

QUEENS HIGH SCHOOL FOR THE SCIENCES AT YORK COLLEGE

STUDENT

&

PARENT/GUARDIAN HANDBOOK

2020-2021

ANA DE JESÚS, PRINCIPAL

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Principal's Welcome Message

Dear QHSS Students and Families,

Welcome to the 2020-2021 school year!

We are excited to embark on a new journey and proud of our students' accomplishments, their work ethic and strong character.

Our school mission is to prepare all students for college and career. We strive to educate the "whole child." Although we emphasize STEM, we support the liberal arts and the development of student interpersonal, intrapersonal, collaborative, and communication skills.

We believe that with a focus on a robust academic and character education program, students will become lifelong learners and productive members of society.

Similar to last year, this year we will continue our work on college and career readiness, literacy across all the disciplines, student collaboration, discussion and social emotional learning.

We look forward to a successful and exciting school year.

Ana De Jesús, Principal

School Mission and Instructional Focus

School Mission:

To nurture and develop a community of well-rounded lifelong learners with strong character and commitment to the goodness of society

Instructional Focus:

When teachers plan daily lessons aligned to standards and design learning targets that incorporate writing, multiple formative assessment practices supported by actionable, specific, and timely feedback, and significant cognitive challenge, students will demonstrate a deeper understanding in all disciplines and make their thinking visible.

QHSS Student Expectations and Responsibilities:

A quality, challenging, enriched educational environment is a right for *all* students. Every member of the school community, including students, plays a critical role in maintaining a positive environment. Therefore, students have a responsibility to:

1. Make every effort to achieve in all areas of their education by attending school regularly, attending all classes on time, being prepared to learn, actively participating in all classes and activities.
2. Take at least six Advanced Placement courses and/or College Now in the four years of high school.
3. Participate in extra-curricular activities such as community service, internship, peer mentoring, etc.
4. Adhere to all school and NYCDOE regulations, follow the NYCDOE Discipline Code, demonstrate pride in his/her environment, and respect the property of others.
5. Possess good character.
 - Be polite, courteous, and respectful toward others.
 - Treat others fairly and respectfully, respect the opinions and feelings of others, avoid using offensive language, and speak with the appropriate staff member with any concerns or misgivings you have about anyone.
 - Recognize that freedom of speech does not give anyone the right to interfere with the orderly and safe operation of the school.
 - Be responsible in the use of social media.
 - Collaborate with peers in and outside the classroom.
 - Participate in community service activities
6. Maintain a safe, healthy, and clean learning environment. Respect all of the school's facilities and the York College campus.

7. Address concerns about policies, issues, and actions of others with the appropriate staff member.
8. Develop ownership and leadership skills by actively participating in Student Government activities and school-wide initiatives aligned to the vision and mission of the school

SCHOOL LEADERSHIP PHONE DIRECTORY

Ms. A. De Jesús	Principal	Room 204 ext. 2041
Dr. A. Prince	Assistant Principal, Supervision	Room 238 ext. 2381
Mr. G. Reo	Assistant Principal Organization	Room 215B ext. 2171

ADMINISTRATIVE AND SUPPORT STAFF

Ms. J. Meslin	Guidance Counselor	Room 223A ext.2235
Ms. R. Minkowsky	Guidance Counselor	Room 223B ext.2231
Mr. C. Kalamaras	Dean	Room 223D ext. 2234
Ms. S. Gosine	Principal/Payroll Secretary	Room 239 ext. 2152
Ms. B. Wittstruck	Pupil Accounting/Purchasing Secretary	Room 215C ext. 2155
Ms. S. Bucaria	School Aide	Room 215 ext. 2156
Ms. K. Mannino	School Aide	Room 215 ext. 2157
Ms. L. Humphrey	Nurse	Room 217 ext. 2153

DEPARTMENT TEACHER CONTACT INFORMATION

Art Department	Rm 221 ext. 2211
English Department	Room 233 ext. 2331
Foreign Language	Room 235 ext. 2351
Math Department	Room 203A ext. 2033
Music Department	Room 214 ext. 2141
Physical Education Department	Room 223C ext. 2232
Science Department	Room 235 ext. 2351 Room 218 ext. 2183/2184
S.S Department	Room 233 ext. 2331

2020-2021 School Calendar

Coming soon

Bell Schedule*

2020-2021

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	8:02 – 8:49	8:02 – 8:49	8:02 – 8:49	8:02 – 8:49	8:02 – 8:42
Period 2	8:53 – 9:40	8:53 – 9:40	8:53 – 9:40	8:53 – 9:40	8:46 – 9:26
Period 3	9:44 – 10:31	9:44 – 10:31	9:44 – 10:31	9:44 – 10:31	9:30 – 10:10
CLUBS					10:14 – 11:04
Period 4	10:35 – 11:22	10:35 – 11:22	10:35 – 11:22	10:35 – 11:22	11:08 – 11:48
Period 5	11:26 – 12:13	11:26 – 12:13	11:26 – 12:13	11:26 – 12:13	11:52 – 12:32
Period 6	12:17 – 1:04	12:17 – 1:04	12:17 – 1:04	12:17 – 1:04	12:36 – 1:16
Period 7	1:08 – 1:56	1:08 – 1:56	1:08 – 1:56	1:08 – 1:56	1:20 – 2:00
Period 8	2:00 – 2:47	2:00 – 2:47	2:00 – 2:47	2:00 – 2:47	2:04 – 2:44
Period 9	2:51 – 3:38	2:51 – 3:38	2:51 – 3:38	2:51 – 3:38	2:48 – 3:28

*For regularly scheduled program (not remote or blended learning conditions)

Section I: Academic Policy

A. Grading Policy:

Art	<ul style="list-style-type: none"> ● Classwork and participation: 40% ● Assessments: Projects: 50% ● Writing Assignments: 10%
Foreign Language Department	<ul style="list-style-type: none"> ● Classwork/Participation: 30% ● Assessments: Quizzes and Exams: 50% ● Homework: 20%
English Language Arts	<ul style="list-style-type: none"> ● Class Participation and Engagement: 30% ● Assessments: 50% ● Homework: 20%
Health	<ul style="list-style-type: none"> ● Assessments (tests, quizzes, projects): 50% ● Participation/classwork: 35% ● Homework: 15%
Mathematics	<ul style="list-style-type: none"> ● Class Participation and Projects: 30% ● Assessments: <ul style="list-style-type: none"> ○ Exams 40% ○ Quizzes 15% ● Homework: 15%
Music	<ul style="list-style-type: none"> ● Class participation: 15% ● Exams and Projects: 20% ● Final Exams: 10% ● Listening Assignments: 15% ● Quizzes: 30% ● Homework: 10%

Physical Education	<ul style="list-style-type: none"> ● Participation: 50% ● Fitness and Skill Assessment: 30% ● Teacher Analysis: 20%
Science	<ul style="list-style-type: none"> ● Assessments: <ul style="list-style-type: none"> ○ Exams 40% ○ Quizzes 15% ● Class Participation and Projects: 30% ● Homework: 15%
Social Studies	<ul style="list-style-type: none"> ● Assessments: 55% ● Classwork and Participation: 30% ● Homework: 15%

All electives and Advanced Placement courses adhere to the grading policy as per their respective departments. In other words, an AP Biology course will follow the same policy as the Science Department.

All final grades and NYS Regents examination scores are reflected on the transcript. The school sends the official transcript to higher education institutions.

The school year is divided into two semesters, a fall semester (Term 1: September – January) and a spring semester (Term 2: February – June). **Each semester is divided into three marking periods.** Students receive a report card three times per semester. The final grade is cumulative of the first, second and third marking period grades.

Students receive a P (pass) or F (fail) for all labs. Labs do not bear any credits. However, students must meet the state required minimum of 1200 minutes of in-school hands-on labs to be eligible to take the corresponding Regents exam. Lab reports cannot be taken home and must be done in school. Virtual labs are not applicable towards the 1200 minutes. If you are absent for a lab you must participate in the lab physically upon return or complete an alternative hands-on lab.

Newly admitted students to a class will receive a NL. ‘NL’ does not have a pass/fail or numeric equivalent. Students who receive a grade of ‘NL’ must successfully complete remaining course requirements by the end of the term following the termination of the course

“No Shows” are students who have not reported to class for even one day in the term. They have failed to attend a course and have not participated in any of the work from which a grade can be derived. These students will receive a NS and a grade of 45.

All marking periods are numeric. The final grade is cumulative of the first, second and third marking periods. The final marking period grade is recorded on the transcript and cannot be edited even if the student takes the class again (if he/she failed previously) and passes it.

Grades are on a 1 point scale from 65-100. The lowest grade is 55, which is equivalent to an F or failing grade. There are no grades of 50 or 60.

B. Grade Changes

The school processes grade changes on a limited basis whenever there is a mechanical and/or teacher error within ten (10) days after the end of the marking period.

Students must be proactive. They must speak with the teacher in case of any error on their report card. If they are unable to resolve the issue, they must follow-up with their counselor.

C. Grade Disputes

In case of a grade dispute of any type (i.e. assessment, marking period grade, final grade), the student must speak with the teacher first. If the student is not satisfied with the outcome of the meeting, he/she should follow up with the guidance counselor. If the issue is not resolved, the student and/or parent must schedule a conference with Dr. Prince.

D. Homework Policy

Teachers assign homework regularly in all subjects. Late homework is not accepted unless a student is absent from school. If a student is absent from school, he/she can bring the homework the following day. Only during extenuating circumstances (family issue, illness, hospitalization, etc.) teachers will make an exception to the late homework policy. Teachers will make this exception on an individual basis after a conference with the guidance counselor, student and parent/guardian (if necessary).

Homework due the following day should not be assigned on the same day as the class *and after* the class has ended. Teachers can assign homework that is due on the following day during class. Teachers may also assign homework that is due at a later date on Google Classroom or other forums.

E. Make-up Assignment Policy

When a student returns to school with an excused absence, it is his/her responsibility to contact the teacher to obtain any missing work. Teachers will give the student a deadline to complete the assignment. If the student does not complete the assignment on time, he/she may receive a grade of zero. The guidance counselor will schedule a conference for students in need of additional support due to personal issues (illness, family concerns, etc.), with the parent, student, teacher, Principal and/or the AP to discuss the problem and outline next steps. Teachers will not allow students to make-up work who have shown little limited effort in class as evidenced by their class participation, homework assignments, classwork and/or classroom behavior.

F. Marking Period Failures

All students must pass every marking period. Grades ranging from 65-75 are not appropriate since this is a specialized high school. If a student who fails a course, shows a decrease in academic performance, and/or is at a risk of failing, they will have a conference with the guidance counselor. In some cases, the parent/guardian and teacher (s) will participate in this conference.

G. Remote Learning

During times of remote learning, the school will follow the Academic Policy guidelines outlined by the NYCDOE's Chancellor. This information will be communicated with parents via PupilPath and parent forums when it is made available to the school.

Section II: Course Offerings/Academic Programs

A. Advanced Placement (AP) Courses

As a specialized high school, we have an open enrollment for all AP courses. Each student who plans to enroll in an AP course should understand the requirements outlined below. Students with questions or concerns about the requirements should speak with their guidance counselor. **Each student must understand and agree to the following AP course registration guidelines and requirements:**

1. Students enrolled in an AP course **must** take The College Board's AP examination given in May. Students who receive free or reduced lunch will be eligible for a fee waiver. It is important that all students complete a lunch application in order to determine eligibility for AP examination fee waivers. Students who are taking more than one AP course need to plan accordingly in order to be able to pay for their exams (especially seniors who need to pay for senior activities). Students enrolled in the College Level courses, can register to take the AP course if they choose to do so.

2. All seniors are **required** to take College Calculus or AP Calculus BC. For the 2020-2021 these courses will be by teacher recommendation due to limited seats and high demand. Students in the College Calculus course may sign up for the AP Calculus exam if they want.

3. The last day for program changes will be September 11.

4. Due to the rigorous academic nature an AP course entails, students should be aware that the workload/homework increases.

5. **Requesting an AP course does not guarantee enrollment.** Students committed to the rigorous and challenging work have an opportunity to take AP courses. The guidance counselors will do their best to accommodate student requests.

6. Due to the course load, it is highly recommended that sophomores take up to two Advanced Placement courses and juniors and seniors take up to three Advanced Placement courses.

7. Some students may be required to complete an AP summer assignment for an AP course. The teacher will count the assignment as part of the first marking period grade.

8. Communicate with the teacher and/or guidance counselor if you are experiencing difficulty, and be willing to seek out support services such as peer tutoring and extra help.

Both parent and student should review and sign this AP Course Enrollment Contract. Students must return the form to the guidance counselors.

AP and College Now courses are college level courses taken in high school. Every AP course culminates in an examination in May. **All students enrolled in AP courses are required to take the corresponding examination.** The College Board establishes the cost for every AP exam. AP exams are scored on a scale of 1 to 5, with 5 being the highest score. Many colleges will offer college credit or allow the student to skip an introductory course if the student scores a 3 or higher on each AP examination.

AP courses will replace core courses since the curriculum is aligned to the NYS learning standards required for those courses. Students cannot drop AP courses after the program change deadline. For more details, students and families should refer to the AP Contract. Students can see their guidance counselor for more details about AP courses.

Below are the Advanced Placement, College courses, and new Honors courses open to our students for the school year 2020-2021.

English Language Arts	Pre-AP ELA 1 (9 th grade) Pre-AP ELA 2 (10 th grade) AP English Language College ELA (mandatory course for all 12 th graders)
Foreign Language	AP Mandarin College Spanish (1 section)
Mathematics and Computer Science	Calculus BC College Calculus College Pre-Calculus (Term 1) College Calculus and Analytical Geometry (Term 2) AP Computer Science Principles AP Computer Science A AP Statistics
Social Studies	AP Human Geography (1 section only open to 9 th grade) AP World History AP US History and Government AP Government and Politics AP Macroeconomics
Science	AP Biology AP Chemistry Pre-AP Biology Pre-AP Chemistry AP Environmental Science AP Physics 1 AP Physics C

Refer to the AP contract in the appendix for additional details.

A. ARISTA

ARISTA, the National Honor Society, is an organization consisting of students who demonstrate academic excellence, outstanding character and commitment to community service. The requirements for ARISTA are as follows:

- 1. Junior or Senior**
- 2. 90 or above cumulative average (starting with the 2021 graduating class and beyond). The class of 2020 grade point average remains 90%**
- 3. No disciplinary record**

All ARISTA members must complete a minimum of 60 hours of community service. They must remain in good standing (academic and disciplinary) to continue being a part of this organization. Some of the community service can be completed in the school by participating in peer tutoring, assisting in open house, parent-teacher conferences, high school fairs and other school events.

