



An International Baccalaureate World School

# **Family Handbook 2021 - 2022 School Year**

**Global Community Charter School**  
**Family Handbook Table of Contents**  
**2021-2022**

- I.** General Information
  - A. Letter from the Chief Academic Officer
  - B. 2021-2022 Academic Calendar
  - C. Mission Statement
  - D. School Introduction and Philosophy
  - E. Charter School Overview
  - F. Important Contacts
  
- II.** Academics
  - A. School Schedule
  - B. Educational Program
  - C. Field Trips
  - D. Progress Reports, Reports Cards & Family Teacher Conference
  - E. Grade Placement Policy
  - F. Independent Reading
  - G. Special Education Services, English as a New Language,  
504 Accommodations
  - H. Afterschool Program
  - I. Homework
  
- III.** Culture & School Day Policies/Procedures
  - A. Attendance
  - B. Uniform Policy
  - C. Birthday Celebrations
  - D. Ethics
  - E. Food Service
  - F. Snack Policy
  - G. Lost and Found
  - H. Transportation
  - I. Open Door Policy
  
- IV.** Behavior, Social and Emotional Support
  - A. Behavior Crisis Response Team
  - B. Code of Conduct (General)
  - C. Suspension & Expulsions (Includes Due Process)

**Global Community Charter School**  
**Family Handbook Table of Contents**  
**2021-2022**

- V. Health and Safety**
  - A. Medical and Immunization Records
  - B. Student Illness
  - C. Order of Protection
  - D. Safety Drills
  - E. Visitor Policy
  
- VI. Family Involvement**
  - A. Parents as Partners Association
  - B. Volunteering
  
- VII. Other: Policies, Laws and Procedures**
  - A. Dignity for All Students Act
  - B. Technology Usage Agreement
  - C. Cell Phones, Electronic Devices, Toys
  - D. Textbooks, School Property and Resources
  - E. Emergency Closing
  - F. Student Records (FERPA)
  - G. Freedom of Information Law (FOIL)
  - H. Parents' Bill of Rights for Student Data Privacy and Security
  - I. Individuals with Disabilities Education Act (IDEA)
  - J. Respectful Communication
  - K. Harassment Policy
  - L. Limited Access Policy
  - M. Open Meeting Law
  - N. Complaint Policy
  
- VIII. Addendum for Blended/Remote Learning for 2021-2022 School Year**
  - A. Attendance Policy for remote learning
  - B. Schedules for remote learning
  - C. Meal Service during remote learning
  - D. General Health & Safety Protocols for 2021-2022 School Year

## **I. GENERAL INFORMATION**

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

Dear Families,

I am thrilled to welcome you to the 2021-2022 school year. I am humbled to have the privilege and responsibility of ensuring all children educated at Global Community Charter School receive a high-quality education that will put them on a predictive path to educational and personal success. I am deeply committed to making a positive difference in the lives of children as we not only promote academic excellence but strive to instill the ten attributes of the International Baccalaureate learner profile: open-minded, inquirers, knowledgeable, thinkers, communicators, principled, balanced, courageous, caring, and reflective. There comes a time in every parent's life when they have to make one of the most important decisions they will ever make – where to send their child to school. Thank you for selecting Global Community Charter School!

At Global, when each of our students looks in the mirror, we want the person staring back at him or her to know in their mind and believe in their heart that they are capable of both academic and personal excellence. We strive to develop in each student the bold intellect and self-confidence that will guide each student to and through college completion. Whether your child is one of our Pre-K students learning to count to 100 or one of our 7th graders developing the skills to make a strong claim and support it with evidence, we require every child to think and work hard every single day. The home-school partnership is integral to the success of every student. We look forward to working closely with each and every GCCS family so that every child can develop into a leader who is ready to take on the challenges and opportunities in the community at large.

