Achievement First Public Charter Schools

District-Wide School Safety Plan 26- 27 SY

Introduction

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. 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. Describe the process used by the district in developing this school safety plan, including any strategies such as community or student involvement and collaboration. The district may describe the data or process used for needs assessment and implementation of the plan to meet the individualized needs of the district in keeping with the intent of Project SAVE.

Achievement First Charter Schools ("District") School District supports the SAVE Legislation and intends to engage in a planning process. The Associate Chief of Operations/designee encourages and advocates ongoing district-wide cooperation and support of Project SAVE.

Purpose

The Achievement First District-wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Achievement First Brooklyn Charter Schools board, the Associate Chief of Operations of Achievement First Charter Schools appointed a District-wide School Safety Team and charged it with the development and maintenance of the District-wide School Safety Plan.

SECTION I. IDENTIFICATION OF THE DISTRICT-WIDE SAFETY TEAM

Achievement First has appointed a District-wide School Safety Team consisting of, but not limited to students, teachers, administrators, parent organizations, school safety personnel, and other school personnel. The District Wide School Safety Team, under the leadership of the Associate Chief of School Operations, conducts annual reviews and updates to the District-Wide School Safety Plan before July 1st.

A. Concept of Operations

The District-wide School Safety Plan is directly linked to the individual Building-level Emergency Response Plans for each 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.

i. 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 consultation with Homeland Security and the New York State Police.

ii. In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the Building Emergency Response Team. Achievement First consists of the following facilities in New York:

ELEMENTARY	Achievement First Apollo Elementary School
	Achievement First Aspire Elementary School
	Achievement First Brownsville Elementary School
	Achievement First Bushwick Elementary School
	Achievement First Crown Heights Elementary School
	Achievement First East New York Elementary School
	Achievement First Endeavor Elementary School
	Achievement First Legacy Elementary School
	Achievement First Linden Elementary School
	Achievement First North Brooklyn Prep Elementary School

MIDDLE	Achievement First Apollo Middle School
	Achievement First Aspire Middle School
	Achievement First Brownsville Middle School
	Achievement First Bushwick Middle School
	Achievement First Crown Heights Middle School
	Achievement First East New York Middle School
	Achievement First Endeavor Middle School
	Achievement First Linden Middle School
	Achievement First North Brooklyn Prep Middle School

HIGH	Achievement First Brooklyn High School
	Achievement First Ujima High School
	Achievement First University Prep High School

iii. Upon the activation of the School Emergency Response Team, the Regional Director of Operations, Regional Superintendent, and Director of School Safety will be notified and, where appropriate, local emergency officials will also be notified by calling 911.

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

B. Plan Review and Public Comment

i. This plan will be reviewed and maintained by the District-wide School Safety team on an annual basis before July 1 of each year.

ii. Pursuant to Commissioner's Regulation, Section 155.17 (e)(3), this plan will be made available for public comment on the district's website at URL: at least 30 days prior to its adoption. The district-wide plan may be adopted by the AF Brooklyn Board of Trustees only after at least one public hearing that provides for the participation of school personnel, parents, students, and any other interested parties.

iii. 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 at the Achievement First New York Office (25 Broadway 12th floor, New York, NY 10004).

iv. 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.

C. Designation of District Chief Emergency Officer

Achievement First designates the superintendent's designee, AF Associate Chief of Operations, as the District Chief Emergency Officer. The Chief Emergency Officer is responsible for coordinating communication with law enforcement and first responders, and implementation of the district-wide school safety plans in all schools.

The District Chief Emergency Officer will be responsible for:

i. Coordination of the communication between school staff, law enforcement, and other first responders.

ii. Leading the efforts of the district-wide school safety team in the completion and yearly update of the district-wide school safety plan and the coordination of the district-wide plan with the building-level emergency response plans;

iii. Ensuring staff understanding of the district-wide school safety plan;

iv. Ensuring the completion and yearly update of building-level emergency response plans for each school building;

v. Assisting in the selection of security-related technology and development of procedures for the use of such technology;

vi. Coordinating appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan;

vii. Ensuring the conduct of required evacuation and lockdown drills in all district buildings as required by Education Law section 807; and

viii. Ensuring the completion and yearly update of building-level emergency response plans by the dates designated by the commissioner.

