



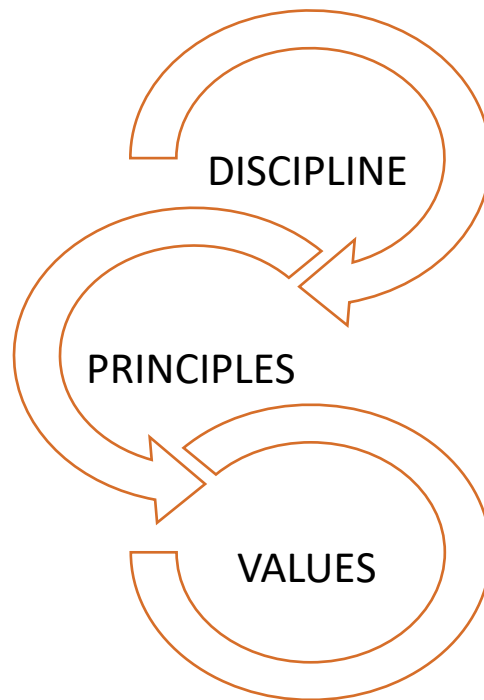
Ira K. Victor, Executive Director



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G. C. A. Charter School

G.C.A Charter School



STANDARDS FOR COMMUNITY-WIDE CONDUCT AND INTERVENTION SUPPORTS

2025-2026 UPDATED 7/25/25

Ira K. Victor
Executive Director and Founding Principal

Mission Statement

The mission of the Grand Concourse Academy Charter School (G.C.A.) is to create a challenging learning environment that addresses and meets the needs of students in New York City, especially those at-risk of academic failure. In a concentrated effort to prepare our students for entry into the very best high schools of New York City, G.C.A. will seek to foster a sense of strong character, ethics, and personal responsibility, as well as high expectations and academic success.

G.C.A. places a strong emphasis on Reading, Math, Science, and Social Studies, and diligently seeks to prepare students to meet and/or exceed NYS performance standards in ELA, Mathematics, Science and Social Studies.

G.C.A. supports and encourages professional development opportunities aligned to the instructional program and diligently seeks and encourages active parental involvement and participation in the academic goals of the students. In addition, the school seeks to involve and engage a variety of community organizations and community leaders as partners to enhance the academic success of every student.

Vision Statement

Our goal is to create and maintain an environment that is fair, safe, and nurturing for both staff and students. We hold true to the belief that excellence in education is the minimum that we will accept for every child and take pride in the reality that we are caring professionals.

Introduction

Grand Concourse Academy is committed to providing a safe, supportive, and orderly environment where effective and productive teaching and learning takes place. It is our conviction that a positive and healthy school environment can only prevail when there is mutual trust and respect amongst all members of the school community.

To this end, every individual who participates in our educational setting is expected to maintain proper decorum, while exhibiting respect and tolerance for differences and diversity. Moreover, a safe and supportive school environment depends on students, staff, and parents working together in developing and implementing guidelines and expectations.

At Grand Concourse Academy, administrators, teachers/staff, parents, and students are held responsible for upholding and maintaining the disciplinary standards, as well as the reward system of the school.

The objective of this manual is to provide a framework to help address appropriate adult and student behavior in our school.

Philosophy

It is expected that high standards of conduct will always be observed. We adhere to fairness, kindness, and flexible approaches are the guiding principles in the application of the rules outlined in this code.

This code is conceived as a tool to promote responsible behaviors and attitudes in our students and furthermore, aimed at shaping future responsible citizens.

Some of the philosophical premises of the Grand Concourse Academy Discipline Code are:

- Teachers have a right to teach.
- Students have a right to participate in productive, safe, and orderly learning environments.
- No one has a right to prevent teachers from teaching and students from learning.
- All students, with proper guidance from adults, can choose to behave appropriately.
- Undesirable behavior is a matter of choice and students must accept responsibility for their actions.
- All teachers and staff have the responsibility of guiding all students in making good choices about appropriate behavior.
- Discipline consequences must be directed at modifying/correcting the undesirable behavior and teaching the child how to change such behavior.

In promoting a positive learning environment, it is critical to foster a school climate where teachers feel supported, students are treated fairly, and parents are engaged, informed, and supportive. The creation of this safe and orderly school climate fosters increased student achievement and security. This school-wide behavior plan has been established with a consistent approach to behavior management and discipline.

It is expected that high standards of conduct will be observed at all times. We will adhere to our philosophical beliefs of fairness, compassion, and flexibility.

School Policies

Academic Expectations

The school expects students to perform to the best of their ability. Teachers are expected to evaluate student progress on a regular basis. Students will be given quizzes or tests regularly. After the test is graded, it will be sent home for the parent/guardian to review and sign. A parent/guardian's signature indicates that the parent/guardian is aware of the student's progress.

Graduation

At the discretion of the principal, each school has the right not to certify the student's graduation or provide transcripts of the student's academic record to third parties such as other schools, colleges, or employers, or to issue a diploma to the student, if there has been a breach of a material condition of this educational contract (i.e., infractions against the school's code of conduct, etc.).

Homework

Homework is an essential part of the instructional program, reinforces learning, and provides students with opportunities to practice what they have learned. This practice helps students establish good study habits, become independent learners, and strong readers, writers, and mathematicians. All homework time includes 15 minutes of reading (or being read to). The time allotments for homework (**written and study**) are as follows:

Grade K may be given occasional short homework assignments related to the curriculum that should not exceed 15 minutes. Grades 1 & 2 approximately 20 minutes

Grades 3 & 4 approximately 30 minutes

Grades 5 & 6 approximately 45 minutes

Grades 7 & 8 approximately 60 minutes

Students are required to complete all their homework.

Grades and Grading

Report cards are distributed three times a year for Grades K to 8. The report card is an important part of the ongoing communication between the school and the home. Dates for progress reports and report cards are indicated on the school calendar. All parents have the opportunity to access Jupiter to view grades and monitor progress and behavior. The parent/ guardian will be informed in a timely manner in the event of a student who is not satisfactorily performing in a course or activity. Passing is any mark 70% or above. *See Jupiter information section for more information.*

Honor Roll

For acknowledgment of achievement in behavior and academics (mathematics and literacy), our school model is listed below:

| | | |
|-------------------|--|--|
| Grades K-2 | Junior Honor Roll- Level 3 | |
| Grades 3-5 | Principal's List: 90% average no grade less than a level 3 | Honor Roll: 80% no grade less than 70% |
| Grades 6-8 | Principal's List: 90% average no grade less than a level 3 | Honor Roll: 85% no grade less than 80% |

Good conduct is a requirement to receive Principal's List or Honor Roll. Therefore, a student must receive a level 3 or a level 4 in conduct to be eligible for honors. A student who does not receive a level 3 or a level 4 in conduct will not receive honor roll even though marks might warrant it.

Report Card Distribution

Report cards are distributed in November, March, and June. Final report cards may not be given before the assigned last day of school. If a student leaves school prior to the last day of school in June, the teacher may post the report card in Jupiter.

Retention/Promotion

Very few decisions are more important than recommendations to promote or to retain a student. When a school accepts a student, that school accepts the responsibility for providing appropriate instruction to help the student achieve the prescribed goals. If the student successfully achieves the program's objectives, the student progresses to the next level.

Testing, diagnosis, and actual performance, however, may indicate that some students are not achieving appropriate grade-level benchmarks. The principal, assistant principal, and teachers

will develop an at-risk/Academic Intervention Services (AIS) plan for these students. All at-risk support will be fully documented and shared with the parent. Conferences must be held with the parent/guardian periodically to inform them of on-going progress.

Therefore, the decision to retain a student presupposes that the school has done everything to help the student achieve success, and the student still has not made satisfactory progress.

If a student is being considered for retention, teachers must begin discussing this possibility early in the school year with the principal. Parent/guardian conferences must be held periodically, and notification of the possibility of retention must be made no later than mid-January, with the written notation having been made on the report card. Although the teacher consults with the principal, the final decision for retaining a student rest with the principal. The following are specific criteria that will assist teachers as they consider a recommendation for retention.

