

DISTRICT-WIDE SAFETY PLAN (2022-23)



BRONX CHARTER SCHOOL FOR EXCELLENCE

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I. - Introduction

Emergencies and violent incidents in charter schools are critical issues that must be addressed in an expeditious and effective manner. Charter schools are required to develop a charter school wide school safety plan designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the charter school with local and county resources in the event of such incidents or emergencies. This charter school-wide plan has been developed to be responsive to the needs of the school and consistent with the more detailed emergency response plan required at the school building level.

Charter schools stand at risk from a wide variety of acts of violence, as well as natural and technological disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. Project SAVE is a comprehensive planning effort that addresses risk reduction/ prevention, response, and recovery with respect to a variety of emergencies in the charter school.

The Bronx Charter School for Excellence (BCSE) supports the SAVE Legislation and has committed to full and active participation in the planning process. The Principal encourages and advocates ongoing charter school-wide cooperation and support of Project SAVE.

II. - Section I: General Considerations and Planning Guidelines

A. Purpose

The Bronx Charter School for Excellence's Charter School-Wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Board of Trustees, the Principal appointed a Charter School-Wide School Safety Team and charged it with the development and maintenance of the Charter School-Wide School Safety Plan.

This plan outlines BCSE's approach to emergency management and operations. It provides general guidance for emergency management activities and an overview of BCSE's methods of mitigation, preparedness, response, and recovery. The plan describes BCSE's emergency response organization and assigns responsibilities for various emergency tasks. This plan is intended to empower employees in an emergency and clarify emergency roles and response. It is also intended to provide a framework for more specific functional annexes that describe in more detail who does what, when, and how. This plan applies to all local BCSE officials, staff, and students. The primary audience for the document includes the school board, school district, school administrators, staff tasked within the document or annexes, emergency management staff, leaders of local volunteer organizations that support emergency operations, and others who may participate in mitigation, preparedness, response, and recovery efforts.

This plan outlines BCSE's approach to emergency management and operations. It has been developed to assist BCSE to protect its staff and students during an emergency situation. This plan takes an all-hazard approach to emergency management and plans for mitigation/prevention, preparedness, response, and recovery.

Mission and Goals

1. The mission of BCSE in an emergency/disaster is to:
 - a. Protect lives and property
 - b. Mitigate the effects of a disaster
 - c. Prepare for emergencies and disasters
 - d. Respond to emergencies promptly and properly
 - e. Aid in recovery from disasters

2. The goals of BCSE:
 - a. Provide emergency response plans, services, and supplies for all facilities and employees
 - b. Coordinate the use of school personnel and facilities within the school
 - c. Restore normal services as quickly as possible
 - d. Provide detailed and accurate documentation of emergencies to aid in the

recovery process

B. Explanation of Terms

I. Acronyms

| | |
|--------|-------------------------------------|
| BCSE | Bronx Charter School for Excellence |
| EOC | Emergency Operations Center |
| EPI | Emergency Public information |
| Hazmat | Hazardous Material |
| IC | Incident Commander |
| ICP | Incident Command Post |
| ICS | Incident Command System |
| SOPs | Standard Operating Procedures |

II. Definitions

1. Emergency Public Information (EPI)

Information that is disseminated to the public via the news media before, during, and/or after an emergency or disaster.

2. Emergency Situation

As used in this plan, this term is intended to describe a range of situations, from an incident to a major disaster. It includes the following:

a. Incident

An incident is a situation that is limited in scope and potential effects.

Characteristics of an incident include:

- 1) Involves a limited area and/or limited population.
- 2) Evacuation or in-place sheltering is typically limited to the immediate area of the incident.
- 3) Warning and public instructions are provided in the immediate area, not community-wide.
- 4) One or two local response agencies or departments acting under an IC normally handle incidents. Requests for resource support are normally handled through agency and/or departmental channels.
- 5) May require limited external assistance from other local response agencies or contractors.

b. Emergency

An emergency is a situation that is larger in scope and more severe in terms of actual or potential effects than an incident. Characteristics include:

- 1) Involves a large area, significant population, or important facilities.
- 2) May require implementation of large-scale evacuation or in-place sheltering and implementation of temporary shelter and mass care operations.
- 3) May require community-wide warning and public instructions.
- 4) Requires a sizable multi-agency response operating under an IC.
- 5) May require some external assistance from other local response agencies, contractors, and limited assistance from state or federal agencies.
- 6) The EOC will be activated to provide general guidance and direction, coordinate external support, and provide resource support for the incident.

c. Disaster

A disaster involves the occurrence or threat of significant casualties and/or widespread property damage that is beyond the capability of the local government to handle with its organic resources. Characteristics include:

- 1) Involves a large area, a sizable population, and/or important facilities.
- 2) May require implementation of large-scale evacuation or in-place sheltering and implementation of temporary shelter and mass care operations.
- 3) Requires community-wide warning and public instructions.
- 4) Requires a response by all local response agencies operating under one or more ICs.
- 5) Requires significant external assistance from other local response agencies, contractors, and extensive state or federal assistance.
- 6) The EOC will be activated to provide general guidance and direction, provide emergency information to the public, coordinate state and federal support, and coordinate resource support for emergency operations.

3. Hazard Analysis

A document published separately from this plan that identifies the local hazards that have caused or possess the potential to adversely affect public health and safety, public or private property, or the environment.

4. Hazardous Material (Hazmat)

A substance in a quantity or form posing an unreasonable risk to health, safety, and/or property when manufactured, stored, or transported. The substance, by its nature, containment, and reactivity, has the capability for inflicting harm during an accidental occurrence. It can be toxic, corrosive, flammable, reactive, an irritant, or a strong sensitizer, and poses a threat to health and the environment when improperly managed. Hazmats include toxic substances, certain infectious agents, radiological materials, and other related materials such as oil, used oil, petroleum products, and industrial solid waste substances.

5. Inter-local agreements

Arrangements between governments or organizations, either public or private, for reciprocal aid and assistance during emergency situations where the resources of a single jurisdiction or organization are insufficient or inappropriate for the tasks that must be performed to control the situation. Commonly referred to as a mutual aid agreement.

6. Standard Operating Procedures (SOP)

Approved methods for accomplishing a task or set of tasks. SOPs are typically prepared

at the department or agency level.

C. Identification of School Teams

School Safety Team- In accordance with Section 155.17(c)(13), the Bronx Charter School for Excellence has created a Charter School-Wide School Safety Team consisting of representatives of the teachers, administrators, parents, and school safety personnel. As the schools currently serve K-8 children student representatives were not included. The proposed members of the school-based teams, and their positions or affiliations are shown below. The teams will begin their work in September 2022.

