

Community Partnership Charter School Student & Parent Handbook

2011-2012



At the Community Partnership Charter School, families, educators, and community members join to create a learning environment that fosters high academic achievement which exceeds the New York State Learning Standards. An enriched curriculum and dynamic partnerships between the school, families and community enable all students to become life long learners and active citizens who value kindness and respect.

Community Partnership Charter School

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Community Partnership Charter School Calendar for 2011-2012

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| September 6, 2011 Tuesday | SCHOOL SESSION BEGINS FOR ALL STUDENTS EARLY DISMISSAL FOR KINDERGARTEN STUDENTS ONLY 12:00PM |
| September 7, Wednesday | EARLY DISMISSAL FOR KINDERGARTEN STUDENTS ONLY 12:00PM |
| September 29, Thursday September 30, Friday | Rosh Hashanah – School Closed |
| October 10, Monday | Columbus Day – School Closed |
| November 8, Tuesday | Election Day – No School for Students |
| November 11, Friday | Veterans Day – School Closed |
| November 23, Wednesday November 24, Thursday November 25, Friday | No School – Thanksgiving Recess |
| December 23, Friday through January 2, 2012 Monday | Winter Recess (including Christmas and New Year's Day), Students return to school on Tuesday, January 3, 2012 |
| January 16, Monday | Martin Luther King Day – School Closed |
| February 20, Monday through February 24, Friday | Mid-Winter Recess – School is Closed |
| April 6, Friday through April 14, Friday | Spring Recess – (including Good Friday, Easter, and Passover); Students return to school on Monday, April 16 th . |
| May 25, Friday May 28, Monday | Memorial Day – School Closed |
| June 7, Thursday | Professional Development - No school for students |
| June 27, Wednesday | Last Day for all Students ½ Day for all Students. |

Guiding Principles

Field Code Changed

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.

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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

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 Administrative or Office Assistant at the school:

- Emergency Contact Information Form;
- Dismissal Instruction Form;
- Health forms: Physical Examination Form (211S)
- Student/Parent Handbook Signature Page;
- Photograph/Videotape Consent Form;
- Internet Policy Agreement
- Application for Free and Reduced-Price School Meals, and
- Medication and Non-Medication Authorization Forms (if relevant).

In addition, the following are required of new students:

- Parent/Guardian Home Language Identification Survey (HLIS);
- 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 Administrative 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 filled out 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 www.nyc.gov/accessnyc. *All families must either fill the form out online or return a hard copy of the completed*

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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 school work, 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** responsible 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.) It hires the school's Directors and holds the Directors 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 Director level.¹ 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 also runs a Pathways Program which provides enrichment opportunities including the BwCF Alumni Program that works with CPCS graduates and helps them successfully prepare for high school and college. The program offers mentoring, academic tutoring, cultural enrichment, leadership development, and life skills training.

The Lower School and Middle School **Directors** are responsible for all aspects of the school's management—from academics to fiscal issues. The Directors 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 Directors are accountable to the Board of Trustees.

The **Leadership Team (LT)** is a group of staff members who is 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 LT consists of the Lower School Director, Middle School Director, Deans, Chief Operating Officer, Teacher Leaders and the Math Staff Developer.

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.

¹ The school's Grievance Policy is set forth in Appendix A.

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 home and in the community. The CST typically consists of a CPCS Social Worker, Dean of Students, special education teacher, classroom teacher(s), staff developer(s), the school Director, 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 also contact the PTCC at PTCC@cpcsschool.org.

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 Folder – Every Tuesday your child will bring home school “mail” in a 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. Tuesday folders must be returned to the school the following day.

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 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, Ms. Bryon's email is mbryon@cpcsschool.org. Do not send urgent communications using email. Call the school and speak with the Office Assistant or Manager instead.

Phone Messages – Please leave any message for your child's teacher with the Office Assistant or Manager at the school. 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.

Auto-Dialer Messages and Texts – Throughout the year the school will use a School Messenger phone 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 twice during the school year in November and in March. A member of the

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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 twice a year. These reports offer parents a clearer picture of their child. Families of children in the Lower School, grades K – 4, should expect report cards in early February and after the end of the year. Middle School families, grades 5 – 7, should expect report cards three times a year in December, March 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 change their instructional approaches 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, fourth and fifth grade 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.

