

New York Plan

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Basic Planning

East Harlem Scholars Academies is committed to fostering a safe, healthy learning environment conducive to students' academic success. As an educational organization, we are committed to providing a safe atmosphere for students to learn. This includes protection from threats, emergencies, and natural disasters. The safety plan outlines procedures to deal with these threats. This School Safety Plan is a comprehensive effort that addresses prevention, intervention, response, and recovery in the event of various emergencies or incidents that may occur in or around our schools. The plan addresses individual safety as well as community safety. School communities should be aware of resources for prevention, partnership, early intervention procedures, and the warning signs of violent incidents.

Plan Development and Maintenance

8 NYCRR Section 155.17 (b) and 155.17 (c)(11) - requires that each school shall have a Building Level School Safety Team that consists of representatives from the following groups: teacher, administrator, and parent organizations, school safety personnel and other school personnel, community members, local law enforcement officials, local ambulance or other emergency response agencies, and any other representatives the board of education, chancellor or other governing body deems appropriate.

The Building Level School Safety Team is responsible for the overall development, maintenance, and revision of the Emergency Response Plan (ERP) and for coordinating training and exercising the School ERP. Team members are expected to work closely together to make recommendations for revising and enhancing the plan

Building Level Safety Team

Name	Title	CPR Certified	Contact Information
Jessenia Roman	Principal		646-831-8534
Christopher Cleckley	Director of Operations	Yes	646-627-6537
Cierra Williams	Principal		646-483-5030
Barbara Hannah	Director of Operations	Yes	646-483-6708
Max Turner	Managing Dir of Ops	Yes	646-983-4833

Various agencies and services are involved in responding to school incidents, including emergency responders from law enforcement, fire, emergency medical services, mental health and other community organizations. An important component of the School ERP is advanced planning with various federal, state, county and/or local agencies, as well as community service providers to aid in a timely response to an incident. Advance planning may or may not include written agreements to help coordinate services between the agencies and school. If Memorandum of Understandings (MOU) are created, a copy shall be listed in Appendix D. Advanced planning should specify the type of communication and services provided by one agency to another.

Distribution of the Plan

8 NYCRR Section 155.17 (e)(3) mandates that a copy of the ERP and any amendments shall be filed with the appropriate local law enforcement agency and with the New York State Police within thirty days of adoption.

Send Building Level Safety Plans to:

New York State Police
Headquarters - Field Command
Attn: Safe Schools NY
1220 Washington Avenue, Buiding 22
Albany, NY 12226

Or by email to:

info@safeschools.ny.gov

Record of Distribution

Copies of the emergency response plan, including appendices and annexes are recommended to be distributed to your School Safety Team, local fire department, area law enforcement (including village, town, county and state police), local and county emergency management, the district superintendent and any other persons deemed appropriate by the School Safety Team. Distribution of the ERP shall be recorded in the following table.

Agency	Receiving Party	Date Distributed
23rd Precinct	Youth Resource Office	10/31/22
EHTP Public Engagement	Raul Soto	10/31/22

Plan Reviews and Updates

8 NYCRR Section 155.17 (b) requires the School Safety Team to review its ERP annually and update it by July 1st as needed. Each update or change to the plan shall be recorded in the following table.

Revision/Update/Amendment	Name	Date

2. Purpose and Situation Overview

Schools are exposed to many threats, hazards, and vulnerabilities. All of these have the potential for disrupting the school community, exposing students/staff to injury, and causing damage to public or private property. The interior and exterior portions of all school buildings, school grounds and surrounding neighborhoods should be assessed for potential threats/hazards that may impact the site, staff, and students.

Potential Threats to school
106th Street Flood Zone
Non-ADA Compliant Location (Challenging Evcauation)

The threat/hazard assessment was completed on 8/15/2022 .

Specific Annexes used to address the above listed threats/hazards can be found in the Threat and Hazard Specific Annexes section.

The following table was used to aid if assessing possible threats/hazards to East Harlem Scholars Academy Charter School II :

Threat, Hazard Types, and Examples

Threat and Hazard Type	Examples
Natural Hazards	<ul style="list-style-type: none"> • Earthquakes • Tornadoes • Lightning • Severe wind • Hurricanes • Floods • Wildfires • Extreme temperatures • Landslides or mudslides • Winter precipitation • Wildlife
Technological Hazards	<ul style="list-style-type: none"> • Explosions of accidental release of toxins from industrial plants • Accidental release of hazardous materials from within the school, such as gas leaks or laboratory spills • Hazardous materials release from major highways or railroads • Radiological releases from nuclear power stations • Dam Failure • Power Failure • Water Failure
Biological Hazards	<ul style="list-style-type: none"> • Infectious diseases, such as pandemic influenza, extensively drug-resistant tuberculosis, <i>staphylococcus aureus</i>, and meningitis • Contaminated food outbreaks, including <i>Salmonella</i>, botulism, and <i>E. coli</i> • Toxic materials present in school laboratories
Adversarial, Incidental, and Human-Caused Threats.	<ul style="list-style-type: none"> • Fire • Active shooters • Criminal threats or actions • Gang violence • Bomb threats • Domestic violence and abuse • Cyber attacks • Suicide

Planning Assumptions and Limitations

Stating the planning assumptions allows the school to deviate from the plan if certain assumptions prove not to be true during operations. The East Harlem Scholars Academy Charter School II ERP is established under the following assumptions:

- The school community will continue to be exposed and subject to threats/hazards and vulnerabilities described in the Threat/Hazards Assessments Annex, as well as lesser threats/hazards that may develop in the future.
- A major disaster could occur at any time and at any place. In many cases dissemination of warning to the public and implementation of increased readiness measures may be possible; however, most emergency situations occur with little or no warning.
- A single site incident could occur at any time without warning and the employees of the school affected cannot and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property
- There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/or students. Rapid and appropriate response can reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement and emergency services will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until emergency responders arrive at the incident scene.
- Actions taken before an incident can stop or reduce incident-related losses.
- Maintaining the East Harlem Scholars Academy Charter School II ERP and providing frequent opportunities for training and exercising the plan for stakeholders (staff, students, parents/guardians, first responders, etc.) can improve the schools readiness to respond to incidents.

The overall strategy of a East Harlem Scholars Academy Charter School II ERP is to execute effective and timely decisions and actions that prevent harm, protect lives and property, mitigate damages, restore order and aid recovery. This plan is based upon the concept that the incident management functions that must be performed by the school generally parallel some of their daily routine functions. To the extent possible, the same personnel and material resources used for daily activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required from those routine functions will be redirected to accomplish assigned incident management tasks.

