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**An International Baccalaureate (IB) World School**

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*(Safe Schools Against Violence in Education)*

**District-Level School Safety Plan**

*(Effective September 1, 2024)*

**CAACS EMERGENCY PREPAREDNESS/BUILDING RESPONSE PLAN  
DISTRICT-WIDE SCHOOL SAFETY PLAN**

**CRITICAL UPDATES**

**As CAACS continues in-person instruction for the 2024-2025 school year**, the CAACS-BRT will continue to be responsible for managing and supporting our school’s response to any incidents, surges, or outbreaks related to the COVID-19 pandemic. All BRT members will act under NYS/NYC DOH updated COVID-19 guidance, policies, procedures and regulations. We will continue to closely monitor COVID-19 outbreaks, taking guidance from the NYS Department of Health, the NYC DOHMH, and the U.S. Centers for Disease Control and Prevention. Experiences during COVID-related school closures emphasized the importance of planning for emergency conditions that might require school-wide virtual learning. A recent amendment to Commissioner’s Regulation §155.17 requires districts add emergency virtual instruction provisions to our annual District-wide School Safety Plan (DWSSP).

*Beginning in the 2020-2021 school year*, the New York State Education Department (NSYED) authorized a “snow day pilot” program that allowed schools to deliver instruction virtually on days in which it would otherwise have closed due to an emergency. Following permanent adoption of remote instruction days by the Board of Regents in January of 2023, all schools are required by NYSED to have in place plans that cover the provision of remote instruction in the event of emergency school closings. In accordance with state regulations, this plan will be reviewed and updated annually.

*Beginning last school year*, all public school districts and boards of cooperative educational services (BOCES) must develop a plan that addresses six different regulatory components related to how they will provide virtual instruction under emergency conditions. These Emergency Remote Instruction Plans (ERI Plans) will serve to ensure that there is a common understanding about virtual instruction amongst staff, teachers, families, and scholars. ERI Plans include the methods by which schools and districts will ensure the availability of devices and internet access, provision of special education and related services for scholars with disabilities, and the expectations for time spent in different virtual modalities, should an emergency require the school or district to transition to virtual instruction.

**As an addendum to our CAACS Emergency Response Plan** our responses may range from:

- Possible school closure.
- Google Classroom for our elementary scholars and online programs to increase their numeracy and literacy skills.
- Knowing that some of our scholars may not have access to technology and many older scholars do not live in homes with Internet connectivity, our plans will require individualized solutions for some scholars.
- In any situation, such as the closure of all schools for more than just a few days, CAACS will make every effort to continue providing educational programming to our scholars in an age-appropriate manner. Doing so is important to maintain learning and to provide scholars with a sense of normalcy and a positive focus during a stressful situation.

**Inclement Weather, Snow-days, Impairment of heating facilities, Insufficiency of water supply, Shortage of fuel, Destruction of a school building, or a Communicable disease outbreak**

In the event of any of the aforementioned conditions that would make travel excessively dangerous for our scholars and staff, or other emergencies that would otherwise cause our school to close, school will remain in session and we will pivot to virtual instruction to scholars, called **CAACS-Online**. The decision to move to virtual instruction will be made by the Principal-CEO, or her designee, in consultation with the Board of Trustees, and communicated via the school’s automated message system, school website (culturalartsacademy.org), and various

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media outlets. Parents are required to provide updated contact information on a yearly basis and should contact the school immediately if contact information changes.

### CAACS-Online

In the event that CAACS has to pivot to online learning, all CAACS families will have the option to learn exclusively from home through CAACS-Online. We will place significant emphasis on equitable instruction for all students, as well as **meaningful daily interaction with all students**, regardless of instructional method (in-person, remote or hybrid).

Mandatory teaching and learning requirements include:

- Clear opportunities for equitable instruction for all students (*how we communicate the options*);
- Continuity of learning when using any instructional model (*standards-based, rigorous teaching and learning in both options*)
- Meaningful daily interaction between teachers and scholars; and clear communication plans between parents and schools.

