

**Safe Schools Against Violence in Education**

**CHARTER SCHOOL-WIDE SAFETY PLAN**  
**2023-2024**

**CENTRAL QUEENS ACADEMY CHARTER SCHOOL**  
**88-14 Justice Avenue**  
**Elmhurst, NY 11373**

**Resource: Guidance Document for School Safety Plans, at the Student Support  
Services Team Internet site – [www.emsc.nysed.gov/sss/](http://www.emsc.nysed.gov/sss/)**

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## 1. INTRODUCTION

The Safe Schools Against Violence in Education Act (SAVE) became law in New York State on July 24, 2000. The law requires Local Education Agencies (LEAs) to spell out how they will respond to acts of violence and other disasters through prevention, intervention, emergency response and management.

Schools are at risk of acts of violence and natural and man-made disasters. Emergencies in schools must be addressed in an expeditious and effective manner. The CENTRAL QUEENS ACADEMY Charter School-Wide Safety Plan, which includes a comprehensive Emergency Response Plan, was developed to prevent or minimize the effects of serious violent incidents and emergencies, to facilitate coordination with local resources in the event of such incidents or emergencies, and generally to give direction in situations involving the safety of the school community. Planned and practiced responses to emergency/crisis situations may mean the difference between life and death.

The CENTRAL QUEENS ACADEMY Charter School supports the SAVE Legislation and has committed to full and active participation in the planning process. The Principal encourages and advocates on-going charter school-wide cooperation and support of Project SAVE.

### SECTION I: GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

#### A. Purpose

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

#### B. School Teams

**School Safety Team** – In accordance with Section 155.17(c)(13), the CENTRAL QUEENS ACADEMY Charter School has created a Charter School-Wide Safety Team consisting of representatives of the teachers, administrators, and school safety personnel. As the school currently serves K, 1st, 2nd, 5<sup>th</sup>, 6th, 7th and 8th grade children, a student representative was not included. The members of the team, and their positions or affiliations are shown in **Table 1**. The members of the team and their positions or affiliations are as follows:

<b>Table 1 – CENTRAL QUEENS ACADEMY Charter School School-Wide School Safety Team</b>			
<b>TITLE</b>	<b>BUS. PHONE</b>	<b>TITLE</b>	<b>BUS. PHONE</b>
Director of School	718-271-6200		
Principal	718-271-6200		
Operations Team 1	718-271-6200		
Operations Team 2	718-271-6200		
Leadership 1	718-271-6200		
Leadership 2	718-271-6200		
Teacher 1	718-271-6200		

In addition, the school has identified team members and other staff members who will comprise an On-Site Emergency Team. This team will be responsible for executing the School-Wide Safety Plan, including post-incident response in times of crisis. The members of this team and their positions or affiliations are shown in **Table 2** as follows:

<b>Table 2 – CENTRAL QUEENS ACADEMY Charter School On-Site Emergency Response Team</b>			
<b>TITLE</b>	<b>BUS. PHONE</b>	<b>TITLE</b>	<b>BUS. PHONE</b>
Director of School	718-271-6200	Teacher 1	718-271-6200
Principal	718-271-6200	Leadership 1	718-271-6200
Operations Team 1	718-271-6200	Leadership 2	718-271-6200
Operations Team 2	718-271-6200	Leadership 3	718-271-6200

**C. Concept of Operation**

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

The methodology used to develop the Charter School-Wide Safety Plan, involved the formation of the school safety plan development team. Team members used the sample plan in the “Guidance Document for School Safety Plans” for the plan’s structure then developed the key elements of the plan based upon the involvement of the community and student behavioral and community crime-incidence data.

In the event of an emergency or violent incident, the initial response to all emergencies at the charter school will be by the Principal, who will activate the school’ On-Site Emergency Response Team. Upon the activation of the On-Site Emergency Response Team, the Principal or his designee will notify, when appropriate, local emergency officials. City, County and State resources providers may be called to provide additional services.

**D. Plan Review and Public Comment**

Full copies of the School-Wide Safety Plan will be supplied to local Police and Fire Departments. In addition, a copy of the School-Wide Safety Plan summary will be made available by contacting the Principal. Legislation requires that the school's School-Wide Safety Plan 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.

This plan will be reviewed periodically throughout the year and will be maintained by the School Safety Team. The required annual review will be completed on or before July 1 of each year.

**E. Educational Agency Information**

The CENTRAL QUEENS ACADEMY Charter School is the sole educational agency required to follow this School-Wide Safety Plan. The school is located at 88-14 Justice Avenue, Elmhurst, NY 11373. This location employs approximately 100 staff both full- and part-time, and serves 820 students for the 2023-2024 academic year. Student transportation needs are consistent with the Department of Education requirements. The key official of CENTRAL QUEENS ACADEMY Charter School is the Director of School, (school phone: 718-271-6200).