Implementation of the Incident Command System (ICS)

The Incident Command System (ICS) will be used to manage all incidents and major planned events/drills. The Incident Commander at the school will be delegated the authority to direct all incident activities within the school's jurisdiction. The Incident Commander will establish an Incident Command Post (ICP) and provide an assessment of the situation to the emergency responders, identify incident management resources required and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a more qualified Incident Commander. 8 NYCRR Section 155.17 (e)(2)(v) requires a definition of a chain of command consistent with the Incident Command System. This chain of command shall be documented in the table included in Appendix B.

Initial Response

East Harlem Scholars Academy Charter School II personnel are likely to be the first on the scene of an incident in a school setting. Staff and faculty are expected to respond as appropriate and notify the Principal, or designee until command is transferred to someone more qualified and/or to an emergency response agency with legal authority to assume responsibility (Police, Fire or EMS dependent upon the nature of the incident). Staff will seek guidance and direction from the East Harlem Scholars Academies and emergency responders. Any staff person or faculty in a building that sees or is aware of an emergency shall activate the ERP.

This section establishes the operational organization that will be relied on to manage an incident and includes examples of the types of tasks that may be performed by different positions.

The Incident Commander is not able to manage all of the aspects associated with an incident without assistance. The school relies on other key school personnel to perform tasks that will ensure the safety of students and staff during a crisis or incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or incident is unfolding. Roles should be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs.

To provide for effective direction, control and coordination of an incident, the East Harlem Scholars Academy Charter School II ERP will be activated through the implementation of the Incident Command System (ICS).

Staff are assigned to serve within the ICS structure based on their expertise, training and the needs of the incident. Roles should be pre-assigned based on training and qualifications. East Harlem Scholars Academy Charter School II ICS is organized as follows:

Incident Commander

Directs incident management activities.

Primary: Christopher Cleckley, Director of Operations, 646-627-6537

Alternate: Barbara Hannah, Director of Operations, 646-483-6708

Alternate: Jessenia Roman, Principal, 646-831-8534

Public Information Officer

Acts as liaison between school and public, including the media.

Primary: Raul Soto, Public Engagement Director 212-831-0650

Alternate: Ingrid Sotelo, Chief External Affairs, 212-831-0650

Alternate: Max Turner, Managing Director of Operations, 646-984-8433

Safety Officer

Responsible for the overall safety of all persons involved.

Primary: Christopher Cleckley, Director of Operations, 646-627-6537

Alternate: Barbara Hannah, Director of Operations, 646-483-6708

Alternate: Jessenia Roman, Principal, 646-831-8534

Liaison Officer

Responsible for coordinating with outside/emergency agencies.

Primary: Max Turner, Managing Director of Operations, 646-984-6433

Alternate: Christopher Cleckley, Director of Operations, 646-627-6537

Alternate: Barbara Hannah, Director of Operations, 646-483-6708

Planning:

Responsible for collection, evaluation, dissemination, and use of information.

Max Turner, Managing Director of Operations

Operations:

Carries out response activities, universal procedures, etc.

Max Turner, Managing Director of Operations

Logistics:

Responsible for organizing resources and personnel

Max Turner, Managing Director of Operations

Finance and Administration:

Responsible for incident accounting, costs, and reimbursement

Nyasha Manigault, Chief Financial Officer

The East Harlem Scholars Academy Charter School II will collect, analyze, and disseminate information during and after an incident.

Types of Information

During an incident, the school will assign administrative staff to monitor weather and local law enforcement alerts. This information will be analyzed and shared with the Incident Commander.

After an incident, the school will assign staff to monitor websites and hotlines of mental health, emergency management and relief agencies. The school will also monitor the school district information portal, to determine any information pertinent or critical to the school's recovery effort.

Information Documentation

The assigned staff member will document the information gathered including:

- Source of information
- Staff member who collected and analyzed the information
- Format for providing the information
- Date and time the information was collected and shared

East Harlem Scholars Academy Charter School II understands the importance of training, drills, and exercises in being prepared to deal with an incident. To ensure that Newark Middle School personnel and community responders are aware of their responsibilities under the East Harlem Scholars Academy Charter School II ERP, the following training and exercise actions should occur.

Training

All East Harlem Scholars Academy Charter School II staff, students, and others deemed appropriate by the school should receive training during the school year to better prepare them for an incident.

- Roles and responsibilities - deliver at start of school year
- Incident Command System (ICS) Training - Training should be completed prior to assignment to an ICS role. Online training is available through the FEMA Independent Study Program at www.training.fema.gov. ICS classes are offered through the NYS Division of Homeland Security and Emergency Services (DHSES) at www.dhSES.ny.gov. Or by contacting your local emergency management agency
- Annual training:
 - Review ERP with staff
 - Conduct full staff briefings on roles to perform during an emergency
 - Ensure all staff have been briefed on the communications and notifications requirements set forth in the ERP
 - Conduct student briefings on roles they perform during an emergency

Drills and Exercises

At a minimum, East Harlem Scholars Academy Charter School II will conduct the following exercises/drills annually:

- Section 807 of the Education Law mandates that pupils must receive instruction on how to exit the building in the shortest possible time without confusion or panic. The instruction must be in the form of drills or rapid dismissals and must include a minimum of 12 drills each school year.
- 8 NYCRR Section 155.17 (e)(3) - each building level emergency response plan shall be tested including sheltering and early dismissal (no earlier than 15 minutes before normal dismissal).

The following is recommended:

1. 1 Lockdown drill - Announced (first marking period)
2. 3 Lockdown drills - Unannounced (quarterly following the first announced drill)

Lockdown drills will be conducted internally to ensure that East Harlem Scholars Academy Charter School II staff have the ability to secure the facility and students against an immediate threat to life and safety. Such drills will cause minimal interruption to academic activities and will involve the clearance of hallways, locking of classrooms and positioning of students and staff in pre-designated "safe areas" within each room. Where possible, the school should seek out opportunities to conduct full-scale response exercises with law enforcement.

Whenever a lockdown drill will be conducted, whether announced or unannounced, East Harlem Scholars Academy Charter School II will notify local law enforcement and/or the regional 911 Emergency Dispatch Center prior to and at the conclusion of the drill. This will be done to ensure that law enforcement does not receive a false report that East Harlem Scholars Academy Charter School II is in actual lockdown. Any announcements made during a drill will be preceded and ended with the phrase "this is a drill". This will ensure that all involved recognize that this is a drill and not a real incident (i.e. "may I have your attention, this is a drill - LOCKDOWN - this is a drill"). Additionally, a sign or notice will also be placed at all public entrances indicating that a drill is in progress and to wait for service "SAFETY DRILL IN PROGRESS -

PLEASE WAIT." This will serve to notify any uninformed parents or visitors and prevent unwarranted panic.

