Paraprofessional Training
School Safety Overview, and the
Victim Support Program

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Contents:

- Incident Reporting
- Victim Support Program
- Discipline Code & Student Removal
- School Safety Planning
- Building Response Team
- Behavior Support Techniques
- Know Your Rights
- Missing Student Protocol
- Useful Information and Links
If you know of a safety/discipline incident in your school:

✓ INFORM YOUR CHAPTER LEADER

✓ REPORT IT TO YOUR SCHOOL ADMINISTRATION WITHIN 24 HOURS

File a UFT incident REPORT in one of three ways:

✓ FILE ONLINE AT WWW.UFT.ORG

✓ CALL YOUR BOROUGH OFFICE

✓ FAX A UFT INCIDENT REPORT TO (212) 677-6612

If the situation is an emergency:
Seek medical attention immediately if necessary
Call the UFT Safety & Health hotline at:

(212) 701-9407

8:00 a.m.-7:00 p.m.

KEEP A COPY OF EVERY FORM FOR YOUR RECORDS.
UFT Online Incident Report Form

If you are unable to fax in a written Incident Report form or call in to report an incident, you can complete an incident report online at: http://www.uft.org/uft-incident-report
UFT Safety / Discipline Report Form

This is a brief report of a safety/discipline incident at your worksite (safety/discipline concerns include: Assaults, Classroom Disruptions, Threats, and Violent or Dangerous Behavior, etc). Notify your Chapter Leader and confirm that the principal has filed the Department of Education’s Online Occurrence Report and notified NYPD/School Safety Division.

Full Name: ___________________________  File or EIS#: ___________________________

School/Worksite: ___________________________  District: ___________________________

Borough: ___________________________

Non-School Phone #: ___________________________  Non-School Email: ___________________________

Incident Date: MM DD YY  Incident Time: HH MM A/P  Location: ___________________________

Did you report this incident to your school administration? Yes [ ]  No [ ]

Perpetrator Information – Check all that apply

[ ] Student  [ ] Special Ed. Student  [ ] Parent  [ ] Intruder  [ ] Other

Alleged Perpetrator(s) if known:

Grade: ___________________________  Name: ___________________________  Sex: ___________________________

Grade: ___________________________  Name: ___________________________  Sex: ___________________________

Type of Incident – Circle Number(s) *(see reverse side for examples)


*Important* Refer to the DOE Discipline Code for the following: (see reverse side for examples)

Infraction Code: ___________________________  Disciplinary Response: ___________________________

Guidance Intervention: ___________________________

Briefly describe the Incident and any Injuries

________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________

Please complete if you have the following information:

Occurrence Report Control #: ___________________________

UFT Incident Report #: ___________________________

(Office Use)

IF THE SITUATION IS AN EMERGENCY: CALL THE UFT HOTLINE AT 212-701-9407
For a complete list of Infraction Codes, Disciplinary Responses and Guidance Interventions please refer to the:

**DOE Discipline Code, K-12**

### Sample Infraction Codes for: Grade K-5

1. Assault
   - **A-51:** Using force to inflict serious injury against school personnel or safety agents
2. Harassment (Verbal, Physical, Sexual)
   - **A-07:** Engaging in verbally rude or disrespectful behavior
   - **A-24:** Shoving, pushing, or engaging in other similar physical behavior
   - **A-18** or **A-28:** Engaging in inappropriate or unwanted physical contact
3. Larceny/Robbery
   - **A-40:** Taking property belonging to another without authorization
4. Classroom Disruption
   - **A-06:** Behaving in a manner which disrupts the educational process
5. Menacing
   - **A-35:** Engaging in an act of coercion or threatening violence, injury or harm
6. Reckless Endangerment
   - **A-44:** Causing an injury by recklessly engaging in behavior or using object capable of causing harm
7. Criminal Mischief
   - **A-41:** Falsely activating a fire alarm or other disaster alarm

