



Northside Charter High School - CSD 14

**District-Wide School Safety Plan
2024-2025**

Northside Charter High School
424 Leonard Street
Brooklyn, New York 11222

northsidechs.org



Approved October 15th, 2024

DISTRICT-WIDE SAFETY PLAN

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I. Introduction

Emergencies and violent incidents in schools are critical issues that must be addressed in an expeditious and effective manner. Charter Schools are required to develop a District-Wide School Safety Plan designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the school with local and county resources in the event of such incidents or emergencies. The district-wide plan is responsive to the needs of the school and is consistent with the more detailed emergency response plans required at the school building level.

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

Northside Charter High School supports the SAVE Legislation and communicates with School Leadership, select staff members and the school safety officer for our co-located DOE school. The Chief Executive Officer encourages and advocates on-going school-wide cooperation and support of Project SAVE.

II. General Considerations & Planning Guidelines

A. Purpose

The Northside Charter High School District-wide School Safety Plan was developed on 8/21/24 pursuant to Commissioner's Regulation 155.17(b)(14). At the direction of the New York State Education Department, the Chief Student Services officer of Northside Charter High School ensures that a District-Wide School Safety Team has developed and maintained the District-Wide School Safety Plan.

B. Identification of School Teams

The district chief emergency officer is: **Muhammed Chaudhry** the superintendent, or superintendent's designee: **Dwight Thomas**, Chief Student Services Officer.

Phone Number (347) 390-1273



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The members of the team and their positions or affiliations are as follows:

District-Wide School Safety Team:

| Name | Title |
|---|---|
| Muhammed Chaudhry | Chief Executive Officer |
| Dwight Thomas | Chief Student Services Officer |
| Rahul Patel | Chief Academic Officer |
| Tony Dinh | Chief Finance and Operations Officer |
| Ashanti Blackman | Director of Student Experience and Community Engagement |
| Richard Uwangué | Associate Director of Student Experience and Safety |
| Sheina McClendon | Director of Inclusive Learning (SPED) |
| Fahim Ahmed | Director of IT Operations |
| Robert Smith | Director of Guidance and Strategy |
| Maria Ortega | Senior Director |
| Maria Hernandez | Attendance and Enrollment Manager |
| School-Level Directors | |
| Northside Charter High School Board of Trustees | |

C. Concept of Operations:



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The District-Wide School Safety Plan will be directly linked to the individual Building-Level Emergency Response Plans within the New York state network. The protocols reflected in the District-Wide School Safety Plan will be used to guide the development and implementation of the individual Building-Level Emergency Response Plan.

The development of the District-Wide School Safety plan was a collaborative effort. The plan was further developed utilizing the guidelines provided by the New York State Education Department, in consultation with Homeland Security and the New York State Police.

Northside Charter High School Consists of one facility:

- Northside Charter high School **(424 Leonard Street Brooklyn, New York 11222)**

In the event of an emergency or violent incident, the initial responders to all emergencies will be by the School Emergency Response Team. All information pertaining to an emergency or violent incident will be directed to the Chief Student Services Officer/ Designee, and then to the Chief Executive Officer / Designee.

Upon activation of the School Emergency Response Team, the Chief Executive Officer or his/her designee will be notified and, where appropriate, local emergency officials will be notified by calling 911.

County and State resources through existing established protocols may supplement emergency response actions, including post-incident responses.

D. Plan Review and Public Comment

This plan shall be maintained by the District-Wide School Safety Team and reviewed annually on or before September 1st of each year. A copy of the plan will be available at each school.

The District-Wide School Safety Team conducted annual review and updates to the District-Wide School Safety Plan on June 1st annually CR §155.17(a)



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Pursuant to Commissioner’s Regulation, Section 155.17 (e)(3), this plan was made available for public review and comment 30 days prior to its adoption. The district-wide and building-level plans may be adopted by the Board of Trustees only after at least one public hearing that provides for the participation of school personnel, parents, students, and any other interested parties. The plan must be formally adopted by the 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.

While linked to the District-Wide School Safety Plan, the Building-Level Emergency Response Plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a.a.

Full copies of the Building-Level Emergency Plan will be supplied to both local and State police within 30 days of adoption.