The following table indicates the specific failures by grade level that might result in retention at that grade level:

| LEVEL | LACK OF ACADEMIC PROGRESS FOR CONSIDERING HOLD OVERS |
|--------------|---|
| Kindergarten | Evidence that the child is not meeting academic expectations of the program. |
| Grades 1-8 | Evidence of insufficient developmental progress in English Language Arts (ELA) and Mathematics. |

The student has not demonstrated acceptable progress toward mastery of standards. The following types of behavior might indicate unacceptable progress:

- failure to complete assignments
- failures on multiple summative assessments
- repeated scores of 1 ("below standards") in several standard domains on report card
- Generally, a student would be retained only once in the elementary grades (1 - 5), and only once in the upper grades (6 – 8) or twice between the grades of 1-8.

If a student completes all requirements for promotion or graduation, a family cannot self-select the student to be retained in their grade.

Accidents

If children get hurt in school, an accident and/or incident report will be completed and filed with the Executive Director and a copy will be given to the parents to bring to the doctor/hospital if necessary.

Admissions

GCACS is an equal opportunity, free, public charter school, open to all children from Kindergarten through Eighth Grade. Any child who is qualified to attend public school in the state of New York is equally qualified to attend GCACS. Admission is not based on any test scores, intelligence, achievement, aptitude, or athletic ability. All General Education, Students with Disabilities, and English Language Learners are encouraged to apply. Once students are admitted, the principal reserves the right to determine the appropriate grade level placement for General Education students.

Lottery applications can be submitted using the link below.

<https://nyccharterschools.schoolmint.net/signin>

The lottery drawing will be open to the public according to the Open Meetings Law, and will be in-person at the school April 2026.

The LOTTERY DRAWING will take place in the following order:

- Siblings of currently enrolled students who reside in District 8
- Siblings of currently enrolled students who reside outside District 8
- Applicants residing in Community School District 8
- Children of GCACS staff members
- Applicants residing in all other Districts other than District 8

Results will be mailed or emailed to applicants. Parents may call the school after the lottery for their child's result.

Non-Discrimination Statement: A charter school shall not discriminate against or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, national origin, gender, disability, intellectual ability, measures of achievement or aptitude, athletic ability, race, creed, gender, national origin, religion or ancestry. A school may not require any action by a student or family (such as an admissions test, interview, essay, attendance at an information session, etc.) for an applicant to either receive or apply for admission to that school.

After School Program

GCA offers an after-school program that is available to parents that begins on September 29, 2025, and ends the last week in May. If a student is engaged in school sponsored programs or activities, the student is expected to follow school policy. Directors of individual activities may also issue rules of behavior, which recognize the special nature of non-classroom activities. For instances where students are picked up, parents are expected to arrange to pick up their children at the end of the program or activity. Students will be released only to a parent, or a person previously specified IN WRITING by the parent. Any student who is registered in after school will not be able to be dismissed prior to 5:30 PM without being signed out by a parent or guardian in the reception office.

Announcements

Informational announcements are handled through the school intercom system. Courteous attention is expected when any message is presented over the intercom system.

Assessments

In addition to class and school exams, every student in Grades 2-8 will take part in Baseline ELA and Math assessments on the onset of the school year, classroom unit and weekly topic tests, cycle interim assessments, and New York State Education Department assessments. All students enrolled at our school are expected to participate in all exams and assessments. No alternative assignments will be provided.

Interim Assessments

| Cycle Assessments – Administered Three to Four Times per Year | |
|---|--|
| Grades K-2 and all Students with Disabilities | 1:1 Reading Running Records (November, January and March) |
| Grades K-8 | Math Cycle Tests, and ELA Cycle Tests |

NY State Tests 2026

| |
|---|
| Grades 3, 4, 5, 6, 7, and 8 Computer-based New York State English Language Arts and Mathematics |
|---|

The administration of the school reviews these test results regularly for the purpose of promotion or retention in conjunction with classroom performance and grouping for reading and math.

Attendance

In the State of New York, full-time education is compulsory from age six to age 16. Regular attendance is the responsibility of the child(ren)'s parent or guardian.

Excused Absence: A child is legally absent from school for the following reasons: sickness, sickness or death in the family, impassable roads or extreme weather. All other absences are unexcused.

Lateness: A child should come to school even though he/she may be late. All lateness is recorded and marked on the report card. Parents will be consulted about chronic lateness, and the child may be required to make up missed time.

When the child returns to school from an absence, a completed absence form must be given to the teacher containing the child's name, date of absence, class, reason for absence, and the signature of a parent or guardian.

Doctor or dental appointments should be scheduled for after school or on Saturdays. Family vacations are not to be planned for those days when school is in session. The school provides families with an annual calendar to ensure that does not happen. If it is necessary for a child to be dismissed during the school day, the parent or adult (must be 18 years of age or older) chosen by the parent **MUST** come to the school for the child. The school must be informed ahead of time about such occurrences.

Students in kindergarten through grade eight who miss ten or more days of the school year, whether excused or unexcused, and who have not satisfactorily completed the required work, may be considered for retention. Students with more than 10 absences are in jeopardy of not successfully completing the school year. Principals will meet with the student's parents/legal guardians to determine appropriate next steps. Certification of an absence by a physician is an exception to the ten-day limit. However, satisfactory completion of the required work is required.

When a child is absent, parents are required to phone the school by 9:00 A.M. Absence notes are still required in addition to the phone call.

Birthday Parties

Parents should notify the teacher in writing, via text, or Jupiter should they wish to celebrate their child's birthday in school. Teachers must notify the administration in advance to ensure no conflicts in schedule. Parents may bring small individual items such as cupcakes, brownies, etc. Parties should take place after lunch at 1:00PM.

Books

All books and equipment must be cared for and properly maintained. Each child is responsible for keeping his/her books in good condition. Books and other equipment that are lost or defaced become the liability of the student and his/her parents. If a book is lost or defaced, the school will bill the parents for the cost.

1. ASSIGNED TEXTBOOKS: When a textbook is lent to a pupil on a semi-permanent basis, the New York State Department of Education requires that:
 - a) the pupil's name be placed in the space provided in each book
 - b) the teacher makes a record of the number of the book
 - c) the teacher makes a record of the condition of the book
2. SUPPLEMENTARY BOOKS: When books are handed out to the children for use during a specific period within the classroom, they will be immediately collected after they have been read. If the book is to remain with the child for any length of time, his/her name must appear in the book and the teacher should have a record of this.

Buses

Busing is provided according to NYC DOE mandates to students from their residence or a designated bus pick up and/or drop off location. The public school district where the student resides provides and manages this service.

To obtain student transportation in school districts outside of New York City, parents must notify the main office.

Students and parents should consider riding on the school bus as a privilege and an extension of the school. Thus, students are to always demonstrate a respectful and safety-conscious attitude on the bus.

- Students should always obey the driver and monitors.

- Students should do nothing to cause annoyances or distraction to the driver, as this places the safety of all in danger.
- In cases of extreme or persistent misbehavior, the school will work in consultation with the public school district about possible consequences which include bus suspension and/or removal from transportation service.

Change of Address, E-mail, Phone

The office must be informed immediately if there is a change of home address, email address, cell phone number or home telephone number for purposes of mailing and/or emergency notification. Parents must also submit proof of address change by submitting a utility bill or other sufficient documents to the main office.

Child Abuse Laws

Under NYS law, school personnel are legally obliged to report any suspected cases of child abuse or neglect to the proper agency. In so reporting, no allegation is made against a parent or caregiver. Rather, it is a judgment by the school that the child may be presenting signs of abuse or neglect.

Child Custody

At the time of school entry or at any other time when a change in custody status/arrangements occurs, it is the responsibility of the parent(s) to provide the principal with a copy of the legal document from the parent for any student for which there is a legal custody agreement or for any student not residing with his/her parent.

School communication with the appropriate guardian is essential. Accordingly:

- Custodial parents must identify in writing other adults who may have access to information regarding their child.
- Non-custodial parents may receive information (when requested) regarding the child unless specific documentation to the contrary is provided in the legal custody agreement.

Non-custodial parents may pick up a child only if written permission has been granted by the custodial parent.

Communication

Since, as parents, you are the child's first teachers, you are our partners in education. Therefore, regular communication with you is an essential part of your child's school experience. Scheduled parent conferences allow teachers and parents to discuss student achievement as well as to develop means to assist students in areas of difficulty.

A parent may request a meeting with a teacher at any time by simply sending a note to the teacher in question and the teacher will arrange for this meeting outside class time at a mutually convenient time. The meeting should take place in the classroom or someplace that ensures privacy, never in a hallway or on the street. A parent who is refused such a meeting should notify the principal.