### Technology and Connectivity: Digital Equity and Access

Sufficient access to a computing device and high-speed broadband is essential for educational equity.

- CAACS will continuously survey the level of access all students and teachers have in their places of residence;
- To the extent practicable, CAACS will address the need to provide devices and internet access to students and teachers who currently do not have sufficient access;
- And, CAACS will provide multiple ways for students to participate in learning and demonstrate mastery of learning standards in our blended model.

CAACS will provide training on using technology and IT support for scholars, teachers and families and provide professional learning for teachers and leaders on designing effective online/virtual learning experiences.

We have invested in the technology required to provide a quality online academic experience—including distributing Chromebooks or iPads to students who need them; and working with our instructional staff grow their mastery for teaching online. We will continue to update curriculum to reflect the blended learning online and in-person model, and to ensure the guidelines and curriculum include appropriate social-emotional learning and mental health supports. We will continue to give our scholars what they need to excel—including correcting structural inequities—like closing the digital divide.

### Teaching and Learning

On virtual learning days, academic instruction (synchronous and asynchronous) will be provided via Google classroom or Google meets sessions, and/or work packets provided by the classroom teacher. The aforementioned can be accessed on any computer, tablet, Chromebook, or smart phone device. For scholars that do not have access to technology or internet service, the program will make every effort to communicate with the scholar's home school district to obtain a device and ensure that scholars can access instruction.

The instructional leadership staff and Ed-Tech Specialist will provide Google Classroom usernames and passwords and access to the classroom will be provided, updated, or reassigned at the beginning of each extended and regular school year. There, parents and scholars will find interactive assignments posted (videos, enrichment materials and information, songs, games, activities, etc.), including modified class assignments for individual scholars that is aligned to their IEP goals.

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**VIRTUAL LEARNING EXPECTATIONS**

**Parents/Caregivers**

- Monitor scholar progress on coursework.
- Provide an optimal learning environment that is free from distractions (noise, pets, etc.)
- Ensure that your scholar is following their assigned instructional schedule.
- Communicate questions and concerns to staff during scheduled office hours.

**Scholars**

- Scholars must follow the schedule provided by their teacher to complete online learning, assignments, and assessments.
- The online curriculum will be aligned with state standards.
- Scholars will have access to courses in all core areas (English language arts, mathematics, sciences, and social studies)
- Scholars will have limited access to “specials”.
- Scholars will earn grades for their work.
- If state or local regulations require a school closure, scholars participating in this option will continue as scheduled and will continue to use the online curriculum and platform.

**Teachers**

- Teachers will provide a weekly schedule to virtual scholars.
- Live instruction will be provided through the web-based video conferencing tool Google Classroom.
- Using the Google Classroom platform, teachers will provide instruction to scholars. Google Classroom sessions will be scheduled each day by all teachers with links and log in information sent out by the classroom teacher. The length of Google Classroom sessions will be consistent with the needs and abilities of each classroom group.
- Teachers will provide virtual office hours during the school day to meet the needs of small groups, individuals, and guardians.
- Teachers will grade work in a timely manner.

For those scholars who do not have good access to technology in their homes, or will not attend to the computer, teachers will provide work packets to complete, based on their Individualized Education Plan goals. Access to the classroom teacher will be available via phone to assist with any questions and provide directions.

**Related Services**

Zoom sessions will be set up between scholars and their service providers once consent is given. The provision of related services on any given day will be based upon the scholar’s service schedule. For example, if a scholar was scheduled for occupational therapy on Fridays, and we are going virtual Friday, the occupational therapist would reach out to the parent to set a time for a live zoom session. The Director of Student Support will liaise between the service provider and the parents.

