

# Student Handbook



*P754X*

Jeffrey M. Rapport School, 75X754  
470 Jackson Avenue, Bronx, New York, 10455  
Tel: (718) 993-5581 Fax: (718) 585-4624

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## *754X Mission Statement*

At 754x, we support all students to achieve by educating the whole child. Our school seeks to accommodate all learners in a safe and productive environment. We work to prepare our students for the world after graduation where they are expected to apply new learning, and to adjust to new situations. By being cognizant of the learning needs of each student, we incorporate the strategies and methodologies to support achievement. We provide a standards based curriculum to all students, which offers multiple pathways to graduation, and transition to independent living.

In order to do this we welcome and celebrate all stakeholders, while emphasizing respect and collaboration, in a supportive, caring environment.

## *Educational Vision*

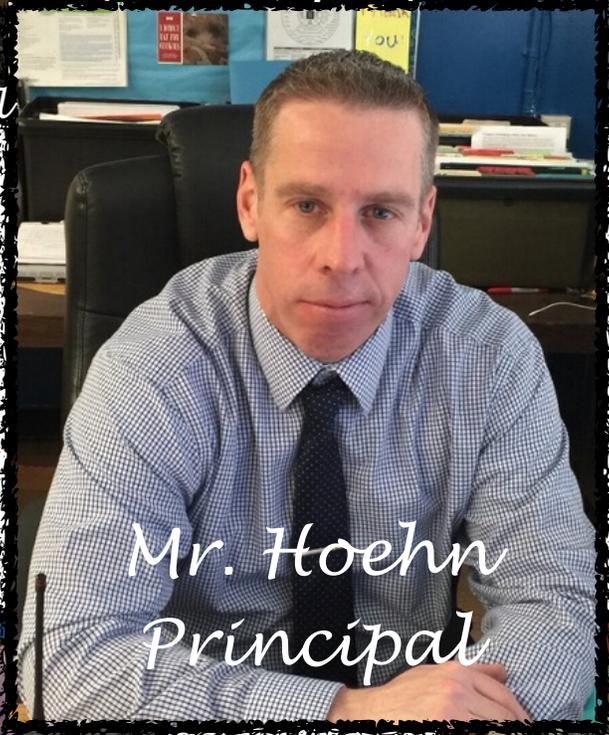
We are committed to providing students with the academic and social skills necessary to become productive citizens. We are dedicated to providing a rigorous and engaging curriculum that reflects the skills of a technology based 21st century workforce. As a community, we envision continual improvement of academic programs, social/emotional supports, pedagogy, and professional development.



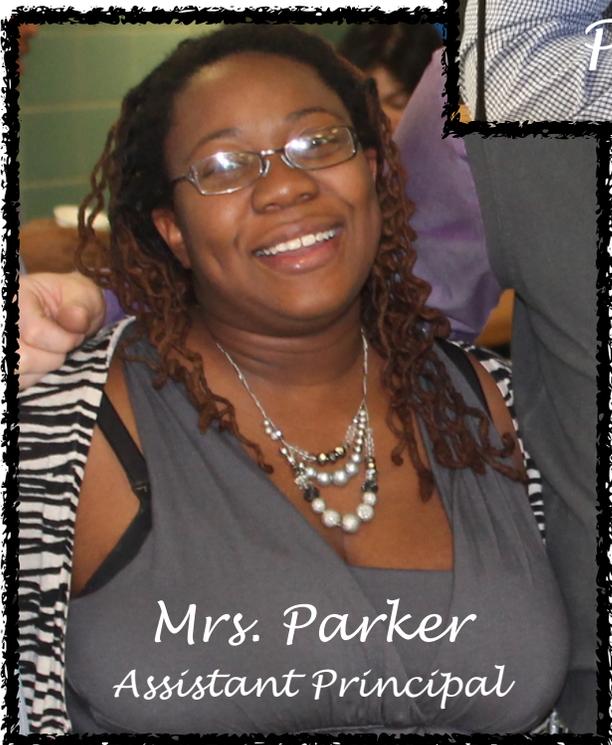
*Mr. Farley  
Assistant Principal*



*Mr. Fitzgerald  
Assistant Principal*



*Mr. Hoehn  
Principal*



*Mrs. Parker  
Assistant Principal*



*Mrs. Rivera  
Assistant Principal*

## **The 754X Staff Believe:**

- Every child can learn
- Education is the shared responsibility of the school, students, family, and community
- We must prepare students to become life-long learners
- Our society needs adults that contribute positively, and the school should provide the skills necessary for students to become productive world citizens
- Career/College readiness can be obtained at 754X
- Students most effectively realize their potential when their physical, emotional, and mental needs are considered
- Students have the right to responsible, competent, caring adult leadership

## **Responsibilities of 754X High School Students:**

- Respect the inherent human dignity, worth, and rights of every individual
- Attend school daily, and be prepared and on time to all classes
- Become actively involved in one's education in preparation for adult life
- Express opinions and ideas in a respectful manner
- Dress so as not to interrupt or interfere with the educational process
- Be aware of and follow all rules and regulations regarding student behavior and conduct
- Study diligently and strive for the best possible level of academic achievement
- Assist in the maintenance and improvement of the school environment by preserving school property and exercising the utmost care while using school facilities
- Take an active part in the improvement of the school community

## **Common Classroom Expectations:**

- Comply with all school rules and those stated in the Chancellor's Discipline Code
- Demonstrate respect continually in classrooms and hallways; use appropriate language
- Be inside your next class by the time the second transition bell rings
- Be prepared for each of your classes on a daily basis / Ensure that you bring the appropriate supplies to school each and every day
- Never be out of area without an escort, unless you are on level (See PBIS incentives)



**KEEP  
CALM  
&  
FOLLOW  
THE RULES**



**Department of  
Education**  
*Dennis M. Walcott, Chancellor*

**Division of Students with Disabilities & English Language Learners**



*Gary Hecht  
Superintendent*

**Principal**  
Daniel Hoehn

**Assistant Principals**  
Jeffrey Farley  
Jeffrey Fitzgerald  
Jeneca Parker  
Elizabeth Rivera

**Dear Parents,**

I want to take this opportunity to clarify the cell phone policy that 754X has chosen to implement here at our main site.

754X collects electronics while students scan into the building, and will distribute them back to the students at 2:30 during dismissal. Metro Card students hand in their electronic device to Ms. Rivera while their attendance is taken, and Bussing students hand in their phone to Mr. Farley as they enter the building. At dismissal, Metro Card students retrieve their electronics at room 100 as they exit the building, and Bussing students are given back their electronic as they get on the bus. Students are expected to comply with the rules and policies set forth in the P754X Cell Phone Policy that was distributed to the students, and discussed in February's assembly. This policy was also mailed home in March. In order for this process to run smoothly, students must adhere to the rules.

If a student attempts to sneak in an electronic, then a call home will be made. If they attempt to sneak it in again, then a parent conference will be conducted. The third time a student attempts to sneak in an electronic, they will lose the privilege of having the school hold it for them for the duration of the school day.

Students cannot get their electronic back early unless they are being picked up by a parent. If a student becomes aggressive while demanding their electronic back early, then they will lose the privilege of being able to store it in the school for the day. As explained in Chancellor Farina's cell phone policy press release, it is up to the school to set the boundaries and rules regarding electronic collection, and a strict no-tolerance policy is to be enforced to ensure compliance. If a student becomes aggressive while waiting on line for their electronic, then they will lose the privilege of having the school hold their electronic for the duration of the school day. We strive to avoid confrontations at dismissal, and aggressive behavior can jeopardize the well being of the other students and staff present at dismissal.

Please speak to your child regarding these rules, and thank you for your continued assistance in ensuring a safe and productive academic environment.

Sincerely,

**Jeff Fitzgerald**  
Assistant Principal

Jeffrey M. Rapport School, 75X754  
470 Jackson Avenue, Bronx, New York, 10455  
Tel:(718) 993-5581 Fax:(718) 585-4624

**i**



**C- Communicate**

**A-Attend**

**R-Respect**

**E-Excel**

## *What is iCARE?*

iCARE is the PBIS (Positive Behavior Intervention Support) system unique to P754X. It was developed with the collaboration of staff, students, and parents.

iCARE stands for:

**i**

**C- Communicate**

**A-Attend**

**R-Respect**

**E-Excel**

iCARE is a point based system that allows you to earn incentives and recognition for positive behavior. You or your para will carry “iCARE Signature Cards” at all times. At the end of each class, you will receive a full signature, half signature, or no signature based upon the iCARE Family Values Matrix. One signature is worth one point, a half signature is worth half a point (.5), and no signature is worth 0 points. The more signatures and points you earn, then the more rewards and privileges you get! On the next page, some common questions new students have about iCARE and PBIS are answered. If you have anymore questions, just ask a staff member and they will make sure you get an answer.



## ***Why does 754X have a PBIS system?***

At 754X we want all of our students to excel academically. Sometimes a student may be disruptive in class, and that can be frustrating to everyone. If you're not behaving and paying attention, then you're not learning. Positive Behavior Intervention Support (PBIS) is a system that allows 754X to focus on the positive behaviors in classroom, and then sets up a reward system that allows you to get prizes and privileges just for doing what you're supposed to be doing in school: behaving and learning.

## ***How do I get the rewards and privileges?***

Looking at the iCARE Family Values Matrix, you will see that there are four categories, one for each letter. If you display values in 3 or 4 of the 4 categories, then you earn a signature. If you only display 1 or 2 of the values, then you earn half a signature. If you have an off period and didn't display any of the qualities of the Family Values Matrix, or if you were not present, then a no signature mark is given. The iCARE Family Values Matrix is displayed on the following pages. By collecting enough signatures, you reach the different levels of iCARE. Each level comes with more rewards and responsibilities.

## ***When do I get my card signed?***

The last five minutes of class time your teacher should be going over how the lesson went, and signing the cards before you leave for your next class. If your teacher doesn't sign your card, make sure you remind them so you don't miss out on iCARE's great rewards.

## ***Where do I get my card? And who keeps it?***

It will be the teacher's responsibility to give you a card. If you don't get one from your homeroom teacher, then make sure you ask for it. Some students carry their cards themselves, while others ask their paraprofessional to carry it for them. If you feel you're responsible enough, then you should be carrying it so you can make sure you earn those blue and gold cards.