If you have any questions regarding ARISTA, kindly contact your child's guidance counselor or Ms. Keeley, ARISTA Coordinator.

B. College Now Program

Students can earn credits while in high school. This program helps students gain admission into competitive colleges and universities.

York College offers College Now courses during the fall and spring semesters. Registration for these courses occurs in the winter (for the spring semester) and late spring (for the fall semester).

Since June 2019, the College Now registration is online. Students must complete a CUNY application if they have never taken a College Now course before. This process will continue for the next school year.

Any students interested in taking College Now must see Ms. Meslin, the College Now Coordinator.

C. College Process

QHSS is a college preparatory school. The college process begins at the start of freshman year. Guidance counselors, teachers, and administrators support students on this journey. The most important aspect of this process is the course selection and a quality transcript. Students should build a robust transcript consisting of Advanced Placement and/or College courses and earn a high grade point average. College admissions officers also take into consideration attendance, extra-curricular activities, teacher recommendations, the college essay, and standardized test scores.

The guidance counselors conduct a range of class presentations on the college application process starting in 9th grade. Some of the topics include: Naviance, the College Application process, financial aid, etc. The school organizes similar workshops for families throughout the year (during and after school). Furthermore, students participate in college trips, Career Day, and college fairs. In the months of September and October, the school hosts a variety of visits from college representatives for all seniors.

In order to prepare for this process, students should be mindful of the following:

1. Register for the most challenging classes each year. For example, students can start taking Advanced Placement and College Now courses during their sophomore year.
2. Participate in extracurricular activities beginning in your freshman year. When you find the club, activity, or sport that you really enjoy, make sure you participate in it throughout your high school career.
3. Community service always looks good on the college application. Therefore, if possible, volunteer in your community or on the York College campus.
4. Take all the appropriate standardized examinations (ACT and SAT examinations).
5. Participate in all college-related programs, activities, and trips. For example, attend financial aid workshops that your school schedules, listen attentively to guest speakers from visiting colleges, attend college fairs, ask admission representatives questions, and go on college tours sponsored by the school.
6. Start working on personal statements with your English teachers as early as your junior year.
7. Conduct research on a variety of colleges and universities as well as scholarships opportunities.
8. Attend Financial Aid Night to learn how to complete the FAFSA.

Counselors conduct a number of classroom visits during the school year to review the college application process. In addition, the school arranges a number of visits with college and university representatives in the fall and college trips throughout the year.

D. Course Selection

Students meet with their guidance counselors early in the Spring semester to select their courses for the upcoming school year. By completing the course offering form, students select the courses they wish (except AP World History, AP Calculus and AP English Language).

We have annualized programming. However, we are not an annualized school. Students continue with the second half of the course sequence in the Spring Semester (same teacher and class period). **Program changes in the Spring Semester are limited and done on an individual basis.**

The school makes every effort to accommodate student course requests. However, in some cases, this might not be feasible due to programming, staffing and/or budgetary constraints.

E. Honor Roll

Students who have a grade point cumulative average of 95 or higher will be eligible for the Principal's Honor Roll. We schedule an honor roll ceremony at the end of the fall and spring semesters to celebrate student achievement. We invite all families to this event, and display a list of students by the Main Office at the end of each semester.

F. Program changes

Students requesting a program change must complete the form. Students will be programmed for a minimum of seven class periods, exclusive of lunch. All students will have a lunch period in their program. The school will not process requests for a teacher change. Program changes will start in the summer and end the second week of September in order to ensure continuity of instruction and meet the College Board deadline for AP registration.

Section III: Attendance

A. Daily attendance

Consistent daily attendance is crucial for student academic success. When a student is absent, the parent/guardian must call the Attendance Office at 718-657-3181 before 9:00 am to report the absence. Students must bring an absent note signed by the parent/guardian to the Attendance Office (Room 215) on the day of return. If absence is due to a medical reason, then a doctor's note is required. Additionally, students should show the note to all their teachers and follow-up regarding any missed classwork, homework and/or assessments.

If the parent/guardian was unaware of his/her child's absence, he/she should call the Main Office at 718-657-3181. Also, in some cases, it is important to follow-up with the guidance counselor. Families must notify the school of any changes to their contact information as soon as possible.

B. Absence from Tests

Teachers require students absent from tests to make-up the missed exam in a timely fashion (three to five school days). A student must bring a note from a parent or a doctor as an excuse. After a second test absence, the teacher will conduct an investigation to verify if the absence was

legitimate. Students must take ownership of their learning, and seek opportunities to make-up the missed test. Students who cut class are not eligible to make-up missed tests. The teacher will not penalize students for submitting late class-work or rescheduling missed exams due to legitimate reasons.

C. Early Release

The school will notify families and students in advance whenever there is a change in the regular schedule. These changes are rare and based on the needs of the school.

The school does not allow students to leave the building on their own before the end of their school day. In case a student needs to leave early, a parent/guardian or authorized person (as per blue card) must report to the Main Office to pick up the student. The student must report to the Main Office and the parent/guardian must be contacted.

D. Excessive Absences from School

Included in this handbook you will find the DOE calendar for the upcoming year. QHSS understands the importance of family time, and the need to observe religious holidays. However, inconsistent attendance may have a negative impact on student academic performance due to the lack of continuity of instruction. Therefore, students must come to school on the day before and the day after all school holidays or vacations. The school considers excessive undocumented absences as educational neglect, with reporting of such absences to the Administration of Children's Services. Any student taking an extended vacation must notify his/her teachers, guidance counselors and the Main Office at least a one week in advance.

E. Lateness Protocol

All students must be on time for all their classes. Students who arrive late must sign the late log. We will notify parents/guardians of the lateness. The school and/or individual teachers will give detention to **students with excessive lateness. Additionally, the school may exclude from extra-curricular activities. The guidance counselors will hold conferences with families of students who are excessively late.**

F. Truancy Policy

Students must attend all their classes on time every day. When a student is marked present for the school day and is absent from one of their classes, a "cut" is generated. "Cutting" classes and habitual lateness will result in disciplinary action. If the student is absent or late from a class for

an excused reason (e.g. meeting with the guidance counselor) the student should provide the teacher with a note.

In addition to disciplinary actions, students who habitually cut class may lose privileges of participating in student activities and field trips.

Section IV: Communication

A. Announcements

The school schedules daily school announcements during period 7. Additional announcements are communicated via the school's website, Pupil-Path, and REMIND. It is important that students and families check these sources of information regularly.

B. Pupil-Path/SKEDULA

All staff (administrators, faculty and support staff) at the school utilizes SKEDULA. Teachers use this program as an online grade book and messenger system. Students and parents may review all grades online. Grades may include quizzes, unit tests, mid-term exams, end-term exams, projects grades, research report grades, etc. Administrators and other school personnel use Pupil-Path to communicate with students and families regarding events, absences, college information, weekly updates, etc.

All students have access to Pupil-Path. Once they are admitted to school, they will receive an access code from the guidance counselor. Families will also receive an access code. The website to log-in is <https://pupilpath.skedula.com>.

Families and students who are having issues with Pupil-Path should see Ms. Bucaria in the Main Office. Also, they should see Dr. Prince if they have any questions regarding academic policy.

C. Parent Newsletter

The school emails a parent newsletter to all families monthly via Pupil-Path. The purpose of this newsletter is to increase communication between school and home by providing an overview of school activities, parent workshops, special events, and to celebrate student achievement.

We welcome parent contributions to the newsletter, if you would like to contribute kindly contact

Ms. Wittstruck at 718-657-3181 or you may email her at bwittst@schools.nyc.gov

D. Parent Meetings

Ms. De Jesus holds parent meetings throughout the year. The first meeting will be scheduled for the beginning of the school year (September). The last meeting will be scheduled in May. Some of these meetings will be grade specific. The purpose of these meetings is to provide families an overview of the school expectations, CEP goals, student activities, college application progress, academic and programmatic priorities, etc.

E. Parent-Teacher Association

Each parent of every student enrolled at QHSS is automatically a member of this Association. The function of the PTA is to build strong working relationships among parents, students, administrators, teachers and schools, in support of all students. All families are encouraged to participate and attend the monthly PTA meetings. Therefore, it's important that all families join the PTA and collaborate with the school in creating an array of events/activities to support the academic and social aspects of the student's life. Also, the PTA plays a key role in planning fundraising events to support the academic needs of all students. We need all families to support the Parent Teacher Association and look forward to seeing all parents at the monthly meetings held the first Tuesday of every month.

F. Coffee with the Principal

Ms. De Jesus hosts a Coffee with the Principal on the first Monday of every month. This is an informal meeting to meet with families, share school progress, ideas and obtain feedback.

G. School Leadership Team (SLT)

The School Leadership Team (SLT) is a group of people who develop educational policies for their school. They also make sure there are resources to support those policies. They provide ongoing evaluations of a school's educational programs and their impact on student achievement; play an important role in school-based decision-making and help to make school cultures more collaborative.

The School Leadership Team comprises an equal number of teachers and parents with a few members of students and school administrators. This team meets the third Wednesday of the month to discuss important issues affecting our school. **SLT meetings are open to the public.** You can refer to the website www.qhss.org for the calendar of SLT meetings for SY 2020-2021. We will hold SLT meetings on the first Wednesday of every month, unless the school is closed or there is a calendar conflict.

H. Weekly Updates

The principal sends Weekly Updates to all QHSS families at the beginning of each week with important announcements and reminders.

Section V: Extra-curricular Activities

A. After School Activities

All after school activities, including PSAL sports, start after the end of the student's last period depending on teacher availability. The only exception to this rule is PSAL away games, which necessitate students leaving school early.

School administrators and teachers must supervise all after- school activities. If a student is interested in organizing an after-school activity, he/she must get approval from the Principal first.

B. Athletic Programs

All students must complete a NYCDOE Athletic Medical Form by their physician; and a parent consent form to participate on an Athletic team. Students must return the forms to Mr. Reo in Room 215B. Students are ineligible to participate on any Athletic teams if these forms are not on file. In addition, students with suspended privileges are ineligible to participate on any Athletic teams until their privileges are reinstated (See Truancy, Detention, and Student Privileges).

C. Clubs

QHSS has a large variety of Academic & Research teams, student publications, and clubs from which to choose. If a student cannot decide on a club or find a club that appeals to his/her interests, he/she can speak with their guidance counselor. Please note that students with suspended privileges are ineligible to participate in any clubs and/or activities. Furthermore, **the school will revise the club schedule based on student interest and/or staffing needs. Some of these clubs are** Amnesty International, Anime Club, Basketball Club, Dance Club, Digital Photography, Drama Club, K-Pop Club, Music Performance Club, Science Club, Students Who Code, Veritas (literary magazine), Sigma Sorority, and many others.

If you have any questions about clubs, kindly contact Mr. Reo, Assistant Principal.

D. Field Trips

Field trips enrich students' high school experience. However, field strips are a privilege, not a right. The school does not allow students with suspended privileges to go on any field trips until they complete their suspension.

The school may exclude students from attending field trips based on attendance, behavior and/or academic progress. In order for students to go on a trip, all teachers must sign the consent form. However, there will be exceptions to this policy for competitions, special programs, theater and others.

While on school trips, all students must behave appropriately. They must adhere to all instructions; respect the regulations and facilities of the trip destination. In addition, students are responsible for any missed work while attending a trip.

The school does not allow trips two weeks prior to AP, final or Regents examinations, unless otherwise approved by the principal.

E. Public School Athletic League (PSAL) Team Rules

PSAL ELIGIBILITY REQUIREMENTS

1. The 5 + 1 Rule
2. A student must pass five credit bearing subjects and physical education. A senior programmed for 4 or 5 classes who fails one class will be eligible as long as the failed class is not required for graduation.
3. The 10 credit Rule: A student must accumulate ten credits for the two semesters prior to the eligibility period, not counting physical education.
4. Students must achieve a minimum of 90% attendance at the end of each marking period (NO MORE THAN 3 ABSENCES)
5. Student-athletes must achieve a passing GPA at time of eligibility evaluation.
6. Lateness to school cutting class may result in exclusion from athletics.
7. Not following the DOE behavioral code of conduct can also result in suspension or dismissal from the team.
8. You are no longer eligible after your 8th term of high school or if you turn 19 years of age before July 1 of that school year.

****NO ONE MAY TRY OUT WITHOUT TURNING IN A COMPLETED MEDICAL AND
CONSENT FORM****

The medical form must be signed and stamped by the doctor as well as having the registry number and date of the physical or it will not be accepted. The top portion must be completely filled out and signed by your parent/guardian.

F. Student Activities

We encourage all students to be involved in student activities. This is an important factor in the college admission process. Students may participate in a club, team, student government, community service, and/or some activity outside of school. Students should use their freshman year to decide on which activities they are most interested in.

The school does not allow students with suspended privileges to participate in any Athletics/Sports teams and student activities until they complete the suspension.

G. Student Government

The Student Government unites and organizes the school. It helps the student body voice their opinions about school issues. SGO collaborates with the Administration and faculty to ensure all students have an enjoyable high school experience.

Ms. Solis supervises SGO and assists in the organization of all student activities. All students, not just SGO members, can help in the planning of student activities.

If you have a question about SGO and/or student activities, feel free to contact Mr. Reo.

Section VI: Facilities

A. Cafeteria

NYC DOE provides all students lunch, which they must in the QHSS cafeteria. Food is not permitted outside the cafeteria. Students who purchase lunch from the York College cafeteria must eat their meal in the main building. They must dispose of their garbage in the bins/trash cans provided.

B. Classroom and hallways

Students must assist the school in maintaining a healthy, safe, and clean environment. **The school does not permit eating in the classrooms.** They should clean up after themselves in the cafeteria, classrooms, offices, hallways, stairwells, and gymnasiums. All students must adhere to this policy when they are on the York College campus. Students who litter or do not throw away their garbage may be subject to disciplinary action. We highly recommend students do not drop lunch from their programs since this can lead to health issues.

C. College Campus

Students cannot leave the college campus for any reason. The school will discipline students who leave campus according to the *NYCDOE Student Behavioral Expectations*.

D. Library

All students are welcomed to use the York Library during its hours of operation. They can use their ID card to access library materials. Students have borrowing privileges at York College and unlimited access to the Library's online databases. The York College's librarian assists students and provides class instruction in the Library's Information Literacy Classroom.

