional development.

Support For Students Returning From Suspension

Students who return to their home school from serving a Superintendent's Suspension at an Alternate Learning Center require additional support to make a successful transition into the school community and to reduce the likelihood of repeat or multiple incidents or suspensions. Transition refers to re-integration both as successful movement back into the school community for those students who have been in an outside placement and as a successful shift to a positive trajectory that encompasses academic success and pro-social growth.

Schools are encouraged to identify staff members to serve in the role of a Transition Coach to help students make a successful transition back into the school community. A Transition Coach's role encompasses:

- **Advocacy**– ensuring the student has an advocate for needed services.
- **Services Coordination/Facilitation** – coordinating multiple aspects of support to ensure the student progresses both academically and behaviorally.
- **Behavioral Support** – assessing social emotional needs including the need for individual or small group counseling, referral to a community mental health provider, etc as applicable based upon the individual student's needs.
- **Intervention** – monitoring, and if needed, intervening to achieve desired goals and outcomes for the student.

A staff member may serve as the Transition Coach for one or more students. In the capacity of Transition Coach, a staff member should:

- Meet with the Principal's designee responsible for tracking return dates for students on suspension for the date on which student(s) is expected to return to school;
- Serve as the school's contact person for the student(s) assigned to her/him who are returning from suspension at an ALC or detention at a juvenile justice facility;
- Ensure that the student's guidance counselor and teachers know the student's return date;
- Establish communication with the ALC prior to the student's return ensure that all pertinent documentation about the student's work at the ALC is forwarded to the school;
- Connect with the student(s) at the ALC prior to their return to school in order to develop a smooth transition;
- Contact each student's family and establish regular communication with the home to facilitate communication between the family and the school and provide student progress updates.
- Receive from the ALC a transcript of academic work completed at the ALC and work with the student's guidance counselor and applicable teachers and administrators to ensure that the student receives credit for academic work completed at the ALC and receives a full program reflective of this academic progress on the first day of return to school.
- Receive from the ALC a report of the behavioral progress and/or on-going needs of the student and use this information and the ALC academic progress report to work with applicable administrators, teachers and/or counselors at the school to create an academic and behavioral support plan for the student;
- Meet with the student on the first day of return to the home school
- Meet with the student and the student's counselor to review the student's transcript, graduation work sheet, current program and transition plan, including participation in enrichment and/or co-curricular opportunities such as after school clubs, activities, etc.
- Establish a regular schedule of follow up meetings with each student to monitor the student's academic and social/behavioral progress;
- Meet, as needed, with the student's teachers and/or counselor to address either on-going and/or new needs as applicable**;**
- Facilitate regular follow up meetings with the student's teachers to monitor student progress;
- Monitor student attendance and academic performance:
- Participate in professional development opportunities offered for transition coaches.

Section IV

Student Support

ATTENDANCE PROGRAM

Regular attendance, including students' arrival on time to school, is fundamental to effective teaching and learning and to establishing and maintaining a positive school climate and culture. A school attendance rate that is above 90% can still mask significant chronic absenteeism, which can negatively impact the achievement and long-term outcomes for a many students. A coordinated and comprehensive attendance plan is essential to supporting a school's educational program. It involves the whole school community, includes outreach to parents and is based on regular reviews of attendance data

Attendance Plan

- The school has a comprehensive attendance plan in place that is part of the Youth Development Consolidated Plan.
- The school is aware of all updates to attendance procedures and regularly monitors the Attendance Page of the Principals' Portal for changes.
- The attendance plan is reviewed regularly and updated based on regular analysis of school attendance and lateness data and on any changes in staffing of attendance-related functions.
- The principal has designated an attendance coordinator and leads attendance improvement efforts
- The attendance coordinator monitors all procedures for attendance reporting on a daily basis.
- The attendance coordinator provides support and professional development for all school personnel on attendance taking procedures and practices.

Attendance Committee

- The school has an attendance committee that meets weekly or bimonthly and monitors all attendance activities and procedures.
- The attendance committee regularly reviews attendance data such as RYIS and RRSA reports, individual attendance plans, and interventions by school staff.
- All attendance committee members are familiar with Chancellor's Regulation A-210.
- The attendance committee has access to technical assistance throughout the school year.
- The attendance staff has ready access to ATS.

Attendance Coordinator

- The principal has designated an attendance coordinator and leads attendance improvement efforts
- The attendance coordinator monitors all procedures for attendance reporting on a daily basis.
- The attendance coordinator provides support and professional development for all school personnel on attendance taking procedures and practices.

Attendance Improvement and Excellence

- There is a system for outreach services to improve attendance that is monitored by the attendance coordinator and/or committee.
- The school regularly recognizes students for excellent and/or improved attendance.
- The school has a lateness improvement program.
- All 407's are investigated and interventions provided by school staff.
- The school uses 407's and other attendance data to monitor for chronic absenteeism and has an early intervention plan in place.

ATTENDANCE PROGRAM

Chronic Absenteeism and Personalization

- Every student who missed 20 or more days in the previous school year is flagged in ATS (student indicator CHRONIC ABS).
    - Students are considered "potentially chronically absent" by missing the equivalent of 2 or more days a month (identified by the ATS RCUA report).
    - Schools use this information to target interventions to reduce chronic absenteeism.
- Attendance Plan must include initiatives to address chronic absenteeism. For personalization, school staff members are matched with a small group of targeted students.
- Initiatives to address chronic absenteeism include personalization. For example, school staff members are matched with a small group of targeted students.
    - These staff members then acknowledge a student's attendance each day, take the time to understand the reasons for the absences, and work to resolve the issues.
- The school holds a summit for the parents of chronically absent students to:
    - raise awareness about the relationship between attendance and school performance,
    - provide parents with their child's attendance records (i.e., ATS RISA and RISP reports),
    - acknowledge ways families contribute to increased attendance,
    - address underlying causes for absences, often by connecting families to services and local sources of support community based organizations.

Attendance Resources

- The principal and attendance coordinator refer to the Attendance page of the Principal Portal for newsletters, guides to ATS data, and other tools.

  http://intranet.nycboe.net/DOEPortal/Principals/FamSvcs/Attendance/default.htm

SUICIDE PREVENTION

Chancellor's Regulation A-755 focuses on the role of the school in dealing with potential or actual suicidal behavior and provides guidelines to assist each school in the development of a School Crisis Intervention Plan.

Students often give clues of their intent to commit suicide to peers, teachers and other personnel. It is important, therefore, that all school personnel (pedagogical and non-pedagogical) be made aware of behavioral manifestations which may suggest suicidal tendencies. All suicide related behaviors must be taken seriously.

It is the responsibility of every staff member to report knowledge of any potential suicide to the principal or designated liaison whether or not the student has requested that the information be kept confidential. The goal of suicide prevention through education is to heighten awareness of the school community (pedagogical/non-pedagogical personnel, parents, students, etc.) of the warning signs of, or the factors which may contribute to suicidal behavior, and to enable them to access appropriate prevention/intervention services.

