

Community High School

Student and Family Handbook

School Year

2026-2027

At Community High School, families, educators, and community members join to create a supportive learning environment through an innovative year-round academic and enrichment program. We are a school whose intent is to create a learning environment - shaped and supported by the living lab that is our city - that will give our students the tools that they need to reach their goals and have successful, rich lives.

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CHS 2026-27 Calendar

Total days in session: 191

Student Attendance Days (Aug-June): 179

Student Summer Explorations: 9

Professional Development Days: 3

2026

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

AUG

5-14 - Summer Professional Development (Teachers)
5-7 for New Staff; August 10-14 for all staff
 18-19 - Regents Exams
 19 - First Day of School; Grading Cycle 1 begins
 24-25 - Launch Fall Goals + Growth Plans

Instructional Days: 9

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

NOV

3 - Election Day (No School)
 11 - Veterans Day (No School)
 25-27 - Thanksgiving Day (No School)

Instructional Days: 16

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

SEP

4,7 - Labor Day Weekend (No School)
 21 - Yom Kippur (No School)
 Sept 28 - Oct 2 - Fall Break (No School)

Instructional Days: 16

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

DEC

14-15 - Semester Finals
 15 - Winter Social
 16 - End Grading Cycle 2
 17 - Student-led conferences (remote asynchronous)
 18 - Professional Development Day (No School, Students)
 Dec 21-Jan 1 - Winter Break (No School)

Instructional Days: 13

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

OCT

1-2 - Fall Break (No School)
 7-9 - Midterm Exams
 12 - Indigenous People's Day (No School)
 13 - Fall Social
 14 - End Grading Cycle 1; CHS Collaborative Walkthrough
 15 - Student-led conferences (remote asynchronous)
 16 - Professional Development Day (No School, Students)
 19 - Grading Cycle 2 Begins

Instructional Days: 18

2027

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

JAN

1 - Winter Break (No School)
 4-15 - Winter Exploration
 18 - Dr. Martin Luther King, Jr. Day (No School)
 19 - Grading Cycle 3 begins
 26-29 - Regents Exams; 360 Feedback days

Instructional Days: 19

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

MAY

17 - Eid al-Adha (No School)
 26-28 - Final Exams
 31 - Memorial Day (No School)

Instructional Days: 19

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

FEB

1-3 - Launch Spring Goal + Growth Plans
 5 - Spring Performance Festival (evening)
 10-11 - Launch Capstones for 9th Grade
 15-19 - Presidents Week (No School)

Instructional Days: 15

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

JUN

2 - End Grading Cycle 4
 10 - Student-led conferences (remote asynchronous)
 11 - Professional Development Day (No School, Students)
 15-25 - Regents Administration
 18 - Juneteenth (No School)
 25 - Last Day of School*

Instructional Days: 17

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

MAR

8 & 10 - Midterm Exams
 9 - Eid al-Fitr (No School)
 11 - End Grading Cycle 3
 12 - Student-led conferences (remote asynchronous)
 15 - Grading Cycle 4 Begins
 19 - Spring Social
 26 - Good Friday (No School)
 29 - Easter Monday (No School)

Instructional Days: 20

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

JULY

Individualized Summer Programming
 1-5 - No School, Students
 6-16 - Summer Exploration (required)
 Rising 10th, 11th, 12th Graders
 Paid Internship opportunities for interested

Instructional Days: 9

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

APR

26-30 - Spring Break (No School)

Instructional Days: 17

Guiding Principles

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

Rigorous Instruction

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

Differentiated Instruction

Community High School values and celebrates all learners. Teachers use a variety of ongoing assessments to understand their students. Teachers modify their instructional strategies to meet students’ specific learning needs so that all 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.

Educating the Whole Person

Community High School offers an expansive core curriculum that includes the arts, physical education, and technology along with science, the humanities, ELA and math. We provide multiple opportunities for students to express themselves as individuals and to nurture their own special talents and interests. Community High School ensures a rich social and emotional environment that encourages a lifelong love of learning and the ability to thrive in college and the 21st century workplace.

Developing Teacher Leaders

At CHS, 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. At CHS, 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 CHS. 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

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

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

An Innovative and Nurturing K-12 Continuum of Learning

Community High School was designed to provide our students with a rich and high quality academic and enrichment program through the 12th grade, ensuring that our students are prepared to succeed and thrive in college and the 21st century workplace. Our academic curriculum is based in Brooklyn and New York City history, culture and politics, with a rich array of learning opportunities inside and outside the classroom. Our students explore and develop their own special talents through immersive academic work and projects, work-based learning opportunities, and a four-year career and advisory program.

