

# Community Partnership Charter School Family Handbook

## 2016-2017

Community Partnership Charter School, serving grades Pre-K-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 team work.

### **Lower School**

241 Emerson Place  
Brooklyn, NY 11205  
(718) 399-3824

### **Middle School**

114 Kosciuszko Street  
Brooklyn, NY 11216  
(718) 636 – 3904

[info@cpsschool.org](mailto:info@cpsschool.org)

# TABLE OF CONTENTS

CPCS School Calendar.....	3
CPCS Mission and Vision.....	4
Required Forms.....	8
Roles and Responsibilities.....	10
Communication.....	12
Routines and Procedures.....	15
Arrival	
Dismissal	
Absences, Lateness and Changes	
School Safety Policies	
Traditions.....	18
The Curriculum.....	20
Reading, Writing and Language Arts	
Math	
Social Studies	
Science	
Homework	
Community Partnerships.....	22
Discipline.....	24
School Rules	
The Student Responsibility Plan	
Bus Policy	
CPCS Staff.....	31
CPCS Board of Trustees.....	33
Appendix.....	34

# Community Partnership Charter School

## School-Annual Calendar- 2016 – 2017

Tuesday, September 6, 2016	First Day of School- Pre K, Kindergarten & 5 <sup>th</sup> Grade Only ½ Day – 12 PM Dismissal
Wednesday, September 7, 2016	First Day of School – 1 <sup>st</sup> – 8 <sup>th</sup> Grades
Monday, September 12, 2016	Eid al-Adha – School Closed
Monday, October 3 -Tuesday, October 4, 2016	Rosh Hashanah – School Closed
Monday, October 10 -Wednesday 12, 2016	School Closed Columbus Day, Staff Development, Yom Kippur
Tuesday, November 8, 2016	Election Day – School Closed Staff Development
Friday, November 11, 2016	Veterans Day – School Closed
Wednesday, November 16 -Thursday, November 17, 2016	Parent Teacher Conferences
Wednesday, November 23 – Friday, November 25 <sup>th</sup> , 2016	Thanksgiving – School Closed Students return on November 28 <sup>th</sup>
Thursday, December 23, 2016 – Monday, January 2, 2017	Winter Recess- School Closed Students return on January 3 <sup>rd</sup>
Monday, January 16 <sup>th</sup> , 2017	Dr. Martin Luther King Jr Day- School Closed
Monday, February 3, 2017	Data Day-No school for
Monday, February 15 – Tuesday, February 16, 2017	Parent Teacher Conferences
Monday, February 20 -Friday, February 24, 2017	Mid-Winter Recess Students return on February 27 <sup>th</sup>
Friday, March 3, 2017	Staff Development – No School for Students
Tuesday, March 28 – Thursday, March 30, 2017	NYS ELA Exam (Grades 3-8)
Monday, April 10 – Tuesday, April 18, 2017	Spring Recess Students return on April 19 <sup>th</sup>
Tuesday, May 2 –Thursday, May 4, 2017	NYS Math Exam (Grades 3-8)
Wednesday, May 17 – Thursday, May 18, 2017	Parent Teacher Conferences
Wednesday, May, 24 – Friday, June 2, 2017	NYS Science Exam (Grades 4 & 8)
Friday, May 26 - Monday, May 29, 2017	Memorial Day – School Closed Student return on May 30 <sup>th</sup>
Monday, June 5, 2017	NYS Science Written Exam (Grades 4 & 8)
Thursday, June 8 2017	Data Day- School Closed
Friday, June 23, 2017	Eighth Grade Graduation
Monday, June 26, 2017	Eid al-Fitr-School Closed
Tuesday, June 27, 2017	Eighth Grade Prom-School in Session
Wednesday, June 28, 2017	Last Day of School

## Guiding Principles

At Community Partnership 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. Through this teachers 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.

# 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 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.



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

### REACH LOGS (Lower School)

Reach Logs are a family communication tool and incentive system for our scholars. CPCS LS scholars are expected to:

- be present, prompt and prepared (on time and uniform)
- demonstrate REACH in all subject areas
- complete all classwork and homework
- Scholars who earn a certain amount of points for their hard work and preparation, will be invited to REACH Friday which is a scholar's choice celebration held on select Fridays from 4:00-5:30pm.
- Please review, sign, and return the REACH Log daily. You may also communicate with your child's teacher by writing a response in the family comment section.

