



An International Baccalaureate World School

**Family Handbook
2018 - 2019 School Year**

Global Community Charter School Family Handbook
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2018-2019

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I. GENERAL INFORMATION

Welcome Letter from the Chief Academic Officer

Dear Families,

I am thrilled to welcome you to the 2018 - 2019 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. At GCCS, whether your child is one of our Kindergarten students learning to count to 100 or one of our 5th graders developing the skills to make a strong claim and support it with evidence, we will 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 was put together in an effort to provide you with important information that 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 Chief Academic Officer at Global Community Charter School, 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 a huge amount of expertise, commitment, and energy to our school. We look forward to a year full of learning and fun!

With gratitude, Kristan Norgrove

2018-19 School Year Calendar

	S	M	T	W	T	F	S
July 2018	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
Aug 2018	29	30	31	1	2	3	4
	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
Sep 2018	26	27	28	29	30	31	1
	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
Oct 2018	23	24	25	26	27	28	29
	30	1	2	3	4	5	6
	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
Nov 2018	21	22	23	24	25	26	27
	28	29	30	31	1	2	3
	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
Dec 2018	18	19	20	21	22	23	24
	25	26	27	28	29	30	1
	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
Jan 2019	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	31	1	2	3	4	5
	6	7	8	9	10	11	12
Feb 2019	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30	31	1	2
	3	4	5	6	7	8	9
Mar 2019	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
	31	1	2	3	4	5	6
Apr 2019	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30	1	2	3	4
May 2019	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30	31	1
June 2019	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30						

<u>July/ August 2018</u>	
First Day of Summer Program	July 9, 2018
Last day of Summer Program	August 10, 2018
Instructional: New/Returning Report	August 13/August 20, 2018
Half day Jump Start Academy (Kindergarten)	August 28-30, 2018
Half day Jump Start Academy (Grades 1-5)	August 29, 2018
<u>September 2018</u>	
FIRST DAY OF SCHOOL	Sep 5, 2018
Bussing Begins	Sep 5, 2018
Back to School Night	Sept 20, 2018
Afterschool Begins	Sept 24, 2018
<u>October 2018</u>	
Indigenous People Day (School Closed)	Oct 8, 2018
Progress Reports	Oct 22, 2018
Harvest Festival	Oct 25, 2018
<u>November 2018</u>	
Half day prior to Thanksgiving Break	Nov 21, 2018
Thanksgiving Break (School Closed)	Nov 22-23, 2018
First Semester Ends	Nov 30, 2018
<u>December 2018</u>	
Second Trimester Begins	Dec 3, 2018
Half day Parent Teacher Conference Day	Dec 14, 2018
Half day prior to Holiday Break	Dec 21, 2018
Holiday Break (School Closed)	Dec 24, 2018- Jan 1, 2019
<u>January 2019</u>	
New Year's Day (School Closed)	Jan 1, 2019
ONLY Staff Report: PD Day (School Closed)	Jan 2, 2019
Students Return	Jan 3, 2019
Martin Luther King (School Closed)	Jan 21, 2019
Progress Reports	Jan 22, 2019
<u>February 2019</u>	
Half day prior to Holiday Break	Feb 15, 2019
Mid-Winter Recess (School Closed)	Feb 18, 2018- Feb 22, 2019
Staff and Students Return	Feb 25, 2019
<u>March 2019</u>	
Second Trimester Ends	March 8, 2019
Third Trimester Begins	March 11, 2019
Half Day Parent Teacher Conference Day	March 29, 2019
<u>April 2019</u>	
ELA State Test	April 2-April 4, 2019
ELA Makeup Test	April 5-April 9, 2019
NYSESLAT (Speaking ONLY)	April 8-May 17, 2019
Good Friday (School Closed)	April 19, 2019
<u>May 2019</u>	
Math State Test	May 1-May 3, 2019
Math Makeup Test	May 6-May 8, 2019
Spring Break (School Closed)	May 13-May 17, 2019
Grade 4 Science Performance Test	May 22-May 31, 2019
Memorial Day (School Closed)	May 27, 2019
Progress Reports	May 29, 2019
<u>June 2019</u>	
Grade 4 Written Science State Test	June 3, 2019
LAST DAY OF SCHOOL –HALF DAY	June 28, 2019

