



Genesee Community Charter School
at the Rochester Museum & Science Center

Family Handbook 2021-2022



Table of Contents

Welcome Letter	5
Mission Statement	7
Our Philosophy	7
• EL Education	
• Curriculum Framework	
• Rochester Museum & Science Center	
• School Organization	
• Board of Trustees	
Communication	9
• Backpack Mail	
• Website	
• E-mail	
• Facebook	
• Communicating Concerns	
• Confidentiality	
• Complaints	
Family Involvement	12
• GCCS Family Association	
• Family Association Social Events & Programs	
• Community Circle	
• Classroom Visitations	
• Family Service Opportunities & Volunteer Background Checks	
Additional School Policies	13
• Exhibitions of Student Learning	
• Homework	
• Holidays & Birthdays	
• Dress Code	
• Backpacks	
• Toys	
Reporting Student Progress	14
• Daily Communication	
• Conferences	
• Individual Education Plans and Section 504 Accommodation Plans	
• Formal Assessments	
• Progress Reports	
• Student Records	
Field Studies	16
• Permission Slips	
• Medication & Overnight Fieldwork	
• Chaperone Policy	
Recess Year Round	18
Arrival & Dismissal	19
• Arrival	
• Dismissal	

<ul style="list-style-type: none"> • Wednesday Dismissal • Late Arrival & Early Dismissal • After School Caregivers • Transportation 	21
Attendance	21
<ul style="list-style-type: none"> • Excused & Unexcused Absences • Written Excuses • Tardiness • Withdrawal from School Roster • Moving Within and Out-of-District • Intervention 	
Health	22
<ul style="list-style-type: none"> • School Nurse • When to Keep Your Child Home • Early Dismissal Due to Illness • Medication • Health Records • Allergies • Absences & Excuse Notes 	
Safety	24
<ul style="list-style-type: none"> • GCCS Emergency Response Plan • Mandated Child Abuse Reporting • Internet Use Policy & Internet Safety • School Visitor Policy 	
Meals & Snacks	25
<ul style="list-style-type: none"> • USDA Breakfast & Lunch Program • Our Lunch Time Philosophy • Snacks & Food from Home 	
School Closings	26
<ul style="list-style-type: none"> • Snow Days • Days School is Closed (Professional Development & Holidays) 	
Community Guide to Responsive Discipline	27
<ul style="list-style-type: none"> • Responsive Discipline Overview • Social Emotional Learning • Student Actions and Interventions • Additional Disciplinary Measures • Suspension and Expulsion • Discipline for Students with Disabilities • Communication • Anti-Bullying Policy 	
Appendices	44
<ul style="list-style-type: none"> • School Calendar • EL Design Principles • Data Security and Privacy Policy • Internet Use Policy • Pesticide Use Policy • Campus Map • Volunteer Guidelines 	

July 14, 2021

Dear Families,

On behalf of the Board of Trustees, Family Association, and staff, we would like to welcome you to the Genesee Community Charter School at the Rochester Museum & Science Center. The Genesee Community Charter School offers a different kind of educational program for our students, one that is less structured and requires children to do a great deal of independent, in-depth project work. We are delighted and honored that you have chosen our school to play a central role in educating your child during these critical elementary years.

We strongly believe that parents must make informed choices about their children's education, and we are pleased that you have decided GCCS will provide the best learning environment and instructional program for your child. We know that this is a decision you have made with great care and reflection about your child's educational strengths and needs.

GCCS believes that children learn best when schools and families work in partnership with each other. An important element of that partnership is ongoing communication. The Family Handbook will inform you of GCCS policies and procedures which contribute to the smooth operation of our school. If you have questions or comments, please feel free to speak with the School Leader, a Board of Trustees member, or your child's classroom teachers.

Once again, thank you for making the decision to share your child with us. We are committed to achieving the highest academic and character standards with our students, and we look forward to working with you to ensure each child's success.

Michele Hannagan

Michele Hannagan
President
Board of Trustees

Shannon Hillman

Shannon Hillman
School Leader

Genesee Community Charter School Mission

The Genesee Community Charter School at the Rochester Museum & Science Center provides a rich educational experience that values intellectual rigor, respect for diversity, and community responsibility. Our local history-based and globally-connected program immerses our diverse population of children in investigation and discovery, extensively using the cultural and natural resources of our community. We nurture children's natural abilities to be reflective questioners, articulate communicators, critical thinkers, and skilled problem solvers, enabling them to reach exemplary standards.

Our Philosophy

The Genesee Community Charter School provides a rich, active, and sound educational program for children in grades kindergarten through six. We set high expectations for student achievement and provide the necessary supports to enable each and every student to achieve these expectations. Children are active participants in their own learning, tackling complex content and ambitious projects that require the application of high-level skills and collaborative, quality work. GCCS is a school where children's ideas are honored, their questions are valued, and their social and emotional growth are fostered by caring adults.

GCCS recognizes community at all levels: the nurturing community of families, teachers, staff and students in the school; the larger metropolitan area; and our place in the world community. We believe our students can take an active part in investigating and contributing to solutions addressing community issues. We view intellectual growth and character development as mutually dependent and of equal importance. In addition to academic skills, we build a strong sense of social and community responsibility.

EL Education (Formerly Expeditionary Learning)

GCCS is an EL Education School. EL is a comprehensive school design in place in approximately 160 elementary, middle, and high schools around the country. The model emphasizes intellectual growth, high quality student work, and character development through active pedagogy. With its roots in Outward Bound, the EL approach pushes students to develop skills and knowledge that allow them to succeed at ambitious, collaborative real-world projects.

As an EL school, our students spend most of each day embarking on purposeful, rigorous learning expeditions. Learning expeditions are in-depth studies of a single theme or topic, generally lasting twelve weeks, and are the core of the curriculum. Each expedition revolves around curriculum-related projects and performances, which often take students outside school to conduct fieldwork.

Our emphasis on educational achievement, community building, teamwork and service, combined with our curriculum framework and content, create a context for students to acquire the knowledge and character traits they need to succeed in middle and high school. They become connected, caring and contributing members of their community.

Curriculum Framework

At GCCS, social studies, science, mathematics, literacy, and the arts are integrated through the Learning Expedition as we focus on the study of local history. A learning expedition is a focused 12-week investigation of a topic.

Our curriculum is organized around six historical time periods that are explored over a two-year course of study. The six time periods are *Prehistory*, *First Peoples of Americas/Explorers*, *Settler & Colonial Life*, *Village to City*, *City Grows*, and *Today & Tomorrow*. Each year, students at all levels study the same time period at the same time, investigating different aspects of the natural, social, political and economic history of our community. The topics of investigation within each time period increase in complexity and sophistication as children advance through the grade levels. All learning expeditions involve intensive research, reading, writing, scientific exploration and real-world application.

Rochester Museum & Science Center (RMSC)

Because of our emphasis on science, social studies and our community, the Rochester Museum & Science Center (RMSC) is an ideal partner and site for our school. The resources and personnel of the RMSC, the exhibits and collections, its Planetarium and Nature Center, the RMSC campus and neighborhood cultural institutions, provide an extensive network which supports our demanding and engaging curriculum.

School Organization

GCCS consists of one class at each grade level from kindergarten through grade six. In order to build strong classroom cultures, instructional continuity, and teacher-student relationships, we “loop” with our students. Looping occurs when each teacher remains with his or her class from kindergarten to first grade, second to third grade, and fourth to fifth grade. Students spend one year with the sixth grade teachers. We have a class size of 30-32 students with two teachers and a teaching assistant. This allows for personalized learning that better addresses each student’s developmental needs.

GCCS Board of Trustees

As a charter school, GCCS operates independently of the Rochester City School District and reports directly to the New York State Board of Regents through the State Education Department. The GCCS Board of Trustees is ultimately responsible for ensuring that the school operates in a fiscally sound manner and maintains fidelity to the philosophy, program, and policies set forth in the school’s charter.

The Board of Trustees has seventeen members: three parents elected by the Family Association, two museum representatives appointed by the RMSC President, and nine community representatives elected by the Board. Two teachers elected by the GCCS staff and the School Leader provide advice and consent to the Board in decision-making related to school issues and policies. Meetings are held at 5:30 p.m. on the second Wednesday of each month at the Cunningham House Studio on the campus of the Rochester Museum and Science Center. At each meeting, the Board approves the minutes from the previous meeting, hears a report from one of our teaching teams, examines financial statements, and receives an update from the School Leader. Other responsibilities include adopting the school’s annual budget, approving new hires,

and evaluating the School Leader. At times, the Board creates or approves policies, such as the bullying policy or the chaperone policy.

GCCS Board meetings are open to the public. Attendees may observe the meeting but do not join in the discussion. If issues related to specific staff members, parents, or students are raised, the Board will move into executive session and visitors will be excused from the room.

Parent representatives provide an important perspective on the Board. A new parent representative is elected on the day of the May Family Association meeting each year. Parents who wish to serve on the Board, and who have been with the school for at least one school year, are invited to express their interest and describe their qualifications prior to the May Family Association meeting. Families cast ballots to elect the next parent representative on the day of the May Family Association Meeting.

Minutes from each month's meeting are available on the school's website after they are formally approved and adopted by the Board.

Communication

Ongoing communication between home and school is critical to the success of your child at the Genesee Community Charter School. Because GCCS provides a different kind of educational program, you may have questions about your child's daily classroom work and his or her progress toward the learning standards. We encourage parents to send e-mail or notes, schedule conferences, phone school staff, and attend school functions in order to fully understand your child's educational experience and progress.

Backpack Mail

Many communications are sent home with students in their Round Trip (blue) folders. School-wide communications are generally sent home with only the oldest GCCS student in each family. Backpack mail includes a weekly classroom newsletter, a bi-monthly school newsletter, and Family Association event announcements. We are unable to distribute information about community- or church-based lessons or events. Please check your child's folder daily.

Website – www.GCCSchool.org

The GCCS website contains information about the school's philosophy and curriculum, breaking news and announcements, the school calendar, and staff bios, Board meeting minutes, and a host of other useful information. Each classroom also has its own page to keep parents up-to-date about expeditions, fieldwork, and student projects.

E-mail

In order to reduce paper usage, many communications are sent from the school, Family Association, or room parents via e-mail. Please note that e-mail addresses and other contact information received through the school are to be used only for official school business, and are not intended for families to use for any type of solicitations or broadcasts.

Facebook

Each classroom has a Facebook page intended to celebrate that group of students and share information. When posting, please adhere to the following:

Group Membership:

- Parents, legal guardians, teachers and other adults who have completed Chaperone Training
- Students may not be members even if they meet the Facebook age requirement of 13
- Persons leaving school before graduation may remain members of a group

Content:

- Design Principles are always in effect
- Posts are welcome that describe
 - ✓ any school or Family Association activities
 - ✓ any outside school activities that are planned to be inclusive of all class members
 - ✓ photos of school events only
 - ✓ please note that this is not a place for discussion of school policies

Facebook pages are monitored by school personnel. Parent administrators verify membership (see above) before approving a request to join a group, monitor posts, and make decisions to edit when necessary. All members are empowered as monitors – members may email the parent or staff administrators directly from the Facebook page to address any concerns they may have with written or visual content. Any request to remove information will be honored.

Facebook pages will continue after graduation as a place for alumni to connect, but it will no longer be monitored by the school or parent administrators. GCCS alumni are free to become members of their class's page after graduation.

During the COVID-19 Pandemic, GCCS started a private GCCS Cares Facebook page. Two of GCCS's Character Traits are Compassion and Collaboration. These traits are ones that students develop during their time at GCCS but are also embodied in the community of families that make up GCCS. GCCS cares, and in that spirit, this Facebook page is designed to be a place where family members can share resources with each other as well as express needs that they may have.

The GCCS Cares page will be moderated by both school personnel parent volunteer. To join, search Facebook for GCCS Cares and request to join the group. Families can choose to belong to the class Facebook pages, the GCCS Cares page, or both groups.

Communicating Concerns

Parent involvement is a very special element of our culture at GCCS, and we strive to make our relationships with parents as productive and positive as possible. However, there are times when parents have a school-related academic, behavioral, or organizational concern. We welcome parent input, and while we can't guarantee that each suggestion will be adopted, or that every issue will be resolved in the manner that you wish, we can guarantee that parents will be heard, and that feedback will be thoughtfully considered.

There are many venues for parents to express concerns or pose questions. A yearly parent family

culture and climate survey is administered to families mid-year. Teachers send home weekly newsletters which contain their contact information. The School Leader is available to communicate with parents via phone, e-mail, or in person. Every issue of *Currents* contains contact information for classroom parent volunteer coordinators, Board of Trustees representatives, and Family Association Officers.

In communicating concerns, we expect that parents honor the same guiding principles we have developed for our staff:

- Go directly to the source – if you have a classroom-level concern, please speak directly with your child’s teachers. If you have a school-wide concern, please contact the School Leader. The School Leader will also field all concerns and questions regarding our facilities. If your concern related to the Family Association, please contact the appropriate officers or committee chairs.
- Speak only for yourself – concerns are best understood when communicated directly by the person experiencing the issue – not by others attempting to represent one another.
- Involve as few people as necessary to resolve an issue – generally, an issue can be solved with a simple message or conversation between two parties.

Many miscommunications, misunderstandings, and false assumptions can be avoided by observing these guidelines. We create a settled and trusting atmosphere when we deal with issues personally and directly.

