

Safe Schools Against Violence in Education

Charter School-Wide School Safety Plan

**JOHN V. LINDSAY WILDCAT CHARTER SCHOOL
17 Battery Place
New York, New York 10004**

**Adopted 2005
Revised September 2025**

**Resource: Guidance Document for School Safety Plans, at the Student Support Services
Team Internet site – www.emsc.nysed.gov/sssf**

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I. - Introduction

Emergencies and violent incidents in charter schools are critical issues that must be addressed in an expeditious and effective manner. Charter schools are required to develop a Charter School-Wide School Safety Plan designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the charter school with local and county resources in the event of such incidents or emergencies. This Charter School-Wide School Safety Plan has been developed to be responsive to the needs of the school and consistent with the more detailed Building-Level Emergency Response Plan required at the school building level.

Charter schools stand at risk from 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. Project SAVE is a comprehensive planning effort that addresses risk reduction/ prevention, response, and recovery with respect to a variety of emergencies in the charter school.

The John V. Lindsay Wildcat 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.

II. - Section I: General Considerations and Planning Guidelines

A. Purpose

The John V. Lindsay Wildcat Charter School's Charter School-Wide School 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 School Safety Team and charged it with the development and maintenance of the Charter School-Wide School Safety Plan.

B. Identification of School Teams

School Safety Team –The John V. Lindsay Wildcat Charter School's has created a Building-Level Emergency Response Team consisting of representatives of the teachers, administrators, parents, school safety, and student personnel. "As the school serves 9 - 12 children a student representative will be included". The members of the team, and their positions or affiliations are shown in **Table 1**. Team members were appointed at the August 21, 2025 Board of Trustees meeting. The first task of the Team was to develop the 2025, John V. Lindsay Wildcat Charter School's Charter School-Wide Safety Plan.

Table 1 – School Safety Team (Manhattan)			
NAME	TITLE	BUS. PHONE	HOME PHONE
Darah Kasten	Principal (Manhattan)	646-993-1851	917-822-4087
Kareema Watkins	Chief Operating Officer	646-993-1846	929-319-7277
Michael Morene	School Safety Officer	646-993-1856	718-346-1453
Jason Weiss	Teacher Representative	646-993-1833	917-561-4822
Nicole Bogutsky	Mental Health Counselor	646-993-1835	917-602-2101
Pat Wong	Senior Counselor	646-993-1855	718-458-1229
Thomas Surillo	Head Custodian	646-993-1833	646-210-5504
Renae Wray	Student	N/A	631-612-0163

Table 1 – School Safety Team (Bronx)			
NAME	TITLE	BUS. PHONE	HOME PHONE
Kimberly LaRosa	Principal (Bronx)	646-993-1860	917-319-3002
Michael Timar	Administration	646-993-1861	718-683-8664
Robert McFarlane	School Safety Officer	646-993-1876	347-237-0297
Marc Helfand	Teacher Representative	646-993-1882	917-861-7963
Katherine Diaz	Parent Coordinator	646-993-1865	646-589-3815
Darlene Fuller	School Counselor	646-993-1862	917-843-1202
Austin Malloy	Head Custodian	646-993-1878	347-883-4903
Kaytlynn Chiriguaya	Student	N/A	929-666-0297

C. Concept of Operations

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

The methodology used to develop the Charter School-Wide School Safety Plan, involved the formation of the Charter School-Wide School Safety 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.