Bronx Charter School for Excellence 1 | 1960 Benedict Avenue | Bronx, NY | 10462

| Building-Level Emergency Response Team | | | |
|---|--------------|------------------|---------------|
| Name | Title | BRT Title | Phone |
| ES: Maria Saryan | Principal | Principal | (718)828-7301 |
| ES: Rachel Walker | DOO | BRT Leader | (718)828-7301 |
| MS: Ken Marsh | Principal | Principal | (718)828-7301 |

| | | | |
|---------------------|------------------|------------------------------|-------------------|
| MS: Jasmine Mansell | DOO | BrT Leader | (718)828-730 1 |
| Kwanetha Walker | School Aide | Emergency Officer | (718)828-730 1 |
| Elaine Dinkins | Nurse | Incident Assessor | (718)828-730 1 |
| LaRonda Corneilson | School Aide | Assembly Point Coord. | (718)828-730 1 |
| Brianna Parchment | Office Assistant | Recorder | (718)828-730 1 |
| Stacy Lyles | SPED Coordinator | Special Needs Coord. | (718)828-730 1 |
| Arnaldo Rodriguez | Social Worker | Special Needs Coord. Alt. | (718)828-730 1 |
| Kiana Sumlin | Office Assistant | Parent Rep | (718)828-730 1 |
| Dr. Betty Bonet | Dean | Teacher Rep | (718)828-730 1 |

Bronx Charter School for Excellence 2 | 1804 Holland Avenue | Bronx, NY | 10462

| Building-Level Emergency Response Team | | | |
|---|------------------------|-------------------------------|-------------------|
| Name | Title | BRT Title | Phone |
| Sharleen Morris/Lashawn Lopez | Principal | Principal | (718)892-127 6 |
| Carlos Figueroa | Director of Operations | BRT Leader | (718)892-127 6 |
| Octavia Glover | Office Assistant | Recorder | (718)892-127 6 |
| Natasha Johnson | Nurse | Incident Assessor | (718)892-127 6 |
| David Caicedo | Facilities Manager | Assembly Point Coordinator | (718)892-127 6 |
| Marcus Conwell | School Aide | Emergency Officer | (718)892-127 6 |

| | | | |
|------------------|---------------|---------------------------|---------------|
| Nikisha Ramsaran | Social Worker | Special Needs Coordinator | (718)892-1276 |
| | | Parent Rep | (718)892-1276 |
| | | Teacher Rep | (718)892-1276 |

Bronx Charter School for Excellence 3 | 3956 Carpenter Avenue | Bronx, NY | 10466

| Building-Level Emergency Response Team | | | |
|---|----------------------------------|----------------------------|---------------|
| Name | Title | BRT Title | Phone |
| Dawn Dean Elleace David | Principal Assistant Principal | Principal | (718)882-0231 |
| Waldemar Forbes | Director of Operations | BRT Leader | (718)882-0231 |
| Natasha Sumlin | Office Assistant | Emergency Officer | (718)882-0231 |
| | Nurse | Incident Assessor | (718)882-0231 |
| Elias Mason | School Aide | Assembly Point Coordinator | (718)882-0231 |
| Nydia Rivera | Office Assistant | Recorder | (718)882-0231 |
| Joshua Ocasio | Academic Dean | Special Needs Coordinator | (718)882-0231 |
| Alexandra Nestor | Director of Academics | Parent Rep | (718)882-0231 |
| Latevia Addison | 4 th Grade Teacher | Teacher Rep | (718)882-0231 |

Bronx Charter School for Excellence 4 | 4300 Murdock Avenue | Bronx, NY | 10462

| Building-Level Emergency Response Team | | | |
|---|--------------|------------------|--------------|
| Name | Title | BRT Title | Phone |

| | | | |
|-------------------------------|------------------------|----------------------------|---------------|
| Florence Bolton | Principal | Principal | (347)773-3100 |
| Andrew McKinley | Director of Operations | BRT Leader | (347)773-3100 |
| Darwin Simmons/ Kaiser Temanu | School Aide | Emergency Officer | (347)773-3100 |
| Mary Ubozoh | Nurse | Incident Assessor | (347)773-3100 |
| Frank Peart | Academic Dean | Assembly Point Coordinator | (347)773-3100 |
| Nancy Johnson | Office Manager | Recorder | (347)773-3100 |
| Kara Mahon | Social Worker | Special Needs Coordinator | (347)773-3100 |
| Florence Bolton | Principal | Parent Rep | (347)773-3100 |
| Frank Peart | Academic Dean | Teacher Rep | (347)773-3100 |

Bronx Charter School for Excellence 3 & 4 Middle School | 1160 E. 213th St. | Bronx, NY | 10469

| Building-Level Emergency Response Team | | | |
|---|------------------------|-----------------------|----------------|
| Name | Title | BRT Title | Phone |
| Andre Williams | Principal | Principal | (718) 882-1074 |
| Niema Dopson | Director of Operations | BRT Leader | (718) 882-1074 |
| Christy Ceballos | School Aide | Emergency Officer | (718) 882-1074 |
| Keila Perez | Nurse | Incident Assessor | (718) 882-1074 |
| Alexis Talib | School Aide | Assembly Point Coord. | (718) 882-1074 |
| Jessica Ramos | Office Assistant | Recorder | (718) 882-1074 |
| Symiara Jenkins | Academic Dean | Special Needs Coord. | (718) 882-1074 |
| | | Parent Rep | (718) 882-1074 |
| Michael O'Keefe | PE Teacher | Teacher Rep | (718) 882-1074 |

Bronx Charter School for Excellence 5 and 2 MS | 1946 Bathgate Avenue | Bronx, NY | 10457

| Building-Level Emergency Response Team | | | | |
|---|----------------------------|----------------------------------|----------------------------|--------------|
| | Name | Title | BRT position | Phone |
| 1* | Peter Cerreta AdijeOkpo | Principal B5 & B2MS | Principal | 718-882-1058 |
| 2* | Noel Matos | Director of School Operations | BRT Leader | 718-882-1058 |
| 3* | Jermal Wilson | Director Of Operations | Emergency Officer | 718-882-1058 |
| 4* | Janaira Felix | Nurse | Incident Assessor | 718-882-1058 |
| 5* | Minerva Diaz | Office Assistant | Assembly Point Coordinator | 718-882-1058 |
| 6* | Chris Castro | Office Manager | Recorder | 718-882-1058 |
| 7* | Timothy Gely | Assistant Principal | Special Needs Coordinator | 718-882-1058 |

D. Concept of Operations

The Charter School-Wide School Safety Plan is directly linked to the School Emergency Response Plan. Protocols reflected in the Charter School-Wide School Safety Plan will guide the development and implementation of the School Emergency Response Plan.