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SECTION II. 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 emergencies. Research demonstrates that positive, skills-based approaches can increase the safety of students and teachers in school, as well as improve the community climate.

A. Prevention/Intervention Strategies

Achievement First regularly conducts age-appropriate programs for scholars, staff, and parents in each building such as:

i. Non-violent conflict resolution training programs.

ii. Creating a forum or designating a mentor for students concerned with bullying or violence.

iii. Peer mediation programs and support.

iv. Other programs are established at each school building.

Additionally, school buildings are staffed by NYPD School Safety Agents (co-located School buildings in the DOE) and private Security Guards (private buildings). Schools are also equipped with security surveillance systems and occasionally, metal detectors.

B. Training, Drills, and Exercises

Achievement First has established policies and procedures for annual multi-hazard school safety training for staff and students, including the strategies for implementing training related to multi-hazards. Written information is provided to all students and staff about emergency procedures by September 15th of each school year. The district has established the following procedures for multi-hazard school safety training for staff and students:

i. Annual review of the building's Emergency Response Protocol with staff and students.

ii. All buildings conduct emergency drills, including (8) Evacuation drills and (4) lockdown drills. Additionally, schools will practice Shelter-In and HOLD Protocol in accordance with NYS and NYC Education Department procedures.

iii. At least one emergency dismissal drill shall be conducted to test emergency response procedures that require early dismissal from school.

iv. Directors of School operations are required to be trained and hold a Certificate of Fitness for Fire and Emergency Drill Conductor (D-10) issued by the New York City Fire Department.

v. The district conducts drills and other training exercises to test components of the Emergency Response Protocols in accordance with New York State and NYC Department of Education procedures.

vi. Crisis and Building Response Teams will plan, review, and conduct drills under the leadership of each school's Director of School Operations.

vii. Crisis/Building Response Teams will use tabletop scenarios to improve response and strategy.

viii. Each School has designated staff members trained and certified in CPR/AED.

ix. Training is provided to all new hires within 30 days of such hire.

Achievement First conducts trauma-informed, developmentally and age-appropriate drills for our students. AF schools will not use props, actors, simulations, or other tactics intended to mimic a school shooting, incidents of violence, or other emergencies. At the time of the drill, staff and students will be informed it is a drill. Parents, guardians, and those of parent relations will receive communications the week of an emergency drill. The communications will serve as a notice to families and will help support parents prepare students for the drill. In-school support services will be available for students experiencing trauma pre- and post-emergency drills.

C. Implementation of School Security Personnel and Procedures

Achievement First works closely with the NYPD School Safety Division within each co-located DOE facility in New York City and with Private Security in private AF facilities. The following procedures have been established for visitor access:

i. All visitors to a school must sign in with the School Safety Agent/Security Officer at the Main Entrance Desk.

ii. The School Safety Agent/Security Officer will notify the main office staff and will require permission to send the visitor to the main office.

iii. A visitor is considered anyone who is not an assigned staff member or student in a specific facility.

iv. Visitors must wear a visitors' badge and will have limited access to other areas of the facility without an escort.

v. If a staff member notices suspicious, threatening, and/or otherwise inappropriate behavior, the behavior is to be immediately reported to the Main Office, Principal, Director of School Operations, or School Safety/Security Officers.

vi. NYPD School Safety/security personnel will assist as needed to ensure student and staff safety.

vii. Achievement First maintains a written Memorandum of Understanding (MOU) and contracts with our private security company detailing policies and procedures for building access, physical security assignments, support with student incidents, and all other policies and procedures

Achievement First facilities require main entrance doors and all exit doors to be locked and properly latched at all times. School buildings have video intercoms and locking systems to ensure authorized access to our buildings.

