

Application: Challenge Preparatory Charter School

mike estep - mrestep@challengecharterschools.org
2021-2022 Annual Report

Summary

ID: 0000000046
Labels: NYC DOE

Entry 1 School Info and Cover Page

Completed Aug 1 2022

[Instructions](#)

Required of ALL Charter Schools

Each Annual Report begins with a completed School Information and Cover Page. The information is collected in a survey format within Annual Report portal. When entering information in the portal, some of the following items may not appear, depending on your authorizer and/or your responses to related items.

Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2021-2022 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2022)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

CHALLENGE PREPARATORY CHARTER SCHOOL 800000067496

a1. Popular School Name

Challenge Prep

b. CHARTER AUTHORIZER (As of June 30th, 2021)

Please select the correct authorizer as of June 30, 2022 or you may not be assigned the correct tasks.

NEW YORK CITY CHANCELLOR OF EDUCATION

d. DISTRICT / CSD OF LOCATION

CSD #27 - QUEENS

e. DATE OF INITIAL CHARTER

2/2010

f. DATE FIRST OPENED FOR INSTRUCTION

8/2010

c. School Unionized

Is your charter school unionized?

No

f. APPROVED SCHOOL MISSION (Regents, NYCDOE, and Buffalo BOE authorized schools only)

MISSION STATEMENT

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 cultivates and supports the intellectual, aesthetic, social, emotional and ethical development of its students and prepares them to be responsible 21st century citizens. To accomplish its mission, Challenge offers a rigorous instructional program in a safe, supportive, technology-infused and data-enriched school environment.

g. KEY DESIGN ELEMENTS (Regents, NYCDOE, and Buffalo BOE authorized schools only)

KEY DESIGN ELEMENTS (Briefly describe each Key Design Elements (KDE) as presented in the schools approved charter. KDEs are those general aspects of the school that are innovative or unique to the school’s mission and goals, are core to the school’s overall design, and are critical to its success.

KDE 1	Challenge Prep employs a balance of teacher centered and student-centered instruction, with both direct instruction and project-based instruction incorporating hands-on and student led activities and small student grouping and regrouping and, in the middle school, blended learning and flipped classroom instruction.
KDE 2	Challenge Prep has a school-wide data culture where student needs are identified based on analysis of student exam data and teacher observations,

	to determine the appropriate balance between direct instruction and student centered activities. The data culture supports differentiated learning.
KDE 3	Challenge Prep differentiates instruction. Challenge Prep’s teachers—in coordination with administrators, parents and Special Education, ELL and counseling staff— assess each student’s instructional needs on a continual basis and administer appropriate instructional interventions at appropriate times.
KDE 4	Challenge Prep utilizes the workshop model to deliver balanced, Common Core State Standards (CCSS)- aligned curricula in all subjects in the elementary school. This model supports the School’s balanced educational approach and builds capacity in teachers to differentiate instruction in a classroom of heterogeneous learners. The model facilitates differentiated instruction at Challenge Prep.
KDE 5	In the middle school, Challenge Prep utilizes blended learning as the primary vehicle for delivering instruction in core content areas. Blended learning is a formal education program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path or pace. While still attending a “brick and mortar” school structure, in this case Challenge Prep’s middle and high schools, face-to-face classroom methods are combined with computer-mediated activities.
KDE 6	(No response)
KDE 7	(No response)
KDE 8	(No response)
KDE 9	(No response)
KDE 10	(No response)

Need additional space for variables

No

h. SCHOOL WEB ADDRESS (URL)

www.challengecharterschools.org

i. Total Approved Charter Enrollment for 2021-2022 School Year (exclude Pre-K program enrollment)

1056

j. Total Enrollment on June 30, 2022 (exclude Pre-K program enrollment)

950

k. Grades Served during the 2021-2022 School Year (exclude Pre-K program students)

Check all that apply

Grades Served	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
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I1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

No

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2022-2023?

	Yes, 4 sites
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CHALLENGE PREPARATORY CHARTER SCHOOL 800000067496

School Site 1 (Primary)

m1. SCHOOL SITES

Please provide information on Site 1 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	710 Hartman Lane, Far Rockaway, NY 11691	718-327-1352	NYC CSD 27	K-3	No

m1a. Please provide the contact information for Site 1.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Nicole Griffin	K-5 Principal	718-327-1352		ngriffin@challengecharterschools.org
Operational Leader	Michael R Estep	Director of Operations	718-327-1352		mrestep@challengecharterschools.org
Compliance Contact	Michael R Estep	Senior Advisor	718-327-4040		mrestep@challengecharterschools.org
Complaint Contact	Dr. Les Mullings	CEO	718-327-1352		lsmullings@challengecharterschools.org
DASA Coordinator	Nicole Griffin	K-5 Principal	718-327-1352		ngriffin@challengecharterschools.org
Phone Contact for After Hours Emergencies	Nicole Griffin	K-5 Principal	718-327-1352		ngriffin@challengecharterschools.org

m1b. Is site 1 in public (co-located) space or in private space?

Private Space

IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC

m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2021.

- **Fire inspection certificates must be updated annually. For the upcoming school year 2022-2023, the fire inspection certificate must be dated after July 1, 2021.**
- **If the fire inspection certificate is dated after the August 1, 2022 submission of the Annual Report, please submit the new certificate with the Annual Report entries due on November 1, 2022.**

Site 1 Certificate of Occupancy (COO)

[710 Hartman Lane CO Document.pdf.pdf](#)

Filename: 710 Hartman Lane CO Document.pdf.pdf **Size:** 114.4 kB

Site 1 Fire Inspection Report

[710 Hartman Lane Fire Permit 1 2020 AR \(1\).pdf](#)

Filename: 710 Hartman Lane Fire Permit 1 2020 AR (1).pdf **Size:** 261.5 kB

Challenge Prep

School Site 2

m2. SCHOOL SITES

Please provide information on Site 2 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 2	1526 Central Avenue, Far Rockaway, NY 11691	718-327-1352	NYC CSD 27	4-5	No

m2a. Please provide the contact information for Site 2.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Nicole Griffin	K-5 Principal	718-327-1352		ngriffin@challengecharterschools.org
Operational Leader	Michael R Estep	Director of Operations	718-327-4040		mrestep@challengecharterschools.org
Compliance Contact	Michael R Estep	Senior Advisor	718-327-4040		mrestep@challengecharterschools.org
Complaint Contact	Dr. Les Mullings	CEO	718-327-1362		lsimullings@challengecharterschools.org
DASA Coordinator	Nicole Griffin	K-5 Principal	718-327-1362		ngriffin@challengecharterschools.org
Phone Contact for After Hours Emergencies	Nicole Griffin	K-5 Principal	718-327-1362		ngriffin@challengecharterschools.org

m2b. Is site 2 in public (co-located) space or in private space?

Private Space

IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC

m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2022.

- Fire inspection certificates must be updated annually. For the upcoming school year 2022-2023, the fire inspection certificate must be dated after July 1, 2022.
- If the fire inspection certificate expires after the August 1, 2022 submission of the Annual Report, please submit the new certificate with the Annual Report entries due on November 1, 2022. Please note in the portal that this is the case

Site 1 Certificate of Occupancy (COO)

[1526 Central Avenue CO Document.pdf.pdf](#)

Filename: 1526 Central Avenue CO Document.pdf.pdf **Size:** 119.6 kB

Site 2 Fire Inspection Report

[1526 Central Ave Fire Letter AR R.pdf](#)

Filename: 1526 Central Ave Fire Letter AR R.pdf **Size:** 129.7 kB

CHALLENGE PREPARATORY CHARTER SCHOOL 800000067496

School Site 3

m3. SCHOOL SITES

Please provide information on site 3 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 3	1279 Redfern Ave, Far Rockaway, NY 11691	347-990-1875	NYC CSD 27	6-8	6-8

m3a. Please provide the contact information for Site 3.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Mavgar Mondesir-Gordon	6-10 Principal	347-990-1875		mmondesir@challengecharterschools.org
Operational Leader	Michael R Estep	Director of Operations	718-327-4040		mrestep@challengecharterschools.org
Compliance Contact	Michael R Estep	Senior Advisor	718-327-4040		mrestep@challengecharterschools.org
Complaint Contact	Dr. Les Mullings	CEO	718-327-1352		lsmullings@challengecharterschools.org
DASA Coordinator	Kareen Armstrong	6-8 Guidance Counselor	347-990-1875		karmstrong@challengecharterschools.org
Phone Contact for After Hours Emergencies	Mavgar Mondesir-Gordon	6-10 Principal	347-990-1875		mmondesir@challengecharterschools.org

m3b. Is site 3 in public (co-located) space or in private space?

Private Space

IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC

m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2022.

- Fire inspection certificates must be updated annually. For the upcoming school year 2022-2023, the fire inspection certificate must be dated after July 1, 2022.
- If the fire inspection certificate expires after the August 1, 2022 submission of the Annual Report, please submit the new certificate with the Annual Report entries due on November 1, 2022. Please note in the portal that this is the case

Site 1 Certificate of Occupancy (COO)

[12-79 Redfern Avenue Far Rockaway NY CO Document.pdf.pdf](#)

Filename: 12-79 Redfern Avenue Far Rockaway NY CO Document.pdf.pdf **Size:** 113.8 kB

Site 3 Fire Inspection Report

[12-79 Redfern Ave Fire Letter AR.pdf](#)

Filename: 12-79 Redfern Ave Fire Letter AR.pdf **Size:** 84.4 kB

CHALLENGE PREPARATORY CHARTER SCHOOL 800000067496

School Site 4

m4. SCHOOL SITES

Please provide information on Site 4 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 4	1520 Central Avenue, Far Rockaway, NY 11691	347-990-1875	NYC CSD 27	9-11	9-11

m4a. Please provide the contact information for Site 4.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Mavgar Mondesir-Gordon	6-11 Principal	347-990-1875		mmondesir@challengecharterschools.org
Operational Leader	Michael R Estep	Director of Operations	718-327-4040		mrestep@challengecharterschools.org
Compliance Contact	Michael R Estep	Senior Advisor	718-327-4040		mrestep@challengecharterschools.org
Complaint Contact	Dr. Les Mullings	CEO	718-327-1352		lsmullings@challengecharterschools.org
DASA Coordinator	Kareen Armstrong	Guidance Counselor	347-990-1875		karmstrong@challengecharterschools.org
Phone Contact for After Hours Emergencies	Mavgar Mondesir-Gordon	6-11 Principal	347-990-1875		mmondesir@challengecharterschools.org

m4b. Is site 4 in public (co-located) space or in private space?

Private Space

IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC

m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2022.

- **Fire inspection certificates must be updated annually. For the upcoming school year 2022-2023, the fire inspection certificate must be dated after July 1, 2022.**
- **If the fire inspection certificate expires after the August 1, 2022 submission of the Annual Report, please submit the new certificate with the Annual Report entries due on November 1, 2022. Please note in the portal that this is the case**

Site 1 Certificate of Occupancy (COO)

[15-20 Central Ave TCO.pdf](#)

Filename: 15-20 Central Ave TCO.pdf **Size:** 10.4 MB

Site 4 Fire Inspection Report

[1520 Central Avenue AR CO Fire Explanation 2021.pdf](#)

Filename: 1520 Central Avenue AR CO Fire Explanation 2021.pdf **Size:** 115.2 kB

CHARTER REVISIONS DURING THE 2021-2022 SCHOOL YEAR

n1. Were there any revisions to the school’s charter during the 2021-2022 school year? (Please include approved or pending material and non-material charter revisions).

No

o. Has your school's Board of Trustee's approved a budget for the 2021-2022 FY?

Yes

ATTESTATIONS

p. Individual Primarily Responsible for Submitting the Annual Report. (To write type in a phone number with an extension, please use this format: 123-456-7890-3. The dash and number 3 at the end of the phone number refers to the individual's phone extension. Do not type in the work extension or the abbreviation for it - just the dash and the extension number after the phone number).

Name	Michael R Estep
Position	Senior Advisor
Phone/Extension	718-327-4040
Email	mrestep@challengecharterschools.org

p. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that our school has reviewed, understands and will comply with the employee clearance and fingerprint requirements as outlined in Entry 10 and found in the [NYSED CSO Fingerprint Clearance Oct 2019 Memo](#). Click **YES to agree.**

Responses Selected:

Yes

q. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Click **YES** to agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).

Responses Selected:

Yes

Signature, Head of Charter School

A handwritten signature in black ink on a light gray background. The signature is cursive and appears to read "Lisa Mulhoney".

Signature, President of the Board of Trustees

A handwritten signature in black ink on a light gray background. The signature is cursive and appears to read "Frederica Affron".

Date

Aug 1 2022



Thank you.

Entry 3 Progress Toward Goals

Incomplete

Instructions

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 1, 2022**.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 3 Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

Complete the tables provided. List each goal and measure as contained in the school’s currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals no later than November 2, 2022.

CHALLENGE PREPARATORY CHARTER SCHOOL 800000067496

1. ACADEMIC STUDENT PERFORMANCE GOALS

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 1, 2022**.

2021-2022 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 1				
Academic Goal 2				
Academic Goal 3				
Academic Goal 4				
Academic Goal 5				
Academic Goal 6				
Academic Goal 7				
Academic Goal 8				
Academic Goal 9				
Academic Goal 10				

2. Do have more academic goals to add?

(No response)

2021-2022 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Meet	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 21				
Academic Goal 22				
Academic Goal 23				
Academic Goal 24				
Academic Goal 25				
Academic Goal 26				
Academic Goal 27				
Academic Goal 28				
Academic Goal 29				
Academic Goal 30				
Academic Goal 31				
Academic Goal 32				
Academic Goal 33				
Academic Goal 34				
Academic Goal 35				
Academic Goal 36				

Academic Goal 37				
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Academic Goal 60				
Academic Goal 61				
Academic Goal 62				

Academic Goal 63				
Academic Goal 64				
Academic Goal 65				
Academic Goal 66				
Academic Goal 67				
Academic Goal 59				
Academic Goal 60				
Academic Goal 61				
Academic Goal 62				

4. ORGANIZATION GOALS

For the 2021-2022 school year, any organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.

2021-2022 Progress Toward Attainment of Organization Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Org Goal 1				
Org Goal 2				
Org Goal 3				
Org Goal 4				

Org Goal 5				
Org Goal 6				
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				
Org Goal 16				
Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				

5. Do have more organizational goals to add?

(No response)

6. FINANCIAL GOALS

2021-2022 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 1				
Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				

7. Do have more financial goals to add?

(No response)

2021-2022 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 6				
Financial Goal 7				
Financial Goal 8				
Financial Goal 9				
Financial Goal 10				

Thank you.

Entry 3 Accountability Plan Progress Reports

Incomplete Hidden from applicant

Instructions

SUNY-Authorized Charter Schools ONLY- Complete Template and Upload to Epicenter

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report](#). After completing, SUNY-authorized charter schools must upload the document into the SUNY Epicenter system by **September 15, 2022**. SUNY CSI will forward to NYSED CSO.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 4 - Audited Financial Statements

Completed Oct 27 2022

Required of ALL Charter Schools

ALL SUNY-authorized charter schools must upload the financial statements and related documents in PDF format into the SUNY Epicenter system no later than **November 1, 2022**. SUNY CSI will forward to NYSED CSO. **SUNY-authorized charter schools** are asked to ensure that security features such as password protection are turned off.

ALL Regents, NYCDOE, and Buffalo BOE-authorized charter schools must upload final, audited financial statements to the [Annual Report Portal](#) no later than **November 1, 2022**. Upload the independent auditor's report, any advisory and/or management letter, and the internal controls report as one submission, combined into a PDF file, ensuring that security features such as password protections are removed from all school uploaded documents.

PLEASE NOTE: This task appears as visible and optional task in the online portal until August 1 2022 but will be identified as a required task thereafter and due on November 1, 2022. This is a required task, and it is marked optional for administrative purposes only.

Challenge Preparatory Charter School FST

Filename: Challenge Preparatory Charter School FST.pdf **Size:** 447.6 kB

Entry 4a - Audited Financial Report Template (SUNY)

Incomplete Hidden from applicant

Instructions - SUNY-Authorized Charter Schools ONLY

SUNY-authorized schools must download the Excel spreadsheet entitled "Audited Financial Report Template" at <http://www.newyorkcharters.org/fiscal/>. After completing, schools must upload the document into the SUNY Epicenter system no later than **November 1, 2022**. SUNY CSI will forward to NYSED CSO.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 4b - Audited Financial Report Template (BOR/NYC/BOE)

Incomplete

Instructions - Regents-Authorized Charter Schools ONLY

Regents-authorized schools must download and complete the Excel spreadsheet entitled "Audited Financial Report Template" from the online portal or the [2021-2022 Annual Reports](#) webpage. Upload the completed file in Excel format and submit by **November 1, 2022**.

EDUCATION CORPORATIONS WITH MORE THAN ONE SCHOOL SHOULD COMPLETE THE EXCEL SPREADSHEET FOR THE EDUCATION CORPORATION AS A WHOLE, NOT FOR THE INDIVIDUAL SCHOOLS. PLEASE SUBMIT THE SAME EXCEL SPREADSHEET FOR EACH OF THE SCHOOLS.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 4c - Additional Financial Documents

Completed Oct 27 2022

Instructions - Regents, NYCDOE and Buffalo BOE authorized schools must upload financial documents and submit by **November 1, 2022**. The items listed below should be uploaded, with an explanation if not applicable or available. For example, a "federal Single Audit was not required because the school did not expend federal funds of more than the \$750,000 Threshold."

1. Advisory and/or Management letter
2. Federal Single Audit
3. CSP Agreed-Upon Procedure Report
4. Evidence of Required Escrow Account for each school^[1]
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

^[1] Note: For BOR schools chartered or renewed after the 2017-2018 school year, the escrow account per school is \$100,000.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Challenge Preparatory Charter School Mgmt Ltr

Filename: Challenge Preparatory Charter Scho agnGILd.pdf **Size:** 141.4 kB

Challenge Preparatory Charter School FST (1)

Filename: Challenge Preparatory Charter Scho QzkoWyt.pdf **Size:** 447.6 kB

CPCS Chase Escrow Account 0622

Filename: CPCS Chase Escrow Account 0622.pdf **Size:** 126.0 kB

Entry 4d - Financial Services Contact Information

Completed Aug 1 2022

Regents, NYCDOE, and Buffalo BOE authorized schools should enter financial contact information directly into the form within the portal by **November 1, 2022**.

Form for "Financial Services Contact Information"

1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone
	Eunice Armstrong	earmstrong@challengecharterschools.org	718-327-4040

2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
	Gus Saliba Partner PKF O'Connor Davies, LLP			12

3. If applicable, please provide contact information for the school's outsourced financial services firm.

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm
	Charter School Business Management Inc.	Donna Webster	237 West 35th St., Suite 301, New York, NY 10001			12

Entry 5 - Fiscal Year 2022-2023 Budget

Completed Oct 27 2022

SUNY-authorized charter schools should download the [2022-23 Budget and Quarterly Report Template and the 2022-23 Budget Narrative Questionnaire](#) from the SUNY website and upload the completed template into Epicenter. SUNY CSI will forward to NYSED CSO. **Due November 1, 2022.**

Regents, NYCDOE, and Buffalo BOE authorized charter schools should upload a copy of the

school's FY22 Budget using the [2022-2023 Budget Template](#) in the portal or from the Annual Report website. **Due November 1, 2022.**

The assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

[CPCS FY23 DOE NYSED Budget \(1\)](#)

Filename: CPCS FY23 DOE NYSED Budget 1.xlsx **Size:** 44.4 kB

Entry 6 - Board of Trustees Disclosure of Financial Interest Form

Completed Aug 1 2022

Due on August 1, 2022, each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2021-2022 school year must complete and sign a [Trustee Disclosure of Financial Interest Form](#). Acceptable signature formats include:

- Digitally certified PDF signature (i.e., DocuSign)
- Manual signature (1. download to print, 2. manually sign, 3. scan signed document to PDF, and 4. upload into portal)

All completed forms must be collected and uploaded in .PDF format for each individual member. **The education corporation is responsible for completing the form for trustees who left the board during the reporting year.**

Forms completed from past years will not be accepted. **Only the latest version of the form** (updated in April, 2022) is acceptable.).

Trustees serving on an education corporation that governs more than one school are not required to complete a separate disclosure for each school governed by the education corporation. In the Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation.

[Karen McFarlane 2021-22 Appendix F Disclosure of Financial Interest Form SIGNED](#)

Filename: Karen McFarlane 2021 22 Appendix F tmxQkvH.pdf **Size:** 322.7 kB

[Andrew L Barnes III 2021-22 Appendix F Disclosure of Financial Interest Form \(signed\)](#)

Filename: Andrew L Barnes III 2021 22 Append UVM3HrE.pdf **Size:** 375.9 kB

[F](#)

Filename: F. Jeffries 2021 22 Trustee Disclo tD99tIB.pdf **Size:** 1.1 MB

[Gertrudis Hernandez 2021-22 Disclosure of Financial Interest by a Current \(1\)](#)

Filename: Gertrudis Hernandez 2021 22 Discl ce9rivm.pdf **Size:** 1.5 MB

[Linda S Plummer 2021-22 Appendix F Disclosure of Financial Interest Form SIGNED](#)

Filename: Linda S Plummer 2021 22 Appendix F Yx9sWAp.pdf **Size:** 405.5 kB

[2021-22 Michelle Daniel-Roberston Trustee Disclosure of Financial Interest by Current Board of Trustee SIGNED](#)

Filename: 2021 22 Michelle Daniel Roberston 2rvFa5w.pdf **Size:** 156.0 kB

Entry 7 BOT Membership Table

Completed Aug 1 2022

Instructions

Required of ALL charter schools

ALL charter schools or education corporations governing multiple schools must complete the Board of Trustees Membership Table within the online portal. Please be sure to include and identify parents who are members of the Board of Trustees and indicate whether parents are voting or non-voting members.

Entry 7 BOT Table

1. SUNY-AUTHORIZED charter schools are required to provide information for VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools are required to provide information for all --VOTING and NON-VOTING-- trustees.

CHALLENGE PREPARATORY CHARTER SCHOOL 800000067496

Authorizer:

Who is the authorizer of your charter school?

NYCDOE

1. 2021-2022 Board Member Information (Enter info for each BOT member)

Trustee Name	Trustee Email	Position on the	Commit tee	Voting Member	Number of Terms	Start Date of	End Date of	Board Meeting
--------------	---------------	-----------------	------------	---------------	-----------------	---------------	-------------	---------------

		Address	Board	Affiliations	Per By-Laws (Y/N)	Served	Current Term (MM/DD/YYYY)	Current Term (MM/DD/YYYY)	s Attended During 2021-2022
1	Frederica Jeffries		Chair	Executive and Finance	Yes	4	7/1/2020	6/30/2023	12
2	Andres L. Barnes III		Vice Chair	Executive and Finance	Yes	5	7/1/2021	6/30/2022	5 or less
3	Karon McFarlane		Secretary	Executive, Finance and Academic Accountability	Yes	4	7/1/2020	6/30/2023	12
4	Linda Plummer		Treasurer	Executive and Finance	Yes	3	7/1/2022	6/30/2023	12
5	Dr. Michelle Daniel-Robertson		Trustee/Member	Academic Accountability	Yes	3	7/1/2022	6/30/2025	8
6	Gertrudis Hernandez		Trustee/Member	Academic Accountability	Yes	4	7/1/2022	6/30/2024	10
7									
8									

1a. Are there more than 9 members of the Board of Trustees?

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

1. SUNY-AUTHORIZED charter schools provide response relative to VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools provide a response relative to all trustees.

a. Total Number of BOT Members on June 30, 2022	6
b.Total Number of Members Added During 2021-2022	0
c. Total Number of Members who Departed during 2021-2022	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	5-11

3. Number of Board meetings held during 2021-2022

13

4. Number of Board meetings scheduled for 2022-2023

12

Total number of Voting Members on June 30, 2022:

6

Total number of Voting Members added during the 2021-2022 school year:

0

Total number of Voting Members who departed during the 2021-2022 school year:

0

Total Maximum Number of Voting members in 2021-2022, as set by the board in bylaws, resolution, or minutes:

11

Total number of Non-Voting Members on June 30, 2022:

0

Total number of Non-Voting Members added during the 2021-2022 school year:

0

Total number of Non-Voting Members who departed during the 2021-2022 school year:

0

Total Maximum Number of Non-Voting members in 2021-2022, as set by the board in bylaws, resolution or minutes:

0

Board members attending 8 or fewer meetings during 2021-2022

5

Thank you.

Entry 8 Board Meeting Minutes

Completed Aug 1 2022

Instructions - Required of Regents, NYCDOE, and Buffalo BOE Authorized Schools ONLY

Schools must upload a complete set of monthly board meeting minutes (July 2021-June 2022), which should match the number of meetings held during the 2021-2022 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by **August 1, 2022**.

[CPCS 2021-22 School Year Board Minutes COMBINED R for NYSED Annual Report](#)

Filename: CPCS 2021 22 School Year Board Min EZdLfNH.pdf **Size:** 23.5 MB

Entry 9 Enrollment & Retention

Completed Aug 1 2022

[Instructions for submitting Enrollment and Retention Efforts](#)

Required of ALL Charter Schools

Describe the good faith efforts the charter school has made in 2021-2022 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWDs), English Language Learners (ELLs), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2022-2023.

Entry 9 Enrollment and Retention of Special Populations

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2021-2022	Describe Recruitment Plans in 2022-2023
Economically Disadvantaged	<p>Our plans were still impacted by the COVID-19 crisis. Challenge made adjustments and did some of our efforts virtually.</p> <p>To ensure we meet our target of enrolling students that are economically disadvantaged, Challenge Charter Schools did the following:</p> <ul style="list-style-type: none"> • Visited feeder schools in Far Rockaway and daycare centers. • Conducted Family Nights/Open Houses virtually throughout the school year of 2021-22. Parents were able to meet the site Principal virtually and heard about our school’s academic program. • Our recruitment team attended both virtually and in person community events to market to economically disadvantaged students. • Challenge Prep advertised in community local publications such as the Queens Family and The Wave. • We conducted school tours virtually throughout the school year. 	<p>To ensure we meet our target of enrolling students that are economically disadvantaged, Challenge Charter Schools will continue to do the following:</p> <ul style="list-style-type: none"> • Visit feeder schools in Far Rockaway and daycare centers. • Conduct Family Nights/Open Houses throughout the school year of 2022-23. Parents will be able to meet the site Principal and hear about our school’s academic program. • Our recruitment team will attend community events to market to economically disadvantaged students. • Challenge Prep will advertise in community local publications such as the Queens Family and The Wave. • We will conduct school tours throughout the school year.
	<p>Our plans were limited by the COVID-19 crisis. We adjusted and did as much as possible virtually.</p>	<p>To ensure we meet our target of enrolling students that are</p>

<p>English Language Learners</p>	<p>To ensure we meet our target of enrolling students that are English Language Learners/Multilingual Learners, Challenge Charter Schools continued the following:</p> <ul style="list-style-type: none"> • Visited and/or talked with feeder schools in Far Rockaway and daycare centers. • Conducted Family Nights/Open Houses virtually throughout the Spring of 2022. Parents were able to virtually meet the site Principal and heard about our schools academic program. A Spanish Language Translator was present virtually at every event to support ELLs/MLLs families. • Our recruitment team attended virtually and in person community events geared toward to ELL/MLL students. • Challenge Prep advertised in local publications in Spanish. • We conducted virtual school tours throughout the school year. A Spanish Language Translator was present. 	<p>English Language Learners/Multilingual Learners, Challenge Charter Schools will continue the following:</p> <ul style="list-style-type: none"> • Visit feeder schools in Far Rockaway and daycare centers. • Conduct Family Nights/Open Housed throughout the Spring of 2023. Parents will be able to meet the site Principal and hear about our schools academic program. A Spanish Language Translator will be present at every event to support ELLs/MLLs families. • Our recruitment team will attend community events geared toward market to ELL/MLL students. • Challenge Prep will advertise in local publications in Spanish. • We will conduct school tours throughout the school year. A Spanish Language Translator will be present.
<p>Students with Disabilities</p>	<p>Our plans were limited by the COVID-19 crisis. We adjusted and did as much as possible virtually.</p> <p>To ensure we met our target of enrolling Students with Disabilities, Challenge Charter Schools continued to do the following:</p> <ul style="list-style-type: none"> • Visited virtually and/or called feeder schools in Far Rockaway and daycare centers. • Conducted virtually Family Nights/Open Houses throughout the late Winter/Early Spring of 2022. 	<p>To ensure we met our target of enrolling Students with Disabilities, Challenge Charter Schools will continue to do the following:</p> <ul style="list-style-type: none"> • Visit feeder schools in Far Rockaway and daycare centers. • Conduct Family Nights/Open Houses throughout the late Winter/Early Spring of 2023. Parents will be able to meet the site Principal and hear about

	<p>Parents were able to meet virtually the site Principal and hear about our school’s academic program.</p> <ul style="list-style-type: none"> • Our recruitment team attended virtually and in person community events to market to Students with Disabilities. • Challenge Prep advertised in free and paid local publications such as the Queens Family and The Wave. 	<p>our school’s academic program.</p> <ul style="list-style-type: none"> • Our recruitment team will attend community events to market to Students with Disabilities. • Challenge Prep advertise in free and paid local publications such as the Queens Family and The Wave.
--	--	--

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2021-2022	Describe Retention Plans in 2022-2023
Economically Disadvantaged	<p>Our plans were limited by the COVID-19 crisis. We adjusted and did as much as possible virtually.</p> <p>It was our plan to be in person for the 2021-22 school year but many events still remained virtual.</p> <p>To ensure we retain economically disadvantaged students during the 2021-2022 school year, Challenge Prep continued to do the following:</p> <ul style="list-style-type: none"> • Conduct Back To School Family Nights virtually and in person to welcome families to our school and make them aware of all programs designed to foster students’ academic and social success. • CPCS continued the employment of a full time Social 	<p>It is the plan to be in person for the 2022-23 school year.</p> <p>To ensure we retain economically disadvantaged students during the 2022-2024 school year, Challenge Prep will continue to do the following:</p> <ul style="list-style-type: none"> • Conduct Back To School Family Nights to welcome families to our school and make them aware of all programs designed to foster students’ academic and social success. • CPCS will continue the employment of a full time Social Workers and Guidance Counselors at each site, who will provide counseling support to students and families where

	<p>Workers and Guidance Counselors at each site, who provided counseling support to students and families where personal and family issues may impact student achievement.</p> <ul style="list-style-type: none"> • CPCS continued employment of a Teacher Assistant in every classroom in K-6 to support instruction. 	<p>personal and family issues may impact student achievement.</p> <ul style="list-style-type: none"> • CPCS will continue employment of a Teacher Assistant in every classroom in K-6 to support instruction.
<p>English Language Learners</p>	<p>Our plans were limited by the COVID-19 crisis. We adjusted and did as much as possible virtually.</p> <p>It was the plan to be in person for the 2021-22 school year but many events still had to be conducted virtually.</p> <p>To ensure we retain ELL/MLL students during the 2021-2022 school year, Challenge Prep continued the following:</p> <ul style="list-style-type: none"> • Conducted Back To School Family Nights virtually to welcome families back to our school and to make them aware of all programs designed to foster students' academic and social success. • Continued to employ full time Social Workers and Guidance Counselors at each site that provided counseling support to students and families where personal and family issues may impact student achievement. • Continued to employ a Teacher Assistant in every classroom K-6 to support 	<p>It is the plan to be in person for the 2022-23 school year.</p> <p>To ensure we retain ELL/MLL students during the 2022-2023 school year, Challenge Prep will continue the following:</p> <ul style="list-style-type: none"> • Conduct Back To School Family Nights to welcome families back to our school and to make them aware of all programs designed to foster students' academic and social success. • Will continue to employ full time Social Workers and Guidance Counselors at each site who will provide counseling support to students and families where personal and family issues may impact student achievement. • Continue to employ a Teacher Assistant in every classroom K-6 to support instruction. • Continue to employ Full Time ELL/MLL Teachers at each site. • Continue to evaluate each

	<p>instruction.</p> <ul style="list-style-type: none"> • Continued to employ Full Time ELL/MLL Teachers at each site. • Continued to evaluate each student's level of English Language proficiency so that our instruction meets students where they are academically. • Continued to support each ELL/MLL student's language acquisition by focusing on building their academic vocabulary and providing meaningful opportunities for ELL/MLL students to communicate with their peers and larger school community. • Continued the ELL lottery preference. 	<p>student's level of English Language proficiency so that our instruction meets students where they are academically.</p> <ul style="list-style-type: none"> • Continue to support each ELL/MLL student's language acquisition by focusing on building their academic vocabulary and providing meaningful opportunities for ELL/MLL students to communicate with their peers and larger school community. • Will continue the ELL lottery preference.
<p>Students with Disabilities</p>	<p>Our plans were limited by the COVID-19 crisis. We adjusted and did as much as possible virtually.</p> <p>It was our plan to be in person for the 2021-22 school year but many outside events were conducted virtually.</p> <p>To ensure we retain Students with Disabilities during the 2021-2022 school year, Challenge Prep continued to do the following:</p> <ul style="list-style-type: none"> • Challenge Prep provided instruction to special education students in the most inclusive environment possible, subject in all instances to the requirements and restrictions included in each student's IEP. • The School provided support services to students to ensure that Individual Education Plan 	<p>It is our plan to be in person for the 2022-23 school year.</p> <p>To ensure we retain Students with Disabilities during the 2022-2023 school year, Challenge Prep will continue to do the following:</p> <ul style="list-style-type: none"> • Challenge Prep will provide instruction to special education students in the most inclusive environment possible, subject in all instances to the requirements and restrictions included in each student's IEP. • The School will provide support services to students to ensure that Individual Education Plan (IEP) mandates and measurable goals are met and does not place a student in a learning

	<p>(IEP) mandates and measurable goals are met and does not place a student in a learning environment that is inconsistent with the IEP.</p> <ul style="list-style-type: none"> • Challenge Prep’s special education program, continued to include an ICT classroom at every grade level [K-5], making it an attractive option for families. • Challenge continued to provide at the 6-10 grades Special Education services and personnel to implement those services. 	<p>environment that is inconsistent with the IEP.</p> <ul style="list-style-type: none"> • Challenge Prep’s special education program, will continue to include an ICT classroom at every grade level [K-5], making it an attractive option for families. • Challenge will continue to provide at the 6-11 Special Education services and personnel to implement those services.
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Entry 10 - Teacher and Administrator Attrition

Completed Aug 1 2022

Form for "Entry 10 - Teacher and Administrator Attrition" Revised to Employee Fingerprint Requirements Attestation

A. TEACH System - Employee Clearance

Charter schools must ensure that all prospective employees^[1] receive clearance through [the NYSED Office of School Personnel Review and Accountability](#) (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel who are provided or assigned by the district of location, or related/contracted service providers.** After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

In the Annual Report, charter schools are asked to confirm that all employees have been cleared through the NYSED TEACH system; and, if denied clearance, confirm that the individual or employee has been removed from the TEACH system, and is not employed by the school.

^[1] Employees who must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers.** See NYSED memorandum dated October 1, 2019 at <http://www.nysed.gov/common/nysed/files/programs/charter-schools/employeefingerprintoct19.pdf> or visit the NYSED website at: <http://www.highered.nysed.gov/tsei/ospra/fingerprintingcharts.html> for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

B. Emergency Conditional Clearances

Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must request clearance through NYSED TEACH, and the school's emergency conditional clearance of the employee terminates automatically once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school's emergency conditional clearance will be valid for only 48 hours after approval by the board.

Schools are not permitted to renew or in any way re-establish a prospective employee's emergency conditional clearance after status notification is sent by NYSED through the TEACH portal.

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at [NYSED CSO Employee Clearance and Fingerprint Memo 10-2019](#).

Attestation

Responses Selected:

I hereby attest that the school has reviewed, understands, and will comply with these requirements.

Entry 11 Percent of Uncertified Teachers

Completed Aug 1 2022

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education.

Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

Entry 11 Uncertified Teachers

School Name:

Instructions for Reporting Percent of Uncertified Teachers

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education. Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

If more than one line applies to a teacher, please include in only one FTE uncertified category. Please do not include paraprofessionals, such as teacher aides.

CATEGORY A. 30% OR 5 UNCERTIFIED TEACHERS WHICHEVER IS LESS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2022)	0
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2022)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2022)	0
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2022)	5
Total Category A: 5 or 30% whichever is less	5.0

CATEGORY B. PLUS FIVE UNCERTIFIED TEACHERS IN MATHEMATICS, SCIENCE, COMPUTER SCIENCE, TECHNOLOGY OR CAREER AND TECHNICAL EDUCATION.

	FTE Count
i. Mathematics	2
ii. Science	2
iii. Computer Science	0
iv. Technology	0
v. Career and Technical Education	0
Total Category B: not to exceed 5	4.0

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2022)	5
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2022)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2022)	0
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2022)	0
Total Category C: not to exceed 5	5.0

TOTAL FTE COUNT OF UNCERTIFIED TEACHERS (Sum of Categories A, B AND C)

(Include teachers who do not fit in one of these categories or if did fit would exceed the numerical limits for that category)

	FTE Count
Total	14

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

(Include teachers who do not fit in one of these categories or if did fit would exceed the numerical limits for that category)

	FTE Count
Total Category D	0

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	14

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	64

Thank you.



Entry 12 Organization Chart

Completed Aug 1 2022

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

Upload the 2021-2022 **Organization Chart**. The organization chart should include position titles and reporting relationships. Employee names should **not** appear on the chart.

2021-22 Challenge Charter Schools Organizational Chart Positions ONLY

Filename: 2021 22 Challenge Charter Schools Oi8cFKe.pdf **Size:** 63.3 kB

Entry 13 School Calendar

Completed Aug 1 2022

[Instructions for submitting School Calendar](#)

Required of ALL Charter Schools

If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 1, 2022 submission. Charter schools must upload a final school calendar into the portal and may do so at any time but no later than **September 15, 2022**.

School calendars must meet the [minimum instructional requirements](#) as required of other public schools *"... unless the school's charter requires more instructional time than is required under the regulations."*

Board of Regents-authorized charter schools also are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month. See an example of a calendar showing the requested information. Schools are encouraged to use a calendar template and ensure there is a monthly tally of instructional days.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

FINAL APPROVED - Challenge K-11 Instructional Calendar for 2022-2023 - monthly

Filename: FINAL APPROVED Challenge K 11 In yS3RNvJ.pdf **Size:** 353.5 kB

Entry 14 Links to Critical Documents on School Website

Completed Aug 1 2022

Instructions

Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 5: Authorizer-approved DASA policy and NYSED-Approved School Discipline Policy

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the [link](#) from the school's website for each of the items:

1. Current Annual Report (i.e., 2021-2022 Annual Report);[\[1\]](#)
2. Board meeting notices, agendas and documents;
3. New York State School Report Card;
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy **(For Regents,**

NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY;

5. District-wide safety plan, not a building level safety plan (as per the September 2021 [Emergency Response Plan Memo](#));
6. Authorizer-approved FOIL Policy; and
7. Subject matter list of FOIL records. (Example: See [NYSED Subject Matter List](#))

[1] Each charter school is required to make the Annual Report publicly available by August 1 and to post on their respective charter school website. Each school should post an updated and complete version to include accountability data and financial statements that are not or may not be available until after the August deadline (i.e., Repost when financials have been submitted in November.)

Form for Entry 14 Links to Critical Documents on School Website

School Name: Challenge Preparatory Charter School

Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 4: Authorizer-approved DASA policy and NYSED-Approved School Discipline Policy

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school’s website for each of the items:

	Link to Documents
1. Current Annual Report (i.e., 2021-2022 Annual Report)	https://challengecharterschools.org/charter-documents-2
2. Board meeting notices, agendas and documents	https://challengecharterschools.org/charter-documents-2
3. New York State School Report Card	https://data.nysed.gov/essa.php?year=2021&instid=800000067496
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	https://challengecharterschools.org/policies-and-legal-notices
5. District-wide safety plan, not a building level safety plan (as per the September 2021 Emergency Response Plan Memo)	https://challengecharterschools.org/policies-and-legal-notices
6. Authorizer-approved FOIL Policy	https://challengecharterschools.org/policies-and-legal-notices
7. Subject matter list of FOIL records. (Example: See NYSED Subject Matter List)	https://challengecharterschools.org/policies-and-legal-notices

Thank you.



Entry 15 Staff Roster

Completed Aug 1 2022

INSTRUCTIONS

Required of Regents and NYCDOE-authorized Charter Schools ONLY

Please click on the MS Excel [Faculty/Staff Roster Template](#) and provide the following information for **ANY and ALL** instructional and non-instructional employees.

Use of the 2021-2022 Annual Report Faculty/Staff roster template is required. Each of the data elements, with the exception of the Notes, are required, and use of the drop-down options, when provided, is also required. Reminders: Please use the notes section provided to add any additional information as deemed necessary. Failure to adhere to the guidelines and validations in the Staff Roster Template will result in a resubmission of a fully corrected roster.

Please note the roster should include all staff employed any point from July 1, 2021 to June 30, 2022, including those employed on June 30th.

[2021-22 NYSED Annual Report - EA \(1\)](#)

Filename: 2021 22 NYSED Annual Report EA 1.xlsx **Size:** 98.7 kB

Optional Additional Documents to Upload (BOR)

Incomplete



1520 Central Avenue, Far Rockaway, NY site is a new site that Challenge will begin to use in August 2021. The building is under construction at the time of the submission of this report.



FIRE DEPARTMENT

BUREAU OF FIRE PREVENTION
9 METROTECH CENTER 3RD FLOOR - BROOKLYN, N.Y. 11201-3857



1526 CENTRAL AVE LLC

15-26 CENTRAL AVE
QUEENS, NY 11691

BLDGS DEPT APPL. NO: 421174160

ACCOUNT NUMBER: 35298835

DATE OF APPROVAL: 12/15/15

DATE OF INSPECTION: 10/30/15

INSPECTOR NAME: A. ZINGER

PLAN NUMBER:

FLOOR(S) INSPECTED: FLS: C,1-3

PREMISES

15-26 CENTRAL AVE

BOROUGH

QUEENS

LETTER OF APPROVAL

THIS LETTER OF APPROVAL COVERS THE SYSTEM INDICATED BELOW. IT IS SUBJECT TO ADMINISTRATIVE REVIEW AND AUDIT.

APPROVAL OF THE SYSTEMS(S) IS GRANTED IN ACCORDANCE WITH:

SELF CERTIFICATION INSPECTION PROFESSIONAL CERTIFICATION

29 NYC Admin. Code § FC 104.2

GROUP E(EDU.,LO-RI,SPK)FAS*****

MAN / SSC / SPK / COC*****

CO DETECTION SYSTEM*****

CCA, FOREST HILLS/NY*****

Sincerely,

Chief of Fire Prevention
City of New York



2021-22 School Year Board Meeting #1 Minutes

Frederica Jefferies, CPCS Chair called the meeting to order and welcomed everyone to the CPCS 2021-22 School Year Board Meeting #1 at 6:30 PM on July 21, 2021.

Frederica Jefferies, Chair requested verification from the members present of “The Notice of Meeting” sent to each of the members of the board via email. Each member noted the proper notification was received.

Pursuant to the NY State Public Meetings Law the public notice of meeting was provided in the following manner thus meeting the law’s requirement of media and public notice:

- The Wave via email
- Public Posting at CPCS Office
- CPCS Websites and Social Media Sites

Karon McFarlane, Secretary of the Board of Trustees called the roll of the board.

Members present: Frederica Jefferies, Karon McFarlane, Andrew Barnes and Linda Plummer.

Members absent: Dr. Michelle Daniel-Robertson and Gertrudis Hernandez

Also, present: Michael R. Estep and Eunice Armstrong. They were given the rights of the floor to speak during the meeting by common consent.

The Chair offered opportunity for any questions from the public. No comments or questions were offered.

1. The agenda was approved by common consent.
2. The Chair called for a review of the minutes of the 2020-21 School Year Board Meeting #12 and Annual Meeting #12 [Attachment #1]. The minutes were approved by common consent.
3. The Chair called for the report of Dr. Les Mullings, CEO. Dr. Mullings expressed appreciation to the Board for their support during the loss of his mother.

Dr. Mullings gave an overview of the recent efforts to complete the ESSER 2 and ESSER 3 (American Rescue Plan) applications. He additionally informed the Board of the preparations for the 2021-22 school year. The school continues to monitor the CDC, NYSED, NYS Health Department and NYCDOE guidelines



(masks, social distancing, vaccinations, testing, etc.) about the operation of in person instruction for the 2021-22 school year. An updated Reopening Plan is being prepared and will be presented to the Board in the next Board meeting for their review and approval.

Following discussion, the report was received with appreciation.

4. The Chair called for the June 2021 Financial Report [Attachment #2]. Following review, the report was received by common consent.
5. The Chair called for the review of the 2021-22 Annual Budget Report [Attachment #3]. Following discussion, Linda Plummer made a motion with a second by Karon McFarlane to approve the 2021-22 Annual Budget. The motion carried unanimously.
6. The Chair called for the presentation of the 2021-22 July Personnel report [Attachment #4]. Karon McFarlane moved approval of 2021-22 contracts for all listed on the report with a second from Linda Plummer. The motion carried unanimously.

The meeting adjourned by common consent.

Respectfully submitted:

A handwritten signature in blue ink that reads "Karon K. McFarlane". The signature is written in a cursive style.

Karon McFarlane
Secretary



ATTACHMENT #1

CPCS

2020-21 School Year

Board Meeting #12

Minutes

See Prior Month

Minutes for Attachments



2020-21 School Year Board Meeting #12 & Annual Meeting #12 Minutes

Frederica Jefferies, CPCS Board Chair called the meeting to order and welcomed everyone to the CPCS 2020-21 School Year Board Meeting #12 at 6:30 PM on June 16, 2021.

Frederica Jefferies, Chair requested verification from the members present of “The Notice of Meeting” sent to each of the members of the board via email. Each member noted the proper notification was received.

Pursuant to the NY State Public Meetings Law the public notice of meeting was provided in the following manner thus meeting the law’s requirement of media and public notice:

- The Wave via email
- Public Posting at CPCS Office
- CPCS Websites and Social Media Sites

The Chair called on Karon McFarlane Board Secretary to do the roll call of the board.

Members present: Frederica Jefferies, Linda Plummer, Dr. Michelle Daniel-Robertson, Gertrudis Hernandez, Andrew Barnes and Karon McFarlane

Members absent: NONE

Also, present: Michael R. Estep and Eunice Armstrong. They were given the rights of the floor to speak during the meeting by common consent.

The Chair offered opportunity for any questions from the public. No comments or questions were offered.

1. The agenda was approved by common consent.
2. The Chair called for a review of the minutes of the 2020-21 School Year Board Meeting #11 [Attachment #1]. The minutes were approved by common consent.
3. The Chair called for the report of Dr. Les Mullings, CEO. Dr. Mullings reported to the Board about the tragic death of Justin Wallace, a 5th Grade scholar on June 5, 2021. He indicated that Challenge has actively supported the Wallace family during the time of loss of their child. Additionally the shared that the Challenge team has provided grief counseling [in person and virtually] for the elementary staff and scholars during this difficult time. A Community Prayer Vigil was conducted in Justin’s honor on Thursday, June 10, 2021 in front of the K-5



facility. The Vigil involved Justin's family, the K-5 staff, K-5 scholars, community leaders, and community residents. The funeral is scheduled for Monday, June 21, 2021 at the Far Rockaway Full Gospel Tabernacle and the family has asked that the CEO lead the service. A Foundation in honor of Justin is being discussed by his family and with the support of Challenge's leadership. The Board was asked to be in touch with the Wallace family.

The CEO announced that Kentia Coreus has been named the Senior Director of Elementary Teaching & Learning effective July 1, 2021. Additionally, Mavgar Mondesir-Gordon has been named the Senior Director of Secondary Teaching & Learning effective July 1, 2021. These positions were envisioned in the recent charter renewal approval.

The CEO announced that Natalie Zakok has been named the Director of Special Education effective July 1, 2021. This new position has been created to bring a cohesive special education program across all sites of Challenge.

The CEO announced that Janis Vaughn has been named the Director of Enrollment and Student Recruitment effective July 1, 2021.

Following discuss the report was received with appreciation.

4. The Chair called attention to the printed report of Kentia Coreus, Senior Director of Teaching & Learning [Attachment #2]. The report was received with appreciation.
5. The Chair called attention to the printed report of Nicole Griffin, K-5 Principal [Attachment #3]. The report was received with appreciation.
6. The Chair called attention to the printed report of Mavgar Mondesir-Gordon, 6-9 Principal [Attachment #4]. The report was received with appreciation.
7. The Chair called attention to the printed report of Tameeka Richards, Director of Pupil Personnel Services [Attachment #5]. The report was received with appreciation.



8. The Chair called attention to the printed report of Kimberly Messer, Director of Communications [Attachment #6]. The report was received with appreciation.
9. The Chair called attention to the printed report of Venessa Lynch, Director of Operations [Attachment #7]. The report was received with appreciation.
10. The Chair called for the May2021 Financial Report [Attachment #8]. Following discussion and review, the report was received by common consent.
11. The Chair called for the presentation of the 2021-22 Draft Budget [Attachment #9]. Following discussion, a motion was made by Gertrudis Hernandez to approve the 2021-22 Draft Budget and to authorize the expenditure of funds from July 1, 2021 - July 21, 2021 necessary to operate the school until the final approval of the 2021-22 Budget during the 2021-22 Board Meeting #1 on July 21, 2021 with a second by Linda Plummer. The motion carried unanimously
12. The Chair called for the 2021-22 Personnel Report [Attachment #10] which included a list of 169 positions to be hired for the 2021-22 school year. The list indicated the employees' names and projected salaries. For positions that have not been filled the list indicated the projected salary for those positions. Following discussion and review, a motion was made by Karon McFarlane and seconded by Linda Plummer to approve the entire report. Motion carried unanimously.
13. The Chair called for the report on the 2021-22 Vendor Contracts [Attachment #11].
14. A motion was made by Gertrudis Hernandez and seconded by Karon McFarlane to approve the Charter School Business Management 2021-22 contract. Motion carried unanimously.
15. A motion was made by Gertrudis Hernandez and seconded by Karon McFarlane to approve the Educators for Success, Inc. 2021-22 contract. Motion carried unanimously.
16. A motion was made by Gertrudis Hernandez and seconded by Karon McFarlane to approve the PKF O'Connor Davies, LLP 2021-22 contract. Motion carried unanimously.
17. A motion was made by Gertrudis Hernandez and seconded by Karon McFarlane to approve the three Cortevo Technologies LLC 2021-22 contracts. Motion carried unanimously.



18. A motion was made by Gertrudis Hernandez and seconded by Karon McFarlane to approve the JPS Solutions LLC 2021-22 contract. Motion carried unanimously.
19. A motion was made by Gertrudis Hernandez and seconded by Karon McFarlane to approve the Lavinia Group 2021-22 contract. Motion carried unanimously.
20. The Chair called for the review of the 2021-22 CPCS Employee Handbook [Attachment #12]. Following discussion, a motion was made by Gertrudis Hernandez and seconded by Karon McFarlane to approve the 2021-22 CPCS Employee Handbook. The motion carried unanimously.
21. The Chair called for the review of the 2021-22 CPCS Financial Policies and Procedures Manual [Attachment #13]. Following discussion, a motion was made by Gertrudis Hernandez and seconded by Karon McFarlane to approve the 2021-22 CPCS Financial Policies and Procedures Manual. The motion carried unanimously.
22. The Chair called for the 2021-22 Annual Board Elections Report [Attachment #14].
23. A motion was made by Karon McFarlane and a seconded by Dr. Michelle Daniel-Robertson to elect Andrew Barnes for a two-year term from July 1, 2021 to June 30, 2023. The motion carried unanimously.
24. Gertrudis Hernandez made a motion with a second by Dr. Michelle Daniel-Robertson to elect the following officers for the 2021-22 school year:
 - Chair – Frederica Jeffries
 - Vice-Chair – Andrew Barnes
 - Secretary – Karon McFarlane
 - Treasurer – Linda Plummer

The motion carried unanimously.

25. The Chair called on for the presentation of the 2021-22 Board of Trustees Calendar [Attachment #15]. The calendar was approved by common consent.

The meeting adjourned by common consent.



Respectfully submitted:

A handwritten signature in blue ink that reads "Karon K. McFarlane". The signature is written in a cursive style with a large, prominent "K" and "M".

Karon McFarlane
Secretary



ATTACHMENT #2

June 2021 Financials

Challenge Prep Charter School

Profit and Loss

July 2020 - June 2021

	TOTAL
Income	
4100 State Grants	17,265,416.17
4200 Federal Grants	717,926.84
4300 Contributions	8,340.00
4400 Miscellaneous Income	9,412.64
Total Income	\$18,001,095.65
GROSS PROFIT	\$18,001,095.65
Expenses	
5000 Compensation	8,756,151.46
5400 Benefits	1,755,208.59
6100 Administrative Expenses	378,846.65
6200 Professional Services	966,670.59
6300 Professional Development	70,813.67
6400 Marketing and Staff/Student Rec	89,955.30
7100 Curriculum & Classroom Expenses	216,199.34
8100 Facility	3,101,976.23
8200 Technology Expenses	340,116.40
8800 Miscellaneous Expenses	16,846.72
8900 Depreciation Expense	257,186.85
Total Expenses	\$15,949,971.80
NET OPERATING INCOME	\$2,051,123.85
NET INCOME	\$2,051,123.85

Challenge Prep Charter School

Balance Sheet

As of June 30, 2021

	TOTAL
ASSETS	
Current Assets	
Bank Accounts	
1000 Cash	6,765,910.07
Total Bank Accounts	\$6,765,910.07
Accounts Receivable	
1100 Accounts Receivable	348,534.97
Total Accounts Receivable	\$348,534.97
Other Current Assets	
1300 Prepaid Expenses	168,198.13
1301 Prepaid Insurance	0.00
1310 Prepaid Rent	334,175.70
1400 Due From Challenge Charter Network	0.00
Inventory Asset	0.00
Total Other Current Assets	\$502,373.83
Total Current Assets	\$7,616,818.87
Fixed Assets	
1500 Furniture, Fixtures & Equipment	1,603,058.87
1519 Facility and Construction	1,055,103.80
1610 Website	11,000.00
1700 Accumulated Depreciation & Amortization	-1,408,657.00
Total Fixed Assets	\$1,260,505.67
Other Assets	
1800 Security Deposits	925,999.20
2500 Sales Tax Receivable	0.00
Total Other Assets	\$925,999.20
TOTAL ASSETS	\$9,803,323.74

Challenge Prep Charter School

Balance Sheet

As of June 30, 2021

	TOTAL
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
2000 Accounts Payable	627,272.73
Total Accounts Payable	\$627,272.73
Other Current Liabilities	
2100 HSBC Loan Payable	1,792,512.00
2300 Accrued Salaries/Taxes	725,252.59
2301 Accrued Expenses	49,599.48
2302 Refundable Advance	0.00
2303 Accrued Interest - PPP	17,160.49
2400 Unearned/Deferred Revenue	-124,737.67
Total Other Current Liabilities	\$2,459,786.89
Total Current Liabilities	\$3,087,059.62
Long-Term Liabilities	
2700 Deferred Rent Liability	2,660,164.46
Total Long-Term Liabilities	\$2,660,164.46
Total Liabilities	\$5,747,224.08
Equity	
3000 Opening Balance Equity	0.00
3100 Retained Earnings	2,004,975.81
Net Income	2,051,123.85
Total Equity	\$4,056,099.66
TOTAL LIABILITIES AND EQUITY	\$9,803,323.74

Challenge Prep Charter School

Statement of Cash Flows

July 2020 - June 2021

	TOTAL
OPERATING ACTIVITIES	
Net Income	2,051,123.85
Adjustments to reconcile Net Income to Net Cash provided by operations:	
1100 Accounts Receivable	109,615.80
1200 Accounts Receivable:Other Receivables - Salary Advance	-363.83
1300 Prepaid Expenses	-132,900.42
1301 Prepaid Insurance	0.00
1310 Prepaid Rent	5,370.77
1710 Accumulated Depreciation & Amortization:Accumulated Depreciation	256,453.50
2000 Accounts Payable	524,716.87
2300 Accrued Salaries/Taxes	-301,998.11
2301 Accrued Expenses	-67,238.47
2303 Accrued Interest - PPP	15,666.73
2400 Unearned/Deferred Revenue	-130,648.60
Total Adjustments to reconcile Net Income to Net Cash provided by operations:	278,674.24
Net cash provided by operating activities	\$2,329,798.09
INVESTING ACTIVITIES	
1510 Furniture, Fixtures & Equipment:Office & Admin Computers & Equipment	-6,083.00
1511 Furniture, Fixtures & Equipment:Classroom Computers & Equipment	-549,867.82
1512 Furniture, Fixtures & Equipment:Classroom Furniture	-37,231.00
1535 Facility and Construction:Construction In Progress	-20,672.50
1540 Facility and Construction:Leasehold Improvements	-10,445.00
1750 Accumulated Depreciation & Amortization:Accumulated Amortization	733.35
1800 Security Deposits	7,000.00
Net cash provided by investing activities	\$ -616,565.97
FINANCING ACTIVITIES	
2700 Deferred Rent Liability	172,453.96
Net cash provided by financing activities	\$172,453.96
NET CASH INCREASE FOR PERIOD	\$1,885,686.08
Cash at beginning of period	4,880,223.99
CASH AT END OF PERIOD	\$6,765,910.07



ATTACHMENT #3

2021-22 Annual Budget

Elementary School @ 710 Hartman Lane

	Kindergarten	1st	2nd	3rd	Total	
FY 2021	120	120	96	96	432	
FY 2022	120	120	120	96	456	Actual
FY 2022	110	110	120	96	436	Budget
Variance					20	

Elementary School @ 15-26 Central Avenue

	4th	5th	Total	
FY 2021	96	96	192	
FY 2022	97	98	195	Actual
FY 2022	96	96	192	Budget
Variance			3	

Middle School @ 12-79 Redfern Avenue

	6th	7th	8th	Total	
FY 2021	72	72	72	216	
FY 2022	96	72	72	240	Actual
FY 2022	100	75	80	255	Budget
Variance				-15	

High School @ 15-20 Central Avenue

	9th	10th	Total	
FY 2021	96	0	96	
FY 2022	72	96	168	Actual
FY 2022	78	54	132	Budget
Variance			36	

FY 2021	GenEd	<20%	20-60	>60
K	114.920	4.441	1.927	6.832
1	95.682	4.853	0.000	2.000
2	94.928	3.488	1.000	6.951
3	94.121	0.951	0.000	7.975
4	96.219	1.951	0.000	9.804
5	72.365	3.000	0.000	11.804
	568.235	18.684	2.927	45.366
6	74.926	7.000	4.635	2.951
7	85.318	4.634	3.000	3.366
8	94.293	5.269	7.121	0.561
	254.537	16.903	14.756	6.878
9	0.000	5.269	7.121	0.561
10	0.000	5.269	7.121	0.561
	0.000	5.269	7.121	0.561

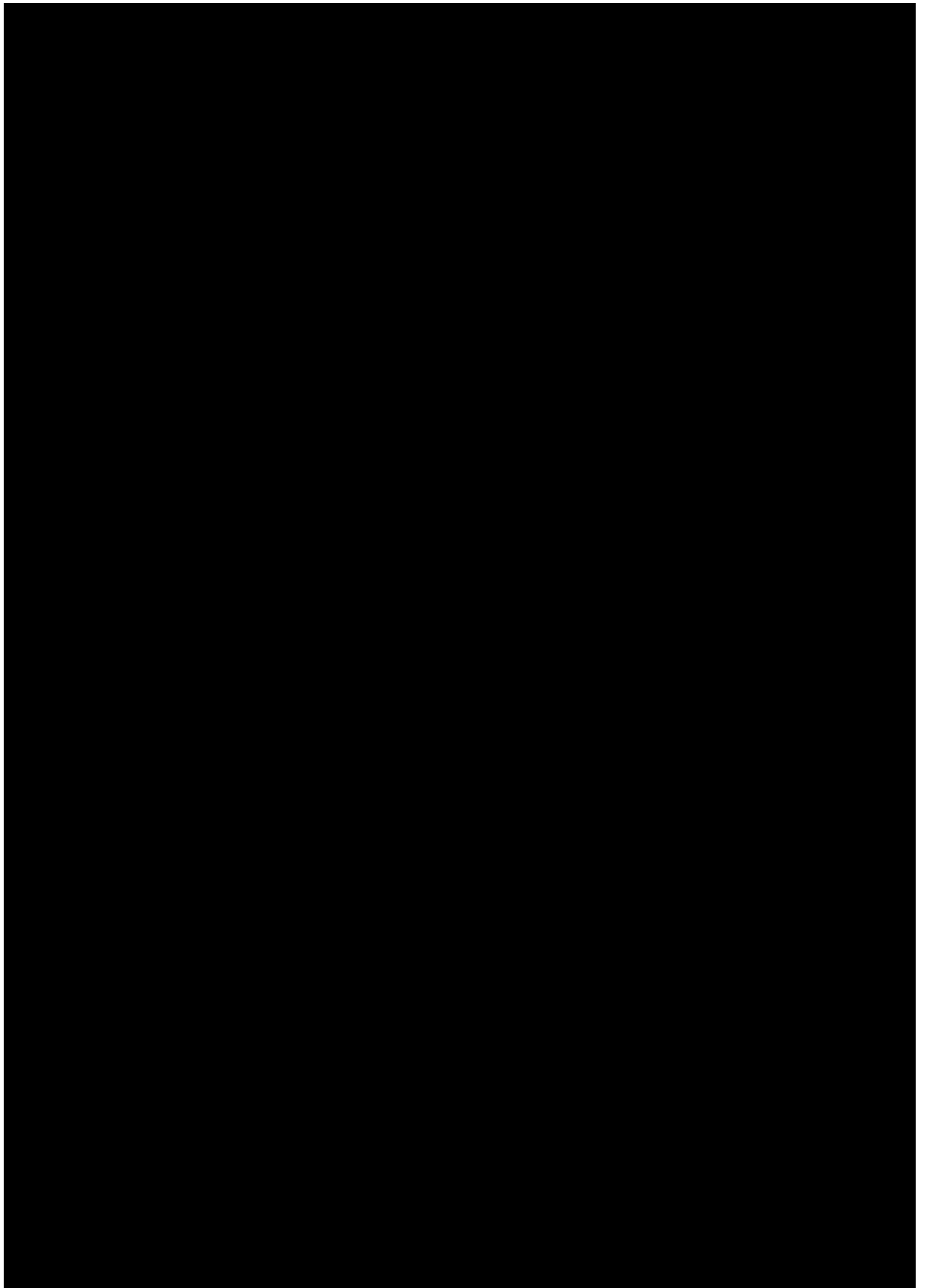
	FY22 Budget Elementary	FY22 Budget Middle	FY22 Budget High	FY22 Budget Network Operations	FY21 Budget Consolidated	Notes
Assumptions:						
Enrollment:	628	255	132	-	1 015	Assumption of variance of 20 students @ \$ 6 845 = (\$322 460)
SpEd <20%	19	17	5	-	41	
SpEd 20-60%	3	15	7	-	25	
SpEd >60%	45	7	1	-	53	
Per Pupil Rate	16 845	16 845	16 845	-	6 845	Based on \$16 845 Per Pupil Rate
Facilities Rate	0%	30%	30%	0%	30%	No rental assistance at 710 Hartman Lane due to law
NYS Per Pupil Grant	-	-	-	-	-	No assumption
Income						
4100 State Grants						
4101 Per Pupil Allocations	0 578 660	4 295 475	2 223 540	-	17 097 675	Based on \$16 123 per student per pupil allocation
4102 Per Pupil Allocations for SPED	894 588	284 334	84 674	-	1 263 596	Students at 20-60% receive \$10 390. Students at >60% receive \$19 049 May 2021 Invoice Assumptions
41 0 NYS Per Pup I Supplement	-	-	-	-	-	No assumption
4103 NYSTL	25 514	17 859	7 654	-	51 027	FY22 Allocation
4104 NYSSL	6 561	4 593	1 968	-	13 122	FY22 Allocation
4105 NYSUB	2 7 8	1 9 6	821	-	5 475	FY22 Allocation
4108 NYC Discretionary Grant	-	-	-	-	-	
4109 Facilities Funding	178 596	150 265	786 500	-	1 115 361	Based on FY21 A location: 12-79 Redfern Avenue 15-26 Central Avenue & 15-20 Central Avenue
Total 4100 State Grants	11 686 657	4 754 442	3 105 157	0	19 546 256	
4200 Federal Grants						
4201 IDEA for Sp. Ed.	43 756	20 946	7 626	-	72 329	Assumes \$1000 per SPED > 60% \$900 per 20-60% based on May 2019 Invoice
4202 Title I - Part A	123 744	50 246	26 010	-	200 000	FY21 preliminary allocation per NYSED
4203 Title II - Part A	68 597	62 058	19 345	-	150 000	
Title I I - Part A	944	4 759	2 297	-	8 000	
4206 E-Rate	5 900	29 745	14 355	-	50 000	
4207 ESSER	1 005 000	345 000	150 000	-	1 500 000	Elementary and Secondary School Emergency Relief Funds: Based on FY20 Title I Part A Allocation
4208 Title IV - Part A	-	-	-	-	-	
Total 4200 Federal Grants	1 247 942	512 755	219 632	0	1 980 329	
4300 Contributions						
4301 Restricted Contributions	-	-	-	-	-	
4302 Unrestricted Contributions	-	-	-	-	-	
4303 PTA Fundraising	-	-	-	-	-	
4304 In-Kind Legal Support	-	-	-	-	-	
4305 Fundraiser Revenue	-	-	-	-	-	
4306 Fundraising - Gross Receipts	-	-	-	-	-	
4307 Fundraising - Total Contribution	-	-	-	-	-	
4308 In-Kind Donations	-	-	-	-	-	
Total 4305 Fundraiser Revenue	-	-	-	-	-	
Total 4300 Contributions	0	0	0	0	0	
4400 Miscellaneous Income						
4401 Interest Income	-	-	-	-	-	
4402 Revenue Suspense Account	-	-	-	-	-	
4404 Rental Income	-	-	-	-	-	
Total 4400 Miscellaneous Income	0	0	0	0	0	
Total Income	12,934,598	5,267,198	3 324,789	-	23,026,585	
Gross Profit	12,934,598	5,267,198	3 324,789	-	23,026,585	
5000 Compensation						
5100 Instructional Staff						
5101 Administrative Leadership	-	-	-	237 989	237 989	Assume 3% increase see staffing details
5102 Instructional Leadership	718 764	546 470	161 000	-	1 426 234	Assume 3% increase see staffing details
5103 Classroom Teachers	2 107 766	844 422	541 313	-	3 493 501	Assume 3% increase see staffing details
5104 Assistant Teachers	672 3 8	445 200	227 500	-	1 345 018	Assume 3% increase see staffing details
5105 Special Education Teachers	883 820	225 000	75 000	-	1 183 820	Assume 3% increase see staffing details
5106 EL Teachers	72 576	68 161	-	-	140 737	Assume 3% increase see staffing details
5107 Music Teacher	52 385	75 000	-	-	127 385	Assume 3% increase see staffing details
5108 Art Teacher	65 000	-	-	-	65 000	Assume 3% increase see staffing details
5109 Physical Education Teacher	127 026	84 096	75 000	-	286 122	Assume 3% increase see staffing details
5110 Specialty Teachers	71 424	126 632	150 000	-	348 056	Assume 3% increase see staffing details
Total 5100 Instructional Staff	4 771 079	2 414 981	1 229 813	237 989	8 653 863	
5200 Non-Instructional Staff						
5201 Finance & Human Resources	-	-	-	258 350	258 350	Assume 3% increase see staffing details
5202 Administration & Operations	229 344	129 552	132 360	741 467	1 232 723	Assume 3% increase see staffing details
5204 Administrative Assistant	69 0 0	62 000	-	-	131 010	Assume 3% increase see staffing details
5205 Custodian	249 696	107 208	107 208	-	464 112	Assume 3% increase see staffing details
5206 Security Guards	210 496	76 3 6	80 000	65 000	431 832	Assume 3% increase see staffing details
Total 5200 Non-Instructional Staff	758 546	375 096	319 568	1 064 817	2 518 027	
5300 Pupil Support						
5301 Pupil Support Services	295 946	294 790	142 250	284 200	1 017 185	Assume 3% increase see staffing details
5302 School Aides	127 872	98 800	42 000	-	268 672	Assume 3% increase see staffing details
5303 Guidance Counselor	-	-	-	-	-	Assume 3% increase see staffing details
Total 5300 Pupil Support	423 818	393 590	184 250	284 200	1 285 857	
Total 5000 Compensation	5 953 443	3 183 667	1 733 631	1 587 006	12 457 747	
5400 Benefits						
5402 NY State Unemployment Insurance	39 792	13 660	5 939	-	59 391	
5403 Social Security - EmployER	369 113	197 387	107 485	98 394	772 380	6.2% of total salary - included in ADP admin fees
5404 Social Security - EmployEE	-	-	-	-	-	
5405 Medicare - EmployER	86 325	46 163	25 138	23 012	180 637	1.45% of total salary - included in ADP admin fees
5406 Medicare - EmployEE	-	-	-	-	-	
5407 Worker's Compensation Expense	11 711	4 020	1 748	-	17 479	
5408 NYS Disability	-	-	-	-	-	
5409 Medical Insurance	393 433	121 056	60 528	30 264	605 282	
54 0 Dental Insurance	27 4 6	8 4 6	4 218	2 109	42 179	
5411 Vision Insurance	6 561	2 019	1 009	505	0 094	
5412 Life Insurance STD LTD AD&D	44 666	13 744	6 872	3 436	68 718	
5414 Retirement 403(B) Match	85 248	26 2 0	13 115	6 558	131 150	
5415 Retirement 403(B) Clearing	-	-	-	-	-	
54 6 TransitChk Fees	-	-	-	-	-	
5420 Other Employer Taxes	14 920	4 591	2 295	1 148	22 953	
5422 HRA/FSA Diff Card Premium & Contributions	-	-	-	-	-	
5424 Payroll Expenses	-	-	-	-	-	
5425 AFLAC (Clearing)	-	-	-	-	-	
Total 5400 Benefits	1 079 86	437 306	228 347	65 425	1 910 263	
6100 Administrative Expenses						
6101 Office Supplies	33 150	10 200	5 100	2 550	51 000	Staples: monthly supplies ordered per site decrease for inventory control
6102 Printer Supplies	7 800	2 400	1 200	600	12 000	Staples: copy paper toner ink
6103 Office Furn (non-asset)	4 875	1 500	750	375	7 500	National Business Furniture: new hire office network operations
6104 Office Equipment (non-asset)	1 625	500	250	125	2 500	Staples: Assume 10% increase of actuals based on FY20 trends Items under \$3 000
6105 Copy Machine Lease	18 486	15 344	6 300	8 546	48 676	Atlantic A Program of De Lage Landen Financial Services: Copy Machines TGI Automation: through 9/1/2020

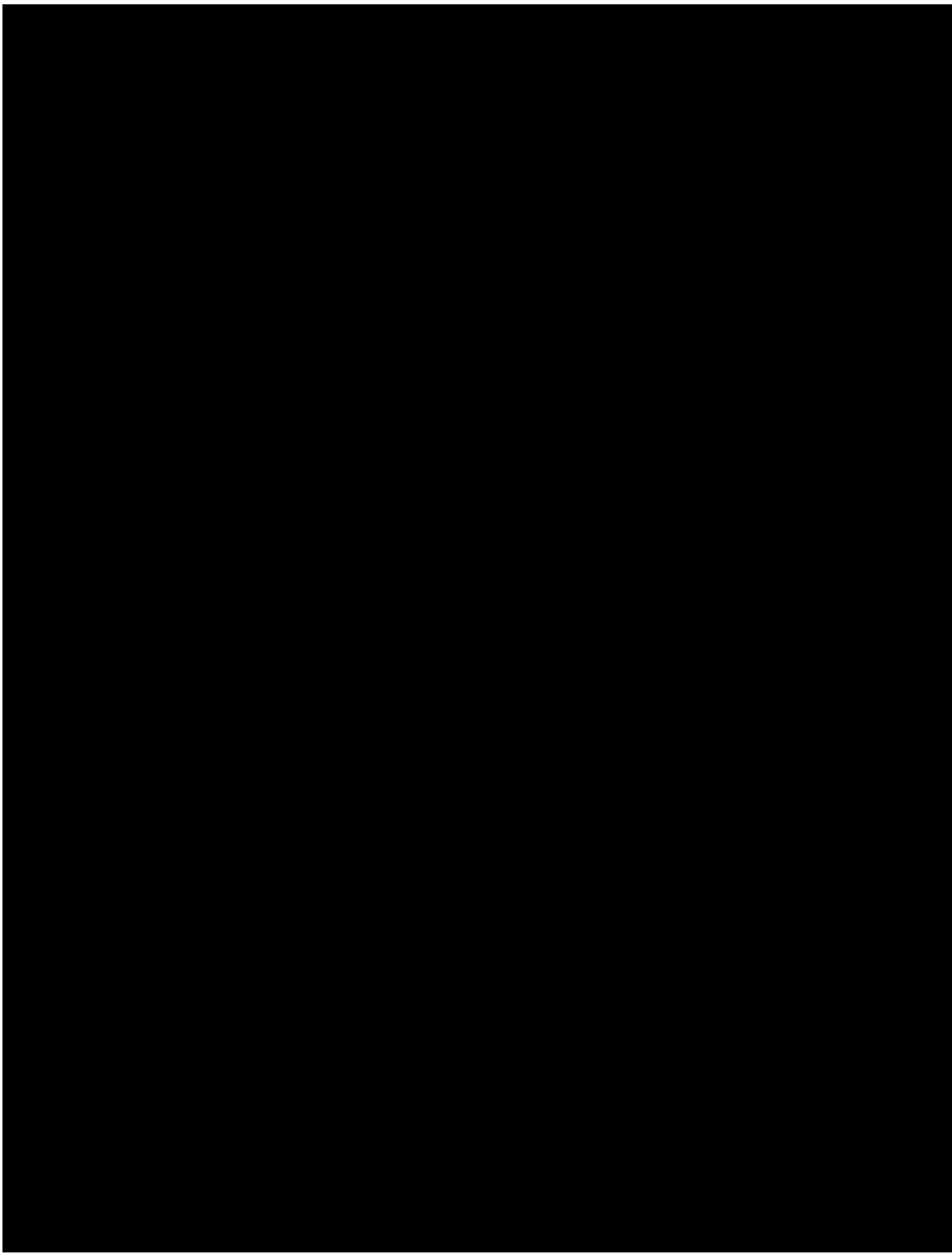
6106 Postage and Delivery	3,250	1,000	500	250	5,000	FedEx Purchase Power Pitney Bowes: Assume 0% increase of actuals based on FY20 trends
6107 Temperature Scanning Kiosk Lease	4,917	1,639	1,639	1,639	9,834	Atlantic A Program of De Lage Landen Financial Services: Temperature Scanning & Facial Recognition Kiosks
6109 Dues Licenses & Subscriptions	13,000	4,000	2,000	1,000	20,000	Costco e-BusSoft Intuit Direct TV Teamviewer WISC Zoom: Assume 10% increase of actuals based on FY20 trends
61 0 Team Building/Staff Lunch & App	16,250	5,000	2,500	1,250	25,000	Edible Arrangements Food Hilton: Assume 10% increase Annual Staff Party meals for staff meetings
6111 Student/Family Appreciation	14,950	4,600	2,300	1,150	23,000	Lottery expenses Graduations
6112 Travel to/from Meetings	3,250	1,000	500	250	5,000	Dial 7 Car & Limousine Service Uber etc.: Assume 10% increase based on FY20 actuals
6113 Student Meals	975	300	150	75	1,500	Costco: afterschool snacks
6115 Student Uniforms/Apparel	5,070	1,560	780	390	7,800	MJM Un forms Omni Cheer 333 Apparel Barry Kimler: Assume 10% increase based on FY20 trends offset with student collection
6119 Classroom Furniture and Equipment (non-asset)	130,000	40,000	20,000	10,000	200,000	School Outfitters: New st Grade class COVID-19
6120 Insurance						
6121 Insurance Fees	1,300	400	200	100	2,000	Arthur J Gallagher
6122 Insurance - Directors & Officers	14,745	4,537	2,269	1,134	22,685	Arthur J Gallagher
6123 Insurance - Excess Liability	3,250	1,000	500	250	5,000	Arthur J Gallagher
6124 Insurance - General Liability & Property	50,700	15,600	7,800	3,900	77,999	Arthur J Gallagher
Total 6120 Insurance	69,995	21,537	10,768	5,384	07,684	
6130 NYC Discretionary Grant- Non Capitalized Equip	-	-	-	-	-	-
Total 6100 Administrative Expenses	327,593	110,580	54,737	33,584	526,495	
6200 Professional Services						
6201 Audit/Accounting Services	20,800	6,400	3,200	1,600	32,000	PKF O'Connor: Assume 3% increase based on FY20 actuals audit & 990 preparation
6202 Payroll Services	178,750	55,000	27,500	13,750	275,000	ADP: Assume 3% increase ADP service fees
6203 Communication & Compliance Consulting Services	113,750	35,000	17,500	8,750	175,000	HWC partial
6204 Legal Services - Paid	16,250	5,000	2,500	1,250	25,000	Akerman: Assume 3% increase based on FY20 trends
6205 Educational Consulting	74,750	23,000	11,500	5,750	115,000	ProKids Hungry Caterpillar ESS
6206 Financial Management Services	45,500	14,000	7,000	3,500	70,000	CSBM: CFO & Controller level support
6207 Substitute Teacher Services	32,500	10,000	5,000	2,500	50,000	Decreased due to effective hiring
6208 Temporary Staffing Services	6,700	2,300	1,000	500	0,000	J3 Management Solutions
62 0 ERate Consulting	3,015	1,035	450	225	4,500	EADantage
6211 Parent Support	-	-	-	-	-	-
6212 Contracted Security Services	10,050	3,450	1,500	750	15,000	Legion Security
6213 Start Up - Expense	-	-	-	-	-	-
6214 HRA/FSA Administration Fees	-	-	-	-	-	-
6215 Replication Expenses	-	-	-	-	-	-
62 6 Cleaning Services	100,500	34,500	15,000	7,500	150,000	The Professionals Facilities Group Inc.: Deep deans COVID-19 Sanitation
Total 6200 Professional Services	602,565	189,685	92,150	46,075	921,500	
6300 Professional Development						
6301 Instructional Staff PD	67,000	23,000	10,000	5,000	100,000	Power Schools TeachBoost
6302 Non-Instructional Staff PD	14,740	5,060	2,200	1,100	22,000	
6303 Board Development/ Strategic Planning	10,050	3,450	1,500	750	15,000	
6304 Tuition and Cert Reimbursement	10,050	3,450	1,500	750	15,000	CTE reimbursement
6305 Conferences and Workshops	6,700	2,300	1,000	500	0,000	
Total 6300 Professional Development	108,540	37,260	16,200	8,100	62,000	
6400 Marketing and Staff/Student Rec						
6401 Advertising	5,226	1,794	780	390	7,800	Based on FY20 Actuals
6402 Student Recruiting	20,100	6,900	3,000	1,500	0,000	Wave Vanguard
6404 Staff Recruiting	30,150	10,350	4,500	2,250	45,000	LinkedIn
6405 Website Maintenance	9,045	3,105	1,350	675	13,500	HWC
Total 6400 Marketing and Staff/Student Rec	64,521	22,149	9,630	4,815	96,300	
6500 Fundraising Expenses						
6501 Mailings and Materials	2,345	805	350	175	3,500	
6502 Events	-	-	-	50,000	50,000	2020 Fundraiser
Total 6500 Fundraising Expenses	2,345	805	350	50,175	53,500	
7100 Curriculum & Classroom Expenses						
7101 Classroom Libraries	-	-	-	-	-	-
7102 Curric Textbooks and Other Curr	93,800	32,200	14,000	7,000	140,000	Based on FY20 Actuals
7103 Math	-	-	-	-	-	-
7104 Art Supplies	9,380	3,220	1,400	700	14,000	Based on FY20 Actuals
7105 Music	3,350	1,150	500	250	5,000	Based on FY20 Actuals
7106 Student Transportation	-	50,000	-	-	50,000	Based on FY20 Actuals
7107 Curriculum Licenses & Subscriptions	-	3,600	-	-	-	NewsELA
7108 Standardized Test Materials/Ass	9,380	3,220	1,400	700	14,000	Based on FY20 Actuals
7109 Student Field Trips	13,400	4,600	2,000	-	20,000	Decrease due to COVID-19
71 0 Classroom Supplies	10,050	3,450	1,500	750	15,000	Based on FY20 Actuals
7112 Physical Movement/Recess Suppl	5,556	1,907	829	415	8,292	Based on FY20 Actuals
7113 Special Education Equip/Carricu	-	-	-	-	-	-
7114 Non-Instructional Student Enric	-	-	-	-	-	-
7115 NYSL Expense	25,514	17,859	7,654	-	51,027	FY21 Allocation
71 6 NYSL Expense	6,561	4,593	1,968	-	13,122	FY21 Allocation
7117 NYSLB Expense	2,7 8	1,9 6	821	-	5,475	FY21 Allocation
71 8 Student Information Management System	11,265	3,867	1,681	-	6,814	Power Schools: 06/01/2021 - 06/30/2022
Total 7100 Curriculum & Classroom Expenses	190,993	131,583	33,754	9,815	352,730	
8100 Facility						
8101 Renovation/Construction	-	-	-	-	-	-
8102 Utilities	113,423	38,9 6	16,929	8,464	169,288	PSEG Superior Elevator Tech National Grid
8103 Building Permits	670	2 0	100	50	1,000	Assumption form Department of Bu Idings
8104 Rent Expense	1,846,102	500,884	2,621,667	-	4,968,653	3% Increase on all rent Includes 15-20 Central Avenue
8105 Signage	-	-	-	-	-	Any anticipated outdoor signage
8106 Real Estate Taxes	163,598	118,046	74,657	-	356,301	Actual Real Estate Taxes per NYC Department of Buildings includes 15-20 Central Avenue
8111 Relocation Expense	6,700	2,300	1,000	500	0,000	Storage to 15-20 to eliminate storage eventually
8114 Custodial Supplies	46,900	16,100	7,000	3,500	70,000	Uline Aramark: Assume 10% increase based on FY20 trends
8115 Landscaping	10,050	3,450	1,500	750	15,000	Sergio Pena possible new landscaper: Based on FY20 budget
8120 Repair & Maintenance	50,250	17,250	7,500	3,750	75,000	Contractor Electrical: Assume 10% increase based on FY20 trends
8125 Deferred Rent Expense	-	-	-	-	-	-
Total 8100 Facility	2,237,693	697,196	2,730,352	17,014	5,665,242	
8200 Technology/Communication Expense						
8201 Phone/Fax Expenses	10,050	3,450	1,500	-	15,000	Fusion
8202 Mobile Phone Expenses	8,629	2,962	1,288	-	12,879	AT&T: Assume 5% increase based on FY20 trends
8203 Internet Connectivity Expenses	32,8 0	11,270	4,900	-	49,000	Assume 5% increase based on FY20 trends CTS Interglobe
8204 Network Maintenance/Tech Suppor	6,700	2,300	1,000	-	0,000	Assume 25% increase based on FY20 trends: CTS & Network bi ling systems moved tech consultants line
8205 Technology Consultants	16,750	5,750	2,500	-	25,000	CTS
8206 Database Development Services	-	-	-	-	-	-
8207 Website Consultants/Expenses	-	-	-	-	-	-
8208 Technology Supplies	10,611	3,643	1,584	-	15,838	Assume 5% increase based on FY20 trends Chrome book Ins misc parts/supplies - 300 Chromebooks
8209 Technology Equipment (non asset)	40,653	13,955	6,068	-	60,676	Assume 5% increase based on FY20 trends computer Ins Wasp Inv mgmt virus protection central station monitoring
82 0 Technology Licenses Software & Subscriptions	3,237	1,111	483	-	4,832	CDW: Absolute Subscription 1 Year 940 Devices
Total 8200 Technology/Communication Expense	129,460	44,442	19,322	0	193,225	
8800 Miscellaneous Expenses						
8801 Bank Service Charges	-	-	-	1,000	1,000	Based on FY20 Actuals
Total 8800 Miscellaneous Expenses	0	0	0	1,000	1,000	
8900 Depreciation Expense	250,000	-	-	-	250,000	CDW: 402 Chromebooks
Total Expenses	9,946,339	4,854,672	4,918,475	1,923,009	22,642,495	
Net Operating Income for FY21	1,988,259	412,525	(1,593,686)	(1,923,009)	384,089	

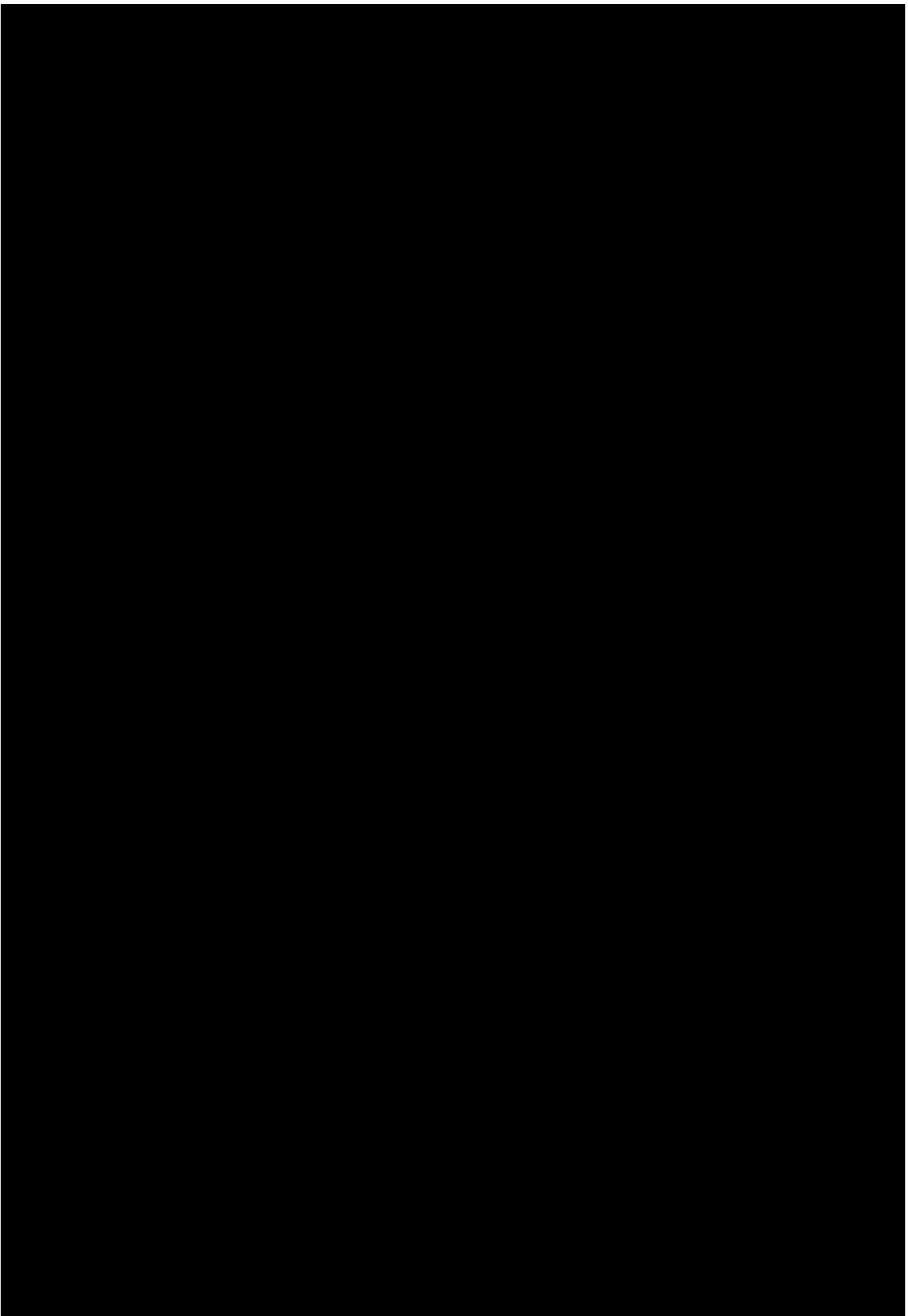
Carryover to FY21-22 (Operating Account(s) Only) \$3,773,482

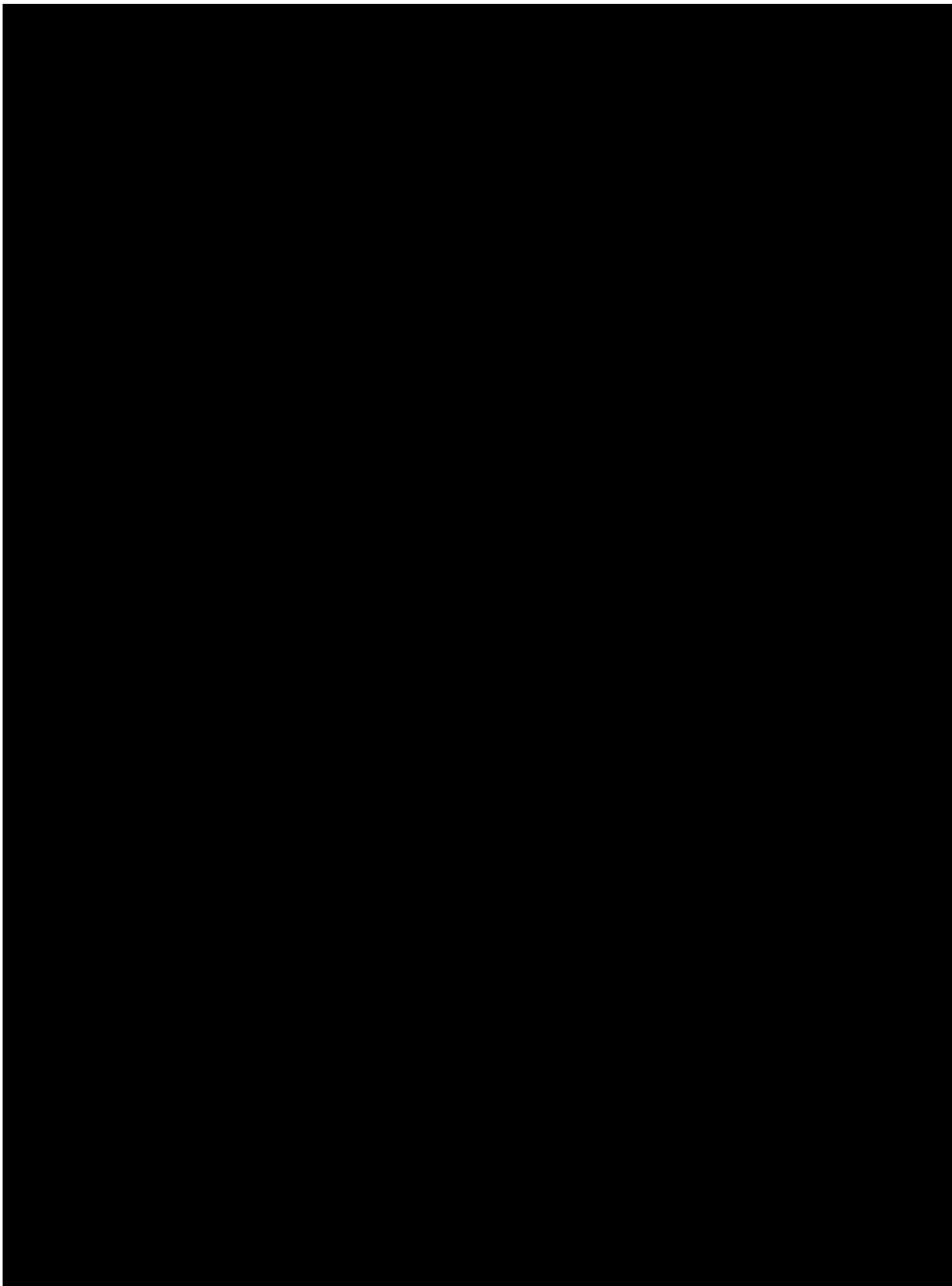
*Cash balance available once all FY20-21 obligations & receivables have been settled

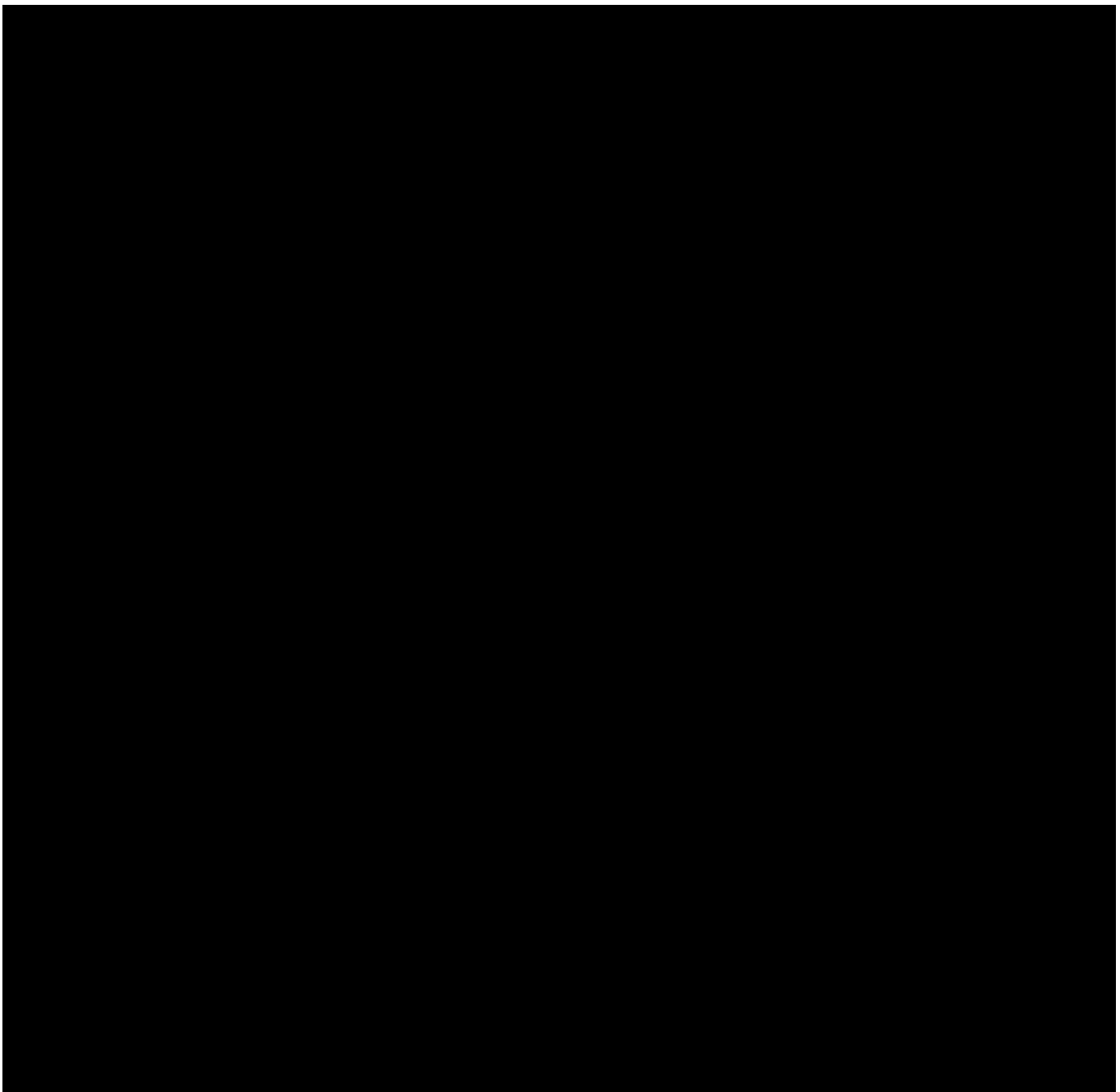
\$3,773,482













ATTACHMENT #4

2021-22 July Personnel Report

CPCS FY22 MONTHLY PERSONNEL REPORT - JULY 2021

Current Employees	Vacancies
136	4

Campus	Current	Vacancies	New Hires
Elementary School	78	-	1
Middle School	38	-	0
High School	10	4	2
Network Operations	10	-	1

New Hires	Position
Tomlin, Michelle	HS - School Aide
Facey, Maryann	ES - Operations Manager
Luton, Lisa	NO - Talent & Recruitment Manager
Davis, Ian	HS - Custodian



2021-22 School Year Board Meeting #2 Minutes

Frederica Jefferies, CPCS Chair called the meeting to order and welcomed everyone to the CPCS 2021-22 School Year Board Meeting #2 at 6:30 PM on August 18, 2021.

Frederica Jefferies, Chair requested verification from the members present of “The Notice of Meeting” sent to each of the members of the board via email. Each member noted the proper notification was received.

Pursuant to the NY State Public Meetings Law the public notice of meeting was provided in the following manner thus meeting the law’s requirement of media and public notice:

- The Wave via email
- Public Posting at CPCS Office
- CPCS Websites and Social Media Sites

Karon McFarlane, Secretary of the Board of Trustees called the roll of the board.

Members present: Frederica Jefferies, Karon McFarlane, Linda Plummer and Dr. Michelle Daniel-Robertson

Members absent: Andrew Barnes and Gertrudis Hernandez

Also, present: Michael R. Estep. He was given the rights of the floor to speak during the meeting by common consent.

The Chair offered opportunity for any questions from the public. No comments or questions were offered.

1. The agenda was approved by common consent.
2. The Chair called for a review of the minutes of the 2021-22 School Year Board Meeting #1 [Attachment #1]. The minutes were approved by common consent.
3. The Chair called for the report of Dr. Les Mullings, CEO. Dr. Mullings shared that all systems are go on the start of the 2021-22 School Year for in-person education. All staff have been this week [August 16-20, 2021] engaged in Professional Development sessions in preparation for our scholars to have a safe and productive return to school beginning on Monday, August 23, 2021.



Dr. Mullings indicated that the 1520 Central Avenue CTE High School site has officially been turned over to Challenge and the buildings are being readied for opening on Monday, August 23, 2021.

Dr. Mullings gave an update on the CTE High School and the significant progress that has been made with the CUNY School of Labor and Urban Studies being our partner in multiple ways with dual credit course design, bringing other CUNY schools that they have partnership with to support our CTE pathways, and the collaboration agreement between SLU and Challenge.

Following discussion, the report was received with appreciation.

4. The Chair called for the July 2021 Financial Report [Attachment #2]. Following review, the report was received by common consent.
5. The Chair called for the presentation of the 2021-22 August Personnel report [Attachment #3]. Karon McFarlane moved approval of 2021-22 August Personnel Report with a second from Linda Plummer. The motion carried unanimously.
6. The Chair called for the presentation of the 2021-22 School Year Reopening Plan V1 [Attachment #4]. Dr. Mullings lead the Board through the plan highlighting the guidance from the CDC, NYSED and NYDOH. Following discussion, a motion was made by Frederica Jefferies with a second by Karon McFarlane to approve the 2021-22 School Year Reopening Plan V1. The motion carried unanimously. It was noted that as updated guidance from the CDC, NYSED, NYDOH and NYS Governors Office, etc sections effected in the plan by the new guidance would be edited to reflect the new guidance.
7. The Chair called on Dr. Mullings to update the Board on the American Rescue Plan Application [ESSA 3] [Attachment #5]. The final application will be reviewed by the Board Chair on behalf of the entire Board prior to its submission.

The meeting adjourned by common consent.

Respectfully submitted:

A handwritten signature in blue ink that reads "Karon K. McFarlane".

Karon McFarlane
Secretary



ATTACHMENT #1

CPCS

2021-22 School Year

Board Meeting #1

Minutes

See Prior Month

Minutes for Attachments



2021-22 School Year Board Meeting #1 Minutes

Frederica Jefferies, CPCS Chair called the meeting to order and welcomed everyone to the CPCS 2021-22 School Year Board Meeting #1 at 6:30 PM on July 21, 2021.

Frederica Jefferies, Chair requested verification from the members present of “The Notice of Meeting” sent to each of the members of the board via email. Each member noted the proper notification was received.

