OPENING DAY PACKET

School Year 2015 – 2016

Elizabeth Rose, Deputy Chancellor, Division of Operations
Lois Herrera, Chief Executive Officer
# Table of Contents

**Overview**........................................................................................................................................................................3

**Key Dates**.............................................................................................................................................................................5

**Promoting a Positive School Culture and Climate – Implementation of Chancellor’s Regulation A-832 and Compliance with the Dignity Act.**..................................................................................................................6

  - Documentation and Certification.............................................................................................................................................7
  - Supporting LGBTQ students.....................................................................................................................................................8

**Best Practices for Creating and Sustaining a Safe & Supportive School** ............................................................................9

  - Consolidated Youth Development (YD) Plan..........................................................................................................................9
  - Requirements for Reporting Child Abuse and Neglect........................................................................................................10
  - Students in Temporary Housing (STH)...............................................................................................................................11
  - Chancellor’s Regulation A-411 – Behavioral Crisis De-Escalation and Contacting 911 ..................................................11
  - Suspension Procedures including Teacher Removal (SAVE Legislation)...........................................................................12
  - Involuntary Transfers..............................................................................................................................................................12

**Implementation of the Citywide Behavioral Expectations to Support Student Learning (The Discipline Code)**............................13

  - Discipline Code and Related Documents..........................................................................................................................13
  - Implementation and Professional Development Support..................................................................................................14

**Safety and Emergency Readiness** ........................................................................................................................................15

  - School Safety Plan...............................................................................................................................................................15
  - Emergency Readiness...........................................................................................................................................................17
  - Missing Student Protocol and Responding to Door Alarms.................................................................................................18
  - Visitor Control Protocols......................................................................................................................................................18
  - Reporting Procedures for School-Related Occurrences..................................................................................................19
  - Cyber Generated Images.......................................................................................................................................................21
  - Student ID Cards.................................................................................................................................................................21
  - Unannounced Scanning.......................................................................................................................................................21

**Attendance Policy, Requirements and Procedures** ................................................................................................................22

  - Student Attendance Calendar and Early Dismissal/Late Opening Procedures .................................................................23
  - Attendance Program Procedures........................................................................................................................................23
  - Centrally – Funded Attendance Teachers..........................................................................................................................24
  - Standards and Requirements for Reporting Educational Neglect ...................................................................................25
  - Student Intervention Screen (ILOG)...................................................................................................................................25
  - Register and Discharge Procedures...................................................................................................................................25
  - Planning Interview Discharge Procedures.........................................................................................................................26

**Military Recruitment/Institutions of Higher Learning and Opt-Out Procedures**.................................................................27
OVERVIEW

The mission of the Office of Safety and Youth Development (OSYD) is to ensure that New York City's public schools provide all students with a safe, respectful and inclusive learning environment in which integrated practices and procedures support students’ wellbeing, academic achievement and social growth. A safe and supportive school community in which students feel valued and respected is fundamental to students’ academic achievement. OSYD’s work fully integrates safety and youth development.

To assist schools in creating and sustaining a positive and safe school culture and climate, OSYD’s multifaceted approach includes:

- collecting, analyzing and disseminating student behavioral, suspension, temporary housing and attendance data to help schools identify trends and allocate resources to address student needs
- building the capacity of school staff to support students’ pro-social development through graduate level training in behavioral crisis intervention, peer mediation, conflict resolution, restorative approaches and classroom management
- collaborating with community based organizations which provide school based social emotional learning programs and individual and small group counseling services
- implementing the DOE’s comprehensive Respect For All (RFA) program which addresses bullying, cyberbullying and bias-based behavior, including an internet resource library and an intensive staff training program implemented in conjunction with a consortium of community based partners
- conducting comprehensive assessments along with field and school leaders of high need, Impact and/or Persistently Dangerous (PD) Schools to identify areas in need of improvement and make recommendations to improve the safety and culture and climate of the school

Borough Safety Directors (BSDs) provide daily safety and security support and technical assistance to schools in their geographically assigned area. Along with Central OSYD staff, BSDs train principals and school Building Response Teams (BRTs) to ensure that each school effectively implements the DOE’s General Response Protocols (GRP) for emergency readiness. To support schools in the recovery phase of an emergency, OSYD provides field and school based crisis response teams with crisis response and recovery training to address student needs in the aftermath of trauma and deploys central staff to school sites as needed.

Recognizing exemplary student attendance, conducting attendance outreach, addressing chronic absenteeism and implementing truancy centers to return and reconnect students to school are vital components to ensuring that students make academic progress. Equally important to student success is ensuring that all students, especially those who are at-risk and or high need, including students who may be struggling with substance abuse or are the victims of child abuse or who are students in temporary housing, have access to and receive applicable guidance support services.

Partnerships with community based organizations provide the foundation for afterschool programs across the city, offering academic, co-curricular, sports, arts and support services to students in the hours immediately following the school day, for example, through the Department’s 21st Century
afterschool grants to schools or through the Department of Youth and Community Development’s (DYCD) COMPASS/SONYC programs, or at Beacon programs during evening hours when students are statistically most susceptible to engaging in delinquent behavior. For students who are in danger of becoming, or do become, gang involved, OSYD’s Gang Prevention and Intervention Unit (GPIU) assists schools and families across the five boroughs and also assists schools and community organizations in recognizing the early warning signs of gang involvement.

Interagency collaboration is fundamental to OSYD’s multiservice school project to improve academic and behavioral outcomes for high need students by identifying service gaps for students and their families and creating effective linkages between schools and organizations in the community to create referral protocols and provide needed services.

To address inappropriate student behavior, OSYD provides schools with training and support to implement a progressive approach to discipline that seeks concurrent accountability and behavioral change. The goal is prevention of a recurrence of negative behavior by helping students learn from their mistakes. When the most appropriate disciplinary response is a superintendent’s suspension, OSYD provides Alternate Learning Centers (ALCs), located throughout the five boroughs, which provide a full instructional day combined with intensive guidance interventions designed to help 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
# KEY DATES

<table>
<thead>
<tr>
<th>Key Dates/Deadline</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2</td>
<td>School Safety Portal opens</td>
</tr>
<tr>
<td>September 3</td>
<td>Consolidated Youth Development Plan opens</td>
</tr>
<tr>
<td>By September 18</td>
<td>Convene School Safety Committee</td>
</tr>
<tr>
<td>September 14 to October 2</td>
<td>Distribute military opt-out letters to students and parents in grades 9-12</td>
</tr>
<tr>
<td>By September 19</td>
<td>Schools that require training for a new Respect For All (RFA) Liaison are to email <a href="mailto:MElliot2@schools.nyc.gov">MElliot2@schools.nyc.gov</a> and/or <a href="mailto:MDiSchiavi@schools.nyc.gov">MDiSchiavi@schools.nyc.gov</a></td>
</tr>
<tr>
<td>By September 30</td>
<td>• Complete School Safety Plan and submit to your Borough Safety Director</td>
</tr>
<tr>
<td></td>
<td>• Distribute Discipline Code Parent Letter</td>
</tr>
<tr>
<td>October 1</td>
<td>Complete and submit Consolidated Youth Development Plan</td>
</tr>
<tr>
<td>By October 9</td>
<td>Review Discipline Code with staff and conduct a staff workshop</td>
</tr>
<tr>
<td>By October 16</td>
<td>Collect military opt-out letters from students and parents</td>
</tr>
<tr>
<td>By October 31</td>
<td>• Consolidated Youth Development (YD) Plan must be approved by your respective BFSC/Affinity Liaison.</td>
</tr>
<tr>
<td></td>
<td>• Review Discipline Code with parents and conduct a parent workshop</td>
</tr>
<tr>
<td></td>
<td>• Enter students’ opt-out information into ATS using UPCO function</td>
</tr>
<tr>
<td></td>
<td>• Identify a point person for issues related to military recruitment and requests for information from institutions of higher learning in OSYD Consolidated YD Plan</td>
</tr>
<tr>
<td></td>
<td>• Display RFA posters throughout the school</td>
</tr>
<tr>
<td></td>
<td>• Distribute RFA brochure and RFA: Keeping Out Schools Free of Sexual Harassment brochure to students</td>
</tr>
<tr>
<td></td>
<td>• Provide students and parents with the name(s) and contact information of the school’s RFA Liaison (s) (letter template included in packet)</td>
</tr>
<tr>
<td></td>
<td>• Enter the name of the school’s primary RFA Liaison into your Consolidated YD Plan</td>
</tr>
<tr>
<td></td>
<td>• Discuss Chancellor’s Regulation A-832 with students and certify that this discussion took place in your Consolidated Youth Development Plan</td>
</tr>
<tr>
<td></td>
<td>• Conduct training on Chancellor’s Regulation A-832 for all staff, including non-instructional staff and certify that training took place in your Consolidated YD Plan</td>
</tr>
<tr>
<td></td>
<td>• Complete first Lockdown Drill</td>
</tr>
<tr>
<td></td>
<td>• Conduct an orientation for all school staff on the school’s Crisis De-escalation Plan And Chancellor’s Regulation A-411</td>
</tr>
<tr>
<td></td>
<td>• Hold a School Safety Committee meeting at which an in-house School Safety Agent Level III/designee is present to discuss school’s Crisis De-escalation Plan.</td>
</tr>
<tr>
<td>By November 19</td>
<td>Submit any revisions to the School Safety Plan to Borough Safety Director (if required)</td>
</tr>
<tr>
<td>By December 1</td>
<td>• All school staff members receive training on child abuse and neglect by the school’s Child Abuse Prevention and Intervention Team</td>
</tr>
<tr>
<td></td>
<td>• Hold 8 of the 12 required fire drills</td>
</tr>
<tr>
<td>Between February 2 and March 13</td>
<td>Hold second lockdown drill</td>
</tr>
</tbody>
</table>
Promoting a Positive School Culture and Climate – Implementation of Chancellor’s Regulation A-832 and Compliance with the Dignity Act

