



2023-24
Parent/Scholar Handbook

GRADES 9-12

1520 CENTRAL AVENUE

FAR ROCKAWAY, NY 11691

(347) 699-7643

WWW.CHALLENGECHARTERSCHOOLS.ORG

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Founder/CEO's Welcome

Dear High School Scholars and Families,

On behalf of our Board of Trustees, Leadership Team, Staff, and Teachers, welcome to the 2023-24 school year!

Challenge Charter High School is growing and becoming to fit the needs of our scholars with a keen eye on our local community and the workforce development that is happening all around us. We are proud to offer a NY Regents diploma along with career pathways, work-based learning, and other options through our CTE & Early College partnerships.

This is a crucial time to stay involved in your scholar's life as they grow into young adults and gain responsibility and agency. We know how important you are to their success.

We are #CheetahFierce!

Sincerely,



Rev. Dr. Les Mullings
Founder/CEO

Principal's Welcome

Dear Cheetah Family,

The year we have all worked so earnestly for is here. This year Challenge Charter School will witness its first Twelfth Grade graduating class – The Class of 2024. This graduation milestone is not a simple event. Upon reflection, I must express my astonishment at how a young charter has snowballed and spread its wings over the Far Rockaway Community in just a decade. As I look at our scholars, some have been here since Kindergarten; others, in grade 6, and many are founders. However, Challenge Charter CTE High School and Early College has afforded every senior an opportunity to enter into the college and career readiness experience with a particular skill, college credits, or the discovery of a talent uncovered to continue their journey into the global village as citizens of the Earth.

Having understood the work and the mandate of this work for myself as the Principal and the Senior Director for Secondary Teaching and Learning, I have invited my leadership team and now our scholars and parents to journey under this banner: Upholding the tenets of Authentic Compliance to continue developing Student Agency and promote College and Career Readiness. This theme encompasses our past work and continuing efforts to serve our scholars, families, and the Far Rockaway community at large.

A focus on authentic compliance requires stakeholders to creatively strategize around Education Law, ensuring it positively impacts scholars in all situations. Then we must encourage our scholars to take ownership of their learning by becoming self-advocates, sharing their ideas, and critically questioning the experiences provided and the quality of their learning. They learn through student agency that they have rights and responsibilities, and that the adults in their lives are accountable for ensuring that they do exceedingly well as far as their talents can carry them. And all the while we engage our scholars in the aforementioned actions, we continue on a daily basis as a school to promote college and career readiness. If you have any questions about how we do this work, please take a journey with me through these lines of accomplishment.

- Our Career and Technical Education (CTE) and Early College programs start in middle school with courses in college readiness, including college visits and exposure to college life. We also collaborate with the New York Institute of Technology (NYIT) in the STEP program, an after-school hybrid program that focuses on Science, Technology, Engineering, and Math (STEM).
- When students become freshmen at our high school, they continue with the STEP program and start studying Career and Financial Management to prepare for their chosen CTE Pathway.
- By their sophomore year, scholars enter a CTE pathway and, through their Junior year, continue with the chosen pathway - Culinary Arts, Allied Health, or Aviation. Then, through our articulation agreement with The CUNY School of Labor and Urban Studies, scholars begin to take college classes for credits that will be applied to their college journey. All this work is done alongside their core courses for their Regents diplomas.
- By Senior Year, our scholars are ready to graduate with a Regents diploma, CTE endorsements, and College credits.

Thus, when our CEO Dr. Les Mullings made the decision to launch this high school, it was in line with the vision and mission of ensuring that a high school diploma would hold meaning. Scholars would be equipped to gain entry-level jobs in various industries, get a head start in college knowledge while earning credits, and receive the traditional Regents diploma upon exiting high school– a promise given and a promise kept.

I need not tell you how delighted and blessed I am to lead this high school, having had most of these scholars with me in our middle school and now with me at the high school—but most invaluable to me will be witnessing the first cohort of founding scholars cross the big stage into the next chapter of their lives. To have journeyed with our scholars for the last seven years as their witness has defined my leadership, and I am forever grateful to them and their families for their consistent vote of confidence.

As a charter school, we will embark on our first full academic year without Dr. Estep, our former Senior Advisor and a staple of our organization. Although his absence is felt, we will continue to ensure that the work he diligently carried out with our CEO persists.

Though heavy is the responsibility, we know that the task remains achievable when we have our scholars repeat the mantra: **Teach Me. Prepare Me. Challenge Me.**

In Authentic Compliance,

Mavgar Mondesir-Gordon

Senior Director of Secondary Teaching and Learning 6-12/Principal Gr. 9-12

WHAT IS A CHARTER SCHOOL?

Charter schools are public schools that operate independently according to the terms of a five-year performance contract or “charter.” Charter schools commit to meet specific goals for academic performance and their charter can be revoked if agreed-upon results are not attained.

Like all publicly funded schools, charter schools must meet Regents requirements and state laws for health, safety, civil rights, and scholar assessment. In addition, charter schools must accept all scholars through a lottery process and cannot discriminate in their admission policy.

Charter schools can be started by educators, parents, community leaders, and not-for-profit organizations, and are approved only after a rigorous review process. Once schools open, they are governed by a not-for-profit board of trustees. They are exempt from some state and local regulations regarding curriculum development, personnel hiring, and financial management, but must succeed in meeting or exceeding the goals established for their academic programs.

Charter schools receive state funding (PPA) for each scholar. Along with the PPA, several state and federal grants are available, and charter schools are welcome to fundraise from private sources as well.

MISSION

The mission of Challenge Preparatory Charter School (Challenge) is to prepare students from the greater Far Rockaway community to excel academically, to demonstrate mastery of the NYS and Next Generation Learning Standards and to achieve their career aspirations. Challenge will cultivate and support the intellectual, aesthetic, social, emotional and ethical development of its students and prepare them to be responsible 21st century citizens. To accomplish its mission, Challenge will offer a rigorous instructional program in a safe, supportive, technology-infused and data-enriched school environment.

EDUCATOR’S PLEDGE

“As Educators, we have a responsibility to provide scholars with a 21st century education that ensures they are resilient and set on a path to succeed to and through college as empathetic global citizens.” ~ CCHS Leadership Team

POLICIES AND PROCEDURES

Daily In-person Schedule: School begins promptly at 8:00 a.m. daily and ends at 4:00 p.m. Breakfast is served during the zero period, from 8:00 a.m. to 8:30 a.m. Scholars are considered late after 8:05 a.m. When school is in session at our buildings, scholars arriving early, between 7:45 a.m. and 8:00 a.m. will have a staff member present to greet them. Dismissal is promptly at 4:00 p.m. If a scholar must be picked up prior to the regular dismissal time, the staff must be notified via a note or by calling the school before 3:00 p.m. In the case of an unexpected delay, parents must notify the school immediately by calling the Main Office at (347) 699-7643. Visitors will not be admitted between 3:00 and 4:00 p.m. **At dismissal, parents are expected to receive their children no later than 4:00 p.m.** Caregivers arriving late to pick up their scholars will need to sign them out in the late book in the main office. Repeated lateness will result in lunch reflection. Three consecutive late arrivals equate to one unexcused absence.

Remote Learning Schedule: Should a Remote Learning Schedule be needed, we will notify families of those changes as quickly as possible using various methods of communication.

New York State Compulsory Attendance Law: Under New York State, Compulsory education law students must attend school regularly for the entire period that school and classes are in attendance. While scholars are attending school remotely, once a student exits a class without notification of their absence by a parent or guardian, scholars can face disciplinary action. Challenge Charter School's Comprehensive Attendance Policy adequately tracks the verification of attendance each period. Scholars who demonstrate adequate attendance will be recognized during school award ceremonies. Regular attendance is adequate to permit scholars to succeed at meeting the state learning standards.

Dropping Off Items for Scholars: Scholars need to be responsible. They must remember their charged Chromebook, books, homework, glasses, MetroCards, lunch, etc. If your child forgets their lunch at home, lunch from SchoolFoods will be provided. We ask that you call to schedule an appointment for assistance. Most items generally requested can also be provided either via mail or email.

School Closings and Emergencies: CCHS will follow the lead of New York City's Department of Education regarding decisions about the opening and closing of schools due to weather and other emergencies. School closings or emergencies will be announced on NY1 and 1010 WINS. In addition, a message will be sent via ParentSquare and placed on the School website – www.challengecharterschools.org as well as Social Media pages.

Health Records: All new scholars must provide the school with a copy of completed vaccinations including DPT, Hepatitis B and boosters, and the Meningococcal Vaccine (2nd dosage is required in HS) certificate. Each scholar should have a complete physical/medical examination before entering the school. The school nurse will notify parents of any missing or incomplete medical information. An emergency card must be kept on file in our main office at all times. Emergency and home numbers are very important. Please notify the main office of any changes with contact numbers

immediately.

Accidents: Minor accidents are reported to the office and treated by the school nurse. If a child is seriously injured or ill, the school will follow the directions indicated on the emergency contact form and parents/guardians will be notified immediately.

Illness: CCHS will follow CDC guidelines as related to site-specific health and safety. CCHS holds true to safety beginning at home. All parents/guardians are asked to ensure that scholars maintain safe practices during non-school hours. If your child is sick, keep them at home and notify the school.

Childhood Disease: A child may return to his/her class with written permission from a medical practitioner after being treated for any childhood diseases (measles, whooping cough, strep throat, etc.).