Parent-teacher conferences will be scheduled each year in conjunction with report card distribution to provide an opportunity for in-depth discussion of student growth. Parent-teacher conferences are required at the end of the first trimester. Teachers are expected to be reasonably available to parents throughout the school year in order to keep open the lines of communication in the best interest of the students.

G.C.A communication to parents and staff arrive via MESSENGER. You will receive messages via text, email, and phone call. New parents who have not registered with Messenger need to Text "Y" to 67587 to receive our notices. We keep parents informed of important information, notices, and events through this platform. These automated messages will serve as the primary means of communication to parents. It is very important for parents to keep their contact information always updated. If you need to update your phone number, email, and/or address (require proof of new address) please email Ms. Gloria with the updated information and your child's name and class at gmateo@gcacs.org.

Parents will be able to view all subject grades and test scores on JUPITER. A ZOOM workshop will be scheduled. See G.C.A. Website for information.

Our WEBSITE contains all the important information for parents. (www.gcacs.org)

Our Executive Director's Newsletter is a must read every week.

Parents are welcome to attend Mr. Victor's Daily Town Hall Meeting via Zoom **at 8:15AM daily.**

Confidentiality

There is a professional, legal, and moral ethic that requires all persons to safeguard all student information of a privileged nature.

It is imperative that such information be regarded as a sacred trust.

- If there is evidence of knowledge that could impact the health or safety of any person, the teacher has the responsibility to share the information with the principal.
- Under Section 423 of the Child Protective Services Act, school officials are required to report when they have reasonable cause to suspect that a child coming before them in their professional or official capacity is an abused or maltreated child (See section on Child Abuse).

The rules that govern privileged information apply, as well, to any personal or academic information that is discovered through daily classroom instruction or other social interaction with students, parents, or peers. Always, the sense of confidentiality should prevail.

Contacts with the Media

Parents have the right to exclude their children from videotaping, audio recording, school pictures, photography or participation involving printed materials or on the internet. Parents should provide such documentation to the school office; otherwise, they must fill out the media authorization release form.

Crisis/Emergency Information

Should a crisis require evacuation from the school building, students will be brought to a safe place located at P.S. 182, 601 Stickball Blvd., Bronx, NY 10473 and parents/guardians should meet them at this location.

An emergency notification and message will be sent to notify parents directly about the crises via Jupiter and school messenger.

For further information concerning the crisis, parents can refer to the following:

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|-----------------|
| On the Internet |
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| Instagram: gca_charter Facebook: Grand Concourse Academy Charter School Website: www.gcacs.org |
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In case of weather emergencies, GCA will follow New York City Public Schools' school closures or delayed openings. See section for Emergency Closings /Delayed Openings.

Daily Schedule

The following schedule will be observed by Grades K - 8:

| Daily Routine | |
|----------------|---------------------------------------|
| 8:00 AM | Student Arrival/Morning Announcements |
| 8:15 AM | Classes Begins |
| 10:45 AM | First Lunch |
| 11:30 AM | Second Lunch |
| 12:20 PM | Third Lunch |
| 1:05 PM | Fourth Lunch |
| 3:45 Dismissal | Grades K-8 |

Students must not arrive on the school grounds prior to 8:00 AM.

To avoid interruption during the school day, any messages, forgotten lunches, books and boots, etc. must be taken to the reception desk and not to the classrooms while school is in session. The school office will see to it that the child receives these items.

Discipline Code for Student Conduct

To administer the process of handling discipline more effectively at Grand Concourse Academy, the following assignments are made:

- Level 1 infractions are to be handled by teachers. Teachers are to always maintain dignity and respect when handling discipline. Teachers are required to keep a behavior log in which they track inappropriate behaviors and the consequences of those behaviors.
- Level 2 infractions are to be referred to the Assistant Principal for that grade. A referral form must be completed for such referrals. Any referrals for repeated Level 1 infractions must also be accompanied by a copy of the teacher's behavior log.
- Level 3 infractions are the most serious infractions and are to be immediately referred to an Assistant Principal who will bring it to the attention of the Executive Director.

These assignments are made to facilitate the process, but do not mean that *only* these designees will handle disciplinary actions. Any administrative personnel who are on the premises or in proximity to the situation are available to handle any case at any moment.

To facilitate the process of administering discipline at Grand Concourse Academy, we are categorizing misconduct/infractions into three levels. They are as follows:

Level 1 Infractions -include, but are not limited to, infractions within the confines of the classroom, which disrupts the orderly educational process of oneself and/or other students. Some examples of these infractions are as follows:

| <u>Infraction</u> | <u>Recommended Disciplinary Action</u> |
|---|---|
| <p data-bbox="77 220 240 252"><u>Attendance</u></p> <ul data-bbox="99 268 760 577" style="list-style-type: none"> <li data-bbox="99 268 760 388">● Disrupting classroom instruction by talking or causing inappropriate sounds, noises, or using profane language. <li data-bbox="99 405 760 478">● Failure to make required efforts to do class work. <li data-bbox="99 495 760 527">● Unexcused absences (after 3 days) <li data-bbox="99 543 760 577">● Persistent or excessive absences or lateness <p data-bbox="77 632 391 663"><u>Academic Dishonesty</u></p> <p data-bbox="99 680 737 753"><u>(Students will receive a failing grade for the assignment)</u></p> <ul data-bbox="99 770 315 852" style="list-style-type: none"> <li data-bbox="99 770 315 802">● Cheating <li data-bbox="99 819 315 852">● Plagiarizing | <p data-bbox="808 220 1469 768">Level 1 Infractions, unless frequently repeated, must be handled by the classroom teacher. Teachers are, however, required to keep a log/record of each discipline situation handled in the classroom via Jupiter and Teacher's Logbook. Teachers need not immediately contact the Assistant Principal, or counselor when handling a Level 1 infraction. Teacher's will, however, be expected to inform the Assistant Principal via email within 24 hours of contacting the parent and the Assistant Principal will follow up with the parent in a timely manner.</p> |

Bullying, including cyberbullying and gang-related incidents.

- Intentional conduct, including verbal, physical or written conduct, or electronic communication that is threatening or seriously intimidating and substantially disrupts the orderly operation of the school.

Bus Violation

- Minor disruption on the bus (e.g., eating, drinking, being too loud, standing)

Classroom and Hallway Disruptions

- Talking out in class or out of turn, throwing objects, mild harassment, and any other behavior that causes a distraction to the learning environment,
 - Running.
- Littering
- gum chewing
- Unauthorized use of cell phones, toys, audio devices, or other similar items.
- Crawling on the floor.
- Physical contact by tussling, pushing, tripping, horse-playing with no injuries.
- Arguing or speaking disrespectfully to other students or to adults verbally or electronically

Disrespectful Behavior

- Making inappropriate gestures, symbols, comments, or using profane or offensive language verbally or electronically.
- Using verbal insults or put-downs, or being dishonest to, misleading or

Classroom Intervention and responses

- Contact parents via telephone, email, or text message.
- Verbal corrections
- Reminders and redirection
- Written reflections or apology
- Seat change
- Parent or guardian conference
- Daily progress sheet
- In-class time-out
- Establish buddy teacher system.
- Loss of classroom privilege
- Teacher student conference
- Detention

Student support interventions and responses

- Parent/guardian notification
- Community conferencing
- Mentoring program
- Peer mediation
- Functional behavioral assessment
- Conflict resolution
- Short-term behavioral intervention plan

giving false information to school staff.

Defiance of Authority or insubordination •

Failure to follow directions.

- Failure to respond to school staff questions or requests.

Dress Code Violation

- Any violation of the dress code standard.

Fighting

- Physical aggression with another student (shoving or pushing of personal property)

Physical Contact with School Personnel

- Unintentional physical contact with school personnel

Portable Electronic Devices Used at Unauthorized times.

- Use of cell phones or other electronic devices (Only on the first infraction will students be given a warning)
- Use of computers, school phones, copy machines, fax etc.

Property Damage

- Minor or accidental damage (Less than \$50)

Refusal to Obey School Policy

- Failure to comply with school rules, regulations, policies and or procedures, not otherwise defined in the suspension code.