York College may exclude students from using the cafeteria due to shoplifting or any other disruptive behavior.

E. Tobacco and other products

The school does not permit the use and/or sale of tobacco (vapor products), alcohol, drug paraphernalia or illegal substances of any kind on school or college property, including the walkways and streets surrounding the school building. Students must adhere to the tobacco, alcohol, and illegal substances policy.

F. York College's Cafeteria and Locker Rooms

Students must obey all college and security rules while on campus. Students are responsible for securing all personal items in the locker rooms. Students are required to use their own lock to secure all items during their physical education class. York College is not responsible for lockers that are not secured.

Section VII: Pupil Personnel Services

A. Academic Support

The school provides a variety of resources for students in need of academic support. These may include: guidance counselor support, teacher conference, parent/guardian conference with an administrator, peer tutoring and/or teacher tutoring during the school day (whenever available) and/or and after school.

Students should have ongoing conversations with their teachers about their academic progress to ensure academic success.

B. Address Change

NYC law requires that each school maintain up-to-date biographical information for each student. It is imperative that the school is able to contact students and parents/guardians in the event of an emergency and that important mail is able to reach you.

Families must report any change in address, telephone number, e-mail, or any other biographical information to the school. A Blue Emergency Contact Card must be completed whenever a student's address changes or if a parent's/guardian's home telephone number, cell number, or e-mail address is changed.

C. Graduation Requirements

The minimum requirement for all QHSSYC students is to earn an Advanced Regents Diploma. Students must successfully complete the following requirements:

English Language Arts- All students must successfully complete an English class every term and pass the English Regents. Students must earn a minimum of 8 English credits.

Social Studies- All students must successfully complete a history class every term and pass the U.S and Global History Regents. Students must earn a minimum of 8 History credits.

Mathematics- All students must successfully complete a Mathematics class every term (Algebra I, Geometry, Algebra II, Pre-Calculus, Calculus (College or BC) and pass all math Regents.

Students who successfully completed: Algebra I, Geometry, and Algebra II by the end of the 10th or 11th grade must take Calculus. Only students who complete Calculus by the end of 11th grade may choose not to continue mathematics in 12th grade, but they are encouraged to take a college level mathematics course by registering for a College Now math course.

Science- All students must successfully complete Pre-AP Bio, Pre-AP Chemistry, Regents Physics and a science elective. They must pass all the corresponding Regents exams.

Foreign Language- All students must successfully complete 3 years of foreign language in the same language and pass the corresponding LOTE exam.

Health and Physical Education- All students must successfully complete and pass 1 year (equivalent to 1 term) of Health Education. They must successfully complete 7 terms of physical education. All students must have physical education every semester.

Art and Music- All students must successfully complete two credits in art and/or music.

Electives: All students must successfully complete a minimum of seven elective courses.

Labs-All students must complete the State-mandated lab requirements and successfully pass each course.

It is the school's expectation that all students achieve a mastery level (a score of 85 or above) on all Regents examinations to be on track for an Advanced Regents Diploma with Honors. Therefore, the school highly recommends that students who do not earn a mastery score, retake the exam to earn a higher grade.

All students must complete the State-mandated laboratory requirements to be eligible to take a Regents examination in science. All lab classes are pass/fail and do not bear any credits. Students who do not meet the lab requirements will be ineligible to take these Regents.

In order to graduate, all students are required to take and pass a Physical Education course each semester. **If a student fails, he/she is required to repeat the class.** Students must wear gym uniforms to participate in physical education. Gym uniforms are available for purchase in the Main Office.

D. Lunch

All students must have a lunch period in their program. Students can either have lunch in the school cafeteria or at York College. Students cannot leave the campus for lunch. If a student leaves the campus for lunch, he/she will face disciplinary action. Students who have period 8 lunch (upper grade students) can choose to have lunch at the school campus or leave for the day. This is an opportunity for students to leave the campus early to attend after-school activities such as internships, community service, work, tutoring etc.

E. Lunch Application (can be filled out online)

Lunch forms must be completed by every student on a yearly basis, regardless of the household economic status. At the start of September, students will receive lunch forms. They must complete the lunch application and return them the next day to the Main Office. These applications are available online at www.schoolfoodnyc.gov.

Lunch forms help identify students who may qualify for AP exam fee waivers. As a result, it is imperative that all families complete a lunch application.

F. Metro Cards

The New York City Department of Education Office of Pupil Transportation determines whether a student is eligible for a Metro Card, based on the distance of his/her home from QHSSYC.

All students eligible for Metro Cards will receive their Metrocard at the beginning of each semester. A student MetroCard is to be used by the student to whom it is issued, and whose name appears on the card. No student may loan his/her card to any other student. Students should use Metro Cards for transportation to and from school and for school related activities.

The school distributes Metro Cards at the beginning of the fall and spring terms. Students must secure their metrocard properly. Students must report any lost, stolen or damaged cards to Ms. Bucaria and Ms. Mannino in the Main office. Please note that replacing a Metro Card might take a few weeks and will be replaced only if the school is supplied with additional cards from the MTA.

G. Photo/Videotape Release Waiver

The school requires written parental consent for students to be photographed or videotaped for all in school activities. The school will distribute this form to all new students during the 9th grade orientation.

H. Program Change Policy

The school will process program (schedule) changes on a limited basis. The majority of the changes will be based on corrections and filling of gaps in a student program. Students are expected to attend courses that are listed on their schedule and they will only receive credit for courses that appear on the program card. If the program is being changed, the student must follow the current program until he/she receives the new program. Students should speak with their guidance counselor about any programming concerns.

For the 2020-2021 SY, program changes request must be completed online. The last day to submit any program changes will be September 11, 2020.

I. Report Cards

The school distributes report cards at the end of each marking period (three times per semester). This information will be available in Pupil-path. If the student notices a mistake on his/her report card, he/she must notify the guidance counselor immediately.

J. Student Records

For release of official student records, see Ms. Wittstruck in the Main Office.

K. Transcript

The transcript is a permanent record used by the New York Department of Education to record student course enrollment history. Teacher comments do not appear on the transcript. Counselors send transcripts to higher education institutions and official agencies. Therefore, the transcript is highly important and could be a critical factor used by college admissions officials as they weigh your acceptance or rejection. Grades for accelerated high school classes and NYS

Regents taken in NYC public middle schools will appear on your transcript. All grades will be averaged into the students overall GPA. We cannot edit this information. If there is an error, students must contact their middle school and request that they correct the information. All grades for high school classes taken at a private or non-NYC school will be reflected on your transcript.

If you have any questions about the transcript, you should contact your guidance counselor.

Updating Biographical/Personal Information

In order to maintain the accuracy of student records, students and families must report any change to biographical data such as name, home address and phone number, etc. to Ms. Wittstruck.

Valedictorian and Salutatorian Eligibility

Valedictorian status is awarded to the student(s) with the highest-grade point average in the graduation class at the end of the 7th term. Salutatorian status is awarded to the student(s) earning the second highest grade point average in the class at the end of the 7th term. If two students receive the same grade point average, both will be awarded the valedictorian and no salutatorian will be rewarded.

Additionally, both valedictorian and salutatorian must be on track to earn an Advanced Regents diploma; and possess a transcript demonstrating rigorous coursework such as AP and/or College Now courses. He/she must be enrolled in least one science or math course during their senior year.

Students in home instruction for most of their high school career are not eligible to become Valedictorian or Salutatorian.

If you have any questions regarding this, kindly contact your child's guidance counselor.

Verification of Attendance Letters:

Any student or parent/guardian in need of a verification of attendance letter must submit the request by completing the required form with Ms. Wittstruck. The school will process verification of attendance letters within three business days from the date of submission.

Working Papers

Students who need working papers should see Ms. Wittstruck on Tuesdays and Thursdays during their lunch periods or after their last class for an application.

Section VIII: Senior Activities

A. Graduation Ceremony

Every year, QHSS hosts a graduation ceremony in June. Only students who have met all graduation requirements will be allowed to attend graduation, as per the Chancellor's regulations. All graduating seniors will have unlimited seats for family members and guests; they will receive invitations two weeks prior to this event.

B. Senior Awards Ceremony

Each year, the school organizes a Senior Awards Ceremony the second week in June. In this event, we honor seniors who excelled in academics, leadership, community service and/or athletics.

C. Senior Dues

All seniors must pay Senior Dues. The senior advisor provides a tentative list of the dues in June for all rising seniors. If you need more information, kindly contact the senior advisor.

D. Senior Prom

The Senior Prom is a wonderful high school experience. We hold this formal dinner and dance in June. At the beginning of the senior year, students will receive additional information as it pertains to the price of a ticket for attending the senior prom. The school deserves the right to

E. Yearbook

Ms. Solis works with students to create the yearbook in the Desktop Publishing class. Students interested in helping with the Senior Yearbook should contact Ms. Solis. This opportunity is available to all grades.

Section IX: Discipline and Safety

If you have any questions regarding safety and discipline, kindly contact Mr. Reo, Assistant Principal.

A. Academic Integrity Policy

The QHSS community does not tolerate academic dishonesty such as cheating and plagiarism. For the first offense, the student will receive a zero for the assignment (test, project, classwork, presentation, etc.). The counselor and/or teacher will notify the parent/guardian. Furthermore, the student will be excluded from one extra-curricular activity and receive up to three days of detention. For the second offense, the student will receive a Principal's suspension and exclusion from at least three student activities.

B. Bathroom Passes

Students must sign out the bathroom log to use the bathroom. Teachers will not allow more than one student to leave the classroom at a time (unless an emergency). Students may only use the bathrooms located on the second floor.

C. Building and Campus Protocol

Students must carry their school IDs at all times. They must show it when entering the building in the morning and whenever asked by the school administration and/or York College's Safety Agents. The ID card is the property of the NYCDOE. Upon request from a school or campus authority, students are required to show their ID cards. Students may not use another student's ID card. Failure to adhere to NYCDOE policy could result in disciplinary action.

Students are not allowed to use the basement door for entry into the school. They are also not allowed to open the door for ANYONE to enter the building. This is an important safety precaution.

Students are not permitted to be in the cafeteria or in a classroom without adult supervision.

Students are not allowed to leave the building even if they have a note from a parent/guardian. If a student needs to leave school during the day, he/she must be picked up by a parent/guardian or relative listed on the blue card. Students do not have permission to leave school early. Students who leave school without permission will be considered cutting.

D. Dignity for All Students Act - DASA

Dignity for All Students Act (The Dignity Act or DASA) seeks to provide NYS public elementary and secondary school students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property, a school bus and/or at a school function. It was signed into law on 9/13/10 and went into effect on 7/1/2012.

[Resources-Links to NYSED Dignity Act Resources page](#)

[Laws and Regulations-Links to NYSED Dignity Act Laws and Regulations Page](#)

Student- to-Student Harassment:

In effort to create a supportive learning environment, the school does not tolerate harassment of any kind. Students must report all incidents of harassment immediately to a guidance counselor, dean, assistant principal, principal or teacher. In order to conduct an investigation, students need to write an incident report. Anyone found to have violated the harassment policy will be subject to disciplinary actions as per the *NYC DOE Student Behavioral Expectations*.

The school prohibits retaliation against any person who reports an incident, files a complaint or otherwise participates in an investigation. Filing false charges is prohibited and will result in appropriate disciplinary action. Suspected retaliation should be reported in the same manner as bullying, harassment, and intimidation.

Bullying

QHSS has a *Zero Tolerance* policy for student bullying. This includes cyber bullying. If a student or someone he/she knows is being bullied, the student should report the incident to a guidance counselor, dean, teacher, administrator, or any adult in the building. The incident will be investigated and appropriate disciplinary measures will be taken based on the *NYC DOE Student Behavioral Expectations*.

Cyberbullying

Cyber bullying is considered the same as in person bullying. Cyber bullying is when a child is threatened, harassed, humiliated, or embarrassed by another child using digital technology such as the Internet. Some examples of cyber bullying include:

1. Pretending to be someone else to trick others
2. Spreading lies and rumors about others
3. Tricking people into revealing personal information
4. Sending or forwarding mean text messages
5. Posting pictures of people without their consent
6. Calling people offensive or derogatory terms

E. Detention

Detention is giving to students who are habitually late to class and/or school. Also, students who violate the *NYC DOE Student Behavioral Expectations* may receive detention. Students will be notified if they have detention by the Dean. Parents/guardians will also be notified. Failure to attend detention will lead to further disciplinary actions by the school.

During detention, students will be assigned class work and/or homework. Students who arrive late or do not show for detention will be asked to leave and will not receive credit for that day. Students are required to serve all of their outstanding detentions. Students who refuse to comply will be subject to further disciplinary actions such as Principal's suspension and/or exclusion from school activities.

F. Dress Code

Students are expected to dress appropriately for school. A separate handout with the dress code will be available to students and families electronically in September.

G. Fire, Lock Down & Shelter-in-Place Drills

Drills are held to ensure safety. Students and teachers are expected to clear the building quickly and quietly during a fire drill. During a lockdown and shelter-in-place drills, students and staff must adhere to the protocol of remaining quietly in the classroom until all clear is given.

H. Lost & Found Protocol

Students are expected to be responsible for their belonging at all times. The school does not assume responsibility for any lost items. Any lost items must be reported to the Dean's office. All items found must be returned to the Dean's Office.

I. Medical Emergencies

Students must obtain a written pass from their teacher authorizing them to visit the Nurse's Office. Students are not permitted to leave the building due to illness unless a parent/guardian arrives to pick them up. Parents/guardians will be called and informed of the illness. **Students must call from the Main or Guidance Office; they cannot use their cell phones.**

J. Nurse Protocol

All in-school medical emergencies are reported to the Nurse. In the case of illness, a child may need to be transported by EMS to a hospital. A parent must accompany the child. If the parent is not available to come to school, we will send the child to the hospital with a staff member. However, the parent must report to the hospital as soon as possible.

If a student is required to take any medication, he/she must complete the 504-accommodation form. This form is submitted each year by students who need special medical accommodations. All forms should be completed and return to the school nurse. Students cannot carry medication to be taken on their own without the supervision of a nurse and the approval of the 504-accommodation form.

K. NYCDOE Student Behavioral Expectations:

QHSS has one Dean who collaborates with all staff in enforcing school policies. Discipline problems are first handled by the individual teacher and then by the Dean unless it is an egregious act. If a student has a problem caused by another student, he/she should immediately report it to the Dean. The Dean assigns penalties for minor infractions and will act as the "prosecutor" during suspension proceedings. When assigning penalties, the Dean will adhere to the ladder of discipline as outlined in the NYCDOE Discipline Code. Parents will be notified and may be required to meet with school officials. For serious offenses, the Dean will confer with the Principal and/or other administrators. The school may be required to contact the local police precinct for serious offenses (drugs, weapons, harassment, etc.).

