

Dear Parents 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 lives and 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, supplying each child an opportunity to increase self-esteem, physical and mental health, and to develop an appreciation for the fine arts. Children will also gain an awareness of other cultures and basic moral values in an atmosphere of mutual respect.

Our school follows and adheres to the New York State Learning Standards. We participate in New York State Regents Exams including the new Common Core Exams. We are proud of our testing results, which are one of many indicators of student achievement.

We hope that we can work together to meet the needs of our students. We welcome parents' involvement in the school; in fact, we need parental involvement. Children who see that their parents value education, take pride in their children's work, and support the school in which they attend, grow to understand and appreciate that education is part of their daily lives.

It is necessary that the school provide constructive, formative experiences that develop positive attitudes for learning, leading to self-direction, responsibility, and community concern. To enable everyone to function effectively, there is a need for clear policies that outline frameworks in which students can learn in an atmosphere of trust and mutual respect. These policies and procedures help to develop, within the individual, a sense of good judgment consistent with a desirable system of values.

Global Concepts Charter School also recognizes that our expectations for acceptable conduct, while at school and at school-related functions, must be clearly defined and communicated to the school community. Enclosed in this handbook is a plain language description of our **Code of Conduct**.

This handbook is a compilation of policies and procedures that govern the day-to-day operation of our school. Please take time to read it carefully and keep it readily 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 page of this handbook. This page is to be removed and returned to your child's homeroom teacher.

GCCS has a **Comprehensive Attendance Policy**, outlined in this document. Good attendance is essential to academic success and social development. We strive for 100% attendance, including tardies but anytime attendance is below 90% we consider it to be problematic, please view the attendance policy for more details.

As always, we encourage you to take an active role in your child's classes during the year and attend the various school functions offered by the school and the Parent-Teacher Organization (PTO). Please make a point to become familiar with your child's class routines and expectations for homework, and communicate with your child's teachers. Good communication and cooperation from school to home are essential to ensure the success of your child. 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.

Mrs. Liz Mastromatteo, Principal

Mrs. Micaela Love, Assistant Principal

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Our Mission

The mission of Global Concepts Charter School is to provide a top-quality educational program where students achieve high academic results; are geared towards higher education and career opportunities; become responsible, caring family and community members; are highly knowledgeable of the multicultural world they are part of; and possess the qualities and problem solving skills to collaborate peacefully in the community and worldwide.

We will accomplish this mission through a comprehensive academic program that combines a standards-based core curriculum emphasizing global education; a focus on character education in both our academic and fine arts components; accountability in a results-based delivery of instruction; and a strong emphasis on family and community involvement. Presented in an encouraging learning environment, the charter school's mission will guide our students to develop a lifelong love for learning.

Our Vision

The Global Concepts Charter School will be a top-rated educational institution. Our students' academic progress will meet and exceed the State's standards. All students will be held to high standards, and will be highly supported to reach and surpass those standards. The Global Concepts Charter School will be known for an innovative curriculum that prepares students academically, as well as in character, for the world of their future. It clearly will not be the school of the past.

- Parents and community will be involved at Global Concepts Charter School. They will be welcomed, invited, and appreciated for their part in the success of the charter school.
- Children will be recognized for their academic achievement and admirable character. They will exhibit an excitement for learning.
- The school will be renowned for its excellent educational program.
- Parents will continue to communicate their desire to enroll their child(ren) at the Global Concepts Charter School.

Global Concepts High School Curriculum

Students will take a minimum of 6 credits per year.

A New York State Diploma is awarded based on the following criteria:

- Students must earn 22 credits, 24 is preferred
- Students must pass 5 - 8 Regents assessments, department approved exams, or pathway exams

Students may earn 3 different types of diplomas, a Local Diploma, a Regents Diploma, or an Advanced Regents Diploma.

Distribution of Credits

Content Area	Credits Needed for Local Diploma, Regents Diploma, Advanced Regents Diploma
ELA	4
Social Studies: US History (1) Participation in Government (.5) Economics (.5) Global Studies (2)	4
Science Life Science (1) Physical Science (1) Other Science (2 for Global Concepts)	4
Mathematics	4
Language Other than English Spanish Arabic	1
Fine Arts Visual Music Dance Theater	1
Physical Education Must complete 4 years	2
Health	.5
Electives	3.5

Total	24
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Distribution of Exams:

**Students with disabilities may continue to use the Safety Net Guidelines*

GCCS also offers the following services:

English as a Second Language (ENL/ELL) – evaluation and services

School Counseling – individual and group

Special Education – evaluation, referral and instruction

Academic Intervention Services (AIS) – evaluation and services

Literacy, Math and Science Specialists – evaluation and service

School Social Worker

Student Information

Emergency Information Forms

During the first week of school or upon registration, parents complete the School Emergency Contact Form; call the school to have a copy sent home with your child. Having this information returned promptly and correctly is very important. **You should immediately contact the school office staff to update your family’s emergency information any time a change occurs during the school year.**

Telephone Number and Address Changes

Parents 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.

High School Attendance Policy

Student attendance is both a right and a responsibility. Global Concepts Charter High School is an active partner with the students and parents in the task of ensuring that all students meet or exceed the New York State learning standards. Global Concepts recognizes that consistent school attendance, academic success and school completion have a positive correlation.

