Department of Education

Dennis M. Walcott
Chancellor

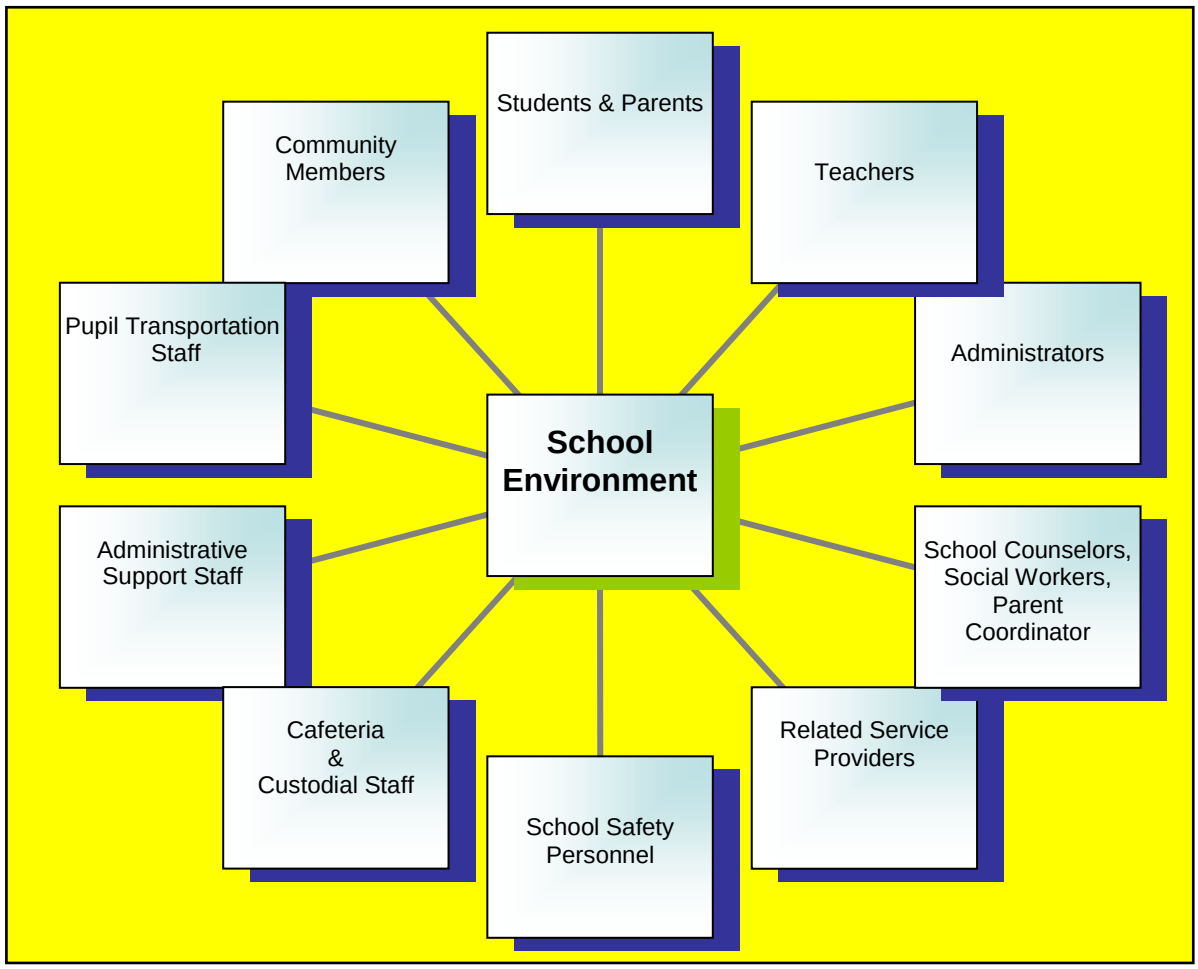
Best Practices Standards For Creating and Sustaining a Safe and Supportive School

Elayna Konstan
Chief Executive Officer
Office of School and Youth Development
52 Chambers Street
New York, New York 10007

2012

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	5
Classroom Environment	6
Cyberbullying/Electronic Aggression	7
Inclusive Instructional Practices	9
Student Engagement/Student Life	11
Respect For All	13
Section II Safety Protocols and Procedures	
School Physical Environment	38
School Security	39
Emergency Preparedness	41
Entry and Exit Procedures	43
Hall Passing Procedures	45
Cafeteria Procedures, Library Use and Office Hours	46
Campus Schools	47
Section III Guidance Services	
Comprehensive Guidance Program	49
Inclusive School Counseling	51
Pupil Personnel Team	53
Support for Students Returning from Suspension	54
Section IV Student Support	
Attendance Program	56
Crisis Intervention Team	58
Students in Temporary Housing	60
Substance Abuse/Violence Prevention & Intervention	61
Health Support Services	62
Parent Involvement and Community Outreach	64
Collaboration with External Programs	65
Student Behavior	
Behavioral Expectations	67
Guidance Interventions and Progressive Discipline	68
Review of the Discipline Code	70
Deans' Office	72
Detention	73
Principal's Suspension	74

Section I

School Culture

SCHOOL CULTURE AND CLIMATE

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

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.