### Sample Infraction Codes for: Grade 6-12

1. Assault
   - **B-53:** Using force to inflict serious injury against school personnel or safety agents
2. Harassment (Verbal, Physical, Sexual)
   - **B-08:** Engaging in verbally rude or disrespectful behavior
   - **B-24:** Shoving, pushing, or engaging in other similar physical behavior
   - **B-35:** Making sexually suggestive comments, propositions, or physical conduct of a sexual nature
3. Larceny/Robbery
   - **B-44:** Taking property belonging to another without authorization
4. Classroom Disruption
   - **B-07:** Behaving in a manner which disrupts the educational process
5. Menacing
   - **B-38:** Engaging in an act of coercion or threatening violence, injury or harm
6. Reckless Endangerment
   - **B-46:** Causing an injury by recklessly engaging in behavior or using object capable of causing harm
7. Criminal Mischief
   - **B-42:** Falsely activating a fire alarm or other disaster alarm

This is not a complete list of Disciplinary Response and Guidance Intervention; please refer to your DOE Discipline Code for a complete list.

### Sample Disciplinary Response:

1. Arrest
2. Principal Suspension
3. Superintendent Suspension
4. Student Removal
5. Other
6. None Taken

### Sample Guidance Intervention:

1. Parent Outreach
2. Guidance Conference
3. Peer Mediation
4. Conflict Resolution
5. Substance Abuse Counseling
6. None Taken
Serving New York City public school staff with
✓ help in the aftermath of school crime
✓ violence prevention training to stay safe
Have you been the victim of assault, robbery, harassment or some other school-related crime?

If you have, are you:
- Feeling vulnerable, anxious, fearful, angry or depressed?
- Confused about procedures and forms?
- Frustrated by the paperwork involved in securing your medical benefits, claiming line-of-duty injury, or dealing with law enforcement or other agencies?
- Apprehensive about returning to work?

Call the Victim Support Program.

The Victim Support Program was established in 1989 by the United Federation of Teachers and the New York City Board of Education to provide comprehensive, practical assistance and psychological support to teachers and other school personnel following crimes and violent incidents in school.

Our goal is to help you cope with the aftermath of a criminal incident. We will support you as you strive for recovery after what we know is often a professionally and personally traumatic event.

Housed at the UFT and staffed by your colleagues who understand your school environment and both the pressures and satisfactions of your job, the Victim Support Program is the only one of its kind in the country. Services include:

- Individual and group counseling conducted by licensed psychologists, specially trained and experienced in working with people who are suffering trauma.
- Help with forms and procedures.
- Assistance in dealing with the police department and other criminal justice agencies.
- Support as we accompany you to court or the Board’s Medical Bureau.
- Visits to schools following violent incidents to deal with “ripple effect” trauma.

Call us. We can help!
(212) 598-6853
Monday-Friday, 9 a.m.- 6 p.m. • Assistance is free and strictly confidential.

Can you spot the warning signs of trouble?
Do you have the tools to avoid and defuse violent situations in school?

Helping staff who have been victims of school crime is only part of the program’s mission. Through Violence Prevention Training staffers learn ways to stay safe. They acquire psychological strategies and techniques for effectively handling school situations that have the potential for violence.

Trained facilitators conduct workshops in schools and UFT borough offices. They help participants:

- Understand the dynamics of violence, aggression, hostility and acting-out behaviors.
- Develop safe strategies for interactions with violence-prone individuals.
- Learn practical techniques for defusing potential violence and aggression.

Facilitators have done workshops in hundreds of schools throughout the city. Response from participants has been positive and enthusiastic. As one teacher noted, “The course focused on the real anxieties that teachers have. It gave me helpful techniques and life-saving skills.”
STUDENT REMOVAL FORM

*Event Date: ______/_____/______(mm/dd/yy)  *Student-ID (SID) #: ______

*Student's Last Name: ___________________________  *First Name: ___________________________

*Official or Subject Class: ___________________________  *Grade: ___________________________

Special Education Classification and IEP; BIP; or 504 Accommodation Plan:

*Teacher Measures Previously Taken:

☐ Warnings to Student ___________________________  Date(s): ___________________________

☐ Student Conference ___________________________  Date(s): ___________________________

☐ Guidance Referral ___________________________  Date(s): ___________________________

☐ Classroom Measures ___________________________  Date(s): ___________________________

☐ Parent Contact ___________________________  Date(s): ___________________________

☐ Prior Removal(s) ___________________________  Date(s): ___________________________

Description of event:  Time: ___________  Location: ___________________________

(Give factual account and indicate how the student's behavior substantially disrupted the class or substantially interfered with the teacher's authority.)

