Brooklyn Dreams Charter School
District-wide School Safety Plan
2023-2024

Introduction

Emergencies in schools are paramount issues that must be addressed in an expeditious and effective manner. Districts and charter schools are required to develop a District-wide Safety Plan designed to prevent and minimize the effects of serious incidents and emergencies, as well as to facilitate the coordination of the district or charter school with local and county resources in the event of such incidents and emergencies. The District-wide Plan is responsive to the needs of the school within the District and is consistent with the more detailed emergency school plans required at the building level. Districts stand the risk from a wide variety 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 Educations (SAVE) law. Project SAVE is a comprehensive planning effort that addresses prevention, response and recovery with respect to a variety of emergencies that confront, or could confront, school districts and individual schools.

Brooklyn Dreams Charter School ("School/District") Board of Trustees ("Board") supports the Project SAVE legislation and has facilitated the emergency response planning process. School leadership has worked with our management partner, National Heritage Academies (NHA), to draft this District-wide Safety Plan in accordance with the standards of the National Incident Management System and the Incident Command System.

Each year, the Board shall update and after appropriate board review and public comment, adopt a comprehensive district-wide safety plan. Within 30 days of adoption, and not later than October 1, the School shall post their District-Wide Safety Plan on its website. The URL must be submitted to the Education Department to comply with the requirements that the plan be submitted to the Commissioner within 30 days from adoption.

       Date of the public hearing: June 22, 2023
       Date approved District-wide Plan was posted on the School's website: 04.23.23
       URL of District-wide Plan:

https://www.nhaschools.com/schools/brooklyn-dreams-charter-school/en/School-Operations

Section I: General Considerations and Planning Guidelines

    A. Purpose

The Safety Plan was developed pursuant to Education Law §2801-a and 8 NYCRR §155.17. At the direction of the Board of Trustees and National Heritage Academies (NHA), the -Board appointed a Chief Emergency Officer (CEO) whose duties shall include, but not be limited to:
        (a) coordination of the communication between school staff, law enforcement, and other first responders;

(b) lead the efforts of the district-wide school safety team in the completion and yearly update of the district-wide school safety plan and the coordination of the district-wide plan with the building-level emergency response plans;

(c) ensure staff understanding of the district–wide school safety plan;

(d) ensure the completion and yearly update of building-level emergency response plans for each school building;

(e) assist in the selection of security related technology and development of procedures for the use of such technology;

(f) coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan;

(g) ensure the conduct of required evacuation and lock-down drills in all district buildings as required by Education Law section 807; and

(h) ensure the completion and yearly update of building-level emergency response plans by the dates designated by the commissioner.

Omar Thomas was appointed on June 22, 2023 as Chief Emergency Officer.

B. Identification of School Teams

The School has a District-wide School Safety Team consisting of but not limited to representatives of NHA, the Board of Trustees, teachers, administrators, parents, and school's safety personnel.

Name	Title	Agency	Contact Information
	School Board Member	Brooklyn Dreams	
Omar Thomas	Principal/CEO	Brooklyn Dreams	718-859-8400
Joseph Ruiz	School Safety Specialist	Brooklyn Dreams	718-859-8400
William Hughes	Dean	Brooklyn Dreams	718-859-8400
Pam Texada	EEC Co Chair	Brooklyn Dreams	718-859-8400
Moira Bence	Dean	Brooklyn Dreams	718-859-8400
Rumana Rahman	Dean	Brooklyn Dreams	718-859-8400
Shana Nurse-Noel	Office Admin	Brooklyn Dreams	718-859-8400
Janet Boalds	Lead Custodian	Aramark	718-859-8400
Officer Abdalla	SRO	Brooklyn Police	917-543-4461
Nurse Sultana	Nurse	New York Health	929-245-5824
NHA Crisis Hotline	Safety & Health	NHA Support	(855) 322-9316
NHA Facilities Emergency	Facilities	Building/Site Support	(866) 231-7091

C. Concepts of Operation

1. The District-Wide Safety Plan is directly linked to Building-level School Emergency

2. Response Plan (ERP). Protocols developed by the New York State Guide to School Emergency Response Planning have been used to develop the District-Wide Safety Plan.

3. The content, organization, and terminology provided in the New York State Guide to School Emergency Response Planning aligns with the Federal Emergency Management Agency's "Guide for Developing High-Quality School Emergency Operations Plans (2013)".

4. The Basic Plan standardizes language and provides a structured framework for school ERPs statewide. Individualized policies and procedures should be developed locally based on each school's unique circumstances and resources. Tools to manage an emergency must include response procedures that are developed through threat assessments, safety audits, planning and training before an incident occurs. The New York State Guide to School Emergency Response Planning provides for the development of annexes to meet each school's unique circumstances.

5. In the event of an emergency or violent incident, the initial response will be by the School Safety Team and in accordance with the protocols outlined in the ERP. If necessary, the Incident Commander or his/her designee will notify nearby schools and/or the superintendent of CSD #16, in which the School is located. Contact information for these schools and the CSD #16 superintendent will be available in the School's main office and within the ERP.

6. Once the Incident Commander and /or her designee are notified, the School Safety Team will be mobilized to respond and notify appropriate local emergency officials.

7. County and State resources may be used to supplement the District efforts through existing protocols.

D. Plan Review and Public Comment

1. Pursuant to Education Law §2801-a(6) and 8 NYCRR §155.17(e)(3), this plan was made available for public comment 30 days prior to adoption. The Board of Trustees adopted the school building-level plans after at least one public hearing, which provides for the participation of school personnel, parents, students and any other interested parties. The Board of Trustees formally adopted the plan at a public meeting.