**SECTION II: RISK REDUCTION/PREVENTION AND INTERVENTION**

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

**A. Prevention/Intervention Strategies**

The Charter School-Wide Safety Plan includes strategies for improving communication among students, and between students and staff, and reporting of potentially violent incidents, such as the establishment of youth-run programs, peer mentoring, conflict resolution, creating a forum or designating a mentor for students concerned with bullying or violence, and establishing reporting mechanisms for school violence in accordance with Section 155.17(e) (1)(xvii).

**1. Program Initiatives**

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

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

**Child Safety**, developed at the National Center for Missing and Exploited Children, ([www.missingkids.com/missingkids/](http://www.missingkids.com/missingkids/)) will be presented to children in all grades. Skills training will be offered to students and staff, as appropriate, in social interaction, problem solving, coping, communication, resisting peer influence, substance abuse prevention, understanding values, respect for individual differences, countering bias, anger management, conflict resolution, and peer mediation. Instruction and skills training can be effectively combined using interactive and engaging learning strategies. A grade-level training matrix for student training will be developed by the Principal and will be reviewed annually. A schedule of training opportunities will be communicated through building-level publications such as newsletters, and handbooks.

**Other Initiatives** - The CENTRAL QUEENS ACADEMY Charter School also has initiatives in place for prevention of violence and intervention for children who exhibit or are at risk for violent behaviors.

- **Social/Emotional Counselor Services.** Central Queens Academy has hired School Guidance Counselors for student referral as needed. The counselors will meet with targeted students for individual, group and family counseling, working with children in the context of family, school, peer and community systems. He/she will ensure effective intervention practices by observing students in the classroom setting, developing a relationship with parents and building relationships with outside community-based organizations for additional services. Planned Interventions provided by the social worker also include conflict resolution and peer mediation.
- **Code of conduct.** Developed by the school staff, the Code of Conduct identifies key players, sets expectations for appropriate school conduct, and defines consequences for parents, students, and staff at the CENTRAL QUEENS ACADEMY Charter School. Code of Conduct is enforced as needed by teachers and staff within the school.

## 2. Training, Drills and Exercises

**Multi-Hazard Training** - In accordance with Section 1.55.17(e)(1) (xiv), The CENTRAL QUEENS ACADEMY Charter School will provide multi-hazard school training for instructional and non-instructional staff members and students through a combination of full-scale drills, tabletop exercises and staff development programs. Such training will include review of the School-Wide Safety and On-Site Emergency Response Plans,

available in each room at the beginning of the school year and/or at the time of hire by all instructional and non-instructional staff, including substitute staff. In addition, violence prevention and crisis intervention training will be provided to the instructional and non-instructional staff as part of the school's professional development plan program. Additional training may be required via workshops that provide instruction in relevant disciplines, such as proper restraint techniques and the de-escalation of violent incidents.

The CENTRAL QUEENS ACADEMY Charter School uses a video camera entry system that is monitored by an outsourced security firm and a school employee who supervises a sign-in system, provides identifying passes to visitors, directs visitors to their destinations, monitors the visitor traffic in the building, and ensures that visitors sign out and return their passes upon leaving the building.

Working relationships with local police regarding the implementation of school safety and security have been established and will continue to be developed and strengthened.

The School-Wide Safety Plan is distributed to all staff members each year. Planned and practiced responses to emergency/crisis situations occur regularly so that school personnel are prepared the following situations: fire, bomb threat, environmental threat, extraordinary event/crisis, school security (violence, weapons, intruders), drugs and alcohol, child abuse, medical emergencies, and death in the community. Such emergency drills occur as both planned and unplanned practices at various times of the day and are recorded each year.

Training, drills, and exercises are reviewed annually in coordination with the local fire and police department to assess the viability of the procedures for each type of emergency situation. All drills are timed by the Principal or designee to assess improvement over time. The drills are reviewed by the School Safety Team to assess timing, coordination, and performance of key personnel. The Principal or designee is responsible for monitoring duration and efficacy of each drill. The Principal or designee to the School Safety and On-Site Emergency Response Teams.

**Review and Conduct of Drills** - In accordance Section 155.17(e)(1)(xv), the CENTRAL QUEENS ACADEMY Charter School shall hold and evaluate fire drills (12), emergency evacuation drills (2), intruder drills (2), and other drills as deemed necessary to ensure that all students, faculty members, and other staff are familiar with each drill so that it can be activated and accomplished quickly and efficiently. These drills will be held at regular as well as inopportune times, and will utilize a variety of blocked exits, as appropriate, to take care of almost any situation. Each member of the faculty shall take his/her attendance register or class record when a drill is conducted. Immediately upon arrival at a prescribed point, the faculty member shall check the students to see that all students are present. A report of absentees shall be made immediately to the Principal or designee.