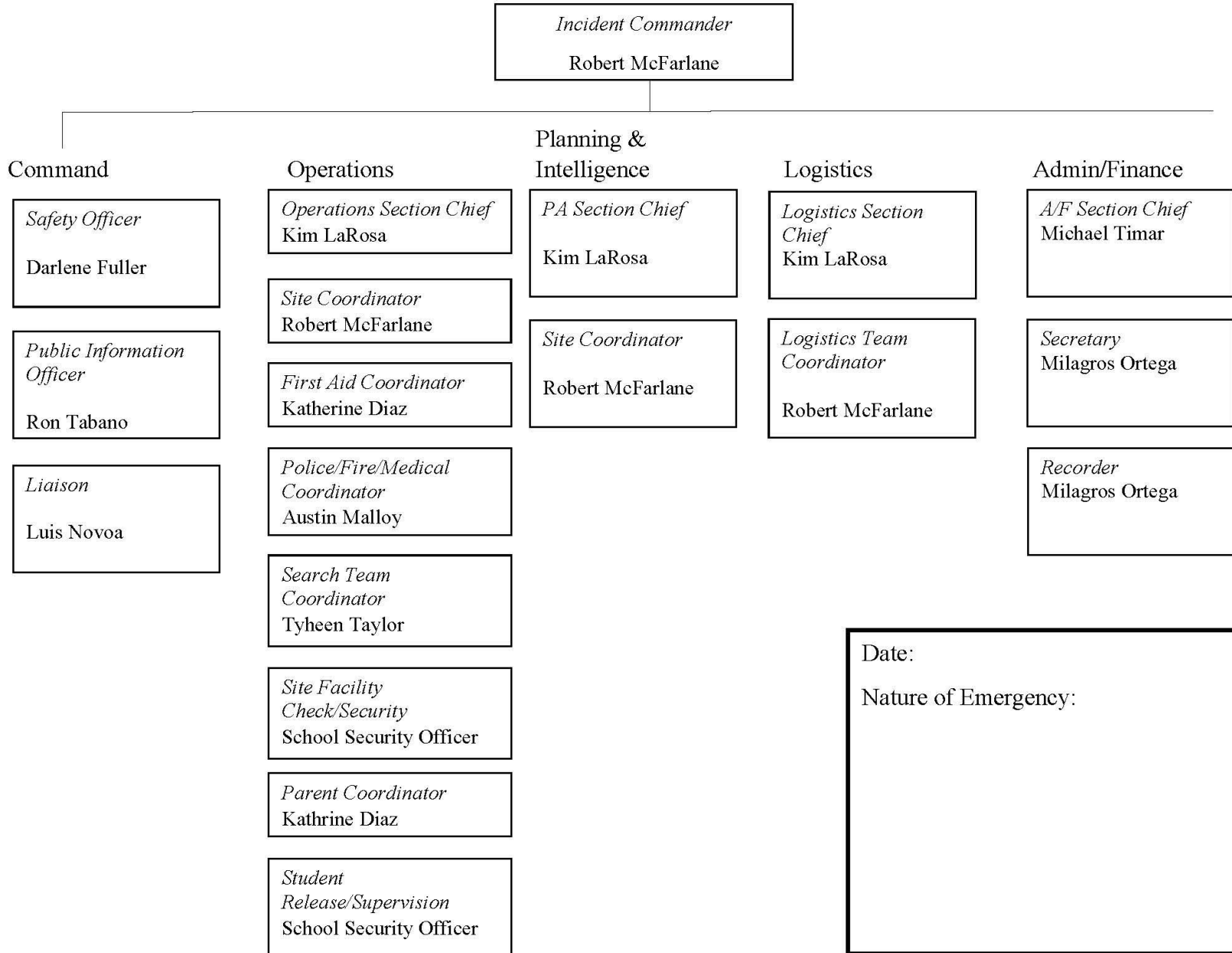
The following terms and definitions are included in the Regulations: **Trauma** means an emotional response to a deeply distressing or disturbing experience such as, but not limited to, an

act of violence, natural disaster, abuse, neglect, or loss; **Trauma-informed** means an understanding of trauma and how it affects the physical, emotional, and mental health of students and adults; and **Trauma-informed drills** means avoiding tactics in training or drills that may introduce or activate trauma, such as the use of props, actors, simulations or other tactics intended to mimic a school shooting, incident of violence, or other emergency, or inclusion of developmentally or age-inappropriate content. Drills may inadvertently prompt a negative emotional or psychological response in staff or students because of previous exposure(s) to trauma.