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

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

With gratitude, Kristan Norgrove

# 2021-2022 School Year Calendar

2021-22 School Calendar (190 Days)									
Month	Su	Mo	Tu	We	Th	Fr	Sa	Break/Holiday/Events	Relevant Dates
Jul 2021	4	5	6	7	8	9	10	First Day of Summer Program - TBD	
	11	12	13	14	15	16	17		
	18	19	20	21	22	23	24		
	25	26	27	28	29	30	31		
Aug	1	2	3	4	5	6	7	6 <sup>th</sup> & 7 <sup>th</sup> Grade Half-Day Orientation 4 <sup>th</sup> & 5 <sup>th</sup> Grade Half-Day Orientation 2 <sup>nd</sup> & 3 <sup>rd</sup> Grade Half-Day Orientation K & 1 <sup>st</sup> Grade Half-Day Orientation PreK Half-Day Orientation	August 23 <sup>rd</sup> – 27 <sup>th</sup> Monday, August 23 <sup>rd</sup> Tuesday, August 24 <sup>th</sup> Wednesday, August 25 <sup>th</sup> Thursday, August 26 <sup>th</sup> Friday, August 27 <sup>th</sup>
	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	2	3	4		
	5	6	7	8	9	10	11		
Sep	12	13	14	15	16	17	18	First Day of School ALL GRADE 3, PreK-7 <sup>th</sup> Labor Day – No School	Monday, August 30 <sup>th</sup> Monday, September 6 <sup>th</sup>
	19	20	21	22	23	24	25		
	26	27	28	29	30	1	2		
	3	4	5	6	7	8	9		
Oct	10	11	12	13	14	15	16	Indigenous People's Day - SCHOOL CLOSED Progress Reports	Monday, October 11 <sup>th</sup> Friday, October 16 <sup>th</sup>
	17	18	19	20	21	22	23		
	24	25	26	27	28	29	30		
	31	1	2	3	4	5	6		
Nov	7	8	9	10	11	12	13	Half-day prior to Thanksgiving Break Trimester 1 Ends Thanksgiving Break - SCHOOL CLOSED Trimester 2 Begins	Wednesday, November 24 <sup>th</sup> Wednesday, November 24 <sup>th</sup> November 25 <sup>th</sup> & 26 <sup>th</sup> Monday, November 28 <sup>th</sup>
	14	15	16	17	18	19	20		
	21	22	23	24	25	26	27		
	28	29	30	1	2	3	4		
Dec	5	6	7	8	9	10	11	Parent Teacher Conferences Holiday Break - SCHOOL CLOSED	Friday, December 10 <sup>th</sup> December 20 <sup>th</sup> - 31 <sup>st</sup>
	12	13	14	15	16	17	18		
	19	20	21	22	23	24	25		
	26	27	28	29	30	31	1		
Jan 2022	2	3	4	5	6	7	8	Professional Development for Staff Only - SCHOOL CLOSED Students Return from Holiday Break Dr. Martin Luther King Jr. Holiday - SCHOOL CLOSED Professional Development for Staff Only - SCHOOL CLOSED	Monday, January 3 <sup>rd</sup> , 2022 Tuesday, January 4 <sup>th</sup> , 2022 Monday, January 17 <sup>th</sup> Friday, January 21 <sup>st</sup>
	9	10	11	12	13	14	15		
	16	17	18	19	20	21	22		
	23	24	25	26	27	28	29		
Feb	30	31	1	2	3	4	5	Progress Reports Mid-Winter Recess - SCHOOL CLOSED	Friday, January 28 <sup>th</sup> February 21 <sup>st</sup> -25 <sup>th</sup>
	6	7	8	9	10	11	12		
	13	14	15	16	17	18	19		
	20	21	22	23	24	25	26		
Mar	27	28	1	2	3	4	5	Trimester 2 Ends Trimester 3 Begins Professional Development for Staff Only - SCHOOL CLOSED Parent Teacher Conferences ELA STATE EXAMS	Friday, March 11 <sup>th</sup> Monday, March 14 <sup>th</sup> Friday, March 18 <sup>th</sup> Friday, March 25 <sup>th</sup> March 28 <sup>th</sup> -31 <sup>st</sup>
	6	7	8	9	10	11	12		
	13	14	15	16	17	18	19		
	20	21	22	23	24	25	26		
Apr	27	28	29	30	31	1	2	NYSESLAT (Speaking Only) Good Friday - SCHOOL CLOSED MATH STATE EXAMS	April 11 <sup>th</sup> - May 20 <sup>th</sup> Friday, April 15 <sup>th</sup> April 26 <sup>th</sup> -28 <sup>th</sup>
	3	4	5	6	7	8	9		
	10	11	12	13	14	15	16		
	17	18	19	20	21	22	23		
May	24	25	26	27	28	29	30	Progress Reports NYSESLAT (Listening, Reading, Writing) Spring Break - SCHOOL CLOSED Memorial Day - SCHOOL CLOSED	Friday, May 6 <sup>th</sup> May 9 <sup>th</sup> - May 29 <sup>th</sup> May 18 <sup>th</sup> - May 20 <sup>th</sup> Monday, May 30 <sup>th</sup>
	1	2	3	4	5	6	7		
	8	9	10	11	12	13	14		
	15	16	17	18	19	20	21		
Jun	22	23	24	25	26	27	28	Half Day LAST DAY OF SCHOOL	Friday, June 24 <sup>th</sup> , 2022
	29	30	31	1	2	3	4		
	5	6	7	8	9	10	11		
	12	13	14	15	16	17	18		