**INTRODUCTION TO SAFETY AND SECURITY**

As recent tragedies in schools have demonstrated, the importance of having a plan in place for how the school and community will respond in an emergency cannot be overemphasized. Education Law §2801-a and Commissioner’s Regulation §155.17 require that each public school develop and annually update a confidential building-level Emergency Response Plan (ERP) that includes details about how school personnel and scholars would respond to

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different types of emergency situations that may occur in their school. In addition, each public school district, BOCES and charter school must also develop and annually update a district-wide school safety plan that provides critical information to parents, educators and the school community about the policies and procedures that are in place related to school safety.

Emergencies in schools must be addressed in an expeditious and effective manner. Schools are at risk of acts of violence, natural, and manmade 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 prevention, response and recovery with respect to a variety of emergencies in schools.

Charter schools are considered districts in and of themselves. Therefore, even as just one school with just one building, we are required to have both District and Building Level Project SAVE School Safety Plans. This document is the Final version of Cultural Arts Academy Charter School's combined District-wide and Building-Level Project SAVE School Safety Plans.

Cultural Arts Academy Charter School supports the SAVE Legislation, and has engaged in a robust planning process. This planning process will include meetings with parents, local police, security, school faculty and staff, and scholars to request participation in creating the plan, and feedback in reviewing the final plan. All constituencies will have full access for input.

**The Building Response Team** developed the Cultural Arts Academy Charter School Safety Plan. Our goal in creating and implementing our **School SAVE Safety Plan** is:

- To create an atmosphere and set of practices that prevent violence or unsafe conditions
- To create/implement a plan that will minimize the effects of serious violent incidents and emergencies
- To have an effective response plan for all predictable safety concern situations
- To produce a document that can be used as the basis for informing and training all school constituencies in regard to keeping our school safe.
- On June 23, 2022, Governor Hochul signed Alyssa's Law, which amends Education Law 2801-a to require schools to consider silent panic alarm systems when reviewing and amending our district and school safety plans. Compliance with this requirement is currently in process.

### **SECTION I: GENERAL CONSIDERATIONS AND PLANNING GUIDELINES**

#### **A. Purpose**

Cultural Arts Academy Charter School Safety (SAVE) Plan has been developed pursuant to Commissioner's Regulation 155.17. At the direction of the Board of Trustees of Cultural Arts Academy Charter School (the 'Board'), a Cultural Arts Academy Charter Building Response Team was created and charged with the development and maintenance of a Cultural Arts Academy Charter School Safety Plan ('CAACS Safety Plan'). The current Building Response Team, following the Emergency Preparedness/Building Response guidelines distributed by NYSED, developed the current Safety Plan. The team will review emergency response plans with the Building Response Team and all CAACS staff, families and scholars as appropriate.

Our goal in creating this plan is to ensure the maximum safety of all scholars, staff, families and visitors at our school through careful and well thought out planning. We will conduct tabletop and actual drills of included plans and lockdowns to facilitate organized and effective use of these plans in the case of an actual emergency.

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**B. Building Response Team**

Cultural Arts Academy Charter School's Building Response Team comprises of but is not limited to: Representatives from the Board of Trustees, School Leadership and Administration, Parents, Scholars, Faculty, School Safety personnel, and other school personnel. The Building Response Team is comprised of CAACS staff and our external community partner (CCC).

**C. Concept of Operations**

Response to all emergencies at Cultural Arts Academy Charter School will be by the Core Building Response Team. Upon activation of the Core Building Response Team, our Community Partners and local emergency officials and the Board of Trustees will be notified as appropriate. County and state resources through existing protocols as required may supplement efforts. The Core Building Response Team will also serve as the Emergency Response Team and Post Incident Response Team.

**D. Access to Floor Plans**

A set of floor plans and a diagram indicating School Evacuation sites and the routes scholars/staff will take to these sites will be provided to local emergency response agencies as part of CAACS Safety Planning process. Every member of the Building Response Team will have a copy of floor plans and evacuation route maps, and a copy of each will be included in the official School Safety Binder (maintained by the Safety Manager, and kept in the Security Office).

