



2023-24
Parent/Scholar Handbook

KINDERGARTEN & GRADE 1

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GRADES 2-5

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FAR ROCKAWAY, NY 11691

WWW.CHALLENGECHARTERSCHOOLS.ORG

TABLE OF CONTENTS

<u>FOUNDER/CEO'S WELCOME</u>	<u>3</u>
<u>PRINCIPAL'S WELCOME</u>	<u>4</u>
<u>WHAT IS A CHARTER SCHOOL?</u>	<u>5</u>
<u>MISSION</u>	<u>5</u>
<u>ELEMENTARY SCHOOL VISION</u>	<u>6</u>
<u>POLICIES AND PROCEDURES</u>	<u>6</u>
<ul style="list-style-type: none"> ● Daily Schedule/Late Pick-up/Arrival/Dismissal ● Screening/Attendance/School Closings/Emergencies ● Health Records/Accidents/Illness/Childhood Disease ● Medications/Trip Policy/Lost & Found/Confiscated Items ● Busing/Safety/Discipline ● Attendance and Punctuality ● Dress Code and Uniform Requirements ● Breakfast & Lunch Program/Birthdays/Recess Procedures 	
<u>BEHAVIORAL EXPECTATIONS</u>	<u>15</u>
<ul style="list-style-type: none"> ● Behavior in the Dining Room ● Important Reminders for Parents/Policy for Remote Learning ● Textbooks/Promoting Good Behavior/Discipline Policies 	
<u>PARENT/TEACHER CONFERENCES</u>	<u>24</u>
<ul style="list-style-type: none"> ● Conference Meetings/Promotion Criteria/Report Cards ● Progress Reports/Scholastic Achievement/Honor Society/Honor Roll ● Academic Integrity Policy/Consequences for Academic Dishonesty 	
<u>CURRICULUM, EDUCATIONAL PROGRAM & RESOURCES</u>	<u>31</u>
<u>TECHNOLOGY/DIGITAL INFORMATION</u>	<u>33</u>
<u>SUPPORT SERVICES</u>	<u>34</u>
<ul style="list-style-type: none"> ● At-Risk Counseling/Response to Intervention/Child Study T 32eam ● Related Services/Special Education/ENL/Social Worker/School Counselors ● AIS/Title I/Social and Emotional Learning 	
<u>SCHOLAR LIFE</u>	<u>39</u>
<u>HOME/SCHOOL COMMUNICATION</u>	<u>39</u>
<ul style="list-style-type: none"> ● Parent/Teacher Communication/Parent Association ● Family Involvement/Role at Home 	
<u>ADDRESSING BULLYING AND BIAS-BASED BEHAVIOR</u>	<u>41</u>
<ul style="list-style-type: none"> ● Technology/Internet Acceptable Use Policy and Contract ● Important School Contact Information ● Board of Trustees ● Chain of Command for Parents & Community Members ● Community Support 	
<u>TECHNOLOGY/INTERNET ACCEPTABLE USE POLICY</u>	<u>43</u>
<ul style="list-style-type: none"> ● Technology Agreement/Media Consent 	
<u>IMPORTANT SCHOOL INFORMATION</u>	<u>48</u>

8/30/2023 - Uploaded to website

Founder/CEO's Welcome

Dear Elementary Scholars and Families,

On behalf of our Board of Trustees, Leadership Team, Staff and Teachers, welcome to the 2023-24 school year! I extend a special welcome to our new families.

We take our job very seriously as we *Teach, Prepare, and Challenge* our scholars. As we near 15 years of educating the children in Far Rockaway, we are very proud to have the only school on the peninsula offering a Kindergarten through Early College program.

Parents and guardians, you are our partners in the successful education of your children. Please do not miss the chance to engage with our school and help us continue to build school culture this year.

It takes all of us working together to help each child achieve their greatest potential.

We are #CheetahFierce!

Sincerely,

A handwritten signature in blue ink, appearing to read 'L. Mullings', with a long horizontal stroke extending to the right.

Rev. Dr. Les Mullings
Founder/CEO

Principal's Welcome

Dear Parent/Guardian:

On behalf of the staff at Challenge Preparatory Charter School, I am happy to welcome you to the 2023-2024 school year! It is with great pride and excitement that I write this letter of introduction to you as the Principal of Challenge Preparatory Charter School - Elementary division. I am honored to have the opportunity to lead a school with such persevering students, an extremely dedicated staff, and a supportive school community.

Along with the teachers and staff, we will work hard to continue the legacy of success established by CPCS by building strong relationships with parents, students, and community partners. We will focus on character education initiatives, Positive Behavioral Interventions and Supports (PBIS), a focus on high priority standards, the use of data to drive instruction, and to provide consistent implementation of the curriculum in a rigorous manner so that we can continue to increase all of the students' achievement.

All of us at Challenge Preparatory Charter School are eager and excited to begin what promises to be a fantastic school year! We know a strong partnership with you will make a great difference in your child's education.

We ask that you guide and support your child's learning by ensuring that he/she:

1. Attends school daily and arrives on time, ready for the day's learning experience
2. Is prepared with ALL necessary items including uniforms, homework, notebooks, etc.
3. Completes all homework assignments given by teachers
4. Reads daily to develop a love for reading and to improve literacy skills
5. Shares school experiences with you so that you are aware of his/her school life
6. Informs you if he/she needs additional support in any area or subject

We are looking forward to a productive partnership with you to ensure our children can achieve their highest potential. We look forward to meeting you and your scholar soon!

Sincerely,

Ms. Nicole Griffin, K-5 Principal

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 Common Core 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.

ELEMENTARY SCHOOL VISION

By the end of fifth grade, our students will demonstrate skills, content knowledge, and character traits vital to becoming independent, lifelong learners. The Challenge Prep scholar will:

- Be able to read independently for comprehension and write independently for purpose.
- Have an instructional focus on vocabulary to meet the needs of each student.
- Be able to recall arithmetic facts and think critically to solve math problems.
- Have an understanding of the world through knowledge in science and social studies.

- Be competitive with students from any background as they proceed in their education.

POLICIES AND PROCEDURES

Daily In-person Schedule: Office hours/ Staff are 7:45 a.m.- 4:30 p.m. The [school calendar](#) outlines school holidays, school closing and special events. Scholar hours are 8:00-3:30 p.m. Monday-Thursday with dismissal at 3:30 and dismissal at 12:30 p.m. on Fridays and half days. See the [school calendar](#) all holidays and half-day dismissal dates.

Late Pick-Up: When in-person learning is in effect, students are expected to be picked up promptly at dismissal time. On the rare occasion when an emergency arises, the parent or guardian must notify the school immediately. Parents or guardians arriving late to pick up their scholars will need to sign them out in the late pick-up log in the main office. Scholars are expected to be picked up by 4:00pm daily. **Any additional caregivers picking up the scholars MUST be on the emergency blue card.**

Arrival/Dismissal Procedures

CPCS has modified our arrival and dismissal systems to ensure the health and safety of our entire school community. Staff will no longer greet scholars and parents with a physical greeting but will institute a friendly wave instead. Any students or staff who are feeling ill or displaying any symptoms of COVID-19 must stay home until cleared by a doctor to return.

Site-Specific Drop-off:

- 710 Hartman Lane 2nd-5th grade Main Entrance
- 12-79 Redfern Avenue K-1st grade Main Entrance

In the event of any major infectious disease breakouts, the school may go remote as per the Centers for Disease Control guidelines. Parents will be notified as quickly as possible using various methods of communication.

Instruction:

- Scholars will receive daily instruction across all content areas regardless of the learning environment (in-person).
- Parents will receive information about how to stay informed about their child's progress through various technology tools
- Priority standards for the school year will be selected based on I-Ready student performance data and additional data gathered by teachers.

Hybrid or Remote Learning Schedule: Should a Hybrid or Remote Learning Schedule be needed due to rising COVID-19 cases in our community, we will notify families of those changes as quickly as possible using various methods of communication. For more information, visit our [COVID Reopening page](#) which is updated throughout the school year as needed

Attendance: Scholar attendance will be documented daily (K-5) by classroom staff by 8:25 a.m. Instruction begins at 8:30 a.m. Daily attendance is mandatory and will be documented daily by classroom teachers. Scholars should be ready to learn by 8:25 am.

Parents/Guardians are advised to notify the school of their scholar's anticipated absence via ParentSquare.

Parents/Guardians will be notified via ParentSquare, email and/or phone outreach for a scholar who is not in attendance. Scholars will be marked LATE after 8:25 am. Three latenesses will result in 1 absence. Our minimum attendance goal is 93% present scholars daily.

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 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.

School Closings and Emergencies: Challenge Charter School will follow the lead of New York City's Department of Education regarding decisions about the opening and closing of school due to weather and other emergencies. School closings or emergencies will be announced on NY1 and 1010 WINS. In addition, a message will go out on ParentSquare, be placed on the School website – www.challengecharterschools.org and on our Social Media pages [Instagram](#) and [Facebook](#).

Visitors: Visitors will not be admitted to the buildings unless they have at least 1 shot of the COVID-19 vaccination. Anyone who is not a current student or staff member of each school must report directly to the office upon entering the building. A **driver's license or other NYS / Government official state ID** must be presented to verify the identity of the visitor, and the visitor must sign the visitor's log at the security desk. **THIS INCLUDES PARENTS/GUARDIANS AND SCHOOL VOLUNTEERS.** All visitors must obtain a visitor's badge. Visitors who are not volunteers are not allowed in the building unless prior arrangements have been made with the principal. **Unscheduled visits to the classroom are not permitted.** For safety reasons, younger siblings may NOT accompany parents who are visiting or volunteering in a classroom. Please do not block any entrances to the school.