## **Mission Statement**

Global Community Charter School (GCCS) serves the Harlem and surrounding communities by providing students in grades PreK-7 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**

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

## **Charter School Overview**

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

A charter school must meet all state standards and the requirements of all state and federal laws regarding health, safety, civil rights, and student assessment. Additionally, a charter school must comply with the specific academic goals and procedures set forth in

their charter, which is a document approved by the state that allows the school to operate as a charter school. Thus, in exchange for an increased level of independence, charter schools are held to higher levels of accountability than traditional public schools.

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

### **Contact Information**

**Global Community Charter School**

**2350 5<sup>th</sup> Avenue**

**New York, NY 10037**

**Phone: 646-360-2363 Fax: 646-390-6036**

**Website: [www.GlobalCommunityCS.org](http://www.GlobalCommunityCS.org)**

## II. ACADEMICS - Regular In-School Schedule (see addendum for revised schedule)

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 12:00p m
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 teachers to create collaborative units of study and lessons. Charter schools are constantly evolving entities that require a higher level of teaching experience and skill than a more traditional setting. To implement our model, additional features were selected to support our students, teachers and families.

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

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

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

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

**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 and math.. 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: August 30, 2021 - November 24, 2021

Term II: November 29, 2021 - March 11, 2022

Term III: March 14, 2022 - June 24, 2022

**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 generally hosts a Back to School Night during the month of September. This event allows 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 support are all designed to ensure that all students have the opportunity to acquire grade level skills. We consider many factors and gather as much information as possible in making decisions about grade placement.

Promotion 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 support. 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 - *SUSPENDED for the 2021-22 School Year until further notice.***

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.

If a student has been absent for more than 20 consecutive days of school, the CAO will schedule and notify, in writing and at the last known address, both the student and the parent/guardian of an informal conference. At the conference, the CAO shall determine both the reasons for the pupil's absence and whether reasonable changes in the pupil's educational program would encourage and facilitate the student's re-entry or continuance of study. The student and the parent/guardian shall be informed orally and in writing of the pupil's right to re-enroll at GCCS. If the student and parent/guardian fail, after reasonable notice, to attend the informal conference, the student may be dropped from enrollment provided that he or she and the parent/guardian are notified in writing of the right to re-enter at any time, if no other applicants precede them on the waitlist.

**Uniform Policy:** Uniforms unite us as a community, and reduce distractions and clothing competition. In order to reinforce school unity, students must wear the official school uniform every school day. All students are required to arrive 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
  - Pre-Kindergarten (Pre-K) - Red
  - 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
  - Sixth Grade (6) – Maroon
  - Seventh Grade (7) - Maroon
- Pre-K - Grade 5:
  - 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.
- Grade 6 & 7:
  - Black denim jeans or slacks (gray sweatpants are not permitted)
  - Black skirts or skorts (leggings may be worn under the uniform but leggings may NOT be worn as pants)
  - Black knee-length shorts may be worn the months of May, June and September
- Sneakers or rubber-soled shoes (Grades Pre-K/1 students should wear safe shoes with velcro strap, not shoelaces)
  - Sneakers with lights or rollerblades are not permitted
- Students are not required to wear their uniform during remote learning, but should wear appropriate attire for their online sessions (no pajamas, tank tops)

