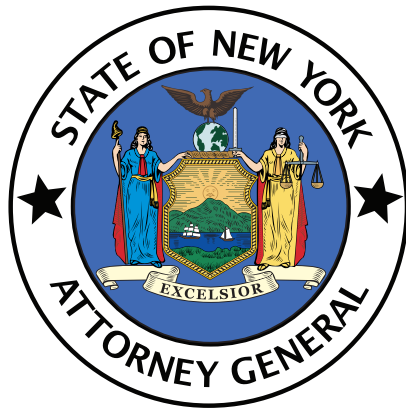


New York State Attorney General &
New York State Education Department

Joint Report on

**The Investigation into the
Death of Trevyan Rowe**



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Executive Summary

On the morning of March 8, 2018, Trevyan Devon Rowe (“Trevyan”), a 14-year-old student of the Rochester City School District (“RCSD”), boarded and rode the school bus to James P.B. Duffy School No. 12 (“School #12”), a kindergarten through eighth grade school located in Rochester, New York. When Trevyan got off the bus, however, he did not enter the school, but rather exited school property and went missing. Tragically, three days later on March 11, 2018, Trevyan’s body was found in the nearby Genesee River.

On March 19, 2018, the New York State Attorney General and New York State Education Department Commissioner launched a civil investigation into the facts and circumstances surrounding Trevyan’s death, including a review of RCSD’s policies, procedures and protocols. The investigation consisted of reviewing hundreds of pages of policy documents and email correspondence, conducting site visits, and interviewing approximately fifty staff members and certain members of Trevyan’s family who were willing to be interviewed.

The tragic facts surrounding this situation present a clear picture of a student facing serious mental health issues who was also receiving special education and related services in a school in which safety and school climate were compromised and policies were lacking and/or not consistently implemented.

As discussed in detail below, the findings of the investigation are categorized into four main areas: (A) mental health services, including behavioral intervention; (B) special education; (C) attendance policies; and (D) school safety considerations, including transportation.

Regarding mental health issues, the investigation found: (A) potentially inadequate and/or delayed services for mental health treatment; (B) an overly narrow application of behavioral intervention plans; and (C) consistent lack of documentation when behavior crises occur.

With respect to special education, the investigation revealed: (A) that there were initial delays in providing Trevyan with special education services upon his transfer to RCSD from a school in Texas; (B) it may have been appropriate to change Trevyan’s disability classification from learning disabled to emotionally disturbed as he continued to develop over time as a student at School #12, and at the very least an emotional disturbance classification does not appear to have been adequately considered and documented at his Committee on Special Education (“CSE”) meetings; and (C) misunderstandings of disability classifications in a chaotic school climate perpetuated the inability of RCSD to provide assistance to Trevyan through the special education process.

In terms of attendance policies, the investigation found: (A) RCSD employed overly permissive procedures that allowed school staff to submit their attendance records days, weeks, and sometimes even months after the class in question, and to freely make changes to those records after submission without meaningful oversight; (B) RCSD had an inadequate and untimely system for parental notification of unexcused absences; and (C) school administrators failed to play any active or meaningful role whatsoever in ensuring that attendance was taken in a timely and accurate manner.

Finally, turning to the issue of school safety and transportation, the investigation concluded that: (A) RCSD employed insufficient procedures to ensure the safety of students during arrival and dismissal; (B) chronic staff turnover and the use of substitutes within the District, combined with inadequate creation and retention of student records, resulted in the potential for students to fall between the cracks; (C) RCSD either did not employ a centralized policy for creating or maintaining safety or emergency plans for individual students such as Trevyan, or has not adequately trained its staff on that centralized policy; (D) the general building safety plan at School #12 was not sufficiently known to and/or understood by staff and (E) a chaotic school environment existed.

The factual findings appearing below are presented in chronological order when possible. By publishing this joint report, the New York State Office of the Attorney General (“OAG”) and the New York State Education Department (“SED”) do not purport to identify any single cause for Trevyan’s tragic death, which appears to have been the result of a combination of multiple factors. Rather, this report is aimed at identifying ways that RCSD and other school districts can attempt to prevent or reduce the risk of tragedies like Trevyan’s death from happening in the future.

Statement of Facts¹

After having attended school as a special education student in both Arkansas and Texas, on April 13, 2013, Trevyan Rowe was enrolled in RCSD towards the end of his third grade year. He was originally enrolled in RCSD as a general education student, as there were delays in RCSD’s receipt and review of his prior education records. After approximately one month at School #12, Trevyan was identified as a student with a disability, and he was classified as learning disabled.

In his five school years as a student at RCSD, Trevyan exhibited increasingly problematic behaviors and suicidal ideations, which are detailed as relevant in the substantive sections below, as well as in the timeline appended to this report. In summary, even upon his initial arrival, Trevyan was known to have experienced traumatic events, but he was not recommended for in-school counseling during his first four years at RCSD. Over the ensuing years, he became confused and panicked during a fire drill, wandered away from classes when he reportedly became overwhelmed, and had the Mobile Crisis Team at Strong Memorial Hospital called on him on at least three occasions in or about November 2013, sometime in the fall of 2016, and in September 2017.

¹ For a more complete timeline of events, please refer to the Appendix appearing at the end of this Report.

By the time Trevyan was a fifth grader, he was observed writing suicidal statements in his school notebooks, and would occasionally raise his hand to ask off-topic questions about attempting to kill himself during class lectures. Nevertheless, for the entire period from fifth grade until his final school year at RCSD (2017-2018), school staff who became aware of Trevyan's behaviors and severe emotional issues, including social workers, recommended that he receive only *outside* mental health counseling, but did not recommend in-school mental health counseling. Staff's focus on community mental health services continued for years despite repeated indications that those recommendations would not, or perhaps could not, be carried out, even as Trevyan's behaviors increasingly affected his studies at School #12.

In May 2017, in addition to reviewing his next year's Individualized Education Program ("IEP"), Trevyan had a reevaluation of his disability classification. The behavioral assessment tests performed on Trevyan in preparation for what would be his last CSE meeting revealed that his cognitive abilities had shown significant improvement. Tests relevant to his learning disability revealed scores in the average range, whereas his anxiety and depression scores were in the "clinically significant" range, i.e., the most concerning. At the meeting in May 2017, although staff reportedly considered a classification of emotional disturbance, it was ultimately decided that Trevyan would continue to be classified as learning disabled. For the first time, however, in-school psychological counseling services were added as a related service on his IEP. Those counseling services would be with the social worker on staff at School #12, but would not commence until the following school year (2017-2018).

However, when Trevyan began seventh grade in the fall of 2017, his problematic behaviors had reached a new level. For instance, at dismissal time on or about September 20, 2017, he became extremely upset and threatened (and according to some even attempted) to run between the buses to harm himself. When the school safety officer caught up with him, Trevyan told him that he wanted to kill himself, so Trevyan was physically escorted back into the building. Because Trevyan denied wanting to kill himself when evaluated by the newly-assigned social worker at School #12, he was sent home. School staff contacted the Mobile Crisis Unit and had them go to Trevyan's home that day, but they did not involve themselves any further except being told by the family advocate who had been assigned that her calls had not been returned. The investigation revealed no evidence of any further actions taken by RCSD to follow up on this situation, including for example, by additional attempts to contact or engage the family.

As detailed in Section I below, episodes like these recurred through the rest of 2017, but staff still did not develop a written safety plan, or convene the CSE to review Trevyan's behavioral needs. In one example, Trevyan made disturbing comments about harming himself or others in school notebooks. On another occasion in October 2017, he became upset during his special education class and ran out of School #12. The principal was out of the office on that day; the administrator covering for her attempted to search for Trevyan, but he could not be located. Eventually, after approximately an hour had passed, Trevyan returned to the school. Even after that elopement, there was still no written safety plan created. Despite these events, school staff then described Trevyan's behavior as having improved at the beginning of 2018, although it does not appear that he had received any mental health services in addition to his IEP-mandated in-school psychological counseling.

Thereafter, at approximately 7:37 a.m. on March 8, 2018 according to RCSD cameras, Trevyan arrived at School #12 via the school bus, but he never entered the school that day. Video footage reveals that he immediately turned right and headed northbound towards the side of the building. Within seconds, still undetected, he turned left and headed west along the library wall. By approximately 7:42 a.m., he had exited the school property and entered the wooded area surrounding school grounds. As explained in Section 4 below, the staff members regularly assigned to monitor bus arrivals were primarily standing inside or right next to the building entrances, where they were unable to see Trevyan's elopement. Those who were standing further outside, including on the sidewalks, are observable on camera talking amongst themselves and only intermittently, if ever, facing the direction of students disembarking from buses. The bus driver, who was a substitute filling in that day, also with no knowledge of prior issues involving Trevyan, similarly failed to observe when Trevyan exited the bus and traveled in the wrong direction, away from the school.

The investigation revealed that the attendance record for Trevyan's first period was timely submitted at 7:52 a.m., but Trevyan was erroneously marked "present." Because the RCSD system of sending out notification calls ("robocalls") to parents of children who were marked "unexcused absent" could only be triggered by attendance taken during that first period class, no robocall went out to the phone number on file for Trevyan that morning. In any event, robocalls were not scheduled to occur until 11:00 a.m., which may have been too late to have helped Trevyan, who was reported in a 911 call to have been standing on a non-pedestrian bridge above the Genesee River shortly after 8:00 a.m. Reportedly, when state police arrived at the bridge, no one was seen and the call was cleared.

Although Trevyan's second period teacher accurately marked him "unexcused absent," nothing further was done to inquire into his absence and the school day passed like any other. It was not until Trevyan failed to get off the school bus at the end of the day, and his family members came to School #12 looking for him at approximately 3:26 p.m., that any school staff even knew he was missing. For nearly two hours, Trevyan's assigned vice principal and his fifth through sixth grade special education teacher attempted to determine whether he had taken the school bus that morning or attended any of his classes that day. Police were not contacted until approximately 5:15 p.m.; two officers from the Rochester City Police Department arrived at the school at 5:44 p.m.

School #12 had an interim principal as of March 8, 2018, and she had not been in the building that day due to a principal's meeting. The interim principal was contacted at some point that evening, and arrived at the school at approximately 6:58 p.m. Additionally, per RCSD protocol, school staff contacted the School Chief, but she was at a Board of Education meeting that evening, along with numerous RCSD officials including the Superintendent and Chief Operating Officer. The School Chief did not call school staff back until after 7:00 p.m. Several phone calls were also made by school staff and the School Chief to the Director of Safety and Security for RCSD, but the Director had been out on medical leave that day and was taking medications that impaired her ability to recall any details of her conversations that evening and there is no evidence that she designated an alternate to act in her stead. Eventually, at 8:20 p.m., the Director of Safety and Security sent out a blast email to the RCSD executive cabinet describing three noteworthy incidents that had occurred within the District that day, including the fact that Trevyan had gone missing from School #12. Trevyan's situation appeared third in the list of the three issues and read as follows:

“There is a missing School #12 student who rode the bus to school, but didn't come into the school. This evening it was reported that the student had lost his phone and made a comment if he didn't find it, he was going to kill himself. The police and the parents were working with the school administrators on this investigation.”

Officials employed by the District's Safety and Security Department were not dispatched to assist police until the following morning. Many school and District staff members reported finding out for the first time that Trevyan was missing only when they watched the news on the morning of Friday, March 9, 2018. District officials reported to investigators, though, that Safety and Security Department staff members did participate in attempting to locate Trevyan from Friday through Sunday, March 11, 2018. Sometime in the evening on Sunday, March 11, 2018, police contacted District officials and informed them that Trevyan's body had been located in the Genesee River.

1. Mental Health Services, Including Behavioral Intervention

Our investigation revealed three main concerns relating to RCSD's provision of mental health services, including behavioral intervention: (A) potentially inadequate and/or delayed services for mental health treatment; (B) an overly narrow/inadequate application of behavioral intervention plans; and (C) consistent lack of documentation when behavioral crises occurred.

After a delay of about a month after enrolling in RCSD on or about April 8, 2013, which is discussed in more detail in the Special Education Services section of this report, Trevyan was provided with an IEP in May 2013. The May 2013 IEP did not provide for any counseling services throughout the 2013-2014 school year, during which time Trevyan was retained to repeat third grade. Even at that time, though, there were documented mental health concerns involving Trevyan. He was known to have experienced multiple traumatic events in his life, and there were discussions between RCSD staff members about the possibility of him suffering from post-traumatic stress disorder ("PTSD"). It was reportedly recommended that Trevyan receive mental health counseling outside of the school setting. Ultimately, though, the social worker at School #12 decided not to recommend any school-based counseling at that time.

Notably, a psychological evaluation of Trevyan was conducted in May 2013, and a draft version of the resulting report contained three recommendations pertaining to mental health, namely, to make efforts to monitor his suicidal ideation, develop a safety plan, and initiate positive statements to strengthen his internal coping strategies. However, those recommendations were omitted from the final version of the evaluation report that was placed in Trevyan's cumulative file, and none of the concerns about his mental health appeared in the final IEP, despite the fact that the draft psychological evaluation points out the need for mental health services, specifically to monitor Trevyan's suicide ideation (there is no explanation as to why those recommendations were omitted in the final version). Thus, the investigation reveals that, as early as May 2013, within a month of Trevyan's first entry into RCSD from Texas, evidence of mental health issues, including suicidal ideation, were present.

Upon his arrival at RCSD, Trevyan's teachers began to note several other areas of concern. For one, they developed an Emergency Evacuation Plan for Trevyan, following an incident when he had become disoriented and required one-on-one support to exit the building during a fire drill in June 2013. It is unclear how long that Emergency Evacuation Plan was continued, but it was not referenced on his next IEP, which was created in May 2014. Trevyan left the classroom unattended on at least one occasion in September 2013, which was noted to be consistent with reports of his having roamed and hidden in the classroom when he attended school in Arkansas.

Later, in November 2013, the social worker at School #12 assessed Trevyan's mental health status and concluded that he did not pose a danger to himself or others at that time, but she still referred him to the Mobile Crisis Team at Strong Memorial Hospital. Neither Trevyan's cumulative file, nor his special education file, contain any documents setting forth the details of the events that prompted the social worker to perform that assessment or make that referral, nor did any of the interviewees recall that day's events. What is clear from the record, however, is that Trevyan was still not provided with school-based counseling at that time, and his next IEP, which was developed at a meeting held in May 2014, is silent on the matter of any mental health concerns.

During the 2014-2015 school year, Trevyan's fourth grade teacher observed his behavior to be erratic; he would reportedly appear to be happy one minute but then would become very upset. In October 2014, there was a conference with Trevyan's guardian where it was decided that the social worker would help in getting him outside mental health counseling. Although it appears that an appointment was scheduled for him at an outside clinic, the RCSD staff interviewed did not believe that Trevyan ever received the recommended mental health counseling. In his next IEP developed at the next annual review in May 2015, Trevyan continued to be classified as learning disabled, and no references were made to any concerns about his mental health. To the contrary, in fact, that IEP provides that Trevyan did not demonstrate any social or emotional needs that school staff believed required psychological counseling in the school setting.

As a fifth grader in the 2015-2016 school year, and a sixth grader in the 2016-2017 school year, Trevyan continued to exhibit problematic behaviors at school, and yet he still did not receive any school-based counseling. Several times, he left what are referred to as "special area subjects," including physical education and music class, unattended and without an excuse. He was observed writing suicidal statements in his notebooks, and he would occasionally raise his hand and ask off-topic questions about attempting suicide during lessons. It does not appear that any RCSD staff kept a formal record of those occurrences. According to his teacher, a social worker was called on each occasion, but, when interviewed during this investigation, the social workers were no longer employed at School #12, and were unable to recall any specific incidents, nor to even confirm whether they were the ones who had responded.

The lack of documentation and action with appropriate follow through of these crises appears to be a chronic problem. It was explained to investigators that social workers are called to meet with individual students who are "in crisis," but those calls do not place the student into that social worker's regular caseload. In RCSD, each individual social worker appears to employ their own varying method (and degree) of note-taking practices, such that there does not appear to be any centralized paper record created. Nor does there appear to be any attempt at consistency in RCSD in sending the same social worker when a student repeatedly presents in crisis (unless that student is already receiving psychological counseling as a related service under an IEP, which Trevyan was not at this time). Especially because social workers are regularly transferred between schools, proper documentation maintained in a centralized file specific to the student is essential to track that student's wellbeing and to identify when suicidal ideations or other negative behaviors are escalating.

At some point during his sixth grade year (2016-2017), the Mobile Crisis Unit was called to the school, and Trevyan was found to pose a danger to himself or others and was taken to the hospital. Trevyan was reportedly making threats of self-harm, writing about ways to commit suicide in his school notebook, and giving away his belongings to classmates. It was reported to investigators that there was no social worker assigned to School #12 when the Mobile Crisis Unit was called. In October 2016, school staff were under the impression that Trevyan was awaiting an opening at an inpatient mental health center, but this is not believed to have come to fruition. His teacher discussed the need to complete an emergency plan for him around that time, but no written plan has been provided to our investigators, and RCSD has informed us that it does not appear that the District ever had a formal written safety plan for Trevyan. Consistent with this, none of

Trevyan's IEPs note the existence of a safety or emergency plan, and Trevyan's special education teacher from the following school year denied receiving any such plan.

Notably, there are records in Trevyan's special education file indicating that his mother took him to an outside medical provider in November 2016, and that doctor diagnosed Trevyan with an unspecified conduct disorder. Although those medical records were sent to the school and placed in Trevyan's cumulative file, it does not appear that there was any further follow up by school staff. Trevyan's special education classification remained learning disabled while at RCSD.

Eventually, at his regularly-scheduled CSE meeting in May 2017, and after the numerous incidents described throughout this report, it was decided that Trevyan would begin to receive in-school psychological counseling services. His services consisted of a small group session and an individual session, each to take place 30 minutes per week. Those counseling services would be with the social worker on staff at School #12, but would not commence until the upcoming 2017-2018 school year.

When Trevyan began 7th grade in the fall of 2017, he was assigned to a new special education teacher, who was completely unaware of the events discussed above and his history of suicidal ideation. When she reviewed his updated IEP, it described Trevyan as a student with a learning disability and said little, if anything, about depression or suicidal ideation. The only possible indication would have had to have been gleaned from vague statements such as the following note by the school social worker: "Trevyan needs to develop social skills to communicate effectively to get his needs met and the ability to interpret social cues appropriately. He also needs individual counseling to work on his high anxiety and frustration as well as negative feelings about himself. I am therefore recommending both individual counseling ... and group counseling."

By the time the 2017-2018 school year got underway, Trevyan was exhibiting even more troubling behavior. At dismissal time on or about September 20, 2017, it was reported to school staff by other students that Trevyan was attempting to run between the buses with a desire to harm himself. When the school safety officer caught up with him, Trevyan was extremely upset and said that he wanted to kill himself; he had to be physically escorted back into the building. Trevyan's school administrator met with him and asked whether he wanted to hurt himself, at which point he kept saying, "If I say no, can I go home, can I get on the bus?" His special education teacher arrived at some point during the incident, and Trevyan likewise told her that he just wanted to go home.

Before leaving school that day, Trevyan was assessed by the new social worker. The assessment notes that, during the interview, Trevyan changed his statement so he was no longer expressing an intent to harm himself. Trevyan further denied having a plan, and said he did not intend to act on his suicidal thoughts because doing so would be "too painful." According to the social worker, she obtained Trevyan's mother's consent and then called the Mobile Crisis Unit to assess Trevyan at home. The social worker and Trevyan's school administrator then drove him home. Upon their arrival, one or more of Trevyan's siblings came to the door and said that his mother was asleep. The social worker and school administrator left the home without speaking to Trevyan's mother, and before the Mobile Crisis Unit had arrived. While the social worker

followed up in the following days, she learned that Trevyan had been given a family advocate to assist in getting him community-based mental health services, but no one had returned the family advocate's calls. The investigation revealed no evidence that RSCD staff attempted to, for example, ensure that Trevyan was left at home under proper supervision and/or that the Mobile Crisis Unit actually arrived that day, or that any subsequent actions were taken by RSCD to follow up on this situation, including additional attempts to contact or engage the family.

The social worker reported to investigators that there was no official form to complete regarding the September 20, 2017 events. However, in response to a request for policy and procedure documents by OAG and SED, RSCD provided, inter alia, the documents attached hereto as **Exhibit A** which did include a suicide assessment component. RSCD has confirmed that it has no record of the documents contained in **Exhibit A** having ever been completed for Trevyan. Following this incident, there is no evidence that any actions were taken by anyone in the RSCD to address possible safety concerns regarding Trevyan's suicidal ideation or his potentially unsafe behavior during arrival and dismissal. At a counseling session with the social worker on October 2, 2017, Trevyan reportedly discussed wanting to become a "terrorist." The next day, October 3, 2017, his special education teacher observed him writing the word "die" all over his paper, so she notified the social worker, who came upstairs to speak with him about it. Trevyan expressed reluctance to discuss what he had written, and said that it was not about himself. In an email to Trevyan's school administrator, the social worker said that Trevyan "just needs more than what school counseling can provide." It does not appear that a suicide assessment form was completed at that time, nor did any of these additional events apparently prompt staff to write a safety or emergency plan for Trevyan. Additionally, there is no indication that the district-wide school safety plan was sought or reviewed to ascertain how to deal with an implied or direct threat of suicide, which such plan is required to address (8 NYCRR §155.17[c][1]).

Several weeks later, on October 27, 2017, Trevyan became upset with his special education teacher, ran out of class, and exited the school at approximately 10:10 a.m. Several administrators and security officers went looking for him, but Trevyan returned to school approximately an hour later. He reported to school staff that he had gone to a nearby cemetery during the elopement. According to Trevyan's school administrator, those staff members who were involved in the prior incidents were already aware that it was necessary to "keep an eye out for him," but she too was unaware of any formal written plan for his safety either prior to, or after, this elopement from school. The investigation reveals no evidence that a written safety plan was drafted or implemented following this elopement.

Finally, on or about December 15, 2017, Trevyan again became upset during his special education class shortly before dismissal. His teacher observed him throwing a number of his personal belongings into the garbage can, which she then retrieved. She permitted him to get on the bus at dismissal, but his teacher then recounted the incident to his social worker and school administrator since it did not "sit well" with her. It was decided that she and the social worker would go to Trevyan's home to make his mother aware of how upset he had become. When they arrived at Trevyan's home, they were informed that Trevyan's mother was not at home, and that Trevyan's bus had not yet arrived to drop him off, so they left a message for his mother explaining what had happened and asking her to call them back. Trevyan's mother reportedly did not call

back, and there do not appear to have been any further efforts by school staff to follow up on this incident.

The notes of individuals having contact with Trevyan that were provided in connection with this investigation do not address any subsequent events involving Trevyan until his disappearance on March 8, 2018. The staff members who were interviewed denied that any other troubling incidents occurred during that time. His special education teacher reported that Trevyan's outlook appeared to improve in the time before his death. According to his social worker, he remained uncomfortable with his individual counseling sessions with her, but he never stopped attending them. She was never made aware of his receipt of any outside mental health services prior to March 8, 2018, and does not believe that he received any.

It is beyond dispute that a student cannot succeed at school when issues such as depression or anger are causing him to write suicidal statements in school notebooks, ask unrelated questions about self-harm during lessons, elope from classes and then from school entirely, and require Mobile Crisis Unit services during school hours. Based on the information gathered in this investigation, RCSD should have considered whether Trevyan's education was being impacted to a greater degree by issues such as depression and suicidal ideation than by the cognitive impairments he had when he arrived at RCSD in 2013. In publishing field advisories, SED has instructed school districts on health and safety precautions for students with disabilities, including the importance of requesting additional meetings when pressing safety concerns arise. There are two field advisories that are particularly relevant here in that they were issued in the wake of an elopement of a student with a disability from a school in New York City, resulting in that student's tragic death. Both field advisories are attached hereto as **Exhibit B**. One of them, issued in April 2014, states that "when a behavioral concern is raised that was not considered by the CSE, the teacher or other staff should use appropriate discretion to request a meeting of the CSE to review and, if appropriate, revise the student's [IEP] and consider a functional behavioral assessment and behavioral intervention plan to address the concern." However, none of the RCSD staff members interviewed who regularly participate in annual reviews and reevaluations were familiar with the field advisory, and few, if any, had ever heard of a CSE meeting taking place to address new issues prior to the review coming due.

As discussed in more detail in the Special Education Services section of this report, Trevyan's special education classification was also significant. If Trevyan's classification had been changed to emotional disturbance at the May 2017 reevaluation, or if the prior behaviors discussed in this report had been better documented in the 2017-2018 IEP, Trevyan's 7th grade special education teacher may have been made aware of his history of suicidal ideation. The difficulty of determining the credibility of an adolescent's threat to harm himself was a frustration repeatedly expressed to investigators, but that task is rendered nearly impossible if prior incidents of making and/or acting on such threats are not memorialized in writing. The investigation revealed a consistent lack of documentation in this regard.

Additionally, during this investigation, school staff who were interviewed described a common misperception that in order to have a functional behavioral assessment (“FBA”) and/or a behavioral intervention plan (“BIP”), a student requires a classification of emotionally disturbed. The investigation revealed that there is a misunderstanding held by some staff members that a BIP is only appropriate to address outward acts of aggression or other externalized behaviors generally resulting in disciplinary action.

In the field advisories mentioned above, though, SED specifically instructed school districts about the development of a BIP for students with wandering tendencies. The first advisory, issued in November 2013, explains that each CSE “must identify if the student has behaviors that impede his or her learning or that of others,” including “a consideration of whether a student has the tendency to wander or elope and, if so, *to ensure that [an FBA] of the behavior is conducted and that the behavior is addressed through proper supervision and through an individualized [BIP] based on the results of the FBA.*” See **Exhibit B** (emphasis added). Thus, even if it was appropriate to continue Trevyan’s classification of learning disabled, his escalating behaviors in fall 2017 and winter 2018 should have triggered another CSE meeting, a referral for an FBA, and consideration of a BIP within the special education realm, not to mention a school safety plan in the form of the template provided by RCSD but which was apparently never used for Trevyan. See **Exhibit A**.

Also, to the extent that school staff sought to excuse their inaction involving Trevyan based on his family’s alleged lack of follow-through in obtaining outside mental health treatment, it is true that parental consent is undoubtedly an essential component of providing services under the IDEA. See, e.g., 20 U.S.C. §§ 1414(a)(1)(D) and (c)(3). Of course, this investigation into RCSD’s policies and practices was not focused on the actions of Trevyan’s legal guardian, but it should be noted that the investigation did not reveal any outward opposition by her.²

As noted above, Trevyan’s mother took Trevyan to see a doctor in November of 2016. Further, based on the documentation provided to OAG and SED, it appears that the May 2017 CSE meeting was the first time that in-school psychological counseling was recommended by school staff, and it was reportedly agreed upon without objections on that same date.

School staff were unable to explain their lack of follow up regarding the diagnosis of unspecified conduct disorder from an outside medical provider for Trevyan in November 2016. Additionally, any licensed clinical social workers employed at School #12 are licensed to diagnose patients with anxiety and depression under the Diagnostic and Statistical Manual of Mental

² As there were many questions raised in the media coverage of this incident about whether Trevyan was autistic, it bears mention that our investigation revealed no evidence of his having ever received a medical diagnosis of autism, nor was he ever classified as autistic in connection with the special education services he received from RCSD. When Trevyan’s mother took him to the doctor in November 2016, she expressed her belief that Trevyan may have an autism spectrum disorder. That doctor therefore recommended that Trevyan be tested for autism, but the diagnosis that she actually recorded in his chart was unspecified conduct disorder, which is more indicative of emotional disturbance than any other classification. It also bears mention that, of the thirteen classifications in connection with special education, autism is the one where there is the strongest preference to first obtain an outside medical diagnosis, which diagnosis cannot be made by a social worker or other School #12 staff. For these reasons, the results of this investigation suggest that it was not an autism spectrum disorder that potentially went unaddressed in Trevyan’s life, but rather it was much more likely an untreated mental health disorder.

Disorders (DSM). The school district also apparently makes referrals to an outside psychiatrist in the Rochester community, and yet no documentation has been provided in this investigation demonstrating that such a referral was ever effectively communicated in Trevyan's case.

Throughout this investigation there were numerous failures by staff to ensure Trevyan received the interventions and supports he needed, especially when it was clear that he wanted to hurt himself. The New York State 2016-2017 enacted budget amended Education Law §2801-a regarding school safety plans to require that annual school safety training for staff and students include training on mental health. Education Law §2801-a was also amended to require that district-wide safety plans include policies and procedures for (1) responding to implied or direct threats of violence by students, teachers, and other school personnel as well as visitors to the school, including threats by students against themselves, including suicide; and (2) contacting parents, guardians or persons in parental relation to an individual student in the event of an implied or direct threat of violence by such student against themselves, including suicide. As a result, SED provided schools with resources on understanding the warning signs of depression, suicide and other mental problems. (see: <http://p1232.nysed.gov/sss/documents/MentalHealthResourcesforEducators.pdf> and <http://www.p12.nysed.gov/sss/ssae/schoolsafety/save/>). RCSD is required to certify that all staff are trained in mental health when they submit their Basic Educational Data System (BEDS) data to SED in October of each year.

This investigation has raised serious questions as to whether adequate responses were taken to refer and/or provide mental health services to address Trevyan's mental health issues, specifically his suicidal ideation and depression. One recommendation is for RCSD to partner with a community mental health agency to provide extensive training on the warning signs of depression, suicide and other mental health problems, and focus the training on ways for all school personnel to learn to recognize these signs and provide the necessary and appropriate referrals and/or services in order to prevent a tragedy like this ever occurring again.

In addition, the new, Safe and Supportive Schools Technical Assistance Center will be available to provide training and resources to schools beginning this year and will focus on mental health, trauma, informed practices and other key issues impacting the health and safety of students.

2. SPECIAL EDUCATION SERVICES

Our investigation revealed: (A) that there were initial delays in providing Trevyan with special education services upon his transfer to RCSD; (B) it may have been appropriate to change Trevyan's disability classification from learning disabled to emotionally disturbed as he continued to develop over time as a student at School #12, and at the very least an emotional disturbance classification does not appear to have been adequately considered and documented at his CSE meetings; and (C) misunderstandings of disability classifications in a chaotic school climate perpetuated the inability of RCSD to provide assistance to Trevyan through the special education process.

The Individuals with Disabilities Education Improvement Act of 2004 (the "IDEA") has defined the special education law prior to and throughout the time that Trevyan was a student of RCSD. Under the IDEA, "[a]ny State educational agency, State agency, or local educational agency that receives assistance under this subchapter shall establish and maintain procedures in accordance with this section to ensure that children with disabilities and their parents are guaranteed procedural safeguards with respect to the provision of a free appropriate public education by such agencies." 20 U.S.C. § 1401(a). The term "child with a disability" means a child "(i) with intellectual disabilities, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance (referred to in this chapter as "emotional disturbance"), orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and (ii) who, by reason thereof, needs special education and related services." 20 U.S.C. § 1401(3)(A).

At the outset, it bears mention that Trevyan's transfer records should have been obtained and reviewed sooner upon his enrollment at RCSD on or about April 8, 2013, as he had already been identified as a child with a disability in two other states, but he was initially enrolled at RCSD as a general education student not receiving any special education services. "In the case of a child with a disability who transfers school districts within the same academic year, who enrolls in a new school, and who had an IEP that was in effect in another State, the local educational agency shall provide such child with a free appropriate public education, including services comparable to those described in the previously held IEP, in consultation with the parents until such time as the local educational agency conducts an evaluation . . . and develops a new IEP." 20 U.S.C. § 1414(d)(2)(C). In fact, in most circumstances, an educational agency may disclose personally identifiable information from a student's education record without the usual required consents, but after making a reasonable attempt to notify the parent, to officials of another school where the student seeks to enroll and the disclosure is related to the student's enrollment or transfer. 34 C.F.R. §§ 99.31(a)(2); 99.34.

During the course of the investigation, it was reported to OAG and SED that RCSD eventually obtained Trevyan's transfer records from the school he had attended in Arkansas, but that records were never received from the Texas school district. However, a review of Trevyan's cumulative school record reveals that, as early as April 15, 2013, RCSD had sufficient information from the Texas school district to indicate that Trevyan had been a special education student in that state. Nevertheless, Trevyan was not given an Interim Placement Agreement for special education services through RCSD until nearly a month later on May 6, 2013.