Warning signs and symptoms must be interpreted cautiously, in conjunction with other factors and each individual circumstance.

WARNING SIGNS OF SUICIDE RISK

This reference guide is to alert you to the typical indicators of risk for suicide or self-injury among children and adolescents. This list is not exhaustive. Please note that a child may have one or more indicators and may not be at risk for suicide. However, the continued presence of an indicator, or the presences of several indicators in combination, should alert school personnel to the possibility of suicide risk. All indications of suicidality need to be taken seriously and the principal /designee should be alerted immediately.

BEHAVIORAL INDICATORS

- Previous suicide attempts
- Verbal or written statements expressing suicidal tendencies
- Self-destructive behavior, e.g., self-inflicted burns, cuts, reckless or dangerous behavior
- Use of drugs and/or alcohol
- Isolation/withdrawal
- School failure/truancy
- Deteriorating school functioning
- Neglect of personal welfare or appearance
- Running away from home
- Disciplinary crisis, e.g., suspension, arrest
- Unusual or prolonged crying
- Giving away personal belongings
- Inappropriately saying goodbye
- Changes in normal behavior, e.g., arguments or fights
- Eating disorders/change in eating habits

EMOTIONAL INDICATORS

- Depression
- Strong and persistent bereavement concerns
- Loss of reality boundaries, hearing voices
- Loss of emotions/apathy/inappropriate affect
- Panic attacks, anxiety disorder
- Low self-esteem, extensive self-criticism
- Feelings of hopelessness
- Exposure to violence or trauma

PERSONAL CIRCUMSTANCES

- Serious illness - self or family member
- Unwanted pregnancy
- Sexual identity concerns

- Recent humiliating event
- Family problems: child abuse or neglect, sexual abuse, domestic violence, homelessness, divorce, separation from family members, substance abuse or mental illness in family, institutionalized parent and family stress

Only mental health staff that have been trained by School Based Mental Health Programs (SBMHP) such as guidance counselors, psychologists, social workers, and psychiatrists are to provide appropriate counseling services. This staff is crucial in the formation of the school crisis response/prevention education/intervention team. The persons designated by the principal, e.g., the assistant principal, guidance counselor, social worker, mental health worker, must report suicidal behavior to the parent and complete a Department of Education "Online Occurrence Report".

Additional Resources in Suicide Prevention and Intervention

- The Samaritans 1-212-673-3000
- New York City Youth Line 1-800-246-4646
- Safe Horizon 1-212-577-7700/7777
- LifeNet 1-800-LIFENET
- Lifeline 1-800-273-TALK
- Covenant House 1-800-999-9999

To access community resources, please check the **HITE** (Health Information Tool for Empowerment) website **www.hitesite.org**

CR A-755 requires all schools to:

- Conduct an Orientation Session for school personnel within the first two months of the beginning of every school year. The Orientation Session must include a presentation of the school's suicide prevention-education/intervention plan to the entire school community. It may be conducted at administrative conferences, pupil personnel meetings, teacher conferences and meetings for non-pedagogical staff and parents.

- Ensure that the Suicide Reference Guide - Warning Signs of Suicide Risk and Procedure for Action (CR A-755 Attachment No. 1) and the "Mental Health and Social Services for NYC Youth" (Attachment No. 2) are distributed to all school staff.

- Facilitate or conduct Teacher Training/Professional Development for all school staff. This training should focus on the immediate referral of attempted suicide and/or suicidal behavior to the principal or designated school liaison. In addition, pertinent information must be provided to staff on suicidal risk factors, risk taking behavior, identifiable indicators, referral procedures, follow-up strategies, and sensitizing staff to the special needs of potentially suicidal students.

- Provide a variety of developmentally appropriate Student Awareness activities for all students to help them develop an understanding of the finality of death, and responsible concern for self and others by seeking help, when appropriate.

- Coordinate organizational assistance within the community, establish liaisons with mental health agencies and hospitals, and train parent and community groups to become familiar with appropriate prevention-education/intervention strategies. This training should be part of the school's comprehensive health program. The team shall encourage participation of community agencies/groups in training sessions. It is recommended that the team meet periodically with hospital/agency staff to ensure ongoing communication, training and optimal collaboration. Inform community mental health agencies and hospitals of the school's suicide prevention-education/intervention component. The crisis team shall develop and utilize a detailed community resource and reference list with an indicated liaison in each agency and/or hospital. The resource list should be updated annually.

Please consult Chancellor's Regulation A-755 for additional information

CRISIS INTERVENTION TEAM

To provide for a safe and secure school environment in times of crisis, each school is required to have both a crisis intervention team and a crisis intervention plan. Various members of the school community serve on the school's Crisis Intervention Team. Team members should be selected based on their expertise in different areas such as team leadership, health, mental health, counseling, parent support- including knowledge of the culturally diverse beliefs and customs of students and their families, safety, communications and media protocols, and crowd management.

A crisis can have a profound impact on individuals in a school community and alter school functioning. Effective response and intervention requires teamwork and delegation of vital operations to ensure and maintain safety along with a sense of control within the school. In the event of a school or community crisis, the school crisis intervention team is expected to assist students, staff and parents in a timely and appropriate manner. The school is responsible for proactively planning and training staff to handle a crisis regardless of the type of emergency that may arise.

Please see the Crisis Resources posted by the Office of Safety and Youth Development and
Crisis Resources & Mental Health Resources to support Counselors

School Crisis Team

- The school has a crisis team made up of but not limited to student support services personnel and other staff, including a designated suicide liaison and school based mental health workers (if applicable to school staffing).
- Crisis Team Members are trained according to their roles/procedures/expectations. The Crisis Intervention Team should include:
    - **Crisis Team Leader** - calls meetings; oversees specific team functions; ensures resources are in place: communicates with Principal/Network/Community Partners and keeps them updated: notifies the UFT Member's Assistance Program for staff support when needed (212 598 7749); collects/reviews/maintains all crisis logs for each crisis
    - **Staff Notification Coordinator** – Initiates telephone relay, disseminates updated information to staff during school hours
    - **Communication Coordinator** - conducts and monitors in-house communication (incoming calls; reviews telephone logs; monitors visitors that enter the building; works with Staff Notification Coordinator
    - **Media Coordinator** - works closely with BRT to provide updates; maintains contact with police, emergency services, hospital staff etc when extended services are needed; provides updates to Team Leader, Network, and DOE Press Office
    - **Crowd Management Coordinator** – plans for movement during crisis or evacuation plan;, works closely with School Safety Agents to provide an organized safe, calm and caring environment
    - **Parent Coordinator** – communicates with parents; coordinates services for parents and family members as needed; plans parent workshops in areas of crisis; maintains logs
    - **Counseling Coordinator** – provides support for students in need; determines extended services required; maintains a list of local referral agencies; mobilizes community resources for families; follows up with outside agencies as needed; maintains counseling logs

- The list of crisis team members and their roles are prominently posted in the building.
- Crisis team members regularly participate in professional development and share information within their school community.
- Crisis team meetings are scheduled and include representatives from the community.
- The school has in place crisis forms to document the following: school visitors/phone call inquiries; Safe Room anecdotals; debriefing notes; reflection survey; etc.
- The team's roles, responsibilities, procedures and action plan are shared within the school community so that all staff members have a clear understanding of the vision and purpose of crisis planning and expectations should a crisis occur.
- The Principal or principal's designee contacts EIC, the DOE Press Office and completes OORS reports for each crisis. The Principal or principal's designee contacts EMS and NYPD as needed.
- The team identifies and disseminates to staff indicators of students at risk as applicable to specific crisis.
- The team collaboratively works with the Network if additional support is needed from the Network and/or Cluster crisis response teams. The Network mobilizes Network/Cluster response team members as needed.

