



2023-2024

**FAMILY-STUDENT HANDBOOK
KINDERGARTEN- GRADE 8**

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LACKAWANNA, NY 14218
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WWW.GLOBALCCS.ORG**

Dear Families and Students,

Welcome to Global Concepts Charter School! We are excited to have you join our school community. This school is a community where everyone learns together—where each person has individual rights and responsibilities. Global Concepts Charter School (GCCS) is committed to providing a safe and orderly educational environment where students will grow academically, emotionally, and physically. Children also develop an appreciation for the fine arts and gain an awareness of other cultures and basic moral values in an atmosphere of mutual respect.

Our school follows and adheres to best practices in cooperation with NYS initiatives and guidance. Additionally, we pursue a continuous cycle of improvement to ensure our curriculum and instruction is engaging and impactful. We participate in statewide standardized testing of students in grades three through eight. We are proud of our testing results, which are one of our many indicators of student achievement.

The staff at Global provide experiences to develop positive attitudes for learning which lead to improvement in self-direction, responsibility, and community concern. Our school framework for conduct includes policies to enable students to learn in an atmosphere of trust and mutual respect. These policies and procedures help to develop a sense of good judgment consistent with a desirable system of values within each individual. Global's **Code of Conduct** outlines the expectations for behavior while at school and at school-related functions and is included as part of this booklet.

We encourage you to take note of GCCS's **Comprehensive Attendance Policy**, also outlined in this booklet. Good attendance is essential to academic success and social development. The comprehensive attendance policy is available for review upon request and is distributed in the Fall.

As always, we encourage you to attend the various school functions offered by the school and the Parent-Teacher Association (PTA). Please make a point to become familiar with your child's classroom routines and expectations as well as communicate with your child's teacher. Good communication and cooperation between school and home are essential to ensure the success of your child.

This handbook contains the policies and procedures that govern the day-to-day operation of our school. Please take time to read it carefully and keep it available throughout the year. We hope it will be helpful in fostering a greater understanding between home and school. **Please note that the parent/guardian and the student must sign the last two pages of this handbook. These pages are to be removed and returned to your child's teacher. See K-12 Acceptable Use Permission -- Student Form and the Family/Student Signature Page.**

On behalf of the teachers, Board of Trustees, and members of the Parent-Teacher Association, we thank you for choosing Global Concepts Charter School and look forward to working with you and your child.

Tracy McGee, CEO

Barry Schaub, Principal K-8

Emily Jones, Assistant Principal, Grades K-4

Michael Fessel, Assistant Principal, Grades 5-8

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Our Mission

Global Concepts Charter School will use an innovative approach to challenge and support our students to have a positive impact in an ever-changing world.

Our Vision

Global Concepts Charter School is a community who supports the diverse needs of the whole child in response to the challenging demands of a global society.

Our Beliefs

Our beliefs represent our core values. They form the essence of who we are. At Global Concepts Charter School, we believe that students are the central focus of all our efforts!

- We believe family, school and community engagement contribute to the individual growth and success of students through continuous: communications, collaboration, mutual respect, shared accountability, and commitment to learning.
- We believe the environment for our students is safe and civil, conducive for individual learning, compassionate, welcoming, family oriented, and responsive to the needs of the changing world.
- We believe all individuals are diverse and unique with the capacity to be critical thinkers, lifelong learners and global citizens.

Admissions & Enrollment

GCCS follows New York State Educational Guidelines for Admissions/Enrollment. Our Maximum Allowable Enrollment is approved by the New York State Education Department and is based on 25 students per class and 3 classes at each grade level is as follows:

Maximum amount of students K-8: 675 Students

Cut-Off Date for new students

If targeted enrollment is achieved for the particular school year, GCCS will not accept new students after November 15th of the school year. If targeted enrollment is not maintained during the school year, GCCS may reopen enrollment until targeted enrollment is achieved. Students will be first selected from the current wait-list. If no wait-list exists, “outside” students will be selected. The Principal and/or CEO retains the right to close off grade levels as they fill.

For emergency conditions, despite having targeted enrollment, GCCS will accept additional students at the discretion of the Principal and/or CEO.

Student Leave During School Year/Exit Process

If a parent/guardian of a child decides to leave GCCS during the school for a period of greater than 20 school days, for any reason whatsoever, they will be automatically unenrolled from Global Concepts. This is in accordance with New York State Educational Regulations and Guidelines. This position will be filled from the current wait-list.

If no wait-list exists for that particular grade level, it shall be up to the discretion of the Principal and/or CEO regarding re-enrolling the student(s). For re-enrollment, the parent/guardian must fill out an application and re-register as a new student to GCCS.

For any reason, if a parent/guardian decides to exit GCCS, an exit interview may be conducted with the Principal or CEO and the parents/guardians of the student.

Student Information

Emergency Information Forms

During the first week of school or upon registration, families receive the School Emergency Contact Form. Please be sure the emergency contact information is accurate and the form is returned by the end of the first week of school. Should you need a new copy of the form, call the school to have a copy sent home with your child.

Telephone Number and Address Changes

Parents/guardians are to notify the school immediately if there is a change in their address, telephone number, day care, or person to contact in an emergency. This information is very important in case a student becomes ill or injured during the school day. The Change of Address Form is available upon request.

Comprehensive Attendance Policy

Regular attendance is essential to success in school. Students who are absent more than 20 days per school year may be recommended to repeat their current grade level with approval from the school principal. Students must complete all class work due to an absence in a reasonable amount of time.

A student not only misses instruction and class work on the day of absence, but also is not prepared for the next day's instruction and assignments. Punctual and regular daily attendance is expected of all students. All registered students are required to attend all classes.

Definitions

- All absences, tardiness, and early departures from school are classified as excused or unexcused.
- **An excused absence, tardiness, or early dismissal** includes one of the following reasons: personal illness with family note, medical/dental appointments, death/illness in the family, delay in school bus transportation, or religious observance.
- **An unexcused absence, tardiness, or early dismissal** includes one of the following reasons: personal illness without medical documentation, being sent home for improper hygiene, lack of transportation, babysitting duties, family vacation, shopping, missed bus, oversleeping, or lack of proper clothing.

Absences

We ask that you notify the school office by phone (716-821-1903) before 8:00 a.m. on the morning of your child's absence. Should a child have 3 consecutive absences, parents/guardians can expect a phone call from school personnel.

****GCCS may utilize a robocall system to notify families of absenteeism****

Students are to bring a dated, written excuse for every excused absence signed by the parent or guardian upon returning to school. Please indicate the date and the reason for the absence as well as the full name of the student and classroom teacher.

- **Excused Absence**

- The following are examples of excused absences:
 - Sickness (1-2 days). In order to excuse these absences, families must provide a written note that includes the child's full name, teacher name, the dates of absence, and parent/guardian signature
 - Sickness (3+ days). For illness where more than 3 days are missed in a row, a doctor's note must accompany the child upon their return to school
 - Death in Family
 - Scheduled appointment with physician/dentist/etc. – original note from health care provider must be provided
 - Religious Observation- must have pre-approval from administration

- **Unexcused Absence**

- The following reasons are considered unexcused absences even if a note is provided:
 - Sickness without medical documentation
 - Lack of transportation
 - Family vacation
 - Baby-sitting younger siblings/family
 - Shopping, etc.
 - Overslept

- **Consequences of Extended Absences**

- After 10 total unexcused absences, a student's family will be notified in writing of the concern about absenteeism.
- After 18 total unexcused absences, we will schedule a conference that could include the principal, counselor, and/or social worker. During that meeting, interventions will be discussed to determine ways to help the student be successful.
- After 20 days, family contact will continue and may include discussions of retention.
- Referral to appropriate school personnel (i.e. school counselor, nurse, or attendance team)
- Referral to Child Protective Services for educational neglect.
- Referral to the Family Court System for Person in Need of Supervision (PINS) petition.

Tardiness

Students arriving after the official start of the school day (8:00 A.M.) are tardy. After 8:00 A.M., the parent/guardian and student go directly to the Front Desk upon their arrival. The parent/guardian must sign the student into the school, and the student obtains a late pass.

