District Safety Plan and Emergency Response Procedures

1232 Southern Boulevard (Prek-5)

Bronx, NY 10459

1919 Prospect Ave (Grades 6-8)

Bronx, NY 10457

2025-2026

Updated September 2025 and May 2026

Table of Contents

General School Information 3
DISTRICT SAFETY TEAM 4
DISTRICT EMERGENCY RESPONSE TEAM (DERT) 5
Purpose **6**
Identification of School Teams 6
Expected Behaviors During an Emergency 6
Plan Review and Public Comment 7
Prevention and Intervention Strategies 7
Program Initiatives 7
Training, Drills and Exercises 8
Implementation of School Security 9
Early Detection of Potentially Violent Behaviors 9
Anti-Bullying Policy 10
Dignity for All Students Act Policy 11
Hazard Identification 12
Response to Acts of Violence: Implied or Direct Threat *12*
Early Detection of Potentially Violent Behaviors 12
CACPCS Building Lock-Out/Banned Parent or Visitor Protocol 13
Responses to Intruder or Other School Emergency Situations *15*
Active Shooter Protocol 15
Responses to Bomb Threats, Threats of Violence 17
General Response Protocols 18
Responses to Bomb Threats, Threats of Violence *19*
General Response Protocols *20*
Arrangements for Obtaining Emergency Assistance from Local Government *20*
Resources Available in an Emergency *21*
Procedures to Coordinate the Use of School Resources and Manpower during Emergencies *21*
Annual School Safety Training 21
Drills 21
Protective Action Options *22*
Contacting Appropriate Law Enforcement Officials 22
Contacting Parents and Guardians 22
Dissemination of Informative Materials 23
SITUATIONAL RESPONSE GUIDE 23
Emergency Remote Instruction Plan 28
Communication and Engagement 29
Device, Internet and Platform Access 29
Teaching and Learning 30
Academically Vulnerable Populations 31
School Support 32
Disaster and Mental Health Services 32

Updated September 2025 and May 2026

General School Information

Address	1232 Southern Blvd. Bronx, NY 10459 (Prek-5) 1919 Prospect Ave., Bronx, NY 10457 (6-8)
Nearest Cross Street	1232 Southern Blvd (Freeman Street) 1919 Prospect Ave (Fairmount Place)
Phone Number	347-871-9002
Fax Number	718-583-6238 /718-589-2042
School Leader	Casey Vier (Southern Location, K-5) Robin Fleshman (Prospect Location, 6-8) Drema Brown (Head of School)
Grades Served	K -8
Number of Scholars	618
Number of Faculty	74
Number of Non-Faculty Staff and CBO Staff	26
Children's Aid Building Staff and DOE Food Service Staff	12
Number of Scholars with Special Needs	126
Children's Aid Early Childhood Program Staff	
Children's Aid Early Childhood Program Participants	45
School Hours	7:30 to 3:30PM
Building Access (Staff)	6:00am-6:00pm
Extended Day Programming	3:30-5:30pm

DISTRICT SAFETY TEAM

The District Safety Team is responsible for identifying possible risks, leading the safety planning process and assisting with annual revisions of the District School Safety Plan. The District Safety Team is also responsible for ensuring that all staff are oriented and trained on the protocols and procedures outlined in this plan.

Staff Member	Position	Contact
Drema Brown	Head of School, Chair	347-401-3109
Casey Vier	Principal	917-624-0430
Robin Fleshman	Principal	347-416-3116
Malia Torres	Asst. Director of Security, Children's Aid	917-573-4705
DeWayne Sealy	Security Operations Manager, Children's Aid	212-470-1058
Marty Baicker	Chief Operating Officer, Children's Aid	212-949-4911
Fernelly Sanchez	Interim Assistant Director of Facilities Operations	917-856-8499
Alphonso Hicklin	Elementary School Team Chair and Elementary Dean of Students (K-2)	347-871-9002 ext. 4070
Jesus Salgado	Elementary School Team Chair and Elementary Dean of Students (3-5)	347-871-9002 ext. 4061
Jennifer Matias	Operations Manager	347-871-9002 ext. 4003
Andre Clarke	Middle School Team Chair and Operations Manager	347-871-9002
Ashley Brown	Middle School Dean of Students	347-871-9002
James Simmons and Nigel Goodrich	1232 Southern Blvd. Facilities Management	646-234-4301 and 917-756-8776
Yulia Wasonoredjo	Education Director, Children's Aid Early Childhood Division	718.764.2405 ext.4091

Updated September 2025 and May 2026

Shanda Holt	Community School Director	347-707-4315

DISTRICT EMERGENCY RESPONSE TEAM (DERT)

This team is composed of key staff members who are highly informed, trained and well-versed in the procedures outlined in the District Safety Plan and will act as primary coordinators for carrying out the plan in an emergency across both CACPCS locations.