Major Religious Holidays: As a Multicultural school, we would like to acknowledge the following days as special for some of our community members. Although these days are not part of our school calendar, you do reserve the right to use them for religious observation if it takes place during a school day. Inform the school in advance. September 10-11 2018 (Rosh Hashanah) September 19, 2018 (Yom Kippur) February 5, 2019 (Lunar New Year) June 4, 2019 (Eid-al-Fitr)

Mission Statement

Global Community Charter School (GCCS) serves the Harlem and surrounding communities by providing students in grades K-5 with an education that is rigorous, inquiry-based, and that teaches students and their families to work successfully together across differences in language, culture, economic background, age, and nationality. Our school prepares students for admission to a challenging secondary education and to exhibit the courage and conviction to make a difference.

School Introduction and Philosophy

Global Community Charter School (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), 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, a review process is conducted to determine whether the charter school has attained the goals outlined in its original application.

Contact Information

Global Community Charter School
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New York, NY 10037
Phone: 646-360-2363 Fax: 646-390-6036

Website: www.globalcommunitycs.org

II. ACADEMICS

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30-8:00	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:00-8:30	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:30-9:00	Phonics	Phonics	Phonics	Phonics	Phonics
9:00-9:45	English Language Arts	Science	English Language Arts	English Language Arts	English Language Arts
9:45-10:30		Intervention**			Math (10:30-11:30) Lunch (11:30-12:00)
10:30-11:30	Math	Math	Math	Math	
11:30-12:20	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Dismissal at 12:00pm
12:20-2:00	Inquiry*	Inquiry*	Inquiry*	Inquiry*	
2:00-2:45	Art	Physical Ed.	Music	Spanish	
2:45-3:45	Intervention**	English Language Arts	Intervention**	Math	
3:45-4:00/Dismissal	Closing Circle	Closing Circle	Closing Circle	Closing Circle	
4:00-5:45	After School	After School	After School	After School	

***Inquiry** is an integrated unit of study that includes ELA with Social Studies

** **Intervention** is focused on small group skill development differentiated by need in ELA or Math

NOTE: FRIDAY DISMISSAL IS AT 12PM TO ALLOW FOR TEACHER PROFESSIONAL DEVELOPMENT. NO AFTER-SCHOOL ON FRIDAY AFTERNOONS.

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 teacher created 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.

Two teachers per classroom: Collaborative team-teaching is our model for inclusion classrooms with two teachers in every classroom. Team teaching enhances opportunities for professionals to share observations, knowledge, and experiences. GCCS encourages teachers to 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 she or he plans instruction. Assessments include iReady reading and mathematics assessments, Fountas & Pinell Benchmark Assessment System 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.

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. Field trips may also be used to reward student achievement. All students will have an equal opportunity to participate in school field trips; however, students that 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: Families will receive three progress reports per year outlining the student’s progress in the areas of literacy, math, other academic areas and social skills. The purpose of these reports is to keep parents up to date on student progress. Additional reports may be sent home as needed.

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.

Term I: September 5, 2018- November 30, 2018

Term II: December 3, 2018 - March 8, 2019

Term III: March 11, 2019 - June 28, 2019

Family-Teacher Conferences: Family-Teacher communication is essential to academic success. Report cards will be distributed during the Family-Teacher Conference and will not be sent home with your child.

- GCCS will hold a Back to School Night during the month of September. This event will allow families to come to GCCS to meet their child’s new teachers and familiarize themselves with the school day and expectations.
- 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. Parent/Guardian feedback and insights are encouraged as part of the student evaluation process.

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 supports 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 will be based on students meeting grade-level knowledge and content standards, and will be determined by assessment information, teacher recommendation, and Chief Academic Officer approval. The school reserves the right to make a decision for promotion even when standardized test scores do not match previous student achievement as seen through year-long classroom assessments or when a child demonstrates potential for continued progress with additional supports. 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 Chief Academic Officer, the academic school leadership, and teams of teachers during the month of June.

