



PS 376
Safety Town Hall

Thursday, January 9, 2025
Jennifer Haig, AP

Tonight we will meet and discuss important safety and security protocols for PS 376 and our commitment to your child's well-being.



Agenda

- **Chancellor's Regulations & Policies**
- **Building Response Team**
 - **Emergency Drills**
- **Visitors**
- **Arrival and Dismissal**



**Citywide Behavioral Expectations
to Support Student Learning
Grades K-5**

including the K-12 Student Bill of Rights and Responsibilities
and the Discipline Code

Chancellor's Regulations & Policies

A-411-Behavioral Crisis De-Escalation/
Intervention & Contacting 911

A-412- Security in the Schools & Incident
Reporting

A-414 Safety Plan

A-443- Student Discipline Procedures

Visitor Control Procedures and Safer
Access

A-411-Desescalada / Intervención y
Contacto de Crisis Conductuales 911

A-412- Seguridad en las escuelas y reporte
de incidentes

A-414 Plan de seguridad

A-443- Procedimientos de Disciplina
Estudiantil

Procedimientos de control de visitantes y
acceso más seguro

Level 3 Infractions – Disruptive Behavior

- A22** Defying or disobeying the lawful authority or directive of school personnel or school safety agents in a way that substantially disrupts the educational process or the teacher's authority and/or poses a danger to the school community (Grades K–3: A–F) (Grades 4–5: A–F, G only with authorization)
NOTE: This behavior does not include Level 1 or 2, uncooperative/noncompliant or disorderly behavior, such as using profane language, A13; or wearing prohibited clothing, A08; or bringing prohibited items to school, A04)
NOTE: Principals must obtain prior written approval of the Office of Safety and Youth Development prior to authorizing a principal's suspension for A22.
- A23** Using slurs based upon actual or perceived race, ethnicity, color, creed, national origin, citizenship/immigration status, weight, religion, gender, gender identity, gender expression, sexual orientation, or disability (Grades K–2: A–E) (Grade 3: A–F) (Grades 4–5: A–I)
- A24** Shoving, pushing, or engaging in a minor altercation or similar physical confrontational behavior toward students or school personnel (e.g., pushing past another person), or throwing an object (e.g., chalk), or spitting at another person (For more serious physically aggressive behavior, see A33) (Grades K–3: A–F) (Grades 4–5: A–G)
- A25** Bringing unauthorized persons to school or allowing unauthorized visitors to enter school in violation of written school rules (Grades K–2: A–E) (Grade 3: A–F) (Grades 4–5: A–I)
- A26** Knowingly possessing property belonging to another without authorization (Grade K–3: A–F) (Grades 4–5: A–I)

Student supports and interventions may be used in lieu of or in tandem with disciplinary responses.

Supports and Interventions (see p. 13–15)

- Collaborative problem solving
- Community service (with parental consent)
- Conflict resolution
- Development of Individual behavioral contract
- Functional Behavioral Assessment (FBA)/Behavioral Intervention Plan (BIP) (see page 22)
- Guidance conference
- Individual/group counseling
- Individualized Support Plan (ISP)
- Intervention by counseling staff
- Mentoring
- Parent Outreach
- Peer Mediation (see page 17)
- Positive behavioral interventions and supports (PBIS)
- Referral to a community-based organization (CBO)
- Referral to counseling services for (bias-based) bullying, intimidation, or harassment
- Referral to Pupil Personnel Team (PPT)
- Restorative practices (see pages 16–17)
- Short-term behavioral progress reports
- Social emotional learning

Range of Possible Disciplinary Responses* (see pages 17, 21–25)

- A. Pedagogical school staff meeting with student to address the misbehavior and its impact
- B. Student/teacher conference
- C. Formal meeting with student by appropriate supervisor (e.g., assistant principal, principal) to address the misbehavior and understand its impact
- D. Parent conference
- E. In-school disciplinary response (e.g., formal restorative conference, exclusion from extracurricular activities, or communal lunchtime)
- F. Removal from classroom by teacher for up to one day for students in grades K-2 or up to four school days for students in grades 3-5 (subject to a minimum suspension requirement for students in grades 3-5 at 5 or more semester or four or more trimester removals)
- G. Principal's suspension for one to five school days
- H. Superintendent's suspension that results in immediate reinstatement with a welcome-back circle upon return
- I. Superintendent's suspension that results in a suspension for a fixed period of six to ten school days with a welcome-back circle upon return

