



**Department of
Education**
Chancellor David C. Banks

2022-2023 Opening Day Packet

Office of Safety and Youth Development (OSYD)

Office of Safety and Prevention Partnerships (OSPP)

Table of Contents

Overview	4
Mission Statement	4
Key Dates	5
Technical Questions: Contact the OSYD and OSPP Research and Resource Center (RRC)	6
Consolidated Youth Development (YD) Plan (ConsPlan)	6
Key Dates	6
What is a School’s ConsPlan?	6
Annual Development of Your School’s ConsPlan	7
School Safety Plan (SSP)	7
Key Points	7

Building Response Team (BRT) and the SSP	8
Emergency Protocols in the SSP	8
Evacuations	8
Key Facts to Know: SSP	8
Deadline for Submission of the SSP	8
Obtaining a Copy of Your SSP	9
Safety Plans for Multi-School Buildings	9
Convening the School Safety Committee	9
Emergency Response Plans	10
Emergency Readiness	10
Training for Principals	10
Evacuation and Soft Lockdown Drills	10
Key Facts to Know: Evacuation Drills	10
Frequency of Drills	10
Simulating Emergency Conditions	10
Drill Reports	11
Types of Alarms	11
Evacuation Drill Instructions	11
Staff and Student Compliance	11
Key Facts to Know: Soft Lockdown Drills	11
Frequency of Soft Lockdown Drills	11
Simulating Emergency Conditions	11
Soft Lockdown Drill Reports	12
Soft Lockdown Drill Instructions	12
Staff and Student Compliance	12
Missing Student Protocol and Responding to Door Alarms	12
Key Points	12
Visitor Control Procedures	13
Accessibility Guidelines and Visitor Protocols	14
Reporting Procedures for School-Related Occurrences	14
Emergency Information Center (EIC)	15
Contact Information and Notify NYC	15
Incidents Reported to EIC	15
Reporting Incidents	15
Person Responsible for OORS Reporting	15
Training for Principal Designees	16
Principal Designee’s Responsibilities	16
School-Related Crime	16
Comprehensive Injury Reports (CIR)	16
Cyber Generated Images	16

Student ID Cards	16
Scanning (Full-time, Random, and Unannounced)	17
School Safety Agent Integration	17
Gang Prevention and Intervention Unit (GPIU)	17
Approach to Supporting Student Safety and a Positive School Culture and Climate	17
Workshops, Student Programs, and Services	17
Workshops	18
Student Empowerment Programs	18
Prevention Services	18
Behavioral Crisis De-escalation/Intervention and Contacting 911 for Emergency Medical Services (Chancellor’s Regulation A-411)	18
Resources	19
Respect for All and Sexual Harassment Prevention	19
Designating the Respect for All (RFA) Liaison and the Sexual Harassment Prevention (SHP) Liaison	19
Key Dates	19
Materials for Schools and Families	20
Trainings for School Staff	20
Training Documentation	20
Posters in School	20
Information for Students and Parents (including Translations)	20
Title IX Requirements	21
Requirements and Procedures for Bullying and Harassment Complaints	21
Notice of Determination	21
Questions and Support	22
Citywide Behavioral Expectations to Support Student Learning (including the Discipline Code)	22
Supports and Interventions	22
Required Documentation	23
NYCDOE Conflict Mediation Program for Students	23
Additional Key Discipline Policies	23
Teacher Removals and Suspensions (Chancellor’s Regulation A-443)	23
Involuntary Transfers	24
Questions and Support	24
Behavioral Crisis De-escalation/Intervention and Contacting 911 for Emergency Medical Services	24
Chancellor’s Regulation A-411	24
Child Abuse and Maltreatment	25
Key Dates	25
Requirements for Reporting Child Abuse and Maltreatment	25

Child Abuse and Maltreatment Administrative Mandates _____	25
Gender Guidelines and LGBTQ+ Supports _____	26
Key Dates _____	26
Guidelines to Support Transgender and Gender Expansive Students _____	26
Guidelines on Gender Inclusion _____	27
Dress Code Guidelines _____	27
Gender and Sexuality Alliance Clubs _____	28
What Is a GSA Club? _____	28
GSA Documentation by Your Principal _____	28
Sixth Annual GSA Summit on January 30, 2023 _____	28
More Information _____	28
School Counseling Plans (Section 15 of the ConsPlan) _____	28
School Counseling Plan Mandates _____	29
Key Dates _____	29
School Counseling Components in the ConsPlan _____	29
1. School Counseling Plan Coordinator _____	29
2. School Counseling Program Vision and Mission _____	29
3. School Counseling Program Delivery Map _____	30
For Questions and Support _____	30
Substance Abuse Prevention and Intervention Specialists _____	30
Military Recruitment/Institutions of Higher Education and Opt-Out Procedures _____	31
Key Dates _____	31
Designate a Point Person and Ensure that Parents Receive Opt-Out Letters _____	31
Sharing Student Information with Military Recruiters _____	32
Provide Information in Your School’s ConsPlan _____	32
Armed Services Vocational Aptitude Battery (ASVAB) _____	32
For Additional Information and Support _____	32

Overview

The New York City Department of Education (NYCDOE) is committed to ensuring that our schools are safe, secure, and affirming environments in which teaching and learning take place each day. To ensure that all children are able to learn and succeed in such environments, schools are expected to take a proactive role in nurturing students’ pro-social behavior and use preventive approaches that address the real causes of conflict, as well as reinforcing positive behaviors through teachable moments.

Mission Statement

The mission of the Office of Safety and Youth Development (OSYD) and the Office of Safety and Prevention Partnerships (OSPP) is to ensure that New York City’s public schools are equipped to provide all students with safe, respectful, and

inclusive learning environments that support students' well-being, academic achievement, and social growth. OSYD and OSPP work with superintendent offices and schools to:

- Establish and implement integrated safety, school climate, and counseling policies and practices.
- Promote respect for diversity.
- Take a proactive role in nurturing students' pro-social behavior by providing youth development and student support services, such as social-emotional learning training and curriculum, restorative practices, anti-bullying resources, LGBTQ and gender equity supports, crisis intervention, gang prevention supports, and progressive discipline.

Key Dates

Key Dates/Deadline	Action
September 8-16	<ul style="list-style-type: none"> • Conduct first bus safety drill. • Prepare for emergency drills and notify local precinct and School Safety of drill schedule to request their participation.
September 23	<ul style="list-style-type: none"> • Complete online update of School Safety Plan (SSP) and submit to Borough Safety Director.
September 30	<ul style="list-style-type: none"> • Complete and submit Consolidated Youth Development Plan (ConsPlan) to the Superintendent's Office for review. • Distribute the <i>Discipline Code Letter to Parents</i>. • Review the Discipline Code with staff and conduct virtual staff workshops, using the <i>Discipline Code Training/Workshop Slideshow for Staff</i>.
October 7	<ul style="list-style-type: none"> • Distribute military opt-out letters to students and parents in grades 9-12.
October 4	<ul style="list-style-type: none"> • Review the Discipline Code with students and conduct student workshops in person or virtually, using the <i>Discipline Code Training/Workshop Slideshows for Students</i>.
October 21	<ul style="list-style-type: none"> • Collect military opt-out letters from students and parents. • Submit any final revisions to the School Safety Plan to Borough Safety Director (if required).
October 28	<ul style="list-style-type: none"> • Complete first Lockdown Drill (State law requires 12 emergency drills each year. NYCDOE requires that 4 of these drills must be a lockdown drill.)
October 31	<ul style="list-style-type: none"> • ConsPlan must be approved by your Superintendent's Office. • Enter students' opt-out information into Automate the Schools (ATS) database using the Update Student Codes (UPCO) function. • All school staff members receive training on child abuse and neglect by the school's Child Abuse Prevention and Intervention Team. • Review the Discipline Code with parents and conduct virtual parent workshops, in collaboration with your parent coordinator and/or Parent Association leadership, using the <i>Discipline Code Training/Workshop Slideshow for Parents</i>. • Conduct student workshops on CR A-831 using the K-5 PowerPoints All About Sexual Harassment or the 6-8 and 9-12 PowerPoints Understanding Sexual Harassment on the RFA InfoHub. • Conduct staff workshop using Respect For All: Making School Safe and Supportive for All Students on the RFA InfoHub. • Conduct student workshops on CR A-832 for K-5 and 6-12, using the Respect for All A-832 Elementary Students and Respect for All A-832 Secondary Grade Students PowerPoint presentations available on the InfoHub.

	<ul style="list-style-type: none"> • Ensure that principal, investigator, RFA and SHP Liaison take the CR A-832/A-831 recorded training that will be sent to their email. • Ensure that any newly designated SHP Liaisons email CRA832A831Training@schools.nyc.gov to register for live training. • Ensure newly designated RFA Liaisons email Brendan Lang at BLang4@schools.nyc.gov or RespectForAll@schools.nyc.gov for upcoming training and registration.
November 1 and December 23	<ul style="list-style-type: none"> • Conduct 2nd bus Drill.
November 18	<ul style="list-style-type: none"> • School Safety Plan must be finalized, certified by the NYPD, and on file with the School Principal(s).
December 23	<ul style="list-style-type: none"> • Conduct 8 of the 12 required emergency drills.
January 30	<ul style="list-style-type: none"> • Sixth Annual Gender Sexuality Alliance (GSA) Summit for middle and high school students and GSA school staff advisors (NYCDOE Professional Development Day for Grades 9–12 and 6–12 schools)
February 1-March 15	<ul style="list-style-type: none"> • Hold at least one additional lockdown drill (4 lockdown drills required by State law).
March 1-April 30	<ul style="list-style-type: none"> • Conduct the 3rd (final) Bus Drill.
June 27	<ul style="list-style-type: none"> • Ensure that all remaining required emergency drills are conducted.