Trip Policy: Throughout each academic school year, the CCHS plans trips and other excursions to enrich the lives and the educational experience of scholars. Some of these events celebrate end-of-year achievements, while others parallel and reinforce concepts in the curricula. Whether the events are within the five boroughs or out of city and state, **they are privileges, not mandatory or obligatory.** While on a trip, scholars must still adhere to the CCHS discipline policy. Any scholar who does not demonstrate consistent, appropriate behavior or character expected of a CCHS scholar violates and surrenders a necessary level of trust. If a scholar demonstrates a pattern of negative behavior or engages in serious violations or cannot be trusted to follow attendance and behavioral expectations and policies in the school building, trip privileges may be revoked. The school nurse, prior to any trip, will assess scholars with medical conditions or injuries. Documentation of medical approval will be required of you as a parent for your scholar to attend if they have a medical situation requiring a doctor's release to participate.

Busing: High School scholars will be provided with Metro cards and will not be bused. High School scholars will ride the subway or bus system or be transported by their parents.

For private bus service please refer to the following companies:

Local

Future Generation Bus Company Inc.
461 Beach 67th Street
Arverne, NY 11692
347-992-0191
Owner: Winston Mendez

Queens

Amboy Bus Company Inc. 107-10 180th
Street
Jamaica, NY 11433
718-298-6000
Amboy.jm@aetg.net
Owner: Domenic Gatto

Little Richie Bus Service
 97-14 Atlantic Avenue
 Ozone Park, NY 11416
 718-738-7373
joejr@nyc.rr.com

Owner: Richie Logan Jr.

Logan Bus Company Inc.
 97-14 Atlantic Avenue
 Ozone Park, NY 11416
 718-738-7373
joejr@nyc.rr.com

Owner: Lorinda Logan

Walkers and Scholars Taking Public Transportation:

Walkers are dismissed promptly at 4:00 p.m. Any scholar who engages in behavior that deems them to be a public nuisance while in the CCHS uniform will be subjected to the discipline as outlined in the Cheetah Code of Conduct until adopted we will follow the NYC DOE Discipline Code.

Before and After School:

Scholars will arrive at and depart from the school in a safe and orderly manner. Abusive, bullying or disrespectful behavior will not be tolerated during arrival and dismissal.

ATTENDANCE AND PUNCTUALITY

When a scholar is absent from school, the parent/guardian must call the Main Office on the morning of the absence. All absences can be reported via phone or email to the main office at 347-699-7643 or 1520mainoffice@challengecharterschools.org. The school officials at CCHS take our attendance and punctuality very seriously. CCHS recognizes that attendance and punctuality are key to scholar success.

We encourage parents/ guardians to contact the school personnel regarding absences and lateness. This contact can be facilitated through either email or phone. CCHS will address concerns of attendance and lateness on a case-by-case basis as per New York State Department of Education guidelines.

- An absence NOTE signed by the parent/guardian must be brought in/or sent in on the day of return.
 - If there is documentation for an absence (ex. a doctor's note), then you must present the doctor's note to the main office.
 - All absence notes must be delivered to the Main office immediately upon returning to school. All absences can be reported via phone or email to the main office at 347-699-7643 or 1520mainoffice@challengecharterschools.org.
- Any parent/caregiver who knows his/her child will be absent for an extended length of time must notify the school, in writing, in advance. The scholar must

meet with the grade level Guidance Counselor as soon as they know that they will be absent for an extended period of time.

- Scholars who are absent more than 10% of the school year may be subject to retention in the present grade, as per the Chancellor’s Promotion Standards, at the end of the school year.
- Unexcused absences may be considered educational neglect. With the reporting of absences mandated by New York State, the interventions below will take place.

There is a difference between an excused and an unexcused absence.

- Excused absences happen in the event of a doctor’s appointment, a death in the family, or the observation of a religious holiday. Special circumstances will be reviewed on a case-by-case basis; it is important to note that a parent phone call or absence note does not qualify as an excused absence.
- After 5 unexcused absences from school (absences that do not fall within the excused absence categories), the following interventions will take place:
- After 3 unexcused absences from school (absences that do not fall within the excused absence categories), the following interventions will take place:
 - 3+ unexcused absence = meeting with scholar and counselor.
 - 8+ unexcused absences = meeting with scholar, Social Worker, School Counselor, and/or, Dean of Culture, Family Engagement Coordinator, parent/guardian, and Assistant Principal.
- Scholars who are signed out and leave school before 12 noon will be marked absent for half a day in compliance with the Chancellor’s Regulations.
- Have your child select a “homework buddy,” who will collect work assignments for you to pick up during your child’s absence; teachers’ Google Classroom pages should also be referred to for daily assignments.

All scholars are required daily to check their assigned schedules in PowerSchool to ensure that they are in class at the start time of each period. Consistent tardiness will result in a parent meeting, home visits, counseling, and a meeting with the Deans and the School Support Team for the next steps. Scholars are also expected to be a part of the Buyback program once they are late. This is where scholars are expected to give back the time they missed from their class to complete the assigned task for the day.

BEHAVIOR/DISCIPLINE POLICY

Challenge Charter High School is aiming to minimize suspensions but using more restorative practice measures. As a school, we are invested in becoming more restorative than punitive. Students and teachers will participate in circles to repair any relationships that may have been damaged. At CCHS we are developing alternatives to support our scholars and promote a healthy and positive school environment.

“At Challenge Charter High School, we recognize that the path toward a fulfilling and happy school life requires the steady practice of enduring CORE VALUES.”

- CCHS Leadership Team

RESPECT: Appreciation of and esteem for oneself, for others and for the diversity of opinions and backgrounds at CCHS and in the larger community.

HONESTY: A high regard for truth, sincerity in action, and genuine concern for honor and integrity.

SCHOLARSHIP: Intellectual curiosity, active engagement in learning, and a foundation in the academic disciplines.

BALANCE: Time for work and play, a mix of mastery and experiment, and a foundation in the academic disciplines.

COURAGE: The quality that enables scholars to explore new ideas, to create imaginative solutions, to give and accept help, to make difficult decisions, and to grow into confident, compassionate adults.

Cooperative behavior, respect for others and of school materials, and politeness in school and play are an integral part of CCHS. Teachers emphasize positive behavior and help each scholar understand his/her emotions, actions, and consequences of acceptable and unacceptable behavior.

When discipline is needed, teachers and Deans will talk with the scholar about what has happened and what is expected. The scholar may be asked to independently reflect on his/her actions before returning to play or work again with others. CCHS will have continuous discussions with scholars about building relationships and consequences throughout the school year. If a scholar exhibits continued aggressive/seriously disruptive behavior, the Principal, Assistant Principal, and/or Deans will make every effort to speak to the scholar and his/her parents.

In addition, consequences for each offense can be determined based on the school Principal's discretion according to the CCHS Cheetah Code of Conduct.

The Behavioral Contract on the next page must be signed and submitted to the school during the first week of classes of the current school year.

2023-24 CCHS SCHOLAR/PARENT BEHAVIORAL CONTRACT

I _____ a scholar of Challenge Charter High School, will follow our Core Values academically and behaviorally in effort to be successful as I develop into a world-class citizen. I understand that my education is paramount.

Academically, I understand that I will work with my teacher, staff support, and parents to guide me for assignment completion both in school and homework. I understand that if my grades are dropping and/or if I am struggling with concepts continually, I may be selected for Tier II or Tier III interventions for several weeks so that I may be back on track. I will do my personal best to improve my work and complete assignments. My parents will be involved in the process.

I am also aware that if I am failing my courses I will not be allowed to participate in after-school clubs until my assignments are turned in and I am passing my subject area courses.

Behaviorally, I understand: I will be given a warning. The second offense warrants my parent(s) to be contacted and guided intervention. This means that I may meet with the Dean of Culture, Social Worker, Counselor, Dignity Act Coordinator, Assistant Principal, and/or Principal. Reflections will be warranted, and I may be on a behavioral plan. I may be invited to a Child Study Team Meeting to get me back on track with follow-up work. My parents will be involved in the process. Should I continue to violate school rules, I will be suspended.

As a parent/guardian I commit to supporting the Challenge Charter High School academic program that demands high standards of conduct throughout the school day, extended activities, and year. I support the CCHS Core Values and School Wide Discipline policy.

As a parent/guardian, I commit to adhering to and supporting CCHS's culture of academic excellence. In order to fully support the school's mission, parent participation at CCHS's Orientation Meeting is required. We want parents to understand and support the mission of Challenge Preparatory Charter School by signing an acknowledgment agreement.

Scholar Name: _____ Date: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____ Date: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____ Date: _____

Your CCHS scholar is required to have a Behavioral Contract on file for the 2023-24 school year.

DRESS CODE AND UNIFORM REQUIREMENTS

School uniforms are mandatory Monday through Friday. Gym uniforms should be worn on gym days. On Remote Learning days a complete CCHS uniform is **REQUIRED**.

- On Mondays, and Assembly days **ALL** scholars will be required to wear the CCHS uniform—white buttoned-down shirt/blouse; gray khaki slacks/skirts; plaid tie; gray socks/tights; and black shoes/sneakers.

Crocs, Yeezy Foam Runners, Slides, UGG Slippers, and Clogs are not allowed.

Scholars **ARE** allowed to wear loafers, Mary Janes, Oxfords, or any **ALL BLACK SNEAKERS OR DRESS SHOES**. **ALL** scholars **MUST HAVE** a North Star Yellow Polo with the CCHS LOGO.