Confidentiality

Please note that when issues do arise, out of respect for the confidentiality of all our staff, students, and families, we will not discuss personnel issues with parents, nor will we discuss students with families other than their own. We ask that our many parent volunteers also respect children’s confidentiality and refrain from discussing what they see and hear in the classroom.

Complaints

The GCCS Board of Trustees will consider complaints against the school. Any individual or group may bring a complaint to the Board of Trustees alleging a violation of the provisions of the charter law, the charter, or a breach in student data privacy. If parents have complaints, they should be brought to the attention of the School Leader and a response will be given within 5 business days. If not satisfactorily resolved, complaints should be submitted to the Board of Trustees in writing at least five days prior to the next Board meeting. The Board will review the issue and respond in writing with its findings and determination within one week of the decision. If the response is not satisfied, the party may appeal or issue the complaint directly to the Board of Regents.

For written complaints to the Genesee Community Charter School Board of Trustees, use the following contact information:

Genesee Community Charter School Board of Trustees
Attention: Board of Trustees President
657 East Avenue
Rochester, NY 14607

Board of Regents contact information:

Charter School Office
NYS Education Department
89 Washington Avenue
Albany, NY 12234

charterschools@nysed.gov

Family Involvement

GCCS Family Association

The Family Association is an organization of student families and staff that provides additional support for the school community. The Family Association participates in fund raising activities, special events, community service, and additional tasks that benefit the students of Genesee Community Charter School and its families. The organization is led cooperatively by elected representatives. Family Association meetings and events are announced in *Currents*. All GCCS family members are automatically members of the GCCS Family Association and are welcome to attend all FA events and meetings.

Family Association Social Events & Programs

The GCCS Family Association plans several events each year to involve parents in the life of the school, e.g. the GCCS Family Table, family game night, the skating party, the dance party, and the year-end picnic. Please note that these are family events, and students must be accompanied by at least one caregiver. The use of alcohol, tobacco, and drugs is not permitted at any school-sponsored or Family Association-sponsored family event.

The Family Association also plans informational and social programs for parents one or more times per year. The Family Association Auction is the organization's major fundraiser to raise funds for social events and support school needs if possible. Babysitting is typically provided for students and siblings for parents-only events.

We also invite parents to our year-end Passage Ceremony, which celebrates the conclusion of our year as a school community. Announcements are sent home during the course of the school year to inform you about special events.

Community Circle

Each Wednesday, our school gathers together for song, performances, poetry, and reflection. This event takes place from 12:20-12:50 p.m. in the Eisenhart Auditorium. Parents are invited to join us and take part in this special weekly tradition.

Classroom Visitations

Family members are encouraged to participate in the daily life of their children's classrooms. We welcome family members to work with individuals or small groups, assist with lunch or class projects, and read or make presentations to the class. Please contact your child's teacher to schedule a time to visit. However, if you plan to be a regular classroom volunteer, you will need

to attend our chaperone training every three years.

Family Service Opportunities & Volunteer Background Checks

We believe that families are an integral part of student learning. We have structured our program to provide the opportunity for families to participate in the daily life of our school community. All families are asked to read, sign, and participate in our Family Service Commitment of 20 volunteer hours per school year. Contact the school to speak with the classroom parent volunteer coordinators about how you can help.

All overnight chaperones and regular classroom volunteers (those who volunteer in classrooms more than five days per year) are required to undergo background checks and attend volunteer/chaperone training every three years. This policy and our volunteer guidelines are sent home each year as part of the re-enrollment packet and are part of the appendix in this manual.

Additional School Policies

Exhibitions of Student Learning

Each three-month learning expedition culminates with an exhibition of student learning. Attendance at Exhibition Night, three times per year, is mandatory for every GCCS student. Exhibitions may take the form of book talks, meet-the-author night, plays and performances, student-led tours, demonstrations, or displays. Exhibitions are a team effort in every class, and teachers evaluate student learning through students' performance on Exhibition Night. Every student is required to attend. Dates for exhibitions are announced well in advance. Please speak with your child's teachers and/or the Family Association Chairs if you will need transportation for your child.

Home Learning (Homework)

It is our belief that Home Learning should be meaningful and connected to the school day experience. Homework may reinforce skills or content previously taught or may help students prepare for an upcoming lesson. To that end, teachers may send home assignments such as math or handwriting practice, playing a math game, pre-reading or re-reading a text, revising and completing a writing assignment, or conducting a science experiment. Additionally, families are expected to read daily with their children and practice math fact fluency. Skill practice programs such as i-Ready may also be assigned as home learning for students. Please alert teachers if your family does not have internet or computer access at home.

Holidays & Birthdays

We understand that children and families observe a variety of holidays and family celebrations. To be sensitive to all families and to devote more time to our learning expeditions, we do not have holiday-themed parties in our classrooms or celebrate one-day commemorative events. However, we do acknowledge and educate students on important National and Religious Holidays throughout the school year. Families wishing to observe birthdays may do so during lunch, in cooperation with classroom teachers. Please contact your child's teacher to discuss arrangements. We respectfully request that only store-bought snack items be brought in for student birthdays. Also, please check with teachers regarding classroom food allergies. Please use e-mail or the postal service to deliver invitations to birthday parties. This information is

available in our School-Wide Directory that is sent out annually.

Dress Code

Students attending GCCS do not wear uniforms, but we expect that students will be dressed responsibly and appropriately. This includes weather-appropriate clothing. We expect children to refrain from wearing tank tops, low-cut tops or tops with spaghetti straps, cut-off shorts, and flip-flops. Students must also refrain from wearing clothing that shows midriffs, bra straps or underwear. We expect that t-shirts have no offensive language or graphics on them. Hats and other headwear that can reduce a student's ability to visually engage with the learning are discouraged in classrooms. If your child chooses to wear something that is distracting to the classroom learning environment, staff may ask your child to change or remove the item and keep it in their cubby.

Backpacks and Umbrellas

We respectfully request that parents NOT purchase a backpack with wheels. We have found that these backpacks pose several problems. They often don't fit in cubbies and they cause safety concerns as children drag them through hallways, on staircases, on busses, and outdoors. Please provide your child with a modestly-sized over-the-shoulders backpack for carting schoolwork and communications to and from school. Similarly, please do not allow your child to bring umbrellas into school as they can be a danger to other children. Instead provide water-proof rain jackets with hoods for your children.

Toys

Please help your child remember that toys, trading cards, electronic games, and similar devices need to be left at home. Each classroom is equipped with age-appropriate games and materials for learning. Toys and electronics from home are not permitted in school.

Reporting Student Progress

As an active participant in your child's education, you want to know how your child is learning and growing both academically and socially. Many tools are used to document and share student academic and social performance, including, but not limited to, work samples, checklists, videotapes, standardized test data, and anecdotal records. Our teachers assess student progress in a variety of ways and are able to provide you with ongoing, comprehensive information.

Daily Communication

School-home dialogue is facilitated by notes home from teachers and provides parents with a snapshot of their child's activities at school. A Round Trip (blue) Folder is carried by the student and will include things such as newsletters, menus, student work, or announcements from the class or school. Families may also contact teachers through e-mail and telephone (messages will be taken during times of instruction, unless it is an emergency).

Conferences

Three formal parent-teacher-student conference days are held during the year, and provide teachers and families an opportunity to share information or concerns about their child's progress. See the school calendar for scheduled conference dates. The teacher or the parent may request additional conferences at any time. In addition, a student-led conference is held in

February. Student attendance at a student-led conference is mandatory.

Individual Education Plans (IEP) and Section 504 Accommodation Plans

IEPs and Section 504 Accommodation Plans are written documents developed for public school children who are eligible for additional services to support academic and social development. Legal guardians have the right to request meetings at any time concerning their child's IEP or Section 504 Accommodation Plan. Requests should be made through the Special Education Coordinator.

Students with special needs should have an existing IEP, created by the Committee on Special Education (CSE) from their home district. GCCS teachers follow the IEP and additional services are provided by the child's home district during school hours. Changes to IEPs can only be made by the CSE of the home district.

A Section 504 Accommodation Plan is a school-based plan created with a multi-disciplinary team at GCCS. Students are eligible for this plan if they have a disability that is defined by federal law as "an individual with any a mental or physical impairment that substantially limits one or more major life activity, has a record of such impairment, or is regarded as having such impairment" [34 C.F.R. §104.3(j)(1)]. With the classroom teachers, parents, and the Special Education Coordinator, a plan is developed to accommodate needs and help the child be successful in the classroom. The plan is reviewed annually.

Formal Assessments

Students in Grades 3-6 participate in the New York State English Language Arts and Math exams. In addition, students in Grade 4 take the New York State Science test. Results will be shared with families at conferences.

Students in Grades K-6 take the i-Ready standardized assessment two to three times per year to monitor their progress. This assessment provides information about ongoing progress in reading and math, and helps teachers pinpoint students' strengths and needs. If teachers identify a particular skill a child needs based on these assessments, teachers will notify families in writing and in conferences to determine a targeted 6-12 week intervention plan to support student learning. Families are expected to support this plan both at home and at school to help students accelerate their learning.

Student Records

GCCS complies with the Family Education Rights Act of 1974 (FERPA) in keeping student education records. Access to student education records is restricted to GCCS employees, parents, and employees contracted by GCCS or the district of residence to provide services to the student. Parents may review their child's education records and they may seek amendment of records they believe to be inaccurate, misleading or in violation of the student's privacy rights. Parents may also consent to disclosures of personally identifiable information contained in the student's education records. Parents may have access to their child's school records within 24 hours upon written request to the School Leader. Student records may be viewed in the main office. If an amendment of the student's records is desired, parents may submit a written request to the School Leader. Parents may file a complaint with the United States Department of Education concerning alleged failures by GCCS to comply with FERPA.

Field Studies

Fieldwork is an integral part of the educational program at GCCS. Field studies are carefully structured to address the learning goals of the expedition, and afford students rich opportunities to “learn on location.” Students interview experts, examine artifacts, conduct research, make observations, and gather data through note-taking, sketching, and photography. Fieldwork deepens and extends students’ understanding of the content and nurtures their skills as life-long learners. In line with our Outward Bound approach, during fieldwork students are challenged to work to the limits of their stamina and academic ability while collaborating with one another. Quality work is the expectation during field study activities, just as it is during in-school activities.

Most fieldwork takes place at local museums, parks, businesses, and historic sites, and lasts from one to five hours. At times, overnight field studies to locations outside Rochester are planned when distant resources are central to our students’ understanding of the content of an expedition.

Student “retreats” occur in the older grades and are designed to focus on social-emotional growth and group dynamics. School staff and other qualified individuals, rather than parents, serve as chaperones on retreats.

Safety and learning are our top priorities on fieldwork. If a student’s behavior raises safety concerns or is potentially disruptive to the class’s learning, a one-on-one chaperone may be required or the student may be placed in another classroom for the duration of the field study.

Permission Slips

As part of the enrollment process, a permission slip covering all field studies and excursions for the school year is on file. Classroom teachers will communicate dates and destinations of these excursions through classroom newsletters or special announcements. Field studies that last beyond the school day will require trip-specific permission slips.

Medication & Overnight Fieldwork

School personnel, at the direction of the school nurse, will administer medication when the class is on overnight fieldwork. All medications and accompanying paperwork must be submitted to the school nurse at least 72 hours in advance. This time allows school staff to prepare instructions, records, and materials for field study personnel. In addition, an RN from BOCES must come to meet with each child individually to assess self-directedness. Children whose parents do not comply with this timeline will not be permitted to attend the fieldwork.

The only exceptions will be last-minute prescriptions for newly-diagnosed conditions, for example antibiotics prescribed for bronchitis. In this case, parents should notify the school immediately upon receiving the prescription, and should be sure that a copy of the doctor’s orders are given to the school along with the medication as far in advance as possible.

Please remember that ALL medications – including over-the-counter pain relief, cough drops, topical ointments, and herbal remedies – must include doctor’s orders and be submitted to the school in advance.

If you have a child in fourth, fifth, or sixth grade, it is very likely he or she will have an

overnight field study as early as September. Please make arrangements now to secure the documentation needed for your child to receive medication while on the trip.

Chaperone Policy

Critical to the success of field studies are the adults entrusted with the care and supervision of our students. For most field studies, a request is announced to solicit parent volunteers to chaperone. Parent involvement is an important part of our school's culture, and chaperoning on fieldwork is a great way to participate in your child's education.

Chaperones perform a wide range of functions. They ensure children's safety, monitor behavior, carry out teachers' instructions, and support individuals and groups in gathering information. Chaperones help interpret exhibits and presentations, and they sometimes provide instruction to small groups of students. On overnight fieldwork, chaperones are also responsible for assisting with meals and supervising children in hotels, tents, or cabins. The use of alcohol, tobacco, and drugs is not permitted on day or overnight fieldwork.

GCCS takes seriously the responsibility to provide safe and productive learning experiences for students. On fieldwork, doing so requires that we make chaperone decisions that we feel are in the best interests of the class.

The following principles guide our chaperone selection process:

- The school limits the number of chaperones to suit the nature and destination of the fieldwork. Parents who are not selected as chaperones are not permitted to join the class on their own or to visit their children during the course of the field study,
- Chaperones are selected for each field study with a number of factors in mind, including individual student needs, gender balance, and previous chaperone experience.
- Chaperone selections are made based on what is best for the class, not what is best or fairest for adults.

