



An International Baccalaureate World School

Family Handbook  
2023 - 2024 School Year

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## **I. GENERAL INFORMATION**

### **Welcome Letter from the Chief Academic Officer**

Dear Families,

I am thrilled to welcome you to the 2023-2024 school year. I am humbled to have the privilege and responsibility of ensuring all children educated at Global Community Charter School receive a high-quality education that will put them on a predictive path to educational and personal success. I am deeply committed to making a positive difference in the lives of children as we not only promote academic excellence but strive to instill the ten attributes of the International Baccalaureate learner profile: open-minded, inquirers, knowledgeable, thinkers, communicators, principled, balanced, courageous, caring, and reflective. There comes a time in every parent's life when they have to make one of the most important decisions they will ever make – where to send their child to school. Thank you for selecting Global Community Charter School!

At Global, when each of our students looks in the mirror, we want the person staring back at him or her to know in their mind and believe in their heart that they are capable of both academic and personal excellence. We strive to develop in each student the bold intellect and self-confidence that will guide each student to and through college completion. Whether your child is one of our Pre-K students learning to count to 100 or one of our 8th graders developing the skills to make a strong claim and support it with evidence, we require every child to think and work hard every single day. The home-school partnership is integral to the success of every student. We look forward to working closely with each and every GCCS family so that every child can develop into a leader who is ready to take on the challenges and opportunities in the community at large.

This handbook contains important information you may need to refer to in order to understand and support our Mission, Goals and Expectations for this school year resulting in a safe, supportive and stimulating learning environment. Please read through this handbook carefully and talk to your child about Global Community Charter School. When you have completed reading the handbook, we ask that both parents and students sign the Student/Parent Handbook agreement form located at the end of the Handbook and return the signed copy to your child's classroom teachers.

I am honored to be the GCCS Chief Academic Officer, the first and only free, public International Baccalaureate school in Manhattan. I will continue to lead the school alongside Bill Holmes, the Chief Operating Officer. Bill and I are joined by an outstanding group of leaders and teachers who bring expertise, commitment, and energy to our school. We look forward to a year full of learning and fun!

With gratitude,  
Kristan Norgrove

## **\*Mission Statement \*currently pending NYSED approval**

Global Community Charter School commits to knowing every child by name, strength, and need. Our students use their unique talents and identities, academic and life skills, and conviction to thrive in high school and college and make contributions, beyond school, in their local and global communities.

## **School Introduction and Philosophy**

GCCS is designed to foster focused learning experiences for students with diverse backgrounds and languages to become inquirers, knowledgeable and supportive of each other. GCCS offers a learning environment that is engaging, relevant, challenging and significant in order to meet the diverse needs of our students. We use a balanced literacy and project-based approach to teaching. We employ a trans-disciplinary model based on the International Baccalaureate Primary Years Program (PYP) and Middle Years Program (MYP), where themes of global significance frame the learning throughout the school. This means that students are encouraged to make connections between subject areas and traditional curriculum areas that are also used as lenses to help students' inquiry into big ideas. Through inquiry, students are encouraged to question, wonder, doubt, speculate and generalize as part of their learning journey to construct meaning. We aim to meet the needs of the whole child by intentionally supporting their academic, social and emotional needs.

## **Charter School Overview**

Global Community Charter School has been approved by the New York State Board of Regents in compliance with the New York State Education Department as a charter school. A charter school is a public school which is established by an independent group of educators who hope to increase learning and achievement for students while providing parents with greater choice in the educational opportunities that their children receive. As a public school, charter school students do not pay tuition to attend. Any child who is qualified to attend public school is also qualified to attend a charter school. To enroll in a charter school, students must submit an application and go through the random lottery selection process.

A charter school must meet all state standards and the requirements of all state and federal laws regarding health, safety, civil rights, and student assessment. Additionally, a charter school must comply with the specific academic goals and procedures set forth in their charter, which is a document approved by the state that allows the school to operate as a charter school. Thus, in exchange for an increased level of independence, charter schools are held to higher levels of accountability than traditional public schools.

After the state approves the goals and policies established by a newly formed charter school, a charter will be granted for a period of up to 5 years. At the end of this 5 year period, the review process is conducted to determine whether the charter school has attained the goals outlined in its original application.

## Our Schools

<b>School Campus/Principal</b>	<b>Grades Served</b>	<b>Address</b>	<b>Phone Number</b>
Global Community Charter School - Elementary School  Principal: Annie Huynh	PreK - 5th	2350 5th Avenue New York, NY 10037	646-360-2363
Global Community Charter School - Middle School  Principal: Jasmin Candelario	6th - 8th	218 W. 147th Street New York, NY 10039	646-401-0987

## School Calendar

The Board-approved school calendar can be found at [globalcommunitycs.org](http://globalcommunitycs.org) under the section titled "[For Families](#)".

## ACADEMICS

### Educational Program

**Design Elements of Our Program:** Students at GCCS will engage in a curriculum that focuses on language and skill development, while also integrating additional resources and programs to meet the needs of urban students. What is apparent to us is the reality that when young children are taught an organized, coherent, engaging curriculum, they will succeed in large numbers. However, extra time is needed to master skills, approaches, attitudes and internalize the ability to read, write, discuss, and think mathematically, scientifically, and critically. Our curriculum is aligned with the New York State Common Core Learning Standards. Most of our students achieve grade-level mastery and respond to challenges readily. We encourage teachers to create collaborative units of study and lessons. Charter schools are constantly evolving entities that require a higher level of teaching experience and skill than a more traditional setting. To implement our model, additional features were selected to support our students, teachers and families.

**Professional Learning Community:** GCCS offers teachers with regular opportunities to share observations, knowledge, and experiences, and plan instruction. The GCCS schedule provides more than one hour of common planning every day for teachers in addition to weekly grade-level planning meetings. During common planning time, teachers can work together to design tasks, to facilitate group work, to confer with individual students, and to differentiate ways in which students participate in class activities.

**Multiple forms of evidence:** GCCS is founded on the expectation that all students will learn and achieve academic excellence. Teachers are expected to differentiate instruction so that lessons are implemented in a way that meets each student's individual needs. A variety of student data, including both formal and informal assessment, is used by the teacher as they plan instruction. Assessments include Fountas & Pinell Benchmark Assessment System, student performances as well as performance-based assessments.

In addition to standardized tests aligned to NYS Common Core State Learning Standards, students are given opportunities to share their knowledge and growth in multiple formats based on benchmarks and goals established by teachers.

**Visual and performing arts integration:** The arts are an important area of learning, and as such, students will learn about the arts (the skills and processes involved) and through the arts (artists, perspectives, themes, and ideas using the arts). This approach helps to integrate the arts into the curriculum studied and places the arts inside the everyday life of the students. GCCS has art, dance and music teachers who collaborate with our classroom teachers to provide students with multiple opportunities to explore their own artistic abilities and to appreciate those of others.

**Homework and Independent Reading:** Students are required to complete their homework and read at home each night. Research demonstrates that the only way students can improve their reading ability is through practice. As the ability to read well impacts on every academic area, as well as on life in general, it is important that students practice reading as often as possible.

**Field Trips:** Field trips are an important component of instruction and a memorable and valued part of the teaching and learning processes. Field trips are used to enrich and extend classroom instruction. All students will have an equal opportunity to participate in school field trips; however, students who are persistently in violation of the code of conduct may be excluded from field trips in order to maintain student safety and orderly conduct outside of the school.

While on field trips students will be held accountable for all of the rules and regulations found in the GCCS student handbook. A signed permission slip must be submitted before leaving for any field trip requiring transportation. A “walking” permission slip will be kept on file for each student, which will be valid for all field trips originating at GCCS and that do not require transportation (for example, trips to the public library or playground across the street).

**Progress Reports:** We believe it is important for teachers and families to communicate regularly about student progress. During the middle of each trimester, families will receive a progress report which outlines the student’s academic progress.

**Report Cards:** Report cards are issued three times per year at the end of each trimester. With the trimester system, the academic school year is broken into three terms.

**Family-Teacher Conferences:** Family-Teacher communication is essential to academic success. Participation in Family-Teacher conferences is mandatory. Report cards will be distributed during the Family-Teacher Conference and will not be sent home with your child unless and until you have met with the teacher(s). Parents/guardians are expected to attend Trimester I and II Family-Teacher Conferences to assess progress and discuss goals and work products at the time when report cards are distributed. Third trimester conferences will only be scheduled if your child will not be promoted to the next grade.

**Grade Placement Policy:** The early childhood grades are critical for preparing students for success in the later grades. In order to move successfully from grade to grade, students must demonstrate proficiency in the core subjects. Though many children find the demands of school to be challenging, at GCCS, the structured environment, individualized instruction, the system of continuous ongoing assessment and timely intervention, extra time and support are all designed to ensure that all students have the opportunity to acquire grade level skills. We consider many factors and gather as much information as possible in making decisions about grade placement.

Promotion is based on satisfactory attendance as well as students meeting grade-level knowledge and content standards. Decisions are based on assessment information, teacher recommendation, and the approval of the Principal. In some cases, we may determine that a student requires additional time in a grade in order to be fully prepared for success in the



next grade level and beyond.

When we believe that a student may benefit from an additional year of learning, we inform families no later than the end of Trimester II. The final decision will be made by the Principal during the month of June. You may only appeal the decision of the Principal to the Chief Academic Officer based on the following reasons:

- The attendance record is incorrect and you have documentation to dispute the accuracy of the school attendance
- The assessment information is incorrect and you have documentation that shows your child is performing on or close to grade level
- You attended the Trimester II conference and the school did not appropriately notify you that your child's promotion was in doubt

**Skipping Grade Levels:** We do not skip student grade levels. Instead, we differentiate for different abilities and challenge each student on their level in their grade placement.

