



Supporting and Sustaining our Crew: GCCS Reopening Plans for In-Person and Virtual Instruction

Approved by the GCCS Board of Trustees - July 30, 2020 at 9:00 a.m.



Genesee Community Charter School
at the Rochester Museum & Science Center

July 31, 2020

Dear GCCS Crew,

EL Education defines crew as a structure “...that fosters a sense of belonging within students, and a place where they can be their best selves while lifting up their peers to achieve more than they think possible.”

We will need our crew more than ever this year as we settle into this new “COVID-19 normal.” We also are at the crossroads of opportunity where we will come together (physically and virtually) to discover our sense of belonging and become our best selves as a school and community.

The GCCS Reopening Task Force considered the acronym CREW (Compassion, Reflection, Equity, and Willingness) as a lens for developing equitable and sustainable reopening plans for the 2020-2021 school year.

The Taskforce considered:

- ❖ **Compassion** for each other and ourselves
- ❖ **Reflection** on our past so we have a more informed future
- ❖ **Equity** across race, culture, background, gender...difference
- ❖ **Willingness** to safely take risks

This document was co-created with 13 members of the GCCS community. These plans will continue to be developed and revised as we gain more information from the Healthcare Department, New York State Education Department, community leaders, families, staff, students, and the GCCS Board of Trustees.

EL Education has an important philosophy: We are crew, not passengers. The Reopening Task Force and GCCS Board of Trustees invite you to be part of this crew as we navigate our 20th year together.

In partnership,

Shannon Hillman
and the GCCS Board of Trustees

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Reopening Plan Overview

Responsible Parties: GCCS Reopening Task Force

The Re-Opening Task Force will be responsible for coordinating and maintaining reopening plans for the 2020-2021 school year. This Task Force will include:

- The School Leader - COVID Safety and Wellness Coordinator
- The Coordinator of School Operations - COVID School Operations Coordinator
- The Curriculum Coordinator - COVID Curriculum and Instruction Coordinator
- The Social Worker
- An Intervention Team Representative
- A Teacher Representative
- A Teaching Assistant Representative
- A Healthcare Representative (such as the Nurse) (as needed)
- An Arts Team Representative
- An RMSC representative (as needed)
- A Parent representative (as needed)
- A member of the Diversity Committee

Community Engagement and Plan Development

GCCS relied on CREW to create sustainable plans for the 2020-2021 school year. The GCCS Reopening Task Force used the following measures to collect information from community stakeholders to make informed decisions for reopening the school.

- Spring, 2020 - Survey conducted in May to Families and Staff reflecting on closure satisfaction and suggestions for the 2020-21 school year
- Spring - Summer 2020 - Met virtually with Rochester Charter Leaders, private school leaders, RMSC Preschool Leadership Team, RMSC Educational and Facilities Staff, EL Education Staff and School Leaders, and the Commissioner of Public Health for Monroe County to discuss viable options and policies for reopening
- Summer, 2020 - Survey conducted in July to Families (63% participation), Staff (68% participation), and Board (43% participation) providing insights into comfort and suggestions for returning in the fall
- Student Focus Group (grades 4 - Alumni) - discussed plans and collected information regarding comfort level and ideas for returning in the fall
- Racial Equity Parent Discussion Group - Used "A Roadmap to a Just Reopening and Just Schools" from the Alliance for Quality Education to examine plans with

a racial and socio-economic lens to ensure we have considered equity for all constituents

- Conducted a GCCS Staff Town Hall to discuss draft plans and gather feedback
- GCCS Board of Trustees Executive Committee Meeting - Reviewed plans the week of July 27th and approve plans for submission to New York State Education Department and public release on the school's website.

Our Approach to Equity During the COVID-19 Pandemic

The 2020 COVID-19 school closure negatively impacted our GCCS student population. Despite this broad range of impact, we acknowledge the deep historical level of inequities in our nation's education system and beyond. Students in high poverty communities and Black and Brown students have been disproportionately impacted by school closures and systemic inequities. There are other students who have disproportionately burdened by school closures, including students with special education needs, and students with physical, social, or emotional disabilities.

Following [EL Education's Reopening Guidance for Moving Toward More Equitable Schools](#), our intent is to re-examine, transform and improve our systems. We plan to do this by:

- Holding staff accountable to an unrelenting vision for schooling centered on a multidimensional and equitable education for all learners.
- Advocating for the need to continually shift mindsets toward a belief that every child deserves and is capable of succeeding in academic work that challenges, engages, and empowers them as scholars/agents for change, and that successful learning is contingent on wellness.
- Holding staff, families and other GCCS key stakeholders accountable to understand how racism is perpetuated in our interactions, by calling out our biases with curiosity and a desire to do better.
- Implementing curriculum that honors the interconnectedness and interdependence of Social-Emotional Wellness and Academic Learning.
- Supporting students' sense of safety, routine, and connection, using strategies that are culturally- and trauma-responsive.
- Empowering students to take action through social justice education.

Resources Utilized in Plan Creation

NYSED Recovering, Rebuilding, and Renewing: The Spirit of New York's Schools
Reopening Guidance:

<http://www.nysed.gov/common/nysed/files/programs/reopening-schools/nys-p12-school-reopening-guidance.pdf>

CDC Guidelines for Schools:

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/prepare-safe-return.html>

New York State Department of Health Interim Guidance for In-Person Instruction at Pre-K to Grade 12 Schools During the COVID-19 Public Health Emergency:

https://www.governor.ny.gov/sites/governor.ny.gov/files/atoms/files/Pre-K_to_Grade_12_Schools_MasterGuidance.pdf

Roadmap to a Just Reopening & Just Schools:

<https://www.aqeny.org/2020/07/10/roadmap-to-a-just-reopening-just-schools/>

EL Education's Reopening Guidance: Moving Towards More Equitable Schools

<https://docs.google.com/document/d/17X6iwC-07up2qAVaywH8L0stLq1e62DBQY6PCZUoWmc/edit>

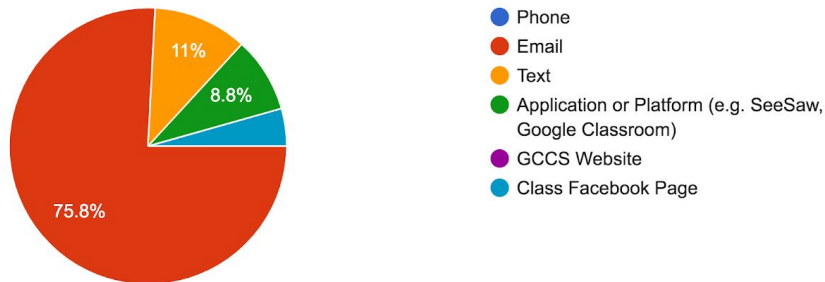
Family, Staff, and GCCS Board of Trustees Survey Results - July 17, 2020

- Family Surveys - 63% returned
- Staff Surveys - 69% returned
- Board of Trustees Surveys - 43% returned

Communication Plans

According to the most recent reopening survey, families prefer communication by email or text messaging:

How would you like GCCS to communicate with you this fall?
91 responses



School-wide communication will be sent using email. The school is considering a robocall and mass text messaging to provide quick messaging regarding school closures, emergency notifications, or changes to the school calendar. The website will also house community-wide and public notifications. Classroom communication will be conducted through classroom platforms, email, digital newsletters, and private Class Facebook Pages. GCCS will also utilize signage for immediate communication about COVID-19 prevention strategies throughout the RMSC campus and in the school building.

There will be formal and informal opportunities for families, staff, and community stakeholders to provide feedback about reopening plans. A satisfaction survey will be sent out in October to collect feedback about the first weeks of school and there will be opportunities to provide suggestions in plan modifications.

