



United Federation of Teachers
A Union of Professionals

SCHOOL SAFETY

The United Federation of Teachers cares about your health and safety. We constantly strive to ensure that your safety and rights are protected. There are contract provisions, Chancellor's Regulations, and New York State Laws that exist to make sure you are safe at work.

**VICTIM
SUPPORT
PROGRAM**



Jeffrey Povalitis
Director of Safety and Health

Created: 09/13/16
Revised: 03/27/17

52 Broadway, New York, NY 10004 p: 212.777.7500 www.uft.org



Officers: Michael Mulgrew, *President*, Howard Schoor *Secretary*, Mel Aaronson *Treasurer*, LeRoy Barr *Assistant Secretary*, Thomas Brown *Assistant Treasurer*
Vice Presidents: Karen Alford, Carmen Alvarez, Evelyn DeJesus, Anne Goldman, Janella Hinds, Richard Mantell, Sterling Roberson

Dear ,

School safety is a precondition for teaching and learning. That's why we are asking you as chapter leader to ensure that you have a functioning school safety committee at your school and that you have genuine input into your school's safety plan.

Every school should have a [school safety committee](#) that meets monthly to address safety-related violations and issues.

The committee is responsible for developing and annually updating a safety plan specific to your school. Oct. 2 is the deadline for the initial submission of the plan to the DOE. The final deadline is Oct. 31. Your signature on the DOE's Safety Plan Signature Sheet means you sign off on the plan.

In addition to reviewing the safety plan, your school safety committee at its September meeting should:

- review any issues regarding students with limited mobility or special-needs students who have a tendency to run off;
- review the General Response Protocol, missing student protocol, the protocol for responding to door alarms and guidelines for student transitioning;
- review your school's student-removal and de-escalation protocols and the Building Response Team and CRISIS team members in your school and their responsibilities;
- set the schedule for fire, bus and lockdown drills at your school for the year; and
- review your school's [visitor control procedures](#)

After attending each monthly safety committee meeting, please communicate the outcomes to members in your chapter with a union memo or a jointly agreed-upon safety committee memo.

Feel free to call the safety specialists in your UFT borough office if you need assistance.

Thanks for all your hard work.

Sincerely,



Michael Mulgrew

United Federation of Teachers • A Union of Professionals

52 Broadway, New York, NY 10004 • 212.777.7500 • www.uft.org

latest
NEWS

upcoming
EVENTS

our
CAMPAIGNS

resources for
CHAPTER LEADERS

president's
SCHOOL VISITS

VIDEOS

stay
CONNECTED





**UFT School Safety Department
Victim Support Program (VSP)**

52 Broadway, 15th Flr.
New York, NY 10004

Telephone: 212-598-9287 (Safety)

Telephone: 212-598-6853 (VSP)

Fax: 212-677-6612

Email: schoolsafety@uft.org

Contact Information

Jeff Povalitis, Director, Safety and Health Department

(212) 598-9287

Susan Perez-Gonzales, Bronx Victim Support Coordinator – Health & Safety Liaison

(718) 379-6200

Katrina Foye, Brooklyn Victim Support Coordinator – Safety Liaison

(718) 852-4900

Shelia Laval-Friedman, Manhattan Victim Support Coordinator – Safety Liaison

(212) 598-6800

Diane Yodice, Queens Victim Support Coordinator – Health & Safety Liaison

(718) 275-4400

Roseanne Alkhatib, Staten Island Victim Support Coordinator – Health & Safety Liaison

(718) 605-1400

Lila Ezra, Director of Clinical Counseling Services

(212) 598-7749

lezra@uft.org

Borough Safety Liaisons:

Susan Perez SPerez@uft.org
Katrina Foye KFoye@uft.org
Shelia Laval-Friedman SLaval@uft.org
Diane Yodice DYodice@uft.org
Roseanne Alkhatib RAlkhatib@uft.org

Bronx UFT Fax (718) 379-1115
Brooklyn UFT Fax (718) 852-9891
Manhattan UFT Fax (212) 510-6424
Queens UFT Fax (718) 459-3731
Staten Island UFT Fax (718) 605-2031

Counseling Services:

Tina Puccio – Social Worker, Coordinator of M.A.P. tpuccio@uft.org
Steve McNulty – Social Worker smcnulty@uft.org
Enrique DeUrquiza - Psychologist edeurquiza@uft.org
Mickey Correa - Counselor/LSW mcorrea@uft.org
Lindsay Strickler-Levine - Counselor lstrickler-levine@uft.org
Andy DeBaun - LSW adebaun@uft.org



SCHOOL SAFETY

The United Federation of Teachers cares about your health and safety. We constantly strive to ensure that your safety and rights are protected. There are contract provisions, Chancellor's Regulations, and New York State Laws that exist to make sure you are safe at work.

What can you do to help? You may report any incidents and/or occurrences in your school to the UFT by submitting a School Safety/Discipline Report Form via the following methods:

- Website: WWW.Uft.org/uft-incident-report
- Fax report form to: 212-677-6612, or
- Call your UFT Borough Office:
 - Bronx: 718-379-6200
 - Brooklyn: 718-852-4900
 - Manhattan: 212-598-6800
 - Queens: 718-275-4400
 - Staten Is: 718-605-1400

If there is an emergency that must be attended to immediately, please call the UFT Safety and Health Department's emergency hotline at (212) 701-9407.



We know that dealing with the aftermath of an incident can be extremely stressful and emotionally upsetting. In recognition of these problems, The **UFT** and the Department of Education (**DOE**) have jointly sponsored the Victim Support Program (**VSP**) to provide psychological support and to help in dealing with police, court and board offices. This service is free and completely confidential. Services we offer include:

- ./ INCIDENT REPORTING
- ./ INCIDENT REPORTING OUTREACH
- ./ PSYCHOLOGICAL COUNSELING
- ./ CRISIS INTERVENTION
- ./ VIOLENCE PREVENTION WORKSHOPS
- ./ SAFETY ASSESSMENT & PLANNING
- ./ SAFETY PRESENTATIONS FOR SCHOOL STAFF

Borough Representatives:

Bronx: Mary Atkinson
Brooklyn: Elizabeth Perez
Manhattan: Dwayne Clarke
Queens: Rona Freiser
Staten Is: Debra Penny



Safety and Discipline

The New York City Department of Education is committed to ensuring that our schools provide a safe and orderly environment in which teaching and learning take place each day. Safe, supportive school environments depend on students, staff and parents demonstrating mutual respect.

Office of Safety and Youth Development

The [Office of Safety and Youth Development](#) works directly with schools and support staff to provide a range of supports to establish and maintain safe and orderly schools and to promote positive school climate and culture.

The Citywide Standards of Intervention and Discipline Measures

All members of the school community - students, staff and parents - must know and understand the standards of behavior which all students are expected to live up to and the consequences if these standards are not met.

[The Citywide Standards of Intervention and Discipline Measures](#) (the Discipline Code) provides a description of conduct that does not meet the standards of behavior expected of students in the New York City public schools. It includes a range of guidance interventions and a range of permissible disciplinary and intervention measures which schools may use to address misbehavior. Also included is the Bill of Students Rights and Responsibilities. The Standards apply to all students, including those with disabilities.

School Safety and Emergency Readiness

The maintenance of order and security in and around public schools is essential to creating learning environments to which students can meet high academic standards, educators can teach towards those standards, and parents can be assured that their children are learning in a safe and positive school setting. Learn more about [Emergency Readiness](#).

New York State law requires every school district to develop a comprehensive district-wide safety plan. Read the New York City [District-wide School Safety Plan](#) and the [Parent Guide to School Safety and Emergency Preparedness](#).

School Safety Fact Sheet

INFORMATION	SOURCE
The Principal/designee is required to file an incident report for all school related crimes & incidents within 24 hours of the incident.	Chancellor's Regulation A-412 (Section C.1) SECURITY IN THE SCHOOLS
Every employee & officer of the DOE has an affirmative obligation to report immediately to his/her principal/supervisor and the SCI any information concerning sexual misconduct involving students by DOE officers, employees or others connected with school programs or services by volunteers; off or on school grounds.	Chancellor's Regulation A-412 (Section A.3) SECURITY IN THE SCHOOLS Sexual Misconduct Committed by Department of Education Employees
The NYC Discipline Code must be applied for students K-12 in our public schools. Student infractions, guidance interventions and a range of possible consequences are leveled & grade specific to support progressive discipline.	NYC DOE Citywide Behavioral Expectations to Support Student Learning Student Intervention & Discipline Code and Bill of Students Rights and Responsibilities, K-12
During a behavior crisis, all efforts/strategies and Crisis De-Escalation Plan resources to safely de-escalate the behavior must be attempted by responding staff members before calling 911.	Chancellor's Regulation A-411 (Sections 1.B 2 & 3) Behavioral Crisis De-Escalation/Intervention and Contacting 911
Principals are responsible for ensuring that every school establishes a school safety committee and that the committee meets on a monthly basis. 1 meeting must be a Town Hall mtg.	Chancellor's Regulation A-414 (Sections I.A & B) SAFETY PLANS
Principals must consult with the School Leadership Team in creating a written policy for students allowed to bring in electronic devices.	Chancellor's Regulation A-413 (Section II.B) CELL PHONES AND OTHER ELECTRONIC DEVICES IN SCHOOL
The Discipline Code prohibits students from taking and posting photos or videos of other students & staff without their permission, and sets forth a range of guidance interventions and disciplinary responses.	NYC Department of Education February 2015 Resource Guide: CELL PHONES & OTHER ELECTRONIC DEVICES IN PUBLIC SCHOOLS
At least two non-nursing school staffers must be trained to administer an epi-pen to any student with a Medication Administration Form on file requiring it, in the absence of the school nurse.	Chancellor's Regulation A-715 (Opening Abstract) Administration of Epinephrine to Students with Severe Allergies
Disruptive, threatening and or violent parents or legal guardians on school grounds can be issued Limited Access Letters.	NYC Department of Education Office of Safety and Youth Development
Teachers can formally request the removal of any disruptive student from the classroom interfering with the educational process or teacher's classroom authority. Students with disabilities may be removed as well or suspended & excluded from his/her current program initially for up to 10 days before FBA & BIP processing.	Chancellor's Regulation A-443 (Section III.A), A-443 Appendix B (Student Removal Form) and Sections II.C. 1-4 STUDENT DISCIPLINE PROCEDURES
Staff or UFT Chapter Leader safety complaints, in violation of the school safety plan should quickly be brought to the attention of the Principal for a 24-hour resolution attempt.	Chancellor's Regulation A-443 (Sections III. A & B) UFT School Safety Complaint Form for Violation of School Safety Plan (UFT Contract Article 10B)
All school staff with or without students must follow the Missing Student Protocol and respond to door alarms.	NYC DOE Office of Safety & Youth Development Avonte's Law Act of 2015

Safety and Emergency Preparedness

These types of incidents should be called in immediately to:

Your District Representative and Borough Office

- Incidents that require response by outside agencies, i.e., NYPD, EMS, FDNY, etc.
- Shootings
- Stabbing/slashing
- Child Abuse (NYPD/EMS responding)
- Evacuations (bomb threats, explosive devices, chemical releases and odors)
- Assault/Robberies
- Weapon Possession
- Sexual Abuse/Sexual Misconduct
- Missing Student, kidnapping, stalking (actual and attempted)
- Attempted Suicides
- Drugs and Substance Abuse
- Accidents (hit and run, falls, vehicular and bus accidents)
- Illness (cardiac arrest, asthma attacks, seizures, heavy bleeding)
- Riots, Gang Activity, Protests, Walk-outs, Disorderly Conduct
- Arrest (students and staff: for crimes committed, outstanding warrants, or to testify as witnesses)
- Removals by police other than arrest
- Injuries to staff/School Safety Agents

Borough Offices:

Bronx:	718-379-6200
Brooklyn:	718-852-4900
Manhattan:	212-598-6800
Queens:	718-275-4400
Staten Is:	718-605-1400

UFT SAFE SECURE SCHOOLS FACT SHEET

SAFETY PLANS

Safety Plans are mandated by the SAVE Legislation, the UFT Contract, the Chancellor's Regulation A-414 and the NYC Discipline Code.

The SAVE Legislation requires:

Every school needs to form a safety committee and develop a safety plan that is updated annually and is specific for your school.

UFT CONTRACT:

Requires the formation of a safety committee to develop a safety plan for the school. The contract also sets out a procedure for any disagreements that may arise when the plan is not complied with.

Chancellor's Regulations A-414

Requires the formation of a safety committee which must develop a safety plan that is submitted for approval

Safety Committee

1. Principals are responsible for ensuring that every school establishes a school safety committee that meets MONTHLY.
2. At The Minimum the members of the committee include:
 - o The Principal
 - o Principal(s)/Designee of any other schools, programs and academies operating at the site
 - o UFT Chapter Leader
 - o Parent Association President/Designee
 - o School Safety Agent(s) – Level 3/Designee
 - o NYPD Precinct C.O./Designee
 - o Custodial Engineer/Designee

All parties listed above must "sign-off" on the plan

Safety Plans

The Safety Plan Shell is the template for your school's safety plan and is reviewed, updated and submitted annually. (A copy of the draft safety plan shell is in this folder). Your School Plan covers:

- o Normal operations of your site
- o Emergency procedures

Note:

- o Section 10 (of Safety Plan) - Addenda you may attach customized procedures and protocols for your school
- o Section 11 (of Safety Plan) - Identifies the names of Committee Members, Plan for Staff Development and the Proposed Meeting Dates for the Year
- o Endorsement Page – the sign off page for members of the committee

Safety Plans are submitted as follows:

- School Committee Develops Draft
- Draft submitted to Superintendent and Regional Safety Administrator (RSA)
- Approved Draft submitted to the Commanding Officer, NYPD/SSD
- Unsatisfactory Safety Plans returned to Superintendent and RSA for modifications in consultation with the school
- Plan resubmitted to NYPD/SSD for final acceptance Chapter Leaders should ensure that regular safety meetings take place

Chapter Leader and Member Input

Chapter leader should use their Executive Consultation Committee to address safety related violations and issues. Chapter leader can then address issues at monthly safety meetings and communicate outcomes to members and colleagues with a union memo or a jointly agreed upon safety committee memo. THE CONTRACT, LAWS AND REGULATIONS ARE ON YOUR SIDE.