# iCARE Family Values Matrix

i	Cooperate	Attendance	Respect	Excel
Class	<ul style="list-style-type: none"> <li>• Work together</li> <li>• Follow classroom rules/directions</li> <li>• Raise hand</li> </ul>	<ul style="list-style-type: none"> <li>• Arrive on time</li> <li>• Stay in class</li> <li>• Listen to other's view point</li> </ul>	<ul style="list-style-type: none"> <li>• Take responsibility for your actions</li> <li>• Use appropriate language</li> <li>• Observe personal space</li> <li>• Ask permission to leave</li> </ul>	<ul style="list-style-type: none"> <li>• Complete assignments</li> <li>• Participate in class</li> <li>• Give your best effort</li> <li>• Daily improvement</li> </ul>
Hallway	<ul style="list-style-type: none"> <li>• Follow staff directions</li> <li>• Walk directly to your next class</li> <li>• Stay to your right</li> <li>• Observe first 10 and last 10</li> </ul>	<ul style="list-style-type: none"> <li>• Arrive to class on time</li> <li>• Follow your schedule</li> <li>• Should only be in halls with escort or during transition</li> </ul>	<ul style="list-style-type: none"> <li>• Keep volume moderate</li> <li>• Displays are for looking</li> <li>• Keep it clean, trash in cans, no spitting</li> <li>• Keep hands/feet to self</li> </ul>	<ul style="list-style-type: none"> <li>• Pants at waist</li> <li>• Make good choices</li> <li>• Encourage others to make good choices</li> </ul>
Cafeteria	<ul style="list-style-type: none"> <li>• Garbage in cans</li> <li>• Wait to be called</li> <li>• Use table manners</li> <li>• Follow staff direction</li> </ul>	<ul style="list-style-type: none"> <li>• Keep your place in line</li> <li>• Stay in cafeteria</li> <li>• Keep an orderly line</li> <li>• Take seat upon entry</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate volume</li> <li>• Walk to lunch line</li> <li>• Listen to staff</li> <li>• Hands/feet to self</li> <li>• Use positive language</li> </ul>	<ul style="list-style-type: none"> <li>• Take only what you'll eat/drink</li> <li>• Leave café clean</li> <li>• Maintain lunch etiquette</li> </ul>
Arrival & Dismissal	<ul style="list-style-type: none"> <li>• Follow scanning procedures</li> <li>• Give hat to crisis</li> <li>• Present ID</li> <li>• Leave electronics out of school</li> </ul>	<ul style="list-style-type: none"> <li>• Arrive on time</li> <li>• Go to cafeteria by 7:55am</li> <li>• Be in first period by 8:10</li> <li>• Remain in class till 3pm</li> </ul>	<ul style="list-style-type: none"> <li>• Keep your place</li> <li>• Hands/feet to self</li> <li>• Be willing to cooperate</li> </ul>	<ul style="list-style-type: none"> <li>• Arrive early for success</li> <li>• Wait patiently for metro card or bus to be called</li> </ul>
Auditorium	<ul style="list-style-type: none"> <li>• Remain quite</li> <li>• Remain seated</li> <li>• Follow directions</li> </ul>	<ul style="list-style-type: none"> <li>• Sit with your class</li> <li>• Volunteer when necessary</li> <li>• Wait to be excused</li> <li>• Walk orderly</li> </ul>	<ul style="list-style-type: none"> <li>• Use positive language</li> <li>• Appropriate response to show</li> <li>• Hands, feet and objects to self</li> <li>• Listen closely</li> </ul>	<ul style="list-style-type: none"> <li>• Help others in need</li> <li>• Applaud to show some love</li> <li>• Be a leader</li> <li>• Treat performers well</li> </ul>

# iCARE

## REWARDS CHART

### WEEKLY

Level 1/ STAR:

30-35 Signatures

1. Change signature card to Blue for following week
  2. Written recognition on "Shout Out Board"
  3. Access to student cafe.
  4. Workforce students have access to clubs.
- 

Level 2/ALL-STAR:

36-40 Signatures

All of the above PLUS

1. Change signature card to Gold for the following week
2. Mission Academy students may attend Workforce clubs.
3. Hallway access with hall pass, as opposed to an escort.

### MONTHLY

144 Signatures

1. Raffle for \$15 gift card (footlocker, NBA, McD's, BK, Wendy's)
2. Access to iCARE Theater
3. Perfect Attendance luncheon at Café

### SEMI MONTHLY

288 Signatures

1. All of the above PLUS
2. School excursion (movie theater, zoo, museum, ball game)
3. Full Fare Metro (For metro students)

An End Of Year Trip has been scheduled and is being planned for students that consistently make level for the first 9 school months

The Jeffrey M. Rapport  
**iCARE**  
 Student Pass Card



Week: \_\_\_\_\_

Name: \_\_\_\_\_

Class: \_\_\_\_\_

	THURS	FRI	MON	TUES	WED
1					
2					
3					
4					
5					
6					
7					
8					

WEEKLY GOAL:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**SAMPLE**



# *After-School Activities*





## *754x Basketball Team*

Monday and Wednesdays 3-5 pm

Students are given the opportunity to play on an organized team where they will learn sportsmanship and how to work together. As the season progresses the team will compete against other schools in various competitions.

In order to participate students must have exemplary attendance and academics.



CHAMPS Program Tuesdays and Thursdays 3-5 pm

CHAMPS offers a variety of athletics for students to experience in a friendly and fun atmosphere. Basketball games, weight room, and volleyball are some of the experiences offered during CHAMPS.



# The Garden Club

In collaboration with a number of outside organizations, 754x is proud to offer a gardening club. Students grow plants from seeds, maintain the garden, build chicken coops, raise chickens, feed worms and get outside.



Seed Savers  
EXCHANGE



The Nature  
Conservancy



# Academic Clubs

## *Title III Afterschool:*

Tuesdays and Thursdays 3-5pm.

Open to ESL/Bilingual Students and Families. Work on your English, reading, and writing skills, while you and your family learn to cook healthy meals at home.

## *Regents Prep:*

Stay after school to prepare for your Regents exams. With exams in Living Environment, Earth Science, Math, English Language Arts, and Social Studies, there is plenty to prepare for. Ask your Assistant Principal for details to participate!

## *PBIS Meeting*

Mondays 3-5 pm

The PBIS committee uses the iCARE system to reward positive student behavior. Any student wishing to help influence the direction that the school is going in, or simply wanting their voice to be heard and to help make a difference, is more than welcome to attend PBIS Committee meetings. Come help make 754X great!

# Shops

*At 754X we not only pride ourselves on our academics, but also on our ability to prepare our students for jobs in the working world. We offer a variety of shops that impart practical hands-on skills to our students.*



## Auto Shop

*Learn how to safely use the various tools required for auto maintenance and repair. As you progress, you will move from simple auto skills such as rotating tires, to more complex jobs like brake repair.*

## Bike Shop

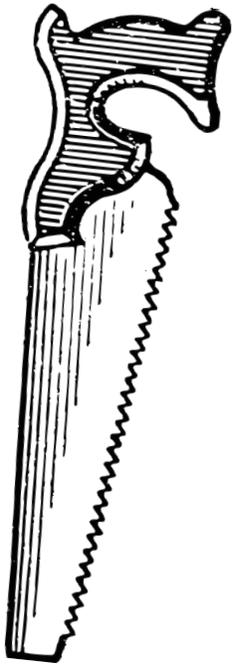
*After completing basic tools and safety requirements, students will learn to repair broken bicycles, as well as build their own bike from scratch.*





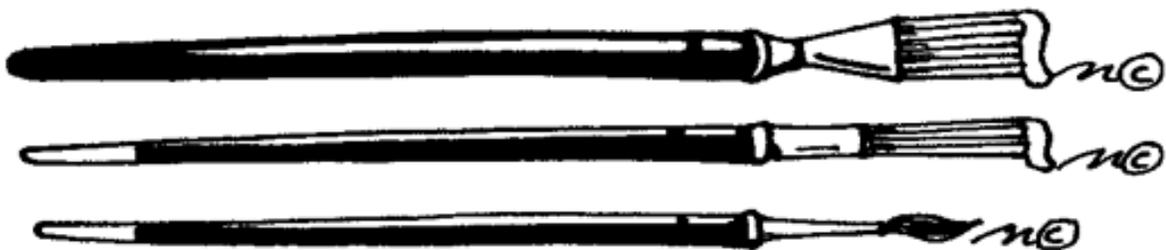
## Woodworking

Woodworking is a course designed to introduce students to general woodworking practices. Students will expand their knowledge and experience through various projects, lessons, and vocabulary. Students will be expected to learn about and safely use hand tools, power tools, and woodworking machinery. The projects are designed to give students as much experience as possible by using many different machines and tools.



## Art

Students will learn various art techniques and concepts, building upon any previous skills so that they can gain confidence in their hand-on art skills while strengthening their project development skills. Student art work will be displayed prominently throughout the first floor.





## Print Shop

Students will learn how to use graphic design software so that they can modify and create images. Students will be given printing and design assignments, such as how to create business cards or advertisements, and will be able to translate these skills into a finished product.



## Dance

Students will immerse themselves in different cultures, learning about their histories through the different dances that have come to represent them. Students will then complete a research project based upon a culture of their choice, learning their customs and dances, being able to demonstrate that dance and express their understanding of it's origins and the meaning behind it.



# P754X PROTOCOLS



**PROCEDURES FOR ALL**

# P754X PROTOCOLS

## **Assembly Protocol:**

- 1) Unless otherwise stated by your teacher, assemblies will begin 2<sup>nd</sup> period.
- 2) Mission students will enter with their class and proceed to the left hand side of the auditorium.
- 3) Workforce students will enter with their class and proceed to the right hand side of the auditorium.
- 4) Stay with your teacher and sit with your class. If you attempt to walk around or sit out of area, you may be removed from the auditorium.
- 5) Show respect to the performers and behave appropriately for high school students.
- 6) Listen to the directives given at the end of the assembly for dismissal.
- 7) Enjoy the show!

## **Half Day Protocol:**

All students will follow the regular schedule through 3<sup>rd</sup> period.