Independent Reading: Students are required to read at home each night for at least 20 minutes in addition to regular homework assignments. Parents are expected to monitor students' independent reading at home and are encouraged to participate by having the child read aloud to family members or by having "family reading time" each night. Parents are expected to sign the reading log provided, place it in the Home/School Folder and return it to school each day. 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. Having students read at home every day (including weekends, vacations, and summer months), in addition to the time spent reading in school, gives students the greatest opportunity to become fluent readers.

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.

Afterschool Program

GCCS has a voluntary after school program that runs from Monday through Thursday from **4:00PM-6:00PM**. If you are interested, forms will be available on the school website at the start of the school year. The Afterschool application must be filled out in its entirety to be entered in a random afterschool lottery. There are 20 available seats per grade, altogether a total of 120 students will be part of the program.

Those who do not make the first round of selections will be put on a waitlist and will be contacted as space becomes available for that particular grade. A student's seat from the afterschool program may be forfeited due to chronic absenteeism or chronic late pickup (more than three).

Afterschool is an extension of the school day and all of the same school day behavioral expectations are enforced. With less support staff during afterschool program, students persistently in violation of the code of conduct may be removed from afterschool program.

Participants in the afterschool program must be picked up by **6:00PM** by the parent, guardian, or chosen individuals as listed on page one of the GCCS After school application. Parents are responsible for arranging transportation for their children at the end of the program each day. Failure to adhere to this schedule may result in a suspension of your child from the afterschool program. Any problems or concerns should be reported directly to the After School Coordinator in advance.

Homework: We believe that home-based activities are an integral part of learning and reinforce the skills taught in the classroom, help students develop a deeper understanding of concepts, and promote disciplined study habits. Home Learning Activities are directly related to the subject matter for which it is assigned. In addition to nightly reading, homework will be assigned every night, on weekends and school breaks.

III. CULTURE & SCHOOL DAY POLICIES/PROCEDURES

Attendance, Absences and Tardiness: New York state law requires parents/guardians to make sure that their children between the ages of 5 to 18 attend school regularly. Daily attendance is a factor in student success; any absence from school is an educational loss to the student. Our policies are meant to minimize student absenteeism and create an environment for academic success.

The first step towards academic success and achievement for your child is **arriving to school on time** and **recognizing that every day counts**. Timely arrival at GCCS is a student and parent responsibility. Breakfast will be served daily between 7:30am - 7:55am. The GCCS school day begins at 8:00am. and dismissal starts at 4:00pm. Friday school dismissal is at 12:00pm.

Tardies: Students who arrive after **8:00am**. will be considered late. If your child enters the building at 8:01am, he/she will be marked late for the day.

Absences: If your child will be absent from school, **you must call the school by 8:00am on the day of the absence and notify the school of the reason for the student's absence and the expected date of return**. Students who are not in school by 9:00am will receive a phone call home from the school.

It is important to note that ALL ABSENCES, excused and unexcused, are considered absences. However, we recognize that there are legitimate times when coming to school is not possible. Appropriate documentation is required to excuse an absence.

Absences will only be excused for:

1. Medical/Dental emergency pertaining to the student
2. Death in the family
3. Legal proceedings that require the child's presence
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 and family vacations**, as these are not legitimate reasons for being absent.

In cases of truancy, our staff must meet with the student and parent in order to determine needed supports and an appropriate course of action, which may include, but is not limited to: home visit by school personnel, guidance intervention, referral for counseling, and action planning.

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% or more of instructional days may jeopardize the promotion to the next grade.

The school will contact ACS upon **five consecutive unexcused absences** where no contact has been made regarding the whereabouts or a total of **20 unexcused absences** for the school year.