- Earrings may be worn by all scholars that are no bigger than a dime. This includes studs and hoops
- Headbands must be free of patterns and adhere to the CCHS colors. Scholars are allowed to wear the school plaid headbands.
- All necklaces must be worn inside of the clothing. They must not be visible on the school compound.
- **ALL:** shorts and skirts are to be no shorter than knee length.
- Socks and tights worn with skirts and dresses should be gray.
- Scholars may wear body piercings, but **NO** bigger than half a dime piece.
- Skinny jeans, leggings, ripped jeans, a silhouette of ripped jeans, joggers, cargo pants, and Biker Shorts are **NOT** permitted for any scholar.
- Belts should be solid black, brown, or dark blue and no wider than two inches with no logos on the belt buckle.
- Scholars are only allowed to wear spirit day or other non-uniform shirts (such as CCMS, Field Day, or Senior t-shirts) to class only on designated spirit days

Scholars arriving at school without the required uniform will not be admitted to class and the parent will be contacted immediately. Parents must bring a uniform or pick up their scholar to go home. Scholars not adhering to the uniform policy will not be admitted to class until a parent/guardian brings the appropriate attire. During Remote Learning days scholars will be dismissed from class until they are in appropriate attire—the designated school uniform shirt. Scholars are encouraged to rejoin the class once they have adhered to the CCHS uniform requirements.

[Uniform Guide: CCHS](#)

PERSONAL ELECTRONIC DEVICES & BACKPACKS/BAGS

Please be reminded that scholars are **not** permitted to use electronic devices in the school building. This includes the following items:

- Cell phones and smart watches
- Bluetooth speakers

- Cameras, digital or film
- Portable game consoles (Nintendo Switch, PSP, etc.)

All cell phones and smart watches must be turned off and are collected immediately upon arrival. All devices will be returned promptly prior to dismissal.

Any scholar caught in possession of a cell phone during the school day on school premises must be turned over to any staff member and will be subjected to consequences as outlined in the CCHS Cheetah Code of Conduct.

All bags (backpacks, book bags, etc.) that are brought to school are to be placed in lockers. Scholars are however allowed a string backpack or a small cross-body bag to carry personal items such as wallets, sanitary pads, etc.

During remote learning days, the use of cell phones and personal electronics is not allowed during school hours. All devices must be turned off and out of reach.

BREAKFAST AND LUNCH PROGRAM

Breakfast and lunch will be provided by the Office of NYC SchoolFoods. Scholars are permitted to bring a bagged lunch for consumption as well. Supervising staff will ensure that all desk surfaces have been sanitized and that all scholars wash their hands prior to and after each meal.

Breakfast will be held during the zero period for all grades. Lunch will be in period 5 for both 9th and 11th grades and in period 6 for both 10th and 12 grades.

FREE & REDUCED RATES: Special lunch rates are available to children in need. Parents will be mailed information for the meal program by School Foods NYC. Applications will be completed online at which time a lunch status will be determined. This online application must be completed for each scholar, regardless of participation.

BEHAVIOR IN THE CAFETERIA

High school scholars must remain seated in the cafeteria at all times. All trash at each table must be cleaned up upon completion of meals. Scholars may volunteer at any time, to assist with the cafeteria cleanup. Scholars are expected to be “proactive” and to remind friends to pick up after themselves or simply pick up and throw out trash if they see that someone has forgotten to do so in the true culture of leaving the room better than we found it. Any scholar who is unable to adhere to the Dining Room procedures will be suspended from the communal dining room.

BIRTHDAY PARTY POLICY

Birthday parties may be permitted if they are not in conflict with other school activities. Please consult the Operations Manager for approval and coordination. All requests need to be submitted in writing two weeks prior to the party to the main office at

347-699-7643 or 1520mainoffice@challengecharterschools.org. **Scholars are allowed to dress down on their birthday.**

PARENT/TEACHER CONFERENCES

Conference Meetings

Conferences will be held in person during the school year. Parents will be provided a choice of meeting time via ParentSquare. Parent Conferences are held in November and to facilitate open communication between the teacher and parent. Additional individual family meetings are scheduled as needed to address any concerns regarding scholars' progress. Please see the [School Calendar](#) for details.

Additional Conferences

The Principal has an open-door policy. Throughout the school year, she is available for appointments via Google Meet or in person. If you wish to schedule a conference with a teacher or the Principal, please contact the main office at 347-699-7643 or 1520mainoffice@challengecharterschools.org to request a meeting time or phone call.

Progress Reports and Report Card Dates

Families will be notified of these dates via school communications.

Grading

The following is the grading system:

A+	97-100	4
A	93-96	4
A-	90-92	3.7
B+	87-89	3.5
B	83-86	3.2
B-	80-82	3.0
C+	77-79	2.7
C	73-76	2.5
C-	70-72	2.0
F	69-BELOW	1

PROMOTION/RETENTION/AWARDS

1. Parents will be notified by phone, email, Google Classroom, ParentSquare, and/or written notice if teachers are concerned about your scholar's academic progress.
2. Promotion in Doubt (PID) letters will be sent in February if a scholar is failing to make normal grade-level progress. Scholars may be required to repeat their current grade level and/or attend summer school (if offered). To be promoted in the 9th-grade year all scholars need to earn 8 credits. All 9th-grade scholars are required to pass: ELA, Math, Science, Social Studies, Career and Financial Management (CFM), Physical Education, and Elective Courses.
3. Factors affecting fulfillment of graduation requirements include but are not limited to course failure, low Regents test score, and poor scholar attendance.
4. The school will meet with parents to discuss progress being made by the scholar

on a regular basis as per the scholar's academic needs.

5. If the school decides scholar retention and/or summer school attendance is necessary, a notice will be sent out to parents to disclose the steps that must be taken.
6. Decisions on scholar retention or required summer school attendance are the final determination of the school's administration.
7. Apex Learning will be assigned to scholars who have failed courses in order to earn credits.

We will hold an Honors and Awards Assembly Quarterly. Awards Criteria - per GPA and/or grades at 3.0 or "B" average and higher, effort, citizenship, and/or teacher/staff recommendations. All awards programs will be held in person as allowed by the current state and local health guidelines. Virtual viewing options may be available when possible for families who cannot attend due to restrictions.

CCHS ACADEMIC INTEGRITY POLICY

As you know, we value academic integrity very highly and do not permit any forms of dishonesty or deception that unfairly, improperly, or illegally enhance a grade on an individual assignment or a course grade. The following is a list of behaviors that constitute academic dishonesty. New forms of cheating, plagiarism, wrongful intentional use of ChatGPT or Artificial Intelligence copied and prepared with no scholar effort, and other forms of dishonesty may arise and therefore, we expect every scholar to interpret the requirements of academic honesty and integrity broadly and in good faith. If scholars have any doubt as to whether a particular act constitutes academic honesty, he/she should ask a teacher before they do it.

Academic dishonesty includes but is not limited to the following scenarios.

Cheating on Exams:

- Copying from others, including homework.
- Talking or any non-verbal communication, such as sign language will be considered cheating. Scholars must direct questions to the proctor only.
- Writing, drawing or scribbling on folder dividers may be considered cheating.
- Having or using notes, formulas, or other information in a programmable calculator or other electronic device without explicit teacher review and permission.
- Having or using a communication device such as a cell phone, PDA or electronic translator to send or obtain unauthorized information.
- Taking an exam for another scholar or permitting someone to take an exam for you.
- Asking another to give you improper assistance, including offering money or other benefits.
- Asking for or accepting money or any other benefit in return for giving another improper assistance.
- Providing or receiving information about all or part of an exam, including answers (e.g., telling someone in a subsequent period what was on your exam, or being told this information).
- Having or using a "cheat sheet" (a piece of paper with answers, formulas, information or notes of any kind) that is not specifically authorized by the teacher.

- Altering a graded exam and resubmitting it for a better grade.
- Gaining or providing unauthorized access to examination materials.

Note: Simply having possession of any prohibited or unauthorized information or device during an exam, whether or not it is actually used, is an act of academic dishonesty and will be dealt with as such.

Plagiarism in Papers and Assignments is described in each statement below. Participating in one or any of these constitutes plagiarism.

- Giving or receiving assistance or an assignment meant to be individual work (when in doubt, ask your teacher) including in any assignment turned in for credit any materials not based on your own research and writing. This includes:
 - Using the services of a commercial term paper company
 - Using the services of another scholar
 - Copying part or all of another person's paper and submitting it as your own for an assignment
- Acting as a provider of paper(s) for a scholar or scholars.
- Submitting substantial portions of the same academic work for credit in more than one course without consulting both teachers (self-plagiarism).
- Failing to properly acknowledge paraphrased materials using the correct citation or writing style - MLA or APA via textual attribution, footnotes, endnotes, and/or a bibliography.
- Making up data for an experiment (falsifying data).
- Wrongful intentional use of ChatGPT or Artificial Intelligence copied and prepared with no scholar effort.

Other:

- Misrepresenting your academic accomplishments, such as by tampering with computer records.
- Deceiving a teacher or making up a false reason or excuse to get special consideration on an exam or an extension on an exam or paper.
- Failing to promptly stop work on an exam when the time allocated has elapsed.
- Forging a signature.

Note: Attempted academic dishonesty, even if unsuccessful, will be treated as academic dishonesty.

Consequences for Academic Dishonesty

In the event it is established that a scholar has engaged in academic dishonesty, the scholar will face consequences as outlined in the CCHS Cheetah Code of Conduct.

STUDENT SUPPORT SERVICES

As a school, we take our scholars' social and emotional well-being very seriously. We

understand that a scholar whose mental wellness is affected cannot reach full academic peak. Therefore we provide the following mechanisms to support and aid the scholars in coping.

At-risk Counseling

CCHS upon multiple interactions with scholars, forecasting, and observations of scholars in classrooms, and the interaction with their parents through outreach and home visits will offer at-risk counseling.

Response to intervention: integrates assessment and intervention within a multi-tiered Support System designed to maximize student achievement and reduce behavioral problems. With RTI, schools use multiple aspects of data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions, adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities or other disabilities. *(National Center on Response to Intervention)*

As part of the Challenge Charter Schools Response to the Intervention (RTI) protocol, a Multi-Tiered System of Support (MTSS) framework is offered by educators to provide academic support to all scholars who are academically behind by 1 or more grade levels. These supports provide systematic measures to address the unique individual academic needs of struggling scholars using a three-tier response system.