Each school is expected to promote a positive school culture and climate that promotes respect for diversity among students and between students and staff and to provide all students with a supportive and safe environment in which to grow and thrive both academically and socially.

Accordingly, DOE policy prohibits discrimination and harassment, including sexual harassment by employees against students, and discrimination by students against other students on account of actual or perceived race, color, religion, ethnicity, national origin, creed, citizenship/immigration status, disability, sexual orientation, gender, gender identity, gender expression or weight. DOE policy also prohibits harassment, intimidation and/or bullying by students against other students. DOE policy is set forth in the following Chancellor’s Regulations and in the Discipline Code:

- Chancellor’s Regulation A-830 (Antidiscrimination Policy and Procedures for Filing Internal Complaints of Discrimination)
- Chancellor’s Regulation A-832 (Student-To-Student Bias-Based Harassment, Intimidation, and/or Bullying)
- Chancellor’s Regulation A-831 (Peer Sexual Harassment)
- Chancellor’s Regulation A-420 (Pupil Behavior and Discipline - Corporal Punishment)
- Chancellor’s Regulation A-421 (Verbal Abuse)

In addition, the Citywide Behavioral Expectations to Support Student Learning (The Discipline Code) addresses bias-based behavior for students.

TRAIN SCHOOL STAFF AND STUDENTS, INCLUDING NON-INSTRUCTIONAL STAFF

In accordance with Chancellor’s Regulation A-832, each principal must ensure that students and staff members, including non-instructional staff, have been provided with information and training on the policy and procedures outlined in Chancellor’s Regulation A-832 by October 31 of each year. Such training must address:

1. Raising awareness and sensitivity to potential acts of discrimination, harassment and bullying directed at students, including, but not limited to, those acts based on a student’s actual or perceived race, color, creed, ethnicity, national origin, citizenship/immigration status, religion, gender, gender interests, gender expression, sexual orientation, disability, or weight;
2. The identification and mitigation of harassment, bullying and discrimination;
3. The social patterns of harassment, bullying, and discrimination;
4. Preventing and responding to incidents of discrimination, harassment or bullying;
5. Understanding the effects of harassment, bullying and discrimination and strategies for effectively addressing problems of exclusion, bias, and aggression in educational settings; and
6. Promoting a safe and supportive school climate, including incorporating these concepts into classroom activities.
To assist schools the Office of Safety and Youth Development has prepared a 2015-2016 training deck *Respect For All: Making School Safe and Supportive for All Students* which school leaders may use to fulfill the requirement for training all employees, including non-instructional staff or a school may create its own training materials which must cover the topics enumerated above.

Each school is also required to discuss the policies and procedures in *Chancellor’s Regulation A-831* by **October 31st** with students and staff as per the regulation.

**APPOINT AND TRAIN FOR THE RESPECT FOR ALL (RFA) LIAISON**

In accordance with *Chancellor’s Regulation A-832*, every school must have at least one RFA Liaison who has completed the mandated training provided by the Office of Safety and Youth Development (referred to as certified RFA).

The Office of Safety and Youth Development has scheduled age appropriate (K-5 and 6-12) two day workshops for new RFA Liaisons who have not yet been trained. To request training for a new RFA liaison, schools may contact *Marsha Elliott* or *Michael DiSchiavi* by September 19th. In the event a certified RFA liaison vacates his/her appointment, the principal must ensure that a certified RFA liaison has been appointed within 30 days. In the interim, the principal must immediately designate an interim RFA liaison. In the event a certified RFA liaison is temporarily unable to perform his/her duties for an extended period of time, and there is no other certified RFA liaison, the principal must designate another person to serve on an interim basis until the RFA returns.

**DOCUMENTATION AND CERTIFICATION**

By October 31st, each principal/designee must certify in the school’s Consolidated Youth Development Plan that the policy and procedures set forth in *Chancellor’s Regulation A-832* have been discussed with students and that all staff, including non-instructional staff, have been provided with the training described above. Regardless of whether or not a school uses the *Respect For All: Making School Safe and Supportive for All Students* training deck or chooses to develop its own training materials and agenda per the training requirements of the Chancellor’s Regulation A-832, the school must retain in its files a copy of the training materials used, the agenda for the training and the signed staff attendance roster for the training. In addition, schools must submit their RFA plan through the Consolidated Youth Development Plan that covers how the school will prevent and address harassment, intimidation and/or bullying.

By October 31st, each principal/designee must certify in the school’s Consolidated Youth Development Plan that the policy and procedures set forth in *Chancellor’s Regulation A-831* with respect to student-to-student sexual harassment have been discussed with students and staff members as well as designated a staff member who will receive reports of student-to-student sexual harassment.

**DISSEMINATE MATERIALS AND POST REQUIRED POSTERS AND NOTICES**

Each principal must enter the name of the school’s primary “Respect For All” designee into the School’s Consolidated Youth Development Plan. This is the RFA Liaison whose name will be posted as the RFA Liaison on the school’s webpage. In addition each school must provide students and parents with the name(s) and contact information of the school’s RFA Liaison(s) when it distributes the Citywide
Behavioral Expectations to Support Student Learning (The Discipline Code.) A sample letter is provided for duplication by each school.

Each school will receive a shipment of Respect for All posters and Respect for All brochures. Schools must conspicuously post “Respect for All” posters in locations accessible to students, parents and staff. The posters must contain the name of the staff member(s) who are designated as RFA Liaisons to receive reports of bias-based harassment, intimidation and/or bullying. 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. A copy of Chancellor’s Regulation A-832 must be made available to students, parents, and staff upon their request.

Each school will also receive a shipment of Respect For All: Keeping Our Schools Free of Sexual Harassment brochures (Chancellor’s Regulation A-831) which must be distributed to students and parents. Parents/students entering the school during the school year must receive a copy upon registration. Schools 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. The notice must contain the name of the staff member designated to receive reports of sexual harassment and must indicate where in the school a copy of the regulation and complaint form may be obtained. A sample notice is attached to the regulation.

Notice of the DOE’s Anti-Discrimination Policy (Chancellor’s Regulation A-830) and internal complaint procedures must be given to employees annually. Each office and school must prominently post the Department’s Anti-Discrimination Policy, which provides contact information for the Office of Equal Opportunity (OEO) and indicates where a copy of Chancellor’s Regulation A-830 may be obtained.

**SUPPORTING LGBTQ STUDENTS**

Schools should be proactive in creating a school culture that respects and values all students and families fostering an understanding of sexual orientation and gender identity within the school community. The Office of Safety and Youth Development and the Office of Guidance and School Counseling are available to answer questions, provide resources and talk through questions and needs that you have around supporting our LGBTQ students and families.