Achievement First prohibits using, displaying, or possessing weapons and other contraband on school grounds. The items banned on school grounds consist of, but are not limited to:

Category I

a. Firearms, including pistols, starter guns, handguns, silencers, electronic darts, shotguns, rifles, machine guns, or any weapon that will or is designed to or may readily be converted to expel a projectile by the action of an explosive
b. Stun guns/tasers
c. Air guns, spring guns, or other instruments or weapons in which the propelling force is a spring or air, and any weapon in which any loaded or blank cartridge may be used (such as a BB gun, gel blaster, or paintball gun)
d. Switchblade or pocket knife, gravity knife, pilum ballistic knife, kitchen knife, and sword
e. Scalpels, daggers, razorblades, box cutters, utility knives, and all other knives
f. Billy clubs, blackjack, bludgeon, chukka stick, and metal knuckles
g. Slingshot (small, heavy weights attached to or propelled by a thong) or slung shot

h. Martial arts objects including kung fu stars, nunchucks, and shurikens
i. Explosives including bombs, firecrackers, and bombshells
j. Loaded or blank cartridges and other ammunition

Category II

a) Acid or dangerous chemicals (such as pepper spray or mace)
b) Imitation gun or other imitation weapon
c) Any deadly, dangerous, or sharp pointed instruments that can be used or is intended for use as a weapon (such as scissors, nail file that is four inches or longer and made of metal, broken glass, chains, wire)

Controlled substances or prescription medications without appropriate authorization

D. Early Detection of Potentially Violent Behaviors

The district will provide training and professional development that is available to assist personnel, such as training in de-escalation or identification of early warning signs of potentially violent behavior. Training for identifying early detection of potentially violent students will be facilitated through professional development provided by the School Leadership Team of each Achievement First building. Before the end of the first week of each academic year, teachers will familiarize themselves with all available information and records about the regular education and/or special education program placement of every student in their class. Instructional and non-instructional staff who are concerned about the behavior of a student will communicate with the principal and Director of School Operations if the situation so warrants.

The principal will communicate appropriate information to other staff members on a need-to-know basis. Each Achievement First school has a multidisciplinary team that conducts threat assessments. Social workers will support the threat assessment by conducting a risk assessment if necessary. The district-wide Threat Assessment Team consists of the Director of School Safety and the Senior Director of Social Work. The district will assist schools in evaluating and determining the credibility of threats and provide the school with recommendations and action steps. The principal/designee is responsible for contacting parents, guardians, and or persons in parental relations to notify them of the potential implied or direct threat of violence, including suicide ideations. The school will make all efforts to ensure communication with the family is in their preferred language. According to the Achievement First policy, parents/guardians, or persons in parental relations, must be notified of the behavior by the end of the school day when the threat was discovered.

E. Hazard Identification

Every Achievement First 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.

A panic alarm is a silent security system signal generated by the manual activation of a device intended to signal a life-threatening or emergency situation requiring a response from local law enforcement. Achievement First is considering the installation of silent panic alarm systems in schools. The district will pilot an emergency notification app and assess its effectiveness at the end of the school year.

In the event of an emergency, staff and students will be notified by the following:

- ➔ A Building/Crisis Response Team member will make an announcement over the Public Address System or Paging System to all classrooms and offices.
- ➔ All schools have an assigned secondary emergency notification system to alert staff and students of an emergency.

In the event of a violent incident or an early dismissal or emergency closure, parents/guardians will be contacted in one or more of the following manners:

Telephone	Email
Text Message	Others, *as appropriate*

B. Situational Responses

Responding to Acts of Violence

Achievement First has established policies and procedures for responding to acts of violence by students, teachers, and other school personnel and visitors to the school, including threats by students against themselves, which may include threats of suicide. Each school's 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 procedure(s) could be used by the district:

- → The Principal and/or Director of School Operations must be notified of the situation.
- → Responding school staff must try to safely de-escalate the situation whenever possible. For acts of violence in the classroom, if the classroom teacher or responding staff is unable to de-escalate the behavior, staff should seek assistance from other appropriate staff and resources including the principal, DSO, and members of the school culture team.