Student Arrival (Times may vary due to COVID-19 circumstances for the 2020-2021 school year)

- Classroom instruction begins at 7:50a.m.
- Students driven to school by parents should not arrive before 7:30 a.m. unless they are participating in the breakfast program. The breakfast program operates between 7:15 a.m. and 7:45 a.m.
- All students arriving prior to 7:45 a.m. should proceed directly to the cafeteria area for breakfast or the gym.
- No admittance to the building before 7:15 am.

Student Dismissal (Times may vary due to COVID-19 circumstances for the 2020-2021 school year)

- Dismissal for students picked up by a parent/guardian or those walking is 3:15 p.m.
- Dismissal for students riding the bus is between 3:15 and 3:20 p.m.
- Parents need to provide written notification in advance of any changes in their child's dismissal schedules. While written notification is preferred, the school will honor "emergency" requests to the school office personnel from parents by telephone. Please contact the school with emergency requests before 1:30 p.m.
- The school day ends at 3:15 p.m., **students who do not ride the bus must be picked up at 3:15 p.m.** Bus dismissal starts promptly at 3:15 p.m. Any student not picked up by 3:15 p.m. will be placed on their scheduled bus.

Students are only released to a person above the age of 18 on the emergency form.

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. The adult must show identification to the front desk receptionist before signing the student out.

Attendance Requirements

- Full year courses – Students are not allowed to miss more than **20 classes** (including both excused and unexcused). If more than 20 classes are missed the student could lose the ability to sit for the state exam or final assessment. **Students may also lose credit for the class.** In extreme cases **Child Protection Services (CPS)** will be notified.
- Half year courses – Students are not allowed to miss more than 10 classes. If more than 10 classes are missed the student could lose the ability to sit for the state exam or final assessment. Students may also lose credit for the class. In extreme cases Child Protection Services will be notified.

Absences (When a Student is absent in the morning School Messenger system will generate a "call" home)

Absence from school is defined as any school day where a student is not here for more than 50% of his or her classes. (New York State Education Law Section)

1. On the day of the absence, a parent or guardian must call the school at 939-2554 to report the absence. Failure to notify the school will result in the attendance personnel calling the parent at home or at work to report the missing student.
2. Students are required to provide a note the first day they return to school, for it to count as an excused absence. *Notes will not be accepted after the deadline and the absence will permanently be an unexcused absence.* Please see the list below for acceptable excused absences:
 - A. Sickness (for illness where more than 3 days is missed in a row a Doctor's note must accompany the child upon their return to school)
 - B. Death in Family
 - C. Required Court appearance – letter from court must accompany student upon return
 - D. Scheduled appointment with physician/dentist/etc. – original note from health care provider must be provided
 - E. College Visit(s) – 2 per year, pre-approved by the School Counseling Department, with a note from the college upon your return
 - F. Religious Observation- must have pre-approval from administration
 - G. School function/Field Trip.
3. The following reasons are not considered excused absences even if a note is provided:
 - A. Family vacation

- B. Baby-sitting younger siblings/family
- C. Permit test/Driver's license tests

Truancy

Truancy is the deliberate action by a student to miss a full or partial day of school without the approval of a parent/guardian. A parent/guardian who is aware of and allowing such absence is violating school law. Any student who is deemed truant will serve a day of ISS (In School Suspension) and be given a 0 on assignments missed during that time. Students will still be required to make up the work even if no credit is received.

Disciplinary Consequences for Absence

1. Any student who is absent more than 1 half day on the day of a sporting event or school related function will not be allowed to attend that function.
2. After 3 days of missing school, parents/guardians will receive a phone call from the school nurse.
3. After 6 unexcused absences, a student's parents will be notified in writing of the concern about absenteeism. A parent conference will be requested to discuss what can be done to encourage the student to attend school by the school counselor or social worker
4. After 10 days of missing school, there will also be a home visit, another mandatory parent meeting with administration and counselor.
5. After 15 days of unexcused absences, students and parents will be referred back to school administration for progressive intervention..
6. After 20 days a students might not receive credit for the course. Parents will be notified by certified mail and phone call. They will also be referred to **Child Protection Services (CPS)** for Educational Neglect.

Tardiness

Tardiness is defined as any student not being in his or her class when the bell rings. Our school day begins at 7:45 and all students are required to be here.

1. Students who arrive late without a parental excuse are considered unexcused.
2. All notes for being tardy must be handed in within 3 days.
3. The only acceptable excuses for being tardy are as follows:
 - A. Scheduled health appointment – doctor/dental note must be provided
 - B. Required Court appearance – note from court must be provided
 - C. Bus provided from school is late – This does not include NFTA bus riders
4. The following reasons are not considered excused tardies:
 - A. Over-sleeping
 - B. Missing the school bus/NFTA Bus
 - C. Having to get younger siblings on the bus
 - D. Traffic problems unless approved by administration
 - E. Getting a ride with someone else

Consequences for Tardy

1. ANY STUDENT WHO IS LATE FOR SCHOOL WITHOUT A VALID EXCUSE WILL BE REQUIRED TO:
 - A) serve lunch detention.
 - B) Multiple tardies within the same week will result in after-school detention.
2. 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
3. After 5 unexcused tardies, a student will have a referral to the appropriate staff member, (i.e. school counselor, nurse, social worker) for a mandatory conference.

4. After 8 unexcused tardies, a student will be referred to administration for parent contact/conference
5. After 10 absences of any type, school personnel may conduct a home visit.

Tardy for Class

Once students are marked present in school and are tardy for classes, they are subject to actions from their individual teachers. All students are encouraged by faculty and staff to “start on time”, an initiative through Safe and Civil Schools. Students should arrive to class on time, and come prepared to work immediately. Students who are tardy for class, must report to the ISS room for a pass and possible consequence.