30 day public comment began on 04.23.23 and ended on June 23, 2023.

2. The District-wide Safety Plan shall be monitored and maintained by the School Safety Team and be reviewed annually on or before September 1 of each year. The District-wide School Safety Team Plan will be available in the main office of the School, at the corporate office of National Heritage Academies, and on the School's website.

3. Local law enforcement shall be a part of this District-wide Safety Team planning. To assist in identifying local law enforcement agencies see:

   https://www.criminaljustice.ny.gov/crimnet/ojsa/agdir/index.html.

4. The CEO or the designee shall enter information related to the ERP into the New York State Education Department (NYSED) business portal (SED Monitoring) within 30 days after adoption by the Board.

Section II: Risk Reduction/Prevention and Intervention

A. Identification of Sites of Potential Emergencies

The School has identified and located areas of potential emergencies in and around its building. The Facility Manager and building custodian have located and mapped these sites. These sites include electrical, gas, heating, ventilation, water supply and sewage systems locations and shut-off valves.

1. Potentially dangerous sites are checked regularly and inspected by safety personnel annually. They include, but are not limited, to:

   a. System Sites

   Electrical panels/shutoff
   Gas lines/shut off
   Gas appliances RTU's
   Heating plant –Rooftop Units
   Sewage system
   Water supply/shut-off
   Ventilation/Air Conditioning - Rooftop Units
   Structural failure

   b. Environmental Problem Sites

   Chemical Storage Cleaning supplies
   Science room (Classroom 320)

   c. Site Considerations

Accessible Rooftop

B. Prevention/Intervention and Strategies and Programs

In order to improve communication among students and between students and staff and to reduce the risk of a violent incident, the School has and will implement a number of prevention and intervention strategies, including the following:

1. Common expectations for behavior and conduct throughout all grade levels and classrooms: Clear expectations are communicated for how students are to behave and consequences for misbehavior will be consistent. Communication between staff and students can be consistent and fair.

2. Behave With Care Training: This program defines behaving with care and recognize that a school culture with common expectations for behavior and conduct throughout all grade levels and classrooms is important. Behave With Care utilizes four Key components that highlight school culture, clear expectations for how students are to behave, consistent consequences for misbehavior and consistent communication between staff and students.

3. Prevention of Bullying: Bullying is defined in the School's Code of Conduct and the Technology Use and Internet Safety Policy. Bullying – a deliberate attempt to control another person, his/her actions or a situation through harassment or intimidation – is prohibited. Bullying can be nonverbal, verbal, emotional or physical. The school also prohibits cyber-bullying, an act involving the use of information and communication technologies, including but not limited to e-mail, text messages, blogs, instant messages, personal Websites, on-line social directories and communities (e.g., Facebook, MySpace, Wikipedia, YouTube), video-posting sites, and online personal polling Websites, to support deliberate or repeated hostile behavior, by an individual or group, that is intended to defame, harm, threaten, intimidate, or harass students, staff members, or the school during or outside school hours and on or off school premises. Teachers are trained to address bullying and "No Bullying Zone" signs are posted throughout the school building. Students are taught to be "Bully Blockers." Teachers are also required to participate in an NHA On Course classes entitled "Bullying and Mean Behavior" and "Bullying Prevention and Intervention".

4. The School educates the students to inform staff or reporting Principal about threats and acts of violence. Students are instructed how to notify the Principal and Deans. Staff is required to report all student referrals to the administration for investigation.

5. Staff are trained to recognize early and imminent signs of school violence (see Appendix A).

6. Staff are provided resources to recognize risk factors and warning signs related to the prevention of self-harming behavior and suicidality (see NHA Responding to and Assessing Self-Harm/Suicidality).

7. The School educates students, staff and parents about the importance of school safety. Training is made available and students and staff are instructed to inform staff or reporting officers about threats and acts of violence.

8. The School conducts drill exercises that help promote school safety.

9. The School continues to investigate security devices and strategies to make the School as safe as possible.

10. The School will develop procedures for anonymous reporting of threats of violence including programs such as See Something, Say Something tip lineThe School will develop procedures outlining expectations for police involvement at school and school-sponsored extracurricular activities.

11. The School will develop and operate reporting, referral and counseling procedures designed to identify and work with potentially aggressive and violent students. Students, staff and parents are encouraged to report concerns or threats to the school Principal or Deans.

12. Appropriate safety training for School Leadership and School Safety Specialist ("SSS") has been provided by the NHA Safety & Health Team.

13. Continuity of Operations plan for power outage and/or utility disruptions has been updated in the ERP for SY23.24.

14. Continuity of Operations for Remote Instruction due to Emergency Conditions has been added to the ERP for SY23.24. An Emergency condition includes, but is not limited to, extraordinary adverse weather conditions, impairment of heating facilities, insufficiency of water supply, shortage of fuel, destruction of a school building, or a communicable disease outbreak.

C. Training, Drills, and Exercises

1. Appropriate safety training for the Principal and School Safety Team members staff has been provided by the NHA Safety & Health Team..
    a. Training included:
        i. Back to School and bi-annual refresher training of school safety culture and expectations
        ii. Reunification Training

iii. Drill Requirements
iv. Emergency equipment / Access Controls
v. Building Level Site Assessment
vi. Risk Mitigation
vii. Table Top scenarios for school safety team
viii. SIGMA Threat Assessment Training

2. All health required staff training will be provided by NHA and completed annually (i.e. Blood-borne Pathogen, Hazardous Materials, etc.).

3. The school nurse is trained in First Aid/CPR/AED as are any staff members required to be trained as part of their job duties or on a voluntary basis.