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.

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

Regular examination of each of these factors enables school leaders and staff to play an incalculable role in establishing and sustaining school norms that foster a positive culture and climate in which all students can thrive.

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.

- 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 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.

CYBERBULLING/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)

- 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. 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 cluster attorney when you believe the activity may be criminal.
- **Do not send or delete material until you receive instructions from the police, attorneys or district attorney's representative**
- **Do not reproduce or "burn" copies of the images unless instructed by law enforcement or legal services**
- 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. Be sure to follow all 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.
    - 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.

- Follow the Discipline Code when dealing with inappropriate cyber-content

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 US Departments of Education and Health and Human Services have created a new **StopBullying.gov** website which 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. Electronic aggression is defined as any kind of harassment or bullying that occurs through email, chat rooms, instant messaging, websites, blogs, or text massaging. 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, 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…. 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.

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 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.

Effective July 1, 2012, the Dignity Act makes it the policy of New York State to afford all students in public schools an environment free of discrimination and harassment:

> *No student shall be subjected to harassment by employees or students on school property or at a school function; 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.*

Chancellor's Regulations A-830 (Filing Internal Complaints of Discrimination); Chancellor's Regulation A-832 (Student-To-Student Bias-Based Harassment, Intimidation, and/or Bullying); A-831 (Peer Sexual Harassment); A-420 (Pupil 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, based on 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 bias-based behavior for students and prohibits students from:

> 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
>
> Engaging in intimidating and bullying behavior, including cyber-bullying** — threatening, stalking or seeking to coerce or compel a student or staff member to do something; engaging in verbal or physical conduct that threatens another with harm; taunting and/or intimidation including through the use of epithets or slurs involving actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, religion, religious practices, gender, gender identity, gender expression, sexual orientation, weight or disability

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.

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 and behavioral environment. (See page 5 School Culture and Climate)

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 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 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 individual 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 monitored and 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? • 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 and training 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' successes, 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 Dignity Act and implementing Commissioner's require schools to:

1. **Identify at least one staff member** to be the Dignity Act Coordinator who is thoroughly trained in methods to respond to human relations in the areas of race,. color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender or sex. **(Note: In the NYC public schools, the RFA Liaison(s) is/are the Dignity Act Coordinator(s).** CR A-832.

2. **Provide training to all school employees, including non-instructional staff**, to raise awareness and sensitivity to potential acts of discrimination or harassment directed at students that are committed by students or school employees on school property or at school functions, including, but not limited to, discrimination or harassment based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender or sex; and enable employees to prevent and respond to incidents of discrimination and harassment.

   Training Resource:

   The Office of School 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. 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.

3. **Provide students with instruction that supports the development of a school environment free of discrimination and harassment:**

   For all public school students, instruction that supports development of a school environment free of discrimination and harassment, including but not limited to instruction that raises awareness and sensitivity to discrimination or harassment based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex; 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 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 School 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 discrimination and harassment in various ways, including but not limited to:

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

   - Inclusion of issues related to discrimination or harassment based on identity characteristics into subject class lessons as applicable to the subject area topic being addressed; For example,

Instructional Resources: (continued)

- in a health or science class dealing with blood transfusions, incorporating discussion about the impact of past racial segregation of blood transfusions;
- 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 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 incident:

- is 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;

AND meets one or more of the following criteria:

- It substantially interferes with the student's ability to participate in or benefit from an educational program, school sponsored activity or any other aspect of a student's education; **AND/OR**
- (2) substantially interferes 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**
- (3) creates a hostile, offensive, or intimidating school environment; **or**
- (4) substantially interferes with a student's mental, emotional or physical well-being; **or**
- (5) otherwise adversely affects a student's educational opportunities.

Respect For All

Chancellor's Regulation A-832 (Student-to Student Bias-Based 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 on account of race, color, creed, ethnicity, national origin, citizenship/immigration status, religion, gender, gender identity, gender expression, sexual orientation, disability or weight.

Such 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 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 Chancelllor's Regulation A-443.

Bias-based harassment, intimidation and/or bullying is any intentional written, verbal, or physical act that a student or group of students directs at another student or students which:

(1) is 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; **and**
(2) substantially interferes 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**
(3) creates a hostile, offensive, or intimidating school environment; **or**
(4) substantially interferes with a student's mental, emotional or physical well-being; **or**
(5) otherwise adversely affects a student's educational opportunities.

EXAMPLES OF BIAS-BASED BEHAVIOR

Bias-based harassment, intimidation and/or bullying may take many forms and can be physical, verbal or written. Written harassment, intimidation and/or bullying include electronically transmitted acts, e.g., via Internet, cell phone, personal digital assistant or wireless handheld device. 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, containing comments or stereotypes that are electronically circulated or are written or printed.