Math Rubrics and Unit Tests: At the end of each math 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.

Progress Reports in Middle School: Several times throughout the school year teachers will send home information about your child's academic progress. These will supplement the CPCS report card.

Daily Expectations and Routines

Dress Code

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

Lower School:

Tops: Orange, blue, or white shirts, sweaters and cardigans (with no writing)

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

Footwear: Shoes or sneakers (no sandals)

Middle School:

Tops: Chambray Oxford Shirt, orange tie (optional for girls), plain navy cardigan

PE: Plain white or orange t-shirt for PE class only (students must come to school adhering to the middle school dress code)

Bottoms: tan slacks or skirts (must be worn to the knee); if a belt is worn it must be black

Footwear: Black shoes or sneakers

Students not wearing the appropriate school dress code will be given a piece of necessary clothing to conform to the school dress code. Students will be sent home with a letter requiring a caregiver's signature, acknowledging the inappropriate attire. Clothing borrowed from Community Partnership should be returned to school if possible.

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 periodically throughout the year.

Arrival at Lower School

Drop off – Students may be dropped off starting at 7:45 a.m.

- Students should not arrive before this time because there is not proper supervision.
- Breakfast is served in the cafeteria between 7:45 and 8:05 a.m. The school is not staffed to provide breakfast once the school day begins.

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. Students then proceed upstairs to start their learning promptly at **8:20 a.m. (Students must be in their classrooms ready for the day to begin by 8:20, otherwise they will be marked late.)**

Arrival at Middle School

Drop off – Students may be dropped off starting at 7:45 a.m.

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- Students should not arrive before this time because there is not proper supervision.
- Breakfast is served in the cafeteria between 7:45 and 8:00 a.m. The school is not staffed to provide breakfast once the school day begins.

Start of the Day – The day starts at 8:00 a.m. in the cafeteria, where teachers come to greet the students. Students then proceed upstairs to start their learning promptly at **8:05 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.
- 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.

- Classes exit the building to the yard on Lafayette Avenue where authorized adults must sign out students. In the event of inclement weather during dismissal, students may be dismissed from the cafeteria.
- Students walking home by themselves must sign themselves out with their teacher.
- Students taking the bus will exit the school's main entrance and escorted to the bus area on Kosciuszko Place, supervised by CPCS staff, who escort students onto their assigned bus.

At both school locations, Children can 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 child's teacher in the morning.

Absences

Parents should notify the school's main office by 8:30 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.

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 to create a plan for your child to be in school for all learning time. If attendance challenges persist, the Director will meet with you to discuss the academic and social ramifications and discuss next steps.

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 be respectful and use common sense with respect to issues of school safety. All visitors must show identification and sign in at an entrance and proceed directly to the main office. No visitors are allowed to go directly to their destination without signing in and being escorted by a CPCS staff member. 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. Bicycles are not allowed in the building. Skateboards, scooters and roller-blades are not allowed inside the building.

Cell Phones

Cell phones may not interfere with the learning environment at school. We require that students place all cell phones in a bin at the front of their classroom when they enter their classroom at the beginning of the day. The teacher will lock the bin in a closet for the day. The phones will be distributed to students at the end of the day by their classroom teachers or by their after-school counselor. 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.

Dining at CPCS

Students at Community Partnership are encouraged to make positive and healthy choices during the school day, this includes lunch time. To this end the following table lists prohibited foods at CPCS, as well as some healthy alternatives. Students found eating any food on the “prohibited food” list will be asked to put it away, in some cases the food may be taken from them during the lunch hour and returned to the student at the end of the day.

| Foods Prohibited at CPCS | Healthy Alternatives |
|---|--|
| <ul style="list-style-type: none"> • chips • candy • seeds (sunflower, pumpkin) • soda • ice tea • Capri Sun / Juicy Juice • Fruit Snacks • Snack Mix | <ul style="list-style-type: none"> • Popcorn or pretzels • juice • graham crackers • trail mix & raisins • fruit • 100% Juice • Crackers • 1-3 cookies |

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Traditions at Community Partnership

Family Reading

Every 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.

Senior Academy

Every Friday morning from 8:15 to 9:30, students in grades 3-5 will participate in Senior Academies. Students in grades 5 – 7 participate in Senior Academy on Wednesdays from 8:00 to 8:50. These are electives students select during the first two weeks of school, based on personal interest. Senior Academies are enjoyable and academic experiences aimed at developing student interests in varied areas.