Agreements and Contracts

If East Harlem Scholars Academy Charter School II resources prove to be inadequate during an incident, East Harlem Scholars Academy Charter School II will request assistance from local emergency agencies, other agencies and industry in accordance with existing Memoranda of Understanding. Such assistance includes equipment, supplies and/or personnel. All agreements are entered into by authorized school district and school officials. Copies of these agreements are located in Appendix D.

Documentation

The ICS Section Chiefs will maintain accurate logs recording key incident management activities including:

- Activation or deactivation of incident facilities
- Significant changes in the incident situation
- Major commitments of resources or requests for additional resources from external sources
- Issuance of protective action recommendations to staff and students
- Evacuations
- Casualties
- Containment or termination of the incident

Incident Costs

The ICS Finance/Administration Section is responsible for maintaining records summarizing the use of personnel, equipment and supplies to obtain an estimate of incident response costs that can be used in preparing future school budgets and to share these costs with the Superintendent and District Business Office. These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the State and/or Federal government.

Preservation of Records

In order to continue normal school operations following an incident, records such as legal documents and student files must be protected (i.e. in the event of a fire and flood).

The following are State and Federal authorizations upon which this ERP is based. These authorities and references provide a legal basis for emergency management operations and activities.

- The New York State Safe Schools Against Violence in Education (Project SAVE) and 8 NYCRR Section 155.17 require that school emergency plans define the chain of command in a manner consistent with the Incident Command System (ICS). Refer to Appendix B for the defined chain of command.
- New York State Executive Order 26.1 (2006), established ICS as the states standard command and control system that will be utilized during emergency operations.
- Homeland Security Presidential Directive (HSPD) - 5 required the development of National Incident Management System (NIMS), of which ICS is a critical component.

Functional Annexes

Section 2 content

The information in this section was developed utilizing the Federal Emergency Management Administrations Guide for Developing High Quality School Emergency Operations Plans.

The Functional Annexes within this section, should provide schools with a comprehensive set of guides for responding to and functioning during an emergency. Each School Building Level School Safety Team should assess and develop annexes to meet the unique needs of each school building.

Functional Annexes provide standard language and procedures and are intended to be transferable to schools statewide and modifications are not recommended.

- Shelter-in-Place
- Hold-in-Place
- Evacuation (required per 8 NYCRR Section 155.17 (e)(2)(i))
- Lock-out
- Lock-down

These annexes contain elements required by 8 NYCRR Section 155.17. Completion of these annexes utilizing the recommended actions will help the school comply with State law.

- Crime scene management
- Communications
- Medical emergency and mental health

The School Safety Improvement Team also recommends that schools complete the following annexes:

- Accounting for all persons
- Reunification
- Continuity of operations
- Recovery
- Security

Purpose

A Shelter-in-Place annex describes courses of action when students and staff are required to remain indoors, perhaps for an extended period of time, because it is safer inside the building or a room than outside. Depending on the threat or hazard, students and staff may be required to move to rooms that can be sealed (such as in the event of a chemical or biological hazard) or without windows, or to a weather shelter (such as in the event of a tornado).

Actions

Initiate Shelter-in-Place

- Shelter-in-Place will be announced by intercom, Public Address (P.A.) System, or otherwise with instructions on how to proceed. (DO NOT USE CODES, CARDS or COLORS)
- Address Language:
 - YOUR ATTENTION PLEASE.
 - THERE IS A SITUATION REQUIRING YOU TO SHELTER-IN- PLACE.
 - PLEASE STOP WHAT YOU ARE DOING AND FOLLOW THESE INSTRUCTIONS.
 - Provide specific incident instructions.

Instructions

- Use clear, concise language to provide direction to the school based on the situation.
- If there is a situation requiring students and staff to move away from windows and doors (such as a weather emergency), they should be instructed to move to the interior of the room or relocate to an interior hallway or room. Students in temporary classrooms or outside of the main building for any reason should be instructed to move into the main school building.
- If the situation is not a threat to the exterior of the building, student's in-between classes or outside of their classroom for other reasons should be instructed to return to their class.

Additional Considerations for Shelter-In-Place

The Building Level Safety Team should consider the following when reviewing the current plan or developing new policies and procedures. This is not an exhaustive list. Please add necessary actions appropriate for your response.

Procedures for the following should be included:

- Turn off utilities and ventilation systems (heating, ventilation and air conditioning) if appropriate.
- Prepare to shelter-in-place for extended periods including arrangements for food/water, sleeping, hygiene, medical needs, etc. Activate Annex (es) appropriate to respond to the situation.
- Notify all concerned parties when the Shelter-in-Place is lifted.

Purpose

If there is an internal incident or administrative matter such as students fighting in a hallway, a maintenance issue or medical emergency that requires students and staff movement be limited, a "Hold-in-Place" may be initiated. This is intended to keep students and staff out of the affected area until the situation can be rectified.

Actions

Initiate Hold-in-Place

- Hold-in-Place will be announced by intercom, Public Address (P.A.) System, or otherwise with instructions on how to proceed. (DO NOT USE CODES, COLORS OR CARDS)
- Address Language:
 - YOUR ATTENTION PLEASE.
 - THERE IS A SITUATION REQUIRING YOU TO HOLD-IN- PLACE.
 - PLEASE STOP WHAT YOU ARE DOING AND FOLLOW THESE INSTRUCTIONS.
 - Provide specific incident instructions.

Instructions

- Use clear, concise language to provide direction to the school based on the situation.

Execute Hold-in-Place

- Students in hallways, bathrooms or other common areas will return to their classroom. If the Hold-in-Place is announced between class periods, students will return to their previous class to await instructions. If the route is blocked, students will go to the nearest classroom and advise the teacher that they are unable to get to their class and await instructions.
- All available staff members will assist in maintaining order and accounting for students. Remain in position until further instruction is given or remaining in place compromises safety.

Purpose

This annex focuses on the courses of action that the school will execute to evacuate school buildings and grounds. Included are school policies and procedures for on-site and off-site evacuation including evacuation routes, transportation needs, and sheltering sites, required per 8 NYCRR Section 155.17 (e)(2)(i). Evacuation should take place if it is determined that it is safer outside than inside the building (fire, explosion, intruder, hazardous material spill) and staff, students and visitors can safely reach the evacuation location without danger.