Early Departures

Any student who needs to leave school before dismissal, must submit a note from their parent/guardian to the main office when arriving in the morning. The time and reason must be included. Parents should report to the desk window upon arrival to sign their child out. If a written request is not possible, please notify the front office by 12:00 noon.

Class cuts or skipping class

Teachers take attendance at the beginning of each class. Names of students are checked against those who are absent in PowerSchool. Those students who are not in class, but are not absent in PowerSchool will be reported as skipping class and will be disciplined progressively according to the frequency of skipping.

Intervention Strategies

Other than those mentioned above, a variety of strategies may be employed when a pattern of absences, tardiness, or early departures have been identified. These strategies include but are not limited to:

- a. Referral to appropriate school personnel (i.e. School Counselor, Nurse, School Social Worker or Student Support Team (SST));
- b. Referral to Child Protective Services (CPS) for educational neglect

Making up Assignments

Each student must make arrangements with his/her instructor to obtain make-up assignments for absences. The instructor will establish firm guidelines and timelines for each individual case.

Emergency School Closing

(Do You Have a Family Emergency Plan?)

The CEO of Global Concepts Charter School is responsible for school closing. All school closings will be posted on television channels 2, 4, & 7 and radio station WBEN as soon as possible in relation to the emergency. If it is necessary to evacuate the building during the day, students may be moved to an alternate site prior to dismissal. No students will be released until all students have arrived at the new location and are accounted for. 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.***

Bus Transportation and Student Conduct Responsibilities

Student safety is the primary concern of the transportation department. Student whose conduct is not acceptable will be subject to disciplinary action by the bus driver, transportation, and/or the school. The bus driver has full authority at all times and may remove disruptive students from the bus. If parents have any questions regarding transportation, including discipline issues on the bus, please call 716-939-2554.

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/CEO or designee, when the actions, activities or behavior of the student necessitate such action. Removal from the bus will be progressive, with a verbal warning, or one, three and 5-day suspensions. After a 5 day suspension is served, the next incident may result in permanent removal from the bus. For any suspension, it shall be the parent'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/CEO retains the right to remove a student from the bus immediately.

Eligibility for Transportation

Free transportation is available for all pupils in grades K-8 who live more than one-half mile from the school, and students in grades 9-12 who live more than 1 ½ 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).

After School Activities

For all after school activities, it is the parent's responsibility to provide transportation home. A child assigned detention is excluded from all activities until the detention is served. Students must be picked up on time for after school activities or they may be unable to participate.

After School Detention

It is the parent's responsibility to provide transportation home. Detention is served for up to 1 hour after school is over, (3:30-4:30 PM) .

Code of Conduct

Student Expectations

Students share the responsibility for making their school a safe and secure environment for living and learning. They should take an active part in the development of the expectations and the consequences of a code of behavior.

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. Students will not participate in **cheating** or **plagiarizing** their work or the work of others.

Prohibited Student Conduct:

- Engage in conduct that is disruptive, insubordinate or disorderly
- Engage in conduct that is violent
- Engage in any conduct that endangers the safety, morals, health or welfare of others
- Engage in harassing behaviors that are physical, verbal or sexual

Anti-Bullying Procedures & Consequences
Global Concepts Charter High School

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.

1. Dignity Act Coordinator

For each level of our school (K-8 and High School) we will designate at least one (1) employee holding such licenses and/or certifications as required by the Commissioner to serve as the Dignity Act Coordinator(s). Each Dignity Act Coordinator (DAC) will be trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex. Training will also be provided for DACs which addresses: the social patterns or harassment, bullying, and discrimination, 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, and sex; the identification and mitigation of harassment, bullying, and discrimination; strategies for effectively addressing problems of exclusion, bias, and aggression in educational settings. All DAC appointments will be approved by the Board of Trustees.

Global Concepts will share the name, designated school, and contact information of each Dignity Act Coordinator with all school personnel, students, and parents/persons in parental relation. This will be done by posting in highly visible places in each school building; making the information available at school offices; by placing the information on the School website; and by providing the information to parents and persons in parental relation in at least one School mailing or other method of distribution each year. Any change of appointment of a Dignity Act Coordinator will be posted on the School website and on posted notices in the buildings as soon as practicable after such appointment.

If a Dignity Act Coordinator vacates his/her position, another school employee shall immediately be designated for an interim appointment as Coordinator, pending approval from the Board of Trustees within thirty (30) days of the date the position was vacated. If a Coordinator is unable to perform the duties of the position for an extended period of time, another school employee shall immediately be designated for an interim appointment as Coordinator, pending the return of the previous Coordinator to the position.

2. Training and Awareness

Each year, employees will be provided with training to promote a supportive school environment that is free from harassment, bullying, and/or discrimination, and to discourage and respond to incidents of harassment, bullying, and/or discrimination, and to discourage and respond to incidents of harassment, bullying, or discrimination. Such training may be provided in conjunction with existing professional development, and will:

- a) Raise awareness and sensitivity to potential acts of harassment, bullying, and/or discrimination;
- b) Address social patterns of harassment, bullying, and/or discrimination and the effects on students;
- c) Inform employees on the identification and mitigation of such acts;
- d) Enable employees to prevent and respond to incidents of harassment, bullying and/or discrimination;
- e) Make school employees aware of the effects of harassment, bullying, cyberbullying, and/or discrimination on students;
- f) Provide strategies for effectively addressing problems of exclusion, bias and aggression;
- g) Include safe and supportive school climate concepts in curriculum and classroom management; and
- h) Ensure effective implementation of school policy on conduct and discipline

Rules against bullying, discrimination, and/or harassment will be included in the *Code of Conduct*, publicized School-wide, and disseminated to all staff and parents. Any amendments to the Code will be disseminated as soon as possible, following their adoption. New teachers will be provided a completed copy of the current Code upon their employment, and an age-appropriate summary will be distributed to all students at the beginning of each school year.

