URBAN DOVE TEAM CHARTER SCHOOLS
DISTRICT SAFETY PLAN
2026-2027

*approved June 2026

INTRODUCTION

Emergencies in schools must be addressed in an expeditious and effective manner. Schools are at risk of acts of violence, natural, and manmade disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. Project SAVE is a comprehensive planning effort that addresses prevention, response and recovery with respect to a variety of emergencies in schools.

Charter Schools are considered districts in and of themselves. Therefore, even as just one school with just one building, Charter Schools are required to have both District and Building Level Project SAVE School Safety Plans. This document is Urban Dove Team Charter Schools' (UD Team Network) combined District-wide Project SAVE School Safety Plans—with the confidential details of the Building Level Plan included as a separate Appendix for each school (Bronx and Brooklyn).

UD Team Schools supports the Save Legislation, and intends to engage in a robust planning process as soon as it is practicable. This planning process will include meetings with parents, local police, security, School faculty and staff, and students to request participation in creating the plan, and feedback in reviewing the final plan. All constituencies will have full access for input.

The UD Team School Safety Plan was developed by the UD Team Building Response Team-which includes students, family, staff, and local emergency agencies.

Our goal in creating and implementing our School SAVE Safety Plan are:

- To create an atmosphere and set of practices that prevent violence or unsafe conditions
- To create/implement a plan that will minimize the effects of serious violent incidents and emergencies
- To have an effective response plan for all predictable safety concern situations
- To produce a document that can be used as the basis for informing and training all school constituencies in regard to keeping our school safe.

Plans will be produced for the following (multi-hazard) situations: Fire, Intruder Alert, Bomb scare, Medical Emergency, Gas Leak, and Civil Disturbance, and will include plans for Rapid Dismissal.

Key School Data:

	UD Team Brooklyn	**UD Team Bronx**	**UD Team Queens**	**UD Team Manhattan**	**UD Team Brooklyn North**	**Urban Dove CMO**
Address	1256 East 21st Street Brooklyn, NY 11210	671 Prospect Avenue Bronx, NY 10455	31-20 37th Street Astoria, NY 11103	240 East 123rd Street New York, NY 10035	181 Suydam Street Brooklyn, NY 112xx	21-21 41st Avenue Suite 2D LIC, NY 11101
Phone	718-783-8232	718-682-3975	347-588-5159	347-562-9832	212-244-2131	212-244-2131
Email	brooklyn@ urbandove.org	bronx@ urbandove.org	queens@ urbandove.org	manhattan@ urbandove.org	udv@ ubrandove.org	info@ urbandove.org
School Leader	Rob Santos	Christian Rivera	Derek Jones	Damaris Caba	Anna Smith	Jai Nanda
Student Count	305	305	200	240	100	N/A
Staff Count	72	72	30	45	30	35
Transportation	MTA	MTA	MTA	MTA	MTA	MTA

SECTION I GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

PURPOSE

The UD Team School Safety (SAVE) Plan has been developed pursuant to Commissioner's Regulation 155.17. At the direction of the Board of Directors of UD Team (the 'Board'), a UD Team School Safety Team was created and charged with the development and maintenance of a UD Team School Safety Plan ('Plan'). This Plan includes input from parents, students, staff, and school safety and other personnel.

The Plan was developed by the Building Response Team (BRT) through a series of meetings attended by constituencies outlined above, following Safety Plan guidelines distributed by NYSED. The BRT will review emergency response plans with security professionals and consult with other schools with high quality SAVE plans to ensure feasibility and thoroughness.

Our goal in creating this plan is to ensure the maximum safety of all students and staff at our school through careful and well thought through planning. We will conduct table-top and actual drills of included plans to facilitate organized and effective use of these plans in the case of an actual emergency.

CONCEPT OF OPERATIONS

The initial response to all emergencies at UD Team will be by the Core Building Response Team. Upon activation of the Core BRT local emergency officials and the Board of Directors will be notified as appropriate. Efforts may be supplemented by county and state resources through existing protocols as required.

The Core BRT will also serve as the Emergency Response Team and Post Incident Response Team.

SCHOOL SAFETY PLAN

The UD Team Building Response Team is comprised of, but not limited to, representatives from the Board of Directors, Administration, Parents, Students, Faculty, School safety personnel, and other school personnel as

The UD Team Building Response Teams are composed of, but not limited to, representatives from the Board of Trustees, Leadership, Staff, Students, Families, and Community Agencies. Within the Building Response Team is a Core School Safety Team that will coordinate the preparation and maintenance of the School Safety Plan, and in the case of an incident, serve to provide initial assessment and coordination of the full team as required. The UD Team BRT Leader, along with the Core School Safety Team (Special Needs coordinator, Incident Assessor, Emergency Officer, Assembly Point Coordinator and Reporter) will be the main decision making body in the event of an emergency. All school-wide emergencies (Fire, intruder, bomb threat, etc.) should be immediately reported to the office of UD Team School Leader. If time permits, the School Safety Core Team will convene to determine an appropriate course of action. Should events require an immediate response, emergency action authority resides with the School Leader or official designee.

