

HYDE LEADERSHIP CHARTER SCHOOL-BROOKLYN

2026–2027

DISTRICT-WIDE SCHOOL SAFETY PLAN

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INTRODUCTION

To address the wide variety of risks Districts face (acts of violence, natural, and technological disasters), the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. This component of Project SAVE addresses risk reduction, response, and recovery with respect to a variety of emergencies that may occur within the school district and its schools.

Our number one priority in planning for an emergency is to keep students and staff safe from harm, and to prevent violence or unsafe conditions. We must be vigilant in preventing their exposure to hazards, or dangerous situations whenever possible. We ask that all staff familiarize themselves with this plan before an emergency arises, so that we will be able to respond to crises efficiently and safely. Everyone in our community plays an important role in crisis prevention and response. By modeling a safe and efficient response to adversity, we can help support our Scholars and broader school community's return to normalcy in the wake of an emergency.

This plan provides clear actions individuals can take if, and when they respond to an emergency, crisis, or hazard and is responsive to the needs of all schools within the district and is consistent with the more detailed Emergency Response Plans created at the school building level.

Section I: GENERAL CONSIDERATIONS FOR PLANNING GUIDELINES

A. Purpose

Hyde Leadership Charter School - Brooklyn's (Hyde) District-wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17 and was designed to prevent or minimize the effects serious violent indicates and emergencies and to help prepare the Hyde-Brooklyn community to respond to all types for emergencies or crisis calmly, safely, and quickly. Hyde-Brooklyn Charter School-Brooklyn's District-wide School Safety Plan is directly linked to the individual Building-level Emergency Response Plans or each school location. Protocols reflecting this plan will be used to guide the development and implementation o the individual Building-level Emergency Response Plans.

B. Educational Agency Information

Hyde Leadership Charter School – Brooklyn has two (2) facilities in Brooklyn, New York:

- Hyde Leadership Charter School-Brooklyn (K-5 Campus)
- Hyde Leadership Charter School-Brooklyn (6-8 Campus)

Each Building Emergency Response Plan will contain vital information such as the business and personal telephone numbers of key officials, number of staff, school population, etc.

These plans also include relocation and reunification locations in the event of an emergency as well as response protocols for various emergency situations.

Upon the activation of the Building Response Team, the Director of Operations or designee will be notified and, where appropriate, local emergency officials will also be notified by calling 911. While linked to the district-wide Safety Plan, the Building-level Emergency Response Plans shall be confidential. They 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.

C. Identification and Designation of School Teams

- Director of Operations (Chief Emergency Officer)
- Head of School
- School Director(s)
- Dean of Student Life & Culture
- School Safety Personnel
- School Nurse

The Building Level School Safety Planning Team will assign two teams to respond to emergencies.

- Building Level Response Team- Emergency Response Team
- Post Incident Response Team

D. Concept of Operations

a. The initial response to all emergencies at Hyde Leadership Charter School-Brooklyn will be by the Building Level Emergency Response Team.
b. Upon activation of the Emergency Response Team, the Director of Operations (or Incident Commander) will be notified, and, where appropriate, local emergency officials.
c. Efforts may be supplanted by county and state resources through existing protocols.

E. Plan Creation, Review and Comment

Building Level specific plans for each type of hazard/risk are created by the School Safety Team, reviewed by First Responders and Stakeholders.

The required annual review will be completed on or before July 1 of each year before approval by the Board of Trustees. Local officials, including police and fire responders, will be consulted for advice and assistance in revising the Safety Plan annually.

Pursuant to Commissioner's Regulation, Section 155.17 (e) (3), a summary of this plan will be made available for public comment at least 30 days prior to its adoption. The plan is to be adopted by the Board of Trustees of Amani Public Charter School.

This building-level plan 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.
Full copies of this building-level plan will be provided to both local and state police within 30 days of adoption.

Section II: RISK REDUCTION/PREVENTION AND INTERVENTION

A. Purpose

Hyde Leadership Charter School – Brooklyn has established appropriate prevention and Intervention strategies. The administration at Hyde and the school's assigned school safety agent/security guard has a good working relationship with the NYPD's local precinct. Building personnel including emergency teams and safety officers receive training, including de-escalation, training, fire safety training, use of emergency technology and communication tools, training regarding exits/potential emergency spaces/location of first-aid tools, lockdown protocols and AED/CPR training for designated personnel.