1. Reports and Investigations of Harassment, Bullying, and/or Discrimination

Students who have been subjected to harassment, bullying, and/or discrimination, persons in parental relation whose children have been subjected to such behavior, or other students who observe or are told of such behavior, are encouraged and expected to make verbal and/or written reports to the principal, CEO, Dignity Act Coordinator, and/or other school personnel. All staff who are aware of harassment, bullying, and/or discrimination, are required to orally report the incident(s) within one (1) school day to the Principal, CEO, or his/her designee and report it in writing within two (2) days after making an oral report.

The Principal, CEO, or the Principal's or Superintendent's designee will lead and/or supervise the thorough investigation of all reports of harassment, bullying, and discrimination, and ensure that such investigations are completed promptly after receipt of any such reports. All investigations will be conducted in accordance with law, the Global Concept's *Code of Conduct*, and applicable School policy and procedure. In the event allegations involve harassment, bullying, and/or discrimination on the basis of race, color, religion, national origin, sex, sexual orientation, or disability, the School may utilize the procedures set forth in federal or New York State law and their implementing regulations, and in such protocols as may be adopted by the School. Where appropriate, the Dignity Act Coordinator or such other individual conducting the investigation, may request that the Board of Trustees authorize retaining outside assistance or expertise in investigating, responding to, and remedying complaints of harassment, bullying, and/or discrimination.

In the event any such investigation reveals harassment, bullying, and/or discrimination, the School will take prompt action reasonably calculated to end the harassment, bullying, and/or discrimination, eliminate any hostile environment, create a more positive school culture and climate, prevent recurrence of the behavior, and ensure the safety of the student or students against whom such harassment, bullying, and/or discrimination was directed. Such actions will be taken consistent with applicable laws and regulations, School policies and administrative regulations, and collective bargaining agreements, as well as the School's *Code of Conduct* and any and all applicable guidelines approved by the Board.

The CEO, Principal, or his/her designee may notify the appropriate local law enforcement agency when it is believed that any incident of harassment, bullying, and/or discrimination constitutes criminal conduct.

The Principal of the primary and secondary schools shall provide a regular report (at least once during each school year) on data and trends related to harassment, bullying, and/or discrimination to the Board of Trustees. Such report shall be submitted in a manner prescribed by the Board.

Global Concepts Charter School will annually report material incidents of harassment, bullying, and/or discrimination which occurred during the school year to the State Education Department. Such report will be submitted in a manner prescribed by the Commissioner, on or before the basic educational data system (BEDS) reporting deadline or such other date as determined by the Commissioner.

1. Prohibition of Retaliatory Behavior (Commonly Known as "Whistle-Blower" Protection)

Pursuant to Section 16 of the Education Law, any person who has reasonable cause to suspect that a student has been subjected to harassment, bullying, and/or discrimination by an employee or student on school grounds or at a school function, who acts reasonable and in good faith and reports such information to school officials, the Commissioner of Education or law enforcement authorities, or otherwise initiates, testifies, participates, or assists in any formal or informal proceedings, will have immunity from any civil liability that may arise from making such report, or from initiating, testifying, participating, or assisting in such proceedings. Furthermore, the Board prohibits any retaliatory action against any person who, acting reasonably and in good faith, makes a report of harassment, bullying, and/or discrimination, or who otherwise initiates, testifies, participates, or assists in the investigation of a complaint of harassment, bullying, or discrimination.

2. Publication of Policy

At least once during each school year, all school employees, students, and parents will be provided with a written or electronic copy of this policy, or a plain-language summary thereof, including notification or the process by which students, parents, and school employees may report harassment, bullying, and discrimination. Additionally, Global Concepts Charter School will strive to maintain a current version of this policy on its website at all times.

3. Application

Nothing in this policy or its implementing regulations should be interpreted to preclude or limit any right or cause of action provided under any local, state, or federal ordinance, law or regulation including but not limited to any remedies or rights available under the Individuals With Disabilities Education Act, Title VII of the Civil Rights Law of 1964, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act of 1990.

1. Current Dignity Act Coordinator

For the 2019-2020 school year, and until successors are appointed by the Board of Trustees, the Dignity Act Coordinators at Global Concepts Charter School are:

- Grades K-8: Mrs. Katie Storey
- Grades 9-12: Mrs. Micaela Love

DISCIPLINARY PENALTIES, PROCEDURES REFERRALS AND REMEDIAL RESPONSES

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.

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).

A. 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. Oral warning
2. Written warning
3. Written notification to parent
4. Detention/Saturday detention
5. Suspension from transportation (as determined by School Global Concepts providing transportation)
6. Suspension of parking/driving privileges, if any.
7. Suspension from athletic participation
8. Suspension from social or extracurricular activities
9. Suspension of other privileges
10. Community or school service (voluntary)
11. In-school suspension
12. Removal from classroom by teacher
13. Short-term (five days or less) suspension from school
14. Long-term (more than five days) suspension from school
15. Expulsion.