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 RFA Liaison to whom reports by students or staff members of student-on-student biased-based harassment, intimidation and/or bullying can be made and who serves as a resource for students and staff on this issue and who is trained in human relations in the areas of race, color, creed, national origin, citizenship/immigration status, ethnicity, religion, disability, sexual orientation, gender, gender identity, gender expression and weight (RFA Liaisons serve as Dignity Act Coordinators.)

Schools are encouraged to identify multiple RFA Liaisons. Creating a group of RFA Liaisons increases the likelihood that an individual student will consider one or more of the RFA Liaisons as someone s/he trusts, considers approachable and with whom s/he feels comfortable speaking about a serious concern such as bullying and/or bias-based behavior. Identifying multiple RFA Liaisons also creates a cohort of trained staff members who can serve as a resource for colleagues and students to implement school wide initiatives that promote respect for diversity and/or address bias-based harassment.

NOTE:
In the event that a school has identified only one RFA Liaison and that individual is unable to fulfill the role for an extended period of time, another school staff member must be immediately designated on an interim basis, pending return of the previous RFA liaison or a new individual is identified.

In the event that a school has identified **only one RFA liaison** and that individual vacates the role of the RFA Liaison, another school staff member must immediately be designated as the interim RFA liaison. The principal must ensure that a successor RFA Liaison is appointed within 30 days and that he/she attends the next available two day training provided by the Office of School and Youth Development.

Respect For All

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 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.

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 and staff understand how to make complaints of bias-based harassment, bullying or intimidation.

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 School and Youth Development (OSYD) by e-mailing the complaint 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 bias-based harassment, intimidation and/or bullying may be made and will be investigated in light of the information provided by the anonymous reporter.

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

Reporting Responsibility of All School Staff

Any staff member who witnesses student-to-student bias-based harassment , intimation and/or bullying or who has knowledge or information or receives notice that a student may have been the victim of such harassment by another student s/he is required to promptly report the alleged act to the RFA Liaison or the principal/designee.

Any staff member who witnesses student-to-student harassment, intimidation and/or bullying or who has knowledge of information or receives notice that a student may have been a victim of such behavior by another student is required to promptly report the alleged act to the RFA Liaison or the principal/designee.

When the RFA Liaison or any staff member receives a report of bias-based 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.

OORS Reporting Requirements and Updates

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

The Online Occurrence Reporting System has been updated to enable schools to enter important information regarding bias related 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.

For selected infraction codes (see list below) which schools enter into OORS, the following will appear:

Does this incident involve student-on-student behavior which may make this a bias related incident of harassment, intimidation and/or bullying?

☐ **YES** ☐ **NO**

(Bias categories include: race, color, religion, ethnicity, national origin, citizenship/immigration status, gender, gender identity, gender expression, sexual orientation, disability and weight.)

IF NO, this message will appear: If following your investigation, you have determined that the incident involved student-to-student bias- based harassment, intimidation and/or bullying, you must update the incident to reflect these findings and follow the procedures outlined in Chancellor's Regulation A-832.

If YES – this message will appear:

Chancellor's Regulation A-832 **requires** that you investigate this incident and issue a written report of the results of your investigation within 10 school days.

Upon completion of your investigation, you **must update** this incident report

Click here to see Chancellor's Regulation A-832

Update Screen

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**

If YES, please check all categories that apply:

- ☐ race
- ☐ color
- ☐ ethnicity/national origin
- ☐ religion
- ☐ citizenship/immigration status
- ☐ gender
- ☐ gender identity/gender expression
- ☐ sexual orientation
- ☐ weight

SUBMIT

Failure to Update an Incident

If aschool DOES NOT update the information from its investigation into the "Bias-Based Incident Investigation Queue," the incident will stay in the queue and the incident will be considered incomplete. The Bias-Based Incident Investigation Queue will be monitored. Follow-up emails will be sent as a reminder to ensure that the incident update is completed.

Infraction Codes That May Include Bias Based Behavior

Level	A	B	Description
3	13	15	Using profane, obscene…abusive language
	18		Engaging in inappropriate or unwanted physical contact or touching someone in a private part of the body (K-3 only
	24	24	Shoving, pushing
	28		Inappropriate or unwanted physical contact (grades 4-5)
	30	28	Engaging in vandalism, graffiti or other intentional damage to school property or property belonging… to students
	31	31	Posting/distributing libelous material
4	**A**	**B**	**Description**
	33	36	Posting, distributing material threat of violence, violent or lewd pictures
	34	37	Physically aggressive behavior/minor injury
	35	38	Act of coercion, threatening violence
	36	39	School bus behavior risk or results in injury
	37	40	Intimidating and bullying behavior
	38	35	Sexually suggestive comments, nonverbal or physical conduct sexual nature
	43	45	Substantial risk of serious injury
	44	46	Causing serious injury
5	**A**	**B**	**Description**
	52	54	Extreme force, inflicting or attempting to inflict serious injury
	53	55	Group violence
	54	56	Threatening or violent behavior gang related
	55	57	Physical sexual aggression
	58	61	Using Category I weapon
	59	62	Using Category II weapon

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 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 within ten school days of the complaint subject to state and federal laws regarding student records privacy and **consistent with the privacy rights of the alleged harasser, except where a decision was made not to notify the parents of the alleged victim of the allegation as set forth in CR A-832 Section III.C**. A copy of this report must be sent to the CFN Network Leader.