________________________________________________________________________

________________________________________________________________________

Teacher's educational plan for student during period of removal (class work, homework, etc.):

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Teacher's Name: ___________________________

Signature: ___________________________  Date: ___________________________
Safety Committee Checklist

1. ROUTINE PROCEDURES:
   - Safety Committee Meeting Dates
   - Staff Development Dates
   - Critical Security Notifications and Offices
   - School Safety Agent Post Assignment
   - DOE Online Occurrence Reporting System (OORS) data analysis

2. EMERGENCY PROCEDURES:
   A. Notification:
      - Principal
      - School Safety Division
      - Police
      - Superintendent
      - RFA (Respect for All) Liaison
   B. Assignments for:
      - Supervisors
      - Deans
      - Other out of class staff
      - School Safety Agent
      - Teachers
      - Paraprofessionals
   C. Crisis Response Procedure: (A mechanism for summoning assistance)
      - Scanning procedures
      - Visitor control procedures
      - Medical emergency
      - Emergency situation. This should be analogous to a “911” system and provide staff with some reasonable expectation of an appropriate and timely response.
      - Classroom disruption
      - Intruder procedures

3. STAFF DEVELOPMENT
   - Incident reporting
   - Discipline Code
   - Teacher removal of a “disruptive” student from the classroom
   - Suspensions
   - Corporal punishment
   - Verbal abuse
   - Bullying

4. SAFETY PLAN ENDORSEMENT PAGE
   For further explanation, contact the UFT Safety and Health Department.
SAFETY PLAN CHECKLIST

I. Routine Procedures:
   A. Hours in effect
   B. Chain of command
   C. Post & assignment schedule for SSA’s and other staff with safety related assignments
   D. Communications/Reporting/Response
   E. Exit security – “no unmonitored open doors”
   F. Visitor screening
   G. Intruder alert
   H. Procedures for:
      1) Breakfast program
      2) Entering students
      3) Lunch periods
      4) Dismissal
      5) After school programs scheduled for afternoon and/or evening (including PSAL) events

I. Safety plans and procedures should be integrated/ coordinated to the extent possible in buildings with multiple programs and/or be site specific in schools with multiple physical sites.

II. Emergency Procedures:
   A. Notification:
      1) Police
      2) Division of School Safety
      3) Superintendent
   B. Assignments for:
      1) Supervisors
      2) Deans
      3) Other out of class staff
      4) SSO’s
      5) Teachers
      6) Paras
   C. Communications/Command Center
   D. Building Response Team (BRT):
      All plans should include a BRT are emergency information and action management teams that exist within each school or non-school building. The BRT’s should consist of a BRT Leader and at least five additional staff volunteers who form the school/site’s core emergency response group (See UFT’s A Guide for Building Response Teams).

   E. Include contingency plans for coverage of student cafeterias/lunchrooms in the event of staff absence.
   F. All safety plans should include specific procedural instructions to accompany the Bomb Threat Checklist so that school administrators and staff have a clear understanding of all response thresholds, protocols and evacuation rationale.

   G. CCTV/Video Surveillance System:
      All buildings equipped with CCTV/video surveillance systems should provide specific information regarding inventory, exterior/grounds and interior locations, daily operating and monitoring by trained staff.
How The School Safety Law Affects You

Here are some of the major provisions of The Safe Schools Against Violence in Education (SAVE) bill. All are effective July 1, 2001, except where indicated:


❖ Gives teachers the authority to remove violent and disruptive students from the classroom.

❖ Requires the Department of Education to develop a code of conduct for maintaining order on school grounds, including minimum suspension periods.

❖ Protects whistleblowers from civil liabilities and retaliation from school districts.

❖ Requires the Department of Education to provide violence prevention training during “conference days” during the upcoming school year.

❖ Requires two hours of school violence prevention and intervention training after February 2001 for certification.