The District-Wide School Safety Plan was made available for public comment at least thirty days prior to its adoption by the Board of Education
30-day public comment period began on 8/21/24 and ends on 9/21/24 CR §155.17(c)(3)

**At least one public hearing that provided for the participation of school personnel, parents, students, and any other interested parties, was held prior to adoption of the plan. Date of Public Hearing: October 15th, 2025
CR §155.17(c)(3)**

The date the District-Wide School Safety Plan was posted on District Website:
8/22/24

URL of District-Wide School Safety Plan on District Website:

<https://northsidechs.org/wp-content/uploads/2024/08/2024-2025-District-Wide-School-Safety-Plan.pdf>

URL was verified/checked to be sure the link is working_____

III. Risk Reduction/Prevention and Intervention

This section of the plan is used to identify and describe the District’s policies and procedures for reducing the risk of violence and establish clear descriptions of actions



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that will be taken in the event of a violent incident or 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. Programs have been developed and/or implemented by Northside Charter High School to improve communications among and between students and staff and clearly define steps for reporting potentially violent incidents.

A. Prevention/Intervention Strategies

Program Initiatives

Northside Charter High School regularly conducts age-appropriate safety training programs for students, staff and parents in each building. Such programs include, but are not limited to:

- Evacuation Drills
- Soft Lockdown Drills
- Holds
- Shelter-Ins
- Bus Safety Drills

Training, Drills, and Exercises

Northside Charter High School has developed policies and procedures for annual multi-hazard school safety training for staff and students, including the strategies for implementing training related to multi-hazards. The District has established the following procedure(s) for multi-hazard school safety training for staff and students:

- Annual review of building emergency response procedures with staff and students
- All buildings conduct 12 emergency drills of which four (4) are lockdown drills that include practicing the Shelter-in-place, Hold-in-Place, and Lockout protocols
- All school sites participate in the Annual Early Dismissal - Go Home Evacuation Drill
- The district has conducted drills and other training exercises to test components of the emergency response in coordination with the following agencies:
 - NYPD - 94th Precincts



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- FDNY - Engine 229 Ladder 146

The school recognizes that critical evaluation of drills and exercises is the best learning experience and results in improved response procedures.

Note: A debrief session will be conducted in collaboration with the Co-located DOE school (MS 126) directly following each test or drill to evaluate the exercises and determine if changes to the emergency response plan are necessary.

Implementation of School Security

School Safety agents are assigned to the building in support of both co-located schools (Northside Charter High School and MS 126). Each of these individuals is assigned to the school by the New York City Department of Police. School Safety Agents are assigned on a rotating schedule to ensure that there are School safety agents present while the building is being utilized. They are also required to review procedures for fire and evacuation drills, student arrival and dismissal, managing acts of violence, etc.

General responsibilities of school School Safety Agents are provided by the New York City Department of Police. Responsibilities include but are not limited to:

- Patrolling building and grounds when opening and closing the building each day
- Enforcing school rules
- Managing check-in and check-out of visitors
- Ensuring the safety of students, staff and visitors
- Establishing rapport with students in order to provide an atmosphere that is safe and conducive to the proper functioning of the school
- Assisting students or refer them to the proper staff members for assistance with any problems
- Attending after school activities and athletic events (as required)

Vital Educational Agency Information

Northside Charter High School has one (1) educational agency/administrative (building) :

- Northside Charter High School



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The Building Emergency Response Plan contains vital information such as school / office population, number of staff, transportation needs, and business and home telephone numbers of key safety and education officials. These plans also include relocation and reunification locations.

B. Early Detection of Potentially Violent Behaviors

Northside Charter High School has policies and procedures for dissemination of information regarding the early detection of potential violent behaviors. Informative materials are distributed on an ongoing basis at faculty meetings throughout the school year. Staff development is conducted during Professional Development days and/or other conference days in order to develop awareness and provide training for staff regarding this issue.

This material is also available to parents and the community during various committee or workshop meetings. The district also has a Building Response Team (BRT) which is present in the building in order to respond effectively and appropriately to a crisis involving violent behaviors. This Building Response Team is also available for questions from the staff, students, parents and community.

IV. Response

A. Notification and Activation (Internal and External Communications)

The District policies and procedures for contacting the appropriate law enforcement officials in the event of a violent incident are located in each Building-level Emergency Response Plan. Each plan identifies individuals who are authorized to initiate contact with local law enforcement agencies. All communications during an incident at the school will flow through the site's Building Safety Team; Emergency Services will be requested through the 911 system.

In the event of an emergency, staff, students and visitors will be contacted in one or more of the following manners:

- Telephone
- Email



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- Intercom
- Verbal message
- Others as appropriate
- School Messenger
- Local Media

The school has established guidelines for staff and students if they make the initial discovery of an emergency situation or impending emergency. In this event, they will notify the Chief Student Services Officer / Designee and provide him/her with information on the nature of the event. In the event that the Chief Student Services Officer or Designee cannot be reached, the Chief Executive Officer / Designee will be contacted.