The methodology used to develop the charter school-wide plan involved the formation of the school safety plan development team. Team members used the sample plan in the "Guidance Document for School Safety Plans" for the plan's structure then developed the key elements of the plan based upon the involvement of the community and student behavioral and community crime-incidence data.

In the event of an emergency or violent incident, the initial response to all emergencies at the charter school will be by the Principal, who will activate the School Emergency Response Team. Upon the activation of the Charter School Emergency Response Team,

the Principal or her/his designee will notify, when appropriate, local emergency officials. City, County and State resources providers may be called to provide additional services.

E. Plan Review and Public Comment

Availability of the Safety Plan- Pursuant to Commissioner's Regulation 155.17 (e)(3), this plan will be made available for public comment more than 30 days prior to its adoption, and a required public hearing will be held. The Board of Trustees will adopt the plan at the next opportune meeting.

A copy of the plan will be available in the main office.

While linked to the Charter School-Wide School Safety Plan, School Emergency Response Plans will be confidential and will not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a. Full copies of the Charter School-Wide School Safety Plan and any amendments will be submitted to the New York State Education Department within 30 days of adoption. The School Emergency Response Plan will be supplied to local police within 30 days of adoption.

III - Section II: Risk Reduction/Prevention and Intervention

Risk Reduction/Prevention and Intervention is comprised of activities that are taken prior to an emergency or disaster to eliminate the possibility of the occurrence, or reduce the impact of such emergency should it occur.

A. Prevention/Intervention Strategies - The Charter School-Wide Plan includes strategies for improving communication among students, and between students and staff, and reporting of potentially violent incidents, such as the establishment of youth-run programs, peer mentoring, conflict resolution, creating a forum or designating a

mentor for students concerned with bullying or violence, and establishing reporting mechanisms for school violence in accordance with Section 155.17(e) (l)(xvii).

Program initiatives

A school wide culture that supports positive learning opportunities for all children is critical. This entails assessing special needs among students who behave inappropriately, referring them to appropriate services and interventions as needed, supporting the development of skills for future employment, and developing working relationships with parents, families, and communities.

Young people have a variety of emotional needs, which they bring to school. Some of these needs may be met in school through encounters with peers and school staff, while others require proper assessment and referral to community services. If these needs are handled effectively, students are less likely to engage in negative behavior.

Skills training will be offered to students and staff, as appropriate, in social interaction, problem solving, coping, communication, resisting peer influence, substance abuse prevention, understanding values, respect for individual differences, countering bias, anger management, conflict resolution, and peer mediation. Instruction and skills training can be effectively combined using interactive and engaging learning strategies. Training opportunities will be communicated through building-level publications such as newsletters and handbooks.

Training, Drills, and Exercises

Multi-Hazard Training - In accordance with Section 155.17(e)(1) (xiv), BCSE schools will provide multi-hazard school training for instructional and noninstructional staff members and students through a combination of full-scale drills, tabletop exercises and staff development programs. Such training will include review of the building crisis packet, available in each room at the beginning of the school year and/or at the time of hire by all instructional and non-instructional staff, including substitute staff. In

addition, violence prevention and crisis intervention training will be provided to the instructional and noninstructional staff as part of the school's professional development plan program. Additional training may be required via workshops that provide instruction in relevant disciplines, such as proper restraint techniques and the de-escalation of violent incidents.

Increase of student awareness and preparedness will occur through the implementation of activities during Fire Prevention Week in the fall, and the week prior to the spring break. During those two weeks, all students will participate in classroom activities, one general assembly and receive safety training.

Review and Conduct of Drills - In accordance with Section 155.17(e)(l)(xv), all BCSE schools will hold and evaluate a minimum of 12 emergency drills each school year, 8 fire drills and 4 lockdown drills, eight of which must be held by December 31. Other drills deemed necessary, such as bus drills, will also be conducted to ensure that all students, faculty members, and other staff are familiar with each drill so that it can be activated and accomplished quickly and efficiently. These drills will be held at regular as well as inopportune times, and will utilize a variety of blocked exits, as appropriate, to take care of almost any situation. Each member of the faculty shall take his/her attendance register or class record when a drill is conducted. Immediately upon arrival at a prescribed point, the faculty member shall check the students to see that all students are present. A report of absentees shall be made immediately to the Principal or her/his designee.

In collaboration with NYC first responders (NYPD and FDNY), BCSE observes various drills conducted at each school building to assess their response to emergencies requiring an evacuation, sheltering or lockdown. A debrief with school leaders and staff will take place after each and every drill. Evaluation records will be kept for each drill, including the times for the evacuation of the facility, in order to ascertain whether or not the drill is running in a timely manner and according to plan. Administrative staff and other observers will be placed to evaluate the student and staff participation in order to make recommendations for the improvement of these drills.

Implementation of School Security

Building security procedures - All visitors to the BCSE schools will be required to sign in at the main office. Anyone who is not a regular staff member or a student of the school will be considered a visitor. This includes parents/relatives, contractors, vendors, delivery people, and others having business with school officials. Upon leaving, the visitor will sign out at the reception desk.

Visitors, even though they have signed in are not allowed to wander through the facilities. A staff member who observes a visitor who appears lost or who is otherwise walking through the building with no apparent purpose will address the visitor by asking, "Can I help you?" The staff member will then provide assistance in the form of directions or direct the visitor to the main office. If a staff member observes suspicious, threatening and/or otherwise inappropriate behavior, such behavior should be reported immediately to the main office for a response from the Principal or her/his designee. Student visitors from other schools, unless they have a specific reason and prior approval of the Principal or her/his designee, are not permitted to enter school buildings. Anyone who violates any provisions of the Bronx Charter School for Excellence Code of Conduct is subject to appropriate penalties, up to and including reprimand, ejection, arrest and/or criminal prosecution.

All exterior doors not routinely used for student or staff entrance will be secured so as to limit building access to the main entrance of each facility. During the 2022-23 school year, BCSE has restricted school access to students and school personnel during normal business hours. This procedure was enacted to protect students and staff by minimizing the exposure and risks associated with COVID-19.

Procedures for maintaining the security of the facility, as well as procedures for radio use, will be regularly tested by the Principal or his designee.