4. Any required student safety training will be completed by or under the supervision of appropriate school staff.

5. The School will conduct periodic drills and other exercises to test components of the ERP in coordination with local emergency responders and preparedness officials. Types of drills to be conducted may include fire, evacuation, lockdown, dismissal, shelter-off-site, shelter-in-place, weather related, medical/AED emergency, and communication system checks. The School keeps a record of all building drill, exercises and training on forms provided by the School.

6. The School does not employ hall monitors or personnel specifically assigned to school security. However, the school has assigned a School Safety Specialist, who serves as a resource to create awareness, build relationships and assist before, during and after emergencies. The School Safety Specialist is responsible for the training of the Building Level Emergency Response. Two hours of instruction on issues of school safety will be provided to all employees each year. This training may include de-escalation training, recognizing warning signs of violence, non-violent conflict resolution, emergency response team training, mediation, mentoring, social skill development, self-harm/suicidality prevention and character education. In the event it is determined that a school security officer is needed, NHA will contract with a qualified security provider who requires background checks and safety measures for all its security personnel.

   Building level emergency response training shall be conducted prior to September 15th.

   Staff Training will be conducted the week of 9.26.23..

7. The School will conduct periodic drills and other exercises to test components of the ERP in coordination with local and county emergency responders and preparedness officials. Types of drills conducted may include, but are not limited to:

- Shelter-In-Place
- Hold-In-Place
- Evacuation
- Lockout
- Lockdown
- Early Dismissal
- Shelter-off-site
- Weather related
- Medical/AED Emergency
- Communication System Checks
- School Emergency Preparedness
- Table-top Exercises

The School Safety Team will be responsible for coordinating and recording these drills and for collaborating with the Post-Incident Response Team to evaluate necessary improvements or adjustments to this ERP.

D. Implementation of School Security

The following policies and procedures will be implemented to ensure school building security:

1. Classroom doors shall be kept in the locked position with a safety catch that can be removed quickly to perform a lockdown drill
2. All exterior doors are locked from the outside to prevent entrance, except the main entrance.
3. The main entrance will be secured and monitored by main office personnel. Visitors shall be buzzed into the office and sign-in and sign-out using the visitor management system. NHA and the Board of Trustees require all visitors to present identification for an instant check against the sex offender registry. The visitor management system provides identification badges for all visitors to wear while in the School building during the school day. Visitor access is restricted to specific locations as designated by the Principal.
4. Staff members will wear visible identification badges on their outer most garments
5. Any individual not wearing identification is to be directed to the main office/entrance sign-in and sign-out area by all staff.
6. Should any individual refuse to show, or not possess proper identification, or refuse to wear the required identification they shall be refused admittance to the school building and the police contacted.
7. Back to School training includes student supervision and security.Main entrances and visitor sign-in stations in elementary areas are to be monitored by the office staff.
8. The School has night alarms.

9. All members of the School leadership team have walkie-talkies for instant communication on school grounds.
10. Cameras are installed in common areas of the school.

E. Vital Educational Agency Information

As a charter school, the District-wide School Safety Plan covers one school. The School maintains a database, myNHA with all school information, including the student population, number of staff, and business, cell and home telephone numbers of school leadership. Contact information for the local school district is also maintained in the School's main office.

F. Early Detection of Potentially Violent Behaviors

The School utilizes a Behavior Management Dashboard to track student behavior and identify potentially threatening trends in individual students or groups of students. School staff input behavior data on a regular basis and school leadership uses the data to input incidents into VADIR. The VADIR data and the Behavior Management Dashboard can be reported to a student's parent or guardian, the Board of Trustees or, if necessary, local safety officials. Staff and school leadership are trained to recognize student behavior that indicates a threat to other students or to the student him/herself. Staff are trained to recognize early and imminent signs of school violence (see Appendix A).

G. Hazard Identification

1. The School has identified and located areas of potential emergencies in and around its building. The School Safety Specialist and building custodian have located and mapped these sites. These sites include electrical, gas, heating, ventilation, water supply and sewage systems locations and shut-off valves.

2. Potentially dangerous sites are checked and inspected by the building custodian regularly.

Section III: Responding to Threats and Acts of Violence

A. Notification and Activation

Acts of violence placing students and staff in imminent danger require an immediate phone call to the local police precinct by the Incident Commander or his/her designee. These acts include if a student:

1) Commits an act of violence upon a teacher, administrator or other school employee
2) Commits an act of violence against another student while on school district property
3) Commits an act of violence against any person on school district property
4) Possess or displays a gun, knife, explosive or incendiary bomb, or other dangerous weapon on school property

5) Threatens to use any instrument that appears capable of causing physical injury or death while on school property

6) Knowingly and intentionally damages or destroys the personal property of a teacher, administrator, other school employee or any person lawfully upon school property

7) Knowing and intentionally damages or destroys school property

8) Police may also be called in order to:

9) Remove aggressively dangerous and violent students at the discretion of the principal or designee.

10) Report and request removal of violent adults.