Furthermore, there appears to have been a misunderstanding amongst RCSD staff regarding how long Trevyan had attended school in Texas, which may have contributed to their failure to obtain his complete Texas records. RCSD staff communicated a continued belief during interviews that Trevyan had attended school in Texas for only a brief period of time, whereas enrollment records provided to RCSD on April 15, 2013 indicate his enrollment for at least one year. It is also concerning that RCSD never obtained a complete copy of Trevyan's transfer records from Texas, including his IEP for the 2012-2013 school year. RCSD staff who were interviewed on this subject claimed that the Texas school district failed to respond to repeated requests for the records, but no documents supporting these claims could be found in Trevyan's cumulative file. However, it bears mention that, in seeking to obtain the complete Texas records in connection with this investigation nearly five years after Trevyan's relocation to Rochester, our investigators were able to quickly obtain them.

Once RCSD staff became aware of Trevyan's need for special education services, he was tested and classified as learning disabled in an IEP created at a CSE meeting held in May 2013. His classification was based upon the facts that his verbal abilities were in the very-low range, his nonverbal reasoning abilities were in the low range, and his academic skills were significantly delayed in all areas. Trevyan's special education programs and related services under this IEP included a resource room program where he received assistance in the areas of English and Language Arts one hour per school day, as well as speech/language therapy in a small group setting for thirty minutes per day.

Throughout the entire time that Trevyan was a student at RCSD, he was classified as a student with a learning disability. One of the behavior assessment tests performed on Trevyan in preparation for the May 2017 CSE meeting revealed that he scored in the average level for learning problems, whereas his anxiety and depression scores were in the highest "clinically significant" range. Regarding cognition, his general conceptual ability (GCA) standard score was also in the "average" range. Nevertheless, Trevyan's primary classification of learning disabled remained unchanged.

The IDEA and federal regulations set forth a total of thirteen disability classifications and, based on this investigation, the two that appear to be most relevant to Trevyan's case are "specific learning disability" and "emotional disturbance." Specific learning disability is defined under the law as "a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia." 34 C.F.R. § 300.8(c)(10)(i); see 8 NYCRR §200.1(zz)(6). The term does not include "learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage." 34 C.F.R. § 300.8(c)(10)(ii); see 8 NYCRR §200.1(zz)(6).

Emotional disturbance on the other hand is defined as “a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child’s educational performance:

“(A) An inability to learn that cannot be explained by intellectual, sensory, or health factors.

“(B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.

“(C) Inappropriate types of behavior or feelings under normal circumstances.

“(D) A general pervasive mood of unhappiness or depression.

“(E) A tendency to develop physical symptoms or fears associated with personal or school problems.”

34 C.F.R. § 300.8(c)(4). 8 NYCRR §200.1(zz)(4)

In light of these definitions, and as detailed above, there are indications that the CSE should have more thoroughly considered and/or recommended that Trevyan’s primary classification should have, at some point, been changed to emotional disturbance. That is certainly not to say that he did not have a learning disability, but as explained to investigators by the School #12 psychologist, “it’s our job to say what is the factor that’s most preventing this child from succeeding at school.” It is also important to note that Trevyan had improved over the years in speech and language therapy.

There are a few other issues to note on the subject of proper disability classifications, and the overall question of whether Trevyan’s special education services were sufficient. First, a significant number of the special education and mental health staff were unaware that the legal definition of emotional disturbance includes “[a] general pervasive mood of unhappiness or depression,” but rather were under the misimpression that it was meant to capture only those students who are outwardly disruptive and regularly commit disciplinary violations.

Second, a student’s classification and special education and related services are, in a sense, always under review in that, if suspected to be inaccurate or inadequate, those issues should be addressed immediately with parental consent, rather than waiting for the next regularly-scheduled CSE meeting. The IDEA establishes minimal requirements for reviewing the classification and services provided to disabled students. Specifically, school districts must conduct one annual review of a disabled student’s IEP (*see* 20 U.S.C. § 1414(d)(4)(A)(i); 8 NYCRR §200.4(f)). However, a CSE is required to arrange for an appropriate reevaluation of a student with a disability if the school district determines that the educational or related services needs warrant a reevaluation or if the student’s parent or teacher requests a reevaluation, but not more frequently than once a year unless the parent and the representative of the school district appointed to the CSE agree otherwise and at least once every three years, except where the school district and the parent agree in writing that such reevaluation is unnecessary (8 NYCRR §200.4(b)(4)).

This investigation uncovered one potential reason for the failure to hold an immediate CSE meeting for Trevyan, at least to the extent that that failure occurred during the 2017-2018 school year. Specifically, in July 2017, the District decided to restructure its special education department and laid off 22 staff members holding the title of Coordinating Administrators of Special Education (“CASE”), which thereby decreased the total number of CASEs employed by RCSD from 38 to only 16. Prior to those terminations, CASEs were the staff members charged with facilitating both annual reviews and reevaluations for disabled students throughout the District, and after the layoffs occurred, the schools within the District were left scrambling to fill the void. As reported to investigators, each individual school was charged with deciding which administrator or administrators would take over managing CSE meetings and carrying out IDEA requirements.

These changes appear to have been a mislaid attempt at complying with a report entitled “Report of the Review of Special Education – Rochester City School District,” which had been commissioned by RCSD and prepared by Judy Elliott, Ph.D. in April 2017, in the hopes of improving compliance within the District. The Elliott Report had identified numerous critical issues within the District, including but not limited to failures to conduct FBAs for all students who required them, CSE meeting minutes that were not fully reflective of meeting decisions, and insufficient staff to timely conduct CSE meetings. As explained by the RCSD Superintendent, one recommendation in the Report was not to cut, but rather to transition from so many administrators to more instructional experts and coaches that could work more directly with families and schools. However, the District’s attempt at carrying out Dr. Elliott’s recommendations, while perhaps well-intentioned, fell far short of their goal.

At School #12, the results were nothing less than chaotic. The principal concluded that the burden was too onerous to place on one single administrator and therefore split it up amongst her three vice principals based on grade level. Many of those interviewed, including the newly-appointed “building designees,” felt that RCSD failed to provide sufficient training in preparation for the switch over. This left School #12 reeling since only one of its vice principals had ever been trained in overseeing special education services based on a prior position she had held in the District. Once assigned, the building designees were confused about, and fell behind in, carrying out their newly-acquired duties. One area of confusion was which CSE meetings would continue being conducted by the 16 CASEs who remained on staff in the central district office, versus which meetings would now have to be scheduled and carried out by the building designees. Ultimately, the investigation revealed that RCSD’s redesign of its special education department led to confusion regarding roles and responsibilities, uncertainty among staff at School #12 and resulted in delays and disruptions in CSE processes and services.

Relatedly, frequent turnover within the District appears to be another culprit, particularly when combined with inadequate documentation practices. Over the last three school years, School #12 went through at least five different individuals acting as principal, four vice principals in charge of ever-changing grade levels, three social workers, two Center for Youth staff members, two speech pathologists, and countless clerical staff members in charge of attendance and other matters. In the years that Trevyan was enrolled in RCSD, his special education services were to be overseen by no fewer than eight individuals with various titles including a revolving door of CASEs, district representatives, and, most recently, the building designee. When these staff members left

School #12, they took any knowledge of Trevyan's past crises and special education needs with them. Additionally, in the 2017-2018 school year, Trevyan's support system at school essentially evaporated when he simultaneously received a new special education teacher, social worker, and speech pathologist. In recognition of the fact that school districts will always have turnover, it is crucial that the District take steps to minimize the impact, including proper documentation of crisis situations so that students like Trevyan do not fall through the cracks.

Third, it should be acknowledged that there may be limits to the special education services offered to disabled students regardless of their specific disability classification, but the classification assigned to them is nevertheless significant. A student's classification is clearly documented in the IEP and alerts any supervising staff members of that student's individual tendencies and behaviors. If Trevyan's classification had been changed to, for example, emotional disturbance at the May 2017 reevaluation, or if the prior behaviors discussed above had been better documented in his 2017-2018 IEP, Trevyan's 7th grade special education teacher may have been put on notice that he had a history of suicidal ideation. As stated earlier, the difficulty of determining the credibility of an adolescent's threat to harm himself was a frustration repeatedly expressed to investigators, however, this task becomes nearly impossible if prior incidents of making and/or acting on such threats are not memorialized in writing.

While it certainly cannot be said that a disability category of emotional disturbance as well as, or in conjunction with, learning disabled would have prevented Trevyan's death, it is evident that a consistent and more thorough application of the special education process to Trevyan may have assisted him in obtaining more relevant, immediate and comprehensive services.

3. ATTENDANCE POLICIES

Our investigation revealed three main areas for improvement relating to the policies for taking and maintaining attendance records within RCSD, namely, (A) overly permissive procedures allowing school staff to make changes and/or submit attendance hours, days, and sometimes months after the class in question; (B) inadequate and untimely parental notification of unexcused absences; and (C) an overall lack of oversight by school administrators to ensure the taking of timely and accurate attendance.

It is well-established that schools within this State must create and maintain accurate records of attendance. New York State Education Law § 3211(1) requires that “[t]he teacher of every minor required ... to attend upon instruction, or any other school district employee ... shall keep an accurate record of the attendance and absence of such minor.” The principal of a school, in turn, “shall cause the record of his attendance to be kept and procedures and all appropriate inquiries in relation thereto answered as hereinbefore required” Section 3211(4). In the context of middle school students like Trevyan, since July 1, 2003, the presence of each pupil in departmentalized schools at any grade level “shall be recorded after the taking of attendance in each period of scheduled instruction.” 8 N.Y.C.R.R. § 104.1(d)(7)(ii).

Accurate attendance taking is essential to ensuring the wellbeing of minors during the school day when they are not under the supervision of parents, legal guardians, or other caretakers. Indeed, SED’s administrative regulations specify that the purpose of pupil attendance recordkeeping is to: “(1) ensure the maintenance of an adequate record verifying the attendance of all children at instruction in accordance with Education Law section 3205; (2) establish a practical mechanism for every public and nonpublic elementary, middle and secondary school in the State of New York to account to the parents of all children enrolled in such schools for the whereabouts of such children throughout each school day; and (3) ensure sufficient pupil attendance at all scheduled periods of actual instruction or supervised student activities to permit such pupils to succeed at meeting the State learning standards.” 8 N.Y.C.R.R. § 104.1(a).

RCSD publishes its attendance policies in several documents, the majority of which (including, for example, the Rochester City School Board Policy Manual and a Superintendent’s Regulation dated December 10, 2015) are primarily focused on preventing student absenteeism, rather than effective means of taking attendance. The 2017-2018 Attendance Manual available on RCSD’s website purports to set out district-wide attendance policies, but as explained below, those policies contain problematic loopholes and inaccuracies, and even contradict other documents provided to District staff.

Preliminarily, the Attendance Manual notes that “student attendance must be recorded accurately and in a timely manner,” and sets forth the general rule that “[a]ll teachers are required to submit attendance in [the District’s electronic Student Management System (“SMS”)] within the first hour of the elementary school day or within the first 15 minutes of the class period in a secondary school.” See **Exhibit C**, RCSD Attendance Manual, at page 5. There is, though, an express exception to this general rule for physical education teachers, who must record attendance only “by the end of the school day.” See **Exhibit C**, RCSD Attendance Manual, at pages 3-4.

While perhaps understandable given the practical difficulties of immediately reporting attendance in physical education class, this exception is extremely problematic given the fact that physical education is, for a significant number of students at School #12 (including Trevyan), the first period of the day.

The Attendance Manual continues by providing a notification process aimed at reminding teachers when they have failed to submit timely attendance, but which our investigation revealed can be easily circumvented and is commonly ignored due to the lack of any meaningful oversight by school administrators. The policy itself provides:

- “3. Teachers and [p]rincipals will receive a certified email each day when attendance is not submitted when it is due. This is an automated reminder to submit attendance immediately.
- “4. The principal will designate clerical staff to send a list to all teachers whose names appear on the un-submitted attendance list to remind everyone to update and submit their attendance before the window is closed at midnight.
- “5. Teachers who do not submit attendance before midnight will be locked out of the system and they will not be able to go back and submit.

Teachers who do not submit attendance before midnight and as result (sic) are locked out of the system must immediately turn in a hard copy of their attendance directly to the supervising administrator or clerical in charge of attendance.

- “6. Continued failure to comply with the required attendance submissions could result in disciplinary action, as referred to in Section 37 and 38 of the RTA contract.”

See **Exhibit C**, RCSD Attendance Manual, at page 5. The District even attached to the Attendance Manual a form letter from the school principal to teachers who have failed to submit attendance by the midnight deadline on specified dates, which is entitled, “Teacher Unsubmitted Attendance Notification,” and reiterates that “[a]ttendance records are legal documents and must be kept up to date,” and “[f]ailure to submit attendance may result in disciplinary action being taken in accordance with the RTA contract Sections 37 and 38.” See **Exhibit C**, RCSD Attendance Manual, at page 30. Attendance data provided to the OAG and SED by RCSD reveals delays and changes being made to attendance records at School #12 for weeks and occasionally months after the date in question. Yet, not a single administrator interviewed reported having ever seen, let alone completed and distributed, the Teacher Unsubmitted Attendance Notification or any other form of follow-up and/or reprimand of teachers relating to chronic lateness and/or inaccurate attendance recordkeeping.

In fact, the administrators interviewed expressed an overall approach to attendance submission that can only be described as “hands off.” The staff members charged with monitoring submissions and attempting to enforce the attendance policies, meanwhile, who are largely clerical staff without any authority over teachers, were understandably overwhelmed by the task. Investigators received varying accounts regarding whether school-level administrators were even included on the daily emails listing the teachers who had not yet submitted their attendance. Such administrators did, however, have the ability to locate that information on the electronic system had they sought to do so, but it does not appear that they ever did. On the other hand, district-level administrators, including the School Chiefs who report directly to the Superintendent, were never routinely included on those daily emails, a practice which appears to have been changed at the School Chiefs’ request following Trevyan’s death.

Perhaps most concerning is the fact that no efforts appear to have been made to track attendance records over time in order to identify those teachers who are chronically late and/or inaccurate in their record-keeping. Investigators could not be provided with cumulative, historic lists of unsubmitted attendance, but rather were limited to reviewing electronic records showing only the most recent date that attendance had been modified for each day of the school year. Furthermore, those electronic records kept track of the student and class involved for each entry, but did not even contain the names of the teacher responsible for that data. Not only are the District’s practices and lax enforcement inconsistent with its stated policies, but they send a clear message to teachers that attendance policies are not a main priority, despite the fact that accurate and timely attendance is the only way to account for the whereabouts of the approximately 900 students who attend School #12 every day.

The District’s Attendance Manual also describes ConnectEd, which is the District’s sole mechanism for providing parental notification when a student is found to be absent from school without proper excuse. “The school will notify the parent/legal guardian of all unexcused absences each day through ConnectEd,” which sends out automated telephone calls (“robocalls”). See **Exhibit C**, RCSD Attendance Manual, at page 3. The Attendance Manual goes on to state that “ConnectEd calls should occur twice a day at the secondary level, once at 11:00 a.m. and once an hour after the close of school day for secondary schools.” See **Exhibit C**, RCSD Attendance Manual, at page 3. In practice, however, our investigation has revealed that robocalls go out only once at School #12, specifically, at 11:00 a.m., and those calls are triggered only by the attendance taken during first period. Despite the importance of accurate and timely attendance being taken at that time of day, it has been reported that teachers are not provided with additional instruction in this regard.

The District’s other written documents provide even less certainty with respect to its attendance policies. Anomalously, the 2017-2018 Staff Handbook distributed at School #12 provides as follows under the section entitled, “Taking attendance”:

“Check attendance of pupils immediately after opening exercises and enter into the **Power School System by 8:30 a.m. (But not sooner than 8:00)**. Please be timely and consistent daily. We do not have the clerical coverage to monitor your compliance. Automatic robo-calls are completed to all absent students at 10:00 a.m.

daily. Parents get very concerned when they receive a call when their child is in school (and attendance was not done). Please help lessen their anxiety. *Attendance can be submitted or updated up until midnight of the date.* After that, clerical staff must make changes. Special subject teachers must still enter attendance even if class does not meet. You will receive a written memo from administration if your un-submitted attendance is chronic.”

See **Exhibit D**, 2017-2018 Staff Handbook, page 5 (emphases in original). Not only does the Staff Handbook fail to account for teachers who must submit their attendance not by 8:30 a.m. but rather within 15 minutes of the start of each class, and contain an inaccuracy regarding the actual time that robocalls occur (11:00 a.m. rather than 10:00 a.m.), the Staff Handbook also goes on to note the lack of clerical coverage to monitor their compliance and assure teachers in italicized font that attendance can be submitted or updated until midnight of the day in question, and, even after that time, clerical staff may still make changes.

The interviews conducted in connection with this investigation have confirmed those realities. Frequent clerical turnover at School #12 has resulted in only intermittent monitoring of attendance submission, and permissive District-level policies have allowed frequently late submissions of and regular unexplained modifications to attendance records. Under the current electronic system, although teachers have access to enter and/or modify attendance only until midnight on the day at issue, clerical staff at School #12 continue to have access to those records and are specifically instructed to modify them at any teachers’ request. Making matters worse, those restrictions on teachers’ access were lifted during a large portion of the 2017-2018 school year (specifically, from October 2017 through March 2018), such that teachers were never locked out at midnight as intended, but rather they had the unlimited ability to enter and/or change attendance records, including on the day that Trevyan went missing. RCSD staff at both the school and district-level claimed to have been unaware of the fact that the teachers’ restricted access had been suspended for such a prolonged time, and were unable to explain their failure to detect the problem until after Trevyan’s disappearance.

These inadequacies involving the District’s attendance policies have varying applicability when it comes to analyzing the events that transpired on March 8, 2018, but it is clear that proper attendance taking procedures were not employed on that day. As explained above, after disembarking from the school bus that morning, Trevyan never entered School #12. Because school and transportation staff did not notice Trevyan’s elopement when it occurred, the next, and crucial, opportunity to note his absence was when attendance was taken in his first period class. Unfortunately, though, as noted above, his first period class was physical education, meaning that the teacher was not even required to submit attendance until the end of the school day. Despite this lax policy, his teacher did actually submit attendance at 7:52 a.m. that morning, but Trevyan was erroneously marked “present.” Therefore, when robocalls went out at 11:00 a.m. that day, none went out to the phone number on file for Trevyan.

Although Trevyan’s unexcused absence was recorded during his next class at 9:02 a.m., our investigation revealed that the robocall system is not triggered by unexcused absences later in the day, which raises significant concerns not just in instances where, as here, first period attendance

is found to be in error, but also when a student elopes from school midday. It is also alarming to note that Trevyan was erroneously marked “present” by two other teachers on March 8, 2018, specifically, at 12:34 p.m. and 1:51 p.m. In fact, a review of his attendance records on other dates, including various days in the fall of 2017, reveal other days that he was marked “present” for first period but absent for the rest of the day. These other occurrences cast even more doubt on the accuracy of his attendance records. In light of these facts, additional enforcement of the attendance policies by administrators, and more extensive training of teachers (particularly teachers of first period classes) about the importance of accurate records and effective ways of taking attendance, are steps that should be taken to begin to ensure the safety of students who are under RCSD’s supervision.

4. SCHOOL SAFETY AND TRANSPORTATION CONSIDERATIONS

Our investigation revealed four main concerns relating to overall school safety, including (A) insufficient arrival and dismissal procedures; (B) chronic staff turnover and substitutes within the District combined with inadequate student documentation and record retention; (C) the nonexistence of a centralized policy for creation and maintenance of safety or emergency plans for students such as Trevyan; (D) unfamiliarity with the building level school safety plan and its procedures; and (E) a chaotic school environment.

The arrival and dismissal procedures in place at School #12 prior to Trevyan's disappearance were inadequate to account for the whereabouts of the approximately 900 students milling about at the beginning and end of the school day. The arrival and dismissal procedures in place as of March 8, 2018, originated from an historic plan, which may have previously met the needs of School #12 before its expansion but had become woefully outdated. School #12 was originally an elementary school, but building renovations were recently completed, and it now contains kindergarten through eighth grades. Once the staff and students returned to the building, there was a so-called "grow-out," meaning that the 2016-2017 school year was the first year that seventh graders were present at School #12, and the 2017-2018 school year was the first year with eighth graders. Despite the addition of two new grades at School #12, however, the arrival and dismissal procedures remained the same, and there continued to be only one school safety officer ("SSO") regularly present.

The historic arrival and dismissal plan consisted of staff assignments, whereby select staff members were assigned to "posts" located inside and outside the school. The plan lacked crucial details, however, such as where staff should stand within the general posted area, which direction they should face once there, and what exactly they should be monitoring, let alone what do in an emergency such as an elopement. The only posted staff members who had any hope of seeing Trevyan when he got off the school bus and left school property were those who were supposed to be located outside in the front of the building. There were five such outdoor posts under the plan, to which eight staff members were assigned. Even those staff members, however, rarely stood outside far enough to have seen where Trevyan disembarked onto the sidewalk. Rather, in the absence of specific instructions from the plan itself, many of those staff regularly stood at or near the building entrances, or even just inside the doors, especially on cold days. As explained to investigators, though, their view of the buses and students from those locations was obstructed by the walls of the school and the library that adjoins it, as well as a transportation van that was regularly on site near the library parking lot.

The arrival and dismissal plan was also insufficient in that it is silent on the issue of staff absences. There is no list of pre-planned substitutes for filling the assigned posts. In fact, it was explained to investigators that, in practice, the administrator in charge of the plan may not even become aware of an absence with sufficient time to assign a different staff member before the buses arrive and students start disembarking. It is also surprising that little, if any, effort is made to track which students arrive at the school and disembark from the buses. None of the assigned posts are required to take attendance such as doing a headcount, nor are they given any specific instructions to ensure that every student who exits the buses actually makes it into the school building.

The chaos of having so many students arrive at the small bus loop simultaneously is further exacerbated by a rule requiring students to use certain of the front entrances based on their specific grade levels. Although this rule may have been developed in an attempt to reduce younger students' exposure to older students, this goal is practically impossible given the fact that they arrive on the same buses as the older students. Not to mention, what this rule actually accomplishes is that students remain outside where it is more difficult to account for their whereabouts for a longer period of time, as opposed to a system of having students use the entrance closest to the place where their bus sits in the bus loop.

Over time, arrivals and dismissals at School #12 have been further complicated by a reported bending of rules for parent drop-offs. Parents are reportedly supposed to drop off students in a designated area on the south side of the building, away from where the buses pull up in the front of the building facing east. Not all parents abide by these rules, though, and, per certain staff members, some have even been given permission to pull into the library parking lot to the north. The result is that the staff member at the post nearest to the library parking lot must focus his or her attention on ensuring that students walking to school can safely cross that parking lot entrance, instead of monitoring students departing from the buses.

These inadequacies had varying impacts on March 8, 2018. On that particular morning, two of the staff members with arrival and dismissal posts were absent. Both of the absent staff members were assigned to the same outdoor post in the front of the school. One of those teachers had reportedly asked a coworker to fill in as a substitute, but that substitute had no training, and, on the morning in question, merely propped the door open with a music stand and stood inside the building. Arrival procedures were even more complicated that morning when a parent reportedly got into the building in violation of school policy. This prompted the administrator in charge of arrivals and dismissals to go back inside the school rather than staying outside where she could observe the arriving students. Consistent with these accounts, surveillance footage showing Trevyan's departure from school that morning depict only a few staff members standing outside the building, and none are looking in the direction that Trevyan walked as he eloped from school grounds. See photographs attached as **Exhibit E**.

Just as it impacted the provision of special education and mental health services at School #12, frequent staff turnover also played a role in the lack of school safety procedures. Many of the staff changes were summarized above, but it bears repeating that they took place at the clerical through administrative levels. For instance, the former head secretary did not return to School #12 when it re-opened following the renovations, which resulted in a loss of institutional knowledge of forms and policies. As another example, on March 8, 2018, Trevyan had a substitute bus driver, who was not familiar with any of the students' particular needs, including any prior incidents involving Trevyan. Although not employed by the District itself, but rather by a transportation company that the District contracts with, the bus driver was just another of a series of substitute staff members, which again highlights the importance of proper planning, documentation and training.

At the administrative level, meanwhile, a per diem principal was assigned at the school beginning in mid-January 2018, and she was still in place as of March 8, 2018. The per diem principal had a background in education, but had never worked for RCSD before. Other than being given a binder containing District policies (none of which pertained to student wandering or elopements), the per diem principal was not given any training prior to starting at School #12. On March 8, 2018, in fact, she was out of the office at a principal's meeting. Thus, there was an entirely different substitute principal filling in on that particular date. Further, because the substitute principal had already left the school at approximately 2:35 p.m. that afternoon, there was no one filling the role of principal in the building when Trevyan's family members arrived there looking for him at approximately 3:26 p.m. Overall, while some staff changes are certainly expected, the high level of exhaustion and frustration expressed by some staff members who have left School #12 in recent years suggests that the District could do more to improve morale and encourage retention.

Many staff interviewed also noted the chaotic school climate, particularly evident in the 7th and 8th grade wing of School #12. School climate is how students, parents and teachers experience a school. A positive school climate is fostered by attention to and promoting a supportive academic, disciplinary, and physical environment. Students learn best when they are in an environment in which they feel safe, supported and valued. When a school setting is chaotic, administrative and teaching staff spend their time focused on attempting to maintain order and are unable to focus on individual student support. Testimony documented frequent use of restraints by school security staff; use of 911 calls to intervene with students when staff could not deescalate situations; inappropriate use of school security to oversee students during teacher transitions; and children going missing, in addition to Trevyan's documented elopements, with no safety planning in response. It is not surprising that Trevyan may have slipped through the cracks in such a chaotic environment.

One of the initiatives that SED has implemented over the past two school years is called, "Promoting and Measuring Healthy and Supportive School Climates". Research has found that the quality of the school climate is one of the most predictive factors in any school's capacity to promote student achievement. In this initiative, SED chose six school districts in the 2016-17 school year and thirty in the 2017-18 school year to pilot this initiative. RCSD participated in both the 2016-17 and 2017-18 school years. One of the components of this initiative is to administer school climate surveys to students, parents and school personnel and to convene a Community Engagement Team to review the results of the survey as well as any other pertinent data. In light of RCSD's participation, it is recommended that RCSD immediately 1) convene the Community Engagement Team to review the survey results and other data as well as the findings in this report, 2) produce an action plan that addresses any areas that need improvement, and 3) implement any strategies identified in the action plan to help improve the school climate and student outcomes.

Next, as also noted in the special education and mental health services sections above, there does not appear to have been any written safety plan created for Trevyan, despite the familiarity that most of the staff interviewed had with such plans. Although many staff members explained to investigators the concept of creating a written safety plan in response to troubling behaviors like elopements or suicide attempts, none recalled having received specific training on how to create one. Nor were those staff members able to explain the failure to create one in Trevyan's case, particularly as his behaviors escalated in the fall of the 2017-2018 school year.

It should also be noted that administrative staff employed by the District at large were unaware of any specific protocol for missing students. One of the most obvious places where one would expect such protocol to appear is in the district-wide school safety plan and building-level emergency response plan. Pursuant to Education Law § 2801-a and 8 NYCRR § 155.17, all school districts in New York State are required to create, review, and update as needed, “a comprehensive district-wide school safety plan and building-level emergency response plans regarding crisis intervention and emergency response and management.” Indeed, the SED Field Advisories, *see Exhibit B*, specifically instruct school officials to incorporate their procedures regarding student wandering and elopements into each school’s building safety plan. Although School #12’s building level safety plan was updated prior to commencement of the 2017-2018 school year, it did not contain any specific provisions about wandering or elopement. Nor was there any indication that the building level school safety plan was sought or reviewed to ascertain how to deal with the issue of a missing student, elopement or an implied or direct threat of suicide which such plan is required to address.

Finally, this investigation revealed other issues that, due to the timing of events likely did not contribute to Trevyan’s tragic death, but are worth mentioning in that they fell far below the standard of best practices for emergency response. First, although Trevyan’s family arrived at the school at approximately 3:26 p.m. to report that he had not come home, the police were not contacted until approximately 5:15 p.m., and it took even longer to determine whether Trevyan had ever gotten on the school bus that morning. Second, the District has its own Safety and Security Department, but those staff members were not deployed until the morning of March 9, 2018.

This delay in providing additional support in the search efforts appears to have been due to several factors. For one, the School Chief in charge of School #12, along with numerous others including the Chief Operating Officer of RCSD, were in a Board of Education meeting when Trevyan’s disappearance was reported to school staff in the early evening on March 8, 2018. Furthermore, the urgency of Trevyan’s disappearance does not appear to have been adequately communicated to District officials including the Superintendent. The Director of Safety and Security had been out of the office that day for medical reasons, and although there were others within the department who could have covered for her, her planned absence does not appear to have been communicated to school administrators. Hence, School #12 officials reached out to the Director as usual that evening and the Director eventually sent out an email blast to District officials at approximately 8:20 p.m., but, when interviewed, the Director was unable to recall any details from that night since she was still somewhat incapacitated by her medical condition. Particularly because Trevyan’s situation was merely mentioned in that email blast as the last of three noteworthy events that had taken place across the entire District that day, the higher-level officials interviewed reported that they were not fully aware of the urgency of the situation until Trevyan’s disappearance was reported on the morning news on March 9, 2018.

While additional search parties on the night of March 8, 2018 may not have ultimately made a difference in Trevyan’s case based on the suspected timing of events, RCSD and other districts like it should certainly make efforts to ensure that they are better prepared to provide a quick and effective response to emergencies such as student elopements going forward.

Conclusions and Recommendations

Clearly, as noted above, Trevyan Rowe's untimely death does not appear to have been the result of any single event or factor in his life. Nevertheless, in an effort to do whatever is possible to help prevent such tragedies from recurring, SED and OAG make the following recommendations to RCSD and all New York State school districts.

Mental Health and Special Education

- To avoid gaps in the provision of special education services, schools should timely obtain transfer records and meaningfully review those records.
- Districts should work closely with their mental health staff members to ensure that an initial focus on obtaining outside mental health services for a student does not continue in perpetuity, particularly once it becomes clear that outside mental health services are unavailing and the troubling behavior is taking place during the school day or otherwise affecting that student's academics.
- RCSD's existing resources (which include the resources available in RCSD's Office of Student Support Services and Social Emotional Learning), should be better integrated, aligned and utilized to ensure that mental health and other appropriate services are prioritized in situations where, as here, a student (whether or not the student is a student with a disability) exhibits signs and symptoms that suggest depression, suicidal ideation and other mental health issues.
- RCSD should make every effort to expand its outreach to external agencies, such as the Mental Health Association of Rochester/Monroe County, the Monroe County Department of Social Services, and the Monroe County Office of Mental Health, to develop partnerships that can assist in providing additional supports and services, as appropriate.
- The District should have documented policies and procedures, in accordance with applicable laws and regulations, for appropriate staff to include relevant information in a student's record. Patterns of behavior, such as those exhibited by Trevyan, should be so documented in order to ensure that appropriate staff members who may be unfamiliar with that student are aware of their roles and responsibilities, which may include providing the necessary and appropriate services should such behaviors be exhibited in the future.
- FBAs and BIPs are not limited to students with disabilities generally, or specifically to students with the disability of emotional disturbance.
 - In the case of a student with a disability, a referral should be made to the CSE when school district staff see repeated instances of behaviors such as those exhibited by Trevyan. Staff members who participate in CSE meetings or otherwise work with students with disabilities should be educated to better understand the possible need to make a referral for an FBA, and the development, application and proper implementation of BIPs to manage a broader scope of behaviors like wanderings and

suicidal ideations, rather than only those behaviors more typically resulting in disciplinary action.

