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ALBANY LEADERSHIP
CHARTER SCHOOL FOR GIRLS
A 6-12 Academy of Excellence

ORGANIZATION SAFETY PLAN

2026-2027 School Year

Albany Leadership Charter School for Girls
ORGANIZATION SAFETY PLAN

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Introduction

Emergencies and violent incidents in our school are taken seriously and dealt with expeditiously. The Organization Safety Plan is responsive to the needs of our school and the plan is specifically sensitive to the urban location of our building and specific needs of our students. 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 each school district and its schools. Albany Leadership Charter School for Girls (ALCS) supports the SAVE legislation and intends to facilitate the planning and implementation process using members of the school, community, law enforcement, and state expertise.

Section I: General Considerations and Planning Guidelines

A. Purpose

The Organization Safety Plan was developed pursuant to Commissioner's Regulation 155.17.

B. Identification of Chief Emergency Officer

ALCS designates the Principal as the school's Chief Emergency Officer. At the Principal's discretion, the Chief Emergency Officer role can be assigned to other staff members. When the Principal is away, the Chain of Command is followed (See Appendix B). The Chief Emergency Officer's duties shall include, but not be limited to:

- Coordination of the communication between school staff, law enforcement, and other first responders.
- Lead the efforts of the School Safety Committee (see Appendix C for Membership) in the completion and yearly update by September 15th, of the Organization Safety Plan and the coordination of the Organization Safety Plan with ALCS' Emergency Response Plan.
- Ensure staff understanding of the Organization Safety Plan.
- Ensure the completion and yearly update by September 15th, of the Emergency Response Plan.
- Assist in the selection of security related technology and development of policies for the use of such technology.
- Coordinate appropriate safety, security, and emergency training for school staff, including required training in the Emergency Response Plan yearly by September 15th.
- Ensure the conduct of required evacuation and lock-down drills as required by Education Law section 807.

C. Concept of Operations

- Protocols reflected in the School Emergency Response Plan guide responses to emergencies.
- In the event of an emergency or violent incident, the initial response to all emergencies will be gathering information by the Principal in conjunction with members of the Chain of Command and/or School Safety Committee.
- Those not in the Chain of Command will supervise students.
- Upon the activation of the emergency response procedures, the Principal or their designee is notified and, where appropriate, local emergency officials are notified.
- Efforts may be supplemented by County and State resources through existing protocols.
- The Chief Emergency Officer will remain at the determined command site. The school's main office at 19 Hackett Boulevard, Albany, NY will typically be designated as the command site.

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All communication is to be coordinated through the Principal or designee via the school's main number at 518-694-5300.

D. Plan Review

- The Organization Safety Plan and correlating School Emergency Response Plan are designed to ensure integration and coordination with emergency planning at local, county and state level. The School Safety and School Emergency Response Plans will be monitored constantly, reviewed collectively, updated as needed, and maintained on file in the school's main office.
- The School Emergency Response Plan provides direction in the school's response to an emergency. The plan blends common sense, best judgment, and swift (achievable) action steps to protect students and staff. The plan considers specific emergency situations (such as bomb threats, intruder on campus, hazardous material spill, or fire) but is not all inclusive.
- The School Emergency Response Plan is confidential and only available to those with a vital need to know the specifics of the plan. The School Emergency Response Plan is not subject to disclosure under Freedom of Information requests or any other provision of law.
- The School Safety and School Emergency Response Plans will be presented to the ALCS Administrative Leadership Team in May or June for review and approval. Copies of all plans will be submitted to the New York State Education Department as well as to the appropriate police authorities.
- Each year, the School Safety Committee will meet prior to September 1, to discuss the emergency response procedures.

Section II: General Emergency Response Planning

The Organization Safety Plan provides the framework for the School Emergency Response Plan. These general emergency responses are used to ensure school employees, students, parents, and emergency responders learn one system.