The Principal and his/her designee is authorized to contact the law enforcement agencies. The chain of command is as follows:

Primary Incident Commander: Omar Thomas

Backup Incident Commander: Will Hughes

NHA Facilities Emergency Hotline (866.231.7091)
NHA Crisis Hotline (855-322-9316)

In addition, the following roles have been assigned:

i. *Incident Commander:* Sets the incident objectives, strategies, and priorities; has overall responsibility for the incident response; coordinates and manages all ICS functions. Primary responsibilities include ensuring safety, providing information services to internal and external stakeholders (parents), and establishing and maintaining liaison with other agencies participating in the incident.

ii. *Command Staff:*

    a. *School Safety Specialist: Serves as a resource to create awareness, build relationships and assist before, during and after emergencies. The School Safety Specialist will be responsible for the training of the Building and Staff Level Response.*

    b. *Public Information Officer:* Serves as the conduit for information to internal and external stakeholders, including the media and parents.

    b. *Safety Officer:* Monitors safety conditions and develops measures for assuring the safety of all response personnel.

    c. *Liaison Officer:* Serves as the primary contact for supporting agencies assisting at an incident.

iii. *General Staff:*

a. *Operations:* Maintains student and staff emergency contacts and medical/medication information, maintains emergency first-aid kits and supplies, keeps hand-held radios to ensure constant communication, and delivers messages via SchoolMessenger to families during an emergency.

b. *Planning:* Ensures that the needs of all students, staff, visitors, and parents are met by planning incident responses, assigning pre-designated roles and responsibilities, and providing training to staff. The Principal also plans and conducts exercises and drills, coordinates with NHA to modify the emergency plan, as needed, and documents all practice exercises and real responses.

c. *Logistics:* Secures and coordinates resources needed by students, staff, and first responders during an incident—including food, shelter, generators, bussing etc.

d. *Finance and Administration:* Records staff hours and expenses and supplies documentation after the disaster for insurance claims and requests for assistance to district, state, or federal governments.

Facilities for the operation and coordination of an emergency response have been identified:

- *Incident Command Post*: Principal's office (see map)
- *Staging Area:* Main office
- *Base:* Main Office
- *Camp:* Multi-purpose Room

Family reunification will be organized through the school's messaging system, a telephone system that allows the school to simultaneously call each parent with information about the school. During an emergency, this information might include a designated location for families to gather, updates on the resolution of an emergency situation, school closings, etc. Announcements will be made via local public broadcast television stations and/or radio, if appropriate.

In the event of a disaster or act of violence, the School principal or his/her designee will communicate with the local district superintendent via telephone and request that the district superintendent notify all schools in the district, as necessary, so that building-level principals at each facility may take the appropriate action.

B. Situational Responses:

Responses for the following situations and incidents can be found in the Building-level ERP: Biological/chemical contamination incident, armed intruder, bomb threat,

explosion, fire, hazardous material incident in school, high wind/storms, hostage situation, suicide/self-destructive behavior, emergency interruption of a school day, threat of violence or harm to the school or school community, communicable disease.

C. Responses to Implied or Direct Threats:

1. Reporting of threats of violence to school authorities:

    a. Students are required to inform school staff about any indirect or direct threat of violence to themselves, others or property.
    b. Staff are required to inform administration of any direct or indirect threat of violence to students, themselves, others or property.
    c. Parents and visitors are encouraged to tell school staff about any indirect or direct threats of violence towards students, themselves, others or property.
    d. Students, staff, parents and others will be educated about the importance of reporting threats.
    e. All incidents that have police involvement will be reported to the NHA Safety Team.

2. Investigating Threats of Violence

    a. The building administrator, Dean and/or School Safety Specialist will investigate reported threats of violence and will make the determination of the level of threat and for disciplinary measures consistent with the Code of Conduct.
    b. Serious acts; including violent offenses in accordance with SAVE Requirements, will activate the School Safety Team and be reported to local police.
    c. A threat assessment team has been identified and will work with the appropriate parties and family to address the threat.
        1. Chronic offenders may require a behavior intervention plan, close monitoring, and police involvement.
    d. Threats placing students, staff and others in imminent danger require an immediate call to police.
    e. All incidents that have police involvement will be reported to the NHA Safety Team via the School Safety Incident Report system provided by LogicManager..

3. Reporting Incidents

    a. School administrators will keep a record of serious threats and acts of violence and report them annually to the state.
    b. Incidents of violence, serious threats, intimidation, etc, may require involvement of the police.

       c. School and building administrators are authorized to call the police to respond to the threat or act of violence. A contact list of local law enforcement agencies and other emergency responders is maintained in the school office.

D. Responses to Acts of Violence:

1. The Incident Commander or his/her designee will determine the level of threat and call police to respond to the threat or act of violence.
2. Police will be asked to remove aggressively dangerous and violent students at the discretion of the principal or designee.
3. Violent adults will be reported to the authorities immediately and should only be removed by police.
4. Students and staff will be in lockdown mode when violent people are in or around the school (see Staff Level Response).
5. The Incident Commander or his/her designee will monitor the situation, adjust the response as appropriate, and, if necessary, initiate emergency response protocols including early dismissal, on-site sheltering, or evacuation.   In the event of the activation of an emergency protocol that results in the closure of the school building, a Report of School Closure shall be recorded within the <u>NYSED Business Portal.</u>

E. Response Protocols

1. Identification of decision makers

The District-wide School Safety Plan is for a single charter school and all decision-makers for the School have been identified and assigned roles in the ERP.

2. Plans to safeguard students and staff

The District-wide School Safety Plan is for a single charter school and all response protocols have been identified in the Staff-level Response.

3. Procedures to provide transportation, if necessary.

The District-wide School Safety Plan is for a single charter school and transportation, if necessary, will be arranged by the School's Logistics Chief.

4. Procedures to notify parents, guardians, or persons in parental relation:

A School messaging system will be sent to all parents, guardians, or persons in parental relation to the School's students in the event of a violent incident or and early dismissal. Parents/guardians may also be notified of early dismissal through media contacts (radio stations, television, and web site.) This will be arranged by the

School's Public Information Officer and referred to NHA's Communications Manager.

5. Debriefing procedures:

Parents will receive information about the reason for early dismissal in their child's school as soon as it is practical. This information will be in accordance with what the school is legally permitted to disclose.

