



**Community Partnership
Charter School Education Corporation
Beginning with Children Foundation**

**185 Broadway, 2nd Floor
Brooklyn, NY 11211**

District-Wide School Safety Plan

**Beginning with Children Charter School 2
Community Partnership Charter School
Community High School**

Fall 2026

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Purpose

This document is Community Partnership Charter School Education Corporation's (CPEC) District-wide Project SAVE School Safety Plan – with the confidential details of the Building Level Plan stored and available upon request in accordance with Project SAVE requirements. CPEC developed this safety plan to implement response protocols, strategies, and safety practices that prevent violence and unsafe school conditions and is responsive to emergency situations. The Plan was developed in adherence to safety plan guidelines distributed by the New York State Education Department. Handbooks and policies follow regulations as set forth by city, state, and federal education regulations. Plans are created to respond to the following multi-hazard situations: Fire, Intruder Alert, Bomb Threat, Medical Emergency, Gas Leak, Civil Disturbance, and will include plans for Lockdown, Shelter-In, Evacuations, School Closure and Early Dismissals.

CPEC schools facilitate regular training for staff to discuss school safety concerns and prepare for emergency situations. Emergency response drills are scheduled to facilitate organized and effective use of these plans in the case of an actual emergency. The initial response to all emergencies will be led by the on-site (Building Level) School Safety/Crisis Leadership Team. Upon activation of the School Safety/Crisis Leadership Team, local emergency officials and the Board of Trustees will be notified as appropriate. Efforts may be supplemented by county and state resources through existing protocols as required. The School Safety/Crisis Leadership Team members will also serve on the Emergency Response Team, Post Incident Response Team and Recovery Team.

Site Information

Network

Community Partnership Charter School Education Corporation / Beginning with Children Foundation

185 Broadway, 2nd Floor, Brooklyn / 11211

212-750-9320 / info@bwcf.org

School Sites

Beginning with Children Charter School 2 - Lower 84K037 / CSD 14

215 Heyward Street, Brooklyn / 11206

718-302-7700 / info@bwcf.org

Co-Principal: Mike Ferrara - mferrara@bwccs2.org

Co-Principal: Yvette Ferrara - yferrara@bwccs2.org

Director of Operations: Michael Copeland - mcopeland@bwccs2.org

Beginning with Children Charter School 2 - Middle 84K037 / CSD 14

11 Bartlett Street, Brooklyn / 11206

718-599-2924 / info@bwcf.org

Co-Principal: Edwin Santiago - esantiago@bwccs2.org

Co-Principal: Eloise Cummings - ecummings@bwccs2.org

Director of Operations: Melissa Rodriguez - msrodriguez@bwccs2.org

Community Partnership Charter School - Lower 84K702 / CSD 13

241 Emerson Place, Brooklyn / 11205

718-399-3824 / info@cpcsschool.orgPrincipal: Brandon Scott - bscott@cpcsschool.orgDirector of Operations: Nastassia McAnuff - nmcanuff@cpcsschool.org**Community Partnership Charter School - Middle 84K702 / CSD 13**

114 Kosciusko Street, Brooklyn / 11216

718-636-3904 / info@cpcsschool.orgPrincipal: Janna Tsimprea / jtsimprea@cpcsschool.orgDirector of Operations: Ruth Alexandre / ralexandre@cpcsschool.org**Community High School 84K037 / CSD 14**

250 Jay Street, Brooklyn / 11201

917-893-3999 / hsinfo@communityhsbk.orgPrincipal: Esosa Ogbahon / EOgbahon@communityhsbk.orgDirector of Operations: Dominique Artamin / dominique.artamin@communityhsbk.org**External Supports Contact Information**

Title	Name	Email
President	Esosa Ogbahon	eogbahon@bwcf.org
Chief Operations Officer	Pascale Artamin	partamin@bwcf.org
Chief Academic Officer	Keisha Rattray	krattray@bwcf.org
Chief Financial Officer	Brian Stemmer	bstemmer@bwcf.org

Plan Review and Public Comment

Pursuant to Commissioner's Regulation, Section 155.17(c)(3), a summary of this Plan will be made available for public comment at least 30 days prior to its adoption. The Plan will be formally adopted by the Board. To ensure student safety, the plan will be considered 'in effect' until such time as a full public review can be conducted and the Plan approved.

