

Harlem Children's Zone

**Promise  
Academy**

# District-Wide Emergency Response Plan



# Contents

## **District-Wide**

### **Emergency Response Plan**

Section I: General Considerations and Planning Guidelines	2
Section II: Risk Reduction/Prevention and Intervention	15
Section III: Response	19
Section IV: Recovery	28
Section V: Emergency Telephone Numbers and Web Resources	29
CoronaVirus (COVID-19) Addendum	31
Prevention of Learning Loss	33

## Section I: General Considerations and Planning Guidelines

### A. Purpose

The Harlem Children's Zone (HCZ) Promise Academy District-wide Safety Plan was developed pursuant to Commissioner's Regulation 155.17. The Superintendent, Dr. Saskia Brown, appointed the HCZ Promise Academy Central Office and charged it with the development and maintenance of the HCZ Promise Academy District-wide Safety Plan. The scope of this District-wide Safety Plan encompasses both HCZ Promise Academy I, located at 245 West 129th Street, NYC, and HCZ Promise Academy II, located at 70 East 112th Street, NYC, and 35 East 125th Street, NYC.

### B. Identification of School Teams

The HCZ Promise Academy Superintendent has charged the Principals of HCZ Promise Academy Charters Schools with appointing school staff members to fill roles within the Building Response Teams. The HCZ Promise Academy Building Response Teams consist of but are not limited to representatives of the school administrative team and other school personnel and the Harlem Children's Zone Safety Team.

#### School Safety Team

In accordance with Section 155.17 (c)(13), HCZ Promise Academy Charter Schools has created a School Safety Team consisting of administrators, HCZ and HCZ Promise Academy staff, school safety, and community partners. The School Safety team is the district-wide team for HCZ Promise Academy Charter Schools. Although there are members that are specific to a site, every member of the School Safety Team is trained to function as support at any HCZ Promise Academy site. The names and contact information for each team member are listed in the table below:

HCZ Promise Academy I Charter School 245 W. 129 <sup>th</sup> Street			HCZ Promise Academy II Charter School 70 E. 112th Street & 35 E. 125 <sup>th</sup> St.	
Required Position	Name	Contact Information	Name	Contact Information
Superintendent	Dr. Saskia Brown	212-360-3255	Dr. Saskia Brown	212-360-3255
School Safety Personnel	Jasmine Tumma	646-582-1200	Jasmine Tumma	646-582-1200
Local Law Enforcement Officials	NYPD 32 <sup>nd</sup> Precinct	212-690-6311	NYPD 25 <sup>th</sup> Precinct NYPD 23 <sup>rd</sup> Precinct	212-860-6511 212-860-6411
Administrator(s)	Dr. Amy Deal	212-360-3234	Shannon Ortiz-Wong Kiana Morris	212-360-3238 212-360-3236
Operations Director	Christopher Ferguson	212-360-3233	Kurt Samuels	212-360-3237
Parent Coordinator	Jamila Delong	212-360-3232	Krystal Velez	212-360-3237
Central Office Coordinator	Kameyia Van Allen	212-360-3230	Kameyia Van Allen	212-360-3230
Social Services	Dona Pellicano, Director of Social Services, HCZ Promise Academy Charter Schools	212-360-3232	Dona Pellicano, Director of Social Services, HCZ Promise Academy Charter Schools	212-360-3232
Additional Support	HCZ Promise Academy I Parent Association	212-360-3230	HCZ Promise Academy II Parent Association	212-360-3230

## Building Response Teams


Building Response Teams (BRTs) are emergency information and action management teams that exist within each school building. The BRT members form the school's core emergency response groups and are hand-selected by the Principal to handle all school or student-related emergency incidents and conditions. On average, BRTs will consist of five members; however, BRT size will be determined on a case-by-case basis. There is a BRT team for each HCZ Promise Academy sub-school (i.e., PAI Elementary, PAII Middle, etc.). As members of the BRT, these employees are trained in the General Response Protocol and are also trained in how to collect and provide accurate information on an incident. The roles of the members of the Building Response Team are as follows:

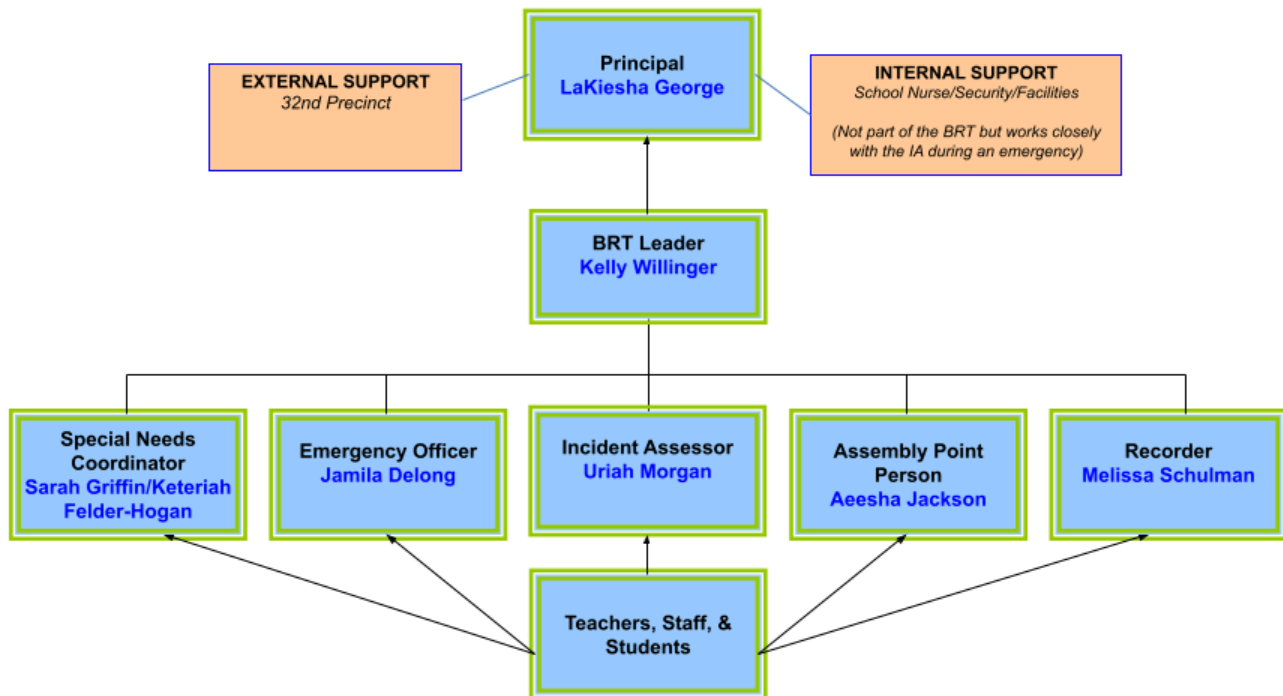
BRT Position	Description of Role	Suggested Staff Assigned to Role
<b>BRT Leader</b>	The BRT Leader is responsible for providing direction, leadership and guidance to BRT members during an emergency. At the onset of an incident, he or she activates the necessary BRT roles. The BRT Leader also acts as the communications liaison between the BRT and Principal/Senior Manager during an emergency.	<ul style="list-style-type: none"> <li>Operations Director</li> <li>Head Dean</li> </ul>
<b>Emergency Officer</b>	The Emergency Officer (EO) provides support based on the specific circumstances of each incident. The EO may relay information between BRT members if communication devices are unavailable. In some incidents, the EO may be required to report to the hospital with staff or students. <b>The EO may be assigned to a relocation site prior to staff and student arrival to review the relocation plan with the host school.</b> The EO may also coordinate parent staging areas if required. Based on the building size, the BRT Leader may assign more than one EO.	<ul style="list-style-type: none"> <li>Operations Director</li> <li>Dean</li> <li>Counselor</li> </ul>
<b>Incident Assessor</b>	The incident assessor (IA) conducts an on-scene initial assessment of the incident or emergency to assess the severity of the situation. S/he fulfills a secondary role by collecting all essential elements of information (EEI) from the scene, relays the information to the BRT Leader, and compares this information to other information gathered by the BRT recorder for the purpose of completing official reports. [EEI includes incident specific information that is documented during an incident, such as names of 911 responders, DOE, and external agency responders.] (Works with nurse in medical situations).	Any staff member as needed
<b>Special Needs Coordinator</b>	The Special Needs Coordinator (SN) serves as the primary contact when issues with special needs students and staff arise during an emergency. S/he tracks all special needs students and staff during emergencies, collects information on unaccounted Limited Mobility individuals, and ensures that all special needs students and staff have what they need during incidents that involve an evacuation or sheltering-in.	<ul style="list-style-type: none"> <li>Operations Director</li> <li>SpEd Manager</li> <li>Dean</li> </ul>
<b>Assembly Point Coordinator</b>	The Assembly Point Coordinator (APC) monitors and assists with the relocation of staff, teachers, and students to either an internal or immediately external assembly point(s) during an emergency. S/he fulfills a secondary role by collecting information from teachers and other staff on missing students or unaccounted for individuals (including contractors, vendors, substitute staff, or persons who were signed into the building as visitors) for emergency responders.	<ul style="list-style-type: none"> <li>Parent Coordinator</li> <li>Dean</li> </ul>
<b>Recorder</b>	The recorder is responsible for collecting detailed information from the beginning to the end (recovery phase) of an incident. Multiple recorders can be assigned to a building and activated in an incident. One recorder may work with the Principal and another may work with the BRT Leader.	<ul style="list-style-type: none"> <li>Secretary</li> </ul>