The Emergency Response Team, school personnel, and local law enforcement or emergency responders will debrief as soon as it is practical.

6. Procedures for informing all educational agencies within the local school district of a disaster or emergency:

   1. The Principal or his/her designee shall inform all educational agencies within the local school district boundaries and NHA Corporate office of an emergency or disaster.
   2. The list of educational institutions located within the local school district, along with the name, title, business telephone number, home telephone number, mobile phone number for key officials of said educational institutions will be updated annually and maintained in the Principal's office.
   3. The Principal or Emergency Response Personnel shall authorize emergency calls to each educational institution located inside the CSD, in the event of an emergency or disaster that may impact the CSD.
   4. Emergency closures resulting in the need for remote instruction shall be reported via the NYSED Business Portal.

7. Procedures to notify media

The District-wide School Safety Plan is for a single charter school and the Public Information Officer designated in the Building-level Emergency Response Plan will contact National Heritage Academies' corporate offices and coordinate notification of the media.

F. Arrangements for Obtaining Emergency Assistance from Local Government

The School will work closely with police, fire, emergency medical services, and governmental agencies to obtain assistance during emergencies. Emergency mental health services can be accessed from county and regional mental health agencies.

The Incident Commander or his/her designee will, in an emergency, contact the dispatch point of 911 Center for fire or EMS response.

The Incident Commander or his/her designee will, in an emergency, contact the highest-ranking local government official for notification and/or assistance.

G. Procedures for Obtaining Advice and Assistance from Local Government Officials

1. The Incident Commander or his/her designee will, in an emergency, contact the emergency management coordinator and/or the highest ranking local government official for obtaining advice and assistance.

2. The School has identified resources for an emergency from local law enforcement, fire department, emergency medical services, and the School's management partner, National Heritage Academies.

H. District Resources Available for Use in an Emergency

A list of School personnel and resources available in emergency situations has been developed by the school and a copy maintained at the school's main office:

a. Medical
Emergency Medical Technicians
First Aid certified staff
Local Hospitals

b. School Safety Specialist

c. Security
Head custodians
School registrar
Visitor Management System

d. Emergency Response
School resource officer staff with EMT training
School Safety Team
Assistance of law enforcement and emergency responders

e. Post-Critical Incident Response Personnel, Psychologists, Social Workers, Student Assistance Counselors

f. Emergency Equipment
Medical Supplies, Nurse's Office
Medical Equipment Defibrillator, Central Office
Emergency Backpacks
Safety Vests

g. Emergency Communications Equipment

a. Walkie Talkies
b. Fax machines
c. Cellular Phones
d. Network Computers
e. School wide "ALL CALL" system

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

1. The officials authorized to make decisions are:

Principal	Omar Thomas
Dean	Will Hughes
Dean	Lauren Flot
Dean	Moira Bence
Dean	Rumana Rahman

2. Other school personnel assigned to provide assistance:

All staff assigned to provide assistance during emergencies are listed in the School Specific Site Plan.

J. Protective Action Options

The following actions may be taken in response to an emergency:

1. School cancellation
   a. Monitor any situation that may warrant a school cancellation
   b. Make determination
   c. Contact local media.

2. Early dismissal
   a. Monitor situation
   b. If conditions warrant, close school
   c. SchoolMessager to inform parents of early dismissal
   d. Set up an information center so that parents may make inquiries as to the situation.
      Retain appropriate district personnel until all students have been returned home.

3. Emergency Evacuation for Non-Fire Situations Protocol (before, during and after school hours, including security during evacuation and evacuation routes) performed by Building Level School Safety Team:
   a. Notify appropriate public safety agencies of the situation.
   b. Activate Building Level School Safety Team

    c.   Select an evacuation route and site (refer to Building Level ERP)

    d.   If time permits, send designated staff member(s) to visually scan the evacuation route and site and wait for an all-clear report before announcing the evacuation.

    e.   Announce evacuation.

    f.   Visually scan the facility for students and adults who may not have been able to evacuate the building if it is safe for you to do so.

    g.   See that the emergency evacuation kits are removed from the building.

    h.   Leave the building, report to the first responding public safety official and advise him/her of the emergency evacuation kits and their contents. Offer to provide master keys to a properly identified public safety official. Make a record of the person to whom the key is issued.

    i.   Report to the evacuation site. Check to see that a roster of staff and students at the site is developed and appraise the situation.

    j.   Decide whether to implement the family reunification protocol. If family reunification protocol is not appropriate, notify the transportation department to be prepared to implement it in the event the situation escalates.

    k.   If deemed appropriate after consulting with public safety officials, authorize safe re-entering the facility.

    l.   Notify NHA Crisis Hotline, to assist in coordinating communication and resources as soon as is practical.

For further detail, please see Appendix A of the Building Level ERP.

4.   Shelter-in-Place Protocol performed by Building-Level School Safety Team

    a.   Make a determination to shelter-in-place quickly if evacuation is not practical.

    b.   Make an announcement over the public address system to direct staff to shelter-in-place. Activate the ERP. Use external public address or bullhorns as appropriate to notify staff and students who are outdoors.

    c.   Call 911 and request fire serve and law enforcement response as appropriate.

    d.   Make a reasonable attempt to verify that outdoor personnel have been moved into the facility.

    e.   Make a reasonable attempt to verify that staff and occupants received word to shelter-in-place.

    f.   Make a reasonable attempt to verify that personnel are sheltered in suitable locations.

    g.   Contact the Facilities Area Manager and request that any equipment capable of causing air to move from outside the facility into the facility is turned off.

    h.   Check to see that staff members have taken proper steps to close windows and doors from outside airflow.

    i.   Monitor the situation through radio and/or television stations. Attempt to calm staff and students. Keep staff informed of developments whenever possible.

    j.   When informed by local public safety and emergency management personnel, notify staff when it is safe to leave the facility.

      k. Notify NHA Crisis Hotline, if immediate assistances is needed by the NHA Crisis Team

For further detail, please see Appendix A of the Building Level ERP.