Staff, students, and families will have several opportunities for training on our instructional methods, device usage, and operational procedures so the community is well-informed about COVID-19 prevention changes. In August, staff will be working together for three weeks to refine and align classroom curriculum to in-person and virtual instruction. Staff will also be trained on best practices for distance learning and individualized instruction. GCCS will organize Town Hall Meetings to share Reopening Plans and answer questions. A Virtual Open House and Virtual Curriculum Night will take place in August and September to help families feel comfortable with our initiatives.

COVID-19 Reopening Plan Summary and Instructional Program Scenarios

The Genesee Community Charter School staff is aware that the most important component of a successful school year is safety. In order to insure the safety of the school community, the 2020-2021 school year will likely move between multiple scenarios as the community responds to the regional, city, and campus infection rates. However, with instability of moving between in-person and remote instruction, the school will also focus on building positive relationships and creating a predictable and sustainable plan as possible so that the year feels equitable and welcome to the entire community.

Scenario 1: In-Person Instruction

In this scenario, all students will attend school each day according to the school's calendar. However, spaces and classrooms will be modified to accommodate cohorts (½ class classrooms) of approximately 16 or less students across a larger campus footprint. Students will remain in these ½ class cohorts as much as possible throughout the day.

Scenario 2: Hybrid Instruction

In this scenario, students will be placed into cohort A or cohort B. The cohorts are formed to create ½ classes of 16 or less students in each classroom and include siblings from the same family. Additionally, the cohorts were formed based on bus routes so ½ of a bus would be filled each day. Each cohort will attend school twice a week and receive remote instruction three times per week consecutively. Both cohorts will receive remote instruction on Wednesdays to provide a day for cleaning and disinfection. Meals and instruction will still be provided regardless of whether the cohort is receiving in-person or virtual instruction that day.

Scenario 2 Instructional Schedule

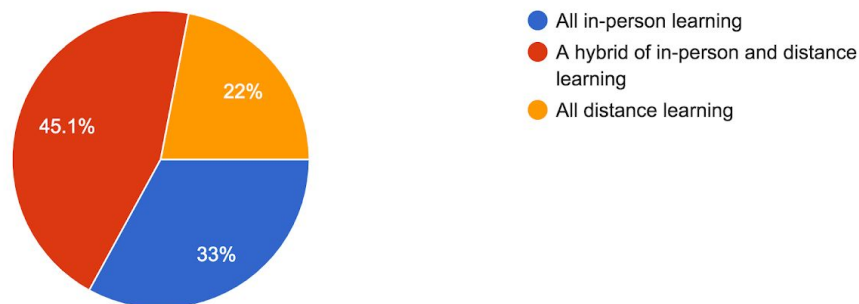
	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A	In-person	In-person	Virtual	Virtual	Virtual
Cohort B	Virtual	Virtual	Virtual	In-person	In-person

Scenario 3: Virtual Instruction

In this scenario, all students will receive virtual instruction remotely from home or other off-campus placement. All students will be provided with a device from the school at the beginning of the school year and both families and students will receive training using these devices. Additionally, if families require connectivity support, Genesee Community Charter School will provide families with mobile hotspots with unlimited data throughout the school year or as needed. Students will be engaged in a combination of recorded and live lessons daily that support individual academic and social-emotional needs and highlight our unique programming such as arts-integration and experiential learning.

Assuming appropriate safety measures are in place, what is your preference for how your child(ren) return(s) to school in the fall?

91 responses



Based on the most recent community survey, approximately half of the community is interested in beginning the year in a hybrid scenario and an additional third of the community is interested in all in-person learning (see the chart above). Therefore, the Reopening Task Force is implementing a Tentative Scenario Calendar for 2020-2021.

Tentative Scenario Calendar

This schedule is subject to change based on the school’s ability to follow the “in-person” guidelines as found in the “Safety and Wellness” section.

Fall Expedition (September - Thanksgiving Break)	Winter Expedition (December - Spring Break)	Spring Expedition (April - End of School Year)
Scenario 2: Hybrid Instruction for grades K-6	Scenario 2: Hybrid Instruction for grades K-6 OR Scenario 3: Virtual Instruction for grades K-6	Scenario 2: Hybrid Instruction for grades K-6 OR Scenario 1: In-Person Instruction for grades K-6

Safety and Wellness

Point of Contact: School Leader

Health and Safety

In order to reopen safely, Genesee Community Charter School must take precautionary measures to prevent the spread of COVID-19. This section addresses the policies, protocols, and considerations the school will take to ensure our community's safety.

Guidelines for In-Person Instruction at GCCS

Genesee Community Charter School may open and students can participate in Scenario 1 or 2 instruction if:

- The Finger Lakes Region is in Phase 4 of Reopening
- The infection rate for the Finger Lakes Region is below 5% August 1st - 7th
- If the regional infection rate remains below 9% over a seven day average
- There is enough space for students and staff to be socially distant in classrooms and/or on the Rochester Museum & Science Center Campus. Based on the square footage and rearranged floor plans, each classroom can accommodate 16 or less students maintaining a 6-foot distance apart.

GCCS will follow the Monroe County Department of Health Guidelines to determine who will need to move to virtual instruction if a positive case occurs during in-person instruction.

Transitioning to Virtual Instruction

Genesee Community Charter School may transition to virtual instruction for the following reasons:

- Advisement by the Monroe County Department of Health
- The Governor provides an Executive Order for the Finger Lakes region to close
- Rochester City School District moves to virtual learning for all grade levels and therefore will not provide transportation
- Precautionary measure based on increasing trends of infection either in the city of Rochester or with the neighboring RMSC Preschool

Confirmed Positive COVID-19 Case in the Community

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 virtual instruction during this time.

The Monroe County Department of Health advises students and staff to work in cohorts to prevent the spread of COVID-19 and reduce contact across an entire school community. Based on the cohort model, 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 14 days to monitor symptoms.

Returning to School After Testing Positive or Being Quarantined

In order to return to in-person instruction after testing positive for COVID-19, families or staff members must provide the school with:

- documentation of evaluation and clearance by a healthcare provider and/or the Monroe County Health Department
- evidence of no COVID-19 symptoms after 14 days (or 10 instructional days)

In order to return to school after a household family member has tested positive, families or staff members must provide the school with:

- evidence of no COVID-19 symptoms of the staff member or student after 14 days (or 10 instructional days) of coming in contact with the infected individual
- clearance from the Monroe County Health Department

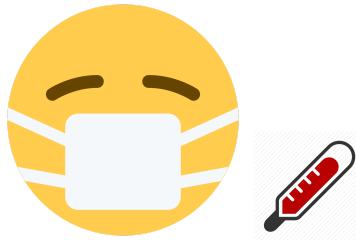
As per the NYSED guidance, a negative COVID-19 test will not be a requirement for returning to school for staff members or students, but may be a requirement from the healthcare provider.

COVID-19 Prevention: Health Screenings

Students who are engaging physically for in-person instruction will check in on their readiness for learning through their head, heart, and hands each time they enter the classroom (see below for the sign):

I am Ready For Learning!

MY HEAD IS ready



MY HEART IS ready



MY HANDS are ready



Symptoms of COVID-19

Staff and families should be aware of the signs of COVID-19 and will be provided a list of the following symptoms:

- Fever or chills (100°F or greater)
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea, vomiting, and/or diarrhea.
- Staff members will also observe children for other signs of illness such as: flushed cheeks, rapid or difficulty breathing (without recent physical activity), fatigue and/or irritability, and frequent use of the bathroom.

COVID-19 Screening Questions

Screening questions will need to be answered to ensure that individuals are safe to enter the building and participate in in-person instruction. Staff members and visitors will need to answer the following questions upon signing into the building daily.

Families will need to fill out the online or paper questionnaire weekly before in-person instruction. Families will be questioned by phone if they do not answer the survey questions ahead of time.

All persons (staff members and visitors) who enter GCCS must be able to answer “no” to the following prompts before entering the building and participating in in-person instruction:

- Have you or anyone in your household had any of the following symptoms in the last week: sore throat, cough, chills, body aches for unknown reasons, shortness of breath for unknown reasons, loss of smell, loss of taste, fever at or greater than 100 degrees Fahrenheit?
- Do you have any reason to believe you or anyone in your household has been exposed to or acquired COVID-19?
- To the best of your knowledge have you been in close proximity to any individual who tested positive for COVID-19?