A safe learning environment is at the very core of Hyde's school culture. Teachers are trained in school safety and conflict mediation through professional development programs. Hyde teachers model appropriate behavior and teach character and values as part of daily instruction and while facilitating after school and Saturday activities. The school community plays a critical role in maintaining a safe and positive learning environment, with active participation in school- wide events and participation in the Parent Association. The school ensures that any incidents that may endanger school safety are dealt with effectively and expediently. This includes any threat, implicit or explicit.

B. Prevention and Intervention Strategies

1. Annual School Safety Training and Professional Development

Hyde Leadership Charter School-Brooklyn has established policies and procedures for annual school safety training for staff and students. This training includes annual training on the emergency response plan, including components on violence prevention and mental health. Further, new employees hired after the start of the school year shall receive training within thirty days of such hire or as part of Hyde's existing new hire training program, whichever is sooner.

Prevention and Intervention Strategies

Hyde Leadership Charter School-Brooklyn has both explicit and implicit strategies designed to prevent violence in its school.

Community Building

Hyde Leadership Charter School-Brooklyn consciously works to foster a strong sense of community amongst students, staff and parents/guardians and to create a positive, safe learning environment. All members of the school community are expected to uphold the standards set forth by the school and included in the Family Handbook. (found at www.hydebrooklyn.org)

Hyde-Brooklyn serves K through 8th grade school with a focus on developing the deeper character and unique potential of every child. Hyde's belief in strong family partnerships allow support a student's academic, behavioral and emotional growth, as well as leverage parent relationships to promote community. With monthly parent meetings, family weekends and events, community events, parent-teacher conferences and along with parent meetings, Hyde creates opportunities to address individual behaviors and build community. To maintain and further build this community, students are acculturated at the beginning of the school year with Hyde-Brooklyn expectations. School-wide, there are universal routines, communication systems, and behavioral expectations.

Student and parent expectations are outlined in the Family Compact, which is provided to every family at the beginning of the school year and is required to be read and signed by the student, teacher and parent/guardian. These principles are further discussed and interwoven into classroom discussions by every teacher and faculty member.

By building a strong sense of community, Hyde Leadership Charter School-Brooklyn facilitates improved communication between students and staff. Our teachers are trained each year before the launch of the school year to immediately disseminate any pertinent information to administrators and the school counselor to intervene as necessary.

Improving Communication with Students

Hyde-Brooklyn's promotion of a strong character culture allows it to have consistent success in fostering communication with students. Hyde has reinforced – through common expectations, an acculturation program, and configuration of its physical space – a culture that builds lasting relationships with its students and families.

In addition to an immediate response to violent incidents, Hyde has designed and implemented a host of prevention and intervention programs for its students. In addition to providing students with viable, constructive outlets and resources for growth, these programs also help promote Hyde-Brooklyn's safe learning environment.

Institutionalized Programs

Hyde Huddle and Advisory Groups

The purpose of Hyde Huddle and Advisory groups is to provide students an outlet, in a safe, confidential setting to talk about issues, concerns, and realities affecting them. Using Hyde's 5 Words and Principles, students in grades K-8 are given strategies and tools to guide them in discovering their unique potential. Facilitated by staff, member and a cohort of peers, students acquire critical skills to prepare them for the challenges of school and inputs that may create emotional situations that trigger violence – bullying and toxic relationships are two examples – through a curriculum designed by the Character Coordinators and Counselors. In addition to preparing students for the years ahead, the advisory group creates a support group of peers for students to work out issues. It also facilitates the development connections with teachers and faculty while addressing emerging issues that might necessitate a larger, school- wide intervention.

Parent Teachers Organization

The Parent Teacher Organizations works with the school's leadership to promote active parent and family involvement and provide access to PTA programs, services, and leadership. This will be only one of many actions we will take to involve parents and the community.

Intervention Programs

In addition to the above group-based programs, Hyde utilizes targeted interventions to address the needs of individual students and students with common issues.

Active Needs Assessment

The programs implemented by Hyde Leadership Charter School-Brooklyn do not replace continuous monitoring by staff of potential issues. If a matter such as bullying or student aggression arises as a school wide concern, the school administration will take appropriate action including bringing in outside facilitators as needed, addressing the issue at school-wide community meetings that occur weekly, and creating opportunities for students concerned with bullying or violence to receive assistance or mentoring from a staff member or other students in the school.

Hyde-Brooklyn also implements regular professional development for staff on early detection and response to potentially violent behaviors, including topics such as bullying and mandated reporting of child abuse.