**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 (Pre-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>

Phone: (718) 252-5090

Email: [Customerservice@idealuniform.com](mailto:Customerservice@idealuniform.com)

If a student does not arrive at 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; we've partnered with Red Rabbit to provide nutritious, nut-free, made-from-scratch meals. GCCS is its own SFA (School Food Authority) and a Household Income Eligibility Form and/or Income Survey may be required. This mandatory report of SNAP and Medicaid eligible students in the current year is required for Child Nutrition Program federal reporting (FNS-742 Verification Summary, FNS-834 DC Rate Data Element Report, and CEP Notification List) and should be used for other NYSED education reporting purposes (BEDS, Title 1, State Aid, etc.).

Breakfast will be served starting at 7:30am each morning. Lunch will be served at various times in the classrooms to start the school year, and in the cafeteria when social distancing is no longer necessary. Students in our afterschool program also receive a healthy snack. Students should not bring candy, gum or unhealthy snacks or lunches.

**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 the student's grade level and the distance between the student's residence and the school. Specialized Transportation is determined by the CSE and specifically mandated on the student's IEP.

Parents must inform the school of any changes to their child's transportation or scheduled pick up by 2:30pm 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 a mandatory bus meeting prior to the start of service.

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

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

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

## **BEHAVIOR, SOCIAL, AND EMOTIONAL SUPPORT**

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

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

<b>Level One Behaviors (Minor behaviors)</b>	
<b>Infraction (Not limited to)</b>	<b>Range of Consequences</b>
Dishonesty	"Fix it" (Repair the harm)
Disrupting learning	Apology/Public Apology/Apology letter
Failure to follow directions	Community service
Failing to be in one's assigned location	Peer mediation/Conflict resolution
Hitting, pushing, and other acts of aggression, etc. (depending on the age child and severity of the incident)	Circle/small group Non-verbal redirection/correction Verbal redirection/warning
Disrespecting members of the community (adults/students)	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
Leaving class	Loss of privilege
Reckless behavior	Special assignment
Scholastic dishonesty	Detention
Skiping class/wasting time outside of class	Administrator-Teacher-Student 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

<b>Level Two Behaviors (Behaviors that can result in an in-school or out-of-school suspension)</b>	
<b>Infraction (Not limited to)</b>	<b>Range of Consequences</b>
<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>

<b>Level Three Behaviors (Behaviors that could result in Long-term Suspension or Expulsion)</b>	
<b>Infraction (Not limited to)</b>	<b>Range of Consequences</b>
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](mailto: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](mailto:CharterSchools@nysed.gov) or calling 518-474-1762.

#### **Alternative Instruction**

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

#### **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.

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[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 healthcare provider:

- Persistent fever greater than 100.4° orally, including a fever that requires control with medication such as Tylenol
- Vomiting and/or diarrhea
- Severe cough that makes a child feel uncomfortable or disrupts the class
- Sore throat that is severe along with fever and feeling ill for more than 48 hours, OR after known exposure to a confirmed case of Strep throat infection
- Open sores around the nose or mouth or rash on other body parts; OR a rash in various stages including boils, sores and bumps that may be chicken pox; OR a significant rash accompanied by other symptoms of illness such as fever
- Large amount of discolored nasal discharge, especially if accompanied by facial pain or headache
- Severe ear pain or drainage from the ear
- Severe headache, especially if accompanied by fever
- Live head lice

- Pink eye
- Diabetes patients with elevated blood sugar levels despite medication, or inadequate supplies to treat in school nurse office
- Asthma symptoms that do not respond to prescribed medication or no prescribed medication is available in school nurse office
- Any condition that may be serious or contagious to others

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

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

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

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

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

During certain conditions, the nature of the emergency may demand that classes be dismissed or 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

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

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

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

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

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

**Visitor Policy:** In order to ensure the safety of our students and to limit disruption of instruction, Global Community Charter School has implemented the following visitor's policy.

