

Discovery Charter School District-Wide School Safety Plan

2024-2025

District-Wide Safety Team

Name	Title	Office Number
Sara Castner	Director	585-342-4032 x140
Kaleigh Jacobson	Student Services Coordinator	585-342-4032 x651
Elizabeth Hughes	Dean of Students	585-342-4032 x652
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District Chief Emergency Officer

Name	Title	Email	Office Number
Sara Castner	School Director	scastner@rochesterdiscovery.com	585-698-9072

Policies and Procedures for:

Responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school, including threats by students against themselves (including suicide):

Staff are trained and instructed to report such threats to an appropriate staff member (student services coordinator, director, dean, safety officer)

Responding to acts of violence by students, teachers, other school personnel and visitors to the school, including consideration of zero-tolerance policies for school violence:

The first individual(s) to hear or witness an act of violence or recognize the potential for an act of violence should activate the Emergency Response Plan immediately, taking the necessary response actions to keep everyone safe. Notifications to the main office and to 911 should be made if possible.

Contacting appropriate law enforcement officials in the event of a violent incident:

In the event of a violent incident, schools will contact law enforcement agencies (911, Greece PD) for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Contacting parents, guardians, or persons in parental relation to the students of the district in the event of a violent incident or an early dismissal:

The Schoology Management System will be used to send messages to all families, and office staff can make individual calls as needed.

Contacting parents, guardians, or persons in parental relation to an individual student of the district in the event of an implied or direct threat of violence by such student against themselves (including suicide):

Parents, Guardians, and Families will be contacted by the Dean, School Director, or Student services coordinator in a case of an implied or direct threat

The dissemination of informative materials regarding the early detection of potentially violent behaviors, including but not limited to the identification of family, community and environmental factors to teachers, administrators, parents and other persons in parental relation to students of the school district or board, students and other persons deemed appropriate to receive such information:

To prevent the disruption of the emergency site and Incident Command Post by non-responder personnel, the school has designated the following specific crisis assembly locations, maintaining social distancing protocols as directed by Department of Health regulations pertaining to COVID-19:

Media Contact Point: DCS School Cafeteria This is the area where media personnel will assemble during or after a school incident for briefings and press releases.

Parents Assembly Area: DCS Gymnasium This is the area where parents and guardians will assemble during or after a school incident for briefings and instructions for reunification.

Transportation Area: Bus Loop This is the area identified as a transportation staging area for emergency related transportation vehicles.

Prevention and intervention strategies, such as:

Collaborative arrangements with State and local law enforcement officials, designed to ensure that school safety officers and other security personnel are adequately trained, including being trained to de-escalate potentially violent situations, and are effectively and fairly recruited:

Training for staff, including de-escalation training (e.g. Therapeutic Crisis Intervention), is made available regularly. School violence prevention training will be addressed at no less than one conference day a year and two hours in professional development plans.

Nonviolent conflict resolution training programs:

The school has adopted a school wide social emotional curriculum to support students. Teachers receive training in character education and positive behavioral techniques to help children learn acceptable pro-social behaviors and to de-escalate potentially violent behaviors. Peer social skills groups are available to children through teacher, administrator or parent referral.

Peer mediation programs and youth courts:

Risk Reduction includes proactive measures such as creating a safe and violence-free learning environment. DCS implements the "Hello Update Goodbye" (HUGS) program, developed a social-emotional learning curriculum for all grade levels, has students participate in conflict resolution and peer mediation programs, instituted a safety patrol, has students mentoring other students, started a "courageous kindness" program celebrating classes and students with positive referrals, an ambassadors program to welcome new students, enforces a zero-tolerance policy towards weapons and harmful substances, and conducts training to identify potential hazards, situations, and scenarios and preparing for them.