Each BRT team is trained to deal with an emergency involving their respective sub-schools. However, If a district-wide emergency occurs, then all of the BRTs will be activated. The BRTs for each HCZ Promise Academy sub-school are as follows:

# Promise Academy I Elementary School

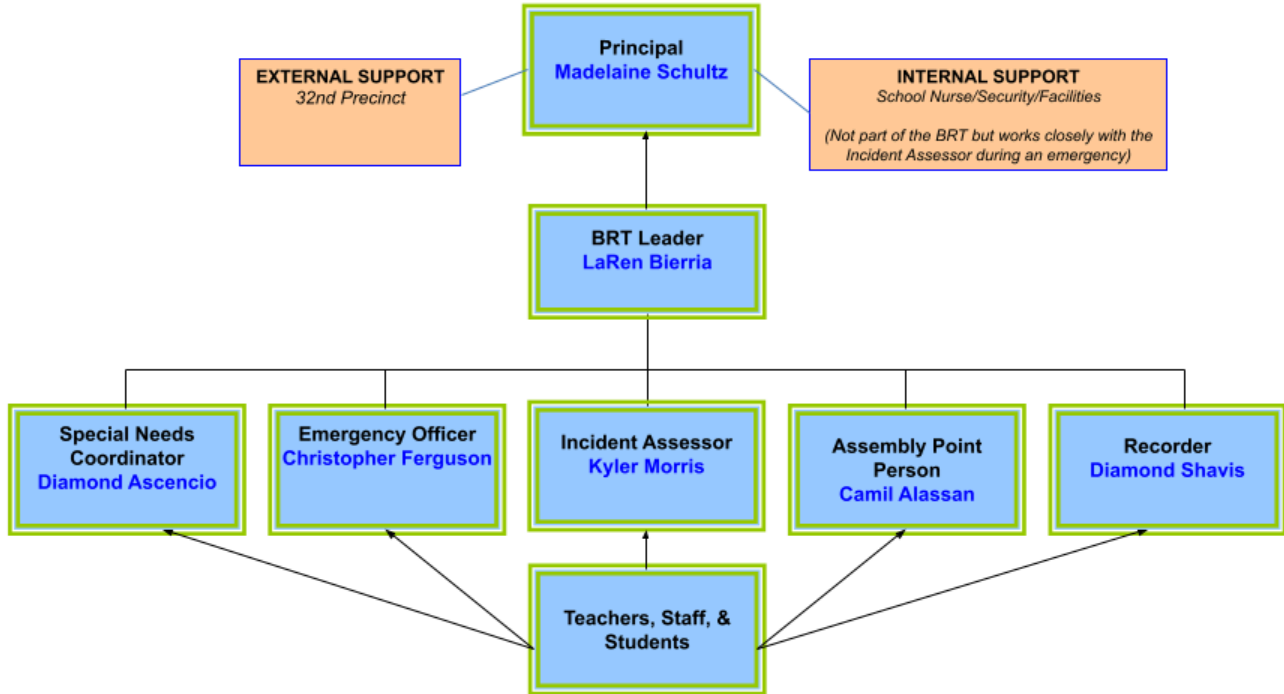
245 West 129th Street





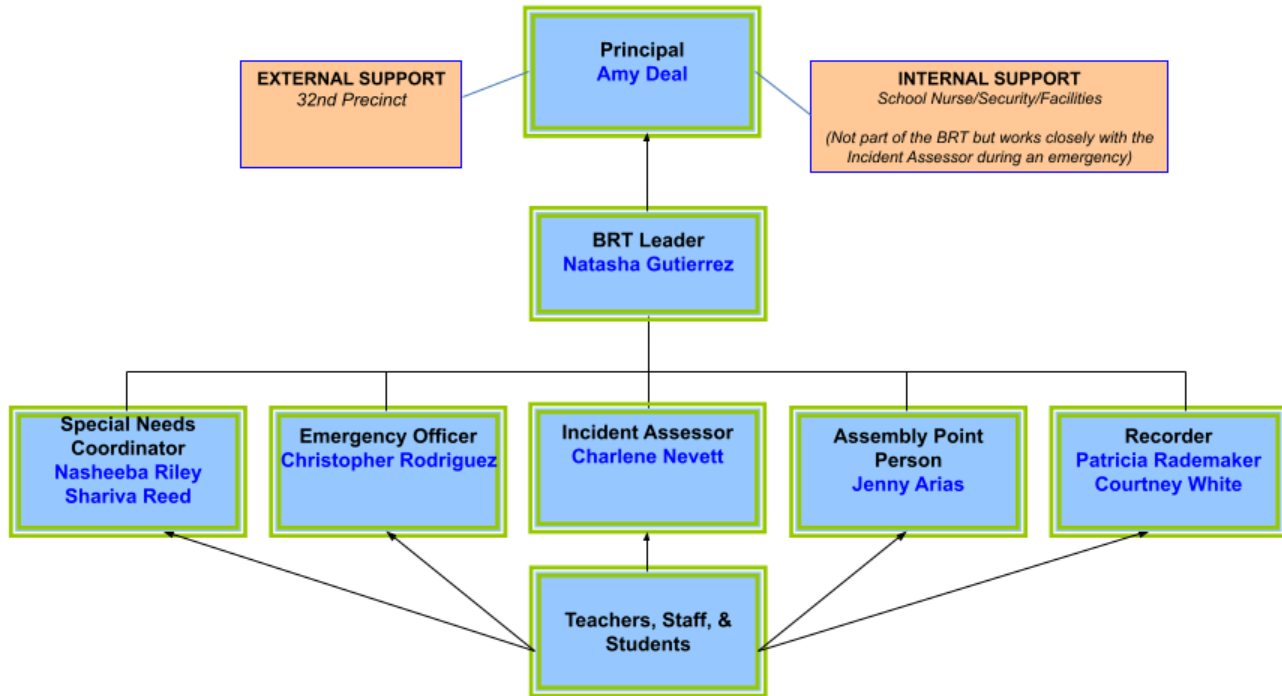
# Promise Academy I Middle School

245 West 129th Street  
4th Floor



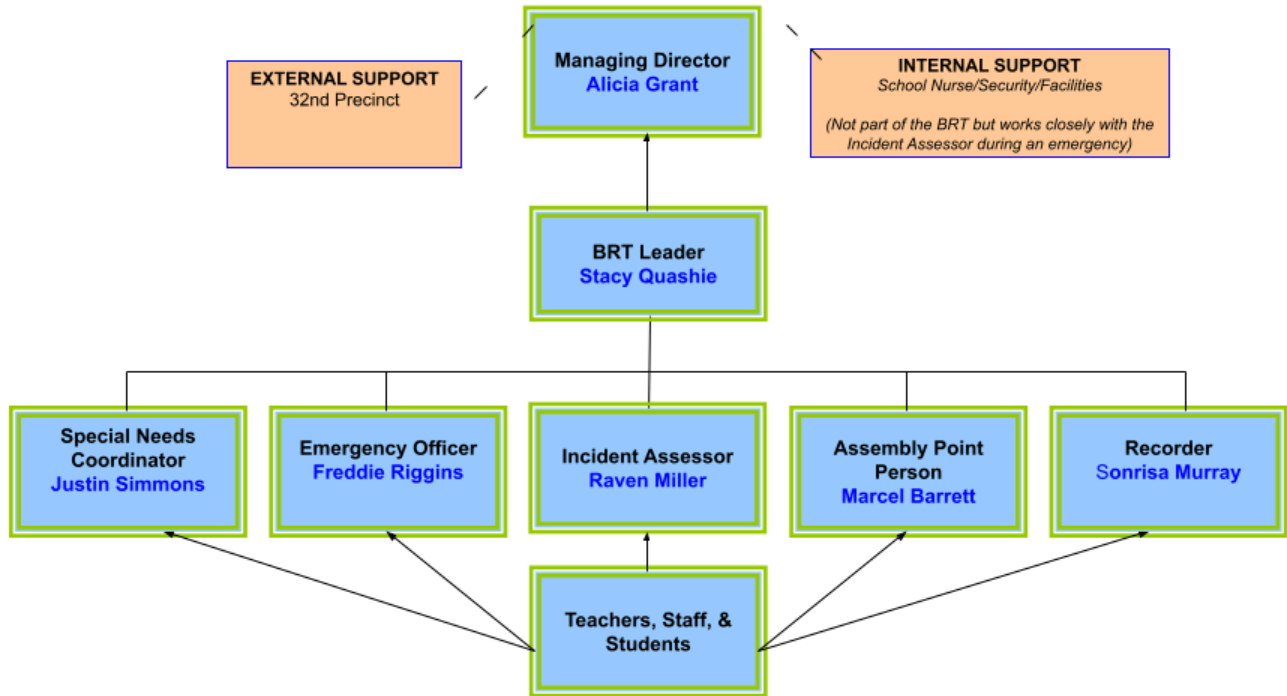
# Promise Academy I High School

245 West 129th Street  
5th Floor



# Promise Academy I After School

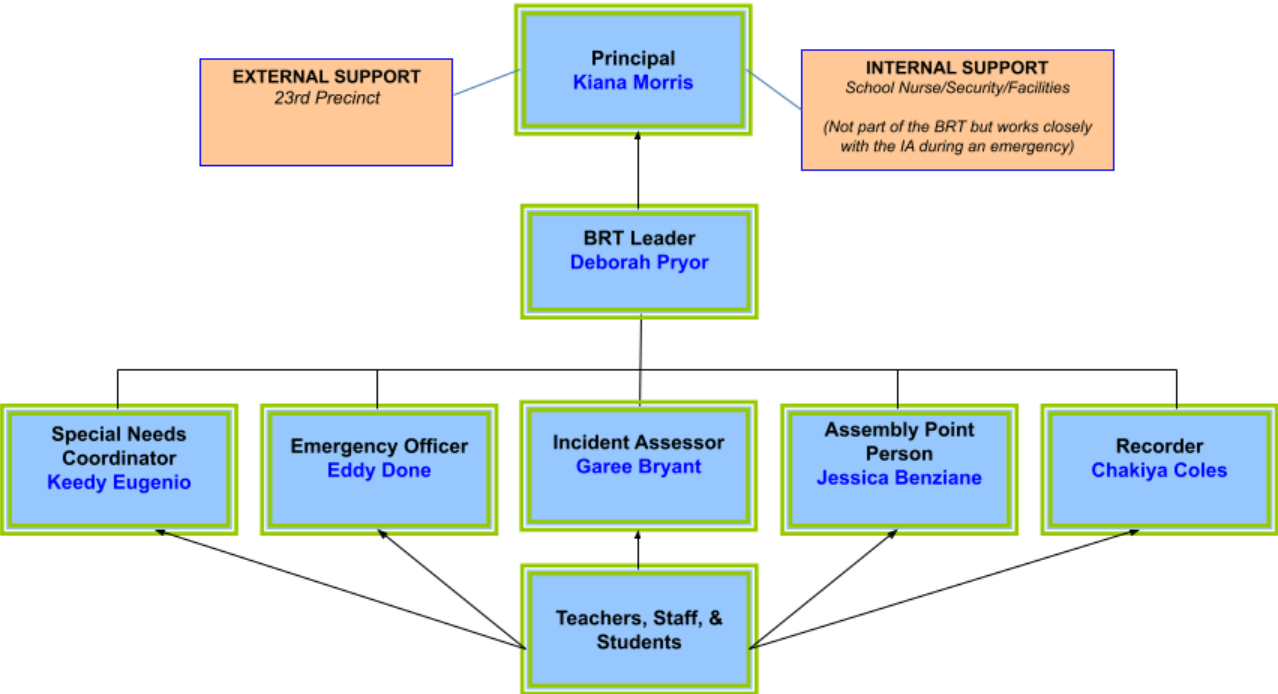
245 West 129th Street





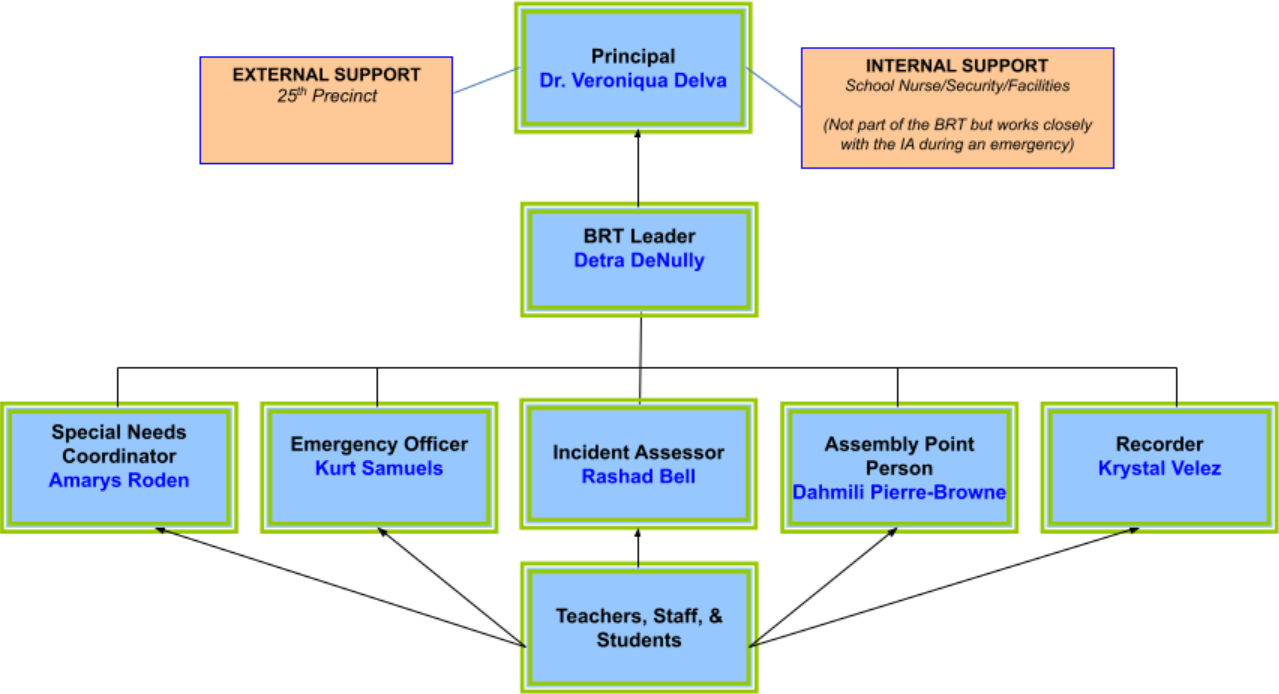
# Promise Academy II Elementary School

70 East 112th Street



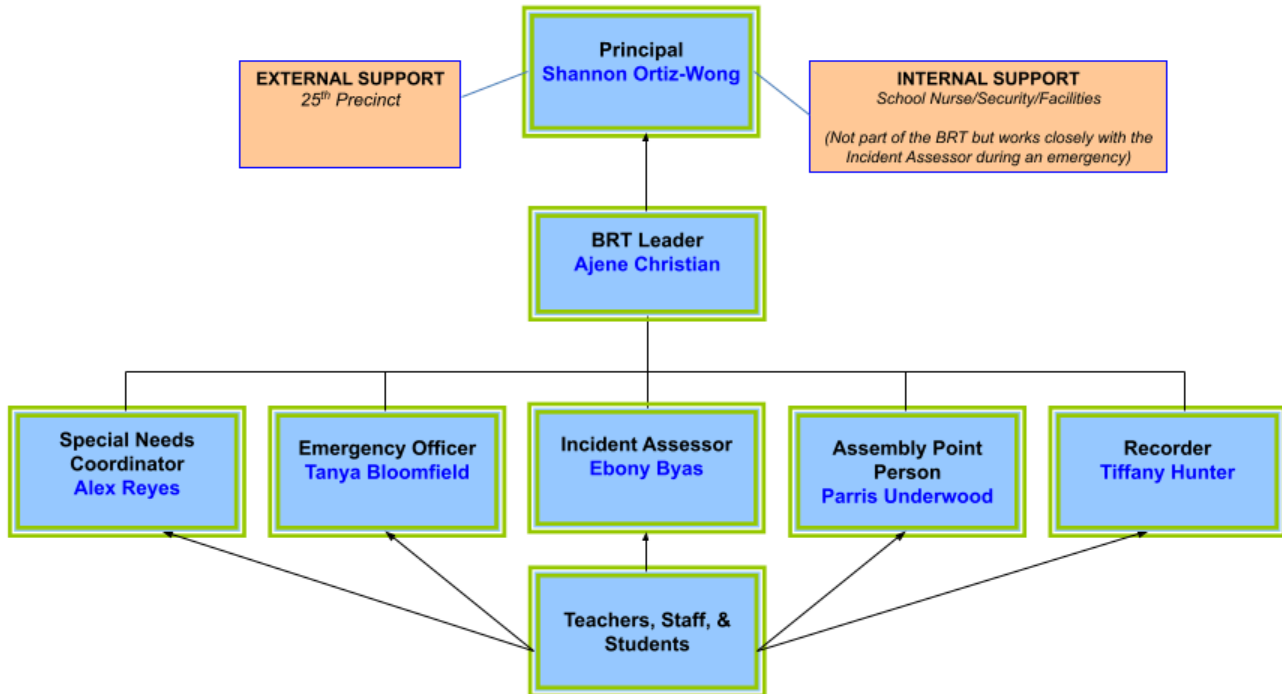
# Promise Academy II Middle School

35 East 125th Street



# Promise Academy II High School


35 East 125th Street  
4th Floor

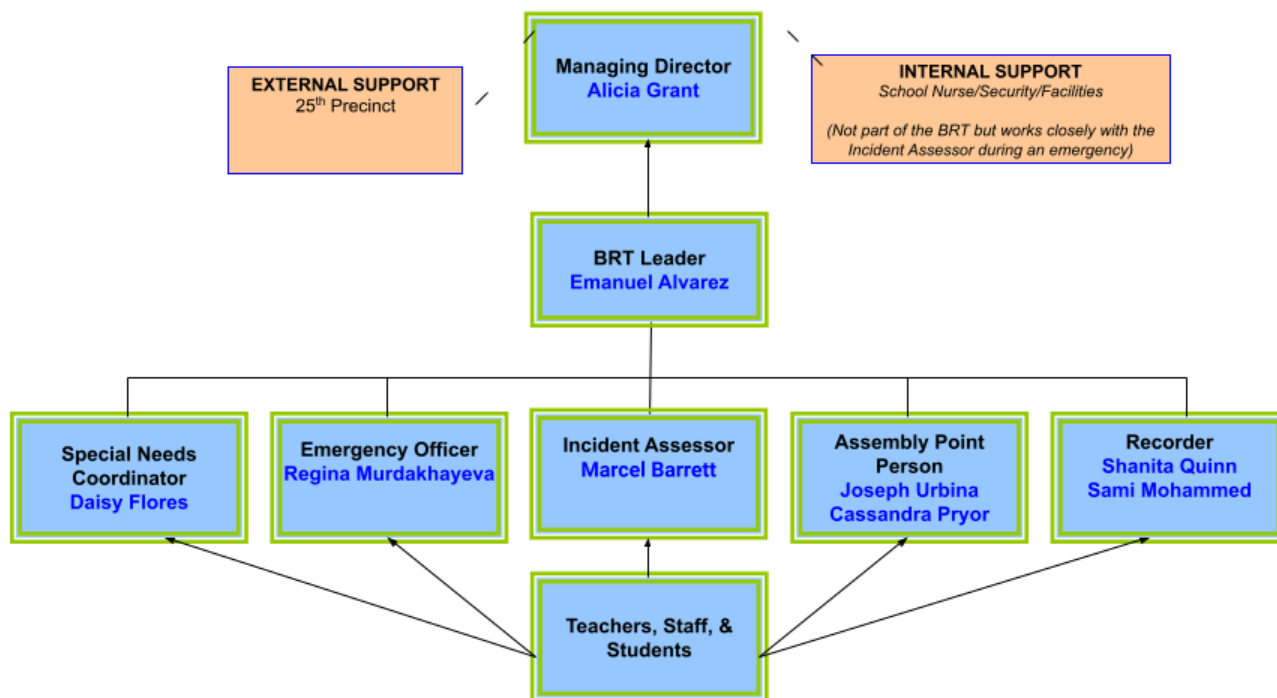


If the emergency occurs when day school has ended, and after school is in session, then the after-school BRTs will be activated. The After School BRTs are as follows:

## Promise Academy II After School

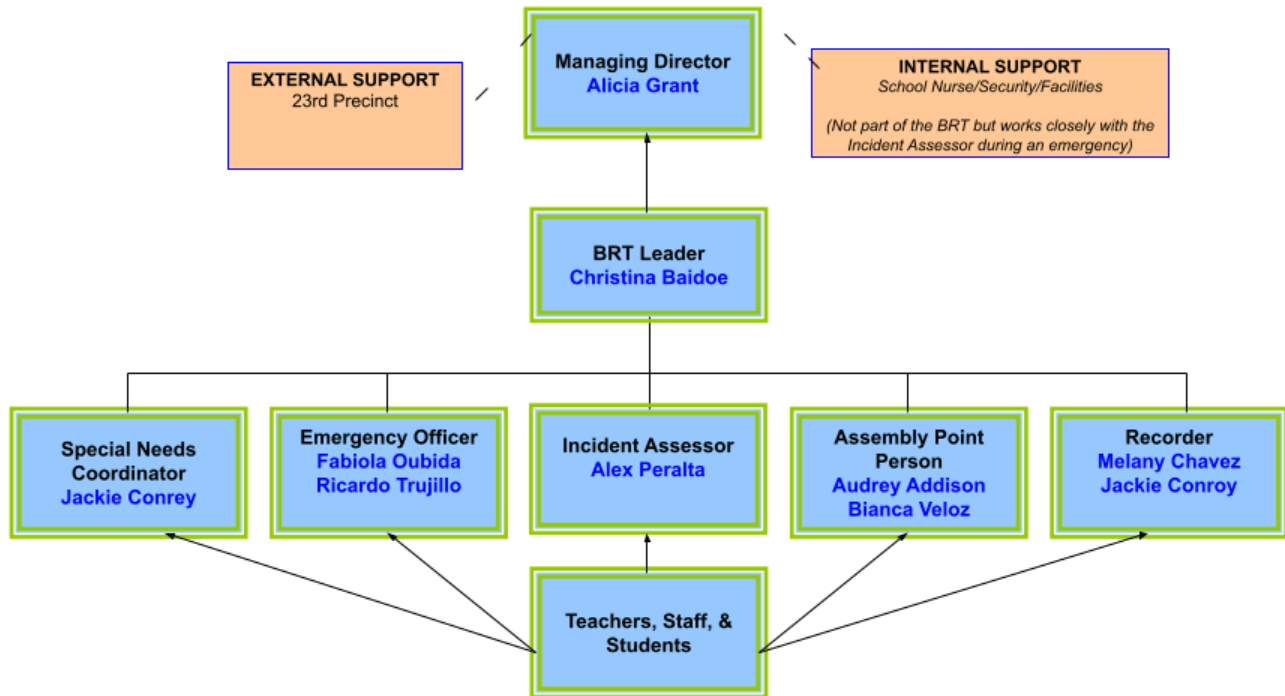
35 East 125th Street





# Promise Academy II After School

70 East 112th Street



### Post-Incident Response Team

The Post-Incident Response team is responsible for the recovery phase – ensuring that the school returns to normal operations as quickly as possible following an emergency or crisis. The members of the Post-Incident Response Team are shown below:

<b>HCZ Promise Academy I Charter School 245 West 129<sup>th</sup> Street</b>			<b>HCZ Promise Academy II Charter School 70 East 112<sup>th</sup> Street &amp; 35 East 125<sup>th</sup> Street</b>	
<b>Required Position</b>	<b>Name</b>	<b>Contact Information</b>	<b>Name</b>	<b>Contact Information</b>
School Personnel	<b>LaKiesha George</b> PAIES Principal	212-360-3232	<b>Kiana Morris</b> PAIIES Principal	212-360-3236