A. Identification of Sites of Potential Emergency

- ALCS recognizes that there are many factors that could cause an emergency within the school. There are also factors that need to be considered when responding to an emergency. A list of potential internal and external hazards or emergency situations have been noted in the School Emergency Response Plan.
- ALCS has identified areas outside of school property that are potential for emergencies and may impact the school during an emergency. Factors that were considered included population, presence of hazardous materials, and potential for emergency based on national trends and proximity to school property. A list of areas has been noted in the School Emergency Response Plan.

B. Multi-Situational Response Protocols

Below are ALCS' multi-situational response protocols. These multi-situational response protocols are not intended to be all inclusive. The School Emergency Response Plan details when the below responses are initiated.

- **Emergency School Closing** - School is closed or delayed in opening. This is typically implemented when the weather or other emergency makes it impossible or unsafe for community members to physically be in the school. If it is necessary to close or delay schools,

parents, students, and staff will be notified via local media, social media, and telephone. (The Principal closes the school via www.schoolclosingsnetwork.com).

    - **Transition to Remote Instruction** - ALCS can conduct instruction remotely. In the event it is unsafe for students to participate in in-person instruction, ALCS may transition to fully virtual / remote learning. When transitioning to remote instruction, the Principal or designee will identify if instruction by staff will take place in the school or from a remote location. Transition to fully remote instruction will be communicated to students, parents, and staff via local media, social media, and telephone. (The Principal transitions the school to fully virtual instruction via www.schoolclosingsnetwork.com).

- **Long-Term School Closing -** School is closed for five or more days due to medical pandemic, building disaster or other incident that impacts student / staff safety. If a long-term closure is necessary, parents, students, and staff will be notified via local media, social media, and telephone. (The Principal closes the school via www.schoolclosingsnetwork.com). ALCS will maintain communication with parents, students, and staff via these platforms. Communication will include plans for the continuation of school services such as, but not limited to, educational services / distance learning, school business functions, and meal services.

    - **Transition to Remote Instruction** - ALCS can conduct instruction remotely. In the event it is unsafe for students to participate in in-person instruction, ALCS may transition to fully virtual / remote learning. When transitioning to remote instruction, the Principal or designee will identify if instruction by staff will take place in the school or from a remote location. Transition to fully remote instruction will be communicated to students, parents, and staff via local media, social media, and telephone. (The Principal transitions the school to fully virtual instruction via www.schoolclosingsnetwork.com).

- **Early Dismissal** – Early dismissal is used when weather or other emergency makes it unsafe for students and staff to remain in school. If it is necessary to dismiss school early, parents, students, and staff will be notified via local media, social media, PA announcement and/or telephone. (The Principal closes the school via www.schoolclosingsnetwork.com).

- **Evacuation** – Used when it is unsafe to remain in the building. The school building may be evacuated before, during, and after school hours.

- **Evacuating to Another Site -** Depending on the scope of the emergency and the projections of likely safe areas, designated gathering points for evacuated students and staff will be used. The responsible party will receive information as to the appropriate evacuation location and the (secured) route to get there.

- **Hold in Place** – Used to limit movement of students and staff while dealing with a short-term emergency.

- **Shelter in Place** – Used to shelter students and staff inside the building. A Shelter in Place may require students and staff to remain in the building beyond the end of the normal school day.

- **Shelter (Community)** -– ALCS may be used as a community disaster shelter site, or when students from another school are evacuated to ALCS. In this event, the Principal or designee will staff the Command Post to coordinate activities and assist in communication.

- **Lockdown –** Used to secure the school building during incidents that pose an immediate threat of violence in or around the school.

- **Lockout –** Used to secure the school building from threats or emergencies that pose an imminent concern outside the school.

C. School & Community Resources Used During Emergency

In the School Emergency Response Plan, ALCS has identified school and community resources that may be available for use during an emergency, including the identification of personnel, equipment, and shelters.

D. Training

ALCS provides annual multi-hazard school safety training for staff and students, including the strategies for implementing training related to multi-hazards. All staff will undergo annual training prior to the first day of classes on the School Emergency Response Plan. New employees hired after the start of classes receive this training within 30 days of hire.

E. Drills

ALCS conducts drills and other training exercises to test components of the School Emergency Response Plan. A debriefing concludes each test to determine if changes to the plan are necessary.

