



District-Wide School Safety Plan

Introduction: Emergencies and violent incidents in school districts are critical issues that must be addressed expeditiously and effectively. Districts are required to develop a District-wide School Safety Plan designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the district with local and county resources in the event of such incidents or emergencies. The district-wide plan is responsive to the needs of all schools within the district and is consistent with the more detailed emergency response plans required at the school building level. Districts are at risk of a wide variety of acts of violence, natural disasters, and technological disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. This component of Project SAVE is a comprehensive planning effort that addresses risk reduction/prevention, response, and recovery with respect to a variety of emergencies in the school district and its schools.

Innovation Charter High School (the “District”) supports the SAVE Legislation and engages in a planning process to comply with the SAVE law. The leadership team encourages and advocates ongoing district-wide cooperation and support of Project SAVE.

Section I: General Considerations and Planning Guidelines

A. Purpose:

The Innovation Charter High School (Innovation) District-wide School Safety Plan was developed pursuant to Commissioner’s Regulation 155.17 (8 NYCRR § 155.17). At the direction of the Innovation Board, the Head of School appointed a District-wide School Safety Team and charged it with the development and maintenance of the District-wide School Safety Plan.

B. Identification of School Teams

Innovation has appointed a District-wide School Safety Team consisting of, but not limited to, representatives of the School Board, administrators, school safety personnel, and other school personnel.

The members of the team and their positions or affiliations are as follows:

Members Name	Position or Affiliation
Kezena Brown	Head of School
Michelle Ott	Assistant Principal of STEM
Portia Stanley	Assistant Principal of Humanities and Intervention
Tereena Somayya	Director of College and Career Success & CTE
Mekayah Logan	Associate Manager of Operations, Compliance, and Human Resources
Rad Todic	Facilities Manager & Operations Associate
Xavier Pearson	Brand Manager & Facilities Assistant
Keyanna Hayes	School Counselor
Tyree Jackson	School Counselor
Nicholas Wolff	At-Risk School Counselor
Steven Fraietta	Dean of Counseling
Adesola Lawal	School Nurse
Giselle Figueora	School Safety Agent
Danielle Martin	Dean of Discipline & Advisory Committee Lead
Trey Clarke	Dean

C. Concept of Operations

- The District-wide School Safety Plan is directly linked to the individual Building-level Emergency Response Plans for the school building. Protocols reflected in the District-wide School Safety Plan will be used to guide the development and implementation of individual Building-level Emergency Response Plans.
- The development of the District-wide School Safety Plan was a collaborative effort of the District-wide Safety team, utilizing guidance provided by the New York State Education Department
- In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be guided by the School Emergency Response Team.
- Upon the activation of the School Emergency Response Team, the Head of School or their designee will be notified and, where appropriate, local emergency officials will also be notified by calling 911.

- County and state resources through established protocols may supplement emergency response actions, including post-incident responses.

D. Plan Review and Public Comment

- This plan will be reviewed and maintained by the District-wide School Safety team on an annual basis before July 1 of each year. Pursuant to Commissioner's Regulation, Section 155.17(e)(3), this plan will be made available for public comment at least 30 days prior to its adoption. The district-wide plan may be adopted by the School Board only after at least one public hearing that provides for the participation of school personnel, parents, and any other interested parties.
- Full copies of the District-wide School Safety Plan and any amendments will be submitted to the New York State Education Department within 30 days of adoption. A copy of the plan will be available in the Innovation East Harlem main office (433 E. 100th St, New York, NY).
- While linked to the District-wide School Safety Plan, the Building-level Emergency Response Plans shall be 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.a.

Section II: Risk Reduction/Prevention and Intervention

This section of the plan is used to identify and describe the district's policies and procedures for reducing the risk of violence; implementing programs and activities for the prevention of violence; and establishing clear descriptions of actions that will be taken in the event of a violent incident or other school emergency.

A. Innovation Prevention/Intervention Strategies

Research demonstrates that positive, skills-based approaches can increase the safety of students and teachers in school, as well as improve the community climate. Innovation provides Positive Behavior Interventions and Supports (PBIS) as our fundamental approach to discipline. Adaptive, prosocial responses are, therefore, taught and reinforced in an effort to create alternatives to aggressive and antisocial behaviors. Additionally, Behavior Intervention Plans (BIPs) may be created for certain students in an effort to reduce levels of maladaptive responding.

B. More Traditional Prevention/Intervention Strategies

Innovation conducts age- and skill-level-appropriate programs for students (if/when they are able to benefit from such instruction) and staff in each building, such as:

- Non-violent conflict resolution training
- Peer mediation programs and support
- Additionally, school buildings are staffed by School Safety Agents.