Requirements for chaperones for day fieldwork include:

- Ability to commit to the field study for its entire duration free of other responsibilities, e.g. care of siblings, cell phone calls, or other appointments
- Ability to safely and responsibly care for a small group of students
- Ability to follow teacher directions and comply with teacher expectations for chaperones
- Ability to maintain confidentiality regarding students and other parents
- Attendance at Volunteer/Chaperone training every three years

In addition to those listed above, requirements for overnight fieldwork chaperones include:

- Previous experience chaperoning day fieldwork and/or volunteering with students in class
- Attendance at a chaperone meeting prior to the field study
- Ability to safely and responsibly care for a small group of students overnight
- Physical and mental stamina to complete the demands of the field study
- Ability to appropriately support students through rigorous physical and academic tasks
- Knowledge of the learning goals of the expedition and field study

Chaperones for day fieldwork are solicited by the classroom teachers and/or the classroom parent volunteer coordinators via backpack mail or phone call. Parents wishing to chaperone may

communicate their desire to attend up to 24 hours in advance of the field study. Every attempt is made to accommodate all parents wishing to attend. However, in some instances limits are placed on the number of chaperones if the means of transportation, destination, or nature of the fieldwork are best suited to fewer adults.

Chaperones for overnight fieldwork are solicited by the classroom teachers via backpack mail at least one month prior to the field study. The fieldwork announcement specifies the number of chaperones needed for the field study. Parents who meet the qualifications listed above are welcome to apply to be chaperones. Classroom teachers, the Curriculum Specialist, and the School Leader review applications and weigh the many factors that are unique to individual classes and fieldwork destinations. They select chaperones for the field study, with every effort made to include a combination of new overnight chaperones and veteran overnight chaperones. Parents are encouraged NOT to make plans to attend overnight fieldwork until they receive notification that they will be chaperoning. Parents wishing to chaperone will be notified of chaperone selection by classroom teachers via phone call.

Expectations of parent chaperones during fieldwork include:

- Leave siblings under the care of another adult, as siblings are not permitted on fieldwork
- Follow the same dress code as students and wear clothing that is appropriate for the weather and fieldwork destination
- Ride the bus with the class
- Follow instructions of school personnel regarding schedules, behavior and academic expectations
- Maintain continuous proximity and supervision of the assigned children
- Avoid chatting with teachers and other parents during fieldwork activities
- Refrain from using cell phones
- Refrain from using alcohol, tobacco, or drugs
- Use student management strategies and language consistent with the school's approach
- Inform teachers of student management issues that require intervention
- Refrain from purchasing extra treats beyond what is being provided to the whole class
- Provide a level of support to students as directed by the teachers

Each field study has a carefully designed purpose and set of learning activities. The school strives to prepare chaperones in advance so that they may be most effective in supporting student learning.

Recess Year Round!

We believe strongly that students, just like adults, need a break from their work. Students have an outdoor recess period of approximately 20-25 minutes at least four days per week. We have recess outside, unless it is raining or there are extreme temperatures. Please provide your child with climate appropriate apparel, including snow pants, boots, gloves, hats, and scarves to be kept at school during the winter months, sunscreen as needed, and sweaters or jackets. Staff also encourage families to provide extra pants, socks, underwear, shirts, and shoes to keep in cubbies in a marked zip top bag for accidents or extra messy days.

Arrival & Dismissal

Arrival

The Genesee Community Charter School day begins at 8:00 a.m. All students remain on their buses or with families outside on the patio area. At 7:50 a.m., teachers greet students and prepare them to enter the building, then escort them to their classrooms.

Walkers

Because we do not offer before-school care, it is important that families make arrangements for the timely arrival of their children. Students should not be left unattended outside the school prior to 7:50 a.m. Assemble on the patio area adjacent to the Eisenhart Auditorium or near the bear statue in the RMSC garden (look for additional information from the school throughout the year for the correct meeting site).

Drop Offs

Students who are driven to school are allowed to enter the building at 7:50 a.m. Please do not drop off children prior to 7:50 a.m. We ask that you refrain from parking or discharging children from cars in front of the school, as buses begin arriving at 7:45 a.m. Instead, please enter from the Goodman Street entrance and drop them off with a staff member at the corner of the parking lot by the Regional Green Infrastructure Showcase, then exit to East Avenue.

Parents may either drop children off or walk into the school with your child and drop him or her off at the classroom door. Please park in one of the three RMSC parking lots. The school doors will open promptly at 7:50 a.m. You do not need to sign your child in unless it is after 8:15 a.m.

As teachers are busy greeting students and preparing for an eventful day, they are not available to converse with you at this time. A basket with a clipboard, paper, and pen is conveniently located just inside each classroom door. If you have a question or message for the teachers, please write a note and leave it in the basket. Teachers will respond via phone, email, or note on the same day.

Bus Students

A majority of our students arrive by bus. It is important that your child's teachers know the bus number, approximate time of pick-up and drop-off, and days (if any) that your child will not be taking the bus. Buses will stop in front of the school and students are met by teachers and then escorted to their classrooms.

Dismissal

The Genesee Community Charter School Day ends at 3:00 p.m., except on Wednesdays, when school is dismissed at 1:00 p.m. We have developed our dismissal procedures to ensure the continuous supervision and safety of your child.

Teachers only release students to friends and family members designated by the student's parent or legal guardian. Please provide a list of people authorized to pick up your child if you have not already done so. We may ask for identification from this person; please inform your designated caregiver that it is for the security of the students that these precautions are taken.

We are unable to provide adequate supervision for children after school hours. If you experience an emergency that prevents you from arriving at dismissal time, please call the school as soon as possible. Please understand that we cannot accommodate late pick-ups on a regular basis.

Walkers

Teachers escort students from their classrooms to the dismissal point. Students who walk home independently are released at that time. Crossing guards may not be available along the route your child walks home. Please review safety procedures with your child.

Pick Ups

Teachers escort students out of the building. If you are picking up a student by car, please do not park in front of the school. You may wish to park in the adjacent lot and wait for your child outside in the designated pick up area (such as the Eisenhart patio or near the bear statue in the RMSC garden). Parents are requested not to pick children up inside the school or to pull children out of line near the school entrance.

Bus Students

Teachers escort students out of the building to the busses. During inclement days, students wait inside until the busses arrive.

Wednesday Dismissal

Because the RMSC Preschool begins at 1:00 p.m. on Wednesdays, busses pick up students behind the Strasensburgh Planetarium (see map in Appendix). If you are attending Community Circle or picking up a student by car, please do not park in front of the school. Please park in one of the RMSC lots. Children will be released to you in the designated pick up area.

Community Circle occurs each Wednesday from 12:20-12:50 p.m. in the Eisenhart Auditorium. Parents are invited to join us for this weekly event. At the conclusion of Community Circle, teachers line up their students and exit through the Eisenhart Lobby and school building. Parents use the side exit of the Eisenhart Auditorium and meet their children in the designated pick up area. For your child's safety, and our teachers' sanity, we sincerely request that you allow your child to be dismissed with his or her class, rather than keeping your child with you at the conclusion of Community Circle or following the class out through the Eisenhart Lobby.

Late Arrival & Early Dismissal

Please escort late children into school and sign them in at the office. Children are considered tardy if they arrive after 8:15 a.m.

If your child needs to be released from school early, please send a note with your child or call the school office indicating what time he or she needs to leave. You will need to fill out the early dismissal log in the school office. Your child will then be sent to meet you in the office. Please arrange for early dismissals to occur before 2:45 p.m. so as to avoid the hectic time at the end of the day.

After School Caregivers

Teachers take great care to dismiss children to the proper bus or adult caregiver. We are mindful of daily changes in families' after-school arrangements, and ask your cooperation in keeping us informed of those changes. Please inform teachers and/or the office in writing on each day that your child will deviate from his or her usual routine.

Transportation

Please be sure that our office has the most recent version of your child’s transportation plan. Families residing in suburban districts should verify their transportation arrangements with their districts.

Attendance

We have a lot to offer our students at GCCS, and want every child to benefit from continuous, prompt attendance at school.

Excused & Unexcused Absences

Some absences and incidents of tardiness are excused and some are unexcused (see list below). The number of absences and incidents of tardiness will be noted on progress reports.

Please call the school each day that a child will be absent, tardy, or picked up early. Please note that in order to record absences as “excused,” we must also receive a written note upon the child’s return to school. Absences may be deemed “excused” only if the reason falls into the category of excused absences listed below.

Excused	Unexcused
<ul style="list-style-type: none">• Personal illness• Death in the family• Impassable roads due to inclement weather• Religious observance• Quarantine• Required court appearances• Attendance at health clinics• Middle School Visitations	<ul style="list-style-type: none">• Oversleeping• Missed bus• Family vacation• Hunting• Babysitting• Hair cut• Shopping• Any other reason which does not fall into the categories listed under “excused”

Written Excuses

Absence, tardiness, and early departure is recorded as “excused” only if the parent submits a written excuse outlining the specific reason for the student’s absence, and if the reason falls into the category of excused absences listed above. Students who observe additional religious or cultural holidays will need to bring in a written excuse to receive a legal absence.

Tardiness

Students who arrive later than 8:15 a.m. are designated tardy. Please escort tardy students to the office and sign them in.

Withdrawal from School Roster

In the event that you decide to withdraw your child in order to enroll him or her in another school, we request that you notify us immediately. After an absence of three days without notification or explanation, we will deem your child to have withdrawn from GCCS. The School Leader will send an official letter, to be hand-delivered to the parent/guardian, explaining that

three consecutive absences is considered a withdrawal of a student from GCCS. The parent/guardian will be given the opportunity to respond. If there is no response within the designated period of time, we will notify your district of residence of your child's withdrawal so that his or her educational program can be continued without delay. The open slot on our roster will be filled with the next child on our waiting list.

Moving Within and Out-of-District

In the event that a child's residence changes mid-year or during the summer, please be aware that the school needs to be notified immediately. GCCS requires proof of the new address with a legal guardian's name included on the document as well as when possession was taken of the new home. Transportation will also need to be notified of this change as soon as possible. If the residence is in a different district, you need to immediately register with the new district for transfer of bussing, tuition, and special education services.

Intervention

It is important to maintain ongoing communication with your child's teachers about health or family situations that may negatively affect your child's consistent attendance in school. When absences occur with some regularity or frequency, intervention may be necessary to improve attendance. Intervention may take the form of a phone call, parent conference, or official letter. In cases where a student is absent more than 20 days per school year, a referral may be Child Protective Services for an investigation of educational neglect.

Health

School Nurse

We receive nursing services through the Rochester City School District from BOCES. We anticipate having a full-time school health aide who is supervised by a nurse from BOCES for the upcoming school year. The nurse evaluates children who become ill during the day and assists children who receive medication in school but are not yet self-directed.

When to Keep Your Child Home

If your child exhibits any of the following symptoms, please keep your child home:

- A fever of 101 or higher
- Vomiting
- Loose bowel movements
- Pain
- Difficulty breathing
- Runny nose with thick yellow or green discharge
- Open or draining sores
- Severe coughing
- Rash or hives
- Ringworm or other contagious conditions
- Pink eye

COVID-19 Response and Prevention

At this time, it is the plan to return to full in-person learning 5 days a week during the 2021-22 school year. GCCS will take the following preventative measures to prevent COVID-19 and other variants:

- Symptom monitoring and sending students home if they show any symptoms of COVID-19
- Social distancing when possible
- Require face coverings (masks) for all staff, students, and families who are in the building – at least through the fall!
- Reduce collaborative work across classrooms

- Documentation systems to support contact tracing for visitors
- Frequent cleaning and disinfection
- Hand and respiratory care and training
- Frequent and accessible communication with the community
- Using open doors and windows to promote airflow
- Frequent cleaning of the HVAC filtration systems

We will be following guidance from the Monroe County Department of Health to determine if the following strategies will be needed:

- Screening questions and temperature taking for staff and other building visitors
- Daily temperature taking for students
- At-least once a week screening questions for families

If there is a confirmed positive COVID-19 case among a student, staff member, or member of the RMSC Preschool during any scenario that includes in-person instruction, the Department of Health will conduct a contact tracing examination to consider those who were in direct contact with the infected individual and may require a 48 hours school closure to do so. The Department of Health will determine how many individuals need to be quarantined/isolated and tested before returning to in-person instruction. Any students who are quarantined, isolated, or confirmed positive for COVID-19 have the opportunity to be provided remote instruction during this time.

It is likely that only the students and staff who had closest contact with the infected individual will need to be tested and quarantined for 10 days to monitor symptoms.

Any student who is exhibiting COVID-like symptoms should stay home and be evaluated by a Health Care provider.

For more updated information about COVID-19 prevention and response, please view the Reopening Plan page on the website: <https://www.gccschool.org/reopening-plan/>

Early Dismissal Due to Illness

The determination to send a child home is made by the school nurse or, in her absence, the School Leader or Coordinator of School Operations, using the “Keep Home” criteria. Parents or caregivers will be notified by telephone of the nature of the illness and will be asked to pick the child up. Please provide the school with emergency contact information so that you, or your designee, may be reached at all times. We expect that ill children will be picked up within one hour of notification.

If your child becomes injured at school, you will be contacted and we will administer emergency first aid and complete an accident report for you to share with your child’s physician. In the event of serious injury requiring immediate emergency care, 911 will be called. The School Leader or other staff person will accompany the child to the hospital in the event the parent or caregiver cannot be reached.

Medication

All medications, prescription and over-the-counter, should be clearly labeled with the student’s name and presented with written directions for administration from a physician consistent with the labeled directions. We also require written permission from the parent or guardian to administer the medication in school. Students requiring over-the-counter medication for

temporary conditions (colds, allergies, etc.) will also receive it from the school nurse if documentation is provided by the parent. Students may not transport medication via school bus, and may not keep any medication in their personal effects or in classrooms.