Procedures for School Cancellation / Early Dismissal and Community Notification protocol for contacting parents / guardians in the event of a violent incident or an early dismissal are outlined in each Building-level Emergency Response Plan. This includes using local media in some instances, One Call Phone Notification System, or use of emergency contact information provided by students' parents/legal guardians if necessary.

B. Situational Responses

1. Multi-Hazard Response

The District has developed multi-hazard response plans. These guidelines are present in the Multi-Hazard Emergency Response Action Guidelines in each Building-level Emergency Response Plan. The emergencies addressed in the plan include, but are not limited to:

| | | |
|---------------------|---------------|------------------------------------|
| • Loss of Utilities | • Bomb Threat | • Acts of Violence |
| • Active Shooter | • Explosion | • Natural / Weather-Related Threat |

* Others as determined by the Building-level School Safety Team

These guidelines are not open for public comment or review. Sharing such information could put people or facilities at risk.



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The guidelines provide basic instructions for responding to any given incidents such as:

- Notifying school administrators of the incident
- Contacting emergency response agencies
- Assembling the emergency response team and implementing the incident command system
- Moving occupants from an area of danger to an area of safety
- Notifying parents and/or community
- Sheltering or student release procedures
- Aftermath and recovery

2. Responses to Acts of Violence: Implied or Direct Threats

The Crisis Response Plan Guidelines in each Building-level Emergency Response Plan provides guidance on the organization's policies and procedures for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school. The following types of procedure(s) are addressed in the plan, and could be used by the district:

- The use of staff trained in de-escalation or other strategies to diffuse the situation
- Informing the Building Chief Student Services Officer of implied or direct threat
- Determining the level of threat with Chief Executive Officer / Designee
- Contacting the appropriate law enforcement agency, if necessary
- Monitoring the situation, adjusting the District's response as appropriate, and include possible implementation of Emergency Response Team

3. Acts of Violence

Multi-Hazard Emergency Response Action Guidelines in each Building-level Emergency Response Plan provides guidance on the District's policies and procedures for responding to direct acts of violence by students, teachers, other school personnel and visitors to the school. The following types of procedure(s) are addressed in the plan, and could be used by the district:

- Determine the level of threat with Chief Executive Officer / Designee
- Isolate the immediate area and evacuate if appropriate



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- Inform the Building Chief Student Services Officer / Chief Executive Officer
- Initiate lockdown or lockout procedures and contact appropriate law enforcement agency
- Monitor the situation; adjust the level of response as appropriate; if necessary, initiate early dismissal, sheltering, or evacuation procedures

4. Response Protocols

The Incident Command System and the Threat and Hazard Specific Appendices in each Building-Level Emergency Response Plan provides guidance on the district's policies and procedures for responding to bomb threats, acts of violence and kidnapping. The following protocols are provided as examples:

- Identification of decision-makers
- Plans to safeguard students and staff
- Procedures to provide transportation, if necessary
- Procedures to notify parents
- Procedures to notify media
- Debriefing procedures

5. Arrangements for Obtaining Emergency Assistance from Local Government

A section on Emergency Communications in each Building-Level Emergency Response Plan provides guidance for obtaining assistance during emergencies from emergency services organizations and local government agencies. The following examples are the types of arrangements that could be used by the District:

- In an emergency, the Chief Student Services Officer will contact the regional emergency dispatch center by calling 911
- The dispatcher will determine the appropriate services needed by the school

6. Procedures for Obtaining Advice and Assistance from Local Government Officials

The District will utilize contacts in the Emergency Telephone Numbers section in the Building-Level Emergency Response Plans for obtaining advice and



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assistance from local government officials including the county or city officials responsible for implementation of Article 2-B of the Executive Law. The types of procedures for obtaining advice and assistance from local governments during county-wide emergencies could include the following:

- In an emergency, Chief Executive Officer/Designee will contact 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: New York Police Department (NYPD), New York Fire Department (FDNY), American Red Cross, New York State Police, and New York City Department of Public Health.

7. Procedures to Coordinate the Use of School District Resources and Manpower During Emergencies

Each Building-Level Emergency Response Plan provides a description of the District's procedures to coordinate the use of resources and manpower during emergencies. These sections include the identification of the officials authorized to make decisions and the staff members assigned to provide assistance during emergencies.