Sexual Based Infractions

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| <ul style="list-style-type: none"> ● Sexual harassment (elevator eyes, moans, suggested indecent exposure or references). | |
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Level 2 Infractions – are categorized as intolerable behaviors that not only break the school rules but pose a direct threat to the safety of others and seriously disrupt the educational process or conduct of activity in the classroom hallways, gymnasium, school grounds, school trips or walk, and during transit to and from school. These infractions include, but are not limited to:

| <u>Infraction</u> | <u>Recommended Disciplinary Action</u> |
|---|--|
| <ul style="list-style-type: none"> ● Assault – carrying out a deliberate action aimed at causing injury or hurting other student(s). ● Battery – physically striking, punching, kicking, or pushing another student with force to cause an injury either with body, weapon, or any dangerous object. ● Seriously disrupting and impeding classroom activities or school related functions to the degree that the student is putting him/herself or others in danger. ● Extortion – forcing a student to give up money, toys, or anything of value by using threats, intimidation, coercion, or force. ● Throwing, propelling, potentially harmful objects – anywhere in or around school grounds. ● Fighting or any careless or malicious action that results in the injury of a person or damage to property. ● Hitting, striking, or punching a classmate. ● Knowingly making a serious, false allegation about a staff member or student. ● Stealing, theft, or accessory to theft. ● Sexual harassment. | <p>All Level 2 infractions must be referred directly to the designated administrator. The administrator will evaluate the situation and issue appropriate consequences.</p> <p>Referral to an administrator for habitually repeated Level 1 infractions must be accompanied by a referral form and a copy of the teacher’s behavior log.</p> <p>Support Staff and administrative intervention and responses</p> <ul style="list-style-type: none"> ● Change in schedule or class. ● Parent or guardian notification ● Restorative justice and community service ● Loss of privileges ● Detention ● Conflict resolution ● Peer mediation ● Short term suspension (1 to 5 days) ● Referral to IEP Team ● Revision to IEP as needed. ● Referral to community conferencing council and community mediation |

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| <ul style="list-style-type: none">• Arson, setting fire to a building or other property. | |
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| <ul style="list-style-type: none"> ● Intimidating school staff or students, bullying, or threatening them with violence. ● Pattern of bullying, cyberbullying or harassment of school staff or students or threatening them with violence or cyberbullying. Bullying is a pattern of behavior that creates a hostile school environment. ● Habitual or serious breach of bus rules. ● Defacing and or destroying school property resulting in significant damage. ● Obscene behavior or sexual misconduct. ● Leaving a supervised, assigned area without permission (e.g., leaving the building or classroom without permission). ● <p>Habitually repeating offenses from Level 1.</p> | |
|--|--|

Level 3 Infractions –are categorized as intolerable behaviors, involving weapons, contraband/illicit substances, or repeated deliberate attempts to hurt others that not only break the school rules, but pose a direct danger to the safety of others and seriously disrupt the educational process or conduct of activity in the classroom, hallways, gymnasium, school grounds, school trips or walk and during transit to and from school. These infractions include, but not limited to:

| | |
|---|--|
| <p style="text-align: center;"><u>Infraction</u></p> <ul style="list-style-type: none"> ● Consistently repeating or escalating level 2 infractions will progress to level 3. ● Having any device or weapons, dangerous objects, including but not limited to lighters/matches, knives, metallic knuckles, mace/pepper spray, any chemical weapon or device, chemical, or fireworks including smoke/stink bombs or laser pens or using toy/imitation weapons in a threatening manner. ● Possessing any illicit substances or materials. ● Repeated or aggressive sexual harassment. ● Causing physical harm with a weapon. ● Smoking (cigarettes, marijuana, electronic vapors, etc.) | <p style="text-align: center;"><u>Recommended Disciplinary Action</u></p> <p>Level 3 infractions must be referred directly to an administrator. All Level 3 infractions may lead to suspension. The Executive Director may exercise his power of discretion under mitigating circumstances.</p> <p>Some egregious offenses or chronic repeat offenses may lead to expulsion from Grand Concourse Academy. These cases may be submitted to the Board of Trustees for further action.</p> <p>Extended Suspension and Referral Responses</p> <ul style="list-style-type: none"> ● Parent/ Guardian Notification |
| | <ul style="list-style-type: none"> ● Extended suspension ● Functional behavioral assessment and contract ● Community conference ● Expulsion (serious behavioral infractions) ● Referral to IEP Team for manifestation Determination (Students with Disabilities) ● Alternative Educational Placement ● Behavioral Intervention Plan ● Community Mediation ● Permanent Expulsion |

Behavior Policy for Students with Disabilities

1. **Introduction:** This Behavior Policy for Students with Disabilities is established to ensure that students with disabilities are provided with a supportive and inclusive educational environment that addresses their unique needs while maintaining consistency with the school's existing code of conduct.

2. **Adherence to Code of Conduct:** All educators and students, including those with disabilities, are expected to adhere to the school's code of conduct. This code promotes a positive and respectful learning environment for all.
3. **Understanding and Considering Disabilities:** Educators will be educated and trained to understand and consider the specific disabilities of each student. This understanding will guide appropriate interventions and responses in accordance with the Individualized Education Program (IEP) of the student.
4. **Behavior Intervention Plans (BIP):** Students with disabilities may have Behavior Intervention Plans (BIPs) developed as part of their IEP. These plans will be tailored to the unique needs of each student, addressing their behavioral challenges and outlining strategies for positive behavior support.
5. **Interventions and Supports:** Educators will implement appropriate interventions and supports outlined in a student's IEP to address challenging behaviors. These interventions should be consistent with the student's disability, aiming to minimize disruptions to the learning environment.
6. **Manifestation Determination Meeting:** In the event of behaviors resulting in potential suspension for more than 10 days, a manifestation determination meeting will be conducted by the Committee on Special Education (CSE). This meeting will assess whether the behavior is a manifestation of the student's disability and if further modifications to the IEP or behavior intervention plans are warranted.
7. **Communication and Collaboration:** Continuous communication and collaboration among educators, support staff, parents, and students will be encouraged to ensure that all parties are informed and actively involved in addressing behavioral concerns and implementing appropriate strategies.
8. **Parental Involvement:** Parents or guardians of students with disabilities will be actively engaged in the behavior management process, including the development and review of BIPs and participation in manifestation determination meetings, to ensure a holistic and collaborative approach to behavior support.
9. **Review and Updates:** This policy will be regularly reviewed and updated to align with the evolving needs of students with disabilities, advances in best practices, and changes in regulations pertaining to special education.

By following this Behavior Policy for Students with Disabilities, we aim to create an inclusive and nurturing environment that maximizes the potential of all students, including those with disabilities.

Dress Code

Your school uniform confirms your attendance at Grand Concourse Academy Charter School and is a symbol of unity within the school community. It minimizes distractions in the learning process. It is important that you take pride in your appearance by wearing your complete uniform, always remembering that by wearing it inside and outside the classroom and the school you are representing the school and your behavior should be a credit to both yourself and the school community.

Students may wear hijabs, turbans, or other head coverings in accordance with their religious beliefs.

The presence of anything that proclaims a current or old fad is not permitted.

Sneakers must be flat, must have rubber bottoms, and must be recommended for running, walking, or basketball. Sneakers must be secured by properly tying shoelaces or by closing Velcro attachments. Fashion sneakers, platform sneakers, raised heels, slip-on sneakers, ballet slippers, crocs etc. are not permitted. Students who wear unacceptable footwear will have their parents contacted; will serve detention and/or may not be allowed to participate in gym class. This will affect the physical education grade on the report card.

Personal Appearance

A good personal hygiene routine should be followed daily: ears, neck, and fingernails should be given special attention. When appropriate, children should be instructed in the use of deodorant. Uniforms should be neat and clean. Hair should be clean and well groomed. Bangs should not be so long that they impede vision. Nails should be at moderate length in order to limit distraction. Parents will be notified if a child comes to school consistently in an unkempt manner. If no improvement is noticed within a reasonable amount of time, an appointment with the parents and with the guidance office will be made by school officials.

Drug and Alcohol Policies

In recognition of the seriousness of drug and alcohol problems to which children are exposed, the school will follow the policy as stated below:

- If a teacher suspects that a child is under the influence of either drugs or alcohol, the matter will be referred to the Executive Director immediately.

