



**Department of
Education**

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

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Foreword

A safe, secure and supportive school environment requires a focused team effort that looks at all facets of the school community. Strong systems and structures must be created and maintained by the school community. The School Safety Best Practices Standards are designed to serve as a comprehensive guide for principals and school staff as they collaborate to create and sustain a safe and orderly teaching and learning environment.

This document may be used to guide principals and school teams in developing and implementing a comprehensive approach to safety and security.

Suggested strategies for such a plan are listed within each of the following areas:

- School Physical Environment
- School Security
- Entry and Exit Procedures
- Instructional Practice
- Student Behavioral Expectations
- Hall Passing Procedures
- Cafeteria Procedures, Library Use and Office Hours
- Deans' Office
- Attendance Program
- Students in Temporary Housing
- Comprehensive Guidance Program
- Pupil Personnel Team
- Crisis Intervention Team
- Student Engagement/Student Life
- School Climate and Culture
- Ladder of Student Support Interventions
- Substance Abuse and Violence Prevention and Intervention
- Health Support Services
- Parent Involvement and Community Outreach
- Collaboration with External Programs
- Campus Schools
- Detention Center
- Suspension Center

SCHOOL PHYSICAL ENVIRONMENT

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

Building Condition

- All internal and external doors are in working order.
- The inside and outside of the building are graffiti-free.
- Student and staff bathrooms are in working order with paper supplies, stall partitions and doors.
- Floors in the halls, staircases, offices and classrooms are clean and free of litter.
- The main entry area is neat, clean and welcoming to visitors.
- Fire alarm boxes are secured and telephone boxes are locked, equipment is in working order and keys are disseminated to teachers.
- All classroom doors are free from obstruction.
- Offices are clean, neat and orderly. Office bulletin boards are neat and posted materials are up-to-date.
- Water fountains are functional and clean.
- If applicable, hallway and classroom lockers are maintained and functional.
- The cafeteria and kitchen are clean and well maintained.

Student Bathroom Use

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

Locker Rooms

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

Computer Rooms

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

Bulletin Boards

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

Inventory

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

Custodial Issues

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

Delivery Procedures

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

Emergency Readiness

- A list of emergency phone numbers has been created and is maintained.
- A list of Building Response Team members is posted in administrative locations and is regularly updated as needed.
- Classroom phones, fire alarms and AED boxes are periodically checked for operation.
- Evacuation sites are periodically checked to ensure continued viability.
- School staff members with key roles in the school Safety Plan are aware of their responsibilities and receive on-going capacity building professional development as applicable.

SCHOOL SECURITY

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

Security Team

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

SSA Deployment

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

Building/Floor Patrols

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

Late Log

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

Daily Security Briefs

- Prior to school opening each day, SSAs meet with AP security or designated security supervisor to review new developments.

ENTRY AND EXIT PROCEDURES

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

Student Entry/Exit

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

Rules & Dress Code

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

Scanning Procedures

- In a scanning school, an Assistant Principal [AP] and other school personnel are with the School Safety Agents during scanning.
- Prohibited items found during scanning are confiscated. In addition, there are procedures in place for the return or retention of confiscated items. Contraband must be vouchered and retained.

Lateness Procedures

- Lateness procedures are in place for students who enter the school after school begins. Procedures should include the following:

Middle and High School:

- Escorting of late students to a holding area, where they await the next period
- Adequate supervision of the holding area.
- Students in the holding area are engaged in reading, studying and school work during their stay
- Student lateness records are shared with teachers and guidance personnel.
- Mail or phone communication is made with parents of chronically late students, to request a meeting with the school counselor.
- CAASS database tools are used to document recorded lateness if applicable.

Elementary School:

- Late students are escorted to class.
- Parents are contacted.

Visitor Procedures

- Signs are posted at the main entrance informing visitors that they must stop at the desk to sign in and show photo identification.
- A visitor entering the building will be requested to provide at least one (1) item of valid photo identification. (For example, this may include a driver's license, foreign or US passport, or consulate identification card). The S.S.A. or staff member on duty at the main entrance will record the date, time, visitor's name and visitor's destination in the Log Book. All visitors are required to sign next to the entry made by the S.S.A. or staff person on duty.
- 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.
- All visitors enter the building through a designated entrance. If a school is a scanning school, all visitors are scanned.
- Visitors are given a pass to be worn. Their destination is printed on the pass. Front desk security then calls the destination to request a visitor escort.
- Visitors are escorted back to the security desk upon leaving their destination. At the desk, the visitor pass is returned and the visitor is signed out.