# Required Forms

It is essential that the following forms, which are mailed out in August, are returned fully completed by parents/guardians on or before the first day of school and given to the Operations Staff at the school:

Updated forms for 2016-17

- Application for Free and Reduced-Price School Meals, and
- Dismissal Instruction Form;
- Emergency Contact Information Form
- Health forms: Physical Examination Form
- Immunization Records
- Internet Policy Agreement
- Medication and Non-Medication Authorization Forms (if applicable).
- Photograph/Videotape Consent Form;
- Student/Parent Handbook Signature Page;

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 been at 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 Assistant 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.

**Application for Free and Reduced-Price School Meals** – This form allows qualified families to participate in the National School Food program. This year you can fill the form out on line at [nyc.applyforlunch.com](http://nyc.applyforlunch.com). *All families must either fill the form out online or return a hard copy of the completed forms even if you do not qualify or expect to request qualification for Free or Reduced-Price meals. All forms must be submitted by September 18.*

**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 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 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 Beginning with Children Foundation (BwCF). 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. Minutes from the meetings are posted on the school's website after they are approved and all meeting materials are public record. The Board also hears grievances that cannot be resolved at the Principal level.<sup>1</sup> The Board can be contacted at [Board@cpcsschool.org](mailto: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 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 and college. The program provides mentoring, academic enrichment (by offering free preparatory classes for the Specialized High School Admissions Test (SHSAT), SAT's) and a supportive social network to help our graduates make the critical transition to high school, college, and career. The Legacy Network can be contacted by emailing Jennella Young at [jyoung@bwcf.org](mailto:jyoung@bwcf.org).

The Lower School and Middle School **Principals** are responsible for all aspects of the school's management—from academics to fiscal issues. The Principals oversee 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 supervised by BwCF's Chief Academic Officer Denniston Reid and are accountable to the Board of Trustees.

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. The Leadership Team consists of the school Principal, Academic Deans, Special Education Coordinator, and the Operations Director.

The **School Staff** are highly qualified educational professionals with expertise in elementary and middle 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.

The School **Social Workers** work 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

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<sup>1</sup> The school's Grievance Policy is set forth in Appendix A.

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.

**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 committees that parents and guardians may join. Please refer to the school website under "Parent Resources." You may contact the PTCC at [ptccofcpcs@aol.com](mailto:ptccofcpcs@aol.com).

# 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.

## **Tuesday Letters**

Tuesday Letters will be sent home from your child's teacher(s) every Tuesday. This letter will include what scholars are learning in each subject and information about upcoming events. Effective October 2016, we will send home Tuesday Letters via email. Please ensure your child's teacher(s), has your most up to date email address and phone number.

**Home-School Communication Folder** – Everyday your child will bring home school "mail" in a bright orange 2-pocket folder, which will contain communications from the school and/or your child's teacher. If you do not receive such a folder, please speak with your child's teacher or leave a message at the main office. Please sign homework and important documentation and return to school. Be sure to place on the "Back to School Side". All other items will be placed on the "Left at Home" and do not need to be returned to school.

## **ClassDojo**

ClassDojo is a positive behavior incentive system. All CPCS scholars and parents will have a ClassDojo account. Scholars may earn up to 15 points daily for exhibiting our core REACH values. The categories are Attendance, Uniform, REACH, Classwork and Homework. Scholars who earn required points will be invited to REACH Friday and other special events. 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. Please email him or her with questions or concerns as they arise throughout the school year. Our teachers will respond to you within 24-48 hours.

## **CPCS MS**

The Middle Memo will be sent home monthly with information about events for the next month.

**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.

**Emergencies or Injuries** - In the event that a student is hurt, injured, or needs medical attention during the school day, the classroom teacher 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 Tuesday letters can also be found on the school website. Visit [www.cpcsschool.org](http://www.cpcsschool.org) for the latest pictures, updates and news from Community Partnership.

**Email** – All staff members at CPCS have email accounts. You can send email to a teacher by using the teacher’s first initial of his/her first name followed by his/her last name @ cpcsschool.org. For example, Mrs. Mosley’s email is [jmosley@cpcsschool.org](mailto:jmosley@cpcsschool.org). In the event of an urgent situation, please contact the school’s main office at 718-399-3824 (LS) or 718-636-3904 (MS).

**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 by **12pm daily**, who will inform your child’s teacher.

**Parent Portal** – CPCS has an online parent portal through the current data system, Illuminate. Families will be able to read school updates and check grades throughout the year. Look out for updates on this in the Tuesday Letter throughout the year.