ACCESS TO FLOOR PLANS

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

PLAN REVIEW AND PUBLIC COMMENT

Pursuant to Commissioner's Regulation Section 155.17(e)(3), a summary of this Plan was made available for public comment at least 30 days prior to its adoption. We included representatives of all key School constituents and interested parties in the development and review of this plan, including a review at our first PTA Meeting. The Plan was formally adopted by the Board. To ensure student safety, the plan will be considered 'in effect' until such time as a full public review can be conducted and the Plan approved. After 2012, the required annual review will be completed on or before July 1 of each year after its adoption by the UD Team Board of Directors.

In accordance with the August 2011 Amendment to Section 155.7, certain sections of our Safety Plan with response action detail and private contact information will remain confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a. Full copies of the Building-Level Emergency Response Plan will be supplied to both local and State Police within 30 days of adoption. The Plan will be reviewed periodically during the year and will be maintained by the Core BRT.

TRAUMA INFORMED RESPONSE

Trauma means an emotional response to a deeply distressing or disturbing experience, such as, but not limited to, an act of violence, natural disaster, abuse, neglect, or loss.

Trauma-informed means an understanding of trauma and how it affects the physical, emotional, and mental health of students and adults.

Trauma-informed drills mean avoiding tactics in training or drills that may introduce or activate trauma, such as the use of props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency, or inclusion of developmentally or age-inappropriate content. Drills may inadvertently prompt a negative emotional or psychological response in staff or students because of previous exposure(s) to trauma.

SECTION II RISK REDUCTION/INTERVENTION STRATEGIES

PREVENTION/INTERVENTION STRATEGIES

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

PREVENTION PROGRAMS

- Programs: anti-bullying programs, violence prevention meetings, conflict resolution sessions and peer mediation, mentoring programs, forums for students concerned about bullying/violence, establishing anonymous reporting mechanisms for school violence/ bullying.
- UD Team will also create a positive, safe learning environment for students by implementing a community service program and by creating school schedules that minimize potential for conflicts or altercations.

BUILDING PERSONNEL TRAINING

- In preparation for planning and executing drills, the Building Response Team will review information/guidance on the NYSED and New York State Center for School Safety websites as well as Safety Plans from other schools.
- When hiring school safety/security personnel, the School will ensure all personnel have the appropriate background (experience and training) to fulfill their role, including training in how to de-escalate potentially violent situations.
- The School will review the details of its Safety Plans with all faculty and staff prior to school opening (including all plan logistics, roles and responsibilities, and backup plans), ensuring all are clear on all roles and responsibilities as well as logistics. Staff will sign off on having reviewed and understood School Safety Plans.
- At least one Safety Team member will attend school safety training offered by the NYC DOE and share learning with the entire School Safety Team.
- Two members of the UD Team Safety Team will take CPR and AED training.
- UD Team staff members will take Violence Intervention training

DRILLS/EXERCISES/STUDENT TRAINING

- The BRT will conduct ‘tabletop’ exercises – playing through the execution of each of our multi-hazard plans using an actual school and neighborhood layout diagram.
- The School will review all emergency response plans with students within the first 2 weeks of school, to ensure all students understand expectations for their action/behavior and that of the entire school community.
- The School will conduct mandated actual safety drills that test components of the School Safety Plan.
- These drills will be conducted in coordination with local emergency response and preparedness officials, as follows:
    - The School will schedule the dates and times of drills with local officials;
    - drills and training be conducted in a trauma informed, developmentally and age-appropriate manner;

    - drills and training do not include props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency; and
    - students and staff be informed when a school is conducting a drill.
- The school will notify parents or persons in parental relation regarding drills.
- The school will obtain written consent for students to participate in full scale exercises in conjunction with local and county emergency responders and preparedness officials on non-school days when school activities such as athletics are not occurring on school grounds.

IMPLEMENTATION OF SCHOOL SECURITY POLICIES AND PROTOCOLS

School Safety/Security roles at UD Team are expected to be as follows:

- School Security: 1 dedicated security guard, located as follows:
    - At start and end of the school day there will be a security guard at the front door
    - During the school day, a security guard will be located at the front door
- Hall monitors: Operations Assistants, Staff and Leadership will monitor hallways before and after school, and during class change times.

Other School safety protocols include:

- Only the front door of the school will be open at the start of day.
- All school visitors will be required to show identification upon entering the school building, and to wear a visitor tag while in the school.
- The School will have security cameras located at the front entrance and throughout the building.
- The School will have Student and Staff ID cards.
- There will be a security audit conducted within the first 2 months of the school year.
- All staff members will be provided with Two-Way Radios to use in the event of an emergency drill or actual occurrence to ensure a means of communication.