Back to School Events: In early fall, parents/guardians are invited to come to school in the evening to meet as a class with their child's teacher. During this time, the teacher will inform parents/guardians of the curriculum, discuss classroom procedures and expectations and give homework guidelines. THIS IS NOT A TIME FOR INDIVIDUAL CONFERENCES. Parents/guardians are strongly urged to attend this informative session. All staff must attend this event.

Leaving School Early: Children who must be excused from school early should bring a note from their parents/guardians stating the time to be excused and the reason for

leaving early. When a parent must pick-up their child prior to dismissal, please do so no later than 2:30 p.m. While we encourage parents to arrange medical or dental appointments after school hours, we recognize this is sometimes difficult. To minimize interruption of the school day, a note, text message, email, must be brought to the teacher in the morning. Students will not be excused from school early unless their parent or other designated adult comes to school to pick them up. The parent should report to the security desk to sign out the child. Parents are not to go to the classroom. They must wait in the corridor or outside of the school building. The child will be paged to come to the office. These requirements are for the safety of the children.

If someone other than a parent/guardian will be picking up the child, a note giving permission is necessary. Identification may be requested by the building principal. No student will be released before the regular dismissal time unaccompanied by a parent/guardian or designee. Students are not permitted to make plans on their own during the school day which involve changes in the dismissal procedures. They must go directly home after school.

Health Records: All new scholars must provide the school with a copy of the completed vaccinations (including DPT, Hepatitis B, and boosters) certificate. Each scholar should have a complete physical/medical examination before entering the school BUT NO LATER than within 14 days of school beginning whether remote or in-person. The school nurse will notify parents of any missing or incomplete medical information. **Two fully completed blue emergency cards** must be kept on file; one in our main office and one with the school nurse. Emergency and home numbers are very important. Please notify the main office of any changes with contact numbers immediately.

Accidents/Illness at School: If a student becomes ill or is injured at school, the school nurse is available to give immediate assistance. All students must be sent to the school nurse with a pass and a completed questionnaire BEFORE sending the scholar to the nurse. If it is necessary for an ill or injured student to be sent home, either the nurse or office will notify the parent/guardian to come for the student. If a parent/guardian cannot be reached, the people listed on the student information form will be contacted. When filling out the form, it is important to list people who are likely to be available for such pickups.

Illness: Children who have an elevated temperature of 100.0F or greater **must** remain home until the temperature has returned to normal **without medication** for 24 hours. If a child has been exposed to someone with COVID-19, they must stay home. If a child is returning after having had a “contagious illness” such as strep or conjunctivitis, **a note from the child’s doctor is required for re-admittance.** The note listing the illness, date treatment began, and doctor’s signature should be delivered to the office by the child on the day of return. The child will then be sent to the classroom.

Medications: Exceptional circumstances may require a child to take medication during school hours. This is allowed only if the child’s attendance at school would not be detrimental to the health or physical well-being of others. Parents/guardians should come in and administer any required medication. Where medication is necessary, but a parent/guardian is unable to administer it, the school nurse may perform this function. The following conditions must be met:

1. The nurse must have a written statement from the parent/guardian giving permission to give the medication to the child.
2. The nurse must have a written order from the child's doctor including:
 - Child's name and name of medication
 - Purpose of the medication, dosage, and termination date
3. The medication must be in its original container.
4. The medication **MUST** be kept in the nurse's office.

Cast/Crutches: A doctor's note is required if a child must use crutches at school, has had a cast, brace, ace bandage, splint applied or otherwise needs special medical attention.

All students with a cast must see the school nurse before utilizing bus transportation.

Extended Learning & Trip Policy: Throughout each academic school year, the Challenge Preparatory Charter School plans trips and other excursions to enrich the lives and 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 school discipline policy. Any scholar who does not demonstrate consistent, appropriate behavior or character expected of a Challenge Preparatory Charter School scholar violates and surrenders a necessary level of trust. If a scholar demonstrates a pattern of negative behavior or engages in serious violations or can not 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 doctor's release to participate.

Lost and Found: Clothing should be clearly labeled with your child's name so that in the event it is found the item can be returned. Articles of clothing will be collected and kept for an extended period of time in our lost and found, located in the cafeteria. We will make every effort to return these items to the proper scholar. Unclaimed items will be donated to charity. **Lost and found located in the Main Entrance hall by the Gymnasium.** The bin will be cleared out Bi-weekly.

Confiscated Items: If a student brings an item to schools that have been banned, such as a game boy, game cards, toys, or MP3 players, the following procedures will be followed:

- Teacher asks the student for item
- Teacher will bring the confiscated item to the Principal's office marked with the scholar's name and class

Busing: Challenge Charter provides transportation services through the NYC Department of Education via the Office of Pupil Transportation (OPT).

If CPCS is in session remotely or otherwise, pupil transportation will be provided to students whose Individualized Education Program has placed them out of CPCS, whose schools are meeting and conducting in-person session education when/if CPCS is not.

Office of Pupil Transportation (OPT) - 718-392-8855

For private and OPT bus service / day care service outside of school hours please contact the main office at your child's site.

Safety:

Please remind your child/children to buckle their seat belts while riding the school bus. Scholars are also to follow school safety rules. This includes Fire Drills and all building codes for crises. Additionally, scholars must follow safety during Science Laboratory investigations and all educational assignments and pursuits. See Consequences on page for scholars who do not follow safety rules.

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. This especially applies to those scholars riding the school bus—such behavior on a moving vehicle endangers the lives of scholars and drivers alike. If a scholar cannot show he or she can behave responsibly on the bus, the privilege of riding the bus will be suspended and may, in some cases, be denied completely.

Expected Student Behavior for School Bus Ridership:

- Arrive at the bus stop 3-5 minutes early for pick up; parents do the same for drop off
- Avoid dangerous horseplay while waiting for the school bus
- Wait until the bus stops completely, the door opens and the driver says it's okay to board
- Take assigned seats
- Do not extend arms, hands, head, or other body parts out of the window
- Remain seated while the bus is moving
- Keep the bus clean and sanitary
- Refrain from the use of profane or indecent language
- Never damage or deface the bus
- Keep the center aisle clear while the bus is moving
- Put your backpacks or bags in front of you, on the floor, or on your lap
- Never, ever play with the Emergency Exits

Discipline of Passengers

As a disciplinary measure, a pupil can be suspended from riding the school bus for any reason, including but not limited to the following:

- Fighting, using profanity or refusing to obey instructions, of the school authorities or the bus driver while riding on the bus
- Tampering with or defacing the bus
- Refusing to meet the bus at designated stops
- Unauthorized leaving of the bus when it is in route
- Playing, throwing trash, paper, or other objects otherwise distracting the driver's attention while the bus is in operation
- Failing to observe established safety rules and regulations

As per school policy, fighting will automatically result in a bus suspension. In the event if a scholar is suspended off the bus, families will be expected to provide transportation to and from school for their child(ren).

The following guidelines will be followed (Principal's discretion):

1st Offense: Warning letter

2nd Offense: 1 day

3rd Offense: 3 days

4th Offense: 5 days

5th Offense: Long term suspension, Principals discretion, (ie: 10 days, one month, three months, or the remainder of the school year)

From time to time, bus drivers report getting to a stop in the afternoon and no one is at the stop to receive the students. Parents/guardians are made aware of drop-off times via school notifications; however, in the past, there have been several occasions when no one was at the stop to receive their child(ren). This is a safety issue. In the event an emergency arises, please contact the school immediately at (718) 327-1352.

ATTENDANCE AND PUNCTUALITY

When a scholar is absent from school. The parent/guardian must send a ParentSquare message or call the Main Office in the morning of the absence. An absence note, signed by the parent/guardian, must be brought into the main office, or for remote learning, sent message by ParentSquare on the day of return.

The school officials at Challenge Charter take our program attendance and punctuality very seriously. CPCS recognizes that attendance and punctuality are key to scholar success. Any scholar who is not in the classroom by 8:25 a.m. will be marked absent. If the scholar comes in at 8:26 a.m. or after, the absence will be changed to late. We encourage parents/guardians to contact the school personnel regarding absences and lateness. This contact can be facilitated through either email or phone. CPCS 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
 - The absence note must be used every time there is an absence. If there is documentation for an absence (ex. a doctor's note), then you must attach the doctor's note to the absence note.
 - All absence notes must be delivered to the Main office immediately upon returning to school.
- 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 Assistant Principal 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 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.

Removing a student from school for vacations and other non-emergency activities is NOT a legal absence. When a student is absent from school, the parent must accept the responsibility of having their child make-up all missed work. Coursework will be provided when a student is ill for three (3) consecutive days. Any student who is absent from school (unexcused due to illness or family emergency) for more than 3 days may not participate in the following month's school activity.

- 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.

Family / Student Vacations

The [school calendar](#) lists all breaks and days the school is closed. The school calendar is published on the school website at least two months in advance of the start of the school year. Parents must plan vacation arrangements to coincide with the school calendar as VACATIONS ARE UNEXCUSED ABSENCES.