After investigating an incident, the principal/designee may determine that the alleged behavior does not violate CR A-832 but still is a violation of the discipline code. For example, an investigation may find that a student engaged in bullying behavior, but it was not bias based. Or an investigation may find that a student did engage in bias-based behavior prohibited by the Discipline Code, but the nature, severity and scope of the behavior did not meet any of the criteria for finding a violation of CR A-832. In such instances, appropriate follow up action must be taken in accordance with the Discipline Code and CR-443.

If an incident is found to be a violation of the Discipline Code but not a violation of CR A-832, It is important when writing to the parents of the students against whom the allegations have been made to include a statement to this effect so that parents understand that although their child's behavior did not violate the Chancellor's Regulation, it is still actionable under the Discipline Code (see sample letters below).

SAMPLE LETTERS to Parent of Students Alleged to Have Engaged in the Behavior

Dear Parent,

The school received a complaint that your child engaged in the following bias-based behavior (add brief description of behavior). After investigating this allegation, we have determined that your child engaged in bias-based harassment, intimidation and/or bullying in violation of CR A-832. Appropriate follow-up action will be taken in accordance with the Discipline Code. In addition the school offers the following services to support your child (add description of services). If you have any questions, please call …

OR

Dear Parent,

The school received a complaint that your child engaged in the following bias-based behavior (add brief description of behavior). After investigating this allegation, we have determined that your child did not engage in behavior which violated CR A-832. However, this behavior may still violate the Discipline Code and appropriate disciplinary action will be taken, if warranted, in accordance with the Code. In addition the school offers the following services to support your child (add description of services). If you have any questions, please call….

OR

Dear Parent,

The school received a complaint that your child engaged in the following bias-based behavior (add brief description of behavior). After investigating this allegation, we have determined that this allegation was not substantiated and that your child did not engage in behavior which violated CR A-832. If you have any questions, please call….

SAMPLE LETTERS to Parent of Targeted Student

Dear Parent,

The investigation of the allegation of bias-based behavior involving your child has been completed according to the requirements of Chancellor's Regulation A-832. The allegations pertaining to bias-based harassment, intimidation and/or bullying were found to be **substantiated** and appropriate follow up action will be taken. To support your child, the school offers the following services to support your child (add description of services). If you have any questions, please call….

OR

Dear Parent,

The investigation of the alleged bias-based behavior involving your child has been completed according to the requirements of Chancellor's Regulation A-832. The allegations pertaining to bias-based harassment, intimidation and/or bullying were found to be **unsubstantiated,** If you have any questions, please call….

Respect For All

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 School and Youth Development Plan.

Expectations:

Review of the regulation with staff members: (See Training Deck Information –page 14).

- 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;
- addresses the identity categories named in the regulation (and the Discipline Code) and includes a review of key definitions – harassment, discrimination, and bullying
- includes types of harassing and/or bullying behavior
- addresses the potential impact of harassment/bullying on targets of the behavior
- addresses the role and responsibility of all school staff regarding reporting responsibilities
- focuses on the pivotal role that all staff members play in promoting respect for diversity and preventing and intervening in bias-based and bullying behavior.
- 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.

Review of the regulation with students:

- clarifies for students who the school's RFA Liaison(s) are
- 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;
- 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;
- addresses, in an age appropriate manner, the identity categories named in the regulation (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 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

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 School and Youth Development Plan by October 31st. (Please see page 31 for Consolidated School and Youth Development Plan.)

CHANCELLOR'S REGULATION A-830 (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 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 (see below for summary of prohibited discrimination).

It is a violation of the DOE policy for any DOE employee to discriminate against or harass a student, including but not limited to verbal, written or physical acts on school property or at a school function on the basis of any of the above-noted grounds where such conduct:

(1) substantially interferes 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) creates a hostile, offensive, or intimidating school environment; or
(3) substantially interferes with a student's mental, emotional or physical well-being; or
(4) otherwise adversely affects a student's educational opportunities.

Reporting

Supervisors are required to immediately report instances of any oral or written complaints by parents or students of discrimination or discriminatory harassment by a DOE employee to the Department's Office of Equal Opportunity ("OEO").

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.

Investigation

Upon receipt of a complaint, OEO will determine whether the complaint alleges 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 sanction.

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.

Each office and school must prominently post the DOE's Anti-Discrimination Policy which provides contact information for OEO and indicates where a copy of this regulation may be obtained.

Respect For All

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 or 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.

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 in Section II.G.

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 School 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 School and Youth Development Plan.

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 School and 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;
- making sexual comments, remarks, insults, and/or jokes;
- electronically posting, displaying or distributing sexually oriented or suggestive objects, pictures, drawings or images;
- making obscene gestures;
- stalking;
- pressuring for sexual activity;
- spreading rumors of a sexual nature;
- 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).

