

Community Partnership Charter School

Student and Family Handbook

PreK – 8th Grade School Year 2024-2025

Community Partnership Charter School, serving grades PK-8, is a supportive community that nurtures the talent of the future leaders of tomorrow. Our rigorous academic program teaches students to creatively solve complex problems and explore and develop their own special talents through learning opportunities in and outside of the classroom. Our graduates are well-rounded, engaged students who recognize the importance of perseverance, collaboration and teamwork.

**Lower School (PreK-5)
241 Emerson Place
Brooklyn, NY 11205
(718) 399-3824**

**Middle School (6-8)
114 Kosciuszko Street
Brooklyn, NY 11216
(718) 623-5270**

info@cpcsschool.org

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CPCS Calendar 2024-25

Beginning with Children Charter Schools / CPEC

School Year Calendar: 2024-2025

Total days in session: 178

Student Attendance Days: 173

Professional Development Days: 5



2024

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JUL

8-31 Summer Boost

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

OCT

3-4 No school; Rosh Hashanah
14 No school; Indigenous People's Day
16 CHS Collaborative Walkthrough
28-31 F&P Assessments: Grade K
31 End of Term Q1
Instructional Days: 20

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

AUG

1-2 Summer Boost
19-29 Summer Institute
30 Labor Day weekend

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

NOV

1 No School; Diwali
4-14 F&P Assessments: Grade K
5 No students; Professional Development
11 No School; Veterans Day
13-14 Parent/Teacher Conferences
27-29 No school; Thanksgiving Holiday
Instructional Days: 15

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

SEP

2 No school; Labor Day
3 Summer Institute
4 First Day of School (PreK, K, Gr 6-8)
5 All Grades in Attendance - LS & MS
6-11 I-Ready Interim Assessment (3-8)
9-27 F&P Assessments: Grades 1-5
Instructional Days: 19

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

DEC

11 B2MS Collaborative Walkthrough
17-19 Mid-term I-Ready Interim Assessment (3-8)
20 No students; Professional Development
23-31 No school; Winter Break
Instructional Days: 12

2025

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JAN

1 No school; Winter Break
3-17 F&P Assessments: Grade K-5
8-9 ELA Ready Mock Assessment (3-8)
13-24 NYS Exam CBT Simulation Window (TBD)
20 No school; Martin Luther King, Jr. Day
29 No students; Professional Development
31 End of Term Q2
Instructional Days: 20

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

APR

4/7-5/6 NYS ELA, Math, Science Exams (CBT - Grades 3-8)
11 End of Term Q3
4/14-4/18 No school; Spring Break
4/29-5/1 NYS ELA Exams (PBT - Optional for Gr. 3&7 only)
Instructional Days: 17

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

FEB

5-6 Math Ready Mock Assessment (3-8)
12 B2LS Collaborative Walkthrough
13-14 Parent/Teacher Conferences
17-21 No school; February Break
Instructional Days: 15

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

MAY

NYS ELA Exams (PBT - Optional for Gr. 3&7 only)
NYS Math Exams (PBT - Optional for Gr. 3&7 only)
19-30 F&P Assessments: Grade K-5
21 CPLS Collaborative Walkthrough
26 No school; Memorial Day
28-29 Parent/Teacher Conferences
Instructional Days: 21

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

MAR

14 No students; Professional Development
19 CPMS Collaborative Walkthrough
31 No school; Eid al-Fitr
Instructional Days: 19

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

JUN

2-4 & 9 I-Ready Interim Assessment (3-8)
5 No school; Eid al-Adha
6 No students; Professional Development
19 No school; Juneteenth
25 End of Term Q4; Last Day of School
Instructional Days: 15

Guiding Principles

At Community Partnership (“CPCS” or the “School”) the principles that guide our instructional practices and our educational decisions are built upon our mission and reflect our commitment to our students, families, and community.

Rigorous Instruction

We utilize assessment-driven instruction to inform curricular decisions and set high expectations for student learning. Students develop the capacity to analyze content that is complex and personally challenging through a balance of direct and inquiry-based methods. As a result, our students know and exceed grade level standards.

Differentiated Instruction

CPCS values and celebrates all learners. Teachers use a variety of ongoing assessments to understand their students. Teachers modify their instructional strategies to meet their specific learning needs so that students can reach their full potential. Through this we maximize student growth to ensure that they exceed grade level standards.

Learning as a Process

Instructional activities are geared toward helping students internalize the processes of writing, social and scientific inquiry, mathematical thinking and reading for meaning. How students learn is as important as what they learn. Students develop an understanding of themselves as learners as evidenced by asking clarifying questions, setting goals, developing plans, and reflecting on their learning.

Culturally/Politically Relevant Instruction

Our curriculum empowers students because it is relevant to their social and cultural lives. Classroom learning engages students in their community and builds on its strengths and needs, so that students can become social actors both locally and globally.

Educating the Whole Child

CPCS offers an expansive core curriculum that includes the arts, physical education, and technology along with science, social studies, ELA and math. We provide multiple opportunities for students to express themselves as individuals. CPCS ensures a rich social and emotional environment that encourages a lifelong love of learning. Students exhibit productive and engaged joyful learning.

Developing Teacher Leaders

At CPCS, we know that excellent teachers are lifelong learners. We have a variety of structures and opportunities for teachers to develop their craft. Teachers are classroom and community leaders and are encouraged to participate in essential planning and decision-making throughout the school. Teachers at CPCS continuously grow professionally to improve instruction and model lifelong learning for students.

Families as Partners

Building strong relationships with families is an essential commitment at CPCS. Families are a source of knowledge and expertise that we value and incorporate in every level of decision making. We take time to know families and are responsive to their needs. As a result, families have a sense of efficacy for their children and agency at the school.

Community Partnerships

CPCS maintains collaborations with a number of community partners in order to enhance and extend learning for students. These partnerships offer opportunities for learning inside the classroom and community at large. As a result, students gain an appreciation for learning beyond the classroom and develop an understanding of the richness of community and their own agency within it.

In addition to community partners, CPCS is supported by the **Beginning with Children Foundation (BwCF) and its sister K-8 school in the Beginning with Children network, Beginning with Children Charter School 2 (BwCCS2)**. BwCF is the school's education management organization and provides a variety of resources to the school including academic, financial, and staff support. BwCF also provides enrichment, career, and professional support through its Legacy Network for students beginning in middle school, through and after college graduation.

K-12 Continuum of Learning

In August 2022, the Beginning with Children Foundation launched Community High School under an extension of the Beginning with Children Charter School 2 charter. Community High School provides our CPCS and BwCCS2 students with a rich and high quality academic and enrichment program through the 12th grade, ensuring that our students are prepared to succeed and thrive in college and the 21st century workplace. For more information on the mission and program of Community High School, visit <https://communityhighschoolbk.org>.

Community Partnership Core Values

REACH –Reach is an acronym for our CPCS Core Values. Here at CPCS, we are constantly striving to reach our full potential. We are a school whose intent is to create a learning environment that will give our students the tools that they need to reach their goals and have successful, rich lives. We firmly believe that these values help us to create a school culture that builds strong character and promotes fairness and equality. We hope that all members of our community apply these values, not only to their school lives, but also to their lives outside of school. We respect that living by these values is an ongoing challenge, and we pledge to support one another to meet these high standards.

Respect –Respectful students treat others the way that they want to be treated. They listen carefully while others are speaking, giving them eye contact to show respect, always understanding that they can learn something from the person speaking. Respectful people recognize differences in language, ability and culture as gifts that we can learn from. Knowing this, they never intentionally ridicule, embarrass, or hurt other people.

Excellence –Students striving for excellence always try their best. They are willing to take risks, yet able to ask for help when they need it. Excellent students always think about ways to improve in order to excel. They recognize their strengths and work to learn from their mistakes, doing their work completely, on time and with care.

Attentiveness –Attentive students show that they are attentive by keeping their eyes on the speaker. They pay attention to time and use it wisely. Attentive students stay focused, not only when it comes to their academic lives, but also in their social lives, always being aware of the feelings of others.

Critical Thinking –A critical thinker always remembers that one can never stop reflecting and considering ideas and challenges from all angles and perspectives. A critical thinker thinks about both the problem AND solutions, weighing the PROS and the CONS and is fascinated by the learning process.

Heart --Students with heart see themselves as active, caring members of the community. They think about the feelings of others and look for ways to show appreciation for everyone and everything around them. They put their heart into everything that they do; they do it with enthusiasm. They have the passion to be agents of change.



Artwork by: Kwincy Parker, Amina Toole, Jahsiah Coates, Trinity Sunda Watts & Jordan Rice

Required Forms

It is essential that the following forms (which are part of your registration packet) are returned fully completed by parents/guardians on or before the first day of school and given to the Operations Staff at the school:

- Family Income Form
- Dismissal Instruction Form / Emergency Contact Information Form
- Health forms: Physical Examination Form; Immunization Records
- Internet Policy Agreement
- Medication Authorization Form (if relevant)
- Photograph/Videotape Consent Form / Media Release Form
- Student/Parent Handbook Signature Page
- Technology Acceptable Use Agreement & Parent Portal Acknowledgement
- School Trip Consent Form

In addition, the following are required of new students:

- Parent/Guardian Home Language Identification Survey (HLIS)
- Residency questionnaire
- Transportation request
- Family Information and Ethnic Identification Form; and
- Student academic records (if the child has attended another school).

Parents should notify the Main Office of any changes to information contained in the forms as soon as possible.

The following is a brief description of the purpose of some of the forms. Questions concerning any of the required forms should be directed to the Operations Team at the main office.

Emergency Contact Information/Dismissal Instructions – This form provides the school with important contact information that enables the school to contact a student’s family for both emergency and non-emergency purposes. The form also provides the dismissal instructions for each student and lists individuals who are authorized to pick up students from school. We encourage you to include your email address as this is an excellent way for communication.

Student Health New Admission Examination Form – New York State law requires that all children enrolled in kindergarten and first grade have a complete health examination annually before the beginning of the school year. This form must be completed by your child’s physician and returned prior to or on the first day of school. State law prohibits school participation of a child unless this form is on file at the school.

Family Income Form – This form is required for all students attending CPCS. Though all families attending public school in New York City now receive free meals through the NYC DOE, this form plays a critical role in ensuring CPCS receives other funds that support our student population. This form is required from all students every year. This year, the Family Income Form can be accessed here <https://www.myschoolapps.com/Home/PickDistrict>, and more information is available at <https://www.schools.nyc.gov/school-life/food/school-meals>. *All families must submit the form by each year’s required deadline, typically no later than October 31st of that school year.*

Medication Administration Form – Most medication may only be dispensed by the school nurse. The DOE 504 form authorizes the school’s nurse to administer medications to a child while in school. If your child must take

medication during the school day, please send in this completed form with written directions (along with a Doctor's prescription) along with the medicine in the container that it was dispensed in from the pharmacy. If your child has asthma or severe allergies and can self-administer medicine, you must submit a completed Medication Self Release Form (for asthma or epi-pen). Your child must have the inhaler or epi-pen with him/her at all times during the school day and must also provide an extra inhaler or epi-pen to the office in case he/she runs out of medicine.

