



The New American Academy Charter School

District Wide Safety Plan 2025/2026

This safety plan outlines school planning to ensure a safe and secure learning environment for all students and staff.

In the event of an emergency, parents and guardians can obtain information about their child's school in the following ways:

- Check the New American Academy Charter School website at www.tnaacs.org
- Receive calls from the school's automated phone system, or text or e-mail notifications.
- Read letters sent home with the students or posted on the school webpage.
- Contact their child's Director of Teaching and Learning (DTL)

In the event of an emergency, New American Academy Charter School personnel will work in collaboration with the Central Department of Education administration, New York City Police Department, the New York City Office of Emergency Management, as well as State and Federal agencies as necessary to ensure the safety and security of students and school staff.

Parents are advised not to immediately report to the school during an emergency and to follow the specific directions provided to ensure that all staff and students remain safe and that first responders can safely address the incident.

School Information

Building

New York City Police Department

The Langston Hughes Campus

Precinct: 067 PCT PBBS

Address Information

Street Address: 9301 AVENUE B

City/State/Zip: BROOKLYN, NY 11236

School Contacts

New American Academy Charter School (TNAACS)

Main Phone: 718-385-1709

Kori Tatum (Student Recruitment & Family Engagement)

Fax Number: 718-968-6521

Lisa Parquette Silva (Principal)

Critical Security Notifications and Offices

The New American Academy Charter School (TNAACS) District Chief Emergency Officer

Lisa Parquette Silva

Principal, The New American Academy Charter School (TNAACS)

Telephone: (718) 385-1709

Fax: (718) 385-1856

Email: lsilva@thenewamericanacademy.org

New York City Department of Education: Emergency Contacts

Office of Safety & Youth Development: (212) 374-4368

Office of Pupil Transportation: (718) 392 - 8855

Division of School Facilities: (718) 349 - 5799

Office of Special Investigations: (718) 935-3800 Respect For All
(Bullying) Hotline: (718) 935-2288

New York City Police Department:

Precinct: 067 PCT PBBS (718) 287-3214

Borough Safety Director Borough	Telephone
John Grassadonio	Brooklyn (718)-420-5670 Craig
Edwards	Brooklyn (718)-758-7634

Other related New York City and State Agencies:

Office of Special Commissioner of Investigations for the New York City School District: (212) 510-1500 New York State

Central Register (Reporting of Suspected Child Abuse): (800) 635-1522

Building Safety Committee

As a charter school co-located in NYCDOE space, TNAACS partners with P.S.233 to create a Building Safety Committee. Stakeholders from both schools are part of this committee, as well as school safety agents and the building custodian. The Building Safety Committee meets monthly via Microsoft Teams. This committee reviews the school/building-level safety plan annually in September and makes revisions or additions to the plan as needed. This plan is then submitted to the NYPD for approval. The Building Safety Committee holds an annual Town Hall meeting to share information about school safety and the school safety plan. This meeting is with stakeholders from both TNAACS and P.S.233.

School/ Building Level Safety Plan

At the beginning of each school year, all schools in NYCDOE space are required to develop a School Safety Plan. As a charter school co-located in NYCDOE space, this plan is developed in collaboration with the Building Safety Committee on an annual basis. The plan outlines the procedures that the school uses daily and in emergency situations to provide a safe and secure environment in which effective teaching and learning can take place. Each plan is approved by the Office of Safety and Youth Development and the NYPD. **To ensure the safety of all students and staff, the specific emergency response plans and procedures outlined in the School Safety Plan must remain confidential.**

The School Safety Plan addresses the following major areas:

School/Program/Academy Information - This section lists the staff members, hours of operation, chain of command, class schedules, dismissal schedules, extra-curricular activities, and use of special facilities (i.e., swimming pools).

Special Needs Students - This section identifies students with special mobility needs and outlines ways to address those needs.

Medical Emergency Response Information - This section outlines procedures for disseminating health information of individual students, implementing health recommendations, and maintaining and accessing health supplies and trained medical personnel. It also outlines the use and storage of Automatic External Defibrillators (AEDs).

School Safety Personnel Procedures and Assignments - This section outlines visitor control procedures, security scanning protocols (where applicable), and guidelines for responding to specific disaster or emergency conditions, including fires, shelter-in-place situations, bomb threats, suspicious packages, hazardous materials (HazMat) incidents, shootings, and kidnappings.

School Safety Agents

As a charter school co-located in NYCDOE space, School Safety Agents, who are part of the NYPD, work in conjunction with TNAACS school administrators to help maintain order and safety.