If a student, guardian, visitor, or staff member answers “yes” to any of the above questions, the survey will be reviewed immediately, the person will be contacted by one of the Responsible Parties, and the individual will likely not be admitted into the building.

Temperature Screenings

All staff, students and visitors will need to have their temperature checked when entering the building daily. All classrooms, the health office, Main Office, and the River Room will be equipped with a non-contact temporal thermometer. The following protocols will be used to screen for abnormal temperatures upon arrival:

- *Students Riding a Bus:*
 - Bus drivers will not be taking temperatures of students on the bus or prior to picking up a student.
 - A member of the administrative or support staff will be assigned to a bus and will be responsible for taking the temperature of each student upon arrival each day. The staff member (wearing face coverings and gloves) will use a student bus roster and will take each temperature while students remain seated. Once the bus is “clear,” children may be released to the building.
- *Students Taking a Personal Vehicle or Walking:*
 - Two members of the administrative or support staff will be assigned to screen children who are being dropped off by car or walking to school. The staff member (wearing face coverings and gloves) will come to each car idling in front of the school and take temperatures of each student before they are released to the building. The staff member will use a student roster to check that they have been screened.
- *Front Entrance Screening:*
 - A staff member will be assigned to remain at the front entrance during arrival. If a student is not screened from the bus or vehicle protocols, then he/she/they will be screened at the front entrance and checked using the student roster.
- *Early Arrivals:*
 - Some students take a suburban bus to school and must be released into the building before the school day begins. Those students will be assigned to the front entrance staff member for temperature screening on the bus before being released and entering the building.
- *Detecting an Abnormal Temperature for Students:*

- If a student has a fever of 100.0 degrees fahrenheit or greater, students must move directly to the Nurse's office to be sent home. The Nurse will continue evaluating the student for COVID-19 symptoms while waiting for a family member to arrive and may be placed in the COVID-19 Isolation area if the student is exhibiting COVID-19 symptoms.
- *Screening Staff and Visitors:*
 - All staff and visitors must sign-in upon arrival to the building each day. Staff may not enter their classrooms or any other space without going directly to the River Room to sign in and be screened. A non-contact temporal thermometer will be available at the front desk for staff members or visitors to have their temperature taken. This along with the screening questions will need to be documented in the sign-in log located in the River Room. If a staff member or visitor has a fever of 100.0 degrees fahrenheit or greater, he/she/they will be sent home immediately.

Social Distancing

This section describes the scenarios and protocols the school will use to maintain social distancing strategies.

- *50% Capacity and Cohorting as Strategies:*
 - The CDC recommends cohorting as a strategy to support social distancing. GCCS has made adjustments to create cohorts at 50% capacity. This means classrooms will contain 18 students or less at a time and busses will have no more than 25 students on a bus at a time. Additionally, siblings will remain in the same cohort to avoid cross contact.
- *Classroom Layout and Spacing:*
 - At GCCS, individual classrooms are between 900 and 2000 square feet and have the capacity to accommodate 19 - 37 people in each room maintaining a 6 ft. distance when approximately 70% of the room is available for movement.
 - The large classroom carpets will not be used this year which will allow for tables to be spread out
 - Approximately 2-3 students will be assigned to each table
 - Classroom libraries and supply areas will remain at the perimeter of classrooms and when possible, will be divided into designated sections of the room so all students are not congregating in one area.

- *Use of the Elevator and Other Small Spaces (e.g., supply and copier rooms)*
 - GCCS will continue to be handicapped accessible, however, gathering in small spaces such as the elevator will be limited to one person at a time, and/or occupancy can not exceed 50% of the maximum capacity of any given space. Acceptable face coverings are required. The use of stairs is highly encouraged.
- *Social Distancing During Arrival*
 - All students and staff must use the GCCS Main door at arrival.
 - Busses will arrive at 7:50 a.m. and park along the front of the school. Staff members will begin temperature screening immediately. Once a bus has been “cleared,” students will enter the building heading straight for classrooms.
 - Parents or Guardians will be allowed to begin dropping students at 8:00 a.m. and should line up behind the buses to wait for screenings and to be released. Families will not be allowed to enter the building to drop children off in the classroom. Instead, children will be released to the building from parents’ vehicles or at the front entrance.
 - A staff member will hold the door open at arrival for classes and students to enter to avoid door contact and congregating at the door.
 - Markings will be on the sidewalks to help students and families maintain a 6 ft. distance when at the front entrance.
 - Early arrivals from suburban busses will follow the normal screening procedures, then K-3 grade students will wait in the Lower Commons and 4-6 grade students will wait in the Upper Commons until 7:50 a.m. These students will only be allowed in these designated areas prior to 7:50 a.m. and therefore will not be allowed to be in hallways or classrooms. If there are too many Early Arrivals, the Eisenhart Lower Level will be used. Students will each have a “morning kit” for individual activities and these will be rotated weekly.
- *Social Distancing During Dismissal*
 - All students who will be picked up by families and caregivers will use the back playground door for dismissal. Students taking the bus will use the GCCS door.
 - Busses will enter from East Avenue and park along the front sidewalk.
 - Classes will be dismissed between 2:45 and 3:00 p.m. each day. Students riding busses will be dismissed before students who are being picked up.
 - Teachers will deliver students to each bus.

- If students are picked up by caretakers, they will walk with the assigned teacher to the Planetarium sidewalk where they will wait to be dismissed.
- Cars will enter from East Avenue and park along the planetarium loop.
- Once students have been released to cars, they will depart on East Avenue.
- Parents will not be allowed to leave their cars to take their children from the line.
- *GCCS Visitors, Vendors, Contractors, Guest Experts, and Families*
 - Although GCCS values family involvement and usually welcomes families to assist with daily instruction, the school is taking every precaution to be safe and therefore will not allow visitors or family members to enter the building.
 - If the school requires additional help, (eg. for outdoor field studies, such as a walking trip) parents will need to be screened in the River Room, wear a face covering, and be approved by the School Leader.
 - If there is an emergency reason that a family member needs to enter the building for, they must follow the screening and sign in procedures and wear a face covering.
 - If a family member needs to drop off or pick up a student or item, they will ring the buzzer to the Main GCCS door and an office staff member will greet them at the door rather than granting them access into the building.
 - To support social distancing protocols, GCCS has installed a secure (locked) drop box on the outside of the GCCS entrance. Families are welcome to drop forms and other school-related documents at their convenience and avoid having to enter the building. GCCS staff will monitor the box from the security system camera and will periodically remove documents throughout the day.
 - Special Education providers will be allowed in the building to follow a child's educational plan. All individuals must follow the screening and sign in procedures and wear a face covering as soon as they enter the building.
 - Vendors and contractors will be allowed to enter the building if it is necessary for school operations. All individuals must follow the screening and sign in procedures and wear a face covering as soon as they enter the building.

- When possible, virtual meetings will be arranged in place of physical visits to the school for Guest Experts, Vendors, Contractors, and Parent/Guardian Conferences.
- *Before and Aftercare Programs*
 - Currently, GCCS and the Family Association do not have any before or aftercare programs.
 - Chess Club, organized by the Family Association, will not be able to continue as is this year. However, organizers will discuss alternative possibilities and will share updates later this fall.
- *Family-Involved Events*
 - All social events and gatherings will be virtual at this time
 - Exhibition Nights
 - The fall and winter Exhibition Nights will be virtual
 - The spring Exhibition Nights will be based on the CDC guidelines for social gatherings at that time
 - Community Circle
 - Community Circles will be live and held virtually on Wednesdays between noon and 1:00 p.m. They will be recorded and placed on classroom virtual platforms so families can access them later if they are unable to attend at the scheduled time.
 - Family Association Events
 - The Family Association will be working to organize typical social events virtually and will send notifications about these events via email or other communication methods.
 - Parent-Teacher Conferences
 - Parent-Teacher Conferences will be held virtually or by phone at this time. Even though conferences are scheduled three times a year, families or teachers can request to schedule a conference any time.
- *Recess and Outdoor Play*
 - GCCS will develop a recess schedule using both the playground and Back 40 on a rotating basis between the hours of 10:30 a.m. and 1:30 p.m.
 - Two classes will be allowed on the playground at a time and two classes will be allowed on the Back 40 at a time.
 - The playground and Back 40 will be split into sections so cohorts do not intermingle.
 - The playground door will be utilized for classes to enter the playground. However, classes should re-enter the school through the GCCS Main door.