**Auto-Dialer Messages and Texts** – Throughout the year the school will use a School Messenger phone and text program that automatically leaves a message 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 a few times 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.

**Report Cards**- Report cards are sent home four times a year. These reports offer parents a clearer picture of their child. Families should expect report cards four times a year 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:** These 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 what we call Interim Assessments. These tests are sample state assessments and give us a sense of how they 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 exam in 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 Expectations and Routines

## 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

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

### Middle School:

Middle School Uniforms can be purchased from Ideal, Flynn & O'Hara, or J. C. Penny

Tops: Chambray Oxford Shirt,

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

Belts (mandatory) black

Footwear: **Black** Sneakers or closed toe sandals

Sweaters: Navy blue cardigans (no hoodies please)

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

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.

Hats may be worn to and from school but **MUST** be removed when students enter the school. Please label all clothing. 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 weekly throughout the year.

## Arrival at 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. Scholars will be greeted by a handshake and a smile. Scholars will be asked to walk along the white line as a path to the end of the hallway and make a right to walk into the cafeteria. Two CPCS LS teammates will provide supervision in the hallway as scholars walk to the cafeteria for breakfast.

- 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.
- **\*\*Early Drop-off Supervision** is available at 7:30am for families. We will work to accommodate families who have extenuating circumstances (work start time, need to drop off other siblings to other locations, etc.) Please contact Ms. Norton if you are in need of Early Drop-Off Supervision.

Start of the Day – The day starts at **8:10 a.m.** in the cafeteria with the singing of Funga Alafia, which is our school song and a cheer. Students then proceed upstairs to start their learning promptly at **8:15 a.m.** 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.)

## Arrival at Middle School

Drop off – Students may be dropped off starting at 7:30 a.m.

Bussing scholars enter through Dekalb Avenue

Non-bussing scholars enter through Lafayette door ONLY between 7:30-8:00am

- Students should not arrive before this time because there is not proper supervision.
- Breakfast is served in the cafeteria between 7:30 and 7:55 a.m. The school is not staffed to provide breakfast once the school day begins. If you would like your child to have breakfast, please ensure they arrive at 7:30am. Scholars who arrive at 7:55am will receive a granola bar if they have not had breakfast.
- Scholars are marked late at 8:05am.

Start of the Day – The academic day begins at 8:00 a.m.

## Dismissal at Lower School

Dismissal time is 4:00 p.m.

- Classes exit the building at the Lafayette Avenue exit where authorized adults must sign out students. In the case of inclement weather, dismissal takes place in the auditorium and gym (3<sup>rd</sup> & 4<sup>th</sup>). Pre-K scholars are dismissed in the cafeteria daily.
- 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.

## Dismissal at Middle School

Dismissal time is 4:00 p.m. Monday through Fridays.

- 5th and 6th grade classes exit the building from on Kosciuszko Street and enter the school yard on Lafayette Avenue. In the event of inclement weather during dismissal, students may be dismissed from the cafeteria.
- 7th and 8th grade students exit the building from the yard on Lafayette Avenue
- Students permitted to walk home by themselves must sign themselves out with their teacher.
- Students taking the school bus will exit be supervised by CPCS staff and escorted to their assigned bus

At both school locations, Children will only be released to individuals specified in the Dismissal Instruction Form. Any alternative pick-up arrangements (*i.e.*, play dates, sibling pick-up, etc.) must be made in writing and given to the main office in the morning. **Alternatively, families should contact the main office by noon to inform the school of changes in pick up arrangements.**

## Absences

Parents should notify the school's main office by 8:00 a.m. if a child will be absent. Please do not allow a child who has been ill 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 the temperature has returned to normal. 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

month will meet with the Social Worker to discuss their attendance issue and develop a corrective plan to ensure punctual daily attendance.

## Lateness

Students will be marked late if they are not in their classroom by 8:20 a.m. at the Lower School and 8:05 a.m. at the Middle School. 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 LS:** 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 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. 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 and 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 Lower School students are prohibited from bringing E-Readers to school.

CPCMS 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 9:00-12:00pm; 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. 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.

## Traditions at Community Partnership

### Family Reading LS

Every second Friday morning from 8:15 to 9:00, classrooms in grades K-2 are open to friends and family to read with small groups of students. 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 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.