CRISIS INTERVENTION TEAM

- During a crisis, the team communicates regularly on all developments with Network, Cluster and/or Central staff as applicable.
- The team fosters relationships and establishes protocols with Network staff, between schools that share building space and between schools that are geographically close to one another (which may be outside their Network/Cluster) to establish mutual aid agreements.
- The team debriefs each crisis as an opportunity for evaluation, reflection and professional growth.

Crisis Plan Requirements

- The school has a crisis intervention plan which is part of the school's School and Youth Development Consolidated Plan and shares it with the entire school community.
- The school is in compliance with applicable sections of Chancellor Regulations A-414 (Safety Plans); A -412 (Security in Schools); A -755 (Suicide Prevention/Intervention)
- The team has presented the school's suicide prevention-education/intervention plan to the entire school community as per Chancellor's Regulation A-755.

Crisis Plan and Team Planning

- When the death of a member of the school community occurs, the school has a staff notification system in place to give staff members adequate time to be emotionally ready to meet the challenges of the day.
- The school maintains a current student contact database that includes home contact information for each student. The principal and a minimum of 3 additional staff members have 24 hour access to the database so that parents can be contacted in the event of an emergency that occurs during non-school hours.
- The school has a system in place to provide intervention and support services to students who exhibit suicide-related risk behaviors.
- The school collaborates with appropriate local agencies to support its crisis planning and interventions, including referrals of students, staff or family members who may need additional support services.
- Strategies, materials, resources, and workshops for students, staff, and parents to cope with the crisis are provided as needed. Documents distributed to parents are translated into the languages needed.
- The school trains substitute teachers to be prepared and ready to support the school community during a crisis.
- The school collaborates with community mental health providers, union support services etc to support school staff as needed.
- The school has a *Self Care Plan* in place to support their school community following a crisis.

STUDENTS IN TEMPORARY HOUSING

The McKinney-Vento Homeless Assistance Act is the federal law that entitles children who are homeless to a public education, and requires schools to remove barriers to their enrollment, attendance, and success in school. Proper identification of Students in Temporary Housing (STH) and immediate intervention plans are integral to students' academic achievement and overall social/emotional stability.

To identify students in temporary housing who are experiencing instability and may have high needs for academic and/or social emotional support, schools must distribute the Residency Questionnaire to all newly enrolled students and students who change their addresses during the school year. All students must have a designated housing status category code in ATS. Detailed requirements for distributing the Residency Questionnaire along with the "McKinney-Vento Act Guide for Parents and Youth" are detailed in Chancellor's Regulation A-780. The Residency Questionnaire and the McKinney-Vento Act Guide are available on DOE's website.

Identification of Students in Temporary Housing

- School distributes the "Residency Questionnaire" to all newly enrolled students (by October 31st) and students with a change of address (ongoing).
- The principal reviews and signs off on the housing status in ATS (RHST screen).
- School distributes the "McKinney-Vento Act Guide for Parents and Youth" along with the Residency Questionnaire to inform parents and youth of their rights under the McKinney-Vento Act.
- School has a designated staff person who updates the student change of address and enters residency information for newly enrolled students in ATS (student's bio page/BIOU).
- Every student in the school has been assigned a housing status code by October 31st.
- McKinney-Vento posters, which inform parents and students of their rights under the McKinney-Vento Homeless Assistance Act, are visible in the school. (Note: Posters may be ordered from the New York State Technical and Education Assistance Center for Homeless Students at: www.nysteachs.org/materials/out-materials.html

Students in Temporary Housing Support Plan

- School has a program for supporting and integrating students in temporary housing.
- School has a staff person who keeps track of the STH population and provides students with appropriate interventions and support services. This person is the *STH School-Based Liaison* in the school.
- The principal is aware of the Title I, Part A mandatory set aside to support the needs of students in temporary housing and uses Title I for this purpose.
- **In Title I schools**, the principal refers to the STH section of the Title I School Allocation Memorandum for the required minimum amount to be set aside/scheduled per STH student for Title I schools (currently $100 per STH student)
- **In Non-Title I schools**, the principal refers to the STH section of the Title I School Allocation Memorandum for the required per capita funding per STH student for Non-Title I schools.
- The *STH School-Based Liaison* maintains a folder throughout the school year with ATS reports that include the names of students in Temporary Housing and list of services provided with the Title I, Part A mandatory set aside and participates in McKinney-Vento trainings each year.
- The principal is aware of the Title I, Part A mandatory set aside to support the needs of students in temporary housing and uses Title I funds for this purpose.

SUBSTANCE ABUSE & VIOLENCE PREVENTION & INTERVENTION

Substance Abuse/Violence Prevention and Intervention Programming is a significant factor in creating and sustaining a safe and secure teaching and learning environment. Proactive, comprehensive, and appropriate interventions that provide support for students' physical and emotional well-being, teach students pro-social life skills and provide referrals for enhanced health, mental health and other social services must be readily accessible to all students.

Substance Abuse/Violence Prevention and Intervention Programming

- School has a school-based substance abuse/violence prevention and intervention plan
- School has a school-based substance abuse/violence prevention/intervention staff member (SAPIS) or has designated one or more staff members to implement the school's substance abuse/violence prevention and intervention plan.
- Prevention/intervention staff provides classroom presentations on substance abuse/violence prevention issues using research-based curricula.
- Prevention/intervention staff provides individual and/or group counseling services or referrals to community based agencies for identified, at-risk students
- Prevention/intervention staff conducts social skills and discussion groups.
- Prevention/intervention staff conducts workshops and outreach for school staff and parents on substance abuse and violence prevention issues, facilitates school-wide awareness programs, and collaborates with or refers to appropriate local community-based organizations/health agencies.
- Prevention/intervention staff conducts peer leadership programs.
- Prevention/intervention staff is trained in conflict resolution skills and provides conflict resolution counseling and workshops for students.
- Prevention/intervention staff actively serves as members of PPT, attendance and crisis teams, HIV prevention, and other school teams/committees.