INSTRUCTIONAL EXPECTATIONS & PRACTICE

High expectations for all students, an orderly, positive and supportive classroom environment, instructional best practices that ensure active student participation and relationship building are key components in creating and sustaining an effective teaching and learning community in which all students receive a high quality, standards-based education.

Expectations for Students

- There is evidence of academic rigor in the classes in the school.
- It is clear that teachers demonstrate high expectations for all students and provide supports to help all students attain these levels.
- Students are clear on the expectations for success and teachers and students use rubrics as guidelines for improvement, assessment and grading.

Classroom Environment

- The classroom environment is nurturing, secure and supportive of teaching and learning.
- The classroom is set up to accommodate both large and small group learning activities.
- Classroom rules are posted in each room. Teachers have reviewed the classroom rules with their students.

Instructional Practice

- Teachers employ differentiated approaches to make teaching style relevant to the students' learning styles.
- There is evidence that teachers are teaching to the target objective, that there is active participation and student engagement.
- The classroom environment is print-rich and students are engaged in inquiry-based instruction.
- The teacher exhibits a high level of competence in classroom management and follows school policies regarding lateness, use of the pass and student referrals.
- Students are engaged in critical thinking and there is evidence that there is careful planning of essential questions, tasks and activities that enable students to use information to make inferences and to draw conclusions.
- Lessons are standards-based, student-centered, interactive and interdisciplinary making connections across subjects and within subject content.
- Teachers display and use student work as a tool to guide teaching and learning.

Increasing Personalization

- School has implemented systems and structures to increase personalization in the school by using (but not limited to) the following examples:
 - Reduced teacher-to-student ratio
 - Reduced guidance-to student ratio
 - Cohorts of teachers working with cohorts of students
 - Buddy systems – teacher to student or student to student “Big Brother/Big Sister”
 - Advisory structures
 - Creation of Small Learning Communities/Academies

STUDENT BEHAVIORAL EXPECTATIONS

The manner in which students conduct themselves in school is a major factor in establishing and maintaining a safe and secure teaching and learning environment. Students must know and understand the Citywide Standards of Intervention and Discipline Measures (the Discipline Code.) All students must have a clear understanding of all items which they are expected to leave at home. All school faculty and staff must affirm clear and consistent behavioral expectations that set the tone for a safe and orderly school. School faculty and staff must be firm, fair and consistent in implementing the Discipline Code.

Student Identification

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

Discipline Code Compliance

- Each teacher has a copy of the Discipline Code and has reviewed the procedures.
- Lessons about the Discipline Code are integrated into the curriculum.
- Parents have received information and training on the Discipline Code and reminders are sent home to help reinforce these policies and procedures.
- The school is in compliance with the NYC Discipline Code and takes the appropriate disciplinary actions for Level 1 to 5 infractions.

Items that Students Must Leave at Home

- Students do not bring to school personal electronic devices, including but not limited to CD players, MP3 players, iPods, cellular phones, and interactive watches. These items are confiscated if they are brought to school.
- Hats or headgear [except religious attire] are not worn in the building.
- Beads or “colors” representing gang affiliation are not worn in the school.
- Parents are periodically notified of prohibited items via official school document(s) (eg. newsletter, brochure, principal’s letter, etc.)

Loitering

- Students leave the school grounds upon completion of their school day.

HALL PASSING PROCEDURES

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

Hall Passes

- Passes are laminated or made of soft colorful plastic; passes are large enough so that they cannot be placed in pockets.
- For appointments with school counselors, program office, health office, etc., official paper passes are issued.
- Health Office passes are obtained by students from subject teachers.
- Non-official, handwritten passes are not regularly used.
- When a substitute is given a program, s/he is given dated paper student passes to issue with his/her name, the classes, and rooms.
- All teachers keep classroom logs for their passes. Logs indicate the name of the student leaving the room, the period and his/her destination.

Elevator Passes

- Elevator passes are only issued to students with physical constraints, as indicated by doctor note.
- The nurse (if applicable) and an AP must jointly issue elevator passes.
- Both temporary passes (with expiration) and permanent passes are available.
- All elevator passes issued are recorded in a log.