- For students without disabilities who exhibit such behaviors, school district policies should address how an FBA can be obtained, such as through a referral to an instructional support team or office for student support services, for example.
- Given that Education Law §2801-a requires that district-wide safety plans include policies and procedures for responding to threats of suicide and notifying parents thereof, school personnel must be trained to respond appropriately in accordance with district policies.
- Individual crisis situations, including the mobilization of Mobile Crisis Units or other emergency response teams, should be properly documented by school staff in a centralized location, with particular attention paid to the facts surrounding the crisis and any staff members involved. Furthermore, there must be proper supervision of the student at all times when an incident occurs, such as those exhibited by Trevyan, that results in activating the Mobile Crisis Team. In addition, school administrators must ensure that subsequent actions are taken to follow up on these types of situations, including additional attempts to contact or engage the family. Parent and family engagement is critical to effectively addressing the needs of students with special needs, such as those exhibited by Trevyan.
- Careful attention must be paid to the accuracy of each student’s disability classification. Relatedly, staff members who participate in CSE meetings must be made and kept aware of the definitions of all thirteen disability classifications, including but not limited to an understanding that emotional disturbance can include “[a] general pervasive mood of unhappiness or depression.”
- The investigation revealed a common practice in RCSD whereby CSE meetings are held only at the student’s next regularly-scheduled review or reevaluation, regardless of a change in behavior or academic progress during the school year. Districts must ensure that where a student needs a CSE meeting in the interim, due to a change in behavior or academic progress, clear procedures exist for doing so.
- Districts should make greater efforts to carry out the recommendations contained in SED’s field advisories, *see Exhibit B*, to ensure that students who wander or elope from school are identified, monitored, and kept safe. Plans for such students should be written down and distributed to staff members who take over future supervision of those students.
- Districts should more carefully consider the complete restructuring of their special education departments, particularly when, as here, that restructuring entails the elimination of 22 staff members who were responsible for the management of

building-level CSE meetings. If such restructuring does proceed, Districts would be well-served to provide extensive training for those staff members who are expected to assume those duties and to set clear expectations for who bears which responsibilities going forward.

Attendance Policies and Practices

- Districts should have systems in place that meaningfully provide for timely and accurate parental notification of unexcused absences. Such systems should not rely entirely upon first period attendance, but rather unexcused absences occurring later in the day, as well. Insofar as parental notification hinges on attendance taken at certain times of the day, Districts should make those teachers aware of that policy and provide additional training to them to address any challenges.
- Teachers should be fully educated on attendance record-keeping practices, monitored by those in supervisory roles, and held accountable to the extent that they are routinely late and/or inaccurate in submitting those records if no reasonable explanation for such delay and/or inaccuracies exist. Clerical staff without supervisory authority cannot reasonably be expected to enforce attendance record-keeping practices without active involvement from administrative staff, both at the school and district levels.
- The best practice is making no exceptions regarding attendance record-keeping practices. Where Districts conclude that exceptions for certain teachers or classes are unavoidable, however, they should develop alternative methods to account for the whereabouts of the students until such time as accurate attendance records are submitted.

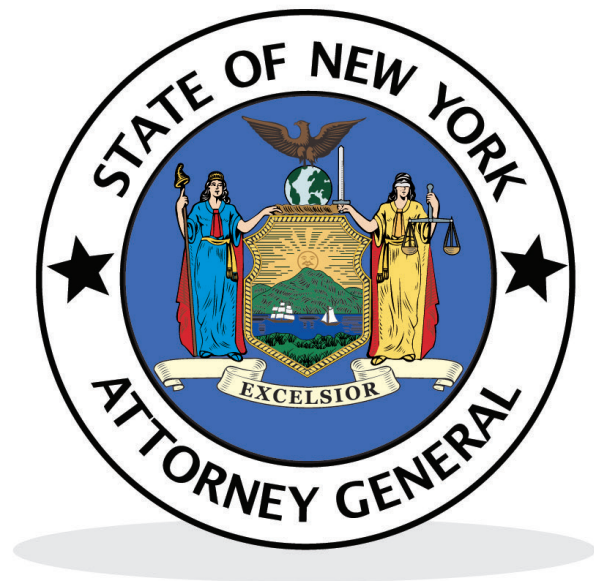
School Safety and Transportation

- Districts should require school staff to develop detailed arrival and dismissal plans that entail the posting of staff members, including both teachers and administrators, in locations that allow for observation of the entire perimeter of school grounds where students arrive and depart from school.
- Clear directions should be provided to those posted staff members about exactly where to stand and which direction to look in order to have the best vantage point for keeping track of students' whereabouts. School districts should establish protocols to be used to train staff on what to do in emergency situations, including elopements such those exhibited by Trevyan.
- Arrival and dismissal plans should further include contingency plans accounting for teacher absences and the calling away of supervising administrators.
- Districts should regularly speak with school staff regarding universal enforcement of arrival and dismissal procedures, including rules pertaining to the location and timing

of parent drop-offs. Exceptions should not be made without justification, and, where made, should be accounted for with the provision of additional posted staff.

- Districts should take care in the hiring and training of school staff and administrators in the hopes of reducing frequent staff turnover. To the extent that some staff turnover is inevitable, the importance of proper documentation of crisis situations and development of written safety plans for the students who need them cannot be overstated.
- Emergency protocols should be developed for the handling of missing students including when and how to seek assistance during an emergency, such as when Trevyan was discovered to be missing (8 NYCRR §155.17[c][1][v]), and all district staff, including school safety officers, teachers, and administrators should be fully trained on those protocols.
- District-wide school safety plans, which as noted above must include policies and procedures for responding to threats of suicide and notifying parents thereof, should be distributed to all school staff and a hard copy should be printed and maintained in the main office for ease of access (see 8 NYCRR §155.17[c][1][i], [x], [xix]). Districts must also develop building-level emergency response plans, which are confidential and can only be disclosed to authorized school staff and law enforcement officers; such plans should be maintained in a secure place where only authorized school staff can access them in order to protect confidentiality (8 NYCRR §155.17[c][2]). In accordance with 8 NYCRR §155.17(c)(1)(xiii), all school staff members must receive annual training on the building level emergency response plan, which must include components on mental health and violence prevention.
- District-wide school safety plans should be monitored and modified where appropriate to account for staff turnover.

While school districts cannot possibly prevent all emergencies and potential student injuries from occurring, their implementation of the aforementioned recommendations will hopefully reduce the likelihood of events such as the tragic death of Trevyan Rowe. School districts and those who are employed by them are in the unique position of having custodial supervision over massive numbers of children every day across New York State, and that position comes with much responsibility. It is only by recognizing the gravity of that responsibility, and by relentlessly seeking to improve upon the safety measures put into place on a day-to-day basis at each individual school, that school districts can best seek to avoid another tragedy.



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EXHIBIT A

Rochester City School District Mental Health Emergency Protocol

Mental Health Emergency is defined as: Student exhibits any behavior, verbal communication, and/or written communication that suggest that they will harm themselves or others.

Behaviorally, a student may cut themselves, withdraw, shut down and may not respond to verbal communication. A student may also charge towards other students/staff with the intention to harm them. Stalking behavior is also considered a mental health emergency. Verbally, a student may make self-injurious statements or threaten to harm other students and/or staff.

Mental Health Emergency (MHE) Team includes: School Social Worker, School Psychologist, School Nurse, School Counselors and School Administrator.

- Staff person (including outside agencies and RPD) will first notify the Mental Health Emergency Team members or main office.
- If the main office is contacted first, they will notify Mental Health Emergency Team members.
- In order to maintain safety, the student must be separated from peers and supervised by an adult at all times.
- Mental Health Emergency Team member will conduct student interview/risk assessment. If a student has identified a preferred person, every effort will be made to include the individual during the assessment process.

Initial Assessment

Have you ever physically hurt yourself on purpose in any way?

Yes _____ No _____

If yes,

- Frequency _____
- Severity _____

**Social Worker Lethality Assessment Tool*
(Suicide/Homicide)**

Student Name: _____ Age: _____ Date: _____

self-harm/suicide assault/homicide

	present	past	n/a
Nature of Plan			
Vague idea with no weapon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A weak plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Some specific, realistic details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Complete plan with some details available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Complete plan with lethal details and weapons included	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prior Attempts			
None, is only talking about the present time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Some past attempts. How often? _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numerous past attempts, but ineffective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
None, but threatens lethal attempt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has made lethal attempts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assaultive behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mood			
Not healthy, but improves while talking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Controlled, but depressed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Partially controlled, but has bursts of extreme mood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Little control of mood, but only moderates ups and downs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extreme depression, with bursts of screaming or resigned and calm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Method			
Mentions suicide/homicide, but cannot explain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specifies a suicide method, but does not have the means available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has a barely adequate idea with the available means	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specific plan _____ and has the means/weapons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wants to harm/kill another and has means/weapons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has Access to (Pills, knives, gun, other)			
Specify: _____			
Interpersonal Contacts			
Has a family, friend(s) and school/job presently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has a family and school/job but no friend(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has friend(s) and a school/job but no family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has only family or friend(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is isolated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	present	past	n/a
<u>Loss: personal or situational</u>			
No loss incurred or upcoming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Possibility of a lost (job, loved one, financial)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Loss has occurred or anticipated and person is upset about it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Medical Problems</u>			
None, in good health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General or vague physical complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has serious complaints and is hopeful/managing symptoms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has serious medical symptoms/problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Chemical/Alcohol Use</u>			
None	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Occasional or social use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tends to self-medicate, uses drugs/alcohol to cope	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drug/alcohol use interferes with day-to-day functioning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Medications</u>			
Type/Dosage: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compliant: yes no	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Psychiatric History</u>			
No psychiatric history noted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
History of psychiatric problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
History of psychiatric issues in family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
History of hospitalization. Date: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Successful suicide in family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More than one successful suicide in family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Assessment: Note date and time of incident; date and time of evaluation. Describe actions and rational taken to assure safety of student and/or others. Detail all notifications made.

Completed by: _____ Date: _____

*Remember: Lethality is when a person is capable of causing death. The term can apply to thoughts of homicide or suicide. The symptoms can include feelings of depression and/or hopelessness. These emotions can be because of the loss of a loved one, health issues or the lack of support of a family member.

Suicide Questions

Initial Questions:

Have you ever thought that life was not worth living?

Ever wish you were dead?

Ever thought about hurting yourself?

Do you have a plan to hurt or kill yourself?

When was the last time you thought about killing yourself?

Have you ever tried to kill yourself in the past?

Have you taken anything (medication) to hurt you now?

Have any of your friends or family members ever committed suicide?

What do you mean when you say "kill yourself/commit suicide"?

What's your plan? How? When? Does anyone else know?

Why now?

Hopes

What do you hope will happen to you?

How do you think others will react?

What do you want me to do now?

Chronology

When did these thoughts start (15, 30, 60 minutes ago; yesterday; last week; etc.)?

What was happening then?

Have you ever heard voices?

Mood

Does anyone know how badly you are feeling?

Who do you think loves you?

Who do you love the most?

How do you feel now?

Other

Are lethal objects (guns, knives, medication, drugs, etc.) available?

Once it is clear that the student has no plan of suicide or does not feel like self-injurious behavior, you should begin developing a safety plan with student. (See sample below)

**Maria Smith Safety Plan
4/15/11**

- Maria cannot be left alone at any time.
- Maria will contact an adult if she feels that she cannot cope with auditory and visual hallucinations.
- She will be brought to the office and find an administrator, social worker or psychologist.
- She will be assessed for self-harm risk.
- If necessary, the Crisis Unit at Rochester Mental Health will be called at 922-2500.
- If not, call 911 for a mental health arrest.
- Hospital of preference: Rochester General
- Call mom: xxx-xxxx or grandma: xxx-xxxx
- If you need to contain Maria in order to avoid self-harm, we have mom's permission.

This plan was created with the permission and approval from Parent and Administrator.

Supply copies to all teachers and staff that have contact with student.

If the safety plan is unsuccessful, call 911 to request that the student be taken to the hospital. Nurse will gather any necessary medical and psychological records for EMT.

Mental Health Emergency Team member will follow-up with family and student within 24 hours and modify the safety plan. Debriefing with Mental Health Emergency Team and appropriate staff regarding situation and action plan will take place.

EXHIBIT B



Division of Special Education Services

Health and Safety Precautions for Students with Disabilities

November 2013

SPECIAL EDUCATION FIELD ADVISORY

FROM: James P. DeLorenzo

SUBJECT: Health and Safety Precautions for Students with Disabilities - [PDF](#) (135 KB)

Tragically, a young student with autism wandered from his school building during the school day in New York City and remains missing. In light of this, I would like to take this opportunity to remind all public and private schools serving students with disabilities of the importance of ensuring that they have school-wide policies and protocols in place to address, prevent and respond to elopement instances such as this.

For students with disabilities, each committee on preschool special education or committee on special education must identify if the student has behaviors that impede his or her learning or that of others. This should include a consideration of whether a student has the tendency to wander or elope and, if so, to ensure that a functional behavioral assessment (FBA) of the behavior is conducted and that the behavior is addressed through proper supervision and through an individualized behavior intervention plan based on the results of the FBA.

In addition, schools should ensure that there are building policies, procedures and protocols in place to prevent and address instances of wandering and elopement, particularly for students with cognitive impairments. These should include, but are not limited to, the following.

- Staff training on awareness and response
- Supervisory notification and 911 calls
- Communication protocols with local police
- Use of school-wide communication and alert systems
- Preassignments for building and ground searches
- Procedures for assuring that crisis response and law enforcement officials have access to floor plans, blueprints, schematics or other maps of the school interior, school grounds and road maps of the immediate surrounding area
- Immediate family notification
- Identification of students with known elopement behaviors to local building principals, hall monitors, and security guards
- Consideration of installment of door alarms and use of other elopement warning devices
- Ensuring students with known elopement behaviors carry basic identification information at all times

These procedures should be incorporated into each school's school safety building plan, as appropriate. For more information on school safety building plan requirements, see <http://www.p12.nysed.gov/sss/ssae/schoolsafety/save/#schoolsafetyplans>.

The Commissioner and Deputy Commissioner Slentz have asked the District Superintendents of each Board of Cooperative Educational Services to engage their component districts in a dialogue on this issue to identify current practices and to consider the need for further guidance and/or

policy changes. For technical assistance or professional development on behavioral assessments and interventions, please contact the Regional Special Education Technical Assistance Support Center in your region of the State

(<http://www.p12.nysed.gov/specialed/techassist/rsetasc/locations.htm>). For specific technical assistance for students with autism, you may contact the Center for Autism and Related Disorders (<http://www.albany.edu/autism/>³).

Thank you for your timely attention to this matter.

c:

John B. King, Jr.

Ken Slentz



NYSED
New York State Education Department

Health and Safety Precautions for Students with Disabilities with Elopement Behaviors

April 2014

SPECIAL EDUCATION FIELD ADVISORY

FROM: James P. DeLorenzo

SUBJECT: Health and Safety Precautions for Students with Disabilities with Elopement Behaviors
- PDF (120 KB)

In response to an incident whereby a young student with autism wandered from his New York City (NYC) school building last fall, I issued a memorandum in November 2013 regarding school-wide policies and protocols that schools should have in place to address, prevent and respond to students who have behaviors such as wandering and elopement. The memorandum provided important information on the role of the committee on special education (CSE) to identify, assess and address such behaviors as well as the need for building policies, procedures and protocols to prevent and address instances of wandering and elopement. A copy of the memorandum can be found at <http://www.p12.nysed.gov/specialed/publications/elopement-healthsafety.htm>.

The New York State Education Department has since been provided a copy of the findings of the Special Commissioner of Investigation related to the disappearance of the young NYC student mentioned above. This report highlights additional actions that might have prevented this young student from leaving the school building unattended and unnoticed. In light of the findings, I would like to add the following actions to be considered for each student with a disability.

In some instances, it may not be clear that a student has a past history of wandering or elopement behaviors. In addition, a parent might not have attended a particular CSE meeting or considered that the CSE needs to know about their concern that their child might wander or elope and therefore might share this concern directly with the teacher or other school personnel rather than discuss it at a CSE meeting. Thus, whenever a teacher or other school personnel learn of a concern about a child's behavior that may impact his/her safety, this information should immediately be reported to supervisory staff and other staff working directly with the student. School administrators must ensure that staff assigned to safety in the building where the student attends can respond appropriately and that a plan to ensure the safety of the student is developed and implemented.

In addition, when a behavioral concern is raised that was not considered by the CSE, the teacher or other staff should use appropriate discretion to request a meeting of the CSE to review and, if appropriate, revise the student's individualized education program and consider a functional behavioral assessment and behavioral intervention plan to address the concern.

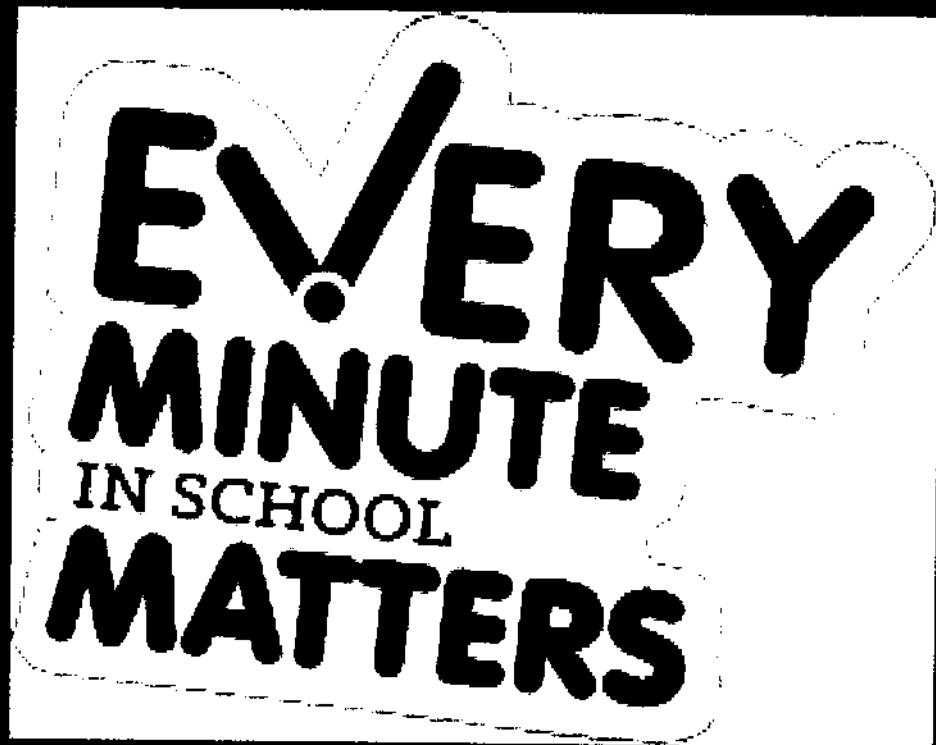
In light of the above, I recommend that schools revisit their policies and protocols to address the above recommendations. Thank you for your timely attention to this matter.

c:

John B. King, Jr.

Ken Slentz

EXHIBIT C



Rochester City School District

Attendance Manual

Revised August 2017

Department of Attendance

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Attendance Assistant

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"Chronic absenteeism-or missing 10 percent of school days in a school year for any reason, excused or unexcused-is a primary cause of low academic achievement and a powerful predictor of those students who may eventually drop out of school" (Every Student, Every Day: A National Initiative to Address and Eliminate Chronic Absenteeism, 2015.)

The purpose of this attendance manual is to provide information about the laws and regulations governing school attendance and the procedures followed by the district to maintain compliance with these mandated procedures. Through utilization of the guidelines and forms provided in this manual, the district reinforces consistent implementation of attendance procedures across all schools in RCSD. These procedures help ensure that attendance is taken accurately, students attend school regularly, and strong academic achievement for all students is promoted throughout the district.

The RCSD Board of Education directs the Superintendent to establish standards and guidelines for attendance, absences, excuses and withdrawal from the District. The expectation is that all schools will continually strive toward 100% attendance with students coming to school every day. The district focuses on maximizing student attendance by clearly identifying responsibilities of staff, students, parents, and community, dedicating appropriate resources, and ensuring that students are successful academically, economically, and socially. Parents and guardians have the primary responsibility for ensuring that students arrive to school on time for each school day, that the school is informed that their child will be absent from school or classes, and are responsible for encouraging students to stay in school. The RCSD Board of Education also acknowledges the role and responsibility of principals, teachers, other support staff, parent liaisons and School-Based Planning Teams in the improvement of student academic achievement.

Attendance records are legal documents that must be accurate. Taking accurate and timely attendance is a professional expectation for all teachers, as well as an educationally sound practice and an important student safety issue. Additionally, accurate attendance is critical so that every child is accounted for every minute in the school building. In the event of an emergency (such as a fire, bomb threat, lockdown or any other dangerous situation) teachers must compare classroom attendance with the attendance of students in their immediate supervisory care. A discrepancy in attendance alerts administrative staff and building security that there is a missing student that needs to be found immediately.

- For elementary schools, student attendance must be recorded in Student Management System (SMS)¹ within the first hour of the start of the school day.
- For secondary schools, student attendance must be recorded in PowerSchool by teachers within the first 15 minutes of class, with an exception for physical education teachers, who must record all attendance by the end of the school day.

The school will notify the parent/legal guardian of all unexcused absences each day through ConnectEd. It is required that schools notify parent(s)/legal guardian(s) as soon as possible, therefore ConnectEd calls should occur twice a day at the secondary level, once at 11:00 a.m. and once an hour after the close of school day for secondary schools, and once a day by 11:00 a.m. each day for elementary schools. A log of the ConnectEd calls should be kept on file at the school and available for monitoring from the Office of School Attendance at all times.

In addition, schools will alert parents/families of attendance concerns through letters. Copies of these letters should be kept in each student's school file.

¹ The current student management system that the District uses is called PowerSchool. This document will use SMS to refer to PowerSchool or the next generation.

It is a professional expectation that teachers complete attendance in an accurate and timely manner.

In accordance with Section 19:23 of New York State School Law, a teacher, supervisory staff or other suitable employee designated by the school board shall make entries into a register of attendance and verify the entries by oath or affirmation. See Official Attendance Oath in appendix.

§ 3024. Teachers responsible for record books. School lists and accounts of attendance shall be kept and prepared and entries shall be made in regards thereto, in such manner, as shall be prescribed by the commissioner of education by regulation or otherwise.

School attendance records must be kept for use in the enforcement of the Education Law 3024 and as the source for the average daily attendance used to help determine a district's state aid allocation. Therefore, student attendance must be recorded accurately and in a timely manner. Because attendance information is relayed to parents/legal guardians on a daily basis, attendance must be submitted on SMS, as stated above:

- Elementary schools: within an hour of the start of school
- Secondary schools: within the first 15 minutes end of each class, with the exception of PE teachers, who must submit by the end of the day.

See the SMS manual for directions on how to take attendance.

Teachers are expected to submit attendance in an accurate and timely manner. They will not be able to go back and enter attendance for any day they may have forgotten or did not enter attendance for. No changes can be made by teachers for a previous day. The protocol for submitting attendance will be as follows:

1. All teachers are required to submit attendance in SMS within the first hour of the elementary school day or within the first 15 minutes of the class period in a secondary school.
 2. An un-submitted attendance report will be run every day at 12:00 noon in an elementary school and twice a day at 12:00 and 3:00 pm each day in a secondary school by the principal's designee.
 3. Teachers and Principals will receive a certified email each day when attendance is not submitted when it is due. This is an automated reminder to submit attendance immediately.
 4. The principal will designate clerical staff to send a list to all teachers whose names appear on the un-submitted attendance list to remind everyone to update and submit their attendance before the window is closed at midnight.
 5. Teachers who do not submit attendance before midnight will be locked out of the system and they will not be able to go back and submit.
 - Teachers who do not submit attendance before midnight and as result are locked out of the system must immediately turn in a hard copy of their attendance directly to the supervising administrator or clerical in charge of attendance.
 6. Continued failure to comply with the required attendance submissions could result in disciplinary action, as referred to in Section 37 and 38 of the RTA contract.
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1. Day one of a teacher being on the unsubmitted attendance list, clerical will run the report and notify the teacher.
 2. After two consecutive days, the clerical will notify the principal. The principal sends letter to teacher-see appendix.
 3. Teachers who are listed three consecutive days may be asked to meet with principal and their union representative to discuss the importance of keeping accurate and up-to-date attendance.
 4. Continued failure to comply with the required attendance submissions could result in disciplinary action, as referenced in Sections 37 and 38 of the RTA contract.
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1. Substitutes will not have access to SMS for the purpose for taking attendance.
 2. Clerical staff should run the condensed class roster report for each absent teachers and give to appropriate substitute teacher for attendance recording.

3. Substitutes record attendance on provided rosters for each class and return the rosters to the main office at the close of each school day.
4. The main office designee is responsible for entering attendance data and must record the information before the end of the school day.
5. Use the Substitute Teacher Template in the Appendix on page 37 to manage the collection of attendance from substitute teachers.

Monitoring and Intervention

At the onset of a student being absent from school, immediate communication should be made with the family. Following the initial communication with the family, the procedures listed below are required. All communication and steps taken must be documented in Attend Actions in Power School, dated and kept on file in the school.

A. Documentation of Parent Communication Regarding Attendance Concerns

School monitoring of student attendance is an on-going process throughout the school year. Student families receive phone calls from the ConnectEd² system on a daily basis, twice daily for secondary schools. Teachers are requested to notify parents about student absenteeism as well. In addition, schools must inform parents of student absences through written communication. After a school has done due diligence in documenting efforts to work with a family to improve a student's attendance, it may be necessary for the school to do an attendance referral to Family Court Services. A referral to Child Protective Services or the FACT team is necessary at this point.

The following pages describe the steps that need to take place to monitor student attendance and initiate interventions to improve student attendance. All documentation must be stored in the student's school folder and be available for review upon request.

B. ConnectEd

Schools will use the ConnectEd system to inform parents of student absences two times a day for secondary schools and once a day for elementary schools. A log of the ConnectEd calls should be kept on file at the school and available for monitoring from the Office of School Attendance upon request.

The message must include the following information: the school name, the student name, the date of absence, contact information from the school if the parent has questions/concerns, request for documentation of a legal excuse.

² RCSD's ROBO Call system

Illustrative Example

Good afternoon. This is School # _____. Your child _____ was absent from school, month, day, year. Please contact _____ at (phone number) to discuss the reason why your child was absent. Please send a note to school with your child for an excused absence. If your child is not sick and you are able to bring him or her to school, we look forward to seeing you today. Remember, Every Minute Matters!

The principal's designee should monitor the ConnectEd phone log each daily in the event that ConnectEd system fails to reach the home number. Incomplete phone calls due to wrong numbers should be identified and reported to principal and parent liaison. Parent liaisons and Home School Assistants are responsible for making home visits and providing updated phone numbers to clerical staff so SMS can be updated. Documentation from home visits should be logged into the Attend Actions page.

C. RCSD Cumulative Absent Warning Letter.

Attendance letters are to be run by SMS through the report called Absent Notification Letter. The principal at each school will determine who will run the attendance letters. In addition, copies of attendance letters must be kept on file at the school. See appendix for more specific directions on executing the RCSD Cumulative Absent Notification Letters report and for the sample absent notification letter. Absent Notification letters for students should be sent by regular mail.

Students with **excused absences** for five days or less will no longer receive absence warning letters, however students who are absent ten or more days will receive letters for all absences whether the absences are excused or unexcused. Computer generated letters must be reviewed before being sent to parent for appropriateness. For example, a student who is absent due to a prolonged medical condition should not receive the letters as long as documentation from a doctor is on file. Those letters should be discarded and not sent to the parent.

D. Teacher Contact Logs

Maintaining regular contact with families regarding student absences is considered to be part of a teacher's professional expectations. Teachers should contact parents/guardians when a student shows a pattern of class absenteeism. Teachers are expected to submit their contact logs to principals on a monthly basis. These logs should be kept on file in the main office for review upon request. This information should be documented on SMS on the Attend Actions page by the teacher.

The following chart depicts the types of school communication with the parent/family that should occur, evidence of the documentation, the person responsible for the communication and the frequency of communication that should occur based on the number of days a child is absent.

	ConnectEd Call	Mailed Letter	Teacher Phone Call	Home Visit or School Meeting
	ConnectEd log	Student file	Teacher contact logs	Attend Actions Documentation
	Automatic	Principal designee	Teacher	School Personnel such as Parent Liaison, HAS, SW
	X	NA	NA	NA
	X	X	X	NA
	X	X	X	X
	X	X	X	X

E. Unsubmitted Attendance

Unsubmitted attendance reports identify gaps in accurate and timely attendance recording. The principal is ultimately responsible to ensure that attendance is taken according to the expectations listed above. In order for principals to monitor this, an unsubmitted attendance report should be run and corrected before ConnectEd phone calls are sent:

- By 11 a.m.
- By the close of the school day

The RCSD Student Attendance Office will monitor Unsubmitted Attendance regularly and provide a report to Principals near the end of each marking period on the status of the Unsubmitted Attendance. Teachers are asked to initial the Official Attendance Oath each marking period verifying that attendance has been completely submitted and is accurate. See page 36 of this manual for the updated Official Attendance Oath. Failure to comply with this request will result in a meeting with the Attendance Department and the Principal's direct supervisor.

All registered students are required to attend classes as scheduled. Parent(s) / legal guardian(s) have the obligation to inform the school of his/her child's absence from school or from classes for the student's absence to be considered excused. The following reasons are considered to be excused absences:

- Child's illness
- Doctor's appointment
- Sickness or death of an out of town family member for up to three days within New York State or five days outside of the state.
- Court appearances
- Religious observance
- Participation in a school sponsored event. For example, at the secondary level, fieldtrips which require students to be absent from other classes.

In order for an absence to be excused, the parent/legal guardian must submit a verbal or written excuse to the appropriate school personnel as soon as possible upon the student's return to school

from an absence. The written excuse or the transcribed verbal explanation from the parent/legal guardian shall be placed in a school attendance file.. The designated school staff will submit information in the comment field on SMS.

An anticipated student absence for two or more weeks due to health or medical problems must be documented by a physician's statement. Supplemental tutoring shall be initiated after the school administrator has received a completed physician's statement, confers with the school nurse, and consults the administrator of the Interim Health Academy.

All unexplained or undocumented absences are considered to be unexcused. Unexcused absences include but are not limited to:

- Oversleeping
- Problem with transportation
- Missing the bus
- Family vacations
- Non-school trips

At the *elementary level*, the teacher and the parent/guardian must collaborate to make up missed work during absences. At the *secondary level*, the student and parent are responsible for contacting teachers to arrange to make up missed work during absences.

Definition. Tardy is defined as a student attending school anytime during the hours of operation, but after the official start time as designated by the school.

Tardy students are required to sign in at the appropriate office upon arrival and cannot be admitted to class without a completed late slip.

If an excessive pattern of tardiness is identified by the principal or his/her designee, the school shall investigate the reasons for the tardiness. If the tardiness is found to be unexcused, the student's attendance shall be marked accordingly and the parent/legal guardian shall be notified. The school staff designated will submit information in the comment field on the Student Attendance page in SMS on-line attendance system.

Educational neglect is the failure of a parent to ensure a child's prompt and regular attendance in school or the keeping of a child out of school for impermissible reasons. This results in an adverse effect on the child's educational progress or imminent danger of such an adverse effect.

³ A copy of this LDSS -221A Report of Suspected Child Abuse Form can be found on the Department's website and at <http://www.dhs.gov/ndp/childabuse/>.

A. Elements Needed for a Report of Educational Neglect

1. Excessive, unexcused absences from school by the child.
2. Reasonable cause to suspect the parent is aware or should have been aware and has contributed to the problem or is failing to take steps to address the problem.
3. Reasonable to suspect educational impairment or harm to the child or imminent danger of such.

B. Indicators of Impairment

1. Failure to acquire basic skills for the grade level the child is enrolled in.
2. Retention at the same grade level due to failure to acquire basic skills.
3. Failing grades at the end of a marking period.
4. Course of study to the child does NOT comply with NYS Education Law Requirements (inadequate home schooling).

C. Indicators of Impending Harm

1. A grade that reflects a significant decrease in performance from one marking period to another.
2. A pattern of test or exam failure.
3. A pattern of failure to complete homework, which is likely to lead to a drop in grade at the end of the term.
4. An inability to make progress on a child's educational plan (i.e. IEP).