- → Where a behavior poses an imminent and substantial risk of serious injury to others or to him/herself and the situation cannot be safely addressed by school staff, school safety or security should be contacted.
- → If the situation warrants, isolate the immediate area, and evacuate if appropriate.
- → Notify the Regional Superintendent, Regional Director of Operations, and Director of School Safety.
- → If necessary, initiate a lockdown procedure, and contact the appropriate law enforcement agency.
- → Monitor the situation; adjust response as appropriate; if necessary, initiate early dismissal, sheltering, or evacuation procedures.

When responding to an incident with an armed perpetrator, if a door is unable to lock, the District grants schools the authority to barricade doors with existing furniture in rooms to prevent entry by an armed perpetrator. The District will allow schools to use appropriate door vision panel coverings during an emergency. Door vision panel coverings will not be used in non-emergency situations.

Response to Implied or Direct Threats of Violence

The Building-level Emergency Response Plans include 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 procedure(s) could be used by the district:

- → Inform the Principal/Director of School Operations of the implied or direct threat.
- → Determine the level of threat with the School-Based Crisis Response Team
- → Take appropriate actions if there is an imminent danger to students and staff.
- → Contact the Regional Director of Operations and Regional Superintendent.
- → Contact the Director of School Safety
- → Contact the appropriate law enforcement agency, if necessary.
- → Monitor the situation, adjust response as appropriate, and include the possible use of the Crisis Response Team.

Multi-Hazard Response

The District has developed multi-hazard response plans, which are included in the Building-level Emergency Response Plan. Building-level Emergency Response Plan lists the individuals on the Building Response Team, who are responsible for managing emergencies until first responders arrive on the scene. The emergencies addressed in the plan include but are not limited to

- → Intruder
- → Hostage/Kidnapping
- → Explosive/Bomb Threat

→ Natural/Weather Related Hazardous Material

→ Missing Scholars

→ Active Threat (shooter)

Building Emergency Response Teams will initiate one of the following NY State Multi-Hazard Emergency Response Protocols to address emergencies within a school building:

➔ Evacuate
➔ Hold
➔ Lockdown
➔ Shelter-In

For responding to bomb threats, intrusions, kidnappings, and other hazards, the following protocols are provided as examples:

→ The school will activate the Building/ Crisis Response Team.

→ The Crisis/Building Response Leader will initiate the appropriate Emergency Response Protocol

→ Contact 911 for immediate assistance.

- The Crisis/Building Response Team Leader will notify the Regional Superintendent, Regional Director of Operations, and Director of School Safety.

→ Safeguard students and staff until first responders arrive.

→ = Provide transportation to a relocation site, if necessary.

→ Notify parents.

→ Procedures to notify media.

→ Debrief with school leaders and district staff.

Sudden Cardiac Arrest Response

The district has developed a CPR/AED Certification Policy to strengthen preparedness for and response to sudden cardiac arrest incidents across Achievement First schools. To help ensure the safety of students and staff during medical emergencies, designated school-based personnel are required to maintain current CPR/AED certification. Each school must maintain a minimum of six trained responders.

In addition, all schools are required to maintain an adequate number of Automated External Defibrillators (AEDs), including portable AED units for any school site owned or operated by the school, as well as for school-sponsored events and activities, including all athletic programs and events. All staff are trained on the locations of AEDs and the procedures for summoning emergency assistance.

AED cases must contain essential first-response supplies, including gloves, a CPR barrier device, and scissors. Each school conducts an annual Code Blue drill to reinforce emergency response protocols. AED devices are routinely inspected and assessed by third-party affiliates of the New York City Public Schools to ensure proper functionality and compliance.

C. Obtaining Emergency Assistance from Local Government

Arrangements

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 Principal/Designee contacts 911 dispatch for immediate assistance from New York City Police Department (NYPD) to assist the Building Response Team with a violent incident.
- → Superintendent/Designee in an emergency contacts 911dispatch Fire or EMS response on behalf of the school.
- → Superintendent/Designee contacts the highest-ranking local government official for notification and/or assistance.