Passing Between Classes

- Bathrooms are locked for the first and last ten minutes of every period.
- Working as a team, deans, guidance personnel, APs, security personnel and school aides are assigned to move students to class; particular attention is given to trouble spots.
- The floor team and SSAs independently move students through the halls once they exit the classrooms.
- Teachers stay at their classroom doors to welcome their students into class.

Late/Cutting Students

- Students found in the halls after the start of the period and without a pass are escorted by security staff to a holding room or auditorium. (HS and MS only). The Deans' Office keeps a record of these students and refers students who are chronically late and/or cutting to guidance for counseling.
- Students remain in the holding room or auditorium doing school work, under dean supervision, until the next period. (HS and MS only)
- Students found in the halls without a pass are escorted to their classrooms. (Elementary only)

CAFETERIA PROCEDURES, LIBRARY USE, AND OFFICE HOURS

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

Cafeteria Capacity

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

Cafeteria Environment

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

Cafeteria Entry/Exit

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

Library Use

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

Office Hours

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

DEANS' OFFICE

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

Dean Roles and Responsibilities

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

Disciplinary Referral Process

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

Disciplinary Documentation

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

ATTENDANCE PROGRAM

Regular attendance, including students' arrival on time to school, is fundamental to effective teaching and learning as well as creating and maintaining positive school tone. A coordinated and comprehensive attendance plan which includes outreach to parents is essential in supporting the school's educational program.

Attendance Plan

- The school has a comprehensive attendance plan in place that is part of the School and Youth Development Consolidated Plan.
- The attendance plan is reviewed regularly and updated based on regular analysis of school attendance and lateness data.

Attendance Coordinator

- The school has a designated attendance coordinator.
- Attendance coordinator monitors all procedures for attendance reporting on a daily basis.
- The attendance coordinator and attendance staff members regularly participate in professional development.
- The attendance coordinator and attendance staff members provide professional development for school personnel on attendance taking procedures.

Attendance Committee

- The school has an attendance committee that meets weekly or bimonthly and monitors all attendance activities and procedures.
- The attendance committee regularly reviews attendance data such as R4RR reports, student attendance, individual attendance plans, interventions by school staff, educational neglect reports related to attendance, and all general attendance issues.
- All attendance committee members are familiar with Chancellor's Regulation A-210.
- The attendance committee has access to technical assistance throughout the school year.
- The attendance staff has ready access to ATS.

Attendance Improvement and Excellence

- There is a system for outreach services to improve attendance that is monitored by the attendance coordinator and/or committee.
- The school regularly recognizes students for excellent and/or improved attendance.
- The school has a lateness improvement program.
- All 407's are investigated and interventions provided by school staff.

Attendance Planning

- The school's Comprehensive Educational Plan addresses implementation of attendance initiatives.

STUDENTS IN TEMPORARY HOUSING

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

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

Identification of Students in Temporary Housing

- School distributes the "Residency Questionnaire" to all newly enrolled students (by October 31st) and students with a change of address (ongoing).
- School distributes the "McKinney-Vento Act Guide for Parents and Youth" along with the Residency Questionnaire to inform parents and youth of their rights under the McKinney-Vento Act.
- School has a designated staff person who updates the student change of address and enters residency information for newly enrolled students in ATS (student's bio page/BIOU).
- Every student in the school has been assigned a housing status code by October 31st.
- McKinney-Vento posters in English and Spanish (which inform parents and students of their rights under the McKinney-Vento Homeless Assistance Act) are visible in the school.

Students in Temporary Housing Support Plan

- School has a program for supporting and integrating students in temporary housing.
- School has a staff person who keeps track of the STH population and provides students with appropriate interventions and support services. This person is the *STH School-Based Liaison* in the school.
- The principal is aware of the Title I, Part A mandatory set aside to support the needs of students in temporary housing and uses Title I for this purpose.
- The *STH School-Based Liaison* maintains a folder throughout the school year with ATS reports that include the names of students in Temporary Housing and list of services provided with the Title I, Part A mandatory set aside.
- The principal is aware of the Title I, Part A mandatory set aside to support the needs of students in temporary housing and uses Title I funds for this purpose.

COMPREHENSIVE GUIDANCE PROGRAM

A comprehensive, proactive guidance program offers a full range of supportive prevention and intervention services designed to maximize each student's capacity to grow academically, socially and emotionally at each grade level. Students who are supported to achieve in school "buy into" school life, its academic and behavioral standards, and are pro-social members of the school community.