Staff Member	Position	Contact
Drema Brown	Head of School, Chair	347-401-3109
Casey Vier	Principal	917-624-0430
Robin Fleshman	Principal	347-416-3116
Malia Torres	Asst. Director of Security, Children's Aid	917-573-4705
DeWayne Sealy	Security Operations Manager, Children's Aid	212-470-1058
Marty Baicker	Chief Operating Officer, Children's Aid	212-949-4911
Fernelly Sanchez	Interim Assistant Director of Facilities Operations	917-856-8499
James Simmons and Nigel Goodrich	1232 Southern Blvd. Facilities Management	646-234-4301 and 917-756-8776
Alphonso Hicklin/Jesus Salgado	Elementary School Deans of Students	347-871-9002 ext. 4070
Jennifer Matias	Operations Manager	347-871-9002 ext. 4003
James Simmons and Nigel Goodrich	1232 Southern Blvd. Facilities Management	646-234-4301 and 917-756-8776
Yulia Wasonoredjo	Education Director, Children's Aid Early Childhood Division	718.764.2405 ext.4091
Shanda Holt	Community School Director	347-707-4315

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Purpose

The Children's Aid College Prep Charter School's District-level Emergency Response Plan was developed pursuant to the Commissioner's Regulation 155.17. The Head of School appointed a District-level Safety Team and charged it with the development and maintenance of the District-level Emergency Response Plan.

Identification of School Teams

Head of School is designated as the primary contact for CACPCS's District Safety Team. When the Head of School is away, the Children's Aid Head of Security is next in command. Every member of our staff is integral to the overall safety of our schools and the District Safety Team is one of several teams identified below.

CACPCS has developed three emergency teams:

- District Safety Team

- Building-level School Safety Teams

- Building-level School Emergency Response Team (ERT)

- Building-level Post-incident Response Team

The Building-level School Safety and Emergency Response teams are charged with the responsibilities of developing and implementing a school-wide safety plan and an emergency response plan in accordance with Project SAVE guidelines. The District Safety Team is responsible for developing and implementing a district-wide safety plan and an emergency response plan across schools while supporting and providing oversight to each building-level safety team at our Southern Boulevard and Prospect Avenue sites. These teams have developed plans tailored to meet the needs of CACPCS.

The District-level Post-incident Response Team ensures that the needs of the ERTS at each school are appropriately met in the event of a crisis. These needs include but are not limited to counseling, support and referral to local human service providers when needed. The team also conducts collaborative follow-up analysis and plan modification with the building safety and emergency response teams.

Expected Behaviors During an Emergency

Action steps reflected in the School Safety Plan will guide our behavior. The primary initial response to the emergency will be a gathering of information by the Head of School and Head of Security in conjunction with members of the chain of command for coordination of effort at each school.

The Head of School is identified as the person-in-charge on the District Safety Team and is expected to remain at the determined command site, the school's main office at 1232 Southern Blvd. All communication is to be coordinated through the main office via the school's main number: 347-871-9002 or directly via the Head of School's cell phone (347-401-3109).

Plan Review and Public Comment

Emergencies and violent incidents in schools must be addressed in an expeditious and effective manner. Schools are at risk of acts of violence, natural and manmade disasters. To address these potential 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 prevention, response, and recovery with respect to a variety of emergencies in schools. This safety plan focuses on risk reduction/prevention, response and recovery with respect to a variety of emergencies that could occur in our school. This plan is specifically sensitive to the urban location of our building and the young ages of our students.

The District Safety Plan will be formally adopted by the School's Board of Trustees. Full copies of the District and Building-level Emergency Response Plans will be supplied to the New York State Education Department within 30 days of adoption. This plan will be reviewed periodically throughout the year by the School Safety Team. Many of the components of the Plan will be treated as confidential, while the non-confidential components will be shared with the public.

As it is a "living document", the plan will be reviewed periodically during the year and will be monitored and maintained by the District Safety Team. The required annual review will be completed on or before October 31st of each year after its adoption by the Board of Trustees. A copy of the Plan will be available at 1232 Southern Blvd and 1919 Prospect Ave as well as on the school's website.

The school is to be prepared to effectively coordinate resources with the larger community in the event of a widespread emergency.

Prevention and Intervention Strategies

Program Initiatives

CACPCS believes that improved communication among students, students' parents, and school staff adds to the quality of life and sense of safety at our school. Such communication allows for the reporting, intervention, and prevention of potentially violent incidents before they actually occur. The following is a brief list of initiatives at both CACPCS locations that promote open communication and have a positive impact on the quality of life at our school:

- **Staff** serve as **role models** to our students by living our school values, self-regulating, and by putting the PRO in procedures to ensure that our students experience us as having high expectations of them while being clear, consistent, fair, and caring.
- Students are introduced to our **Core Values** in fun and interactive ways so they understand them and can articulate what they look like when being lived. Team-building games, skits, chants,

pledges, cheers throughout the school day and school year can all be fun and interactive ways to reinforce our school values with our scholars.