If a child needs special medication on a limited basis, please send in written directions with a doctor's prescription and the medicine in the container that it was dispensed in from the pharmacy. The nurse will administer the medicine.

Please send a letter to your child's teacher if your child has any medical condition that might interfere with their academics, behavior or safety during physical education, recess, or at any other time in the school day. We can only accommodate conditions of which we are aware.

Roles and Responsibilities

Community Partnership was founded by a group of local parents and the Beginning with Children Foundation. Since Community Partnership's inception, all members of the community have worked together to support the school and its individual students. The following is a brief discussion about the roles and responsibilities of that community:

The **Board of Trustees of Community Partnership Charter School Education Corporation** is legally and financially responsible for the school. The Board applied to the State of New York for the school's charter and is responsible for the long-term success of the school. The Board is made up of parents, community members and representatives from BwCF. (A list of Board members can be found in the Appendix.) The Board hires the Principals and holds them accountable for the management of CPCS. Board of Trustee meetings are subject to the Open Meetings Law, which requires that the meetings be publicly posted and open to the public. The Board also hears grievances that cannot be resolved at the Principal level. (See the Grievance Policy located in the Appendix). The Board can be contacted at Board@cpcsschool.org.

Beginning with Children Foundation (BwCF) helped start CPCS and is designated by the Board to provide educational management and other supports to the school. BwCF provides services in areas such as academic programming, data management and evaluation, business services, compliance, development, technology, community engagement and communications. BwCF provides Leadership support and collaboration opportunities among the schools in the BwC network, including CPCS, Beginning with Children Charter School 2, and Community High School. BwCF also provides enrichment opportunities to alumni through the Legacy Alumni Network. The Legacy Network serves as the catalyst for our student's continuing success in high school, college, and career. The program provides academic and college success support, career panels, paid summer internships, youth development and cultural enrichment programs, on-going academic advisement, goal assessment strategy sessions and mentoring. BwCF also organizes reunions, workshops and seminars to support students' social and emotional development and help them stay in touch with and remain part of the Schools' community. The Legacy Network can be contacted by emailing Jennella Young at jyoung@bwcf.org.

Each **School Principal** is responsible for all aspects of the school's management—from academics to fiscal issues. The Principal oversees all school matters pertaining to the faculty, students and the parents of their respective programs. These responsibilities include monitoring the academic progress of students, working closely with teachers and students' families, serving as a resource to parents and building partnerships within the community. The Principals are accountable to the Board of Trustees and are supervised by BwCF's Chief Schools Officer and the Superintendent.

The **Leadership Team (LT)** is a group of staff members who are committed to supporting the vision and mission of CPCS by working with teachers, students and parents in order to ensure that annual goals are being met. At the Lower School, the Leadership Team consists of the school Principal, Assistant Principal, the Special Education Coordinator, and the Operations Director. At the Middle School, the Leadership Team consists of the Principal, Academic Deans, the Director of Instructional Support, and the Director of Operations.

The **School Staff** are highly qualified educational professionals with expertise in elementary, middle, and high school education whose goal is to nurture our students to become life-long learners. Together, they address the educational needs of students and work with parents, guardians and caregivers to create opportunities for students to be successful both within and outside the classroom. School Staff are supported by school operations teams, led by each campus's **Director of Operations**.

The School **Social Worker** works closely with students and families in need of ongoing and/or emergency services.

The **Child Study Team (CST)** is a school-site team that works with families to implement a positive problem-solving approach to help struggling students achieve success in their learning environment, at home and in the community. The CST typically consists of a CPCS Social Worker, Dean of Students, Special Education Coordinator, Special Education teacher (s), classroom teacher(s), the school Principal, and the parent/guardian. A student's family, the classroom teacher, or other professional may convene the CST when a problem or concern is identified.

The School **Special Education Coordinator and Director of Instructional Support** work closely with student families in the implementation of special education services. Special Education Coordinators lead annual IEP meetings and may make recommendations for new or continuing special education services.

Parents, Guardians and Caregivers are an integral part of each child's school success and social development. CPCS views parents, guardians and caregivers as partners in our endeavor to educate and nurture the whole child. CPCS expects parents, guardians and caregivers to work with the school staff for each child's academic, social and emotional success. Parents, guardians and caregivers should know the school rules and the expectations for behavior in the classroom, school building and school bus.

The **Parent Teacher Community Cooperative (PTCC)** is the parent and guardian organization at CPCS. The PTCC seeks to build relationships between parents, guardians, teachers and the community. The PTCC holds regular meetings and has a number of initiatives that parents and guardians may join. Please refer to the school website under "Parent Resources."

Communication at Community Partnership

As our name clearly states, we believe strongly that building a partnership within the community and with families is what makes children successful in school. One of our goals is to make sure that you have all the necessary information to support your child's academic and social growth. We strongly encourage you to speak with your child's classroom teacher if you have a problem or concern.

Below are a number of ways that we will be communicating with you throughout the school year.

Lower School: Monthly Newsletter

A newsletter will be sent home from your child's teacher(s) once a month. This letter will include what scholars are learning in each subject and information about upcoming events. We will send paper copies of the newsletter, as well as via email.

Middle School: Emails and Newsletters

Middle School families will receive school updates and information at least once per week. The Leadership Team, Operations Team, Social Work Team or After-School Team may send out additional editions for special events.

Social Media

The principal communicates with students and parents via our social media pages (Facebook, Instagram & YouTube) multiple times per week. This includes reminders about upcoming school events, school news and recaps of school events and learning experiences.

ClassDojo

ClassDojo is a positive behavior incentive system. All CPCS scholars and parents will have a ClassDojo account. Scholars may earn points daily for exhibiting our core REACH values. Scholars who earn required points will earn recognition through special events and other incentives. Parents are able to log in to see their child's performance for the day as well as message teachers directly regarding their child.

Email

All parents have access to their child's teacher(s) via email. At any point you can contact the school main office to learn email accounts for specific staff members. You can visit the school website at www.cpcsschool.org for a current list of staff assignments.

Additionally, all scholars will receive a CPCS email account. This email address will be used to send out-of-classroom assignments, activate your Google Classroom account, etc. Scholars are expected to check their email accounts daily. Each Middle Schooler will have access to a laptop during the school day for learning purposes.

Emergency School Closings

CPCS is closed whenever New York City public schools are closed due to inclement weather, a citywide emergency or other reasons. The school may close early if it snows heavily during the day or other weather conditions create an emergency. In such situations, parents will be notified by phone. Each school campus will also utilize other methods of communication established throughout the year, such as Class Dojo, text message communications, or online posting forums.

Emergencies or Injuries

In the event that a student is hurt, injured, or needs medical attention during the school day, a member of the school team will contact the parents to inform them of the nature of the incident and consult with the parent about appropriate steps to take. In most cases, the student will be evaluated by the school nurse and treated appropriately. If greater medical attention is necessary, an ambulance will be called and the student will be taken to the hospital.

Website

The school calendar and other important information can be found on the school website. Visit www.cpcsschool.org for the latest pictures, updates and news from Community Partnership.

Phone Messages

Please leave any message for your child's teacher with the office staff. Teachers will return a parent's call as soon as possible. Changes in pick-up must be communicated to the office staff, who will inform your child's teacher.

Parent Portal

CPCS has an online parent portal through the current data system, Infinite Campus. Families will be able to read school updates and check grades throughout the year.

Auto-Dialer Messages and Texts

Throughout the year the school will use a School Messaging program, Ruvna, that automatically sends text and voice messages for every family on their phone. These messages are intended to get information out quickly about upcoming events, emergency situations or important reminders.

Parent-Teacher Conferences

Formal conferences between teachers and family members/parents/guardians are held during the school year in November, February and May. A member of the administrative staff or other school support staff may also attend these conferences. Additional conferences may be requested at any time during the school year. Family members are encouraged to share changes in family situations or any new experiences that their child may have outside of school that may have an impact on how he/she performs in school.

Attendance Meetings and Letters

As applicable, a school leader will schedule a meeting with a parent or guardian to discuss a student's excessive absences, the consequences of lost instruction, time, and the school's mandated reporting policy. A parent or guardian will be asked to acknowledge - in writing, receipt of the information shared at the meeting.

Report Cards

Report cards are sent home four (4) times a year. These reports offer parents a clearer picture of their child. Families should expect report cards in November, January, April and June.

Assessment Letters

Throughout the year, your child will take a number of different assessments to help us monitor and support his/her academic progress. Below are some examples of the reports that we will share with you about his/her progress.

- **Running Record Results:** Lower School results help teachers track students' reading growth and identify areas where they may be struggling in decoding, fluency and comprehension. These results help teachers adjust their instructional practice to support students and also provide important information to families if students are below or above grade level expectations.
- **Interim Assessment Results:** Three times a year, students in the third through eighth take the i-Ready Assessment. This online assessment helps teachers and families to pinpoint a student's progress towards standards mastery in Math and Reading Assessments. In addition, once a year, students take the paper and pencil i-Ready Assessment in Math and Reading. These tests are modeled on New York state assessments and give us a sense of how students would perform if they were to take the real state test at that moment. Teachers use this information to focus on particular testing strategies or concepts with students prior to the state exams in March and April. Teachers also use these assessments to recommend after-school tutoring groups or mandatory Saturday Academy attendance.

- **Content Rubrics and Unit Tests:** At the end of each unit and periodically throughout the year, students take tests to determine their skill on the concepts covered in the classroom. Teachers then examine this information to help them re-teach skills. The results from these tests also give families a sense of how their child is doing in different areas.
- **Intervention Notifications:** Families are updated throughout the year regarding the school-based academic programs students are enrolled in. Students are grouped for programs by the teachers and leadership team based on their assessment data. Their progress is tracked by the teachers and shared during parent teacher conferences and on the report cards.

Daily Routines and Procedures

Dress Code

Students at Community Partnership are expected to wear the following dress code:

Lower School:

Tops: Orange polo shirts with Community Partnership patches

Bottoms: Navy slacks, shorts, skirts (must be to the knee)

Footwear: Shoes or sneakers (no sandals)

Sweaters: Navy blue cardigans (no hoodies please)

Students not wearing the appropriate school dress code will be given a piece of necessary clothing to conform to the school dress code. Clothing borrowed from Community Partnership should be returned laundered to the school.

Middle School:

Tops: Chambray Oxford Shirt or light blue polos.