### **Special Education, English as a New Language & 504 Accommodations**

**Identifying English Language Learners (ELL):** GCCS seeks to enroll and support English Language Learners. Once a student has enrolled in GCCS, the family fills out a Home Language Identification Survey to identify the student's primary language. In addition, an interview with a representative of the school is conducted to determine whether a student might need English as a New Language (ENL) services. When a student is identified as having a Home Language other than English, the New York State Identification Test for English Language Learners (NYSITELL) is administered to determine the student's English language proficiency within the first 10 days of school.

**Receiving English as a New Language Services:** The NYSITELL determines whether a student will be eligible for English as a New Language (ENL) services. Students who do not score at a Proficient Level will be eligible for services. If your child is eligible for ENL services, an individual plan will be developed to determine how to best increase the student's capability in language development. Each year, the student's English language proficiency will be assessed using the New York State English as a Second Language Achievement Test (NYSESLAT) to determine progress and areas where additional support is needed.

**Special Education Program:** GCCS is committed to providing support for students with disabilities in inclusion settings. We use an Integrated Co-Teaching (ICT) and SETSS program model. Our ICT classrooms consist of one general education teacher and one special education teacher. Co-teachers provide support services to students enrolled in the special education program. Students are supported through small group instruction, direct instruction, modeling and scaffolding. In order to comply with legal requirements, GCCS reviews all school records and evaluations, and will determine whether students require special education services.

**Students with Disabilities:** GCCS aims to comply with all procedures mandated by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act to ensure that all students receive the services they need. If parents or families have concerns about student

accommodations, they should not hesitate to contact the Director of Student Support Services.

## II. CULTURE & SCHOOL DAY POLICIES/PROCEDURES

### **Attendance:**

The first step towards academic success for your child is arriving at school on time and recognizing that every day counts. Our policies are meant to minimize student absenteeism and create an environment for academic success. Consistent attendance is expected of all students.

**Attendance policy for PreK students:** Our PreK program is intended to support Kindergarten readiness. Therefore, consistent attendance is required. If a PreK student has five or more unexcused absences by October 15th or accumulates 20 unexcused absences during the school year, they may be removed from the program and their seat will be filled with the next child on the waiting list.

### **Arrival:**

- **Elementary school:** Elementary school breakfast will be served daily between 7:30 am - 7:55am. The school day begins at 8:00 am for students in PreK - 5th grade. If an elementary school child arrives at 8:01 am or after, they will be marked late for the day.
- **Middle school:** Middle school breakfast will be served daily between 8:00 am - 8:20 am. The school day begins at 8:20 am for students in 6th - 8th grade. If a middle school student arrives at 8:21 am or after, they will be marked late.

### **Dismissal:**

- **Elementary school:** Elementary school dismissal starts at 4:00 pm. Friday school dismissal is at 12:00 pm. Dismissal takes place outdoors so please plan your arrival accordingly. All elementary school students, who do not take the bus, will be required to have an adult sign them out at the end of the day.
- **Middle school:** Monday through Thursday, middle school dismissal starts at 4:25 am. Friday dismissal begins at 12:00 pm. If you have a child at both the middle school and elementary school location, your child may wait at the middle school until 12:20 pm on Fridays. All middle school students are self-dismissed, meaning that we do not have a sign out process. There is no adult required at pick up. Instead, students are released from school whether there is an adult there or not. Please speak to your child about where you expect them to go when they are dismissed from school. If you would like your child to wait for an adult, please communicate that directly to your child so they can be sure to wait for someone to pick them up.

**Early pick up:** Early pick ups are disruptive to the classroom and do not allow the child to receive the full benefit of the instruction offered that day. Unless your child is sick or there is a family emergency, please do not pick up early. Frequent early pick ups may result in your child having to attend summer school and/or your child will be retained. An exception will be made for early pick ups if both the school and family agree to the early pick up and the school provides this approval in writing.

**Late pick up:** Students who are not picked up within 15 minutes of dismissal are considered late. If you are frequently late picking up your child, you will be required to have a meeting with the school leadership. Please be respectful to the school staff by making arrangements to have your child picked up on time.

**Absences:** It is important that all students attend school consistently. If your child is going to be absent, please call the appropriate main office no later than 9:00 am. Please note, calling to report an absence does not excuse the absence. We recognize that there are legitimate times when coming to school is not possible. Absences will only be excused for the following reasons:

1. Medical/Dental emergency *pertaining to the student* (documentation with the child's name on it must be provided)
2. Death in the family
3. Legal proceedings *that require the child's presence* (documentation with the child's name on it must be provided)
4. Religious observance

Note: A doctor's note is required for students who have been absent for three or more days due to illness. The school is required to maintain proof of attendance and absences of students. This information is regularly reviewed by both the NYC Department of Education and by the NYS Education Department.

We encourage you to refer to the GCCS Academic Calendar when scheduling routine medical appointments. It is best if these appointments are scheduled at times when school is not in session.

Please schedule family vacations for times school is not in session. Vacations are unexcused absences.

In cases of excessive absenteeism, our staff will request a meeting with the parent (and the student, when appropriate) in order to determine needed support and an appropriate course of action, which may include, but is not limited to: home visit by school personnel, guidance intervention, referral for counseling, action planning, mandatory summer school and retention in the same grade.

### **Attendance Follow up Protocol**

As mandated reporters of educational neglect, and other areas of neglect and abuse, we are required to refer families who continue to struggle with truancy to preventive services through the Administration for Children's Services (ACS). Additionally, students who miss 10% of the school year or more are considered chronically absent and may jeopardize their promotion to the next grade.

The school is obligated by law to contact ACS upon five consecutive unexcused absences where no contact has been made regarding the whereabouts of the child. In addition, the school will contact ACS if a child has 20 unexcused absences during the school year.

If a student has been absent for more than 20 consecutive days of school, the Principal will schedule and notify, in writing and at the last known address, both the student and the

parent/guardian of an informal conference. At the conference, the CAO shall determine both the reasons for the student's absence and whether reasonable changes in the student's educational program would encourage and facilitate the student's re-entry or continuance of study. The student and the parent/guardian shall be informed verbally and in writing of the student's right to re-enroll at GCCS. If the student and parent/guardian fail, after reasonable notice, to attend the informal conference, the student may be dropped from enrollment provided that they and the parent/guardian are notified in writing of the right to re-enter at any time, if no other applicants precede them on the waitlist.

**Uniform Policy:** Uniforms unite us as a community, and reduce distractions and clothing competition. In order to reinforce school unity, students must wear the official school uniform every school day. All students are required to arrive at school and leave school in their school uniform, including field trips, half-days, day before a major holiday and the last day of school (unless otherwise noted by school leadership).

The GCCS uniform consists of the following:

PreK - Kindergarten	<p><b>Tops:</b>  <b>REQUIRED IDEAL UNIFORM ITEMS</b></p> <ul style="list-style-type: none"> <li>- Short-sleeved embroidered t-shirt light green t-shirt</li> <li>- Long-sleeved embroidered t-shirt light green t-shirt</li> <li>- NOTE: We do not allow long-sleeved shirts to be worn underneath the short-sleeved polo. On cold days, the child should wear the long sleeved polo.</li> </ul> <p><b>ITEMS THAT CAN BE PURCHASED ELSEWHERE</b></p> <ul style="list-style-type: none"> <li>- Gray sweater (<a href="#">With logo</a>, <a href="#">Without Logo</a>), gray sweater (<a href="#">Children's Place</a>), or gray sweater (<a href="#">Children's Place</a>)</li> <li>- NOTE: We only permit sweaters that do not have a hood</li> </ul> <p><b>Bottoms:</b></p> <ul style="list-style-type: none"> <li>- Solid gray sweatpants</li> <li>- Solid gray jumper</li> <li>- Solid gray knee-length skirt</li> <li>- Solid gray trouser (preferably elastic waistband)</li> <li>- Solid gray jeans</li> <li>- Solid gray knee-length shorts</li> <li>- Leggings that are worn under a skirt must be solid gray. Leggings may not be worn as pants</li> <li>- Bottoms may not have any rips or tears</li> </ul> <p><b>Footwear:</b></p> <ul style="list-style-type: none"> <li>- Sneakers or rubber-soled closed-toe footwear</li> <li>- The following is not permitted: Crocs, heavy boots, shoes that light up, slippers, or have wheels</li> </ul>
1st Grade - 5th Grade	<p><b>Tops:</b>  <b>REQUIRED IDEAL UNIFORM ITEMS</b></p> <ul style="list-style-type: none"> <li>- Short-sleeved embroidered royal blue polo</li> <li>- Long-sleeved embroidered royal blue polo</li> <li>- NOTE: We do not allow long-sleeved shirts to be worn</li> </ul>