School Safety Agents have the following responsibilities:

- Respond to immediate security situations
- Help school personnel maintain discipline and order.
- Follow visitor control procedures
- Patrol areas within and immediately surrounding the school building
- Prevent intruders from entering the school building
- Report serious incidents to the school administration and the School Safety Division

Automated External Defibrillators (AED)

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

Public school facilities are deemed "public access defibrillation (PAD) sites" and are subject to the limitations of this definition. Schools are required to post a list of the locations of each AED unit entrance. The AED locations for the TNAACS/ P.S. 233 campus are posted at the security desk at the main entrance. The campus has 4 AEDs on site.

The New American Academy Charter School currently has nine staff members who have completed the American Heart Association (AHA) HeartSaver Automated External Defibrillator (AED) training and received two-year American Heart Association certification. This training included:

- Recognizing when someone needs CPR
- Adult CPR (chest compressions and breaths)
- Response to respiratory, cardiac, or choking emergencies
- Hands-on practice with the AED of your choice
- Child and infant CPR

Building Response Team (BRT)

As a charter school co-located in NYCDOE space, TNAACS staff are part of the Building Response Team (BRT). The Building Response Team includes the following roles:

<i>BRT Position</i>	<i>Brief Description of Role</i>
BRT Leader	The BRT Leader is responsible for providing direction, leadership, and guidance to BRT members during an emergency. At the onset of an incident, s/he activates the necessary BRT roles. The BRT Leader also acts as the communications liaison between the BRT and the Principal during an emergency.
Emergency Officer	The Emergency Officer (EO) provides support based on the specific circumstances of each incident. The EO may relay information between BRT members if communication devices are unavailable. In some incidents, the EO may be required to report to the hospital with staff or students. The EO may be assigned to a relocation site before the arrival of staff and students to review the relocation plan with the host school. The EO may also coordinate parent staging areas if required. Based on building size, the BRT Leader may assign more than one Emergency Officer and activate them as needed during an incident.
Incident Assessor (s): To work with the nurse in medical situations and the custodian during facility situations	The incident assessor conducts an on-scene initial assessment of the incident or emergency to assess the severity of the situation. S/he fulfills a secondary role by collecting all essential elements of information (EEI) from the scene, relays the information to the BRT Leader, and compares this information to other information gathered by the BRT recorder to complete official reports. [EEI includes incident-specific information that is documented during an incident, such as names of 911 responders, DOE, and external agency responders.]
Special Needs Coordinator: On a campus with a Living for the Young Family through Education (LYFE) Center and/or District 75 program, an	The Special Needs Coordinator (SNC) serves as the primary point of contact when issues involving special needs students and staff arise during an emergency. S/he tracks all special needs students and staff during emergencies, collects information on unaccounted for Limited Mobility individuals, and ensures that all special needs students and staff have what they need during incidents that involve an evacuation or sheltering-in. S/he works with the school's Coordinator for Limited Mobility students and staff to ensure that staff members assigned to

	limited-mobility students are present (daily), and that they keep track of the necessary personal
Additional SNC is required for each program.	Equipment and supplies.
Assembly Point Coordinator	The Assembly Point Coordinator monitors and assists with the relocation of staff, teachers, and students to either an internal or immediately external assembly point(s) during an emergency. S/he fulfills a secondary role by collecting information from teachers and other staff on missing students or unaccounted for individuals (including contractors, vendors, substitute staff, or persons who were signed into the building as visitors) for emergency responders.
Recorder	The recorder is responsible for collecting detailed information from the beginning to the end (recovery phase) of an incident. Multiple recorders can be assigned to a BRT and activated in an incident. One recorder may work with the Principal, and another may work with the BRT Leader.

Visitor Control Procedures

As a school co-located in NYCDOE space, the Principals of both TNAACS and P.S. 233 have the overall responsibility and authority to regulate the admission of visitors and to oversee their conduct while on school property. Each principal also has the authority to grant or deny a visitor's request to enter the school. Such decisions should be reasonable and consistent with the school's needs, its safety, and the public's right to visit the school.

To establish a uniform visitor control standard, the following procedures are implemented in all Department of Education facilities. As a charter school co-located in NYCDOE space, these procedures apply to TNAACS. These procedures are designed to ensure minimum standards to control visitors to school buildings. The School Safety Committee may establish additional procedures beyond those outlined below.