Counselor Roles and Responsibilities

- All school counselors have a specified caseload /target population of students.
- Counselors have a specified articulation services caseload.
- All school counselors provide both individual and group counseling services.
- All school counselors provide classroom guidance services.
- Counselors provide professional development for school staff as needed.
- Counselors provide support for student government and other student activities.
- Counselors ensure that students and families have knowledge of, and access to, promotion and graduation requirements.
- Counselors provide post secondary academic and career awareness counseling.
- Counselors who have been trained in conflict resolution skills provide conflict resolution and/or violence prevention counseling.
- Counselors collect and analyze data to evaluate the counseling program and continue to update program activities.
- Counselors regularly review student academic, attendance and behavioral data.
- Counselors regularly participate in professional development.
- Counselors are part of a trained crisis response team.
- Counselors have knowledge of, and a formal process for referring students to, community agencies for additional services.
- Counselors are part of a Pupil Personnel Team that meets regularly.
- Counselors meet regularly with deans to facilitate the provision of appropriate counseling, intervention and/or prevention services to students who have committed infractions of the Citywide Discipline Code with the goal of promoting students' social and emotional growth and reducing recidivism.
- Counselors are a part of the suspension process for those students on their caseload who are being suspended for behavior not meeting the standards of the Citywide Discipline Code.

School Wide Counseling Program

- The school's counseling program is aligned with the mission and vision of the school's Comprehensive Education Plan (CEP).
- The school has a comprehensive guidance plan, including guidance initiatives and professional development that is part of the Comprehensive Educational Plan (CEP).
- There is a clear Ladder of Referral that delineates progressive levels of counseling and other forms of supportive prevention and intervention strategies and progressive discipline to address infractions of the Discipline Code. Graduated guidance and disciplinary interventions and supports are clearly linked in the ladder of referral. The entire school community understands and uses the ladder of referral.

Counselor Communications

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

Student Support Services

- A staff member has been designated to whom reports of student-to-student sexual harassment can be made. The name of the designee has been entered into the school's School and Youth Development Consolidated Plan.
- A staff member or members have been designated to whom reports of bias-based bullying, intimidation or harassment can be made. The names of the designees have been entered into the school's School and Youth Development Consolidated Plan.

Best Practices Standards

COMPREHENSIVE GUIDANCE PROGRAM

Child Abuse Prevention and Intervention

- School child abuse prevention and intervention team meets regularly.
- Child abuse prevention and intervention team has developed and implemented the school's annual child abuse prevention and intervention plan as part of the school's School and Youth Development Consolidated Plan.
- The principal has identified a designated child abuse liaison to the CFN Network.
- All teachers, counselors and related service providers understand their role as mandated reporters and have participated in an annual review of child abuse regulations.

Sexual Harassment Policy and Procedures

- A copy of Chancellor's Regulation A-831 Student-to-Student Sexual Harassment notice is conspicuously posted in the building and contains the name of the staff designee.
- A copy of the Student-to-Student Sexual Harassment brochure as described in CR A-831 is distributed annually to parents and students.
- Student-to-Student Sexual Harassment policy and procedures are discussed with students and staff members at the beginning of the school year.

Bias-based Bullying, Intimidation and Harassment Procedures

- Respect For All brochures have been distributed to all students at the beginning of the school year along with the Citywide Standards of Discipline and Intervention Measures.
- Respect For All posters are displayed in various locations in the school and include the name(s) of staff member(s) to whom students may report incidents of bias-based bullying, intimidation or harassment.
- Bias-based bullying, intimidation and harassment policy and procedures are discussed with students and staff members at the beginning of the school year.

PUPIL PERSONNEL TEAM

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

Pupil Personnel Team

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

PPT Planning

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

CRISIS INTERVENTION TEAM

To provide for a safe and secure school environment in times of crisis, each school is required to have both a crisis intervention team and a crisis intervention plan. Various members of the school community with expertise in different areas such as health, mental health, counseling, parent support, and safety serve on the school's Crisis Intervention Team. In the event of a school or community crisis, the school crisis intervention team is expected to assist students, staff and parents in a timely and appropriate manner.