D. Making a Good Educational Neglect Referral

1. Have accurate demographic information.
2. Have the number of absences and what time period they have occurred within.
3. Detail the effect the absences have directly had upon the child's educational progress.
4. What is the parent's knowledge of and response to the absences?
5. What efforts has the school made to address the problem?
6. Is this a vulnerable child (special needs, criminal behavior history, etc.)?

***Students who miss 10% of school days in a school year
are considered to be chronically absent..***

“As soon as a school recognizes that a student is accumulating excessive unexcused absences, a school-level conference should be held with the family and possibly the student to discuss why the absences are occurring and to select strategies that try to resolve the attendance problem”(Strengthening School Attendance Policies, 2008).

It is important to determine the reasons for the student's absences. The causes are often divided into four broad categories: family factors, school factors, economic influences and student

variables (Chang and Romero, et al). School interventions, which include school-based services, community service resources, youth organizations, legal services, etc., should be developed to address the obstacles to good attendance.

Identifying Chronic Absenteeism

Indicators that the child's progress has been or may be about to become impaired (impending harm) include:

1. A pattern of failure to complete home assignments which is likely to lead to a drop in grades at the end of the marking period
2. A pattern of exam or test failure
3. A grade that reflects a significant decrease in performance from one marking period to the next
4. An inability to make progress on the child's educational plan (e.g., Individualized Education Plan)
5. Failure to acquire basic skills for the grade level the child is enrolled in for the year
6. Retention at the same grade level due to the failure to acquire basic skills
7. Failing grades at the end of a marking period

A. Attendance Referral Process

Prior to referring a student to Office of Student Attendance for an attendance referral, school staff shall make diligent efforts to resolve the non-attendance issue, in accordance with the Attendance Procedures. These efforts include:

1. Connect Ed phone calls
2. Mailed letters/Registered letters
3. Teacher phone calls
4. School Conferences and/or Home visits from school personnel after 10 absences.
5. Referral to community resources
6. Review of educational plan/intervention strategies
7. The principal or designee shall generate a referral to Child Protective Services for Educational Neglect for a student ages 5 to 11 years that has accumulated 20 days of unexcused absences from school

All of these interventions must be documented on the 'Attendance Action' page on SMS. A copy of the 'Attendance Actions Report' should be attached to the referral form.

The principal or designee shall generate an *Attendance Referral, Form 5100 R-1* to the RCSD Attendance Department for a student ages 12-16 that has accumulated 20 days of unexcused absences from school. An Attendance Referral can be generated early in the school year if a student has a history of chronic absenteeism in the previous school year.

Students who have 20 or more unexcused absent school days are considered to have excessive absenteeism and the school is required to take the following steps:

Students ages 5 to 11 years

The principal or the designee must place a call to the Monroe County Child Abuse Reporting Hotline or the State Central Register for Child Abuse and Maltreatment regarding educational neglect for the student. All demographic information and documentation of actual or impending harm to the child's academic performance or progress as a result of the child's absenteeism should be gathered before the phone call is made. A call to the hotline must be followed up with the completion of a hard copy report to Child Protective Services (CPS). The school makes two copies of the completed CPS referral:

1. The original completed CPS form is mailed to Child Protective Services
111 Westfall Road
Rochester NY 14620
2. The school sends a copy of the completed CPS referral to
RCSD-Department of Social Work
Central Office
3. The school keeps a copy of the completed CPS referral on file at the school
4. The principal or the designee initiates an Attendance Referral for PINS Diversion-Form 5100 R-1. See appendix for directions, use blue ink for required signatures.
Note: Students who are identified as Students with a Disability (SWD) or a student with a 504 plan are required to have Manifestation Team hearing prior to the initiation of the Attendance Referral.
5. Principal signs the Attendance Referral in blue ink. A copy of the referral and all documentation is retained by the school. The original referral is sent via courier to the Family Court Services at Central Office.
6. Family Court Services logs the referral
7. The referral is reviewed by Family Court Services.

Students ages 12 years and older

1. The principal or the designee initiates an Attendance Referral for PINS Diversion-Form 5100 R-1. See appendix for directions.
Note: Students who are identified as Students with a Disability (SWD) or a student with a 504 plan are required to have Manifestation Team hearing prior to the initiation of the Attendance Referral.
2. Principal signs the Attendance Referral A copy of the referral and all documentation is retained by the school. The original referral is sent via courier to the Family Court Services at Central Office.
3. Family Court Services logs the referral
4. The referral is reviewed by Family Court Services.
5. If little or no improvement is seen in the student's attendance pattern, the referral is forwarded to the Family Access and Connection Team (FACT).
FACT works with the student and family to improve the attendance.
6. If the student's attendance does not improve after working with FACT, a Person in Need of Supervision (PINS) petition is filed in court by the district against the student.

B. Dually Enrolled Students

There are many reasons why a student may be dually enrolled in a home school and a program school. The chart below details the steps that the home school must take in regards to the student's schedule and attendance taking. At the end of each school year, the student's attendance in a program school is transferred to the home school.

		Program School	Home School
Full Year Programs	<ul style="list-style-type: none"> Home school drops schedule. Student is placed in appropriate homeroom. Attendance is recorded only at the Program School. 	<ol style="list-style-type: none"> RIA North STAR Young Mothers/Interim Health All City High School Y & J I Pathways to Technology 	<ol style="list-style-type: none"> RIA NStar YMIH ACH Y & J I PTech
Temporary Programs	<ul style="list-style-type: none"> Home school maintains schedule Daily attendance is generated automatically using A-LTSP code on the Student Behavior Page 	<ol style="list-style-type: none"> LyncX Home Hospital Tutoring Y & J 2, 4, 5 	<ol style="list-style-type: none"> LyncX HHT Y&J

The Board of Education believes that in order for students to be successful in school, the workplace and beyond, students must attend school every day. The Board also recognizes truancy and excessive absence are symptoms of a larger problem and not the problem itself.

The Board acknowledges the need to maintain accurate attendance records. This Attendance/Participation Policy is aligned with the Goals and Objectives from the Rochester City School District's Strategic Plan and will be consistent with established policies and regulations to accomplish the following goals:

1. Ensure that each of our students is academically prepared to succeed in college, life, and the global economy:
2. Create safe, engaging, and nurturing school environments that enable student success:
3. Recruit, develop, and retain highly effective, diverse people dedicated to student success:
4. Use world-class operational standards and practices to continuously improve how we support student success; and:
5. Create a culture in which we hold ourselves accountable for student success.

The Board directs the Superintendent to establish standards and guidelines for attendance, absences, excuses and withdrawal from the District. The expectation is that all schools will continually strive toward 100% attendance with students coming to school every day.

Procedures for providing make-up opportunities shall be developed and provided to students by the subject area teacher, following the administrative guidelines.

The District will focus on maximizing student attendance by clearly identifying responsibilities of staff, students, parents, and community, dedicating appropriate resources, and ensuring that students are successful academically, economically, and socially.

In July 2012, a law was enacted to authorize the Rochester City School District to require all children attaining five years of age on or before December 1st to attend kindergarten in the preceding September. However, parents may choose to wait to enroll their child in kindergarten until the following September. The law also exempts children enrolled in private schools or who are receiving home school instruction.

Once a child has enrolled in school at any grade level from kindergarten through twelfth grade, the provisions of this policy take effect. All students at all grade levels from kindergarten through twelfth grade, including those with disabilities, must maintain a satisfactory level of attendance in each marking period in order to be eligible to receive a passing grade. Class participation may be considered a factor for students to obtain passing grades in grades kindergarten through 12. All students in all grades are expected to strive for 100% attendance.

Parents and guardians have the primary responsibility for ensuring that students arrive to school on time for each school day, that the school is informed that their child will be absent from school or classes, and are responsible for encouraging students to stay in school. The Board also acknowledges the role and responsibility of principals, teachers and School-Based Planning Teams in the improvement of student academic achievement.

The District will focus on maximizing student attendance by clearly identifying the responsibilities of staff, students, parents, and community, identifying appropriate resources, and ensuring that students are successful academically, economically, and socially.

The Board recognizes that dropping out of school has serious long-term consequences for students. The Board is committed to doing everything within its power to provide a quality education that ensures our students graduate with the skills to be successful in this global economy. To that end, the Board adopts the policy that, except for students that are employed full time, all students must complete (at a minimum) the school year in which they turn 17 years of age before initiating the paperwork required to officially drop out of school. Students that are employed full time must complete (at a minimum) the school year in which they turn 16 years of age before initiating the paperwork required to officially drop out of school.

The Board established the following guidelines for the withdrawal of students from the District:

1. Students shall be counseled on their educational program prior to leaving the District.

This includes graduates, dropouts, and students who withdraw for other reasons, such as those who intend to transfer to another school district, charter school, private school, or home school;

2. All students leaving the District shall be properly coded and accounted for in the Student Management System (SMS);
3. All required documentation shall be collected and filed in the student's cumulative folder;
4. Formal processes and procedures for withdrawal shall be developed, maintained and followed by the District consistent with the law.

Attendance Actions	This Power School screen is where documentation of attendance interventions are added and stored. See Power School Attendance Reports for instructions on how to use this feature in Power School.
Attendance Blitz Reach Out Initiative	A district-wide or school-wide effort to make home visits to students/families with low school attendance in order to make connections, find resources to overcome attendance obstacles and return students to school on a regular basis.
Attendance Referral Log	This report displays all of the attendance interventions documented in Attend Actions. It is ordered by students with the most days absent and highlights in yellow the actions that are required but not yet complete on part of the school. This report can be filtered by grade level. See Power School Attendance Reports for instructions on how to use this feature in Power School.
Chronic Absenteeism	A student who misses 10% of possible school days in a year for excused or unexcused reasons is considered to be chronically absent. Severe chronic absenteeism is missing 20% of possible school days.
CPS	Child Protective Services. Agency to report educational neglect or other child welfare issues.
Compulsory Age	Children who turn six (6) on or before December first of the school year are required by law to attend school from the start of classes in September of that school year. Children who turn six (6) after December first must begin school no later than the first day of session the following September. Although it's not a state requirement for five year olds to enroll in school, the RCSD encourages all early childhood education. Once a five year old is registered in the district, it is mandated by RCSD that they attend school daily. The RCSD elected to raise the compulsory age to 17 pursuant to Section 3205(3) of the Education Law, therefore attendance is required until the end of the school year in which students turn 17. Fulltime employment or enrollment in Job Corps are the only exceptions to this law.
Emergency Call	The automatic telephone system that alerts parents/guardians about a child's absence from school based on the attendance

	data Power School. Schools often refer to these calls as Robo Calls.
Doc. Delinquency	All necessary steps that should be taken to notify a family about attendance concerns, to create an intervention plan, and to follow up with monitoring of student attendance patterns.
Early Dismissal	With documentation from parent/guardian, a student may be dismissed before the end of the school day for an appointment that meets the requirements of an excused absence.
FAR	Family Assessment Response is an alternative approach to a child protective report. They focus on creating lasting change through family engagement and collaborative partnerships, thus supporting child safety. In addition, they assess the strengths and needs of families and matching services to support both: not fault finding. Their foundational belief is that families do well when they can, not if they want to.
Needs Manifestation Hearing	Hearing that takes place to determine if a child's behavior is a result of his/her disability.
PowerSchool Student Management System - SMS	The web-based system to record attendance and generate reports which teachers must use in the RCSD.
PINS	Persons in Need of Supervision. Student who continues to show excessive absence patterns and needs further monitoring from probation and the court system.
SWD	Students with disabilities.
Late	Late to school after the official start time. Late to school for any reason, at any time throughout the school day which is also inclusive of being late to class/period.
Unexcused Absences	All absences that are not excused are unexcused. All absences that are not proven to be excused through documentation from parent /guardian are considered unexcused.
Unsubmitted Attendance Reports	A report from Power School will alert administrative staff that a teacher has not taken attendance in a timely manner.

I _____, Principal of _____
Principal's Name Name of School

have identified the persons responsible for each school activity listed below for the 2017-2018 school year.

I have identified _____ in charge of *daily attendance*. They
attendance clerk, parent liaison, or administrator
 have accepted the responsibility of checking unsubmitted attendance and request teachers update records accordingly. In addition, they will run the 'Exception Report' to verify attendance is accurate.

 Signature of Designee Date

I have identified _____ responsible for reporting *daily* outstanding unsubmitted
 daily attendance to the supervising administrator. In addition, they will check the ConnectEd phone log and identify students who need updated phone numbers and follow established process to update information.

 Signature of Designee Date

I have identified _____ responsible for running the Master Attendance Report and the Attendance Referral Log so that the School Attendance team can identify students who have attendance concerns.

 Signature of Designee Date

I have identified _____ (Attendance clerk/cc Counselors) responsible for sending absence letters for students for 3, 5, 10 & 20 day absences daily using absence warning letters.

 Signature of Designee Date

I have identified _____ to make *weekly* contact with families when no communication regarding absences has been received. They are also aware that all home visits must be documented.

Signature of Designee

Date

I have identified _____ (Counselor, Social Worker) responsible for the completion of *monthly* attendance referrals and sent to RCSD Office of Student Attendance.

Signature of Designee

Date

I have identified _____ responsible for completing & distributing certificates for perfect attendance each semester.

Signature of Designee

Date

I am aware the RCSD Student Attendance Department will;

- Automatically send alerts via certify emails to teachers and principals for unsubmitted attendance;
- Monitor unsubmitted attendance by running the unsubmitted attendance report and follow up with schools to see what obstacles are preventing attendance to be submitted accurately and in a timely manner;
- Send attendance reports to the school principal. In addition, there will be communication with the school regarding student concerns;
- Monitor the status of Attendance Referrals received from each school;
- Will monitor student attendance trends through Master Attendance Reports;
- Follow up with schools to see what interventions have been put into place to address attendance concerns;
- Conduct quarterly visits to schools to audit, absence letters based on Master Attendance Report,
- Identify significant attendance concerns in monthly report to Principals through a review of the Attendance Referral Log;
- Provide Attendance Awards each semester.

Sincerely,

Principal's Signature

Printed Name

Forward to the RCSD Attendance Department by the first Friday of the School Year



Every child is a work of art.
Create a masterpiece.

ATTENDANCE REFERRAL FOR PINS DIVERSION

To: Rochester City School District
Office of Student Attendance Department
131 West Broad Street
Rochester, NY 14614

Paste student
picture from
SMS
here

Student Identification Number: 890

Student's Name:

_____ Last Name First Name MI

Address: _____ Zip Code: _____

Birth Date: _____ Age: _____ Male _____ Female _____ Current Grade: _____

Parent(s) / Guardian(s) Address:

Other Address:

Home Phone: _____

Home Phone: _____

Work Phone: _____

Work Phone: _____

Siblings Names and Addresses:

DOB/AGE/SCHOOL ATTENDING:

Child's household includes: Mother Father Stepmother Stepfather

Other: _____

Check box when above section is complete.

CLASSIFIED STUDENT INFORMATION

Is child receiving Special Education services? Yes ___ No ___ 504 Plan? Yes ___ No ___

Classification/Accommodations: _____

Classroom Placement/Setting _____
(e.g. 1511, etc.)

Last CSE Date: _____ Next CSE/Annual Review Date: _____

Outcome of Nexus Hearing (manifestation determination): _____

Circle one: Lack of attendance is / is not a manifestation of the student's disability.

Check box when above section is complete.

REASON FOR PINS REFERRAL:

Staff Assessment of Causes of Absences:

Staff Assessment of what interventions with the student and/or family could be effective in improving the student's attendance:

Certified Copy of Attendance is required.

Document below strategies that have been implemented by the school to resolve this problem. (e.g: Parent/Student Conferences, Home Visits, in school Student Support Services referrals, school psychologist, referrals to outside community agencies, Child Protective Services, preventive services, counseling, or mental health). Please provide as much detail as possible on these interventions (including who participated in the interventions, name and titles of staff involved, and outcomes of the interventions) as well as barriers to success.

Check box when above section is complete.

REPORT OF ATTEMPTS (Telephone calls, letters)

Date(s)	Outcome:
_____	_____
_____	_____
_____	_____

REPORT OF PARENT CONFERENCES

Date(s)	In Attendance	Outcome:
_____	_____	_____
_____	_____	_____
_____	_____	_____

REPORT OF HOME VISITS

Date(s):	In Attendance	Outcome:
_____	_____	_____
_____	_____	_____

OTHER: _____

Check box when above section is complete. Attach copies of all required documentation.

REFERRALS TO OUTSIDE AGENCIES/STUDENT SUPPORT CENTER

Date(s)	Agency/Contact Person	Outcome/Still Active?
_____	_____	_____
_____	_____	_____
_____	_____	_____

CPS Referral made? Yes ___ No ___ Date Made: _____ Referral Accepted? Yes ___ No ___

CPS Active? Yes ___ No ___ CPS Caseworker: _____

Permission is hereby granted by: _____ (parent signature)
to release school records to the Family Access and Connection Team.

If no parent signature, has the parent been notified of this referral? Yes: _____ No: _____

_____ Telephone: _____ E-mail: _____

District Contact Person

Principal Signature _____ Date _____

Form 5100 R-2

Student's Name:	Date of meeting:
Student's DOB:	Grade:
School:	
Name of school personnel conducting the meeting:	

REASON(S) FOR ATTENDANCE DIFFICULTIES:

Student's explanation for attendance difficulties:

Parent's view of attendance difficulties:

School staff's input regarding attendance difficulties:

AGREEMENT:

Student agrees to the following to address the above attendance concerns:

Parent agrees to the following to address the above attendance concerns:

School staff agrees to the following to support the attendance improvement of the student:

I agree to abide by the following conditions:

1. Attend school every day. Be on time to school and to all of my classes.
2. Bring a doctor's note to verify that an absence for illness is legal. Excuses for illness from a parent/legal guardian will not be accepted.

3. Remain on campus unless given written permission to leave by the Attendance Office clerks or designated school personnel via contact with my legal parent/legal guardian.
4. Obtain satisfactory citizenship marks. Improve and maintain good grades and receive no failing grades in any of the enrolled classes by seeking out and enrolling in tutoring.
5. Observe all bus rules if I am receiving school transportation. I shall exhibit polite verbal and physical behavior to all school personnel.
6. Follow all school rules.
7. Other: _____
8. After 60 days, review my student success plan with my counselor, social worker, and/or school administrator.

I also understand that violation of any of the above checked conditions could result in the following:

- Parent Conference
- Referral to a counseling agency
- Referral to the FACT Team
- Filing of a PINS (Person In Need of Supervision) Petition in Family Court

Signature of Student: _____ Date: _____

Signature of Parent: _____ Date: _____

Signature of School Principal or Designee: _____ Date: _____

By signing, school staff has tried all efforts to obtain signature of contract from the student

Contract is NOT signed by student and/or parent due to the following reason:

- Student and Family could not be located.
- Student/Parent was uncooperative and/or refused to sign or attend the meeting.
- Other _____

*School Letter Head
School Contact Information*

<Date>

Student Name
Student Address
Student Address, ZIP Code

Attendance Notification #1

To the Parent/Guardian of : <Student Name>
Date of Birth: <DOB>
Student ID : <#>

This letter is to inform you that your child has been absent from school three days this year. The Rochester City School District is committed to providing each student with a solid educational foundation.

Your child's teachers and fellow classmates appreciate your efforts to prevent contagious illnesses from spreading to others in the school building by keeping your child home when he or she is sick. Illnesses, observance of religious holidays, doctor's appointments, and unexpected family emergencies are considered excused absences. Please notify the school with a written note if your child missed school due to one of the reasons above. All other absences are considered unexcused.

If your child is absent from school for unexcused reasons, important instructional time is being lost. In order for your child to learn, <student name> must be present for instruction. If your child is missing school due to unexcused absences, we recommend that you work with the school to develop a plan of action to help your child attend school on a daily basis. There are many resources at school and in the community that are available if you need assistance with family related concerns, community problems, safety, or health issues. We would like to work with you to improve your child's attendance.

Thank you for your parental support in this matter. For further assistance, please contact the school.

Sincerely,

<Principal's name>

*School Letter Head
School Contact Information*

<Date>

Student Name
Student Address
Student Address, ZIP Code

Attendance Notification #2

To the Parent/Guardian of : <Student Name>
Date of Birth: <DOB>
Student ID : <#>

This letter is to inform you that your child has been absent from school for at least five days this year. The Rochester City School District is committed to providing each student with a solid educational foundation.

Your child's teachers and fellow classmates appreciate your efforts to prevent contagious illnesses from spreading to others in the school building by keeping your child home when he or she is sick. Illnesses, observance of religious holidays, doctor's appointments, and unexpected family emergencies are considered excused absences. Please notify the school with a written note if your child missed school due to one of the reasons above. All other absences are considered unexcused.

If your child is absent from school for unexcused reasons, important instructional time is being lost. In order for your child to learn, <student name> must be present for instruction. If your child is missing school due to unexcused absences, we recommend that you work with the school to develop a plan of action to help your child attend school on a daily basis. There are many resources at school and in the community that are available if you need assistance with family related concerns, community problems, safety, or health issues. We would like to work with you to improve your child's attendance.

Thank you for your parental support in this matter. For further assistance, please contact the school.

Sincerely,

<Principal's name>

*School Letter Head
School Contact Information*

<Date>

Student Name
Student Address
Student Address, ZIP Code

Attendance Notification #3

To the Parent/Guardian of : <Student Name>
Date of Birth: <DOB>
Student ID : <#>

This letter is to inform you that your child has been absent from school for at least ten days this year. The Rochester City School District is committed to providing each student with a solid educational foundation.

Your child's teachers and fellow classmates appreciate your efforts to prevent contagious illnesses from spreading to others in the school building by keeping your child home when he or she is sick. Illnesses, observance of religious holidays, doctor's appointments, and unexpected family emergencies are considered excused absences. Please notify the school with a written note if your child missed school due to one of the reasons above. All other absences are considered unexcused.

If your child is absent from school for unexcused reasons, important instructional time is being lost. In order for your child to learn, <student name> must be present for instruction. If your child is missing school due to unexcused absences, we recommend that you work with the school to develop a plan of action to help your child attend school on a daily basis. There are many resources at school and in the community that are available if you need assistance with family related concerns, community problems, safety, or health issues. We would like to work with you to improve your child's attendance.

Thank you for your parental support in this matter. For further assistance, please contact the school.

Sincerely,

<Principal's name>

School Letter Head
School Contact Information

<Date>

Student Name
Student Address
Student Address, ZIP Code

FINAL ATTENDANCE NOTIFICATION

To the Parent/Guardian of : <Student Name>
Date of Birth: <DOB>
Student ID : <#>

This is your final attendance notification. We have sent three prior letters soliciting your support to improve your student's attendance. This letter is to inform you that your child has been absent from school for at least twenty days, which requires us to contact the authorities for additional support. The Rochester City School District is committed to providing each student with a solid educational foundation. To do so, we expect all students to attend every class, every day. In order for your child to learn, *(student name)* must be present for instruction.

During this school year, your child's attendance has been closely monitored and you have been offered support by the school and also our community partners. Further assistance through Child Protective Services and the Family Access & Connection Team (FACT) is now necessary.

Educational neglect consists of parental failure to ensure a child's prompt and regular attendance in school as required by the state's compulsory education laws or parental actions that keep a child out of school for impermissible reasons resulting in an adverse effect on the child's educational progress.

We would like to work with you to improve your child's attendance. For further assistance, please contact the school at the number listed in the above school letterhead.

Sincerely,

<Principal's name>

School Letter Head
School Contact Information

<Date>

Un-submitted Attendance

Date: _____

Dear _____:

Attendance records are legal documents and must be kept up to date. Our records show that you did not submit attendance by the midnight deadline on the following date(s):

Please remember to record attendance in SMS within the first hour of the day class to avoid this problem in the future. Failure to record attendance results in inaccurate school records and may cause the parent(s)/guardian(s) to receive an automatic call to their home inaccurately reporting a student absence.

Failure to submit attendance may result in disciplinary action being taken in accordance with the RTA contract Sections 37 and 38.

Respectfully,

Principal's Signature
Principal Name (typed)



*Rochester City School District
131 West Broad Street, Rochester, New York 14614*

Official Attendance Oath

I _____ hereby swear that I have accurately and to the best of my ability entered student attendance for my class(es) into the Rochester City School Districts student information system (Power School) for the 2017-2018 school year for the following marking period:

Check appropriate box:

	First Marking Period	September 6, 2017 to November 10, 2017
	Second Marking Period	November 11, 2017 to January 26, 2018
	Third Marking Period	January 27, 2018 to April 13, 2018
	Fourth Marking Period	April 14, 2018 to June 22, 2018

I understand that these records may be subpoenaed for PINS (Person in need of Supervision), JD (Juvenile Delinquents), Neglect, and Custody proceedings in court.

It is also my understanding that I may also be subpoenaed to testify in court as to the accuracy of these records. I understand that they will be relied upon by the courts and may have an effect on the disposition of those legal proceedings.

Teacher Signature Date _____

Supervisor Signature Date _____

Daily Schedule (SAMPLE)		
1	7:30 AM	8:14 AM
2	8:18 AM	9:03 AM
3	9:07 AM	9:52 AM
4	9:56 AM	10:41 AM
5	10:45 AM	11:30 AM
6	11:34 AM	12:19 PM
7	12:23 PM	1:08 PM
8	1:12 PM	1:57 PM

Sign in with _____
 You will be provided with the absent teacher's schedule, class rosters, and lesson plans.

Return all attendance sheets to _____ at (end of school day).
 Sign the attendance affidavit. This cannot be done before (end of school day).

Enter your time in PeopleSoft.
 If attendance is not turned in at (end of school day) and/or the affidavit is not signed, your time in People Soft may not be approved.

If you need assistance while in the classroom, please call _____ at extension _____.

Principal _____

Absent Teacher _____ Room # _____ Date _____

Substitute Teacher
 Name _____ Date: _____

School Behavior Expectations: (sample)

- Students may not use any personal electronics in the classroom.
- No student should leave the classroom without a pass.
- If a student leaves the room and does not return, please report the student's name to _____ at ext _____.
- Any student with disruptive behavior must be removed from the classroom by security. Please note on attendance roster about removals.

Student Attendance and Withdrawal Policy

The Board of Education believes that in order for students to be successful in school, the workplace and beyond, students must attend school every day. The Board also recognizes truancy and chronic absence, defined as missing 10% of the school year for any reason, are symptoms of a larger problem and not the problem itself.

The Board recognizes that chronic absenteeism jeopardizes students' ability to reach critical milestones such as reading on grade level by the end of third grade and graduating on time.

The Board acknowledges the need to maintain accurate attendance records. This Attendance/Participation Policy is aligned with the Goals and Objectives from the Rochester City School District's Strategic Framework and will be consistent with established policies and regulations to accomplish the following goals:

1. Ensure that each of our students is academically prepared to succeed in college, life, and the global economy;
2. Create safe, engaging, and nurturing school environments that enable student success;
3. Recruit, develop, and retain highly effective, diverse people dedicated to student success;
4. Use world-class operational standards and practices to continuously improve how we support student success; and
5. Create a culture in which we hold ourselves accountable for student success.

The Board directs the Superintendent to establish standards and guidelines for attendance, absences, including chronic absenteeism, excuses and withdrawal from the District. The expectation is that all schools will continually strive toward 100% attendance with students coming to school every day. The District and schools will be expected to identify and monitor students with chronic absenteeism and provide interventions to resolve the obstacles preventing students from attending school on a regular basis.

Procedures for providing make-up opportunities shall be developed and provided to students by the subject area teacher, following the administrative guidelines.

The District will focus on maximizing student attendance by clearly identifying responsibilities of staff, students, parents, and community, dedicating appropriate resources, and ensuring that students are successful academically, economically, and socially.

In July 2012, a law was enacted to authorize the Rochester City School District to require all children attaining five years of age on or before December 1st to attend kindergarten in the preceding September. However, parents may choose to wait to enroll their child in kindergarten until the following September. The law also exempts children enrolled in private schools or who are receiving home school instruction.

Once a child has enrolled in school at any grade level from kindergarten through 12th grade, the provisions of this policy take effect. All students at all grade levels from kindergarten through 12th grade, including

those with disabilities, must maintain a satisfactory level of attendance in each marking period in order to be eligible to receive a passing grade. Class participation may be considered a factor for students to obtain passing grades in grades kindergarten through 12. All students in all grades are expected to strive for 100% attendance.

Parents and guardians have the primary responsibility for ensuring that students arrive to school on time for each school day, that the school is informed that their child will be absent from school or classes, and are responsible for encouraging students to stay in school. The Board also acknowledges the role and responsibility of principals, teachers and School-Based Planning Teams in the improvement of student academic achievement.

The District will focus on maximizing student attendance by clearly identifying the responsibilities of staff, students, parents, and community, identifying appropriate resources, and ensuring that students are successful academically, economically, and socially.

The Board recognizes that dropping out of school has serious long-term consequences for students. The Board is committed to doing everything within its power to provide a quality education that ensures our students graduate with the skills to be successful in this global economy. To that end, the Board adopts the policy that, except for students that are employed full time, all students must complete (at a minimum) the school year in which they turn 17 years of age before initiating the paperwork required to officially drop out of school. Students that are employed full time must complete (at a minimum) the school year in which they turn 16 years of age before initiating the paperwork required to officially drop out of school.

The Board established the following guidelines for the withdrawal of students from the District:

A. Students shall be counseled on their educational program prior to leaving the District.

This includes graduates, dropouts, and students who withdraw for other reasons, such as those who intend to transfer to another school district, charter school, private school, or home school;

B. All students leaving the District shall be properly coded and accounted for in the Student Management System (SMS);

C. All required documentation shall be collected and filed in the student's cumulative folder; and

D. Formal processes and procedures for withdrawal shall be developed, maintained and followed by the District consistent with the law.

Cross-ref: 4321, Programs for Students with Disabilities

5100-R, Student Absences, Excuses and Withdrawal Regulation 5305-R, Eligibility for Extracurricular Activities

5305-R, Eligibility for Extracurricular Activities Regulation

Ref: Education Law §§3202(1-a); 3205-3213; 3225

8 NYCRR § 175.6

Note: Student Attendance and Withdrawal Policy (August 28, 1997)

Amended August 20, 1998; August 21, 2000; May 22, 2008; July 22, 2010 pursuant to

Resolution No. 2010-11: 74; April 25, 2013 pursuant to Resolution No. 2012-13: 619; Amended June 15, 2017 pursuant to Resolution No. 2016-17: 853.

SUPERINTENDENT'S REGULATION

Student Absences, Excuses & Withdrawal Regulations

Approved Upon Superintendent's Initials

Date

Part I: Student Absences and Excuses

All registered students are expected to attend classes as scheduled. Parents/legal guardians have the obligation to inform the school of his/her child's absence from school or from classes for the student's absence to be considered excused. An absence is considered to be excused if the parent/legal guardian notifies the school with one of the following reasons: child's illness, doctor appointment, sickness or death of an out-of-town family member for up to three days within New York State or five days outside the state.

The parent/legal guardian of any student who has been absent for three days (need not be consecutive) during a specific attendance reporting period shall be notified concerning the number of absences and instances of truancy or tardiness for that register period by school personnel (e.g., teacher, administrator or principal designee). Any unexplained absence of a full day or selective truancy from classes shall be investigated by the principal or his/her designee. The school staff designated will submit information in the comment field on the Student Attendance or Student Note page in the SMS on-line attendance system regarding the truancy.

The definition of an absent student is when a student does not attend school during the hours of operation.

A. Excuses

The parent/legal guardian must submit a verbal or written excuse to the appropriate school personnel within five days of a student's return to school from an absence or the school must consider the absence "unexcused." The written excuse or the transcribed verbal explanation from the parent/legal guardian shall be placed in the student's cumulative records. The designated school staff will submit information in SMS.

If an excessive pattern of absence is identified by the principal or his/her designee, the school shall investigate the validity of the excuses and reasons for absences. If the absences are found to be unexcused, the student's attendance shall be marked accordingly and parent/legal guardian shall be notified. The school staff designated will submit information in the comment field in SMS.

Excused absences are when a student is not in school for religious observances or illness with a parent and/or physicians written documentation.

B. Tardiness

Tardy students are required to sign in at the appropriate office upon arrival and cannot be admitted to class without a completed late slip.

If an excessive pattern of tardiness is identified by the principal or his/her designee, the school shall investigate the reasons for the tardiness. If the tardiness is found to be unexcused, the student's attendance shall be marked accordingly and the parent/legal guardian shall be notified. The school staff designated will submit information in the comment field in PowerSchool.