- Staff **review the CACPCS Discipline Code (and Middle School Addendum)**, **bus and uniform infraction policies** with scholars and their families at the beginning of each year in multiple formats.
- **Classroom charters, expectations, and positive recognition systems** are set in each class at the beginning of the year and are reinforced regularly through reflection, feedback, goal-setting, etc.
- **Logical consequences** are used to teach students to take responsibility for their behavior. Logical consequences help children develop internal understanding, self-control and a desire to follow the rules.
- **SECURe Spots** are used to provide a place for students to sit, reflect and self-regulate. SECURe Spots should allow scholars an opportunity to identify their feelings and to articulate what they need in order to regulate and focus back in on the classroom instruction or activity at hand.
- Use of **SECURe routines, hand signals, brain games**, etc. to maintain a calmer learning environment that reinforces their life skills (e.g. pro-social behavior and conflict resolution, ability to stop and think, active listening).
- **Class Councils** are held weekly and used to set goals (both academic and behavioral) for the upcoming week and to provide students, teachers, life coaches and other staff an opportunity to engage in reflection, celebration, re-directing, teaching, etc. around the expectations for work and behavior in the classroom and throughout the school for classes.
- **We celebrate scholars** through the use of CACPCS' Positive Recognition System, Scholar of the Month, and attendance celebrations.

Training, Drills and Exercises

- In accordance with Section 1.55.17(e)(1) (xiv), CACPCS will provide multi-hazard school training for instructional and non-instructional staff members and students through a combination of full-scale drills, tabletop exercises and staff development programs.
- In accordance with Section 155.17(e)(l)(xv), the school will hold and evaluate fire drills (8), lockdown drills (4), and other drills as deemed necessary to ensure that all students, faculty members, and other staff are familiar with each drill so that it can be activated and conducted quickly and efficiently. These drills will be held at announced as well as unannounced times, and will utilize a variety of situations like blocked exits and occur at different times of the day as appropriate to simulate a variety of situations.
- Each and every drill will be evaluated. Evaluation records will be kept for each drill, including the times for the evacuation of the facility in order to determine 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 adherence to the procedures.
- During any public health crisis, all drills will be conducted in accordance with CDC and local health agency guidelines. Scholars will be instructed that if it was an actual emergency that required evacuation or lockdown, the most imminent concern is to get to safety; maintaining social distancing, for example, in an actual emergency that requires evacuation or lockdown may not be possible and should not be the first priority.

- CACPCS may make modifications to evacuation drill protocols like conducting drills on a "staggered" schedule (e.g. classrooms evacuate separately rather than all at once. Since CACPCS is reopening under a "hybrid" in-person model with alternating weeks for different grades, all students receive instruction in emergency procedures and participate in drills during their grade level's weeks to ensure all students and staff have the opportunity to learn and rehearse all drills
- Modifications to Lockdown Drills may include, but are not limited to: (1) conducting lockdown drills in classroom settings while maintaining social distancing and using masks; (2)conducting lockdown drills on a "staggered" schedule with smaller numbers of students present to maintain social distancing ensuring that all students and staff are receiving instruction in emergency procedures and participating in drills while they are in attendance in-person; and (3)conducting lockdown drills in classrooms without "hiding"/ "sheltering" but by providing an overview of how to shelter or hide in the classroom.

Implementation of School Security

All visitors to both CACPCS locations will be required to sign in with school security immediately upon entering the building and will be directed to the main office. Anyone who is not a regular staff member or a student of the school will be considered a visitor and will need to present identification and sign-in. This includes parents/relatives, contractors, vendors, delivery people, and others having business with school officials. Upon leaving, visitors will be required to sign out with school security. Visitors are not allowed to wander through the facilities. A staff member who observes a visitor without a pass or who is unaccompanied by a staff member or who appears lost 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 or the security desk (whichever is closest).

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 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 the building. All exterior doors not routinely used for student or staff entrance will be secured in order to limit building access. Procedures for maintaining the security of the facility, as well as procedures for radio use, will be regularly tested by the Principal or her designee.

Early Detection of Potentially Violent Behaviors

CACPCS staff receive extensive professional development training, which will aid them in identifying and addressing any behavior or emotional issues students may face. Regularly scheduled meetings with teachers provide ample room for staff discussion of any issues as they arise. CACPCS employs Life Coaches who interface with families to ensure students are equipped to succeed in school. Life Coaches act as liaisons to the wider community and notify the faculty of any potential behavior problems or needs, in partnership with the Dean of Students.