- All visitors to the school building must enter via the 5th Avenue entrance.
- All visitors must sanitize their hands at the door upon entering and wear a mask. Masks are available at the check in table
- Stop at the check in table before entering the main building to sign in to the iPad

using the Envoy Software

- Upon signing the visitor agreement, a picture is taken for your visitor ID and printed at the security desk - show your ID to the security guard to get your ID badge
- After signing in all visitors must undergo temperature screening. **Please be especially attentive to wearing a mask over your nose and mouth, in addition to correctly wearing other personal protective equipment as directed by the school security personnel.**
- Visitors who have a temperature of 100.0 or more will be asked to step outside of the building for 5 minutes. Upon their return, their temperature will be checked a second time, should it be below 100.0 they will be allowed in. If second screening is still above 100.0 they will not be permitted to enter the School; **this is without exception.**
- Students and staff are asked not to open doors for any person at a doorway.
- All visitors must wear a name badge when they are inside of the school.
- Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings, are not required to sign in at the main office.
- Parents or citizens who wish to observe a classroom while school is in session are required to arrange such visits in advance with the school leadership and classroom teacher(s), so that class disruption is kept to a minimum.
- Advanced arrangements can include an email, a phone call or mailed letter, which notifies the school employee of the exact day and time of the visit.
- Teachers are expected not to take class time to discuss individual matters with visitors.
- School employees who are expecting a visitor must notify main office staff ahead of the visit.
- Any unauthorized person on school property will be reported to the Principal or his or her designee. Unauthorized or disorderly persons will be asked to leave. The police may be called if the situation warrants.
- All visitors are expected to abide by the rules for the school property; and any additional rules or regulations imposed from time to time in connection with emergencies the school may be experiencing at the moment, fire drills, lock down and so on.
- Pets are not authorized on school grounds unless it is a service dog with the proper permits.

## 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 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.

Members of PAT often attend Board of Trustees meetings.

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. This Code of Conduct has incorporated DASA to provide students with an educational environment free of discrimination, bullying and other forms of intimidation or harassment.

### ***Bullying***

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

"Bullying" for the purpose of this policy is defined as harassment, aggressive behavior or other intentional action, whether verbal or physical, which is intended, or could reasonably be expected, to cause Emotional Harm, distress, fear, ridicule, humiliation and/or intimidation. Bullying can be face-to-face, or carried out by phone, over the internet and other ways directed at another person through the "posting" of sensitive and/or private information, including Cyberbullying: "Cyberbullying" means Bullying through any form of electronic communication, such as email, text, and social media (e.g., Facebook, Twitter,



Snapchat, and Instagram). Bullying can take many forms, such as slurs, jokes, innuendos, demeaning comments, cartoons, pranks, gestures, and physical attacks. (“Intentional action” refers to the individual’s choice to engage in the act rather than the ultimate impact of the action(s).)

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

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

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

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

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

We value and embrace our inclusive and diverse school community and strive to provide a welcoming, safe and supportive environment for all students and families regardless of their race, color, ethnicity, religion, gender, disability, sexual orientation and gender identity. If a student or his or her family would like to explore a particular accommodation based upon cultural or religious practices, or due to one’s disability, sexual orientation,

gender identity or other protected characteristic, the student or the student's parents or guardian should contact a school leader or adult the student feels comfortable with to schedule a meeting to discuss a plan to address the student's particular circumstances and needs.

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

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

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

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

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

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

### **Student Technology Agreement**

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

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

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

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

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

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

If a user is uncertain whether behavior is prohibited, 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 purposes, or (3) the school determines are inappropriate.

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

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

1. Using, posting or distributing profane, lewd, vulgar, threatening, or abusive language in e-mail messages, material posted on school web pages, or professional social media sites;
2. Accessing, using, posting, information or materials that obscene, advocate illegal or dangerous acts, or advocate violence or discrimination. If users inadvertently access such information, they should immediately disclose the inadvertent access in a manner specified by the school; intentionally seeking information about passwords belonging to other users;
3. Accessing, posting or distributing harassing, discriminatory, inflammatory, or hateful material, or making damaging or false statements about others; sending, posting, or otherwise distributing chain letters or engaging in spamming; damaging computer equipment, files, data or the school's Internet System in any way, including spreading computer viruses, vandalizing data, software or equipment, damaging or disabling others' electronic property, or engaging in conduct that could interfere or cause a danger of disruption to the school's educational or business environment.