Vital Educational Agency Information

Maintenance of vital information- In accordance with Section 155.17(e)(l)(xx), BCSE schools collect and maintain vital educational information, including student

enrollment, the number of staff, and teaching stations. The Principal and Director of Operations assess transportation needs. The office assistants maintain and update listings of home and work telephone numbers for key personnel throughout the school. Data on student populations, number of staff, transportation needs and the business and home telephone numbers of key school officials are included in the tables and will be updated at least annually and more frequently as needed.

B. Early Detection of Potentially Violent Behaviors

The early detection of potentially violent students will be facilitated through professional development offerings provided for the BCSE school staff.

Dissemination of early detection information- In accordance with Section 155.17(e)(l) (xiii), all teachers and non-instructional staff members were provided with School Response training at the beginning of this school year. Updated training in this area will be provided annually hereafter. In addition, teacher aides who supervise students in non-academic areas, such as on playgrounds and in cafeterias are provided with conflict intervention training. Conflict intervention training for teacher aides will be updated annually. Safety topics are introduced to parents at the first parents meeting in the fall, then through notices at Fire Prevention Week and the week prior to the spring break.

Before the end of the first week of each academic year, teachers will familiarize themselves with all available information and records about the regular education and/or special education program placement of every student in their class. Instructional and non-instructional staff who are concerned about the behavior of a student will communicate with the Principal if the situation so warrants. The Principal will then communicate appropriate information to other staff members on a need-to-know basis. The staff member will proceed to work with that student on the basis of these consultations and information.

C. Hazard Identification & Mitigation

Hazard identification- In accordance with Section 155.17(e)(l)(i), BCSE school buildings have been evaluated for the location of potential hazards, both on and off school grounds. This hazard identification shall be updated at least once a year.

Schools will continue to be exposed to and subject to the impact of winter storms, fire, power outages, medical emergencies, intruders on campuses, as well as, lesser hazards and others that may develop in the future.

No Sites of Potential Emergency for the areas surrounding BCSE school buildings have been identified. The Emergency Response Plan, located in the school offices also includes the identification of hazardous roadways and intersections in proximity to the school building.

There are no storage facilities for hazardous chemicals adjacent to school facilities that have been identified by the New York State Department of Environmental Conservation.

Assumptions:

1. It is possible for a major disaster to 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, some emergency situations occur with little or no warning.
2. A single site emergency, i.e. fire, gas main breakage, etc., could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from your local response agencies. Action is required immediately to save lives and protect school property.
3. Following a major or catastrophic event, the schools will have to rely on their own resources to be self-sustaining for up to 24-72 hours.
4. There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/or students. However, rapid and appropriate response will reduce the number and severity of injury.

5. Outside assistance will be available in most emergency situations. Since it takes time to summon external assistance, it is essential for the schools to be prepared to carry out the initial emergency response on an independent basis.
6. Proper mitigation actions, such as creating a positive school environment, safety and fire inspections, can prevent or reduce disaster-related losses. Detailed emergency planning, training of staff, students and other personnel, and conducting periodic emergency drills and exercises can improve the schools' readiness to deal with emergency situations.
7. A spirit of volunteerism among school employees, students and families will result in their providing assistance and support to emergency response efforts.

IV. - Section III: Response

Every emergency requires an appropriate response by school officials. Protocols can be found in the Emergency Response Plan (located in the school office). The communications outline will include the notification of the Principal, local fire, police and emergency services, as appropriate.

In the event of an emergency situation, the school will work with local government officials for obtaining advice and assistance. In an emergency, the Principal or his designee will contact the highest-ranking local government official in which the emergency situation has occurred. In addition, the school will contact the appropriate agencies (i.e. police departments, fire departments, the Red Cross, mental health providers, religious organizations, etc.) to obtain advice and assistance in the event of an emergency.

A. Notification and Activation (Internal and External Communications)

Contacting law enforcement officials - In accordance with Section 155.17(e)(l)(vi), in the event of an emergency, such as a fire, choking, a heart attack, a display of weapons, a shooting or stabbing, or a traffic accident, anyone with access to an outside telephone

line first will contact emergency services by dialing 911 and then will notify the Principal. In the event of a pending emergency, the Principal will be notified first. The Principal or her/his designee then will contact emergency services, if appropriate, by dialing 911. She/he will notify local law enforcement officials as the situation warrants. Local law enforcement agencies include the New York City Police and Fire Department. The Principal and Director of Operations are the ICS designees.

The Emergency Response Team also will be notified at the beginning of the incident. The Principal can refer to the Emergency Response Plan and/or the Quick Reference Guide for the proper sequence for notification. After the initial response to the emergency, the sequence for official notification for the majority of incidents will be as follows:

- Principal of the School
- Assistant Principal/Dean
- Director of Operations
- Teachers/Administrators
- Parent(s)

The Principal, before leaving the building for any reason, will designate an individual administrator or other staff member to act in her/his place should an emergency occur. Building office staff will be informed of the name of the designee before she/he leaves the building.

The School Emergency Response Plan has been prepared in cooperation with the local authorities and local police agencies.

Information of severe weather such as, but not limited to, tornadoes, storms, and blizzards, as well as national emergencies and other emergencies which can be foretold, will be received in the Principal's office. The use of a NOAA Weather Radio will be used. A radio with battery backup will also be tuned to the Emergency Broadcast System.

Contacting all educational agencies within the Charter School- Section 157.17(e)(l)(xix). The Principal, Director of Operations and/or the designated staff member at the school will contact the Executive Director and all other entities within the Bronx Charter School for Excellence and Excellence Community Schools network.

Contacting parents - In accordance with Section 155.17(e)(l)(xi), it is the duty of the Principal and/or his designee to notify faculty, students, staff, parents/guardians, or persons in parental relation to students when it is necessary to respond to either internal or external situations. Notification of incidents will be made to the Principal's office, using the telephone and fax. The Principal and/or her/his designee will use the School Messenger app and telephone (text alerts) to notify parents when an incident is stable and under control. For small group notification, a telephone will also be used. The local police precincts will also be notified via telephone.

Regardless of the nature of the incident, all inquiries from the media should be referred to the Principal's office. Staff training in the Charter School-Wide Safety Plan will emphasize this aspect of the communications protocol. Such inquiries will be addressed by the Executive Director, Principal, or designee.

In the event of a critical incident, the Principal and/or her/his designee will complete an incident report form in anticipation of contact by members of the media. The incident report will outline the date, time, location, and type of incident, and what agencies have been contacted. As time permits, a press release based upon the information contained within the incident report form will be developed and disseminated via fax, telephone, e-mail, or in person to members of the media. A list of area media contacts will be developed for this purpose.