Crisis Team

- The school has a crisis team made up of student support services personnel and other staff, including a designated suicide liaison and school based mental health workers (if applicable to school staffing.)
- The list of crisis team members is prominently posted in the building.
- Crisis team members regularly participate in professional development.
- The Crisis Intervention Team's roles, responsibilities and procedures are shared within the school community so that all staff members have a clear understanding of the vision and purpose of crisis planning and expectations should a crisis occur..
- The crisis team identifies and disseminates to staff indicators of students at risk.

Crisis Plan

- The school has a crisis intervention plan which is part of the school's School and Youth Development Consolidated Plan and shares it with the entire school community.
- The team has presented the school's suicide prevention-education/intervention plan to the entire school community as per Chancellor's Regulation A-755.

Crisis Team Planning

- The school's Comprehensive Educational Plan addresses implementation of crisis team planning and professional development.
- The school has a system in place to provide intervention and support services to students who exhibit suicide-related risk behaviors.
- The school collaborates with appropriate local agencies to support its crisis intervention planning and interventions, including referrals of students, staff or family members who may need additional support services.

STUDENT ENGAGEMENT/STUDENT LIFE

Students are the largest group of stakeholders in a school community and its greatest natural resource in creating and sustaining a safe, orderly and supportive school environment. Student engagement is integral to creating a positive school climate and culture that effectively fosters students' academic achievement and social/emotional growth. The quality of student life and the level of student engagement may be the best single indicator of potential or current school safety and security concerns as they pertain to student behavior. Providing students with multiple opportunities to participate in a wide range of pro-social activities and, at the same time, bond with caring, supportive adults mitigates against negative behaviors and gang recruitment activities, especially during the critical after school hours between 3:00 p.m. and 6:00 p.m. when most incidents involving juvenile offenders occur. Such opportunities, coupled with a comprehensive guidance program of prevention and intervention, provide students with the experiences, strategies and skills, and support they need to thrive.

Student Support Staff (middle and high school)

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

Student Leadership Development

- The school has a multi-grade culturally diverse leadership class. (HS)
- The school has a mechanism in place through which the principal meets regularly with students beyond those elected to student government or other leadership positions to garner student input and address school life issues. (MS and HS)
- The school has a comprehensive conflict resolution program that includes a Peer Mediation Center in which trained students serve as peer mediators. (MS and HS)
- The school has a Peer Mediation Center, separate and apart from the dean's office, in which student mediators provide mediation services to students under the supervision of a teacher who has been trained as a mediation specialist.
- The school advertises and actively promotes the use of the Peer Mediation Center to students.
- Students trained as peer educators provide peer-to-peer workshops on conflict resolution in selected classes as part of the school's conflict resolution program. (MS and HS)
- The school has a Nutrition Committee composed of students, teachers, administrators and school food and nutrition services personnel to address issues regarding school food and nutrition services. (MS and HS)

Student Activities

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

Student Engagement/Student Life Planning

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

SCHOOL CLIMATE AND CULTURE

School climate and culture have a profound effect on students' academic achievement and behavior. Each school is expected to promote a positive school climate and culture that promotes respect for diversity among students and between students and staff, providing all students with a supportive and safe environment in which to grow both academically and socially. Schools are expected to take a proactive role in nurturing students' pro-social behavior by providing students with a range of positive behavioral supports as well as meaningful opportunities for social emotional learning. Effective social emotional learning helps students develop fundamental skills for life effectiveness, including: recognizing and managing emotions; developing caring and concern for others; establishing positive relationships; making responsible decisions; and handling challenging situations constructively and ethically. Such skills help prevent negative behaviors and the disciplinary consequences that result when students do not live up to behavioral standards.

Social Emotional Learning:

- The school addresses student needs through a continuum of positive behavior support that includes Primary Prevention -universal school wide systems for all students, all staff and all settings; Secondary Prevention-targeted group interventions for students with at-risk behavior; and Tertiary Prevention-specialized individualized systems for students with high-risk behavior
- The school provides opportunities for all students to receive instruction in social emotional learning. The programs and approaches the school uses to promote social emotional learning meet the standards of effective and evidence-based practice. Programs and approaches are sequenced (use a sequenced set of activities that build upon prior learning in previous lessons to achieve skill objectives), active (engage students in active forms of learning), focused (include at least one program component focused on developing personal or social skills) and explicit (explicitly target particular personal or social skills for development).
- School wide intervention and prevention strategies, staff professional development and direct services to students are aligned and substantial in duration.
- Disciplinary accountability and safety protocols/procedures are linked to student supportive services (social emotional learning and counseling intervention) and related staff professional development.
- The school provides teachers and support personnel with professional development designed to build their capacity to provide all students with opportunities for social emotional learning.