In accordance with Amendment to Section 155.7, certain sections of our Safety Plan with response action detail and private contact information will remain 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. Full copies of the Building-Level Safety Plan will be supplied to

both local and State Police within 30 days of adoption.

This Plan will be reviewed periodically during the year and will be maintained by the Chief Operations Officer.

Implementation of School Security Policies and Protocols

CPEC schools co-located in New York City Department of Education buildings are supported by NYPD school safety officers or agents. CPEC schools in private spaces contract with a licensed New York State private security service agency. Security staff enforce school safety and visitor management procedures.

- CPEC school staff and students check-in at the designated school entrance supervised by Operations and/or private security staff.
- CPEC Visitors check-in at security for building entry, and all visitors entering the building are required to provide at least one (1) item of valid photo identification (e.g., Driver's License).
- Visitors are required to sign-in upon building entry. Logbooks must be maintained at the site for a period of three years. Main entrance signage directs visitors to stop at the security desk to sign in and to show photo identification.
- Visitors remain in the waiting area located in the lobby until a staff person arrives to direct the visitor to their destination in the building.
- A staff person directs visitors back to the lobby where security staff signs them out of the school building.

Closing Procedures

Building hours of operation for PreK-8th grade sites range from 7:30 AM - 5:30 PM, Monday-Friday. Building hours of operation for grades 9-12 are 8:30 AM - 5:30 PM. Beginning at 7:00 AM, all staff may enter the building via the main school entrance. Staff are directed to contact a member of the operations team or school leader if access is required outside of building hours. Security staff remain on duty while students and staff are in the building. After the dismissal of the final program in operation within the building and upon departure of administrative personnel, a member of the Security Team conducts a total building sweep to ensure conditions are safe and secure, and all students have left the building. Security on duty confirms the building has been secured on a daily basis before leaving for the day.

Maintenance of Vital Education Agency Information

CPEC schools collect and maintain vital educational information, including student enrollment, the number of staff, and teaching locations. The Directors of Operation are responsible for assessing transportation needs. The office assistants maintain and update listings of home and work telephone numbers for key personnel throughout the school. Updated School Staff contact lists are maintained by Community Partnership Charter School Education Corporation and CPEC school sites. CPEC schools ensure updated rosters are kept in the School "Emergency/Safety" Binder. This list includes Emergency Contact Information for all school staff and students. Staff locations can also be found on

the websites for each school: www.bwccs2.org, www.cpcsschool.org, and www.communityhighschoolbk.org. This binder includes a list of all local emergency contact names and numbers for police, fire, hospital.

Drills / Exercises / Training / Prevention Strategies

CPEC schools create a positive, safe learning environment for students by adhering to established prevention and intervention strategies. School leadership partner with their NYPD's local precinct, local emergency responders and medical personnel to establish good working relationships. Safety officers and staff are trained and aware of building safety protocols and location of life saving AED/CPR equipment. Schools will ensure security staff are experienced and fully trained to fulfill their duties, including training in de-escalating potentially violent situations. Annually and on an ongoing basis, schools will update and review safety plans with school staff - ensuring plan logistics, roles, and responsibilities are clearly communicated. Annually, each school will ensure one safety team member attends DOE school safety training. Schools will ensure staff receive multi-hazard, violence prevention/intervention and threat assessment training through a combination of full-scale drills and staff development programs. School leadership will review emergency response plans with students to ensure all are prepared and trained to respond in case of emergency. Schools will schedule, with the assistance of the New York State Department of Education, training programs for staff responsible for emergency response and recovery protocols. School Incident Commanders will organize, schedule, and document the training programs that are provided to school personnel. Training programs provide:

- Incident Command System (ICS) training, focusing on individual roles
- Information on the characteristics of hazards and their consequences and the implementation of emergency response actions, including protective measures, notification procedures, and available resources.
- Emergency personnel training for the variety of skills necessary to help reduce or eliminate hazards and to increase their effectiveness in responding to and recovering from emergencies of all types
- Additional specialized training and refresher training in responding to crisis situations
- School specific training based upon special needs populations

In accordance with Education Law § 2801, the school will conduct twelve safety drills each school year. Safety drills will be conducted at different times of the day, including during non-instructional and after-school hours. All drills must be scheduled and shared with the Incident Command Team before the start of the school year.

- Twelve safety drills will be conducted annually.
 - Eight safety drills will be conducted by December 31st of each year.
 - Evacuation: 8 annually
- Lock down drill: 4 annually
 - To adequately prepare students and parents for drills and to reduce any potential student trauma or fear, families are notified at least one week in advance of lockdown drills.
 - Template: [Parent/Guardian Notification Letter](#) (sent at least one week prior to drill)

- Three bus drills will be completed annually by April 30th of each year.
 - 1st completed within the first seven days of school
 - 2nd completed between November 1st and December 31st
 - 3rd one completed between March 1st and April 30th

Early Detection of Potentially Violent Behaviors

CPEC Schools have policies and procedures for dissemination of information regarding the early detection of potential violent behaviors. In accordance with Section 155.17(c)(1)(iii), all teachers and non-instructional staff members are provided with School Violence Prevention training at the beginning of each school year. Updated training in this area will be provided annually.

Informative materials are distributed on an ongoing basis at staff meetings throughout the school year. Staff development is conducted during Professional Development Days and/or Summer Institute Professional Development in order to develop awareness and provide training for staff regarding this issue. This material is also available to caregivers and the community during various meetings.

Emergency Response Protocols

CPEC has established protocols for school responses to emergencies. General procedures 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 and contacting personnel at the local NYPD Precinct.

Schools will provide violence de-escalation and early warning sign identification training to all staff. An incident report will be completed by the Principal or his/her designee immediately after each emergency incident in order for response protocols to be reviewed, assessed and modified as needed.

The Principal and Director of Operations for each school site have been authorized to afford maximum protection that is reasonably attainable for all students, staff and facilities. This includes the development and implementation of a building level safety plan for the protection of all students, staff, and the physical assets of the school.

Building Level Safety Plan development are guided by four principles:

1. Holding action designed to contain the situation
2. Keeping children and staff isolated from the situation
3. Communication with the proper authorities; and finally
4. Restoring normal activities.

Soft Lock-Down Procedure

Soft Lock-Down emergencies will be reported in person or by phone to the Principal and/or Director of Operations. The caller will provide the location of the threat and nature of the emergency. For example, "Attention: there are two parents fighting on the second floor. I repeat, there are two parents fighting." Immediately upon notification, the Principal and/or Director of Operations will make an announcement twice on the school's PA system; for example: *"Attention: We are now in Soft Lock-Down. Take proper action."* The school-wide announcement will alert the Emergency Response Team who will immediately take the appropriate next steps.

Teachers are trained to:

- Quickly retrieve students in the hallway directly outside of their classrooms.
- Lock the classroom door.
- Pull down classroom shades and block visibility inside.
- Keep students quiet and out of sight.

The Soft Lock-Down directive will remain in effect until hearing the “All Clear” message *“The Soft Lock-Down has been lifted”* followed by specific directions.

