



An International Baccalaureate World School

**2025 - 2026 District-Wide Safety Plan**

**GCCS Elementary School**  
**2350 5<sup>th</sup> Ave NY NY 10037**

**GCCS Middle School**  
**218 West 147<sup>th</sup> St NY NY 10039**

## **Introduction**

This Safety Plan is a District-wide School Safety Plan, developed for Global Community Charter School (GCCS). This plan has been developed by GCCS School Leadership, which will be modified as needed each academic year.

The planning process will include meetings with parents, local police liaison, school security, school staff, and students as requested.

Our goals to creating and implementing our District-Wide Safety Plan are:

- To create an atmosphere and set practices that prevents violence or unsafe conditions
- To create/implement a plan that will minimize the effects of serious violent incidents and emergencies
- To have an effective response plan for all predictable safety concern situations
- To produce a document that can be used as the basis for informing and training all school constituents in regard to keeping our school safe.

## **Section I: General considerations and planning guidelines**

### **A. Purpose**

The GCCS District-wide School Safety Plans are developed pursuant to commissioner's Regulation 155.17. A School Safety Team was created and charged with the development and maintenance of a School District-wide School Safety Plan.

### **B. School Safety Team**

The GCCS has a School Safety Team that addresses all safety, emergency response, and post-incident response planning and execution activities. The School Safety Team is comprised of, but not limited to, representatives from different departments of school personnel.

Name/Title	Role	CPR/AED
Kristan Norgrove Executive Director	Head of School Safety	
Jasmin Candelario Chief Schools Officer/MS Principal	Member (2 <sup>nd</sup> designee)	
Abdias Rivas Academic Support Coordinator	Member (3rd designee)	Certified
Brenda Daniels ES Principal	Member	



ES Security	Member	Certified
Kathy Brown Nurse Practitioner	Member	Certified
Damisa Henry Communications and Operations Associate	Member	

### **C. Concept of Operations**

As charter schools are also school districts in and of themselves, the GCCS District-wide Safety Plan and Building-level Emergency Response Plan are one in the same document.

The plans are developed by the School Safety Team, following District-wide Safety Plan guidelines distributed by NYSED, and in consultation with the NYC Charter School Office and Department of Education Charter school office.

In the event of an emergency or violent incident, the initial response to all emergencies at the School will be by the School Emergency Response Team. As necessary, the GCCS Board of Trustees and/or local emergency officials will also be notified.

Existing county and state resources will be called upon for assistance as possible/required through existing protocols.

### **D. Plan Review and Public Comment**

We will include representatives of all key school constituents and interested parties in the development and review of this plan. The final plan will be formally adopted by the Board.

This plan will be reviewed periodically during the year and will be maintained by the School Safety (Emergency Response) Team. After approval, the required annual review will be completed on or before August 1<sup>st</sup> of each year after its adoption.

## **Section II: Risk reduction/ Intervention Strategies**

### **A. Prevention/Intervention Strategies Bullying**

#### **Prevention**

GCCS believes that all students have a right to a safe and healthy school environment. We have an obligation to promote habits which include mutual respect, tolerance, and acceptance.

Experiences during the early school years lay the foundation for ongoing peer relationships. GCCS implements the RULER social emotional curriculum school wide. RULER is an evidence-based approach to social and emotional learning created by the Yale Center for Emotional Intelligence. It supports positive emotional climates and the development of emotional intelligence skills in both students and the adults in their lives. RULER teaches skills associated with Recognizing, Understanding, Labeling, Expressing, and Regulating emotion. Decades of research show that these skills are essential to effective teaching and learning, sound decision making, physical and mental health, and success in school and beyond.

GCCS does not tolerate behavior that infringes on the safety of any student. A student shall not intimidate, harass, or bully another student through words or actions. Such behavior includes: direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation or manipulation.

GCCS expects students and/or staff to immediately report incidents of bullying to their teacher, the Dean or designee. Staff who witness such acts take immediate steps to intervene when safe to do so. Each complaint of bullying should be promptly investigated. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, whether on or off school premises, and during a school-sponsored activity.

Teachers should discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.

The Student Code of Conduct includes, but is not limited to:

- Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.
- Students are expected to immediately report incidents of bullying to their teacher, the Culture Associates, or designee.
- Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.
- If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the Executive Director. The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

The procedures for intervening in bullying behavior include, but are not limited, to the following:

- All staff, students and their parents will receive a summary of this policy prohibiting intimidation and bullying: at the beginning of the school year, as part of the student handbook and/or information packet, as part of new student orientation, and as part of the school system's notification to parents.
- The school will make reasonable efforts to keep a report of bullying and the results of investigation confidential. Staff who witness acts of bullying shall take immediate steps to intervene when safe to do so. People witnessing or experiencing bullying are strongly encouraged to report the incident; such reporting will not reflect on the target or witnesses in any way.

### **Conflict Resolution**

Part of a healthy environment is the freedom to openly disagree. With this freedom comes the responsibility to discuss and resolve disagreements with respect for the rights and opinions of others.