### ***Workforce Academy:***

- 1) At the beginning of fourth, report to your official homeroom to gather your belongings.
- 2) Your teacher will escort you to the cafeteria to have lunch.
- 3) Lunch will be served immediately. Bussing students will stay in the cafeteria. Metro students will go over to Exit G at 11:15 to be issued their metro cards.

### ***Mission Academy:***

- 1) Mission students will report to their 4<sup>th</sup> period class, as usual.
- 2) At 11 am, report to your homeroom to retrieve your belongings.
- 3) Homeroom teachers will escort students down to the cafeteria for dismissal.
- 4) After lunch, bussing students remain in the cafeteria. Metro students can go over to Exit G at 11:15 to be dismissed.

## **Student Dismissal:**

- 1) Bussing is conducted in the cafeteria on a daily basis. You will hear an announcement at 2:30 directing you to report to bussing. Go down to the cafeteria with your paraprofessional and sit at you assigned table while you wait for your bus to be called.
- 2) Dismissal for metro students will be conducted at 2:45 at Exit G by room 100. Your 8<sup>th</sup> period teacher should escort you down at that time. There will be two lines, one for electronics, and one for metro cards. If you need to collect your electronic, enter the electronic line, and after retrieving your possession, get in the metro card line. If you don't have an electronic, go straight to the metro card line to collect your metro card and leave the building.

## Fire Drill Protocol:

- 1) When you hear the fire bell, listen to your teacher's directives, and follow your class out of the nearest exit.
- 2) Once outside, stay with your class and cross the street. Stay on the sidewalk and wait for directives.
- 3) Once the clear signal has been given, you will be directed back inside.
  - If you are on Concord, you will be directed to line up from the main entrance down towards 145<sup>th</sup> street.
  - If you are on Jackson Avenue, you will be directed to walk with your class down to 145<sup>th</sup> street so that you can proceed to join the other classes on line on Concord.
  - Be patient as everyone has to be scanned back in.



# **GRADUATION REQUIREMENTS & EXAMINATIONS**

# Students with Disabilities: Credit Requirements

# GRADUATION REQUIREMENTS

For students entering 9th grade in 2015

	Local and Regents Diploma	Advanced Regents Diploma
	<b>MINIMUM REQUIREMENTS<sup>1</sup></b>	
English Language Arts (ELA)	8	8
Math Including at least 2 credits of advanced math (e.g., Geometry or Algebra II)	6	6
Social Studies <i>Distributed as follows:</i> Global History (4) U.S. History (2) Participation in Government (1) Economics (1)	8	8
Science (including labs) <i>Distributed as follows:</i> Life Science (2) Physical Science (2) Life Science or Physical Science (2)	6	6
Languages Other Than English (LOTE) <sup>2</sup>	2	6 <sup>3</sup>
Visual Art, Music, Dance, and/or Theater	2	2
Physical Education Every year, distributed in specific patterns	4	4
Health	1	1
Electives	7	3
<b>Total</b>	<b>44</b>	<b>44</b>

<sup>1</sup> The number of credits required for State-approved Career and Technical Education (CTE) sequences varies depending on the specific program of study. Students may therefore be required to earn more than 44 total credits in order to graduate with a CTE endorsement. Students in CTE programs should ask their schools about these requirements.

<sup>2</sup> A student whose IEP indicates a disability which adversely affects his or her ability to learn a language may be exempted from these requirements.

<sup>3</sup> Students completing Arts or CTE endorsements to the Advanced Regents diploma are required to complete only 2 credits of LOTE. See reverse for more information about these endorsements.

Toward College and Career Readiness	
Students must earn the credits listed to the left in order to receive a Local, Regents, or Advanced Regents diploma. Completing the additional courses listed below can support students in successfully transitioning to college or the workplace.	
Courses that Support College and Career Readiness	
<b>SUBJECT-SPECIFIC COURSE SEQUENCES</b>	<b>ADVANCED COURSES</b>
<ul style="list-style-type: none"> <li>• Math: 8 Regents-level credits, including a sequence that consists of at least the following:                             <ul style="list-style-type: none"> <li>– Algebra I</li> <li>– Geometry</li> <li>– Algebra II</li> </ul> </li> <li>• Science: 8 Regents-level credits, including a sequence that consists of at least three of the following:                             <ul style="list-style-type: none"> <li>– Living Environment</li> <li>– Chemistry</li> <li>– Physics</li> <li>– An AP science course</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– Advanced Placement (AP) courses</li> <li>– International Baccalaureate (IB) courses</li> <li>– Courses for college credit such as College Now or CUNY Early College</li> </ul>
Alternative Exiting Credentials	
Alternative exiting credentials are not equivalent to a high school diploma. Students who receive these credentials are eligible to continue attending school until they earn a high school diploma or until the end of the full school year in which they turn 21 (whichever occurs first). These credentials may only be awarded after at least 12 years of education, excluding kindergarten. For more information on these credentials, students should ask their schools.	
Career Development and Occupational Studies Commencement Credential (CDOS)	Skills and Achievement Commencement Credential
Recognizes student preparation for entry-level work through mastery of the CDOS learning standards. Students with IEPs who participate in standard New York State assessments may receive this credential upon completion of a career plan, employability profile, and 216 hours of career preparation experiences, including at least 54 hours of work-based learning. This credential may be awarded as an endorsement to a diploma or as the sole exiting credential.	Recognizes students' skills and achievements in academics, career development, and other foundations needed for post-school living, learning, and working. This credential may only be awarded to students with severe cognitive disabilities who participate in the New York State Alternate Assessment (NYSAA).

# Students with Disabilities: Examination Requirements

# GRADUATION REQUIREMENTS

For students entering 9th grade in 2015

	Local Diploma (Safety Net) <sup>5</sup>	Regents Diploma	Advanced Regents Diploma
<b>REGENTS EXAM<sup>4</sup></b>	<b>MINIMUM REQUIREMENT</b>		
English Language Arts (ELA)	55+	65+	65+
Math	55+ on one math exam: • Algebra I, • Geometry, OR • Algebra II	65+ on one math exam: • Algebra I, • Geometry, OR • Algebra II	65+ on three math exams: • Algebra I, • Geometry, AND • Algebra II
Social Studies	55+ on one social studies exam: • US History OR • Global History & Geography	65+ on one social studies exam: • US History OR • Global History & Geography	65+ on one social studies exam: • US History OR • Global History & Geography
Science	55+ on one science exam: • Living Environment, • Earth Science, • Chemistry, OR • Physics	65+ on one science exam: • Living Environment, • Earth Science, • Chemistry, OR • Physics	65+ on Living Environment AND one other science exam: • Earth Science, • Chemistry, OR • Physics
Languages Other Than English (LOTE)	Not required	Not required	65 + on one NYC LOTE exam <sup>6</sup>
+1 Option	55+ on any additional Regents exam or State-approved +1 assessment	65+ on any additional Regents exam or State-approved +1 assessment	65+ on any additional Regents exam or State-approved +1 assessment

<sup>4</sup> Other assessments approved by the New York State Education Department may fulfill the +1 exam option as well as replace a required exam. Students should ask their schools about the availability of these assessment options.

<sup>5</sup> Safety Net eligible students may graduate with scores as low as 45 on certain exams, so long as those scores are compensated for by a score of 65 or above on another exam. For more information, students should ask their schools about the compensatory score option.

<sup>6</sup> Students completing an Arts or CTE endorsement to the Advanced Regents diploma and students whose IEPs indicate a disability that affects their ability to learn a language are not required to take the LOTE exam.

**NOTE:** The Local diploma option is available to students with IEPs, students with 504 plans specifying Safety Net eligibility, and students with disabilities who were declassified while in grades 8–12 whose last IEPs specify Safety Net eligibility.

## DIPLOMA ENDORSEMENTS

Students may earn diploma endorsements recognizing the successful completion of additional courses and exams.

Arts Endorsement	CTE Endorsement	Honors Designation	Mastery in Math	Mastery in Science	Service Endorsement
Students must complete 10 credits in one art form (visual arts, music, dance, or theater) and pass the corresponding arts assessment. The total number of credits may exceed 44.	Students in approved CTE programs must meet alternative credit and assessment requirements. The total number of credits varies by sequence and may exceed 44.	Students must earn an average of 90 or higher on the required Regents exams for the diploma they are earning.	Students must score 85 or higher on each of the three math Regents exams and complete the requirements for the Advanced Regents diploma.	Students must score 85 or higher on each of three science Regents exams and complete the requirements for the Advanced Regents diploma.	Students must complete 100 hours of community service in high school, either independently, through service-learning, or as part of a school-led service program.

### Toward College and Career Readiness

Students must earn passing scores on the exams listed to the left in order to receive a Local, Regents, or Advanced Regents diploma. Earning higher scores on these exams, taking additional exams, and achieving diploma endorsements can support students in successfully transitioning to college or the workplace.

### Achievements that Support College and Career Readiness

- Earn any of these scores to enter a four-year CUNY college and/or avoid remediation at CUNY Community Colleges:

#### Reading and Writing

- English Regents exam score of 75+
- SAT Critical Reading score of 480+
- ACT English score of 20+
- CUNY Assessment Test in Reading score of 70+ and Writing Test score of 56+

#### Math

- Any Math Regents exam score of 80+ AND a passing grade in Algebra II/Trig or a higher level math course
- Common Core-aligned Algebra I Regents exam score of 70+ AND a passing grade in Algebra II/Trig or a higher level math course
- Math SAT score of 500+
- ACT Math score of 21+
- CUNY Assessment Test in Math I score of 45+
- CUNY Assessment Test in Math II score of 40+

- Earn a score of 3+ on any Advanced Placement (AP) Exam
- Earn a score of 4+ on any International Baccalaureate (IB) Exam
- Pass a course that earns college credit with a “C” or higher
- Earn an Advanced Regents diploma
- Earn a CTE diploma endorsement and/or pass an industry-recognized technical assessment for licensure and/or certification
- Earn an Arts diploma endorsement

# Students with Disabilities: Credit Requirements

Students with disabilities must be provided with meaningful access to a program of study aligned to high school learning standards so they can pursue the highest diploma option possible.