- **Emergency Drills**
 - Exit Drills will still be conducted with mindfulness of line spacing. Teachers will practice with students to stand 6 feet apart while they wait to be accounted for.
 - GCCS must still comply with safety measures to ensure students and staff exit safely and efficiently. Therefore, exit drills and actual exit emergencies will utilize all possible exit routes.
 - In rehearsing for lockdown drills, staff will be provided a window of time to practice showing students where to hide and what to do while hiding in small groups to avoid congregating in one confined location.
 - GCCS is mindful of children's responses to trauma and therefore students will be exposed to the lockdown and fire alarm sounds so that they can be conditioned to the sounds before a drill occurs.

Contact Tracing

It will be important to document who is in close contact with others when a positive case of COVID-19 is identified in the school building. The following measures will be taken to support the efficiency of contact tracing:

- **School Sign-In Log**
 - Any staff members, special service providers, visitors, vendors, or contractors will be required to sign-in and be screened in the River Room before working in the building.
 - The log will remain in the River Room for future contact tracing purposes.
- **Classroom Sign-In and Out Log**
 - Each classroom will have a sign-in log for any support staff or special service providers that enter the classroom to support students.
 - Each adult will record the date and time they were in the classroom for contact tracing purposes.

Cleaning and Disinfecting

It will be important to maintain strong cleaning and disinfecting procedures to prevent the spread of COVID-19 and other infectious viruses. The following protocols and procedures will be in place for the 2020-2021 school year:

- **Daily and Weekly Cleaning Procedures**
 - Periodically throughout the school day (most likely, after every instructional block) there will be breaks for handwashing and hand

sanitizing as well as wiping down surfaces with child-safe cleansing wipes.

- Children will be taught how to wipe down their own spaces (tables, chairs, and materials).
- Before and after meals (including snack), teachers will wipe tables, chairs, and other used surfaces.
- Students will use their classroom student bathroom during the school day. After students use the bathroom, wipes will be available in the restroom for students to wipe down the seat, knobs, and handles before exiting
- At the end of every day, teachers will wipe down tables and chairs with disinfectant and will leave the chairs on top of the tables for them to dry.
- The RMSC contracts with a cleaning service to thoroughly clean classrooms and common areas after each school day. They will use approved cleaner and disinfectant to clean sinks, bathrooms, door handles, light switches, and other common surfaces.
- On Wednesdays and after school on Fridays, the RMSC maintenance staff will use their disinfectant misting gun to spray each classroom.
- Drinking fountains, including those located in classrooms, will be closed for public use. Students will use their own water bottles throughout the day and will refill them using the classroom sink faucet.

Hand and Respiratory Hygiene

- Teachers will train students on proper handwashing and respiratory hygiene at the beginning of the year and will reinforce procedures daily.
- Students and staff will wash hands when entering classrooms, before and after meals (including snacks), and after recess.
- Sanitizers will be used after using facial tissues and when hand washing is not possible.
- Soap dispensers will be available in all restrooms and classroom sinks.
- Hand sanitizer will be available throughout the building on top of hallway cubbies, in classrooms, and in offices.

Face Coverings

It is a NYSED, CDC, and GCCS requirement that face coverings be worn by all staff, students, and visitors when in the building and unable to be socially distant from others. All GCCS community members need to abide by the requirements and procedures listed below:

- Staff and students are welcome to wear their own face coverings from home, however GCCS will be providing disposable masks for staff and cloth masks for students if needed. Face shields will also be purchased for staff and special service providers if needed.
- Students will be required to wear cloth face coverings that cover both the mouth and nose.
 - Students may remove face coverings during meals, instruction, or short breaks as long as they can maintain social distance and are given permission by a responsible staff member.
- All staff are required to wear cloth face coverings that cover both the mouth and nose. Clear mouth masks will be provided for teachers by GCCS to support classrooms with younger students and/or students who are deaf, hard of hearing, or have language barriers.
- Staff who are providing direct instruction to students are also invited to wear face shields during instruction as an additional layer of protection, however wearing a mask with the face shield will not be required.
- Students will be provided periodic “mask breaks” when they are:
 - outside
 - socially distant from peers and adults
 - using the R&R Space in classrooms. These spaces will be placed near windows with a 6 ft blue tape boundary.
- The school has a washer and dryer to clean reusable student and staff masks if needed. Mesh garment bags will be available to hold masks for cleaning.
- GCCS has purchased recommended PPE (Personal Protection Equipment) supplies, and has created a storage and distribution area. This area will be monitored to ensure adequate supplies are always readily available to GCCS staff and students.

Classroom Supplies

- All students will be required to use individual classroom supplies in their own pencil cases or seat sacks. These containers will also have individual hand sanitizers and tissues for personal hygiene use.
- When possible, individual manipulatives will be provided for students so they do not share supplies.

Prevention for At-Risk Students and Families

Students and staff who are considered at-risk for acquiring COVID-19, will be provided with additional PPE equipment such as face coverings, face shields, and gloves to prevent infection. Additionally, students will be placed in areas of the room that provide a 6-12 foot distance away from other students. Students and staff will also have additional opportunities for hand washing and sanitizing.

Signage and Training

- Staff will be trained on the proper cleaning, hand, and respiratory procedures during August Professional Development. They will also be trained in how to properly wear face masks, shields, and gloves.
 - Staff will turn key the training to students during the first several weeks of school to build routines and procedures.
- Signs for cleaning will be posted In all restrooms, kitchen areas, and by every classroom sink.
- “Ready for Learning” signs will be posted outside of every classroom for student reminders.
- Caution tape will prevent drinking fountain use.
- Signage will be posted around the building to assist in social-distancing reminders
- A sign will be posted at the front GCCS door to remind visitors that a staff member will come to the door to provide assistance and will not be allowing guests to enter the building.

Nutrition

Meals

GCCS will continue to contract with Julia K Caters through the 2020-2021 school year and is prepared to provide meals (breakfast and lunch) in any scenario. The catering staff is considering prepackaged meals or items to support less contact at the time of food distribution on the school campus. The catering staff is also considering ways to support meal distribution during Scenario 2: Hybrid Instruction and Scenario 3: Virtual Instruction to respond to family needs while also considering the feasibility of the company and school staff. Genesee Community Charter School’s Food Service Assistant will play an active role in the successful meal distribution.

For Scenario 2: Hybrid Instruction, the caterer will provide extra breakfasts and lunches for students in Cohort A to take home on Tuesdays. On Fridays, Cohort B will take extra breakfasts and lunches home for the days they will be learning virtually. Students who are participating virtually five days a week will utilize Tuesdays and Fridays as pick up days for their meals. Meals will be provided for students who qualify for free, reduced priced meals or for families who pay full price.

Food Preparation

During a typical year, catered meals are delivered to the kitchen located in the Eisenhart Lower Level. The Food Service Assistant checks the delivery for accuracy and divides the packaged food according to classroom needs. The Food Service Assistant also cleans the kitchen and food service carts before and after meals. All of these procedures will remain the same.

Teaching Assistants are in charge of preparing their carts to deliver them to classrooms since children eat in classrooms daily. Before entering the kitchen, Teaching Assistants will wear gloves, face coverings, and face shields. They will bring the food service carts to classrooms for distribution.