Pursuant to the NY State Public Meetings Law the public notice of meeting was provided in the following manner thus meeting the law’s requirement of media and public notice:

- The Wave via email
- Public Posting at CPCS Office
- CPCS Websites and Social Media Sites

Karon McFarlane, Secretary of the Board of Trustees called the roll of the board.

Members present: Frederica Jefferies, Karon McFarlane, Andrew Barnes and Linda Plummer.

Members absent: Dr. Michelle Daniel-Robertson and Gertrudis Hernandez

Also, present: Michael R. Estep and Eunice Armstrong. They were given the rights of the floor to speak during the meeting by common consent.

The Chair offered opportunity for any questions from the public. No comments or questions were offered.

1. The agenda was approved by common consent.
2. The Chair called for a review of the minutes of the 2020-21 School Year Board Meeting #12 and Annual Meeting #12 [Attachment #1]. The minutes were approved by common consent.
3. The Chair called for the report of Dr. Les Mullings, CEO. Dr. Mullings expressed appreciation to the Board for their support during the loss of his mother.

Dr. Mullings gave an overview of the recent efforts to complete the ESSER 2 and ESSER 3 (American Rescue Plan) applications. He additionally informed the Board of the preparations for the 2021-22 school year. The school continues to monitor the CDC, NYSED, NYS Health Department and NYCDOE guidelines



(masks, social distancing, vaccinations, testing, etc.) about the operation of in person instruction for the 2021-22 school year. An updated Reopening Plan is being prepared and will be presented to the Board in the next Board meeting for their review and approval.

Following discussion, the report was received with appreciation.

4. The Chair called for the June 2021 Financial Report [Attachment #2]. Following review, the report was received by common consent.
5. The Chair called for the review of the 2021-22 Annual Budget Report [Attachment #3]. Following discussion, Linda Plummer made a motion with a second by Karon McFarlane to approve the 2021-22 Annual Budget. The motion carried unanimously.
6. The Chair called for the presentation of the 2021-22 July Personnel report [Attachment #4]. Karon McFarlane moved approval of 2021-22 contracts for all listed on the report with a second from Linda Plummer. The motion carried unanimously.

The meeting adjourned by common consent.

Respectfully submitted:

A handwritten signature in blue ink that reads "Karon K. McFarlane". The signature is written in a cursive style.

Karon McFarlane
Secretary



ATTACHMENT #2

July 2021 Financials

CHALLENGE PREPARATORY CHARTER SCHOOL

FINANCIAL REPORTS JULY 2021

- Profit & Loss**
- Balance Sheet**
- Statement of Cash Flows**

Challenge Prep Charter School
Profit and Loss
July 2021

	Total
Income	
4100 State Grants	
4101 Per Pupil Allocations	1,482,272.00
4102 Per Pupil Allocations for SPED	106,500.50
Total 4100 State Grants	\$ 1,588,772.50
4200 Federal Grants	
4202 Title I	6,797.00
4206 E-Rate	71,950.80
Total 4200 Federal Grants	\$ 78,747.80
4400 Miscellaneous Income	
4401 Interest Income	171.25
Total 4400 Miscellaneous Income	\$ 171.25
Total Income	\$ 1,667,691.55
Gross Profit	\$ 1,667,691.55
Expenses	
5000 Compensation	
5100 Instructional Staff	
5101 Administrative Leadership	19,832.42
5102 Instructional Leadership	107,825.46
Total 5100 Instructional Staff	\$ 127,657.88
5200 Non-Instructional Staff	
5201 Finance & Human Resources	21,529.18
5202 Administration & Operations	97,061.17
5204 Administrative Assistant	14,389.59
5205 Custodians	30,533.03
5206 Security Guards	26,262.53
Total 5200 Non-Instructional Staff	\$ 189,775.50
5300 Pupil Support	
5301 Pupil Support Services	28,683.36
5302 School Aides	22,441.36
Total 5300 Pupil Support	\$ 51,124.72
Total 5000 Compensation	\$ 368,558.10
5400 Benefits	
5402 NY State Unemployment Insurance	1,124.98
5403 Social Security - EmployER	23,003.96
5404 Social Security - EmployEE	0.00
5405 Medicare - EmployER	5,379.93
5406 Medicare - EmployEE	0.00
5408 NYS Disability	0.00
5409 Medical Insurance	72,798.97
5410 Dental Insurance	4,940.01
5411 Vision Insurance	1,003.81
5412 Life Insurance, STD, LTD, AD&D	4,907.40

5414 Retirement 403(B) Match	8,602.19
5415 Retirement 403(B) Clearing	-16,703.52
5420 Other Employer Taxes	2,382.36
5421 Garnishment Child Support (Clearing)	0.00
5422 HRA/FSA Diff Card Premium & Contributions	1,832.00
5423 Garnishments - Other	0.00
5425 AFLAC (Clearing)	-3,361.74
Total 5400 Benefits	\$ 105,910.35
6100 Administrative Expenses	
6101 Office Supplies	3,501.70
6105 Copy Machine Lease	3,461.00
6106 Postage and Delivery	227.60
6107 Temperature Scanning Kiosk Lease	901.00
6109 Administrative Licenses, Software, & Subscriptions	4,194.12
6110 Team Building/Staff Lunch & App	2,729.91
6111 Student/Family Appreciation	1,140.02
6112 Travel to/from Meetings	25.00
6114 Signage (Indoor/Outdoor)	107.75
6115 Student Uniforms/Apparel	3,863.40
6119 Classroom Furniture and Equipment (non-asset)	-99.93
Total 6100 Administrative Expenses	\$ 20,051.57
6200 Professional Services	
6202 Payroll Services	29,644.47
6203 Communication & Compliance Consulting Services	60,351.25
6205 Educational Consulting	57,495.83
6206 Financial Management Services	516.25
6208 Temporary Staffing Services	6,700.00
6216 Cleaning Services	7,500.00
Total 6200 Professional Services	\$ 162,207.80
6300 Professional Development	
6301 Instructional Staff PD	835.52
6302 Non-Instructional Staff PD	2,768.36
6303 Board Development/ Strategic Planning	1,165.00
Total 6300 Professional Development	\$ 4,768.88
6400 Marketing and Staff/Student Rec	
6401 Advertising	1,700.00
6402 Student Recruiting	2,549.16
6404 Staff Recruiting	1,536.43
6405 Website Maintenance	994.00
Total 6400 Marketing and Staff/Student Rec	\$ 6,779.59
7100 Curriculum & Classroom Expenses	
7102 Curric Textbooks and Other Curr	8,839.32
7107 Curriculum Licenses, Software, & Subscriptions	18,207.25
7110 Classroom Supplies	3,562.30
Total 7100 Curriculum & Classroom Expenses	\$ 30,608.87
8100 Facility	
8102 Utilities	12,902.37
8104 Rent Expense	190,317.98

8106 Real Estate Taxes		26,015.61
8111 Relocation Expense		195.32
8114 Custodial Supplies		20,664.13
8115 Landscaping		687.50
8120 Repair & Maintenance		10,991.40
Total 8100 Facility	\$	261,774.31
8200 Technology Expenses		
8201 Phone & Fax Expenses		3,124.16
8202 Mobile Phone Expenses		789.84
8203 Internet Connectivity Expenses		1,252.38
8205 Technology Consultants		20,227.25
8208 Technology Supplies		1,817.10
8209 Technology Equipment (non-asset)		675.00
8210 Technology Licenses, Software, & Subscriptions		7,208.40
Total 8200 Technology Expenses	\$	35,094.13
Total Expenses	\$	995,753.60
Net Operating Income	\$	671,937.95
Net Income	\$	671,937.95

Challenge Prep Charter School
Balance Sheet
As of July 31, 2021

	Total
ASSETS	
Current Assets	
Bank Accounts	
1000 Cash	
1001 HSBC Checking - 0844	5,041,675.08
1002 HSBC Checking - 0852	3,066.75
1003 HSBC Checking - 0879	365,987.95
1004 HSBC Checking - 0887	0.00
1005 HSBC Money Market - 5972	2,500,171.25
1006 Chase Escrow - 3060	70,000.00
1007 Petty Cash	0.00
Total 1000 Cash	\$ 7,980,901.03
Total Bank Accounts	\$ 7,980,901.03
Accounts Receivable	
1100 Accounts Receivable	355,331.97
1200 Other Receivables - Salary Advance	0.00
Total 1100 Accounts Receivable	\$ 355,331.97
Total Accounts Receivable	\$ 355,331.97
Other Current Assets	
1300 Prepaid Expenses	636,492.10
1301 Prepaid Insurance	0.00
1310 Prepaid Rent	488,023.42
1400 Due From Challenge Charter Network	0.00
Inventory Asset	0.00
Total Other Current Assets	\$ 1,124,515.52
Total Current Assets	\$ 9,460,748.52
Fixed Assets	
1500 Furniture, Fixtures & Equipment	8,258.29
1510 Office & Admin Computers & Equipment	249,149.22
1511 Classroom Computers & Equipment	933,780.24
1512 Classroom Furniture	391,771.53
1513 Office Furniture	89,016.93
1514 Musical Instruments	16,389.83
1515 Computer Software	44,217.42
Total 1500 Furniture, Fixtures & Equipment	\$ 1,732,583.46
1519 Facility and Construction	127,588.58
1520 Architect Fees	115,619.76
1525 Fire Alarm System	7,500.00
1530 Kitchen/Cafeteria	162,079.22
1535 Construction In Progress	320,672.50
1540 Leasehold Improvements	428,069.63
Total 1519 Facility and Construction	\$ 1,161,529.69
1610 Website	11,000.00

1700 Accumulated Depreciation & Amortization		
1710 Accumulated Depreciation		-1,400,712.55
1750 Accumulated Amortization		-7,944.45
Total 1700 Accumulated Depreciation & Amortization	-\$	1,408,657.00
Total Fixed Assets	\$	1,496,456.15
Other Assets		
1800 Security Deposits		925,999.20
2500 Sales Tax Receivable		0.00
Total Other Assets	\$	925,999.20
TOTAL ASSETS	\$	11,883,203.87
LIABILITIES AND EQUITY		
Liabilities		
Current Liabilities		
Accounts Payable		
2000 Accounts Payable		901,987.35
Total Accounts Payable	\$	901,987.35
Other Current Liabilities		
2100 HSBC Loan Payable		1,792,512.00
2300 Accrued Salaries/Taxes		241,750.87
2301 Accrued Expenses		90,108.15
2302 Refunds Payable		1,655.00
2303 Accrued Interest - PPP		17,160.49
2400 Unearned/Deferred Revenue		1,460,499.04
Total Other Current Liabilities	\$	3,603,685.55
Total Current Liabilities	\$	4,505,672.90
Long-Term Liabilities		
2700 Deferred Rent Liability		2,660,164.46
Total Long-Term Liabilities	\$	2,660,164.46
Total Liabilities	\$	7,165,837.36
Equity		
3000 Opening Balance Equity		0.00
3100 Retained Earnings		4,045,428.56
Net Income		671,937.95
Total Equity	\$	4,717,366.51
TOTAL LIABILITIES AND EQUITY	\$	11,883,203.87

Challenge Prep Charter School
Statement of Cash Flows
 July 2021

	Total
OPERATING ACTIVITIES	
Net Income	671,937.95
Adjustments to reconcile Net Income to Net Cash provided by operations:	
1100 Accounts Receivable	-6,797.00
1300 Prepaid Expenses	-427,742.97
1310 Prepaid Rent	-153,847.72
2000 Accounts Payable	215,630.69
2300 Accrued Salaries/Taxes	-483,501.72
2400 Unearned/Deferred Revenue	1,588,772.50
Total Adjustments to reconcile Net Income to Net Cash provided by operations:	\$ 732,513.78
Net cash provided by operating activities	\$ 1,404,451.73
INVESTING ACTIVITIES	
1500 Furniture, Fixtures & Equipment	-8,258.29
1511 Furniture, Fixtures & Equipment:Classroom Computers & Equipment	-89,232.80
1513 Furniture, Fixtures & Equipment:Office Furniture	-32,033.50
Net cash provided by investing activities	-\$ 129,524.59
Net cash increase for period	\$ 1,274,927.14
Cash at beginning of period	6,705,973.89
Cash at end of period	\$ 7,980,901.03



ATTACHMENT #3

2021-22 August Personnel Report

CPCS August 2021 Personnel Report

Current Employees	Vacancies
152	12

Campus	Current	Vacancies	New Hires
Elementary School	79	7	12
Middle School	41	3	12
High School	18	2	11
Network Operations	14	-	-

New Hires	Campus	Position
Hall, Claudette	Elementary	Classroom Teacher
Vanella, Marisa	Elementary	Classroom Teacher
Espinal, Amanda	Elementary	Teaching Assistant
Denker, Darlene	Elementary	Special Education Teacher
Devallon, Joanne	Elementary	Teaching Assistant
Akiysha Ackah	Elementary	Classroom Teacher
Flores, Jamilex	Elementary	Classroom Teacher
Stabiner, Casey	Elementary	Teaching Assistant
Scarfogliero, William	Elementary	Special Education Teacher
Lubin, Rivka	Elementary	Classroom Teacher
Davy, Mia	Elementary	Classroom Teacher
Durso, Briana	Elementary	Art Teacher
Hill, Damon	Middle	Classroom Teacher
Mitchell, Misty	Middle	Classroom Teacher
Tramell, Amani	Middle	Teaching Assistant
Outlaw, Jasmine	Middle	Teaching Assistant
Schulman, Benjamin	Middle	Teaching Assistant
Dancy, Nayjah	Middle	Teaching Assistant
McCormack, Shane	Middle	Special Education Teacher
Bendix, Stacey	Middle	Special Education Teacher
Hunter, Jasmine	Middle	Special Education Teacher
Robinson, Anwar	Middle	Music Teacher
Malaga, Mitchell	Middle	PE & Health Teacher
Salas Pena, Victor	Middle	Custodian
Ewashchshyn, Steven	High	English & Electives
Javaid, Sameer	High	Math & Electives
Palmer, Tamara	High	English & Electives
Himelstein, Ephraim	High	Science & Electives
Terrell, Dimond	High	Teaching Assistant
Isaacs, Shannela	High	Teaching Assistant
Parisi, Daniel	High	PE & Health Teacher
Hogan, Laura	High	Career and Financial Management Teacher
Hassan, Bibi	High	Guidance Counselor
Parker-Bey, Natalie	High	Social Worker
Shand, Lindsayroy	High	Security Guard



ATTACHMENT #4
2021-22 School Year
Reopening Plan V1



Reopening Plan 2021-22

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Challenge Charter School Reopening Plans

2021-22

www.challengecharterschools.org/reopeningA

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Rev. Dr. Les Mullings - Founder/CEO

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Dear Challenge Charter Families,

We have been eagerly awaiting the start of the new school year even amidst new standards, practices, and guidelines that will impact our school.

I am happy to inform you that we have determined that Challenge will open on Monday, August 23, 2021 with our scholars and staff will be **in person at each of our sites**.

This document outlines a great number of details regarding reopening, and it is important that you know the top priority upon reopening is the health and safety of our scholars, staff, and families. This year, Challenge will be operating with a recently adopted set of comprehensive health and safety measures. We have been working with updated state and local guidelines for schools that were released on July 29, 2021 from NYSED with further clarification from the NYSED on August 10, 2021 from Betty A. Rosa, NY State Commissioner of Education.

The following guidance from NYSED Commissioner has been some of the guiding principles of our updated 2021-22 Reopening Plan:

- masking for all individuals, and for all indoor events in all schools
- use of mass transit masking rules for school-supplied transportation [NYC OPT has indicated one scholar per school bus seat unless they are from the same household]
- physical distancing of 3 feet indoors, where possible with local discretion

To make sure we have a school environment that fosters the safety of your scholars as well as our staff, and school community, we have created the *Safe Response Policy*. It is important that families are knowledgeable of this policy in advance of reopening the school. Scholars will be mandated to return home if school personnel determine they exhibit symptoms of COVID-19. Return to school will require a dated doctor's note to clear the student. Additionally, Challenge is requiring ALL staff to be vaccinated unless medically prohibited to do so.

From daily screening and cleaning practices, to teaching supports and modifications of our classroom environment, as well as adding better methods of communication with families, we have reviewed and updated all aspects of Challenge Charter's approach to learning in the context of COVID-19. We look forward to your partnership in ensuring that our school community is kept safe during these unusual times and your flexibility as we make any other necessary changes in response to the virus.

As always, our commitment is to the highest quality education "in a safe, supportive, technology-infused, and data-enriched school environment." Learning will continue no matter what form and model we need to use this academic year. Our teachers and staff have never been more dedicated to our scholars.

Sincerely,



Rev. Dr. Les Mullings
Founder/CEO

Introduction

Our world and educational systems have been greatly disrupted by the novel coronavirus. Challenge Charter School closed in mid-March 2020 for cleaning and remained closed for in person learning at our sites, dramatically changing teaching and learning through our entire 2020-21 school year.

Learning never stopped at Challenge Charter due to the hard work and endeavors of our teachers, teacher assistants, and academic support team. Our scholars also worked hard during the 2020-21 school year, and to fully support remote learning, Challenge provided Chromebooks and hotspots (when needed) to every scholar. We thank our families for supporting the changes and becoming stronger partners during the last year and half.

The evidence is clear that learning will continue at Challenge Charter, no matter the challenges the pandemic presents. This year, we will help our scholars re-enter in-person learning with the same vigor and dedication as we all rebound towards meeting and exceeding expectations and our great potential as individuals and as a school.

Our CEO, Leadership Team, and Board of Trustees have been planning for reopening for more than a year, and at every turn the health and safety of our staff, scholars, and their families has been top priority. As we begin our 2021-22 academic year, recommendations from the New York Department of Education, CDC, and state and local health agencies are just that - recommendations. As an independent charter school, we therefore have the ability to make decisions regarding our particular school community.

The 2021-22 Challenge Charter Reopening Plan reflects updates and will continue to evolve as we respond to the COVID-19 crisis. As you can imagine, the resulting document required hours of teamwork and detailed preparation.

The process has involved virtual meetings with leaders at every level of our school - our Founder, Board Members, Directors, Principals, Administrators, and Staff. We have utilized the insight from stakeholders, consultants, health officials, community members and leaders, legal professionals, affiliated organizations while also using research and information from reliable sources.

We hosted two Town Halls regarding School Funding and Reopening Plans via Zoom on June 1 and June 3, 2020. A family survey was sent out shortly after our Town Halls. We are using the results from that survey to help us plan the 2021-22 school year and beyond. Through our 2020 Family Survey, we identified the issues important to our families regarding learning and the health and safety of the children we serve. Well over half of our families requested in-person learning with hybrid only if necessary. Very few Challenge Charter families expressed wanting remote learning.

As from the beginning of the pandemic to now, our entire staff is dedicated to the quality education we provide to scholars, and every one of us is charged with learning new tools, technologies, and safety methods to make the 2021-22 academic year successful.

Overall Guiding Principles

1. **Health and safety:** We prioritize the health and safety of our scholars and staff and will make decisions informed by Centers for Disease Control and Prevention (CDC), New York State Education Department (NYSED), New York City Department of Education (NYC DOE), American

Academy of Pediatrics, New York State Department of Health and our local Department of Health guidelines.

2. **Quality:** Our scholars deserve high quality and robust learning opportunities.
3. **Equity and Access:** We must meet the needs of all students by differentiating, providing support, and by providing needed resources and services.
4. **Structure:** Providing explicit expectations and supports that will help staff, scholars, and families be successful regardless of the learning environment.
5. **Simplicity:** Having clear and simple priorities will increase our effectiveness.
6. **Connection:** We must be intentional about ensuring continued opportunities to function as a community.
7. **Continuous Improvement:** We are committed to striving for excellence by reading, researching, reflecting, asking for help, and collaborating.

(Adapted from Bellwether Education partners)

Health & Safety

This section has been prepared with the current guidelines and recommendations from national, state and local agencies. Please note that any guidance in this section may be voided and/or changed by the New York State Department of Education, the New York Department of Health, state mandates, and updates from medical professionals issuing standing orders and guidance.

Health Screenings

CPCS currently has a New York City Department of Health assigned nurse at each of the CPCS sites. CPCS will implement mandatory health screenings, including temperature checks, of students, faculty, staff, and, when applicable, contractors, vendors, and visitors to identify any individuals who may have COVID-19 or who may have been exposed to the COVID-19 virus.

Temperature checks will be conducted per U.S. Equal Employment Opportunity Commission and DOH guidelines. Specifically, all individuals must have their temperature checked each day before entering any CPCS facility. If an individual presents a temperature greater than 100.0°F, the individual will be denied entry into the facility. If the individual is a student, he/she will be taken directly to the facility's isolation room prior to being picked up by a parent/guardian. If the individual is a staff member, he/she will return home and the appropriate supervisor will be notified.

CPCS will also use a Daily Health Questionnaire (details on how to access and submit will be sent to parents/guardians and CPCS staff) for faculty and staff reporting to school; and CPCS will use a questionnaire for students that parents/legal guardians will complete at home and be verified to CPCS electronically each school day. If the electronic submission of a student has not taken place by the time they arrive at CPCS, an alert will go out to the parent via ParentSquare. CPCS will contact the parent/legal guardian if the Daily Health Questionnaire is regularly not filled out. The questionnaire has been developed in consultation with the CPCS health partner and complies with DOH and CDC guidelines.

CPCS understands that it is prohibited from keeping records of students, faculty, staff, and visitor health data (e.g., the specific temperature data of an individual), but is permitted to maintain records that confirm that individuals were screened and the result of such screening (e.g., pass/fail, cleared/not cleared).

In some instances, screening may be conducted remotely (e.g. by electronic survey, digital application, or telephone, which may involve the parent/legal guardian), before the individual student reports to school, to the extent possible; or may be performed on site at the school. Remote screening will be coordinated to identify individuals who should not go to school and should be referred to their health care provider for further evaluation and COVID-19 testing.

On-site screening will be coordinated in a manner that prevents individuals from intermingling (social distancing) in close or proximate contact with each other prior to completion of the screening. Screening for all students, faculty, staff, visitors, contractors, and vendors, will be completed using a questionnaire that determines whether the individual has:

- (a) knowingly been in close or proximate contact in the past 14 days with anyone who has tested positive through a diagnostic test for COVID-19 or who has or had symptoms of COVID-19;
- (b) tested positive through a diagnostic test for COVID-19 in the past 14 days;
- (c) has experienced any symptoms of COVID-19, including a temperature of greater than 100.0°F, in the past 14 days; and/or
- (d) has traveled internationally or from a state with widespread community transmission of COVID-19 per the New York State Travel Advisory in the past 14 days.

CPCS understands that the quarantine of students, faculty, or staff may be required after international travel or travel within certain states with widespread community transmission of COVID-19, pursuant to current CDC and DOH guidance, as well as Executive Order 205.

CPCS further understands that the manifestation of COVID-19 in children, although similar, is not always the same as that for adults. Children may be less likely to present with fever as an initial symptom, and may only have gastrointestinal tract symptoms, which should be taken into consideration during the screening process. CPCS staff will remind parents/guardians that students may not attend school if they have had a temperature of greater than 100.0°F at any time in the past 14 days, even if a fever-reducing medication was administered and the student no longer has a fever.

COVID-19 Vaccination Requirements

As of August 2021, CPCS requires all staff including teachers, administrators, security, and custodial staff to have received the COVID-19 vaccination. If for any medical reason a staff member cannot receive the vaccination, a doctor's notice will be required to be on file.

Daily In-Person Learning Pre-Arrival Requirements:

Only come to school buildings if you can answer “No” to ALL of the following*:	Staff	Scholars	Visitors
<ul style="list-style-type: none"> ● Fever or chills (100.0°F or greater) ● Knowingly been in close or proximate contact in the past 14 days with anyone who has tested positive through a diagnostic test for COVID-19 or who has or had symptoms of COVID-19 ● Tested positive through a diagnostic test for COVID-19 in the past 14 days ● Experienced any symptoms of COVID-19, including a temperature of greater than 100.0°F in the past 14 days: and/or ● Traveled internationally or from a state with widespread community transmission of COVID-19 per the New York State Travel Advisory in the past 14 days 	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓

**Result of this screening is required daily via the ParentSquare app*

Daily In-Person Learning Building-Arrival Protocol:

Expect the following upon arrival at each site*:	Staff	Scholars	Visitors
<ul style="list-style-type: none"> ● Greeting by an Operations Team member in PPE ● Reminders to keep masks on at all times ● Lining up adhering to strict social-distancing rules ● Touchless temperature check for reading (100.3°F or lesser) ● Instructions from screener on where to report ● Hand sanitizer upon building entry ● Adherence social distancing rules throughout the day 	✓ ✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓ ✓ ✓

**Staff members will not be given access to the building if they fail the temperature check. Any staff items needed will be retrieved by a staff member and delivered to the arrival team. These rules are consistent with [EEOC laws](https://www.eeoc.gov/coronavirus). <https://www.eeoc.gov/coronavirus>*

Daily In-Person Learning Building Safety Protocol:

Expect the following if you exhibit signs of Covid-19 at each site*:	Staff	Scholars	Visitors
<ul style="list-style-type: none"> ● Sent to the site’s DOH nurse for contactless examination ● Sent home immediately (only if able to go independently) ● Sent to a monitored designated isolation room to await pickup, observing all social distancing rules, and offering general care ● Parent/Guardian called to pick up scholar within 2 hours ● Receipt of a checklist for at-home care ● Receipt of a school letter requiring at-home instruction^ for 2 weeks ● Receipt of a school letter listing protocols for medical clearance for building reentry ● Adherence to CDC guidelines for cleaning and disinfecting using products that meet EPA criteria to minimize potential for other employees being exposed to respiratory droplets. If waiting 24 hours is not feasible, wait as long as possible 	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓ ✓

**Screening results are recorded daily via the ParentSquare, however personal answers are not recorded.
^Staff member(s) may work remotely at the discretion of the Principal/HR.*

Face Covering Requirements

CPCS will require face coverings at all times, even during instruction by all individuals in CPCS facilities and on school grounds. All individuals – including students (K-10), staff and visitors – must wear face coverings throughout the school facility. CPCS will procure acceptable face coverings and provide such coverings to faculty and staff while at work at no cost to the faculty or staff members, pursuant to Executive Order 202.16, as amended and extended. An adequate supply of face

coverings, masks, and other required PPE will be maintained on hand should faculty or staff need a replacement, or a student be in need.

Acceptable face coverings for COVID-19 include but are not limited to cloth-based face coverings and surgical masks that cover both the mouth and nose. Cloth face coverings with air valves are not permissible. CPCS will allow students, faculty, and staff to use their own acceptable face coverings, but cannot require faculty and staff to supply their own face coverings. Further, this guidance shall not prevent employees from wearing their personally owned protective coverings (e.g., surgical masks, N-95 respirators, face shields with masks), as long as they adhere to the minimum standards of protection for the specific activity. Non-disposable masks must be washed daily.

CPCS may otherwise require employees to wear more protective PPE due to the nature of their work. If applicable, CPCS will comply with all applicable OSHA standards. Further details about PPE equipment at CPCS can be found on our website <https://challengecharterschools.org/ppe-equipment>.

Hygiene

CPCS ensures adherence to hygiene and cleaning and disinfection requirements as advised by the CDC and DOH, including “[Guidance for COVID-19 Prevention in K-12 Schools](https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-guidance.html)”. <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-guidance.html> (August 5, 2021 Update)

CPCS will maintain logs that include the date, time, and scope of cleaning and disinfection and will develop and maintain a schedule that will identify cleaning and disinfection frequency for each CPCS facility and will assign responsibility.

CPCS will train all students, faculty, and staff on proper hand and respiratory hygiene, and should provide information to parents and/or legal guardians on ways to reinforce this at home.

CPCS will provide and maintain hand hygiene stations around the school, as follows:

- For handwashing: soap, running warm water, and disposable paper towels.
- For hand sanitizing: an alcohol-based hand sanitizer containing at least 60% alcohol for areas where handwashing facilities may not be available or practical.

Upon the advice of the CPCS health advisor, CPCS will approve and permit the use of alcohol-based hand sanitizers in school facilities without orders from an individual’s physician as alcohol-based hand sanitizers are considered over-the-counter drugs. Student use of alcohol-based hand sanitizers will always be supervised by adults to minimize accidental ingestion and promote safe usage; supervision is required for the use of hand sanitizers by elementary school students.

Parents/guardians can inform the school that they do not want their child to use alcohol-based hand sanitizers by sending a written notice to the school. CPCS must provide accommodations for students who cannot use hand sanitizer, to allow for their use of handwashing stations. CPCS will make hand sanitizer available throughout common areas. Hand sanitizer will be placed in convenient locations,

such as at building and classroom entrances and exits. Touch-free hand sanitizer dispensers will be installed where possible.

CPCS will place signage near hand sanitizer stations indicating that visibly soiled hands should be washed with soap and water; hand sanitizer is not effective on visibly soiled hands.

CPCS will remind individuals that alcohol-based hand sanitizers can be flammable and may not be suitable for certain areas in school facilities and on school grounds.

CPCS will place receptacles around the school for disposal of soiled items, including paper towels, water disposable cups and PPE.

Field Trips/After School Activities

CPCS will not have external in-person student field trips and after school activities (beyond tutoring) until AFTER the COVID-19 health crisis is over.

Outside Play Area

CPCS will follow all of the health, hygiene and safety guidelines for the use of the outside play area at 710 Hartman Lane used for the Kindergarten classes. It is an open area. Any playground equipment will be clean and disinfected after each class usage.

Cleaning and Disinfection

CPCS Restart Operations Plans to safely reopen facilities and grounds, such as cleaning and disinfection, and restarting building ventilation, water systems, and other key facility components, will follow DOH guidelines.

CPCS will ensure that cleaning and disinfection are the primary responsibility of the school's custodial staff. However, CPCS will also provide appropriate cleaning and disinfection supplies to faculty and staff for use in disinfecting shared and frequently touched surfaces:

- CPCS will provide disposable wipes to faculty and staff so that commonly used surfaces (e.g., keyboards, desks, remote controls) can be wiped down before and/or after use, followed by hand hygiene.
- To reduce the possible spread of the virus on high-touch surfaces, CPCS has installed touch-free amenities, such as trash receptacles and paper towel dispensers, where feasible.

CPCS will conduct regular cleaning and disinfection of the facilities and more frequent cleaning and disinfection for high-risk areas used by many individuals and for frequently touched surfaces, including desks and cafeteria tables which will be cleaned and disinfected between each individual's use, if shared. If student cohorts are used, cleaning and disinfection may take place between each cohort's use rather than each individual. Cleaning and disinfection must be rigorous and ongoing and will occur at least daily, or more frequently as needed. The custodial staff have been trained to follow

the NYSDOH, CDC and local health departments guidelines on how to clean and disinfect CPCS facilities.

- CPCS will ensure regular cleaning and disinfection of restrooms. Restrooms will be cleaned and disinfected often depending on frequency of use.
- CPCS will ensure that materials and tools used by employees are regularly cleaned and disinfected using registered disinfectants. Custodial supervisors will follow the Department of Environmental Conservation (DEC) list of products registered in New York State and identified by the EPA as effective against COVID-19.

If cleaning or disinfection products or the act of cleaning and disinfection causes safety hazards or degrades the material or machinery, CPCS will put in place hand hygiene stations between use and/or supply disposable gloves and/or limitations on the number of employees using such equipment/machinery.

CPCS will follow the best practices to implement in shared (i.e., communal) bathrooms include, but are not limited to:

- Installation of physical barriers between toilets and sinks; and
- Use of touch-free paper towel dispensers in lieu of air dryers.

CPCS will follow distancing rules to the best of our ability at all of our sites adhered to by using signage, occupied markers, or other methods to reduce restroom occupancy at any given time, where feasible.

CPCS will ensure the cleaning and disinfection of exposed areas in the event an individual is confirmed to have COVID-19, with such cleaning and disinfection to include, at a minimum, all heavy transit areas and high-touch surfaces.

Safety Drills

Education Law § 807 requires that schools conduct 8 evacuation and 4 lockdown drills each school year. When planning drills, CPCS will modify its drill procedures to minimize risk of spreading infection. Conducting drills is an important part of keeping students and staff safe in an emergency, however, CPCS will take steps to minimize the risk of spreading infection while conducting drills. As such, it will be necessary for CPCS to conduct drills in the 2021-22 school year using protocols that are different from the protocols used previously.

Regardless of the modification used when conducting a drill, CPCS students will be instructed that if it was an actual emergency that required evacuation or lockdown, the most imminent concern is to get to safety; maintaining social distancing in an actual emergency that requires evacuation or lockdown may not be possible and should not be the first priority. Modifications to our safety drill schedules are linked <https://challengecharterschools.org/reopening>.

CPCS modifications to evacuation drill protocols will include, but are not limited to:

CPCS will conduct drills on a “staggered” schedule, classrooms will evacuate separately rather than all at once, and appropriate distance will be kept between students to the evacuation site. Staggering by the classroom, minimizes contact of students in hallways, stairwells, and at the evacuation site. If conducting drills using a modified procedure, it is required that the drill be conducted with all students in the school building on that school day, it may be necessary to do so during a class period that is extended for this purpose.

Modifications to Lockdown Drills will include, but are not limited to:

- CPCS will conduct lockdown drills in classroom settings while maintaining social distancing and using masks;
- CPCS will conduct lockdown drills on a “staggered” schedule with smaller numbers of students present to maintain social distancing, CPCS will be certain that all students receive instruction in emergency procedures and participate in drills while they are in attendance in-person; and
- CPCS will conduct lockdown drills in the classroom without “hiding”/“sheltering.” Teachers will provide students with an overview of how to shelter or hide in the classroom.

Positive Screen Protocols

Any CPCS student, staff, or visitor who screens positive for COVID-19 exposure or symptoms, if screened at a CPCS facility, must be immediately sent home and will be given instructions to contact their health care provider for assessment and testing.

Students who are being sent home because of a positive screen (e.g., the onset of COVID-19 symptoms) must be immediately separated from other students, taken to the facility’s isolation room, and supervised until their parent/legal guardian or emergency contact can retrieve them from school. CPCS staff will provide such individuals with information on health care and testing resources, if applicable. Our *Safe Response Policy* will be enacted for notifying families including follow through actions before a scholar may return to school.

CPCS Safe Response Policy

To make sure we have a school environment that fosters the safety of your scholars as well as our staff, and school community, we have created the *Safe Response Policy*. It is important that families are knowledgeable of this policy in advance of reopening the school. Scholars will be mandated to return home if school personnel determine they exhibit symptoms of COVID.

Once it is confirmed a student exhibits symptoms and is going home, the family will be notified immediately by telephone. We will exhaust all contacts including all known and emergency contacts until an adult is reached. The scholar must be picked up within 2 hours of being contacted by the school, given the risk to the school community when a community member becomes ill.

Scholars who are sent home due to signs of COVID symptoms must return with a dated doctor's note clearing the student, to be granted re-entry back to school. If you notice signs or symptoms relating to COVID before sending your scholar to school, please keep them home and seek medical attention to confirm your child's medical state.

We appreciate your support and understanding of this new policy.

CPCS staff will immediately notify the state and local health department about the case if diagnostic test results are positive for COVID-19.

CPCS will require individuals to immediately disclose if and when their responses to any of the aforementioned questions change, such as if they begin to experience symptoms, including during or outside of school hours.

CPCS will establish policies, in consultation with the local health department, about the requirements for determining when individuals, particularly students, who screened positive for COVID-19 symptoms can return to the in-person learning environment. This returning to learning protocol must include at minimum documentation from a health care provider evaluation, and symptom resolution.

CPCS has designated Tameeka Richards, Director of Pupil Personnel Services as the overall CPCS COVID-19 Coordinator. Maryann Facey is the K-5 COVID-19 Site Coordinator, Nadine Lecoin is the Middle School COVID-19 Site Coordinator, and Renee Johnson, is the High School COVID-19 Site Coordinator; they are the point of contact at each of the CPCS sites. As COVID-19 Site Coordinators, they are responsible for receiving and attesting to having reviewed all screening activities, with such contact(s) also identified as the party for individuals to inform if they later experience COVID-19 related symptoms or COVID-19 exposure, as noted in the questionnaire.

Protocol for actions to be taken if there is a confirmed case of COVID-19 in the school:

If a confirmed infected person has entered or has been in a CPCS building, CPCS may implement short-term closure procedures regardless of community spread. If this happens, CPCS will follow CDC and DOH recommendations and implement the following actions:

Coordinate with local health officials. Once learning that a person with a confirmed COVID-19 case has been or is in a CPCS facility, CPCS will immediately notify local health officials. These officials will help CPCS leadership determine a course of action.

Consider a short-term (2 to 5 days) dismissal. An initial short-term dismissal may be implemented that allows time for the local health officials to gain a better understanding of the COVID-19 situation impacting the school. This allows the local health officials to help CPCS determine appropriate next steps, including whether an extended dismissal duration is needed to stop or slow the further spread of COVID-19. Local health officials' recommendations for the scope (e.g., a single school site, multiple school sites) and duration of school dismissal will be made on a case-by-case basis using the most up-to-date information about COVID-19 and the specific cases in the community.

During school dismissals, CPCS will discourage staff, students, and their families from gathering or socializing anywhere. This includes group child care arrangements, as well as gathering at places like a friend's house, a favorite restaurant, or the local shopping mall.

Communicate with staff, parents, and students. CPCS will coordinate with local health officials to communicate dismissal decisions and possible COVID-19 exposure. This communication with the school community should align with the communication plan in the school's emergency operations plan. The plan will include messages to counter potential stigma and discrimination. In such a circumstance, it is critical to maintain the confidentiality of the infected student or staff member as required by the Americans with Disabilities Act and the Family Education Rights and Privacy Act.

Clean and disinfect thoroughly. CPCS will close off areas used by the individual(s) with COVID-19 and wait as long as practical before beginning cleaning and disinfection to minimize the potential for exposure to respiratory droplets. Outside doors and windows will be opened to increase air circulation in the area. If possible, the custodial staff will wait up to 24 hours before beginning cleaning and disinfection. The cleaning staff should clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill person, focusing especially on frequently touched surfaces. If surfaces are dirty, they should be cleaned using a detergent or soap and water prior to disinfection. For disinfection, most common EPA-registered household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available <https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19>. Follow the manufacturer's instructions for all cleaning and disinfection products (e.g., concentration, application method and contact time, etc.).

Make decisions about extending the school dismissal. Temporarily dismissing schools is a strategy to stop or slow the further spread of COVID-19 in communities. During school dismissals (after cleaning and disinfection), schools may stay open for staff members (unless ill) while students stay home. Keeping facilities open: a) allows teachers to develop and deliver lessons and materials remotely, thus maintaining continuity of teaching and learning; and b) allows other staff members to continue to provide services and help with additional response efforts.

CPCS will work in close collaboration and coordination with local health officials to make dismissal and event cancellation decisions. CPCS will not make decisions about dismissal or canceling events on their own. Dismissals and event cancellations may be extended if advised by local health officials. The nature of these actions (e.g., geographic scope, duration) may change as the local outbreak situation evolves.

CPCS will seek guidance from local health officials to determine when students and staff should return to schools. In addition, students and staff who are well but are taking care of or share a home with someone with a case of COVID-19 should follow instructions from local health officials to determine when to return to school.

CPCS will ensure the continuity of education during a dismissal. CPCS will implement strategies to continue education and related support for students. The staff will review continuity plans, including plans for the continuity of teaching and learning. Staff will implement e-learning plans, including digital and distance learning options as feasible and appropriate.

CPCS Contact Tracing Plans will support local health departments in contact tracing efforts using the protocols, training, and tools provided through the New York State Contact Tracing Program, an initiative between the Department of Health, Bloomberg Philanthropies, Johns Hopkins Bloomberg School of Public Health, and Vital Strategies.

Protocol for returning to the school building after illness or diagnosis of confirmed case of COVID-19 or following quarantine due to contact with a confirmed case of COVID-19

Cleaning and Disinfection Following Suspected or Confirmed COVID-19 Case

CPCS will follow CDC guidelines on “Cleaning and Disinfecting Your Facility,” if someone is suspected or confirmed to have COVID-19:

- Close off areas used by the person who is suspected or confirmed to have COVID-19.

CPCS does not necessarily need to close operations, if the affected areas can be closed off (e.g., classroom, restroom, hallway), but CPCS will consult with the local health department in the development of its protocols.

- Open outside doors and windows to increase air circulation in the area.
- CPCS will wait 24 hours before cleaning and disinfecting, unless waiting 24 hours is not feasible, in which case, CPCS will wait as long as possible.
- Clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, and common areas.
- Once the area has been appropriately cleaned and disinfected, it can be reopened for use.
- Individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 can return to the area and resume school activities immediately after cleaning and disinfection.
- Refer to DOH’s [“Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure”](#) for information on “close and proximate” contacts.

If more than seven days have passed since the person who is suspected or confirmed to have COVID-19 visited or used the facility, additional cleaning and disinfection is not necessary, but routine cleaning and disinfection should continue.

Protocols Regarding Social Distancing

CPCS will follow distancing rules to the best of our ability at all of our sites adhered to by using signage, occupied markers, or other methods to reduce restroom occupancy, hallway transitions, cafeteria and classroom usage at any given time, where feasible.

Pursuant to NYSED Guidance at this time, our school facilities and on school grounds (inclusive of students, faculty, and staff), CPCS does have multiple prevention strategies in place for the 2021-22 school year.

Where feasible, CPCS will put in place measures to reduce bi-directional foot traffic using tape or signs with arrows in hallways, or spaces throughout the school, and post signage and distance markers denoting spaces of six feet in all commonly used areas and any areas in which lines are commonly formed or students and staff may congregate (e.g., outdoor spaces, restrooms access in hallways, classrooms, health screening stations, etc.) following CDC, NYSED and NYSDOH guidance and suggestions where possible.

Protocols for High Risk Individuals

CPCS will provide accommodations to all students and staff who are at high risk or live with a person at high risk. These accommodations may include but are not limited to remote learning or telework, modified educational or work settings, or providing additional PPE to individuals with underlying health conditions. CPCS will also identify and describe any modifications to social distancing or PPE that may be necessary for certain student or staff populations, including individuals who have hearing impairment or loss, students receiving language services, and young students in early education programs, ensuring that any modifications minimize COVID 19 exposure risk for students, faculty, and staff to the greatest extent possible per NYSDOH guidelines.

High Risk Students

For “high risk” students seeking accommodation, their parents and/or guardians are encouraged to request a meeting with the appropriate school site Principal. The purpose of this meeting is to:

- 1) discuss the range of re-entry accommodations CPCS can provide, and
- 2) begin the development of a specific Student Accommodation Re-Entry Plan.

In the event that the scholar has an IEP, the IEP takes precedence if there is any conflict between the IEP and the Re-Entry Plan. If there is any question regarding the services secured by the student’s IEP, a meeting with the appropriate special education staff member will be scheduled.

An example of the re-entry accommodations that CPCS can offer to “high risk” students include:

- Full-time remote with additional support
- Hybrid-lite schedule
- Additional in-school supervision

The Director of Special Education in consultation with the site Principal and the site Special Education Liaison will schedule meetings at least quarterly with the student’s parents/guardian to discuss the implementation of the Re-Entry Plan and the student’s overall progress.

High Risk Staff Members

For a “high risk” staff member seeking an accommodation, a meeting between the staff member and his/her immediate supervisor should be scheduled as soon as possible.

The staff member requesting the accommodation is responsible for requesting this meeting. The purpose of this meeting is to identify the reason for and a description of the desired accommodation. The supervisor will convey the information collected at the initial meeting to the Director of Finance,

whose scope of responsibility includes Human Resources. The Director of Finance may need to collect additional information and conduct research before reaching a decision.

No final decision should be provided to the staff member before approval by the CEO.

In the event there are any questions or concerns about the final decision, CPCS will seek the advice of legal counsel. Once a final decision is reached, the staff member's supervisor will schedule a meeting with the staff member. The purpose of this meeting is to discuss the rendered decision and whether the staff member agrees or not with the decision.

It is important that all staff accommodation decisions follow the Americans with Disabilities Act (ADA) other federal and state laws as well as recommendations by the NYSDOH, NYSED and CDC guidelines.

Site-Specific Health and Safety

Grades K-5 CPCS Site-Specific Health and Safety:

- Assigned COVID-19 Safety Coordinator: Maryann Facey, K-5 Operations Manager
- If social distancing becomes mandated: The MAXIMUM capacity of students in each classroom is 12 students and 2 adults (teacher (s) and or teacher assistants). Students will follow the same class schedule, with the same teachers and classmates that they would in the face-to-face model. This will allow for a seamless transition back into the face-to-face model, and also allow for teachers to follow a similar model to their traditional classroom, in case there is another shutdown of schools and all students are learning remotely.
 - 710 Hartman Lane (K-3) can accommodate 396 scholars located at this site. 20 out of 22 classrooms will be utilized for instruction. 2 out of the 22 classrooms do not have windows and will not be used.
 - 15-26 Central Avenue (Grade 4-5) can accommodate 192 scholars at this site. Classrooms will be utilized for Grades 4 & 5 scholars.
- Hybrid Learning Rotations:
 - If a Hybrid Learning mode is required, all K-5 scholars will attend in-person classes from Mondays through Thursdays. Grades K-5 scholars will follow an AAC/BBC day rotation. Students with the last name A-L- will attend face-to-face learning on Monday and Tuesday, while the other half of the class will receive instruction remotely. Students with the last name M-Z- Wednesday and Thursday, while the other half of the class will receive instruction remotely. Group C will include students who would most benefit from in-person instruction (students with disabilities, English Language Learners, students performing below benchmark, etc.). Students in Group C will receive in-person instruction Mondays through Thursdays. On Fridays, all scholars will receive live instruction remotely.

Grades 6-10 CCMS/CCHS Site-Specific Health and Safety:

- Assigned COVID-19 safety coordinators: Nadine Lecoin, 6-8 Operations Manager and Renee Johnson, 9-10 Operations Manager
- If social distancing becomes mandated: The MAXIMUM capacity of students in each classroom is 12. Students will follow the same class schedule, with the same teachers and classmates that they would in the face-to-face model. This will allow for a seamless transition back into the

face-to-face model, and also allow for teachers to follow a similar model to their traditional classroom, in case there is another shutdown of schools and all students are learning remotely.

- 12-79 Redfern Avenue (6-8) can accommodate 115 scholars at a time at this site. Each grade will host up to 38 scholars--which would mean that each class would have 12 scholars, using 9 classrooms. The classrooms without windows cannot be used--students and staff will not be allowed access to those rooms.
- 1520 Central Avenue (Grade 9-10) can accommodate 48 scholars at a time at this site, with 4 classrooms hosting 12 scholars in each.
- **Hybrid Learning Rotations:**
 - If a Hybrid Learning mode is required, the instructional Face-to-Face day will comprise an AAC/BBC rotation schedule from Monday to Thursday with all scholars working in live remote sessions on Friday mornings and asynchronous remote learning on Friday afternoons. On Mondays through Thursdays, 50% of each homeroom's scholars will be in the building per this alternating schedule.

Use of Elevators Capacity Limitation

- The capacity of each CPCS site elevators will be limited to 50% of the normal capacity and will be used by CPCS staff only per NYSDOH guidelines.

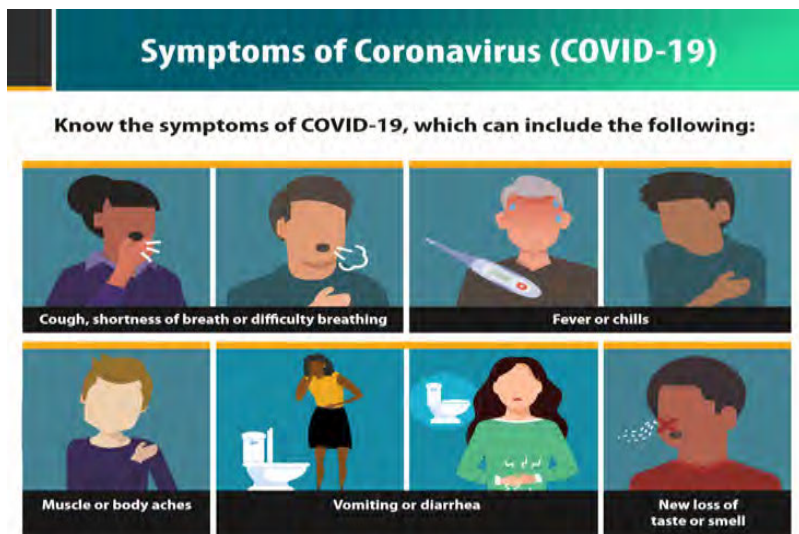
Deliveries from Outside Vendors

- CPCS has designated specific areas for deliveries/pickups from outside vendors at each CPCS site. Proper signage and PPE requirements will be posted at the designated entrance per NYSDOH regulations.

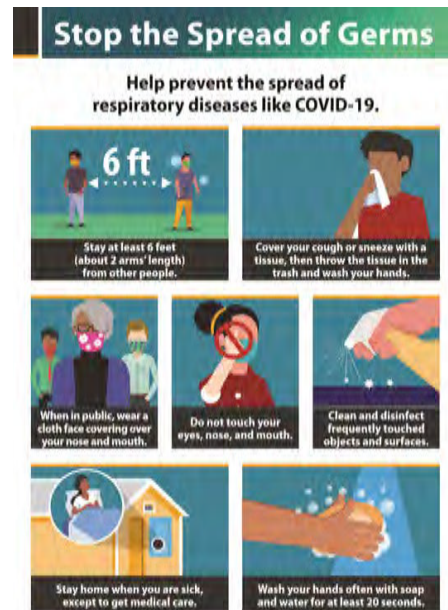
Symptom Monitoring Upon Building Entry

(Applies to students, staff, visitors, contractors, vendors)

CDC images below



Symptoms can range from mild to severe illness, and appear 2–14 days after you are exposed to the virus that causes COVID-19.



COVID-19 Health and Safety Training

Who Will Be Trained?	What Type of Training?	Who Will Facilitate the Training?	How Will Training Be Delivered?	When Will It Be Delivered?
Scholars	<ul style="list-style-type: none"> • Social Distancing • Hygiene • Cloth Face Covering • Self-Screening Procedures 	Teachers	In-Person	First week of in-person instruction
Parents/ Guardians	<ul style="list-style-type: none"> • Screening Procedures • Health and Safety Measures 	Staff	Remote/Various Communication Methods	Screening Protocols beginning Week of August 16 and continuing the Week of August 23
Teachers	<ul style="list-style-type: none"> • Health and Safety Measures • Classroom Practices • Screening 	Principals and Director of Operations and Pupil Personnel Services	Remote and/or In-Person	Week of August 16
Custodians	<ul style="list-style-type: none"> • Health and Safety Measures • Cleaning and Disinfecting • New Equipment 	Cleaning & Disinfecting Consultant Staff	In-Person	Week of August 16
Administrative/ Central Office/ Clerical/Security	<ul style="list-style-type: none"> • Health and Safety Measures 	Operations Staff	Remote and/or In-Person	Week of August 16

CPCS Contact Tracing Support

Contact tracing is a public health function performed by local public health departments to trace all persons who had contact with a confirmed case of COVID-19. This allows public health officials to put in place isolation or other measures to limit the spread of the virus. CPCS will cooperate with state and local health department contact tracing.

The local Department of Health (DOH) will notify CPCS when an individual CPCS student or staff member has tested positive for COVID-19. Upon notification, CPCS will immediately implement its process of contact tracing support. This process is designed to provide information to the local health department that will assist in its tracing of all school-related contacts of the infected individual. If a

student is the infected individual the information provided by CPCS will include but is not limited to the following:

- Identification of the student members of the pod (classroom) in which the infected student is a member;
- The daily attendance of the members of the pod (classroom) and the overall attendance rate of the school;
- The master schedule for the school;
- The schedule for the individual members of the pod (classroom), which is particularly important for middle school and high school students;
- When a student is not restricted to a single pod (classroom), the identification of the students assigned to the classes in which the infected student is a member;
- The contact information for any student assigned to a pod or class in which the infected student is a member; and
- The name and contact information of any staff member/s that had contact with the infected student.

If a CPCS staff member is the infected individual, CPCS will provide to the local health department the following information:

- The infected individual's job description;
- The infected individual's assigned location;
- The identity of the individuals with whom the infected person regularly came into contact;
- The contact information for all the individuals with whom the infected person regularly came into contact; and
- The contact information for the infected individual.

CPCS will provide additional information per request from the local health department to assist in the tracing process.

In supporting DOH in its tracing of all contacts of the infected individual, CPCS will follow the protocols and tools provided through the New York State Contact Tracing Program. Confidentiality will be maintained as required by federal and state law and regulations.

If feasible, CPCS will use technology (e.g., mobile applications) to streamline the contact tracing and communication process among its students, teachers, staff, parents/legal guardians of students and the community.

If feasible, CPCS will partner with local health departments to train staff to undertake contact tracing efforts for populations in school facilities and on school grounds.

CPCS COVID-19 Testing Plan for Scholars & Staff

CPCS has joined the NYC DOE COVID-19 testing program for the 2021-22 School year. Mandatory in-school testing is part of the NYC Department of Education's comprehensive effort to keep school communities (including charter schools as of the 2021-22 school year) healthy and safe, and ensure all school buildings remain open.

The NYC DOE COVID-19 mandatory in-school testing program began to ensure that all school buildings (now including charter schools) remain open for in-person learning, requiring

mandatory, weekly in-school testing for COVID-19 for a randomly selected portion of staff and students in grades 1 and higher.

The NYC DOE COVID-19 testing initiative is organized by the NYC DOE partners at NYC Health + Hospitals, the New York City Department of Health and Mental Hygiene (DOHMH), and the NYC Test & Trace Corps.

As of this 2021-22 edition of our CPCS Reopening Plan the NYC DOE has advised CPCS that the details for the NYC DOE COVID-19 surveillance testing program for the 2021-2022 academic school year will be released soon. The guidance and testing program structure for charter schools will mirror that of the DOE testing program for testing frequency, volume and modality. Challenge has notified the NYC DOE that CPCS will opt in to the DOE testing program.

This plan will be updated with all the details of the testing program for both scholars and CPCS staff. Additionally, the information will be disseminated across all of our websites, social media and direct messaging our parents/guardians, scholars and staff.

What Will Happen Should a COVID-19 Student or Staff Member Become COVID-19 Symptomatic?

In the event that a CPCS student or staff member becomes COVID-19 symptomatic in school, the symptomatic individual, if a student, will be immediately placed in the school's isolation room waiting to be picked up by a parent or guardian. If the symptomatic person is a staff member, he or she will be immediately sent home. In both instances, individuals will be given a packet of information that includes the location of diagnostic testing sites, material discussing COVID-19 symptoms and guidelines for quarantining and the return to school protocol. CPCS will suggest that the symptomatic individual contact his or her health provider as soon as possible. It is understood that if, in the opinion of the school nurse, the symptomatic person requires immediate medical attention, an ambulance will be called to take the person to St John's Hospital in Far Rockaway. The Hospital will be contacted in advance and advised that a person with COVID-19 symptoms is being transported to the facility.

CPCS will contact the local health department to report when a symptomatic student or staff member has been identified, and that referral information has been provided to the symptomatic student or staff member. Additionally, the identity of students and staff who have had close contacts with the symptomatic student or staff member and their contact information will also be provided.

CPCS is suggesting that all staff members who are presumably asymptomatic for COVID-19, voluntarily get tested prior to their coming to school for the 2021-22 School Year. Parents/guardians and staff will be provided training about COVID-19 screening and what steps should be taken if symptoms are identified including diagnostic testing and where testing sites are located.

Facilities

Challenge Facilities

Challenge has four sites housing the scholars and staff. They are:

1. 710 Hartman Lane, Far Rockaway, NY 11691 serving grades K-3.

- a. Staff will report back to the facility on **August 16, 2021**.
 - b. K-3rd grade scholars and academic staff will access the facility for in-person learning on **August 23, 2021** - see Challenge Site-Specific Health and Safety Plans on page 18 for details.
2. 1526 Central Avenue, Far Rockaway, NY 11691 serving grades 4 & 5.
 - a. Staff will report back to the facility on **August 16, 2021**.
 - b. 4th & 5th grade scholars and academic staff will access the facility for in person learning on **August 23, 2021**- see Challenge Site-Specific Health and Safety Plans on page 18 for details.
3. 12-79 Redfern Avenue, Far Rockaway, NY 11691 serving grades 6-8.
 - a. Staff will report back to the facility on **August 16, 2021**.
 - b. 6th-8th grade scholars and academic staff will access the facility for in person learning on **August 23, 2021** –see Challenge Site-Specific Health and Safety Plans on page 18 for details.
4. 1520 Central Avenue, Far Rockaway, NY 11691 serving grade 9th & 10th (back building) and Administrators (front building).
 - a. Staff and administrators will report back to the facility on **August 16, 2021**.
 - b. 9th & 10th grade scholars and academic staff will access the facility for in-person learning on **August 23, 2021** - Challenge Site-Specific Health and Safety Plans on page 18 for details.

General Health and Safety Assurances

Challenge will follow all guidance related to health and safety as it relates to all requirements associated with building space usage in each site to the best of our ability per NYSED guidelines. Additionally, Challenge will clean frequently touched spaces regularly to prevent spread of infection – see the Cleaning and Disinfection section on pages 9 for details.

Fire Code Compliance

Challenge is not making any changes or additions to the four sites listed above that would require a review by the Office of Facilities Planning.

Doorways

- Challenge facilities do not have any “automatic hold open” doors.
- Challenge will leave open internal doorways to stair entrances and exits in all four Challenge sites.

Emergency Drills

- Challenge will conduct standard operations and procedures to the best of their abilities without deviating from current requirements based upon the hybrid scholar schedule for each site.
- Challenge will conduct Fire (evacuation) Drills and Lockdown Drills as required by Education Law and regulation and the Fire Code and they will be conducted at each site without exceptions. Challenge has updated each site’s Fire Safety, Evacuation, and Lockdown Plans (these plans include how lockdown and evacuation drills are conducted) in accordance with Fire Code Section 404. The updated plans have taken in consideration methods to promote and provide for social distancing during the evacuation drills. See the Safety Drills section on page 10 for details.

Inspections

- Challenge will meet the required submission deadline for the Building Condition Survey or Visual Inspections.

Lead Testing

- Challenge will meet the statutory requirement for lead testing in 2020 if it continues to be required as indicated in NYS DOH regulation 67-4, Lead-In-Water Testing, DOH requires lead-in-water testing to be conducted when the building is “normally occupied.”
- Challenge will not do lead-in-water testing via sampling since the buildings at each site have been vacant due to the facilities being vacant for an extended period due to COVID-19 closures. Once our buildings are fully occupied we will complete Lead Testing in all of our sites.
- Challenge will follow NYS DOH advice to provide clean and safe drinking water upon reopening for scholars and staff. Challenge will provide clean and safe water in every classroom in all sites via rental of units and purchase of water and cups.
- History of water lines in each facility:
 - 710 Hartman Lane site – facility was totally retrofitted during 2011 and was turned over to Challenge in April 2012 for the operation of the K-5 site.
 - 1526 Central Avenue site – facility was totally retrofitted during 2014 and was turned over to Challenge in September 2015 for the operation of the 6th and 7th grade site.
 - 12-79 Redfern Avenue site – facility was totally retrofitted following SuperStorm Sandy in 2012-13. Challenge subleased the site beginning in August 2018 as additional space for grades 6-8.
 - 1520 Central Avenue site – Challenge took possession of the site on August 9, 2021 of retrofitted back building and new construction of the Gym and front buildings. The site will open for scholars in grades 9-10 for the 2021-22 school year.

Means to Control Infection

Challenge will follow the following arrangements to reduce transmission of infection:

- **Time Management:** Challenge will monitor and reduce the scholars/staff use of corridors at each site throughout the school day.
- **Leave Doors Open:** Challenge will reduce the spread of the virus from touching door levers and knobs, by leaving the doors in the open position. This will only be done with the “permitted doors” without door closers and doors which are not fire rated.
- **Plastic Separators:** Challenge will install light-transmitting plastics as required in each scholars and staff restrooms to separate individual lavatory sinks and urinals in all four Challenge sites. Additionally, Challenge will install light-transmitting plastics in other locations i.e. main offices where social distance or mask requirements cannot be complied with or easily regulated. The light-transmitting plastics will comply with the 2020 BCNYS Section 2606 to mitigate the negative impact of life and safety features of Challenge.

- **Alcohol-based Hand Rub Dispensers:** Challenge will add additional alcohol-based hand rub dispensers throughout the four Challenge sites where currently installed dispensers do not meet each building's capacity to provide adequate hand washing facilities and to reduce the scholars/staff use of corridors at each site.
 - Challenge will follow FCNYS 2020 Section 5705 (limited quantities) as decisions are made in adding Alcohol-based Hand-Rub Dispensers installed at entrances to classrooms, outside building entrances, office entrances and common area corridors.
- **Dividers at doors and other points of congregation:** Challenge will make use of portable dividers and/or movable separation cones at queue lines i.e. main entrances during scholar arrivals and departures and other areas subject to overcrowding to control the groups.

Facility Alterations and Acquisition – Not Applicable

Changes to Space Utilization and/or Alterations – Not Applicable

Tents for Additional Space – Not Applicable

Plumbing Facilities and Fixtures

Toilet and Sink Fixtures: Challenge does not need to reduce the number of toilet fixtures in any of our buildings in order to facilitate frequent cleaning. See Cleaning and Disinfection for details on page 9. Challenge does not need to reduce the number of sinks fixtures in any of our buildings in order to facilitate frequent cleaning.

Plumbing Facilities and Fixtures Mandatory Requirements

Drinking Water Facilities: As indicated in the **Lead Testing due in 2020 section** Challenge will follow NYS DOH advice to provide clean and safe drinking water upon reopening.

Challenge will provide bottled water dispensers and disposable cups in each classroom and main offices to facilitate access to clean and safe water for all scholars and staff.

Ventilation

- Our ventilation systems have 100% fresh air intake into the HVAC system and thereafter into the various spaces (classrooms, hallways and offices) at each Challenge site.
- Challenge and our landlords have changed out all HVAC air filters in all of our sites that are designed to capture, condition, inactivate any viable pathogens and transport contaminants from the treated space to the CDC approved filters.
- Challenge will maintain adequate, code required ventilation (natural or mechanical) as designed and air purifiers have been added to the 12-79 Redfern Avenue in every classroom and will monitor all buildings to add air purifiers where required.
- Challenge will open windows (weather permitting) to increase air flow when possible in each site.

Nutrition

Breakfast and lunch provided by the NYC Office of SchoolFoods in each of our sites. For the 2021-22 school year we will use the cafeterias in the 710 Hartman Lane, 1526 Central Avenue and 1520 Central Avenue sites observing established social distancing rules and mandated hygiene practices. At our 12-79 Redfern Avenue site scholars will be served in their classrooms. Supervising staff will ensure that all desk surfaces are sanitized and that all scholars have washed their hands before and after eating at this site. Scholars can also bring a bagged lunch from home at any of our sites.

Should for any reason the COVID-19 Crisis requires a change from in person learning at our sites we will provide meals when students are attending school remotely: Parents/students will have the opportunity to pick up a grab and go bag for breakfast and lunch from sites designated by the NYC DOE. CPCS will provide updated information on the Challenge Reopening website page throughout the school year at: www.challengecharterschools.org/reopening.

Updated meal procedures when students are attending school in-person: Required cafeteria signage provided by the office of SchoolFoods will be posted in all of our cafeteria locations as well as in the 12-79 Redfern Avenue classrooms to be in compliance with Child Nutrition Program requirements.

Protecting students with food allergies: Each cafeteria and the classrooms at 12-79 Redfern Avenue site will have a poster which includes a list of allergies that apply to the cohort being served in that space. This will be posted near the cafeteria or classroom door. The poster will not include the scholars' names. The cafeteria or classroom staff will be provided with a list of scholars with allergies by cohort. The list will be shared with staff members who are assigned to cover the cafeteria or class during lunch hours. The nurse will train staff members on food allergies, including symptoms of allergic reactions to food.

Hand hygiene before and after meals: Students will utilize the bathrooms located in either their classroom or on each floor. A schedule will be followed before and after meals for bathroom/hand washing utilization. Scholars will be escorted to the restroom by their teachers.

Cleaning and disinfection before and after meals:

- Before Meals: The teacher or TA will use gloves to wipe down the surface of every scholar's desk at the 12-79 Redfern Avenue site. This will also be done for all the tables in each of our cafeteria locations by custodians and operations staff.
- After Meals: Scholars will dispose of all garbage into the garbage cans located in their classroom at 12-79 Redfern Avenue. Following the disposal, they will use a CPCS disinfectant wipe down the desk surfaces. Wipes will be provided by supervision staff. In the cafeteria sites the same procedures will be followed.

Communicating with families: CPCS will utilize ParentSquare for all notifications and the Daily Health Screening Questionnaire. Families will be instructed on how to set up an account and how to turn on notifications for emergencies, school-wide notices and events. If necessary, phone calls from office staff will provide updated information for families that fail to respond.

Grades K-5 CPCS Nutrition If COVID-19 Requires for CPCS to Move to a Hybrid Learning Model

Updated meal procedures when students are attending school in-person portion of the Hybrid Model:

BREAKFAST/LUNCH

- Breakfast will be delivered to the classroom each morning by designated staff to all classrooms between 7:50 AM and 8:00 AM. Scholars will eat breakfast in their classroom from 8:10 AM - 8:30 AM
- Lunch will be delivered to the classroom each day by designated staff to all classrooms per the following lunch schedule:
 - K and Grade 1: 11:10 AM - 11:55 AM
 - Grades 2 and 3: 12:00 PM - 12:45 PM
 - Grades 4 and 5: 12:50 PM - 1:35 PM

K-5 PROCEDURES

- Scholars will use designated restrooms to wash their hands, maintaining social distancing rules, and will then be escorted to classrooms. Kindergarten scholars will use the restrooms in their classrooms.
- Upon entering the classrooms, students will grab their meal.
- Scholars will remove their masks to eat meals, maintain social distancing rules, and will put their mask back on immediately after finishing their meal.
- Scholars will place their used and unused items back in their bag and dispose of all garbage into the garbage cans located in their classroom, as instructed by the lunchtime supervisor, and following all social distancing rules.
- Staff will wipe desk surfaces with CPCS-provided disinfectant wipes.
- Following breakfast and lunch, students in grades 1-5 will have the opportunity to wash their hands in the restroom, as instructed by the lunchtime supervisor. Scholars in kindergarten will use the bathrooms in their classrooms.
- Scholars will be escorted to the restroom by their teachers, following all social distancing rules.

Grades 6-8 CCMS Nutrition

Updated meal procedures when students are attending school in-person portion of the Hybrid Learning Model:

BREAKFAST/LUNCH

- Breakfast will be delivered to the classroom each morning by designated staff to all classrooms between 7:50 AM and 8:00 AM. Scholars will eat breakfast in their classroom from 8:00 AM - 8:20 AM
- Lunch will be delivered to the classroom each day by designated staff to all classrooms per the following lunch schedule:
 - Grades 6 and 8 - 12:00 PM to 12:50 PM
 - Grade 7 - 12:50 PM to 1:40 PM

6-8 PROCEDURES

- Scholars will wash their hands before breakfast/lunch in their designated pods and classrooms. Sinks are available in each 6-8 classroom.
- Scholars will then grab their meal on their way back to their assigned seat, maintaining social distancing rules.
- Scholars will remove their masks to eat meals, maintain social distancing rules, and will put their mask back on immediately after finishing their meal.
- Scholars will place their used and unused items back in their bag and dispose of all garbage into the garbage cans located in their classroom, as instructed by the lunchtime supervisor, and

following all social distancing rules.

- Scholars will wipe desk surfaces with CPCS-provided disinfectant wipes. Lunchtime supervisors will hand out these wipes using gloved hands to each scholar.
- Following breakfast and lunch, students will have the opportunity to wash their hands in the restroom, as instructed by the lunchtime supervisors, following all social distancing rules. Sinks are available in each classroom.
- Scholars will be sent to the bathroom after breakfast/lunch 2 at a time, and staggered with 30 seconds between them, by pod, and maintaining social distancing rules.

Grade 9-10 CCHS Nutrition

Updated meal procedures when students are attending school in-person portion of the Hybrid Learning Model:

BREAKFAST/LUNCH

- Breakfast will be delivered to the classroom each morning by designated staff to all classrooms between 7:50 AM and 8:00 AM. Scholars will eat breakfast in their classroom from 8:00 AM - 8:20 AM
- Grades 9 and 10 scholars will transition to the cafeteria for lunch from 12:00 PM to 12:50 PM daily.

Grade 9-10 PROCEDURES

- Scholars will use designated restrooms to wash their hands, maintaining social distancing rules.
- Scholars will then grab their meal from the serving station on their way back to their assigned seat, maintaining social distancing rules.
- Scholars will remove their masks to eat meals, maintain social distancing rules, and will put their mask back on immediately after finishing their meal.
- Scholars will place their used and unused items back in their bag and dispose of all garbage into the dedicated garbage cans, as instructed by the supervising staff, and following all social distancing rules.
- Scholars will wipe desk surfaces with CPCS-provided disinfectant wipes during breakfast in the classroom. Wipes will be provided by Advisory staff. At lunchtime, cafeteria tables will be wiped down by the cafeteria staff after scholars have transitioned to their Period 7 classes.
- Following breakfast and lunch, students will have the opportunity to wash their hands in the restroom, as instructed by the supervising staff, following all social distancing rules. Scholars will be sent to the bathroom after breakfast/lunch 2 at a time, and staggered with 30 seconds between them, by pod, and maintaining social distancing rules.

Transportation

Challenge is currently provided bus services from the NYC Department of Education via the Office of Pupil Transportation (OPT) to transport students to CPCS sites for Grades K-8. CPCS will work with the OPT to meet the Transportation -- Mandatory Assurances for transporting our students. The NYC DOE Office of Pupil Transportation provides the drivers and buses that are used to transport CPCS students. PPE will be provided by the NYC OPT for their drivers. CPCS will monitor each bus each day to assure that the drivers are properly equipped upon arrival and departure of each bus. If the driver is not properly equipped, CPCS will provide the PPE equipment for the driver before the CPCS students are allowed to be transported.

CPCS will train the students being transported by OPT buses on the proper use of personal protective equipment and the signs and symptoms of COVID-19. Additionally, the students will be trained on the proper use of social distancing while riding the bus.

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.

School bus pre-boarding protocols

- Parents complete the required steps for at-home screening daily **before** scholars are allowed to board the school bus.
- Scholars who pass parents' at-home screening should adhere to social distancing rules and keep facemasks on while awaiting bus arrival at their designated stop.

School bus onboarding and offboarding protocols

- Scholars are spaced out on buses to adhere to OPT social distancing guidelines as appropriate (family members can sit together).
- Each scholar will have a colored bus tag with a picture without a mask and school information attached to his/her bag.
- Scholars will be reminded of the bus rules, like, to not eat or drink on the school bus, which would require them to remove their mask.
- Site-Specific Drop-off:
 - 710 Hartman Lane
 - Grades K and 1 will enter through the cafeteria
 - Grades 2-3 will use the main entrance
 - 15-26 Central Avenue
 - Grades 4-5 will use the main entrance
 - 12-79 Redfern Avenue
 - Grades 6 and 7 scholars will enter through the double doors
 - Grade 8 scholars will enter through the main entrance
 - 15-20 Central Avenue
 - **Grades 9-10 scholars will be provided Metro Cards and will not be bused by OPT. High school scholars will ride the subway or bus system or be transported by their parents. The scholars will enter the south corridor entrance.**

Wearing masks and practicing social distancing on the bus

- Driver wears a face covering and sanitizes the bus after each load of students exit the bus.
- Students must wear a mask on a school bus if they are physically able.
- Students who are unable to medically tolerate a face covering, including students where such covering would impair their physical health or mental health are not subject to the required use of a face covering
- Students must social distance per OPT guidelines on the bus

- Students who do not have a mask can NOT be denied transportation - they will be provided a mask from OPT
- Students with a disability which would prevent them from wearing a mask will not be forced to do so or denied transportation.

Hand sanitizer

- School buses are not equipped with hand sanitizer due to its combustible composition and potential liability to the carrier
- Students may use their own personal hand sanitizer
- Students receive hand sanitizer before entering the school building.

Social-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, director of pupil personnel services, 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:

- Serve as a member of the school's SEL team
- Advocate for two-way communication strategies in which the school shares information with families and empowers families to communicate with staff
- Facilitate reflective discussions about data and implications for decision making and action (see a structured facilitation guide within the tool *SEL Data Reflection Protocol*)
- 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.

Principal/Administrators

- With the support of the team, identify goals and next steps to scale the implementation of school-wide SEL.
- Schedule regular SEL team meetings (at least monthly)
- Monitor progress toward school-wide SEL implementation
- Help secure school and community involvement for whole school SEL implementation
- Facilitate and reinforce the integration of the shared SEL vision into all aspects of school culture
- Ensure availability of necessary resources

- Serve as the SEL program spokesperson and advocate
- Model SEL skills and enthusiasm for SEL to the staff and community
- Educate and promote feedback from staff, students, and parents for SEL
- Involve all stakeholders, especially those who are traditionally underrepresented and most affected by decisions, in creating an implementation plan for school wide SEL.

Teachers

- Incorporate student-centered discipline strategies that are developmentally appropriate, culturally responsive, trauma responsive, prioritize relationship building, and strive to find intrinsic motivation with students.
- Focuses language on effort, support, and acknowledging small gains.
- Utilizes a growth mindset.
- Allow students to make responsible decisions about their work in their classroom.
- Allow student voices to be heard.
- Create a sense of care, support and rapport through established classroom structures
- Hold CPCS high academic belief that all students can and will succeed.

Specialized Support Staff/Pupil Personnel Services (School Psychologists, Social Workers, School Counselors, Parent Engagement Coordinator, etc.)

- Provide expert information about health and mental health, young people's developmental processes, and the effectiveness of various prevention efforts
- Relate SEL elements to academic learning, student behavior issues, maintaining positive relationships and non academic activities.
- Help choose appropriate SEL programs and practices to meet special needs of unique populations
- Identify appropriate SEL strategies and interventions
- Collect data on behavior and SEL competencies
- Coordinate services for At Risk and IEP students with SEL programs
- Conduct and participate in parent workshops to ensure parents are knowledgeable about the benefits of SEL for their children.
- Advocate for considering new, meaningful ways to expand school-family partnerships
- Work closely with staff to promote family partnerships

Non-Instructional Staff (bus drivers, clerical staff, custodial staff, food service staff)

- Provide information about the needs and roles of this group of staff
- Provide suggestions and recommendations for how SEL can be incorporated in non-instructional spaces such as on the bus, at recess, and in the lunchroom
- Implement effective strategies to engage all students in the appropriate school culture and climate improvement process

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.

Multi-Tiered System of Supports (MTSS) and Response to Intervention (RTI)

The adverse impact of the coronavirus pandemic on the social-emotional health of students, families, and staff, will be addressed through a comprehensive counseling program that meets the needs of all students by facilitating their personal/social development, academic development and career development. The program aims to: create a positive and safe learning climate, help students feel connected to school, help students feel connected to at least one caring adult, and help students resolve problems that prevent their healthy development (i.e. managing traumatic experiences). The program is delivered through the following program components:

Multi-Tiered System of Supports- organized levels of healing centered interventions to ensure scholars receive timely services based on social and emotional need

Tier 1: Core Program with Universal Supports. All students (100%) receive standards- and competency-based school counseling core curriculum, individual planning, and school-wide activities

Tier 2: Targeted Intervention for Some Students. A smaller set of students (20%), identified by data screening, receive targeted, data-driven interventions.

Tier 3: Intensive Intervention for a Few Students. A limited number of high needs students (5-10%) with supports of a greater intensity specifically tailored to meet individual needs.

MTSS and Response to Intervention (RTI) work in a complementary fashion to identify students in need, to provide support, to monitor student outcomes, and to modify support as needed.

Curriculum- Members of the student support team will create developmentally appropriate lessons to address the SEL needs of our students. Curriculum will be heavily tied to the five core social-emotional competencies identified by The Collaborative for Academic, Social, and Emotional Learning (CASEL). CPCS' implementation of the Schoolwide Enrichment model (SEM), will also engage students in SEL by having them identify their interests through a research-based self-assessment tool and by engaging students in Enrichment Clusters (ECs) where they will work in project-based learning teams (virtually and/or in-person) to deeply explore a topic, research issues, formulate a plan of action that they then share with the community at large.

Individualized and Transitional Planning- Students will engage in reflective self-evaluations, the development of Personal Plans of Study, and the development of transition plans.

Responsive Services- Individual counseling, small-group counseling, consultation, and referrals will be provided by licensed personnel.

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

CPCS has established relationships with key community partners who will provide additional services if/where needed. A few partners are listed here:

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 United States
718-869-8822

Professional Development

Staff will receive ongoing training and professional development in SEL. Training will focus on personal well-being so that staff feel cared for as they support students, families, and each other. Key topics will include:

- Strategies for Being Your Best Possible 'Self'
- The Big Seven Strategies for Healthy Emotion Regulation in Uncertain Times
- Check In! Using the Mood Meter, and giving the permission to feel
- Coping with Grief and Loss
- Dealing with Race (through book study)

- Helping Children Manage Emotions During Uncertain Times
- SEL Best Practices for Supporting Educators
- Dignity for All Students Act
- Trauma-Sensitive Schools (learning coping and resiliency skills)
- Restorative Practices and Reducing Exclusionary Discipline
- School Climate Survey Pilot

School Schedules

At the start of the 2021-22 school year, all scholars will have 100% in-person learning. Scholars will only go to a hybrid or remote learning schedule if mandated by state or local health officials.

Monday, August 16: All staff return in person for professional development.

Monday, August 23: All students return to 100% in-person learning.

**All programming through July(Summer School 2022) will take place face to face. Unless mandated changes are made by the state.*

Sample Schedules

Time	Grade
8:00-8:20	Breakfast
8:20-8:30	Morning Meeting
8:30-9:25	Reading
9:30-10:15	Guided Reading
10:20-11:05	Writing
11:10-11:55	Lunch
12:00-12:45	Math
12:50-1:35	Math
1:40-2:25	Special
2:30-3:20	Science/Social Studies
3:20-3:30	Student Conferences
3:35-3:45	Bus Dismissal
3:50- 4:00	Dismissal

SAMPLE 6-10 SCHEDULE

Time	Content
8:00-8:20	Breakfast, Advisory, and Cheetah Report
8:25-9:15	Core subject: ELA/Math/Science/Social Studies
9:20-10:10	Core subject: ELA/Math/Science/Social Studies
10:15-11:05	Core subject: ELA/Math/Science/Social Studies
11:10-12:00	Core subject: ELA/Math/Science/Social Studies
12:00-12:50	Lunch for Grades 6,8,9, and 10; Specials for Grade 7
12:50-1:40	Lunch for Grade 7; Specials for Grades 6, 8, 9, and 10
1:45-2:35	RTI period for all grades
2:40-3:30	RTI period for all grades
3:30-4:00	Social-Emotional Learning (SEL)

Communications Plan

Communications Goals for 2021-22

- Support the physical and mental health of our scholars and staff with information and updates
- Support the quality education that Challenge provides through consistent and regular communication
- Support our school's efforts to keep scholars and families engaged in learning no matter the teaching model (remote and/or hybrid) we are using

Reopening Communications Guiding Principles

1. Acknowledge the Difficulties and Concerns Learning of During a Pandemic
 - a. The global pandemic has dramatically changed normal learning environments and has affected our scholars and families in ways we are still learning.
 - b. Our communication this school year will reflect respect for what our families and scholars have endured, celebrate the resilience of our community, and continue to tell the story of our great school. In that spirit, our school hashtag is now #CheetahFierce.
2. Recognize the Perspectives of Stakeholders
 - a. The goal is to do no additional harm in these difficult times when school life has been disrupted by the coronavirus. The loss of traditional school teaching and extracurricular activities has had a negative impact on our scholars, families, teachers and staff and the wider community.
 - b. We affirm that while we will not have all the answers at all times given the evolving situations that COVID-19 poses, we will be as transparent as possible while adhering to health department, privacy, and school leadership direction.
3. Communicate with Stakeholders Frequently on Multiple Channels
 - a. We recognize that communication builds trust and confidence with our school-wide community.
 - b. We already use a variety of methods to keep our families informed, and we will continue to do so as well as add additional methods of communication as needed. We encourage families to visit our [website](#) and to follow our [Instagram](#) and [Facebook](#) pages for updates.
 - c. We developed a [Family Resources page](#) and a [Reopening page](#) on our website to expand the places that our families can receive pertinent information and resources.

Pillars of Communication for 2021-22 Academic Year

The following pillars will direct most if not all our communications efforts this coming school year.

- Scholar/Family Safety (Prevention, Mitigation, Response)
- Social/Emotional Health (Relationships, Services, Resources)
- Quality Learning (In-person, Remote, Hybrid)

Identified Stakeholders

- Employees - Administrators, Teachers, Staff
- Scholars and their Parents/Guardians/Families
- Board of Trustees
- Community Members/Leaders
- Health Department

Communications Related Actions March 2020 through May 2021

- We have continued to engage all of the above stakeholders throughout our reopening planning process.
- Since the March 2020 closings, we provided regular updates to families using our typical communications systems including: website, social media, SchoolMessenger - texts, automated calls, emails, Google Classroom messages, and PupilPath. In July of 2020, we engaged our families with a school wide family Return to School survey, and we utilized the results of that survey to inform our choices in the 2021-21 school year.
- We developed a new Family Resources page on our website in March 2020 for School-wide Updates and Coronavirus Resources and added Instagram to our Social Media strategy.
- We sent out updates and notices to families regarding our continued response to the pandemic and our decision to remain with Remote Learning through the end of the 2021 school year.

Communications Related Actions June 2021 to Reopening

- We are once again enhancing the way we communicate with families.
 - For the 2021-22 school year, along with our website and social media channels, we are utilizing one new messaging system for families--ParentSquare. ParentSquare allows us to bring everyone together—students, teachers, coaches, parents, administrators—with one communication and collaboration platform. It is a web-based communication management system that brings a high level of automation to our school's Operations Department. It easily facilitates the collection of digital school forms, fees, survey results, and contact information from our school community. Integration is expected to be completed by August 17, with families receiving their account signup information through on-file email accounts and also via their scholar's Challenge email account.
- We hosted two Town Halls regarding School Funding and Reopening Plans via Zoom on June 1 and June 3, 2021. A family survey was sent out shortly after our Town Halls that included preferences on safe learning for the 2021-22 school year. We used the results of that survey to inform this plan.
- Staff: Letters regarding Reopening went out on July 29, 2021 and August 6, 2021. Health and Safety training will begin during Professional Development Week, August 16-20, 2021.
- Families: A letter went out on July 29, 2021 announcing in-person learning and general Health and Safety updates. On Monday, August 16, families received a letter regarding ParentSquare and the required Health Questionnaire. Further, Health and Safety expectations will be reviewed again as this school year commences.
- We are considering Town Hall meetings in August for our families and staff that will address important Reopening details and answer questions submitted by families.
- Our Health and Safety Reopening Section of this document indicates communication steps that follow symptomatic and confirmed cases of COVID-19 in our buildings.
- Regular updates to staff and families will continue to be provided on our [Reopening information page https://challengecharterschools.org/reopening](https://challengecharterschools.org/reopening) and [Family Resources page https://challengecharterschools.org/family-resources](https://challengecharterschools.org/family-resources) on our website. Our full reopening plan will be provided in English and Spanish.

Communication in our Buildings

Upon our opening, signage will be posted at each of our school sites. This includes signage at Entrances, Bathrooms, Classrooms, Hallways, Offices, Open Spaces/Community Spaces and any other places needed. Signs will be in English and Spanish and will cover:

- Requirements/Questions to Answer before Entering (temperature checks, potential exposure risk)
- Mask Requirements
- Hand-washing Guidelines/Sanitizing (every bathroom)
- Where to Enter/Exit
- Keeping Social Distance (where possible)
- Classroom Practices
- Cleaning Practices (our specific daily practices to disinfect)

As of July 31st, 2020 this signage was made available to applicable administrators and school staff via a shared folder on Google Drive.

Attendance

Student Attendance Policy and Procedures

- Scholar attendance will be documented in PowerSchool by classroom staff daily in Period 1. Meeting attendance will also be logged to track scholars' period attendance in Grades 6-10. This will be completed for both in-person and remote instruction.
- Parents/guardians are advised to notify the school of their scholar's anticipated absence via ParentSquare notification.
- Parents whose scholars are marked absent or late in PowerSchool during the advisory period from 8:00 AM to 8:20 AM daily will be notified via ParentSquare text and email notification.

Addressing Chronic Absenteeism

A dedicated team of school personnel will reach out to the families of scholars who are not attending school *prior* to the issue becoming chronic. Additional outreach will be done where needed to ensure attendance (virtual meeting with 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.

Staff Attendance Policy and Procedures

CPCS staff will clock in and out remotely using our payroll provider's (ADP TotalSource) online time & attendance system, which can be accessed from either a mobile phone or computer. This helps promote social distancing and hygiene requirements by law. Employees must record their presence at work for attendance, safety and security purposes. Site specific protocols will also be employed to ensure adequate coverage.

Our modified attendance policy notifies employees that an absence for any of the following reasons is excused if:

1. they have tested positive for COVID-19;
2. they have one of the principal symptoms of COVID-19;
3. they have been advised by a healthcare provider to self-quarantine;
4. they are caring for or have had close contact with someone who meets the criteria in (1), (2), or (3);

5. they are actually needed and are caring for a child because the child's school or childcare provider is unavailable; or
6. a government order prohibits them from working outside of their home.

Technology and Connectivity

Challenge is committed to provide every scholar and staff member with the technology needed for the academic success of our school. As Challenge utilizes in-person, remote, or hybrid models during the 2021-22 school year, we will be providing scholars and teachers with access to a personal computing device and the assurance of access to high-speed internet at Challenge's 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.

In the 2021-2022 school year Challenge will provide all 1,021 scholars with a Chromebook and all 154 staff members with a laptop computer.

Challenge will require that every scholar use the school provided Chromebook for all remote learning sessions. This requirement will ensure student data privacy and security will be maintained and that the school continues in compliance with Federal and State laws related to student technology use, including NY Education Law 2-d and Part 121 of the Commissioner's Regulations.

Challenge is committed to assuring access to high-speed internet for all scholars to allow full participation in our remote/online learning program. Challenge will conduct updated technology surveys of all 2021-22 parents and guardians to determine what access each scholar has available in their home. Where no internet access and/or limited access is available to the scholar, Challenge will provide a hotspot and service in those homes that are not financially able to afford internet access.

Challenge will work with every teacher to assure that they have access to high-speed internet in their residence.

Challenge will provide professional development for leaders and educators on designing effective remote/online learning experiences and best practices for instruction in remote/online settings.

Challenge will provide instruction to scholars to build digital fluency especially incoming Kindergarten scholars and first time scholars enrolling in Challenge in grades 1-10.

Challenge provides two full time Technology Coordinator over our four sites in order to support teachers, scholars and families. Additionally, Challenge has contracted Charter Technology Solutions to remotely support all Challenge staff--administrators, teachers, academic support staff, teaching assistants, etc.

Annually, Challenge evaluates the number of different tools that students will be expected to utilize. After an assessment of the effectiveness of various digital tools, platforms, and resources utilized during the school year, our toolset is reviewed, streamlined, and improved upon.

Challenge will cover the following during the Professional Development Week and throughout the school year with the entire academic staff and the parent engagement staff:

- Find ways to provide both support and flexibility to scholars when designing remote/blended/online learning experiences.

- Discuss ways to work with colleagues, scholars, and families to identify multiple effective structures and supports (i.e. consistent methods of communication and times that communications are sent, predictable deadlines, and the provision of instruction in multiple modalities (recorded video, recorded audio, written translation). Special emphasis will be to discuss the difficult conditions some scholars and families face when dealing with open deadlines, ambiguous expectations, and/or lack of direct support from a qualified educator. The focus will be on finding ways of supporting scholars as teachers and as a school in order to increase levels of engagement during remote learning.
- Additionally, training will be provided on how to provide flexibility to decrease stress and increase equitable access for scholars and families. The training will remind teachers that older students may be taking on responsibilities such as caregiving or working outside of the home and may not be available during traditional school hours. Elementary teachers will be reminded that caregivers of our younger students may not be in a position to effectively guide remote/online instruction during the school day.
- Teachers will be reminded that one area requiring flexibility is printing. Many scholars may not have access to a printer, especially if libraries are closed. Consider alternative learning activities that do not require scholars to print.

Current Programs Used to Support the Challenge Technology Program

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 - [PowerSchool SIS](#), [i-Ready](#), [Seesaw](#), and [G-Suite Apps for Education](#).

Technology Professional Development Resource

Teachers and staff also use [G-Suite Apps for Education](#) for collaboration and have access to self-paced learning via [OTIS for Educators](#), which is supported by state-certified teachers and offers professional development on the use and integration of various education technology programs.

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.

Technology Plan Components to Support Learning	Hybrid Learning	Remote Learning
Scholars will connect to live remote learning sessions via Google Meet.		✓
For technology support, students can request support via a Google Form that is submitted to the technology team.	✓	✓
If online instruction becomes unavailable due to power outages or any other event, the student will be given a make-up period for work completion.	✓	✓
Teachers establish course content in a learning management tool such as Google classroom (Grades 2-10) or Seesaw (Grades K and 1). Students also use online resources to support their learning, conduct simulations, access text, build projects, and share their writing and performances.	✓	✓
Daily synchronistic time with the teacher as well as specific learning assignments, small group instruction and one-to-one conferring.	✓	✓
Students will use their assigned Chromebook device as their notebook for all classes. Students will use the provided grade-specific templates for note-taking. Upon transitioning back to 100% in-person learning, scholars will continue to complete assignments with a system that blends use of a traditional notebook and a chromebook.	✓	✓
The family engagement coordinator will continue to poll families regarding connectivity to wifi and will deliver devices to the homes of scholars who are physically unable to collect chromebooks prior to school opening.	✓	✓

Teaching and Learning

Continuity of Learning Plan

CPCS' has ensured continuity of learning for all students by expanding our 1:1 student to device program for all grades. Whether in-person, hybrid or remote, class and course content will continue to be aligned with NYS Learning Standards. We use primarily digital versus paper student (and teacher) curricula resources to allow for Chromebooks to become student notebooks- while recognizing that scholars in grades K and 1 may sometimes benefit from paper copies. Scholars (and families) receive explicit instruction in technology as all work is submitted digitally - regardless of learning environment - remote or in-person. Scholars and families will be able to submit help desk tickets for technology support. These tickets will be addressed by site specific technology coordinators. Scholars

and families will be able to reach teachers via email, Schoology, and Google Voice telephone numbers as needed.

Our Hybrid Learning Model Defined

- If needed, CPCS will follow an AAC/BBC rotation hybrid model which allows for approximately half of the student population to receive in-person instruction, while the other half receives remote instruction.
- Remote instruction may contain both synchronous and asynchronous learning activities. *See below for a definition of these terms.*
- Each class will be divided into three groups, Groups A, B, and C. Most students will be assigned to Group A or B.
- Group C will include students who would most benefit from in-person instruction (students with disabilities, English Language Learners, students performing below benchmark, etc.). Students in Group C will receive in-person instruction four days every week.
- Students assigned to remote learning will log into the live instruction classes to promote educational equity and to maintain community amongst students. The exact number of students in each group will always conform to the most up-to-date CDC guidelines on social distancing.
- All student schedules (regardless of the learning environment) will allow substantive time for interactions amongst students and between students and their teachers (in whole class, small group, and one-to-one settings).
- All student schedules (regardless of the learning environment) will allow time for students to receive feedback and support from teachers.

Synchronous- *happening at the same time*. Scholars will be learning the same thing at the same time, and will be guided by a teacher.

Asynchronous- *not happening at the same time*. Scholars will be learning independently and at their own pace.

Day	Group A	Group B	Group C
Monday	In-Person Learning (Full Day)	Remote Learning (Full Day)	In-Person Learning (Full Day)
Tuesday	In-Person Learning (Full Day)	Remote Learning (Full Day)	In-Person Learning (Full Day)
Wednesday	Remote Learning (Full Day)	In-Person Learning (Full Day)	In-Person Learning (Full Day)
Thursday	Remote Learning (Full Day)	In-Person Learning (Full Day)	In-Person Learning (Full Day)
Friday	Remote Learning (Full Day) [AM- Synchronous; PM*- Asynchronous]		

Full Day: 8:00 AM - 4:00 PM

AM Session: 8:00 AM - 11:30 AM

PM Session: 12:30 AM - 4:00 PM

Grades K-5 - Continuity of Learning Highlights:

- Grades K-5 will begin in-person instruction on August 23, 2021.
- Scholars in kindergarten will be dismissed at 12:00pm on August 23rd and August 24th.
- 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 (Google Classroom and Powerschool)
- Priority standards for the 2021-22 school year will be selected based on I-Ready student performance data and additional data gathered by teachers.

Curriculum, Educational Program and 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. Our reading and writing unit plans were designed by teaching staff which aligns to science and social studies. Teaching staff follow a Balanced Literacy approach using the Gradual release model. 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 to facilitating continuous educational growth. Below are curricula programs and resources utilized to deliver instruction, intervention, and enrichment.

- Reading: WONDERS Reading passages with a supplement trade books, novels and complex texts to create lifelong readers and writers
- Writing: Writing City
- Wilsons Foundations - Grades K-3; Tier II and Tier III (Double Dose)
- Mathematics: GO MATH K-5 with a supplement of EnGage NY modules
- AIS, SETTS: Reading A-Z (reading)
- NEWSELA- Leveled text based on lexiles- Grades 2-5
- Science: Amplify- Grades K-5
- Social Studies: Houghton Mifflin Harcourt NYS Edition and NYC Scope and Sequence

Grades 6-10 - Continuity of Learning Highlights:

- Grades 6-10 will begin in-person instruction on August 23, 2021
- Tools and strategies already deemed effective from March 2020-June 2021 will be utilized.
- Additional tools needed to provide SDI for students with IEPs will be added where needed.
- Parents will receive information about how to stay informed about their child's progress through various technology tools (Google Classroom, Powerschool)
- Priority standards for the 2021-2022 school year will be selected based on end of year I-Ready student performance data and additional data gathered by teachers.

Curriculum, Educational Program and Resources

The Challenge Based Learning Model provides the framework through which students will engage in the core curriculum. The NYS CCSS curriculum modules, particularly and initially in ELA and Math, will be adopted and adapted for use. These are yearlong in nature and deeply and extensively prepared with content, resources, assessments and curriculum maps. Essential Questions and a Blended Learning model will be supplemented by other applied learning experiences that are cross-disciplinary and longer-term school-wide investigations and studies undertaken by the students, and facilitated by their teachers. Challenge Based Learning emphasizes exploring topics from many angles and through the lens

of multiple disciplines, which allows students to appreciate the natural connections between subject areas that might not always be evident. Although teacher involvement throughout the Challenge Based Learning process is crucial, it is a fundamentally different relationship and changes as students progress through its stages.

Early on—when teachers introduce Challenge Based Learning to students and set up the challenge—they are actively guiding the process by making decisions, communicating information, teaching skills, and answering questions about how the process works and what is expected. In the middle stages, students take charge of planning and researching their own work and teachers serve primarily as a mentor working alongside the students, helping them through the rough spots and keeping them on track. In the later stages, students are deeply engaged in their own work while you monitor the mastery of required knowledge and skills through appropriate assessments. Finally, teachers transition into the role of product manager supporting the students as they implement, evaluate, and publish their solutions and results. Students start by identifying the big idea; one that is important on a global scale and that students can work with to gain the deep multidisciplinary content knowledge and understanding that is required by the standards for their grade level. Next, they work together to formulate the essential question, which serves as the link between their lives and the big idea. The question should be answerable through research, help focus students' efforts, and provide a framework for the challenge.

The following programs and resources are utilized to deliver instruction, intervention, and enrichment: EngageNY for ELA and Math with support from the Junior Great Books, Read 180, Sound Reading, and Go Math Resources. For science, we follow Amplify Science and for Social Studies we follow the WeTeach NYC Passports with the support of the New York State Scope and Sequence.

Academic Intervention Services

CPCS will continue to provide academic intervention services to all students who are at risk of not achieving State Learning Standards in English Language Arts, Mathematics, Social Studies, and or Science. The following data is utilized to identify eligible students:

- I-Ready ELA and Math Assessments (K-10)
- Fountas and Pinnell Running Records (K-5)
- Read 180 Reading Inventory (6-10)
- Sound Reading (6-10)

Scholars will receive academic intervention services in a variety of ways. Sample approaches may include but are not limited to:

- Co-teaching (most K-8 classrooms have a lead teacher and a teacher's assistant)
- Individualized instruction (via breakout sessions during remote learning)
- Small Group Instruction
- Before school or after school assistance
- Fountas & Pinnell Leveled Literacy Intervention (K-5)
- GO MATH Intervention
- Foundations (K-2)
- Read 180
- Junior Great Books - Socratic Seminar

- Sound Reading
- Extra help sessions (6-10)
- Tier 3: High-Impact Tutoring (based on iReady data) (K-10)
- Sound Reading (6-10)

Scholar progress will be monitored by the Child Study Team (CST). The CST is composed of school administrator/s, special education liaison, teachers, family engagement coordinator, guidance counselor, and social worker. Decisions related to the frequency and intensity of AIS will be made by classroom teachers, support staff and building administrators.

CPCS will provide parental notification indicating a need for Academic Intervention Services by September 30, 2021. At least once each term, parents will be given an opportunity to conference directly with the classroom teacher or other professional staff providing academic intervention services. Beginning at the 10-week period, parents will receive progress reports during the regular school year. These reports will be by mail, telephone, parent conference, e-mail, or be a part of the student's regular report card. Additional AIS progress reports will be completed and made available at the 20, 30 and 40 week period during the school year. Parents will also be kept apprised of their child's progress weekly through emails, phone calls and Powerschool anecdotes. 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.

Grading

CPCS will maintain its current grading policies as outlined in our Scholar and Families Handbook.

Assessments

CPCS will continue to assess student performance by administering the following internal assessments which will be completed digitally utilizing the Performance Matters component of Powerschool. Parents will continue to receive regular updates on scholar progress.

- I-Ready Diagnostic Assessments
- Fountas and Pinnell Running Records (K-5)
- Reading Inventory (6-10)
- Unit summative assessments
- Performance Matters for creation of class exams, quizzes
- Informal assessments

Physical Education Activities

CPCS will continue to address all five National Standards for Physical Education by selecting associated activities that require little or no use of shared equipment by students. CPCS has shifted the focus of the curriculum to Standard 1 (motor skills and movement patterns) and Standard 2 (movement concepts) that are safe and appropriate for the current climate.

Resources to support physical education programming:

- [Online Physical Education Network](#)

https://openphysed.org/curriculum_resources/instant-activitieselementary-k-5. A collection of instant activities to get students moving quickly.

- [Shape of America](#). Provides guidelines for implementing a high quality physical education program that provides students with instruction designed to develop motor skills, knowledge and behaviors for active living, physical fitness, sportspersonship, and self-efficacy.
- [PECentral.org](#). Provides teacher resources and lesson ideas.

Career and Technical Education

Challenge continues to develop our early college and career and technical education high school program. Ninth graders will take the Career and Financial Management (CFM) course along with additional CTE-aligned electives. Laboratory and/or clinical instruction will begin in the 2022-23 school year. We are actively seeking partners to assist us with developing a comprehensive career course that will meet NYS career awareness and exploration goals in grades K-10. Scholars will record their career-related learning as part of the content of their Individual Achievement Plans.

In order to maintain a focus on the career development of our scholars, we will utilize virtual options to facilitate career exploration activities should in-person opportunities be limited. Students will be able to select career exploration activities related to areas of interests identified by their “Interest-A-Lyzer” from the Renzulli Learning Survey, and researched during their Enrichment Clusters (EC). ECs are mini course electives which are developed from the data gathered in the Renzulli Learning survey. Teachers take the survey as well and are matched to student groups based on their interest. Each EC is guided by a syllabus developed by the teacher of the EC. We will continue this work in the 2021-22 school year as part of our implementation of the Schoolwide Enrichment Model (SEM).