Anti-Bullying Policy

CACPCS adheres to the NYC DOE Anti-bullying policies as outlined in the Chancellor's Regulations A-832.

It is the policy of the New York City Department of Education to maintain a safe and supportive learning and educational environment that is free from harassment, intimidation and/or bullying committed by scholars against other scholars on account of race, color, creed, ethnicity, national origin, citizenship/immigration status, religion, gender, gender identity, gender expression, sexual orientation or disability. Such harassment, intimidation and/or bullying is prohibited and will not be tolerated in school, during school hours, before or after school, while on school property, at school sponsored events, or while traveling on vehicles funded by the Department of Education and on other than school property when such behavior can be demonstrated to negatively affect the educational process or to endanger the health, safety, morality or welfare of the school community. Scholars found guilty of violating this regulation will be subject to appropriate disciplinary action.

Bias-based harassment, intimidation and/or bullying is any intentional written, verbal, or physical act that a scholar or group of scholars directs at another scholar or scholars which:

1) Is based on a scholar's actual or perceived race, color, creed, ethnicity, national origin, citizenship/immigration status, religion, gender, gender identity, gender expression, sexual orientation or disability; and
2) Substantially interferes with a scholar's ability to participate in or benefit from an educational program, school sponsored activity or any other aspect of a scholar's education; or
3) Creates a hostile, offensive, or intimidating school environment; or
4) Otherwise adversely affects a scholar's educational opportunities.

Bias-based harassment, intimidation and/or bullying may take many forms and can be physical, verbal or written. Written harassment, intimidation and/or bullying include electronically transmitted acts, e.g., via Internet, cell phone, personal digital assistant or wireless handheld device. Such behavior includes, but is not limited, to:

- Physical violence;
- Stalking;
- Threats, taunts, teasing;
- Aggressive or menacing gestures;
- Exclusion from peer groups designed to humiliate or isolate;
- Using derogatory language;
- Making derogatory jokes or name calling or slurs;
- Written or graphic material, including graffiti, containing comments or stereotypes that are electronically circulated or are written or printed

Dignity for All Students Act Policy

CACPCS and its Board of Trustees are committed to providing all students with an environment free from harassment, bullying (including cyber bullying) and discrimination. In accordance with New York State's Dignity for All Students Act, the School is committed to preventing and promptly addressing incidents of harassment and/or discrimination of students that impact a positive school culture and impede students' ability to learn.

Students' Rights

No student shall be subjected to harassment by employees or students on school property or at a school function. Nor shall any student be subjected to discrimination based on the student's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex, by school employees or students on school property or at a school function.

Disciplinary and Remedial Consequences

The school's Discipline Code prohibits harassment of students and students who engage in such behavior shall be disciplined as set forth in the Discipline Code. The school will take appropriate action disciplining students who engage in harassment of students off school property under circumstances where such off-campus conduct: 1) affects the educative process; 2) actually endangers the health and safety of School students within the educational system; or 3) is reasonably believed to pose a danger to the health and safety of our students. This includes written and/or verbal harassment which materially and substantially disrupts the work and discipline of the school and/or which school officials reasonably forecast as being likely to materially and substantially disrupt the work and discipline of the school.

Remedial responses are also implemented as appropriate which focus on discerning and correcting the reasons why discrimination, harassment and bullying occurred by students and/or employees. The School has designed remedial responses to correct the problem behavior, prevent another occurrence of the behavior, and protect the target of the act. Remedial actions may include:

- Peer support groups;
- Assignment of an mentor at the school for the student to check in with;
- Corrective instruction that emphasizes behavioral expectations or other relevant learning or service experience;
- Engagement of student in a reflective activity, such as writing an essay about the misbehavior and its impact on others and how the student might handle the situation differently in the future and/or make amends to those who have been harmed;
- Supportive invention and/or mediation where constructive conflict resolution is modeled;
- Behavioral assessment or evaluation;
- Behavioral management plans or behavior contracts, with benchmarks that are closely monitored; and

- Student counseling and parent conferences that focus on involving parents and caregivers in addressing discipline issues.

Hazard Identification

The following list of potential hazards exists around CACPCS:

- 2&5 train on Southern Boulevard
- Southern Boulevard

Response to Acts of Violence: Implied or Direct Threat

CACPCS maintains a zero tolerance policy for violence by students, staff and visitors. Students adhere to a strict Code of Conduct published in the Family Handbook. Should an act of violence occur, the Principal, Dean of Students, of their designee will determine the severity of the situation. The immediate threat area will be isolated and the hallway, classroom, floor or school will be evacuated if necessary.

The level of the threat will be determined through information gathering and the Principal, Dean of Students, or their designee will contact local law enforcement officials if necessary. The situation will be closely monitored and appropriate adjustments will be carried out as necessary until the threat has dissipated or local law enforcement officials have taken control of the situation.