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

Complaints alleging discrimination or harassment based on a person’s actual or perceived transgender status or gender nonconformity must be handled in accordance with the procedures set forth in Chancellor’s Regulation A-832 (for student-on-student allegations) and Chancellor’s Regulation A-830 (for staff-on-student allegations).
For additional information, contact Jaye Murray at JMurray7@schools.nyc.gov or Kenyatte Reid at kreid3@schools.nyc.gov.

FOR ADDITIONAL GUIDANCE AND IMPLEMENTATION SUPPORT
For assistance in implementing DOE policy and regulations and understanding the requirements of the Dignity Act, schools may reference the document entitled Implementing Respect For All: A Guide to Promoting a Safe and Inclusive School Environment for All Students Including Compliance with the Dignity Act. This guide includes information on the following Chancellor’s Regulations identified above (CR A-420, CR A-421, CR A-830, CR A-831, and CR A-832).

The guide also provides salient information regarding mandates related to: the Respect For All (RFA) Liaison, training for school employees (including non-instructional staff), instruction for students, staff reporting responsibilities. In addition, the guide provides information on the process for Online Occurrence Reporting System (OORS) incident updates to comply with the Dignity Act requirement that school districts annually report material incidents to the New York State Education Department.

If you have questions or concerns regarding Respect For All compliance (Dignity for All Students Act) or delivery of posters and brochures, please contact Jolan Nagi at the Office of Safety and Youth Development at (212) 374-6777 and/or Marsha Elliot at (212) 374-6908 and/or Michael DiSchiavi at (212) 374-2350.

Best Practices for Creating and Sustaining a Safe & Supportive School
Establishing and maintaining a school community in which all students and staff feel safe and respected is critical to students’ academic and behavioral growth. The Best Practices for Creating and Sustaining a Safe and Supportive School, available on the Principals’ Portal, examines all facets of the school community which impact on creating and sustaining a safe and orderly environment. To provide schools with guidance on compliance with the updated Dignity Act which went into effect on July 1st, 2013, the Respect For All section includes significant additional information.

As per SAVE legislation, school staff must be provided with annual violence prevention training. Please plan professional development for staff during the 2015-2016 school year on topics such as safety and security, behavior management, conflict resolution, respect for diversity, disciplinary procedures, etc. to promote a positive school climate and culture and a safe teaching and learning environment.

CONSOLIDATED YOUTH DEVELOPMENT (YD) PLAN
Schools are required by State mandates and Chancellor’s Regulations to submit plans annually that demonstrate an ongoing commitment to providing support in a number of areas including: attendance improvement; crisis prevention and intervention; bias harassment prevention and intervention; child abuse and neglect prevention and intervention; and services for students living in temporary housing, among others. In an effort to facilitate compliance with these requirements and reduce the burden of paperwork and repetition of data entry, the Office of Safety and Youth Development has created a Consolidated Youth Development (YD) Plan, which provides for the electronic entry of this information in one place.
The information you entered last year will appear on-screen in the Consolidated Youth Development Plan application. Please update those sections that require changes, and verify that the information on each page of the Consolidated Youth Development Plan has been reviewed and updated. The principal will need to confirm that each answer has been reviewed and updated for the new school year by checking a confirmation box and clicking submit. New questions will be blank and will require completion this year.

Please note that there is a new approval process for the 2015–16 school year. Schools are now required to update and submit your plan online to your Borough Field Support Center (BFSC) for review by September 30, so that all plans can be approved by your BFSC deputy director of student services by the Chancellor’s mandated deadline of October 31.

For resources and guidance on completing and submitting your plans, visit the OSYD Wiki page. For technical assistance, email osyddata@schools.nyc.gov or call 718-935-5004. For questions, email osyddata@schools.nyc.gov.

**REQUIREMENTS FOR REPORTING CHILD ABUSE AND NEGLECT**

All school personnel (pedagogues and non-pedagogues) are mandated reporters and have an affirmative duty personally to make a report to the New York State Central Register (SCR) whenever there is reasonable cause to suspect that a child has been abused, neglected, or maltreated. If a mandated reporter suspects abuse, neglect or maltreatment of a child, the following steps must be taken:

- The mandated reporter must immediately file an oral report to the New York State Central Register (SCR) at 1(800) 635-1522. A “Call I.D.” number must be obtained from the SCR confirming that a report was accepted.
- The caller must immediately inform the principal/designee of the allegation and of the “Call I.D.” number.
- The principal/designee or the staff member must complete a LDSS 2221-A within 48 hours and send it to the CPS field office in the borough where the alleged subject of the report resides. A copy of the form must be sent to the Borough Field Support Center (BFSC) School Counseling (Guidance) Manager and a copy must be kept in a confidential file in the school office.
- The principal/designee must file an OORS Child Abuse report using the DOE’s Online Occurrence Reporting System (OORS) within 24 hours after the principal/designee is advised of the report to SCR and receives the Call I.D. number.

**CHILD ABUSE AND NEGLECT ADMINISTRATIVE MANDATES**

All schools must take appropriate steps to ensure that:

- A Child Abuse Prevention and Intervention Team is established in each school.
- A Child Abuse Prevention Designated Liaison to the BFSC is appointed in each school.
- All school based liaisons must participate in the annual Designated Liaisons Training.
- All school staff members receive training on child abuse and neglect by the school’s Child Abuse Prevention and Intervention Team. Training for school staff must be held by November 30th. **(Note: This training is in addition to the required two hour New York State**

- Members of the school’s Child Abuse Prevention and Intervention Team receive a copy of Chancellor’s Regulation A-750. Highlights of Chancellor’s Regulation A-750 (the blue card) are prominently posted in the school building and disseminated to all staff.
- Each school submits a Child Abuse and Neglect Intervention and Prevention Plan by Friday, October 30, 2015 as part of the online Consolidated Youth Development Plan.
- The school conducts child abuse prevention activities for students, staff and parents.

For additional information or questions, please contact Cheryl Hall at CHall3@schools.nyc.gov

STUDENTS IN TEMPORARY HOUSING
The McKinney-Vento Homeless Assistance Act (“McKinney-Vento Act”) of 2001 mandates that homeless children and youth be guaranteed equal access to the same free appropriate public education provided to children permanently housed in the community. Please see the Title I Part A Set-Aside for Students in Temporary Housing for guidelines and requirements. To ensure that the mandates of the McKinney-Vento Act and Chancellor’s Regulation A-780 are met, each year schools identify their plans for supporting students living in temporary housing as part of the Consolidated Youth Development Plan. In this plan, the principal designates a staff member to act as the “STH School-Based Liaison” for the school who is expected to participate in annual McKinney-Vento trainings.

Residency Questionnaire
Please review Chancellor’s Regulation A-780 and use the Residency Questionnaire, accompanied by the McKinney-Vento Act Guide for Parents and Youth. Schools must provide and request the completion of the Residency Questionnaire to all newly enrolled students and to students who change their addresses during the school year. Schools should indicate that a student is homeless in the student’s bio page (BIOU) in ATS and update changes as appropriate. All students on your register must have a designated and accurate housing category code in ATS. For more information, please visit the Students in Temporary Housing webpage or contact Katherine Marshall Polite.

CHANCELLOR’S REGULATION A-411 BEHAVIORAL CRISIS DE-ESCALATION/INTERVENTION AND CONTACTING 911 FOR EMERGENCY MEDICAL SERVICES
Chancellor’s Regulation A-411, Behavioral Crisis De-Escalation/Intervention and Contacting 911, effective August 1, provides guidance on responding to behavioral crises and when to contact 911 for emergency medical services in these situations. Note that the policies and procedures for contacting 911 for emergency medical services for a physical injury or medical condition are contained in Chancellor’s Regulation A-412.

In accordance with Chancellor’s Regulation A-411, when students experience behavioral crises and engage in behavior that poses a substantial risk of serious injury to themselves or others, schools must determine the appropriate way to manage the behavior and whether the behavior can be safely de-escalated by school staff. Every effort must be made to safely de-escalate the behavior, where possible, using strategies and interventions for addressing behavioral crises and in-school and community resources that are identified in your school’s Crisis De-Escalation Plan (see below for more information on your school’s Crisis De-Escalation plan). However, where a student’s behavior poses an imminent and
substantial risk of serious injury to himself or others and the situation cannot be safely addressed by your school staff or the support services available to your school, 911 must be contacted. The regulation also states that parents or guardians must be notified whenever a behavioral crisis occurs and must be permitted to speak with the student and on-scene 911 responders, if it is feasible and will not interfere with the ability of school staff and the on-scene 911 responders to fulfill their duties and responsibilities.