Special Education

CPCS will continue to ensure that all students with disabilities continue to have available to them a free appropriate public education (FAPE) that emphasizes specially designed instruction and related services to meet their individual needs and to prepare them for successful transition to life, college, and career. ICT and SETTS are available in grades K-5. An additional section of ICT was added to grades K and 5 for the 2020-21 school year to meet the needs of scholars. ICT is also available in grade 6-8 and SETTS is available in grades 6-10. Mandated counseling services are provided by school counselors. Related services are provided by outside providers. Special education liaisons will communicate with the families of all students with disabilities to ensure families are aware of their child’s educational program and will receive regular communication in their preferred language, about their child’s progress. Communication will take place via ParentSquare, phone calls, email, and mail. CPCS is exploring an innovation model for grades 6-10 that capitalizes on our co-teacher and intervention models which has proven to be beneficial to students and which has led to declassifications. A new role has been added to our charter team of leadership -- Director of Special Education Grades K-10 for the purpose of overseeing compliance, procedures and protocol that directly relate to all aspects of Special Education services and supports. Special education liaisons at all school sites will continue to collaborate closely with the guidelines set by the CSE (Committee of Special Education) and delivered by the Director of Special Education.

Special education students will be provided with the opportunity to attend in-person instruction four times per week to ensure that all related services are provided. In-person services will be conducted by service providers using proper social distancing guidelines. Scholars whose family’s opt for remote learning only will receive instruction and services remotely to the best extent possible.

Collaboration with CPCS families has always been an integral part of the special education process

and this will continue. To address the unique needs of students with disabilities, staff will continue to work with families to collaboratively identify the most essential services for each student. Parents who speak a language other than English will be offered translation services.. The Special Education Liaison will provide information (upcoming IEP meetings, progress reports, etc.) to parents in their preferred language. Parent outreach includes phone calls, emails, mail or video conferences. The Director of Special Education will provide most current District Data and community resources to support the Special Education Liaison's Grades K-10 and Family Engagement Coordinator to work together to determine with the parent the most appropriate means of communication.

IEP Meetings

The Director of Special Education Grades K-10 will support the Special Education Liaison's Grades K-10 as they continue to partner and advocate for families as we collaborate with the CSE to determine the most practical format to conduct IEP meetings approved by the DOE. Virtual IEP meetings will be conducted in the DOE approved platform.

- Parents will continue to be informed of upcoming meetings in three ways: by mail, email, reminders via Powerschool/Schoology, and by telephone. Initial contact will be made as soon as the Committee on Special Education (CSE) has scheduled the IEP meeting.
- Teachers and all responsible parties including but not limited to guidance counselors and speech therapists will be informed about the upcoming meeting in a timely manner electronically and by phone call.
- Coverages will be provided to ensure teacher participation.
- Teacher reports will be collected and shared prior to the meeting.
- Scholars in the upper grades will participate in IEP meetings.
- Social Emotional Learning Curriculum and Tools will be implemented, tailored, and aligned to meet the students with IEPs individual goals and interventions.

Related Service Providers

Outside providers who travel to CPCS will wear a face covering where social distancing requirements cannot be achieved or maintained. They will be provided with sanitizing products and designated workspaces. Classroom visits will only be made when necessary.

CPCS Related Service Providers are expected to:

- Communicate regularly with students on their caseload and/or their parents to ensure they have success with remote learning.
- Communicate with teachers so that learning expectations can be adjusted as needed.
- Communicate weekly office hours (email, Google Classroom, phone call, etc.) with students/families
- Design and implement learning opportunities that address the IEP services of students
- Provide timely feedback to support students' learning
- Document communication, consultation, and learning opportunities for IEP related services through SEISS and Google Forms as a means of back-up communication.
- Provide classroom teachers and parents resources/lessons/activities to foster students' IEP skill development in related service areas.

- Maintain records of student's attendance to related service sessions
- Provide The Director of Special Education Grades K-10 with monthly academic benchmark assessments as well as behavioral anecdotes and extensive progress monitoring reports that align to students related service goals as mandated on their IEPs.

Accommodations, Modifications, Supplementary Aids and Services, and Technology

CPCS will continue to ensure that all scholars receive the accommodations, modifications, and aids needed to access and excel in their educational program. Select tools/strategies intended to reduce or even eliminate the effects of a student's disability (especially in the remote learning environment) have been identified. CPCS plans on maintaining its membership with The Collaborative for Inclusive Education as well as maintaining ongoing in-house professional training and progress monitoring which has confirmed that future training and professional development options will focus on enhancing learning for students with disabilities in the remote learning environment. Teachers continue to be expected to match specific accommodations and modifications to specific student needs on their written lesson plans.

Differentiation

CPCS teachers will continue to be required to employ differentiation strategies to meet the unique needs of learners. Below are examples of differentiation strategies for students with disabilities in the event of a remote learning environment:

1. If a student needs to do research or look up information prior to coming to class, the student will have access to electronic resources that are targeted for his or her reading level.
2. Create online learning stations where students will rotate to practice different skills. These stations may be guided or independent.
3. Record yourself with a video explaining how you practice a skill (mini-lesson) that you also want students to replicate.
4. Provide audio versions of the texts to be read in class. This will be used online so that students who forget the texts in school will always have access.
5. Allow access to online readers for students who would benefit from listening to as well as reading a text.
6. Think about how work is presented digitally so that students are not overly stimulated or distracted by too much type, too many colors, etc. Repurpose the work so that it is easily digested at a quick glance on a digital platform.
7. Allow students to use speech-to-text features to type in a Google Document.
8. Check for understanding by having students respond in the message box or rate their level of understanding.
9. Follow RTI (Response to Intervention) procedures to assess how to best support students with specific data driven benchmarks.
10. Use closed-captioning while teaching remotely so that students will read the words as well as listen to you. Use closed-captioning when available on videos shown online.
11. Provide digital versions of anchor charts to reinforce key concepts, process, key vocabulary words.
12. Provide students with extended time to complete a task when needed .

13. Provide students with on-task prompts when necessary.
14. Create organizational checklists to maintain students' order of tasks and accountability.
15. Provide individual one on one time with students who require additional scaffolding for best learning outcomes.
16. Provide Small group instruction sessions for on-going support and progress monitoring.
17. Implementation of SDI (Specially Designed Instruction) strategies and interventions that benefit all students .

Contact your scholar's principal for a comprehensive list of differentiation strategies.

Bilingual Education and World Languages

Challenge will continue to follow the guidelines in the *Summary of the ELL Identification Steps-Revised for Charter Schools* document published by the Division of English Language Learners and Student Support. As a response to COVID, we have added a virtual enrollment option for families via SchoolMint. The Coordinator of Student Enrollment receives and reviews all enrollment documents. Home language surveys that indicate a primary language other than English are forwarded to our ELL Coordinator. The ELL Coordinator then administers the NYSITELL to eligible students in grades K-4 and 4-10-- and provides services where applicable. Students who are deemed ineligible sometimes receive services based on teacher referral and supporting evidence. These processes will continue when we reopen.

Our hybrid schedule if applicable will allow for in-person instruction for which English Language Learners will receive priority. If applicable remote ELL instruction will also occur. Instructional goals will be established for all students based on their English proficiency data and will align with NYSED's Unit of Study for ELL students. Our ELL Coordinators and other teachers who work with our scholars will employ strategies and tools shared by The Collaborative for Inclusive Education. Our membership with the Collaborative offers professional development specific to the needs of ELL students and they have confirmed that such resources will continue to be provided for the remote learning environment if and when needed. In an effort to build a collaborative partnership with families, the ELL Coordinators utilize Linguistica International to communicate with families verbally and Google Translate to communicate with families via text messaging. Challenge is exploring expanding the ELL service team. There are currently two additional staff members who are TESOL certified. The program will be expanded where needed to meet the needs of all scholars K-10

Staffing

Teacher and Principal Evaluation System

Teachers receive eight to ten mini observations per year. Mini-observations are brief and unannounced observations of teacher practice, conducted by principals, assistant principals, and other assigned instructional leaders. Teachers receive actionable feedback within 24 hours to improve their practice. Teachers in need of intense support are coached by principals, assistant principals, and other instructional leaders.

All teachers receive a formal mid-year and end-of-year evaluation utilizing Charlotte Danielson's Framework for Teaching. Evaluations are a collaborative process where teachers are asked to

provide evidence and complete a self-evaluation prior to receiving their final rating from principals. This allows for deep and informed goal-setting conversations to improve practice. Priority focus areas for the 2021-22 school year will be established after the first round of instructional walkthroughs held within the first few weeks of instruction.

Challenge utilizes the Vanderbilt Assessment of Leadership in Education (VAL-Ed) tool to evaluate principals. The tool allows for feedback from the principal's staff and supervisor. Data is collected during observations of practice which will continue in the remote learning environment. Principals receive verbal and written feedback after the following observations of practice: providing an effective teacher with lesson delivery feedback, providing a developing teacher with lesson delivery feedback, conducting a teacher evaluation meeting, and facilitating adult learning.

Certification

In partnership with the New York City Charter School Center, an audit of instructional staff teaching certifications were completed and CPCS acted on the information in a proactive manner. The compiled data was sent to principals to ensure staff are aware of the expectations of their teaching certifications in alignment with NYS requirements. Currently, 96% of our teaching staff hold the appropriate certificates for their teaching assignments. This complies with the New York State Charter Schools Act of 1998 (as amended) by the Charter Center.

“(a-1) The board of trustees of a charter school shall employ and contract with necessary teachers, administrators and other school personnel. Such teachers shall be certified in accordance with the requirements applicable to other public schools; provided, however, that a charter school may employ as teachers (i) uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience; (ii) tenured or tenure track college faculty; (iii) individuals with two years of satisfactory experience through the Teach for America program; and (iv) individuals who possess exceptional business, professional, artistic, athletic, or military experience, provided, however, that such teachers described in clauses (i), (ii), (iii), and (iv) of this paragraph shall not in total comprise more than the sum of: (A) thirty per centum of the teaching staff of a charter school, or five teachers, whichever is less; plus (B) five teachers of mathematics, science, computer science, technology, or career and technical education; plus (C) five additional teachers. A teacher certified or otherwise approved by the commissioner shall not be included in the numerical limits established by the preceding sentence.”

The remaining 4% have applied for the Emergency COVID-19 certificate offered by NYS. The Emergency COVID-19 Certificate is for candidates who are seeking certain certificates and extensions, allowing them to work in New York State public schools or districts for one year while taking and passing the required exam(s) for the certificate or extension sought.

Reopening Planning Team

Rev. Dr. Les Mullings | CEO/Founder

Board of Trustees

Frederica Jeffries | Chair
Andrew Barnes III | Vice Chair
Karon McFarlane | Board Secretary
Linda Plummer | Board Treasurer
Dr. Michelle Robertson

Administrative Leadership

Dr. Michael Estep | Senior Advisor
Kentia Coreus | K-5 Elementary Senior Director of Teaching & Learning
M. Mondesir-Gordon | 6-10 Secondary Senior Director of Teaching & Learning
Eunice Armstrong | Director of Finance
Venessa Lynch | Director of Operations
Kimberly Messer | Director of Communications
Tameeka Richards | Director of Pupil Personnel Services
Dale Richarson | Director of Technology
Janisa Vaughn | Director of Enrollment & Recruitment
Natalie Zadok | Director of Special Education

School Leadership

Nicole Griffin | K-5 Principal
Carolyn Thomas | K-5 Assistant Principal
Jacqueline Ward-Brew | K-5 Assistant Principal
M. Mondesir-Gordon | 6-10 Principal
Dr. Sheila Lyle | 6-10 Assistant Principal
Michael Sonnichsen | 6-10 Assistant Principal

School Administration

Carlene James | K-5 Principal Assistant
Cherry Wiggins | K-5 Family Engagement Coordinator
Holly-Ann Anglin | K-5 Guidance Counselor
Mellissa Harris | K-5 Social Worker
Maryann Facey | K-5 Operations Manager
Annella Samuels | 6-10 Systems and Data Specialist
Kareen Armstrong | 6-10 School Counselor
Dannielle Colon | 6-10 Social Worker

Resources

- [SED Full Reopening Guidance](#)
- [NYC Schools Health & Safety](#)
- [Interim Guidance for in-person instruction at Pre-K to Grade 12 Schools During the COVID-19 Public Health Emergency](#)
- [A Plan to Safely Reopen America's Schools and Communities](#)
- [National Communications Plan for Returning to School](#)
- [CDC Communications Resources](#)

Our 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 cultivates and supports the intellectual, aesthetic, social, emotional, and ethical development of its students and prepares them to be responsible 21st-century citizens. To accomplish its mission, Challenge offers a rigorous instructional program in a safe, supportive, technology-infused, and data-enriched school environment.



ATTACHMENT #5
CPCS America Rescue Plan
[ESSER 3] Application

ARP-ESSER Application: Part 2 - ARP Act**Introduction/Instructions - Summary & Background**

Summary & Background

CHALLENGE PREPARATORY CHARTER SCHOOL

342700860990

SUMMARY & BACKGROUND

On March 11, 2021, the President signed into law the American Rescue Plan Act of 2021 (ARP). ARP makes available \$122.8 billion nationally in a third round of Elementary and Secondary School Emergency Relief (ESSER) funds. New York State has been allocated nearly \$9 billion under the ARP Act's Elementary and Secondary School Emergency Relief (ESSER) Fund. The ARP Act requires that a minimum of \$8.09 billion (90 percent) be allocated to LEAs, including charter schools and Special Act School Districts that are LEAs. Pursuant to the terms of the ARP Act, LEA allocations have been calculated using the relative shares of grants awarded under Title I, Part A of the ESEA for the most recent federal fiscal year (2020). Each eligible LEA's ARP-ESSER allocation may be found [HERE](#).

Under section 2001(d)(2) of ARP Act of 2021, each State Educational Agency (SEA) must make ARP-ESSER allocations to LEAs in an expedited and timely manner and, to the extent practicable, not later than 60 days after the SEA receives its ARP-ESSER funds. The first portion of ARP-ESSER Funds was awarded to states on March 24, 2021, and 60 days from that day is May 24, 2021. The U.S. Department of Education (USDE) has taken the position that an SEA makes allocations when it authorizes the LEA to begin to obligate funds in accordance with its needs. To enable New York State's LEAs to begin to obligate ARP-ESSER funds by USDE's May 24, 2021 deadline, the application for LEA 90% base ARP-ESSER allocations is being administered by NYSED as a two-part application process:

ARP-ESSER Application – Part 1: The first step was for each LEA to submit signed assurances to NYSED by May 24, 2021. Upon receipt of signed LEA assurances, NYSED provided an email notice to the LEA of substantially approvable application status. Upon receipt of such notice, LEAs were able to begin obligating their allocation of 90% base ARP-ESSER funds.

ARP-ESSER Application – Part 2: The second step will be the submission of a full application and budget by the LEA. NYSED will issue a Grant Award Notice (GAN) to the LEA after the LEA's application is fully reviewed and approved by NYSED. Part 2 will address several of the plan-related assurances an LEA must provide in Part 1 of the application process.

The ARP Act requires LEAs to reserve at least 20% of their 90% ARP-ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on economically disadvantaged students, children with disabilities, English learners, racial and ethnic minorities, migrant students, students experiencing homelessness, and children and youth in foster care. For your information, the minimum 20% reservation for each LEA may be found [HERE](#).

Project Period

March 13, 2020 to September 30, 2024 to obligate funds. Funds must be fully liquidated by October 31, 2024.

Project Number

The project number stem for the program is:

ESSER: 5880 - 21 - XXXX

This number should be used on the appropriate FS-10 budget form.

Submission Deadline

Completed applications are due by **August 31, 2021** (with extensions by request), and will be reviewed on a rolling basis.

Please note that applications must be submitted and fully approved by no later than March 23, 2022. LEAs that have not been issued a Grant Award Notice by that time will be at risk of having their ARP-ESSER allocation returned to the United States Department of Education.

ARP-ESSER Application: Part 2 - ARP Act

Introduction/Instructions - Summary & Background

APPLICATION PROCESS FOR LEA ALLOCATIONS OF ARP-ESSER SEA RESERVE FUNDS

The federal ARP statute requires SEAs to reserve:

- not less than 5 percent of the total amount of grant funds awarded to the State (\$449.4 million) to carry out activities to address the impact of lost instructional time by supporting the implementation of evidence-based interventions;
- not less than 1 percent (\$89.9 million) to carry out the implementation of evidence-based summer enrichment programs; and
- not less than 1 percent (\$89.9 million) to carry out the implementation of evidence-based comprehensive afterschool programs.

The 2021-22 enacted state budget directs that these required SEA set-asides be allocated as grants to specified school districts. Each eligible district's allocation of SEA reserve funds may be found [HERE](#). NYSED will inform school districts under separate cover when the application process for school district allocations of ARP-ESSER SEA set-aside funds has been published in the [SED Monitoring and Vendor Reporting System](#). This application is only for LEA 90% base ARP-ESSER allocations. LEAs should not apply for ARP ESSER SEA Reserve funds as part of this application.

ARP-ESSER Application: Part 2 - ARP Act

Introduction/Instructions - Submission Instructions

Submission Instructions

CHALLENGE PREPARATORY CHARTER SCHOOL

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Directions for Submitting the Application:

The online application may only be submitted/certified by the chief school officer of the applicant LEA. The designated superintendent (public school LEAs), and the chief executive officer, board of trustees president, or school employee designated by the board of trustees (charter school LEAs) are the only administrators with the submit/certify rights necessary to successfully submit and certify a completed application for NYSED review.

LEAs ARE NOT REQUIRED to send hard copies of general application materials to the Department.

LEAs ARE REQUIRED to send signed originals and two hard copies of each FS-10 Budget Form to:

Office of ESSA-Funded Programs - Rm 320 EB

RE: ARP-ESSER Application – Part 2

New York State Education Department

89 Washington Avenue

Albany, NY 12234.

Deadline for Submitting the Applications:

The *ARP-ESSER Application – Part 2* is due by August 31, 2021.

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Intent to Apply

ARP-ESSER LEA Base 90% Allocation - Intent to Apply

CHALLENGE PREPARATORY CHARTER SCHOOL

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- 1. Does the LEA intend to apply for American Rescue Plan (ARP) Act - Elementary and Secondary School Emergency Relief (ESSER) LEA Base 90% funding?**

Yes, the LEA intends to apply for Elementary and Secondary School Emergency Relief (ESSER) funding.

- 2. Please provide contact information for the LEA Business Official and Board President. Please confirm that each individual has reviewed and approved of the application, including all plan descriptions and use of funds.**

	Name	Email Address	Date of Final Review/ Approval
LEA Business Official	Eunice Armstrong	earmstrong@challengecharterschools.org	8/26/21
LEA Board President	Frederica Jeffries	boardchair@challengecharterschools.org	8/26/21

ARP-ESSER Allocation - Construction-Related Costs

- 3. Does the LEA intend to use American Rescue Plan (ARP) Act - Elementary and Secondary School Emergency Relief (ESSER) LEA Base 90% funding for construction-related expenditures?**

No, the LEA does not intend to use American Rescue Plan (ARP) Act - Elementary and Secondary School Emergency Relief (ESSER) funding for construction-related expenditures.

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

ARP-ESSER LEA Base 90% Allocation - Plan Development and Dissemination

CHALLENGE PREPARATORY CHARTER SCHOOL

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Title VIII of Division B of the CARES Act directs the Department to carry out the Education Stabilization Fund, of which the ARP ESSER funds are a part. Section 2001 of the ARP Act provides for the Department to make grants to each SEA from the ARP ESSER funds. An SEA must allocate at least 90 percent of its ARP ESSER grant funds to its LEAs (including charter schools that are LEAs) in the State in the same proportion that the LEAs received under part A of title I of the ESEA in Fiscal Year 2020, as required by section 2001(d)(1) of the ARP Act; and section 2001(e) of the ARP Act prescribes certain mandatory and permissive uses of LEAs' funds. Under 20 U.S.C. 1221e-3, the Secretary has the authority to promulgate rules governing the programs administered by the Department. Under this requirement, each LEA that receives ARP ESSER funds must develop, submit to the SEA on a reasonable timeline determined by the SEA, and make publicly available on the LEA's website, a plan for the LEA's use of ARP ESSER funds. The plan - known as the LEA ARP ESSER Plan - and any revisions to the plan submitted consistent with procedures established by the SEA, must include a description of key activities which are required below.

NYSED will consider each LEA's application for its base 90% ARP-ESSER allocation as meeting the USDE LEA ARP-ESSER use of funds plan requirement, provided the required elements of the plan are fully addressed in the LEA's application, combined with a budget, and then publicly posted after being developed with public input.

An LEA must engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its plan. Specifically, an LEA must engage in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. Additionally, an LEA must engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students.

Each LEA's ARP ESSER plan must be in an understandable and uniform format and, to the extent practicable, written in a language that parents can understand (or, if not practicable, orally translated). Upon request by a parent with a disability, LEA plans must be provided in an alternative format accessible to the parent.

ARP-ESSER Application: Part 2 - ARP ActLEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

1. In the space provided below, please describe how the LEA meaningfully engaged a diverse and representative set of the applicable stakeholders in developing a plan to use these funds and implementing that plan.

Stakeholder involvement has been central to the development of Challenge Prep Charter School's reopening process and planning for its use of Federal funding for Elementary and Secondary School Emergency Relief (ESSER). Expansive stakeholder input has been gathered and considered with respect to identifying and ranking Challenge Prep Charter School's spending priorities.

Collection of school-community input commenced with our having hosted two "open" Town Halls regarding School Funding and Reopening Plans via Zoom on June 1 and June 3. These events were well attended by family members, 80 parents on 6/1 and 66 parents on 6/3, who provided important baseline perspectives and inquiries that would inform our reopening plans and ESSER expenditures.

Following the Town Hall sessions, two separate surveys were sent out:

- An ESSER Family Survey #1 for parents/guardians of Challenge Prep Charter School.

This survey was open and available via Google Forms from June 4-20. ESSER/ARP information is regularly posted on our website's Family Resources page (see link immediately below), and regular Social Media posts promoted the survey and our request for input throughout June. <https://challengecharterschools.org/family-resources>

- An ESSER Staff Survey for all staff of Challenge Prep Charter School.

Both surveys included various health and safety questions, as well as how to address learning recovery for our scholars as the school plans for a safe Reopening in the 2021-22 school year. Access a summary review of these survey data using the following link:

<https://drive.google.com/file/d/1YWMP06i0cVyH5FKTo0n4cDdzoWPraIcj/view>

Several respondent data points are illuminating:

- Both parents/guardians (62%) and staff (83%) supported additional student tutoring after school or on weekends
- Both groups supported more instructional time in reading (66%) and math (58%)
- Support for a prospective 2022 Summer School Program was uneven among parents/guardians (58% positive) and staff (68% negative or not applicable).
- Parents/Guardians (92%) expressed probable or potential interest in Parent Academy participation
- Parents/Guardians affirmed academic improvement strategies were needed:
- Helping your child enjoy reading (70%) and improve math resilience (60%)
- Effectively engaging with your child's teachers (56%)
- Effective ways to validate your child's feelings (61%)
- Parent Learning Preferences and Calls for Student Supports:
- 60.2% supported a return to in-person learning
- 31.1% would support hybrid learning
- 34% called for additional counseling support for social-emotional learning
- 45% called for additional mental health and well-being assessments
- > 70% called for more socialization and after-school activities

Based on our Leadership Team's analysis, these survey responses have directly affected the spending plans our school has submitted in July within the ESSER II program, and additionally has informed this ESSER/ARP Application. Examples include:

- Intensive Reading and Math tutoring in after school programs
- Curriculum revision aligned with NextGen Standards for literacy
- Professional development promoting embedded assessment and close reading
- A Parent Academy with programming to build capacity among parents as partners who enable and extend student learning and social-emotional well-being

ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information**

2. **In the space provided below, please provide the URL for the website(s) where the LEA ARP-ESSER Plan is/will be publicly posted. For an LEA that does not have a website, the LEA may identify an online platform (e.g. social media group or post, file sharing service, email listserv) that allows plans to be directly communicated to students, parents or legal guardians, school staff, and other stakeholders. As appropriate, the LEA should provide details about how the plan will be made available to people who request it.**

The Challenge Prep ARP ESSER Plan will be publicly posted and can be accessed by using the following URL:

<https://challengecharterschools.org/family-resources>

Challenge Prep Charter School is located within and serves the diverse community of Far Rockaway, New York. Our school has created a repository webpage for families and our public regarding all our school reopening protocols and plans, including Covid safety measures, vaccinations and testing, health information in 35 languages, and other family resources. This webpage is updated regularly as our plans and other relevant family support systems evolve or are adjusted to current conditions.

Please see: <https://challengecharterschools.org/family-resources>

In addition to our website, we maintain an ongoing listserv of parents and community members/partners and will distribute the ARP-ESSER Plan in print form using this listserv. Regular social media posts supplement information dissemination and referral to our website information and publication of opportunities to provide input and feedback to our reopening process.

Finally, the Challenge Prep ARP ESSER Plan will be provided in English and Spanish

ARP-ESSER LEA Base 90% Allocation - Program Information

3. **In the space provided below, please describe the extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.**

Other Federal ESSER allocation programs have been invested previously for these prevention and mitigation purposes.

1. ESSER I/Cares Act - The Coronavirus Aid, Relief, and Economic Security Act, 2020 (CARES Act)
2. ESSER II/CRRSA Act - The Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act)

Thus \$0 are explicitly identified in this ARP ESSER spending plan for operational or facility related prevention and mitigation strategies. However, as noted elsewhere in these responses, our commitment to dynamic refreshing of our Family Resources webpage and social media posts, along with the use of future Town Halls, and ongoing parent/guardian interactions within our Parent Academy will enable Challenge Prep Charter School to reflect and communicate the most recent CDC guidance and protocol adjustments as needed for continuous and safe operation of its schools for in-person learning.

4. **In the space provided below, please describe the data that the LEA will use to identify student needs and monitor student progress as a result of planned interventions and supports.**

Challenge Prep Charter School will use data derived from ongoing sets of internally administered assessments. Ongoing assessments will be completed both digitally and within classroom instructional units of instruction. Ongoing internal assessments will include:

- I-Ready Diagnostic Assessments
- Fountas and Pinnell Running Records (K-5)
- Reading Inventory (6-10)
- Teacher-create Unit Summative Assessments
- Curriculum based informal assessments embedded within daily instruction

Challenge Prep has procured Performance Matters (PM), a digital tool that will allow teachers to administer and score assessments digitally. The early warning system of PM will also be explored to enhance the work of our Child Study Teams (CSTs). Members of the CST collaborate with families to monitor the effectiveness of interventions.

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LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

5. In the space provided below, please describe how the LEA will use the funds it reserves under section 2001(e)(1) - the required reserve of 20% of funds - to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year.

Challenge Prep Charter School will partner with Practice Makes Perfect (PMP) service providers to offer high dosage* afterschool and weekend small group tutoring in math and reading to all eligible** scholars. PMP has a proven track record of offering impactful services based on individual lesson designs initiated with clear learning goals and associated clear outcomes per session.

For program services overview, see also: <https://practicemakesperfect.org/>

For impact and effectiveness, see also: <https://practicemakesperfect.org/case-studies>

* Annual High Dosage Tutoring Plan = \$195,563

	Daily Tutoring Hours	# of Tutors	Sessions per Week	Total Sessions Estimate	School Year Estimate
GRADES K-5	2.5 hours (30 min sessions)	5	3	84	\$73,500
GRADES 6-10	3 hours, 45 mins (45 min sessions)	5	3	93	\$122,063

**Student Eligibility: EOY 2020-21 i-Ready assessment data will provide information regarding scholars who are below grade level in reading and math. Small groups will target scholars who are farthest behind in order to provide strategic intervention and support growth.

Of the list of twenty allowable activity expenses, the proposed Practice Makes Perfect high dosage tutoring program conforms with and is assigned within category 15 (Planning and Implementing afterschool and weekend instructional programs).

ARP ESSER Projected Expenditures:

2021-22: \$195,563

2022-23: \$195,563

\$391,126

PLEASE NOTE:

- Challenge Prep Charter School’s ARP-ESSER LEA Base 90% Allocation = \$1,402,075.

Of this, the minimum 20% of funds required for reserve = \$280,415

- At \$391,126, the proposed expenditure in this application subsection Question #5 represents 27.9% of ARP-ESSER LEA Base 90% Allocation.
- See also additional proposed expenditures that will be calculated as part of Challenge Prep Charter School’s overall 20% minimum reserve as described in this application’s subsection Question #7.

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LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

6. In the space provided below, please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) - the allowable uses of funds - of the ARP Act.

Increasing the professional capacities of supervisory, instructional, and pupil personnel services personnel will be essential to renewing in-person student learning, assessing individual needs, redesigning curricula, and moving from learning recovery to accelerated learning. Systematic coaching and researched based training will be keys to effective capacity building. The set of proposed professional development partners and activities are described in detail below. In each instance, the activities described are associated with their respective categories of allowable uses of funds of the ARP Act.

Question 6	Proposed Expenditures	Subtotal Amount
1. JPS Solutions, LLC	• Purchased Services (40)	\$30,000
1. Learner Centered Initiatives	• Purchased Services (40) • Supplies and Materials (45)	\$51,200
1. Lavinia Group	• Purchased Services (40)	\$235,500
1. The Eisenberg Leadership Academy (TELA)	• Purchased Services (40)	\$95,000
1. Educators for Success	• Purchased Services (40)	\$212,500
1. The New Teachers Project (TNTP)	• Purchased Services (40)	\$122,064
1. School Leader and Team Development Professional Learning Materials	• Supplies and Materials (45)	\$9,000
Q#6 - SUBTOTAL OF PROPOSED ESSER/ARP III EXPENDITURES		\$775,264

1. JPS Solutions – Develop Professional Capacities

This experienced Charter School consultant team will provide expert advisory and development services to: (1) Plan and transition effectively between remote and in-person learning, (2) Facilitate the process for Challenge to review and revise its current Reopening Plan, and (3) Develop this required plan for Challenge to invest American Rescue Plan Funds.

Of the list of twenty allowable activity expenses, JPS fees and its advisory and development services conform with and are evenly distributed among categories 7 (Leadership Development), 9 (Implementation systems and improved readiness), 15 (Planning and Implementing supplemental instructional programs), and 16 (Addressing the impact of lost instructional time).

For a JPS Solutions services overview, see: <https://jpssolutions.com>

Projected ESSER/ARP III Expenditures:

- 2021-22: \$ 30,000 – Consultant Fees (Code 40)

1. LCI (Learner Centered Initiatives, Ltd.) –

Develop Professional Capacities in K-5 ELA Curriculum Re-Design

Consultants will provide teachers with professional development on how to develop English Language Arts units that are aligned with the Next Generation Learning Standards. (24 sessions in total.) Units will also feature culturally relevant texts and provide scholars with opportunities to practice lifelong reading skills. The curriculum redesign process will bring clarity to determining what will scholars know, what will scholars be able to do, how will we know if scholars have learned or are able to do, and what will be our response if scholars do not learn. This process will also result in a comprehensive review of scholar texts and materials (with a lens of cultural responsiveness). Program evaluation will include review of student work, student achievement data, pre/post teacher surveys.

Of the list of twenty allowable activity expenses, LCI fees and professional development services conform with and are distributed proportionately among categories 8 (Addressing Unique Needs of Children), 16a & 16b (Assessing Student Progress), and 16b (Addressing the impact of lost instructional time with high quality assessment of student progress and meeting the comprehensive needs of students).

For an LCI services overview, see: <https://lciltd.org/about-us>

Projected ARP ESSER Expenditures:

- 2021-22: \$49,800 – Consultant Fees (Code 40)
- 2021-22: \$1,400 – Curriculum Design and Workshop Materials (Code 45)

1. Lavinia Group – Develop Professional Capacities for Close Reading Instruction

The Lavinia Group will train Grades 6-10 teachers and instructional leaders in their Close Reading model. 25 consultant days will be scheduled annually for both the 2021-22 and 2022-23 school years. Training will involve on-site coaching, real-time feedback, and deliberate practice.

Curriculum resources will also be provided. The close reading strategy offers a framework to ensure scholars can engage with complex texts in all disciplines at school (and in their lives). I-Ready assessment data and curriculum-based assessments will monitor evolving impact on student comprehension.

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Of the list of twenty allowable activity expenses, Lavinia Group fees and professional development services conform with and are distributed proportionately among categories 8 (Addressing Unique Needs of Children), 16a & 16b (Assessing Student Progress), and 16b (Addressing the impact of lost instructional time with high quality assessment of student progress and meeting the comprehensive needs of students).

For a Lavinia Group overview, see: <https://laviniagroup.org/>

Projected ARP ESSER Expenditures:

- 2021-22: \$117,750 – Consultant Fees (Code 40)
- 2022-23: \$117,750 – Consultant Fees (Code 40)

1. The Eisenberg Leadership Academy (TELA) – Developing Professional Capacities for College & Career Course Development

Two TELA curriculum developers will collaborate with Challenge's Social Emotional Learning SEL team to develop a Life, College, and Career course for all grade levels. The course will incorporate developing and updating each student's: individual learning/achievement plan, career portfolio, and total talent portfolio. It will incorporate student advisory modules and address strands within the Challenge Prep Charter School SEL curriculum. This school-wide course will embed these components within a whole-child approach to teaching and learning that all scholars will be required to take every year. This will provide consistent articulation of SEL, career and college readiness programming, enable ongoing progress monitoring among scholars and cohorts of scholars, and provide data with which to identify the need for appropriate interventions and supports as needed. A core outcome for this initiative are annual grade level programs within which individual learning plans are developed and through which scholars will be involved in establishing and monitoring personalized learning goals. This initiative will be evaluated using student course passing data, scholar SEL surveys, and teacher/staff program assessment surveys.

Of the list of twenty allowable activity expenses, TELA fees and curriculum development services conform with and are distributed proportionately among categories 8 (Addressing Unique Needs of Children) and 16b (Addressing the impact of lost instructional time with activities that meet the comprehensive needs of students).

For a TELA overview, see: <https://eisenbergacademy.org/>

Projected ESSER/ARP III Expenditures:

- 2021-22: \$47,500 – Consultant Fees (Code 40)
- 2022-23: \$47,500 – Consultant Fees (Code 40)

1. Educators for Success – Developing Professional Capacities of Leaders

One executive coach will provide coaching and mentoring to the K-5 principal and three K-5 instructional leaders. Two executive coaches will provide members of the grades 6-10 Teacher Leadership Team coaching, mentoring and team-based professional development. 100 consultant days are projected for year one and 70 consultant days are projected for year two. The Educators for Success will partner with consultants from The New Teacher Project (TNTP – see G. below) to offer teacher coaching and development using authentic feedback, promote and transfer skills, and promote collective efficacy.

Of the list of twenty allowable activity expenses, Educators for Success fees and professional development services conform with and are distributed within category 7 (Providing principals and school leaders with resources to address the needs of their individual schools).

Projected ARP ESSER Expenditures:

- 2021-22: \$125,000 – Consultant Fees (Code 40)
- 2022-23: \$87,500 – Consultant Fees (Code 40)

1. TNTP (The New Teacher Project) –

Developing Professional Capacities of Leaders

TNTP's leadership development services are grounded in an externally validated Pathways to Leadership in Urban Schools (PLUS) program, which trains building leaders in cities around the country through professional development and leadership coaching. Challenge Prep Charter School will partner with TNTP to provide training for school and district level leaders that promotes teacher effectiveness in developing and sustaining rigorous and engaging classrooms. School and district level leaders will coach and mentor teachers and staff to ensure Challenge's educational program meets the needs of all learners with processes that accelerate student learning. Staff evaluations will be used to assess the overall effectiveness of leader's coaching and mentoring impact on teachers and staff performance.

Of the list of twenty allowable activity expenses, TNTP fees and professional development services conform with and are distributed within category 7 (Providing principals and school leaders with resources to address the needs of their individual schools).

For a TNTP program and services overview, see: <https://tntp.org/>

Projected ARP ESSER Expenditures:

- 2021-22: \$122,064 – Consultant Fees (Code 40)

1. School Leader and Team Development Professional Learning Materials

It may be reasonably anticipated that there will be a need to prepare additional training or workshop documents, provide additional training supplies, and to acquire additional professional development books/resources associated with the consultant sponsored activities described above as being integral to Challenge developing its teachers, staff, leaders, and school-based teams. To that end, the following additions are proposed to the budget and conform with allowable expense category 7 (Providing principals and school leaders with resources to address the needs of their individual schools).

Projected ARP ESSER Expenditures:

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- 2021-22: \$4,500 – Supplies and Materials (Code 45)
 - 2022-23: \$4,500 – Supplies and Materials (Code 45)
- LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

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7. **In the space provided below, please describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) - the required reserve of 20% of funds - to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

Background

Challenge Prep Charter School provides inclusive and responsive programs that serve a widely diverse community with substantial proportions of low-income families, students of color, English Language Learners, and children with disabilities. Throughout and in response to the coronavirus pandemic, Challenge Prep Charter School successfully ensured continuity of learning for all its scholars by quickly pivoting to remote learning. The unique needs of scholars, teachers and staff were unprecedented and so were our program adjustments. Our remote learning program featured:

- A 1:1 student-to-device program
- Clear and high expectations for student attendance and participation
- Innovative scheduling to support small group instruction and professional learning
- School culture building activities
- Family outreach (for both student and tech support)
- Aggressive progress monitoring

These adaptive approaches and solutions notwithstanding, being outside of the traditional “brick-and-mortar” school setting has undoubtedly had some impact on sustaining our principled commitment to individualizing student learning and building comprehensive family support systems. On the other hand, and while we acknowledge that remote learning may not have been ideal for all scholars, we did note tangible evidence that scholars learned and demonstrated *new* skills in the remote learning environment. Our scholars have become more technology savvy and have learned a variety of ways to demonstrate their learning (by utilizing tech tools such as FlipGrid, Padlet, Google breakout rooms, etc.). Thus, we recognize that the pandemic period was a disruption but also engendered new student skill sets worthy of engaging in our return to in-person learning.

2021-22 Plans and Moving Beyond “Learning Loss”

Challenge Prep Charter School will return to full-time in-person learning for all students in 2021-22. However, rather than embracing a deficit-aligned narrative of learning loss, our planning will be informed by strategies and interventions that focus upon learning recovery and accelerated learning.

Our essential professional question will be: *What does each scholar need to accelerate his/her learning?* In committing to this focus, we are inspired by authors Almarode, Hattie, Fisher, and Fry in *Reinvesting and Rebounding Where the Evidence Points for Accelerating Learning*.

“Accelerating student growth and achievement within the context of post-COVID teaching and learning demands that we leverage our expertise as educators to make decisions each day about what content, ideas, and skills we want our students to know, understand, and be able to do. We make decisions about how much time to spend on specific topics and how frequently to engage learners in that topic We must design and implement learning experiences that increase the rate of learning. The starting point for this increase cannot be based upon some arbitrary point that is the same for every student in the grade level or class. Instead, this increase must start from where students are in their learning journey and where they are ready to go next.” (Corwin/Sage Publications, 2021, p.3)

Going forward, we believe improving and accelerating student learning will involve systematically engaging parents and our community as partners who share in students’ academic, social, and emotional well-being. Four foundational approaches will contribute to our success and guide our priorities for additional expenditures under this subsection:

1. Engage Parents as Learning Partners: Our student’s learning does not begin and end at the school door. Enabling parents to support and extend each student’s learning within the home environment is key to our reinforcing and accelerating their learning over time. Thus, parents’ access to high quality adult learning opportunities and supports are important as well, including specific provisions for workshops, speakers, information, and resources. Student’s social-emotional learning and supports begin within the home. Commencing an ongoing Parent Academy program is a key strategy to initiate and accomplish these outcomes.

2. Involve the Community: Attracting community organizations and leveraging both their human and other in-kind resources will enhance both parent and student learning initiatives. The Greater Far Rockaway community is already joining Challenge Prep Charter School in building capacity among its students and families. For example, the Police Benevolent Association has donated individual student backpacks filled with individual supplies as our students return to school for the 2021-22 school year. As noted above, it is our further intention to incorporate ongoing family development programs featuring community resource experts and health professionals as speakers who enable parents to build capacities that support and extend each student’s learning within the home.

3. Develop Professional Capacities: Increasing the professional capacities of supervisory, instructional, and pupil personnel services personnel will be essential to renewing in-person student learning, assessing individual needs, redesigning curricula, and moving from learning recovery to accelerated learning. Systematic coaching and researched based training will be keys to effective capacity building. The set of proposed professional development

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partners and activities were described in detail in question 6 above.

4. Individualize Students' Learning: Every student is an individual learner and as such each student will be best served by having an individualized achievement plan. Systematic acquisition and implementation of technology-based solutions will enable their creation and ongoing adaption of these plans to be responsive to evolving student needs. High dosage tutoring as explained in question 5 above is but one component of individualizing learning and an element with his/her achievement plan as needed.

Projected Additional 20% Reserve ARP ESSER Expenditures:

PLEASE NOTE:

The Challenge Prep Charter School ARP-ESSER LEA Base 90% Allocation = \$1,402,075

Of this, the minimum 20% of funds required for reserve = \$280,415

In addition to the reserve expenditures outlined in application subsection Question #5 above (with a Subtotal of \$391,126) this application subsection proposes additional expenditures for reserve calculation and are described in detail below. Each description conforms to one or more of the 20 allowable activity expenses defined in this application, and each description identifies the relevant allowable expense area. As such, they are summarized here as allowable expenses that when calculated far exceed the minimum required 20% reserve of \$280,415.

Question 7	Proposed Expenditures	Subtotal Amount
	<ul style="list-style-type: none"> • Professional Salaries • Employee Benefits 	
1. Parent Academy	<ul style="list-style-type: none"> • Supplies and Materials • Equipment • Purchased Services 	\$255,685
Q#7 - TOTAL OF PROPOSED ESSER/ARP III EXPENDITURES		\$255,685

1. Parent Academy – Parents as Learning Partners

Housed in the Challenge Prep Charter High School, Parent Academy will provide adult education for parents, grandparents, and other caregivers with understandings, engagement strategies, and interpersonal communication skills to help their children thrive in the classroom. Monthly sessions will be facilitated by community-based educators, healthcare providers, business professionals, and civic leaders. Parents will learn from other parents as well as maintain the family-school partnership with available Academy laptops and with access to their own students' 1:1 device.

A new full-time Parent Advisory Coordinator is proposed for 2021-22 and 2022-23. Under his/her facilitation, all Challenge families will be invited and scheduled for participation within Academy programs; speakers and presenters will be identified and scheduled for workshop sessions, and a Parent Academy Advisory Committee will be established to set measurable goals for increased family engagement in the following areas:

- Volunteering at school
- Helping children with their homework
- Attending school functions
- Visiting the child's classroom
- Sharing expertise or experience with the class through guest speaking and
- Taking on school leadership roles and/or participating in the decision-making process

Of the list of twenty allowable activity expenses, the Parent Advisory Coordinator, its community development, programs and resources conform with and are distributed proportionately among categories 14 (Full-service Community Schools) and 9 (Implementation systems and improved readiness), 15 (Planning and Implementing supplemental instructional programs), and 16c (Addressing the impact of lost instructional time by providing information to parents and families on how they can effectively support students).

Projected ARP ESSER Expenditures:

- Parent Academy Coordinator – 1.0 Fulltime position
- 2021-22: \$ 75,000 (Code 15)*
- 2022-23: \$ 76,500 (Code 15)*
- Benefits: \$ 45,450 (Code 80)*
- Community Speaker Fees and Honorariums
- 2021-22: \$ 17,500 (Code 40)*
- 2022-23: \$ 17,500 (Code 40)*
- Workshop Classroom Equipment and Office Supplies
- 2021-22: \$18,835 (Codes 20 and 45)*
- Other Supplies to Support Community Speakers/Workshops

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- 2021-22: \$2,450 (Code 45)
- 2022-23: \$2,450 (Code 45)

TOTAL Parent Academy Projected Expenditures = \$255,685

**NOTE: Of the total projected expenditure, \$249,850 will be added to the minimum 20% reserve to address the academic impact of lost instructional time, and will respond to the academic, social, emotional, and mental health needs of all students.*

OVERALL SUMMARY ANALYSIS – REQUIRED RESERVE CALCULATIONS

Subsection Questions 5 and 7

Subsection Question	Initiative Description	Budget Coding	Subtotal to be Applied to Reserve
# 5	Practice Makes Perfect High dosage afterschool and weekend small group tutoring in math and reading	Code 40	\$391,126
	Parent Academy Overall coordination and provision of monthly workshops engaging community and other presenters to provide adult education for parents, grandparents, and other caregivers with understandings, engagement strategies, and interpersonal communication skills to help their children thrive in the classroom.	Code 15 Code 40 Code 45 Code 80 Code 20	\$151,500 \$35,000 \$4,900 \$45,450 \$13,000
Total of Proposed ESSER/ARP III Expenditure for Reserve =			\$640,976
Minimum 20% Required Reserve =			\$280,415
ARP-ESSER LEA Base 90% Allocation			\$1,402,075
Calculated ESSER/ARP III Expenditure % Reserve =			45.72%

ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Return to In-Person Instruction**

ARP-ESSER Return to In-Person Instruction

CHALLENGE PREPARATORY CHARTER SCHOOL

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Section 2001(i)(1) of the ARP Act requires each LEA that receives ARP ESSER funds to develop and make publicly available on the LEA's website, not later than 30 days after receiving ARP ESSER funds, a plan for the safe return to in-person instruction and continuity of services for all schools, including those that have already returned to in-person instruction. Section 2001(i)(2) of the ARP Act further requires that the LEA seek public comment on the plan and take those comments into account in the development of the plan. Finally, section 2001(i)(3) of the ARP Act states that an LEA that developed a plan for the safe return to in-person instruction and continuity of services prior to the date of enactment of the ARP Act will be deemed to have met the requirement to develop a plan under section 2001(i)(1) as long as the plan meets the statutory requirements (i.e., is publicly available on the LEA's website and was developed after the LEA sought and took into account public comment).

The LEA's plan must include how it will maintain the health and safety of students, educators, and other school and LEA staff and a description of any policies it has adopted regarding each of the CDC's safety recommendations, including universal and correct wearing of masks; modifying facilities to allow for physical distancing (e.g., use of cohorts/podding); handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine in collaboration with the State, local, territorial, or the health departments of Native American Nations; diagnostic and screening testing; efforts to provide vaccinations to school communities; appropriate accommodations for children with disabilities with respect to health and safety policies; and coordination with State and local health officials.

The plan must describe how the LEA will ensure continuity of services, including but not limited to services to address students' academic needs and the social, emotional, mental health and other needs of students and staff, which may include student health and food services.

LEA plans must be in an understandable and uniform format and, to the extent practicable, written in a language that parents can understand (or, if not practicable, orally translated). Upon request by a parent with a disability, LEA plans must be provided in an alternative format accessible to the parent.

NYSED will permit previously developed LEA re-opening plans to satisfy the ARP statutory requirement for the safe return to in-person instruction and continuity of services. LEAs must make any necessary updates to existing plans to conform with the USDE requirements within 30 days of receipt of ARP-ESSER funds and to review (and revise if appropriate) plans every six months thereafter (until September 30, 2023).

- 1. In the space provided below, please provide the URL for the website(s) where the district's most current re-opening/return to in-person learning plan is/will be located. For an LEA that does not have a website, the LEA may identify an online platform (e.g. social media group or post, file sharing service, email listserv) that allows plans to be directly communicated to students, parents or legal guardians, school staff, and other stakeholders. As appropriate, the LEA should provide details about how the plan will be made available to people who request it.**

The Challenge Prep URL where its most current reopening/return to in-person learning plan is located is:

<https://challengecharterschools.org/family-resources>

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Return to In-Person Instruction

- An LEA must periodically, but no less frequently than every six months (through September 30, 2023), review and, as appropriate, revise its plan. Consistent with section 2001(i)(2) of the ARP Act, which requires an LEA to seek public comment on the development of its plan, an LEA must seek public input and take such input into account in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to its plan, i.e., the LEA must seek public input on whether to revise its plan and on any revisions to its plan no less frequently than every six months (taking into consideration the timing of significant changes to CDC guidance on reopening schools). If the LEA revises its plan, the revised plan must address each of the aspects of safety currently recommended by the CDC or, if the CDC has updated its safety recommendations at the time the LEA is revising its plan, each of the updated safety recommendations.

In the space provided below, please describe how the LEA will review and regularly update (at least every six months through September 30, 2023) it's plan for in-person instruction, including a description of how public comment will be collected.

Upon SED's approval of Challenge Prep's ARP submission, Challenge Prep will implement the process for the review, and updating of the school's Plan for In-Person Instruction (the Plan), and the collection of stakeholder input. At the beginning of the process, a meeting of the Leadership Team will be devoted to deconstructing the Plan for the purpose of identifying how various parts of the Plan will be reviewed and by whom. The review process will include the collection of data and will be ongoing. Information about the review of the plan will be shared with various stakeholders, and input will be solicited before significant changes to the plan are implemented particularly to the part of the plan devoted to health and safety. At six-month intervals to at least September 30, 2023, a formal review of the Plan will take place. The six-month review will include a written update of the progress of each part of the Plan. A summary of the six-month written review will be posted on the school's website at the following URL: <https://challengecharterschools.org/family-resources>

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

ARP-ESSER LEA Base 90% Allocation - Funding Distribution

CHALLENGE PREPARATORY CHARTER SCHOOL

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Please note: LEAs that have been allocated funds from the mandated SEA-Level Reserves in the 2021-22 enacted state budget will apply for those funds via a separate application process. NYSED will inform school districts under separate cover when the application process for school district allocations of ARP-ESSER SEA set-aside funds has been published in the SED Monitoring and Vendor Reporting System. The sections below are only for LEA 90% base ARP-ESSER allocations. LEAs should not apply for ARP ESSER SEA Reserve funds as part of this application.

1. Please complete the following to indicate the LEA's American Rescue Plan (ARP) Act LEA Base 90% allocation for Elementary and Secondary School Emergency Relief (ESSER) funds, as well as its most current enrollment figures.

	Amount (\$ or #)
ARP-ESSER Fund Allocation (\$)	1,402,075
Total Number of K-12 Resident Students Enrolled (#)	1,056
Total Number of Students from Low-Income Families (#)	918

ARP-ESSER Schools Served

2. Please complete the following chart by indicating the number of PUBLIC SCHOOLS in the LEA being served by ARP-ESSER LEA Base 90% Funding.

	Number (#)
Total Number of Schools in the LEA	1
Number of Schools Served by ARP-ESSER LEA Base 90% Funding	1

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Use of Funds

ARP-ESSER LEA Base 90% Allocation - Use of Funds

CHALLENGE PREPARATORY CHARTER SCHOOL

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Please note: LEAs that have been allocated funds from the mandated SEA-Level Reserves in the 2021-22 enacted state budget will apply for those funds via a separate application process. NYSED will inform school districts under separate cover when the application process for school district allocations of ARP-ESSER SEA set-aside funds has been published in the SED Monitoring and Vendor Reporting System. The sections below are only for LEA 90% base ARP-ESSER allocations. LEAs should not apply for ARP ESSER SEA Reserve funds as part of this application.

1. Please complete the chart below by identifying the funds being used to support each allowable activity. Please respond with "0" to indicate that no funds are being assigned to a given activity.

PLEASE NOTE - All proposed expenditures must be reflected within the FS-10 budget form AND budget narrative to clearly align with this item.

	FUNDING Amounts (\$)
1 - Any activity authorized by the ESEA, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.).	0
2 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.).	0
3 - Any activity authorized by the Adult Education and Family Literacy Act (AEFLA) (29 U.S.C. 3271 et seq.).	0
4 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V) (20 U.S.C. 2301 et seq.).	0
5 - Any activity authorized by subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (McKinney-Vento) (42 U.S.C. 11431 et seq.).	0
6 - Coordinating preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.	0
7 - Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.	351,064
8 - Activities to address the unique needs of low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including how outreach and service delivery will meet the needs of each population.	119,175
9 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.	56,738
10 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.	0
11 - Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by such LEA.	0
12 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other education services can continue to be provided consistent with all Federal, State, and local requirements.	0
13 - Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	0
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	66,738
15 - Planning and implementing activities related to summer learning and enrichment and supplemental after-school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children and youth in foster care.	447,863
16 - Addressing the academic impact of lost instructional time among an LEA's students (including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care) by: a) Administering and using high-quality assessments that are valid and reliable to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction; b) Implementing	360,497

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Use of Funds

	FUNDING Amounts (\$)
evidence-based activities to meet the comprehensive needs of students; c) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and d) Tracking student attendance and improving student engagement in distance education.	
17 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	0
18 - Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.	0
19 - Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.	0
20 - Other activities that are necessary to maintain the operation of and continuity of services in the LEA and continuing to employ existing staff of the LEA.	0
Totals:	1,402,075

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Allocation - Budget

ARP-ESSER LEA Base 90% Allocation - Budget

PLEASE NOTE - the FS-10 and Budget Narrative are used to provide NYSED with a specific itemization of proposed project expenditures and to provide NYSED and the Office of the State Comptroller with the necessary documentation upon which payments can be based. FS-10s with missing quantities or unit costs, or with terms such "TBD" or "Varies" cannot be accepted on the FS-10 or Budget Narrative forms.

Please note: LEAs that have been allocated funds from the mandated SEA-Level Reserves in the 2021-22 enacted state budget will apply for those funds via a separate application process. NYSED will inform school districts under separate cover when the application process for school district allocations of ARP-ESSER SEA set-aside funds has been published in the SED Monitoring and Vendor Reporting System. The sections below are only for LEA 90% base ARP-ESSER allocations. LEAs should not apply for ARP ESSER SEA Reserve funds as part of this application.

- 1. Please upload a completed and signed copy of the FS-10 Budget for the ARP-ESSER LEA Base 90% Funds.**

Final FS10.Challenge ARP.ESSER.8.27.21 SIGNED.xls

- 2. Please upload a completed copy of the Budget Narrative for the ARP-ESSER LEA Base 90% Funds.**

Challenge Preparatory Charter School ARP BN.docx
 Challenge Preparatory Charter School ARP BN.docx

- 3. Please complete the following table by providing total proposed expenditures by budget code for funding in relation to the ARP-ESSER Application – Part 2. This information should match the Budget Summary page of the FS-10 budget form.**

	Total Funds (\$)
15 - Professional Salaries	151,500
16 - Support Staff Salaries	0
40 - Purchased Services	1,170,990
45 - Supplies and Materials	34,135
46 - Travel Expenses	0
80 - Employee Benefits	45,450
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	0
Totals:	1,402,075

= Required Field

Local Agency Information			
Funding Source:	ARP-ESSR		
Report Prepared By:	Eunice Armstrong		
Agency Name:	Challenge Preparatory Charter School		
Mailing Address:	710 Hartman Lane		
	Street		
	Far Rockaway	NY	11691
	City	State	Zip Code
Telephone # of Report Preparer:	718.327.1352	County: Queens	
E-mail Address:	earmstrong@challengecharterschools.org		
Project Funding Dates:	3/13/20 Start	9/30/24 End	

INSTRUCTIONS
<ul style="list-style-type: none"> Submit the original FS-10 Budget and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying. DO NOT submit this form to Grants Finance. The Chief Administrator's Certification on the Budget Summary worksheet must be signed by the agency's Chief Administrative Officer or properly authorized designee. An approved copy of the FS-10 Budget will be returned to the contact person noted above. A window envelope will be used; please make sure that the contact information is accurate and confined to the address field without altering the formatting. For information on budgeting refer to the Fiscal Guidelines for Federal and State Aided Grants at http://www.oms.nysed.gov/cafe/guidance/.

SALARIES FOR PROFESSIONAL STAFF			
Subtotal - Code 15			\$151,500
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Parent Academy Coordinator - Year 1 at \$75,000 with 2% projected increase in Year 2	1.00	\$75,000	\$151,500

PURCHASED SERVICES			
Subtotal - Code 40			\$1,170,990
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
Consultants to assist leadership in revising and implementing the Challenge Reopening Plan and to effectively implement ARP funds coordinated with other funding sources.	JPS (2021-2022)	20 days x \$1,500/day	\$30,000
Consultants for curriculum design to accommodate learning loss and adaption to individual student needs	LCI (2021-2022)	24 sessions x \$2,075/session	\$49,800
Consultants to train teachers and instructional leaders in their Close Reading model. Training involves on-site coaching, real-time feedback, and deliberate practice.	Lavinia Group (2021-22)	25 days x \$3,000/day = \$75,000, plus 50 Institute Seats x \$675/seat = \$33,750, plus \$9,000 annual license.	\$117,750
Consultants to train teachers and instructional leaders in their Close Reading model. Training involves on-site coaching, real-time feedback, and deliberate practice.	Lavinia Group (2022-23)	25 days x \$3,000/day = \$75,000, plus 50 Institute Seats x \$675/seat = \$33,750, plus \$9,000 annual license.	\$117,750
Consultants to provide High Dosage Tutoring. This small group tutoring will target scholars who are farthest behind in order to provide strategic intervention to support growth.	Practice Make Perfect (2021-2022)	K-5 @ 84 sessions x \$875/session plus Grades 6-10 @ 93 sessions x \$1,312.51/session.	\$195,563
Consultants to provide High Dosage Tutoring. This small group tutoring will target scholars who are farthest behind in order to provide strategic intervention to support growth.	Practice Make Perfect (2022-2023)	K-5 @ 84 sessions x \$875/session plus Grades 6-10 @ 93 sessions x \$1,312.51/session.	\$195,563
Consultants supporting the Challenge Social Emotional Learning Team to develop life, college and career curriculum at all grade levels as well as individual student plans.	TELA (2021-2022)	40 days x \$1,187.50/day	\$47,500

Consultants supporting the Challenge Social Emotional Learning Team to develop life, college and career curriculum at all grade levels as well as individual student plans.	TELA (2022-2023)	40 days x \$1,187.50/day	\$47,500
Consultants for K-5 School Leaders and Grades 6-10 Teacher Leadership Team Development	Educators for Success (2021-2022)	\$1,250 day for 100 days	\$125,000
Consultants for K-5 School Leaders and Grades 6-11 Teacher Leadership Team Development	Educators for Success (2022-2023)	\$1,250 for 70 days	\$87,500
Consultants will provide coaching and leadership training sessions focusing on the evidence-based and externally validated Pathways to Leadership in Urban Education (PLUS).	TNTP (2021-2022)	140 individual coaching sessions (7 school leaders x 20 sessions each) @ \$762.90/session = \$106,806; plus 10 leadership team training sessions @ \$1,525.80/session = \$15,258.	\$122,064
Parent Academy Speakers - fees and honorariums	Parent Support Specialists and Community Speakers Bureaus.	70 sessions during the 24 month period from 2021 to 2023 @ \$500/session.	\$35,000

SUPPLIES AND MATERIALS			
Subtotal - Code 45			\$21,135
Description of Item	Quantity	Unit Cost	Proposed Expenditure
Curriculum Design Workshop Materials from LCI	Materials for 24 sessions	\$58.34/session	\$1,400
Parent Academy Furniture: 48" reception station; 8' conference table and chair set; and 2 arm chairs	1 reception station, 1 conference table and chair set, and 2 arm chairs	\$5,835/reception station arrangement	\$5,835
Parent Academy Materials to support Community Speakers and Parent Programs	Materials for 70 sessions over 2 years	\$70/session	\$4,900
School Leader and Team Development: Professional Learning Materials	Materials for 2 years of ongoing professional learning	\$4500/Year	\$9,000

Employee Benefits		
Subtotal - Code 80		\$45,450
Benefit		Proposed Expenditure
FICA = 7.65% (SS @ 6.2% plus Medicare @ 1.45%)		\$11,590
Retirement	New York State Teachers	
	New York State Employees	
	Other - Pension	
Health Insurance		
Worker's Compensation		
Unemployment Insurance		
Other(Identify)		
Estimated Health Insurance and Pension = \$33,860 (Year 1 = \$16,500 plus Year 2 = \$17,360)		\$33,860

INDIRECT COST		
A.	Modified Direct Cost Base – Sum of all preceding subtotals(codes 15, 16, 40, 45, 46, and 80 and excludes the portion of each subcontract exceeding \$25,000 and any flow through funds) **Manual Entry	\$0
B.	Approved Restricted Indirect Cost Rate	
C.	Subtotal - Code 90	\$0

For your information, maximum direct cost base = \$1,389,075.00

To calculate Modified Direct Cost Base, reduce maximum direct cost base by the portion of each subcontract exceeding \$25,000 and any flow through funds.

EQUIPMENT			
Subtotal - Code 20			\$13,000
Description of Item	Quantity	Unit Cost	Proposed Expenditure
Promethean Board - Technology for Parent Academy	1.00	\$13,000.00	\$13,000

BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	\$151,500
Support Staff Salaries	16	
Purchased Services	40	\$1,170,990
Supplies and Materials	45	\$21,135
Travel Expenses	46	
Employee Benefits	80	\$45,450
Indirect Cost	90	\$0
BOCES Services	49	
Minor Remodeling	30	
Equipment	20	\$13,000
Grand Total		\$1,402,075

Agency Code:

Project #:

Contract #:

Agency Name:

FOR DEPARTMENT USE ONLY


Funding Dates: _____ From _____ To _____

Program Approval: _____ Date: _____

<u>Fiscal Year</u>	<u>First Payment</u>	<u>Line #</u>
Voucher #	First Payment	

CHIEF ADMINISTRATOR'S CERTIFICATION

By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal (or State) award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative penalties for fraud, false statements, false claims, or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812).



_____/_____/_____
Date Signature

Dr. Les Mullings, CEO

Name and Title of Chief Administrative Officer

Challenge Preparatory Charter School ARP-ESSER Budget Narrative	Year 1	Year 2	Total Project Period
Code 15: Professional Salaries			
Parent Academy Coordinator - Year 1 at \$75,000 with 2% projected increase in Year 2. <u>This position's total salary and associated benefits support the minimum 20% reserve.</u> Funds are allocated to allowable activity categories 9, 14, 15 and 16c @ 25% each category.	\$ 75,000	\$ 76,500	\$ 151,500
Total Professional Salaries	\$ 75,000	\$ 76,500	\$ 151,500
Code 16: Support Staff Salaries			
None	\$ -	\$ -	\$ -
Total Support Staff Salaries	\$ -	\$ -	\$ -
Code 40: Purchased Services			
JPS Solutions, LLC will assist the Challenge Prep Leadership Team in Year 1 with transitioning between remote and in-person learning, revising and implementing the Reopening Plan, and effectively implementing ARP funds coordinated with other funding sources. Calculated @ 20 days x \$1,500/day. Allowable activity categories 7, 9, 15, and 16 @ 25% each category.	\$ 30,000		\$ 30,000
LCI will provide professional development in Year 1 for ELA curriculum design to accommodate learning loss and adaption to individual student needs. Calculated @ 24 sessions x \$2,075/session. Allowable activity categories 8 (25%) and 16 a,b (75%)	\$ 49,800		\$ 49,800
Lavinia Group in Years 1 and 2 will train teachers and instructional leaders in the Close Reading model. Training involves on-site coaching, real-time feedback, and deliberate practice. Calculated in each Year @ 25 days x \$3,000/day = \$75,000; plus 50 Institute Seats x \$675/seat -\$33,750; plus \$9,000 annual license. Allowable activity categories 8 (25%) and 16 a,b (75%)	\$ 117,750	\$ 117,750	\$ 235,500
Practice Makes Perfect in Years 1 and 2 will provide high dosage tutoring. This small group tutoring will target scholars who are farthest behind in order to provide strategic intervention to support growth. Calculated in each Year for K-5 @ 84 sessions x \$875/session = \$73,500; plus Grades 6-10 @ 93 sessions x \$1,312.51/session = \$122,063. <u>Supports the minimum 20% reserve.</u> Allowable activity category 15	\$ 195,563	\$ 195,563	\$ 391,126
TELA curriculum developers in Years 1 and 2 will support the Challenge Social Emotional Learning Team to develop a Life, College and Career curriculum at all grade levels including a comprehensive Individual Learning and Achievement plan for all students. Calculated in each Year @ 40 days x \$1,187.50/day. Allowable activity categories 8 and 16b @ 50% each category	\$ 47,500	\$ 47,500	\$ 95,000
Educators for Success in Years 1 and 2 will provide leadership coaching for K-5 School Leaders, and for Grades 6-11 Teacher Leadership Teams. Calculated in Year 1 @ 100 days x \$1,250/day, and in Year 2 @ 70 days x \$1,250/day. Allowable activity category 7	\$ 125,000	\$ 87,500	\$ 212,500
TNTP will provide in Year 1, one-on-one Leadership Coaching to seven school leaders biweekly from September through June, plus monthly Leadership Team training sessions to the entire Leadership Team. Calculated @ 7 leaders x 20 sessions each x \$762.90/session, plus 10 Leadership Team training sessions x \$1,525.80/session. Allowable activity category 7	\$ 122,064		\$ 122,064
Parent Academy Speakers fees and honorarium calculated in Years 1 and 2 @ 35 sessions/year x \$500/session. <u>Total funds support the minimum 20% reserve.</u> Allowable activity categories 14 and 16 @ 50% each.	\$ 17,500	\$ 17,500	\$ 35,000
Total Purchased Services	\$ 705,177	\$ 465,813	\$ 1,170,990
Code 45: Supplies and Materials			
LCI curriculum design workshop materials in Year 1. Calculated @ \$58.34/session x 24 sessions. Allowable activity categories 8 (25%) and 16 (75%).	\$ 1,400	\$ -	\$ 1,400
Parent Academy furniture to be purchased in Year 1 @ \$5,835 including 48" reception station; 8' conference table and chair set; and 2 arm chairs. Allowable activity category 16.	\$ 5,835	\$ -	\$ 5,835
Parent Academy materials to support community speakers and parent programs. Calculated in each Year @ 35 sessions x \$70/session. <u>Supports the minimum 20% reserve.</u> Allowable activity category 16.	\$ 2,450	\$ 2,450	\$ 4,900
School leader and team development professional learning materials. \$4,500 in Year 1 and in Year 2. Allowable activity category 7.	\$ 4,500	\$ 4,500	\$ 9,000
Total Supplies and Materials	\$ 14,185	\$ 6,950	\$ 21,135
Code 46: Travel Expenses			
None	\$ -	\$ -	\$ -
Total Travel Expenses	\$ -	\$ -	\$ -
Code 80: Employee Benefits - Supports the minimum 20% reserve. Allowable activity categories 9, 14, 15 and 16c @ 25% each.			
FICA = 7.65% (SS @ 6.2% plus Medicare @ 1.45%)	\$ 5,738	\$ 5,852	\$ 11,590
Estimated Health and Pension = \$33,860 total for Years 1 and 2 starting with \$16,500 in Year 1 and increasing in Year 2 to \$17,360.	\$ 16,500	\$ 17,360	\$ 33,860
Total Employee Benefits	\$ 22,238	\$ 23,212	\$ 45,450
Modified Direct Cost Base - Sum of all preceding subtotals (codes 15, 16, 40, 45, 46, and 80 and excludes the portion of each subcontract exceeding \$25,000 and any flow through funds) NOT APPLICABLE	\$ -	\$ -	\$ -

Challenge Preparatory Charter School ARP-ESSER Budget Narrative	Year 1	Year 2	Total Project Period
Code 90: Indirect Cost - NOT APPLICABLE			
Total Indirect Costs	\$ -	\$ -	\$ -
Code 49: BOCES Service			
Total BOCES Service	\$ -	\$ -	\$ -
Code 30: Minor Remodeling			
Total Minor Remodeling	\$ -	\$ -	\$ -
Code 20: Equipment			
Parent Academy presentation technology (Promethean Board) to be purchased in Year 1 @ \$13,000. Supports the minimum 20% reserve. Allowable activity category 16.	\$ 13,000		\$ 13,000
Total Equipment	\$ 13,000	\$ -	\$ 13,000
Total Grant Request	\$ 829,600	\$ 572,475	\$ 1,402,075
Note: Total funds allocated to the \$280,415 Minimum 20% Reserve = \$640,976 representing 45.7% of the total allocation of \$1,402,075. Includes: Code 15 (\$151,500); Code 40 (\$391,126 + \$35,000); Code 45 (\$13,000 + \$4,900); Code 80 (\$45,450)	\$ 640,976		

Challenge Preparatory Charter School ARP-ESSER Budget Narrative

Allowable Activity Category	Budget Code 15	Budget Code 40	Budget Code 45	Budget Code 80	Budget Code 20	Total
7		\$ 342,064	\$ 9,000			\$ 351,064
8		\$ 118,825	\$ 350			\$ 119,175
9	\$ 37,875	\$ 7,500		\$ 11,363		\$ 56,738
14	\$ 37,875	\$ 17,500		\$ 11,363		\$ 66,738
15	\$ 37,875	\$ 398,626		\$ 11,363		\$ 447,864
16	\$ 37,875	\$ 286,475	\$ 11,785	\$ 11,363	\$ 13,000	\$ 360,498
Total	\$ 151,500	\$ 1,170,990	\$ 21,135	\$ 45,450		\$ 1,402,075



2021-22 School Year Board Meeting #3 Minutes

Frederica Jeffries, CPCS Chair called the meeting to order and welcomed everyone to the CPCS 2021-22 School Year Board Meeting #3 at 6:30 PM on September 15, 2021.

Frederica Jeffries, Chair requested verification from the members present of “The Notice of Meeting” sent to each of the members of the board via email. Each member noted the proper notification was received.

Pursuant to the NY State Public Meetings Law the public notice of meeting was provided in the following manner thus meeting the law’s requirement of media and public notice:

- The Wave via email
- Public Posting at CPCS Office
- CPCS Websites and Social Media Sites

Karon McFarlane, Secretary of the Board of Trustees called the roll of the board.

Members present: Frederica Jeffries, Karon McFarlane, Linda Plummer and Dr. Michelle Daniel-Robertson

Members absent: Andrew Barnes and Gertrudis Hernandez

Also, present: Michael R. Estep. He was given the rights of the floor to speak during the meeting by common consent.

The Chair offered opportunity for any questions from the public. No comments or questions were offered.

1. The agenda was approved by common consent.
2. The Chair called for a review of the minutes of the 2021-22 School Year Board Meeting #2 [Attachment #2]. The minutes were approved by common consent.
3. The Chair called for the report of Dr. Les Mullings, CEO. Dr. Mullings shared the 2021-22 School Year is off to a good start with in-person education. The mandate for all staff be vaccinated is being implemented and CPCS is following the NYC DOE process for the employee mandate. Any adjustments to the target date for all employees to be vaccinated because of any court orders will adjust the CPCS timeline for employees.



The development of the agreement for the CTE High School with the CUNY School of Labor and Urban Studies continues on a positive course. It is anticipated that a press conference will take place in October 2021 to announce the relationship.

Dr. Mullings also updated the Board on the development of the Challenge Parent Academy.

Following discussion, the report was received with appreciation.

4. The Chair called attention to the printed report of Kentia Coreus, Senior Director of Elementary Teaching & Learning [Attachment #2]. The report was received with appreciation.
5. The Chair called attention to the printed report of Nicole Griffin, K-5 Principal [Attachment #3]. The report was received with appreciation.
6. The Chair called attention to the printed report of Mavgar Mondesir, Senior Director of Secondary Teaching & Learning and 6-10 Principal [Attachment #4]. The report was received with appreciation.
7. The Chair called attention to the printed report of Tameeka Richards, Director of Pupil Personnel Services [Attachment #5]. The report was received with appreciation.
8. The Chair called attention to the printed report of Kimberly Messer, Director of Communications [Attachment #6]. The report was received with appreciation.
9. The Chair called attention to the printed report of Natalie Zadok, Director of Special Education [Attachment #7]. The report was received with appreciation.
10. The Chair called attention to the printed report of Janis Vaughn, Director of Enrollment & Recruitment [Attachment #8]. The report was received with appreciation.
11. The Chair called attention to the printed report of Venessa Lynch, Director of Operations [Attachment #9]. The report was received with appreciation.
12. The Chair called attention to the printed report of Dale Richardson, Director of Technology [Attachment #10]. The report was received with appreciation.



13. The Chair called for the August 2021 Financial Report [Attachment #11].
Following review, the report was received by common consent.

14. The Chair called for the presentation of the 2021-22 September Personnel report [Attachment #12]. Dr. Michelle Daniel-Robertson moved approval of 2021-22 August Personnel Report with a second from Karon McFarlane. The motion carried unanimously.

The meeting adjourned by common consent.

Respectfully submitted:

A handwritten signature in blue ink that reads "Karon K. McFarlane". The signature is written in a cursive style.

Karon McFarlane
Secretary



ATTACHMENT #1

CPCS

2021-22 School Year

Board Meeting #2

Minutes

See Prior Month

Minutes for Attachments



2021-22 School Year Board Meeting #2 Minutes

Frederica Jeffries, CPCS Chair called the meeting to order and welcomed everyone to the CPCS 2021-22 School Year Board Meeting #2 at 6:30 PM on August 18, 2021.

Frederica Jeffries, Chair requested verification from the members present of “The Notice of Meeting” sent to each of the members of the board via email. Each member noted the proper notification was received.

Pursuant to the NY State Public Meetings Law the public notice of meeting was provided in the following manner thus meeting the law’s requirement of media and public notice:

- The Wave via email
- Public Posting at CPCS Office
- CPCS Websites and Social Media Sites

Karon McFarlane, Secretary of the Board of Trustees called the roll of the board.

Members present: Frederica Jeffries, Karon McFarlane, Linda Plummer and Dr. Michelle Daniel-Robertson

Members absent: Andrew Barnes and Gertrudis Hernandez

Also, present: Michael R. Estep. He was given the rights of the floor to speak during the meeting by common consent.

The Chair offered opportunity for any questions from the public. No comments or questions were offered.

1. The agenda was approved by common consent.
2. The Chair called for a review of the minutes of the 2021-22 School Year Board Meeting #1 [Attachment #1]. The minutes were approved by common consent.
3. The Chair called for the report of Dr. Les Mullings, CEO. Dr. Mullings shared that all systems are go on the start of the 2021-22 School Year for in-person education. All staff have been this week [August 16-20, 2021] engaged in Professional Development sessions in preparation for our scholars to have a safe and productive return to school beginning on Monday, August 23, 2021.



Dr. Mullings indicated that the 1520 Central Avenue CTE High School site has officially been turned over to Challenge and the buildings are being readied for opening on Monday, August 23, 2021.

Dr. Mullings gave an update on the CTE High School and the significant progress that has been made with the CUNY School of Labor and Urban Studies being our partner in multiple ways with dual credit course design, bringing other CUNY schools that they have partnership with to support our CTE pathways, and the collaboration agreement between SLU and Challenge.

Following discussion, the report was received with appreciation.

4. The Chair called for the July 2021 Financial Report [Attachment #2]. Following review, the report was received by common consent.
5. The Chair called for the presentation of the 2021-22 August Personnel report [Attachment #3]. Karon McFarlane moved approval of 2021-22 August Personnel Report with a second from Linda Plummer. The motion carried unanimously.
6. The Chair called for the presentation of the 2021-22 School Year Reopening Plan V1 [Attachment #4]. Dr. Mullings lead the Board through the plan highlighting the guidance from the CDC, NYSED and NYDOH. Following discussion, a motion was made by Frederica Jeffries with a second by Karon McFarlane to approve the 2021-22 School Year Reopening Plan V1. The motion carried unanimously. It was noted that as updated guidance from the CDC, NYSED, NYDOH and NYS Governors Office, etc sections effected in the plan by the new guidance would be edited to reflect the new guidance.
7. The Chair called on Dr. Mullings to update the Board on the American Rescue Plan Application [ESSA 3] [Attachment #5]. The final application will be reviewed by the Board Chair on behalf of the entire Board prior to its submission.

The meeting adjourned by common consent.

Respectfully submitted:

A handwritten signature in blue ink that reads "Karon K. McFarlane".

Karon McFarlane
Secretary



Attachment #2



Senior Director of Teaching and Learning K-5
September 2021 Board Report
 (Covering July 1, 2021-August 31, 2021)
Kentia Coreus

Enrollment Compliance

Grade	Total Scholars	# of scholars w/IEPs
K	106	16
1	117	23
2	113	15
3	96	13
4	96	14
5	96	14
Totals	624	95

source: Student Enrollment Weekly Report sent on September 10, 2021 linked [here](#)

Ongoing Teaching & Learning Tasks

- Manage personnel, curricula, and partnerships in support of the educational program
- Monitor the effectiveness of the educational program by reviewing data, observing instruction, school culture, and academic operations
- Supervise the K-5 principal by conducting daily check-ins and weekly 60 minute supervision meetings
- Listen and respond to staff and family grievances
- Maintain awareness of DOE, NYS, and DOH guidelines related to COVID-19 and implement new teaching and learning policies or protocols where needed in consultation with the CEO and director of pupil personnel services

Ongoing COVID-19 Response

- Attend bi-weekly webinars with the New York State Charter Association where information is provided by the Board of Regents and all three NYS charter authorizers. Share information with pertinent staff
- Maintain awareness of DOE, NYS, and DOH guidelines related to COVID-19
- Connect with external school leaders to share/collect ideas for supporting scholars and staff

Elementary and Secondary School Emergency Relief III (ESSER) and American Rescue Plan (ARP)

In an effort to support learning recovery for students across the nation, President Biden enacted the American Rescue Plan on March 11, 2021. The plan allows for schools to apply for significant funding via the ESSER III/ARP grant application. The SDTL developed a Google document, submission protocols, and timelines; for directors and JPS consultants to work collaboratively on CPCS' submission of the ESSER III/ARP application (due late August). Below is our plan rationale, guiding principles, and priorities.

Rationale

At Challenge Charter School, we are approaching our planning for the 2021-22 school year by thinking about learning recovery instead of the deficit-aligned narrative of learning loss like Almarode et al, authors of [*Reinvesting and Rebounding Where the Evidence Points for Accelerating Learning*](#). While we acknowledge that remote learning may not have been ideal for all scholars, we saw tangible evidence of scholars who learned and demonstrated *new* skills in the remote learning environment. Our scholars have become more technology savvy and have learned a variety of ways to demonstrate their learning (by utilizing tech tools such as FlipGrid, Padlet, Google breakout rooms, etc.). Thus, when we think about the next school year (and the ones after), we are thinking about, ***What does each scholar need in order to accelerate his/her learning?*** By thinking about learning recovery and accelerating learning, we ensure that we utilize the federal funds to adopt evidence-based programs, services, and strategies to move every child along their learning journey.

Guiding Principles

The following principles help us think, prioritize, and make decisions when planning for the upcoming school year:

- The goal is student learning and wellbeing; the rest of schooling responds to and supports that mission
- Social and emotional well-being is central to learning
- We must assess the impact of our decisions on student learning and pivot quickly when needed
- All stakeholders have the ability to impact student learning

Our Six Identified Priorities

1. Health and Safety
2. Teaching and Learning
3. Social-Emotional Well-Being
4. Technology and Digital Equity
5. Professional Learning
6. Family Engagement and Communications

ESSER III/ARP applications required evidence of stakeholder engagement. The SDTL presented information to families during a town hall held on June 1, 2021. An overview of our plan was shared with staff on June 18, 2021.

Teaching and Learning Partnerships

The SDTL conducted research and consulted with external school leaders to identify potential partners to support the initiatives outlined in our ESSER III/ARP draft. Below is a summary of partners supporting teaching and learning.

Organization	Contact Name	Description of Partnership Work
Performance Matters (from PowerSchool)	Ms. Amy True	Assessment design training will allow us to develop authentic assessments aligned to our curriculum. Early warning system is also available in the platform
Educators for Student Success Association (ESSA)	Mr. Gerry Galderisi	Retired elementary principal will provide executive coaching and mentoring to leadership team
Lavinia Group	Ms. Jackie Taslim	Close Reading strategy training and implementation support. Includes curriculum access.
Learner-Centered Initiatives (LCI)	Dr. Giselle Martin-Kneip	ELA curriculum design and writing training will be provided for 30 staff members
Practice Makes Perfect (PMP)	Mr. Pedro Rubiano	PMP will provide high-impact tutoring for identified scholars based on iReady data and teacher input
The New Teacher Project (TNTP)	Mr. Kit Tollerson	TNTP will provide leadership training and coaching for seven school/district leaders to support scholar achievement
The Eisenberg Leadership Academy (TELA) (formerly WOO Inc.)	Mr. Hal Eisenberg	Personalize and develop templates and all supporting materials for Individual Achievement Plans (IAP) for all elementary scholars

2021-22 Instructional Theme: *The Rebound*

The senior directors of teaching and learning collaborated to develop this year's themes. Below are the rationale and guiding mantras shared with all instructional staff during preservice week.

Rationale

To say that the prior school year was filled with uncertainty and challenge would be a gross understatement. However, despite the health and social challenges we faced individually and as a school community, we maintained our commitment to *boldly challenging obstacles to scholar success*. We did so by maintaining high expectations, ensuring every scholar had access to a learning device, partnering with families, pushing our learning as adults, and responding to scholar needs: one scholar at a time. Our work was simultaneously difficult and rewarding as we watched our scholars and staff engage in distance learning for the entire 2020-21 school year. *So where do we go from here? We rebound!*

The term *rebound* is offered by Fisher et. al in *Rebound* (Corwin, 2021) as an approach to schooling that acknowledges our traumatic experiences during the pandemic while recognizing that we have an **unprecedented opportunity to improve teaching and learning** by reflecting on what worked and what did not work before and during the pandemic. In this context, rebound means coming back stronger and better!

In our K-5 educational program our rebound will be framed in the following pillars: **Care** (social-emotional learning and wellness for staff, scholars, and families), **Clarity** (clear and data-informed learning goals), and **Collaboration** (between professional learning teams, school-family, and school-community). These three pillars will allow us to reject the learning loss narrative that threatens to make educators lower expectations and only offer remediation. We embrace the 2021-22 school year as the year of:

The Rebound: Accelerating Learning through Care, Clarity, and Collaboration

Guiding Mantras

The following mantras will support our vision and will be referenced as we plan, problem-solve, and make decisions in the upcoming school year in support of our educational program.

1. Our work is people work.
2. We work together.
3. Acceleration, not remediation.
4. Reliable data brings clarity.

“Let’s not simply go back but rather return to school stronger and better” - Fisher et al. (Corwin, 2021)

K-5: *The Rebound: Accelerating Learning through Care, Clarity, and Collaboration*
6-10: *The Rebound: Managing Change through Adaptability and Experiential Learning*

Preservice Week (August 16-20)

CPCS welcomed back nearly one hundred fifty staff members for preservice week. In preparation, the senior directors of teaching and learning worked with directors to plan a comprehensive and cohesive week of learning for all staff. The schedule is attached to the end of this document.

School Reopening

Challenge Preparatory Charter School reopened its doors on Wednesday August 25, 2021 (instead of August 23 as planned, due to flooding). The air of excitement, anticipation, and a bit of anxiety was palpable. 710 Hartman welcomed scholars in grades K-3 while our grade 4-5 scholars headed over to 1526 Central, our new intermediate site. School teams will prioritize building relationships with scholars and families as we welcome back over 600 scholars.



Challenge Charter School

2021-22 Pre-Service Professional Development Calendar

August 16-August 20 (8:00am-4:30pm)

As of August 10, 2021

Network-wide - All staff required
School Site-Specific (K-5, 6-10) (Details will be shared by principals.)
Instructional Staff K-10
Education Technology Focus K-10
SEL Focus K-10
HR Focus K-10

Pre Service Staff Guidelines and Expectations

IMPORTANT PREREQUISITE INFORMATION AND TASKS!

MONDAY - August 16	TUESDAY - August 17	WEDNESDAY - August 18	THURSDAY - August 19	FRIDAY - August 20
<u>8:00 - 8:30</u> Breakfast	<u>8:00 - 8:30</u> Breakfast	<u>8:00 - 8:30</u> Breakfast	<u>8:00 - 9:30</u> Breakfast Individual Administrative Period	<u>8:00 - 8:30</u> Breakfast: Coffee and Donuts
<u>8:35 - 8:55</u> Welcome Address <i>Rev. Dr. L. Mullings</i> Presentation of New Staff <i>E. Armstrong</i>	<u>8:30 - 9:10</u> SEL Overview, Part I <i>T. Richards</i>	<u>8:30 - 9:15</u> Mental Health and the Pandemic <i>Dr. Charles Gewirtz</i> <i>Psychologist, NYC Health and Hospitals</i>	<u>9:35 - 10:00</u> SEL Overview, Part II New! Watch clips from EdTech Video 1 Video 2 <i>T. Richards</i>	<u>8:30-9:00</u> Individual work period <i>On your own</i>
<u>9:00 - 9:10</u> Transition to Break Out Rooms	<u>9:10 - 9:20</u> Break			<u>9:00 - 9:45</u> OPTIONAL! Presentation: Equitable <i>Rochelle Forster</i> Zoom Link
<u>9:10 - 10:00</u> Presentation: COVID-19 and School <i>Dr. Galiatsatos</i> Link: Join Zoom Meeting	<u>9:20 - 10:00</u> Technology Overview Presentation Slides <i>D. Richardson</i>	<u>9:30-10:00</u> SEL activity/ team building <i>T. Richards and N. Zadok</i>	<u>10:00 - 11:15</u> Communications Policies and Best Practices <i>K. Messer</i>	<u>9:45 - 10:00</u> Break Professional Photos 9am- 1pm
<u>10:00 - 10:10</u> Transition to Cafeteria	<u>10:00 - 10:15</u> Icebreaker Activity <i>E. Armstrong</i>	<u>10:00 - 10:45</u> Special Education Overview <i>N. Zadok</i> <i>The presentation is here</i>	Employee Policies and Expectations <i>E. Armstrong</i> Projects for Challenge Contest Overview <i>E. Armstrong</i>	<u>10:00 - 10:30</u> OPTIONAL! Learn about AFLAC <i>Jill Rappaport</i> Zoom Link



Challenge Charter School

2021-22 Pre-Service Professional Development Calendar
August 16-August 20 (8:00am-4:30pm)

As of August 9, 2021

Network-wide - All staff required
School Site-Specific (K-5, 6-10) (Details will be shared by principals.)
Instructional Staff K-10
Education Technology Focus K-10
SEL Focus K-10
HR Focus K-10

MONDAY - August 16	TUESDAY - August 17	WEDNESDAY - August 18	THURSDAY - August 19	FRIDAY - August 20
<p><u>10:10 - 10:50</u> Health and Safety Expectations and Protocols <i>T. Richards, D. Russell, V. Lynch</i></p>	<p><u>10:15 - 11:35</u> Takeaways from the Pandemic <i>C. Quatrano and M. Spataro</i></p>			<p><u>10:30 - 11:30</u> CCMS/HS Team Transition <i>Gearing Up for The REBOUND!</i> at your site- See your director supervisor if you have any questions</p>
<p><u>10:50 - 11:00</u> Break <i>Grades 6-10 transition to 15-20 Central</i></p>	<p>New! Find your group assignment HERE. Make note of your group number and classroom assignment.</p>	<p><u>10:45 - 11:00</u> Break</p>		<p>Professional Photos 9am- 1pm</p>
<p><u>11:00 - 12:00</u> Rebounding: CCS 2021-22 Instructional Vision K-5 Presentation Slides <i>K. Coreus</i></p>	<p>Read the instructions for the breakout activity HERE Presentation Slides</p>	<p><u>11:00 - 11:45</u> YOU are Brand Ambassadors & Storytellers <i>K. Messer</i></p>		
<p><u>11:10 - 12:00</u> Rebounding: CCS 2021-22 Instructional Vision <i>Principal M. Gordon</i></p>	<p><u>11:45 - 12:00</u> Projects for Challenge Contest Overview Passion Project Entry Form <i>E. Armstrong</i></p>	<p><u>11:45 - 12:00</u> Enrollment - It Affects Us All <i>K. Messer</i></p>	<p><u>11:15 - 12:00</u> Professional Photos <i>E. Armstrong</i></p>	
<p><u>12:00 - 1:00</u> Lunch</p>	<p><u>12:00 - 1:00</u> Lunch</p>	<p><u>12:00 - 1:00</u> Lunch</p>	<p><u>12:00 - 1:00</u> Lunch</p>	<p><u>11:30 - 1:30</u> Lunch (Hartman Lane and Central Ave) <i>Italian Sandwiches</i></p>

AFTERNOONS AT RESPECTIVE SITES



Challenge Charter School

2021-22 Pre-Service Professional Development Calendar
August 16-August 20 (8:00am-4:30pm)

As of August 9, 2021

Network-wide - All staff required
School Site-Specific (K-5, 6-10) (Details will be shared by principals.)
Instructional Staff K-10
Education Technology Focus K-10
SEL Focus K-10
HR Focus K-10

MONDAY - August 16	TUESDAY - August 17	WEDNESDAY - August 18	THURSDAY - August 19	FRIDAY - August 20
<p><u>1:15 - 3:00</u></p> <p>K-5 - CPCS: Launching The School Year Faculty Meeting Instructional Focus and Plans Handbook Calendar and Schedules Non-Negotiables <i>Principal N. Griffin, AP C. Thomas, AP J. Ward-Brew</i></p> <p>6-10 - CCMS/CCHS: Launching The School Year Instructional Focus and Plans Handbook Calendar and Schedules Non-Negotiables <i>Principal M. Gordon, AP Dr. S. Lyle, AP M. Sonnichsen</i></p>	<p><u>1:15 - 2:00</u></p> <p>K-5 - CPCS: Site-specific tech initiatives Technology Handbook <i>Curr. Integration Spec. E. Ofori, Tech Team</i></p> <p>6-10 - CCMS/CCHS: PLC Group Meetings Grade level Department level <i>AP Dr. S. Lyle</i></p> <p><u>2:10 - 3:30</u></p> <p>K-5 - CPCS: Grade Specific Groups <i>Principal N. Griffin, AP C. Thomas, AP J. Ward-Brew</i></p> <p>6-10 - CCMS/CCHS: Site-specific tech initiatives Technology Handbook <i>Tech Team</i></p>	<p><u>1:15 - 3:00</u></p> <p>K-5 - CPCS: Unit Plans Assessments <i>Principal N. Griffin, AP C. Thomas, AP J. Ward-Brew</i></p> <p>6-10 - CCMS/CCHS: Pacing and Accountability School Year and Assessment Calendars Digital Citizenship <i>Principal M. Gordon, Data/Systems Spec. A Samuels</i></p>	<p><u>1:15 - 3:00</u></p> <p>K-5 - CPCS: Scholar Onboarding The First 20 Days Balanced Literacy- Read Alouds and Shared Reading Safety and Discipline <i>Principal N. Griffin, AP C. Thomas, AP J. Ward-Brew</i></p> <p>6-10 - CCMS/CCHS: Scholar Onboarding Culture Handbook House System Acculturation Week <i>AP M. Sonnichsen</i></p>	<p><u>2:00 - 3:00</u></p> <p>K-5 - CPCS: Grade Team Planning PLC Meeting Norms CST Process Committee Signups <i>Principal N. Griffin, Counselor H. Anglin, Social Worker M. Harris</i></p> <p>6-10 - CCMS/CCHS: PLC Planning PLC Norms CST Process Committee Signups <i>Principal M. Gordon, AP Dr. S. Lyle Counselor K. Armstrong Social Worker D. Colon</i></p>
<p><u>3:15 - 4:30</u></p> <p>K-5 - CPCS: Site-specific health and safety protocols <i>Operations Team</i></p> <p>6-10 - CCMS/CCHS: Site-specific health and safety protocols <i>Operations Team</i></p>	<p><u>3:30 - 4:30</u></p> <p>K-5 - CPCS: Classroom Setup</p> <p>6-10 - CCMS/CCHS: Classroom Setup</p>	<p><u>3:00 - 4:30</u></p> <p>K-5 - CPCS: Classroom Setup</p> <p>6-10 - CCMS/CCHS: Classroom Setup</p>	<p><u>3:00 - 4:30</u></p> <p>K-5 - CPCS: Classroom Setup</p> <p>6-10 - CCMS/CCHS: Stitching the SEM <i>Principal M. Gordon, AP Dr. S. Lyle</i></p>	<p><u>3:00 - 4:30</u></p> <p>K-5 - CPCS: Classroom Setup</p> <p>6-10 - CCMS/CCHS: Classroom Setup</p>



Attachment #3



Ms. Nicole Griffin
Challenge Preparatory Charter School- Elementary
Principal Report
September 2021

The Rebound - "Accelerating learning through care, clarity and collaboration."

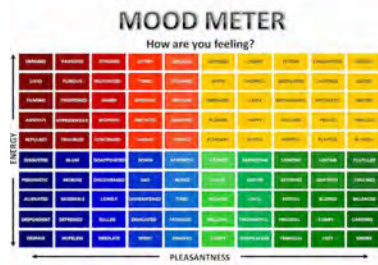
Enrollment as of 9/10/21

Grade	Total # of Scholars	# ELLs	#IEPs
K	104	2	16
1	117	2	23
2	115	2	15
3	95	7	13
4	94		14
5	97		14
	622		95

Focus Areas for the First 30 Days of School

1. Social-Emotional Well-Being of Students

- Each day we start with a morning meeting. During that time, all teachers use the mood meter to launch the day. Teachers display the mood meter on a slide and scholars respond with an emotion or word.



-
- Scholars who exhibit or state words that are red flags are immediately directed to the guidance counselor or social worker.
- Scholars who are at risk receive an immediate check-in.
- At this time, Mrs. Anglin will provide SEL(as her schedule allows) while Mrs. Harris is on maternity leave.
- The SEL team created a pacing calendar infused with the character trait of the month.
- The calendar will also align with our ELA Units.

2. Social-Emotional Well-Being of Adults

- Just as the scholars use the MOOD METER, the adults use the mood meter as well during daily team meetings.
- Teachers will utilize the MINDFUL journal provided during preservice to also help with the adjustment of this school year
- Once a month- a Principals TREAT will be provided to staff to help uplift staff and to show appreciation.

3. Attendance

- Staff attendance declined the first two weeks of school. Three teachers had to quarantine and one TA.
- Scholar attendance in Powerschool begins September 14, 2021.

4. First Three Weeks of School

- Scholars were eager and ready
- Staff welcomed scholars with masks and open arms
- Kindergarten and first grade scholars had a rough start. However, scholars has now adjusted
- Teachers are teaching routines and procedures, following the Reading and Writing Workshop lesson plans
- Due to the effects of the storm, the assessment calendar has been adjusted
- Doors open at 7:55am
- Instruction begins at 8:30am
- Dismissal is at 3:30pm for 710 and 3:40 for 15-26
- Busing will commence on 9/20/21
- Parent Orientation- Conducted on 9/9/21- Grades K-3; 9/14/21- Grades 4-5

MEET THE TEACHER NIGHT	
September 9, 2021	
CLASS	ATTENDEES
K11	3
K12	6
K13	7
K14	8
K15	6
101	6
102	8
103	11
104	8
105	6
201	5
202	12
203	5
204	7
205	5
301	4
302	4
303	6
304	5

5. Digital Access and Equity

- Chromebooks- Scholars in grades K-3 are all equipped with a device. Devices will not go home. All Chromebooks are assigned to each scholar with a specific model number.
- Grades 4-5 will receive their Chromebooks by 9/17/21

6. Launching the Educational Program

- Math and Science curriculum began on 9/ 9/21
- ELA- Reading and Writing begins on 9/20/21
- Social Studies- begins on 9/20/21
- Teachers follow the Reading and Writing Workshop- The First 20 Days until 9/30/21

7. Professional Learning Opportunities

- Staff PD Topics covered during PRE-SERVICE [HERE](#)
- August/September Topics:
 - How will I Be Evaluated as a Professional at CPCS?
 - Launching the Reading and Writing Unit 1
 - F& P Refresher
 - Balanced Literacy
- Upcoming- LCI is prepared to work with all staff as well half selected staff to begin the process of curriculum writing. The areas of focus will include:
 - Alignment of Project Character to the ELA Units of Study
 - Develop performance based assessments
 - Inclusion of core, active learning strategies



Attachment #4



CHALLENGE CHARTER SCHOOL

2021-2022 Principal's Monthly Board Report

Mavgar Mondesir-Gordon, Principal (Grades 6-10)

School Year 2021-2022 Report Sep 14, 2021

Current CCHS Enrollment:

Cohort Group	Grade Level	Enrollment as of Sep. 14, 2021
#3	G. 10	53
#4	G. 9	83
TOTAL		136

Current CCMS Enrollment:

Cohort Group	Grade Level	Enrollment as of Sep. 14, 2021
#5	Gr. 8	81
#6	Gr. 7	68
#7	Gr. 6	92
TOTAL		241

CCMS Attendance Statistics:

C o h o u r p t	G L r e a v e l	Attendance Rates
		Aug 25, '21 - Sep 14, '21
#3	Gr. 10	*Rosters for the first 3 weeks of school were highly skewed, so attendance will be provided next month.
#4	Gr. 9	
#5	Gr. 8	
#6	Gr. 7	
#7	Gr. 6	
CCMS Average		
CCHS Average		
6-10 Average		



STAFFING:

- CCMS is currently seeking the following:
 - Grade 7 Math Teacher
 - Grade 7 Science Teacher
 - Grade 8 Social Studies teacher
 - Grade 7 ICT Teacher
 - Grade 6 ELA TA
 - Grade 6 SS TA
 - Family Engagement Coordinator (6-10)

- CCHS is currently seeking the following:
 - Living Environment/Chemistry Teacher
 - Earth Science Teacher
 - High School Math TA
 - SETSS Teacher

SOCIAL EMOTIONAL LEARNING (SEL)

- Covered in the homeroom (8:00 a.m.-8:25 a.m.)
 - Grades 6-10 have begun the Second Step SEL lessons
- The importance of the social-emotional lessons is to provide a foundation for safe and positive learning to provide scholars with the strategies necessary to succeed in school, careers, and life. We will focus on all 5 of the SEL Competencies throughout the school year. The Inner You course continues in the grades 9-10

CURRICULUM AND INSTRUCTION

- Teachers have completed curriculum maps and unit plans for their first unit
- Teachers have completed syllabi for the months of September and October.
- Teachers are waiting until the completion of Performance Matters training to administer pre-unit tests in Science, Social Studies, and SEL Surveys
- iReady BOY assessments will be administered after adjustment to add Grades 9 and 10 licenses
- Following the completion of BOY assessments, there will be the Data Disaggregation and Curriculum Compacting PD for teachers
- Scholars are able to maneuver the technology components required for coursework.

SPECIAL EDUCATION SERVICES

- ICT CLASSROOMS
 - At Grades 6-8, the -01 homerooms have been designated as the ICT homerooms
- ENL services are provided on a consistent schedule by Mr. Sebastian Salazar since the first day of school.



DIGITAL PLATFORMS

- Grades 6-10 scholars are using only digital notebooks for all courses with the exception of Math classes, in which they write notes in a notebook.

PARENT AND SCHOLAR OUTREACH and ACCESSIBILITY

- Virtual new Scholar Orientations took place on August 18 and 19 respectively, from 5:00 PM to 6:30 PM.
- Meet-the-Teacher Night will be rescheduled to the week of September 20, and will take place virtually with the safety of all stakeholders in mind.
- 6-10th Grade Town Hall Meetings have been taking place frequently in efforts to address issues of digital citizenship and COVID-19 safety.
- Efforts continue with respect to getting Parents to register in ParentSquare

PROFESSIONAL DEVELOPMENT

- GRADE TEAM PLANNING AND ONGOING PROFESSIONAL DEVELOPMENT
 - Professional development takes place daily:
 - Mon-Thu 11:10 PM to 12:00 PM for Grade 6
 - Mon-Thu 12:50 PM to 1:40 PM for Grades 6-10 core instructors
 - Fridays from 1:30 PM to 4:00 PM
- VERTICAL DEPARTMENT PLANNING
 - The June 2021 preparation of "Great Expectations for Grade Level Expectations" helped us begin the 2021-2022 school year with a clear idea of our scholars' data and beginning-of-year needs. This document names the standards that scholars must master at the end of each grade level alongside the checklist of academic skills that support that standard. This will work in tandem with the iReady Standards Mastery feature to ensure that as a PLC we are referring to scholar performance by naming the standards that scholars have mastered or have not mastered yet. i-Ready beginning-of-year diagnostic testing begins on September 21, 2021

INSTRUCTIONAL OBSERVATIONS

- The CCMS-CCHS Admin Team members have been regularly supporting instructional periods throughout the day to ensure that instruction is taking place and that outreach is performed as needed. Informal observations have begun in the form of Check-ins. By the first week of October, we will continue to use TeachBoost for this task, with a target of 2 long observations and 5 short observations across the board for the school year.