Early Detection of Potentially Violent Behaviors

CACPCS staff receive extensive professional development training, which will aid them in identifying and addressing any behavior or emotional issues students may face. Regularly scheduled meetings with teachers provide ample room for staff discussion of any issues as they arise. Children's Aid employs Life Coaches at CACPCS who interface with families to ensure students are equipped to succeed in school. Life Coaches act as liaisons to the wider community and notify the faculty of any potential behavior problems or needs, in partnership with the Dean of Students.

CACPCS Visitor/Parent Threatening/Hostile Behavior Protocol

This protocol is a **"No Tolerance"** behavioral policy. This protocol is to be utilized for all adult Visitors/Parents who exhibit any type of aggressive, hostile, intimidating or threatening behavior towards any Staff/Visitor/ or other person at CACPCS.

The following protocol shall be strictly adhered to by all Security and CACPCS Staff.

A Level I alert is for an event wherein the participants are engaged physically. A Level II alert is when it is only verbal but may escalate.

At the first sign of any hostile, aggressive, intimidating or threatening behavior exhibited by any Adult Visitor/Parent, Security will:

1. Security Guard utilizing two-way radio **will alert two times** by saying "Code Parent at XXX location," while also stating if it is either a Level I or a Level II incident in progress.

2. Available Staff members will respond verbally saying “Ms./Mrs./Mr. XXX is enroute.”
3. If no response is given after 30 seconds, the Security Guard should immediately call the Main Office.
4. The Security Guard will ask the Visitor (s)/Parent(s) violating the Code of Conduct to cease the behavior or leave the building.
5. If this is a Level I incident and the involved parties refuse to stop the physical altercation, the Security Guard will immediately call 911.
6. If it is a verbal or Level II situation, and Visitor(s)/Parent(s) refuse to cease the behavior or leave the building, Security Guard to call 911 and report a trespasser:
    - Give the dispatcher any and all details including the threatening or violent behaviors being exhibited.
7. Security Guard(s) on duty to clear the lobby or other area and remove other visitors and children to a safe area.
    - Reroute all entrances and exits, if necessary.
8. If the hostile Visitor/Parent refuses to leave, Security will stand-by and keep the area clear of all other persons while awaiting Police arrival.
9. Cease all verbal communications with the hostile Client.
10. **At NO TIME will Security or any other Staff physically engage a hostile Client.**
    - **Children’s Aid and CACPCS observe a “Hands off” policy at all times.**
11. Security Guard will then document an internal incident report to be stored in “CACPCS Incident Reports” folder.
    - This report is for internal documentation only and should not be shared unless instructed to do so by Leadership or CA Security Manager.
12. A debriefing to be scheduled ASAP post incident.

CACPCS Building Lock-Out/Banned Parent or Visitor Protocol

This **Building Lock-Out/Banned Parent/Visitor Protocol** will be enacted for any parents or visitors who have been either temporarily or permanently banned from entering 1232 Southern Blvd. and 1919 Prospect Ave. Reasons for banning are based on repeated violations of any of the expectations outlined in the 1232 Southern Blvd. and 1919 Prospect Ave. Building Codes of Conduct or any improper behavior including, but not limited to, foul language, harassment of staff, harassment of scholars, harassment of other parents or visitors or intoxication. Court orders prohibiting one’s access to any staff, scholars or other parents or visitors also are considered reasons for banning.

A request to ban guests will be sent in writing from an authorized staff representative of CACPCS such as the Principal, Head of School, CACPCS Deans or the Early Childhood Program Designee(s). These requests will be sent to the CA Assistant Director of Security Operations,CA Security Operations Manager and the Security Lead.

Ban requests are granted based on the following criteria and are indefinite at the requester’s discretion when granted:

- Multiple violations of the Building Code of Conduct (see appendix);

- Failure to follow the direction of CACPCS, Security or Early Childhood personnel;
- Violence or threats of violence against others;
- Being in unauthorized parts of the building;
- Restraining orders or orders of protection (OOP's).

Requests limiting or restricting access to the facility will not be considered. Bans eliminate access to the building entirely and only allow banned individuals access to the area immediately beyond the building's first step. The sidewalk beyond the school's front steps is public space and is allowable except in cases where the courts have deemed otherwise.

Because the Early Childhood program, CACPCS and other Children's Aid programs and services often support the same families, ban requests that have been granted should be communicated via the school's Security Alert. Security will maintain a list of all banned parents and visitors and will update this same group of any changes to status of anyone banned from the building.

This protocol will be utilized by all 1232 Southern Blvd. and 1919 Prospect Ave. staff when addressing any building ban incident that may occur. Staff is reminded that CACPCS is a trauma-informed facility, and banishment of parents, in particular, should be avoided as much as possible.