Safety Committee Check List

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

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

Visitor Control Procedures

The Principal (or, in buildings with multiple schools, the Principals' Council/Campus Council) has the overall responsibility and authority to regulate admission of visitors and to oversee their conduct while in the school or on school property. Each principal also has authority to grant or deny a visitor's request to enter the school. Such decisions should be reasonable and consistent with the needs of the school, its safety, and the right of the public to visit the school.

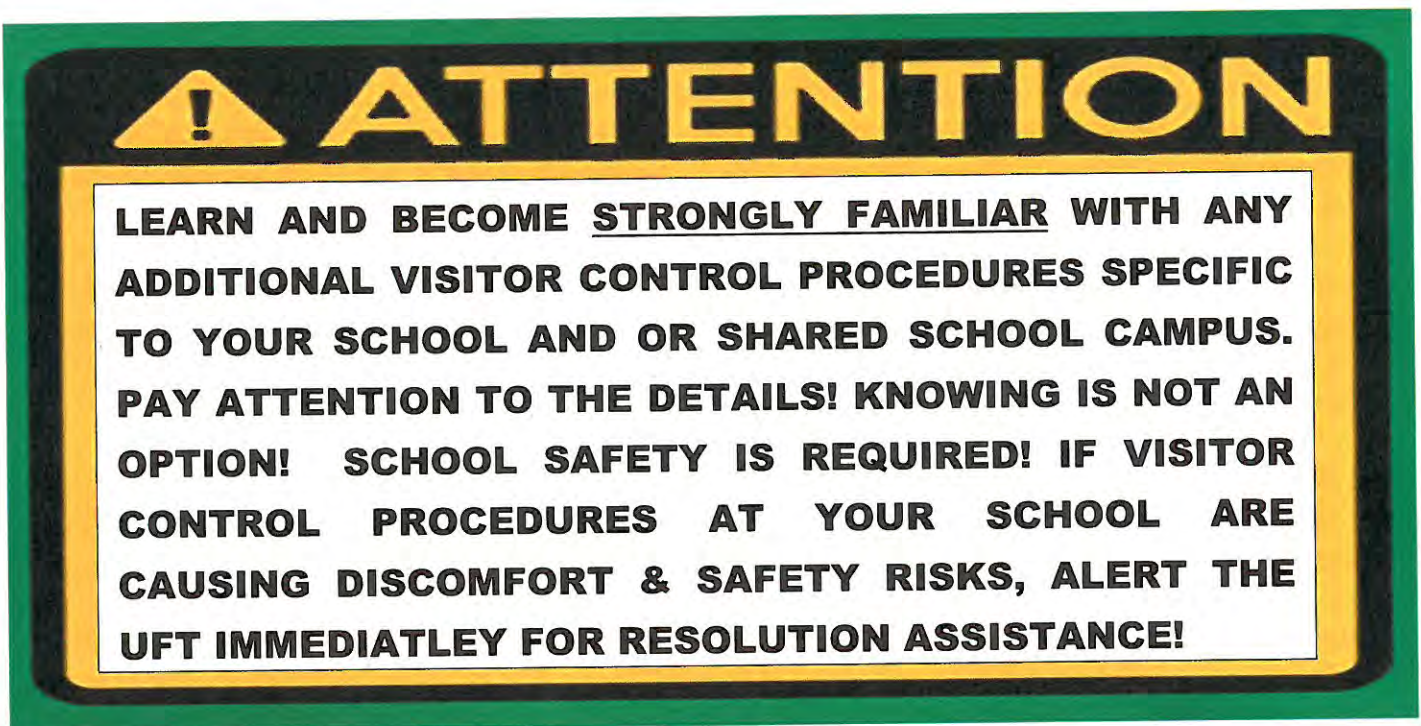
In order to establish a uniform visitor control standard, the following procedures should be implemented in all DOE facilities. These procedures are designed to ensure minimum standards to control visitors to school buildings. The School Safety Committee may establish additional procedures beyond those outlined below.

1. **The main entrance must be covered by a Safety Agent or other appropriate staff person from the time the Custodian opens the building until the end of the school day.** The NYPD School Safety Division will assign a School Safety Agent (SSA) to the main entrance. When a school's designated SSA is not at that location, the Principal(s) shall designate an appropriate alternate person to be stationed at the main entrance. This person will follow the same visitor control procedures that the SSA must perform.
2. **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 the building will be requested to provide at least one (1) item of valid photo identification (for example, this may include a driver's license, foreign or US passport, or consulate identification card).

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. The 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. Log books must be maintained at the site for a period of three years. Posted signs should inform visitors that failing to follow these guidelines may result in their removal from the building. Please note: **SIGNS REGARDING VISITOR ACCESS MUST BE POSTED IN ALL COVERED LANGUAGES AS DEFINED IN Chancellor's Regulation A-663.**

3. **Schools must ensure that parents in need of language assistance services are not prevented from reaching the school's administrative offices due to language barriers.** If a parent or visitor does not speak English, the SSA or staff member should try to determine the language the individual is speaking, and then attempt to locate a translator within the building by contacting the main office. If a translator is not present within the building, the SSA or staff member on duty should escort the individual to the main office, where a school representative should contact the DOE's Translation and Interpretation Services Unit at (718) 752-7373 to request telephone translation.
4. **Every visitor should be given a pass to the general office.** At the general office, visitors will be issued a second pass and/or appropriate instructions, should they be visiting other areas in the building. Before issuing a second pass, general office staff must confirm with the appropriate destination staff member that the visitor is expected.

5. The SSA or staff person at the main entrance will record the time of departure in the Visitor's Log, parallel to the initial entry for that visitor, and collect all passes issued.
6. The SSA or designated staff person should make a periodic check of the Log Book to ensure that no one remains in the building for an extended, unauthorized period of time. In such instance, it should be verified whether the visitor(s) is/are still in the building. In the event that a visitor remains in the building: search and obtain notification of the visitor's location in the school.
7. Any school, program, or academy at the site may employ additional procedures (above and beyond but not inconsistent with the procedures defined above) to log visitors into the building. For example, visitors may be issued color-coded passes to specify locations in the building, or visitors may be escorted by staff or students to their destination.



8. Visitors who violate procedures regarding visits to schools, or whose conduct jeopardizes the safety of students/staff, interferes with programs in the school, or damages property are subject to immediate removal from the school by order of the Principal, and may be subject to arrest.
9. All staff members must be aware of visitors who do not have appropriate passes for a designated area, or who have no visitor's pass at all. Where feasible, staff should approach such persons and request that they return to the Main Office. Staff should then immediately notify the Principal and the NYPD School Safety Agent of the situation.

PLEASE NOTE: The above Visitor Control Procedures with exception of the ATTENTION BOX appear in the NYPD/DOE Safety Plan template & in the NYPD School Safety Division's Guidebook for School Safety Agents.



(YOUR SCHOOL HERE) LADDER of DISCIPLINE

The example below may be personalized to include direct names of school titles identified and or those from your school's Crisis Intervention Team, a member of the Building Response Team, if applicable and available a school-based mental health clinic/center or the Children's Mobile Crisis Team. Telephone extensions and room locations may be provided as well.

1. CLASSROOM MANAGEMENT MEASURES (Consistency, Tone, Rules & Routines)

2. INDIVIDUALIZED STUDENT WARNINGS/MEETINGS

3. PARENTAL/LEGAL GUARDIAN CONTACTS (If possible alert Parent Coordinator)

4. MANDATORY SCHOOL MEETING w/DEAN or ASSISTANT PRINCIPAL, PARENT/LEGAL GUARDIAN & CHILD

5. GUIDANCE REFERRALS (Seeking School-Based Support Team (SBST) or Pupil Personnel Team (PPT) Interventions)

6. STUDENT REMOVAL IMPLEMENTATIONS (Chancellor's Regulation A-443)

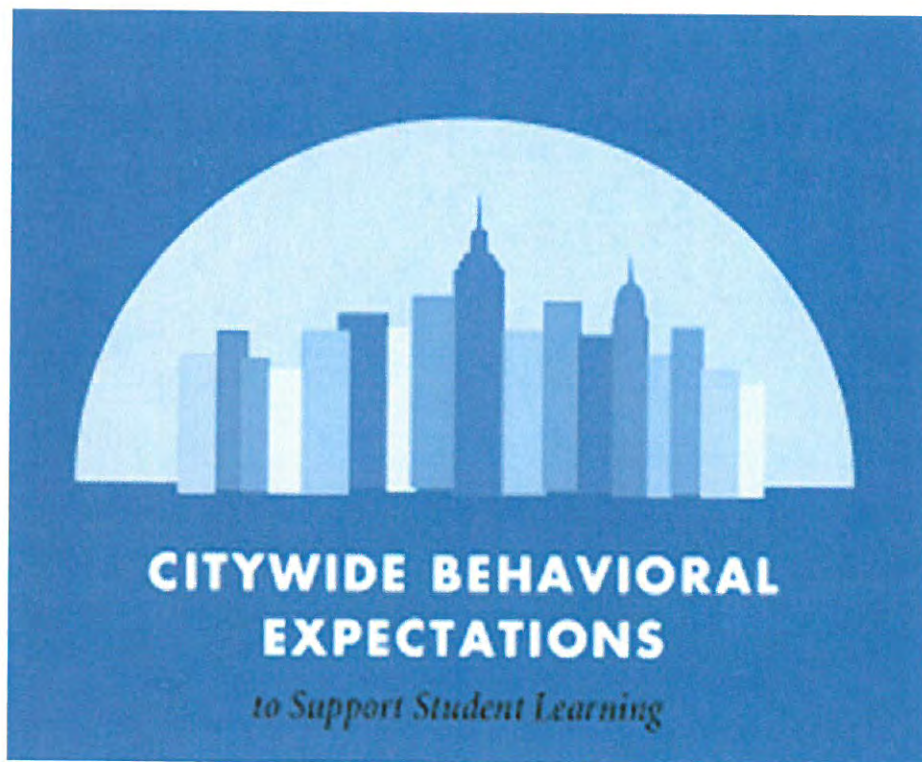
If the disruptive behavior continues following Steps 1 through 5, Classroom Teachers are to complete and submit Student Removal Forms to school administration requesting an official student removal of 1-4 days. Please be aware that for middle and high school students, removal durations are by instructional periods of subject classes disrupted. So for example, if Johnny's 8th grade Science Teacher submitted a Student Removal Form in his name, then Johnny may possibly be removed from 1-4 Science classes. His Student Removal Form will not be for all other subject areas as a result of having different instructors. All removed students are sent to the SAVE Room or designated SAVE Space in each school.

7. Principal Involvement

8. Superintendent Outreach

PLEASE NOTE: The progressive discipline listing above is in alignment to the DOE Discipline Code's range of possible disciplinary responses and the requested documentation required when completing the TEACHER MEASURES PREVIOUSLY TAKEN section of the official Student Removal Form appearing in Ch. Reg. A-443.

NYC DOE Discipline Code a.k.a. The Blue Book



<http://schools.nyc.gov/RulesPolicies/DisciplineCode>

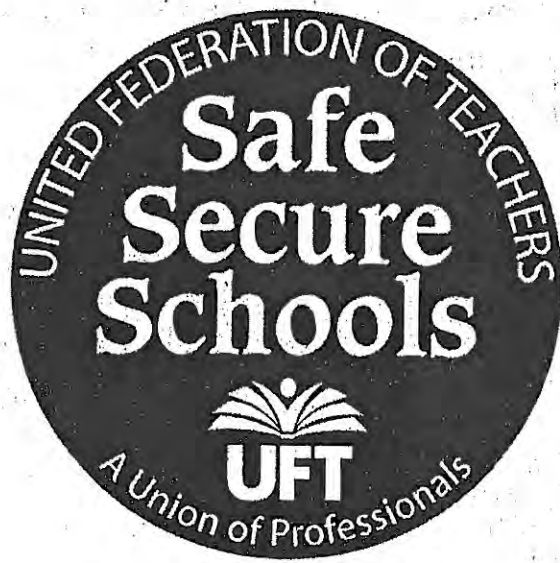


REPORTING SCHOOL INCIDENTS

In accordance to **Chancellor's Regulation A-412 Security in the Schools, Section C1., WRITTEN REPORTING REQUIREMENTS/INCIDENT REPORTS** states "The Principal/designee is required to file an incident report for **ALL** school-related crimes and incidents within 24 hours of the incident." This is done through the DOE Online Occurrence Reporting System (O.O.R.S.). Throughout each school-year, the NYC Department of Education Student Intervention and Discipline Code **MUST** be utilized to clearly identify student infractions and their applicable consequences. Please obtain and keep one for familiarity and proper usage.

Steps to Follow

- 1st. Verbally alert an ADMINISTRATOR as soon as possible.
- 2nd. Provide and submit a written account of the incident using DOE forms for recording **ONLY**. Include the Discipline Code Infraction! Keep a copy!
- 3rd. Email the ADMINISTRATOR the same afternoon/evening of the incident, professionally asking for the OORS # (the DOE Control # generated once a required report is entered) for the incident verbally reported and written up.
- 4th. Contact the police to file a report if necessary. Verbal and physical harassment incidents can be reported after school with a visit to the school's local precinct. All major assaults can be reported to NYPD immediately with instant alerts to school administration and NYPD/School Safety Agents in your building.
Please remember that during a student behavioral crisis, in accordance to Chancellor's Regulation A-411, all crisis intervention/de-escalation measures must be exhausted before contacting 911.
- 5th. Call the UFT or visit www.uft.org to report the same incident to the UFT online.



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 Safety / Discipline Report Form

You can also file online at: www.UFT.org

FAX THIS TO:

Bronx: 718-379-1115

Brooklyn: 718-852-9891

Manhattan: 212-570-6424

Queens: 718-897-7125

Staten Is: 718-605-2031

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

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

Perpetrator Information – Check all that apply

<input type="checkbox"/> Student	<input type="checkbox"/> Special Ed. Student	<input type="checkbox"/> Parent	<input type="checkbox"/> Intruder	<input type="checkbox"/> Other
----------------------------------	--	---------------------------------	-----------------------------------	--------------------------------

Alleged Perpetrator(s) if known:

Grade		Name		Sex	
Grade		Name		Sex	

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

1.Assault	2.Harassment (Verbal, Physical, Sexual)	3.Larceny/Robbery	4.Classroom Disruption
5.Menacing	6.Reckless Endangerment	7.Criminal Mischief	8.Other

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

*This is not a complete list of Infraction codes

Please refer to the DOE Discipline Code for a complete list.