Substance Abuse/Violence Prevention and Intervention Planning

- The school's Comprehensive Educational Plan addresses implementation of substance abuse/violence prevention programming and professional development.
- The school has presented the substance abuse/violence prevention and intervention plan to the entire school.
- The school has identified counseling staff to provide intervention services to students with alcohol and substance abuse-related risk factors.
- The school collaborates with community-based prevention and treatment providers to identify referral sources for students as needed.
- Strategies, materials, resources, and workshops are provided to students, staff, and parents to support substance abuse/violence prevention efforts.

HEALTH SUPPORT SERVICES

Students' physical health and emotional wellbeing have a significant impact on their behavior and their capacity to learn. Timely and appropriate health and mental health interventions support an effective teaching and learning environment and must be readily accessible to students who need such services.

School Based Health Services

- The principal is aware of all DOHMH staff in the school and how to contact them. These may include:
  - School-Based Mental Health Program: Schools that have enhanced mental health services in collaboration with community based mental health providers and State Office of Mental Health. The programs offer on-site treatment and services that include: Individual, Family, and Group therapies, Crisis and Psychiatric assessments, case management, and school community outreach. All CBO's provide interventions that are evidence based, family-focused and culturally and linguistically appropriate, i.e., require cultural trainings, and as part of best practices, hire bilingual clinicians.
  - STARS: Screening The At-Risk Student: Middle schools nurses and doctors are trained to identify students with previously undiagnosed depression (or existing depression) who are at risk for suicide or other harmful behaviors through a tiered screening process. Nurses also have capability to refer students to both internal school support teams and community based mental health providers.

- The school nurse and parent coordinator work together to ensure that accurate health information is provided to parents and families (i.e. Health Insurance).
- The Health Room has a sink and is adequately stocked with soap, paper towels and medical supplies.
- There is an effective working relationship between the school-based health clinic and the school staff.
- School has a procedure in place to conduct screenings of classes in the event of a contagious disease outbreak (e.g.. lice or ringworm).
- Students who become ill are not sent home alone. A parent or legal guardian picks up the student at school and signs the student out in the attendance office (Students 18 years or older may sign themselves out if ill unless the school determines it would not be safe to do so).
- Schools know that the DOE, in collaboration with DOHMH, is offering free professional development - AT-RISK Training for High School Teachers. The on-line course - *At-Risk for High School Educators* **- http://highschool.kognito.com/newyork** aims to teach staff how to **identify, approach, and refer students who show signs of psychological distress.** The objectives of AT-RISK Training for teachers are:
  - Recognize the common signs of psychological distress including suicide ideation, depression, and anxiety
  - Manage a conversation with an at-risk student and how to broach the topic of depression
  - Effectively motivate students to seek help & refer them to school counselor
  - Avoid common pitfalls such as attempting to diagnose the problem or giving unwarranted advice during the conversation

Immunization

- The school has an immunization compliance policy and process that includes information to parents about immunization requirements and free access to vaccinations.
- Immunization warning and exclusion letters are sent out on a timely basis in covered languages in addition to English, and appropriate monitoring and outreach to families not in compliance is implemented.
- The school has a point person for immunization data entry on ATS.

Rehabilitation Act Section 504

- The school has a 504 designee who processes requests for accommodations.
- Section 504 information is disseminated to parents annually.

HEALTH SUPPORT SERVICES

HIV/AIDS Prevention

There is a comprehensive HIV/AIDS prevention program established with an operational Condom Availability (Program (in high schools), offering free condoms, health information, and health referrals by trained staff in the Health Resource Room. For more information, visit the Condom Availability Program on the DOE's Fitness and Health webpage.

Health Planning

- The school's Comprehensive Educational Plan addresses implementation of health support services.

Wellness Policy

The Department's Wellness Policy is aligned with the updated Chancellor's Regulation A-812 (Competitive Foods). The school adheres to the Wellness Policy in:

- Providing opportunities for and encouraging all students to be physically active on a regular basis.
- Ensuring that food and beverages sold or served at school will meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans.
- Ensuring that school meals provide students with access to a variety of affordable, nutritious, and appealing foods that meet their health and nutritional needs while accommodating the religious, ethnic, and cultural food preferences of the student body.
- Ensuring that students are provided with clean, sanitary settings and adequate time to eat.
- Participating in available federal school meal programs, including the School Breakfast Program, National School Lunch Program (including after-school snacks), Summer Food Service Program, Fruit and Vegetable Snack Program, and Child and Adult Care Food Program (including suppers).
- Providing nutrition education and physical education to foster life-long habits of healthy eating and physical activity.
- Establishing linkages among health education, school meal programs, and related community service agencies.

In order to help support students' academic success, as well as their health and well-being, schools provide high quality physical education and comprehensive health education in accordance with New York State and City requirements as the cornerstones of student wellness, and develop structures to support wellness-related programs, policies, and initiatives to enhance school environment and community wellness.

Physical education enables students to learn why fitness and physical activity are important, how they can be active now and throughout their lives, and how physical activity benefits them for a lifetime. New York State requires students K-12 to have physical education class every year. For grade specific requirements, please see the Wellness Quick Reference Sheets for Health and Physical Education Requirements on the DOE Fitness and Health portal.

For more information about DOE's recommend health-related fitness curriculum, please see the Comprehensive Health Education page of the Fitness and Health portal.

Comprehensive health education helps students acquire the skills and knowledge necessary to make informed and healthy decisions. Health education is incorporated in classroom instruction at the elementary grades, and a half-year course of daily comprehensive health education is required in middle school and again in high school. In middle and high school, sexual health education must be incorporated into the health education course. For more information please visit the **Comprehensive Health Education** page of the Fitness and Health portal and see the **Wellness Quick Reference Sheets for Health and Physical Education Requirements**

Yearly, age-appropriate HIV lessons help students in K-12 understand the nature of the disease, methods of transmission and prevention, and ways to support friends or loved ones who may be living with HIV/AIDS. For more information, including the DOE's full **HIV/AIDS Curriculum**, please see the HIV/AIDS Curriculum Overview

HEALTH SUPPORT SERVICES

The Office of School Wellness Programs provides free training and support for schools in the areas of physical education and health education. For additional assistance, please email wellness@schools.nyc.gov or visit http://schools.nyc.gov/Academics/FitnessandHealth/default.htm.

To promote the health and well-being students, free Wellness Policy-supported initiatives include the School Wellness Council Grant Program opportunity for schools interested in forming or strengthening a School Wellness Council.

Elementary schools interested in providing a classroom based physical activity program to supplement the regular Physical Education program can use the free Move-to-Improve program. For more information about trainings and becoming an All-Star school please see the Move-to-Improve Program page on the Office of Wellness portal.

Middle schools interested in before and after school physical activity programs can apply for CHAMPS, the middle school sports and fitness league for students here
http://schools.nyc.gov/Academics/FitnessandHealth/Champs/default.htm

All schools can participate in the annual School Wellness poster contest and all school staff can register to receive the *School Wellness Weekly*, a publication on wellness opportunities and resources for NYC schools.