Required Forms

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

- Family Income Form
- Emergency Contact Information Form/Dismissal Instructions
- Health forms: Physical Exam Form; Immunization Records
- Internet Policy Agreement
- Medication Authorization Forms (if relevant)
- Photograph/Videotape Consent Form/Media Release Form; and

- Student/Parent Handbook Signature Page,
- Technology Acceptable Use Agreement & Parent Portal Acknowledgement
- School Trip Consent Form

In addition, the following are required of new students:

- Parent/Guardian Home Language Identification Survey (HLIS)
- Transportation Request
- Residency Questionnaire
- Family Information and Ethnic Identification Form; and
- Student Academic Record Request Form (if the child attended another school).

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

The following is a brief description of the purpose of some of the forms. Questions concerning any of the required forms should be directed to the Director of Operations 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 Physical Exam Form and Immunization Records– New York State law requires that all children enrolled in New York City schools 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.

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

Medication Administration Form – Most medication may only be dispensed by the school nurse. The DOE 504 form authorizes the school’s nurse to administer medications to a child while in school. If your child must take medication during the school day, please send in this completed form with written directions (along with a Doctor’s prescription) and 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 inhaler 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 student 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 student's advisory teacher if your student has any medical condition that might interfere with schoolwork, behavior or safety during the school day. We can only accommodate conditions of which we are aware.

Roles and Responsibilities

Community High School (CHS) was launched in partnership with the Beginning with Children Foundation in August of 2022 with the goal of preparing students to succeed and thrive in college and the 21st century workplace. An extension of the Beginning with Children Charter School 2 charter, Community High School will serve students and families from Beginning with Children Charter School 2, Community Partnership Charter School, and students in the surrounding Brooklyn and New York City community.

The following is a brief discussion about the roles and responsibilities within our school 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 Community High School. Board of Trustee meetings are subject to the Open Meetings Law, which requires that the meetings be publicly posted and open to the public. The Board also hears grievances that cannot be resolved at the Principal level. (See *the Grievance Policy located in the Appendix*). The Board can be contacted at CPECBoard@communityhsbk.org.

Beginning with Children Foundation (BwCF) helped design and launch CHS, along with Beginning with Children Charter School 2 in 2012 and Community Partnership Charter School in 2000. BwCF is designated by the Board to provide educational and business management to the school. BwCF provides services in areas such as academic programming, data management and evaluation, business services, compliance, development, technology, community engagement and communications. BwCF provides leadership support and collaboration opportunities among the schools in the BwC network, including CPCS, Beginning with Children Charter School 2, and Community High School. BwCF also provides enrichment opportunities to alumni through the Legacy Network. The Legacy Network serves as the catalyst for our students' continuing success in high school, college and career pathways. The program provides mentoring, academic enrichment and a supportive social network to help our graduates make the critical transition to college and career. The Legacy Network can be contacted by emailing Nella Mupier at nmupier@bwcf.org.

The School Principal is responsible for all aspects of the school's management—from academics to fiscal issues. The Principal oversees all school matters pertaining to the faculty, students, parents and caregivers 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 Principal is accountable to the Board of Trustees and is supervised by BwCF.

The **Leadership Team (LT)** is a group of staff members who are committed to supporting the vision and mission of CHS by working with teachers, students and parents in order to ensure that annual goals are being met. At CHS, the Leadership Team consists of the Principal, the Assistant Principal, and the Director of Operations.

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

The School **Social Worker and Guidance Counselor Team** works closely with students in supporting personal and social development and with students and families in need of ongoing and/or emergency services.

The **Student Support Team** 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 Student Support team typically consists of a CHS Social Worker, classroom teacher(s), the Principal, the Special Education Coordinator, the ELL Coordinator, and the student's caregivers. A student's caregivers, the classroom teacher, or other professional may convene a Student Support Team meeting when a problem or concern is identified.

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

The College and Career Readiness Team works with students to prepare them for college and career. Starting in grade 9, the CCR team leads students in college and worksite tours, as well as career panels with industry professionals. The CCR team leads the Summer and Winter Explorations program, during which students participate in paid-internships, research projects and building workforce skills, such as resume-writing.

Parents, Guardians and Caregivers are an integral part of each child's school success and social development. CHS views parents, guardians, and caregivers as partners in our endeavor to educate and nurture the whole student. CHS expects parents, guardians, and caregivers to work with the school staff to achieve 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.