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

Please refer to the DOE Discipline Code for a complete list.

*This is not a complete list of Infraction codes

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

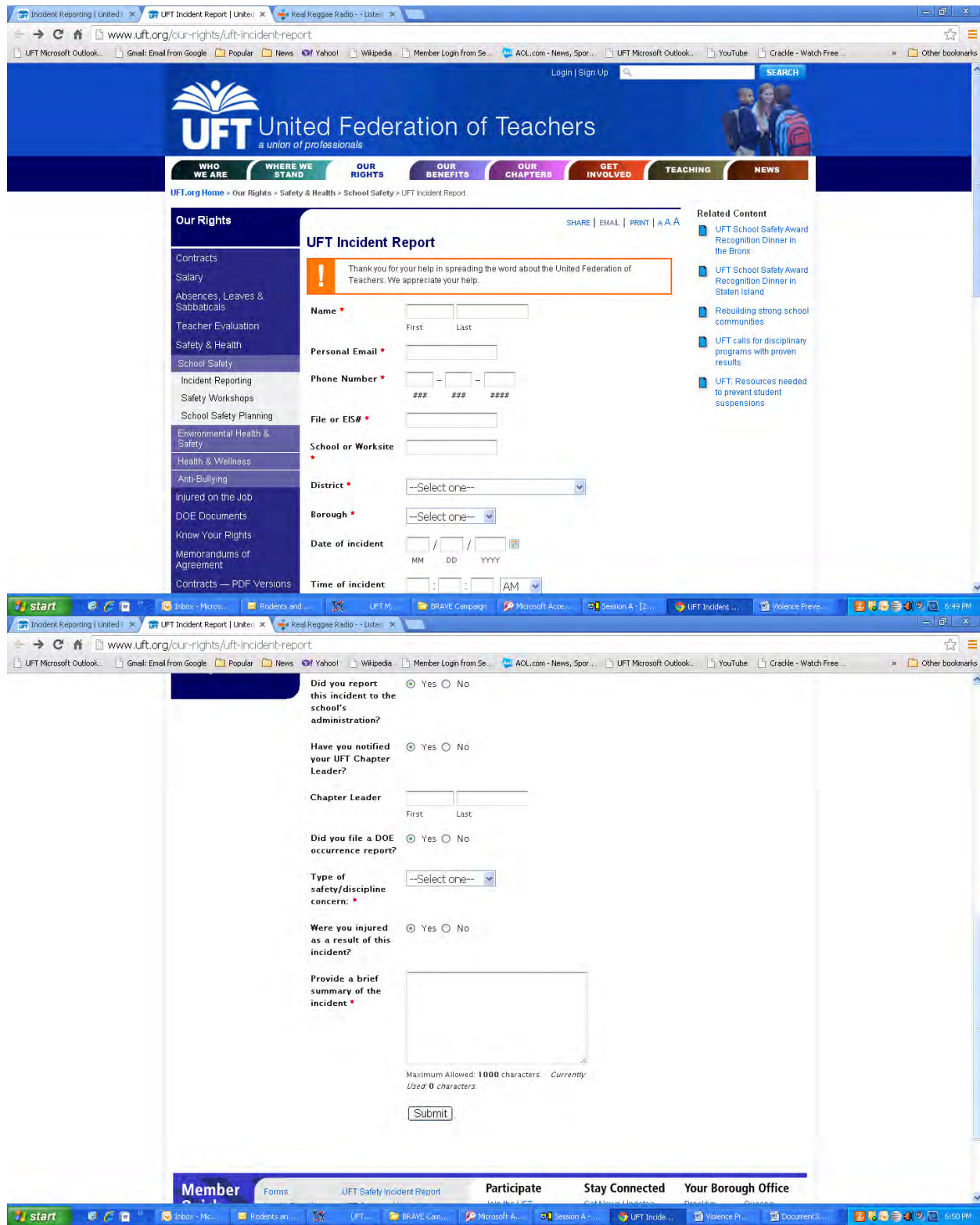
Sample Guidance Intervention:

1. Parent Outreach
2. Guidance Conference
3. Peer Mediation
4. Conflict Resolution
5. Substance Abuse Counseling
6. None Taken

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>



The screenshot displays the UFT Online Incident Report Form in a web browser. The browser's address bar shows the URL www.uft.org/our-rights/uft-incident-report. The UFT logo, "United Federation of Teachers a union of professionals", is at the top. A navigation bar includes links: WHO WE ARE, WHERE WE STAND, OUR RIGHTS, OUR BENEFITS, OUR CHAPTERS, GET INVOLVED, TEACHING, and NEWS. The "OUR RIGHTS" section is active, showing a sidebar with links: Contracts, Salary, Absences, Leaves & Sabbaticals, Teacher Evaluation, Safety & Health, School Safety, Incident Reporting, Safety Workshops, School Safety Planning, Environmental Health & Safety, Health & Wellness, Anti-Bullying, Injured on the Job, DOE Documents, Know Your Rights, Memorandums of Agreement, and Contracts — PDF Versions. The "School Safety" link is highlighted. The main content area is titled "UFT Incident Report" and includes a thank-you message: "Thank you for your help in spreading the word about the United Federation of Teachers. We appreciate your help." The form fields are: Name (First and Last), Personal Email, Phone Number (###-###-####), File or EIS#, School or Worksite, District (dropdown), Borough (dropdown), Date of incident (MM/DD/YYYY), and Time of incident (AM/PM). A "Related Content" sidebar on the right lists: UFT School Safety Award Recognition Dinner in the Bronx, UFT School Safety Award Recognition Dinner in Staten Island, Rebuilding strong school communities, UFT calls for disciplinary programs with proven results, and UFT: Resources needed to prevent student suspensions. Below the form fields are three questions with radio button options: "Did you report this incident to the school's administration?", "Have you notified your UFT Chapter Leader?", and "Did you file a DOE occurrence report?". The "Type of safety/discipline concern" is a dropdown menu. The "Were you injured as a result of this incident?" question has radio button options. A text area for "Provide a brief summary of the incident" is followed by a character count: "Maximum Allowed: 1000 characters. Currently Used: 0 characters." A "Submit" button is at the bottom. The footer includes "Member", "Forms", "UFT Safety Incident Report", "Participate", "Stay Connected", and "Your Borough Office".

UFT Incident Report

Thank you for your help in spreading the word about the United Federation of Teachers. We appreciate your help.

Name *

First Last

Personal Email *

Phone Number *

###-###-####

File or EIS# *

School or Worksite *

District *

--Select one--

Borough *

--Select one--

Date of incident

MM / DD / YYYY

Time of incident

AM PM

Related Content

- UFT School Safety Award Recognition Dinner in the Bronx
- UFT School Safety Award Recognition Dinner in Staten Island
- Rebuilding strong school communities
- UFT calls for disciplinary programs with proven results
- UFT: Resources needed to prevent student suspensions

Did you report this incident to the school's administration? ☒ Yes ☐ No

Have you notified your UFT Chapter Leader? ☒ Yes ☐ No

Chapter Leader

First Last

Did you file a DOE occurrence report? ☒ Yes ☐ No

Type of safety/discipline concern: *

--Select one--

Were you injured as a result of this incident? ☒ Yes ☐ No

Provide a brief summary of the incident *

Maximum Allowed: 1000 characters. Currently Used: 0 characters.

Submit

Member Forms UFT Safety Incident Report Participate Stay Connected Your Borough Office

Summary of Student Removal Process/ Chancellor's Regulations (A-443)

A-443 – Student Disciplinary Procedures

Student Removal by Teachers (General Education)

The process:

- ✓ Teacher notifies student and explain reason(s) for removal;
- ✓ Student informally presents his/her version;
- ✓ Teacher informs principal and completes a “Student Removal Form”
- ✓ Principal consults with teacher
- ✓ Student removed for 1 to 4 days by principal (in consultation with teacher) for “single period or entire day”

Principal consideration (For Special Education students):

- ✓ Educational services during the removal
- ✓ Whether a “Function Behavioral Assessment” must be conducted
- ✓ Whether a “Behavior Intervention Plan” should be developed/reviewed
- ✓ Whether an “Manifestation Determination Review” must be conducted.

Parental Notification:

Principal/Designee must:

- ✓ notify parent within 24 hours;
- ✓ state reason(s) for removal;
- ✓ the length of removal (1 to 4 days)
- ✓ their right to request an informal conference regarding the removal (within 2 days of removal)

Note: Written Summaries of conferences must be maintained with recommendations; and made available to parents

Principal cannot set aside a removal unless:

- ✓ fact do not support
- ✓ removal violates the law
- ✓ suspension is warranted instead

Principal shall (If removal is set aside):

- ✓ advise teacher and parent of reason(s)
- ✓ return student back to class

Appeal Process by teacher (length of removal or set aside) to the Chancellor:

- ✓ Completed Removal Appeal Form
- ✓ must be filed within 3 days (can be filed by fax)

Chancellor will decide within 4 days of receipt

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:**

	Date(s):		Date(s):
<input type="checkbox"/> Warnings to Student	_____	<input type="checkbox"/> Classroom Measures	_____
<input type="checkbox"/> Student Conference	_____	<input type="checkbox"/> Parent Contact	_____
<input type="checkbox"/> Guidance Referral	_____	<input type="checkbox"/> Prior Removal(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: _____

*No. of days of removal: _____	*Set aside (circle one):	yes	no
Date: _____			
Principal's Name: _____			
Principal's Signature: _____			
Comments: _____			

*The information designated with an asterisk is required for ATS entry.

06/01

Student Removal Appeal Form

To: Lois Herrera, Director of School Programs & Development
Office of School Intervention & Development
52 Chambers Street, Room 210
New York, NY 10007
Fax #: (212) 374-5598

DATE: _____ **SCHOOL:** _____ **DISTRICT/REGION:** ____/____

TEACHER'S NAME: _____ **FILE #:** _____

This appeal is filed because:

Choose one (1)

- ☐ The Principal declined to uphold the removal of a student from the teacher's classroom.
- ☐ Dispute of the number of days the student is removed from class.

Please attach a copy of the original Student Removal Form.

Cc: UFT Chapter Leader
UFT District Rep
District Superintendent



COMPLAINT FORM

The goal of the Special Education/English Language Learners (ELL) Complaint process is to make sure students have the supports and services they need to succeed. To support this goal, we are asking you to tell us how the issue you are reporting affects student progress. **We also want to know if you are receiving the professional development you need and whether your Borough Field Support Centers and/or Superintendents are implementing Special Education/ELL requirements.** We will continue to use the information you provide to track trends and facilitate problem solving around Special Education/ELL issues.

Once we receive the complaint, UFT Liaison to the Division of Specialized Instruction and Student Support will review it. You will receive a call or an email to verify the information and obtain additional details including student-specific information. We will then work with you to determine the appropriate mechanism for resolving the issue. **We will not share your name or any information on this form with administrative, supervisory or managerial personnel in the Department of Education without your approval.**

QUESTIONS MARKED WITH A * ARE REQUIRED

NAME: * <small>FIRST, LAST</small>	DATE:
POSITION/RELATIONSHIP TO CHILD: *	MOBILE/HOME PHONE: *
EMAIL ADDRESS (NON-DOE):	WORK PHONE: *
BOROUGH: *	DISTRICT: *
SCHOOL: *	YOUR CHAPTER LEADER: *

DID CALLER DISCUSS ISSUE WITH:

- ☐ Child's parents (or teacher if caller is parent) ☐ Chapter Leader ☐ Principal/Supervisor

AREA OF COMPLAINT (check all that may apply):

DO NOT PROVIDE STUDENT-SPECIFIC INFORMATION UNTIL REQUESTED

Special Education

- ☐ IEP Implementation
- ☐ Special Class
 - ☐ Integrated Co-Teaching (ICT/CTT)
 - ☐ SETSS
 - ☐ Related Service _____
Specify
 - ☐ Paraprofessional Support
 - ☐ Test Accommodations
 - ☐ Behavior Intervention Plan
 - ☐ Other _____
- ☐ Staff member with IEP implementation responsibilities (general education teacher, special education teacher, cluster teacher, related service provider, paraprofessional):
- ☐ Not provided access to IEP or copy of IEP
 - ☐ Not informed of IEP implementation responsibilities
- ☐ IEP Team Process (Team Meetings, Changes to IEPs, PWN, etc.)
- ☐ Child Find/ Referral
- ☐ Assessment/Evaluation
- ☐ Discipline

English language Learners

- ☐ Screening
- ☐ Home Language Survey
 - ☐ Individual Interview
 - ☐ Students with IEPs
- ☐ Identification/Assessment
- ☐ ELL Identification Assessment (NYSITELL)
 - ☐ Student with Interrupted/Inconsistent Formal Education (SIFE)
- ☐ Parent Orientation
- ☐ ELL Programs
- ☐ Bilingual Education (required in schools where 15 or more grade-level students speak the same language in 2 contiguous grades)
- ☐ English as a New Language (formerly ESL)
- ☐ Freestanding
 - ☐ Integrated
- ☐ Exit from ELL Status

Please provide a brief summary of the issue and tell us how the issue is affecting the progress of your student(s).

Please fax this form to Carmen Alvarez's office at (212) 260-3053.
If you wish to get in touch with Carmen Alvarez,
you may call her office (212) 598-9546 or you can send an e-mail to calvarez@uft.org.