Tardy is defined as a student attending school anytime during the hours of operation, but after the official start time as designated by the school.

C. Attendance Referrals

1. Prior to referring a student to Central Office for non-attendance, school staff shall make diligent efforts to resolve the non-attendance issue, in accordance with the Attendance and Withdrawals Procedures. School staff should explain to parents/legal guardians the consequences of non-participation in the conference and of persistence of absences and/or truancy. It is imperative to document in writing all attempts to contact the parent or legal guardian as well as outcomes. In accordance with the Attendance and Withdrawals procedures, all principals and designees must engage in diligent efforts as soon as attendance becomes an issue.
2. If in spite of school staff efforts, a secondary student has accumulated 20 days (need not be consecutive) of unexcused absences from school, the principal or designee shall generate an attendance referral to the Office of Attendance, in accordance with the Attendance and Withdrawals Procedures.
3. If in spite of school staff efforts, an elementary student has accumulated 20 days (need not be consecutive) of unexcused absences from school, the principal or designee shall generate a referral to Child Protective Services for Educational Neglect, in accordance with the Attendance and Withdrawals Procedures.

Part II: Student Withdrawal

A. Student Planning Exit Interview and Withdrawal Meeting

1. The principal or his/her designee must schedule and conduct a student planning exit interview for all students who request to be withdrawn from a RCSD school

or program. The purpose of the Student Planning Exit interview is to ensure that students who leave school prior to being granted a diploma are provided with counseling, guidance, and information concerning the consequences of the decision and current and future educational options in accordance with the Attendance and Withdrawals Procedures.

After every procedure listed in the Attendance and Withdrawal Procedures has been followed to keep the student in school or to continue his/her education in a program that would lead to the attainment of a diploma, the school shall send all documentation verifying the contacts made with the student and his/her parent/legal guardian, along with the student's attendance record, and a copy of the Student Planning Exit Interview signed by the principal or his/her designee to the Coordinator of Attendance. All documentation should be sent electronically from the schools to the zone-assigned Coordinator of Attendance at studentwithdrawals@rcsdk12.org.

The Office of Student Placement will be responsible for withdrawing the student from the Rochester City School District (RCSD) in the Chancery SMS in accordance with the Attendance and Withdrawal Procedures.

Once the withdrawal is completed, the school will be able to confirm the withdrawal within 15 days in SMS.

B. School Responsibilities

1. The principal or designee will ensure that the regulations and student withdrawal procedures outlined in this document and the Attendance and Withdrawal Procedures are followed by the school.
2. The principal and his/her designee who oversees the processes at the school level outlined in this regulation must be thoroughly familiar with SMS, as they relate to the withdrawal documentation process and attend all orientation training sessions pertaining to PowerSchool. The principal or designee of each building is responsible for verifying and assuring that accurate withdrawal data is reported in SMS and supporting documentation is included in the student's cumulative folder as outlined in this regulation.
3. The school must show due diligence in compliance with Board Policy 5100 and this regulation (5100R) pertaining to the support procedures administered regarding efforts to locate and support student attendance at school.
4. The principal or his/her designee will notify and stay in contact with the zone-assigned Coordinator of Attendance to determine the location of a student who was enrolled in the District in the prior year and failed to return to school in the current school year, whose official documentation has not been received by the school of transfer in accordance with this regulation, or who has been absent 20 or more consecutive days in accordance with the Attendance and Withdrawal Procedures.

5. The principal or his/her designee will send a copy of the graduation program that includes the list of students that graduated or received an IEP diploma to the Student Records Department after each graduation ceremony.
6. Electronic copies of all completed documentation to withdraw a student will be sent to the Office of Placement in accordance with this regulation and supporting procedures.
7. Schools will retain student records in accordance with Board Policy 1120 (A).

C. Central Office Responsibilities

1. The Division of Youth Development and Family Services

A. Office of Student Attendance Responsibilities

After due diligence on the school's behalf:

1. Upon request of the school principal or designee, when documentation is not recorded by the school of transfer, an investigation will take place to verify that the transfer has/has not occurred and a report will be sent to the school principal or designee.
2. Upon request of the school principal or designee, an investigation will take place to report to the school principal or designee the location of a student who was enrolled in the district in the prior school year and failed to return in the current school year.
3. Upon request of the school principal or designee, an investigation will take place for a student who has been absent 20 or more days and a report of the findings will be submitted to the school principal or designee in accordance with the Attendance and Withdrawal Procedures.
4. Upon request of the school principal or designee, an investigation will take place to determine the location of unknown students and report the findings to the school principal or designee. For students whose location cannot be determined, a request shall be generated to the Office of Safety and Security to investigate to ascertain the student's location in accordance with the attendance and withdrawal procedures.
5. In accordance with the attendance and withdrawal procedures, the principal's designee will submit to the Office of Student Placement and Equity all required documentation received from the school along with the documentation that was discovered during the investigations in order for the appropriate withdrawal code to be determined and will contact the school with the withdrawal code

II. Office of Student Placement and Equity Responsibility

The Office of Student Placement and Equity will record the appropriate withdrawal code in Chancery SMS as outlined in the Attendance and Withdrawal Procedures.

III. The Office of Accountability (OOA) Responsibilities

1. OOA will monitor compliance of this regulation.
2. OOA will develop modules to facilitate the training of principals regarding the procedures and data standards that support this regulation.
3. The Student Records Department will keep on file the graduation program with the list of students who graduated or received IEP diplomas sent by each high school.
4. The Student Records Department will house and archive student records as outlined Board Policy 1120 (A).

D. Rochester City School Compulsory Age Requirement for Withdrawal

Board Policy 5100 states that “the Board is committed to doing everything within its power to provide a quality education that ensures our students graduate with the skills to be successful in this global economy. To that end, except for students who are employed full time, all students must complete (at a minimum) the school year in which they reach 17 years of age before initiating the paperwork required to officially drop out of school.”

E. Requirements and Reasons for Withdrawing a Student

For each student who intends to withdraw from the District, regardless of the reason for withdrawal, other than graduation from the District or death, the principal or designee must conduct a Withdrawal Meeting between the student’s parent/legal guardian or the emancipated student in accordance with the Attendance and Withdrawal Procedures.

Reasons for Withdrawing include:

1. Students transferring to an accredited school inclusive of public, charter private, and/or parochial both inside and outside of the State of New York
2. Student has graduated by meeting District and State commencement requirements, or is withdrawing due to earning an IEP Diploma.
3. Student attending General Education Diploma (GED) or Job Corps Program
Board Policy 5100 states that the Board is committed to doing everything within its power to provide a quality education that ensures our students graduate with the skills to be successful in this global economy. To that end, except for students

who are employed full time, all students must complete (at a minimum) the school year in which they reach 17 years of age before initiating the paperwork required to officially drop out of school to attend a General Education Diploma (GED) or Job Corps program.

4. Student is 17 years of age Board Policy 5100 states that the Board is committed to doing everything within its power to provide a quality education that ensures our students graduate with the skills to be successful in this global economy. To that end, except for students who are employed full time, all students must complete (at a minimum) the school year in which they reach 17 years of age before initiating the paperwork required to officially drop out of school.
5. Student may be involuntarily withdrawn from the District if the student:
 - Has reached the maximum legal age and has not earned a diploma or certificate; or
 - Has been permanently expelled (students 17 years of age or older);
 - Has been ordered by the court to attend school elsewhere;
 - Has been transferred in compliance with §3214(5) of NYS Education Law;
6. A student of any age has died.

F. Students who fail to attend school without notice from the parent/legal guardian for students of compulsory age or the emancipated student.

1. In accordance with Part One of Article 65 of NYS Education Law, “any student, regardless of age, who is not attending school, shall be investigated to determine the nature of such absence.”
2. For a student who was expected to enroll in a school, but has not attended, an enrollment record is required. This enrollment record should be made in accordance with the Attendance and Withdrawal Procedures.
3. A student of compulsory age shall not be withdrawn from the District because the student’s location is unknown without showing diligence and proper documentation that every effort was exhausted to locate the student, in accordance with the Attendance and Withdrawal Procedures.
4. In accordance with §3202 of NYS Education Law, a student seventeen years of age and older who has failed to attend school for 20 consecutive days without any notice cannot be dropped from the District, unless all of the applicable conditions outlined in the District’s Attendance and Withdraw Procedures are met.

Part III: Records Retention

1. In accordance with Section 185.12, 8NYCRR and Board Policy 1120(A), all student records must be maintained in accordance with the RCSD retention procedures and the attendance and withdrawal procedures.
2. Unless authorized by the Superintendent of Schools or his/her designee, and in accordance with §225 of the Education Law, no student record (electronic, hard copy, or any medium) or part thereof, shall be altered falsely, destroyed, or deleted for any reason.
3. Any employee that falsely alters, destroys or deletes a student record (electronic, hard copy, or any medium) shall be subject to disciplinary action.

Part IV: Procedures to Implement Regulation

The Superintendent directs the Division of Youth Development and Family Services and the Office of Accountability to develop procedures to implement this regulation. The procedures shall be incorporated by reference into this regulation.

Enacted August 20, 1998; Amended August 10, 2009; and Amended July ____, 2010.

Section 3205 - Title IV, Article 65, Part 1

1. S 3205. Attendance of minors upon full time day instruction.
 - a. In each school district of the state, each minor from six to sixteen years of age shall attend upon full time instruction.
 - b. Each minor from six to sixteen years of age on an Indian reservation shall attend upon full time day instruction.
 - c. For purposes of this article, a minor who becomes six years of age on or before the first of December in any school year shall be required to attend upon full time instruction from the first day that the appropriate public schools are in session in September of such school year, and a minor who becomes six years of age after the first of December in any school year shall be required to attend upon full time instruction from the first day of session in the following September: and, except as otherwise provided in subdivision three of this section, shall be required to remain in attendance until the last day of session in the school year in which the minor becomes sixteen years of age.
2. Exceptions.
 - a. A minor who has completed a four-year high school course of study shall not be subject to the provisions of part one of this article in respect to required attendance upon instruction.
 - b. A minor for whom application for a full-time employment certificate has been made and who is eligible therefore may, though unemployed, be permitted to attend part time school not less than twenty hours per week instead of full time school.
 - c. The board of education of the Syracuse city school district is hereby authorized to require minors who are five years of age on or before December first to attend kindergarten instruction. However, the provisions of this paragraph shall not apply to:
 - i. Minors whose parents elect not to enroll their children in school until the following September.

- ii. Students enrolled in non-public schools or in home instruction.
- 3. In each city of the state and in union free school districts having a population of more than forty-five hundred inhabitants and employing a superintendent of schools, the board of education shall have power to require minors from sixteen to seventeen years of age who are not employed to attend upon full time day instruction until the last day of session in the school year in which the student becomes seventeen years of age. *(NB Effective until July 1, 2005)*

In each school district, the board of education shall have power to require minors from sixteen to seventeen years of age who are not employed to attend upon full time day instruction until the last day of session in the school year in which the student becomes seventeen years of age

To: District Superintendents of Schools, Superintendents of Schools and Principals of Public and Nonpublic Schools

From: Arthur L. Walton

Date: August 1993

Subject:Amendment to the Education Law in Relation to Compulsory Attendance

The following information concerns a recent amendment to Section 3205 of the Education Law relating to compulsory attendance.

Last year, Chapter 198 of the Laws of 1992 was enacted to require all children who turn six years old prior to the last day of the school year to begin school on the first day the public schools are in session rather than on their birthdays. That law has now been amended (Chapter 518 of the Laws of 1993) to allow parents of children born after December first to have their children enter school the following September. This change does not alter the essential intent of Chapter 198, which was to assure that children enter or leave school at the beginning or end of the school year.

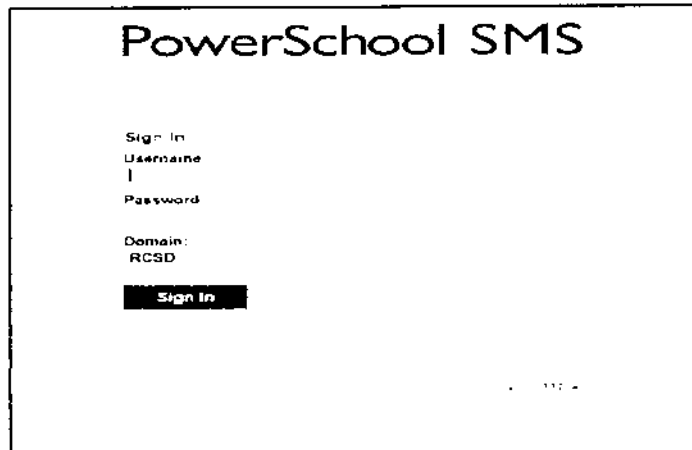
Children who turn six (6) on or before December first of the school year must attend school from the start of classes in September of that school year. Children who turn six (6) after December first must begin school no later than the first day of session the following September.

Children who turn 16 during the school year must remain in school until the end of that school year. In districts that elect to raise the compulsory age to 17 pursuant to Section 3205(3) of the Education Law, attendance is required until the end of the school year in which students turn 17.


For additional information about the compulsory attendance laws, please contact the District Superintendent of Schools of your Board of Cooperative Educational Services (BOCES).


Daily Attendance Instructions for Teachers

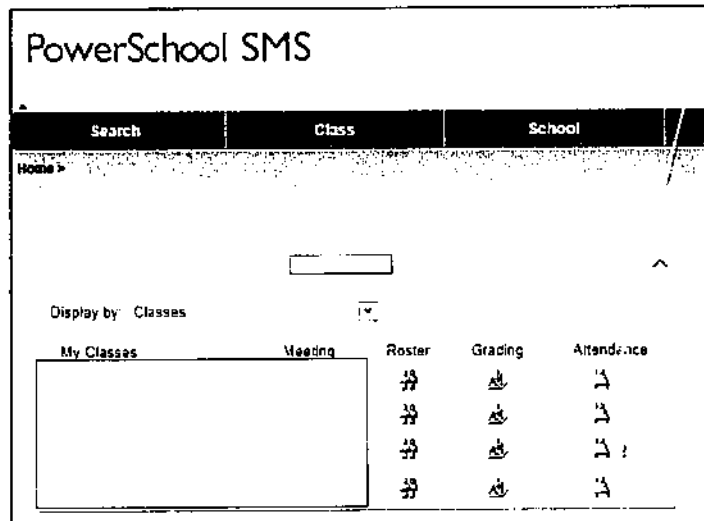
1. Log onto PowerSchool SMS. Enter your username and password. If you don't have access, ask your school secretary how to obtain access.















The image shows the PowerSchool SMS login interface. At the top, it says "PowerSchool SMS". Below that, there are fields for "Sign In Username" and "Sign In Password". Underneath these fields, it says "Domain: RCSD". At the bottom, there is a "Sign In" button.

2. Your name will appear near the top of the screen.
3. For the class you need to submit attendance for click on the attendance icon .

If the symbol  appears, it means the required attendance has not been submitted yet.



The image shows the main dashboard of PowerSchool SMS. At the top, it says "PowerSchool SMS". Below that, there are three tabs: "Search", "Class", and "School". Underneath the tabs, there is a "Home" link. Below the "Home" link, there is a "Display by: Classes" dropdown menu. Below the dropdown menu, there is a table with the following columns: "My Classes", "Meeting", "Roster", "Grading", and "Attendance". The "My Classes" column is currently empty. The "Meeting", "Roster", "Grading", and "Attendance" columns contain icons for each class.

My Classes	Meeting	Roster	Grading	Attendance
				
				
				
				

4. Click on the appropriate attendance button for each student.

PowerSchool SMS

Quick Search

Search Class School Admin My Reports Quick Links

Home > My Classes > [Class Name]

Not submitted

Wednesday

Click on **T** when the student is tardy (enters classroom any time after the start of class).

Click on **P** when the student is present.

Click on **A** when the student is absent.

Selected	Student Name	Code	Min. Abs	Comment
-		Unsubmitted	- 0	
-		Unsubmitted	- 0	
-		Unsubmitted	- 0	
-		T-Excused	- 25	* Pass from nurse's office
-		Unsubmitted	- 0	
-		A-Excused	- 0	
-		Unsubmitted	- 0	
-		Unsubmitted	- 0	
-		A-Excused	- 0	
-		T-Excused	- 5	* Late from lunch - no pass
-		Unsubmitted	- 0	

Total: 20

Submit Submit & Logout

PowerSchool SMS Copyright © 1995-2010 Pearson Education, Inc. All rights reserved.

When a student is tardy **T**

- Be sure to enter the number of minutes the student was late to class in the column.
- It is recommended that teachers reference their schools handbook regarding their policy/procedures for excused tardiness.

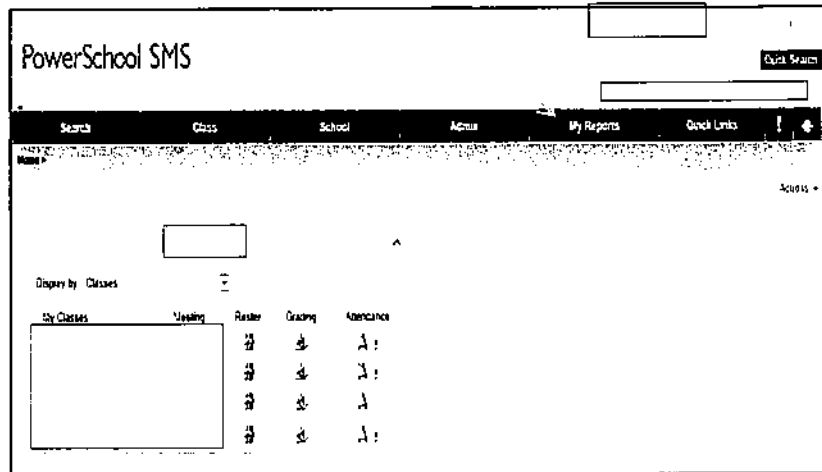
Please enter any pertinent information in the comment box that is relevant for documentation and tracking purposes.

5. Hit **Submit** button when completed.

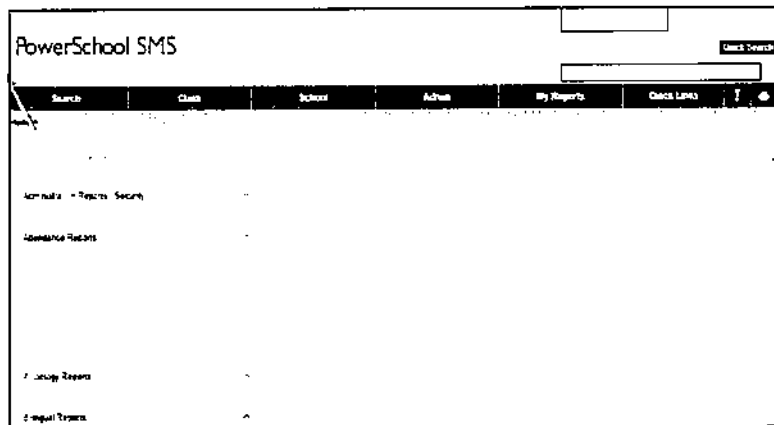
How to Run a Master Attendance Report

1. In PowerSchool SMS click on

My Reports



2. Click on "Run All reports" (need to put screen shot here)
3. Scroll down to "Attendance Reports"



4. Click on Master Attendance Reports
5. Report Title: Leave blank
Start Date: Click on "Specify" and enter date

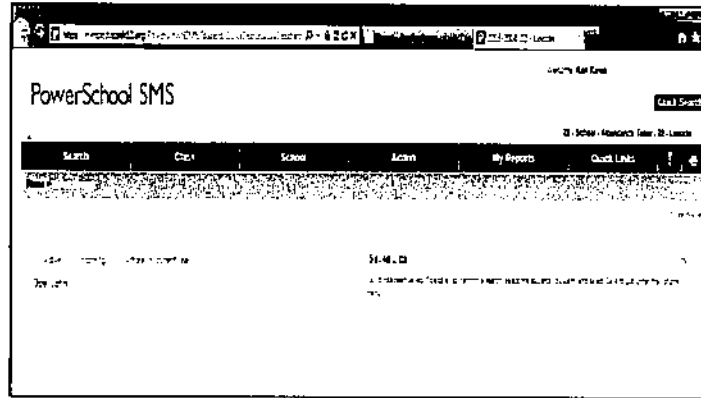
End Date: Click on "Specify" (if entering date other than today's date) and enter date
You do not need to enter any other information in this section
Click on "Run" not "Save and Run"

Taking Attendance for ISS

ISS Attendance General Info

- Attendance for the ISS room is documented with "P-ISS" or "A-ISS" in the students' daily code.
- Enter "P-ISS" when a student is present on a day that s/he is assigned ISS. or enter "A-ISS" when a student is absent on a day that s/he is assigned ISS.
- In order to enter a daily code, you must enter the code by student.
- You cannot enter attendance by class period.

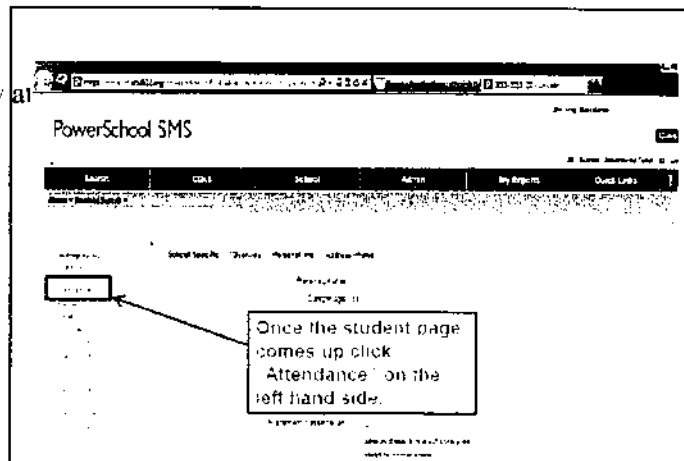
1. Locate the student in SMS



•On the home page in PowerSchool, search for the student assigned to ISS by either name or by student ID number

2. Enter daily code

3. Enter daily at



100% Attendance

Daily Attendance Summary

Attendance Details

November 2015 December 2015 January 2016

Dec 12, 2015 Dec 26, 2015

Date	Day	Present	Absent	Excused	Unexcused	Other	Notes
Dec 12, 2015	Tue	100%	0	0	0	0	
Dec 13, 2015	Wed	100%	0	0	0	0	
Dec 14, 2015	Thu	100%	0	0	0	0	
Dec 15, 2015	Fri	100%	0	0	0	0	
Dec 16, 2015	Sat	100%	0	0	0	0	
Dec 17, 2015	Sun	100%	0	0	0	0	
Dec 18, 2015	Mon	100%	0	0	0	0	
Dec 19, 2015	Tue	100%	0	0	0	0	
Dec 20, 2015	Wed	100%	0	0	0	0	
Dec 21, 2015	Thu	100%	0	0	0	0	
Dec 22, 2015	Fri	100%	0	0	0	0	
Dec 23, 2015	Sat	100%	0	0	0	0	
Dec 24, 2015	Sun	100%	0	0	0	0	
Dec 25, 2015	Mon	100%	0	0	0	0	
Dec 26, 2015	Tue	100%	0	0	0	0	

Save

Enter either "P-ISS" or "A-ISS" in the "Daily" column
DON'T FORGET TO HIT SAVE.

RCSD Absence Warning Letters

A. Letter Report

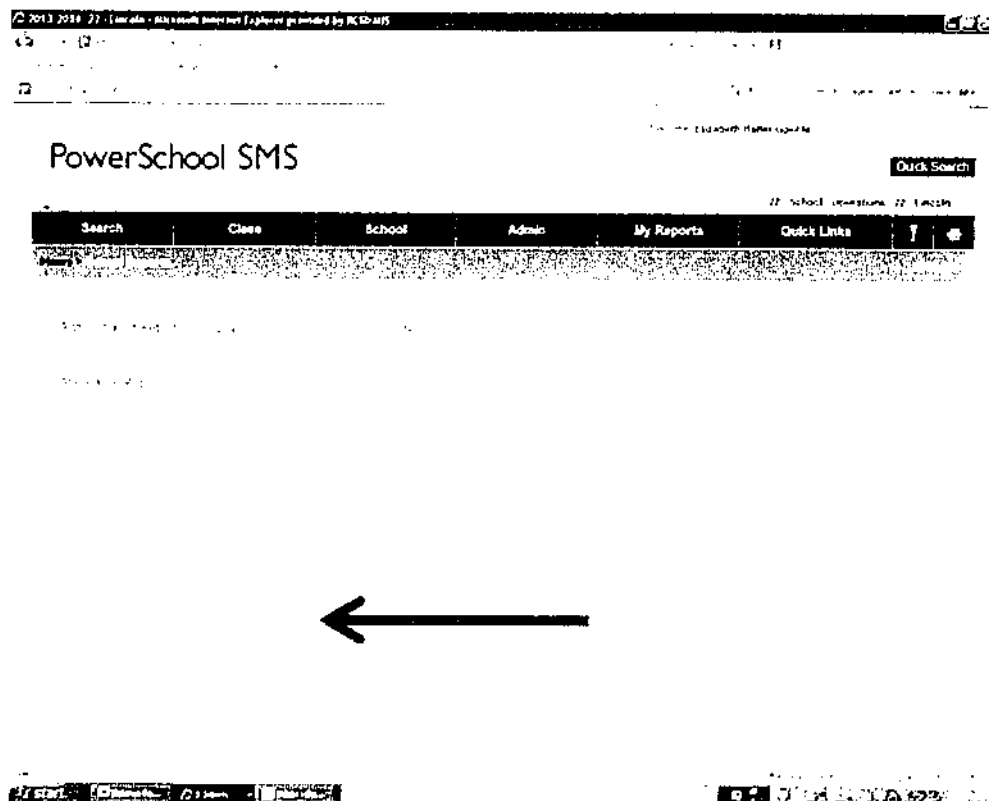
Sending letters to parents regarding student absences is an important part of the due diligence process that schools must complete.

Letters need to be run daily.

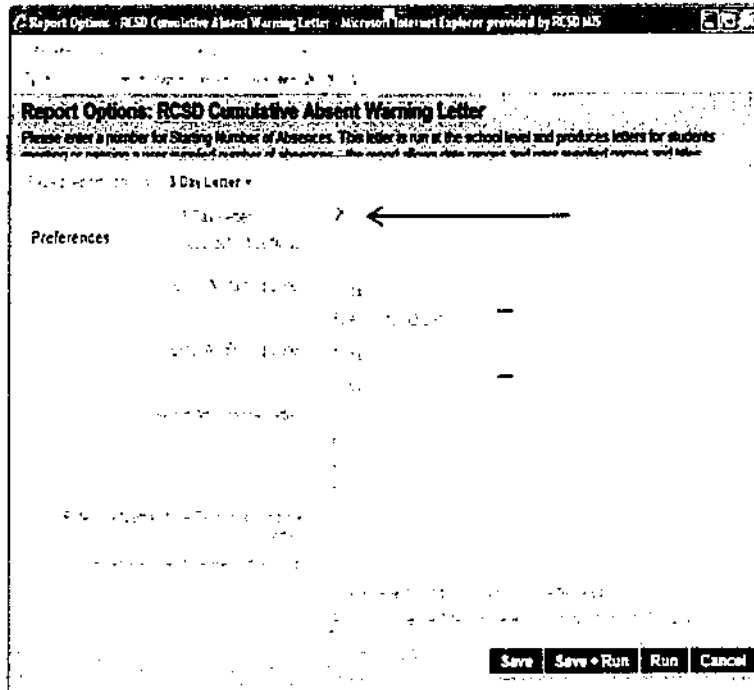
The RCSD Cumulative Absence Warning Letter report has been updated with several features to make it more user friendly and to be more time efficient.

All letters will be automatically documented in Attend Actions and in the Attendance Referral Log if auto-populated button is selected.

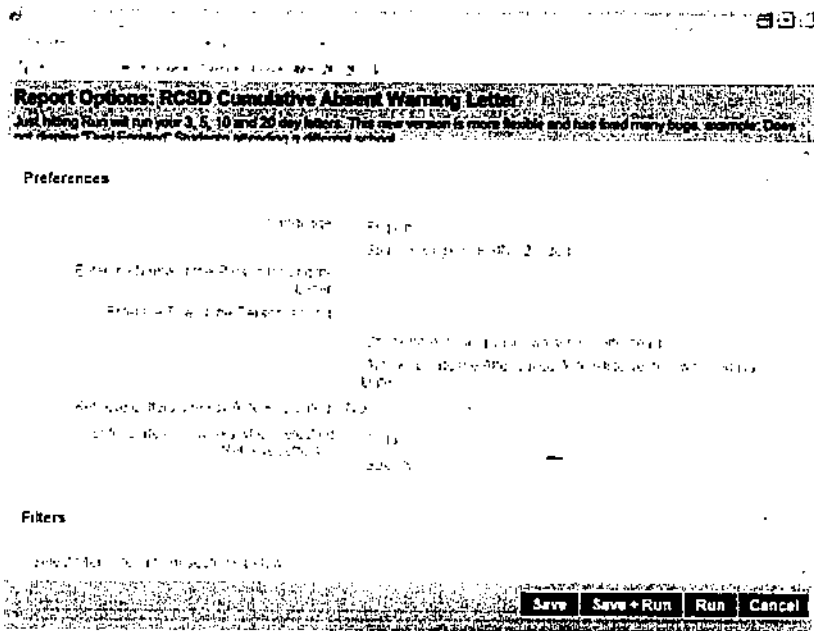
The new letter report has the same report name and location. Go to My Reports and then find the report under Attendance Reports.



Delete old saved templates if applicable.

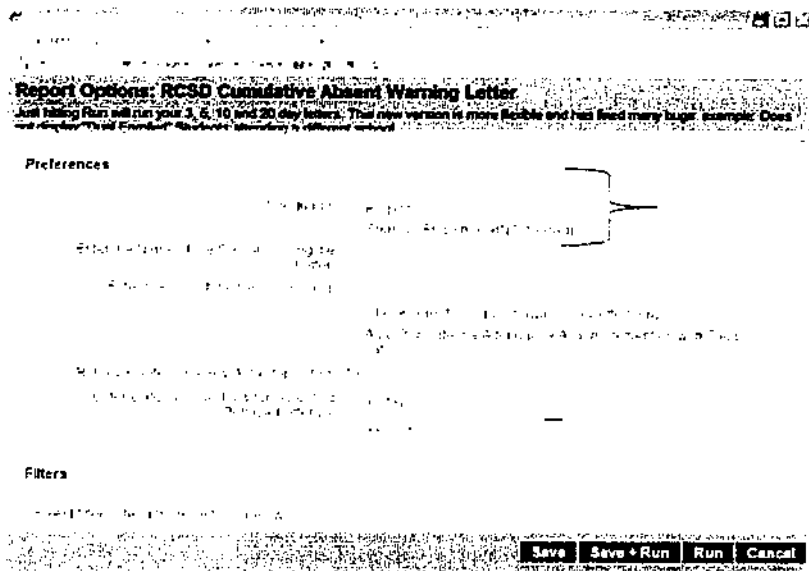


This report will print all four versions of the letters. There is no need to run a report for each letter.

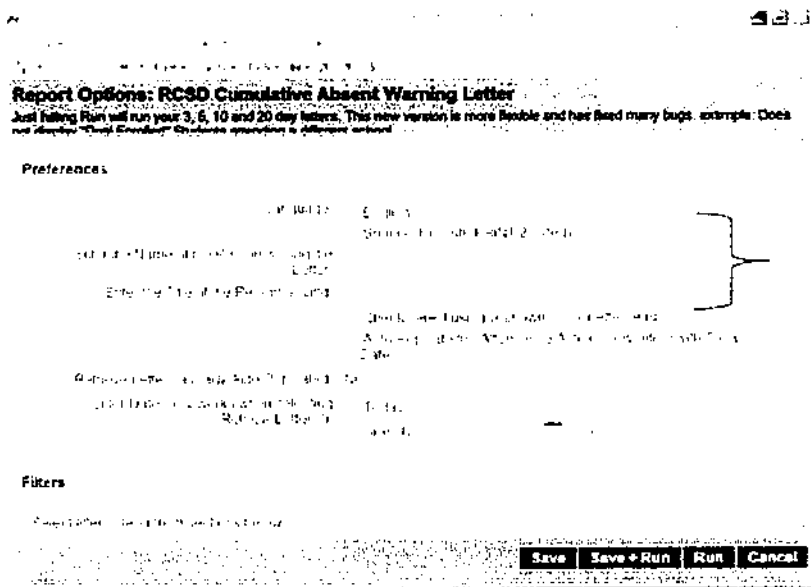


New option- letter will be run in English by default, however if you want to provide the letter in Spanish, choose the second option.