B. 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

C. Procedures Cont.

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.

- a. Detention
- b. 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.

c. Suspension from transportation

Many students receive transportation from their school of residence. While on school busses 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 busses, 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.

a. 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 is not entitled to a full hearing. However, the student and the student's parent 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.

1. Community Work Service Program (a voluntary option)

2. 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, 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.

3. In-School Suspension (ISS):

4. The Board of Trustees recognizes the school must balance the need for 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." In-school suspension (ISS) will be used as a lesser discipline to avoid an out-of-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 parent will be provided with a reasonable opportunity for an informal conference with the Global Concepts official imposing the in-school suspension to explain and discuss the conduct and the penalty involved.

5. Teacher Disciplinary Removal of Disruptive Students

6. A teacher may remove a student from the classroom for disciplinary and non-disciplinary reasons. Non-disciplinary removal would include a visit to the principal's office, guidance or counselor's office to discuss inappropriate behavior or a "time-out" to enable a student to regain control or composure. Disciplinary removal will constitute any removal of a disruptive student from the classroom in excess of one school day. A student removed from the classroom for disciplinary reasons shall be placed in an alternative classroom where educational programming shall be provided. A teacher may remove a disruptive student (6 –12) from his/her classroom for up to two (2) days with administrative approval. In K-5, a student can be removed for a time period not to exceed 60 minutes. In the event a teacher wishes to remove a student from the classroom the student shall be afforded procedural due process as follows:

7. 1. The teacher must inform the student that s/he is going to be removed from the classroom.

8. 2. The teacher must specifically explain to the student why s/he is to be removed.

9. 3. The teacher must give the student an opportunity to explain or respond.

10. 4. The teacher may then decide to remove the student from the classroom.

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 remove a student who poses a danger or ongoing threat of disruption from his/her classroom immediately. In the event of such removal, the following procedures must be followed within 24 hours of the removal:*

11. 1. The teacher must explain to the student why he or she was removed from the classroom.

12. 2. The teacher must give the student the opportunity to provide an explanation of the incident(s) that led to the removal.

13. When a teacher removes a student from the classroom, the teacher must appropriately notify the Building Principal or his or her designee. The student must be sent to the principal's office or an alternative classroom specifically designated for the purpose of receiving students who have been removed from the class. The teacher must complete Global Concepts' student removal form and provide it to the principal of the school as soon as possible but no later than the end of the school day.

14. As soon as possible and no later than 24 hours after the removal, the Principal or his designee must provide telephonic and/or written notification to the student's parents or guardian of the removal and the circumstances that led to the removal. The notice must inform the parents of their right to request an informal meeting with the Principal or designee to discuss the reasons for the removal. Written notice must be by personal delivery, express mail, or some other means to reasonably ensure parental notification within 24 hours. If requested by the parents, the informal meeting must be held within 48 hours of the removal.*

15. If the parents agree, the meeting may be held at another mutually convenient time. The Principal or his designee may require the teacher who removed the student from the classroom to be present at the informal conference with the parents.

16. A Principal or designee may overturn a teacher's removal of a student from the classroom, and expunge such removal from the student's record, upon a finding that:

17. A. The charges against the student are not supported by substantial evidence;

18. B. The removal is in violation of the law or School's policies, regulations or procedures; or

19. C. The conduct warrants suspension from school pursuant to a hearing and such suspension will be imposed.

20. Such determination may be made at any time from the Principal's receipt of the student's removal from the close of the business day following the 48-hour period for the informal conference.

21. A disruptive student removed from the classroom by a teacher shall be provided continued educational programming and activities until they are allowed back into the classroom.

22. Global Concepts shall prescribe forms upon which each teacher shall maintain a record of all cases of removal of a student from his/her classroom and upon which each principal shall maintain a record of each removal of a student from a classroom in the school for which s/he is responsible.

23. **No teacher may remove a student with a disability from a classroom without first consulting with the Principal or designee to ensure that such removal will not constitute a change in placement. If necessary to make that determination, the student's Special Education office of the student's district of residence will be contacted prior to the removal.**

24. * Note: If the 24-hour or 48-hour period does not end on a school day, it shall be extended to a corresponding time on the next school day.

25. 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.

26. 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 (five days or less) Suspension from School

b. Building Principals have the authority to suspend a student for a period of up to five (5) 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 orally. 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.

c. 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.

d. 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.

e. Long term (more than five days) Suspension from School

f. If a suspension of a student for more than five (5) 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.

g. 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.

h. 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 prevented 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.

i. 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.

j. 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.

k. (c) Expulsion.

1. If a suspension of a student for more than five (5) 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 his or her behalf.

m. The Principal shall personally hear and determine the proceeding or may, with consent of the Board of Trustees it 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.

n. 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.

o. (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 laws 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 are repeatedly, and substantially disruptive in 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 period on a case-by-case basis to be consistent with any other state and federal law.

3.

(p.) Appeals from a Disciplinary Decision of the Board of Trustees.

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.

1. Referrals
2. Counseling
3. The School Counselor shall handle all referrals of students to counseling.
4. PINS Petitions
5. The Global Concepts may file a PINS (person in need of supervision) petition in Family Court on behalf of any student under the age of 18 who demonstrates that he or she requires supervision and treatment by:
 6. a. Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.
 7. 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.
8. Juvenile Delinquents and Juvenile Offenders
9. Global Concepts Charter School shall refer the following students to the County Attorney for a juvenile delinquency proceeding before the Family Court:
 10. a. Any student under the age of 16 who is found to have brought a weapon to school, or
 11. b. Any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law § 1.20 (42).