- Fire and Emergency Drills: Per New York State Education Law §§ 807(1-a), 807 (b): Fire and Emergency Drills, ALCS conducts tests of the emergency response procedures in the School Emergency Response Plan. Such tests include evacuation, lockdown, and early dismissal drills. Where possible, tests are conducted in collaboration with local county emergency preparedness plan officials.

- In accordance with state law, ALCS conducts:
    - One early dismissal drill annually.
        - The early dismissal drill occurs at a time not more than 15 minutes earlier than the normal dismissal time.
    - Four lockdown drills annually.
        - The law requires lockdown drills because they prepare students and staff to respond to the highest level of threat with the most urgent action and with the least margin of error. The goal of a lockdown drill is to quickly put the building into a protective posture by immediately clearing hallways, locking doors, and taking positions out of sight. These emergency measures allow time for responding law enforcement to arrive on scene and neutralize the threat. Although not required, ALCS coordinates with local law enforcement to conduct lockdown drills when possible. Other protective actions such as lockout, hold in place, or shelter in place are emergency actions that do not require drills because they are usually preceded by some degree of warning time and do not require the immediate response necessary for a lockdown. While ALCS is well versed in lockout, hold in place, and

shelter in place protocols, per state law, lockdown is the only type of protective action that must be practiced via drill.
    - Eight evacuation drills annually.
    - Eight of the required twelve lockdown and evacuation drills by December 31st.

F. COVID-19 Response & Prevention: In response to the COVID-19 pandemic, ALCS has established a Reopening Plan that details all actions taken to safely resume instruction and reduce the spread of infection. ALCS continues to monitor, and when applicable, alter the Reopening Plan. For specific response and prevention efforts please refer to the Reopening Plan at www.albanyleadershiphigh.org/reopening-information/.

Section III: Responding to Threats and Acts of Violence

A. Response Procedures

The School Emergency Response Plan provides guidance on the school's policies and procedures for responding to direct and implied acts of violence (i.e., crimes against persons, hostage taking, intruder, bomb threats, and kidnapping) by students, teachers, other school personnel and visitors to the school, including threats by students against themselves. Response procedures are reviewed by the School Safety Committee to ensure content is current. The following types of procedures are addressed in the plan:

- Internal and external emergency reporting protocols.
- Emergency and response assessment.
- Procedures and resources to safeguard students and staff.
- Internal and external communication procedures, which includes communication to parents/guardians and media.
- Procedures to provide transportation, if necessary.
- Debriefing procedures.

B. Parental / Guardian Contact

The school has established policies and procedures to contact parents / guardians of students in the event of a violent incident or an early dismissal. All or part of the following communication methods will used to deliver such information:

- The Principal will notify local media of any unplanned event that may result in a change of the regular school day. The Principal will close the school via the School Closing Network (www.schoolclosingnetwork.com).
- The Principal may follow the same protocol above to formulate a press release relevant to any incident that may cause undue panic and concern in a problematic rush to the school by parents and media.
- The use of mass communication, such as social media, letter mailed to the student's permanent address, or the school's One Call System which allows for recorded messages to be telephoned to parents and guardians.

C. Disciplinary Action

Students that participate in acts of violence are subject to disciplinary actions in accordance with the Albany Leadership Charter School for Girls' Parent/Guardian Handbook and Code of Excellent Conduct and related provisions found under the Education Law, Regulations of the Commissioner of Education, and local laws.

Authorities (police, Children and Family Services, Mobile Crisis Unit, etc.) may be called for visitors participating in any violent or unsafe acts on school grounds. All visitors are bound by schools' policies, including those outlined in the Code of Excellent Conduct. Law enforcement will be contacted, and when necessary criminal charges applied, for visitors in violation of ALCS policies or who are participating in acts that endanger the school community or property. Law enforcement regulations will determine the consequences of the incident.

Child abuse reporting procedures will be followed by all staff for all acts of alleged or actual child abuse against students learned to have occurred in or outside of school.