Attachment #5



Director of Pupil Personnel Services

July- September 2021 Board Report

Covid-19

Here are the current vaccination numbers for our staff:

90 Fully vaccinated

42 Partially vaccinated

7 exemptions

11 employees in process of filing exemptions

- Presented a school-wide re-entry plan presentation that included all of our health and safety protocols.
- Collaborated with data coordinator and communication director to ensure families and staff were signed up for ParentSquare to access the daily health questionnaire.
- Supported the COVID-19 coordinator with guidance on creating parent and staff notices if and when an individual experiences symptoms within the school building.
- Created a school notice in preparation of a COVID-19 case within the school community for non-exposure and close contacts.
- Attend weekly Sector-Wide Q&A Calls with the NYC DOE & DOHMH to stay informed of all updated COVID-19 protocols, and inform all leaders about the updates
- CIC Health will be partnering with our school to provide in-school testing. CIC Health offers comprehensive COVID-19 testing services that are accessible, fast, and easy. I completed the In-School COVID-19 testing survey from CIC Health to begin the bi-weekly testing this month.
- Met with the data coordinator to create a system of randomization to select 10% of scholars for testing based on scholars in grades 1-10 with parental consent.
- Provide next steps for staff and scholars when they present COVID-19 symptoms or have a positive result.
- Call in positive COVID cases to the local health department

Pupil Personnel Director

1. Presented two school-wide presentations on "What is at the heart of SEL?"

2. Interviewed two social work interns from the Silberman School of Social Work at Hunter College to provide support to our at-risk scholars. They will begin their internship in September.
3. SecondStep implementation training was provided to the MS SEL team. The SecondStep implementation presentation is on September 10th. The staff will be introduced to the SecondStep program as a whole, and understand the process to teaching the SEL skills to our scholars by incorporating these skills into different portions of the day.
4. I've scheduled to meet with the principals this month to discuss several topics in relation to supporting student support services.
5. Provided recommendation services to provide support to at-risk scholars within our school community

Family Engagement Coordinators

1. The Family Engagement Coordinator will follow-up with families to sign-up for ParentSquare, with the spreadsheet that displays families that have signed up and those that have not
2. Will begin to meet with the FEC, once a month with the family engagement coordinator regarding innovative ways to engage families



Attachment #6



Challenge Charter School

Communications Report - September 2021

Kim Messer, Director of Communications

Reopening 2021-22

- Through the summer, I supported the work on Reopening plan changes and helped our Leadership Team edit the document for the new school year.
- Final plans have been posted in English.
- Awaiting Spanish translation for posting.

ParentSquare

I helped in the first phase of implementing this communication tool with staff. This new app was chosen over the summer to serve a variety of school needs:

- Daily Health Questionnaire for both staff and scholars is filled out from here
- One stop place for communication with family members who primarily use mobile devices to get school information
- Ease of use and secure document options (such as report cards) were key selling points
- Use of StudentSquare to communicate in the future with our older scholars

Website Updates

As previously planned, our websites have been collapsed into one site - **Challenge Charter Schools** - challengecharterschools.org

This necessitated a variety of work over the summer that continues on this fall:

- Rebuilding of a new calendar
- Back to School pages for Elementary, Middle and High school
- Updates to site-specific pages continues

VISITS	BOUNCE RATE	UNIQUE VISITORS	PAGEVIEWS
7.8K	42.79%	4.4K	20K
+137% yr/yr	-34% yr/yr	+110% yr/yr	+237% yr/yr

Traffic from August 1-September 13 is represented above

Recruitment/Application Season Marketing

- With more empty seats than expected as we ended the school year in June, I worked with our new Enrollment & Recruitment team on targeted print ads, targeted print pieces for outreach, and special social media posts.
- Despite challenges over printing issues and finance approval delays, we provided updated printed applications and school flyers to a number of preschools to help fill Kindergarten seats.
- We gained at least one applicant from the print efforts and many more from our marketing and outreach efforts.
- I'm now turning my attention to the fall recruitment pieces needed as we begin recruiting for SY 2022-23.

Social Media



Both Facebook and Instagram pages have grown as the new school year began. The goal for engagement is always 3x the amount of Likes/Follows. Currently we are close to 2x.

Other Marketing Updates

- I am working with the Enrollment/Recruitment Team on new ways of advertising our school.
 - We had a video team on the first day of school shoot footage for a school commercial.
 - We are looking into bus stop advertising in close to the school sites.
- We have been waiting for some "Apply Now" banners for the buildings for street traffic.
- General merchandise is needed for Challenge Charter School - something we have never had before.
- High School Press Conference/Ribbon Cutting was tabled during the pandemic. I'm hopeful that we will host something soon to garner support and attention.

Fall to Spring Communications Plans

- Continue work on the Crisis Communications Plan. This will be a collaborative effort between multiple staff members.
- Begin the Branding Guide and training of staff from administration down. We need to return to issues that were tabled during the pandemic such as defining our essence, defining brand identity distinctions, redesign of logos, and letterhead issues.



Attachment #7



September 13, 2021

Ms. Natalie Zadok: Director of Special Education Grades K-10

I) Develop a Vision

- Developing a streamlined vision for the Special Education Department that exemplifies integrity, equity, collaboration and empowerment for all scholars and their families to be exhibit best academic and social emotional achievements.
- Meeting with Administration and School building leaders to assess the current Special Education Program in order to incorporate specific tools to strengthen the management of Scholars with IEP's across all Grades K-10.

II) Special Education Scheduling and Planning

- Creating the Special Education IEP Spreadsheet and caseloads requires entering every scholar grades K-10 OSIS# in SESSIS to identify scholars with IEPs, this is in order to align them with the correct services and providers needed. *Below is the current IEP Report for all three locations*

Site	Grade	Scholars with IEPs			Related Services							Total Services
		Student Population	2021-2022 Active IEPs	% Of Students with IEPs	Speech	Counseling	SETTS	PT	OT	Testing Accommodations	CTT	
Elementary	K	648	96	15%	82	25	14	8	32	40	72	273
	1											
	2											
	3											
	4											
5												
Elementary Total					30%	9%	5%	3%	12%	15%	26%	
Middle	6	252	37	15%	20	16	24	0	4	44	15	123
	7											
	8											
Middle Total					16%	13%	20%	0%	3%	36%	12%	
High	9	128	14	11%	5	6	13	0	0	14	1	39
	10											
High Total					13%	15%	33%	0%	0%	36%	3%	
Total All Grades		1028	147	14%	107	47	51	8	36	98	88	435

Observations:

- ✚ 14% of all 3 sites are on IEPs
- ✚ 15% of Elementary and Middle School students are on IEPs, while 11% of High Schoolers have IEPs
- ✚ Elementary scholars have more than double the number IEPs vs. Middle and High Schools. This is a normal distribution considering: More investment early has a positive effect as the Students get into High School
- ✚ Speech Services is most prevalent with Elementary Scholars at 30% vs. High school students, 13% only need speech Service.
- ✚ Testing Accommodations Services is consistently needed in all three schools as they are over the average

- **Conducting Interviews for the open position of Grades K-10 Special Education Liaison as well as Grades 9-10 SETTS Provider.**
- **Coordinate and Support K-5 Special Education Liaison with CSE4 Policies and Procedures-** Familiarizing Special Education Liaison Grades K-5 with CSE regulation, key points of contact to maintain and initiate IEP services in support of our scholars and families' needs.
- **Ensuring the partnership with CSE District #4**
Ensuring that related service agencies are appointed to CPCS in order to ensure related service (Speech, OT, PT, Para) services begin in a timely manner to avoid any lapse in services rendered to scholars.
- Supporting Special Education Liaison and Support Staff- By creating timelines, goals and interventions for scholars at risk via the RTI Model as well as Scholars with current IEP's.

III) Mobilizing Community Resources to support families with scholars with IEPs to secure the necessary external resources needed for scholars to maintain best academic as well as social emotional benchmarks this 2021-2022 school year.

- Partnering with New Horizons and Sheltering Arms Agencies in Far Rockaway to ensure that families receive the services needed upon initiating the need of community supports.
- Providing families with access to their parental rights under the IDEA Law that serves as a guide for parents with scholar's IEP compliance as well as parent-empowerment support guidelines.
- Conducted one-on-one Parent meetings via Google Meet and Telephone conference to address specific needs that arise prior to the first day of school for scholars with IEP's services that include initiating, maintaining and re-evaluating scholars' IEP cases.

IV) Sites K-10 External Providers COVID-19 Preparation

- Delivering CPCS COVID Guidelines and Safety Protocol to all Related Service agencies providers that will be conducting in-person sessions at all sites.
- Related Service Agencies have received a copy of the CPCS COVID-19 safety policy and have agreed to have their providers adhere to the CPCS COVID-19 Safety measures.

V) Professional Development Resources

- Met with the Special Education Collaborative to review a package that will suit the needs of CPCS staff Grades K-5 for Special Education Workshops
- Action Plans Developed: Co-Team Teaching Strategies, Specially Designed Instruction, Behavior Intervention Plans and Functional Behavior Analysis plans as well.



Attachment #8



Student Enrollment and Recruitment Weekly Report August 2021



Site	Grade	2021-22 SY Charter Goal	Projected Enrollment for 2021-2022 SY <i>(Based on the data from June 2021)</i>	Current Scholars Enrolled Into ATS	Current Scholar Registration In Progress via SchoolMint	Total Projected Enrollment for 9/3/2021
Elementary	K*	120	110	106	1	107
	1*	120	120	117	2	119
	2	120	120	113	1	114
	3	96	100	96	0	96
	4	96	99	96	0	96
	5	96	99	96	0	96
Middle	6	96	96	94	0	94
	7	72	74	66	4	70
	8	72	82	87	2	89
High	9	72	72	59	2	61
	10*	96	56	48	0	48
TOTAL		1056	1028	978	12	990

* The waitlist is currently exhausted.



Attachment #9



Rev. Dr. Les Mullings, Founder/CEO

September 14, 2021

Re: September 14, 2021 Operations Report

By: Venessa Lynch, Director of Operations

I. Facilities

- Buildings deep cleaned , sanitized , and disinfected prior to return of staff
- COVID signage placed throughout building
- Building updates for preventive measures for COVID (touchless bathroom faucets and toilet flushers, touchless hand dryers, paper towel dispenser, hand sanitizing stations)
- Renewal of CFO for FDNY
- System flush for all buildings
- Implementation of facilities ticketing system called Upkeep
- Hourly cleaning schedule implemented to ensure high touch areas are sanitized and disinfected often

II. Health

- Nurse have been approved for all sites. Currently waiting for permanent placement for the HS nurse.
- Health exam form are being collected and entered into ATS as provided by families
- Daily COVID screening and touchless temperature checks for both staff and scholars
- Isolation room set up in each site

III. Transportation

- Busing will begin on September 20, 2021. Families have received their contracts for route selections. Metro cards have been received for all sites.

IV. School Foods

- All sites have a full breakfast and lunch program. All kitchen staff are vaccinated except for 1 individual partially vaccinated.
- Working with school food managers to ensure staff members are using best practices to prevent the spread of COVID.

Challenge Preparatory Charter School, K-5

Nicole Griffin, K-5 Principal

710 Hartman Lane, Far Rocka Way, NY 11691

Phone: 718-327-1352

Email: ngriffin@challengecharterschools.org

www.challengecharterschools.org

Challenge Charter Schools

Rev. Dr. Les Mullings, Founder/CEO

710 Hartman Lane, Far Rockaway, NY 11691

Phone: 718-327-1352

Email: lsmullings@challengecharterschools.org

www.challengecharterschools.org

Challenge Charter Middle School, 6-10

**Mavgar Mondesir-Gordon, 6-10
Principal**

1526 Central Avenue, Far Rockaway, NY 11691

Phone: 718-327-4040

Email: mmondesir@challengecharterschools.org

www.challengecharterschools.org



Attachment #10



Director of Technology Report

Sep. 2021 - Dale Richardson

—

I: Current Work

A: Information Gathering

- Meetings with principals and directors, in an effort to plan student and state driven technology initiatives.

B: Process improvements.

- Transition to a Ticketing System - Facilitates assignable tech support for staff and scholars. Can also be used to generate metrics for end of year reporting.
- New identity management system - Facilitates a single sign-on portal for accessing multiple web applications, including Google, Microsoft, and various educational programs for scholars.

C: Completion of our 1:1 Device Distribution.

- Scholar's at 1520 Central and 12-79 Redfern have all been assigned individual Chromebooks, which are taken to and from school.
- Scholar's at 710 Hartman and 1526 Central are assigned Chromebooks which are housed in their classrooms.
- With the exception of staff who have chosen to utilize their own device, all teachers have been assigned a laptop.

II: Future Work

A: Prepare for the possibility of returning to remote learning, due to the rising Delta Variant.

- Chromebook Pre-Assignment - Will allow for quick distribution of devices at each site.
- Pre-ordering HotSpots - A few hotspots should be ordered, in preparation for scholar's without high-speed internet access at home, as supplies are scarce during this season. A survey of new families may be needed.

B: WiFi Upgrades.



- Work has begun at 1526 Central and 710 Hartman, to facilitate WiFi upgrades, which will double our speed and the amount of devices that can be accommodated on our network.

III: Risk Factors or Challenges

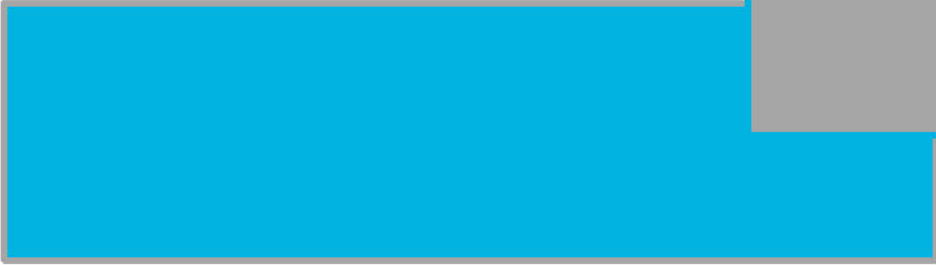
A: Preparing for the possibility of returning to remote learning during the ongoing pandemic of 2021-2022.

- While our staff and families are more prepared after the 20/21 year, experience tells us that this transition will be a heavy lift.
- Cross functional planning and coordination will be required to facilitate a seamless transition.



ATTACHMENT #11

August 2021 Financials



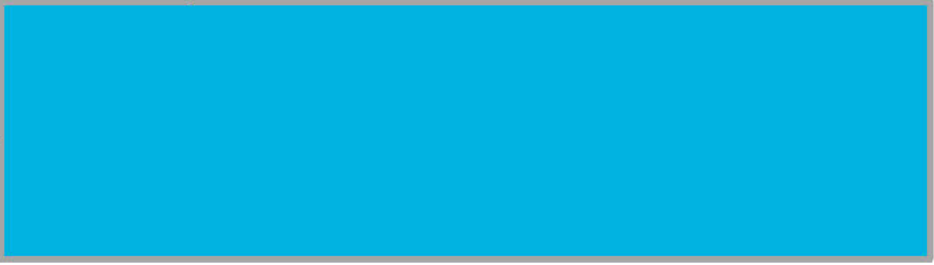
Helping you to focus on what's important:
STUDENT ACHIEVEMENT

CSBM
CHARTER SCHOOL
BUSINESS MANAGEMENT

experience. expertise. execution.

Challenge Prep Charter School

Monthly Financial Report
August 2021

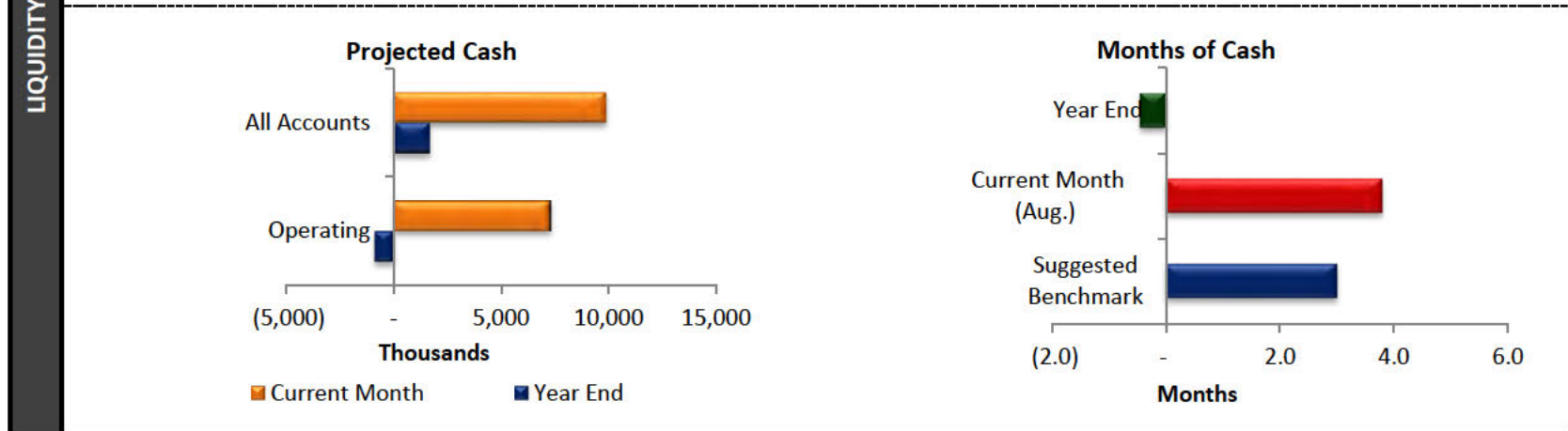


Challenge Prep Charter School

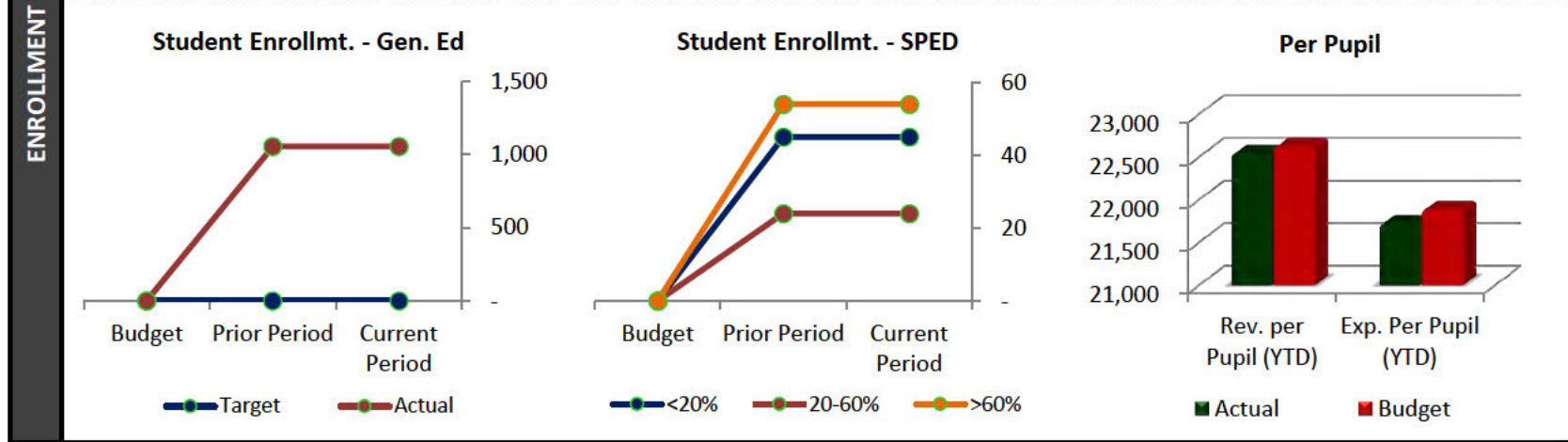
Financial Summary

For Period Ended August 31, 2021

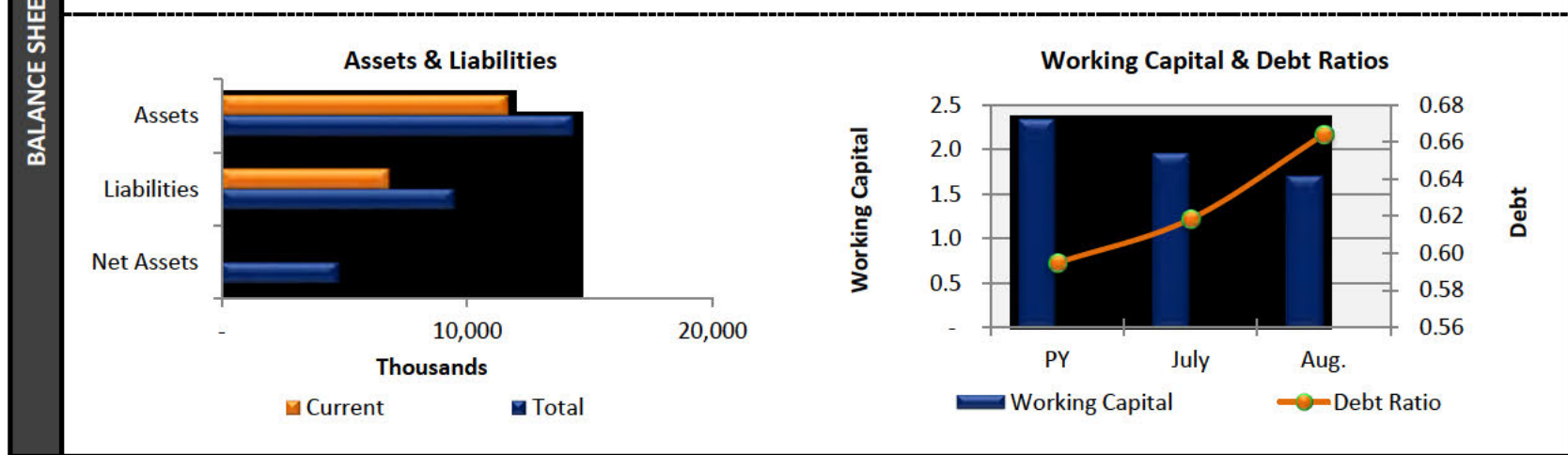
LIQUIDITY	Cash in Bank (Operating Account(s) Only: as of July 31, 2021)	\$ 7,318,771
	Projected months of cash on hand	3.8
	Cash in Bank (Total - All Accounts as of July 31, 2021)	\$ 9,891,318
	FY Ending Cash Available to Carryover to FY21-22 (Operating Account(s) Only)	\$ (879,098)
	Projected months of cash on hand	(0.5)
	FY Ending Cash Available to Carryover to FY20-21 (Total - All Accounts)	\$ 1,693,449



	Actual	Budget	Variance	Actual	Budget	Variance
General Ed	1,056.00	1,021.00	35.00	\$ 17,054,400	\$ 15,629,468	\$ 1,424,932
SPED						
0 - 20%	45.00	41.00	4.00	-	-	\$ -
20 - 59%	24.00	25.00	(1.00)	249,360	259,750	\$ (10,390)
60% - Over	54.00	53.00	1.00	1,028,646	1,009,597	\$ 19,049
Total SPED	123.00	119.00	4.00	1,278,006	1,269,347	\$ 8,659



Total Current Assets:	\$ 11,672,368
Total Current Liabilities:	\$ 6,858,390
Working Capital (Current) Ratio	1.70
Total Assets:	\$ 14,334,330
Total Liabilities:	\$ 9,518,555
Debt Ratio	0.66
Total Net Assets:	\$ 4,815,775



	Actual	Budget	Variance
Total Revenue YTD:	\$ 3,270,338	\$ 3,771,300	\$ (500,962)
Total Expenses YTD:	(2,520,790)	(2,793,300)	272,510
Net Operating Surplus(Deficit):	\$ 749,548	\$ 978,001	\$ (228,452)

Challenge Prep Charter School

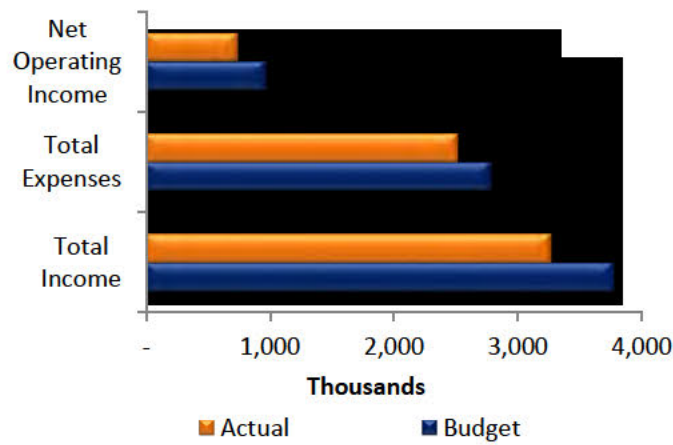
Financial Summary

For Period Ended August 31, 2021

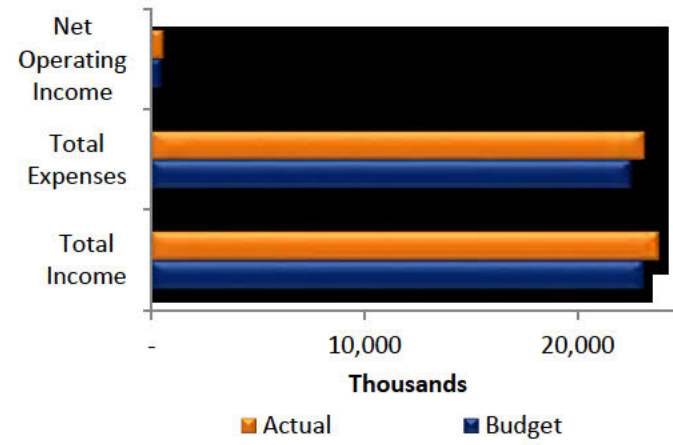
	<u>Projected</u>	<u>Budget</u>	<u>Variance</u>
Annual Projected Revenue:	\$ 23,802,376	\$ 23,097,145	\$ 705,230
Annual Projected Expenses (before depreciation):	(22,934,497)	(22,343,952)	(590,545)
Projected Net Operating Surplus(Deficit) before Depreciation:	\$ 867,878	\$ 753,193	\$ 114,685
Annual Projected Depreciation:	(230,840)	(230,840)	-
Projected Net Operating Surplus(Deficit) after Depreciation:	\$ 637,038	\$ 522,353	\$ 114,685
Capital Expenditure Requirements	\$ (400,000)	\$ -	\$ (400,000)
Total Cash Expenditures <i>(expenses excluding depreciation plus capital expenditures)</i>	\$ (22,303,657)	\$ (22,113,112)	\$ (190,545)
Revenue per Pupil (YTD)	\$ 22,540	\$ 22,622	\$ (82)
Expenditure per Pupil (YTD)	\$ 21,718	\$ 21,884	\$ (166)

BUDGETING / REVENUE & EXPENSES

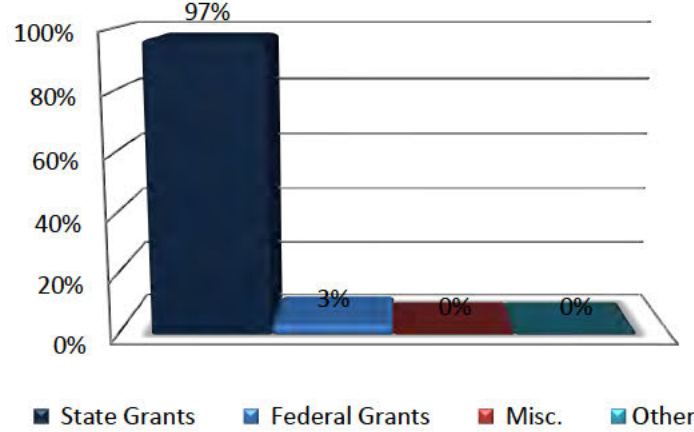
Year-To-Date (YTD)



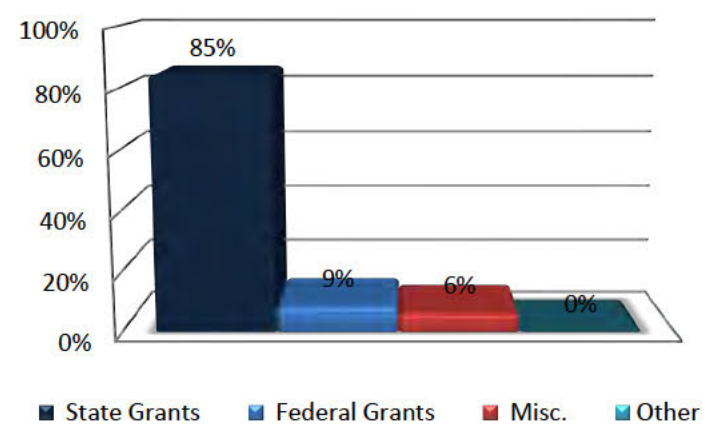
Year End (YE) Projection



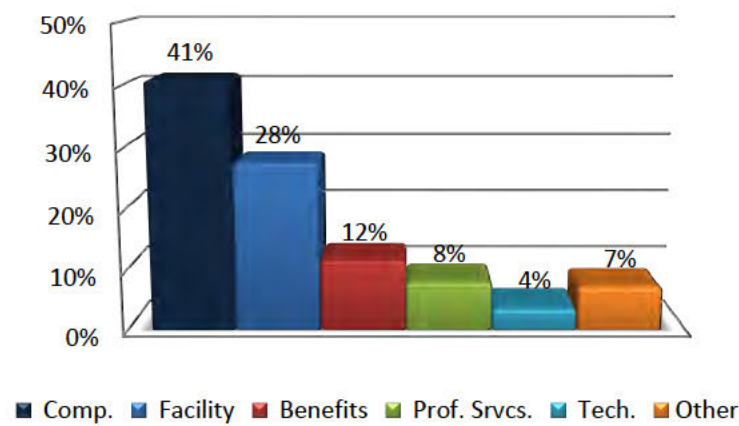
Revenue Breakdown YTD



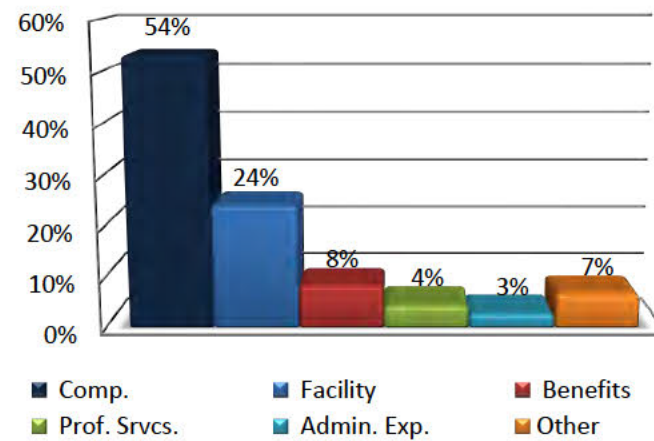
Revenue Breakdown YE



Expense Breakdown YTD



Expense Breakdown YE



Challenge Prep Charter School

Financial Variance Summary

Fiscal Year Ending 6/30/2022	Comments
Net Budget Surplus after Depreciation	\$ 522,353
Increase in Projected Annual Expenses	590,545
Net Projected Deficit Variance after Depreciation	<u>\$ 637,038</u>

**Challenge Prep Charter School
Budget vs. Actuals
Fiscal Year Ending June 30, 2022**

	August 31, 2021			YTD Through August 31, 2021			Projected FYE June 30, 2022						Comments	
	Actual	Budget	Variance	Actual	Budget	Variance	Current Month		Previous Month		Variance between July & Aug. Reporting	Annual Budget		Variance
							Actuals 2021	August 2021 +	Actuals July 200	July 200 + Projections				
							Projected June 30, 2022	Projections thru June 30, 2022	Actuals July 200	July 200 + Projections				
Income														
4100 State Grants	1,588,773	1,631,484	(42,711)	3,177,545	3,262,967	(85,422)	17,042,200	20,219,745	-	20,219,745	19,616,816	602,929	GenEd based on 1,056 . SpEd budget based on 54 over 60%; 24 20-59%	
4200 Federal Grants	13,662	129,167	(115,505)	92,410	258,333	(165,924)	1,987,919	2,080,329	-	2,080,329	1,980,329	100,000		
4300 Contributions	-	-	-	-	-	-	-	-	-	-	-	-		
4400 Miscellaneous Income	212	125,000	(124,788)	384	250,000	(249,616)	1,501,918	1,502,302	-	1,502,302	1,500,000	2,302		
Total Income	1,602,647	1,885,650	(283,003)	3,270,338	3,771,300	(500,962)	20,532,037	23,802,376	-	23,802,376	23,097,145	705,230	GenEd based on 1,056 . SpEd budget based on 54 over 60%; 24 20-59%	
Expenses														
Compensation														
5100 Instructional Staff	394,777	429,920	(35,143)	522,435	568,605	(46,171)	8,131,427	8,653,862	-	8,653,862	8,653,862	-	Based on Budget	
5200 Non-Instructional Staff	195,147	205,934	(10,787)	384,923	411,868	(26,945)	2,086,286	2,471,209	-	2,091,735	2,471,209	-	Based on budget	
5300 Pupil Support	76,971	106,739	(29,768)	128,096	213,478	(85,382)	1,152,771	1,280,867	-	1,280,867	1,280,867	-	Based on budget	
5000 Compensation	666,895	742,593	(75,698)	1,035,453	1,193,951	(158,498)	11,370,485	12,405,938	-	12,026,464	12,405,938	-	Salary projections based on budget	
5400 Benefits	166,734	158,858	7,876	298,106	317,717	(19,610)	1,618,128	1,916,234	-	1,916,234	1,906,300	9,934		
6100 Administrative Expenses	48,431	48,872	(442)	77,324	95,472	(18,148)	515,053	592,377	-	592,377	566,494	25,883	Adjusted based on actuals	
6200 Professional Services	79,316	67,500	11,816	207,307	135,000	72,307	815,818	1,023,125	-	1,023,125	921,500	101,625	Based on actuals	
6300 Professional Development	17,046	13,424	3,622	22,940	17,758	5,182	154,060	177,000	-	177,000	162,000	15,000	Based on actuals	
6400 Marketing and Staff/Student Rec	3,861	8,025	(4,164)	10,313	16,050	(5,737)	85,987	96,300	-	96,300	96,300	-	Based on budget	
6500 Fundraising Expenses	-	4,458	(4,458)	-	8,917	(8,917)	53,500	53,500	-	53,500	53,500	-	Based on budget	
7100 Curriculum & Classroom Expenses	41,665	15,901	25,763	74,433	31,802	42,630	500,496	574,928	-	574,928	372,120	202,808	Based on actuals	
8100 Facility	414,946	472,131	(57,185)	699,998	944,262	(244,264)	4,968,275	5,668,273	-	5,668,273	5,665,575	2,698	Based on actuals	
8200 Technology/Communication Expens	34,737	16,102	18,635	94,915	32,204	62,711	330,906	425,822	-	425,822	193,225	232,597	Based on actuals	
8800 Miscellaneous Expenses	-	83	(83)	-	167	(167)	1,000	1,000	-	1,000	1,000	-		
8900 Depreciation Expense	-	-	-	-	-	-	230,840	230,840	-	230,840	230,840	-		
Total Expenses	1,473,630	1,547,949	(74,319)	2,520,790	2,793,300	(272,510)	20,644,547	23,165,337	-	22,785,863	22,574,792	590,545		
Net Income	129,017	337,701	(208,684)	749,548	978,001	(228,452)	(112,510)	637,038	-	1,016,512	522,353	114,685		
Capital Expenditures														
Furniture, Fixtures & Equipment	33,674	-	33,674	331,285	-	331,285	68,715	400,000	-	400,000	-	400,000		
Facility and Construction	-	-	-	-	-	-	-	-	-	-	-	-		
Website	-	-	-	-	-	-	-	-	-	-	-	-		
Total Capital Expenditures	33,674	-	33,674	331,285	-	331,285	68,715	400,000	-	400,000	-	400,000		

**Challenge Prep Charter School
Cash Flow Projection as of August 31, 2021**

	Annual Budget FY21-22 4,804,870	Projected July 21 - June 22 6,645,873	Projected Aug 21 - June 22 7,318,771	September	October	November	December	January	February	March	April	May	June	July + Subsequent FY21-22 Items
Beginning Cash Balance (Operating)				7,318,771	3,930,210	5,353,014	3,489,774	4,984,907	3,054,386	4,489,266	2,564,652	3,999,864	2,081,751	163,637
Projected Cash Receipts from Operations (below)	23,097,145	20,532,037	15,403,137	192	3,353,517	67,473	3,425,846	192	3,353,517	192	3,353,517	192	192	1,848,309
Projected Cash Disbursements from Operations (below)	(22,574,792)	(20,644,547)	(20,267,009)	(1,919,401)	(1,918,637)	(1,918,637)	(1,918,637)	(1,918,637)	(1,918,637)	(1,923,137)	(1,916,637)	(1,916,637)	(1,916,637)	(1,081,372)
Net Cash from Operations	522,353	(112,510)	(4,863,872)	(1,919,209)	1,434,879	(1,851,164)	1,507,208	(1,918,446)	1,434,879	(1,922,946)	1,436,879	(1,916,446)	(1,916,446)	766,937
Cash Receipts from Accounts & Misc Receivables (not included in revenue below)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash Disbursements for Accounts Payable & Accrued Expenses	-	-	(0)	(1,457,277)	-	-	-	-	-	-	-	-	-	-
Capital Expenditures (below)	-	(68,715)	(68,715)	(12,075)	(12,075)	(12,075)	(12,075)	(12,075)	-	(1,668)	(1,668)	(1,668)	(1,668)	-
Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PPP Loan Payable	-	-	(1,792,512)	-	-	-	-	-	-	-	-	-	-	(1,792,512)
PPP Loan Interest Payable	-	-	(17,160)	-	-	-	-	-	-	-	-	-	-	(17,160)
Ending Cash Balance (Operating Account)	5,327,223	6,602,078	4,333,287	3,930,210	5,353,014	3,489,774	4,984,907	3,054,386	4,489,266	2,564,652	3,999,864	2,081,751	163,637	(879,098)
Other Cash Accounts (Net of Transfers)	75,354	-	-	2,572,547	2,572,547	2,572,547	2,572,547	2,572,547	2,572,547	2,572,547	2,572,547	2,572,547	2,572,547	2,572,547
Total Cash (All Accounts)	5,402,577	6,602,078	4,333,287	6,502,757	7,925,561	6,062,321	7,557,454	5,626,933	7,061,813	5,137,199	6,572,411	4,654,298	2,736,184	1,693,449

Challenge Prep Charter School
Balance Sheet
YTD as of August 31, 2020

	Total	Comments
ASSETS		
Current Assets	-	
Bank Accounts		
1000 Cash		
1001 HSBC Checking - 0844	6,591,561	
1002 HSBC Checking - 0852	2,163	
1003 HSBC Checking - 0879	727,210	
1004 HSBC Checking - 0887	-	
1005 HSBC Money Market - 5972	2,500,384	
1006 Chase Escrow - 3060	70,000	
1007 Petty Cash	-	
Total 1000 Cash	\$ 9,891,318	
Total Bank Accounts	\$ 9,891,318	
Accounts Receivable		
1100 Accounts Receivable	507,316	
1200 Other Receivables - Salary Advance	-	
Total Accounts Receivable	\$ 507,316	
Other current assets		
1300 Prepaid Expenses	721,531	
1301 Prepaid Insurance	-	
1310 Prepaid Rent	552,203	
Total Other current assets	\$ 1,273,734	
Total Current Assets	\$ 11,672,368	
Fixed Assets		
1500 Furniture, Fixtures & Equipment		
1510 Office & Admin Computers & Equipment	287,789	
1511 Classroom Computers & Equipment	1,142,509	
1512 Classroom Furniture	391,772	
1513 Office Furniture	90,307	
Total 1513 Office Furniture	\$ 90,307	
1514 Musical Instruments	16,390	
1515 Computer Software	44,217	
Total 1500 Furniture, Fixtures & Equipment	1,972,984	
1519 Facility and Construction	127,589	
1520 Architect Fees	115,620	
1525 Fire Alarm System	7,500	
Total 1525 Fire Alarm System	\$ 7,500	
1530 Kitchen/Cafeteria	162,079	
1535 Construction In Progress	320,673	
1540 Leasehold Improvements	428,070	
Total 1519 Facility and Construction	1,161,530	
1610 Website	11,000	
Total 1610 Website	\$ 11,000	
1700 Accumulated Depreciation & Amortization		
1710 Accumulated Depreciation	(1,401,606)	

Challenge Prep Charter School
Balance Sheet
YTD as of August 31, 2020

	Total	Comments
1750 Accumulated Amortization	(7,944)	
Total 1700 Accumulated Depreciation & Amortization	\$ (1,409,550)	
Total Fixed Assets	\$ 1,735,963	
Other Assets		
1800 Security Deposits	925,999	
Total Other Assets	\$ 925,999	
TOTAL ASSETS	\$ 14,334,330	
LIABILITIES AND EQUITY		
Liabilities		
Current Liabilities		
Accounts Payable		
2000 Accounts Payable	1,368,305	
Total Accounts Payable	\$ 1,368,305	
Other Current Liabilities		
2100 HSBC Loan Payable	1,792,512	
2300 Accrued Salaries/Taxes	0	
2301 Accrued Expenses	88,972	
2303 Accrued Interest - PPP	17,160	
2400 Unearned/Deferred Revenue	3,589,886	
Total Other Current Liabilities	\$ 5,490,085	
Total Current Liabilities	\$ 6,858,390	
Long-Term Liabilities		
2700 Deferred Rent Liability	2,660,164	
Total Long-Term Liabilities	\$ 2,660,164	
Total Liabilities	\$ 9,518,555	
Equity		
3100 Retained Earnings	4,066,227	
Net Income	749,548	
Total Equity	\$ 4,815,775	
TOTAL LIABILITIES AND EQUITY	\$ 14,334,330	

Challenge Prep Charter School
Statement of Cash Flows
YTD as of August 31, 2020

	Total	Comments
OPERATING ACTIVITIES		
Net Income	749,548	
Adjustments to reconcile Net Income to Net Cash provided by operations:		
1100 Accounts Receivable	(13,594)	
1200 Accounts Receivable:Other Receivables - Salary Advance	-	
1300 Prepaid Expenses	(512,782)	
1301 Prepaid Insurance	-	
1310 Prepaid Rent	(218,028)	
2301 Accrued Expenses	(328)	
INVESTING ACTIVITIES		
1511 Furniture, Fixtures & Equipment:Classroom Computers & Equipment	(336,601)	
1512 Furniture, Fixtures & Equipment:Classroom Furniture	-	
1513 Furniture, Fixtures & Equipment:Office Furniture	(33,323)	
1515 Furniture, Fixtures & Equipment:Computer Software	-	
1540 Facility and Construction:Leasehold Improvements	-	
1800 Security Deposits	-	
Net cash provided by financing activities	\$ -	
Net cash increase for period	3,185,444	
Cash at beginning of period	\$ 6,705,874	
Total Cash at beginning of period	\$ 6,705,874	
Cash at end of period	\$ 9,891,318.25	



ATTACHMENT #12

August 2021 Personnel Report

CPCS September 2021 Personnel Report

Current Employees	Vacancies
152	23

Campus	Current	Vacancies	New Hires
Elementary School	82	8	2
Middle School	38	7	0
High School	19	7	0
Network Operations	13	1	-

New Hires	Campus	Position
Gordon, Marleen	Elementary	Teaching Assistant
Rizzo, Rick	Elementary	PE Teacher



2021-22 School Year Board Meeting #4 Minutes

Frederica Jeffries, CPCS Chair called the meeting to order and welcomed everyone to the CPCS 2021-22 School Year Board Meeting #4 at 6:30 PM on October 20, 2021.

Frederica Jeffries, Chair requested verification from the members present of “The Notice of Meeting” sent to each of the members of the board via email. Each member noted the proper notification was received.

Pursuant to the NY State Public Meetings Law the public notice of meeting was provided in the following manner thus meeting the law’s requirement of media and public notice:

- The Wave via email
- Public Posting at CPCS Office
- CPCS Websites and Social Media Sites

Karon McFarlane, Secretary of the Board of Trustees called the roll of the board.

Members present: Frederica Jeffries, Karon McFarlane, Linda Plummer and Dr. Michelle Daniel-Robertson and Gertrudis Hernandez

Members absent: Andrew Barnes

Also, present: Michael R. Estep. He was given the rights of the floor to speak during the meeting by common consent.

The Chair offered opportunity for any questions from the public. No comments or questions were offered.

1. The agenda was approved by common consent.
2. The Chair called for a review of the minutes of the 2021-22 School Year Board Meeting #3 [Attachment #1]. The minutes were approved by common consent.
3. The Chair called for the report of Dr. Les Mullings, CEO. Dr. Mullings gave an update the start of the 2021-22 School Year.

Dr. Mullings announced that the MOU agreement with the CUNY School of Labor and Urban Studies has been finalized. The agreement calls for both the early college/dual credit for our CTE High School scholars and bringing college courses to CPCS parents/guardians and other adults in the Far Rockaway community.



A Far Rockaway Community Educational Leadership Team, which will include our Board Chair as a member, is being named to provide advise the CUNY School of Labor and Urban Studies (SLU) leadership as they develop and market the college courses being offered to adults in the community. Courses will be taught by SLU faculty beginning in the spring of 2022 at our Challenge Charter High School site.

A special event to launch and showcase the initiative will be held at the Challenge High on Friday, October 22, 2021 from 3:00 to 5:00 p.m. Guests attending will learn about SLU's educational programming including several advanced certifications, undergraduate and graduate courses of study, and GED completion. Special scholarship information will also be shared.

Dr. Mullings further shared that the SLU relationship will be a game changer for the Rockaways and for Challenge.

Following discussion, the report was received with appreciation.

4. The Chair called attention to the printed report of Kentia Coreus, Senior Director of Elementary Teaching & Learning [Attachment #2]. The report was received with appreciation.
5. The Chair called attention to the printed report of Nicole Griffin, K-5 Principal [Attachment #3]. The report was received with appreciation.
6. The Chair called attention to the printed report of Mavgar Mondesir, Senior Director of Secondary Teaching & Learning and 6-10 Principal [Attachment #4]. The report was received with appreciation.
7. The Chair called attention to the printed report of Tameeka Richards, Director of Pupil Personnel Services [Attachment #5]. The report was received with appreciation.
8. The Chair called attention to the printed report of Kimberly Messer, Director of Communications [Attachment #6]. The report was received with appreciation.
9. The Chair called attention to the printed report of Natalie Zadok, Director of Special Education [Attachment #7]. The report was received with appreciation.
10. The Chair called attention to the printed report of Dale Richardson, Director of Technology [Attachment #8]. The report was received with appreciation.



11. The Chair called for the September 2021 Financial Report [Attachment #10]. Following review, the report was received by common consent.
12. The Chair called for the presentation of the 2021-22 October Personnel report [Attachment #11]. Dr. Michelle Daniel-Robertson moved approval of 2021-22 October Personnel Report with a second from Linda Plummer. The motion carried unanimously.
13. Representatives from PKF O'Connor Davies, LLP: Gus Saliba and James Mercaldo and Charter School Business Management: Donna Webster and Raymond Alston joined the meeting at 7:00 p.m.
14. The Chair called upon Gus Saliba to present the 2020-21 CPCS Audit Report [Attachment #9]. Following discussion, a motion was made by Karon McFarlane with a second from Gertrudis Hernandez that the report be approved. The motion carried unanimously.

The meeting adjourned by common consent.

Respectfully submitted:

A handwritten signature in blue ink that reads "Karon K. McFarlane".

Karon McFarlane
Secretary



Attachment #1
See Prior
Month
Minutes for
Minute
Attachments



2021-22 School Year Board Meeting #3 Minutes

Frederica Jeffries, CPCS Chair called the meeting to order and welcomed everyone to the CPCS 2021-22 School Year Board Meeting #3 at 6:30 PM on September 15, 2021.

Frederica Jeffries, Chair requested verification from the members present of “The Notice of Meeting” sent to each of the members of the board via email. Each member noted the proper notification was received.

Pursuant to the NY State Public Meetings Law the public notice of meeting was provided in the following manner thus meeting the law’s requirement of media and public notice:

- The Wave via email
- Public Posting at CPCS Office
- CPCS Websites and Social Media Sites

Karon McFarlane, Secretary of the Board of Trustees called the roll of the board.

Members present: Frederica Jeffries, Karon McFarlane, Linda Plummer and Dr. Michelle Daniel-Robertson

Members absent: Andrew Barnes and Gertrudis Hernandez

Also, present: Michael R. Estep. He was given the rights of the floor to speak during the meeting by common consent.

The Chair offered opportunity for any questions from the public. No comments or questions were offered.

1. The agenda was approved by common consent.
2. The Chair called for a review of the minutes of the 2021-22 School Year Board Meeting #2 [Attachment #2]. The minutes were approved by common consent.
3. The Chair called for the report of Dr. Les Mullings, CEO. Dr. Mullings shared the 2021-22 School Year is off to a good start with in-person education. The mandate for all staff be vaccinated is being implemented and CPCS is following the NYC DOE process for the employee mandate. Any adjustments to the target date for all employees to be vaccinated because of any court orders will adjust the CPCS timeline for employees.



The development of the agreement for the CTE High School with the CUNY School of Labor and Urban Studies continues on a positive course. It is anticipated that a press conference will take place in October 2021 to announce the relationship.

Dr. Mullings also updated the Board on the development of the Challenge Parent Academy.

Following discussion, the report was received with appreciation.

4. The Chair called attention to the printed report of Kentia Coreus, Senior Director of Elementary Teaching & Learning [Attachment #2]. The report was received with appreciation.
5. The Chair called attention to the printed report of Nicole Griffin, K-5 Principal [Attachment #3]. The report was received with appreciation.
6. The Chair called attention to the printed report of Mavgar Mondesir, Senior Director of Secondary Teaching & Learning and 6-10 Principal [Attachment #4]. The report was received with appreciation.
7. The Chair called attention to the printed report of Tameeka Richards, Director of Pupil Personnel Services [Attachment #5]. The report was received with appreciation.
8. The Chair called attention to the printed report of Kimberly Messer, Director of Communications [Attachment #6]. The report was received with appreciation.
9. The Chair called attention to the printed report of Natalie Zadok, Director of Special Education [Attachment #7]. The report was received with appreciation.
10. The Chair called attention to the printed report of Janis Vaughn, Director of Enrollment & Recruitment [Attachment #8]. The report was received with appreciation.
11. The Chair called attention to the printed report of Venessa Lynch, Director of Operations [Attachment #9]. The report was received with appreciation.
12. The Chair called attention to the printed report of Dale Richardson, Director of Technology [Attachment #10]. The report was received with appreciation.



13. The Chair called for the August 2021 Financial Report [Attachment #11].
Following review, the report was received by common consent.

14. The Chair called for the presentation of the 2021-22 September Personnel report [Attachment #12]. Dr. Michelle Daniel-Robertson moved approval of 2021-22 August Personnel Report with a second from Karon McFarlane. The motion carried unanimously.

The meeting adjourned by common consent.

Respectfully submitted:

A handwritten signature in blue ink that reads "Karon K. McFarlane". The signature is written in a cursive style.

Karon McFarlane
Secretary



Attachment #2



Senior Director of Teaching and Learning K-5
October 2021 Board Report
 (Covering September 1, 2021-October 15, 2021)
Kentia Coreus

Enrollment Compliance

Grade	Total Scholars	# of scholars w/IEPs	# of ENL scholars
K	108	15	5
1	119	20	7
2	115	14	2
3	94	12	5
4	91	14	8
5	97	12	2
Totals	624	87	29

source: Student Enrollment Weekly Report sent on October 15, 2021

Ongoing Teaching & Learning Tasks

- Manage personnel, curricula, and partnerships in support of the educational program
- Monitor the effectiveness of the educational program by reviewing data, observing instruction, school culture, and academic operations
- Supervise the K-5 principal by conducting daily c
- heck-ins and weekly 60 minute supervision meetings
- Listen and respond to staff and family grievances
- Maintain awareness of DOE, NYS, and DOH guidelines related to COVID-19 and implement new teaching and learning policies or protocols where needed in consultation with the CEO and director of pupil personnel services

Ongoing COVID-19 Response

- Attend bi-weekly webinars with the New York State Charter Association where information is provided by the Board of Regents and all three NYS charter authorizers. Share information with pertinent staff
- Maintain awareness of DOE, NYS, and DOH guidelines related to COVID-19
- Connect with external school leaders to share/collect ideas for supporting scholars and staff
- Collaborate with COVID coordinator, human resources, and site principal to manage COVID-related issues

Focusing on Instruction

The elementary instructional leadership team conducted the first round of learning walks where all fully staffed classrooms were visited. The K-5 SDTL and executive coach Lilia Navarette participated in the learning walks where each visit was discussed and trends identified. The team debriefed their finds and worked on instructional next steps. Teachers received feedback as a group from the principal and were given time to ensure their classrooms met communicated expectations. Data from the learning walk will continue to inform the team's work with teacher teams and individuals.

Curriculum Design Process

CPCS' partnership with LCI (Learner Centered Initiatives) officially launched on Friday October 15, 2021. The elementary leadership team, grade-level leaders, and select teachers who demonstrate interest/passion in curriculum development will all participate in the following during this partnership:

- identifying and aligning curriculum to valued outcomes for learning
- honoring students' cultural and experiential backgrounds
- incorporating assessments that produce as well as measure learning
- designing active learning strategies that engage students in their learning
- examining student work to determine impact and make curriculum revisions
- including strategies to develop self-regulated independent learners

Grade-Level Leaders

1. Ms. Gray- K (Absent 10/15)
2. Mrs. Lloyd- 1
3. Ms. Sarfati- 2
4. Ms. Lang- 3
5. Mrs. Alexander- 4
6. Ms. Cruz- Interim Acting -5

CPCS' Curriculum Writing Team

1. Ms. Gray (Absent 10/15)
2. Mrs. Lloyd
3. Ms. Sarfati
4. Ms. Lang
5. Mrs. Alexander
6. Ms. Cruz
7. Mrs. Simone
8. Mr. Kurz
9. Mrs. Grant-Brown
10. Ms. Denker (Absent 10/15)
11. Ms. Baker
12. Mr. Scarfogliero (Absent 10/15)

COVID Visitor Policy

The senior directors of teaching and learning created a visitor policy to be distributed to consultants and related service providers. The content is aligned with the school reopening plan and is available at the end of this report.

HS Development

At the CEO's request, the CTE Internship coordinator role was divided into two separate roles to emphasize the external duties and responsibilities of a Industry Liaison. The job description for this role is available at the end of this report.

Change to Curriculum and Technology Integrationist Role

After evaluating the needs of the instructional staff, the senior director of teaching in learning, K-5 determined that a STEM instructional coach is needed to support teachers increasing their effectiveness in delivering math and science instruction. This role will also be responsible for providing the leadership team with data support. The job description for this role is available at the end of this report.

Working Together to Keep Each Other Safe **Challenge Preparatory Charter School's** **COVID-19 Protocols for Adults**

We are in this together

As a community school, CPCS recognizes that educating and caring for our scholars is a community effort that requires us to work with our guests, visitors, service providers, consultants, partners, etc. to obtain necessary resources for scholars and their educational program. The purpose of this document is to share with you what we are doing to each our community safe against the coronavirus and what we need from you to keep each other safe. Please reach out to your contact at CPCS should you have any questions OR email COVID@challengecharterschools.org.

Our Vaccination Policy

To prevent the infection and spread of COVID-19, and protect the health and safety of staff, students, family members, partners, visitors, guests, and volunteers to CPCS sites from COVID-19 infection, ***CPCS requires all staff, partners, and visitors to provide proof that they are fully vaccinated against the coronavirus by September 27, 2021.***

Our COVID-19 protocols

1. We have mandated that all staff be vaccinated by September 27, 2021
2. We stay home when we are sick. All employees must pass a daily health screen questionnaire prior to arrival. Families complete a daily health screen questionnaire
3. We ensure we are fever –free. All employees have their temperature scanned upon arrival. Temperature must be 100.3°F or less for entry
4. We all wear masks. All employees are mandated to wear a face-covering at all times. Masks are provided if needed
5. We provide hand-sanitizer upon entry and make it available throughout all of our sites
6. We clean and disinfect sites daily

What we ask of YOU

1. Submit proof of vaccination if you are a frequent or long-term partner (service providers, consultants)
2. Stay home if you do not feel well
3. Complete the visitor health screen questionnaire prior to your arrival
4. Have your temperature scanned upon arrival. Your temperature must be 100.3°F or less for entry
5. Wait to be escorted to the person/area you are visiting
6. Wear a mask or face covering at all times
7. Keep your hands clean by hand washing frequently and utilizing hand-sanitizer when needed

Visit our reopening page for the most updated information:

<https://challengecharterschools.org/reopening>

Industry Education and Partnership Liaison Job Description

Sites

Challenge Charter Network Office, 15-20 Central Avenue, Far Rockaway, NY 11691
Challenge Charter High School, 15-20 Central Avenue, Far Rockaway, NY 11691
Challenge Charter Middle School, 1279 Redfern Avenue, Far Rockaway, NY 11691

Who We Are

Since its founding in 2010, Challenge Preparatory Charter School (“Challenge Prep”) has provided students and families with a successful K-8 program in Far Rockaway, Queens. Opened in August 2020, Challenge Charter High School (“CCHS”) will offer a unique early college and career and technical education (“CCTE”) program to ensure that students graduate prepared to be successful in the college and/or career pathway of their choice. CCHS will provide an academically rigorous program that integrates content with real-world technical skills found in the following fields: Aviation, Culinary Arts, Health Sciences, and Hospitality. Through strategic collaborations with industry partners, students will have access to personalized academic and social-emotional learning sequences, authentic field experiences, career counseling, and college coursework.

Understanding the Role

The Industry Education and Partnership Liaison (“IEPL”) reports to the chief executive officer and secondary senior director of teaching and learning. The IEPL is responsible for the overall identification, development, and execution of industry partnerships in the following fields: Aviation, Culinary Arts, Health Sciences, and Hospitality. He/she is the lead point-of-contact and initiator for collaborative efforts involving the community (particularly in District 27), industry, school, and it’s college/university partners; and serves as the school’s work-based learning coordinator. The IEPL ensures that the school curriculum supports and reflects the engagement with industry partners.

Ongoing Specific Responsibilities

All staff of Challenge Charter High School is committed to teaching students the values of scholarship, respect, honesty, courage and balance in a collaborative technology infused, inclusive family-like environment. Additional and specific duties of the IELP include:

- Lead the development of a career and technical education advisory council to provide internships, mentors, and workplace learning experiences for all students
- Work with partners and the school’s CTE staff to coordinate workplace learning experiences, mentors, and internships
- Supervise and support the Internship/CTE Field Coordinator
- Maintain effective and proactive communication between all project/program participants to ensure that all expectations are understood and managed appropriately
- Recruit and train professional industry mentors and volunteers as needed
- Coordinate on-site workplace learning experiences at industry facilities
- Develop curriculum with school leadership to facilitate meaningful conversations between students and mentors that support workplace learning goals
- Provide industry speakers for classroom projects and school-wide events as needed

- Work with school administrators and industry professionals to implement an industry-validated assessment tool for workplace competencies and technical skills
- Identify relevant, substantive, and credit-bearing projects for students working with school and college faculty and industry partners
- Collaborate with the school's administration to inform/create project-based learning opportunities and workplace experiences that address workplace competencies and technical skills
- Evaluate the effectiveness of work-based learning opportunities on student career readiness skills
- Create professional development opportunities for CTE teachers and staff
- Develop metrics to monitor, and appropriately adjust, program management and overall strategy

Who We Seek

- Challenge Charter High School will consider candidates who can demonstrate:
- Commitment to and alignment with CCHS mission, vision, program goals and curriculum
- Effective leadership skills that inspire teamwork and dedication
- Strategic problem-solving skills
- Strong communication skills to be employed with industry partners, government officials, community members, students, families, and staff
- Exceptional management and organizational skills
- Positive experience in taking the initiative, assuming accountability and being productive in attaining measurable goals and accomplishments
- Ability to plan strategically and effectively, as well as adapting to unforeseen situations

Qualifications

- Master's degree or Bachelor's degree *and* extensive experience in one or more of the school's industry pathways
- New York State Work-Based Learning certification (or ability to qualify within 3 months of employment)
- Minimum of 3-5 years in a business and/or education position
- Superior relationship engagement and management capability
- Demonstrated success managing multiple/competing priorities
- Fundraising and/or grant-writing experience is a plus
- Highly motivated to work with students from underserved areas; devoted to closing the achievement gap
- Ability to provide own transportation from school to industry partner sites
- Strong teamwork ethic

Work Year

This is a full-time position, 12 months position.



Attachment #3



Ms. Nicole Griffin
Challenge Preparatory Charter School- Elementary
Principal Report
October 2021

The Rebound - "Accelerating learning through care, clarity and collaboration."

Instructional Focus:

Learning Walk # 1- Members of the Leadership Team and Lilia N. (outside consultant) conducted our first instructional walk on September 15th, 22nd and 23rd. We recognize that we have had difficulties launching the school year and continue to face day-to-day unforeseen items. The amazing things we had planned will continue to be adjusted to meet the needs of our scholars. The SENSE OF URGENCY around creating a conducive environment and designing coherent instruction are at the forefront of our day.

Based on our findings, we implemented several things.

Next Steps that was implemented:

- Word Walls were updated
- Print-rich student friendly charts was created to reflect student voice
- Vocabulary- a section has been added to the lesson plan template
- A model classroom is in the making for every grade. Grade Team Leaders classroom will be turned into a model classroom.
- Professional Development was launched by LCI beginning on October 8, 2021. Curriculum writers and Grade Team Leaders participated in the Curriculum and Design Process. The team will create and write reading and writing unit plans.
- Four projects have been funded by Donors Choose this school year. All instructors are working on a project to submit to Donors Choose. Ms. Lang is our Donors Choose Liaison.
- Grade Team Meetings are held from 4:00-4:25pm to lead and support pedagogy. APS supports and guides the planning and preparation of reading, writing and math lessons.
- Instructional staff plan lessons explicitly with the following questions in mind: What are you teaching? Why are you teaching it? What is the outcome? How will you differentiate?

Mini Observations

A minimum of six mini-observations will be conducted this school year. Documented observations commenced on October 13, 2021.

BOY Data

- The elementary school continues to complete the BOY i-Ready data. The ending date is October 27, 2021.
- Fountas and Pinnel running records BOY assessments end on October 24, 2021.

Social-Emotional Learning

- We continue to partner with interns for this school year. Ms. Cox works alongside with Mrs. Anglin, our guidance counselor. Both counselors provide at-risk counseling and SEL lessons daily. We continue to follow SECOND-STEP curriculum as a guide.

Attendance

- Over the past month, we had a total of 9 staff who had to be quarantined.
- A total of 88 students had to quarantine over the past month. Remote instruction with a combination of a work packet is provided to the scholars.

Digital Access and Equity

- All scholars have 1:1 access to Chromebooks

Family Engagement

- PA meeting was conducted on September 24, 2021
- 46 families were in attendance
- Nominees were shared for the 2021-2022 school year

Professional Development

- Staff continues to need PD around unpacking of the Next Generation Standards. This will help with understanding- What am I teaching? Why am I teaching it?
- Performance Matters- Staff participated in PD around building assessments. Teachers will be able to utilize this component to build authentic assessments in order to improve student achievement.
- Planning and Preparation - Designing Coherent Instruction



Attachment #4



CHALLENGE CHARTER SCHOOL

2021-2022 Principal's Monthly Board Report

Mavgar Mondesir-Gordon, Principal (Grades 6-10)

School Year 2021-2022 Report Oct 15, 2021

Current CCHS Enrollment:

Cohort Group	Grade Level	Enrollment as of Sep. 14, 2021	Enrollment as of Oct. 15, 2021
#3	G. 10	53	44
#4	G. 9	83	71
TOTAL		136	115

Current CCMS Enrollment:

Cohort Group	Grade Level	Enrollment as of Sep. 14, 2021	Enrollment as of Oct. 15, 2021
#5	Gr. 8	81	76
#6	Gr. 7	68	70
#7	Gr. 6	92	93
TOTAL		241	239

CCMS Attendance Statistics:

Cohort Group	Grade Level	Attendance Rates	Attendance Rates
		Aug 25, '21 - Sep 14, '21	Seo 14, '21 - Oct 15, '21
#3	Gr. 10	*Rosters for the first 3 weeks of school were highly skewed, so attendance will be provided next month.	93%
#4	Gr. 9		95%
#5	Gr. 8		89%
#6	Gr. 7		92%
#7	Gr. 6		83%
CCMS Average			88%
CCHS Average			94%
6-10 Average			90%



STAFFING:

- CCMS is currently seeking the following:
 - Grade 7 Science Teacher
 - Grade 6 SWD Teacher
 - Grade 7 SWD Teacher
 - Grade 6 ELA TA
 - Grade 6 SS TA
 - Spanish Teacher
 - Family Engagement Coordinator (6-10)

- CCHS is currently seeking the following:
 - Spanish Teacher
 - Earth Science Teacher
 - Global History TA
 - ELA TA Grade 9
 - ELA TA Grade 10
 - Earth Science TA
 - SETSS Teacher

SOCIAL EMOTIONAL LEARNING (SEL)

- Covered in the homeroom (8:00 a.m.-8:25 a.m.)
 - Grades 6-10 have begun the Second Step SEL lessons
- The importance of the social-emotional lessons is to provide a foundation for safe and positive learning to provide scholars with the strategies necessary to succeed in school, careers, and life. We will focus on all 5 of the SEL Competencies throughout the school year. The Inner You course continues in the grades 9-10

CURRICULUM AND INSTRUCTION

- Teachers have completed curriculum maps and unit plans for their first unit
- Teachers have completed syllabi for the months of September and October.
- Teachers are waiting until the completion of Performance Matters training to administer pre-unit tests in Science, Social Studies, and SEL Surveys
- iReady BOY assessments will be administered after adjustment to add Grades 9 and 10 licenses
- Following the completion of BOY assessments, there will be the Data Disaggregation and Curriculum Compacting PD for teachers
- Scholars are able to maneuver the technology components required for coursework.

SPECIAL EDUCATION SERVICES

- ICT CLASSROOMS
 - At Grades 6-8, the -01 homerooms have been designated as the ICT homerooms



- ENL services are provided on a consistent schedule by Mr. Sebastian Salazar since the first day of school.

DIGITAL PLATFORMS

- Grades 6-10 scholars are using only digital notebooks for all courses with the exception of Math classes, in which they write notes in a notebook.

PARENT AND SCHOLAR OUTREACH and ACCESSIBILITY

- Meet-the-Teacher Night took place on October 7, from 5:00 PM to 6:30 PM.
- 6-10th Grade Town Hall Meetings have been taking place frequently in efforts to address issues of digital citizenship and COVID-19 safety.
- Efforts continue with respect to getting Parents to register in ParentSquare

PROFESSIONAL DEVELOPMENT

- GRADE TEAM PLANNING AND ONGOING PROFESSIONAL DEVELOPMENT
 - Professional development takes place daily:
 - Mon-Thu 11:10 PM to 12:00 PM for Grade 6
 - Mon-Thu 12:50 PM to 1:40 PM for Grades 6-10 core instructors
 - Fridays from 1:30 PM to 4:00 PM
 - Close Reading - Lavinia Reading Group Consultants on site.
- VERTICAL DEPARTMENT PLANNING
 - i-Ready beginning-of-year diagnostic testing began on September 21, 2021. BOY diagnostics are still being completed for the newest scholars added to the rosters this week.

INSTRUCTIONAL OBSERVATIONS

- The CCMS-CCHS Admin Team members have been regularly supporting instructional periods throughout the day to ensure that instruction is taking place and that outreach is performed as needed. Informal observations have begun in the form of Check-ins. TeachBoost is being used for this task, with a target of 2 long observations and 5 short observations across the board for the school year.



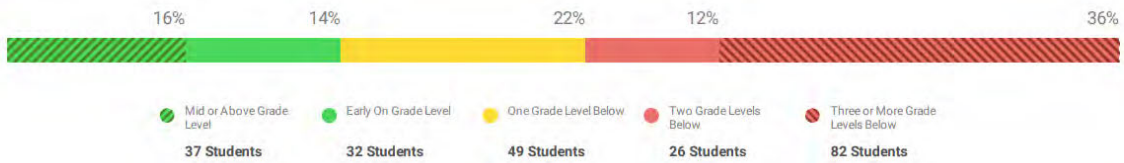
Diagnostic Results



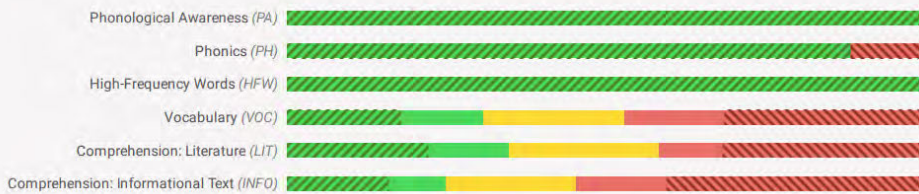
School: CHALLENGE PREP MIDDLE SCHOOL
 Subject: Reading
 Academic Year: 2021 - 2022
 Diagnostic Window: Window 1
 Prior Diagnostic: None

Overall Placement

Students Assessed/Total: 226/239



Placement by Domain



Switch Table View

Show Results By

Placement Summary

Grade

Showing 3 of 3

Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade 6		19%	9%	23%	11%	38%	90/93
Grade 7		12%	17%	15%	15%	40%	65/70
Grade 8		17%	18%	25%	8%	31%	71/76



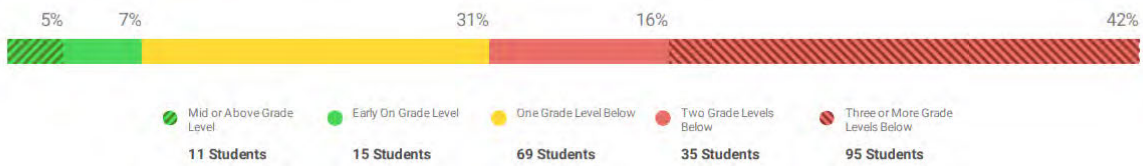
Diagnostic Results



School: CHALLENGE PREP MIDDLE SCHOOL
 Subject: Math
 Academic Year: 2021 - 2022
 Diagnostic: Window 1
 Prior Diagnostic: None

Overall Placement

Students Assessed/Total: 225/239



Placement by Domain



Switch Table View

Show Results By

Placement Summary

Grade

Showing 3 of 3

Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade 6		2%	10%	37%	12%	38%	89/93
Grade 7		5%	5%	23%	22%	46%	65/70
Grade 8		8%	4%	30%	14%	44%	71/76



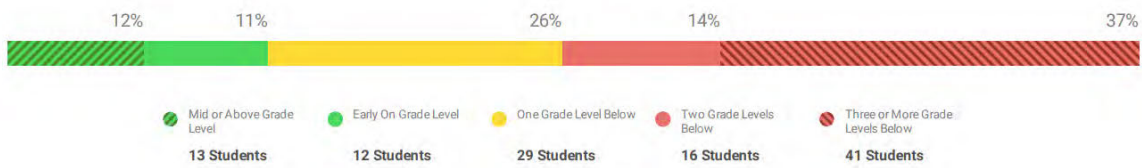
Diagnostic Results



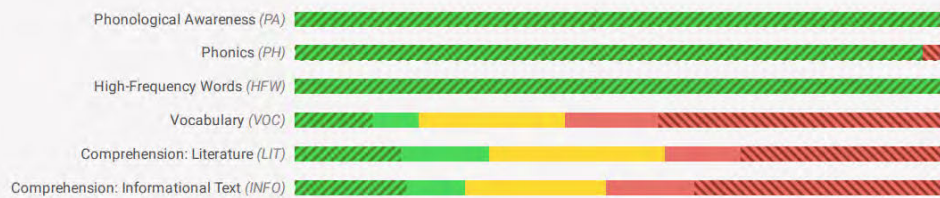
School: CHALLENGE PREP CHARTER HIGH SCHOOL
 Subject: Reading
 Academic Year: 2021 - 2022
 Diagnostic Window: 1
 Prior Diagnostic: None

Overall Placement

Students Assessed/Total: 111/115



Placement by Domain



Switch Table View

Show Results By

Placement Summary

Grade

Showing 2 of 2

Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade 9		13%	10%	31%	12%	34%	68/72
Grade 10		9%	12%	19%	19%	42%	43/43



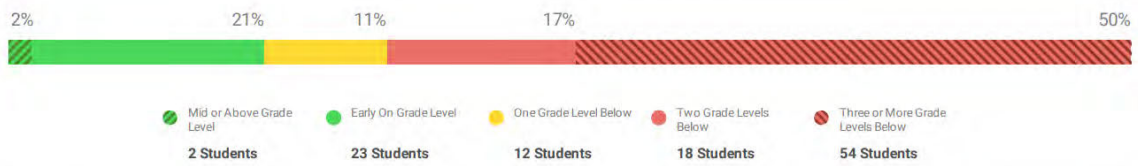
Diagnostic Results



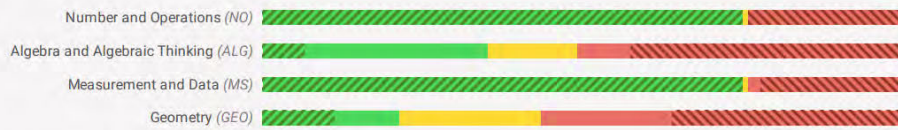
School: CHALLENGE PREP CHARTER HIGH SCHOOL
 Subject: Math
 Academic Year: 2021 - 2022
 Diagnostic: Window 1
 Prior Diagnostic: None

Overall Placement

Students Assessed/Total: 109/115



Placement by Domain



Switch Table View

Show Results By

Placement Summary

Grade

Showing 2 of 2

Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade 9		3%	21%	11%	14%	52%	66/72
Grade 10		0%	21%	12%	21%	47%	43/43



Attachment #5



Director of Pupil Personnel Services

October Board Report

Covid-19

Here are the current vaccination numbers for our staff:

126 Fully vaccinated

21 Partially vaccinated

2 exemptions

- Presented COVID-19 protocols to the elementary, middle, and high school staff
- CIC Health is now a partner with our school to provide in-school testing. CIC Health offers comprehensive COVID-19 testing services that are accessible, fast, and easy. I completed the In-School COVID-19 testing survey from CIC Health to begin the bi-weekly testing this month
- Supported COVID-19 Site Coordinators with creating a system for the start of COVID-19 testing for our scholars
- Collaborated with data coordinator to create an attendance system for scholars that have COVID-19 testing
- Consistently update the COVID-19 tracker with updates on any individual that tests positive or presents symptoms
- Support the school community with answers to COVID-19 questions, and meet bi-weekly with leaders to discuss COVID-19 protocols
- Follow-up with families with any concerns during their scholars quarantine or isolation period
- Attend weekly Sector-Wide Q&A Calls with the NYC DOE & DOHMH to stay informed of all updated COVID-19 protocols, and inform all leaders about the updates
- Provide next steps for staff and scholars when they present COVID-19 symptoms or have a positive result
- Call in positive COVID cases to the local health department
- Provided a facilities walkthrough of the middle and high school to ensure the readiness of facilities for in-person learning and instruction

- Created a list of items needed to be purchased based on the facilities walkthrough
- Hired a School Health Liaison to support the health and safety of our school community

Pupil Personnel Director

- One of the social work interns from the Silberman School of Social Work at Hunter College started her in-person internship at the elementary school location. The second intern will begin in two weeks virtually.
- Conducted the monthly SEL meeting with the Middle and High School SEL team where we reviewed the bullying and harassment protocols of the school and how to respond as a staff to harassment and bullying when it occurs
- The SEL program Second Step training for bullying and harassment will take place this month for Bullying Prevention Month
- Informal visits to classrooms during Second Step lesson time will begin this month
- On October 22nd the Elementary school staff will receive the Bullying and Harassment protocols presentation to learn:
 1. What is bullying?-
 2. Why is bullying and harassment important to address?
 3. What you should do if a student comes to you with a bullying or harassment report?
 4. How to respond to bullying and harassment in a supportive and affirmative way; and how to help students feel safe.
- Meet with the elementary school principal bi-weekly to communicate SEL next steps
- Review Second Step lesson pacing data, to ensure all classes are on track with the SEL lesson schedule
- Create a google form to identify at-risk scholars
- Provided professional development opportunities for the student support teams in the following areas:
 1. Trauma informed practices

Family Engagement Coordinators

1. The Family Engagement Coordinator will follow-up with families to sign-up for ParentSquare, with the spreadsheet that displays families that have signed up and those that have not
2. Will begin to meet with the FEC, once a month with the family engagement coordinator regarding innovative ways to engage families starting with the Attendance Works initiative.



Attachment #6



Challenge Charter School

Communications Report - October 2021

Kim Messer, Director of Communications

Family Communications & Updates

As always, engagement with our current and potential families is a major focus of Communications.

- Our website now features a place for K-5, Middle and High School updates to flow from each site.
- The Fall Family Photo Challenge is taking place now and appearing on social media. This annual challenge features great fall photos of our scholars and family members.
- #AddDad Campaign brought a few new followers to our social media pages.
- DASA information updated on our website in coordination with Mrs. Richards.
- ARP/ESSER plans were published on the website in coordination with Dr. Estep.

Recruitment/Application Season Marketing

- We officially launched our new season on 10/1 to recruit for SY 2022-23.
 - Website information has been updated; waiting for Open House dates as of 10/18
 - New marketing avenues are being explored:
 - Social Media - *still pending Finance registration as of 10/18*
 - Bus stops - Ads will begin in 5 spots near our schools on November 1
 - Video "Commercial" - in process; deadline December 1
 - General merchandise needed for "Challenge Charter School" to promote school in the community and at E/R events; awaiting deadline from E/R team
 - "Apply Now" Banners for buildings
 - Design done in June; still in process as of 9/20 per Operations; *no update from Operations as of 10/18*

SLU Educational Hub Partnership

- *Supported efforts of our launch event for 10/22*



- *Coordination with in-house staff and Chief of Communications for SLU*
- *Extensive Press Release development and editing*
- *Email campaign created via MailChimp*
- *Press notifications and invitations to key leaders to go out this week*



Attachment #7



September 13, 2021

Ms. Natalie Zadok: Director of Special Education Grades K-10

I) Develop a Vision

- Developing a Streamlined Vision for the Special Education Department that exemplifies integrity, equity, collaboration and empowerment for all scholars and their families to attain best academic and social emotional achievements.
- Meeting with Administration and School building leaders to assess the current Special Education Program in order to incorporate tools to strengthen the management of Scholars with IEP's across all Grades K-10.

II) Special Education Scheduling and Planning

- **Creating the Special Education IEP Spreadsheet and Caseloads**
Requires entering every scholar's Grades (K-10) OSIS# in SESSIS to identify scholars with IEPs in order to align them with the correct services and providers needed.

III). Scholars with IEP's Streamlined Update

Kindergarten (15) Total IEP's (4) Misaligned IEP's that are pending CSE to amend 12.1.1 to ICT (Integrated Co-Team Teaching) accommodation.

Grade 1 (20) Total IEP's (1) Misaligned IEP Pending CSE to amend 12.1.1 to ICT Accommodation.

Grade 2 (14) Total Scholar's IEP's

Grade 3 (12) Total IEP's (1) Misaligned IEP Pending CSE to amend 12.1.1 to ICT Accommodation.

Grade 4 (14) Total IEP's (1) scholar will receive an RSA (**an authorized letter given to Parents that allows them to obtain the services of a non-DOE provider Specific related services at DOE expense). It is issues to a parent when the DOE Has not identified a related service provider in a timely manner).**

Grade 5 (12) Total Scholar's with IEP's

Grade 6	(17) Scholars with IEP's (1) Misaligned IEP pending CSE to amend 12.1.1 to ICT Accommodations. (5) Scholars are misaligned pending CSE to amend SETT Services to ICT accommodations.
Grade 7	(8) Total scholars with IEP's. (5) Pending CSE to amend SETTS to ICT.
Grade 8	(12) Total Scholar's with IEP's. (8) Pending CSE to amend SETTS to ICT.
Grade 9	(10) Scholar's with IEP's.
Grade 10	(6) Scholar's with IEP's

Current Total Number of Scholar's with IEP's Grades K-10 = 170

IV). Staffing

- Seeking replacement for Grades K-5 Special Education Liaison as former
- Seeking an ESL Provider due to former Provider resigning.
Liaison is pending returning due to non-compliance with the vaccination mandate.
- Grades 6-10 Special Education Liaison Ms. Crystal Gould has been hired and scheduled to Start on October 18, 2021.
- Currently 2 vacancies for Special Education Certified instructors needed for ICT on the K-5
- Currently 2 vacancies for Special Education certified instructors needed for ICT on 6-8 level.
- Currently 1 vacancy for a 10th grade SETTS provider

(V). Current Action Items

- **Fulfilling the needs of K-5 as well as 6-10 Special Education Liaison with (CSE#4) Policies and Procedures** to ensure that all IEP cases are assigned a projected an annual, tri-annual, re-evaluation , initial and misaligned IEP meeting dates. Gathering all data such as Teacher Reports, IREADY, F&P, Behavioral Anecdotal logs from designated staff in order to submit to the CSE. Coordinating, sitting in on as well as leading all CSE meetings Grades K-10 until the new hire in Grades 6-10 is trained as well as a new liaison to be hired in Grades K-5.
- **Ensuring the partnership with CSE District #4**
Ensuring that related service agencies are appointed to CPCS in order to ensure related service (Speech, OT, PT, and Para) services begin in a timely manner to avoid any lapse in services provided to scholars. Collaborating with CSE to assign related service providers as they are resolving shortage of employee barriers due to non-compliance of the vaccine mandate.
- Fulfilling the Special Education Liaison and Support Staff- By creating timelines, goals and interventions for scholars at risk via the RTI (Response To Intervention) Model as well as Scholars with current IEP's.
- Assessing the Space in each facility in order to secure a private area for CSE Psychologists and Social

Workers to interview parents as well as assess and test scholars. Collaborating with Admin to ensure that there are ample conditions for SETTS providers to efficiently pull scholars for individual and small Group interventions.

- Collaborating with Grades 4-10 ELL Provider Mr. Salazar to ensure all ELL scholars are re-assessed as well as initially assessed to gain clear benchmarks of scholar's ELL plans.
- Collaborating with ELL External Consultants to implement academic plans that will fully encourage our ELL scholar's overall success and achievements according to their individualized needs and goals.

IV). Mobilizing Community Resources to support families with scholars with IEP's to secure the necessary external resources needed for scholars to maintain best academic as well as social emotional benchmarks this 2021-20220 school year.

- Partnering with New Horizons and Sheltering Arms Agencies in Far Rockaway to ensure that families receive the services needed upon initiating the need of community support.
- providing families with access to their parental rights under the IDEA Law that serves as a guide for parents with scholar's IEP compliance as well as parent empowerment support guidelines.
- Conducted one on one Parent meetings via Google Meet and Telephone conference to address specific needs that arise prior to the first day of school for scholars with IEP's services that include Initiating, Maintaining as well as Re-Evaluating scholar's IEP cases.

VII). Sites (K-10) External Providers Covid 19 Preparation

- Delivering CPCS Covid Guidelines and Safety Protocol to all Related Service agencies providers that will be conducting in-person sessions with Scholars at all sites.
- Related Service agencies have received a copy of the CPCS Covid-19 safety policy and have agreed to have their providers adhere to the CPCS Covid -19 Safety measures.
- Collaborating with CSE to conduct misaligned Scholar IEP meetings to ensure compliance

VIII). Professional Development Resources

- Meeting with the Special Education Collaborative to review a package that will suit the needs of CPCS staff Grades K-5 for Special Education Workshops that include (Co-Team Teaching Strategies, Specially Designed Instruction, creating Behavior Intervention Plans as well as Functional Behavior Analysis plans etc).
- Meeting with ELL External Consultants to create plans to enrich the ELL Department via identifying, testing and aligning ATS data to ensure that scholars' home language is precise in order to administer the NYSITELL Exam.



Attachment #8



Director of Technology Report

Oct. 2021 - Dale Richardson

—

I: Current Work

A: New Building

- Refinement of our new building at 1526 Central Avenue continues.

B: Further preparation for the possibility of returning to remote learning.

- All scholars have been pre-assigned Chromebooks. The rapid distribution of devices during September's emergencies was successful.
- Thirty-six hotspots are currently available for scholars who may be affected by limited or no internet service at home.

II: Future Work

A: Information gathering for Independent Cybersecurity Auditing.

- An independent cyber security assessment should be completed by June 2022, in order to satisfy various insurance and state requirements. Ex: https://www.dfs.ny.gov/industry_guidance/cybersecurity
- We are currently in the process of sourcing a credible organization that is experienced in assisting companies with meeting the mentioned requirements.

B: WiFi Upgrades.

- We are awaiting the delivery of our new wireless access points (ETA December). These devices are the next step in the WiFi upgrades at 710 Hartman and 1526 Central.
-



III: Risk Factors or Challenges

A: Chromebook shortage

- Scholars are transferring without returning their assigned Chromebook, which is leaving older devices to be assigned to some newly enrolled scholars.
- Advisors of our tech department have stated, "Most years, a 10-15% loss\damage rate can be expected; however, in a year like COVID, it is prudent to plan for a much higher rate. Some schools have planned as if no devices would be returned."
- As a response to this, 100 new devices have been ordered from CDW.



Attachment #9

Challenge Preparatory Charter School

Financial Statements

June 30, 2021 and 2020



Independent Auditors' Report

**Board of Trustees
Challenge Preparatory Charter School**

Report on the Financial Statements

We have audited the accompanying financial statements of Challenge Preparatory Charter School (the "School"), which comprise the statements of financial position as of June 30, 2021 and 2020, and the related statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2021 and 2020, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated – _____, 2021, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

Harrison, New York
_____, 2021

Challenge Preparatory Charter School

Statements of Financial Position

	June 30,	
	2021	2020
ASSETS		
Current Assets		
Cash	\$ 6,635,874	\$ 4,810,225
Grants and contracts receivable	365,449	452,240
Prepaid expenses and other current assets	542,925	374,481
Total Current Assets	7,544,248	5,636,946
Property and equipment, net	1,366,039	893,394
Restricted cash	70,000	70,000
Security deposits	925,999	932,999
	\$ 9,906,286	\$ 7,533,339
LIABILITIES AND NET ASSETS		
Current Liabilities		
Accounts payable and accrued expenses	\$ 363,585	\$ 220,880
Accrued payroll and payroll taxes	1,152,059	1,027,251
Refundable advances	315,546	-
Deferred rent, current portion	103,919	172,454
Total Current Liabilities	1,935,109	1,420,585
Paycheck Protection Program loan payable	1,792,512	1,792,512
Deferred rent	2,556,245	2,315,256
Total Liabilities	6,283,866	5,528,353
Net assets, without donor restrictions	3,622,420	2,004,986
	\$ 9,906,286	\$ 7,533,339

See notes to financial statements

Challenge Preparatory Charter School

Statements of Activities

	Year Ended June 30,	
	2021	2020
REVENUE AND SUPPORT		
State and local per pupil operating revenue	\$ 15,854,084	\$ 14,318,940
State and local per pupil facilities funding	1,064,272	1,415,761
Federal grants	582,156	380,354
State grants	59,460	54,291
Contributions, grants and other income	8,345	640
Rental income	9,408	126,096
Total Revenue and Support	17,577,725	16,296,082
EXPENSES		
Program Services		
Regular education	11,200,358	10,655,297
Supporting services	2,714,491	2,741,774
Total Program Services	13,914,849	13,397,071
Supporting Services		
Management and general	2,011,517	1,626,830
Fundraising	33,925	72,912
Total Expenses	15,960,291	15,096,813
Change in Net Assets	1,617,434	1,199,269
NET ASSETS		
Beginning of year	2,004,986	805,717
End of year	\$ 3,622,420	\$ 2,004,986

See notes to financial statements

CHALLENGE PREPARATORY CHARTER SCHOOL

Statement of Functional Expenses
Year Ended June 30, 2021

	No. of Positions	Program Services			Management and General		Fundraising and Special Events		Total
		Regular Education	Special Education	Total	General	Special Events			
Personnel Services Costs									
Administrative staff personnel	19	\$ 539,589	\$ 152,812	\$ 692,401	\$ 754,734	\$ 16,597	\$ 1,463,732		
Instructional personnel	86	3,887,783	1,051,861	4,939,644	-	-	4,939,644		
Non-instructional personnel	33	1,701,855	330,236	2,032,091	320,791	-	2,352,882		
Total Salaries and Staff	138	6,129,227	1,534,909	7,664,136	1,075,525	16,597	8,756,258		
Fringe benefits and payroll taxes		1,205,472	304,583	1,510,055	216,080	3,334	1,729,469		
Retirement		123,461	31,194	154,655	22,130	342	177,127		
Legal services		-	-	-	10,086	-	10,086		
Accounting and auditing services		-	-	-	29,000	-	29,000		
Other professional and consulting services		657,665	142,120	799,785	164,042	1,195	965,022		
Building and land rent		1,918,336	484,701	2,403,037	343,860	5,306	2,752,203		
Repairs and maintenance		59,481	15,029	74,510	10,662	165	85,337		
Insurance		87,099	22,007	109,106	15,612	241	124,959		
Utilities		190,207	48,059	238,266	34,094	526	272,886		
Supplies and materials		269,712	45,685	315,397	11,275	300	326,972		
Equipment and furnishings		8,374	1,550	9,924	549	5,085	15,558		
Staff development		56,374	8,239	64,613	18,473	-	83,086		
Marketing and recruiting		78,770	11,512	90,282	-	-	90,282		
Technology		67,889	14,079	81,968	10,261	723	92,952		
Student service		34,884	5,096	39,982	-	-	39,982		
Office expense		106,943	19,918	126,861	7,216	111	134,188		
Depreciation and amortization		206,464	25,808	232,272	25,808	-	258,080		
Other		-	-	-	16,844	-	16,844		
Total Expenses		\$ 11,200,358	\$ 2,714,491	\$ 13,914,849	\$ 2,011,517	\$ 33,925	\$ 15,960,291		

CHALLENGE PREPARATORY CHARTER SCHOOL

Statement of Functional Expenses
Year Ended June 30, 2020

	No. of Positions	Program Services		Total	Management and General		Fundraising and Special Events		Total
		Regular Education	Special Education		General	Special Events			
Personnel Services Costs									
Administrative staff personnel	17	\$ 526,473	\$ 147,153	\$ 673,626	\$ 713,100	\$ 13,241	\$ 1,399,967		
Instructional personnel	78	3,547,305	1,009,674	4,556,979	-	-	4,556,979		
Non-Instructional personnel	32	1,535,938	303,181	1,839,119	296,467	-	2,135,586		
Total Salaries and Staff	127	5,609,716	1,460,008	7,069,724	1,009,567	13,241	8,092,532		
Fringe benefits and payroll taxes		1,095,068	308,470	1,403,538	123,387	15,424	1,542,349		
Retirement		118,669	33,428	152,097	13,371	1,671	167,139		
Legal services		-	-	-	5,019	-	5,019		
Accounting and auditing services		577,993	140,372	718,365	26,250	-	26,250		
Other professional and consulting services		1,970,339	555,025	2,525,364	115,628	5,715	839,708		
Building and land rent		55,146	15,534	70,680	222,010	27,751	2,775,125		
Repairs and maintenance		75,029	21,135	96,164	8,214	777	77,671		
Insurance		189,782	45,365	235,147	20,729	1,057	105,675		
Utilities		386,442	69,765	456,207	11,078	3,237	259,113		
Supplies and materials		23,376	4,071	27,447	630	58	468,806		
Equipment and furnishings		162,590	24,613	187,203	31,214	-	218,417		
Staff development		115,449	17,477	132,926	-	-	132,926		
Marketing and recruiting		36,072	10,158	46,230	6,409	21	52,660		
Technology		810	123	933	-	-	933		
Food service		53,093	8,037	61,130	-	-	61,130		
Student service		48,634	11,057	59,691	8,083	2,439	70,213		
Office expense		137,089	17,136	154,225	17,136	-	171,361		
Depreciation and amortization		-	-	-	1,651	-	1,651		
Other		-	-	-	-	-	-		
Total Expenses		\$ 10,655,297	\$ 2,741,774	\$ 13,397,071	\$ 1,626,830	\$ 72,912	\$ 15,096,813		

Challenge Preparatory Charter School

Statements of Cash Flows

	Year Ended June 30,	
	2021	2020
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in net assets	\$ 1,617,434	\$ 1,199,269
Adjustments to reconcile change in net assets to net cash from operating activities		
Depreciation and amortization	258,080	171,361
Deferred rent	172,454	238,992
Changes in operating assets and liabilities		
Grants and contracts receivable	86,791	95,388
Prepaid expenses and other current assets	(168,444)	(178,720)
Security deposits	7,000	(599,423)
Accounts payable and accrued expenses	142,705	(52,051)
Accrued payroll and payroll taxes	124,808	40,787
Refundable advances	315,546	-
Net Cash from Operating Activities	2,556,374	915,603
CASH FLOWS FROM INVESTING ACTIVITY		
Purchases of property and equipment	(730,725)	(230,154)
CASH FLOWS FROM FINANCING ACTIVITY		
Proceeds from Paycheck Protection Program loan	-	1,792,512
Net Change in Cash and Restricted Cash	1,825,649	2,477,961
CASH AND RESTRICTED CASH		
Beginning of year	4,880,225	2,402,264
End of year	\$ 6,705,874	\$ 4,880,225

See notes to financial statements

Challenge Preparatory Charter School

Notes to Financial Statements
June 30, 2021 and 2020

1. Organization and Tax Status

Challenge Preparatory Charter School (the "School") is a New York State, not-for-profit educational corporation that was incorporated on February 9, 2010 to operate a Charter School pursuant to Article 56 of the Education Law of the State of New York. The School was granted a provisional charter on February 9, 2010 valid for a term of five years and renewable upon expiration by the Board of Regents of the University of the State of New York. During 2019, the Board of Regents extended the School's charter through June 30, 2024. The School's educational philosophy promotes high levels of academic achievement and tailoring instruction to ensure that academic needs of all students are met. The School's founders believe that good instruction recognizes the interrelation of content knowledge and higher order thinking and that, accordingly, good instruction should reflect a balanced approach to learning. Classes commenced in Far Rockaway, New York in August 2011 and the School provided education to approximately 905 students in kindergarten through ninth grade during the 2020-2021 academic year. The most recent charter renewal allows the School to serve grades 9-12.

The New York City Department of Education provides free lunches and transportation directly to some of the School's students. Such costs are not included in these financial statements. The School covers a portion of the cost of lunches for children not entitled to the free lunches.

Except for taxes that may be due for unrelated business income, the School is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code and from state and local income taxes under comparable laws.

2. Summary of Significant Accounting Policies

Basis of Presentation and Use of Estimates

The accompanying financial statements have been prepared in accordance with accounting principles generally accepted in the United States of America ("U.S. GAAP"), which requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Accordingly, actual results could differ from those estimates.

Challenge Preparatory Charter School

Notes to Financial Statements
June 30, 2021 and 2020

2. Summary of Significant Accounting Policies (*continued*)

Net Asset Presentation

Resources for various purposes are classified for accounting and reporting purposes into net asset categories established according to nature and purpose as follows:

Net assets without donor restrictions - consist of resources available for the general support of the School's operations. Net assets without donor restrictions may be used at the discretion of the School's management and/or the Board of Trustees.

Net assets with donor restrictions – represents amounts restricted by donors for specific activities of the School or to be used at a future date. The School records contributions as net assets with donor restrictions if they are received with donor stipulations that limit their use either through purpose or time restrictions. When a donor restriction expires, that is, when a time restriction ends or a purpose restriction is fulfilled, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statements of activities as net assets released from restrictions. The School had no net assets with donor restrictions as of June 30, 2021 and 2020.

Restricted Cash

Under the provisions of its charter, the School established an escrow account to pay for legal and audit expenses that would be associated with a dissolution, should it occur.

The following table provides a reconciliation of cash and restricted cash reported within the statements of financial position to the amounts presented in the statements of cash flows for the years ended June 30:

	<u>2021</u>	<u>2020</u>
Cash	\$ 6,635,874	\$ 4,810,225
Restricted Cash	<u>70,000</u>	<u>70,000</u>
	<u>\$ 6,705,874</u>	<u>\$ 4,880,225</u>

Challenge Preparatory Charter School

Notes to Financial Statements
June 30, 2021 and 2020

2. Summary of Significant Accounting Policies (*continued*)

Property and Equipment

The School follows the practice of capitalizing all expenditures for property and equipment with costs in excess of \$3,000 and a useful life in excess of one year. Leasehold improvements are amortized over the shorter of the term of the lease, inclusive of all renewal periods, which are reasonably assured, or the estimated useful life of the asset which is up to twenty years. Purchased property and equipment are recorded at cost at the date of acquisition. Maintenance and repairs are expensed as incurred. All property and equipment purchased with government funding is capitalized, unless the government agency retains legal title to such assets, in which case it is expensed as incurred.

Depreciation and amortization is recognized on the straight-line method over the estimated useful lives of such assets as follows:

Computers and equipment	3 to 5 years
Furniture and fixtures	5 years
Software	3 years
Standby generator	15 years
Website development	15 years

Property and equipment are reviewed for impairment if the use of the asset significantly changes or another indicator of possible impairment is identified. If the carrying amount for the asset is not recoverable, the asset is written down to its fair value. There were no asset impairments for the years ended June 30, 2021 and 2020.

Refundable Advances

The School records certain government operating revenue as refundable advances until related services are performed, at which time they are recognized as revenue.

The School is entitled to receive a rent subsidy, that is calculated at the lower of 30 percent of the state and city per pupil amount or actual lease costs as approved by the New York City Department of Education ("NYCDOE"). The school received funds from NYCDOE in excess of the amounts earned. A liability of \$315,546 has been established as of June 30, 2021 and is reflected in the accompanying statements of financial position.

Deferred Rent

The School records its rent in accordance with U.S. GAAP whereby all rental payments, including fixed rent increases, are recognized on a straight-line basis as an offset to rent expense. The difference between the straight-line rent expense and the required lease payments is reflected in deferred rent in the accompanying statements of financial position.

Challenge Preparatory Charter School

Notes to Financial Statements
June 30, 2021 and 2020

2. Summary of Significant Accounting Policies (*continued*)

Revenue and Support

Revenue from the state and local governments resulting from the School's charter status and based on the number of students enrolled is recorded when services are performed in accordance with the charter agreement. Federal and other state and local funds are recorded when expenditures are incurred and billable to the government agency.

Contributions are recognized when the donor makes a promise to give to the School that is, in substance, unconditional. Grants and other contributions of cash are reported as net assets with donor restrictions if they are received with donor stipulations. Restricted contributions and grants that are made to support the School's current year activities are recorded as net assets without donor restrictions. Contributions of assets other than cash are recorded at their estimated fair value at the date of donation.

Marketing and Recruitment

Marketing and recruitment costs are expenses as incurred. Marketing and recruitment costs for the years ended June 30, 2021 and 2020 amounted to \$90,282 and \$132,926.

Functional Expense Allocation

The majority of expenses can generally be directly identified with the program or supporting service to which they relate and are charged accordingly. Other expenses by function have been allocated among program and supporting services classifications on the basis of periodic time and expense studies and other basis as determined by management of the School to be appropriate.

Accounting for Uncertainty in Income Taxes

The School recognizes the effect of income tax positions only if those positions are more likely than not to be sustained. Management has determined that the School had no uncertain tax positions that would require financial statement recognition or disclosure. The School is no longer subject to examinations by the applicable taxing jurisdictions for years prior to June 30, 2018.

Reclassifications

Certain 2020 accounts have been reclassified to conform to the 2021 financial statement presentation.

Subsequent Events Evaluation by Management

Management has evaluated subsequent events for disclosure and/or recognition in the financial statements through the date that the financial statements were available to be issued, which date is _____, 2021.