COORDINATION WITH EMERGENCY OFFICIALS

The Director of Operations (building Response Team Lead) will contact local emergency officials to review Emergency procedures, to verify contact protocols and information, and to coordinate their involvement in School Safety drills.

MAINTENANCE OF VITAL EDUCATION AGENCY INFORMATION

An updated School Staff contact list (with cell phone numbers) will be maintained by the Operations Manager and placed within the School "Emergency/Safety' Binder. This binder will also contain: a list of all local emergency contact names and numbers (police, fire, hospital, Board Members, local officials), Emergency Contact Information for all school staff, and a sheet with the demographics of the school (number of students, number of staff, organization chart for the school). Next to that binder will be a 'Student Emergency Contact Binder' with Emergency Contact sheets for each student.

EARLY DETECTION OF POTENTIALLY VIOLENT BEHAVIORS

Expert guidelines for the early detection of potentially violent behaviors will be disseminated to all school staff in August as part of the School Safety Plan review. These Guidelines will be given to Parents in late August/early September at the start of school parent conferences. An age appropriate version of the guidelines will be discussed with students within the first month of school as part of the Anti-Bullying section of the School Advisory Program.

HAZARD IDENTIFICATION

Through a walk-through and in consultation with local police and School Security staff, as part of developing the School Safety Plan, the School Safety Team identified the following potential emergency sites and situations:

Potential Emergency Site	Related Potential Emergency Situation
School Building (particularly in stairwells, gym, cafeteria, and bathrooms)	Student Confrontation; Medical Emergency; Intruder

Athletic Fields and Private SBYD Facilities (Prospect Park; Von King; Salvation Army; Basketball City)	Student Confrontation; Medical Emergency; Intruder
MTA Bus/Train	Student Confrontation; Medical Emergency; Intruder, Motor Vehicle Accident
Private Buses	Student Confrontation; Medical Emergency; Intruder, Motor Vehicle Accident
Off-site Field Trips	Student Confrontation; Medical Emergency; Intruder

SECTION III: RESPONSE

ASSIGNMENT OF RESPONSIBILITIES

The chain of command at UD Team in the case of emergencies is as follows:

1. School Leader
2. Director of Operations
3. Director of Youth Development

CONTINUATION OF OPERATIONS

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

NOTIFICATION AND ACTIVATION (INTERNAL AND EXTERNAL COMMUNICATIONS)

In the event of an emergency, the following internal and external communications systems will be utilized as makes most sense at the time:

- School Phone system
- Cell Phones of School Safety Team and staff
- Walkie-Talkies (supplied to School Safety Team members)
- Bull Horns
- Whistles
- Email
- Text messaging
- Local media

Standard notification protocol will be for:

- Notification of an incident or hazard development to the School Leader as soon as possible following its detection
- In the event of an emergency, the School Leader or BRT Lead will notify all building occupants to take appropriate protective action

The following emergency terms will be used:

- **Evacuate** and evacuation mean to move students for their protection from a school building to a predetermined location in response to an emergency.
- **Shelter** and shelter-in place mean keeping students in school buildings and providing them with shelter when it is deemed safer for students to remain inside rather than to return home or be evacuated.
- **Lockdown** means to immediately clear the hallways, lock and/or barricade doors, hide from view, and remain silent while readying a plan of evacuation as a last resort. Lockdown will only end upon physical release from the room or secured area by law enforcement. Lockdown is initiated during incidents that pose an immediate threat of violence in or around the school.

- **Hold** and Hold-in place mean the restriction of movement of students and staff within the building while dealing with short term emergencies.
- **Secure Lockout** means students and staff remain inside locked and secured school buildings during incidents that pose an imminent concern outside the school.

Also - upon the occurrence of a violent incident, the School Leader will contact the appropriate local law enforcement officials. A list of local law enforcement officials and contact information will be maintained in the School "Emergency/Safety' Binder in the Main Office. The School Leader will also have a soft copy of this document on file, and a hard copy in their office.

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

As necessary, the School will notify parents of a violent incident or early dismissal through use of the One Call System and/or email/ and/or a team phone chain (staff member calls all parents within their Team). Parent contact information will be maintained on Student Emergency Contact forms, and with a school-wide email group. The One Call System will also be maintained with current family/parent/guardian contact information.

Note – Families will be instructed in the Family/Student Handbook as to where to find update information and contact numbers for the school in the event of any emergency situation.

Note that an updated School Staff contact list (with cell phone numbers) will be maintained by the Office Manager and placed within the School "Emergency/Safety' Binder. This binder will also contain: a list of all local emergency contact names and numbers (police, fire, hospital, Board Members, local officials), Emergency Contact Information for all school staff, and a sheet with the demographics of the school (number of students, number of staff, organization chart for the school). Next to that binder will be a 'Student Emergency Contact Binder' with Emergency Contact sheets for each student.