Hard Lock-Down Procedures

Hard Lock-Down emergencies will be reported in person or by phone to the Principal and/or Director of Operations. The caller will provide the location of the threat and nature of the emergency. For example, “Attention: there is a man roaming the halls yelling about choking a ‘Wendy’.” Immediately upon notification, the Principal and/or Director of Operations will make an announcement twice on the school’s PA system; for example: *“Attention: We are now in Hard Lock-Down. Take proper action.”* The school-wide announcement will alert the Emergency Response Team who will immediately take the appropriate next steps.

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

Students are trained to:

- Move out of the line of sight and maintain silence

Teachers are trained to:

- Check the hallway outside of their classrooms for students, lock classroom doors, and turn the lights off
- Pull Shades and move away from the line of sight and maintain silence.
- Wait for First Responders (fire, police or EMT) to give further instruction.

In a Hard Lockdown, **no one other than a first responder can give the ‘All Clear’ signal.** The Hard Lockdown will remain in effect until that signal is given by a first responder.

Students and teachers who are in shared spaces are instructed to seek safe haven in the closest possible lockable space, as outlined below:

Scholars and staff in the multi-purpose room (cafeteria) and in the gym must enter the nearest lockable room or classroom.

Shelter-In Procedure

Shelter-In emergencies are reported in person or by phone to the Principal and/or Director of Operations. The caller must provide the location of the threat and nature of the emergency. For example, “Attention: there are gunshots being fired on Flushing Avenue. I repeat, there are gunshots

being fired on Flushing Avenue.” Immediately upon notification, the Principal and/or Director of Operations. will make an announcement twice on the school’s PA system; for example: *“Attention: This is a shelter-in. Secure the exit doors.”* The school-wide announcement will alert the Emergency Response Team who will immediately take the appropriate next steps.

When the danger outside of the building is a gun and the school is in a shelter-in, a security guard and other staff are assigned to building entry and exit locations to ensure no one is able to enter or leave the building.

Hold Procedure

A Hold is initiated when there is a condition inside the school building, and the immediate need to address the condition requires staff, students, and visitors to remain in place and conduct business as usual until the “All Clear” is announced. Hold might be initiated to manage an incident in the building that does not place the school community in danger, or whenever directed by First Responders. Hold does not replace a soft or hard lockdown. The Building Response Team and School Safety Agents will sweep the building. Anyone found in the restrooms, hallways, stairwells, or the lobby will be taken to a designated area until the “All Clear” announcement is made. Announcements must be made to remind everyone to disregard any “end of class” signals. No one may enter or leave their room or office until the announcement is made indicating that the “All Clear” has been issued and the building can return to regular operation. During a Hold, anyone entering the school must be informed of the Hold. If students are returning from lunch, they must be escorted to a designated area where they can remain, with proper supervision, until the “All Clear” announcement is made.

CPEC school Building Level Safety Plans include the school's response plans for categories of emergencies.

Civil Disturbances Bomb Threat Intruder in the Building Hostage Kidnapped Person	The first person aware of the situation will immediately notify the Principal or Director of Operations. He/she will notify the police. If it becomes necessary to respond to civil disturbances, the Incident Commander or an appropriate designee will conduct a threat assessment and implement a response, including a shelter-in, lock down, evacuation, or early dismissal and will relinquish authority to the police upon their arrival and assist as requested.
Environmental Problems Air Pollution Drought Earthquake Flood Oil/Gasoline Spill Radiological Incident Storms (Snow/Ice/Wind/Hurricane/Th	Emergencies caused by naturally occurring or man-made environmental problems require an appropriate response by school officials. 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 and the Director of Operations, for control,