The Office of School Wellness Programs provides additional PE, health, and wellness related professional development opportunities and programs throughout the year. For additional assistance, please email **wellness@schools.nyc.gov** or visit the **Office of School Wellness Programs portal on the DOE website.**

Parents As Partners & Community Outreach

A strong home and school partnership is a major factor in establishing and maintaining a safe and orderly school environment in which all students meet or exceed New York State and New York City educational standards at each grade level. Students, parents and school personnel all have a role in making schools safe and must cooperate with one another to achieve this goal. School staff should keep parents informed 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 a written communication. As role models, parents and school staff should exhibit the behaviors which they would like to see students emulate.

To ensure that parents become active and involved partners in promoting a safe and supportive school environment, they must be familiar with the Discipline Code. Educators are responsible for informing parents about their child's behavior and for nurturing the skills students need to succeed in school and in society. Parents are encouraged to discuss with their child's teacher and other school staff issues that may affect student behavior and strategies that might be effective in working with the student.

It is important that there is maximum consultation and communication between the school and the home. Guidance conferences attended by the principal or his/her designee, a guidance counselor, the student's parent(s) and one or more of the student's teachers are an effective means of encouraging parental input and should be held with students when appropriate. Parents who want to discuss guidance interventions in response to student behavior should contact their child's school, including the Parent Coordinator, or, if necessary, the Office of Family Advocacy and Community Engagement.

Parent Involvement

- The school has clear and established mechanisms to inform parents of school events and issues, including a school calendar, (i.e., newsletter, school website, auto-dial system, automated e-mail, etc.) and uses multiple methods to ensure that all parents have access to school information.
- The school translates documents for families whose first language is not English in accordance with the requirements of Chancellor's Regulation A-663.
- The school varies the times of meetings to provide the maximum opportunity for families to participate.
- School implements regular meetings to inform parents and the community of the progress of the school and to enlist support.
- The school provides opportunities for parents to participate in school functions, such as student recognition ceremonies, town hall meetings, family days, etc.
- Families are notified in a timely manner when a student has behavioral or academic difficulty.
- The school has provided training and created structures to ensure that the parent coordinator understands his/her role and is part of the entire plan to sustain a positive and supportive school culture.
- A parent newsletter is distributed at least once each term.

It is important that there is maximum consultation and communication between the school and the home.

Community Outreach

- A collaborative process is in place through which members of the greater school community meet on a regular basis. Members of this Task Force may include:
  - Police captain of the local precinct; Transit representative; Housing Authority Representative, etc. as applicable
  - Neighborhood store owners
  - Neighboring schools in the area
  - Head of the School Safety Agents
  - UFT Chapter Chair
  - Principal
  - AP/Security
  - Parent Association
  - CBO
  - Chair of the School Leadership Team

Collaboration with External Programs

School has partnerships with external programs such as CBOs and corporate partners to support and enhance the school's programmatic efforts to address specific school needs as articulated in the school's CEP.

Mission, vision and goals of the CBO/Partner are consistent with the school's needs and objectives.

School and CBO/Partner work together to establish attainable goals and measurable objectives.

School and CBO/Partner conduct evaluations and assessments to determine effectiveness of the partnership.

School and CBO/Partner maintain accurate records of students served, program activities implemented, and effectiveness of program activities

School and CBO/Partner have a process for effective communication and conflict resolution

Safe and secure schools are the concern of every New Yorker. In collaboration with community-based organizations that provide consistently high quality services to students and their families, schools bring the resources and expertise of the city to support, enhance and expand school programming for their students in all areas of school life.

Partnerships with Community-Based Organizations (CBOs)
Collaborative Planning

- The school's Comprehensive Educational Plan addresses implementation of CBO programming.
- The school provides its CBOs with an orientation to the school and ensures that CBO staff are introduced to key staff members, including but not limited to: APs, counselors, teachers, custodial staff, secretaries, school aides, parent coordinator, and School Safety Agents.
- The school notifies its CBO/Partner of important dates and school closings, including planned constructions and renovations, parent/teachers conferences, testing dates and/or other events that could affect CBO program space.
- The school provides CBO/Partner staff the opportunity to participate in school workshops, the School Leadership Team, and other applicable school forums.
- The school designates a staff member to be the CBO/Partner Liaison.
- The school works with the CBO/Partner to identify target student populations for services.
- Review any grant that informs any services to be delivered.
- The school holds regularly scheduled meetings with the CBO to review progress and identify issues or challenges regarding services provided by CBO/Partner

Section V

Student Behavior

BEHAVIORAL EXPECTATIONS

The manner in which students conduct themselves in school is a major factor in establishing and maintaining a safe and respectful teaching and learning environment. Students must know and understand the Citywide Standards of Intervention and Discipline Measures (the Discipline Code.)

Included in the Discipline Code is the Student Bill of Rights and Responsibilities that promotes responsible student behavior and an atmosphere of dignity and respect by establishing guidelines to help students as they strive to become productive citizens in a diverse society.

It is especially important that schools set aside time to review with students the Bill of Student Rights and Responsibilities which appears in the Citywide Standards of Intervention and Discipline Measures. This review should be age appropriate so that all students know and understand the behavior expected of them when they are in school. Students should be engaged in discussion of the school community's expectations and should be active participants in creating classroom "ground rules" for their behavior.

Respect For All lessons for middle (grades 6-8) and high schools (grades 9-12) that help students understand the Student Bill of Rights and Responsibilities and the Discipline Code are available on line from the Office of School and Youth Development.

Students understand that they have a responsibility to:

- make an effort in all areas of their education;
- behave in a manner that contributes to a safe learning environment and which does not violate other students' right to learn;
- promote good human relations and build bridges of understanding among the members of the school community;
- respect the dignity and equality of others and refrain from conduct which denies or impinges on the rights of others;
- be polite, courteous and respectful toward others regardless of actual or perceived age, race, creed, color, gender, gender identity, gender expression, religion, national origin, citizenship/immigration status, weight, sexual orientation, physical and/or emotional condition, disability, marital status and political beliefs, and refrain from making slurs based on these criteria;
- behave in a polite, truthful and cooperative manner toward students and school staff;
- use non-confrontational methods to resolve conflicts;
- refrain from obscene and defamatory communication in speech, writing and other modes of expression, including electronic expression, in their interactions with the school community;
- express themselves in speech, writing and other modes of expression, including electronic expression in a manner which promotes cooperation and does not interfere with the educational process;
- help maintain a school environment free of weapons, illegal drugs, controlled substances and alcohol
- be familiar with the school Discipline Code and abide by school rules and regulations;
- provide leadership to encourage fellow students to follow established school policies and practices;
- keep parents informed of school-related matters, including progress in school, social and educational events, and ensure that parents receive communications that are provided by school staff to students for transmittal to their parents

Student Identification

- Students carry their photo ID [HS only] and program cards [MS and HS] at all times. No student is in the halls during class time without an official pass.
- Procedures are in place to address students who fail to carry ID; students and parents are aware of the requirement that students carry ID.