Communication at Community High 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 advisory 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.

Emergency School Closings - CHS 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. CHS will also utilize other methods of communication established throughout the year, such as text message communications through ParentSquare, or Google classroom.

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

Website – The school calendar, staff assignments, and other important information can be found on the school website. Visit communityhighschoolbk.org for the latest pictures, updates and news from CHS.

Email – All staff members at CHS have email accounts. At any point you can contact the school Main Office to learn email accounts for specific staff members.

Phone Messages – Please leave any message for your child's teachers with the office staff. Teachers will return a parent's call within 48 hours.

ParentSquare - Teachers and parents can use this application to communicate with each other over text message. Whole school announcements will be shared through this app.

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

Daily Expectations and Routines

Dress Code

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

Tops: Students may wear any shirts/sweatshirts that have been given with the Community High School name, Community Partnership or Beginning with Children Charter School 2 name, OR a plain white collared shirt (polo or button-down)

Bottoms: Students may choose the pants they wear. We ask that they are not excessively torn or excessively tight.

Footwear: Shoes or sneakers (no sandals)

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 charities periodically throughout the year.

Attendance Policies

Students are responsible for ensuring that their attendance, absence, or tardiness is accounted for each day. Community High School has a year-round academic and enrichment calendar, and **students are required to attend in person Explorations programs in the summer.** If a student is late to campus for any reason aside from late bus arrival, students must sign in at the Main Office.

Students are responsible for making up class work and assignments missed because of absences due to illnesses, school trips, activities, or games and should be in contact with their teachers in advance. Teachers are not obligated to re-teach material in the event of student absences.

Upon return to school from an absence, students have the same number of days missed to make up a test, quiz, or other assessment. For example, if a student missed two days of school, they should plan to complete the assessment two days after their return. Consultation with their teacher about missed work and assessments as soon as possible on return to school is requested.

Students are expected to arrive at each class on time. Students who are late will be marked late by their teachers; repeated lateness will result in conversation with a member of the school Leadership team and parent/guardian will be notified.

Students who arrive at school after 10:00 AM cannot participate in extracurricular activities that

day, including practices, games, rehearsals, and performances. The Principal or Assistant Principal has the discretion to adjust for extenuating circumstances.

Missing or “cutting” a class or activity is considered a breach of school policy and will result in disciplinary action. Disciplinary action **will** include students staying after school on the day of the cut class to complete missed assignments.

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

If illness or injury requires a prolonged absence from school, a parent or guardian should contact the social worker (email address to be added) to report the reason for the absence and discuss plans to address missing work.

If an absence or lateness causes a student to miss 10 or more classes per semester or 20 per year, the student may not receive course credit. We do not distinguish between “excused” and “unexcused” absences. Any potential loss of course credit will be carefully considered at the discretion of the administration.

Daily Arrival and Dismissal Procedures

- **If a student will be late (arriving after 8:45 AM) or absent, parents/guardians must notify the main office (chsmainoffice@communityhsbk.org)**
- **Dismissal time is 3:45 p.m. on Monday – Thursday. On Friday, dismissal is at 1:00 p.m.**

Students in grades 9-11 may not leave school prior to dismissal without written permission from a parent or guardian. Parents/guardians should email chsmainoffice@communityhsbk.org BEFORE 10:00 AM with information about early dismissal. The note should explain the reason for early dismissal and state the time of departure.

Technology

The use of technology provided by CHS for students enrolled at the school is a privilege permitted at the school’s discretion. Technology is subject to the conditions and restrictions set forth in the *Acceptable Use Agreement – Education Corporation Technology* (“Technology Agreement”) (See *Appendix Item H*).

All families must return a signed technology agreement with confirmation of the Family Handbook. While using school-issued technology, or personally owned technology on school grounds, students and families must abide by the code of conduct outlined in the Technology Agreement and are held responsible for any damage caused to the technology. Any issues with technology – damage, performance issues, or other problems that arise – should be brought immediately to the attention of the student’s classroom teacher, school Principal, or Director of Operations.

Cell Phones

Cell phones 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 the lobby when they enter at the beginning of the day.** Office staff will lock the bin in a closet for them until the end of the day. The phones will be distributed to students at the end of the day. More information about our Distraction Free School Policy is linked [here](#).

AirPods / Headphones

AirPods and similar bluetooth devices interfere with the learning environment and must be removed from student's ears when in class unless expressly allowed by the teacher for instructional use during a specific class period.