A licensed nurse gives medications to all children, unless your child is determined to be self-directed by the nurse. The nurse works with all children to be self-directed. Designated staff in the school setting, following assignment and in conjunction with approval by school nursing personnel, may assist self-directed students with the taking of their own oral, topical, and inhalant medication. School personnel as well as the school administration assure that the staff person receives the training and supervision needed to perform these tasks in a safe and effective manner for each specific child.

Health Records

Students' health records are maintained separately and confidentially from other school records, as required by law. Please be sure that all immunizations are up to date and be prepared to provide documentation of all immunizations.

Allergies

Please alert us to any allergies your child may have and provide medication (if necessary) to prevent a serious allergic reaction. This includes allergies to plants, animals, foods, medicines, and other substances.

Absences & Excuse Notes

If your child has missed school due to illness or other circumstances, please send in a written note that explains the nature of the illness or absence and the days he or she missed school. A physician's note is required for absences of more than three days. Please refer to the school's attendance policy above for further information.

Safety

GCCS Emergency Response Plan

The Genesee Community Charter School's Emergency Response Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the GCCS Board of Trustees, the School Leader named a School Safety Team and charged it with the development and maintenance of the School Emergency Response Plan. There are three aspects of the GCCS Emergency Response Plan: Risk reduction; response; and recovery. The school has a Building and District Safety plan. A copy of the GCCS District Safety Plan is available for review in the school office and on our school website <https://www.gccschool.org/about/school-safety/>.

Mandated Child Abuse Reporting

As state mandated child abuse or neglect reporters, teachers and the School Leader must initiate a report to be forwarded to New York State and Monroe County Department of Child Protective Services if they suspect the maltreatment or neglect of a student. All reports are confidential and will be maintained in confidential and secured files apart from the student's school records.

Internet Use Policy & Internet Safety

Student use of the Internet is an important component of classroom research and learning. Students and their families must sign the school's Internet use agreement before being permitted to use Internet related tools. Teachers supervise student Internet use and students abide by Internet safety protocols.

Failure to abide by the rules will result in the suspension of Internet privileges for the student. See the Appendix for a copy of the school's Internet Use Policy.

Data Privacy and Security Policy – Please see the policy located in the Appendix.

School Visitor Policy

Families and visitors are welcome at GCCS. We request that GCCS parents and visitors use the school entrance labeled with the school's name. After ringing the bell, visitors may be asked to identify themselves and state the purpose of their visit. Upon entering the building, all parents and visitors must first report to the school office and sign the visitor's log book. These precautions are necessary for the safety of our students and staff.

Parents are welcome to volunteer or observe in classrooms. Please make arrangements with the classroom teachers prior to the date on which you would like to visit.

Meals & Snacks

USDA breakfast and lunch program

Students who qualify for free or reduced price lunch are enrolled in the U.S. Department of Agriculture's school meal program. We encourage all families to apply and take advantage of this program. Students who do not qualify for the USDA program may purchase meals at school. Menus are made available at least one week prior to allow families to plan their budgets and menus. Please advise the main office of any special diet needs or food allergies.

Our Lunch Time Philosophy

As part of our caring community commitment, we serve a "family style" lunch in the classrooms. All students participate in the set up, serving, and clean up of the meal. Students who bring lunch from home are expected to participate, too. Teachers eat with the students, modeling appropriate manners and conversation. We want lunch to be an enjoyable, community-building time that provides an opportunity for sharing in small groups.

Snacks and Food from Home

All classes enjoy a snack break mid-morning if a supply of donations is available. Classroom teachers will request a voluntary contribution of wholesome snacks to be brought in by students and shared with the class. Please note that there are many packaged snacks (such as fruit snacks) that contain sugar, high-fructose corn syrup, and preservatives that do not hold nutritional value. If possible, GCCS prefers healthier snack donations to support the growth of all children. To support this effort, Classroom Volunteer Coordinators will organize a healthy snack sign up genius for families to bring fresh fruit, vegetables, or other nutritious snacks throughout the year.

There are times when families may wish to share special foods from home with the class. This

may be done during lunch after consulting with the classroom teachers. Please see our policy on birthdays and holidays regarding food.

School Closings

Snow/Cold/Wind Days

In the event the school needs to be closed due to a weather-related emergency or other event, announcements will be made on WROC-TV Channel 8 and WHAM radio. If the Rochester City School District calls a snow day, please check WROC Channel 8 for GCCS's status. GCCS will be listed separately from RCSD and other charter schools. Staff members will also work to keep the school website and classroom Facebook pages up-to-date with school closings and delays.

Days School is Closed

The GCCS calendar varies from the City School District calendar. Please see the GCCS school calendar in the Appendix for our holiday and professional development schedule.

Community Guide to Responsive Discipline: *Genesee Community Charter School's Policies and Procedures for our Caring Community Commitment Plan* *DRAFT June, 2021*

Responsive Discipline Overview

The Genesee Community Charter School believes that a strong school culture forms the foundation for academic and social emotional success at school. We strive to create a caring, supportive school community in which students participate fully in solving problems, including problems of behavior. We believe that students' growth toward kindness, respect and critical problem solving depends on becoming active members of a caring community. We further believe that it is the experience with decision-making and problem solving that enables children to handle conflicts that arise. The Community Guide to Responsive Discipline outlines the structures, procedures, and policies that are in place to ensure a safe and productive community.

Community Responsibilities

Families choose to come to the Genesee Community Charter School for many reasons – to learn, to make friends, and to explore new places and ideas. In order to have a safe and caring school environment, it is very important that each member of our school community, including students, staff, and parents, feel safe emotionally and physically and are treated with consideration and respect. Each member of the GCCS community has the responsibility to ensure the safety of self and others.

The foundation of our school culture is rooted in the EL Education Design Principles and the GCCS Character Traits. The design principles and character traits are woven into daily life at GCCS to help all members of our school community be successful students, friends, and community members. All members of the GCCS community have a responsibility to uphold the design principles and character traits so that our school feels safe and inclusive for everyone.

EL Education Design Principles:

Primacy of Self Discovery: "I am here to discover what I can do."

Empathy & Caring: "I care for others; others care for me."

The Natural World: "Nature is our teacher."

Solitude & Reflection: "I need time to be with myself."

Diversity & Inclusion: "Our differences make us stronger."

Collaboration & Competition: "We work together as friends; I compete with myself."

Responsibility for Learning: "I am responsible for my learning, and I help others learn."

The Having of Wonderful Ideas: "I have wonderful ideas."

Service & Compassion: "We do excellent things for others."

Success & Failure: "Success is sweet, but failure is good food."

GCCS Character Traits:**Courage:** “I step out of my comfort zone.”

- I accept my fears yet keep trying.
- I stand up for others even if it is unpopular.
- I take risks in order to learn.

Responsibility: “I do what I am supposed to do.”

- I am ready for learning
- I make choices with others in mind.
- I can complete a task with quality.

Initiative: “I take action when something needs to be done.”

- I speak up for myself and share my ideas.
- I do my part to help our community.
- I make connections and try to learn more.

Perseverance: “I keep trying.”

- I keep going even when I’m tired or something is hard.
- I have patience and do what I can to help my crew move forward.
- I strive to do good work.

Collaboration: “I work with others.”

- I contribute my ideas and listen to others.
- I join with others to create work that is beyond what I could create on my own.
- I work with others to achieve a common outcome.

Compassion: “I am kind.”

- I am kind to myself.
- I show kindness towards others.
- I can learn from points of view other than my own.

Gratitude: “I am thankful.”

- I am grateful for all that I have.
- I say thank you when someone does or says something nice.
- I appreciate the opportunities I have at GCCS.

Each year, students and caregivers sign a Caring Community Guide Agreement to ensure the understanding of the expectations and policies regarding social emotional learning and discipline at GCCS. To help students get a better idea of what is expected of them and the way they interact with others while at GCCS, students will learn about this Community Guide during the first week of school. The agreement will be signed and sent home for families to review, discuss, sign, and return back to school.

Social Emotional Learning

Genesee Community Charter School believes that social emotional learning (SEL) is just as important as academic learning. SEL encourages skill development in self-awareness, self-management, social awareness, relationship skills and responsible decision making. Students will learn how their words and actions allow them to be positive contributors to the school community. GCCS uses Responsive Classroom and Restorative Practices to build and maintain a strong school culture. While each offers unique structures and strategies in developing and maintaining school and classroom culture there are many commonalities making it a cohesive approach. Zones of Regulation is used as a common language for identifying and communicating the body's physical response to emotions. Additionally, GCCS is utilizing Second Step as a curricular SEL program and anti-bullying curriculum.

Responsive Classroom: *Responsive Classroom* (RC) is a student-centered, social and emotional learning approach to teaching and discipline. This approach to classroom management is designed to create safe, joyful, and engaging classrooms and school communities for both students and teachers. The skills needed to be a productive member of the community are explicitly taught thus preventing many disciplinary problems. GCCS uses structures and strategies such as Morning Meeting, clear and responsive language, interactive modeling, and consistent expectations to support social and emotional learning.

Restorative Practices: Restorative practices build health communities by focusing on strengthening relationships between members of the community. In a school, Restorative Practices offer an opportunity for all people affected by an action to have a conversation about how to make things right and restore the classroom community. They create a positive school climate and strengthen the social and emotional skills of children. Instead of using punishments and rewards to influence the way students behave, restorative approaches address the underlying reasons for students' hurtful behavior and nurture their intrinsic desire to treat others with care and respect.

When students make decisions that hurt their crewmates the focus is on supporting the offending student in correcting their inappropriate decisions and restoring the school culture to a positive learning environment. There are many practices in which teachers, administrators and students will work together to support offending students. Some of these are:

1. **Crew** – Teachers will use *Crew* to bring people together to build relationships, talk about issues, facilitate SEL lessons, and resolve conflict. The purpose of this is to foster open communication, resolve conflict, strengthen relationships between participants, emphasize respect and understanding and empower all students. These meetings could include Restorative Circles or public “VOSP” (Voice, Ownership, Shoes, Plan) conflict resolution sessions.
2. **Reset and Refocus (R & R)** – R & R is a dedicated space within the classroom where a student is able to go to calm down after a difficult situation. The purpose of R & R is to take no more than 15 minutes to calm down, refocus and prepare to rejoin the class. *R & R is non-punitive*. In addition, we have a separate R & R room for students who need space out of the classroom.
3. **Buddy Classroom** – Buddy Classroom is a short break in a separate classroom with the purpose of calming down, refocusing and preparing to rejoin the class.

4. **Restorative Conversation** – Restorative conversation is the time outside of the academic day (lunch, recess, free choice, etc) for a student to meet with the Crew teacher to reflect on the impact of student’s behavior. This meeting takes place after the student has calmed down and returned to the academic setting. It is an opportunity to reflect on the root cause of the conflict, understand the impact it had on the community, and set a goal to avoid future conflicts as well as make plans to resolve any current problems brought about by the students' behavioral choices.
5. **Conflict Resolution**- When two students are in conflict, outside of the academic day (lunch, recess, free choice, etc.) teachers facilitate the VOSP conflict resolution protocol in effort to teach those in conflict to communicate effectively to resolve conflict, build empathy and understanding, clear up misunderstandings, and prevent further conflict.
6. **Mediation** – In response to support a small group of students in conflict, trained staff members or students will lead those involved through a mediation process that resolves disputes between a small group of students. The purpose is to teach students how to communicate effectively to resolve conflict, build empathy and understanding, and ultimately clear up misunderstandings to prevent further conflict.
7. **Restorative Circles** – In response to an individual’s harmful behaviors, the harmful behaviors of a large group, or an event that caused community harm, trained staff members will facilitate a Restorative circle in order to support those in conflict to effectively communicate their perspective, build empathy and understanding, clear up misunderstandings, prevent further conflict, and ultimately create a Restorative contract that repairs any harm and prevents further conflict.

*See glossary for further explanation and definitions of GCCS’s approach to social-emotional learning.

Student Actions and Interventions

This section describes student actions that likely have caused harm and potential corresponding interventions. They are divided by level of harm. However, as staff and faculty are consulting this guide, they should always consider reasons for student actions and particular lenses in which to view the action before determining levels of harm. There are three lenses to consider: personal actions, interpersonal relationships, and systemic factors/community needs. Here is an example of a student action and potential reasons for this action:

A student has their head down on the desk

- *Personal lens* - The student may be feeling anxiety over the task being asked to do because of missing or underdeveloped academic or social skills.
- *Interpersonal lens* - The student may be feeling disconnected from the teacher or the class.
- *Systemic or community lens* - Student’s family or community may be in need of support or basic needs may not be met (ie. hunger, sleep etc.)

Lenses to View Student Actions

Personal Actions	Interpersonal Relationships	Systemic Factors or Community Needs
Personally-controlled actions that trigger individual students’ emotion regulation with their academic and emotional preparedness for school - may be lacking in a particular skill.	Relational actions between a group of individuals (peers and/or adults) that affect students with their academic and emotional preparedness for school.	Actions that trigger inquiry into whether it was triggered by a systemic or community-driven factor that may be related to a lacking skill or resource that was not provided to the student.