- **Excused Tardy**
 - Students should bring a dated written excuse, signed by the parent or guardian, for every tardy no later than **three days** after the tardiness occurred. The following are examples of excused tardies:
 - Scheduled health appointment – doctor/dental note must be provided
 - Late bus

- **Unexcused Tardy**
 - Students who arrive late without an excuse are considered unexcused. The following are examples of unexcused tardies:
 - Over-sleeping
 - Missing the school bus
 - Having to get younger siblings on the bus
 - Traffic problems
 - Getting a ride with someone else

- **Consequences of Extended Tardiness**
 - Any student who has an unexcused tardy on the day of a sporting event or school function will not be allowed to attend the event after school.
 - After 5 unexcused tardies, families may receive a phone call from school personnel.
 - After 8 unexcused tardies, families may receive a conference request with school officials.
 - After 10 tardies of any type, school personnel may conduct a home visit.

Early Departures

Families are required to send in a **written request** on the morning of the early pick-up so school staff can properly plan for your child’s release. If a written request is not possible, **families must make an effort to call the school as early as possible to arrange for early pick up.** The time and reason for leaving should be included. Families should report to the front desk to meet their child. Students are expected to be in school until 3:15pm. **Early release is discouraged from school and is tracked on student report cards.**

*****Families are required to give advance warning of a pick up between 2:40-3:15 PM in the form of a written note so that we can properly prepare for Dismissal.*****

Student Arrival

- Doors open at 7:30 a.m.
- Homeroom begins at 7:45 a.m.
- Announcements begin at 8:00 a.m.
- The breakfast program operates between 7:30 a.m. and 8:00 a.m.
- All students arriving prior to 7:45 a.m. should proceed directly to the cafeteria area or designated area.
- Students are NOT to arrive before 7:30 am. Supervision is not available.

Student Dismissal

- GCCS K-8 uses a dismissal program to guide students in four different dismissal modes.
 - Car Line - Family members enter the main loop with a unique car tag for each child. Students exit the building to find their family vehicle.
 - Bus - Students who obtain a bus will be escorted to the bus area and checked in.
 - Walkers - Students living within walking distance of the school may be dismissed to travel home on their own, provided that the family signs a Walker Waiver. Students who utilize bikes, skateboards, scooters, etc to travel will be required to wear a helmet while on school property.
 - Afterschool Programming - Students will report to designated areas within the building for afterschool activities.
- Dismissal runs from 3:15-3:40.
- Families can make changes to their child(ren)'s dismissal plan by using the dismissal platform or sending in a note outlining the change. While written notification is preferred, the school will attempt to honor emergency requests by telephone. Please call the school office personnel. Such instances should be infrequent. **Families are asked to communicate changes as soon as possible or risk their child going home according to their default dismissal plan.**

****Students are released only to a parent or guardian.****

In order for a child to be released to a family member/friend whose name is not listed on the Emergency Contact Form, the office must receive a note from the parent/guardian approving such release or a phone call from a number listed in our database. The adult must show identification to the front desk receptionist before signing out the student.

Emergency School Closing **(Do you have a Family Emergency Plan?)**

The CEO of Global Concepts Charter School is responsible for school closings. All school closings will be announced on television channels 2, 4, & 7 and radio station WBEN as soon as possible in relation to the emergency. In some cases, students may need to be dismissed before the end of the regular school day without prior notice.

Families should be prepared with an emergency plan for such occasions. Contacting the school to set up last-minute arrangements **should not** be part of your family plan. ***It is vital that all students know where to go in case no one is home when they arrive. All students should know their family's emergency plan and its alternatives.***

Breakfast/Lunch Programs

Global Concepts Charter School Café serves lunches and breakfasts every regular school day. We invite all students to take part in the breakfast program. All students participating in breakfast arrive in their classroom before 8:15 a.m. for attendance.

We are pleased to announce that Global Concepts Charter School will be participating in the federal program Community Eligibility Provision (CEP) available to select schools as a part of the National School Lunch Program and School Breakfast Program. This means that all students enrolled at Global Concepts Charter School are eligible to receive a healthy breakfast and lunch at school at no charge to your household. Your child/ren will be able to participate in this program without any financial burden to your household. Students are able to bring in a packed lunch from home, but we ask that no deliveries of outside food be sent or delivered by courier such as DoorDash or from a drive thru.

Bus Transportation and Student Conduct Responsibilities

Eligibility

Free transportation is available for all pupils in grades K-5 who live more than one-half (.5) mile from the school, and grades 6-12 who live more than one and a half (1.5) miles from the school, in accordance with NYS Educational Transportation Guidelines.

Duration of Ride

GCCS will attempt to limit a student's one-way bus ride home to no more than 60 minutes as measured from the time a student gets on the bus to the time that the student gets off the bus.

Students with Exceptional Educational Needs

Special transportation provisions will be arranged based upon the Individualized Educational Plan (IEP).

Transportation for students to/from child care providers

Bus transportation is available only within regularly scheduled bus routes.

Student Discipline/Removal from Bus

Transportation is a privilege and students may be prohibited from riding a school bus, either temporarily or permanently by the Principal, Assistant Principal, or designee, when the actions, activities, or behavior of the student necessitate such action. Removal from the bus may be progressive, with a verbal warning, 1, 3 or 5 day suspension. After a suspension is served, the following incident may result in permanent removal from the bus. For any suspension, it shall be the family's responsibility to transport their child to and from school. This is necessary in order to preserve the safety of all children at GCCS. Based on the nature of the incident, the Principal and/or Assistant Principal retains the right to remove a student from the bus immediately.

After School Activities

For all after school activities, it is the family's responsibility to provide transportation home. Global Concepts offers a wide variety of after school activities for students. Students must be picked up on time from after school activities, or they may be excluded from participating.

After School Detention

For students serving an after school detention, it is the family's responsibility to provide transportation home. Detention is served for one hour after school from 3:45 to 4:45 p.m. A child assigned detention is excluded from all activities until the detention is served.

Changes in Bus Transportation

Students are expected to ride the same bus route to and from school. However, with events like an address change, families may fill out a transportation change verification form, and GCCS will work with the bus company. Transportation changes should be rare. Requests for permanent changes in the established drop off/pick-up points must be made in writing to the school. At GCCS, our role is to aid families with submitting these requests with the bus company. The bus company controls when changes in bus routes take place.

Bus Conduct

For a safe and enjoyable ride to and from school, students should be aware of and

follow the listed rules for good behavior on the school bus. Please review the expectations listed below with your child:

- Remain seated until the bus comes to a stop and the door opens.
- No food or beverages are to be consumed on the bus.
- Use quiet voices, appropriate language, and refrain from fighting or throwing anything.
- Follow the directions of the bus driver and wait for a signal before crossing the street in front of the bus.
- Keep hands and personal belongings inside any open bus windows.
- Violins may be carried, but must be placed on the student's lap or held vertically on the floor between the seats.
- The bus driver or a school representative may assign bus seats as required.

Student Conduct

GCCS encourages all students to behave appropriately and act with individual responsibility. When individuals treat others with mutual respect, we enhance the teaching and learning environment. When individuals abide by the school's Code of Conduct, they help create a safe environment.

In addition to our rules and regulations, we have values that define our community. These are guidelines for a successful student at GCCS:

- G**- Gratitude
- A**- Achievement
- T**- Tolerance
- O**- Optimism
- R**- Responsibility
- S**- Safety

Students will show G.A.T.O.R.S. by demonstrating the following:

- Students will demonstrate **gratitude** by being polite and taking care of school and personal belongings.
- Students will demonstrate **achievement** by setting a high standard for themselves and being active in obtaining their goals, even in the face of obstacles.
- Students will demonstrate **tolerance** by respecting classmates, respecting teachers, respecting school, and respecting themselves.
- Students will demonstrate **optimism** by trying their best and encouraging others to do so as well.
- Students will demonstrate **responsibility** by taking ownership for every action they take, as well as for their own learning.
- Students will demonstrate **safety** by making choices that keep themselves and others safe.