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 to 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:

- GCCS branded shirt - Color coded by grade
 - Kindergarten (K) - Royal Blue
 - First Grade (1) - Kelly Green
 - Second Grade (2) - Teal
 - Third Grade (3) - Purple
 - Fourth Grade (4) - Navy Blue
 - Fifth Grade (5) - Black
- Dark gray denim jeans or slacks (gray sweatpants are not permitted)
- Dark gray skirts, skorts or jumpers (leggings may be worn under the uniform but leggings may NOT be worn as pants)

- Dark gray knee-length shorts may be worn the months of May, June and September
- GCCS branded sweater or a plain gray cardigan/sweater. All other outer garments (sweatshirt, hoodies, jackets, etc.) must be removed upon arrival. School administrators have the right to hold hoodies and return it at the end of the day in instances of recurring infractions.
- Sneakers or rubber-soled shoes (Grade K/1 students should wear safe shoes with velcro strap, not shoelaces)
 - Sneakers with lights or rollerblades are not permitted

The GCCS Physical Education and Dance Uniform worn only on days when students have Physical Education or Dance, consist of the following:

- GCCS branded shirt - Color coded by grade
- Dark gray plain sweatpants
- Sneakers (K/1 students should wear safe shoes with velcro straps not shoelaces unless the student knows how to tie his/her shoes independently)

Families can purchase uniforms through Ideal Uniform online at <http://www.idealuniform.com/gccsnyc>, or 7 days a week at their storefront location at:

111 Central Park North
New York, NY 10026
(718) 252-5090

Email: Customerservice@idealuniform.com

If a student does not arrive to school in proper uniform, s/he will be given a loaner uniform or have a family member bring a uniform to school for her/him to change into. The school will contact families when students are not in uniform. School administration will meet with families needing assistance to ensure compliance. This includes in-person meetings with the Dean of Students and Assistant Chief Academic Officer when persistent non-compliance exists.

Students wearing boots in the winter must bring a pair of sneakers to change into at school. Students not wearing safe shoes, sneakers or rubber-soled, 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. GCCS is not responsible for lost or damaged personal belongings.

Excessive jewelry or make-up are not permitted. Any clothing or jewelry that appears unsafe or could potentially interfere with the learning process will be confiscated.

Financial Assistance: Families experiencing financial hardship may qualify for financial assistance for school uniforms. The school will offer a payment plan, or other incentivized options as provided by the school by going to parent workshops or volunteering at the school. Please contact the school Family Worker for more information.

Birthday Celebrations: Each child's birthday is marked in some special way at school. **Our celebrations are simple and quiet and must occur during the regular daily snack time.** Parents/guardians are invited to come to school and bring a special snack for the birthday celebration.

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.

Food Service: Students will eat breakfast, lunch, and healthy snacks at school. GCCS is committed to offering students high quality food, and have partnered with Red Rabbit to provide nutritious, made-from-scratch meals. GCCS is its own SFA (School Food Authority) and a CEP 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.).

Breakfast will be served starting at 7:30am each morning. Lunch will be served at various times in the cafeteria. Students in our afterschool program will also receive a healthy snack. Students should not bring candy, gum or unhealthy snacks or lunches to school.

Snack Policy: Students will be provided with a snack during normal school hours and during afterschool. These will be nutritious, satisfying and low in calories to help our students develop alternatives to sugary, unhealthy treats. We encourage families to provide healthy snack alternatives to students to have throughout the school day.

Lost and Found: Students should make every effort to keep track of their possessions. We recommend writing your child's first and last name on the tag of all articles. Items that are found and not claimed immediately will be stored at the lost & found bin. If a student finds something, he/she should turn it into the main office. If a student has lost something, he/she should check the lost and found bin located in the lobby area. 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 will be donated to a charitable organization.

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 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 2:30pm the day of the change (Mon-Thurs) and 11:00am on early release days by calling our main office. We can't guarantee that we can accommodate all transportation changes 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 we do hold ourselves and our parents accountable for the supervision of rules and regulations when it comes to picking up students at the school and at their designated bus stops on time.

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 the mandatory bus meeting prior to the start of service.

Open Door Policy: 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 Primary Years Programme was selected in part because of its attention to 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 work together successfully.

GCCS has adopted the Competent Kids, Caring Communities (CKCC) program. CKCC is an evidence-based school-wide social-emotional learning program developed by the Ackerman Institute for the Family that supports learning through building social-emotional competencies and home-school partnerships.

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 CKCC 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 Non-Violent 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 on other than School property 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 an 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. 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 Chief Academic Officer (CAO), Assistant Chief Academic Officer: School Support, the Dean of Students, and the Assistant Dean of Students reserve the right to exercise discretion and educational judgement in all cases. Infractions and their consequences are tracked in our student database.