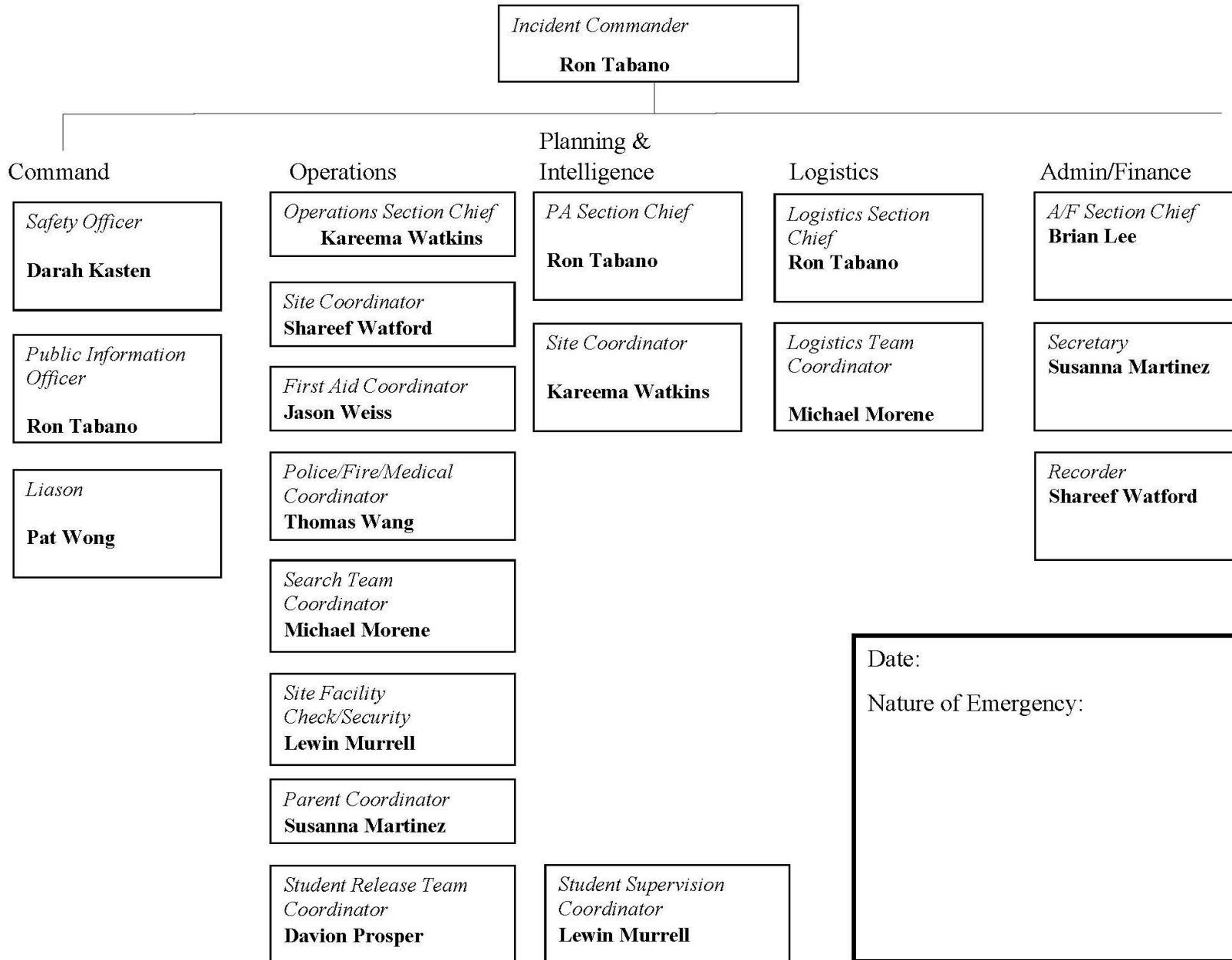
In the event of an emergency or violent incident, the initial response to all emergencies at the charter school will be by the Principal, who will activate the Building-Level Emergency Response Team. Upon the activation of the Building-Level Emergency Response Team, the Principal or his designee will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

The Building-Level Emergency Response Teams for the 2025-26 school year are included in the tables below.

JVL School Emergency Response Team Organizational Chart



JVL School Emergency Response Team Organizational Chart



Date:

Nature of Emergency:

D. Plan Review and Public Comment

Availability of the Safety Plan - Pursuant to Commissioner's Regulation 155.17 (e)(3), this plan was made available for public comment on July 2, 2025, more than 30 days prior to its adoption, and a required public hearing was conducted on August 21, 2025. The Board of Trustees adopted the plan at its August 21, 2025 meeting.

The next annual review is scheduled for August 2026, and will be completed thereafter on or before September 1 of each year after its adoption by the Board of Trustees. A copy of the plan is available in the Principal's office.

While linked to the Charter School-Wide School Safety Plan, Building-Level Emergency Response Plans will be confidential and will 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. Full copies of the Charter School-Wide School Safety Plan and any amendments have been submitted to the New York State Education Department within 30 days of adoption. The Building-Level Emergency Response Plan has been supplied to local police within 30 days of adoption.

III - 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 School 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. .

- **Program initiatives**

A school wide culture that supports positive learning opportunities for all students 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.