	<p>underneath the short-sleeved polo. On cold days, the child should wear the long sleeved polo.</p> <p><b>ITEMS THAT CAN BE PURCHASED ELSEWHERE</b></p> <ul style="list-style-type: none"> <li>- Gray sweater (<a href="#">With logo</a>, <a href="#">Without Logo</a>), gray sweater (<a href="#">Children’s Place</a>), or gray sweater (<a href="#">Children’s Place</a>)</li> <li>- NOTE: We only permit sweaters that do not have a hood</li> </ul> <p><b>Bottoms:</b></p> <ul style="list-style-type: none"> <li>- Solid gray jumper</li> <li>- Solid gray knee-length skirt</li> <li>- Solid gray jeans or trouser</li> <li>- Solid gray knee-length shorts</li> <li>- Leggings that are worn under a skirt must be solid gray. Leggings may not be worn as pants</li> <li>- Bottoms may not have rips or tears</li> <li>- Sweatpants are not permitted</li> </ul> <p><b>Footwear:</b></p> <ul style="list-style-type: none"> <li>- Sneakers or rubber-soled closed-toe footwear</li> <li>- The following is not permitted: Crocs, heavy boots, shoes that light up, slippers or have wheels</li> </ul>
Middle School Grades 6-8	<p><b>Tops:</b></p> <p><b>REQUIRED IDEAL UNIFORM ITEMS</b></p> <ul style="list-style-type: none"> <li>- Short-sleeved polo gray</li> <li>- Long-sleeved polo gray</li> <li>- NOTE: We do not allow long-sleeved shirts to be worn underneath the short-sleeved polo. On cold days, the child should wear the long sleeved polo.</li> </ul> <p><b>ITEMS THAT CAN BE PURCHASED ELSEWHERE</b></p> <ul style="list-style-type: none"> <li>- Gray sweater (<a href="#">With logo</a>, <a href="#">Without Logo</a>), gray sweater (<a href="#">Children’s Place</a>), or gray sweater (<a href="#">Children’s Place</a>)</li> <li>- NOTE: We only permit sweaters that do not have a hood</li> </ul> <p><b>Bottoms:</b></p> <ul style="list-style-type: none"> <li>- Solid black</li> <li>- Solid black knee-length skirt</li> <li>- Solid black trouser</li> <li>- Solid black jeans</li> <li>- Solid black knee-length shorts</li> <li>- Leggings that are worn under a skirt must be solid black. Leggings may not be worn as pants</li> <li>- Bottoms may not have rips or tears</li> <li>- Sweatpants are only permitted on PE days</li> </ul> <p><b>Footwear:</b></p> <ul style="list-style-type: none"> <li>- Sneakers or rubber-soled closed-toe footwear</li> <li>- The following is not permitted: Crocs, heavy boots, shoes that light up, slippers or have wheels</li> </ul>

	<p><b>PE Uniform:</b></p> <ul style="list-style-type: none"> <li>- GCCS branded PE t-shirt</li> <li>- Gray sweatpants</li> <li>- Families can purchase the middle school PE uniform from <a href="http://GCCS.NYCSchoolUniforms.com">http://GCCS.NYCSchoolUniforms.com</a>.</li> </ul>
Dress Code for Dress Down Days	<p>Additional Guidelines PK- 8</p> <p>It is important that at all times including the occasional dress-down day, student appearance is tasteful and appropriate for a school setting. Clothing and accessories may not:</p> <ul style="list-style-type: none"> <li>- Display vulgar, discriminatory, or obscene language or images</li> <li>- Include caps or other head coverings unless required for religious or medical reasons</li> <li>- Promote illegal or violent conduct</li> <li>- Contain threats or gang symbols</li> <li>- Promote the unlawful use of weapons, alcohol, tobacco, drugs, or drug paraphernalia</li> <li>- Expose cleavage, private parts, the midriff, or undergarments, and in the case of pants the waistband</li> <li>- should not fall below the hips</li> <li>- See-through or sexually provocative</li> <li>- Sunglasses and other unnecessary accessories</li> </ul>
Dress Code for Remote Learning Days	<ul style="list-style-type: none"> <li>- Students are not required to wear their uniform during remote learning.</li> <li>- Shirts must have sleeves and students should wear bottoms such as pants, skirts, etc.</li> <li>- Students are not permitted to wear pajamas, hair bonnets, etc. during remote learning.</li> </ul>

Elementary and middle school families can purchase the school uniforms through Ideal Uniform online at <http://www.idealuniform.com/gccsnyc>

Phone: (718) 252-5090  
Email: [Customerservice@idealuniform.com](mailto:Customerservice@idealuniform.com)

Families can purchase the middle school PE uniform from <http://GCCS.NYCSchoolUniforms.com>.

If a student does not arrive at school in proper uniform, the school will attempt to call the family to ask them to bring the uniform. If the school cannot reach the family or the family is unable to bring a uniform to the school, the child will be given a clean loaner uniform for her/him to change into. Families who have children who are frequently out of uniform will be required to meet with a school administrator.

Students wearing boots in the winter must bring a pair of sneakers to change into at school. For safety reasons, students who wear footwear that is not aligned with our policy will not be able to participate in recess/physical education. Students choosing to leave a pair of sneakers at the school during inclement weather may do so at their own risk.

Excessive jewelry or make-up are not permitted. GCCS is not responsible for jewelry or other items that are lost or damaged. Any clothing or jewelry that appears unsafe or could potentially interfere with the learning process will be confiscated and returned when a parent picks it up.

**Financial Assistance:** Families experiencing financial hardship may qualify for financial assistance for school uniforms. If you need assistance, please contact the Dean of Students.

**Birthday Celebrations:** Each child's birthday is marked in some special way at school. Our celebrations are simple and must occur during the regular daily snack time. Parents may send in a special snack. If you intend to send in a snack, please communicate with the classroom teacher at least three days in advance. Please ensure that the snack is easy to distribute (such as cupcakes rather than a cake that the teacher would need to cut). Please ensure the snack can be consumed during the 15-minute snack period so celebrations do not interfere with instruction time. We do **not** encourage families to send in goodie bags. However, if you would like to send in a goodie bag you must provide a goodie bag for everyone in the class and the contents of the goodie bag will be examined by the teacher prior to distribution.

**End of year Celebrations:** Each year we want to celebrate the completion of the school year. We have school-wide end of celebrations for PreK (our youngest grade level), 5th graders transitioning to middle school and 8th graders transitioning to high school. All other grade levels will have a classroom celebration to acknowledge the great work students have done throughout the year.

**Ethics:** Students are expected to adhere to honesty, trustworthiness, and personal integrity at all times. Cheating, plagiarism, or any form of academic deceit will not be tolerated. Students who cheat or provide answers to others will not earn any credit on the assignment, project, or exam. Repeated infractions of academic dishonesty will result in a parent conference and could lead to suspension.

### **Afterschool program**

GCCS does not operate an on-site afterschool program. GCCS does, however, partner with the A Cut Above Afterschool program that is run by Harlem Children's Zone. The location of the afterschool program is Minisink Townhouse (646 Malcolm X Blvd). Students in grades Kindergarten through Grade 8 are eligible for participation in A Cut Above, however, admission into the program is determined by A Cut Above and not GCCS. If your child is admitted into the program, elementary school students will be picked up from GCCS by A Cut Above staff and walked to Minisink. Middle school students are expected to walk directly to the program when they are self-dismissed. Any issues or concerns that happen during A Cut Above after school will be handled by Harlem Children's Zone and should be addressed with them directly.

**Food Service:** Students will eat breakfast, lunch, and healthy snacks at school. GCCS is committed to offering students high quality food; we have partnered with Red Rabbit to provide nutritious, nut-free, made-from-scratch meals. GCCS is its own SFA (School Food Authority) and a Household Income Eligibility Form and/or Income Survey may be required. This mandatory report of SNAP and Medicaid eligible students in the current year is required for Child Nutrition Program federal reporting (FNS-742 Verification Summary, FNS-834 DC Rate Data Element Report, and CEP Notification List) and should be used for other NYSED education reporting purposes (BEDS, Title 1, State Aid, etc.).

Students are permitted to bring their own food as long as it adheres to the following guidelines:

- We are a nut free school. In order to safeguard students with allergies, please do not send in food that contains nuts. Food that has been opened that contains nuts will be discarded to ensure the safety of children with nut allergies.
- Food sent from home should be healthy. Fruit, vegetables, yogurt, etc. are great snack choices.
- Students are not permitted to bring candy, gum, fast food or unhealthy snacks or lunches.
- Please do not send your child with food that needs to be refrigerated or microwaved.

**Snack Policy:** Students will be provided with a snack during normal school hours. These will be nutritious, satisfying and low in calories to help our students develop alternatives to sugary, unhealthy treats. If you would like to send in a snack, please be sure that it adheres to the guidelines outlined in the Food Service section.

**Lost and Found:** Students should make every effort to keep track of their possessions. Families should write your child's first and last name on the tag of **all** articles of clothing. Items that are found and not claimed will be stored at the lost & found bin. If a student finds something, they should turn it into the main office. If a student has lost something, they should check the lost and found bin located in the lobby area. The school is not responsible for items lost at school and the school does not take responsibility for valuables left unsecured in the building. Items that are not permitted in school may be confiscated and held until a parent can pick those items up. Items not claimed by the last day of the month and are not labeled with the child's name will be donated to a charitable organization or discarded.

**Transportation:** In general, parents are responsible for ensuring that students are at school during school hours. Transportation eligibility is determined by the NYC Department of Education on the basis of the student's grade level and the distance between the student's residence and the school. Specialized Transportation is determined by the CSE and specifically mandated on the student's IEP.

Parents must inform the school of any changes to their child's transportation or scheduled pick up by 2:30 pm on the day of the change (Mon-Thurs) and 11:00 am on early release days. Please call the main office to make the change. We cannot guarantee that we can



accommodate all transportation changes if you call after the designated times and it is the parents' responsibility to make arrangements according to the school schedule.

It is expected that students will conform to the rules set forth in this handbook when traveling to and from school. Incidents of inappropriate behavior while using school transportation to and from school may result in disciplinary action.

In providing these services to our families, it is important that parents pick up their child on time from the bus stop so they are not returned to the school. Students who are frequently returned to the school, may be temporarily suspended from the bus and issued a metrocard.

Students with disabilities will have access to appropriate public and supplemental transportation options as needed.

In order for a child to ride the bus, the parent/guardian must attend a mandatory bus meeting prior to the start of service and sign the bus contract.

Please note that Global Community Charter School staff will not put a child into a car service (e.g. Uber, Lyft, etc) while unsupervised or without an adult.