Addressing Chronic Absenteeism: A dedicated team of school personnel will reach out to the families of scholars who are not attending school (virtually or in-person) *prior* to the issue becoming chronic. Additional outreach will be done where needed to ensure attendance (virtual meeting with the family to discuss and solve barriers, official attendance concern letter to the family, etc.). Where necessary, the school counselor and the social worker will conduct home visits. Child welfare agency reports will be submitted if deemed necessary after other interventions have been completed.

DRESS CODE AND UNIFORM REQUIREMENTS

NOTE: PLEASE WRITE YOUR SCHOLAR'S NAME ON THE LABEL INSIDE of their VEST/SWEATER

The daily uniform* is as follows:

- Shirt—Burgundy polo long/short sleeve shirt with school logo
- Pants/Skirt—Khaki pant or khaki skirt (skirt must be to the knee or lower)
- Shoes/Sneakers—Black
- Socks/Tights/Leggings to the ANKLE—Burgundy
- Sweater/Vest—Solid Burgundy (NO stripes, NO hoods) with school logo

The GYM uniform:

- Shirt—Yellow school logo t-shirt
- Sweatshirt—Burgundy with school logo
- Pant—Burgundy school logo sweatpants
- Sneaker—Black

ASSEMBLY Attire:

- Shirt—White Collar, button-down
- Tie—Burgundy

- Pant/Skirt/Jumper –Khaki
- Socks/Tights/Leggings to the ANKLE—Burgundy
- Shoes—Black

* Scholars are expected to wear their burgundy, polo, uniform shirt daily, during instruction. ***During remote learning, scholars are required to wear their polo shirts.*** During face-to-face learning, scholars are expected to wear their full uniform.

For your convenience, uniforms can be purchased at IDEAL. The website is:
www.idealuniform.com/CPCSFR

In addition, you may purchase all black shoes or sneakers at:

<http://www.vim.com/collections/kids> or <http://www.payless.com/homepage>

Please ensure your scholar is incorrect uniform and footwear no later than the first Friday after school begins. Incidences of non-compliance will lead to your scholar receiving one or more of the following consequences:

- Phone call home
- Lunch detention
- Cheetah dollars will be frozen
- NON-participation in PBIS (Positive Behavioral Interventions and Support) events or unable to shop at the cheetah dollar store

BREAKFAST AND LUNCH PROGRAM

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

BREAKFAST

- Breakfast is served from 8:00-8:15am daily. Scholars will eat breakfast 8:00-8:15am. Upon entering the school, students will sanitize their hands and then grab a breakfast bag.
 - K-1st grade in the Classroom
 - 2nd-5th grade in the Cafeteria
- Scholars place their used and unused items back in their bags and dispose of all garbage into the garbage cans located in their classrooms.
- Following breakfast, students have the opportunity to wash their hands in the restroom.
- Scholars are escorted to the restroom by their teachers.

LUNCH

- The teacher or TA will wipe down the surface of every scholar desk, utilizing a CPCS sanitized wipe, while the other teacher takes the class to the restroom

- K-1st grade in the classroom
- 2nd-5th grade in the cafeteria
- Scholars will practice social distancing as space permits

SNACK

When school is in person, a healthy snack is provided for your scholar each day. Please make sure to label your child's items if you are sending in lunch or snacks.

Protecting students with food allergies: Each classroom will have a visual poster of allergies in the classroom to be posted near the classroom door. The poster will not include the scholar's name. The classroom staff will be provided with a list of scholars with allergies. The list will be shared with staff who is assigned to cover the class during lunch hours. The nurse will train teachers on food allergies, including symptoms of allergic reactions to food.

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. Due to COVID-19 program participation and determinations may be delayed.

BIRTHDAY PARTY POLICY

- Families **MUST** get approval from the teacher in sending in the items listed below at least 2 weeks prior.
- Items allowed - individual juice packs & Individually wrapped cake or cookies. **No homemade items allowed.**
- Please respect the dietary restrictions of your scholar's classmates. Find out from the teacher if any children have allergies in your scholar's class.
- All food sent in must be NUTS FREE
- For beverages, parents can provide mini bottles of water or 100% juice boxes or pouch.
- If you do not want your scholar to participate in a birthday celebration for religious reasons or any other reason, please let your child's teacher know.
- Items can be dropped off during arrival or by 2:00 p.m.
- Families are **NOT** allowed to be in the classroom during birthday recognition.
- Birthday recognition will take place during snack time 2:30 p.m.

RECESS PROCEDURES

- Scholars enter the gymnasium on a level "0" and go to class assign spots. • Place all lunch bags in the baskets.
- A whistle is blown to signal the beginning of recess, and all scholars can play. • All play equipment is provided by the school. Toys and or other play equipment brought from home are not allowed.
- All scholars are expected to play during recess.
- No scholars are permitted to return to the classroom unless they have permission from the classroom teachers.

- If a scholar has a note excusing him or her from recess, that child will have the option of playing board games or read a book.
- Gum/candy is not permitted in the gymnasium, or in the school building. • Tackle football, any form of martial arts, roughhousing is not permitted.
- Scholars should be encouraged to participate in the following activities: Soccer, basketball, jump rope, and other chase games, dramatic play, and make-believe games.
- A whistle is blown to signal the end of recess, for all scholars to return play equipment, collect lunch bags from the bin, and form a line to exit the gymnasium.
- At the end of recess, all scholars should return the equipment to staff.

Outside Play Area: CPCS will follow all of the health, hygiene, and safety guidelines. Guidelines for the use of the outside play are located at 710 Hartman Lane and Redfern Avenue.

BEHAVIORAL EXPECTATIONS

Challenge Charter follows the NYC Department of Education Citywide Behavioral Expectations to Support Student Learning as outlined in the Student Intervention and Discipline Code and the Bill of Student Rights and Responsibilities [April 2017].

The manner in which students conduct themselves in school is a major factor in establishing and maintaining a safe and respectful school community. To promote positive student behavior, all members of the school community — students, staff, and parents — must know and understand, the standards of behavior which all students are expected to live up to, the supports and interventions that will be used to address misconduct, and the disciplinary consequences if behavioral standards are not met. It is essential that schools set aside time to review with students this code, the Bill of Student Rights and Responsibilities, and the NYCDOE Internet Acceptable Use and Safety Policy (IAUSP). This review should be age-appropriate so that all students know and understand the behavior expected of them when they are in school, including when they are accessing and using the School's internet systems regardless of their physical location. This is especially important when working with children in the early childhood grades given their developmental capacity to understand behavior and consequences. All students, regardless of age, should be engaged in the discussion of the school community's expectations and should be active participants in creating classroom "ground rules" for their behavior. Equally imperative, all school faculty and staff must affirm clear and consistent behavioral expectations that set the tone for a safe, orderly, and respectful school community. School faculty and staff must be firm, fair, and consistent in addressing student behavior in a manner that enables students to learn from their mistakes and be accountable for their misconduct.

BEHAVIOR IN THE CAFETERIA

- Scholars enter the cafeteria at a level 0 and wait to be seated or called to the lunch line.
- Scholars are expected to behave appropriately in the cafeteria.
- Scholars must respect and respond to all cafeteria staff.

- Scholars are to remain seated unless otherwise directed. They are responsible for discarding their lunch and clearing their area before leaving the cafeteria.

Hall Procedures

Students are to cooperate with the following hall rules in order to maintain order and secure safety for all:

- Remain at a LEVEL 0 at all times
- Form two lines when walking in the halls
- **WALK!** Use walking feet at all times. Do not run, push or shove.
- Keep to the right in single file when passing in the hall.
- Have the first student open the door back against the wall when the class is leaving.

Scholars Follow HALL:

H- Hands at your side

A- All eyes forward

L- Legs walking safely

L- Lips zipped

Voice Levels

Level 0- SILENT

Level 1- Whisper

Level 2- Small group voice

Level 3- Presentation voice

Level 4 - Outside Voice

Important Reminders for Parents

The following reminders are very important to the smooth operation of our school and can be crucial to the safety and well-being of the children. Your cooperation is appreciated.

- We will limit adults in the building and restrict free access to the main office. Needs like medication drop-off should be handled during arrival, and digital parent meetings can be scheduled the same day by calling or emailing the main office.
- It is extremely important for each child to have two fully completed blue emergency cards on file. One is kept in the Main Office; the other is with the school Nurse. There must be an additional working phone number other than the home phone, in case of an emergency.
- Please be sure that we **always have your current phone number and email** as well as other emergency numbers. These numbers should be those of responsible people who are easy to reach.
- If any phone numbers or addresses change, please be sure to call the **Main Office** with your updates.
- Students are **prohibited** from bringing valuable items or large amounts of money to school. This includes iPods, MP3, CD or tape players, radios, electronic games, expensive jewelry, sports, "Pokemon" or other card collections, or any items that would cause a significant problem if they were lost, stolen, or damaged. The school

will assume no responsibility for theft or damage to these items.