Depending upon the nature of the critical incident, the charter schools' attorneys will be contacted for on-site consultation, as appropriate. As already outlined in this plan, emergency service providers and local officials will already have been contacted as required.

When representatives of the media arrive at the site of the critical incident, the Principal or her/his designee will designate a location and format for meeting with them to provide an incident report and answer appropriate questions. The location will be determined by the Principal or her/his designee and will be dictated by the nature and location of the critical incident. Depending upon the nature of the incident, the media briefing area could be in the Principal's office, in the school building, outside one of the school buildings, at a designated off-site command post, or adjacent to the off-campus incident site.

If it becomes necessary to close school before the regular closing time, such information will be announced and communicated to parents by administrators.

Parents, guardians, and persons in parental relation complete emergency contact cards at the beginning of each year. One of the names listed on the emergency contact sheet will be notified of the early dismissal by the office assistant via telephone/messaging. This could include informing a parent or other emergency contact members and/or riding a bus to a different-than normal destination. Management of the emergency early dismissal process is the responsibility of the Principal and/or her/his designee. The Principal will remain at the school until all students are dismissed.

B. Situational Responses

The appropriate responses for this section could include the use of the sheltering, holding, locking out, lock down, evacuation, or go home procedures, as outlined in the Emergency Preparedness Plan and/or the Charter School Quick Reference Plan. A log of all medical treatment provided to students or staff will be kept by the school nurse and Director of Operations. An incident report will be filed immediately after each emergency incident so that response protocols can be reviewed, assessed, and modified as needed.

Initial Response

School personnel are likely to be first on the scene of an emergency situation within the school. They will normally take charge and remain in charge of the incident until it is

resolved or others who have legal authority to do so assume responsibility. They will seek guidance and direction from local officials and seek technical assistance from state and federal agencies and industry where appropriate.

The principal or designee will be responsible for activating the school's emergency operations plan and the initial response:

- Evacuation - This response is used to remove students and staff from the building. Students are led to designated or announced assembly areas. Classroom doors are closed. Staff take attendance and class rosters. Evacuation can be highly effective if it can be completed before the arrival of the hazard.
- Lockout - This response is used to secure school buildings and grounds when there is an imminent concern outside of the school. Exterior doors are locked. Blinds/ lights remain as they are. Regular classroom activities may take place, but all outdoor activities are terminated.
- Hold-In-Place - This response is used to limit movement of students and staff while dealing with short-term emergencies. Students and staff return to assigned classrooms and clear hallways. Teachers take attendance in the classroom.
- Lock down - This response is used to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school. Hallways and common areas are cleared and staff and students gather in classrooms. All exterior doors and classroom doors are locked and students and staff stay in their classrooms. Doors may be barricaded. Students are positioned in a safe area in the classroom out of sight of the door. Blinds are closed to cover doorway windows. Everyone is to remain silent and instructed to silence cell phones. Students and staff are not to respond to PA announcements or fire alarms. Individuals are to remain hidden until law enforcement releases them.
- Shelter-in-place - This response is used to shelter students and staff inside the building. Hallways are cleared and students should return to assigned classrooms. If needed, students may be asked to assemble in a designated area. Attendance is taken. Depending on the concern, windows and doors may be sealed and ventilation systems may be shut off. Limited movement is allowed. Shelter-in-place is effective during emergencies involving hazardous materials which produce toxic vapors outside of the facility. Taking shelter inside a sealed building is highly effective in keeping students and staff safe.

Multi-Hazard Response

Multi-hazard response - In accordance with Section 155.17(e)(l)(xiv) and (xv), BCSE safety plans includes the school's multi-hazard response plans, which are divided into five categories: Responses to (1) Civil Disturbances, (2) Environmental Problems, (3) Fire and Explosion, (4) Systems Failures and (5) Medical Emergencies.

Emergency Response Plan development was guided by four principles: (a) holding action designed to contain the situation, (b) keeping children and staff isolated from the situation, (c) communication with the proper authorities; and finally, (4) restoring normal activities.

1. Responses to Civil Disturbances

An emergency caused by an action, which requires an appropriate response by school officials. The following specific situations are covered in this section:

Bomb Threat

Hostage

Intruder

Kidnapped Person

The guiding principles for emergency planning are: holding action to contain the situation; keeping children away from the situation; communicating with the proper authorities; and finally, restoring normal activities. If it becomes necessary to respond to civil disturbances, the Principal may rely on one of the following responses: shelter, hold, lockout, lock down, evacuation, or go home.

2. Responses to Environmental Problems

An emergency caused by a naturally occurring or man-made environmental problem requires an appropriate response by school officials. The following specific situations or occurrences are addressed in this section:

Air Pollution

Drought

Earthquake

Flood

Oil (Gasoline Spill)

Radiological Incident

Storm - Snow | Ice | Wind | Hurricane

Thunderstorm | Lightning Storm

Tornado

Toxic Material Spill

Water Contamination

The guiding principles for response are protection of life first, then the preservation of property, including restoration to normal activities. The fire department, local police, State Emergency Management Office, Federal Emergency Management Office and/or environmental specialists will communicate, evaluate, and make the necessary arrangements with the Principal or his/her designee, the Chief Operating Officer and the Director of Facilities, for control, clean up, remediation, and disposal of any materials, if needed.

The appropriate responses for this section could include the use of shelter, hold, lockout, lock down, evacuation, or go home protocols.

3. Responses to Fire and Explosion

A fire or explosion in a building, or even a false alarm, will interrupt and disrupt school building activities. The effects may be minor, as in the case of a false alarm, but could be significant, as in the case of a fire or explosion. Emergency guidelines, ranging from minor to major occurrences, are included in this section:

False Fire Alarm

Fire

Explosion

In each case, the guiding principles for emergency planning are protection of life first, then preservation of property, including restoration of normal activities. If it becomes necessary to respond to fire and/or explosion, the Principal may rely on one of the following responses: shelter, hold, lockout, lock down, evacuation, or go home protocols.

4. Responses to Systems Failure

The failure of a building's structural or mechanical system will interrupt and disrupt normal building activities. A failure or malfunction may be minor, temporary in nature, and readily or easily corrected, or may be major, create emergency conditions, and involve extensive or extended corrective work. Emergency guidelines, ranging from minor to major occurrences, are included in this section for the following facility failures:

Electrical Failure

Energy Loss or Governmentally Imposed Fuel Shortage

Heating System Failure (Loss of Heat)
Roofing System Failure (Leak) Sewage System Failure
Water System Failure
Gas Leak
Structural Failure

The guiding principles for emergency planning are the protection of life first, then the preservation of property, including restoration to normal activities. If it becomes necessary to respond to a systems failure, the Principal may rely on one of the following responses: shelter, hold, lockout, lock down, evacuation, or early dismissal.