Level One Behaviors (Minor behaviors)	
Infraction (Not limited to)	Range of Consequences
Dishonesty Disrupting learning Failure to follow directions Failing to be in one's assigned location Hitting, pushing, and other acts of aggression, etc. (depending on the age child and severity of the incident) Disrespecting members of the community (adults/students) Hurtful words Inappropriate use of cellphone/technology Leaving class Reckless behavior Scholastic dishonesty Skipping class/wasting time outside of class Threats Unsafe touches Possession of matches or lighter	"Fix it" (Repair the harm) Apology/Public Apology/Apology letter Community service Peer mediation/Conflict resolution Circle/small group Non-verbal redirection/correction Verbal redirection/warning Relocation (take a break/move seat) Step Out (Break in buddy room) Reflection space (inside/outside of room) Phone call home Loss of privilege Special assignment Detention Administrator-Teacher-Student Conference Parental Shadowing (full day or half day) Exclusion from a field trip In-school or out of school suspension, if behaviors have been repeated and other consequences have not been effective

Level Two Behaviors (Behaviors that can result in an in-school or out-of-school suspension)	
Infraction (Not limited to)	Range of Consequences
<p>Bullying/Cyberbullying; Hurtful words based on race, color, religion, ethnicity, national origin, gender, sexual orientation, weight, disability, physical appearance; Fighting (including out of school fights that disrupt the learning environment); Hitting, kicking, and other acts of aggression, etc. (depending on the age child and severity of the incident); Graffiti/Defacing property; Group Violence; Inappropriate use of cellphone/technology (depending on the type of inappropriate use); Reckless behavior (depending on the type of behavior); Tampering/Pulling fire alarm; Threats; Unsafe touches of a sexual nature; Possession of matches or lighter; Possession of a toy that may be mistaken for a weapon[1] 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).</p>	<p>In-school Suspension Out-of-school Suspension (Short-term)</p>

Level Three Behaviors (Behaviors that could result in Long-term Suspension or Expulsion)	
Infraction (Not limited to)	Range of Consequences
Starting a fire Hitting, kicking, or other act of physical aggression that results in severe injury to another student or staff member Selling, using, or possessing fireworks or any explosive materials; Selling or transferring alcohol, drugs, or other controlled substances or drug paraphernalia on school property, a school bus or at a school function; 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).	Out of School Suspension (Short-term) Out of School Suspension (Long-Term) Expulsion (Permanent Removal from School)

Special Rules with regard to fire-arms.

Bringing any weapon to school, or any dangerous object that can be used as a weapon, may result in long-term suspension or expulsion. In addition, a student who brings any firearm or explosive, to school will be referred by the CAO to law enforcement authorities.

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

Administration will proactively work with families and students to prevent a suspension or expulsion. We depend on families, as our partners, to support their sons/daughters 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, he/she may not come to school for the period of the suspension, except for the designated time for alternative instruction.

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

Before suspending a student, the CAO 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 CAO or his/her designee will also notify parents of the suspension by telephone and in writing and will invite parents to an immediate informal conference 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 CAO or his/her 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 or 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, but the student will continue to receive alternative instruction until the hearing is completed.

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. The written notice will also include information about the alternative instruction the student will receive while suspended.

After a hearing officer is appointed, the hearing officer will contact the parent to schedule the hearing 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.

The hearing officer will first determine, based on the evidence presented, whether or not the student is guilty of violating the Code of Conduct. If the student is found guilty, the hearing officer will review the student's academic and disciplinary record, and parents and student will have an opportunity to present additional information which may be relevant to the consequences... The hearing officer will make a recommendation regarding the penalty which may include long-term suspension or expulsion.

A hearing officer may recommend expulsion (permanent separation of a student from the School) if the student is found guilty of a Level 3 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 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

Any other suspension decision, whether for short-term or long-term suspension, may also be appealed to the Board of Trustees by contacting the Board Chairperson, James Zika at trustees@globalcommunitycs.org. The appeal should be in writing and should include a statement of objections and a proposed resolution. A form for appeal will be provided on request.