Challenge Preparatory Charter School

Notes to Financial Statements
June 30, 2021 and 2020

3. Grants and Contracts Receivable

Grants and contracts receivable consist of federal, state, city entitlements and grants, and a private grant. The School expects to collect these receivables within one year and has not provided an allowance for doubtful accounts.

4. Property and Equipment

Property and equipment consisted of the following at June 30:

	2021	2020
Computers and equipment	\$ 1,110,086	\$ 554,136
Furniture and fixtures	448,755	411,524
Software and website development	55,217	55,217
Standby generator	127,589	127,589
Leasehold improvements	713,269	596,398
Construction in progress	320,673	300,000
	<u>2,775,589</u>	<u>2,044,864</u>
Accumulated depreciation and amortization	(1,409,550)	(1,151,470)
	<u>\$ 1,366,039</u>	<u>\$ 893,394</u>

Construction in progress at June 30, 2021 and 2020 consists of soft costs associated with the new facilities at 15-20 Central Avenue, Queens, New York (see Note 9).

5. Liquidity and Availability of Financial Assets

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use within one year of the statement of financial position date, are comprised of the following at June 30:

	2021	2020
Cash	\$ 6,635,874	\$ 4,810,225
Grants and contracts receivable	365,449	452,240
	<u>\$ 7,001,323</u>	<u>\$ 5,262,465</u>

As part of the School's liquidity management plan, the status of grants and contracts receivable is monitored regularly and any excess cash is held in liquid instruments until it is required for operational use. To help manage unanticipated liquidity needs, the School has a line of credit in the amount of \$50,000, which it could draw upon as further disclosed in Note 10.

6. Employee Benefit Plan

The School maintains a defined pension plan qualified under Internal Revenue Code 403(b), for the benefit of its eligible employees. Under the plan, the School provided matching contributions up to 3% of annual compensation. Employer match for the years ended June 30, 2021 and 2020 amounted to \$176,977 and \$167,140.

Challenge Preparatory Charter School

Notes to Financial Statements
June 30, 2021 and 2020

7. Concentration of Credit Risk

Financial instruments that potentially subject the School to concentrations of credit and market risk consist principally of cash on deposit with financial institutions, which from time to time may exceed the Federal Deposit Insurance Corporation ("FDIC") limit. The School does not believe that a significant risk of loss due to the failure of a financial institution presently exists. As of June 30, 2021 and 2020, approximately \$6,390,000 and \$4,560,000 of cash was maintained with an institution in excess of FDIC limits.

8. Concentration of Revenue and Support

The School receives a substantial portion of its revenue and support from the New York City Department of Education. For the years ended June 30, 2021 and 2020, the School received approximately 96% and 97% of total revenue and support from the New York City Department of Education. If the charter school laws were modified, reducing or eliminating these revenues, the School's finances could be materially adversely affected.

9. Commitments

On December 10, 2010, the School entered into a non-cancelable operating lease for office and classroom space at 710 Hartman Lane, Far Rockaway, New York, expiring on May 31, 2032. The lease includes a yearly rent escalation of 3%, and requires the School to pay for utilities and other office costs. The School moved into this facility on April 16, 2012, and it currently houses grades K-5.

On December 5, 2014, the School entered into an agreement to lease additional property at 15-26 Central Avenue, Queens, New York, expiring on May 31, 2026. The lease commenced on September 19, 2015 and includes a yearly rent escalation of 3%, and requires the School to pay for utilities and other office costs. This location was the home of Challenge Preparatory Middle School from the 2015-2016 through the 2017-2018 academic years and is currently being used as office space.

On September 29, 2015, the School entered into an agreement to lease additional property at 15-20 Central Avenue, Queens, New York, expiring on August 31, 2042. The lease commenced in August 2021 and includes a yearly rent escalation of 3%, and requires the School to pay for utilities and other office costs. This location is being used to house grades 9-12.

On September 1, 2018, the School entered into an agreement to lease additional property at 12-79 Redfern Avenue, Queens, New York, expiring on August 31, 2034. The lease commenced on September 1, 2018 and includes a yearly rent escalation of 3%, and requires the School to pay for utilities and other office costs. This location became the home of Challenge Preparatory Middle School starting with the 2018-2019 academic year.

Challenge Preparatory Charter School

Notes to Financial Statements
June 30, 2021 and 2020

9. Commitments (continued)

The future minimum lease payments for the four facility leases are as follows for years ending June 30:

2022	\$ 4,253,731
2023	4,554,134
2024	4,690,759
2025	4,831,481
2026	4,412,067
Thereafter	<u>60,059,119</u>
	<u>\$ 82,801,291</u>

The School recognizes rent expense on a straight-line basis over the term of the leases. Rent expense in excess of payments is recorded as deferred rent in the accompanying statements of financial position. Occupancy expense under the leases for the years ended June 30, 2021 and 2020 amounted to \$2,752,203 and \$2,775,125.

10. Line of Credit

On December 6, 2010, the School established a \$50,000 line of credit with a local financial institution. The line of credit is payable on demand and bears interest at prime rate plus 2.75%. The line of credit is secured by substantially all assets of the School. There was no outstanding balance as of June 30, 2021 and 2020.

11. Paycheck Protection Act Loan Payable

On May 4, 2020, the School qualified for and received a loan pursuant to the Paycheck Protection Program ("PPP"), a program implemented by the U.S. Small Business Administration under the Coronavirus Aid, Relief, and Economic Security Act, from a qualified PPP lender, for an aggregate principal amount of \$1,792,512 (the "PPP Loan"). The PPP Loan bears interest at a fixed rate of 1.0% per annum, with the first six months of interest deferred, has a term of two years, and is unsecured and guaranteed by the U.S. Small Business Administration. The principal amount of the PPP Loan is subject to forgiveness under the PPP upon the School's request to the extent that the PPP Loan proceeds are used to pay expenses permitted by the PPP, including payroll costs, covered rent and mortgage obligations, and covered utility payments incurred by the School. The School intends to apply for forgiveness of the PPP Loan with respect to these covered expenses. The School believes that most, if not all, of the PPP Loan will meet the requirements for debt forgiveness. To the extent that all or part of the PPP Loan is not forgiven, the School will be required to pay interest on the PPP Loan through the date principal is repaid in full or maturity date.

Challenge Preparatory Charter School

Notes to Financial Statements
June 30, 2021 and 2020

12. Contingency

Certain grants and contracts may be subject to audit by the funding sources. Such audits might result in disallowances of costs submitted for reimbursement. Management is of the opinion that such cost disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.

13. Risks and Uncertainties

The School's operations and financial performance may be affected by the recent COVID-19 outbreak which has spread globally and is expected to adversely affect economic conditions throughout the world. If the outbreak continues and conditions worsen, the School may experience a disruption in operations as well as a decline in revenue activities. Economic uncertainty is related to the potential reduction and/or delays in state and local per pupil operating revenue, shortfalls and variations in enrollment, and operational and other changes that could increase expenses. The outbreak may adversely affect the School's activities, financial condition, results of operations, and cash flows. Management is closely monitoring the impact of COVID-19 and believes the School is taking appropriate actions to mitigate the negative impact. However, management is unable to estimate the financial impact, if any, related to this matter.



Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance With *Government Auditing Standards*

Independent Auditors' Report

**Board of Trustees
Challenge Preparatory Charter School**

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Challenge Preparatory Charter School (the "School"), which comprise the statement of financial position as of June 30, 2021, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated _____, 2021.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) as a basis for designing the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Harrison, New York
_____, 2021



Attachment #10



Helping you to focus on what's important:
STUDENT ACHIEVEMENT

CSBM
CHARTER SCHOOL
BUSINESS MANAGEMENT

experience. expertise. execution.

Challenge Prep Charter School

Monthly Financial Report
September 2021

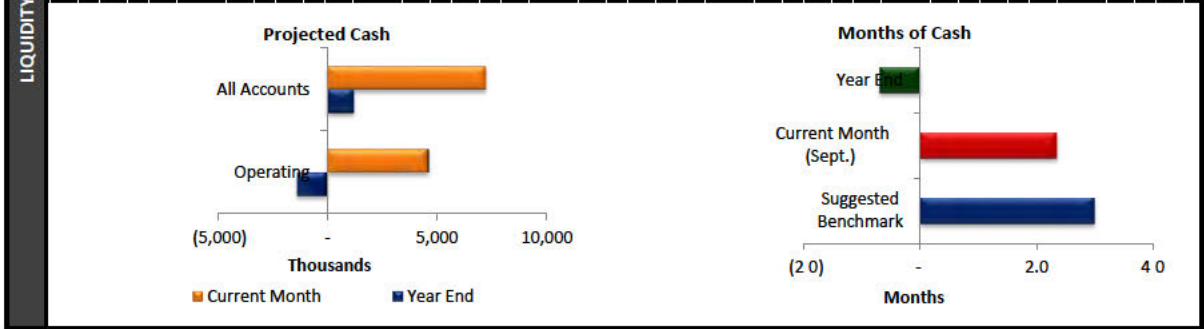


Challenge Prep Charter School

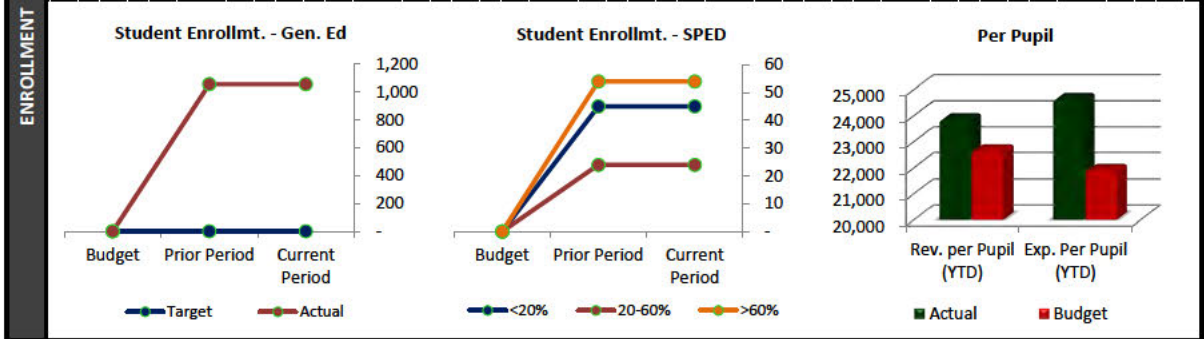
Financial Summary

For Period Ended September 30, 2021

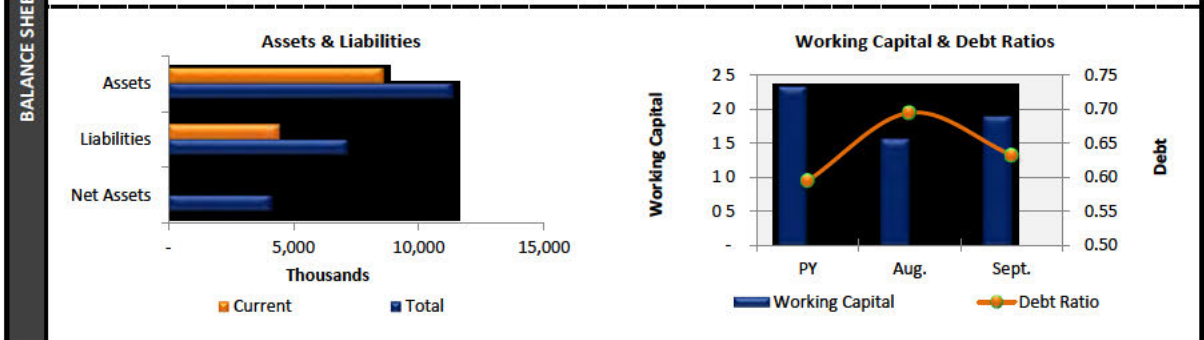
LIQUIDITY	Cash in Bank <i>(Operating Account(s) Only: as of September 30, 2021)</i>	\$ 4,628,801
	<i>Projected months of cash on hand</i>	2.3
	Cash in Bank <i>(Total - All Accounts as of September 30, 2021)</i>	\$ 7,218,055
	FY Ending Cash Available to Carryover to FY21-22 <i>(Operating Account(s) Only)</i>	\$ (1,383,685)
	<i>*Cash balance available once all FY21-22 obligations & receivables have been settled</i>	(0.7)
FY Ending Cash Available to Carryover to FY20-21 <i>(Total - All Accounts)</i>	\$ 1,205,570	



	Actual	Budget	Variance		Actual	Budget	Variance
General Ed	951.52	1,021.00	(69.48)	\$	15,367,048	15,629,468	(262,420)
SPED							
0 - 20%	44.95	41.00	3.95		-	-	-
20 - 59%	28.93	25.00	3.93		300,541	259,750	40,791
60% - Over	68.66	53.00	15.66		1,307,847	1,009,597	298,250
Total SPED	142.53	119.00	23.53		1,608,388	1,269,347	\$ 339,041



Total Current Assets:	\$ 8,609,214
Total Current Liabilities:	\$ 4,501,687
Working Capital (Current) Ratio	1.91
Total Assets:	\$ 11,366,139
Total Liabilities:	\$ 7,187,831
Debt Ratio	0.63
Total Net Assets:	\$ 4,178,308



	Actual	Budget	Variance
Total Revenue YTD:	\$ 5,099,468	\$ 5,692,751	\$ (593,282)

Challenge Prep Charter School

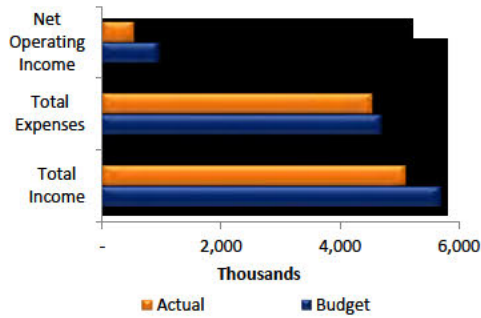
Financial Summary

For Period Ended September 30, 2021

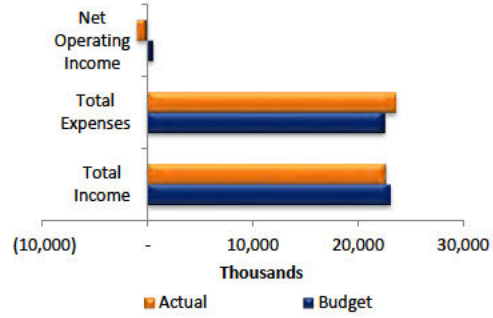
Total Expenses YTD:	(4,543,569)	(4,712,353)	168,784
Net Operating Surplus(Deficit):	\$ 555,899	\$ 980,397	\$ (424,498)
	<u>Projected</u>	<u>Budget</u>	<u>Variance</u>
Annual Projected Revenue:	\$ 22,666,652	\$ 23,097,145	\$ (430,493)
Annual Projected Expenses (before depreciation):	(23,413,779)	(22,343,952)	(1,069,827)
Projected Net Operating Surplus(Deficit) before Depreciation:	\$ (747,126)	\$ 753,193	\$ (1,500,319)
Annual Projected Depreciation:	(230,840)	(230,840)	-
Projected Net Operating Surplus(Deficit) after Depreciation:	\$ (977,966)	\$ 522,353	\$ (1,500,319)
Capital Expenditure Requirements	\$ (670,000)	\$ -	\$ (670,000)
Total Cash Expenditures <i>(expenses excluding depreciation plus capital expenditures)</i>	\$ (22,512,939)	\$ (22,113,112)	\$ (399,827)
Revenue per Pupil (YTD)	\$ 23,822	\$ 22,622	\$ 1,199
Expenditure per Pupil (YTD)	\$ 24,607	\$ 21,884	\$ 2,722

BUDGETING / REVENUE & EXPENSES

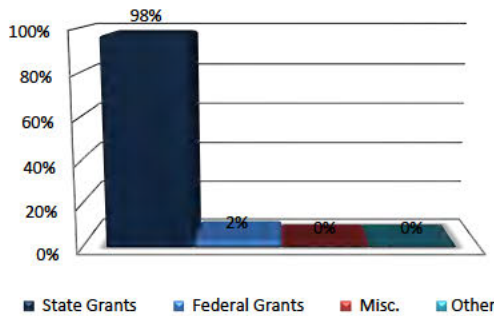
Year-To-Date (YTD)



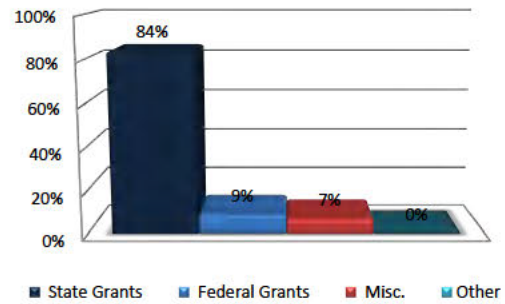
Year End (YE) Projection



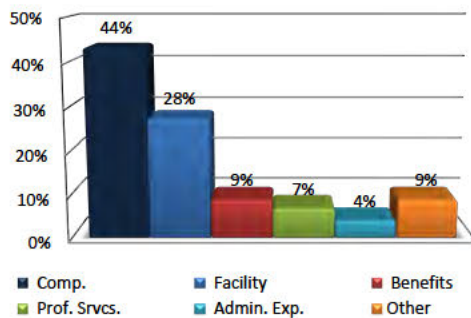
Revenue Breakdown YTD



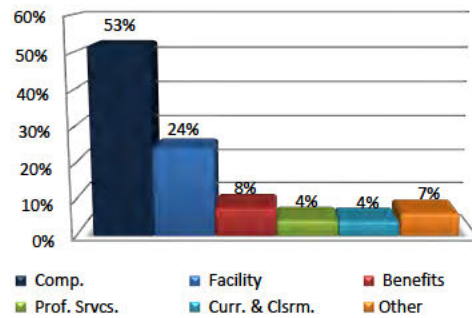
Revenue Breakdown YE



Expense Breakdown YTD



Expense Breakdown YE



Challenge Prep Charter School

Financial Variance Summary

Fiscal Year Ending 6/30/2022	Comments
Net Budget Surplus after Depreciation	\$ 522,353
Increase in Projected Annual Expenses	1,069,827
Net Projected Deficit Variance after Depreciation	<u>\$ (977,966)</u>

**Challenge Prep Charter School
Budget vs. Actuals
Fiscal Year Ending June 30, 2022**

	September 30, 2021			YTD Through September 30, 2021			Projected FYE June 30, 2022 Current Month				Comments
	Actual	Budget	Variance	Actual	Budget	Variance	Actuals August 2021 Projected June 30, 2022	Actuals August 2021 Projected June 30, 2022	Actuals August 2021 Projected June 30, 2022	Actuals August 2021 Projected June 30, 2022	
Income											
4100 State Grants	1,794,943	1,631,484	163,460	4,972,488	4,894,451	78,038	14,140,629	19,113,117	19,616,816	(503,699)	GenEd based on 951.524 . SpEd budget based on 68.657 over 60%; 28.926 20-59%
4200 Federal Grants	27,106	164,967	(137,861)	126,384	423,300	(296,916)	1,923,575	2,049,959	1,980,329	69,630	
4300 Contributions	-	-	-	-	-	-	-	-	-	-	-
4400 Miscellaneous Income	212	125,000	(124,788)	596	375,000	(374,404)	1,502,980	1,503,576	1,500,000	3,576	
Total Income	1,822,261	1,921,450	(99,189)	5,099,468	5,692,751	(593,282)	17,567,184	22,666,652	23,097,145	(430,493)	GenEd based on 951.524 . SpEd budget based on 68.657 over 60%; 28.926 20-59%; Adjustments made to Lease Assistance based on unearned revenue for FY21.
Expenses											
Compensation											
5100 Instructional Staff	639,793	721,155	(81,362)	1,162,228	1,289,761	(127,533)	7,505,509	8,667,736	8,653,862	13,874	Adjusted based on payroll with allowance for hiring
5200 Non-Instructional Staff	208,289	205,934	2,354	593,211	617,802	(24,591)	1,877,998	2,471,209	2,471,209	-	Based on budget
5300 Pupil Support	96,875	106,739	(9,864)	224,970	320,217	(95,246)	1,055,896	1,280,867	1,280,867	-	Based on budget
5000 Compensation	944,956	1,033,828	(88,872)	1,980,410	2,227,780	(247,370)	10,439,403	12,419,812	12,405,938	13,874	Salary projections based on budget
5400 Benefits	177,278	158,858	18,420	406,542	476,575	(70,033)	1,506,690	1,913,232	1,906,300	6,932	
6100 Administrative Expenses	42,594	49,802	(7,209)	177,041	145,274	31,767	378,587	555,628	566,494	(10,866)	Adjusted based on actuals
6200 Professional Services	92,952	73,500	19,452	315,711	208,500	107,211	707,414	1,023,125	921,500	101,625	Based on actuals
6300 Professional Development	2,200	14,424	(12,224)	25,275	32,182	(6,907)	151,725	177,000	162,000	15,000	Based on actuals
6400 Marketing and Staff/Student Rec	5,825	8,025	(2,200)	16,914	24,075	(7,161)	79,386	96,300	96,300	-	Based on budget
6500 Fundraising Expenses	-	4,458	(4,458)	-	13,375	(13,375)	53,500	53,500	53,500	-	Based on budget
7100 Curriculum & Classroom Expenses	23,140	30,130	(6,990)	115,803	61,933	53,871	850,976	966,779	372,120	594,659	Based on actuals
8100 Facility	519,513	472,131	47,382	1,257,259	1,416,394	(159,135)	4,516,735	5,773,994	5,665,575	108,419	Based on actuals
8200 Technology/Communication Expens	45,197	16,102	29,095	142,335	48,306	94,029	286,469	428,804	193,225	235,579	Based on actuals
8800 Miscellaneous Expenses	669	83	586	2,258	250	2,008	3,346	5,604	1,000	4,604	
8900 Depreciation Expense	104,022	57,710	46,312	104,022	57,710	46,312	126,818	230,840	230,840	-	
Total Expenses	1,958,348	1,919,053	39,294	4,543,569	4,712,353	(168,784)	19,101,050	23,644,619	22,574,792	1,069,827	
Net Income	(136,087)	2,397	(138,484)	555,899	980,397	(424,498)	(1,533,866)	(977,966)	522,353	(1,500,319)	
Capital Expenditures											
Furniture, Fixtures & Equipment	44,305	-	44,305	530,686	-	530,686	69,314	600,000	-	600,000	
Facility and Construction	-	-	-	38,223	-	38,223	31,778	70,000	-	70,000	
Website	-	-	-	-	-	-	-	-	-	-	
Total Capital Expenditures	44,305	-	44,305	568,909	-	568,909	101,091	670,000	-	670,000	

**Challenge Prep Charter School
Cash Flow Projection as of September 30, 2021**

	Annual Budget FY21-22		Projected	Projected	October	November	December	January	February	March	April	May	June	July + Subsequent FY21-22 Items
	4,804,870	23,097,145	July 21 - June 22 6,645,873	Aug 21 - June 22 4,628,801	4,628,801	5,768,900	3,843,186	5,144,854	3,178,407	4,410,182	2,441,672	3,675,520	1,713,582	(249,439)
Beginning Cash Balance (Operating)			6,645,873	4,628,801	4,628,801	5,768,900	3,843,186	5,144,854	3,178,407	4,410,182	2,441,672	3,675,520	1,713,582	(249,439)
Projected Cash Receipts from Operations (below)	23,097,145	17,567,184	14,709,697	14,709,697	3,196,117	41,064	3,268,446	331	3,196,117	331	3,196,117	331	331	1,810,513
Projected Cash Disbursements from Operations (below)	(22,574,792)	(19,101,050)	(18,720,581)	(18,720,581)	(1,955,934)	(1,954,192)	(1,954,192)	(1,954,192)	(1,954,192)	(1,958,692)	(1,952,119)	(1,952,119)	(1,952,119)	(1,132,828)
Net Cash from Operations	522,353	(1,533,866)	(4,010,884)	(4,010,884)	1,240,183	(1,913,128)	1,314,254	(1,953,861)	1,241,925	(1,958,361)	1,243,997	(1,951,788)	(1,951,788)	677,685
Cash Receipts from Accounts & Misc Receivables (not included in revenue below)	-	-	-	-	365,448	-	-	-	-	-	-	-	-	-
Cash Disbursements for Accounts Payable & Accrued Expenses	-	-	-	-	(452,945)	-	-	-	-	-	-	-	-	-
Capital Expenditures (below)	-	(101,091)	(101,091)	(101,091)	(12,586)	(12,586)	(12,586)	(12,586)	(10,149)	(10,149)	(10,149)	(10,149)	(11,232)	-
Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PPP Loan Payable	-	-	(1,792,512)	(1,792,512)	-	-	-	-	-	-	-	-	-	(1,792,512)
PPP Loan Interest Payable	-	-	(19,419)	(19,419)	-	-	-	-	-	-	-	-	-	(19,419)
Ending Cash Balance (Operating Account)	5,327,223	5,213,099	2,530,939	2,530,939	5,768,900	3,843,186	5,144,854	3,178,407	4,410,182	2,441,672	3,675,520	1,713,582	(249,439)	(1,383,685)
Other Cash Accounts (Net of	75,354	-	-	-	2,589,255	2,589,255	2,589,255	2,589,255	2,589,255	2,589,255	2,589,255	2,589,255	2,589,255	2,589,255
Total Cash (All Accounts)	5,402,577	5,213,099	2,530,939	2,530,939	8,358,155	6,432,441	7,734,109	5,767,662	6,999,437	5,030,927	6,264,774	4,302,837	2,339,816	1,205,570

Challenge Prep Charter School
Balance Sheet
YTD as of September 30, 2021

	Total	Comments
ASSETS		
Current Assets	-	
Bank Accounts		
1000 Cash		
1001 HSBC Checking - 0844	4,551,561	
1002 HSBC Checking - 0852	18,659	
1003 HSBC Checking - 0879	77,239	
1004 HSBC Checking - 0887	-	
1005 HSBC Money Market - 5972	2,500,596	
1006 Chase Escrow - 3060	70,000	
1007 Petty Cash	-	
Total 1000 Cash	\$ 7,218,055	
Total Bank Accounts	\$ 7,218,055	
Accounts Receivable		
1100 Accounts Receivable	399,287	
1200 Other Receivables - Salary Advance	-	
Total Accounts Receivable	\$ 399,287	
Other current assets		
1300 Prepaid Expenses	375,088	
1301 Prepaid Insurance	112,012	
1310 Prepaid Rent	504,773	
Total Other current assets	\$ 991,872	
Total Current Assets	\$ 8,609,214	
Fixed Assets		
1500 Furniture, Fixtures & Equipment		
1510 Office & Admin Computers & Equipment	304,403	
1511 Classroom Computers & Equipment	1,153,867	
1512 Classroom Furniture	450,483	
1513 Office Furniture	164,386	
Total 1513 Office Furniture	\$ 164,386	
1514 Musical Instruments	16,390	
1515 Computer Software	44,217	
Total 1500 Furniture, Fixtures & Equipment	2,133,745	
1519 Facility and Construction	127,589	
1520 Architect Fees	115,620	
1525 Fire Alarm System	7,500	
Total 1525 Fire Alarm System	\$ 7,500	
1530 Kitchen/Cafeteria	162,079	
1535 Construction In Progress	320,673	
1540 Leasehold Improvements	466,292	
Total 1519 Facility and Construction	1,199,752	
1610 Website	11,000	
Total 1610 Website	\$ 11,000	
1700 Accumulated Depreciation & Amortization		
1710 Accumulated Depreciation	(1,505,444)	

Challenge Prep Charter School
Balance Sheet
YTD as of September 30, 2021

	Total	Comments
1750 Accumulated Amortization	(8,128)	
Total 1700 Accumulated Depreciation & Amortization	\$ (1,513,572)	
Total Fixed Assets	\$ 1,830,926	
Other Assets		
1800 Security Deposits	925,999	
Total Other Assets	\$ 925,999	
TOTAL ASSETS	\$ 11,366,139	
LIABILITIES AND EQUITY		
Liabilities		
Current Liabilities		
Accounts Payable		
2000 Accounts Payable	403,074	
Total Accounts Payable	\$ 403,074	
Other Current Liabilities		
2100 HSBC Loan Payable	1,792,512	
2300 Accrued Salaries/Taxes	-	
2301 Accrued Expenses	49,871	
2303 Accrued Interest - PPP	19,419	
2400 Unearned/Deferred Revenue	2,235,256	
Total Other Current Liabilities	\$ 4,098,613	
Total Current Liabilities	\$ 4,501,687	
Long-Term Liabilities		
2700 Deferred Rent Liability	2,686,144	
Total Long-Term Liabilities	\$ 2,686,144	
Total Liabilities	\$ 7,187,831	
Equity		
3100 Retained Earnings	3,622,409	
Net Income	555,899	
Total Equity	\$ 4,178,308	
TOTAL LIABILITIES AND EQUITY	\$ 11,366,139	

Challenge Prep Charter School
Statement of Cash Flows
YTD as of September 30, 2021

	Total	Comments
OPERATING ACTIVITIES		
Net Income	555,899	
Adjustments to reconcile Net Income to Net Cash provided by operations:		
1100 Accounts Receivable	(33,839)	
1200 Accounts Receivable:Other Receivables - Salary Advance	-	
1300 Prepaid Expenses	(166,338)	
1301 Prepaid Insurance	(112,012)	
1310 Prepaid Rent	(170,597)	
Inventory Asset	-	
2301 Accrued Expenses	(39,428)	
INVESTING ACTIVITIES		
1510 Furniture, Fixtures & Equipment:Office & Admin Computers & Equip	(55,254)	
1511 Furniture, Fixtures & Equipment:Classroom Computers & Equipment	(309,319)	
1512 Furniture, Fixtures & Equipment:Classroom Furniture	(58,711)	
1513 Furniture, Fixtures & Equipment:Office Furniture	(107,402)	
1515 Furniture, Fixtures & Equipment:Computer Software	-	
1540 Facility and Construction:Leasehold Improvements	(38,223)	
1800 Security Deposits	-	
1710 Accumulated Depreciation & Amortization:Accumula	104,022	
Net cash provided by financing activities	\$ -	
Net cash increase for period	512,182	
Cash at beginning of period	<u>\$ 6,705,874</u>	
Total Cash at beginning of period	<u>\$ 6,705,874</u>	
Cash at end of period	<u>\$ 7,218,055</u>	



Attachment #11

Personnel Report - October 2021 Board Meeting #4

Current Employees	Vacancies
159	19

Campus	Current	Vacancies	New Hires
Elementary School	88	6	9
Middle School	38	8	6
High School	20	4	2
Network Operations	13	1	-

New Hires	Campus	Position
Alfonso Carrasco, Calina	Elementary	Teaching Assistant
Bennett, Gary	Elementary	Custodian
Duncan, Kimani	Elementary	Teaching Assistant
Jones, Simone	Elementary	Classroom Teacher
Martinez, Leslie	Elementary	Security
Reed, Elizabeth	Elementary	Teaching Assistant
Seville, Mal k	Elementary	Custodian
Welcome, Maira	Elementary	Teaching Assistant
Wilson-Hemadez, Luis	Elementary	Technology Coordinator
Smith, Latoya	High	Security
Thompson, Suzette	High	School Aide
Curwen, Dwight	Middle	Classroom Teacher
Dolgos, Jordan	Middle	Classroom Teacher
Heywood, Dwight	Middle	Custodian
Kelly, Kurt	Middle	Classroom Teacher
Peck-Bailey, Jennifer	Middle	Classroom Teacher
Gomez, Ana	Middle	ENL Teacher



2021-22 School Year Board Meeting #5 Minutes

Frederica Jeffries, CPCS Chair called the meeting to order and welcomed everyone to the CPCS 2021-22 School Year Board Meeting #5 at 6:30 PM on November 17, 2021.

Frederica Jeffries, Chair requested verification from the members present of “The Notice of Meeting” sent to each of the members of the board via email. Each member noted the proper notification was received.

Pursuant to the NY State Public Meetings Law the public notice of meeting was provided in the following manner thus meeting the law’s requirement of media and public notice:

- The Wave via email
- Public Posting at CPCS Office
- CPCS Websites and Social Media Sites

Karon McFarlane, Secretary of the Board of Trustees called the roll of the board.

Members present: Frederica Jeffries, Karon McFarlane, Linda Plummer and Dr. and Gertrudis Hernandez

Members absent: Andrew Barnes and Michelle Daniel-Robertson

Also, present: Michael R. Estep. He was given the rights of the floor to speak during the meeting by common consent.

The Chair offered opportunity for any questions from the public. No comments or questions were offered.

1. The agenda was approved by common consent.
2. The Chair called for a review of the minutes of the 2021-22 School Year Board Meeting #4 [Attachment #1]. The minutes were approved by common consent.
3. The Chair called for the report of Dr. Les Mullings, CEO. Dr. Mullings gave an update for the 2021-22 School Year COVID-19 preventative measures and a “Pop-Up” scholar vaccination event for ages 5-11 at the 710 Hartman Lane site is scheduled for November 19, 2021.

Dr. Mullings updated the Board on the progress of launching the CUNY School of Labor and Urban Studies site in January 2022.



Following discussion, the report was received with appreciation.

4. The Chair called attention to the printed report of Kentia Coreus, Senior Director of Elementary Teaching & Learning [Attachment #2]. The report was received with appreciation.
5. The Chair called attention to the printed report of Nicole Griffin, K-5 Principal [Attachment #3]. The report was received with appreciation.
6. The Chair called attention to the printed report of Mavgar Mondesir, Senior Director of Secondary Teaching & Learning and 6-10 Principal [Attachment #4]. The report was received with appreciation.
7. The Chair called attention to the printed report of Tameeka Richards, Director of Pupil Personnel Services [Attachment #5]. The report was received with appreciation.
8. The Chair called attention to the printed report of Kimberly Messer, Director of Communications [Attachment #6]. The report was received with appreciation.
9. The Chair called attention to the printed report of Natalie Zadok, Director of Special Education [Attachment #7]. The report was received with appreciation.
10. The Chair called attention to the printed report of Janis Vaughn, Director of Student Enrollment & Recruitment [Attachment #8]. The report was received with appreciation.
11. The Chair noted that the Director of Operations is on maturity leave. [Attachment #9].
12. The Chair called attention to the printed report of Dale Richardson, Director of Technology [Attachment #10]. The report was received with appreciation.
13. The Chair called for the September 2021 Financial Report [Attachment #11]. Following review, the report was received by common consent.
14. The Chair called for the presentation of the 2021-22 November Personnel report [Attachment #12]. Karon McFarlane moved approval of 2021-22 November Personnel Report with a second from Gertrudis Hernandez. The motion carried unanimously.



The meeting adjourned by common consent.

Respectfully submitted:

A handwritten signature in blue ink that reads "Karon K. McFarlane". The signature is written in a cursive style.

Karon McFarlane
Secretary



ATTACHMENT #1

CPCS

2021-22 School Year

Board Meeting #5

Minutes

See Prior Month

Minutes for Attachments



ATTACHMENT #2

ATTACHMENT #3



ATTACHMENT #4



ATTACHMENT #5



ATTACHMENT #6



ATTACHMENT #7



ATTACHMENT #8



ATTACHMENT #9



ATTACHMENT #10



ATTACHMENT #11



ATTACHMENT #12





Attachment #1
See Prior
Month
Minutes for
Minute
Attachments



2021-22 School Year Board Meeting #4 Minutes

Frederica Jeffries, CPCS Chair called the meeting to order and welcomed everyone to the CPCS 2021-22 School Year Board Meeting #4 at 6:30 PM on October 20, 2021.

Frederica Jeffries, Chair requested verification from the members present of “The Notice of Meeting” sent to each of the members of the board via email. Each member noted the proper notification was received.

Pursuant to the NY State Public Meetings Law the public notice of meeting was provided in the following manner thus meeting the law’s requirement of media and public notice:

- The Wave via email
- Public Posting at CPCS Office
- CPCS Websites and Social Media Sites

Karon McFarlane, Secretary of the Board of Trustees called the roll of the board.

Members present: Frederica Jeffries, Karon McFarlane, Linda Plummer and Dr. Michelle Daniel-Robertson and Gertrudis Hernandez

Members absent: Andrew Barnes

Also, present: Michael R. Estep. He was given the rights of the floor to speak during the meeting by common consent.

The Chair offered opportunity for any questions from the public. No comments or questions were offered.

1. The agenda was approved by common consent.
2. The Chair called for a review of the minutes of the 2021-22 School Year Board Meeting #3 [Attachment #1]. The minutes were approved by common consent.
3. The Chair called for the report of Dr. Les Mullings, CEO. Dr. Mullings gave an update the start of the 2021-22 School Year.

Dr. Mullings announced that the MOU agreement with the CUNY School of Labor and Urban Studies has been finalized. The agreement calls for both the early college/dual credit for our CTE High School scholars and bringing college courses to CPCS parents/guardians and other adults in the Far Rockaway community.



A Far Rockaway Community Educational Leadership Team, which will include our Board Chair as a member, is being named to provide advise the CUNY School of Labor and Urban Studies (SLU) leadership as they develop and market the college courses being offered to adults in the community. Courses will be taught by SLU faculty beginning in the spring of 2022 at our Challenge Charter High School site.

A special event to launch and showcase the initiative will be held at the Challenge High on Friday, October 22, 2021 from 3:00 to 5:00 p.m. Guests attending will learn about SLU's educational programming including several advanced certifications, undergraduate and graduate courses of study, and GED completion. Special scholarship information will also be shared.

Dr. Mullings further shared that the SLU relationship will be a game changer for the Rockaways and for Challenge.

Following discussion, the report was received with appreciation.

4. The Chair called attention to the printed report of Kentia Coreus, Senior Director of Elementary Teaching & Learning [Attachment #2]. The report was received with appreciation.
5. The Chair called attention to the printed report of Nicole Griffin, K-5 Principal [Attachment #3]. The report was received with appreciation.
6. The Chair called attention to the printed report of Mavgar Mondesir, Senior Director of Secondary Teaching & Learning and 6-10 Principal [Attachment #4]. The report was received with appreciation.
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10. The Chair called attention to the printed report of Dale Richardson, Director of Technology [Attachment #8]. The report was received with appreciation.



11. The Chair called for the September 2021 Financial Report [Attachment #10]. Following review, the report was received by common consent.
12. The Chair called for the presentation of the 2021-22 October Personnel report [Attachment #11]. Dr. Michelle Daniel-Robertson moved approval of 2021-22 October Personnel Report with a second from Linda Plummer. The motion carried unanimously.
13. Representatives from PKF O'Connor Davies, LLP: Gus Saliba and James Mercaldo and Charter School Business Management: Donna Webster and Raymond Alston joined the meeting at 7:00 p.m.
14. The Chair called upon Gus Saliba to present the 2020-21 CPCS Audit Report [Attachment #9]. Following discussion, a motion was made by Karon McFarlane with a second from Gertrudis Hernandez that the report be approved. The motion carried unanimously.

The meeting adjourned by common consent.

Respectfully submitted:

A handwritten signature in blue ink that reads "Karon K. McFarlane".

Karon McFarlane
Secretary



Attachment #2



Senior Director of Teaching and Learning K-5
November 2021 Board Report
 (Covering October 18, 2021-November 12, 2021)
Kentia Coreus

Enrollment Compliance

Grade	Total Scholars	# of scholars w/IEPs	# of ENL scholars*
K	102	15	0
1	115	20	0
2	115	16	1
3	91	13	6
4	89	13	9
5	96	13	2
Totals	608	90	18

source: Student Enrollment Weekly Report sent on November 12, 2021

* *In-progress*

Ongoing Teaching & Learning Tasks

- Manage personnel, curricula, and partnerships in support of the educational program
- Monitor the effectiveness of the educational program by reviewing data, observing instruction, school culture, and academic operations
- Supervise the K-5 principal by conducting regular check-ins and weekly supervision meetings
- Listen and respond to staff and family grievances
- Maintain awareness of DOE, NYS, and DOH guidelines related to COVID-19 and implement new teaching and learning policies or protocols where needed in consultation with the CEO and director of pupil personnel services

Ongoing COVID-19 Response

- Attend bi-weekly webinars with the New York State Charter Association where information is provided by the Board of Regents and all three NYS charter authorizers. Share information with pertinent staff
- Maintain awareness of DOE, NYS, and DOH guidelines related to COVID-19
- Connect with external school leaders to share/collect ideas for supporting scholars and staff
- Collaborate with COVID coordinator, human resources, and site principal to manage COVID-related issues

COVID-19 and Staffing

The coronavirus pandemic has had a profound impact on our educational program. At the beginning of the school year the most difficult challenge was staff absences due to the implementation of our COVID-19 protocols. Agencies who provided substitutes in the past could not provide substitutes thus staff covered for one another. This resulted in consistency for scholars and meant that the school had to wait to roll out planned educational initiatives.

Another area in which we are seeing an impact on staffing is with staff vacancies. As we approach the first third of the school year, the school continues to have key vacancies. Vacancies exist in subject areas where they did not exist in years past (elementary- general education) and have been numerous with hard to fill subjects like special education.

Innovations to Staffing

In an effort to obtain needed staff, CPCS has decided to utilize the fifteen certification exemptions allowed by NYS charter law. The K-5 senior director of teaching and learning completed a certification analysis and proposed ways the exemptions may be used to support staffing school-wide. Ensuring that all staff are actively working on their certification status is critical as we maneuver through this pandemic and teacher shortage. To that end, both senior directors of teaching and learning will be meeting with non-certified staff to discuss their certification pathway after they receive a certification notice. A draft of the notice is made available at the end of this report. The content will be provided by the NYC Charter Center as we have partnered with them for certification support.

Below are additional ways CPCS is considering meeting the anticipated staffing challenge for the 2022-23 school year:

- Recruiting international teachers
- Partnering with colleges and universities for the following:
 - ❖ Student teachers
 - ❖ New classroom teachers
 - ❖ Tuition-supported teacher preparation programs
- Revamping the recruitment process to include:
 - ❖ Teaching demonstrations
 - ❖ Video initial interviews

Staffing Updates

Our elementary site has the following vacancies: two teachers, two teacher assistants, and two instructional coaches. The SDTL actively participates in the recruitment of the instructional coaches as they will be pivotal to supporting teacher practice.

The chief executive officer has approved the hiring of a Dean of Students position for K-5.

2021-22 Certification Notice

Date:

Dear Challenge Charter Team Member,

New York State teachers, administrators, and pupil personnel service providers (e.g., school counselors, social workers) are required to hold a New York State certificate for employment in the State's public schools. As a NYCDOE Chancellor-authorized charter school, Challenge Charter School is required to adhere to NYS certification requirements and can make use of exemptions offered by amendments made to the NYS Charter Act of 1998. While we are committed to supporting our team members with securing certification, **obtaining and maintaining your required certification is your responsibility as a professional educator.** Comprehensive information about the requirements can be found on NYSED's Office of Teaching Initiatives [site](#).

According to our records, you are currently certified/not certified by definition (notwithstanding your current teaching assignment). Based on your assignment, **you are also considered certified/not certified by assignment.** If you believe there is an error in the above information, send an email to HR@challengecharterschools.org (copy your supervisor) immediately. Clearly state what you believe is the erroneous information and provide the correct information. Submit screenshots, attachments, etc. where applicable.

Moving forward, all employees are required to provide Challenge Charter with a certification status update **within 90 days of your certificate expiring.** You may do this by completing the Certification/Credential Status Update form. If you need to schedule a time with HR to discuss your certification status, please do so by emailing HR@challengecharterschools.org to schedule an appointment. You will be referred to experts at the New York City Charter Center should you have an intricate situation. You may also utilize the Certification/Credential Status Update form to inform us when you have earned a new credential (e.g. master's degree, advanced certificate).

We thank you in advance for your attention to this important matter as we strive to accomplish our mission.

The CPCS mission 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. To accomplish its mission, Challenge offers a rigorous instructional program in a safe, supportive, technology-infused and data-enriched school environment.



Attachment #3



Ms. Nicole Griffin

Challenge Preparatory Charter School- Elementary
Principal Report
November, 2021

The Rebound - "Accelerating learning through care, clarity and collaboration."

Enrollment as of 11/12/21

Site	Grade	2021-22 SY Charter Goal	Current Scholars Enrolled 11/12/21
Elementary	K*	120	102
	1*	120	115
	2	120	115
	3	96	91
	4	96	89
	5	96	96
		Total	608

Curriculum and Instruction

Administrative staff continue to conduct mini observations and provide teachers with immediate feedback (within 24 hours). A common thread we see is the misalignment between objectives and standards when writing reading and writing plans.

Actions Steps:

- The principal will conduct grade teams professional development sessions unpacking the standards. The deadline for the completion is December 10, 2021

- LCI will continue to support teachers in the curriculum and design process
- Charter Collaborative will work with staff to provide professional development

Math

In efforts to increase student achievement in mathematics, we have implemented Math Tuesday Challenges. MTC is used as a formative assessment. Scholars are given one math problem. They must show their thinking by using one or two math strategies to solve the problem. In addition, they must use math vocabulary to write a sentence about how they solved the problem.

Professional Development

LCI- (October 10th and October 29th)

- Participants engaged in a curriculum writing process to complete the Reading writing UNIT 2- Global Citizenship
- Examining student work to determine impact and make curriculum revisions

AP's Weekly Grade Team Meetings focused on the continuation of unit planning and engaging students in learning

Communication

I have implemented the "Week at a Glance" which is a memo that goes out to staff weekly on Sunday to outline the week. It includes asynchronous professional development for teachers to complete and implement in the classroom.

You may access a copy [attached to this report](#).

Attendance

- Staff attendance has improved for the month of October. 95% of staff was present daily.
- 3 classes were on quarantine during the past 30 days
- Yellow bus service routes was out of order for 10 days due to one scholar who tested positive for Covid-19

Highlights

- Red Ribbon Week was celebrated - Scholars created posters to help support NO VIOLENCE or BULLYING in schools. Class 203 won a class celebration!
- 3 teachers received DONORS CHOOSE funded projects



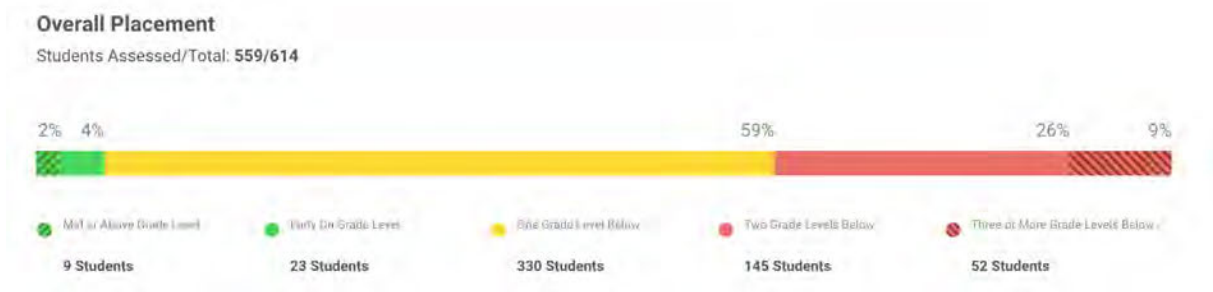
Data

The results of our i-Ready is the following:

Reading:



Math :



Action Steps:

- Scholars in grades 4 and 5 have been offered tutoring if they fall in the RED area. These scholars will focus on phonics and phonemic instruction until December 17, 2021
- Scholars in grades 1 and 3 receive additional literacy instruction
- TA's will be responsible for i-Ready groupings and instruction
- Math Tuesday Challenge was implemented
- Professional Development- alignment of standards and objectives
- News ELA passages will be provided 3 times a week for scholars in grades 2-5 based on their reading level.

Like



Embed

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296

CPCS Elementary School

WEEK AT A GLANCE - 11/15-11/19/21

QUOTE OF THE WEEK



LEARNING WALK OBSERVATION FOCUS



This week, we will conduct our 2nd Learning Walk of the entire K-5 staff. Grade Team Leaders, and the Parent Engagement Coordinator will join the Learning Walk. We will focus on components the following:

- DOMAIN 1- Planning and Preparation
- DOMAIN 2- Classroom Environment
- DOMAIN 3- Instruction
- Domain 4 - Professionalism

Please LOOK AT THE FORM [HERE](#) which outlines the focus areas. Anything highlighted in BLUE are areas we will focus on.

Curriculum And Instruction



WHAT IS STATION ROTATION?

One of the most popular blended learning models is the Station Rotation model. It transfers a traditional theory-based classroom into a virtually enriched, hands-on workshop. Unlike other blended learning models, the Station Rotation model takes place within the physical classroom or training room.

During the classroom, students rotate on a fixed schedule among various modalities, which usually include 3 learning stations: 1) online learning; 2) face-to-face instruction; 3) group projects. For example, a learner may complete an assignment online, then participate in a

Accessibility

High Contrast Mode

Aa

Aa

Aa

NicoleGriffin

Nicole is using Smore newsletters to spread the word online.

Get email updates from Nicole:

Follow Nicole Griffin

Contact Nicole Griffin

STATION ROTATION

PLEASE WATCH THIS VIDEO- STATION ROTATION- HOW DOES IT LOOK!



STATION ROTATION BEST PRACTICES video.search.yahoo.com



How To Plan A Station Rotation www.teachervision.com

CPCS STATION ROTATION LEADERS

Mrs. Gran Brown and Ms. Devallon
 Mrs. Lloyd and Ms. E. Kelly
 Mr. Scargilino
 Mrs. Alexander and Ms. Brady
 Ms. Denker and Mrs. Calano
 Mrs. Choily and Ms. Rose
 Ms. Sarfari and Ms. Flores
 Mrs. Harry and Mr. Wess

Please schedule a time with your colleagues to observe STATION ROTATION in action!

Your stations MUST consist of the following:

- Technology- USING i-READY (each scholar must practice at least 45 minutes per subject, each week, Prodigy and/or EPIC/News-ELA)
- Spiral Review Activity
- Teacher Led Group

** All other groups are at the discretion of the teacher and can be flexed.

ASSESSMENTS

- Math Tuesday Challenge will take place on 11/16/21. All Scholars should have a MATH Journal and complete at least ONE Math Journal question per day. Math Journal prompts are located in your GO MATH teacher guides! This week we will meet as a team from 4:00-4:25 to grade the MTC. Please DO NOT grade the challenges on your own.



MEETINGS/ PROFESSIONAL DEVELOPMENT

- Parent Teachers Conferences takes place Monday, November 15, 2021 from 5:30pm-7:30pm (FROM YOUR HOME VIRTUALLY)
- Grade Team Meetings will take place Tuesday and Wednesday 11/16/21 and 11/17/21 from 4:00-4:25pm.
- Friday, November 19, 2021 - i-Ready for NEW and ALL STAFF will take place. 9:00am-10:30am for NEW STAFF; 2:00-3:30pm for ALL STAFF

WELCOME NEW HIRES

- Ms. Whicker who will be working with Ms. Kelly

Thanks everyone for your referrals and also for helping one another out!



HEALTH AND SAFETY

- Please remember to wear your MASK daily
- Please remember to exit through the main entrance each day.
- You must complete and show a copy of your HEALTH QUESTIONNAIRE before entering any CPCS building.

ADDITIONAL INFO

- Lesson plans are to be printed and readily available for your class each day (All classrooms aff including SPECIALS).
- Bus Coaches- Please make sure to take attendance when picking up your scholars from the classroom and also before they get on the bus. Please sign your name AFTER your scholars have left the premises.
- Please make sure you sweep your classroom throughout the day. The classroom environment should always be conducive for learning.
- Attendance must be taken in POWERSCHOOL daily.
- Wellness- Please make sure you have an outlet such as working out, cooking, crafting, etc during his time.
- SEL will be taught by Mrs. Harris, Mrs. Anglin and Ms. Cocks
- This week is ACTS OF KINDNESS WEEK

WHAT'S COMING UP?

- November 24 h- S aff Dismissal @ 1:30pm
- November 25h and 26 h- SCHOOL CLOSED



TEACHER LED GROUP



TECHNOLOGY STATION



TEACHER LED GROUP

Connect with Nicole Griffin

Nicole is using Smore newsletters to spread the word online.

Follow Nicole Griffin

Contact Nicole Griffin

Communicate quickly and effectively with interactive newsletters.

Smore empowers educators to connect with their community, streamline school communications, and increase engagement.

Create a newsletter

← It's awesome and free!





Attachment #4



CHALLENGE CHARTER SCHOOL

2021-2022 Principal's Monthly Board Report

Mavgar Mondesir-Gordon, Principal (Grades 6-10)

School Year 2021-2022 Report Nov 12, 2021

Current CCHS Enrollment:

Cohort Group	Grade Level	Enrollment as of Oct. 15, 2021	Enrollment as of Nov. 12, 2021
#3	G. 10	44	46
#4	G. 9	71	73
TOTAL		115	119

Current CCMS Enrollment:

Cohort Group	Grade Level	Enrollment as of Oct. 15, 2021	Enrollment as of Nov. 12, 2021
#5	Gr. 8	76	76
#6	Gr. 7	70	69
#7	Gr. 6	93	92
TOTAL		239	237

CCMS Attendance Statistics:

C G o r h o u r p r t	G L r e a v e l	Attendance Rates	Attendance Rates	
		Aug 25, '21 - Sep 14, '21	Seo 14, '21 - Oct 15, '21	Oct 18, '21 - Nov 12, '21
#3	Gr. 10	*Rosters for the first 3 weeks of school were highly skewed, so attendance will be provided next month.	93%	91%
#4	Gr. 9		95%	94%
#5	Gr. 8		89%	90%
#6	Gr. 7		92%	89%
#7	Gr. 6		83%	84%
CCMS Average			88%	88%
CCHS Average			94%	93%
6-10 Average			90%	90%



STAFFING:

- CCMS is currently seeking the following:
 - Grade 7 Science Teacher
 - Grade 6 SWD Teacher - In the meantime teachers are scheduled to provide SETTS Services to scholars.
 - Grade 7 SWD Teacher - In the meantime teachers are scheduled to provide SETTS Services to scholars.
 - Grade 7 SS Teacher
 - Grade 8 SS Teacher - Contract accepted. Teacher to begin 11/29/2021
 - Grade 8 Science TA - Contract accepted. Teacher to begin 11/29/2021
 - Spanish Teacher
 - Family Engagement Coordinator (6-10)

- CCHS is currently seeking the following:
 - Spanish Teacher - Scholars will use Rosetta Stone Software to gain credit due to the difficulty in filling this vacancy.
 - Global History TA
 - Math TA Grade 10
 - ELA TA Grade 9
 - Living Environment/Chemistry TA
 - SETSS Teacher - In the meantime teachers are scheduled to provide SETTS Services to scholars.

SOCIAL EMOTIONAL LEARNING (SEL)

- Covered in the homeroom (8:00 a.m.-8:25 a.m.) Grades 6-10 continue with the Second Step SEL lessons focusing on Bullying and Harassment. Teachers have been provided with the PD for this Unit.
- The importance of the social-emotional lessons is to provide a foundation for safe and positive learning to provide scholars with the strategies necessary to succeed in school, careers, and life. We will focus on all 5 of the SEL Competencies throughout the school year.

CURRICULUM AND INSTRUCTION

- The Lavania Group has begun the Close Reading work with grades 6-10. Consultants coach and observe lessons in the classroom on demand alongside leadership and provide teachers with feedback on the teaching of Close Reading.

- The access to HMH is finally resolved after 54 days of purging the system. Teachers and scholars can now use the resources to support the work in the classrooms.



SPECIAL EDUCATION SERVICES

- Grades 6-8 CLASSROOMS
 - At Grades 6-8, teachers have been recruited to provide SETSS tutoring during their prep times.
 - Ms. Jasmine Hunter has taken on the additional role of SPED Liaison for Grades 6-10 while maintaining services to Grade 8 IEP scholars.
- ENL services are provided on a consistent schedule by Ms. Ana Gomez.

DIGITAL PLATFORMS

- Grades 6-10 scholars are using a combination of digital notebooks and hard cover notebooks for all courses at this time to build writing and engagement stamina.

PARENT AND SCHOLAR OUTREACH and ACCESSIBILITY

- Parent-Teacher Conferences will be held on Thursday, November 18 from 5:00 PM to 7:00 PM and Friday, November 19 from 1:30 PM to 4:30 PM. Appointment choices will be going out via ParentSquare.
- 6-10th Grade Town Hall Meetings have been taking place in efforts to address issues of bullying and harassment.
- Efforts continue with respect to getting Parents to register in ParentSquare.

PROFESSIONAL DEVELOPMENT

- GRADE TEAM PLANNING AND ONGOING PROFESSIONAL DEVELOPMENT
 - Professional development takes place daily:
 - Mon-Thu 11:10 PM to 12:00 PM for Grade 6
 - Mon-Thu 12:50 PM to 1:40 PM for Grades 6-10 core instructors
 - Fridays from 1:30 PM to 4:00 PM
 - Close Reading - Lavinia Reading Group Consultants on site.
 - Universal Design for Learning, Specially Designed Instruction PD and Progress Monitoring PD were completed and implemented into lesson plans.
- VERTICAL DEPARTMENT PLANNING
 - Department Teams continue to meet to discuss instructional planning across disciplines.



INSTRUCTIONAL OBSERVATIONS

- The CCMS-CCHS Admin Team members have been regularly supporting instructional periods throughout the day to ensure that instruction is taking place and that outreach is performed as needed. Informal observations have begun in the form of Check-ins. TeachBoost is being used for this task, with a target of 2 long observations and 5 short observations across the board for the school year.



Attachment #5



Director of Pupil Personnel Services

November 2021 Board Report

Covid-19

Here are the current vaccination numbers for our staff:

139 Fully vaccinated

15 Partially vaccinated

1 exemption

- CIC Health is now a partner with our school to provide in-school testing. CIC Health offers comprehensive COVID-19 testing services that are accessible, fast, and easy. COVID testing occurs weekly on Tuesday and Wednesday. If a positive test comes back positive I'm emailed directly.
- I am in the process of training the newly hired School Health Liaison in all COVID-19 protocols
- Consistently update the COVID-19 tracker with updates on any individual that tests positive or presents symptoms
- Support the school community with answers to COVID-19 questions, and meet bi-weekly with leaders to discuss COVID-19 protocols
- Follow-up with families with any concerns during their scholars quarantine or isolation period
- Attend weekly Sector-Wide Q&A Calls with the NYC DOE & DOHMH to stay informed of all updated COVID-19 protocols, and inform all leaders about the updates
- Provide next steps for staff and scholars when they present COVID-19 symptoms or have a positive result
- Call in positive COVID cases to the local health department

Pupil Personnel Director

Elementary

- Meet with the elementary school principal and the elementary school student support team bi-weekly to communicate SEL next steps
- Review Second Step lesson pacing data, to ensure all classes are on track with the SEL lesson schedule

- The elementary school locations will begin using the behavioral referral form to identify the scholars that are at-risk
- The Attendance works flyers that promote good attendance in kindergarten scholars will be distributed to families during Parent Teacher Conferences
- The elementary school location received a taped version of the bullying and harassment training. Staff members will learn how to report a bullying incident and how bullying affects the school community. They will also learn how the student support team will supports targets of bullying and those that victimize others.

Middle and High School

- Collaborated with the Cohen Children’s Medical Center to provide an informative workshop to our 9th and 10th grade scholars. We will continue to collaborate to service scholars in various areas of need.
- Held an introductory meeting with the newly hired social worker to provide guidance on servicing the at-risk population and teaching the SEL program Inner You
- Conducted the monthly SEL meeting with the Middle and High School SEL team where we reviewed the Second Step strategies that best suit the scholars needs, SEL data collection, and a potential family SEL workshop in January
- The SEL program Second Step training for bullying and harassment will take place on November 12th for the middle and high school staff.
- Informal visits to classrooms during Second Step lesson time will begin this month

All sites

- Provided professional development opportunities for the student support teams in the following areas:
 1. Trauma informed practices
 2. Modeling SEL practices to students

Family Engagement Coordinators

1. Met with the FEC, to discuss family needs and to ensure all communication is being streamlined to families, and other ways to engage families throughout the Pandemic.



Attachment #6



Challenge Charter School

Communications Report - November 2021

Kim Messer, Director of Communications

Family Communications & Updates

- We are seeing continued growth in engagement on our social media pages.
- Website analytics in October reveal more searches for our Middle and High School.

Recruitment/Application Season Marketing

- We officially launched our new season on 10/1 to recruit for SY 2022-23.
- Final brochure is designed, and ready for print in both English and Spanish. Paper application is also updated and ready in both languages.
- I've been working with Mrs. Vaughn and Ms. Rosario to help their efforts in organizing Vanguard mailings and other outreach information.
 - New marketing avenues to increase our applications
 - Social Media - *still pending Finance registration as of 10/18; no update as of 11/12*
 - Bus shelter ads will begin in 5 spots near our school sites on November 15
 - Video "Commercial" - in process; deadline December 1
 - General merchandise needed for "Challenge Charter School" to promote school in the community and at E/R events; *awaiting deadline from E/R team*
 - "Apply Now" Banners for buildings
 - Design done in June; *no update from Operations despite repeated requests; E/R team is planning to take over this process to push it forward.*

SLU Educational Hub Partnership

- After our launch event on 10/22, we hosted an information session on 11/9 regarding Program, Application and Registration details led by the admissions staff at CUNY SLU.
- We are responsible for promotion in our area per the agreement with CUNY SLU.
- To advertise the event:
 - I created a new flyer for this event and coordinated marketing efforts with CUNY staff.



- Had an email blast to 8200 people go out via The Wave
- Advertised to our families via ParentSquare and by meeting with Mrs. Wiggins for grassroots efforts around town
- I built a new page on our website with important information about the program
 - This site also has links to the news coverage we have received so far
- Dr. Mullings also reached out to his contacts for promotion
- We had approximately 60+ online and in-person for the info meeting, and questions are coming in from our community who could not attend.



Now Seeking Adult Learners

College Comes to the Rockaways

Join us!




Information Session
Tuesday, November 9th

6:30 PM - 7:30PM

Challenge Charter High School
15-20 Central Avenue
Far Rockaway, NY



Find out more

- What Programs are Available
- How to Apply & Register
- Financial Information
- How to Receive 1-on-1 Guidance

Scholarships Available!
Registration begins January 24th
Classes begin February 7th

Attend in person or register for a Zoom link
<https://tinyurl.com/ttxesewm>

More info: admissions@slu.cuny.edu www.challengecharterschools.org/cunyslu
Proof of vaccination required to attend. COVID-19 protocols will be in place.



Attachment #7



November 8, 2021

Ms. Natalie Zadok: Director of Special Education Grades K-10

I) Develop a Vision

- Developing a Streamlined Vision for the Special Education Department that exemplifies integrity, equity, collaboration and empowerment for all scholars and their families to attain best academic and social emotional achievements.
- Meeting with Administration and School building leaders to assess the current Special Education Program in order to incorporate tools to strengthen the management of Scholars with IEP's across all Grades K-10.

II) Special Education Scheduling and Planning

- **Creating the Special Education IEP Spreadsheet and Caseloads**
Requires entering every scholar's Grades (K-10) OSIS# in SESSIS to identify scholars with IEPs in order to align them with the correct services and providers needed.

III). Scholars with IEP's Streamlined Update

Kindergarten (15) Total IEP's (4) Misaligned IEP's that are pending CSE to amend 12.1.1 to ICT (Integrated Co-Team Teaching) accommodation. 4 out of the 15 were successfully transmitted from RSA (Related Service Authorizations) back to CSE's Primary agency RCM. Counseling Total of (4) Scholars. Setts Total (4) . Physical Therapy Total (7) 7 out of 7 scholars are pending RSA services. Testing Accommodations Total (1). Occupational Therapy Total (11) all currently being serviced with an assigned Provider.

Grade 1 (20) Total IEP's (1) Misaligned IEP Pending CSE to amend 12.1.1 to ICT Accommodation. Speech Total (17) 3 out of the 17 were successfully transmitted from RSA (RelatedService Authorization) back to CSE's Primary Agency RCM. Counseling Total (5) 1 out of the 5 have graduated out of the service due to data highlighting progress towards all goals achieved. Setts Total (1). Occupational Therapy Total (9). Testing Accomodations Total (4).

Grade 2 (15) Total Scholar's IEP's . Speech Total (11) 4 out of 11 have been

successfully transmitted back to primary agency RCM from initial status of RSA. ICT Total (11). Counseling Total (6). Setts Total (2) Occupational Therapy Total (4) . Testing Accomodation Total (7).

- Grade 3** (13) Total IEP's (1) Misaligned IEP Pending CSE to amend 12.1.1 to ICT Accommodation. Speech Total (6) 1 out of the 6 was successfully transmitted to the primary agency from the initial status of RSA. ICT Total (11). Counseling Total (4) . SETTS Total (3) . Occupational Therapy (2) Testing Accommodation Total (11).
- Grade 4** (3) Total IEP's. Speech Total (9) all 9 cases have been successfully transmitted back to primary agency RCM from the initial status of RSA. ICT Total (9). Counseling Total (4). Setts Total (3). Occupational Therapy Total (2) 2 out of 2 are pending RSA's.
- Grade 5** (13) Total Scholar's with IEP's. Speech Total (3) 3 out of 3 have been successfully transmitted to primary agency RCM from initial status of RSA. ICT Total (9). Counseling Total (5). Setts Total (3) 2 out of 3 have graduated out of SETTS due to data exemplifying meeting all intended goals and benchmarks.
- Grade 6** (19) Scholars with IEP's (1) Misaligned IEP pending CSE to amend 12.1.1 to ICT Accommodations. (12) Scholars are misaligned pending CSE to amend SETT Services to ICT accommodations as CCMS has opted to change the Sped Program to reflect SETTS to replace ICT due to staff shortages as well as Setts determining to be a better accommodation for CCMS scholars goals . Occupational Therapy Total (2) 2 out of 2 are pending RSA's. Testing Accommodations Total (17). Counseling Total (7).
- Grade 7** (7) Total scholars with IEP's. Speech Total (4) 4 out of 4 have been successfully transmitted back to primary agency RCM from the initial status of RSA. ICT Total (1) 1 out 1 needs currently misaligned pending changing to SETTS via CSE. Counseling Total (2). Testing Accommodations Total (6). Setts Total (4).
- Grade 8** (14) Total Scholar's with IEP's. Speech Total (9) 9out of the 14 cases have been successfully transmitted back to primary agency RCM from the initial status of RSA. ICT Total (3) pending misaligned status that will be changed to Setts via the CSE. Testing Accomodation Total (8). Setts Total (6).
- Grade 9** (11) Scholar's with IEP's. Speech Total (3) 3 out of 3 pending RSA's. Counseling Total (1). Setts Total (1). Testing Accommodation (8).
- Grade 10** (7) Total Scholar's with IEP's Speech Total (2) 2 pending RSA's. Counseling Total (5) . Testing Accomodation Total (9).

Current Total Number of Scholars with IEP's Grades K-10 = 151

Grades K-5 Total 91

Grades 6-8 Total 42

Grades 9-10 Total 18

IV). Staffing

- K-5 Special Education Ms. Novello has returned 10/12/2021.
- Mr. Salazar resumed the role of K-5 ELL Provider to fill the vacancy for former ELL provider Ms. Stanton resigned due to non-compliance with the Covid-19 vaccine mandate.
- Grades 6-10 Special Education Liaison has been assigned to Ms. Jasmine Hunter
- Currently 1 vacancy for Special Education Certified instructors needed for ICT on the K-5
- Currently 1 vacancy for Special Education certified instructors needed for ICT on 6-8 level.
- Ms. White and Ms. Berkowitz has assumed the roles of Setts providers for 9th & 10th providers.

(V). Current Action Items

- **Supporting the needs of K-5 as well as 6-10 Special Education Liaison with (CSE#4) Policies and Procedures** to ensure that all IEP cases are assigned an annual, tri-annual, re-evaluation , initial and misaligned IEP meeting dates. Gathering all data such as Teacher Reports, IREADY, F&P, Behavioral Anecdotal logs from designated staff in order to submit to the CSE. Coordinating, sitting in on as well as leading all CSE meetings Grades K-10 until the new hire in Grades 6-10 is trained as well as a new liaison to be hired in Grades K-5.
- **Ensuring the partnership with CSE District #4**
Ensuring that related service agencies are appointed to CPCS in order to ensure related service (Speech, OT, PT, and Para) services begin in a timely manner to avoid any lapse in services provided to scholars. Collaborating with CSE to assign related service providers as they are resolving shortage of employee barriers due to non-compliance of the vaccine mandate.
- Supporting the ELL provider's to send home 200 Home language Surveys for Grades K-2 as the data was missing hence not allowing for the Ell provider to administer the Nysitell Exams .
- Assessing the Space in each facility in order to secure a private area for CSE Psychologists and Social Workers to interview parents as well as assess and test scholars. Collaborating with Admin to ensure that there are ample conditions for SETTS providers to efficiently pull scholars for individual and small Group interventions.
- Collaborating with Grades K-5 Provider Mr. Salazar to ensure all ELL scholars are re-assessed as well as initially assessed to gain clear benchmarks of scholar's ELL plans.
- Collaborating with ELL External Consultants to implement academic plans that will fully encourage our ELL scholar's overall success and achievements according to their individualized needs and goals.
- Aligning ELL Charter goals and policy to the Ell Program Grades K-10

IV). Mobilizing Community Resources to support families with scholars with IEP's to secure the necessary external resources needed for scholars to maintain best academic as well as social emotional benchmarks this 2021-20220 school year.

- Partnering with New Horizons and Sheltering Arms Agencies in Far Rockaway to ensure that families receive the services needed upon initiating the need of community support.
- providing families with access to their parental rights under the IDEA Law that serves as a guide for parents with scholar's IEP compliance as well as parent empowerment support guidelines.
- Conducted one on one Parent meetings via Google Meet and Telephone conference to address specific needs that arise prior to the first day of school for scholars with IEP's services that include Initiating, Maintaining as well as Re-Evaluating scholar's IEP cases.
- Collaborating with Liaisons and Parent Coordinator to secure appointment slots to assist parents to secure a Speech and OT provider via the RSA process.

VII). Sites (K-10) External Providers Covid 19 Preparation

- Delivering CPCS Covid Guidelines and Safety Protocol to all Related Service agencies providers that will be conducting in-person sessions with Scholars at all sites.
- Related Service agencies have received a copy of the CPCS Covid-19 safety policy and have agreed to have their providers adhere to the CPCS Covid -19 Safety measures.
- Collaborating with CSE to conduct misaligned Scholar IEP meetings to ensure compliance

VIII). Professional Development Resources

- Meeting with the Special Education Collaborative to review a package that will suit the needs of CPCS staff Grades K-5 for Special Education Workshops that include (Co-Team Teaching Strategies, Specially Designed Instruction, creating Behavior Intervention Plans as well as Functional Behavior Analysis plans etc).
- Meeting with ELL External Consultants to create plans to enrich the ELL Department via identifying, testing and aligning ATS data to ensure that scholars' home language is precise in order to administer the NYSITELL Exam.



Attachment #8



Student Enrollment and Recruitment Monthly Report
 Janisa Vaughn, Director of Student Enrollment and Recruitment
 November 12, 2021

CCS STUDENT ENROLLMENT

TOTAL ENROLLED 969

Site	Grade	2021-22 SY Charter Goal	Current Scholars Enrolled 11/12/21
Elementary	K*	120	102
	1*	120	115
	2	120	115
	3	96	91
	4	96	89
	5	96	96
		Total	608

Middle	6	96	93
	7	72	69
	8	72	76
		Total	238

High	9	72	72
	10*	96	51
		Total	123

- Grades 5, 8, and 9 are the **only** grades that are fully enrolled, due to the overwhelming number of student discharges.
- The waitlist is completely exhausted for grades kindergarten, 1, and 10.



LOTTERY APPLICATION 2021-2022

2022-2023 SY Lottery Applications	
Grade	# of Applications Received as of 11/12/21
K	51
1	5
2	4
3	3
4	10
5	12
6	29
7	6
8	5
9	34
10	5
11	2
Total	166

STUDENT RECRUITMENT

- 22 Scholars were recruited from **10/1/21-11/12/21** for 2021-2022 school year.
- The Shelter Bus Advertisements are scheduled to start on Monday, November 15, 2021. The first ad will run for 8 weeks. The advertisements will be placed in 5 locations throughout the Rockaway peninsula and expected to attract over 450,00 viewers.
- Recruitment packages will be delivered to the Daycare Centers and UPK sites located in Rockaway, Queens.



Attachment #9



Director of Operations

On Maturity Leave



Attachment #10



Director of Technology Report

Nov. 2021 - Dale Richardson

—

I: Current Work

A: Computer Lab at 1520 Central Ave

- Apple desktops have been ordered via RESO A Grant Funding.
- Interactive boards have been ordered via RESO A Grant Funding.
- Printers have been ordered via RESO A Grant Funding.
- We are currently awaiting the delivery of the ordered equipment.

II: Future Work

B: NYSED/NYC DOE Digital Equity Questionnaire for ALL Scholars.

- The New York State Education Department (NYSED) requires all school districts, including charter schools, to collect information from families about student access to devices and the internet for the 2021-2022 school year.
- Collection is at an individual OSIS level and will be ongoing throughout the winter.
- The tech team is requesting the assistance of our principals, teachers, communications team, operations team, parent teacher coordinators, and any other staff member(s) willing to assist with contacting parents to encourage the completion of the survey.
- As to avoid the possibility of families filling out this form twice. We are currently awaiting instructions from the DOE.

B: Information gathering for Independent Cybersecurity Auditing continues.

- An independent cyber security assessment should be completed, in order to satisfy insurance and state requirements. Ex:
https://www.dfs.ny.gov/industry_guidance/cybersecurity



- We are currently in the process of sourcing a credible organization that is experienced in meeting the requirements.

III: Risk Factors or Challenges

A: WiFi Upgrades.

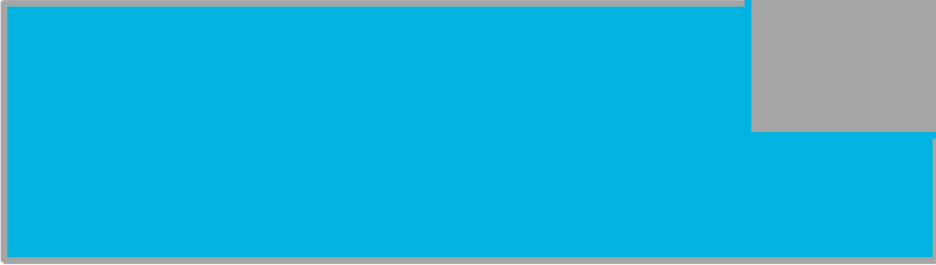
- E-rate funding is given based upon enrollment numbers. Due to our projected enrollment numbers from 2019 not matching our current enrollment numbers, E-rate has subtracted \$50,142 from our allocated budget.
- As a result, 66 wireless access points (equipment used to broadcast WiFi) have been removed from our allowance.
- In order to follow through on scheduled upgrades for 710 Hartman Lane and 1526 Central Ave, an additional \$50,142 in alternative funding is needed.
- For Category 2, our E-Rate budget is exhausted until the 2026/2027 funding year, or until our student count increases beyond 999 scholars.
- Once Challenge reaches above 999 scholars during a funding year, E-rate will contribute \$167 per student.
- As reported by Mrs. Vaughn on 11.12.21, 969 scholars are currently enrolled.

B: Chromebook shortage

- Scholars are transferring without returning their assigned Chromebook, which is leaving older devices to be assigned to some newly enrolled scholars.
- Advisors of our tech department have stated, "Most years, a 10-15% loss\damage rate can be expected; however, in a year like COVID, it is prudent to plan for a much higher rate. Some schools have planned as if no devices would be returned."
- As a response to this, 100 new devices have been ordered from CDW.



Attachment #11



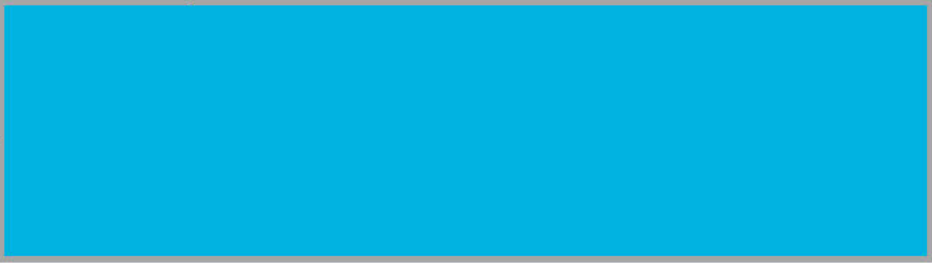
Helping you to focus on what's important:
STUDENT ACHIEVEMENT

CSBM
CHARTER SCHOOL
BUSINESS MANAGEMENT

experience. expertise. execution.

Challenge Prep Charter School

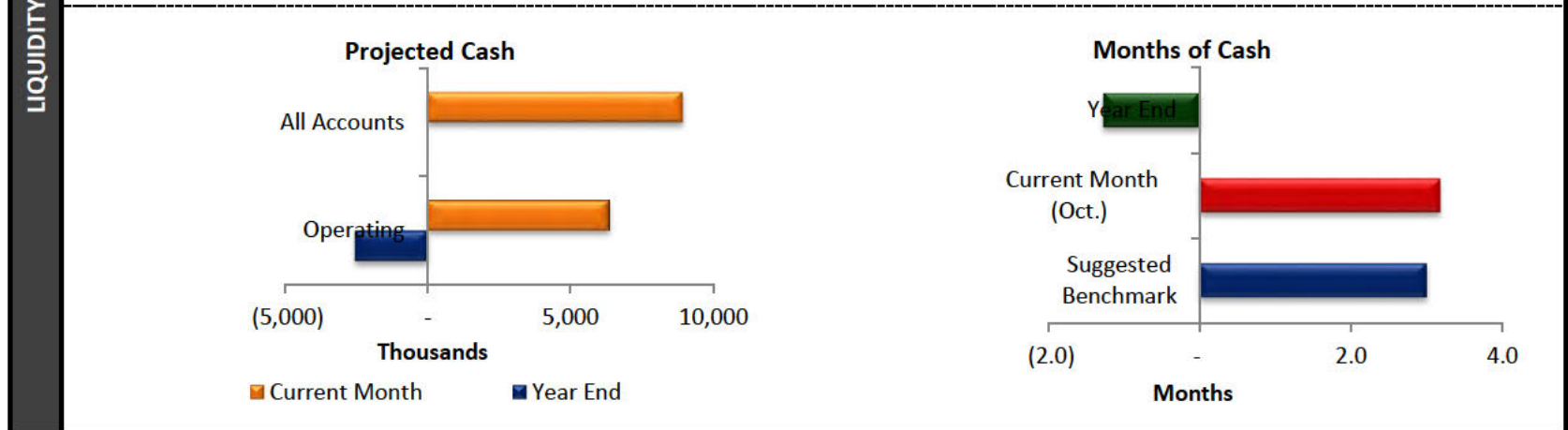
Monthly Financial Report
October 2021



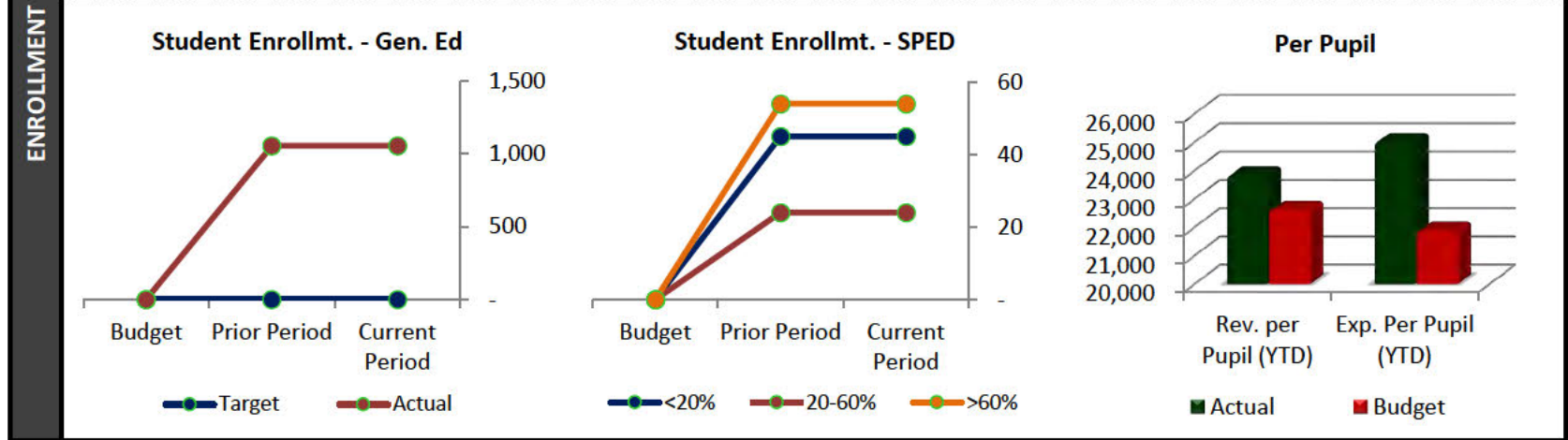
Challenge Prep Charter School

Financial Summary For Period Ended October 31, 2021

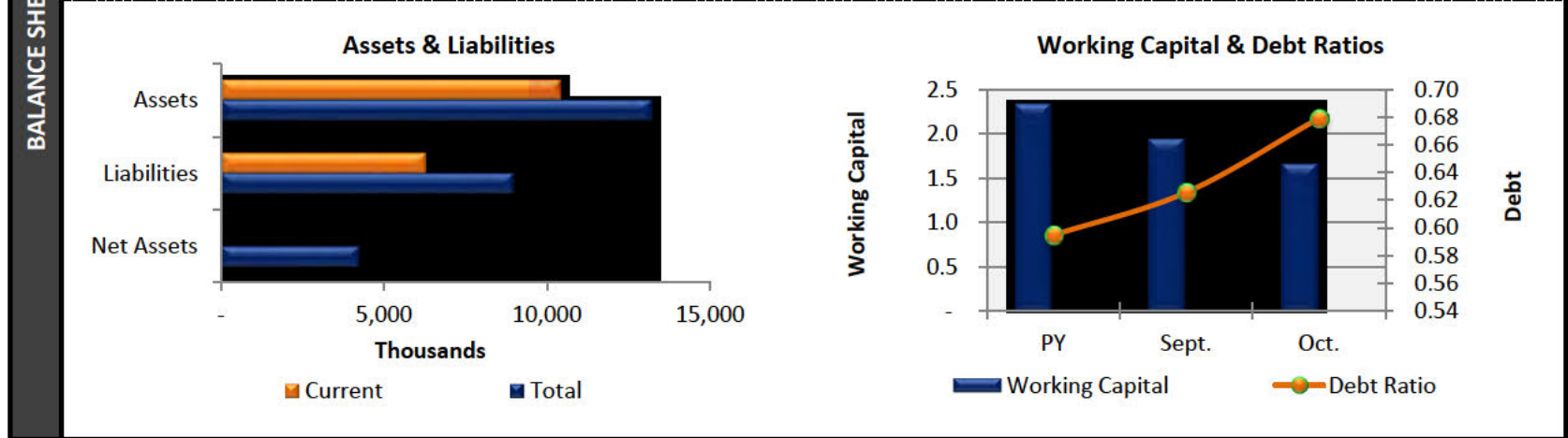
LIQUIDITY	Cash in Bank (Operating Account(s) Only: as of October 31, 2021) \$ 6,352,767
	<i>Projected months of cash on hand</i> 3.2
	Cash in Bank (Total - All Accounts as of October 31, 2021) \$ 8,929,614
	FY Ending Cash Available to Carryover to FY21-22 (Operating Account(s) Only) \$ (2,554,989)
	<i>*Cash balance available once all FY21-22 obligations & receivables have been settled</i>
	<i>Projected months of cash on hand</i> (1.3)
	FY Ending Cash Available to Carryover to FY20-21 (Total - All Accounts) \$ 21,858



	Actual	Budget	Variance	Actual	Budget	Variance
General Ed	951.52	1,021.00	(69.48)	\$ 15,367,048	\$ 15,629,468	\$ (262,420)
SPED						
0 - 20%	44.95	41.00	3.95	-	-	\$ -
20 - 59%	28.93	25.00	3.93	300,541	259,750	\$ 40,791
60% - Over	68.66	53.00	15.66	1,307,847	1,009,597	\$ 298,250
Total SPED	142.53	119.00	23.53	1,608,388	1,269,347	\$ 339,041



Total Current Assets:	\$ 10,413,339
Total Current Liabilities:	\$ 6,287,480
Working Capital (Current) Ratio	1.66
Total Assets:	\$ 13,212,936
Total Liabilities:	\$ 8,973,624
Debt Ratio	0.68
Total Net Assets:	\$ 4,239,312



	Actual	Budget	Variance
Total Revenue YTD:	\$ 7,092,294	\$ 7,614,201	\$ (521,906)
Total Expenses YTD:	(6,475,391)	(6,572,363)	96,972
Net Operating Surplus(Deficit):	\$ 616,903	\$ 1,041,838	\$ (424,934)

Challenge Prep Charter School

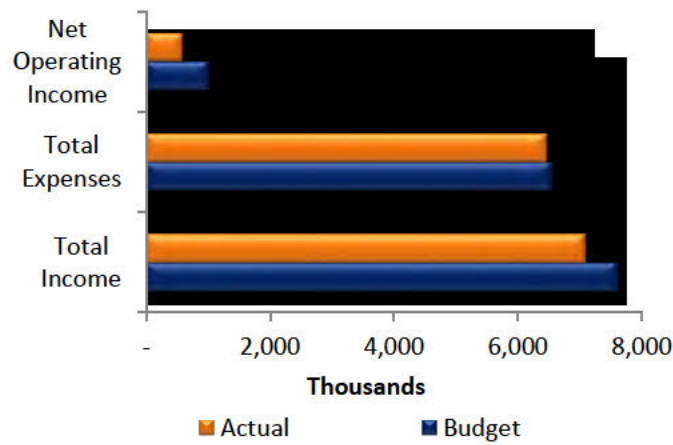
Financial Summary

For Period Ended October 31, 2021

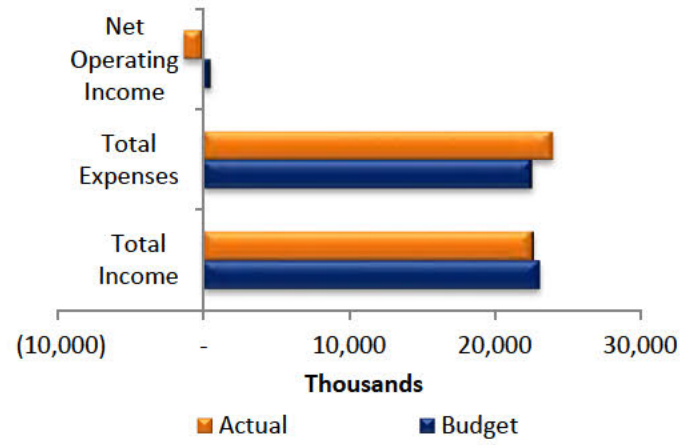
	<u>Projected</u>	<u>Budget</u>	<u>Variance</u>
Annual Projected Revenue:	\$ 22,677,264	\$ 23,097,145	\$ (419,881)
Annual Projected Expenses (before depreciation):	(23,798,987)	(22,343,952)	(1,455,035)
Projected Net Operating Surplus(Deficit) before Depreciation:	\$ (1,121,723)	\$ 753,193	\$ (1,874,916)
Annual Projected Depreciation:	(230,840)	(230,840)	-
Projected Net Operating Surplus(Deficit) after Depreciation:	\$ (1,352,563)	\$ 522,353	\$ (1,874,916)
Capital Expenditure Requirements	\$ (700,000)	\$ -	\$ (700,000)
Total Cash Expenditures <i>(expenses excluding depreciation plus capital expenditures)</i>	\$ (22,868,147)	\$ (22,113,112)	\$ (755,035)
Revenue per Pupil (YTD)	\$ 23,833	\$ 22,622	\$ 1,211
Expenditure per Pupil (YTD)	\$ 25,012	\$ 21,884	\$ 3,127

BUDGETING / REVENUE & EXPENSES

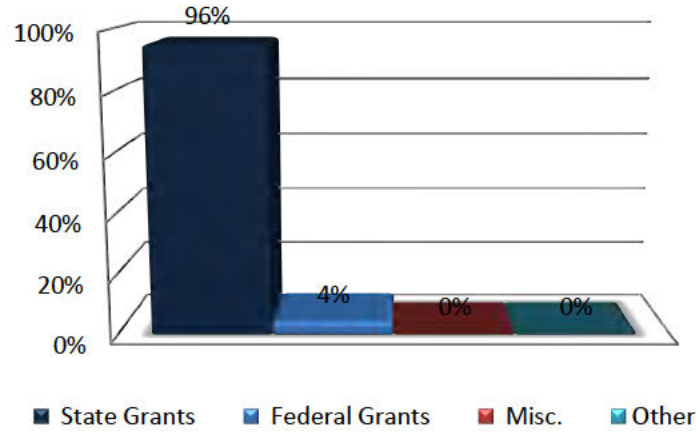
Year-To-Date (YTD)



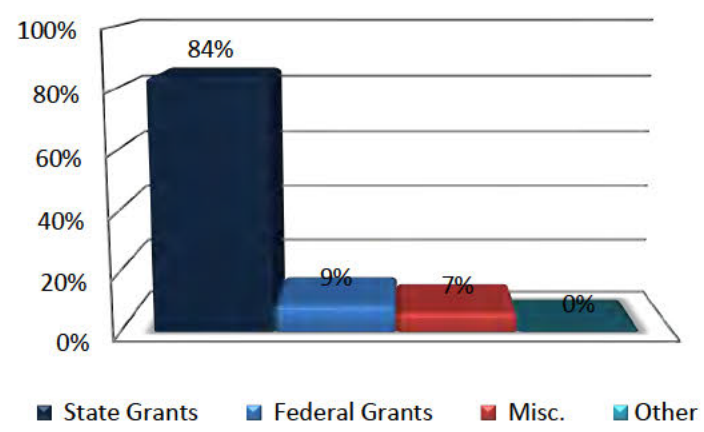
Year End (YE) Projection



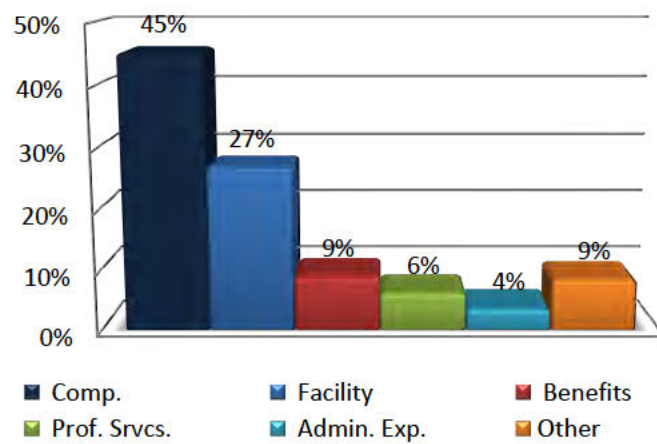
Revenue Breakdown YTD



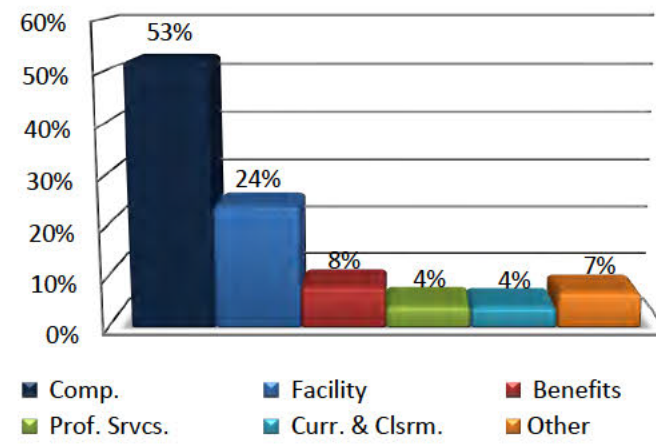
Revenue Breakdown YE



Expense Breakdown YTD



Expense Breakdown YE



Challenge Prep Charter School

Financial Variance Summary

Fiscal Year Ending 6/30/2022	Comments
Net Budget Surplus after Depreciation	\$ 522,353
Increase in Projected Annual Expenses	1,455,035
Net Projected Deficit Variance after Depreciation	<u>\$ (1,352,563)</u>

**Challenge Prep Charter School
Budget vs. Actuals
Fiscal Year Ending June 30, 2022**

	October 31, 2021			YTD Through October 31, 2021			Projected FYE June 30, 2022				Comments
	Actual	Budget	Variance	Actual	Budget	Variance	Actuals - August 2021 - September 30, 2021 + Projected - June 30, 2022	Projections thru June 30, 2022	Annual Budget	Variance	
Income											
4100 State Grants	1,794,943	1,631,484	163,460	6,787,020	6,525,934	261,086	12,326,097	19,113,117	19,616,816	(503,699)	GenEd based on 951.524 . SpEd budget based on 68.657 over 60%; 28.926 20-59%
4200 Federal Grants	39,166	164,967	(125,801)	304,459	588,267	(283,808)	1,779,406	2,061,577	1,980,329	81,248	
4300 Contributions	-	-	-	-	-	-	-	-	-	-	-
4400 Miscellaneous Income	219	125,000	(124,781)	815	500,000	(499,185)	1,501,754	1,502,569	1,500,000	2,569	
Total Income	1,834,328	1,921,450	(87,122)	7,092,294	7,614,201	(521,906)	15,607,257	22,677,264	23,097,145	(419,881)	GenEd based on 951.524 . SpEd budget based on 68.657 over 60%; 28.926 20-59%; Adjustments made to Lease Assistance based on unearned revenue for FY21.
Expenses											
Compensation											
5100 Instructional Staff	653,766	721,155	(67,389)	1,815,994	2,010,916	(194,922)	7,054,725	8,870,718	8,653,862	216,856	Adjusted based on payroll with allowance for hiring
5200 Non-Instructional Staff	215,963	205,934	10,029	809,174	823,736	(14,562)	1,662,035	2,471,209	2,471,209	-	Based on budget
5300 Pupil Support	90,509	106,739	(16,230)	315,479	426,956	(111,477)	965,388	1,280,867	1,280,867	-	Based on budget
5000 Compensation	960,237	1,033,828	(73,591)	2,940,647	3,261,608	(320,961)	9,682,147	12,622,794	12,405,938	216,856	Salary projections based on budget
5400 Benefits	176,089	158,858	17,230	591,304	635,433	(44,129)	1,333,298	1,924,602	1,906,300	18,302	
6100 Administrative Expenses	43,671	46,802	(3,131)	232,302	192,076	40,225	384,835	617,137	566,494	50,643	Adjusted based on actuals
6200 Professional Services	86,758	75,167	11,591	401,949	283,667	118,282	621,176	1,023,125	921,500	101,625	Based on actuals
6300 Professional Development	43,936	14,424	29,512	69,731	46,606	23,125	137,969	207,700	162,000	45,700	Based on actuals
6400 Marketing and Staff/Student Rec	2,428	8,025	(5,597)	19,342	32,100	(12,758)	76,958	96,300	96,300	-	Based on budget
6500 Fundraising Expenses	-	4,458	(4,458)	-	17,833	(17,833)	53,500	53,500	53,500	-	Based on budget
7100 Curriculum & Classroom Expenses	50,443	30,130	20,313	166,247	92,063	74,184	802,803	969,049	372,120	596,929	Based on actuals
8100 Facility	501,738	472,131	29,607	1,751,767	1,888,525	(136,758)	4,075,972	5,827,739	5,665,575	162,164	Based on actuals
8200 Technology/Communication Expens	35,717	16,102	19,615	179,055	64,408	114,647	271,795	450,850	193,225	257,625	Based on actuals
8800 Miscellaneous Expenses	586	83	503	2,844	333	2,511	3,346	6,190	1,000	5,190	
8900 Depreciation Expense	-	-	-	120,204	57,710	62,494	110,636	230,840	230,840	-	
Total Expenses	1,901,605	1,860,010	41,595	6,475,391	6,572,363	(96,972)	17,554,436	24,029,827	22,574,792	1,455,035	
Net Income	(67,276)	61,440	(128,716)	616,903	1,041,838	(424,934)	(1,947,178)	(1,352,563)	522,353	(1,874,916)	
Capital Expenditures											
Furniture, Fixtures & Equipment	51,854	-	51,854	582,540	-	582,540	47,460	630,000	-	630,000	
Facility and Construction	-	-	-	45,223	-	45,223	24,778	70,000	-	70,000	
Website	-	-	-	-	-	-	-	-	-	-	
Total Capital Expenditures	51,854	-	51,854	627,763	-	627,763	72,237	700,000	-	700,000	

**Challenge Prep Charter School
Cash Flow Projection as of October 31, 2021**

	Annual Budget FY21-22	Projected July 21 - June 22	Projected Nov 21 - June 22	November	December	January	February	March	April	May	June
Beginning Cash Balance (Operating)	4,804,870	6,645,873	6,352,767	6,352,767	3,214,769	4,445,387	2,442,817	3,602,407	1,597,349	2,760,762	762,015
Projected Cash Receipts from Operations (below)	23,097,145	15,607,257	11,267,641	36,727	3,234,708	219	3,162,379	219	3,162,379	219	219
Projected Cash Disbursements from Operations (below)	(22,574,792)	(17,554,436)	(17,118,707)	(1,992,753)	(1,994,054)	(1,992,753)	(1,992,753)	(1,997,253)	(1,990,943)	(1,990,943)	(1,990,943)
Net Cash from Operations	522,353	(1,947,178)	(5,851,066)	(1,956,026)	1,240,654	(1,992,534)	1,169,626	(1,997,034)	1,171,436	(1,990,724)	(1,990,724)
Cash Receipts from Accounts & Misc Receivables (not included in revenue below)	-	-	-	-	-	-	-	-	-	-	-
Cash Disbursements for Accounts Payable & Accrued Expenses	-	-	-	(1,171,936)	-	-	-	-	-	-	-
Capital Expenditures (below)	-	(72,237)	(72,237)	(10,036)	(10,036)	(10,036)	(10,036)	(8,023)	(8,023)	(8,023)	(8,023)
Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-
PPP Loan Payable	-	-	(1,792,512)	-	-	-	-	-	-	-	-
PPP Loan Interest Payable	-	-	(20,005)	-	-	-	-	-	-	-	-
Ending Cash Balance (Operating Account)	5,327,223	4,770,932	2,386,455	3,214,769	4,445,387	2,442,817	3,602,407	1,597,349	2,760,762	762,015	(1,236,733)
Other Cash Accounts (Net of Transfers)	75,354	-	-	2,576,847	2,576,847	2,576,847	2,576,847	2,576,847	2,576,847	2,576,847	2,576,847
Total Cash (All Accounts)	5,402,577	4,770,932	2,386,455	5,791,616	7,022,234	5,019,664	6,179,254	4,174,196	5,337,609	3,338,862	1,340,114

Challenge Prep Charter School
Balance Sheet
YTD as of October 31, 2021

	Total	Comments
ASSETS		
Current Assets	-	
Bank Accounts		
1000 Cash		
1001 HSBC Checking - 0844	5,392,721	
1002 HSBC Checking - 0852	6,032	
1003 HSBC Checking - 0879	960,046	
1004 HSBC Checking - 0887	-	
1005 HSBC Money Market - 5972	2,500,815	
1006 Chase Escrow - 3060	70,000	
1007 Petty Cash	-	
Total 1000 Cash	\$ 8,929,614	
Total Bank Accounts	\$ 8,929,614	
Accounts Receivable		
1100 Accounts Receivable	564,743	
1200 Other Receivables - Salary Advance	-	
Total Accounts Receivable	\$ 564,743	
Other current assets		
1300 Prepaid Expenses	352,348	
1301 Prepaid Insurance	85,331	
1310 Prepaid Rent	481,303	
Total Other current assets	\$ 918,982	
Total Current Assets	\$ 10,413,339	
Fixed Assets		
1500 Furniture, Fixtures & Equipment		
1510 Office & Admin Computers & Equipment	311,099	
1511 Classroom Computers & Equipment	1,168,437	
1512 Classroom Furniture	465,755	
1513 Office Furniture	179,702	
Total 1513 Office Furniture	\$ 179,702	
1514 Musical Instruments	16,390	
1515 Computer Software	44,217	
Total 1500 Furniture, Fixtures & Equipment	2,185,599	
1519 Facility and Construction	127,589	
1520 Architect Fees	115,620	
1525 Fire Alarm System	7,500	
Total 1525 Fire Alarm System	\$ 7,500	
1530 Kitchen/Cafeteria	162,079	
1535 Construction In Progress	320,673	
1540 Leasehold Improvements	473,292	
Total 1519 Facility and Construction	1,206,752	
1610 Website	11,000	
Total 1610 Website	\$ 11,000	
1700 Accumulated Depreciation & Amortization		
1710 Accumulated Depreciation	(1,521,626)	

Challenge Prep Charter School
Balance Sheet
YTD as of October 31, 2021

	Total	Comments
1750 Accumulated Amortization	(8,128)	
Total 1700 Accumulated Depreciation & Amortization	\$ (1,529,754)	
Total Fixed Assets	\$ 1,873,597	
Other Assets		
1800 Security Deposits	925,999	
Total Other Assets	\$ 925,999	
TOTAL ASSETS	\$ 13,212,936	
LIABILITIES AND EQUITY		
Liabilities		
Current Liabilities		
Accounts Payable		
2000 Accounts Payable	1,076,111	
Total Accounts Payable	\$ 1,076,111	
Other Current Liabilities		
2100 HSBC Loan Payable	1,792,512	
2300 Accrued Salaries/Taxes	-	
2301 Accrued Expenses	95,825	
2303 Accrued Interest - PPP	20,005	
2400 Unearned/Deferred Revenue	3,301,472	
Total Other Current Liabilities	\$ 5,211,369	
Total Current Liabilities	\$ 6,287,480	
Long-Term Liabilities		
2700 Deferred Rent Liability	2,686,144	
Total Long-Term Liabilities	\$ 2,686,144	
Total Liabilities	\$ 8,973,624	
Equity		
3100 Retained Earnings	3,622,409	
Net Income	616,903	
Total Equity	\$ 4,239,312	
TOTAL LIABILITIES AND EQUITY	\$ 13,212,936	

Challenge Prep Charter School
Statement of Cash Flows
YTD as of October 31, 2021

	Total	Comments
OPERATING ACTIVITIES		
Net Income	616,903	
Adjustments to reconcile Net Income to Net Cash provided by operations:		
1100 Accounts Receivable	(199,295)	
1200 Accounts Receivable:Other Receivables - Salary Advance	-	
1300 Prepaid Expenses	(143,599)	
1301 Prepaid Insurance	(85,331)	
1310 Prepaid Rent	(147,127)	
Inventory Asset	-	
2301 Accrued Expenses	6,526	
INVESTING ACTIVITIES		
1510 Furniture, Fixtures & Equipment:Office & Admin Computers & Equip	(61,950)	
1511 Furniture, Fixtures & Equipment:Classroom Computers & Equipment	(323,889)	
1512 Furniture, Fixtures & Equipment:Classroom Furniture	(73,983)	
1513 Furniture, Fixtures & Equipment:Office Furniture	(122,718)	
1515 Furniture, Fixtures & Equipment:Computer Software	-	
1540 Facility and Construction:Leasehold Improvements	(45,223)	
1800 Security Deposits	-	
1710 Accumulated Depreciation & Amortization:Accumula	120,204	
Net cash provided by financing activities	\$ -	
Net cash increase for period	2,223,740	
Cash at beginning of period	\$ 6,705,874	
Total Cash at beginning of period	\$ 6,705,874	
Cash at end of period	\$ 8,929,614	



Attachment #12

Current Employees	Vacancies
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163

6

Campus	Current	Vacancies	New Hires
Elementary School	89	2	3
Middle School	36	2	3
High School	24	2	2
Network Operations	14	0	1

New Hires	Campus	Position
Mullings Bailey, Mauline	Network	School Health Liasion
Thomas, Rayon	High	Classroom Teacher
Robles Jr., Luis	High	Social Worker
Williams, Imani	Middle	Teaching Assistant
Tait, Asia	Middle	Teaching Assistant
Gillis, Kwylifah	Middle	Teaching Assistant
Makinde, Blessing	Elementary	Teaching Assistant
Valdez, Maree	Elementary	Special Education Teacher
Gowins, Shanequa	Elementary	Technology Coordinator



2021-22 School Year Board Meeting #6 Minutes

Frederica Jeffries, CPCS Chair called the meeting to order and welcomed everyone to the CPCS 2021-22 School Year Board Meeting #6 at 6:30 PM on December 15, 2021.