In the classroom, Teaching Assistants will have a designated area to distribute the food. No one will be able to help with food distribution or touch the cart other than the Teaching Assistants. Food will be distributed on trays and delivered to tables where students will be sitting. After meals are finished, students will clean their areas and get rid of their food. Composting will still be available for leftover organic food and paper products.

Snacks

During full days of instruction, morning snacks help the nourishment of minds and bodies. Typically, GCCS invites donations from families to provide snacks. Due to COVID-19, Genesee Community Charter School is taking additional precautions:

- Students may bring in their own snack and may eat it during the designated snack time.
- Snack donations are still welcomed, but prepackaged is preferable. However, they must be nut-free.
- For bulk snacks, Teaching Assistants will be in charge of separating the snacks into individual reusable covered containers assigned to each student. Teaching Assistants will wear gloves and be masked during preparation and snack distribution.
- Reusable cups will be cleaned and sanitized daily.

- All students must wash their hands before and after eating snack.
- All snacks will be served at tables by Teaching Assistants where students will eat.

Social-Emotional Well-Being

It is vital to consider our community’s mental health since the COVID-19 pandemic. Several structures have been put in place to support student, staff, and family social-emotional well-being.

New Personnel

In addition to the on-site School Social Worker, GCCS has hired a Restorative Practice Coach to support social-emotional wellness for all students. The two will collaborate to support students in trauma, provide grief counseling if needed, and provide professional development and training to staff to support social-emotional regulation and wellness for their students.

Social-Emotional Curriculum and Practices

GCCS utilizes Responsive Classroom as an approach to supporting social-emotional wellness. The school will continue to utilize Responsive Classroom practices to encourage social interaction and social problem-solving. The staff will be formally trained in Restorative Practices and their professional work plan is dedicated to heightening self-awareness and reflection of racial equity and implicit bias using texts, experts, and additional trainings. The staff will explore how Responsive Classroom intersects with Restorative Practices and racial equity. In addition, staff, families and key stakeholders will continue to engage in training and Professional Development opportunities that encourage growth in the understanding of mental health, trauma-responsive practices, and SEL.

The Zones of Regulation program will continue this year to allow students and staff to have a common language to describe their emotions. Mindfulness training will be added to help students and staff learn how to reflect on these emotions and learn strategies for regulation.

Social-emotional support will occur during virtual and in-person instruction. The daily schedule will have consistent lunch times and Morning Meetings where virtual learners can “zoom” into the room to hear and see each other in less-structured social settings.

This year, GCCS will implement crew in a new way. Teachers will be assigned to crews within each class cohort. Crews will meet once a day to check-in emotionally and collectively solve simulated and actual social problems using a restorative circle structure. This will allow for more individualized relationship-building between peers and teachers.

Positive Behavior Interventions and Supports

PBIS considers multiple tiers of intervention for students to receive depending on social-emotional readiness. Here is a description of some of the practices and procedures to support students during the COVID-19 pandemic.

Tier 1

- Members of the Rtl Team will engage in universal screening to identify and assess the social and emotional needs of all students and utilize the Rtl team to suggest and implement appropriate interventions.
- The SEL Team (Social Worker and Restorative Practice Coach) will implement an intensive SEL curriculum for the first 6 weeks.
 - Teachers will receive training on how to implement the SEL research-based curriculum into their daily lessons.
- Rtl Team will meet twice a week to review student progress and barriers to learning.
- Classroom teachers will meet with the Rtl Team every 3-4 weeks to discuss progress and areas of improvement for students. Teachers have the opportunity to request Rtl meetings as needed in between the already scheduled Rtl meetings.
- Members of the Rtl Team will push into each classroom daily to deliver research-based SEL curriculum and provide virtual SEL Lessons.
- The Rtl team will engage in Restorative Circles as needed
- Each classroom is equipped with an R&R space for students to use as needed when feeling dysregulated.
 - The proper use and purpose of the R&R space will be modeled and reviewed regularly to ensure both the student's needs are met and that the COVID safety protocols are being followed.

Tier 2 and 3

- The Social Worker and Restorative Practice Coach (RPC) will conduct small groups for students based on individual need.
 - Groups may be run in-person and/or virtual through Zoom

- The SEL Team may do home visits, as needed, to ensure the needs of the students and caregivers are met.
- The Social Worker and the Restorative Practice Coach will host Zoom hours to accommodate student and caregiver schedules
- The Main Office is equipped with a separate Restoration Room for students who are in crisis or extremely dysregulated to use as needed.

School Operations

Point of Contact: Coordinator of School Operations

Facilities

Genesee Community Charter School is located on the campus of the Rochester Museum & Science Center. This campus allows for additional flexibility for indoor space usage and beautiful outdoor spaces. However, since the building is shared with the RMSC Preschool and museum patrons will be on campus, there are additional campus risks when children are engaged in in-person instruction.

Revised Room Assignments

Due to social distancing and cohorting, “common use” spaces are being utilized in new ways. The following spaces will be adjusted to accommodate COVID-19 related needs.

Arts Classrooms

The Visual Art teacher will be pushing into classrooms for instruction. Music and PE (Movement) teachers will be utilizing larger open spaces (the Eisenhart Lower Level and Auditorium or outdoor spaces with tent access) for instruction. Therefore, the breakout spaces (Upper and Lower Commons, Art Room) will be available for classrooms to use for additional space. Priority will be given to smaller classrooms such as third grade, fourth grade, and sixth grade.

Health Office

Currently, the Health Office is located in the first grade classroom. During the COVID-19 pandemic, GCCS must relocate the Health Office to the Music classroom with a private bathroom and sink and create a COVID-19 Isolation area for suspected infected individuals. This space was also chosen because it is located on the second floor after entering the main GCCS door and is accessible by the stairwell without having to enter fully into the building. The following procedures and protocols will be in place for the Nurse and Health Office:

- Visiting the Health Office
 - Students will visit the health office if they are feeling ill for any reason. Teachers will take temperatures in the classroom prior to sending them to the nurse. The nurse will evaluate their symptoms and determine next steps for care. If there is another student being evaluated in the office, students will wait in the music hallway, which is separate from the public hallway.

- Isolation Area for Suspected COVID-19 Patients
 - If the nurse suspects a child may be COVID-19 positive, she will move the student into the isolation area until he/she/they can be picked up.
 - The Isolation area is designated in the classroom by portable wall dividers and positioned near an open window for ventilation.
- Medication and First Aid Treatment
 - When possible, the nurse will move to classrooms to administer medication and provide other minor first aid treatment.

Eisenhart Lower Level

- Genesee Community Charter School has access to the Eisenhart Lower Level as flexible space to support social distancing. This space will likely be used for resource room support and for special service providers to deliver instruction. However, it may also be used for teaching music.
- Portable dividers will be used to divide spaces in the Eisenhart Lower Level.

Assurance to Follow Health and Safety Measures to Prevent the Spread of COVID-19

Signage to Support COVID-19 Prevention

- Educational signs will be posted in spanish, english and visual symbols will be used when possible. The signs will be posted for:
 - marking social distance
 - promoting hand and respiratory hygiene
 - reminders to wear face coverings
 - readiness to Learn signs outside of each classroom
 - no entry sign on the front door for families and visitors

Social Distancing Supports

- The following strategies will be used to support social distancing:
 - ropes with knots for younger students
 - cubby placement labeled with students name on floor 6 feet apart
 - colored tape makers on cubbies that correspond to their assigned table in the classroom.

Traffic Flow

- GCCS will promote bilateral traffic (one way) with only one entrance and exit when possible. All GCCS community members will enter through the GCCS door at arrival and throughout the day.

- At dismissal, students taking the bus will exit through the GCCS door. Students who are being picked up will exit through the playground door and head toward the Planetarium Lot.
- Cohorts should remain in their classrooms most of the time. However, when classes need to move to other areas of the building or outside, they will stay to the right in hallways and stairwells.