Review of the regulation with staff members:

- 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;
- addresses the definition of sexual harassment and the various forms such behavior may take;
- reviews the reporting responsibility of all staff members;
- 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;
- 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)

EXPECTATIONS:

Review of the regulation 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;
- 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 at the beginning of 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;
- 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.
- 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 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

- Corporal punishment is prohibited in and around school premises, as well as on school trips.
- No corporal punishment shall be inflicted in any of the public schools, nor punishment of any kind tending to cause excessive fear or physical or mental distress. Violation shall constitute grounds for dismissal.
- Parents/guardians may not consent to the use of corporal punishment on their children.

Chancellor's Regulation A-421 (Verbal Abuse)

- Verbal abuse of students is prohibited in and around school premises, as well as on school trips.
- No verbal abuse shall be inflicted in any of the public schools, nor punishment of any kind tending to cause excessive fear or physical or mental distress. Violation shall constitute grounds for dismissal.
- DOE employees may not use verbal abuse regardless of whether a student's parent or guardian consents to such conduct.

Verbal abuse includes language that;

- tends to cause fear or physical or mental distress;
- is discriminatory based on race, color, national origin, alienage/citizenship status, ethnicity, religion, gender, disability, or sexual orientation which tends to cause fear or physical or mental distress;
- tends to threaten physical harm; or
- tends to belittle or subject students to ridicule.

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 know that bullying and/or intimidation includes, but is not limited to:
    - Physical violence; aggressive or menacing gestures
    - Stalking
    - Threats, taunts, teasing
    - 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, containing comments or stereotypes that are written or printed or electronically circulated.

Respect For All

Review of the Discipline Code

***EXPECTATIONS**:*

- Staff and students understand the nature and scope of 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 bias-based bullying, intimidation and harassment for students in grades K-5 and in grades 6-12 at Level 3 and Level 4

  Level 3: 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: Engaging in intimidating and bullying behavior, including cyber-bullying** — threatening, stalking or seeking to coerce or compel a student or staff member to do something; engaging in verbal or physical conduct that threatens another with harm; taunting and/or intimidation including through the use of epithets or slurs involving actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, religion, religious practices, gender, gender identity, gender expression, sexual orientation, weight or disability.

- 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 for preventing and addressing bias-based harassment, intimidation, and/or bullying in its annual Consolidated School and Youth Development Plan by October 31st.

Plan to Prevent and Address Bias-Based Harassment

A comprehensive plan for preventing and addressing in bias-based behavior:

- 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 diversity training and/or external experts on bias-based harassment
- 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, 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 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

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 office 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.

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; In-house School Safety Agent Level III/designee; 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 its 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 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, including, but not limited to, matters relating to school safety agents.

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..

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 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 .

EMERGENCY PREPAREDNESS

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

Emergency Preparedness

- 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 office must be able to hear all emergency announcements.
- Appropriate staff members have been trained and certified in the use of AED equipment.
- Evacuation 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.

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 protocols are based on the use of ***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 that do not have 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 staff (including School Aafety 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 a command post, and responding to an AED or GRP announcement.

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.

EMERGENCY PREPAREDNESS

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".

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, all members of the school refrain from using cell phones and two-way radios for communication. 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. 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. 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.

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

- 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.

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	Escort students who are late to school and arrive more than half way through the period to a holding area, where they await the beginning of next period
	Adequate supervision of the holding area.
	Students in the holding area are engaged in school work during their stay
	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.
- 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.

ENTRY AND EXIT PROCEDURES

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.

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
  - 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

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, proactive guidance program 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.

Counselor Roles and Responsibilities

- All school counselors have a specified caseload /target population of students.
- Counselors have a specified articulation services caseload.
- All school counselors provide both individual and group counseling services.
- All school counselors provide classroom guidance services.
- Counselors provide professional development for school staff as needed.
- Counselors encourage student voice through formal and informal channels, i.e. student government, student panels, etc.
- Counselors ensure that students and families have knowledge of, and access to, promotion and graduation requirements. Individual student progress towards these requirements is reviewed with students and families on a regular basis.
- Counselors regularly review student transcripts and have a mechanism to track student progress toward meeting promotion and/or graduation requirements.
- Counselors provide post secondary academic and career awareness counseling.
- At all grade levels, counselors conduct lessons and/or workshops with students about college, careers and other post-secondary options.
- Counselors who have been trained in conflict resolution skills provide conflict resolution and/or violence prevention counseling.
- Counselors collect and analyze data to evaluate the counseling program and continue to update program activities.
- Counselors regularly review student academic, attendance and behavioral data.
- Counselors regularly participate in professional development.
- Counselors are part of a trained crisis response team.
- Counselors have knowledge of, and a formal process for referring students to, community agencies for additional services.
- Counselors are part of a Pupil Personnel Team that meets regularly.
- Counselors meet regularly with deans 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.
- Counselors are a part of the suspension process for those students on their caseload who are being suspended for behavior which is prohibited by Citywide Discipline Code.