**E. Plan Review and Public Comment**

Pursuant to Commissioner's Regulation, Section 155.17(e) (3), a summary of this Plan was made available for public comment at least 30 days prior to its adoption. We have included representatives of all key School constituents and interested parties in the development and review of this plan, including a review at a Parent Meeting in the fall of 2024-2025. The CAACS Board of Trustee formally adopted the Final Plan on August 26, 2024-2025. To ensure scholar safety, the plan has been placed 'in effect'.

Our Safety Plan 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 Emergency Response 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 Core Building Response Team. For the 2024-2025 school year a Safety Plan was created in July and reviewed by the Cultural Arts Academy Charter Building Response Team prior to school opening. In accordance with New York State Education Law 2801, all staff will complete annual training on emergency response protocols by September 15th of 2024, or within 30 days of hire.

It will be in effect until CAACS year-end, where it will be reviewed and updated as needed. The Plan will be reviewed and approved by the Cultural Arts Academy Charter School Board of Trustees. The required annual review will be completed on or before September 1 of each year after, its adoption by the Cultural Arts Academy Charter School Board of Trustees.

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CAACS annually develops and updates a confidential building- level ERP that includes information about the school, key staff, floor plans, maps, and detailed response procedures for different types of emergency situations by September 1 each year and will be submitted to both the state police and local law enforcement within 30 days of adoption, but no later than October 1.

**SECTION II: RISK REDUCTION/ INTERVENTION STRATEGIES**

**A. Prevention/Intervention Strategies**

Cultural Arts Academy Charter School believes strongly in the wisdom of implementing violence prevention and intervention protocols as a primary means of ensuring scholar/school safety. These protocols take the form of Prevention Programs, Building Personnel Training, Drills/Lockdowns/Exercises/ Scholar Training, School Security Policies and Protocols, Coordination with Local Emergency Officials, and Maintenance of Educational Agency contact information as per the below:

*Prevention Programs*

- The Respect for All Program (e.g. anti-bullying programs, violence prevention meetings, conflict resolution sessions, peer mediation, mentoring programs such as *IB Learner Profile Character Education Initiative* and *Project Wisdom*, extended day programs/clubs and other school safety programs, forums for scholars concerned about bullying/violence such as Guidance Intervention Initiatives, establishing anonymous reporting mechanisms for school violence/ bullying, etc.)
- CAACS adheres to New York State’s Dignity for All Scholars Act (The Dignity Act) that seeks to provide the our scholars with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property, a school bus and/or at a school function. In addition to the above, Cultural Arts Academy Charter School creates a positive, safe learning environment for scholars by implementing community service programs such as the Your Turn To Lead Program, and by creating school schedules that minimize potential for conflicts or altercations.

*Building Personnel Training*

- In preparation for planning and executing drills or Lockdowns, the Building Response Team will review information/guidance on the NYSED and New York State Center for School Safety websites, our 2024-2025 Safety Plan, as well as Safety Plan best practices.
- When hiring school safety/security personnel, CAACS will ensure all personnel have the appropriate background (experience and training) to fulfill their role, including training in how to de-escalate potentially violent situations.
- Cultural Arts Academy Charter School will review the detail of its Safety Plans with all faculty and staff prior to school opening which will take place during our summer professional development (including all plan logistics, roles and responsibilities, and back up plans), ensuring all are clear on all roles and responsibilities as well as logistics. Staff will sign off on having reviewed and understood School Safety Plans.
- At least one Building Response Team member will attend school safety training offered by the NYCDOE and share learning with the entire Building Response Team.
- Two members of the Cultural Arts Academy Charter Building Response Team will take CPR and AED training (*CAACS currently has 7 staff members certified*).
- Cultural Arts Academy Charter School staff members will take Violence Intervention training.

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- CAACS staff will review the ALICE Training - (*Alert, Lockdown, Inform, Counter, Evacuate*) - preparation and a plan on how to handle the threat of an aggressive intruder or active shooter event more proactively.