Bottoms: khaki, navy blue or black slacks or skirts/shorts during warmer months (must be worn to the knee)

Footwear: Shoes or sneakers

Patches: \$1.00 each and can be purchased in the school office

Optional gym uniform: navy blue CPCS sweatpants, t-shirt & sweatshirt.

Students not wearing the appropriate school dress code will be given a piece of necessary clothing to conform to the school dress code. Clothing borrowed from Community Partnership should be returned laundered to the school.

Misplaced articles are kept in a lost and found bin located in the school office. Parents are welcome to sort through the bin for missing articles of clothing. Unclaimed items are donated to the Salvation Army monthly throughout the year.

Arrival

Lower School:

Drop off—Students may be dropped off starting at 7:45 a.m. A CPCS LS team member will open the door on Lafayette Avenue at this time. Two CPCS LS team members will provide supervision in the hallway as scholars walk to the cafeteria for breakfast. Pre-K scholars will also enter through the Lafayette Avenue door, but will be escorted by a guardian directly to their classroom.

- Students should not arrive before this time because there is no supervision.
- Breakfast is served in the cafeteria between **7:45 and 8:10 a.m.** The school is not staffed to provide breakfast once the school day begins. Pre-K scholars have breakfast in their classroom.

Start of the Day—The day starts at **8:10 a.m.** in the cafeteria, students then proceed upstairs to start their learning. Please ensure your child is here no later than 8:10am so that he/she may transition upstairs with his/her teacher. **(Students must be in their classrooms ready for the day to begin by 8:20am, otherwise they will be marked late.)**

Middle School:

Drop off—Students may be dropped off starting at 7:45 a.m. All scholars (bussing and non-bussing) will enter through the CPCS entrance on Kosciuszko St. closer to Marcy Ave.

- Students should not arrive before this time because there is not proper supervision.
- Breakfast Club/Advisory happens from 7:50-8:25am. Students can pick up breakfast from the cafeteria from 7:45am until 7:55 am and all eat together upstairs. Should a child arrive late, they will be able to pick up a bagged breakfast from the main entrance up until 10:30 am. If a child arrives after that point, the school will provide a light snack, such as a granola bar.
- Scholars are marked late at 8:05am.

Start of the Day – The academic day begins at 7:50 a.m.

Dismissal

Lower School

Dismissal time is 4:00 p.m.

- Dismissal takes place in the auditorium for grades PreK-2, and the gymnasium for grades 3-5.
- Students who are taking the bus will be escorted to the bus line area, supervised by CPCS staff, who escorts students onto their assigned bus.

Middle School

Dismissal time is 3:45 p.m. Monday through Fridays.

- All scholars exit the building from Kosciuszko Street.
- Students permitted to walk home by themselves must check out with their teacher or a school leader.
- Students taking the school bus will be escorted by CPCS staff member to their assigned bus.

The **After School program** will run from 3:45pm until 5:30pm, for students who are enrolled. After School runs Monday through Thursday.

Children will only be released to individuals specified in the Dismissal Instruction Form. Any alternative pick-up arrangements (*e.g.*, play dates, sibling pick-up, etc.) should be made in writing and given to the child's teacher in the morning. **Additionally, families must contact the main office by 12pm noon to inform the school of changes in pick-up arrangements, including bus drop off stops or a change in dismissal for the day (e.g., walking or busing).** Any changes to a child's dismissal plan might not be accommodated if notified after 12pm.

Late Pickup

Individuals picking students up from school should contact the school immediately if they anticipate that they will be late. Beginning 30 minutes after scheduled dismissal time, and if the school has not yet heard from an individual that will be picking up a student, the student may be brought to the nearest police precinct. For the Lower School, this location is **88th Precinct Police Department**, located at 298 Classon Avenue, Brooklyn, NY 11205 (phone number 718-636- 6511); for the Middle School, this location is **79th Precinct Police Department**, located at 263 Tompkins Avenue, Brooklyn, NY 11216 (phone number 718-636-6611). The school will make every attempt to notify the parents/guardians that this action has occurred in any resulting circumstance.

NOTE: There may be times when staff stay late and are willing to remain with students at the school. Therefore, parents/guardians **should always contact the school first** to learn the pickup location for their child. At either school location, children will only be released to individuals specified in the Dismissal Instruction Form.

Attendance Policy, Absences & Lateness

Consistent attendance is critical for student learning. Parents/guardians should notify the school's main office by 8:00 a.m. if a child will be absent. A written notice stating the reason for the absence must accompany absences of three days or more. Families of students who are absent and/or late more than five times in a marking period or who are chronically absent from school will meet with a member of the School team to discuss their attendance issue and

develop a corrective plan to ensure punctual daily attendance. **CPCS considers students who miss 10% or more of school over the course of the year to be chronically absent and in need of attendance intervention support.*

In the event of student illness, please do not allow a child to return to school until he or she is well enough to participate fully in the school day. If your child has had a fever, please do not allow him/her to return to school until at least 24 hours after their temperature has returned to normal.

Lateness

Students will be marked late if they are not in their classroom by 8:05 a.m. Children who enter the school after the beginning of the academic day are given a late pass at CPCS's main office. They must give the pass to their classroom teacher. If your child is late or absent more than five times in a month, families will be contacted for a meeting with the Social Worker and/or Dean to create a plan for your child to be in school for all learning time. If attendance challenges persist, the Principal will meet with you to discuss next steps and the academic and social ramifications.

CPCS Lower School: In the event that you arrive to school with your child after 8:20am, after securing a late pass, please allow one of our team members to escort him/her to class. We would ask that families not travel with their child to classrooms during the instructional day. Please help us to eliminate interruptions in the classroom and to maximize instructional time by honoring this school-wide expectation.

Visitor and Volunteer Policy

CPCS encourages parent involvement and invites each community member to be involved in his/her student's education. To the extent that parents or guardians wish to visit their children in school, CPCS has a Security Policy and a Code of Conduct that are enforced by the entire staff. All members of the school community are expected to adhere to school safety procedures. All visitors must show identification and sign in at the school's entrance and proceed directly to the main office. Visitors are not allowed to go directly to their destination without signing in and being escorted by a CPCS staff member. With exception to school-sponsored events or otherwise pre-arranged visitations, visitors are generally not permitted to visit students during class time. All CPCS visitors must wear a visitor's pass when visiting or volunteering in the school. Smoking is absolutely prohibited in all buildings and on all school grounds.

Toy, Game, Electronics Policy

CPCS provides plenty of educational games and activities. Students should not bring toys, games, or other personal property to school that are not related to and required for their classes. If a child brings such items to school a staff member will take the item and a family member will need to come up to school to pick it up. Student bicycles, skateboards, scooters, and roller blades are not allowed in the building.

E-Readers

CPCS students *will adhere* to academic E-reader use during appropriate and teacher selected times within our school and extending areas designated as CPCMS property. CPCMS students will use E-readers for academic purposes during our normal school day: 7:40-4:00pm as well as additional CPCMS times such as, but not limited to, during afterschool 4:00-5:45pm, on CPCMS provided school bus, Saturday Academy; CPCMS sponsored trips and events. Furthermore, parents understand that E-readers are the sole responsibility of the child and families; therefore, its loss, or damage is not the responsibility of *any other member* of the CPCMS community. Unlike other electronic devices such as phones that are collected at the beginning of the day, E-readers can be used academically throughout the school day. Therefore, it behooves your child to use his or her E-reader in a responsible academic manner. Additionally, if your child is deemed by any faculty and/or support staff member as involved in negligent behavior with his or her E-reader, your child will no longer be allowed to use any E-reader at CPCMS for the mandated time period as outlined by the Dean of Students and/or Disciplinary handbook.

Cell Phones

Cell phones may not interfere with the learning environment at school and therefore must be turned off upon entering the school building. We require that ALL students place all cell phones in a bin in their classroom when they enter at the beginning of the day. At times, cell phones may be permitted to be kept by the student if being used for a specific academic activity (such as a photography unit in art class or playing a Kahoot review game). The teacher will lock the bin in a closet until the end of the day. The phones will be distributed to students at the end of the day by their classroom teachers or by the supervising adult. If a child does not follow this procedure his/her phone will be taken away and a family member will have to come to the school to obtain it from the teacher.

Social Media

Currently enrolled students may not communicate with employees through personal social media channels, unless otherwise approved for school use (e.g., Google Classroom, an online blog or forum used for a class assignment, etc.). Additionally, currently enrolled students should exercise caution and behave responsibly when using personal social media channels (social media channels can include, but are not limited to, websites/apps such as Facebook, Instagram, Snapchat, etc.; gaming forums, group chat rooms, text or video messaging; or any other method of communicating online). Students should be mindful of their behavior on social media channels and should exhibit conduct respectful towards themselves and others in the community. Students are prohibited from engaging in action that may negatively affect the learning environment of other students, including cyber-bullying (cyber-bullying is defined as any behavior online intended to threaten, intimidate, harass, make fun of or otherwise target a student through conduct offensive to that student or intended to isolate a student from his/her peers). Students are bound to the same code of conduct online as in school and conduct on social media may result in disciplinary consequences at the school in accordance with the discipline policies further highlighted in the Code of Conduct and Discipline Policies in this handbook.

Traditions at Community Partnership

Family Reading (Lower School)

Once a month from 8:15am to 9:00am, classrooms in grades PreK-5 are open to friends and family to read with small groups of students. Please refer to the Lower School Activities Calendar for specific dates. This is a great opportunity to share favorite books or stories and show your child that you value and enjoy reading. CPCS strongly believes that instilling a love of reading in our students will positively impact every aspect of their lives.

Assemblies

CPCS gathers as one large community at each of its facilities to celebrate those students who have exemplified that month's CPCS Core Value(s). At each assembly a different grade provides a performance. These occasions are a wonderful opportunity for families to see their students shine. Every winter, the CPCS LS community celebrates the musical abilities of the students during our Winter Sing. Our Black History Month assembly also celebrates the achievements and contributions of people of African descent.

Community Circle (Middle School)

Once per week, all CPCS Middle School students and staff come together to celebrate student achievements and partake in a learning experience. That learning experience may include visiting artists, guest speakers, current events lessons, an enrichment experience—such as a book fair—or a student showcase.

School Field Labs

School field labs are scheduled frequently throughout the year. Signed permission slips are required in order for your child to attend a field lab. Often children are asked to bring a bag lunch. We ask that you follow proper nutritional guidelines when packing a lunch. Students are expected to be dressed according to the CPCS dress code for all field labs. If a child is not wearing the proper attire they will be asked to change their clothes.