GUIDANCE INTERVENTIONS AND PROGRESSIVE DISCIPLINE

Understanding discipline as a "teachable moment" is fundamental to a positive approach to discipline. Progressive discipline uses incremental interventions to address inappropriate behavior with the ultimate goal of teaching pro-social behavior. Progressive discipline does not seek punishment. Instead, progressive discipline seeks concurrent accountability and behavioral change. The goal is prevention of a recurrence of negative behavior by helping students learn from their mistakes. Essential to the implementation of progressive discipline is helping students who have engaged in unacceptable behavior to:

- understand why the behavior is unacceptable and the harm it has caused
- understand what they could have done differently in the same situation
- take responsibility for their actions
- be given the opportunity to learn pro-social strategies and skills to use in the future
- understand the progression of more stringent consequences if the behavior reoccurs

Determining the Disciplinary Response

School officials must consult Citywide Behavioral Expectations to Support Student Learning when determining which disciplinary measure to impose. In determining how to best address inappropriate conduct, it is necessary to evaluate the totality of the circumstances surrounding the conduct. The following factors must be considered prior to determining the appropriate disciplinary and/or intervention measures:

- the student's age and maturity
- the student's disciplinary record (including the nature of any prior misconduct, the number of prior instances of misconduct, and the disciplinary and intervention measures applied for each)
- the nature, severity and scope of the behavior;
- the circumstances/context in which the conduct occurred
- the frequency and duration of the behavior;
- the number of persons involved in the behavior;
- the student's IEP, BIP (Behavioral Intervention Plan) and 504 Accommodation Plan, if applicable.

Every reasonable effort should be made to correct student misbehavior through guidance interventions and other school-based resources and the least severe disciplinary responses. Guidance interventions are essential because inappropriate behavior or violations of the Discipline Code may be symptomatic of more serious problems that students are 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 needs.

Appropriate disciplinary responses should emphasize prevention and effective intervention, prevent disruption to students' education, and promote the development of a positive school culture. When used consistently and appropriately, guidance interventions help improve student behavior, lower recidivism and contribute to a more positive school environment.

Support services may include any of the interventions enumerated in the Discipline Code or a combination of such services that best meet the needs of the individual student.

RESTORATIVE APPROACHES

A restorative approach to behavior can be used as both a prevention and intervention measure. Restorative processes can help schools build relationships and empower community members to take responsibility for the wellbeing of others; prevent or deal with conflict before it escalates; address underlying factors that lead youth to engage in inappropriate behavior and build resiliency; increase the pro-social skills of those who have harmed others; and provide wrong doers with the opportunity to be accountable to those they have harmed and enable them to repair the harm to the extent possible.

When used as an intervention measure, taking a restorative approach to discipline changes the fundamental questions that are asked when a behavioral incident occurs. Instead of asking who is to blame and how those engaged in the misbehavior will be punished, a restorative approach asks four key questions:

• **What happened?**	• **What needs to be done to make things right?**
• **Who was harmed or affected by the behavior?**	• **How can people behave differently in the future?**

NYC DOE STANDARDS FOR BEHAVIORAL INTERVENTION FOR STUDENTS WITH DISABILITIES

A **functional behavior assessment (FBA)** means the process of determining why a student engages in behaviors that impede learning and how the student's behavior relates to the environment. An FBA for a student with a disability is an evaluation requiring parent consent pursuant to the requirements in section 200.5(b) of the Regulations of the Commissioner of Education.

The FBA must be based on multiple sources of data including, but not limited to: information obtained from direct observation of the student; information from the student, the student's teacher(s), related service provider(s) and others with whom the student interacts; and a review of available data and information from the student's record and other sources including any relevant information provided by the student's parents. An FBA must be conducted by a team; the principal will designate the team and its facilitator.

A **behavioral intervention plan (BIP)** is a plan that is based on the results of an FBA and, at a minimum, includes: a description of the problem behavior; global and specific hypotheses as to why the problem behavior occurs; and intervention strategies that include positive behavioral supports and services to address the behavior.

After an FBA has been conducted, the CSE must be convened to review the results of the FBA, develop a corresponding BIP, and update the student's individualized education program (IEP) to indicate if a particular device or service, including an intervention, accommodation or other program modification, is needed to address the student's behavior.

An FBA is required and a BIP must be considered whenever:

- a student with a disability is exhibiting persistent behaviors that impede his or her learning or that of others, despite consistently implemented general school-wide or classroom-wide interventions;
- the behavior of a student with a disability places the student or others at risk of harm or injury; and/or
- the school-based or central CSE is considering more restrictive programs or placements for a student with a disability as a result of the student's behavior.

An FBA must be conducted and, if appropriate, a BIP developed whenever:

- a student is subject to disciplinary action and a determination has been made that the behavior is a manifestation of the student's disability. If an FBA has already been conducted or a BIP has already been developed, each must be reviewed and updated and/or modified as necessary. For more information on **manifestation determination reviews (MDRs)**, see New York State's Procedural Safeguards for Students with Disabilities Subject to Discipline.

When a student for whom a BIP has already been developed is subject to disciplinary action and a determination has been made that the behavior is a manifestation of the student's disability, the BIP must be reviewed and modified as necessary to address the behavior that resulted in the disciplinary action.

An FBA is required and a BIP must be considered whenever:

- a student who has been referred for an initial evaluation for special education is exhibiting persistent behaviors that impede his or her learning or that of others, despite consistently implemented general school-wide or classroom-wide interventions; and/or
- the behavior of a student who has been referred for an initial evaluation for special education places the student or others at risk of harm or injury.

For detailed information on the FBA or the BIP

For information on: Functional Behavioral Assessment in SESIS or Behavioral Intervention Planning in SESIS

Progressive Ladder of Support and Disciplinary Responses

The ladder of supports and disciplinary consequences below illustrates a progressive response to inappropriate behavior. Student misbehavior must be handled on a case by case basis. In all cases, implementation of appropriate interventions and/or disciplinary consequences must take into account a number of factors including the nature and severity of the misconduct. In many cases, the use of primary consequences and/or the use of guidance interventions may be most suitable. In others, a student's misconduct may require or be most appropriately addressed by a targeted or significant disciplinary response along with guidance interventions.