- Cell phones **may not** be turned on or used while on school property which includes:
 - During Instructional time (including tests, quizzes, etc.)
 - In the lunchroom
 - In the bathroom
 - In the gymnasium
 - During bus dismissal
 - During Afterschool programs
 - During fire drills and other emergency preparedness exercises
- Cell phones should be turned off and stored in students' backpacks while they are in the school building and during school hours.
- Students must understand it is their responsibility to take care of their cell phones. Challenge Preparatory is not responsible for lost or damaged cell phones. If students do not adhere to the above policies, cell phones may be confiscated by staff members, held in the main office and parents will be contacted to pick up the phone.
- If there are any special situations regarding who may or may not pick up your child from school, please speak directly to the Principal, Assistant Principal, or the Family Engagement Coordinator, to inform them of the situation.
- Any legal documents bearing on this or other situations should also be directed to the school Principal. In this way, we can best protect your child.
- Most importantly, if you have any questions regarding your child's education and progress in school, please remember that all of us at CPCS are eager to help. However, teachers cannot be interrupted during class time. A message will be taken and given to the teacher. You can also write a note in the scholar's communication notebook to set up an appointment with the teacher.
- If you need assistance with the ParentSquare App which provides regular updates, report cards, and other very important information, please contact the Family Engagement Coordinator.

Parent Guideline of Responsibilities During Remote Learning Days

Parents, please allow the teacher to teach their class during live instruction on remote learning days. Teachers have a responsibility to teach, while scholars have the responsibility to learn. Distractions such as the use of profanity, unmuting your scholar with distracting noise in the background, interrupting the teacher to ask a personal question will not be tolerated at CPCS.

TEXTBOOKS

Each student is responsible for all issued books and supplies, even if they are damaged, lost or stolen. If a book is damaged or lost, it must be paid for before another will be issued. Payment should be made in the office, and a receipt will be issued. The teacher will then issue another book. If the book is found later, the office will refund the money. The following are textbook regulations:

- Every textbook should be covered and kept covered throughout the year to protect it from damage. On the cover should be written name, subject, grade and teacher.
- No writing or marking in textbooks is allowed at any time.

- To protect the book bindings, no papers, rulers, combs, etc. should be placed inside the books.
- Torn pages should be mended immediately.
- Books should be kept dry.
- The habit of lending and borrowing books should be discouraged.

Promoting Positive Student Behavior

School culture and climate have a profound impact upon students' academic progress and their relationships with peers and adults. CPCS is expected to promote a positive school culture that provides students with a supportive environment in which to grow both socially and academically.

CPCS takes a proactive role in nurturing students' prosocial behavior. Social-emotional learning must be a basic component of a school's program of universal prevention for all students. Effective social-emotional learning helps students develop fundamental life skills, including:

- Recognizing and managing emotions
- Developing caring and concern for others
- Establishing positive relationships
- Making responsible decisions
- Handling challenging situations constructively and ethically

When students develop these skills, they experience more positive relationships with peers, engage in more positive social behaviors, and are less likely to engage in misconduct.

Establishing a schoolwide tiered framework of behavioral supports and interventions is essential to implementing progressive discipline. The goal of behavioral supports is to foster resiliency, help students understand and follow school rules, and support them in developing the skills they need to meet behavioral expectations. School staff members are also responsible for addressing inappropriate student behaviors that disrupt learning. Administrators, teachers, counselors, and other school staff are expected to engage all students in intervention and prevention strategies that address a student's behavioral issues and discuss these strategies with the student and his/her parent(s).

Intervention and prevention strategies include, but are not limited to:

Support and services to address personal and family circumstances;

- social-emotional learning
- conflict resolution
- peer mediation
- collaborative negotiation
- restorative practices (e.g., circles, formal restorative conferences)
- anger management
- stress management
- collaborative problem solving
- communication skills acquisition
- the use of alternate instructional materials and/or methods

- enrichment services and/or development or review of functional behavioral assessments and behavioral intervention plans, which should be developed and/or reviewed as an early intervention strategy

If at any time, school officials suspect that a student’s difficulties may be the result of a disability that may require special education services, the student should be referred immediately to the Child Study Team (CST).

Through the use of supports and intervention strategies that engage students and give them a clear sense of purpose, school staff members facilitate students’ academic and social-emotional growth and assist them in following school rules and policies. Equally important, student engagement is integral to creating a positive school culture that fosters students’ social-emotional growth and academic achievement.

Progressive Discipline

Understanding discipline as a “teachable moment” is fundamental to a positive approach to discipline. The progressive discipline uses incremental interventions to address inappropriate behavior with the ultimate goal of teaching prosocial behavior. Progressive discipline does not seek punishment. Instead, progressive discipline seeks concurrent accountability and behavioral change. The goal of progressive discipline is the prevention of a recurrence of negative behavior by helping students learn from their mistakes. Essential to the implementation of progressive discipline is assisting students who have engaged in unacceptable behavior to:

- understand why the behavior is unacceptable and the harm it has caused
- understand what they could have done differently in the same situation
- take responsibility for their actions.
- be given the opportunity to learn prosocial strategies and skills to use in the future
- understand the progression of more stringent consequences if the behavior reoccurs

Restorative Practices

All members of the CPCS community bring with their diverse abilities, interests, viewpoints, and family and cultural backgrounds. These differences can be a source of great energy and strength when members of the community value and respect one another. Using restorative practices to foster positive interpersonal and intergroup relations and to address inappropriate behavior when it occurs is a cornerstone of a progressive approach to discipline. A restorative approach to discipline changes the fundamental questions that are asked when a behavioral incident occurs. Instead of asking who is to blame and how those engaged in the misbehavior will be punished, a restorative approach asks four key questions:

- What happened?
- Who was harmed or affected by the behavior?
- What needs to be done to make things right?
- How can people behave differently in the future?

Determining the Disciplinary Response

School officials must consult this document (the Discipline Code) when determining which disciplinary measure to impose. In determining how to best address inappropriate conduct, it is necessary to evaluate the totality of the circumstances surrounding the conduct. The following facts must be considered prior to determining the appropriate disciplinary measures:

- the student’s age and maturity
- the student’s disciplinary record (including the nature of any prior misconduct, the number of prior instances of misconduct, and the disciplinary and guidance intervention measures applied for each)
- the nature, severity, and scope of the behavior
- the circumstances/context in which the conduct occurred
- the frequency and duration of the behavior
- the number of persons involved in the behavior
- the social-emotional status/needs of all persons involved in the behavior
- the student’s IEP (Individualized Education Plan), BIP (Behavioral Intervention Plan), and/or 504 Accommodation Plan, if applicable. Supports and interventions are an integral part of a comprehensive response to behavior.

Infraction Levels: The City-Wide Behavioral Expectations to Support Student Learning holds students accountable for their behavior. Infractions are grouped into five levels based on the severity of the infraction. Whenever possible and appropriate, the response to misconduct should begin with the lowest level of disciplinary response and should include appropriate supports and intervention(s).

Progressive Infraction Levels

Infractions are grouped into five levels based on the severity of the infraction:

- Level 1 Uncooperative/Noncompliant Behavior
- Level 2 Disorderly Behavior
- Level 3 Disruptive Behavior
- Level 4 Aggressive or Injurious/ Harmful Behavior
- Level 5 Seriously Dangerous or Violent Behavior

Consequences for each offense can be determined based on the school Principal’s discretion according to the NYC Department of Education’s Discipline Code.

PBIS

“If a child doesn’t know how to read,
we teach.
If a child doesn’t know how to swim,
we teach.
If a child doesn’t know how to multiply,
we teach.
If a child doesn’t know how to drive,
we teach.”

If a child doesn't know how to behave,
we...punish?"

There are sure to be many questions about what PBIS is, why it is such a focus at Challenge Preparatory Charter School, and how it will help our children succeed academically. The quotation above answers one such question - *Why PBIS?* Simply put, from the time they are born, we teach our children *everything*, but for some reason, when they hit a certain point, we expect them to know how to behave. Then when they don't, we exact a punishment. **PBIS is about *teaching our children what behaviors are acceptable, praising and rewarding them when they "get it", and helping them learn from their mistakes when they don't.***

What is PBIS?

PBIS is a comprehensive, 3-tiered approach to implementing a positive and consistent student discipline system in schools. PBIS encourages a positive school climate by focusing systematically on the general school population, students at risk, and students with intensive or chronic behavioral and emotional problems. PBIS also recognizes that responses to problem behavior need to be consistent across the classroom and non-classroom settings. (Source PBIS.org)

Why PBIS?

Hundreds of studies have shown that negative responses to behaviors do not reduce chronic discipline problems. PBIS is a different approach:

Prevention: Behavior expectations are taught, encouraged, acknowledged, and celebrated in a systematic way throughout the school. Positive behavior is regularly reinforced and recognized.

Response: The response to unwanted behavior is structured, systematic, and consistent. The entire school community is on the same page with respect to behavioral expectations and the most effective response to problem behaviors.

Data-driven: Discipline data is collected school-wide. The data helps us understand when and where problem behavior is more likely to occur. Strategies to address behaviors in these situations are developed and the data then provides evidence for whether the strategies are working.

Process: PBIS is not a packaged curriculum. PBIS provides a framework that guides schools through a process of addressing the specific behavioral issues at your school.

PBIS Goals

- Increased instructional time.
- Reduction in the number of days students are out of class due to suspensions and alternative placements.
- Increased academic achievement.
- Improvement in school climate.
- reduction in suspensions and expulsions.
- Increase in graduation rates.

Why Focus on Behavior?

Behavior problems can impact a school:

- Lost instructional time.
- Disrespect between staff and students.
- Negative school climate.
- Low academic achievement.
- Negative perception in the community.
- High teacher turnover.

Classroom Behavior Chart: Each and every class at CPCS follows a specific daily behavior chart. Scholars are always encouraged to make outstanding choices. Each day, staff will communicate in the communication book whether your scholar is on pink, blue, green, etc. Each scholar should know and be able to explain to you how they ended their day.

