



# South Bronx Community Charter High School District Safety Plan

## Introduction

This Safety Plan is a District-wide School Safety Plan, developed by South Bronx Community Charter High School. This plan has been developed by School Administration, which will be modified as needed each Academic year in August.

The planning process includes meetings with parents, local police liaison, school security, school staff, and students.

Our goals to creating and implementing our School Safety Plan are:

- To create an atmosphere and set practices that prevents violence or unsafe conditions
- To create/implement a plan that will minimize the effects of serious violent incidents and emergencies
- To have an effective response plan for all predictable safety concern situations
- To produce a document that can be used as the basis for informing and training all school constituents in regard to keeping our school safe.

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## School Information

Address: 1110 Washington Avenue Bronx NY 10456

District: 9

Enrollment: 375 Students

Grades Served: 9-12

## School Emergency Response Team

South Bronx Community Charter High School is committed to providing a safe learning environment for students, and working environment for staff. A dedicated emergency response team is in place, with each designated staff member being knowledgeable in their role. This team is able to respond to emergency situations and unforeseen incidents that threaten the safety of our school community. The team addresses all safety, emergency response, and post-incident response planning and execution activities. The School Safety Team is comprised of, but not limited to, representatives from different departments of school personnel.

<i>BRT Leader</i>	<i>Brief Description of Role</i>	<i>Name &amp; Contact Information</i>
BRT Leader	The BRT Leader is responsible for providing direction, leadership, and guidance to BRT members during an emergency. At the onset of an incident, s/he activates the necessary BRT roles. The BRT Leader also acts as the communications liaison between the BRT and Principal during an emergency.	Marcus Nowell, Facilities Manager
Emergency Officer	The Emergency Officer 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. The EO may be assigned to a relocation site prior to staff and students arrival to review the relocation plan with the host school. The EO may also coordinate parent staging areas if required. Based on the building size, the BRT Leader may assign more than one Emergency Officer and activate them as needed during an incident.	Ferne Nunez, Restorative Justice Specialist

<p>Incident Assessor(s):</p>	<p>The incident assessor 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.]</p>	<p>Keturah Harper, Youth Development Specialist</p>
<p>Special Needs Coordinator</p>	<p>The Special Needs Coordinator 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 for Limited Mobility individuals, and ensures that all special needs students and staff have what they need during incidents that involve an evacuation or shelter-in. S/he works with the school's Coordinator for Limited Mobility students and staff to ensure that staff members assigned to limited-mobility students are present (daily) and that they keep track of necessary personal equipment and supplies.</p>	<p>Alex Dekhterman, Resident Special Education Teacher</p>
<p>Assembly Point Coordinator</p>	<p>The Assembly Point Coordinator monitors and assists with the relocation of staff, teachers, and students to go 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 individuals (including contractors, vendors, substitute staff, or persons who were signed into the building as visitors) for emergency responders.</p>	<p>Gaylene Alexis, 9th Grade Lead</p>
<p>Recorder:</p>	<p>The recorder is responsible for collecting detailed information from the beginning to the end (recovery phase) or an incident. Multiple recorders can be assigned</p>	<p>Glenn George, 11th Grade Lead</p>

**School Safety Agents + Post Instructions**

The building is staffed by safety agents. Each School Safety Agent has supervisory duties. These duties and responsibilities include:

- Remain on their assigned posts until relieved by authorized personnel
- Refer students with infractions to the school administration (Head of School, Restorative Justice Team, Counselor, etc.).
- Call or radio in the required report(s) in a timely manner.
- Call for additional support when necessary.

### **Scanning Procedures**

South Bronx Community Policy requires that signs be conspicuously posted near scanning machines to inform students and visitors that weapons are prohibited in the school facility. These signs also inform students and visitors that random scanning takes place in the facility and that any person found to be in possession of an illegal weapon will be subject to arrest or appropriate penalty of law.

### **Student Scanning**

Random scanning is performed between the hours of 8am and 7pm. Students are not allowed to enter the building before 8am and after 4pm.