Social Media

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

Academic Reports, Accountability and Support

Report Cards

Students in Grades 9 through 12 have four reporting periods: progress and semester grades for both fall and spring. We adhere to a "running grade" structure where the average builds throughout the year. Report cards are internal School records, shared with families in order to track student

progress; they are distinct from official school transcripts and should not be treated as such or sent to other schools, places of employment, or colleges.

Transcripts

Transcripts are the official School record of completed course work. Grades on the transcript include only final marks for the year and are the only official School document sent to colleges and universities. Courses from which students withdraw during the year do not appear on transcripts, nor does course work earned outside of the School curriculum.

Incomplete Grades

If at the end of the marking period a student has not submitted all necessary assignments, a teacher may enter an Incomplete (INC) on the report card. Students have two weeks after the end of the marking period to turn in outstanding work; if they fail to do so within that time frame, a failing grade will be entered into the gradebook and their grade will be calculated accordingly.

No Grade (NG) may be used in rare circumstances where a student has been absent for a significant period of time, and there is no work on which to adequately grade them.

Student-led Conferences

Formal conferences between students, teachers and caregivers are held four times during the school year. Students will lead these meetings, sharing with caregivers current work, progress and goals in their academic coursework. 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.

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 CHS 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 CHS. 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.

Student Support Team

The Student Support Team is a group of CHS staff members (including, but not limited to: Leadership team member(s), teacher(s) and Social Worker) who meet to discuss a student's academic or social challenges and develop a plan of support. Teachers meet with families once the support plan is developed to share the plan, make any additions, and to discuss the *at home* portion of the plan. Families can request a Student Support team meeting, if they have a particular concern, by contacting their child's advisory teacher.

Special Needs at CHS

CHS 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 CHS are counseling and integrated co-teaching. CHS partners with the Department of Education and approved service agencies to provide Speech and Language Therapy, Occupational Therapy and Physical Therapy.

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

Academic Warning and Probation

Each marking period, the Student Support Team— comprised of the Principal, Assistant Principal, Special Education Coordinator, ELL Coordinator and Social Worker —reviews all student report cards. Students who have multiple conditional grades can be placed in one of the following probationary status categories:

- Academic Warning: Two grades below 70
- Academic Probation: Three grades below 70

When a student is placed on either Academic Warning or Probation, the Student Support Team designs an improvement plan specific to the individual student's needs and concerns. This can include, but is not limited to, mandatory meetings with individual teachers, and/or the school Social Worker. The Principal and Assistant Principal are directly responsible for implementing and overseeing improvement plans as well as communicating between the teaching faculty, Support Team, student, and family.

Community High School Code of Conduct and Discipline Policies

The CHS Mission Statement encourages all members of the CHS 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, caregivers 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 High School 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 CHS community are expected to be respectful in our interactions with each other. Families are encouraged to schedule a meeting with their child's advisory teacher in the event of a problem or disagreement. If the problem persists, the Assistant Principal or the Social Worker may contact the family. The Principal is ultimately responsible to resolve any issue that cannot be addressed by other staff members. If you wish to discuss a matter with the Principal, you should schedule an appointment with him through the Main Office.

Student Responsibility

At Community High School, we believe that disciplinary issues are learning opportunities for students. Our goal is to teach students to learn how to be responsible for the wellbeing 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; and repair or pay to repair damage to school property
- 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.

Academic Integrity / Academic Honor Code

Cheating and plagiarism are major transgressions of School values and may result in disciplinary action by the School. Plagiarism is defined as using someone else's material without giving proper credit to the author or source, published or online. Cheating includes receiving unauthorized or inappropriate aid from someone else (including tutors) or from online resources not a part of the class materials on homework, assessments, projects, presentations, or other assigned work. The use of Artificial Intelligence (AI) tools such as ChatGPT on any assignment, unless otherwise authorized by a teacher, also constitutes cheating; in cases where students are permitted to use AI

on assignments, they must adhere to the standards of citation established by the teacher and failure to do so comprises a case of plagiarism. Cheating also includes assisting another student by providing unauthorized or inappropriate aid. Students are expected to abide by U.S. copyright laws; unauthorized use of copyrighted materials is considered a major breach of the Honor Code.

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.