Actions

Initiate Evacuation

- Communicate the need to evacuate the building or a specific area of the building to the building staff and other occupants by activating the fire alarm and/or by a Public Address (P.A.) System or bullhorn.
- Address Language:
 - YOUR ATTENTION PLEASE.
 - THERE IS A SITUATION REQUIRING YOU TO HOLD-IN- PLACE.
 - PLEASE STOP WHAT YOU ARE DOING AND FOLLOW THESE INSTRUCTIONS.
 - Provide specific incident instructions.
- Call or designate another to immediately call public safety (911) (police, fire and emergency responders) to give notice that the school has been evacuated.
- Notify appropriate district staff that an evacuation of the school has occurred.
- Communicate changes in evacuation routes if primary routes are unusable.
- Activate Annex(es) appropriate to respond to the situation.
- Designate staff with assigned radios and/or cell phones to assist in evacuation procedures.
 - List Staff with Radios or Cell Phones and Their Numbers:
- Communicate when it is safe to re-enter the building or re-occupy a section of the school by bell system, radio transmission, public address system, designated staff, or bull horn.

Evacuation - Building Only

- Determine evacuation routes based on location of the incident and type of emergency. (See floor plans)
- Ensure all locations have designated secondary escape routes.
 - Designate alternate routes
 - Identify escape windows or other means of escape
- Evacuate Students/Staff with special needs
 - Disabled/wheelchair accessible routes
 - Address needs of other disabilities: autism, blind, hearing impaired, etc.
- Student Self-Evacuation: In the event that students find themselves out of the supervision of faculty or staff.
 - Students self-evacuate through nearest evacuation route or exit.
 - Students report to nearest assembly area and nearest teacher/staff.
- Do not stop for student or staff belongings.
- Take class roster, phone lists, first-aid kit and other emergency supplies with you (Gotta Go Bags).
- Check the bathrooms, hallways and common areas for visitors, staff or students while exiting.
- Go to the designated evacuation assembly area.

Designated Evacuation Assembly Areas (On School Grounds)

- List Building/Wing/Location and Corresponding Assembly Area:
 - First Floor Gymnasium
 - Basement Cafeteria

- Account for all students. Immediately report any missing or injured students to the School Incident Commander.
- Main office staff: Take visitor log and student signs out sheet to evacuation assembly area.

Evacuation - (Off School Grounds)

In the event that the situation poses a significant enough risk that evacuation of the building and remaining on school grounds is determined to not be adequate, students and staff will be evacuated to an off-site location. The Building Level School Safety Team determines appropriate off-site evacuation areas prior to an actual incident. Preplan for off-site locations that offer adequate protection from the elements and communications abilities.

- Perform all evacuation steps as indicated for a building evacuation.
- Proceed to off-site locations:
Primary Relocation Site:
Across 105th Street on Second Avenue

Secondary Relocation Site:
106th Street between First and Second Avenue
- Notify all assembly areas to evacuate to offsite location.
- Method of Travel: walking

Evacuation - Return to Buildings or Grounds

No students or staff shall return to school buildings or grounds until advised to do so by the Incident Commander or appropriate officials.

- The Incident Commander will make the decision when it is safe to return to the building.
- In the event that emergency response services (Police, Fire, EMS) are called, the Incident Commander may transfer incident command to the appropriate authority, who will then make the decision to allow students and staff to return to the building or grounds.

Purpose

This annex describes the courses of action the school will execute to secure school buildings and grounds during incidents that pose an imminent concern outside of the school. The primary objective of a lockout is to quickly ensure all school staff, students, and visitors are secured in the school building away from the outside danger.

Actions

Initiate Lockout

- Lockout will be announced by intercom, Public Address (P.A.) System, or otherwise.(DO NOT USE CODES, COLORS OR CARDS)
- Address Language:
 - YOUR ATTENTION PLEASE.
 - THERE IS A SITUATION REQUIRING SCHOOL TO LOCKOUT.
 - ALL OUTDOOR ACTIVITIES ARE CANCELLED.
 - PLEASE CONTINUE REGULARLY SCHEDULED INDOOR ACTIVITIES.

Execute Lockout

- All outdoor activities shall cease and be immediately moved indoors (i.e., gym classes, playground, etc.).
- As soon as all students and staff are in the building all exterior doors shall be locked.
- Normal activity will continue within the building (unless directed otherwise).
- It is not necessary to turn lights off or to close blinds (unless directed).
- Do not respond to the fire alarm unless actual signs of fire are observed, or an announcement is made.
- Report any suspicious activity observed either indoors or outdoors to the main office.
- A lockout will be lifted when notification is made by administration. Activate Annex(es) appropriate to respond to the situation.

Purpose

- This annex describes the courses of action East Harlem Scholars Academy Charter School II will execute to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school. The primary objective of a lockdown is to quickly ensure all school staff, students and visitors are secured in rooms away from immediate danger.
- A Lockdown is the initial physical response to provide a time barrier during an active shooter/intruder event. Lockdown is not a stand-alone defensive strategy. Executing a Lockdown should involve barricading the door, hiding from view, remaining silent and readying a plan of evacuation as a last resort.

Actions

Initiate Lockdown

- Where possible a Lockdown will be announced by intercom, Public Address (P.A.) System, or otherwise. (DO NOT USE CODES, COLORS OR CARDS)
- Contact 911
- In events where an immediate threat to life safety is recognized (such as a person armed with a gun in the hallway) any faculty or staff shall raise the alarm and initiate a lockdown.
- Lockdown must be immediate and deliberate, the announcement of a lockdown shall be as follows:
 - LOCKDOWN! LOCKDOWN! LOCKDOWN!

Execute Lockdown

- IF SAFE, immediately gather students from hallways and areas near your room into classroom or office. This includes common areas and restrooms immediately adjacent to your classroom.
- Lock your door(s) and have students/staff move to the designated safe area of the room, ****REMAIN SILENT****
- Leave lights on and blinds as they are. Do not cover door window.
- Teachers should position themselves in a location that gives them an advantage to manage their classroom effectively, and take the following action during a lockdown:
 - Do not allow anyone, under any circumstance, to leave your secured area
 - Do not answer or communicate through your door or classroom phone.
 - Silence cell phones and limit use to only relay pertinent information to 911, (i.e., description/location of active shooter/victim injuries).
 - Do not respond to fire alarm unless actual signs of fire are observed. Doing so could compromise the safety of those already secured.
 - Document and attend to any injuries to the best of your ability.
 - Take attendance and include additions and missing students' last known location.
 - Do not respond to Public Address (P.A.) system or other announcements.
 - If an intruder enters the classroom, use **WHATEVER** means necessary to protect yourself and the students. You must be prepared to fight for your life and use physical force or possibly deadly force to stop the intruder.
 - Potential tactics include:
 - * Moving about the room to lessen accuracy.
 - * Throwing items (books, computers, phones, etc.) to create confusion.
 - * Assaulting the shooter/intruder - use whatever objects you have in the classroom as a weapon such as blunt force objects (fire extinguishers, chairs, etc.) to incapacitate the intruder - **FIGHT!**
 - * Tell students to get out anyway possible - **RUN!**
- Staff/students participating in any outdoor activity upon the initiation of a lockdown should seek a safe location away from the building. Call 911 and report your situation including location and number of students.