	<b>Madelaine Schultz</b> PAIMS Principal	212-360-3233	<b>Dr. Veroniqua Delva</b> PAIIMS Principal	212-360-3237
	<b>Dr. Amy Deal</b> PAIHS Principal	212-360-3234	<b>Shannon Ortiz-Wong</b> PAIHS Principal	212-360-3238
	Paige McIntyre, NP	347-773-3203	Nina Chu, NP	347-773-3203
School Psychologist	Sabrina Medina, SSW	212-360-3230	Sabrina Medina, SSW	212-360-3230
Crisis Intervention	Dona Pellicano, Director of Social Services, HCZ Promise Academy Charter Schools	212-360-3232	Dona Pellicano, Director of Social Services, HCZ Promise Academy Charter Schools	212-360-3232

### C. Concept of Operations

The District-wide Safety Plan is aligned with the individual Building-level Emergency Response Plans for each school building.

The initial response to all emergencies at HCZ Promise Academy Charter Schools will be by the BRT for each respective location. If the emergency is localized to a particular sub-school, then the BRT for the appropriate sub-school will be activated. (See Building Response Teams section for details)

Upon activation of one or more HCZ Promise Academy BRTs, the Superintendent or his/her designee will be notified, and where appropriate, local emergency officials will also be notified.

After the emergency is over and there is no longer an imminent danger, the post-incident response team will be activated.

During any emergency, the School Safety Team is notified by the Principal of the BRT to obtain support and resources. The School Safety team is trained to cover all HCZ Promise Academy Charter Schools locations. Additionally, in any type of emergency, the Principal of the appropriate sub-school will immediately notify the Superintendent of HCZ Promise Academy Charter Schools or his/her designee, and where appropriate, the local emergency officials will also be notified.

#### D. Plan Review

This plan will be reviewed and updated annually by the Superintendent's Central Office. The annual review will be completed no later than October 15<sup>th</sup> of each year. The plan will be made available to school personnel once it is approved by the HCZ Promise Academy I and II Board of Trustees.