School Wide Counseling Program

The school's counseling program is aligned with the mission and vision of the school's Comprehensive Education Plan (CEP).

The school has a comprehensive guidance plan, including guidance initiatives and professional development, that is part of the Comprehensive Educational Plan (CEP).

There is a clear Ladder of Referral that delineates progressive levels of counseling and other forms of supportive prevention and intervention strategies and progressive discipline to address infractions of the Discipline Code. Graduated guidance and disciplinary interventions and supports are clearly linked in the ladder of referral. The entire school community understands and uses the ladder of referral.

COMPREHENSIVE GUIDANCE PROGRAM

Counselor Communications

- Counselors regularly communicate with, and provide regular feedback to, school staff.
- Counselors communicate with parents of counseled students based on a school protocol for parent contact.

Child Abuse Prevention and Intervention

- School child abuse prevention and intervention team meets regularly.
- Child abuse prevention and intervention team has developed and implemented the school's annual child abuse prevention and intervention plan as part of the school's School and Youth Development Consolidated Plan.
- The principal has identified a designated child abuse liaison to the CFN Network.
- All pedagogical and non-pedagogical staff members understand their role as mandated reporters, are familiar with Chancellor's Regulation A-750 and their reporting responsibilities, and have participated in an annual review of child abuse regulations.

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. While such programs are normally open to all students, counselors can take special measures to ensure the participation of specific 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.

To assist students, 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 School and 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 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 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 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.
- 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

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.

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.
- 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.
- 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 INTERVENTION TEAM

Crisis Plan and Team Planning

- 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.
- 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.

STUDENTS IN TEMPORARY HOUSING

The McKinney-Vento Homeless Assistance Act is the federal law that entitles children who are homeless to a free, appropriate 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.
- 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/SPARK) 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 well being 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 collaborating 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 (i.e. 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 & ref erring 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 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.

HIV/AIDS Prevention

- There is a comprehensive HIV/AIDS prevention program established with an operational Condom Availability (on the high school level) component.

HEALTH SUPPORT SERVICES

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 should provide high quality physical education and comprehensive health education in accordance with New York State and City requirements:

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 go to http://schools.nyc.gov/Academics/FitnessandHealth/KeyDocuments/Quick+Reference.htm.

For more information about DOE's recommend health-related fitness curriculum, visit http://schools.nyc.gov/Academics/FitnessandHealth/StandardsCurriculum/default.htm.

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 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

http://schools.nyc.gov/Academics/FitnessandHealth/StandardsCurriculum/default.htm
http://schools.nyc.gov/Academics/FitnessandHealth/KeyDocuments/Quick+Reference.htm.

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 visit: http://schools.nyc.gov/Academics/FitnessandHealth/StandardsCurriculum/HIVAIDSoverview.htm.

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.

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.

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.