Birthdays (Lower School)

Your child's birthday will be announced and celebrated in class at the end of the day on Fridays from 3:00pm-3:30pm. If you wish to provide a treat to celebrate the occasion, please send in either packaged cookies or cupcakes or fruit. **The school does not allow party favors, pizza parties, and gift bags or presents to be given out at school.**

Academic Award Ceremonies (Middle School)

Periodic assemblies will be held to publicly recognize scholars who have made academic progress or have, met/exceeded performance standards. At this time students will be acknowledged for achieving Principal's List, Dean's List and Honor Roll status.

End of Year Trips (Middle School)

End of year trips are a unique learning experience outside of the city. We aim for all students to be able to participate in these overnight, end of year trips. During this time, scholar's dorm in a local college, are engaged in field lessons, and are treated to a host of fun recreational activities. Every student is expected to actively work toward attending these trips. A student may not receive an invitation on the end of year trip if they have violated our Code of Conduct or had excessive absences during the school year.

Principal's Round Table (Lower School)

In an effort to further our commitment to creating strong partnerships, we invite families to participate in opportunities that will support their scholar's learning. Beginning in September, monthly workshops are hosted for parents. Please refer to the Lower School Activities Calendar for specific dates.

**Family Creativity Day**

The CPCS LS community gathers to participate in fun and creative projects during Family Creativity Day. Stations are set up by teachers and volunteers and students and their families have opportunities to add to a community mural, create collages, sculptures and other creative pursuits.

The Curriculum

CPCS is dedicated to providing its students with a rigorous academic curriculum that is experiential and addresses the learning process as well as the mastering of specific skills and content knowledge. The CPCS curriculum emphasizes a mastery of reading, writing, math, science and social studies. Music, movement, physical education, technology and art are also integral parts of the school's program. Basic skills are linked to analytical thinking and creative problem-solving through hands-on learning and real-world experiences. The instruction is centered on curricular materials that are relevant to students' lives and the community.

Humanities (Reading, Writing, and Language Arts)

CPCS employs a balanced approach to literacy using the *Match Fishtank* curriculum. Students read authentic literature from a variety of genres and subject areas. Students develop particular skills while working in small groups for guided reading and phonics instruction. In addition, students study vocabulary and practice their reading skills through read-alouds.

In the Middle School, our humanities departments utilize the *Writing Revolution* and *Classical Roots* curriculum to provide intense writing strategies, habits of mind, and build interdisciplinary writing skills.

Mathematics

Math concepts are taught using a variety of methods. Teachers use *Math Fishtank and Engage NY* as the core material for exploratory instruction. They use manipulatives to help students make concrete connections with taught concepts. Students collect, sort, classify, graph, measure, predict and interpret statistical information. In addition to pencil and paper drills, students work on projects that further their critical thinking and problem-solving skills.

Science

Science also is taught as an experimental process, in which students learn to observe, infer, and experiment. Students actively develop their understanding of science by combining scientific knowledge with reasoning and thinking skills. Students learn to describe objects and events, ask questions, and construct and test their own explanations against current scientific knowledge. They also are taught to identify their assumptions, use critical and logical thinking, and consider alternative explanations.

Social Studies

The Social Studies curriculum is based on social, cultural and historical issues. Students focus on their own life experiences in kindergarten. As they progress through grades, they study their community, starting with Brooklyn, move on to communities around the world, then to the history of New York City and New York State, and finally the world. At CPCS MS, Social Studies is taught within the *Power to the People* specials class to all students. Further, in CPCS MS, Social Studies is embodied within the curriculum for Humanities, and students will develop reading, writing, and language arts skills in part through text, stories, and lessons geared around middle school Social Studies curricula.

Music (Lower School)

Students learn to appreciate various musical forms and develop an understanding of how the rules and structure in music mirror those of language and mathematics.

Art

The visual arts program at CPCS teaches students to approach art making as another language with which to record their experiences and develop their expressive skills. The arts are integrated into other core subjects of the curriculum and classroom themes throughout the year.

Physical Education

The physical education curriculum focuses not only on the development of basic physical skills but also on nutrition,

body awareness and safety in order to develop life-long physical fitness skills and healthy lifestyles.

Breakfast Club/Advisory (Middle School)

Students get the opportunity to participate in a small-group advisory to build authentic relationships, learn social skills and set themselves up for academic success. Each day of the week has a theme: Monday is School Success, Tuesday is the Theme of the Month, Wednesday is Current Events, Thursday is Community Service, and Friday is Game Day. Themes of the Month include Anti-Bullying, Gratitude, Black History Month, Mentoring Month, Giving Back, and more! Every adult in the building – teachers, Leadership, Operations – has an advisory. Groups range from 8 to 12 students.

Enrichment

Weekly, students are given the opportunity to participate in a structured recreational program to enhance their academic experience. Students can participate in enrichment opportunities such as, but not limited to, Coding, Chess, Jazz, Dance. Enrichment topics will change by semester.

Homework Policy

Homework provides an opportunity to extend learning from the classroom to the home and community. Homework helps students practice skills and apply them in different situations. There will be homework for each night of the week. In addition, all students are expected to read each night. Your child's teacher will send home specific details regarding at-home reading assignments. Students are expected to complete their homework independently. If you see that your child is having difficulty, parents may assist them, but should also send a note to the teacher letting him/her know what caused your child a problem.

Please follow the following rules for homework:

- All work must be labeled with name and the date.
- Student work should be kept clean and unwrinkled, and neatly and carefully written so that it is easy to read.
- Students should be sure to check over and edit work.
- When writing, students should use their own words.
- Students should always do their best.
- Other content specific details regarding homework completion will be discussed during back to school night.

Academic Support

Throughout the school day teachers assess students and develop teaching plans to support the individual needs of each student. In addition to this on-going, in-class support CPCS provides additional opportunities to address the needs of all learners.

Response to Intervention

A system by which students are grouped based on their academic ability to receive targeted, small group instruction in one or more subjects throughout the year at CPCS. Students are taught by their classroom teacher or, in some cases, by another staff member. In all cases, the students' progress is monitored to ensure they are benefiting from the instruction.

Supporting Services at CPCS

CPCS welcomes all learners and offers services to students who demonstrate academic difficulties as a result of a disability. Students are evaluated and deemed in need of services by the New York City Committee on Special Education receive an Individualized Education Plan (IEP) which details the services entitled to that child. Services currently offered at CPCS are counseling, special education teacher support services and integrated co-teaching. CPCS partners with the Department of Education and approved service agencies to provide Speech and Language Therapy, Occupational Therapy and Physical Therapy.

CPCS Code of Conduct and Discipline Policies

The CPCS Mission Statement encourages all members of the CPCS community to conduct themselves with kindness and respect. Our Code of Conduct and our Discipline Code reflect our Core Values: Respect, Excellence, Attentiveness, Critical Thinking, and Heart.

Our Code of Conduct states that all Students, staff, parents and community members are expected to:

- Speak and act honestly and openly, with kindness and respect for others;
- Support each other's learning and creativity;
- Solve problems cooperatively within the community;
- Take care of one another's property, including their own;
- Avoid reckless behavior, especially any that might endanger members in the school community; and
- Attend school regularly and be on time for classes and school events.

We, at Community Partnership recognize that the best way for the community to support students to make safe, positive choices when handling conflicts, is to model the correct behavior. All members of the CPCS community are expected to be respectful in our interactions with each other. Families are encouraged to schedule a meeting with their child's classroom teacher in the event of a problem or disagreement. If the problem persists, the Dean or the Social Worker may contact the family. The Principals are ultimately responsible to resolve any issue that cannot be addressed by other staff members. If you wish to discuss a matter with your school Principal, you should schedule an appointment with her through the main office.

The following rules are posted throughout the school:

Always Do Your Best

Be at school on time and ready to learn.

Be responsible for your learning and support each other's learning.

Show respect in the way you listen and speak.

Move and act safely at all times.

Take care of your property and the property of others.

Take responsibility for your choices and actions.

Teachers remind students about these rules on a regular basis.

Student Responsibility

At Community Partnership, we believe that disciplinary issues are learning opportunities for students. Our goal is to teach students to learn how to be responsible for the well-being of themselves and others, based on the following expectations:

- Students are respectful to all members of the community;
- Students take responsibility for their choices and actions;
- Students accept the rewards/consequences of their choices and actions;
- Students work to make amends for breaking school rules and any actions that contradict the school's discipline policies and core values;
- Students reflect on their experiences and learn lessons from poor choices or actions.

Conflict Resolution

The school's conflict resolution program is intended to support students as we teach them to deal with their own emotions and the emotions of others. We work to ensure that students have the necessary skills to solve conflicts in a nonviolent way. This approach to discipline helps students recognize that they have obligations to their own learning and the school community.

CPCS MS utilizes a particular approach to conflict resolution known as Restorative Practice. Students are taught the language of "mediation." If they have a problem, they can ask for an adult to facilitate a "mediation." A mediation follows these steps:

1. Students agree to have mediation.
2. Students take turns explaining why they are upset.
3. Each student summarizes what the previous student said before he/she explains why he/she is upset.
4. Each student discusses what he/she wants the other student(s) to do.
5. Students agree to try these strategies, and to talk again if there continues to be problem.

In order for all members of the community to be on the same page, all adults should familiarize themselves with the process, and are encouraged to use mediation at home with siblings, peers, and other family members.

Discipline Policies

At CPCS, consequences are designed to help students recognize negative behavior, teach them alternatives and protect other members of the community from disruptions or danger. All discipline will take into account the history, specific context and severity of the negative behavior. Consequences will be applied fairly. There is a range of possible consequences for violating school rules depending on the severity of the infraction or the logical consequence within the given situation:

- | | | |
|--------------------------|-------------------------|--------------------------|
| ● Verbal Warning | ● Taking Responsibility | ● Loss of Privileges |
| ● Time Out | ● Office Referral | ● In-school Suspension |
| ● Parent Contact | ● Parent Conference | ● Suspension from School |
| ● Lunch Detention | ● Behavior Contract / | ● Expulsion from School |
| ● Public Acknowledgement | Tracking Sheets | |

Levels of Suspension & Due Process Procedures

A. SHORT TERM SUSPENSION

A short-term suspension refers to an in-school removal or out-of-school removal of a Student for disciplinary reasons for a period of ten (10) or fewer days. A Student who has committed a minor infraction may be subject minimally to a short-term suspension, unless the Principal determines that an exception should be made based on the individual circumstances of the incident and the Student's disciplinary record. The Principal reserves the right to adjust the punishment for each infraction per his or her judgment.

Procedures and Due Process for Short Term Suspension

The Principal may impose a short-term suspension, and shall follow due process procedures consistent with federal case law pursuant to *Goss v. Lopez* (419 U.S. 565). Before imposing a short-term suspension, or other, less serious discipline, the Principal shall provide notice to inform the Student of the charges against him or her, and if the Student denies the charges, an explanation of the evidence against the Student. A chance to present the Student's version of events shall also be provided.