As noted above, Chancellor’s Regulation A-411 requires each school’s Crisis Intervention Team to develop a Crisis De-escalation Plan as part of its annual Consolidated Youth Development Plan, which must be approved by your BFSC/Affinity De-Escalation/Crisis Intervention Manager by October 31. Your Crisis De-escalation Plan must:

- include strategies for de-escalating behavioral crisis situations;
- identify locations in the school building in which students in crisis may be safely isolated from others;
- identify school staff trained in de-escalation techniques;
- identify in-school and community resources available to the school and parents/guardians; and
- describe how crisis de-escalation and response protocols are communicated to school staff.

In addition, your school’s Crisis Intervention Team must conduct an orientation for all school staff, including non-instructional staff, on the policies and procedures contained in the regulation and on the school’s Crisis De-escalation Plan. These policies and procedures must also be addressed at a School Safety Committee meeting at which an in-house School Safety Agent Level III/designee is present. You must ensure that both the orientation and your School Safety Committee meeting are held by October 31.

More detailed information on the policies and procedures for responding to behavioral crises and determining when to contact 911 is contained in Chancellor’s Regulation A-411. Additional guidance on responding to behavioral crises, developing your school’s Crisis De-escalation Plan, and conducting an orientation session for the upcoming school year are available on Principals’ Portal.

**SUSPENSION PROCEDURES INCLUDING TEACHER REMOVAL (SAVE Legislation)**

It is important to update, as needed, and review the school’s disciplinary ladder of referral, procedures for principal’s suspensions, teacher removals and other disciplinary actions with all staff. In consultation with the UFT Chapter Leader, please plan procedures, processes, and assignments for removal of substantially disruptive students per Safe Schools Against Violence in Education (SAVE) legislation. An Overview of Student Removals and Suspension Process, including key information regarding procedures for the temporary classroom removal of students, principal and superintendent suspensions, MDRs, and considerations for students with Individual Educational Plans, has been prepared for you and is available on the Principals’ Portal. For more information, refer to Chancellor’s Regulation A-443 or contact your OSYD Borough Director of Suspension.

**INVOlUNTARY TRANSFERS**

Chancellor’s Regulation A-450 describes the procedures for effectuating the involuntary transfer of students in general education (those without IEPs) pursuant to Section 3124(5) of the New York State Education Law. When possible, alternative interventions should be utilized before initiating involuntary transfer proceedings. When a student’s behavior and/or academic record demonstrate that adjustment
in school is unsatisfactory and if the principal believes that the student would benefit from a transfer or receive an appropriate education elsewhere, the principal may pursue an involuntary transfer in accordance with Chancellor’s Regulation A-450. Every effort should be made to minimize any disruption to the student’s education. For more information on this regulation and associated procedures, please contact your OYSD Borough Director of Suspensions.

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

It is generally acknowledged that the best prevention/intervention strategy is an effective student-centered environment supported by systems and structures designed to reduce the need to impose disciplinary measures such as teacher removal and suspension. The Citywide Behavioral Expectations to Support Student Learning (Discipline Code) provides the foundation upon which schools can build a safe and supportive learning environment in which students may grow and develop to their maximum potential. The Code reflects the input of students, parents, school personnel, and others in the community.

State Law requires an annual review of the Discipline Code to update the Code as needed. NYCDOE carefully reviewed how best to create a positive school culture and climate in which teaching and learning can safely take place and worked closely with other City agencies, as well as community stakeholders, advocates, principals, teachers and parents to ensure we develop the best policies for our students and a systemic plan of action to improve school safety and climate. After much collaboration, NYCDOE released the SY14-15 Citywide Behavioral Expectations to Support Student Learning (Discipline Code) in April 2015. This edition will remain in effect for SY15-16.

**DISCIPLINE CODE PROFESSIONAL DEVELOPMENT FOR STAFF**

In accordance with New York State SAVE Legislation, schools must review the Discipline Code with all staff members and conduct a workshop to discuss the purpose of the code no later than October 9, 2015. A model professional development workshop training deck which includes interactive exercises is available for schools to use.

**DISCIPLINE CODE OUTREACH TO PARENTS**

As per New York State SAVE legislation, it is critical that parents are informed and knowledgeable about the purpose and content of the Discipline Code. The Department of Education has made available a parent workshop training deck to be used at parent workshops designed to assist administrators and parent coordinators in presenting information on the Discipline Code to parents. In collaboration with your parent coordinator and/or Parent Association leadership, plan an informational session with parents about the Discipline Code that will provide a forum to address parental concerns or questions.

**DISCIPLINE CODE AND RELATED DOCUMENTS**

The following is a list of documents that relate to distribution and implementation:

- **The Discipline Code** The latest (2014-15) edition of the Discipline Code is available online in English and in the following foreign languages: Arabic, Bengali, Chinese, French, Korean, Haitian, Russian, Spanish and Urdu. The Discipline Code includes the Student Bill of Rights and Responsibilities that all students should become familiar with. Schools must hand out the Parent Letters which provide a link to the
Discipline Code. Schools will receive limited quantities of the Discipline Code booklets to use as reference.

- **Curriculum Guides** The most effective way to ensure that students understand and support the Discipline Code is through age appropriate classroom instruction. All students must be given at least one lesson on the Discipline Code. Lesson plans will be posted on the Principals’ Portal and on the OSYD intranet website and should be downloaded for the appropriate grade levels. The lessons are standards-based and include interactive exercises, suggested projects and opportunities for collaborative learning experiences among students.

In grades 6-12, the Discipline Code may be introduced as part of the English, ESL, or social studies curricula and lessons may be incorporated into one or more of these classes. In elementary schools, classroom teachers can integrate the lessons into their schedules. Schools may wish to have a team of school counselors teach the lessons with classroom teachers.

- **Behavioral Contract Template** To help students understand their responsibility to engage in positive, appropriate behavior, behavioral contracts have been developed that schools are encouraged to use. Schools that choose to use these contracts are encouraged to enhance the contract to include school specific rules and regulations, consistent with the Discipline Code and Chancellor’s Regulation A-443, that reinforce the citywide Discipline Code. Schools using this behavior contract must put it on school letterhead. Along with the Discipline Code Parent Letter, each student should receive two copies of the contract to discuss with his/her parent. One copy, signed by the student and parent, can be returned to the school and kept on file and one copy must remain with the student and parent.

- **Letter to Parents** You must distribute the prepared letter to parents by September 30. If you choose to do so, you may include a copy of the behavioral contract with the letter.

- **Workshops:** To assist schools in providing workshops/lessons on the Discipline Code for parents and students, please see the Parent Workshop Training Deck and the Student Workshop Training Deck.

**IMPLEMENTATION AND PROFESSIONAL DEVELOPMENT SUPPORT**

For technical support and assistance and/or for professional development opportunities related to various guidance intervention and prevention strategies cited in the Discipline Code, and for social emotional learning programs and/or diversity initiatives and training, schools may contact their School Climate Manager in the Borough Field Support Center or the Office of Safety and Youth Development.

If you have any questions concerning the Discipline Code or the information contained in this document, please contact Danielle Ehsanipour at the Office of Safety and Youth Development or your School Climate Manager in the Borough Field Support Center.
Safety and Emergency Readiness

SCHOOL SAFETY PLAN

The School Safety Plan (SSP) for each building is accessible by the principal of each school housed within a building. All schools and programs operating in the building must be included in the building Safety Plan, including Charter Schools and Universal Pre-K programs. Principals at campus schools must enter their own school’s information to expedite the completion of the plan. Data from 2014-2015 is pre-populated into the 2015-2016 safety plan. New buildings and new schools will not have pre-populated data. These plans will need to be newly created. It is required that principals reference their safety plans from the 2014-2015 school year to review and edit for changes to staff, student population, and any other changes from the previous year. The SSP Welcome Letter (page one of the Safety Plan) includes guidance on new information required to complete the 2015-2016 SSP.