Respect For All

Chancellor's Regulation A-832

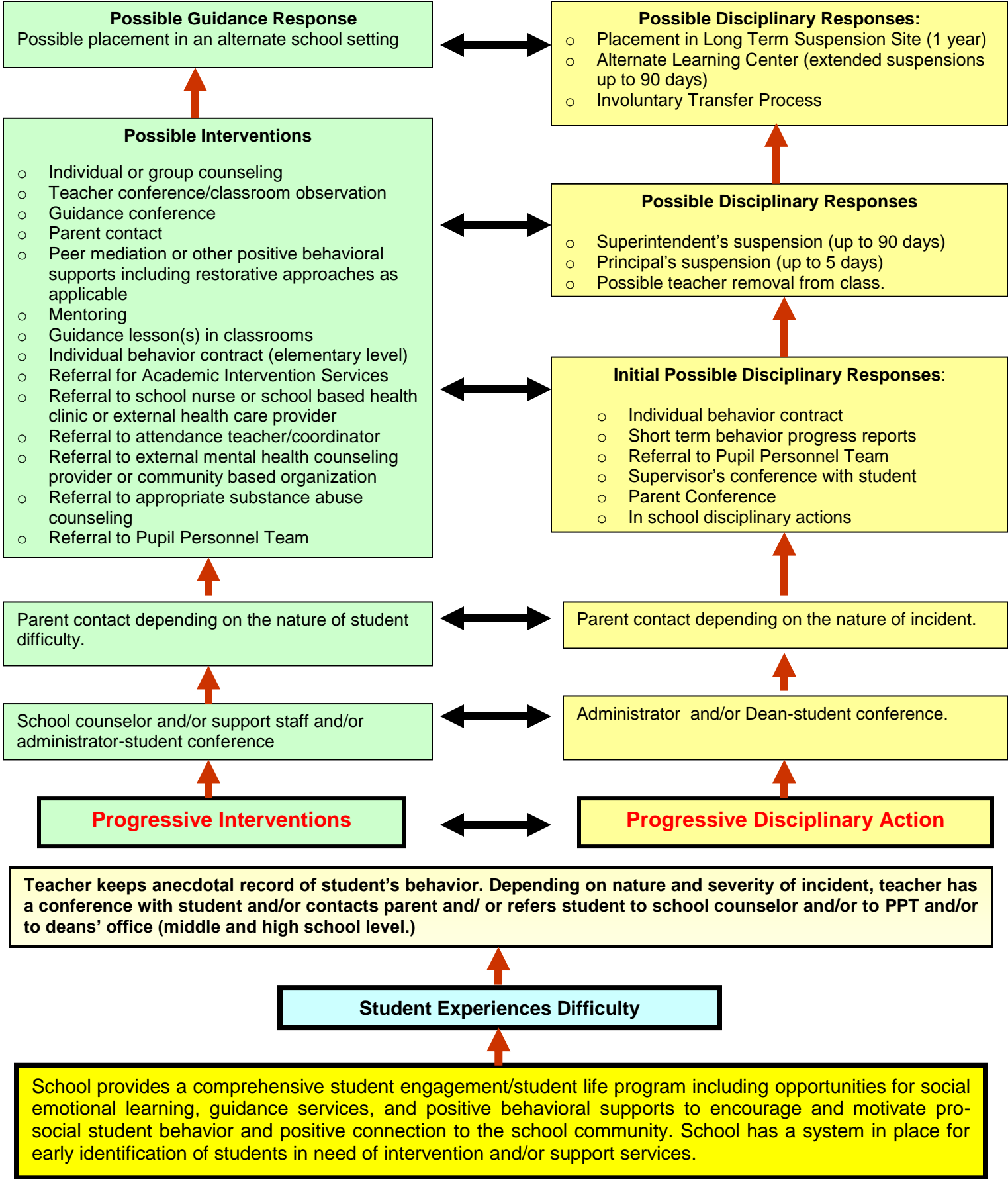
- The school conducts a review of Chancellor's Regulation A-832 (Student to Student Bias-Based Harassment, Intimidation and/or Bullying) with all staff and students at the beginning of each school year.
- As part of its School and Youth Development Consolidated Plan, the school has a plan for providing information and training on Chancellor's Regulation A-832 and respect for all to all students and staff annually, and a plan on preventing and addressing bias-based harassment, intimidation and/or bullying which it is actively engaged in implementing.
- The school has identified the designated "Respect for All" staff member(s) who will receive reports of bias-based harassment, intimidation, and/or bullying.
- The school has conspicuously posted "Respect for All" posters in locations accessible to students, parents and staff. The posters contain the name of the staff member(s) designated to receive reports of bias-based harassment, intimidation and/or bullying.
- A copy of the "Respect for All" brochure is distributed annually to parents and students. Parents/students entering the school during the school year receive a copy upon registration.
- The school understands and complies with the investigative process for all complaints made under Chancellor's Regulation A-832.