Level 1 - Classroom-Managed Actions*

IMPACTFUL STUDENT ACTIONS	INTERVENTIONS
Student-created Harm	Opportunities for Repairing Harm
<p>1-1 Engaging in behavior that is disruptive to common campus or off-campus/public spaces (ex. running and/or making excessive noise in the hall, stairwell, or on a field study)</p> <p>1-2 Engaging in any behavior that is disruptive to the process of classroom instruction both virtually or in-person, which includes but are not limited to:</p> <p style="margin-left: 20px;">A. Talking out of turn (in classroom, in virtual instruction, or during transitions)</p> <p style="margin-left: 20px;">B. Shouting/Outburst</p> <p style="margin-left: 20px;">C. Excessive talking in classroom</p> <p style="margin-left: 20px;">D. Off-task conversations during collaborative work</p> <p style="margin-left: 20px;">E. Persistent arguing with the teacher or peers (no cursing involved)</p> <p style="margin-left: 20px;">F. Out of seat/wandering in the classroom or meeting area</p> <p style="margin-left: 20px;">G. Note passing</p> <p style="margin-left: 20px;">H. Throwing objects (non-aggressive - without intention to cause physical harm)</p> <p style="margin-left: 20px;">I. Actions that affect the health and safety of others (i.e. refusing to wear face coverings or other intentional actions regarding COVID prevention)</p> <p>1-3 Engaging in unsafe actions on school and RMSC grounds (ex. Climbing on outside walls, throwing snowballs at dismissal)</p> <p>1-4 GCCS device and/or network use should be aligned with the technology device agreement. Misuse may be related to playing personal games, downloading non-school related applications, searching for non-school related content)</p>	<p><u>K - 6</u></p> <ul style="list-style-type: none"> • Review classroom expectations - “whole class reminder” • Non-verbal redirection • Interactive modeling • Role-playing • Verbal redirection and/or restorative conversation • Invite to R&R space in the classrooms • Change student seat/ location within classroom • Restorative intervention/circle with impacted parties • Reflection time in a Buddy Classroom • Open communication with parents regarding new or patterned behaviors • **Consult BIPs or IEPs for interventions if applicable
<p>**Historically, schools and staff have categorized the following as, “Disrespectful expressions” (i.e. eye rolling, lip smacking, sleeping in class, not participating, lack of eye contact, arguing or talking back) which GCCS recognizes that these assumptions of student expressions are nuanced. Teachers/Staff should first consider whether this expression is related to their own implicit/explicit bias or discrimination before determining the action as “student-created harm” and therefore delivering an intervention.</p>	

*Repeated impactful actions to this Level of the Community Guide to Responsive Discipline may warrant a Level 2 Intervention and/or consultation with the social worker or restorative practices coach regarding classroom management strategies.

Level 2 - Teacher Managed Behaviors*

IMPACTFUL STUDENT ACTIONS	INTERVENTIONS
Student-created Harm	Opportunities for Repairing Harm
2-1 Unauthorized use or possession of cellular telephones or other information technology devices in school 2-2 Leaving the classroom without permission 2-3 Initiating or participating in any unacceptable minor physical actions without intent to harm (ex. Play fighting, wrestling/rough-housing, forceful tag) 2-4 Exclusive behavior using social media and/or access to electronic/known objects 2-5 Failing to abide by school rules and regulations not otherwise listed in the SCC 2-6 Continuous engagement in unsafe actions on school and RMSC grounds (ex. Climbing on outside walls, throwing snowballs at dismissal) 2-7 Use of the GCCS network and/or devices for the purposes of distributing or downloading non-educational material.	<u>K-6</u> <ul style="list-style-type: none"> • Verbal redirection/ warning • Non-Verbal redirection/warning • Change student seat/ location within classroom • Use appropriate behavior intervention(s) <ul style="list-style-type: none"> ○ Create/Consult student BIP ○ Consult student IEP, if applicable • Restorative Conversation • Apology to negatively impacted parties • Recovery within the classroom in the R & R space • Time-out in a Buddy Classroom • Reflection during lunch, recess, free choice etc. • <i>Documented Student/Teacher/Parent/Guardian Conference (phone or in person) focused on expectation violated, cause of behavior, and strategy to prevent recurrence</i> • Conflict Resolution <ul style="list-style-type: none"> ○ VOSP Protocol (teacher led) ○ Mediation (SEL team/**Trained Peer Mediator led) ○ Restorative Circle (SEL team led)

*Repeated impactful actions to this Level of the Code of Conduct may warrant a Level 2 Intervention and/or consultation with the social worker or restorative practices coach regarding classroom management strategies

**Peer Mediators coming soon to GCCS!

Level 3 - Teacher Managed with SEL/Administrative Support*

IMPACTFUL STUDENT ACTIONS	INTERVENTIONS
Student-created Harm	Opportunities for Repairing Harm
<p>3-1 Exhibiting or publishing any profane, obscene, indecent, immoral, libelous, or offensive materials, or using such language or gestures that is oppressive and/or discriminatory that can be related to any of the following descriptors: race, sex, gender, socioeconomic, ableism, religion, etc.</p> <p>3-2 Possession (physical control over, such as contained in clothing, cubbies, or bags) of tobacco, marijuana, or nicotine products, matches, lighters, other smoking-related devices or products, or alcohol.</p> <p>3-3 Possession (physical control over, such as contained in clothing, cubbies, or bags) of a weapon such as a knife or other object that has the capacity to inflict harm, with no intent.</p> <p>3-4 Minor harmful physical or emotional behavior on fieldwork with intent to put themselves, others, or property at risk</p> <p>3-5 Fighting – physical contact between two people with intent to harm, but no injuries result</p> <p>3-6 Graffiti (willful defacing of the property of others)</p> <p>3-7 Second or more documented violation of a Level 1 or 2 infraction</p> <p>3-8 Any behavior not otherwise listed in Level 1 through 3 of this GCCS Community Guide to Responsive Discipline that seriously disrupts the educational process</p> <p>3-9 Forgery – false and fraudulent making or altering of a document or the use of such a document</p> <p>3-10 Plagiarizing, cheating and/or copying the work of another student or other source</p> <p>3-11 Use of GCCS wifi network or other school-related digital platforms (ie. Google Classroom, Zoom, SeeSaw, etc.) for a seriously disruptive purpose not otherwise listed in this GCCS Community Guide to Responsive Discipline.</p> <p>3-12 Repeated (3 or more times within a week) behaviors of leaving the classroom and/or student accepted spaces without permission and without intent to return</p> <p>3-13 Leaving the school without permission</p>	<p><u>K - 6</u></p> <ul style="list-style-type: none"> • Use appropriate behavior intervention(s) <ul style="list-style-type: none"> ○ Create/Consult student BIP ○ Consult student IEP, if applicable • Change student seat/ location within classroom • Restorative Conversation • Apology to negatively impacted parties • Recovery within the classroom • Time-out in a Buddy Classroom • Reflection during lunch, recess, free choice etc. • Conflict Resolution <ul style="list-style-type: none"> ○ VOSP Protocol (teacher led) ○ Mediation (trained facilitator led) ○ Restorative Circle (trained facilitator led) • Alternative learning space up to one full day within the classroom • Alternative learning space up to one to full day in a separate classroom • Complete necessary documentation for possible out-of-school suspension <ul style="list-style-type: none"> ○ Required re-engagement process upon a student's return to school with impacted parties. • Mandatory for all Level 3 violations is an in-person, teacher led Teacher/Student/Guardian conference, attended by an administrator, focused on expectation violated, cause of behavior, and strategy to prevent recurrence <p><i>NOTE FOR ALL GRADES: Repeated disruptive behaviors require the development or revision of a Behavior Intervention Plan. Reach out to Ms. Kruze if support is needed. If you independently develop or revise a BIP, please provide a copy to Ms. Kruze.</i></p>

*Repeated infractions to this Level of the Community Guide to Responsive Discipline warrant the mandatory creation or revision of a BIP (IEP revision)

Level 4 - Administrative Managed Behaviors*

IMPACTFUL STUDENT ACTIONS	INTERVENTIONS
Student-created Harm	Opportunities for Repairing Harm
<p>4-1 Refusal to willingly participate appropriately in R&R space and/or Recovery Room.</p> <p>4-2 Use of cellular telephones or other information technology devices to incite violence or interrupt learning environments, including use of devices to record others without permission or unauthorized distribution of recordings.</p> <p>4-3 Possession (physical control over, such as contained in clothing, cubbies, or bags) of a weapon such as a knife, gun, or other object with intent to cause harm.</p> <p>4-3 False activation of a fire alarm</p> <p>4-4 Physical, verbal, emotional assault– an attempt or reasonable threat to inflict injury on someone with a show of force.</p> <p>4-5 Vandalism (willful or malicious destruction or defacing of the property of others) or criminal damage to property</p> <p>4-6 Fighting – physical contact between more than two people with intent to harm, or physical contact between two people with <i>intent to harm that results in injury</i></p> <p>4-7 Theft (unauthorized control over the physical property of another) or possession (physical control over, such as contained in clothing, cubbies or bags) of stolen property</p> <p>4-8 Profane, obscene, indecent, and immoral or seriously offensive language and gestures, propositions, behavior, or harassment based on race, color, national origin, sex, gender, sexual orientation, age, religion, gender identity, gender expression or disability</p> <p>4-9 Bullying behaviors – conduct directed towards a student on or off campus or at school-sponsored events that can be reasonably predicted to cause fear of physical or mental harm, harm to property, and/or interfere with student’s ability to participate in school or school activities</p> <p>4-10 Repetitive and/or damaging physical or emotional behavior on fieldwork with intent to put themselves, others, or property at risk. Student is not responding to level 3 intervention.</p> <p>4-11 Any behavior not otherwise listed in Levels 1 through 4 that very seriously violates the educational process, or safety of others will be subject to the discipline process as outlined in the GCCS Community Guide to Responsive Discipline</p>	<p><u>K - 6</u></p> <ol style="list-style-type: none"> 1. Mandatory – Secure the safety of student(s) 2. Teacher Discretion – Separate the student from the Crew (Buddy Crew, Main Office etc) 3. Initial Restorative Conversation and processes with a plan to repair harm. 4. Mandatory – Complete necessary documentation to recommend administrative action, mandatory (possible alternative learning space, out-of-school suspension or combination suspension up to 3 days) <ol style="list-style-type: none"> 1. <i>When the suspension is assigned</i>, teacher co-creates a plan with the student, with support from SEL team for preventing future incidents, restoring relationships, and addressing student needs 2. Any out-of-school suspension will be followed with a restorative re-engagement conference upon re-entering the community. <p><i>NOTE FOR ALL GRADES: Repeated disruptive behaviors require the development or revision of a Behavior Intervention Plan. Reach out to Special Education Coordinator if support is needed. If you independently develop or revise a BIP, please provide a copy to Special Education Coordinator.</i></p> <p><i>The Discipline Committee will review repetitive level 4 student actions as deemed necessary to determine root-causes and provide additional problem-solving strategies for the student.</i></p>

*Repeated infractions to this Level of the Community Guide to Responsive Discipline warrant a Discipline Committee review and potential hearing.

Additional Disciplinary Measures

The disciplinary measures listed below may be imposed in addition to short-term or long-term suspensions or, in place of such suspension, if an exception has been made by the School Leader or Board of Trustees. Behavior not listed above, but determined by appropriate school staff to warrant disciplinary action, including but not limited to missing classes without permission and arriving late to class without a reasonable excuse, also may be subject to the additional disciplinary measures noted below.

Suspensions or expulsions from the program may be imposed only by the School Leader. All other disciplinary measures may be imposed by the School Leader or a teacher, who must inform the School Leader of such action before the end of the school day.

Behavioral Contract. School staff may design written agreements with students subject to punishment under this code to identify target behaviors, define expectations, and describe consequences, provided that the student and his or her parent(s) or guardian(s) are informed that the decision to enter into such a contract is voluntary.

Detention. After notice to the student and parent(s) or guardian(s), and provided that there is no objection from the parent(s) or guardian(s) and the student has appropriate transportation home, a student may be detained after school in detention.

Loss of School Privileges. After notice to the student and parent(s) or guardian(s), a student may be suspended from participation in extracurricular activities, including athletics. The student and parent(s) or guardian(s) shall be given an opportunity to meet informally with the School Leader or teacher involved. If possible, the School Leader or teacher involved shall hold any requested meeting prior to imposing the suspension from participation in extracurricular activities.

Suspension From School Transportation. As the result of misconduct occurring on a bus or other means of student transportation and after notice to the student and his or her parent(s) or guardian(s), a student may be suspended from school transportation. In such cases, parents are responsible for arranging alternate transportation during the period of suspension from transportation. When such suspension amounts to a suspension from attending school because of the distance between home and school and the absence of alternative public or private means of transportation, students will be provided alternate instruction by GCCS immediately upon suspension, as is reasonable under the circumstances.

Suspension and Expulsion

In extreme situations in which all other means have been exhausted, students may be suspended or expelled from school. In all disciplinary matters, students will be given notice and will have the opportunity to present their version of the facts and circumstances leading to the imposition of disciplinary sanctions to the staff member imposing such sanctions.

For purposes of this discipline policy, short-term suspension refers to the removal of a student from school for disciplinary reasons for a period of five or fewer days; long-term suspension refers to the removal of a student from school for disciplinary reasons for a period of more than five days; and expulsion refers to the permanent removal of a student from school for disciplinary reasons.

Short-term Suspensions

In appropriate circumstances, a student may be subject to a short-term suspension. The student may also be subject to other disciplinary measures depending on the severity of the infraction. A long-term suspension also may be imposed and referrals to law enforcement authorities may be made. Disciplinary infractions may include but are not limited to Level 4 Impactful Student Actions.