L. Privacy

Students are not permitted to videotape or photograph a classmate, faculty or staff without their consent.

M. Visitor Protocol

All visitors, including parent/guardian, must enter through the front entrance, sign in, and show a photo ID (driver's license, passport, state ID, etc.). All visitors, except parents/guardians, must adhere to the visitor protocol posted on the website.

It is strongly recommended that visitors schedule an appointment ahead of time. Visitors who come to school without an appointment may be unable to meet with the staff member they came to visit.

Section X: Resources and Technology

A. Books & School Equipment

The school provides students with textbooks and other instructional materials for all courses throughout the year. Unless instructed otherwise, students are not required to bring textbooks to class on a daily basis. Books and school-issued equipment (laptops, iPad, etc.) are school property; students must secure these items properly.

B. Computer and Internet Usage Policy

Students must comply with all the responsibilities and obligations when using computer systems and networks owned and operated by the NYC DOE and QHSS. These systems are subject to school policies, and local, state, and federal laws. "Appropriate use" should always reflect academic honesty, high ethical and moral responsibility and show restraint in the consumption of shared resources. Furthermore, it demonstrates respect for intellectual property, ownership of data, system security mechanisms, and for individuals' rights to privacy, and rights to freedom from intimidation, harassment and unwarranted annoyance.

Appropriate Use of the System: QHSS strives to provide all users fair and reasonably equitable access to the system resources: The following statements describe appropriate and inappropriate use of computer resources.

Students should only use their username and password to log-in. They should not allow individuals it for privacy and Internet safety. Students are responsible for all activities initiated in or on any QHSS system account. Below are a few things students should have in mind when using technology:

1. Keep password confidential. It should not be a dictionary word or common phrase. It should be a minimum of 6 characters and contain letters (capital and lower case), numbers, and symbols.
2. Save files on a flash drive.
3. Use the system for valid educational purposes only.
4. Do not transmit or store any information which contains obscene, indecent, lewd, or lascivious material, or material which explicitly or implicitly refers to sexual conduct.
5. Do not transmit information which contains profane language or panders to bigotry, sexism, or other forms of discrimination.
6. Do not use computer programs to decode passwords or access control information.
7. Do not attempt to circumvent or subvert system security measures.
8. Do not engage in activities that might be harmful to systems, such as creating or propagating viruses, disrupting services, or damaging files.
9. Do not use email or messaging services to harass, intimidate, or otherwise annoy another person. For example, do not broadcast unsolicited messages or send unwanted mail.
10. Do not use the school's system for financial gain and/or profit.
11. Do not create, modify, execute, or re-transmit any computer program or instructions intended to obscure the true identity of the sender of emails, or messages.
12. Do abide by the NYCDOE and QHSS internet policies, and local, state, or federal statutes and regulations.

Individuals who use computers and/or network inappropriately are subject to disciplinary action by QHSS, NYCDOE, city, state, and federal authorities.

Students may use a computer to complete assignments. Students should not leave their workstation unattended as someone may be able to access their personal files and reputation. Therefore, you should log off or lock the workstation to protect your account and information.

C. Cell Phones & Electronic Devices

Students bring cell phones and/or electronic devices to school at their own risk. While on school property, students must adhere to the following rules and regulations:

As required by Chancellor's Regulation A-413, the School Leadership Team of Queens High School for the Sciences at York College has adopted a school-based cell phone.

SCHOOL-BASED POLICY OF 28Q687 QUEENS HIGH SCHOOL FOR THE SCIENCES AT YORK COLLEGE FOR USE OF CELL PHONES, COMPUTING DEVICES, AND PORTABLE MUSIC AND ENTERTAINMENT SYSTEMS ON SCHOOL PROPERTY

Students are permitted to bring the following electronic items to school: cell phones; laptops; tablets; iPads and other similar computing devices; and portable music and entertainment systems, such as iPods, MP3 players, PSP, and Nintendo DS.

Cell phones cannot be used as set forth below:

During the school day:

1. Cell phones may not be used in the gym or where swimming pools are located.
2. In the hallways, bathrooms, and locker rooms.
3. Walking to the college gymnasium and cafeteria (for safety).
4. During class exams, quizzes, Regents exams, or any type of assessment.
5. Cell phones may not be used during fire drills.
6. Students may not use cell phones to call their parents when they are sick. Students are required to use the office phone and follow proper protocols.
7. Cell phones may not be turned on or used during instructional time, except for instructional and educational purposes with the explicit approval of the teacher.
8. Cell phones and other electronic devices may not be used to photograph or record any student or staff member on school premises at any time. This is applicable to still photographs, video, and audio recordings.
9. Cell phones may be used during a student's lunch period only in the student cafeteria.

Cell phones and other electronic devices brought to school (either during the school day or for after-school programs or activities) are brought with the express acknowledgement of the owner or carrier of the device that the school, any organization affiliated with the school, or the Department of Education **have no liability whatsoever** in the event that the device is lost, stolen, or misplaced.

Students are not allowed to record any classmate, staff or faculty or school event.

Confiscation and Return of Electronic Items

1st offense: Item will be confiscated and returned at the end of the student's last scheduled class. Parent/guardian will be notified.

2nd offense: Item will be held for 2 weeks unless picked up by a parent/guardian.

3rd offense: Item will only be returned to a parent/guardian.

Section XI: Testing

A. Advanced Placement Contract

As a specialized high school, it is the belief of Queens High School for the Sciences at York College that any student who is willing to accept the challenge of a rigorous academic curriculum should be considered for enrollment in Advanced Placement courses. Each student who plans to enroll in an AP course should understand the requirements outlined below.

Students with questions or concerns about the requirements should speak with their guidance counselor.

B. Advanced Placement Exams

All students registered for an AP course must take the AP exam. Feel free to refer to the AP contract for more details.

C. Regents Schedule

The school administers Regents exams in January, June and August of every year. Students are encouraged to retake any given Regents exam if they wish to earn a higher grade.

D. Standardized Tests & Dates

The school administers standardized tests such as the PSAT and SAT at specific times during the school year. The New York State Regents Exams are one form of standardized testing. Every student in NYS is required to take and pass specific Regents Exams.

The SAT I and ACT are standardized college entrance exams. Students usually take these exams 11th grade. The College Board sends these scores directly to the National Merit Scholarship Competition. Most competitive colleges ask students to take three SAT II (subject) tests. These examinations should be taken as soon as the course is completed; while the subject material is still fresh in their minds. The New York City Department of Education supports schools by covering the cost of the PSAT exams for sophomores and juniors. Students usually take the examination in March.

If you need more information about these assessments, please contact the school counselor.

E. Study Skills

1. Students need to create a time management plan that includes a schedule of weekly activities and any other major time commitments.
2. Your guidance counselor, teachers, school administrators, and fellow students should become part of your support system. You should get advice and assistance from them whenever necessary.
3. To avoid “marathon” study sessions, you should incorporate shorter study sessions on a regular basis. Research has proven that these shorter sessions are much more productive. Also, review your notes at the end of each day.
4. Attend every class and take careful notes.
5. If you are ill and cannot attend class, check Pupil-Path for posted assignments and/or contact a classmate. Please refer to the attendance policy for procedures you need to follow when you are absent from school.
6. Complete all homework on a daily basis. Stay on top of all assignments and reading.

7. Begin working on research reports, projects, and other extended assignments immediately as soon as they are assigned. Do not procrastinate!

F. Testing Schedule

Teachers adhere to a testing schedule. Students must plan accordingly to make sure they are successful in all their classes. If you have any concerns about the testing schedule, kindly see Mr. Reo, Assistant Principal.

APPENDIX:

ADVANCED PLACEMENT COURSE CONTRACT 2020-2021

It is the academic policy of Queens High School for the Sciences at York College, a specialized school, that any student who is willing to accept the challenge of a rigorous academic curriculum should be considered for enrollment in Advanced Placement (AP) courses. Each student who plans to enroll in an AP course should understand the requirements stated below.

Students with questions or concerns about the requirements should speak with their guidance counselor. Each student must understand and agree to the following AP course registration guidelines and requirements:

1. Students enrolled in an AP course must take The College Board's AP examination given in May. There are no exceptions. Students will register for their exams by October 30 during the allotted time at QHSS and take all scheduled exams.
2. Students who are taking more than one AP course need to plan accordingly. The cost of each AP exam is \$94. It is expected that students will pay for their AP exams. Students may receive a fee waiver based on submitted lunch applications. Students that qualify for a fee waiver will be notified and reimbursed when approved. We have established a payment plan for the 2020-2021 school year. This is the schedule of payments (\$94 per exam) for all AP exams.

September 24	\$94
October 24	\$94
November 25	\$94
December 16	\$94

2. All seniors are required to take Calculus AB or BC. Students may also take AP Statistics as an elective along with the Calculus course.
3. Students **will not be permitted to drop an AP** course once the semester has begun.
4. Due to the rigorous academic nature of AP courses, students should be aware that the workload/homework increases.
5. Requesting an AP course does not guarantee enrollment. Students committed to the rigorous workload have an opportunity to take AP courses. However, due to programming conflicts, students may not be programmed for all requested AP courses. The Guidance Counselors will do their best to accommodate student requests.
6. Due to the course load, it is highly recommended that sophomores take a maximum of two Advanced Placement courses and juniors and seniors take a maximum of three Advanced Placement courses.
7. Some students may be required to complete an AP summer assignment for an AP course. This assignment will be counted as part of the first marking period grade.
8. Communicate with the teachers and/or guidance counselors if experiencing difficulties with the course work. Students must be willing to attend tutoring for academic support.

Both parent and student should review and sign this AP Course Enrollment Contract. The form must be returned to the Guidance Counselors. The date to return it will be communicated to students and parents during the school year.

Below are new procedures and policies required from the College Board concerning AP exams:

1. All students must create their own College Board account. Once this account is created you will be able to register for AP exams you are enrolled in.
2. All students taking AP courses must register on-line by October 2020. The specific date will be given
3. QHSS will no longer order exams for students; this will be done in your AP class.
4. Students with conflicts – once students have registered for all of their exams; College Board will provide the testing schedule with regular and late testing dates. QHSS can no longer schedule late testing dates.
5. There is a penalty of \$40 per exam for students who do not sit for the test. Once a student registers for the course, he/she is committing to taking the culminating examination(s).

Social Media Guidelines from the New York City Department of Education website

Family members today have a new job: helping children act safely and responsibly when they are using social media, whether for fun or for learning. This guide is designed to help you do that. We worked with our teachers, librarians, and students, and partnered with [Common Sense Media](#) (Open external link) to create guidelines for students 13 and older for the best use of social media. These guidelines focus on four areas: digital image, responsible posting, thinking about your actions online, and cyberbullying.

Create Your Digital Image

To control their own online images, young people must think about how they want the world to identify them. This includes matching their personal ideals with their online images, being mindful of their own words, and knowing that families can be helpful partners. The following activities help you work with your child to create a responsible and positive digital footprint.

Family Activities

Throughout this guide we will share activities you can do with students followed by information sharing why such activities are helpful.

Headline Exercise

If your child was the subject of a newspaper article, what would she want the headline to read? Write the headline. Talk about what the headlines of friends, families and famous people might be.

You can also watch the "[One Sentence Project](#)" video (Open external link) to hear how other students have answered this question.

Review the types of photos and posts you and your child have in your current online spaces. Do they match the headline you'd both like to see? If not, how might future posts address that?

Why it Helps

This activity gets the digital image conversation started. It helps the child see how her image affects how others see her.

Imagining Your Audience

Remind your child that many people are possible audience members for their digital image. What would he like his teacher to see? How about the school he hopes to go to? An employer? What about a potential boyfriend/girlfriend? Talk about what he can do to make sure he is sharing what will help develop the desired reputation.

Why it Helps

Gets the child thinking about how to take ownership of his digital image.

Review your Own Profile

You can take steps to improve your digital image and/or help your child with hers.

Some places to start are simply creating profiles in places like [Google](#) (Open external link), [About.Me](#) (Open external link), and [Flavors.Me](#) (Open external link). Look at other students' profiles and discuss what you like and don't like. Consider if there is anything that your child may want to delete or untag to more correctly reflect the image she wants to convey.

Why it Helps

It provides an opportunity for family members to work together to control their digital images.

Find Out More

“Common Sense on Privacy and Digital Footprints.” *“Common Sense on Privacy and Digital Footprints.” Family Tip Sheet. Common Sense Media, 2012. Web. 2 Jan. 2018.* Common Sense Media, 2012. Web. 2 Jan. 2018.(Open external link)

Post Responsibly

You play a key role in ensuring your child is posting responsibly. The DOE Internet Acceptable Use and Safety Policy tells parents that they are responsible for teaching their particular family values to their children. You can help your child post in ways that best show the values of your family:

Family Activity

Set Up an Account Together

Once your child is old enough to create an account (typically, 13), you should set up social media accounts and review the privacy settings together. Make sure your child is only having online friendships and conversations with people you approve of.

Why it Helps

This will enable you to guide and support your child as they set up account and privacy settings. It will show your child that you have a real interest in her success and safety online.

Use Current Events

Events in the news and with friends and family offer great ways to talk about responsible posting. When stories happen, talk with your child about how they would respond to it. Don't focus only on what not to do. It's also important to talk about ways people use social media for good.

Why it Helps

This keeps the conversation current and real. It provides a quick answer to the question, “Why do we need to know this?”

Find Out More

“Kids and Socializing Online.” *Kids and Socializing Online.” Consumer Information: Privacy & Identity. Federal Trade Commission. September 2011. Web. 2 Jan 2018* Federal Trade Commission. September 2011. Web. 2 Jan 2018(Open external link).

Consider the Consequences

It's important for students to think about the effects of their online actions and to be careful about whom they call friends, followers, etc. Students don't always know that what they do outside of school can have effects at school, and this is very true online.

Family Activity

Don't Post Private Personal Information

Explain to your child why it's unsafe to post your address, birth date, or other personal information and what identity theft means. Use real examples if you can find them.

Why it Helps

It creates clear ground rules and stresses the importance of holding back information.

Keep Information Private

Talk to your child about not sharing passwords with friends and make sure you both know how to stop computers you share with others from automatically saving passwords. (For example, always log off when you have finished using a site – don't just close the browser.) Let your child know that we can each be held responsible for another person's actions when that person uses our online accounts to post info or buy something.