I. Definitions

- A. “Disruptive student” is one who is disruptive of the educational process or interferes with the teacher’s authority over the classroom.
- B. “Parent” means a parent, guardian or person in parental relation to a student.
- C. “School property” means in or within Global Concepts Charter School, its athletic playing fields, playground, parking lot, land contained within the school boundary line or on a school bus.
- D. “Violent student” means one who:
 - 1. Commits an act of violence upon a school employee, or attempts to do so
 - 2. Commits, while on school property or at a school function, an act of violence upon another student or any person
 - 3. Possesses or displays while on school property or at a school function, a weapon or simulated weapon
 - 4. Threatens, while on school property or at a school function, to use a weapon or simulated weapon or a verbal threat to harm others
 - 5. Damages or destroys school property or personal property
- E. “Weapon” means a firearm as defined in 18 USC 921 for the purpose of the Gun Free School Act. It also means any other gun, BB gun, pistol, revolver, shotgun, rifle, disguised gun, any type of knife, box cutter, sword, dart gun, stun guns, pepper spray, or other noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance that can cause physical injury.
- F. “Simulated weapon” means any item or object which is manufactured or designed to appear as though it is a weapon regardless of whether it is capable of inflicting injury or damage.

II. Student’s Rights

- A. Having a safe, healthy, orderly, and civil school environment.
- B. Taking part in school activities.
- C. Accessing school rules and when necessary, receiving an explanation of those rules from school personnel.

III. Students' Responsibilities

- A. Contribute to maintaining a safe and orderly school environment.
- B. Be familiar with and abide by all school policies, rules and regulations dealing with student conduct.
- C. Attending school daily, on time, and prepared to learn.
- D. Work to the best of their ability in all academic and extracurricular pursuits.
- E. Respond to directions given by teachers, staff and administrators in a respectful, positive manner.
- F. Work on acceptable ways to control their anger.
- G. Ask questions when they do not understand.
- H. Seek help in solving problems.

- I. Dress appropriately for school and school functions.
- J. Accept responsibility for their actions.

Student Code of Conduct

Student Expectations

Students share the responsibility for making their school a safe and secure environment for living and learning.

Students are expected to:

- Treat others with courtesy, kindness, and respect.
- Attend school regularly and be on time.
- Come to class with appropriate materials.
- Be prepared for class with the appropriate materials and homework completed.

Prohibited Student Conduct:

- Engage in conduct that is disruptive, insubordinate, disorderly, or disrupts the educational process.
- Engage in conduct that is violent.
- Engage in any conduct that endangers the safety, morals, health or welfare of others.
- Engage in cheating or plagiarizing their work or the work of others.
- Engage in harassing behaviors that are physical, verbal or sexual.

Sexual Harassment

Students have the right to learn in an environment where they are treated with respect and dignity. GCCS does not tolerate misconduct of a sexual nature in the school, on the way to or from school, or on the school bus. Such conduct includes improper language, offensive gestures and physical contact. Please report all incidents immediately to the teacher or school office staff. Such behavior is a violation of the Code of Conduct and may be disciplined up to and including expulsion.

Illegal Drugs and Alcohol (possession/personal use/providing for others)

Illegal drugs and/or alcohol are not permitted on school property or on any school excursion and may result in an expulsion. If students are found to be experiencing difficulties with substance abuse; the student will receive a referral to counseling, drug and alcohol rehabilitation programs, and possibly an alternative learning environment. Persistent disregard could result in criminal charges and possible expulsion.

Smoking/Vaping

Smoking is not permitted in the school building, on school grounds, or on any school excursion. Any vapor-type devices will be considered as smoking for students. The items will be confiscated and appropriate consequences given.

Social Media

Bullying, harassment, discrimination, etc. that is reported to staff / administration that has occurred on social media (Tiktok, Snapchat, etc.) will be investigated thoroughly. If any of the inappropriate behaviors are found to be true, administration will handle them as if they occurred in the building and consequences will be given as such. This is for the safety of all of our students and in compliance with the Dignity for All Students Act.

Weapons

Toy or real knives, guns, other weapons, and simulated weapons are not allowed on school property. The following actions may result in significant disciplinary action up to and including a disciplinary hearing that could include a recommendation for expulsion:

- Committing or attempting to commit an act of violence, such as hitting, kicking, punching or scratching any person lawfully on school property
- Possessing a weapon, displaying what appears to be a weapon, or threatening to use any type of real or simulated weapon
- Intentionally damaging or destroying the personal property of other students, teachers, administrators, other district employees or any person lawfully on school property
- Intentionally damaging or destroying school property

Disciplinary Action

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair and impartial. School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline.

Disciplinary action, when necessary, will be firm, fair and consistent so as to be the most effective in changing student behavior. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties will consider the following:

1. The student's age.
2. The nature of the offense and the circumstances which led to the offense.
3. The student's prior disciplinary record.
4. The effectiveness of other forms of discipline.
5. Information from parents, teachers and/or others, as appropriate.
6. Other extenuating circumstances.

Morning and afternoon bus transportation along with after school activities like field trips and other activities outside the building itself, are considered an extension of the school program. Therefore, an infraction handled in an after school activity is to be considered as an act within Global Concepts Charter School itself. Likewise, because actions using social media, internet or telecommunications technology can have a direct impact upon the educational program and the well-being of students, an infraction involving such tools will also be considered an act subject to discipline under the Global Concepts Charter School's policy.

If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education of his or her district of residence, and discipline, if warranted, shall be administered consistent with Global Concepts Charter School's separate requirements for disciplining students with a disability or presumed to have a disability. A student identified as having a disability shall not be disciplined for behavior related to his/her disability, unless the discipline is consistent with the student's individualized education plan (IEP).

Penalties

Students who are found to have violated the Global Concepts Charter School's Code of Conduct may be subject to the following penalties, either alone or in combination. The nature of the act and the extent of harm to any person(s), property or to the educational process will determine the step at which administrators begin a disciplinary process.

1. Verbal warning
2. Written warning
3. Written / Verbal notification to parent
4. Restorative Practice
5. Detention
6. Suspension from transportation
7. Suspension of parking privileges, if any.
8. Suspension from athletic participation
9. Suspension from social or extracurricular activities, and/or field trips.
10. Suspension of other privileges
11. Community or school service (voluntary)
12. In-school suspension
13. Removal from classroom by teacher
14. Short-term (five days or less) suspension from school
15. Long-term (more than five days) suspension from school
16. Expulsion.

Procedures

The amount of due process a student is entitled to receive before a penalty is imposed depends on the penalty being imposed. In all cases, regardless of the penalty

imposed, the school personnel authorized to impose the penalty must inform the student of the alleged misconduct and must investigate, to the extent necessary, the facts surrounding the alleged misconduct. All students will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary penalty in connection with the imposition of the penalty.

Students who are to be given penalties other than an oral warning, written warning or written notification to their parents are entitled to additional rights before the penalty is imposed. These additional rights are explained below.

1. Detention

Teachers and Principals may use after school detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate. Detention will be imposed as a penalty only after the student's parent has been notified to confirm the student has appropriate transportation home following detention.

2. Suspension from transportation

Many students receive transportation from their school of residence. While on school buses they are subject to the rules of conduct and penalties established by those school districts. Global Concepts Charter School will give full faith and credit to the penalties imposed by those school districts for acts of misconduct on or about their buses, including suspension of transportation privileges. In such cases, the student's parent or person in parental relation will become responsible for seeing that his or her child gets to and from school safely. A student subjected to a suspension from transportation by a school district providing transportation is not entitled to a full hearing from Global Concepts Charter School, and must follow the appeals process of the school district imposing the penalty. Global Concepts will, upon request, meet with aggrieved parents or guardians in such cases, but makes no blanket promise to intervene on behalf of a student cited for misconduct by the school district of residence. Global Concepts may also sanction such a student whose behavior has violated provisions of the Global Concepts Charter School Code of Conduct in any manner not duplicative of the policy of the school district providing transportation.

3. Suspension from athletic participation, extra-curricular activities and other privileges

A student subjected to a suspension from athletic participation, extra-curricular activities or other privileges are not entitled to a full hearing. However, the student and the student's parents will be provided with a reasonable opportunity for an informal conference with the School official imposing the suspension to discuss the conduct and the penalty involved.

A student who is ineligible to attend Global Concepts Charter School on a given day may also be ineligible to attend after school activities. The decision rests with the Principal or his/her designee.