Monthly Assemblies

The first Friday of every month 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

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, 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

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dinners is a wonderful way to get to know other school families as well as the school staff. Please see 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.



Family Creativity Day

The CPCS community gathers together 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.

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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 *Investigations in Data, Number and Space* and *Connected Mathematics Project (CMP)* 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.

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 drawing 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.

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.
- 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.

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 | Grade 5 | Grade 6 | Grade 7 |
|----------------|--------------|--------------|--------------|--------------|------------|--------------|--------------|---------------|
| Reading | 15 min. | 15 min. | 20 min. | 25 min. | 30 min. | 60 – 90 min. | 60 – 90 min. | 90 – 120 min. |
| Math | 10 - 15 min. | 10 – 15 min. | 10 - 15 min. | 20 - 30 min. | 20-30 min. | | | |

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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 Foundation (BwCF) – BwCF is the school’s educational management organization and provides a variety of resources to the school level including academic, financial 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.



CAMBA – This is our fourth year with this after-school partner. CAMBA’s enriching program will provide our students with active, hands-on learning activities and experiences. The program will be open to 135 CPCS students on a first-come first-serve basis.



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.



Alton Calliste and Skye Matthews at Chess-in-the-Schools National Competition, Dallas 2010

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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 2011-2012. 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.



Fit 4 Life Kids – This partnership is committed to filling the activity gaps that exist in a child’s life by introducing them to traditional and non-traditional sports, dance, martial arts and fitness programs.

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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 Directors 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:

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;

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- 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.

Students are taught the language of "Power Talks." If they have a problem, they can ask for an adult to mediate a "Power Talk." A Power Talk follows these steps:

1. Students agree to have a "Power Talk."
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 "Power Talk" 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 | |

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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 Dean of Students or the school Director 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 school offices 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 Directors and Deans of Students 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 Director. 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 Director 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 Director 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 Director or Dean 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 Director. 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 Director or Dean of Students 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. If possible, 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 Director 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 Director 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 Director or a 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 Director.

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, 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;

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- 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 Dean of Students or the Director. 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 Dean of Students and Social Worker may be a part of the conference.

The student's classroom teachers will prepare a Morning Meeting/Advisory with the class targeting the problem behavior(s), encouraging the students to discuss the incident and explore how the incident relates to CPCS core values. The Dean of Students and/or Social Worker may attend the meeting as well. The student who has hurt, intimidated or offended another student will prepare an apology for Morning Meeting, and his/her family will be encouraged to attend the presentation. The student will describe what took place, and talk about the effect of his/her behavior on other people. The student will apologize to his/her classroom community.

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 Dean of Students and/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.

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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 Director, the Dean of Students 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

2nd incident: your child will not be allowed to use the bus for one day

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.

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

CPCS Staff

| Staff Members | College/Role |
|---|--|
| Ms. Melanie Bryon | Lower School Director (LT) |
| Mrs. Keisha Rattray | Middle School Director (LT) |
| Ms. Emily Davison | Chief Operating Officer & Special Education Coordinator (LT) |
| Mrs. Folake Akinola-Pinard (Mrs. AP) | 3-4 Academic Dean (LT) |
| Mrs. Anna Sathe | K- 2 Academic Dean (LT) |
| Mr. Kevin Tallat-Kelpsa | Math Staff Developer (LT) |
| Ms. Gerilyn Wright | Middle School Dean of Students (LT) |
| Ms. Maggie Cho | Teacher Leader & LS Science (LT) |
| Mrs. Erin Seybert | Teacher Leader & 5 th (LT) |
| Ms. Mahasin Mu'min & Ms. Tanya Campbell | (K) |
| Ms. Lauren Conroy, Ms. Thalita Argamin & Ms. Doreen May | (K) |
| Ms. Emily Baskin & Mr. Christian Rose | (1) |
| Ms. Suzy Bromfield & Ms. Melissa Madden | (1) |
| Mr. Curtis Dann-Messier & Ms. Frances Barrett | (2) |