❖ Mandates the inclusion of civility, citizenship and character education in the K-12 curriculum.

❖ Requires that schools be notified when a student has been convicted and sentenced for a crime and ensures that these students are enrolled in an appropriate school when released from the court’s jurisdiction.

❖ Ends the practice of “silent resignations,” requiring that instances of child abuse be reported to the State Education Department or filed with law enforcement authorities.

❖ Requires school districts to establish procedures for reporting incidents involving violent or disruptive students.

❖ Requires all schools and districts to establish safety teams and create safety plans

Building Response Teams (BRTs) are emergency information and action management teams that exist within each school and non-school building. The BRTs should consist of a BRT Leader and at least five additional staff volunteers who form the school/site’s core emergency response group. The Building Response Team includes the following titles:
1. Principal
2. BRT Leader
3. Special Needs Coordinator (SNC)
4. Emergency Officer (EM)
5. Incident Assessor (IA)
6. Assembly Point Coordinator (APC)
7. Recorder

BRT members are NOT first responders.
**BRT Organization Structure**

![Diagram of BRT Organization Structure]

**BRT Training**

1. Principals are responsible for arranging the training of the BRT members with their Safety Administrators/Children First Network Safety/Suspension Specialist.
2. Each member of the BRT is required to receive training and a Guide.
3. There are a series of training modules that have been developed to facilitate the preparation for emergencies.
4. The DOE developed Table Top Exercises to help schools self-evaluate the school’s response to an emergency.

Source: NYC DOE Office of School and Youth Development 6/2009
Managing the environment: Focuses on the environment and the classroom to determine how to prevent crisis behavior for each individual. Managing the environment is the least intrusive and lowest arousal approach to support a student.

Prompting: Signals the student(s) to either begin a desired behavior or to stop an inappropriate action. Prompts may be verbal or nonverbal. Prompts are gentle reminders such as, "All books put away in 10 minutes," or "What happens at noon today?" They cue a student about what is expected without drawing attention to an individual or a behavior.

A caring gesture: Consists of expressing warm feelings of liking and caring for a student such as, "You know, I really like you," or "I care about what happens to you." Nonverbal expressions of caring include giving a student a pat on the arm, a quick hug, or writing a note of encouragement.

Hurdle help: Is used to give students a little help through the first few steps of a task or to get over a stumbling block. This technique is used when the student's frustration may overwhelm them and result in anger or an outburst.

Redirection and Distractions: Are methods of diverting a student or an entire group's energy and attention to a different activity. When an activity or situation is creating stress, turning the student's attention to a less stimulating or less frustrating activity can help the student return to baseline. This can de-escalate the situation and help the student maintain control.

Proximity: Is the use of nearness. Often the mere fact of having an adult close by will be calming for students.

Directive statements: Directive statements may be indicated when a student's behavior escalates, the student's ability to make rational decisions decreases, the student becomes increasingly aggressive, and it is necessary to provide the student with direct guidance.

Time away: Is often a good strategy when a student is upset and being stimulated by others or by something in the immediate environment. Asking the student to go to a quiet area can help the student calm down. Students can regain their control and think by taking some time away from the source of stimulation.

**MEANING IN SPOKEN COMMUNICATION DURING TIMES OF CRISIS**

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Meaning = Facial Expression + Tone of Voice + Words
55% + 38% + 7%
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*Adapted from TCI for School Activity Guide: Residential Child Care Project, Cornell University*
ABSTRACT

This is a new Regulation. It establishes the Department of Education’s (“DOE”) policy and procedures regarding intervention and de-escalation, and contacting 911 for students experiencing behavioral crises. This Regulation shall become effective on August 1, 2015.

I. BEHAVIORAL CRISIS DE-ESCALATION/INTERVENTION AND CONTACTING 911

A. This Regulation establishes the Department of Education’s (“DOE”) policy and procedures regarding intervention and de-escalation, and contacting 911 for students experiencing behavioral crises. It becomes effective on August 1, 2015.