Why it Helps

It opens the conversation about how important it is to protect oneself, in both the physical and digital worlds.

Parental Notification

Schools should notify parents each year about school or classroom-based social media activities. If you haven't heard anything, talk to your child's teacher, and your child. Find out about what kinds of social media activity, if any, is part of his classroom work. Talk about the school's use of social media with your child the same way you would talk about other school work.

Why it Helps

Keeps you aware of what's happening in your child's school, so you can take actions to help and guide his social media use.

Be Aware of Your Child's Behavior Online

You may want to “friend” or “follow” your child. Some families keep a copy of their child’s online usernames and passwords; others have a place where all family passwords are kept in case of emergency. Set rules for what behavior is allowed online for your family and talk about the Student Social Media Guidelines at home. You may also want to buy filtering software or set up a program to track computer and cell phone use.

Why it Helps

It helps you stay aware of what’s taking place online. It also helps children know their parents are there to help them in safe and responsible use of social media.

Find Out More

[“Avoid Scams 101.” “Avoid Scams 101.” OnGuardOnline.gov. The Federal Trade Commission. n.d. Web. 2 Jan 2018.](#) [The Federal Trade Commission. n.d. Web. 2 Jan 2018.](#)(Open external link)

Take Threats of Cyberbullying Seriously

Cyberbullying is the use of electronic technologies to hurt or harass others. Examples include creating or forwarding offensive text messages or emails, posts that are not true and create rumors, and embarrassing photos. The guidelines give students ideas about what to do when someone they know is being targeted, or if they are being targeted themselves.

Family Activity

Know Your Child’s Friends at School

Learn the names of your child’s friends and what kinds of activities they do together. If you suspect your child is cyberbullying or is the victim of cyberbullying, you may want to speak to your school’s guidance counselor, Respect for All liaison, or another member of the school staff whom you trust.

Why it Helps

It helps families learn which personalities and situations that may become problems.

Stay Aware of Behavior at Home

Pay attention if your child’s behavior suddenly changes. Some signs of cyberbullying (both being bullied, as well as bullying) are: withdrawal from daily activities, getting upset when online or texting, quickly closing out of applications when an adult walks by, or avoiding discussions about what she is doing.

Why it Helps

It helps family members spot cyberbullying and help before it escalates.

Know What to Do If Your Child Is the Bully

If you suspect your child is bullying someone, it's important to know about the situation. Try to find out the reasons and come up with a plan to deal with and correct the behavior with your child. Your child's school Respect for All liaison or guidance counselor can help you with this.

Why it Helps

Families don't need to go through these situations alone. The DOE has professionals and resources to support you.

Start the Dialogue

Family media agreements will help you talk about how to be safe online. You can find forms for [these agreements on Commonsense Media.](#)(Open external link)

Why it Helps

By setting clear rules and creating guidelines, you make future conversations on the subject much easier.

Encourage Your Child to Speak Up

When your child sees that someone he knows is not being treated right, encourage him to support the victim. They can do that by privately telling the victim that he is sorry for what she is going through or by speaking up publicly. Try to find real examples of this from your life or in the media and discuss with your child the different ways he might respond.

Why it Helps

It shows that there are other ways to fix a problem other than bullying.

Standing up against abuse can give your child a good feeling about himself and consideration for those around him.

Point Out Positive Contributions from Other Young People

Encourage your child to stay positive online. Point out examples of others who participate this way, like the students who are part of [Student Voice](#) (Open external link). Talk with your child about the different ways she can help keep things positive.

Why it Helps

Helps you show your child how social media can be used positively.

Find Out More

Review the educator materials under Helpful Links on the nycschools/tech section of the Employee InfoHub. (Open external link)

“Cyberbullying.” *Cyberbullying.* U.S. Department of Health & Human Services. n.d. Web. 2 Jan. 2018.. n.d. Web. 2 Jan. 2018. (Open external link)

“Family Tip Sheet: Common Sense on Cyberbullying.” *Family Tip Sheet: Common Sense on Cyberbullying.* *Digital Literacy and Citizenship in a Connected Culture.* Common Sense Media, n.d. Web. 2 Jan. 2018. Common Sense Media, n.d. Web. 2 Jan. 2018 (Open external link).

Hinduja, Sameer, Ph.D., and Justin W. “Cyberbullying Warning Signs: Red flags that your child is involved in cyberbullying.” *Hinduja, Sameer, Ph.D., and Justin W. “Cyberbullying Warning Signs: Red flags that your child is involved in cyberbullying.” Cyberbullying Research Center.* 2009. Web. 2 Jan. 2018. 2009. Web. 2 Jan. 2018. (Open external link)

“Tip Sheet: Technology and Youth: Protecting Your Child from Electronic Aggression.” *Tip Sheet: Technology and Youth: Protecting Your Child from Electronic Aggression.* Center for Disease Control and Prevention. n.d. Web. 2 Jan. 2018.. n.d. Web. 2 Jan. 2018. (Open external link)

“What to Do If Your Child Exhibits Bullying Behavior.” *What to Do If Your Child Exhibits Bullying Behavior.* Anti-Defamation League. 2012. Web. 2 Jan. 2018.. 2012. Web. 2 Jan. 2018.

Citywide Behavioral Expectations

To Support Student Learning

Grades 6-12

Student Intervention and Discipline Code and Bill of Student Rights and Responsibilities

Effective April 2017*Reissued September 2018*

Richard A. Carranza
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Division of School Climate and Wellness

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Office of Safety and Youth Development

It is the policy of the New York City Department of Education to provide equal educational opportunities without regard to actual or perceived race, color, religion, age, creed, ethnicity, national origin, alienage, citizenship status, disability, age, sexual orientation, gender (sex), gender identity, gender expression or weight. It is also the policy of the DOE to maintain an environment free of harassment on the basis of any of these grounds, including sexual harassment.

Inquiries regarding compliance with the anti-discrimination policy may be directed to: Office of Equal Opportunity, 65 Court Street, Brooklyn, New York 11201, (718) 935-3320.

MISSION STATEMENT

Adopted July 2015

The New York City Mayor's Office, Department of Education and New York City Police Department believe the City's schools must foster environments most conducive to learning. We believe all children deserve such environments and that all children have the potential to learn and succeed. That means, first and foremost, that our schools must be safe. It also means that in keeping them safe, we must preserve their essential character as places of learning.

New York City believes that overly punitive methods of discipline are not in the best interests of students, fail to advance school safety and can harm students' long-term potential. Research has shown that students facing disciplinary measures, and the schools they attend, are better served by providing positive supports that teach students the social, emotional and behavioral skills necessary to participate and learn. Therefore, New York City will train school personnel and safety personnel in research-driven best practices on how to provide these supports, including providing enhanced support to students with special needs or those suffering from trauma due to exposure to poverty or violence. Recognizing that some schools will need additional resources as well as training, New York City will provide the staffing support needed to implement progressive forms of discipline in particularly high-need schools. We will build on local and national models to simultaneously improve school climate and safety. In this way, New York City will reduce the use of suspensions as a disciplinary tool and will eliminate the use of summonses and arrests for minor school misbehavior while continuing to advance school safety.

New York City does not tolerate discrimination and will use every tool to eliminate inconsistencies and disparities in the discipline of students based on actual or perceived race, color, creed, ethnicity, national origin, citizenship/immigration status, religion, age, gender, gender identity, gender expression, sexual orientation, disability or weight.

CITYWIDE STANDARDS OF INTERVENTION AND DISCIPLINE MEASURES

The New York City Department of Education is committed to ensuring that our schools are safe, secure and orderly environments in which teaching and learning take place each day. A safe and supportive school depends upon the efforts of all members of the school community—teachers, students, administrators, parents, counselors, social workers, safety personnel, related service providers, cafeteria, custodial and bus staff—to treat one another with mutual respect.

Included in this document is the *Student Bill of Rights and Responsibilities* which promotes responsible student behavior and an atmosphere of dignity and respect by establishing guidelines to help students as they strive to become productive citizens in a diverse society.

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Bill of Student Rights and Responsibilities

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

The Citywide Behavioral Expectations to Support Student Learning (the Discipline Code) provides a description of conduct that does not meet standards of behavior expected of students in New York City public schools. It includes a range of supports and interventions and a range of permissible disciplinary measures that schools may use to address misbehavior.

The Discipline Code applies to all students in the New York City Department of Education.

BEHAVIORAL EXPECTATIONS

The manner in which students conduct themselves in school is a major factor in establishing and maintaining a safe and respectful school community. To promote positive student behavior, all members of the school community — students, staff and parents — must know and understand, the standards of behavior which all students are expected to live up to, the supports and interventions that will be used to address misconduct, and the disciplinary consequences if behavioral standards are not met.

It is essential that schools set aside time to review with students this code, the Bill of Student Rights and Responsibilities and the NYCDOE Internet Acceptable Use and Safety Policy (IAUSP). This review should be age appropriate so that all students know and understand the behavior expected of them when they are in school, including when they are accessing and using the Department’s internet systems regardless of their physical location. This is especially important when working with children in the early childhood grades given their developmental capacity to understand behavior and consequences. All students, regardless of age, should be engaged in discussion of the school community’s expectations and should be active participants in creating classroom “ground rules” for their behavior.

Equally imperative, all school faculty and staff must affirm clear and consistent behavioral expectations that set the tone for a safe, orderly, and respectful school community. School faculty and staff must be firm, fair and consistent in addressing student behavior in a manner which enables students to learn from their mistakes and be accountable for their misconduct.

PARENTS* AS PARTNERS

Students, parents, and school personnel all have a role in making schools safe and must cooperate with one another to achieve this goal. School staff should keep parents informed of their child’s behavior and enlist parents as partners in addressing areas of concern. Outreach to parents can include, but is not limited to, a phone call and/or a written

communication. As role models, parents and school staff should exhibit the behaviors that they would like to see students emulate.

Attendance

Attendance at school is vital to a student's academic progress and success. School personnel must ensure that appropriate outreach, intervention and support are provided for students who exhibit attendance problems that may manifest themselves as truancy or patterns of unexcused absence or educational neglect.

In cases of truancy, school personnel must meet with the student and parent in order to determine needed supports and an appropriate course of action which may include, but is not limited to: guidance intervention, referral for counseling, and/or referral to after-school programs.

The school's Attendance or Pupil Personnel Committee should review cases of chronic absenteeism, absenteeism and/or truancy and should involve attendance teachers, deans, guidance counselors, teachers, social workers and other school staff in facilitating a resolution. Cases of suspected educational neglect must be called into the New York State Central Register in compliance with Chancellor's Regulation A-750.

To ensure that parents become active and involved partners in promoting a safe and supportive school environment, they must be familiar with the Discipline Code.

- School officials are responsible for sharing the information in this document with students, parents, and staff. Schools are encouraged to provide workshops for parents on understanding the Code and how best to work with the school to support their child's social-emotional growth.
- Educators are responsible for informing parents about their child's behavior and for nurturing the skills students need to succeed in school and in society. Parents are encouraged to discuss with their child's teacher and other school staff issues that may affect student behavior and strategies that might be effective in working with the student.

It is important that there is meaningful consultation and communication between the school and the home. Schools must arrange for interpretation and translation services if necessary to communicate with a parent. Guidance conferences attended by the principal

or his/her designee, a school counselor, the student's parent(s), and one or more of the student's teachers are an effective means of encouraging parental input and should be held with students when appropriate.

Parents who want to discuss supports and interventions in response to student behavior should contact their child's school, including the Parent Coordinator, or, if necessary, the Office of Family Advocacy and Community Engagement.

In the event a student engages in inappropriate behavior that violates the Discipline Code, the principal or principal's designee must report the behavior to the student's parent. When a student is believed to have committed a crime, the police must be notified and the parent must be contacted. See Chancellor's Regulation A-412.

*Whenever used in this document, the term "parent" means the student's parent(s) or guardian(s) or any person(s) in a parental or custodial relationship to the student, or the student, if she/he is an emancipated minor or has reached 18 years of age.

CREATING SAFE, SUPPORTIVE AND INCLUSIVE SCHOOLS

PROMOTING POSITIVE STUDENT BEHAVIOR

School culture and climate have a profound impact upon students' academic progress and their relationships with peers and adults. Each school is expected to promote a positive school culture that provides students with a supportive environment in which to grow both socially and academically.

Handling challenging situations constructively

Schools are expected to take a proactive role in nurturing students' pro-social behavior. Social-emotional learning must be a basic component of a school's program of universal prevention for all students. Effective social-emotional learning helps students develop fundamental life skills, including:

When students develop these skills, they experience more positive relationships with peers, engage in more positive social behaviors and are less likely to engage in misconduct.

Establishing a school wide tiered framework of behavioral supports and interventions is essential to implementing progressive discipline. The goal of behavioral supports is to foster resiliency, help students understand and follow school rules, and support them in developing the skills they need to meet behavioral expectations.

School staff members are also responsible for addressing inappropriate student behaviors that disrupt learning. Administrators, teachers, counselors, and other school staff are

expected to engage all students in intervention and prevention strategies that address a student's behavioral issues and discuss these strategies with the student and his/her parent(s).

Intervention and prevention strategies include, but are not limited to:

- support and services to address personal and family circumstances;
- social-emotional learning;
- conflict resolution;
- peer mediation;
- collaborative negotiation;
- restorative practices (e.g., circles, formal restorative conferences);
- anger management;
- stress management;
- collaborative problem solving;
- communication skills acquisition;
- the use of alternate instructional materials and/or methods; enrichment services and/or
- development or review of functional behavioral assessments and behavioral intervention plans, which should be developed and/or reviewed as an early intervention strategy.

If, at any time, school officials suspect that a student's difficulties may be the result of a disability which may require special education services, the student should be referred immediately to the Committee on Special Education (CSE).

Through the use of supports and intervention strategies that engage students and give them a clear sense of purpose, school staff members facilitate students' academic and social-emotional growth and assist them in following school rules and policies.

Equally important, student engagement is integral to creating a positive school culture that fosters students' social-emotional growth and academic achievement. Providing students with multiple opportunities to participate in a wide range of pro-social activities and, at the same time, bond with caring, supportive adults can help prevent negative behaviors. Examples can include:

- meaningful opportunities to share ideas and concerns and participate in school wide initiatives (e.g., student government, regularly held student forums; school wide community service projects, etc.);
- student leadership development;
- co-curricular afterschool activities (e.g., student clubs, including sports related clubs; service organizations; team sports; etc.)
- periodic recognition of students' achievements in a wide range of academic and co-curricular areas;

Such opportunities, coupled with a comprehensive program of prevention and intervention support services, provide students with the experiences, strategies, skills, and support they need to thrive.