Records will be kept for each drill, including the times for the evacuation of the facility, in

order to ascertain whether or not the drill is running in a timely manner and according to plan. Administrative staff and other observers will be placed to evaluate the student and staff participation in order to make recommendations for the improvement of these drills. These records will be kept with the Director of Operations in a School Wide Safety binder.

**Duties of Hall Monitors** - In accordance with Section 155.17(e)(1)(xviii), The CENTRAL QUEENS ACADEMY Charter School has employees who supervise the main office greeting desk, provide identifying passes to visitors, directs visitors to their destinations, monitors the visitor traffic in the building, and ensures that visitors sign out and return their passes upon leaving the building.

Everyone in the facility, including other employees, instructors not in the regular classrooms, and visitors, must obey the instructions in the room or area they occupy when the alarm or notification is given.

### **3. Implementation of School Security**

**Building Security Procedures** - All visitors to The CENTRAL QUEENS ACADEMY Charter School will be admitted entrance after being screened by viewing on main entrance security camera and inquiry as to the nature of the visit are confirmed by a security guard and/or school employee. The visitor will proceed to the main office for logging in visitor recorded book and ID check. Anyone who is not a regular staff member or a student of the school will be considered a visitor. This includes parents/relatives, contractors, vendors, delivery people, and others having business with school officials.

### **4. Vital Educational Agency Information**

**Maintenance of Vital Information** - In accordance with Section 155.17(e)(1)(xx), The CENTRAL QUEENS ACADEMY Charter School collects and maintains vital educational information, including student enrollment, the number of staff, and teaching stations. The Principal assesses transportation needs. The Director of Operations maintains and updates listings of home and work telephone numbers for key personnel throughout the school. Data on student populations, number of staff, transportation needs and the business and home telephone numbers of key school officials is included in **Tables 1 and 2** (See pg. **3**) and will be updated at least annually and more frequently as needed.

The CENTRAL QUEENS ACADEMY Charter School is the sole educational agency required to follow this School-Wide Safety Plan The CENTRAL QUEENS ACADEMY Charter School is the sole educational agency required to follow this School-Wide Safety Plan. The school currently serves 1 location located at 88-14 Justice Avenue, Elmhurst, NY 11373. The school employs approximately 100 staff both full- and part-time, and serves 820 students for the 2023-2024 academic year. Student transportation needs are



consistent with the Department of Education requirements. The key official of CENTRAL QUEENS ACADEMY Charter School is the Director of School/Principal (718-271-6200).

## **B. Early Detection of Potentially Violent Behaviors**

The early detection of potentially violent students will be facilitated through professional development offerings provided for the CENTRAL QUEENS ACADEMY Charter School staff.

**Dissemination of Early Detection Information** - In accordance with Section 155.17(e)(1)(xiii), all teachers and non-instructional staff members were provided with School Violence Prevention training at the beginning of this school year. Updated training in this area will be provided annually hereafter. In addition, teacher aides who supervise students in non-academic areas, such as on playgrounds and in cafeterias are provided with conflict intervention training. Conflict intervention training for teacher aides will be updated annually. **Child Safety** provides all students with training in detecting and managing unwanted behaviors. The topic is introduced to parents at the first parents meeting in the fall, then through notices at Fire Prevention Week and the week prior to the spring break.

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

## **C. Hazard Identification**

**Hazard Identification** - In accordance with Section 155.17(e)(1)(i), The CENTRAL QUEENS ACADEMY Charter School building has been evaluated for the location of potential hazards, both on and off school grounds. This hazard identification shall be updated at least once a year. The locations currently consider as hazardous are the interactions of

- Within the building – Custodial closets located in closets on the 3 main floors. .
- Street Intersections outside the building
  1. Justice Avenue
  2. 55th Avenue
  3. Queens Blvd.

No Sites of Potential Emergency for the Areas surrounding the CENTRAL QUEENS ACADEMY Charter School building have been identified. The Emergency Response

Plan, located in the School Office, includes the identification of hazardous roadways and intersections in proximity to the school building.