	Local or Regents Diploma	Advanced Regents Diploma
	MINIMUM OF CREDITS	NUMBER OF CREDITS
English	8	8
Social Studies <i>Distributed as follows:</i> Global History (4) U.S. History (2) Participation in Government (1) Economics (1)	8	8
Science (including lab) <i>Distributed as follows:</i> Life Science (2) Physical Science (2) Life Science or Physical Science (2)	6	6
Mathematics Including at least 2 credits of advanced math (e.g., Geometry or Algebra II).	6	6
Language Other Than English (LOTE)*	2	6
Visual Art, Music, Dance, and/or Theater	2	2
Physical Education (Every Year)	4	4
Health	1	1
Elective	7	3
<b>Total</b>	<b>44</b>	<b>44</b>

**Skills and Achievement Commencement Credential:** This credential recognizes students' skills, strengths, and levels of independence in academic, career development, and foundation skills needed for post-school living, learning, and working. This credential may only be awarded to students with severe disabilities who participate in the New York State Alternate Assessment (NYSAA) after at least 12 years of education, excluding kindergarten. For more information, see <http://tinyurl.com/nys-sacc>.  
These credentials are not equivalent to a high school diploma. Students who receive these credentials are eligible to continue attending school until earning a high school diploma or until the end of the school year of their 21st birthday (whichever occurs first).

\* A student whose IEP indicates a disability which adversely affects his or her ability to learn a language may be exempted from these requirements. In addition, students completing Arts or CTE endorsements to the Advanced Regents diploma are required to complete only 2 credits of LOTE and are not required to take the LOTE exam. See reverse for more information about these endorsements. For more information about LOTE policies, see <http://tinyurl.com/LOTEFAQ>.

\*\*Students completing Arts or CTE endorsements to the Advanced Regents diploma are required to complete only 2 credits of LOTE and are not required to take the LOTE exam. See reverse for more information about these endorsements.



# GRADUATION REQUIREMENTS

For students with disabilities entering 9th grade in 2014

**Look Ahead**

In addition to earning a high school diploma, students can prepare for college and careers by successfully completing:

**Subject-Specific Sequences**

**Science:** Eight (8) Regents-level credits, including a sequence that consists of at least three of the following: Living Environment, Chemistry, Physics, or AP Science

**Mathematics:** Eight (8) Regents-level credits, including a sequence that consists of at least the following: Algebra I, Geometry, and Algebra II

**Advanced Courses**

- Advanced Placement (AP) courses
- Courses for college credit such as College Now or CUNY Early College
- International Baccalaureate (IB) courses
- NYCDOE-certified College Preparatory Courses\*\*

**Alternative Exiting Credentials (available to students with IEPs)**

**Career Development and Occupational Studies Commencement Credential:** This credential recognizes student preparation for entry-level work through achievement of the Career Development and Occupational Studies (CDOS) learning standards. Students with IEPs who participate in standard New York State assessments may receive this credential upon completion of a career plan, employability profile, and 216 hours of career preparation experiences, including at least 54 hours of work-based learning. The CDOS Commencement Credential may only be awarded as an endorsement to a diploma or as the sole exiting credential after at least 12 years of education, excluding kindergarten. For more information, see <http://tinyurl.com/nys-cdos>.

**Skills and Achievement Commencement Credential:** This credential recognizes students' skills, strengths, and levels of independence in academic, career development, and foundation skills needed for post-school living, learning, and working. This credential may only be awarded to students with severe disabilities who participate in the New York State Alternate Assessment (NYSAA) after at least 12 years of education, excluding kindergarten. For more information, see <http://tinyurl.com/nys-sacc>.  
These credentials are not equivalent to a high school diploma. Students who receive these credentials are eligible to continue attending school until earning a high school diploma or until the end of the school year of their 21st birthday (whichever occurs first).

\* A student whose IEP indicates a disability which adversely affects his or her ability to learn a language may be exempted from these requirements. In addition, students completing Arts or CTE endorsements to the Advanced Regents diploma are required to complete only 2 credits of LOTE and are not required to take the LOTE exam. See reverse for more information about these endorsements. For more information about LOTE policies, see <http://tinyurl.com/LOTEFAQ>.

\*\*Students completing Arts or CTE endorsements to the Advanced Regents diploma are required to complete only 2 credits of LOTE and are not required to take the LOTE exam. See reverse for more information about these endorsements.

**Examination Requirements** →

# GRADUATION REQUIREMENTS

For students with disabilities entering 9th grade in 2014

## Students with Disabilities: Examination Requirements

REGENTS EXAM	Local Diploma (Safety Net) <sup>◇</sup>	Regents Diploma	Advanced Regents Diploma
	MINIMUM SCORES		
Common Core English Language Arts (ELA) <sup>†</sup>	Alternative score <sup>^</sup>	Passing score <sup>^</sup>	Passing score <sup>^</sup>
Common Core Math <sup>†</sup>	Alternative score <sup>^</sup> on <u>one</u> math exam: • Algebra I, • Geometry, OR • Algebra II	Passing score <sup>^</sup> on <u>one</u> math exam: • Algebra I, • Geometry, OR • Algebra II	Passing score <sup>^</sup> on all <u>three</u> math exams: • Algebra I, • Geometry, AND • Algebra II
Global History and Geography	55 +	65 +	65 +
U.S. History and Government	55 +	65 +	65 +
Science	55+ on <u>one</u> science exam: • Living Environment, • Earth Science, OR • Chemistry, OR • Physics	65+ on <u>one</u> science exam: • Living Environment, • Earth Science, OR • Chemistry, OR • Physics	65+ on <u>two</u> science exams: • Living Environment, AND • Earth Science, OR • Chemistry, OR • Physics
NYC Language Other Than English (LOTE) Exam*	Not required	Not required	65 +

### Look Ahead

In addition to earning a high school diploma, students can demonstrate college and career readiness through the following achievements:

- Earn a score of 3+ on any Advanced Placement (AP) Exam
- Pass a course that earns college credit with a "C" or higher
- Earn an Advanced Regents diploma
- Earn a CTE diploma endorsement and/or pass an industry recognized technical assessment for licensure and/or certification
- Earn an Arts diploma endorsement
- Earn a score of 4+ on any International Baccalaureate (IB) Exam

### Common Core Regents Exams

- † Starting in 2013-14, New York State is aligning the ELA and math Regents exams to Common Core standards.
  - Students who enter grade 9 in 2013-14 or thereafter must pass the Common Core aligned ELA Regents exam.
  - Students who begin studying high school math (typically Algebra) in 2013-14 or thereafter must pass the Common Core aligned math Regents exam(s).
- Through January 2015 only, students may take both the Common Core and non-Common Core math Regents exams; the higher score may be used to fulfill graduation requirements.
- For more information about Common Core standards, see <http://schools.nyc.gov/Academics/CommonCoreLibrary/ForFamilies/default.htm>.
- <sup>^</sup> Passing scores, alternative scores for students with disabilities, and college readiness indicators for these Regents exams will be determined after June 2014. See <http://www.p12.nysed.gov/assessment/hsgen>.

<sup>◇</sup> The local diploma option is available to students with IEPs, students with 504 plans specifying Safety Net eligibility, and students with disabilities who were declassified while in grades 8-12 whose last IEP specifies Safety Net eligibility.

**Diploma Endorsements:** Students may earn diploma designations recognizing the successful completion of additional courses and exams.

- **Arts endorsement:** Students must complete 10 credits in one art form (visual arts, music, dance, or theater) and pass the corresponding arts assessment. Students earning an arts endorsement to the Advanced Regents diploma are required to earn 2 LOTE credits and are not required to pass the LOTE exam.
- **CTE endorsement:** Students in approved CTE programs must meet alternative credit and assessment requirements. The number of total credits varies by sequence and may exceed 44. Students earning an arts endorsement to the Advanced Regents diploma are required to earn 2 LOTE credits and are not required to pass the LOTE exam.
- **Honors designation:** Students must earn an average of 90 or higher on the required Regents exams for their diploma type. As the Common Core Regents exams are introduced, the New York State Education Department may determine new score requirements for this endorsement.
- **Mastery in Math (Advanced Regents diploma only):** Students must score 85 or higher on each of the three math Regents exams. The New York State Education Department may determine new score requirements for this endorsement for the Common Core Regents exams.
- **Mastery in Science (Advanced Regents diploma only):** Students must score 85 or higher on each of three science Regents exams.
- **Career Development and Occupational Studies (CDOS) endorsement:** This can be awarded as an endorsement on an Advanced, Regents, or Local diploma for students with disabilities only, by meeting the diploma requirements and the CDOS requirements. See <http://tinyurl.com/nys-cdos>.

\* A student whose IEP indicates a disability which adversely affects his or her ability to learn a language may be exempted from these requirements. For more information, see <http://tinyurl.com/LOTEFAQ>.

# Credit Requirements

Students with disabilities must be provided with meaningful access to a program of study aligned to high school learning standards so they can pursue the highest diploma option possible.

	Local or Regents Diploma	Advanced Regents Diploma
	<b>MINIMUM</b>	<b>NUMBER OF CREDITS</b>
<b>English</b>	8	8
<b>Social Studies</b> <i>Distributed as follows:</i> Global History (4) U.S. History (2) Participation in Government (1) Economics (1)	8	8
<b>Science (including lab)</b> <i>Distributed as follows:</i> Life Science (2) Physical Science (2) Life Science or Physical Science (2)	6	6
<b>Mathematics</b> Including at least 2 credits of advanced math (e.g., Geometry or Algebra II).	6	6
<b>Language Other Than English (LOTE)</b>	2	6*
<b>Visual Art, Music, Dance, and/or Theater</b>	2	2
<b>Physical Education (Every Year)</b>	4	4
<b>Health</b>	1	1
<b>Elective</b>	7	3
<b>Total</b>	44	44

**Skills and Achievement Commencement Credential:** This credential recognizes students' skills, strengths, and levels of independence in academic, career development, and foundation skills needed for post-school living, learning, and working. This credential may only be awarded to students with severe disabilities who participate in the New York State Alternate Assessment (NYSAA) after at least 12 years of education, excluding kindergarten. For more information, see <http://tinyurl.com/nys-sacc>.

These credentials are not equivalent to a high school diploma. Students who receive these credentials are eligible to continue attending school until earning a high school diploma or until the end of the school year of their 21st birthday (whichever occurs first).

\* Students completing Arts or CTE endorsements to the Advanced Regents diploma are required to complete only 2 credits of LOTE and are not required to take the LOTE exam. See reverse for more information about these endorsements.