Section IV: Obtaining Emergency Assistance from Local Government or Community Agencies

In the event of an emergency, ALCS will call 911 for emergency assistance. Any adult in the building is authorized to call 911 for emergency assistance. The responding agency will assume responsibility for the incident and take the lead. If involvement is needed from other local government or community agencies, then the Principal or designee would act as that contact person. Additional procedures for communications can be found in the School Emergency Response Plan.

Section V: Prevention and Intervention Strategies

A. School Security

The following policies and procedures have been developed to uphold school and building security:

- **Safety Staff:** ALCS employs multiple staff members with primary roles to safeguard students, staff, and visitors from harm; to deter, detect, respond to, and report infractions of the Code of Excellent Conduct and New York State Law; and to protect the school's assets from theft and damage. These positions include, but are not limited to, the Assistant Principal and the Hall and Behavior Support Specialists. These positions are authorized to carry out these roles pursuant to applicable policies, regulations, and training.

- **Limited Building Access:**
  - Typically, all entrances are locked 24 hours per day. Some events do require building doors to remain unlocked. During these events, entrance to the building is monitored.
  - During normal school hours, access by students and visitors is via the main entrance. Main entrance access is monitored and controlled by a video/audio electronic access control system.
  - An electronic keyless entry system allows specific access to authorized personnel during designated periods and times.

- **Photo Identification Badges:** All ALCS employees and students are issued photo identification badges that are displayed while on school property to assist visitors, students and staff in identifying school community members, as well as possible intruders.

- **Visitor Policy:** An approved visitor will complete a sign-in procedure and will be issued an approved visitor pass upon gaining access to the building. Visitors may be required to show an ID each time they enter the school.

- **Video Surveillance**: More than 60 video cameras record the ALCS property, which includes the grounds, the classrooms, gymnasium, student union, hallways, and stairwells 24 hours per day. All videos can be replayed at any time using the Digital Video Recorder that the cameras feed. Designated staff is trained on how to access, view, search, and recover images.

- **Intrusion Detection Alarm:** An intrusion detection (burglar) alarm system is linked to a central monitoring station. Designated staff are trained in its proper use to maximize the performance of the system and minimize the incidence of false alarms.

- **Fire Alarm System:** A fire detection alarm is linked to a central monitoring station. These alarms and ALCS' fire response procedures are tested regularly consistent with NYSED regulations.

- **Fingerprinting and Background Checks:** Fingerprinting and background checks are completed for all staff upon hiring.

B. Early Detection of Potentially Violent Behaviors

ALCS recognizes the importance of early recognition and intervention into potentially violent or threatening behaviors. Students, families, and staff are encouraged to report information regarding student conflicts, threats, or concerns that may negatively impact the safety of the school community with school administration so that an assessment or investigation can commence in a timely fashion. As well, ALCS has developed communication channels for local law enforcement, area schools, and various community members so they can report student conflicts, threats, or safety concerns with school administration. ALCS has implemented procedures to disseminate information concerning potentially violent behaviors with individuals deemed appropriate, such as but not limited to, parents/guardians, ALCS staff, students, law enforcement, and community members.

ALCS recognizes the importance of programs and activities that improve communication throughout the school community and that encourage the reporting of potentially dangerous, suspicious, or violent behavior. Such efforts serve to improve the security, safety, and quality of life for all those in the school community. ALCS' prevention and intervention strategies include but are not limited to:

- Student Support Team: Managed by the building principals and composed of multiple student support staff (Social Workers, School Counselors, and the Assistant Principal) work with students and families to ensure optimal and safe learning conditions for the student population. The team acquires and disseminates relevant literature to the community, staff, and students; alerts faculty and relevant staff when students may be considered at-risk due to traumatic experiences outside of school; and communicates staff development opportunities for violence prevention and early detection. The Student Support Team also coordinates restorative/mediation programs and counseling for students.

- ALCS Disciplinary Process: Managed by the Assistant Principal, ALCS' disciplinary procedures provide immediate interventions for behaviors that imply threat to health or safety. The process also supports students with redirection, intervention counseling, and/or informal plans of action.
- ALCS C.L.E.A.R. Values. C.L.E.A.R. is defined as College and Career Readiness, Leadership, Empowerment, Accountability, and Resolve & Resiliency. This acronym is posted in every classroom and speaks to the level of behavior expected of every student.
- TLAC Behavioral Taxonomy
- Annual safety training for all staff.
- Extracurricular activities.
- Culturally responsive education.