Cheetah Dollars are part of our PBIS program. They are earned and NEVER taken away. Cheetah dollars are earned for many different things. A regular Cheetah Store will take place every quarter where scholars may use their cash to purchase items for varying costs. Cheetah helpers are Grade 5 scholars who help run the Cheetah Store.

Behavior/Achievement	# Cheetah Cash per Incident
Consistent appropriate classroom behavior (following Code of Conduct/classroom expectations) w/out reminder	1
Extraordinary Random Acts of Kindness & Friendship	1-3 (depending on extraordinary nature of circumstances)
Consistent appropriate non-classroom behavior (hallway, cafeteria, playground, etc.) w/out reminder	1-3
Consistent , significant display of effort/self-motivation	2 or more (depending on the significance of effort)
Consistent display of sportsmanship, teamwork, cooperation	1-2
Meeting a set & stated goal (test, attendance, behavior, etc.)	1 – a daily goal 2 – weekly goal
Display of Self Discipline (avoiding a fight, not engaging in inappropriate actions when others around are, etc.)	1-5 (depending on the severity of the situation in which discipline was displayed)
Display of positive attitude in a negative situation	1

Appropriate problem-solving/conflict resolution	1-5 (depending on the severity of the situation in which skill was displayed)
Significant improvement in a targeted area (behavior, math, etc.)	1-5 (depending on the severity of the situation in which skill was displayed)
<ul style="list-style-type: none"> · Parent participation in events/conferences/meetings · Conferences · Special events/performances · Collaborations Other school functions (volunteer, PTO, etc.) 	2-4 per scholar/per event
Completion of specified tasks (signed paper, returned folder, etc)	1
Staying on the “Green Light” or above, or getting checkmarks for meeting expectations	1-2

PARENT/TEACHER CONFERENCES

Conference Meetings

A scheduled parent/guardian–teacher conference is held twice a year. The conference will be held either in person or via Zoom. Teachers will send home appointment notices with each child to schedule the conference. We offer an evening session, and a day session. For the day session, students and parents/guardians will be given an early dismissal schedule, which will allow all students to be released by 12:30pm.

Some parents/guardians are hesitant about participating in conferences. However, our teachers can do a much better job with students if they can share their understanding of the student directly with the parent/guardian. It is not necessary to wait for the regular conference time if a parent/guardian has a special concern. Conferences can be arranged during the school year. Any parent/guardian who feels a need to meet with the child’s teacher may request an appointment by calling, emailing the teacher. Please see the [school calendar](#) for details.

Promotional Criteria

All Challenge Prep students are held to specific promotion criteria in the areas of attendance; comprehensive classroom assessments that include work samples, anecdotes, teacher assessments and observations; and benchmark assessments (i.e., Beginning, Mid-Year and End-of-Year Benchmarks, Fountas & Pinnell Reading Levels, I-Ready and NYS Standardized Test scores). The School reserves the right to make a decision for promotion when standardized test scores do not match previous student achievement as seen through these classroom assessments. Students failing to meet any

of the grade level or school expectations as defined by the criteria in the chart below are noted as *Promotion in Doubt* during the winter at which time families are notified in writing of possible retention. If students do not demonstrate improvement by the end of the school year they are identified for retention for the following the school year. *All criteria are fully included in the final decision for promotion as defined below:*

Grade Level	Attendance	Teacher Recommendation	Benchmark Testing
K	95%	At grade level performance	Beginning, Mid-Year, and End-of-Year Benchmarks, Fountas & Pinnell Reading Levels, I-Ready Assessments
1	95%	At grade level performance	Beginning, Mid-Year, and End-of-Year Benchmarks, Fountas & Pinnell Reading Levels, I-Ready Assessments
2	95%	At grade level performance	Beginning, Mid-Year, and End-of-Year Benchmarks, Fountas & Pinnell Reading Levels, I-Ready Assessments
3	95%	At grade level performance	ELA and Math level 2 and above Fountas & Pinnell Reading Levels, I-Ready Assessments
4	95%	At grade level performance	ELA, Math, Science Level 2 and above Fountas & Pinnell Reading Levels, I-Ready Assessments
5	95%	At grade level performance	ELA, Math; Level 2 and above Fountas & Pinnell Reading Levels, I-Ready Assessments

What does each grade, or Descriptor of Proficiency mean?

Grade	Percent	Level
A+	97-100	4+
A	93-96	4
A-	90-92	4-
B+	87-89	3+
B	83-86	3
B-	80-82	3-
C+	77-79	2+

C	73-76	2
C-	70-72	2-
F	69-0	Level 1
P	P	Pass

The student who receives this grade is demonstrating performance that is **above the end of year grade level expectation**. Students who are exceeding are able to apply learning to new situations and independently use strategies and skills. They are able to do work that is expected of a student in a higher grade. Some foundational skills may not have an “Exceeds.” For example, once a student knows all the letters of the alphabet, there are no ways to demonstrate “exceeding” this standard.

Level 3 = Meeting Grade Level Standards

This grade indicates that the student has **met the end-of-year target for the skill or concept. The goal is for all students to receive this grade (or above) by the end of the year.**

Level 2 = Approaching Toward the Standards

The student receiving this grade is **progressing and demonstrates the basic or inconsistent application of end-of-year concepts and skills**. This grade would be appropriate for an “on-level” student in the Fall and Winter for many of the standards. The student is making expected progress but is not yet at end-of-year standards. **It is important to communicate to your child that a LEVEL 2 indicates that he or she is “on track” to achieving “Grade Level Standards” by the end of the school year.** Scholars who receive a LEVEL 2 may also receive a Promotion in Doubt letter.

Level 1 = Does not Meet Grade Standards

The student receiving this grade **shows a limited understanding of end-of-year concepts and skills**. Student performance is “below” grade level and may need more support at school to catch up. Your child’s teacher may share ideas for helping him or her grow closer to grade.

CI - Concept Introduced

This descriptor is used when a new concept has been introduced and has not been assessed.

NA = Not Assessed

This descriptor is used when the item has not been assessed.

STANDARDS: The state of New York has set “standards” in each of the core subject areas taught in our elementary school. Teachers use these standards to determine what to teach over the course of the school year. A standard tells teachers and parents what we want students to know by the time they have completed a school year. In each subject area (for example, reading or math), there are several standards that describe exactly what a student will know and be able to do as a result of learning. These standards are

specific to the grade level in which your student is enrolled.

Report Card Grading

- A teacher must always be able to provide evidence (graded materials) to justify a grade given on an assignment for a quarter, semester, or year.
- Grades in ELA and MATH must be determined on the basis of several factors (projects, class assignments, activities, tests, quizzes) rather than one source such as a test.
- The emphasis and importance of activity or test should be reflected in the overall evaluation design, which is used by the teacher and is communicated to the class.
- Fountas and Pinnell Levels for Expectations for Reading is used to determine if a scholar is meeting grade expectations in reading.
- Conduct is not to be considered in determining academic grades.
- Scholars who average less than 2.6 or an **overall average** of 76% or below are considered to be promotion-in-doubt.
- If a scholar is performing below grade level in at least one subject the scholar is considered promotion-in-doubt.
- **Promotional status of scholars with Individualized Educational Plans is to be determined based upon their modified criteria.**

Progress Reports

Teachers complete a progress report for each elementary student. Our progress reports are designed to give parents, guardians, teachers, and students more clear information about how students are progressing toward important skills, strategies, and knowledge in their current grade level.

Progress report and report card distribution dates will be distributed by the Principal and Academic team.

Recognizing Scholastic Achievement

Commencing with the 2017-18 school year, Challenge Preparatory Charter School has instituted an Honor Society and an Honor Roll program for the purpose of recognizing and honoring scholars who have attained outstanding academic achievement and to provide positive reinforcement that inspires all scholars to strive even harder and perform at their highest level in all subjects. The recognition may occur in the following ways:

1. CPCS High Achievers - The CPCS High Achievers Honor Society is more than just an honor roll. The honor society establishes rules for membership that are based upon a scholar's outstanding performance in the areas of scholarship, service, leadership, character, and citizenship. These five criteria for selection form the foundation upon which the organization and its activities are built. Scholars are inducted into the CPCS High Achievers Honor Society at the end of every school year and must maintain the requirements to remain a member of the society.
2. Honor Roll - At CPCS there are two levels for the Honor Roll: Principal's Honor Roll & Honor Roll. To be eligible, a student must earn and maintain the respective performance level, noted below, in the core content areas (ELA, Math, Science, & Social Studies) each marking period. The lists will be published at the end of each

marking period. Through collaboration among all stakeholders, student success will be celebrated and rewarded.

While these criteria are very stringent, please note that all scholars will have plenty of opportunities to be recognized in the non-academic areas as well. Such areas include sportsmanship during physical education classes, student of the month in the classrooms, receipt of Cheetah dollars when positive character traits are observed, and the Kindness Club spearheaded by the guidance counselor.