**Open Door Policy: Policy suspended until further notice**

At GCCS we have an open door policy in which we encourage parents and guardians to visit their child's classroom. It is mandatory to contact the school office and/or your child's teacher prior to a classroom visit. We want to ensure that school visits do not cause a distraction or disruption in the classroom. The school may limit visitation to classrooms during times of test preparation and assessments.

We encourage parents to be fully involved in their children's total educational experience. During classroom visits teachers are instructing students and will not be able to discuss your child's performance. Parents/Guardians visiting the classrooms are there for observational purposes. If at any time a parent or guardian would like to meet individually with a school director or a teacher, an appointment should be made through the main office.

**BEHAVIOR, SOCIAL, AND EMOTIONAL SUPPORT**

We are committed to providing a safe and responsive school community where students feel safe and can develop the skills and confidence to compete at the highest academic levels.

School Climate and Discipline are very important to the teachers and administrators at GCCS. The International Baccalaureate Program was selected in part because of its attention to the environment and the creation of a climate of acceptance and mutual respect. Many of the academic published resources from the Developmental Research Center have a social- emotional component that teaches students how to successfully work together.

GCCS has adopted the RULER program. 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.

**Behavior Crisis Response Team:** GCCS provides a safe and supportive environment for all of our students. We realize that sometimes children are not able to safely control their bodies at times of emotional crisis. The RULER curriculum is designed to help students learn to self-regulate and de-escalate conflicts. In the event that a student's conduct creates an imminent risk of harm to others or self, teachers or staff, the GCCS Behavior Crisis Response Team (BCRT) may use restraint to prevent such harm.

Members of the BCRT are properly trained to defuse behaviors that are violent and disruptive and are certified in the Crisis Prevention Institute's Nonviolent Crisis Intervention. This training helps staff members identify student behaviors that may present a conflict and respond appropriately. Non-Violent Crisis Intervention interventions include physical restraint. Restraint is rarely used at the school and always as a last resort. The BCRT team will always try several strategies to help a student before restraint is used.

If a student is physically restrained, the school will notify the parent immediately. The notification will include the reason for physical restraint, the method of restraint used, and the length of time that the student was restrained. BCRT members will document any intervention that leads to physical restraint, and a copy of that documentation will be provided to parents on request.

**Code of Conduct:** Each classroom provides clear guidance with respect to expectations and consequences. Such clarity assures the consistency that young children need to feel safe and comfortable in their environment. Along with this aspect, continual positive communication with families is essential to building a community of support.

To ensure that an environment is created where teaching and learning can flourish; GCCS has developed a series of expectations that address proper student behavior. The Code of Conduct which follows is applicable in School during school hours, on School property before or after school, while traveling on School buses, at all School-sponsored events, at School functions, and off School property and outside of school hours when such behavior negatively affects the School community.

In an effort to address behaviors that disrupt the learning community, we will exercise the range of disciplinary responses listed below. GCCS will take into consideration the student's age, maturity and previous disciplinary record as well as the circumstances surrounding the incident. We will also take into account the student's IEP, BIP and 504 Accommodation Plan, if applicable.

The behaviors listed below will be immediately addressed at GCCS using a range of possible and logical approaches to the matter. As GCCS implements a restorative

practices approach to school discipline, all consequences are in an effort to repair the harm done and introduce the student back safely into our learning community.

Students who have Individualized Education Programs (IEP's) or who have Section 504 Plans may receive consequences for the same violations of the Code of Conduct. However, in addition to the procedural protections described below which are accorded to all students in disciplinary matters, students with disabilities have additional protections guaranteed by federal and state laws. These special protections are described below.

The Deans of Students, the Assistant Principals, the Principals and the Chief Academic Officer reserve the right to exercise discretion and educational judgment in all cases. Infractions and their consequences are tracked in our student database.

### Code of Conduct

Level 1: Uncooperative/Noncompliant Behavior
Level 2: Disorderly Behavior
Level 3: Disruptive Behavior
Level 4: Aggressive or Harmful Behavior
Level 5: Seriously Dangerous or Violent Behavior

Level 1: Uncooperative/Noncompliant Behavior
Infraction Description - Including but not limited to:
<ul style="list-style-type: none"> <li>● Uniform violation</li> <li>● Healthy food policy violation</li> <li>● Bringing toys/electronics to school</li> <li>● Failing to be in one's assigned location in the building</li> <li>● Repeatedly late to class</li> <li>● Failure to follow directions</li> <li>● Off task use of technology during class</li> </ul>
Range of consequences
<ul style="list-style-type: none"> <li>● Reflection with the teacher or Dean</li> <li>● Friday afternoon reflection</li> <li>● Phone call home</li> <li>● Loss of privilege</li> <li>● Conference with the family</li> <li>● Circle/small group conference</li> <li>● Item confiscated</li> <li>● Non-verbal redirection/warning</li> <li>● Tech stored with an administrator</li> </ul>
Level 2: Disorderly Behavior
Infraction Description - Including but not limited to

- Using unkind/hurtful words
- Gambling
- Using profane, obscene or vulgar language or gestures
- Dishonesty
- Scholastic dishonesty - cheating, plagiarizing, etc.
- Verbally disrespecting members of the school community (adults/fellow students)
- Inappropriate use of laptop, cell phone, smart watch or other technology
- Leaving the classroom without permission
- Skipping/cutting class
- Horseplay - with or without minor injury
- Posting/distributing unauthorized written material in the school
- Repeated Level 1 behaviors

#### Range of consequences

- "Fix it" (repair harm)
- Reflection with the teacher or Dean
- Apology/Apology letter
- Peer mediation/conflict resolution
- Non-verbal redirection/warning
- Take a Break Space/move classroom seat
- Relocation to a buddy classroom
- Friday afternoon reflection
- Phone call home
- Loss of privilege
- Parent-Teacher-Student conference
- Circle/small group conference
- Tech stored with an administrator
- Support from a counselor

#### Level 3: Disruptive Behavior

#### Infraction Description - Including but not limited to

- Repeated unkind/hurtful words
- Intimidation
- Harassment
- Instigating a physical altercation
- Bringing an unauthorized person in or around the school building
- Disrupting the classroom/undermining the authority of the teacher
- Hitting, pushing and other acts of aggression (PreK - 2nd)
- Threats
- Taking another person's belongings - without use of force
- Unsafe touches (PreK - 2nd)
- Possession of matches, lighter, vape, etc.
- Graffiti/defacing property
- Tampering with/pulling the fire alarm
- Possession of a toy that could be mistaken as a weapon
- Being out of location that results in the building being locked down
- Tampering with or altering official school records
- Repeated Level 2 behavior

Range of consequences
<ul style="list-style-type: none"> <li>● Loss of privilege</li> <li>● Fix it/Community service projects</li> <li>● Friday afternoon reflection</li> <li>● Peer mediation/conflict resolution</li> <li>● Administrator-Teacher-Student conference</li> <li>● In-school short term suspension</li> <li>● Out-of-school short term suspension</li> <li>● Support from a school counselor</li> </ul>
Level 4 - Aggressive or Harmful Behavior
Infraction Description - Including but not limited to
<ul style="list-style-type: none"> <li>● DASA violation - bullying/cyberbullying/harassment/intimidation <i>based on identity characteristics</i></li> <li>● Horseplay that results in serious injury</li> <li>● Hitting, pushing and other acts of aggression (3rd - 8th)</li> <li>● Fighting/physical altercation that results in injury</li> <li>● Taking or attempting to take another person's belongings - using force</li> <li>● Unsafe/aggressive touches of a sexual nature (3rd - 8th)</li> <li>● Group violence</li> <li>● Engaging in gang-related behavior (wearing gang apparel, making gestures/signs, etc.)</li> <li>● Repeated Level 3 behavior</li> </ul>
Range of consequences
<ul style="list-style-type: none"> <li>● Administrator-Teacher-Student Conference</li> <li>● In-school short term suspension</li> <li>● Out-of-school short term suspension</li> </ul>
Level 5: Seriously Dangerous or Violent Behavior
Infraction Description
<ul style="list-style-type: none"> <li>● Lighting matches/starting a fire</li> <li>● Pre-planned group violence</li> <li>● Engaging in gang-related violence</li> <li>● Act of physical aggression that results in serious injury to another person</li> <li>● Inciting a riot</li> <li>● Engaging in sexual conduct</li> <li>● Using a weapon to take or attempt to take another person's belongings</li> <li>● Selling, using, or possessing fireworks or any explosive materials</li> <li>● Possession, selling or transferring alcohol, drugs, or other controlled substances or drug paraphernalia on school property, a school bus or at a school function</li> <li>● Engaging in gang-related behavior</li> <li>● Possession of a weapon or a dangerous object that can be used as a weapon on school property, on a school bus or at a school function (See footnote 1)</li> <li>● Leaving the school building without permission</li> </ul>

<ul style="list-style-type: none"> <li>● Repeated Level 4 behavior</li> </ul>
<p>Range of consequences</p>
<ul style="list-style-type: none"> <li>● Administrator-Parent-Teacher conference</li> <li>● Chief Academic Officer out-of-school short term suspension</li> <li>● Chief Academic Officer out-of-school long term suspension</li> <li>● Expulsion (Permanent removal from school)</li> </ul>

**Gun Free Schools Act**

Federal law (20 USC §7961) requires suspension from school for a period of not less than one year for a student who GCCS determines to have brought a firearm to school, or to have possessed a firearm at school. “Firearm” as used in this law means a “firearm,” or destructive device” as defined by 18 USC § 921(a) and includes firearms and explosives (New York Education Law § 3214 effectuates this federal law).

The School may also permanently expel a student for bringing a firearm to school. It is the policy of the School that in the event a student brings a firearm to school or possesses one at school, the CAO will refer the student to local law enforcement or to the Office of Children and Family Services. In addition, the local police department will be contacted to take possession of any firearm.