The school utilizes several evidence-based interventions to increase developmental assets and decrease unwanted behavior. Interventions and programs include Positive Behavior Intervention

and Supports (PBIS), Too Good for Drugs, and Aggression Replacement Training (ART). PBIS is a research-based, school-wide framework that uses a proactive, tiered system to teach, support, and reinforce positive student behaviors. It focuses on creating a safe, respectful, and positive learning environment by establishing school-wide expectations, explicitly teaching expected behaviors, providing consistent positive reinforcement, and using data to guide decision-making. The goal is to prevent problem behaviors and improve academic, social, and emotional outcomes for all students, including those with disabilities. Too Good for Drugs (TGFD) is an evidence-based K-12 prevention education program that teaches social and emotional learning (SEL) skills to reduce the risk of alcohol, nicotine, and other drug use in students. The curriculum is delivered through age-appropriate lessons, games, and activities, and it emphasizes skill-building for making healthy choices, resisting peer pressure, and developing self-efficacy to foster a drug-free lifestyle. The program also includes components for parents to reinforce these lessons at home and is designed to build connections between schools and families to support students' healthy development. Aggression Replacement Training (ART) is a cognitive-behavioral intervention program designed to reduce aggression and violence in youth by teaching prosocial skills. It comprises three core components: Anger Control Training, which teaches self-regulation techniques; Structured Learning Training (SLT), which involves modeling, role-playing, and feedback to teach social skills; and Moral Reasoning, which uses group discussions to help participants develop a sense of fairness and understand different perspectives. The goal is to replace aggressive behaviors with constructive ones through a structured group setting with our trained facilitators. Our mental health therapists also utilize a variety of evidence-based interventions in providing therapeutic school-based mental health services, which include: Cognitive Behavior Therapy for individual and group sessions; Motivational Interviewing a person-centered, client-centered counseling method used to resolve ambivalence and build intrinsic motivation for change; and Eye Movement Desensitization and Reprocessing (EMDR) is a psychotherapy technique used to treat traumatic experiences and their associated symptoms. We have also adopted an anonymous reporting system that provides for members of our school, students, families and the community to report information that may negatively impact our school environment through texts, 24/7 call center, and email. Staff members receive annual professional development, as appropriate, on these interventions and programs.

- **Training, Drills, and Exercises**

Multi-Hazard Training - The John V. Lindsay Wildcat 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 Building Crisis Packet, 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.

Increase of student awareness and preparedness will occur through the implementation of activities during Fire Prevention Week in the fall, and the week prior to the spring break. During those two weeks, all students will participate in classroom activities and one general assembly.

Tier 2 and 3 interventions (described above) are provided for students who are identified for additional interventions and support and receive parental consent to participate.

The John V. Lindsay Wildcat Charter School employs a school safety officer who supervises the sign-in table, provides identifying badges to visitors, directs visitors to their destinations, monitors the visitor traffic in the building, and ensures that visitors sign out and return their badges 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.

Review and Conduct of Drills - The school shall hold and evaluate Trauma-Informed drills including fire drills, emergency evacuation drills, intruder drills, 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. Trauma-Informed fire and emergency drills shall be the duty of the principal or other person in charge of every public or private school or educational institution within the state to instruct and train the pupils by means of drills, so that they may in a sudden emergency be able to respond appropriately in the shortest possible time and without confusion or panic. Such drills shall be held at least twelve times in each school year, eight of which required drills shall be held between September first and December thirty-first of each such year. Eight of all such drills shall be evacuation drills, four of which shall be through the use of the fire escapes on buildings where fire escapes are provided or through the use of identified secondary means of egress. Four of all such required drills shall be lock-down drills. Drills shall be conducted at different times of the school day. Pupils shall be instructed in the procedure to be followed in the event that a fire occurs during the lunch period or assembly, provided however, that such additional instruction may be waived where a drill is held during the regular school lunch period or assembly. Four additional drills shall be held in each school year during the hours after sunset and before sunrise in school buildings in which students are provided with sleeping accommodations. At least two additional drills shall be held during summer school in buildings where summer school is conducted, and one of such drills shall be held during the first week of summer school. 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 his designee. Drills will involve and be coordinated by local emergency responders at the NYC 1st. Police Precinct. (212- 334-0611)

The evaluation of all drills will be conducted after each and every drill. Evaluation 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.

Trauma-informed drills mean avoiding tactics in trainings or drills that may introduce or activate trauma, such as the use of props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency, or inclusion of developmentally or age-inappropriate content. Drills may inadvertently prompt a negative emotional or psychological response in staff or students because of previous exposure(s) to trauma.

Drills will be conducted in a trauma-informed, developmentally, and age-appropriate manner; drills and trainings will not include props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency; and students, staff, and parents will be informed when a school is conducting a drill.

Drills shall occur after annual training in emergency procedures has been provided to students and staff, and shall be completed on different dates, days of the week, and during different times of the school day.

One Emergency Dismissal Drill shall be conducted to test emergency response procedures that require early dismissal, at a time not to occur more than 15 minutes earlier than the normal dismissal time.