Procedures for Short-Term Suspensions

The School Leader may impose a short-term suspension. Before imposing a short-term suspension, the School Leader shall verbally inform the student of the suspension, and the reason or reasons for it, as well as the nature of the evidence supporting the charge(s). The student shall be given an opportunity to deny or explain the charges, and where appropriate, confront witnesses.

The School Leader also shall immediately notify the parent(s) or guardian(s) in writing that a decision has been made to suspend the student from school. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of the decision to impose suspension at the last known address. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident(s) which resulted in the suspension and shall offer the opportunity for an immediate informal conference with the School Leader. In the event that the attendance of the parent(s) of the student is, in the sole discretion of the School Leader, impractical, the conference will be scheduled as soon as practicable thereafter, and in any event prior to 5:00 p.m. of the next school day. The notification and informal conference shall be in the dominant language used by the parent(s) or guardian(s). The Suspension shall not be implemented until after the informal conference, or the parents' waiver of, or refusal to participate in, the conference, unless the School Leader determines that delay in implementation would pose an undue threat to school order and/or the safety and well-being of the student or others. If, as a result of this deferred conference, the School Leader determines to reduce or retract the suspension, the student shall be readmitted, if necessary, and the record amended, or expunged, accordingly.

Immediately upon suspension, the school will take steps to provide alternate instruction. In the case of a one-day suspension, the student will be provided time with the teacher in school the following day to make up missed assignments and lessons. In the case of a suspension lasting two or more days, a certified teacher will arrange to come to the student's home or another location mutually agreed upon by the teacher and parent to provide tutoring related to missed assignments or lessons. The School will maintain documentation of the alternate instruction

provided, including teacher's name, date, time, location, content and skills taught, and assignments completed.

Appeal to the Board of Trustees

The decision of the School Leader to impose a short term suspension shall be subject to appeal to the Board of Trustees, solely on the basis that the School Leader's decision was arbitrary and capricious, and constituted an abuse of discretion and/or that the School Leader failed to accord the student the informal conference as provided above. Unless authorized by the School Leader, there shall be no stay of the suspension. Such appeal must be requested, in writing, by the student/parent(s) within fifteen days of the commencement of the suspension, filed with the School Leader. Upon receipt of a request for appeal, the School Leader shall, within three school days thereafter, prepare a written summary of the proceedings to date, including a detailed statement of the charges, the nature of evidence considered, pro and con, and the process followed. This summary shall be immediately delivered or mailed to the student and parent(s) and to the Discipline Committee of the Board of Trustees. The student and parent(s) shall be entitled to file a written statement in support of the appeal within five school days following receipt of the School Leader's written summary, and/or to request, if they so desire, an opportunity to present, to the Discipline Committee, an oral statement in addition to, or in lieu of, a written statement. In the event the parents present an oral statement, the School Leader may request an opportunity for rebuttal which shall be at the discretion of the Discipline Committee.

The Discipline Committee shall thereafter convene, as soon as practicable, to consider and determine the appeal, which determination shall be final.

Long-Term Suspensions

A student who is determined to have committed any of the infractions listed below shall be subject minimally to a long-term suspension, unless the School Leader or Board of Trustees determines that an exception should be made based on the circumstances of the incident and the student's disciplinary record. The student may also be subject to other disciplinary measures, including expulsion, depending on the severity of the infraction. Referrals to law enforcement authorities may be made. Disciplinary infractions may include:

- Possess, use, attempt to use, or transfer any firearm, knife, razor blade, explosive, mace, tear gas, or other dangerous object of no reasonable use to the student at school. [The Federal Gun-Free Schools Act of 1994, which applies to public schools, states that a student who is determined to have brought a weapon to school must be suspended for at least one calendar year. This suspension requirement may be modified by the School Leader, however, on a case-by-case basis. Weapon as used in this law means a "firearm," as defined by 18 USC §8921, and includes firearms and explosives. New York Education Law §3214(3)(d) effectuates this federal law.]
- Commit or attempt to commit arson on school property.
- Possess, sell, distribute or use any alcoholic beverage, controlled substance, imitation controlled substance, or marijuana on school property or at school sponsored events.
- Assault any other student or staff member.
- Intentionally cause physical injury to another person, except when the student's actions are reasonably necessary to protect himself or herself from injury.
- Vandalize school property causing major damage.

- Continuous misbehavior which disrupts the educational program, when all other strategies have been exhausted.
- Commit any act which school officials reasonably conclude warrants a long-term suspension.

In addition, a student who commits any of the acts listed in Part II which would ordinarily result in a short-term suspension may, instead or in addition, be subject to a long-term suspension at the School Leader's or Board of Trustees' discretion.

Procedures for Long-Term Suspensions

The School Leader may recommend a suspension of more than five days subject to the review and approval of the Board of Trustees. Upon determining that a student's action warrants a possible long-term suspension or the School Leader shall verbally inform the student that he or she is being suspended and is being considered for a long-term suspension and state the reasons for such actions.

The School Leader shall immediately notify the student's parent(s) or guardian(s) in writing. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident(s) which resulted in the suspension and shall indicate that a hearing will be held on the matter which may result in a long-term suspension. The notification provided shall be in the dominant language used by the parent(s) or guardian(s). The notice shall:

- Include a clear and concise statement of the charges.
- Advise the student and parent(s) that a formal hearing will be conducted by the School Leader or designee to make a determination as to a long-term suspension.
- Specify the date and time of such hearing.
- Advise students and parents that they have the right to be represented by legal counsel or advocate of their choice, and that they have the right to confront and question witnesses and to have relevant and competent witnesses subpoenaed if they so require.
- Advise parent(s) that the hearing will be conducted in two parts, that the students' anecdotal record may be considered, a record of the hearing shall be made, and that such record will be the sole basis for any appeal.

If the suspension proceeding has been initiated by the School Leader, the School Leader shall personally hear and determine the proceeding or may, in his/her discretion, designate a hearing officer to conduct the hearing. Hearings will be conducted in two parts, in the following order:

- The School Leader or hearing officer shall ascertain whether the student admits guilt as to the charge. If the student does admit guilt, the School Leader or hearing officer shall proceed with Part Two to determine the degree of penalty.
- If the student does not admit guilt, the School Leader or hearing officer shall proceed to call witnesses and review relevant documents.

- The student and parent(s) or their advocate will be entitled to cross examine any witnesses and to challenge the relevancy of documents. The student and parent(s) will also be permitted to call witnesses and offer documentary evidence.
- Following the presentation of the case for the defense, the School Leader or hearing officer may call additional witnesses or consider additional evidence, solely in rebuttal.
- Upon the conclusion of Part One, the School Leader or hearing officer shall deliberate and find the student either guilty or not guilty. If the student is found not guilty, the proceedings shall close and the student shall be immediately readmitted to school and the record expunged. If the student is found guilty, the School Leader or hearing officer shall proceed to Part Two.
- Part Two shall proceed the same as Part One. Within 48 hours of the conclusion of the hearing, the School Leader shall render a written decision confirming the finding as to guilt and specifying the length of suspension. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. The notice will also advise parent(s) of the right to appeal to the Board of Trustees.

Immediately upon suspension, the school will take steps to provide alternate instruction. A certified teacher will arrange to come to the student's home or to such other location as may be mutually acceptable to the School and the parents, to provide tutoring related to missed assignments or lessons for the duration of the suspension. The School will maintain documentation of the alternate instruction provided, including teacher's name, date, time, location, content and skills taught, and assignments completed.

Expulsions

Expulsions are considered permanent suspension from the school resulting in the student's being removed from the register of students to be re-enrolled in the student's home school district. Any infraction which might result in a long term suspension may be grounds for expulsion where the severity of the conduct, or the persistence of conduct, is determined to present a chronic risk to the health and safety of one or more persons, including the perpetrator, or to the orderly conduct of the educational process.

The Board of Trustees, upon the recommendation of the School Leader, endorsed by the Discipline Committee, shall have the authority to expel a student. Upon the occurrence of three short-term suspensions, or in other cases of severe conduct, the School Leader may refer the student to the Discipline Committee of the Board of Trustees, together with a recommendation by the School Leader that the student be expelled. The student shall be deemed suspended until such time as the recommendation has been decided by the Board of Trustees.

The Discipline Committee shall, within five days of such referral, conduct a hearing, upon notice to the student and parents, to consider the recommendation for expulsion. The Discipline Committee shall designate a member who shall preside over such hearing. The School Leader shall have the burden of calling such witnesses, and producing such other proof, as is relevant in support of the recommendation. The student and parents shall have the right to be represented as such hearing, and the parents, or their representative, shall have the right to cross examine witnesses and otherwise challenge such evidence as may be presented in support of the

recommendation. The student and parents shall thereupon be afforded the opportunity to offer witnesses and evidence in opposition to the recommendation, subject to the School Leader's right to cross examine and otherwise challenge such evidence. Each side shall be afforded an opportunity to make a closing statement to the Discipline Committee, with the School Leader first and the student and parents thereafter. A record of such hearing shall be maintained in the same manner as for a formal suspension hearing.

Upon the close of the hearing, the Discipline Committee shall determine, by majority vote, whether to endorse the recommendation for expulsion or overrule such recommendation and impose, in lieu thereof, a suspension for such duration as the Committee may specify. A decision to overrule the recommendation shall not be subject to appeal.

In the event that the Discipline Committee votes to endorse the recommendation for expulsion, that recommendation shall be reported to the Board of Trustees at its next regularly scheduled meeting, or at a special meeting called for such purpose. Upon resolution of the majority of members, the Board of Trustees will consider the entire record of the hearing before the Discipline Committee. In the absence of such a resolution, the Board of Trustees shall proceed solely upon the report of the Discipline Committee. By majority vote, the Board of Trustees shall sustain or overrule the recommendation for expulsion. The Board may impose a suspension for such duration as it may determine. Parent(s) may appeal the decision to the State Education Board of Regents.

In the event that the Board sustains the recommendation for expulsion, the student's home district will be contacted within 24 hours. Copies of student records will be immediately sent to the home district. Parents will be sent a letter strongly reminding them of their obligation to enroll the student forthwith and that their failure to do so may result in an educational neglect referral to Child Protective Services. Alternate education will continue to be provided by GCCS until such time as the student is enrolled elsewhere or until the end of the school year.

Time Periods

It is expected that the time periods specified shall be applied, as nearly as is practicable. Such periods may be extended by the party conducting the hearing or considering the appeal. The failure to adhere to any such time period shall not, in and of itself, be grounds for reversal, dismissal, or reconsideration, absent a demonstration that such failure resulted in prejudice to the complaining party.

Discipline for Students with Disabilities

Any student classified as disabled under the Individuals with Disabilities Education Act, the Americans with Disabilities Act or Section 504 of the Rehabilitation Act of 1973, or a student presumed to have a disability (who has not yet been identified as a student with a disability but who may be eligible for protection) that the School Leader has recommended for long term suspension or for whom any additional suspension would be deemed a change in placement, shall be accorded such additional due process as is required under Sections 300.519 through 300.529 of the Federal Regulations, and in accordance with Part 201 of the Regulations of the Commissioner of Education.

1. Any such student found guilty following Part 1 of a disciplinary hearing, or for whom any additional suspension may result in a change in placement, shall be referred to a Manifestation Team to determine if the behavior in question is a manifestation of such student's disability. In making such determination the Team must determine a) if the conduct in question was caused by or had a direct and substantial relationship to the child's disability or b) if the conduct in question was the direct result of the School's failure to implement the student's individualized educational program.
2. Upon a determination that the behavior in question is not a manifestation of the student's disability, the disciplinary process shall continue as provided above for Short or Long Term Suspension, as the case may be. Related services shall be continued for any student classified under the Individuals with Disabilities Education Act for the duration of any resulting suspension.
3. Upon a determination that the behavior is a manifestation of the student's disability, the disciplinary hearing shall be discontinued and the matter shall be referred to the appropriate parties for the development or amendment of a Functional Behavioral Assessment, Behavioral Intervention Plan and/or a change in placement.

In the case of a disabled student charged with behavior involving serious bodily injury, weapons, illegal drugs or controlled substance, the School Leader shall be authorized to take any and all steps for which a Superintendent of School is authorized under Section 201.7(e) of the Regulations of the Commissioner of Education.

Reinstatement/Re-engagement

Genesee Community Charter School administrators, teachers, parents and support service providers will work together to determine the best action plan to re-engage students returning from suspensions, expulsions or alternative school settings. The goal of the action plan will be to support the student in successfully re-entering the Genesee Community Charter School setting. Necessary support will be available and determined on an individual case-by-case level.

Communication

RMSC Security Notifications

If a threat, act of violence, or emergency requires the assistance of RMSC, the School Leader or his/her designee will phone or use the two-way radio to alert RMSC Security.

Police Notifications

School administrators contact the Rochester Police Department (RPD) in two situations: (1) to seek assistance with an emergency situation, or (2) to notify law enforcement of a criminal act.

Emergency, Crisis, and Criminal Situations

School leaders have the responsibility to call 9-1-1 in emergency situations. In any incident, the School Leader, with the guidance of the School Safety Team, will determine if additional assistance is needed from local agencies or officials, for example social services, grief counseling, or health intervention. The School Leader or his/her designee will contact the appropriate agencies or officials to request advice and assistance. In an emergency situation, administrators must make reasonable efforts to notify parents/guardians immediately after contacting RPD.

GCCS Anti-Bullying Policy

Everyone has a right to feel safe and secure at school. Genesee Community Charter School intentionally strives to create an inclusive environment where all members of our community feel welcome to be themselves regardless of actual or perceived race, color, religion, sex, national origin, ancestry, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression.