B. When a student engages in behavior that poses a substantial risk of serious injury to the student or others, schools must determine the appropriate way to manage the behavior and consider whether the situation can be safely de-escalated by school staff as set forth below. In such situations, the following procedures must be followed:

1. The principal/designee must be notified of the situation and must attempt to reach the parent. The parent must be given an opportunity to speak by telephone or in person with his/her child where safety considerations permit and where it will not interfere with school staff’s efforts to de-escalate the situation.

2. Every effort must be made by responding school staff to safely de-escalate the behavior where possible using: 1) strategies and interventions for addressing behavioral crises; and 2) the in-school and community resources identified in the school’s Crisis De-escalation Plan (see Section III below). If the classroom teacher or the responding staff member is unable to de-escalate the behavior, the teacher/staff member should seek assistance from staff members trained in crisis de-escalation. The teacher/staff member may also seek assistance from other appropriate staff and resources including the assistant principal, dean, a member of the school’s Crisis Intervention Team, a member of the Building Response Team, a guidance counselor, School-Based Mental Health Clinic (SBMH) or a School-Based Health Center with mental health services (SBHC) if there is one on-site, or the Children’s Mobile Crisis Team if available in the borough.

3. 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 school staff or the support services set forth above, the principal/designee must call 911. In such situations where it is not practicable to contact the principal/designee, the responding staff member/School Safety Agent must call 911 and immediately thereafter notify the principal/designee.

II. SCHOOLS’ RESPONSIBILITIES WHEN 911 IS CONTACTED

A. When 911 is called for a student, the principal/designee must immediately attempt to reach the parent to notify him/her that 911 was called.

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1 The policies and procedures regarding contacting 911 for emergency medical services for a physical injury or medical condition are contained in Chancellor’s Regulation A-412.

2 “Parent” means the student’s parent or guardian or a person in any parental or custodial relationship to the student, or the student if he/she is an emancipated minor or is 18 years or older.
Know Your Rights

Under the terms of the circular, the Office of Special Investigations is responsible for handling allegations of “Verbal Harassment or Corporal Punishment”. When an allegation of Verbal Harassment or Corporal Punishment is made, the supervisor of the accused individual must immediately report the charge to the Office of Special Investigation. At that time, the supervisor will be advised whether to conduct an investigation or await an investigation by the Office of Special Investigation. When the supervisor is directed to investigate, the Office provides “guidance and instruction” about how to do so; when it believes there is a need for an independent, higher-level investigation, the Office conducts the investigation itself. (Previously, the supervisor always conducted a preliminary, fact-gathering phase of the investigation.)

Once an allegation of “Verbal Harassment or Corporal Punishment” has been made and an investigation has begun, those conducting the investigation have five working days to complete their inquiries and issue an A-420 or an A-421 report with their conclusions on whether or not “Verbal Harassment or Corporal Punishment” had taken place. Before any disciplinary action may be taken and regardless of who conducts the investigation, the teacher or paraprofessional accused of “Verbal Harassment or Corporal Punishment” has the right to a hearing, with representation, to address the charges. The accused individual must receive at least 48 hours written notice of such hearing. (Before the latest Circular, there were no firm time limits or requirements for advance notice of hearings.)

When an investigation determines that “the staff member has not committed corporal punishment or the evidence does not support the allegations, the staff member must be so notified, in writing.”

*If you are accused of Corporal Punishment or Verbal Abuse, contact your UFT Chapter Leader and your UFT District Rep. immediately for guidance.
CORPORAL PUNISHMENT

Regulation of the Chancellor A-420
Pupil Behavior and Discipline -- Corporal Punishment

Issued: 10/30/14

This regulation updates and supersedes Chancellor’s Regulation A-420 dated July 19, 2013. It defines and prohibits the use of corporal punishment against students and sets forth the reporting and investigative requirements for allegations of corporal punishment.

Chancellor’s Regulation A-420 (Appendix D of the new contract) describes the procedures for reporting and investigating allegations of “corporal punishment” made against teachers and paraprofessionals. It’s important that all UFT members be fully aware of the regulations and how they impact on your rights and responsibilities. As always, consult with your chapter leader if you find yourself with a particular problem; it is essential that you have union representation before discussing any charges made against you.