\*\* To learn more about NYCDOE-certified College Preparatory Courses, visit <http://schools.nyc.gov/Accountability/tools/report/default.htm>.



Examination Requirements →

Summary of NYSED Regulation 100.5. Current as of May 2013. Visit [www.p12.nysed.gov/bart100/pages/1005.html](http://www.p12.nysed.gov/bart100/pages/1005.html).

# GRADUATION REQUIREMENTS

For students with disabilities entering 9th grade in 2013

## Look Ahead

In addition to earning a high school diploma, students can prepare for college and careers by successfully completing:

### Subject-Specific Sequences

**Science:** Eight (8) Regents-level credits, including a sequence that consists of at least three of the following: Living Environment, Chemistry, Physics, or AP Science

**Mathematics:** Eight (8) Regents-level credits, including a sequence that consists of at least the following: Algebra I, Geometry, and Algebra II

### Advanced Courses

- Advanced Placement (AP) courses
- Courses for college credit such as College Now or CUNY Early College
- International Baccalaureate (IB) courses
- NYCDOE-certified College Preparatory Courses\*\*

### Alternative Exiting Credentials (available to students with IEPs)

**Career Development and Occupational Studies Commencement Credential:** This credential recognizes student preparation for entry-level work through achievement of the Career Development and Occupational Studies (CDOS) learning standards. Students with IEPs who participate in standard New York State assessments may receive this credential upon completion of a career plan, employability profile, and 216 hours of career preparation experiences, including at least 54 hours of work-based learning. The CDOS Commencement Credential may only be awarded as a supplement to a diploma or as the sole exiting credential after at least 12 years of education, excluding kindergarten. For more information, see <http://tinyurl.com/nys-cdos>.

**Skills and Achievement Commencement Credential:** This credential recognizes students' skills, strengths, and levels of independence in academic, career development, and foundation skills needed for post-school living, learning, and working. This credential may only be awarded to students with severe disabilities who participate in the New York State Alternate Assessment (NYSAA) after at least 12 years of education, excluding kindergarten. For more information, see <http://tinyurl.com/nys-sacc>.

These credentials are not equivalent to a high school diploma. Students who receive these credentials are eligible to continue attending school until earning a high school diploma or until the end of the school year of their 21st birthday (whichever occurs first).

\* Students completing Arts or CTE endorsements to the Advanced Regents diploma are required to complete only 2 credits of LOTE and are not required to take the LOTE exam. See reverse for more information about these endorsements.

\*\* To learn more about NYCDOE-certified College Preparatory Courses, visit <http://schools.nyc.gov/Accountability/tools/report/default.htm>.

# GRADUATION REQUIREMENTS

For students with disabilities entering 9th grade in 2013

## Examination Requirements

	Local Diploma (Safety Net) <sup>†</sup>	Regents Diploma	Advanced Regents Diploma
REGENTS EXAM	MINIMUM SCORES		
Common Core English Language Arts (ELA) <sup>†</sup>	Alternative score <sup>^</sup>	Passing score <sup>^</sup>	Passing score <sup>^</sup>
Common Core Math <sup>†</sup>	Alternative score <sup>^</sup> on <u>one</u> math exam: • Algebra I, • Geometry, OR • Algebra II	Passing score <sup>^</sup> on <u>one</u> math exam: • Algebra I, • Geometry, OR • Algebra II	Passing score <sup>^</sup> on all <u>three</u> math exams: • Algebra I, • Geometry, AND • Algebra II
Global History and Geography	55 +	65 +	65 +
U.S. History and Government	55 +	65 +	65 +
Science	55+ on <u>one</u> science exam: • Living Environment, • Earth Science, • Chemistry, OR • Physics	65+ on <u>one</u> science exam: • Living Environment, • Earth Science, • Chemistry, OR • Physics	65+ on <u>two</u> science exams: • Living Environment, AND • Earth Science, • Chemistry, OR • Physics
NYC Language Other Than English (LOTE) Exam	Not required	Not required	65 +

**Look Ahead**  
In addition to earning a high school diploma, students can demonstrate college and career readiness through the following achievements:

- Earn a score of 3+ on any Advanced Placement (AP) Exam
- Pass a course that earns college credit with a "C" or higher
- Earn an Advanced Regents diploma
- Earn a CTE diploma endorsement and/or pass an industry recognized technical assessment for licensure and/or certification
- Earn an Arts diploma endorsement
- Earn a score of 4+ on any International Baccalaureate (IB) Exam

**Common Core Regents Exams**

<sup>†</sup>Starting in 2013-14, New York State is aligning the ELA and math Regents exams to Common Core standards.

- Students who enter grade 9 in 2013-14 or thereafter must pass the Common Core aligned ELA Regents exam.
- Students who begin studying high school math (typically Algebra) in 2013-14 or thereafter must pass the Common Core aligned math Regents exam(s).

For June and August 2014 only, students may fulfill exam requirements with either the Common Core or non-Common Core ELA and math Regents exams. For more information about Common Core standards, see <http://schools.nyc.gov/Academics/CommonCoreLibrary/ForFamilies/default.htm>.

<sup>^</sup>Passing scores, alternative scores for students with disabilities, and college readiness indicators for these Regents exams will be determined after June 2014. See <http://www.p12.nysed.gov/assessment/hsgen/>.

<sup>†</sup> The local diploma option is available to students with IEPs, students with 504 plans specifying Safety Net eligibility, and students with disabilities who were declassified while in grades 8-12 whose last IEP specifies Safety Net eligibility.

**Diploma Endorsements:** Students may earn diploma designations recognizing the successful completion of additional courses and exams.

- **Arts endorsement:** Students must complete 10 credits in one art form (visual arts, music, dance, or theater) and pass the corresponding arts assessment. Students earning an arts endorsement to the Advanced Regents diploma are required to earn 2 LOTE credits and are not required to pass the LOTE exam.
- **CTE endorsement:** Students in approved CTE programs must meet alternative credit and assessment requirements. The number of total credits varies by sequence and may exceed 44. Students earning a CTE endorsement to the Advanced Regents diploma are required to earn 2 LOTE credits and are not required to pass the LOTE exam.
- **Honors designation:** Students must earn an average of 90 or higher on the required Regents exams for their diploma type. As the Common Core Regents exams are introduced, the New York State Education Department may determine new score requirements for this endorsement.
- **Mastery in Math (Advanced Regents diploma only):** Students must score 85 or higher on each of the three math Regents exams. The New York State Education Department may determine new score requirements for this endorsement for the Common Core Regents exams.
- **Mastery in Science (Advanced Regents diploma only):** Students must score 85 or higher on each of three science Regents exams.

# Students with Disabilities: Credit Requirements

Students with disabilities who are entitled to attend school pursuant to Education Law Section 3203 or 4202(5)

	Regents Diploma or Local Diploma	Advanced Regents Diploma
	MINIMUM NUMBER OF CREDITS	
English	8	
Social Studies	8	
Global History	4	
U.S. History	2	
Economics	1	
Participation in Government	1	
Science (including lab)	6*	
Life Science	2	
Physical Science	2	
Life Science or Physical Science	2	
Mathematics	6*	
Languages Other Than English (LOTE)	2	6**
Visual Art, Music, Dance, and/or Theater	2^	
Health and Physical Education	5	
Physical Education	4	
Health Education	1	
Elective	7	3
Total	44	44

### Diploma Endorsements

- Students may earn an **Honors designation** on the Regents or Advanced Regents Diploma if they achieve a 90+ average on required Regents exams.
- ^Students may earn an **Arts endorsement** to the Regents or Advanced Regents Diploma if they complete 10 credits in one art form (dance, music, theater, or visual arts) and pass the corresponding Arts assessment.
- Students enrolled in New York State-approved Career and Technical Education (CTE) Programs must meet alternative credit and assessment requirements to earn a **CTE diploma endorsement**.

### Look Ahead

In addition to earning a high school diploma, students can prepare for college and careers by successfully completing:

#### Subject-specific Sequences

**Science:** 8 Regents-level credits, including a sequence that consists of at least three of the following: Living Environment, Chemistry, Physics, or AP Science

**Mathematics:** 8 Regents-level credits, including a sequence that consists of at least the following: Integrated Algebra, Geometry, and Algebra 2/Trigonometry^^

#### Advanced Courses

- Advanced Placement (AP) courses
- Courses for college credit such as College Now or CUNY Early College
- International Baccalaureate (IB) courses
- NYCDOE-certified College Preparatory Courses^^^

### IEP Diploma

As indicated in NYS Commissioner's Regulation 100.9, a student with a disability who achieves the learning standards-based educational goals as specified on his/her current IEP may become eligible to receive a High School Individualized Education Program (IEP) Diploma either at the end of the school year in which s/he attains the age of 21 or upon parent and/or student request at the conclusion of twelve years of school attendance or substantially equivalent education elsewhere.

While an IEP 'diploma' is recognition of an individual student's achievement of his or her educational goals based on the appropriate level of the learning standards as specified in the student's current IEP, it is not a standards-based diploma and not recognized in this State as equivalent to a regular high school diploma. Therefore, a student who exits school with an IEP diploma, and not a regular diploma, is likely to experience limitations in his/her post-secondary education opportunities and employability.

The IEP Diploma will be accompanied by a written statement of assurance that the student shall continue to be eligible to attend public school until the student has earned a high school diploma or until the end of the school year of such student's 21st birthday, whichever is earlier.

Effective July 1, 2013, the IEP Diploma will no longer be an available option for any student. Instead, students who are alternately assessed (NYSAA) may be eligible to earn a skills and achievement credential. For more information, please visit: [www.p12.nysed.gov/specialized/publications/iepdiploma.htm](http://www.p12.nysed.gov/specialized/publications/iepdiploma.htm).

\* No more than 4 credits may be awarded for any commencement-level math or science course designed to culminate in a Regents exam.

\*\* Students completing Arts or CTE endorsements to the Advanced Regents Diploma are only required to complete 2 credits of a language other than English and are not required to take the LOTE Exam.

\*\*\* A student identified as having a disability which adversely affects the ability to learn a language may be excused from this requirement if such student's IEP indicates that such requirement is not appropriate. Such student need not have a sequence in a language other than English but must meet the 44 credit requirement.