- Procedures should be in place to re-direct buses in the event of a lockdown.

LOCKDOWN WILL ONLY END WHEN YOU ARE PHYSICALLY RELEASED FROM YOUR ROOM OR SECURED AREA BY LAW ENFORCEMENT.

Purpose

Actions

Respond

- Ensure your personal safety first, then if possible, formulate a plan and make mental notes.

Evaluate

- Evaluate the severity of the situation, call 911 if appropriate.
- Identify involved parties.
- Be aware of weapons, hazards, and potential evidence.
- Don't touch anything unless absolutely necessary to preserve safety.

Secure

- Clear away uninvolved people.
- Establish a perimeter that prevents people from entering the potential crime scene.

Protect

- Safeguard the scene - limit and document any people entering the area.
- Don't use phones or bathrooms within the crime scene area.
- Don't eat, drink or smoke in the crime scene area.

Observe

- Write down your observations as soon as is safe to do so.
- Record detailed information - don't rely on your memory.
- Don't eat, drink or smoke in the crime scene area. Notes will aid first responders upon arrival and could be utilized in court.

Notify

- Call 911 if not already called or police are not on scene.

Document

- Take good notes - such as: time, date, people at scene, weather, doors open or closed, lights on or off and the position of furniture.
- Be prepared to provide your notes and information to police.

Purpose

This annex includes communication and coordination during emergencies and disasters (both internal communication and communication with external stakeholders, required under 8 NYCRR Section 155.17 (e)(2) (iv), as well as the communication of emergency protocols before an emergency and communication after an emergency. Additionally, procedures shall be included for emergency notification of persons in a parental relation (8 NYCRR Section 155.17 (e)(2)(i).

The School ERP must include policies and procedures governing school incident communications with law enforcement and emergency responders, as well as with students, parents, staff, the school community and the media. Templates for statements/press releases to the media, a detailed communications plan, including standard procedures and protocols, should be developed and made available in advance of an incident.

Templates for statements/press releases, the communication plan and media contacts at the major television, Internet, and radio stations are maintained by Margarita Korol and located on Google Drive in soft copy.

Types of Communications

Communication between School and Emergency Responders

The school will contact and maintain communications with emergency responders during an incident. The School Incident Commander will transfer command to the appropriate emergency responder who arrives on the scene to assume management of the incident, including coordination of internal and external communications. The Incident Commander will use the communication platform and/or other means described in the School ERP to notify the principal/designee of the school's status and needs. The school and emergency responders will coordinate the release of information to ensure that information is consistent, accurate and timely.

Internal Communications

The school has identified a school spokesperson or public information officer (PIO) who will be responsible to:

- Help create the policies and plans for communicating emergency information internally and to the public.
- Follow the communications policies and procedures established by the school.
- Help establish alternative means to provide information in the event of a failure of power, phone or other lines of communication
- Develop materials for use in media briefings.
- Act as the contact for emergency responders and assist in coordination of media communications.

Communication between School Officials and Staff Members

School personnel will be notified when an incident occurs and kept informed as additional information becomes available. They will also be informed as plans for management of the incident evolve (keep staff informed to the greatest degree possible). The following methods of communication may be utilized to disseminate information internally when appropriate:

- Telephone Tree: A telephone tree is a simple, widely used system for notifying staff of an incident when they are not at school.
- Text-Messaging System/E-mail System: A text-messaging or e-mail system is available to provide those who are registered to receive messages with updates during an incident.
- Mobile Device Applications

- Morning Faculty Meeting: As appropriate, updated information about an incident will be presented at the morning faculty meeting. Any new procedures for the day will also be reviewed at this time.
- End-of-Day Faculty Meeting: As appropriate, updated information and a review of the day's events will be presented at the end-of-day meeting. Staff will also have the opportunity to address any misinformation or rumors.

Communication between School Officials and Students

Communication of emergency information between school officials will primarily take place through the school's public address system or face-to-face between faculty and students. Other methods of communication with students may include the following:

- Text-Messaging System/E-mail System: A text-messaging or e-mail system is available to provide those who are registered to receive messages with updates during an incident.
- Mobile Device Applications.

External Communications

School officials must communicate with the larger school community on how incidents will be addressed on a regular basis. However, once an incident does occur, parents, media and the community at large will require clear and concise messages from the school about the incident. This will include what is being done and the safety of the children and staff.

Communication with Parents

- Before an incident occurs, the school will:
 - Inform parents on how to access alerts and incident information.
 - Inform parents that the school has developed an ERP, its purpose and its objectives. Detailed response tactics should not be shared if they will impede the safe response to an incident.
 - Information will be included in Blackboard Mass Messenger
 - Be prepared with translation services for non-English-speaking families and students with limited English proficiency.
- In the event of an incident, the school will:
 - Disseminate information Blackboard Mass Messenger to inform parents about what is known to have happened.
 - Implement a plan to manage phone calls and parents who arrive at the school.
 - Describe how the school and school district are handling the situation.
 - Provide a phone number, web site address or recorded hotline where parents can receive updated incident information.
 - Inform parents and students when and where school will resume.
- After an incident, school administrators will schedule and attend an open question- and-answer meeting for parents/guardians as soon as possible.

Communication with the Media

In the event of an incident, the School Incident Commander or the emergency responder Incident Commander (in the event command has been transferred), will coordinate with the public information officer and/or participate in a joint information effort:

- Establish a media site and reception area away from the school and any established Incident Command Post, Evacuation site or Reunification site.
 - Determine a media location for low impact events (such as a water main break) and high impact events (such as an active shooter incident) when media interviews at the school would be deemed impracticable due to the nature and severity of the incident.
 - Low Impact events can be handled at the School District Central Offices or similar type facilities as the number of media outlets and duration of media coverage can be expected to be low.

- High Impact events can be handled at a community center, park or other facility that is of appropriate size to accommodate a large number of media outlets for an extended duration. **DO NOT** use government facilities (fire stations, etc.) as this will interfere with government administration and operations.