Procedures

The district will utilize procedures for obtaining advice and assistance from local government officials including the county or 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 countywide emergencies could include the following:

- → Regional Director of Operations or Director of School Safety in an emergency will contact NYC Office of Emergency Management, NYC Dept. of Education, NYPD, and FDNY, and/or the highest-ranking local government official to obtain advice and assistance.
- → The district has identified resources for an emergency from local agencies closest to each Achievement First building.

D. District Resources Available for Use in an Emergency

Each Building-level Emergency Response Plan identifies district resources, which may be available during an emergency, which could include the identification of resources, such as available facilities, local law

enforcement, and emergency management agencies to assist in the case of an emergency. The District-Wide School Safety Team under the leadership of the Chief Operating Officer, will work closely with local partners to ensure district resources are available in the case of an emergency.

Procedures to Coordinate School District Resources and Manpower during Emergencies

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

E. 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-Incident Response within each building. The Building Response team is required to debrief incidents afterward in a controlled environment in order to evaluate the strength of response procedures. The District Safety Team will assist schools coordinate recovery response with local, state, and federal agencies.

B. Disaster Mental Health Services

School leadership will be advised by the District Special Services Team, who will assist in coordinating mental health resources post-disaster through the school, community resources, and neighboring Achievement First schools.

v. APPENDICES

APPENDIX A: Protocols for a State Disaster Emergency Involving a Communicable Disease

APPENDIX B: Emergency Remote Instruction Plan

2801-a (2)(m) District-wide Safety Plan

vi. Protocols for a State Disaster Emergency Involving a Communicable Disease

On September 7, 2020, Governor Cuomo signed into law Chapter 168 of the Laws of 2020, as amended by Chapter 30 of the Laws of 2021 that requires public employers, including public school districts, to adopt a continuation of operations plan in the event that the governor declares a state disaster emergency involving a communicable disease. The legislation (S.8617-B/ A.10832) amends subdivision 2 of section 2801-a of New York Education Law to require that District Safety Plans include protocols for responding to a state disaster emergency involving a communicable disease that are "substantially consistent" with the provisions of section 27-c of the Labor Law. As a result of this change, the Board of Regents adopted amendments to Commissioner's Regulation §155.17 in April 2021, that were that were made permanent at the July 2021 meeting of the Board of Regents.

a.) A list and description of the types of positions considered essential in the event of a state-ordered reduction of the in-person workforce as a result of a state disaster emergency involving public health. Such designation may be changed at any time in the sole discretion of the employer.

- ➔ Consider whether cafeteria, transportation and/or other staff may be necessary for meal preparation and delivery to homes; check-ins with students and technology delivery systems; staff providing mental health or technology services; business staff for continued operations, and other staff providing services to students.

Essential Position Type
Facilities Related Positions include Custodial Staff, Security Staff, and Facilities Management. Other essential workers may include emergency workers such as plumbers, electricians, etc.

b.) A description of protocols the employer will follow for non-essential employees to telecommute including, but not limited to, facilitating or requesting the procurement, distribution, downloading and installation of any needed technology, including software, data, and the transferring of office phone lines to work or personal cell phones as practicable or applicable to the workplace, and may include devices.

Telecommuting Protocol: Technology
Occasionally, school facilities must be closed due to inclement weather and/or other exigent circumstances, like a communicable disease concern. In such an event, Achievement First reserves the right to require employees to telecommute. Employees required to telecommute will be paid their regular salary to telecommute. Technology Distribution: The Technology team will create a central on-site hub where staff/scholars can pick up their relevant technology in a safe manner. IT staff will take all necessary precautions in terms of hardware prep & distribution. In circumstances where non-technology staff are able to come onsite, the technology team will mail relevant devices out, but delivery times will be impacted by third-party shipping. Software: The Technology team will leverage the existing remote management software, which is installed on every Achievement First staff laptop and done through Google Workspace for Chromebooks, to distribute relevant software to Achievement First staff members and scholars. Key resources (email, document storage) are cloud-based and thus accessible from any device or location. School Main Number: In coordination with the school's director, we will forward the school's main number to a designated cell phone. Voicemails are already delivered via email to staff, so that will not be impacted by a telecommute change.

c.) A description of how the employer will, to the extent possible, stagger work shifts of essential employees to reduce overcrowding on public transportation systems and at worksites.