^^ Students admitted into CUNY programs for fall 2013 who do not pass these courses may be required to take non-credit bearing remediation classes (see [www.cuny.edu/academics/testing/cuny-assessment-tests/faqs.html#1](http://www.cuny.edu/academics/testing/cuny-assessment-tests/faqs.html#1)). These requirements are subject to change and may vary by campus. Visit [www.cuny.edu/prepare](http://www.cuny.edu/prepare) for admissions information.

^^^ To learn more about NYCDOE-certified College Preparatory Courses, visit: [schools.nyc.gov/Accountability/tools/report/default.htm](http://schools.nyc.gov/Accountability/tools/report/default.htm).

# GRADUATION REQUIREMENTS

For students entering 9th grade in 2008, 2009, 2010, 2011, and 2012

## Students with Disabilities: Examination Requirements†

	Local Diploma Pass 5 Regents Exams and/or 6 RCTs****	Regents Diploma Pass 5 Regents Exams	Advanced Regents Diploma Pass 8 Regents Exams	Look Ahead  In addition to earning a high school diploma, students can demonstrate college and career readiness through the following achievements:  2012-13 City University of New York (CUNY) Minimum Indicators of College Readiness*^	Additional Measures
	<b>MINIMUM SCORES</b>				
<b>Comprehensive English Regents Exam</b>	55+ on Regents or Passing RCT in Reading and RCT in Writing	65 +	65 +	Earn a <b>75+</b> on English Regents Exam *^	<ul style="list-style-type: none"> <li>Earn 3+ on any Advanced Placement (AP) Exam</li> <li>Pass a course that earns college credit with a "C" or higher</li> <li>Earn an Advanced Regents diploma</li> <li>Earn a CTE diploma endorsement and/or pass industry recognized technical assessment for licensure and/or certification</li> <li>Earn an Arts diploma endorsement</li> <li>Earn 4+ on any International Baccalaureate (IB) Exam.</li> </ul>
<b>Mathematics Regents Exams***</b>	55+ on one Math Regents Exam or Passing RCT in Mathematics	65 + on any Math Regents Exam	65 + on: <ul style="list-style-type: none"> <li>Integrated Algebra</li> <li>Geometry AND</li> <li>Algebra 2/ Trigonometry</li> </ul>	Earn <b>80+</b> on at least one applicable Math Regents Exam *^	
<b>Global History and Geography Regents Exam</b>	55+ on Regents or Passing RCT in Global History and Geography	65 +	65 +		
<b>U.S. History and Government Regents Exam</b>	55+ on Regents or Passing RCT in U.S. History and Government	65 +	65 +		
<b>Science Regents Exam</b>	55+ on Regents (any Science) OR Passing RCT in Science	65 + on any Science Regents Exam	65 + on: <ul style="list-style-type: none"> <li>Living Environment AND</li> <li>Chemistry, Earth Science, or Physics</li> </ul>		
<b>Languages Other Than English (LOTE) Exam</b>			65 +		

Students with disabilities who are entitled to attend school pursuant to Education Law Section 3203 or 4202(5)

† Students may meet exam requirements for a Regents diploma by attaining certain scores on other types of examinations, such as Advanced Placement examinations, SAT Subject tests, and others. Students earning an Advanced Regents diploma and/or a diploma with an Honors designation may use up to two NYSED-approved alternative exams towards the diploma.

\*^ Students may also demonstrate college readiness by meeting alternative CUNY testing requirements, including the SAT, ACT, and CUNY Assessment Test (CAT). Students admitted into CUNY programs for fall 2013 who do not meet these requirements may be required to take non-credit bearing remediation classes. (See [www.cuny.edu/academics/testing/cuny-assessment-tests/faqs.html#1](http://www.cuny.edu/academics/testing/cuny-assessment-tests/faqs.html#1)). These requirements are subject to change and may vary by campus. Visit [www.cuny.edu/prepare](http://www.cuny.edu/prepare) for admissions information.

\*\*\* Students who have passed Mathematics A or Mathematics B Regents Exams should refer to previous graduation requirements for alternative testing requirements. Mathematics A and Mathematics B were last administered in January 2009 and June 2010, respectively.

\*\*\*\* Note: The RCT option is available only to students with disabilities who first entered grade 9 prior to the September 2011-12 school year. Students may pass all Regents, all RCTs, or a combination of both. However, if a student is using an RCT score towards the fulfillment of the Local diploma requirement, he or she must have taken the corresponding required Regents Exam in that subject and scored less than 55.

# STUDENTS WITH DISABILITIES

STUDENTS ENTERING 9TH GRADE IN SEPTEMBER 2008, SEPTEMBER 2009, SEPTEMBER 2010, AND SEPTEMBER 2011 • (Students with disabilities who are entitled to attend school pursuant to Education Law Section 3202 or 4202(5))

	Local Diploma	Regents Diploma	Advanced Regents Diploma	IEP Diploma
<b>CREDIT REQUIREMENTS</b>	<b># OF CREDITS</b>	<b># OF CREDITS</b>	<b># OF CREDITS</b>	
English	8	8	8	As indicated in NYS Commissioner's Regulation 100.9, a student with a disability may become eligible to receive a High School Individualized Education Program (IEP) Diploma after meeting one of the following two criteria:  1. Student is at the end of the year in which he/she attains the age of twenty-one and has achieved the educational goals based on the appropriate level of the learning standards, established by the commissioner, as specified in the student's current IEP.  OR  2. Upon application of the student or the student's parent, at any time after the student has attended school or has received a substantially equivalent education elsewhere for at least twelve years, excluding Kindergarten, and has achieved the educational goals based on the appropriate level of the learning standards established by the commissioner as specified in the student's current IEP.
Social Studies	8	8	8	
Global History	4	4	4	
American History	2	2	2	
Economics	1	1	1	
Participation in Government	1	1	1	
Science (including lab)	6	6	6	
Life Science	2	2	2	
Physical Science	2	2	2	
Life Science or Physical Science	2	2	2	
Mathematics	6	6	6	
Visual Art, Music, Dance, and/or Theater†	2	2	2 <sup>^</sup>	
Second Language*	2	2	6 <sup>**</sup>	
Health and Physical Education	5	5	5	
Physical Education	4	4	4	
Health Education	1	1	1	
Electives	7	7	3	
<b>Total</b>	<b>44</b>	<b>44</b>	<b>44</b>	

† Effective June 2007 students must earn two credits in the arts (visual art, music, dance, and/or theater).

<sup>^</sup> Students seeking a Regents Diploma with Advanced Designation through the Arts must complete 10 credits in one art form (dance, music, theater, or visual arts) and pass the corresponding Arts exit exam.

	Local Diploma Pass 5 Regents and/or 6 RCTs <sup>‡</sup>	Regents Diploma Pass 5 Regents	Advanced Regents Diploma Pass 8 Regents
<b>REGENTS EXAM REQUIREMENTS</b>	<b>SCORE</b>	<b>SCORE</b>	<b>SCORE<sup>***</sup></b>
Comprehensive English	55 or above on Regents or Passing RCT <sup>‡</sup> in Reading and RCT <sup>‡</sup> in Writing	65 or above	65 or above
Mathematics	Passing RCT <sup>‡</sup> in Mathematics or	1 Exam	2 Exams or 3 Exams
Integrated Algebra	55 or above or	65 or above or	65 or above <sup>***</sup> or
Math A	55 or above or	65 or above or	65 or above <sup>***</sup> and
Math B	55 or above or	65 or above or	65 or above <sup>***</sup> or
Geometry	55 or above or	65 or above or	65 or above <sup>***</sup> and
Algebra 2/Trigonometry	55 or above	65 or above	65 or above <sup>***</sup>
Global History and Geography	55 or above on Regents or Passing RCT <sup>‡</sup> in Global History and Geography	65 or above	65 or above
U.S. History and Government	55 or above on Regents or Passing RCT <sup>‡</sup> in U.S. History and Government	65 or above	65 or above
Science	55 or above on Regents (any Science) or Passing RCT <sup>‡</sup> in Science	65 or above (any Science)	65 or above (Life Science)
Science			65 or above (Physical Science)
Language other than English			65 or above <sup>**</sup>

\* A student identified as having a disability which adversely affects the ability to learn a language may be excused from this requirement if such student's IEP indicates that such requirement is not appropriate. Such a student need not have a sequence in a second language but must meet the 44 credit requirement.

\*\* Students completing an approved 10 credit sequence in the Arts or CTE are only required to complete 2 credits of a second language and are not required to take the Regents exam in a Language other than English in order to receive a Regents diploma with advanced designation. However, they must still meet the requirements for the total number of units of credit (44).

\*\*\* Advanced Regents Diploma:  
2 Exams: Math A and either  $\left\{ \begin{array}{l} \text{Math B} \\ \text{or} \\ \text{Alg 2/Trig} \end{array} \right.$  | 3 Exams: either  $\left\{ \begin{array}{l} \text{Int. Alg} \\ \text{or} \\ \text{Math A} \end{array} \right.$  and Geometry and Alg 2/Trig

<sup>‡</sup> The RCT option is available only to students with disabilities who first entered grade 9 prior to the September 2011-12 school year.

The IEP diploma will have a clear annotation, on the front, indicating that the diploma is awarded on the basis of the student's successful achievement of the educational goals based on the appropriate level of the learning standards, established by the commissioner, as specified in the student's current IEP.

The IEP diploma will be accompanied by a written statement of assurance that the student shall continue to be eligible to attend public school until the student has earned a high school diploma or until the end of the school year of such student's twenty-first birthday, whichever is earlier.

## Mathematics Regents Exam Implementation/Transition Timeline

Last administration of the Regents Examination in Mathematics A - January 2009

Last administration of the Regents Examination in Mathematics B - June 2010

First administration of the Regents Examination in Integrated Algebra - June 2008

First administration of the Regents Examination in Geometry - June 2009

First administration of the Regents Examination in Algebra 2 and Trigonometry - June 2010



PLEASE NOTE: If you are working towards a Career and Technical Education (CTE) endorsed diploma or have a major in the Arts, please see your guidance counselor for additional graduation requirements.

Summary of NYSED Regulation 100.5 and Chancellor's Regulation A-501. Published October 2011.