- High Impact Sites:

2050 Second Avenue, New York, NY 10029

• - Low Impact Sites:

2050 Second Avenue, New York, NY 10029

- Provide regular updates to the media and school community.
- Once Incident Command is transferred to emergency response authorities, so too will PIO functions be transferred to the ICS PIO.
- Provide only information that has been approved to be released by the Incident Commander in charge of the scene.
- Monitor the release of information and correct misinformation. Coordinate messages with the Incident Commander or PIO.

Procedures for the following should be included:

- Instructions on where emergency medical supplies (e.g. first aid kits, AEDs) are located and who is responsible for purchasing and maintaining these materials.
- Assessment of staff skills for responding to a medical emergency, such as first aid or CPR. Complete the Post Incident Response Team table in Appendix C with appropriate staff.
- Procedures on sharing and reporting information about unusual situations, if warranted.
- Addressing the immediate, short, and long-term counseling needs of students, staff and families.
- Location where counseling and psychological first aid will be provided.
- A plan to have counselors available to assist students if necessary.

Pre-designated Reunification Sites

Primary Reunification Site:

Heckscher Building 1 East 104th Street, New York, NY 10029

Secondary Reunification Site:

2050 Second Avenue, New York, NY 10029

Purpose

The Reunification Annex details a safe and secure means of reuniting parents/guardians with their children in the event of an emergency.

Actions

The Building Level School Safety Team should consider the following when reviewing current or developing new policies and procedures. This is not an exhaustive list. Please add necessary actions appropriate for your response. Procedures for the following should be included:

- Transporting students following an evacuation to the reunification site(s) (See Evacuation Annex).
- Notifying a contact person at the relocation site(s) to prepare for the arrival of students.
- Designating a Reunification Coordinator.
- Activating Annex(es) appropriate to respond to the situation.
- Designating a holding area for arriving students and staff away from waiting family members.
- Designating an adult report area for parents/guardians to sign-in and to check identification.
- Establishing a student release area. Students will be escorted to meet their parent/guardian and sign out.
- Establishing a mental health area and direct staff to escort parent/guardian of any injured, missing or deceased student to the area for staff to provide notification in private and away from other parents. The School Psychologist or other designee will coordinate this activity with emergency response personnel.
- Staging media area away from the reunification site and notify the PIO of the location.
- Keeping evacuees on buses or in a holding area separate from parents until they can be signed out to waiting parents/guardians.
- Releasing students to authorized persons after checking proof of identity and signing a student release form.
- Instructing parents/guardians to leave the site to make room for others once they have signed out their student.
- Arriving faculty and staff will provide a list of evacuated students to the reunification site staff immediately upon arrival.
- Providing for the Special needs students who may be significantly impacted by the stress of the incident and additional support staff may be required to support these students.
- Following the instructions of the Reunification Coordinator or designated staff and/or assist in staffing the site.
- Maintaining current student and staff emergency information that details special needs, such as medical or custody issues.

Actions

- Selecting primary and secondary relocation sites that meet the needs of school.
- Activating the COOP any time and sustaining it for up to 30 days.
- Re-establishing essential functions, such as restoration of school operations, and maintaining the safety and well-being of students and the learning environment
- Ensuring students receive applicable related services in the event of a prolonged closure.
- Protecting vital documents and making them available at alternate sites.
- Identifying personnel to assist in developing COOP and training them in activating COOP procedures.

Threat and Hazard Specific Annexes

Section 3 content

The threat and hazard specific annexes provide unique procedures, roles, and responsibilities that apply to a specific hazard. They often include provisions and applications for warning the public and disseminating emergency public information.

Threat and hazard specific annexes do not repeat content but build on information in the functional annexes and basic plan. Repeating information is not advisable for the following reasons:

- School staff and students should learn and exercise simple procedures that apply to all hazards.
- The hazard specific annexes should present only hazard-unique information.
- Repeating procedures increases the possibility that there will be inconsistencies in procedures that could lead to confusion during an incident.
- The plan becomes larger and more difficult for users to comprehend.

The school should customize threat and hazard specific protocols to fit their unique circumstances. Planning, training, drills and table-top exercises conducted with local emergency and safety officials will assist in the development of effective procedures and protocols. These activities will also help a school evaluate the appropriateness of the procedures in the plan. They assist with modifications or updating as necessary to ensure that the procedures are sufficient to provide a safe environment for students, staff and visitors.

Purpose

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school property in the event of an active shooter on school grounds or in the school building.

Core Functions

In the event of an active shooter, schools will contact law enforcement agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression and to keep students safe.

Functional Annexes That May Be Activated

Functional annexes that may be activated in the event of an active shooter on campus may include the following:

- Lockdown
- Evacuation
- Accounting for All Persons
- Reunification
- Communications
- Medical Emergency

Activating the Emergency Response Plan

The first individual(s) to hear or witness shots fired or recognize the potential for an active shooter should activate the ERP immediately, taking the necessary response actions to keep everyone safe. Notifications to the main office and to 911 should be made if possible.

Appropriate announcements shall be made, and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions

- Determine what procedures should be activated depending on the location and nature of the shooter.
- Issue instructions, e.g. lockdown or evacuation depending on the situation.
- Notify law enforcement, provide location and description of the shooter if possible.
- Notify schools buses to not enter the school grounds.
- Activate Communications Annex.
- Coordinate with emergency responders at the command post; provide site map and keys.
- Be available to deal with the media and bystanders and keep site clear of visitors.
- When it is safe to do so, implement Accounting for All Persons and Reunification Annexes.

Staff Actions

- Use Extreme Caution
- Implement the appropriate response procedure to keep students safe, including taking cover for protection from bullets.
- Make appropriate notifications, provide description and location of the shooter if possible.
- When law enforcement arrives, ensure everyone puts items down, raises their hands and spreads their fingers, keeps hands visible at all times, avoids making quick movements and avoids pointing, screaming or yelling.

- When safe to do so and instructed by the Incident Commander implement Accounting for All Persons and Reunification Annexes.

Purpose

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school property in the event of a bomb threat.

Scope

The annex outlines responsibilities and duties, as well as procedures for staff responding to a bomb threat against school buildings or grounds.

A bomb threat, even if later determined to be a hoax, is a criminal action. No bomb threat should be treated as a hoax when it is first received. The decision whether or not to evacuate is dependent upon information received in the threat, and how credible that information is.

Core Functions

In the event of a bomb threat, schools will contact law enforcement agencies for their assistance. Practiced procedures will be put in to action to alert and protect students and staff.

Precautionary measures are outlined below to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm to keep students and staff safe.