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Improving Communication with Students:
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C. Risk Reduction

1. School Security

All visitors to any school site must sign in with the school's Security/Safety Team upon arrival. A visitor is considered anyone who is not a regular staff member or student. Visitors must wear a Visitors Badge identifying them and are not permitted to wander throughout the facilities unaccompanied by a staff member. If a staff member notices suspicious, threatening, or otherwise inappropriate behavior, the behavior should be reported to the Security/Safety Team immediately.

Dismissal
Assist student pick-up by identifying incoming visitors. Assist with street crossing and traffic control as needed.

The school's in-house safety team has ready access to administrative and facilities staff via walkie-talkie and land phone to alert them of any emergencies associated with our physical plant or security breaches.

Hyde-Brooklyn utilizes its administrative staff to act as monitors when conducting any tests of its emergency response plan.

2. Physical Space

The physical layout of Hyde makes it conducive for an immediate response to any potentially violent or unsafe situation. On the Elementary (K-5) campus, Hyde occupies the 3rd and 4th floors within a co-located space. Hyde has administrative

offices on the 3rd and 4th floors of the building. The Middle School (6-8) campus has 2 floors of a stand- alone building with administrative offices on the 1st and 2nd floors.

3. Early Detection of Potentially Violent Behaviors

Incidents and the potential for violence, aggression, bullying, and vandalism are taken with the utmost seriousness at Amani Public Charter School. All violent incidences are reported first to the Dean of Student Life and Culture. Serious consequences, up to expulsion, are recommended for violent infractions.

When a student does not meet behavioral expectations and an infraction of Hyde's Code of Conduct has occurred, clear and consistent disciplinary action will ensue. Students will have an initial meeting with the Dean when a student's behavior is a disruption to the learning process. After the level of severity is determined, a meeting with the parent/guardian may be necessary to develop a plan or contract between the student, parents, and school.

D. Training, Drills and Exercises

1. Drills and Tests of Emergency Response Plan

Drills will be conducted according to regulation, at least 12 times per school year, with 8 prior to December 31st. Of the 12 drills, 8 must be evacuation and 4, a combination of lockdown, lockout and shelter-in-place. Hyde-Brooklyn varies its drills to ensure students and staff are prepared in case of an emergency. Drills will be unannounced, take place during lunch times and assembly times of students, and passageways are blocked by staff so that staff and students are prepared to safely look for alternate exits. A log of drills is kept with the director of operations.

During summer professional development the entire staff are trained/retrained on 3 key safety areas required by New York State Department of Education. Training is to be completed by September 15th of each year.

- Building-level Emergency Response Plan
- Violence Prevention
- Components of Mental Health

2. Multi-Hazard Drills and Training

Staff members will receive training and information on responding to hazards, including bomb threats, severe natural disasters and weather emergencies at the beginning of each school year. One exercise will be completed during the first month of each school year to outline local evacuation procedures, roles, and responsibilities. Local emergency

responders and preparedness officials will be consulted and invited to participate in our emergency response training including quarterly tabletop exercises. CPR and Emergency response training will be provided annually to ensure there is the requisite number of trained staff. Members of the Emergency Response Team will be required to attend as necessary to maintain their certifications, and all staff will be encouraged to attend at no expense to them.

Students will be instructed in basic emergency response to hazards like fire, weather, and electric emergencies. This training will be age appropriate and provided by the local authorities through their outreach programs. Teachers will also provide instruction in the classroom with various curriculum packages provided by the Red Cross, local fire, and power authorities.

3. Coordination with Emergency Responders and Preparedness Officials

a. Obtaining Emergency Assistance from Local Government

As Incident Commander, the Director of Operations or his/her designee, will contact three entities to obtain Emergency Assistance:

- **Local Authorities:** Hyde will call 911 to secure Emergency Services, as well as Brooklyn Burrough Command for guidance.

b. Obtaining Advice and Assistance from Local Government Officials and Resources

Hyde Leadership Charter School-Brooklyn does not work in a vacuum when conducting tests of its emergency response plan. Professionals related to their field of expertise perform annual inspections of the Fire Detection systems, all life safety apparatus, boiler inspection and elevator inspection. In the case of any deficiencies, these professionals contact the Director of Operations.

Hyde Leadership Charter School-Brooklyn also periodically consults with its external security agency to assess its safety plan and perform a security analysis of Hyde Leadership Charter School's middle school campus facility.

Section III: Response

A. Assignment of Responsibilities

In the event of an emergency or perceived emergency, the members of the Emergency Response Team and the Chief Emergency Office will determine the correct action to take and will divide responsibilities according to the nature of the emergency.