All members of the GCCS community, students, parents and staff, commit to upholding the standards of the school community. Genesee Community Charter School staff will work to maintain an environment that is free from bullying at all times and during all school related functions and activities.

Bullying is defined as aggressive behavior, generally targeted toward specific individuals, that exploits one's power over others either directly or indirectly, with an intent to harm. Bullying at GCCS usually takes the form of relational aggression. These behaviors include:

- Spreading rumors
- Keeping certain people out of a group
- Teasing or name-calling with intent to hurt feelings
- Encouraging others to exclude, tease, or gang up on others
- Making looks or sounds of contempt
- Broken promises
- Positioning and posturing

“Bullying” does not refer to every instance of physical contact, teasing, exclusion, or mean behavior. Bullying is meanness with a pattern.

GCCS has designed a multi-faceted approach to reducing bullying. Components include ongoing classroom practices, curricular intervention, and documentation. These measures are intended to help children build positive social skills, and are not intended simply to punish or take revenge.

However, when bullying behavior persists, disciplinary consequences will be enacted. When a pattern of bullying behavior has been demonstrated in school and documented by school staff, Level 4 interventions will be implemented.

Despite our best efforts, there may be times when students, parents, and community members need additional assistance to respond to harassment, intimidation, or bullying. GCCS has developed a reporting process for these occurrences. In addition, we have established a Dignity Act Coordinator who is responsible for collecting and responding to reports concerning issues of harassment, intimidation, or bullying.

To report an issue of harassment, intimidation, or bullying, please fill out the downloadable reporting form found on our website (<https://www.gccschool.org/wp-content/uploads/2019/03/DASA-Reporting-Form-4.pdf>) and submit it to the DASA Coordinator. Once the form is received, the incident will be investigated. Appropriate actions will follow based on the investigation and school policy.

DASA Coordinator: Kyle Skovira, Restorative Practice Coach (KSkovira@gccschool.org)

Appendix



Genesee Community Charter School 2021-2022

Revised and Approved by GCCS Board of Trustees – July 14, 2021

Staff only/No students	School is Closed	Half Day for Conferences
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August 2021					September 2021					October 2021				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
2	3	4	5	6			1	2	3					1
9	10	11	12	13	6	7	8	9	10	4	5	6	7	8
16	17	18	19	20	13	14	15	16	17	11	12	13	14	15
23	24	25	26	27	20	21	22	23	24	18	19	20	21	22
30	31				27	28	29	30		25	26	27	28	29

August:
Professional Development: 8/9-8/31

September:
First Day for 1st-6th Grade: 9/1
Kindergarten Screenings: 9/1-3
1:00 Dismissal: 9/1, 9/2, 9/3
Labor Day: 9/6
Kindergarten Orientation: 9/7

October:
Professional Development: 10/8
Indigenous Peoples' Day: 10/11

November 2021					December 2021					January 2022				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
1	2*	3	4	5			1	2	3	3	4	5	6	7
8	9	10	11	12	6	7	8	9	10	10	11	12	13	14
15	16	17	18	19	13	14	15	16	17	17	18	19	20	21
22	23	24	25	26	20	21	22	23	24	24	25	26	27	28
29	30				27	28	29	30	31	31				

November:
Veteran's Day, PD for Staff: 11/11
Professional Development: 11/22-11/23
Thanksgiving Recess: 11/24-11/26

December:
Conferences 11:30 Dismissal: 12/7
Winter Recess: 12/23-12/31

January:
Professional Development: 1/3-1/4
Martin Luther King Day: 1/17

February 2022					March 2022					April 2022				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
	1	2	3	4		1	2	3	4					1
7	8	9	10	11	7	8	9	10	11	4	5	6	7	8
14	15	16	17	18	14	15	16	17	18	11	12	13	14	15
21	22	23	24	25	21	22	23	24	25	18	19	20	21	22
28					28	29	30	31		25	26	27	28	29

February:
Student-led Conferences: 2/18
February Recess: 2/21 – 2/25
Professional Development: 2/23-2/25

March:
Conferences 11:30 Dismissal: 3/24
3-6 NYS ELA Exams: 3/29-3/31

April:
Professional Development: 4/15
Spring Recess: 4/18 – 4/22
3-6 NYS Math Exams: 4/26-4/28

May 2022					June 2022				
M	T	W	Th	F	M	T	W	Th	F
2	3	4	5	6			1	2	3
9	10	11	12	13	6	7	8	9	10
16	17	18	19	20	13	14	15	16	17
23	24	25	26	27	20	21	22	23	24
30	31				27	28	29	30	

May:
Professional Development: 5/27
Memorial Day: 5/30

June:
Conferences 11:30 Dismissal: 6/2
Juneteenth: 6/20
Last Day of School for Students: 6/22
Professional Development: 6/23-6/24

School Hours:
M, T, Th, F: 8:00 - 3:00
Every Wed.: 8:00 - 1:00

*No RCSD Buses
(suburban residents
check with district)

GCCS Closings will be announced
on WHEC Channel 10, WROC TV
Channel 8, and posted on the
website.

Emergency Make-up Days:
4/15, 5/27, 6/20



Expeditionary Learning Design Principles

Expeditionary Learning is built on ten design principles that reflect the educational values and beliefs of Outward Bound. These principles also reflect the design's connection to other related thinking about teaching, learning, and the culture of schools.

1. THE PRIMACY OF SELF-DISCOVERY

Learning happens best with emotion, challenge and the requisite support. People discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. In Expeditionary Learning schools, students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. A teacher's primary task is to help students overcome their fears and discover they can do more than they think they can.

2. THE HAVING OF WONDERFUL IDEAS

Teaching in Expeditionary Learning schools fosters curiosity about the world by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed.

3. THE RESPONSIBILITY FOR LEARNING

Learning is both a personal process of discovery and a social activity. Everyone learns both individually and as part of a group. Every aspect of an Expeditionary Learning school encourages both children and adults to become increasingly responsible for directing their own personal and collective learning.

4. EMPATHY AND CARING

Learning is fostered best in communities where students' and teachers' ideas are respected and where there is mutual trust. Learning groups are small in Expeditionary Learning schools, with a caring adult looking after the progress and acting as an advocate for each child. Older students mentor younger ones, and students feel physically and emotionally safe.

5. SUCCESS AND FAILURE

All students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. But it is also important

for students to learn from their failures, to persevere when things are hard, and to learn to turn disabilities into opportunities.

6. COLLABORATION AND COMPETITION

Individual development and group development are integrated so that the value of friendship, trust, and group action is clear. Students are encouraged to compete, not against each other, but with their own personal best and with rigorous standards of excellence.

7. DIVERSITY AND INCLUSION

Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others. In Expeditionary Learning schools, students investigate and value their different histories and talents as well as those of other communities and cultures. Schools and learning groups are heterogeneous.

8. THE NATURAL WORLD

A direct and respectful relationship with the natural world refreshes the human spirit and teaches the important ideas of recurring cycles and cause and effect. Students learn to become stewards of the earth and of future generations.

9. SOLITUDE AND REFLECTION

Students and teachers need time alone to explore their own thoughts, make their own connections, and create their own ideas. They also need to exchange their reflections with other students and with adults.

10. SERVICE AND COMPASSION

We are crew, not passengers. Students and teachers are strengthened by acts of consequential service to others, and one of an Expeditionary Learning school's primary functions is to prepare students with the attitudes and skills to learn from and be of service.



Genesee Community Charter School Data Security and Privacy Policy

(Board of Trustees adopted March 10, 2021)

Purpose

This policy addresses The Genesee Community Charter School's (GCCS) responsibility to adopt appropriate administrative, technical and physical safeguards and controls to protect and maintain the confidentiality, integrity and availability of its data, data systems and information technology resources.

Policy Statement

It is the responsibility of GCCS:

1. To comply with legal and regulatory requirements governing the collection, retention, dissemination, protection, and destruction of information.
2. To maintain a comprehensive Data Privacy and Security Program designed to satisfy its statutory and regulatory obligations, enable and assure core services, and fully support GCCS's mission.
3. To protect personally identifiable information (PII), and sensitive and confidential information from unauthorized use or disclosure.
4. To address the adherence of its vendors with federal, State and GCCS requirements in its vendor agreements.
5. To communicate its required data security and privacy responsibilities to its users, and train its users to share a measure of responsibility for protecting GCCS's data and data systems.

Standard

GCCS will utilize the National Institute of Standards and Technology's Cybersecurity Framework (NIST CSF) as the standard for its Data Privacy and Security Program.

Scope

The policy applies to all GCCS students, parents/guardians, consultants, and third-parties who receive or have access to GCCS' data and/or data systems ("Users").

This policy encompasses all systems, automated and manual, including systems managed or hosted by third parties on behalf of GCCS, and it addresses all information, regardless of the form or format, which is created or used in support of the activities of GCCS.

This policy shall be published on the GCCS website and notice of its existence shall be provided to all Users.

Compliance

GCCS' Board of Trustees, School Leader, and Data Protection Officer are responsible for the compliance of their programs with this policy, related policies, and their applicable standards, guidelines

and procedures. Instances of non-compliance will be addressed on a case-by-case basis. All cases will be documented, and corrective practices will be adopted as applicable.

Oversight

GCCS' School Leader and Data Protection Officer shall report to the Board of Trustees on data privacy and security activities, the number and disposition of reported breaches, if any, and a summary of any complaints submitted pursuant to Education Law §2-d.

Data Privacy

1. Laws such as the Family Educational Rights Privacy Act (FERPA), NYS Education Law §2-d and other state or federal laws establish baseline parameters for what is permissible when sharing student PII.
2. Data protected by law must only be used in accordance with law and regulation, and GCCS policies to ensure it is protected from unauthorized use and/or disclosure.
3. The GCCS administrative team will manage its use of data protected by law. This team will determine whether a proposed use of PII would benefit student needs. This team will also ensure that PII is not included in public reports or other public documents, or otherwise publicly disclosed, unless documented written consent is given.
4. No student data shall be shared with a third party without a written agreement that complies with state and federal laws and regulations. No student data will be provided to third parties unless it is permitted by state and federal laws and regulations. Third-party contracts must include provisions required by state and federal laws and regulation.
5. The identity of all individuals requesting PII, even where they claim to be a GCCS employee, student parent/guardian, eligible student or the data subject, must be authenticated by GCCS procedures.
6. It is GCCS' policy to provide all protections afforded to GCCS parents and persons in parental relationships, or students where applicable, required under the Family Educational Rights and Privacy Act, the Individuals with Disabilities Act, and the federal regulations implementing such statutes. Therefore, GCCS shall ensure that its contracts require that the confidentiality of student PII be maintained in accordance with federal and state law and its policy.
7. Contracts with third parties that will receive or have access to PII must include a Data Privacy and Security Plan that outlines how the contractor will ensure the confidentiality of data is maintained in accordance with state and federal laws and regulations and this policy.

Incident Response and Notification

GCCS will respond to data privacy and security incidents in accordance with its Incident Response Policy. The incident response process will determine if there is a breach. All breaches must be reported to the Data Protection Officer or the School Leader. For purposes of this policy, a breach means the unauthorized acquisition, access, use, or disclosure of student PII as defined by Education Law §2-d., or any GCCS sensitive or confidential data system that stores data, by a person not authorized to acquire, access, user or receive the data.

GCCS will comply with legal requirements that pertain to the notification of individuals affected by a breach or unauthorized disclosure of PII.

Acceptable Use Policy, User Account Password Policy and other Related School Policies

1. Users must comply with GCCS' Information Security Policy which outlines the responsibilities of all users of GCCS information systems to maintain the security of the system and to safeguard the confidentiality of GCCS information.
2. Users must comply with the Acceptance Use of IT Resources Policy in using GCCS' resources. Access privileges will be granted in accordance with the user's job responsibilities and will be limited only to those necessary to accomplish assigned tasks in accordance with GCCS' mission and business functions.
3. Users must comply with the User Account Password Policy
4. All remote connections must be made through managed points-of-entry in accordance with the Data Privacy and Security Guidelines for Remote Work.

Training

GCCS Users must annually complete GCCS' information privacy and security training.

Policy on Access to Electronic Information, Services, and Networks

Freedom of expression is an inalienable human right and the foundation for self-government. Freedom of expression encompasses the right to freedom of speech and the corollary right to receive information. Such rights extend to minors as well as adults. Schools facilitate the exercise of these rights by providing access to information regardless of format or technology. In a free and democratic society, access to information is a fundamental right of citizenship.

In making decisions regarding student access to the Internet, Genesee Community Charter School considers its own stated educational mission, goals, and objectives. Electronic information research skills are now fundamental to preparation of citizens and future employees. Access to the Internet enables students to explore thousands of libraries, databases, bulletin boards, and other resources while exchanging messages with people around the world. The District expects that faculty will blend thoughtful use of the Internet throughout the curriculum and will provide guidance and instruction to students in its use. As much as possible, access from school to Internet resources should be structured in ways that point students to those which have been evaluated prior to use. While students will be able to move beyond those resources to others that have not been previewed by staff, they shall be provided with guidelines and lists of resources particularly suited to learning objectives.

Outside of school, families bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies, and other possibly offensive media.

Students utilizing school-provided Internet access must first have the permission of and must be supervised by the Genesee Community Charter School's staff. Students utilizing school-provided Internet access are responsible for good behavior on-line just as they are in a classroom or other area of the school. The same general rules for behavior and communications apply.