Functional Annexes That May Be Activated

Functional Annexes that may be activated in the event of a bomb threat on campus may include the following:

- Shelter-in-Place
- Evacuation
- Lockdown
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan

Individual(s) receiving bomb threats should notify the Incident Commander as soon as possible. Appropriate announcements shall be made, and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions

- Determine what procedures should be activated depending on the location and nature of the threat.
- Issue instructions, e.g. shelter-in-place or evacuation depending on the situation.
- Notify law enforcement, provide threat details.
- Activate communications annex.
- Coordinate with emergency responders at the command post; provide a site map and keys.
- Be available to deal with the media and bystanders and keep site clear of visitors.
- When it is safe to do so, implement Accounting for All Persons and Reunification Annexes.
- Determine whether school will be closed or remain open.

Staff Actions

- Implement the appropriate response procedures to keep students safe.
- Police may enlist the assistance of school staff who are familiar with the building and can recognize objects that do not belong or are out of place.
- Do not touch or handle any suspicious object, bag or container.
- When safe to do so and instructed by the Incident Commander implement Accounting for All Persons and Reunification Annexes.

Actions of Individual Receiving Bomb Threat

- Immediately notify the Incident Commander
- Keep handling of written threats to a minimum, it may be used as evidence in a criminal investigation and may be processed for fingerprints or DNA.
- A written threat on a wall, mirror, bathroom stall, etc. should not be removed until law enforcement authorizes.
- The NYSP Bomb Threat Instruction Card should be placed next to telephones that are most likely to receive threats by phone.

Appendices

Section 4 content

The appendices are included for the purpose of documenting vital information necessary for emergency response. These tables should be completed with the requested information or a suitable replacement inserted in their place. This information should be continually updated to avoid confusion and delay during emergency response.

Building - Administrative Staff

Name	Title	Primary Contact	Alternate Contact	Safety Team Member	CPR & AED Certified
Cierra Williams	Principal	646-483-5030	212-831-0650	Yes	No
Jessenia Roman	Principal	646-831-8534	212-831-0650	Yes	No
Barbara Hannah	Director of Operations	646-483-6708	212-831-0650	Yes	Yes
Chirstopher Cleckley	Director of Operations	646-627-6537	212-831-0650	Yes	Yes

District Contact Information

Name	Title	Primary Contact	Alternate Contact	Safety Team Member
Max Turner	Managing Director of Operations	646-984-4833	347-853-6529	Yes
Lena Dowdell	Deputy Superintendent	646-847-4265	212-831-0650	No
Jessica Zannikos	Deputy Superintendent	212-831-0650	212-348-2518	No

Transportation Contact Information

Name	Title	Primary Contact	Alternate Contact	Safety Team Member
Katherine Lopez	Operations Associate	917-476-8031	212-348-2518	No
Jocelyn Gibson	Operations Associate	212-348-2518	212-831-0650	No

Command Staff

Incident Commander

Primary: Christopher Cleckley, Director of Operations 646-627-6537

Alternate: Barbara Hannah, Director of Operations 646-483-6708

Alternate: Jessenia Roman, Principal, 646-831-8534

Safety Officer

Primary: Christopher Cleckley, Director of Operations 646-627-6537

Alternate: Barbara Hannah, Director of Operations, 646-483-6708

Alternate: Jessenia Roman, Principal, 646-831-8534

Liaison Officer

Primary: Max Turner, Managing Director of Operations, 646-984-6433

Alternate: Barbara Hannah, Director of Operations 646-483-6708

Alternate: Christophert Cleckley, Director of Operations, 646-627-6537

Public Information Officer

Primary: Raul Soto, Public Engagement Director 212-831-0650

Alternate: Ingrid Sotelo, Chief External Affairs, 212-831-0650

Alternate: Max Turner, Managing Director of Operations, 646-984-8433

Command Posts

	Primary	Alternate	Alternate
Interior	Room 125	Room 320	Cafeteria
Exterior	Courtyard	Field	107 and Park

8 NYCRR Section 155.17 (e)(2)(ii) - requires the designation of an emergency response team, other appropriate response teams, and a post-incident response team. The following tables are provided for the documentation of those teams your schools ERT and PRT, please add additional tables if other response teams are utilized.

Emergency Response Team

Name	Title	Primary Contact	Alternate Contact	Safety Team Member	CPR & AED Certified
Cierra Williams	Principal	646-483-5030	212-831-0650	Yes	No
Jessenia Roman	Principal	646-831-8534	212-831-0650	Yes	No
Barbara Hannah	Director of Operations	646-483-6708	212-831-0650	Yes	Yes
Chirstopher Cleckley	Director of Operations	646-627-6537	212-831-0650	Yes	Yes

Post-Incident Response Team

Name	Title	Primary Contact	Alternate Contact
Max Turner	Managing Director of Operations	646-984-6433	347-853-6529
Raul Soto	Director of Public Engagement	212-831-0650	917-725-1320

8 NYCRR 155.17 (e)(2)(iii) Procedures for assuring that crisis response, fire 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.

Floor plans should include the following recommendations:

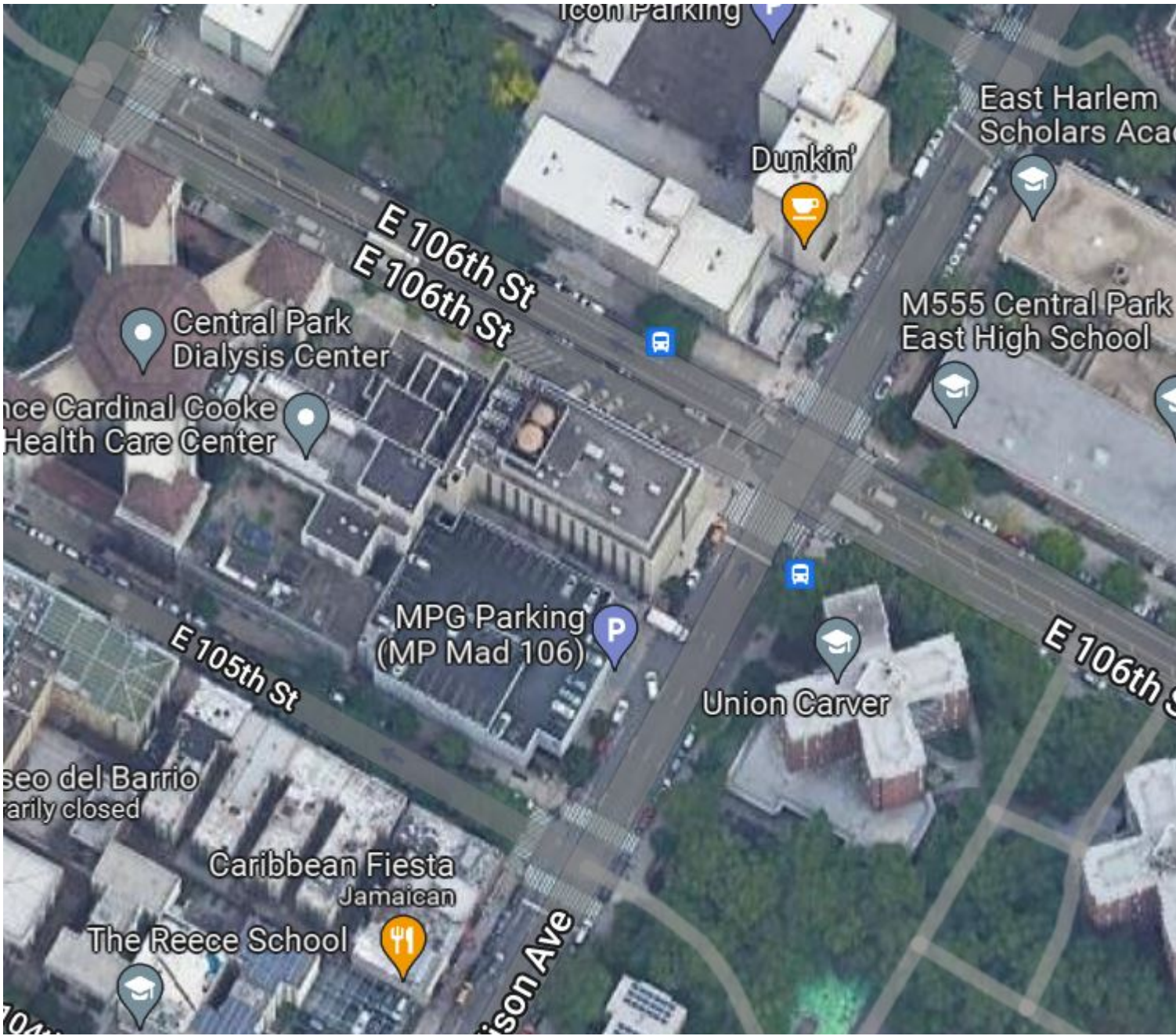
- All labels typed
- Include school name and address
- Include a key to define any symbols used
- Include a compass indicating North
- Each floor should be a separate page
- Building entrances labeled (including service entrances)
- Windows and interior doors graphically shown
- Rooms labeled with room number
- Common areas and administrative offices labeled by use
- Location of water, gas and electrical shutoffs clearly noted

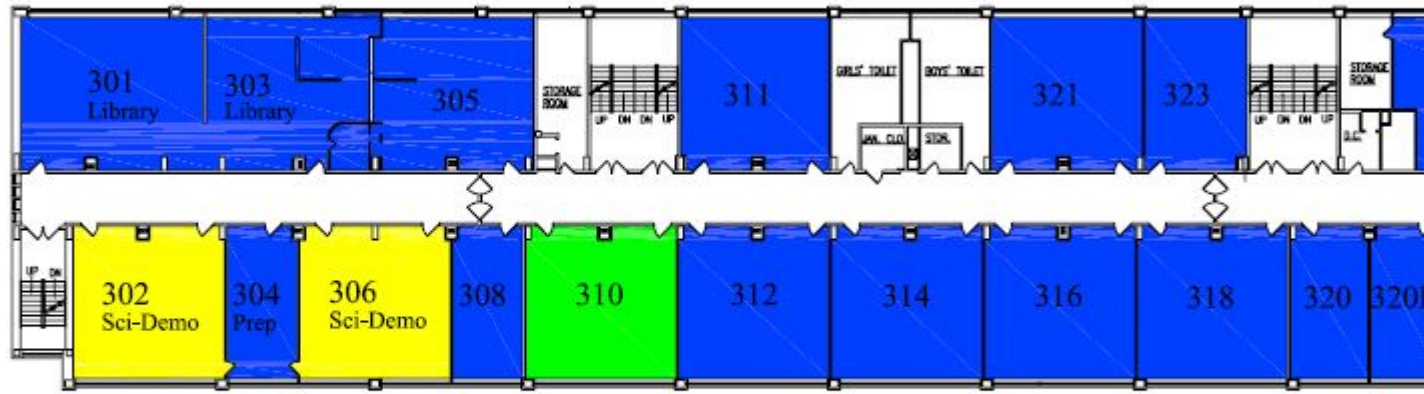
Map/Image of grounds should include the following recommendations:

- All labels typed
- An overview of campus with all buildings labeled
- Include a key to define any symbols used
- Include a compass indicating North

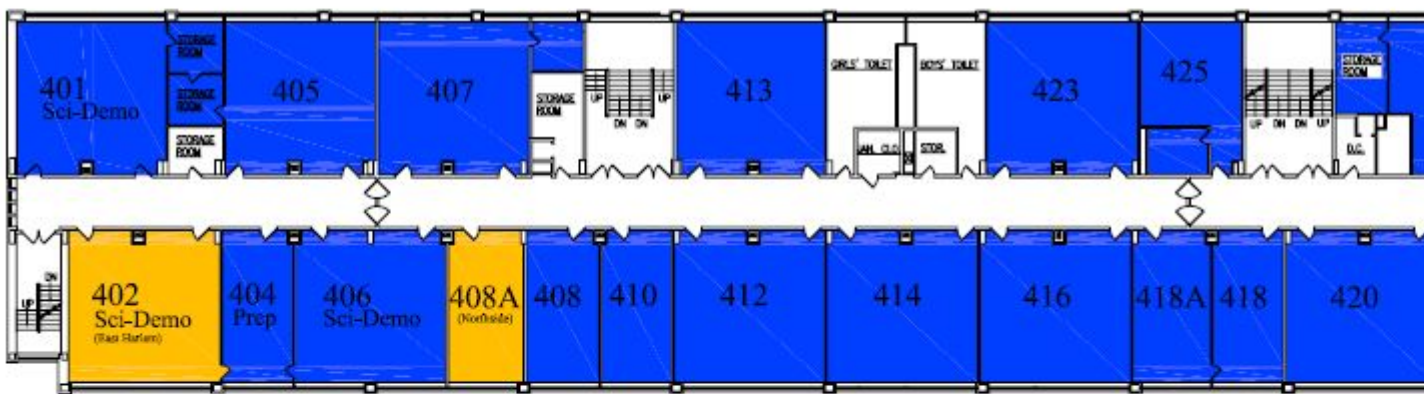
Map/Image of surrounding areas should include the following recommendations:

- Labeled streets
- Labeled buildings
- Include key to define any symbols used





Third Floor Plan



Fourth Floor Plan