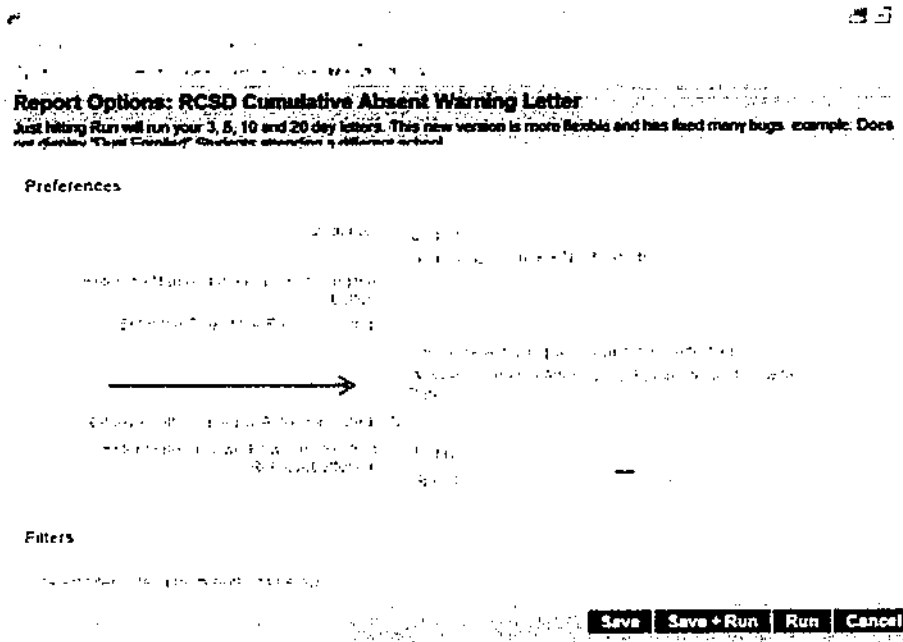
Remember to change the printing options for 2 sided for the English/Spanish version.



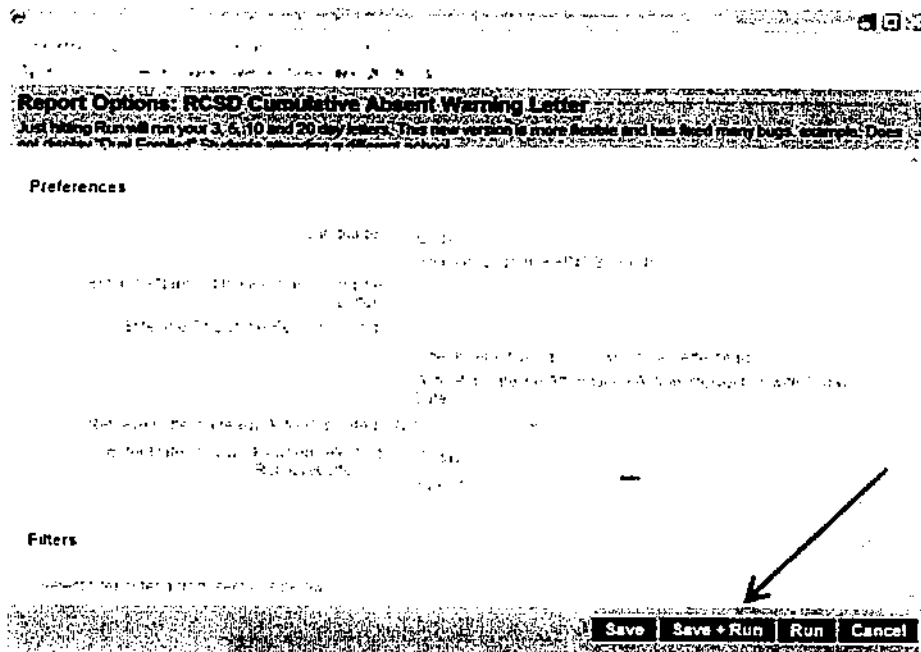
Enter the name and title of the person issuing the letter. Once you save this report, you will no longer need to enter this information



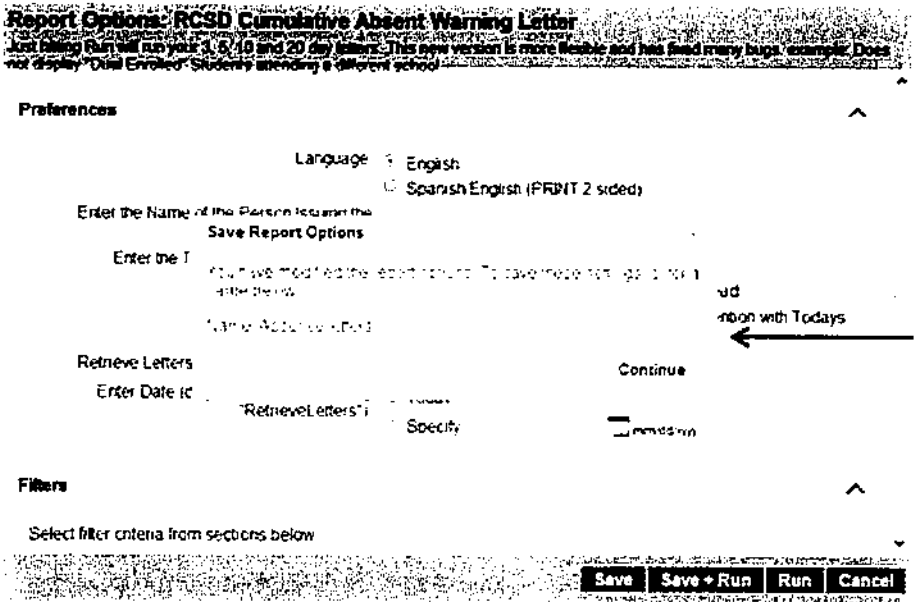
Choose Auto Populate to record interventions in the Attendance Referral Log and on students' Attend Action pages.



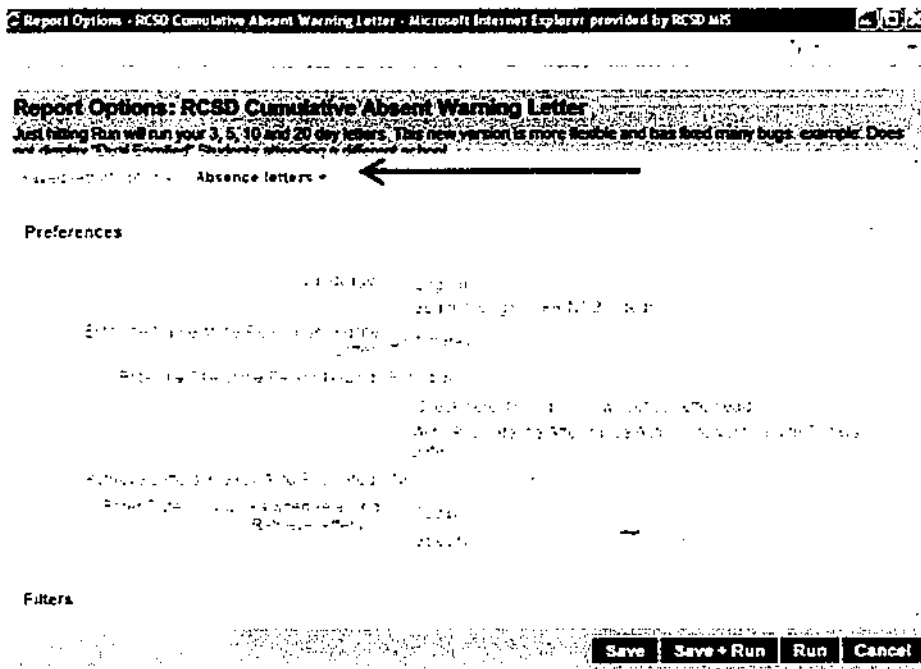
To save this format, hit Save + Run.



Label the saved report Absence Letters.



Each day you will only need to select the absence letters template and select Run to generate new letters.



Other Features

Will not display Dual enrolled student that are located at a different school such as HHT or LyncX.

Will not send letters for 3 and 5 days of Excused Absences including A-LTSP, A-HHT, etc...

Please contact your attendance assistant.

Facts about the Letters

All 3, 5, 10 and 20 day letters will be generated at the same time.

The letter will be addressed to all student contacts who are listed on Power School to receive mail.

If a letter is produced and there is no address data, the letter will say "Bad Data No Contact" in place of the address. Please update student information so the letter can be generated correctly.

Filters

Filters are available for an individual student, or by grade level designation and placement level. Please send a request if more filters are needed

Report Options: RCSD Cumulative Absent Warning Letter
 Just being Run will run your 3, 5, 10 and 20 day letters. This new version is more flexible and has fixed many bugs, example: Does not display "Dual Enrolled" Students attending a different school

Filters

Select Set of filters from the list below

School Student (Next View)

Basic **Detail**

SEARCH BY

Student Number	Attendance
Grade Level (A-Z)	Days
Placement (A-Z)	Days

Scheduling Options

Save Save + Run Run Cancel

Retrieving Letters Previously Run

There have been requests to retrieve previously run letters due to printing errors.

In the past, once letters had been run and recorded in Attend Actions, a copy of the letter at that threshold could not be retrieved.

It is now possible to retrieve a copy of the previously run letter if needed.

To Retrieve Letters From a Specific Date

Choose the options below and select run.

Report Options: RCSD Cumulative Absent Warning Letter
 Just being Run will run your 3, 5, 10 and 20 day letters. This new version is more flexible and has fixed many bugs, example: Does not display "Dual Enrolled" Students attending a different school

Saved report options: Absence letters +

Preferences

Language: English
 Spanish English (FRN) / 2 / 4 / 6 / 8 / 10 / 12 / 14 / 16 / 18 / 20 / 25 / 30 / 35 / 40 / 45 / 50 / 55 / 60 / 65 / 70 / 75 / 80 / 85 / 90 / 95 / 100 / 105 / 110 / 115 / 120 / 125 / 130 / 135 / 140 / 145 / 150 / 155 / 160 / 165 / 170 / 175 / 180 / 185 / 190 / 195 / 200 / 205 / 210 / 215 / 220 / 225 / 230 / 235 / 240 / 245 / 250 / 255 / 260 / 265 / 270 / 275 / 280 / 285 / 290 / 295 / 300 / 305 / 310 / 315 / 320 / 325 / 330 / 335 / 340 / 345 / 350 / 355 / 360 / 365 / 370 / 375 / 380 / 385 / 390 / 395 / 400 / 405 / 410 / 415 / 420 / 425 / 430 / 435 / 440 / 445 / 450 / 455 / 460 / 465 / 470 / 475 / 480 / 485 / 490 / 495 / 500 / 505 / 510 / 515 / 520 / 525 / 530 / 535 / 540 / 545 / 550 / 555 / 560 / 565 / 570 / 575 / 580 / 585 / 590 / 595 / 600 / 605 / 610 / 615 / 620 / 625 / 630 / 635 / 640 / 645 / 650 / 655 / 660 / 665 / 670 / 675 / 680 / 685 / 690 / 695 / 700 / 705 / 710 / 715 / 720 / 725 / 730 / 735 / 740 / 745 / 750 / 755 / 760 / 765 / 770 / 775 / 780 / 785 / 790 / 795 / 800 / 805 / 810 / 815 / 820 / 825 / 830 / 835 / 840 / 845 / 850 / 855 / 860 / 865 / 870 / 875 / 880 / 885 / 890 / 895 / 900 / 905 / 910 / 915 / 920 / 925 / 930 / 935 / 940 / 945 / 950 / 955 / 960 / 965 / 970 / 975 / 980 / 985 / 990 / 995 / 1000

Enter the Name of the Person issuing the Letter: [Dropdown]

Enter the Title of the Person issuing: [Dropdown]

Check here if using your own school logo head

Auto Populate the Attendance Action Intervention with Today's Date

Retrieve letters when Auto Populated: Retrieve letters [Arrow pointing left]

Letter Date icon works when selecting: Today [Arrow pointing left]

As of: 11/12/2018 [Arrow pointing left]

Filters

Save Save + Run Run Cancel

Retrieve Copy of All Letters That Have Been Generated
 Choose RetrieveALLSen

SPA Data Warehouse can provide student:

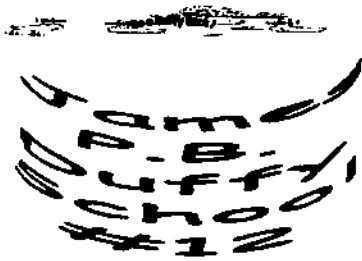
- Daily Attendance
- Attendance absences from day before
- Birthdays
- Medical & legal alert
- Transportation
- Overall period attendance
- Class schedule
- Cumulative days absent
- Parent Connect Information

The screenshot shows the SPA Data Warehouse interface. At the top, there is a navigation menu with options like 'My Students', 'My Students and Staff', 'My Absences', 'My Students' Times', 'My Incoming Students', and 'My Performance'. Below this, there are search filters for 'Teacher', 'School Name', and 'Teacher Name'. The main content area is divided into three sections: 'Attendance', 'Average Daily Attendance', and 'My Daily Attendance'. The 'Average Daily Attendance' section contains a table with the following data:

Student ID	Last Name	First Name	Present	Absent	Avg Daily Attendance
72					96.2%
71					96.2%
70					96.2%
69					96.2%
68					96.2%
67					96.2%
66					96.2%
65					96.2%
64					96.2%
63					96.2%
62					96.2%
61					96.2%
60					96.2%
59					96.2%
58					96.2%
57					96.2%
56					96.2%
55					96.2%
54					96.2%
53					96.2%
52					96.2%
51					96.2%

- Click on classes
- Scroll down to "Teacher Name"
- Select icon.
- Click on box at top of page "Submit for Teacher"
- click on "A" for students who are absent
- "T" for students who are tardy & put time in 4 digit format (eg: 09:25)
- If a code is already there (ie. E-Excused, or A-OSS), leave it as is.
- Click "Save" button at the bottom.

EXHIBIT D



James P.B. Duffy School #12
999 South Avenue, Rochester, NY 14620

2017-2018 STAFF HANDBOOK

ABSENCES (STAFF)

Unplanned Absences

If you are unable to come to work due to illness or family illness, please follow these procedures: **Call the appropriate supervisor. If calling in the morning and there is no answer, do not leave a message, it will not be received in time. Do not send an email.** Calls should be made prior to reporting time even if you do not require a substitute. Do not call the main office to call in sick.

**If you are CALLING IN THE MORNING AND THERE IS NO ANSWER,
DO NOT LEAVE A MESSAGE.**

Either try again or call another administrator.

Please see the Absence Call-in Contact List (separate sheet) for the name of the administrator you should call

Jennifer Gkourlias 255-0128 by 6:15am

Joyce Dunn 721-6136 by 6:15 a.m.

Sandra Galbato 369-5873 by 6:15am

Faith Hart 200-0752 by 6:15 a.m.

Planned Absences

Securing substitutes is an administrative responsibility. Teachers should not contact substitutes themselves or make arrangements with subs in advance. If you have a sub recommendation or know someone that is available, please let the secretary know.

Illness or Family Illness absence (including medical and dental appointments)

- For the following day: **Request for Absence must be submitted to School Secretary** by no later than 2:00 pm. If emailing please write **ABSENCE REQUEST in the subject line.** The electronic version of this form is available on google classroom. Hard copies should be placed in the absence request wall pocket outside the secretary office. After 2:00 pm please notify your call-in administrator.
- In advance of the absence: complete the Request for Absence (available on Google classroom) and submit it same as above. Advanced notice is appreciated and aids in securing the best available substitute.

Personal Business Absence

- Must be submitted for approval **at least 3 days in advance. Please submit as above.** You will be notified if a day has been denied. Approval of personal days is not automatic.
- All paperwork must be correctly submitted or your request may not be approved.

Special Notations

- All staff is required to call school **before 1:00 pm** on the day of their absence to inform administrators of a continued absence or their return to work. **You must call either way.** This is very important to maintain consistency of instruction.
- Even if your absence is due to a RCSD meeting (full or half-day), you need to complete a Request for Absence form.
- Even if you do not need a substitute to cover for you in your absence, you need to complete a Request for Absence form.
- Upon returning from an absence, staff (other than teachers) must record their absence in PeopleSoft.
- If a pattern of absences is observed, the administration has the right to request HCI to require a teacher to submit a CPI (Certificate of Personal Illness) for any subsequent absences incurred.
- If you are on a medical leave, you are not allowed on the school campus.

ADA (504) ACCOMODATION PROCESS

The Americans with Disabilities Act (ADA) was enacted to prevent discrimination based on disability. Title I of the ADA addresses discrimination in the workplace.

The process outlined below will enable the District to handle accommodation requests in a prompt, fair and efficient and consistent manner. The process will also supply direction for supervisors and the steps to follow when an accommodation is requested.

What is an accommodation?

An accommodation is a request for a modification to the work environment which would enable the employee to perform the essential functions of his/her job while enjoying equal privileges as those of non-disabled individuals or individuals who do not require accommodations.

A need for an accommodation may be temporary; the individual does not need to be permanently disabled. Accommodations may be considered when a return to work note with restrictions is provided.

How is the request for accommodation made?

The request for accommodation may or may not be made in the same manner every time. "The request may also be in the form of a doctor's note. The employee may ask his/her supervisor directly for an accommodation or may just say, "I'm having trouble going up and down the stairs" because of a medical problem. An employee may simply tell the employer that he or she needs a change or adjustment because of a medical condition or problem.

Sometimes employees are not comfortable asking their supervisor for an accommodation and may contact Benefits or HCI first. Employees do not have to divulge medical information to their supervisor. If they do so, it should be kept confidential. Staff working directly with the employee may

need to know that the accommodation is needed, but they should not be told medical information. Medical information is strictly confidential and should not be shared with staff. All medical notes/documents should be sent to the Benefits Office www.rcsdk12.org

When does the ADA process begin?

The District must start to consider the request as soon as it is made- this does not mean that the employee is entitled, just that the District must start the process for consideration of the request.

The ADA process is interactive with the employee and the District. While the District can ask for the Attending Physician’s Statement and HIPPA form to be filled out, we cannot wait until the documentation is received. The interactive process is triggered by a simple verbal request. If the employee notifies you that they may need an accommodation or if they present you with a note from their doctor, the interactive process has started.

Who determines if the accommodation request is granted?

The Director of Benefits, reviews the medical information with the District’s medical consultant. The accommodation request is also reviewed with the HCI Director and supervisor to determine if the accommodation is “reasonable” for the District to provide.

The supervisor is not responsible for determining whether the request can be accommodated or not. The decision is made by the Director of Benefits to maintain consistency throughout the District.

What do I do when I receive a request?

As soon as the request is made, please contact the Benefits Office or email benefits@rcsdk12.org. Sometimes the employee may bring in a doctor’s note with accommodations listed on it. Forward the note to benefits@rcsdk12.org. The request will be reviewed with the District’s consultant doctor and if necessary, an Attending Physician’s statement and HIPPA form will be sent to the employee.

If the principal/supervisor is not contacted first, and the employee contacts HCI or Benefits first, then HCI/Benefits will contact the principal/supervisor to gain their perspective, which includes whether the accommodation is “reasonable” for that school/location.

Who notifies the employee/Supervisor of the decision?

After a determination is made, Benefits will notify the employee in writing regarding the status of the accommodation request. A copy of the letter will be sent to the Supervisor.

Points to Remember:

- The employee does not have to make the request to a certain person. It can be his/her supervisor, HCI or Employee Benefits.
- The employee may make the request orally or in writing
- The supervisor may recognize that the employee needs an adjustment or change at work and can ask the employee if there is anything he/she can do that would help them at work.
- All accommodation requests must be sent to HCI Benefits for review.
- The supervisor/Administrator **does not** make the decision about whether the District can accommodate or not. This decision will be made by HCI.

ACCIDENTS INVOLVING STAFF OR STUDENTS

Accidents in the building or on school grounds should be reported immediately to an administrator.

For all staff, completion of a Workman's Compensation form is mandatory if you are injured or assaulted in any way. Forms available in Google classroom.

2. For teacher assaults, follow the Building Committee Assault Checklist, which is sent out to staff after updates and approval in September.
3. **Student injuries are to be reported to both the nurse and office immediately.** A student accident report is required.

ANNOUNCEMENTS

1. The New York State Legislature prescribes a daily "Pledge of Allegiance" to the flag. The salute to the flag will be led by an adult. The flag need not be removed from its holder on the wall, but the class should stand and face the flag. The pledge will be part of morning announcements. It is to be performed respectfully and seriously.
2. Students have the right to decline recitation of the pledge and also may refrain from saluting the flag, on grounds of religious or sincere conscientious beliefs. A student who chooses not to participate may sit or stand and remain respectfully silent. A student may decline participation of the salute or pledge without parental consent.
3. Announcements for the day must be submitted to Alicia Coniglio no later than 7:30 a.m. Please use the appropriate form for announcements in the "Announcements" mailbox.
4. All announcements will be completed by 7:50 am.

ARRIVAL

All teachers need to be in the building by the contractual time of **7:15 and on their designated post by 7:30**. Staff must notify **administration** prior to student arrival time if they will be late. Staff must get to their classroom through parking lots and/ main entrance door using their badge swipe. This is your professional responsibility to be on time.

Paraprofessionals should arrive no later than 7:30 and greet their student or be on their post. TA's work one hour more each day than paraprofessionals (7 hours) and should arrive at the time agreed upon with their teaching partner for them. (Submit hours to main office)

7:30- FIRST BELL SOUNDS- DOORS OPEN TO ALL STUDENTS

The doors will be open for all students at 7:30. Please direct any early arrivals to the front of the building to wait for the doors to open.

All Students arriving on a bus will report directly to their classrooms. Students who have home rooms on the north end of the building should use the **north entrance and stairwell**. Students who have home rooms on the south end of the building should use the **south** entrance. 1st floor students should enter the door closest to their classrooms. (No students should be crossing in front of the library or science labs to get to their classrooms) All students are to report directly to their classrooms to eat breakfast. Students arriving by car should report directly to their classrooms. These students should enter the front doors between 7:30 and 7:45. **Homeroom teachers should be in their rooms to receive students by 7:30**. Grade levels may design their own entrance plan that allows for bathroom, classroom and hallway coverage as well. This plan will be requested in writing before the first day for students.

Support staff is requested to be at their assigned post by 7:30 in order to help greet students, direct students to their classrooms, , assist with flow of traffic in the hallways and stairwells, and help

with breakfast distribution. Your daily presence makes all the difference. **Please actively monitor students' safety and report any safety concerns to administration.**

7:40- SECOND BELL SOUNDS

At this time announcements will be made.

7:45- THIRD BELL SOUNDS

The instructional day starts and Specials begin. Any students arriving after this time must be sent to the office for a pass. To avoid further loss of instructional time, students will get their breakfast, bring it to the classroom and follow classroom routines.

ATTENDANCE (STUDENT)

Taking attendance

- Check attendance of pupils immediately after opening exercises and enter into the **Power School System by 8:30 a.m. (But not sooner than 8:00)**. Please be timely and consistent daily. We do not have the clerical coverage to monitor your compliance. Automatic robo-calls are completed to all absent students at 10:00 daily. Parents get very concerned when they receive a call when their child is in school (and attendance was not done). Please help lessen their anxiety. *Attendance can be submitted or updated up until midnight of the date.* After that, clerical staff must make changes. Special subject teachers must still enter attendance even if class does not meet. You will receive a written memo from administration if your un-submitted attendance is chronic.

Late arrivals

- After 7:45 a.m. students must check in at the ATTENDANCE DESK by the main office entrance and obtain a dated and signed late-to-school pass before admittance to class. Personnel in charge of the attendance desk will record the arrival time of the student.
- Any late students will be sent to the cafeteria to get breakfast to bring to their classrooms. They will follow your established routines for this process. Breakfast will not be served after 7:45.
- Do not admit any student after 7:45 a.m. without a signed pass from the office.
- **Teachers are responsible to enter the tardy and arrival time into the Power School System for students arriving prior to 8:30.**

Excuses

- Save all excuses in your attendance excuse folder. You will need to sign an attendance affidavit quarterly and at the close of the school year. This form is included in your attendance folders at the start of the school year.
- All excuses must be saved and handed in at the end of the school year.

ATTENDANCE PROBLEMS

As a classroom teacher it is your professional responsibility to reach out to families and identify ways we can help alleviate underlying issues causing attendance problems. It is the responsibility of the classroom teacher/advisor to make the first contact with a parent regarding unusual attendance. The Parent Liaison will assist teachers and administrators with attendance problems. The Parent Liaison should **never** be the first contact with a parent regarding attendance issues.

The parent liaison will send out all attendance letters and keep a copy. Letters can also be generated through Power School.

Letters go out for total absences- both excused and unexcused.

The attendance system will be sending letters out for Days 3, 5, etc. and document when they are sent for your files. Please also monitor when students are chronically tardy. There is a form letter on

Google Classroom that can be printed and sent home. Please be on top of attendance; no child can learn if they are not in school.

ATTENDANCE REGISTER

Register information is confidential! Speak to an administrator before sharing information with anyone. All substitutes must sign the Attendance Affidavit when taking attendance in the classroom.

BATHROOM USE (STUDENT)

1. K-6 teachers should take the entire class to the lavatory twice daily. Please be aware of the number of classes using one set of lavatories.
2. Students going unsupervised to the bathroom due to emergency needs must SIGN OUT OF THE CLASSROOM AND HAVE A PASS AND AN ESCORT. They are not allowed to take sanitizer with them. They should wash their hands in the bathroom.
3. In the interest of making every minute count, please bring instructional activities to use with your class as they wait. **This is a requirement this school year.**

BREAKFAST breakfast will be served in the classroom. Late arriving students may pick up a breakfast in the South Light Court until 8:30.

BUILDING DEPARTURE (during school hours)

Emergency situations may arise when we need to contact you. Staff should sign out of the building and sign back in when:

- attending meetings (CSE's, home visits, etc.).
- out of the building during school hours for personal emergencies or any other reason.
- you are taking your class outside, you need to sign out, notify the office and take a radio (if available).

BUILDING HOURS

The building hours each school day are 6:15 am to 6:00 pm.

- You must exit the building by 6:00 pm.
- The door will remain locked throughout the day. You will be able to enter with your security scan card until 6:00 pm on weekdays.
- The custodian and cleaners have specific work assignments in the evening. Please do not interrupt their work schedule with special requests. Use the Custodial Request form or email for any custodial needs.

BULLETIN BOARDS

When displaying student work, please include the following: an explanation of the task, a rubric for scoring the work, state standards. Classroom bulletin boards should be changed often to reflect classroom instruction. Graded work must be displayed without disclosing student name. You may also display ungraded work with a student name. It really makes a difference when you walk through the building and see the great work the children are producing.

E-COMMUNICATION

1. Please use professional discretion when utilizing the School 12 -- all staff -- email and the reply all function. Use only when the information relevant to all school staff. Be mindful of all recipients.

2. Please check your email as often as possible as important information is disseminated electronically.
3. Important information is included in the Duffy Dish. Please be sure to read this as there are actions that staff members may need to take. It is the responsibility of every staff member to be informed of school-wide procedures, due dates and events posted. Archived copies are available on Google Classroom.

BULLYING

All staff are mandated reporters on bullying. It must be reported and in compliance with the DASA law. See a building administrator to report bullying and ensure timely reporting.

CAR PARKING PERMITS

1. Car Permits are issued when you start at School #12 and are to be prominently displayed on your rearview mirror with the number facing toward the front windshield.
2. Permits should be returned to the office if you leave the building at the end of the year.
3. Please park in your designated parking spot.

CHILD ABUSE

Cases of suspected physical or emotional child abuse or neglect must be reported to Child Protective Services. It is our legal responsibility to report suspicions of abuse. It is not our role to investigate, simply to report. Please contact a school administrator or the school social worker if you need help to complete the process. Statewide reporting hotline is 1 (800) 342-3720.

CLASSROOM DOORS

There are a few safety rules to follow:

1. **Please keep your doors closed during the instructional day when you are in the classrooms.** Do not use door stops or furniture to prop open doors. This is a fire code, please adhere to this strictly.
2. The windows in the doors may NOT BE BLOCKED with paper or other items. This is a safety code precaution.

Please make sure all students and staff follow the SWPBS hallway procedures to maintain a calm instructional atmosphere for all classrooms as you walk by.

COMMITTEE MEETINGS

Staff members will be provided with various opportunities to be active participants on committees. Sign-up sheets will be posted. Meetings will be scheduled at a time agreeable to all members.

1. Each committee should meet within the first two weeks of school to determine: chairperson, time and locations of meetings, and to set goals for the year.
2. This information must be submitted to the principal by September.
3. Minutes must be taken at each committee meeting and submitted to the principal the next day. A standard form will be provided.

COMMUNICATIONS

1. **Email:** check your e-mail at least twice daily.
2. **Mailbox:** check your mailbox morning, mid-day, and after school.
3. **Voice Mail:** check your voice mail throughout the day, especially prior to dismissal.

- a. No paper messages will be taken.
- b. Family and friends who want to leave you a message should call school (461-3280) and then dial your four digit extension so that the call goes directly to your voice mail and the office switchboard is completely bypassed. If you have children at home, please advise them to refrain from calling or ask them to use the calling system listed above.
- c. Empty your voicemail as needed.
4. **Bulletin board:** check the board in the School # 12 Mailroom, staff lounge, and in copy rooms (214, 313) Google Classroom regularly for important postings. See details under *Bulletin Board*.
5. **Office Request:** the office staff cannot accept verbal requests from students or staff, except in cases of extreme emergency. Please make all requests via email.
6. **School Telephone Use:** please refrain from placing and receiving personal calls at school.
 - a. If you call or page a parent, inform the office of whom you paged and your location within the building. Many times parents call the school and say “you called me.” The office is unable to make a connection because the originator of the call is unknown.
 - b. Maintain confidentiality when calling a parent for disciplinary reasons. **No calls should be made in the presence of other students.**
7. **Student Use of School Telephones:** While you can make outside calls from your classrooms, you should refrain from interrupting instruction to do so. Students should NOT have access to classroom phones, unless under teacher supervision. Students should not be sent to the office to use the phone.
8. **Cell Phone Use:** cell phones should not be used to receive or make personal calls or for texting during instructional time.
 - a. Instructional time includes any time that you are responsible for the supervision of students in and out of school. This includes walking through the hallways, during dismissal, field trips, etc.
 - b. You may use your cell phone during your lunch and planning time when you are not supervising children. Cell phones should not be used for calls or texting when students are present. Failure to comply may result in administrative disciplinary action.
9. **Staff Newsletter:** a weekly newsletter is electronically distributed with important information and a calendar of events. Reading it is an expectation.
10. **See also Notices to Parents and Telephone Calls sections.**

COMMUNITY SERVICE

It continues to be a School #12 goal to have students participate in some type of community service. Students at all grade levels should become familiar with the concept of community service. Over the years, our students have participated in a variety of activities. Ask a colleague for suggestions.

COMPUTERS

School #12 has Google Chrome carts and two computer labs (room 138 and 222) learning in the classroom. These may be pulled for testing and screening needs throughout the year.

CONCERNS

1. Concerns, needs or suggestions may be expressed directly to administration throughout the year.
2. If you feel your **contractual rights** are not being met, speak to a Building Committee representative or your union rep. Staff should have a copy of their contract. Please request a copy from your union representatives if you don't have one.

COPIERS

Staff members who have been trained may use the copy machine. Teachers are responsible for their own copying and should refrain from asking others to run copies.

