

Genesee Community Charter School Flour City

Draft District-wide Safety Plan

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CREATED: May 2025

PUBLIC COMMENT PERIOD: May 16 2025, 2025 - June 18, 2025

PUBLIC HEARING: June 18, 2025

BOARD OF TRUSTEES ADOPTION: June 18,

DRAFT POSTED TO WEBSITE: May 16, 2025

BOARD OF TRUSTEES APPROVED: June 23, 2025

Genesee Community Charter School - Flour City Campus

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The Genesee Community Charter School - Flour City Campus (GCCS- Flour City) Board of Trustees is committed to providing every student the physical environment within which to study, learn, and grow to the best of his/her ability.

To address threats and minimize the effects of violent incidents and/or emergencies and to facilitate the coordination of the School with local and county resources in the event of such incidents and emergencies, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) Law. This Component of the Save Law (Section 2801-1 of the Education Law of the State of New York, Section 155.17) requires the Board of Education of every School District within the State, however created, to adopt and amend a comprehensive District-Wide School Safety Plan that addresses crisis intervention and prevention, emergency response and management.

This Plan was developed by a District-Wide School Safety Team established by the Executive Director, School Director and members of the GCCS Board of Trustees in collaboration with legal counsel, local law enforcement and emergency response agencies.

The Executive Director and the GCCS - Flour City Board of Trustees support the SAVE legislation and encourage and advocate on-going School-wide cooperation and support of Project SAVE. The School pledges to be vigilant and progressive in the arena of school safety, and to ensure a safe environment for all staff and students. The School reviews policies and practices annually to ensure the needs of the building are being addressed.

Below please find links to a parent resource for additional information.

Genesee Community Charter School Discipline Policy and Code of Conduct:

Genesee Community Charter School DASA Website and Communication: Genesee Community Charter School Comprehensive Safety Webpage:

SECTION I

GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

A. Purpose and Statutory Authority

The District-Wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17, which became effective March 27, 2001. This Regulation requires each public school district and BOCES to develop a District-Wide school safety plan regarding crisis intervention and emergency response and management. The Commissioner's Regulation further requires school districts and BOCES to develop their plans in consultation with appropriate state and local emergency management agencies.

B. Chief Emergency Officer

The Board of Trustees has designated the GCCS - Flour City Executive Director as the chief emergency officer whose duties shall include, but not be limited to:

- Coordination of the communication between school staff, law enforcement, and other first responders;
- Lead the efforts of the district-wide school safety team in the completion and yearly update of the district-wide school safety plan and the coordination of the district-wide plan with the building-level emergency response plans;
- Ensure staff understanding of the district-wide school safety plan;
- Ensure the completion and yearly update of building-level emergency response plans for each school building;
- Assist in the selection of security related technology and development of procedures for the use of such technology;
- Coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan;
- Ensure the conduct of required evacuation and lock-down drills in all district buildings as required by Education Law section 807; and
- Ensure the completion and yearly update of building-level emergency response plans by the dates designated by the commissioner.

C. Identification of School Teams

At the direction of the GCCS Board of Trustees, the Executive Director recommended for its approval a District-Wide Safety Team charged with the development and maintenance of the District-Wide School Safety Plan. The GCCS District-Wide School Safety Team consists of the following members:

Magaly Rosario	Executive Director
Christine Farrell	School Director
Maureen Milke	Director of Operations
Christopher Dolgos	Director of Curriculum and Instruction
Colin Orr	Parent Representative
Allison Shultes	Board of Trustees Representative
Debbie Potter	Teacher Representative

TBD
Lauren Grimm
Laura Hill
Lt. Robert Wilson
Steve Von Berg

Fire Department
Social Worker
School Nurse
RCSD Police Department - North Goodman Section
Instructional Technology Representative

D. Concept of Operations

This Comprehensive District-Wide Safety Plan includes at a minimum:

- Policies and procedures for responding to implied or direct threats of violence by students, teachers, other school personnel as well as visitors to the school;
- Policies and procedures for responding to acts of violence by students, teachers, other school personnel as well as visitors to the school, including consideration of zero-tolerance policies for school violence; and
- A description of the duties of school safety personnel, the training required of all personnel acting in a school security capacity, and the hiring and screening process for all personnel acting in a school security capacity.