Full copies of the District-wide School Safety Plan and any amendments will be submitted to the New York State Education Department within 30 days of adoption.

This plan will be reviewed periodically during the year and will be maintained by the Superintendent's Central Office team. A copy of the plan will be available at the Superintendent's Central Office at 1463 5<sup>th</sup> Avenue. All Principals will have a copy at each sub-school.

## Section II: Risk Reduction/Prevention and Intervention

*Discussion: Section II of the plan is used to identify and describe the district's policies and procedures for reducing the risk of violence; implementing programs and activities for the prevention of violence; and establishing clear descriptions of actions that will be taken in the event of a violent incident or any other school emergency. Research demonstrates that positive, skills-based approaches can increase the safety of students and teachers in school, as well as improve the community climate.*

### A. Prevention/Intervention Strategies

HCZ Promise Academy Charter Schools believes strongly in the wisdom of implementing violence prevention and intervention protocols as a primary means of ensuring student/school safety. These protocols take the form of Prevention Programs and support services.

#### Program Initiatives

HCZ Promise Academy has a variety of prevention programs to promote a healthy school climate and ensure both students and staff have a safe learning environment. Classroom teachers at the elementary school spend time throughout the year dedicated to character education. Each month is dedicated to a different character trait (Respect, Responsibility, Trustworthiness, Fairness, Caring, etc.). All adults working in the elementary school participate in the program to reward students exhibiting positive behavior, and monthly assemblies are conducted to recognize these students.