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 or calling 518-474-1762.

Alternative Instruction

Alternative instruction is live instruction which is inclusive of classroom assignments and assessments, provided by a teacher. During the time of an out-of-school suspension, the student, accompanied by a guardian, can come to the Culture Office for instruction. 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.

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

Students with disabilities have the same responsibilities as all other GCCS students but they also have special protections in disciplinary matters. In order to assure these special protections, the school will work closely with the Committee on Special Education and its own Section 504 Team.

If a student with an IEP is charged with a violation of the Code of Conduct that may result in a long-term suspension (more than five days) or a short-term suspension which brings the total number of suspension days for the student to more than ten during the school year, the School will refer the student to the Committee on Special Education (CSE) for a Manifestation Determination Review (MDR). The MDR will take place after the suspension hearing (if the student is found responsible for the conduct which is the subject of the hearing) or immediately before the tenth suspension day in a series of short term suspensions.

If a student who receives 504 accommodations is charged with a violation of the Code of Conduct, the Section 504 Team within the School will review the student's evaluations and Section 504 plan and will determine whether or not the conduct which is the subject of the disciplinary proceeding is a manifestation of the student's disability.

Consequences of Manifestation Determination Review

If the CSE's MDR Team or the School's 504 Team finds that there is a connection between the student's disability and the behavior that is the subject of the disciplinary proceedings the student will return to class, and the School and the CSE or Section 504 Team will work together with the student and his/her parents to develop a plan to address the behavior within the school or in another setting.

If, upon review, the CSE's MDR team or the School's Section 504 Team determines that the student's conduct was not a result of his/her disability, the student may be disciplined in the same manner as a student without a disability. Parents may request an impartial review to challenge the CSE's manifestation determination. The student will remain in his/her current educational placement while the hearing is pending except under the following circumstances:

A student with an IEP or Section 504 Plan may be removed from school for up to forty-five days, whether or not the conduct is a manifestation of the student's disability, if a hearing officer finds that the student violated the Code of Conduct by bringing drugs or a

weapon on to school property or by inflicting a serious bodily injury on another person. The student is then provided with educational services in an interim (temporary) alternative educational setting that is arranged in cooperation with the CSE

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.

[1] The CAO will use discretion in determining whether to seek an out of school suspension for possession of a toy gun or dangerous object. The CAO will consider whether there was intent to use the object to hurt or threaten others and whether an imitation gun is realistic looking, considering its color, size, shape, appearance and weight.

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 health care 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 cancelled. 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

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.

1. Visitors to the school building must enter via the main entrance and sign in. A government issued ID must be provided to the safety agent.
2. Pets are not authorized on school grounds unless it is a service dog with the proper permits.
3. Students and staff are asked **not** to open doors for any person at a doorway. School Safety must buzz visitors in.
4. Visitors must visibly wear a name badge when they are inside of the school and will be directed to the proper destination, or the main office. Any visitor without a name badge must be redirected to the main office.
5. Under no circumstance will a visitor be allowed into a classroom without approval of a classroom teacher or an administrator
6. Visitors attending school functions that are open to the public, such as family-teacher conferences or public gatherings, are not required to sign in at the main office. A sign-in sheet will be provided by the classroom teacher or facilitator.
7. Family members who wish to observe a classroom while school is in session are required to arrange such visits with the classroom teacher(s) at least 24 hours in advance to allow the teacher to plan accordingly.
 - a. Advanced arrangements can include an email, a mailed letter, or a phone call which notifies the the teacher of the exact day and time of the visit.
8. Any unauthorized person on school property will be reported to the School Safety Agent. Unauthorized or disorderly persons will be asked to leave. **The police may be called if the situation warrants.**
9. All visitors are expected to abide by the rules for public conduct on school property. Any visitor not in compliance with the code of conduct may receive a warning or limited access notice.

VI. FAMILY INVOLVEMENT

Parents as Partners Association (PAPA): In place of the more traditional Parent-Teacher Association (PTA), GCCS developed the **Parent Advisory Team (PAT)**, made up of 2 representatives from each grade. The PAT meets monthly with school leaders to directly share ideas and address concerns that arise as the school year unfolds. They plan events, coordinate parent-subcommittees and serve as the voice of our family community. At least one member of PAT sits on the Board of Trustees as a voting member.