***NOTE:** Further details about **supports and interventions** can be found on **pages 13–15**. Further details about **disciplinary responses** can be found on **pages 23–24**. [Go back to the top](#)

Level 4 Infractions – Aggressive or Injurious/Harmful Behavior

- A32 Posting or distributing, displaying, or sharing literature or material containing a threat of violence, injury or harm, or depicting violent actions against or obscene, vulgar or lewd pictures of students or staff (including but not limited to posting such material on the Internet) (Grades K–2: A–F) (Grades 3–5: D–I)
- A33 Engaging in physically aggressive behavior other than minor altercations as described under A24, which creates a substantial risk of or results in minor injury (Grades K–2: A–F) (Grades 3–5: D–J)
- A34 Coercing, threatening, planning, or instigating an act of violence, injury, or harm to other(s) (Grades K–2: A–F) (Grades 3–5: D–J)
- A35 Engaging in behavior on the school bus which creates a substantial risk of or results in injury (Grades K–2: A–F, G only where behavior is repeated and involves physical violence) (Grade 3: D–G) (Grades 4-5: D–J) NOTE: Students may be excluded from the bus as per Chancellor's Regulation A-801.
- A36 Engaging in harassing, intimidating, and/or bullying behavior, including using electronic communication to engage in such behavior (cyber-bullying); such behavior includes, but is not limited to: physical violence; stalking; verbal, written, or physical conduct that threatens another with harm; seeking to coerce or compel a student or staff member to do something; hazing; taunting; exclusion from peer groups designed to humiliate or isolate; using derogatory language or making derogatory jokes or name calling to humiliate or harass (Grades K–2: A–F, G only where behavior is repeated and involves physical violence) (Grade 3: D–G) (Grades 4-5: D–J)

Student supports and interventions may be used in tandem with disciplinary responses.

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- Individualized Support Plan (ISP)
- Intervention by counseling staff
- Mentoring
- Parent Outreach
- Peer Mediation (see page 17)
- Positive behavioral interventions and supports (PBIS)
- Referral to a community-based organization (CBO)
- Referral to counseling services for (bias-based) bullying, intimidation, or harassment
- Referral to counseling services for youth relationship abuse or sexual violence
- Referral to mental health support services
- Referral to Pupil Personnel Team (PPT)
- Restorative practices (see pages 16–17)
- Short-term behavioral progress reports
- Social emotional learning

Range of Possible Disciplinary Responses* (see pages 17, 21–25)

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- G. Principal's suspension for one to five school days
- H. Superintendent's suspension that results in immediate reinstatement with a welcome-back circle upon return
- I. Superintendent's suspension that results in a suspension for a fixed period of six to ten school days with a welcome-back circle upon return
- J. Superintendent's suspension that results in a suspension for 11–15 school days with a welcome-back circle upon return



NYS SAVE Legislation

Safe Schools Against Violence in Education

- Chancellor's Reg A-443
- Citywide Behavioral Expectations
- SAVE instructional space when classroom removal process is followed

Escuelas seguras contra la violencia en la educación

- Reg del Canciller A-443
- Expectativas de comportamiento en toda la ciudad
- SAVE espacio de instrucción cuando se sigue el proceso de eliminación del aula



Classroom Removal

- Removal may only be:
 - K-2: 1 day
 - 3-5: 1-4 Days
 - Appropriate supports and interventions implemented before removal of student is considered
 - Teacher provides instruction for student
 - All removals entered into OORS or SOHO
- La remoción solo puede ser:
 - K-2: 1 día
 - 3-5: 1-4 Días
 - Se consideran los apoyos e intervenciones apropiados implementados antes de la remoción de la estudiante
 - El maestro proporciona instrucción para el estudiante
 - Todas las mudanzas realizadas OORS o SOHO