Challenge Prep is committed to offering interventions to support students in their areas of difficulty. As well as identifying strengths that permit students to increase their skills in their core competencies of all aspects of their education; social emotional, post-secondary, vocational readiness, employment, and extracurricular activities. Our curriculum supports a variety of learning styles and lesson plans are tailored to differentiate to tier 1, tier 2, and tier 3. We believe in the importance of making remarkable progress and growth; by monitoring student progress daily during classroom instruction, I-ready performance testing, castle learning weekly assessments, writing samples, observations, classroom assessments, and teacher reports.

Academic Recovery: Scholar Progress Monitoring

Is offered when scholars are not performing well in two or more core subjects. Any scholar in danger of not passing two or more core courses of study will be scheduled weekly to meet with school officials, a guidance counselor, an assistant principal, and a social worker accompanied by a parent to track the scholar's academic progress. During the process of tracking progress, academic staff will how improvement can be achieved. A specific, measurable, attainable, realistic, and time-orientated timeline will be set for the scholar to finalize incomplete work thus closing the achievement gap. Data on this attainment will be monitored, tracked, and documented bi-weekly.

Progress Monitoring at Challenge Prep assesses students' academic performance daily and weekly in a variety of modalities. Teachers daily utilize the scholar monitoring sheet- where the teachers determine student progress and understanding throughout the

lesson, which allows the teachers to further build effective instruction and support students in areas of difficulty. Furthermore, teachers utilize castle learning assessments weekly, I-ready beginning year diagnostic, mid-year assessment, post-assessment, their own teacher-created assessments, observations, writing samples, and math problem stories.

Child Study Team:

(CST) – a school-based system that consists of teachers, the Principal, Assistant Principal, Special Education Teachers, General Education teachers, Guidance Counselor/Social Worker, Parent/Guardian, and Student that meet to review student’s needs, consequently, designing strategies and recommendations for academic/behavior interventions. Parents will be notified of the date for a Child Study Team meeting and encouraged to attend.

Related Services:

If a scholar is not succeeding or showing a lack of academic progress in class, or demonstrating signs of anxiety diagnostic rather than achievement-oriented measures will be conducted. Preliminary results alongside adult reflections will be utilized to align needed intervention services. Response to Intervention (RTI) services are designed to help prevent scholar failure and to keep scholars functioning at their highest level of academic/behavioral/social proficiency. RTI will be implemented to remediate as well as enrich. The RTI team comprises the following: Principal, Assistant Principal, School Counselor, Social Worker, English as a New Language (ENL) interventionist, and Special Education Teacher Support services (SETSS) Providers alongside, and Dean of Culture.

Challenge Prep’s Special Education program is designed as a Setss model. Each student with an individualized education plan receives appropriate special education supports and services to address the effect of the student’s disability on participation and progress in the general education curriculum. Challenge Prep is committed to offering interventions to support students in their areas of difficulty. As well as identifying strengths that permit students to increase their skills in their core competencies of all aspects of their education; social emotional, post-secondary, vocational readiness, employment, and extracurricular activities. Special Education teachers push into Math and English Language Arts classes, as well as pull out students for support services. Furthermore, push into regents core classes to further support student learning.

Special Education:

Challenge High’s Special Education program serves scholars who have an Individual Education Program (IEP), which mandates: ICT, Special Education Teacher Support Service (SETSS), Speech and Language Therapy, Occupational Therapy, Physical Therapy, and/or counseling. Challenge Charter High School does **NOT** offer restrictive 12-1-1 or 8-1-1 self-contained special education classes. SETSS services will be delivered utilizing a push-in model, meaning that scholars will remain in their regular general education classrooms for instruction. In some instances when it is more applicable and more productive to provide scholars pull-out services they will be serviced using this model.

CCHS acknowledges the importance of providing support for children. Scholars entering the school with an Individualized Educational Plan, or a 504, will be reviewed individually to determine a path for their success at CCHS. CCHS Special Education Program is designed as a Setss model. Each student with an individualized education plan receives appropriate special education supports and services to address the effect of the student's disability on participation and progress in the general education curriculum. Challenge Prep is committed to offering interventions to support students in their areas of difficulty. Our curriculum supports a variety of learning styles and lesson plans are tailored to differentiate to tier 1, tier 2, and tier 3. Challenge Charter Prep values each student as an individual and acknowledges the importance of students having a voice in the development of their Individualized Education Plan, goals, program, and instruction. Families likewise have a voice in their scholar's Individualized Education plan. We believe in the importance of making remarkable progress and growth; by monitoring student progress daily during classroom instruction, I-ready performance testing, castle learning weekly assessments, writing samples, observations, classroom assessments, and teacher reports.

The committee of special education reconvenes yearly with the Challenge Prep School Team, scholar, and parent/guardian to consider the scholars' management needs, strengths, academic goals, social-emotional, and post-secondary goals.

English as a New Language:

English as a New Language (ENL) is taught by certified instructors to eligible scholars based on their results on the Language Assessment Battery or LAB (R) test. The ESL teacher will be pushing into the classroom during instructional periods to provide services. The amount of time each scholar spends with the ESL teacher each day is determined by the score they receive on the LAB(R). Scholars must score at the expanding or advanced level on the NYSESLAT and receive a 65 or higher on the NYS English Language Arts exams to exit the ENL program.

Social Worker:

The school social worker collaborates with the School Counselor, Family Engagement Coordinator, and other faculty members on the social, emotional, and academic functioning of all scholars. The social worker:

- o Provides At-Risk counseling to scholars who are experiencing difficulty in academics and attendance, or have behavioral/mental health concerns.
- o Works with Administration, parents, scholars, and teachers around issues of child abuse and neglect
- o Facilitates crisis intervention and home visits
- o Runs affinity groups for scholars experiencing chronic problems and difficult issues
- o Monitors attendance and intervenes to support scholars and families with support for truancy issues.

School Counselors:

The guidance program assists faculty and staff in providing individual scholars with the skills necessary to reason, communicate, understand themselves and what lies ahead, and to find their way into the most favorable areas of activity for growth and development. The Guidance department provides:

- Mandated IEP counseling
- Individual and group counseling
- Ongoing communication with parents
- Facilitates crisis intervention and home visits
- Monitoring of academic grades and behavior throughout the year
- Provides scholars with career choices and placement to high schools
- Partnership with Catholic Charities providing mental health services to scholars and their families

SCHOLAR LIFE

School Readiness is very important. Children need to learn to get along with other children, obey rules, share, and take turns. To prepare your child socially you should:

- Provide a supportive home setting where education is a priority. Whether remote or in-person, this includes an appropriate area to complete both daily instruction and homework.
- Reinforce the importance of acquiring the knowledge, skills, and values needed to function effectively in society.
- Volunteer time, skills, or resources in the school.
- Take part in school and community programs that empower parents to participate in educational decision-making.
- Question your scholar about schoolwork, attendance, and behavior and discuss what is expected by the school.
- Teach your teen to respect the property, safety, and rights of others and the importance of refraining from intimidating, harassing, or discriminatory behavior.

Academic Readiness – Encourage your scholar to read each day and ask them questions about what was in the story (characters, beginning, middle, end, where and when the story takes place, and how the problem was solved). Visit the library and check out books together.

Trips – Living in New York City with its rich cultural heritage makes local visits to various museums and parks an important aspect of study. Free or low-cost field trips will occur throughout the school year and parent chaperones may be asked to travel with their children. All children must have a signed permission slip in place at the school building before leaving for any field trip.

NYIT STEP Initiative- Offers select scholars academic enrichment in the areas of

Science, technology, engineering, and medicine. The STEP Initiative is geared at increasing the number of underrepresented and economically disadvantaged scholars through high-impact rigorous programming. Through the STEP Initiative scholars receive the following assistance in these key areas:

- Core subject instruction/Regents exam preparation
- Supervised practical training
- Supervised research training
- College admissions counseling
- Standardized tests preparation
- Career awareness/development activities

STEP Improves Student Readiness:

- Enriches science and mathematics instruction
- Provides laboratories for supervised training in research method
- Conducts summer programs
- Provides standardized test preparation and practice
- Assists students with the college application process

NYIT 4+1 Program- geared at ensuring the necessary support is provided for underrepresented and economically disadvantaged scholars who are seeking access to a New York State approved undergraduate program leading to a master's degree in the fifth year. The areas of focus are concentrated in the fields of math, physics, chemistry, and biology with additional pathways to English, Social Studies, and Science.

NYIT will also offer select CCHS onsite campus visits during the 2023-2024 school term which will offer college-bound scholars pertinent exposure to their school of medicine, architecture, and business. As a result of this venture NYIT in partnership with Challenge Charter High School will provide the type of exposure that will encourage scholars to be college-ready. These trips will deter scholars who are reluctant to attend college out of fear, uncertainty, and cost as NYIT also provides the Higher Education Opportunity Program (HEOP) to scholars who are in financial need.

[HOME/SCHOOL COMMUNICATION](#)

Parent/Teacher Communication is vital at CCHS. Communication with your child's teacher can be a daily activity. Our primary modes of communication are via ParentSquare, Google Classroom, and at times phone and email.

Opportunities to get involved in the life of the school are available. We love for our families to be active partners in the success of our school. Special family workshops are offered

throughout the year. This year we also have our own Parent Association (PA) that is open for CCHS Parents to join. The association will help to coordinate the many talents and skills of our parents to enhance our scholars' educational experience.