Work shift Modification(s)
Facilities personnel: Essential worker staffing would be reduced to accommodate the required facilities' needs based on guidelines provided by CDC, DPH, OSHA, and other government agencies. Work hours and shifts would be evaluated weekly or as needed to adjust to and accommodate changing circumstances, and health and safety guidelines.

d.) A description of the protocol the employer will implement, in order to procure the appropriate Personal Protective Equipment (PPE) for essential employees, based upon the various tasks and needs of such employees in a quantity sufficient to provide personal protective equipment to each essential employee during any given work shift. Such description shall also include a plan for storage of such equipment, to prevent degradation and permit immediate access, in the event of an emergency declaration.

Personal Protective Equipment (PPE) Protocol
Achievement First will procure all necessary PPE through an RFP process. All shipments of PPE will be received by the facilities manager and will be provided to staff on site. All

supplies shall be stored in an area easily accessible to key personnel for distribution in the event of an emergency declaration.

e.) A description of the protocol, in the event an employee is exposed to a known case of the communicable disease that is the subject of the state disaster emergency, exhibits symptoms of such disease, or tests positive for such disease in order to prevent the spread or contraction of such disease in the workplace. Include actions to be taken to immediately and thoroughly disinfect the work area of any employee known or suspected to be infected with the communicable disease as well as any common area surface and shared equipment, and employer policy on available leave to receive testing, treatment, isolation, or quarantine.

➔ Consider disinfection protocols, substitute workers, testing, and tracing.

Employee Exposure Protocol
In the event an employee has a known case of a communicable disease or becomes symptomatic while at the facility, the staff member will be isolated and given the appropriate PPE to prevent spreading. If available, the school nurse will assess the fitness of the individual to travel home or to a medical facility for further treatment/ testing.

Disinfection Protocol
The room (s) occupied by the employee will be deep cleaned. Facilities staff members will clean/disinfect any high-touch items in classrooms/offices. This includes door knobs, light switches, and any classroom items that must be shared between students.

Employer Policy on Available Leave to Receive Testing, Treatment, Isolation, or Quarantine
Achievement First will comply with all federal, state, and local requirements related to communicable diseases. This includes ensuring adoption or any isolation/quarantine periods as well as testing requirements that are put in place for an employee's safe return to the school community. All documentation required will be collected and kept in the employee's personnel file in the medical records section.

f.) A protocol for documenting hours and work locations, including off-site visits, for essential employees. Such protocol shall be designed only to aid in tracking the disease and to identify the population of exposed employees, to facilitate the provision of any benefits which may be available to certain employees and contractors on that basis.

➔ Consider daily symptom checks, absences, and supervisor notifications.

Hours and Work Locations Protocol
Employees must complete Health Screening daily prior to arriving at the facility. Schools must confirm this is submitted and the individual has passed the screening.

g.) A protocol for how the public employer will work with such employer's locality to identify sites for emergency housing for essential employees in order to further contain the spread of the communicable disease that is the subject of the declared emergency, to the extent applicable to the needs of the workplace.

Emergency Housing Protocol
N/A

g.) Other requirements determined by the Department of Health such as contact tracing or testing, social distancing, hand hygiene and disinfectant, or mask-wearing.

Department of Health Requirements
Achievement First has individuals in place to monitor and coordinate closely with local health officials and school district leads to operationalize any new requirements.

Definitions included in the legislation are provided below.

Essential worker: is required to be physically present at a work site to perform his or her job. Such designation may be changed at any time in the sole discretion of the employer.

Non-essential worker: is not required to be physically present at a work site to perform his or her job. Such designation may be changed at any time in the sole discretion of the employer.

Personal protective equipment: all equipment worn to minimize exposure to hazards, including gloves, masks, face shields, foot and eye protection, protective hearing devices, respirators, hard hats, and disposable gowns and aprons.