Genesee Community Charter School - Flour City Campus is located in one building on the Colgate Divinity Campus. As its own entity, the school also serves as a district. However, key building personnel are included in the District-Wide Safety Plan and serve on the Safety Team to ensure safe and effective protocols and procedures when responding to implied or direct threats or acts of violence by students, teachers, other school personnel as well as visitors to the school.

This Comprehensive District-Wide Safety Plan is directly linked to the individual Building-Level Emergency Management Operations Plan. Protocols reflected in the District-Wide School Safety Plan guide the development and implementation of the individual Building-Level Emergency Management Plan.

In the event of an emergency or violent incident, the initial response to all emergencies will be by the Building-Level Emergency Response Team.

Upon activation of the Emergency Response Team, the School Director or his/her designee will be notified and, where appropriate, local emergency officials will be notified.

Additional city, county and state resources could supplement the District efforts through existing protocols or emergency response actions, including post incident response.

E. Plan Review and Public Comment

Pursuant to Commissioner's Regulation Section 155.17 (e)(3), this plan is made available for public comment at least 30 days prior to its formal adoption by the GCCS - Flour City Board of Trustees.

The District-Wide Plan is adopted by the GCCS Board of Trustees only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties.

Full copies of the District-Wide School Safety Plan are posted on the School website within 30 days of adoption.

This plan is reviewed by the District-Wide School Safety Team on at least an annual basis and updated as needed. The required annual review is completed on or before August 1 of each year after its adoption by the GCCS Board of Trustees. A copy of the plan is available in the School's Office at 1100 South Goodman Street, Strong Hall, Rochester, NY 14620.

While linked to the District-Wide School Safety Plan, the Building-Level Emergency Response Plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law in accordance with Education Law Section 2801-a.

SECTION II

PREVENTION, INTERVENTION, AND RESPONSE TO THREATS OR ACTS OF VIOLENCE

A. Prevention

GCCS - Flour City believes that the prevention of emergency situations is critical to maintaining a safe, orderly, and productive learning environment for students. GCCS - Flour City employs several strategies for the prevention of violence and threats of violence by members of the school community.

GCCS - Flour City uses Positive Behavior Intervention and Support (PBIS), a set of practices that improve behavior management, use data for making behavior-related decisions, provide professional development opportunities, and employ evidence-based instructional strategies. PBIS strategies help to improve behavioral and academic outcomes by improving school climate, preventing problem behavior, increasing learning time, promoting positive social skills, and delivering effective behavioral interventions and supports.

GCCS - Flour City has developed a tiered system of supports and interventions to address students' emotional regulation. These supports and interventions include:

- Lessons on mindfulness and racial equity
- Social problem solving conferences
- Problem Solving Conferences
- Individual Written Agreements
- Individual Crisis Management Plan
- Individual Counseling
- Functional Behavior Assessment
- Behavior Intervention Plan
- Behavior Support Plan

The following sections describe approaches and practices that make up GCCS- Flour City's PBIS. Additional information can be found in GCCS's *Academic and Emotion Regulation Intervention* handbook.

Responsive Classroom

GCCS uses *Responsive Classroom*, a proactive approach to helping students build academic and social-emotional competencies day in and day out. *Responsive Classroom* is a way of teaching that emphasizes social, emotional, and academic growth in a strong and safe school community using practical strategies for classroom management, conflict resolution, peer mediation, and the development of social skills.

Caring Community Plan (aka Discipline Policy and Code of Conduct)

GCCS - Flour City has established a *Caring Community Plan*, which describes our code of conduct and discipline procedures. The *Caring Community Plan* is shared with staff and families each year, and, upon registration and re-enrollment, student and caregiver signatures are required to indicate a commitment to abide by and uphold the tenets of the plan. A *Discipline*

Policy and Code of Conduct further illustrates the policies and procedures for the Caring Community Plan.

Character Education

GCCS has defined a set of seven character traits that are actively taught and reinforced throughout each day. Character learning targets are included in expedition plans and in daily lessons. Students reflect upon and assess their progress toward meeting character targets and teachers assess character targets on student progress reports. Character traits are regularly the focus of crew work, class meetings, and weekly whole-school Community Circles. Through their study of history, students examine the character traits demonstrated by key historical figures, e.g. Frederick Douglass and Susan B. Anthony.