Progressive Discipline

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 ultimate goal of teaching pro-social behavior. Progressive discipline does not seek punishment. Instead, **progressive discipline seeks concurrent accountability and behavioral change.**

The goal of progressive discipline is prevention of a recurrence of negative behavior by helping students learn from their mistakes. Essential to the implementation of progressive discipline is assisting students who have engaged in unacceptable behavior to:

- understand why the behavior is unacceptable and the harm it has caused;
- understand what they could have done differently in the same situation;
- take responsibility for their actions;
- be given the opportunity to learn pro-social strategies and skills to use in the future; and
- understand the progression of more stringent consequences if the behavior reoccurs.

Every reasonable effort must be made to correct student behavior through counseling and other school- based interventions such as restorative practices. Supports and interventions are essential because inappropriate behavior or violations of the Discipline Code may be symptomatic of more serious problems that students are experiencing. It is, therefore, important that school personnel be sensitive to issues that may influence the behavior of students and respond in a manner that is most supportive of their needs.

Appropriate disciplinary responses should emphasize prevention and effective intervention, foster resiliency, prevent disruption to students’ education, and promote positive school culture. When a student’s misconduct results in a placement out of the classroom, the school should consider, where appropriate, using peer mediation or the restorative circle process as an effective strategy to support a successful return to the student’s regular program.

For students with disabilities whose behavior impedes the student’s participation in school, a functional behavioral assessment (FBA) is an essential tool to understand the causes of the student’s behavior. A behavioral intervention plan (BIP) after an FBA provides specific approaches to address the student’s behavior.

Determining the Disciplinary Response

School officials must consult this document (the Discipline Code) when determining which disciplinary measure to impose. In determining how to best address inappropriate conduct, it is necessary to evaluate the totality of the circumstances surrounding the conduct. The following facts *must* be considered prior to determining the appropriate disciplinary measures:

- the student's age and maturity;
- the student's disciplinary record (including the nature of any prior misconduct, the number of prior instances of misconduct, and the disciplinary and guidance intervention measures applied for each);
- the nature, severity and scope of the behavior;
- the circumstances/context in which the conduct occurred;
- the frequency and duration of the behavior;
- the number of persons involved in the behavior;
- the social emotional status/needs of all persons involved in the behavior;
- the student's IEP (Individualized Education Plan), BIP (Behavioral Intervention Plan), and/or 504 Accommodation Plan, if applicable.

Supports and interventions are an integral part of a comprehensive response to behavior.

PROGRESSIVE DISCIPLINE

The Citywide Behavioral Expectations to Support Student Learning holds students accountable for their behavior. Infractions are grouped into five levels based on the severity of the infraction. Whenever possible and appropriate, the response to misconduct should begin with the lowest level of disciplinary response and should include appropriate supports and intervention(s).

Progressive Infraction Levels: Infractions are grouped into five levels based on the severity of the infraction.

- **Level 1** Uncooperative/Noncompliant Behavior
- **Level 2** Disorderly Behavior
- **Level 3** Disruptive Behavior
- **Level 4** Aggressive or Injurious/ Harmful Behavior
- **Level 5** Seriously Dangerous or Violent Behavior

Each level of infractions provides a set of possible supports and interventions as well as a minimum to a maximum range of possible disciplinary responses that may be imposed by a teacher, principal, the Chief Executive Officer of the Office of Safety and Youth Development or other designee of the Chancellor or Community Superintendent.

Principals, teachers, school staff, students, and parents need to know the disciplinary measures that can be taken when a student misbehaves or substantially disrupts a classroom. The Discipline Code is divided into two sections -Section A: Grades K-5 and Section B: Grades 6-12 - to ensure that the age and general maturity of the student are considered. Some infractions may not apply to students in grades K-3. In determining whether a student has engaged in misbehavior covered by the Discipline Code, schools should account for the developmental age of the student.

The enumerated infractions are not all-inclusive. Students who engage in misconduct which is not listed are subject to appropriate disciplinary measures by the teacher, principal or the Chief Executive Officer of the Office of Safety and Youth Development or other designee of the Chancellor or Community Superintendent based on violation of school rules and in keeping with the standards for addressing inappropriate behavior by students in grades K-12 as illustrated herein. To ensure that staff, students, and parents are aware of all expected standards of behavior, school rules must be in writing and available to all students and communicated in a grade appropriate manner.

The Discipline Code provides graduated accountability measures for students who engage in repeated misbehaviors despite prior interventions and/or prior imposition of appropriate disciplinary measures.

More severe accountability measures will be imposed on those students who engage in a pattern of persistent misconduct. Whenever possible and appropriate, prior to imposing such penalties, school officials should exhaust less severe disciplinary responses in conjunction with supports and interventions.

Where and When the Discipline Code Applies

The standards set forth in the Discipline Code apply to behavior:

- in school during school hours;
- before and after school, while on school property;
- while traveling on vehicles funded by the NYC DOE;
- at all school-sponsored events; and

- on other-than-school property when such behavior can be demonstrated to negatively affect the educational process or to endanger the health, safety, morals, or welfare of the school community.

When misbehavior involves communication, gestures, or expressive behavior, the infraction applies to oral, written, or electronic communications, including but not limited to texting, e-mailing, and social networking.

SUPPORTS AND INTERVENTIONS

To promote positive behavior, schools provide a range of prevention and intervention support services for students during and/or after school hours throughout the school year. When a student engages in misconduct, the non-exhaustive list of interventions must be considered based on the type of behavior in which a student has engaged. Supports and interventions are an integral part of a comprehensive response to misconduct. **Schools are required to provide and document support services at all stages of the disciplinary process, including during suspension.** When used consistently and appropriately, interventions help improve student behavior, lower the incidence of repeated misbehavior, and contribute to a more positive school environment. Support services may include any of the interventions or a combination of services that best meet the needs of the individual student.

Required Documentation

All interventions and supports provided to a student in response to behavioral incidents **must be entered into the Suspensions and Office of Hearings Online (SOHO) system**, regardless of whether or not a disciplinary action is imposed.

Examples of Supports and Interventions

- ***Parent Outreach***
School staff should keep parents informed of their child's behavior and enlist parents as partners in addressing areas of concern. Outreach to parents can include, but is not limited to, a phone call and/or written communication.
- ***Short-Term Behavioral Progress Reports***
Teachers and/or principals may send behavioral progress reports to parents on a regular basis until they feel that the student is in control of his/her behavior and working in the classroom successfully.
- ***Guidance Conference***
Principals and teachers may request a guidance conference with the student and, where appropriate, with the parent. The purpose of the conference is to review the behavior, find solutions to the problem and address academic,

personal, and social issues that might have caused or contributed to the behavior.

- ***Development of Individual Behavior Contract***

The student meets with teachers to create a written contract that includes objectives and the specific performance tasks that the student will accomplish to meet those objectives. The contract is signed by the student and teacher and, where appropriate, by the parent.

- ***Intervention by Counseling Staff***

Where available, school-based counseling personnel and/or School-Based Mental Health programs offer a wide range of comprehensive and confidential mental health services and interventions including, but not limited to: assessments, individual, group and family counseling and/or therapy, teacher consultations, and educational strategies for parents and staff.

- ***Referral to PPT (Pupil Personnel Team)***

Pupil Personnel Teams are school-based teams that use a multidisciplinary approach to encourage student success through prevention and intervention strategies and supports. A case manager is identified for each student referral and an individualized plan is created to help the student overcome his/her academic and/or other challenges.

- ***Restorative Practices***

Using restorative practices to foster positive interpersonal and intergroup relations and to address inappropriate behavior when it occurs is a cornerstone of a progressive approach to discipline. Restorative practices include collaborative negotiation, circle process, peer mediation, conflict resolution, and formal restorative conferencing.

- ***Collaborative Problem Solving***

When a student engages in challenging behavior, a trained school staff member can use the collaborative problem-solving process to identify the specific issues that are precipitating the behavior, articulate the adult concerns about the behavior and engage the student in a collaborative process to address the underlying reasons for the behavior and decide upon a plan of action that is both realistic and mutually acceptable to both.

- ***Individual/Group Counseling***

Individual counseling provides students with an outlet to share issues in privacy that may be negatively impacting their attendance, behavior, and/or academic success. Small-group counseling can address needs such as stress management, anger management, developing effective conflict resolution and/or communication skills, etc. Students discuss and formulate goals, and learn problem-solving strategies that will enable them to overcome a variety of personal challenges. Counselors will conference with parents on a regular basis to discuss the student's academic and personal progress.

- ***Referral to Counseling Services for Bullying, Intimidation, or Harassment***

When a student or group of students engages in bullying, including cyberbullying, intimidation, or bias-based harassment, of another student or group of students, both the target of the behavior

and the student who engages in this behavior should be referred to separate appropriate counseling, support, and education services provided by school staff or a community-based agency. Neither mediation nor conflict resolution is, under any circumstances, appropriate interventions for bullying, intimidation, or harassment.

Examples of Supports and Interventions

- **Referral to Counseling Services for Bias-Based Bullying, Intimidation or Harassment** When a student or group of students engages in bias-based bullying, intimidation, or harassment of another student or group of students, both the victim and the student who engages in this behavior should be referred to separate appropriate counseling, support, and education services provided by school staff or a community-based agency. Neither mediation nor conflict resolution is, under any circumstances, appropriate interventions for bias-based bullying, intimidation, or harassment.

- ***Referral to Counseling Services for Youth Relationship Abuse or Sexual Violence***

When a person uses a pattern of threatened or actual physical, sexual, and/or emotional abuse to control a dating partner, the school should refer both the victim and the student who engages in this behavior to separate appropriate school or community-based agencies for counseling, support, and education. Neither mediation nor conflict resolution is, under any circumstances, appropriate interventions for suspected relationship abuse.

- ***Mentoring Program***

A mentoring program matches a mentor who may be a counselor, teacher, student, and/or administrator with a student in need of additional support. The object of this relationship is to help the student in his/her personal, academic, and social development.

- ***Mentor/Coach***

Assignment of a trained school staff member to provide transition support for a student returning from a Superintendent's Suspension or from a prolonged absence.

- ***Referral to a Community-Based Organization (CBO)***

Students may be referred to a community-based organization for a wide range of services including, but not limited to, after-school programming, individual or group counseling, leadership development, conflict resolution, and academic tutoring.

- ***Referral to Appropriate Substance Abuse Counseling Services***

In the case where a student is presenting problems with substance abuse, including the use, possession, or distribution of illegal drugs, drug paraphernalia,

and/or alcohol, referrals should be made to either school based counseling services or to an external agency or community- based organization.

RESTORATIVE PRACTICES

All members of a school community bring with them diverse abilities, interests, viewpoints, and family and cultural backgrounds. These differences can be a source of great energy and strength when members of the community value and respect one another. Using restorative practices to foster positive interpersonal and intergroup relations and to address inappropriate behavior when it occurs is a cornerstone of a progressive approach to discipline.

A restorative approach to discipline changes the fundamental questions that are asked when a behavioral incident occurs. Instead of asking who is to blame and how those engaged in the misbehavior will be punished, a restorative approach asks four key questions:

- What happened?
- Who was harmed or affected by the behavior?
- What needs to be done to make things right?
- How can people behave differently in the future?

TYPES OF RESTORATIVE PRACTICES

Circle Process: Regular use of restorative circles within the instructional program of a school is a significant prevention and intervention strategy. The circle process enables a group to build relationships and establish understanding and trust, create a sense of community, learn how to make decisions together, develop agreements for the mutual good, resolve difficult issues, and address other issues as they arise.

Students are the largest group of stakeholders in a school community and its greatest natural resource in creating and sustaining a safe and supportive school environment. Building community among students and between students and staff members is integral to creating a supportive and inclusive school culture. When students feel accepted, valued, respected, and included, they build a positive connection to school and foster resiliency. Community building circles focus on:

- **Safety and Trust.** Community members need a sense of safety and trust to connect with one another.
- **Honor.** Members interact with fairness and integrity and acknowledge their personal responsibility for their actions.
- **Openness.** Community members feel free to share their thoughts and feelings.
- **Respect.** To bond as a community, members must feel they are valued and respected as individuals, and they must respond respectfully to one another
- **Empowerment.** A sense of empowerment is a crucial element and a desired outcome of being a member of a community. Community support enables members to gain a new view of themselves and a new sense of confidence in their abilities.

When used as an intervention measure to address inappropriate student behavior, restorative circles empower community members to take responsibility for the well-being of others; prevent or deal with conflict before it escalates; address underlying factors that lead youth to engage in inappropriate behavior and build resiliency; increase the pro-social skills of participants, particularly those who have harmed others; and provide wrongdoers with the opportunity to be accountable to those they have harmed and enable them to repair the harm to the extent possible. A circle can also be used in response to a particular issue that affects the school community.

Collaborative Negotiation: Using the collaborative negotiation process enables an individual to talk through an issue or conflict directly with the person with whom he/she disagrees to arrive at a mutually satisfactory resolution. Training in collaborative negotiation includes learning active listening and other conflict resolution communication skills.

Peer Mediation: An impartial, third party mediator (in a school, a student who has been trained to serve as a peer mediator) facilitates the negotiation process between conflicting parties so they can come to a mutually satisfactory resolution. Mediation recognizes that there is validity to conflicting points of view that disputants bring to the table and helps disputants work out a solution that meets both sets of needs. Disputants must choose to use mediation and must come to the process willingly. Mediation is not used where one individual has been victimized (for example, in cases of harassment or bullying) by another.

Formal Restorative Conference: A conference is facilitated by an individual who has received specific training in bringing together individuals who have acknowledged causing harm with those who have been harmed. Regardless of the circumstances, the mental and physical health, safety, and welfare of the individual who was harmed are of paramount importance when considering this option in a school setting. Both sides may bring supporters to the circle who have also been affected by the incident. The purpose of the conference is for the harm-doer and the harmed to understand each other's perspective and come to a mutual agreement that will repair the harm as much as it is able to be repaired. A formal restorative conference may be used as an intervention in conjunction with a disciplinary response (e.g., a student participates in a formal restorative conference in conjunction with a teacher removal or a principal or superintendent suspension) or may be used as a disciplinary intervention to address misconduct that does not require teacher removal or suspension.