1. **Emergency Response Procedures:**

Hyde Leadership Charter School-Brooklyn employs 5 main types of response procedures:

Shelter-in-Place: Used to shelter students and staff inside the building

Hold-in-Place: Used to minimize movement of students and staff while dealing with short term emergencies

Evacuation: Used to evacuate students and staff from the building

Lockout: Used to secure the building during incidents that pose an imminent concern outside the school

Lockdown: Used to secure the building during incidents that pose an imminent threat of violence in or around the school.

2. **Accounting for all students, staff, and visitors.**

During a crisis there are staff members and alternates responsible for sweeping all areas of the building to ensure complete compliance with crisis plan regulations. Any students found during a sweep will be reunited with their class if possible. If it is not possible to reunite the student with their class, their name and location will be reported to the Dean.

During all crises, teachers will be responsible for accounting for all children under their care. All crisis plans are equipped with homeroom rosters or all grades. After ensuring students' safety, teachers should immediately take attendance. The names and grades of any missing students should be reported to a dean who will either locate the student or initiate a search for the student.

All staff members will be accounted for by their direct supervisors. All visitors to the building will sign-in in the main office. Visitors will be accounted for by the staff member that they are visiting.

B. Notification and Activation

1. **Notification of Other Schools/Agencies:** Hyde Leadership Charter School-Brooklyn is considered a single school district therefore not required to notify any other schools. Nevertheless, in the event of an emergency, the Head of School or School Directors may contact after-school program partners in the event of a disruption to normal operations.

2. **Notification of Families:** In the event of an evacuation, violent incident, (or other emergencies) the Chief Emergency Officer, a designated school official will notify families of the situation, and the proper action required from them. Emergency contact information is kept electronically in our student database, in addition to hard copies kept by each classroom teacher.

3. **Available Equipment:** Equipment on hand that can be used in the event of an emergency include telephones, cell phones, bull horns, public portable radios, and local media communications.

In the event of an emergency, the following steps will be taken:

- An incident or hazard's development will be reported to the Executive Director, her designee, or other member of the Emergency Response Team as soon as possible following its detection.
- In an emergency, the Chief Emergency Officer, his designee, or other member of the Emergency Response team will notify all building occupants to take the appropriate protective action.
- Portable radios are not to be used in the event of a bomb threat.

C. Situational Responses

1. Bomb Threats

Hyde has established the following protocols for responding to bomb threats:

- If a suspicious package is observed. DO NOT TOUCH.
- Notification to Principal, School Director or designee, School Safety officer, facilities personnel, and NYPD SSD of a written, emailed or phoned in threat.
- PA system or Fire Drill Bell Notification, to staff alerting them of situation.
- Decision to evacuate to be made by Principal in consultation with NYPD SSD.
- Notify the Emergency Information Center (718) 935-3210.
- No transmissions to 911 via radio (walkie talkie) or Cell/Mobile Telephone. All notifications must be made by regular land lines.
- Identify location, number, and extent of injured in event of an explosion. If possible, retrieve the contact info of victims and make notification as necessary.

- If the building cannot be re-entered, evacuated students and staff are to be sent to the school prescribed in the Building Safety Plan.
- Floor Wardens as per the Building Safety Plan should be appointed to each floor to assist in the evacuation.
- SSAs and/or NYPD will secure the area affected.
- No one is to re-enter the building/affected area without authorization from the appropriate law enforcement agency.

If building cannot be re-entered the Director or his/her designee will contact parents/ guardians via recorded call, mass text message, and/or mass e-mail to arrange for early pick-up times for students needing to go home.

2. **Hazard Guidelines**: This section provides specific actions to be taken in the event of various hazards.

   a. **Fire:** When a smoke or fire emergency occurs the fire alarm will activate the bell throughout the building. This is the signal to exit the building. Should a fire emergency arise, the fire department will be automatically notified via our fire protection system.

   b. **Medical Emergencies:**

      Asthma: Where possible, our school nurse will administer the students' prescribed medication. Should a child not carry appropriate medication, either the child's parent, guardian, or emergency contact will be notified, OR should time be of the essence, an ambulance called to assist the child. In all cases, we will err on the side of caution and call emergency services to care for a child who needs assistance.

      ***Cardiovascular Failure*:** As per state law, we are required to have on site and at all events an Automatic External Defibrillator. We will have designated and trained staff members capable of using this equipment should the need arise, with one in attendance at any school function where children are present. A current list of staff certified in CPR and AED is in the School Crisis Plan and a copy of their certifications in the main office.