SITUATIONAL RESPONSES

Plans are in place, and detailed in the appended, separate Building Level Response Plan document for:

- Multi-Hazard Response
- Fire
- Intruder in the Building
- Medical Emergency
- Threat of Violence (by student, staff, visitor, other)
- Explosive/ Bomb Threat
- Hostage/ Kidnapping
- Civil Disturbance
- School Bus Accident
- Gas Leak
- Hazardous Material
- Biological Threat
- Radiological Threat
- Epidemic

The school will also provide violence de-escalation and early warning sign identification training to all staff within the first month of school.

CARDIAC EMERGENCY RESPONSE PLAN

Urban Dove Team Charter Schools maintains a cardiac emergency response plan for sudden cardiac arrest and similar life-threatening emergencies occurring in a school building, on school grounds, or during an athletic practice or event on school grounds. Each school's Building-Level Emergency Response Plan will include site-specific procedures, emergency contact information, AED locations, trained personnel, and coverage for the school day and school-sponsored athletic activities.

Recognition of a Cardiac Emergency

- Staff will treat a sudden collapse, unresponsiveness, abnormal or gasping breathing, absence of a pulse, chest pain or discomfort, racing or irregular heartbeat, dizziness or fainting, seizure-like activity, unusual shortness of breath, or extreme fatigue during or after exercise as a possible cardiac emergency.

Emergency Response Procedures

1. Ensure scene safety. Stop athletic play or other activity, move bystanders away, and place the person on a safe, stable surface when it is safe to do so.
2. Call for help. Immediately call 911, or direct another person to call 911, and follow the emergency dispatcher's instructions. Notify the School Leader, Director of Operations, school nurse or health personnel, and other designated responders in accordance with the Building-Level Emergency Response Plan.
3. Retrieve the AED. Direct a specific person to bring the nearest automated external defibrillator (AED) and emergency response supplies. The AED should be brought to the person as quickly as possible.
4. Begin CPR. A CPR/AED-trained staff member will assess breathing and responsiveness and begin CPR immediately when the person is not breathing normally or is only gasping. If a trained responder is not immediately available, staff will follow the 911 dispatcher's instructions until trained personnel or EMS arrive.
5. Use the AED. A CPR/AED-trained staff member will apply and operate the AED as soon as it is available, following the device prompts, and will continue CPR and AED use until the person shows signs of life or EMS assumes care.
6. Transfer care to EMS. EMS will assume lead responsibility upon arrival. For a student, a school administrator or designee will accompany the student to the hospital until the parent or person in parental relation arrives, when practicable and consistent with school procedures.
7. Notify the emergency contact. School administration or a designee will notify the student's parent or person in parental relation, or the staff member's emergency contact, as soon as practicable.
8. Document and debrief. The school will document observations, actions taken, the individuals who responded, notifications made, and information provided to EMS. The Building Response Team will conduct a post-incident debrief, evaluate the response, arrange appropriate support, and make any necessary improvements to procedures or training.

AED Readiness and Athletic Activities

- AEDs will be clearly marked, readily accessible, and maintained in operable condition in accordance with manufacturer guidance and nationally recognized emergency cardiovascular-care guidelines. AED cabinets, cases, or response bags will contain appropriate first-response supplies, including gloves, a CPR barrier device, and scissors. Inspections and maintenance will be documented.
- Before each athletic practice or event on school grounds, the responsible staff member will confirm that an operable AED is accessible, a communication device is available to call 911, emergency access routes are clear, and CPR/AED-trained personnel are available in accordance with applicable law and school procedures. Staff supervising activities outside the school building will carry or have immediate access to a communication device and emergency contact information.

Annual Training

- All staff will receive annual training on the cardiac emergency response plan as part of the school's annual safety training cycle and no later than September 15 of each school year. Training will be comprehensive enough for staff to recognize a cardiac emergency, activate EMS, locate and retrieve an AED, understand their assigned roles, and respond in accordance with the Building-Level Emergency Response Plan. The school will maintain records of staff participation.
- Students will receive annual, trauma-informed, age- and developmentally appropriate instruction on the signs of cardiac arrest, when and how to seek help from an adult, what to expect during a cardiac emergency, and what an AED is and where AEDs are generally located. Students will not be expected to provide medical care unless separately trained and authorized.
- Cardiac emergency response drills are not required. Any related exercise conducted while students are present will be trauma-informed, developmentally and age appropriate, and will not use props, actors, or simulations that could cause distress. Exercises involving EMS should be conducted when students are not present whenever practicable.

Building-Level Plan Requirements

- Each Building-Level Emergency Response Plan will identify emergency contact numbers; the persons responsible for calling 911, retrieving the AED, providing CPR/AED care, directing EMS, notifying families, documenting the incident, and

conducting the debrief; the names, titles, locations, availability, and contact information of CPR/AED-certified personnel; all AED locations; and the number and placement of AEDs needed for the building and for athletic practices and events. AED locations will also be shown on the confidential building-level emergency response map.