8. Protective Action Option

Each Building-Level Emergency Response Plan describes the following actions in response to an emergency where appropriate: school cancellation prior to the start of school, early dismissal, evacuation before, during and after school hours, and sheltering procedures.

Universal Prevention for All Students

NCHS takes a whole-school approach to promoting positive student behavior. Social emotional learning is infused in the culture. School staff meet regularly to ensure that there is a comprehensive student support program in place that includes counseling services, guidance, opportunities for socio-emotional learning, student engagement opportunities, and prevention and intervention behavioral supports to encourage and foster prosocial student behavior, foster resiliency, and build students' positive connection to the school community. NCHS will use early warning signs to identify students in need of prevention, intervention, and/or support.



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Initial Response(s)

When a student shows signs of difficulty managing the school or classroom setting or engages in inappropriate behavior, the teacher/staff member contacts the caregiver and, depending on the nature and severity of the behavior and the age and maturity level of the student, takes one or more of the following steps: has a conference with the student; refers the student to a school counselor, dean, or Chief Student Services Officer (CSSO).

Supports and Interventions

- Collaborative problem solving
- Community service (with caregiver consent)
- Conflict resolution
- Development of Individual Behavior Plan
- Functional Behavior Assessment (FBA); Behavioral Intervention Plan (BIP)
- School counselor and/or Social Worker intervention
- Health education
- Individual/group counseling
- Individualized Support Plan (ISP)
- Mentoring
- Caregiver outreach
- Positive behavioral interventions and supports
- Referral to appropriate substance abuse counseling
- Referral to a community-based organization (CBO)
- Referral to counseling services for bullying, intimidation, or harassment, including bias-based bullying, intimidation, or harassment
- Referral to counseling services for youth relationship abuse or sexual violence
- Referral to mental health support services
- Referral to Dean or Chief Student Services Officer
- Restorative practices
- Short-term behavioral progress reports

RESTORATIVE PRACTICES

At Northside Charter High School, we believe that using restorative practices to foster positive interpersonal and intergroup relations and to address inappropriate behavior when it occurs is the cornerstone of a progressive approach to discipline.

A restorative approach to discipline changes the fundamental questions that are asked when a behavioral incident occurs. Instead of asking who is to blame and how those

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engaged in the misbehavior will be punished, a restorative approach asks four key questions:

- What happened?
- Who was harmed or affected by my/our behavior?
- What do I/we need to do to make things right?
- How can I/we behave differently in the future?

Community-building circles focus on:

- *Safety and trust*: Community members need a sense of safety and trust to connect with one another.
- *Honor*: Members interact with fairness and integrity and acknowledge their personal responsibility for their actions.
- *Openness*: Community members feel free to share their thoughts and feelings. ● *Respect*: To bond as a community, members must feel they are valued and respected as individuals, and they must respond respectfully to one another.
- *Empowerment*: A sense of empowerment is a crucial element and a desired outcome of being a member of a community. Community support enables members to gain a new view of themselves and a new sense of confidence in their abilities.

When used as an intervention measure to address inappropriate student behavior, restorative circles empower community members to take responsibility for the wellbeing of others; prevent or deal with conflict before it escalates; address underlying factors that lead youth to engage in inappropriate behavior and build resiliency; increase the pro-social skills of participants, particularly those who have harmed others; and provide wrongdoers with the opportunity to be accountable to those they have harmed and enable them to repair the harm to the extent possible. A circle can also be used in response to a particular issue that reflects the school community.

Collaborative Negotiation: Using the collaborative negotiation process enables an individual, through an issue or conflict directly with the person with whom they disagree, to arrive at a mutually satisfactory resolution. Training in collaborative negotiation includes learning active listening and other conflict resolution communication skills.

Peer Mediation: A student trained to serve as a peer mediator will facilitate the negotiation process between conflicting parties so they can come to a mutually satisfactory resolution. Mediation recognizes that there is a validity to conflicting points of view that disputants bring to the table and helps disputants work out a solution that meets both sets of needs. Disputants must choose to use mediation and must come to the process willingly. Mediation is not used where one individual has been victimized by another (for example, in cases of harassment or bullying), due to an imbalance of power.



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Formal Restorative Conference: A conference is facilitated by a Dean of Student Services or Chief Student Services Officer. The staff having the ability to ensure the mental and physical health, safety, and welfare of the individual who was harmed is of paramount importance when considering this option in a school setting. The purpose of the conference is for the harm-doer and the harmed to understand each other's perspectives and come to a mutual agreement that will repair the harm as much as it is able to be repaired. A formal restorative conference may be used as an intervention in conjunction with a disciplinary response (e.g., a student participates in a formal restorative conference in conjunction with a teacher removal or CSSO suspension) or as a disciplinary intervention to address misconduct that does not

Suicide Prevention and Intervention

All reports of suicide and suicidal ideations should be immediately reported to the Director of Mental Health and the Suicide Prevention Liaison even if the student does not give permission to disclose.