Guidance Intervention Options		Progressive Disciplinary Response Options
For students serving a Superintendent's Suspension, student support services are provided at an alternate instructional site. Contact between the site and the student's home school is established to ensure academic progress and successful transition upon return.	When a student engages in misconduct, support services are provided to address the student's needs either separately or coupled with disciplinary action. The goal is to foster social emotional growth and pro-social behavior and prevent future misbehavior.	**Superintendent's Suspension** • 1 school year • 30-90 days • 6-10 days
• Teacher conference/classroom observation • Peer mediation and/or other behavioral supports • Restorative Approaches • Assignment of a Mentor/Coach • Guidance lesson(s) in classrooms • Individual behavior contract • Collaborative Problem Solving • Referral to Pupil Personnel Team • Guidance conference • Parent contact • Individual or group counseling • Mentoring Program • Referral to school nurse or school based health clinic or external health care provider • Referral for Academic Intervention Services • Referral to external mental health counseling provider or community based organization • Referral to appropriate substance abuse counseling • Referral to attendance teacher/coordinator • Functional Behavioral Assessment (FBA)/Behavioral Interventional Plan (BIP)		**Removal or Suspension** • Principal's suspension (up to 5 days) • Removal from classroom by teacher **In-School Disciplinary Responses** • Formal Restorative Conference • Individual behavior contract • Short term behavior progress reports • Referral to Pupil Personnel Team • Supervisor's conference with student • In school disciplinary actions • Parent Conference • Student/Teacher Conference • Parent, Administrator and/or Dean-student conference • Admonishment by school staff.

When a student experiences difficulty or engages in inappropriate behavior, the teacher contacts the parent and, depending on the nature and severity of the behavior and the age and maturity level of the student, takes one or more of the following steps: has a conference with the student, refers student to school counselor and/or to PPT and/or refers the student to the deans' office (middle & high school level.) One or more interventions and/or options for in-school disciplinary consequences are used to address the student's behavior.

Student Experiences Difficulty or Engages in Inappropriate Behavior

Universal Prevention For All Students

The school takes a whole school approach to promoting positive behavior. Social emotional learning is infused into the curriculum. The School Culture Committee meets regularly to ensure that there is a comprehensive student support program in place that includes guidance services, student engagement opportunities and prevention and intervention behavioral supports to encourage and motivate pro-social student behavior and positive connection to the school community. The school has a system in place for early identification of students in need of intervention and/or support services.

Review of the Discipline Code

The Citywide Behavioral Expectations to Support Student Learning (the Discipline Code)

Safe, supportive school environments depend on students, staff and parents demonstrating mutual respect. To that end, all members of the school community — students, staff and parents — must know and understand the standards of behavior which all students are expected to live up to and the consequences if these standards are not met. All students must have a clear understanding of all items which they are expected to leave at home. All school faculty and staff must affirm clear and consistent behavioral expectations that set the tone for a safe and orderly school. School faculty and staff must be firm, fair and consistent in implementing the Discipline Code.

The standards set forth in the **Citywide Behavioral Expectations to Support Student Learning** (Discipline Code) apply to behavior in school during school hours, before and after school, while on school property, while traveling on vehicles funded by the Department of Education, at all school-sponsored events and on other-than-school property when such behavior can be demonstrated to negatively affect the educational process or to endanger the health, safety, morals, or welfare of the school community. When misbehavior involves communication, gestures or expressive behavior, the infraction applies to oral, written or electronic communications, including but not limited to texting, e-mailing, and social networking.

Discipline Code Compliance

- Each teacher has a copy of the Discipline Code and **ha**s read the introduction and reviewed the infraction codes.
- Lessons about the Discipline Code are integrated into the curriculum.
- Parents have received information and training on the Discipline Code and reminders are sent home to help reinforce these policies and procedures.
- At the beginning of the school year, the school has communicated to parents and students its policy regarding confiscation of items that disrupt the educational process and the procedures for returning such items. Parents are periodically reminded of prohibited items via official school document(s) (eg. newsletter, brochure, principal's letter, etc.) and are reminded of the procedures to retrieve confiscated items
- Students do not bring to school personal electronic devices, including but not limited to cell phones, ipods and other electronic communication devices. These items are confiscated if they are brought to school.
- The school is in compliance with the NYC Discipline Code and takes the appropriate disciplinary actions for Level 1 to 5 infractions.
- Hats or headgear [except religious attire] are not worn in the building.
- Beads or "colors" representing gang affiliation are not worn or displayed in the school.

Review of the Discipline Code

School officials are responsible for sharing the information contained in the **Citywide Behavioral Expectations to Support Student Learning** with students, staff and parents.

DEANS' OFFICE

Deans play a vital role in ensuring a safe and secure school community and are integral to establishing and maintaining a positive school tone/climate. When students do not live up to the Citywide Standards of Intervention and Discipline Measures and are referred for disciplinary intervention, deans implement a system of progressive discipline as outlined in the Discipline Code and, working in close collaboration with guidance staff and school counselors, secure intervention services designed to maximize each student's capacity to grow academically, socially and emotionally at each grade level.

Dean Roles and Responsibilities

- All deans have a clear understanding of the concept of progressive discipline and are knowledgeable about the Citywide Standards of Intervention and Discipline Measures.
- Deans are familiar with the structure and activation procedures of the Building Response Team.
- Deans meet regularly with the school's School Safety Agents and work collaboratively with them to implement safety and security procedures.
- Deans meet regularly with counselors to facilitate the provision of appropriate counseling, intervention and/or prevention services to students who have committed infractions of the Citywide Discipline Code with the goal of promoting students' social and emotional growth and reducing recidivism.
- For students who are suspended, deans ensure that the student's counselor is notified of the suspension in a timely manner and is part of the suspension process.
- For students who are given a principal's suspension, a dean or another staff member designated by the principal ensures that the student's classroom teacher(s) are notified of the suspension, and a system is put in place to collect, disseminate and return student assignments to classroom teachers so that students are credited with work completed while on suspension.
- Deans meet regularly to analyze school wide behavioral trends and design and implement prevention and intervention initiatives with other school personnel as applicable.
- Deans regularly participate in professional development, especially in areas including crisis intervention, conflict resolution and social emotional learning to provide them with effective strategies and skills that promote student growth and assist them in their interactions with students and their families in time of crisis.
- Deans participate in meetings of the Pupil Personnel Team as needed to assist the team in designing interventions for at-risk students.
- Deans have knowledge of the process for referring students to community agencies for additional services.
- Deans communicate with referring teachers and other school staff to confirm that they have met with referred students.

Disciplinary Referral Process

- There is a clear referral process for deans' referrals about which all faculty and staff are aware.
- The SAVE process for removing students from class (teacher removal) is reviewed annually with all teachers.

Disciplinary Documentation

- Deans have a clear understanding of Chancellor's Regulation A-443 and Chancellor's Regulation A-412 and how to use the OORS and SOHO systems.
- The principal has designated staff members, who receive periodic training on the Discipline Code and reporting responsibilities, to enter behavioral incidents into OORS and follow all reporting procedures per Chancellor's Regulation A-443 and Chancellor's Regulation A-412.
- The deans maintain an up to date log of all students seen in the Deans' Office.

DETENTION

The manner in which students conduct themselves in school is a major factor in establishing and maintaining a safe and secure teaching and learning environment. When students engage in behavior prohibited by the Citywide Standards of Intervention and Discipline Measures (the Discipline Code), schools may choose to use detention as a possible consequence for such behavioral lapses. (Schools may choose to use a service project or other approaches in which the student gives back to the school or greater community in lieu of, or in conjunction with, detention. **Note:** Schools may not assign tasks that could be deemed a form of corporal punishment, (i.e. cleaning walls, toilets, etc) Procedures and protocols must be in place for implementing disciplinary measures such as detention. Detention may be served either before or after a student's regular school day or during lunch.