Chancellor's Regulation A-414: Safety

Plans

Content includes:

Building Operations

- Staff/ Students with Special Needs
- Regular Day and After-School Programs
- Emergency and Crisis Response
- Visitor Protocols, Safer Access, and Accessibility Guidelines

El contenido incluye:

Operaciones de construcción

- Personal / Estudiantes con necesidades especiales
- Programas regulares diurnos y extracurriculares
- Respuesta a emergencias y crisis
- Protocolos para visitantes, acceso seguro y pautas de accesibilidad



Building Response Team

Conduct Emergency Drills:

- **Total: 12 Emergency Drills**
 - 8 Evacuation Drills
 - 4 Lockdown Drills

Realice simulacros de emergencia:

- Total: 12 simulacros de emergencia
 - 8 simulacros de evacuación
 - 4 simulacros de confinamiento



Emergency Readiness

Building Response Team (BRT)

Crisis Team

General Response Protocols (GRP)

- Evacuation
- Shelter-In
- Lockdown
- Hold

Equipo de Respuesta de Construcción (BRT)

Equipo de Crisis

Protocolos Generales de Respuesta (GRP)

- Evacuación
- Refugiarse en
- Encierro
- Sostener



Shelter In

- Shelter-In there emergency response activity outside of the school.
- Inside is business as usual so when in doubt, individuals can call the main line to ask whatever questions they may have.
- Refugiarse: actividad de respuesta a emergencias fuera de la escuela.
- En el interior todo sigue como de costumbre, por lo que en caso de duda, las personas pueden llamar a la línea principal para hacer cualquier pregunta que puedan tener.



Hold

- Initiated when there is a condition inside the school building
- Requires staff , students, and visitors to remain in place and wait for the “ALL Clear” announced.
- Se inicia cuando hay una condición dentro del edificio de la escuela
- Requiere que el personal, los estudiantes y los visitantes permanezcan en el lugar y esperen a que se anuncie "TODO despejado".



Soft Lockdown

- 4 Drills at Minimum
 - There is an incidents within the school and its safe for BRT and School Safety to sweep.
 - Students move out of sight within their classrooms, doors locked and lights off
 - Everyone remains silent
- 4 Taladros al mínimo
 - Hay un incidente dentro de la escuela y es seguro para que BRT y Seguridad Escolar lo saquen.
 - Las estudiantes se pierden de vista dentro de sus aulas, con las puertas cerradas y las luces apagadas
 - Todos guardan silencio



Hard Lockdown

- An active threat is present
 - Actions are the same as in a soft lockdown. But may need to take these critical actions.
 - Run
 - Hide
 - Flight
- Hay una amenaza activa
 - Las acciones son las mismas que en un confinamiento suave. Pero es posible que deba tomar estas medidas críticas.
 - Correr
 - Esconder
 - Pelear



Visitor Protocols

- Visitors show ID to safety agent and then are sent to main office
- A secretary will notify who you are meeting with and you will be escorted to the location and out of building
- The main area in front of safety agent must always remain clear
- Los visitantes muestran una identificación al agente de seguridad y luego son enviados a la oficina principal
- Una secretaria notificará con quién se reunirá y lo acompañará al lugar y fuera del edificio
- El área principal frente al agente de seguridad debe permanecer siempre despejada



Arrival and Dismissal Windows of Security

- Front doors:
 - Student/Parent entry is after 8:10 AM at the main entrance: Students are to use the Myrtle Ave schoolyard or the Greene Street entrance.
 - Main entrance is closed from 1:50 PM as all staff members report to their dismissal locations and dismissal responsibilities
- Puertas de entrada:
 - La entrada para estudiantes y padres es después de las 8:10 a. m. en la entrada principal: los estudiantes deben usar el patio de la escuela de Myrtle Ave o la entrada de Greene Street.
 - La entrada principal está cerrada a partir de la 1:50 p. m. ya que todos los miembros del personal se presentan a sus lugares de salida y a sus responsabilidades de salida.