### 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 lunch or at the end of the day. If you wish to provide a treat to celebrate the occasion, please send in either 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.**

### Potluck Suppers

The PTCC hosts a Potluck Supper every other month for the school community. Potluck Suppers begin with Family Workshops that focus on different themes followed by a pot-luck supper set up in the cafeteria. Participating in the dinners is a wonderful way to get to know other school families as well as the school staff. Please see [cpcsschool.org](http://cpcsschool.org) for additional details.

### Science and Technology Day

Families are invited to explore technology and science with their children on this special day. Rooms are set up to demonstrate how technology is used in engaging activities. Students and families also become scientists for a day and participate in messy and meaningful science experiments.

### Trimester Award Ceremonies (MS)

Each trimester scholars an assembly will be held to publically 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- MS (EOY)

End of year trips are a great way to celebrate the hard work of our scholars. Using the REACH rubric (see appendix) weekly, scholars earn attendance on the out of state, 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.

## REACH incentives (MS)

Monthly incentives are given to students who consistently demonstrate the REACH values and receive all 4's and 5's on their Reach Rubrics. Reach incentives are by invitation only and events may include dress down day, pizza party etc. An example of a Reach Rubric can be found in the appendix.

## Power Outreach Wednesday's (POW)

In an effort to further our commitment to creating strong partnerships, we are extending an initiation to families to participate in opportunities that will support their scholar's learning. Beginning in October, monthly workshops will be hosted for parents the first Wednesday of the month.

## Learning Leaders (MS)

The Learning Leaders program enables parents to support their children's educational experience by increasing their knowledge, skills and confidence. The program provides interactive family workshops, which will address ways to support learning at school as well as at home. Beginning in October, monthly workshops will be hosted for parents.



## Family Creativity Day

The CPCS 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.

## Reading, Writing & the Language Arts

CPCS employs a balanced approach to literacy using a workshop approach with authentic literature, highlighting social studies themes in reading. 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.

Writing is taught through a writer's workshop model, which focuses on both the writing process and the written product. Each month, students study a specific genre of writing such as fiction, memoir, narrative, or biography. Students write, revise and edit their work constantly. In the process, they learn about punctuation, grammar and mechanics. At the end of each writing cycle, teachers host a Writer's Celebration for friends and families during which students share a selected, final "published" work.

## Mathematics

Math concepts are taught using a variety of methods. Teachers use *Math in Focus: Singapore Math* as the core material for exploratory instruction. They use manipulatives to help students make concrete connections with concepts that are taught. 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, and progress to the history of New York City and New York State and the world.

## Spanish (MS)

The Spanish curriculum is based on learning the language, and culture of Spanish speaking countries. Students will learn how to speak, read, and write in Spanish in order to enhance their ability to communicate in Spanish.

## Music

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.

## Morning Electives (MS)

Students get the opportunity to choose a teacher facilitated elective topic of their choice. Some of the elective topics offered are art, music, yearbook, and much more. Elective program topics will change every marking period.

## Friday Enrichment

Weekly, students are given the opportunity to participate in a structured recreational program in order to enhance their academic experience. Students are able to 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 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.

Every student at CPCS is expected to read every evening and keep a log, signed by their parents, about what they read. Students in grades K-2 should read with an adult. Students in grades 5-6 will be required to have their reading logs signed. The following chart outlines the length of time we expect children to spend on homework:

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grades 5 - 6	Grades 7 - 8
<b>Reading</b>	15 min.	15 min.	20 min.	25 min.	30 min.	60 – 90 min.	90 – 120 min.
<b>Math</b>	10 - 15 min.	10 – 15 min.	10 - 15 min.	20 - 30 min.	20-30 min.		

## 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.

## Special Needs 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 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 strongly recommends that any family concerned about their child’s academic progress first request a Child Study Meeting to develop an individualized intervention plan for their child before requesting a Committee on Special Education evaluation.

## Community Partnerships

CPCS maintains collaborations with a number of community and cultural partners. These partnerships offer opportunities for learning inside the classroom and in the community at large and include the following organizations:



**Beginning  
with Children**

**Beginning with Children Foundation (BwCF)** – BwCF is the school’s educational management organization and provides a variety of resources to the school level including academic, financial, operations and staff support.



**(NYU) and Pratt**

**America Reads Students** – Each week NYU/Pratt students work in our classrooms reading with students They provide teachers with extra support in the classroom and are role models for our students as they share stories about learning in a college setting.