Prior to submitting a Safety Plan, the principal must contact the principal(s) of school(s) that s/he wishes to list as re-location sites to ensure that the site can be listed for the 2015-2016 school year and the number of students it can accommodate. Additional sites should be listed as needed. Principals must also review the Reunifications Protocols that are included in the SSP which are used when dismissing students from a relocation site.

For additional assistance on accessing and completing the revised School Safety Plan, an informational guide will be available to principals in the safety plan application. The Office of Safety and Youth Development will continue to work with principals to further streamline this process.

The SSP calls for the creation of a Building Response Team (BRT). The BRT is composed of staff members from all schools and programs in a building who will coordinate the school’s or campus’ response to an emergency that may occur in or around the school until the first responders arrive. Additional information on BRTs is posted on the Principals Portal for your review. Each building must also establish an after-school BRT. You must collaborate with the staff members of your after-school CBO(s) to create and train these team members. If you have questions about the formation of this team and their responsibilities, please contact your Borough Safety Director.

The School Safety Plan has been revised to reflect the appropriate use of the General Response Protocols (GRP), The Missing Student Protocol and procedures for Responding to Door Alarms. The GRP outlines the immediate actions all school staff and students must take when an incident occurs that requires an evacuation, shelter-in, or lockdown. The Missing Student Protocol outlines the actions school staff must take when a student is reported missing, and the Responding to Door Alarms section identifies what actions all staff must take when they hear a door alarm sound. Training materials and reproducible materials are posted on the Principals’ Portal. Please also see Emergency Readiness Reminders.

The decision to evacuate is determined by the first responders (i.e. NYPD, FDNY) to the building emergency except where the Principal or Principal’s Designee (who may be the BRT Leader) believes that the condition may pose an immediate threat to the safety and welfare of the students and staff of the building and immediate evacuation is required. Schools would then follow their evacuation
protocols, which may be a series of bells, gongs, strobes, etc. utilizing the fire alarm system or an announcement over the PA system.

Evacuations must occur when there is a fire in the building, regardless of its size. The Principal or Principal’s Designee may not dismiss students earlier than their scheduled time unless they are given permission by the Chancellor or his designee. Re-location sites must be used if returning to the building is not an option.

**Key Facts to Know: School Safety Plan**

<table>
<thead>
<tr>
<th>Deadline for Submission of 2015-2016 School Safety Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>On September 2, 2015, the 2015-2016 Safety Plan will be available online to be updated. The online update must be completed by <strong>September 30, 2015</strong> and submitted to the Borough Safety Director. The deadline for Borough Safety Director certification of Plan is <strong>October 31, 2015</strong>. All <strong>final</strong> revisions of safety plans must be sent to Borough Safety Directors by <strong>November 19, 2015</strong> to ensure certification by NYPD on or before <strong>November 25, 2015</strong>. Please note that only staff members who have been trained in using the online system may be asked to enter the School Safety Plan on the website.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Obtaining An Approved Copy of Your School Safety Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>You may obtain a certified, NYPD-approved copy of your School Safety Plan by using your DOE Outlook and Windows user name and password to access your Safety Plan home page and clicking on the link to “view/print safety plan.” Principals, including each Principal of a school sharing a campus, are encouraged to keep a hard copy of the School Safety Plan in a safe place in case the plan needs to be accessed during a power outage or other emergency. The safety plan may not be reproduced or posted online under any circumstances.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Safety Plans for Multi-School Buildings</th>
</tr>
</thead>
<tbody>
<tr>
<td>For campuses with more than one school or program, the BRT team leader must submit <strong>one</strong> plan for the entire campus; each school or program’s principal must still complete and submit the school-specific sections for every school on the campus. Charter schools must also be included in the building’s plan.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Convening the School Safety Committee for 2014-2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>All principals on each campus must convene the School/Campus Safety Committee no later than September 18 to:</td>
</tr>
<tr>
<td>• Gather input from key constituents</td>
</tr>
<tr>
<td>• Review the 2015-2016 plan</td>
</tr>
<tr>
<td>• Set the committee’s monthly meetings calendar</td>
</tr>
<tr>
<td>Agendas and minutes of each School Safety Committee meeting are to be kept on file by the lead principal and entered online in the designated section of the Safety Plan. State law requires principal(s) to hold at least one annual safety committee meeting which is open to all parents in the school to provide a forum for families to voice any safety concerns and issues they may have.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Emergency Response Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>For the safety of all students and staff, and in accordance with State law, the specific emergency response information of the plan, including but not limited to evacuation routes and procedures of the School Safety Plan, must remain confidential. <strong>Do not copy or distribute the plan to anyone who is not a member of the Safety Committee, and do not, under any circumstances, post the plan online.</strong> All members of the Safety Committee must know that the plan is confidential. The <strong>Principals’ Portal</strong> includes vital information and links on the many ways that all Principals should prepare their school communities to respond effectively to emergencies. This includes guidance for developing effective BRTs and implementation of the <strong>GRP</strong>. Principals must review current BRT staffing and assign staff to any vacant positions. Reach out to your <strong>Borough Safety Director</strong> for information and training opportunities on emergency preparedness.</td>
</tr>
</tbody>
</table>
EMERGENCY READINESS

TRAINING FOR PRINCIPALS
All principals are required to complete a mandatory Emergency Readiness training, which is valid for two years. Sessions are offered during July and August at various locations throughout the five boroughs. During the school year, sessions are scheduled for new principals who begin their positions after September 1. These sessions are scheduled by each Borough Safety Director.

EVACUATION AND SOFT LOCKDOWN DRILLS
Consult your School Safety Plan for protocols and procedures for conducting fire drills, evacuations, and soft lockdowns. This includes the current number of students in FDNY-approved holding rooms, fire rescue areas, or areas of rescue assistance, i.e., designated areas where limited mobility students and staff wait for the Fire Department. The Fire Department will provide means of egress, when necessary. All FDNY regulations must be followed in the event of a fire or smoke condition in the building. The BRT must be activated and the GRPs should be implemented for all fire drills and emergency preparedness drills. Please consult with your Borough Safety Director if you have questions. At a building with full time scanning, students must be scanned when they re-enter the building after a fire drill or after any other cause of an evacuation.

Key Facts to Know: Fire Drills

<table>
<thead>
<tr>
<th>Frequency of Fire Drills</th>
<th>As required by state law, principals must hold a minimum of 12 fire drills each school year, 8 of which must be held by December 1st.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simulating Emergency Conditions</td>
<td>Fire drills shall be conducted under varying circumstances at varying hours, including lunch periods and at unannounced times to simulate actual emergency conditions. No more than one fire drill should be scheduled in a day.</td>
</tr>
<tr>
<td>Fire Drill Reports</td>
<td>All fire drill reports must be completed by the principal and entered into the DOE online Fire Drill data entry page, as this is the official system of record. In a campus setting or in a school that hosts other programs, the principal/campus designee is responsible for entering drills for the campus/school.</td>
</tr>
<tr>
<td>Types of Alarms</td>
<td>Ringing the fire bell is the usual signal for a drill. However, staff and students must be aware of alternate procedures in case of malfunctioning of the bell system. Alternate signals, such as classroom bells, public address announcements, hand bells or messengers, may be used.</td>
</tr>
<tr>
<td>Fire Drill Instructions</td>
<td>Instructions involving fire drills and evacuation paths to be used shall be posted in every classroom, auditorium, gymnasium and cafeteria. Fire Drill Posters may be ordered through FAMIS</td>
</tr>
</tbody>
</table>
| Staff and Student Compliance | - All students and staff in the school must obey fire drill signals and regulations.  
  - Emphasis should be placed on evacuating the school in a quick and orderly fashion. No talking, running or horseplay should be tolerated.  
  - Teachers shall bring attendance information with them to ensure the safe evacuation of all students.  
  - A fire drill is not complete until all students and staff are out of the building or in holding rooms.  
  - Holding rooms must be left unlocked during occupancy and have an operating phone.  
  - In buildings with full time scanning, all students must be re-scanned upon entering the building after a fire drill. |
### Key Facts to Know: Lockdown Drills