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.

12. Remedial Responses
13. 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.
14. School-wide or environmental remediation may also be utilized. These strategies may include:
 - a. school and community surveys 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.

DISCIPLINE OF 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.

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 to the levels specified in New York State regulations or better, generally two hours per day of 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.

Dress Code

Student Dress Code Grades 9-12

The building administrator will be responsible for informing the students and their parents of the student dress code at the beginning of the school year and revisions to the dress code made during the school year. Students who violate the student dress code will be required to modify their appearance by covering or removing the item and, if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so will be subject to disciplinary action in accordance with this Code of Conduct.

Student dress codes should support equitable educational access and should not reinforce gender stereotypes. Student dress codes and administrative enforcement should not reinforce or increase marginalization or oppression of any group based on race, gender, ethnicity, religion, sexual orientation, household income, gender identity or cultural observance.

All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. GCCS has adopted a student dress code. Students and their parents have the primary responsibility to ensure acceptable student dress and appearance. **Teachers and all other personnel should exemplify and reinforce acceptable student dress, and help students develop an understanding of appropriate appearance at school.**

I. OUR SHARED VALUES

- All students should be able to dress comfortably for school without fear of unnecessary discipline or body shaming.
- Teachers can focus on teaching without the additional and often uncomfortable burden of dress code enforcement.
- Students should not face unnecessary barriers to school attendance.
- Reasons for conflict and inconsistent discipline should be minimized whenever possible.

II. GOALS OF STUDENT DRESS CODE

- A. Maintain a safe learning environment on campus where protective or supportive clothing is needed, such as Science and CTE STEM classes (eye or body protection) or PE (athletic attire/shoes).
- B. Allow students to wear clothing that expresses their self-identified gender.
- C. Allow students to wear religious attire without fear of discipline or discrimination.
- D. Prevent students from wearing clothing with offensive images or language, including profanity, hate speech, and pornography.
- E. Prevent students from wearing clothing with images or language depicting or advocating violence or the use of alcohol or drugs.
- F. Ensure that all students are treated equitably regardless of gender/gender identification, sexual orientation, race, ethnicity, body type/size, religion, and personal style.

III. DRESS CODE POLICY

The primary responsibility for a student's attire resides with the student and parents or guardians. The school district and individual schools are responsible for seeing that student attire does not interfere with the health or safety of any student, and that student attire does not contribute to a hostile or intimidating atmosphere for any student.

1. Students MUST Wear:

- Shirt
- Bottom: pants/sweatpants/shorts/skirt/dress/leggings
- Shoes; activity-specific shoes requirements are permitted (for example for sports)

2. Students CANNOT Wear:

- Violent language or images.
- Images or language depicting drugs, alcohol, and/or gang-related (or any illegal item or activity).
- Hate speech, profanity, pornography.
- Images or language that creates a hostile or intimidating environment based on any protected class.
- Visible underwear.
- Bathing suits.
- Masks or headgear that obscures the face (except as a religious observance).
- Bandanas

IV. DRESS CODE ENFORCEMENT

A school dress code is only as effective and fair as its enforcement.

- Enforcement should be consistent with a school's overall discipline plan. Failure to comply with the student dress code should be enforced consistently with comparable behavior and conduct violations.
- Violations should be treated as a minor on the continuum of school rule violations.
- No student should be disproportionately affected by dress code enforcement because of gender, race, body size, or body maturity.
- The dress code should be clearly conveyed to students, not just in the student handbook which rarely gets

read, but in other ways, too, such as posters, newsletters, etc.

- Students should not be shamed or required to display their body in front of others (students, parents, or staff) in school.

All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. GCCS has adopted a student dress code. Students and their parents have the primary responsibility to ensure acceptable student dress and appearance. **Teachers and all other personnel should exemplify and reinforce acceptable student dress, and help students develop an understanding of appropriate appearance at school.**

Students are required to arrive to school in the following mandatory dress code. Students who violate the dress code will be required to call home first, for a change of clothing or modify their appearance by covering or removing the item. Any student who refuses to do so will be subject to disciplinary action in accordance with the Code of Conduct. Building administrators will be responsible for informing students and their parents of any changes made to the dress code.

Students are required to follow the mandatory dress code as follows:

- **FACIAL MASKS ARE MANDATORY FOR ALL STUDENTS TO WEAR PROPERLY AS SOON AS THEY ENTER THE BUILDINGS, COVERING THEIR NOSE AND MOUTH. GLOBAL CONCEPTS WILL PROVIDE A DISPOSABLE MASK TO THOSE WHO DO NOT HAVE THEIR MASK. THIS IS IN ACCORDANCE WITH THE CENTERS FOR DISEASE CONTROL AND PREVENTION.**
- Global crew neck sweatshirt ONLY are allowed to be worn. The Global Crew Neck sweatshirts are available for sale in the high school's main office for \$20.00. Previous senior hoodies, previous 8th grade hoodies, previous Global hoodies and any other hoodies are NOT to be worn.
- "Khaki" style pants (Navy, Black or Tan ONLY) (No colored jeans/denim/jeggings/sweatpants/leggings or pajamas) Skirts and Shorts are to be knee length or longer Shirts must be a Button Down and Collared (short or long sleeves (White, Blue, Light Blue Only) Gentleman must wear a tie when not wearing a sweater or a Global crewneck sweatshirt. Abyss must be (Black, Tan, Navy, Light Blue or White) (scarves may be any color or pattern) Sweaters may be V-Neck or cardigan style (any color). You must have a button down, collared shirt underneath. Appropriate Footwear (no sliders, flip-flops or slippers)

Gym Dress Code:

- Boys and Girls Gym Dress Code will be at the discretion of their Gym Teacher
- Sneakers/Tennis Shoes are required.