- The Executive Director will verify the teacher’s observation and will notify parents.
- If the student confirms suspicion or appears unstable, student should be brought to the attention of the school Nurse (as per the Emergency Guidelines)
- If necessary, the principal will call 911 (as per the Emergency Guidelines)
- The police may be called if the student is in possession of an illegal substance (as per the Emergency Guidelines)
- Parents must pick up the child immediately should it be determined that the suspicion is founded. Parents will be expected to follow the recommendations of the Executive Director if the child is to continue in the school; and
- Any student who appears to be under the influence of alcohol or any drug and appears at a school function in questionable condition will be barred from attending or participating in that ceremony, party, dance, or school outing. Parents will be notified, and appropriate action will be taken, which may include suspension or expulsion from the school.

Electronic Devices

Electronic devices may be dynamic tools in the 21st century school environment, but only when used appropriately by faculty, administration, staff, and students.

The use of electronic devices by faculty, administration, staff, and students must be appropriate to the educational setting, and may not distract the student, other students, or the class during the school day and after school. (i.e., cell phones, iPads, iPhones, Smartwatches, and other personal electronic devices).

In the event an electronic device, including a student cell phone, is believed to contain evidence of a violation of school policy and/or a threat to the school community, the individual possessing the electronic device is obliged to grant the administration of the school access to the device and the information on the device to ensure compliance with the policy and the safety of the school.

Cell Phone/ Distraction-Free School Policy

Purpose

This policy establishes clear guidelines regarding the use of internet-enabled devices on school grounds during the school day, in alignment with the New York State Fiscal Year 2026 Budget directive. The policy is designed to minimize distractions, promote student well-being, and create equitable learning environments.

Scope

This policy applies to all students enrolled in Grand Concourse Academy Charter School and is enforceable across all school grounds during the instructional day, including before school and lunch periods.

Policy Statement

Effective August 1, 2025, students are **prohibited from using internet-enabled devices** during the school day **anywhere on school grounds**, including classrooms, hallways, restrooms, cafeterias, and outdoor areas.

Permitted Exceptions

Use of internet-enabled devices is only permitted under the following exceptions:

1. **Healthcare Management**

Required to monitor or support student health (e.g., diabetes monitoring apps).

2. **Emergency Situations**

Students may contact parents by using a staff cellphone for communication in the event of a verified emergency.

3. **Legal Requirements**

As required by state or federal law.

4. **IEP or 504 Plans**

When internet-enabled devices are included in a student's individualized education plan or 504 plan.

Family Communication Options

To ensure ongoing communication between families and students, the following contact methods will be provided:

- **Main Office Phone Line:** Parents/guardians may contact the school office and/or administration to relay messages to their child.
- **Emergency Protocols:** Families will receive direct communication in emergency cases via school notification systems such as Jupiter ed and/or Messenger.

All administrator contacts are found on the school website page at www.gcacs.org under the Department tab.

On-Site Device Storage

Students who bring internet-enabled devices to school must turn it in to their teacher before the school day begins.

- **Turn-In Policy:** Students are mandated to turn in all electronic devices including cellphones, EarPods, smartwatches, meta glasses, etc. All devices must be turned off and given to their teacher.

Devices must remain off and out of reach throughout the school day unless one of the permitted exceptions applies.

Disciplinary Approach

Students will **not** be suspended **solely** for violations of this policy. Progressive discipline and restorative practices will be used. Responses may include:

- Verbal warning / Parent/guardian notification
 - Temporary loss of privilege to bring devices to school
 - Permission removed to bring electronic devices to school
 - Detention / Suspension
-

Policy Review and Revision

This policy will be reviewed annually by the school leadership team and local stakeholders to ensure effectiveness, fairness, and compliance with state guidelines.

Student Expectations in Use of the Internet

The use of the Internet is a privilege, not a right, and inappropriate use or violation of any of the following standards will result in serious consequences and could result in expulsion from the school.

1. Use of the computer at school is limited to school-related activities. Internet users are expected to behave responsibly in accessing and viewing information that is pertinent to the mission of the school.
2. Vandalism and other infractions of school policy while using the Internet will result in immediate cancellation of privileges along with disciplinary action.
3. After School/Home Access requires students to follow the same student expectations as stated in the "Discipline Code for Student Conduct" and "Harassment Policies" in the student handbook.
4. Students must abide by the generally accepted rules of network etiquette both inside and outside school thus including all social media platforms.
5. Students are responsible for their explorations on the Internet and are subject to the consequences of the school's discipline policy.
6. Students must sign a contract indicating their understanding and acceptance of the school's guidelines.
7. Parents must give their permission for their child to use the Internet for educational purposes as an individual by signing the Contract Form once conditions are clearly understood. Parents also have the option of denying permission for their child to use the Internet independently at school.

Standards of Behavior

- Be courteous and respectful in your messages to others thus including all social media platforms.
- Use appropriate language. Do not use vulgar, harassing, obscene, threatening, bullying, abusive, or sexually offensive language, or make any statements that are slanderous or disparaging of any students or adults.
- Never visit inappropriate or offensive websites.
- Never download materials from inappropriate or offensive websites.

- Never expose yourself in an inappropriate way.
- Never agree to get together with someone you “meet” on-line.
- Only public domain software (“shareware”) can be downloaded.
- Copyright laws must be respected. Do not make unauthorized copies of software and do not give, lend, or sell copies of the software to others.
- Do not use the Network/Internet for illegal activities.
- Do not reveal personal passwords, use or try to learn others’ passwords. Do not copy, change, read or use another user’s files without prior permission from that user. Do not attempt to gain unauthorized access to system programs for computer equipment.
- Do not post personal messages on bulletin boards or “list servers.” Send personal messages directly to the person to whom you want to write.
- Do not use the network in such a way that you would disrupt the use of the network for other users.
- Do not waste or take supplies such as paper, printer cartridges, and diskettes that are provided by the school.
- Talk softly and work in ways that will not disturb other users. Keep computer work areas clean and do not eat or drink in the computer lab.
- If students encounter material on a network/bulletin board that is not appropriate (vulgar jokes, statements of belief that some might consider immoral, etc.) the student is responsible for not pursuing this material and reporting the matter to appropriate school personnel.
- The use of cell phones, camera phones or other digital media is prohibited during the school day. Cell phones, camera phones, or other personal electronic devices will be confiscated if students use them during the school day without permission. In addition, any student who uses a camera, camera phone or other personal electronic devices in school will be suspended. Further disciplinary measures including expulsion, will be considered depending on the nature of the camera, camera phone, or personal electronic device use.
- Technology use outside normal academic hours and/or off school grounds (including but not limited to cell phones, email, text messages, camera-phones, cameras), chat lines, bulletin boards, etc., are subject to the same guidelines as cited in the “Discipline Code for Student Conduct,” “Harassment Policies,” and the “Summary Statement thus including all social media platforms.
- The school reserves the right to seek financial restitution for any damage caused by a student or other user. The system administrators will deem what is inappropriate use, and their decision is final. The administration, faculty, and staff of the school may request the system administrator to deny, revoke, or suspend specific

privileges. Violation of the rules and code of ethics described above will be dealt with seriously.

- *Transmission of any material in violation of any U.S. or state regulation is prohibited.* This includes, but is not limited to: copyrighted material, threatening or obscene material, or material protected by trade secret. The use of school computers and networking resources for commercial activities is not permitted. Their use for product advertisement or political lobbying is also prohibited.

We understand the importance of your child bringing a cell phone to school – in this day and age, families need all of the communication possible once school ends.

Expectations and Responsibilities for Students

Students attend the school to fully develop their talents and capabilities. To accomplish this, students are asked to:

- Always do their best work.
- treat all members of the school community (i.e., teachers, staff, parents, and students) with respect. This includes respecting the work of others by not cheating.
- obey all school rules and regulations, including those forbidding the use of
- drugs, alcohol, cigarettes, or disruptive behavior.
- develop personal standards of conduct that reflect morals and behavior, and refrain from the use of inappropriate language, verbal threats, and sexual behavior (including touching, gestures, writing, and dress).
- speak in a well-modulated tone of voice.
- observe the school dress code, including standards on non-uniform days.
- help care for school property and keep the school free from damage and defacement.
- report concerns to an adult, especially if they witness what they know to be a violent or criminal act or become aware of a potentially violent or criminal act in school or at a school function.