**Cell Phones, 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 on 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 of the item.

**Emergency Closing/Inclement Weather Closing:** During inclement weather, GCCS generally follows the same school closing schedule as the New York City Public Schools. If the New York City mayor announces that **ALL PUBLIC SCHOOLS ARE CLOSED**, **GCCS IS ALSO CLOSED**. NYC public school closing, delays and early dismissals is announced on the radio, local television, delays and early dismissals, and on the GCCS Website and other communication channels (Class Dojo, social media). **When GCCS is closed due to a snow/weather emergency, we will operate on a half-day remote instruction schedule. All students are expected to participate.**

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.

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

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

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

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

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

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

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

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

Parents have the right to have complaints about possible breaches and unauthorized disclosures of student data addressed. Complaints should be directed to (Bill Holmes, Chief Operating Officer, 646-360-2363, [bholmes@globalcommunitycs.org](mailto:bholmes@globalcommunitycs.org)). Complaints can also be directed to the New York State Education Department online at <http://nysed.gov.data-privacy-security>, by mail to the Chief Privacy Officer, New York State Education Department, 89 Washington Avenue, Albany, NY 12234 or by email to [privacy@mail.nysed.gov](mailto:privacy@mail.nysed.gov) or by telephone at 5178-474-0937.

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

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

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

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

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

**Respectful Communication:** The expectation at our school is that all community members speak to each other with respect. Our school community includes, but is not limited to: fellow families, school staff, volunteers and students. Respectful communication includes verbal, written, email, and any social networking sites. 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.
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](mailto:trustees@globalcommunitycs.org).

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

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

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

Any person wishing to make a complaint against a Global Community Charter School employee should first reach out to the employee involved. If the issue remains unresolved after attempting to seek redress from the employee, the complainant will contact either the Chief Academic Officer 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](mailto:trustees@globalcommunitycs.org) or via U.S. mail at 2350 5th Ave NY, NY 10037). Complaints received at least five business days in advance of a Board meeting will be dealt with at that meeting; those complaints not received within that time period will be dealt with at the next regularly scheduled Board meeting.

Every effort will be made to respectfully address the matter to the satisfaction of the individual or group who present the complaint. The Board, as necessary shall direct the CAO/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](mailto:Charterschools@nysed.gov) or by sending written communication to Charter School Office, NYSED at: 89 Washington Ave Albany, NY 12234.

## ADDENDUM FOR REMOTE LEARNING

*As GCCS we start the 2021-22 School Year, instruction may take place both online or remotely, and in-person.*

*This addendum to our 2021-22 Family Handbook outlines some of the important distinctions for this school year compared to our regular policies and procedures.*

*Our #1 priority is keeping our community – kids, staff, and you – safe.*

The following items are included in this addendum for your reference & convenience through this period of blended & remote learning:

Attendance **(page 42 of addendum, page 13 of regular handbook)**

Remote Learning Schedule **(page 43-45 of addendum, page 8 of regular handbook)**

- PreK
- K-5<sup>th</sup> Grade
- 6<sup>th</sup> & 7<sup>th</sup> Grade

Meal Service during remote learning **(page 45 of addendum, page 17 of regular handbook)**

General Health & Safety Protocols for 2021-22 School Year **(page 46)**

## **2021-22 Attendance Procedure (Remote Learning)**

### **Pre-K - Kindergarten**

Parents have until 9:00 p.m. to submit the work on class dojo for that school day.

GCCS will make the attendance calls to absent students and update attendance records as needed.

### **1st Grade - 5th Grade (9:00 am Session)**

9:00-10:30 a.m. - Class in session.

10:45-11:00 a.m. - Teachers enter the attendance in ALMA.

11:15-11:45 a.m. - Assistants will make the attendance calls to absent students and save notes.

### **1st Grade - 5th Grade (11:00 am Session)**

11:00-12:30 p.m. - Class in session.

12:45-1:00 p.m. - Teachers enter the attendance in ALMA.