4. Community Work Service Program (a voluntary option)

A community work service program is an intervention technique in which a student performs community service as a way to take responsibility for inappropriate behavior and provide restitution to the community. The school administration is responsible for determining discipline consequences, including community service within the school, who it's offered to, and the number of hours of service required. A parent conference is required and a support contract is signed. Students are responsible for their own transportation to and from site placements.

5. In-school Suspension

The Board of Trustees recognizes the school must balance the needs of all students to attend school and the need for order in the classroom to establish an environment conducive to learning of the entire class, and not only the student acting in violation of the Code of Conduct. As such, the Board authorizes Principals to place students who would otherwise be suspended from school as the result of a Code of Conduct violation in "in-school suspension." The student shall be considered present for attendance purposes. The program is used to keep each student current with his/her classwork while attempting to reinforce acceptable behavior, attitudes and personal interaction. A student subjected to an in-school suspension is not entitled to a full hearing. However, the student and the student's parents will be provided with a reasonable opportunity for an informal conference with Global Concepts administration to explain and discuss the conduct and the penalty involved.

6. Teacher Disciplinary Removal of Disruptive Students

The safety of the class, and the good order of the teaching environment takes precedence over threatening, dangerous or disruptive behavior of an individual. A teacher may call their Assistant Principal to remove a student who poses a danger or ongoing threat of disruption from his/her classroom immediately. Teachers should call administration to have students removed. In the event of such removal, the following procedures must be followed within 24 hours of the removal:

1. The teacher must explain to the student why they were removed from the classroom.
2. The teacher must give the student the opportunity to provide an explanation of the incident(s) that led to the removal.

7. Suspension from School

Suspension from school is a severe penalty, which may be imposed upon students who are insubordinate, disorderly, violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of others or where lesser responses have proven to be ineffective. The Board of Trustees retains its authority to suspend students, but places primary responsibility for the suspension of students with the

Principals of its buildings. The school may also require a threat assessment be conducted by an outside evaluator.

Any staff member may recommend to the Principal that a student be suspended. All staff members must immediately report and refer a violent student to the Principal for a violation of the Code of Conduct. All recommendations and referrals shall be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases a written report is to be prepared as soon as possible by the staff member recommending the suspension. The Principal, upon receiving a recommendation or referral for suspension or when processing a case for suspension shall gather the facts relevant to the matter and record them for subsequent presentation, if necessary.

a. Short term (10 days or less) Suspension from School

Building Principals have the authority to suspend a student for a period of up to ten (10) days. When the Principal, or in his or her absence the person functioning as acting principal (referred to as the “suspending authority”), proposes to suspend a student charged with misconduct for five days or less, he or she must immediately notify the student verbally. If the student denies the misconduct, the suspending authority must provide an explanation of the basis for the proposed suspension. The suspending authority must also notify the student's parents in writing that the student may be suspended from school. The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to propose suspension at the last known address for the parents. Where possible, notice should also be provided by telephone if the School has been provided with a telephone number(s) for the purpose of contacting the parents.

The notice shall provide a description of the charges against the student and the incident for which suspension is proposed and shall inform the parents of the right to request an immediate informal conference with the Principal. Both the notice and informal conference shall be in the dominant language or mode of communication used by the parents. At the conference, the parents shall be permitted to ask questions of complaining witnesses under such procedures as the Principal may establish.

The notice and opportunity for an informal conference shall take place before the student is suspended unless the student's presence in school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process. If the student's presence does pose such a danger or threat of disruption, the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable.

b. Long term (more than 10 days) Suspension from School

If a suspension of a student for more than ten (10) days is being considered, the Principal, or in his or her absence, the person functioning as acting principal, shall give reasonable notice to the student and the student's parents of their right to a fair

hearing. At the hearing the student shall have the right to be represented by counsel, the right to question witnesses against him or her and the right to present witnesses and other evidence on his or her behalf.

The Principal or acting principal shall personally hear and determine the proceedings or, at the discretion of the Board of Trustees, an independent hearing officer may be designated to conduct the hearing. The hearing officer shall be authorized to administer oaths and issue subpoenas in conjunction with the proceeding before him or her. A record of the hearing shall be maintained, but no stenographic transcript shall be required. A tape recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline to the Principal. The report of the hearing officer shall be advisory only, and the Principal may accept all or any part thereof.

An appeal of the decision of the Principal or building administrator acting as Principal may be made to the Board of Trustees that will make its decision based solely upon the record before it. All appeals to the Board must be in writing and submitted to the Board of Trustees within thirty (30) business days of the date of the building level decision, unless the parents can show that extraordinary circumstances preclude them from doing so. The Board may adopt in whole or in part the decision of the building administrator. Final decisions of the Board may be appealed to the Commissioner of Education within 30 days of the decision.

The Board of Trustees may condition a student's early return from a suspension on the student's voluntary participation in counseling or specialized classes, such as anger management or dispute resolution. The Board retains discretion in offering this opportunity. If and when the student and/or parent/guardian agrees to this option, the terms and conditions shall be specified in writing.

After the conference, the Principal shall promptly advise the parents in writing of his or her decision. The Principal shall advise the parents or persons in parental relations that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the Board of Trustees within ten (10) business days. An appeal of the decision of the hearing officer may be made to the Board of Trustees that will make its decision based solely upon the record before it. The Board of Trustees, or a committee of the Board established for the purpose of hearing suspension appeals, shall issue a decision in writing within ten (10) school days of their decision. In the event that the parent or person in parental relation believes that the decision violates the School's charter, the Charter School Law, or other provision of law relating to the operation of charter schools, they may appeal to the State in the manner provided by Education Law Section 2855 (4), which is described below as subsection (e) of this section.

c. Expulsion

If a suspension of a student for more than ten (10) days is being considered, the Principal shall give reasonable notice to the student and the student's parents of their

right to a fair hearing. At the hearing the student shall have the right to be represented by counsel, the right to question witnesses against him or her and the right to present witnesses and other evidence on their behalf.

The Principal shall personally hear and determine the proceeding or may, with consent of the Board of Trustees in its exclusive discretion, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceeding before him or her. A record of the hearing shall be maintained, but no stenographic transcript shall be required. A tape recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline. An appeal of the decision of the hearing officer may be made to the Board of Trustees that will make its decision based solely upon the record before it. All appeals to the Board must be in writing and submitted to the Global Concepts clerk within thirty (30) business days of the date of Principal's decision, unless the parents can show that extraordinary circumstances preclude them from doing so. In the event that the parent or person in parental relation believes that the decision violates the School's charter, the Charter School Law, or other provision of law relating to the operation of charter schools, they may appeal to the State in the manner provided by Education Law Section 2855 (4), which is described below in subsection (e) of this section.

Where the basis for the suspension is, in whole or in part, the possession on school grounds or school property by the student of any firearm, rifle, shotgun, dagger, dangerous knife, dirk, razor, stiletto or any of the weapons, instruments or appliances specified in Penal Law Section 265.01, the hearing officer shall not be barred from considering the admissibility of such weapon, instrument or appliance as evidence, notwithstanding a determination by a court in a criminal or juvenile delinquency proceeding that the recovery of such weapon, instrument or appliance was the result of an unlawful search or seizure.

d. Minimum Periods of Suspension

Pursuant to law and Global Concepts Charter School's *Code of Conduct*, minimum periods of suspension shall be provided for the following prohibited conduct, subject to the requirements of federal and state law and regulations:

- 1) Consistent with the federal Gun-Free Schools Act, any student, other than a student with a disability, who is determined to have brought a weapon to school shall be suspended for a period of not less than one calendar year or may be expelled following the procedural steps outlined above for expulsion cases. However, the Principal has the authority to modify this suspension requirement on a case-by-case basis.
- 2) A minimum suspension period for students who repeatedly are substantially disruptive of the educational process or substantially interfere with the teacher's authority over the classroom, may be established at the elementary and high school levels, provided that the Principal may reduce such a period on a case-by-case basis to be consistent with any other state and federal law.

e. Appeals from a Disciplinary Decision of the Board of Directors

If, after making your complaint to the School's Board of Trustees, you believe that the Board of Trustees has not adequately addressed your complaint, or does not respond within the time that the School provides in this policy, or if, after a reasonable period of time, the board of trustees or its designee does not respond to your complaint in writing you then have the right to bring your complaint to the New York State Commissioner of Education, who has been authorized to receive appeals by the State Board of Regents. All complaints brought to the Board of Regents/Commissioner concerning charter schools **must be submitted in writing** to the State Education Department's Charter School Office, either via mail at: Charter School Office, NYS Education Department, 89 Washington Avenue, Albany, NY 12234, or via email to: charterschools@nysed.gov The subject line of the email should read: Complaint: Global Concepts Charter School.