Extended day and other school safety programs:

No extended day programs at this time

Arrangements and/or Procedures during emergencies for:**Description of the arrangements for obtaining assistance during emergencies from emergency services organizations and local governmental agencies:**

In the event of an emergency, schools will contact law enforcement agencies (911, Greece PD) for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

The procedures for obtaining advice and assistance from local government officials, including the county or city officials responsible for implementation of article 2-B of the Executive Law:

In the event of an emergency, schools will contact law enforcement agencies (911, Greece PD) for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

The identification of district resources which may be available for use during an emergency:**Short term measures**

- Mental health counseling (students and staff)
- (TIG) Trauma Illness and Grief consortium support
- Immediate building security and facility restoration
- Support full investigation into the cause(s) of the disaster and other relevant matters

- Report investigation findings and recommendations to the Board of Directors
- Update DCS Emergency Plan accordingly

Longer-term measures

- Mental health counseling (e.g. monitor for post-traumatic stress behavior)
- (TIG) Trauma Illness and Grief consortium support
- Building security and risk mitigation (to reduce the likelihood of occurrence and impact if it does occur again)

Description of procedures to coordinate the use of school district resources and manpower during emergencies, including identification of the officials authorized to make decisions and of the staff members assigned to provide assistance during emergencies:

School Violence Prevention Training is conducted annually during a conference day and two hours of training included in professional development plans. An annual school assembly program on emergency procedures for students is scheduled early in the school year and written information about emergency procedures is distributed at the beginning of each school year.

A system for informing all educational agencies within such school district of a disaster: DCS, in cooperation with Greece PD will notify other Greece schools if needed

The identification of appropriate responses to emergencies, including protocols for responding to bomb threats, hostage-takings, intrusions and kidnappings:

Training for staff, including de-escalation training (e.g. Therapeutic Crisis Intervention), is made available regularly. School violence prevention training will be addressed at no less than one conference day a year and two hours in professional development plans.

Policies and Procedures relating to school building security, including, where appropriate:

The use of school safety or security officers and/or school resource officers beginning with the 2019-20 school year, and every school year thereafter, every school shall define the areas of responsibility of school personnel, security personnel and law enforcement in response to student misconduct that violates the code of conduct. A school district or charter school that employs, contracts with, or otherwise retains law enforcement or public or private security personnel, including school resource officers, shall establish a written contract or memorandum of understanding that is developed with stakeholder input, including, but not limited to, parents, students, school administrators, teachers, collective bargaining units, parent and student organizations and community members, as well as probation officers, prosecutors, defense counsels and courts that are familiar

with school discipline. Such written contract or memorandum of understanding shall define the relationship between a school district or charter school, school personnel, students, visitors, law enforcement, and public or private security personnel. Such contract or memorandum of understanding shall be consistent with the code of conduct, define law enforcement or security personnel's roles, responsibilities and involvement within a school and clearly delegate the role of school discipline to the school administration. Such written contract or memorandum of understanding shall be incorporated into and published as part of the district safety plan

Security devices or procedures:

DCS uses the Raptor Technologies Visitor Management System, as described:

- Screen every visitor, including contractors, guardians, and volunteers, instantly against the most reliable and up-to-date U.S. sex offender databases in all 50 states.
- Check visitors against custom school or district databases which can contain custodial restrictions and/or banned visitors.
- Immediately alert administrative and security personnel should a visitor be identified as a risk.
- Print badges with the approved visitor's photo, name, date, time of entry, the building name, and visitor's destination.
- Generate accurate, reliable district-wide and school-level reports with a complete sign-in history for every person entering your schools.

Procedures for review and the conduct of drills and other exercises to test components of the emergency response plan, including the use of tabletop exercises, in coordination with local and county emergency responders and preparedness officials:

Multi-hazard training will be provided to staff and students in the building annually. In addition to eight required fire drills, students and staff will be instructed in how to respond to emergencies, including tornadoes and severe winter weather, through assemblies, classroom demonstrations, and drills. No less than four lockdown drills will be conducted each year. Staff will be instructed on how to identify potential devices and how to "sweep" and "sanitize" an area in preparation for student evacuation. Staff members will also receive annual training on universal precautions.

Strategies for improving communication among students and between students and staff and reporting of potentially violent incidents, such as the establishment of youth-run programs, peer mediation, conflict resolution, creating a forum or designating a mentor for students concerned with bullying or violence and establishing anonymous reporting mechanisms for school violence:

DCS offers proactive measures such as creating a safe and violence-free learning environment. DCS implements the "Hello Update Goodbye" (HUGS) program, has students participate in conflict resolution and peer mediation programs, enforces a zero-tolerance policy towards weapons and harmful substances, and conducts training to identify potential hazards, situations, and scenarios and preparing for them

A description of the duties of hall monitors and any other school safety personnel:

DCS currently does not staff hall monitors, the SEL team supports school safety.