<i>understorm/Lightning Storm/Tornado)</i> Toxic Material Spill Water Contamination	clean up, remediation, and disposal of any materials, if needed. The appropriate responses include the use of sheltering, lock down, evacuation or early dismissal protocols.
Fire and Explosion False Fire Alarm Fire Explosion	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 or a designee may rely on one of the following responses: shelter, lock down, or evacuation.
Systems 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	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. The appropriate responses include the use of sheltering, lock down, evacuation or early dismissal protocols.
Medical Emergencies 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, Fire Shock Chemical/Toxic Exposure	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. The guiding principles are to provide appropriate emergency care until competent medical or caregiver care is secured. Emergency care is not authorized beyond 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 caregiver or legal guardian. Emergency information sheets are requested from caregivers, and /or legal guardians, and physicians annually. Schools request information about medical conditions, allergies, daily medication needs, and other special conditions which require special medical attention during the school day.
Implied or Direct Threats of Violence	Schools enforce the School Code of Conduct policy, which governs conduct while on school campuses (whether or not an individual's presence is authorized), including 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 school main offices. The

	Principal or his/her designee will immediately investigate the report of an implied or direct threat. Investigations will include interviewing witnesses to the threat, including students and/or staff as appropriate. 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 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. If the individual is a student, his/her caregiver or guardian will be contacted by the Principal or his/her designee. In all cases the incident is documented as per school incident report protocols.
Acts of Violence	The Incident Commander will be notified immediately of all implied or direct threats in a manner that attempts to ensure the safety of all students and adults in the building. The level of threat will be determined based on the gathered information. The Incident Commander will contact local law enforcement officials if necessary. The situation will be monitored closely until the threat passes or local law enforcement officials take control and may also involve initiating the procedures for a building lockdown or "shelter-in" procedure and contacting area police agencies for assistance.
Suicide	All threats of suicide are considered serious. In emergency situations, 911 is called. School leadership staff are required to investigate all heard or learned of threats in order to gather information for emergency response. The Principal, school counselor or psychologist will assess risk of self harm and alert appropriate medical and mental health authorities/take the student to the ER. School staff will provide parents with mental health resources including referrals and mental health contact numbers.
Missing Child	The staff member who cannot locate the child immediately alerts the Principal or Director of Operations. The Incident Commander immediately calls a Shelter-In to prevent any students from leaving the building. After 5 minutes without finding the child, the following actions must be taken simultaneously: • The Principal engages a Soft Lockdown • The Director of Operations instructs security to review video footage. • The Director of Operations instructs office staff to check attendance records to ensure the student was in school

	and didn't leave early ● After 5 additional minutes in a lockdown if the student is not found, the following actions must be taken: ○ Student emergency contacts are called to ensure they have not been picked up ○ The police are called, if emergency contacts have not picked-up the child ○ Prior to police arrival, prepare appropriate video footage for officers to review
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Emergency Agencies & Services

School Building Response Team Incident Commanders will contact local emergency officials to review emergency procedures, to verify contact protocols and information, and to coordinate their involvement in School Safety drills. Schools are directed to call 911 for all emergencies necessitating police, fire and ambulance response. The Incident Commander, Principal, or his/her designee will be the individual responsible for initiating contact and begin emergency response protocols by contacting personnel at the local NYC Police Precinct.

Other available resource persons are contacted as needed - Emergency Numbers are listed below:

Chemtrec	800 262-8200
National Response Center -Oil & Toxic Chemical Spill	800 424-8802
National Pesticide Service Center	800 858-7378
American Red Cross	800 564-0277
Poison Control Center	800 336-6997
Domestic Violence I Child Abuse Hotline	800 942-6906
Suicide Hotline (adolescent)	800 621-4000
Teen Hotline I Help Line	800 767-6336
Department of Environmental Conservation	800 457-7362
Gas Odors	800 942-8274

Procedures to Coordinate Resource Use

A list of all emergency response equipment and resources are listed in each school Building Level Safety Plan. The list includes the emergency equipment available such as batteries, food supplies, water, fire extinguishers, etc. For emergencies requiring transportation, the school will call 911 and request assistance.