In New York City public schools, corporal punishment is prohibited by law. As a general rule, therefore, school staff must not physically discipline students nor inflict punishment of any kind tending to cause excessive fear or physical or mental distress. Chancellor’s Regulations do, however, recognize four conditions under which reasonable physical restraint of a student may be required:

1. To protect oneself from physical injury;
2. To protect another pupil or teacher or any other person from physical injury;
3. To protect the property of the school or of others;
4. To restrain or remove a pupil whose behavior is disorderly and who has refused to comply with requests to stop that behavior.

Whenever feasible, school faculty should rely upon school security to physically restrain students.

VERBAL HARASSMENT

Regulation of the Chancellor A-421
Pupil Behavior and Discipline – Verbal Abuse

Issued: 10/30/14

This regulation updates and supersedes Chancellor’s Regulation A-421 dated July 19, 2013. It defines and prohibits the verbal abuse of students and sets forth the reporting and investigative requirements for allegations of verbal abuse of students.

Verbal Abuse of students is not corporal punishment but it is behavior that is prohibited by Regulation of the Chancellor A-421

➢ Language that tends to cause fear or physical or mental distress
➢ Discriminatory language 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
➢ Language that tends to threaten physical harm
➢ Language that tends to belittle or subject students to ridicule
Respect for All

The Citywide Standards of Discipline and Intervention Measures prohibits harassment and prohibits students from bullying other students for any reasons, including taunting and/or intimidation through the use of epithets or slurs involving: race, color, ethnicity, national origin (which includes groups of students of common ancestry, heritage, background or those from the same country), citizenship/immigration status, religion, gender, gender identity, gender expression, sexual orientation or disability. This policy is in effect on school grounds, school buses and at all school sponsored activities, programs and events.

A-831
Student to Student Sexual Harassment

Regulation of the Chancellor A-831
Student to Student Sexual Harassment

Issued: 10/12/11

This regulation supersedes and replaces Chancellor’s Regulation A-831 dated December 9, 2008. This regulation establishes a procedure for the filing, investigation, and resolution of complaints of peer sexual harassment at the school level.

Student-to-student sexual harassment is conduct and/or communication by a student directed against another student. It consists of unwanted and uninvited sexual advances, requests for sexual favors, sexually motivated conduct and other verbal, non-verbal or physical conduct or communications sufficiently 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
2. Create a hostile, offensive or intimidating school environment
3. Or otherwise adversely affect a student’s educational opportunities

A-832
Anti Bullying

Regulation of the Chancellor A-832
Student to Student Biased Based Harassment, Intimidation, and/or Bullying

Issued: 8/21/13

This Regulation supersedes Chancellor’s Regulation A-832, dated October 12, 2011

Bias-based harassment, intimidation and/or bullying are any intentional written, verbal or physical act that a student or a 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, religion, gender, gender identity, gender expression, sexual orientation or disability
2. 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
3. Create a hostile, offensive or intimidating school environment
4. Or otherwise adversely affect a student’s educational opportunities
**Missing student or student who has run away from assigned staff.**

Please note: this procedure must immediately be followed for all students who are reported as missing. Schools must be prepared to initiate a soft-lockdown AND assign staff to secure the exit doors in an effort to prevent the student from leaving the building.

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

- Immediately call 911 (including transit police), and notify the Principal/Designee, Emergency Information Center (EIC), and the Borough Safety Director (BSD).
- Notify the School Safety Agent (SSA) in the building so that the Borough Command and School Safety Division can activate their protocols.
- Immediately monitor the video surveillance system (if applicable) including perimeter cameras.
- Notify the parent.
- Activate the Building Response Team (BRT) and open the Command Post and gather all relevant information necessary to work with first responders and law enforcement (description of the student, blue card information, photograph (if available) if applicable, review the student’s Individual Education Plan (IEP) to determine what additional supports are required.
- When the parent arrives at the school, escort the parent to the command post so that the parent may discuss the incident with school officials and law enforcement. Where applicable, have the parent coordinator accompany the parent in order to provide additional support for the family. A representative of the school crisis team should also report to the Command Post to provide support for the family.