# CITYWIDE BEHAVIORAL EXPECTATIONS

*to Support Student Learning*

Student Intervention and Discipline Code  
and Bill of Student Rights and Responsibilities, K-12

**Effective April 2015**

**NYC**

Department of  
Education  
Carmen Fariña  
Chancellor

At 754X, we have high expectations for our students academically, and behaviorally. While attending school, we expect our students to follow a respectful code of conduct that emphasizes self control. If a student acts out in a negative manner, the NYC DOE Discipline Code will be followed in order to correct that student's behavior and prevent future outbursts.

# Grade 6-12 LEVEL 1

Infractions – Uncooperative/Noncompliant Behavior	Guidance Interventions	Range of Possible Disciplinary Responses to Be Used in Addition to Guidance Interventions
<p>B01 Unexcused absence from school (A-D only)</p> <p>B02 Failing to wear the required school uniform (applies only to students in grades 6-12 in schools that have adopted a school uniform policy and whose parents have not secured an exemption) (A-D only)</p> <p>B03 Cutting classes (reporting to school and failing to attend one or more programmed classes) (A-E only)</p> <p>B04 Being late for school or class (A-E only)</p> <p>B05 Bringing items to or using items in school in violation of Department of Education or school policy (A-E only)</p> <p>B06 Failing to be in one's assigned place on school premises (A-E only)</p> <p>B07 Behaving in a manner which disrupts the educational process (e.g., making excessive noise in a classroom, library or hallway)</p> <p>B08 Engaging in verbally rude or disrespectful behavior</p> <p>B09 *Wearing clothing, headgear (e.g., caps or hats), or other items that are unsafe or disruptive to the educational process (A-E only)</p> <p>B10 Posting or distributing material on school premises in violation of written Department of Education policy and/or school rules (A-E only)</p> <p>B11 Failing to provide school officials with required identification (A-E only)</p> <p>B12 Using school computers, fax machines, telephones or other electronic equipment or devices without appropriate permission (A-E only)</p>	<ul style="list-style-type: none"> <li>• Parent outreach</li> <li>• Intervention by counseling staff</li> <li>• Guidance conference(s)</li> <li>• Restorative Approaches</li> <li>• Positive Behavioral Interventions and Supports (PBIS)</li> <li>• Individual/group counseling</li> <li>• Peer mediation</li> <li>• Mentoring program</li> <li>• Conflict resolution</li> <li>• Collaborative problem solving</li> <li>• Development of individual behavior contract</li> <li>• Short-term behavioral progress reports</li> <li>• Referral to PPT (Pupil Personnel Team)</li> <li>• Community service (with parental consent)</li> <li>• Referral to a Community-Based Organization (CBO)</li> <li>• Functional Behavioral Assessment (FBA)/ Behavioral Intervention Plan (BIP)</li> </ul>	<p>A. Admonishment by pedagogical school staff</p> <p>B. Student/teacher conference</p> <p>C. Reprimand by appropriate supervisor (e.g., assistant principal, principal)</p> <p>D. Parent conference</p> <p>E. In-school disciplinary action (e.g., formal restorative conference, detention, exclusion from extracurricular activities, or communal lunchtime)</p> <p>F. Removal from classroom by teacher (After a student is removed from any classroom by any teacher three times during a semester or twice in a trimester, a principal's suspension must be sought if the student engages in subsequent behavior that would otherwise result in a removal by a teacher.)</p>

# Grade 6-12 LEVEL 2

Infractions – Disorderly Behavior	Guidance Interventions	Range of Possible Disciplinary Responses to Be Used in Addition to Guidance Interventions
<p>B13 Smoking and /or use of electronic cigarettes and/or possession of matches or lighters (A-D only)</p> <p>B14 Gambling</p> <p>B15 Using profane, obscene, vulgar, or lewd language, gestures, or behavior</p> <p>B16 Lying to, giving false information to, and/or misleading school personnel</p> <p>B17 Misusing property belonging to others</p> <p>B18 Engaging in or causing disruptive behavior on the school bus</p> <p>B19 Inappropriate use of electronic technology (e.g., unauthorized audio/video recording)</p> <p>B20 Leaving class or school premises without permission of supervising school personnel</p>	<ul style="list-style-type: none"> <li>• Parent outreach</li> <li>• Intervention by counseling staff</li> <li>• Guidance conference(s)</li> <li>• Restorative Approaches</li> <li>• Positive Behavioral Interventions and Supports (PBIS)</li> <li>• Individual/group counseling</li> <li>• Peer mediation</li> <li>• Mentoring program</li> <li>• Conflict resolution</li> <li>• Collaborative problem solving</li> <li>• Development of individual behavior contract</li> <li>• Short-term behavioral progress reports</li> <li>• Referral to PPT (Pupil Personnel Team)</li> <li>• Community service (with parental consent)</li> <li>• Referral to a Community-Based Organization (CBO)</li> <li>• Referral to appropriate substance abuse counseling services</li> <li>• Referral to counseling services for youth relationship abuse or sexual violence</li> <li>• Referral to counseling services for bias-based bullying, intimidation, or harassment</li> <li>• Functional Behavioral Assessment (FBA)/ Behavioral Intervention Plan (BIP)</li> </ul>	<p>A. Admonishment by pedagogical school staff</p> <p>B. Student/teacher conference</p> <p>C. Reprimand by appropriate supervisor (e.g., assistant principal, principal)</p> <p>D. Parent conference</p> <p>E. In-school disciplinary action (e.g., formal restorative conference, detention, exclusion from extracurricular activities or communal lunchtime)</p> <p>F. Removal from classroom by teacher (After a student is removed from any classroom by any teacher three times during a semester or twice in a trimester, a principal's suspension must be sought if the student engages in subsequent behavior that would otherwise result in a removal by a teacher.)</p>

## Infractions – Disruptive Behavior

- B21 \*Defying or disobeying the lawful authority or directive of school personnel or school safety agents in a way that substantially disrupts the educational process and/or poses a danger to the school community (this behavior does not include Level 1 or 2, uncooperative/noncompliant or disorderly behavior, such as using profane language, B15; or wearing prohibited clothing, B09; or bringing prohibited items to school, B05) (A-F, G with authorization)
- B22 Entering or attempting to enter a school building without authorization or through an unauthorized entrance (A-G only)
- B23 Using slurs based upon actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, weight, religion, gender, gender identity, gender expression, sexual orientation, or disability
- B24 Shoving, pushing, or engaging in a minor altercation or similar physical confrontational behavior towards students or school personnel (e.g., pushing past another person), or throwing an object (e.g., chalk) or spitting at another person (for more serious physically aggressive behavior, see B36) (A-G only)
- B25 Bringing unauthorized persons to school or allowing unauthorized visitors to enter school in violation of written school rules
- B26 \*\*Engaging in gang-related behavior (e.g., wearing or displaying gang apparel and/or accessories, writing graffiti\*\*, making gestures or signs)
- B27 Tampering with, changing or altering a record or document of a school by any method, including, but not limited to, computer access or other electronic means
- B28 \*\*\*Engaging in vandalism, graffiti or other intentional damage to school property or property belonging to staff, students or others
- B29 Knowingly possessing property belonging to another without authorization

\*Principals must obtain prior written approval of the Office of Safety and Youth Development prior to authorizing a principal's suspension for B21

\*\* In determining whether the behavior is gang-related, school officials may consult with the Office of Safety and Youth Development's Gang Unit.

\*\*\* If there is substantial damage to property requiring extensive repair, the superintendent may impose a suspension for 30-90 school days with an automatic review for early reinstatement after 30 or 60 school days.

## Guidance Interventions

- Parent outreach
- Intervention by counseling staff
- Guidance conference(s)
- Restorative Approaches
- Positive Behavioral Interventions and Supports (PBIS)
- Individual/group counseling
- Peer mediation
- Mentoring program
- Conflict resolution
- Collaborative problem solving
- Development of individual behavior contract
- Short-term behavioral progress reports
- Referral to PPT (Pupil Personnel Team)
- Community service (with parental consent)
- Referral to a Community-Based Organization (CBO)
- Referral to appropriate substance abuse counseling services
- Referral to counseling services for youth relationship abuse or sexual violence
- Referral to counseling services for bias-based bullying, intimidation, or harassment
- Functional Behavioral Assessment (FBA)/ Behavioral Intervention Plan (BIP)

### Supports for Students Transitioning from Suspension

Schools must provide appropriate support services to students returning from suspension to maximize their ability to meet social and academic standards within the school community. Support services may include any of the range of guidance interventions or a combination of services as best meets the needs of the individual student

## Range of Possible Disciplinary Responses to Be Used in Addition to Guidance Interventions

- A. Admonishment by pedagogical school staff
- B. Student/teacher conference
- C. Reprimand by appropriate supervisor (e.g., assistant principal, principal)
- D. Parent conference
- E. In-school disciplinary action (e.g., formal restorative conference, detention, exclusion from extracurricular activities or communal lunchtime)
- F. Removal from classroom by teacher (After a student is removed from any classroom by any teacher three times during a semester or twice in a trimester, a principal's suspension must be sought if the student engages in subsequent behavior that would otherwise result in a removal by a teacher.)
- G. Principal's suspension for 1-5 days
- H. Superintendent's suspension that results in immediate reinstatement
- I. \*\*Superintendent's suspension that results in continued suspension for a fixed period of 6-10 school days

## Infractions – Disruptive Behavior

- B30 Violating the Department's Internet Use Policy (e.g., use of the Department's system for non-educational purposes, security/privacy violations)
- B31 \*Engaging in scholastic dishonesty which includes but is not limited to:
  - a. Cheating (e.g., copying from another's test paper; using material during a test which is not authorized by the person giving the test; collaborating with another student during the test without authorization; knowingly using, buying, selling, stealing, transporting, or soliciting, in whole or part, the contents of an unadministered test; substituting for another student or permitting another student to substitute for one's self to take a test; bribing another person to obtain a test that is to be administered; or securing copies of the test or answers to the test in advance of the test)
  - b. Plagiarizing (appropriating another's work and using it as one's own for credit without the required citation and attribution, e.g., copying written work from the Internet, or any other source)
  - c. Colluding (engaging in fraudulent collaboration with another person in preparing written work for credit)
- B32 Posting or distributing libelous material or literature (including posting such material on the Internet)

\*For particularly egregious situations (e.g., where numerous students are involved, where the behavior involves standardized tests, or where the behavior requires invalidation of a test), the Superintendent may impose a suspension of 30-90 school days with automatic review for early reinstatement after 30 or 60 school days.