ADDRESSING BULLING AND BIAS-BASED BEHAVIOR

Each school is expected to promote a nurturing school culture that promotes positive interpersonal and intergroup relations and respect for diversity among students and between students and staff, providing all students with a supportive and safe environment in which to grow and thrive academically and socially. The ability of students to learn and meet high academic standards and a school's ability to educate its students are compromised when

students engage in discrimination or harassment, bullying, or intimidating behavior toward other students.

Bullying and harassment can take many forms and includes behavior that targets students because of their actual or perceived race, color, national origin, ethnicity, citizenship/immigration status, religion, creed, disability, sexual orientation, gender, gender identity, gender expression, or weight. These behaviors pose a serious threat to all students, and it is a school's responsibility to eliminate the hostile environment created by such harassment, address its effects, and take steps to ensure that harassment does not recur.

Everyone in the school community—teachers, support staff, safety agents, cafeteria, custodial staff, bus drivers, guidance counselors, students, and parents—needs to understand what bullying is and the DOE rules that prohibit such behavior. Clarifying school-wide rules that prohibit bullying and discrimination and discouraging bystander behavior (on-looker) are vitally important to helping students play a pivotal role in bullying prevention.

Integral to preventing student-to-student bullying and/or bias-based behavior is effective social-emotional learning that helps students develop social-emotional core competencies. These fundamental life skills are: recognizing and managing their own emotions, developing caring and concern for others, establishing positive relationships, making responsible decisions, and handling challenging situations constructively and ethically.

Students who are able to recognize and manage their own emotions are better able to be assertive rather than aggressive or passive when they interact with their peers. Students who develop caring and concern for others and establish positive relationships are less likely to engage in bullying or discriminatory behavior. Additionally, students who have learned how to make responsible decisions and handle challenging situations ethically and constructively are less likely to be bystanders and more likely to act as allies if a peer is the target of harassment of any kind. To help students learn how to be allies, the DOE offers teachers and counselors training in using the curriculum module *Fostering Respect for All: Empowering Students to Move from Bystanders to Allies* as well as other *Respect For All* professional development opportunities.

What is Bullying?

Bullying is behavior that is intended to cause some kind of harm. The person doing the bullying purposely says or does something to hurt the target of his/her behavior.

Bullying behavior always involves an imbalance of power (physical or social) or strength between the person doing the bullying and the target of the behavior. The person doing the bullying may be physically bigger or stronger or may be older or have greater social status or social power than the person being targeted. It is a pattern of behavior usually repeated over time and can take many forms.

Bullying is aggressive behavior by one individual (or group) that is directed at a particular person (or group). The aggressive behavior is unwanted and negative. It is deliberate and unprovoked. The targeted person is harmed by what is purposely being said or done.

To assist the school community in addressing bullying and bias-based behavior, the *Respect For All* Library on the Department's website offers many kinds of resources for parents, students, school staff, and school leaders. These resources include guidance documents and tip sheets for parents and students, including an important *RFA* brochure on understanding the difference between bullying and conflict, along with lessons, book lists, and other instructional materials for school staff. Schools are encouraged to use these resources to infuse bullying prevention, including cyberbullying, and respect for diversity lessons and other activities into their instructional program.

The *Respect For All* Library also provides schools information about opportunities and strategies to engage students in promoting respect such as *Bully Prevention Month*, *No Name Calling Week* or through projects like *Not in Our School* or *No Place for Hate*. Whether schools use the book lists to identify a class or school wide *Book of the Month* or whether trained peer educators conduct peer-to-peer workshops to prevent bullying behavior or promote respect for diversity, it is imperative that each school community is meaningfully and proactively engaged in creating a school culture and climate in which all students feel safe and respected.

If as a parent you have concerns that your child is the target of bullying behavior, please report your concerns to your child's school. If, after reporting to your child's school, you require additional assistance, please contact the Family Support Coordinator in the Superintendent's Office. If a parent has further questions, contact RespectforAll@schools.nyc.gov.

Any student who believes that he or she has been the victim of discrimination, harassment, intimidation, and/or bullying by another student should report the incident to the *RFA* liaison(s) or to any other school employee. If a student feels uncomfortable making a report to a school staff member, a student may contact the Office of Safety and Youth Development (OSYD) by emailing the report to RespectforAll@schools.nyc.gov

All reports of harassment, discrimination, and/or bullying behavior will be investigated. For further information, please see [**Chancellor's Regulation A-832**](#).

Bullying Is NOT Conflict

Conflict is a struggle between two or more people who perceive they have incompatible goals or desires. Conflict occurs naturally as we interact with one another. It is a normal part of life that we will not always agree with other people about the things we want, what we think, or what we want to do.

Most conflicts between students arise when students see the same situation from two different points of view. Think of some of the ways we describe people in conflict: “They were butting heads”; “They were going back and forth at each other”; “It was ‘he said/she said.’” In these cases, both people are equally “telling their side of the story.”

In a conflict people may get frustrated and angry. Chances are the amount of emotion each person feels will be relatively equal because both are vying for what they want. In the heat of the moment, one or both people’s emotions can escalate a conflict. All of us have known of conflicts in which people have said things to hurt one another which they later regret.

People engaged in a conflict want the issue to be resolved. The “back and forth” that occurs is each person trying to make the case for what s/he wants. When one or both people have the skills to resolve the dispute so that both sets of needs are met, the same conflict between the same two people most likely will not be repeated.

PROGRESSIVE LADDER OF SUPPORT AND DISCIPLINARY CONSEQUENCES

The ladder of supports and disciplinary consequences below illustrates a progressive response to inappropriate behavior. Student misbehavior must be handled on a case-by-case basis. In all cases, implementation of appropriate interventions and disciplinary responses must take into account a number of factors including the nature and severity of the misconduct. In many cases, the use of in-school disciplinary response and/or the use of supports and interventions may be most suitable. In other cases, a student’s misconduct may require or be most appropriately addressed by a targeted or significant disciplinary response along with supports and interventions. In all cases, it may be most suitable for supports and interventions to take place outside of the classroom.

1. Concurrent Support and Disciplinary Response to Misconduct

When a student engages in misconduct, support services are provided to address the student’s inappropriate behavior and/or underlying needs in conjunction with disciplinary action. The goal is to foster social-emotional growth and pro-social behavior and prevent future misbehavior.

2. Universal Prevention for All Students

The school takes a whole school approach to promoting positive student behavior. Social- emotional learning is infused into the curriculum. Staff meets regularly to ensure that there is a comprehensive student support program in place that

includes counseling services, guidance, opportunities for social-emotional learning, student engagement opportunities, and prevention and intervention behavioral supports to encourage and foster pro-social student behavior, foster resiliency, and built students' positive connection to the school community. The school has a system in place for early identification of students in need of prevention, intervention and/or support services.

3. Initial Response(s)

When a student experiences difficulty or engages in inappropriate behavior, the teacher contacts the parent and, depending on the nature and severity of the behavior and the age and maturity level of the student, takes one or more of the following steps: has a conference with the student; refers the student to a school counselor and/or to the PPT, and/or the deans' office (middle and high school grades). One or more interventions and/or options for primary disciplinary consequences are used to address the student's behavior.

4. Supports and Intervention Options

- a. Range of Supports and Intervention Options
 - i. Teacher conference/classroom observation
 - ii. Peer mediation; conflict resolution
 - iii. Restorative practices (e.g., circle or formal restorative conference)
 - iv. Assignment of a mentor/coach
 - v. Guidance lessons in classrooms
 - vi. Social-emotional learning
 - vii. Individual behavioral contract or progress reports
 - viii. Collaborative problem solving
 - ix. Referral to Pupil Personnel Team
 - x. Parent Contact
 - xi. Guidance conference
 - xii. Individual and/or small group counseling
 - xiii. Referral to school nurse or school-based health clinic or external health care provider
 - xiv. Referral for academic support services
 - xv. Referral to external mental health counseling provider or community based organization
 - xvi. Referral to counseling for bullying, intimidation or harassment
 - xvii. Referral to counseling for youth relationship abuse, or sexual violence
 - xviii. Referral to appropriate substance abuse counseling
 - xix. Referral to attendance teacher/coordinator
 - xx. Functional Behavioral Assessment (FBA)/ Behavioral Intervention Plan (BIP)

xxi. School counselor and/or other support staff and/or administrator/student conference

b. For students serving a Superintendent's suspension, student support services are provided in an alternate instructional site. Contact between the site and the student's home school is established to ensure academic progress and a successful transition upon return.

5. *Disciplinary Response Options*

a. **Range of In-School Disciplinary Response(s)**

- i. Formal restorative conference
- ii. Individual behavior contract
- iii. Short-term progress reports
- iv. Referral to Pupil Personnel Team
- v. Supervisor's conference with student
- vi. In-school disciplinary action (e.g., detention)
- vii. Parent conference
- viii. Student/teacher conference
- ix. Administrator/parent and/or dean/student conference
- x. Administrator meeting with student to address wrongdoing and its consequences

b. ***Teacher Removal or Principal's Suspension***

- i. Removal from classroom by teacher
- ii. Principal's suspension (up to 5 school days)

c. ***Superintendent's Suspension***

- i. Immediate reinstatement
- ii. 6-10 school days
- iii. 11-29 school days
- iv. 30-59 school days with review at 30 school days for suspensions of 39 or more school days
- v. 60-90 school days with review every 30 school days
- vi. One school year with review at 90 and 135 days
- vii. One school year without review for early reinstatement

DISCIPLINE PROCEDURES

In-School Disciplinary Responses

Schools have a range of disciplinary responses that can be used to hold students accountable for inappropriate behavior and that do not involve removal from the classroom or school or assignment to an alternate instructional site. These primary disciplinary responses are delineated on the Progressive Ladder of Support and Disciplinary Responses. A school's decision to use a disciplinary response must take into consideration a number of factors, including the nature and severity of the misconduct. Schools are encouraged to use primary disciplinary responses when they are the most appropriate response to the misbehavior.

Suspensions and Teacher Removals

All suspensions and removals from the classroom must be done substantively and procedurally in accordance with relevant Regulations of the Chancellor, State Education Law, and Federal Law. (**Note:** Student discipline procedures for summer school vary from those used during the regular school year and are issued separately.) All entries in student records must be made in accordance with Chancellor's Regulation A-443.

Suspensions of more than five days may be imposed for students in all schools by the Chief Executive Officer of the Office of Safety and Youth Development ("OSYD") or other designee of the Chancellor, or for students in elementary and middle schools by the Community Superintendent. For ease of reference, the term "superintendent's suspension" is used throughout this document to denote both suspensions imposed by the Chief Executive Officer of the Office of Safety and Youth Development or other designee of the Chancellor and suspensions imposed by the Community Superintendent.

Schools are expected to provide support services to students returning from suspension to maximize their ability to meet the school community's social and academic standards.

All disciplinary responses and supports must be entered into SOHO.

ADDITIONAL PROTECTIONS FOR STUDENTS WITH DISABILITIES

Students with disabilities, 504 plans, or who are "presumed to have a disability" are entitled to assert specific procedural safeguards under IDEA (see Chancellor's Regulation A-443). A student is presumed to be a student with a disability if the parent has expressed concern in writing that the student needs special education and/or related services, the parent has made a written request for an evaluation of his/her child, the parent or school staff express concern about a pattern of behavior or the student has been referred for an initial evaluation.

MANIFESTATION DETERMINATION REVIEW

A manifestation determination review must be conducted when a student with a disability or a student who is presumed to have a disability is subject to a disciplinary change in placement, in order to determine if the behavior is caused by or has a direct and substantial relationship to the student's disability and/or was the direct result of the failure to implement the IEP or Section 504 plan. If the student's behavior is a manifestation of the student's disability, the student may not be disciplined for the behavior, except in certain cases if the

student's behavior is determined not to be a manifestation of the student's disability, the student may be subject to discipline for the behavior.

A disciplinary change of placement occurs if the student will be removed from his/her regular program for: (1) more than 10 consecutive school days as a result of a superintendent suspension; (2) more than 10 cumulative school days in a 40-school-day period as a result of three or more disciplinary actions (superintendent suspension, principal suspension, and/or teacher removal); or (3) more than 10 cumulative school days in a school year as a result of disciplinary actions that the principal determines constitute a pattern of removals. See Challenging Behaviors

FUNCTIONAL BEHAVIOR ASSESSMENTS AND BEHAVIOR INTERVENTION PLANS

If a student with an IEP is subject to disciplinary action and a determination has been made that the behavior is a manifestation of the student's disability, an FBA must be conducted or updated and a BIP developed or modified. Additionally, even when a student's behavior is determined not to be a manifestation of a student's disability, an FBA can help provide a more in-depth understanding of the student's behavior.

A **functional behavior assessment (FBA)** is an evaluation used to determine why a student with a disability engages in behaviors that impede learning and how the student's behavior relates to the environment.

The FBA must be based on multiple sources of data, obtained across multiple settings and times of day including, but not limited to: information obtained from direct observation of the student; information from the student, the student's teacher(s), related service provider(s) and others with whom the student interacts; and a review of available data and information from the student's record and other sources, including any relevant information provided by the student's parents/caregivers. An FBA must be conducted by a team; the principal will designate the team and its facilitator.

A **behavioral intervention plan (BIP)** is based on the results of an FBA and includes, at a minimum: a description of the problem behavior; global and specific hypotheses as to why the problem behavior occurs; and intervention strategies that include positive behavioral supports and services to address the behavior. The BIP must identify intervention strategies to be used to alter antecedent events to prevent the occurrence of the behavior, teach individual alternative and adaptive behaviors to the student, and provide consequences for the targeted inappropriate behavior(s) and alternative acceptable behavior(s). Baseline data must be used as a standard to establish performance criteria and against which to evaluate intervention effectiveness. The BIP must be monitored (and reported to the parent) using the same data collection measures (frequency, intensity, duration and/or latency) that were used to collect baseline data for the FBA. The goal is for the problem behavior to decrease as the replacement behavior increases.

After an FBA has been conducted, the IEP team must be convened to review the results of the FBA, develop a corresponding BIP (if appropriate), and update the student's individualized education program (IEP) to indicate if a particular device or service, including an intervention, accommodation or other program modification, is needed to address the student's behavior.

DISCIPLINARY RESPONSES

Disciplinary responses should be progressive. Please see the **Progressive Ladder of Support and Disciplinary Responses** for the range of disciplinary options including the use of a formal restorative conference. Note that In-school Disciplinary Actions may include detention, exclusion from extracurricular activities or communal lunchtime. If these in-school consequences are used, they must not take place during class time, cannot result in a student missing instruction, and must be done in accordance with the Wellness Policy.