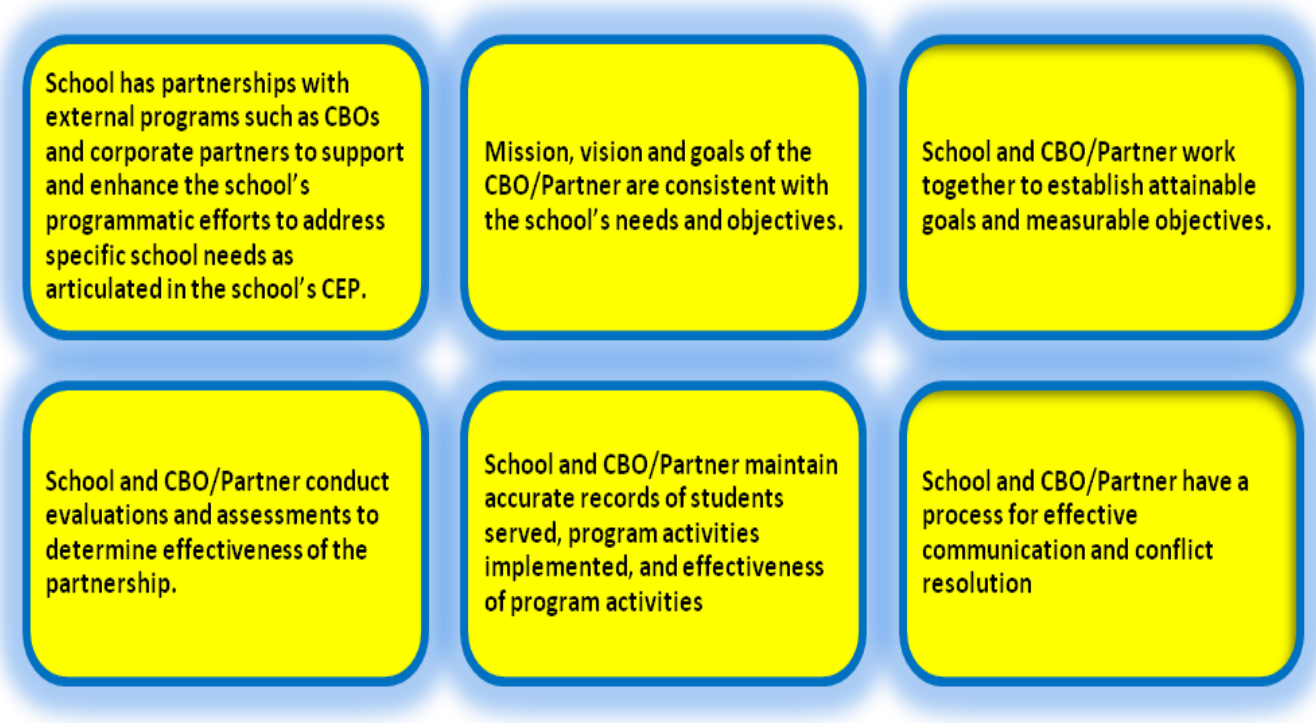
Community Outreach

- 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

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 the Citywide Standards of Intervention and Discipline Measures 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 facts 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

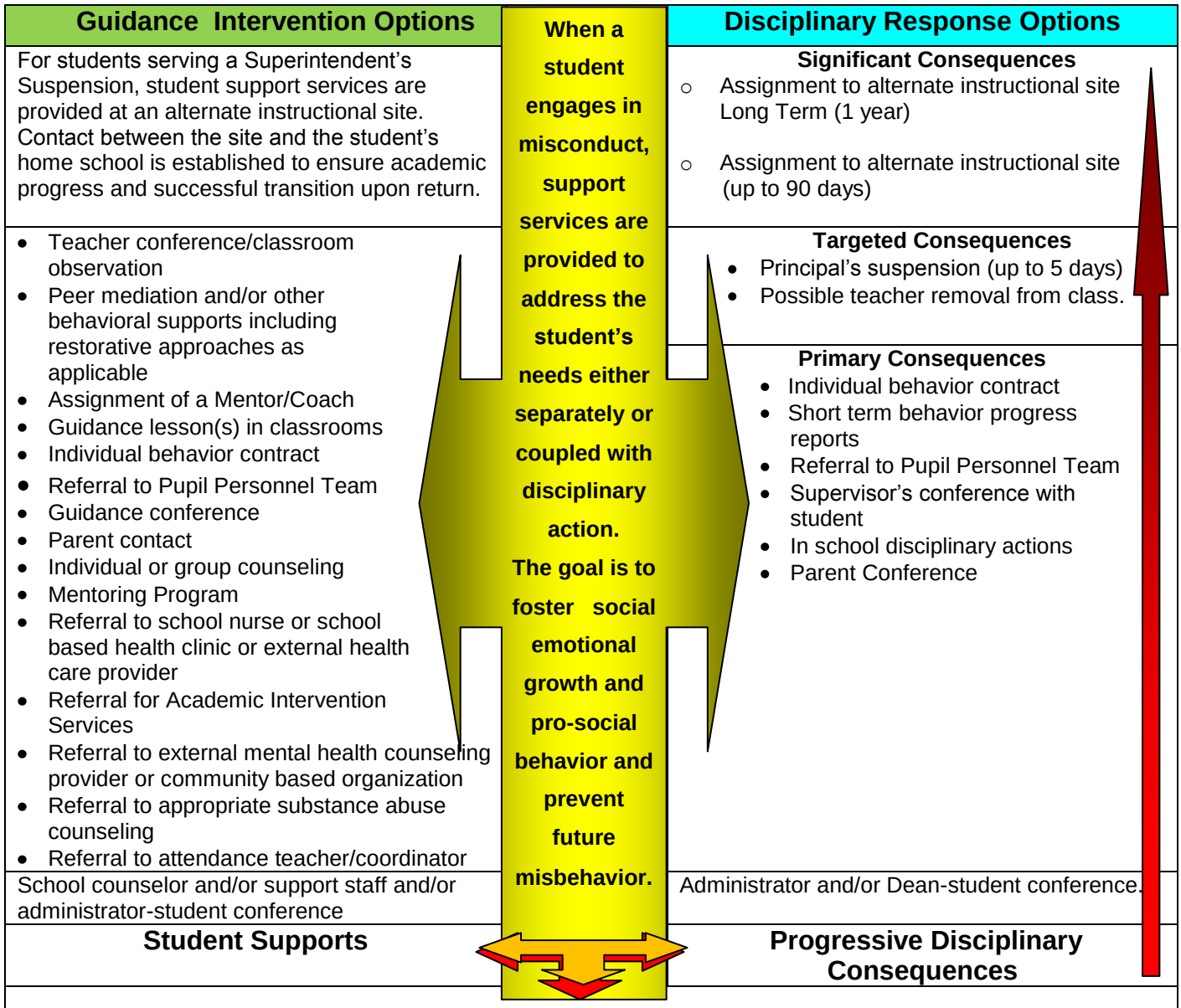
A restorative approach to behavior can be used as both a prevention and intervention measure. Restorative processes can help schools build relationships and empower community members to take responsibility for the well being of others; prevent or deal with conflict before it escalates; address underlying 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?**

PROGRESSIVE LADDER OF SUPPORT AND DISCIPLINARY CONSEQUENCES

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.