### **Visitor Scanning**

Random security scanning is performed on visitors between the hours of 7:30 AM and 5:00 PM

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## **Risk Reduction Strategies**

Instead of resorting to suspension, which is punitive and removes a student from valuable instruction, SBC uses Restorative Practice techniques, which focus on repairing the offender/victim relationship and restitution, with three goals in mind: accountability, community safety and competency development. Restorative Practice refocuses discipline away from punishment for the sake of control and retribution to teaching students how to control impulses and hone productive social skills. Evidence from the criminal justice system is compelling and districts and schools across the country have achieved positive results using such techniques.

Staff participate in summer and year-round professional development to build understanding and facility with restorative techniques, including protocols for conflict resolution, responding to incidents, and conferencing. Steps taken to address harm include self-fixes, counseling, reparations, conflict resolution and mediation which are described along with school rules and expectations in the SBC Discipline Policy. Despite the best efforts of preventive programs and restorative responses, there are incidents, such as physical violence, that require immediate removal of students for the sake of community safety. SBC staff are trained in de-escalation techniques in order to move students from classrooms or public spaces to private offices where

they can work with staff, counselors, administrators, family or social service providers.

In addition to the behavior management policies in place, SBC uses all classes/spaces as a learning model. Social and Emotional skills are incorporated into all learning spaces. The importance of continual social emotional learning and creation of healthy habits are emphasized with peers, staff and leadership. When a student learns to master social emotional skills it is less likely they will engage in behaviors that are destructive to them and others. Students' skill growth is evident over their years at SBC. Students show increased self-regulation over time.

In the case of a serious incident, restorative practices coordinators lead the incident protocol below:

**Following a serious incident:**

1. The Restorative Justice (RJ) leader brings key staff together, advisor (+YD Specialist support), any involved adult, a school leader, if SPED (SPED Rep) during the 4:00-4:30 PM block same day (or 8:30 AM following day if not possible in the PM) meeting to plan around the reflection and reintegration period (using the **Behavior Identification and Planning Tool**). Goals of the reflection/reintegration period are set.
2. Leadership team provides communication to staff, and then to families, for any incident that impacts the entire community. This communication should include a description of relevant situation details or a plan for follow up communication when more details can be shared.
3. The Restorative Justice leader creates the **Community Reintegration Plan** and sends out communication regarding incident response to involved adults.
4. During Community Separation, the student meets with the advisor and/or RJ lead beginning day to review the requirements of the reflection and reintegration period [If suspension is necessary, student checks in with advisor via phone daily.]
5. Student completes the Reflection Task and begins to work towards harm and healing circle(s). The student sets goals daily around work with their advisor
6. Circle(s) are held, and repair of harm + agreements moving forward are solidified and documented in the **Community Reintegration Plan**.
7. The student completes the elements of the Restoration Plan (or work towards completion depending on the terms).
8. The student completes the **Contract for Success** with their advisor and present to the RJ lead/school leader.
9. Advisor and other CORE leaders prepare CORE students for a reintegration circle in CORE (upon coming back from community separation, the student does NOT attend morning meetings, but integrates first period in CORE).
10. The Advisor sends the student Restoration Plan and **Contract for Success** to teachers.

11. The Advisor checks in with the student a week later regarding follow-through on the plan, RJ follows up with the advisor.

SBC has also created non-negotiables to uphold the safety and wellbeing of the community. Physical violence will always result in a deep restorative process that includes time away from school in order to maintain and uphold safety of the community. Harassment and bullying of any sort is also dealt with swiftly, understanding the repercussions on student mental health and wellbeing. The Restorative Practices Team with support from external experts created a Sexual Misconduct Policy that ensures both student and staff safety(See Supplemental Exhibit 8).

When implementing this policy, professional training was provided first to staff in order for the staff to be able to educate our students with concrete information. A student assembly is held annually to introduce the sexual misconduct and cyberbullying policies.

When looking at data, SBC has been successful at limiting suspensions and, in particular, repeat transgressions by students by engaging in a deep process of addressing harm that involves the student, impacted members of the community with support from the restorative justice grade level coordinator and the student's advisor.