Technical Questions: Contact the OSYD and OSPP Research and Resource Center (RRC)

- The OSYD and OSPP Research and Resource Center is available to answer questions related to OORS, Suspensions and Office of Hearings Online (SOHO), the Consolidated Youth Development Plan (ConsPlan), or the School Safety Plan (SSP).
 - Contact (718) 935-5004 or OSYDData@schools.nyc.gov.
 - Visit the [OSYD and OSPP Wiki page](#).
 - For technical assistance with computer hardware, password resets or other NYCDOE applications, please call the NYCDOE Helpdesk at (718) 935-5100.

Consolidated Youth Development (YD) Plan (ConsPlan)

Key Dates

- **September 30:** Complete and submit ConsPlan for the Superintendent’s Office for review.
- **October 31:** ConsPlan must be approved by the Superintendent’s Office.

What is a School’s ConsPlan?

Schools are required by State mandates, Chancellor’s Regulations, and NYCDOE policy to submit plans annually that demonstrate an ongoing commitment to providing support in a number of areas including:

- Attendance improvement; crisis prevention and intervention; discrimination, harassment, intimidation, bullying and sexual harassment prevention and intervention; child abuse and maltreatment prevention and intervention; military recruitment/institution of higher learning and opt-out procedures and services for students living in temporary housing.

In an effort to provide a coordinated school approach, facilitate compliance with these requirements, and reduce the burden of paperwork and repetition of data entry, OSYD and OSPP have created the ConsPlan, which allows schools to electronically enter the above required information in one location.

Annual Development of Your School's ConsPlan

- The information that your school entered last year will appear onscreen in the ConsPlan application. Please update those sections that require changes and verify that the information on each page of the ConsPlan has been reviewed and updated.
- New questions will be blank and will require completion this year.
- The principal will need to confirm that each answer has been reviewed and updated for the new school year by checking a confirmation box and clicking submit.
- The ConsPlan is a live document, and, should any of your school's information change, it can be updated throughout the school year.
- For resources and guidance on completing and submitting your school's ConsPlan, visit the [OSYD and OSPP Wiki page](#). For technical assistance, email OSYDData@schools.nyc.gov or call (718) 935-5004.

School Safety Plan (SSP)

Each school building must develop a School Safety Plan (SSP or Safety Plan), which sets forth safety protocols and procedures, defines the normal operation of the site, and includes the procedures to be followed in the event of an emergency.

Key Points

- The plan must be consistent with a centrally-developed template that is reviewed and approved by the NYPD.
- The SSP for each building is accessible by the principal of each school that is housed within a campus building.
- All schools and programs operating in the building must be included in the SSP, including charter schools and universal 3K/Pre-K programs.
 - Principals at campus schools must enter their own school's information to expedite the completion of the SSP.
 - As charter schools do not have access to the OSYD Portal, NYCDOE schools must work with their charter school counterparts to collect the charter school section of the SSP.
- Data from the SSP of the previous school year is pre-populated into this school year's SSP.
 - However, principals must review and make appropriate changes for this school year.
 - All designated staff must be current and active in their assigned roles at the time of submission.
 - In addition, all contact information must be current, in the event of an emergency.
 - New buildings and new schools will not have pre-populated data. These SSPs will need to be newly created.
- The SSP Welcome Letter includes guidance on new information required to complete this year's SSP.
- Prior to submitting the SSP, the principal must contact the principal(s) of school(s) that they wish to list as re-location sites to ensure that the site(s) can be listed for this school year and confirm the number of students and staff that can be accommodated.

- Additional sites should be listed as needed.
- Principals must also review and verify the Reunification Protocols that are included in the SSP, which are used when dismissing students from a relocation site.
- For additional assistance with accessing and completing the SSP, an informational guide will be available to principals in the Safety Plan application. For technical assistance, contact at (718) 935-5004 or OSYDData@schools.nyc.gov.

Building Response Team (BRT) and the SSP

The SSP calls for the creation of a Building Response Team (BRT). The BRT is composed of staff members from all schools and programs in a building who will coordinate the school's or campus' response to an emergency that may occur in or around the school until the first responders arrive. Additional information on BRTs is posted on the [InfoHub](#) for your review.

Each building must also establish an after-school BRT for NYC Public Schools sponsored after-school programs. You must collaborate with the staff members of your after-school community-based organization(s) (CBOs) to create and train these team members. If you have questions about the formation of this team and their responsibilities, please contact your [Borough Safety Director](#).

Emergency Protocols in the SSP

All School Safety Plans reflect the appropriate use of the [General Response Protocols](#) (GRP), including HOLD, and [the Missing Student Protocol and Procedures for Responding to Door Alarms](#), and [HOLD](#). The GRP outlines the immediate actions all school staff and students must take when an incident occurs that requires an evacuation, shelter-in, or lockdown, or HOLD. General Response Protocols (GRP) and HOLD posters must be displayed in every classroom, auditorium, gymnasium and cafeteria. These posters are available on the [InfoHub](#) or by contacting your [Borough Safety Director](#). The Missing Student Protocol outlines the actions school staff must take when a student is reported missing, and the Responding to Door Alarms section identifies what actions all staff must take when they hear a door alarm sound. GRP Training materials and reproducible materials are posted on the [InfoHub](#).

Evacuations

The decision to evacuate is determined by the first responders (i.e., NYPD, FDNY) to the building emergency, except when the principal or principal's designee (who may be the BRT Leader) believes that the condition may pose an immediate threat to the safety and welfare of the students and staff of the building and immediate evacuation is required. In those cases, schools must follow their evacuation protocols, which may be a series of bells, gongs, strobes, etc., utilizing the fire alarm system or an announcement over the PA system.

All FDNY regulations must be followed in the event of a fire or smoke condition in the building. Evacuations must occur when there is a fire in the building, regardless of the fire's size. The Fire Department will evacuate, when necessary, students and staff who require special assistance to exit the building. When an evacuation occurs, the principal/designee may not dismiss students earlier than their scheduled time unless they are given permission by the Chancellor or the Chancellor's designee. Re-location sites must be used if returning to the building following an evacuation is not an option.

Key Facts to Know: SSP

Deadline for Submission of the SSP

- Online update completed by September 23, 2022 and submitted to the Borough Safety Director.
- All final revisions of Safety Plans must be sent to Borough Safety Directors by October 21, 2022, to ensure certification by NYPD on or before November 18, 2022.

- Please note that only staff members who have been trained in using the online system may be asked to enter the School Safety Plan on the website.

Obtaining a Copy of Your SSP

- You may obtain an NYPD certified copy, as well as Staff, Parent, and School Safety Agent versions of your School Safety Plan by using your NYCDOE Outlook and Windows username and password to access your Safety Plan home page and clicking on the link to “Print Safety Plan Report.”
- As highlighted in Chancellor’s Regulation A-414, a hard copy of the certified plan (printed from the School Safety Plan web-based portal) must be maintained by each Principal in a secure location at each school. The plan needs to be accessible during a power outage or other emergency.
- The Safety Plan may not be left unsecure in your building under any circumstances.
- Plans are confidential and may not be reproduced, distributed, or posted online nor may information in the plan be shared with or disclosed to anyone who is not a member of the Safety Committee. In order to ensure that staff and parents are provided with appropriate safety information, NYCDOE has developed appropriate versions of the Safety Plan that may be shared with parents and staff.
- N.B.: The School UFT Chapter Leader must be provided with a single copy of the Staff Version of the School Safety Plan within 30 school days of the plan being certified by the NYPD.

Safety Plans for Multi-School Buildings

- For campuses with more than one school or program, the BRT team leader must submit one plan for the entire campus; each school or program’s principal must still complete and submit the school-specific sections for every school on the campus.
 - Please note: Charter schools must also be included in the building’s plan.

Convening the School Safety Committee

- All principals on each campus should have convened the School/Campus Safety Committee (remotely or in-person or a combination of both by September 11 to:
 - Gather input from key constituents
 - Review this school year’s School Safety Plan
 - Please note: only in exceptional situations should the School Safety Plan be reviewed remotely.
 - When reviewing the School Safety Plan remotely, it can only be viewed remotely through screen share. It **MUST NOT** be posted anywhere for electronic review at any time other than live screen share.
 - Remote members must then include their required comments and/or acceptance of the Safety Plan via email where the plan will be signed electronically by the Safety Committee Chairperson, and the email for all remote team members be maintained with the printed copy of the School Safety Plan.
 - Set the committee’s monthly meetings calendar
- Agendas and minutes of each School Safety Committee meeting must be entered online in the designated section of the OSYD Portal within the month that the meeting is held.
- Minutes (absent any confidential information) must be distributed by the School Safety team to all staff within 48 hours (two days) of each meeting.
- State law and Chancellor’s Regulation A-414 requires principal(s) to hold at least one annual Safety Committee (Town Hall) meeting which is open to all parents of students who attend in the school to provide a forum for families to voice any safety concerns and issues they may have. Please note that this town hall meeting counts towards the ten required monthly safety committee meetings.