School buildings are equipped with:

- a public announcement system
- video surveillance cameras are installed at the five locations: B2 MS [11 Bartlett Street], B2 LS [215 Heyward Street], CP LS [241 Emerson Place], CP MS [114 Kosciusko Street] and CHS [250 Jay Street].
- a cafeteria and/or gymnasium to be used for additional sheltering purposes

- landline telephone communication throughout the building
- hand-held radio communication

Notification to the Principal and the Director of Operations will allow the activation of emergency response protocols and for all resources and facilities 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. An evacuation may arise in case of an unforeseen emergency such as a fire, gas leak, bomb scare, act of war, act of terrorism or any other situation where the administration of the school determines students and/or staff are in danger. Students and staff may require transport to an alternate location. Schools identify primary, secondary, and tertiary evacuation sites in their Building Level Safety Plan. Students and staff will report to the off-sheltering site. Building occupants will be required to evacuate to a location off school grounds in order to ensure their safety.

If an EVACUATION is called, the following is the procedure to be implemented:

- Schools create and post evacuation routes for every room occupied by students and staff, including rooms that may be used intermittently throughout the day. Procedures are followed prior to the decision to evacuate the school/site. Egress routes are utilized to facilitate building occupants leaving the building quickly and safely as per predetermined procedures to evacuate the school/site.
- The Incident Commander, Principal or her/his designee will make the decision to evacuate.
- The Director of Operations or her/his designee will notify the local police and fire departments, if and as appropriate.
- The Director of Operations or his/her designee will notify the appropriate official(s) at the off campus alternative site(s).
- Teachers will assemble students at the designated assembly site outside the evacuated school building.
- Teachers/staff will be dispatched to the alternative site(s) to prepare receiving areas.
- Teachers will walk students to the designated alternative site, take attendance, and report attendance to the Director of Operations and his/her designee.
- Dismissal from alternate site locations - a staff member assigned to monitor the entrance of the alternate site location will direct parents and guardians to correct pick-up areas. The Director of Operations or his/her designee will inspect the site to ensure all children have evacuated. Upon final building inspection, school personnel will be released by the Director of Operations or his/her designee on a need basis.

School Cancellation / Early Dismissal Response Plans

CPEC has established responses for emergencies, including the cancellation of classes, early dismissal, evacuation, and sheltering for schools.

- **Before 6AM** - 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 via text alerts and calls to caregivers. The President will make the decision to cancel or dismiss school. The President is responsible for notification to School Principals. School principals and/or his/her designee will text/email teachers to notify them of

the cancellation.

- **Dismissal during the school day** - If during the school day, weather or another situation threatens and/or develops that would jeopardize the health and safety of students, the school may be closed earlier than the usual dismissal time. In that event, the caregivers will be notified that students are being released. Caregivers will then expect their children to arrive home before the regular arrival time.

Emergency Remote Instruction Plan

1. Availability of student laptops for synchronous instruction.

Schools will determine access to computers via Digital Equity Survey Data collected annually and reported to the Student Information Repository System (SIRS). Schools are also required to track the assignment and status of devices for in school instruction. Students will be able to access these devices to take home for remote instruction. Additional devices can be requested and purchased by the network support office for CPEC schools, or coordinated for a short term loan between CPEC network schools.

Schools will communicate procedures for transitioning to remote instruction, including the dissemination of laptops via:

- Multiple modes including ParentSquare, ClassDojo, phone calls, emails, text messages and social media posts.
- School website information will remain up-to-date with instructions pertaining to remote and in-person instructional schedules, access to technology, and other remote instruction procedures.
- School leaders will facilitate parent/guardian virtual meetings and principal roundtables to communicate plans.
- All school communication will be translated into Spanish.

2. Internet Connectivity/WiFi Access at Home

Schools will determine access to the internet via Digital Equity Survey Data collected annually and reported to the Student Information Repository System (SIRS). To the extent possible, schools will support students and families with securing no-to-low-cost options for Wi-Fi access and accessing the internet at home. Where this is not possible, schools will work with community partners to secure Wi-Fi access for students and families for remote learning participation. Families without access to Wi-Fi at home will be able to obtain free or discounted Wi-Fi through one of these options. If these options are not viable, schools will purchase and provide enabled wireless hotspots for families who need them.