Before imposing a short-term suspension, the Principal shall immediately notify the parents or guardian that the Student may be suspended from school. Written notice of the decision to impose suspension shall be provided by email (if known), personal delivery or express mail delivery within 24 hours at the last known address(es) of the parents or guardian. Where possible, notification shall also be provided by telephone. Such notice shall provide a description of the incident(s) for which suspension is proposed and shall inform the parents or guardian of their right to request an immediate informal conference with the Principal. Such notice and informal conference shall be in the dominant language or mode of communication used by the parents or guardian. The parents or guardian of the Student and the Student shall have the opportunity to present the Student's version of the incident. Such notice and opportunity for an informal conference shall take place prior to the suspension of the Student unless the Student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, in which case the notice and opportunity for an informal conference shall take place as soon as possible after the suspension as is reasonably practicable.

The Principal's decision to impose a short-term suspension may be appealed by the parent(s) or guardian in accordance with CPCS's Complaint Policy, contained in the Student Handbook, accessible on the School's website and available in hard copy from the School's Office upon request.

B. LONG TERM SUSPENSION/EXPULSION

A long-term suspension refers to the removal of a Student from school for disciplinary reasons for a period of more than ten (10) days. Expulsion refers to the permanent removal of a Student from school for disciplinary reasons. A Student who is determined to have committed any major infraction may be subject to a long-term suspension or expulsion, unless the Principal determines that an exception should be made based on the circumstance of the incident and the Student's disciplinary record. Such a Student may also be subject to any of the disciplinary measures outlined elsewhere in this document including a referral to the appropriate law enforcement authorities.

A Student who commits any of the acts previously described as causes for short term-suspension may, instead or in addition, be subject to a long-term suspension in the School's reasonable discretion if the Student has committed the act several times in the academic year or if the School shall otherwise reasonably determine that subjecting a Student to a long-term suspension is reasonable and warranted.

Procedures and Due Process for Long Term Suspension

Upon determining that a Student's action warrants a possible long-term suspension, the School shall verbally inform the Student that he or she is being suspended and is being considered for a long-term suspension (or expulsion) and state the reasons for such actions. The School also shall immediately notify the Student's parent(s) or guardian(s) in writing. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. Where possible, notification also shall be provided by telephone if the School has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident or incidents that resulted in the suspension and shall indicate that a formal hearing will be held on the matter that may result in a long-term suspension (or expulsion). The notification provided shall be in the dominant language used by the parent(s) or guardian(s). At the formal hearing, the Student shall have the right to be represented by counsel, question witnesses, and present evidence.

If the Principal initiates the suspension proceeding, he or she shall personally hear and determine the proceeding or may, in his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer's recommendation shall be reported to the Principal who may adopt it and impose the consequences. The Principal may impose a long-term suspension. Such a suspension may be imposed only after the Student has been found guilty at a formal suspension hearing. In extreme circumstances, the Principal may expel the Student from school. The Principal's decision to impose a long-term suspension or expulsion may be challenged by the parent or guardian by submitting a written appeal to the Board of Trustees within five (5) days of receipt of the Principal's

decision (appeal can be submitted by email to board@cpcsschool.org, left in hard copy with the Principal or Director of Operations), and the Board shall designate two (2) or more Trustees (the “Designated Trustees”) to review the appeal which may include, in the Designated Trustees discretion, an in-person meeting (the “Meeting”) whereby the parents/guardians of the affected Student and the Principal shall each have up to fifteen (15) minutes to present information for the Designated Trustees’ consideration. The Designated Trustees shall render their decision within five (5) days of the Meeting. NOTE: In any instance where the Principal is directly involved in the instance(s) at issue for a suspension or expulsion, the Principal shall appoint a designee to handle any investigation, hearing and determination

Provision of Services During Removal

Those Students removed for a period of 10 days or fewer will receive all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended Student to make up assignments or tests missed as a result of such suspension. The School also shall provide additional alternative instruction with the reasonable promptness and by appropriate means to assist the Student, so that the Student is given full opportunity to complete assignments and master curriculum, including additional instructions, phone assistance, computer instruction and/or home visits and one-on-one tutoring.

During any subsequent removal that, combined with previous removals equals ten (10) or more school days during the school year, but does not constitute a change in placement, services must be provided to the extent determined necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. In these cases, school personnel, in consultation with the child's special education teacher, shall make the service determination.

During any removal for weapon, drug or infliction of serious bodily injury-related offenses pursuant to 34 CFR §300.530(g)(1), (2) and (3), respectively, services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. These service determinations will be made by the CSE of the Student's district of residence. The school will place Students in interim alternative educational settings as appropriate and mandated by the IDEA.

During any subsequent removal that does constitute a change in placement, but where the behavior is not a manifestation of the disability, the services must be provided to the extent necessary to enable the Student to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. The CSE of the Student's district of residence will make the service determination.

C. POLICY FOR STUDENTS WITH DISABILITIES

In addition to the discipline procedures applicable to all Students, CPCS shall implement the following disciplinary policy procedures with respect Students with disabilities. A Student not specifically identified as having a disability but whose school district of residence or charter school, prior to the behavior which is the subject of the disciplinary action, has a basis of knowledge—in accordance with 34 CFR 300.527(b)—that a disability exists will be disciplined in accordance with these provisions. CPCS shall comply with sections 300.519- 300.529 of the Code of Federal Regulations (CFR) and the following procedures, except that in the event that the following procedures are inconsistent with federal law and regulations, such federal law and regulations shall govern.

If a Student violates the School’s discipline code and is being considered for a suspension or removal, the School must ensure the following due process protections are provided to the Student and to the Student’s parent(s) in addition to those set forth in the regular education discipline code. For suspensions of five (5) school days or less, the Student’s parent(s) or guardian must be provided with a written notice, and a follow up telephone call if possible, within 24 hours of the incident leading up to the suspension which describes the basis for the suspension and explains that the parent or guardian has the right to request an informal conference with the Principal and appropriate staff to discuss the incident and question any complaining witness against the Student. For suspensions in excess of five (5) consecutive school days, the Student’s parent(s) or guardian must be provided

with a written notice which indicates that the School proposes to suspend the Student from school in excess of five consecutive school days, describes the basis for the proposed suspension, explains that the Student has an opportunity for a fair hearing conducted by the Principal or his or her designee at which the Student will have a right to question any witnesses accusing him/her of committing the misconduct charge and to present witnesses on his/her behalf. Where possible, notification must also be provided by telephone. In addition, the Schools must provide alternative education to the Student during the suspension as set forth below, including any special services required by the Individualized Education Program (IEP) prepared by the Student's Committee on Special Education (CSE) of their district of residence. Final determination on a suspension or removal of a Student, following due process, shall be made by the Principal.

CPCS shall maintain written records of all suspensions and expulsions of Students with a disability including the name of the Student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a Student has been suspended or removed for disciplinary reasons.

Students for whom the IEP includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP appears not to be effective or if there is a concern for the health and safety of the Student or others if the BIP is followed with respect to the infraction, the matter will be immediately referred to the CSE of the Student's district of residence for consideration of a change in the guidelines.

If a Student identified as having a disability is suspended during the course of the school year for total of eight days, such Student will immediately be referred to the CSE of the Student's district of residence for reconsideration of the Student's educational placement. Such a Student shall not be suspended for a total of more than ten days during the school year without the specific involvement of the CSE of the Student's district of residence prior to the eleventh day of suspension, because such suspensions may be considered to be a change in placement. In considering the placement of Students referred because of disciplinary problems, the CSE of the Student's district of residence is expected to follow its ordinary policies with respect to parental notification and involvement.

CPCS shall work with the district to ensure that the CSE of the Student's district of residence meets within seven (7) days of notification of any of the following: (1) The commission of an infraction by a Student with a disability who has previously been suspended for the maximum allowable number of days; (2) The commission of any infraction that CPCS suspects is the result of the Student's disability; (3) The commission of any infraction by a disabled Student, regardless of whether the Student has previously been suspended during the school year if, had such infraction been committed by a non-disabled Student, the Principal would seek to impose a suspension in excess of five (5) days.

Also, CPCS will ensure that when the suspension or removal of a Student with a disability will constitute a disciplinary change of placement, the CSE will be immediately notified so that the CSE can meet its required obligations to:

1. Convene a CSE meeting within ten (10) school days to make a manifestation determination
2. Convene a CSE meeting within ten (10) business days to develop a plan to conduct a functional behavioral assessment or review an existing functional behavioral assessment or behavioral intervention plan.
3. Provide the Student's parent with a copy of their procedural due process rights.
4. Work closely with the CSE of the Students' district of residence in determining education services or the interim alternative educational setting consistent with the FAPE requirements.

Zero Tolerance for Weapons

There will be zero tolerance for any student who brings any kind of weapon to school. CPCS follows the federal Gun Free Schools Act. If a student brings a firearm (as defined by applicable federal law) to school, the student may be permanently expelled, and will in any event be suspended from attendance upon instruction for not less than one year. The minimum one year suspension may be reduced only for cause shown on a case by case basis, set forth in writing by

the Principal.

Policy against Threatening, Harassing or Offensive Behavior including Bullying

It is the policy of the School to maintain a work and learning environment that is free of any threatening, harassing or offensive behavior. This includes sexual harassment and discriminatory actions based on race, color, gender, age, sexual orientation, religion, ethnic or national origin, disability, veterans' status, or any other protected status. This policy also prohibits any type of bullying. Bullying is aggressive behavior that is intentional, repeated over time, and involves an imbalance of power or strength. Bullying may address another student's race, color, creed, ethnicity, appearance, national origin, academic achievements, citizenship/immigration status, economic status, religion, gender or gender identity, sexual orientation or disability or other factor.

Bullying can occur in four forms: physical, verbal, emotional or exclusion, and cyber-bullying. Examples of physical bullying are hitting, kicking, aggressive gestures, or any physical aggression. Examples of verbal bullying include teasing, name calling, graffiti, and put downs, threats or other behavior that deliberately hurts others' feelings or makes them feel bad. Examples of emotional or exclusion bullying are starting rumors, telling others not to be friends with someone or other actions that cause someone to be without friends. Finally, students can cyber-bully one another. Cyber bullying is using electronic device mediums such as, but not limited to, computers, cell phones, and pagers to bully others through methods such as posting comments, statements, or pictures on blogs or websites, text messaging, instant messaging, and email.

Bullying/Intimidating behaviors can include but are not limited to:

- Taunting;
- Name Calling;
- Rumor spreading;
- Making up stories to get other children in trouble;
- Telling other children not to be friends with a target child;
- Kicking, tripping, or pushing another child;
- Teasing other children and making remarks about their culture, religion, ethnicity, weight, physical appearance, disabilities, or medical conditions;
- Taking other children's possessions or demanding money from them;
- Damaging other children's property;
- Hiding other children's books, bag, or other property;
- Picking on other children when they are upset;
- Making threats to other children;
- Manipulating others to do things that they do not want to do; or
- Using the internet to threaten or harass.