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

#### **IV. - Section III: Response**

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

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

**Contacting Law Enforcement Officials** - In accordance with Section 155.17(e)(1)(vi), in the event of an emergency, such as a fire, choking, a heart attack, a display of weapons, a shooting or stabbing, or a traffic accident, anyone with access to an outside telephone line first will contact emergency services by dialing 911 and then will notify the Principal. In the event of a pending emergency, the Principal will be notified first. The Principal or designee then will contact emergency services, if appropriate, by dialing 911. The Principal then will notify local law enforcement officials as the situation warrants. Local law enforcement agencies include the New York City Police at the NYC Police Department 110th Precinct, 94-41 43rd Avenue, Queens, NY, 11373 **(718) 476-9311** The School Director is the ICS designee.

The School Director, before leaving the building for any reason, will designate an individual administrator or other staff member to act should an emergency occur. Building office staff will be informed of the name of the School Director's designee before he leaves the building.

The On-Site Emergency Response Plan has been prepared in cooperation with the local authorities, local police agencies, and/or the New York State Police.

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

**Contacting all Educational Agencies within the Charter School** – Section 157.17(e)(1)(xix) - Since the CENTRAL QUEENS ACADEMY Charter School is a single entity, there are no other educational agencies for it to contact.

**Contacting Parents** – In accordance with Section 155.17(e)(1)(xi), it is the duty of

the Principal or designee to notify faculty, students, staff, parents, guardians, or persons in parental relation to students when it is necessary to respond to either internal or external situations. Notification of incidents will be made to the Principal's office, using the telephone and fax. The Principal or designee will use the telephone to notify parents when an incident is stable and under control, using the telephone. For small group notification, a telephone will also be used. NYC Police Department 110th Precinct, 94-41 43rd Avenue, Queens, NY, 11373 **(718) 476-9311**.

If it becomes necessary to close school before the regular closing time, such information will be announced and communicated to parents by administrators using the telephone or released through the following news media: WINS (1010 AM), WABC (880 AM), or WADO (1280 AM)

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

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

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

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

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

Parents, guardians and persons in parental relation complete emergency contact cards at the beginning of each year. One of the names listed on the emergency contact sheet will be notified of the early dismissal by the Secretary and Office Aide via telephone. This could include informing a parent or other emergency contact members and/or riding

a bus to a different-than-normal destination. Management of the emergency early dismissal process is the responsibility of the Principal and/or designee. The Principal will remain at the school until all students are dismissed.

## **B. Situational Responses**

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

### **1. Multi-Hazard Response**

In accordance with Section 155.17(e)(1)(xiv) and (xv), The CENTRAL QUEENS ACADEMY Charter School-Wide Safety Plan includes the school's multi-hazard response plans, which are divided into five categories: Responses to (1) Civil Disturbances, (2) Environmental Problems, (3) Fire and Explosion, (4) Systems Failures, and (5) Medical Emergencies.

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

### **2. Responses to Civil Disturbances**

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

- Bomb Threat
- Hostage
- Intruder
- Kidnapped Person

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

### **3. Responses to Environmental Problems**

An emergency caused by a naturally occurring or man-made environmental problem requires an appropriate response by school officials. The following specific situations or

occurrences are addressed in this section:

- Air Pollution
- Drought
- Earthquake
- Flood
- Oil/Gasoline Spill
- Radiological Incident
- Storm – Snow / Ice / Wind / Hurricane
- Thunderstorm / Lightning Storm
- Tornado
- Toxic Material Spill
- Water Contamination

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

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

#### **4. Responses to Fire and Explosion**

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

- False Fire Alarm
- Fire
- Explosion

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

#### **5. Responses to Systems Failure**

The failure of a building's structural or mechanical system will interrupt and disrupt normal building activities. A failure or malfunction may be minor, temporary in nature, and readily or easily corrected, or may be major, create emergency conditions, and involve extensive or extended corrective work. Emergency guidelines, ranging from

minor to major occurrences, are included in this section for the following facility failures:

- Electrical Failure
- Energy Loss or Governmentally Imposed Fuel Shortage
- Heating System Failure (Loss of Heat)
- Roofing System Failure (Leak)
- Sewage System Failure
- Water System Failure
- Gas Leak
- Structural Failure

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

## **6. Responses to Medical Emergency**

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

- Allergic Reaction
- Animal Bite
- Bleeding
- Blow to the Head
- Broken Bones
- Burns
- Choking
- Diabetic Shock
- Drowning
- Electric Shock
- Epidemic
- Epileptic Convulsions
- Food Poisoning
- Head Lice
- Heart Attack
- Respiratory Arrest
- School Bus Accident and/or Fire
- Shock
- Chemical/Toxic Exposure

The guiding principles are to provide appropriate emergency care until competent medical or parental care is secured. Emergency care is not authorized beyond proper first aid. First aid is the treatment that will protect the life and comfort of the victim until authorized medical treatment is available or, in the case of a student, until the child is

placed under the care of a parent or legal guardian. An effective medical emergency program should be based on medically and educationally sound procedures. Some of the components of such a program are:

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

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

## **7. Responses to Implied or Direct Threats of Violence**

**Implied or Direct Threats** - In accordance with Section 155.17(e)(1)(iii), The CENTRAL QUEENS ACADEMY Charter School-Wide Safety Plan includes policies and procedures for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school. The CENTRAL QUEENS ACADEMY Charter School expects a high standard of behavior from its students, faculty and staff as well as visitors to the school facility and grounds. The school will enforce The CENTRAL QUEENS ACADEMY Charter School Code of Conduct, which governs the behavior of all persons, whether or not their presence is authorized, upon any premises or property under the control of the school and used in its teaching, administration, and cultural, recreational, athletic and/or other programs and activities. A copy of the Code of Conduct is available in the main office of the school as well as in the school office.

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

implemented:

1. The threat will be reported to the Principal or designee, either directly or through a member of the school staff.
2. The Principal or designee will immediately investigate the report of an implied or direct threat. Such investigation will involve interviewing witnesses to the threat, including students and/or staff, as appropriate to the nature of the threat.
3. The Principal will use the information collected during the initial investigation to make a determination as to the threat's degree of severity. Input from school-based mental health professionals, as well as the prior behavior of the individual implying or issuing the threat, will be considered in making this determination.
4. If the threat's degree of severity is determined to be minor, the individual implying or issuing the threat will be provided with a warning. If the individual is a student, his/her parent or guardian will be contacted by the Principal or designee and will document the incident in a letter to the parent or guardian.
5. If the threat's degree of severity is determined to be major, the local law enforcement agency will be notified and asked for their assistance in completing the investigation and addressing the implied or direct threat. The student will be suspended from school for a period of time consistent with the school's Code of Conduct. Parent contact and written documentation will be implemented as for a minor threat.

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

- **Responses to Acts of Violence**

In accordance with Section 155.17(e)(1)(iv), The CENTRAL QUEENS ACADEMY Charter School has developed the following protocol In the event of an act of violence, It will be implemented through a four step sequence:

Step 1 - The act of violence will be reported immediately to the Principal or designee.

Step 2 - The Principal or designee will respond immediately to the act of violence, depending upon the nature of the violent act, in a manner that attempts to ensure the safety of all students and adults in the building. Based upon the available information, this may include reporting to the location of the violent act and



addressing the violent act, implementing efforts to isolate the individual if possible, as appropriate. It may also involve initiating the procedures for a building lockdown or “shelter in place” procedure and contacting area police agencies to request their assistance.

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

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

- **Response Protocols**

In accordance with Section 155.17(e)(1)(xvi), The CENTRAL QUEENS ACADEMY Charter School has established protocols for responses to emergencies and will refer to the use of Incident System (ICS) procedures in response to acts of violence. The role of the Incident Commander is key and will be recognized in determining appropriate actions. General procedures could include:

- Determination of the level of threat
- Monitoring of the situation; adjustment of response with the initiation of early dismissal, sheltering or evacuation – as necessary.
- Contacting personnel at the NYC Police Department 110th Precinct, 94-41 43rd Avenue, Queens, NY, 11373 **(718) 476-9311**.

In the event of an emergency telephone call such as:

- Bomb Threat
- Fire emergency
- Hostage Situation
- Intruder
- Kidnapping

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

- School Director
- Director of Operations

- Principals

### **Bomb Threat – Sequential Response Actions:**

1. Upon receipt of a bomb threat by telephone, initiate the Bomb Threat Response Form on page 7 of the Emergency Response Plan. Listen for identifying speech characteristics, male or female, young or old, etc. Fill out the Response Form as complete as possible.
2. Notify the following personnel:  
  
Principal  
Director of Operations
3. Notify the NYC Police (Either the Principal or Director of Operations)
4. Under the direction of an administrator listed in item 2, notify all building occupants using the public address system of a “Code Blue Response Guidelines”. **Note - Do not activate the Fire Alarm System.**
5. The Principal will direct all staff, students, and visitors to evacuate or shelter to a safe area. They shall maintain silence and wait for further instructions.
6. When the “all clear” is given by the Principal or designee and the law enforcement agency, evacuated persons will be instructed to report to their areas for an accountability check (using student and staff rosters) and to resume normal operations.

**Note: If it is anticipated that a Bomb Threat will be called in (during a school-wide function, Regents examination, dance, etc.), the “Pre-clearance and Security Screening in Lieu of Evacuation” shall be implemented. This procedure can be found in the State Education Department’s Revised Bomb Threat Response Guideline, Option C.**

### **Fire Emergency - Emergency Evacuation and Response**

1. Pull the fire alarm if it is not ringing and call 911.
2. Ensure the safe evacuation of all students, staff, and other people.
3. Notify the Principal and Director of Operations.
4. Contact NYCDOE and evacuation sites in order of distance from nearest to farthest.
5. Communicate with FDNY and NYPD personnel.
6. Communicate with all families regarding the safety of all students.