- 1) Student should not be left unsupervised at anytime to ensure safety. ([List of Recourses for students and families](#))
 - If the student is not showing signs of high risk, staff members should remain calm and have the student continue as usual with heightened supervision until the SPL arrives.
 - If the student is visibly distressed, the staff member should let the Director of Mental Health and SPL know that the situation requires immediate attention
- 2) Staff member should contact the Director of Mental Health and SPL as soon as possible.
- 3) Director of Mental Health or SPL will contact the family immediately.
- 4) The SPL will use the [Columbia C-SSRS tool](#) to assess the risk of suicide.
- 5) The SPL will work with the student and family to suggest next steps
 - As a best practice, always suggest to families that they should take the student to an outside provider for immediate assessment.
 - Suggest that families limit access to mechanisms for students to complete suicide
 - Ask families for permission to speak with any outside mental health providers as needed
- 6) The SPL will send a detailed email to the Family, copying the Director of Mental Health and the Chief Student Services Officer (Students School Counselor or outside provider should be notified if applicable) immediately after working with the student and family that will include the following:
 - Suggested next steps
 - Safety plan



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- Timeline for next steps

- 7) SPL or students counselor should only share out information that is **relevant** to stakeholders

Out of School Suicide attempt or report:

1. If a faculty member becomes aware of suicide attempt or report of suicide they should call 911 immediately

2. Inform the students family

3. Inform Chief Student Services Officer, and SPL immediately.

4. Contact 911 or local crisis hotline

V. Recovery

A. District Support for Buildings

Building-level Emergency Response Plan provides resources for supporting the Emergency Response Team and Post-Incident Response Team at Northside Charter High School.

B. Disaster Mental Health Services

The Chief Student Services Officer will assist in the coordination of disaster mental health resources, as appropriate, through internal resources, the New York City Department of Health and Mental Hygiene, community resources, neighboring school districts, and other disaster mental health resources to fully support faculty, staff and students.

Health Resources - Personnel

Staff for daily school health services? Alicia Love

Which mental health staff (guidance, social worker, psychologist, psychiatrists) are available on site daily?

Melissa Rivera -Counselor

Shree Kissoon- Counselor

Alicia Love - Social Worker



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Visitor Control Procedure

The CEO has the overall responsibility and authority to regulate the admission of visitors and oversee their conduct while in the school or on school property. The CSSO or other administrators also has the authority to grant or deny a visitor's request to enter the school. Such decisions should be reasonable and consistent with the needs of the school, its safety, and the right of the public to visit the school.

In order to establish a uniform visitor control standard, the following procedures should be implemented in all Department of Education facilities. These procedures will ensure minimum standards to control visitors at school buildings. The School Safety Committee may establish additional procedures beyond those highlighted below.

1. The NYPD School Safety Division will assign a School Safety Agent (S.S.A) to the main entrance. When a school's S.S.A. has not been assigned there, the CSSO shall designate an appropriate alternative person to be stationed at the school's main entrance. This person will follow the same visitor control procedures that the S.S.A. must perform. The main entrance must be covered by an S.S.A. or other appropriate staff person from the time the Custodian opens the building until the end of the school day.
2. A visitor entering the building will be required to provide at least one (1) item of valid photo identification (e.g. Driver's License). The S.S.A. or the staff member on duty at the main entrance will record the date, time, name, and destination of the visitor in the Log Book. All visitors are required to sign their name next to the entry made by the S.S.A. or staff person on duty. Logbooks must be maintained at the site for a period of three years. Signs should be posted at the main entrance informing visitors that they must stop at the desk to sign in and show photo identification. The signs should also inform visitors that failing to follow these guidelines may result in their removal from the building. Signs in the school pertaining to visitor access must be posted in all covered languages as defined in Chancellor's Regulation A-663.
3. Schools must ensure that parents in need of language assistance services are not prevented from reaching the school's administrative offices due to language barriers. If a parent or visitor does not speak English the school shall take the following steps. The S.S.A. or staff member should try to determine the language the individual is speaking. The S.S.A. or staff member should then attempt to locate a translator within the building by contacting the main office. If a translator is not present within the building, the S.S.A. or staff member on duty should escort the individual to the main office. A school representative will then contact the Translation and Interpretation Unit at 718-752-7373 to request translation services via the phone.