Emergency Response Plans

- For the safety of all students and staff, and in accordance with State law, the specific emergency response information of the plan, including but not limited to evacuation routes and procedures of the School Safety Plan, must remain confidential.
- Do not copy, distribute, or, under any circumstances, post the plan online. Do not share the contents of the plan with anyone who is not a member of the Safety Committee.
- All members of the Safety Committee must know that the plan is confidential.
- The InfoHub includes vital information and links on the many ways that all principals should prepare their school communities to respond effectively to emergencies.
- Reach out to your Borough Safety Director for information and training opportunities on emergency preparedness.

Emergency Readiness

Training for Principals

All principals are required to complete mandatory Emergency Readiness training, which is valid for two years. Refresher sessions are conducted during July and August. New principals who are assigned to schools during the summer months also receive Emergency Readiness training. Sessions were offered during July and August at various locations throughout the five boroughs. During the school year, sessions are scheduled for new principals who begin their positions after September 1. The mandatory Emergency Readiness training is offered through a self-paced web-based tool. For more information, please contact your [Borough Safety Director](#).

Safe Schools Against Violence in Education (SAVE) legislation requires school staff to be provided with annual [emergency procedures and violence prevention training by](#) September 15. When this date falls on a weekend or a day when there is no school, training must be conducted before September 15. Schools must plan professional development for staff during the school year on topics such as safety and security, behavior management, conflict resolution, respect for diversity, disciplinary procedures, etc. to promote a positive school climate and culture and a safe teaching and learning environment.

Evacuation and Soft Lockdown Drills

Consult your School Safety Plan for protocols and procedures for conducting fire/evacuation drills, and soft lockdowns. These drills must include all students and staff who require special assistance in an evacuation emergency who must be moved to FDNY-approved holding rooms, fire rescue areas, or areas of rescue assistance. The BRT must be activated, and the GRP must be implemented for all drills. At a building with full-time scanning, students must be scanned when they re-enter the building after any evacuation drill or emergency. Please consult with your [Borough Safety Director](#) if you have questions.

Key Facts to Know: Evacuation Drills

Frequency of Drills

- As required by State law, principals must hold a minimum of 12 emergency drills each school year, 8 of which must include evacuation and lockdown drills and four of which must be soft lockdown drills.
- The 8 drills which are required to include evacuation and soft lockdown must be held by December 23. Reminder: All schools are required to hold one lockdown drill by October 28.

Simulating Emergency Conditions

- Drills must be conducted under varying circumstances at varying hours, including lunch periods and at unannounced times to simulate actual emergency conditions.

- No more than one drill should be scheduled in a day.

Drill Reports

- All evacuation drill reports must be completed by the principal and entered into the NYCDOE Online Evacuation Drill data entry page, as this is the official system of record.
- In a campus setting or in a school that hosts other programs, the principal/campus designee is responsible for entering drills for the campus/school.

Types of Alarms

- Ringing the fire bell is the usual signal for a drill.
- However, staff and students must be aware of alternate procedures in case of malfunctioning of the bell system.
- Alternate signals, such as classroom bells, public address announcements, hand bells or messengers, may be used.

Evacuation Drill Instructions

- Instructions involving evacuation drills and evacuation paths to be used shall be posted in every classroom, auditorium, library, office, gymnasium and cafeteria.
- Evacuation Drill Posters may be ordered through FAMIS.

Staff and Student Compliance

- All students and staff in the school must obey drill signals and regulations.
- Emphasis should be placed on evacuating the school in a quick and orderly fashion. No talking, running or horseplay should be tolerated.
- Teachers must bring attendance information and the General Response Protocol (GRP) Assembly Card with them to ensure the safe evacuation of all students.
- An evacuation drill is not complete until all students and staff are out of the building or in holding rooms.
- FDNY Rescue Rooms and Holding rooms must be left unlocked during occupancy and have an operating phone.
- Schools must identify and create a Personalized Evacuation Plan (PEP) for all students/staff who require individualized evacuation assistance and cannot be safely evacuated in accordance with the procedures used for the general population or using the services/supports, the individual regularly receives.
- These individuals may include individuals who require special assistance in an evacuation emergency as well as students with cognitive or emotional disabilities who need additional and specific instruction to safely evacuate in an emergency.
- The PEP template can be found within your School Safety Plan and must be completed each year for staff/students within your building.
- In buildings with full time scanning, all students must be re-scanned upon entering the building after a drill.

Key Facts to Know: Soft Lockdown Drills

Frequency of Soft Lockdown Drills

- Principals must hold a minimum of 4 soft lockdown drills each school year.
- One of the four drills must be conducted by October 28, and another lockdown drill must be conducted between February 1 - March 15.
- The final two can be conducted at the school's discretion.

Simulating Emergency Conditions

- Soft lockdown drills must begin with an announcement, "This is a drill," repeated twice.
- The BRT and School Safety Agents must be activated to conduct a building sweep.

- **Under no circumstances should intruder or other specific scenarios be simulated.**

Soft Lockdown Drill Reports

- All soft lockdown drill reports must be entered into the NYCDOE Online Drill Data entry page by principal or designee as this is the official system of record.
- In a campus setting or in a school that hosts other programs, the principal/campus designee is responsible for entering drills for the campus/school.

Soft Lockdown Drill Instructions

- Instructions involving soft lockdown drills are found on the GRP posters that must be posted in every classroom, auditorium, gymnasium, library, office, and cafeteria.
- GRP Posters can be obtained through your [Borough Safety Director](#) and on the [InfoHub](#).

Staff and Student Compliance

- All students and staff in the school must comply with the GRP action for soft lockdown.
- Emphasis should be placed on quickly locking classroom and office doors and moving to the corner of the room where you cannot be seen through the door vision panel.
- Remember the use of Run, Hide, Fight as additional response actions when in Lockdown.
- Teachers must immediately ensure that the hallway and restrooms next to their classroom (if applicable) are checked for staff/students and then lock their classroom doors.
- A soft lockdown drill is not complete until the “all clear” announcement is made, “Attention, the soft lockdown is now lifted.”
- FDNY Rescue rooms and Holding rooms must be locked during a soft lockdown but must remain unlocked at all other times when the building is occupied.

Missing Student Protocol and Responding to Door Alarms

The protocols and steps required in the [Missing Student Protocol and Responding to Door Alarms document](#) reinforce and strengthen emergency procedures when a student is reported lost or missing, or when a door alarm is activated. This document outlines the steps you must take immediately when a student is reported lost or missing, a student’s whereabouts cannot be confirmed, and/or there is concern for the student’s safety or well-being.

Key Points

- Schools must be prepared to initiate a soft-lockdown AND assign staff to secure the exit doors to prevent the student from leaving the building.
- This [document](#) also outlines the required response for all adults in a school building whenever a door alarm is heard.
 - These expectations must be reviewed with all staff at the beginning of each school year. OORS documentation of missing students must be updated as necessary to accurately reflect the status of the incident.
 - If your school documents an incident indicating that a student is missing using either the missing child safety related code (N12) or any infraction code where it is indicated in the OORS report that a student has “Left School Premises without permission” and “has not been found,” your school is required to submit an update to this report within one school day of discovery with the outcome of the incident and the student’s whereabouts.
- The protocols contained in this document are part of your School Safety Plan and can also be found on the [InfoHub](#).
- Please ensure that all staff are familiar with this protocol.

- For questions or assistance regarding this protocol contact [your Borough Safety Director](#).

Visitor Control Procedures

Schools must maintain safe and welcoming environments. The NYCDOE’s policy requires that all school doors in all school buildings be locked and alarmed except for the main entrance door, which must be monitored by School Safety Agent(s), who are employees of the New York Police Department (NYPD), or other appropriately trained staff.

The School Safety Plan template includes centrally developed visitor control procedures, which provides standards and protocols for regulating visitors to school buildings. Each school’s visitor control procedures must be consistent with these centrally developed procedures. In accordance with these procedures, all visitors must enter the school building through the designated main entrance. The authority to grant or deny a visitor’s request to enter the school should be reasonable and consistent with these procedures, the needs and safety of the school, and the right of students and families to visit the school.

The visitor control procedures of all schools include, but are not limited to, the following:

- The main entrance must be monitored by a School Safety Agent or other appropriately trained staff during hours of operation.
- Signs must be posted at the main entrance reminding visitors that they must stop at the desk to sign in and show photo identification.
- Schools must ensure that the I-Speak Card is conspicuously posted at the main entrance for parents who require language assistance.
- The main desk must be arranged in a manner that enables the School Safety Agent to easily view visitors entering the building and allows visitors to easily locate the main desk.
- There should not be any cabinets or excess furniture that may block line of sight.
- The main desk must have access to a telephone in order to contact the main office.
- A two-way radio must be accessible for all staff assigned to the main desk.
- A visitor sign-in system must be used at the main desk. Visitor sign-in can be captured through the use of a “paper and pen” sign-in log (see your School Safety Plan for a template of the sign-in form) or electronic systems. For information about electronic Visitor Control Systems, contact your [Borough Safety Director](#).
- A visitor entering a school building will be requested to provide at least one (1) item of valid photo identification (e.g., driver’s license, foreign or US passport, consulate identification card, or IDNYC card).
- The School Safety Agent (SSA) or staff member on duty at the main entrance will record the date, time, visitor’s name and visitor’s destination in the Logbook.
- All visitors are required to sign next to the entry made by the SSA or staff person on duty.