Communicable disease: an illness caused by an infectious agent or its toxins that occurs through the direct or indirect transmission of the infectious agent or its products from an infected individual [or via an animal, vector, or the inanimate environment to a susceptible animal or human host].

Retaliatory action: the discharge, suspension, demotion, or discrimination against any employee, or other adverse employment action taken against an employee in the terms and conditions of employment.

vii. Emergency Remote Instruction Plan

1. *Curriculum and Instruction*

a. Professional development on curriculum design for virtual instruction (both synchronous and asynchronous) that considers developmental appropriateness:

Achievement First has invested in Nearpod to provide remote learning instruction throughout the school closures and pandemic. Schools have received training and PD on virtual instruction and are able to leverage Nearpod and Zoom to engage in virtual instruction. Examples of these curricula can be found in the resources below as well as self guided modules.

Additionally, several of our school leaders are practiced and trained in remote instruction that includes leveraging virtual tools and resources to effectively instruct. Examples for this training can be found below.

b. Professional development on instructional and classroom management practices for virtual environments:

In 2020 Achievement First trained all of our school teams in several virtual learning strategies that were and have been used consistently across our schools. School Leaders are regularly refreshed in these strategies and the following resources are made available to school teams at any time. Below are samples of our ES Math Resources

- Great Teaching in Remote Math
- Great Teaching in Remote Math Video

c. Guidance on creating curriculum and content that is appropriate and meets fair use and copyright requirements:

Achievement First creates much of our curriculum in house through the efforts of our Achievement Directors on Team Teaching and Learning/Design Leads. We have created a curriculum that meets fair use and copyright requirements. This team has created the remote learning materials for virtual instruction.

d. Instructional exemplars constructed to progress student learning in support of course objectives:

Achievement First has a full year's worth of remote learning instruction in all of our supported content areas in all academy levels. Below are a few examples of some of our courses:

- Sample ES: See here for examples of our virtual lesson plans
- Sample MS: See here for examples of our virtual lesson plans

- Sample HS: See here for examples of virtual lesson plans

e. Plan for all subject areas and student subgroups:

Achievement First has a full year's worth of remote learning instruction in all of our supported content areas in all academy levels. Below are a few examples of some of our courses:

- Sample ES: See here for examples of our virtual lesson plans
- Sample MS: See here for examples of our virtual lesson plans
- Sample HS: See here for examples of virtual lesson plans

Other lesson plans available upon request. While these lesson plans are the base for instruction, teachers are required to adjust lessons based on their student population and serving the needs of students in their class just as they would when teaching in person.

f. Plan for at least three cumulative hours of synchronous instruction:

All remote lesson plans include a plan for at least 3 hours of cumulative instruction. Here are a sample schedule and guidance on remote schedules: Sample A, Sample B

g. Tools to facilitate assessments to ensure student engagement and mastery:

AF uses many virtual tools including Nearpod and Zoom features with reporting features to track engagement and impact. Teachers can also rely on observation for the assessment of students. Finally, there is an ability to gauge mastery upon return to in-person schooling. If an assessment was already planned for this day- most of our assessments can be administered online if needed.

h. Synchronous instructional supports for students seeking assistance:

Students and teachers can use Zoom chat, breakout rooms, and whole group live discussion time to ask for support. In addition, schools will have a point person for support during the day if a student is struggling to enter the Zoom classroom.

i. Demonstration of comparable levels of rigor between online and offline instruction:

AF spent a significant amount of time translating our curriculum to the remote space when COVID started and focused heavily on ensuring we could offer a rigorous remote experience. We do this largely through live/sync instruction, the use of student engagement tools embedded in technology (i.e. nearpod) and live checks for understanding and/or appropriate follow-up work.

j. Articulation of expectations for curriculum and instruction for programs of study requiring in-person instruction – e.g., CTE, WBL, NPSE:

Our enrichment courses are the primary courses that traditionally require an in person mode of instruction. However, for virtual enrichment, students continue to focus on the same content work in PE, Visual Art, Music, Theater, and Dance. Enrichment classes can still be held via Zoom are adjusted given the limitations of the medium. Given we plan to use remote instruction very rarely this year- most enrichment classes will focus these few days more on building content knowledge (evaluating performance videos, studying techniques, learning scales, studying the history of the discipline, or learning about exceptional artists and athletes), which is more effectively taught via Zoom than the active learning (dancing, acting, playing sports) that students usually engage in.