1:15-1:45 p.m. - Assistants will make the attendance calls to absent students and save notes.

### **1st Grade - 5th Grade (4:00 pm Session)**

4:00-6:00p.m. - Class in session.

6:15 p.m. - Teachers enter the attendance in ALMA.

8:30-9:15 a.m. - Assistants will make the attendance calls to absent students and save notes.

### Schedule for 100% K-5 Remote Learning

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:15am - 8:45am					Specials & Electives
9:00am - 10:30am	Phonics - 30 min MM - 20 min Math - 15 - 30 min * Attendance entered after teaching period				
11:00am - 12:30pm	Phonics - 30 min MM - 20 min Math - 15 - 30 min * Attendance entered after teaching period				
1:30pm - 2:00pm	ELA - Option for Students				
2:15pm - 2:55pm	Specials (Elective)	RULER Until 2:45pm	Specials (Elective)	RULER Until 2:45pm	
2:30pm - 3:00pm	Spanish/ Yoga (Elective)	Mandatory Music (Must attend only one session per week)	Spanish Yoga (Elective) <b>Music (Elective)</b>	Mandatory Music (Must attend only one session per week)	
4:00pm - 5:30pm	Phonics - 30 min MM - 20 min Math - 15 - 30 min * Attendance entered after teaching period				
5:30pm - 6:00pm		Mandatory Music (Must attend only one session per week)			

Middle School - 100% Remote Schedule						
Bell Schedule	Monday	Tuesday	Wednesday	Thursday	Time	Friday
8:00am - 8:30am	Independent Work Time	Independent Work Time	Independent Work Time	Independent Work Time	8:00am - 8:30am	Independent Work Time
Per 1 8:30am - 9:30am	ELA	ELA	ELA	ELA	8:00am - 8:30am	Advisory
9:30am - 10:00am	Independent Work Time	Independent Work Time	Independent Work Time	Independent Work Time	8:30am - 9:30am	Math
Per 2 10:00am - 11:00am	Math	Math	Math	Math	9:30am - 10:00am	Independent Work Time
11:00am - 12:00pm	Lunch	Lunch	Lunch	Lunch	10:00am - 11:00am	ELA
Per 3 12:15pm - 1:00pm	Individuals & Societies	Individuals & Societies	Individuals & Societies	Individuals & Societies	11:30am - 12:10pm	PE & Art (Elective - 1 session per week)
1:00pm - 1:30pm	Independent Work Time	Independent Work Time	Independent Work Time	Independent Work Time		
Per 4 1:30pm - 2:15pm	Science	Science	Science	Science		
2:15pm - 2:45pm	Independent Work Time	Independent Work Time	Independent Work Time	Independent Work Time		
Per 5 2:45pm - 3:20pm	Dance (Attend either Monday or Wednesday - Only 1 session)	Advisory (Begins September 8th)	Dance (Attend either Monday or Wednesday - Only 1 session)	PE (Elective) - Only 1 session per week		
3:20pm - 4:00pm	Independent Work Time	Independent Work Time	Independent Work Time	Art (Elective) - 1 session per week		
5:00pm - 5:40pm	Dance (Attend either Monday or Wednesday - Only 1 session)					

Grade PreK - 100% Remote					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
10:00am - 10:30am	MM - 15 min Read Aloud (MWF), Math (T/TH) - 15 min				
10:45am - 11:15am	One on One				
11:30am - 11:50am		Dance (optional for students)	Spanish Yoga (Elective)	Interactive Read Aloud (Elective)	
2:00pm - 2:30pm	MM - 15 min Read Aloud (MWF), Math (T/TH) - 15 min				
2:45pm - 3:15pm	One on One				
3:00pm - 3:30pm					

### Food Service

We are committed to supporting our families however we can through this challenging period. As a part of the pandemic response, Global Community Charter School will continue to partner with Red Rabbit to provide free meals for your child during remote learning.

- Families who sign up (available on the GCCS website) will receive 5 days of Breakfasts, Lunches & Snacks each week
- Meals will be available for pick up at Global Community Charter School. If home delivery is available, we will notify families of their delivery schedule
- All meals will be consistent with our healthy food policy as well as compliant with the National School Lunch Program

For students participating in blended learning, all meals will be served and consumed in the classroom. Students in attendance on a Monday/Wednesday schedule will take home meals for the following day, as will students on the Tuesday/Thursday schedule.