Anti-bullying Curriculum

Second Step's anti-bullying social-emotional curriculum unit is taught each year at each grade level. The curriculum addresses issues of relational aggression and provides strategies for preventing, reporting, and addressing incidents of bullying.

Improved Communication

GCCS - Flour City makes every effort to continually improve communication among school staff, between staff and students, and among students. Ongoing positive and productive communication allows us to reduce and avoid situations that may become volatile and harmful.

GCCS - Flour City has developed various strategies for the improvement of communication among students, and between students and staff. Students are encouraged to report school violence and any symptoms of potentially violent behavior to the School Director, counselor, teachers, psychologists or any other mentor without fear of retaliation. Students are also encouraged to report alleged cases of student harassment or discrimination by students or staff to an adult in the school such as an administrator, teacher, or counselor. This is covered under the Dignity for All Students Act (DASA).

- Maintaining an electronic reporting system for reporting school incidents of school violence and inappropriate behaviors;
- Maintaining a system for anonymous reporting for areas of concern;
- Annual training and staff development on the school safety plan and policies. Skills are developed in the following areas: violence prevention and intervention, conflict resolution, recognition of early warning signs of potentially violent behavior, and procedures to assist victims of school violence. Information is disseminated through handbook distribution and staff meetings; and
- GCCS - Flour City also provides parents of our students and community members opportunities to understand the District's safety initiatives as well as opportunities to serve on committees, attend meetings on school safety and assist in school safety programs.

Early Detection of Potentially Violent Behaviors

The Social Worker and the Student Support Team work in conjunction with parents, administrators, and teachers in researching, identifying and disseminating information regarding potentially violent behaviors. Additionally, the school works closely with in-school and external counselors to assist students who have exhibited violent behaviors and their families. As

mandated reporters, staff members have the authority to contact Child Protective Services (CPS) to refer a student if further investigation is needed.

The United States Department of Education's "Early Warning, Timely Response" document presents a checklist of early warning signs that may be used to signal that a student may pose a threat of violence to self and others. These emotional and behavioral signs, when viewed in context, can signal a need for intervention. GCCS - Flour City staff members are trained to watch for these signs, which may include:

- Social withdrawal;
- Excessive feelings of isolation;
- Excessive feelings of rejection;
- Being the victim of violence;
- Feeling of being picked on;
- Low school interest or poor academic performance;
- Expression of violence in writing or drawing;
- Uncontrolled anger;
- Patterns of impulsive, chronic hitting and bullying;
- History of discipline problems;
- History of violent and aggressive behavior;
- Intolerance for differences and prejudicial attitudes;
- Alcohol and drug usage;
- Affiliation with gangs; and
- Inappropriate access/use of firearms Serious threats of violence.

If any adult believes that intervention for a student is warranted, they report the matter to the School Director who calls a meeting of the Social Emotional Intervention Team and parents to discuss the case and make appropriate crisis-management plans and referrals.

School Security

GCCS - Flour City is a secured location within the building accessible only through locked doors via key or magnetic key cards provided to GCCS - Flour City staff. GCCS - Flour City visitors must announce their arrival at the locked GCCS - Flour City entrance door (equipped with a cloud-based, recordable monitor) and are buzzed in with the expectation of signing into the Main Office. Signs are posted to direct visitors to the Main Office which is a direct pathway from the front entrance. GCCS staff have been instructed and trained to ask unfamiliar persons if they can be assisted and are escorted to the Main Office when necessary. Visitors must log their reason for visitation in the Main Office and receive a visitor badge before they are announced by phone to the classroom teacher. Visitors are escorted to the classroom by school personnel when necessary. If visitors do not sign into the office, the School Director or their designee is notified and then responds to the visitor immediately.

GCCS - Flour City Administration generally makes two rounds each school day to ensure the building is secure and orderly. The office staff have been provided contact information for direct communication with Facilities Personnel. Additionally the GCCS - Flour City support staff has building-specific two-way radios for efficient communication throughout the school.

GCCS - Flour City staff utilizes the CrisisGo Application on personal and school-provided electronic devices to communicate when there is an emergency that requires swift response. The Director of Operations, the Executive Director, and other leadership staff all have access to the CrisisGo Application and therefore will be alerted or will alert the school when there is an emergency on campus that may impact district operations.