Under COVID-19, in addition to the visitor control procedures outlined above, the following guidance must be adhered to whenever a parent or other visitor must enter the school building:

- All visitors must show proof of at least one dose of the COVID-19 vaccination to enter a NYCDOE school building. Visitors do not include students attending school or school related activities in a NYCDOE school building.
- Acceptable proof of vaccination is one of the following:
 - A [CDC Vaccination Card](#); a photo or photocopy is also acceptable.
 - A [NYC Vaccination Record](#) or other official immunization record from within or outside the US, including from a health care provider. A photo or photocopy of this card is also acceptable.
 - NYC COVID Safe App on [Android](#) or [iOS](#).
 - [Excelsior Pass or Excelsior Pass Plus](#).

- [NYCDOE COVID-19 Vaccine Portal](#).
 - An acceptable COVID-19 vaccination includes one dose of any COVID-19 vaccine fully authorized or authorized for emergency use by the [FDA](#) or [WHO](#).
- Any visitor to the building must show identification.
- If a visitor wishes to enter a NYCDOE building but is unable or unwilling to show proof of vaccination upon sign-in, the visitor may not enter the building absent emergency circumstances.
- Thus, law enforcement officials and emergency responders do not need to show proof of vaccination to enter when responding to an emergency, and if a student is experiencing a medical emergency or is in crisis, the student's guardian will be allowed to enter the building, regardless of vaccine status.
- Schools must make every effort to ensure unvaccinated individuals are able to still meet with teachers and attend meetings by offering virtual options.
- School Safety Agents should connect visitors with Parent Coordinator or other relevant staff members to assist.
- If a parent is called to the school to pick up their child, the child must be brought to the main lobby to meet the parent.

Additionally, any guardian needing to register their student is considered an emergency circumstance and will not be required to show proof of vaccination.

Updated visitor control procedures are available [here](#).

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 available and there is no other reason to deny access, the principal/designee (e.g., the parent coordinator), must be contacted. The principal/designee must then escort the parent to the office they are visiting and, following the meeting, escort the parent out of the building.

To assist schools in communicating with parents who have limited English proficiency, the [Translation and Interpretation Unit](#) provides schools with access to free written translation, oral interpretation services, and over-the-phone interpretation services. If you have any questions or need more information, please contact the Translation and Interpretation Unit at translations@schools.nyc.gov or visit the [Translation and Interpretation Unit](#) webpage.

Accessibility Guidelines and Visitor Protocols

The NYCDOE has created Accessibility Guidelines that provide specific information and guidance regarding how all schools can remain accessible to school community members and their guests. To maximize the benefit of accessible entrances, schools should have a plan for how they will welcome and receive individuals with disabilities into their building safely, with dignity and respect, while adhering to all visitor control procedures. These guidelines can be found within each School Safety Plan in the Visitor Procedures section.

Reporting Procedures for School-Related Occurrences

Reporting of occurrences is necessary to ensure that schools remain safe and orderly. [Chancellor's Regulation A-412](#) requires that principals/designees submit an occurrence report for all school-related crimes and incidents, including incidents on school buses, within one school day of being informed of the incident, using OORS.

Schools are required to call the Emergency Intake Center (EIC) to enter a report in OORS in the following circumstances:

- When NYPD is contacted/responds
- When police action is taken (e.g., arrest, questioning of students or staff)
- When a student engages in any Level 5 infraction of the Discipline Code (for both A and B codes)

- When a student engages in infraction B48/A46 of the Discipline Code (possession of a Category II weapon)
- For the following categories of incidents:
 - N99 (other incidents that do not fall under an existing code)
 - O75 (when an incident is reported to the Special Commissioner for Investigations (SCI))
 - O64 (when the Administration for Children’s Services {ACS} removes a student)
 - N20 (when a school conducts a Lockdown)
 - N09 Death/deceased (including death related to COVID-19)

For all other incidents, schools are not required to call EIC to enter a report in OORS.

Emergency Information Center (EIC)

Contact Information and Notify NYC

- The EIC is available Monday-Friday from 8:00 a.m. to 5:00 p.m. during the school year and 8:00 a.m. to 4:00 p.m. during summer school.
- The phone number for EIC is (718) 935-3210.
- EIC is also the office that communicates with Notify NYC. If a school incident is deemed to require communication with Notify NYC, EIC will initiate the communication that will be sent to those who have registered with Notify NYC.
 - Registration should be encouraged for all staff and families of your school community. Individuals can register by calling 311 or by visiting the [NYC website](#).

Incidents Reported to EIC

- All incidents that are required to be reported to EIC will be entered directly online through the Online Occurrence Reporting System (OORS) by EIC based on information provided by school officials. EIC will create a report in OORS, provide the school with a NYCDOE control number and the school is responsible for reviewing and submitting, and where applicable, updating the report.
- The school is responsible for interviewing and obtaining signed, written statements describing the occurrence from all parties (alleged victims, alleged suspects) and all witnesses to the event.
- Only official OORS Written Statement Forms are accepted by the System. You must not use custom forms. Remember to use a separate, individually numbered form for each page of an individual’s statement. Written Statement Forms cannot be photocopied or duplicated. New forms must be downloaded when needed. Completed forms must be faxed to (718) 935-5860.
- If further information is gathered after an initial submission, an update must be made within one school day.

Reporting Incidents

Person Responsible for OORS Reporting

- The principal/designee is responsible for the accurate categorization of each incident reported and for the complete and correct description of each incident.
- Once a designee is assigned to OORS on the OSYD Portal, that designee will have access to OORS for the school by using their own NYCDOE Windows and Outlook username and password.
- All incidents must be submitted in OORS within one school day of the principal/designee becoming informed of the incident. When new information about an incident is obtained, the report must be updated within one school day of discovery.

Training for Principal Designees

- The principal must ensure that designees receive formal training in the Online Occurrence Reporting process, including how to categorize incidents, and how to write complete and accurate incident reports.

Principal Designee's Responsibilities

- In schools where there is a principal's designee assigned to report school-related occurrences, the designee must immediately alert the principal whenever an occurrence takes place and, each day, provide the principal with a hard copy of the occurrence report(s) for review, or a soft copy if occurrences take place in a remote learning environment due to quarantine or snow day.
- In the event of an immediate emergency, staff must contact 911 and then inform the principal and/or designee.

School-Related Crime

- When a school-related crime has been committed, the school must immediately notify the NYC Police Department, School Safety Agent, Borough Safety Director, and the parents of any students involved in the incident.
- In addition, the notification to the Emergency Information Center (EIC) must be made immediately by calling (718) 935-3210.
- Once the school provides a brief description of the occurrence, EIC will create the report in OORS and give the school a NYCDOE control number.
- The school then must review the report and complete the online occurrence report, as described below, using the number provided by EIC.

Comprehensive Injury Reports (CIR)

- Comprehensive Injury Reports (CIR) must be completed for all injuries regardless of whether they arise from an accident or an incident (i.e., altercation).

Cyber Generated Images

Students who use cell phones, computers and other technology to post and send inappropriate images and materials to each other, including on social networking sites, and staff who address such behavior must be made aware of the potential school-based and legal implications of engaging in such misconduct. If you become aware of inappropriate images, video or written material on cell phones, computers or social networking sites that are being sent or received by students in your school, you must follow the steps delineated in [How to Deal with Inappropriate Cyber Content](#).

Student ID Cards

Please note that NYCDOE policy prohibits schools from charging students for their original ID card or for their first replacement ID card. Schools may charge students up to three dollars (\$3.00) for each additional replacement ID card. A student's inability to pay for a replacement ID cannot result in denial of attendance.

Photo ID Cards may display the students' name and photograph, along with school name and school address. Please be reminded that it is prohibited under the Family Educational Rights and Privacy Act (FERPA) for ID cards to display either student identification numbers (OSIS numbers) or dates of birth. As soon as possible, any schools that currently have student ID cards in circulation that display these prohibited fields must issue new cards without these fields and collect the old cards.

Schools operating the Comprehensive Attendance Administration Security System (CAASS) for student ID card services, must connect CAASS devices to VLAN 420 on the school's administrative network. In accordance with data security standards established by the Division of Instructional and Information Technology, CAASS devices may not run wirelessly.

Scanning (Full-time, Random, and Unannounced)

The NYCDOE in collaboration with the New York City Police Department (NYPD) has created [Guidance on the Use of Scanning](#) for NYCDOE public schools. This document provides an overview of scanning, defines the different types of scanning that can be implemented, and the process for being designated a scanning school or having a school's scanning designation changed.

At the start of the school year, begin the process of notification to all parents and staff about the possibility of unannounced scanning. Please see [Guidelines for Unannounced Scanning](#). The [letter](#) to parents must be put on school letterhead and sent home to students' families. The letter enlists parents' support to ensure that their children do not bring contraband items to school.

School Safety Agent Integration

The safety and security of students and staff is a top priority for this administration. The NYCDOE collaborates with the NYPD School Safety Division to provide a safe and secure learning environment for our students. School Safety Agents assigned to our schools are members of the NYPD School Safety Division and are an integral part of our schools. Schools are strongly encouraged to include their School Safety Agent(s) into their school community and view them as key members of the school staff.

In addition, the [Memorandum of Understanding \(MOU\)](#) between the NYCDOE and NYPD which governs security and police engagement in schools was revised and adopted in June 2019. The MOU clarifies the roles of the NYPD and the NYCDOE in addressing student misconduct. It stresses our joint commitment to ensuring that schools are safe havens for students and staff. The MOU, Chancellor's Regulations A-412 and A-432, along with a new patrol guide issued by NYPD, outline the policy and procedures for addressing police action in NYCDOE schools, including the arrest and questioning of students by NYPD and the release of student records. Resources related to the MOU are available on the InfoHub.