CHANCELLOR'S REGULATIONS BREAKDOWN

Chancellor's Regulations A-420/Corporal Punishment and A-421/Verbal Abuse

A-420: Corporal Punishment October 2014

A-421: Verbal Abuse October 2014

Definition	Definition	Definition
Act of physical force upon a pupil for punishment but not considerable when protecting self, others, school property or restraining without excessive force to diminish interruption to instruction	Language hand-written, electronically transmitted or oral ABOUT or DIRECTED towards students that ridicule, degrade and or embarrasses to cause mental distress, emotional harm or a student to fear for his/her physical safety; as to interfere with the students educational performance	Concrete and Deadline Specific in Alignment with Reg. A-412; Also includes directive to report to OSI online in addition to calling. Parents are given three options to report allegations. Principal Follow-Up appears in greater detail
Reporting Corporal Punishment	Reporting Corporal Punishment	Reporting Corporal Punishment
Concrete and Deadline Specific in Alignment with Reg. A-412; Also includes directive to report to OSI online in addition to calling. Parents are given three options to report allegations. Principal Follow-Up appears in greater detail.	Concrete and Deadline Specific in Alignment with Reg. A-412; Also includes directive to report to OSI online in addition to calling. Parents are given three options to report allegations. Principal Follow-Up appears in greater detail	Concrete and Deadline Specific in Alignment with Reg. A-412; Also includes directive to report to OSI online in addition to calling. Parents are given three options to report allegations. Principal Follow-Up appears in greater detail
Removal of Employee During Investigation	Removal of Employee During Investigation	Removal of Employee During Investigation
By OSI or Principal Request Work Performance/History Can be Considered 5 Day Notification in Writing from Day of Removal is Owed to the Employee Reassigned Employees Have Right to Return in Unsubstantiated Cases	By OSI or Principal Request Work Performance/History Can be Considered 5 Day Notification in Writing from Day of Removal is Owed to the Employee Reassigned Employees Have Right to Return in Unsubstantiated Cases	By OSI or Principal Request Work Performance/History Can be Considered 5 Day Notification in Writing from Day of Removal is Owed to the Employee Reassigned Employees Have Right to Return in Unsubstantiated Cases
Investigations Conducted by OSI or through a SBI(school based investigation) by the Principal with OSI guidance Requires Separation of Victims and Witnesses to Retrieve Statements	Investigations Conducted by OSI or through a SBI(school based investigation) by the Principal with OSI guidance Requires Separation of Victims and Witnesses to Retrieve Statements	Investigations Conducted by OSI or through a SBI(school based investigation) by the Principal with OSI guidance Requires Separation of Victims and Witnesses to Retrieve Statements
The accused employee now MUST Be given 48 HOUR Written Notice of the right to appear for an investigation with union representation. He or she must be provided with an explanation of the allegation and the opportunity to make a statement. 48 Hour-Notice & Union Representation may be waived by the employee. Within 10 SCHOOL days of receiving complaint, the Principal must determine <u>Substantiation</u> or <u>Unsubstantiated</u> with required documentation.	The accused employee now MUST Be given 48 HOUR Written Notice of the right to appear for an investigation with union representation. He or she must be provided with an explanation of the allegation and the opportunity to make a statement. 48 Hour-Notice & Union Representation may be waived by the employee. Within 10 SCHOOL days of receiving complaint, the Principal must determine <u>Substantiation</u> or <u>Unsubstantiated</u> with required documentation.	The accused employee now MUST Be given 48 HOUR Written Notice of the right to appear for an investigation with union representation. He or she must be provided with an explanation of the allegation and the opportunity to make a statement. 48 Hour-Notice & Union Representation may be waived by the employee. Within 10 SCHOOL days of receiving complaint, the Principal must determine <u>Substantiation</u> or <u>Unsubstantiated</u> with required documentation.
Release of Witness Statements <ul style="list-style-type: none"> • Victim Statements • Student Statements • Adult Statements Privacy Acknowledgements must be signed by the employee and Union Rep. viewing ALL relative UNREDACTED statements. If refusal to sign exists, then personal identification information of the witness on Statements MUST BE REDACTED .	Release of Witness Statements <ul style="list-style-type: none"> • Victim Statements • Student Statements • Adult Statements Privacy Acknowledgements must be signed by the employee and Union Rep. viewing ALL relative UNREDACTED statements. If refusal to sign exists, then personal identification information of the witness on Witness Statements MUST BE REDACTED .	Release of Witness Statements <ul style="list-style-type: none"> • Victim Statements • Student Statements • Adult Statements Privacy Acknowledgements must be signed by the employee and Union Rep. viewing ALL relative UNREDACTED statements. If refusal to sign exists, then personal identification information of the witness on Witness Statements MUST BE REDACTED .
Copies MAY NOT be provided upon request during the investigation! Union Rep. and Accused Staffer may transcribe from original statements. Redacted witness statements may be transcribed as well! At onset of the Disciplinary Action Conference, prior to the administration of any disciplinary action, REDACTED & UNREDACTED statements may be seen and retained by Union Rep. and the employee.	Copies MAY NOT be provided upon request during the investigation! Union Rep. and Accused Staffer may transcribe from original statements. Redacted witness statements may be transcribed as well! At onset of the Disciplinary Action Conference, prior to the administration of any disciplinary action, REDACTED & UNREDACTED statements may be seen and retained by Union Rep. and the employee.	Copies MAY NOT be provided upon request during the investigation! Union Rep. and Accused Staffer may transcribe from original statements. Redacted witness statements may be transcribed as well! At the onset of the Disciplinary Action Conference, prior to the administration of any disciplinary action, REDACTED & UNREDACTED statements may be seen and retained by Union Rep. and the employee.
Regulation Violations Employee may be subject to disciplinary action which may include termination or other appropriate follow-up action.	Regulation Violations Employee may be subject to disciplinary action which may include termination or other appropriate follow-up action.	Regulation Violations Employee may be subject to discipline which may include termination or other appropriate follow-up action



CORPORAL PUNISHMENT

Regulation of the Chancellor A-420

Issued: 10/30/14

Pupil Behavior and Discipline – Corporal Punishment

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

Issued: 10/30/14

Pupil Behavior and Discipline – Verbal Abuse

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
- Written language includes language that is transmitted electronically

PROTECT YOUR RIGHTS

DEMAND REPRESENTATION

"...they said they only wanted to ask me a few questions."

"...the principal told me to come to the office and speak with an investigator."

"...he said that I wasn't the target of the investigation and I could speak with him."

Protect yourself when approached by any investigator

DO NOT ANSWER ANY QUESTIONS WITHOUT REPRESENTATION

"...he told me that it was okay to speak with him without the UFT if I wanted to."

"...they identified themselves as investigators and just began questioning me."

"...she said if I didn't speak with her now I would have to go downtown."

Contact Your UFT Borough Office

IMMEDIATELY



NYC Department of Education

Employee Arrest Procedures

1. Notify OPI (Office of Personnel Investigations)
Immediately!!!!!!!!!!

ALL NOTIFICATIONS MUST BE IN WRITING USING:

OPI FAX # (718) 935-4366 or

Email Address: OPIArrestNotification@schools.nyc.gov

(WALK-IN FOLLOW-UP REPORTING IS ENCOURAGED)

2. Notify School/Worksite Administration
3. Notify Union Affiliation
4. Reference Chancellor's Regulation C-105 for further

Information

Inquiries concerning this regulation should be directed to:

Administrator, Office of Personnel Investigation (Division of Human Resources & Talent)
New York City Department of Education
65 Court Street - Room 200
Brooklyn, New York 11201
Telephone: (718) 935-2666/2668 Fax: (718) 935-4366 or (718) 935-5778

REPORTING AN ARREST

(Pursuant to the Chancellor's Regulation C-105)

To: Office of Personnel Investigation (*Division of Human Resources & Talent*)

Please fax to: 718-935-4366 or 935-5778 or

Email to: OPIARRESTNOTIFICATION@SCHOOLS.NYC.GOV

Name: _____

Address: _____

Tele #: _____

Email: _____

SS#: _____ - _____ - _____

School: _____

Title: _____

Date of Arrest: ____/____/____

Charge (s): _____

School Related: Yes _____ No _____

Place of Arrest: _____

Next Court Date: ____/____/____

Today's Date: ____/____/____ Signature: _____



**REPERCUSSIONS FOR ENDANGERING
THE WELFARE OF A CHILD
ON OR OFF THE JOB!!!!!!!!!!!!**

1. Temporary or Permanent Removal from Work Assignment and or Payroll
2. Termination of Employment with Possibility of NYS Professional License Rescinded
3. NYPD Arrest from Home, School or Notified Location and NYPD Criminal Charges
4. Long-Term Requirement to Register as a Pedophile if Offense is Sexually Related
5. Public Humiliation, Ridicule & Exposure with Local/National Media Assistance
6. Emotional and Social Embarrassment for Family and Friends
7. Betrayal of Trust, Resentment, Tension, Depression and or Confusion
8. Monetary Fines
9. **INCARCERATION! INCARCERATION! INCARCERATION! INCARCERATION!**
10. Facing the Everlasting Questions **WHY & WAS IT ALL WORTH IT!**

Please see the following Regulations of the NYC Department of Education Chancellor
Detailing Conflicts of Interest Risks, Verbal harassment & Corporal Punishment
Investigations with Possible Outcomes:

Chancellor's Reg. C-105

Chancellor's Reg. A-420

Chancellor's Reg. A-421

NYCDOE MANDATED REPORTERS OF CHILD ABUSE AND NEGLECT

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.

---OSYD Opening Day Packet School –Year 2015-2016



The mission of a School Safety Agent is to facilitate the development and maintenance of a safe and secure environment where teachers can teach and students can find the strength to learn...and achieve...

A School Safety Agent has specific tasks to perform in order to achieve the mission stated above. You can expect to see agents patrolling assigned areas, securing exits, monitoring visitors, breaking up fights, preventing criminal activity and making every effort to be proactive in their objective to maintain a safe environment.

Call agent when:

- Students are fighting
- Throwing chairs
- Destroying school property
- *You see* someone stealing property
- *You see* weapons - i.e. gun, knife, and razor
- *You see* dangerous instruments; such as scissors, screw drivers, or any other such devices
- An irate student has physically threatened you
- There is a safety hazard in your room - i.e. broken glass, falling fixtures

Do not call when:

- There are classroom management issues
- A student will not sit down
- A student is not prepared for class
- A student is using profanity
- A student is late for class
- A student is eating
- A student has a cell phone
- The class will not settle down or quiet themselves
- A student is noncompliant and poses no threat to our safety and that of the other students

We all have the same objective, to see our children learn and grow but as we all work for different agencies we must comply with our own job designs and agency directives. The N.Y.P.D. School Safety Division has employed us to make safety our main concern.

Please call extension _____ for assistance with any safety issues you may have.

Have a wonderful school year!



NYPD SCHOOL SAFETY DIVISION COMMUNITY OUTREACH UNIT LARCENY PREVENTION TIPS



LARCENY IS A CRIME

LARCENY OCCURS WHEN A PERSON TAKES, OBTAINS OR WITHHOLDS PROPERTY FROM ITS' OWNER

GRAND LARCENY

OCCURS WHEN:

- PROPERTY STOLEN IS VALUED AT \$1000 OR MORE
- PROPERTY IS REMOVED FROM A PERSON
- GRAND LARCENY IS A FELONY PUNISHABLE UP TO MORE THAN A YEAR IN PRISON

REMEMBER

- SECURE ALL PERSONAL PROPERTY
- SECURE ALL WORK RELATED PROPERTY
- WRITE IDENTIFYING MARKS ON PROPERTY
- KEEP SERIAL NUMBERS TO PROPERTY IN A SAFE PLACE

Never walk away from your laptop.



Never leave your purse, briefcase, backpack on desk, behind chair or unattended.



Keep expensive jewelry concealed.



Secure your keys, never leave them on desk, in keyholes, or unattended, allowing someone access to property.



Never leave your cell phone in your coat pocket, or desk. Secure on your person.



Never display large amounts of cash.



KEEP AN EYE ON YOUR PROPERTY, IF YOU DON'T, SOMEONE ELSE WILL!

Be Aware! Stay Alert!

The NYC Department of Education will NOT reimburse or replace the following personal items of school employee as they are NOT considered necessary for the job performance:

CASH, JEWELRY (including wedding rings or watches), CELLULAR TELEPHONES, MP3 PLAYERS. PERSONAL COMPUTERS, PERSONAL ELECTRONIC DEVICES, THE COST OF REPAIRS DUE TO DAMAGE OF A PERSONAL VEHICLE, etc.

Only personal clothing and accessories (such as eyeglasses, wallets, umbrellas and handbags) are eligible for reimbursement with the form OP504!

Constituted Workplace Injuries



DOE Definitions of When and Where an Employee is On Duty (DOE Personnel Memorandum No. 4 2002-2003)

The causative accident or incident must have occurred when the employee is on duty. An employee is on duty when one or more of the following requirements are met:

1. The employee has officially reported to work.
2. The employee is on school property during lunch period or immediately before or after officially reporting to and from work. (School property is considered to be the school itself, the surrounding area including the playground fields/and or play areas, the sidewalk outside the school and the school parking lot.)
3. The employee is not on school property but has approval to work at another site or an out-of-school assignment such as coaching or field trips.
4. The employee is traveling outside the school pursuant to explicit instructions from a supervisor (e.g. transporting payroll material, or is directly en route to or from a meeting or conference.
5. The employee has an assignment, which requires travel and is injured while performing duties connected with their assignment (e.g. attendance teacher or teacher of the homebound).

Necessary Procedures for Injury in the Line of Duty

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 injury (either in paper version or through O.O.R.S.)
 - Principal forwards it to Superintendent who approves or disapproves it and returns it to the school payroll secretary.
 - 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. If time frames are not followed it is grievable.
2. ***(Self-Service Online Leaves Application System (SOLAS) Application: (replaces OP198 Form for non-Workers' Comp. cases)**
 - Required – as soon as your doctor provides you with medical documentation and date of probable return to work.
 - Submitted online – Medical Bureau will not grant LODI status without it.
 - For problems contact your payroll secretary, Borough VSP, or UFT District Rep.
 - SOLAS Link is: <https://dhrnycaps.nycenet.edu/SOLAS> Your DOE User ID and Password is required for SOLAS access.