Arrival and Dismissal Safety

The School provides arrival and departure procedures for families who transport students to and from school. Information is provided to families at the beginning of the year to explain traffic and pedestrian patterns during these busy times. Signage and visual blockades are used to separate pedestrians from traffic. Two-way radios are used to support staff communication in and around the building. Caregivers or their designees need to be prepared to be verified by photo identification prior to student release.

Playspace Safety

The Colgate Divinity Campus maintains a property utilized by the Genesee Community Charter School - Flour City Campus as well as other vendors. While there is not a playground presently, the lawn is meticulously kept. Additionally, the entire property is fenced in for clear boundaries for play. The GCCS - Flour City staff have been trained on safe play areas and are provided with developmentally appropriate outdoor play equipment for student use. Training for proper supervision while students are in the playspace is provided to all staff annually.

B. Intervention and Response

When a threat of violence, act of violence, or other emergency situation occurs, GCCS has a building-level plan that spells out specific roles, responsibilities, and the sequence of events that follow. The general principles of the School's intervention and emergency response plan are provided here. Additional information can be found in GCCS's Building-level Emergency Response Plan and the School's *Community Guide to Responsive Discipline* handbook.

Notification of Key School Personnel

If a threat of violence, act of violence, or other emergency situation occurs, the School Director is notified immediately. The School Director alerts other necessary personnel such as the Executive Director, Social Worker and/or the Student Culture Coordinator who immediately go to the scene of the incident to assess and isolate the situation and begin intervention. The Administrative Assistant remains in the main office to facilitate communication among staff, parents, campus personnel, and emergency response personnel as needed. Crisis Go is utilized for efficient communication across the district. The School Director also follows emergency response protocols to inform school personnel affected or at risk of being affected by the situation. Specific emergency response protocols are described in the Building-level Emergency Response Plan.

Notification of District Personnel

If a threat, act of violence, or emergency requires the assistance of additional District personnel, the School Director or his/her designee will phone or use the two-way radio to alert them. They may provide wheelchairs, first aid support, guidance for approaching emergency vehicles, and assistance with external communication.

Notification of Emergency Personnel

If warranted, the School Director or his/her designee will call 911 to request immediate assistance to address a situation. The campus Facilities staff will also be notified so that security personnel may manage campus foot and vehicle traffic and direct emergency vehicles.

Exit, Shelter-in-Place, Lockout, and Lockdown Procedures

When a threat of danger to students and staff occurs within the School or in the School's vicinity, it may become necessary to evacuate the building or campus. The School has developed plans for building, campus, and neighborhood evacuation, which are described in the Building-level Emergency Response Plan.

If a threat of danger occurs in the School's vicinity, it may become necessary to prevent admission to the school by outside persons, or lock down the school to prevent internal movement through the building. The School has developed plans for shelter-in-place, lockout, and lockdown, which are described in the Building-level Emergency Response Plan.

Intervention for Bomb Threat

If a bomb threat is received by any communication method, the respondent will follow building safety procedures and will take the following steps:

- The respondent immediately notifies the School Director or his/her designee, who activates Emergency Response Plan.
- The GCCS Emergency Response Team and RMSC security staff sweep evacuation routes from the school to designated meeting sites. Under no circumstances should any suspicious devices be touched or moved.
- The School Director or his/her designee activates the GCCS Evacuation Plan, using primary or secondary routes to minimize proximity to threat. See the Building-level Emergency Response Plan for additional information.
- If the threat is an RMSC campus-wide incident, the GCCS Emergency Response Team will evacuate students to a secondary sheltering site using the same protocols outlined in the Evacuation Plan.
- If the local Emergency Response Team, in conjunction with the GCCS Emergency Response Team, has determined the school or RMSC to be "sanitized," students will be escorted back to their classrooms.

Intervention for Intruder

- Upon receipt of threat, the observer immediately contacts the Main Office and School Director, who activates the Building-level Emergency Response Team and Emergency Response Plan.
- If a stranger without a visitor badge fails to identify him/herself, and enters the building the observer immediately contacts the Main Office and School Director. The School Director calls 911 to report an intruder,
- If necessary and dependent on the circumstances, the School Director may choose to activate lockdown procedures as described in the Building-level Emergency Response Plan.