The middle and high school has a mentorship program, and scholars with strong behavioral challenges are paired with one adult in the building to serve as their mentor. We enjoy a close relationship with the New York City Police Department, and officers assigned to the school conduct anti-bullying workshops for students, parents, and staff during the school year. Approximately 90% of our students participate in our after-school program, which provides academic help and leadership development. Students participate in weekly discussions and activities around subjects such as lifetime decision-making, identifying values, communication and critical thinking, social etiquette, conflict resolution, and community service. Additionally, HCZ Promise Academy students have access to a social worker, guidance counselor, school psychologist, the Director of Positive Behavior Supports, and the special education manager to ensure that children are succeeding academically and socially. We have recently incorporated restorative justice practices in all grades in HCZ Promise Academy to provide scholars with a sense of responsibility for their actions and the skills to engage in conflict resolution. The special education team supports students with Individualized Education Plans in order to ensure that at-risk children are provided with services and support.

HCZ Promise Academy Charter Schools has a Director of Social Emotional Learning. Always looking for ways to prevent scholars from engaging in behaviors that hinder the learning process, the school has incorporated restorative practice as a part of classroom activity in order to train staff and students in conflict resolution. Families of scholars also receive restorative practice training to ensure that similar practices and language are used at home.

HCZ Promise Academy Charter Schools acknowledge that there are challenging areas close to the school. In order to ensure that our scholars have a safe place to go all hours of the day, we provide free breakfast for our scholars at 7:30 am, an extended day from 8:00 am to 4:00 pm, and free after-school services from 4:00 pm to 6:00 pm. Additionally, HCZ Promise Academy Charter Schools provides a free mandatory summer enrichment program for parents who would like to ensure that their scholars have a place to go during the summer months.



## Training, Drills, and Exercises

### Annual Multi-Hazard Training for all Staff and Students

HCZ Promise Academy Charter Schools has incorporated policies and procedures for annual multi-hazard school safety training for staff. HCZ Promise Academy requires all adults working in the school to participate in an annual General Response Protocol training by September 15th as mandated by Education Law §2801-a. This 3-hour training provides participants with an overview of the four phases of emergency management (prevention-mitigation, preparedness, response, and recovery), the roles and responsibilities of the Building Response Team and all adults in the building, and the appropriate response to a variety of threats that our school may face. These threats include fire, building collapse, active shooter, hostage situations, bomb threats, violence on campus, and natural disasters. Moreover, all adults working at HCZ Promise Academy Charter Schools and all attending students are required to participate in all emergency exercises, lockdown drills, and fire/evacuation drills. Trauma-informed fire/evacuation drills will be conducted 12 times during each school year in compliance with the New York State Education Department, eight of which are held prior to December 31. Parents/guardians will be notified at least one week in advance of any trauma-informed drills via email, phone calls, and/or school communication platforms. This notification will ensure that they are aware of the drills and can prepare their children accordingly. Students also receive bus safety drills three times a year as mandated by Section 3623 of the State Education Law and Revised Title 8, Chapter II, Subchapter J, Section 156.3(f) of the Regulations of the Commissioner of Education. Bus drivers and attendants are approved by the Director (or designee) of the NYC DOE & Office of Pupil Transportation. They complete a basic course taught by an approved instructor who is certified by the State of New York to teach courses in school bus safety practices (School Bus Driver Instructor, or "SBDI").<sup>1</sup> Fire/evacuation drill schedules are maintained by the District (Central) office.

### Implementation of School Safety Officers

Safety officers are present 24 hours a day, seven days a week. The school employs 30 safety officers, with five (5) officers on duty at all times when students are on campus. One Safety Officer is assigned to each floor of the building that occupies students (4-5 floors), with an additional officer assigned to the greeter station at the main entrance. The officer assigned to the main entrance is responsible for ensuring the visitor policy for the school is enforced. The officer at the greeter station is also responsible for monitoring the eighty-three (83) security cameras throughout HCZ Promise Academy Charter Schools. The school has fourteen (14) exterior cameras that monitor all entrances to the building and seventy-nine (79) interior cameras placed throughout the school building. In addition to the security monitors at the greeter station, monitors are placed in the security office. The security system records all videos for 20-30 days, with the ability to permanently record and store specific videos. The security camera system is used to both prevent disorder and/or crime, as well as investigate after an incident occurs. A complete list of Standard Operating Procedures is included in the Harlem Children's Zone Security Officer Manual.

### Vital Educational Agency Information

An updated school staff contact list (that includes cell phone numbers) is maintained by the Superintendent's District (Central) Office and placed within the Operations Manual. It includes a list of all local emergency contact names and numbers (police, fire, hospital, Board Members, and local officials), emergency contact information for school staff, organizational charts, and a student roster.

#### A. Early Detection of Potentially Violent Behaviors

---

<sup>1</sup> Source: [info.nyced.org](http://info.nyced.org)

HCZ Promise Academy Charter Schools have adopted strict policies on expectations for behavior by students, staff members, and visitors regarding violence in our schools. These policies can be found in the HCZ Promise Academy Family Handbook, HCZ's Employee Handbook, and in the Code of Conduct signage posted around the building. The HCZ Promise Academy Family Handbook has the school's Behavior and Discipline Code, which is aligned with the Department of Education Chancellor's Regulations. All students and staff members sign School/Family/Scholar Agreement that affirms their commitment to creating a safe learning environment, as well as restating and affirming expected behavior at school. The Family Handbook also communicates to families what interventions and restorative practices are in place to manage behavior.

There are HCZ Promise Academy staff members who specialize in detecting challenging behaviors and providing services or information about resources that can help assist families in preventing behaviors that may hinder the learning process. The following staff members are in place to support in this area:

- School Psychologist – HCZ Promise Academy Charter Schools has a school psychologist who works with students individually or in groups to help deal with various behavioral issues, learning difficulties, disabilities, emotional problems, and other concerns.
- Director of Social/Emotional Learning – HCZ Promise Academy Charter Schools has a director of social-emotional learning who leads students' SEL growth including SEL curriculum, embedded SEL instruction, SEL assessment, and tiered SEL supports across schools. Additionally, the SEL director implements professional learning ensuring that the staff is well-trained, equipped, and supported to effectively respond to the needs of scholars.
- Manager of Social/Emotional Learning—The Manager of Social/Emotional Learning supports the Director of Social/Emotional Learning in training and supporting staff, students, and families in restorative practices and provides any other SEL support required.
- Special Education Managers – HCZ Promise Academy has Special Education Managers for elementary schools, middle and high schools who provide educational assistance, resources, and assessments for children who learn differently.
- Director of Positive Behavior & Interventions – HCZ Promise Academy has a Director of Positive Behavior & Interventions who provides support to students with developmental disabilities and studies behaviors to treat social, behavioral, and learning problems.
- Social Work Team – HCZ Promise Academy has social workers in every sub-school who provide services to students to enhance their emotional well-being and improve their academic performance. They also provide support and resources to help students through trauma and problems.

All staff members are encouraged to communicate any potentially violent behaviors in scholars to the school social worker, or in cases of scholars with individualized education plans, to the special education manager. The aforementioned roles are overseen by the Director of Special Services, who has a background in special education and social work.

## B. Hazard Identification

HCZ Promise Academy I Charter School is located at 245 West 129th Street, New York, NY. The school was built in 2013 and includes five floors and a basement. The school is visible from neighboring businesses, homes, and roadways, and the immediate surroundings are mostly residential apartments. The main entrance to the school is on the corner of Adams Clayton Powell Jr. Blvd. and 129th, and each of these streets has heavy traffic. Public transportation is embedded into the neighborhood, with public bus stops on the corner and subway access to the A, B, C, and D trains on 127th Street. While crime does occur in the neighborhood, crime against the school or school property is rare, but our scholars have been victims of crimes committed in the vicinity of the school grounds (robbery, gangs).

HCZ Promise Academy II Charter School is located across two buildings. Grades K-5 are located at the Sendero Verde site, 70 East 112th Street, New York, NY, which was built in 2022 and includes three floors and a basement. The main entrance to the school is in the middle of the block on 112th Street between Park and Madison Avenues. Grades 6-12 are located at 35 East 125th Street, New York, NY, which was built in 2005 and includes six floors and a basement. The first four floors of the building are occupied by the school and include classrooms, one cafeteria, one gymnasium, and several offices. The 5th and 6th floors encompass office space for employees and executives of Harlem Children's Zone. The schools are visible from neighboring businesses, homes, and roadways, and the immediate surroundings are mostly commercial businesses. Businesses in the area include several fast-food restaurants that could attract students away from campus. The main entrance to the school is on the corner of Madison and 125th Street, and each of these streets has heavy traffic. The Metro-North train is two blocks from the school. Public transportation is embedded into the neighborhood, with public bus stops on the corner and subway access to the 2/3 and 4/5/6 trains a block away on Lexington Avenue. While crime does occur in the neighborhood, crime against the school or school property is extremely rare. In fact, tagging – seen throughout Harlem - is non-existent on school property. 125th Street is over an earthquake fault, which includes our school building.

## Section III: Response

### A. Notification and Activation (Internal and External Communications)

In the case of a serious violent incident, law enforcement will be called by a member of the School Safety Team. However, all administrative staff members (Principal, Assistant Principal, Education Directors, and Operations Directors) are trained to call 911 if an incident occurs and the Safety Team cannot be contacted or access the area.