DETENTION

Detention Duration

- There is a written policy that is shared with the whole school community (faculty, students and parents) that delineates the maximum number of days of detention for various infractions and the maximum number of hours per detention session.

Location and Staffing

- The detention center is located in a regular classroom where the assigned detention teacher logs daily attendance and monitors student behavior and work.
- Before or after-school detention is staffed by a teacher programmed on an earlier or later schedule or by providing per session for teachers.
- All detention staffing assignments are posted in a timely manner.

Grounds for Detention

- Based on school rules, certain student infractions may warrant detention. Examples include being late to school or class, or being in the hall during class time without permission. Infractions for which detention may be warranted should be shared with the whole school community (faculty, parents and students.)
- Parents are called if a student is to serve detention
- The number of detention sessions should be commensurate with the student's misconduct and should not be excessive.

Detention Procedures

- At detention, students do not socialize with one another, talk with one another or leave their assigned seats.
- If a school implements lunch time detention, students on detention must be provided with lunch.
- An assignment is given and collected at the end of the session
- Counselors are assigned to visit the room to discuss the behaviors that can impede student achievement.

Chronic Detention

- If a student chronically (i.e., more than two times) serves detention, parents are contacted by phone or mail to arrange for a guidance meeting.
- School counselors are notified about their students who are chronically serving detention.

TEACHER REMOVALS AND SUSPENSIONS

SUSPENSIONS AND REMOVALS

When a student engages in behavior prohibited by the Citywide Standards of Intervention and Discipline Measures (the Discipline Code), s/he is subject to a range of possible disciplinary responses. When a disciplinary response involves either a Teacher Removal, a Principal's Suspension, or a Superintendent's Suspension, procedures and protocols must be in place.

Suspension Recommendation Procedures

- Recommendations for each type of suspension/removal are reviewed and approved as follows:
    - **Teacher Removals** are approved and reviewed by the principal/principal's designee
    - **Principal's Suspensions** are approved by the principal.
    - **Superintendent's Suspensions** are reviewed and approved by the Borough Suspension Director

- **For Teacher Removal**, the student is afforded the opportunity to explain to the Principal/designee(s). his/her side of the incident that resulted in the proposed discipline.
- The parent of a student subject to a Teacher Removal may request an informal conference with the principal/designee to discuss the incident.
- A student may be removed from a class for one (1) to no more than four (4) days on a Teacher Removal. A student may be removed only from the classroom of the teacher seeking the removal. Accordingly, only elementary school students who do not have multiple teachers may be removed for a half day or an entire day.
- All appropriate information is entered into SOHO.

- **For Principal's Suspension**, the student is afforded the opportunity to explain to the Principal his/her side of the incident that resulted in the proposed discipline.
- The procedures for a principal's suspension conference are followed per Chancellor' Regulation A-443. The principal must hold the mandatory parent conference.
- All appropriate information is entered into SOHO.
- Parents must be provided with written notification letters generated by SOHO.
- A student may be removed from class(es) for one (1) to no more than five (5) days on a Principal's Suspension.

- **For a Superintendent's Suspension,** at the full due process suspension hearing the student will have the opportunity to provide his/her side of the incident and to hear evidence presented by the school. The school has the burden of proving the allegation(s) against the student.
- All appropriate information is entered into SOHO.
- Parents must be provided with written notification letters generated by SOHO.

Please see **Procedural Safeguards** for students with disabilities.

Alternate Education Procedures

While New York State Education law allows high schools to provide a minimum of two hours of instruction to students who are serving a Principal's Suspension, New York City high schools are encouraged to provide a full instructional day. In this way, students who have behaved inappropriately may be held accountable for their behavior at the same time as they continue their full academic program. Maintaining a student's academic progress and providing intervention services designed to prevent future occurrences of inappropriate behavior are integral to helping students to graduate on time prepared for post secondary college and/or career opportunities.

TEACHER REMOVALS AND SUSPENSIONS

Principal's Suspensions and Teacher Removal

All students who receive a Principal's Suspension or Teacher Removal report to the in-school suspension center.

- The center is supervised by a teacher and, if possible, a school aide.
- The center supports student work. The subject class teacher(s) of each suspended/removed student provides instructional assignments to the student for each day/period the student is assigned to the in-school suspension center. Such assignments are applicable to current class work to ensure continuity of instruction to students in all subject classes.
- A system is in place to collect and return student assignments to classroom teachers so that students are credited with the work completed while on suspension or removal

At the In-school suspension center:

- Irrespective of the students' regular schedule, all students follow the designated in-school suspension center schedule.
- All mandated services by IEP and/or ELL are delivered in the in-school suspension center; students do not leave the room for services whenever possible.
- Lunch is delivered to the suspension room.
- The room is equipped with pedagogical supplies and equipment in order to ensure meaningful instruction.
- Each day, a one period counseling session is held to help students recognize appropriate social and academic behavior and understand methods that will improve their decision-making skills.

Superintendent's Suspensions (Grades 6-12)

All students in grades 6-12 who receive a Superintendent's Suspension are assigned to an Alternate Learning Center (ALC).

At the ALC:

- Guidance services are provided to each student
- For special education students, services are delivered, as per the student's Suspension Plan

Students in grades K-5 are provided full-day instruction at an in-school suspension center at a Buddy School.

- Buddy school assignments for grades K-5 students on a Superintendent's Suspension are determined by the Borough Suspension Director.
- Students receive a full day of instruction in the major subject areas and receive credit from their home school for the work.
- Establish communication with the home school prior to the student's return to ensure all pertinent documentation about the student's work at the ALC, behavioral progress and on-going needs are forwarded to the school in order to facilitate a smooth transition

HOME SCHOOL RESPONSIBILITIES

Special Education Students

- It is the home school's responsibility to make arrangements for the review of a student's IEP, including any mandated three year review or annual review that comes due during the suspension period. The review will be held at the home school and the student shall be permitted to attend the meeting, barring extenuating circumstances.

- It is the responsibility of the home school to notify the ALC when a review is to be conducted and to provide the review team to conduct the evaluation, working with staff from the ALC when appropriate. Documentation and follow up is the responsibility of the home school.

TEACHER REMOVALS AND SUSPENSIONS

City and State Tests/ Assessments

- Students who are serving short term (6-90 days) suspensions at ALCs must take either city or state tests at their home schools.

- Students who are serving long term (1 year) suspensions will sit for their exams at their assigned Alternate Learning Center.

Attendance

- For students who are subject to a teacher removal, appropriate attendance and follow up takes place for all students who do not report to their alternate education assignment.
- For students serving Principal's Suspensions, attendance is submitted to the attendance office. Parents of students who did not report to their assignment are called by the home school.
- For students serving Superintendent's Suspension, attendance is taken at the ALC and entered into ATS. ALC staff contact parents of absentee students.