CCHS CURRICULUM

Description of Curriculum

Challenge Charter High School utilizes the workshop model to deliver NYS-aligned curricula in all subject areas with the integration of technology. Its educational philosophy of a balanced curricular and instructional approach is evident in each subject area. Consistent with its philosophical approach to instruction, the School has chosen textbooks that are not only aligned with NYS Next Generation Learning Standards and core curriculum but support this balanced philosophy.

Social-Emotional Learning (SEL)

Scholars will explicitly receive instruction in the following 5 Core Social-Emotional Competency areas: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. SEL is a multi-tiered system of student support that ensures scholars acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, as well as achieve positive goals. Research has shown that scholars who participate in SEL will demonstrate improvement academically and behaviorally. Of course, these findings are based on the scholar's level of involvement and time engaged in the SEL program.

English Language Arts

- English Language Arts 9

ELA 9 course builds upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing and includes the four aspects of language use: reading, writing, speaking, and listening. This course will introduce and define various genres of literature such as poetry, plays, short stories, fiction, and nonfiction texts, with writing exercises often linked to reading selections. Additionally, the course crosses curriculums by bridging social studies history and ELA through literature featuring various topics in Global History and United States History.

- English Language Arts 10

English 10 offers scholars a variety of rich texts that engage students in an analysis of literary and journalistic non-fiction, as well as poetry, drama, and fiction. Classic and contemporary authors are evident through the following required texts *The Metamorphosis*, *Of Mice and Men*, *The Other Wes Moore*, *Midsummer Night's Dream*, and *A Tree Grows in Brooklyn*. Throughout the course, students interpret figurative language, determine the central idea of a text, analyze how an author uses historical events to build a claim, and students have the opportunity to write in various text types

and for a variety of purposes. This includes narratives, arguments, explanatory, informative texts, and research writing.

- **English Language Arts 11**

The English 11 course is designed to focus on reading, writing, and analyzing literature pieces through genres such as poetry, drama, fiction and non-fiction novels, and short stories. By the end of the course, students must be proficient in the following areas: writing, analyzing, reading, listening, presenting, and identifying various ELA skills such as the central idea, literary devices, and textual evidence. Students will take the NYS English Language Arts Regents in January during their junior year.

- **English Language Arts 12**

The English 12 course has been developed to have scholars evaluate fiction and other works from periods and various cultures. At the end of English 12, the scholars will be highly skilled in evaluating various literary works such as William Shakespeare, Jane Austen, and Maya Angelou. In addition, the scholars will be able to develop and construct a research paper that is centered on a social topic that is connected to a literary piece of work in order to enhance students' research and presenting skills. Scholars will also work on various pieces of writing to prepare them for college and college applications.

Mathematics

- **Algebra I**

The Algebra I course provides instruction designed to prepare students for the Regents Examination in Algebra I. In this course, students will be introduced to systems of equations, polynomials, quadratic equations, exponents, and exponential functions, and interpreting quantitative and categorical data. Students will develop the ability to explore and solve real-world application problems, demonstrate the appropriate use of graphing calculators, and communicate mathematical ideas clearly. This course lays the foundation for mathematical literacy that will help students be successful in every subsequent course in mathematics. This class will cover all topics included in the NYS Algebra 1 Next Generation Learning Standards and Curriculum; it culminates in the Algebra 1 Regents Exam in June. Success in this course must be encouraged and emphasized since passing both the Algebra 1 course and regents are part of the New York State graduation requirement.

- **Algebra II**

Algebra II course provides instruction designed to prepare students for the Regents Examination in Algebra II. This course focuses on the areas of numbers and quantity, rational expressions, exponential functions, powers and radicals, logarithmic functions, polynomials, trigonometry periodic phenomena, and collecting and analyzing data. The course will review linear and quadratic functions, to ensure a foundation for learning these new functions. Students will make connections between verbal, numeric, algebraic, and graphical representations of functions and apply this knowledge as they

create equations and inequalities that can be used to model and solve mathematical and real-world problems. As students progress through the course, their algebraic skills will prepare them to make comparisons between the operations and field properties of real numbers and those of complex numbers and algebraic expressions. The Next Generation Learning standards are embedded throughout the course, as students solve novel problems, reason abstractly, and think critically.

- **Geometry**

Geometry course provides instruction designed to prepare students for the NYS Regents Examination in Geometry. This course provides knowledge on the topics of planar geometry, and deductive and inductive reasoning through construction and measurement. Students will develop Geometric vocabulary, definitions, and theorems in proofs as applied in inter-relations between lines, planes, polygons, circles, and polyhedral forms. They will learn the basic concepts involving congruence and similarities between shapes, primarily triangles, relationships within triangles, solids, conics, quadrilaterals, and circles, as well as, the basic data presentation techniques used in statistics. They will be introduced to trigonometric identities, and basic right triangle relationships of sine, cosine, and tangent.

- **Probability & Statistics**

This course begins by discussing what statistics are and why the study of statistics is important. Subsequent sections cover a variety of topics, all basic to the study of statistics. This course will emphasize the study of statistics which involves math and relies upon calculations of numbers. But it also relies heavily on how the numbers are chosen and how the statistics are interpreted. Students will be introduced to the basics of probability, data distributions, samples and comparing populations, scatterplots, two-way tables, and statics. Students will learn about measures of central tendency, significance testing, hypothesis testing, and data visualization. Students will be able to demonstrate statistical literacy within the context of the social sciences. This course will be taught in two parts. The first part will consist of the introduction of probability & statistics, and the second part will consist of Applied Probability.

- **Business Math**

Business Mathematics teaches and has students apply algebra concepts to a variety of business and financial situations. Applications usually include income, insurance, credit, banking, taxation, stocks and bonds, and finance. This course will also include determining profit and loss, compiling business data, and interpreting graphs. It includes a review of the fundamental mathematics concepts and skills in buying and selling, and computing gross and net earnings. This course introduces students to multiple ways to analyze and solve problems on important factors in managing a business.

Social Studies

- **Global History I**

The Global History 1 course provides students with an overview of the history of human society from early civilization to the contemporary period-- examining political, economic, social, religious, military, scientific, and cultural developments. This course will include geographical studies as an integrated component developed in response to increased national concern regarding the importance of geography and will explore geographical concepts. This course prepares students to take the New Framework Examination Global History and Geography II in the tenth grade.

- ***Global History II***

Global History and Geography provides a snapshot of the world circa 1750. The course continues chronologically up to the present. Several concepts are woven throughout the course including industrialization, nationalism, imperialism, conflict, technology, and the interconnectedness of the world. The last three Key Ideas focus on global issues, applying a more thematic approach.

- ***US History and Government***

U.S. History begins with the colonial and constitutional foundations of the United States and explores the government structure and functions written in the Constitution. The development of the nation and the political, social, and economic factors that led to the challenges our nation faced in the Civil War are addressed. Industrialization, urbanization, and the accompanying problems are examined, along with America's emergence as a world power, the two world wars of the 20th century, and the Cold War. Students explore the expansion of the federal government, the threat of terrorism, and the place of the United States in an increasingly globalized and interconnected world. This exam ends with the NYS U.S. History and Government Regents Examination.

- ***Economic and Participation In Government (P.I.G)***

This course is designed to engage students in the analysis of public policies and issues. Fundamental to Participation in Government is a course of study that has students defining, analyzing, monitoring, and discussing issues and policies. This course is more civics based highlighting the importance of Civil Rights, Civil Liberties, and Civic Responsibilities which is a crucial component to life after high school.

The Economics component of the course will take a deeper look at finances and scholars will gain more knowledge in fiscal policy, stock market trading, and global finances. Students will examine their individual responsibility for managing their personal finances as well as the role of supply and demand, factor markets, and the effects of globalization.

Science

- ***Living Environment***

This course covers the basic principles of life and life processes. These topics may include cells, species, ecosystems, reproduction, genetics, or other topics consistent with state academic standards for life science -- additionally includes an in-depth study of (but are not restricted to) such topics as cell structure and function, general plant and animal

physiology, genetics, and taxonomy.

- **Living Environment Laboratory** course provides hands-on experiments designed to supplement instruction in Living Environment courses. Students are required to complete 1200 laboratory lab hours in order to be eligible to take the regents exam.

- **Earth Science**

The Earth Science course offers insight into the environment on Earth and the Earth's environment in space. While presenting the concepts and principles essential to students' understanding of the dynamics and history of the earth, these courses usually explore oceanography, geology, astronomy, meteorology, and geography.

- **Earth Science Laboratory** course provides hands-on experiments designed to supplement instruction in Earth Science courses. Students are required to complete 1200 laboratory lab hours in order to be eligible to take the regents exam.

- **Chemistry**

The Chemistry course enhances critical thinking skills by showcasing how changes in matter and other chemical processes apply to the world around us. Scholars will study topics such as Atomic Theory; Chemical Bonding; Nuclear Energy; the Periodic Table of Elements; and States of Matter. Proficiency in basic math skills is necessary to be successful in this course.

- **The Chemistry Laboratory** course provides hands-on experiments designed to supplement instruction in the Chemistry course. Students are required to complete 1200 laboratory lab hours in order to be eligible to take the regents exam.

- **Marine Biology**

This course introduces scholars to marine life and the environment. In addition to learning about the various organisms that can be found in different marine environments, scholars will take an in-depth look at how humans have impacted the ecosystems and environments found in the water. Identifying and classifying marine plants and animals and understanding of the relationship between them will also be examined. Scholars may also have the opportunity to explore the different marine life and ecosystems found near Far Rockaway.