- Paper is provided. If the stack is getting low, please notify the office. One box of paper will be put out in the AM in each copy room. Please do not hoard paper in your classroom.
- Please make back-to-back copies whenever possible. (This will save some trees.)
- Limit use to school-related items only.
- All materials sent to the copier from your computer must be sent using **secured print**. You must retrieve these documents within four hours or they will be deleted.
- Under no circumstances should students be near, touch or use the copiers.
- If a copier is not working, place the out of order sign on it and notify the office immediately. Please do not attempt to fix the problem yourself.
- You are required to use your badge to access the copier.
- For any problems with the copiers please report to the Main Office and it will be attended to as soon as possible.
- There is a 5 minute limit on all copiers.

CSE's

See Special Services Referrals.

CUMULATIVE RECORDS

Cume records are required for every student in the school. Cume records for new students will be made as quickly as possible. Please notify the main office if after October 1st you are missing a cume folder.

1. Make sure to check your cumes each September **during the first week of school**. Verify the current grade level is accurate on both the front cume cover and on the SMS electronic system.
2. Teachers must record the school, teacher's name and entry date for every student entering on the white part of each cume. This must be done within the first three weeks of a student's arrival to your class.
3. Cumulative records are confidential and legal documents and must be treated as such. Cume records should never be taken out of the school building with the exception of a CSE-related matter or for other legal requests.
4. If a student has an IEP, please verify this information is correct on all forms and documents.
5. Please immediately report to the main office any problems/corrections that you identify.
6. Personnel must sign each record that is reviewed. **Sign-out cards must be used every time a cume is taken out of the drawer.** Cumes may not be handed from one teacher to another.
7. All cume folders must be returned before the close of school each day.

CUSTODIAL SERVICES

The custodial staff can be helpful in a variety of ways, in addition to keeping the building safe and clean.

1. All requests should be made via email to Head Custodian Gary.Coan@rcsdk12.org
If you see a rodent or other unwanted creature, please report this immediately using the above procedure.
2. **DO NOT MOVE ANY HEAVY FURNITURE WITHOUT CUSTODIAL ASSISTANCE.**
This is to protect your back, the furniture and the floors!!!
3. Please use only RCSD approved cleaning supplies in your classrooms.

DISCIPLINE

See the school #12 Discipline Policy for detailed information.

DISMISSAL (STUDENT)

Classroom Teachers are responsible for ensuring that all their students are accounted for at dismissal. Staff must escort students to the bus and make sure each student gets on the correct bus. Please be vigilant to check all bus numbers (especially the first bus). Neighboring teachers will share duties with

a colleague, make sure all bus routes are correct. **Staff is not to exit the parking lot before the dismissal procedures of buses.** If a student is left in the office, it is the responsibility of the teacher to complete the entry in the book and call the parent. Do not leave a student in the office without following the procedure.

ALL students need to be escorted to the breezeway for pick-up, Rec, and walkers by a staff member. This should not take place prior to 1:45.

1:45

1:50-Round One – **Odd Bus students** will leave their classrooms and exit through their designated hallway and exit at the front of the building where the buses will be waiting. **All Non-classroom staff (not assigned to a classroom) must report to their PM posts to help in the dismissal process.**

- Designated staff from each classroom with students on **small buses** will escort students to the back parking lot bus loop and place them on the buses
- Students with a change in their normal dismissal routine must have a written note or phone call from the parent. Do not take the word of the student! Students without a note or call must follow their normal dismissal routine.
- If you know a student is not riding the bus home, please stop and inform the driver as you pass.

1:55- Round Two Even Bus Students will leave their classrooms and exit through their designated hallway and exit at the front of the building where the buses will be waiting. Students with a change in their normal dismissal routine must have a written note or call from the parent. Please do not take the word of the student! Students without a note or call must follow their normal dismissal routine.

- If you know a student is not riding the bus home, please stop and inform the driver as you pass.

Early Dismissal: Children will be called to the office once there is an adult present to pick them up. **Please do not send students to the office until they are called down. Calls will not be made to the classroom after 1:15.**

Dismissal changes with a note: Students with a written note indicating a change in their dismissal process (pick up instead of bus) should be escorted to the breezeway. **Please do not send children to the office to wait for their parents.** This is an extremely busy time for everyone and the office staff is not available to supervise waiting children.

Unclaimed Children

1. Please escort all unclaimed students or students who have missed a bus to the main office.
 2. The teacher is responsible for contacting the child's parent or guardian to arrange for pick up. If the child missed the bus due to circumstances beyond his or her control, we will call for a late bus. Staff **MUST** sign the child in the Late Pick-Up book after contacting the parent. Please make sure to put contact information in the book. **It is requested you stay with the child until a pick-up plan has been finalized and communicated to an administrator. No child should be left unsupervised.**
 3. If you arrange for a student to remain after school for any reason, you are responsible for supervising that child until she or he is picked-up. Do not agree to allow students to remain after school unless you have a clear, written commitment from a parent or guardian with a defined pick up time.
- ↳ **Please remember to:**
Send students to the bathroom prior to dismissal. They are not allowed to exit buses once loaded.
- Monitor students closely as they exit the school and board buses.

- Place all students on buses who do not have a **written** note to stay after school for any reason (including Rec. Center, library, or clubs, when they have not attended regularly).
- Submit your Dismissal Plan to the Main Office by **Monday, September 11th prior to dismissal**.

Please make sure to make eye contact with parents or designated adults when releasing younger students.

DRESS CODE While there is no official staff dress code, it is expected that staff will come professionally attired and set a role model for students and the community. Staff are encouraged to model the school uniform required of our student body.

EMERGENCY RESPONSE PLANS

See **RCSD Emergency Response Procedures**. This should be posted next to your classroom phone. No exception to this expectation.

FAXES

The school fax machine is only for school business. Please do not give the number out for personal faxes. All faxes are to be sent by the office staff. If you have a school business related fax to send, place the fax with a completed cover sheet in the FAX mailbox in the office. Cover sheets are available in the mailroom and on Google Docs. The fax equipment is only to be operated by authorized staff (office and administration).

FIELD TRIPS

Field trip forms can be found on [Google Docs](#)

To be done in advance of the Field Trip

1. All forms must be completed following the posted time lines and paperwork demands. This documentation is available on Google classroom. These are district forms and must be completed according to dates on the checklist. The medical information needs only to be completed once each school year and must be updated as needed and given to the nurse at least two weeks prior to first field trip. Boxed lunch requests (Also in Google classroom) must be turned in to Joan Perrone at least 2 weeks prior to the field trip. Boxed lunches are not made on site. Please follow timelines so your trip is approved.
2. Reading and Math Classes should not be cancelled for a field trip. Please adjust your schedule accordingly.

On the day of the Field Trip

1. Teacher or supervisor in charge of the field trip should have copies of permission slips accompanying them in case of an emergency. The originals should remain at the school.
2. If a child does not return his/her permission slip they will be unable to attend the trip. A new permission slip is needed for each and every departure from the building.
3. Always sign out in the field trip binder in the office with the appropriate information. Any time you use the playground or take a walk, you must sign out at the office.
4. Make sure to arrange to bring any medications necessary for students.
5. Complete and submit the Field Trip Student Accountability Form and submit it to the office prior to your departure.

Overnight Field Trips

Overnight field trips are not recommended due to past problems with parents and student commitment. New guidelines require 180 days' notice for any out of area trips. See guidelines for further details.

FIRE DRILLS

1. Each room must have a sign posted indicating your path of exit. See the custodian if you do not have a sign posted in your cluster or classroom.
2. Twelve (12) fire drills are required per school year, eight before December 1st. Two (2) emergency drills are also mandatory (one per semester).
3. **All school personnel and visitors must leave the building immediately** when the alarm is sounded. Students/staff should never stop to get coats!
4. Take your fire drill folder or a class list with you. Make certain your folder is easily available for substitutes and break aides.
5. Instruct children on the first day of school about fire alarm procedures. Have a "practice run" no later than the second day of school. Emphasize the need for orderliness and silence en route to the assigned location outside. Children must stay alert for directions. Teachers should lead the line in a fire drill, but look back periodically.
6. Teachers should hold their attendance folders in the air as they escort their students. This helps students focus and stay with you as they exit the building to safety.
7. Attendance must be taken outside and every student must be accounted for and reported on the fire drill form. Hand in a list of students not present with you but who are present in the school. Be sure to list Intervention groups if the drill takes place during intervention time.
8. Do not re-enter the building until you are instructed or receive an "all clear" sign (flag waved).
9. **Never go back or let a student back inside the building for any reason until an "all clear sign" has been given.**

FIRE SAFETY

The building is inspected by the fire department regularly and we must adhere to strict fire codes.

- Keep catwalks free of clutter.
- Classroom exits must remain free of clutter at all times for safe passage.
- Do not place obstructions in doorways or exits.
- The fire department prohibits hanging items from the lights in your classroom. ***Please do not hang anything from the ceilings or lights!***
- Any fire extinguishers must also be free of interference and easily accessible.
- All egress windows should remain clear of clutter for the entire year.

FUNDRAISING

Personal fundraising (for your own family that benefits outside organizations) must be limited to off school hours. You are more than welcome to seek staff participation via email, but this activity should not impact instructional time nor use our students in any way. All school fundraisers require approval administrative discussion prior to implementation.

GRADE LEVEL MEETINGS

1. Goals and agendas will be established for meetings through Instructional Cabinet. All meetings will take place in the room designated by each team.
 - . Any special subject teacher wishing to share information at a grade level meeting should notify the chairperson in advance.
3. Minutes from grade level meetings should be recorded and submitted to the principal, head secretary, and all team members via Google classroom

- Meeting times are embedded into the master schedule. A grade level may choose before/after school times instead of during the school day.

GRAFFITI

- No student for any reason should be out in the hall with a writing implement, including students changing classes. Special subject teachers should supply pencils.
- Students going to the bathroom or lunchroom should not take writing implements with them when they leave the classroom.

GUM

Children are not permitted to chew gum in school. Please do not give gum as a reward. All staff members are expected to set an example.

HALLWAYS

Please be respectful as you walk your classes down the hallways as classes are in session throughout the building. **DO NOT PLACE STUDENTS IN THE HALLWAYS AS A DISCIPLINARY MEASURE.** Students must be under adult supervision at all times.

Any student in the hallway must have a pass. This includes students as they move to and from special subjects (choir and band) or if teachers have selected certain students who are capable to transition from room to room on their own (independent transitioning students). Students will be returned to class if seen in the halls without a pass. When going to the bathroom on their own (in case of emergency) students need an escort and a pass.

HEALTH

see School Nurse.

HOME-BAKED GOODS

Home-baked goods are not allowed to be served in school. A notice will be posted in the PTA newsletter, but you may need to remind parents periodically. This is a precaution advised by the County Health Department.

HOMEWORK

- It is expected that students will receive homework every day including over weekends and school holidays.
- The amount of homework given over a weekend or holiday should be roughly equal to a single day's homework during the week. (Students would not be expected to do as many days of homework over a vacation.)
- The table below gives guidelines for the average amount of homework that most students will be doing each day. Variability is to be expected from day-to-day and from student-to-student.

Grade	Literacy Component	Other Homework
K	20 minutes reading	10 – 15 minutes
1-2	30 minutes reading	15 – 30 minutes
3	30 minutes reading	20 – 40 minutes
4-6	30 minutes reading	30 – 45 minutes
7-8	30 minutes reading	1 – 1 ½ hours

- Special assignments such as long-term projects and book reports may result in more homework for limited periods of time.

5. Reading homework is a daily reading of a selection of their choice. Reading done for subject areas such as Science or Social Studies is also appropriate as a reading assignment.
6. On occasion, teachers will encourage students with particular interests to do optional assignments in addition to the regular daily homework. Teachers will make it clear to students and parents when assignments are optional.

HOURS

Teachers: All teachers need to be in the building by the contractual time of 7:15 am and on their designated post by 7:30 am.

Paraprofessionals: should arrive no later than 7:30 and greet their student or be on their post and work until 2:00 pm (may be adjusted)

Teaching Assistants: TA's work one hour more each day than paraprofessionals and should arrive by 7:15 and work the scheduled hours as designated for them.

All Staff:

- In case of emergency, staff must notify administration if they will be late.

HOUSEKEEPING

1. Classrooms are to be kept in good order at the close of each day. Children are responsible for cleaning the top of their desks and desks should be kept neat and orderly. The cleaning staff should not have to clean the top of a student's desk that has writing on it. Monitor the "look" of student desks.
2. Chairs must be put on top of desks each night prior to students' dismissal.
3. Avoid the "cluttered look" that occurs due to lack of storage space. Keep only what you will use in your classroom for this year.
4. All space under (and on top of, when applicable) the classroom heating must be cleared.

INCIDENT REPORTING

Any school-related incidents that result in assault on a student or staff member must be reported. A workman's compensation form must be completed for staff assaults and injuries. Forms are available in the office.

- Serious disruption of the educational process should be reported to an administrator ASAP on the same day that the incident occurs.
- Also see Accidents

IDENTIFICATION

For Staff:

All **staff is expected to wear their identification badges daily with their picture clearly visible.** To improve the safety and security of staff members and students, we ask that you comply with wearing your access card at all times.

- Use them to enter the building **WITHOUT** having to ring the bell.
- Seek a new badge from CO if your badge gets damaged (will be replaced for free) or lost (nominal fee charged).

For Substitutes, Student Teachers and Visitors:

- All Substitutes, Student Teachers and Visitors must report to the main office, sign-in and receive an identification badge/tag.
- Teacher and Para substitutes wear reusable badges identifying them as substitutes.
- Student teachers wear their college IDs.
- Parents and other visitors will be given a visitor's label that must be worn visibly on their clothing apparel.

- Visitors to the cafetorium will have Visitor BADGES clearly visible.
- Regular volunteers will wear Volunteer badges in Duffy Duck pouches.
- **Visitors without passes** should be approached kindly with a “Can I help you?” This is your opportunity to ask them to report to the office. Non-compliance of a visitor should be reported to administration, an SSO or the office immediately.

ILLNESS (STUDENT)

See Nurses' Office.

INSTRUCTION

We use the common core state standards as outlined in the K-5 and 6-12 curriculum guides.

Please see the RCSD site below. **MAKE SURE TO VISIT THE SITES OFTEN AND DO NOT RELY ON PREVIOUSLY DOWNLOADED UNITS.** They are making changes on a regular basis.

You can add the link to your favorites. All files from the [engageny.org](http://www.engageny.org) Engage NY site or SMART Notebook files can be downloaded to teachers' computers. See Share Point launch site for the many web links for your use.

<https://www.engageny.org/>

<http://www.rcsdk12.org/EngageRochester>

INTERNET

1. All staff and students must sign the Internet Use Agreement forms. This is an opt-out process. Only those returned with the opt-out need to be honored.
2. Internet is only to be used for professional inquiry.
3. Personal communications and web surfing should be done at home. This is monitored by central office.

INSTRUCTIONAL MATERIALS/EQUIPMENT

1. Each teacher receives a budget for instructional supplies. Your balance is kept on record in the office.
2. Allotments can be used for Staples, School Specialty, Storehouse or Scholastic.

KEYS

1. **Return keys to the key cabinet daily – do not take keys with you. They must be available for substitutes and for emergency lockdown procedures.** The key case is used as a checklist that tells whether or not you are in the building.
2. Children may not handle keys.
3. Notify the custodian if you are missing a key from your key ring or if you lose your set.
4. Failure to comply may result in disciplinary action.

LIBRARY

1. Procedures for use of the library will be discussed in detail prior to the opening of the library. The library will be a site for reading tutorials throughout the day.
2. Staff wishing to use the library for meetings, testing or before/after school events should check with librarian to make sure there are no conflicts. The librarian will keep a sign-up to keep track of library use. Please assign all text books and class materials to individual children and ensure that the items are returned and children held accountable for their return. Don't wait until end of the year to check.

LOST & FOUND

Lost & Found will be kept in the blue box outside the Parent room 135. Students should not be sent there without an adult escort. Twice a year this box will be emptied and classes sent to check for lost items (December and June).

LUNCH FACILITIES (STAFF)

The staff lounge includes kitchen facilities, tables and chairs for staff members to use.

1. Lunches may be purchased from the student lunchroom either on a weekly or daily basis if extras are available. Staff must pay for all items served - no exceptions.
2. Each person is responsible for cleaning up after him or herself, to maintain a healthy/clean atmosphere for all to enjoy. Dirty dishes should not be left in the sink. Clean out the fridge of any leftovers on a regular basis.
3. **Do not** send students to the lounge to pick up your lunch. This room is reserved for staff only.
4. Microwave for main office suite staff only is in the storage room.

LUNCH PERIOD FOR STUDENTS

1. Please see Cafeteria Procedures for further details.
2. Teachers should provide seating arrangements for their table.
3. Please bring your class **all the way into the lunchroom and seat them. Students must have their lunch numbers memorized to speed up the service process. Please help them with this.**
4. Students will eat their lunch during their assigned lunch period (see separate Lunch/Cafeteria procedures packet) except for prearranged special events.
5. Children receiving medication near the lunch hour should be sent to the nurse's office with a Para when possible. Students must have a pass if not with an adult.
6. **No child's lunch may be withheld because of his/her behavior or quality or quantity of work.**
7. Please be sure to inform the cafeteria staff in advance if your class will miss lunch, change lunch periods, or require any special arrangements. Boxed lunches must be requested 2 weeks in advance when on field trips, picnics, or delays relating to the time when students will eat.

MAIL

Mailboxes are located in the mailroom. Students **are not** allowed to go into Teacher mailboxes. In the case of an emergency, you may ask a student to retrieve your mail from your box by stopping in the main office and asking an office staff person to take the mail out of the box for him/her.

MEDICAL EMERGENCIES

1. Stay calm. Send for help. Someone should be available to assist you (nurse, aide or administrator).
2. If CPR is needed, notify the office immediately.
3. If an ambulance is needed, notify the office and they will place the call.
4. The AED machines are located in the main office and the nurse's office.

MENTAL HEALTH EMERGENCIES-PROCEDURES

If your student exhibits behaviors of self-harm or are at risk to harm others.

Student is agitated, does not respond to verbal commands, escalating violence.

(Stabs self with pencil, puts a belt around the neck, attempts to jump of the stairs, or charges against other children with the intention to harm).

THE TEACHER:

1. Stay close to your student
2. Take away any object of possible harm
Evacuate the rest of the class.
4. If possible, call the office for assistance.
5. Try to contain the student, but do not block the student's exit from the room.

THE OFFICE:

1. Will contact an administrator immediately
2. Will call the social worker or psychologist
3. If requested, will call 911 and upon arrival, will lead them to the classroom.
4. Will call parent or legal guardian

THE SOCIAL WORKER:

1. Will assess and will try interventions
2. If interventions fail, with the agreement of an administrator, will call the office for 911 to be contacted.
3. If interventions are successful, social worker will take student to her office, debrief, and call parents, mental health provider or Mobile Crisis Team as needed and appropriate.
4. If 911 agrees to take student to a hospital, social worker will gather any mental health information on record and follow the ambulance and will stay with the student until a parent or legal guardian arrives.
5. Will follow –up with family or student the next day.

MOVIES AND VIDEOS SHOWN IN SCHOOL

Showing movies is considered copyright infringement. Movies can only be shown if you have a public performance license.

NOTICES TO PARENTS

1. **Administrators must approve all notices to parents prior to being sent home.** Notices for classroom events must also be given to the office after administrator approval.
2. The PTA Yahoo server, Connect Ed auto phone calls, the School 12 website and memos will also be used to maintain contact with families.

NURSE

See School Nurse.

PARENT CONNECT

Please encourage all of your families to sign up for Parent Connect. They can view grades, and any other items you place on the system.

PASS SYSTEM

1. Every child must have a pass in order to leave the classroom.
2. Student passes are required to be received in the nurse's office or main office, except in case of emergency.
3. Any students in the hallways must have a pass. This includes students as they move to and from special subjects (choir and band). 3rd floor student must have a Yellow Pass.
4. Passes are required for all visitors. Parents may not drop off or pick up children from your room. The office will call for the child or an administrator will pick the child up from your classroom.

PETTY CASH

Schools are not allowed to keep petty cash or small purchase accounts. If you purchase an item on your own, do not expect to receive reimbursement by school check. (we no longer have an account) You alone will be responsible for payment. All purchases must be made through purchase order or the school p-card.

PHONE CALLS

See Telephone Calls.

PHOTOGRAPHS

Parents must opt out of photo/video permission. If the opt out is not returned, it is assumed permission to use/publish is granted. This is indicated on the form mailed to parents by the district. Please know which children in your room have opted out. Returned forms must be turned in to the office to be noted in Power School. Please keep a list of opt outs in your room and provide a copy to Susan Allen. Students will not be identified by full name in photos used on our School 12 website, but may be identified by other media or news outlets.

PLANNING

Excellence in teaching calls for planning. It is your responsibility to plan. It is the administrator's responsibility to review your plan regularly and assist if necessary.

1. Your plans must be readily available for review at all times. Administration will come into your class to review the plans as outlined in the calendar. You may also choose to hand in your plan book.
2. Daily and weekly plans should be kept in your plan book. It is expected you use the standards, CCSS when planning your units of study. The format for daily plans is optional, but must include evidence of differentiation. A schedule for submitting plan books is in the calendar of events.
3. The teacher is responsible for plans one week in advance.
4. If a plan book is not in school when the teacher is absent, the teacher must have the plan book brought to school or send in plans for the day.
5. All completed substitute folders will be kept in the office and given to substitutes as they arrive. Please be sure that your substitute folder and emergency sub plans are up to date.

PLAYGROUND/ATHLETIC FIELD

1. You must **take a walkie-talkie** with you when you go outside. Make sure you take one when you sign out in the main office.
2. Be sure to sign out in the office when taking your class to the playground.
3. **Do not dismiss** students from outdoor recess areas.
4. If possible, SSO staff will monitor the outdoor play and recess areas.

PLEDGE OF ALLEGIANCE

See Announcements.

POSITIVE BEHAVIOR SUPPORTS (SWPBS)

A School-Wide Positive Behavior Supports (SWPBS) initiative is in place at School 12 and is seen throughout the building - in the halls, the bathrooms, the cafeteria and everywhere else. **To encourage expected behaviors from students when their teacher is absent**, duck bills are given any time staff see a student or students demonstrating positive behaviors or following school procedures. A special Duck Bill has been developed with a value that is double the value of a regular duck bill for use by substitute teachers. All are expected to fully implement this initiative.

Students are expected to be respectful, responsible, safe and ready to learn. The outline of behavior expectations is shown below.

	What does this behavior look like?				
	All the Time	In the Bathroom	In the Hallway	In the Cafeteria	On the Bus
Voice Level		Silent or Whisper	Silent or Whisper	Whisper or Indoor	Indoor
Be Respectful	<ul style="list-style-type: none"> Treat others as you would like to be treated Use polite words with students and teachers Listen to each other 	<ul style="list-style-type: none"> Be considerate of others' privacy Wait your turn 	<ul style="list-style-type: none"> Maintain personal space Hold door for person behind you Keep hands by your side 	<ul style="list-style-type: none"> Use table manners Follow directions given by cafeteria staff Raise your hand if you need help 	<ul style="list-style-type: none"> Speak politely to each other Use kind words Listen to the driver
Be Responsible	<ul style="list-style-type: none"> Follow directions Show self-control Keep school clean inside and out 	<ul style="list-style-type: none"> Use toilet and sink correctly Wash hands with water and one pump of soap Turn off faucet and clean up after yourself 	<ul style="list-style-type: none"> Walk on the right hand side Keep hallway clean 	<ul style="list-style-type: none"> Eat before playing Keep personal space clean and gather your garbage All food stays in cafeteria 	<ul style="list-style-type: none"> Be on time for the bus Show self-control Keep the aisle clean and clutter free
Be Safe	<ul style="list-style-type: none"> Keep hands and feet to yourself Walk Show patience 	<ul style="list-style-type: none"> Wash hands Keep floor dry Report any problems to teacher 	<ul style="list-style-type: none"> Walk one step at a time when on the stairs Watch where you are walking Have a pass 	<ul style="list-style-type: none"> Eat only your <u>own</u> food Keep an orderly line Stay seated until excused 	<ul style="list-style-type: none"> Stay in your seat Use your seatbelt Wait for a signal to cross Keep hands inside bus
Be Ready Learn	<ul style="list-style-type: none"> Be prepared and organized Always try your best Actively participate 	<ul style="list-style-type: none"> Walk to and from class quickly and quietly 	<ul style="list-style-type: none"> Keep up in line Go directly to your destination 	<ul style="list-style-type: none"> Know your student number Be prepared to leave with teacher Face forward 	<ul style="list-style-type: none"> Go directly to your seat Walk to/from bus quickly & quietly Leave emergency doors & windows alone

PRINTSHOP

SEE PAPER CUT APP ON INTRANET

RECORD BOOKS

Teachers are expected to collect and record grades for all subjects taught and/or marked. An administrator may collect record books upon request. Grade 6, 7, and 8 will record grades on Power Teacher. Please be timely in keeping grades up to date.

RECESS

See Master Schedule for recess times.

SCHEDULE CHANGES

- Administrators must be kept apprised of changes in teachers' daily instructional schedules. Please send updated versions of your schedule to the main office. (must be approved by administration)
- Special Subject teachers must have the principal's approval to change schedules.
- Break aides may not change their schedules without principal approval.
- Please notify the main office if you deviate from your schedule to minimize time spent locating students in the event it is necessary to call a child to the main office.

SCHOOL COLORS & MASCOT

Our school colors are blue and purple. Our school mascot is Duffy the Duck.

SCHOOL NURSE

Prior to sending a student to the nurse, please try to screen the students in order to avoid sending students who are not actually sick. Minor scrapes can be dealt with in the classroom with bandages the nurse provides. Use common sense when sending students to the nurse. Please use the nurse communication form when sending students to the nurse.

The School Health Services program focuses on those preventive health services that assist the child in functioning at an optimum level in school. Health aides provide school Health Office coverage and community health nurses. The services provided include review of sick and injured children, contact of parents, administration of medications, and maintenance of health records. The community health nurse's primary role is:

1. Maintain the medical alert list (work with the staff concerning students with chronic conditions).
2. Refer suspected health problems for appropriate care.
3. Review immunization status of students.
4. Provide instruction and in-service for school staff.
5. Function as a member of the ESS team.

SECURITY OF HALLS AND BUILDING

To avoid thefts in the hallways, please follow these procedures:

1. Staff must use ID badges to gain access to building. Please do not forget. Constant interruption of the office staff delays the work of the office. **DO NOT PROP OPEN ANY DOORS WITH CARDBOARD OR OTHER ITEMS. THEY MUST REMAIN LOCKED WITH ONLY ID BADGE ACCESS. HELP KEEP YOUR SCHOOL SAFE.** Failure to comply will result in a conversation with administration.
2. Lock classroom doors when you are the last person to leave, either for lunch or at the end of the day.
3. Keep valuables **locked** in your desk or storage cabinet.
4. If you have trouble locking your door, notify the custodian immediately (with a copy to the principal).
5. **Do not allow a student to return to an empty classroom unescorted.**
6. Also see Identification Badges.
7. Also see Keys.

SOLICITATION POLICY

There shall be no solicitation on school grounds of or by students, teachers or staff for membership, contributions, or purchases in support of any organization other than Children's Memorial Scholarship Fund and United Way, or as determined by collective bargaining agreement.

SPECIAL SERVICES REFERRALS (CSE)

Referrals (CSE) of students for special services or possible handicapping conditions must be requested from the TCOSE.

1. If a student is being referred for the first time, permission is required in writing from the parent or guardian before the child can be tested.
A referral to the Intervention Team will serve as our pre-referral system.
3. When a parent requests testing. Immediately give the letter to the TCOSE and complete the CSE referral.
4. The CSE referral should be immediately submitted to the Special Education TCOSE.

5. See Special Education TCOSE, if you have questions.
6. Any student referred for a CSE must first follow the RTI process.

SPECIAL SUBJECTS

Special subject classes may not be canceled at any time without permission from the principal. Schedules for student participation in art, music, physical education and other out-of-homeroom activities should be honored at all times. These experiences are not to be used as a reward or punishment for students.

STAFF EXPECTATIONS

- Professional Behavior - It is expected that staff will conduct themselves in a professional manner at all times. While there is no official dress code, we request that all staff dress appropriately and serve as role models for our school community. Staff should refrain from eating and drinking in front of students. As perception of staff as professionals within the school community is based upon their actions, please adhere to the following policy developed by the Building Committee with regard to eating and drinking:
 - **No eating or drinking anything other than water in front of the students. You may eat and drink with the students during breakfast and lunch or when providing a snack to the classroom.**
- We ask that you not drink coffee or eat while in the hallways as well. Your demeanor and the way you conduct yourself is a representation of School 12. Please speak politely and respectfully to students, staff, parents and community visitors. Your actions are observed by peers, students and visitors at all times; please make the correct impression of our school climate.
- At the end of the day: it is requested that teachers meet in the hall or lounge area rather than in the main office.
- Teachers are asked not to leave until all of their students have left the building and you are certain they have all been dismissed to designated location. If you have a child who has not been picked up, fill out and follow instructions on the Late Child Pickup form. See *Dismissal* section on page 8 for detailed instructions.
- Please remember, School 12 is a workplace even when school is not in session (during Superintendent's Conference Days and the first and last days of school). Staff are not to bring their own children to work with them. In an emergency, you may put in a request for a personal day in advance.
- Students and children of staff members are not allowed to attend any faculty or staff meetings, trainings or other staff events.

STAFF LOUNGE

See Lunch Facilities (Staff).

STAFF MEETINGS

Announcements of meetings will appear in the "Duffy Dish" (e-bulletin). Meetings are voluntary but we encourage all staff members to attend to hear the information first-hand. RTA time will be allotted for any staff meetings held.

STUDENT HELPERS

Student helpers should not be sent during the instructional school day. Limit the number of kids and the time spent PER ROOM. Students need to be in the classrooms learning all day. They may only volunteer during non-instructional time.

SUBSTITUTES

Plan should be **kept on top of your desk along with a copy of your emergency sub plan**. Blue substitute folders will be supplied to subs at arrival. In the event that a substitute cannot be secured, an alternate plan will be implemented. Please welcome and extend yourself to substitutes. We need them and want our building to be a place where substitutes are eager to accept an assignment. If a substitute does not take reasonable suggestions or places students in a dangerous situation, you must report this to the school secretary. Administrators have an obligation to speak with substitutes before they leave the building if they are going to be asked not to return.

SUGGESTIONS

See Concerns.

SUPERVISION OF STUDENTS

1. It is the responsibility of all staff to supervise students. Teachers should be present in the building and in classrooms or supervising student entry by 7:30.
2. When teachers take their class to the playground they must sign out and back in at the office. Remember to take the playground radio in the event of an emergency. The role of the teacher is to supervise activities on the playground. Please do not take this opportunity to chat with a colleague who may also be at the playground. Supervision of children is your priority.

SUPPLY REQUESTS

1. All purchase requests require proper and updated forms.
2. Unauthorized purchases are not allowed. Any purchases made without the consent or signature of the principal becomes your responsibility to pay.
Do not place personal orders and have the merchandise or invoice sent to the school.

SUSPENSION

See Discipline Policy.

SWPBS

See Positive Behavior Supports.

TECHNOLOGY

Equipment repairs must follow a specific procedure. First, turn your computer off and restart it. If that does not correct the problem, contact the Help Desk at 262-8151.

All classes are equipped with Smart Boards. Contact the School Tech Team or HELP DESK with any problems regarding SmartBoards, Classroom desktop and Ipads.

Meagan Hennessy our Lead Instructional Technology Support teacher will supervise the computer lab schedules and provide professional development and support. For computer lab issues, please alert Meagan Hennessy and she will work with the Help Desk to coordinate repairs.

TELEPHONE CALLS

1. STAFF
 - Phones for staff use are available in each classroom for calling parents. Please make sure that the conversation happens when no other students are present and that the conversation is kept confidential.
 - Personal phone calls should only be made during breaks and lunch periods.

- All rules and procedures that apply to telephone usage in the building include the use of cellular phones.
2. STUDENT
- Students should not have access to telephones in classrooms without adult supervision.
 - Students should not be subjected to calling home in classrooms while other students are present.
 - Students should **not** be sent to the Main Office to make phone calls home.
 - Students should **not** answer calls to the classrooms.
 - Please enforce Building Committee Student cellphone policy.