## **GCCS 2021-22 Health and Safety**

**The health and safety of our students and staff is our number one priority.**

Our Health and Safety Strategy

- Guided by science, data, and evidence
- Transparency
- Health and safety trainings for staff and students
- Clear policies and protocols
- Effective cleaning and abundant cleaning supplies

Know the symptoms of COVID-19:



Transparency:

Sharing Info with GCCS

- We will provide information on a frequent and ongoing basis
- If you want to know something... ASK!
- Know that information is constantly changing



## **Health and Safety Trainings**

### *Students/Families*

Hosting Health and Safety webinars for families & orientations to review health and safety protocols with students

Families will not have access to the building this year

## **Clear Policies and Protocols**

### *Social Distancing: Pods*

- Every child who has opted into Blended Learning will be assigned to a “pod”
- A pod will have between 9 - 16 students (depending on the grade level and the size of the room where the pod will be located)
- Students will stay in their pods throughout the school day - during instruction, breakfast/lunch, Specials, etc.

### *Social Distancing: Limited Exposure*

- To reduce the amount of people interacting with children, students will have the same specials teacher twice a day
- The same specials teacher and/or teaching assistant will supervise breakfast and lunch

### *Social Distancing: Shared Spaces*

- Spaces will be marked with the capacity in that space (Ex - the capacity of the teachers' lounge is 7 people)
- Floor markings will be placed outside of the building as well as in shared spaces (such as in the main office) in the building
- Mini cafe - used for faculty to eat (behind 3-sided plastic dividers)

### *Social Distancing: During Classroom Instruction*

- Students will be appropriately socially distanced in the classroom.
- Students have 3-sided privacy shields.
- Students will NOT share supplies - GCCS will provide individual supplies for every child.
- When possible, windows and doors will be open.



#### *Shared Spaces - Additional Info*

- Please refrain from congregating in classrooms and in shared spaces (such as the main office)
- When possible, stand/sit six feet apart
- Where there are floor markings, please abide by them (Ex. - There will be 2 floor marking spaces for the bathroom in the main office. If you need the bathroom but there are 2 people in line, please find another bathroom.)

#### *Arrival for Students*

- Staggered arrival/dismissal times
- Pre-screening questionnaire
- Temperature checks
- Socially-distanced lines
- Hands sanitized when entering and when dismissing



### *Masks*

- Adults: All adults must wear a mask at all times except when eating.
- Students: Wear masks at all times except when eating (mask breaks during the day).



### **Lunch and Recess:**

#### *Lunch*

- Students will eat lunch in their classroom and with the students in their pod.
- For the health and safety of our students, we will enforce our nut-free policy as well as our healthy eating policy.
- Home delivery of meals is available to families during 100% remote learning
- Students on the blended learning schedule will be able to take meals home for the next day

#### *Recess*

- Recess is an important part of the school day. To ensure proper social distancing, free play will be restricted.
- All recess equipment will be properly sanitized before and after student use.

### **Someone is sick! Now what?!**

- The student or staff member will be evaluated by the school nurse.
- If necessary, the student will be quarantined in a designated room.
- If someone in your child's pod has a confirmed or suspected case of covid, the pod will be closed for in-person instruction and all students in the pod will transition to remote instruction for 15 school days.

### *Closing Pods and/or the School*

- Suspected or confirmed case in the pod - that pod transitions to 100% remote instruction.
- 2 pods on 100% remote instruction - the entire school closes for remote instruction.
- 2 teachers with suspected or confirmed cases - the entire school closes for remote instruction.

### **Cleaning and Cleaning Supplies**

#### *Abundant Supplies*

Hand sanitizer throughout the building



Wipes and other cleaning supplies in every room



### *Frequent Cleanings*

- Bathrooms and shared spaces will be cleaned frequently throughout the school day.
- Classrooms will be thoroughly cleaned each evening.
- There will be a sign off so everyone will be aware that the spaces were actually cleaned.



Global Community Charter School  
2021-22 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