Extracurricular Activities

Students are encouraged to participate in extracurricular activities of the school. Participation in these activities is a privilege. Students are expected to fulfill their obligations in the classroom (classwork and homework). To participate in extracurricular activities, students must pass each subject on their report card and model acceptable behavior both during the school day and during the selected activity. Failure to meet academic or behavioral requirements will result in the student's suspension or dismissal from the activity. Participation in these activities requires a commitment of both student and parent. Attendance will be taken at each activity to determine a

student's participation. In individual cases regarding participation in extracurricular activities, the principal holds the final determination.

Faculty Meetings

Faculty Meetings and Professional Development are scheduled on half-days of each month unless parents are otherwise notified. Kindergarten – 8th grades will be dismissed at 11:00 AM on these days. Please be sure to check the monthly calendar. The afterschool program will not be in session on half-days.

Field Trips

Field trips must serve an educational purpose and their value should be an integral part of the school's instructional program. They broaden the students' educational experiences. Field trips are privileges given to students; no student has a right to a field trip.

- Field trips are designed to correlate with teaching units and to achieve curricular goals.
- Field trips vary for each grade level.
- Field trips are permissible when advanced planning, location, and the experience to ensure a successful learning opportunity.
- Individual teachers in consultation with the administration reserve the right to restrict or deny student participation on any field trip due to poor conduct or behavior.
- A written official permission slip, signed by the parent, is required before a child is permitted to attend a field trip. Verbal or faxed permission cannot be accepted. Permission slips are due in the office 48 hours before the day of the trip.

Fees

Any participation in the school's fundraising activities is purely optional on the student's/family's part. All profits from the fundraiser are to support student activities. Senior fees vary from year to year. Senior dues include cap and gown, yearbook, senior prom, and senior trip.

Evacuation and Lockdown Drills

Evacuation and lockdown drills at regular intervals are required by the law and are an important safety precaution. It is essential that when the fire signal is given, everyone obeys promptly and clears the building by the prescribed route as quickly as possible. Students are not permitted to

talk during an evacuation drill and are to remain outside the building until a signal is given to return inside. Teachers will direct the students. For other emergency drills (e.g. lockdown drills), students are expected to remain quiet and follow teacher directions.

Guidance

Guidance counselors are a resource available to school students. Service may include counseling, psychological intervention and support for families experiencing change. If you feel that your child needs someone to speak to, please send an email to our School at-risk Counselors, Ms. Ormsby, sormsby@gcacs.org or Mr. Barzey rbarzey@gcacs.org and they will arrange appropriate support for your child(ren). GCA will also have a School Counselor for Mandated Counseling, TBD.

Intervention Response: Positive Relationships

Experience and research show that positive relationships helped students learn. When our communities, schools, and homes are free of fear, anger, and other distractions, human development can and will occur. We know that students are more likely to succeed when they feel connected to others in their community and are less likely to act in ways that cause disruption to their school and learning environment.

Tips and Tricks for De-escalating and Calming Conflict.

- Show students that you are unbiased and want to understand their point of view. Practice active listening and show sincere concern, to create positive relationships among students, parents, and other adults. When we act in this manner, trust will become the foundation for academic success and conflict resolution.
- Ask questions. When asking questions, be sure to ask questions that are open-ended. If you do not understand the student's response, please ask the question in a different way, still being an open-ended question. When we ask open-ended questions, responses will most likely be more than a yes or a no. You may also get an insight on how the scholar was feeling in the moment of the conflict and why they responded in the manner they did.
- Use reflective listening when interviewing scholars in a conflict. Get the attention of an angry person by verbally reflecting the feelings you hear in a non-judgmental unbiased way. Let scholars tell their story, be sure not to influence what they are saying.
- Help students solve their own disputes. Create an atmosphere where they can speak freely and respectfully to one another and all those involved in the dispute. Use open ended questions and reflective listening to help them identify what the problems of the dispute were from each person's point of view. Guide students to resolutions that work for them

and for the community at large. Trust that your guidance will stand firm and make them aware of the expectations of the mediation process and the next steps that may occur if the process is deemed unsuccessful.

Skills and strategies for building positive relationships.

- Communicate understanding
- Structuring tasks for student success
- Reinforcing student behavior in a positive manner
- Setting rules limits and consequences
- Creating a safe and trusting environment
- Remaining neutral and unbiased
- Using non-judgmental language
- Responding only when a response is necessary.
- Staying calm in tense situations
- Encouraging scholars to vent in safe nondisruptive ways.
- Listening and repeating what students say
- Identifying and labeling feelings, values, and topics to be resolved.
- Asking open-ended questions
- Assisting people and using a positive problem-solving process

Suggested practices for establishing positive relationships.

- Daily “Recap” sessions: an informal or unstructured group discussion, attended especially by people with shared interests, concerns, or problems.
- Morning Meetings
- Student Advisories: scholars meet in small groups with an adult advisor to focus on character and community development. Students discuss day-to-day issues, define their values, develop a trusting relationship with an adult advocate, enhance communication skills and participate in social justice or service-learning projects.
- Student Ambassadors: classmates vote on a student ambassador whose goal is to engage and incorporate students in activities that promote scholars’ sense of community and belonging in the school experience.

Additional intervention strategies

- Behavior Intervention Plan
- Community Conferencing

- Community Service ● Adult Conferencing
- Conflict Resolution
- Behavior Assessments
- Mentoring Program
- Parent Outreach
- Peer Mediation
- Referral to school-based or outside health and mental health clinics and services
- Restorative Justice Strategies
- Student Support Teams
- Referral to appropriate counseling services

Harassment/Bullying Policies

All persons have a right to be treated with dignity and all demeaning behavior is unacceptable. Students, parents, or guardians who become aware of acts of bullying or harassment involving any student must report these incidents to the principal.

The school provides a safe environment for all students. Verbal, internet, telephone, or written threats made against the physical or emotional well-being of any individual are taken seriously. Students making such threats, even in jest, face appropriate disciplinary action including detention, suspension, or expulsion. The principal investigates all complaints of harassment and bullying. Students determined to have been involved in harassing and/or bullying behavior are subject to detention, suspension, or expulsion and, where appropriate, will be referred for counseling services and/or reported to the local authorities.

Harassment, intimidation or bullying includes, but is not limited to, written, verbal, or physical acts, which physically harm a student or damages the student's property or has the effect of substantially interfering with a student's education or is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment or has the effect of substantially disrupting the orderly operation of the school. Harassment, intimidation, or bullying can take many forms including slurs, rumors, jokes, innuendos, demeaning comments, drawings, pranks, gestures, exclusion or other forms of relational aggression, or physical attacks, actions, or threats. Actions may take any form including written, oral, physical, or electronic.

No student shall be subjected to bullying and harassment on the basis of actual or perceived traits or characteristics i.e., age, color, creed, national origin, race, religion, gender, physical attributes, physical or mental ability, ancestry, political beliefs, socioeconomic status, or familial status.

Illness (see Medication)

If a child has a fever of 100.9 or higher, they are required to stay home until they are fever free for 24 hours without fever medication.

If a child has an illness or chronic medical condition, it is the parent's responsibility to notify the school nurse and to provide necessary documentation and medication. The school reserves the right to call 911 in any case of a medical emergency.

Any absence of 4 or more days will require a doctor's note for the child to be readmitted to class.

Immunizations

Students are required to have all vaccinations as required by the Department of Health before admission and for continued attendance at the school. See appendix for most current information published by NYC and NYS Departments of Health. It is the responsibility of the parents and their personal physician to ensure that, as immunization requirements change, students are kept current in their schedule. Students who are not up to date with their immunization will be excluded from school until proof of immunization is submitted to the school nurse. Gr 7 students are required to have one updated vaccination.

Jupiter

Grand Concourse Academy Charter School is committed to making sure our parents are the most engaged and communicated within all of New York City.

Jupiter is our school's information system database that teachers use as a gradebook where parents have access to monitor their child's progress and communicate with teachers. It is a great addition to the phone calls, emails and GCA Principal Newsletters that the school already uses to communicate with you.

<https://login.jupitered.com/login/>

If you have not setup your account or need your passcode reset, please click "Help Me Login" and follow the prompt to reset information.

Lateness

Student lateness interrupts the learning process for your child and all other children in that classroom. Any student arriving at school after the published opening time is considered late. If late, the student must sign in at the reception desk. Repeated lateness affects your child's ability to be on the honor roll and may lead to disciplinary action.

Lunch/School Meals

GCA provides free breakfast and lunch as well as after-school snacks for students in Grades K through 8. Weekly menus are posted in the cafeteria, on the school website, and in the weekly Executive Director's Newsletter.