5. Responses to Medical Emergency

A medical emergency is the result of a minor or major illness or injury to an individual(s) and can be of such severity as to be life threatening or merely cause the victim discomfort or pain. Emergency guidelines are included in this section for the following:

Allergic Reaction Animal Bite Bleeding

Blow to the Head Broken Bones Bums

Choking

COVID-19 (Pandemic)

Diabetic Shock

Drowning Electric Shock Epidemic

Epileptic Convulsions

Food Poisoning

Head Lice

Heart Attack

Respiratory Arrest

School Bus Accident and/or Fire

Shock

Chemical/Toxic Exposure

The guiding principles are to provide appropriate emergency care until competent medical or parental care is secured. Emergency care is not authorized beyond the treatment that will protect the life and comfort of the victim until authorized medical treatment is available or, in the case of a student, until the child is placed under the care of a parent or legal guardian. Any effective medical emergency program should be based on medically and educationally sound procedures. Some of the components of such a program are:

1. Signed instructions for emergencies from parents, and /or legal guardians should be available, including name and date of birth of the child; name, address and telephone number where one or both parents may be reached at home and at work; name, address, and telephone number of another person who has agreed to care for the child if the parent or guardian cannot be reached; name, address, and telephone number of the family physician, a list of medical problems, allergies, and daily medication needs, and any special condition which should require special handling. This information is requested of parents on the student emergency card.
2. All school personnel and students are informed of the location of the school nurse. The telephone numbers of specific emergency services and individuals will be posted conspicuously near each telephone. These may include school physician, fire department, police, hospital, ambulance, poison control center, etc.
3. A list will be maintained by all schools of all students and staff having special medical problems such as hypersensitivity to allergens, diabetes, epilepsy, allergy to bee stings, etc.
4. Written instructions in first aid procedures will be available to all school

personnel.

Each teacher should have a copy in his or her room for reference. Copies will be posted in the health office, food services area, maintenance department and administrative office.

If it becomes necessary to respond to a medical emergency, the Principal may rely on one of the following responses: shelter, hold, lockout, lock down, evacuation, or go home protocols.

Responses to COVID-19

In response to the COVID-19 pandemic, BCSE has created a specific plan designed to protect the safety of students and staff, reduce the risk of contamination and spread, and to immediately neutralize and address potential exposure to COVID-19. BCSE schools follow the guidance of the CDC, and NYS and NYC Departments of Health. Building entry is primarily restricted to scholars and essential staff. As circumstances evolve, BCSE will continue to monitor case rates, adhere to public health guidance, and evaluate its mitigation strategies. Our plans are posted on the website and can be found on our COVID-19 resource page.

Every BCSE school has a COVID-19 coordinator and school nurse that have been trained in assessing and addressing suspected and confirmed cases of COVID-19. There is an isolation room at every school and protocols are in place to isolate suspected/confirmed cases, communicate to parents and guardians of close contacts, and to disinfect and sanitize any infected areas.

If it becomes necessary to respond to a COVID-19 emergency, the Principal may rely on one of the following responses: shelter, hold, lockout, lock down, evacuation, or go home protocols.

Responses to Implied or Direct Threats of Violence

Implied or Direct Threats - In accordance with Section 155.17(e)(l)(iii), the safety plan includes policies and procedures for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school. BCSE expects a high standard of behavior from its students, faculty and staff as well as visitors to the school facility and grounds. The school will enforce the Bronx Charter School for Excellence Code of Conduct, which governs the behavior of all persons, whether or not their presence is authorized, upon any premises or property under the control of the school and used in its teaching, administration, and cultural, recreational, athletic and/or other programs and activities. A copy of the Code of Conduct is available in the main office of the school as well as in the school office.

In the event of an implied or direct threat of violence, the following protocol will be implemented:

1. The threat will be reported to the Principal or his designee, either directly or through a member of the school staff.
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2. The Principal or his designee will immediately investigate the report of an implied or direct threat. Such investigation will involve interviewing witnesses to the threat, including students and/or staff, as appropriate to the nature of the threat.
3. The Principal will use the information collected during the initial investigation to make a determination as to the threat's degree of severity. Input from school-based mental health professionals, as well as the prior behavior of the individual implying or issuing the threat, will be considered in making this determination.
4. If the threat's degree of severity is determined to be minor, the individual implying or issuing the threat will be provided with a warning. If the individual is a student, his/her parent or guardian will be contacted by the Principal or his/her

designee and will document the incident in a letter to the parent or guardian.

5. If the threat's degree of severity is determined to be major, the local law enforcement agency will be notified and asked for their assistance in completing the investigation and addressing the implied or direct threat. The student will be suspended from school for a period of time consistent with the school's Code of Conduct. Parent contact and written documentation will be implemented as for a minor threat.

[Any emergency caused by an action of an individual or individuals requires an appropriate response by school officials. Protocols can be found in the School Emergency Response Plan, and the Quick Reference Guide.] The communications outline will also include the notification of the Principal, and local fire, police and emergency services, as appropriate.

Responses to Acts of Violence

Response to acts of violence- In accordance with Section 155.17(e)(l)(iv), BCSE has developed the following protocol in the event of an act of violence. It will be implemented through a four-step process.

Step 1 - The Principal and/or her/his designee will be notified.

Step 2 - The Principal and/or her/his designee will respond immediately to the act of violence, depending upon the nature of the violent act, in a manner that attempts to ensure the safety of all students and adults in the building. Based upon the available information, this may include reporting to the location of the violent act and addressing the violent act, implementing efforts to isolate the individual, if possible, as appropriate. It may also involve initiating the procedures for a building lockdown or "shelter in place" procedure and contacting area police agencies to request their assistance.

Step 3 - Once the area has been secured either by school or police personnel, depending upon the violent incident, the police personnel and/or the Principal or his designee will immediately investigate the act of violence. For the Principal or his designee, such investigation will involve interviewing witnesses to the act of violence, including students and/or staff, as appropriate to the nature of the violent incident.

Step 4 - If the individuals involved are students, their parents or guardians will be contacted by the Principal or his designee and will document the incident in a letter to the parent or guardian. The students will be suspended from school for a period of time consistent with the school's Code of Conduct. In consultation with area police agencies, legal action against the individuals committing the act of violence may be pursued, depending upon the nature of the incident.