The contents of the letter/email should include:

- A detailed statement of the complaint including the provision of the School's charter or law that you allege has been violated.
- What, if any, response you received from the School's board of trustees (and the School's Charter Entity in the case of schools not authorized by the Board of Regents).
- Copies of all relevant correspondence between you and the School and you and the Charter Entity if applicable. (You should maintain copies of all correspondence and materials for your own files.)
- **What specific action or relief you are seeking.**
- Contact information for you - name, address, email address, telephone number.

Upon completion of an investigation by the Charter School Office, a decision will be issued in writing by the Commissioner of Education, which may include a remedial order, when appropriate. A copy of the decision will be provided to both the complainant and Global Concepts Charter School.

The Board may condition a student's early return from a suspension on the student's voluntary participation in counseling or specialized classes, such as anger management or dispute resolution. The Board retains discretion in offering this opportunity. If and when the student and/or parent/guardian agrees to this option, the terms and conditions shall be specified in writing.

Referrals

1. Counseling

The School Counselor shall handle all referrals of students to counseling.

2. PINS Petitions

The Global Concepts may file a PINS (person in need of supervision) petition in Family Court on any student under the age of 18 who demonstrates that he or she requires supervision and treatment by:

- a. Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.
- b. Engaging in an ongoing or continual course of conduct which makes the student ungovernable, or habitually disobedient and beyond the lawful control of the school.

3. Juvenile Delinquency and Juvenile Offenders

Global Concepts Charter School may refer the following students to the County Attorney for a juvenile delinquency proceeding before the Family Court:

- a. Any student under the age of 16 who is found to have brought a weapon to school,
OR
- b. Any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law § 1.20 (42).

Remedial Responses

Students who violate the Global Concepts Code of Conduct may also be subject to remedial action as the facts may warrant, including any of the non-disciplinary measures listed below:

- a. peer support groups; corrective instruction or other relevant learning or service experience;
- b. supportive intervention;
- c. behavioral assessment or evaluation;
- d. behavioral management plans, with benchmarks that are closely monitored; and/or
- e. student counseling and parent conferences.

Beyond these individual-focused remedial responses, school-wide or environmental remediation may also be utilized. These strategies may include:

- a. school and community surveys or other strategies for determining the conditions contributing to the relevant behavior;
- b. adoption of research-based prevention programs;
- c. modification of schedules;
- d. adjustment in hallway traffic and other student routes of travel;
- e. targeted use of monitors;
- f. staff professional development;
- g. parent conferences;
- h. involvement of parent-teacher organizations; and/or
- i. peer support groups.

Alternative Instruction

When a student of any age is removed from class by a teacher or a student of compulsory attendance age is suspended from school, Global Concepts Charter School will take immediate steps to provide alternative means of instruction for the student.

Alternative Instruction will be provided using appropriately certificated personnel. It is the policy of the Board of Trustees to provide services at the levels specified in New York State regulations or better, generally one hour per day for our K-6. The 7-8th grade students will receive two hours per day of alternative instruction for missed instruction.

The school will, in particular, take steps to ensure that any student with disabilities receives the educational support specified in his or her IEP during the period of such suspension.

The Board of Trustees expects students, administrators, teachers and parents to make every effort to maintain student academic progress in the event of removal or suspension, and support student re-entry to the classroom at the conclusion of the disciplinary action.

Disciplining Students with Disabilities

Generally, where a student with a disability has violated the established rules of the School, disciplinary action shall be in accordance with the procedures set forth in the Code of Conduct and in conjunction with applicable law and the determination of the Committee on Special Education of the student's school district of residence. When a situation occurs with a student with disabilities which would otherwise implicate the student discipline process of Global Concepts Charter School, school level officials will contact the CSE of that student's district of residence to initiate appropriate review including but not limited to a manifestation of disability review; and will cooperate and participate with the child's CSE to evaluate the child's situation and to implement appropriate actions.

Generally, if suspension or removal from the current educational setting is in excess of ten (10) cumulative school days in a school year and/or otherwise constitutes a disciplinary change in educational placement of a student with a disability or a student presumed to have a disability for discipline purposes as defined in law and regulation, the Committee on Special Education (CSE) shall, to the extent required by current applicable federal and state law, conduct a review of the relationship between the child's disability and the behavior subject to disciplinary action. If it is determined that the student's behavior is a manifestation of his/her disability, the student may not be removed from the current placement unless in accordance with law. The student shall be referred to the CSE for program modification. If it is determined, as a result of this review, that the student's behavior is not a manifestation of his/her disability, the

relevant disciplinary procedures applicable to students without disabilities may be applied to the student in the same manner in which they would be applied to students without disabilities, subject to the right of the parent/person in parental relation to request a hearing objecting to the manifestation determination and the School's obligation to provide a free, appropriate public education to such student.

Additionally, the School may seek an order from a hearing officer for a change in placement of a student with a disability to an appropriate interim alternative educational setting for up to forty-five (45) school days if it is established, in accordance with law, that such student is substantially likely to injure himself/herself or others.

There are three specific instances when a student with a disability may be placed in an IAES for up to 45 school days without regard to a manifestation determination:

- a) Where the student carries or possesses a weapon to or at school, on school premises, or to or at a school function; or
- b) Where a student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises, or a school function; or
- c) Where a student has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function. Serious bodily harm has been defined in law to refer to one of the following:
 1. Substantial risk of death;
 2. Extreme physical pain; or
 3. Obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or faculty.

School personnel may consider any unique circumstances on a case-by-case basis when determining whether to recommend a change in placement for a student with a disability who violates a code of student conduct. In all cases, the student placed in an IAES will continue to receive all educational services necessary to make progress on his/her IEP. The period of suspension or removal may not exceed the amount of time a non-disabled student would be suspended for the same behavior.

Dignity for All Students Act

Global Concepts Charter School seeks to create an environment free of harassment, bullying, and discrimination, to foster civility in its schools, and to prevent conduct which is inconsistent with its educational mission. Consistent with that goal, the School prohibits all forms of harassment and bullying of students by employees or other students on school property and at school functions. Global Concepts Charter School further prohibits discrimination against students, including but not limited to those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex,

by school employees or other students on school property and at school sponsored activities and events that take place at locations off school property. In addition, other acts of harassment, bullying, and/or discrimination which can reasonably be expected to materially and substantially disrupt the education process may be subject to discipline or other corrective action. Students are encouraged to report any incidents to their guidance counselor or a trusted adult. Reports will be investigated and violations will be addressed as appropriate.

For the 2023-2024 school year, and until successors are appointed by the Board of Trustees, the Dignity Act Coordinators at Global Concepts Charter School are:

- Grades K-4: Mrs. Emily Jones
- Grades 5-8: Mr. Michael Fessel
- Grades 9-12: Mrs. Christina Evans

Dress Code

There is a relationship between appropriate dress, good work habits, and proper school behavior. Recognizing the relationship between personal dress and personal attitude, students are required to dress in a manner that demonstrates pride in themselves and in their school. All clothing will be professional, comfortable, and non-distracting. The goal of GCCS is to present a group of well dressed, professional-looking young people. Therefore, the dress code will be checked daily. Administration reserves the right to make the final decision on student dress code.