All N.Y.C. students are eligible for free meals at school. Students will receive both breakfast and lunch at school. Parents are required to complete an application online at www.myschoolapps.com. These applications help determine funding for our school and to better support your child(ren).

Deliveries of breakfast or lunch are not permitted since it interferes with instruction and school operations.

In the cafeteria:

- Each grade is assigned a seat in the lunchroom and is expected to remain seated until dismissed.
- Soda and Glass Bottles are NOT permitted.
- Soft reusable lunch bags with the student's name on them are recommended. Paper bags and hard cases are not recommended for obvious reasons.
- It is the responsibility of the individual child to keep the area clean.
- Respect and obedience are to be always shown to those who work in the lunchroom.
- In good weather, the children go directly from the lunchroom to the play yard.
- During inclement weather, students will remain indoors during recess.

Medications

If a student needs any kind of medication during the school day, it is the parent/guardian's responsibility to bring the medication to the school nurse to be kept there. A written statement from the parent or guardian requesting administration of the medication in school as ordered by

the licensed prescriber is required. Parents must obtain, complete, and return a Medication Administration Form from the nurse. (Medical 504- see appendix)

Medication must be CURRENT presented in a BRAND NEW, UNOPENED properly labeled container. Prescription medication must be in the original container. On prescription medication, the pharmacy label should display:

- student name
- name and phone number of the pharmacy
- licensed prescriber name
- date and number of refills
- name of the medication and dosage
- frequency of administration

Medication such as asthma pumps or epi-pens should not be transported daily to and from school. Parents should be advised to ask the pharmacist for two containers – one for home and one for school.

The school may receive a written request from a parent or physician to permit a student to carry and self-administer his or her own medication. Under certain circumstances, it may be necessary to do so. Such a decision will be made on a case-by-case basis and will reflect the age and maturity of the child, as well as:

- severity of health care problem, particularly asthmatic or allergic conditions
- prescriber order directing the student to be allowed to carry his/her medication.
- written statement from parent requesting compliance with prescriber order.
- student has been instructed in the procedure for self-administration and can assume this responsibility.
- Parent contact is made to clarify parental responsibility in monitoring the child on an ongoing basis to ensure the child is carrying and taking the medication as ordered.

Money

Money that is brought to school for a specific purpose (class trip, book fair, etc.) **must be** put into an envelope with the child's name, grade, and amount. If a student does bring money to school, the money should be kept on the student's person and not left in the school bag, a coat pocket, lunch box, or desk. The school cannot be responsible for lost money.

Parents as Partners

Just as the parents look to the school to provide the facilities and trained personnel that are essential to their child's proper development, so the school looks to the parents to assume active responsibilities that cannot be delegated to others.

No school can be wholly effective in teaching the values and the virtues of honesty, respect for authority, consideration for the rights and property of others, and standards of personal morality and integrity unless these principles have been established, upheld, and valued in the home. If parents cooperate with the school, instill respect for the integrity of its teachers and administration, and actively support their authority in the home, this is likely to be reflected in the positive attitudes of their children. Parents are invited and encouraged to participate in the academic programs developed for the education of their children. The wide spectrum of this involvement includes participation in school events volunteer work, participation in parentteacher conferences, attendance at meetings and seminars designed to help parents assist their children at home, and active involvement in the school's parent/teacher organization.

Parents are asked to take an active role in their child's education by:

- Reading the weekly Executive Director's Newsletter for important information and updates for all things GCA related.
- Checking Jupiter for student's academic progress.
- Assisting their child in his/her academic and moral development by carefully reviewing class work, test results, progress reports, and report cards; supervising home study; and reinforcing school policies.
- explaining and reviewing periodically the school behavior code with their child. Parents should discuss school disciplinary episodes in relation to the school behavior code.
- recognizing their child's talents and interests so they may be developed in cooperation with the classroom teachers.
- seeing that the dress code is enforced and insisting that children dress accordingly.
- insisting on their child's regular school attendance and punctuality and on complying with attendance rules and procedures.
- providing proper supervision at home, and not tolerating harassment, inappropriate or violent behavior, or viewing such in videos, movies, song lyrics, and on the internet.
- teaching their child respect for law, for authority, for the rights of others, and for public and private property. This includes showing respect for the work of others by not tolerating cheating in any circumstance.
- arranging for a time and place for their child to complete homework assignments.

- working with the school in a cooperative effort to carry out the recommendations made in the best interest of their child, including those related to educational evaluations and counseling.
- attending all Parent-Teacher Conferences
- by always interacting in a respectful manner when speaking with or about the administration, teachers, and staff of the school. Verbal abuse or physical harassment may result in your child being suspended and/or expelled from GCA.

The education of a student is a partnership between the parents and the school.

Parent Organizations

A Home-School partnership provides an effective channel of communication between parents and teachers for the benefit of the students and the whole community. Its main purposes are: • to create mutual support and understanding between home and school, and thus bring about a total learning environment for students.

- to provide a means for keeping parents informed of school activities, programs, etc., and if any, parent service requirement.
- to provide parent workshops.

GCA has a parent liaison that can assist with parent concerns. Please contact Mrs. Esonia Knight, Parent Liaison, eknight@gcacs.org

Release of Students (during the school day)

The school has a sign-out book located in the reception office. Occasions for the use of a sign-out book are:

- In the event of a student's illness, the parent or an adult designated by the parent must come to the school and take the child. It is against the law to dismiss a child during school hours except in the direct custody of a parent, guardian, or an adult designated by the parent. If the parent cannot be contacted, the school will contact the name listed on the child's emergency contact slip. Emergency slips will be completed in September and must be updated as necessary.
- ***When a student is released to a parent or guardian, that adult (must be 18 years of age or older) must sign the book.***

- For a pre-arranged appointment when the student is released, the parent, guardian, or approved adult must sign the book.

School Calendar

A yearly calendar is distributed at the beginning of the school year. Please refer to the School Monthly Calendar/Newsletter for any revisions to the Yearly School Calendar. Updates to the calendar are also sent home monthly and posted on the school's website.

Examination schedule will be sent to parents when dates have been finalized.

School's Right to Amend

The school reserves the right to amend this handbook without prior notice. Notice of amendments will be sent as necessary.

Security

To assure the security of the building and the safety of each child, the school strongly enforces its policy of requiring all visitors, even parents, to report to the reception desk. To avoid interruption of the learning process, no one may enter a classroom without the permission of the Executive Director.

The school has a Safety Plan, and each classroom has a school emergency resource folder.

Smoking

New York State Law prohibits smoking in school buildings and on school property. Smoking is always prohibited in the school building, in its parking lot and playing fields. This prohibition applies to faculty, staff, parents, and all visitors to the school. Smoking on the sidewalk in front of the school building is not allowed. This policy includes cigarettes, cigars, pipe or any other matter or substance containing tobacco, as well as the use of electronic cigarettes (e cigarettes), personal vaporizers, vape pens, e-cigars, e-hookah, vaping devices, mod systems, pod systems or any similar system.

Student Expectations in Use of the Internet

(Please see the first appendix below for complete policy requiring student's signature)

Students with Disabilities

G.C.A. has at least one Integrated Co-Teaching (ICT) class at every grade level. There are two teachers in an ICT class for half the day. One general education teacher and one special education teacher. Lessons are differentiated to meet the developmental needs of our children.

At G.C.A., we honor all students, whether the disability is developmental for learning or a physical disability.

G.C.A. actively works with an outside agency to assist in contracting Speech, OT, and PT providers to service students with IEPs.

G.C.A. is a barrier-free environment.

Summer School

G.C.A. offers a summer school program which is required for promotion for any student who has failed Mathematics and/or English Language Arts.

Students have the option to attend a locally zoned public school summer program. Students must successfully complete the summer program and pass a baseline assessment in September to be promoted to the next grade level.

The summer school report card must be submitted to the office in September. Failure to attend summer school will result in retention. It is the parent's responsibility to provide documentation that summer school has been successfully completed. In cases in which tutoring is allowed for the remediation, it must be undertaken by a qualified teacher.

Withdrawals and Transfers

Once a student has been registered in a new school, G.C.A. will first confirm the registration then release the student's records. A transfer request must be obtained from the school secretary. All books must be returned.

When a student transfers from one school to another, or enters high school, the new school may request a copy of the permanent record and health card from the former school.