**Chess-In-The-Schools** – We are entering our fourth year with this engaging program. Each week a chess instructor will work with classes of students to teach them the basic and more advanced rules and strategies of the game of chess. Students will have the opportunity to participate in an after school chess club as well as chess tournaments throughout the city.



**Everybody Wins!** – *Power Lunch* is a special lunchtime literacy and mentoring program proven to improve reading skills and attitudes that is run by Everybody Wins! Through this program, groups of adult volunteers spend their lunch breaks once a week working with students in a one-on-one reading session. The goal of the program is to promote the skills and love of reading by reading aloud, sharing favorite stories and talking about books.

**Pratt** **The Pratt Institute of Art** –Pratt offers CPCS students scholarships to take classes at the institute on Saturdays.



We build strong kids, strong families,  
strong communities.

**YMCA DODGE, in partnership with Barclays-** 2nd Grade Swim teaches more than 3,000 kids ages 6-7 how to swim every year. Our second grade classes began a partnership with this YMCA in the 2010-2011 school year and it continues in 2015-2016. The YMCA— “America’s Swim Instructor”— seeks to ensure that every NYC public school 2nd grader has the opportunity to participate in free swimming and water safety lessons at one of 17 local YMCA branches as part of the school day.

# 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 Director, you should schedule an appointment with her through the Office Manager.

The following rules are posted throughout the school:

<p><b><u>School Rules</u></b></p> <ol style="list-style-type: none"><li>1. Stay engaged in learning</li><li>2. Follow directions</li><li>3. One person speaks at a time</li><li>4. Ask permission to move from your seat (move and act safely)</li><li>• 5. Keep your hands and feet to yourself</li></ol>
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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, Restorative Practice (MS) 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.

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

## In-School Suspension

CPCS may require students to serve an in-school suspension during which they are not allowed to spend the day as members of their class communities. In-school suspensions are determined by the school Principal or the Academic Deans (with Principal approval) and are used only for serious or persistent infractions of school rules. Students, who have received an in-school suspension, must spend the school day supervised in one of the Administrative Offices (Deans or Principals) doing their schoolwork, which must be completed and signed by his or her teacher or a member of the Leadership Team, before he or she can be dismissed.

## Suspension and Expulsion

To create and maintain a safe, supportive, fair and reliable school community, the CPCS Principals and Academic Deans (with Principal approval) will suspend students from school for the most serious breaches of the Code of Conduct. In all cases, parents or guardians will be informed and must attend a conference with the Principal. Suspensions will be recorded in student's records. In the event that a child is suspended, an alternative instructional setting will be established regardless of whether the suspension is in or out of school.

A short-term out of school suspension of three days or less may be imposed on any student who violates the CPCS community principles by:

- Deliberately inflicting minor physical injuries on other members of the school community;
- Deliberately creating danger to other members of the school community;
- Physical fighting;
- Repeatedly disrupting school or classroom activities;
- Repeatedly refusing to cooperate with teachers, volunteers or peers;
- Harassing, taunting or threatening students, staff or other members of the school community (Bullying);
- Cyber-bullying;
- Deliberately vandalizing or defacing school property;
- Minor theft;
- Inappropriate touching;
- Cheating on exams;
- Committing any act that the Principal reasonably concludes warrants a short-term suspension; or
- Use of profanity directed toward a member of the CPCS community.

Long-term suspension, of greater than three days, or expulsion may be imposed on any student who violates CPCS community principles by:

- Using or selling drugs, or alcohol, or any illegal substance on school premises;
- Bringing any kind of weapon to school including a knife, explosive or incendiary bomb, or other dangerous object which may cause physical injury or death;
- Major theft;
- Deliberately inflicting or attempting to inflict serious physical injuries on other members of the school community;
- Repeatedly harassing, or threatening with physical or sexual violence, students, staff or other members of the school community (Bullying);
- Cyber-bullying;
- Engaging in Gang/Group/Clique activities that are threatening or dangerous; or
- Committing any act that the Principal reasonably concludes warrants a long-term suspension including any violation of any city, state, or federal law.

Short-term in school or out of school suspensions for up to three/five days are determined by the Principal or Academic Deans (with principal approval) based on the facts and circumstances of the situation. Students are informed verbally of any suspension, the reason or reasons for them and are given an opportunity to deny or explain the charges. If a student is suspended out of school up to three days, his or her parent/guardian will be contacted immediately in writing within 24 hours of the incident. Parents also will be contacted by telephone if the school has been provided with a correct contact telephone number. Parents can request an immediate informal conference to discuss the matter with the Principal. Arrangements also will be made to provide additional instruction to make up for missed schoolwork.