The provisions of the Gun Free Schools Act shall be construed in a manner consistent with the Individuals with Disabilities Education Act. Therefore, the CSE will be consulted, even after a manifestation determination that the student’s behavior was not a manifestation of the student’s disability, regarding placement and services for such student.

**Special Rules with regard Dignity for All Students Act (DASA)**

GCCS is committed to providing a safe and supportive environment for all students and all members of the School community. Acts of bullying and harassment are infractions that may result in in-school or out-of-school suspension. In addition, there are special provisions for dealing with DASA violations that are described in Section VII of the GCCS Family Handbook.

**Suspensions and Expulsion**

Suspension is the temporary removal of a student from the regular school program because his/her/their behavior presents a clear and present danger of injury to himself/herself/themself or others, prevents the orderly operation of classes or other school activities, or negatively affects the health, safety, and welfare of others.

Administration will attempt to proactively work with families and students to prevent a suspension or expulsion. We depend on families, as our partners, to support their child in adhering to school expectations and character development.

For severe or repeated violations of our community expectations, students may be assigned to in-school or out-of-school suspension. If a student is assigned in-school suspension, the student is not allowed to participate with classmates in any part of the school day. Classwork

and alternative instruction will be provided and the student will be separated and supervised throughout the day. If a student is assigned to out-of-school suspension, they may not come to school for the period of the suspension, except for the designated time for alternative instruction.

### **Due Process for In-School Suspension (ISS)**

Students involved in misconduct that does not pose a danger to staff, students, or severely disturb the learning environment may be assigned an in-school suspension. ISS involves placement of the student in another area of the school building where the student will receive equivalent alternative instruction. The School will work with the student and the student's family to generate a re-entry restorative plan. Students assigned ISS are suspended from all-school sponsored extracurricular activities (e.g., sports practices and games, recess, field trips, clubs, special programs, etc.) during their time in ISS.

### **Due Process for Short Term Suspension (five days or fewer)**

Before suspending a student, the Principal will arrange for a preliminary review of reported misconduct, will notify the student of the allegations, and will provide the student with an opportunity to respond. The Principal or his/her/their designee will also notify parents of the suspension by telephone and/or in writing and will invite parents to an immediate informal conference (via phone, Zoom, or in person) to ask questions and present additional information. If the student's presence in school presents a continuing danger or an ongoing threat of disruption, the suspension will be effective immediately. The Principal or his/her/their designee will make the final decision about the short-term suspension. The written notice to parents will provide information about the alternative instruction the student will receive while suspended.

### **Due Process for Long Term Suspension (six days of more) or Expulsion**

Before a student is suspended for more than six days or considered for expulsion from school, the student has the right to a hearing before a hearing officer who is appointed by the CAO. The hearing will take place within five days of the initial suspension. If the family needs more time for any reason, the parent may request to reschedule the hearing.

Written notice of the scheduled hearing will provide the parent/guardian with the details of the incident that gave rise to the suspension, the date and time of the suspension hearing, information about the student's right to have an attorney or advocate participate at the hearing, and information about the student's right to question witnesses and present evidence. Any non-English speaking parent will be informed, both verbally and in print, in their native language.

After a hearing officer is appointed, the school will contact the parent to confirm they are aware of the hearing date/time and answer any questions about the hearing process. At the hearing, the School will present evidence and witnesses to support the charges that are being reviewed and will also make a recommendation with respect to consequences. The student will also have an opportunity to present evidence and witnesses, to question the School's witnesses, and to provide a personal statement. The student has the right to be accompanied by parents or guardians, to be represented by an advocate or attorney, and to request a transcript or tape of the hearing record.

After the case is heard, the School will issue a written statement to the student and parent stating the decision, including a recommendation regarding the penalty, which may include long-term suspension or expulsion. This statement will also be placed in the student's permanent record. If the parent/guardian fails to attend the hearing and fails to notify a school official of the need to reschedule the hearing prior to its start, or if the student withdraws from the School prior to occurrence of the hearing, the School may conduct the hearing in the parent/guardian's absence. In such an event, the School shall notify the parent/guardian in writing of the School's determination, the student's placement (if applicable) and their appeal rights, if any.

A hearing officer may recommend expulsion (permanent separation of a student from the School) if the student is found guilty of a Level 5 violation of the Code of Conduct, as described above. A recommendation for expulsion may be made upon review of the School's recommendation, the student's disciplinary record, and any information presented by the student and parent or guardian. The hearing officer's recommendation regarding expulsion will be presented to the CAO who will confirm or reject the hearing officer's recommendation or ask the hearing officer to consider additional information.

If the CAO confirms a hearing officer's recommendation for expulsion, the decision will be referred for review to the Board of Trustees which will review all cases in which expulsion is recommended. The Board of Trustees will consider the record of the hearing and will also provide the parent and student with an opportunity to present a written statement. The determination of the Board of Trustees will be final.

The Board of Trustees will notify Parents of the decision with regard to expulsion. Such notice will include instructions regarding enrollment of the student in a district or other NYSED approved school, as well as the process and contact information that school will use to receive the student's records from our school.

### **Appeal**

A short term suspension issued by the Principal can be appealed to the Chief Academic Officer. To file an appeal, please email [knorgrove@globalcommunitycs.org](mailto:knorgrove@globalcommunitycs.org). The appeal should be in writing and should include a statement of objections and a proposed resolution. The CAO will review the evidence and respond back in writing. The decision of the CAO can be appealed to the Board of Trustees by contacting the Board Chairperson at [trustees@globalcommunitycs.org](mailto:trustees@globalcommunitycs.org). The appeal should be in writing and should include a statement of objections and a proposed resolution. The Board of Trustees will consider the record of the hearing and will also provide the parent and student with an opportunity to present a written statement.

For long term suspension, the decision may also be appealed to the Board of Trustees by contacting the Board Chairperson at [trustees@globalcommunitycs.org](mailto:trustees@globalcommunitycs.org). The appeal should be in writing and should include a statement of objections and a proposed resolution. The Board of Trustees will consider the record of the hearing and will also provide the parent and student with an opportunity to present a written statement.

If the Decision of the Trustees with respect to short-term suspension, long-term suspension or expulsion is not satisfactory to the family, Parents may appeal to the school's authorizer, NYSED, by emailing [CharterSchools@nysed.gov](mailto:CharterSchools@nysed.gov) or calling 518-474-1762.



**Alternative Instruction**

During a suspension or expulsion, a teacher will provide educational services to the extent required by law. Alternative instruction is live instruction which is inclusive of classroom assignments and assessments, provided by a teacher at a time and location determined by GCCS. Students who attend alternative instruction will not be marked absent. While on suspension, in-school or out-of-school, students are not permitted to participate in any after school activities or events that are sponsored by the school. For an expelled student, alternative instruction will be provided until the earlier of (i) the end of the school year or (ii) the student is enrolled in another accredited school, or otherwise participating in an accredited program, including any alternative education program operated by the student's district of residence. Parents will be notified by email or other written communication as to the time and place of any alternative instruction.

**Record Keeping**

All suspensions and expulsions will be documented in writing including the student's name, description of incident, and disciplinary action taken. This will be recorded in the student's permanent record. A record will be expunged when the student moves on to high school, or may be expunged earlier at the discretion of the CAO.

Records will include the name of the student, a description of the behavior, the disciplinary action taken, the names of staff members involved in the incident, and the number of days a student has been suspended or removed for disciplinary reasons. Student records will be stored in locked cabinets and a record access log will be maintained listing all persons who reviewed the information and when such information was reviewed.

**Discipline Provisions for Students with Disabilities**

In addition to the discipline procedures applicable to all students, the following procedures are applicable to students with disabilities. If a student is not specifically identified as having a disability by the School, prior to the behavior which is the subject of the disciplinary action, has a basis of knowledge – in accordance with 34 CFR 300.534 – that a disability exists, the student may request to be disciplined in accordance with these provisions. The School shall comply with sections 300.530-300.536 of the Code of Federal Regulations and the following procedures, except in the event that the following procedures are inconsistent with federal law and regulations.

The School shall maintain written records of all suspensions and expulsions of students with a disability including the name of the student, a description of the behavior, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.

If a student identified as having a disability is suspended during the course of the school year for a total of eight (8) days, such student will immediately be referred to the CSE of the student's district of residence for reconsideration of the student's educational placement. Such a student shall not be suspended for a total of more than ten (10) days during the school year without the specific involvement of the CSE of the student's district of residence prior to the eleventh day of suspension, because such suspensions may be considered to be a change in placement.

In considering the placement of students referred because of disciplinary problems, the CSE of the student's district of residence is expected to follow its ordinary policies with respect to parental notification and involvement.

### *Due Process*

If discipline which would constitute a change in placement is contemplated for any student with an IEP, the following steps shall be taken: (1) not later than the date on which the decision to take such action is made, the parents of the student with a disability shall be notified by the School of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and (2) the CSE of the student's district of residence and other qualified personnel shall meet and review the relationship between the child's disability and the behavior subject to the disciplinary action (subject to CSE's availability).

If, upon CSE review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability, except as provided in 34 CFR §300.530(d), which relates to the provision of services to students with disabilities during periods of removal. In the event the CSE determines that the child's behavior was a manifestation of his or her disability, then the child may return to school.

Parents may request a hearing to challenge the manifestation determination. Except as provided below, the child will remain in his or her current educational placement pending the determination of the hearing.

If a parent requests a hearing or an appeal to challenge the interim alternative educational setting or the manifestation determination resulting from a disciplinary action relating to weapons or drugs, the child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent and School agree otherwise.