3. Proportion of time spent in synchronous and asynchronous instruction.

**Expectation that asynchronous instruction is supplementary to synchronous instruction.*

Schools are required to track the assignment and status of staff laptops and other devices for in school instruction. Staff will be able to access these devices to take home for synchronous remote instruction. Additional devices can be requested and purchased by the network support office for CPEC schools, or coordinated for a short term loan between network schools.

Staff without access to Wi-Fi at home will receive options for free or discounted Wi-Fi. If these options are not viable, schools will purchase and provide enabled wireless hotspots to staff who need them.

Instructional staff and related service providers will be required to set up remote learning google classrooms and be linked to their rostered students. Teachers and other mandated service providers will be required to pivot to remote synchronous instruction through google classroom and other supporting edtech platforms.

Approximately one-third of the remote school day will be dedicated to synchronous instruction, providing direct engagement between teachers and students.

Approximately two-thirds of the school day will consist of asynchronous instruction, allowing students to work independently on assignments and demonstrate mastery of learning tasks.

Instruction will be delivered in a manner as close to students' in-person mandates as practical, utilizing electronic platforms to support IEPs, ELL/ML accommodations, and other individualized learning needs.

Teachers will receive training during Summer Institute and periodic in-service professional development sessions throughout the year to support alignment with district instructional expectations and remote learning practices.

4. Alternate Options for Remote Instruction at Home

School leadership will coordinate with teachers, paraprofessionals, related service providers and families to assess students' ability to participate in remote instruction. Students assessed as needing an alternate option for remote instruction will receive other materials for at home work (*packets, manipulative materials, books, etc.*). These materials can be utilized asynchronously by students and their caregivers. Whenever possible and appropriate, teachers may also work 1:1 to support students during sessions apart from full-class synchronous instructional periods to support at-home learning and utilizing classroom strategies and materials and/or assign 1:1 paraprofessionals to support the practice/reinforcement of learning skills during remote learning.

5. Provision of Special Education and Related Services

Teachers and related service providers will pivot to remote instruction in the event of a school closure. In alignment with student IEPs, special education and related services will be provided to students with disabilities during remote learning through a combination of synchronous and asynchronous learning opportunities, individualized instructional sessions and other activities to engage in while at home.

Schools will coordinate with related service providers to maintain service schedules with students via remote sessions. Occupational therapy, physical therapy, and speech providers will obtain parental consent in order to provide related services remotely. IEP goals will be reviewed on a regular basis and assessed for progress in a remote learning environment.

6. Remote instruction Daily Instructional Hours

The number of hours of remote instruction will mirror the number of hours provided for full day in-school instruction.

- Students in grades Pre-K- 8 will receive a minimum of 6 instructional hours per day.
- Students in grades 9-12 will receive a minimum of 6 instructional hours per day.

DESHA'S LAW: Cardiac Emergency Response Plan (CERP)

1. Purpose

In compliance with New York State Education Law (Desha's Law) and adopted by the Community Partnership Charter School Education Corporation, the Cardiac Emergency Response Plan (CERP) coordinates response protocols for any individual experiencing sudden cardiac arrest (SCA) on school property or during school-sponsored events. The objective is to deliver life-saving care (CPR and defibrillation) within 3 to 5 minutes of collapse.

2. Cardiac Emergency Response Team (CERT)

Each school building within the Education Corporation shall establish a localized Cardiac Emergency Response Team.

- Team Leader: Building Principal, Director of Operations, or designated Health Office personnel.
- Members: School Nurses, Physical Education staff, Athletic Coaches, Security Personnel, and designated CPR/AED-certified staff volunteers.
- Roster Maintenance: A current list of CERT members, their primary contact methods, and certification expiration dates must be maintained in the Main Office and Health Office.