- Shirts/Covers
 - Polo (with school logo)
 - Short-sleeve or long sleeve
 - Colors: White, navy or light blue
 - Oxford button down (with the school logo)
 - Short-sleeve or long sleeve
 - Colors: White or light blue
 - Cardigan/Sweater/Fleece (no school logo needed)
 - Must be worn over a shirt with logo
 - Colors: Navy
- Pants
 - Long pants or knee-length shorts
 - Colors: Khaki or navy
- Skirts
 - Pleated skirts (skirt with shorts underneath)
 - Colors: Khaki or navy
- Dresses
 - Polo dress (with school logo)
 - Short-sleeve or long sleeve

- Colors: White, navy or light blue
 - Religious long dress (no school logo needed)
 - Colors: White, navy or light blue
- Shoes
 - Sneakers or flats (any color)
 - Sneakers and socks are required for Physical Education.
 - No boots, sandals, high platform shoes, or crocs are permitted.
 - Please send your child with rubber sole shoes when wearing boots to school due to weather. Boots are not proper or safe footwear during school hours and are not considered dress code.
 - Shoes or sneakers must be tied at all times

***** Appropriate lengths of skirts, dresses, or shorts are to be below (not at) a student's fingertips when standing or walking. This means if you need to pull down or shimmy a skirt, dress, or shorts before you see if it is past your fingertips, it is not acceptable.*****

In addition, all must observe the following:

- Maintain healthy and safe hygiene (skin, fingernails, hair, teeth and clothing should be clean and neat).
- Bandanas, scarves, durags/do-rags, bonnets, hats, or other headwear are not permitted unless of a religious nature and approved by the administration.
- No facial piercings. Also, hoop earrings are discouraged, and may not be worn during Physical Education classes.
- Prescription glasses should be worn as required by your child's doctor
- Provide a change of clothing and undergarments if your child has a medical need or has accidents
- Sneakers with socks are REQUIRED by New York State School Law for Physical Education Classes
- Please send your child with rubber sole shoes when wearing boots to school due to weather. Boots are not proper or safe footwear during school hours and are not considered dress code.
- Shoes or sneakers must be tied at all times; sandals, high platform shoes, boots, and crocs are not permitted.
- All shirts must be buttoned and fully tucked in with no shirt tails hanging out
- On dress down days:
 - No bare midriffs, baggy, low-rise, or holes in pants
 - No hats, hoods, hoodie, jackets, outerwear or blankets while inside the building (exception: religious or cultural reasons)
- No visible tattoos, fake tattoos, or painted, colored, or marked skin (only exception: religious or cultural tradition with administration approval)
- Unless otherwise notified through written documentation, students must follow the dress code daily

Homework

Learning is an important continuous process and should continue after school hours. Daily homework is not punishment, but rather a way to encourage and extend learning. We are educating children to be lifelong learners, who as adults, will continue to learn new skills and information independently. A student's homework time requirements will depend on their grade level. Nightly reading and regular instrument practice are part of the homework expectations. Grades may be affected if a student does not complete homework.

Reasons for homework:

- To provide extra practice on learned skills
- To provide further learning in areas covered in the classroom
- To provide an opportunity for students to learn good work and study habits
- To provide an opportunity to demonstrate responsibility

Families can assist their child to improve homework habits and musical skills when they:

- Cooperate with the school to make homework effective
- Review the Agenda Notebook or Take Home Folder each day
- Provide their child with suitable study conditions (desk or table, lights, books, and supplies)
- Reserve a time for homework/instrument practice without disruptions
- Encourage their child, but avoid undue pressure
- Show interest in what their child is doing, but not doing the work for them
- Understand that the school expects homework to be completed and returned on time

Requests for School Work During Illness

It is not necessary to request homework for a one-day absence. If a child will be out for a few days and is well enough, families may contact their child's teacher with their request for schoolwork. All missed assignments due to an absence, tardy, or early dismissal, must be completed in a reasonable amount of time.

Reporting Student Progress To Families

Continuous communication between home and school provides for a basis of understanding and support that will unite our efforts to help each student's growth and development. There are two times during the year designated as parent-teacher conferences. Each conference day is posted on the school calendar. Notices are also sent out reminding families. Additional conferences may be requested by the teacher or parent/guardian at any mutually agreed upon time during the year. Families are expected to utilize these opportunities to meet with their child's classroom teacher.

School Health Office

Health Services are provided by medical professionals to promote and maintain the health of all schoolchildren. Our medical staff are available during school hours for any student who feels ill or is injured during the school day. The school is responsible and permitted to deliver limited and initial first aid care for school related accidents only. Therefore, the school nurse cannot do daily dressings of wounds incurred at home or at school.

If a student requires further medical attention due to illness or injury, the school nurse contacts a parent/guardian by phone. It is the families' responsibility to provide transportation in the event a student needs to go home or needs further medical attention. The school nurses are medical professionals and serve as an important link between home and school. Therefore, it is vital that the school has several up-to-date emergency numbers so we may notify families if their child is ill or injured.

Students who need medication during school hours must have a medication permission form filled out by the doctor specifying the name of student, medication, dosage, time, route, and parent or guardian signature acknowledging the medication is to be given. Medication permission forms are available in the health office. An adult must bring the medication to school. All medication, even those considered "over the counter" needs a doctor's orders and parent/guardian signature. Notify the school nurse if your child is on any medications, short or long-term.

The school nurse cannot serve as a substitute for the family doctor. Therefore, an ill child should not be sent to school for the school nurse to determine if the child is well enough to be in school. Instead, consult with your family doctor.

Accidents occurring at home are the responsibility of the families and cannot be treated by our school personnel.

School Medical Exclusions

Please do not send your child to school if the following symptoms appear:

- Any student with undiagnosed skin eruptions on head, face, or body
- Any student who has an inflamed condition of the eye or eyes
- Any student who has head or body lice — or nits. Students may return to school 24 hours after their first treatment.
- A student with a temperature of 100 or more / who has not been fever-free for 24 hours or who has taken a fever-reducing medication within 24 hours prior to coming to school.
- Students having suspicious oral irritations
- If the symptoms of nausea or vomiting have occurred during the night, a child should remain at home until symptoms have subsided for 24 hours.

Students need up-to-date immunizations and a current physical examination prior to initial school entrance.

Exclusions from Physical Education Class

Parents or guardians requesting that a student be excused from Physical Education must present a written request from a physician stating the reason for the exclusion.

English as a New Language

Global Concepts Charter School has certified teachers who provide instruction in English as a New Language (ENL) to all English Language Learners (ELLs). ENL classes are designed to develop the skills and strategies necessary for ELLs to become proficient in English and succeed in the academic mainstream.

NYS ENL Learning Standards are designed to help students acquire English. ELLs fully participate in mainstream classrooms while they are acquiring both basic and academic English language skills.

All ELLs are assessed annually using the New York State English as a Second Language Achievement Test (NYSESLAT). The test is designed to assess students' progress in acquiring both basic and academic English skills, and place students in an appropriate ENL program.

Special Education

Global Concepts is a full-inclusion school that offers services to students to help them to be as successful as possible in the general educational setting. Students who are experiencing significant learning difficulties are referred to the Committee on Response to Intervention (see below). The staff here at GCCS are dedicated to following the R.T.I. process laid out by New York State. If the student is still having difficulty after going through the R.T.I process, then the student would be referred to the Committee for Special Education (with parent/guardian consent) for evaluation to rule out perceptual difficulties, attention deficit disorders, learning disabilities, visual or hearing impairments, emotional factors, physical limitations, or other disorders. GCCS maintains its link with the home district of the child and utilizes their Committee on Special Education, as per charter law. If a child qualifies for services, the family along with the Special Education Committee will develop an Individual Educational Plan (IEP) or a 504 Plan that will detail services a child will receive. The student may be provided with a Resource Room or related services such as speech/language, occupational therapy, or physical therapy according to need.

The Resource Room Program offers small group supplementary instruction outside of the classroom or specific instruction within the classroom; a Special Education Teacher provides both. Global Concepts Charter School contracts with outside providers who offer various therapies such as Speech / Language, Occupational, or Physical Therapy. Services are provided at the school during the regular school day in accordance with an IEP.

School Counselor

The School Counselor offers services to all students in grades Kindergarten through Grade 8. The primary function of the School Counselor is to help resolve situations where behavioral and social barriers interfere with a student's ability to attain his or her potential. The Counselor provides large and small group instruction to promote study skills, bully prevention, and conflict resolution.