**A serious violent incident** means an incident of violent criminal conduct that is, or appears to be, life-threatening and warrants the evacuation of students and/or staff because of an imminent threat to their safety or health, including, but not limited to riot, hostage-taking, kidnapping, and/or the use or threatened use of a firearm, explosive, bomb, incendiary device, chemical or biological weapon, knife or other dangerous instruments capable of causing death or serious injury (8 NYCRR 155).

In the case of a disaster or act of violence that is a danger to the entire area, the Safety Team and/or the Superintendent's Central Office will contact all educational agencies in the area.

- P.S 154 Harriet Tubman School- (212) 864-2400
- Democracy Prep Harlem High School – (212) 932-7791
- The Urban Assembly School for Global Commerce- (212) 831-5201
- Harlem Renaissance High School – (212) 996-3795
- Harlem Village Academies High – (646) 812-9200
- P.S. 79 Horan School – (212) 369-3134
- Success Academy Harlem 1 - (646) 277-7170
- Success Academy Harlem 2 – (646) 442-6600
- PS/MS 108 School of Authors - (212) 860-5803
- Mosaic Preparatory Academy- (212) 722-3109

If an emergency incident occurs that involves a student, a member of the BRT will call the parent's direct number on file. If an early dismissal is called due to an incident, the administration of each school will send a phone blast to all families.

### B. Situational Responses

HCZ Promise Academy Charter Schools are aligned with the New York City Department of Education and have adopted a General Response Protocol to manage emergencies and incidents. In any emergency situation, the appropriate BRT for the building or sub-school will be activated, and the Safety Team will be contacted.

HCZ Promise Academy employs Security Officers. While the majority of Safety Officers' shifts are during regular school hours, Safety Officers are present at the school seven days a week, 24 hours a day. All Safety Officers are employees of Harlem Children's Zone. Safety Officers, as well as all Harlem Children's Zone employees, undergo a rigorous background screening and interview process before employment is offered. The minimum qualifications for a Safety Officer include possession of a current New York State Security Officer's license; health and physical characteristics suitable for security duties, including a physical examination; High School diploma or equivalent; a required criminal history background check; and proof of U.S. citizenship or legal resident alien status. A complete list of Standard Operating Procedures can be found in the Harlem Children's Zone Security Officer Manual. Twenty-four (24) hours of annual professional development is required of all Safety Officers, including training in verbal de-escalation and non-violent physical restraint. New York City Police Officers work closely with school officials and safety officers in

patrolling the exterior of the school and community, as well as calls for service. The school provides access to adult restrooms, which has proved to be an excellent practice, strengthened our relationship with police officers, and increased their presence around school property.

#### Responses to Acts of Violence: Implied or Direct Threats

HCZ Promise Academy Charter Schools are committed to preventing workplace violence and have adopted the following guidelines to minimize the risk of personal injury to employees, students, or visitors. Each employee is expected to refrain from fighting, rowdy behavior, or other conduct that may be dangerous to others or inappropriate for children. It is forbidden for employees to bring firearms, weapons, or other dangerous or hazardous devices or substances onto the premises of Harlem Children's Zone and HCZ Promise Academy Charter Schools.

Threats, threatening language, or any other acts of aggression or violence made toward or by any employee will not be tolerated. HCZ Promise Academy will not tolerate conduct that threatens, intimidates, or coerces another employee, an HCZ scholar, visitor, guest, contractor, or candidate for employment. For purposes of this policy, a threat includes any verbal or physical harassment or abuse, any attempt at intimidating or instilling fear in others, menacing gestures, flashing of weapons, stalking, or any other hostile, aggressive, injurious, and/or destructive action undertaken for the purpose of domination or intimidation.

If there is a threat or incident of violence, employees are instructed to immediately report these incidents to a supervisor or the Senior Managing Director of Human Resources. This includes threats by employees, students, or visitors. This policy can be found in the Employee Handbook given to each employee upon being hired.

Students of HCZ Promise Academy are expected to abide by the Behavior and Discipline Code in the Family Handbook as well as the Code of Conduct that can be found posted in every HCZ Promise Academy building. Each school year, students and families sign an agreement to follow these policies.

If the threat of violence by an employee or a visitor occurs in a school, the BRT is immediately activated and will:

- Make Use of staff trained in de-escalation or other strategies to diffuse the situation.
- Inform the Building Principal of an implied or direct threat.
- Determine the level of threat with the Superintendent/Designee.
- Contact the appropriate law enforcement agency if necessary.
- Monitor the situation and adjust response as appropriate, including the possible use of the Emergency Response Team.

#### Acts of Violence

If an act of violence occurs, the BRT is immediately dispatched. The BRT will:

- Determine the level of threat with the Superintendent/Designee.
- If the situation warrants, isolate the immediate area and evacuate if appropriate.
- Inform the Superintendent.
- If necessary, initiate a lockdown procedure and contact the appropriate law enforcement agency.
- Monitor the situation; adjust response as appropriate; if necessary, initiate early dismissal, sheltering, or evacuation procedures.

## Response Protocols

Every staff member is trained in the General Response Protocol aligned with the New York City Department of Education. Additional responses include:

- Activating the BRT.
- Use the General Response Protocol to address the emergency appropriately by Evacuating, Sheltering-in, calling a Medical Emergency, or a Lockdown.
- Procedure to provide transportation, if necessary.
- Procedures to notify parents.
- Procedures to notify the media.
- Debriefing procedures.

All schools and facilities within HCZ Promise Academy I and II will use the following signals in responding to an emergency.

### Soft Lockdown / Hard Lockdown

A lockdown will be called in the following emergency situations:

- an authorized intruder in a HCZ Promise Academy building;
- a threat of violence in an HCZ Promise Academy building; and/or
- others as determined by the School Safety Team

When you hear this announcement on the public address system, “Attention, this is a soft/hard lockdown”, this means there is a possible threat (soft lockdown) or an imminent threat (hard lockdown) within the building. All members of the BRT should switch radios to the same station for the announcement of the command post and any instructions during the drill. Anyone in the hallway should quickly duck into the nearest classroom. Teachers and students should:

- turn off lights and lock doors;
- move away from the line of sight and make sure they can’t be seen by anyone if someone in the hallway looks through the window of the classroom door; and
- maintain silence.

If someone is in the restroom or another room besides a classroom, that person should:

- turn off the lights and lock the door;
- move away from the line of sight; and
- maintain silence.

In a soft lockdown, the Building Response Team should be the only people moving in the hallways. In a hard lockdown, everyone in the building should be:

- turning off lights and locking doors in their respective areas;
- moving away from the line of sight (hiding under the desk, etc); and
- maintaining silence.

These protocols should be in effect until the “All Clear” is given.

### HOLD

A HOLD may be called in the following emergency situations:

- a scholar, staff member, or visitor has been injured or is sick;
- a scholar, staff member, or visitor has displayed severe mental distress; or

- a scholar, staff member, or visitor is displaying behavior that is a danger to themselves or others.

When you hear on the public address system the words, “Attention, this is a HOLD”, this means there is an incident or building condition which does not place the school community in danger, or when directed by First Responders. The floor number should alternate depending on where the HOLD exists, and the BRT for that floor should be activated.

On the floor where the HOLD exists, teachers and students should continue business as usual within the classrooms but should not leave the classroom until the “All Clear” is given. The ground floor lobby should always be cleared of non-essential personnel by safety officers to allow emergency medical personnel to enter the building easily.

Teachers will:

- Close and lock the classroom/office door.
- Call the main office and report the names of any students who were using the classroom pass when the Hold was announced.
- Instruction/business may continue as usual.

Students will:

- Remain in place until the “All Clear” is announced.

The BRT and School Safety Agents will address the issue and conduct a building sweep. Anyone found in restrooms, hallways, stairwells, or the lobby will be taken to a designated area until the “All Clear” announcement is made. All other staff members should continue their business as usual.

### Shelter-in

A Shelter-in may be called in the following emergency situations:

- threats of violence outside of the building;
- dangerous environment outside of the building (i.e., gas leak, hazardous material, bomb threat);
- natural disaster outside of the building (i.e., hurricanes and other types of severe weather);
- disturbing incidents outside of the building (i.e., car accidents, severe injuries, etc.) and/or
- others as determined by the School Safety Team

When you hear this announcement on the public address system, “Attention, this is a Shelter-In”, this means there is a possible threat or an imminent threat outside of the building. Security personnel will immediately lock all exit doors. When first responders arrive, they will provide direction and assistance to school officials. Teachers, students, and staff will be unable to leave the building until the “All Clear” has been given.

### Evacuate

An Evacuate may be called in the following emergency situations:

- threats inside of the building (i.e., fire, smoke, gas leak, etc.)
- hazardous material found in the building (i.e, asbestos, incendiary device, etc.)
- bomb threat; and/or
- others as determined by the School Safety Team

When you hear this announcement on the public address system, “Attention, please Evacuate!”, this means there is a possible danger inside the building that can be avoided by leaving the facility, such as a fire or smoke.

Teachers will:

- grab the emergency backpack that can be found in each classroom;
- lead students to the evacuation location, take attendance; and
- notify staff if there are missing, extra, or injured students using your red and green cards from the emergency backpack.

Scholar will:

- leave their belongings behind;
- form an orderly line;
- remain silent and listen for additional instructions, and
- go to the assigned location with their class.

In the event of fire or smoke, personnel may instruct students and staff members to hold the hands of the person in front and behind them, cover their heads, or crawl on the floor. No staff member or student should re-enter the building until the “all clear” is given.