Parents or people in parental relations will be notified at least one week before each drill of the date and time of the drill, the nature of the drill, and the clear intention of each school to continue their efforts to keep their child(ren) safe.

Written consent from parents or persons in parental relations will be required for students to participate in full-scale exercises or trainings in conjunction with local and county emergency responders and preparedness officials on non-school days when non-school activities such as athletics are not occurring on school grounds.

Duties of Hall Monitors - The John V. Lindsay Wildcat Charter School employs a school safety officer who supervises the sign-in table, provides identifying badges to visitors, directs visitors to their destinations, monitors the visitor traffic in the building, and ensures that visitors sign out and return their badges upon leaving the building.

The school safety officer and teacher aides who serve in this capacity receive training from the Principal as to their duties at the beginning of each school year. The greeter's table is next to the office, minimizing the need for radio contact with the school office and the building administrator. The hiring and screening process for these employees is the same as for any other staff member, including teacher aides who do not serve in this capacity. The hiring and screening process, of course, does involve the mandatory fingerprint and criminal background check required of all employees.

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.

- **Implementation of School Security**

Building security procedures - All visitors to the John V. Lindsay Wildcat Charter School will be required to sign in at the greeter's table at the main entrance of each school building. 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.

Upon signing in, the greeter will provide the visitor with a badge identifying the individual as a visitor. The visitor will wear the badge conspicuously during the visit. Upon leaving, the visitor

will sign out at the greeter's table and return the visitor's badge to the greeter. The names of visitors who do not sign out and return the visitor's badge provided to them at check-in will be reported to the building principal as soon as possible.

Visitors, even though they have signed in and are wearing a visitor's badge, are not allowed to wander through the facilities. A staff member who observes a visitor who appears lost or who is otherwise walking through the building with no apparent purpose will address the visitor by asking, "Can I help you?" The staff member will then provide assistance in the form of directions or direct the visitor to the main office. If a staff member observes suspicious, threatening and/or otherwise inappropriate behavior, such behavior should be reported immediately to the main office for a response from the Principal or his designee. Student visitors from other schools, unless they have a specific reason and prior approval of the Principal or his designee, are not permitted to enter school buildings. Anyone who violates any provisions of the John V. Lindsay Wildcat Charter School Code of Conduct is subject to appropriate penalties, up to and including reprimand, ejection, arrest and/or criminal prosecution.

All exterior doors not routinely used for student or staff entrance will be secured so as to limit building access to the main entrance of each facility.

Procedures for maintaining the security of the facility, as well as procedures for radio use, will be regularly tested by the Principal or his designee.

- **Vital Educational Agency Information**

Maintenance of vital information - The John V. Lindsay Wildcat Charter School collects and maintains vital educational information, including student enrollment, the number of staff, and teaching stations. The Principal assesses transportation needs. The school secretary 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 **Table 1 (See pg. 3)** and will be updated at least annually and more frequently as needed.

B. Early Detection of Potentially Violent Behaviors

The early detection of potentially violent students will be facilitated through professional development offerings provided for the John V. Lindsay Wildcat Charter School staff.

Dissemination of early detection information -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. PBIS, TGFD, and ART 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 staffs who are concerned about the behavior of a student will communicate with the Principal if the situation so 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 - The John V. Lindsay Wildcat Charter School buildings have 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.

No Sites of Potential Emergency for the Areas surrounding the John V. Lindsay Wildcat Charter School buildings have been identified. The Emergency Response Plan, located in the School Office along includes the identification of hazardous roadways and intersections in proximity to each 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.

D. Emergency Maps

Maps of the interior of all buildings, exterior of school grounds and aerial photos are essential to develop an emergency evacuation plan. In addition to copies of unaltered maps of the facilities, maps indicating the entrances and exits (including perimeter fencing), fire extinguishers, fire alarm pull boxes, telephones, telephone network hubs, tool storage, camera locations, fire suppression system in kitchen, evacuation routes (primary and secondary), utility shut offs, access roads, Command Post locations, and emergency supply storage locations shall be developed and kept with the emergency vital records to be deployed with the Incident Commander in the event of an emergency.

In addition to maps covering the entire facility, evacuation maps shall be placed in each classroom. These maps will include the primary and secondary evacuation routes, and interior safe area, and placed near the door at eye level of the students.

Floor plans, blueprints, schematics, or other maps of the school interior, school grounds, and road maps of the immediate surrounding area shall be clearly labeled and readily understandable to first responders navigating the building and grounds.