### **Hostage Taking and Kidnapping - Sequence Response Action**

1. Identify the situation – All school staff and students are responsible for this

2. Notify the following personnel

Principal  
Director of Operations

3. Notify the NYC Police Department 110th Precinct, 94-41 43rd Avenue, Queens, NY, 11373 **(718) 476-9311.**, and follow their instructions. Do not try to overtake the perpetrator.
4. Notify all school occupants using the public address system that there is a "Code Red".
5. A lock down of all doors and windows in rooms, offices, assembly halls, and entrances and exits should take place immediately.
6. Isolate the incident from all personnel. Do not allow persons to enter the area without the advice of NYC Police Department 110th Precinct, 94-41 43rd Avenue, Queens, NY, 11373 **(718) 476-9311.**, and follow their instructions.
7. Update the Board Chairperson, NYC-DOE-ONS and NYSED (CENTRAL QUEENS ACADEMY) of the situation and actions taken.
8. Follow the instructions of NYC Police Department 110th Precinct, 94-41 43rd Avenue, Queens, NY, 11373 **(718) 476-9311.**, and follow their instructions.
9. After the announcement "Code Red – All Clear" is given, resume normal activities.

### **Intrusions – Sequential Response Action**

1. Identify the intruder. Verification should be made that there is indeed an intruder in the building, on the grounds, or if a real threat exists. Always assume the intruder is armed and dangerous.
2. Notify the following personnel  
  
Principal  
Director of Operations
3. Under the direction of an administrator listed in item 2, notify all school occupants using the public address system of a "Code Red"

4. Notify NYC Police Department 110th Precinct, 1-718-476-9311.
5. A lock down all rooms, offices, and assembly halls should be done immediately.
6. Isolate the area of the incident from all personnel. Do not allow anyone to enter or leave without permission of law enforcement officials.
7. Follow the instructions of the law enforcement officials
8. After the announcement, "Code Red – All Clear" is given, conduct an accountability check. After the check is completed, resume normal operations.

- **Emergency Agencies & Services Available**

**Arrangements for obtaining assistance** – In accordance with Section 155.17(e)(1)(vii), it has been determined that for **ALL EMERGENCIES**, dial **911**. This includes police, fire and ambulance. The Principal or designee will be the individual responsible for initiating contact.

**Advice and assistance** – In accordance with Section 155(e)(1)(viii), the Principal will begin by contacting personnel at the NYC TT Police Precinct. The Principal will also contact other available resource persons as needed by reached by Emergency Numbers, which are:

<i>Chemtrec</i>	<i>800</i>	<i>424-9300</i>
<i>National Response Center –Oil &amp; Toxic Chemical Spill</i>	<i>800</i>	<i>424-8802</i>
<i>Pesticide Service Center</i>	<i>800</i>	<i>847-7332</i>
<i>American Red Cross</i>	<i>800</i>	<i>733-2767</i>
<i>Poison Control Center</i>	<i>800</i>	<i>222-1222</i>
<i>Domestic Violence / Child Abuse Hotline</i>	<i>800</i>	<i>799-7233</i>
<i>Suicide Hotline (adolescent)</i>	<i>800</i>	<i>621-4000</i>
<i>Teen Help Hotline</i> <a href="http://teenadvice.about.com/od/helplines/General_Help_Lines.htm">http://teenadvice.about.com/od/helplines/General_Help_Lines.htm</a>		
 <i>Department of Environmental Conservation</i>	 <i>800</i>	 <i>457-7362</i>
<i>Gas Odors</i>	<i>800</i>	<i>752-6633</i>

**School Resources for Use in an Emergency** – In accordance with Section 155.17(e)(1)(ix), The CENTRAL QUEENS ACADEMY Charter School can use other resources.

- TBD

**Procedures to Coordinate Resource Use** - In accordance with Section 155.17(e)(1)(x) The CENTRAL QUEENS ACADEMY Charter School has prepared a listing of all resources available to the school is located in the Emergency Response

Plan. This includes the emergency equipment available such as batteries, food supplies, water, fire extinguishers, etc. Emergencies requiring transportation, the school will contact The New York Bus Company.

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

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

The school building has a multi-purpose room that could be used for sheltering purposes. Food would have to be brought in from other sources for a prolonged period of time.