The School Counselor provides confidential individual and group counseling, consults with the child's family, teachers, principal, and with community agencies serving the student's needs. Identified students may be those dealing with such stressors as self-esteem, divorce, death, health issues, homelessness, truancy, anger management, violence, socialization skills, special education needs, and alcohol or drug-related issues. Due to the complexity of family situations it may be necessary for the guidance counselors to recommend outside service providers for more intensive instances.

Parent Teacher Association

The PTA recognizes that every child deserves excellence in education and in quality of life. PTA will maintain its commitment and service to all children and to its diverse membership through increased family and community awareness, advocacy, education, and involvement.

Global Concepts Charter School Parent Teacher Association (PTA) is a charter member of the New York State Congress of Parents and Teachers, Inc. The PTA plays an important role in the Global Concepts Charter School community working with administrators and teachers to best serve the needs of the students. This is accomplished through advocacy, volunteerism, and fundraising to supplement school programs and events.

The PTA meets monthly and welcomes new members throughout the year. The PTA is an organization for everyone. Make the move that makes a difference-Join PTA.

Computers

Devices are provided and available for student use with teacher supervision. GCCS has access to the internet, for which both parents/guardians and students must sign an Acceptable Use Policy acknowledging they have read the terms for acceptable internet and computer use. A copy is included at the end of the handbook for parent/guardian and student signatures. Inappropriate use of technology can result in disciplinary action. Students will not be able to use the school technology until the Acceptable Use Policy is signed.

Safety on the Internet

Some of the web sites that are available on the internet are not suitable for children, just as some TV programs and movies are not. Students in elementary, middle and high school visit websites carefully reviewed and selected by teachers for student use.

Listed below are some of the rules students need to follow to keep them safe while using the internet at school as well as elsewhere:

- Never tell anything about yourself such as your name, your school, or where you live
- Only visit the websites selected by your teacher
- Always ask for help if you are unsure, or if you see or read something that is not suitable
- Keep your passwords a secret
- Close accounts when done working at a computer.

Cell Phones and Electronics Policy (“Away for the Day”)

After extensive research, internal monitoring and deliberation, Global Concepts Charter School will be implementing an “Away for the Day Policy,” in regards to personal electronic devices. This will include cellular phones and all other personal electronic devices including, but not limited to smart watches, Bluetooth capable and other smart devices. The “Away for the Day Policy” means students will put such devices in their lockers for the entire day. If our students need to contact their parents/guardians, they will make arrangements with an adult. All of our classrooms are equipped with telephones and can be used to make outside calls. Students can use these phones, with teacher permission, to contact parents/guardians. Conversely, parents/guardians can call the Main Office in the event of an emergency and we will communicate with your child, when necessary.

- Violations will be addressed in the following manner
 - 1st Offense: Device is confiscated and returned to the student at the end of the day.
 - 2nd Offense: Device is confiscated and must be picked up by a parent/guardian.
 - 3rd Offense: Phone is confiscated, family is called. The parent/guardian has the option to keep the phone in our vault for five (5) days or the student will serve ISS and the phone must be retrieved by the parent/guardian. While serving ISS, the phone must be turned in to the office daily and will be returned at the end of each day.
 - Further Offenses: Phone is confiscated, family is called, the student will serve three (3) days of ISS and the parent/guardian must retrieve the phone. The phone must be turned in to the office, daily, and will be returned at the end of each day.

The purpose of this policy is to minimize disruptions to the educational environment for students and teachers. In order to ensure that students are still getting experience with how technology can benefit their learning, we will issue individual devices (Chromebooks, tablets, etc.), that are monitored and filtered by Global Concept’s Technology Department.

Building Safety

Parking Lot Guidelines

Guests will use the Main Parking Lot only

Car Line Arrival (7:30 AM - 8:00 AM)

GCCS Staff will be outside to greet cars and assist children. Follow their instructions.

1. Pull in using two lines.
2. At the stop sign, begin merging into one line along the curb.
3. Pull forward as far as possible before letting your children exit on the passenger side.

Use your left blinker prior to pulling away from the curb to exit the drop off line. **Please watch for other cars as you pull away.**

4. Exit onto Ridge Road. We strongly encourage you to **Turn Right off Ridge** to keep traffic flowing.



Car Line Dismissal (3:15 PM - 3:40 PM)

GCCS Staff will be outside to greet cars and enter car tag numbers. Follow their instructions.

1. Pull in using two lines. **Have your car tags ready.**
2. At the stop sign, begin merging into one line along the curb. **Keep pulling forward as far as possible.**
3. **Watch for moving children!** Children load on the passenger side.

Use your left blinker prior to pulling away from the curb to exit the drop off line. **Please watch for other cars as you pull away.**

4. Exit onto Ridge Road. We strongly encourage you to **Turn Right off Ridge** to keep traffic flowing.

Handicapped Spots

Handicapped spots are for designated tag/license plate holders only.

Visitors - Building Security

To ensure safety of all, the doors at each of our school locations will remain locked during the school day. There are camera monitors at the front entrance of each of our school buildings. If reporting for a scheduled meeting, ALL visitors will need to announce their name and the name of their child to be buzzed into the school.

All adult and student visitors including volunteers to the school need to sign in with the receptionist upon arrival with valid ID. All of the building's entrance doors are locked after 8:00 a.m. While families are encouraged to be an active part of their child's classroom and education, we ask that you make prior arrangements.

Complaints Policy

The policy details procedures for addressing and resolving complaints by any person regarding the policies, procedures, programs, or staff of the Global Concepts Charter School.

Policy Description

1. Whenever a complaint is made it shall be referred to the school CEO for study and possible solutions. Whenever a complaint of any substance is made concerning any employee, the individual shall be advised of the nature of the complaint and shall be given opportunity for explanation, comment and presentation of the facts as he or she sees them. The Global Concepts Charter School Board of Trustees recognizes that situations may arise in the operation of the school which are of concerns to families or the public. Such concerns are best dealt with through communication with the school CEO and appropriate administrative staff members, such as the school principal and academic director or dean. The following guidelines are suggested as the proper procedure to be followed by persons with questions or complaints, beginning with an informal process, whenever appropriate (Steps a and b) and continuing with a more formal process:

a. Matters concerning individual students should first be addressed by the teacher.

b. Unsettled matters from (1) above or problems concerning Global Concepts Charter School should be directed to the CEO of School.

c. Matters which have not been resolved informally under steps 1 and 2 above, or problems concerning the system should be directed to the Global Concepts Charter School Board of Trustees.

d. The Global Concepts Charter School Board of Trustees shall hear complaints when they cannot be resolved by the CEO or school administrators. Matters referred to the Global Concepts Charter School Board of Trustees *must be in writing* and should be specific in terms of complaint and the action desired. The Global Concepts Charter School Board of Trustees will accept original jurisdiction of any complaint which, by its nature, could not have been addressed informally at the staff level, but will give appropriate weight to a failure or refusal of a complaint to have given staff the opportunity to consider or act on complaints at the appropriate administrative level. The Board of Trustees will, absent special circumstances, add the complaint to the agenda of its next regularly scheduled meeting occurring more than five (5) business days after the date on which the complaint has been served. The Board of Trustees may, in its exclusive discretion, move to consider a complaint in executive session, if the subject matter falls within the topics for which executive session is authorized under the Open Meetings Law for purposes of fuller study. Generally, all parties involved, including the school administration, shall be asked to attend such a meeting for the purposes of presenting additional facts, making further explanations and clarifying the issues. Hearsay and rumor shall be discounted. The Board of Trustees will issue its decision, in writing, within thirty (30) business days of the date on which the complaint has been heard.

2. Appeal. If, after making your complaint to the School's Board of Trustees, you believe that the Board of Trustees has not adequately addressed your complaint, or does not respond within the time that the School provides in this policy, or if, after a reasonable period of time, the board of trustees or its designee does not respond to your complaint in writing you then have the right to bring your complaint to the New York State Commissioner of Education, who has been authorized to receive appeals by the State Board of Regents. All complaints brought to the Board of Regents/Commissioner concerning charter schools **must be submitted in writing** to the State Education Department's Charter School Office, either via mail at: Charter School Office, NYS Education Department, 89 Washington Avenue, Albany, NY 12234, or via email to: charterschools@nysed.gov The subject line of the email should read: Complaint: Global Concepts Charter School.