Gang Prevention and Intervention Unit (GPIU)

Approach to Supporting Student Safety and a Positive School Culture and Climate

The Gang Prevention & Intervention Unit (GPIU), within the Office of Safety and Prevention Partnerships (OSPP) works to promote student safety and awareness regarding youth and gang violence and other unlawful behavior. It aims to help schools and their communities create a safer and more secure environment by assisting them in developing a proactive approach to gang activity and other forms of youth violence. This unit focuses on working collaboratively with students, staff, parents, and community members to help reduce the negative consequences of gang and youth violence in and around schools throughout the five boroughs of New York City.

Workshops, Student Programs, and Services

To learn more about GPIU and the workshops, student empowerment programs, and prevention services that it offers, contact Leevone Church at LChurch@schools.nyc.gov or Darlene Walker-Mungin at DWalkerMungin@schools.nyc.gov.

Workshops

- GPIU conducts workshops that help empower youth to choose alternatives to violence and understand how their choices dictate their life's journey.
- GPIU also facilitates staff training that provides staff with a better understanding of gang culture and how to reach our youth.
- Finally, GPIU's parent workshops are focused on helping parents recognize signs that their child is in need of support services.

Student Empowerment Programs

GPIU provides support to schools interested in providing student empowerment programs, including speakers and resources, to their students.

Prevention Services

Building innovative programs and activities that engage youth will help to replace their need to belong to a gang with the need to belong to a positive group that helps keep them engaged in self-empowering activities.

Behavioral Crisis De-escalation/Intervention and Contacting 911 for Emergency Medical Services (Chancellor's Regulation A-411)

[Chancellor's Regulation A-411, Behavioral Crisis De-escalation/Intervention and Contacting 911](#), provides guidance on responding to behavioral crises and when to contact 911 for emergency medical services in these situations. Note that the policies and procedures for contacting 911 for emergency medical services for a physical injury or medical condition are contained in [Chancellor's Regulation A-412](#).

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

As noted above, [Chancellor's Regulation A-411](#) requires each school's Crisis Intervention Team to develop a Crisis De-escalation Plan as part of its annual ConsPlan, which must be approved by BCO De-escalation/Crisis Intervention Manager by October 30. The Crisis De-escalation Plan must:

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

In addition, by October 31 the school's Crisis Intervention Team must conduct an orientation for all school staff, including non-instructional staff, on the policies and procedures contained in [Chancellor's Regulation A-411](#) and on

the school's Crisis De-escalation Plan and must use the [orientation PowerPoint](#), which contains the information, along with places for the school to insert information from its own plan. It is recommended that the orientation session should be a part of the opening day staff meetings in September.

By October 31, 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.

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

Resources

For additional information regarding the safety, security and emergency readiness, please refer to the [Safety and Emergency Preparedness page](#) on the InfoHub. For additional information on responding to a crisis, please refer to the [Crisis Support Infohub page](#).

Respect for All and Sexual Harassment Prevention

This section summarizes required actions and deadlines to ensure that your school is encouraging respect for diversity and prevention of harassment, including sexual harassment, among students and between students and staff.

Designating the Respect for All (RFA) Liaison and the Sexual Harassment Prevention (SHP) Liaison

In accordance with Chancellor's Regulations A-831 and A-832, if a SHP or RFA Liaison:

- Vacates their appointment, the principal must immediately designate an interim RFA or SHP Liaison in your school's ConsPlan and ensure that a new RFA or SHP Liaison has been appointed and received the mandated training within 30 days.
- Is temporarily unable to perform their duties for an extended period of time, and there is no other RFA or SHP Liaison, the principal must designate another trained RFA or SHP Liaison to serve on an interim basis until the RFA or SHP Liaison returns.

RFA and SHP Liaisons should work collaboratively to serve as resources to the school community and should remain abreast of any new updates, resources, and learning opportunities.

Key Dates

September 21

- Email Brendan Lang at BLang4@schools.nyc.gov for virtual training for newly designated RFA Liaisons
- Email Dr. Janeika Fairley at JFairley@schools.nyc.gov for training for newly designated SHP Liaisons.

October 31

ConsPlan

- Your principal must identify your school's primary RFA Liaison and SHP Liaison and investigator and then enter their names into your school's ConsPlan. The RFA and SHP Liaisons must be an administrator, supervisor, teacher, guidance counselor, school psychologist, or social worker who works at the school full-time.
 - Note: the RFA and SHP Liaison staff names that your school provides in your ConsPlan are auto-populated on your NYCDOE-generated school website.

- In the ConsPlan, please also enter your school’s RFA and SHP plans to implement RFA and SHP.
- If the information for #1 or #2 above changes throughout the year, it must also be updated in the ConsPlan.

Materials for Schools and Families

Many RFA and SHP materials are referenced below in **bold text** and can be found on the [Respect for All InfoHub page](#), particularly under the “Materials for Compliance” section.

Families can also access more information at the [Respect for All Handouts family-facing page](#).

Trainings for School Staff

For comprehensive information to implement the mandated Respect for All program and mandated sexual harassment prevention at your school, your school should use the following documents:

- Principals, principal designees, Respect for All (RFA) Liaisons, and Sexual Harassment (SHP) Liaisons should refer to the **RFA Implementation Guide**.
- All school staff must receive training with this **Respect for All: Making Schools Safe and Supportive for All Students PowerPoint**. (See information in the chart below regarding required certification of these staff trainings.)
- Principals, designated school-based investigators, RFA and SHP Liaisons must take and complete the webinar on Chancellor’s Regulations A-832 and A-831. All listed designees in the ConsPlan (needs to be updated in the beginning of the school year) will receive an email with the link to the webinar for completion.
- Ensure that all staff members, including non-instructional staff, received the **Respect for All: Making School Safe and Supportive for All Students PowerPoint training** on the policy and procedures within Chancellor’s Regulations A-831 and A-832 by October 31 and certify that the training took place in your school’s ConsPlan.

Training Documentation

Your school must retain in its files a copy of the Chancellor’s Regulation A-831 and A-832 training materials used, the agendas for the trainings, and the signed staff attendance roster for the training.

Posters in School

- Conspicuously post and display the **Respect for All Posters**, the **Student-to-Student Sexual Harassment Prevention “Check and Respect” Posters**, and the **LGBTQ Support Posters**, with the names of your RFA Liaison and SHP Liaison on each poster, in locations deemed highly visible to students, parents, and staff throughout your school. Schools should make every effort to post this information as early as possible in the school year.

Information for Students and Parents (including Translations)

- Provide students and parents with the name(s) and contact information of the school’s RFA Liaison(s) and SHP Liaison(s) and relevant resources that explain NYCDOE’s policies and procedures to prevent and address student-to-student sexual harassment and student-to-student gender-based harassment, bullying, intimidation, and/or discrimination.
- The name of the RFA and SHP Liaisons must also be posted on each school’s website.
 - Note: Note that in accordance with NYC legislation, NYCDOE schools are specifically mandated to post the name and contact information of the school’s Respect for All (RFA) Liaison on the NYCDOE school’s website. The RFA and SHP Liaison staff names that your school provides in your ConsPlan are auto populated on your NYCDOE school website (changes take place over 24 hours).
- Schools must use the **Sample Respect for All Letter template** (available in all ten NYCDOE-supported languages) to share with parents and students of relevant resources that explain NYCDOE’s policies and procedures to

prevent and address student-to-student sexual harassment and student-to-student gender-based harassment, bullying, intimidation, and/or discrimination.

- Parents/students entering the school during the school year must receive [Respect for All Handouts](#) (available on the family-facing page) highlighting the policies and procedures set forth in these regulations, including the procedures for how to make a report, and whom parents may contact outside the school for additional support upon enrollment.
 - You can also distribute or make electronically available both the **Respect for All brochure** and the **RFA Sexual Harassment brochure** to all students and parents upon enrollment (**both brochures are available in all ten NYCDOE-supported languages**).
 - Schools are encouraged to also provide Respect for All “Wallet Cards,” a printed resource the size of business cards for students to carry with them regularly.
 - Please contact RespectForAll@schools.nyc.gov to request the wallet cards and, pending budget availability, they will be mailed to your school.
- Ensure that students have been provided and trained with the information in Chancellor’s Regulations A-831 and A-832 and then certify that students have been provided with information and training on the policy and procedures in your ConsPlan. Schools must use the following appropriate grade-level materials, including:
 - Chancellor’s Regulations A-831:
 - High School A-831 Student PowerPoint **Understanding Sexual Harassment**
 - Middle School A-831 Student PowerPoint **Understanding Sexual Harassment**
 - Elementary School A-831 Student PowerPoint **All About Sexual Harassment**
 - Chancellor’s Regulation A-832:
 - **Respect for All for Elementary Students**
 - **Respect for All for Secondary Grade Students**

Title IX Requirements

Title IX is a federal law prohibiting sex discrimination and harassment in schools and NYCDOE’s programs and activities. In August 2020, the U.S. Department of Education adopted regulations, which revise the definition of sexual harassment prohibited under Title IX and the procedures for investigating such alleged conduct. Please review the [Title IX Notification to Principals](#) for more information.

Staff, students, and parents should also continue to refer to Chancellor’s Regulations A-830, A-831, and A-832.

If you have questions regarding the new Title IX regulations or NYCDOE policy, please visit the [NYCDOE Title IX family-facing page](#) or contact the NYCDOE Title IX Coordinator at Title_IX_Inquiries@schools.nyc.gov.