RESPONSE TO ACTS OF VIOLENCE

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

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

PROTECTIVE ACTION OPTIONS

Situation	Plan
School Cancellation	▪ Monitor situation that may warrant school cancellation (School Leader) ▪ Make cancellation determination ▪ Inform Families/Students ▪ Inform Staff ▪ Inform Board ▪ As necessary, inform other parties (e.g. shared school)
Early Dismissal	▪ Monitor situation that may warrant early dismissal (School Leader) ▪ Make early dismissal determination ▪ Agree time to send early dismissal signal (intercom) ▪ Contact Transportation providers and make required arrangements ▪ Inform Families/Students ▪ Inform Staff ▪ Retain appropriate school personnel on site until all students have been returned home/picked up
Evacuation (before, during and after school hours)	▪ Determine level of threat ▪ Contact Transportation providers and provisionally make required arrangements ▪ Clear all evacuation routes and sites ▪ Evacuate staff and students to prearranged evacuation site ▪ Account for all students and staff populations. Report any missing persons to School Leader ▪ Make determination regarding early dismissal ▪ If dismiss early, contact families/transportation providers for pick up ▪ Ensure adult/continued school supervision/security ▪ Retain appropriate school personnel on site until all students have been returned home/picked up
Movement to Sheltering Sites	▪ Determine level of threat ▪ Confirm sheltering location, depending on nature of incident ▪ Evacuate staff and students to pre-arranged sheltering site ▪ Account for all students and staff populations. Report any missing persons to School Leader ▪ Make determination regarding early dismissal ▪ If dismiss early, contact families/transportation providers for pick up

	▪ Ensure adult/continued school supervision/security ▪ Retain appropriate school personnel on site until all students have been returned home/picked up

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

For all Situations:

- Parents - The School Leader will determine if and when parents need to be informed, and will do the informing. This will be done in consultation with the leadership team.
- Media –The School Leader will determine if and when the media needs to be informed, and will do the informing. This will be done in consultation with the Board and CMO, Urban Dove.
- The Building Response Team will convene within 48 hours of an event to conduct a Situation Debrief/Post Mortem. The Debrief process will include soliciting input from other school constituencies as follows: School Leader asks for feedback from faculty and students (as appropriate), School Leader asks for feedback from other school constituencies (staff, security staff, etc.). The results of this debrief will inform future plan updates.

ARRANGEMENTS FOR OBTAINING EMERGENCY ASSISTANCE FROM LOCAL GOVERNMENT

As necessary, the School Leader will request assistance from emergency services organizations and local government agencies. Contact names and numbers will be maintained in the School Emergency/ Safety Plan Binder. Soft and hard copies of this contact information will be maintained by the School Leader and Director of Operations in their offices.

A record will be maintained of all Local Government Emergency Assistance requests and responses.

PROCEDURES FOR OBTAINING ADVICE AND ASSISTANCE FROM LOCAL GOVERNMENT OFFICIALS

As necessary, the School Leader will request advice and assistance from local government officials (borough and city) and agencies such as the Red Cross. Contact names and numbers for all relevant local government officials and agencies, and the Red Cross will be maintained in the School Emergency/ Safety Plan Binder. Soft and hard copies of this contact information will be maintained by the School Leader and Director of Operations in their offices.

A record will be maintained of all Local Government Officials and Agencies requests and responses.

SCHOOL (DISTRICT) RESOURCES AVAILABLE FOR USE IN AN EMERGENCY

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

- Cell Phone
- Two-Way Radios
- Tool Box
- First Aid Kit
- Flashlight
- Moving Carts

SECURITY OF CRIME SCENE

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

SECTION IV: RECOVERY

UD Team Recovery (Post Incident Responses) will include, but not be limited to:

Short term:

- Mental health counseling for staff and students
- Building security
- Facility Restoration

- Post Incident Critique
- After the recovery stage of any incident, the UD Team Safety Team will conduct an internal Post Mortem that will include re-evaluations of violence prevention and school safety activities as appropriate to improve our plan. Updates to the Safety Plan will be made as appropriate.

Long Term:

- Mental health counseling for staff and students
- Building security
- Mitigation actions, as appropriate, to reduce the likelihood of repeat occurrence and impact if a similar incident does occur again.

Note that the UD Team School Safety Team has coordinated with statewide plans for disaster mental health services to ensure that the School has access to federal, state and local mental health resources in the event of a violent incident.

After the recovery stage of any incident, the UD Team Safety Team will conduct an internal Post Mortem that will include re-evaluations of violence prevention and school safety activities as appropriate to improve our plan. Updates to the Safety Plan will be made as appropriate.