<table>
<thead>
<tr>
<th>Frequency of Soft Lockdown Drills</th>
<th>Principals must hold a minimum of 2 soft lockdown drills each school year. The first drill must be conducted by October 30, and the second drill must be conducted between February 2 - March 13.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simulating Emergency Conditions</td>
<td>Soft lockdown drills must begin with an announcement, “This is a drill” repeated twice. The BRT and School Safety Agents should be activated to conduct a building sweep. Under no circumstances should intruder or other specific scenarios be simulated.</td>
</tr>
<tr>
<td>Soft Lockdown Drill Reports</td>
<td>All soft lockdown drill reports must be entered into the DOE online Drill Data entry page as this is the official system of record. In a campus setting or in a school that hosts other programs, the principal/campus designee is responsible for entering drills for the campus/school.</td>
</tr>
<tr>
<td>Soft Lockdown Drill Instructions</td>
<td>Instructions involving soft lockdown drills (and all GRP actions) must be posted in every classroom, auditorium, gymnasium and cafeteria. GRP Posters can be obtained through your Borough Safety Director and on the Principal’s Portal.</td>
</tr>
</tbody>
</table>
| Staff and Student Compliance     | • All students and staff in the school must comply with the GRP action for Soft Lockdown.  
• Emphasis should be placed on quickly locking classroom and office doors and moving to the corner of the room where you can’t be seen through the door vision panel.  
• Teachers shall immediately ensure that the hallway and restrooms next to their classroom (if applicable) are checked for staff/students and then lock their classroom doors.  
• A soft lockdown drill is not complete until the all clear announcement is made—“Attention, the soft lockdown is now lifted.”  
• Holding rooms must be locked during a soft lockdown, but must remain unlocked at all other times when the building is occupied. |

### MISSING STUDENT PROTOCOL AND RESPONDING TO DOOR ALARMS

In order to reinforce and strengthen emergency procedures when a student is reported lost or missing, or when a door alarm is activated this document outlines the steps you must take immediately when a student is reported lost or missing, a student’s whereabouts cannot be confirmed and there is concern for the student’s safety or well-being. Schools must be prepared to initiate a soft-lockdown AND assign staff to secure the exit doors in an effort to prevent the student from leaving the building. This document also outlines the response by all adults in a school building whenever they hear a door alarm. These expectations must be reviewed with all staff at the beginning of each school year.

OORS Documentation of missing students must be updated as necessary to accurately reflect the status of the incident. If your school documents an incident indicating that a student is missing using either the missing child infraction code (N12) or any infraction code with a location of “Left School Premise” your school is required to submit an update to this report within 2 school days with the outcome of the incident and student. This protocol is part of your School Safety Plan and can also be found on the Principals’ Portal. Please ensure that all staff are familiar with this protocol. For questions or assistance regarding this protocol contact your Borough Safety Director.

### VISITOR CONTROL PROTOCOLS

Signs should be posted at the main entrance informing visitors that they must stop at the desk to sign in and show photo identification. A visitor entering a school 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, consulate identification card or the IDNYC card.) The School Safety Agent (SSA) 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 SSA or staff person on duty.

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.

For more information regarding Visitor Control Protocols and the supports offered by the Translation and Interpretation Unit, you may refer to the Best Practices for Creating and Sustaining a Safe and Supportive 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.

REPORTING PROCEDURES FOR SCHOOL-RELATED OCCURRENCES

Reporting of occurrences is necessary to ensure that schools remain safe and orderly. Chancellor’s Regulation A-412 requires that principals/designees file an occurrence report for all school-related crimes and incidents, including incidents on school buses, within twenty-four hours, using the Online Occurrence Reporting System (OORS).

The Emergency Information Center should be contacted to report all serious school-related incidents (criminal, serious non-criminal, or medical incidents which may have public health or safety implications or which may be newsworthy). The Emergency Information Center (EIC) is available Monday – Friday from 7:30 AM to 8:00 PM during the school year and 7:30 AM to 6:00 PM during summer school. The phone number for EIC is 718-935-3210. Answering machines will accept calls when EIC is closed, and calls will be returned during regular business hours.

EIC is also the office that communicates with Notify NYC. If a school incident is deemed to require communication with Notify NYC, EIC will initiate the communication that will be sent to those who have registered with Notify NYC. Registration should be encouraged for all staff and families of your school community. Individuals can register by calling 311 or by visiting www.nyc.gov

The OSYD Research & Resource Center is open from 8:00 AM to 5:00 PM Monday through Friday to answer questions related to OORS, SOHO, or the School Safety Plan. Our support team can be reached at 718-935-5004, or OSYDDATA@schools.nyc.gov. For technical assistance with computer hardware or other DOE applications, please call 718-935-5100.
# Key Facts to Know: Reporting Incidents

## Person Responsible for OORS Reporting
The principal/designee is responsible for the accurate categorization of each incident reported and for the complete and correct description of each incident. Once a designee is assigned to OORS on the OSYD Portal, that designee will have access to OORS for the school by using his/her own DOE Windows and Outlook user name and password. All incidents must be recorded in OORS within 24 hours of the incident.

## Training for Principal Designees
The principal must ensure that designees receive training in the online occurrence reporting process, including how to categorize incidents and how to write complete and accurate incident reports.

## Principal Designee’s Responsibilities
In schools where there is a principal’s designee assigned to reporting school-related occurrences, the designee must alert the principal whenever an occurrence takes place and, each day, provide the principal with a hard copy of the occurrence report(s) for review.

## School Related Crime
When a school-related crime has been committed, the school must immediately notify the NYC Police Department, School Safety Agent, Borough Safety Director, and the parents of any students involved in the incident. In the case of an incident that is considered to be newsworthy or that may have public health and safety implications, notification to the Emergency Information Center (EIC) must be made immediately by calling 718-935-3210. Once the caller provides a brief description of the occurrence, the school will be given a DOE control number. The school then must complete the online occurrence report, as described below, using the number provided by EIC. EIC is staffed between 7:30 am-8:00 pm during the school year and from 7:30 a.m.–6:00 p.m. during summer school. All other times, messages should be left on the answering machine.

## Incidents reported to EIC
- All incidents reported to EIC will be entered directly online through the Online Occurrence Reporting System (OORS) by EIC based on information provided by school official. EIC will create a report in OORS and the school is responsible for reviewing and submitting the report
- The school is responsible for obtaining signed, written statements describing the occurrence from all parties to the event (victims, witnesses, suspects) and must fax such statements to 718-935-5860
- The School is responsible for completing a Comprehensive Injury Report (CIR) for all injuries regardless of whether they arise from an accident or an altercation
- Only official OORS Written Statement Forms are accepted by the System. Please do not use custom forms. Remember to use a separate, individually numbered form for each page of an individual’s statement. Written Statement Forms cannot be photocopied or duplicated. New forms must be downloaded when needed. Fax completed forms to 718-935-5860.

## Entering Incidents into OORS that are not reported to EIC
- In the case of an incident that does not require notification to EIC, the principal or designee will enter a report directly online through the Online Occurrence Reporting System. The occurrence must be accurately categorized and must be described in sufficient detail to provide a full, factual description of what transpired. The report should be written in such a way that a person without any knowledge of the incident can read the explanation and clearly understand what occurred and who was involved. Avoid using legal terms, such as assault and harassment.
- Signed, written statements describing the occurrence must be obtained from all parties to the event (victims, witnesses, suspects) and must be faxed as per the instructions in OORS.
- Only official OORS Written Statement Forms are accepted by the System. Please do not use custom forms. Remember to use a separate, individually numbered form for each page of an individual’s statement. Written Statement Forms cannot be photocopied or duplicated. New forms must be downloaded when needed. Fax completed forms to 718-935-5860.
- If further information is gathered after an initial submission, an update must be made.

## Comprehensive Injury Reports (CIR)
Comprehensive Injury Reports (CIR), formerly known as Accident Reports, must be completed for all injuries regardless of whether they arise from an accident or an altercation.
### Other Mandated Reports

The principal/designee must **report Accidents, instances of Alleged Child Abuse and Sexual Misconduct (adult against student), Corporal Punishment/Verbal Abuse, Suicide/Attempted Suicide** to the appropriate agencies and/or enter all information in the OORS system.

### Incidents Involving Students from Multiple Schools

When an incident occurs that involves students from multiple schools, the first school to be notified or to respond on scene will enter the report into OORS. This will create a shared report for each student’s home school. All principals on a campus whose students were involved in an incident must be notified of the incident and the contents of the report which will be submitted **prior to** the report being entered into OORS. Shared reports generally occur with students in campus settings.