Common and Classroom Restrooms

- The RMSC is responsible for maintaining public restrooms through their contract with Midnight Cleaners. GCCS staff will be responsible for classroom bathrooms during the day and Midnight Cleaners after dismissal. Disinfecting wipes will be available in all restrooms for students and staff to wipe seats, handles, and sinks after use.
- A cleaning log will be posted in all restrooms for staff, RMSC Staff, and Midnight Cleaners to record cleanings.

General Cleaning Responsibilities

- The RMSC Staff and Midnight Cleaners will clean common and public areas.
- The GCCS staff will be responsible for in classroom and office surfaces (chairs, tables, sinks),
- The Eisenhart and RR kitchen will be cleaned daily by the Food Service Assistant
- A deep cleaning will occur mid-week by Midnight Cleaners and the RMSC will use their disinfectant mister weekly.

Fire Code Compliance and Inspection

- The Music Room and Eisenhart Lower Level will have portable room dividers to create multiple spaces. No permanent alterations will be made at this time.
- The Fire Inspector will inspect portable dividers in their spaces to ensure they meet building and safety standards.
- Any tents erected will be inspected to ensure they meet safety requirements.
 - Per NYSED guidance, tents will require a code review to make sure they meet the fire code requirements.

Doorways

Open doors allow for increased airflow and reduce contact. Therefore, when possible:

- Classroom, restroom, and office doors will remain open

- Windows will remain open
- Classrooms will utilize “door holders” to help the class pass through doors quickly and with less contact.
- At arrival, the front door will be held open by one adult staff member to allow students and staff to enter.

Other Ventilation and Air Filtration Information

- GCCS recently upgraded HVAC and windows.
- The RMSC contracts with EMCOR Services for HVAC in the GCCS building and campus-wide.
- EMCOR is scheduled to maintain the HVAC system three days a week for four hours a day (Monday, Wednesday, Friday)
- On these days, they service the school first before other campus buildings for filter changes, checking systems, and other routine maintenance - other problems are addressed as needed
- The school building filters have the highest available rating that is currently available
- Filters are changed quarterly. All will be replaced by the start of the school year.

Emergency Drills

- GCCS will continue to use Crisis Go, hold regular drills as usual, and make sure all new employees have access to Crisis Go.
- GCCS must still comply with safety measures to ensure students and staff exit safely and efficiently. Therefore, exit drills and actual exit emergencies will still utilize all possible exit routes.
- Protocols will be in place for all spaces utilized for GCCS instruction and operations. This includes developing and practicing exit drills and lockdowns for all classrooms, the Auditorium, Eisenhart Lobby, and outdoor tent(s).

Lead Testing due in 2020

- Genesee Community Charter School will examine its most recent lead testing and meet any necessary requirements.

Transportation

A student's district of residence is responsible for transportation, and those districts are expected to fulfill existing mandates regarding the safe and effective transportation of all students, including those who are homeless (McKinney-Vento), in foster care, or have disabilities. A Summary of the mandatory requirements are as listed below:

The School Bus

- Students who are able will be required to wear masks and social distance on the bus.
- All buses, including those that are contact carriers must be cleaned/disinfected once a day. High contact spots must be wiped down after the am and pm run.
- School buses **shall not** be equipped with hand sanitizer due to its combustible composition and potential liability to the carrier of district. School bus drivers, monitors and attendants **must not** carry personal bottles of hand sanitizer with them on school buses.
- Wheelchair school buses must configure wheelchair placement to ensure social distancing of 6 feet.

School Bus Staff

- School bus drivers, monitors, attendants and mechanics shall perform a self-health assessment for symptoms of COVID-19 before arriving to work. If personnel are experiencing any of the symptoms of COVID-19 they should notify their employer and seek medical attention;
- School bus drivers, monitors, attendants and mechanics must wear a face covering along with an optional face shield.
- Transportation staff (drivers, monitors, attendants, mechanics and cleaners) will be trained and provided periodic refreshers on the proper use of personal protective equipment and the signs and symptoms of COVID-19
- Transportation departments/carriers will need to provide Personal Protective Equipment such as masks and gloves for drivers, monitors and attendants in buses as well as hand sanitizer for all staff in their transportation locations such as dispatch offices, employee lunch/break rooms and/or bus garages.
- Drivers, monitors and attendants who must have direct physical contact with a child must wear gloves.

Students Utilizing Bus Transportation

- All parents/guardians will be required to ensure their child/children are not experiencing any signs and symptoms of COVID-19 and do not have a fever of 100 degrees or more prior to them boarding their method of transportation to school.
- Students must wear a mask on a school bus if they are physically able. Students who are unable to medically tolerate a face covering, including students where such covering would impair their physical health or mental health are not subject to the required use of a face covering.
 - If a student is able to wear a mask and does not have one available, a driver will supply the student with a mask. Supplies will be provided by GCCS.
 - Students who do not have a mask **can NOT** be denied transportation
 - Students with a disability which would prevent them from wearing a mask will not be forced to do so or denied transportation.
- Students must social distance (six feet separation) on the bus. Siblings may sit together.

Student Transportation Routing

- If GCCS is following Scenario 1 or 2, students are entitled to transportation by their district of residence to the extent required by law. Transportation departments do not have the ability or the right to deny transportation for children who are in foster care, homeless or attend private or charter schools. Parents who may have missed the due date to request out of district transportation due to a reasonable excuse may file a 310 appeal with the Commissioner of Education.

Budget and Fiscal

School Fiscal Preparedness

It is important to understand the fundamentals of education finance policy in New York State to develop the most responsible—and flexible—budget plans for reopening schools. The economic demographics of school districts across the state vary widely, from some of the wealthiest districts in the country to some of the poorest. The various state aid formulas work to complement that reality, with the wealthiest district receiving less state aid and the districts with less local fiscal capacity receiving more. The Genesee Community Charter School has historically budgeted conservatively, allowing for undesignated reserve funds to be set aside for times of fiscal hardship. Below is a summary of the steps taken to prepare for and mitigate budget areas impacted by COVID-19:

- Anticipated ESSER funding from the CARES Act.
- Title I, II, and IV funding will be utilized to support students in at-risk populations.
- The Board approved the School Leader access to reserve funds.
- The School Leader created a COVID-19 contingency line with money saved naturally from school events and other services that were cancelled due to closure (ie: food service, professional development, field studies).
- For 2020-2021, cost-saving considerations include: flat budget, salary freeze, no sabbatical awards, no or fewer overnight field studies, no travel for professional development.
- The school has built into it's 2020-2021 calendar, whether in-person, virtual or hybrid, the minimum annual instruction hour requirement and 180 days of session requirement to receive full state aid.
- All existing state aid and reporting requirements and deadlines will be maintained to ensure accurate reporting for state aid purposes. In addition, as required by Education Law 2856, per pupil invoices to districts of students attending The Genesee Community Charter School will be processed accordingly.
- The School Leader, Board of Trustees, and other staff will continually search for grant opportunities.
- The Board of Trustees and the Finance Committee will continually monitor the budget, and provide oversight and guidance through the process. The budget will be formally reviewed and potentially revised, quarterly.

Attendance and Chronic Absenteeism

It is imperative that GCCS keeps students engaged in learning, whether in-person, hybrid or all virtual. GCCS is responsible for developing a mechanism to collect and report daily teacher/student engagement or attendance regardless of the instructional setting. While keeping the social-emotional needs of our families in mind, our procedures must focus on the academic consequences of lost instruction time, and address absences before a student falls behind in their learning.