Schools may disclose a student's cumulative record (i.e. permanent record, attendance record, test results) to another school with legitimate educational interest if a written request is made and when a custodial parent/guardian has given written permission for the release of the child's records. Parent/guardian signature is required for the release of a student's confidential file (i.e.

special education records, psychological reports, disciplinary records, anecdotal information, or reports by the school counselor).

At the discretion of the principal, each school has the right not to certify the student's graduation or provide transcripts of the student's academic record to third parties such as other schools, colleges, or employers, or to issue a diploma to the student, if there has been a breach of a material condition of the educational contract (i.e., failure to meet financial obligations, infractions against the school's code of conduct, etc.).

The school reserves the right to request the parent to withdraw his/her child from the school due to serious disciplinary issues.



Telecommunications Policy Acknowledgement Form 2025-2026

Student Expectations in Use of the Internet

The use of the Internet is a privilege, not a right, and inappropriate use or violation of any of the following standards will result in serious consequences and could result in expulsion from the school.

1. Use of the computer at school is limited to school-related activities. Internet users are expected to behave responsibly in accessing and viewing information that is pertinent to the mission of the school.
2. Vandalism and other infractions of school policy while using the Internet will result in immediate cancellation of privileges along with disciplinary action.
3. After School/Home Access requires students to follow the same student expectations as stated in the "Discipline Code for Student Conduct" and "Harassment Policies" in the student handbook.
4. Students must abide by the generally accepted rules of network etiquette both inside and outside school.
5. Students are responsible for their explorations on the Internet and are subject to the consequences of the school's discipline policy.
6. Students must sign a contract indicating their understanding and acceptance of the school's guidelines.
7. Parents must give their permission for their child to use the Internet for educational purposes as an individual by signing the Contract Form once conditions are clearly understood. Parents also have the option of denying permission for their child to use the Internet independently at school.

Standards of Behavior

- Be courteous and respectful in your messages to others.

- Use appropriate language. Do not use vulgar, harassing, obscene, threatening, bullying, abusive, or sexually offensive language, or make any statements that are slanderous or disparaging of any students or adults.
- Never visit inappropriate or offensive websites.
- Never download materials from inappropriate or offensive websites.
- Never expose yourself in an inappropriate way.
- Never agree to get together with someone you “meet” on-line.
- Only public domain software (“shareware”) can be downloaded.
- Copyright laws must be respected. Do not make unauthorized copies of software and do not give, lend, or sell copies of the software to others.
- Do not use the Network/Internet for illegal activities.
- Do not reveal personal passwords, use or try to learn others’ passwords. Do not copy, change, read or use another user’s files without prior permission from that user. Do not attempt to gain unauthorized access to system programs for computer equipment.
- Do not post personal messages on bulletin boards or “list servers.” Send personal messages directly to the person to whom you want to write.
- Do not use the network in such a way that you would disrupt the use of the network for other users.
- Do not waste or take supplies such as paper, printer cartridges, and diskettes that are provided by the school.
- Talk softly and work in ways that will not disturb other users. Keep computer work areas clean and do not eat or drink in the computer lab.
- If students encounter material on a network/bulletin board that is not appropriate (vulgar jokes, statements of belief that some might consider immoral, etc.,) the student is responsible for not pursuing this material and reporting the matter to appropriate school personnel.
- The use of cell phones, camera phones or other digital media is prohibited during the school day. Cell phones, camera phones, or other personal electronic devices will be confiscated if students use them during the school day without permission. In addition, any student who uses a camera, camera phone or other personal electronic devices in school will be suspended. Further disciplinary measures including expulsion, will be considered depending on the nature of the camera, camera phone, or personal electronic device use.
- Technology use outside normal academic hours and/or off school grounds (including but not limited to cell phones, email, text messages, camera-phones, cameras), chat lines, bulletin boards, etc. are subject to the same guidelines as cited in the “Discipline Code for Student Conduct,” “Harassment Policies,” and the “Summary Statement.

- The school reserves the right to seek financial restitution for any damage caused by a student or other user. The system administrators will deem what is inappropriate use, and their decision is final. The administration, faculty, and staff of the school may request the system administrator to deny, revoke, or suspend specific privileges. Violation of the rules and code of ethics described above will be dealt with seriously.
- *Transmission of any material in violation of any U.S. or state regulation is prohibited.* This includes, but is not limited to: copyrighted material, threatening or obscene material, or material protected by trade secret. The use of school computers and networking resources for commercial activities is not permitted. Their use for product advertisement or political lobbying is also prohibited.

Student Signature: _____

Date: _____

Parent Signature: _____

Date: _____



2025-2026 Handbook Acknowledgement Form

Parent/Student Signature Page

I/We understand that the handbook will only be published online in electronic format unless I ask for a printed copy. The handbook will also be emailed to the parent/guardian on the first day of school.

(Parents' signature)

(Parents signature)

(Grade 2 and above Student's signature)

(Grade 2 and above Student's signature)



Technology Use/Telecommunications Policy

Agreement for 2025-2026 School Year

User

I understand and agree to abide by the Telecommunications Policy/Student Expectations in the Use of the Internet agreement. I further understand that any violation of these regulations is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, school disciplinary action may be taken, and/or appropriate legal action may be taken.

User's name (please print): _____ Class: _____

User Signature: _____ Date: _____

Parent/Guardian

As the parent of this student, I have read the technology use agreement. I understand that this access is designed for educational purposes. I am aware that it is impossible for the school to restrict access to all controversial materials, and I will not hold them responsible for materials acquired in use. Further, I accept full responsibility for supervision when my child's use of the school's technology resources is not in a school setting. I hereby give permission for my child to use the school's technology resources and certify that I have reviewed this information with my child.

Parent's or guardian's name (please print): _____

Parent/Guardian Signature: _____ Date: _____



Neighborhood Walk Permission Slip/Media Release 2025-2026

1. Neighborhood Walk

As the parent/guardian of, _____ in class _____, I permit my child to accompany his/her class on neighborhood walks (i.e. public library, fire station, parks, etc.) for use in school related activities during school hours.

2. Photographs / Videos

As the parent/guardian of, _____ in class _____, I grant or deny permission to Grand Concourse Academy Charter School to use my child's photograph as marked by my selection below:

Grant permission to use my child's photograph in the following ways:

- ➔ **LIMITED USAGE:** I want my child's photograph to be used **ONLY** for educational materials published about the school in newspaper and/or television.
- ➔ **UNLIMITED USAGE:** I give permission for my child's photograph to be included on the school website **AND** for educational materials published about the school in newspaper or television. I do understand that my child's last name will not appear on any video or photographs on the school website.

➔ **DENY PERMISSION TO USE MY CHILD'S PHOTOGRAPH AT ALL.**

Parent / Guardian Signature: _____

Date: _____

If any changes occur, please notify the school immediately and we will update your child's record.



**Parent/Student Signature Page 2025-2026 Handbook Acknowledgement
Technology Use/Telecommunications Acknowledgement
Neighborhood Walk Permission Slip/Media Release**

I have read the 2025-2026 G.C.A. Parent/Student Handbook and understand and acknowledge the policies set forth including but not limited to school rules and regulations, the use of technology, and the student code of conduct.

I/We understand that the handbook will only be published online in electronic format unless I ask for a printed copy. The handbook will also be emailed to the parent/guardian on or before the first day of school. The school reserves the right to amend this handbook without prior notice. Notice of amendments will be sent as necessary.

Neighborhood Walk

As the parent/guardian, I permit my child to accompany his/her class on neighborhood walks (i.e. public library, fire station, parks, etc.) for use in school related activities during school hours.

Photographs / Videos

As the parent/guardian, I grant or deny permission to Grand Concourse Academy Charter School to use my child's photograph as marked by my selection below:

Grant permission to use my child's photograph in the following ways:

- ➔ **LIMITED USAGE:** I want my child's photograph to be used **ONLY** for educational materials published about the school in newspaper and/or television.

- ➔ **UNLIMITED USAGE:** I give permission for my child's photograph to be included on the school website **AND** for educational materials published about the school in newspaper or television. I do understand that my child's last name will not appear on any video or photographs on the school website.

- ➔ **DENY PERMISSION TO USE MY CHILD'S PHOTOGRAPH AT ALL.**

Parent / Guardian Signature: _____ Date: _____

Student's Name: _____ Class: _____