Frederica Jeffries, Chair requested verification from the members present of “The Notice of Meeting” sent to each of the members of the board via email. Each member noted the proper notification was received.

Pursuant to the NY State Public Meetings Law the public notice of meeting was provided in the following manner thus meeting the law’s requirement of media and public notice:

- The Wave via email
- Public Posting at CPCS Office
- CPCS Websites and Social Media Sites

Karon McFarlane, Secretary of the Board of Trustees called the roll of the board.

Members present: Frederica Jeffries, Linda Plummer, Karon McFarlane and Gertrudis Hernandez

Members absent: Andrew Barnes and Dr. Michelle Daniel-Robertson

Also, present: Michael R. Estep. He was given the rights of the floor to speak during the meeting by common consent.

The Chair offered opportunity for any questions from the public. No comments or questions were offered.

1. The agenda was approved by common consent.
2. The Chair called for a review of the minutes of the 2021-22 School Year Board Meeting #5 [Attachment #1]. The minutes were approved by common consent.
3. The Chair called for the report of Dr. Les Mullings, CEO. Dr. Mullings gave an update on the decision to move to a virtual learning model for Challenge Charter Middle School [effective December 14, 2021] and Challenge Charter High School [effective December 16, 2021] as a pre-caution due to recent trends in scholar and staff being tested positive for COVID-19. Both sights will reopen for in-person learning on January 3, 2022.



Dr. Mullings updated the Board on the progress of launching the CUNY School of Labor and Urban Studies site for the Spring Semester 2022.

Dr. Mullings and Dr. Estep gave an update on the establishment of the Friends of Challenge, Inc. In the January 2022 Board meeting documents and resolutions will be presented to the Board the lease at 15-20 Central Avenue, Far Rockaway, NY 11691.

Following discussion, the report was received with appreciation.

4. The Chair called attention to the printed report of Kentia Coreus, Senior Director of Elementary Teaching & Learning [Attachment #2]. The report was received with appreciation.
5. The Chair called attention to the printed report of Nicole Griffin, K-5 Principal [Attachment #3]. The report was received with appreciation.
6. The Chair called attention to the printed report of Mavgar Mondesir, Senior Director of Secondary Teaching & Learning and 6-10 Principal [Attachment #4]. The report was received with appreciation.
7. The Chair called attention to the printed report of Tameeka Richards, Director of Pupil Personnel Services [Attachment #5]. The report was received with appreciation.
8. The Chair called attention to the printed report of Kimberly Messer, Director of Communications [Attachment #6]. The report was received with appreciation.
9. The Chair called attention to the printed report of Natalie Zadok, Director of Special Education [Attachment #7]. The report was received with appreciation.
10. The Chair called attention to the printed report of Janis Vaughn, Director of Student Enrollment & Recruitment [Attachment #8]. The report was received with appreciation.
11. The Chair noted that the Director of Operations is on maturity leave. [Attachment #9].
12. The Chair called attention to the printed report of Dale Richardson, Director of Technology [Attachment #10]. The report was received with appreciation.
13. The Chair called for the November 2021 Financial Report [Attachment #11].



It was noted that the PPP Loan has been forgiven by the Federal Government and has been processed by our bank – HSBC.

Following review, the report was received by common consent.

14. The Chair called for the presentation of the 2021-22 December Personnel report [Attachment #12]. Gertrudis Hernandez moved approval of 2021-22 December Personnel Report with a second from Linda Plummer. The motion carried unanimously.

The meeting adjourned by common consent.

Respectfully submitted:

A handwritten signature in blue ink that reads "Karon K. McFarlane". The signature is written in a cursive style.

Karon McFarlane
Secretary



Attachment #1
See Prior
Month
Minutes for
Minute
Attachments



2021-22 School Year Board Meeting #5 Minutes

Frederica Jeffries, CPCS Chair called the meeting to order and welcomed everyone to the CPCS 2021-22 School Year Board Meeting #5 at 6:30 PM on November 17, 2021.

Frederica Jeffries, Chair requested verification from the members present of “The Notice of Meeting” sent to each of the members of the board via email. Each member noted the proper notification was received.

Pursuant to the NY State Public Meetings Law the public notice of meeting was provided in the following manner thus meeting the law’s requirement of media and public notice:

- The Wave via email
- Public Posting at CPCS Office
- CPCS Websites and Social Media Sites

Karon McFarlane, Secretary of the Board of Trustees called the roll of the board.

Members present: Frederica Jeffries, Karon McFarlane, Linda Plummer and Dr. and Gertrudis Hernandez

Members absent: Andrew Barnes and Michelle Daniel-Robertson

Also, present: Michael R. Estep. He was given the rights of the floor to speak during the meeting by common consent.

The Chair offered opportunity for any questions from the public. No comments or questions were offered.

1. The agenda was approved by common consent.
2. The Chair called for a review of the minutes of the 2021-22 School Year Board Meeting #4 [Attachment #1]. The minutes were approved by common consent.
3. The Chair called for the report of Dr. Les Mullings, CEO. Dr. Mullings gave an update for the 2021-22 School Year COVID-19 preventative measures and a “Pop-Up” scholar vaccination event for ages 5-11 at the 710 Hartman Lane site is scheduled for November 19, 2021.

Dr. Mullings updated the Board on the progress of launching the CUNY School of Labor and Urban Studies site in January 2022.



Following discussion, the report was received with appreciation.

4. The Chair called attention to the printed report of Kentia Coreus, Senior Director of Elementary Teaching & Learning [Attachment #2]. The report was received with appreciation.
5. The Chair called attention to the printed report of Nicole Griffin, K-5 Principal [Attachment #3]. The report was received with appreciation.
6. The Chair called attention to the printed report of Mavgar Mondesir, Senior Director of Secondary Teaching & Learning and 6-10 Principal [Attachment #4]. The report was received with appreciation.
7. The Chair called attention to the printed report of Tameeka Richards, Director of Pupil Personnel Services [Attachment #5]. The report was received with appreciation.
8. The Chair called attention to the printed report of Kimberly Messer, Director of Communications [Attachment #6]. The report was received with appreciation.
9. The Chair called attention to the printed report of Natalie Zadok, Director of Special Education [Attachment #7]. The report was received with appreciation.
10. The Chair called attention to the printed report of Janis Vaughn, Director of Student Enrollment & Recruitment [Attachment #8]. The report was received with appreciation.
11. The Chair noted that the Director of Operations is on maturity leave. [Attachment #9].
12. The Chair called attention to the printed report of Dale Richardson, Director of Technology [Attachment #10]. The report was received with appreciation.
13. The Chair called for the October 2021 Financial Report [Attachment #11]. Following review, the report was received by common consent.
14. The Chair called for the presentation of the 2021-22 November Personnel report [Attachment #12]. Karon McFarlane moved approval of 2021-22 November Personnel Report with a second from Gertrudis Hernandez. The motion carried unanimously.



The meeting adjourned by common consent.

Respectfully submitted:

A handwritten signature in blue ink that reads "Karon K. McFarlane". The signature is written in a cursive style.

Karon McFarlane
Secretary



Attachment #2



Senior Director of Teaching and Learning K-5
December 2021 Board Report
 (Covering November 15, 2021-December 7, 2021)
Kentia Coreus

Enrollment Compliance

Grade	Total Scholars	# of scholars w/IEPs	# of ENL scholars*
K	101	15	0
1	114	20	0
2	115	16	1
3	93	13	6
4	90	13	9
5	95	13	2
Totals	608	90	18

source: Student Enrollment Weekly Report sent on December 3, 2021

* *In-progress*

Ongoing Teaching & Learning Tasks

- Manage personnel, curricula, and partnerships in support of the educational program
- Monitor the effectiveness of the educational program by reviewing data, observing instruction, school culture, and academic operations
- Supervise the K-5 principal by conducting regular check-ins and weekly supervision meetings
- Listen and respond to staff and family grievances

Ongoing COVID-19 Response

- Attend monthly webinars with the New York State Charter Association where information is provided by the Board of Regents and all three NYS charter authorizers. Share information with pertinent staff where needed
- Maintain awareness of DOE, NYS, and DOH guidelines related to COVID-19
- Connect with external school leaders to share/collect ideas for supporting scholars and staff
- Collaborate with COVID coordinator, human resources, and site principal to manage COVID-related issues

Increasing Teacher Effectiveness

CPCS continues to implement strategies to improve teacher effectiveness as it has a major impact on student learning.

Learning Walk #2

The K-5 instructional leadership and grade level leads conducted a second round of learning walks. Grade level leaders commented on how beneficial it was to be able to watch teacher practice and discuss pedagogy with experienced educators. Evidence from the learning walk demonstrated that teachers continued to struggle with developing student learning targets and activities that are aligned with NGLS. The senior director of teaching and learning intervened by meeting with the curriculum consultant, executive coach, and principal to tweak the training strategy to meet this teacher learning need.

Unpacking the Next Generation Standards

Learner Centered Initiatives continues to provide training on the curriculum design process. Last week, teachers revisited how to “unpack” the Next Generation standards to ensure clarity when developing student learning targets. The feedback from last week’s session was quite positive and demonstrated that teacher knowledge is increasing in this area, evidenced by drafted lesson objectives. The principal and senior director of teaching and learning are engaged in a professional learning series hosted by The Collaborative that reinforces the curriculum design process (Leveling Up Instruction).

Observation Feedback

Instructional leadership team members continue to conduct mini-observations and provide teachers with actionable feedback to improve their practice. Walkthroughs of all integrated co-teaching classrooms were also conducted. Feedback was shared with the principal for follow-up.

Self-Assessment for School Improvement

The SDTL initiated an internal audit of the K-5 teaching and learning program on December 2, 2021. The purpose of this internal audit is to:

- Self-evaluate where we are with meeting NYCDOE Chancellor-authorized requirements as outlined in the [Accountability Handbook](#)
- Prepare for the 2021-22 submission of the Annual Comprehensive Review report (due to NYCDOE by January 31, 2022)

The process includes three phases:

- Document Submission (by school personnel)
- Document Review (SDTL)
- Staff Interviews (SDTL)

Listed below are the documents requested and sample interview questions.

CPCS Fall 2021 Internal Academic Audit

Assessment (2020-21 and 2021-22)

- Explanation of internal assessments
- Sample teacher-created assessments

Attendance and Interventions (2020-21 and 2021-22)

Curriculum Maps/Pacing Guides (2020-21 and 2021-22)

- ELA and Math

Discipline Policy

ELL Program Information

Lesson Plans (2020-21 and 2021-22)

- Grades K-5 (ELA and Math)

Master Class Schedule

Parent/Family Communications

Remote Learning Guidelines and Expectations (2020-21 and 2021-22)

Special Education- DUE by tomorrow, December 2

- Action planning for at-risk scholars
- Class Observations (DI, SDI, Modifications)
- Curricula and Instructional Support
- ICT Expectations
- Program Information for Special Needs Students
- Progress Monitoring
- SPED related professional learning
- SPED related staff meeting minutes
- Student Progress Reports

Staff Evaluations (2020-21 and 2021-22)

Staff Handbook

Student performance Data (2019-20, 2020-21, 2021-22)

Sample Internal Audit Onsite Interview Questions

- 1) How do teachers assess students' mastery of skills and content during lessons?
- 2) How do teachers support students who are struggling to learn?
- 3) Describe the school's approach to professional development.
- 4) What is the school doing to improve student achievement?



Attachment #3



Ms. Nicole Griffin
Challenge Preparatory Charter School- Elementary
Principal Report
December, 2021

The Rebound - "Accelerating learning through care, clarity and collaboration."

Grade	Total # of Scholars	Change in Enrollment	# ELLs	#IEPs
K	101	-1	0	15
1	114	-1	0	20
2	115	0	1	16
3	93	2	6	13
4	90	1	9	13
5	95	-1	2	13
TOTALS	608	0	18	90

Curriculum and Instruction

ELA Focus

Teachers are working on aligning the standards and objectives. The area of focus are standards R 1-R3 in grades K-5. As teachers continue to unpack the Next Generation standards, they are also developing questions using the depth of knowledge in foster discussion within the classroom.

Math

In efforts to increase student achievement in mathematics, we have implemented Math Tuesday Challenges. MTC is used as a formative assessment. Scholars are given one math problem. They must show their thinking by using one or two math strategies to solve the problem. In addition, they must use math vocabulary to write a sentence about how they solved the problem.

Professional Development

- Continued PD unpacking the standards- Specifically the reading, speaking and listening and writing standards
- Staff will partake in PD around the areas of assessment cards and questioning and discussion techniques
- Grade Team Leaders meet twice a week with grade teams to work on lesson planning with a focus on the standards and objectives

December Action Plan

DECEMBER ACTION PLAN

Dates	Area for Action	Action to be taken	Person Responsible
Week of 12-6-21	Lesson Plan	Expectations of each component of the lesson plan process with relevant feedback	<ul style="list-style-type: none">● Review of Expectations and feedback: AP● Carrying out of Expectations: Teachers
Start week of 12-6-21 until appropriate level of mastery is obtained	Domain 1	Review of Domain 1 and its elements by referencing the following PDs Domain 1 Session 1: Scenarios Domain 1 Session 2: Scenarios	<ul style="list-style-type: none">● Each GTL will spearhead this review with their respective grades.● Support: AP
Week of 12-13-21	Next Generation Learning Standards ELA	Unpacking of Standards <ol style="list-style-type: none">1. Reading2. Writing3. Speaking & Listening	<ul style="list-style-type: none">● Teachers● Support: AP
Week of 12-20-21 (tentative)	Learning Objectives	Ensuring that the learning objectives are aligned with the Next Gen Standards	<ul style="list-style-type: none">● Teachers● Support: AP

Special Education

For the next three months, collaboration with the Director of Special Education and the Special Education Liason will take place to ensure we have the following in place:

- Progress Monitoring systems in place
- Sped related professional development for our ICT staff
- Clear ICT expectations as our ICT classrooms have grown over this past school year.

- Action plans for at risk-scholars

Communication

Parent Communication was sent out to address activities
 You may access a copy [HERE](#). We had over 397 views!

Attendance

- 3 classes were on quarantine during the past 30 days
- Yellow bus service routes were not interrupted during this time

Calendar of Events- In efforts to keep the momentum going and staff spirits high, the Spirit Committee created a holiday activity of events

DECEMBER 2021 HOLIDAY ACTIVITY CALENDAR FOR STAFF

	SUN	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT
WEEK 17	12	13	14	15	16	17	18
		Silly Soft Socks Competition- Wear your silliest socks and let the scholars judge the winners! 	Cozying up to a wonderful winter break- Wear your favorite scarf, winter hat, sweater, etc 	Dress up like your favorite song 	Wear Your Flannel and snag a flair pen 	DISMISSAL @ 12:30PM Staff Holiday Luncheon 1:15pm @ 710 Wear Something Red or Green 	
WEEK 18	19	20	21	22	23	24	25
		Cookies, tea, coffee & hot chocolate 	Find the Hidden Ice Cycles Let's light up the sky- Wear something blue and white! 	Ugly Can be Pretty Wear your ugliest festive sweater and jeans for a super fun competition! 	DISMISSAL @ 12:30PM K-5 Secret Santa Reveal TWIN DAY- Dress up in your favorite pajamas, holiday dress, pants or outfit with your twin!		
	26	27	28	29	30	31	
							

Assessments

12/14/ and 12/15- i-Ready Growth Monitoring for ALL scholars will take place.

The **PURPOSE** of this assessment:

- To indicate which specific students may need additional support to accelerate growth and gauge the effectiveness of support programs
- To evaluate and report on projected student growth
- Results will be provided on the January's Principal Report

CPCS Elementary School NEWSLETTER

Principal Griffin Edition - December 2021

What's Happening at CPCS?


We come a families and schools

Our schools have been doing an amazing job this year. We wanted to share with you some GREAT news about what's happening here at CPCS. In addition, the video also contains important reminders and COVID-19 information.

Please take a moment to watch the video.

CPCS ELEMENTARY SCHOOL PRINCIPAL COMMUNITY NEWS



 Accessibility

 High Contrast Mode

Aa

Aa

Aa



12/14 and 12/15- Ready Progress Monitoring Assessment; Math Tuesday Challenge
12/16- Holiday Decorating Cards
12/17- STEM Project- Gingerbread House
12/20-12/21- Grades 3-5 State Practice Assessment; Math Tuesday Challenge
12/22- Ugly Sweater Day and Jeans
12/23- Wear Something Red, Green or Blue

- Scholars must be in the building by 8:30am daily to begin the regular academic instruction
- Scholars must be picked up no later than 4:00pm DAILY
- Scholars are to wear ALL BLACK footwear THIS IS A NON-NEGOTIABLE
- Dismissal on 12/23/21 is 12:30pm
- Winter Break begins on 12/24/21 Scholars return 1/3/22

Happy Holidays





Attachment #4



CHALLENGE CHARTER SCHOOL

2021-2022 Principal's Monthly Board Report

Mavgar Mondesir-Gordon, Principal (Grades 6-10)

School Year 2021-2022 Report Dec 10, 2021

Current CCHS Enrollment:

Cohort Group	Grade Level	Enrollment as of Oct. 15, 2021	Enrollment as of Nov. 12, 2021	Enrollment as of Dec. 10, 2021
#3	G. 10	44	46	45
#4	G. 9	71	73	73
TOTAL		115	119	118

Current CCMS Enrollment:

Cohort Group	Grade Level	Enrollment as of Oct. 15, 2021	Enrollment as of Nov. 12, 2021	Enrollment as of Dec. 10, 2021
#5	Gr. 8	76	76	73
#6	Gr. 7	70	69	64
#7	Gr. 6	93	92	92
TOTAL		239	237	229

CCMS Attendance Statistics:

C o h o r t g r o u p	G r a d e l e v e l	Attendance Rates	Attendance Rates	
		Seo 14, '21 - Oct 15, '21	Oct 18, '21 - Nov 12, '21	Nov. 15, '21 - Dec, 10, '21
#3	Gr. 10	93%	91%	84%
#4	Gr. 9	95%	94%	90%
#5	Gr. 8	89%	90%	89%
#6	Gr. 7	92%	89%	88%
#7	Gr. 6	83%	84%	83%
CCMS Average		88%	88%	86%
CCHS Average		94%	93%	88%
6-10 Average		90%	90%	87%



*** Please note that these numbers are due to the errors in the enrollment and registration.**

STAFFING:

- CCM has made significant gains in staffing. To date only the following vacancies stand:
 - Grade 7 Science Teacher
 - Grade 7 SS Teacher
 - Spanish Teacher
 - Grade 6 SWD Teacher - In the meantime teachers are scheduled to provide SETTS Services to scholars.
 - Grade 7 SWD Teacher - In the meantime teachers are scheduled to provide SETTS Services to scholars.
 - Family Engagement Coordinator (6-10)

- CCHS has also made significant gains in staffing. To date only the following vacancies stand:
 - Global History 9 TA
 - English 10 Teacher
 - Grade 10 SETSS Teacher - In the meantime, a teacher is scheduled to provide SETTS Services to scholars.

NB: CCHS anticipates the exit of the PE/Health Teacher and the Grade 9 Math Teacher. TO date The PRincipal has reached out to Ms. Luton who has urgently begun the search and thus far we have successfully interviewed a Grade 9 Math Teacher and are actively searching for the ELA and Health/PE teachers.

SOCIAL-EMOTIONAL LEARNING (SEL)

- Covered in the homeroom (8:00 a.m.-8:25 a.m.) Grades 6-10 continue with the Second Step SEL lessons focusing on Bullying and Harassment. Teachers have been provided with the PD for this Unit.
- The Mood Meter has also been incorporated as part of the classroom SEL support. As well as using the first seven minutes of classes at certain periods of the day to check in and establish scholars' moods. We believe that this support will help us improve our scholar's academic standing as well as we encourage them to speak about their feelings and as we validate their feelings as well—giving way to strategies to help them cope.
- The importance of the social-emotional lessons is to provide a foundation for safe and positive learning to provide scholars with the strategies necessary to succeed in school, careers, and life. We continue to focus on all 5 of the SEL Competencies throughout the school year.

CURRICULUM AND INSTRUCTION

- The Lavana Group continues the Close Reading work with grades 6-10. Consultants coach and observe lessons in the classroom on demand alongside leadership and provide teachers with feedback on the teaching of Close Reading. On January 6, 2022, a Close Reading diagnostic will be conducted to take stock of where our scholars are in preparation for Test Prep.



- Scholars have been grouped to make RTI a more structured instructional work in our school. The 2019 New York State Assessment data and the B.O.Y. Diagnostic data were used to guide this work.
- Enrichment clustered were also arranged using the Renzulli Survey data. At CCMS scholars are matched to a cluster based on their interest from the survey. At CCHS scholars have the choice of two clusters. These clusters occur at CCHS during the lunch period.

SPECIAL EDUCATION SERVICES

- Grades 6-8 CLASSROOMS
 - At Grades 6-8, teachers have been recruited to provide SETSS tutoring during their prep times.
 - Ms. Jasmine Hunter has taken on the additional role of SPED Liaison for Grades 6-10 while maintaining services to Grade 8 IEP scholars.
- ENL services are provided on a consistent schedule by Ms. Ana Gomez.

DIGITAL PLATFORMS

- Grades 6-10 scholars are using a combination of digital notebooks and hardcover notebooks for all courses at this time to build writing and engagement stamina. We continue to utilize all our platforms with our eyes on maintaining remote learning strategies and the brick and mortar classroom.

PARENT AND SCHOLAR OUTREACH and ACCESSIBILITY

- Parent-Teacher Conferences were held on Thursday, November 18 from 5:00 PM to 7:00 PM and Friday, November 19 from 1:30 PM to 4:30 PM. For the parents who were unable to show up, we have opened up appointments for teachers to reach out to parents during their preps. Our Goal by December 23, 2021, is to reach 100% of our parents.
- 6-10th Grade Town Hall Meetings have been taking place in efforts to address issues of bullying and harassment and stress management.
- Efforts continue with respect to getting Parents to register in ParentSquare.

PROFESSIONAL DEVELOPMENT

- GRADE TEAM PLANNING AND ONGOING PROFESSIONAL DEVELOPMENT
 - Professional development takes place daily:
 - Mon-Thu 11:10 PM to 12:00 PM for Grade 6
 - Mon-Thu 12:50 PM to 1:40 PM for Grades 6-10 core instructors
 - Fridays from 1:30 PM to 4:00 PM
 - Close Reading - Lavinia Reading Group Consultants on site.



- Universal Design for Learning, Specially Designed Instruction PD, and Progress Monitoring PD were completed and implemented into lesson plans.
- VERTICAL DEPARTMENT PLANNING
 - Department Teams continue to meet to discuss instructional planning across disciplines.

INSTRUCTIONAL OBSERVATIONS

- The CCMS-CCHS Admin Team members have been regularly supporting instructional periods throughout the day to ensure that instruction is taking place and that outreach is performed as needed. Informal observations have begun in the form of Check-ins. TeachBoost is being used for this task, with a target of 2 long observations and 5 short observations across the board for the school year.



Attachment #5



Director of Pupil Personnel Services

December 2021 Board Report

Covid-19

Here are the current vaccination numbers for our staff:

154 Fully vaccinated

8 Partially vaccinated

1 exemption

- Hosted a Pop-up vaccination site from students aged 5-11. There were 22 families that took advantage of this opportunity.
- CIC Health is now a partner with our school to provide in-school testing. CIC Health offers comprehensive COVID-19 testing services that are accessible, fast, and easy. COVID testing occurs weekly on Tuesday and Wednesday. If a positive test comes back positive I'm emailed directly.
- I am in the process of training the newly hired School Health Liaison in all COVID-19 protocols
- Consistently update the COVID-19 tracker with updates on any individual that tests positive or presents symptoms
- Support the school community with answers to COVID-19 questions, and meet bi-weekly with leaders to discuss COVID-19 protocols
- Follow-up with families with any concerns during their scholars quarantine or isolation period
- Attend weekly Sector-Wide Q&A Calls with the NYC DOE & DOHMH to stay informed of all updated COVID-19 protocols, and inform all leaders about the updates
- Provide next steps for staff and scholars when they present COVID-19 symptoms or have a positive result
- Call in positive COVID cases to the local health department

Pupil Personnel Director

Elementary

- Meet with the elementary school principal and the elementary school student support team bi-weekly to communicate SEL next steps about the RTI flow chart for behavioral support, supporting

the 1526 Central location, and transition programming for the 5th grade scholars to successfully prepare them for Challenge Charter Middle School.

- Review Second Step lesson pacing data, to ensure all classes are on track with the SEL lesson schedule
- The elementary school locations has begun using the behavioral referral form to identify the scholars that are at-risk. There are now more scholars identified to receive these one-on-one counseling sessions.
- I conducted site visits to observe scholars classroom environments, and collaborated with the elementary Senior Director on ways we can support identified scholars as a school community. There will be upcoming collaborative meetings to support the implementation of structures within classrooms to allow stable learning environments to reduce triggers with specific students.

Middle and High School

- There is a continued effort to provide scholars with programs from the Cohen Children's Medical Center to provide classes on Body Image and Social Media and Healthy Relationships. We will continue to collaborate to service scholars in various areas of need.
- Conducted the monthly SEL meeting with the Middle and High School SEL team where we reviewed the Second Step strategies that best suit the scholars needs, SEL data collection, and a potential family SEL workshop in January
- Informal visits to classrooms during Second Step lesson time will continue this month

All sites

- Provided professional development opportunities for the student support teams in the following areas:
 1. Counselor Self-Care
 2. Principal Restorative Practices
 3. R.U.L.E.R. Yale Center for Emotional Intelligence

Family Engagement Coordinators

1. Met with the FEC, to collaborate with St. John's Episcopal Hospital to provide our school community with booster shots, vaccinations, flu shots. They provide all three brands of vaccinations.



Attachment #6



Challenge Charter School

Communications Report - December 2021

Kim Messer, Director of Communications

Thank you, Board Members for your service, guidance, and support. Happy Holidays to all of you!

CCS Communications & Updates

- Recently Dr. Mullings asked me to talk to our Leadership Team about Crisis Communications and following protocols for incident reporting. The full Crisis Communications plan was in draft before the pandemic closures, and I am working on it again this year.
- I led a PD session on 12/10 with middle and high school staff to help increase awareness of social engagement for those sites. Historically, we have not had a lot of photos and reports from MS/HS teachers & staff. I also reminded them about the importance of our Crisis Communications protocols.
- The past month, I have supported various staff members with event marketing such as our Vaccine Pop-ups and specific site events.

Recruitment/Application Season Marketing for SY 2022-23.

- Mrs. Vaughn and I are meeting regularly about our efforts. Updates:
 - Website now lists Open Houses, and I have made requested revisions on the main flier for printing
 - Social Media ads - *still pending Finance registration as of 10/18; no update as of 11/12 or 12/10*
 - Bus shelter ads are up! We will redesign slightly for January & February placements
 - Video "Commercial" - in process; waiting for E/R team next steps
 - General merchandise needed for "Challenge Charter School" to promote school in the community and at E/R events; *awaiting E/R team*
 - "Apply Now" Banners for buildings
 - Have sent estimates to E/R team & we are working together on design.

SLU Educational Hub Partnership

- *After launch event on 10/22, we hosted information sessions on 11/9 and 12/7 regarding Program, Application and Registration details led by the admissions staff at CUNY SLU.*
- *We are responsible for promotion in our area per the agreement with CUNY SLU.*

- *Dr. Mullings requested a general "Apply Now" flier and bus shelter ad used for our next marketing efforts.*
- *Various flyers and digital resources have been created with coordinated marketing efforts with CUNY staff.*
- *We have used print ads, email blasts to external and internal lists, and digital web ads (Rockaway Times, The Wave, Caribbean Life, QNS)*
- *Advertising has gone out to our families via ParentSquare and via Mrs. Wiggins for grassroots efforts around town*
- *Our Educational Hub page on the website has had about 190 visits so far*



Attachment #7



December 7, 2021

Ms. Natalie Zadok: Director of Special Education Grades K-10

I) Develop a Vision

- Developing a Streamlined Vision for the Special Education Department that exemplifies integrity, equity, collaboration and empowerment for all scholars and their families to attain best academic and social emotional achievements.
- Meeting with Administration and School building leaders to assess the current Special Education Program in order to incorporate tools to strengthen the management of Scholars with IEP's across all Grades K-10.

II) Special Education Scheduling and Planning

- **Maintaining the Special Education IEP Spreadsheet and Caseloads**
Requires entering every scholar's Grades (K-10) OSIS# in SESSIS to identify scholars with IEPs in order to align them with the correct services and providers needed.

III). IEP Mandates & Service Totals Grades K-10

Grade	Total # of IEPs	ICT	SETSS	Speech	Counseling	OT
K	17	7	1	14	6	10
1	21	15	2 At-Risk	17	4	15
2	17	10	2	7	4	11
3	11	10	1	7	3	2
4	14	8	1	13	3	2
5	12	10	1	4	4	1
6	17	11 pending a CSE switch to Setts	6	7	4	
7	7	1 pending a CSE switch to Setts	5	6	3	None
8	14	1 pending a CSE	7	8	8	None

		switch to Setts				
9	11	None	10	4	3	None
10	7		7	3	4	None
Total	148	71	33	90	46	5

IV). Staffing

- All Special Education Certified Instructors have filled vacancies.
- Grades 6-8 Admin has stated is seeking Certified Setts Teachers
- Grades 9-10 Admin has stated seeking Certified Setts Teachers

(V). Billing

- Collaborating with finance to ensure that all date is aligned for Vendor Portal
- Supporting Special Education Liaisons to deliver accurate data for Sped Billing
- Requested a Billing timeline for the remainder of the year so that Sped staff can be aware of pertinent billing deadlines to ensure seamless transmission to the billing department.
- Suggested an In-House excel sheet be circulated at all sites with a list of recent discharges as well as new admits to ensure Sesis data is compliance with In-House changes in order to assist with billing discrepancies

(VI). Current Action Items

- **Supporting the needs of K-5 as well as 6-10 Special Education Liaison with (CSE#4) Policies and Procedures** to ensure that all IEP cases are assigned an annual, tri-annual, re-evaluation , initial and misaligned IEP meeting dates. Gathering all data such as Teacher Reports, IREADY, F&P, Behavioral Anecdotal logs from designated staff in order to submit to the CSE. Coordinating, sitting in on as well as leading all CSE meetings Grades K-10 until the new hire in Grades 6-10 is trained as well as a new liaison to be hired in Grades K-5.
- **Ensuring the partnership with CSE District #4**
Ensuring that related service agencies are appointed to CPCS in order to ensure related service (Speech, OT, PT, and Para) services begin in a timely manner to avoid any lapse in services provided to scholars. Collaborating with CSE to assign related service providers as they are resolving shortage of employee barriers due to non-compliance of the vaccine mandate.
- Supporting the ELL provider's to send home 200 Home language Surveys for Grades K-2 as the data was missing hence not allowing for the Ell provider to administer the Nysitell Exams . Continuing to tally the surveys that get sent back by families.

- Assessing the Space in each facility in order to secure a private area for CSE Psychologists and Social Workers to interview parents as well as assess and test scholars. Collaborating with Admin to ensure that there are ample conditions for SETTS providers to efficiently pull scholars for individual and small Group interventions.
- Collaborating with Grades K-5 Provider Mr. Salazar to ensure all ELL scholars are re-assessed as well as initially assessed to gain clear benchmarks of scholar's ELL plans.
- Collaborating with ELL External Consultants to implement academic plans that will fully encourage our ELL scholar's overall success and achievements according to their individualized needs and goals.
- Aligning ELL Charter goals and policy to the Ell Program Grades K-10
- Weekly check-In's to manage Current caseload with District Psychologist to ensure alignment and discuss particular issues that arise within each case.
- Attending and supporting IEP meetings Grades K-10 to ensure compliance and continuity of suggested programs remain intact.

IV). Mobilizing Community Resources to support families with scholars with IEP's to secure the necessary external resources needed for scholars to maintain best academic as well as social emotional benchmarks this 2021-20220 school year.

- Partnering with New Horizons and Sheltering Arms Agencies in Far Rockaway to ensure that families receive the services needed upon initiating the need of community support.
- providing families with access to their parental rights under the IDEA Law that serves as a guide for parents with scholar's IEP compliance as well as parent empowerment support guidelines.
- Conducted one on one Parent meetings via Google Meet and Telephone conference to address specific needs that arise prior to the first day of school for scholars with IEP's services that include Initiating, Maintaining as well as Re-Evaluating scholar's IEP cases.
 - Providing support staff with Suicide Prevention resources for scholars.
- Collaborating with Liaisons and Parent Coordinator to secure appointment slots to assist parents to secure a Speech and OT provider via the RSA process.

VII). Sites (K-10) External Providers Covid 19 Preparation

- Delivering CPCS Covid Guidelines and Safety Protocol to all Related Service agencies providers that will be conducting in-person sessions with Scholars at all sites.
- Related Service agencies have received a copy of the CPCS Covid-19 safety policy and have agreed to

have their providers adhere to the CPCS Covid -19 Safety measures.

- Collaborating with CSE to conduct misaligned Scholar IEP meetings to ensure compliance
- Weekly Check-In's with providers to ensure session compliance
- Aligned with CSE Chairperson of Related Services to ensure Sesis Encounter Attendance for providers to conduct.
- Aligning with Related Service Agencies to request transmittal from the CSE for new admits that have an IEP.
- Managing provider's time sheets and attendance to ensure efficacy of session service.

VIII). Professional Development Resources

- Meeting with the Special Education Collaborative to review a package that will suit the needs of CPCS staff Grades K-5 for Special Education Workshops that include (Co-Team Teaching Strategies, Specially Designed Instruction, creating Behavior Intervention Plans as well as Functional Behavior Analysis plans etc.).
- Meeting with ELL External Consultants to create plans to enrich the ELL Department via identifying, testing and aligning ATS data to ensure that scholars' home language is precise in order to administer the NYSITELL Exam.



Attachment #8



Student Enrollment and Recruitment Monthly Report
 Janisa Vaughn, Director of Student Enrollment and Recruitment
 December 10, 2021

CCS STUDENT ENROLLMENT

TOTAL ENROLLED	954
Approved Charter Enrollment	1056

Site	Grade	2021-22 SY Charter Goal	Scholars Currently Enrolled 12/18/21
Elementary	K*	120	102
	1*	120	114
	2*	120	115
	3	96	92
	4*	96	89
	5	96	94
Total			606
Middle	6	96	92
	7	72	64
	8	72	73
Total			229
High	9	72	73
	10*	96	46
Total			119

2022-2023 SY Lottery Applications	
Grade	# of Applications Received as of 12/10/21
K	60
1	8
2	7
3	6
4	18
5	22
6	44
7	11
8	12
9	53
10	8
11	3
Total	252

* The waitlist is currently exhausted.

The Director of Student Enrollment and Recruitment conducted a thorough review of the student enrollment rosters in ATS and Powerschool and concluded that there were 21 discrepancies. There were students on the roster who did not attend the school and students who attended the school who were not listed on the roster. Student enrollment decreased due to the discharge of 9 additional students who registered in the summer but did not attend the school. We currently have 6 students pending removal from the school roster.

STUDENT RECRUITMENT

- 22 scholars were recruited from **11/12/21-12/10/21** for 2021-2022 school year. 10 scholars were newly enrolled.
- The Shelter Bus advertisements started on Monday, November 15, 2021. The first ad will run for 8 weeks. The advertisements are placed in 5 locations throughout the Rockaway peninsula and expected to attract over 450,00 viewers. We received 81 additional lottery applications.
- Recruitment packages will be delivered the week of December 15, 2021 to the daycare centers and UPK sites for kindergarten enrollment. Middle schools located in 11691-11694 will receive packages for their 8th grade families for high school enrollment.
- Vanguard Mailings will be sent this month to families in District 27 for Kindergarten-Grade 11 enrollment.
- Virtual Open Houses will begin in January 2022. Please see the schedule below.



Student Enrollment and Recruitment Winter Open Houses 2022



Location	Virtually via Zoom			
Day of the Week	Thursday's			Saturday's
Time	5:30pm-6:30pm			10:00am-11:00am*
Site	Elementary	Middle	High	(See notes below)
Date	January 27, 2022	January 20, 2022	January 13, 2022	January 22, 2022 (middle)
	February 17, 2022	February 10, 2022	February 3, 2022	February 12, 2022 (high)
	March 10, 2022	March 17, 2022	March 3, 2022	March 12, 2022 (elementary)

*Updated 12/6/21



Student Enrollment and Recruitment Winter Open Houses 2022



Location	Virtually via Zoom			
Day of the Week	Thursday's			Saturday's
Time	5:30pm-6:30pm			10:00am-11:00am*
Site	Elementary	Middle	High	(See notes below)
Date	January 27, 2022	January 20, 2022	January 13, 2022	January 22, 2022 (middle)
	February 17, 2022	February 10, 2022	February 3, 2022	February 12, 2022 (high)
	March 10, 2022	March 17, 2022	March 3, 2022	March 12, 2022 (elementary)
*Updated 12/6/21				



Attachment #9



Director of Operations

On Maternity Leave



Attachment #10



Director of Technology Report

Dec. 2021 - Dale Richardson

—

I: Current Work

A: Refinement of online security

- Working with vendors, in order to tailor security specific to Challenge's online environment for staff and scholars.

B: Interviews for Independent Cybersecurity Auditing have begun.

- An independent cyber security assessment should be completed, in order to satisfy insurance and state requirements. Ex: https://www.dfs.ny.gov/industry_guidance/cybersecurity
- We have interviewed one organization with experience in meeting the requirements for both our insurance and state.
- This organization was recommended by one of our Tech consultants.
- Upon initial assessment, the price will range from \$12,000 - \$18,000.
- We will seek at least one more company to review, as reviewing too many companies will reveal us to too many agents.
- A final decision will be made, once quotes are reviewed by myself and approved by finance.

II: Future Work

A: A single phone number to reach our entire organization?

- In an effort to increase customer experience. I have made an inquiry to revamp our phone system under a single unified number.
 - Once the user dials the new number, they will have the ability to choose the site they wish to contact.
-



- Having a single unified number will assist with advertising, by allowing flyers to be a little less cluttered.
- A single unified number will also be useful for our web presence. Ex: When one google's "Challenge Charter School," google currently presents the phone number for 710 Hartman Lane. Google should have a single number capable of reaching each site.
- A proposal will be provided by a vendor for consideration, with the goal of a summer implementation if approved.

B: Potential Security Cameras

- We are currently sourcing quotes for security video cameras, which are intended to be placed at 710 Hartman Lane and 1526 Central Avenue.
- These will be new systems and may incur the cost of additional servers and internet equipment, to manage the bandwidth.
- A proposal will be provided by a vendor(s) for consideration, with the goal of a summer implementation if approved.

C: NYSED/NYC DOE Digital Equity Questionnaire for ALL Scholars.

- The New York State Education Department (NYSED) requires all school districts, including charter schools, to collect information from families about student access to devices and the internet for the 2021-2022 school year.
- Collection is at an individual OSIS level and will be ongoing throughout the winter.
- The tech team is requesting the assistance of our principals, teachers, communications team, operations team, parent teacher coordinators, and any other staff member(s) willing to assist with contacting parents to encourage the completion of the survey.
- As to avoid the possibility of families filling out this form twice. We are currently awaiting instructions from the DOE.



D: Computer Lab at 1520 Central Ave

- Apple desktops have been ordered via RESO A Grant Funding.
- Interactive boards have been ordered via RESO A Grant Funding.
- Printers have been ordered via RESO A Grant Funding.
- We are currently awaiting the delivery of the ordered equipment.

III: Risk Factors or Challenges

A: WiFi Upgrades.

- E-rate funding is given based upon enrollment numbers. Due to our projected enrollment numbers from 2019 not matching our current enrollment numbers, E-rate has subtracted \$50,142 from our allocated budget.
- As a result, 66 wireless access points (equipment used to broadcast WiFi) have been removed from our allowance.
- For Category 2, our E-Rate budget is exhausted until the 2026/2027 funding year, or until our student count increases beyond 999 scholars.
- In order to follow through on scheduled upgrades for 710 Hartman Lane and 1526 Central Ave, an additional \$50,142 in alternative funding is needed.

B: Chromebook shortage

- Scholars are transferring without returning their assigned Chromebook, which is leaving older devices to be assigned to some newly enrolled scholars.
- Each Chromebook that is not returned is a loss of \$350 (pre - depreciation).
- The Operations Team at Middle School have begun tracking discharged scholars' and have retrieved eleven Chromebooks. Saving Challenge \$3,850 (pre - depreciation) this month.



Attachment #11



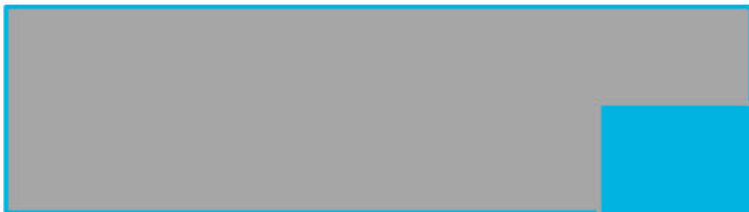
Helping you to focus on what's important
STUDENT ACHIEVEMENT

CSBM
CHARTER SCHOOL
BUSINESS MANAGEMENT

experience. expertise. execution.

Challenge Prep Charter School

Monthly Financial Report
November 2021

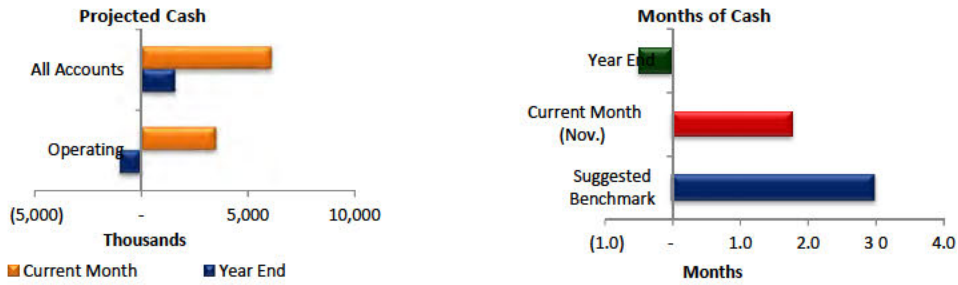


Challenge Prep Charter School

Financial Summary For Period Ended October 31, 2021

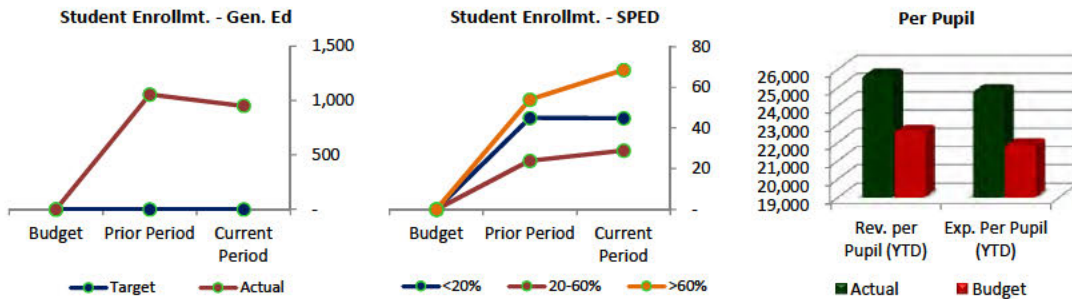
Cash in Bank <i>(Operating Account(s) Only: as of October 31, 2021)</i>	\$ 3,531,133
Projected months of cash on hand	1.8
Cash in Bank <i>(Total - All Accounts as of October 31, 2021)</i>	\$ 6,118,844
FY Ending Cash Available to Carryover to FY21-22 <i>(Operating Account(s) Only)</i>	\$ (986,338)
<i>*Cash balance available once all FY21-22 obligations & receivables have been settled</i>	
Projected months of cash on hand	(0.5)
FY Ending Cash Available to Carryover to FY20-21 <i>(Total - All Accounts)</i>	\$ 1,601,374

LIQUIDITY



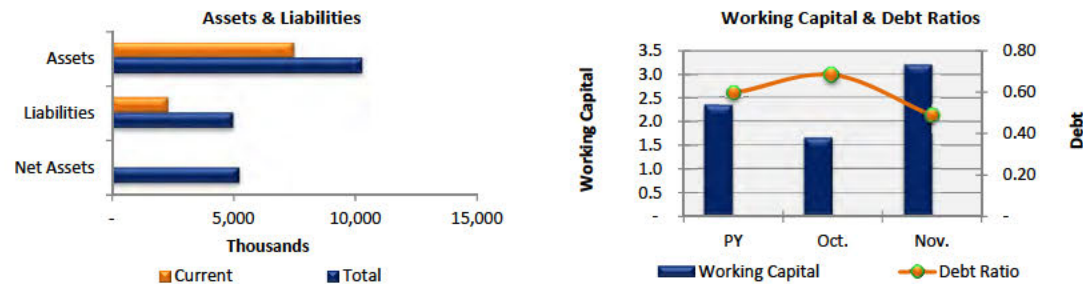
	<u>Actual</u>	<u>Budget</u>	<u>Variance</u>	<u>Actual</u>	<u>Budget</u>	<u>Variance</u>
General Ed	954.39	1,021.00	(66.61)	\$ 15,413,463	\$ 15,629,468	\$ (216,005)
SPED						
0 - 20%	44.95	41.00	3.95	-	-	-
20 - 59%	26.93	25.00	1.93	279,761	259,750	\$ 20,011
60% - Over	66.02	53.00	13.02	1,257,653	1,009,597	\$ 248,056
Total SPED	137.90	119.00	18.90	1,537,414	1,269,347	\$ 268,067

ENROLLMENT



Total Current Assets:	\$ 7,525,635
Total Current Liabilities:	\$ 2,356,323
Working Capital (Current) Ratio	3.19
Total Assets:	\$ 10,332,782
Total Liabilities:	\$ 5,042,467
Debt Ratio	0.49
Total Net Assets:	\$ 5,290,315

BALANCE SHEET



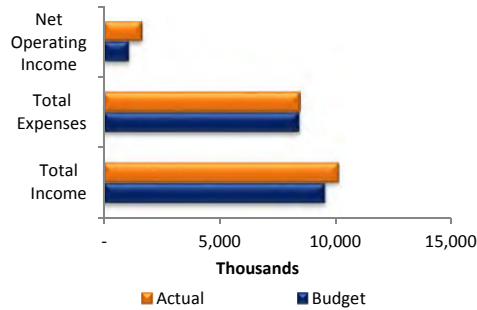
Challenge Prep Charter School

Financial Summary For Period Ended October 31, 2021

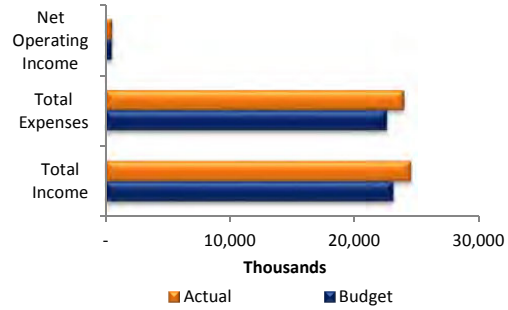
	<u>Actual</u>	<u>Budget</u>	<u>Variance</u>
Total Revenue YTD:	\$ 10,132,415	\$ 9,535,651	\$ 596,765
Total Expenses YTD:	(8,464,509)	(8,432,373)	(32,135)
Net Operating Surplus(Deficit):	\$ 1,667,907	\$ 1,103,278	\$ 564,629
	<u>Projected</u>	<u>Budget</u>	<u>Variance</u>
Annual Projected Revenue:	\$ 24,509,364	\$ 23,097,145	\$ 1,412,219
Annual Projected Expenses (before depreciation):	(23,720,112)	(22,343,952)	(1,376,160)
Projected Net Operating Surplus(Deficit) before Depreciation:	\$ 789,252	\$ 753,193	\$ 36,059
Annual Projected Depreciation:	(230,840)	(230,840)	-
Projected Net Operating Surplus(Deficit) after Depreciation:	\$ 558,412	\$ 522,353	\$ 36,059
Capital Expenditure Requirements	\$ (700,000)	\$ -	\$ (700,000)
Total Cash Expenditures	\$ (22,789,272)	\$ (22,113,112)	\$ (676,160)
Revenue per Pupil (YTD)	\$ 25,681	\$ 22,622	\$ 3,058
Expenditure per Pupil (YTD)	\$ 24,854	\$ 21,884	\$ 2,969

BUDGETING / REVENUE & EXPENSES

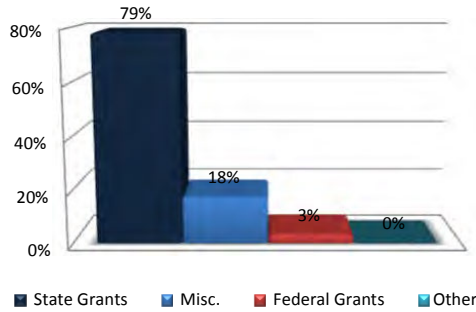
Year-To-Date (YTD)



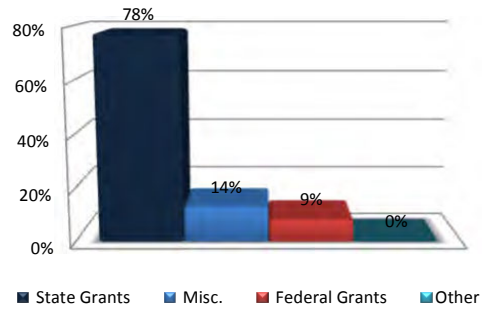
Year End (YE) Projection



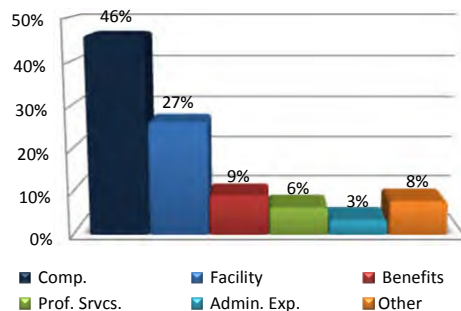
Revenue Breakdown YTD



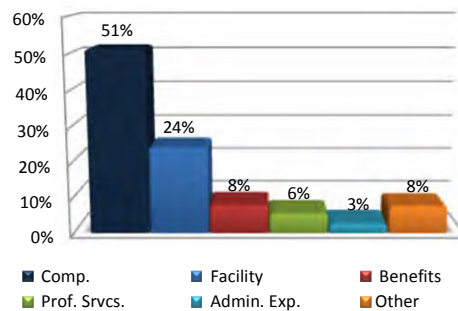
Revenue Breakdown YE



Expense Breakdown YTD



Expense Breakdown YE



Challenge Prep Charter School

Financial Variance Summary

Fiscal Year Ending 6/30/2022	Comments
Net Budget Surplus after Depreciation	\$ 522,353
Increase in Projected Annual Expenses	1,376,160
Net Projected Deficit Variance after Depreciation	<u>\$ 558,412</u>

**Challenge Prep Charter School
Budget vs. Actuals
Fiscal Year Ending June 30, 2022**

	October 31, 2021			YTD Through October 31, 2021			Projected FYE June 30, 2022 Current Month				Comments
	Actual	Budget	Variance	Actual	Budget	Variance	Actuals August 2021 September 30, 2021 +		Annual Budget	Variance	
							Projected June 30, 2022	Projections thru June 30, 2022			
Income											
4100 State Grants	1,199,355	1,631,484	(432,129)	7,986,375	8,157,418	(171,042)	11,123,700	19,110,075	19,616,816	(506,741)	GenEd based on 951.524 . SpEd budget based on 68.657 over 60%; 28.926 20-59%
4200 Federal Grants	27,548	164,967	(137,419)	332,007	753,233	(421,226)	1,751,858	2,083,865	1,980,329	103,536	
4300 Contributions	-	-	-	-	-	-	-	-	-	-	
4400 Miscellaneous Income	1,813,218	125,000	1,688,218	1,814,033	625,000	1,189,033	1,501,391	3,315,424	1,500,000	1,815,424	
Total Income	3,040,121	1,921,450	1,118,671	10,132,415	9,535,651	596,765	14,376,949	24,509,364	23,097,145	1,412,219	GenEd based on 954.394 . SpEd budget based on 66.022 over 60%; 26.926 20-59%; Adjustments made to Lease Assistance based on unearned revenue for FY21.
Expenses											
Compensation											
5100 Instructional Staff	658,231	721,155	(62,924)	2,474,225	2,732,071	(257,846)	5,987,378	8,461,603	8,653,862	(192,259)	Adjusted based on payroll with allowance for hiring
5200 Non-Instructional Staff	219,253	205,934	13,319	1,028,428	1,029,670	(1,243)	1,526,745	2,555,172	2,471,209	83,964	Based on budget
5300 Pupil Support	108,502	106,739	1,763	423,981	533,695	(109,713)	885,960	1,309,941	1,280,867	29,075	Based on budget
5000 Compensation	985,987	1,033,828	(47,841)	3,926,634	4,295,436	(368,802)	8,400,083	12,326,717	12,405,938	(79,221)	Salary projections based on budget
5400 Benefits	192,858	158,858	33,999	786,431	794,292	(7,861)	1,157,855	1,944,285	1,906,300	37,985	
6100 Administrative Expenses	38,261	46,802	(8,542)	282,019	238,879	43,141	348,582	630,602	566,494	64,107	Adjusted based on actuals
6200 Professional Services	130,512	75,167	55,345	544,717	358,833	185,884	800,130	1,344,847	921,500	423,347	Based on actuals
6300 Professional Development	3,918	14,424	(10,506)	98,549	61,030	37,518	232,611	331,160	162,000	169,160	Based on actuals
6400 Marketing and Staff/Student Rec	12,797	8,025	4,772	32,679	40,125	(7,446)	63,621	96,300	96,300	-	Based on budget
6500 Fundraising Expenses	-	4,458	(4,458)	-	22,292	(22,292)	53,500	53,500	53,500	-	Based on budget
7100 Curriculum & Classroom Expenses	21,382	30,130	(8,748)	207,052	122,194	84,858	415,277	622,329	372,120	250,208	Based on actuals
8100 Facility	490,536	472,131	18,405	2,249,496	2,360,656	(111,160)	3,604,498	5,853,994	5,665,575	188,419	Based on actuals
8200 Technology/Communication Expens	31,237	16,102	15,135	213,381	80,510	132,871	298,651	512,032	193,225	318,808	Based on actuals
8800 Miscellaneous Expenses	503	83	419	3,347	417	2,930	1,000	4,347	1,000	3,347	
8900 Depreciation Expense	-	-	-	120,204	57,710	62,494	110,636	230,840	230,840	-	
Total Expenses	1,907,990	1,860,010	47,980	8,464,509	8,432,373	32,135	15,486,444	23,950,952	22,574,792	1,376,160	
Net Income	1,132,131	61,440	1,070,691	1,667,907	1,103,278	564,629	(1,109,495)	558,412	522,353	36,059	
Capital Expenditures											
Furniture, Fixtures & Equipment	-	-	-	590,091	-	590,091	39,909	630,000	-	630,000	
Facility and Construction	-	-	-	45,223	-	45,223	24,778	70,000	-	70,000	
Website	-	-	-	-	-	-	-	-	-	-	
Total Capital Expenditures	-	-	-	635,314	-	635,314	64,686	700,000	-	700,000	

**Challenge Prep Charter School
Cash Flow Projection as of November 30, 2021**

Annual Budget FY21-22	Projected	Projected	December	January	February	March	April	May	June	July + Subsequent FY21 22 Items
	July 21 - June 22	Nov 21 - June 22								
Beginning Cash Balance (Operating) 4,804,870	6,645,873	3,531,133	3,531,133	4,479,590	2,465,798	3,614,666	1,601,373	2,756,557	749,581	(1,257,396)
Projected Cash Receipts from Operations (below)	14,376,949	10,949,204	3,234,688	199	3,162,359	199	3,162,359	199	199	1,389,003
Projected Cash Disbursements from Operations (below)	(22,574,792)	(15,486,444)	(2,003,170)	(2,003,170)	(2,002,670)	(2,002,670)	(2,000,041)	(2,000,041)	(2,000,041)	(1,117,945)
Net Cash from Operations 522,353	(1,109,495)	(4,180,544)	1,231,518	(2,002,971)	1,159,689	(2,002,471)	1,162,318	(1,999,842)	(1,999,842)	271,058
Cash Receipts from Accounts & Misc Receivables (not included in revenue below)	-	-	-	-	-	-	-	-	-	-
Cash Disbursements for Accounts Payable & Accrued Expenses	-	-	(272,240)	-	-	-	-	-	-	-
Capital Expenditures (below)	(64,686)	(64,686)	(10,821)	(10,821)	(10,821)	(10,821)	(7,134)	(7,134)	(7,134)	-
Accounts Receivable	-	-	-	-	-	-	-	-	-	-
PPP Loan Payable	-	-	-	-	-	-	-	-	-	-
PPP Loan Interest Payable	-	-	-	-	-	-	-	-	-	-
Ending Cash Balance (Operating Account) 5,327,223	5,601,065	(584,725)	4,479,590	2,465,798	3,614,666	1,601,373	2,756,557	749,581	(1,257,396)	(986,338)
Other Cash Accounts (Net of Transfers)	75,354	-	2,587,711	2,587,711	2,587,711	2,587,711	2,587,711	2,587,711	2,587,711	2,587,711
Total Cash (All Accounts) 5,402,577	5,601,065	(584,725)	7,067,301	5,053,509	6,202,377	4,189,085	5,344,268	3,337,292	1,330,316	1,601,374

Challenge Prep Charter School
Balance Sheet
YTD as of November 30, 2021

	Total	Comments
ASSETS		
Current Assets	-	
Bank Accounts		
1000 Cash		
1001 HSBC Checking - 0844	2,872,721	
1002 HSBC Checking - 0852	16,697	
1003 HSBC Checking - 0879	658,412	
1004 HSBC Checking - 0887	-	
1005 HSBC Money Market - 5972	2,501,014	
1006 Chase Escrow - 3060	70,000	
1007 Petty Cash	-	
Total 1000 Cash	\$ 6,118,844	
Total Bank Accounts	\$ 6,118,844	
Accounts Receivable		
1100 Accounts Receivable	565,837	
1200 Other Receivables - Salary Advance	-	
Total Accounts Receivable	\$ 565,837	
Other current assets		
1300 Prepaid Expenses	308,456	
1301 Prepaid Insurance	74,665	
1310 Prepaid Rent	457,832	
Total Other current assets	\$ 840,954	
Total Current Assets	\$ 7,525,635	
Fixed Assets		
1500 Furniture, Fixtures & Equipment		
1510 Office & Admin Computers & Equipment	304,403	
1511 Classroom Computers & Equipment	1,179,379	
1512 Classroom Furniture	469,059	
1513 Office Furniture	179,702	
Total 1513 Office Furniture	\$ 179,702	
1514 Musical Instruments	16,390	
1515 Computer Software	44,217	
Total 1500 Furniture, Fixtures & Equipment	2,193,150	
1519 Facility and Construction	127,589	
1520 Architect Fees	115,620	
1525 Fire Alarm System	7,500	
Total 1525 Fire Alarm System	\$ 7,500	
1530 Kitchen/Cafeteria	162,079	
1535 Construction In Progress	320,673	
1540 Leasehold Improvements	473,292	
Total 1519 Facility and Construction	1,206,752	
1610 Website	11,000	
Total 1610 Website	\$ 11,000	
1700 Accumulated Depreciation & Amortization		
1710 Accumulated Depreciation	(1,521,626)	
1750 Accumulated Amortization	(8,128)	
Total 1700 Accumulated Depreciation & Amortization	\$ (1,529,754)	
Total Fixed Assets	\$ 1,881,148	

Challenge Prep Charter School
Balance Sheet
YTD as of November 30, 2021

	Total	Comments
Other Assets		
1800 Security Deposits	925,999	
Total Other Assets	\$ 925,999	
TOTAL ASSETS	\$ 10,332,782	
LIABILITIES AND EQUITY		
Liabilities		
Current Liabilities		
Accounts Payable		
2000 Accounts Payable	236,304	
Total Accounts Payable	\$ 236,304	
Other Current Liabilities		
2100 HSBC Loan Payable	-	
2300 Accrued Salaries/Taxes	-	
2301 Accrued Expenses	35,936	
2303 Accrued Interest - PPP	-	
2400 Unearned/Deferred Revenue	2,082,528	
Total Other Current Liabilities	\$ 2,120,019	
Total Current Liabilities	\$ 2,356,323	
Long-Term Liabilities		
2700 Deferred Rent Liability	2,686,144	
Total Long-Term Liabilities	\$ 2,686,144	
Total Liabilities	\$ 5,042,467	
Equity		
3100 Retained Earnings	3,622,409	
Net Income	1,667,907	
Total Equity	\$ 5,290,315	
TOTAL LIABILITIES AND EQUITY	\$ 10,332,782	

Challenge Prep Charter School
Statement of Cash Flows
YTD as of November 30, 2021

	<u>Total</u>	<u>Comments</u>
OPERATING ACTIVITIES		
Net Income	1,667,907	
Adjustments to reconcile Net Income to Net Cash provided by operations:		
1100 Accounts Receivable	(200,389)	
1200 Accounts Receivable:Other Receivables - Salary Advance	-	
1300 Prepaid Expenses	(99,707)	
1301 Prepaid Insurance	(74,665)	
1310 Prepaid Rent	(123,657)	
Inventory Asset	-	
2000 Accounts Payable	(446,083)	
2100 HSBC Loan Payable	(1,792,512)	
2300 Accrued Salaries/Taxes	(725,253)	
2301 Accrued Expenses	(70,524)	
2303 Accrued Interest - PPP	(17,160)	
2400 Unearned/Deferred Revenue	1,766,983	
Total Adjustments to reconcile Net Income to Net Cash provided by operations:	(1,782,968)	
Net cash provided by operating activities	(115,061)	
INVESTING ACTIVITIES		
1510 Furniture, Fixtures & Equipment:Office & Admin Computers & Equip	(55,254)	
1511 Furniture, Fixtures & Equipment:Classroom Computers & Equipment	(334,832)	
1512 Furniture, Fixtures & Equipment:Classroom Furniture	(77,287)	
1513 Furniture, Fixtures & Equipment:Office Furniture	(122,718)	
1515 Furniture, Fixtures & Equipment:Computer Software	-	
1540 Facility and Construction:Leasehold Improvements	(45,223)	
1800 Security Deposits	-	
1710 Accumulated Depreciation & Amortization:Accumula	120,204	
Net cash provided by investing activities	(515,110)	
FINANCING ACTIVITIES		
2700 Deferred Rent Liability	25,980	
3000 Opening Balance Equity	-	
Net cash provided by financing activities	\$ -	
Net cash increase for period	(604,191)	
Cash at beginning of period	\$ 6,705,874	
Total Cash at beginning of period	\$ 6,705,874	
Cash at end of period	\$ 6,101,683	



Attachment #12

Current Employees	Vacancies
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171

4

Campus	Current	Vacancies	New Hires
Elementary School	91	0	4
Middle School	40	2	3
High School	26	1	5
Network Operations	14	1	0

New Hires	Campus	Position
Jansen, Lauren	Elementary	Classroom Teacher
Sobieski, Shawn	Elementary	Classroom Teacher
Welcome, Lekishia	Elementary	Teaching Assistant
Whittaker, Deanna Kae	Elementary	Teaching Assistant
Charles, Anya	High	Teaching Assistant
Dillion, Kamoyya	High	Teaching Assistant
Gilbert, Nicole	High	Teaching Assistant
Medina Paula, Nestor	High	Teaching Assistant
Robertson, Rochelle	High	School Guidance Counselor
Bettineschi, Tonya	Middle	Classroom Teacher
Henry, Jinoye	Middle	Teaching Assistant
Ramirez, Indira	Middle	Teaching Assistant



2021-22 School Year Board Meeting #7 Minutes

Frederica Jeffries, CPCS Chair called the meeting to order and welcomed everyone to the CPCS 2021-22 School Year Board Meeting #7 at 6:30 PM on January 19, 2022.

Frederica Jeffries, Chair requested verification from the members present of “The Notice of Meeting” sent to each of the members of the board via email. Each member noted the proper notification was received.

Pursuant to the NY State Public Meetings Law the public notice of meeting was provided in the following manner thus meeting the law’s requirement of media and public notice:

- The Wave via email
- Public Posting at CPCS Office
- CPCS Websites and Social Media Sites

Karon McFarlane, Secretary of the Board of Trustees called the roll of the board.

Members present: Frederica Jeffries, Gertrudis Hernandez, Karon McFarlane, Andrew Barnes and Dr. Michelle Daniel-Robertson

Members absent: Linda Plummer

Also, present: Michael R. Estep. He was given the rights of the floor to speak during the meeting by common consent.

The Chair offered opportunity for any questions from the public. No comments or questions were offered.

1. The agenda was approved by common consent.
2. The Chair called for a review of the minutes of the 2021-22 School Year Board Meeting #6 [Attachment #1]. The minutes were approved by common consent.
3. The Chair called for the report of Dr. Les Mullings, CEO. Dr. Mullings gave an update on the state of CPCS and the status of COVID-19 impact on learning.
 - Challenge has instituted the Test & Stay program for scholars.
 - Challenge has received free home rapid testing kits for all scholars and staff via NYC and DOE.
 - Challenge has hosted special testing & vaccination events for scholars.



- Challenge on January 29, 2022 will host a Community-wide Vaccination Event initiated by the NY Governor's office and sponsored by NY State Department of Health, Congressman Gregory Meeks, & Challenge will be held at 15-20 Central Avenue, Far Rockaway, NY 11691. Special efforts to get scholars ages 5-16, parents/guardians and community residents vaccinated.
- Challenge has received free home rapid testing kits for all scholars and staff via NYC and DOE.

Following discussion, the report was received with appreciation.

4. The Chair called attention to the printed report of Kentia Coreus, Senior Director of Elementary Teaching & Learning [Attachment #2]. The report was received with appreciation.
5. The Chair called attention to the printed report of Nicole Griffin, K-5 Principal [Attachment #3]. The report was received with appreciation.
6. The Chair called attention to the printed report of Mavgar Mondesir, Senior Director of Secondary Teaching & Learning and 6-10 Principal [Attachment #4]. The report was received with appreciation.
7. The Chair called attention to the printed report of Tameeka Richards, Director of Pupil Personnel Services [Attachment #5]. The report was received with appreciation.
8. The Chair called attention to the printed report of Kimberly Messer, Director of Communications [Attachment #6]. The report was received with appreciation.
9. The Chair called attention to the printed report of Natalie Zadok, Director of Special Education [Attachment #7]. The report was received with appreciation.
10. The Chair called attention to the printed report of Janis Vaughn, Director of Student Enrollment & Recruitment [Attachment #8]. The report was received with appreciation.
11. The Chair noted that the Director of Operations is on maturity leave. [Attachment #9].
12. The Chair called attention to the printed report of Dale Richardson, Director of Technology [Attachment #10]. The report was received with appreciation.



13. The Chair called for the December 2021 Financial Report [Attachment #11].

Following review, the report was received by common consent.

14. The Chair called for the presentation of the 2021-22 January Personnel report [Attachment #12]. Gertrudis Hernandez moved approval of 2021-22 December Personnel Report with a second from Karon McFarlane. The motion carried unanimously.

15. The Chair called on Dr. Mullings and Dr. Estep to give an update on the formation of the Friends of Challenge, Inc. The IRS has indicated to our legal counsel that approval of the organization's not for profit status should arrive soon.

The meeting adjourned by common consent.

Respectfully submitted:

A handwritten signature in blue ink that reads "Karon K. McFarlane". The signature is written in a cursive style.

Karon McFarlane
Secretary



Attachment #1
See Prior
Month
Minutes for
Minute
Attachments



2021-22 School Year Board Meeting #6 Minutes

Frederica Jeffries, CPCS Chair called the meeting to order and welcomed everyone to the CPCS 2021-22 School Year Board Meeting #6 at 6:30 PM on December 15, 2021.

Frederica Jeffries, Chair requested verification from the members present of “The Notice of Meeting” sent to each of the members of the board via email. Each member noted the proper notification was received.

Pursuant to the NY State Public Meetings Law the public notice of meeting was provided in the following manner thus meeting the law’s requirement of media and public notice:

- The Wave via email
- Public Posting at CPCS Office
- CPCS Websites and Social Media Sites

Karon McFarlane, Secretary of the Board of Trustees called the roll of the board.

Members present: Frederica Jeffries, Linda Plummer and Gertrudis Hernandez

Members absent: Karon McFarlane, Andrew Barnes and Dr. Michelle Daniel-Robertson

Also, present: Michael R. Estep. He was given the rights of the floor to speak during the meeting by common consent.

The Chair offered opportunity for any questions from the public. No comments or questions were offered.

1. The agenda was approved by common consent.
2. The Chair called for a review of the minutes of the 2021-22 School Year Board Meeting #5 [Attachment #1]. The minutes were approved by common consent.
3. The Chair called for the report of Dr. Les Mullings, CEO. Dr. Mullings gave an update on the decision to move to a virtual learning model for Challenge Charter Middle School [effective December 14, 2021] and Challenge Charter High School [effective December 16, 2021] as a pre-caution due to recent trends in scholar and staff being tested positive for COVID-19. Both sights will reopen for in-person learning on January 3, 2022.



Dr. Mullings updated the Board on the progress of launching the CUNY School of Labor and Urban Studies site for the Spring Semester 2022.

Dr. Mullings and Dr. Estep gave an update on the establishment of the Friends of Challenge, Inc. In the January 2022 Board meeting documents and resolutions will be presented to the Board the lease at 15-20 Central Avenue, Far Rockaway, NY 11691.

Following discussion, the report was received with appreciation.

4. The Chair called attention to the printed report of Kentia Coreus, Senior Director of Elementary Teaching & Learning [Attachment #2]. The report was received with appreciation.
5. The Chair called attention to the printed report of Nicole Griffin, K-5 Principal [Attachment #3]. The report was received with appreciation.
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10. The Chair called attention to the printed report of Janis Vaughn, Director of Student Enrollment & Recruitment [Attachment #8]. The report was received with appreciation.
11. The Chair noted that the Director of Operations is on maturity leave. [Attachment #9].
12. The Chair called attention to the printed report of Dale Richardson, Director of Technology [Attachment #10]. The report was received with appreciation.
13. The Chair called for the November 2021 Financial Report [Attachment #11].



It was noted that the PPP Loan has been forgiven by the Federal Government and has been processed by our bank – HSBC.

Following review, the report was received by common consent.

14. The Chair called for the presentation of the 2021-22 December Personnel report [Attachment #12]. Gertrudis Hernandez moved approval of 2021-22 December Personnel Report with a second from Linda Plummer. The motion carried unanimously.

The meeting adjourned by common consent.

Respectfully submitted:

A handwritten signature in blue ink that reads "Karon K. McFarlane". The signature is written in a cursive style.

Karon McFarlane
Secretary



Attachment #2



Senior Director of Teaching and Learning K-5
January 2022 Board Report
 (Covering December 8, 2021- January 13, 2022)
Kentia Coreus

Enrollment Compliance

Grade	Total Scholars	# of scholars w/IEPs	# of ENL scholars*
K	103	19	0
1	116	22	0
2	116	18	1
3	97	14	6
4	94	14	9
5	95	13	2
Totals	621	100	18

source: Student Enrollment Weekly Report sent on January 7, 2021

* *In-progress*

Ongoing Teaching & Learning Tasks

- Manage personnel, curricula, and partnerships in support of the educational program
- Monitor the effectiveness of the educational program by reviewing data, observing instruction, school culture, and academic operations
- Supervise the K-5 principal by conducting regular check-ins and weekly supervision meetings
- Listen and respond to staff and family grievances

Ongoing COVID-19 Response

- Attend monthly webinars with the New York State Charter Association where information is provided by the Board of Regents and all three NYS charter authorizers. Share information with pertinent staff where needed
- Maintain awareness of DOE, NYS, and DOH guidelines related to COVID-19
- Connect with external school leaders to share/collect ideas for supporting scholars and staff
- Collaborate with COVID coordinator, human resources, and site principal to manage COVID-related issues

Self-Assessment for School Improvement- UPDATE

The SDTL initiated an internal audit of the K-5 teaching and learning program on December 2, 2021 and completed the process mid-December. Preliminary findings have been documented and shared with Dr. Mullings and the elementary leadership team via a DRAFT report.

A formal report that includes findings and suggested next steps is being developed and will be reviewed with the elementary leadership team.

Teacher Certification Support

The SDTL met virtually with any K-5 staff member or teacher whose certification was expired or whose certification will expire by August 2022. The goal of the meetings was to ensure the team member understood their current certification status and are equipped with the information needed to pursue certification. Each team member received a memo after their meeting. The memo contains their certification evaluation findings (from the NYC Charter Center), suggested next steps, and requirements for informing CCS about their certification progress. Attached is a sample of the memo.

SAMPLE MEMO

Name/s redacted

Thank you for your time on Thursday, January 6, 2022 discussing your certification status. Below is a summary of the items we discussed and additional information to guide you towards full certification. **According to the NYS Teach database your current certification status is:**

Certificate Title	Issue / Effective Date	Expiration Date	Status
Bilingual Education Extension Transitional B Ext Annot	07/31/2018	01/31/2021	Expired
Childhood Education (Grades 1-6) Transitional B Certificate	09/05/2017	01/31/2021	Expired

As part of our membership with the NYC Charter Center, a certification analysis has been conducted for all educators. **Here are your next steps towards certification as identified by the NYC Charter Center:**

Trans B Child Ed 1-6 and Bilingual Ed Ext Annot certificates expired on 1/31/21

-If they are still enrolled in the master's program, they must IMMEDIATELY:

-Submit a letter to the SED from the Hunter College's certification officer verifying current enrollment in the Trans B program and include the estimated completion date in support of the pending time extension applications for the Trans B Child Ed 1-6 and Bilingual Ed Ext Annot certs

-If they completed the master's program, they must IMMEDIATELY and BEFORE 9/1/22, contact Hunter's certification officer for certification guidance re: exam requirements, application process for the Initial certs, Emergency COVID-19 cert(s), etc.

-If they did NOT complete the program or are no longer enrolled, they should complete the Personal Certification Consultation form, making sure to attach all required documentation before clicking submit.

-NOT currently eligible for the pending Emergency COVID-19 Child Ed 1-6 cert app because they have NOT applied, paid the fee, AND met ALL requirements (except certification exams) for the initial Child Ed 1-6 cert

Getting Support with the Process

If your next steps are complicated or you are unclear, we are able to contact the NYC Charter Center on your behalf. Please email HR@challengecharterschools.org (you MUST cc your supervisor and SDTL) to submit this request. If your case is particularly complicated, you may be eligible for personal certification counseling. See the below information from the NYC Charter Center:

Personal Certification Consultations for Teachers

Teachers with difficult or complicated situations are invited to request a [Teacher Personal Consultation](#). We have developed an on-line version of the evaluation to make it easier for most teachers to get the guidance they need without a trip to our office. Teachers must complete the form in its entirety and upload all documents requested. Missing information prevents the consultants from providing the best recommendation. Upon submission of the Personal Consultation form, teachers can expect the following:

1. They will receive an email confirmation to retain for their records.
2. Since our consultants are part-time, please allow about 3-4 weeks for an initial review. Expect a preliminary evaluation at the email address provided.
3. After reviewing the preliminary evaluation, the teacher can reply directly through the email if they need further clarification or an appointment to talk to one of the consultants. The consultants will set up a time to work with them online or by phone.

Complete Your Dignity for All Students Act (DASA) Workshop

Completion of a DASA workshop is required for NYS certification. Workshops are offered virtually and throughout the year. Here is one resource for workshops: <https://www.nassauboces.org/Page/7339>

Keep Us Updated

Please submit your certification plan of action to HR@challengecharterschools.org and cc your supervisor and SDTL by February 1, 2022 (after meeting with a certification consultant if needed). Include what you have accomplished since your certification meeting and your next steps moving forward (i.e Complete masters degree by June 20, already enrolled).



Attachment #3



Ms. Nicole Griffin

Challenge Preparatory Charter School- Elementary
Principal Report

January, 2022

The Rebound - "Accelerating learning through care, clarity and collaboration."

Curriculum and Instruction

ELA Focus- The work continues as teachers unpack the standards to create Unit 3. The launch of the unit is January 20, 2022.

Organizing Center: Trail Blazers and Pioneers

Writing Focus: Informational and Opinion

Teachers continue to work on aligning the standards and objectives in reading, writing, speaking and listening. The curriculum writing team continues to develop Unit 3. Teachers will use the unit to create daily objectives. All grade teams will complete a pacing calendar for the Unit.

Feedback- Angela Labor from LCI (consultant) continues to provide PD and feedback on the unit plans.

I-Ready

MOY I-Ready testing will take place January 18- January 26, 2022.

Founats and Pinnel

MOY F& P testing window - January 6- January 23rd.

Staff Attendance

Staff attendance has been drastically affected by positive Covid cases. For the start of January, 11 staff members have been absent due to Covid. Our electives such as PE, ART and SEL have been affected by COVID. Scholars continue to be mass prepped until attendance improves.

Internal Audit

An audit was conducted by the Senior Director of Teaching and Learning. Based on the results, there were areas of proven excellence.

These include:

- Common planning time is evident
- Child Study team, professional learning is evident
- High Expectations for scholars and staff is evident
- The culture of the building is positive
- Staff demonstrates understanding of professional learning and student achievement.

Areas of Improvement include:

- Develop a comprehensive Special Education program plan
- Attendance and outreach
- Professional development for staff to include assessments (formative and summative)

Professional Development

- Continued PD unpacking the standards- Specifically the reading, speaking and listening and writing standards
- Staff will partake in PD around the areas of assessment cards and questioning and discussion techniques (Continue)
- Grade Team Leaders meet twice a week with grade teams to work on lesson planning with a focus on the standards and objectives
- I-Ready PD- Grouping of scholars

Special Education

For the next three months, collaboration with the Director of Special Education and the Special Education Liason will take place to ensure we have the following in place:

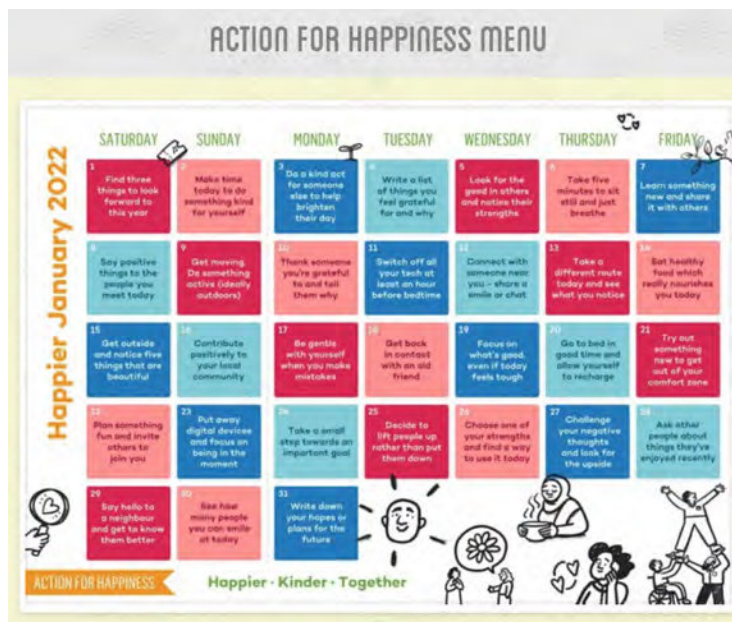
- Progress Monitoring systems in place
- Sped related professional development for our ICT staff
- Clear ICT expectations as our ICT classrooms have grown over this past school year.
- Action plans for at risk-scholars

Wellness and Self-Care

This month we focus on EDU C. A.R. E. - (Compassion, articles, resources and articles)

We will explore some of these dimensions in this newsletter with the goal of providing our staff with information and resources to continually pursue wellness in their personal and professional life.

In efforts to continue WELLNESS, a HAPPINESS MENU was created for staff.





Attachment #4



CHALLENGE CHARTER SCHOOL

2021-2022 Principal's Monthly Board Report

Mavgar Mondesir-Gordon, Principal (Grades 6-10)

School Year 2021-2022 Report Jan 14, 2022

Current CCHS Enrollment:

Cohort Group	Grade Level	Enrollment as of Oct. 15, 2021	Enrollment as of Nov. 12, 2021	Enrollment as of Dec. 10, 2021	Enrollment as of Jan. 14, 2022
#3	G. 10	44	46	45	45
#4	G. 9	71	73	73	73
TOTAL		115	119	118	118

Current CCMS Enrollment:

Cohort Group	Grade Level	Enrollment as of Oct. 1., 2021	Enrollment as of Nov. 12, 2021	Enrollment as of Dec. 10, 2021	Enrollment as of Jan. 14, 2022
#5	Gr. 8	76	76	73	72
#6	Gr. 7	70	69	64	63
#7	Gr. 6	93	92	92	91
TOTAL		239	237	229	226

CCMS Attendance Statistics:

C o h o r t g r o u p	G r a d e l e v e l	Attendance Rates	Attendance Rates		
		Seo 14. '21 - Oct 15. '21	Oct 18. '21 - Nov 12. '21	Nov. 15. '21 - Dec. 10. '21	Dec. 13, '21 - Jan. 14, '22
#3	Gr. 10	93%	91%	84%	76%
#4	Gr. 9	95%	94%	90%	77%
#5	Gr. 8	89%	90%	89%	78%
#6	Gr. 7	92%	89%	88%	82%
#7	Gr. 6	83%	84%	83%	84%
CCMS Average		88%	88%	86%	81%
CCHS Average		94%	93%	88%	76%
6-10 Average		90%	90%	87%	79%



*** Please note that these numbers are due to the errors in the enrollment and registration.**

ATTENDANCE:

- Staff and scholar attendance rates have been negatively affected by the recent uptick in reported COVID-19 cases.
- Remote Learning was the only instructional option offered from Dec 16 - January 7, 2022. There was no missed instructional time with the switch to remote learning, as our systems in place keeps us ready to use either instructional mode at any time.
- Scholars and staff have been vocal about their preference for in-person learning, but the teams did all that was possible to ensure that instruction, attendance, and engagement did not suffer too badly.

STAFFING:

- CCMS has made gains in staffing. To date only the following vacancies still stand:
 - Grade 7 Science Teacher
 - Grade 7 SS Teacher
 - Spanish Teacher
 - Grade 6 SWD Teacher - In the meantime teachers are scheduled to provide SETTS Services to scholars.
 - Grade 7 SWD Teacher - In the meantime teachers are scheduled to provide SETTS Services to scholars.
 - Family Engagement Coordinator (6-10)
- CCHS has made gains in staffing. To date only the following vacancies stand:
 - English 9 Teacher - Candidate is scheduled to begin on February 1, 2022.
 - English 10 Teacher - Principal Gordon is covering this class until a teacher is hired.
 - Grade 10 SETSS Teacher - In the meantime, a teacher is scheduled to provide SETTS Services to scholars.

NB: CCHS anticipates the exit of the PE/Health Teacher and the Grade 9 Math Teacher. To date The Principal has reached out to Ms. Luton who has urgently begun the search and is actively searching for the ELA and Health/PE teachers.

SOCIAL-EMOTIONAL LEARNING (SEL)

- Covered in the homeroom (8:00 a.m.-8:25 a.m.) Grades 6-10 continue with the Second Step SEL lessons focusing on Bullying and Harassment. Teachers have been provided with the PD for this Unit.
- The Mood Meter has also been incorporated as part of the classroom SEL support. As well as using the first seven minutes of classes at certain periods of the day to check in and establish scholars' moods. We believe that this support will help us improve our scholar's academic standing as well as we encourage them to speak about their feelings and as we validate their feelings as well—giving way to strategies to help them cope.
- The importance of the social-emotional lessons is to provide a foundation for safe and



positive learning to provide scholars with the strategies necessary to succeed in school, careers, and life. We continue to focus on all 5 of the SEL Competencies throughout the school year.

CURRICULUM, INSTRUCTION, AND ASSESSMENT

- i-Ready MOY Assessments began on January 13, 2022. 25% of our scholars in both CCMS and CCHS have not begun these assessments yet due to attendance. Following best practices, we are not administering the i-Ready assessments to students who are not in a controlled test environment on the premises where they can be monitored. This will ensure that our data is as valid as possible.
- The Lavana Group continues the Close Reading work with grades 6-10. Consultants coach and observe lessons in the classroom on demand alongside leadership and provide teachers with feedback on the teaching of Close Reading. On January 19, 2022, a Close Reading diagnostic will be conducted to take stock of where our scholars are in preparation for Test Prep.
- Scholars have been grouped to make RTI a more structured instructional work in our school. The 2019 New York State Assessment data and the B.O.Y. Diagnostic data were used to guide this work.
- Enrichment clusters were also arranged using the Renzulli Survey data, however, due to COVID Safety precautions, in-school enrichment clusters have been grouped by homeroom and mixed interest. At CCHS scholars have the choice of two clusters, which are being adjusted to incorporate as little contact as possible. These clusters occur at CCHS during the lunch period.

SPECIAL EDUCATION SERVICES

- Grades 6-8 CLASSROOMS
 - At Grades 6-8, teachers have been recruited to provide SETSS tutoring during their prep times.
 - Ms. Jasmine Hunter has taken on the additional role of SPED Liaison for Grades 6-10 while maintaining services to Grade 8 IEP scholars.
- ENL services are provided on a consistent schedule by Ms. Ana Gomez.

DIGITAL PLATFORMS

- Grades 6-10 scholars are using a combination of digital notebooks and hardcover notebooks for all courses at this time to build writing and engagement stamina. We continue to utilize all our platforms with our eyes on maintaining remote learning strategies and the brick and mortar classroom. A recent shift was implemented to curtail the use of chromebooks to just 9% of the instructional time in an effort to maximize engagement.

PARENT AND SCHOLAR OUTREACH and ACCESSIBILITY

- Attendance letters and nudge letters were sent out to parents via ParentSquare and hard US Mail at CCMS and CCHS.
- The CCHS Social Scientist Team has been working with scholars to bring about a clearer



understanding of their academic standing with respect to credits earned toward graduation.

- Efforts continue with respect to getting Parents to register in ParentSquare.

PROFESSIONAL DEVELOPMENT

- **GRADE TEAM PLANNING AND ONGOING PROFESSIONAL DEVELOPMENT**
 - Professional development takes place daily:
 - Mon-Thu 11:10 PM to 12:00 PM for Grade 6
 - Mon-Thu 12:50 PM to 1:40 PM for Grades 6-10 core instructors
 - Fridays from 1:30 PM to 4:00 PM
 - Close Reading - Lavinia Reading Group Consultants on site.
 - Universal Design for Learning, Specially Designed Instruction PD, and Progress Monitoring PD were completed and implemented into lesson plans.
- **VERTICAL DEPARTMENT PLANNING**
 - Department Teams continue to meet to discuss instructional planning across disciplines.

INSTRUCTIONAL OBSERVATIONS

- The CCMS-CCHS Admin Team members have been regularly supporting instructional periods throughout the day to ensure that instruction is taking place and that outreach is performed as needed. Informal observations have begun in the form of Check-ins. TeachBoost is being used for this task, with a target of 2 long observations and 5 short observations across the board for the school year.
- Mid-Year Evaluations have begun, with a goal to complete these meetings by January 26, 2022.



Attachment #5



Director of Pupil Personnel Services

January 2022 Board Report

Covid-19

Here are the current vaccination numbers for our staff:

169 Fully vaccinated

1 exemption

- Collaborated with St. Johns to provide a vaccination event. There were 92 families that took advantage of this opportunity.
- CIC Health is now a partner with our school to provide in-school testing. CIC Health offers comprehensive COVID-19 testing services that are accessible, fast, and easy. COVID testing occurs weekly on Tuesday's.
- The newly hired School Health Liaison is continuing to be trained in all COVID-19 protocols.
- Oversee all COVID-19 protocols and provide supervision to the School Health Liaison
- Support the school community with answers to COVID-19 questions
- Follow-up with families with any concerns during their scholars isolation period
- Attend weekly Sector-Wide Q&A Calls with the NYC DOE & DOHMH to stay informed of all updated COVID-19 protocols, and inform all leaders about the updates
- Oversee next steps for staff and scholars when they have a positive COVID-19 test result
- Coordinated the newly implemented Test & Stay program school-wide

Pupil Personnel Director

Elementary

- Met with the elementary school principal about next steps for the Attendance team to improve attendance for all grades
- Review Second Step lesson pacing data, to ensure all classes are on track with the SEL lesson schedule
- The elementary school locations has begun using the behavioral referral form to identify the scholars that are at-risk. There are now more scholars identified to receive these one-on-one counseling sessions.

- Collaborated with Cohen's Children Medical Center to provide workshops to the students about Mindfulness practices
- Supported the Social Worker at this site to create behavior support plans for scholars experiencing impulse control difficulties
- Attended CST meetings for scholars in grades K-5.

Middle and High School

- There is a continued effort to provide scholars with programs from the Cohen Children's Medical Center to provide classes on Body Image and Social Media and Healthy Relationships. We will continue to collaborate to service scholars in various areas of need.
- Conducted the monthly SEL meeting with the Middle and High School SEL team to prepare for the Second Step Mid-Year Check-in, and reflect on the impact the material is having on the scholars social and emotional well being
- Trained the Student Support Team on evaluating Second Step lessons
- Begin to administer the SEL survey for the scholars to determine where our students are socially and emotionally

All sites

- Provided professional development opportunities for the Student Support Teams in the following areas:
 1. Principal Restorative Practices
 2. R.U.L.E.R. Yale Center for Emotional Intelligence
- Provide Social Workers with tools to support our families in the shelter system

Family Engagement Coordinators

1. Met with the FEC, to collaborate with St. John's Episcopal Hospital to provide our school community with booster shots, vaccinations, flu shots. They provide all three brands of vaccinations.
2. Will collaborate with the FEC on attendance interventions to promote the importance of daily attendance and being on time.



Attachment #6



Challenge Charter School Communications Report - January 2022

Kim Messer, Director of Communications

This Mid-Year report was prepared for our staff and will go out the week of 1/17.

CCS COMMUNICATIONS MID-YEAR REVIEW 2021-22

As we begin 2022, let's take a moment to reflect on all the positive moments and highlights from the first few months of the 2021-22 school year. YOU have been instrumental in sharing our amazing story, and I thank you. Thank you for your submissions and post ideas, for your "likes, comments, and shares", and for your support so far this year. You are helping our families and the greater community see into the daily life of our school at a time when we have to limit visitors in our buildings.

You are doing great things. Our scholars are doing great things. My hope is that this Mid-Year Review reminds you of how important it is to our community to share the good that takes place in our halls and classrooms. As we talked about in August during Professional Development Week, we all have a responsibility in recruiting and promoting because enrollment affects each and every one of us. Your engagement can help us reach full enrollment for 2022-23.

I look forward to seeing all the new stories to come in 2022 featuring our Challenge Charter School Cheetahs.

Happy New Year,
Kim Messer

December
FOLLOWERS 1198

July 2021
1055

August 1 to December 31

535 STORIES
431 POSTS

On Facebook and Instagram

Do you believe in the power of positive male influence? Then, help us **#AddDad** to our accounts. **75-80% of our followers are women.** Invite dads to follow us!

TOP 5 POSTS

Based on People Reached

#1 BACK TO SCHOOL

#2 K-5 CAREER DAY

#3 SIBLING PREFERENCE APPLY NOW!

#4 DANCE VIDEO

#5 FIRST DAY OF SCHOOL PHOTOS FROM FAMILIES



Thank you!

Please keep sending your stories to photos@challengecharterschools.org.

Recruitment/Application Mid-year Review:

Expenses related to promotions between July 2021 and the first week of January 2022 total approximately \$20,000 for various print ads, printing brochures, bus shelter ads, and a special summer Vanguard mailing.

381 applications for 2021-22 (post-lottery) and 363 applications so far for 2022-23 have been received for our marketing efforts. **Of note:**

- Between 12/11-1/10, 24 applications were received AND 24 registered. Also, 135 applications were received for 2022-23.
- This does not include the Vanguard mailing as it had not gone out.
- Bus shelter ads that ran late November to end of December gained 29 applications. It was our only advertising out there at the time.
- We received 6 applications after a special ad that ran the last two weeks of December for families interested in making a mid-year school change.
- Outreach to 11 preschool and other school sites was done in December.
- Because I am doing almost all of the design in-house, we are saving thousands of dollars and streamlining our marketing efforts.

We hosted our first Virtual Open House of the season to promote our High School on Thursday, January 13. Over 20 were in attendance plus staff and teachers.

Open Houses continue through March.

We invite you to attend!



Now Accepting Applications for the 2022-23 School Year



RSVP via
QR Code
or website

Join us for a Virtual Open House

Thursdays at 5:30P or Saturdays at 10:00A

challengecharterschools.org/apply

Elementary

- Thursday, January 27
- Thursday, February 17
- Thursday, March 10

Middle School


- Thursday, January 20
- Thursday, February 10
- Thursday, March 17

High School

- Thursday, January 13
- Thursday, February 3
- Thursday, March 3

Grades K-11

- Saturday, January 22
- Saturday, February 12
- Saturday, March 12



Questions?
Contact Enrollment
Call 347-990-1875 ext 5193
Or visit 1520 Central
Avenue, Far Rockaway

BE SURE TO
MENTION THIS AD!

Rev. Dr. Les Mullings,
Founder/CEO



Attachment #7



January 11, 2022

Ms. Natalie Zadok: Director of Special Education Grades K-10

1. Develop a Vision

- Developing a streamlined vision for the Special Education Department that exemplifies integrity, equity, collaboration and empowerment for all scholars and their families to be exhibit best academic and social emotional achievements.
- Meeting with Administration and School building leaders to assess the current Special Education Program in order to incorporate specific tools to strengthen the management of Scholars with IEP's across all Grades K-10.
- Gaining staff buy-in by means of empowering them to maximize scholar's with IEPs goals as well as academic achievements as well as social emotional milestones.

2. Special Education Scheduling and Planning: Maintaining the Special Education IEP Spreadsheet and Caseloads

Requires entering every scholar's Grades (K-10) OSIS# in SESIS to identify scholars with IEPs in order to align them with the correct services and providers needed

3. IEP Mandates & Service Totals Grades K-10

Site	Grade	Total # Of IEPs	Related Services				
			ICT	SETTS	Speech	Counseling	OT
Elementary	K	20	7	1	14	6	10
	1	21	15	2 (At Risk)	17	4	15
	2	17	10	2	7	4	11
	3	11	10	1	7	3	2
	4	14	8	1	13	3	2
	5	12	10		1	4	4
Middle	6	18		6	7	4	None
	7	7	1	5	6	3	None
	8	14	1 Pending a CSE Switch	7	8	8	None
High	9	11	None	10	4	3	None
	10	7		7	3	4	None
Totals		152	62	43	90	46	41

4. Staffing

- All Special Education Certified Instructors have filled vacancies.
- Grades 6-8 Admin has stated is seeking Certified Setss Teachers
- Grades 9-10 Admin has stated seeking Certified Setss Teachers

5. Billing

- Collaborating with finance to ensure that all date is aligned for Vendor Portal
- Supporting Special Education Liaisons to deliver accurate data for Sped Billing
- Requested a Billing timeline for the remainder of the year so that Sped staff can be aware of pertinent billing deadlines to ensure seamless transmission to the billing department.
- Suggested an In-House excel sheet be circulated at all sites with a list of recent discharges as well as new admits to ensure Sesis data is compliance with In-House changes in order to assist with billing discrepancies
- Continuous support to both Special Education Liaisons at K-5 as well as 9-10

6. Current Action Items

- Supporting the needs of K-5 as well as 6-10 Special Education Liaison with (CSE#4) Policies and Procedures to ensure that all IEP cases are assigned annual, tri-annual, re-evaluation , initial and misaligned IEP meeting dates. Gathering all data such as Teacher Reports, IREADY, F&P, Behavioral Anecdotal logs from designated staff in order to submit to the CSE. Coordinating, sitting in on as well as leading all CSE meetings Grades K-10 until the new hire in Grades 6-10 is trained as well as a new liaison to be hired in Grades K-5.
- Ensuring the partnership with CSE District #4
- Ensuring that related service agencies are appointed to CPCS in order to ensure related service (Speech, OT, PT, and Para) services begin in a timely manner to avoid any lapse in services provided to scholars.
- Collaborating with CSE to assign related service providers, as they are resolving a shortage of employee barriers due to non-compliance of the vaccine mandate.
- Supporting the ELL provider to send home 200 Home language surveys for Grades K-2 as the data was missing, hence not allowing the ELL provider to administer the Nysitell Exams.
- Continuing to tally the returned parents' surveys.
- Assessing the space in each facility in order to secure a private area for CSE Psychologists and Social Workers to interview parents as well as assess and test scholars. Collaborating with Admin to ensure that there are ample conditions for SETTS providers to efficiently pull scholars for individual and small Group interventions.
- Collaborating with Grades K-5 Provider, Mr. Salazar as well as CCMS ELL provider Ms.Gomez to ensure all ELL scholars are re-assessed as well as initially assessed to gain clear benchmarks of scholar's ELL plans.
- Collaborating with ELL External Consultants to implement academic plans that will fully encourage our ELL scholar's overall success and achievements according to their individualized needs and goals.
- Aligning ELL Charter goals and policy to the ELL Program Grades K-10.
- Weekly check-ins to manage current caseload with District Psychologist to ensure alignment and discuss particular issues that arise within each case.
- Attending and supporting IEP meetings Grades K-10 to ensure compliance and continuity of suggested programs remain intact.
- Attending CST meetings to support Social Emotional, Behavioral as well as Academic Supports Grades K-10
- Assisting newly hired employees to attain SESIS access by collaborating with the Director of Operations to enter them into the Galaxy system.