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4. The visitor shall then be given a pass to the general office. At the general office visitors will be issued a second pass should they be going to other areas in the facility. Before issuing that second pass, the general office staff must confirm with the appropriate party that the visitor is expected.
 5. The S.S.A. will record the time of departure in the Visitor's Log parallel to the initial entry for that visitor and collect all passes issued.
 6. The school staff person should make a periodic check of the Log Book to ensure that no one remains in the building for an unauthorized period of time. In such an instance, it should be verified if the visitor(s) is still in the building.
 7. Any school, program, or academy at the site may employ additional procedures (above and beyond but not inconsistent with the procedures defined above) to log visitors into the building. For example, visitors may be issued color-coded passes specific to floors in the building, or visitors may be escorted by staff or students to their destination. NOTE-In our facility all visitors are screened for I.D. and the reason for their visit. They sign in and are logged. As an additional precaution, all visitors are escorted at all times while in the facility, unless they are previously cleared, and are authorized by the facility director, Safety & Facilities Manager and or CSSO to walk freely in the school. All visitors are also given a pass that says what floor they are authorized to visit.
 8. Visitors who violate procedures regarding visits to schools, whose conduct jeopardizes the safety of students and staff, or interferes with programs in the school or endangers property are subject to immediate removal from the school by order of the Head of School and possible arrest.
 9. It is incumbent upon staff to be aware of visitors that do not have an appropriate pass for a designated area or have no visitor's pass at all. Where feasible, staff should approach such persons and request that they return to the Main Office. Staff should then notify the Associate Director of Student Experience and Safety and the NYPD/SSA of the situation.
1. The one person in your school who is responsible for receiving all information about students is:
Maria Hernandez, Attendance and Enrollment Manager
DOH School Nurse: Enid Rodriguez
 2. Because health information may require some interpretation and consultation with health professionals, it is best reviewed by a nurse, administrative staff, or other trained



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staff, in consultation with medical professionals. Who at your school is responsible for reviewing this information about health conditions, and consulting with health persons as appropriate (This may be the same person as above).

Name: Enid Rodriguez

Title: School Nurse

Agency: DOH

3. Who is responsible for implementing health recommendations (e.g. activity restrictions, public health investigations, informational letters to parents, etc) once information is obtained by the above person? Enid Rodriguez will implement any medical considerations.

4. Students with Special Needs

Excluding those students listed on the LMS Roster, please list medically fragile students with significant health issues that will require assistance in the event of an emergency. Students listed below should be identified by the school nurse (or other senior health staff) in consultation with the Director of Inclusive Learning

Health Resources - Personnel

Staff for daily school health services? Alicia Love

Which mental health staff (guidance, social worker, psychologist, psychiatrists) are available on site daily?

Melissa Rivera -Counselor

Shree Kissoon- Counselor

Alicia Love - Social Worker

Who is your site administrator for issues of exposures to blood borne pathogens, etc.?

Richard Uwangue

1. Who is trained in CPR/Heimlich or other life-saving techniques? Richard Uwangue Refer to Section 5 for AED information.
2. Who is trained to administer an epi-pen in case of anaphylaxis? Sandy Guinta
3. What is the room number of the medical room? 105
4. Are medical supplies (e.g. medication, first aid supplies, diabetes monitoring supplies, epi-pens for anaphylaxis, etc.) kept in a room other than the medical room? N/A
 - a. Please specify what supplies and where they are stored:
 - b. Who, other than the nurse or other school health staff have access to this medical equipment in case of an emergency?
5. Where is the Emergency Medical Bag kept? Room 105

Staff Development



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The SAVE Legislation calls for the annual school safety training for staff and students. The Safety Committee should be the group that develops the scope of the training and designs an implementation plan. The extent of this committee's responsibilities range from the annual review, development and dissemination of the School Safety Plan, which includes in part the procedures for fire evacuation and fire drills, the protocols for responding to bomb threats, intruders or other extraordinary occurrences, to the development of protocols for removal of disruptive students and student suspensions. Committee members should also be involved in designing programs that may assist staff and students in crisis response, in the development of mediation and conflict resolution programs, or in proposing appropriate activities to address student needs.

Emergency Communications/Command Post

For most situations a command post must be established. This command center will co-locate school and outside agency (NYPD, FDNY) decision makers. A primary location, usually Head of school's office, and an alternate location in the event the primary is unusable (crowds) or becomes unsafe, are to be planned for and identified.