When determining whether a student's action warrants a long-term suspension, the Principal or Academic Deans (with principal approval) will verbally inform the student that he/she may be suspended and is being considered for a suspension and state the reasons for such actions. The student's parents/guardians will be immediately notified by phone. The parents/guardians will receive notice in writing within 24 hours of the suspension which will also inform them of their right to attend a formal hearing on the matter and be represented by counsel, question witnesses and present evidence.

A formal suspension hearing will be scheduled with reasonable consideration of the parents' /guardians' schedules. The Principal will personally hear and determine the proceeding or may, at her discretion, designate a hearing officer to conduct the hearing. The hearing officer's report is advisory only; the Principal makes the final decision as to whether long-term suspension is warranted. That decision may be appealed in writing to the Board of Trustees.

Expulsion is appropriate for any student whose conduct constitutes a continuing danger to the physical well-being of other students and/or the staff. There is zero tolerance for bringing a gun or weapon to school. Expulsion also is warranted if a student has not responded to all other forms of discipline and support, including detention, suspension, and counseling. It may also apply to a student who fails to change problem behaviors that have led to multiple suspensions, such as continued and willful disobedience and/or open defiance of authority. The Principals or designated hearing officer will hold a formal expulsion hearing similar to that described for long-term suspensions. Expulsion must be approved by the Board of Trustees, which also may hear a family's appeal of such a determination.

## Discipline for Special Education Students

CPCS's disciplinary policy for students with disabilities is in accordance, in all respects with the Individuals with Disabilities Education Act. In addition to the discipline procedures applicable to all students, students who's Individualized Education Plans (IEPs) include a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP appears not 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 an infraction, the matter will be immediately referred to the Committee on Special Education (CSE) 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 a total of **eight days**, CPCS will contact the CSE for reconsideration of the student's educational placement. Such a student will not be suspended for a total of more than **ten days** during the school year without the specific involvement of the CSE.

CPCS will 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.

CPCS will work with the CSE to ensure that it meets within seven days of notification of any of the following:

- The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days;
- The commission of any infraction resulting from the student's disability; or
- 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 an infraction been committed by a non-disabled student, the principal would seek to impose a suspension in excess of 5 days.

## Due Process

If discipline, which would constitute a change in placement, is contemplated for any student with an IEP, the following steps will be taken:

(1) no later than the date on which the decision to take such action is made, the parents of the student with a disability shall be notified of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and

(2) immediately, if possible, but in no case later than ten school days after the date on which such decision is made, the CSE and other qualified personnel shall meet and review the relationship between the child's disability and the behavior subject to the disciplinary action. If upon review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without

a disability, except as provided in 34 CFR §300.121(d), which relates to the provision of services to students with disabilities during periods of removal. Parents may request a hearing to challenge the manifestation determination. Except as provided below, the child will remain in his or her current educational placement pending the determination of the hearing.

If a parent requests a hearing or an appeal to challenge the interim alternative educational setting (IAES) or the manifestation determination resulting from a disciplinary action relating to weapons or drugs, the child shall remain in the IAES pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent and CPCS agree otherwise.

If a student does not currently have an IEP, but prior to the behavior which is the subject of the disciplinary action, CPCS has a basis of knowledge in accordance with 34 CFR §300.257(b) that a disability exists, the student's family may request that the student be disciplined in accordance with these provisions.

### 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 Principals or Academic Deans. 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. 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:

**1<sup>st</sup> incident:** a warning is issued or 1-day suspension if incident involving physical aggression or fighting