CHALLENGE PREPARATORY CHARTER SCHOOL HIGH ACHIEVERS HONOR SOCIETY SELECTION CRITERIA

- **Scholarship:** Students who have a cumulative grade point average of 85 percent, B, 3.0 (on a 4.0 scale), or equivalent standard of excellence, or a higher cumulative average meet the scholarship requirement for membership. These students are then eligible for consideration on the basis of service, leadership, character, and citizenship.
- **Service:** This quality is defined through the voluntary contributions made by a student to the school or community, done without compensation and with a positive, courteous, and enthusiastic spirit. It is considered to be actions taken by a scholar with or on behalf of others without direct compensation to the scholar performing the service. In considering service, the contributions this candidate has made to the school, peers, and community, as well as the scholar's attitude toward service can be reviewed.
- **Leadership:** Scholar leaders are those who are resourceful, good problem solvers, promoters of school activities, idea-contributors, dependable, and persons who exemplify positive attitudes about life. Leadership experiences can be drawn from school or community activity while working with or for others.
- **Character:** The scholar of good character upholds principles of morality and ethics, is cooperative, demonstrates high standards of honesty and reliability, shows courtesy, concern, and respect for others, and generally maintains a good and clean lifestyle.
- **Citizenship:** The scholar who demonstrates citizenship understands the importance of civic involvement, adherence to school policy (code of conduct, dress code, etc.), has high regard for freedom, justice, and democracy, and demonstrates mature participation and responsibility through involvement with such activities as scouting, community organizations, and school clubs.

Scholars who **serve:**

- Volunteers and provides dependable and well-organized assistance is gladly available and is willing to sacrifice to offer assistance
- Works well with others and is willing to take on difficult or inconspicuous responsibilities
- Cheerfully and enthusiastically renders any requested service to the school
- Is willing to represent the class or school in inter-class and inter-scholastic competition
- Does work without complaining
- Participates in some activity outside of school, for example, Girl Scouts, Boy Scouts, church groups, volunteer services for the elderly, poor, or disadvantaged
- Tutors peers or persons in the community
- Shows courtesy by assisting visitors, teachers, and students

The **leadership criterion** is considered highly important for membership selection. Leadership roles in both the school and community may be considered, provided they can be verified. The scholar who exercises **leadership**:

- Is resourceful in proposing new problems, applying principles, and making suggestions
- Demonstrates initiative in promoting school activities
- Exercises positive influence on peers in upholding school ideals
- Contributes ideas that improve the civic life of the school
- Exemplifies positive attitudes
- Inspires positive behavior in others
- Demonstrates academic initiative
- Successfully holds school offices or positions of responsibility and demonstrates reliability and dependability
- Is a leader in a classroom and in other school or community activities
- Is thoroughly dependable in any responsibility accepted
- Is willing to uphold scholarship and maintain a loyal school attitude.

At CPCS we adhere to the “Six Pillars of Character.” A person of **character** demonstrates respect, responsibility, trustworthiness, fairness, caring, and citizenship. A student of character:

- Takes criticism willingly and accepts recommendations graciously
- Consistently exemplifies desirable qualities of behavior (honesty, cheerfulness, persistence, friendliness, honesty, courage, self-control, teamwork, fairness, respect for self and others, etc.)
- Upholds principles of morality and ethics
- Cooperates by complying with school protocols concerning property, programs, office, halls, etc.
- Demonstrates a high standard of honesty and reliability
- Is punctual, and faithful both inside and outside the classroom
- Has powers of concentration, self-discipline, and sustained attention as shown by perseverance and application to studies
- Demonstrates truthfulness in acknowledging obedience to rules and showing unwillingness to profit from the mistakes of others

HONOR ROLL ELIGIBILITY

Principal's Honor Roll

Performance Level 4.0/A/90% and above in each of the core content areas (ELA, Math, Science, & Social Studies)

Honor Roll

The average performance level of 3.0/B/80% and above in the core content areas

Scholars will receive certificates at the end of every marking period for which they meet the criteria. Scholars who achieve the Principal's Honor Roll all three marking periods in the school year will receive an honor roll pin at the end of the school year. Scholars who achieve the Principal's Honor Roll & the Honor Roll all three marking periods will celebrate with an ice cream social (or another form of celebration).

Additionally, to qualify, scholars must be working on grade level and may not be

receiving a modified program.

Any student performing below an average performance level of 3.0/B/80% in the core content areas does not qualify for Honor Roll.

Students on the Honor Roll and Principal's Honor Roll will be recognized during the Parent Association meetings at the end of each marking period.

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 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 devices 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.
- Working together on a take-home exam, unless specifically authorized by a teacher.
- Gaining or providing unauthorized access to examination materials.

Note: Simply having possession during an exam of any prohibited or unauthorized

information or device, 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

- Giving or receiving assistance on an assignment meant to be individual work (when in doubt, ask).
- 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 use quotation marks where appropriate.
- Failing to properly acknowledge paraphrased materials via textual attribution, footnotes, endnotes, and/or a bibliography.
- Making up data for an experiment (falsifying data).
- Citing nonexistent sources (articles, books, etc.).

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 a 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.
- Hoarding or damaging library materials.

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, a committee of staff members and administration has adopted the following steps as a policy:

- The first offense will be reported to the assistant principal, and/or dean and will result in a grade of 55% on the assignment. The assignment must be resubmitted, and a notation will be made on the scholar's dean's record. A parent conference may be held, and a one-week loss of communal recess or Friday after-school detention will be instituted. If the scholar is in a leadership role, he or she will be removed.
- The second offense will result in a parent conference with the assistant principal, and/or dean, expulsion from participation for five months from clubs and teams, and an automatic grade of 55% on the assignment. The assignment must be resubmitted and a notation will be made on the scholar's dean's record. One-week loss of communal recess or Friday

after-school detention will be instituted and attendance at a responsibility class will also be required.

- Should a third offense occur, it would result in a scheduled conference with the principal and one-year probation from all teams, clubs, activities, and trips. The scholar will receive a failing grade on the assignment; however, the assignment must be resubmitted.
- All assignments must be resubmitted, and if the assignment is not submitted, the scholar will receive a zero on the assignment.

CURRICULUM, EDUCATIONAL PROGRAM & RESOURCES

CPCS' comprehensive educational program is based on the NYS Common Core Standards and provides instruction on the essential literacy and mathematics skills and understandings necessary for success on both school-wide and state assessments. The CPCS curriculum also includes integration of visual and performing arts, science, social studies, and physical education, and SEM. This curriculum comes alive in the hands of our talented teachers who are committed to ensuring that our students reach their highest potential. We are dedicated to accommodating children's diverse needs, the way they learn, their experiences and interests, and facilitating continuous educational growth. Below are curricula programs and resources utilized to deliver instruction, intervention, and enrichment.

- Reading: UNITS OF STUDY UTILIZING THE NEXT GENERATION STANDARDS
- Writing: Writing A-Z
- Wilsons Foundations - Grades K-2; Tier II and Tier III (Double Dose)
- Mathematics: enVisions Mathematics 2020.
- AIS, SETTS: Reading A-Z, Leveled Literacy Program · Science: Amplify Science K-5
- Social Studies: NYC Scope and Sequence, NYCDOE Passport to Social Studies

SCHOOLWORK AND ACADEMIC STANDARDS

Homework is an important part of the learning process in school. It is given primarily to extend and reinforce classroom learning and to develop good work-study habits. A weekly homework sheet (Grades K-4) will be provided to your scholar at the beginning of the week. At times this may change and will be noted in your scholar's notebook. Scholars in grades 3-5 will receive an agenda. If a scholar loses their agenda, families will be responsible for purchasing a new one (\$5.00).

Grade Level	Total Minutes per Day	Independent/Family Reading
K-2	15-25 minutes DAILY	10-15 minutes DAILY
3-5	25-35 minutes DAILY	15-25 minutes DAILY

Teacher Responsibilities:

- To provide homework assignments for all students in compliance with the grade level time allocations.
- To instruct students on how to develop good study techniques, study habits, and the skills needed to complete homework assignments.
- To review and acknowledge the receipt of homework assignments.
- To indicate when parents should or should not help with homework assignments.
- Provide ongoing projects for scholars and families to complete.

Student Responsibilities:

- To understand and make note of what is expected on the homework assignments.
- To obtain the necessary books and materials to do the assignment before leaving school. The office staff and custodian will not permit students to return to classrooms for forgotten books or work after their teacher has left for the day.
- To complete and return the homework assignment on time.

Parent Responsibilities:

- To be aware of the student's homework assignments.
- To provide a suitable place for the student to work...preferably someplace that is quiet, well lighted, and supplied with any necessary equipment (scissors, ruler, pencils, pens, markers, etc.).
- To help the student establish good study habits at home, such as a regular time and place to study.
- To be supportive and encourage the student to do the work.
- To speak with your child's teacher if you have questions/concerns about the amount of time your child spends doing homework.

TECHNOLOGY/DIGITAL INFORMATION

1-to-1 Devices

Challenge is committed to providing every scholar and staff member with the technology needed for the academic success of our school. As Challenge utilizes in-person, remote, and hybrid models during the 2020-21 school year, we are committed to providing scholars and teachers with access to a personal computing device and the assurance of access to high-speed internet at the Challenge four sites and in their places of residence.

Challenge has historically been a technology-driven school. Each classroom is equipped with Smartboards to facilitate live in-person learning at all four Challenge sites. This technology will provide support for the remote learning transmission of live feeds to scholars that may be joining the in-person teaching remotely from their home.

Challenge provides multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in remote and blended learning models, including - but not limited to - Schoology, PowerSchool SIS, CareMonkey, i-Ready, Seesaw, and G-Suite Apps for Education.

Scholar Privacy Agreements

Challenge Charter Schools has secured privacy agreements with all of our digital vendors. Most privacy agreements are arranged via Google integration, and all software was acquired over an SSL encrypted browser. A full list of our vendors that we have privacy agreements with can be found on our website <https://challengecharterschools.org/tech-privacy-policies>.