School Floor Plan

School floor plans should be attached to this Building-Level Emergency Response Plan. You may need to use several different floor plans to complete and identify all of the necessary components of the Building-Level Emergency Response Plan.

1. Evacuation Sites and Routes.

This floor plan should include the following:

- a. The school name and address
- b. Street names
- c. Labeled buildings, outbuildings, fields, and/or parking lots
- d. Common areas and administrative offices labeled by use
- e. Windows, interior doors, and room numbers
- f. A key to define any symbols used
- g. Entrances (including perimeter fencing). Be sure to number all entrances and gates.
- h. Master evacuation routes
- i. A compass indicating North
- j. Command Posts
- k. Fire extinguishers
- l. Fire alarm pull boxes
- m. Fire alarm panels and, if applicable, fire department key boxes
- n. Shut-off valves (electric, natural gas, water, etc.)
- o. Telephones (if every room has a telephone – include telephone extensions in the plan)
- p. Telephone and Network hubs
- q. Tool storage
- r. Camera locations
- s. Fire suppression system in kitchen
- t. Dead communication areas
- u. First Aid and Emergency Supplies

Area Maps should Identify the Emergency Operations at your evacuation site. This map should include the following:

- a. Command Post
- b. First Aid Station
 - i. Triage
 - ii. Casualty Collection Point/Morgue
- c. Emergency supplies
- d. Student release point
- e. Assembly area
- f. The school name and address
- g. A key to define any symbols used
- h. A compass indicating North
- i. Labeled buildings, outbuildings, fields, and parking lots
- j. Building entrances with numeric identifiers
- k. Parking area and property entrances/exits
- l. Designated fire lanes and fire apparatus access roads
- m. Evacuation routes
- n. Street names
- o. Emergency response areas

Aerial Maps

These maps will identify additional threats and resources surrounding your facility.

<i>Command Post or Emergency Control Area</i>	<i>Location/Contact Information Bronx Location</i>	<i>Location/Contact Information Downtown Location</i>
Primary Command Post	Main Office	Main Office
Secondary Command Post	Educational Ad. Office Rm. 301	COO Office
Primary Evacuation Site	Julio Caraballo Rec. Center	Wagner Hotel
Secondary Evacuation Site	The Point	Museum of Jewish Heritage
Other:		

* List alternate site for each classroom inside the school. Include diagram of floor plan

Primary Command Post

The primary Command Post is always the main office. The secondary Command Post will only be used if the primary Command Post is taken out (hostage situation, explosion, etc.).

Secondary Command Post

The secondary Command Post must meet the following criteria:

1. Access to the secondary Command Post without passing the primary Command Post
2. Ability to house 8-10 adults

3. Communication system (telephone, fax line, etc.). Ideally the room will have access to the P.A. system.
4. An Emergency Response Kit should be kept in both Command Posts, as well as emergency contact information for both students and staff.

Primary Evacuation Site

Evacuation site located on school property – ball fields and playgrounds are excellent examples. Chose an area that is farthest away from the building, but can house your school's population. Avoid sites that pass through or are in parking lots (emergency vehicles will need access to these areas). The evacuation route for each classroom must be posted in the classroom.

Secondary Evacuation Site

A secondary evacuation site must be identified in the event the evacuation must take students and staff further away from the building than the primary evacuation site or in the event of inclement weather during an evacuation. Consider another school, public building or church. Arrangements must be made with the administrators of that building as part of the planning process. A safe passage route must be mapped out and included in this plan. Include a copy of the site map for the secondary evacuation site in this plan.

Off-Site Command Post

Indicate the area where the Command Post will be set up during an emergency that requires an evacuation. Notate the Command Post in both your primary and secondary evacuation sites.

IV. - Section III: Response

Every emergency requires an appropriate response by school officials. Protocols can be found in the Building-Level Emergency Response Plan (located in the school office), and the School Quick Reference Guide (provided to each employee at the beginning of the school year). The Communications outline will include the notification of the Principal, local fire, police and emergency services, as appropriate.

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 his 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 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 his designee then will contact emergency services, if appropriate, by dialing 911. He then will notify local law enforcement officials as the situation warrants. Local law enforcement agencies include the New York City Police at the 1st. Precinct (212- 334-0611). The Principal is the ICS designee.

The Building-Level Emergency Response Team also will be notified at the beginning of the incident. The Principal can refer to the Building-Level Emergency Response Plan and/or the Quick Reference Guide for the proper sequence for notification. After the initial response to the emergency, the sequence for official notification for the majority of incidents will be as follows:

- Principal of the School
- School Safety Officer

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

The Building-Level 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.