7. Mobilizing Community Resources to support families with scholars with IEPs to secure the necessary external resources needed for scholars to maintain best academic as well as social emotional benchmarks

this 2021-20220 school year.

- Partnering with New Horizons and Sheltering Arms Agencies in Far Rockaway to ensure that families receive the services needed upon initiating the need for community support.
- Providing families with access to their parental rights under the IDEA Law that serves as a guide for parents with scholar's IEP compliance as well as parent empowerment support guidelines.
- Conducted one on one Parent meetings via Google Meet and Telephone conference to address specific needs that arise prior to the first day of school for scholars with IEP's services that include Initiating, Maintaining as well as Re-Evaluating scholar's IEP cases.
- Providing support staff with Suicide Prevention resources for scholars.
- Collaborating with Liaisons and the Parent Coordinator to secure appointment slots to assist parents to secure a Speech and OT provider via the RSA process.
- Seeking Community and CSE support for scholars experiencing trauma-related incidents such as accidents and or inability to attend in-person school due to comorbidity conditions that promote greater risk with COVID-19 risks.
- Supporting parents of scholars with IEPs to attain door-to-door as well as closest curb pick up and drop off services.
- Supporting families with scholars that have IEP's attain necessary resources needed as a direct result of COVID-19.
- Aligning with Community Physicians and Health Care Clinics that can support families with IEPs, immediate health and social emotional well-being as well as assessments for initial IEPs.

8. Sites (K-10) External Providers COVID-19 Preparation

- Delivering CPCS COVID-19 Guidelines and Safety Protocol to all Related Service agencies providers that will be conducting in-person sessions with Scholars at all sites.
- Related Service agencies have received a copy of the CPCS COVID-19 safety policy and have agreed to have their providers adhere to the CPCS COVID-19 Safety measures.
- Collaborating with CSE to conduct misaligned Scholar IEP meetings to ensure compliance
- Weekly Check-Ins with providers to ensure session compliance
- Aligned with the CSE Chairperson of Related Services to ensure SESIS Encounter Attendance for providers to conduct.
- Aligning with Related Service Agencies to request transmittal from the CSE for new admits that have an IEP.
- Managing provider's time sheets and attendance to ensure efficiency of session service.

9. Professional Development Resources

- Meeting with the Special Education Collaborative to review a package that will suit the needs of CPCS staff Grades K-5 for Special Education Workshops that include (Co-Team Teaching Strategies, Specially Designed Instruction, creating Behavior Intervention Plans as well as Functional Behavior Analysis plans etc.).
- Meeting with ELL External Consultants to create plans to enrich the ELL Department via identifying, testing and aligning ATS data to ensure that scholars' home language is precise in order to administer the NYSITELL Exam.
- Creation of In-house Professional Development Presentations that highlight Special Education tools, resources and guidelines to staff.
- Mentoring Special Education Liaisons Grades K-5 & 6-10 on proper dialogue to conduct discussions with families on sensitive issues.
- Creating individual plans for scholars with IEP's that have missed extensive days due to medical conditions that can be complicated should they contract COVID-19 Plans include Teacher check-in's as well as distribution of instructional items on a bi-weekly basis , parent training on how to access instructional supports on scholars chrome books as well as social emotional check-ins and support .



Attachment #8



Student Enrollment and Recruitment Monthly Report
 Janisa Vaughn, Director of Student Enrollment and Recruitment
 January 14, 2022

CCS STUDENT ENROLLMENT

TOTAL ENROLLED	963
Approved Charter Enrollment	1056

Site	Grade	2021-22 SY Charter Goal	Scholars Currently Enrolled 1/14/22
Elementary	K*	120	103
	1*	120	115
	2*	120	116
	3	96	96
	4*	96	94
	5	96	95
Total			619
Middle	6	96	91
	7*	72	63
	8	72	72
Total			226
High	9	72	73
	10	96	45
Total			118

2022-2023 SY Lottery Applications	
Grade	# of Applications Received as of 1/14/22
K	105
1	14
2	13
3	10
4	24
5	27
6	75
7	17
8	20
9	65
10	11
11	8
Total	389

* The waitlist is currently exhausted.

As of January 3, 2022, enrollment is beginning to increase due to active recruitment and marketing/advertising. Student enrollment was steadily declining for the first half of the school year. The waitlist is exhausted for grades K, 1, 2, 4, and 7. There are two 10th graders on the waitlist. They will enroll at the end of the month to avoid losing full credit for the semester at their current school. Student retention is still an area of concern at the elementary site.

STUDENT RECRUITMENT

- 24 scholars were recruited from **12/11/21-1/10/22** for the 2021-2022 school year. **24 scholars** were newly enrolled at the elementary site.
- The Shelter Bus advertisements will continue to be posted until the end of March 2022. The advertisements are placed in 5 locations throughout the Rockaway peninsula and are expected to attract over 450,00 viewers. We received 135 additional lottery applications.
- Vanguard Mailings was sent to families in District 27 for Kindergarten-Grade 11 enrollment.
- Virtual Open Houses will run every Thursday from 5:30 pm-6:30 pm and one Saturday each month from 10:00 am-11:00 am via Zoom. Please see the schedule below. The Director of Student Enrollment and Recruitment will work collaboratively with the Director of Communications, Director of Technology, Student Enrollment and Recruitment Coordinator, and Site Leaders to host the events. The first open house was held on Thursday, January 13, 2022. There were 49 registered attendees. 25 of them actively viewed the presentation. We received 10 additional applications from the event.



Student Enrollment and Recruitment Winter Open Houses 2022



Location	Virtually via Zoom			
Day of the Week	Thursday's			Saturday's (K-11)
Time	5:30pm-6:30pm			10:00am-11:00am*
Site	Elementary	Middle	High	(See notes below)
Date	January 27, 2022	January 20, 2022	January 13, 2022	January 22, 2022
	February 17, 2022	February 10, 2022	February 3, 2022	February 12, 2022
	March 10, 2022	March 17, 2022	March 3, 2022	March 12, 2022
*Updated 12/6/21				



Attachment #9



Director of Operations

On Maternity Leave



Attachment #10



Director of Technology Report

Jan. 2022 - Dale Richardson

—

I: Current Work

A: eRate information gathering

- Information is currently being gathered to submit our annual eRate application, as we are still eligible for Category 1 funding (internet service).
- The FCC's E-Rate program makes telecommunications and information services more affordable for schools and libraries. With funding from the Universal Service Fund (fcc.gov/general/universal-service-fund), E-Rate provides discounts for telecommunications, Internet access, and internal connections to eligible schools and libraries.
- Discounts range from 20 to 90 percent and are based on the poverty level of the schools. Rural schools and libraries may also receive a higher discount. Recipients must pay some portion of the service costs.
- See the list of eligible services at usac.org/e-rate/applicant-process/before-you-begin/eligible-services-list/.

B: NYSED/NYC DOE Digital Equity Questionnaire for ALL Scholars.

- The DOE created a new website in December, which has streamlined the process and made the collection of data much simpler for our families: <https://nysdigitalequity.osdcp.org/>
 - Notifications were sent to families via Parent Square on 12/22/21.
 - 287 responses have been entered into the NYCDOE-hosted Digital Equity Family Questionnaire system, as of 1/10/22.
 - The New York State Education Department (NYSED) requires all school districts, including charter schools, to collect information from families about student access to devices and the internet for the 2021-2022 school year.
 - Collection is at an individual OSIS level and will be ongoing throughout the winter.
-



- The tech team is requesting the assistance of our principals, teachers, communications team, operations team, parent teacher coordinators, and any other staff member(s) willing to assist with contacting parents to encourage the completion of the survey.
- Challenge's Director of Operations and Parent Engagement Coordinator have assisted thus far.

C: Remote distribution of Chromebooks and HotSpots.

- Our 1:1 assignment of grades k - 10 Chromebooks was completed in September of 2021.
- As stated in September's report: Scholar's at 1520 Central and 12-79 Redfern have all been assigned individual Chromebooks, which are taken to and from school.
- As stated in September's report: Scholar's at 710 Hartman and 1526 Central are assigned Chromebooks which are housed in the classrooms.
- Hotspots are distributed as a need arises.
- I suggest the creation of a vetting system, as to mitigate against individuals who seek to take advantage of the HotSpot initiative.

II: Future Work

A: A single phone number to reach our entire organization?

- In an effort to increase customer experience. I have made an inquiry to revamp our phone system under a single unified number.
- Once the user dials the new number, they will have the ability to choose the site they wish to contact.
- Having a single unified number will assist with advertising, by allowing flyers to be a little less cluttered.



- A single unified number will also be useful for our web presence. Ex: When one google's "Challenge Charter School," google currently presents the phone number for 710 Hartman Lane. Google should have a single number capable of reaching each site.
- A proposal will be provided by a vendor for consideration, with the goal of a summer implementation if approved.

B: Potential Security Cameras

- We are currently sourcing quotes for security video cameras, which are intended to be placed at 710 Hartman Lane and 1526 Central Avenue.
- These will be new systems and may incur the cost of additional servers and internet equipment, to manage the bandwidth.
- A proposal will be provided by a vendor(s) for consideration, with the goal of a summer implementation if approved.

D: Computer Lab at 1520 Central Ave

- Apple desktops have been ordered via RESO A Grant Funding.
- Interactive boards have been ordered via RESO A Grant Funding.
- Printers have been ordered via RESO A Grant Funding.
- We are currently awaiting the delivery of the ordered equipment.

III: Risk Factors or Challenges

A: eRate information gathering

- *Please note: In March of 2021, Challenge exhausted all Category 2 funding (Hardware and MIBS - Managed Internet Broadband Services, including our network administrators) for the next five years, while bringing 1520 Central online, as well as upgrading hardware throughout our sites at 710 Hartman and 1520 Central.



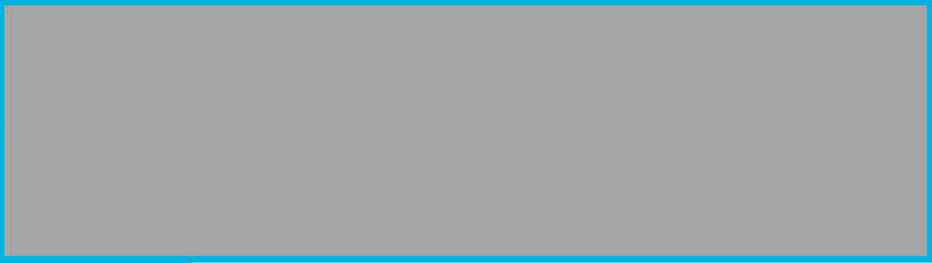
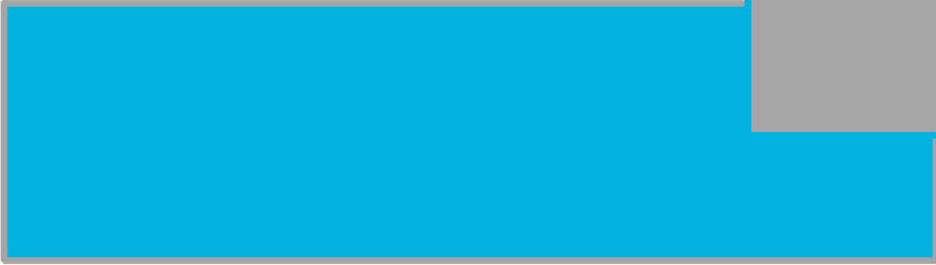
- As a result, for Category 2 our E-Rate budget is exhausted until the 2026/2027 funding year, or until our student count increases beyond 999 scholars.
- Challenge may be able to acquire further eRate funding once enrollment reaches over 999 scholars during an application period. 2023 - 2024 looks to be our next window of opportunity for eRate funding.

B: Chromebook shortage

- Scholars are transferring without returning their assigned Chromebook, which is leaving older devices to be assigned to some newly enrolled scholars.
- Each Chromebook that is not returned is a loss of \$350 (pre - depreciation).
- The Operations Team at Middle School have begun tracking discharged scholars' and have retrieved Chromebooks. This system should be implemented across all sites.



Attachment #11



Helping you to focus on what's important:
STUDENT ACHIEVEMENT

CSBM
CHARTER SCHOOL
BUSINESS MANAGEMENT

experience. expertise. execution.

Challenge Prep Charter School

Monthly Financial Report
December 2021

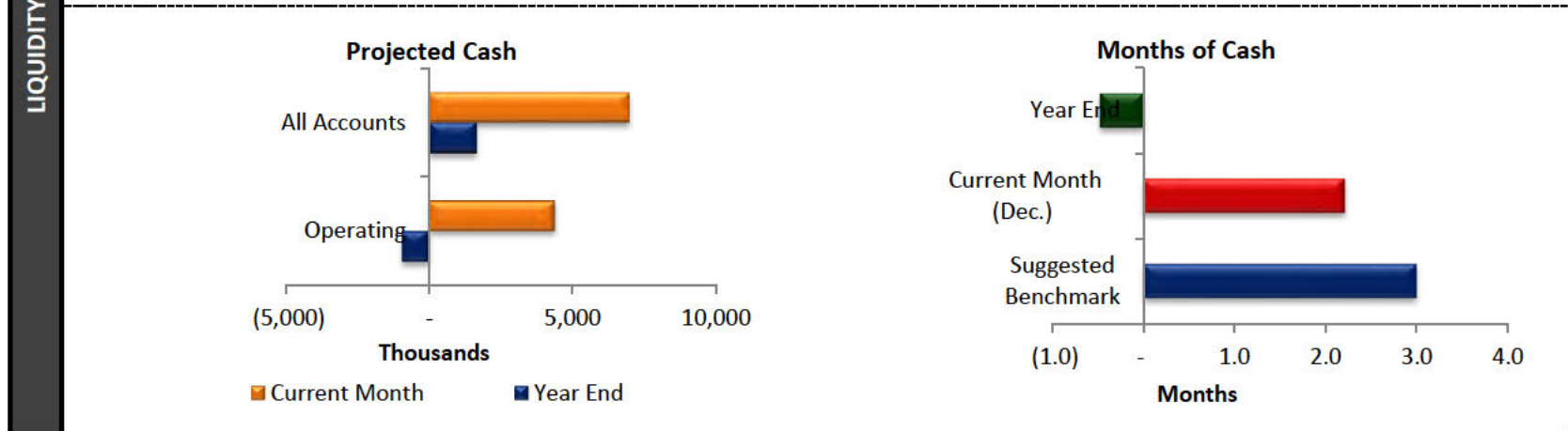


Challenge Prep Charter School

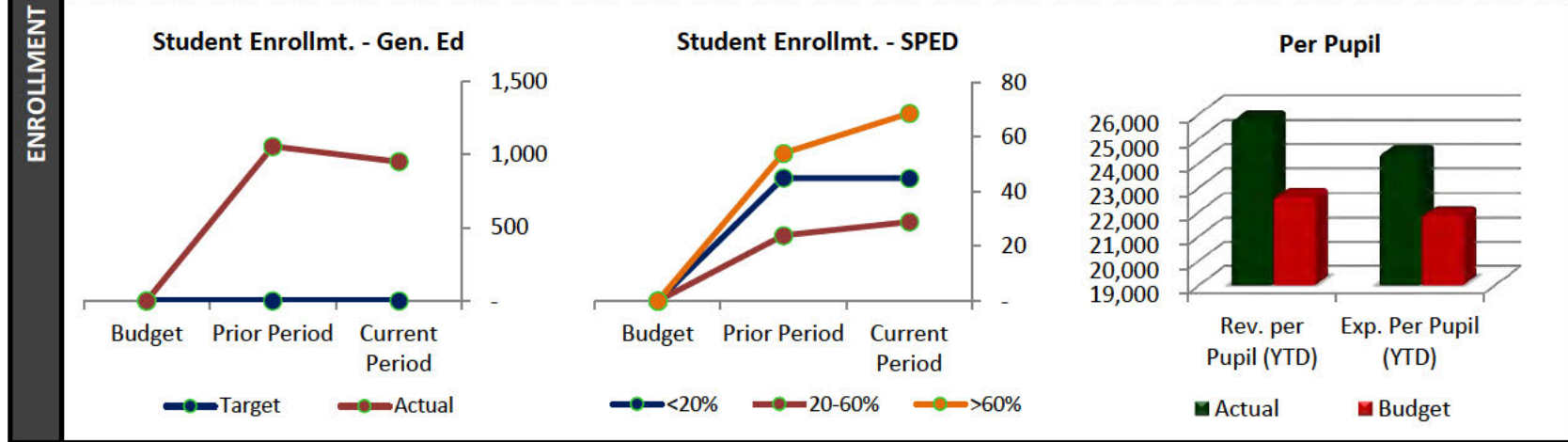
Financial Summary

For Period Ended December 31, 2021

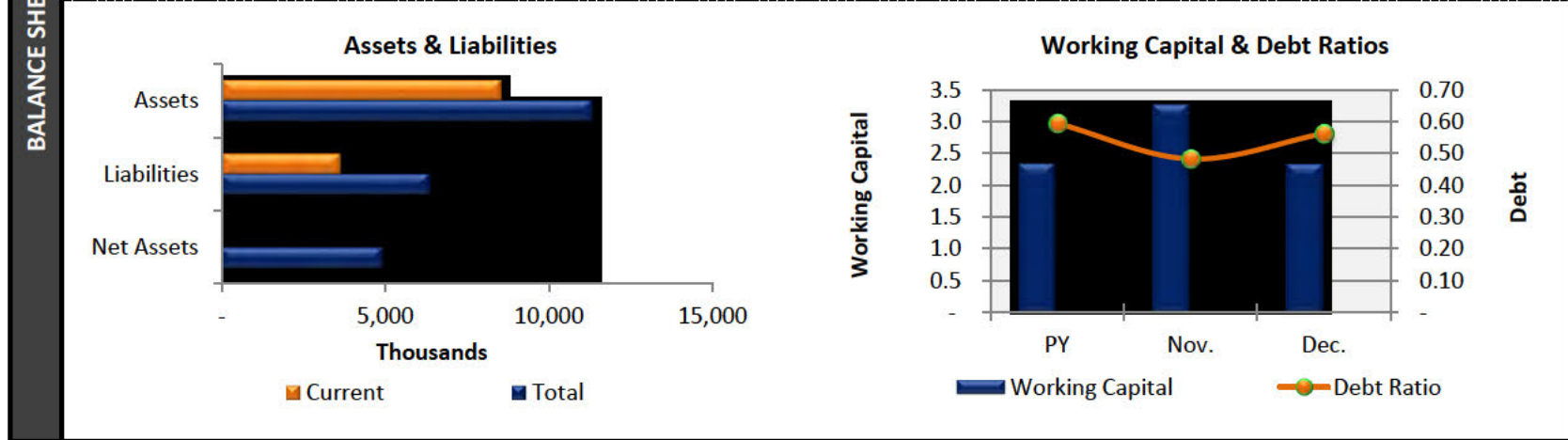
LIQUIDITY	Cash in Bank (Operating Account(s) Only: as of December 31, 2021)	\$ 4,378,444
	Projected months of cash on hand	2.2
	Cash in Bank (Total - All Accounts as of December 31, 2021)	\$ 6,969,950
	FY Ending Cash Available to Carryover to FY21-22 (Operating Account(s) Only)	\$ (937,958)
	Projected months of cash on hand	(0.5)
	FY Ending Cash Available to Carryover to FY20-21 (Total - All Accounts)	\$ 1,653,547



	Actual	Budget	Variance		Actual	Budget	Variance
General Ed	954.39	1,021.00	(66.61)	\$	15,413,463	15,629,468	(216,005)
SPED							
0 - 20%	45.02	41.00	4.02		-	-	-
20 - 59%	26.93	25.00	1.93		279,761	259,750	20,011
60% - Over	66.02	53.00	13.02		1,257,653	1,009,597	248,056
Total SPED	137.97	119.00	18.97		1,537,414	1,269,347	268,067



Total Current Assets:	\$ 8,549,892
Total Current Liabilities:	\$ 3,662,828
Working Capital (Current) Ratio	2.33
Total Assets:	\$ 11,330,513
Total Liabilities:	\$ 6,374,952
Debt Ratio	0.56
Total Net Assets:	\$ 4,955,560



	Actual	Budget	Variance
Total Revenue YTD:	\$ 12,083,514	\$ 11,529,430	\$ 554,084
Total Expenses YTD:	(10,750,362)	(10,350,093)	(400,269)
Net Operating Surplus(Deficit):	\$ 1,333,152	\$ 1,179,337	\$ 153,815

Challenge Prep Charter School

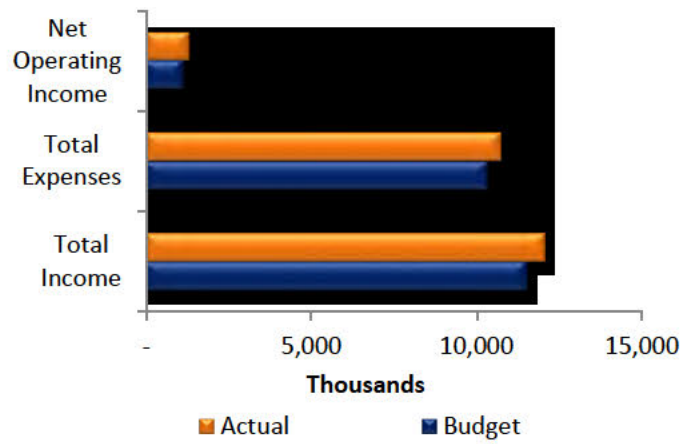
Financial Summary

For Period Ended December 31, 2021

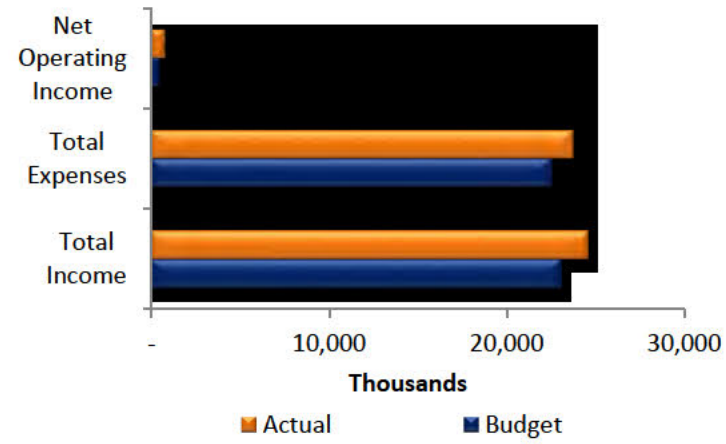
	<u>Projected</u>	<u>Budget</u>	<u>Variance</u>
Annual Projected Revenue:	\$ 24,613,724	\$ 23,097,145	\$ 1,516,579
Annual Projected Expenses (before depreciation):	(23,279,519)	(22,343,952)	(935,567)
Projected Net Operating Surplus(Deficit) before Depreciation:	\$ 1,334,205	\$ 753,193	\$ 581,012
Annual Projected Depreciation:	(500,995)	(230,840)	(270,155)
Projected Net Operating Surplus(Deficit) after Depreciation:	\$ 833,210	\$ 522,353	\$ 310,857
Capital Expenditure Requirements	\$ (900,000)	\$ -	\$ (900,000)
Total Cash Expenditures	\$ (21,878,524)	\$ (22,113,112)	\$ 234,588
Revenue per Pupil (YTD)	\$ 25,790	\$ 22,622	\$ 3,168
Expenditure per Pupil (YTD)	\$ 24,392	\$ 21,884	\$ 2,508

BUDGETING / REVENUE & EXPENSES

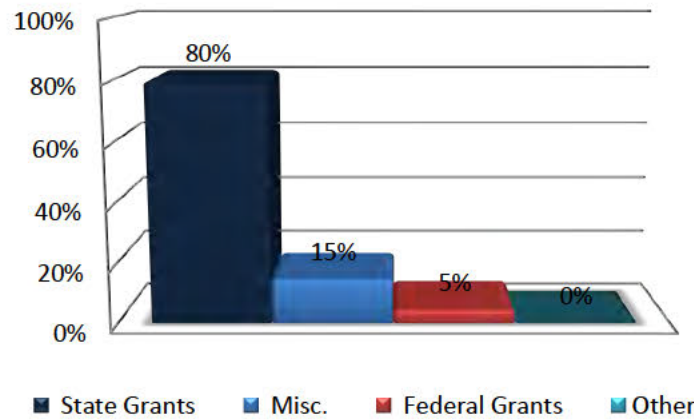
Year-To-Date (YTD)



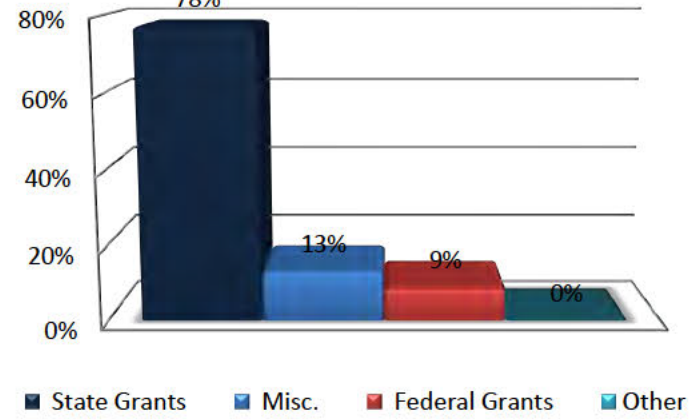
Year End (YE) Projection



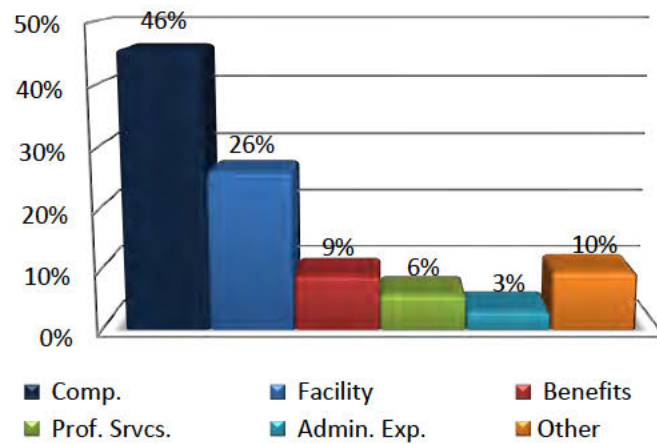
Revenue Breakdown YTD



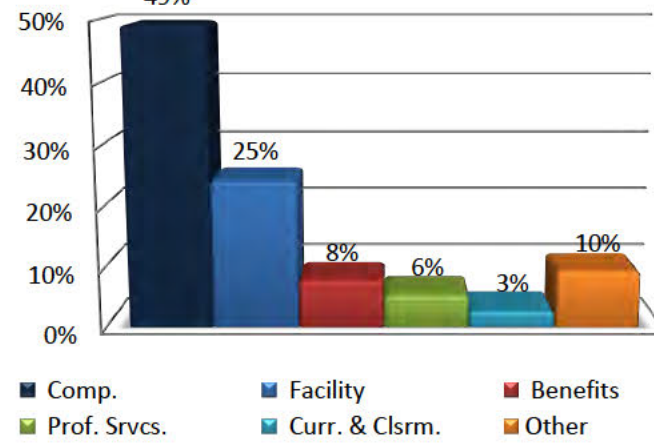
Revenue Breakdown YE



Expense Breakdown YTD



Expense Breakdown YE



Challenge Prep Charter School

Financial Variance Summary

Fiscal Year Ending 6/30/2022	Comments
Net Budget Surplus after Depreciation	\$ 522,353
Increase in Projected Annual Expenses	1,205,722
Net Projected Deficit Variance after Depreciation	<u>\$ 833,210</u>

**Challenge Prep Charter School
Budget vs. Actuals
Fiscal Year Ending June 30, 2022**

	December 31, 2021			YTD Through December 31, 2021			Projected FYE June 30, 2022 Current Month				Comments
	Actual	Budget	Variance	Actual	Budget	Variance	Actuals - August 2021 - December 31, 2021 + Projected - June 30, 2022	Projections thru June 30, 2022	Annual Budget	Variance	
Income											
4100 State Grants	1,615,804	1,631,484	(15,680)	9,714,413	9,788,901	(74,488)	9,395,662	19,110,075	19,616,816	(506,741)	GenEd based on 954.394. SpEd budget based on 66.022 over 60%; 26.926 20-59%
4200 Federal Grants	222,524	237,296	(14,772)	554,862	990,529	(435,667)	1,633,315	2,188,177	1,980,329	207,848	
4300 Contributions	-	-	-	-	-	-	-	-	-	-	
4400 Miscellaneous Income	206	125,000	(124,794)	1,814,239	750,000	1,064,239	1,501,233	3,315,472	1,500,000	1,815,472	
Total Income	1,838,533	1,993,779	(155,246)	12,083,514	11,529,430	554,084	12,530,210	24,613,724	23,097,145	1,516,579	GenEd based on 954.394 . SpEd budget based on 66.022 over 60%; 26.926 20-59%; Adjustments made to Lease Assistance based on unearned revenue for FY21.
Expenses											
Compensation											
5100 Instructional Staff	679,614	721,155	(41,541)	3,148,244	3,453,226	(304,982)	4,784,119	7,932,362	8,653,862	(721,500)	Adjusted based on payroll with allowance for hiring
5200 Non-Instructional Staff	221,913	205,934	15,979	1,250,341	1,235,604	14,736	1,256,122	2,506,463	2,471,209	35,254	Based on budget
5300 Pupil Support	117,937	106,739	11,198	541,918	640,433	(98,515)	768,023	1,309,941	1,280,867	29,075	Based on budget
5000 Compensation	1,019,464	1,033,828	(14,365)	4,940,503	5,329,264	(388,762)	6,808,264	11,748,767	12,405,938	(657,171)	Salary projections based on budget
5400 Benefits	191,715	158,858	32,857	983,740	953,150	30,590	932,461	1,916,201	1,906,300	9,901	
6100 Administrative Expenses	47,889	46,802	1,087	332,107	285,681	46,426	289,621	621,728	566,494	55,234	Adjusted based on actuals
6200 Professional Services	85,673	75,167	10,506	629,520	434,000	195,520	691,728	1,321,248	921,500	399,748	Based on actuals
6300 Professional Development	56,747	14,424	42,323	174,633	75,455	99,179	262,921	437,554	162,000	275,554	Based on actuals
6400 Marketing and Staff/Student Rec	40,970	8,025	32,945	73,649	48,150	25,499	80,651	154,300	96,300	58,000	Based on budget
6500 Fundraising Expenses	-	4,458	(4,458)	-	26,750	(26,750)	53,500	53,500	53,500	-	Based on budget
7100 Curriculum & Classroom Expenses	65,599	30,130	35,468	300,473	152,324	148,149	363,039	663,512	372,120	291,392	Based on actuals
8100 Facility	558,689	472,131	86,558	2,812,146	2,832,787	(20,641)	3,044,180	5,856,326	5,665,575	190,751	Based on actuals
8200 Technology/Communication Expens	35,836	16,102	19,734	249,748	96,612	153,135	252,289	502,036	193,225	308,811	Based on actuals
8800 Miscellaneous Expenses	-	83	(83)	3,347	500	2,847	1,000	4,347	1,000	3,347	
8900 Depreciation Expense	133,774	57,710	76,064	250,497	115,420	135,077	250,498	500,995	230,840	270,155	
Total Expenses	2,236,355	1,917,720	318,635	10,750,362	10,350,093	400,269	13,030,152	23,780,514	22,574,792	1,205,722	
Net Income	(397,822)	76,059	(473,881)	1,333,152	1,179,337	153,815	(499,941)	833,210	522,353	310,857	
Capital Expenditures											
Furniture, Fixtures & Equipment	104,767	-	104,767	693,858	-	693,858	136,142	830,000	-	830,000	
Facility and Construction	-	-	-	45,223	-	45,223	24,778	70,000	-	70,000	
Website	-	-	-	-	-	-	-	-	-	-	
Total Capital Expenditures	104,767	-	104,767	739,080	-	739,080	160,920	900,000	-	900,000	

**Challenge Prep Charter School
Cash Flow Projection as of December 31, 2021**

Annual Budget FY21-22	Projected July 21 - June 22	Projected Nov 21 - June 22	January	February	March	April	May	June	July + Subsequent FY21-22 Items
Beginning Cash Balance (Operating) 4,804,870	6,645,873	4,378,444	4,378,444	2,218,432	3,407,287	1,445,799	2,635,154	691,335	(1,252,485)
Projected Cash Receipts from Operations (below) 23,097,145	12,530,210	7,621,003	206	3,151,050	206	3,151,050	206	206	1,318,082
Projected Cash Disbursements from Operations (below) (22,574,792)	(13,030,152)	(12,578,742)	(1,930,417)	(1,930,137)	(1,929,637)	(1,929,637)	(1,927,679)	(1,927,679)	(1,003,556)
Net Cash from Operations 522,353	(499,941)	(4,957,739)	(1,930,211)	1,220,913	(1,929,432)	1,221,413	(1,927,474)	(1,927,474)	314,526
Cash Receipts from Accounts & Misc Receivables (not included in revenue below) -	-	-	-	-	-	-	-	-	-
Cash Disbursements for Accounts Payable & Accrued Expenses -	-	-	(197,743)	-	-	-	-	-	-
Capital Expenditures (below) -	(160,920)	(160,920)	(32,057)	(32,057)	(32,057)	(32,057)	(16,346)	(16,346)	-
Accounts Receivable -	-	-	-	-	-	-	-	-	-
PPP Loan Payable -	-	-	-	-	-	-	-	-	-
PPP Loan Interest Payable -	-	-	-	-	-	-	-	-	-
Ending Cash Balance (Operating Account) 5,327,223	6,306,852	(418,375)	2,218,432	3,407,287	1,445,799	2,635,154	691,335	(1,252,485)	(937,958)
Other Cash Accounts (Net of Transfers) 75,354	-	-	2,591,506	2,591,506	2,591,506	2,591,506	2,591,506	2,591,506	2,591,506
Total Cash (All Accounts) 5,402,577	6,306,852	(418,375)	4,809,938	5,998,793	4,037,304	5,226,660	3,282,840	1,339,021	1,653,547

Challenge Prep Charter School
Balance Sheet
YTD as of December 31, 2021

	Total	Comments
ASSETS		
Current Assets	-	
Bank Accounts		
1000 Cash		
1001 HSBC Checking - 0844	4,118,525	
1002 HSBC Checking - 0852	20,286	
1003 HSBC Checking - 0879	259,919	
1004 HSBC Checking - 0887	-	
1005 HSBC Money Market - 5972	2,501,219	
1006 Chase Escrow - 3060	70,000	
1007 Petty Cash	-	
Total 1000 Cash	\$ 6,969,950	
Total Bank Accounts	\$ 6,969,950	
Accounts Receivable		
1100 Accounts Receivable	538,718	
1200 Other Receivables - Salary Advance	-	
Total Accounts Receivable	\$ 538,718	
Other current assets		
1300 Prepaid Expenses	282,717	
1301 Prepaid Insurance	63,999	
1310 Prepaid Rent	694,509	
Total Other current assets	\$ 1,041,225	
Total Current Assets	\$ 8,549,892	
Fixed Assets		
1500 Furniture, Fixtures & Equipment		
1510 Office & Admin Computers & Equipment	256,303	
1511 Classroom Computers & Equipment	1,266,471	
1512 Classroom Furniture	523,884	
1513 Office Furniture	189,651	
Total 1513 Office Furniture	\$ 189,651	
1514 Musical Instruments	16,390	
1515 Computer Software	44,217	
Total 1500 Furniture, Fixtures & Equipment	2,296,916	
1519 Facility and Construction	127,589	
1520 Architect Fees	115,620	
1525 Fire Alarm System	7,500	
Total 1525 Fire Alarm System	\$ 7,500	
1530 Kitchen/Cafeteria	162,079	
1535 Construction In Progress	320,673	
1540 Leasehold Improvements	473,292	
Total 1519 Facility and Construction	1,206,752	
1610 Website	11,000	
Total 1610 Website	\$ 11,000	
1700 Accumulated Depreciation & Amortization		
1710 Accumulated Depreciation	(1,651,736)	

Challenge Prep Charter School
Balance Sheet
YTD as of December 31, 2021

	Total	Comments
1750 Accumulated Amortization	(8,311)	
Total 1700 Accumulated Depreciation & Amortization	\$ (1,660,047)	
Total Fixed Assets	\$ 1,854,621	
Other Assets		
1800 Security Deposits	925,999	
Total Other Assets	\$ 925,999	
TOTAL ASSETS	\$ 11,330,513	
LIABILITIES AND EQUITY		
Liabilities		
Current Liabilities		
Accounts Payable		
2000 Accounts Payable	186,418	
Total Accounts Payable	\$ 186,418	
Other Current Liabilities		
2100 HSBC Loan Payable	-	
2300 Accrued Salaries/Taxes	-	
2301 Accrued Expenses	11,325	
2303 Accrued Interest - PPP	-	
2400 Unearned/Deferred Revenue	3,463,530	
Total Other Current Liabilities	\$ 3,476,410	
Total Current Liabilities	\$ 3,662,828	
Long-Term Liabilities		
2700 Deferred Rent Liability	2,712,124	
Total Long-Term Liabilities	\$ 2,712,124	
Total Liabilities	\$ 6,374,952	
Equity		
3100 Retained Earnings	3,622,409	
Net Income	1,333,152	
Total Equity	\$ 4,955,560	
TOTAL LIABILITIES AND EQUITY	\$ 11,330,513	

Challenge Prep Charter School
Statement of Cash Flows
YTD as of December 31, 2021

	Total	Comments
OPERATING ACTIVITIES		
Net Income	1,333,152	
Adjustments to reconcile Net Income to Net Cash provided by operations:		
1100 Accounts Receivable	(173,270)	
1200 Accounts Receivable:Other Receivables - Salary Advance	-	
1300 Prepaid Expenses	(73,968)	
1301 Prepaid Insurance	(63,999)	
1310 Prepaid Rent	(360,334)	
Inventory Asset	-	
2000 Accounts Payable	(495,969)	
2100 HSBC Loan Payable	(1,792,512)	
2300 Accrued Salaries/Taxes	(725,253)	
2301 Accrued Expenses	(77,974)	
2303 Accrued Interest - PPP	(17,160)	
2400 Unearned/Deferred Revenue	3,147,985	
Total Adjustments to reconcile Net Income to Net Cash provided by operations:	(632,453)	
Net cash provided by operating activities	700,699	
INVESTING ACTIVITIES		
1510 Furniture, Fixtures & Equipment:Office & Admin Computers & Equip	(7,154)	
1511 Furniture, Fixtures & Equipment:Classroom Computers & Equipment	(421,923)	
1512 Furniture, Fixtures & Equipment:Classroom Furniture	(132,113)	
1513 Furniture, Fixtures & Equipment:Office Furniture	(132,667)	
1515 Furniture, Fixtures & Equipment:Computer Software	-	
1540 Facility and Construction:Leasehold Improvements	(45,223)	
1800 Security Deposits	-	
1710 Accumulated Depreciation & Amortization:Accumula	250,497	
Net cash provided by investing activities	(488,583)	
FINANCING ACTIVITIES		
2700 Deferred Rent Liability	51,960	
3000 Opening Balance Equity	-	
Net cash provided by financing activities	\$ -	
Net cash increase for period	264,076	
Cash at beginning of period	\$ 6,705,874	
Total Cash at beginning of period	\$ 6,705,874	
Cash at end of period	\$ 6,969,950	



Attachment #12

07 FY22 Monthly Personnel Report #7

Current Employees	Vacancies
170	6

Campus	Current	Vacancies	New Hires
Elementary School	90	1	0
Middle School	40	2	0
High School	26	2	1
Network Operations	14	1	0

New Hires	Campus	Position
Smith, Marquis	High	Teaching Assistant



2021-22 School Year Board Meeting #8 Minutes

Frederica Jeffries, CPCS Chair called the meeting to order and welcomed everyone to the CPCS 2021-22 School Year Board Meeting #8 at 6:30 PM on February 28, 2022.

Frederica Jeffries, Chair requested verification from the members present of “The Notice of Meeting” sent to each of the members of the board via email. Each member noted the proper notification was received.

Pursuant to the NY State Public Meetings Law the public notice of meeting was provided in the following manner thus meeting the law’s requirement of media and public notice:

- The Wave via email
- Public Posting at CPCS Office
- CPCS Websites and Social Media Sites

Karon McFarlane, Secretary of the Board of Trustees called the roll of the board.

Members present: Frederica Jeffries, Gertrudis Hernandez, Karon McFarlane, Linda Plummer and Dr. Michelle Daniel-Robertson

Members absent: Andrew Barnes

Also, present: Michael R. Estep. He was given the rights of the floor to speak during the meeting by common consent.

The Chair offered opportunity for any questions from the public. No comments or questions were offered.

1. The agenda was approved by common consent.
2. The Chair called for a review of the minutes of the 2021-22 School Year Board Meeting #7 [Attachment #1]. The minutes were approved by common consent.
3. The Chair called for the report of Dr. Les Mullings, CEO. Dr. Mullings gave an update on the accidental death of Davina Afokoba, 5th Grade Scholar and the School Memorial Service being planned. Members of the Board expressed their sympathy for the family, her 5th grade class and the entire staff and scholars.

Dr. Mullings reported on the NYSED Charter School Expansion \$1.2 million dollar grant that has been awarded to Challenge covering July 1, 2022 to June 30, 2024. The grant will provide funding for the high school and the CTE pathways.



Dr. Mullings noted the pending announcement by Mayor Erick Adams of changes in COVID-19 protocols including the optional usage of masks at all NYC schools.

Following discussion, the report was received with appreciation.

4. The Chair called attention to the printed report of Kentia Coreus, Senior Director of Elementary Teaching & Learning [Attachment #2]. The report was received with appreciation.
5. The Chair called attention to the printed report of Nicole Griffin, K-5 Principal [Attachment #3]. The report was received with appreciation.
6. The Chair called attention to the printed report of Mavgar Mondesir, Senior Director of Secondary Teaching & Learning and 6-10 Principal [Attachment #4]. The report was received with appreciation.
7. The Chair called attention to the printed report of Tameeka Richards, Director of Pupil Personnel Services [Attachment #5]. The report was received with appreciation.
8. The Chair called attention to the printed report of Kimberly Messer, Director of Communications [Attachment #6]. The report was received with appreciation.
9. The Chair called attention to the printed report of Natalie Zadok, Director of Special Education [Attachment #7]. The report was received with appreciation.
10. The Chair called attention to the printed report of Janis Vaughn, Director of Student Enrollment & Recruitment [Attachment #8]. The report was received with appreciation.
11. The Chair noted that the Director of Operations is on maturity leave. [Attachment #9].
12. The Chair called attention to the printed report of Dale Richardson, Director of Technology [Attachment #10]. The report was received with appreciation.
13. The Chair called for the January 2022 Financial Report [Attachment #11].

Following review, the report was received by common consent.

14. The Chair called for the presentation of the 2021-22 February 2022 Personnel report [Attachment #12]. Gertrudis Hernandez moved approval of 2021-22



February 2022 Personnel Report with a second from Karon McFarlane. The motion carried unanimously.

The meeting adjourned by common consent.

Respectfully submitted:

A handwritten signature in blue ink that reads "Karon K. McFarlane". The signature is written in a cursive style.

Karon McFarlane
Secretary



Attachment #1
See Prior
Month
Minutes for
Minute
Attachments



2021-22 School Year Board Meeting #7 Minutes

Frederica Jeffries, CPCS Chair called the meeting to order and welcomed everyone to the CPCS 2021-22 School Year Board Meeting #7 at 6:30 PM on January 19, 2022.

Frederica Jeffries, Chair requested verification from the members present of “The Notice of Meeting” sent to each of the members of the board via email. Each member noted the proper notification was received.

Pursuant to the NY State Public Meetings Law the public notice of meeting was provided in the following manner thus meeting the law’s requirement of media and public notice:

- The Wave via email
- Public Posting at CPCS Office
- CPCS Websites and Social Media Sites

Karon McFarlane, Secretary of the Board of Trustees called the roll of the board.

Members present: Frederica Jeffries, Gertrudis Hernandez, Karon McFarlane, Andrew Barnes and Dr. Michelle Daniel-Robertson

Members absent: Linda Plummer

Also, present: Michael R. Estep. He was given the rights of the floor to speak during the meeting by common consent.

The Chair offered opportunity for any questions from the public. No comments or questions were offered.

1. The agenda was approved by common consent.
2. The Chair called for a review of the minutes of the 2021-22 School Year Board Meeting #6 [Attachment #1]. The minutes were approved by common consent.
3. The Chair called for the report of Dr. Les Mullings, CEO. Dr. Mullings gave an update on the state of CPCS and the status of COVID-19 impact on learning.
 - Challenge has instituted the Test & Stay program for scholars.
 - Challenge has received free home rapid testing kits for all scholars and staff via NYC and DOE.
 - Challenge has hosted special testing & vaccination events for scholars.



- Challenge on January 29, 2022 will host a Community-wide Vaccination Event initiated by the NY Governor's office and sponsored by NY State Department of Health, Congressman Gregory Meeks, & Challenge will be held at 15-20 Central Avenue, Far Rockaway, NY 11691. Special efforts to get scholars ages 5-16, parents/guardians and community residents vaccinated.
- Challenge has received free home rapid testing kits for all scholars and staff via NYC and DOE.

Following discussion, the report was received with appreciation.

4. The Chair called attention to the printed report of Kentia Coreus, Senior Director of Elementary Teaching & Learning [Attachment #2]. The report was received with appreciation.
5. The Chair called attention to the printed report of Nicole Griffin, K-5 Principal [Attachment #3]. The report was received with appreciation.
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10. The Chair called attention to the printed report of Janis Vaughn, Director of Student Enrollment & Recruitment [Attachment #8]. The report was received with appreciation.
11. The Chair noted that the Director of Operations is on maturity leave. [Attachment #9].
12. The Chair called attention to the printed report of Dale Richardson, Director of Technology [Attachment #10]. The report was received with appreciation.



13. The Chair called for the December 2021 Financial Report [Attachment #11].

Following review, the report was received by common consent.

14. The Chair called for the presentation of the 2021-22 January Personnel report [Attachment #12]. Gertrudis Hernandez moved approval of 2021-22 December Personnel Report with a second from Karon McFarlane. The motion carried unanimously.

15. The Chair called on Dr. Mullings and Dr. Estep to give an update on the formation of the Friends of Challenge, Inc. The IRS has indicated to our legal counsel that approval of the organization's not for profit status should arrive soon.

The meeting adjourned by common consent.

Respectfully submitted:

A handwritten signature in blue ink that reads "Karon K. McFarlane". The signature is written in a cursive style.

Karon McFarlane
Secretary



Attachment #2



Senior Director of Teaching and Learning K-5
February 2022 Board Report
 (Covering January 14, 2022-February 14, 2022)
Kentia Coreus

Enrollment Compliance

Grade	Total Scholars	# of scholars w/IEPs
K	105	14
1	117	22
2	114	20
3	98	17
4	93	14
5	97	13
Totals	624	100

source: Student Enrollment Weekly Report sent on February 4, 2021

** In-progress*

Ongoing Teaching & Learning Tasks

- Manage personnel, curricula, and partnerships in support of the educational program
- Monitor the effectiveness of the educational program by reviewing data, observing instruction, school culture, and academic operations
- Supervise the K-5 principal by conducting regular check-ins and weekly supervision meetings
- Listen and respond to staff and family grievances

Ongoing COVID-19 Response

- Attend monthly webinars with the New York State Charter Association where information is provided by the Board of Regents and all three NYS charter authorizers. Share information with pertinent staff where needed
- Maintain awareness of DOE, NYS, and DOH guidelines related to COVID-19
- Connect with external school leaders to share/collect ideas for supporting scholars and staff
- Collaborate with COVID coordinator, human resources, and site principal to manage COVID-related issues

Internal Academic Audit

The SDTL reviewed the audit results with the K-5 leadership team. A school improvement planning tool has been drafted (with the content below already embedded) to document the planning process for the 2022-23 SY.

Document Folder	SDTL Feedback
1. Assessments	<p>Rating: Acceptable</p> <p>There is demonstrated understanding of the role assessment plays in student achievement. This work will flow naturally during or after the curriculum design work (based on teacher readiness).</p>
2. Attendance and Interventions	<p>Rating: Needs Improvement</p> <p>Attendance outreach and intervention documentation was minimal, especially for the size of the school. Proceed with attendance committee planning and implement immediately.</p>
3. Curriculum Maps/Pacing Guides	<p>Rating: Needs Improvement</p> <p>There is evidence of the shift to Next Generation standards. This work will get fleshed out as part of the curriculum design process. If curriculum maps/guides are not available explain WHY and provide lesson plans.</p>
4. Discipline Policy	<p>Rating: Needs Improvement</p> <p>There is evidence of an intended shift to Restorative Justice practices; however, policies have not been updated to reflect that. Create a plan for 2022-23 implementation.</p>
5. ELL Program Information	<p>Rating: Needs Improvement</p> <p>There is limited evidence that the school is implementing a complete ELL program. Utilize ENL Units of Study as a guide. Complete this Spring.</p>
6. Lesson Plans	<p>Rating: Needs Improvement</p> <p>Emphasis on “questioning” demonstrates an understanding of authentic student engagement. There is limited evidence of consistent implementation of DI and SDI. Begin this work this Spring (even with just ONE non-negotiable DI/SDI component that everyone complies with). Create a plan for 2022-23 training and implementation.</p>
7. Master Class Schedule	<p>Rating: Acceptable</p> <p>There is demonstrated understanding of NYSED requirements. Consider including the following in the master schedule:</p>

	Co-teacher planning time, grade level planning time, Child Study Team, professional learning, etc. This would provide evidence of how instructional time is utilized to support student achievement. Consider implementing for 2022-23 and future school years.
8. Parent/Family Communications	Rating: Acceptable Communication is both school-based and community-based.
9. Remote Learning Guidelines and Expectations	Rating: Acceptable Document demonstrates high expectations for both scholars and teachers.
10. Special Education	Rating: Needs Improvement Acceptable submissions- made to these subfolders: <ul style="list-style-type: none"> ● Action planning for at-risk scholars ● Program Information for Special Needs Students ● Student Progress Reports Needs Improvement- listed in order of priority: <ol style="list-style-type: none"> 1) Class Observations (DI, SDI, Modifications) 2) ICT Expectations 3) Progress Monitoring 4) Curricula and Instructional Support 5) SPED related professional learning 6) SPED related staff meeting minutes Begin with implementing items #1 and #2 immediately. Develop a comprehensive special education program plan to continue fleshing out the program.
11. Staff Evaluations	Rating: Needs Improvement There is evidence that teachers are receiving feedback after a classroom visit. There was no evidence of mid-year or end-of-year evaluations. Employ teacher evaluations (or at least “reflection meetings”) consistently for all staff. All staff must have an evaluation for the current school year.
12. Staff Handbook	Rating: Needs Improvement Some sections of the handbook need to be fleshed out. Is there an internal AND an external version? This work can be completed by following updated protocols for handbook development, sent by the Communications department (for the upcoming school year).
13. Student Performance Data	Rating: Acceptable There is evidence that the school is reviewing student performance at the state, district, school, and classroom levels.

Ensuring Continuous Learning

CPCS will provide all K-5 isolated scholars with a *Learning From Home* package. Packages are updated every two weeks to make sure they match what is happening in the classroom. When scholars are well enough, we encourage families to have their scholars complete the *Learning From Home* package so they can continue to practice their skills and reinforce their learning.

CPCS will provide remote instruction for scholars who:

- Continue to test positive [after the initial isolation period] and thus have to remain isolated.
- Have documented medical conditions which does not allow a scholar to physically be present in the school building*

*very rare

Responsibilities of the remote Instruction Teacher

- NOTE: The start time for this role is 8:00AM
- It is expected that the remote instruction teacher will create a schedule that allows for a minimum of 2 hours of live instruction in ELA/Math daily (this can include frequent but short breaks for scholars).
- The teacher will also be expected to offer reasonable office hours to both families and scholars.
- **Live instruction hours can go until 7:00pm if firmly agreed upon by the family.**
- Documenting the instruction that takes place during each session in this document

SAMPLE Schedule

The remote teacher is required to have a Google calendar that captures the entire day and is shared with Elementary Admin (including the SDTL). Admin must ALWAYS have the ability to virtually visit a session (REGARDLESS of the time).

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	Planning and Preparation	Planning and Preparation	Planning and Preparation	Planning and Preparation	Small Groups
8:30-9:30am	K & 1 ELA	K & 1 ELA	K & 1 ELA	K & 1 ELA	
9:30-10:30am	K & 1 MATH	K & 1 MATH	K & 1 MATH	K & 1 MATH	Small Groups
10:45-11:45am	2 & 3 ELA	2 & 3 ELA	2 & 3 ELA	2 & 3 ELA	Small Groups
11:45-12:45pm	2 & 3 MATH	2 & 3 MATH	2 & 3 MATH	2 & 3 MATH	SEL Friday
1:00-2:00pm	LUNCH				
2:00-3:00pm	4 & 5	4 & 5	4 & 5	4 & 5	Grading/Plannin

	ELA	ELA	ELA	ELA	g/ Documenting
3:00-4:00pm	4 & 5 MATH	4 & 5 MATH	4 & 5 MATH	4 & 5 MATH	
4:00-4:45pm	Collaborate w/in-person staff Office Hours for scholars and families	Collaborate w/in-person staff Office Hours for scholars and families	Collaborate w/in-person staff Office Hours for scholars and families	Collaborate w/in-person staff Office Hours for scholars and families	

What will the Remote Teacher need in order to be successfully onboarded?

The remote teacher will receive a copy of the at home packet created by the teacher. The remote teacher will also receive a copy of the math and reading lesson (shared by the classroom teacher) for that week. The remote teacher will receive a copy of a weekly updated list of scholars who are receiving remote instruction and his/her discharge date. The teacher will use Google Meet in which attendance is recorded.

Tools and Equipment

- Laptop
- HotSpot
- Professional Background/Backdrop while Espinal is online with scholars

Training

- ParentSquare
- Google Meet
- Zoom

Google Docs

Lesson Plans

Expectations for Staff

- Ms. Johnson will provide a spreadsheet that includes the scholars name, class, reason as to why they are receiving remote instruction
- Mrs. James will provide an attendance sheet for the remote instructor to use to take the daily attendance
- Mrs. Johnson will code the attendance during the isolation period or medically approved period
- The remote instructor will provide AP Ward-Brew a weekly summary of what took place during the week by 3:00pm every Friday.



Attachment #3



Ms. Nicole Griffin

Challenge Preparatory Charter School- Elementary
Principal Report
February, 2022

The Rebound - "Accelerating learning through care, clarity and collaboration."

Enrollment

Site	Grade	2021-22 SY Charter Goal	Scholars Currently Enrolled 2/4/22
Elementary	K*	120	105
	1*	120	117
	2*	120	114
	3	96	98
	4*	96	93
	5	96	97
		Total	624

Curriculum and Instruction

ELA Focus- Organizing Center: Trail Blazers and Pioneers

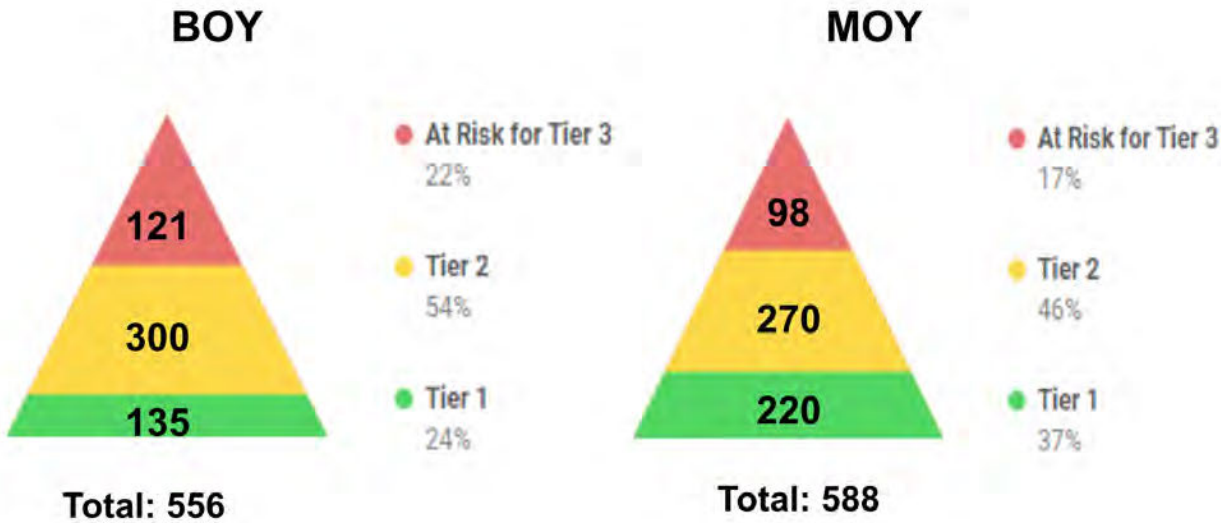
Teachers continue to unpack this unit by bringing real life experiences to the classroom. This includes researching local officials in the school community as well as outside of the school. Speeches and presentations continue to be showcased throughout this month.

Data

Scholars completed the MOY assessment in i-Ready. A data cycle PD was conducted and facilitated by the principal and assistant principals. Please see the results below:

ELA

School Wide ELA BOY vs MOY

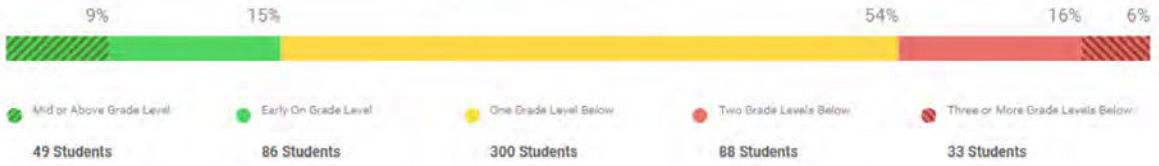


School Wide ELA BOY vs MOY

Overall Placement

Students Assessed/Total: 556/624

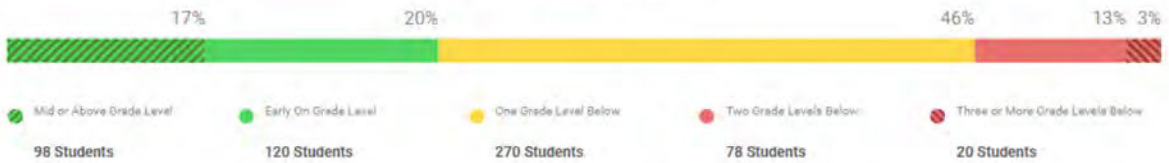
iReady BOY



Overall Placement

Students Assessed/Total: 586/624

iReady MOY

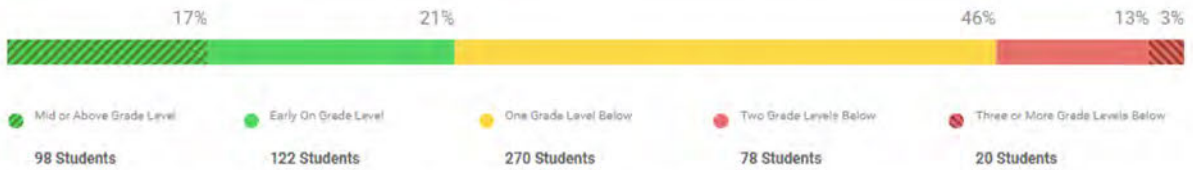


School Wide ELA MOY



Overall Placement

Students Assessed/Total: 588/624



Placement by Domain



MATH

School Wide Math BOY vs MOY

BOY



- At Risk for Tier 3
35%
- Tier 2
59%
- Tier 1
6%

Total: 535

MOY



- At Risk for Tier 3
22%
- Tier 2
63%
- Tier 1
15%

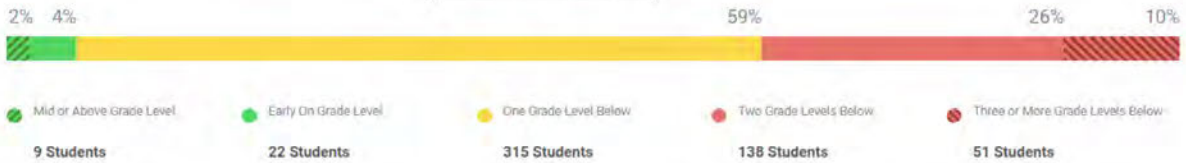
Total: 568

School Wide Math BOY vs MOY

Overall Placement

Students Assessed/Total: 535/624

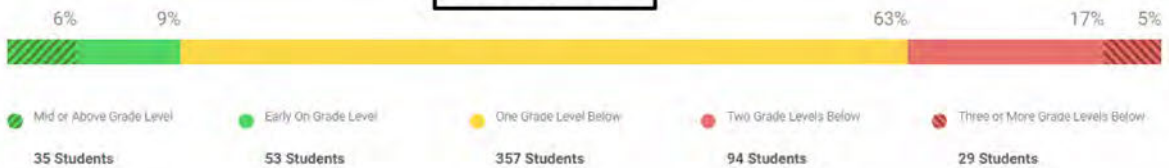
iReady BOY



Overall Placement

Students Assessed/Total: 568/624

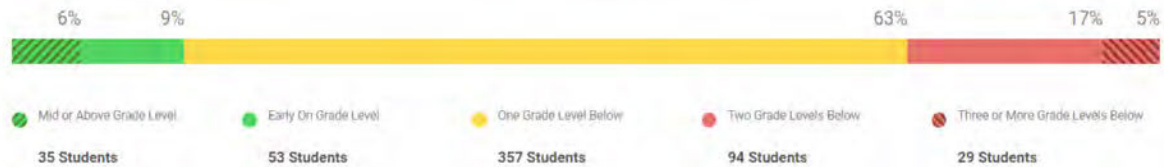
iReady MOY



School Wide Math MOY

Overall Placement

Students Assessed/Total: 568/624



Placement by Domain



Action Plan

ACTION PLAN



- **SETTS providers will work with mandated scholars in Tier 2 and 3 and at risk scholars (schedule permitting)—utilizing Leveled Literacy for ELA**
- **TA's will work with scholars who are in Tier 3 and low level Tier 2 scholars utilizing i-Ready and GO MATH intervention with fidelity during the work period.**
- **MATH JOURNALS are to be utilized DAILY. Scholars are expected to complete a problem daily, show the strategy they used and explain their thinking in writing.**

Staff Attendance

Staff attendance has improved with less than 4% having to be out due to COVID.

Professional Development

- Continued PD unpacking the standards- Specifically the reading, speaking and listening and writing standards
- Staff will partake in PD around the areas of assessment in instruction
- Grade Team Leaders meet twice a week with grade teams to work on lesson planning with a focus on the standards and objectives
- I-Ready PD- Standards Mastery- using the standards to create standards based assessments

Special Education

For the next three months, collaboration with the Director of Special Education and the Special Education Liason will take place to ensure we have the following in place:

- Progress Monitoring systems in place
- Sped related professional development for our ICT staff
- Action plans for at risk-scholars
- With the increase in the number of scholars who receive special education services, we are looking to hire additional staff for the 2022-2023 school year. A plan of action is being put together to address the school needs.

Remote Instruction

Currently, we have three scholars on our roster who receive remote instruction. 2 are for medical reasons, the other is because of a suspension.



Attachment #4



CHALLENGE CHARTER SCHOOL

2021-2022 Principal's Monthly Board Report

Mavgar Mondesir-Gordon, Principal (Grades 6-10)

School Year 2021-2022 Report Feb 16, 2022

Current CCHS Enrollment:

Cohort Group	Grade Level	Enrollment as of Oct. 15, 2021	Enrollment as of Nov. 12, 2021	Enrollment as of Dec. 10, 2021	Enrollment as of Jan. 14, 2022	Enrollment as of Feb. 16, 2022
#3	G. 10	44	46	45	45	45
#4	G. 9	71	73	73	73	71
TOTAL		115	119	118	118	116

Current CCMS Enrollment:

Cohort Group	Grade Level	Enrollment as of Oct. 1, 2021	Enrollment as of Nov. 12, 2021	Enrollment as of Dec. 10, 2021	Enrollment as of Jan. 14, 2022	Enrollment as of Feb. 16, 2022
#5	Gr. 8	76	76	73	72	72
#6	Gr. 7	70	69	64	63	60
#7	Gr. 6	93	92	92	91	85
TOTAL		239	237	229	226	217

CCMS Attendance Statistics:

Cohort	Grade Level	Attendance Rates	Attendance Rates			
		Seo 14. '21 - Oct 15. '21	Oct 18. '21 - Nov 12. '21	Nov. 15. '21 - Dec, 10. '21	Dec, 13, '21 - Jan. 14, '22	Jan, 17, '21 - Feb. 16, '22
#3	Gr. 10	93%	91%	84%	76%	83%
#4	Gr. 9	95%	94%	90%	77%	89%
#5	Gr. 8	89%	90%	89%	78%	88%
#6	Gr. 7	92%	89%	88%	82%	91%
#7	Gr. 6	83%	84%	83%	84%	88%
CCMS Average		88%	88%	86%	81%	89%
CCHS Average		94%	93%	88%	76%	87%
6-10 Average		90%	90%	87%	79%	89%



Please note that these numbers are due to the errors in the enrollment and registration.

ATTENDANCE:

- Staff and scholar attendance rates have seen a 10% uptick given stabilizing reports of COVID-19 cases.

STAFFING:

- CCMS has made no gains in staffing. To date only the following vacancies still stand:
 - Grade 7 Science Teacher
 - Grade 7 SS Teacher
 - Spanish Teacher
 - Grade 6 SWD Teacher - In the meantime teachers are scheduled to provide SETTS Services to scholars.
 - Grade 7 SWD Teacher - In the meantime teachers are scheduled to provide SETTS Services to scholars.
 - Family Engagement Coordinator (6-10)
- CCHS has made no gains in staffing. To date only the following vacancies stand:
 - English 9 Teacher - Candidate declined the offer due to family issues.
 - English 10 Teacher - Principal Gordon is covering this class until a teacher is hired.
 - Grade 10 SETSS Teacher - In the meantime, a teacher is scheduled to provide SETTS Services to scholars.
 - Algebra I teacher - Classes are being covered by Ms. Reid and Mr. Merrell.

NB: CCHS anticipates the exit of the PE/Health Teacher. To date The Principal has reached out to Ms. Luton who has urgently begun the search and is actively searching for the ELA, Math and Health/PE teachers.

SOCIAL-EMOTIONAL LEARNING (SEL)

- Covered in the homeroom (8:00 a.m.-8:25 a.m.) Grades 6-10 continue with the Second Step SEL lessons focusing on Bullying and Harassment. Teachers have been provided with the PD for this Unit.
- The Mood Meter has also been incorporated as part of the classroom SEL support. As well as using the first seven minutes of classes at certain periods of the day to check in and establish scholars' moods. We believe that this support will help us improve our scholar's academic standing as well as we encourage them to speak about their feelings and as we validate their feelings as well—giving way to strategies to help them cope.
- The importance of the social-emotional lessons is to provide a foundation for safe and positive learning to provide scholars with the strategies necessary to succeed in school, careers, and life. We continue to focus on all 5 of the SEL Competencies throughout the school year.

CURRICULUM, INSTRUCTION, AND ASSESSMENT

- Test Prep has begun at CCMS, for ELA and Math. Scholars practice on bubble



sheets generated in PerformanceMatters and standards progress is tracked in the same program.

- The Lvania Group continues the Close Reading work with grades 6-10. Consultants coach and observe lessons in the classroom on demand alongside leadership and provide teachers with feedback on the teaching of Close Reading. The last visit for the CCMS Lvania Group consultant is on March 3, 2022. The CCHS Lvania Group consultant will be on the premises on February 28, 2022. He will be helping to produce Regents Prep mock exams for all Regents courses.
- Scholars have been grouped to make RTI a more structured instructional work in our school. The 2019 New York State Assessment data and the B.O.Y. Diagnostic data were used to guide this work.
- Enrichment clusters were also arranged using the Renzulli Survey data, however, due to COVID Safety precautions, in-school enrichment clusters have been grouped by homeroom and mixed interest. At CCHS scholars have the choice of two clusters, which are being adjusted to incorporate as little contact as possible. These clusters occur at CCHS during the lunch period.

SPECIAL EDUCATION SERVICES

- Grades 6-8 CLASSROOMS
 - At Grades 6-8, teachers have been recruited to provide SETSS tutoring during their prep times.
 - Ms. Jasmine Hunter has taken on the additional role of SPED Liaison for Grades 6-10 while maintaining services to Grade 6 IEP scholars.
- ENL services are provided on a consistent schedule by Ms. Ana Gomez.

DIGITAL PLATFORMS

- Grades 6-10 scholars are using a combination of digital notebooks and hardcover notebooks for all courses at this time to build writing and engagement stamina. We continue to utilize all our platforms with our eyes on maintaining remote learning strategies and the brick and mortar classroom. A recent shift was implemented to curtail the use of chromebooks to just 9% of the instructional time in an effort to maximize engagement.

PARENT AND SCHOLAR OUTREACH and ACCESSIBILITY

- Attendance letters and nudge letters are continuously sent out to parents via ParentSquare and hard US Mail at CCMS and CCHS. An Expectations reminder letter was sent to High School families via ParentSquare prior to the Mid-Winter Break with information about requirements for uniform and work quality.
- The CCHS Social Scientist Team has been working with scholars to bring about a clearer understanding of their academic standing with respect to credits earned toward graduation.
- Efforts continue with respect to getting Parents to register in ParentSquare.
- Quarter 2 Report Cards will be issued via secure document delivery in ParentSquare on March 1. This is in preparation for Parent Teacher Conferences that begin on March 10,



2022.

PROFESSIONAL DEVELOPMENT

- **GRADE TEAM PLANNING AND ONGOING PROFESSIONAL DEVELOPMENT**
 - Professional development takes place daily:
 - Mon-Thu 11:10 PM to 12:00 PM for Grade 6
 - Mon-Thu 12:50 PM to 1:40 PM for Grades 6-10 core instructors
 - Fridays from 1:30 PM to 4:00 PM
 - Close Reading - Lavinia Reading Group Consultants on site.
 - Universal Design for Learning, Specially Designed Instruction PD, and Progress Monitoring PD were completed and implemented into lesson plans.

- **VERTICAL DEPARTMENT PLANNING**
 - Department Teams continue to meet to discuss instructional planning across disciplines.

INSTRUCTIONAL OBSERVATIONS

- The CCMS-CCHS Admin Team members have been regularly supporting instructional periods throughout the day to ensure that instruction is taking place and that outreach is performed as needed. Informal observations have begun in the form of Check-ins. TeachBoost is being used for this task, with a target of 2 long observations and 5 short observations across the board for the school year.



Attachment #5



Director of Pupil Personnel Services

February 2022 Board Report

Covid-19 Coordinator

Here are the current vaccination numbers for our staff:

169 Fully vaccinated

1 exemption

Scholars Tested Weekly

175

January's Positive Test Results

66

- Collaborated with Clinical Staffing to provide additional COVID-19 testing for scholars and families during the Omicron Variant surge.
- CIC Health is now a partner with our school to provide in-school testing. CIC Health offers comprehensive COVID-19 testing services that are accessible, fast, and easy. COVID testing occurs weekly on Monday's.
- The School Health Liaison is now fully trained in all COVID-19 protocols.
- Oversee all COVID-19 protocols and provide supervision to the School Health Liaison
- Support the school community with answers to COVID-19 questions
- Follow-up with families with any concerns during their scholars isolation period
- Attend weekly Sector-Wide Q&A Calls with the NYC DOE & DOHMH to stay informed of all updated COVID-19 protocols, and inform all leaders about the updates
- Oversee next steps for staff and scholars when they have a positive COVID-19 test result
- The Test & Stay program is now implemented successfully school wide.
- Informed fearful families about our safety precautions to encourage consistent attendance for all scholars
- Coordinated a training for all custodians in COVID-19 protocols
- Supervised the system for data collection for all vaccinated scholars K-10. This will begin on Friday March, 4th.

Pupil Personnel Director

Elementary

- Planning to meet with the elementary school principal about the RULER SEL process rollout for the K-3 and 4-5 sites
- Reviewed Second Step lesson pacing data, to ensure all classes are on track with the SEL lesson schedule
- Collaborated with Cohen's Children Medical Center to provide workshops for the students about Mindfulness practices. The elementary sites have completed the three part Mindfulness Matters series
- Attended the Social Work Intern check-in meetings to provide guidance on ways to support our scholars
- Attended CST meetings for scholars in grades K-5
- Provided professional development sponsored by Bill & Melinda Gates Foundation that focused on an elementary counselors roundtable

Middle and High School

- Conducted the monthly SEL meeting with the Middle and High School SEL team to prepare for the implementation of the RULER process and to plan a date for the Second Step check-in presentation for advisory teachers.
- Supervised the pacing of the Second Step lessons to ensure all classes are on the same lesson each week.
- Provided counselors with NYC Youth Speaks materials for scholars to provide their input on key issues impacting the well-being of all New Yorkers; issues such as education, public safety, housing, as well as health and well-being, etc. Scholars completed this 45 minute survey during their advisory period.
- Provided materials including free asynchronous learning modules for the high school student support team for Career Exploration Month. This is a city-wide effort to help students identify career interests and gain an understanding of the postsecondary pathways that will help them achieve academic and professional success.

All sites

- Provided professional development opportunities for the Student Support Teams in the following areas:
 1. The six week R.U.L.E.R. Yale Center for Emotional Intelligence Institute
 2. Absenteeism during COVID lead by Rachel Natelson Executive Director of ACS
 3. Provided Respect for All Week celebratory materials that focus on celebrating diversity and preventing bias-based harassment, intimidation, and/or bullying
 4. Exploring Socio-Emotional Health & Wellness through Mindfulness in School & in Life
- Began the coordination for the roll out of the RULER learning experiences for the school community. The programs focus is to teach all adults emotional intelligence, to positively impact the school culture, environment, and learning.
- Lead the initiative to provide bereavement and trauma counseling for scholars because of the loss of Davina Afokoba. Twenty two students received counseling services during the first day.

- Partnered with Catholic Charities to provide additional counseling services to our school community

Family Engagement Coordinators

1. Met with the FEC, to revisit the parent survey and to re-issue a follow-up survey to provide our school community with family feedback to continue to make improvements and allow families voices to be heard
2. There is a full PA board at the K-5 site with all positions filled. They are currently working on the school year activities
3. Will collaborate with the FEC on attendance interventions to promote the importance of daily attendance and being on time
4. We have a newly hired Parent Academy Coordinator that will start on March 14th



Attachment #6



Challenge Charter School

Communications Report - February 2022

Kim Messer, Director of Communications

Communications:

Internal/External

- Assisted in several communications regarding CDC updates and our school policies related to exposure, positive COVID tests, isolation, and quarantine.
- Developed quick view guides to help our families understand quickly how these changes affect them and their scholars
- Communications school- and community-wide regarding the unexpected passing of Davina Afokoba have been a major focus this month

Website/Social Media

- A number of updates related to insights and analytics made to our Home page including new photos and Instagram live feed; see "Form and Button Conversions" insights below
- Reels and videos used more frequently to help aid in increasing Social Media traffic related to our application season; one video had over 3K views in the first 2 days
- Insights below include before and after Davina's passing; traffic increased dramatically

Reach

Facebook Page Reach

2,033 ↑ 82%



Instagram Reach

3,583 ↑ 689.2%



Reach

Facebook Page Reach

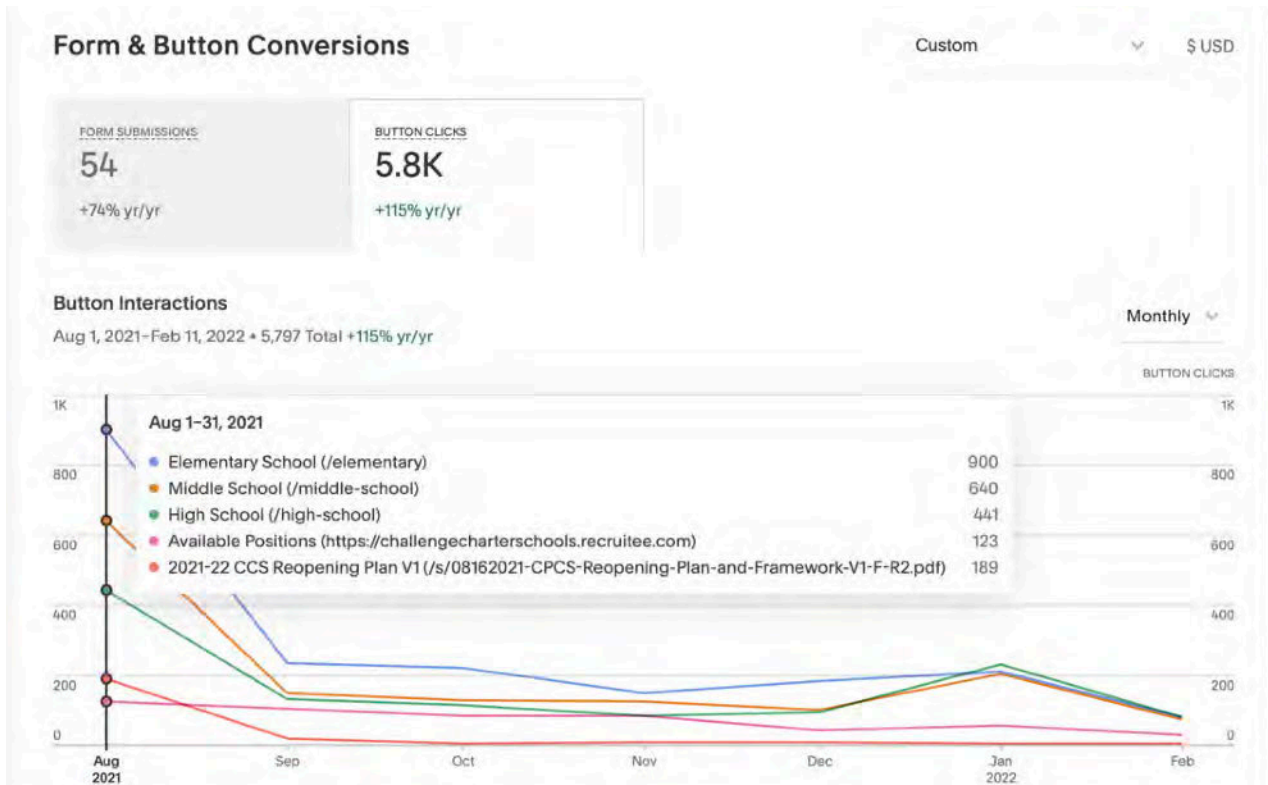
10,081 ↑ 3.0K%



Instagram Reach

262 ↑ 57.8%





Recruitment/Application Promotion:

- I'm continuing to work closely with Enrollment & Recruitment on our promotional needs
- Print and digital ads continue to promote our Open Houses; due to Davina Afokoba's passing, we are rescheduling several which also affect our marketing timelines



Attachment #7



February 7, 2022

Ms. Natalie Zadok: Director of Special Education Grades K-10

1. Develop a Vision

- Developing a streamlined vision for the Special Education Department that exemplifies integrity, equity, collaboration and empowerment for all scholars and their families to exhibit best academic and social emotional achievements.
- Meeting with Administration and School building leaders to assess the current Special Education Program in order to incorporate specific tools to strengthen the management of Scholars with IEP's across all Grades K-10.
- Gaining staff buy-in by means of empowering them to maximize scholar's with IEPs goals as well as academic achievements as well as social emotional milestones.

2. Special Education Scheduling and Planning: Maintaining the Special Education IEP Spreadsheet and Caseloads

Requires entering every scholar's Grades (K-10) OSIS# in SESSIS to identify scholars with IEPs in order to align them with the correct services and providers needed

3. IEP Mandates & Service Totals Grades K-10

Site	Grade	Total # Of IEPs	Related Services				
			ICT	SETTS	Speech	Counseling	OT
Elementary	K	14	10	1	14	2	12
	1	22	16	2 (At Risk)	17	3	10
	2	20	17	2	7	7	05
	3	16	14	3	7	5	2
	4	14	10	2	11	5	2
	5	12	11	1	4	6	1
Middle	6	16	Pending a CSE Switch	9	7	4	None
	7	7	1	6	5	5	None
	8	15	1 Pending a CSE Switch	8	8	7	None
High	9	11	None	10	3	1	None
	10	8		7	3	4	None
Totals		149	62	43	90	46	41

4. Staffing

- All Special Education Certified Instructors have filled vacancies.
- Grades 6-8 Admin has stated is seeking Certified Setts Teachers
- Grades 9-10 Admin has stated seeking Certified Setts Teachers

5. Billing

- Collaborating with finance to ensure that all date is aligned for Vendor Portal
- Supporting Special Education Liaisons to deliver accurate data for SPED Billing
- Requested a Billing timeline for the remainder of the year so that SPED staff can be aware of pertinent billing deadlines to ensure seamless transmission to the billing department.
- Suggested an In-House excel sheet be circulated at all sites with a list of recent discharges as well as new admits to ensure SESIS data is compliance with In-House changes in order to assist with billing discrepancies
- Continuous support to both Special Education Liaisons at K-5 as well as 9-10

6. Current Action Items

- Supporting the needs of K-5 as well as 6-10 Special Education Liaison with (CSE#4) Policies and Procedures to ensure that all IEP cases are assigned annual, tri-annual, re-evaluation , initial and misaligned IEP meeting dates. Gathering all data such as Teacher Reports, IREADY, F&P, Behavioral Anecdotal logs from designated staff in order to submit to the CSE. Coordinating, sitting in on as well as leading all CSE meetings Grades K-10 until the new hire in Grades 6-10 is trained as well as a new liaison to be hired in Grades K-5.
- Ensuring the partnership with CSE District #4
- Ensuring that related service agencies are appointed to CPCS in order to ensure related service (Speech, OT, PT, and Para) services begin in a timely manner to avoid any lapse in services provided to scholars.
- Collaborating with CSE to assign related service providers, as they are resolving a shortage of employee barriers due to non-compliance of the vaccine mandate.
- Supporting the ELL provider to send home 200 Home language surveys for Grades K-2 as the data was missing hence not allowing for the ELL provider to administer the Nysitell Exams.
- Continuing to tally the returned parents' surveys.
- Assessing the space in each facility in order to secure a private area for CSE Psychologists and Social Workers to interview parents as well as assess and test scholars. Collaborating with Admin to ensure that there are ample conditions for SETTS providers to efficiently pull scholars for individual and small Group interventions.
- Collaborating with Grades K-5 Provider, Mr. Salazar as well as CCMS ELL provider Ms.Gomez to ensure all ELL scholars are re-assessed as well as initially assessed to gain clear benchmarks of scholar's ELL plans.
- Collaborating with ELL External Consultants to implement academic plans that will fully encourage our ELL scholar's overall success and achievements according to their individualized needs and goals.
- Aligning ELL Charter goals and policy to the ELL Program Grades K-10.
- Weekly check-Ins to manage current caseload with District Psychologist to ensure alignment and discuss particular issues that arise within each case.
- Attending and supporting IEP meetings Grades K-10 to ensure compliance and continuity of suggested programs remain intact.
- Attending CST meetings to support Social Emotional, Behavioral as well as Academic Supports Grades K-10
- Assisting newly hired employees to attain SESIS access by collaborating with the Director of Operations to enter them into the Galaxy system.
- Panelist on the Open-House Events Grades K-10
- Sped Coaching led by consultant Melinda Spataro
- TNTP Leadership Training

- gathering information for justification to purchase a reading program called S.P.I.R.E that assist with struggling readers as well as those that struggle with Dyslexia
- Delivering Professional Development to newly hired staff in the ICT classroom that are Gen Ed Certified
- Creating a calendar for ongoing PD's for remainder of the school year
- Gaining ATS access to access scantrons to test ELL scholars

7. Mobilizing Community Resources to support families with scholars with IEPs to secure the necessary external resources needed for scholars to maintain best academic as well as social emotional benchmarks this 2021-20220 school year.

- Partnering with New Horizons and Sheltering Arms Agencies in Far Rockaway to ensure that families receive the services needed upon initiating the need for community support.
- Providing families with access to their parental rights under the IDEA Law that serves as a guide for parents with scholar's IEP compliance as well as parent empowerment support guidelines.
- Conducted one on one Parent meetings via Google Meet and Telephone conference to address specific needs that arise prior to the first day of school for scholars with IEP's services that include Initiating, Maintaining as well as Re-Evaluating scholar's IEP cases.
- Providing support staff with Suicide Prevention resources for scholars.
- Collaborating with Liaisons and Parent Coordinator to secure appointment slots to assist parents to secure a Speech and OT provider via the RSA process.
- Seeking Community and CSE support for scholars experiencing trauma-related incidents such as accidents and or inability to attend in-person school due to comorbidity conditions that promote greater risk with COVID-19 risks.
- Supporting parents of scholars with IEPs to attain door-to-door as well as closest curb pick up and drop off services.
- Supporting families with scholars that have IEP's attain necessary resources needed as a direct result of COVID-19.
- Aligning with Community Physicians and Health Care Clinics that can support families with IEPs, immediate health and social emotional well-being as well as assessments for initial IEPs.

8. Sites (K-10) External Providers COVID-19 Preparation

- Delivering CPCS COVID-19 Guidelines and Safety Protocol to all Related Service agencies providers that will be conducting in-person sessions with Scholars at all sites.
- Related Service agencies have received a copy of the CPCS COVID-19 safety policy and have agreed to have their providers adhere to the CPCS COVID-19 Safety measures.
- Collaborating with CSE to conduct misaligned Scholar IEP meetings to ensure compliance
- Weekly Check-Ins with providers to ensure session compliance
- Aligned with the CSE Chairperson of Related Services to ensure SESIS Encounter Attendance for providers to conduct.
- Aligning with Related Service Agencies to request transmittal from the CSE for new admits that have an IEP.
- Managing provider's time sheets and attendance to ensure efficiency of session service.

9. Professional Development Resources

- Meeting with the Special Education Collaborative to review a package that will suit the needs of CPCS staff Grades K-5 for Special Education Workshops that include (Co-Team Teaching Strategies, Specially Designed Instruction, creating Behavior Intervention Plans as well as Functional Behavior Analysis plans etc.).
- Meeting with ELL External Consultants to create plans to enrich the ELL Department via identifying, testing and aligning ATS data to ensure that scholars' home language is precise in order to administer the NYSITELL Exam.
- Creation of In-house Professional Development Presentations that highlight Special Education tools, resources and guidelines to staff.

- Mentoring Special Education Liaisons Grades K-5 & 6-10 on proper dialogue to conduct discussions with families on sensitive issues.
- Creating individual plans for scholars with IEP's that have missed extensive days due to medical conditions that can be complicated should they contract COVID-19 Plans include Teacher check-in's as well as distribution of instructional items on a bi-weekly basis , parent training on how to access instructional supports on scholars chrome books as well as social emotional check-ins and support .



Attachment #8



Student Enrollment and Recruitment Monthly Report
 Janisa Vaughn, Director of Student Enrollment and Recruitment
 February 18, 2022

CCS STUDENT ENROLLMENT

TOTAL ENROLLED	961
Approved Charter Enrollment	1056

Site	Grade	2021-22 SY Charter Goal	Scholars Currently Enrolled 2/18/22
Elementary	K*	120	105
	1*	120	115
	2*	120	118
	3	96	98
	4*	96	92
	5	96	97
Total			625
Middle	6	96	86
	7*	72	62
	8	72	72
Total			220
High	9	72	71
	10*	96	45
Total			116

* The waitlist is currently exhausted.

2022-2023 SY Lottery Applications	
Grade	# of Applications Received as of 2/18/22
K	137
1	31
2	30
3	27
4	41
5	64
6	139
7	52
8	43
9	138
10	19
11	16
Total	737

Student enrollment has increased due to active recruitment and marketing/advertising. The waitlist is exhausted for grades K,1,2,4,6, 7, and 10. Student retention is still an area of concern for our school. 19 scholars were newly enrolled and **18 scholars were discharged**.

STUDENT RECRUITMENT

- Lottery Night- Thursday, April 7, 2022.
- February 1, 2022, Intent to Return Surveys was sent to all grade 5 and 8 families to confirm their seats for the next school year. The deadline for families to submit their responses is March 1, 2022. Once the data is received, seat availability will be determined for grades 6 and 9 for the 2022-2023 SY.

Projected Seat Availability for the 2022-2023 SY

K	1	2	3	4	5	6	7	8	9	10	11
120	12	4	2	-	-	-	6	6	-	1	-

- The Shelter Bus advertisements will continue to be posted until the end of March 2022. The advertisements are placed in 5 locations throughout the Rockaway peninsula and are expected to attract over 450,00 viewers.
- Vanguard Mailings was sent to families in District 27 for Kindergarten-Grade 11 enrollment. We received 357 additional applications.
- Virtual Open Houses will run every Thursday from 5:30 pm-6:30 pm and one Saturday each month from 10:00 am-11:00 am via Zoom. Please see the schedule below. The Director of Student Enrollment and Recruitment will work collaboratively with the Director of Communications, Director of Technology, Student Enrollment and Recruitment Coordinator, and Site Leaders to host the events.



**Student Enrollment and Recruitment
Winter Open Houses 2022**

Location	Virtually via Zoom			
Day of the Week	Thursday's			Saturday's (K-11)
Time	5:30pm-6:30pm			10:00am-11:00am*
Site	Elementary	Middle	High	(See notes below)
Date	January 27, 2022	January 20, 2022	January 13, 2022	January 22, 2022
	February 17, 2022	February 10, 2022	February 3, 2022	February 12, 2022
	March 10, 2022	March 17, 2022	March 3, 2022	March 12, 2022
*Updated 12/6/21				



Attachment #9



Director of Operations

On Maturity Leave



Attachment #10



Director of Technology Report

Feb. 2022 - Dale Richardson

—

I: Current Work

A: Completion of Network upgrades

- 710 Hartman lane has been fully upgraded. WAPS and backbone are functioning well. This brings our install to an end.
- 1526 Central Avenue has been fully upgraded. WAPS and backbone are functioning well. This brings our project to an end.
- Additional monitoring and refining will continue.

B: Completion of eRate application

- Challenge's eRate application has been completed and submitted. Our "Allowable Contract Date" for the 2022/2023 Category application is 2/23/2022. We will not be able to choose a vendor or sign an agreement until after this date.
- Category 1 (internet) - Challenge currently has a multi-year contract which goes at least through June 30, 2023. As a result, Challenge will not be making any changes to this service/agreement for/during the 2022/2023 funding year... October of 2023 would be the date our current contract ends. Which means we may solicit quotes during the 2023/2034 funding year.
- Category 2 (MIBS and Hardware) - For 2022/2023 Challenge will NOT receive any funding for our Category 2 funding, which includes our MIBS (network administration) and hardware. MIBS for 2021 cost \$32,880 total. 2022/2023 will be an out-of-pocket-cost and should be around that number again unless there are adjustments to total equipment counts or inflation.

C: Combatting Chromebook shortage



- The tech team has begun a new project, intended to combat scholars leaving Challenge with Chromebooks; the Tech team is attempting to integrate an asset system into our current SIS (PowerSchool).
- Once the system rolls out, it will be easier for Operations to see the exact asset of the device that needs to be returned, before the scholar leaves the school.
- If too many scholars leave with devices, we may lose funding, which makes this project a high priority.

II: Future Work

A single phone number to reach our entire organization?

- In an effort to increase customer experience. I have made an inquiry to revamp our phone system under a single unified number.
- Once the user dials the new number, they will have the ability to choose the site they wish to contact.
- Having a single unified number will assist with advertising, by allowing flyers to be a little less cluttered.
- A single unified number will also be useful for our web presence. Ex: When one google's "Challenge Charter School," google currently presents the phone number for 710 Hartman Lane. Google should have a single number capable of reaching each site.
- A proposal will be provided by a vendor for consideration, with the goal of a summer implementation if approved.

B: Potential Security Cameras

- We are currently sourcing quotes for security video cameras, which are intended to be placed at 710 Hartman Lane and 1526 Central Avenue.



- These will be new systems and may incur the cost of additional servers and internet equipment, to manage the bandwidth.
- A proposal will be provided by a vendor(s) for consideration, with the goal of a summer implementation if approved.

C: Computer Lab at 1520 Central Ave

- Apple desktops have been ordered via RESO A Grant Funding.
- Interactive boards have been ordered via RESO A Grant Funding.
- Printers have been ordered via RESO A Grant Funding.
- We are currently awaiting the delivery of the ordered equipment.

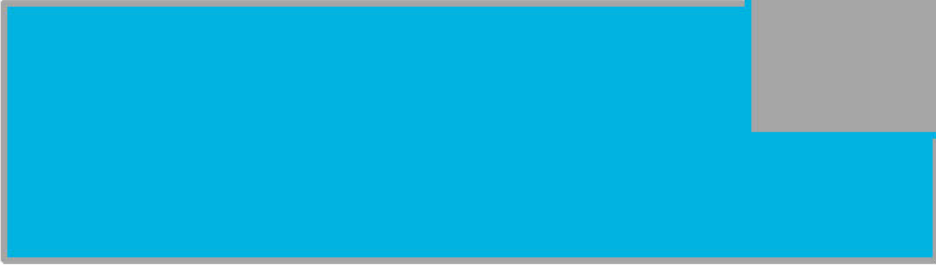
III: Risk Factors or Challenges

A: Network stability

- Currently our WiFi network at 1520 Central Ave. is experiencing instabilities.
- The manufacturers of the WAPS and our network administrators are both aware and are working diligently in order to track down the issue.



Attachment #11



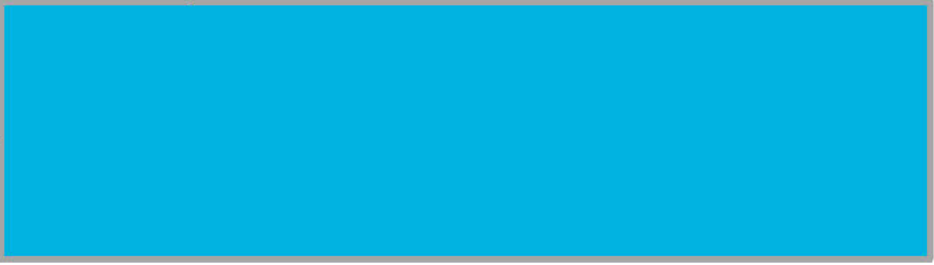
Helping you to focus on what's important:
STUDENT ACHIEVEMENT

CSBM
CHARTER SCHOOL
BUSINESS MANAGEMENT

experience. expertise. execution.