Discipline Policies

At CHS, 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 | • Behavior Contract / Tracking Sheets | • Loss of Privileges |
| • Time Out | • Office Referral | • In-school Suspension |
| • Parent Contact | • Parent Conference | • Suspension from School |
| • Lunch / Afterschool | • Taking Responsibility, including paying for damages to school property | • Expulsion from School |
| • Detention | | |
| • Public Acknowledgement | | |

Levels of Suspension & Due Process Procedures

A. SHORT TERM SUSPENSION

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

Procedures and Due Process for Short Term Suspension

The Principal may impose a short-term suspension, and shall follow due process procedures consistent with federal case law pursuant to *Goss v. Lopez* (419 U.S. 565). Before imposing a short-

term suspension, or other, less serious discipline, the Principal shall provide notice to inform the Student of the charges against him/her/them, and if the Student denies the charges, an explanation of the evidence against the Student. A chance to present the Student's version of events shall also be provided.

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

The Principal's decision to impose a short-term suspension may be appealed by the parent(s)/ guardian/caregiver in accordance with CHS's Grievance Policy (see *page 24, Appendix A*).

B. LONG TERM SUSPENSION/EXPULSION

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

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

Procedures and Due Process for Long Term Suspension

Upon determining that a Student's action warrants a possible long-term suspension, the School shall verbally inform the Student that he/she/they are being suspended and are being considered for a long-term suspension (or expulsion) and state the reasons for such actions. The School also shall immediately notify the Student's parent(s)/guardian(s)/caregiver(s) in writing. Written notice shall be provided by personal delivery, express mail delivery, and if known, via email

or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. Where possible, notification also shall be provided by telephone if the School has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident or incidents that resulted in the suspension and shall indicate that a formal hearing will be held on the matter that may result in a long-term suspension (or expulsion). The notification provided shall be in the dominant language used by the parent(s) or guardian(s). At the formal hearing, the Student shall have the right to be represented by counsel, question witnesses, and present evidence.

If the Principal initiates the suspension proceeding, he or she shall personally hear and determine the proceeding or may, in his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer's recommendation shall be reported to the Principal who may adopt it and impose the consequences. The Principal may impose a long-term suspension. Such a suspension may be imposed only after the Student has been found guilty at a formal suspension hearing. In extreme circumstances, the Principal may expel the Student from school. The Principal's decision to impose a long-term suspension or expulsion may be challenged by the parent or guardian by submitting a written appeal to the Board of Trustees within five (5) days of receipt of the Principal's decision (appeal can be submitted by email to CPECBoard@communityhsbk.org, left in hard copy with the Principal or Director of Operations), and the Board shall designate two (2) or more Trustees (the "Designated Trustees") to review the appeal which may include, in the Designated Trustees discretion, an in-person meeting (the "Meeting") whereby the parents/guardians of the affected Student and the Principal shall each have up to fifteen (15) minutes to present information for the Designated Trustees' consideration. The Designated Trustees shall render their decision within five (5) days of the Meeting. NOTE: In any instance where the Principal is directly involved in the instance(s) at issue for a suspension or expulsion, the Principal shall appoint a designee to handle any investigation, hearing and determination.

Provision of Services During Removal

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

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

During any removal for weapon, drug or infliction of serious bodily injury-related offenses pursuant to 34 CFR §300.530(g)(1), (2) and (3), respectively, services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving

the goals of his/her/their IEP. These service determinations will be made by the CSE of the Student's district of residence. The school will place Students in interim alternative educational settings as appropriate and mandated by the IDEA.

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

C. DISCIPLINARY POLICY FOR STUDENTS WITH DISABILITIES

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

If a Student violates the School's discipline code and is being considered for a suspension or removal, the School must ensure the following due process protections are provided to the Student and to the Student's parent(s) in addition to those set forth in the regular education discipline code. For suspensions of five (5) school days or less, the Student's parent(s)/guardian(s)/caregiver(s) must be provided with a written notice, and a follow up telephone call if possible, within 24 hours of the incident leading up to the suspension which describes the basis for the suspension and explains that the parent/guardian/caregiver has the right to request an informal conference with the Principal and appropriate staff to discuss the incident and question any complaining witness against the Student. For suspensions in excess of five (5) consecutive school days, the Student's parent(s)/guardian(s)/caregiver(s) must be provided with a written notice which indicates that the School proposes to suspend the Student from school in excess of five consecutive school days, describes the basis for the proposed suspension, explains that the Student has an opportunity for a fair hearing conducted by the Principal or his or her designee at which the Student will have a right to question any witnesses accusing him/her of committing the misconduct charge and to present witnesses on his/her behalf. Where possible, notification must also be provided by telephone. In addition, the School must provide alternative education to the Student during the suspension as set forth below, including any special services required by the Individualized Education Program (IEP) prepared by the Student's Committee on Special Education (CSE) of their district of residence. Final determination on a suspension or removal of a Student, following due process, shall be made by the Principal.