C. Bullying Prevention, Identification, and Reporting (Dignity for All Students Act)

The Assistant Principal (or designee) serves as the Dignity for All Students Act (DASA) Coordinator. The DASA Coordinator oversees the DASA process and disseminates information regarding bullying prevention, identification, and reporting requirements. All school staff have been provided with information and training regarding the Dignity for All Students Act.

The DASA Coordinator completes all DASA investigations and develops interventions and solutions for students who are identified as victims of bullying and harassment.

The Code of Excellent Conduct contains language that specifically addresses bullying and harassment. Students who engage in bullying and harassment behaviors receive age-appropriate progressive interventions and/or discipline, which can range from use of mediation or informal and formal counseling to out of school suspension.

Section VI: Recovery (Post Incident Response Team)

Recovery addresses the help needed for all involved to heal and to restore the school community to "normal" operations after an emergency. After an emergency ALCS in collaboration with the Post-Incident Response Team (see Appendix D) deploys resources to support identified school needs.

After any emergency which has resulted in the serious injury, death or emotional trauma of a student or staff member, the entire staff may be used to help with the coordination of post trauma counseling. Planning and establishing the debriefing sessions will be the responsibility of the Principal and members of their immediate staff. Needed and appropriate alterations in the Safety Plan and Emergency Response Plan will be implemented based upon the debriefing sessions.

For critical situations that require the utilization of community mental health resources, the Chain of Command (or their designees) will be responsible for contacting the appropriate county mental health agency for assistance, guidance, and trained personnel, as needed.

Recovery plans may include mental health/emotional recovery, academic, physical and business recovery, and can continue long after the actual emergency.

Section VII: Post Emergency Report and Assessment

At the conclusion of an emergency or incident:

- The Principal or designee will complete all necessary reports to local and state officials.
- The Safety Committee and School Leadership team will meet to evaluate the effectiveness of the school response. If needed, the School Emergency Response Plan will be modified as necessary based on the evaluation.

Appendix A: Fact Sheet
Albany Leadership Charter School for Girls

Name of School:	Albany Leadership Charter School for Girls
Address of Schools:	19 Hackett Blvd Albany, New York 12208
Telephone: **Fax:**	518 694 5300 518 694 5307
Contact:	Tamara Smith, Principal tsmith1@albanyleadership.org
First Designee:	Kalia Ogden, Dean of Students kogden@albanyleadership.org
2025-2026 Population:	~ 300 Students
Total Classrooms:	21
Number of Staff:	45

Appendix B
Chain of Command - Albany Leadership Charter School for Girls

Note: It is the responsibility of each member of the Chain of Command to ensure he/she is familiar with this plan and capable of performing effectively in a crisis.

Staff Member	Title	Telephone
Tamara Smith	Principal	518-694-5300
Kalia Ogden	Dean of Students	518-694-5300
Linda Oldenburg	HR/Benefits Manager	518-694-5300
Darius Romero	Information Systems Administrator	518-694-5300

Appendix C:
School Safety Committee - Albany Leadership Charter School for Girls

Staff Member	Title	Telephone
Tamara Smith	Principal	518-694-5300
Chintan Patel	School Operations Manager	518-694-5300
Erika Cheffolway	Nurse	518-694-5300
Carmen Serrano	Office Manager	518-694-5300

Appendix D:
Post-Recovery Response Team - Albany Leadership Charter School for Girls

Staff Member	Title	Office Number
Tamara Smith	Principal	518-694-5300
Chintan Patel	School Operations Manager	518-694-5300
Carissa Rowell	Director of Advancement	518-694-5300
Kalia Ogden	Dean of Students	518-694-5300
Teresa Ford	Social Worker	518-694-5300
Carmen Serrano	Office Manager	518-694-5300
Erika Cheffolway	Nurse	518-694-5300