The primary and any alternate command post locations must have telephone communications available. The primary indoor command post will be: on the first floor

The CSSO or a designee must be located at the command post at all times to make decisions based on the situation and to facilitate recommendations from emergency response officials. It is critical that the administrators are able to communicate with the public safety agency officials at the command post as well as with Department of Education personnel.

In instances of a serious nature that necessitate evacuation, and where the facility has become totally unusable, the emergency Communication/Command Center should be set up outside the perimeter of the school site, in close proximity to the building. This will aid in the gathering and disseminating of information and in keeping the lines of communication open between the school's administrators, the Regional Office, the NYPD/School Safety Division and the parents/guardians.

To the extent possible, every effort should be made to identify a predetermined area/location for such an emergency. This area/location should be determined in consultation with the Superintendent and local precinct C.O./designee.

However, it is likely that the Emergency Responder is primarily responsible for handling the specific emergency, i.e., NYPD, Fire Department, Mayor's Office of Emergency Management. will designate the location for this Emergency Communications/Command Center.



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The District Chief School Safety Officer is
Dwight Thomas, Chief Student Services Officer
appointed on 8/1/23
CR §155.17(c)(1)(xix)



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Appendix



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[Continuation of Operations Plan for Public Health Emergencies](#)



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Continuation of Operations Plan for Public Health Emergencies

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List and description of positions and titles considered essential

In the event that learning is shifted to remote or to an alternative schedule due to a public health emergency, the following positions and titles will be considered essential. These positions have been identified based on the criteria of ensuring students are able to continue learning and personnel have the resources needed to perform their roles remotely, as well as roles necessary for operating or accessing an open school building.

| Executive Personnel | School Leaders |
|--|--|
| <ul style="list-style-type: none"> ● Chief Executive Officer ● Chief Student Services Officer ● Chief Academic Officer ● Chief Financial and Operations Officer ● Senior Director | <ul style="list-style-type: none"> ● Director of Student Experience and community Engagement ● Associate Director of Student Experience and Safety ● Director of Inclusive Learning (SPED) ● Director of Mental Health ● Attendance and Enrollment Manager ● Director of Guidance and Strategy |

In the event that any Northside Charter High School is mandated to provide child care services (for example, to essential workers), the following positions and titles will be considered essential. These positions have been identified based on the criteria of necessity for operating an open school building. This list assumes that child care services are provided by a third party.

| Executive Personnel | School Leaders |
|---|--|
| <ul style="list-style-type: none"> ● Chief Student Services Officer ● Chief Academic Officer ● Senior Director | <ul style="list-style-type: none"> ● Director of Student Experience and community Engagement ● Associate Director of Student Experience and Safety ● Director of Guidance and Strategy ● Director of Teaching and Learning ● Director of IT |

In the event that Northside Charter High School is mandated to provide food services outside of a typical school environment, the following positions and titles will be considered



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essential. These positions have been identified based on the criteria of ability to provide food services, and necessity for operating an open school building. This list assumes that food services are provided by a third party.

| Executive Personnel | School Leaders |
|---|---|
| <ul style="list-style-type: none"> ● Chief Finance and Operations Officer ● Chief Student Services Officer ● Chief Academic officer ● Senior Director | <ul style="list-style-type: none"> ● Director of Student Experience and community Engagement ● Associate Director of Student Experience and Safety ● Director of Teaching and Learning ● Director of IT |

Description of how the employer will stagger work shifts

The school will stagger work shifts using the following criteria:

1. Is the shift schedule equitable for staff and for students / families accessing services at the site?
2. Does the shift schedule avoid “rush hour” transit to the extent possible?
3. Does the shift schedule allow for (at a minimum) recommended social distancing and reduction of close contact interactions?
4. Will the shift schedule allow necessary work / services to continue safely and effectively in the event of staff absence?

Specific description of protocols the employer will follow in order enable all non-essential employees and contractors to telecommute

In the event that the governor declares a public health emergency due to communicable disease, Northside Charter High School will implement the following plan in order to ensure employees have the equipment they need to successfully administer remote learning:

- Northside Charter High School will continue to invest in the infrastructure, resources, and tools that enable non-essential personnel to telecommute while delivering instruction and managing other responsibilities related to school operation . For instruction, this investment includes developing the capabilities for students to view and review live instruction, virtually submit work and receive feedback, and engage in academic social interaction with teachers and peers.
- Northside Charter High School will continue to use the organization’s online



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platforms to request the procurement of required supplies, including but not limited to devices and software. The team that handles the purchasing of equipment will ship items directly to the individual at their current location if sites are closed and teams are remote.

