



NYC Discipline Code

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Presenter: Kerstin Kobetitsch, Assistant Principal
Facilitator: Laura Hui, Parent Coordinator
RFA Liaison: Len Pizza

Each school is expected to promote a positive school culture. One that provides students with a supportive, safe environment in which to grow both socially and academically.

We at PS174 believe too that every child learn best in that safe, supportive environment, and that is our top priority.

We use preventive approaches, that are part of the curriculum, that address conflict as well as reinforce positive behaviors through teachable moments.

What is the NYC Standard Discipline Code?

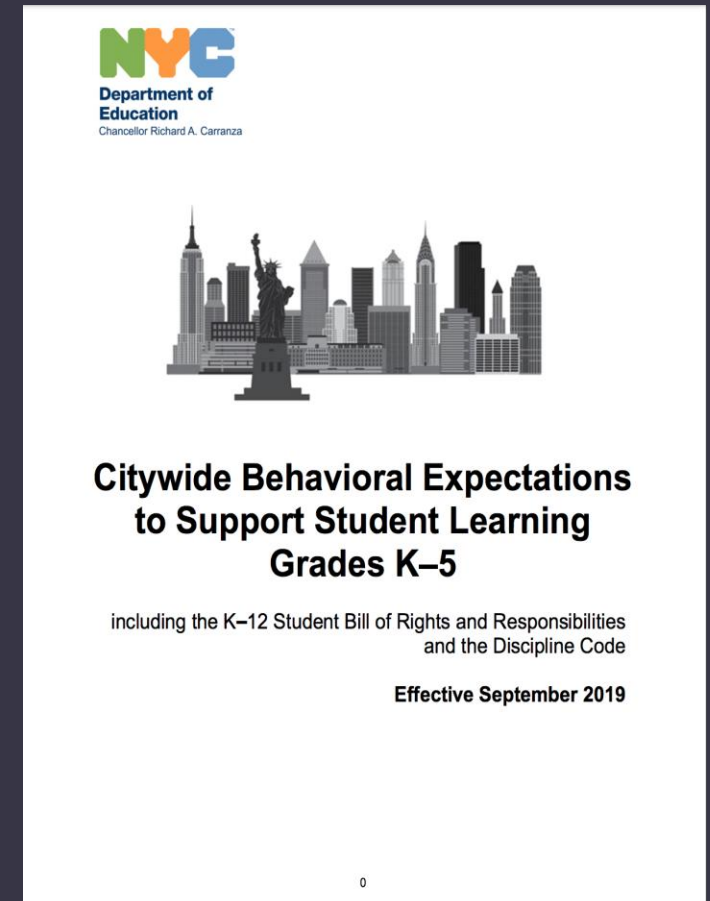
The Discipline Code is a document that outlines supports, interventions, and disciplinary responses that schools can use when students demonstrate unwelcome behavior.

Educators are responsible for addressing inappropriate student behaviors that disrupt learning.

As shown this guide is age specific and speaks for Grades K-5 only, section A. There is another guide for Grades 6-12, section B.

This guide also includes K-12 Student Bill of Rights.

The Discipline Code does not apply to students in Pre-K.



Discipline Code
(<https://www.schools.nyc.gov/DCode>)

DISCIPLINE CODE INFRACTIONS: GRADES K-5

Level 1 Infractions – Uncooperative/Noncompliant Behavior

- A01 Unexcused absence from school (A–D)
- A02 Failing to wear the required school uniform (applies only to students in schools that have adopted a school uniform policy and whose parents have not secured an exemption) (A–D) NOTE: Please also see the [NYCDOE Guidelines for Gender Inclusion \(https://www.schools.nyc.gov/school-life/policies-for-all/guidelines-on-gender/guidelines-on-gender-inclusion\)](https://www.schools.nyc.gov/school-life/policies-for-all/guidelines-on-gender/guidelines-on-gender-inclusion).
- A03 Being late for school (A–E)
- A04 Bringing items to or using items in school in violation of NYCDOE or school policy (A–E)
- A05 Failing to be in one's assigned place on school premises (A–E)
- A06 Behaving in a manner that disrupts the educational process (e.g. making excessive noise in a classroom, library or hallway) (A–F)
- A07 Engaging in verbally rude or disrespectful behavior (A–F)
- A08 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.
- A09 Posting or distributing material on school premises in violation of written NYCDOE policy and/or school rules (A–E)
- A10 Using school computers, fax machines, telephones or other electronic equipment or devices without appropriate permission (A–E)

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 p. 22)
- Guidance conference
- Individual/group counseling
- Intervention by counseling staff
- Mentoring
- Parent Outreach
- Positive behavioral interventions and supports (PBIS)
- Referral to a community-based organization (CBO)
- Referral to Pupil Personnel Team (PPT)
- Restorative practices (see p. 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)

*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**.

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The Discipline Code holds students accountable for their behavior

- Infractions, incidents, or occurrences are grouped into five levels based on severity.
- The response to any misconduct should begin with the lowest level of disciplinary responses and include appropriate support and intervention.