This protocol shall be strictly administered by all CACPCS staff unless advised otherwise by the Head of School in collaboration with the Manager of Security:

- Security is to act in a professional and courteous manner at all times.
- If a Parent/Visitor has been served a ban letter or is otherwise banned from entering CACPCS property, under no circumstances will this Parent or Visitor be allowed to enter the building without prior written authorization and notification to Security by School Leadership.
- If the Parent/Visitor attempts entry:
    - Doors will be kept locked and Security will advise that they are not allowed to enter this building and must leave the premises immediately. If they do not, 911 will be contacted.
    - Security will remain inside the premises and will not attempt to confront this person.
- If the Parent/Visitor refuses to leave the property, Security will send out a Security Alert which includes all pertinent designated contact personnel to make them aware of this issue and then Security will call 911.
    - CACPCS staff will make sure all pertinent legal documents are available at all times to Security Staff such as Ban Letters, "Orders of Protection," or any other pertinent Court Orders needed for Police.
    - Security will call the Main Office to have any court documents brought down for police.
- Await Police arrival. Security will not attempt to physically approach this person or to verbally reason with them.
- Re-route all entrances and exits.
- Document an Internal Incident Report and forward to pertinent CACPCS Leadership and CA Assistant Director of Security and Security Operations Manager.

Lifting Bans

A written request to lift a ban can be submitted to the CA Assistant Director of Security by authorized staff members (see list below). Requests to lift bans will be based on the following criteria:

- Banned person's history of compliance with the conditions of the ban;
- Formal meeting with the banned person and any or all of the authorized staff members listed below, to discuss and sign off on receipt of the Building Code of Conduct;
- The banned person should be provided written notification of the removal of the ban.

Authorized Staff Members:

CACPCS

- Head of Schools
- Principals
- Operations Managers
- Community School Director (should be approved by Head of School and Principal prior to submission)
  Assistant Director of Security Operations, CA Security Operations Manager and Lead Security

Early Childhood

Early Childhood Deputy Director

General Response Protocols

The Chain of Command will be followed in response to all emergencies. The Principals, the Deans of Students, or their designees will ultimately make decisions based on input from the District Safety Team.

The Principals or Deans will decide whether a safety response protocol should be activated and will communicate via the PA system.

Arrangements for Obtaining Emergency Assistance from Local Government

The Head of School, Principals, or their designees will determine what outside agencies to contact given the situation. In emergency situations, 911 will be called and police and/or fire departments will dispatch. Any adult in the building can call 911 in the event that a person needs immediate medical attention and their condition may be life threatening.

- Local Fire Department - 911
- Local Ambulance - 911

Resources Available in an Emergency

CACPCS will seek the assistance of the New York City Department of Education when appropriate in emergency situations. CACPCS will utilize its internal human resources and its relationship with Children's Aid, should an emergency situation occur.

Procedures to Coordinate the Use of School Resources and Manpower during Emergencies

The Head of School or her designee will implement emergency response procedures upon learning of an emergency situation within CACPCS. He/she will notify the members of the District Safety Team who will then contact local authorities if appropriate.

School Building Security

CACPCS has policies and procedures relating to school building security, including: (1) the use of NYPD School Safety officers and safety protocols and procedures at our Prospect Ave. location; (2) the duties of any other school safety personnel; (3) the required training of all personnel acting in a school security capacity not already provided by NYPD School Safety or the NYC Department of Education; and (4) decision-making authority over the hiring and screening process for all personnel acting in a school security capacity at 1232 Southern Blvd.

All security personnel must be registered with New York State as security officers. As a Security Guard (also referred to as a School Safety Agent), each guard must complete an eight hour and a sixteen hour security officer's course. In addition, the Security Guards have received further training in nonviolent crisis intervention strategies and what it means to work in a trauma-informed environment. The Security Guards and other staff who cover the front entrances, have received training in maintenance of sign-in and sign-out logs and the scanning system, and in requiring all visitors to show ID and to sign in and sign out. Procedures are in place and practiced for notifying administration and staff of visitors and for not permitting visitors to pass the security desk without notice.

Annual School Safety Training

CACPCS has established policies and procedures for annual school safety training for staff and students at the beginning of each school year and conducts drills throughout the year to check for adherence to these procedures. All staff are oriented to school safety procedures during staff orientation in August. Scholars are oriented to safety procedures in the opening days of school.

Drills

CACPCS has established procedures for regular drills to test components of the emergency response plan. Each of the following drills occur on a regular basis to ensure scholars and staff are prepared in case of an emergency.

- Fire Drills
- Lockdown Drills
- Sheltering-in Place Drills

Parents and caregivers will be notified in advance via school emails and/or text messages of drills.