All Students:

- Must maintain healthy and safe hygiene and clothes must be clean
- No clothing that promotes weapons, alcohol, drugs, racism, violence, representation of gang activity including the wearing of colors, sexual content, bullying, harassment, intimidation or profanity
- Small/discrete facial piercings are allowed at **the student and parent own risk** but must be removed for gym.
- No bare midriffs
- No baggy, low rise, multi-colored, or pants with holes are allowed
- No hats, bandannas, **hoodies/fleeces**, do-rags, jackets, or outerwear may be worn inside the

- building(exception for religious or cultural reasons)
- No visible tattoos, fake tattoos, painted, colored, or marked skin (except for medical, religious, or cultural tradition)
- All acceptable clothing must be clean, properly sized, and appropriate for the day's weather conditions.

In addition, when on school property or at a school function, a student's dress, grooming and appearance, including hair style and color, jewelry, makeup and nails, will:

- Be safe, appropriate and not disrupt or interfere with the educational process.
- Be clean and neat
- Include footwear at all times. Footwear that is a safety hazard will not be allowed.
- Not include the wearing of headgear (including but not limited to hats, visors, caps, do-rags, bandanas, and hoods) of any kind in the classroom except for medical or religious purposes.
- Not include wearing of outside jackets in the school building except for entering or leaving the building.
- Not include the wearing of hazardous jewelry (including but not limited to spiked jewelry, collars, bracelets and wallet chains).

SCENT/AIR QUALITY POLICY

Global values the health of students and staff and is committed to providing a healthy learning/working environment. While recognizing that complete elimination of scents is virtually impossible, the expectation is to minimize the risk of exposure by information, awareness and avoidance. The more that is learned about the effects of the environment on individual, physical, and emotional well-being, the more important it becomes to provide an environment that is healthy for all students and staff. Many people are sensitive or allergic to simple scents from deodorant, hairspray, cologne, soap, perfume and aftershave. Symptoms of this sensitivity or allergy range from headaches, red eyes, itching, coughing and sneezing, to severe asthma attacks. This policy applies to all persons in schools and district vehicles, including students, staff, visitors and volunteers.

1. We request that staff and students avoid the use of fragrances and perfumed personal care products while in our school and district vehicles.
2. Students purposefully discharging scent devices without regard to this policy will be subject to school discipline.

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.

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

Parents can assist their child to improve homework habits when they:

- Cooperate with the school to make homework effective
- Review the Agenda Notebook
- Provide their child with suitable study conditions (desk or table, lights, books, and supplies)
- Reserve a time for homework without disruptions
- Encourage their child, but avoid undue pressure
- Show interest in what their child is doing

- Understand that the school expects homework to be completed and returned on time
Grades may be affected if a student repeatedly does not turn homework in.

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, parents may notify the secretary before 10:00 a.m. with their request for schoolwork. Assignments may be picked up in the office after 3pm.

School Health Office

Health Services are provided to promote and maintain the health of all schoolchildren. The school nurse is available during school hours for any student who feels ill or is injured during the school day. The school is responsible for first aid measures only. The school is responsible for 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 the parents or guardians by phone. It is the parent's responsibility to provide transportation in the event a student needs to go home or needs further medical attention. The school nurse is an important part of the link between the home and the school. It is vital that the school has several emergency numbers so we may notify parents if their child is ill or injured.

Medication

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 parental or guardian signature acknowledging the medication is to be given. Medication permission forms are available in the health office. **A parent/guardian must check the medication into the health center. All medication, even those considered “over the counter” needs doctor’s orders and parental 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 parents 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
- A student with a temperature of 100 or more / who has not been fever-free for 24 hours
- 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.

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 parent and community awareness, advocacy, education, and involvement. The PTA plays an important role in the Global Concepts Charter High 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.

Policy on Electronic Devices:

Student use of electronics should be responsible and not disruptive to the learning environment. Teachers will set the expectations for use of electronics in their classroom and the norms for common areas will be taught, posted, and enforced fairly. Students are to refrain from bringing to school any items that are not needed for instructional/medical purposes. This includes, but is not limited to, electronic devices including any hand held devices, etc. as well as any other items deemed by the administration to be inappropriate.

A student may not use personal electronic devices to take video recordings, audio recordings, and/or photographs of Global Concepts Charter School students, parents, visitors, staff, and/or facility. Students that are caught with recordings or photographs, or that post them to media outlets including, but not limited to any social media is banned (students will face immediate disciplinary measures and possible prosecution). During school hours these items may be confiscated immediately and the appropriate disciplinary measures taken.

During school hours these items may be confiscated immediately and the appropriate disciplinary measures taken if students are using their phones for purposes other than education. Students will be assigned a locker with a combination to secure any personal items.

I. OUR SHARED VALUES

- Owning an electronic device is commonplace in an increasingly technological society. Establishing a fair set of norms is the most effective way to increase student engagement.
- All students and staff should understand that use of electronics in the classroom are solely determined by clearly stated teacher expectations.
- Common language around electronics use allows teachers to focus on teaching without the additional and often uncomfortable burden of electronics policy enforcement.
- Students should not face unnecessary barriers to school attendance.
- Reasons for conflict and inconsistent discipline should be minimized whenever possible.