**2<sup>nd</sup> incident:** your child will not be allowed to use the bus for 1-2 days

**3<sup>rd</sup> incident:** your child will not be allowed to use the bus for an entire school week

**4<sup>th</sup> 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.

## CPCS Lower School Staff Directory

Class	Teacher
Pre-K	Mrs. Aschard Wallace-Turner Ms. Phyllis Hargett
K-1	Ms. Tanya Campbell Ms. Michelle DiSanto
K-2	Ms. Bobbi Huang Ms. Cydney Williams
1-1	Ms. Jennifer Dawson Ms. Natasha Coates
1-2	Ms. Ayisha Harvey Kristina Bondinello
2-1	Ms. Sabrina Bennett Ms. Lindsey Schaeffer
2-2	Ms. Hilary Bernstein Ms. Christine Ortiz
3-1	Mr. Tony Gayles
3-2	Ms. Tahari Bellamy Ms. Eileen Melendez
4-1	Ms. Marjorie Taylor Mr. Ashley Storey
4-2	Mr. Everage
Art	Ms. Amy Burmeister
Reading Specialist	Ms. Pierre Bolisca
SPED Coordinator	Abimbola Kai-Lewis
Music	Ms. Hannah Epstein
Physical Education	Mr. Eric Banks
Social Worker	Mr. Jayson Brown
Principal	Mrs. Jubilee Mosley
Academic Dean (Grades 2-4)	Ms. Maria Lekic
Academic Dean (Grades PreK-1)	Ms. Pierre Bolisca
Director of Operations	Mr. Rael Jones
Operations Assistant	Ms. Elizabeth Duplessy
School Aide	Ms. Daisy Gumbs
School Aide	Ms. Naisha Meyers
School Aide	Mr. Othniel Walcott
After School Program Director	Ms. Nicole Kidd

## CPCS Middle School Staff Directory

Class	Teacher
501	Ms. Denae Clarke
502	Mrs. Fabia Woodbine
601	Mr. Dustin Rowland
602	Ms. Paige Miller Hughes
701	Ms. Jessica Hunter-Bass
702	Ms. Tiffany Biggs
801	Mrs. Heather Williams
802	Mr. Najeeb Woodbine
Art	Mr. Boris Zoubkous
Music	Mr. Lummie Spann
Spanish	Mr. Manuel Fergus
Health/Physical Education	Mr. Michael Manley
Science 5 <sup>th</sup> & 6 <sup>th</sup> Grade	Ms. Jill Brown
Science 7 <sup>th</sup> & 8 <sup>th</sup> Grade	Ms. Kathryn Moore
Social Studies 5 <sup>th</sup> & 6 <sup>th</sup> Grade	Mr. Kirby Thomas
Social Studies 7 <sup>th</sup> & 8 <sup>th</sup> Grade	Mr. Jordan Curtis
Math Teachers	Mr. David Stutt, Mr. Najeeb Woodbine, Ms. Tiffany Biggs, Mrs. Fabia Woodbine, Ms. Paige Miller Hughes
ELA Teachers	Ms. Denae Clarke, Mr. Dustin Rowland, Mrs. Heather Williams, Ms. Jessica Hunter-Bass
Special Education Teachers	Ms. Candace Fuller, Ms. Ainsley Kumar, Mrs. Raychelle Osborne, Ms. Tricia Townsend
Social Worker	Mr. Adam Grant
Special Education Coordinator	Ms. Janna Tsimprea
Principal	Ms. Nicole Blair-Barzey
Academic Dean-ELA	Ms. Michelle Turnbull
Academic Dean-Math	Ms. Nayah Yisrael
Director of Culture and Emerging Bilingual Learners	Mr. Edwin Santiago
After-School Director	Ms. Ashley Peters
Vice President of Operations	Ms. Natalie Bledman
Operations Manager	Ms. Melissa Joseph
Operations School Aide	Ms. Lisa Joseph
Operations School Aide	Ms. Jazmin Martinez

## CPCS Board of Trustees

Travis Baird
Becca Baneman
Katie Cunningham
Sonia Gulardo
Amy Kolz
Kiisha Morrow
Joan Walrond
Gregory Whitten
Ex Officio/Non-Voting: Nicole Blair-Barzey, Jubilee Mosley, Esosa Ogbahon

To contact CPCS Board members, email [board@cpsschool.org](mailto:board@cpsschool.org).

## Appendix:

- A. Grievance Policy
- B. Discharge Policy
- C. Freedom of Information
- D. Freedom of Information
- E. Student Privacy Policy

### 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 Complaints**

When misunderstandings or disputes arise in the school community, it is important that they be resolved before serious problems develop. Faculty, staff, and other members of the school community should always try to resolve their difficulties among themselves first. Informal consultation with the Principal is encouraged if efforts among parties involved are not fruitful. If a member of the CPCS community believes that an issue requires further attention, the following additional procedures are available.