*Drills /Lockdowns, Exercises/ Scholar Training*

- The Building Response Team will implement ‘tabletop’ exercises – playing through the execution of each of our multi-hazard plans using an actual school and neighborhood layout diagram.
- CAACS will review all emergency response plans with scholars within the first 2 weeks of school, to ensure all scholars understand expectations for their action/behavior and that of the entire school community.
- CAACS will conduct mandated actual safety evacuations that test components of CAACS Safety Plan. These Evacuation Drills/Lockdowns will be conducted in coordination with local emergency response and preparedness officials, as follows: CAACS will schedule the dates and times of Evacuation Drills/Lockdowns with local officials; Just before an evacuation drill, CAACS will contact local officials to announce the evacuation is about to start. Some evacuation drills and lockdowns will be unannounced to staff and scholars.

**Implementation of School Security Policies and Protocols**

School Safety, School Leadership and Staff will monitor hallways before and after school, as well as during class change times.

*Coordination with Emergency Officials*

- The Principal in conjunction with CAACS Safety Manager and Building Response Team Lead will contact local emergency officials to review emergency procedures, to verify contact protocols and information, and to coordinate their involvement in School Safety drills/Lockdowns.

*Maintenance of Vital Education Agency Information*

- An updated School Staff contact list will be maintained and placed within CAACS a “Emergency/Safety Binder” and a “Scholar Emergency Contact Binder”.

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

Expert guidelines for the early detection of potentially violent behaviors will be disseminated to all school staff as part of CAACS Safety Plan review. An age appropriate version of the guidelines will be discussed with scholars as part of the anti-bullying section of our CAACS character education curriculum. Parents will also be provided with information from the *Respect for All* programs and CAACS Code of Cooperation (*Discipline Policy*).

**C. Hazard Identification**

During a walk-through and in consultation with local police and School Safety staff, and as part of developing CAACS Safety Plan, the Building Response Team will identify potential emergency sites and situations.

**SECTION III: RESPONSE**

**A. Assignment of Responsibilities**



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The chain of command at Cultural Arts Academy Charter School in the case of emergencies is as follows:

1. Principal or her Designee (*Supervises Facilities and School Safety*)
2. Director of Operations
3. School Safety Manager
4. Co-Directors of Curriculum and Instruction

**B. Continuation of Operations**

- In the event of an emergency, the Principal or her designee will serve as Incident Commander. The CAACS Incident Commander may be replaced by a member of the local emergency response team
- After relinquishing command, the Principal or designee may be asked to serve a support role as part of a Unified Incident Command, if established, by the local emergency response agency.
- CAACS will follow the Chain of Command outlined above to ensure continuity of operations.

**C. Notification and Activation (Internal and External Communications)**

In the event of an emergency, internal and external communications systems will be utilized as makes most sense at the time. Standard notification protocol will be for:

- Notification of an incident or hazard development should be brought to the Principal’s attention, as soon as possible following its detection
- In the event of an emergency, the Principal in conjunction with the Head of the Building Response Team will notify all building occupants to take appropriate protective action.

Also - upon the occurrence of a violent incident, the Principal or her Designee will contact the appropriate local law enforcement officials. A list of local law enforcement officials and contact information will be posted and maintained in CAACS “Emergency/Safety’ Binder.

In the event of disaster or violent act, as necessary the Principal will also notify the Board of Trustees via phone, and all staff if immediate communication is required, or via conducting an emergency staff meeting if the situation does not require immediate communication.

As necessary, CAACS will notify parents of a violent incident or early dismissal through use of the School Messenger System and/or email/ and/or phone chain. Parent contact information will be maintained on Scholar Emergency Contact forms, and with a school-wide email group. The School Messenger System will also be maintained with current family/parent/guardian contact information.

**Note\*** – Families will be instructed in the Family/Scholar Handbook as to where to find updated information and contact numbers for CAACS in the event of any emergency situation.

**Note \*\*** – An updated School Staff contact list (with cell phone numbers) will be maintained within the CAACS “Emergency/Safety’ Binder. This binder will also contain: a list of all local emergency contact names and numbers. We will also maintain a “Scholar Emergency Contact Binder”.