### *Provision of Services During Removal*

Those students with special needs removed for a period of fewer than ten days will receive all classroom assignments and a schedule to complete such assignments during the time of their suspension. Provisions will be made to permit a suspended student to make up assignments of tests missed as a result of such suspension. The school shall also provide additional alternative instruction within the ten (10) days and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master curriculum, including additional instructions, phone assistance, computer instruction and/or home visits and one-on-one tutoring.

During any removal to an interim alternative educational setting not to exceed 45 days for weapon, drug or infliction of serious bodily injury-related offenses pursuant to 34 CFR §300.530(g) services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. These service determinations will be made by the CSE of the student's district of residence. The School will, in consultation with the CSE, place students in interim alternative

educational settings as appropriate per 34 CFR §300.520(g). The student should receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

During any subsequent removal that does constitute a change in placement, but where the behavior is not a manifestation of the disability, the services must be provided to the extent necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. The CSE of the student's district of residence will make the service determination. The student should receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

**Students with disabilities have the following additional protections:**

If the CSE finds that behavior that is the subject of the disciplinary proceeding is a manifestation of the student's disability the School will work with the CSE to prepare a functional behavioral assessments and behavioral intervention plan that may include changes to the IEP; The School will provide the parent of the student with a link to the New York State Procedural Safeguards and will also provide a notice of IDEA rights to students whose parents have expressed concern about possible disability.

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## **V. HEALTH AND SAFETY**

**Medical and Immunization Records:** Upon enrollment, families are asked to alert school administration of any allergies from which their children suffer. Families are also asked to advise school administration if they grant the school permission to take their child to a hospital in the event of an emergency during school hours.

All students must be immunized, in compliance with New York State Law. Students who do not have the proper immunizations will be denied access to school until the immunizations are administered.

**Student Illness:** If your child requires medication during school hours, only the school nurse may administer medication. However, medication may not be given without the completion of an approved 504 Form required by the State Health Department. 504 policies will be approved at the nurse's discretion. This policy applies to all medicine, including aspirin, Tylenol, and other over-the-counter medicines.

All student medicines will be kept in a locked file cabinet in the nurse's office. The school nurse will keep a detailed log of all medicines that are administered.

The following symptoms will be referred to the school nurse and may require a student to be sent home. Additionally, if families notice these symptoms at home, it may warrant calling your healthcare provider:

- Persistent fever greater than 100.4° orally, including a fever that requires control with medication such as Tylenol

- Vomiting and/or diarrhea
- Severe cough that makes a child feel uncomfortable or disrupts the class
- Sore throat that is severe along with fever and feeling ill for more than 48 hours, OR after known exposure to a confirmed case of Strep throat infection
- Open sores around the nose or mouth or rash on other body parts; OR a rash in various stages including boils, sores and bumps that may be chicken pox; OR a significant rash accompanied by other symptoms of illness such as fever
- Large amount of discolored nasal discharge, especially if accompanied by facial pain or headache
- Severe ear pain or drainage from the ear
- Severe headache, especially if accompanied by fever
- Live head lice
- Pink eye
- Diabetes patients with elevated blood sugar levels despite medication, or inadequate supplies to treat in school nurse office
- Asthma symptoms that do not respond to prescribed medication or no prescribed medication is available in school nurse office
- Any condition that may be serious or contagious to others

**Order of Protection:** If a family has obtained an order of protection and requires the school not to release the student to any particular person(s), you are required to provide a copy for the main office. Orders of Protection that are outdated will not be honored; they must be current.

**Safety Drills:** GCCS is required to conduct evacuation and emergency drills throughout the school year, in a variety of weather conditions. It is imperative that students understand the seriousness of the drills and behave accordingly. The GCCS School-Wide Safety Plan is distributed to all staff members each year. Planned and practiced responses to emergency/crisis situations occur regularly so that school personnel are prepared the following situations: fire, bomb threat, environmental threat, extraordinary event/crisis, school security (violence, weapons, and intruders), drugs and alcohol, child abuse, medical emergencies, and death in the community. Such emergency drills occur as both planned and unplanned practices at various times of the day and are recorded each year.

Review and conduct of drills - In accordance Section 155.17(e) (1) (xv), Global Community Charter School shall hold and evaluate evacuation drills (12), lockdown drills (2), and other drills as deemed necessary to ensure that all students, faculty members, and other staff are familiar with each drill so that it can be activated and accomplished quickly and efficiently. These drills will be held at regular as well as inopportune times, and will utilize a variety of blocked exits, as appropriate, to take care of almost any situation.

For the safety of our students, we practice the following safety drills:

**Evacuation (formerly referenced as “fire drills”):** It is our duty to instruct our students to evacuate the building in the shortest possible time without confusion or panic in the event of a sudden emergency inside the school building. During evacuation drills, the expectation is that students are silent, facing forward at all times as they walk out of the building, and listening for the teacher’s instructions. Students and any other visitors in the

building must follow school staff instructions on how to exit the building.

During certain conditions, the nature of the emergency may demand that classes be dismissed or canceled. The nature of some events may include that students and staff be evacuated from the building. They will be housed temporarily in the evacuation site:

Minisink Townhouse  
Address: 646 Malcolm X Blvd, New York, NY 10037  
Phone: (212) 368-8400

Secondary Site:  
Frederick Samuel Community Center  
669 Malcolm X Blvd, New York, NY  
10037 (212) 491-1092

**Shelter-In:** This safety procedure is used when there is a threat outside of the school building. During a shelter-in drill, or an actual shelter-in, no one is allowed to enter or exit the building. Student instruction continues as scheduled.

**Soft or Hard Lockdown:** In the event of imminent danger within the school building, we teach our students to quickly remove themselves from harmful situations and to remain silent and out of sight. During these drills, the expectation is that students are secured in a safe space, are silent, and are following teacher instructions. Soft and hard lockdown procedures are the same for students and visitors. Staff are knowledgeable about the slight differences in soft and hard lockdown procedure. Students and any other visitors in the building must follow staff instructions on how to safely secure themselves in the building. During a lockdown drill, a School Safety Agent will stand outside of the main entrance to prevent visitors from entering the building. During an actual lockdown, the main entrance will not be secured since School Safety Agents have also retreated to safety.

Please note that it is important for family members to follow school rules and to be a model for positive, safe behavior. It is our expectation that every person within the school building participates in the drills while at the school and observe all building safety policies, i.e., observing posted safety signs, signing in within School Safety, showing ID, etc. If you are found to violate safety procedures, you will be issued an initial warning letter, followed by a letter of limited access if the behavior continues (*see Limited Access Policy*).

Speaking with your child about the importance of safety is a great way to support the work we are doing in the school.

**Visitor Policy:** In order to ensure the safety of our students and to limit disruption of instruction, Global Community Charter School has implemented the following visitor's policy. Please know that this policy is subject to change based on covid regulations. All visitors are expected to follow the current covid regulations that will be posted on the school website.

- All visitors to the school building must enter via the main entrance and check in at the security desk (elementary school) or the main office (middle school) in order to get a

visitor's pass.

- Students and staff are asked not to open or hold doors for any person at a doorway.
- All visitors must wear a visitor's pass for the entire time they are inside of the school.
- Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings, are not required to sign in at the main office.
- Families who wish to observe a classroom while school is in session are required to arrange such visits in advance with the school leadership and classroom teacher(s), so that class disruption is kept to a minimum. Teachers are expected not to take class time to discuss individual matters with visitors. *Suspended at this time*
- School employees who are expecting a visitor must notify main office staff ahead of the visit.
- Any unauthorized person on school property will be reported to the Principal or his/her/their designee. Unauthorized or disorderly persons will be asked to leave. The police may be called if the situation requires it.
- All visitors are expected to abide by the rules for the school property; and any additional rules or regulations imposed from time to time in connection with emergencies the school may be experiencing at the moment, fire drills, lock down and so on.
- Pets are not authorized on school grounds unless it is a service dog with the proper permits, unless there is prior written approval from the Principal or CAO.
- Contractors, suppliers and service vendors, like IT technicians and plumbers, can enter school premises only to complete their job duties. Front-desk employees are responsible for providing contractors and vendors with badges and for instructing them to wear those badges at all times on our premises. Contractors who are onsite during school hours will be escorted by appropriate operations staff or a designee of the general contractor.

## VI. FAMILY INVOLVEMENT

**Family Clubs:** In place of the more traditional Parent-Teacher Association (PTA), GCCS will have Family Clubs for each grade level. Family Clubs will meet at least once every trimester. As the Family Club is grade level specific, the events planned will be of interest and importance to the students/families of that particular grade level.

## VII. OTHER: POLICIES, LAWS AND PROCEDURES

### **Dignity for All Students Act (DASA)**

Global Community Charter School creates a safe and supportive environment for all community members; we abide by the New York State Dignity for All Students Act (DASA). This law seeks to “provide students with a safe and supportive environment from discrimination, intimidation, taunting, harassment, and bullying (including cyber bullying) on school property, a school bus and/or at a school function.” Discrimination and harassment is prohibited by employees or students based on a person's perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex. This Code of Conduct has incorporated DASA to provide students with an educational environment free of discrimination, bullying and

other forms of intimidation or harassment.

### ***Bullying***

Bullying is strictly prohibited on school property and at any school function, as well as any other place or time when the effects of such conduct would reasonably be expected to impact the educational process or create a risk disruption within the school environment.

“Bullying” for the purpose of this policy is defined as harassment, aggressive behavior or other intentional action, whether verbal or physical, which is intended, or could reasonably be expected, to cause Emotional Harm, distress, fear, ridicule, humiliation and/or intimidation. Bullying can be face-to-face, or carried out by phone, over the internet and other ways directed at another person through the "posting" of sensitive and/or private information, including Cyberbullying: “Cyberbullying” means Bullying through any form of electronic communication, such as email, text, and social media (e.g., Facebook, Twitter, Snapchat, and Instagram). Bullying can take many forms, such as slurs, jokes, innuendos, demeaning comments, cartoons, pranks, gestures, and physical attacks. (“Intentional action” refers to the individual’s choice to engage in the act rather than the ultimate impact of the action(s).)