### Incidents Involving Students on Continued Suspensions

Occurrences involving **students on a continued suspension** at an Alternative Learning Center (ALC) or a “Buddy School” (Elementary Schools Only), must be entered into OORS or called into EIC, where necessary, by the site where the incident occurs. These incidents will be available to the student’s home school as a shared report. If a student is placed at an ALC or Buddy School and it becomes necessary to take disciplinary action, the student’s home school must process the transaction in SOHO using the Share Report created by the ALC or Buddy School.

### CYBER GENERATED IMAGES

Distribution by students of sexually inappropriate images and/or photographs using electronic communication such as cell phones and computers is disruptive to the school community and may endanger the welfare of individuals in our schools, and such behavior may require disciplinary action. In addition, there are potential legal implications for those who distribute such images and those who receive them. If you become aware of a student receiving or sending a sexually inappropriate image or photograph, please follow the steps delineated in **How to Deal with Inappropriate Cyber Content**.

### STUDENT ID CARDS

Please note that under current DOE policy, schools are not permitted to charge students for their original ID card or for their first replacement ID card. Schools may charge students up to three dollars ($3.00) for each additional replacement ID card. A student’s inability to pay for a replacement ID cannot result in denial of attendance.

### UNANNOUNCED SCANNING

At the start of the school year, begin the process of notification to all parents and staff about the possibility of unannounced scanning. Please see **Guidelines for Unannounced Scanning**. The attached letter to parents must be put on school letterhead and sent home to students’ families. The letter enlists parents’ support to ensure that their children do not bring contraband items to school.
ATTENDANCE POLICY, REQUIREMENTS AND PROCEDURES

The New York City Department of Education is committed to the academic success and social development of all students. Regular attendance is critical to successful achievement in school. Conversely, poor attendance is one of the most significant indicators of potential risk. The Department of Education has established a clear system for recording, tracking and monitoring school attendance, which is supported by attendance guidelines and procedures set forth in Chancellor’s Regulations A-101 and A-210, State Education Department Laws, and descriptive memoranda distributed to school staff.

ATTENDANCE LAW

Children who are five years of age on or before December 31 are required to attend kindergarten, except that such children are not required if their parents elect instead to enroll them in first grade the following academic year. Please refer to Chancellor’s Regulation A-101. All New York City children must continue enrollment through the completion of the school year in which they turn 17 and have the right to continued enrollment until the end of the school year in which they turn 21.

ATTENDANCE POLICY

- Schools must make every effort to promote the regular attendance of students and to address any problems or issues that inhibit regular attendance.
- Student attendance must be tracked and recorded daily.
- Student absences must be followed up with telephone calls, letters/postcards, counseling sessions, and/or other outreach, including home visits.

SCHOOL RESPONSIBILITIES

Chancellor’s Regulation A-210 outlines the minimum standards for school attendance programs, school attendance services, and overall attendance reporting including but not limited to:
- Record daily student attendance each day in ATS.
- Have an Attendance Committee to monitor and improve students’ attendance.
- Delineate attendance protocols in the Attendance Section of the Consolidated Youth Development Plan.
- In a school that schedules periods of instruction, record attendance for each period, in ATS or another recording method, in accordance with procedures defined in the school’s Attendance Plan.
- Assign an administrator or pedagogue as an attendance coordinator to actively monitor the daily operation of the school attendance process.
- Update student biographical and emergency contact information on a regular basis.
- Establish a process for regular communication with parents and work with the Parent Association to improve student attendance.
- Train staff or provide information on attendance regulations and procedures.
STUDENT ATTENDANCE CALENDAR AND EARLY DISMISSAL/LATE OPENING PROCEDURES

Student Attendance Calendar
Schools are responsible for adhering to the attendance reporting procedures outlined in the Student Attendance Calendar each year. This calendar defines the maximum number of days for student attendance. Any changes to the student attendance calendar must be approved centrally. Principals must submit the change request at least six weeks prior to the first date affected using the Calendar Change Request Application. For instructions on marking attendance for Regents days and other citywide released days, see Calendar Changes and Releases.

Early Dismissal/Late Opening Procedures
This is a reminder that schools may not open late, dismiss students early, or close without prior approval through a calendar change request or the Chancellor’s authorization. If a principal believes there is a need to make a change to the regularly scheduled school day and had not previously requested a calendar change, s/he must make this request of the Superintendent, who will get authorization from the Chancellor or his/her designee. For further information on requests to change session times see Procedures for School Session Time Reporting for the 2015-16 School Year.

ATTENDANCE PROGRAM PROCEDURES
For specific tools and guides, including forms, checklists, coversheets, tips, and newsletters designed to help schools meet the reporting and policy expectations of a school attendance program, please refer to the Principals’ Portal Attendance Page, accessible from the Student Support & Family Services drop down menu. For questions, refer to the index of all attendance topics and an updated Q and A for frequently asked questions.

2015-16 is the third year of AIDP Success Mentor grants to schools that build or expand systems of personalization for chronically absent students. Feedback from these schools, as well as attendance success stories submitted each month by schools sharing strategies that have worked, are posted on Principals’ Portal Attendance Page for all schools ready to try a new approach to combating absenteeism.

Attendance policy questions may be emailed to Attendance@schools.nyc.gov. Links and ideas to share with families are available on the public student attendance site.

CHRONIC ABSENTEEISM
Research shows that students who are chronically absent—defined as being absent 20 or more days in a school year—are at a significantly greater academic disadvantage compared to peers who are not chronically absent, especially in the earlier grades. It is not enough for a school to look only at its average school-wide attendance rate. For the academic success of all students, it is important to identify students who are chronically absent and/or whose pattern of absence is trending toward chronic absenteeism so that effective, early interventions can be put into place for students and their families.

All students who missed 20 or more days in 2014-15 are identified by the “chronic absentee indicator” in ATS. A school can use the indicator as it plans interventions, prioritizes back-to-school outreach to
families, and sets goals for students. For more about how to use ATS indicators, contact your attendance manager at the Borough Field Support Center or see How to... Review Your Target List.

All schools will receive an ATS report each Wednesday listing students who have been absent for 5 and 10 aggregate days, year-to-date. It should be noted that students appear on the printed report only for the week in which they accumulated the fifth or tenth day of absence, and will not on any subsequent report. To compile a list of all students who have ever missed 5 or 10 days, schools can generate the report (RPCA) in ATS at any time, or can run the RCUA to identify students absent any number of aggregate days.

For additional information, tools and resources on addressing chronic absenteeism, please visit the Principals’ Portal.

407s and SCHOOL ABSENCE ALERT FOR STUDENTS IN GRADES Pre-K – 8
The Form 407 Attendance Follow-up and Outreach Referral ensures that a documented investigation is undertaken for every student who requires continued follow-up after standard outreach and intervention measures have been used. A 407 alert is printed to a school’s ATS printer for all students absent 10 consecutive days (and, for all students with a previously closed 407, after 8 consecutive days or 15 aggregate days of absences). For students in grades Pre-K to 8, a 407 alert is also printed for students absent 20 days within a four-month period. Schools are required to investigate these absences and document findings in ILOG and the U407 screen within 10 days. Any school may set a lower threshold for generating 407s using the P407 screen in ATS.

For students in grades 9-12, 407 alerts for 20 aggregate days of absence are no longer automatically issued. Reducing the administrative requirements for closing 407s in high schools will significantly increase the available personnel resources for direct student services and for interaction with students and families. Since 20 days of absence in a four-month period is equivalent to 75% attendance, schools can generate ATS reports (for example, RCUA) to identify students with less than 75% attendance for investigation and outreach. Schools can also use the 5 and 10 day report (RPCA) to generate lists of students requiring additional attendance outreach. High schools will also have the option of using the P407 screen to re-set the rules for issuing 407s for their school, and continue to generate 407s based on aggregate absences, as before.

For students in grades Pre-K to 8, failure to complete a 407 investigation within 10 days will also result in an out of compliance designation. Investigations that cannot be completed within ten days can be supported by the Attendance Manager in your Borough Field Support Center in order to facilitate a resolution.