- 1. The main entrance must be covered by a Safety Agent or other appropriate staff person from the time the Custodian opens the building until the end of the school day.** The door used as the main entrance to the school may not be locked during times when the building is open. It must remain unlocked and accessible. The NYPD School Safety Division will assign a School Safety Agent (SSA) to the main entrance. When a school's designated SSA is not at that location, the Principal(s) shall designate an appropriate alternate person to be stationed at the main entrance. This person will follow the same visitor control procedures that the SSA must perform.
- 2. Signs should be posted at the main entrance to inform visitors that they must stop at the desk to sign in and present photo identification.** A visitor entering the building will be requested to provide at least one (1) item of valid photo identification (for example, this may include a driver's license, foreign or US passport, or consulate identification card **(NYC Municipal ID card)**). **Parents who do not have acceptable photo identification shall not be denied access to their children's school. Where acceptable photo identification cannot be obtained otherwise and there is no other reason to deny access, the principal/designee must be contacted.** The principal/designee will then escort the parent to the office they are visiting, and following the meeting, escort the parent out of the building. The SSA or staff member on duty at the main entrance will record the date, time, visitor's name, and visitor's destination in the Log Book. All visitors are required to sign next to the entry made by the SSA or staff person on duty. Log books must be maintained at the site for a period of three years. Posted signs should inform visitors that failing to follow these guidelines may result in their removal from the building. **Please note: signs regarding visitor access must be posted in all covered languages as defined in Chancellor's Regulation A-663.**
- 3. Schools must ensure that parents in need of language assistance services are not prevented from reaching the school's administrative offices due to language barriers.** If a parent or visitor does not speak English, the SSA or staff member should attempt to determine the language the individual is speaking and then locate a translator within the building by contacting the main office. If a translator is not present within the building, the SSA or staff member on duty should escort the individual to the main office, where a school representative should contact DOE's Translation and Interpretation Services Unit at 718-752-7373 to request telephone translation.
- 4. Every visitor should be given a pass to the general office.** At the general office, visitors will be issued a second pass and/or receive appropriate instructions if they plan to visit other areas of the building. Before issuing a second pass, general office staff must confirm with the appropriate destination staff member that the visitor is expected.
- 5. The SSA or staff person at the main entrance will record the time of departure in the Visitor's Log, parallel to the initial entry for that visitor, and collect all passes issued.**
- 6. The SSA or designated staff person should periodically check the Log Book to ensure that no one remains in the building for an extended, unauthorized period of time.** In such an instance, it should be verified whether the visitor(s) is/are still in the building. If a visitor remains in the building:
 - 1. Search and notification of the visitor's location in the school.**
- 7. Any school, program, or academy at the site may employ additional procedures (above and beyond but not inconsistent with the procedures defined above) to log visitors into the building.** For example, visitors may be issued color-coded passes to designate specific locations within the building, or they may be escorted by staff or students to their destination. Special visitor log procedures:

8. Visitors who violate procedures regarding visits to schools, or whose conduct jeopardizes the safety of students/staff, interferes with school programs, or damages property, are subject to immediate removal from the school by order of the Principal and may be subject to arrest.

9. All staff members must be aware of visitors who do not have appropriate passes for a designated area, or who have no visitor's pass at all. Where feasible, staff should approach such persons and request that they return to the Main Office. Staff should then immediately notify the Principal and the NYPD SSA of the situation.



General Response Protocols

As a charter school co-located in NYCDOE space, TNAACS utilizes NYCDOE General Response Protocols. The General Response Protocol (GRP) outlines the initial response to various conditions that may occur inside or outside a school building, requiring the administration to either Evacuate, Shelter-in-Place, or Lockdown the campus. Each protocol has specific staff and student actions that are unique to each response. **In the event that a student or staff member identifies the initial threat, calling 911 and the administration is required.**

Implementation of each GRP Action is performed by all staff, students, and visitors until first responders arrive to provide specific direction to school officials.

1. **Evacuation** is always initiated by the Fire Alarm or specific directions and is used to move students and staff from one location to a different location outside the building. This may be used when the hazard is found inside or outside of the building. An evacuation may be conducted by the entire building at once, or in a controlled manner based on the direction of first responders.
2. **Shelter-In** is always initiated with the announcement, "Attention: This is a Shelter-In. Secure the exit doors," and is the protocol used to safeguard students and staff within the building. It is always accompanied by a specific instruction and is used when the hazard is located outside the building. The hazard may be environmental or related to the actions of first responders in the neighborhood. Shelter-in may also include relocation to different rooms within the building.
3. **Lockdown** is initiated with the announcement, "**Attention. We are now in Soft/Hard Lockdown. Take proper action,**" and is the protocol used to secure individual rooms and keep students quiet and in place. A lockdown is used when the hazard is found within the building.