This policy includes Bullying of students (by other students, employees, volunteers and visitors) and by students (of employees, volunteers and visitors).

Bullying by students will result in discipline, up to and including expulsion. Bullying by employees will result in disciplinary action, up to and including termination of employment.

### ***Harassment and Discrimination***

All students are entitled to a learning environment free from harassment and Discrimination. No student or Employee shall be subjected to Discrimination or harassment by other students, Employees or visitors on the basis of physical, cultural or even social differences, including, without limitation based on his or her actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, sex, gender identity, or gender. “Harassment” includes any action (verbal or physical) which tends to create a hostile environment (including Bullying and Cyberbullying) and has substantially interfered with a student’s educational opportunities or benefits or the terms and conditions of an Employee’s employment, reasonably causes a student or Employee to fear for his or her physical safety, or reasonably poses a risk to a student’s or Employee’s physical or emotional well-being. Just like Bullying, Harassment that occurs off School Property is prohibited when the effects of such conduct would reasonably be expected to impact the educational process or create risk of disruption within the School environment.

Harassment by students will result in discipline, up to and including expulsion. Harassment by employees will result in disciplinary action, up to and including termination of employment.

We value and embrace our inclusive and diverse school community and strive to provide a welcoming, safe and supportive environment for all students and families regardless of their race, color, ethnicity, religion, gender, disability, sexual orientation and gender identity. If a student or his or her family would like to explore a particular accommodation based upon cultural or religious practices, or due to one’s disability, sexual orientation, gender identity or other protected characteristic, the student or the student’s parents or guardian should contact a school leader or adult the student feels comfortable with to schedule a meeting to discuss a

plan to address the student's particular circumstances and needs.

### **Reporting and Investigation of Complaints of Harassment/ Discrimination and Bullying**

Any staff member who witnesses, receives an oral or written account of, or otherwise reasonably suspects the occurrence of, any act constituting Harassment, Discrimination or Bullying must promptly notify the CAO or the DASA Coordinator, the Assistant Chief Academic Officer, as soon as reasonably practicable, but no later than one school day of witnessing or receiving a report of Harassment, Discrimination or Bullying. Such is required to file a written report with the principal, superintendent or the DASA Coordinator no later than two school days after such oral report or notification. Reporting forms shall be made available in the school's main office. The DASA Coordinator is trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, gender, gender identity and other protected characteristics. The DASA Coordinator will be accessible to students and staff members for consultation and advice.

All students, parents, visitors and others are strongly encouraged to report any such conduct. Retaliation or reprisal by any staff member, student or parent against any individual who, in good faith, reports or assists in the investigation of Harassment, Discrimination or Bullying is strictly prohibited (and, for students and staff members, will result in severe discipline). All complaints will be treated in a confidential manner. Please note that anonymous reports may limit our ability to effectively and efficiently respond to the complaint.

The DASA Coordinator will lead or supervise the prompt and thorough investigation of all such reports. If such investigation results in a finding of a violation of our anti-Harassment/Discrimination/Bullying policies, we will take prompt action, reasonably calculated to end the Harassment/Discrimination or Bullying, eliminate any hostile environment, prevent recurrence of the behavior, and ensure the safety and educational opportunities of the student(s) or staff member(s) against whom such behavior was directed.

We reserve the right to notify an appropriate law enforcement agency when we believe that any Harassment/Discrimination/Bullying constitutes criminal conduct. Material incidents of discrimination and harassment will also be reported to the State Education Department as required by law.

**Gun Free Schools Act:** Federal and State law require the expulsion from School for a period of not less than one year of a student who is determined to have brought a firearm to school, or to have possessed a firearm at School. The Principal may modify such expulsion requirements for a student on a case-by-case basis, if such modification is in writing, in accordance with the Federal Gun-Free Schools Act of 1994 (as amended). "Weapon," as used in this law means a "firearm," as defined by 18 USC§8921, and includes firearms and explosives. (New York Education Law §3214(3)(d) effectuates this federal law.) The Principal shall refer a student under the age of sixteen who has brought a weapon or firearm to school to a presentment agency for a juvenile delinquency proceeding consistent with Article 3 of the Family Court Act.

### **Student Technology Agreement**



**School Responsibilities:** The school will work to protect the safety and security of students when using electronic mail and other forms of direct electronic communications. As appropriate, the school will provide students with guidelines and instructions for student safety while using the Internet.

**Student Responsibilities:** Students must promptly disclose to their teacher or other school employee any message or other activity they receive that is inappropriate or makes them feel uncomfortable. Students should not use the school's resources or GCCS email account for anything other than school related academic purposes.

**Social Media:** "Social media" means any form of online publication or presence that allows interactive communication, including, but not limited to, social networks, blogs, Internet websites, internet forums, and wikis. Examples of social media include, but are not limited to, Facebook, Twitter, Instagram, YouTube, Google+, and Flickr.

Schools use a variety of online web-based interactive communication technologies to enhance students' education and learning. Social media sites must be used only for educational and school related purposes, in connection with lessons and assignments and to facilitate communication with teachers and other students.

**Parent/Guardian Responsibilities:** Parents are encouraged to monitor their children's use of the Internet when accessed from home or a non-school location. If a child's internet use negatively impacts the business and functioning of the school, the child may be subjected to disciplinary action from the school.

**Prohibited Uses of the School's Internet Systems:** Users may not engage in any of the activities prohibited by this policy when using or accessing the School's Internet Systems.

If a user is uncertain whether behavior is prohibited, they should contact a teacher or other appropriate school personnel. The school reserves the right to take immediate action regarding activities that (1) create security and/or safety issues for the students, employees, schools, network or computer resources, or (2) expend school resources on content used for educational purposes, or (3) the school determines are inappropriate.

Below is a non-exhaustive list of examples of prohibited behavior:

Causing harm to others, damage to their property or Department property, such as:

1. Using, posting or distributing profane, lewd, vulgar, threatening, or abusive language in e-mail messages, material posted on school web pages, or professional social media sites;
2. Accessing, using, posting, information or materials that obscene, advocate illegal or dangerous acts, or advocate violence or discrimination. If users inadvertently access such information, they should immediately disclose the inadvertent access in a manner specified by the school; intentionally seeking information about passwords belonging to other users;
3. Accessing, posting or distributing harassing, discriminatory, inflammatory, or

hateful material, or making damaging or false statements about others; sending, posting, or otherwise distributing chain letters or engaging in spamming; damaging computer equipment, files, data or the school's Internet System in any way, including spreading computer viruses, vandalizing data, software or equipment, damaging or disabling others' electronic property, or engaging in conduct that could interfere or cause a danger of disruption to the school's educational or business environment.

**Cell Phones, Smart Watches, Electronic Devices and Toys:** If a parent chooses to have a student carry a cell phone, it must be turned off and stored out of sight during the school day, including after school activities. Electronic devices will not be allowed on any school field trips or at recess. If a cell phone is seen or heard by any adult, the student will be asked to turn off the phone immediately and put it away. If there is a second incident during the school year in which a cell phone is seen or heard, the parent or designee must come to school to retrieve the cell phone that is confiscated.

If a student needs to make a phone call while in school, the student may ask for permission to use the phones in the main office for emergencies only. Students will not be permitted to use those phones on a regular basis. Families should be sure to make arrangements each day before students leave for school.

Students who wear a smartwatch to school may not use the watch to text or use the internet during class. Students who repeatedly violate this expectation will be required to wear a watch that does not have these capabilities.

Toys or electronics are not permitted while students are in school, including but not limited to, ipads and handheld devices. GCCS does not take responsibility for valuables left unsecured in the building. If toys, electronic devices or other distractible items are brought to school or used during the school day without permission, the item will be confiscated and a parent must come to school to retrieve the item.

**Textbooks, School Property and Resources:** GCCS invests a significant amount of money to provide students with supplies that will contribute to their learning. Students are responsible for maintaining these items in good condition throughout the year.

Supplies given by the school to the students are also expected to be used appropriately. Students who misuse school supplies will lose the privilege of having access to those materials. If materials or books are damaged, the parent/guardian may be held responsible for the replacement or repair of the item.

**Emergency Closing/Inclement Weather Closing:** During inclement weather, GCCS generally follows the same school closing schedule as the New York City Public Schools. If the New York City mayor announces that all public schools are closed, GCCS will also be closed. NYC public school closing, delays and early dismissals are announced on the radio, local television, delays and early dismissals, and on the GCCS Website and other communication channels (Class Dojo, social media). When GCCS is physically closed due to a snow/weather emergency, we reserve the right to call a remote learning day. On a remote learning day, students will be required to log into a Zoom session to receive

instruction from the classroom teacher. If a remote learning day is called the student must log onto the Zoom class to be marked present.

**Family Education Rights and Privacy Act (FERPA):** The Family Education Rights and Privacy Act of 1974 (FERPA) requires the school to protect a student’s privacy. GCCS will not disclose any information from the student’s permanent records except as authorized pursuant to FERPA, or in response to a subpoena, as required by law. The parent or legal guardian of a student under 18 years of age, or a student 18 years of age or older, is entitled to access the student’s school records by submitting a written request to the Chief Academic Officer or Chief Operating Officer. Further information concerning the disclosure of student information and limitations on such disclosure may be found in FERPA and school district policy adopted pursuant thereto.