- Each instructional day, a classroom team-member will report daily attendance to the Communications Coordinator.
- Attendance will be entered into Schooltool (GCCS student management system) using the already established codes for Excused & Unexcused Absences and Tardies. Please note: the 2020-2021 calendar has been set up with the proper codes developed for the current public health crisis: Public Health/with instruction, Public Health/no instruction.
- Even if school is in session virtually, parents are expected to notify GCCS if a student will not be participating in learning on any given day. This may be in the form of a written note if in-person or hybrid, or a phone call or email, if operating virtually. Teaching Assistants will work with the Coordinator of School Operations and the Communications Coordinator to accurately document student attendance daily.
- After an absence of three days without notification or explanation, the school **may** consider this a withdrawal from GCCS. Prior to a formal action to withdraw the student:
 - The school will attempt to make contact with the family through phone, email, and/or text.
 - If the school does not make contact, the School Leader will send an official letter, to be hand-delivered to the parent or guardian, explaining that three consecutive absences is considered a withdrawal and the parent/guardian will be given the opportunity to respond by a designated period of time.
 - If there is no response, a home visit by the school Social Worker or other staff member may occur. This is to ensure the safety and well-being of the student and family before making a final decision to withdraw the student.
 - If the school suspects child neglect, a report may be made to Child Protective Services.
- Whether in-person, hybrid or virtual, absences that occur with some regularity or frequency may require intervention to improve attendance. This 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 made to Child Protective Services for an investigation of educational neglect.

High-Risk Families or Students

- GCCS will offer opportunities for families to participate virtually if in-person instruction is not an option.
- Families need to identify reasons for why the child is not being sent to school as part of the attendance policy (ex. High risk, comfortability, etc.) and will not be held harmless as long as students are participating in the virtual programming provided by the school.
- GCCS is considering an “Adopt a Family” program. All staff will be assigned to a particular family to check-in, field questions, make home visits, etc.

School Schedules

As outlined in the section entitled *Instruction and Program Scenarios* on pages 8-10, the Genesee Community Charter School is considering these possible scenarios:

Scenario 1: In-Person Instruction

In this scenario, all students will attend school each day according to the school’s calendar. However, spaces and classrooms will be modified to accommodate cohorts (½ class classrooms) of approximately 16 or less students across a larger campus footprint. Students will remain in these ½ class cohorts as much as possible throughout the day.

In this scenario, the arts team would push into classrooms and work with each half-class cohort outside of the classroom. The schedule was devised to promote arts integration while reducing contact between cohorts.

Scenario 2: Hybrid Instruction

In this scenario, students will be placed into cohort A or cohort B. The cohorts are formed to create ½ classes of 16 or less students in each classroom and include siblings from the same family. Additionally, the cohorts were formed based on bus routes so ½ of a bus would be filled each day. Each cohort will attend school twice a week and receive remote instruction three times per week consecutively. However, students who have an IEP or qualify for ELL services will be invited to attend all four

days of in-person instruction. Both cohorts will receive remote instruction on Wednesdays to provide a day for cleaning and disinfection. Meals and instruction will still be provided regardless of whether the cohort is receiving in-person or virtual instruction that day.

Staff will be provided blocks of time to plan and support both in-person and remote instruction during arts instructional blocks.

Scenario 2 Instructional Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A	In-person	In-person	Virtual	Virtual	Virtual
Cohort B	Virtual	Virtual	Virtual	In-person	In-person

Scenario 3: Virtual Instruction

In this scenario, all students will receive virtual instruction remotely from home or other off-campus placement. All students will be provided with a device from the school at the beginning of the school year and both families and students will receive training using these devices. Students will be engaged in a combination of recorded and live lessons daily that support individual academic and social-emotional needs and highlight our unique programming such as arts-integration and experiential learning. A live schedule will be created and maintained so students and families are able to rely on predictability.

Tentative Scenario Calendar

This schedule is subject to change based on the school’s ability to follow the “in-person” guidelines as found in the “Safety and Wellness” section.

Fall Expedition (September - Thanksgiving Break)	Winter Expedition (December - Spring Break)	Spring Expedition (April - End of School Year)
Scenario 2: Hybrid Instruction for grades K-6	Scenario 2: Hybrid Instruction for grades K-6 OR Scenario 3: Virtual Instruction for grades K-6	Scenario 2: Hybrid Instruction for grades K-6 OR Scenario 1: In-Person Instruction for grades K-6

While considering these scenarios, scheduling decisions are subject to change and will be determined by the most current health and safety standards, and the most up to date guidance from the New York State Health and Education Departments. In the interest of social distancing and limiting exposure to COVID-19, the school will:

- Work with the Rochester Museum & Science Center to find alternate spaces for in-person instruction.
- For arrivals, buses will arrive at 7:50 a.m. and each bus will be released as all temperatures are taken and cleared. Parent drop offs will occur after the buses are released. Student temperatures will be taken at parent vehicles.
- For dismissals, classes will dismiss between 2:45 and 3:00 p.m. Schedules will be staggered to promote social distancing.

PLEASE NOTE: Families who are not comfortable with in-person instruction are able to participate in full-virtual instruction regardless of the scenario GCCS is following at that time. Students who refuse to comply with the safety protocols adopted for in-person learning will be assigned to a virtual learning program.

Staffing and Human Resources

Throughout the COVID-19 closure of 2019-2020, and in preparation for 2020-2021, the Genesee Community Charter School has been able to retain its exemplary and highly qualified teaching staff. The School leader, teaching staff and pupil personnel service professionals hold a valid and appropriate certificate for their assignment. Teaching Assistants are highly qualified, and are able to support classroom instruction appropriately. All employees of the Genesee Community Charter School are thoroughly vetted, and are required to have on file through NYS TEACH a valid fingerprint clearance.

Maintaining a Healthy Workforce

It is important that GCCS staff feels safe and healthy in order to be productive and crucial members of the school community. Several supports are in place for GCCS staff members this year:

- Staff who are at a higher risk for severe illness (based on a healthcare provider's evaluation) may be considered for modified job responsibilities that reduce exposure and/or be provided with additional Personal Protective Equipment.

- All faculty will receive mindfulness training and be assigned to a professional adult crew for reflection, group problem-solving, and emotional support
- Any staff member who is diagnosed with COVID-19 or needs to be quarantined or isolated due to interaction with a COVID-19 patient will not lose paid absence or medical days and will receive full pay during their absence.
- All staff meetings will be held virtually or in small groups with proper safety measures in place.

Performance Evaluations

Performance Evaluations will continue regardless of the instructional scenario during the 2020-2021 school year. Practices such as one-on-one meetings, observations, self-evaluations, and professional marriage counseling will still continue either in-person or virtually. In response to APPR, GCCS has implemented our Teacher Development Accountability Process where faculty create and track goals pertaining to instructional practice while working in Professional Learning Communities for accountability and collaborative growth. This structure will continue during the 2020-2021 school year either virtually or in-person.

Substitutes

The Genesee Community Charter School contracts with TES Staffing, an outsourced substitute service. TES is responsible for interviewing, checking credentials and references, hiring/terminating these individuals. TES substitutes are considered employees of TES, and are paid accordingly through them. In addition, these substitutes are required to have a valid fingerprint clearance through the NYS TEACH system. Only those with proper qualifications and a valid clearance are allowed to substitute at GCCS. Copies of those clearances are on file at GCCS.

According to the Families First Coronavirus Response Act, employees will be granted paid leave due to COVID-19 related quarantine, isolation, presumed positive symptoms, or care for self or others. Employees will not lose allotted paid absence days or accrued medical days due to COVID-19 related reasons.

If the need arises for a substitute teacher during virtual learning, (ie: a GCCS teacher is too ill or has been granted Personal Time Off/PTO), those lessons will still be delivered. Each GCCS teacher will be required to prepare a virtual emergency substitute plan. That plan will be delivered by the other teacher in that class, or by the Teaching Assistant if appropriate. In the case of the Teaching Assistant, he/she/they will be paid as the teacher for the day. If a Teaching Assistant or Teacher is not able to provide

virtual instruction, only a qualified substitute or student teacher familiar with the lesson may also be considered.