Health Education

This course is designed to provide the information needed to make important decisions about health, wellness, and individual lifestyle. Topics covered within this Health Education course may vary widely but typically include personal health (nutrition, mental health, stress management, drug/alcohol abuse prevention, disease prevention, and first aid) and consumer health issues. Students focus on topics related to health such as personal health and wellness, social and emotional health, safety, nutrition, and physical activity, alcohol/tobacco/other drugs, HIV and STI Prevention, and sexuality education.

Emphasis will be placed on the students acquiring knowledge and assuming responsibility for their own health. Brief studies of environmental health, personal development, and/or community resources may also be included.

Physical Education

The Physical Education course provides students with the knowledge, experience, and opportunity to develop skills in more than one of the following sports or activities: team sports, individual/dual sports, recreational sports, and fitness/conditioning activities. CCHS continues to address National and New York State Standards for Physical Education which focuses on facilitating movement and motor skills in addition to honing in on personal health and fitness skills. Over the course of the four years, these skills are developed until proficiency is met.

Career and Technical Education

This course spans two paths to immerse scholars into the real world of career readiness with a deep understanding of money management, accruing and maintaining wealth while making researched/Data-driven decisions about their finances. Scholars will then apply their knowledge of algebra to solve problems relating to money management and decision making i.e. simple or compound interest on stocks etc.

Career & Financial Management

CFM is a mandatory as well as a prerequisite course to be able to participate in one of the pathway CTE courses offered at CCHS. Scholars are introduced to the concepts and skills required for success in today's workplace in addition to building the knowledge and skills to make financial decisions in their everyday lives. The Career Development course, allows scholars to explore all aspects of career readiness; including identifying career pathways, setting career goals, creating a resume, and cover letter, building interview skills, applying for job opportunities, and learning employment regulations at the federal, state, and local levels. Scholars are also taught the necessary tools to be fiscally responsible in their everyday lives. Topics include budgeting, banking, credit cards, loans, investing, insurance, and taxes. As part of the financial/investing curriculum, the scholars are introduced to the stock market. Scholars utilize technology to research companies and calculate share prices, interpret and analyze stock trends by examining graphs and recognize the effects that the economy has on stock prices.

Work-Based Learning

Work-based learning allows scholars to participate in real-life work environments to gain career experience and apply their classroom knowledge and skills. In the work-based learning course, scholars will develop time-management, interpersonal, goal-setting, and self-reliance skills. Some examples include high school internships, job shadowing, and cooperative education experiences. A high-quality work-based learning program will

provide effective and equitable experiences to empower all students to become confident workers and culturally competent citizens of the New York State workforce. The integral component of the course is to build a partnership between the student, school, and community worksite. While the scholars work on completing the required workplace requirements toward graduation.

Career and Technical Education (CTE)

The Challenge CTE High School (9-12) will provide career pathway program options, as indicated, in **Aviation, Culinary Arts, and Allied Health**. Each of these three pathways will offer: (A) Instruction delivered by highly trained, appropriately certified teachers, (B) Vocational education curricula developed in partnership with reps from the appropriate higher education disciplines and partners from business and industry, (C) Opportunities to earn industry-recognized certifications within each of the designated career areas of study, (D) Access to work-based learning experiences such as worksite tours, job shadowing, youth apprenticeships, on-site projects, clinical experience, community service, and paid and unpaid school-year and summer internships, and (E) Upon graduation, students benefit from the added advantage of industry certification, articulation agreements with postsecondary institutions, advanced placement college credit, tuition waivers, and job placement opportunities.

- Allied Health

Allied Health Science program that will give students the opportunity to obtain a CNA Certificate. Upon successful completion of the Career and Financial Management course in 9th grade, students can elect to take the Health Science CTE pathway. Scholars would take a series of courses. During these courses scholars learn different nursing skills such as patient care procedures, HIPPA compliance, wound treatment, and taking vitals. Students who complete the program will have the opportunity to take the NYS CNA Exam to earn a certification in the field. In addition to this, students could earn a CTE Seal on the High School Diplomas.

- Culinary Arts

Our Culinary Arts program follows the National Restaurant Association's Prostart Curriculum. Scholars would learn a variety of skills such as knife techniques, food safety measures, and different career options. Throughout the program, scholars would have opportunities to gain real work experience with businesses partnered with the school. At the end of the course, scholars would be able to earn a CTE Seal on their High School Diploma and in some cases, a certificate in the Culinary Field.

- Aviation Pathway

CCHS has begun the work to offer Aviation as a CTE Pathway. The 2023-2024 year would be considered an exploratory year for this program towards earning certifications for Pilot or Unmanned Aircraft Systems. The course work is still in development.

World Languages- Spanish

- Spanish 1

In the Spanish 1 Course, students learn basic Spanish skills including verbs and nouns to cover the basics of identity, relationships, traditions, and everyday vocabulary (i.e. food, home, shopping, etc.). In addition to this, students begin to explore different Spanish speaking countries to learn about their cultures. Students will also gain some speaking, listening, reading and writing skills through the use of Rosetta Stone and video examples in addition to classwork assignments.

- Spanish 2

Scholars begin an in depth study of Spanish articulation and pronunciation which reinforces and expands the verbs, nouns, and adjectives they learned in Spanish 1. Students are also introduced to more complicated tenses in the language building on their reading, writing, listening, and speaking skills. Students are able to identify and describe with more details in Spanish. The course also includes more cultural background on Spanish speaking nations.

- Spanish 3

The scholars continue to grow in the skills from previous courses but will also spend more time looking at Spanish literature and developing real-world foreign language communication. The World Language curriculum encompasses checkpoint exams to demonstrate proficiency.

Music

Challenge Charter High School is committed to imparting to our scholars a love of music. The music curriculum nurtures their innate musical skills and abilities across various cultures and eras. The music program allows scholars the opportunity to explore, pursue, and perfect their musical talents.

The music courses offered at the high school level include Music History, Music Appreciation, Music Theory, Piano/Keyboard, Music- Independent Study, and Music- Workplace Experience. Once the scholars have successfully completed the first music courses, Music History and Music Appreciation, which is offered to them in grade ten and satisfies their requirement for graduation, they then can continue with the sequence of the other courses. The purpose of this is to expand students' knowledge of music culturally and linguistically through different genres of music through content-based lessons and the application of musical skills. The various musical skills and knowledge that these students develop is music composition, piano composition, piano playing skills, project-based learning on various cultural artists, musical trends and patterns, and various cultural musical genres throughout different time periods. In the music courses offered for the high school students, they are provided tools to help enhance their musical knowledge and skills such as pianos that allow the Chromebook to be plugged

in, access to the Smartboard, and various instruments like the ukulele, drums, and saxophone.

APEX Credit Recovery

APEX is a program to give students who did not pass a course or did not receive credit an opportunity to recover those credits by successfully completing the course through APEX. The course is self-paced and is done independently. Students must receive a 70% or better on the course to recover the credit. The course must be completed within the allotted time assigned or the scholar will be withdrawn from the course.

Homework

Homework is given every day, including weekends and holidays. *Homework and school official notices are to be read, checked, and signed by parents/guardians daily.*

Academic Integrity

Throughout the year CCHS will inform scholars regarding the topic of academic integrity. Academic integrity information sessions are embedded in the Social-Emotional Learning Advisory Curriculum. Scholars are informed that they are not permitted to utilize any work that is not their own without giving proper credit to that person. Scholars are not permitted to use any other scholar's work to submit as their own. Scholars are encouraged to abide by our CCHS Core values of scholarship and honesty and take responsibility for their work. Any scholar who fails to do so will encounter consequences aligned to the measure of the infraction as imposed in the CCHS Cheetah Code of Conduct.

MINIMUM CREDITS

To be eligible for graduation, scholars must earn 44 credits throughout High School. Scholars will need to earn 8 credits in ELA, 8 credits in Social Studies, 6 credits in Math, 6 credits Science, 4 credits in Physical Education, 1 credit in Health Education, at least 2 credits in World Languages, at least 2 credit in art/music, and 7 credits in elective courses. In addition to earning credits, scholars must earn a 65 or better on five Regents Examinations- 4 Core Subjects + 1 additional Regents. Scholars with Disabilities may be eligible to meet graduation requirements with a 55 or higher regents score. There are multiple pathways a scholar can take to earn one of three diplomas, an Advanced Regents Diploma, a Regents Diploma, or a Local Diploma. Scholars who fail a course or a semester of the course may be eligible to recover the credit with APEX. Please reach out to the school's Guidance Counselor if you have any questions.