Challenge Grade Specific Technology Plans to Support Learning

Daily instruction at Challenge has always included blended learning opportunities and the consistent use of technology has been key to supporting students when employing remote learning. As all students will have a Chromebook through Challenge's 1-to-1 device management program, systems have been put in place to provide support to all staff and students during both remote and in-person learning.

SUPPORT SERVICES

At-risk Counseling: CPCS acknowledges the importance of providing support for children. Scholars entering the school with an Individualized Educational Plan, or has a 504, will be reviewed individually to determine a path for their success at CPCS.

Response to Intervention: (RTI) The practice of providing high-quality instruction and interventions matched to student needs, monitoring progress frequently to make changes in instruction or goals, and applying student response data to important educational decisions. It is the protocol used to address the needs of at-risk students. It is a multi-tier approach to the early identification and support of students with learning and behavior needs. Parents will be notified of scholars selected to receive additional academic and behavioral support services and can opt out of services.

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

Related Services: If a scholar is not succeeding or progressing within his/her class, shows signs of anxiety or the teacher suspects an area of learning difficulty, then tests can be used that are diagnostic rather than achievement-oriented. Testing results and adult reflections help to align any need for intervention services. Academic Intervention Services (AIS) are designed to help prevent scholar failure and to keep scholars functioning at their very best. AIS can be used to remediate as well as enrich. AIS is comprised of the following team: Principal, Assistant Principal, School Counselor, Social Worker, English as a New Language (ENL), Special Education Liaison, and Interventionist.

Special Education: Challenge Special Education program serves scholars who have an Individual Education Program (IEP), which mandates: ICT, Speech and Language Therapy, Occupational Therapy, Physical Therapy, SETTS, and/or counseling. Challenge Preparatory Charter School does **NOT** have the more restrictive 12-1-1 or 8-1-1 self-contained special education classes. Some special education services are delivered on a pullout basis, meaning that scholars leave their regular general education

classroom for instruction in the special education resource room. Some scholars may also have a push-in service in which the special education teacher works with the child in his or her classroom.

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 LAB (R) test. Scholars are pulled out to meet with the ESL teacher for either one or two periods each day. The amount of time each scholar spends in ENL classes each day is determined by the score they receive on the LAB(R). Scholars must pass both NYSESLAT and the NYS English Language Arts exams to exit the ENL program.

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

- o Provides IEP and 504 counseling to scholars
- o Works with Administration, parents, scholars, and teachers around issues of child abuse and neglect
- o Does crisis intervention and home visits
- o Runs affinity groups for scholars experiencing chronic problems and difficult 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 find their way into the most favorable areas of activity for growth and development. Guidance department provides:

- Mandated IEP counseling
- Individual and group counseling
- Ongoing communication with parents
- Monitoring of academic grades and behavior throughout the year
- Study and organizing skills instruction

Academic Intervention Services: (AIS) are services designed to help students achieve the learning standards in ELA, math, social studies, and science in grades K-5.

Challenge Preparatory Charter School believes that all students should be afforded appropriate and targeted opportunities for academic assistance and intervention, based on root cause analysis of multiple measures, so that they may be successful in meeting the New York State Standards. It is imperative that we address the changing needs of our diverse student population.

These services include two components:

1. Additional instruction that supplements the general curriculum (regular classroom instruction); and/or
2. Student support services are needed to address barriers to improved academic performance.

Eligibility for Academic Intervention Services: Eligibility for AIS Services may be determined by State assessments results, local assessments, and various student performance results which highlight a need for additional support services.

The following criteria will be used in determining eligibility for AIS services.

State Assessments:

- o Students in grades 3-5 who score below Level 3 in ELA or mathematics are eligible to receive AIS.

School-wide Assessments:

- o Students will be eligible for AIS support if their performance is below the school grade level performance on one or more of the following assessments:

1. Fountas and Pinnell Running Records (K-5)
2. enVision Mathematics series pre/unit/mid/end of year assessments
3. ELA Units of Study/unit/mid/end of year assessments
4. I-Ready Diagnostic Assessments

In grades where no state assessments are given: Students will be eligible for AIS if it is determined that they are not making satisfactory grade-level progress in reading and writing. A CST (child study team) meeting will be conducted to help determine the goals and interventions for the scholar.

AIS Support Services: Decisions related to the frequency and intensity of AIS will be made by classroom and support teachers, counselors, and building administrators, based upon individual student needs. A careful analysis of student data will be used in making a recommendation for AIS services. Data reviews will carefully focus on student performance relative to specific grade-level skills, key ideas, and concepts in the targeted content areas.

Examples of services may include but are not limited to:

- Scheduling options, including class time
- Computer Assisted Instruction
- Co-teaching
- Individualized Instruction
- Small Group Instruction
- Before school-after school, Saturday school, and/or summer programs
- Wilson Reading Program
-
- Teacher/ Counselor monitoring
- Family related services
- Health-related services
- Nutrition-related services
- Speech/ Language services
- Occupational/Physical therapy
- Mental Health-related services
- Curriculum Alignment with Standards/ Performance Indicators
- Instructional Modifications
- Study Skills Program

Resources to Address the Support Issues: AIS Services are based on individual student needs as determined by assessment data and recommendations from building staff. Resources to support the AIS Program include:

- Child Study Team
- Pupil Personnel Staff
- Social workers home visits
- Open House programs/parent conferences
- Connection to community-based organizations

AIS Reporting Procedures: CPCS will provide a parental notification indicating a need for Academic Intervention Services. This notification will be made in writing and will include a summary of the services being provided to the student, including when the services will be provided. Parents will also be kept apprised of their child's progress. When AIS is discontinued, the parent will be notified of the criteria for discontinuation of the services, the current performance level of the student, and the assessment (s) that were used in determining the student's level of performance.

Title I Parents Right to Know:

As a parent of a student at the Challenge Preparatory Charter School, you have the right to know the professional qualifications of the classroom teacher(s) who instruct your child. Federal law allows you to ask for certain information about your child's classroom teacher(s) and requires us to give you this information in a timely manner if you ask for it. Specifically, you have the right to ask for the following information about each of your child's classroom teacher(s):

- A. Whether the NYS Education Department has licensed or qualified the teacher for the grades and subjects he or she teaches. Date:
- B. Whether the NYS Education Department has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances.
- C. The teacher's college major and whether the teacher has any advanced degrees and if so, the subject of the degree.
- D. Whether any paraprofessionals provide service to your child and, if they do, their qualifications.

If you would like to receive this information please call the Principal at 718-327-1352.

Social and Emotional Learning

A Team Approach

CPCS' Student Support Team is composed of guidance counselors, social workers, and family engagement coordinators who partner and collaborate with parents/guardians, students, administrators, teachers, and the community at large; to provide comprehensive services to students to ensure their social-emotional well-being. Due to the nature of SEL work, several groups must be involved in the development and

implementation of a successful program. Our program was developed with input from our chief executive officer, certified school counselors, social workers, principals, family engagement coordinators; and will be informed by research and feedback from families, students, and community members. Key responsibilities of some groups are listed below:

Team Responsibilities:

- Regularly communicate the importance of social and emotional learning throughout the school community and model SEL competencies through professional development both virtual and face-to-face, provide 1:1 support to staff, provide workshops/activities for parents and all other stakeholders
- Develop and deliver school-wide presentations about SEL for the school community.
- Provide regular communication with the constituent group that the team member represents.

Parents/Family Members

- Ensure regular and effective two-way communication between the SEL team and family members in both formal and informal settings
- Provide perspectives on current and proposed school practices
- Participate in workshops on SEL and related issues impacting school culture
- Collaborate with school staff to identify community resources that can benefit students and families.

SEL Advisory Council

CPCS will establish either an advisory council, shared decision-making, school climate team, or other collaborative working group comprised of families, students, members of the board of trustees, charter leaders, community-based service providers, teachers, certified school counselors, and other pupil personnel service providers including school social workers and/or school psychologists, to inform the comprehensive developmental school counseling program plan.

SEL Professional Development for Faculty and Staff

CPCS will provide professional development opportunities for faculty and staff on how to talk with and support students during and after the ongoing COVID-19 public health emergency, as well as provide support for developing coping and resilience skills for students, faculty, and staff.

Resources and Referrals

Catholic Charities
1847 Mott Avenue, Far Rockaway, NY 11691
718-337-6800

Community Mental Health Center
521 Beach 20th Street Far Rockaway, NY 11691

718-869-8822

Family Health Center
1288 Central Avenue, Far Rockaway, NY 11691
718-868-1370

Harlem Dowling - Westside Center
Far Rockaway Preventative Services Program
1600 Central Avenue, Suite 401, Far Rockaway, NY 11691
718-471-3303

St John's Episcopal Hospital Community Mental Health Clinic
521 Beach 20th St, Far Rockaway NY 11691
718-869-8822

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. This includes an appropriate area to complete both daily instruction (when remote) 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.
- Become active members of the school's Parent Association.
- Question your child about schoolwork, attendance, and behavior and discuss what is expected by the school.
- Teach your child to respect the property, safety, and rights of others and the importance of refraining from intimidating, harassing or discriminatory behavior.

Academic Readiness – Have your child 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 – CPCS will not have student field trips and after-school activities until AFTER the COVID-19 health crisis is over.