- Provide a clear description of the student including where the child was last observed. Include the following information in the description:
  - Height and approximate weight
  - Ethnicity
  - Complexion and hair color
  - Attire and any distinguishing features
  - Verbal or non-verbal
  - Languages spoken

- Review the Blue Card to identify any relatives listed who may live near the school. This information may be relevant in locating the missing student.
If it cannot be confirmed that the student has exited the building:

☑ Notify the Principal/designee and the School Safety Agent
   ☐ Provide a clear description of the student including where the child was last observed. Include the following information in the description:
     ▪ Height and approximate weight
     ▪ Ethnicity
     ▪ Complexion and hair color
     ▪ Attire and any distinguishing features
     ▪ Verbal or non-verbal
     ▪ Languages spoken

☐ Activate the BRT, and open the Command Post. Provide all BRT members, School Safety Agents, Shelter-In staff, and floor searchers a description of the student, and if available, a photograph of the student. If applicable, review the student’s IEP to determine what additional supports are required.

☐ Immediately monitor the video surveillance system (if applicable) including perimeter cameras.

☐ Initiate a Soft Lockdown and assign Shelter-In staff to secure the exit doors. Use the following language, “Attention, this is a soft lockdown. Take proper action. All staff, we are looking for (use the name and description you have). If you know where this student is, please call extension (insert the phone extension to call).”

☐ If the student is observed on the camera system, immediately deploy search staff to the location where the student was observed. This includes areas outside of the school building.

☐ Inside the building, all rooms and offices, including restrooms and access to the basement must be searched.

☐ After an initial sweep of the building, if the student has not been located, immediately call 911 (including transit police), EIC, and the Borough Safety Director.

☐ If available, provide law enforcement with a photograph of the missing student.

☐ Notify the parent of the student and continue searching the building.

☐ When the parent arrives at the school, escort the parent to the command post so the parent may discuss the incident with school officials and law enforcement. Where applicable, have the parent coordinator accompany the parent in order to provide additional support for the family. A representative of the school crisis team should also report to the Command Post to provide support for the family.

☐ Review the Blue Card to identify any relatives listed who may live near the school. This information may be relevant in locating the missing student.
Responding to Door Alarms

In order to ensure a safe learning environment, it is important that all staff members are familiar with the Missing Student Protocol and the Response to Door Alarms Document which provide guidance on the steps that must be taken when a student is reported lost or missing, and when a door alarm is activated. Both documents describe when it is appropriate to activate these protocols. In addition, the elementary school staff should be familiar with the protocol that must followed when an elementary school student is observed leaving the school building or school grounds without authorization.

If you are NOT supervising students when you hear an activated door alarm:

- Immediately report to the door where the alarm has been activated to observe conditions and to determine the possible cause of the alarm (i.e. staff or students observed in stairwell, student running from scene in the hallway, door propped open).
- Immediately call (insert name of office and list the extension, as well as an alternate number) to report the specific location of the door alarm that was activated. Share any observations.
- If you are in possession of a two-way radio (e.g. administrator, dean, security school aide) or if a School Safety Agent (SSA) is present, immediately use the radio to report the specific location of the door alarm that was activated to other staff with radios so that everyone can respond with accurate information.

If you ARE supervising students/with your class and you hear an activated door alarm:

- Immediately call (insert name of office and list the extension, as well as an alternate number) and report the specific location of the door alarm that was activated.
- Immediately look outside the classroom window and/or look outside the classroom door in an effort to observe anything that may provide additional information such as a staff member/student(s) walking away from the door.
- Provide the responding staff member/SSA with a description of the student(s) and the direction the student(s) was traveling.
- If possible, include the following information in the description:
  - Height and approximate weight
  - Ethnicity
  - Complexion and hair color
  - Attire and any distinguishing features
Necessary Procedures for Workers’ Compensation
(for Paraprofessionals, OT, PT, School Nurses)

If you are injured in school, there are procedures that you must follow:

1. **Comprehensive Injury Report:**
   - Required – to be filed within 24 hours of your accident.
   - Must be sent from school to Superintendent within 24 hours of receipt by Principal.
   - Superintendent must approve and return within 5 working days.
   - For problems contact your UFT Chapter Leader or UFT District Representative. Submitted on: ________________