3. ***OP200 Legal Form:**
 - Required – As quickly as possible.
 - Submitted to the payroll secretary at your school.
 - Notarized – then submit as soon as possible since Medical Bureau will not grant LODI status without it.
 - For problems contact your UFT District Representative.
4. **UFT Incident Report:**
 - If the victim of an assault or reckless endangerment submit as quickly as possible.
 - Submitted online at www.uft.org.
 - Give a copy or inform your Chapter Leader.
 - Contact UFT Victim Support Unit at 212-598-6853.
5. **OP407 Obsolete form:**
 - No longer required
 - All documents submitted on SOLAS are confidential

Remember to do the following:

1. Obtain from the payroll secretary all signed, approved/disapproved copies of submitted forms.
2. Call Isy Booker, Supervisor of Scheduling, at the Medical Bureau (718-935-2731) or contact her via e-mail at IBooker@schools.nyc.gov to arrange an appointment.
3. If you are not being paid, call your UFT District Representative immediately.
4. Notify by telephone or visit the UFT Office, to have a legal referral completed on your behalf.

*Also known as a **NOTICE of CLAIM**, the legal referral allows you the right to explore an option of suing your employer. While the vast majority of members do not sue, you should never diminish your rights. The confidential process requires you to contact the UFT office. **Please be aware that a NOTICE of CLAIM MUST BE FILED WITHIN 90 DAYS of YOUR INJURY. The 90-day requirement is strictly enforced.** In addition to exercising the Intent to Sue process, legal referrals are also done when considering Accidental Disability Retirements.*

++++
 *The Medical Bureau must receive all of these forms before acting on your claim for LODI status.

++++

**WORKERS' COMPENSATION IS FOR OUR UFT
 PARAPROFESSIONALS, SCHOOL NURSES,
 OCCUPATIONAL AND PHYSICAL THERAPISTS.**

**NYC TEACHERS DO NOT GET WORKERS' COMPENSATION.
 NYS TEACHERS DO GET WORKERS' COMPENSATION.**

Line of Duty Injuries (LODI)

1

Injury on the job is referred to as “Injury in the Line of Duty” or “LODI,” and is covered by New York City Department of Education Personnel Memorandum No. 4, 2002-2003 entitled “**Policy and Procedures on Line of Duty Injuries for Pedagogical Employees.**” The memo may be accessed on the Department of Education website at this shortened link: <http://on.nyc.gov/1WrNbMS>.

The memorandum requires that you notify the administration of any accident or injury within 24 hours. At the time of the injury, a Comprehensive Injury Report should be filed with the administration.

If you cannot write the report, a colleague may assist. You should try to fill out the report before you leave school that day. In the report, the specific cause of the injury should be cited and the circumstances surrounding the injury clearly stated.

You should ask for a copy of the report. If you leave school without notifying the administration, and are absent the next day, when you call the school to report your absence you must tell them that you are absent as the result of an accident you had in school. Ideally, you should talk directly to the principal. You should also ask that a **Comprehensive Injury Report** be sent to you so that you can fill it out and return it as soon as possible.

If you were injured as the result of an assault or reckless behavior of another individual, a **UFT Incident Report** should be filed online, at www.uft.org/our-rights/line-of-duty-injury. The UFT Victim Support Program will contact you and provide assistance. You may call the UFT Victim Support Program at 1-212-598-6853 to check on the status of your case.

2

Notify your UFT chapter leader of your injury. Your chapter leader should call the UFT district representative to alert him or her of the situation.

3

The Comprehensive Injury Report must be sent to the superintendent for approval. The principal does not have the authority on his or her own to approve or disapprove a claim for line of duty status administratively. Only the superintendent has that authority. Your chapter leader should make sure that the Comprehensive Injury Report is sent to the superintendent by the principal within 24 hours of the accident being reported.

The superintendent must administratively approve or disapprove the Comprehensive Injury Report within five days of receiving the report.

If the accident is **disapproved** by the superintendent’s office, please contact your UFT district representative as soon as possible, since a grievance may be appropriate. If approved, the Comprehensive Injury Report must then be returned to the school by the superintendent’s office.

Requests for leaves for injury in the line of duty that are for 10 days or less (excluding the day of the accident/incident) may be approved both administratively and medically by the superintendent provided that the following conditions are met:

»

CONTINUED



1. A note from the member's physician has been submitted stating that you received treatment for the accident and were advised to remain out of work for the prescribed period of time.
2. The superintendent is satisfied that the criteria for determination of line of duty injury status, as set forth in Personnel Memorandum No.4, 2002-2003, have been met.
3. The principal, his or her designee, or responsible supervisor has been notified of the accident or incident.
4. The injured employee has submitted an application for LODI on SOLAS*, the Self-Service Online Leave Application System, which can be accessed using your DOE email ID and password on the DOE website at <https://dhrmypcaps.nycenet.edu/solas/>.

** Please note that SOLAS has rendered two important forms obsolete, namely the OP 198 and the OP 407. Previously, the OP 198 form was used to enumerate the exact days of absence and provide a space for your doctor's note and signature. The OP 407 provided for confidentiality of your medical condition. All of these requirements are now handled by SOLAS.*

Neither the superintendent nor the Medical Bureau will give final approval to your claim until all of the appropriate forms have been submitted. It is advisable that you obtain a copy of the injury report that has been approved by the superintendent for your own records.

Notice of Claim: (Intent to Sue)

- **If you are considering suing the Department of Education**, you should call your UFT Borough Office as soon as possible. A Notice-of-Claim (intent to sue) must be filed by an attorney within 90 calendar days of the date of the accident.

You must serve a notice of claim **within 90 days** of the occurrence. An action cannot then be filed until 30 days has elapsed from the time of service of the Notice of Claim. This period is to allow time to review your claim by the City of New York. After the 30-day period, a lawsuit may be started. The lawsuit must be started within one year and 90 days of the time of the injury.

Legal representation is recommended. Again, your union can assist in making referrals. The union has a special arrangement with a large, reputable legal firm that gives our members special attention. Their lawyers can protect your rights and interests and assert the claim on your behalf.

UFT BOROUGH OFFICES:

Bronx: 1-718-379-6200
Brooklyn: 1-718-852-4900
Manhattan: 1-212-598-6800
Queens: 1-718-275-4400
Staten Island: 1-718-605-1400

This serves to summarize procedures you should know regarding work-related injuries for pedagogical employees.

Required DOE Forms to file for Workers' Compensation

DOE Forms	When Filed	Who Gets It	Time Frame	Problems/Solutions
Comprehensive Injury Report - CIR	DOE policy states that you have 24 hours to report an injury to your supervisor. However, NYS law gives you 30 days.	School payroll secretary - Principal forwards to superintendent, who approves or disapproves.	Must be sent from school to superintendent within 24 hours of receipt by principal. Superintendent must approve and return within 5 working days	Problems if Timeline is not followed. Contact Chapter Leader/District Representative.
DOE Occurrence Report	Filed by school secretary or designee.	DOE and a copy to you	Signed by principal and superintendent within 7 days.	Contact DR or WC Project 212-510-6460
UFT Incident Report	If the victim of an assault, report this to UFT Victim Support within 24 hours or ASAP.	UFT Safety and Health/Victim Support Program	Information of an assault should be faxed/phoned to the UFT Victim Support immediately or ASAP following an injury.	Contact DR or Victim Support 212-598-6853
WCD- 23 Employee's Notice of Injury	File within 10 days of injury	Payroll Secretary	Within 10 days - school should send out along with C-2 form.	Contact DR or WC Project 212-510-6460
OP 198 Application for Excuse of Absence for Personal Illness	File right after injury. Must be accompanied by doctor's note stating dates.	Payroll Secretary	A Principal has 10 days to Acknowledge the Leave application and approve/deny the first 5 days, if there is no Acknowledgement/determination after the 10 day timeframe, SOLAS will auto-Acknowledge and approve.	Contact DR or WC Project 212-510-6460
Leave of Absence Form*	Filed for extended days out or, after CAR days are exhausted.	Via the Self-Service Online Leaves Application System - SOLAS	Upon doctor's evaluation for time off.	This form should be submitted along with an EB-1054 to retain you major medical insurance.

- for periods beyond 5 days (**OP 198**) , use time from CAR, once CAR days are expired – and if you will be out for longer, file Leave of Absence via SOLAS.
- **Leave of Absence Form/EB1054** – Once submitted and approved you will be removed from payroll unless you opted for payments from CAR via a DP2002 form. WC will compensate for wage replacement.

Required Workers' Compensation Forms to File

Workers' Comp Forms	When Filed	Who Gets It	Time Frame	Problems/ Solutions
C-2 Employer's Report	Filed by school - when medical treatment is required.	New York City Law Department (insurance carrier)/Workers' Comp Board	Sent with WCD-23 by school within 10 days after an accident occurs.	If school does not file Contact DR
C-3 Employee's Claim	Filed with the help of an attorney if needed (after medical documentation)	Workers' Comp Board	File ASAP You have the option to file up to 2 years after date of injury.	Contact Attorney (if you have one) or WC Project 212-510-6460
C-4 Physician's Report	Filed by WC doctor.	Workers' Comp Board	48 Hr. Initial 15 Day Initial 45 Day Progress	Contact Attorney (if you have one) or WC Project 212-510-6460
C-257 Expense Reimbursement Form	Filed with doctor's help describing out of pocket expenses.	NYC Law Dept.	Sent with receipt	Contact NYC Law Dept. (718) 222-5100.

C-2:

Secretaries must:

1. Log the incident into OORS
2. Review the CIR fact sheet, C2, DP2002 and Written Statement for signatures and determination
3. **Document C2 in Payroll Portal**
4. Verify timekeeping in SOLAS
5. Upload documents to SOLAS (C2, CIR, DP2002, and Written Statement)

Notes:

1800-877-1373 For WCB# and questions regarding Workers' Comp Board.

1800-781-2362 For listing of WC doctors.

1718-222-5100 NYC Law Department (they are the Insurance Carrier for DOE) school should submit C-2 via the DoE Payroll Portal to the DoE Workers' Compensation Unit - Attn: **Carmen Galarza**.

Revised: 05/04/2016

GRP Summary Sheet for Teachers and Students

The General Response Protocol (GRP) has been designed (in collaboration with the "i love U guys" Foundation) to provide all schools with the direction they will take when an emergency incident occurs. At its core is the use of **common language** to identify the initial measures all school communities will take until first responders arrive. In every incident, school administrators will need to assess the unique circumstances that will affect how the GRP is implemented.

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



Lockdown (Soft/Hard) – *Soft Lockdown* implies that there is no identified imminent danger to the sweep teams. Administrative teams, Building Response Teams, and School Safety Agents will mobilize to the designated command post for further direction. *Hard Lockdown* implies that imminent danger is known and NO ONE will engage in any building sweep activity. All individuals, including School Safety Agents will take appropriate lockdown action and await the arrival of first responders.

"Attention: We are now in Soft/Hard Lockdown. Take proper action."

(Repeated twice over the PA system.)

Students are trained to:

1. Move out of sight and maintain silence.

Teachers are trained to:

1. Check the hallway outside of their classrooms for students, lock classroom doors, and turn the lights off.
2. Move away from sight and maintain silence.
3. Wait for First Responders to open door, or until hearing the "All Clear" message: **"The Lockdown has been lifted"**, followed by specific directions.
4. Take attendance and account for missing students by contacting the main office.



Evacuate – The fire alarm system is the initial alert for staff and students to initiate an evacuation. However, there may be times when the PA system and specific directions will serve as the alert initiating an evacuation. Announcements will begin with "Attention", followed by specific directions. **(Repeated twice over the PA system.)**

Students are trained to:

1. Leave belongings behind and form a single file line. In cold weather, students should be reminded to take their coats when leaving the classroom. **Students in physical education attire WILL NOT return to the locker room.** Students without proper outdoor attire will be secured in a warm location as immediately as possible.

Teachers are trained to:

1. Grab evacuation folder (with attendance sheet and Assembly Cards).
2. Lead students to evacuation location as identified on Fire Drill Posters. **ALWAYS LISTEN FOR ADDITIONAL DIRECTIONS.**
3. Take attendance and account for students.
4. Report injuries, problems, or missing students to school staff and first responders using Assembly Cards.



Shelter-In – "Attention. This is a Shelter-In. Secure all exit doors." (Repeated twice over the PA system.)

Students are trained to:

1. Remain inside of the building.
2. Conduct business as usual.
3. Respond to specific staff directions.

Teachers are trained to:

1. Increase situational awareness.
2. Conduct business as usual.
3. The Shelter-In directive will remain in effect until hearing the "All Clear" message: **"The Shelter-In has been lifted"**, followed by specific directions.

BRT members, floor wardens, and Shelter-In staff will secure all exits and report to specific post assignments.



Missing student or student who has run away from assigned staff.

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

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

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

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

- ☐ Notify the Principal/ designee and the School Safety Agent
 - ☐ Provide a clear description of the student including where the child was last observed. Include the following information in the description:
 - Height and approximate weight
 - Ethnicity
 - Complexion and hair color
 - Attire and any distinguishing features
 - Verbal or non-verbal
 - Languages spoken
- ☐ Activate the BRT, and open the Command Post. Provide all BRT members, School Safety Agents, Shelter- In staff, and floor searchers a description of the student, and if available, a photograph of the student. If applicable, review the student's IEP to determine what additional supports are required.
- ☐ Immediately monitor the video surveillance system (if applicable) including perimeter cameras.
- ☐ Initiate a Soft Lockdown and assign Shelter- In staff to secure the exit doors. Use the following language, "Attention, this is a soft lockdown. Take proper action. All staff, we are looking for (use the name and description you have). If you know where this student is, please call extension (insert the phone extension to call)".
- ☐ If the student is observed on the camera system, immediately deploy search staff to the location where the student was observed. This includes areas outside of the school building.
- ☐ Inside the building, all rooms and offices, including restrooms and access to the basement must be searched.
- ☐ After an initial sweep of the building, if the student has not been located, immediately call 911 (including transit police), EIC, and the Borough Safety Director.
- ☐ If available, provide law enforcement with a photograph of the missing student.
- ☐ Notify the parent of the student and continue searching the building.
- ☐ Review the Blue Card to identify any relatives listed who may live near the school. This information may be relevant in locating the missing student.
- ☐ When the parent arrives at the school, escort the parent to the command post so the parent may discuss the incident with school officials and law enforcement. Where applicable, have the parent coordinator accompany the parent in order to provide 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.