CTE Graduation Requirements

Students who enroll in a CTE program of study will take a minimum of 7 credits in technical courses. Students who successfully complete a State-approved CTE program of study can receive a CTE-endorsed Regents diploma. A high school diploma with Career

and Technical Education endorsement is granted to students enrolled in NY State-approved programs of study who complete the following requirements:

- 44 credits including the CTE career electives
- Pass 5 Regents Exams with a score of 65 or above in the following content areas
 - English
 - Math
 - Science
 - Social Studies
 - One additional pathway exam or program
- Pass a 3-part technical assessment (this may be an industry-recognized credential)
- Work-based learning experiences in career awareness, exploration, and career development
- Work skills profile

<u>Local / Regents Diploma</u>	<u>Advanced Regents Diploma</u>
<p style="text-align: center;">Required Credits: 44</p> <ul style="list-style-type: none"> ● English (8) ● Social Studies (8) ● Science (6) ● Math (6) ● Physical Ed. (4) ● Health (1) ● Music (2) ● Foreign Language (2) ● Electives (7) <p style="text-align: center;">*Career and Financial Management required as part of their electives</p>	<p style="text-align: center;">Required Credits: 44</p> <ul style="list-style-type: none"> ● English (8) ● Social Studies (8) ● Science (6) ● Math (6) ● Physical Ed. (4) ● Health (1) ● Music (2) ● Foreign Language (6) <ul style="list-style-type: none"> ○ OR 2 Foreign Language Credits & CTE Sequence ● Electives (3) <p style="text-align: center;">*Career and Financial Management required as part of their electives</p>
<p style="text-align: center;">Required Regents Exams</p> <ul style="list-style-type: none"> ● English (1) ● Social Studies (1) ● Math (1) ● Science (1) <p>Local Diploma- 5 exams (4 core +1) Regents Diploma- 5 exams (4 core +1)</p>	<p style="text-align: center;">Required Regents Exams</p> <ul style="list-style-type: none"> ● English (1) ● Social Studies (1) ● Math (3) ● Science (2) ● Language (1) <ul style="list-style-type: none"> ○ N/A if using CTE pathway
<p style="text-align: center;">Minimum Regents Exam Score</p> <p style="text-align: center;">65% + on each exam</p> <p style="text-align: center;"><small>*Certain scholars may be eligible for a 55%+ passing score</small></p>	<p style="text-align: center;">Minimum Regents Exam Score</p> <p style="text-align: center;">65% + on each exam</p>

FAMILY INVOLVEMENT/ROLE AT HOME

Families can provide very valuable assistance in the area of homework through the following:

- Show an interest in your teen's work by making yourself available and listening.
- Encourage your teen's best efforts as often as possible.
- Check for completion, accuracy, and neatness when your teen finishes an assignment.
- Provide a suitable **time and place** for your teen to study.
- Monitor work vs. social times so that there is enough time for each activity.
- Read all notices, flyers, and newsletters.
- Parents/guardians must sign the reading log nightly.
- Request homework assignments for short-term absences and, if possible, home instruction for extended absences.
- Attend parent-teacher conferences and meetings when scheduled.
- Contact the school to see your teen's teachers, School Counselor or grade level Assistant Principal or Dean of Culture when a homework issue arises.
- Ensure that you are utilizing the ParentSquare platform to receive important updates from the school as well as direct messages from teachers and staff.
- Encourage your teen to use the public library. It can provide resources that will enrich your teen's homework assignments.

ADDRESSING BULLYING AND BIAS-BASED BEHAVIOR

Challenge Charter High School has zero tolerance for Bullying and Bias Based Behavior. We follow protocols for the Dignity for All Students Act (DASA) and our protocols and report form are posted on our website. Our Guidance Counselors serve as Dignity Act Coordinators and are available for all scholars to talk to in addition to the Social Worker. The DACs will aim to resolve issues and oversee preventative measures against bullying and violence including the Social Emotional Learning Advisory Curriculum. Scholars will have a meaningful healthy positive educational rapport with the Dignity Act Coordinators.

Challenge Charter High School is a nurturing school culture that promotes positive interpersonal and intergroup relations and respect for diversity among scholars and between scholars and staff, providing all scholars with a supportive and safe environment to grow and thrive academically and socially. The ability of scholars to learn and meet high academic standards and a school's ability to educate its scholars are compromised when scholars engage in discrimination or harassment, bullying, or intimidating behavior toward other scholars. Bullying and harassment can take many forms and includes behavior that targets scholars because of their actual or perceived race, color, national origin, ethnicity, citizenship/immigration status, religion, creed, disability, sexual orientation, gender, gender identity, gender expression, or weight.

These behaviors pose a serious threat to all scholars, and it is a school's responsibility to eliminate the hostile environment created by such harassment, address its effects, and take steps to ensure that harassment does not recur.

Challenge Charter High School understands what bullying is and prohibits such behavior. Clarifying school-wide rules that prohibit bullying and discrimination and discouraging bystander behavior (on-looking) is important to helping scholars play a pivotal role in bullying prevention. Integral to preventing scholar-to-scholar bullying and/or bias-based behavior is effective social-emotional learning that helps scholars develop social-emotional core competencies.

These fundamental life skills are: recognizing and managing their own emotions, developing caring and concern for others, establishing positive relationships, making responsible decisions, and handling challenging situations constructively and ethically. Scholars who are able to recognize and manage their own emotions are better able to be assertive rather than aggressive or passive when they interact with their peers. Scholars who develop caring and concern for others and establish positive relationships are less likely to engage in bullying or discriminatory behavior. Additionally, scholars who have learned how to make responsible decisions and handle challenging situations ethically and constructively are less likely to be bystanders and more likely to act as allies if a peer is the target of harassment of any kind. To help scholars learn how to be allies, the Challenge Charter High School trains teachers and counselors in using the HEAL curriculum module.

What is Bullying? Bullying is behavior that is intended to cause some kind of harm. The person doing the bullying purposely says or does something to hurt the target of his/her behavior. Bullying behavior always involves an imbalance of power (physical or social) or strength between the person doing the bullying and the target of the behavior. The person doing the bullying may be physically bigger or stronger or may be older or have greater social status or social power than the person being targeted. It is a pattern of behavior usually repeated over time and can take many forms. Bullying is aggressive behavior by one individual (or group) that is directed at a particular person (or group). The aggressive behavior is unwanted and negative. It is deliberate and unprovoked. The targeted person is harmed by what is purposely being said or done.

Bullying is NOT natural conflict. Conflict is a struggle between two or more people who perceive they have incompatible goals or desires. Conflict occurs naturally as we interact with one another. It is a normal part of life that we will not always agree with other people about the things we want, what we think, or what we want to do. Most conflicts between scholars arise when scholars see the same situation from two different points of view.

Bullying can take the form of physical bullying, verbal bullying, social bullying, as well as Cyberbullying. If as a parent you have concerns that your scholar is the target of bullying behavior, please report your concerns immediately to any teacher, support staff member,

Assistant Principal and/or the Principal. Please note that the school encourages parents to monitor or eliminate the use of social media e.g., Discord, Snapchat, etc. as it often negates negative emotional feelings and behavior that interfere with learning. The school does not monitor or supervise any non-Challenge Charter High School platforms. CCHS asks scholars to “be your best self while online.”

If after reporting to Challenge, you require additional assistance, please contact CSD 27 school’s District Family Advocate (elementary, middle, and high schools) or email RespectforAll@schools.nyc.gov. Any scholar who believes that he/she has been the victim of discrimination, harassment, intimidation, and/or bullying by another scholar should report the incident to the RFA liaison(s) or to any Challenge employee. If a scholar feels uncomfortable making a report to a Challenge staff member, a scholar may contact the Office of School and Youth Development (OSYD) by emailing the report to RespectforAll@schools.nyc.gov.

TECHNOLOGY/INTERNET ACCEPTABLE USE POLICY

Challenge Charter High School in accordance with NYCDOE Internet Acceptable Use Policy found at:

<https://www.schools.nyc.gov/school-life/policies-for-all/internet-acceptable-use-policy> supports the use of the Internet and other technologies in order to facilitate learning and teaching through interpersonal communications, access to information, research, and collaboration. It is intended that Internet access will improve the processes of teaching and learning as well as facilitate improvements in communication between all members of the learning community. Scholars attending Challenge Charter High School will be provided access to the Internet in classrooms and the Computer Lab for educational purposes. Our goal is to teach scholars to utilize these electronic resources to enhance our school's instructional goals. Scholars must follow the established guidelines for acceptable use of technology in order to maintain the privilege of access to technology. The following acceptable use guidelines have been established for all scholars in Challenge Charter High School.

Equipment Use

CCHS staff will review all protocols regarding acceptable usage of Chromebooks. During the beginning of each class session staff will clearly communicate acceptable standards for remote learning. All scholars will be held by these standards.

Scholars are expected to be careful when using computer equipment and follow all directions for proper use. Any scholar who does not use the computer equipment properly or deliberately damages the computer equipment will receive consequences to be determined by Challenge Charter High School. Scholars are responsible for accessories such as chargers for their Chromebooks. They must be replaced if they are lost or stolen. If a

Chromebook is stolen or lost, the scholar and their parents must file a police report at the 101 Precinct before a replacement is issued.

Scholars will use their assigned Challenge Chromebooks for instruction. **No other devices are permitted in the classroom virtual environment.** You may contact the Family Engagement Coordinator if further clarification is needed.

Go Guardian

Challenge Charter School has selected the GoGuardian Platform as a tool to monitor Scholar progress during instructional and non-instructional hours. GoGuardian eliminates distractions in the classroom allowing for optimal learning. The teacher will utilize the GoGuardian feature to message and call scholars who need support. The GoGuardian System sends an immediate alert to staff when there is an elicit threat detected which may include internet searches of inappropriate content or any websites suggestive of self-harm. This allows us to keep our scholars safe as per the New York State's Dignity of All Students Act.

Equipment Repair

Scholars are expected to notify staff when there are technology issues. Staff will then complete a technology support form regarding the issue. Parents may receive a personal phone call to gather more detailed information regarding the issue. The staff will follow up as the issue has been diagnosed until there is a resolution. All technology issues will be logged and tracked digitally. CCHS does offer insurance for general usage. Any damage that exceeds general usage guidelines will be considered the responsibility of the user. CCHS Chromebooks are strictly assigned to scholars for educational purposes. Scholars are advised not to use CCHS Chromebooks for other usage such as, social media, music etc. as our devices are monitored 24/7.

Internet Use

In accordance with the Children's Internet Protection Act (CIPA), passed by the US Legislature in January 2001 (Public Law 106-554), the NYCDOE has employed filtering software to block access to inappropriate content on all computers with Internet access. However, it is important to understand that Challenge Charter High School cannot guarantee that scholars will refrain from locating inappropriate sources. Scholars are expected to respect and not attempt to bypass security in place on computers. Changing or attempting to change a computer's settings is a violation of acceptable use of our equipment. In High School, scholars are limited to sites selected by school staff that are of educational value and support the curriculum and are allowed the extra privilege of conducting supervised research on classroom assignments. If, at any time, a scholar accesses or attempts to access unacceptable materials, he/she will receive consequences to be determined by Challenge Charter High School.