Students, parents and staff should report all incidents or suspicions of bullying, intimidation or harassment by a student to the DASA Coordinator. They will investigate and document all allegations. The school will address any substantiated incidents and implement appropriate interventions and consequences. Any information reported will be kept confidential. CPCS prohibits retaliation against any person who reports or who assists in an investigation of such allegations.

Community Partnership community members are expected to speak and act in a way that is honest, open, kind and respectful to others. This includes speaking in a respectful manner and only discussing appropriate subjects that are not threatening, harassing or offensive. In partnership with families, we prioritize the teaching, reinforcement and support of appropriate speech and behavior through family conferences, school and home interventions, and consequences.

If a student displays offensive and/or threatening and/or harassing behavior in school, the school will contact

the family of the student to discuss the behavior. The family may be asked to attend a family conference with the student's teachers and DASA Coordinator. The school's Academic Dean and Social Worker may be a part of the conference.

If a student displays repeated offensive and/or threatening and/or harassing behavior in school, the student will receive either an in-school suspension or an out-of-school suspension of 1-3 days. After the suspension, families must attend a post-suspension conference. This conference should take place before the student re-enters the classroom community. The post-suspension conference gives families and students a chance to reflect on the behavior, look at the root of the issue and create a plan that helps students to avoid such behaviors in the future, with the assistance of the Academic Deans or the Social Worker. In cases of bullying, the Social Worker will always attend. Students will then apologize to the class and write a letter to all parties affected, for example, a student may write a class letter and a letter or letters to specific individuals.

The families of any offended students and/or victims of threats or harassment will be notified by phone and will be invited to meet with classroom teachers if necessary. At any time, family members can schedule a family conference to discuss concerns. In some cases, the families of **all involved students** may be asked to attend a joint conference with the Principal, the Academic Deans and teachers.

If necessary, CPCS may contact outside agencies or community organizations that work to address sensitive issues through activity-based means to support student learning in the classroom.

Students who, despite repeated school-based interventions and conferences with family, continue to display dangerous, threatening, or inappropriate behavior may be subject to long-term suspensions and or expulsion.

Bus Policy

The NYC DOE Office of School Personnel provides bus service to our students throughout the year. Bus drivers are not CPCS employees. Appropriate behavior on the bus is necessary in order to have smooth, timely and safe community; therefore, misconduct on the bus will not be tolerated.

The following system is in place in the event your child does not conduct him/herself properly on the bus:

1st incident: a warning is issued or 1-day suspension if incident involving physical aggression or fighting

2nd incident: your child will not be allowed to use the bus for 1-2 days

3rd incident: your child will not be allowed to use the bus for an entire school week

4th incident: your child will be prohibited from using the bus for the remainder of the school year

*The NYC DOE Department of Transportation reserves the right to deny access to the bus for behavioral reasons.

Additionally, CPCS may offer additional bus services to students that do not otherwise qualify for NYC DOE busing services. Such services are renewed each year and facilitated by CPCS. Ridership on the CPCS private bus is not guaranteed, and individual families can contact their school's Main Office to inquire about the possibility of joining a private bus route. All riders on the private bus are held to the same behavior expectations as riders on NYC DOE-provided busing.

CPCS Lower School Leadership Team

Principal

Brandon Scott

Assistant Principal

Brigid Gala

Deans of Academics and Culture

Coelette Jackson

Fallon Jackson

Director of Operations

Andrew Richards

Special Education Coordinator

Annabel Lee

ELL Coordinator

Keily Alvarado

Social Worker

Irvetz Garcon

*Please consult the school website at www.cpcsschool.org for all other staff information.

CPCS Middle School Leadership Team

Principal

Janna Tsimprea

Academic Deans

Serge Andre

Michelle Barrera Trivino

Director of Operations

Ruth Alexandre

Director of Instructional Support

Candace Fuller

Director of Afterschool & Community Partnerships

Ashley Peters

*Please consult the school website at www.cpcsschool.org for all other staff information.

CPCS Board of Trustees

Rebecca Baneman

Sonia Gulardo-Ortiz

Amy Kolz

Sharon Madison

Gunnar Millier

Mitch Protass

Tomomi Uetani

Joan Walrond

To contact CPCS Board members, email board@cpcsschool.org

Appendices:

- A. Grievance Policy
- B. Admission, Enrollment Policy, and Promotion in Doubt Policy
- C. Discharge Policy
- D. Freedom of Information Law (FOIL) Policy
- E. Student Privacy Policy
- F. Dignity for All Students Policy (DASA)
- G. Title IX Policy
- H. Parent/Guardian Expectations
- I. Technology Acceptable Use Agreement & Parent Portal Acknowledgement
- J. School Trip Consent Form
- K. Family Handbook Acknowledgement

A. Grievance Policy

Problem Resolution Procedures

CPCS has established a problem resolution procedure to facilitate a harmonious school environment and to comply with certain requirements of state law.

Informal Complaint Procedures

Step 1: Bring Your Complaint to your child's classroom teacher, and then, if needed, to the Principal

Families are encouraged to schedule a meeting with their child's classroom teacher in the event of a problem or disagreement. However in the event that the issue cannot be resolved with the classroom teacher, please contact the Principal to try to resolve any violations, issues or complaints informally. Before doing so, we encourage you to familiarize yourself with the School's policies, guidelines, and reference materials. Such items include, but are not limited to, this Family Handbook (which contains the student discipline code) and other policies applicable to your child's attendance at the School.

Step 2: Contact the Superintendent

If after speaking with the Principal you are not satisfied with the outcome or decision pertaining to the Complaint, you may reach out to the Superintendent, Esosa Ogbahon. You may reach him directly by emailing (eogbahon@bwcf.org). The Superintendent will work with the family to resolve the matter. If further intervention is needed, a written complaint may be sent to the Board of Trustees.

Formal Complaint Procedures

Step 1: Bring your Complaint to the School's Board of Trustees

If after contacting the Principal and the Superintendent you are not satisfied with the outcome or decision pertaining to the complaint, you may file a formal complaint with the School's Board of Trustees who has the ultimate oversight authority at the School level. The Board meets publicly on a monthly basis. The procedure to file a formal complaint is as follows:

- Put the concern in writing and give it to the Principal to forward on to the Board of Trustees, or you may send to the Board of Trustees directly (by US mail to the School's location or by email to (board@cpcsschool.org))

- The Board of Trustees or its designee will send a written acknowledgement of receipt of complaint within five (5) business days of receiving such complaint.
- The Board of Trustees will cause the written complaint to be investigated and will respond to the parent or guardian within thirty (30) business days from receipt of the written complaint, and the individuals tasked with investigating the complaint will report on the matter at the next Board of Trustees meeting

Step 2: Appeal to the SUNY – CSI

As every charter school is subject to oversight by the body that authorizes it. If a parent/guardian is not satisfied with the Board of Trustees' decision, the parent/guardian may appeal to the State University of New York – Charter School Institute. You may reach the SUNY – Charter School Institute by post, phone, or email:

SUNY CSI
Grievance Desk
Charter Schools Institute
41 State St, Suite 700
Albany, NY 12207
charters@suny.edu
518-433-8277 (ext. 2045)

Note: It is very important that before you escalate your complaint to the School's authorizer level you determine it constitutes a formal complaint involving a violation of the school's charter or of state charter law **Informal complaints about policies, most procedures that do not violate either the school's charter or state charter law, should be resolved between the parent/guardian and the School's Principal, or Board of Trustees**

Step 3: Appeal to the New York State Board of Regents

If after going through the first two (2) levels of informal complaint process and then the two (2) levels of the formal complaint process, you are still not satisfied with the complaint outcome, you may contact the New York State Board of Regents as a final escalation point using this contact information:

New York State Education Department
Charter School Office
Room 465 EBA
89 Washington Avenue
Albany, NY 12234
Phone: (518) 474-1762

Or via email to:
charterschools@mail.nysed.gov (subject line should include the name of the school and the word 'Complaint')

B. Admission, Enrollment Policy, and Promotion in Doubt

All students of applicable age who reside in the state of New York are eligible to attend BWCCS 2. There are no financial or academic requirements for admission to the school. Applications must be submitted by families of students interested in attending the school by April 1st to each school in order to be eligible for the school lottery (more information on the lottery in the *School Lottery and Waitlist* section below). The BWCCS 2 application seeks only information necessary to admit new students and is not considered a pre-registration form. Applications must be hand

delivered, mailed or faxed, or submitted via a school-provided online submission system (such as SchoolMint or the NYC Common Charter Application) and received no later than the admission period deadline listed on the form. Additional student information can be gathered at the time of student registration. Priority for admission to BWCCS 2 is given to siblings of students, children of staff, in-district residents, English Language Learners, students without housing, students whose families qualify for free and reduced priced lunch, and Special Education Students. At the Principal's discretion, spots may be reserved for hold-over students.

School Lottery and Waitlist

If there are more applications submitted than spots available, students gain admission to BWCCS 2 through a lottery process. The lottery occurs in April each year at an open meeting to which parents are invited, with names selected through an automated filter using an access database. After all available spots are filled, the rest of the names are picked in lottery form and placed on the waitlist. First through fifth grade applicants are automatically added to an existing waitlist. If class openings become available, the students' families are contacted from the waitlist in sequential order by the school administrative assistant.

The lottery process is conducted online, currently using SchoolMint's lottery tool. The lottery is broadcast live online and available to the public each year and is similarly available to attend in person at each year's specified location. For grades where a lottery is held, the lottery follows the following preferences for extending seat offers:

First preference: Sibling of those currently attending the school of their application

Second preference: Child of staff member currently employed by the school of their application

Third preference: In-district resident of school of application

Weighted tickets: Students that apply via the Common Charter Application or directly to the school, and who otherwise do not fit criteria for one of the three preferences aforementioned, are selected at random, with additional weight given to each prioritized category below

- a. Student is homeless, lives in temporary housing, or resides in a shelter
- b. Student is an English Language Learner
- c. Student receives special education services
- d. Student qualifies for free or reduced-price lunch

If a student's family does not accept a seat offer within the time period communicated by the school, or if the student's family rejects the seat offer, the seat will be extended to the next student on the waitlist. Such process will continue until all seats have been filled, and continues on a rolling basis throughout the school year if/when seats in any given grade become available.

Preparations for the lottery begin in the early fall with outreach to parents. Fliers are mailed, posted and distributed around the neighboring areas of the school; and advertisements are placed in local newspapers and online via promotion campaigns and social media campaigns. Informational meetings are held at local pre-schools, and day care facilities, among other in-person locations. During October through March, school tours are conducted for prospective parents.