B. Emergency Response Terms and Signals

All schools and facilities within The John V. Lindsay Wildcat Charter Schools will use the following signals and emergency response terms in responding to an emergency:

Signal	Description	Signal Type
Evacuate	Move students for their protection from a school building to a predetermined location in response to an emergency.	Verbal Command or Fire Alarm
Shelter	Keep students in school buildings and provide them with shelter when it is deemed safer for students to remain inside rather than return home or be evacuated.	Verbal Command
Hold	Restrict movement of students and staff within the building while dealing with short-term emergencies.	Verbal Command
Secure Lockout	Students and Staff remain inside locked and secured school buildings during incidents that pose an imminent concern outside the school.	Verbal Command
Lockdown	Immediately clear the hallways, lock and/or barricade doors, hide from view, and remain silent while readying a plan of evacuation as a last resort. Lockdown will only end upon physical release from the room or secured area by law enforcement. Lockdown is initiated during incidents that pose an immediate threat of violence in or around the school.	Verbal Command
All Clear	Indicates that the crisis or emergency has ended and to return to regular activities.	Verbal Command

NY STATE EMERGENCY RESPONSE TERMS

Effective 7/1/25, schools must use the emergency terms on this card. (8 NYCRR §155.17)

SCHOOL NAME:

911 ADDRESS:



SHELTER-IN-PLACE/SHELTER

SHELTER STUDENTS AND STAFF INSIDE THE BUILDING BECAUSE IT IS SAFER INSIDE THE BUILDING THAN OUTSIDE.

RECOMMENDED ACTIONS:

- Listen for instructions.
- Students in hallways should return to assigned classroom, if possible.
- Take attendance.
- Staff assist students as needed.
- Move away from windows if situation warrants.
- If instructed, move out of classroom to designated safe area; take attendance upon arrival at the new location.
- Stay together at all times.
- Listen for updates.



HOLD-IN-PLACE/HOLD

RESTRICT MOVEMENT OF STUDENTS AND STAFF WITHIN THE BUILDING WHILE DEALING WITH SHORT-TERM EMERGENCIES.

RECOMMENDED ACTIONS:

- Listen for instructions.
- Students in hallways should return to assigned classroom, if possible.
- Take attendance.
- Staff assist students as needed.
- Listen for updates.



EVACUATE

EVACUATE STUDENTS AND STAFF FROM THE BUILDING.

RECOMMENDED ACTIONS:

- Listen for instructions.
- Lead students to designated assembly area. Use secondary route, if necessary.
- Students in hallways should evacuate through the nearest exit.
- Bring attendance list and class roster.
- Close the classroom door after exiting.
- Take attendance when safe to do so.
- If evacuating off site, take attendance before moving from and upon arrival at off-site location.
- Listen for updates.



SECURE LOCKOUT

STUDENTS AND STAFF REMAIN INSIDE LOCKED SCHOOL BUILDINGS DURING INCIDENTS THAT POSE AN IMMINENT CONCERN OUTSIDE OF THE SCHOOL.

RECOMMENDED ACTIONS:

- Listen for instructions.
- Lock all exterior doors and windows.
- Follow school procedure for blinds/lights.
- Take attendance.
- Classroom instruction continues as normal.
- All outdoor activities are terminated.
- Listen for updates.



LOCKDOWN

SECURE STUDENTS AND STAFF INSIDE LOCKED CLASSROOMS DURING INCIDENTS THAT POSE AN IMMEDIATE THREAT OF VIOLENCE IN OR AROUND THE SCHOOL.

RECOMMENDED ACTIONS:

- LOCKDOWN announced - move quickly.
- If safe, gather students from hallways and common areas near your classroom.
- Lock the door. Barricade if necessary.
- Move students to a safe area in the classroom out of sight of the door.
- Follow school procedure for windows/blinds/lights.
- Keep everyone quiet. Silence cell phones.
- Take attendance, if possible.
- Do not communicate through door or answer room phone.
- Only respond to P.A. or alarms when there is an immediate life safety hazard based on observed conditions (smoke, fire, heat).
- Stay hidden until physically released by law enforcement personnel.

Contacting all educational agencies within the Charter School – **The John V. Lindsay Wildcat Charter School includes two campuses: 17 Battery Place, NY, NY 10004 (Grades 9-12) and 1239 Lafayette Ave, Bronx, NY. In the event of an emergency at the 17 Battery Place campus, the Principal will notify by telephone the chief administrator at the 1239 Lafayette Ave campus. When the emergency occurs or may occur at the 1239 Lafayette Ave campus, the chief administrator will notify by telephone the Wildcat Principal, Ronald Tabano.**

Contacting parents – It is the duty of the Principal or his 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 his 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. The NYC 1st. Police Precinct, (212- 334-0611), will also be notified, using the telephone.