Requirements and Procedures for Bullying and Harassment Complaints

Students and parents may submit complaints of student-to-student bullying, harassment, intimidation, discrimination and/or sexual harassment on the NYCDOE’s online reporting system.

In accordance with the settlement and Chancellor’s Regulations A-831 and A-832, schools must follow the procedures and requirements concerning the handling of student-to-student complaints, which can be found in the **RFA Implementation Guide**.

Notice of Determination

After your school completes an investigation of a complaint alleging that a student was the victim of behavior which may have violated Chancellor’s Regulation A-831 and/or A-832, your school must provide the parent and student with a written notice of determination within 10 school days of receipt of the report absent extenuating circumstances that prevent providing the notice of determination in this time frame. Sample notices are available in the ten NYCDOE languages on the [Respect for All InfoHub page](#). Please note that parents of the students who are involved in an incident

may only be given information about their own child. The school must not tell parents about supports or discipline for another student.

Questions and Support

If you have questions or concerns regarding:

- Respect for All and/or delivery of RFA training and materials, please contact:
 - RFA Program Manager: Brendan Lang (he/him/his), BLang4@schools.nyc.gov, office: (718) 935-3416
 - Director of Youth Support Services: Jolan Nagi (he/him/his), JNagi@schools.nyc.gov; office: (212) 374-6777
 - Respect for All Inbox: RespectForAll@schools.nyc.gov
- Sexual Harassment Prevention and/or delivery of SHP trainings and materials, please contact:
 - CR A-832 and A-831 Inbox: CRA832A831Training@schools.nyc.gov
 - Administrator: Janeika Fairley (she/her/hers), JFairley@schools.nyc.gov

Citywide Behavioral Expectations to Support Student Learning (including the Discipline Code)

All members of the school community—students, staff, and parents—must know and understand the standards of behavior to which all students are expected to live up to, as well as the appropriate responses if these standards are not met. The [Citywide Behavioral Expectations to Support Student Learning \(including the Discipline Code\)](#) provide descriptions of conduct that meet the standards of behavior expected of NYC students, and it also outlines conduct that does not meet these standards. It also includes:

- Ranges of supports and interventions to promote positive behavior and also permissible disciplinary responses that schools may use to address misconduct.
- The K–12 Student Bill of Rights and Responsibilities, which promotes responsible student behavior and an atmosphere of dignity and respect by establishing guidelines to help students strive to become productive citizens in a diverse society.

Last revised in September 2019 as a result of a public review process that included hearings and feedback from school community members, including parents, students, principals, and teachers, these Citywide Behavioral Expectations apply to all students in NYCDOE schools. They are available in the nine most common primary languages (other than English) spoken by people living in New York City, as determined by the NYCDOE (“supported languages”).

Please note that the Discipline Code does not apply to students in 3-K or pre-K. Students in 3-K and pre-K may not be expelled or suspended. In addition, 3-K and pre-K students may not be sent home early as a form of punishment or as a strategy to manage disruptive behavior in the classroom. Schools should refer to the NYCDOE’s “Statement on Positive Behavior Guidance” in the [3-K for All and Pre-K for All Handbook](#).

Supports and Interventions

Supports and interventions are an integral part of a comprehensive response to misconduct and should be considered for all parties and witnesses to an incident, where appropriate. All supports and interventions must be documented and should be provided before, during, and after the school’s investigation as appropriate. Schools are required to provide and document supports and interventions at all stages of the disciplinary process, including during suspension. When used consistently and appropriately, supports and interventions help improve student behavior, lower the incidence of repeated misbehavior, and contribute to a more positive school environment. Schools should select the appropriate supports and interventions that best meet the needs of the student.

The [Citywide Behavioral Expectations to Support Student Learning](#) includes a full glossary of supports and interventions.

Required Documentation

- All incidents, interventions, and supports must be documented in the Online Occurrence Reporting System (OORS) for all parties and witnesses involved, where appropriate, regardless of whether or not a disciplinary response is imposed. For more information about incident reporting, please see [Chancellor's Regulation A-412](#).
- All disciplinary responses must be reported in the Suspensions and Office of Hearings Online (SOHO) system. For more information about suspension policy, please see the [Overview of Teacher Removals and Suspensions](#) and [Chancellor's Regulation A-443](#).

NYCDOE Conflict Mediation Program for Students

For the 2022-2023 school year, the [NYCDOE Student Suspension Hearing and Mediation Centers](#) have launched a conflict mediation program. The goal of this program is to help students, who are referred by their schools, to potentially resolve ongoing disagreement(s) or underlying tensions between two students before the conflict escalates to needing a formal disciplinary response.

The program is voluntary for students and is facilitated by staff at the five NYCDOE Student Suspension Hearing and Mediation Centers, who have been trained in conflict mediation.

Note:

- For the first year of this program, the program is only available for pairs of students in conflict.
- Conflict mediation is separate from the NYCDOE student suspension hearing process, and students do **not** need to be suspended in order for a school to request conflict mediation for a pair of students.
- This program differs from school-based peer mediation programs.

Conflict Mediation would be provided to participating students during the school day in-person at the assigned Student Suspension Hearing and Mediation Center.

For more information on the NYCDOE Conflict Mediation Program, visit the [Conflict Mediation and Resolution InfoHub page](#). For questions, please contact Seth Rosenkrantz (he/him/his) at SRosenk@schools.nyc.gov.

Additional Key Discipline Policies

Teacher Removals and Suspensions (Chancellor's Regulation A-443)

Please review the [Overview of Teacher Removals and Suspensions](#), which summarizes key information regarding disciplinary responses, including:

- Teacher removals
- Principal's and superintendent's suspensions of students
- Manifestation Determination Reviews (MDRs) and other requirements for students with disabilities.

School officials should review the "Progressive Ladder of Support and Disciplinary Responses" outlined in the Discipline Code and the procedures set forth in [Chancellor's Regulation A-443](#) for responses to student misconduct. Student misbehavior must be handled on a case-by-case basis, and the ladder specifically illustrates a progressive approach to such behavior. Understanding discipline as a "teachable moment" is fundamental to a positive approach to discipline. Progressive discipline uses incremental interventions to address inappropriate behavior with the goal of teaching pro-social behavior. Progressive discipline does not seek punishment. Instead, progressive discipline seeks accountability and positive behavioral change and prevents a recurrence of negative behavior by helping students learn from their mistakes. Assisting students who have engaged in negative behavior is essential to implementing progressive discipline.

Involuntary Transfers

[Chancellor's Regulation A-450](#) describes the procedures for effectuating the involuntary transfer of students in general education (those without IEPs). When possible, alternative interventions should be utilized before initiating involuntary transfer proceedings.

When a student's behavior and/or academic record demonstrates that adjustment in school is unsatisfactory and if the principal believes that the student would benefit from a transfer or receive an appropriate education elsewhere, the principal may pursue an involuntary transfer in accordance with Chancellor's Regulation A-450. Every effort should be made to minimize any disruption to the student's education.

Questions and Support

If school staff have any questions concerning the above policies, please contact the school's [Borough Director of Student Suspensions](#).

Behavioral Crisis De-escalation/Intervention and Contacting 911 for Emergency Medical Services

Chancellor's Regulation A-411

[Chancellor's Regulation A-411, Behavioral Crisis De-escalation/Intervention and Contacting 911](#), provides guidance on responding to behavioral crises and when to contact 911 for emergency medical services in these situations. Note that the policies and procedures for contacting 911 for emergency medical services for a physical injury or medical condition are contained in [Chancellor's Regulation A-412](#).

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

As noted above, [Chancellor's Regulation A-411](#) requires each school's Crisis Intervention Team to develop a Crisis De-escalation Plan as part of its annual ConsPlan, which must be approved by the Superintendent's Office by October 31. The Crisis De-escalation Plan must:

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

In addition, by October 31, the school's Crisis Intervention Team must conduct an orientation for all school staff, including non-instructional staff, on the policies and procedures contained in [Chancellor's Regulation A-411](#) and on the school's Crisis De-escalation Plan and must use the orientation PowerPoint found [here](#) which contains the information, along with places for the school to insert information from its own plan.

It is recommended that the orientation session should be a part of the opening day staff meetings in September. By October 31, 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.

More detailed information on the policies and procedures for responding to behavioral crises and determining when to contact 911 is contained in [Chancellor's Regulation A-411](#). Additional guidance on responding to behavioral crises, developing your school's Crisis De-escalation Plan, and conducting an orientation session for the upcoming school year are available on [Crisis Support InfoHub page](#).

Child Abuse and Maltreatment

Key Dates

- **September 30:** Submit a Child Abuse and Neglect Intervention and Prevention Plan as part of the ConsPlan
- **October 31:** All school staff members receive training on child abuse and neglect by the school's Child Abuse Prevention and Intervention Team.

Requirements for Reporting Child Abuse and Maltreatment

A child is considered abused or maltreated if the child is less than 18 years old and a parent, guardian, custodian or person regularly residing in the home, or another person responsible for the child's care, which includes an employee of a New York City Early Education Center (NYCEEC) and an employee of a NYCDOE LYFE Center, harms the child, creates substantial risk of harm or fails to exercise a minimum degree of care to protect the child. All pedagogical and non-pedagogical school personnel are mandated reporters of child abuse and maltreatment and are required to report suspicions of abuse or maltreatment to State Central Register (SCR) immediately.