GCCS will incorporate conflict resolution education and problem solving techniques into the curriculum and school wide programs. This is an important step in promoting respect and acceptance, developing new ways of communicating, understanding, and accepting differing values and cultures within the school community and helps ensure a safe and healthy learning environment

GCCS will provide training to develop the knowledge, attitudes, and skills students need to choose alternatives to self-destructive, violent behavior and dissolve interpersonal and intergroup conflict. Students have expectations to follow while on school grounds, when traveling to and from school or a school-sponsored activity, and during lunch period, whether on or off school premises.

The Students Code of Conduct includes, but is not limited to, the following:

- Students are to resolve their disputes without resorting to violence.
- Students are encouraged to help fellow students resolve problems peaceably.
- Students can rely on staff trained in conflict resolution and peer mediation strategies to intervene in any dispute likely to result in violence.
- Students needing help in resolving a disagreement or students observing conflict may contact a teacher, counselor or other school staff member.
- Students involved in a dispute will be referred to a conflict resolution session with trained counselor. Other staff will keep the discussions confidential.
- Conflict resolution procedures shall not supplant the authority of staff to act to prevent violence, ensure school safety, maintain order, and discipline students.

## *Training, Drills and Exercises*

- Plans are produced for the following situations:
  - Fire drill
  - Intruder Alert
  - Rapid Dismissal
  - Bomb Scare
- The Safety Team will conduct 'table top' exercises – playing through the execution of each situation's plan.
- The school will review details of its Safety Plans with all faculty and staff prior to the first day of school annually, ensuring all are clear on all roles and responsibilities as well as logistics. Staff will sign off on having reviewed and understood School Safety Plans.
- The school will review all emergency response plans with students within the first 2 weeks of school, to ensure all students understand expectations for their action/behavior and that of the entire school community.
- At least two school staff will be trained in CPR and the use of the AED (defibrillator)
- The School will conduct the mandated actual safety (fire and intruder alert) drills as follows: fire drills conducted as per the DOE protocol per semester, and one intruder alert drill in September/October and another drill in February/March.
  - The School will schedule the dates and times of drills with local officials as necessary.
  - Just before a drill, the School will contact local officials to announce the drill as necessary.
- When hiring school safety/security personnel, the School will ensure all personnel have the appropriate background (experience and training) to fulfill their role, including training in how to de-escalate potentially violent situations.
- School security personnel/contract agency will participate in the review of the School Safety Plan as needed,

## *Implementation of School Security*

School Security roles at GCCS are expected to be as follow:

- Front Desk Attendant: one dedicated staff member seated at the front desk, as follows:
  - During the school day and through our afterschool program, a front desk attendant will be located at the front entrance door.
- School staff will monitor hallways before and after school, and during class times as needed.
- Security cameras located throughout the school building will be used to continuously monitor hallways, stairwells, and other areas (not including classrooms or restrooms).
- The front doors of the school are locked at all times

- All school visitors will be required to show identification upon entering the school building, and to wear a visitor nametag while in the school.
- As appropriate, visitors will check-in in the main office and the school staff member will be notified.
- The visitor will be escorted to their destination by a staff member as appropriate. The School will have security cameras located in all hallways and stairwells and general assembly areas.

The Building Response Team (BRT) members will have 2-way radios to use in the event of an emergency drill or actual occurrence to ensure a means of communication.

(See detailed plans for each type of emergency response in Section IV: Response)

*Vital Education Agency Information*

‘Student Emergency Contact’ Binder with Emergency Contact sheets for each student will be in the main office.

An updated School Staff contact list (with cell phone numbers) will be maintained by the Operations Team and placed within the School ‘Emergency/Safety’ Binder and is accessible via smartphone or wireless device.

This binder will also contain:

- list of all local emergency contact names and numbers (police, fire, hospital, Board members)
- Emergency Contact Information for all School Staff
- Demographic sheet of school (# of students, # of staff, organization chart)

**Hazard Identifications**

Through a walk-through and in consultation with School Administrators and School Security Staff, the School Safety Team identified the following potential emergency sites and situations:

Potential Emergency Site	Related Potential Emergency Situation
School building- stairwells, gym, cafeteria, hallways, restrooms	Student confrontation, medical illness, emotional distress
Recess park/playground	Student confrontation, medical illness, emotional distress, kidnapping
School buses	Student confrontation, medical illness, emotional distress,

Off-site Field Trips	Student confrontation, medical illness, emotional distress, kidnapping
----------------------	--

### **Code Blue: AED/CPR**

All trained and certified responders (ONLY) will report to the location identified in [the Code Blue Announcement](#).

- Check the scene for safety; check the ill person
- Call 911 immediately
- Check for breathing for 5-10 seconds
- If no breathing, begin CPR with Chest compressions (rate of 100 per cycle)
- Use AED as soon as available
- Turn on AED, follow directions, apply pads to chest.
- Do NOT stop CPR until AED is ready for use
- Continue CPR/AED until EMS arrives

### **Lockdown- Response**

Phase I (first 10 minutes)

- Team Response- PA system “Lockdown”
- Response Team to the office
- Get information from witness
- Call for help (911)
- Send first aid / response team to location

Phase II (Next 50 minutes)

- $\frac{1}{2}$  of Response Team checks on victim/scene
- Wait for “All Clear”
- Account for all staff/students in the building
- Notify victim’s family Phase III

(rest of the school day)

- Appropriate medical care for injured
- Check-in with staff and students (debrief of events)
- Follow up on injured Phase IV (every day)

thereafter)

- Review response protocol
- Provide support and counseling

## **Procedures for Bomb Threats**

A person receiving a bomb threat by telephone or other means or who finds a suspicious device on school property shall inform the Executive Director/ Principal immediately.