Importantly...

- Student misbehavior must be handled on a case-by-case basis
- Interventions and disciplinary responses must take into account the nature and severity of the misconduct.
- In certain cases, student supports and interventions may be used in lieu of disciplinary responses or in tandem.
- In some cases, a student's misconduct may require a targeted or significant disciplinary response, along with supports and interventions.

Continued:

What is the NYC Standard Discipline Code?

Schools are expected to use supports and interventions and **non-removal** disciplinary responses concurrently, to the extent feasible and appropriate, before imposing a teacher removal, principal's suspension or superintendent's suspension. **The goal is to promote social emotional growth, and positive social behavior, and prevent future misbehavior.**

When a student experiences difficulty or engages in inappropriate behavior, the teacher contacts the parent(s), 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, nurse, Pupil Personnel Team (PPT) and the Dean/Administration

All incidents, interventions, and supports **must be** documented in the Online Occurrence Reporting System (OORS)

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)

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- Peer Mediation (see page 17)
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- 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

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- 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 2 Infractions – Disorderly Behavior

- A11 Possession and/or use of cigarettes, electronic cigarettes, matches, lighters, and/or vaping devices (A–D)
- A12 Gambling (For Grades 3-5 only: A–F)
- A13 Using profane, obscene, vulgar, or lewd language, gestures, or behavior (A–F)
- A14 Lying to, giving false information to, and/or misleading school personnel (Grades K–2: A–E) (Grades 3–5: A–F)
- A15 Misusing property belonging to others (A–F)
- A16 Engaging in or causing disruptive behavior on the school bus (A–E)
- A17 Leaving class or school premises without permission of supervising school personnel (A–E)
- A18 Engaging in inappropriate or unwanted physical contact or touching someone in a private part of body. (For grades K–3 only: A–F) (For Grades 4–5, see Infraction A28) (For shoving, pushing, etc., see A24.)
- A19 Violating the Department’s Internet Use Policy (e.g., use of the Department’s system for non-educational purposes, security/privacy violations) (Grades K–2: A–D) (Grades 3–5: A–F)

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Determining a Disciplinary Response

School officials/administration must consult the Discipline Code when determining which disciplinary measure to impose.

In determining how to best address the conduct, it is necessary to evaluate the totality of the circumstances surrounding the conduct.

The following must be considered prior to determining the appropriate disciplinary measures:

- Student’s age and maturity
- The student’s disciplinary record
- Nature, severity, and scope of the behavior the circumstances/context in which the conduct occurred
- Frequency and duration
- Number of persons involved
- Social emotional status
- Student’s IEP/504 Plan.

Supports and Interventions

Supports and interventions are a part of a comprehensive response to misconduct.

Schools are required to provide and document supports at all stages of the disciplinary process. That would be in OORS

When used consistently and appropriately, interventions help

- Improve student behavior
- Lower the incidence of repeated misbehavior
- Contribute to a more positive school environment.

Supports may include any of the interventions that best meet the needs of the student.

Supports and Interventions can be provided by school staff

- Teachers, specifically trained teachers
- Guidance counselor, social workers,
- Community-based agencies, and Mental Health services, just to name a few.



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Addressing Inappropriate Behavior

Whether reported by another student, or school staff, If a student engages in inappropriate behavior that violates the Discipline Code, the principal or the principal's designee must report the behavior to the student's parent, all student's parents.

- If needed, schools must arrange for interpretation and translation services to communicate with parent(s).
- Administrators, teachers, counselors and school staff are to engage and implement prevention strategies (supports and interventions), and disciplinary responses that address the student's behavior, and discuss them with the student(s) and their parent(s).

All incidents, interventions, and supports **must be** documented in the Online Occurrence Reporting System (OORS) for all parties involved, regardless of whether or not a disciplinary response is imposed.

Addressing Inappropriate Behavior

- Parents can also report their concerns verbally by telephone or in person, or through written communication via letter, or email. They can contact their child's teacher, or principal, or principal's designee.
- For higher levels of infractions; e.g. student to student bullying behaviors, student to student sexual harassment, parents and students can report their concerns by completing **one** of the following:
 - Notify RFA Liaison – Mr. Pizza
 - Notify SHP Liaison – Mrs. Kobetitsch
 - Submit online form (<https://www.nycente.edu/BullyingReporting>) or (RespectforAll@schools.nyc.gov)
 - Title IX inquire@schools.nyc.gov

Universal Prevention for All Students

PS 174 takes a whole school approach to promoting positive student behavior. Social emotional learning is infused into the curriculum through Sanford Harmony and Cloud 9 resources. Our school ensures that there is a comprehensive student support program in place that includes:

- Counseling services, and guidance.
- Opportunities for social emotional learning, and student engagement opportunities.
- Prevention and intervention behavioral supports to encourage and foster pro-social student behavior.
- Fostering resiliency and build 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 supports.