Consequences of Misuse

Scholars who misuse the school's technology will receive consequences according to the nature and severity of the misuse. Consequences will be derived from the CCHS Cheetah Code of Conduct, which may include being given limited or no access to technology for a specified amount of time.

Parent Policy: Remote Learning Disruptions

CCHS offers a safe and respectful environment. Parents are not permitted to interrupt the classroom in any manner including speaking into the classroom through the scholar's device while class is in session, writing in the message box during the instructional block, or intentionally appearing on camera. In order to ensure school safety, this protocol must be adhered to. At any time there is a classroom disruption, the scholar will be removed from the class immediately, the scholar's devices will be deactivated and consequences aligned to the measure of the infraction will be imposed based on the CCHS Cheetah Code of Conduct.

Signature of acceptance parent/guardian and scholar signature will be required for technology usage at Challenge Charter High School. Scholars will not be permitted to use computers until the Technology Acceptable Use Policy for Challenge Charter High School Scholars is returned and signed by both scholar and parent/guardian.

Please sign and return the agreement on the following page to your child's classroom teacher as soon as possible.

2023-24 TECHNOLOGY/INTERNET USE AGREEMENT

For the Scholar:

- My parent or legal guardian has reviewed the Technology Acceptable Use Policy for Challenge Charter High School Scholars with me.
- I understand the importance of following the rules for the use of the computer and the Internet.
- I understand the importance of not giving out personal information about myself or my family over the Internet.
- I understand that the computer, the Internet and other electronic information resources are to be used only for educational purposes.
- I understand that if I break the rules, my use of these educational tools may be taken away from me and that other disciplinary or legal action may be taken.
- I promise to follow the rules.

Your Name (please print): _____

Your Official Class: _____ Teacher: _____

Your Signature

Date

For the Parent or Legal Guardian:

- As a parent or legal guardian, I have read, and I have reviewed with my child the Technology Acceptable Use Policy for Challenge Charter High School Scholars.
- I understand that the use of these electronic information resources is for educational purposes.
- I recognize that the NYCDOE has initiated reasonable safeguards to filter and monitor inappropriate materials.
- I understand that while the NYCDOE has taken steps to restrict scholar access on the Internet to inappropriate information and sites, it is impossible to restrict access to all controversial materials.
- I further recognize that if my child does not abide by the rules of acceptable use, He / She will be disciplined.
- I will not hold Challenge Charter High School or the NYCDOE responsible for materials my child may acquire on the Internet.
- I hereby give permission to Challenge Charter High School to permit my child to have access to the Internet.

Print Name of Scholar: _____

Parent or Legal Guardian (please print): _____

Parent or Legal Guardian Signature

Date

2023-24 MEDIA CONSENT FORM

Challenge Charter School believes in sharing the positive success of our scholars and their achievements and is a community school. Therefore, the promotion of school activities or recognition of students is a regular occurrence. In addition, from time to time our school garners attention from news outlets and news media may photograph or video individual students or groups of students while they are engaged in school activities not normally open to the public.

To protect the identity of our scholars we use **first names only** on social media unless related to an award, recognition, or graduation event. An article or teacher/staff request may also warrant including that information.

Please also understand that we cannot 100% guarantee that your child will not be photographed or on video in group situations. Further, each public social platform (such as YouTube, Facebook, Instagram, etc.) has varying policies related to how the company can use the content uploaded to that site.

Please circle your preference in the following applicable statement:

I _____ am 18 years of age or older and **(circle one)**

CONSENT OR **DO NOT CONSENT**

to the release of photographs or video of my child by school staff for the use of celebrating scholar achievement, for social media channels, website, and school promotion to various public outlets.

If you choose *not* to sign this agreement by the first week of the school year, it will be understood that you are providing permission for your child’s image to be used in the above ways.

Scholar Name(s) (Print): _____ Date: _____

_____ Date: _____

Parent/Guardian (Print): _____

Parent/Guardian (sign): _____ Date: _____

IMPORTANT SCHOOL INFORMATION

Main Office – (347) 699-7643 - Fax – (718) 327-8500

Dr. Leslie Mullings - CEO/Founder
Shanique McFarlane - CEO Chief of Staff

Mavgar Mondesir-Gordon –
High School Principal / Sr. Dir. of Secondary Teaching & Learning
(347) 990-1875 Ext. 5502 Office
(646) 919-7162 Work Cell

Dr. Sheila Lyle – 6-12 Assistant Principal
(347) 990-1875 Ext. 3141
(646) 919-7162 Work Cell

Melissa Canzoneri - 9-12 Assistant Principal
(347) 699-7602 Ext. 5403
Google Voice (203) 493-4242

Kevaun Thomas – Dean of Culture 9-10
(347) 699-7602 Ext. 5501
Google Voice (201)540-9458

Shanice Laing - Dean of Culture 11-12
(347) 699-7602 Ext 5207
Google Voice (201)579-0320

Latrice Ishmael - School Counselor 9-10
(347) 699-7602 Ext. 5307
Google Voice (201)464-2095

Meredith Gutierrez - School Counselor 11-12
(347) 699-7602 Ext 5209
Google Voice (201) 252-7602

Luis Robles - 9-12 Social Worker
lrobles@challengecharterschools.org
(347) 699-7602 Ext . 5501
Google Voice (201)431-7244

Dannielle Colon - Family Engagement Coordinator
dcolon@challengecharterschools.org
(347) 699-7602
Google Voice (201) 500-8766

School Nurse
(347) 699-7602 Ext. 4106

For the latest in school information, calendar updates, policies, and procedures contact the school office or visit the school website at:

www.challengecharterschools.org

More information, alerts, photos, news can be found on...

Instagram [@challengecharter](https://www.instagram.com/challengecharter) on Facebook at [@challengeprepcharter](https://www.facebook.com/challengeprepcharter)

Please use **#ChallengeFierce** to spread our School Spirit!

BOARD OF TRUSTEES

The full board meets monthly in accordance with the bylaws of CPCS.

Meetings are held at the Challenge Charter School Offices, 1520 Central Avenue, Far Rockaway, NY 11691 unless notification of a different location is announced, or virtual meetings are required due to unforeseen circumstances. Dates and times can be found on our school calendar on our website at: www.challengecharterschools.org.

Current Board Chair, Frederica Jeffries - boardchair@challengecharterschools.org

CHAIN OF COMMAND FOR PARENTS AND COMMUNITY MEMBERS

Challenge Charter High School takes pride in its communications efforts with all stakeholders of the school. To ensure that your concerns or issues are heard by the appropriate individual who can provide you with a response, the Board of Trustees asks that you follow the school's Chain of Command outlined below.

Submitting a Concern

Step 1 - If a parent or community member would like to express a concern, they should contact the teacher, supervisor, coach, or staff member who is directly involved with the concern or situation.

Step 2 - If a parent or community member has discussed their concern with personnel referred to in Step 1, and the parent or community member feels the issue needs to be discussed further, they should next contact the building Principal or Assistant Principal.

Step 3 - If a parent or community member has followed Step 1 and Step 2 and feels the issue warrants yet further discussion, the parent or community member should then contact the CEO with the concern and they will be directed to the appropriate person to discuss the concern.

Step 4 - If the concerns still remain after completion of Steps 1, 2, and 3, the parent or community member should contact the Board Chair, who will then listen to the concerns and in consultation with the Board of Trustees will redirect the individual back to the appropriate level or request that the concern be placed on a Board of Trustees agenda for full Board discussion. It is the intent of the Chain of Command to resolve concerns and issues during the earliest steps with the individual(s) directly involved with the concerns. The Chain of Command was established to ensure a structured communications opportunity for

stakeholders and decisions are made according to the school's Philosophy, Policies, and Procedures.

Submitting a Formal Complaint Against the School

Step 1 - Familiarize yourself with the school's guidelines and contact the school's leadership. Begin by contacting school leadership to try to resolve any violations, issues, or complaints. 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, parent handbooks, student discipline policies related to your concern, dress code pamphlets, and school-issued memorandums. Determine whether the school's actions related to your complaint fall within the school's policies.

Step 2 - Appeal to the school's Board of Trustees. If after contacting the school's leadership you are not satisfied with the outcome or decision pertaining to the complaint, you may appeal to the school's Board of Trustees. The Board meets publicly on a regular basis. Parents are encouraged to either contact the Board directly to schedule items on the meeting agenda or contact the school/parent committee that deals with such matters.

Step 3 - Appeal to the school's authorizer (the education organization in charge of your school). If after your appeal you are not satisfied with the Board of Trustees' decision, and if your complaint involves a violation of either the school's policies or its charter, you may submit a formal complaint to the school's authorizer (the education organization in charge of your school).

Charter Schools Authorized by the DOE
Contact 212-374-5419 or charteroversight@schools.nyc.gov

COMMUNITY SUPPORT

Below is a listing of community support centers in the area for your continued support:

Catholic Charities Rockaway Mental Health Services
1847 Mott Ave.
Far Rockaway, NY 11691
718-337-6800

Joseph P. Addabbo Family Health Center
1288 Central Avenue
Far Rockaway, NY 11691
718-945-7150

Rising Ground
16-00 Central Avenue
Far Rockaway, NY 11691
718-471-6818

St. John's Episcopal Hospital
327 Beach 19th Street Far
Rockaway, NY 11691
718-869-7000

RISE (Rockaway Initiative for Sustainability and Equity)
58-03 Rockaway Beach Boulevard
Far Rockaway, NY 11692
(718) 327-5919