TELEVISION & MOVIES

Viewing of television and movies must be an academic activity. It must be connected to the curriculum reflected in your daily plans for the day. District policy dictates that only G-rated movies can be shown. NO EXCEPTIONS!

TEXTBOOKS/COMMON CORE MATERIALS:

Please make arrangements with librarian to checkout materials needed for each domain/module. Books must be assigned to individual students for accountability purposes. All domain/module materials must be returned to librarian before materials for the next domain/module will be handed out.

TOYS AND OTHER DISTRACTORS

Children should leave toys at home. Toys should be confiscated and held by the teacher until the end of the day. This includes electronic games & devices, fidget spinners and sports equipment. On a second offense the teacher may confiscate the item and call a parent. If this becomes a pattern of behavior, the items may be handed to an administrator for a parent to pick-up.

UNIFORM POLICY

Please recognize students for wearing their uniforms with the Special UNIFORM DUCK BILL. Please enforce the student uniform policy as follows:

TOPS: Students will wear solid color tops in Light Blue, Navy, Purple or White. Tops must fit properly. Options include: Polo Shirts, T-shirts, Sweatshirts **without hoods**, Cardigans, Crew Neck Sweaters and Sweater vests, any type of School 12 attire.

BOTTOMS: Students will wear Navy, Black, or Khaki bottoms. Pants must fit properly at the waist. Options include: pants (no jeans), sweatpants, capris, shorts and skirts in appropriate lengths (fingertip rule applies), jumpers, and leggings (under skirts and shorts only, **not as pants with a top only**).

No label, designs, letters or numbers on any clothing. No exposed layering under shirts, except for long sleeves in winter. No open back sandals/shoes, flip flops, Adidas/Jordan Slides.

VALUABLES

Keep your purse or wallet locked in a closet or locked drawer. The school does not assume responsibility for lost or stolen articles. Notify the custodian immediately if you do not have a means of locking up personal valuables.

VISION

Please make sure to learn the School Vision Pledge and assist all students reciting daily on the AM announcements. Please add the below vision to all school (written and email) correspondence.

At James P. B. Duffy School No. 12, children, parents, staff and community members work together engaging the mind, developing the body and capturing the heart of our students to be academically ready, socially mature, responsible citizens.

En la Escuela #12, James P.B. Duffy, prometemos dedicar nuestras mentes, desarrollar nuestros cuerpos, y dirigir con nuestros corazones, para estar preparados académicamente, socialmente maduros y ser ciudadanos responsables

Volunteer Programs

All staff members are encouraged to participate in volunteer programs. Please complete all requests or surveys so we can match your needs to volunteer expertise.

Please make sure when you have a volunteer that you:

1. Welcome the volunteer to your classroom and make them feel at home.
2. Maintain frequent communication with your classroom expectations and instructional goals. Share how student is progressing in classroom and ask how student is doing in tutoring sessions.
3. All volunteers must submit a volunteer form to our School 12 Parent Liaison Susan Allen before working directly with students.

This can be as informal or formal as you design with the volunteer (e-mail also works great).

It is also an expectation that you will support the development of the next generation of leaders/student teachers by taking a college volunteer. The Principal or her designee will assign these.

WEAPONS

Weapons (real or toy) are prohibited from school.

Immediately inform an administrator if any child has a weapon, or brandished something as a weapon in school. Please discuss with your students what is considered a weapon, according to NYS and the possible consequences.

WORKERS' COMPENSATION

See *Accidents* section.

RCSD NOTICE OF NON-DISCRIMINATION

The Rochester City School District does not discriminate on the basis of an individual's actual or perceived race, color, religion, creed, ethnicity, national origin, citizenship status, age, marital status, partnership status, disability, predisposing genetic characteristics, sexual orientation, gender (sex), military status, veteran status, domestic violence victim status or political affiliation, and additionally does not discriminate against students on the basis of weight, gender identity, gender expression, and religious practices or any other basis prohibited by New York state and/or federal non-discrimination laws in employment or its programs and activities. The District provides equal access to community and youth organizations. Inquiries regarding the District's non-discrimination policies should be directed to:

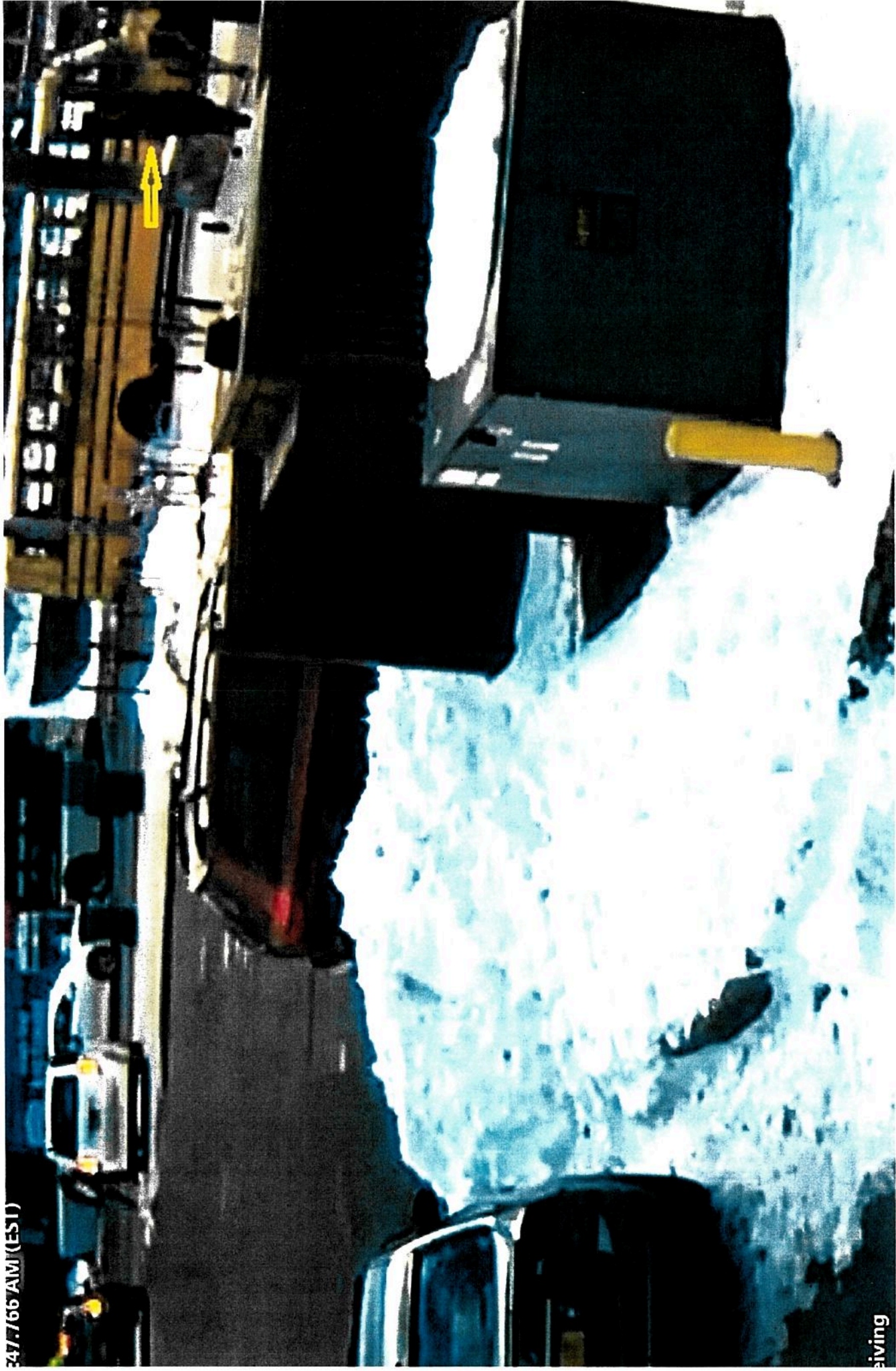
Chief, Human Capital Initiatives, Civil Rights Compliance Officer
131 West Broad Street
Rochester, New York 14614
(585) 262-8689

~mail: CivilRightsCompliance@rcsdk12.org

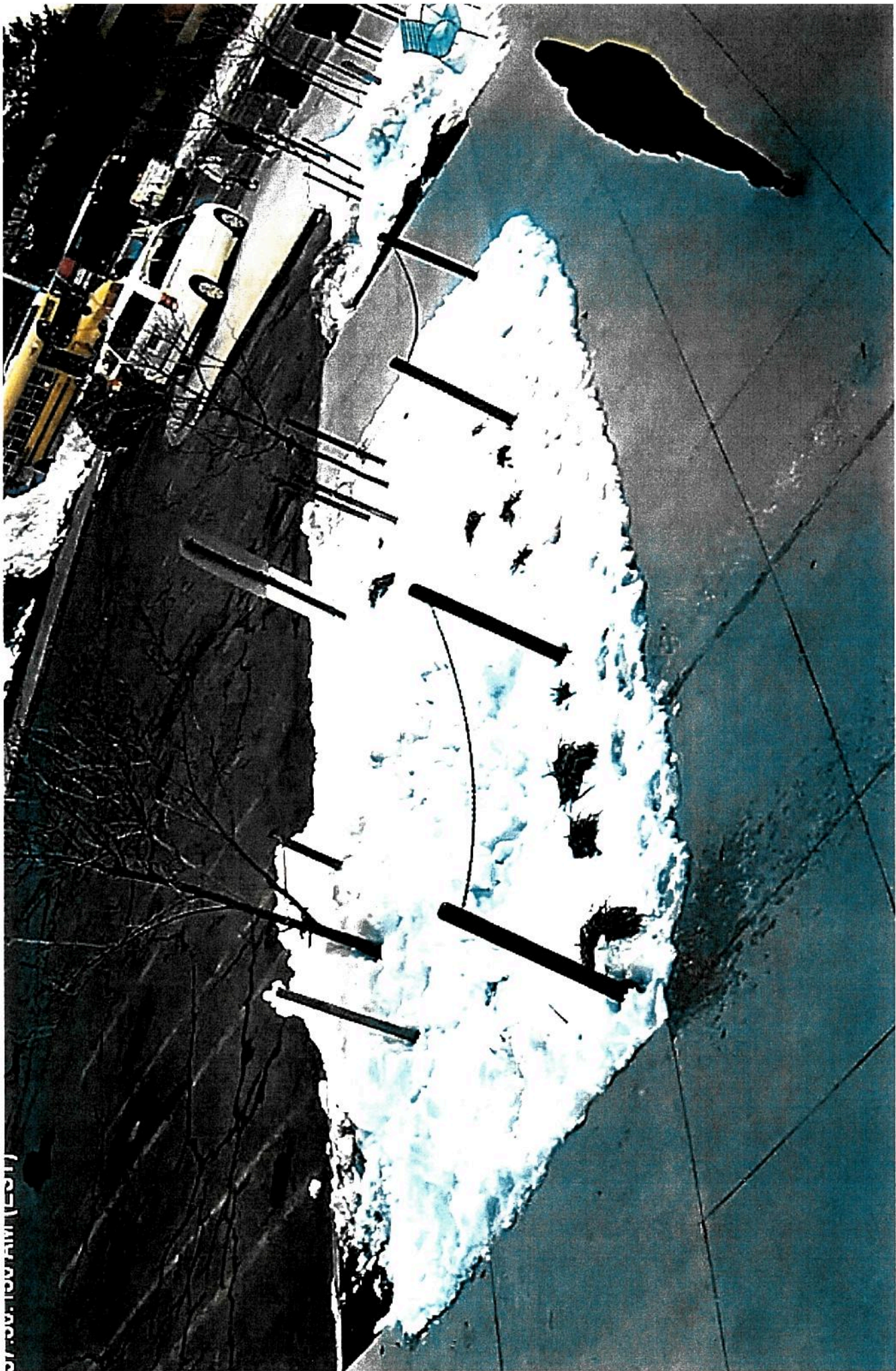
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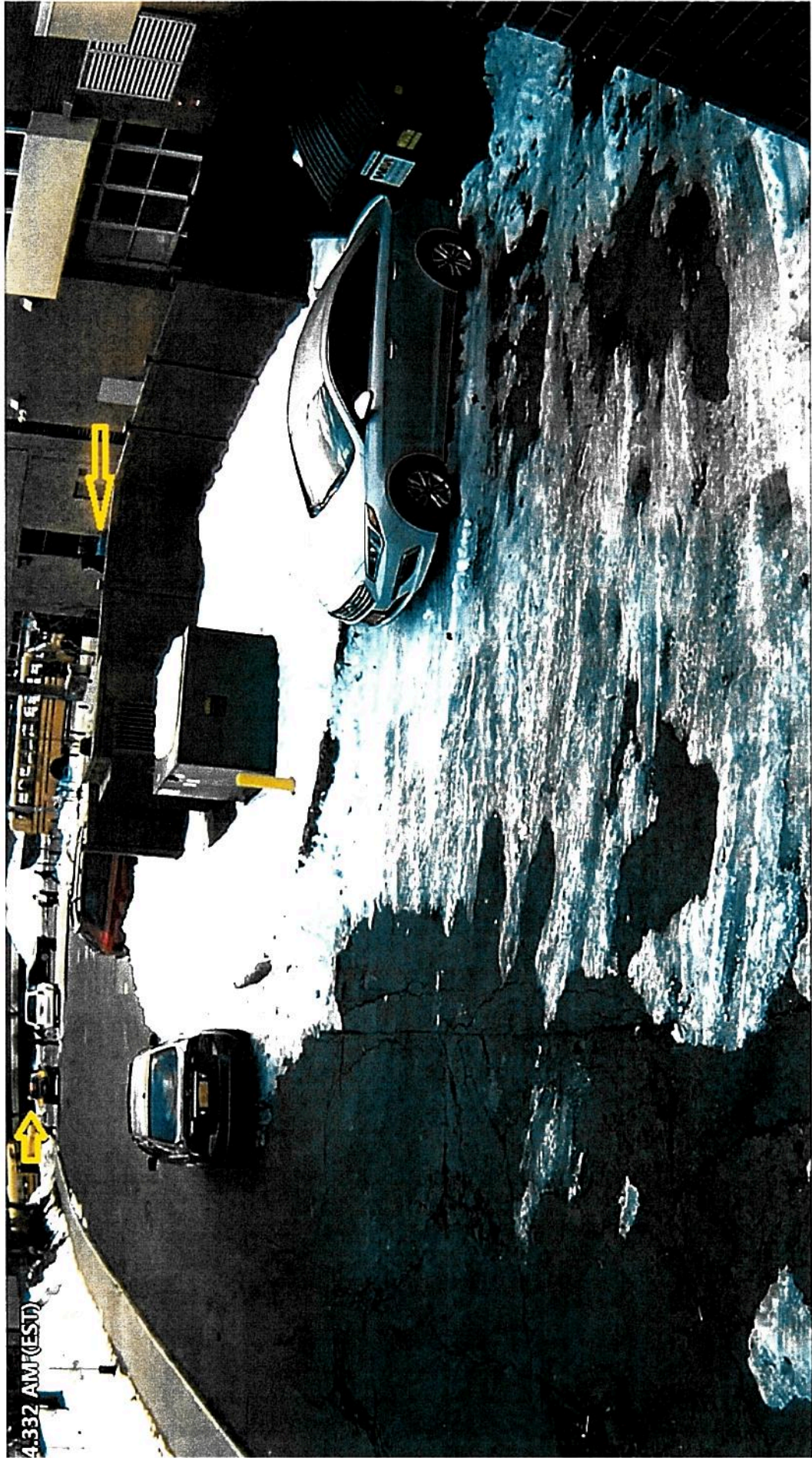
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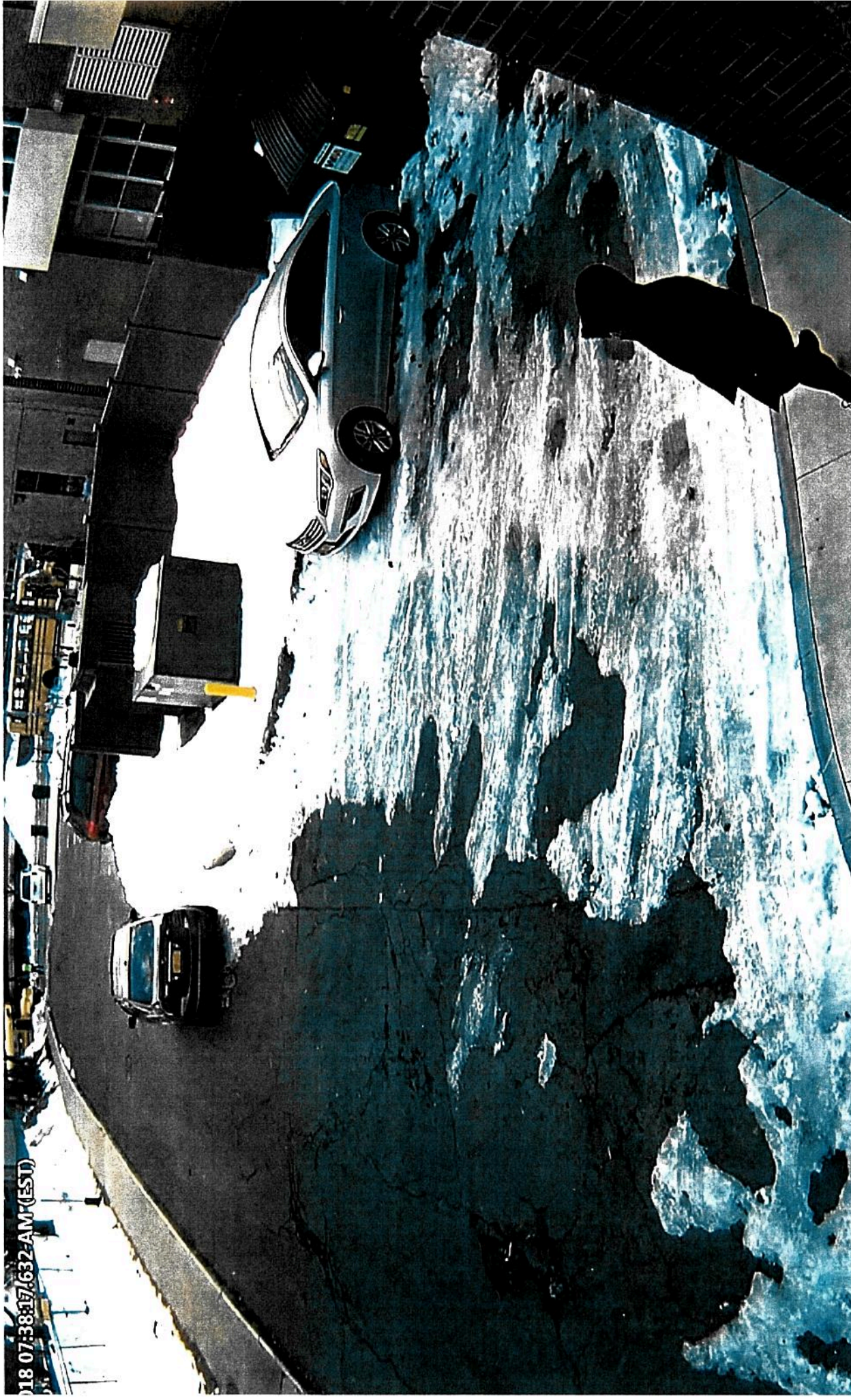
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APPENDIX

TIMELINE OF EVENTS¹

August 2009 through May 27, 2012

Trevyan Devon Rowe (“Trevyan”) was enrolled as a special education student at a school in Arkansas.

May 27, 2012 through April 4, 2013

Trevyan was enrolled as a special education student at a school in Texas.

April 8-15, 2013

On or about April 8, 2013, Trevyan was registered at Rochester City School District (“RCSD”) as a transfer student in third grade. He was initially enrolled as a general education student and did not receive any special education services. On or about April 9, 2013, RCSD requested transfer records from Trevyan’s prior school in Texas. On April 15, 2013, RCSD received a return facsimile indicating that Trevyan had been a special education student and received speech therapy in Texas. It does not appear that more complete records were ever received by RCSD from the school in Texas.

April 18, 2013 through May 1, 2013

On or about April 18, 2013, RCSD requested Trevyan’s transfer records from his prior school in Arkansas. On or about May 1, 2013, RCSD received lengthier records from his Arkansas school, including Trevyan’s prior Individualized Education Programs (“IEPs”) and psychological evaluations.

May 2013

An interim IEP was put into place for the remainder of Trevyan’s 2012-2013 school year, in which he is classified as learning disabled.

June 2013

Trevyan’s first Committee on Special Education (“CSE”) meeting through RCSD takes place, and he undergoes full diagnostic testing. Ultimately, Trevyan continues to be classified as having a learning disability, and in-school counseling services are not recommended despite past traumatic events. It is decided that Trevyan will be retained in the 3rd grade for the 2013-2014 school year.

November 2013

¹ It should be noted that many of the dates referred to herein are approximations, although attempts have been made to ensure that they are as accurate as possible based on the interviews conducted and documents provided in connection with this investigation.

In or about November of the 2013-2014 school year, Trevyan was referred to the Mobile Crisis Team at Strong Memorial Hospital. However, Trevyan was still not provided with school-based counseling at that time.

May 2014

Trevyan, who will be a 4th grader in the upcoming 2014-2015 school year, has his first re-evaluation at RCSD. His learning disabled classification is continued, and his next year's IEP neglects to take note of any mental health concerns.

October 2014

At a conference between Trevyan's mother, teachers, and the school social worker, it is decided that the social worker would help in getting Trevyan outside mental health counseling services. Although it appears that an appointment was made for Trevyan to attend an outside clinic, the RCSD staff interviewed did not believe that he ultimately received the recommended mental health services.

May 2015

Trevyan, who will be a 5th grader in the upcoming 2015-2016 school year, has an annual review of his IEP. His classification of learning disabled is again continued, and he still does not receive any in-school mental health counseling.

April 2016

Trevyan, who will be a 6th grader in the upcoming 2016-2017 school year, has another annual review of his IEP. According to the staff who supervise him, at various times over the span of his 5th grade year, Trevyan has wandered out of class and made verbal and written suicidal statements. At his CSE meeting, it is again decided that he will continue to be classified as learning disabled, and no in-school counseling services are recommended for the following school year.

Fall 2016

At some point during Trevyan's 2016-2017 school year, the Mobile Crisis Unit was called to School #12 in response to Trevyan making threats of self-harm and giving away his personal belongings to classmates. Trevyan is found to pose a danger to himself or others, and is taken to the hospital. As of October 2016, school staff were under the impression that Trevyan was waiting for a bed at an inpatient mental health center. On November 10, 2016, records indicate that Trevyan's mother took him to an outside medical provider, who recorded a diagnosis of "unspecified conduct disorder," and also recommended that he be evaluated for autism. The medical records from that November visit were sent to the school and placed in Trevyan's cumulative file.

December 22, 2016

Trevyan's mother brings Trevyan back to the same outside medical provider, who noted that Trevyan had still not been tested for autism, and "patient states he doesn't really want to hurt himself, but will say it when he is angry."

May 2017

Trevyan's next re-evaluation is scheduled to take place in May 2017, at the end of his 6th grade year. Several behavior assessment tests performed on him in preparation for that CSE meeting revealed scores in the "average" level for learning problems, whereas his anxiety and depression scores were in the highest "clinically significant" range. At the CSE meeting, though, it was decided that Trevyan would continue to be classified as learning disabled. Notably, for the first time, in-school psychological counseling services were recommended and ultimately added to his IEP as a "related service," but those services were not scheduled to begin until the following 2017-2018 school year.

September 2017

When Trevyan began 7th grade in the fall of 2017, he was assigned to a new special education teacher, who was completely unaware of the events discussed above and his history of suicidal ideation. When she reviewed his updated IEP, it described Trevyan as a student with a learning disability and said little, if anything, about his depression. Trevyan also began receiving in-school psychological counseling services from a social worker who had just started working at School #12.

September 20, 2017

An incident occurs at dismissal time, where Trevyan becomes very upset and it was reported to school staff that he attempted to run between the buses to harm himself. When the school safety officer caught up with Trevyan, Trevyan was extremely upset, said that he wanted to kill himself, and ultimately had to be physically escorted back into the building. Trevyan was evaluated by the social worker, who concluded that he had changed his statement to say that he did not actually want to harm himself. The Mobile Crisis Unit was called to evaluate Trevyan when he returned home, although school staff were not present when that evaluation occurred. The following entry appears in Trevyan's "Attends Action Report," which is a record of events maintained by RCSD: "Took Trevyan home from school after making mobile crisis call. Mother didn't come to door."

October 2, 2017

At a counseling session with the social worker, Trevyan reportedly perseverated on wanting to become a "terrorist."

October 3, 2017

Trevyan's special education teacher observed him writing the word "die" all over his paper during class. This is reported to the social worker and Trevyan's grade-level

administrator, and the following entry is made in Trevyan's "Attends Action Report": "Left message for mother as follow up to mobile crisis call."

October 26, 2017

A review of Trevyan's attendance record shows he was marked present at his first period class, but absent for the rest of the day.

October 27, 2017

Another incident occurs where Trevyan becomes upset in his special education class, runs out of the building, and exits school grounds at approximately 10:10 a.m. After approximately an hour, Trevyan returns to School #12, and reports that he had gone to a nearby cemetery. It does not appear that any suicide assessment forms were completed upon his return. The school social worker made the following entry in Trevyan's "Attends Action Report": "Met with mother because Trevyan left the school building today when angry. I provided her with community resources."

December 15, 2017

Trevyan becomes upset when his special education teacher instructs him to put away his personal belongings. He responds by throwing his belongings in the garbage can. After dismissal time, Trevyan's special education teacher informs the school social worker and grade level administrator, and it is decided that they will go to Trevyan's home to report what happened to his mother. Trevyan's mother is not at home, and the social worker makes the following entry in Trevyan's "Attends Action Report": "Went to home address after episode in school, mother not there, gave information to older sibling who said mother would call school."

February 1, 2018

This is Trevyan's 14th birthday. Trevyan was reportedly very excited about the gifts he had received for his birthday. He is described as beginning to participate more in his classes and appearing to be much happier in general around this time, although he continued to have trouble opening up at his individual counseling sessions.

March 8, 2018

Trevyan Rowe arrives at School 12 on March 8th via the school bus. He immediately turns right and heads northbound. Within seconds, he turns left and heads west along the library wall undetected. By 7:42 he has exited the school property into the woods. There are typically 6 people on "post" as the children get off the buses from 7:30-7:45 am. On the day of Trevyan's disappearance, two of the staff members that stand in front of exit 13, where 7th and 8th grade students enter the school (Trevyan included) called in sick. There was a substitute "post", but they were standing inside the school at Exit 13th. In addition, a parent was able to get into the school and she walked her child upstairs to his indoor suspension room. Assistant Principal typically stands outside and monitors the bus loop, but on March 8, she was trying to get the known interloping parent out of the school before she confronted a teacher. This prevented Assistant Principal from monitoring the bus loop on March 8th. The teacher that "patrols" the post next to the driveway entrance to the library

that is attached to the school is busy making sure children are able to cross the library driveway safely. Parents are prohibited from parking at the library (north entrance) for the purposes of dropping off their children. There is a designated driveway entrance and school entrance on the south end of the school for parents that drop off their children. Some parents continue to try and drop kids off at the north entrance. This results in the northern most post person having to look north to make sure students aren't hit by cars coming in and out of the library.

March 8, 7:38 am

Security cameras show Trevyan in the black hooded jacket in the library driveway after leaving bus loop, reportedly undetected.



March 8th, 2018 7:42 am

Photo below shows there is next to no staff outdoors monitoring students on bus loop



March 8th 2018 7:55 am

First period gym teacher marks Trevyan Rowe present in his class. Entry is made into the computer at 7:55 am.

March 8th shortly after 8am

Bystanders reported to 911 that a person was standing on a bridge over the Genesee River. Callers state there was a black male walking eastbound in the westbound lane. 911 center dispatched a state trooper. When state police arrive, no one is seen on the bridge and the call is cleared.

March 8th 2018 11am

Robo-call goes out for all students marked absent in the first period. Any robo-call being generated at 11 am is done solely based on a child being marked "absent". Had he been marked absent, a generated robo-call would have been sent to Trevyan's mother. This never happened.

March 8th 3:26 pm

A member of Trevyan's family, comes to the school at approximately 3:26 looking for Trevyan. They speak to staff who pages Trevyan to the front office. A special education teacher reports to office, speaks to Trevyan's family member, leaves office and begins looking around the property.

March 8th 3:29 pm

Staff contacts First Student Bus Service to find out if they have video footage of Trevyan on the bus.

March 8 3:47 pm

Assistant Vice Principal calls Trevyan's special education teacher to find out if he was in school. The special education teacher advises that he was not present in his 15:1 classes that day.

March 8 4:43 pm

After her afterschool program, Assistant Vice Principal goes downstairs to the Main Office and finds Trevyan's family and Trevyan's former special education teacher, but she states that she was unable to speak to them because she was in charge of the after school program.

March 8th 5:15 pm Police are contacted by the former special education teacher and Trevyan's family.

March 8th 5:30 pm

Assistant Vice Principal texts and calls to Trevyan's other teachers trying to get clarification as to whether or not Trevyan was in school that day.

March 8th 5:43 pm

Assistant Vice Principal contacts the school principal. Assistant Vice Principal notifies School Chief by voicemail. School Chief was in a board of education meeting and missed the voicemail message. Text is sent to School Chief telling her that one of our students is missing.

March 8th 5:44 pm

Police arrive. Police have Trevyan's sister on speaker phone. Sister advises police that Trevyan was very upset that he lost his cell phone and that if he didn't find his cell phone he would kill himself.

March 8th 6:07 pm

Assistant Vice Principal contacts gym teacher to see if Trevyan was in his class first period.

March 8th 6:58

School principal arrives at the school.

March 8th 7:09 pm

Call is made from school principal and Assistant Vice Principal to Director of Safety and Security Director of Security. Per Director of Security, she was under the influence of medication and she doesn't recall this conversation.

March 8th 7:21 pm

Rochester Police Department Officer asks AP Assistant Vice Principal and Principal to play certain clips of video on the security system at School #12. They call School Chief

and Police Officer advises School Chief that he is attempting to find a suicidal child. Permission to view video clips is granted.

March 8th 8:20 pm.

Director of Security sends out "blast" email to the executive cabinet. (Director of Security is off duty at this time. Although she has approved medical leave on this day, no one is assigned to take over her responsibilities or assist police during her absence.) Among other items in the e-mail, Trevyan's disappearance is referenced: ***"There is a missing School #12 student who rode the bus to school, but didn't come into the school. This evening it was reported that the student had lost his phone and made a comment if he didn't find it, he was going to kill himself. The police and the parents were working with the school administrators on this investigation."***

March 8th, 8:28 pm

Trevyan's family leaves School #12 to assist the police in searching for Trevyan. Special education teacher also leaves school to assist police.

March 8th 8:39 pm

Special Education teacher, along with Trevyan's family and police, search for him throughout the night. Police do not see video footage of Trevyan leaving school property until March 9th.

March 9th 7:30 am

Emergency Response Planning Coordinator first hears about the incident on the news. He then reports to Rochester City School Central Office at approximately 7:30. He spends the day reviewing the cameras from Central Office.

Afternoon of March 9th 2018

School is placed on lockdown with the assistance of Rochester PD in attempt to determine if Trevyan Rowe is hiding in the building.

March 9, 2018.

Video footage of Trevyan leaving school property is reported to police on March 9, 2018.

March 11, 2018. Trevyan's body is located in the Genesee River.

March 12th approximately 12pm

New York State Education Compliance Supervisor arrives at School 12 to begin review. She requests the Building Level Emergency Response Plan. She is provided with the plan for the school year 2016-2017. There was no access to the 2017-2018 school year building level emergency response team roster or procedures, which should have been in place on March 8th, 2018. Staff was unable to access the guidelines. These guidelines

were created in an on-line portal on October 15th, 2017, but were not able to be accessed by the necessary staff. Our investigation shows that the staff members listed on the emergency response roster were not contacted after Trevyan was reported missing. In addition to those individuals not responding, the post incident emergency team and plan were never activated or put in place.