Transgender and Gender Nonconforming Student Guidelines

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

Walter Annenberg

Introduction

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

Educators play an essential role in creating a supportive school culture and advocating for the wellbeing of students. It is important for school staff, students and parents to be aware that transgender and gender nonconforming students may be at a higher risk for peer ostracism, victimization, and bullying because of bias and/or the possibility of misunderstanding and lack of knowledge about their lives. Schools must be proactive in creating a school culture that respects and values all students and fosters understanding of gender identity and expression within the school community.

These guidelines are intended to help schools promote the educational and social integration of transgender and gender nonconforming students and ensure a safe learning environment free from discrimination and harassment. Each principal is responsible for ensuring that all staff are made aware of these guidelines and for making staff aware of appropriate training and professional development opportunities. Every student and school is unique and these guidelines do not anticipate every situation that may occur. The needs of each student must be assessed on a case-by-case basis. School administrators should discuss the needs and concerns of transgender and gender non-conforming students with them and their families and draw on the experiences and expertise of their colleagues as well as external resources where appropriate.

Table of Contents

Definitions and Terminology	3
Addressing Discrimination/Harassment	4
Privacy	4
Supporting Transgender or Transitioning Students	5
Names and Pronouns	6
Student Records	6
Sports and Physical Education	7
Restroom and Locker Room Accessibility	8
Gender Segregation in Other Areas	8
Dress Codes	8
Notification	8
Questions/Inquiries	9
Resources	9

Definitions and Terminology

Assigned Sex at Birth: Refers to the sex designation recorded on an infant's birth certificate should such a record be provided at birth.

Cisgender: An adjective describing a person whose gender identity corresponds to their assigned sex at birth. For example, an individual who was assigned the sex designation of female at birth and whose gender identity is female.

Gender Expression: The way a person expresses gender to others in ways that are socially defined as either masculine or feminine, such as through behavior, clothing, hairstyles, name, pronouns, activities, voice or mannerisms. (Note: Gender expression can vary depending on one's culture as well as changes in social norms and expectations, such as shifts in clothing and hairstyles.)

Gender Identity: A person's gender-related identity, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth. Everyone has a gender identity. Gender Identity is a person's inner sense of being a man or a woman, some combination of both, or neither.

Gender Nonconforming: An adjective used to describe an individual whose gender expression does not conform to the social expectations or norms or stereotypical expectations for a person of that sex assigned at birth. Gender nonconforming individuals may identify as male, female, some combination of both, or neither.

Gender Transition: Refers to the process in which transgender individuals begin asserting the sex that corresponds to their gender identity instead of the sex they were assigned at birth. During gender transition, individuals may begin to live and identify as the sex consistent with their gender identity and may dress differently, adopt a new name, and use pronouns consistent with their gender identity. Transgender individuals may undergo gender transition at any stage of their lives, and gender transition can happen swiftly or over a long period of time.

Intersex: A term used for individuals born with variations in sex characteristics – reproductive or sexual anatomy or chromosome pattern- that do not fit the typical binary notions of male or female bodies.

Sexual Orientation: A person's sexual orientation is the individual's enduring pattern of physical, romantic, emotional, aesthetic or other attraction to another person. Sexual orientation can be towards persons of the opposite sex or gender, the same sex or gender, or to both sexes and more than one gender. Sexual orientation is not the same as gender identity.

Transgender: Describes a person whose gender identity or gender expression is different from their assigned sex at birth.

Transgender and gender nonconforming youth use a number of words to describe their lives and experiences. Some examples these students may use to refer to themselves include, but are not limited to, trans, transgender, male-to-female (MTF), female-to-male (FTM), genderqueer, non-binary, gender

fluid, two-spirit, trans boy, and trans girl. The terminology and language used to describe transgender individuals may differ based on varied factors such as geographic location, race, ethnicity, age, country of origin, etc. and may change over time.

The individual student is the best person to determine their own identity. School staff should be sensitive to, and use, the terminology that supports and respects the wishes of the individual child.

Addressing Discrimination/Harassment

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

The DOE's [Citywide Behavioral Expectations to Support Student Learning](#) (the Discipline Code), prohibits slurs, harassment, discrimination, intimidation and/or bullying behavior, including using electronic communication to engage in such behavior (cyber-bullying), on any of the above noted bases.

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).

Additional Chancellor's regulations that address discrimination/harassment by students and staff include [Chancellor's Regulation A-831](#) (student-to-student sexual harassment); [Chancellor's Regulation A-420](#) (corporal punishment); and [Chancellor's Regulation A-421](#) (verbal abuse.)

Privacy

In accordance with the Family Education Rights Privacy Act (FERPA) and Chancellor's Regulation A-820, only those school or other DOE employees with a legitimate educational interest are permitted to access a student's records. Absent parental consent, or the student's consent if they are 18 years of age or older, information contained in, learned from or to be recorded in a student's records, including information regarding a student's transgender status, may only be disclosed in the following very limited circumstances: 1) in a health or safety emergency; 2) to employees with a legitimate educational interest in the information; or 3) in various other circumstances explicitly permitted by Chancellor's Regulation A-820 and FERPA. (See Chancellor's Regulation A-820 for additional information regarding these exceptions).

Moreover, transgender and gender nonconforming students have the ability, as do all students, to discuss and express their gender identity and expression openly and decide when, with whom, and how much of their private information to share with others. Schools should work closely with the student and parent(s) in devising an appropriate plan regarding the confidentiality of the student's transgender status. (See Supporting Transgender or Transitioning Students section below.) Note that using a student's name and

the corresponding pronoun that is preferred and consistently asserted at school as set forth below does not constitute a violation of a student's privacy or this policy.

In some cases, transgender students may not want their parents to know about their transgender status. These situations must be addressed on a case-by-case basis and will require schools to balance the goal of supporting the student with the requirement that parents be kept informed about their children. The paramount consideration in such situations is the health and safety of the student.

Supporting Transgender or Transitioning Students

Schools have a unique and powerful opportunity to support transgender students, including those going through a gender transition, while providing education to the entire school community. Regardless of how a student transitions or expresses their gender identity, all students have the right to have their gender identity recognized and respected by their school community.

For most youth, and for all young children, the experience of gender transition is focused solely on "social transition," whereby they begin to live as the gender consistent with their gender identity. Transgender youth who are in the process of social gender transition often choose a new first name and the gender pronoun that better reflects their gender identity. They may *or may not* begin to dress and style their hair in ways that better reflect their gender identity, and, as all young people do, seek social affirmation of their gender identity from peers and other important figures in their lives. Transition can also include changing identity documents such as the person's social security record, passport, driver's license, etc. Not all transitions are binary, meaning male-to-female or female-to-male.

Some transgender youth who are close to reaching puberty, or after commencing puberty, may complement social transition with medical intervention that may include hormone suppressants, cross-gender hormone therapy, and, for a small number of young people, a range of gender-affirming surgeries. An individual's decision about whether and how to undergo gender transition is personal and it will depend on the unique circumstances of each student.

It is not unusual for a child's desire to transition to first surface at school. In some cases, a parent will approach a school or district administrator about their child's transition. In other cases, the student is the person who informs the school about their transition.

The administrator should meet with the parents and student to discuss the school's role in supporting the student's transition, make resources available to parents who have questions or concerns, work with the family to prepare for a formal gender transition at school and put in place measures for supporting the child and creating a sensitive supportive environment at school. This meeting should include, but not be limited to, discussion of the timing of the transition, planning responses to questions from school staff and students, and changing the student's information in school records.

School officials must be mindful that transgender and gender nonconforming youth often experience significant family challenges. Some transgender students have not talked to their parents about their gender identity and/or do not want their parents to know about their transgender status based on safety

concerns or concerns about a lack of acceptance. The school principal or their designee should speak with the student first to ascertain concerns the student may have. As noted above, these situations must be addressed on a case-by-case basis. The school principal or their designee should confer with their Senior Field Counsel about how to proceed.

Schools should be especially vigilant for any bullying or harassment issues that may arise. Pursuant to DOE policy, schools must work to prevent bullying and harassment, and respond promptly when allegations of bullying and harassment arise in accordance with Chancellor's Regulation A-832.

Names and Pronouns

Every student is entitled to be addressed by the name and pronoun that corresponds to the student's gender identity that is consistently asserted at school. Students are not required to obtain parental consent or a court ordered name and/or gender change as a prerequisite to being addressed by the name and pronoun that corresponds to their gender identity. Teachers and other school staff should be made aware of and honor a student's request to be referred to by the name and gender that corresponds to their gender identity.

It is important to note that for students who are gender non-conforming or who do not prescribe to the gender binary, they may prefer gender neutral pronouns such as they, ze, or other pronouns.

Student Records

Each school is required to maintain a permanent pupil record of each student (e.g. transcript, report cards, attendance records), in the student's legal name and gender.

In those records which are not permanent pupil personnel records (e.g. guidance logs, anecdotal records, yearbooks, graduation programs), schools must use the name and gender that is preferred and consistently asserted by the student at school.

Student IDs should be issued in the name that reflects a student's gender identity that is preferred and consistently asserted at school.

Procedures to Change a Student's Permanent Pupil Record

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

Required Documents

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

- For a **legal change of gender**, the student must provide a birth certificate indicating the student's legal gender, or a valid passport indicating the student's legal gender. (Please see **Changing Birth Certificate, Passport, and Social Security Record** in the **Resources** section of this document.)

The following procedures should be followed if a school receives a request to change a student's record to reflect a change in legal name and/or gender.

- For **students who are currently enrolled** in a New York City public school, the school in which the student is enrolled should make the legal name and/or gender change in ATS upon receipt of the required documentation (see above).
- For **students who have been discharged**, the school should forward the request for the legal name and/or gender change to the Field Support Center (FSC) data/applications specialist with the appropriate documentation (see above). The FSC specialist will follow-up to make sure the appropriate change is made in ATS.

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

Medical Records

With respect to student medical records, school nurses and other licensed professionals need accurate and reliable information to confirm a student's identity in order for the student to receive appropriate care and to enable them to coordinate care with other health care providers or licensed professionals, as well as to file health insurance claims with other organizations, such as Medicaid. In accordance with applicable law and regulations, nurses are required to maintain patient records that contain all pertinent information which identifies a patient and that accurately document clinical information relating to their patients, and to keep such records confidential.

In the case of a transgender student, a school nurse should use the student's preferred name, and should use the student's legal name only when necessary for the student to receive appropriate care and to enable the school nurse to coordinate care for the student with other health care providers or licensed professionals, as well as to file health insurance claims.

Sports and Physical Education

Sports and physical education programs, including physical education classes and school teams, are educational opportunities. Participation in these activities plays an integral role in developing a child's fitness and health, self-esteem and general well-being. Transgender students are to be provided the same opportunities to participate in physical education as are all other students.

Students must be permitted to participate in physical education and intramural sports in accordance with the student's gender identity that is consistently asserted at school. Participation in competitive athletic activities and contact sports will be resolved on a case-by-case basis.

Restroom and Locker Room Accessibility

Transgender and gender nonconforming students must be provided access to facilities (restrooms, locker rooms or changing rooms) consistent with their gender identity consistently asserted at school. A transgender student may not be required to use a facility that conflicts with the student's gender identity consistently asserted at school. A student whose gender identity is fluid should work with their school to facilitate restroom and locker room access that affirms their identity.

Schools must provide reasonable alternative arrangements for any student who expresses a need or desire for increased privacy. Reasonable alternative arrangements may include a single occupancy restroom, use of a private area, or a separate changing schedule. Any alternative arrangement should be provided in a non-stigmatizing way and in a manner that protects a student's ability to keep their transgender status confidential. Alternative accommodations must be made available to students who request them, but may never be forced upon students.

Gender Segregation in Other Areas

Gender-based policies, rules, and practices can have the effect of marginalizing, stigmatizing, stereotyping and excluding students, whether or not they are transgender or gender nonconforming. For these reasons, schools should review such policies, rules and practices, and should eliminate any that do not serve a clear pedagogical purpose. Examples may include such practices as gender-based graduation gowns, lines, and/or attire for yearbook pictures.

Students must be permitted to participate in all school activities (e.g., overnight field trips) in accordance with their gender identity consistently asserted at school. Requests for accommodations to address privacy concerns will be addressed on a case-by-case basis.

With respect to single gender schools, students are eligible for admission on the basis of gender identity consistently asserted at school. If a student has not changed their gender in ATS, the student's guidance counselor should work with the Office of Student Enrollment.

Dress Codes

Schools may enforce dress codes that are adopted pursuant to Chancellor's Regulation A-665 and consistent with this policy. Schools must carefully examine their dress codes to ensure that the code does not stereotype or require students to wear different articles of clothing based on gender, gender expression or gender identity. (e.g., requiring girls to wear skirts)

Notification

The Principal or designee are responsible for ensuring that school staff and students are familiar with these guidelines.

Questions/Inquiries

Questions about these guidelines should be directed to your school's Senior Field Counsel, or to Jaye Murray, Executive Director of the Office of Counseling Support Programs at JMurray7@schools.nyc.gov or to Jared Fox LGBT Community Liaison at JFox16@schools.nyc.gov.

Resources

School Based Resources

Schools have implemented a number of initiatives to ensure that students feel affirmed in their school regardless of sexual orientation and gender identity/expression. These include:

Out for Safe Schools Badges: The Out for Safe Schools program helps educators, administrators, and other school district employees “come out” as visible allies for LGBTQ students. As part of the program, participating staff wear badges identifying themselves as allies in order to make school a safer, more welcoming place.

Gender and Sexuality Alliances (GSAs): GSAs are student-run clubs that may serve as a social, support, and advocacy channel for LGBTQ students. They primarily exist in middle and high schools while elementary schools have opted to host Respect for All clubs with similar purposes.

Curriculum: Schools should ensure that their curriculum is both a window and a mirror, allowing students who are not LGBTQ to see the experiences of others and providing a reflection for LGBTQ students. This can include incorporating LGBTQ history, reading books by LGBTQ authors, and ensuring sexual health curriculum is inclusive of all identities.