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

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

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

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

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

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

Zero Tolerance for Weapons

There will be zero tolerance for any student who brings any kind of weapon to school. CHS 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 emailing.

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

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

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

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

If a student displays offensive and/or threatening and/or harassing behavior in school, the school will contact the family of the student to discuss the behavior. The family may be asked to attend a family conference with the student's teachers and the DASA Coordinator.

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/caregivers 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 student's teachers, the Leadership Team, 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.

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 Social Worker and teachers.

If necessary, CHS 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.

Student Accident Insurance/NAHGA Claims

CPCSEC provides Student Accident Insurance with the Philadelphia Insurance Company for our families at no additional cost and these claims are administered by National Accident Health General Agency (“NAHGA”) Claim Services. It is important to understand that this is an excess policy, which means the parent/guardian must submit all medicals bills to their own health insurance carrier prior to submitting any medical bills to NAHGA Claim Services. No claim can be paid until the Claim Form, all itemized Bills (an itemized bill is defined as an HCFA, UB92 or UB04 form) and all Explanation of Benefits (EOB) statements from the primary health insurance carrier have been received. If the parent is requesting reimbursement, proof of payment to the medical provider will also be required. Per the policy “written notice of claim (the claim form) must be given to NAHGA within **90 days** after a Covered Loss occurs or begins, or as soon as reasonably possible.” Once the claim form is filed you will have one year from the date of the accident to submit all subsequent documentation relating to the injury (i.e, medical forms, invoices, EOB’s, etc.). The claim form and all documents should be sent directly to NAHGA Claim Services by the parent/guardian. All dental work that will be done past the one-year policy expiration date must be submitted and pre-approved by NAHGA prior to one year from the date of injury. Please contact the CPCSEC office for claim forms and instructions, or if you have any questions or need further assistance.

COMMUNITY HIGH SCHOOL LEADERSHIP TEAM**Principal & President**

Esosa Ogbahon

Assistant Principals

Nicole Lowell

Rakibat Abiola

Director of Operations

Dominique Artamin

Dean of Students

Oladipupo Mayungbo

Special Education Coordinator

Elena Canaras

Senior Director, College and Career Readiness

Jehanna Cola

BOARD OF TRUSTEES

Joan Walrond

Sharon Madison

Gunnar Millier

Amy Kolz

Tomomi Uetani

Sonia Gulardo-Ortiz

Mitch Protass

Alexandria Torres

Jamila Ifill-Jones

To contact Board members, email CPECBoard@communityhsbk.org

Appendices:

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

A. Grievance Policy

Problem Resolution Procedures

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

Informal Complaint Procedures

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

After contacting your student's advisory teacher, you may contact the Principal. Before doing so, we encourage you to familiarize yourself with the School's policies, guidelines, and reference materials. Such items include, but are not limited to, this Family Handbook (which contains the student discipline code) and other policies applicable to your child's attendance at the School.

Step 2: Contact the Chief Schools Officer

If after speaking with the Principal you are not satisfied with the outcome or decision pertaining to the Complaint, you may reach out to the Chief Schools Officer, Amy Kolz, directly by emailing (akolz@bwcf.org). The Chief Schools Officer will work with the family to resolve the matter. If further intervention is needed, a written complaint may be sent to the Board of Trustees.

Formal Complaint Procedures

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

If after contacting the Principal and the Chief Schools Officer you are not satisfied with the outcome or decision pertaining to the complaint, you may file a formal complaint with the School's Board of Trustees who has the ultimate oversight authority at the School level. The Board meets publicly on a

monthly basis.

The procedure to file a formal complaint is as follows:

- Put the concern in writing and give it to the Principal to forward on to the Board of Trustees or you may send to the Board of Trustees directly (by mail at the School's location or by email to CPECBoard@communityhsbk.org).
- The Board of Trustees or its designee will send a written acknowledgement of receipt of complaint within five (5) business days of receiving such complaint.
- The Board of Trustees will cause the written complaint to be investigated and will respond to the parent or guardian within thirty (30) business days from receipt of the written complaint, and the individuals tasked with investigating the complaint will report on the matter at the next Board of Trustees meeting.