Promotion In Doubt

CPCS also has a Promotion in Doubt ("PID") process to provide parents/guardians and students with early warning that a child may be at risk for failure, to enable the school and family to work together to prevent academic failure and retention. While informal discussions happen frequently when a teacher identifies children at risk and interventions are put in place to support the students' growth and success, the formal process, if necessary, begins after the students' reports cards are distributed in the winter. Families are notified in writing and then meet with the Principal and appropriate staff members. The purpose of this meeting is to discuss the concerns related to the student's performance and to involve parents/guardians in planning interventions for the student who is in jeopardy of being retained. A PID

conference form is then completed and submitted to the Principal. In May, a teacher will schedule another meeting with the parents/guardians if there is still a concern about a student's ability to meet the grade level goals by the end of the school year.

C. Discharge Policy

Discharge Procedures—If for whatever reason you choose to discharge your child from Beginning with Children Charter School 2 you are required to fill out a form in the main office, stating the reason for discharge and the school where your child will be attending. This will facilitate the main office in forwarding your child's records to their new school. After your child has been discharged from the school, should you wish to have your child return, his/her name will be added to the end of the waitlist and you will be required to wait until there is an available space in the grade before he/she may re-enroll.

D. Freedom of Information Law Policy

Freedom of Information Law Policy – BWCCS 2 is subject to the NYS Freedom of Information Law ("FOIL"), which allows third parties to request certain information from the school. The school has a FOIL policy, which is posted in the main office and is followed when information is requested in writing from third parties pursuant to FOIL. According to the policy, the school will respond to the requests within five business days, by making the information available; providing an approximate date for when the information will be available; or denying the request. If a written FOIL request is denied the individual may, within 30 days, make a written appeal to the BWCCS 2 Board of Trustees. The school will forward a copy of the appeal and the ultimate determination by the Board to the SUNY Charter Schools Institute.

Please note that BWCCS 2 will deny access to requested information on grounds including the following:

- such access would constitute an unwarranted invasion of personal privacy,
- such access would violate either state or federal law,
- such records are compiled for law enforcement purposes,
- such records are inter-agency or intra-agency material that are not statistical or factual tabulation of data, instructions to staff that affect the public, or a final policy

E. Student Privacy Policy

Family Education Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act ("FERPA") affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the school receives a request for access. Parents or eligible students should submit to the school principal or another appropriate school official a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the school to amend a record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment.

Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.
4. The right to file a complaint with the US Department of Education concerning alleged failures by the School to comply with the requirements of FERPA The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
US Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §9931 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §9932 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §9931(a)(1)(i)(B)(1) -(a)(1)(i)(B)(2) are met (§9931(a)(1)).
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §9934 (§9931(a)(2)).
- To authorized representatives of the U S Comptroller General, the U S Attorney General, the US Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §9935, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are

designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf (§§9931(a)(3) and 9935).

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid (§9931(a)(4)).
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §9938 (§9931(a)(5)).
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction (§9931(a)(6))
- To accrediting organizations to carry out their accrediting functions (§9931(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes (§9931(a)(8))
- To comply with a judicial order or lawfully issued subpoena (§9931(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §9936 (§9931(a)(10))
- Information the school has designated as "directory information" under §9937 (§9931(a)(11))

New York Education Law Section 2(D): Parents' Bill of Rights for Data Privacy and Security

Students at BWCS2 also receive data privacy protections pursuant to New York Education Law Section 2(D), captured in the school's *Parents' Bill of Rights for Data Privacy and Security*. The plan can be found in detail at the school's website, and ensures the following protections for your child:

1. Your child's personally identifiable information cannot be sold or released for any commercial purposes
2. If your child is under the age of 18, you have the right to inspect and review the complete contents of your child's education records
3. Safeguards are in place to protect your child's personally identifiable data when it is stored and transferred
4. These safeguards must meet industry standards and best practices, such as data encryption, firewalls, and password protection
5. You have the right to make complaints about possible breaches of student data and to have such complaints addressed

Any complaints regarding breaches of student data must be directed to the School Network Data Privacy Officer, identified within the posted *Parents' Bill of Rights for Data Privacy and Security*

F. Dignity for All Students Act (DASA)

BWCCS 2 is committed to maintaining a school environment free of harassment, bullying, taunting, intimidation, and discrimination. Accordingly, the School provides education to students, training to employees, and reporting to the New York State Education Department in accordance with the requirements set forth in New York State's Dignity for All Students Act (DASA). The School prohibits retaliation against any individual who, in good faith, reports or assists in the investigation of harassment, bullying, and/or discrimination. The school social worker and/or another member of school staff serves as the school's mandated DASA Coordinator and can be reached at the following email for each school team:

- **CPCS Lower School:** Irvetz Garcon (School Social Worker), irvgarcon@cpccschool.org

- **CPCS Middle School:** Lauren Lauterbach (School Social Worker), llauterbach@cpcsschool.org

G. Title IX Policy

BWCCS 2 does not discriminate in admission to, access to, treatment in, or employment in its services, programs and activities, on the basis of race, color, or national origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA); or on the basis of age, in accordance with the Age Discrimination in Employment Act of 1974 (ADEA), or on the basis of any other legally protected category. In addition, no person shall be discriminated against in admission to BWCCS 2 on the basis of race, color, creed, gender, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement, or on the basis of any other legally protected category. No person shall be discriminated against in obtaining the advantages, privileges or access to the courses of study offered by BWCCS 2 on the basis of race, gender, color, religion, national origin, or sexual orientation, or on the basis of any other legally protected category. Finally, pregnant students are allowed to remain in regular education classes and participate in extracurricular activities with non-pregnant students throughout their pregnancy, and after giving birth are permitted to return to the same academic and extracurricular program as before the leave (Title IX).

Harassment

BWCCS 2 is committed to maintaining a school environment free of harassment based on race, color, religion, national origin, age, gender, sexual orientation, or disability, or on the basis of any other legally protected category. Harassment by administrators, certified and support personnel, students, vendors and other individuals at school or at school-sponsored events is unlawful and is strictly prohibited. BWCCS 2 requires all employees and students to conduct themselves in an appropriate manner with respect to their fellow employees, students and all members of the school community.

Sexual Harassment

Students have a right to learn in an environment that is free from all forms of sexual harassment. The US Equal Employment Opportunity Commission ("EEOC") defines sexual harassment as unwelcome sexual advances, requests for sexual favors, and other verbal or physical harassment of a sexual nature. Sexual harassment may include a range of subtle and not so subtle behaviors and may involve individuals of the same or different gender. Depending on the circumstances, these behaviors may include:

- verbal or physical sexual advances;
- pressure for sexual activity;
- conditioning an educational aid, benefit, or service on a scholar's participation in unwelcome sexual conduct;
- sexual jokes or pictures;
- comments regarding physical characteristics;
- suggesting or demanding sexual involvement;
- inappropriate touching, pinching, patting, or brushing against; and
- dating violence, domestic violence or stalking

Complaint Procedure and Investigation

Reporting an Incident of Sexual Harassment or Retaliation

It is the express policy of BWCCS 2 to encourage those who have experienced sexual harassment to report any such claims. Any scholar who believes that s/he has been subjected to sexual harassment by any employee, agent, or scholar of BWCCS 2 should report the incident to his or her School Leader. Students who believe that they have witnessed

unlawful sexual harassment should report the incident and the names of the persons involved to his or her School Leader. Confidentiality will be maintained, and no retaliation will be allowed to occur as a result of good faith reporting of sexual harassment.

Early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of harassment. Therefore, while no fixed reporting period has been established, BWCCS 2 strongly urges the prompt reporting of complaints or concerns so that rapid and constructive action can be taken.

The availability of this complaint procedure does not preclude students who believe they are being subjected to discriminating or harassing conduct from promptly advising the offender that his or her behavior is unwelcome and requesting that it be discontinued.

Evidentiary Standard

The respondent is presumed not responsible for the alleged conduct. BWCCS 2 uses the clear and convincing evidence standard in investigations of complaints alleging sexual harassment and any related violations. This means that the investigation determines whether the allegations are highly and substantially more likely to be true than untrue.

Supportive Measures

BWCCS 2 offers a wide range of supportive measures for students and employees. Supportive measures are free individualized services offered as appropriate to the reporting and responding parties involved in an alleged incident of sexual harassment. Supportive measures include counseling, extensions of deadlines, modification of work/class schedules, and mutual restrictions on contact.

A scholar may request to receive supportive measures even if they do not choose to participate in the school's complaint resolution process. Requests for supportive measures in connection with an incident of sexual harassment should be made to the School Leader. BWCCS 2 will grant such supportive measures, provided they are reasonable and available. The School Leader may also initiate supportive measures to immediately respond to the situation.

Time Frame for Investigation and Resolution

While the time frame to resolve a reported incident may vary from case to case, depending on the specific facts and circumstances, it is expected that in most cases complaints will be resolved within 30 days. If the process takes longer than 30 days, both the complainant and respondent will be notified in writing.

Initial Assessment of Sexual Harassment Allegations

Once a complaint or notice of any allegation of sexual harassment is received, the School Leader will make an initial assessment of the reported information and respond to any immediate health or safety concerns raised by the report. Complainant and respondent will receive written notice within 10 days of a reported allegation. Each party will have 10 days to respond in writing.

Investigation

BWCCS 2 will thoroughly, promptly, and impartially investigate any reported allegations of sexual harassment or retaliation. The investigation may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have relevant knowledge. No information protected by a legal privilege can be used during an investigation unless an individual voluntarily waives it. BWCCS 2 will maintain confidentiality throughout the investigatory process to the extent practicable and as permitted by law.

Upon investigation, a complaint must be dismissed under Title IX if:

1. the alleged conduct does not meet the requirements for sexual harassment;
2. the complaint alleges conduct that did not occur in the school's education program or activity; or
3. the alleged conduct did not occur in the United States

BWCCS 2 will also investigate and address complaints based on harassment taking place on BWCCS 2 international trips pursuant to other statutes and its Code of Conduct

A complaint may be dismissed under Title IX if:

1. Respondent is no longer enrolled or employed by BWCCS 2; or
2. Specific circumstances prevent the school from gathering evidence sufficient to reach a determination about the allegation(s)

Notice of Outcome

The complainant and respondent will receive simultaneous written notice of the outcome of the investigation

Responsive Action

Misconduct constituting sexual harassment or retaliation will be dealt with promptly and appropriately. Dishonesty during an investigation or making a false complaint, in bad faith, also constitutes actionable misconduct. Responsive actions for misconduct may include, for example, referral to counseling, monitoring of the offender and/or disciplinary action such as warning or reprimand, suspension, or removal from the school community.