Response Protocols

Response protocols - In accordance with Section 155.17(e)(l)(xvi), BCSE has established protocols for responses to emergencies and will refer to the use of Incident Command System (ICS) procedures in response to acts of violence. The role of the Incident Commander is key and will be recognized in determining appropriate actions. General procedures could include:

Determination of the level of threat

- Monitoring of the situation
- Adjustment of response with the initiation of early dismissal, sheltering or evacuation- as necessary
- Contacting the local police precinct

In the event of an emergency telephone call such as:

Bomb Threat

Fire emergency

Hostage Situation

Intruder

Kidnapping

Or other emergency received at the school, the individual providing the coverage at the desk or receiving the telephone call is to immediately contact the administrator in charge. Calls to the remainder of the chain of command should then commence:

Director of Operations

Regional Director of Operations

Executive Director

Chief Operating Officer

Emergency Agencies & Services Available in the Bronx

Arrangements for obtaining assistance- In accordance with Section 155.17(e)(l)(vii), it has been determined that for ALL EMERGENCIES, dial 911. This includes police, fire, and ambulance. The Principal, or his designee will be the individual responsible for initiating contact.

Advice and assistance- In accordance with Section 155(e) (1) (viii), the Principal will begin by contacting the local police precinct. The principal or her designee will also contact other available resource persons as needed by reached by Emergency Numbers, which are:

| | | |
|--|-----|----------|
| Chemtrec | 800 | 262-8200 |
| National Response Center -Oil & Toxic Chemical Spill | 800 | 424-8802 |
| National Pesticide Service Center | 800 | 858-7378 |
| American Red Cross | 800 | 564-0277 |

| | | |
|--|-----|----------|
| Poison Control Center | 800 | 336-6997 |
| Domestic Violence Child Abuse Hotline | 800 | 942-6906 |
| Suicide Hotline (adolescent) | 800 | 621-4000 |
| Teen Hotline Help Line | 800 | 767-6336 |
| Department of Environmental Conservation | 800 | 457-7362 |
| Gas Odors | 800 | 942-8274 |

Procedures to coordinate resource use - In accordance with Section 155.17(e)(l)(x) BCSE has prepared a listing of all resources available to the school that is located in the Emergency Response Plan. This includes the emergency equipment available such as batteries, food supplies, water, fire extinguishers, etc. For emergencies requiring transportation, the schools will contact the New York City Department of Education or the New York Bus Company.

In the event of an emergency, phone numbers are listed for the emergency first responders (911). In addition, in the event of an emergency, the Principal has been authorized to afford maximum protection that is reasonably attainable for all students, staff, and facilities. This includes the development and implementation of an emergency plan for the protection of all students, faculty and all buildings and grounds and the physical assets of the school.

The New York Bus Company has hundreds of buses and is a major provider of student and adult transportation in New York City.

The school buildings have cafeterias and gymnasiums that can be used for sheltering purposes. Food would have to be brought in from other sources for a prolonged period of time.

There are telephone and internet communications throughout the buildings. The school offices also have hand-held radio communications. There are no generators located at the schools. Therefore, electricity would be needed to run all building systems.

Notification to the Chief Executive Officers, Chief Operating Officer, and the Director of Facilities will allow all resources, facilities, and vehicles to be allocated and used in the event of an emergency.

During certain conditions, the nature of the emergency may demand that classes be dismissed or cancelled. The nature of some events may include that students and staff be evacuated from the building. They will be transported and housed temporarily in

the nearest school, (which will be determined within ten days of the first day of school) or a more convenient location to be identified as an evacuation site.

The following is the procedure to be implemented:

1. The Principal or her/his designee will make the decision to evacuate.
2. The Principal or her/his designee will notify the local police and fire departments, if and as appropriate.
3. The Principal will notify the appropriate official(s) at the off campus alternative site(s).
4. Teachers will assemble students at the designated assembly site outside the evacuated school building.

5. Teachers/staff will be dispatched to the alternative site(s) to prepare receiving areas.

6. Teachers will walk students to the designated alternative site, take attendance, and report attendance to the Principal and his designee.

7. The Principal will notify the media as needed and inform the parents of the evacuation and the site location for student pickup via School Messenger and phone calls.

School Cancellation I Early Dismissal Plan

Response plans for school cancellation, dismissal, evacuation, and sheltering- In accordance with Section 155.17 (e)(l)(ii), BCSE has established responses for emergencies, including the cancellation of classes, early dismissal, evacuation, and sheltering.

1. Cancellation of Classes I Notification of "No School"

If severe blizzard, heavy snowstorm, ice conditions, or flooding occur during the night which make driving hazardous, and such conditions are known by 6 AM, a "No School" announcement will be made via text alerts and calls to the parents. The Principal, in consultation with the Executive Director, shall make the decision. Responsibility for notification shall be the principal and/or her/his designee. The principal and/or her/his designee will call teachers to notify them of the cancellation.

2. Dismissal during School Day

If, during the school day, weather or another situation threatens and/or develops that would jeopardize the health and safety of the school children, the school may be closed

earlier than the usual dismissal time. In that event, the parents and the bus company will be notified. Either parents or buses will transport the children to their after-school destinations in the usual afternoon dismissal order. Parents will then expect their children to arrive home before the regular arrival time.

Evacuation Procedures | Sheltering Sites (internal and external)

In the case of tornado or national emergency, or other type of emergency requiring persons to stay in the building, the Principal shall initiate the necessary actions upon notification that his/her school is threatened. Students, faculty, and other employees at the school will go immediately to their designated stations previously assigned. During certain conditions, the nature of the emergency may demand that students and staff be evacuated from the facility. They will then be moved to and housed in another alternate location.

In certain circumstances, evacuation may mean only going outside, away from the building, and waiting for danger to pass. The following is the procedure that will be followed:

1. The Executive Director, Principal, or her/his designee will make the decision to "Evacuate".
2. The Executive Director, Principal, or her/his designee will notify the local police and fire departments and the Emergency Response Team, if and as appropriate.
3. If students are to be transported beyond walking distance, the Executive Director, Principal, or her/his designee will notify The New York Bus Company for buses to transport children to the new destination.
4. The Executive Director or Principal will then evacuate the building.

5. Teachers will walk all students to the predetermined evacuation site.
6. Each member of the faculty shall take his/her attendance register.
7. Students will line up in an orderly fashion and attendance will be taken.
8. School personnel will be dispatched to the alternate site to prepare receiving areas.