### Emergency Backpacks

Emergency backpacks can be found in every classroom, containing essential items that can be used in an emergency. Each backpack includes:

Quantity	Item
12	Adhesive Bandages
1	Adhesive Tape
2	"D" Batteries
2	Emergency Blankets
11	Fingertip Bandages
1	Flashlight
6	Gauze Pads
1	Gauze Roll
2	Ice Packs
1	Leather Palm Glove
3	Light Sticks
1	Marking Crayon
1	Metal Whistle
30	Moist Wipes
1	Notepad
1	Orange Safety Vest
1	Pair Latex Gloves
1	Pen
2	Signal Cards (1 red, 1 green)
1	Tissue Pack
6	Water pouches (4.2 oz)

### Signal Cards (during an Evacuation)

At the evacuation site, each classroom teacher/adult with scholars will hold up either the red or green side of their signal card. The green side indicates that all scholars are present and accounted for. The red sign indicates “missing scholars” or “need assistance.” The card can be found in the Emergency Backpack in each classroom.



**Missing Students**

**or**

**Need Assistance**



**All Accounted For**

A crisis that takes place at a school impacts the entire community and is likely to draw media attention. Ineffective handling of a crisis can endanger the welfare of all involved and negatively impact the school's public image with parents, teachers, school boards, and communities. Each Building Response Team must be prepared to contact the Chief Communications Officer.

Stephanie Lilavois, Chief Communications Officer – 212-360-3255

### Arrangements for Obtaining Emergency Assistance from Local Government

As necessary, the Superintendent or Principal will request assistance from emergency services organizations, first responders, and local government agencies. Contact names and numbers will be maintained in the School Emergency/Safety Plan Binder. A soft and hard copy of this contact information will be maintained by the school principal and stored in the main office. A record will be maintained of all local government emergency assistance requests and responses.

### Procedures for Obtaining Advice and Assistance from Local Government Officials

As necessary, the school principal will request advice and assistance from local government officials (borough and city) and agencies such as the Red Cross. Contact names and numbers for all relevant local government officials and agencies and the Red Cross will be maintained in the school emergency/safety plan binder. A soft and hard copy of this contact information will be maintained by the school principal and stored in the main office. A record will be maintained of all local government officials' and agencies' requests and responses, including the county or city officials responsible for the implementation of Article 2-B of the Executive Law. The types of procedures for obtaining advice and assistance from local governments during countywide emergencies could include the following:

- Principal/Designee in an emergency will contact the emergency management coordinator and/or the highest-ranking local government official for obtaining advice and assistance.
- The school has identified resources for an emergency from the following agencies: (examples include the Red Cross, fire department, police department, private industry, private individuals, religious organizations, and others).

#### District Resources Available for Use in an Emergency

HCZ Promise Academy Charter Schools have several resources available for use in an emergency. As part of Harlem Children's Zone, HCZ Promise schools can utilize either of the two other school locations for off-site evacuation and shelter. Harlem Children's Zone employs several adults who are registered nurses assigned to work in the schools and who can provide first aid in an emergency. Moreover, there are school-based health clinics at 35 East 125<sup>th</sup> Street and 245 West 129<sup>th</sup> Street, equipped with doctors and nurses that would be utilized to provide medical care in an emergency. HCZ also employs several mental health professionals that would facilitate counseling and support services after a crisis. HCZ will utilize NYC DOE school buses in an emergency. HCZ includes on-site kitchens that prepare all meals served to HCZ scholars and have resources (personnel and food and water) to support emergency response and recovery operations at any of the school campuses.

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

The School Safety Team will coordinate the use of school district-wide resources and manpower during emergencies, including the identification of the officials authorized to make decisions and the staff members assigned to provide assistance during emergencies. The School Safety Team will respond as follows:

- School cancellation
  - Monitor any situation that may warrant a school cancellation – decision maker/team.
  - Make determination – decision-maker.
  - Contact local media.
- Early dismissal
  - Monitor situation – decision maker/team.
  - If conditions warrant, close school – decision-maker.
  - Contact the Transportation Supervisor to arrange transportation.
  - Contact local media to inform parents of early dismissal- Incident Reporting Form.
  - Set up an information center so that parents may make inquiries as to the situation.
  - Retain appropriate district personnel until all scholars have been returned home.
- Evacuation (before, during, and after school hours, including security during evacuation and evacuation routes)
  - Determine the level of threat – Superintendent/Designee.
  - Contact Transportation Supervisor to arrange transportation – Designee.
  - Clear all evacuation routes and sites prior to evacuation.
  - Evacuate all staff and scholars to pre-arranged evacuation sites.
  - Account for all scholar and staff populations. Report any missing staff or scholars to the Building Principal.
  - Make a determination regarding early dismissal – Designee.
  - If the determination was made to dismiss early, contact local media to inform parents of early dismissal – Incident Reporting Form.
  - Ensure adult supervision or continued school supervision/security.
  - Set up an information center so that parents may make inquiries as to the situation.
  - Retain appropriate district personnel until all scholars have been returned home.

- Sheltering sites (internal and external)
  - Determine the level of threat – Superintendent/Incident Commander/Designee.
  - Determine the location of sheltering depending on the nature of the incident.
  - Account for all scholars and staff. Report any missing staff or scholars to the designer.
  - Determine other occupants in the building.
  - Make appropriate arrangements for human needs.
  - Take appropriate safety precautions.
  - Establish a public information officer to provide information and the current status of the situation to parents and other inquiring parties.
  - Retain appropriate district personnel until all scholars have been returned home.

## Section IV: Recovery

An emergency reaches the recovery phase once the immediate threat is over. During this phase, the Post-Incident Response team will check in with scholars, staff, and senior leaders to ensure that the following takes place:

### Mental Health Services

- The director of the social work team will dispatch members of the social services team to check in with staff, scholars, and families who may have suffered emotional or mental trauma, provide them with support, and connect with internal and/or external mental health counseling. This counseling may take place long-term or short-term depending on the need and the level of trauma.

### Building Security

- The head of the safety team will direct his/her team to ensure that (1) any gaps in responding to the emergency are addressed and resolved; (2) the area in which the emergency occurred is secured, and (3) reports on the incident are reviewed, addressed and filed appropriately.
- The safety team will also take whatever measures necessary to prevent a similar emergency from happening again by (1) reviewing the cause of the emergency and (2) putting in whatever preventative measures are required.

### Facility Restoration

- Facilities will (1) assess any damage that occurred as a result of the emergency and (2) ensure that repairs are made as quickly as possible.
- Facilities will also work closely with safety to make sure that the area is safe for scholars, staff, and visitors.

The Post-Incident Safety team will also ensure that evaluations of violence prevention, safety training, and any other appropriate resources to improve school safety are put in place to mitigate the occurrence and impact of emergency incidents. The contact information for resources that may be used by the Post-Incident Safety Team or by the Building Response Team can be found on the next page.

## Section V: Emergency Telephone Numbers and Web Resources

### Emergency Telephone Numbers

(This sheet should be laminated and posted in a prominent place in the school office)

Organization / Agency	Contact Number
Emergency	911
Non-Emergency	311
Local Police NYPD 25 <sup>th</sup> Precinct (35 E. 125 <sup>th</sup> Street)	212-860-6511
Local Police NYPD 32 <sup>nd</sup> Precinct (245 W. 129 <sup>th</sup> Street)	212-690-6311
Local Police NYPD 23 <sup>rd</sup> Precinct (70 E. 112 <sup>th</sup> Street)	212-860-6411
American Red Cross (New York Region)	877-733-2767
Department of Mental Health (LIFENET)	800-543-3638
Department of Public Works (Water Emergencies)	311
Federal Emergency Management Agency (FEMA)	800-621-3362
National Suicide Prevention Lifeline	800-273-TALK
New York City Department of Education (Office of School Design and Charter Partnerships)	212-374-5419
New York City Office of Emergency Management (24 hours)	311
New York City Environmental Protection	311
New York State Domestic Violence Hotline	800-942-6906
New York State Education Department (NYSED)	718-722-4553
New York State Office of Children and Family Services (Child Abuse Services)	800-342-3720
New York State Office of Mental Health	800-597-8481

### Local Hospitals

Harlem Hospital, 506 Lenox Avenue, NYC 10037	212.939.1000
Mount Sinai Morningside, 1111 Amsterdam Avenue, NYC 10025	212.523.4000
The Mount Sinai Hospital, 1468 Madison Avenue, NYC 10029	212.241.6500

### Radio Stations

Emergency Broadcasts can be received via the Emergency Alert System (ES).