HOME/SCHOOL COMMUNICATION

Parent/Teacher Communication is vital at CPCS. Communication with your child's teacher can be a daily activity. Our modes of communication are via phone, email, Google Classroom, ParentSquare. **Please give us 24 hours to respond to**

emails, phone calls, or notices.

CPCS Parent Association - Parent support equals scholar success. We need an active army of parents to help with a number of school related events. Contact Cherry Wiggins, Family Engagement Coordinator at cwiggins@challengecharterschools.org to get involved.

FAMILY INVOLVEMENT/ROLE AT HOME

Teachers, families, and caregivers work as a team, anchored in partnership. Together, teachers and families co-facilitate learning, design consistent routines, and establish the learning environment.

- Parents, guardians, extended family, and others, thank you for working with us as *Learning Partners*! This is nothing new; we've always been partners in educating our scholars. However, because we can no longer be together at school, our partnership is more important now than ever before. We need your assistance in a very important area:
 - o Ensure student participation in Teacher-Led Instruction opportunities. The timing and delivery of this instruction vary by teacher, so please become familiar with the classroom schedules.
 - o Ensure your scholar completes assessments on their own. This will allow data to be collected and allow the teacher to address your scholar's needs.

1. Establish routines and expectations

Help students get up, get dressed, and ready to learn at a reasonable time. Everybody make your bed! Keep normal bedtime routines, including normal rules for digital devices. Adjust schedules to meet everyone's needs but don't default to staying up late and sleeping in (However, a 'duvet day' now and then can be a treat).

2. Choose a good place to learn

Your family's regular learning space for occasional homework might not work for extended periods. Set up a physical location that's dedicated to school-focused activities. Make sure it is quiet, free from distractions, and has a good internet connection. Make sure an adult monitors online learning. Keep doors open, and practice good digital safety. Our teachers, counselors, and safeguarding teams will do the same.

3. Stay in touch

Teachers will mainly be communicating regularly through our online platforms and virtual learning environments. Make sure everyone knows how to find the help they need to be successful. Stay in contact with classroom and support teachers, school leaders, and counselors but understand it may take a day or two for us to respond. If you have concerns, let someone know.

4. Help students 'own' their learning

No one expects parents to be full-time teachers or to be educational and content matter experts. Provide support and encouragement and expect your children to do their part. Struggling is allowed and encouraged! Don't help too much.

5. Begin and end the day by checking-in

In the morning, you might ask:

- What classes/subjects do you have today?
- Do you have any assessments?
- How will you spend your time?
- What resources do you need?
- What can I do to help?

At the end of the day you might ask:

- How far did you get in your learning tasks today?
- What did you discover? What was hard?
- What could we do to make tomorrow better?

6. Establish times for quiet and reflection

For families with children of different ages, and parents who may also be unexpectedly working from home more often, it's good to build in some time for peace and quiet. Siblings may need to work in different rooms to avoid distraction. Many families will need to negotiate access to devices, priorities for wi-fi bandwidth, and schedules throughout the day. Noise-canceling headphones are an idea.

7. Encourage physical activity and exercise

Living and working at home, we will all need some room to let off steam. Moving (independently and together as a family) is vital to health, wellbeing, and readiness for learning. It's a great opportunity to practice exercising 'alone together' with digital workouts and online instructors. Set new fitness goals and plan hands-on, life-ready activities that keep hands busy, feet moving, and minds engaged. You may want to think about how your children can pitch in more around the house with chores or other responsibilities. Now's a good time to think about increasing personal responsibility and pitching in.

8. Manage stress and make the most of an unusual situation

We are going through a time of major upheaval to our normal routines and ways of life, and there's a great deal of anxiety in the world right now. Emotions may be running high, and children may be worried or fearful. Parents may be stressed as well and children are often keenly aware of trouble. Children benefit when they get age-appropriate factual information and ongoing reassurance from trusted adults. Please don't hesitate to contact your child's teacher, school leader, or support team if you need assistance or advice.

9. Monitor time on-screen and online

Distance-learning does not mean staring at computer screens for seven and a half hours every day. Teachers will aim to build in variety, but it will require some trial and error before everyone finds a balance between online and close-space offline learning experiences.

10. Connect safely with friends, and be kind

Help your children maintain contact with friends through social media and other online technologies. But monitor your child's social media use. Remind your child to be polite, respectful, and appropriate in their communications, and to follow school guidelines in their interactions with others. Report unkindness and other problems so

that everyone maintains healthy relationships and positive interactions.

ADDRESSING BULLYING AND BIAS-BASED BEHAVIOR

Challenge Charter 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 to bullying and violence including Advisory curriculum, Detention, group and one-on-one discussion. Scholars will have a meaningful healthy positive educational rapport with the Dignity Act Coordinators.

Challenge Preparatory Charter 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 School understands what bullying is and prohibits such behavior. Clarifying school-wide rules that prohibit bullying and discrimination and discouraging bystander behavior (on-looker) 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 School trains teachers and counselors in using the curriculum module *Fostering Respect for All: Empowering Scholars to Move from Bystanders to Allies* as well as other Respect for All professional development opportunities.

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 Cyber bullying. 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.

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 FOR SCHOLARS

Challenge Charter 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 School will be provided access to the Internet in classrooms, Library Media Centers, 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 School.

Equipment Use

CCS staff will review all protocols regarding acceptable usage of Chromebooks. During the beginning of each class session staff will clearly communicate acceptable standards for digital 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 School.

Scholars will use their assigned Challenge Chromebooks for instruction. **No other devices are permitted in the classroom virtual environment.** You may contact the the school 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. CCS does offer insurance for general usage.

Any damage that exceeds general usage guidelines will be considered the responsibility of the user. CCS Chromebooks are strictly assigned to scholars for educational purposes. **Scholars are advised not to use CCS 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 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. 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 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 NYCDOE Student Disciplinary Code found at:

<https://cdn-blob-prd.azureedge.net/prd-pws/docs/default-source/default-document-library/discipline-code-grade-6-12-english.pdf> and may include being given limited or no access to technology for a specified amount of time.

Parent Policy: Remote Learning Disruptions

CCS 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 NYS DOE Discipline Code.

Signature of acceptance parent/guardian and scholar signature will be required for technology usage at Challenge Charter School. Scholars will not be permitted to use computers until the Technology Acceptable Use Policy for Challenge Charter 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 Prep Charter 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 Grade: _____ Teacher: _____

Your Signature

Date

For the Parent or Legal Guardian:

- As the parent or legal guardian, I have read, and I have reviewed with my child the Technology Acceptable Use Policy for Challenge Charter 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 School or the NYCDOE responsible for materials my child may acquire on the Internet.
- I hereby give permission to Challenge Charter 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, promotion of school activities or recognition of students is a regular occurrence, and staff members or the 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 events. An article, teacher/staff request may also warrant the inclusion of that information.

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

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

Grades K-1: 1279 Redfern Main Office – 347-990-1875

Grades 2-5: 710 Hartman Main Office – 718-327-1352

K-5 Fax Number – 718-327-1361

Dr. Leslie Mullings - CEO/Founder

Kentia Coreus - K-5 Senior Director of Teaching & Learning

Google Voice: 203-493-6496

Nicole Griffin – Elementary Principal

Google Voice: 201-591-3415

Humma Qureshi - K & 1 Assistant Principal

Google Voice: 201-298-3248

Jacqueline Ward-Brew – 2 & 3 Assistant Principal

Google Voice: 201-523-4107

Carolyn Thomas – Grades 4 & 5 Assistant Principal

Google Voice: 201-503-6193

Carlene Marquez-James – Principal's Assistant

Google Voice: 201-503-6291

Cherry Daure-Wiggins – K-5 Family Engagement Coordinator

Google Voice: 201-503-6386

Tasfia Alam – School Counselor

Google Voice: 201-648-5142

Melissa Nedd - Social Worker

Google Voice: 201-579-0697

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 [@challengecharterprep](https://www.facebook.com/challengecharterprep)

Use **#ChallengeFierce** to spread our School Spirit!

CPCS Commitments

- We commit to monitoring each student's learning and use proficiency-based evidence to meet individual student's needs and improve teaching practices.
- We commit to seeking out research-proven practices to monitor and support student learning.
- We commit to a sense of honesty, respect, and accountability even during difficult discussions to help achieve our mission and vision.
- We commit to communicate with stakeholders about students' progress.
- We will hold one another mutually accountable for a culture that is relationship-driven, caring, open to taking risks, and ensures learning with a growth mindset.
- We commit to celebrating success, big or small, and encouraging students to achieve.
- We commit to holding students and staff to high expectations driven by ongoing reflection.
- We commit to creating cultures of wellness that value critical thinking, healthy behaviors, resiliency, and individual responsibility.

CPCS Pledge

I am somebody.
 I can make a smile appear like a rainbow.
 I can tell a tale of truth, justice, and fairness.
 If you teach me, I will succeed.
 If you prepare me, I will thrive.
 If you challenge me, I will be unstoppable.
 STOP my world for a moment,
 I will listen and see.
 I came to school to learn.
 I will be ALL I can be!

School Song

I live in North America, It's the continent for me.
 I live in the United States. It's my country and it's free.
 I live in the state of New York, but wherever I may roam,
 I'll come back to my community
 Far Rockaway is my home!

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 Middle 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

Safe Space
16-00 Central Avenue
Far Rockaway, NY 11691
718-471-4160

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