The Principal will notify the area media to inform the parents of the evacuation, of the site location for student transportation or pick up, and of the timetable for dismissal. Upon arrival at the alternate site, students will be directed to a specific location. Each teacher will take attendance and forward the record to the Principal or his designee. If conditions permit, the children will be returned to the school for a normal dismissal.

Dismissal from the Alternate Site

If parents arrive to pick up their children, they will give the name and grade of their child to the staff member assigned to monitor the entrance of the alternate site location and then be directed to the correct area for pick up. Buses will arrive at the alternate site location to transport children to their after-school destinations on a schedule to be determined by the situation requiring the evacuation. If the crisis persists past 2 P.M., children will have to wait for the normal dismissal schedule in order to be transported from the alternate site location.

At the alternate site location, the Principal or his designee will be inspected to ensure all children have evacuated. Upon final building inspection, school personnel will be released by the Principal or his designee on a need basis.

V. - Section IV: Recovery

Responses for different types of crises should be planned in advance and reviewed, updated, and practiced periodically. The chaos and panic created by certain situations cannot be effectively handled without a pre-established specific plan of action.

The extent of, and need for, disaster or emergency recovery depends in large part upon the nature of the incident. The Bronx Charter School for Excellence administration will provide the necessary resources to ensure as smooth a transition back to normal operations as possible following an emergency or violent incident.

A. District Support for Buildings

Support for the building - ECS will support the Emergency Response Team in emergencies or disasters by providing financial and logistical assistance. The network will also aid the team by interfacing with relevant regulatory agencies and the media.

B. Disaster Mental Health Services

Disaster Mental Health Services - Following a serious act of violence or other disaster in the school, employees, counselors, students, police, and other emergency respondents, witnesses, and the family of these individuals often suffer from stress-related ailments such as insomnia, depression, anger, headaches, and ulcers. These conditions translate into higher rates of absenteeism and turnover, as well as reduced school and job performance. Much of this suffering and loss can be reduced if the affected individuals receive debriefings from experienced counselors 24 to 72 hours after the traumatic incident.

BCSE schools, under the direction of the Principal, will facilitate the coordination of disaster mental health resources by interfacing with the State Emergency Management Office, the NYS Office of Mental Health, and the American Red Cross.

At all times the School must maintain close cooperation with investigating authorities to facilitate completing investigations and minimizing complications.

C. ADMINISTRATION and SUPPORT

1. Agreements and Contracts

(a) Should school resources prove to be inadequate during an emergency, requests will be made for assistance from local emergency services, other agencies, and industry in accordance with existing mutual-aid agreements and contracts and those agreements and contracts made during the emergency. Such assistance may include equipment, supplies, or personnel. All agreements will be entered into by authorized officials and should be in writing whenever possible. Agreements and contracts should identify the school district officials authorized to request assistance pursuant to those documents.

2. Reports

(a) Initial Emergency Report

This short report should be prepared and transmitted to the district office by the Principal from the Incident Command Post when an on-going emergency incident appears likely to worsen and assistance from local emergency services may be needed.

(b) Situation Report

A daily situation report should be prepared and distributed by the Principal or School Incident Commander from the Incident Command Post during major emergencies or disasters.

(c) Other Reports

Several other reports covering specific functions may be described in the annexes to this plan.

3. Records

(a) Record Keeping for Emergency Operations

BCSE schools are responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support emergency operations. This shall be done in accordance with the established fiscal policies and standard cost accounting procedures.

(b) Activity Logs

The ICP and the front office shall maintain accurate logs recording key response activities, including:

- (1) Activation or deactivation of emergency facilities.
- (2) Emergency notifications to local emergency services.
- (3) Significant changes in the emergent situation.

(4) Major commitments of resources or requests for additional resources from external sources.

(5) Issuance of protective action recommendations to the staff and students.

(6) Evacuations.

(7) Casualties.

(8) Containment or termination of the incident.

4. Incident Costs

BCSE schools shall maintain records summarizing the use of personnel, equipment, and supplies during the response to day-to-day incidents to obtain an estimate of annual emergency response costs that can be used in preparing future school budgets.

5. Emergency or Disaster Costs

For major emergencies or disasters, the school participating in the emergency response shall maintain detailed records of costs for emergency operations to include:

(a) Personnel costs, especially overtime costs

(b) Equipment operations costs

(c) Costs for leased or rented equipment

(d) Costs for contract services to support emergency operations

(e) Costs of specialized supplies expended for emergency operations

(f) 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 federal government.

6. Preservation of Records

(a) In order to continue normal school operations following an emergency situation, vital records must be protected. These include legal documents, student files as well as property and tax records. The principal causes of damage to records are fire and water; therefore, essential records should be protected accordingly. Procedures for the protection of vital records will be established and made an annex to this Plan.

(b) If records are damaged during an emergency situation, the schools will seek professional assistance to preserve and restore them.

7. Post-Incident and Exercise Review (After Action Review and Report)

The Superintendent, Principal, District Emergency Management Coordinator, and School Safety Committee are responsible for organizing and conducting a critique following the conclusion of a significant emergency event, incident, or exercise. The critique will entail both written and oral input from all appropriate participants. Where deficiencies are identified, school personnel will be assigned responsibility for correcting the

deficiency and a due date shall be established for that action.

G. PLAN DEVELOPMENT and MAINTENANCE

Plan Development and Distribution of Planning Documents

1. The School Safety Committee is responsible for the overall development and completion of the School Security and Safety Plan. The school Superintendent is responsible for approving and promulgating this plan.

2. Distribution of Planning Documents.

(a) The Superintendent and Principal shall determine the distribution of this plan. In general, copies of plans should be distributed to those tasked in this document. Copies should also be set aside for the EOC and other emergency facilities.

(b) The plan should include a distribution list that indicates who receives copies of the basic plan and the various annexes to it.

3. Review. The plan shall be reviewed annually by the School Safety Committee, emergency response agencies and others deemed appropriate by school administration. The Superintendent will establish a schedule for annual review of planning documents.

4. Update. This plan will be updated based upon deficiencies identified during actual emergency situations and exercises and when changes in threat hazards, resources and capabilities, or school structure occur.

(a) The plan must be revised or updated as necessary. Responsibility for revising or updating the is assigned to the School Safety Committee.

(b) The Superintendent and Principal responsible for distributing all revised or updated planning documents to all district departments, agencies, and individuals tasked in those documents.

(c) The Principal is responsible for distributing his/her school plan and all revised or updated planning documents to school departments and individuals tasked in those documents.