There is telephone communication throughout the building. The school office has hand-held radio communication. There are no generators located at the school. Therefore, electricity would be needed to run all building systems.

Notification to the Director of Operations will allow all resources, facilities and vehicles to be allocated and used in the event of an emergency.

During certain conditions, the nature of the emergency may demand that classes be dismissed or canceled. The nature of some events may include that students and staff be evacuated from the building. They will be transported and housed temporarily in the *(School or other designated area which will receive students in an emergency)*

The following is the procedure to be implemented:

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

6. Teachers will walk students to the designated alternative site, take attendance, and report attendance to the Principal and his designee.
7. The Principal will notify the media and post the information on the Internet to inform the parents of the evacuation and the site location for student pickup.

- **Early Dismissal Plan**

**8. Response Plans for School Cancellation, Dismissal, Evacuation and Sheltering** – In accordance with Section 155.17 (e)(1)(ii), The CENTRAL QUEENS ACADEMY Charter School has established responses for emergencies, including the cancellation of classes, early dismissal, evacuation, and sheltering.

1. **Cancellation of Classes / Notification of “No School”**

If a severe blizzard, heavy snow storm, ice conditions or flooding occur during the night which make driving hazardous, and such conditions are known by 6 AM, a “No School” announcement will be made. Responsibility for this decision and notification shall be the Principal and/or designee. The Principal or Director of Operations will call teachers to notify them of the cancellation. Teachers, in turn, call the parents of the children in their classes and an “all-call” will be scheduled through automated ‘School Messenger’ Service

2. **Dismissal During School Day**

If, during the school day, weather or another situation threatens and/or develops that would jeopardize the health and safety of the school children, the school may be closed earlier than the usual dismissal time. In that event, the parents and the bus company will be notified. Either parents or buses will transport the children to their after-school destinations in the usual afternoon dismissal order. Parents will then expect their children to arrive home before the regular arrival time.

- **Evacuation Procedures / Sheltering Sites (Internal and External)**

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

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

1. The Principal or designee will make the decision to “Evacuate”.
2. The Principal or designee will notify the local police and fire departments and the Emergency Response Team, if and as appropriate.
3. If students are to be transported beyond walking distance, the Principal or designee will notify The New York Bus Company for buses to transport children to the new destination.
4. The Principal will then evacuate the building.
5. Teachers will walk all students to the evacuation site.
6. Each member of the faculty shall take his/her attendance register.
7. Students will line up in an orderly fashion and attendance will be taken.
8. School personnel will be dispatched to the alternate site to prepare receiving areas.

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

- **Dismissal from the Alternate Site**

If parents arrive to pick up their children, they will give the name and grade of their child to the staff member assigned to monitor the entrance of the alternate site location and then be directed to the correct area for pick up. Buses will arrive at the alternate site location to transport children to their after-school destinations on a schedule to be determined by the situation requiring the evacuation. If the crisis persists past 4 P.M., children will have to wait for the normal dismissal schedule in order to be transported from the alternate site location.

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

## **V. - Section IV: Recovery**

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

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

#### **A. District Support for Buildings**

**Support for the building** – The CENTRAL QUEENS ACADEMY Charter School will support the Emergency Response Team in emergencies or disasters by providing financial and logistical assistance. The agency will also aid the team by interfacing with relevant regulatory agencies and the media.

#### **B. Disaster Mental Health Services**

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

The CENTRAL QUEENS ACADEMY Charter School, under the direction of the Principal, will facilitate the coordination of disaster mental health resources by interfacing with the State Emergency Management Office, the NYS Office of Mental Health, and the American Red Cross.

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



## Central Queens Academy Health and Safety Measures

### In response to COVID-19 Pandemic

#### Face Covering Policy

CQA will require face masks to be worn by all individuals (faculty, staff, students, and visitors, including contractors, service providers, and others) inside both CQA campus buildings. This expectation will remain in place until CQA makes an official announcement otherwise based on CDC best practices. CQA will also provide each student and staff member a clear plastic face shield to be kept onsite for your protection.

#### Social Distancing Policy

CQA will practice social distancing by remaining 6ft apart. Classrooms and all common areas will be marked and monitored for compliance. All entrances will be used for both entering and exiting the buildings to ensure social distancing during ingress and egress by staff and students.

#### Disinfecting Protocols

In addition to daily and nightly cleaning of each building, using CDC approved disinfecting solutions, CQA will be adding an extra layer of protection against the COVID-19 virus. Every 90 days, we will have each building deep cleaned and sprayed with an electrostatic sprayer using a CDC approved disinfectant proven to last up to 3 months. These methods combined with our vigilant compliance of hand sanitizing, mask wearing and social distancing are our best defense against COVID-19.