APPENDIX A

Urban Dove Team Charter Schools District
Emergency Remote Instruction Plan/Pandemic Plan

INTRODUCTION

Urban Dove Team Charter Schools developed the following **Emergency Remote Instruction Plan** to address the instruction of students if extraordinary circumstances prevent students and staff from physically attending school. The **Emergency Remote Instruction Plan** meets the requirements of New York State Education Commissioner's Regulations for inclusion in the 2023-2024 District-Wide School Safety Plan.

BACKGROUND INFORMATION

The NYS Education Department (NYSED) authorized a "snow day pilot" program during the Covid-19 pandemic 2020-2021 and 2021-2022 school years. This program allowed school districts to deliver instruction remotely on days in which they would otherwise have closed due to an emergency.

To give districts greater predictability, in September 2022, the NYSED Board of Regents amended section 175.5(e) of the Commissioner's regulations to codify this flexibility. Districts that would otherwise close due to an emergency may, **but are not required to,** remain in session and provide instruction through remote learning and count these instructional days towards the annual hours requirement for State Aid purposes. Instruction must be provided to all students and be consistent with the definition of remote instruction, as explained below. In addition, beginning with the 2023-2024 school year, such instruction must be consistent with the school district's **Emergency Remote Instruction Plan**.

NYSED also amended section 155.17 of the Commissioner's regulations to require public schools, BOCES, and county vocational education and extension boards amend their **District-Wide School Safety Plans** to include plans for remote instruction beginning with the 2023-2024 school year. This gives the public an opportunity to provide feedback on such plans for remote instruction prior to their adoption. The **Emergency Remote Instruction Plan** must include the methods that the school district will ensure the availability of: devices; internet access; provision of special education and related services for students with disabilities; the expectations for time spent in different remote modalities.

Such plans also require that each chief executive officer of each educational agency located within a public school district report information on student access to computing devices and access to the internet each year.

NYSED additions to section 100.1 of the Commissioner's regulations define the term "remote instruction." This definition identifies various ways in which remote instruction may be delivered, but which must include, in all situations, regular and substantive teacher-student interaction with an appropriately certified teacher.

The NYS Board Regents adopted the amendments noted above that became effective as a permanent rule on September 28, 2022. Sections 200.7, 200.16, and 200.20 of the Regulations of the Commissioner of Education were amended, and became effective September 13, 2022, and December 12, 2022, as an emergency action for the preservation of the general welfare to permit approved special education providers to provide remote instruction in the 2022-2023 school year on days they would otherwise close due to an emergency and to count such instructional days towards 14 minimum requirements and to identify the ways in which such remote instruction may be delivered. These amendments relate to remote instruction and its delivery under emergency conditions for students in approved private schools for the education of students with disabilities, state-supported schools, state-operated schools, and approved preschool special education programs. These updated regulations now provide the same flexibility for remote instruction under emergency conditions that was given to school districts. The effective date of the final rule was January 25, 2023.

REMOTE INSTRUCTION

The Commissioner's regulations define remote instruction as "instruction provided by an appropriately certified teacher, or in the case of a charter school an otherwise qualified teacher pursuant to Education Law §2854(3)(a-1), who is not in the same in-person physical location as the student(s) receiving the instruction, where there is regular and substantive daily interaction between the student and teacher." For the purpose of this plan, remote instruction means the instruction occurring when the student and the instructor are in different locations due to the closure of one or more of the district's school buildings due to emergency conditions as determined by the Superintendent of Schools. Emergency conditions include, but are not limited to, extraordinary adverse weather conditions, impairment of heating facilities, insufficient water supply, prolonged disruption of electrical power, shortage of fuel, destruction of a school building, shortage of transportation vehicles, or a communicable disease outbreak, and the school district would otherwise close due to such an emergency.

UNSCHEDULED SCHOOL DELAYS AND EARLY RELEASES

Instructional hours that a school district scheduled but did not execute, either because of a delay to the start of a school day or an early release, due to emergency conditions, may still be considered as instructional hours for State Aid purposes for up to two instructional hours per session day, provided the School Superintendent certifies such to NYSED, on the prescribed NYSED form, that an extraordinary condition existed on a previously scheduled session day and that school was in session on that day (NYSED Part 175.5).

The **Emergency Remote Instruction Plan** shall identify various ways in which instruction may be delivered, including synchronous and asynchronous instruction. In all situations, remote instruction requires regular and substantive teacher-student interaction with an appropriately certified teacher.

Synchronous instruction engages students in learning in the direct presence (remote or in-person) of a teacher in real time. During remote instruction, students and teachers attend together from different locations using technology. Asynchronous instruction is self-directed learning that students engage in learning without the direct presence (remote or in-person) of a teacher. Students access class materials during different hours and from different locations. During an emergency closing, synchronous instruction is the preferred method of instruction, whereas asynchronous instruction is considered supplementary instruction.