Student Teachers

A student in a teacher education program has an on-site, college-supervised learning experience supervised by a certified teacher responsible for a class. The Genesee Community Charter School will continue to welcome student teachers, as they play an important role in terms of bridging gaps related to remote/online instruction, and in supporting the teacher responsible for the class and the students. GCCS will continue to work with College/University Educator Preparation Programs to cultivate new student teachers. Only those recommended by a supervisor, and have valid clearances are allowed to student teach at GCCS. Copies of those clearances are on file at GCCS.

Curriculum and Instruction

Point of Contact: Curriculum Coordinator

Teaching and Learning

Professional Development

GCCS staff returns each year for three weeks of Professional Development in August and continues weekly throughout the school year. This year staff will have ample time dedicated to planning Curriculum and instruction for reopening. Professional learning will include:

- becoming fluent in and setting up virtual platforms and technology
 - K-3: SeeSaw
 - 4-6: Google Classroom
 - Zoom
 - Zearn (math supplement)
 - i-Ready supplemental lessons (ELA, Math)
 - Technology to live stream lesson to students at home (ipad or video camera)
- creating consistent daily schedules for in person and virtual learning
- learning strategies for identifying and addressing social and emotional needs of students
- addressing the importance of self-care and responding to trauma
- relationship building with students
- bundling and prioritizing New York State Learning Standard - ELA, Math, Social Studies, and Science
- planning in person and live virtual lessons in all subject areas including visual arts, music and physical education
- develop a clear and consistent communication plan in multiple languages for how students and family contact the school and teachers with questions about instruction and/or technology

Curriculum Development and Instruction

- To ensure that students have continuity of learning, daily schedules will remain consistent for in-person and remote learning
- To ensure equitable accessibility of instruction for all students, students will engage in a variety of types of learning opportunities including virtual and hands-on activities. The school will provide materials for non-virtual at home lessons and activities (eg: hands-on project, paper/pencil tasks, art projects).

- Students will engage in daily interaction with classroom teachers. During remote learning, teachers will provide daily live instruction, small group or individual lessons, and/or class meetings.
- The existing classroom structure of two full time teachers and a teaching assistant will allow for creative and flexible instruction for the hybrid and remote models. (eg: While one teacher and TA are teaching the cohort at school, the other teacher could be instructing live with the at home cohort, or all three teachers could be instructing the at school cohort in small groups).
- Teachers will create engaging learning expeditions integrating Social Studies, Science, the Arts, Math (if possible), and ELA content and skills standards.
- GCCS will continue to utilize EngageNY Math Curriculum along with Zearn to supplement virtual instruction.
- Arts Program:
 - Students will receive weekly live instruction for 1 hour in each of our arts classes - visual arts, music, and PE (movement). In addition, students will be provided with supplemental physical education activities for remote learning days.
 - Live lessons with our Arts teachers will occur during all learning models (hybrid, remote, or all in person)
 - Accommodations will be made to adhere to all safety guidelines
 - Scheduling will allow for cleaning between classes
 - PE (Movement) will be held outside under a large tent, on a field, or in the Auditorium
 - Students will maintain 12 feet social distancing
 - Music will be held outside or in a large multi-purpose room
 - Students will maintain social distancing
 - Instruments will be cleaned between classes
 - If students are singing or using wind instruments, they will maintain the 12 foot social distancing requirement
 - Visual Arts will be pushing into the grade level classrooms
 - Students will remain 6 feet away to meet socially distant standards
 - Students will have their own art supplies

Assessment and Progress Monitoring

- Teachers will monitor progress and assess students regularly. Teachers will provide accommodations in alignment with student IEPs. Progress reports will be sent home to parents in December, March, and June
- Methods of assessment will include:

- K-6: i-Ready (to measure student growth and identify students who may need extra support). The i-Ready Assessment must be administered at school, so this is dependent on our hybrid or in-person model.
- K: Early Screening Inventory
- K-3: EL Education’s Reading Foundational Skills Benchmark Assessments
- K-6: Standards based teacher created assessments and performance tasks
- Daily formative assessment
- On demand assessments in class and/or during virtual lessons

Academic Intervention Services

- Teachers will use i-Ready and benchmark assessments to determine small group differentiated instruction, potential Tier II intervention, and eligibility for Tier III services with GCCS support staff.
- The intervention team will meet every four weeks with each teaching team to discuss and monitor RtI for students.
- Intervention Specialists will utilize Wilson Reading, Bridges Intervention, and the EL Education Foundational Reading Skills Curriculum to support Tier 2 or 3 intervention.
- Professional Development on new school-developed procedures using the Academic and Emotional Regulation Manual created by the Intervention Team
- The classroom structure of two full-time teachers and a teaching assistant allows for a teacher to provide extra support for students in the classroom and/or virtually.

Communication with Parents

- Teachers will determine consistent methods for communicating with parents
 - Same day each week for communicating class news to parents (eg: daily schedules, weekly events, deadlines for work, etc)
 - Teachers will become “crew leaders” for half of their class and therefore will be in charge of ensuring frequent communication is occurring between families and the school as well as advocating for those students in the classroom
- The School Leader will send communications to parents in multiple forms (email, backpack mail, virtual platforms)
- Parent teacher conferences are scheduled three times over the course of the school year, however, teachers will meet with parents virtually as needed

- Virtual technology and Curriculum Nights will be held in the fall

Technology and Connectivity

Device and Internet Usage at Home and School

According to recent survey results, all families had access to a laptop or tablet for remote instruction, but half of the respondents said they needed to share the device with other family members. Only 1% of respondents said that they had difficulty with connectivity. All staff members are provided with school-issued laptops and some have connectivity issues. In order to ensure all students and staff have the needed technology (device and high speed internet connection) to attend school remotely, GCCS will:

- Survey staff and families to determine internet needs and printing capabilities
- Provide a laptop for all staff and students
- Provide a mobile hotspots for staff and families needing high speed internet access
- Monitor connectivity and technology support throughout the school year
- Consider providing [One Tab tablet](#) (self contained, adaptive devices that don't require internet) for our youngest students who do not have reliable internet

Supporting Students and Families with Technology

It is important that students and family members are comfortable with devices and platforms used for remote learning. To ensure usability, during the first few weeks of school GCCS staff will:

- Provide families with a device commitment form to sign prior to releasing the device. This form will have expectations and procedures for care and cleaning the device as well as how to handle damaged equipment or receive technology support
- Explicitly teach students how to use and care for the provided device
- Explicitly teach students how to access and use each platform needed for at home learning
- Create a library of “how to” videos to support families with the computer use and platforms
- Conduct virtual technology meetings to teach parents about the devices and platforms
- Provide an access person for families to contact with technology questions

Special Education

- Our Special Education Coordinator will work closely with districts, service providers, and classroom teachers to ensure all requirements are met according to the guidelines and each provider has a space to meet student needs.
- Our Special Education Coordinator will oversee IEP implementation, progress monitoring, documentation, the referral process, and communication with parents.
- Students with an IEP or 504 plan will receive services in person and/or virtually.
- Students with IEPs will have the option of in person instruction/services for four days a week during the hybrid model.

Bilingual Education and World Languages

- The ELL identification process will be completed within 30 school days of the start of the school year
- Students qualifying for ELL services will have the option of in person instruction/services for 4 days a week during the hybrid model.
- ENL service provider will maintain regular communication with the parents/guardians and other family members of ELLs to ensure that they are engaged in their children's education during the reopening process
- ENL service provider will provide all communications for parents/guardians of ELL/MLLs in their preferred language and mode of communication
- ENL service provider will work closely with classroom teachers to ensure instruction is provided to ELLs based on their most recent proficiency levels
- ENL service provider will conduct a English as a New Language (ENL) workshop for all staff in August

Glossary

CDC - Centers for Disease Control

MCHD - Monroe County health Department

Masks - a face covering that covers mouth and nose that can be home-made sewn or quick-cut masks, bandanas, or surgical masks.

Social-Distance - per guidance of the New York State Health Department, social-distance means six feet apart of others in all directions or a physical divider that does not disrupt the airflow, ventilation, or HVAC system

Cohort - a group of people who remain together for a prolonged period of time