Protective Action Options

Should an emergency occur at CACPCS, the Head of School or the Principals will gather the District Safety Team to formulate an appropriate plan of action. Scholars and staff will follow the procedures outlined in the building-level emergency response plan.

Contacting Appropriate Law Enforcement Officials

Through building-level safety plans and this plan, CACPCS has established policies and procedures for contacting appropriate law enforcement officials in the event of a violent incident. School Emergency Response Teams will reach out to local law enforcement as indicated by building-level emergency response protocols. School staff may reach out to the following persons in the local precinct: the Community Affairs Officers, a Youth Officer, or the School Sergeant who oversees the unit of Youth Officers and School Safety Supervisors at the Prospect location.

Contacting Parents and Guardians

CACPCS has established policies and procedures for contacting parents and caregivers in the event of a school emergency, natural disaster or violent incident. When a scholar engages in behavior that poses a substantial risk of serious injury to the student or others, the Principal/Designee must be notified of the situation and must attempt to reach the parent. In the event of a violent incident or any other emergency-related early dismissal, the Principal or his/her designee will contact parents/caregivers. Parents will be contacted via recorded phone message, mass text message, mass email, or bulletin board post on the school's website. Additionally, master lists of parent/caregiver contacts and emergency contacts are kept in the Main Office and in each of the classrooms.

Dissemination of Informative Materials

CACPCS uses a range of communication mechanisms to provide parents/caregivers with information in a timely manner.

Emergency Remote Instruction Plan

Although CACPCS does not offer remote instruction as part of our regular educational program, following the COVID-19 pandemic, public schools in New York are required to have a plan for how scholars will be educated if a school must close under emergency conditions. These Emergency Remote Instruction Plans (ERI Plans) are included as part of the district-wide school safety plan, which is reviewed annually by district and building-level emergency response teams, adopted annually by the CACPCS Board and submitted to the New York State Education Department.

Communication and Engagement

To help inform our Emergency Remote Instruction Plan, CACPCS completes an annual data collection report to better understand the level of access students have to devices (e.g., laptop, Chromebook, cell phone) and the Internet. The survey is sent to new families as they enter the program. Annually, the survey is sent via our mass communication system in the fall and/or spring to all families with follow up phone calls and a second mass communication release. See a sample of the survey linked here in English and Spanish.

The purpose of this survey is to ensure that, to the extent possible, scholars can access the Internet and receive remote instruction if necessary under emergency conditions. This survey will be conducted on an annual basis. Scholars and families may update their access information at any time by contacting the student's school. It is our goal that this plan is aligned with the information provided by families in the *CACPCS Digital Equity Standard Survey*.

Updated September 2025 and May 2026

CACPCS has also developed a plan for communicating all necessary information should we need to close. CACPCS will use existing internal and external communications channels to notify staff, scholars, and families/caregivers about remote learning schedules with as much advance notice as possible. This communication will include information about how computing devices (e.g., computers, hot spots, etc.) are being disseminated to scholars and families who need them. Initial communication will be sent via mass communication system if it impacts all classrooms. If it is only a singular or small number of classrooms the principal contacts families. Follow-up communication by the principal and teacher(s) will be through the means established (e.g. Google classroom, TeacherEase, text messenger, etc.).

CACPCS will provide scholars and their families with multiple ways to contact the school and teachers during remote learning, including Google classroom, TeacherEase, email or phone calls.

Device, Internet and Platform Access

To support remote learning, CACPCS will make computer devices available to all students and families who need them. In classrooms where scholars have their own device, it will go home with them or be delivered. In classrooms where students do not have a personal device, the school will work with the family to ensure that a device is delivered to each scholar.

To the extent possible, CACPCS will also support scholars and families with accessing the Internet at home. Where that is not possible, CACPCS will work with community partners to secure Wi-Fi access points for scholars and families so that they may participate in remote learning. CACPCS, based on survey results and parent/caregiver communication, will deliver hot-spots to families that are in need of Wi-Fi access.

There will be those scholars in our community for whom remote learning through digital technology is not appropriate or possible. For these scholars, the district will assess each scholar's individual needs and whether in-person learning is an option. Other methods that will be considered include instruction by phone and/or the delivery of hard-copy materials to the scholar's home. In cases when a scholar, due to their documented needs, is unable to access instruction through digital technology, teachers or other school staff will work directly with parents/caregivers to determine the best way to deliver instruction, whether it be through packets and phone calls, individual/small group video conferencing, or in person at a mutually agreed upon public space if no other option is available.

CACPCS will also take steps to ensure that school staff members have the necessary tools, i.e., computing devices and Internet access, to deliver emergency remote instruction from their place of residence. CACPCS provides all teachers and related service providers with devices and provides hot-spots as needed.