Soft lockdown implies that there is no identified imminent danger to the sweep teams.

Administrative teams, Building Response Teams, and School Safety Agents will mobilize at the designated command post.

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

Shelter-In vs. Lockdown

The differentiation between Shelter-In and Lockdown is a critical element in GRP. A Shelter-In recovers all students from outside the building, secures the building perimeter, and locks all outside doors. This would be implemented in the event of a threat or hazard outside the building. Criminal activity, dangerous events in the community, or even a vicious dog on the playground would be examples of a Shelter-In response. While the Shelter-In response encourages greater staff situational awareness, it allows for educational practices to continue with little classroom interruption or distraction. Lockdown is a classroom-based protocol that requires locking the classroom door, turning off the light,s and placing students out of sight of any corridor windows. Student action during Lockdown is to remain quiet.

GRP Summary of Staff and Student Response

Lockdown (Soft/Hard) – A soft lockdown implies that there is no identified imminent danger to the sweep teams. Administrative teams, Building Response Teams, and School Safety Agents will mobilize at the designated command post for further direction. Hard lockdown implies that imminent danger is known and NO ONE will engage in any building sweep activity. All individuals, including School Safety Agents, will take appropriate lockdown action and await the arrival of first responders.

"Attention: We are now in soft/ hard lockdown. Take proper action."

(Repeated twice over the PA system.)

Students are trained to:

1. Move out of sight and maintain silence

Teachers are trained to:

1. Check the hallway outside of their classrooms for students, lock classroom doors, and turn the lights off
2. Move away from sight and maintain silence
3. Wait for First Responders to open the door or the "All Clear" message, "The Lockdown has been lifted," followed by specific directions.
4. Take attendance and account for missing students by contacting the main office

Evacuate – The fire alarm system is the initial alert for staff and students to initiate an evacuation. However, there may be times when the PA system and specific directions will serve as the alert initiating an evacuation. Announcements will begin with "Attention" and be followed by specific directions. (Repeated twice over the PA system.)

Students are trained to:

1. Leave belongings behind and form a single-file line. In cold weather, students should be reminded to take their coats when leaving the classroom. Students in physical education attire WILL NOT return to the locker room. Students without proper outdoor attire will be escorted to a warm location as soon as possible.

Teachers are trained to:

1. Grab the evacuation folder (with attendance sheet and Assembly cards).
2. Lead students to the evacuation location as identified on the Fire Drill Posters. **ALWAYS LISTEN FOR ADDITIONAL DIRECTIONS**
3. Take attendance and account for students.
4. Report injuries, problems, or missing students to school staff and first responders using Assembly Card method.

Shelter-In – "Attention. This is a shelter-in. Secure the exit doors." (Repeated twice over the PA system.).

Students are trained to:

1. Remain inside the building
2. Conduct business as usual
3. Respond to specific staff

directions. Teachers are trained to:

1. Increase situational awareness
2. Conduct business as usual
3. The Shelter-In directive will remain in effect until the "All Clear" message, "The Shelter-In has been lifted," is heard, followed by specific directions.

BRT members, floor wardens, and Shelter-In staff will secure all exits and report to specific post assignments



Reunification Planning Guide

As a charter school co-located in NYCDOE space, TNAACS utilizes the NYCDOE Reunification Planning Guide. There may be times when an emergency requires an evacuation and relocation to an alternative building. When this occurs, dismissal procedures must be conducted in a safe and organized manner, utilizing procedures to account for all students who have been reunified with their families. Advanced planning, facilitated through the use of the Reunification Planning Guide, will lead to a successful reunification. Various factors must be considered during a relocation, which include the number of people being reunited, the available space at the relocation/reunification site, and the appropriate security personnel that may be required. During these emergencies, school officials must work with DOE staff and School Safety Agents who respond to the relocation site to assist.

Reunification at all relocation sites will require:

- A minimum of four ***pre-designated*** rooms/ common spaces, or sections of the school yard (external only);
- A command post (established by the ***host*** building prior to the arrival of staff and students from the ***relocation*** building);
- Access to the medical office or an established medical station to facilitate basic first aid if needed.
- Families must be informed in advance that identification will be required during the reunification process.