- For any individual requiring an office phone line, Google Voice accounts will be created and set up for staff use. The schools IT department will support any troubleshooting should issues arise.
- Should the distribution of technology, resources, or supplies be required, the school will follow all safety and health procedures outlined by the Centers for Disease Control (CDC), the New York State Department of Health (NYSDOH), and the New York City Department of Health and Mental Hygiene (NYCDOH). Based on guidance and recommendations from these public health agencies, schools will either distribute supplies from individual sites or a centralized facility. All personal protective equipment (PPE) will be provided to employees handling distribution and must be used throughout the duration of their time on-site. Times for pick up of any supplies will be staggered to minimize gatherings. Should an employee not be able to pick up the required supplies, all efforts will be made to ship the supplies to their current location.

Switching to Remote Learning

In the event that the governor declares a public health emergency due to communicable disease, Northside Charter High School will implement a period of remote learning for all students immediately, following the timetable below:

- **Prior to emergency** - All 3-12 classrooms will have google classroom systems established as a matter of standard operating procedure, allowing for a rapid transition to remote learning.
- **Week 1** - NCHS will implement an initial period of up to one week of online learning via async platforms and pre-recorded lessons to allow for the distribution of technology to families and the set-up of remote learning platforms (google classroom or seesaw or a similar platform) in grades where those systems are not already in use.
- **Week 2** - NCHS will rapidly switch to live synchronous remote learning after the initial asynchronous week, with remote learning matching as closely as possible the on-site schedule.
- **Beyond week 2** - In a public health emergency that extends beyond 2 weeks, schools will implement new schedules designed to sustain student, teacher and family efforts, limiting screen time to no more than 6 hours per day while also ensuring that students experience connection through live sync lessons and experiences.

Protocols the employer will implement to procure personal protective equipment (PPE) for essential employees and contractors



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Personal protective equipment (PPE) will be sufficiently stocked at the school so that all essential personnel will be provided at least two pieces of each type of PPE during any given shift. Sufficient stock of at least six months will be required at the school for essential employees, including but not limited to reusable face masks, disposable face masks, gloves, gowns, disinfectant, hand sanitizer, hand sanitizer refill bottles, thermometers, and batteries.

Based upon guidance from public health agencies, the school will handle purchasing and inventory of all PPE to ensure sufficient stock.

Protocols in the event an employee or contractor is exposed to a known case of the disease, exhibits symptoms of the disease, or tests positive for the disease to prevent the spread or contraction in the workplace.

In the event an employee or contractor is exposed to a known case of the disease, exhibits symptoms of the disease, or tests positive for the disease, the organization will follow all required protocols and guidance outlined by the Centers for Disease Control (CDC), the New York State Department of Health (NYSDOH), and the New York City Department of Health and Mental Hygiene (NYCDOH).

All employees and contractors traveling to any site will be required to sign in and out each day in order to ensure all potential individuals are identifiable should a known or suspected case present itself. Contact tracing will be completed in partnership with relevant public health agencies to ensure any individual with potential exposure is identifiable.

Any site where an individual tested positive or exhibited symptoms of the disease will be cleaned and disinfected in accordance with CDC and NYSDOH guidelines. This may include the immediate cleaning and disinfection of spaces, or closing areas for periods of time before cleaning and disinfection. Cleanings will always follow guidance by CDC and NYSDOH.

In addition to the standard time off benefits provided by NCHS, there are a few additional benefits that we are offering during the pandemic to ensure that employees who themselves fall ill, or are caring for a family member who has, are able to take time off for the appropriate care. To utilize the benefits listed below, employees must contact HR, upon verifying qualifications, the appropriate benefit will be added to their leave profile. Most of the benefits outlined below require a physician's statement and/or a declaration of care qualifying the need and reason for leave. All of these additional leave options aim to be compliant with local, state, and federal responses to the global health pandemic.



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Protocol for documenting precise hours and work locations, including off-site visits, for essential employees and contractors.

In the event an employee contracts the disease and has been on-site, identifying any potential exposed employees or contractors is essential. As such, all employees and contractors traveling to any site will be required to sign in and out each day in order to ensure all potential individuals exposed are identifiable.

Protocol for working with the employer's locality to identify sites for emergency housing for essential employees

NCHS will work with the appropriate local agencies to identify sites for emergency housing for our essential employees if it is required due to the communicable nature of the disease and the needs of our organization