Section IV: Protocols for Responding to a Declared State Disaster Emergency Involving a Communicable Disease

1.   Description of essential in-person workforce.

In the event of a state ordered reduction of in-person workforce, Essential employees shall be identified as follows:

    i.   Pursuant to local or state order;
    ii.   Duties require hands-on work; and/or
    iii.   Duties require use of onsite resources or access to confidential information.

This may include any of the following positions:

a. Principal – school operational duties required onsite resources or access to confidential information.
b. Deans – school operational duties required onsite resources or access to confidential information.
c. Office Staff – school operational duties required onsite resources or access to confidential information.
d. Teachers – school operational duties required onsite resources or access to confidential information.
e. Custodial – Duties require hands-on work.
f. Food Service – Duties require hands-on work.
g. Nurse– Duties require hands-on work or local/state health department orders.
h. Counselor or similar Health Service Provider– Duties require hands-on work or local/state health department orders.
i. Director of School Quality – Duties require use of onsite resources or access to confidential information.

2.   Remote work program

Remote work may be provided to allow for flexible scheduling or may be offered in response to high virus incidence or recommendations by our local health officials as a best practice to minimize the spread in the community.

We will promote remote work to the extent that an employee's work activities can feasibly be completed remotely or the employee is declared a Non-essential and prohibited from the work place. If remote work is not feasible for a position, for reasons that it requires hands-on

work, use of onsite resources or access to confidential information, the remote worker must receive prior approval from their employer.

To ensure that employee performance will not suffer due to a remote work arrangement, remote works must:

a. Have an internet connection that is adequate for their job duties,
b. Dedicate their full attention to their job duties during working hours,
c. Make best efforts to work separately and without interruption if there are any other persons at home with the employee while the employee is working.
d. Adhere to all work schedules and break periods agreed upon with their supervisor and in compliance with applicable law.   If a remote worker cannot work for any health-related or other personal reason, he/she must follow the Company's attendance notice and reporting procedures,
e. Frequently meet (via phone or google meet etc.) to discuss progress and results, and
f. Consistently communicate in a timely, thorough and professional manner with coworkers and third parties.

Compliance with Policies
Employees that are allowed to work remote must follow all of employer's policies and procedures similar to employees who are working on-site. Examples of policies that all employees must abide by include, but are not limited to, the following:

● Confidentiality Policy
● Confidentiality Policy on Student Information
● Information Technology Policy
● Inappropriate Behavior Policy
● Social Media Policy
● Drug Free Environment Policy
● Personal Appearance Policy when meeting in-person or by video with others
● Sexual and Other Unlawful Harassment Policy
● Equal Employment Opportunity Policy
● Conflicts of Interest Policy
● Attendance and Punctuality Policy

Equipment
Remote employees shall be provided with equipment that is essential to their job duties, i.e. laptops, headsets and monitors. Equipment or Esoftware that is provided is employer property, and employer retains ownership and control over such property. Employer reserves the right to monitor the activity and content of such property including, but not limited to, internet use and emails, so employees should have no expectation of privacy. Employees

must keep employer property safe and avoid any misuse. Equipment provided for remote work by employer is for business purposes only. Employees must take proper measures to secure employer information, assets and systems.

Among other requirements, employees must:

- Keep their equipment password protected
- Secure their home wi-fi network with a required password
- Not allow others to use NHA equipment or access NHA information
- Store NHA equipment and information in a safe and clean space when not in use
- Follow all data encryption, protection standards and settings
- Refrain from visiting untrustworthy or suspicious sites
- Only download authorized software with prior approval
- Keep confidential information in locked file cabinets and desks
- If a shredder is not available at the remote location, all NHA documents will be set aside in a secure location and stored for future shredding at NHA instead of throwing NHA's confidential or sensitive information in the trash

Upon termination of employment or remote work, or at any earlier request from the employer, all employer property must be immediately returned to the employer.

3. Work shifts of essential employees
The virus prevention lead needs to develop and implement the social distancing protocol. We recommend the following protocol in accordance to CDC guidelines:

- Staying six feet away from others as a normal practice
- Eliminating contact with others, such as handshakes or embracing coworkers, visitors, or friends
- Avoiding touching surfaces touched by others, to the extent feasible.
- Avoiding anyone who appears to be sick, or who is coughing or sneezing.
- If employee needs to be closer than six feet (more than two meters) then it is mandatory that they wear a mask that is fitted well to the face and covers both mouth and nose.
- Also, should attempt to keep people of 10 or less in one room at a time.

4.   Personal Protective Equipment (PPE)
The PPE materials should be counted, and extra supplies should be ordered at this time. A sample checklist is shown below for the PPE and Materials Lead to use. First a couple comments about masks and gloves.

Masks:

Employees should wear a mask at all times. Non-medical grade face coverings will be made available for all persons entering the school building. Surgical masks are recommended, but any mask will work. A mask helps to prevent people from touching their face and spreading germs to others.

Gloves:
There are some dangers to gloves for infection prevention. Gloves provide a false sense of security in that people will rely too much on them and will therefore stop washing their hands. Many people forget to take gloves off and often don't know how to properly take gloves off to reduce infection transmission. Our recommendation is not to rely on gloves for infection prevention; encourage hand washing. If you prefer to use gloves, encourage employees to wash hands and consider signage.