To ensure high-quality remote learning experiences, the district has standardized the use of a single online learning platform (e.g. Seesaw, Google Classroom) to the extent possible, and developed a

common, coordinated set of guidelines for teachers to follow when using the platform with students. Along with a cover sheet of expectations, instructional how-to videos will be made available as needed.

Teaching and Learning

CACPCS has developed an emergency remote instruction plan that would support all scholars. When a remote learning model is necessary, certain groups of scholars will be prioritized for in-person learning to the greatest extent possible, depending on the nature of the emergency. This includes, but is not limited to, special education students, English language learners, and students with technology or connectivity needs.

Acknowledging that the typical content in each grade level or course may need to be adjusted, content will be prioritized to ensure that students receive instruction for the prioritized learning standards, key understandings, and skills necessary for scholars' success in future study.

Instruction will focus on "core" subject areas; however, elective courses will continue to be offered in a remote learning environment as often as possible. All instruction will continue to be aligned to the New York State Learning Standards.

Sample virtual learning schedules have been developed by grade level. If an emergency requires the district to move to virtual learning, these schedules will be shared with students and families in accordance with the communication strategies outlined earlier in this plan. Students will be given opportunities to engage with teachers and classmates through live instruction, question and answer periods with teachers and group work (i.e., synchronous learning). Teachers will ensure that their students are directly engaged with them and their class peers in experiential learning on a regular basis. Supplementing this time will be self-guided projects, readings and other age-appropriate assignments that can be completed by the students remotely (i.e., asynchronous learning).

Sample K-5 Remote Learning Schedules

Sample Middle School Remote Learning Schedule

Academically Vulnerable Populations

CACPCs plans to continue meeting the mandates required for our scholars with IEPs and English Language Learners.

To meet the mandates of our students' IEPs we will ensure the following:

- ICT classrooms have a 60/40% split of general and special education students within the classrooms;
- SETSS mandated services will be provided by our Interventionists remotely and/or in-person; and
- Teachers will implement and track IEP goals quarterly with data.

Our Response to Intervention (RTI) approach will be adapted to address the potential gaps created by remote learning for our Tier III students through the following:

- The Interventionists will focus on Tier III scholars only.
- Response to Intervention data will be reviewed monthly by the Special Education team and school leadership for on-going coordination and course corrections as needed.

Remote IEP Meetings with CSE and the on-going supervision of all special education programs and related services by the Director of Special Education and Intervention will ensure greater fidelity and accountability for providing the services our most vulnerable students need.

CACPCS will continue to employ the following instructional strategies to support our scholars who are struggling to meet grade level standards, our English Language Learners and Students with Disabilities:

K-5

- We will continue to incorporate visual aids (e.g., supporting PowerPoint or Google Doc with key information, directions, or pictures) for all live lessons.
- We will continue to review vocabulary words at the beginning of each lesson and refer back to throughout.
- Teachers will set individual goals for guided reading instruction tailored to students' needs.
- Produce weekly newsletters for families that include information about what scholars are learning and to share tips on how to support scholars at home.
- Provide scholars opportunities to demonstrate competency of the content by using alternative methods for assignments
- Provide students extra time to respond when they ask or answer questions during live sessions
- 1:1 virtual conferences and small groups will be provided as needed based on data.

6-8

- We will provide regular reviews of content using multiple modalities when providing instruction.
- Students will work with their peers or mentors to provide them with another perspective on the academic content.
- We will provide scholars with self-monitoring resources, such as checklists, rubrics, or planning guides.
- We will offer one-on-one "office hours" or tutorials to provide additional supports to students with IEPs and our English Language Learners.
- We will allow students to modify the rate or pace of content provided online or via Zoom.
- We will provide students with opportunities to demonstrate competency with the content by using alternative methods for completing assignments and demonstrating mastery of content standards.
- We will provide visuals and concrete examples during lessons supported by PowerPoint or Google Docs that include key information, directions, or pictures.

- We will provide students with extra time to respond when they ask or answer questions during live sessions.
- We will continue to review vocabulary words at the beginning of each lesson and refer back to those words throughout lessons.
- Teachers will set individual goals for guided reading instruction tailored to students' needs.
- The weekly family newsletter will include information about what students will be learning and will provide tips on how to support them at home.
- Small group tutoring will be provided for students who qualify for Tier II and III interventions.
- Afterschool enrichment will be provided virtually (when/if possible).

SECTION IV: Recovery

School Support

CACPCS will support its staff members and students in dealing with an emergency by providing adequate training regarding the identification and prevention of violence as well as training in appropriate responses. The District Safety Team will review the emergency response procedures for each location for needed modifications and alterations based upon feedback from debriefing sessions.

Disaster and Mental Health Services

Should an emergency occur, CACPCS will enlist the support of Children's Aid mental health resources for guidance and assistance. CACPCS may enlist the support of other agencies if deemed necessary, under the guidance of Children's Aid.