2. **OP198 Absence Form:**
   - Required – as quickly as possible if you have lost time from work due to injury.
   - Submitted to payroll secretary at school as quickly as possible
   - For problems contact your UFT District Representative.
   - Submitted on: ________________

3. **WCD-23 Employee’s Notice of Injury:**
   - Required – As quickly as possible.
   - Submitted to the payroll secretary at your school.
   - For problems contact your UFT District Representative.
   - Submitted on: ________________

4. **UFT Incident Report:**
   - If the victim of an assault or reckless endangerment submit as quickly as possible.
   - UFT Chapter Leader gets it.
   - Contact UFT Victim Support Unit at 212-598-6853.
   - Submitted on: ________________

5. **C-2 Employer’s Report of a Work Related Injury:**
   - Must be completed by school as soon as possible on the internet
   - Submitted directly to the NYC Law Department (insurance carrier for DOE)
   - Completed on: ________________

6. **C-3 Employee’s Claim for Compensation:**
   - Required – As quickly as possible
   - Submitted to the NYS Workers’ Compensation Board
   - Contact UFT Workers’ Compensation Hotline at 212-510-6460 for guidance
   - Completed on: ________________

7. **C-4 Attending Doctor’s Report:**
   - Completed by your Workers’ Compensation doctor
   - Submitted to the NYS Workers’ Compensation Board
   - Contact UFT Workers’ Compensation Hotline at 212-510-6460 for guidance
   - Completed on: ________________

Make Copies of Everything
IS YOUR SCHOOL AND CLASSROOM SAFE AND ORDERLY?

IF NOT, WE’RE HERE TO HELP!

The UFT can provide the following at your school:

✓ A safety walk-through
✓ An incident analysis
✓ A review of your school’s safety plan
✓ Violence prevention training
✓ Training on safety rules and regulations
✓ Crisis intervention training

Call your chapter leader to request these services.
The UFT Member Assistance Program (MAP)

What is MAP?

MAP provides short-term counseling to in-service UFT members for work related and personal issues. Professional mental health staff is available for confidential and free services.

What services does MAP provide?

In-office scheduled MAP appointments available:
- Short-term individual counseling
- Peer support group for bereavement

Referrals to appropriate outside services including:
- Mental health
- Substance Abuse
- Eating and Gambling disorders
- Trauma, Bereavement and Loss
- Domestic Violence
- Legal and Financial counseling

50 Broadway, 9th floor, Suite 904
New York, NY 10004
Phone: 212-701-9620
Fax: 212-514-8428
Email: mapinfo@uft.org
Workplace conflicts have you all worked up?

Try Mediation!

The trained mediators of the UFT’s Workplace Dispute Mediation Program can help resolve workplace disputes between UFT members.

Mediation can help you to speak your mind, listen with understanding and work toward a solution in a respectful environment located outside of your workplace.

It’s Private... It’s Free... It Works!

To learn more about the program and how we can help you, visit www.uft.org/workplace-mediation or email mediation@uft.org
VIOLENCE PREVENTION TRAINING

Contact Information

Jeff Povalitis, Director, School Safety Department  (212) 598-9287

Susan Perez-Gonzales, Bronx Violence Prevention Facilitator  (718) 379-6200

Katrina Foye, Brooklyn Violence Prevention Facilitator  (718) 852-4900

Shelia Laval Friedman, Manhattan Violence Prevention Facilitator  (212) 598-6800

Diane Yodice, Queens Violence Prevention Facilitator  (718) 275-4400

Roseanne Alkhatib, Staten Island Violence Prevention Facilitator  (718) 605-1400

Lila Ezra, Director of Victim Support Counseling  (212) 598-7749
Useful Links

1. UFT Contract Article Ten “Safety and Health” -
   Please review:
   • Assistance in Assault Cases
   • School Safety
   • Citywide Security and Discipline Committee

2. School Safety Plan –
   http://www.uft.org/our-rights/school-safety-planning


5. DOE Discipline Code – http://www.uft.org/discipline-code


7. BRAVE – www.uft.org/BRAVE
United Federation of Teachers
A Union of Professionals