Intervention for Hostage-taking, Missing Child, and Kidnapping

- In the event of a hostage, missing child, or kidnapping situation, the observer notifies the Director of Operations and School Director immediately.

- The School Director or his/her designee alerts campus personnel and sends a “Crisis Go General Alert.”
- The School Director activates the procedures outlined in the Building-level Emergency Response Plan.

Intervention for Data Security Breach

- In the event of a data breach or cyber security incident, the observer notifies the Executive Director and/or Data Security Officer immediately verbally and in writing using the Data Incident Reporting Form
- The Executive Director, Data Security Officer, or his/her designee alerts the IT Specialist to determine the validity and severity of the breach including if Personally Identifiable Information (PII) was included in the breach
- The Incident Manager and School Executive Director and law enforcement will determine the type of information disclosed, method of disclosure (internal/external disclosure, malicious attack, or accidental), and status of breach (on-going, active, or post breach)
- If the breach is verified, then the Executive Director will identify an Incident Manager, notify law enforcement, notify legal counsel, and will determine who else to notify (such as the RMSC Security) while also involving as few parties as necessary to maintain confidentiality
- The Incident Manager and Executive Director will follow the direction of local, state, and federal regulations and guidance for community notification and securing all data
- The Incident Manager will determine all affected data and devices and conduct an investigation collecting documentation and interviewing those involved.

Intervention for State or Local Disaster Involving a Communicable Disease

- The Director of Operations, School Director, Executive Director, and other administrative staff that require daily operations are considered on-site “essential workers” so long as employee’s health and safety is preserved during the event of a state or local disaster involving a communicable disease
- The School Director or his/her designee alerts non-essential employees to telecommute and provides guidance for effective operations and instruction
- Personal Protective Equipment will be stored in the Health Office and will follow any local Health Department Guidelines for storage
- The School will follow New York State, local, and federal guidance based on the best prevention and intervention practices provided at that time
- To the extent possible, employees will follow regular scheduled hours and will document their time based on Executive Director and New York State Education guidance
- To prevent further spread, essential employees will be placed in alternative housing if needed.

Assistance from Local Officials

In any incident, the School Director, 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 Director or his/her designee will contact the appropriate agencies or officials to request advice and assistance.

C. Post-Incident Response

GCCS Conduct and Discipline Policy

At GCCS, all misconduct must be addressed with an appropriate behavior intervention(s) to maintain a safe learning environment. Interventions are intended to create a learning experience for a student to prevent future misconduct. Many interventions are rooted in Restorative Justice practices described in the section below. Others are best practices related to classroom and school management. The GCCS Conduct and Discipline Policy outlines different types of misconduct and potential corresponding interventions and consequences. These increase in intensity due to the nature and frequency of misconduct as well as developmental appropriateness and identified disabilities.

Acts of physical or emotional harm are grounds for removal from school or suspension at the School Director's discretion as aligned to the GCCS Conduct and Discipline Policy. Our school houses a DASA (Dignity for All Students Act) Coordinator who investigates bullying cases and when a violation has been identified interventions will be put in place to prevent further harm.

Notification of Parents and Community

In the event of a violent incident or emergency at school that affects members of a whole class or the whole school, parents will receive written notification of the incident, how the incident was reported and handled, and how the recovery actions following the incident will be coordinated consistent with the school's recovery plan. Local television stations may be asked to broadcast information regarding the nature of the incident and recovery plans as well as information regarding school closings. GCCS - Flour City will utilize School Messenger to send timely notifications by phone, text messages, and emails regarding the incident if warranted.

Incidents involving threats or physical contact between two students will be reported to parents of both parties in writing and/or by telephone by the School Director, classroom teacher, or staff member who witnessed the incident.

There may be times when students pose a significant risk to themselves and others. Students exhibiting potentially violent behaviors or who have a history of violence, will be made known in writing to classroom teachers in their cumulative file (unless it is a result of a handicapping condition, in which case such information will be kept separate from the student's cum file). This information may also be shared with the School Director and service providers working directly with the student. At no time will the identity of the student be made public or known to other students or families in the School.