Respect for All: Respect For All (RFA) which was formulated in the aftermath of 9/11, is the NYC DOE's program designed to promote respect for diversity and combat harassment, discrimination and bullying. This initiative provides professional development for K-12 school staff, as well as direct services to students. The goal of this work is to ensure that every NYC school provides a learning environment where all children feel safe, valued and respected. Trainings offered to RFA Liaisons include a 2-day LGBTQ specific training.

Educators

New York State Education Department [Guidance to School Districts for Creating a Safe and Supportive School Environment for Transgender and Gender Nonconforming Students](#)

Parents, Educators and Students

The following organizations provide resources for parents, students and educators on supporting transgender individuals

- [Ackerman Institute's Gender and Family Project](#) offers a range of services (e.g., support groups and family therapy), as well as training and research.
- [GLSEN](#) is a national organization addressing LGBTQ issues in K12 education, which provides resources and supports to students, educators, administrators, and other constituents.

- [The Hetrick Martin Institute](#) is the nation's oldest and largest LGBTQ youth serving agency providing free programming for young people ages 13-24 and their families.
- [PFLAG NYC](#) is the local chapter of PFLAG which provides general support and informational resources, including the TransParents Project, a dedicated support group for parents and families of transgender children.
- [The Trevor Project](#) is a national organization focused on crisis and suicide prevention efforts among lesbian, gay, bisexual, transgender and questioning youth.

Parents, Educators, Service Providers

The following organizations provide informational materials and resources for discussing gender identity and expression:

- [National Center for Transgender Equality](#)
- [American Psychological Association](#)

Parent Resources

The following organizations offer support to parents of transgender individuals:

- [Gender Spectrum](#)
- [Trans Youth Equality Foundation](#)
- [Families in TRANSition: A Resource Guide for Parents of Trans Youth](#)

Information on Changing Birth Certificate, Passport and Social Security Record

The New York City Department of Health and Mental Hygiene will issue an applicant a new birth certificate with a changed gender marker. To obtain a birth certificate with a changed gender marker, an applicant must provide an affirmation from a physician licensed to practice in the United States, or an affidavit from a doctoral-level psychologist, master social worker, clinical social worker, physician assistant, nurse practitioner, marriage and family therapist, mental health counselor, or midwife, licensed to practice in the United States that the applicant's gender marker must be changed to accurately reflect their gender identity.

To change a birth certificate of an individual born in one of the five (5) boroughs of New York City (Manhattan, Brooklyn, Queens, the Bronx, and Staten Island), please visit the [New York City Department of Health and Mental Hygiene web site](#).

For students 18 or over who were born in New York state outside of New York City, the New York State Department of Health will issue a new certificate to an applicant who submits a notarized affidavit from a physician, nurse practitioner or physician assistant licensed in the United States that either states that the applicant has undergone appropriate clinical treatment for a person diagnosed with gender dysphoria or transsexualism, or confirms that surgical procedures have been performed on the applicant to complete sex reassignment.

NOTE: At the federal level, the U.S. Department of State policy allows the gender designation on passports to be changed for applicants producing certifications from attending internists, endocrinologists, gynecologists, urologists or psychiatrists stating that the provider has a doctor/patient relationship with

March 1, 2017

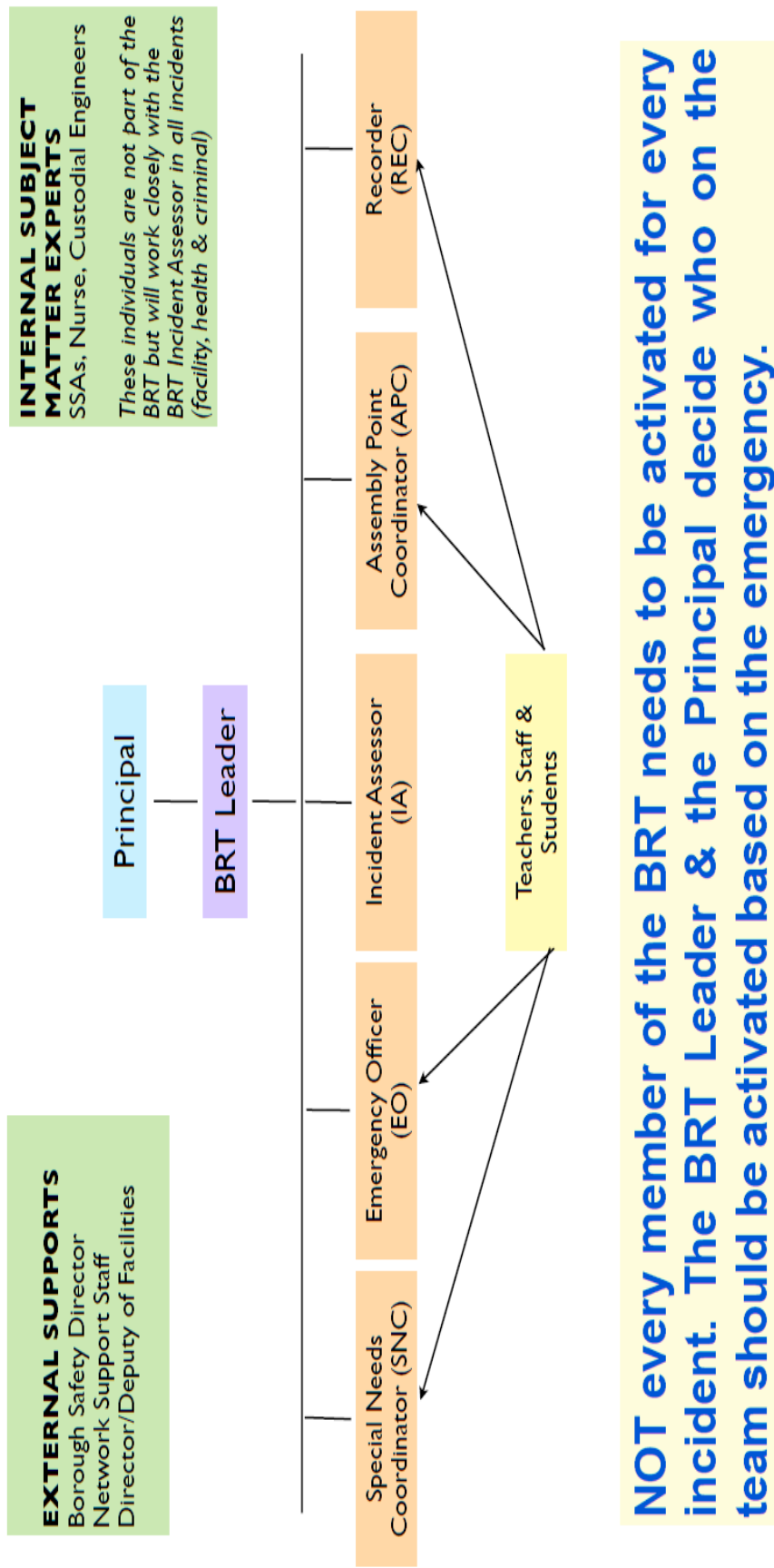
the applicant and that the applicant has undergone appropriate clinical treatment for gender transition. Likewise, the Social Security Administration will change an individual's gender on social security records upon receipt of a medical certification of appropriate clinical treatment for gender transition from a licensed physician or doctor of osteopathy.

Building Response Team Planning Document

Please note that this chart may be used to help plan for staffing the BRT. Information should be shared with all members of the BRT and your Borough Safety Director.

BRT Position	Suggested Staff Assigned	Brief Description of Role	Name & Contact Information (E Mail, Extension, DOE Cell)
BRT Leader	AP, Lead Dean	The BRT Leader is responsible for providing direction, leadership and guidance to BRT members during an emergency. At the onset of an incident, s/he activates the necessary BRT roles. The BRT Leader also acts as the communications liaison between the BRT and Principal during an emergency.	
Emergency Officer	AP, Counselor, Dean	The Emergency Officer provides support based on the specific circumstances of each incident. The EO may relay information between BRT members if communication devices are unavailable. In some incidents, the EO may be required to report to the hospital with staff or students. The EO may be assigned to a relocation site prior to staff and student arrival to review the relocation plan with the host school. The EO may also coordinate parent staging areas if required. Based on building size, the BRT Leader may assign more than one Emergency Officer and activate them as needed during an incident.	
Incident Assessor (s): To work with the nurse in medical situations and the custodian during facility situations	Various, as needed	The incident assessor conducts an on-scene initial assessment of the incident or emergency to assess the severity of the situation. S/he fulfills a secondary role by collecting all essential elements of information (EEI) from the scene, relays the information to the BRT Leader, and compares this information to other information gathered by the BRT recorder for the purpose of completing official reports. [EEI includes incident specific information that is documented during an incident, such as names of 911 responders, DOE, and external agency responders.]	
Special Needs Coordinator: On a campus with a LYFE Center and/or District 75 program, an additional SNC is required for each program	AP Special Ed, IEP Coordinator	The Special Needs Coordinator serves as the primary contact when issues with special needs students and staff arise during an emergency. S/he tracks all special needs students and staff during emergencies, collects information on unaccounted for Limited Mobility individuals, and ensures that all special needs students and staff have what they need during incidents that involve an evacuation or sheltering-in. S/he works with the school's Coordinator for Limited Mobility students and staff to ensure that staff members assigned to limited-mobility students are present (daily) and that they keep track of necessary personal equipment and supplies.	
Assembly Point Coordinator	Parent Coordinator, Dean, Supervising Aide	The Assembly Point Coordinator monitors and assists with the relocation of staff, teachers, and students to either an internal or immediately external assembly point(s) during an emergency. S/he fulfills a secondary role by collecting information from teachers and other staff on missing students or unaccounted for individuals (including contractors, vendors, substitute staff, or persons who were signed into the building as visitors) for emergency responders.	
Recorder	Secretary	The recorder is responsible for collecting detailed information from the beginning to the end (recovery phase) of an incident. Multiple recorders can be assigned to a BRT and activated in an incident. One recorder may work with the Principal and another may work with the BRT Leader.	

Alternate/Additional BRT Members may be assigned based on school size or campus needs, and should be recorded/attached.



The BRT is comprised of building personnel who have volunteered to assist the school or non-school facility during an incident. The average BRT will consist of five core members plus the BRT Leader, as well as at least two alternates (e.g., counselors or other support staff) to fill in for sick or absent BRT members. However, BRT sizes will be determined on a case-by-case basis. It is a requirement that at least one BRT member be trained in CPR, AED, use of an epipen, and first aid. BRT members should also complete two on-line, introductory Incident Command training courses offered by the Federal Emergency Management Agency. The National Incident Management System 100SCa (<http://training.fema.gov/EMIWeb/IS/IS100SCa.asp>) and 700a (<http://training.fema.gov/emiweb/is/is700a.asp>) provide BRT members with an overview of emergency preparedness operations within school settings.



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 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**

Category: **STUDENTS**

Issued: 5/21/15

Number: **A-411**Subject: BEHAVIORAL CRISIS DE-ESCALATION/INTERVENTION AND
CONTACTING 911

Page: 1 of 3

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 911¹

- 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.² 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.

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.

Category: **STUDENTS**

Issued: 5/21/15

Number: **A-411**

Subject: BEHAVIORIAL CRISIS DE-ESCALATION/INTERVENTION AND CONTACTING 911

Page: 2 of 3

- B. If the parent has arrived at the school and it will not interfere with the proper discharge of the on-scene 911 responders' duties and responsibilities, the parent must be given an opportunity to speak to the on-scene 911 responders and the student.
- C. If the parent has not arrived at the school but has been reached by phone, the parent must be given an opportunity to speak to the on-scene 911 responders and the student if it is feasible and it will not interfere with the proper discharge of the on-scene 911 responders' duties and responsibilities.
- D. If the parent requests that his or her child not be transported to the hospital, the on-scene 911 responders will obtain relevant information from DOE staff, the parent and others as appropriate and determine whether the parent's request may be honored in accordance with FDNY policies and procedures for Refusal of Medical Assistance.
- E. If it is determined that the student does not require emergency treatment and/or transport, school officials and the parent shall discuss appropriate immediate next steps, including but not limited to whether the student should be returned to class.
- F. If the school staff is unable to contact the student's parent, the on-scene 911 responders will obtain relevant information from DOE staff and others as appropriate and then determine whether the student requires emergency medical treatment and/or transport. If it is determined that the student will be transported to the hospital, school staff must accompany the student. If the parent does not arrive by the end of the staff member's school day, the staff member must contact the principal/designee for further instructions.
- G. In no circumstance should 911 be called or employed as a disciplinary response or disciplinary measure because of a student's behavior. Furthermore, 911 should not be used in lieu of or as an alternative to de-escalation strategies or resources, where such strategies and resources can be safely used to address the crisis as set forth in I.A.2 above.
- H. Schools may not request or require a mental health clearance letter as a condition of a student attending or returning to school.
- I. Following any behavioral crisis, school staff should meet with the parent (and the student where appropriate) to discuss appropriate positive behavioral supports and interventions for the student.

III. **CRISIS INTERVENTION PLANS**

- A. Each school's Crisis Response/Prevention Education/Intervention Team (Crisis Intervention Team) must complete a Crisis De-escalation Plan as part of its Consolidated School and Youth Development Plan. Such plan must:
 - 1. include strategies for de-escalating behavioral crisis situations;
 - 2. identify locations in the school building in which students in crisis may be safely isolated from others;
 - 3. identify any school staff trained in de-escalation techniques;
 - 4. identify in-school and community resources that are available to the school and parents (e.g., mental health clinics, mobile crisis teams, facilities that provide urgent/same-day mental health assessments); and
 - 5. describe how crisis de-escalation and response protocols are communicated to school staff.

Category: **STUDENTS**

Issued: 5/21/15

Number: **A-411**

Subject: BEHAVIORIAL CRISIS DE-ESCALATION/INTERVENTION AND
CONTACTING 911

Page: 3 of 3

IV. **REPORTING PROCEDURES**

- A. The principal/designee must notify the DOE's Emergency Intake Center (EIC) at (718) 935-3210 whenever 911 has been contacted.
- B. The principal/designee must file an Online Occurrence Report (OORS Report) within 24 hours of the incident for all school-related incidents, including all incidents for which 911 was contacted.
- C. The Office of Safety and Youth Development (OSYD) provides a help desk to assist with any technical questions regarding the filing of an OORS report. The help desk is available from 8:00 am to 5:00 pm Monday through Friday. To contact the help desk, call (718) 935-5004 and ask for the OSYD Web Support.
- D. Upon request, parents have the right to receive a copy of their child's occurrence report in accordance with Chancellor's Regulation A-820 and the Family Educational Rights and Privacy Act (FERPA).