WINS 1010 AM  
WCBS 880 AM  
WABC 770 AM

## Web Resources

American Academy of Pediatrics, *Disaster Preparedness to meet Children's Needs* -

<https://www.aap.org/en-us/advocacy-and-policy/aap-health-initiatives/Children-and-Disasters/Pages/default.aspx>

American Red Cross, Masters of Disaster – <http://www.redcross.org/>

Federal Emergency Management Agency (FEMA), *Recovery Support Functions* –

<https://www.fema.gov/recovery-support-functions>

Federal Emergency Management Agency (FEMA), Emergency Management Institute -

<https://training.fema.gov/>

Federal Emergency Management Agency (FEMA), Ready.gov - [www.ready.gov](http://www.ready.gov)

National Association of School Psychologists, Crisis and Safety Resources – <http://www.nasponline.org>

National Organization on Disability (Preparedness for Children with Disabilities) – <http://www.nod.org>

National School Safety Center - [www.schoolsafety.us](http://www.schoolsafety.us)

NYC Department of Education, *Emergency Readiness* –

<https://www.schools.nyc.gov/school-life/support/emergency-readiness>

NYC Department of Education, *Safety Preparedness Video* - <https://vimeo.com/116014892>

NYC Housing Preservation & Development -

<https://www1.nyc.gov/site/hpd/renters/emergency-preparedness.page>

NYC Office of Emergency Management, *Plan for Hazards-*

<https://www1.nyc.gov/site/em/ready/plan-hazards.page>

NYC Office of Emergency Management, Community Emergency Response Teams (CERT) -

[http://home2.nyc.gov/html/oem/html/get\\_prepared/cert.shtml](http://home2.nyc.gov/html/oem/html/get_prepared/cert.shtml)

NYC Office of Emergency Management, Ready New York -

[http://www.nyc.gov/html/oem/html/get\\_prepared/ready.shtml](http://www.nyc.gov/html/oem/html/get_prepared/ready.shtml)

NYC Police Department, *Safety Tips for Children*

[https://www1.nyc.gov/assets/nypd/downloads/pdf/crime\\_prevention/NYPDcptips\\_BackToSchool.pdf](https://www1.nyc.gov/assets/nypd/downloads/pdf/crime_prevention/NYPDcptips_BackToSchool.pdf)

NYS Center for School Safety – <http://www.nyscenterforschoolsafety.org>

NYS Emergency Management Office, (SEMO) Transportation Events, Road Closures, etc. -

<http://www.nyalert.gov/>

NYS Office of Mental Health, Violence Prevention - <http://www.omh.state.ny.us/omhweb/sv/SchViol.htm>

## CoronaVirus (COVID-19) Addendum

In accordance with the HCZ Promise Academy's Emergency Preparedness Plan and Pandemic/Public Health Emergency Plan, HCZ Promise Academy has established this CoronaVirus (COVID-19) addendum. In the event of a pandemic or public health threat, HCZ Promise Academy is committed to protecting the health and safety of scholars, staff, and visitors. To accomplish this, HCZ Promise Academy adheres to the guidelines published by the New York State Department of Health and the Centers for Disease Control and Prevention (CDC).

### Fire Drills (i.e., building evacuations)

- Conduct trauma-informed fire/evacuation drills as required to ensure staff and scholars understand how best to exit the building as quickly as possible while ensuring mask-wearing and minimizing contact between individuals in hallways and stairwells.
- Identify multiple designated assembly locations in safe areas that allow for scholars and adults to maintain social distancing while ensuring separation between cohort groups. Lockdown Drills (i.e., shelter in place)

### Lockdown Drills (i.e., shelter in place)

- Conduct trauma-informed lockdown drills in classroom settings while maintaining social distancing and using masks.
- Conduct trauma-informed lockdown drills in classrooms without hiding/sheltering in close proximity to each other but provide an overview of how to shelter or hide in the classroom during an actual emergency.
- Schools must be certain that all scholars are receiving instruction in emergency procedures and participating in drills while they are in attendance in person.

### Emergency Response Plan

In accordance with section 27-c of the Labor Law, the operations plan includes, but is not limited to the following:

- a) Leadership and our Operations team members who live near the Zone and can assist should be on standby for additional support if and when needed.
- b) Significant assessments conducted by facilities to review spacing and layout:
  1. The input was collected from facilities management experts to identify changes needed to enhance safety and meet the needs of scholars, families, and staff.
  2. Implementing professional deep cleaning protocols.
  3. Progressively upgrading HVAC systems with MERV13 air filters or providing free-standing HEPA filters to maintain healthy airflow.
  4. Developed plans to systematically retrofit bathrooms with touchless toilets and sinks where feasible.
  5. Reconfigured classrooms and offices to follow physical distancing protocols
  6. Where necessary, shifting to other existing facilities and continuing to search for alternatives to accommodate our scholars and staff.
  7. With expert consultation, determine whether a facility can or cannot meet our health and safety needs and determine the number of scholars and staff that can be accommodated while adhering to physical distancing requirements.



c) To reduce the number of staff members in at the same time, we will create staggered work shifts and have work pods. This will assist with limited staff in the building at the same time, which will create safer working conditions and possible exposure to COVID-19.

d) Additional safety precautions:

1. Employees are required to complete COVID-19 workplace training
2. Training covers potential occupational exposure and risks, workplace safety and response protocols, best practices, physical distancing, and hygiene rules.
3. Meetings are held via phone and video conference.
4. Masks are required except while working alone in a private office or while eating/drinking.
5. Staggered work schedules to ensure social distancing in shared office spaces.
6. Essential vendors and visitors are required to complete the pre-screening process.

e) 1. Employees are to contact HR at [COVIDRequest@hcz.org](mailto:COVIDRequest@hcz.org) if unable to report to work due to risk factors; medical documentation may be required.

2. HR will evaluate situations on a case-by-case basis, considering job function, business needs, possible accommodations, and applicable law.

f) All school/program leadership teams are to oversee/lead any crisis occurring within their specific locations and/or departments. Monitoring of community transmission, screening testing, and occurrence of outbreaks and prevention strategies will include the following: promoting vaccination, consistent and correct use of masks, physical distancing, getting tested when sick, contact tracing, quarantining, and routine cleaning and disinfection of the schools.

g) 1. Provide mental health and well-being resources to staff and scholars

2. Implement trauma-informed community-building activities

3. Continue offering virtual counseling services and virtual support groups

### **Surveillance Testing Protocol scholars**

Each week, no less than 10% of the scholar population should undergo surveillance testing. The 10% (or more) of scholars tested each week should represent every pod within the school. Every scholar in each pod should be tested before any one scholar is chosen to retest. No more than two scholars at a time can be scheduled for testing in 15-minute blocks. All scholars must be accompanied by a staff member to the testing area at their scheduled time. Once the test is administered, the staff member must wait with scholars in the testing area until the results are received.

### **Contact Tracing, in Combination with Isolation and Quarantine**

In accordance with the CDC to the extent allowable by applicable privacy laws:

1. School leaders will continue to collaborate with local health departments, such as the Family Educational Rights and Privacy Act (FERPA), to confidentially provide information about people diagnosed with or exposed to COVID-19 in their school communities.
2. School leaders will report new diagnoses of COVID-19 to their local health department as soon as they are informed and should notify the teachers, staff, and families of scholars who were in close contact as soon as possible after they are notified that someone in the school has tested positive (within the same day if possible).

### **Good Handwashing and Respiratory Etiquette**

1. Encouraging adults and scholars to wash their hands with soap and water for at least 20 seconds.
2. Reminding everyone in the school to wash their hands frequently and to assist young children with handwashing; and, when hand washing isn't possible, provide hand sanitizer containing at least 60

percent alcohol for all adults and scholars who can safely use it.

### **Physical Distancing and Cohorting**

1. Follow CDC recommendations of three feet of physical distance combined with mask-wearing in a classroom.
2. Six feet of physical distancing is recommended for unvaccinated scholars, teachers, and staff in close contact.
3. Cohorting will be used to limit the number of people who come in contact with each other.

**\*In the case of widespread virus transmission and/or if buildings are closed due to COVID-19, Full Remote Learning Plan will be initiated as per New York State regulations.**

### **Prevention of Learning Loss**

- scholars will have the opportunity to receive additional academic support throughout the school day and outside of school hours.
- All scholars will have access to academic support, in the form of remediation, project-based learning, and enrichment activities based on the level of need.
- Time spent in synchronous and asynchronous instruction will meet the academic needs of scholars and the annually hourly instructional requirements.
- For any remote learning, we will ensure scholars' technology (i.e., devices, hotspots for wifi, etc) is sufficient to support instruction while they are offsite.
  - Elementary school level: lead classroom teachers will perform a point-in-time survey of their parents to identify technology gaps.
  - Middle and High school level: scholars will be surveyed directly. Where gaps are identified, HCZ Promise Academy will temporarily loan a device from the classroom sets for the duration of the remote instruction period.
    - Serial numbers and scholar names will be documented on a standard electronic form at the point of distribution.
    - HCZ Promise Academy will use its messaging system to inform parents via text and email that devices have been issued to their scholars.
    - The HCZ Information Technology department will provide device support. Staff members will utilize the IT ticketing system to open tickets on behalf of scholars/parents as necessary. The IT department will repair the device if possible and if not, offer a loaner device while pursuing a warranty replacement.
- **Special Services:**
  - Parent contact will be made to ensure that parents/guardians are aware of when Related Services will be provided.
  - Training will be provided to guardians on how to support their child during sessions if needed.
  - Attendance is tracked daily to ensure that there is no lapse in services.
  - In addition, providers will alert teachers and parents/guardians prior to sessions to make sure scholars attend. If scholars are not in attendance staff will alert the administration team so that they can reach out to the parent/guardian.
  - Instruction will be personalized for scholars based on their Individualized Education Plan goals, Language Objectives, and areas of strengths and needs. scholars will be provided with instruction by both General Education teachers and Specialists but will also receive small

group instruction to target areas of needs. Data will be closely analyzed to create action plans to ensure that all scholars receive the best support needed.

- **Staff training:**

- All staff receive feedback on lesson plans on how to differentiate for all learners in their classroom. In addition, ongoing training is provided to develop teachers' pedagogy and knowledge of how to support students with disabilities and English Language Learners.