Social-Emotional Learning Team

GCCS has a Social-Emotional Team consisting of the school Social Worker and Student Culture Coordinator. Together they provide proactive approaches to support social-problem solving and emotion regulation strategies. Each classroom has a designated space for students to reset and recover (R&R) when they are feeling emotionally charged or unregulated. The SEL Team supports the training of teachers and students to effectively utilize these designated classroom spaces. For students in a heightened emotional state, the office has a recovery room available. A

member of the SEL team will supervise the student while providing supports to help them recover from their dysregulated state.

Restorative Justice

Restorative Justice is a philosophy based on a set of principles that guide the response to conflict and harm. GCCS is implementing practices of Restorative Justice, guided by the Student Culture Coordinator.

Restorative Justice's three main goals are:

- **Accountability:** Restorative Justice strategies provide opportunities for wrongdoers to be accountable to those they have harmed, and enable them to repair the harm they caused to the extent possible.
- **School Community Safety:** Restorative Justice recognizes the need to keep the school community safe through strategies that build relationships and empower the community to take responsibility for the well-being of its members.
- **Competency Development:** Restorative Justice seeks to increase the pro-social skills of those who have harmed others, address underlying factors that lead youth to engage in delinquent behavior, and build on strengths in each young person.

If appropriate, following a threat or violent incident, the affected members of the school community meet with the Restorative Practice Coach to work through the process and ensure that the issue is satisfactorily resolved.

Debrief Meetings

Following a threat or violent incident, the School Director convenes a meeting with the social worker, affected individuals, and other members of the Safety Team to debrief the incident and the effectiveness of the school's response. Policies and procedures are reviewed for possible clarification and modification.

Long-term Intervention

Following a threat or violent incident, the School Director, social worker, teachers, and special education coordinator may meet to determine if long-term intervention in the form of counseling, behavior plans, or special education. Additional information can be found in the School's *Academic and Emotion Regulation Intervention* handbook.

SECTION III STAFF AND STUDENT TRAINING

In accordance with Project SAVE requirements, the School conducts annual training programs for staff members in violence prevention and intervention. This on-going training and staff development includes GCCS's safety and emergency plan and its policies on discipline and crimes committed on school grounds and/or against school staff.

By October 1 of each school year, the School Director provides written information to all students and staff about emergency procedures. Information about safety policies and procedures, including emergency drills, is provided in the staff handbook.

A. Staff Training

The following training is provided annually for staff:

- Responsive Classroom training - Provided to new staff; elements, such as conflict resolution and social problem-solving, is reinforced throughout the year
- Training on reporting of threats and conflicts, weapons, and the roles and responsibilities of all persons involved in the school setting - Provided to all staff prior to the launch of each school year
- Training on the use of CrisisGo, the emergency communication system for staff
- Active Shooter training provided bi-annually by the Emergency Response Team's Police representative
- Mental Health, Suicide Prevention, Bullying - Provided by the Social Emotional Learning Team to all staff prior to the launch of each school year using resources from the New York State Office of Mental Health
- First Aid, CPR, AED, Epi-pen, and Universal Precautions Training - Provided bi-annually by for all staff by the school nurse and Red Cross
- Restorative Justice Training - Provided to all staff by Restorative Practice Coach and/or an outside training agency prior to the launch of each school year
- Second Step Anti-Bullying Curriculum Training - Reviewed with all staff prior to the launch of each school year
- Training on conflict resolution - Provided for members of the GCCS Safety/Wellness Team prior to the launch of each school year
- Training on bomb threat identification and response - Provided for members of the GCCS Safety/Wellness Team prior to the launch of each school year
- Evacuation, Shelter-in-place, Lockout, Lockdown, Hold-in-Place training - provided for all staff prior to the launch of each school year
- Training on DASA procedures - provided for all staff prior to the launch of each school year
- Sexual Harassment Prevention training - provided annually by Asure Consulting, the Human Resources Firm provided to the school.
- Hygiene training - Provided to all staff prior to the launch of the school year to help students prevent the spread of viruses through proper hand-washing and respiratory care.
- Sanitation and Food Safety training - 4 Hours of USDA training for all Teaching Assistants and the Food Service Assistant each year.