II. GOALS OF ELECTRONIC POLICY

- A. Maintain a fair learning environment on campus where responsible use of electronics does not interfere with the educational process.
- B. Allow students to use electronics when and where it is appropriate to do so, as determined by the teacher and/or location norms.
- C. Maximize the amount of time a student is engaged in the content, inside of the classroom, with the content expert.

III. ELECTRONICS POLICY

The primary responsibility for a student's use of electronics devices, resides with the student and parents or guardians. Meeting the teacher expectations and/or the norms of set locations (office, lunchroom, etc.) will maximize the experience for both students and staff. Teachers should consider fairness when setting the expectations and use consistent language schoolwide. Refusal to comply with directives from an adult will result in a school discipline consequence.

If either of those two conditions exists, please assist us in supporting safe and sane electronics usage by conferring with the student yourself or requesting security/administrative support to do so. We want to extend a huge thank you to our whole community for your thoughtful support and guidance as we assist our scholars in negotiating our increasingly wired world.

1. Basic Principle: Responsible use of electronics can co-exist in a learning environment with high standards and clear expectations.

2. Students MUST:

- Follow reasonable requests from adults.

3. Students ARE NOT ALLOWED TO:

- Take video inside of the school without consent from school administration.
- Take pictures of, or record, any person without their permission.

IV. ELECTRONICS POLICY ENFORCEMENT

A school electronics policy is only as effective and fair as its enforcement.

- If the device has been used inappropriately in your classroom, politely direct the student to allow you to store it for the remainder of the period. Make every attempt to allow the student to maintain his/her dignity during the exchange.
- Violations should be treated as minor on the continuum of school rule violations.
- Consistent language, staff wide, is crucial to fair implementation of this policy. Without deviation, please become comfortable affirmatively stating, "Failure to hand over your device at this time will result in disciplinary action."

Building Safety

Parking Lot Guidelines (Visitor's/Students)

Visitors to the school must park in the front parking spaces. If none are available, they must park on the street in front of the school. There is no student parking program for the 2019-2020 school year. Students driving must park on the street in front of the school. Parking is also not available at the Fine Arts, those spots should also be reserved for faculty and staff members.

Visitors - Building Security

All adult and student visitors including volunteers to the school need to sign in with the receptionist upon arrival in order to receive a visitor badge. While parents are encouraged to be an active part of their child's classroom and education, we ask that you make prior arrangements, at least 1 day in advance, to visit a classroom, as it can be disruptive to students for a parent to "drop in."

Procedures for Filing Formal Complaints and Appeals

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 parents 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.

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



1001 Ridge Road
Lackawanna, New York 14218
Phone: (716) 821-1903
Fax: (716) 821-9563

ACCEPTABLE USE 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 and staff 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 and staff 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.

(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.
 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 on email.
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. 1) Users could be banned from access to specific technological equipment or facilities for a period of time.
2. 2) Users could be required to make full financial restitution.
3. 3) Users could be banned from using telecommunication facilities.
4. 4) Users could lose INTERNET account privileges.
5. 5) Suspension, detention or even expulsion are possible outcomes of severe violations.
6. 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 of 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.

ATHLETICS

After school athletics are open to 9th -12th grade students who are passing all classes and have a current physical on file at school. Note: final spring grades determine fall sports eligibility. Students planning to participate in sports should pay careful attention to the following requirements:

- (a) **Physical Examination:** Must be current (valid for two years; unless otherwise noted) and have it on file in the Health Center before you will be allowed to turn out for sports.
- (b) **Medical and Dental Insurance:** This is strongly recommended and can be purchased through the school if you do not have sufficient coverage.
- (c) **Parent Consent form:** Parents or guardians must consent to any participation.

Emergency Medical Treatment and Transportation Authorization form:

- (d) Must be turned in before the 1st day of practice.
- (e) **Concussion Information Form:** Parent or guardians must read and sign this form showing they understand the information provided.
- (f) Acknowledgment by the student and his/her parent of Franklin Pierce School District eligibility and training requirements.
- (g) Students must be passing all classes to participate in interscholastic sports.
- (h) Students who do not meet the above grade requirements can still turn out for the sport, but will be

placed on academic warning. If grades do not improve within 2 weeks, students will be placed on academic probation where students may practice with the team, but will not be permitted to participate in games/matches.

- (i) All high school students or students from other schools are allowed at Global Games but are subject to a search before entering games.

K-12 Acceptable Use Permission

PLEASE SIGN AND RETURN TO GLOBAL CONCEPTS by September 28, 2020

Student User: _____ School: _____ (Please Print)

I have read or participated in a class discussion of and listened to a presentation on Global Concepts Charter Schools' Acceptable Use Policy for grades K-12.

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.

Student's Signature

Date

Parent:

As the parent or guardian of _____, I have read and understand Global Charter's Acceptable Use Policy.

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

This signed form will be kept on file at the school.

PLEASE SIGN AND RETURN TO GLOBAL CONCEPTS by September 28, 2020

I have reviewed and discussed Global Concept Charter School's handbook with my child. I understand that the school is expected to follow this handbook and enforce the codes of conduct.

Parent Signature: _____ Date: _____

Printed Student Name: _____

Home/Cell Phone number _____

Email Address _____

Student Signature: (if appropriate) _____

Homeroom Teacher's Name: _____ Grade: _____

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