ENSURING ACCESSIBILITY AND AVAILABILITY (INTERNET, COMPUTERS / DEVICES)

Urban Dove Team Charter Schools shall survey families to find out who has a reliable high-speed internet connection. A survey conducted in 2020 identified families who live in the district that do not have access, therefore remote learning is a challenge, if not impossible, for these students. Since 2020, every student who enrolls in the district provides information on internet access and computer accessibility. All survey information is stored and available in the e-school data system. When students do not have internet access, the district works with the families to develop a plan to provide instructional materials for them as well as a process for recording attendance and grading. The district works with the community to provide locations where internet access could be used if they are able to use these locations.

Commissioner's regulation 115.17(f) outlines the annual data collection that districts must submit to SED every year by June 30. It requires the school district to survey families regarding internet and device access at the student's place(s) of residence. The chief executive officer (School Superintendent) shall survey students and parents and persons in parental relation to such students to obtain information on student access to computing devices and access to internet connectivity.

District policy and procedures are followed to ensure computing devices are made available to students or other means by which students will participate in synchronous instruction.

Urban Dove Team Charter Schools District
Emergency Remote Instruction Plan

INTERNET AND DIGITAL DEVICE ACCESS	The school district provides all students in grades K-12 access to a personal computing device iPad. In the event of an emergency, closing provisions will be made to the greatest extent possible to ensure that all students have their device at home for instruction. The school district participates fully in the SED Digital Access Survey along with locally developed surveys to assess how many students have internet access at home. The district provides hotspots to any families that indicate a need for reliable internet to facilitate access to learning at home. All faculty should have an alternative general activity for students in the event that widespread power outages or other disruptions to connectivity occur preventing synchronous connection. If students lose connectivity, then the expectation is they will complete the alternate assignment provided.
PEDAGOGY	All teachers in grades K-12 will use SeeSaw K-3 and Schoology 4-12 as their primary instructional platform. instructional technology software programs are available to support instruction along with a wide array of other resources curated by faculty. Teachers will utilize these programs to differentiate instruction, accessing a variety of delivery methods that best suit their course, grade level, and teaching style. The instructional approach **may include a combination of:** **Synchronous "Live" Instruction** - Using Google Meets along with other digital platforms, teachers will deliver real time instruction to a full group or subset of students. Teachers may incorporate asynchronous or project-based opportunities within this model. Teachers will make personal connections with all students during scheduled class times via Google Meet. These connections will allow teachers to take attendance, introduce new content or skills and will allow students to connect with their teachers and peers in order to be guided through lessons, ask questions, and maintain personal relationships. The duration of these synchronous connections depends on the grade level and daily instructional plan but should be the primary mode of instruction and substantial enough to guide learning. **Asynchronous "Flipped" Instruction** - Using a variety of digital platforms, teachers will deliver captured or recorded lessons with associated expectations for students' participation and assignment completion. "Flipped Classroom". These activities may include teacher/student synchronous interactions for a portion of the lesson. **Authentic Independent Instruction** - Using a variety of methods, teachers will engage students in high quality learning activities. These activities must engage students in the learning process. Teachers will provide assistance to students in this mode of instruction through asynchronous and synchronous methods outlined above.

COMMUNICATION PROTOCOL: INTERVENTION	Teachers will follow the same communication protocols that are established in school for addressing areas of academic or behavioral need. This includes a combination of email, phone calls, and academic/behavioral referrals to the administration. All effective strategies should be accessed to maintain effective communication.
SPECIAL SERVICES	School districts are required to implement support services and accommodations, as indicated in students' IEPs or 504 Accommodation Plans, to the best of their ability. NYSED recognizes that there may be limitations to implementing certain services or accommodations through remote instruction and as a result, encourages districts to apply a "lens of reasonableness" to their approach.
NON INSTRUCTIONAL SERVICES • TRANSPORTATION • FOOD SERVICE • MAINTENANCE • CUSTODIAL • CLERICAL/ ADMINISTRATIVE SUPPORT	When a school district is in remote session, non-instructional services may still be required to report to work to perform critical services related to their area of expertise. In the event that the change to remote instruction is due to a snow or other weather emergency, such change will likely impact transportation and other critical services. Decisions whether or not non-instructional employees should report to work will be made and communicated in real time by the appropriate supervisor or administrator based on whether services can be provided in a safe and efficient manner.

NYSED Plan Requirements

1. Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction;
2. Policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity;
3. Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction;
4. A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate;
5. A description of how special education and related services will be provided to students with disabilities and preschool students with disabilities, as applicable, in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education; and
6. For school districts that receive foundation aid, the estimated number of instructional hours the school district intends to claim for State Aid purposes for each day spent in remote instruction due to emergency conditions pursuant to section 175.5 of this Chapter.