1- The Family Staging Area: Required staff (based on the size of the room and the number of parents): 1 Family Staging Area Coordinator (reporting to the Assembly Point Coordinator), 2-4 staff (to collect information), 1-2 School Safety Agents.	2- The Student Staging Area: Required staff: 1 Student Staging Area Coordinator (reporting to the Assembly Point Coordinator), all classroom teachers, 3-5 School Safety Agents, adding additional agents as necessary based on the number of students in the staging area.
• This area must be separated from the student staging area. • This area must be supervised by staff and School Safety Agents. • Families must complete Part 1 of the Student Release Form prior to being escorted to the Reunion Area. <i>Parents must be escorted to the Reunion Area in small manageable groups (i.e., one staff member: 5 family members)</i>	• Teachers are required to have their classroom evacuation folder, including class rosters, daily attendance, and GRP assembly cards. • Students will remain with their class until they are reunited with a family member. Students must be escorted by school staff to the Reunion Area, restrooms, and medical areas. • Classroom teachers must remain with their assigned students until a runner arrives to call for specific students. <i>All students who were absent from school must report to the Assembly Point Coordinator upon arriving at the Student Staging Area.</i>
3- The Reunion Area: Required staff: 1 Reunion Area Coordinator (reporting to the Assembly Point Coordinator), 3-5 staff (to collect information), 4-5 runners, 3-5 School Safety Agents.	4- The Counseling & Medical Areas: Required staff: Counseling Area: Members of the school crisis team (number of staff to be determined based on need). Medical Area: School nurse and health aide
• A family member completes/submits the Student Release Form with Part 1 completed.	• The Counseling Area must be identified upon arrival and used as needed.
• Identification is verified by staff to ensure that the individual is listed on school records. The staff member will complete Part 2 of the Student Release Form.	• Clinical staff (counselors, psychologists, etc.) will work with families and students who may need additional support before leaving the relocation site.
• The runner (school staff) is given the Student Release Form. When the student is retrieved, Part 3 of the Student Release Form is completed by the runner.	• If necessary, the Counseling Area is where the family will receive information about their child if the child cannot be released to them.

• The student is escorted to be safely reunited with their family, and Part 4 of Student Release Form completed by staff.	• If the Counseling Area is used, components of the school Crisis Plan must be used as appropriate.
 <i>Family members must sign for students in Part 4 of Student Release Form to take custody of their child.</i>	• The medical area must be located near the host-school medical office.

Office of Safety and Youth Development (OSYD)

The goal of the Office of Safety and Youth Development (OSYD) is to make every public school in New York City a safe and secure teaching and learning environment for all students and staff. To achieve this goal, the Office of Safety and Youth Development works closely with the New York City Police Department and its School Safety Division as well as with regional support staff, principals and other school personnel.

Central Office of Safety and Youth Development (OSYD) staff, the Borough Safety Directors (BSDs) assigned to each of the five Boroughs and representatives from District 75 and District 79 address safety and security issues in our schools each day, providing information, guidance and support. Safety Administrators make site visits to schools; serve as a resource for principals; work with school safety teams; provide professional development and training to school personnel; and work with parents on issues relating to student safety. The Office of Safety and Youth Development also conducts comprehensive safety and security assessments of schools on a continuing basis throughout the year to assist schools in implementing best practices that establish and maintain a safe and secure school environment, which is the foundation upon which effective teaching and learning take place.

In addition to its focus on day-to-day safety and security in school buildings and other Department of Education facilities across the city, the Office of Safety and Youth Development provides professional development to build the capacity of teachers and other school personnel to implement prevention and intervention programs that engage students in taking responsibility for and improving their own behavior. Professional development focuses on implementation of comprehensive conflict resolution programs, including peer mediation; programs which reduce and eliminate bullying and other forms of harassment; and instruction and programming that promote respect for multicultural diversity.

All students deserve the opportunity to achieve academic success and to grow and flourish emotionally and socially. Each school must be a safe haven in which students are challenged to meet high standards and are supported in their efforts to do so.

Additional information and resources about school safety

These sites are valuable sources of school safety information developed with parents in mind. The topics covered on these sites include safety in school, safety in the community, and safety on the Internet. Most of the other sites listed also include links to numerous other recommended school safety sites that may be of interest to parents.

- www.schoolsecurity.org/faq/parents.html
- www.psparents.net/studentsafety.htm
- www.keepschoolssafe.org/parents
- www.pta.org
- www.healthinschools.org/
- www.fema.gov/kids/teacher.htm
- www.kn.pacbell.com/wired/nonviolence/parent.htm

- <http://pmct.org/helpsucceed/safety.html>
 - www.fldoe.org/
 - www.safekids.com/
 - www.fbi.gov/publications/pguide/pguidee.htm
 - <http://www.nea.org/home/16364.htm>
 - www.protectkids.com/kidsonline/chapt.7.html
 - www.mcgruff.org/
-
- http://www.nasponline.org/resources/crisis_safety/neat.aspx