

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 work together successfully.

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 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 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. 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 (CAAO), the Dean of Students, and the Assistant Dean of Students reserves 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	“Fix it” (Repair the harm)
Failing to be in one’s assigned location	Apology/Public Apology/Apology letter Community service Peer mediation/Conflict resolution
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)	Circle/small group Non-verbal redirection/correction Verbal redirection/warning Relocation (take a break/move seat) Step Out (Break in buddy room)
Hurtful words	Reflection space (inside/outside of room)
Inappropriate use of cellphone/technology	Phone call home Loss of privilege
Leaving class	Special assignment
Reckless behavior	Detention

Scholastic dishonesty	Administrator-Teacher-Student
Skiping class/wasting time outside of class	Conference
Threats	Parental Shadowing (full day or half day)
Unsafe touches	Exclusion from a field trip
Possession of matches or lighter	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>Detention Administrator-Teacher-Student Conference In-school Suspension Out-of-school Suspension (Short-term)</p>
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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. Any non-English speaking parent will be informed, both verbally and in print, in their native language. A short-term suspension will be imposed until the hearing on the long-term suspension or expulsion.

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.

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 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 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

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. 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 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.

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 school property or by inflicting 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.