The purpose of Internet access is to facilitate communications in support of research and education. To remain eligible as users, students' use must be in support of and consistent with the educational objectives of Genesee Community Charter School. Access is a privilege, not a right. Access entails responsibility.

Users should not expect that files stored on school-based computers will always be private. Electronic messages and files stored on school-based computers may be treated like school lockers.

Administrators and faculty may review files and messages to maintain system integrity and insure that users are acting responsibly.

The following uses of school-provided Internet access are not permitted:

- a. to access, upload, download, or distribute pornographic, obscene, or sexually explicit material;
- b. to transmit obscene, abusive, sexually explicit, or threatening language;
- c. to violate any local, state, or federal statute;
- d. to vandalize, damage, or disable the property of another individual or organization;
- e. to access another individual's materials, information, or files without permission; and,
- f. to violate copyright or otherwise use the intellectual property of another individual or organization without permission.

Any violation of Genesee Community Charter School's policy and rules may result in loss of access to the Internet. Additional disciplinary action may be determined by the school in keeping with existing procedures and practices regarding inappropriate language or behavior. When and where applicable, law enforcement agencies may be involved.

Genesee Community Charter School makes no warranties of any kind, neither expressed nor implied, for the Internet access it is providing. The school will not be responsible for any damages users suffer, including—but not limited to—loss of data resulting from delays or interruptions in service. The school will not be responsible for the accuracy, nature, or quality of information stored on school diskettes, hard drives, or servers; nor for the accuracy, nature, or quality of information gathered through school-provided Internet access. Genesee Community Charter School will not be responsible for personal property used to access school computers or networks or for school-provided Internet access. The school will not be responsible for unauthorized financial obligations or loss of privacy resulting from access to the Internet.

Parents of students at Genesee Community Charter School shall be provided with the following information:

Genesee Community Charter School is pleased to offer its students access to the Internet. The Internet is an electronic highway connecting hundreds of thousands of computers and millions of individual users all over the world. This computer technology will help propel our schools through the communication age by allowing students and staff to access and use resources from distant computers, communicate and collaborate with other individuals and groups around the world, and significantly expand their available information base. The Internet is a tool for life-long learning.

Families should be aware that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate, or potentially offensive to some people. In addition, it is possible to purchase certain goods and services via the Internet that could result in unwanted financial obligations for which a student's parent or guardian would be liable.

While the school's intent is to make Internet access available in order to further educational goals and objectives, students may find ways to access other materials as well. Even should the school institute technical methods or systems to regulate students' Internet access, those methods could not guarantee compliance with our acceptable use policy. That notwithstanding, Genesee Community Charter School believes that the benefits to students of access to the Internet exceed any disadvantages. Ultimately, however, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources.

NOTICE: This policy and all its provisions are subordinate to local, state, and federal statutes.

Adapted from Indiana Public School Internet Acceptable Use Policy, 2001



Genesee Community Charter School Pesticide Applications

Dear Parents, Guardians, Faculty and Staff:

Effective July 1, 2001, New York State Education Law Section 409-H requires all public and non-public elementary and secondary schools to provide written notice to all persons in parental relation, faculty and staff regarding the potential use of pesticides periodically throughout the year.

The Genesee Community Charter School is required to maintain a list of all persons in parental relation, faculty and staff who wish to receive 48-hour written identification of certain pesticide applications. The following applications are NOT subject to prior notification requirements:

- A school that remains unoccupied for a continuous 72-hour period following a pesticides application
- Anti-microbial products
- Nonvolatile rodenticides in tamper resistant bait stations in areas inaccessible to children
- Silica gels and other nonvolatile ready to use pastes, foams, or gels in areas inaccessible to children
- Boric acid and disodium octaborate tetrahydrate
- The application of EPA designated biopesticides
- The application of EPA designated exempt materials under 40CRF152.25
- The use of aerosol products with a directed spray in a container of 18 fluid ounces or less when used to protect individuals from imminent threat from stinging and biting insects including venomous spiders, bees, wasps, and hornets

In the event an emergency application is necessary to protect against imminent threat to human health, a good faith effort will be made to supply written notification to those on the 48-hour notification list.

If you would like to receive 48-hour prior notification of pesticide applications that are scheduled to occur, please complete the attached form and return it to Maureen Milke in the school's main office.

Request For Prior Notification Of Pesticide Applications

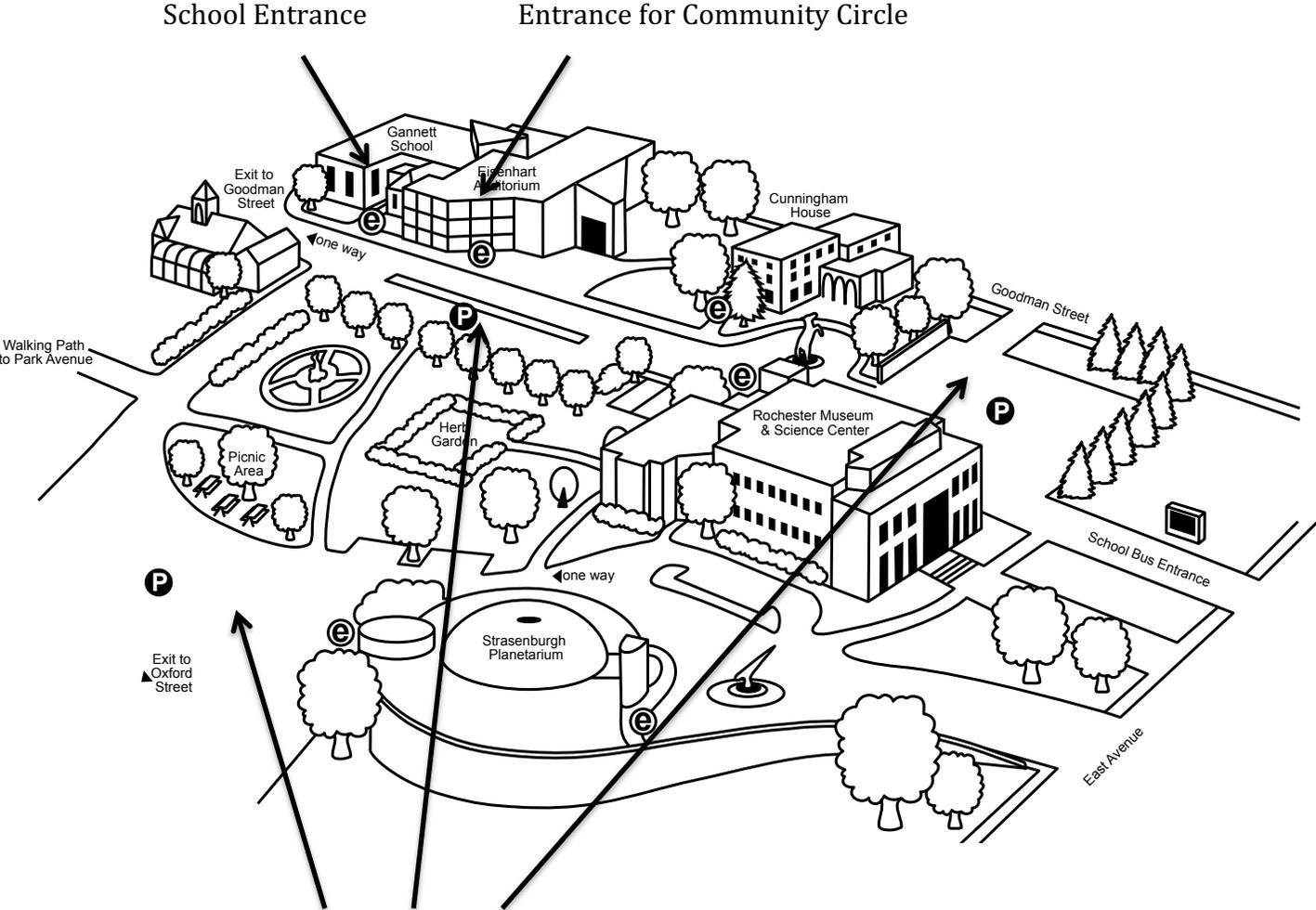
Parent/Guardian: _____

Mailing Address: _____

Daytime Phone: _____ Evening Phone: _____

Email: _____

Rochester Museum & Science Center Campus Map



Available Parking

Please DO NOT park along the sidewalk in front of the school or auditorium

Volunteer Guidelines

We believe that families are an integral part of student learning and we have structured our program to provide the opportunity for families to participate in the daily life of our school community. We have a variety of needs for volunteer services and are happy to have you as a part of our “team.”

Who May Volunteer?

We welcome family members of current GCCS students who are 18 years of age or older to volunteer within the school and/or chaperone field studies. Volunteers are expected to schedule their time in advance with the classroom teachers. GCCS alumni are not permitted to visit or volunteer without the express prior permission of a classroom teacher or the School Leader.

What Types of Volunteer Opportunities are Available?

There are many needs for volunteers both within and outside of the classroom. Some volunteer opportunities will require that family members be in school during school hours, while others will allow families to participate in the evening or on weekends, depending on the specific task. Volunteers at GCCS can be classified into six groups:

Occasional Volunteers or Visitors

- in classrooms on an infrequent basis – less than five days per school year
- typically visit for lunch or to work with small groups of children on one-time projects
- work in classrooms under the direct supervision of a teacher or another staff member

Regular Volunteers

- in classrooms on a frequent basis – more than five days per school year
- work with small groups of children on reading, writing, or expedition projects
- work in classrooms or in hallways under the direct supervision of a teacher or another staff member

Day Chaperones

- supervise a small group of students on fieldwork
- sit with their groups on the bus and remain with their groups during all activities
- teachers and other staff members are responsible for supervising the whole group and for guiding chaperones during activities

Overnight Chaperones

- are selected by school staff through an application process (see Family Handbook)
- supervise 3-5 students on fieldwork out of the Rochester area
- sit with their groups on the bus and remain with their groups during all activities
- stay with groups in hotel rooms or tents, depending on the fieldwork destination
- teachers and other staff members are responsible for supervising the whole group and for guiding chaperones during activities

Drivers

- drive 3-8 students in personal or rented vehicles on fieldwork in or out of the Rochester area
- fulfill responsibilities of day or overnight chaperones, depending on the nature of the fieldwork

After-hours Volunteers

- complete clerical, maintenance, craft, or construction tasks outside of school hours
- have no responsibility for supervising children other than their own
- complete tasks as requested by the teachers or other school staff

How Will You Know What to Do as a Volunteer?

When coming in to school for a volunteer assignment or to chaperone, please sign the volunteer book in the office. Instructions for your volunteer assignment will come from the person requesting assistance. However, we have established some “ground rules” both to assist the volunteer in his/her efforts and to maintain continuity for the students.

What are the Ground Rules for Volunteers?

Expectations of parent volunteers include:

- Keep your commitment and be punctual; if unforeseen circumstances prevent you from keeping your commitment, please call the school office as soon as possible.
- Leave siblings under the care of another adult, as siblings are not permitted in classrooms or on fieldwork.
- Follow the same dress code as students (see Family Handbook), and wear clothing that is appropriate for the school, weather, and/or fieldwork destination.
- Follow instructions of school personnel regarding schedules, behavior and academic expectations.
- Maintain continuous proximity and supervision of the assigned children.
- Refrain from chatting with teachers and other parents or using cell phones.
- Use student management strategies and language consistent with the school’s approach.
- Inform teachers of student management issues that require intervention.
- Provide a level of support to students as directed by the teachers.
- Maintain an enthusiastic and positive attitude toward children and staff.
- Do not meet privately with one student at a time, or escort individual children to the restroom. Other students or staff must be present.

In addition to those listed above, expectations of chaperones include:

- Attend a chaperone certification training session (offered three times per year) every three years.
- Stay for the duration of the field study.
- Follow teacher directions at all times.
- Ride the bus with the class.

Volunteer Guidelines (continued)

- Refrain from purchasing extra treats beyond what is being provided to the whole class.
- Wear clothing that is appropriate for the weather and fieldwork destination.

More information about GCCS’s Chaperone Policy is available in the Family Handbook.

How Do Volunteers Handle Confidential Information that They May Encounter?

When working with students and families, it is inevitable that volunteers will encounter confidential information protected by federal law. This could occur by overhearing students' conversations, witnessing conflicts between students and teachers, or observing a student with a medical, social, financial or educational problem. Volunteers must adhere to the same standards of confidentiality as professional staff. Volunteers are expected to maintain confidentiality by refraining from speaking about other people's children in front of their own children or in front of others. All comments and questions about children and families should be directed to the teachers or the School Leader.

Which Volunteers Must Undergo Background Checks?

The New York State Education Department has issued a directive requiring charter schools to conduct background checks and receive clearance for all regular volunteers. To comply, GCCS has included in its revised charter the provision "Regular volunteers, defined as those who volunteer with children more than five days per school year, will undergo background checks and receive clearance."

Background checks and other information will be required according to the following:

Overnight Chaperones and Regular Volunteers

- chaperone certification training completed every three years
- background check completed once; background check will be updated if there is any reason to suspect that the information may have changed
- signed volunteer guidelines acknowledgment on file

Day Chaperones

- chaperone certification training completed every three years
- signed volunteer guidelines acknowledgment on file

Occasional Volunteers or Visitors and After-hours Volunteers

- signed volunteer guidelines acknowledgment on file

Drivers

- DMV records check completed annually
- chaperone certification training completed every three years
- signed volunteer guidelines acknowledgment on file