Chancellor's Regulation A-831

- The school conducts a review of Chancellor's Regulation A-831 (Student to Student Sexual Harassment) with all staff and students at the beginning of each school year.
- In compliance with Chancellor's Regulation A-831, the school has identified the staff member(s) who will receive reports of peer sexual harassment and has included them in the school's Consolidated Youth Development Plan as well as a description of how training on Chancellor's Regulation A-831 will be provided to all students and staff annually.

- The school conspicuously posts a copy of Chancellor's Regulation A-831 and a notice explaining the Department of Education's policy with respect to student-to-student sexual harassment in a place accessible to students, parents, and staff. This notice contains the name of the staff member designated to receive reports of sexual harassment and indicates where in the school copies of this regulation and the complaint form may be obtained.
- A copy of the Sexual Harassment Brochure is distributed annually to parents and students. Parents/students entering the school during the school year receive a copy upon registration.

LADDER OF STUDENT SUPPORT INTERVENTIONS



SUBSTANCE ABUSE & VIOLENCE PREVENTION & INTERVENTION

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

Substance Abuse/Violence Prevention and Intervention Programming

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

Substance Abuse/Violence Prevention and Intervention Planning

- The school's Comprehensive Educational Plan addresses implementation of substance abuse/violence prevention programming and professional development.

HEALTH SUPPORT SERVICES

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

School Based Health Services

- The principal is aware of all DOH staff in the school and how to contact them.
- The school nurse and parent coordinator work together to ensure that accurate health information is provided to parents and families (i.e. Health Insurance).
- The Health Room has a sink and is adequately stocked with medical supplies.
- There is an effective working relationship between the school-based health clinic and the school staff.
- School has a procedure in place to conduct screenings of classes in the event of a contagious disease outbreak (i.e. lice or ringworm).
- Students who become ill are not sent home alone. A parent or legal guardian picks up the student at school and signs the student out in the attendance office (Students 18 years or older may sign themselves out if ill).

Immunization

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

Rehabilitation Act Section 504

- The school has a 504 designee.
- Section 504 information is disseminated to parents annually.

HIV/AIDS Prevention

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

Health Planning

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

Wellness Policy

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

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

Parent Involvement & Community Outreach

A strong home and school partnership is a major factor in establishing and maintaining a safe and orderly school environment in which all students meet or exceed New York State and New York City educational standards at each grade level.

Parent Involvement

- School has clear and established mechanisms to inform parents of school events and issues, including a school calendar, (i.e., newsletter, school website, auto-dial system, automated e-mail, etc.) and uses multiple methods to ensure that all parents have access to school information.
- School implements regular meetings to inform parents and the community of the progress of the school and to enlist support.
- The school provides opportunities for parents to participate in school functions, such as student recognition ceremonies, town hall meetings, family days, etc.
- The school has provided training and created structures to ensure that the parent coordinator understands his/her role and is part of the entire plan to improve school culture.
- A parent newsletter is distributed at least once each term.

Community Outreach

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

COLLABORATION WITH EXTERNAL PROGRAMS

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

Partnerships with Community-Based Organizations (CBOs)

- School has partnerships with external programs such as CBOs and corporate partners to support and enhance the school's programmatic efforts to address specific school needs as articulated in the school's CEP.
- Mission, vision and goals of the CBO/Partner are consistent with the school's needs and objectives.
- School and CBO/Partner work together to establish attainable goals and measurable objectives.
- School and CBO/Partner conduct evaluations and assessments to determine effectiveness of the partnership.
- School and CBO/Partner maintain accurate records of students served, program activities implemented, and effectiveness of program activities.
- School and CBO/Partner have a process for effective communication and conflict resolution

Collaborative Planning

- The school's Comprehensive Educational Plan addresses implementation of CBO programming.