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## **Emergency Situations, Procedures and School Community**

### **Notifications**

The key to handling a crisis, disaster or emergency at the school level is to have plans and protocols in place that are regularly practiced by administrators, staff and students. In every disaster situation, we take steps to immediately assess the situation, activate our building response team (BRT) and contact the New York City Police Department (NYPD) and/or the New York City Fire Department (FDNY) as soon as possible. In addition, we have systems in place to notify parents and caregivers of an emergency.

Notifications to the school Community In order to notify the parents and caregivers of our students in a timely manner, we work to ensure emergency contact information is up to date for each student, and families are enrolled in our automated call and text messaging systems. In the event of an emergency, one of the following actions may be taken:

**Evacuate** is used to move students and staff from one location to a different location out of the building. This may be used when the hazard is found inside or outside of the building. An evacuation may be conducted by the entire building at the same time, or in a controlled fashion based on the direction of first responders.

**Shelter-In** is the protocol used to safeguard students and staff within the building and is used when the hazard is found outside of the building. The hazard may be environmental or be related to the actions of first responders in the neighborhood.

**Lockdown** is the protocol used to secure individual rooms and keep students quiet and in place. Lockdown is used when the hazard is found within the building.

**Soft lockdown** implies that there is no identified imminent danger to the sweep teams. Administrative teams, Building Response Teams, and Safety Agents will mobilize at the designated command post.

**Hard lockdown** implies that imminent danger is known and NO ONE will engage in any building sweep activity. All individuals, including Safety Agents will take appropriate lockdown action and await the arrival of first responders.

### **Fire Safety & Fire/Evacuation Drills**

All school staff receive an annual orientation session concerning fire safety at the beginning of each year to learn appropriate methods of transmitting an alarm, learn the location and use of fire-fighting apparatus, understand regulations regarding flammable materials, and know fire exit drills and evacuation plans.

### **Lockdown Drills**

Section 2801 of New York State Education Law requires schools to develop Safety Plans regarding Emergency Response. In accordance with this, South Bronx Community conducts drills and other exercises to test components of the Emergency Response Plan.

### **Critical Security Notifications and Offices**

Individual phone numbers to the local precinct, nypd/school safety division borough commands, fire house and hospital are posted in various areas of the building

### **Safety Evacuation Procedures for Students/Staff with Special Needs**

Regardless of whether students with limited mobility or other special needs are currently enrolled and/or staff members with limited mobility or other special needs are currently employed at any given site, all buildings must complete a current plan for safety evacuation procedures for these populations.

In an emergency, each student with limited mobility will require evacuation to one of the following:

1. an area outside the building that is consistent with the evacuation procedures for the general school population; or,
2. a designated area inside the building that can be considered:
  - a. an FDNY-approved holding room;
  - b. a fire rescue area (for sprinkler-equipped buildings only); or,
  - c. an area of rescue assistance; or,
  - d. Any other appropriate space close to a stairwell or point of egress (to be determined in consultation with FDNY and the NYPD School Safety Division).

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## **Medical Emergency Response Information**

### **AED (Automated External Defibrillator) Procedures**

According to New York State Education Law Section 917, all public schools must provide and maintain AED equipment at strategic locations to ensure access for use during medical emergencies. Whenever public school facilities are used for school-sponsored or school-approved curricular or extracurricular events or activities and whenever a school-sponsored athletic contest is held at any location, school officials and administrators must ensure the presence of at least one AED/CPR certified staff volunteer. Where a school-sponsored competitive athletic event is held at a site other than a public school facility, school officials shall assure that AED equipment is provided on-site.

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## **COVID-19 Safety at South Bronx Community Charter High School**

South Bronx Community Charter High School follows the most up to date guidance from the CDC and Department of Health and Hygiene to create and maintain a safe learning environment during the Covid-19 pandemic. PPE is readily available for all staff and students, and home test kits are stocked in the main office. The Covid-19 policy has been distributed to families and is posted on our website.