## **PARENTS’ BILL OF RIGHTS FOR STUDENT DATA PRIVACY AND SECURITY**

Global Community Charter School (“GCCS”), in recognition of the risk of identity theft and unwarranted invasion of privacy, affirms its commitment to safeguarding student personally identifiable information (PII) in educational records from unauthorized access or disclosure in accordance with State and Federal law. Global Community establishes the following parental bill of rights:

Student PII will be collected and disclosed only as necessary to achieve educational purposes in accordance with State and Federal Law.

A student's personally identifiable information cannot be sold or released for any marketing or commercial purposes by GCCS or any third party contractor. GCCS will not sell student personally identifiable information and will not release it for marketing or commercial purposes, other than directory information released by GCCS in accordance with School policy.

Parents have the right to inspect and review the complete contents of their child's education record, including portions of the record that are stored electronically, even when the record is maintained by a third-party contractor.

State and federal laws, such as NYS Education Law §2-d and the Family Educational Rights and Privacy Act, protect the confidentiality of students’ personally identifiable information. Safeguards associated with industry standards and best practices, including but not limited to, encryption, firewalls, and password protection, must be in place when data is stored or transferred.

A complete list of all student data elements collected by the State Education Department is available for public review at <http://nysed.gov.data-privacy-security> or by writing to: Chief Privacy Officer, New York State Education Department, 89 Washington Avenue, Albany, NY 12234

Parents have the right to have complaints about possible breaches and unauthorized disclosures of student data addressed. Complaints should be directed to (Bill Holmes, Chief Operating Officer, 646-360-2363, [bholmes@globalcommunitycs.org](mailto:bholmes@globalcommunitycs.org)). Complaints

can also be directed to the New York State Education Department online at <http://nysed.gov.data-privacy-security>, by mail to the Chief Privacy Officer, New York State Education Department, 89 Washington Avenue, Albany, NY 12234 or by email to [privacy@mail.nysed.gov](mailto:privacy@mail.nysed.gov) or by telephone at 518-474-0937.

Parents have the right to be notified in accordance with applicable laws and regulations if a breach or unauthorized release of their student's PII occurs.

Parents can expect that all School employees who handle PII will receive annual training on applicable federal and state laws, regulations, the School's policies and safeguards which will be in alignment with industry standards and best practices to protect PII.

In the event that the School engages a third-party provider to deliver student educational services, the contractor or subcontractors will be obligated to adhere to State and Federal Laws to safeguard student PII. Parents can request information about third party contractors by contacting (Bill Holmes, Chief Operating Officer, 646-360-2363, [bholmes@globalcommunitycs.org](mailto:bholmes@globalcommunitycs.org)) or can access the information on the School's website ([www.globalcommunitycs.org](http://www.globalcommunitycs.org)).

**Freedom of Information Law (FOIL):** It is our policy as required by the Freedom of Information Law (FOIL) to furnish to the public the information and records maintained by Global Community Charter School. A "record" is any information kept, held, filed, produced or reproduced by, with or for Global Community Charter School in any physical form whatsoever, including, but not limited to reports, statements, examinations, memoranda, opinions, folders, files, books, manuals, pamphlets, forms, papers, designs, drawings, maps, photos, letters, electronic documents, rules, regulations, or codes. A complete listing on FOIL policy and procedures may be requested from the School's main office.

**Individuals with Disabilities Education Act (IDEA):** IDEA was originally enacted by Congress in 1975 to ensure that children with disabilities have the opportunity to receive a free appropriate public education, just like other children. Confidentiality provisions are similar to those of FERPA unless otherwise indicated. Further information concerning IDEA may be requested from the school's main office.

**Respectful Communication:** The expectation at our school is that all community members speak to each other with respect. Our school community includes, but is not limited to: fellow families, school staff, volunteers and students. Respectful communication includes verbal, written, email, and any social networking sites. Anyone who does not communicate respectfully will, depending on the severity of the situation, be issued a limited access warning letter, a limited access letter that prevents the adult from entering or coming near the school without written consent from the school, or law enforcement might be notified.

If you have any concerns regarding student issues, please do not directly address any of the students. If an adult addresses a child, depending on the severity of the situation, the school will issue a limited access warning letter, a limited access letter that prevents the adult from entering or coming near the school without written consent from the school, or law enforcement might be notified. Instead of approaching a child, please inform a staff

member about your concern.

**Harassment Policy:** Harassment by administration, certified and support personnel, students, vendors, and other individuals at school or at school-sponsored events is unlawful and strictly prohibited. GCCS requires all employees and students to conduct themselves in an appropriate manner with respect to their fellow employees, students, and all members of the school community.

In general, harassment includes communications such as jokes, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct that offends or shows disrespect to others based upon race, color, religion, national origin, age, gender, sexual orientation, or disability.

By law, what constitutes harassment is determined from the perspective of a reasonable person with the characteristic on which the harassment is based. What one person may consider acceptable behavior may reasonably be viewed as harassment by another person.

Therefore, individuals should consider how their words and actions might reasonably be viewed by other individuals. It is also important for individuals to make it clear to others when a particular behavior or communication is unwelcome, intimidating, hostile, or offensive.

Any employee, student, or member of the public who believes that they have been subjected to harassment should make a complaint immediately to the school director or the Board.

Complaints will be investigated promptly and corrective action will be taken where appropriate. No member of the school community will suffer retaliation or intimidation as a result of using the internal complaint procedure.

**Limited Access Policy:** All community members are expected to demonstrate the core values and follow the community expectations as models for positive, safe behavior. This includes, but is not limited to, participating in safety drills and observing all building safety and behavioral policies while at school or school related functions. If family members are found to violate these policies and/or procedures, depending on the situation, they will be issued a limited access warning letter or they will have limited access to the building. Limited access means that you are permitted on school property only with a previously scheduled and confirmed appointment with school staff members in writing at least 24 hours in advance, inclusive of school events. A person with limited access may enter school grounds only under the supervision of school safety, a Dean or administrator.

**Open Meetings Law:** In accordance with the Open Meetings Law, meetings of the GCCS Board of Trustees are open to families and the general public. Meeting dates, times, and locations are listed on the GCCS website. All GCCS Board of Trustee meeting minutes are made available on the GCCS website, or upon request of the Chief Operating Officer.

#### **Complaint Policy**

It is our goal to address any family concerns promptly and to focus on resolving the issue

in a professional and respectful manner. Families are encouraged to follow the guidance provided below when presenting complaints.

**Informal Complaints:** Complaints that are not violations of law or charter (i.e. teacher or class assignment) are considered to be informal and handled at the school level.

Families with informal complaints should:

1. Make the informal complaint directly to the student's teacher.
2. If the issue is not resolved at the teacher level and the issue is regarding student behavior, then it may be taken to the Dean of Students. If the issue is regarding academics, concern is brought to the Assistant Principal. If the issue is regarding the International Baccalaureate program, the concern should be brought to the IB Coordinator.
3. If the issue remains unresolved, the complaint may be taken to the Principal.
4. If the Principal does not resolve the matter, the issue may be taken to the CAO.
5. If the issue is not resolved with the CAO, the complaint may be brought to the attention of the Board of Trustees via email at [trustees@globalcommunitycs.org](mailto:trustees@globalcommunitycs.org).

Issues involving a violation of the law or charter may also be resolved informally and you may wish to use this avenue before making a formal complaint. Using the informal route does not prevent you from using the formal complaint process later on.

**Formal Complaints:** A Formal Complaint is a complaint made when the law or charter is violated. If the law or charter is not violated, the formal complaint process is not the appropriate avenue to seek a solution and families should refer to the informal complaint process above.

Under Ed. Law §2855 (4) , any individual or group that has a complaint against Global Community Charter School, alleging a violation of the Charter Schools Act, the Global Community Charter or any other provision, may bring a complaint before the Board of Trustees. All formal complaints must be submitted in writing and include a statement detailing the nature of the offense, including: persons involved, time, date and locations of the issue. The complaint should also detail what relief is sought and what actions to date have been taken to address the issue.

Any person wishing to make a complaint against a Global Community Charter School employee should first reach out to the employee involved. If the issue remains unresolved after attempting to seek redress from the employee, the complainant will contact either the Chief Academic Officer. If the complainant is dissatisfied with the CAOs resolution, they may bring a complaint to the Board for review. The Board reviews decisions on appeal from the CAO and those that directly involve the CAO. The Board must provide a response in writing within 30 days of receiving the complaint or by the next scheduled Board meeting.

Complaints that are regarding violation of law or charter must be addressed to the Chairman of the Board Trustees c/o Global Community Charter School (may be emailed to [trustees@globalcommunitycs.org](mailto:trustees@globalcommunitycs.org) or via U.S. mail at 2350 5th Ave NY, NY 10037). Complaints received at least five business days in advance of a Board meeting will be dealt with at that meeting; those complaints not received within that time period will be dealt with at the next regularly scheduled Board meeting.

Every effort will be made to respectfully address the matter to the satisfaction of the individual or group who present the complaint. The Board, as necessary, shall direct the CAO or other responsible parties to act upon the complaint and report to the Board. The Board shall render a determination in writing, as necessary.

**Appeal:** If, after presentation of the complaint to the Board of Trustees, you determine that the Board has not adequately addressed the complaint, you may present the complaint to our authorizer, the New York State Education Department. NYSED will require the complainant to submit the school's decision on the complaint. Families may contact NYSED via email by writing to [Charterschools@nysed.gov](mailto:Charterschools@nysed.gov) or by sending written communication to Charter School Office, NYSED at: 89 Washington Ave Albany, NY 12234.



Global Community Charter School  
2023-24 Student/Parent Handbook Agreement Form

DIRECTIONS: After reading and discussing the GCCS Student/Parent Handbook, please sign and date this form and return the form to your child's teacher.

I, \_\_\_\_\_, have read the Global Community Charter School Student/Parent Handbook. I understand the policies, procedures and expectations set forth in the Handbook, and agree to comply with them at all times.

Signature:

Date