All disciplinary responses must be imposed in accordance with the procedural requirements of

Chancellor's Regulation A-443 and consistent with the range of disciplinary responses authorized for a particular infraction. Schools are expected to use supports and interventions and non-removal disciplinary responses, to the extent feasible and appropriate, before imposing a teacher removal, principal suspension or superintendent suspension.

All interventions, disciplinary responses and supports must be promptly entered into SOHO.

IN-SCHOOL DISCIPLINARY ACTIONS:

Removal from a Classroom by a Teacher:

A student who engages in behavior that is substantially disruptive of the education process or substantially interferes with a teacher's authority over the classroom, may be removed from the classroom consistent with the disciplinary options set forth in this Code. All removed students must be permitted to attend classes that are taught by teachers other than the teacher requesting the removal (e.g., music, art, science).

Removed students must be sent to a location within the school where they will be provided with continued instructional services, including classwork and homework. While student misbehavior must be handled on a case-by-case basis, every effort should be made to address substantially disruptive classroom behavior using Disciplinary Actions A-E along with appropriate supports and interventions prior to implementing a teacher removal.

- If a student is removed from any classroom by any teacher 4 (four) times during a semester or three (3) times during a trimester, a principal's suspension for a minimum period of 1 day must be imposed if the student subsequently engages in

behavior that would otherwise result in removal by the teacher during that semester or trimester. For example, a student who would otherwise be removed for the 5th time in a semester must instead receive a principal's suspension. The requirements for imposing a principal's suspension must be followed.

Principal's Suspension:

In addition to the above, a principal has the authority to suspend a student for 1-5 school days for behavior which presents a clear and present danger of physical injury to the student, other students or school personnel, or prevents the orderly operation of classes or other school activities consistent with the disciplinary options set forth in this Code. Reasonable effort must be made to address inappropriate student behavior through supports and interventions prior to imposing a Principal's suspension.

Suspended students must be provided with instruction, including homework and classwork, at an alternative instructional site within the school.

Superintendent's Suspension

A superintendent's suspension may result in a period of suspension that exceeds five school days and may be sought for behavior for which a superintendent's suspension is authorized in the Discipline Code,

A student who receives a superintendent's suspension must be provided with the opportunity for a hearing at which the student has the opportunity to present evidence and witnesses on his/her behalf and to question the school's witnesses.

If the school proves the charges and the suspension is upheld, the Chief Executive Officer of the Office of Safety and Youth Development or other designee of the Chancellor or the Community Superintendent may impose one of the following as set forth below:

- ***IMMEDIATE REINSTATEMENT***
The Chief Executive Officer of the Office of Safety and Youth Development or other designee of the Chancellor or the Community Superintendent may reinstate the student to the suspending school immediately following the decision to uphold the suspension.
- ***CONTINUED SUSPENSION FOR A FIXED PERIOD OF 6-10 DAYS***
The Chief Executive Officer of the Office of Safety and Youth Development or other designee of the Chancellor or the Community Superintendent may continue the student's suspension from school for a fixed period of 6-10 school days during which the student must be provided with instruction at a location outside the school building. At the end of the suspension period, the student must be reinstated to his/her original school.
- ***CONTINUED SUSPENSION FOR A FIXED PERIOD OF 11-29 DAYS***

The Chief Executive Officer of the Office of Safety and Youth Development or other designee of the Chancellor or the Community Superintendent may continue the student's suspension from school for a fixed period of 11-29 school days during which the student must be provided with instruction at a location outside the school building. At the end of the suspension period, the student must be reinstated to his/her original school.

• ***CONTINUED SUSPENSION FOR A FIXED PERIOD OF 30-59 DAYS WITH A REVIEW AT 30 DAYS FOR SUSPENSIONS OF 39 DAYS OR MORE***

The Chief Executive Officer of the Office of Safety and Youth Development or other designee of the Chancellor or the Community Superintendent may order that a student be suspended for 30- 59 school days and reassigned to an alternate instructional site with automatic review for early reinstatement at 30 days for students serving a suspension of 39 school days or more. In determining the date upon which the student is reinstated, the Chief Executive Officer of the Office of Safety and Youth Development or other designee of the Chancellor or the Community Superintendent shall, to the extent possible, consider the school calendar in order to ensure instructional continuity. If early reinstatement is not granted, the student will remain in the alternate instruction site for the remainder of the suspension, and must be reinstated to the suspending school at the termination of the suspension.

• ***EXTENDED SUSPENSION FOR 60-90 DAYS WITH AN AUTOMATIC REVIEW EVERY 30 DAYS***

The Chief Executive Officer of the Office of Safety and Youth Development or other designee of the Chancellor or the Community Superintendent may order that a student be suspended for 60- 90 school days and reassigned to an alternate instructional site with an automatic review for early reinstatement every 30 school days. In determining the date upon which the student is reinstated, the Chief Executive Officer of the Office of Safety and Youth Development or other designee of the Chancellor or the Community Superintendent shall, to the extent possible, consider the school calendar in order to ensure instructional continuity. If early reinstatement is not granted, the student will remain in the alternate instruction site for the remainder of the suspension, and must be reinstated to the suspending school at the termination of the suspension.

Superintendent's Suspensions

• ***ONE-YEAR SUSPENSION AND ASSIGNMENT TO AN ALTERNATE LEARNING SITE WITH AN AUTOMATIC REVIEW FOR EARLY REINSTATEMENT AFTER 90 AND 135 DAYS***

The Chief Executive Officer of the Office of Safety and Youth Development or other designee of the Chancellor or Community Superintendent may order that a

student be suspended for one year and reassigned to an alternate instructional site, with an automatic review for early reinstatement to the suspending school after 90 and 135 school days. If early reinstatement is not granted, the student will remain in the alternate instructional site for the remainder of the suspension, and must be reinstated to the suspending school at the termination of the suspension.

Consistent with the Federal Gun-Free Schools Act of 1994, any student who is determined to have brought to or possessed at school a firearm, bomb or other explosive (as delineated in Category 1), must be suspended for a period of not less than one year. The Chief Executive Officer of the Office of Safety and Youth Development or other designee of the Chancellor (as delineated by the Gun-Free Schools Act) or the Community Superintendent may modify this suspension, in writing, for a student on a case-by-case basis.

• ***ONE-YEAR SUSPENSION AND ASSIGNMENT TO AN ALTERNATE LEARNING SITE WITHOUT THE POSSIBILITY FOR EARLY REINSTATEMENT***

The Chief Executive Officer of the Office of Safety and Youth Development or other designee of the Chancellor or the Community Superintendent may suspend a student for one year without the opportunity to petition for early reinstatement. Students must be placed in an alternate instructional site for the year. At the termination of the one-year period, the student will be reinstated to the school from which he/she was suspended.

Consistent with the Federal Gun-Free Schools Act of 1994, any student who is determined to have brought to or possessed at school a firearm, bomb or other explosive (as delineated in Category 1), must be suspended for a period of not less than one year. The Chief Executive Officer of the Office of Safety and Youth Development or other designee of the Chancellor (as delineated by the Gun-Free Schools Act) or the Community Superintendent may modify the suspension, in writing, for a student on a case-by-case basis.

• ***EXPULSION (ONLY FOR GENERAL EDUCATION STUDENTS WHO TURNED 17 PRIOR TO THE BEGINNING OF THE SCHOOL YEAR, WHICH IS JULY 1)***

The Chief Executive Officer of the Office of Safety and Youth Development or other designee of the Chancellor or the Community Superintendent may expel a student from the New York City Public School system only if the student is in general education and turned 17 prior to the beginning of the school year.

SUPPORTS FOR STUDENTS DURING AND RETURNING FROM SUSPENSION

Schools must provide appropriate support services to students during their suspension and when they return to their home school from suspension to maximize their ability to meet social/behavioral and academic standards within the school community. At the middle and high school levels, students serving a Superintendent's suspension are assigned to an

Alternate Learning Center (ALC). At an ALC, students receive daily academic instruction coupled with significant supports and interventions. Students with IEPs must be provided with appropriate special education services that allow the student to make progress toward the student's IEP goals.

The goal at all grade levels is to prepare students to return to their home schools with increased pro-social attitudes, strategies and skills that foster resiliency and reduce the likelihood of recidivism. It is incumbent upon a student's home school to continue supportive services. Support services may include any of the range of supports and interventions or a combination of services as best meets the needs of the individual student.

APPEALS

Parents may appeal suspensions. Principals' Suspensions may be appealed to the Chief Executive Officer of the Office of Safety and Youth Development or other designee of the Chancellor. Superintendents' suspensions (i.e., suspensions imposed by the Chief Executive Officer of the Office of Safety and Youth Development or other designee of the Chancellor or by the Community Superintendent) may be appealed to the Chancellor. See Chancellor's Regulation A-443 for more information about the time frame and process for making an appeal.

TRANSFER OPTIONS

Voluntary Transfers:

In collaboration with the Office of Student Enrollment, the Chief Executive Officer of the Office of Safety and Youth Development or other designee of the Chancellor or the Community Superintendent may transfer a student to another school if the parent consents. For information regarding Safety Transfers, see Chancellor's Regulation A-449.

Involuntary Transfers:

When the behavior and/or academic record of a student in general education demonstrate that adjustment in school is unsatisfactory and if the principal believes that the student would benefit from a transfer or receive an appropriate education elsewhere, the principal may pursue an involuntary transfer in accordance with Chancellor's Regulation A-450. A student with a disability cannot be involuntarily transferred to a different school to receive the same program that he/she is receiving in his/her home school. If it is believed that a student with a disability is in need of a different special education program/supports because the behavior and academic record demonstrate that adjustment to school is unsatisfactory, then the school should convene an IEP meeting.

All Chancellors' Regulations may be found at NYC D.O.E. website

WEAPONS

Category I

- Firearm, including pistol, starter gun, and handgun, silencers, electronic dart, shotgun, rifle, machine gun, or any weapon which will or is designed to or may readily be converted to expel a projectile by action of an explosive
- Stun gun/weapon
- Air gun, spring gun, or other instrument or weapon in which the propelling force is a spring or air, and any weapon in which any loaded or blank cartridge may be used (such as a BB gun or paintball gun)
- Switchblade knife, gravity knife, pilum ballistic knife and cane sword (a cane that conceals a knife or sword)
- Dagger, stiletto, dirk, razorblade, box cutter, case cutter, utility knife and all other knives
- Billy club, blackjack, bludgeon, chukka stick, and metal knuckles
- Sling shot (small, heavy weights attached to or
- propelled by a thong) and slung shot
- Martial arts objects including kung fu stars,
- nunchucks and shirkens
- Explosives, including bombs, fire crackers and bombshells

Category II

- Acid or dangerous chemicals (such as pepper spray, mace)
- Imitation gun or other imitation weapon
- Loaded or blank cartridges and other ammunition
- Any deadly, dangerous, or sharp pointed instruments which can be used or is intended for use as a weapon (such as scissors, nail file, broken glass, chains, wire).

Note: Before requesting a suspension for possession of an article listed in Category II for which a purpose other than infliction of physical harm exists, e.g., a nail file, the principal must consider whether there are mitigating factors present. In addition, the principal must consider whether an imitation gun is realistic looking by considering factors such as its color, size, shape, appearance and weight

TAKING DISCIPLINARY ACTION

When a student engages in inappropriate behavior, the school is expected to couple supports and interventions with disciplinary action with the express purpose of holding students accountable and simultaneously helping students learn from their mistakes. The disciplinary responses which follow provide a range of options to be used to best meet each student's individual needs. While student misbehavior must be handled on a case-by-case basis, schools are expected first to implement primary (non-removal) disciplinary consequences to address student misconduct whenever possible and appropriate before imposing a more stringent disciplinary response.

Student Intervention and Discipline Code

Grades 6-12 Level 1

Infractions – Uncooperative/Noncompliant Behavior

Note: see list below for Range of Possible Disciplinary Actions A-F

- B01 Unexcused absence from school (A-D)
- B02 Failing to wear the required school uniform (applies only to students in grades 6-12 in schools that have adopted a school uniform policy and whose parents have not secured an exemption) (A-D)
- B03 Cutting classes (reporting to school and failing to attend one or more programmed classes) (A-E) B04 Being late for school or class (A-E)
- B05 Bringing items to or using items in school in violation of Department of Education or school policy (A- E)
- B06 Failing to be in one's assigned place on school premises (A-E)
- B07 Behaving in a manner which disrupts the educational process (e.g., making excessive noise in a classroom, library or hallway) (A-F)
- B08 Engaging in verbally rude or disrespectful behavior (A-F)
- B09 Wearing clothing, headgear (e.g., caps or hats), or other items that are unsafe or disruptive to the educational process (A-E) NOTE: If there is a question regarding whether clothing or headgear is representative of religious expression, the school should contact the Borough Director of Suspension.
- B10 Posting or distributing material on school premises in violation of written Department of Education policy and/or school rules (A-E)
- B11 Failing to provide school officials with required identification (A-E)
- B12 Using school computers, fax machines, telephones or other electronic equipment or devices without appropriate permission (A-E)

Student Supports and Accountability Responses to be Used in Tandem

Supports and Interventions

- Parent outreach
- Intervention by counseling staff
- Guidance conference(s)
- Restorative practices
- Social-Emotional Learning
- Positive Behavioral Interventions and Supports (PBIS)

- Individual/group counseling
- Collaborative problem solving
- Conflict resolution
- Peer mediation
- Mentoring program
- Development of individual behavior contract
- Short-term behavioral progress reports
- Referral to Pupil Personnel Team (PPT)
- Community service (with parental consent)
- Referral to a community based organization (CBO)
- Functional Behavioral Assessment (FBA)/ Behavioral Intervention Plan (BIP)

Range of Possible Disciplinary Actions*

- A. Pedagogical school staff meeting with student to address the misbehavior and its consequences
- B. Student/teacher conference
- C. Formal meeting with student by appropriate supervisor (e.g., assistant principal, principal) to address the misbehavior and understand its consequences
- D. Parent conference
- E. In-school disciplinary action (e.g., formal restorative conference, exclusion from extracurricular activities or communal lunchtime)
- F. Removal from classroom by teacher (subject to the requirement to impose a suspension at 5 or more (semester) or 4 or more (trimester) removals)

***NOTE:** Further details about **supports and interventions** can be found on **pages 11-20**. Further details about **disciplinary actions** can be found on **pages 20-23**.

Student Intervention and Discipline Code