      The AED should only be used on children older than 1 year of age AND when the child or adult displays ALL of the signs of cardiac arrest. Only the current charging pads should be used according to American Heart Association guidelines. AEDs are in the main office and nurse's office. The AED will only be placed on the victim after the following symptoms are confirmed:

- The victim is unconscious.
- The victim is not breathing.
- The victim has no pulse and/or shows no signs of circulation such as normal breathing, coughing, or movement.

In any medical emergency, Hyde-Brooklyn will call emergency services as soon as practicable.

c. **Natural/Weather Related:** In situations where the school is made aware of an imminent or possible severe weather related or natural emergency, an early dismissal will be called. Wherever possible, the school will remain open until all children are picked up. If the school appears to be unsafe, we will relocate to our evacuation site.

   Parents and guardians will be contacted immediately and notified whether to pick children up at the school or our evacuation site.

   In sudden emergencies, such as severe storms, students will stay in the building until parents and guardians can pick them up.

d. **School Bus Accident:** In the case of a school bus accident during a class trip, all families of students will be contacted and updated on the situation. They will be informed of the nature of the accident, and whether there were any injuries. If so, parents or guardians will be directed to the hospital where students have been brought for treatment.

e. Gas Lead/Hazardous Material: In the event of a gas leak in the building, emergency services will be called, and all students will be evacuated to our evacuation site to await pickup.

3. Criminal Activity

Threats of Violence: Hyde Leadership Charter School-Brooklyn takes all threats are taken seriously. Threats of violence, intruders, kidnappings, bomb threats, fire, and civil disturbance to cover a few are part of the safety planning process.

Section IV: Recovery

The school's Post-Incident Response Team has enacted the following protocols post-incident recovery:

A. Short-Term

1. **Mental Health Counseling Resources for students and staff:** Hyde Leadership Charter School-Brooklyn will work with its Deans of Student Life and Culture to coordinate counseling services for students. If the school's needs outstrip the counseling services available in-house, Hyde will seek additional services from trusted partners.
2. **Building Security:** Hyde Leadership Charter School-Brooklyn will partner with its private security provider to support our short-term building security needs.
3. **Facility Restoration:** Hyde Leadership Charter School-Brooklyn will work with community service officers from the New York City Police Department and with officials from the New York City Department of Education to support our short- term facility restoration needs.
4. **Post-Incident Response Reflection and Critique:** Hyde Leadership Charter School-Brooklyn will work with its Response Teams, its Board of Trustees, and the Parent Teacher Organization to reflect and critique our incident response.

B. Long-Term

1. **Mental Health Counseling Resources for students and staff:** Hyde Leadership Charter School-Brooklyn will contract with trusted service providers to address any long-term counseling needs.
2. **Building Security:** Hyde Leadership Charter School-Brooklyn will its private security provider to support our long-term building security needs.

3. **Mitigation:** Hyde Leadership Charter School-Brooklyn will implement suggestions discussed and approved by our Board of Trustees and Parent Teacher Organization upon reflection and critique of our incident response.

Section V: SCHOOL CANCELLATION OR CHANGES

A. Inclement weather and non-health emergencies

Hyde Leadership Charter School-Brooklyn follows the NYC Public School District in making decisions about school cancellations. Specifically, if District public schools are cancelled for weather or any other emergency, we will cancel school.

B. Cancellation due to public health emergencies

In the event the governor of New York declares a public health emergency and decrees all schools must be closed, only essential workers shall be allowed in the school building. Essential staff shall refer to a designation made that an employee is required to be physically present at the work site to perform his or her job.

Non-Essential shall refer to a designation made that an employee is not required to be physically present to perform his or her job.

All essential employees are required to log in and out via a time clock, fill out a health screen survey and temperature checks daily. All information is kept in the school's Human Resources system. The employees will also be required to complete a form detailing who they have been in contact with and what areas of the school they visited.

Emergency Remote Instruction Plan (ERIP)

In response to unforeseen emergencies that may disrupt traditional learning environments, Hyde Leadership Charter School – Brooklyn is committed to ensuring the continuity of education through the Emergency Remote Instruction Plan (ERIP). The ERIP aims to seamlessly transition to remote learning, prioritizing the safety and academic well-being of our students. Through collaborative efforts and innovative approaches, we stand ready to navigate challenges and provide a resilient educational experience for all members of the school community. The ERIP can be accessed **here.**