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 primary disciplinary consequences are used to address the student's behavior.

Student Experiences Difficulty or Engages in Inappropriate Behavior

Universal Prevention For All Students

School provides a comprehensive student support program that includes guidance services, opportunities for social emotional learning, student engagement opportunities and prevention and intervention behavioral supports to encourage and motivate pro-social student behavior and positive connection to the school community. 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 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. 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 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.

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.

2012 Review of the Discipline Code

School officials are responsible for sharing the information contained in the Citywide Standards of Intervention and Discipline Measures with students, staff and parents.

Staff, students and parents know that:

1. **The Discipline Code includes five levels of infractions:**

    - Level 1: Uncooperative/Noncompliant Behavior
    - Level 2: Disorderly Behavior
    - Level 3: Disruptive Behavior
    - Level 4: Aggressive or Injurious/Harmful Behavior
    - Level 5: Seriously Dangerous or Violent Behavior

2. **To support the implementation of progressive discipline, the following changes have been made:**

    - The Introduction and the Bill of Student Rights and Responsibilities have been re-formatted to highlight critical text and information, including information on the use of Restorative Approaches.

    - Included in the Introduction is a Progressive Ladder of Support and Disciplinary Consequences.

Review of the Discipline Code

3. **To support the implementation of progressive discipline, the following changes in disciplinary consequences have been made:**

   - For all Level 1 infractions except A06/B07 and A07/B08, Option F (removal from a classroom by a teacher) is removed.
   - For all Level 2 infractions Option G- Principal's Suspension is removed.
   - For all Level 3 infractions for students in Grades K-3 the option of a Superintendent's Suspension is removed..
   - Infraction B20 (Leaving class or school premises without permission of supervising school personnel) has been moved to Level 2.
   - A22/B21 (Defying lawful authority) and B22 (Entering or attempting to enter a school building without authorization)- the option of a Superintendent's Suspension is removed.
   - A21/B19 (Level 2), A32/B34 (Level 3) and A49/B51 (Level 4) - *the Engaging in a pattern of persistent behavior*-Whenever possible and appropriate, prior to imposing a Level 2/3/4 disciplinary consequence, school officials should have exhausted the disciplinary responses and guidance interventions in Level 1/2/3)

4. **To comply with federal guidelines, the section on the rights of students who are 18 years old has been revised in the Bill of Students' Rights and Responsibilities.**

5. **Changes in language to clarify specific infraction codes for the 2012 school year include:**

   - **A04/B05**: Bringing prohibited equipment or items to school without authorization (e.g., cell phone, beeper or other electronic communication/entertainment device)
   - **A13/B15**- Using profane, obscene, vulgar, or lewd language, gestures, or behavior.
   - **A22/B21**- Defying or disobeying the lawful authority or directive of school personnel or school safety agents in a way that substantially interrupts the educational process.
   - **A24/B24**- Shoving, pushing, or engaging in a minor altercation or similar physical confrontational behavior (e.g. pushing past or at another person), or throwing an object (e.g., chalk) or spitting at another person (for more serious physical aggressive behavior, see A34/B37)
   - **A25/B25**- Bringing unauthorized persons to school or allowing unauthorized visitors to enter school in violation of written school rules.
   - **A29/B26**-Engaging in gang-related behavior (e.g., wearing or displaying gang apparel and/or accessories, writing graffiti, making gestures or signs)
   - **A39/B41**-Possessing controlled substances or prescription medications without appropriate authorization, illegal drugs, synthetic hallucinogens, drug paraphernalia, and/or alcohol
   - **A48/B50**-Using controlled substances or prescription medication without appropriate authorization, or using illegal drugs, synthetic hallucinogens, and/or alcohol
   - **B32 Footnote**: For particularly egregious situations (e.g., where numerous students are involved, where the behavior involves standardized tests, or where the behavior requires invalidation of a test) the Superintendent may impose a suspension of 30-90 school days with automatic review for early reinstatement after 30 or 60 school days.

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.

PRNCIPAL'S SUSPENSION

PRINCIPAL'S SUSPENSION

When students engage in behavior prohibited by the Citywide Standards of Intervention and Discipline Measures (the Discipline Code), a principal's suspension is a possible consequence. Procedures and protocols must be in place for implementing disciplinary measures such as a principal's suspension.

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 graduate on time and prepared for post secondary college and/or career opportunities.

Suspension Recommendation Procedures

- All recommendations for suspension are reviewed and approved by the principal.
- The principal meets with the student to discuss the charges. The student must be given an opportunity to explain his/her experience/point of view regarding the events.
- 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.
- Appropriate notification letters are generated in SOHO and sent to parents.

Suspension Center Procedures

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

Schedule & Services

- Irrespective of the students' regular schedule, all students follow the designated suspension center schedule.
- 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.
- All mandated services by IEP, 504 and/or ELL are delivered in the suspension center; students do not leave the room for services whenever possible.

Suspension Attendance

- Attendance is submitted to the attendance office.
- Parents of students who did not report to their assignment are called.