Upon learning of the bomb threat, the Principal shall alert local law enforcement, utility companies and the Board Members.

Upon learning of the bomb threat, the Principal, in consultation with law enforcement shall:

- Evaluate the credibility of the threat
- Decide whether to direct a search of the building; and
- If so, decide whether the search should be conducted while the building is occupied or after it has been evacuated. In so doing, the Principal shall resolve all doubts in favor of finding the threat credible, a search necessary and prior evacuation necessary.

After deciding which course of action to follow, the Principal will activate the school safety response team.

### *Evacuation*

The Principals, in consultation with the school safety response team, shall decide on the extent to which the building will be evacuated. The decision shall be either:

- To assemble all building occupants in one location, such as the gymnasium;
- To evacuate just a portion of the building;
- To evacuate the entire building to a particular site or sites no less than 300' from the building; or to dismiss students and/or staff for the balance of the day.

Principal will inform staff immediately of the decision to evacuate.

Staff are not to touch any object found to be suspicious and report it to the Principal/ School Safety Team who will report it to law enforcement.

- ✓ The Principal shall direct appropriate personnel to turn off gas and other fuel lines at intake.
- ✓ The Principal shall decide whether electric power to the building should be turned off.

The Principal, in consultation with the School Safety Team, shall decide on the extent to which the building will be searched.

## **After a Bomb Threat**

1. **Investigation.** The Principal, and all other school personnel, shall cooperate with law enforcement personnel involved in investigating a bomb threat.
2. **Discipline.** Any student involved in the making of a bomb threat, in addition to any penalty imposed by law, shall be subject to disciplinary action by the school, up to and including expulsion subject to the school's student discipline policy.
3. **Civil liability.** GCCS reserves the right to bring suit against anyone responsible for a bomb threat and to seek restitution and other damages permitted by law.
4. **Lost time.** Any school time lost as a result of a bomb threat shall be made up on days and at times determined by the School Board.
5. **Counseling.** The Principal, in consultation with appropriate guidance shall assess the effect of the bomb threat on all staff and students and refer appropriately for any counseling.
6. **Evaluation.** Within one week following the conclusion of the school's response to a bomb threat, the Principal shall convene the bomb threat response team to evaluate the school's response and need for any changes.

#### **Response to Acts of Violence**

In the event of actual violence by any member of the school community or person on school grounds, the school will follow the procedure below:

- Injured parties will be provided with medical attention as necessary
- Offending individual will be contained by building security until local law enforcement arrives.
- Principal/Assistant Principal and School Safety Team will determine the level of threat
  - The immediate area will be isolated or evacuated
  - Activate lockdown procedures
  - Local law enforcement notified

For all Situations:

- Parents – The Executive Director will determine with consultation with the leadership/safety teams if and when parents need to be informed.
- Media – The Executive Director will determine with consultation with the Board if and when media needs to be informed.
- The school safety team will convene within 48 hours to conduct a situation debrief/postmortem. Feedback from staff, students, security, etc... will result in future plan updates as necessary.

#### **Protective Action Options**

S	P
School Cancellation	<ul style="list-style-type: none"> <li>Monitor situation that may warrant school cancellation (ED/Principal)</li> <li>Make cancellation determination</li> <li>Inform families/students, staff, and Board</li> </ul>
Early Dismissal	<ul style="list-style-type: none"> <li>Monitor situation</li> <li>ED/Principal make early dismissal determination and time</li> <li>Contact school transportation providers</li> <li>Inform families/students and staff</li> <li>Retain any personnel on site until all students dismissed</li> </ul>
Evacuation (before during, and after school hours)	<ul style="list-style-type: none"> <li>Determine level of threat</li> <li>Contact transportation providers</li> <li>Evacuate staff and students</li> <li>Report any missing persons to Principal</li> <li>Contact families/students</li> </ul>

### **Disaster Mental Health Services**

Disaster Mental Health Resources will be coordinated directly by Global Community Charter School.

After the recovery stage of any incident, the school safety team will conduct an internal post mortem that will include re-evaluations of violence prevention and school safety activities as appropriate to improve our plan. Updates to the safety plan will be made as appropriate.

Members of the social-emotional team are available as needed for the school community for any counseling services.

### **Cybersecurity**

Protecting student and staff information is essential to ensuring a safe and secure learning environment. Our cybersecurity practices safeguard sensitive data, prevent unauthorized access to school systems, and promote responsible digital citizenship. By maintaining strong safeguards—including secure networks,

staff training, and clear protocols—we protect against cyber threats while teaching students to use technology safely and responsibly.