The contents of the letter/email should include:

- A detailed statement of the complaint including the provision of the School's charter or law that you allege has been violated.
- What, if any, response you received from the School's board of trustees (and the School's Charter Entity in the case of schools not authorized by the Board of Regents).
- Copies of all relevant correspondence between you and the School and you and the Charter Entity if applicable. (You should maintain copies of all correspondence and materials for your own files.)
- **What specific action or relief you are seeking.**
- Contact information for you – name, address, email address, telephone number.

Upon completion of an investigation by the Charter School Office, a decision will be

issued in writing by the Commissioner of Education, which may include a remedial order, when appropriate. A copy of the decision will be provided to both the complainant and Global Concepts Charter School.

3. This policy shall be posted on the School's website and posted in the main office.



ACCEPTABLE USE POLICY FOR FACULTY, STAFF and STUDENTS

Computer, Network and Internet - Terms and Conditions
Global Concepts Charter School (District)

SUBJECT: ACCEPTABLE USE GUIDELINES FOR TECHNOLOGY

Global Concepts Charter School believes that all faculty, staff and students should have access to technology when they act in a responsible, efficient, courteous, and legal manner. Internet access and other online services available to faculty, staff, and students offer a multitude of global resources that are intended to be used for educational and professional purposes in accordance with the mission statement of Global Concepts School. Our goal in providing these services is to enhance the educational development of our students. All those who use the information technology resources at Global Concepts School must comply with the written policies covering their use as well as the spirit and intent of those policies.

Ethical Guidelines for Acceptable Use of Computer Networks in Schools

We encourage the use of computers and technology available at the District; however, with this privilege comes responsibility. Violations of the following guidelines will result in a loss of access as well as other disciplinary or legal action. Users will be expected to:

1) Respect the privacy of others:

1. Users will keep their passwords confidential.
2. Users will not try to learn passwords of other users or network administrators.
3. Users will not attempt to gain unauthorized access to networked or stand alone systems.
4. Users will not modify or read files of other individuals; however, it should be noted that system administrators have access to all files. Privacy shall not be assumed in this case.
5. **Student data is confidential information.** Employees who access student records from within or outside the District may not use, release, or share these records except as authorized by Federal and/or State law.
6. **Users have no expectation of privacy in files, disks, or documents that have been created, entered, stored, or downloaded from District data sources; or used on District equipment. These documents, including email may be subject to legal access requests.**
7. (Continued)

SUBJECT: ACCEPTABLE USE GUIDELINES FOR TECHNOLOGY (Cont'd.)

2. **Respect the legal protection provided by copyright and license to programs and data:**
 1. Users will not make copies of the licensed programs, in violation of Copyright Laws.
 2. Users will not install software on District computers without authorization.

3. Software licenses must be strictly respected.
4. The rights of copyright owners are to be respected. Copyright Laws are to be fully enforced and followed.
5. Works may not be plagiarized.
3. **Respect the integrity of the District networks and other networks to which we are connected:**
 1. Users will **not** intentionally develop or use programs to harass others or infiltrate a computing system or damage or alter the software components or network.
 2. Users will **not** intentionally send inappropriate, obscene or hateful messages/mail to others.
 3. Users will **not** copy or modify server or network system files.
 4. Users will **not** abuse computer or network hardware (i.e., mice, keyboards, etc.).
 5. Users will **not** use encryption programs on District computers without authorization.
4. **Respect the materials and resources of the District:**
 1. Users will **not** play "games" on District computers that are not educationally related. **Unless they are authorized by the teacher or administrator for educational purposes.**
 2. Access to computer resources should be primarily for educational and professional development activities.
 3. Users will properly utilize computer time and will not waste limited resources and/or supplies that are provided by the District.
 4. Users will work in ways that will not disturb others. (Continued)
5. **Respect the materials and resources of network accounts:**
 1. Users **will not** send offensive material over the Internet.
 2. Users **will not** use obscene, offensive, harassing, insulting, or otherwise abusive language over the Internet or by email, in or outside of school.
 3. Users **will not** access another's folders, work or files without permission.
 4. Access to telecommunications should be primarily for educational and professional development activities.
 5. Users **will not** employ the network for commercial purposes.

Consequences of Violations

Suspected violations of acceptable use will be communicated to appropriate school personnel. Persons found to be in violation of acceptable use may be denied technology access on appropriate District equipment. Any determination of non-acceptable usage serious enough to require disconnection shall be promptly communicated to appropriate supervisory staff for further action.

Actions may include the following:

- 1) Users could be banned from access to specific technological equipment or facilities for a period of time.

- 2) Users could be required to make full financial restitution.
- 3) Users could be banned from using telecommunication facilities.
- 4) Users could lose INTERNET account privileges.
- 5) Suspension, detention or even expulsion are possible outcomes of severe violations.
- 6) Users could face prosecution if criminal activity is involved.

(Continued)

SUBJECT: ACCEPTABLE USE GUIDELINES FOR TECHNOLOGY (Cont'd.) Liability

Use of the District computer equipment, Internet accounts, as well as networks and information contained on them is required to support the instructional program. While every reasonable effort will be made by District personnel to provide Internet filters to questionable materials, the student and the parent/guardian also must accept responsibility for the ethical usage of District facilities.

The District respects the right of each parent/guardian to be fully informed of all requirements of this policy and any procedures adopted to insure acceptable use of the ITS. Procedures will be established to define the process by which parents/guardians may submit a written request to deny or rescind student use of the ITS.

Family/Student Handbook Review Page

Thank you for taking the time to review this booklet with your child! To review:

Dress Code

Shirts/Covers

- Short or long sleeve polo (with school logo; White, navy or light blue)
- Short or long sleeve button down (with school logo; White or light blue)
- Fleece (with school logo; Navy)
- Cardigan/Sweater (no school logo needed; Navy; **Must be worn over a shirt with logo**)
- Hoodies are not permitted.

Pants: Long pants or knee-length shorts (Khaki or navy)

Skirts: Pleated skorts (skirt with shorts underneath; Khaki or navy)

Dresses: Short-sleeve or long sleeve polo dress (with school logo; Navy or light blue)

Shoes: Sneakers or flats (No boots, sandals, high platform shoes, or crocs are permitted)

Student conduct

Students are expected to:

- Treat others with courtesy, kindness, and respect.
- Attend school regularly and be on time.
- Come to class with appropriate materials.
- Be prepared for class with the appropriate materials and homework completed.

Prohibited Student Conduct:

- Engage in conduct that is disruptive, insubordinate, disorderly, or disrupts the educational process.
- Engage in conduct that is violent.
- Engage in any conduct that endangers the safety, morals, health or welfare of others.
- Engage in cheating or plagiarizing their work or the work of others.
- Engage in harassing behaviors that are physical, verbal or sexual.

Attendance

Arrival/Dismissal

- Drop off is between 7:30-8:00; Pick up is between 3:15-3:40

Unexcused Absence (not excused, even if a note is provided)

- Missed bus, Vacation, Baby-sitting younger family, Shopping, Overslept

We look forward to partnering with you this year at Global Concepts!

Family Handbook and Acceptable Use Permission Signature Page

All families of our Global Concepts community receive this handbook their first week of school. By signing below, you agree to the following statements:

I have reviewed and discussed Global Concept Charter School’s handbook with my child. I agree with the terms in the Code of Conduct and in signing this agreement, I will expect my child/children and family to abide by the Code of Conduct.

I understand and will abide by Global Charter’s Acceptable Use Policy. I realize that violation of this policy may result in losing the right to use district technology resources or be subject to disciplinary action. I understand that I will not be able to use the technology until this agreement is signed.

I give my permission for my child to use the district technology resources. I also understand that my child shall be held accountable for the Acceptable Use Policy. Any student who compromises the Acceptable Use Policy shall be subject to disciplinary action as stated in the school policy.

Parent/Guardian Signature: _____ Date: _____

Printed Student Name: _____

Student Signature (Grades 3-8) _____

Teacher’s Name: _____ Grade: _____

**** Please tear this sheet out of the handbook, sign it,
and have your child return it to his/her teacher.****

We look forward to partnering with you this year at Global Concepts!