C. Training, Drills, and Exercises

- Innovation will conduct drills and exercises to test the components of the building-wide safety plan.
- Innovation has established the following policies and procedures for annual multi-hazard school safety training for staff and students (adapted to fit their learning profile):
 - An annual review of the building emergency response procedures with staff is conducted in August.
 - Practice with such procedures through emergency drills that include (8) evacuation drills and (4) lockdown drills. Drill types will be listed below:
 - Evacuation Drill
 - Soft Lockdown
 - No imminent danger
 - Shelter-In
 - Hold

D. Implementation of School Security

- Innovation works closely with the NYC School Safety Division within each facility in New York City. All visitors to a school must sign in with both the School Safety desk at the Main Entrance and the school's main office upon arrival. A visitor is considered anyone who is not a regular staff member or student. Visitors must wear a Visitor's Badge to identify themselves and are not permitted to wander throughout the facilities. If a staff member notices suspicious, threatening, and/or otherwise inappropriate behavior, the behavior is to be immediately reported to the Main Office for a response from the Head of School.

E. Vital Educational Agency Information

- Innovation is co-located with Success Academy and Manhattan East, at 410 East 100th Street, New York, New York, 10029. The three schools work together to create an annual Building Emergency Response Plan that contains vital information such as school population, number of staff, transportation needs, and the business and home telephone numbers of key officials of each such educational agency. These plans include relocation and reunification locations.

F. Early Detection of Potentially Violent Behaviors

- The leadership team regularly meets with staff and parents to discuss any challenging behavior demonstrated by students. They also regularly review data collected on such behavior to analyze trends and develop or adjust response plans. This is done at a higher frequency with behavior that may be dangerous to the student themselves or to others. Instructional and non-instructional staff who are concerned about the behavior of a student are directed to communicate those concerns to their immediate supervisor, the Dean of Discipline, the Head of School.

G. Hazard Identification

- Innovation's building is evaluated annually for potential hazards within the building and on school grounds. The Building Emergency Response Plan, located in the School Office, includes the identification of hazardous roadways and intersections in proximity to the school building. There are no storage facilities for hazardous chemicals adjacent to School facilities that have been identified by the New York State Department of Environmental Conservation.

Section III: Response

A. Notification and Activation (Internal and External Communications)

- The policies and procedures for contacting appropriate law enforcement officials in the event of a violent incident are included in the Building-level Emergency Response Plan. Each plan outlines when school staff should contact emergency services using the 911 system.
- In the event of an emergency, staff, students, and parents/guardians will be contacted in one or more of the following ways:
 - ✓ ParentSquare text message and email
 - ✓ Telephone
 - ✓ Email
 - ✓ Others as appropriate

H. Situational Responses

- **Multi-Hazard Response**

The District has developed multi-hazard response plans, which are included in the Building-level Emergency Response Plan. The emergencies addressed in the plan include, but are not limited to:

- Threats of Violence (Intruder)
- Hostage/Kidnapping
- Explosive/Bomb Threat
- Natural/Weather-Related Hazardous Material
- Missing Students

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

The Building-level Emergency Response Plan includes policies and procedures for responding to implied or direct threats of violence by students, teachers, other school personnel, and visitors to the school. The following types of procedures (s) could be used by the district:

- Use of staff trained in de-escalation or other strategies to diffuse the situation.
- Inform the Head of School, or Associate Manager of Operations, Compliance & HR of an implied or direct threat.
- Determine the level of threat with the Head of School/Designee.
- Contact the appropriate law enforcement agency, if necessary.
- Monitor the situation, adjust the response as appropriate, and include the possible use of the Emergency Response Team.

- **Acts of Violence**

Multi-Hazard response in each Building-level Emergency Response plan includes policies and procedures for responding to acts of violence by students, teachers, other school personnel, and visitors to the school, including consideration of zero-tolerance policies for school violence. The following types of procedures (s) could be used by the district:

- Determine the level of threat with the Head of School, or Associate Manager of Operations, Compliance & HR.
- If the situation warrants, isolate the immediate area and evacuate.
- Inform Head of School, or Associate Manager of Operations, Compliance & HR
- If necessary, initiate a lockdown procedure and contact the appropriate law enforcement agency.
- Monitor situation; adjust response as appropriate; if necessary, initiate early dismissal, sheltering, or evacuation procedures.