**Situational responses**

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Situation	Plan
School Cancellation	<ul style="list-style-type: none"> <li>• Monitor situation that may warrant school cancellation (Principal)</li> <li>• Make cancellation determination</li> <li>• Inform families/scholars</li> <li>• Inform Staff</li> <li>• Inform Board of Trustees</li> <li>• As necessary, inform other parties (e.g. shared school)</li> </ul>
Early Dismissal	<ul style="list-style-type: none"> <li>• Monitor situation that may warrant early dismissal (Principal)</li> <li>• Make early dismissal determination</li> <li>• Agree time to send early dismissal signal (intercom)</li> <li>• Contact transportation providers and make required arrangements</li> <li>• Inform families/scholars</li> <li>• Inform staff</li> <li>• Retain appropriate school personnel on site until all scholars have been returned home/picked up</li> </ul>
Evacuation (before, during and after school hours)	<ul style="list-style-type: none"> <li>• Determine level of threat</li> <li>• Contact transportation providers and provisionally make required arrangements</li> <li>• Clear all evacuation routes and sites</li> <li>• Evacuate staff and scholars to pre-arranged evacuation site</li> <li>• Account for all scholars and staff populations. Report any missing persons to Principal or Designee</li> <li>• Make determination regarding early dismissal</li> <li>• If dismissed early, contact families/transportation providers for pick up</li> <li>• Ensure adult/continued school supervision/security</li> <li>• Retain appropriate school personnel on site until all scholars have been returned home/picked up</li> </ul>
Movement to Sheltering Sites	<ul style="list-style-type: none"> <li>• Determine level of threat</li> <li>• Confirm sheltering location, depending on nature of incident</li> <li>• Evacuate staff and scholars to pre-arranged sheltering site</li> <li>• Account for all scholars and staff populations. Report any missing persons to Principal</li> <li>• Make determination regarding early dismissal</li> <li>• If dismiss early, contact families/transportation providers for pick up</li> <li>• Ensure adult/continued school supervision/security</li> <li>• Retain appropriate school personnel on site until all scholars have been returned home/picked up</li> </ul>

Our **Multi-Hazard Response** includes the identification of the decision made, plans to safeguard scholars and staff, and procedures to provide transportation as necessary.

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***Responses to Implied or Direct Threats or Acts of Violence***

Our plans are in keeping with CAACS's Zero Tolerance Policy for School Violence. CAACS will provide violence de-escalation and early warning sign identification training to all staff at the beginning of the school year (September).

**Response to Acts of Violence**

The plan below is in keeping with CAACS's Zero Tolerance Policy for School Violence. In the event of actual violence by any member of CAACS community or person on school grounds CAACS will follow the procedure below:

- Injured parties will be taken care of
- Offending individual will be contained
- BRT in consultation with the Principal will determine the level of threat
- As required:
  - The immediate area of the act will be isolated and/or evacuated
  - Lockdown procedures will be activated
  - Local law enforcement agencies will be notified
- Situation will be monitored and response adjusted as necessary
- As necessary
  - Initiate early dismissal
  - Initiate shelter or evacuation procedures

**Protective Action Options**

All of the above will be done in cooperation with local emergency responders.

**For all Situations:**

- **Parents** - The Principal or Designee will determine if and when parents need to be informed, and will do the informing. This will be done in consultation with the School Leadership, Administration and School Safety Teams.
- **Media** –The Principal in consultation with the Board of Trustees President, will determine if and when the media needs to be informed, and will do the informing. This will be done in consultation with the Board.
- CAACS Safety Plan will convene within 48 hours to conduct a Situation Debrief/Post Mortem. The Debrief process will include soliciting input from other school constituencies as follows: Principal asks for feedback from faculty, parents and scholars (as appropriate) and also asks for feedback from other school constituencies (staff, security staff, etc.). The results of this Debrief will inform future plan updates.