If a mandated reporter suspects abuse, or maltreatment of a child, the following steps must be taken:

- The mandated reporter must immediately file an oral report to the SCR at 1-800-635-1522. A "Call ID" number must be obtained from the SCR confirming that a report was accepted.
- The caller must immediately (and no later than the end of the school day) inform the principal/designee of the allegation and the Call ID number.
- The mandated reporter must complete a [LDSS 2221-A](#) form within 48 hours of making the report to SCR and email it to the ACS Field Office in the borough where the alleged subject of the report resides. A copy of the form must be emailed to the Superintendent's Office 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 NYCDOE's [Online Occurrence Reporting System \(OORS\)](#) within 24 hours after the principal/designee is advised of the report to SCR and receives the Call ID number.

Child Abuse and Maltreatment Administrative Mandates

All schools must take appropriate steps to ensure that:

- A Child Abuse and Maltreatment Prevention and Intervention Team is established in each school.
- A Child Abuse and Maltreatment Prevention Designated Liaison is appointed in each school.
- All school-based Liaisons must participate in the annual Designated Liaisons Training. A list of this year's trainings is available on the [Reporting Child Abuse InfoHub page](#).
- All school staff members receive training on child abuse and maltreatment by the school's Child Abuse Prevention and Intervention Team. Training for school staff must be held by **October 31**. (Note: This training is in addition to the required two-hour New York State Identifying and Reporting Child Abuse and Maltreatment: Mandated Reporter Training required for New York State Certification).

- Members of the school’s Child Abuse and Maltreatment Prevention and Intervention Team must receive a copy of [Chancellor’s Regulation A-750](#).
- The [Highlights of Chancellor’s Regulation A-750](#) are prominently posted in the school building and disseminated to all staff, including pedagogical and non-pedagogical staff.
- Each school submits a Child Abuse and Maltreatment Intervention and Prevention Plan by September 30 to the Superintendent’s Office for review as part of the online ConsPlan.
- Schools must display Child Abuse Poster containing the Office of Children and Family Services (OCFS) child abuse/maltreatment hotline number.
- The school conducts child abuse and maltreatment prevention activities for students, staff and parents.
- In connection with reports of suspected child abuse or maltreatment of a NYCDOE student, it is NYCDOE policy that photographs must be taken of any visible signs of traumas. Photographs must be taken at the direction of the principal/designee by NYCDOE or DOHMH staff who has completed the appropriate NYC training. Photographs must be sent by the Designated Liaison to the borough specific ACS email inbox from an agency issued device using authorized encryption software in accordance with procedures developed by the NYCDOE.
- Using existing data matches between ACS and NYCDOE, schools will identify students with child welfare involvement (i.e., students in foster care, with indicated cases and/or students whose parents are or recently were under investigation by the Administration of Children’s Services (ACS). Schools must closely monitor the attendance of elementary and middle school students with child welfare involvement and take the follow-up action regarding parent outreach and escalating concerns to ACS and/or ACS agency partner set forth in CR A-750.

For additional information or questions, please contact Donna Brailsford at DBrails@schools.nyc.gov.

Gender Guidelines and LGBTQ+ Supports

Key Dates

- **September 30:** Share your school’s Gender Sexuality Alliance (GSA) student club and staff liaison as part of your school’s ConsPlan submission
- **January 30:** Sixth Annual GSA Summit
- **February 28:** Update, as needed, your school’s Gender Sexuality Alliance (GSA) student club and staff liaison as part of your school’s ConsPlan submission

Guidelines to Support Transgender and Gender Expansive Students

The NYCDOE [Guidelines to Support Transgender and Gender Expansive Students](#) set forth protocols and describe best practices for supporting transgender and gender expansive students. All principals **must** share these guidelines with their school staff and students.

Schools must be proactive in creating a culture and practices that respect and value all students and foster understanding of gender identity and expression within the school community. All school staff members and students must refer to students by their chosen names and pronouns. All students may discuss and express their gender openly and decide when, with whom, and how much of their private information to share.

Schools must review the [Guidelines to Support Transgender and Gender Expansive Students](#) for more information on the following topics:

- Terminology, Names, and Pronouns
- Student Records, Privacy, and Medical Records
 - Note: Starting the 2022-23 school year, the NYCDOE’s student data systems that generate permanent records will include an option of “X” for students who do not identify as female or male, such as students

who are non-binary, gender expansive, or gender fluid. Review the Guidelines for processes for students to update their chosen or legal name and/or gender.

- Harassment and Discrimination
- Sports and Physical Education
- Restrooms and Locker Rooms
- Gender Inclusion in Other Areas
- Curriculum
- Notification to Staff and Students

Contact [senior field counsel](#) or LGBTQ@schools.nyc.gov with questions.

Guidelines on Gender Inclusion

The NYCDOE's [Guidelines on Gender Inclusion](#) include protocol and best practices for gender inclusion in schools.

The NYCDOE prohibits gender segregation for health classes, including for classes or portions of these classes that deal primarily with human sexuality. All principals **must** share these guidelines with their school staff.

Generally, non-vocational classes and extracurricular activities must be coeducational. In very limited circumstances, it may be appropriate to offer single-gender non-vocational classes, or extracurricular activities that support the curriculum (e.g., advisory groups). Schools must consult their Senior Field Counsel and follow guidance in the Guidelines prior to offering any such class or activity.

Dress Code Guidelines

In accordance with NYCDOE policy, students have the right to determine their own attire, except where the dress is dangerous, interferes with the teaching and learning process, or violates the NYCDOE's anti-discrimination policy. Schools may develop and implement a dress code, if it is consistent with this policy, using the [Dress Code Guidelines](#), which were recently published on the NYCDOE family-facing web page in Spring 2022.

All schools are strongly advised to reexamine any existing dress code practices using these new guidelines, noting specifically that school-specific dress codes:

- Must be implemented equally and in a non-discriminatory manner. Schools must ensure that all staff, students, and parents are advised, in writing, of the dress code, students' rights with respect to their attire, and consequences for students wearing clothing that violates the dress code.
- Must not prohibit a student from wearing clothing consistent with their needs based on their protected identities (e.g., headwear worn for religious observance or disability-related attire), or from maintaining or wearing natural hair or hairstyles that are closely associated with these identities (e.g., head scarves, do-rags, beads and other hair accessories, short or long hair, locs, braids, and twists).
- Must be gender neutral and applied uniformly. They may not prohibit a specific gender from wearing particular attire (e.g., prohibit students who identify as male from wearing skirts, jewelry, or nail polish). A school cannot require gender-specific attire for NYCDOE- or school-sponsored programs or activities (e.g., require only students who identify as female to wear dresses at graduation).
- Must not prohibit "distracting" clothing or certain types of clothing that is stereotypically associated with one gender (e.g., only prohibiting miniskirts or camisole tank tops which are predominantly worn by students who identify as female).
- Before developing a new dress code or reexamining an existing one, schools should also consult with their school leadership team (SLT), families, and various members of the student body, in order to ensure that different perspectives and identities are considered and respected.

For related questions about school climate, culture, and inclusion, please contact your superintendent's office. For questions about the dress code guidelines, contact your [senior field counsel](#).

Gender and Sexuality Alliance Clubs

What Is a GSA Club?

A school's [Gender and Sexuality Alliance \(GSA\)](#) is a student club, typically in a high school or middle school, which provides a place for students to meet, support each other, talk about issues related to sexual orientation and gender identity and expression, and work to end harassment, sexual harassment, and discrimination for LGBTQ students. The clubs are also a great place for all students to get support, including allies and children of LGBTQ parents to get support.

If you need help or support, email LGBTQ@schools.nyc.gov. Connect with NYC educators on the [NYCDOE NYC Schools Pride Facebook group](#). Visit the [LGBTQ+ Supports InfoHub Page](#) for more resources and upcoming events—and also follow the [NYC Schools PRIDE Instagram page](#) ([@NYCSchoolsPride](#)) as well.

GSA Documentation by Your Principal

Note that your school's GSA must be documented by your principal by **September 30** and then, as needed, updated **no later than February of each school year (by February 28)** in your school's ConsPlan. Each spring, the NYCDOE is required, per City Council's Local Law 231 of 2017, to publish the GSA Report, which includes the GSA status for each NYCDOE middle and high school.

Principals and the school's ConsPlan designee(s) can navigate to the School Culture section to update questions 12 and 13. For ConsPlan technical assistance, visit the For ConsPlan technical assistance, your principal should visit the [OSYD and OSPP Wiki page](#). For technical assistance, email OSYDData@schools.nyc.gov or call (718) 935-5004.

Sixth Annual GSA Summit on January 30, 2023

Hosted by the NYCDOE, the annual GSA Summit is an opportunity for student leaders and GSA staff advisors to celebrate, network, and learn from one another.

Please encourage middle and high school students and school staff advisors of your school's GSA to register for the 6th Annual GSA Summit, which will take place on Monday, January 30, 2023, the NYCDOE Professional Development Day for Grades 9-12 and 6-12 schools.

Separate workshops will be offered for students and staff advisors. More information will be posted in December 2022 on the [LGBTQ+ Supports InfoHub Page](#).

More Information

For additional information or assistance in supporting LGBTQ students, contact LGBTQ@schools.nyc.gov or visit the LGBTQ+ Supports InfoHub page for more information for professional development opportunities, educator resources, and LGBTQ+-related awareness days. Sign-in with your NYCDOE credentials at <https://infohub.nyced.org> and then do a keyword search for "LGBTQ" or, after you are signed in, visit <https://infohub.nyced.org/LGBTQ>.

School Counseling Plans (Section 15 of the ConsPlan)

The revised [NYSED Commissioner's Regulations section 100.2\(j\)](#) requires each school to develop a school counseling plan that addresses how all students will benefit from the comprehensive school counseling program (CSCP) at your school. Counseling plans must be updated annually in order to meet changing counseling needs of students.