V. **NOTIFICATION**

- A. Each Crisis Intervention Team must conduct an orientation for all school staff, including non-instructional staff by October 31st. The orientation session must include a presentation of the policies and procedures set forth in this Regulation and the school's Crisis De-escalation Plan.
- B. Each school must certify by October 31st that it has conducted the orientation session in its annual Consolidated School and Youth Development Plan.
- C. By October 31st, the policies and procedures set forth in this Regulation and the Crisis De-escalation Plan must be addressed at a School Safety Committee meeting at which an in-house School Safety Agent Level III/designee must be present.
- D. A copy of this Regulation must be made available to parents upon request.

VI. **INQUIRIES**

Inquiries regarding this Regulation should be addressed to:

<p><u>Telephone:</u> 212-374-5501</p>	<p><i>Office of Safety and Youth Development</i> N.Y.C. Department of Education 52 Chambers Street – Room 218 New York, NY 10007</p>	<p><u>Fax:</u> 212-374-5751</p>
---	--	-------------------------------------

Regulation of the Chancellor

Category: **STUDENTS**

Issued: 2/26/15

Number: **A-413**

Subject: CELL PHONES AND OTHER ELECTRONIC DEVICES IN SCHOOLS

Page: 1 of 3

ABSTRACT

This is a new regulation. It establishes the Department of Education's ("DOE") policy regarding possession and use of: 1) cell phones; 2) laptops, tablets, iPads and other similar computing devices ("computing devices"); and 3) portable music and entertainment systems in schools. Possession of cell phones, computing devices, and portable music and entertainment systems is permitted in schools. Each school must establish a school-based policy regarding the use of such items on school property that is consistent with this Regulation. This Regulation supersedes and replaces Sections V(D), V(E), V(F) and Attachment A of Chancellor's Regulation A-412 dated 11/8/06.

I. DOE POLICY

- A. Students are permitted to bring the following electronic items to school: 1) cell phones; 2) laptops, tablets, iPads and other similar computing devices ("computing devices"); and 3) portable music and entertainment systems (such as iPods, MP3 players, PSP and Nintendo DS).¹
- B. Cell phones and portable music and entertainment systems may not be turned on or used during the administration of any school quiz, test or examination.²
- C. Computing devices may not be turned on or used during the administration of any school quiz, test or examination, except where such use has been explicitly authorized by the school or is contained in an Individualized Education Program or Section 504 Accommodation Plan.
- D. Cell phones, computing devices and portable music and entertainment systems may not be turned on or used during school fire drills or other emergency preparedness exercises.
- E. Cell phones, computing devices, and portable music and entertainment systems may not be used in locker rooms or bathrooms.

II. ESTABLISHMENT OF WRITTEN SCHOOL-BASED POLICIES

- A. Principals must establish written school-based policies regarding the use of cell phones, computing devices and portable music and entertainment systems that are consistent with this Regulation and set forth:
 - 1. the circumstances under which cell phones, computing devices, and portable music and entertainment systems may be used on school property; and
 - 2. the procedures for confiscation, storage and return of such items.
- B. Principals must consult with the School Leadership Team ("SLT") in developing school-based policies.

¹ Sections V(D), V(E), and V(F) and Attachment A of Chancellor's Regulation A-412 are hereby superseded by this Regulation.

² Use of cell phones, computing devices, portable music and entertainment systems and other electronic devices during the administration of state standardized examinations is governed by State Education Department rules.

Regulation of the Chancellor

Category: **STUDENTS**

Issued: 2/26/15

Number: **A-413**

Subject: CELL PHONES AND OTHER ELECTRONIC DEVICES IN SCHOOLS

Page: 2 of 3

- C. In addition, for schools located on a campus, the Building Council must establish a written policy regarding the use of such items in shared spaces that are jointly occupied, such as gymnasiums, auditoriums, hallways, and cafeterias.³
- D. All school-based policies must be adopted for the 2014-2015 school year by March 2, 2015, and annually thereafter by October 31st.
- E. For the 2014-2015 school year, if a school-based policy is not adopted by March 2, 2015, principals must institute one of the following interim policies by March 2, 2015 and must communicate such policies to students, parents and staff by April 1, 2015, as set forth in Sections III A and III B below:
 - 1. Students may bring cell phones, computing devices, and portable music and entertainment systems to school, but they may not be turned on or used at school; or
 - 2. Students may bring cell phones to school, but they will be collected by the school upon entry to the school building and stored in a designated location until the end of the school day. Students may bring computing devices and portable music and entertainment systems to school, but they may not be turned on or used at school.
- F. By October 31st of every year beginning with the 2015-2016 school year, each school must certify in its Consolidated School and Youth Development Plan that it has adopted a policy regarding the use of cell phones, computing devices, and portable music and entertainment systems on school property, and that it has communicated such policy to students, parents and staff as set forth in Sections III A and III B below.

III. COMMUNICATION OF SCHOOL-BASED POLICIES

- A. Each school must provide annual written notification of this Regulation and the school's policy to students, parents and staff by October 31st. For the 2014-2015 school year only, such notification must be provided by April 1, 2015.
- B. Each school must conduct an annual orientation on this Regulation and the school's policy for school staff and students by October 31st. For the 2014-2015 school year only, such orientation must take by April 1, 2015.
- C. Each school must post a notice of its policy on the school's website.

IV. STUDENT DISCIPLINE

Students who use cell phones, computing devices and/or portable music and entertainment systems in violation of the DOE's Discipline Code, the school's policy, Chancellor's Regulation A-413, and/or the DOE's Internet Acceptable Use and Safety Policy ("IAUSP") will be subject to discipline in accordance with the guidance interventions and disciplinary responses set forth in the Discipline Code.

V. CONFISCATION OF CELL PHONES, COMPUTING DEVICES, AND HAND-HELD MUSIC AND ENTERTAINMENT SYSTEMS

If a school confiscates a cell phone, computing device, or portable music or entertainment system for violation of the DOE's Discipline Code, the school's policy, Chancellor's Regulation A-413 and/or the DOE's IAUSP, the principal/designee must contact the student's parent. Confiscation, storage and return of such items must be handled in accordance with the school's policy. (See Section II A above.)

³ Each school on a campus shall have one vote regarding the policy for the campus. A majority vote will be determinative. In the event of a tie vote, the Building Council shall contact the Office of Campus Governance, which will make the final determination.

Regulation of the Chancellor

Category: **STUDENTS**

Issued: 2/26/15

Number: **A-413**

Subject: CELL PHONES AND OTHER ELECTRONIC DEVICES IN SCHOOLS

Page: 3 of 3

VI. WAIVER

The Chancellor reserves the right to waive this regulation or any portion(s) thereof if s/he determines it to be in the best interests of the school system.

VII. INQUIRIES

Inquiries regarding this regulation should be addressed to:

<u>Telephone:</u> 212-374-4220	<i>Office of Safety and Youth Development</i> N.Y.C. Department of Education 52 Chambers Street – Room 218 New York, NY 10007	<u>Fax:</u> 212-374-5751
-----------------------------------	--	-----------------------------

Intoxicated Students

Strategic steps for handling intoxicated students.

In general, when students appear intoxicated and are present in school, it's the school's responsibility to keep them there until dismissal or the student is released to the parent/legal guardian.

Steps to be taken:

- Parent notification
- EMS possibly, depending on students action
- Student cannot be allowed to leave the building
- Student must be seen by the school nurse.

Mark Rampersant,
OSYD Director of School Safety and Administrative Support.

November 25, 2014

Subject: New Electrical Load Approval Process

The following procedures were developed to help expedite the air conditioning (AC) unit replacement or addition approval process. The Office of Sustainability requires two items to be submitted to sustainability@schools.nyc.gov before approval can be issued.

1. The school(s) benefitting from the requested equipment must have designated their sustainability coordinator during the school year in which the equipment is requested in accordance with [Chancellor's Regulation A-850](#). Sustainability will confirm the designation of a coordinator.
2. The school(s) must confirm that they have complied with Chancellor's Regulation A-850 and removed non-essential personal equipment. This confirmation can be in the form of an email from the principal(s) or custodian engineer.

Chancellor's Regulation A-850, Section II:

Reducing energy consumption and the DOE's carbon footprint by requiring that all DOE schools and facilities under the DOE's jurisdiction, including charter schools located in DOE buildings, remove non-essential personal equipment (e.g., microwave ovens, mini refrigerators, coffee makers, personal fans, and personal heaters) from cubicles, offices and classrooms because these items not only consume a large amount of electricity, but also pose a fire hazard to our students and staff and attract vermin. Each school or facility will instead have this type of equipment available for use in at least one central location, such as a resource room, teacher's lounge, or other available space in the building

Once these items are confirmed by the Office of Sustainability, approval will be issued. For additional information, contact the Office of Sustainability (sustainability@schools.nyc.gov or 718-349-5738) or Laura Iannaccone (liannaccone@schools.nyc.gov).

The UFT Member Assistance Program (MAP)



United Federation of Teachers
A Union of Professionals



Member Assistance Program

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
- Referrals for Substance Use- members and family
- Eating and Gambling disorders
- Trauma, Bereavement and Loss
- Domestic Violence
- Legal and Financial counseling
- Housing issues

50 Broadway, 9th floor, Suite 904
New York, NY 10004
Phone: 212-701-9620
Fax: 212-514-8428
Email: mapinfo@uft.org





United Federation of Teachers
A Union of Professionals

HOW TO MANAGE GRIEF AND LOSS

Have you experienced a difficult loss in the last year?

The UFT Member Assistance Program (MAP) offers counseling groups to assist you in managing your grief and adjusting to the loss of a family member, significant other, friend or colleague.

THURSDAYS, 4:30 - 5:45 pm.



Member Assistance Program

50 Broadway, New York, NY 10004 212-701-9620 mapinfo@uft.org

ENROLLMENT IS LIMITED

PLEASE EMAIL mapinfo@uft.org

OR CALL **212-701-9620**

FOR REGISTRATION INFORMATION

REGISTRATION IS REQUIRED



United Federation of Teachers
A Union of Professionals

Are you or someone close to you affected by substance use?

The UFT Member Assistance Program (MAP) offers various types of assistance and referrals for members and their families.

Please email Mickey Correa
at mapinfo@uft.org to arrange
for a confidential conversation.



Member Assistance Program

50 Broadway, New York, NY 10004

212-701-9620

mapinfo@uft.org

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?

Call the **Victim Support Program**.

- Apprehensive about returning to work?

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."



SCHOOL

Teamwork &
Organization:
Necessary for
Education

**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 campaign continues.



10 Best IPM Practices

For a Pest Free Classroom

1. Housekeeping

- Discard trash daily and clean up spillage
- Remove trash immediately; keep garbage area clean, lids tight

2. Storage

- Keep lockers, desks, closets and storerooms clutter-free
- Store supplies at least 6 inches off the floor
- Cluttered closets is an ideal nesting ground for vermin

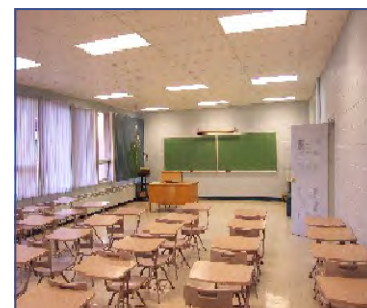


3. Structural repairs

- Report, missing tiles, leaking water, gaps beneath entrance doors, cracks and holes to the custodian engineer
- Vermin travel throughout the building through small gaps and holes within walls and gaps around radiator pipes

4. Food Handling

- Snacks should be placed in plastic containers and stored six inches off the floor
- Staff meals should be consumed within designated areas
- Food waste should be discarded in garbage receptacles with liners



5. Science Labs

- In science labs, store pet food within plastic containers

6. Plants

- Over watering house hold plants is an ideal environment for flying insects

7. Closing entrances

- Closing windows at the end of each day will prevent unwanted guests from entering your room

8. If possible appliances should be removed from classrooms

9. Wipe sinks dry at the end of each day

10. Contact Pest Management if pest activity increases



Useful Links

1. School Safety Plan-
<http://www.uft.org/our-rights/school-safety-planning>
2. UFT Online Incident Report-
www.uft.org/safety-complaint
3. Injury in the Line of Duty Forms-
<http://www.uft.org/forms/injured-on-the-job>
4. DOE Discipline Code-
<http://schools.nyc.gov/RulesPolicies/DisciplineCode>
5. DOE Internet Acceptable Use and Safety Policy (**IAUSP**)-
<http://schools.nyc.gov/RulesPolicies/InternetAcceptableUse/default.htm>
6. DOE Social Media Guidelines-
<http://schools.nyc.gov/NR/rdonlyres/55845134-FBD6-4045-B9B7-00D0812A7BCA/0/SocialMediaGuidelinesJuly2016.pdf>
7. DOE Office of School Youth and Development (**OSYD**) Overview of Student Removals and Suspensions-
<http://intranet.nycboe.net/NR/rdonlyres/01346494-CE2D-4D25-94CD-F438142A9438/0/Sept2015OSYDOve.pdf>
8. DOE Emergency Readiness Videos: For staff, students and families, these training videos demonstrate General Response Protocol (**GRP**) best practices during emergencies and how Building Response Teams (**BRTs**) should respond.

Full Safety Preparedness video: www.Vimeo.com/nycschools/safetypreparedness
Assembly Card video: www.Vimeo.com/nycschools/assemblycard
Lock Down video: www.Vimeo.com/nycschools/lockdown
Evacuation video: www.Vimeo.com/nycschools/evacuate
Shelter In video: www.Vimeo.com/nycschools/shelterin
9. Member Assistance Program-
<http://www.uft.org/our-benefits/member-assistance-program>
10. Building Respect Acceptance and Voice Through Education (**BRAVE**)-
www.uft.org/BRAVE



United Federation of Teachers
A Union of Professionals