Campus Schools

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

Campus Council

- A campus council has been established that meets regularly (but not less than once per month) to set the tone for the entire building community and foster behaviors that support a campus-wide approach while working to honor the integrity, culture and identity of the individual schools within the building.
- The campus council works closely with School Safety in the areas of deployment of agents, scanning procedures, and securing after-school programs and activities.
- All schools on the campus support a campus Peer Mediation Center, provide teachers trained as peer mediation specialists, and ensure that each school has trained student peer mediators serving in the center.
- A conflict resolution process has been established in case of inter-school conflict.
- Parent Coordinators serving schools on the campus meet regularly to share information and plan campus-wide parent programs.
- Decisions on the issues below should be made collaboratively by the building council, following the principle of sufficient consensus:
 - Athletic Programs
 - Budget to Support Shared Services
 - Building Security
 - Building Response Team
 - Collaborative Planning and Coordination of Individual School Bell Schedules
 - School Rules related to adherence to the Citywide Discipline Code
 - Consistent Enforcement of the Citywide Discipline Code
 - Consistent Consequences for Student Misbehavior Involving Inter-school incidents
 - Extended Day Programs
 - Library Policies
 - Maintenance
 - Shared Grants
 - Sharing Instructional Best Practices
 - Use of Common Space

Student Campus Council

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

School Autonomy

- Each school's core academic and operational functions are independent.
- Decisions regarding the following should be made at the school level and respected and supported by the campus community:
 - Assessment
 - Budget
 - Curriculum
 - Mission
 - Pedagogy
 - Professional Development
 - Services for Special Education and ELL Students
 - Staff Responsibilities
 - Use of Dedicated School Space
 - Working with Alumni

Campus Schools

Campus Meetings

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

DETENTION CENTER

The manner in which students conduct themselves in school is a major factor in establishing and maintaining a safe and secure teaching and learning environment. When students do not live up to the Citywide Standards of Intervention and Discipline Measures (the Discipline Code), schools may choose to use detention as a possible consequence for such behavioral lapses. Procedures and protocols must be in place for implementing disciplinary measures such as detention. Detention is expected to be served either before or after a student's regular school day.

Location and Staffing

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

Grounds for Detention

- Based on school rules, certain student infractions may warrant detention. Examples include being late to school or class, or being in the hall during class time without permission. Infractions for which detention may be warranted should be shared with the whole school community (faculty, parents and students.)

Detention Procedures

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

Chronic Detention

- Parents are called if a student is to serve detention. If a student chronically (i.e., more than two times) serves detention, parents are contacted by phone or mail to arrange for a guidance meeting.
- School counselors are notified about their students who are chronically serving detention.
- A suspension should be requested for students who have been detained three or more times.

Detention Duration

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

PRINCIPAL'S SUSPENSION CENTER

The manner in which students conduct themselves in school is a major factor in establishing and maintaining a safe and secure teaching and learning environment. When students do not live up to the Citywide Standards of Intervention and Discipline Measures (the Discipline Code), a principal's suspension is a possible consequence. Procedures and protocols must be in place for implementing disciplinary measures such as a principal's suspension.

Suspension Recommendation Procedures

- All recommendations for suspension are reviewed and approved by the principal, and then processed by the AP/Security or principal designee.
- The principal, dean and AP/Security meet with the student to discuss the charges.
- The procedures for a principal's suspension conference are followed per Chancellor's Regulation A-443.
- Appropriate notification letters are sent to parents.
- All appropriate information is entered into SOHO.

Suspension Center Procedures

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

Schedule & Services

- Irrespective of the students' regular schedule, all students follow the designated suspension center schedule.
- Lunch is delivered to the suspension room.
- The room is equipped with pedagogical supplies and equipment in order to ensure meaningful instruction.
- Each day, a one-period counseling session is held to help students recognize appropriate social and academic behavior, and understand methods that will improve their decision-making skills.
- All mandated services by IEP, 504 and/or ELL are delivered in the suspension center; students do not leave the room for services whenever possible.

Suspension Attendance

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