B. Student Training

The following training is provided annually for students:

- Emergency procedures such as evacuation and lockdown drills - Provided to all students prior to whole-school drills; notification is provided to families through the school's bi-monthly newsletter for continued reinforcement from home
- Planning for fire and evacuation emergencies for both home and school - Conducted during a whole-school Community Circle in October, led by the Emergency Response Team's First Responder
- Early Dismissal training - notification is sent to families during and prior to the annual Early Dismissal Drill to plan for situations in which students are sent home early due to school closure including aftercare plans.
- Second Step Anti-Bullying Curriculum and training - Provided to students in the fall of each year.
- Zones of Regulation training - Provided for all students each September
- Hygiene training - Provided to all students each September to help students prevent the spread of viruses through proper hand-washing and respiratory care.
- Caring Community Commitment Plan - Students and families review and sign the plan. Classroom teachers will review the Commitment plan with students to ensure understanding of the expectations.

C. Family/Caregiver Training

The following training is provided annually for families/caregivers:

- Volunteer and Chaperone Training - provided to interested families annually for a certification in regular classroom volunteering and/or field study chaperoning. Certification lasts for three years before renewal
- Background checks - background checks are required for all regular volunteers and overnight chaperones
- Restorative Justice Overview Training - provided by an outside training agency to interested families in the fall of the school year
- Caring Community Commitment Plan - Students and families review and sign the plan. Classroom teachers will review the Commitment plan with students to ensure understanding of the expectations.
- Planning for fire and evacuation emergencies for both home and school - Conducted during a whole-school Community Circle in October, led by the Emergency Response Team's First Responder
- Early Dismissal training - notification is sent to families during and prior to the annual Early Dismissal Drill to plan for situations in which students are sent home early due to school closure including aftercare plans.

SECTION IV EMERGENCY DRILLS

GCCS - Flour City conducts the following mandated emergency drills throughout the year:

- Eight evacuation drills are conducted at different times of the school day; six evacuation drills are completed by December 31 each school year
- Four lock-down drills; two lock-down drills are completed by December 31 each school year
- An additional drill is conducted to practice evacuation procedures from Community Circle
- One early dismissal drill is conducted each school year that is no more than 15 minutes before the normal dismissal time; Procedures include notifying parents and guardians at least one week prior to the drill
- The usefulness of the communications and transportation system during emergencies is tested annually.

APPENDIX

Emergency Remote Instruction and Continuity of Learning Plan

Genesee Community Charter School (GCCS) believes students are lifelong learners who need access to a quality education regardless of a brick and mortar setting. Therefore, the school has created an emergency plan for remote learning that addresses the following required components: device and synchronous instruction accessibility, internet connectivity, staff expectations for synchronous and asynchronous instruction, interventions for students who are unable to access digital resources, modification plans for students with individualized educational needs, and claimed hours of instruction. Additionally, this plan addresses ongoing family engagement and continuity of operations.

Part I: Operational Systems During Remote Instruction

Genesee Community Charter School anticipates utilizing remote instruction only in emergency situations where the school is forced to close for a period lasting more than the allotted number of “snow” or “emergency days” planned in each school year calendar due to extreme weather, impairment of heating facilities, insufficiency of water supply, shortage of fuel, destruction of a school building, or a communicable disease outbreak. If the school must move to remote instruction, several measures would take place to ensure continuity of operations as well as instruction. The school would immediately convene the Emergency Response Team to determine the level of need and form task forces to assume responsibilities to keep the school in full operation. Therefore, “Task Force Crews” such as Instructional Support, Instructional Intervention and Special Education, and Family Outreach, and Food Distribution Task Force Crews would operate during remote instruction.

Each year, classrooms develop strong home-school communication methods and a “homebase” (such as SeeSaw for grades K-3 and Google Classroom for grades 4-6) platform for students and families to access information and instruction from teachers. These platforms as well as email, automated text messaging, and robo calls would be used for ongoing individual and school-wide family communication.

The Family Outreach Task Force Crew would be formed to advise the school on potential community resources and communication methods. Classroom Caregivers and Family Association Officers make personal contact with families to ensure they are receiving school-wide and teacher communication and provide resources for families in need. This Task Force Crew, the Social Worker, and teachers ask families about internet and device accessibility, school medication needs, offer childcare options, and provide free meal opportunities. Families are made aware of a GCCS Hotline where the School Social Worker can answer family-support questions as well. Gathering this current information allows the teachers to receive confirmation from families that they have the remote equipment needed to launch into remote instruction.