3. Medical Emergency Skills Training

To ensure the highest standard of readiness and schools are prepared to handle medical emergencies and other safety incidents school staff are trained in compliance with the New York City Department of Education's (DOE) standards for medical emergency response. Emergency Skills training is provided by Emergency Skills

- Mandatory Enrollment: All required staff—including school nurses, health instructional personnel, physical education teachers, coaches, and security personnel—must successfully complete the designated DOE Emergency Skills training program.
- Curriculum Requirements: The training program must cover hands-on CPR instruction, correct AED deployment, choking response protocols, and rapid emergency communication routines.

- Recertification Schedule: All certified personnel must complete refresher courses and maintain valid, unexpired credentials in accordance with DOE and state mandates. The school health office will track these certifications., Inc. (ESI).

4. AED Placement and Maintenance

- Accessibility: AEDs must be placed in clearly marked, unlocked, and unobstructed locations accessible to staff and the public during school hours and extracurricular activities.
- Minimum Coverage: At least one AED must be located within a 1.5-minute walk from any point in the building, including gymnasiums, cafeterias, and recreational spaces.
- Inspections: The Director of Operations (or designated facilities staff) will conduct monthly checks to verify battery life, pad expiration dates, and overall unit functionality. Maintenance logs must be kept digitally.

5. Emergency Response Protocol (The "Chain of Survival")

In the event of an unresponsive individual who is not breathing or breathing abnormally:

- Step 1: Identify & Call: The first witness will immediately notify the Main Office and ensure 911 is called.
- Step 2: Activate CERT: The Main Office will broadcast an emergency code "Medical Emergency + Location" over the PA system to alert the internal response team.
- Step 3: Begin CPR: The nearest certified responder will immediately begin high-quality chest compressions.
- Step 4: Retrieve AED: A designated staff member will retrieve the nearest AED and bring it to the scene.
- Step 5: Defibrillate: Apply AED pads immediately upon arrival and follow the machine's automated audio prompts.
- Step 6: EMS Transition: Designated staff will stand at the building's main entrance to guide emergency vehicles directly to the patient.

6. Extracurricular Provisions

- Off-Site/After-Hours Events: Supervisors of school-sponsored activities outside normal instructional hours must have direct access to a designated or portable AED.
- Venue Plans: Building leadership must ensure that any external sports or community fields utilized by the school have clear, documented AED access pathways.

7. Training and Drills

- Annual Practice: Each campus building must conduct at least one practice Cardiac Emergency Drill per school year to test the response speed of the CERT and the functionality of communication channels.
- Record Keeping: Documentation of all DOE Emergency Skills training certifications, monthly AED inspections, and annual drill evaluations must be kept on file for administrative and state review.

Incident Report Procedures

The complete and accurate reporting of school-related injuries or other incidents where the safety of a student or adult was in jeopardy, is necessary to support both the prevention of future incidents and the sharing of information with appropriate authorities. Proper notification and reporting must be followed when a school-related incident of this nature has occurred. Incidents can occur on or near school property (e.g., in front of the building). They can also occur off school property when they have a nexus to the school, e.g., involving students or staff from the school.

An *incident report* should be entered each time any of the following criteria are met:

- o Alleged sexual misconduct of any kind involving students
- o Alleged staff misconduct against a student
- o On-campus injury that requires medical attention beyond what is provided and documented by the school nurse
- o The missing student protocol is deployed
- o Verbal threat of litigation or actual notice of litigation against the school
- o Police are called to the building
- o Anything that would cast a negative light on the school if reported in the media

When an incident that meets any of the criteria above occurs, the Principal and/or Director of Operations must be notified immediately. The principal must call or text the President and/or Chief Operations Officer immediately about the alleged incident. The school's electronic Incident Report Form should be submitted within 24 hours of the incident.