Step 2: Appeal to the SUNY – CSI

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

SUNY CSI
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246
charters@suny.edu

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

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

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

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

Or via email to:

charterschools@mail.nysed.gov

(subject line should include the name of the school and the word 'Complaint')

B. Admission, Enrollment Policy, and Promotion in Doubt

All students of applicable age who reside in the state of New York are eligible to attend Community High School, the high school extension of the Beginning with Children Charter School 2. There are no financial or academic requirements for admission to the school. Applications must be submitted by families of students interested in attending the school by April 1st of each school year in order to be eligible for the school lottery (more information on the lottery in the *School Lottery and Waitlist* section below). The CHS application seeks only information necessary to admit new students and is not considered a pre-registration form. Applications must be hand delivered, mailed or submitted via a school-provided online submission system (such as SchoolMint or the NYC Common Charter Application) and received no later than the admission period deadline listed on the form. Additional student information can be gathered at the time of student registration. Priority for admission to CHS is given to siblings of students, children of staff, in-district residents, English Language Learners, students without housing, students whose families qualify for free and reduced priced lunch, and Special Education Students. At the Principal's discretion, spots may be reserved for hold over students.

School Lottery and Waitlist

If there are more applications submitted than spots available, students gain admission to CHS 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. Remaining applicants are automatically added to an existing waitlist. If class openings become available, the students' families are contacted from the waitlist in sequential order by the school administrative assistant.

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

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

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

Third preference: In-district resident of school of application

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

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

If a student's family does not accept a seat offer within the time period communicated by the

school, or if the student's family rejects the seat offer, the seat will be extended to the next student on the waitlist. Such process will continue until all seats have been filled, and continues on a rolling basis throughout the school year if/when seats in any given grade become available.

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

Promotion In Doubt

CHS also has a Promotion in Doubt ("PID") process to provide parents/guardians and students with early warning that a child may be at risk for failure to enable the school and family to work together to prevent academic failure and retention. While informal discussions happen frequently when a teacher identifies children at risk and interventions are put in place to support the students' growth and success, the formal process, if necessary, begins after the students' reports cards are distributed in the winter. Families are notified in writing and then meet with the Principal and appropriate staff members. The purpose of this meeting is to discuss the concerns related to the student's performance and to involve parents/guardians in planning interventions for the student who is in jeopardy of being retained. A PID conference form is then completed and submitted to the Principal. In May, your child's advisor will schedule another meeting with the parents/guardians/caregivers if there is still a concern about a student's ability to meet the grade level goals by the end of the school year.

In June after the administration and grading of the Regents tests, parents/caregivers will be notified of their child's scores. Students not achieving passing scores (65 for most students) will be required to retake failed exams the following August and may be retained in the same grade should they not pass.

C. Discharge Policy

Discharge Procedures—If for whatever reason you choose to discharge your child from Community High School 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/their 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/they may re-enroll.

D. Freedom of Information Law Policy

CHS 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 CHS Board of Trustees. The school will forward a copy of the appeal and the ultimate determination by the Board to the SUNY Charter Schools Institute.

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

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

E. Student Privacy Policy

Family Education Rights and Privacy Act (FERPA)

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

1. The right to inspect and review the student's education records within 45 days after the day the school receives a request for access.
2. Parents or eligible students should submit to the school principal or another appropriate school official a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
3. 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.
4. 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.
5. 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.

6. 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/her/their tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her/their professional responsibility.
7. 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.
8. 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))
- a. 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))
- b. To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- c. To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- d. To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- e. To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- f. Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))

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

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

1. Your child's personally identifiable information cannot be sold or released for any commercial purposes.
2. If your child is under the age of 18, you have the right to inspect and review the complete contents of your child's education records.

3. Safeguards are in place to protect your child's personally identifiable data when it is stored and transferred. These safeguards must meet industry standards and best practices, such as data encryption, firewalls, and password protection.
4. You have the right to make complaints about possible breaches of student data and to have such complaints addressed.

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

F. Dignity for All Students Act (DASA)

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

- Elisha Dixon Dean of Students elisha.dixon@communityhsbk.org

G. Title IX Policy

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

Harassment

CHS is committed to maintaining a school environment free of harassment based on race, color, religion, national origin, age, gender, sexual orientation, or disability, or on the basis of any other

legally protected category Harassment by administrators, certified and support personnel, students, vendors and other individuals at school or at school-sponsored events is unlawful and is strictly prohibited. CHS requires all employees and students to conduct themselves in an appropriate manner with respect to their fellow employees, students and all members of the school community.