**Arrangements for Obtaining Emergency Assistance from Local Government**

As necessary, the Principal will request assistance from emergency services organizations and local government agencies. Contact names and numbers will be maintained in CAACS Emergency/Safety Plan Binder. The Principal, Director of Business, Accountability and Compliance, and Director of Operations will maintain a soft and hard copy of this contact information in their offices. A record will be maintained of all Local Government Emergency Assistance requests and responses.

**Procedures for Obtaining Advice and Assistance from Local Government Officials**

As necessary, the Principal will request advice and assistance from local government officials (borough and city) and agencies such as the Red Cross. Contact names and numbers for all relevant local government

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officials and agencies, and the Red Cross will be maintained in CAACS Emergency/ Safety Plan Binder. The Head of School and Director of Operations will maintain a soft and hard copy of this contact information in their offices. A record will be maintained of all Local Government Officials and Agencies requests and responses.

***School (District) Resources Available for Use in an Emergency***

The following school resources are available in case of an emergency:

- Cell Phone
- Tool Box
- First Aid Kit
- Flashlight
- Emergency Go Bags

***Procedures to Coordinate the Use of School District Resources and Manpower during Emergencies***

*(See Multi-Hazard Plans above)*

***D. Security of Crime Scene***

The Principal/School Safety Manager (Head of Building Response Team) or designee is responsible for crime scene security and crime related evidence until relieved by law enforcement officials. No item shall be removed, cleaned or altered without prior approval from the appropriate law enforcement agency. Nothing in this section should be interpreted to preclude the rescue and aid of injured persons.

**SECTION IV: RECOVERY**

Cultural Arts Academy Charter School Recovery (*Post Incident Responses*) will include, but not be limited to:

**Short Term:**

- Mental health counseling for staff (Principal, HR Specialist) and scholars (*Principal, Director of Scholar Support, Guidance Counselor*)
- Building security
- Facility Restoration
- Post Incident Critique
  - After the recovery stage of any incident, the Cultural Arts Academy Charter Building Response Team will conduct an internal Post Mortem that will include re-evaluations of violence prevention and school safety activities as appropriate to improve our plan. Updates to the Safety Plan will be made as appropriate.

**Long Term**

- Mental health counseling for staff (Principal, HR Specialist) and scholars (Principal, Director of Scholar Support, Guidance Counselor)
- Building security
- Mitigation actions, as appropriate, to reduce the likelihood of repeat occurrence and impact if a similar incident does occur again.

**Note:** Cultural Arts Academy Charter Building Response Team has coordinated with statewide plans for disaster mental health services to ensure that CAACS has access to federal, state and local mental health resources in the 9/1/2024

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event of a violent incident. After the recovery stage of any incident, the Cultural Arts Academy Charter Building Response Team will conduct an internal post mortem that will include re-evaluations of violence prevention and school safety activities as appropriate to improve our plan. Updates to the Safety Plan will be made as appropriate.

<b>School #1 Name</b>	Cultural Arts Academy Charter School at Spring Creek
<b>Address</b>	1400 Linden Boulevard, Brooklyn, New York 11212
<b>Contact Name</b>	Dr. Laurie Midgette
<b>Contact Title</b>	Founding Principal-CEO
<b>Contact Phone #</b>	718-683-3301
<b>Contact Email</b>	lmidgette@caa-ny.org
<b>Website</b>	culturalartsacademy.org

**APPENDICES**

- **Appendix 1:** School Buildings covered by District-wide School Safety (SAVE) Plan
- **Appendix 2:** School Map
- **Appendix 3:** Building Floor Plan/Schematic, including evacuation routes, shelter locations, utility shut offs and emergency response area layouts.
- **Appendix 4:** School organization chart (*including indication of Building Response Team members and the Building Response Team Chain of Command*)
- **Appendix 5:** School Staff Contact List
- **Appendix 6:** Local emergency resources contact list
- **Appendix 7:** Emergency Supplies Inventory
- **Appendix 8:** School Vehicle Inventory