A description of the training required of all personnel acting in a school security capacity:

Although we do not currently have school security personnel, training for staff, including de-escalation training (e.g. Therapeutic Crisis Intervention), is made available regularly. School violence prevention training will be addressed at no less than one conference day a year and two hours in professional development plans.

A description of the hiring and screening process for all personnel acting in a school security capacity:

Fingerprinting and NYS background checks are conducted on all DCS staff when considered for employment

Protocols for responding to a state disaster emergency involving a communicable disease; districts must adopt a continuation of operations plan in the event the governor declares state disaster emergency involving a communicable disease

The designation of the superintendent, or superintendent's designee, as the district chief emergency officer whose duties shall include, but not be limited to: (a) coordination of the communication between school staff, law enforcement, and other first responders; (b) 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; (c) ensure staff understanding of the district-wide school safety plan; (d) ensure the completion and yearly update of building-level emergency response plans for each school building; (e) assist in the selection of security related technology and development of procedures for the use of such technology; (f) coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan; (g) ensure the conduct of required evacuation and lock-down drills in all district buildings as required by Education Law section 807; and (h) ensure the completion and yearly update of building-level emergency response plans by the dates designated by the commissioner.

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Policies and procedures for annual multi-hazard school safety training for staff and students, provided that the district must certify to the commissioner that all staff have undergone annual training by September 15, 2016 and each subsequent September 15th thereafter on the building-level emergency response plan which must include components on violence prevention and mental health, provided further that new employees hired after the start of the school year shall receive such training within 30

days of hire or as part of the district's existing new hire training program, whichever is sooner.

Date of training: [August 2024](#)

Description of training (topics, format): [Logistics and Safety, Dignity for All Students Act, Behavior and Discipline Policy, Therapeutic Crisis Intervention](#)

The district-wide safety plan must be available for public comment at least 30 days prior to its adoption.

Public comment period start date: [7/19/2024](#)

Public comment period end date: [8/19/2024](#)

Such district-wide plans may be adopted by the school board only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties.

Date of school board adoption: [10/18/2024](#)

Each district shall submit its district-wide safety plan and all amendments to such plan to the commissioner, in a manner prescribed by the commissioner, within 30 days after its adoption. Commencing with the 2019-2020 school year, such district-wide plans must be submitted no later than October 1, 2019, and each subsequent October 1st thereafter.

URL for District-wide Safety Plan:

<https://www.rochesterdiscovery.com/dcs-safety-plan/>



Emergency Remote Instruction Plan

1. Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction.

Each student will be given a chromebook to take home with them to use for synchronous instruction. Staff will be available at the school to distribute for students that can come to pick them up, and the social-emotional and leadership teams will be available to deliver to homes as needed. Information about the chromebooks will be disseminated through Schoology and by phone. IT staff from the school will be available to service or replace chromebooks as needed. Families will be required to sign a document that states the chromebook guidelines and what the expectations are for return.

2. Policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity.

The school will conduct a survey to determine the need for internet access and will work with families as needed to procure wifi or hotspots as needed. Information about public spaces with access to the internet (libraries, community centers) will be shared with families.

3. Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction.

Staff will be expected to spend four hours in synchronous instruction broken up throughout the day into two sections. There will be one hour of asynchronous instruction. A sampling of tools used for instruction will include Zoom, Google Classroom, HMH, and iReady.

4. A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate.

Paper copies and instructions for all material covered will be provided for students for whom remote instruction by digital means is not possible. These can be picked up at the school or delivered to homes as needed. Teachers will use Schoology and phone calls to communicate with families.

5. A description of how special education and related services will be provided to students with disabilities and preschool students with disabilities, as applicable, in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education.

Special education and related services will continue under the supervision of administration and student services coordinator. Coordination will continue with the students' home districts to ensure that related services are provided.

6. For school districts that receive foundation aid, the estimated number of instructional hours the school district intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions pursuant to section 175.5 of this Chapter.

Discovery does not receive foundation aid.