k. Method for determining all staff and student attendance:

We will take attendance on remote learning days for all students. Students will be marked present for the day during their first class of the day. Students will be marked tardy if they arrive after the start of the first class of the day.

l. Plan for the accessibility of student services:

During remote instruction, ICT classrooms will continue to be served by the same 2 teachers who teach the class in person. Support for students with disabilities in remote settings is provided through accommodated work based on a student's needs and small group instruction to preview and/or remediate instruction via "breakout rooms" in Zoom.

- Team Special Services Remote Guidance

If for some reason students cannot access remote services, the school will work with the family to determine an alternative plan.

2. *Technology and Supports*

a. Technology standards that support complete access to online learning services and resources utilized during virtual instructional days:

All of our schools are prepared to launch a 1:1 Chromebook distribution should we need for virtual instruction. Schools also have a limited number of MiFi's for students who may not have internet access at home. At the start of the year, schools should identify which students do not have access to the internet in order to prepare for the availability of that number of MiFi's.

b. Procedures for identifying and resolving inequitable off-campus student and teacher access to online services and resources:

Throughout the pandemic, we diligently worked to understand the needs of our school community and who needs support with the internet and other technology. School operations teams work with families to ensure they have connectivity and technology access should they need to participate in

virtual instructions. Schools have a limited number of MiFi's for students who may not have internet access at home.

c. Technical solutions provided and/or supported for modifications and/or accommodations during virtual instructional days:

Scholars and schools have access to our Zendesk ticketing system to resolve tech challenges should they arise. Out Team IT is able to remote into AF devices and resolve issues as they arise. There are also self guided articles for staff and students to support tech challenges as they arise.

d. Acceptable use policies includes measures to ensure internet safety and security of students accessing school services and resources:

Achievement First uses Securly to monitor and manage internet safety. AF's culture teams and social workers/counselors follow up on any flags from Securly with both the students and teachers to ensure that we are mitigating any risks to students.

e. Training provided to staff, students, and (if applicable) parents on how to access and use online services and resources:

Each year our staff completes Digital Learning training during school-based professional development in August. This builds on their learnings and experiences at Summer Professional Development which is led virtually using many of the same tools our teachers will use if they need to lead virtual instruction

Digital Learning Basics	30 minutes	Nearpod #1 | Nearpod #2
Learning Software Modules + Digital Citizenship	20-45 minutes per program	Elementary Link Classic MS Link GF MS Link High Link

f. Technical assistance and support offered during virtual Instructional days *<Insert explanation, supporting details, relative links>*

Scholars and schools have access to our Zendesk ticketing system to resolve tech challenges should they arise. Out Team IT is able to remote into AF devices and resolve issues as they arise. There are also self guided articles for staff and students to support tech challenges as they arise.

3. Communication Plan

a. Plan for participation in virtual instructional days including communication to staff, students, and parents:

We use ParentSquare to communicate with families. This allows us to communicate via the ParentSquare app, as well as email and text messages with families in the event that we will need to hold instruction remotely. Staff have access to email and phone. In advance of needing to shift to virtual learning, schools have built out resources and done training with staff members so they are prepared in how to shift learning online and what to expect. Families are also familiar with using Google Classroom to access classroom assignments and Zoom links and the schedule for the day.

b. Defined protocols for instituting and communicating the occurrence of virtual instructional days:

In the event that we do need to shift to remote learning, schools will send out a message via email and Parent Square to alert the community. This will articulate the plan to distribute Chromebooks (in most cases students will take them home with them that day, but in some cases, we may set up a distribution plan at the school site). This will also provide information about which Zoom students will have to join at the start of the day. The school will provide a point of contact for technical support for any students or families who are having trouble accessing instruction during remote school days. In addition, teachers are aware of how to troubleshoot smaller technical issues on Zoom.