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, in his absence, one of the School's available administrators or teachers.

In the event of a critical incident, the Principal and/or his 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. For this purpose, an area media contacts list will be developed by the Principal.

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 Charter School-Wide School Safety 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 his 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 his 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. 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 his designee. The Principal will remain at the school until all students are dismissed.

C. 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 Building-Level Emergency Response Plan and/or the Charter School Quick Reference Plan. The Principal will maintain a log of all medical treatment provided to students or staff members. The Principal will file an incident report immediately after each emergency incident so that response protocols can be reviewed, assessed and modified as needed.

- **Multi-Hazard Response**

Multi-hazard response – The John V. Lindsay Wildcat 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.

Charter School-Wide School Safety Plan and Building-Level 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.

1. 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, and evacuation, go home.**

2. 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 his/her designee 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.

3. 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, and evacuation, go home.**

4. 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, and evacuation, go home.**

5. 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, and evacuation, go home.

Responses to Implied or Direct Threats of Violence

Implied or Direct Threats - The John V. Lindsay Wildcat 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 John V. Lindsay Wildcat 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 John V. Lindsay Wildcat 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 his designee, either directly or through a member of the school staff.
2. The Principal or his 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 his/her 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 Building-Level Emergency Response Plan, and the Quick Reference Guide.] 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**

Response to acts of violence - The John V. Lindsay Wildcat Charter School has developed the following protocol. In the event of an act of violence, it will be implemented through a four step sequence:

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

Step 2 - The Principal or his 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 his designee will immediately investigate the act of violence. For the Principal or his 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 his 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**

Response protocols - The John V. Lindsay Wildcat 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 1st. Police Precinct.

In the event of an emergency telephone call such as:

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

or 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:

- Principal

- **Emergency Agencies & Services Available in the Bronx**

Arrangements for obtaining assistance – It has been determined that for **ALL EMERGENCIES**, dial **911**. This includes police, fire and ambulance. The Principal, or his designee will be the individual responsible for initiating contact.

Advice and assistance – The Principal will begin by contacting personnel at the NYC 1st. Police Precinct. The Principal will also contact other available resource persons as needed by reached by Emergency Numbers, which are:

<i>Chemtrec</i>	800	424-9300
<i>National Response Center –Oil & Toxic Chemical Spill</i>	800	424-8802
<i>Pesticide Service Center</i>	800	858-7378
<i>American Red Cross</i>	800	564-0277
<i>Poison Control Center</i>	800	336-6997
<i>Domestic Violence / Child Abuse Hotline</i>	800	942-6906
<i>Suicide Hotline (adolescent)</i>	800	621-4000
<i>Teen Hotline / Help Line</i>	800	767-6336

Department of Environmental Conservation
Gas Odors

800 457-7362
800 942-8274

School resources for use in an emergency – The Wildcat Academy can use other resources. Those resources include:

- The Wagner Hotel and The Museum of Jewish Heritage

Procedures to coordinate resource use - The John V. Lindsay Wildcat Charter School has prepared a listing of all resources available to the school is located in the Building-Level 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 Transit Authority.

In the event of an emergency, phone numbers are listed for the Principal. 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 a Charter School-Wide School Safety Plan for the protection of all students, faculty and all buildings and grounds and the physical assets of the school.

The New York City Transit Authority 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 Principal 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 cancelled. 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 Wagner Hotel which is located at 2 West St. NYC, NY.

The following is the procedure to be implemented:

1. The Principal or his designee will make the decision to evacuate.
2. The Principal or his 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

- **School Cancellation / Early Dismissal Plan**

Response plans for school cancellation, dismissal, evacuation and sheltering – The John V. Lindsay Wildcat 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 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 his designee. The Principal or the school secretary will call teachers to notify them of the cancellation. Teachers, in turn, call the parents of the children in their classes.

- 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 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.

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 his designee will make the decision to “Evacuate”.
2. The Principal or his designee will notify the local police and fire departments and the Building-Level Emergency Response Team, if and as appropriate.
3. If students are to be transported beyond walking distance, the Principal or his 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 Wagner Hotel.
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.

EVACUATION SITE

SHELTERING (PRIMARY/ALTERNATE)

School

Wagner Hotel

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 his 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 2 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 his designee will be inspected 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 John V. Lindsay Wildcat 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 John V. Lindsay Wildcat Charter School will support the Building-Level 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 John V. Lindsay Wildcat 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.