In addition to PAT, the **Parents as Partners Association (PAPA)** offers meetings and parent workshops. During the PAPA meetings an agenda is developed to further address family needs and interests. Responses from surveys, generated in the beginning of the school year, are used to determine the topics of the monthly PAPA workshops. In this way, we are able to service the school community to establish a culture and climate that is conducive to learning and family engagement.

Volunteers: We ask that GCCS parents/guardians volunteer their service to the school if possible, either in the classroom, at school events, or as an ambassador for the school. Parent involvement is an integral part of a successful child's education. We hope to offer many opportunities for parents/guardians to serve in the school, and parents/guardians should feel free to make suggestions of ways they can get involved to GCCS staff.

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. To read the full Dignity for All Students Act, please visit <http://www.p12.nysed.gov/dignityact/>.

DASA Coordinator: The Assistant Chief Academic Officer: Student Support is the GCCS DASA Coordinator. The DASA Coordinator is trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (identity or expression), sex, and any other characteristic protected by law.

Reports and Investigations of Bullying, Discrimination and/or Harassment: Any person who has been a victim or who knows of a potential incident of bullying, discrimination, or harassment is required to report it to the DASA Coordinator. School employees who witness harassment, bullying, or discrimination, or receive a report of such harassment, bullying, or discrimination must verbally notify the Coordinator or the Chief Academic Officer no later than one school day after the employee witnesses or receives a report of harassment, bullying or discrimination. Students may make reports of harassment, bullying, or discrimination to the Coordinator in person or confidentially through other means such as a written note or letter.

After receiving a report of potential violation of the Act, the Coordinator will promptly investigate all complaints of bullying, either formal or informal, and take prompt corrective measures, as necessary. If, after an appropriate investigation, the School finds that this policy has been violated, prompt corrective action will be taken to end the harassment, bullying or discrimination, and eliminate any hostile environment. The Assistant Chief Academic Officer: Student Support will promptly notify the appropriate local law enforcement agency if any harassment, bullying or discrimination constitutes criminal conduct.

The School will annually report material incidents of bullying, discrimination and/or harassment which occurred during the school year to the State Education Department. Such report shall be submitted in a manner prescribed by the Commissioner, on date as determined by the Commissioner.

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 the school, or to have possessed a firearm at School. The Principal may modify such expulsion requirement 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, he or she 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 purpose, 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, Electronic Devices and Toys: If a parent chooses to have a student carry a cellular 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 cellular phone is seen or heard by any adult, the student will be asked to turn in the phone immediately. A parent or designee must come to school to retrieve the cellular 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.

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 the item.

Emergency Closing/Inclement Weather Closing: During inclement weather, GCCS 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 IS ALSO CLOSED**. You can listen to 1010 Wins or tune in to watch NY1, ABC, and CBS for NYC public school closing information, delays and early dismissals.

If you do **NOT** receive a phone call, text message, email message from the school automated system, see the announcement on the previously mentioned TV stations, see it announced on our website or in a recorded message, assume that we are open.

Records (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.

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. If you have any concerns regarding student issues, please do not directly address any of the students. Instead, let a staff member know immediately. Note that failure to communicate respectfully with members of our school community will result in limited or restricted access into the school building.

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 he/she has 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, they will be issued an initial warning letter, followed by a letter limiting access to the building if the behavior continues. 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 a School Safety Officer.

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 Chief Academic Officer: Teaching and Learning.

3. If the issue remains unresolved, the complaint may be taken to the Chief Academic Officer.
4. 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.

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 and/or Chief Operating Officer. If the complainant is dissatisfied with the CAO/COO's resolution, he or she may bring a complaint to the Board for review. The Board reviews decisions on appeal from the CAO/COO and those that directly involve the CAO/COO. 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 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/COO 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 or by sending written communication to Charter School Office, NYSED at: 89 Washington Ave Albany, NY 12234.



Global Community Charter School
2018-19 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