#### What You Can Do to Stay Healthy

The Centers for Disease Control provides information on COVID-19 symptoms, testing, prevention and what to do if you are sick on the CDC website: [www.cdc.gov/coronavirus/2019-ncov/index.html](http://www.cdc.gov/coronavirus/2019-ncov/index.html).

**Older adults and people who have severe underlying medical conditions** like heart or lung disease or diabetes seem to be at higher risk for developing serious complications from COVID-19 illness. More information on [Are you at higher risk for serious illness](#).

CDC offers the following guidance about How to Protect Yourself & Others from COVID-19. This information is updated as of June 17, 2020, and is available on the CDC website at [www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention.html](http://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention.html).

#### How to Protect Yourself & Others

## Know how it spreads

- There is currently no vaccine to prevent coronavirus disease 2019 (COVID-19).
- **The best way to prevent illness is to avoid being exposed to this virus.**
- The virus is thought to [spread mainly from person-to-person](#).
- Between people who are in close contact with one another (within about 6 feet).
- Through respiratory droplets produced when an infected person coughs, sneezes or talks.
- These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs.
- Some recent studies have suggested that COVID-19 may be spread by people who are not showing symptoms.

## Everyone Should:

### Wash your hands often

- [Wash your hands](#) often with soap and water for at least 20 seconds especially after you have been in a public place, or after blowing your nose, coughing, or sneezing.
- If soap and water are not readily available, **use a hand sanitizer that contains at least 60% alcohol**. Cover all surfaces of your hands and rub them together until they feel dry.
  - **Avoid touching your eyes, nose, and mouth** with unwashed hands.
  - **Avoid close contact**
  - **Avoid close contact with people who are sick, even inside your home.** If possible, maintain 6 feet between the person who is sick and other household members.
  - **Put distance between yourself and other people outside of your home.**
    - o Remember that some people without symptoms may be able to spread virus.
    - o [Stay at least 6 feet \(about 2 arms' length\) from other people](#).
    - o Keeping distance from others is especially important for [people who are at higher risk of getting very sick](#).

## **Cover your mouth and nose with a cloth face cover when around others**

- You could spread COVID-19 to others even if you do not feel sick.
- Everyone should wear a [cloth face cover](#) when they have to go out in public, for example to the grocery store or to pick up other necessities.
  - o Cloth face coverings should not be placed on young children under age 2, anyone who has trouble breathing, or is unconscious, incapacitated or otherwise unable to remove the mask without assistance.
- The cloth face cover is meant to protect other people in case you are infected.
- Do NOT use a facemask meant for a healthcare worker.
- Continue to keep about 6 feet between yourself and others. The cloth face cover is not a substitute for social distancing.

## **Cover coughs and sneezes**

- **If you are around others and do not have on your cloth face covering, remember to always cover your mouth and nose** with a tissue when you cough or sneeze or use the inside of your elbow and do not spit.
- **Throw used tissues** in the trash.
- Immediately **wash your hands** with soap and water for at least 20 seconds. If soap and water are not readily available, clean your hands with a hand sanitizer that contains at least 60% alcohol.

## **Clean and disinfect**

- **Clean AND disinfect [frequently touched surfaces](#) daily.** This includes tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets, and sinks.
- **If surfaces are dirty, clean them.** Use detergent or soap and water prior to disinfection.
- **Then, use a household disinfectant.** Most common [EPA-registered household disinfectant](#)[external icon](#) will work.

## Monitor Your Health

- **Be alert for symptoms.**
- Watch for fever, cough, shortness of breath, or [other symptoms of COVID-19](#).
- o Especially important if you are [running essential errands](#), going into the office or workplace, and in settings where it may be difficult to keep a [physical distance of 6 feet](#).
- **Take your temperature** if symptoms develop.
- o Don't take your temperature within 30 minutes of exercising or after taking medications that could lower your temperature, like acetaminophen.
- Follow [CDC guidance](#) if symptoms develop.

## **REMOTE INSTRUCTION**

In the case of a shutdown of schools, CQA will adopt a remote instructional modality where it will distribute one chromebook to each middle school scholar and tablets or chromebooks to elementary school families that do not have any device at home.

CQA will obtain and distribute hotspots as needed and direct families to New York State's Affordable Connectivity Program.

Google-based email addresses will be provided to all scholars. Instruction will be provided synchronously and asynchronously on all school days using Google Meets and Google classroom such that instruction takes place throughout the typical school day.

CQA will work with the Committee on Special Education to ensure that related services like speech, occupational therapy, hearing, physical therapy, etc. can continue to be provided to students with disabilities.

The CQA Executive Director will report information on student access to computing devices and access to internet connectivity each year, as required.