What do I need	How Much do I need	Where Do I get it
Thermometers (infrared preferable)	2 per school	Front Office
Hand sanitizers	One bottle per 20 employees	Janitorial Supply
Hand sanitizers	One bottle at each door, high traffic area, access control areas	Janitorial Supply
Masks	30 Day supply for two masks per employee per day	Front Office
Face Shields	25 per building	Front Office and NHA Purchasing department
Gloves	30 day supply	Janitorial Supply
Biohazard container	30 day supply	Front Office
Disinfectant spray	30 day supply	Janitorial Supply
Spray Bottles	One bottle per 1000 sq. feet of facility	Janitorial Supply

Tape or Paint to mark social distancing	One roll per 1000 sq. feet	Front Office
Clorox wipes	For quick disinfection – one container per room	Janitorial Supply
Soap	30 day supply	Janitorial Supply

5. **Exposure to a known case of biological or communicable disease:**

    a. Once the suspected infected person has been identified, immediately provide them with a mask and take them to the isolation room.
    b. Reassure the person that this extra precaution is for their safety and the safety of others.
    c. Instruct the person to return home and socially distance themselves.
    d. Notify the school Director of School Quality who will alert the NHA Pandemic Team
    e. The NHA Pandemic Team will put together a timeline of symptoms, area of the workspace, contact tracing of other individuals.
    f. Screening will take place within the school to double check for signs of spread.
    g. Persons who may have come into contact with the patient under investigation (PUI) will be notified of potential exposure, but the name of the source should not be shared.
    h. Deep clean of the potentially exposed area will be performed per the following:

Biological or Communicable Disease Exposure Levels: The below exposure levels shall dictate the scope and frequency of disinfection cleaning according to reported risks within the community and facility. This is in addition to baseline janitorial services:

LEVEL 0
- No reported cases in the surrounding community
- No known or suspected cases within the facility
- Normal janitorial routines – no enhanced disinfection necessary

LEVEL 1
- Reported cases in the surrounding community
- No known or suspected cases within the facility
- Disinfection of all high touch points three times per day – twice during business hours and once during evening janitorial.

LEVEL 2

- Suspected (unconfirmed) case reported in the facility within the previous 7 days regardless of reported cases in the surrounding community.
- Immediate disinfection of all high touch points, particularly in areas that the suspected case visited.
- Return to Level 0 or 1, depending on community spread, once disinfection tasks have been completed and suspected case no longer exists within the facility.

LEVEL 3
- Confirmed cases reported in the facility within the previous 7 days regardless of reported cases in the surrounding community.
- Partial or full building closure depending on known areas visited in the building.
- No access to known areas visited by confirmed cases for a minimum 24 hours.
- After 24 hours, complete a full disinfection of all touch points and surfaces utilizing appropriate personal protective equipment (PPE).
- Reopen facility and return to Level 0 or 1, depending on community spread, once disinfection tasks have been completed.

6. **Documenting hours and work locations for essential employees.**

To provide the safest solution the employer shall consider recommendations from the state, local and federal agencies. During a pandemic emergency, employees will be required to self-screen utilizing the New York Health Screening application found in myNHA.

Except as approved by an employee's manager or supervisor in advance, an employee must work remotely during the employee's regular work hours. Non-exempt employees must follow all applicable policies relating to hours worked including, but not limited to, requesting prior approval for overtime, and timekeeping. Off-the-clock work is prohibited, and all hours worked must be accurately reported. Remote workers must adhere to their usual workweek hours unless prior authorization for additional (or overtime) hours has been granted.

7. **Emergency support for employees**

Employees are directed to contact their leadership team or NHA's people services team to assist in additional support related to the declared emergency. Additional resources are available as follows:

   a. NHA Life Assistance program (LAP) – contact NHA benefits team or https://www.advantageengagement.com/p_index.php?id_division=d00&amp%3bid_module=m000
   b. New York Public Health Duty Officer Helpline – 1-866-881-2809
   c. New York State Department of Health – https://www.health.ny.gov/environmental/emergency/

     d. NYC Health -
https://www1.nyc.gov/site/doh/health/emergency-preparedness/emergencies-pandemic-influenza.page

Section V: Continuity of Operations for Remote Instruction

A critical component of the school's emergency operations plan is the implementation of emergency remote instruction in the event of extraordinary adverse weather conditions, impairment of heating facilities, insufficiency of water supply, shortage of fuel, destruction of the school building or a communicable disease outbreak.

Key Components

1) Instructional materials for grades K-8.   Materials should include instruction for both students and parents.
2) Training of remote systems for students, parents and staff. Training should also include technical support teams to ensure continuity and accessibility.
3) Accessibility to equipment required for remote learning. Disbursement of technical equipment, materials and connectivity equipment. Include items for students who require ADA or 504 accommodations.
4) State and local online learning policies.
5) A variety of technologies will be used to facilitate one-on-one or teacher and class interaction during a prolonged school closure.   These shall include, telephone and video calling, email and web conferencing.
6) Communication to school families and staff in times of a large-scale school closure shall be led by NHA's communication team utilizing local and public access to television and radio stations as well as the schools' current school messaging system. The school social media page will also provide families with updates on the re-opening of the school.

*Notification of School Closure to Outside Agencies***:**

It is the responsibility of NHA's Board Relations Coordinator and/or Business Analyst to notify the New York State Education Department of any school closures related in the event that would require the implementation of the emergency protocols for remote instruction. Notification to the state will be submitted via "*Report of School Closure*" form located within the NYSED Business Portal.

Section VI: Recovery

     A. District Support for Buildings

1. A Building-Level Post-incident Response Team has been created. Members of the team include school personnel and mental health counselors, who will engage others in the school community to assist in the aftermath of a serious violent incident or emergency.