- **Response Protocols**

The Building-level Emergency Response plans include protocols for responding to bomb threats, hostage takings, intrusions, and kidnappings. The following protocols are provided as examples:

- Identification of decision makers.
- Plans to safeguard students and staff.
- Procedures to provide transportation, if necessary.
- Procedures to notify parents.
- Procedures to respond to the media.
- Debriefing procedures.

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

The building-level Emergency response plan includes guidance on obtaining assistance during emergencies from local emergency services and government agencies. The following examples are the types of arrangements that could be used by the district:

- The Head of School or Associate Manager of Operations, Compliance & HR in an emergency contacts the dispatch point or 911 center for fire or EMS response.
- Head of School/Designee contacts the highest-ranking local government officials for notification and/or assistance.

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

The District will utilize procedures for obtaining advice and assistance from local government officials, including the city officials responsible for the implementation of Article 2-B of the Executive Law. The types of procedures for obtaining advice and assistance from local governments during city- or state-wide emergencies could include the following:

- The Head of School, or Associate Manager of Operations, Compliance & HR in an emergency will contact the emergency management coordinator and/or the highest-ranking local government official for obtaining advice and assistance.
- The District has identified resources for an emergency from local agencies closest to each Innovation building.

- **District Resources Available for Use in an Emergency**

Each Building-level Emergency Response Plan identifies district resources, which may be available during an emergency, such as available facilities, food supply, communications equipment, fire extinguishers, first aid supplies, flashlights, bullhorn, etc.

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

Each Building-level Emergency Response plan includes procedures to coordinate the use of school district resources and manpower during emergencies, including the identification of the officials authorized to make decisions and the staff members assigned to provide assistance during emergencies.

- **Protective Action Options**

Each Building-level Emergency Response plan describes plans for taking the following actions in response to an emergency, where appropriate: school cancellation, early dismissal, evacuation, and sheltering.

Section IV: Recovery

A. District Support for Buildings

- Building-level Emergency Response Plans provide resources for guiding the Post-post-incident response within each building. The School Response team is required to debrief incidents afterwards in a controlled environment in order to evaluate the strength of response procedures.

B. Disaster Mental Health Services

- School leadership teams will be advised by the Head of School, or Associate Manager of Operations & HR, who will assist in coordinating mental health resources post-disaster.
- Counseling Team hosts proactive trauma informed workshops that help support students and staff post-incident.

Section V: Emergency Remote Instruction Plan

A. Purpose of the Plan

- Policies and procedures to ensure computing devices will be made available to students, or other means by which students will participate in synchronous instruction. Policies and procedures to ensure that students receiving remote instruction under emergency conditions will have access to internet connectivity.

B. Remote Access

- Innovation has policies and procedures to provide students access to the internet in the event of an emergency closure of schools.
- Innovation has partnered with a leading internet service provider to provide WiFi hotspots to all students and families who need them to engage in remote learning.
- If this service becomes unavailable, Innovation will support families in obtaining access to one of the various no-to-low-cost options for Wi-Fi access.
- In addition, over 200 homeless shelters throughout New York City have wireless service, and Big Apple Connect ensures that NYCHA residents have access to free, fast, reliable, and safe internet.

C. Remote Instruction

- Innovation teachers and related service providers are required to set up digital classrooms on an approved Innovation platform and be linked to all assigned students. In the event of a school closure, teachers and other mandated service providers are required to pivot to remote synchronous instruction through the digital classroom.

- School staff, teachers, and teaching assistants reach out to families as needed to ensure students can access their home-based technology to log onto instruction. For students for whom remote instruction by digital technology is not appropriate, teachers will, if possible, send home materials familiar and accessible to the students, such as tangible work packets, manipulative materials, books, etc. These materials can be utilized asynchronously by students and their caregivers. Where appropriate, teachers may also work 1-1 to support students during sessions apart from full-class synchronous instructional periods to help them access instruction using familiar classroom strategies and materials and/or assign 1-1 teaching assistants to support learning during remote learning. School staff will keep an open line of communication with families to assist them as needed with potential tech issues.

D. Remote Instruction for Students with Disabilities

- In alignment with their IEPs, special education and related services will be provided to students with disabilities during remote learning through a combination of synchronous and asynchronous learning opportunities, individualized instructional sessions to practice IEP-driven skills and strategies, and learning tasks to engage in while at home. Innovation expects related service providers to maintain service schedules with students via remote sessions to the greatest extent possible. OT, PT, and speech providers will need to obtain parental consent in order to provide related services remotely. IEP goals are addressed in every remote-related service session. If remote instruction is needed over an extended period, related service providers will remain accessible and communicate with families and students via approved communication platforms on a consistent basis.