## Guidance Interventions

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- G. Principal's suspension for 1-5 days
- H. Superintendent's suspension that results in immediate reinstatement
- I. Superintendent's suspension that results in continued suspension for a fixed period of 6-10 school days

## Infractions – Aggressive or Injurious/Harmful Behavior

- B33 Engaging in sexual conduct on school premises or at school-related functions (D-I only)
- B34 Making sexually suggestive comments, innuendoes, propositions or similar remarks, or engaging in nonverbal or physical conduct of a sexual nature (e.g., touching, patting, pinching, lewd or indecent public behavior, or sending or posting sexually suggestive messages or images)
- B35 Posting, distributing, displaying, or sharing literature or material containing a threat of violence, injury or harm, or depicting violent actions against or obscene, vulgar or lewd pictures of students or staff, including posting such material on the Internet
- B36 Engaging in physically aggressive behavior other than minor altercations as described under B24, which creates a substantial risk of or results in minor injury
- B37 Engaging in an act of coercion or threatening or instigating violence, injury or harm to another or others
- B38 \*\*Engaging in or causing disruptive behavior on the school bus which creates a substantial risk of or results in injury
- B39 Engaging in harassing, intimidating and/or bullying behavior, including using electronic communication to engage in such behavior (cyber-bullying); such behavior includes, but is not limited to: physical violence; stalking; verbal, written, or physical conduct that threatens another with harm; seeking to coerce or compel a student or staff member to do something; hazing; taunting; exclusion from peer groups designed to humiliate or isolate; using derogatory language or making derogatory jokes or name calling to humiliate or harass.
- B40 Engaging in harassing, intimidating and/or bullying behavior, including using electronic communication to engage in such behavior (cyber-bullying) based on an individual's actual or perceived race, weight, religion, religious practices, gender, gender identity, gender expression, sexual orientation, or disability; such behavior includes, but is not limited to: physical violence; stalking; verbal, written, or physical conduct that threatens another with harm; seeking to coerce or compel a student or staff member to do something; hazing; taunting; exclusion from peer groups designed to humiliate or isolate; using derogatory language or making derogatory jokes or name calling to humiliate or harass.
- B41 Possessing controlled substances or prescription medications without appropriate authorization, illegal drugs, synthetic hallucinogens, drug paraphernalia, and/or alcohol
- B42 Falsely activating a fire alarm or other disaster alarm (D-J only)
- B43 Making a bomb threat (D-L only)

\*\*Students may also be excluded from the bus as per Chancellor's Regulation A-801.

## Guidance Interventions

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- Intervention by counseling staff
- Guidance conference(s)
- Restorative Approaches
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- Mentoring program
- Conflict resolution
- Collaborative problem solving
- Development of individual behavior contract
- Short-term behavioral progress reports
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- Community service (with parental consent)
- Referral to a Community-Based Organization (CBO)
- Referral to appropriate substance abuse counseling services
- Referral to counseling services for youth relationship abuse or sexual violence
- Referral to counseling services for bias-based bullying, intimidation, or harassment
- Functional Behavioral Assessment (FBA)/ Behavioral Intervention Plan (BIP)

### Supports for Students Transitioning from Suspension

Schools must provide appropriate support services to students returning from suspension to maximize their ability to meet social and academic standards within the school community. Support services may include any of the range of guidance interventions or a combination of services as best meets the needs of the individual student.

## Range of Possible Disciplinary Responses to Be Used in Addition to Guidance Interventions

- D. Parent conference
- E. In-school disciplinary actions (e.g., formal restorative conference, detention, exclusion from extracurricular activities or communal lunchtime)
- F. Removal from classroom by teacher (After a student is removed from any classroom by any teacher three times during a semester or twice in a trimester, a principal's suspension must be sought if the student engages in subsequent behavior that would otherwise result in a removal by a teacher.)
- G. Principal's suspension for 1-5 days
- H. Superintendent's suspension that results in immediate reinstatement
- I. Superintendent's suspension that results in continued suspension for a fixed period of 6-10 school days
- J. Superintendent's suspension that results in extended suspension for 30 to 90 school days with an automatic review for early reinstatement after 30 or 60 school days
- K. Superintendent's suspension that results in a one year suspension and assignment to an alternative program with an automatic review for reinstatement after 6 months
- L. Superintendent's suspension that results in a one year suspension and assignment to an alternative program without the opportunity for early reinstatement
- M. Expulsion (only for general education students who turned 17 prior to the beginning of the school year, which is July 1)

## Infractions – Aggressive or Injurious/Harmful Behavior

- B44 Taking or attempting to take property belonging to another or belonging to the school without authorization, without using force or intimidating behavior. (D-J only)
- B45 Creating a substantial risk of serious injury by either recklessly engaging in behavior, and/or using an object that appears capable of causing physical injury (e.g., lighter, belt buckle, umbrella, or laser pointer) (D-M)
- B46 Causing a serious injury by either recklessly engaging in behavior, and/or using an object that appears capable of causing physical injury (e.g., lighter, belt buckle, umbrella, or laser pointer) (G-M only)
- B47 Inciting/causing a riot (G-M only)
- B48 \*\*Possessing or selling any weapon as defined in Category II (G-M only)
- B49 Using controlled substances or prescription medication without appropriate authorization, or using illegal drugs, synthetic hallucinogens, and/or alcohol. (D-M)

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

## Guidance Interventions

- Parent outreach
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- Guidance conference(s)
- Restorative Approaches
- Positive Behavioral Interventions and Supports (PBIS)
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- Peer mediation
- Mentoring program
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- Collaborative problem solving
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- Short-term behavioral progress reports
- Referral to PPT (Pupil Personnel Team)
- Community service (with parental consent)
- Referral to a Community-Based Organization (CBO)
- Referral to appropriate substance abuse counseling services
- Referral to counseling services for youth relationship abuse or sexual violence
- Referral to counseling services for bias-based bullying, intimidation, or harassment
- Functional Behavioral Assessment (FBA)/ Behavioral Intervention Plan (BIP)

### Supports for Students Transitioning from Suspension

Schools must provide appropriate support services to students returning from suspension to maximize their ability to meet social and academic standards within the school community. Support services may include any of the range of guidance interventions or a combination of services as best meets the needs of the individual student.

## Range of Possible Disciplinary Responses to Be Used in Addition to Guidance Interventions

- D. Parent conference
- E. In-school disciplinary actions (e.g., formal restorative conference, detention, exclusion from extracurricular activities or communal lunchtime)
- F. Removal from classroom by teacher (After a student is removed from any classroom by any teacher three times during a semester or twice in a trimester, a principal's suspension must be sought if the student engages in subsequent behavior that would otherwise result in a removal by a teacher.)
- G. Principal's suspension for 1-5 days
- H. Superintendent's suspension that results in immediate reinstatement
- I. Superintendent's suspension that results in continued suspension for a fixed period of 6-10 school days
- J. Superintendent's suspension that results in extended suspension for 30 to 90 school days with an automatic review for early reinstatement after 30 or 60 school days
- K. Superintendent's suspension that results in a one year suspension and assignment to an alternative program with an automatic review for reinstatement after 6 months
- L. Superintendent's suspension that results in a one year suspension and assignment to an alternative program without the opportunity for early reinstatement
- M. Expulsion (only for general education students who turned 17 prior to the beginning of the school year, which is July 1)

## Infractions – Seriously Dangerous or Violent Behavior

- B50 Starting a fire
- B51 Threatening to use or using force to take or attempt to take property belonging to another
- B52 Using force against, or inflicting or attempting to inflict serious injury against school personnel or school safety agents
- B53 Using extreme force against or inflicting or attempting to inflict serious injury upon students or others
- B54 Planning, instigating, or participating with another or others, in an incident of group violence
- B55 \*Engaging in threatening, dangerous or violent behavior that is gang-related
- B56 Engaging in physical sexual aggression/compelling or forcing another to engage in sexual activity
- B57 Selling or distributing illegal drugs or controlled substances and/or alcohol
- B58 Possessing or selling any weapon, other than a firearm, as defined in Category I
- B59 Using any weapon as defined in Category II to threaten or to attempt to inflict injury upon school personnel, students, or others
- B60 \*\*Using any weapon, other than a firearm, as defined in Category I, to threaten or to attempt to inflict injury upon school personnel, students, or others (L for students who have not completed the school year in which they turned 17, M for general education students who have completed the school year in which they turned 17)
- B61 \*\*Using any weapon, other than a firearm, as defined in Category I or II, to inflict injury upon school personnel, students, or others (L for students who have not completed the school year in which they turned 17, M for general education students who have completed the school year in which they turned 17)
- B62 \*\*Possessing or using a firearm (L for students who have not completed the school year in which they turned 17, M for general education students who have completed the school year in which they turned 17)

\*In determining whether the behavior is gang-related, school officials may consult with the Office of Safety and Youth Development's Gang Unit.

\*\* This disciplinary measure may be modified on a case-by-case basis.

## Guidance Interventions

- Parent outreach
- Intervention by counseling staff
- Guidance conference(s)
- Restorative Approaches
- Positive Behavioral Interventions and Supports (PBIS)
- Individual/group counseling
- Peer mediation
- Mentoring program
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- Referral to counseling services for youth relationship abuse or sexual violence
- Referral to counseling services for bias-based bullying, intimidation, or harassment
- Functional Behavioral Assessment (FBA)/ Behavioral Intervention Plan (BIP)

## Supports for Students Transitioning from Suspension

Schools must provide appropriate support services to students returning from suspension to maximize their ability to meet social and academic standards within the school community. Support services may include any of the range of guidance interventions or a combination of services as best meets the needs of the individual student.

## Range of Possible Disciplinary Responses to Be Used in Addition to Guidance Interventions

- I. Superintendent's suspension that results in continued suspension for a fixed period of 6-10 school days
- J. Superintendent's suspension that results in extended suspension for 30 to 90 school days with an automatic review for early reinstatement after 30 or 60 school days
- K. Superintendent's suspension that results in a one year suspension and assignment to an alternative program with an automatic review for reinstatement after 6 months
- L. Superintendent's suspension that results in a one year suspension and assignment to an alternative program without the opportunity for early reinstatement
- M. Expulsion (only for general education students who turned 17 prior to the beginning of the school year, which is July 1)