Appeal

Both the respondent and complainant may request a prompt review of the outcome of the investigation. A party may seek an appeal under the following circumstances:

1. After a mandatory or discretionary dismissal;
2. A procedural irregularity affected the outcome of the matter;
3. New evidence has been discovered that was not reasonably available at the time of the determination; or
4. A conflict of interest on the part of the School Leader, an investigator who compiled the evidence, or a decision-maker, and the conflict of interest affected the outcome of the case

A request to appeal the outcome of an investigation may be made in writing to the School Leader, providing the basis for that request and any evidence to support the request. Upon receipt, the Title IX Coordinator will inform the other party of the request and provide the other party with 7 days to respond, including the submission of evidence if desired. After considering the parties' written statements, the decision-maker on appeal will issue a written decision and send it to the parties simultaneously.

H. Parent/Guardian Expectations

A positive, collaborative, and constructive working relationship between the School and a student's parents/guardians is essential to the fulfillment of the School's mission.

Parents understand that they are expected to demonstrate support for the mission and work of the School and that they should raise concerns in a respectful manner, which includes directing their concerns to the appropriate School employee(s).

The same behavioral expectations we have for our students, holds true for our families. No situation will ever warrant the use of profanity, physical and/or verbal threats, intimidation, sexual harassment, including unwanted verbal or physical advances, towards members of our staff and school community, or such acts that compromise the security of persons on the school premises, on contracted transportation, outside of school on school-sponsored events, or via digital or electronic means (including, but not limited to, listservs or online forums).

Should any of the aforementioned conduct violations or infractions be demonstrated by parents/guardians, family members, or their associates, the following consequences will be considered:

- Parent or Guardian is formally banned from the school property
- Parent/Guardian is formally asked to leave premises with limited access to building on future visits;
- Parent/Guardian is restricted to picking up child(ren) from bus stop within a certain distance;
- Parent/Guardian is restricted from volunteering at School or being chaperones on school trips;
- Parent/Guardian is formally banned from participating in any School sponsored events

I. Technology Use Agreement & Parent Portal Acknowledgement

Please review and sign attached “Community Partnership Charter Schools Education Corporation Acceptable Use Agreement – Education Corporation Technology. This form should be signed and submitted with your acknowledgement form also contained below

Community Partnership Charter Schools Education Corporation Acceptable Use Agreement- Education Corporation Technology

The use of technology provided by Community Partnership Charter School Education Corporation ("CPCSEC") for students enrolled at Community Partnership Charter School, Beginning with Children Charter School 2 or Community High School (the "Schools"; each individually—a "School") is a privilege permitted at CPCSEC's discretion and is subject to the conditions and restrictions set forth in applicable CPCSEC policies, administrative regulations, and this Acceptable Use Agreement.

The Schools (and the Beginning with Children Foundation ("BWCF") team acting on CPCSEC's behalf) reserve the right to suspend access at any time, without notice, for any reason.

CPCSEC expects all students to use technology responsibly in order to avoid potential problems and liability. CPCSEC may place reasonable restrictions on the sites, material, and/or information that students may access through the system. Each student who is authorized to use CPCSEC's technology and his/her parent/guardian shall sign this Acceptable Use Agreement as an indication that they have read and understand the agreement.

Definitions

CPCSEC technology includes, but is not limited to, computers, CPCSEC computer network including servers and wireless computer networking technology (Wi-Fi), the Internet, third-party platforms (e.g., Google Classroom, Zoom, Skype, etc.) utilized by the Schools for delivery of instruction and/or information to students and families, email, USB drives, wireless access points (routers), tablet computers, smartphones and smart devices, telephones, cellular telephones, personal digital assistants, MP3 players, wearable technology, any wireless communication device including, and/or future technological innovations (collectively, the "Technology"), whether accessed on or off site or through CPCSEC --owned or personally owned equipment or devices.

Technology Ownership

This Technology is, and at all times remains, the property of CPCSEC and is herewith lent to the Student named below for educational purposes only.

The equipment shall be returned to CPCSEC when requested by CPCSEC (or an individual School), or sooner, if the Student withdraws a School prior to the end of the school year.

Student Obligations and Responsibilities

Student is expected to use Technology safely, responsibly, and for educational purposes only. The Student in whose name Technology is issued is responsible for its proper use at all times. Student shall not share their assigned online services account information, passwords, or other information used for identification and authorization purposes, and shall use the system only under the account to which they have been assigned.

Student is prohibited from using Technology for improper purposes, including, but not limited to, use of Technology to:

1. Access, post, display, or otherwise use material that is discriminatory, libelous, defamatory, obscene, sexually explicit, inflammatory or disruptive.
2. Bully, harass, intimidate, or threaten other students, staff, or other individuals ("Cyberbullying")
3. Disclose, use, or disseminate personal identification information (such as name, address, telephone number, Social Security number, or other personal information) of another student, staff member, or other person with the intent to threaten, intimidate, harass, or ridicule that person.
4. Infringe on copyright, license, trademark, patent, or other intellectual property rights of others.
5. Intentionally disrupt or harm Technology or the Schools operations (such as damaging or destroying Technology, placing a virus on CPCSEC's equipment, adding or removing a computer program without permission from their teacher or CPCSEC or the Schools' personnel, changing settings on shared computers).
6. Install unauthorized software.
7. "Hack" into the system to manipulate data of CPCSEC, the Schools' personnel or other users

8. Engage in or promote any practice that is unethical or violates any law or CPCSEC/School policy, administrative regulation, or practice.

Privacy

Since the use of Technology is intended for educational purposes, students shall not have any expectation of privacy in any use of Technology. The Schools' and BWC staff reserve the right to monitor and record all use of Technology, including, but not limited to, access to the Internet or social media, communications sent or received from Technology, or other uses. Such monitoring/recording may occur at any time without prior notice for any legal purposes including, but not limited to, record retention and distribution and/or investigation of improper, illegal, or prohibited activity. Students should be aware that, in most instances, their use of Technology (such as web searches and emails) cannot be erased or deleted. As a courtesy, CPCSEC hereby notifies Student and Student's parent(s)/guardian(s) are advised that the CPCSEC/BWCF intends to install monitoring software on the CPCSEC-issued Technology for the purposes of monitoring usage for compliance with the foregoing.

All passwords created for or used on any technology are the sole property of CPCSEC. The creation or use of a password by a student on Technology does not create a reasonable expectation of privacy.

Personal Devices

If Student uses a personally owned device to access Technology, he/she/they shall abide by all applicable CPCSEC policies, administrative regulations, and this Acceptable Use Agreement. Any such use of a personally owned device may subject the contents of the device and any communications sent or received on the device to disclosure pursuant to a lawful subpoena or public records request.

Reporting

If Student becomes aware of any security problem (such as any compromise of the confidentiality of any login or account information), experiences problems with the functioning of or notices the misuse of Technology, he/she/they shall immediately report such information to the teacher or other School/BWCF personnel.

Consequences for Violation

Violations of the law, CPCSEC policy, or this agreement may result in revocation of Student's access to Technology and/or discipline, up to and including suspension or expulsion. In addition, violations of the law, CPCSEC policy, or this Acceptable Use Agreement may be reported to law enforcement agencies as appropriate.

Student's parent/guardian acknowledges that intentional damage to the technology or the failure to timely return the technology in the condition in which it was loaned and/or when scheduled or when requested, shall result in liability by both parent for the full value of the Technology. The parties acknowledge the value of the Technology shall be approximately \$300.

Student Acknowledgment

I have received, read, understand, and agree to abide by this Acceptable Use Agreement and other applicable laws and CPCSEC's policies and regulations governing the use of Technology. I understand that there is no expectation of privacy when using Technology. I further understand that any violation may result in loss of user privileges, disciplinary action, and/or appropriate legal action.

Student Name: _____

Student Signature: _____

Date: _____

School: _____

Grade: _____

Parent/Legal Guardian Acknowledgment

As the parent/guardian of the above-named Student, I have read, understand, and agree that my child shall comply with the terms of this Acceptable Use Agreement.

By signing this Acceptable Use Agreement, I give permission for my child to use Technology and/or to CPCSEC's computer network and the Internet and shall be ultimately responsible for monitoring my child's use of CPCSEC's technology and the Internet. I understand that, despite CPCSEC's best efforts, it is impossible for CPCSEC to restrict access to all offensive and controversial materials. I agree to release from liability, indemnify, and hold harmless CPCSEC, and its respective trustees, directors, officers, employees, contractors, representatives (including without limitation BWCF) and agents against all claims, damages, and costs that may result from my child's use of Technology, or the failure of any protection measures used by CPCSEC except as may result of such parties' gross negligence or willful misconduct. I understand that this Acceptable Use Agreement also covers my accessing my child's data through CPCSEC's network and/or technology platforms. Further, I accept full responsibility for supervision of my child's use of his/her access account, the Technology and the Internet if and when such access is not within the Schools' physical facilities

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____

Community Partnership Charter Schools Education Corporation
Parent Portal Acknowledgement

I hereby authorize CPSCEC to create an account/login for me so that I may access my child's data ("Parent Portal"). I acknowledge that the Parent Portal allows me to access and view my child's data but in no way permits me to modify/edit my child's data. I agree to abide by all CPSCEC's protocols and procedures in accessing and using the Parent Portal. I understand that should I violate said protocols and procedures, CPCSE may in its sole determination prohibit me from continuing to utilize the Parent Portal.

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____

J. 2024-2025 School Trip Consent Form

The purpose of this form is to request parent consent for all future school day field trips this school year. Field trip details will be provided before each trip date.

If you do not want your child to attend a planned field trip this school year, you must notify the school in writing or by emailing the school's Main Office upon receipt of the field trip notice but no later than 48 hours before the day of the field trip.

- **I give permission for my child to attend field trips this school year**
 - I understand that the school will notify me of upcoming school trips.
 - I understand that if I do not want my child to attend a planned field trip, I must notify the school by emailing the school's Main Office upon receipt of the trip notice but no later than 48-hours before the field trip date.
- **I do not give permission for my child to attend field trips this school year**

Student Name _____

Parent/Guardian (Print) _____

Parent/Guardian (Signature)

Date _____

“Everything We Do Begins With Children”

K. Family Handbook Acknowledgement

(Please sign and return to your child’s teacher)

September 2024

Dear Parent/Guardian:

Please sign below and return to your child’s teacher Your signature demonstrates that you have received and read the Community Partnership Charter School (CPCS) Family Handbook It is an agreement that you will abide by the rules and regulations of CPCS

Online Directions: Our student handbook will also be available online at www.cpcsschool.org. Please select the “About” section along the top choice bar, then click on Family Handbook

Please sign and return this page to school by Friday, September 27, 2024

Thank you for your understanding and cooperation in this educational journey.

Student (Print) _____

Parent/Guardian (Signature) _____

Date _____