School Counseling Plan Mandates

Key revisions to NYSED Commissioner's Regulation 100.2(j)(2) for Comprehensive School Counseling Programs include the following:

- All students in grades K-12 shall have access to a certified school counselor and have a comprehensive school counseling program;
- The program shall be designed and reviewed by certified school counselor(s) in coordination with school staff and any appropriate pupil personnel service providers, and shall be designed to address multiple student competencies including career/college readiness standards, academic skills development, and social/emotional development;
- The program must include a School Counseling Curriculum for all students in grades K-12, with classroom lessons addressing specific and relevant student competencies in career/college readiness, academic skills, and social/emotional development. Curriculum may be delivered by teachers, pupil personal services, community partners and other educators;
- The program must include delivery of an annual individual progress review (IPR) meeting to review each student's educational progress and career plans. IPR meeting shall be provided by certified school counselors for students in grades 6-12;
- The program shall be revised annually and school counseling plan outlining the program shall be posted to the school's website.

Key Dates

- September 30
 - Complete and submit School Counseling Plan with your ConsPlan submission.
 - All School Counseling Plan coordinators must receive training on program assessment and revision by the OSYD comprehensive school counseling program team.
- October 31
 - School Counseling Plan must be reviewed and approved by your respective Superintendent's Student Services liaison.
- Nov 1 and Throughout the Year
 - School counseling plan submitted through ConsPlan is auto populated on your NYCDOE generated school website.
 - Any updates made to the school counseling plan, must be updated in the ConsPlan in order to be reflected on your NYCDOE generated school website.
 - Data on School Counseling Plans will be refreshed monthly and reflected on your NYCDOE-generated school website at the start of each month.

School Counseling Components in the ConsPlan

1. School Counseling Plan Coordinator

- Identify a school's School Counseling Plan coordinator. Enter name, title, and email into section 15 of your school's ConsPlan.
- Note: NYSED state law requires the Coordinator to be a certified school guidance counselor responsible for developing the plan in collaboration with school administration, teaching staff, student services personnel, and other key school community members.

2. School Counseling Program Vision and Mission

- Enter your school counseling program vision and mission statements into section 15 of your school's ConsPlan.
- The school's counseling program vision statement communicates what the school hopes to accomplish for students 5 to 15 years in the future.

- The school’s counseling mission statement provides direction creating one focus that ensures all students benefit in the implementation of the comprehensive school counseling program at your school.
- The school counseling vision and mission statements align with your school's improvement goals and are informed by the school’s counseling program’s beliefs.

3. School Counseling Program Delivery Map

- Enter schoolwide counseling services and activities that are delivered to students by teachers, school counselors, social workers, school psychologists, community partners, and other educators into section 15 of your school’s ConsPlan.
- Note: The school counseling program delivery map is a key component of the school counseling plan required by NYSED. The school-wide program delivery map:
 - Describes the methods and comprehensive strategies for the delivery of a multitude of direct and indirect counseling activities and services for ensuring all students receive the benefits of the comprehensive school counseling program at your school.
 - Aligns school counseling activities with the American School Counseling Association (ASCA) Student Standards, Multi-Tiered Systems of Support, and identifies the expected student’s outcomes.
 - Identifies program gaps that need to be addressed around academic and social/emotional development and college and career readiness.

For Questions and Support

- If you have questions or concerns regarding comprehensive school counseling programs and school counseling plans, please contact your school’s Student Service Manager.
- For comprehensive information including PowerPoints and other resources to implement the mandated Comprehensive School Counseling Program at your school, your school should visit the Counseling Support InfoHub Page.

Substance Abuse Prevention and Intervention Specialists

The Substance Abuse Prevention and Intervention Specialists (SAPIS) program provides a range of prevention and intervention services in grades K-12. This program aims to prevent substance abuse and address any substance abuse behaviors that may rise to a level requiring treatment. Specifically, the goals of the program are to reduce the prevalence of substance abuse among youth, prevent the initiation of substance abuse behavior among youth, and decrease the negative health, social, and educational consequences associated with substance abuse. Students who are at risk for alcohol and substance abuse, gang involvement, suspension from school, disruptive behaviors, and violations of the Discipline Code may be referred to SAPIS for intervention [services](#).

Classroom lessons will focus on prevention skills and social and emotional learning, including coping skills, decision-making, problem-solving, and self-esteem. Group sessions will focus on trauma-informed supports for students. Assessments and referrals will be available as needed and parents will be provided with supports and resources.

Resources for families are available on the [NYCDOE website](#) and for staff on the [NYCDOE InfoHub](#) including a poster for schools created by the Department of Health and Mental Hygiene (DOHMH). For questions and support, please contact your [Prevention Director](#).

Military Recruitment/Institutions of Higher Education and Opt-Out Procedures

Key Dates

- September 30: Identify a point person for issues related to military recruitment and requests for information from institutions of higher learning in ConsPlan.
- October 7: Distribute opt-out letters to parents in grades 9-12.
- October 21: Collect opt-out letters from parents.
- October 28: Enter students' opt-out information into Automate the Schools (ATS) database using the Update Student Codes (UPCO) function.

Designate a Point Person and Ensure that Parents Receive Opt-Out Letters

There have been changes in federal law regarding what information the NYCDOE must provide to Military Recruiters regarding students in grades 11 and 12 and when students can opt out of having their information released.

The NYCDOE must provide the following information to military recruiters and institutions of higher education that request this information, except where the parent, or the student if they are 18 years of age or older, opts out, of releasing this information.

- Name, address, and telephone number to Institutions of Higher Education
- Name, address, telephone number, and NYCDOE student email address to Military Recruiters

Parents of students younger than 18 years of age may opt-out of releasing information to military recruiters and/or institutions of higher education by completing and signing an opt out form. Students 18 years of age or older are entitled to make a decision regarding whether to opt out of releasing this information and must complete and sign the opt out form if they wish to withhold this information. By the end of the first week of October of each school year, each principal/designee **must distribute** to all parents of students in grades 9 through 12 a [parent opt-out letter](#) that gives the parent, or the student if they are 18 years of age or older, the opportunity to prohibit the NYCDOE and schools from releasing the student's contact information to military recruiters and/or institutions of higher education. Parent opt-out letters are [available in the ten NYCDOE-supported languages](#). This information must also be provided to the parents of all new incoming students, regardless of when during the school year a student enters the school.

The parent opt-out letter must also be included in the intake packet for newly enrolled high school students.

Schools have the option to utilize several strategies for opt-out notification distribution.

1. Schools can mail or back-pack home the opt-out letters to the parents of students in grades 9-12.
2. Schools can copy this template to generate a school-based form for opt-out data collection. Schools should not forward the link to the template, but rather can copy the template to create their own school-based form to share in email blasts to all parents of students in grades 9–12.

Parents and students 18 years of age or older may exercise their right to opt out at any time during students' school careers. Opt-out information must be entered into the ATS System using the Update Student Codes (UPCO) function by October 31.

In accordance with [Chancellor's Regulation A-825](#), each school with students in grades 9 through 12 must have a designated staff person to serve as a point person for issues related to military recruitment and requests from institutions of higher education. Each school must also give military recruiters the same access to high school students that are generally provided to post-secondary educational institutions and prospective employers.

Sharing Student Information with Military Recruiters

Student information will be centrally disseminated to military recruiters upon request during the first week in November. Schools must not provide student information directly to military recruiters and must inform military recruiters who request such information to contact their military supervising officers in regard to the protocol for obtaining this information. Student information will be disseminated to institutions of higher education locally, at the school level. Schools must provide the names, addresses, and telephone numbers of students in grades 11 and 12 to institutions of higher education that request such information, except where the parent, or the student if they are 18 years of age or older, has submitted the opt out form.

Provide Information in Your School's ConsPlan

Each principal/designee of a school with grades 9, 10, 11, and/or 12 must include, as part of its [ConsPlan](#), due September 30, 2022, the following information:

1. A summary of the school's plans and procedures for access by military recruiters, post-secondary educational institutions and prospective employers;
2. A plan for ensuring that students and parents understand their opt-out rights and parents receive opt-out form; and
3. The name of the staff member designated to oversee the plan.

Armed Services Vocational Aptitude Battery (ASVAB)

A small number of NYC public schools administer the ASVAB. Students who take this test are given the option of providing written consent authorizing the United States Department of Defense to score the test and report the results to the student's school. In order to protect the rights of students and parents to determine how student information is released to the military, it is the policy of the NYCDOE that schools that administer the ASVAB will not release student scores to military recruiters unless both the parent and the student provide written consent.

Schools that administer the ASVAB are required to send home written notification (Chancellor's Regulation A-825 Attachment No. 2) in advance of the test to the parents of each student scheduled to take the ASVAB regarding their rights with respect to the release of the scores to military recruiters. Schools may not release a student's score directly to the military unless both the parent and the student provide written consent. Students may contact their school counselor to discuss their career interests and post-secondary plans including military service.

For Additional Information and Support

A list of "Frequently Asked Questions" (FAQs) has been prepared to assist school counselors and college and career offices in addressing students' questions regarding their rights under the Every Student Succeeds Act (ESSA) with respect to military recruitment in the schools. The FAQs are available on the NYCDOE Infohub.

If you have any questions or concerns regarding Military Opt-Out, please contact Michael Battista, Senior Administrator of Counseling Support Programs, at mbattis@schools.nyc.gov.