INSTRUCTIONAL HOURS FOR STATE AID AND REPORTING REQUIREMENTS

Pursuant to Section 175.5 of Education Law the school district may decide to transition to remote instruction in the event emergency conditions dictate the closure of the PreK through Grade 12 facilities. Under the provisions of New York State Education Law and the district **Emergency Remote Instruction Plan** any instruction sessions provided during the closure of the school facilities are counted towards annual hour requirements for meeting 180 days required for State financial aid.

Annual Hourly Requirements for the purpose of apportionment of State Aid (for districts receiving foundation aid) are noted below:

- 450 instructional hours for pupils in half-day kindergarten
- 900 instructional hours for pupils in full-day kindergarten and grades one through six
- 990 instructional hours for pupils in grades seven through twelve

The district estimates the number of instructional hours it intends to claim for State Aid purposes for each day spent in remote instruction due to emergency conditions from a minimum of 1 remote instruction day due to emergency conditions, up to the full year's annual hourly requirement.

REPORTING

IMMEDIATELY

Whenever a school building must close to instruction due to the activation of its **District-Wide School Safety Plan or Building-Level Emergency Response Plan**, a **Report of School Closure** must be submitted to the Commissioner of Education by the School Superintendent as required under CR 155.17(f) via the NYSED Report of School Closure portal. Even when remote instruction is provided during an emergency closure, a Report of School Closure must be submitted. This also applies when instruction can be delivered in an interim location or via another instructional modality.

When it is determined that it is safe to re-open a school building after an emergency closure, the School Superintendent must notify the Commissioner by completing a corresponding Report of School Re-Opening, via the NYSED Report of School Re-Opening portal.

The Report of School Closure is intended to provide immediate notification to the Commissioner regarding an emergency closure. The Report of School Re-Opening notifies the Commissioner of the re-opening and also collects the actual duration of the closure, the location and modality of instruction, and detailed information that may not have been available at the time of the closure.

Reasons for building closures may include, but are not limited to, natural disasters, power outages, instances of infectious disease, extraordinary adverse weather conditions and threats of violence. It is no longer required to submit a Report of School Closure for routine snow days.

ANNUALLY BY JUNE 30TH

The School Superintendent shall notify the NYSED Commissioner of the results of the survey on student access to computing devices and access to internet connectivity through the Student Information Repository System (SIRS) every year by June 30th.

END OF THE SCHOOL YEAR

The school district shall report the **Emergency Remote Instruction Plan** through the **State Aid Management System** at the end of the school year. After the close of the school year starting with the ending of 2023-2024, the School Superintendent reports remote instructional days under emergency conditions through the State Aid Management System and certifies this at the time NYSED's Form A is submitted as part of other required certifications. Using the NYSED prescribed form, the School Superintendent certifies to NYSED:

- That an emergency condition existed on a previously scheduled session day and that the school district was in session and provided remote instruction on that day;
- How many instructional hours were provided on such session day; and
- Beginning with the 2023-2024 school year, that remote instruction was provided in accordance with the district's Emergency Remote Instruction Plan.

BOARD OF EDUCATION APPROVAL

As part of the **District-Wide School Safety Plan**, the school district's Board of Education shall make the **Emergency Remote Instruction Plan** available for public comment and public hearing for no less than thirty days (30) prior to adoption. The plan must be adopted as part of the District-Wide School Safety Plan annually prior to September 1st and posted on the district website in a conspicuous location.

SUPPORT FOR STUDENTS WITH DISABILITIES DURING EMERGENCY CLOSING VIRTUAL INSTRUCTION

School districts are required to implement support, services and accommodations, as indicated in students' IEPs or 504 Accommodation Plans, to the best of their ability, when providing virtual instruction.

Special education teachers who provide ICT, CT (direct/indirect) will initiate outreach to their students' general education teacher(s) to collaborate on instructional modalities and any necessary accommodations or modifications required of assignments or assessments for the day. When a general education teacher is working with students synchronously, the special education teacher will participate in the lesson.

Special education teachers who teach resource room, self-contained special classes (12:1:1, 8:1:1, and 15:1) should follow the same guidance and expectations as classroom teachers in regard to pedagogy, content, class meetings, and flexibility.

Teacher aides are available for instructional support by way of participating in class meetings, keeping up on classroom assignments and expectations, and serving as additional academic support.

Related service providers are to provide "tele-therapy" services, to the best of their ability. Related service providers are expected to adhere to similar guidelines as other professionals in regard to student and teacher work at home, communication, and flexibility and they will use the students' IEPs to determine an appropriate/reasonable level of communication and support.

Documentation Requirements: Special education personnel are expected to document all support and services provided to students during this time. Document the manner, means, duration of time, follow up efforts, etc. IEP progress monitoring is required to be collected and reported to parents following the schedule listed on students' IEPs. Medicaid session notes continue to be a requirement for eligible related service providers. Special education teachers/service providers are responsible to hold any virtual professional meetings already scheduled on a day that becomes a virtual instruction day.