Sexual Harassment

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

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

Complaint Procedure and Investigation

Reporting an Incident of Sexual Harassment or Retaliation

It is the express policy of CHS to encourage those who have experienced sexual harassment to report any such claims. Any scholar who believes that he/she/they have been subjected to sexual harassment by any employee, agent, or scholar of CHS should report the incident to his or her School Leader. Students who believe that they have witnessed unlawful sexual harassment should report the incident and the names of the persons involved to his/her/their School Leader. Confidentiality will be maintained, and no retaliation will be allowed to occur as a result of good faith reporting of sexual harassment.

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

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

Evidentiary Standard

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

Supportive Measures

CHS offers a wide range of supportive measures for students and employees.

Supportive measures are free individualized services offered as appropriate to the reporting and responding parties involved in an alleged incident of sexual harassment. Supportive measures include counseling, extensions of deadlines, modification of work/class schedules, and mutual restrictions on contact.

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

Time Frame for Investigation and Resolution

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

Initial Assessment of Sexual Harassment Allegations

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

Investigation

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

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

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

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

A complaint may be dismissed under Title IX if:

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

Notice of Outcome

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

Responsive Action

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

Appeal

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

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

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

H. Parent/Guardian/Caregiver Expectations

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

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

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

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

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

I. Technology Use Agreement & Parent Portal Acknowledgement

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

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

The use of technology provided by Community Partnership Charter School Education Corporation (“CPCSEC”) for students enrolled at Community Partnership Charter School, Beginning with Children Charter School 2 or Community High School (the “Schools”; each individually- a “School”) is a privilege permitted at CPCSEC’s discretion and is subject to the conditions and restrictions set forth in applicable CPCSEC policies, administrative regulations, and this Acceptable Use Agreement. The Schools (and the Beginning with Children Foundation “BWCF” team acting on CPCSEC’s behalf) reserve the right to suspend access at any time, without notice, for any reason.

CPCSEC expects all students to use technology responsibly in order to avoid potential problems and liability. CPCSEC may place reasonable restrictions on the sites, material, and/or information that students may access through the system.

Each student who is authorized to use CPCSEC’s technology and his/her/their parent/guardian/caregiver shall sign this Acceptable Use Agreement as an indication that they have read and understand the agreement.

Definitions

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

Technology Ownership

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

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

Student Obligations and Responsibilities

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

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

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

Privacy

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

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

Personal Devices

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

Reporting

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

Consequences for Violation

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

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

Student Acknowledgment

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

Student Name: _____

Student Signature: _____

Date: _____

School: _____

Grade: _____

Parent/Legal Guardian Acknowledgment

As the parent/guardian of the above-named Student, I have read, understand, and agree that my child shall comply with the terms of this Acceptable Use Agreement. By signing this Acceptable Use Agreement, I give permission for my child to use Technology and/or to CPCSEC's computer network and the Internet and shall be ultimately responsible for monitoring my child's use of CPCSEC's technology and the Internet. I understand that, despite CPCSEC's best efforts, it is impossible for CPCSEC to restrict access to all offensive and controversial materials. I agree to release from liability, indemnify, and hold harmless CPCSEC, and its respective directors, officers, employees, contractors, representatives (including without limitation BWCF) and agents against all claims, damages, and costs that may result from my child's use of Technology or the failure of any protection measures used by CPCSEC except as may result of such parties' gross negligence or willful misconduct. I understand that this Acceptable Use Agreement also covers my accessing my child's data through CPCSEC's network and/or technology platforms. Further, I accept full responsibility for supervision of my child's use of his/her/their access account, the Technology and

the Internet if and when such access is not within the Schools' physical facilities.

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____

Community Partnership Charter Schools Education Corporation
Parent Portal Acknowledgement

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

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____

J. School Trip Consent**2026-2027 SCHOOL TRIP CONSENT FORM**

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

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

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

- **I do not give permission for my child to attend field trips this school year**

Student Name _____

Parent/Guardian (Print) _____

Parent/Guardian (Signature)

Date _____

K. Handbook Acknowledgement**Family Handbook Acknowledgement**

(Please sign and return to the Main Office.)

August 2026

Dear Parent/Guardian and Student:

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

Online Directions: Our student handbook will also be available online at <https://communityhighschoolbk.org/>. Please select the "Parents" section along the top choice bar, then click on Family Handbook

Please sign and return this page to school by Friday, September 25, 2026

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

Student (Print) _____

Student (Signature) _____

Parent/Guardian (Print) _____

Parent/Guardian (Signature)

Date _____