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| | |
|--|-------------------------------|
| Ms. Eileen Melendez- Brasse & Mrs. Toti Little | (2) |
| Ms. Sheila Carrasquillo & Ms. Sabrina Bennett | (3) |
| Ms. Kayla Russo & Mr. Stephen Turner | (3) |
| Ms. Ayana Goldman & Ms. Phyllis Hargett | (4) |
| Ms. Shaunte Penniston & Mr. Warren Corrazzini | (4) |
| Mrs. Erin Seybert & Ms. Nancy Buck | (5) |
| Ms. Christina Capaldi & Ms. Shana Minto | (5) |
| Ms. Kerry Brett-Esty | (6) |
| Ms. Megan Greco & Ms. Natalie Guiteau | (6) |
| Mr. Ashley Gangi | Math (7) |
| Ms. Keneshia McDonald | English (7) |
| Ms. Kathryn Moore | Science (7) |
| | Social Studies (7) |
| Ms. Shirleen Brown | CTT (7) |
| Mr. Chris Maksymiw (Senor Mak) | Spanish (MS) |
| Mr. Michael Manley | Physical Education (MS) |
| Mr. Raphael McGregor | Music (MS) |
| Ms. Anna Martin | Art (MS) |
| Ms. Katie Schaefer | Art (LS) |
| Mr. Steve Danielsson | Music (LS) |
| Ms. April Williams | Physical Education (LS) |
| Ms. Ivonne Cintron | Technology (LS) |
| Mr. Renato Muguercia | Technology Support Specialist |
| Mr. Jayson Brown | Social Worker (LS) |
| Mrs. Skyra Thomas | Social Worker (MS) |
| Ms. Whitney Garland | Resource Room |
| Ms. Alejandra Escoto | Middle School Office Manager |
| Ms. Minerva Hernandez | Lower School Office Manager |
| Ms. Ferrugia Sonothax | Office Assistant |

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|--|---------------------|
| <p>Lower School</p> <p>Ms. Daisy Gumbs</p> <p>Ms. Joan Moore</p> <p>Ms. Maria Hernandez</p> <p>Ms. Nicole Kidd</p> <p>Mr. Othniel Walcott</p> <p>Mr. William Moffitt</p> <p>Middle School</p> <p>Ms. Monique Diggs</p> <p>Mr. Earl Horne</p> | <p>School Aides</p> |
|--|---------------------|

CPCS Board of Trustees

| | | |
|------------------------|--|--------------|
| Martin J. Ragde, Chair | John Burke | Terri Canady |
| Clare Cusack | Carol Matthews | David Stutt |
| Pamela Walker | Melanie Bryon, Keisha Rattray non-voting, ex officio | |

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

Appendix:

- A. Grievance Policy
- B. Discharge Policy
- C. Freedom of Information

- 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 Director 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.

Formal Complaint to Board of Trustees

1) The Director will seek to resolve any individual's informal complaint to that person's satisfaction promptly, courteously, and without the need for Board intervention. However, any individual may submit a written complaint for Board attention to the school's office which will promptly forward that complaint to the Board Chair. The Board will consider the complaint and respond in writing within a reasonable period of time to the complainant. The school's authorizer does not handle appeals of informal complaints.

2) Complaints alleging a violation of the provisions of the New York charter law or of the school's charter may be brought to the Chair of the Board of Trustees, who will submit them to the Grievance Committee for consideration. The committee will then make non-binding recommendations to the Board concerning the disposition of a complaint. The Board will consider the committee's recommendation and render a decision. To file and process a grievance, the following procedure must be followed:

- A written complaint is submitted to the Chair of the Board of Trustees who will then forward the complaint to the Grievance Committee.
- The Grievance Committee meets within seven business days after receiving the written complaint. A conference call may serve as a meeting, if a traditional meeting is not possible. During or within five business days after this meeting, all parties affected must have the opportunity to be heard by the committee.
- The Grievance Committee writes up a recommendation and forwards it to the Board of Trustees at large.

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- At the next full meeting, the Board will affirm the Grievance Committee decision. The Board will provide the complainant with a written determination and a written notice that he or she may file an appeal with the Charter Schools Institute if the complaint involves a violation of law or of the charter. The Board also will send the complainant a copy of the Institute's Grievance Guidelines.

Any individual dissatisfied with the response of the Board of Trustees may bring a further complaint which alleges a violation of the charter, charter law or any other provision of law relating to the management or operation of CPCS 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. 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.

C. 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.

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