CENTRALLY – FUNDED ATTENDANCE TEACHERS
There are about 260 centrally-funded attendance teachers to supplement school attendance efforts. In general, a teacher matched to your school is available to address questions about school attendance-taking procedures (ATS functions, bubble sheets), troubleshoot questions about attendance and discharge policies, and may act as an extension of your school efforts to investigate and resolve student absences. Any referral to a teacher to conduct a home visit must be in the context of the school’s previous outreach and with information about what school has already done to reach the family or
mitigate the cause of the absences. Through home visits, counseling or the identification of resources, an attendance teacher may return a student to school, but it is the school counselor, dean, classroom teachers, Parent Coordinator and other school-based personnel who ensure regular attendance.

Ideas for strengthening your school’s attendance program are available on the Principals’ Portal. Under the “Early Intervention” section, you will find notes on protocols for home visits and working with shared attendance teachers.

**STANDARDS AND REQUIREMENTS FOR REPORTING EDUCATIONAL NEGLECT**

If, in the course of an attendance investigation, members of the school staff believe that a student may be the subject of educational neglect, or if any other suspicion of abuse or neglect exists, school staff must report the allegations to the State Central Register (SCR). Educational neglect reports related to a 407 investigation made to the State Central Register must also be documented on the U407 screen on ATS per Chancellor’s Regulation A-750 Child Abuse.

All excessive absences must be investigated in a timely manner. Schools must file a report of educational neglect with the SCR only when the following conditions exist:

- reasonable cause to suspect that the parents are aware or should have been aware of the illegal absences;
- reasonable cause to suspect that the parents have contributed to the problem or are failing to take steps to address the problem effectively (i.e. they have failed to provide a minimum degree of care); and
- reasonable cause to suspect educational impairment/harm to the child or imminent danger of impairment/harm (proof of actual educational harm is not necessary as long as harm can be reasonably presumed).

See the Child Abuse page for more resources.

**STUDENT INTERVENTION SCREEN (ILOG)**

The ILOG function on ATS allows school staff and attendance teachers to enter all outreach efforts that have been provided to students. Access to this screen has been given to principals, assistant principals, guidance counselors, attendance coordinators, pupil accounting secretaries, attendance teachers, SAPIS counselors and other school staff responsible for providing intervention services to students. The ILOG enables a greater level of coordination of interventions provided to students by allowing for a universal recording process among school staff members who have interacted with the students and/or parents. The ILOG screen enables student interventions such as telephone calls, mailings, home visits and counseling to be entered and documented in ATS.

**REGISTER AND DISCHARGE PROCEDURES**

*Clearance of Register Procedures:*

During the Clearance of Register process in September, the school determines the status of each “no show” student. It is each school’s responsibility to investigate the circumstances of these students and document findings. A series of specific Clearance of Register Procedures addresses the intensive level of follow-up that is necessary. Clearance of Register procedures must be enacted right away to ensure that schools’ registers can be monitored for enrollment and related budgeting issues appropriately.
Register Monitoring Procedures – Office of the Auditor General
Each year, the Office of the Auditor General (OAG) audits and reviews school registers to ensure the accuracy of the October 31 official register counts. It is important that all schools ensure the accuracy of their registers by reviewing discharge, admission and attendance recording procedures. Schools are directed to review attendance records for students with one or two days of attendance during September and October and discharge records for students discharged in November. A memo detailing the self-audit to be performed by each school, as well as the OAG’s audit procedures for this school year, will be available on the OAG website in October.

Transfer, Discharge and Graduation Code Guidelines
The Transfer, Discharge and Graduation Guidelines are updated each year to reflect current standards and to increase alignment with the New York State Student Information Repository System. It is important that all staff members reference the most current edition of the guidelines available on the Principal’s Portal. Schools are required to collect appropriate documentation by the type of discharge and to retain these documents with the student’s records for six years.

Performance (graduation rate) at the secondary level is determined for a cohort of students, consisting of students who first entered grade 9 in the same year. Discharges impact the make-up of these cohorts. Each year the OAG will monitor and review student discharges. It is important that all schools ensure the validity of each discharge by providing the necessary supporting documentation as detailed in the most current issue of The Transfer and Discharge and Graduation Guidelines available on the Principal’s Portal.

PLANNING INTERVIEW DISCHARGE PROCEDURES
The DOE seeks to ensure that all students who are discharged and/or transferred before they earn a high school diploma are provided with appropriate intervention services encouraging them to remain in school or to facilitate their return to school. The Planning Interview process is designed to document the actions taken to counsel students who are considering transferring or leaving school.

The Planning Interview procedures manual are updated and revised for the 2015-16 school year and is available on the Principal’s Portal.

ADDITIONAL INFORMATION/SUPPORT
The Office of Safety and Youth Development is a partner for schools to make attendance a priority. For questions or concerns regarding this document, please contact Kim Suttell, Director Attendance Policy and Planning, at ksuttell@schools.nyc.gov or (212) 374-6095.
Military Recruitment/Institutions of Higher Learning and Opt-Out Procedures

The No Child Left Behind Act (NCLB) requires the New York City Department of Education to provide the names, addresses and telephone numbers of 11th and 12th grade students to military recruiters and institutions of higher learning that request this information, except where the parent or student opts out by notifying the DOE that he/she does not consent to the release of this information. The law also requires that military recruiters be given the same access to high school students that is generally provided to post-secondary educational institutions and prospective employers.

DESIGNATE A POINT PERSON AND ENSURE THAT STUDENTS AND FAMILIES RECEIVE OPT-OUT LETTERS

In accordance with Chancellor’s Regulation A-825, each school with students in grades 9 through 12 must have a designated staff person to serve as a point person for issues related to military recruitment and requests from institutions of higher learning.

Parents may opt-out of releasing information to military recruiters and/or institutions of higher learning. Between September 17 and October 3 of each school year, each principal/designee must distribute to all parents of students in grades 9 through 12 a parent opt-out letter that gives the parent the opportunity to prohibit the DOE and schools from releasing the student’s contact information to military recruiters and/or institutions of higher learning. Parent Opt-out letters are available in ten languages. This information must also be provided to the parents of all new incoming students, regardless of when during the school year a student enters the school.

Students may opt out of releasing information to the military and/or institutions of higher learning. Each principal/designee must distribute to all students in grades 9 through 12 by the first week in October a student opt-out letter that gives the student the opportunity to prohibit the DOE and schools from releasing the student’s contact information to military recruiters and/or institutions of higher learning. Student opt-out letters are also available in ten languages. We suggest collecting the majority of the student opt-out forms within the same advisory, homeroom, or humanities instructional period on the same day in which they are distributed. The opt-out letter must also be included in the orientation packet that every new student in grades 9 through 12 receives.

Parents and students may exercise their right to opt out at any time during students’ school careers. If either the student or the parent completes the opt-out form, opt-out information must be entered into the ATS System using the Update Student Codes (UPCO) function.

SHARING STUDENT INFORMATION WITH MILITARY RECRUITERS

Student information will be centrally disseminated to military recruiters upon request during the first week in November. Schools must not provide student information directly to military recruiters and must inform military recruiters who request such information to contact their supervising officers in regard to the protocol for obtaining this information. Student information will be disseminated to institutions of higher learning locally, at the school level. Schools must provide the names, addresses, and telephone numbers of 11th and 12th grade students who have not opted out to institutions of
higher education that request such information, unless an opt-out form has been received by the school.

PROVIDE INFORMATION IN YOUR SCHOOL’S CONSOLIDATED PLAN
Each principal/designee of a school with grades 9, 10, 11, and/or 12 must include, as part of its Consolidated Youth Development Plan, due October 30, 2015, the following information:

(1) a summary of the school’s plans and procedures for access by military recruiters, post-secondary educational institutions and prospective employers
(2) a plan for ensuring that students understand their opt-out rights and receive opt-out forms
(3) the name of the staff member designated to oversee the plan

FOR ADDITIONAL INFORMATION AND SUPPORT
A list of “Frequently Asked Questions” (FAQs) has been prepared to assist school counselors and college and career offices in addressing students’ questions regarding their rights under the NCLB with respect to military recruitment in the schools. The FAQs are available on the Principals Portal.

Opt-out information is included in the Bill of Student Rights and Responsibilities in the Citywide Standards of Intervention and Discipline Measures (Discipline Code). In addition, the lesson plans that are provided to schools to teach students about the Discipline Code and the Bill of Student Rights and Responsibilities include a lesson plan on the military opt-out. If you have any questions or concerns regarding Military Opt-Out, please contact Michael Battista, Senior Administrator of Guidance and School Counseling at mbattis@schools.nyc.gov.