2. The School will use the recovery phase to evaluate its practices for violence prevention and school safety activities and improve its plan.

Appendix A: Early and Imminent Warning Signs

Parties Receiving Information	Type of Information	Method of Dissemination
Primary	Anti-bullying Anger management Social Skill Development	Classroom Teacher Social Worker
Elementary	Anti-bullying Anger management Social Skill Development Danger Indicators Conflict Resolution	Classroom Teacher Social Worker Psychologist
Middle	School Danger Indicators Imminent Warning Signs Conflict Resolution Reporting procedures	Classroom Teacher Guidance Counselor Social Worker Psychologist Handouts, Assemblies
Staff	Warning Signs Procedures Anger and Conflict Management Counseling Techniques De-Escalation Techniques	Staff Development Conference Days Reading Materials
Parents	Warning Signs Reporting Procedures De-Escalation Techniques Conflict Management	Workshops Newsletters Parent Information Meetings Mental Health Agency
Community	Warning Signs Reporting Procedures De-Escalation Techniques Conflict Management	Workshops Newsletters Forums Mental Health Agency

Additional Types of Information for Dissemination
- o Early warning signs
- o Imminent warning signs
- o Prevention programs that work
- o Reporting/Referral procedures
- o Intervention services in school
- o Intervention services out of school
- o Available resources for students, staff and parent/community
- o Protective strategies

Information on Potentially Violent Students
  Early Warning Signs for School Violence

Effective schools take special care to train the entire school community to identify and understand early warning signs of violence. By actively sharing information, schools and communities can provide effective responses. By establishing caring supportive relationships with all children, educators and families will be aware of the feelings, fears and needs of students. A frequent review of school records for patterns of behavior or sudden changes of behavior will prove useful.

Social Withdrawal
Withdrawal from peer social contacts due to feelings of depression, rejection, persecution, unworthiness etc...

Excessive Feelings of Isolation
Some loners are potentially aggressive and violent.

Excessive Feelings of Rejection
Rejection without support can lead to violence. Aggressive students rejected by non-aggressive peers seek out aggressive peers who reinforce the aggressive behavior.

Victims of Violence
Victims of violence and abuse frequently become violent themselves.

Feelings of Being Picked On
Kids who are teased, bullied, ridiculed and humiliated sometimes become the bully.

Low School Interest/Poor Academic Performance
Chronic failure and lack of school success limits capacity to learn, leads to frustration, chastisement, and anger. This often leads to aggressive acting-out.

Expression of Violence in Writing and Drawing
Over representation of violence when directed towards a specific individual, consistently over time is a signal of potential violence.

Uncontrolled Anger
Anger frequently and intensely expressed in response to minor irritants is potentially dangerous

Patterns of Impulsive Chronic Hitting and Bullying
If evident early in life and left untreated, may escalate and intensify in later life

History of Discipline Problems
Indicative of underlying needs not being met. This results in later life as defiance of authority, violation of rules and norms and aggressive behavior.

Past History Violent Behavior
Age of onset has significant impact on severity of the problem
Intensity if anti-social behavior increases with age
Characterized by violence to people, cruelty to animals, vandalism, fire setting, etc...

Intolerance for differences and Prejudicial Attitudes
Intense hatred of others based on race, religion, gender or sexual orientation Memberships in hate groups on willingness to victimize people with health problems

Drug and Alcohol Use
These reduce self-control and minimize the ability to make effective choices

Affiliation with Gangs
Anti-social values and norms are supported; acts of violence are the expectation

Access to Firearms
Access to and knowledge of firearms increase a child's risk for violence and becoming a victim

Serious Threats of Violence
A detailed, specific, repeated threat of violence that is directed towards another needs to be taken seriously. This is more serious when the student has the means to carry out that threat. (Available guns)

Imminent Warning Signs

Patterns of Impulsive Chronic Hitting and Bullying
If evident early in life and left untreated, may escalate and intensify in later life

History of Discipline Problems
Indicative of underlying needs not being met. This results in later life as defiance of authority, violation of rules and norms and aggressive behavior.

Past History Violent Behavior
Age of onset has significant impact on severity of the problem
Intensity if anti-social behavior increases with age
Characterized by violence to people, cruelty to animals, vandalism, fire setting, etc...

Intolerance for differences and Prejudicial Attitudes
Intense hated of others based on race, religion, gender or sexual orientation Memberships in hate groups on willingness to victimize people with health problems

Drug and Alcohol Use
These reduce self-control and minimize the ability to make effective choices

Affiliation with Gangs
Anti-social values and norms are supported; acts of violence are the expectation

Access to Firearms
Access to and knowledge of firearms increase a child's risk for violence and becoming a victim

Serious Threats of Violence
A detailed, specific, repeated threat of violence towards another needs to be taken seriously. This is more serious when the student has the means to carry out that threat. (Available guns)

Whenever the following occur, suspension is called for and the parents should be called immediately. For those that are legal offenses, the police should be called immediately.

- Serious, physical fighting with peers
- Severe destruction of property
- Severe rage to seemingly minor reasons
- Detailed threats of lethal violence
- Possession of and/or use of firearms of other weapons
- Other self-injurious behaviors or threats and attempts of suicide

Precipitating events:
- Suspensions
- Loss of a relationship
- Severe rejection
- Extreme humiliation

Warning signs that indicate Law Enforcement Officers should be called.
- Serious written or verbal threats to the building and towards staff and students
- Has a detailed plan (time, place, method, victim); particularly when a child has a history of violence and threatening;
- Carrying a weapon; particularly a firearm that they have threatened to use