The Principal will seek to resolve any individual's informal complaint to that person's satisfaction promptly, courteously, and without the need for intervention by the Board of Trustees. If the matter is not resolved or questions remain a written informal complaint can be sent to the Board of Trustees' attention ([board@cpcsschool.org](mailto:board@cpcsschool.org)) or by giving a copy of the written informal complaint to an administrator of CPCS to provide to the Board of Trustees. The Board of Trustees will consider the informal complaint and respond in writing within a reasonable period of time to the complainant (within forty-five (45) days from the date of receipt of the complaint by the Board of Trustees). The Board of Trustees' determination will be final with respect to any informal complaint made pursuant to this policy.

#### **Formal Complaint to Board of Trustees**

The formal complaint process is guided by Education Law Section 2855(4). An individual or group (a complainant) may bring a complaint alleging a violation of the School's charter, the New York Charter Schools Act of 1998, as amended (Charter Schools Act), or other applicable law relating to the management or operation of the School to the School's Board of Trustees. A formal complaint can be sent to the Board of Trustees attention via email ([board@cpcsschool.org](mailto:board@cpcsschool.org)) or by providing a copy of the written complaint to an administrator of CPCS, in either case indicating that it is a formal complaint being filed pursuant to CPCS's grievance policy.

Complaints brought to the Board of Trustees shall be referred in a timely manner to a Grievance Committee, if such a committee has been established, to an ad hoc investigatory committee or to the Executive Committee. Such committee will consider the allegations and will further investigate the complaint. Any investigations may be conducted by such committee or by such committee's designee. Such committee will make non-binding recommendations to the Board of Trustees concerning the disposition of a complaint. The Board of Trustees will consider the recommendation of the committee and make a final determination with respect to the formal complaint within a reasonable period of time (within forty-five (45) days from the date of receipt of the complaint by the Board of Trustees). Upon the Board of

Trustees making a final determination, the School shall promptly provide the complainant with the following in writing:

- (a) the Board of Trustees' written determination and any remedial action relating thereto;
- (b) a written notice to the complainant that he or she may appeal the determination of the School's Board of Trustees to the SUNY Board of Trustees; and
- (c) a copy of the SUNY Board of Trustees' grievance policy (as posted on the website of the Charter School Institute).

Any individual dissatisfied with the decision of the Board of Trustees may appeal the decision to the Board of Trustees of SUNY and thereafter, if dissatisfied with the response of the Board of Trustees of SUNY, to the Board of Regents.

## B. Admission and Enrollment Policy

All students who reside in the state of New York are eligible to attend CPCS. 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 of each school year. The CPCS 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, 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 CPCS is given to siblings of students, English Language Learners, homeless students, students whose families qualify for free and reduced price lunch and Special Education Students. CPCS conducts two lotteries—one first for residents of District 13 and then one for out of district residents. At the Principal's discretion, spots may be reserved for hold over students. CPCS will comply with NCLB choice transfer program.

### School Lottery and Waitlist

If there are more applications submitted than spots available, students gain admission to CPCS 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.

Although the school lottery is conducted in April, 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. Informational meetings are held at local pre-schools and day care facilities. During October through March, school tours are conducted for prospective parents. The Outreach Committee, comprised of the Principal, Academic Deans, Director of Operations, Social Worker, and CPCS Board Members, is in charge of outreach and school tours. The Outreach Committee is also responsible for preparing materials that are distributed during the tours.

## C. Discharge Policy

**Discharge Procedures-** If for whatever reason you choose to discharge your child from Community Partnership 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. There are a few circumstances in which the family can, when re-enrolling bypass the waitlist. These circumstances are:

- The child was discharged in order to receive an educational program while at a hospital;

There are a few circumstances in which the family can, when re-enrolling bypass the waitlist. These circumstances are:

The child was discharged in order to receive an educational program while at a hospital  
The child was transferred due to a Department of Homeless Service placement

#### D. Freedom of Information Policy

**Freedom of Information Policy** – CPCS 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 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 CPCS Board of Directors. The school will forward a copy of the appeal and the ultimate determination by the Board to the New York State Department of Education.

Please note that CPCS 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

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 [Community Partnership Charter School 2 ("School")] receives a request for access.

Parents or eligible students should submit to the school principal [or 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. [NOTE: FERPA requires a

school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

4. The right to file a complaint with the U.S. 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  
U.S. 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 §99.31 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, §99.32 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

§99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(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 §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. 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 §99.35, 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. (§§99.31(a)(3) and 99.35)
- 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. (§99.31(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 §99.38. (§99.31(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. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))