Part II: Instructional Expectations

As an elementary school, high quality instruction is stronger with a hands-on, minds-on approach. However, skills can be taught remotely when expectations are clearly set. There are three goals for this initiative:

1. Keep instructional practice student centered
2. Differentiate learning to meet the needs of all students
3. Re-establish a strong community culture remotely

In order to comply with the minimum number of instructional hours required for elementary students, each day of instruction will be equivalent to at least 5 hours of both synchronous and asynchronous instruction with at least 3 of the 5 hours dedicated to synchronous instruction. Synchronous instruction should contain curriculum from all core subject areas (ELA, Math, Expedition) as well as at least 30 minutes dedicated to Social Emotional Learning. This instruction will be planned and provided by the students' classroom teaching team.

Students with IEPs will also receive instruction according to the services outlined in their plans provided by their Special Education Service Providers. Additionally, students receiving Tier III intervention support by other certified student support team members will also receive these services during remote instruction and will be included in or an addition to their general education curriculum and assignments. The Special Education Coordinator will be responsible for continuous communication with outside districts and special education providers to ensure that provided remote services are equivalent to the quality of in-person instruction. Naturally, some 504 accommodations will be met through online instruction (such as "preferential seating, extra time on assignments, separate locations for assessment"), however, the Special Education Coordinator will individually speak with families about accommodations that need to be met while at home.

The Instructional Support Task Force will work with classroom teams to utilize their "home base" for daily assignments, recorded mini-lessons, and utilizing consistent online applications (such as i-Ready) that target students' needs in reading and mathematics. Since i-Ready is already an established program at GCCS, students have individual daily lessons based on the most recent diagnostic assessments. These lessons can be completed independently and automatically track attendance/participation, assessment, and effectiveness of instruction.

Classroom teachers will be required to utilize the same approved curriculum during remote learning as they would during in-person instruction. Any workbooks or other materials necessary for learning will need to be prepared and distributed to students during the first days of emergency closure (or prior to closure if the emergency is anticipated). Additionally, any other school supplies necessary for instruction such as notebooks, pencils, scissors, glue, manipulatives, etc. will be provided by the school so that work can be completed remotely.

Classroom teachers will be expected to re-establish the strong community culture within their classes during remote instruction. Therefore, teachers will hold virtual "Morning Crew" for classes to meet remotely every morning. Additionally, the arts team will establish virtual "Community Circles" once a week to bring the whole school back together again for singing and school-wide culture-building initiatives. The Student Culture Coordinator will support the accountability and implementation of these important GCCS structures by remotely observing and providing feedback to teaching staff.

Web-based conference platforms such as Zoom will be used to provide synchronous instruction. Whenever possible, web-based assessments (vs. paper-based assessments) will be used to check for understanding and hold students accountable to achieving the learning objectives. These online assessments will provide real-time data for teachers to ensure students are receiving effective instruction. Teachers will log attendance and evidence of learning in the school-wide attendance spreadsheet daily.

Part III: Connectivity and Accessibility

Students in Second through Sixth grade have assigned chromebooks to utilize at school. Therefore, these chromebooks will be sent home during a period of remote instruction. Kindergarten and First grade students have access to iPads in their classrooms. Teachers will send home paper-based packets for the two days of instruction while expectations for remote learning are being established for these primary students and will send home iPads to any families who express a need for devices immediately. The school has approximately one class set of additional chromebooks in storage and can provide replacement chromebooks to faulty devices or chromebooks to any additional students who do not have access to devices in Kindergarten or first grade.

Teachers, Classroom Parent Volunteer Coordinators, and the School Social Worker will work diligently to ensure families are made aware of internet accessibility options (Charter Spectrum free wifi, Library Mobile Hotspots, etc.) and a survey will be immediately sent to caregivers to determine initial needs. Any who do not respond to the survey will be contacted via phone or home visit (if necessary).

Teachers and Teaching Assistants will make personal contact with all of their students' caregivers within the first week of remote instruction to ensure families can navigate the materials and offer assistance/tutoring to students if needed. Additionally, teachers will send classwide directions for time management and identify sections of the packet to focus on daily.

In the event that connectivity is disrupted or unavailable for a period during the closure, emergency packets will be provided to students that contain skill practice and independent reading, writing, math, and expedition activities differentiated for students. Additionally, resources for parents and skill practice from the arts as well as social emotional learning strategies are all included in the emergency packets.