Challenge Prep Charter School

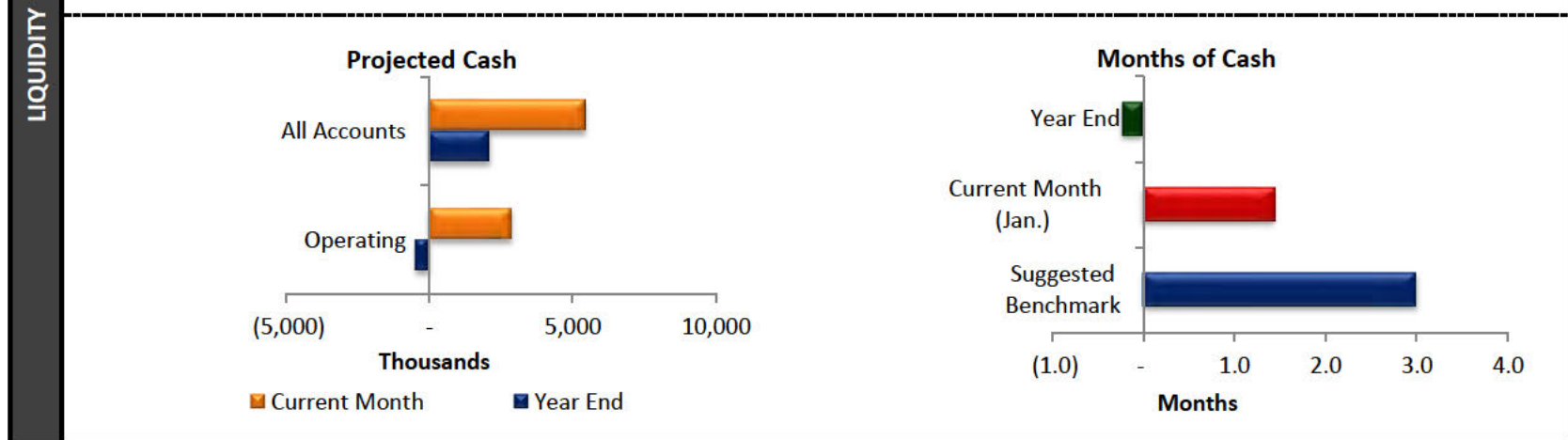
Monthly Financial Report
January 2022



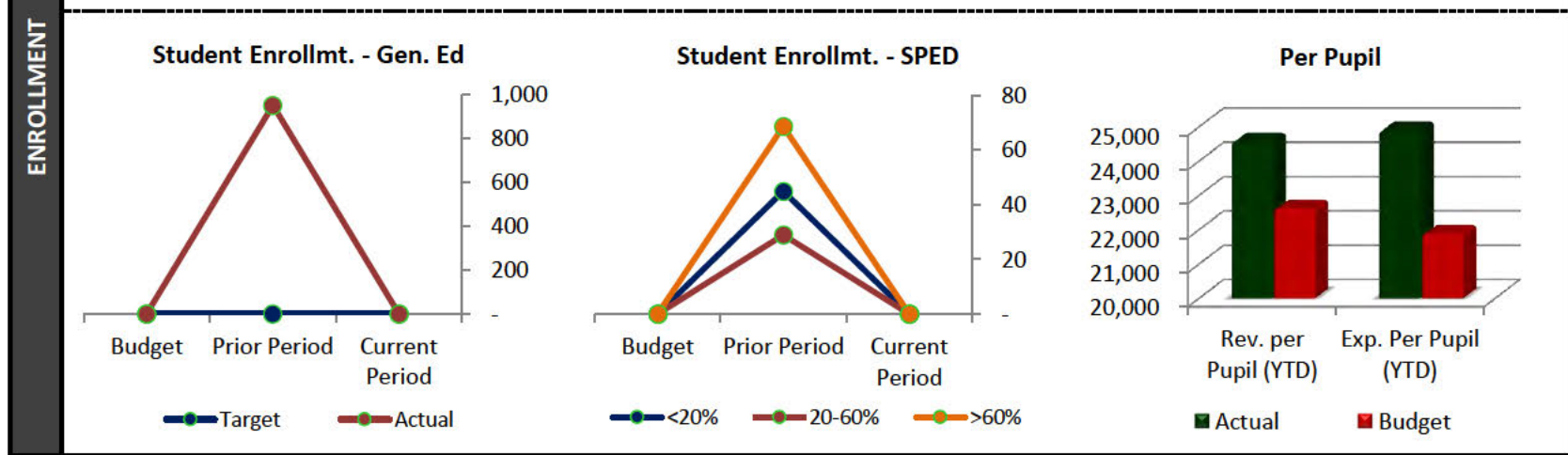
Challenge Prep Charter School

Financial Summary For Period Ended January 31, 2022

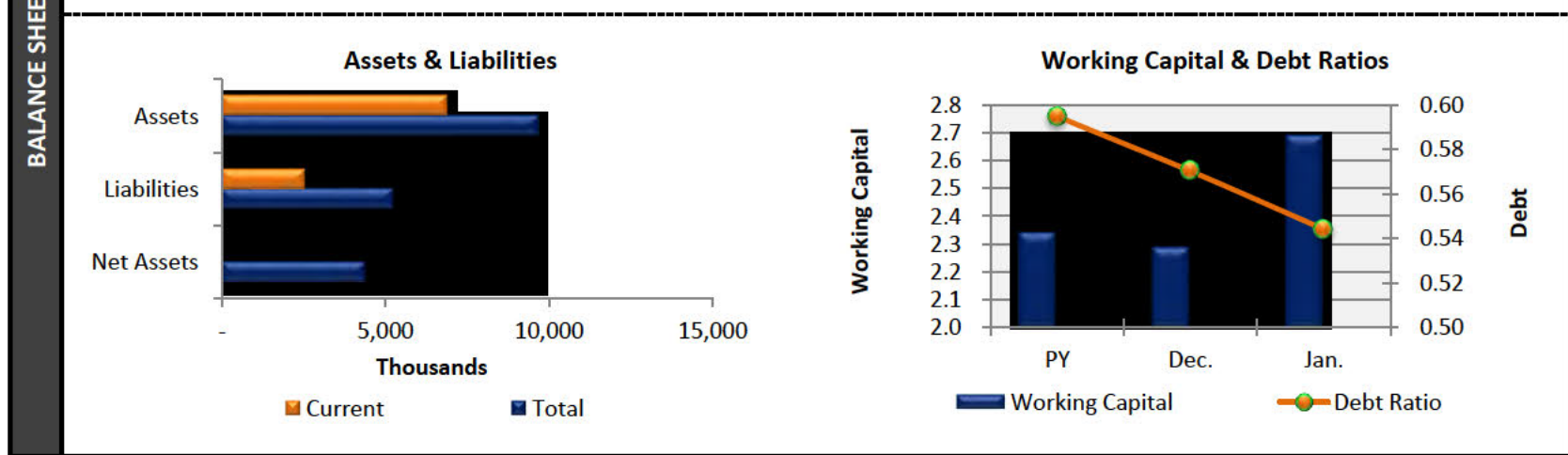
LIQUIDITY	Cash in Bank (Operating Account(s) Only: as of January 31, 2022)	\$ 2,913,857
	Projected months of cash on hand	1.4
	Cash in Bank (Total - All Accounts as of January 31, 2022)	\$ 5,496,369
	FY Ending Cash Available to Carryover to FY21-22 (Operating Account(s) Only)	\$ (458,511)
	Projected months of cash on hand	(0.2)
	FY Ending Cash Available to Carryover to FY20-21 (Total - All Accounts)	\$ 2,112,927



	Actual	Budget	Variance	Actual	Budget	Variance
General Ed	951.75	1,021.00	(69.25)	\$ 15,370,811	\$ 15,629,468	\$ (258,657)
SPED						
0 - 20%	50.12	41.00	9.12	-	-	\$ -
20 - 59%	25.29	25.00	0.29	262,794	259,750	\$ 3,044
60% - Over	71.90	53.00	18.90	1,369,623	1,009,597	\$ 360,026
Total SPED	147.31	119.00	28.31	1,632,417	1,269,347	\$ 363,070



Total Current Assets:	\$ 6,939,982
Total Current Liabilities:	\$ 2,580,744
Working Capital (Current) Ratio	2.69
Total Assets:	\$ 9,727,305
Total Liabilities:	\$ 5,292,868
Debt Ratio	0.54
Total Net Assets:	\$ 4,434,437



Challenge Prep Charter School

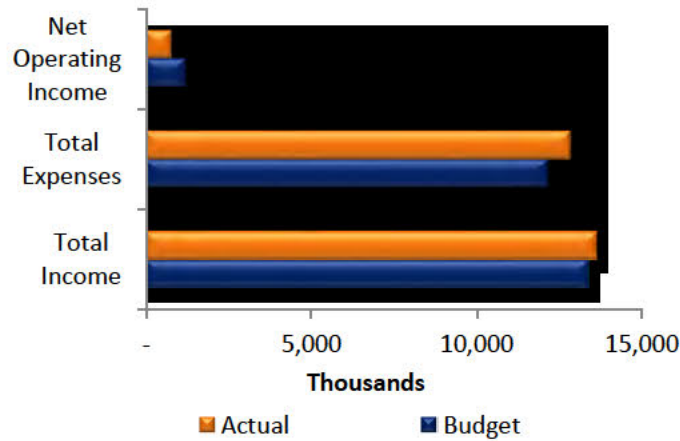
Financial Summary

For Period Ended January 31, 2022

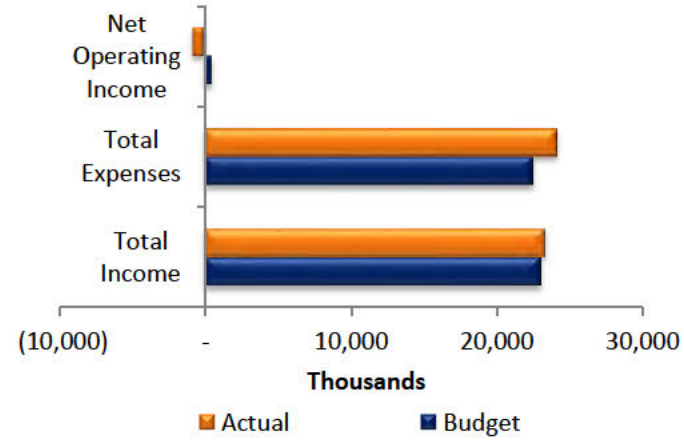
	<u>Actual</u>	<u>Budget</u>	<u>Variance</u>
Total Revenue YTD:	\$ 13,694,473	\$ 13,450,880	\$ 243,593
Total Expenses YTD:	(12,882,445)	(12,210,103)	(672,341)
Net Operating Surplus(Deficit):	\$ 812,029	\$ 1,240,777	\$ (428,748)
	<u>Projected</u>	<u>Budget</u>	<u>Variance</u>
Annual Projected Revenue:	\$ 23,390,228	\$ 23,097,145	\$ 293,083
Annual Projected Expenses (before depreciation):	(23,702,857)	(22,343,952)	(1,358,905)
Projected Net Operating Surplus(Deficit) before Depreciation:	\$ (312,630)	\$ 753,193	\$ (1,065,823)
Annual Projected Depreciation:	(500,995)	(230,840)	(270,155)
Projected Net Operating Surplus(Deficit) after Depreciation:	\$ (813,625)	\$ 522,353	\$ (1,335,978)
Capital Expenditure Requirements	\$ (825,784)	\$ -	\$ (825,784)
Total Cash Expenditures	\$ (22,376,079)	\$ (22,113,112)	\$ (262,967)
Revenue per Pupil (YTD)	\$ 24,576	\$ 22,622	\$ 1,954
Expenditure per Pupil (YTD)	\$ 24,904	\$ 21,884	\$ 3,020

BUDGETING / REVENUE & EXPENSES

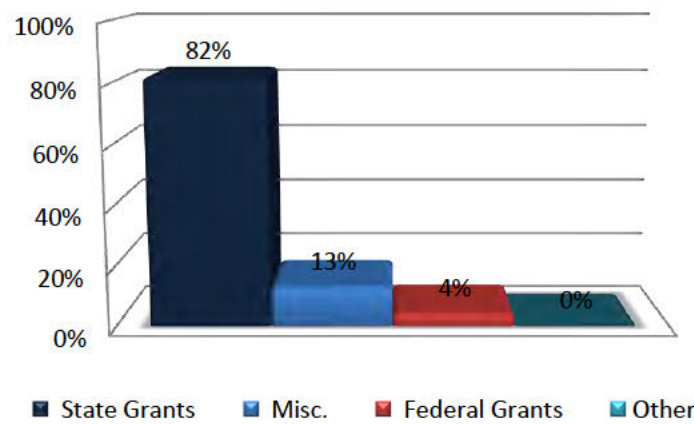
Year-To-Date (YTD)



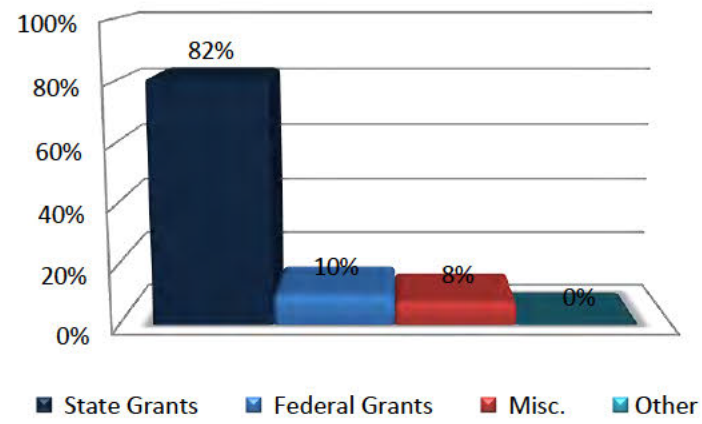
Year End (YE) Projection



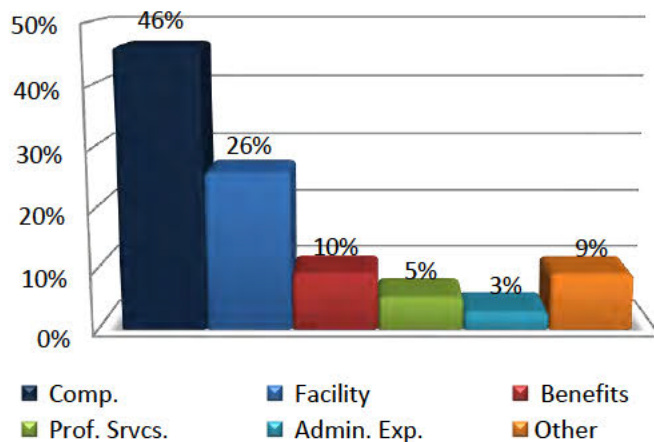
Revenue Breakdown YTD



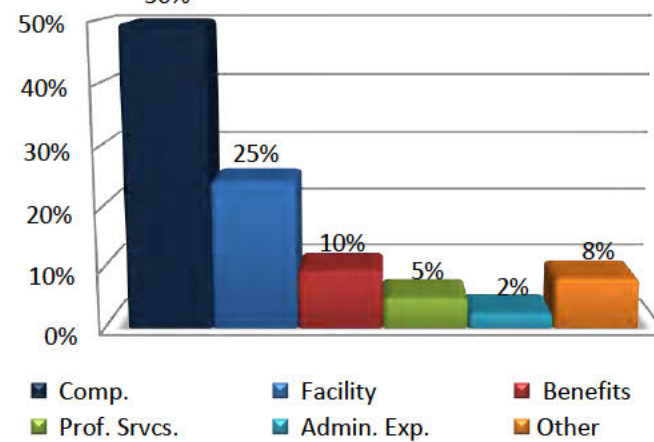
Revenue Breakdown YE



Expense Breakdown YTD



Expense Breakdown YE



Challenge Prep Charter School

Financial Variance Summary

Fiscal Year Ending 6/30/2022	Comments
Net Budget Surplus after Depreciation	\$ 522,353
Increase in Projected Annual Expenses	1,629,060
Net Projected Deficit Variance after Depreciation	<u>\$ (813,625)</u>

**Challenge Prep Charter School
Budget vs. Actuals
Fiscal Year Ending June 30, 2022**

	January 31, 2022			YTD Through January 31, 2022			Projected FYE June 30, 2022					Comments	
	Actual	Budget	Variance	Actual	Budget	Variance	Current Month		Previous Month		Annual Budget		Variance
							Actuals 2021 31, 2022 +	August 2021 January 31, 2022 +	Actuals July 200 + Projections Jan. 201	Variance between Dec. 200 + Projections June 201			
Income													
4100 State Grants	1,602,602	1,631,484	(28,881)	11,292,605	11,420,385	(127,780)	7,848,399	19,141,004	19,110,075	30,929	19,616,816	(475,812)	GenEd based on 951.753 SpEd budget based on 71.900 over 60%; 25.293 20-59%
4200 Federal Grants	27,548	164,967	(137,419)	582,410	1,155,496	(573,085)	1,846,259	2,428,669	2,188,177	240,492	1,980,329	448,340	
4300 Contributions	-	-	-	-	-	-	-	-	-	-	-	-	
4400 Miscellaneous Income	5,219	125,000	(119,781)	1,819,458	875,000	944,458	1,096	1,820,555	3,315,472	(1,494,918)	1,500,000	320,555	
Total Income	1,635,369	1,921,450	(286,081)	13,694,473	13,450,880	243,593	9,695,754	23,390,228	24,613,724	(1,223,497)	23,097,145	293,083	GenEd based on 951.753 . SpEd budget based on 71.900 over 60%; 25.293 20-59%; Adjustments made to Lease Assistance based on unearned revenue for FY21.
Expenses													
Compensation													
5100 Instructional Staff	691,643	721,155	(29,512)	3,843,444	4,174,381	(330,937)	4,318,594	8,162,038	7,932,362	229,675	8,653,862	(491,824)	Salary projections based on payroll averages
5200 Non-Instructional Staff	228,656	205,934	22,722	1,478,997	1,441,539	37,458	1,143,280	2,622,277	2,506,463	120,929	2,471,209	151,068	Adjusted based on payroll
5300 Pupil Support	117,365	106,739	10,626	654,303	747,172	(92,869)	619,903	1,274,206	1,309,941	(35,735)	1,280,867	(6,660)	Based on budget
5000 Compensation	1,037,664	1,033,828	3,836	5,976,744	6,363,092	(386,348)	6,081,777	12,058,521	11,748,767	314,869	12,405,938	(347,417)	Salary projections based on payroll averages
5400 Benefits	242,316	158,858	83,457	1,227,479	1,112,008	115,470	1,133,602	2,361,080	1,916,201	444,879	1,906,300	454,780	
6100 Administrative Expenses	43,616	46,802	(3,186)	381,497	332,483	49,014	199,798	581,295	621,728	(40,433)	566,494	14,801	Adjusted based on actuals
6200 Professional Services	64,849	75,167	(10,318)	704,369	509,167	195,202	518,302	1,222,671	1,321,248	(98,577)	921,500	301,171	Based on actuals
6300 Professional Development	12,440	14,424	(1,984)	191,823	89,879	101,945	174,349	366,172	437,554	(71,382)	162,000	204,172	Based on actuals
6400 Marketing and Staff/Student Rec	18,215	8,025	10,190	91,864	56,175	35,689	44,217	136,081	154,300	(18,219)	96,300	39,781	Based on budget
6500 Fundraising Expenses	-	4,458	(4,458)	-	31,208	(31,208)	3,500	3,500	53,500	(50,000)	53,500	(50,000)	Based on budget
7100 Curriculum & Classroom Expenses	52,742	30,130	22,612	380,063	182,454	197,609	179,415	559,478	663,512	(104,034)	372,120	187,358	Based on actuals
8100 Facility	512,029	472,131	39,897	3,383,743	3,304,919	78,824	2,562,084	5,945,827	5,856,326	89,501	5,665,575	280,252	Based on actuals
8200 Technology/Communication Expens	44,458	16,102	28,356	290,659	112,714	177,944	173,609	464,267	502,036	(37,769)	193,225	271,043	Based on actuals
8800 Miscellaneous Expenses	360	83	277	3,707	583	3,124	257	3,964	4,347	(383)	1,000	2,964	
8900 Depreciation Expense	-	-	-	250,497	115,420	135,077	250,498	500,995	500,995	-	230,840	270,155	
Total Expenses	2,028,688	1,860,010	168,678	12,882,445	12,210,103	672,341	11,321,408	24,203,852	23,780,514	428,453	22,574,792	1,629,060	
Net Income	(393,319)	61,440	(454,759)	812,029	1,240,777	(428,748)	(1,625,653)	(813,625)	833,210	(1,651,950)	522,353	(1,335,978)	
Capital Expenditures													
Furniture, Fixtures & Equipment	4,398	-	4,398	700,561	-	700,561	70,000	770,561	830,000	(59,439)	-	770,561	
Facility and Construction	-	-	-	45,223	-	45,223	10,000	55,223	70,000	(14,778)	-	55,223	
Website	-	-	-	-	-	-	-	-	-	-	-	-	
Total Capital Expenditures	4,398	-	4,398	745,784	-	745,784	80,000	825,784	900,000	(74,216)	-	825,784	

**Challenge Prep Charter School
Cash Flow Projection as of January 31, 2022**

Annual Budget FY21-22	Projected July 21 - June 22	Projected Feb 22 - June 22	February	March	April	May	June	July + Subsequent FY21-22 Items
Beginning Cash Balance (Operating) 4,804,870	6,645,873	2,924,930	2,924,930	3,358,465	1,379,349	2,551,576	572,960	(1,403,157)
Projected Cash Receipts from Operations (below)	9,695,754	8,338,660	3,151,063	219	3,151,063	219	219	2,035,876
Projected Cash Disbursements from Operations (below)	(11,321,408)	(10,903,910)	(1,962,836)	(1,962,836)	(1,962,336)	(1,962,336)	(1,962,336)	(1,091,230)
Net Cash from Operations 522,353	(1,625,653)	(2,565,249)	1,188,228	(1,962,617)	1,188,728	(1,962,117)	(1,962,117)	944,646
Cash Receipts from Accounts & Misc Receivables (not included in revenue below)	-	-	-	-	-	-	-	-
Cash Disbursements for Accounts Payable & Accrued Expenses	-	(738,193)	(738,193)	-	-	-	-	-
Capital Expenditures (below)	(80,000)	(80,000)	(16,500)	(16,500)	(16,500)	(16,500)	(14,000)	-
Accounts Receivable	-	-	-	-	-	-	-	-
PPP Loan Payable	-	-	-	-	-	-	-	-
PPP Loan Interest Payable	-	-	-	-	-	-	-	-
Ending Cash Balance (Operating Account) 5,327,223	5,100,220	(458,512)	3,358,465	1,379,349	2,551,576	572,960	(1,403,157)	(458,511)
Other Cash Accounts (Net of Transfers)	75,354	-	2,571,439	2,571,439	2,571,439	2,571,439	2,571,439	2,571,439
Total Cash (All Accounts) 5,402,577	5,100,220	2,112,927	5,929,904	3,950,787	5,123,015	3,144,398	1,168,282	2,112,927

Challenge Prep Charter School
Balance Sheet
YTD as of January 31, 2022

	Total	Comments
ASSETS		
Current Assets	-	
Bank Accounts		
1000 Cash		
1001 HSBC Checking - 0844	2,618,165	
1002 HSBC Checking - 0852	11,073	
1003 HSBC Checking - 0879	295,692	
1004 HSBC Checking - 0887	-	
1005 HSBC Money Market - 5972	2,501,439	
1006 Chase Escrow - 3060	70,000	
1007 Petty Cash	-	
Total 1000 Cash	\$ 5,496,369	
Total Bank Accounts	\$ 5,496,369	
Accounts Receivable		
1100 Accounts Receivable	520,115	
1200 Other Receivables - Salary Advance	-	
Total Accounts Receivable	\$ 520,115	
Other current assets		
1300 Prepaid Expenses	260,630	
1301 Prepaid Insurance	60,744	
1310 Prepaid Rent	602,124	
Total Other current assets	\$ 923,498	
Total Current Assets	\$ 6,939,982	
Fixed Assets		
1500 Furniture, Fixtures & Equipment		
1510 Office & Admin Computers & Equipment	256,303	
1511 Classroom Computers & Equipment	1,268,777	
1512 Classroom Furniture	523,884	
1513 Office Furniture	194,049	
Total 1513 Office Furniture	\$ 194,049	
1514 Musical Instruments	16,390	
1515 Computer Software	44,217	
Total 1500 Furniture, Fixtures & Equipment	2,303,620	
1519 Facility and Construction	127,589	
1520 Architect Fees	115,620	
1525 Fire Alarm System	7,500	
Total 1525 Fire Alarm System	\$ 7,500	
1530 Kitchen/Cafeteria	162,079	
1535 Construction In Progress	320,673	
1540 Leasehold Improvements	473,292	
Total 1519 Facility and Construction	1,206,752	
1610 Website	11,000	
Total 1610 Website	\$ 11,000	
1700 Accumulated Depreciation & Amortization		
1710 Accumulated Depreciation	(1,651,736)	
1750 Accumulated Amortization	(8,311)	
Total 1700 Accumulated Depreciation & Amortization	\$ (1,660,047)	
Total Fixed Assets	\$ 1,861,325	

Challenge Prep Charter School
Balance Sheet
YTD as of January 31, 2022

	Total	Comments
Other Assets		
1800 Security Deposits	925,999	
Total Other Assets	\$ 925,999	
TOTAL ASSETS	\$ 9,727,305	
LIABILITIES AND EQUITY		
Liabilities		
Current Liabilities		
Accounts Payable		
2000 Accounts Payable	735,431	
Total Accounts Payable	\$ 735,431	
Other Current Liabilities		
2100 HSBC Loan Payable	-	
2300 Accrued Salaries/Taxes	-	
2301 Accrued Expenses	2,762	
2303 Accrued Interest - PPP	-	
2400 Unearned/Deferred Revenue	1,841,052	
Total Other Current Liabilities	\$ 1,845,314	
Total Current Liabilities	\$ 2,580,744	
Long-Term Liabilities		
2700 Deferred Rent Liability	2,712,124	
Total Long-Term Liabilities	\$ 2,712,124	
Total Liabilities	\$ 5,292,868	
Equity		
3100 Retained Earnings	3,622,409	
Net Income	812,029	
Total Equity	\$ 4,434,437	
TOTAL LIABILITIES AND EQUITY	\$ 9,727,305	

Challenge Prep Charter School
Statement of Cash Flows
YTD as of January 31, 2022

	<u>Total</u>	<u>Comments</u>
OPERATING ACTIVITIES		
Net Income	812,029	
Adjustments to reconcile Net Income to Net Cash provided by operations:		
1100 Accounts Receivable	(154,667)	
1200 Accounts Receivable:Other Receivables - Salary Advance	-	
1300 Prepaid Expenses	(51,881)	
1301 Prepaid Insurance	(60,744)	
1310 Prepaid Rent	(267,948)	
Inventory Asset	-	
2000 Accounts Payable	52,988	
2100 HSBC Loan Payable	(1,792,512)	
2300 Accrued Salaries/Taxes	(725,253)	
2301 Accrued Expenses	(86,537)	
2303 Accrued Interest - PPP	(17,160)	
2400 Unearned/Deferred Revenue	1,525,507	
Total Adjustments to reconcile Net Income to Net Cash provided by operations:	(1,578,207)	
Net cash provided by operating activities	(766,179)	
INVESTING ACTIVITIES		
1510 Furniture, Fixtures & Equipment:Office & Admin Computers & Equip	(7,154)	
1511 Furniture, Fixtures & Equipment:Classroom Computers & Equipment	(424,229)	
1512 Furniture, Fixtures & Equipment:Classroom Furniture	(132,113)	
1513 Furniture, Fixtures & Equipment:Office Furniture	(137,065)	
1515 Furniture, Fixtures & Equipment:Computer Software	-	
1540 Facility and Construction:Leasehold Improvements	(45,223)	
1800 Security Deposits	-	
1710 Accumulated Depreciation & Amortization:Accumula	250,497	
Net cash provided by investing activities	(495,286)	
FINANCING ACTIVITIES		
2700 Deferred Rent Liability	51,960	
3000 Opening Balance Equity	-	
Net cash provided by financing activities	\$ -	
Net cash increase for period	(1,209,505)	
Cash at beginning of period	\$ 6,705,874	
Total Cash at beginning of period	\$ 6,705,874	
Cash at end of period	\$ 5,496,369	



Attachment #12

2021-22 CPCS Board Meeting #8

Current Employees	Vacancies
170	1

Campus	Current	Vacancies	New Hires
Elementary School	92	0	3
Middle School	38	0	1
High School	26	0	0
Network Operations	14	1	0

New Hires	Campus	Position
Johnson, Tyreke	Elementary	Academic Assistant
Espinal, Amanda	Elementary	Remote Instructor
Ramkarran, Baby	Elementary	Custodian
Ramirez, Robert	Middle	Security Guard



2021-22 School Year Board Meeting #9 Minutes

Frederica Jeffries, CPCS Chair called the meeting to order and welcomed everyone to the CPCS 2021-22 School Year Board Meeting #9 at 6:30 PM on March 23, 2022.

Frederica Jeffries, Chair requested verification from the members present of “The Notice of Meeting” sent to each of the members of the board via email. Each member noted the proper notification was received.

Pursuant to the NY State Public Meetings Law the public notice of meeting was provided in the following manner thus meeting the law’s requirement of media and public notice:

- The Wave via email
- Public Posting at CPCS Office
- CPCS Websites and Social Media Sites

Karon McFarlane, Secretary of the Board of Trustees called the roll of the board.

Members present: Frederica Jeffries, Gertrudis Hernandez, Karon McFarlane, Linda Plummer and Dr. Michelle Daniel-Robertson

Members absent: Andrew Barnes

Also, present: Michael R. Estep. He was given the rights of the floor to speak during the meeting by common consent.

The Chair offered opportunity for any questions from the public. No comments or questions were offered.

1. The agenda was approved by common consent.
2. The Chair called for a review of the minutes of the 2021-22 School Year Board Meeting #8 [Attachment #1]. The minutes were approved by common consent.
3. The Chair called for the report of Dr. Les Mullings, CEO. Dr. Mullings shared with the Board the plans for the end of the school year Challenge Field Day 2022 scheduled for June 23, 2022 at Bayswater Park, Far Rockaway, NY 11691. The event will be a grand celebration of the hopeful end of the isolation our scholars and their families have experienced over the last two plus years of dealing with COVID-19. The expectation will be that the attendance will be 2000 plus.



Additionally, Dr. Mullings shared with the Board the upcoming NYS testing scheduled for the last week of March 2022 for our testing grades. This year's tests will focus on ELA and Math.

Following discussion, the report was received with appreciation.

4. The Chair called attention to the printed report of Kentia Coreus, Senior Director of Elementary Teaching & Learning [Attachment #2]. The report was received with appreciation.
5. The Chair called attention to the printed report of Nicole Griffin, K-5 Principal [Attachment #3]. The report was received with appreciation.
6. The Chair called attention to the printed report of Mavgar Mondesir, Senior Director of Secondary Teaching & Learning and 6-10 Principal [Attachment #4]. The report was received with appreciation.
7. The Chair called attention to the printed report of Tameeka Richards, Director of Pupil Personnel Services [Attachment #5]. The report was received with appreciation.
8. The Chair called attention to the printed report of Kimberly Messer, Director of Communications [Attachment #6]. The report was received with appreciation.
9. The Chair called attention to the printed report of Natalie Zadok, Director of Special Education [Attachment #7]. The report was received with appreciation.
10. The Chair called attention to the printed report of Janis Vaughn, Director of Student Enrollment & Recruitment [Attachment #8]. The report was received with appreciation.
11. The Chair noted that the Director of Operations is on maturity leave. [Attachment #9].
12. The Chair called attention to the printed report of Dale Richardson, Director of Technology [Attachment #10]. The report was received with appreciation.
13. The Chair called for the February 2022 Financial Report [Attachment #11].

Following review, the report was received by common consent.



14. The Chair called for the presentation of the 2021-22 March 2022 Personnel report [Attachment #12]. The report was received by common consent in that there were no new employees hired since the last meeting.
15. The Chair called on Dr. Mullings to present information about the Friends of Challenge Prep, Inc. and the progress related to the establishment of the organization with its objectives.

Following discussion, Michelle Daniel-Robertson made a motion with a second from Frederica Jeffries to approve the following resolutions involving 15-20 Central Avenue Real Estate, the motion carried unanimously.

RESOLUTIONS OF THE BOARD OF TRUSTEES

15-20 CENTRAL AVENUE REAL ESTATE

“The Board of Trustees (the “**Board**”) of Challenge Preparatory Charter School (the “**School**”) at a duly constituted meeting of the Board held on March 23, 2022, does hereby (i) approve and adopt the following resolutions and (ii) direct that these resolutions be recorded among the minutes of the proceedings of the School.

WHEREAS, the School is presently the subtenant pursuant to that certain Agreement of Sublease dated as of July 24, 2019 (the “**Original Sublease**”), which was amended by that certain First Amendment to Sublease dated April 16, 2020 (the “**April 2020 Amendment**”), that certain additional First Amendment to Sublease dated on or about January 4, 2021 (the “**First Amendment**”), and that certain Second Amendment to Sublease dated as of October 7, 2021 (the “**Second Amendment**”; along with the Original Sublease, the April 2020 Amendment, the First Amendment and the Second Amendment- the “**Sublease**”) by and between E Squared I LLC (“**Sublandlord**”), as sublandlord, and the School, as subtenant, pursuant to which Sublandlord leases to the School certain premises (as more particularly described in the Sublease, the “**Premises**”) located at 15-20 Central Avenue, Queens, NY 11691; and

WHEREAS, under the Sublease the School is responsible for many operational expenses related to the Premises; namely, the real property tax (the “**Property Tax**”) which as of the date hereof is projected to be approximately \$150,000.00 per year; and

WHEREAS, in conjunction with Friends of Challenge Prep, Inc. (“**Friends**”), and in order to meet the School’s long-term real estate needs, for strategic purposes and to enjoy the benefits of exemption from the Property Tax, for which



the School and Friends are eligible, the Board has determined it is in the best interest of the School to assign the Sublease to Friends pursuant to an assignment and assumption agreement (the “**Assignment**”) whereby Friends will assume the School’s obligations under the Sublease and sublease the Premises back to the School; and

WHEREAS, the School desires to sublease the Premises from Friends pursuant to a sub-sublease (the “**Sub-Sublease**”) as more fully set forth in the Sub-Sublease; and

WHEREAS, under the terms of the Assignment, as a material inducement to Sublandlord to approve the Assignment and Sub-Sublease, the School is required to guaranty the payment of rent and other expenses set forth in the Sublease, pursuant to a guaranty of lease (the “**Guaranty**”), and the School desires to issue the Guaranty to satisfy the Sublandlord’s requirements; and

WHEREAS, with Friends assuming the position as direct subtenant under the Sublease with the Sublandlord, a leasehold condominium structure (the “**Leasehold Condominium**”) becomes possible whereby the Premises are converted into condominium units (the “**Units**”) which are thereafter sublet to the School pursuant to the Sub-Sublease, and the Units are eligible for exemption from Property Tax, thereby saving the School the expense of the Property Tax; and

WHEREAS, Friends and Sublandlord desire to enter into, the Sublease whereby Friends is substituted as subtenant for the purposes of creating the Leasehold Condominium (which Sublandlord has approved), the School is designated as the sub-subtenant and an application will be filed with the New York State Attorney General’s Office for a “no action” letter to effectuate the creation of the Leasehold Condominium and thereafter an application will be filed with the New York City Department of Finance for an exemption from Property Tax; and

WHEREAS, subject to additional minor additions and changes (the “**Minor Modifications**”) to be made to the Assignment, Guaranty and Sub-Sublease through negotiations between the Sublandlord and Sublandlord’s legal counsel and the School’s Proper Representatives (defined herein) and the School’s and Friends’ legal counsel, as applicable, the School wishes to enter into the Assignment, the Sub-Sublease and the Guaranty for the Premises so that Friends can enter into the Sublease for the Premises.

NOW THEREFORE, BE IT RESOLVED, that the Board hereby approves the Assignment, the Sub-Sublease and the Guaranty, and authorizes the School’s



Proper Representatives to work with the School's and Friends' legal counsel to finalize the Assignment, the Sub-Sublease and the Guaranty with Minor Modifications;

BE IT FURTHER RESOLVED, that the School is hereby authorized and directed to execute and deliver the Assignment, the Sub-Sublease, the Guaranty and such further agreements, assignments, pledges, instruments, consents and any other documents ancillary to the Assignment, the Sub-Sublease or Guaranty necessary, proper and/or advisable in the determination of any Proper Representative (as defined below) and the payments related thereto as set forth above;

BE IT FURTHER RESOLVED, that any Trustee or officer of the School or the Board's designee or the School's Executive Director (each, a "**Proper Representative**"), be and hereby is authorized and directed, jointly and severally, to execute and deliver the Assignment, the Sub-Sublease, the Guaranty, and any other documents consistent with the transactions described above and such further agreements, assignments, pledges, instruments, consents and documents ancillary to the Assignment, the Sub-Sublease, the Guaranty or necessary in the determination of any Proper Representative, in the name of and on behalf of the School, and to pay all such expenses and taxes as in their judgment shall be necessary, proper and advisable in order to fully carry out the intent and accomplish the purposes of the foregoing resolutions; and

BE IT FURTHER RESOLVED, that all actions heretofore taken by any Proper Representative, for and on behalf of the School in connection with the Assignment, the Sub-Sublease and the Guaranty, including, but not limited to, the execution of the Assignment, the Sub-Sublease and the Guaranty shall be and hereby are ratified and approved, and that the authority given hereunder shall be retroactive and any and all acts hereunder performed prior to the passage of these resolutions are hereby ratified and approved."

The meeting adjourned by common consent.

Respectfully submitted:

A handwritten signature in blue ink that reads "Karon K. McFarlane".

Karon McFarlane
Secretary



Attachment #1
See Prior
Month
Minutes for
Minute
Attachments



2021-22 School Year Board Meeting #8 Minutes

Frederica Jeffries, CPCS Chair called the meeting to order and welcomed everyone to the CPCS 2021-22 School Year Board Meeting #8 at 6:30 PM on February 28, 2022.

Frederica Jeffries, Chair requested verification from the members present of “The Notice of Meeting” sent to each of the members of the board via email. Each member noted the proper notification was received.

Pursuant to the NY State Public Meetings Law the public notice of meeting was provided in the following manner thus meeting the law’s requirement of media and public notice:

- The Wave via email
- Public Posting at CPCS Office
- CPCS Websites and Social Media Sites

Karon McFarlane, Secretary of the Board of Trustees called the roll of the board.

Members present: Frederica Jeffries, Gertrudis Hernandez, Karon McFarlane, Linda Plummer and Dr. Michelle Daniel-Robertson

Members absent: Andrew Barnes

Also, present: Michael R. Estep. He was given the rights of the floor to speak during the meeting by common consent.

The Chair offered opportunity for any questions from the public. No comments or questions were offered.

1. The agenda was approved by common consent.
2. The Chair called for a review of the minutes of the 2021-22 School Year Board Meeting #7 [Attachment #1]. The minutes were approved by common consent.
3. The Chair called for the report of Dr. Les Mullings, CEO. Dr. Mullings gave an update on the accidental death of Davina Afokoba, 5th Grade Scholar and the School Memorial Service being planned. Members of the Board expressed their sympathy for the family, her 5th grade class and the entire staff and scholars.

Dr. Mullings reported on the NYSED Charter School Expansion \$1.2 million dollar grant that has been awarded to Challenge covering July 1, 2022 to June 30, 2024. The grant will provide funding for the high school and the CTE pathways.



Dr. Mullings noted the pending announcement by Mayor Erick Adams of changes in COVID-19 protocols including the optional usage of masks at all NYC schools.

Following discussion, the report was received with appreciation.

4. The Chair called attention to the printed report of Kentia Coreus, Senior Director of Elementary Teaching & Learning [Attachment #2]. The report was received with appreciation.
5. The Chair called attention to the printed report of Nicole Griffin, K-5 Principal [Attachment #3]. The report was received with appreciation.
6. The Chair called attention to the printed report of Mavgar Mondesir, Senior Director of Secondary Teaching & Learning and 6-10 Principal [Attachment #4]. The report was received with appreciation.
7. The Chair called attention to the printed report of Tameeka Richards, Director of Pupil Personnel Services [Attachment #5]. The report was received with appreciation.
8. The Chair called attention to the printed report of Kimberly Messer, Director of Communications [Attachment #6]. The report was received with appreciation.
9. The Chair called attention to the printed report of Natalie Zadok, Director of Special Education [Attachment #7]. The report was received with appreciation.
10. The Chair called attention to the printed report of Janis Vaughn, Director of Student Enrollment & Recruitment [Attachment #8]. The report was received with appreciation.
11. The Chair noted that the Director of Operations is on maturity leave. [Attachment #9].
12. The Chair called attention to the printed report of Dale Richardson, Director of Technology [Attachment #10]. The report was received with appreciation.
13. The Chair called for the January 2022 Financial Report [Attachment #11].

Following review, the report was received by common consent.

14. The Chair called for the presentation of the 2021-22 February 2022 Personnel report [Attachment #12]. Gertrudis Hernandez moved approval of 2021-22



February 2022 Personnel Report with a second from Karon McFarlane. The motion carried unanimously.

The meeting adjourned by common consent.

Respectfully submitted:

A handwritten signature in blue ink that reads "Karon K. McFarlane". The signature is written in a cursive style.

Karon McFarlane
Secretary



Attachment #2



Senior Director of Teaching and Learning K-5
March 2022 Board Report
 (Covering February 15, 2022- March 15, 2022)
Kentia Coreus

Enrollment Compliance

Grade	Total Scholars	# of scholars w/IEPs	# of ENL scholars*
K	106	14	0
1	115	21	3
2	118	20	3
3	98	15	4
4	94	14	8
5	97	13	2
Totals	628	97	20

source: Student Enrollment Weekly Report sent on March 4, 2021

* *In-progress*

Ongoing Teaching & Learning Tasks

- Manage personnel, curricula, and partnerships in support of the educational program
- Monitor the effectiveness of the educational program by reviewing data, observing instruction, school culture, and academic operations
- Supervise the K-5 principal by conducting regular check-ins and weekly supervision meetings
- Listen and respond to staff and family grievances

Ongoing COVID-19 Response

- Attend monthly webinars with the New York State Charter Association where information is provided by the Board of Regents and all three NYS charter authorizers. Share information with pertinent staff where needed
- Maintain awareness of DOE, NYS, and DOH guidelines related to COVID-19
- Connect with external school leaders to share/collect ideas for supporting scholars and staff
- Collaborate with COVID coordinator, human resources, and site principal to manage COVID-related issues

Responding to the passing of Davina Afokoba

The tragic and unexpected loss of Davina Afokoba (Class 503) was a devastating blow to our school community. The K-5 SDTL led several crisis response meetings to manage the internal response to Davina's passing. In collaboration with the CEO, Principal Griffin, and SDTL Gordon, the following activities were accomplished:

- Established protocol for communicating loss to scholars, staff, and the community
- Assisted FEC in managing communications between the family and the school
- Offered in-person and virtual counseling sessions were made available to scholars, staff, and families. Counselors and social workers from CCMS and CCHS made themselves available to K-5 scholars if/where needed
- Facilitated school-to-family supports during the funeral services
- Drafted a plan for a tentative memorial service

Removal Procedures

On March 3, 2022 CPCS was notified by our charter authorizer that our current student removal process does not follow due process as a hearing was not held. The K-5 SDTL drafted a hearing protocol and is awaiting feedback/approval from the CEO. The below protocol was drafted after researching the policies of local districts and reviewing the two samples sent to CCS by the NYCDOE.

CCS Disciplinary Hearing Protocol

Opening and Facilitating the Hearing

- The Hearing Officer calls the meeting to order and notes the date/time for the record
- The Hearing Officer introduces the parties (and representation where applicable) and advises that the meeting is being recorded
- The charges are introduced into the record by the School Site designee (Principal, AP, Dean, School Counselor, Social Worker)
- The School site presents its case by presenting evidence and witnesses (where applicable)
- The Hearing Officer has the right to accept hearsay and other evidence if he or she deems that the evidence is relevant or material
- The Scholar will be asked to present his/case by presenting evidence or witnesses
- The School Site may question any witnesses presented by the Scholar

Communicating Next Steps - *The Hearing Officer informs both parties of the following:*

- The Hearing Officer will determine if the Scholar is guilty of the charges
- If the Hearing Officer determines the charges are true, they will make a recommendation for disciplinary action to the CEO
- The Hearing Officer will review the Scholar's past academic and behavioral record before making a disciplinary action recommendation to the CEO. Both positive and negative factors will be considered
- The CEO will make the final decision about the disciplinary action. Every attempt will be made to do so within 24-48 hours
- The Hearing Officer will notify the School Site Building Leader of the CEO's final decision in writing
- The School Site Building Leader or his/her designee, will notify the Scholar's parent/guardian of the final decision by phone and in writing. The notice will state the reasons on which the decision is based and the disciplinary actions to be imposed. Said decision shall be based on the evidence presented at the hearing.
- A parent can appeal the CEO's decision to the Board of Trustees within ten days by writing to info@challengecharterschools.org
- If the parent is not satisfied with the decision of the Board of Trustees, they can contact the NYCDOE's Charter Office

Preparing to close the 2021-22 school year

With the end of the school year quickly approaching, it is imperative that CCS begin planning for the upcoming school year. The K-5 SDTL met with the Director of Finance to draft tentative EOY planning dates. Below are key EOY activities to ensure a successful launch to the 2022-23 SY:

EOY Planning Dates:

- March 18, 2022- Update K-10 teacher certification list
- April 8, 2022- Submit 22-23 SY Staff Projection list
- May 13, 2022- Submit 22-23 SY Instructional Purchase Requests list
- May 20, 2022- Principals inform staff of non-renewals
- May 23, 2022- Instructional contracts are distributed
- June 1, 2022- Non-instructional contracts are distributed



Attachment #3



Ms. Nicole Griffin
Challenge Preparatory Charter School- Elementary
Principal Report
March, 2022

The Rebound - "Accelerating learning through care, clarity and collaboration."

Enrollment

At this time, enrollment has ceased due to the ELA test taking place March 29th- March 31st.

Attendance

February Attendance Tracker			
Instructional Days 14			
Present	7,724	Present %	88%
Absent	1,029	Absent %	12%

Preparing for Grade 5 to Exit

Grade 5 teachers and counselors have begun the process of having conversations regarding scholars exiting the Elementary School and moving on to Middle School. Articulation days are slated for May 27th and June 10th.

Below is the data of scholars who are expected to return to CCMS.

Homeroom	501	502	503	504	Total
Total Number of Scholars Attending CCMS	19	19	15	13	66
Not Returning	1	1	1	2	5

Curriculum and Instruction

ELA Focus- Organizing Center:

- **POETRY Grades K-2 (Launching March 21, 2022)**
The goal of this unit is to show how poetry can be used to promote social and emotional learning, build community, and establish relationships as well as strengthen speaking, listening, and writing skills.
- **Test Sophistication - Grades 3-5 (In Progress)**

DataResults from the Mock Assessment in ELA Scholars completed BOOK 1 of the 2020 ELA exam.

Based on the data collected:

Scholars in grades 3-5 struggle on the short response questions. Teachers will continue to work using the strategy R.A.C.E. during journal time and to answer questions based on the reading passage.

Staff Attendance

Staff attendance has improved with 0% having to be out due to COVID. The elementary school has experienced 5 teachers having to be absent due to medical conditions.

Professional Development

- NYS testing - analyzing the data
- Preparing and administering the Mock Assessments
- Continued PD unpacking the standards- Specifically the reading, speaking and listening and writing standards
- Building assessments into instruction
- Creating formative and summative assessments

- Grade Team Leaders meet twice a week with grade teams to work on lesson planning with a focus on the standards and objectives

Special Education - CONTINUED Collaboration

For the next three months, collaboration with the Director of Special Education and the Special Education Liason will take place to ensure we have the following in place:

- Sped related professional development for our ICT staff
- Action plans for at risk-scholars

Remote Instruction

Currently, we have three scholars on our roster who receive remote instruction. 2 are for medical reasons, the other is because of a suspension.

Upcoming Events

- **NYS ELA exam- March 29-March 31**
- **Grades 3-5 Pep Rally**
- **PTC - March 24th and March 25th**



Attachment #4



CHALLENGE CHARTER SCHOOL

2021-2022 Principal's Monthly Board Report

Mavgar Mondesir-Gordon, Principal (Grades 6-10)

The school Year 2021-2022 Report Mar 22, 2022

Current CCHS Enrollment:

Cohort Group	Grade Level	Enrollment as of Oct. 15, 2021	Enrollment as of Nov. 12, 2021	Enrollment as of Dec. 10, 2021	Enrollment as of Jan. 14, 2022	Enrollment as of Feb. 16, 2022	Enrollment as of Mar. 22, 2022
#3	G. 10	44	46	45	45	45	45
#4	G. 9	71	73	73	73	71	71
TOTAL		115	119	118	118	116	116

Current CCMS Enrollment:

Cohort Group	Grade Level	Enrollment as of Oct. 1, 2021	Enrollment as of Nov. 12, 2021	Enrollment as of Dec. 10, 2021	Enrollment as of Jan. 14, 2022	Enrollment as of Feb. 16, 2022	Enrollment as of Mar. 22, 2022
#5	Gr. 8	76	76	73	72	72	72
#6	Gr. 7	70	69	64	63	60	64
#7	Gr. 6	93	92	92	91	85	89
TOTAL		239	237	229	226	217	225

CCMS Attendance Statistics:

C o h o r t g r o u p	G r a d e l e v e l	Attendance Rates	Attendance Rates				
		Seo 14. '21 - Oct 15. '21	Oct 18. '21 - Nov 12. '21	Nov. 15. '21 - Dec, 10. '21	Dec, 13, '21 - Jan. 14, '22	Jan, 17, '21 - Feb. 16, '22	Feb, 17, '21 - Mar. 21, '22
#3	Gr. 10	93%	91%	84%	76%	83%	86%
#4	Gr. 9	95%	94%	90%	77%	89%	85%
#5	Gr. 8	89%	90%	89%	78%	88%	93%
#6	Gr. 7	92%	89%	88%	82%	91%	94%
#7	Gr. 6	83%	84%	83%	84%	88%	93%
CCMS Average		88%	88%	86%	81%	89%	91%



CCHS Average	94%	93%	88%	76%	87%	90%
6-10 Average	90%	90%	87%	79%	89%	90%

Please note that these numbers are due to the errors in the enrollment and registration.

ATTENDANCE:

- Staff and scholar attendance rates have seen a 10% uptick given stabilizing reports of COVID-19 cases.

STAFFING:

- CCMS has made no gains in staffing and has two more vacancies added. To date, the following vacancies stand.
- Grade 7 Science Teacher
 - Grade 7 SS Teacher
 - Spanish Teacher
 - Grade 6 Math Teacher - Covered by Mr. Vil (Math Coach)
 - Grade 6 Math TA
 - Grade 6 Science Teacher - Covered by AP Sonnichsen
 - 6-8 - Spanish Teacher
 - Grade 6 SWD Teacher - In the meantime, teachers are scheduled to provide SETTS Services to scholars.
 - Grade 7 SWD Teacher - In the meantime teachers are scheduled to provide SETTS Services to scholars.
 - Family Engagement Coordinator (6-10)
 - Grade 8 Math TA
- CCHS has made no gains in staffing. To date, the following vacancies stand:
 - English 9 Teacher - Candidate declined the offer due to family issues.
 - English 10 Teacher - Principal Gordon is covering this class until a teacher is hired.
 - Grade 10 SETSS Teacher - In the meantime, a teacher is scheduled to provide SETTS Services to scholars.
 - Algebra I teacher - Classes are being covered by Ms. Reid and Mr. Merrell.
 - CCHS Spanish Teacher - Class is covered by Mr. Medina

NB: CCHS anticipates the exit of the PE/Health Teacher. To date, the Principal has reached out to Ms. Luton who has urgently begun the search and is actively searching for the ELA, Math, and Health/PE teachers and staff to fill the vacancies for the 2022-2023 school year.

SOCIAL-EMOTIONAL LEARNING (SEL)

- Covered in the homeroom (8:00 a.m.-8:25 a.m.) Grades 6-10 continue with the Second Step SEL lessons focusing on Bullying and Harassment. Teachers have been provided



with the PD for this Unit.

- The Mood Meter has also been incorporated as part of the classroom SEL support. As well as using the first seven minutes of classes at certain periods of the day to check-in and establish scholars' moods. We believe that this support will help us improve our scholar's academic standing as well as encourage them to speak about their feelings and as we validate their feelings as well—giving way to strategies to help them cope.
- The importance of the social-emotional lessons is to provide a foundation for safe and positive learning to provide scholars with the strategies necessary to succeed in school, careers, and life. We continue to focus on all 5 of the SEL Competencies throughout the school year.

CURRICULUM, INSTRUCTION, AND ASSESSMENT

- Test Prep has begun at CCMS, for ELA and Math. Scholars practice on bubble sheets generated in PerformanceMatters and standards progress is tracked in the same program.
- The Lavinia Group continues the Close Reading work with grades 6-10. Consultants coach and observe lessons in the classroom on demand alongside leadership and provide teachers with feedback on the teaching of Close Reading. The last visit for the CCMS Lavinia Group consultant is on March 3, 2022. The CCHS Lavinia Group consultant will be on the premises on February 28, 2022. He will be helping to produce Regents Prep mock exams for all Regents courses.
- Scholars have been grouped to make RTI a more structured instructional work in our school. The 2019 New York State Assessment data and the B.O.Y. Diagnostic data were used to guide this work.
- Enrichment clusters were also arranged using the Renzulli Survey data, however, due to COVID Safety precautions, in-school enrichment clusters have been grouped by homeroom and mixed interest. At CCHS scholars have the choice of two clusters, which are being adjusted to incorporate as little contact as possible. These clusters occur at CCHS during the lunch period.

SPECIAL EDUCATION SERVICES

- Grades 6-8 CLASSROOMS
 - At Grades 6-8, teachers have been recruited to provide SETSS tutoring during their prep times. We were also fortunate to get Ms. Grimes a SPED Teacher from Alternative Tutoring to support Grade 6.
 - Ms. Jasmine Hunter has taken on the additional role of SPED Liaison for Grades 6-10 while maintaining services to Grade 6 IEP scholars.
- ENL services are provided on a consistent schedule by Ms. Ana Gomez.

DIGITAL PLATFORMS

- Grades 6-10 scholars are using a combination of digital notebooks and hardcover notebooks for all courses at this time to build writing and engagement stamina. We continue to utilize all our platforms with our eyes on maintaining remote learning strategies and the brick and mortar classroom. A recent shift was implemented to curtail



the use of Chromebooks to just 9% of the instructional time in an effort to maximize engagement.

PARENT AND SCHOLAR OUTREACH and ACCESSIBILITY

- Attendance letters and nudge letters are continuously sent out to parents via ParentSquare and hard US Mail at CCMS and CCHS. An Expectations reminder letter was sent to High School families via ParentSquare prior to the Mid-Winter Break with information about requirements for uniform and work quality.
- The CCHS Social Scientist Team has been working with scholars to bring about a clearer understanding of their academic standing with respect to credits earned toward graduation.
- Efforts continue with respect to getting Parents to register in ParentSquare.
- Parent-Teacher Conferences for Q2 were completed on March 10 and 11, with 91 CCMS scholars represented (40%) and 29 CCHS scholars represented (25%).

PROFESSIONAL DEVELOPMENT

- **GRADE TEAM PLANNING AND ONGOING PROFESSIONAL DEVELOPMENT**
 - Professional development take place daily:
 - Mon-Thu 11:10 PM to 12:00 PM for Grade 6
 - Mon-Thu 12:50 PM to 1:40 PM for Grades 6-10 core instructors
 - Fridays from 1:30 PM to 4:00 PM
 - Close Reading - Lavinia Reading Group Consultants on site.
 - Universal Design for Learning, Specially Designed Instruction PD, and Progress Monitoring PD were completed and implemented into lesson plans.
- **VERTICAL DEPARTMENT PLANNING**
 - Department Teams continue to meet to discuss instructional planning across disciplines.

INSTRUCTIONAL OBSERVATIONS

- The CCMS-CCHS Admin Team members have been regularly supporting instructional periods throughout the day to ensure that instruction is taking place and that outreach is performed as needed. Informal observations have begun in the form of Check-ins. TeachBoost is being used for this task, with a target of 2 long observations and 5 short observations across the board for the school year.



Attachment #5



Director of Pupil Personnel Services

March 2022 Board Report

Covid-19 Coordinator

Here are the current vaccination numbers for our staff:

169 Fully vaccinated

1 exemption

Scholars Tested Weekly

175

February's Positive Test Results

10

- CIC Health is now a partner with our school to provide in-school testing. CIC Health offers comprehensive COVID-19 testing services that are accessible, fast, and easy. COVID testing occurs weekly on Monday's.
- The School Health Liaison is now fully trained in all COVID-19 protocols.
- Oversee all COVID-19 protocols and provide supervision to the School Health Liaison
- Support the school community with answers to COVID-19 questions
- Attend weekly Sector-Wide Q&A Calls with the NYC DOE & DOHMH to stay informed of all updated COVID-19 protocols, and inform all leaders about the updates
- Lead weekly COVID-19 meetings with Site COVID-19 coordinators and Health Liaison
- Oversee next steps for staff and scholars when they have a positive COVID-19 test result
- The Test & Stay program is now implemented successfully school wide
- Supervise the internal data collection for all vaccinated scholars K-10.
- Communicated new face covering policy updates and quarantine and isolation updates to the school community

Pupil Personnel Director

Elementary

- Met with the elementary school principal about the RULER adult SEL rollout process for the K-3 and 4-5 sites
- Reviewed Second Step lesson pacing data, to ensure all classes are on track with the SEL lesson schedule

- Collaborated with the Student Support team to celebrate SEL Day on March 11th. Scholars participated in many activities such as yoga, mindful coloring stations, etc.
- Attended the Social Work Intern check-in meetings to provide guidance on ways to support our scholars
- Attended CST meetings for scholars in grades K-5
- Supervised continued grief and bereavement counseling for the school community
- Provided the principal with the Crisis response protocol to support the school through the loss of Davina Afkoba
- Updated the Second Step Pacing chart to ensure all classes are on the correct weekly lesson
- Followed up on the transition activities for our rising 5th graders to prepare them for the middle school experience
- Provided an Elementary School Counselor round table training supported by a grant from the Bill & Melinda Gates Foundation
- Concluded the final part of the Mindfulness Matters workshop for the elementary school location

Middle and High School

- Conducted the monthly SEL meeting with the Middle and High School SEL team to prepare for the implementation of the RULER Adult SEL process.
- Supervised the pacing of the Second Step lessons to ensure all classes are on the same lesson each week.
- Followed up on the transition activities for our rising 8th graders to prepare them for the high school experience
- Provided materials including free asynchronous learning modules for the high school student support team for Career Exploration Month. This is a city-wide effort to help students identify career interests and gain an understanding of the postsecondary pathways that will help them achieve academic and professional success.

All sites

- Re-established the bi-weekly meetings with the Student Support Teams
- Planning to meet with all site RULER implementation teams about the rollout for Adult SEL opportunities
- Began the planning sessions for our school-wide comprehensive counseling planning program

Family Engagement Coordinators

1. Supported the NYC School Survey for families and staff
2. Met with the creator of the Family Resiliency training program, to begin promoting this program
3. We have a newly hired Parent Academy Coordinator that will start on March 16th



Attachment #6



Challenge Charter School

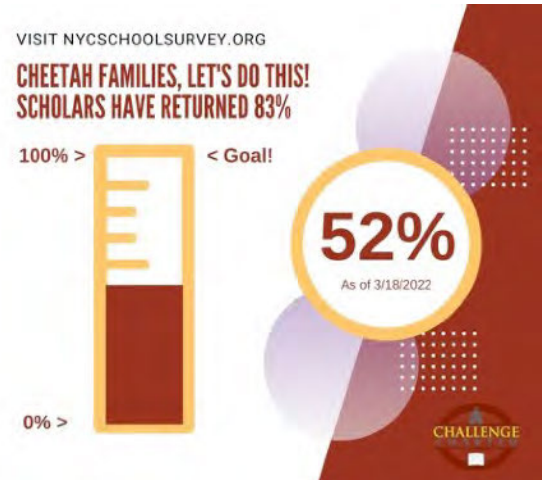
Communications Report - March 2022

Kim Messer, Director of Communications

Communications:

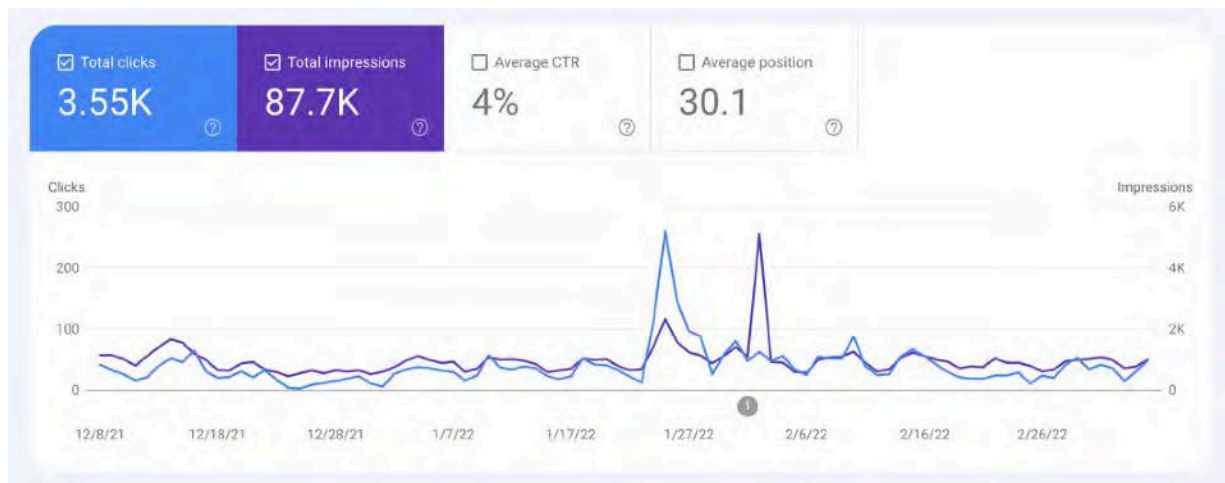
Internal/External

- The remainder of Women's History Month will feature some of our own influential women in a series of short articles on SM and the website.
- Work with a team on the annual NYC School Survey has been going on for the past few weeks with image and graphic support as well as regular notices from Communications via ParentSquare.



Website

- While we are ranking okay in Google searches, we are in need of SEO optimization which I proposed in my Communications plan for this year. This should be considered in the budget for 2022-23.
- Overall stats for the past three months can be seen in the graphic below. With our current CTR of 4%, we rank between #7 & #8 of a top 10 search.



<https://www.contentpowered.com/blog/good-ctr-search-console/>

Recruitment/Application Promotion:

- Our paid advertising in local papers is done for now as we prepare for Lottery Night.
- Social media and website promotion continues.
- Advertising proposals have been given to Enrollment/Recruitment and Dr. Mullings for continued promotion after the Lottery to help fill any remaining seats.



Bigger Projects

- Development of a Communications Guidebook that gives an overall view of our process and work in communications is being developed. This document will include our Brand Guidelines, an annual calendar of campaigns across our school, and more.
- Mrs. Richards and I are partnering to work on the Emergency Response Plan for the school - this entails the Crisis Response Plan (grief response), Crisis Communications Plan (detailed strategic response), Safety Plan (operations) & possibly other documents. We will be reaching out to principals and other staff for a committee.



Attachment #7



March 9, 2022

Ms. Natalie Zadok: Director of Special Education Grades K-10

1. Develop a Vision

- Developing a streamlined vision for the Special Education Department that exemplifies integrity, equity, collaboration and empowerment for all scholars and their families to exhibit best academic and social emotional achievements.
- Meeting with Administration and School building leaders to assess the current Special Education Program in order to incorporate specific tools to strengthen the management of Scholars with IEP’s across all Grades K-10.
- Gaining staff buy-in by means of empowering them to maximize scholar’s with IEPs goals as well as academic achievements as well as social emotional milestones.

2. Special Education Scheduling and Planning: Maintaining the Special Education IEP Spreadsheet and Caseloads

Requires entering every scholar’s Grades (K-10) OSIS# in SESIS to identify scholars with IEPs in order to align them with the correct services and providers needed

3. IEP Mandates & Service Totals Grades K-10

Site	Grade	Total # Of IEPs	Related Services				
			ICT	SETTS	Speech	Counseling	OT
Elementary	K	14	14	2	13	3	9
	1	21	20	4	18	2	10
	2	20	17	2	14	9	05
	3	15	10	9	8	4	2
	4	14	10	4	11	5	2
	5	13	11	5	3	6	1
Middle	6	16	5	9	7	4	3
	7	7	1	6	5	5	None
	8	15	2	10	8	8	None
High	9	11	None	10	4	4	None
	10	8	None	7	3	3	None
Totals		149	94	68	94	53	41

4. Staffing

- continuing to seek Special Education Certified Instructors to fill vacancies.
- Grades 6-8 Admin has stated is seeking Certified Setts Teachers
- Grades 9-10 Admin has stated seeking Certified Setts Teachers

5. Billing

- Collaborating with finance to ensure that all data is aligned for Vendor Portal
- Supporting Special Education Liaisons to deliver accurate data for SPED Billing
- Requested a Billing timeline for the remainder of the year so that SPED staff can be aware of pertinent billing deadlines to ensure seamless transmission to the billing department.
- Suggested an In-House excel sheet be circulated at all sites with a list of recent discharges as well as new admits to ensure SESIS data is compliance with In-House changes in order to assist with billing discrepancies
- Continuous support to both Special Education Liaisons at K-5 as well as 9-10

6. Current Action Items

- Supporting the needs of K-5 as well as 6-10 Special Education Liaison with (CSE#4) Policies and Procedures to ensure that all IEP cases are assigned annual, tri-annual, re-evaluation , initial and misaligned IEP meeting dates. Gathering all data such as Teacher Reports, IREADY, F&P, Behavioral Anecdotal logs from designated staff in order to submit to the CSE. Coordinating, sitting in on as well as leading all CSE meetings Grades K-10 until the new hire in Grades 6-10 is trained as well as a new liaison to be hired in Grades K-5.
- Ensuring the partnership with CSE District #4
- Ensuring that related service agencies are appointed to CPCS in order to ensure related service (Speech, OT, PT, and Para) services begin in a timely manner to avoid any lapse in services provided to scholars.
- Collaborating with CSE to assign related service providers, as they are resolving a shortage of employee barriers due to non-compliance of the vaccine mandate.
- Supporting the ELL provider to send home 200 Home language surveys for Grades K-2 as the data was missing, hence not allowing the ELL provider to administer the Nysitell Exams.
- Continuing to tally the returned parents' surveys.
- Assessing the space in each facility in order to secure a private area for CSE Psychologists and Social Workers to interview parents as well as assess and test scholars. Collaborating with Admin to ensure that there are ample conditions for SETTS providers to efficiently pull scholars for individual and small Group interventions.
- Collaborating with Grades K-5 Provider, Mr. Salazar as well as CCMS ELL provider Ms.Gomez to ensure all ELL scholars are re-assessed as well as initially assessed to gain clear benchmarks of scholar's ELL plans.
- Collaborating with ELL External Consultants to implement academic plans that will fully encourage our ELL scholar's overall success and achievements according to their individualized needs and goals.
- Aligning ELL Charter goals and policy to the ELL Program Grades K-10.
- Weekly check-Ins to manage current caseload with District Psychologist to ensure alignment and discuss particular issues that arise within each case.
- Attending and supporting IEP meetings Grades K-10 to ensure compliance and continuity of suggested programs remain intact.
- Attending CST meetings to support Social Emotional, Behavioral as well as Academic Supports Grades K-10
- Assisting newly hired employees to attain SESIS access by collaborating with the Director of Operations to enter them into the Galaxy system.
- Panelist on the Open-House Events Grades K-10
- Sped Coaching led by consultant Melinda Spataro
- TNTP Leadership Training

- gathering information for justification to purchase a reading program called S.P.I.R.E that assist with struggling readers as well as those that struggle with Dyslexia
- Delivering Professional Development to newly hired staff in the ICT classroom that are Gen Ed Certified
- Creating a calendar for ongoing PD's for remainder of the school year
- Gaining ATS access to access scantrons to test ELL scholars
- NCI Crisis Intervention Training Certification

7. Mobilizing Community Resources to support families with scholars with IEPs to secure the necessary external resources needed for scholars to maintain best academic as well as social emotional benchmarks this 2021-20220 school year.

- Partnering with New Horizons and Sheltering Arms Agencies in Far Rockaway to ensure that families receive the services needed upon initiating the need for community support.
- Providing families with access to their parental rights under the IDEA Law that serves as a guide for parents with scholar's IEP compliance as well as parent empowerment support guidelines.
- Conducted one on one Parent meetings via Google Meet and Telephone conference to address specific needs that arise prior to the first day of school for scholars with IEP's services that include Initiating, Maintaining as well as Re-Evaluating scholar's IEP cases.
- Providing support staff with Suicide Prevention resources for scholars.
- Collaborating with Liaisons and Parent Coordinator to secure appointment slots to assist parents to secure a Speech and OT provider via the RSA process.
- Seeking Community and CSE support for scholars experiencing trauma-related incidents such as accidents and or inability to attend in-person school due to comorbidity conditions that promote greater risk with COVID-19 risks.
- Supporting parents of scholars with IEPs to attain door-to-door as well as closest curb pick up and drop off services.
- Supporting families with scholars that have IEP's attain necessary resources needed as a direct result of COVID-19.
- Aligning with Community Physicians and Health Care Clinics that can support families with IEPs, immediate health and social emotional well-being as well as assessments for initial IEPs.

8. Sites (K-10) External Providers COVID-19 Preparation

- Delivering CPCS COVID-19 Guidelines and Safety Protocol to all Related Service agencies providers that will be conducting in-person sessions with Scholars at all sites.
- Related Service agencies have received a copy of the CPCS COVID-19 safety policy and have agreed to have their providers adhere to the CPCS COVID-19 Safety measures.
- Collaborating with CSE to conduct misaligned Scholar IEP meetings to ensure compliance
- Weekly Check-Ins with providers to ensure session compliance
- Aligned with the CSE Chairperson of Related Services to ensure SESIS Encounter Attendance for providers to conduct.
- Aligning with Related Service Agencies to request transmittal from the CSE for new admits that have an IEP.
- Managing provider's time sheets and attendance to ensure efficiency of session service.

9. Professional Development Resources

- Meeting with the Special Education Collaborative to review a package that will suit the needs of CPCS staff Grades K-5 for Special Education Workshops that include (Co-Team Teaching Strategies, Specially Designed Instruction, creating Behavior Intervention Plans as well as Functional Behavior Analysis plans etc.).
- Meeting with ELL External Consultants to create plans to enrich the ELL Department via identifying, testing and aligning ATS data to ensure that scholars' home language is precise in order to administer the NYSITELL Exam.
- Creation of In-house Professional Development Presentations that highlight Special Education tools, resources and guidelines to staff.

- Mentoring Special Education Liaisons Grades K-5 & 6-10 on proper dialogue to conduct discussions with families on sensitive issues.
- Creating individual plans for scholars with IEP's that have missed extensive days due to medical conditions that can be complicated should they contract COVID-19 Plans include Teacher check-in's as well as distribution of instructional items on a bi-weekly basis , parent training on how to access instructional supports on scholars chrome books as well as social emotional check-ins and support .



Attachment #8



Student Enrollment and Recruitment Monthly Report
 Janisa Vaughn, Director of Student Enrollment and Recruitment
 March 17, 2022

CCS STUDENT ENROLLMENT

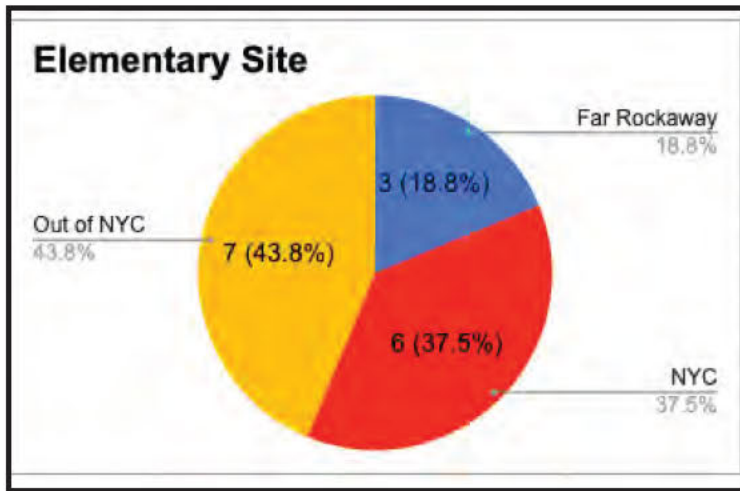
TOTAL ENROLLED	967
Approved Charter Enrollment	1056

Site	Grade	2021-22 SY Charter Goal	Scholars Currently Enrolled 3/17/22
Elementary	K*	120	106
	1*	120	116
	2*	120	118
	3	96	97
	4*	96	94
	5	96	95
Total			626
Middle	6	96	89
	7*	72	64
	8	72	72
Total			225
High	9	72	71
	10*	96	45
Total			116

* The waitlist is currently exhausted.

2022-2023 SY Lottery Applications	
Grade	# of Applications Received as of 3/17/22
K	152
1	33
2	36
3	35
4	52
5	82
6	173
7	61
8	56
9	170
10	31
11	22
Total	903

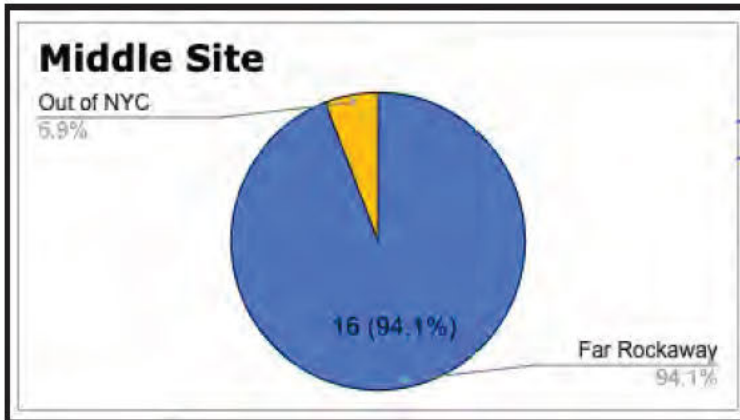
CCS Discharge Summary Report December 2021-February 2022



Total: **16**

Notes:

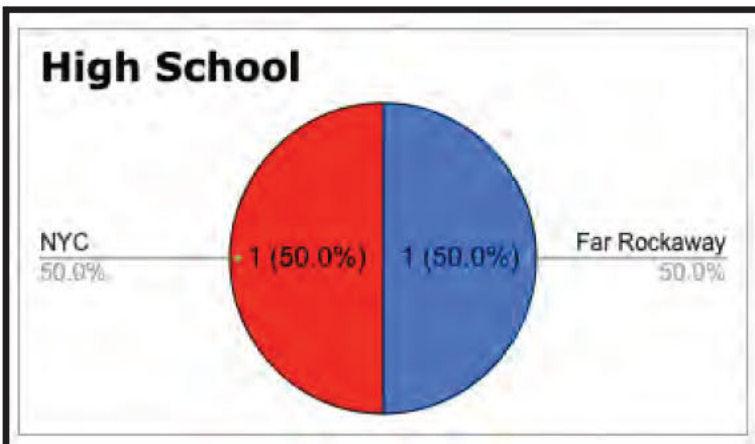
- **Transportation**-A family removed their children from the school due to the elementary site being located in two different buildings.
- **Moved**- Families moved to another location outside of Rockaway.



Total: **17**

Notes:

- Grade 6 scholars who were on the waitlist for Scholars Academy were offered a seat in February.
- Newly enrolled scholars who transferred from Village Academy were disrupting the school culture. Their parent placed them in another school.





STUDENT RECRUITMENT

- Lottery Night- Thursday, April 7, 2022, via Zoom. (*Invitation is located on the last page.*) Ms. Vaughn, Cortivo staff, the technology team, and the site operations managers will be having rehearsals on 3/17/22, 3/24/22, and 4/4/22 to prepare for the event. All staff was sent an invitation via ParentSquare. All applicants were sent an invitation via SchoolMint. **There are currently 67 families registered to attend.** Additional reminders will be sent before the event.
- February 1, 2022, The Intent to Return Surveys was sent to all grade 5 and 8 families to confirm their seats for the next school year. The deadline for families to submit their responses is March 1, 2022. The week of March 9th the school counselors and enrollment coordinator contacted the parents who did not complete the survey.

Projected Seat Availability for the 2022-2023 SY

K	1	2	3	4	5	6*	7	8	9*	10	11*
120	14	4	2	-	2	~ 30	6	6	~ 21	1	-

- The Shelter Bus advertisements will continue to be posted until the end of March 2022. The advertisements are placed in 5 locations throughout the Rockaway peninsula and are expected to attract over 450,00 viewers.
- Challenge Charter School enrollment team was invited to speak to parents at one of our feeder schools, Blanche Community Progress. There were 30 parent attendees who are applying for a kindergarten seat. Ms. Vaughn and Ms. Wiggins attended the event and received great feedback from parents. Blanche Community Progress posted the link to apply to our school on their ParentSquare site. Additional paper applications will be delivered to their site.
- The scheduled open houses will conclude on Thursday, March 17, 2022. After lottery night the team will determine if additional open houses will be held in the spring.

Dear Cheetah Staff,

Challenge Charter School's Annual Lottery Night will be held via Zoom on Thursday, April 7, 2022, from 7:00 pm - 8:00 pm. All staff is encouraged to attend. Come witness this exciting time for our school community as we welcome our new families!

Pre-registration is required to attend the event. Please visit the link below to register

<https://challengecharterschools-org.zoom.us/j/81866251466>

We look forward to seeing you.

Best regards,

Janisa Vaughn

Director of Student Enrollment and Recruitment



YOU'RE INVITED TO

Lottery Night

Thursday, April 7, 2022
7:00 p.m. via Zoom

Questions? Contact Mrs. Janisa Vaughn at
enrollment@challengecharterschools.org
or call (347)-990-1875 ext 5193

www.challengecharterschools.org

 @CHALLENGECHARTER  @CHALLENGEPREPCHARTER



Attachment #9



Attachment #9

Director of Operations on Maturity/Family Leave



Attachment #10



Director of Technology Report

Mar. 2022 - Dale Richardson

—

I: Current Work

A: Printer Procurement

- Our lease on printers for 710 Hartman Lane, 1526 Central Avenue, and 1279 Redfern Avenue are expiring in June of 2022.
- We are currently working with vendors to source and secure machines.

B: Open House @ Challenge

- The tech team is working alongside the Director of Enrollment to ensure presentations are well supported and flaws are minimized.

C: Auditing equipment functionality

- Some of the high ticket equipment (smart boards, printers, etc.) at 1520 Central Avenue and 1526 Central Avenue are not functioning exactly as they should. I suspect this to be from the electricity.
- We should look into upgrading to 30 amp breakers, if our current breaker boxes can handle that capacity.
- We should also invest in power surge protectors for high ticket items.

II: Future Work

A: Independent Cyber Security Audit.

- An independent cyber security assessment should be completed by June 2022, in order to satisfy various insurance and state requirements. Ex: https://www.dfs.ny.gov/industry_guidance/cybersecurity
 - We have sourced a credible vendor that is willing to access all sites for a total of \$42,327.00.
-



B: A single phone number to reach our entire organization?

- In an effort to increase customer experience. I have made an inquiry to revamp our phone system under a single unified number.
- Once the user dials the new number, they will have the ability to choose the site they wish to contact.
- Having a single unified number will assist with advertising, by allowing flyers to be a little less cluttered.
- A single unified number will also be useful for our web presence. Ex: When one google's "Challenge Charter School," google currently presents the phone number for 710 Hartman Lane. Google should have a single number capable of reaching each site.
- A proposal will be provided by a vendor for consideration, with the goal of a summer implementation if approved.

C: Potential Security Cameras

- We are currently sourcing quotes for security video cameras, which are intended to be placed at 710 Hartman Lane and 1526 Central Avenue.
- These will be new systems and may incur the cost of additional servers and internet equipment, to manage the bandwidth.
- A proposal will be provided by a vendor(s) for consideration, with the goal of a summer implementation if approved.

III: Risk Factors or Challenges

A: Reso A funding



- Challenge Prep Charter School was allocated \$250K in Fiscal Year 2022 (FY22) for a Reso A Technology project by the Council Member.
- We were requested to complete paperwork, notarize, and send in order to ensure a timely delivery. This was completed in January.
- On 3.15.2022 we were told by the Reso A vendor, "We have not yet received the FY22 Tech/procurement certificate to proceed from the office of management and budget, but do anticipate it coming shortly. Once we do, the principal can expect outreach from DOE's DIIT."
- We should be thinking of other funding sources to outfit our high school location @ 1520 Central Ave, as these funds may not be distributed anytime soon, and our school will be expanding in the 2022/2023 school year.

B: Computer Lab at 1520 Central Ave (with Reso A)

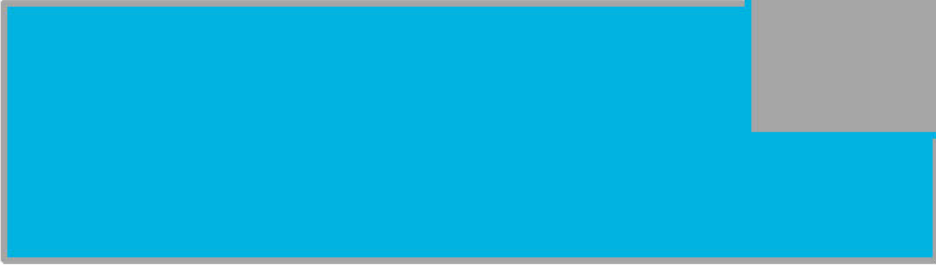
- Apple desktops have been ordered via RESO A Grant Funding.
- Interactive boards have been ordered via RESO A Grant Funding.
- Printers have been ordered via RESO A Grant Funding.
- We have been updated on 3.15.2022 that Apple Desktops have been discontinued.
- We have been updated on 3.15.2022 that Interactive boards are on backorder, with a current cue of 12 - 18 months.
- We have been updated on 3.15.2022 that the vendor is unsure of delivery time, as equipment will take "some time" to arrive at their warehouse and will take "some time" after that to arrive at Challenge.

D: Inventory shortage

- The Lenovos currently being used by teachers are beginning to age and fail.
- New laptops should be purchased via Reso A funding. However, Reso A funding has not been released as yet.



Attachment #11



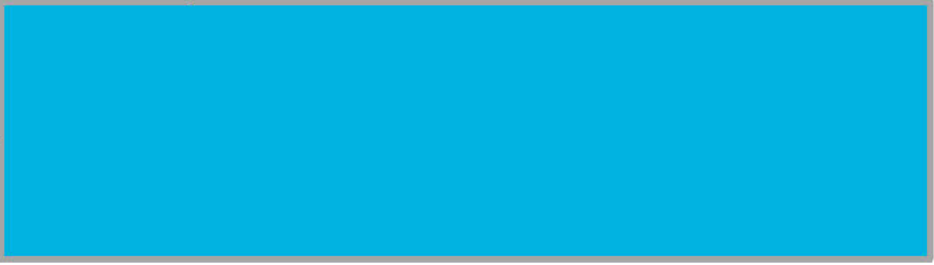
Helping you to focus on what's important:
STUDENT ACHIEVEMENT

CSBM
CHARTER SCHOOL
BUSINESS MANAGEMENT

experience. expertise. execution.

Challenge Prep Charter School

Monthly Financial Report
February 2022

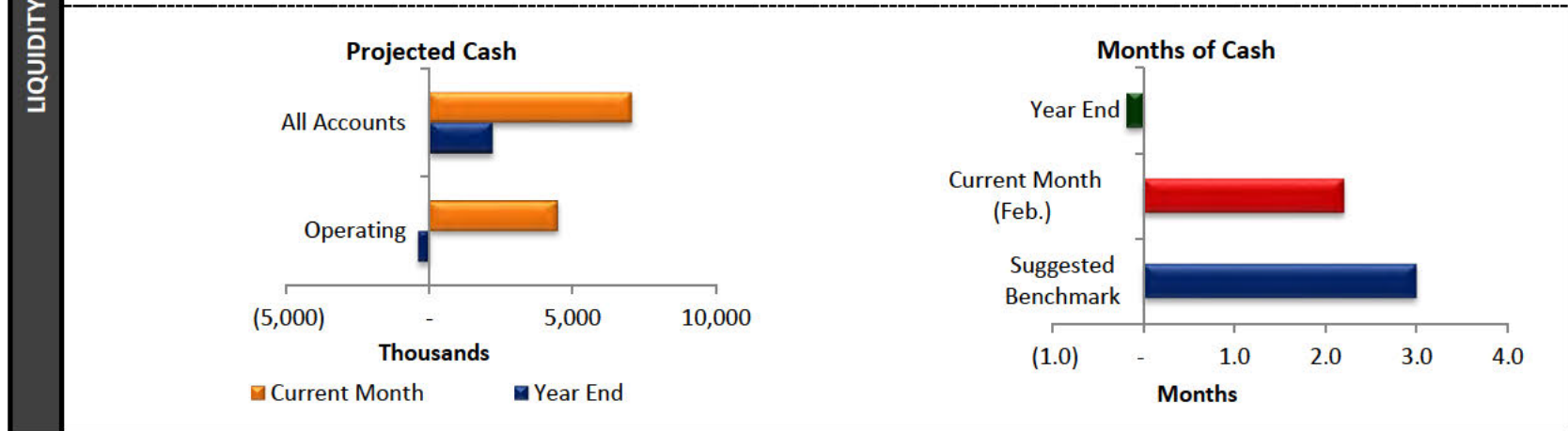


Challenge Prep Charter School

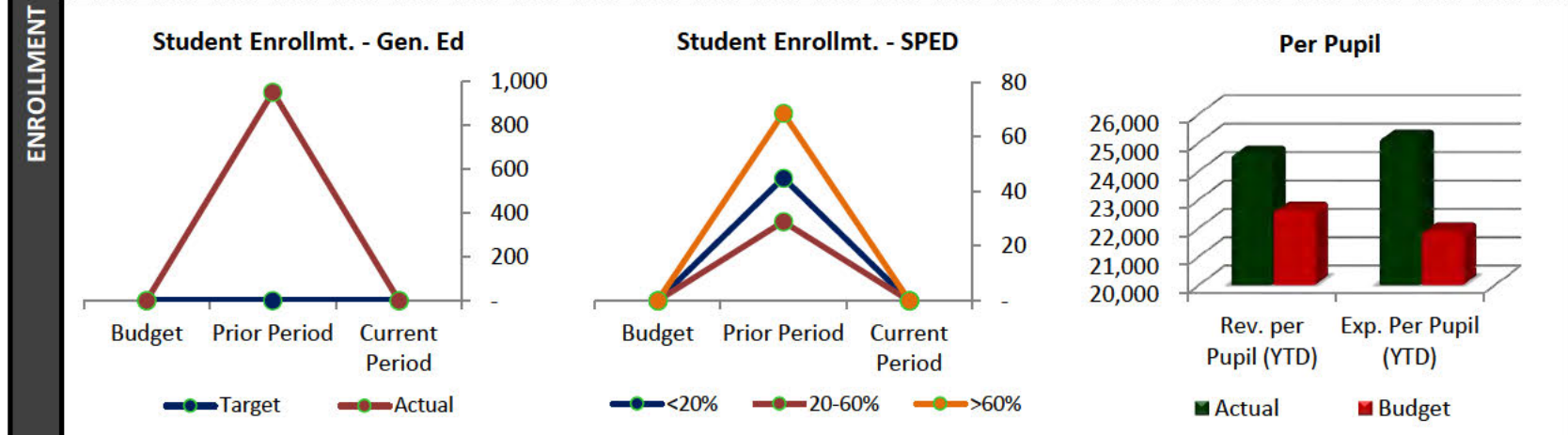
Financial Summary

For Period Ended February 28, 2022

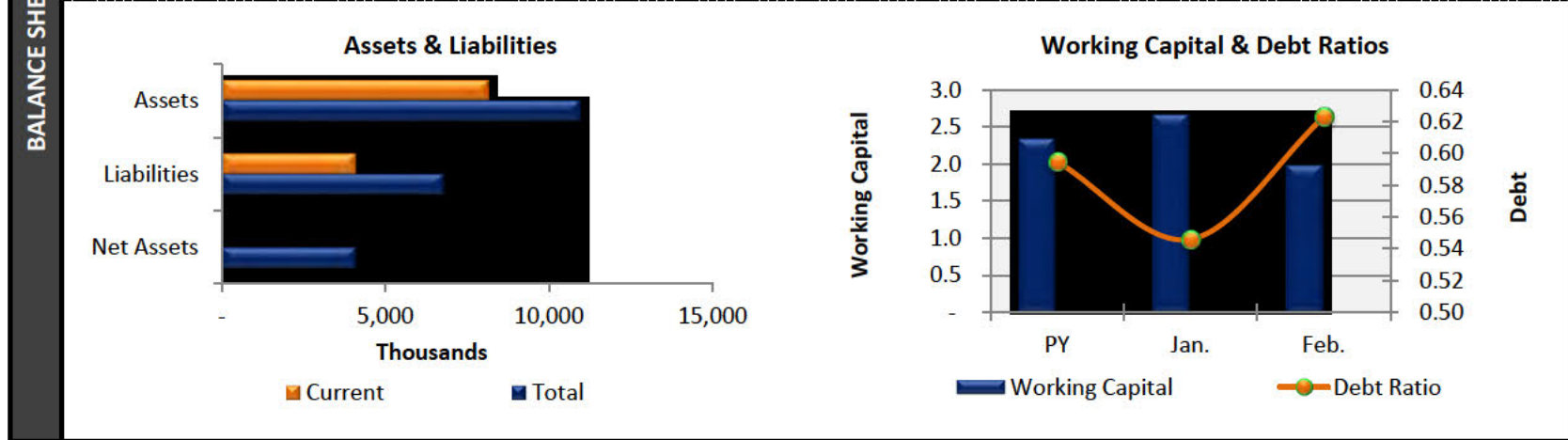
LIQUIDITY	Cash in Bank (Operating Account(s) Only: as of February 28, 2022)	\$ 4,484,280
	Projected months of cash on hand	2.2
	Cash in Bank (Total - All Accounts as of February 28, 2022)	\$ 7,070,479
	FY Ending Cash Available to Carryover to FY21-22 (Operating Account(s) Only)	\$ (373,691)
	Projected months of cash on hand	(0.2)
	FY Ending Cash Available to Carryover to FY20-21 (Total - All Accounts)	\$ 2,197,953



	Actual	Budget	Variance	Actual	Budget	Variance
General Ed	951.75	1,021.00	(69.25)	\$ 15,370,811	\$ 15,629,468	\$ (258,657)
SPED						
0 - 20%	50.12	41.00	9.12	-	-	\$ -
20 - 59%	25.29	25.00	0.29	262,794	259,750	\$ 3,044
60% - Over	71.90	53.00	18.90	1,369,623	1,009,597	\$ 360,026
Total SPED	147.31	119.00	28.31	1,632,417	1,269,347	\$ 363,070



Total Current Assets:	\$ 8,175,517
Total Current Liabilities:	\$ 4,123,088
Working Capital (Current) Ratio	1.98
Total Assets:	\$ 10,973,295
Total Liabilities:	\$ 6,835,212
Debt Ratio	0.62
Total Net Assets:	\$ 4,138,083



Challenge Prep Charter School

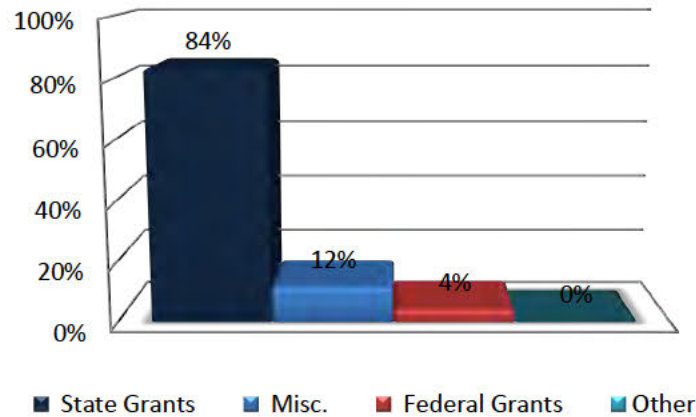
Financial Summary

For Period Ended February 28, 2022

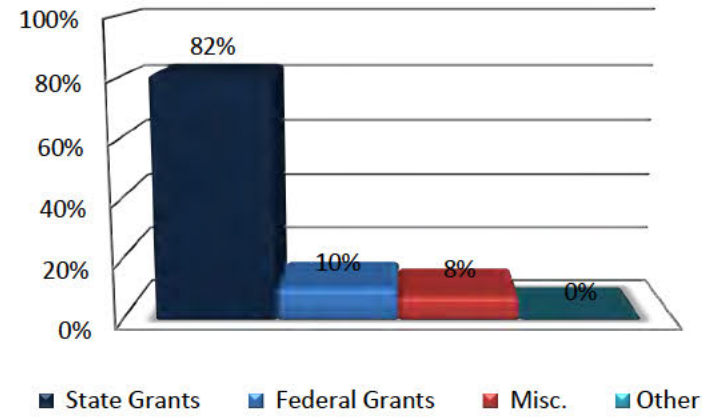
	<u>Actual</u>	<u>Budget</u>	<u>Variance</u>
Total Revenue YTD:	\$ 15,387,992	\$ 15,372,330	\$ 15,662
Total Expenses YTD:	(14,872,317)	(14,070,113)	(802,204)
Net Operating Surplus(Deficit):	\$ 515,675	\$ 1,302,217	\$ (786,543)
	<u>Projected</u>	<u>Budget</u>	<u>Variance</u>
Annual Projected Revenue:	\$ 23,400,090	\$ 23,097,145	\$ 302,945
Annual Projected Expenses (before depreciation):	(23,936,007)	(22,343,952)	(1,592,055)
Projected Net Operating Surplus(Deficit) before Depreciation:	\$ (535,917)	\$ 753,193	\$ (1,289,110)
Annual Projected Depreciation:	(500,995)	(230,840)	(270,155)
Projected Net Operating Surplus(Deficit) after Depreciation:	\$ (1,036,912)	\$ 522,353	\$ (1,559,265)
Capital Expenditure Requirements	\$ (836,238)	\$ -	\$ (836,238)
Total Cash Expenditures	\$ (22,598,774)	\$ (22,113,112)	\$ (485,662)
Revenue per Pupil (YTD)	\$ 24,586	\$ 22,622	\$ 1,964
Expenditure per Pupil (YTD)	\$ 25,149	\$ 21,884	\$ 3,265

BUDGETING / REVENUE & EXPENSES

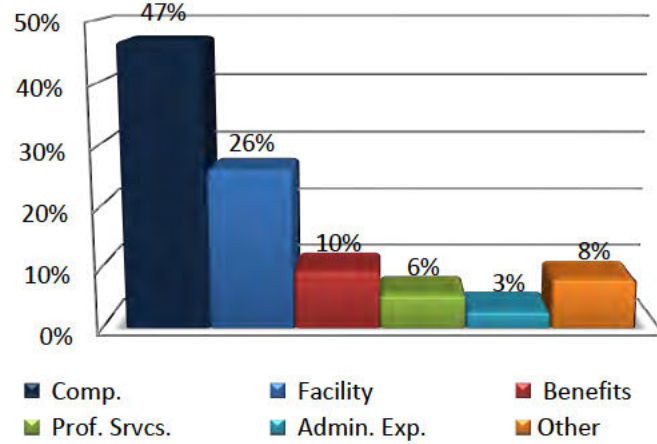
Revenue Breakdown YTD



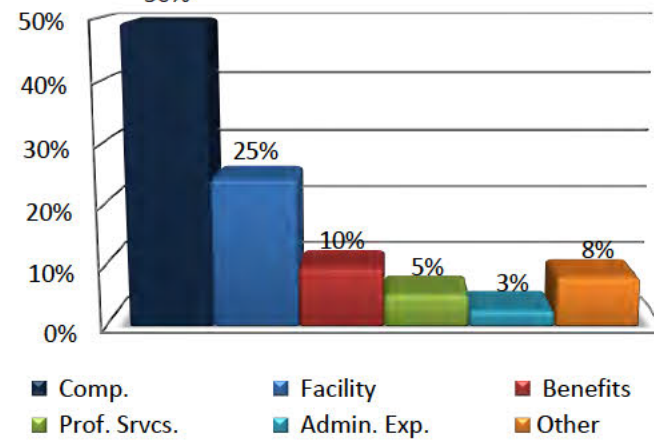
Revenue Breakdown YE



Expense Breakdown YTD



Expense Breakdown YE



Challenge Prep Charter School

Financial Variance Summary

Fiscal Year Ending 6/30/2022	Comments
Net Budget Surplus after Depreciation	\$ 522,353
Increase in Projected Annual Expenses	1,862,210
Net Projected Deficit Variance after Depreciation	<u>\$ (1,036,912)</u>

**Challenge Prep Charter School
Budget vs. Actuals
Fiscal Year Ending June 30, 2022**

	February 28, 2022			YTD Through February 28, 2022			Projected FYE June 30, 2022 Current Month				Comments
	Actual	Budget	Variance	Actual	Budget	Variance	Projected June 30, 2022	Actuals - August 2021 February 28, 2022 + Projections thru June 30, 2022	Annual Budget	Variance	
Income											
4100 State Grants	1,637,065	1,631,484	5,582	12,929,670	13,051,868	(122,198)	6,212,894	19,142,564	19,616,816	(474,252)	GenEd based on 951.753 . SpEd budget based on 71.900 over 60%; 25.293 20-59%
4200 Federal Grants	56,248	164,967	(108,719)	638,658	1,320,462	(681,804)	1,798,382	2,437,040	1,980,329	456,711	
4300 Contributions	-	-	-	-	-	-	-	-	-	-	
4400 Miscellaneous Income	206	125,000	(124,794)	1,819,664	1,000,000	819,664	822	1,820,486	1,500,000	320,486	
Total Income	1,693,519	1,921,450	(227,931)	15,387,992	15,372,330	15,662	8,012,098	23,400,090	23,097,145	302,945	GenEd based on 951.753 . SpEd budget based on 71.900 over 60%; 25.293 20-59%; Adjustments made to Lease Assistance based on unearned revenue for FY21.
Expenses											
Compensation											
5100 Instructional Staff	674,764	721,155	(46,391)	4,518,208	4,895,537	(377,328)	3,684,117	8,202,326	8,653,862	(451,536)	Salary projections based on payroll averages
5200 Non-Instructional Staff	219,236	205,934	13,302	1,698,233	1,647,473	50,760	926,944	2,625,177	2,471,209	153,968	Adjusted based on payroll
5300 Pupil Support	120,289	106,739	13,550	774,592	853,911	(79,319)	518,618	1,293,210	1,280,867	12,343	Based on budget
5000 Compensation	1,014,289	1,033,828	(19,539)	6,991,033	7,396,920	(405,887)	5,129,680	12,120,713	12,405,938	(285,225)	Salary projections based on payroll averages
5400 Benefits	226,768	158,858	67,910	1,454,247	1,270,867	183,380	955,115	2,409,362	1,906,300	503,062	
6100 Administrative Expenses	41,371	46,802	(5,432)	429,365	379,285	50,080	191,420	620,785	566,494	54,291	Adjusted based on actuals
6200 Professional Services	127,278	75,167	52,111	844,792	584,333	260,458	444,643	1,289,435	921,500	367,935	Based on actuals
6300 Professional Development	6,505	14,424	(7,920)	207,081	104,303	102,778	94,334	301,415	162,000	139,415	Based on actuals
6400 Marketing and Staff/Student Rec	4,135	8,025	(3,890)	83,864	64,200	19,664	43,223	127,087	96,300	30,787	Based on budget
6500 Fundraising Expenses	-	4,458	(4,458)	-	35,667	(35,667)	3,500	3,500	53,500	(50,000)	Based on budget
7100 Curriculum & Classroom Expenses	25,296	30,130	(4,835)	384,733	212,585	172,148	212,253	596,986	372,120	224,866	Based on actuals
8100 Facility	512,985	472,131	40,853	3,909,026	3,777,050	131,976	2,084,340	5,993,366	5,665,575	327,791	Based on actuals
8200 Technology/Communication Expens	33,131	16,102	17,029	313,973	128,817	185,157	155,499	469,472	193,225	276,247	Based on actuals
8800 Miscellaneous Expenses	-	83	(83)	3,707	667	3,040	180	3,887	1,000	2,887	
8900 Depreciation Expense	-	-	-	250,497	115,420	135,077	250,498	500,995	230,840	270,155	
Total Expenses	1,991,757	1,860,010	131,747	14,872,317	14,070,113	802,204	9,564,685	24,437,002	22,574,792	1,862,210	
Net Income	(298,238)	61,440	(359,678)	515,675	1,302,217	(786,543)	(1,552,587)	(1,036,912)	522,353	(1,559,265)	
Capital Expenditures											
Furniture, Fixtures & Equipment	3,680	-	3,680	704,241	-	704,241	70,000	774,241	-	774,241	
Facility and Construction	-	-	-	51,997	-	51,997	10,000	61,997	-	61,997	
Website	-	-	-	-	-	-	-	-	-	-	
Total Capital Expenditures	3,680	-	3,680	756,238	-	756,238	80,000	836,238	-	836,238	

**Challenge Prep Charter School
Cash Flow Projection as of February 28, 2022**

	Annual Budget FY21-22	Projected July 21 - June 22	Projected Mar 22 - June 22	March	April	May	June	July + Subsequent FY21-22 Items
Beginning Cash Balance (Operating)	4,804,870	6,645,873	4,498,835	4,498,835	1,708,140	2,798,354	763,483	(1,271,388)
Projected Cash Receipts from Operations (below)	23,097,145	8,012,098	5,126,718	206	3,125,791	206	206	2,000,311
Projected Cash Disbursements from Operations (below)	(22,574,792)	(9,564,685)	(9,163,921)	(2,015,577)	(2,015,577)	(2,015,077)	(2,015,077)	(1,102,614)
Net Cash from Operations	522,353	(1,552,587)	(4,037,202)	(2,015,371)	1,110,214	(2,014,871)	(2,014,871)	897,697
Cash Receipts from Accounts & Misc Receivables (not included in revenue below)	-	-	-	-	-	-	-	-
Cash Disbursements for Accounts Payable & Accrued Expenses	-	-	(755,324)	(755,324)	-	-	-	-
Capital Expenditures (below)	-	(80,000)	(80,000)	(20,000)	(20,000)	(20,000)	(20,000)	-
Accounts Receivable	-	-	-	-	-	-	-	-
PPP Loan Payable	-	-	-	-	-	-	-	-
PPP Loan Interest Payable	-	-	-	-	-	-	-	-
Ending Cash Balance (Operating Account)	5,327,223	5,173,286	(373,691)	1,708,140	2,798,354	763,483	(1,271,388)	(373,691)
Other Cash Accounts (Net of Transfers)	75,354	-	2,571,644	2,571,644	2,571,644	2,571,644	2,571,644	2,571,644
Total Cash (All Accounts)	5,402,577	5,173,286	2,197,953	4,279,785	5,369,998	3,335,127	1,300,256	2,197,953

Challenge Prep Charter School
Balance Sheet
YTD as of February 28, 2022

	Total	Comments
ASSETS		
Current Assets	-	
Bank Accounts		
1000 Cash		
1001 HSBC Checking - 0844	4,260,442	
1002 HSBC Checking - 0852	14,556	
1003 HSBC Checking - 0879	223,837	
1004 HSBC Checking - 0887	-	
1005 HSBC Money Market - 5972	2,501,644	
1006 Chase Escrow - 3060	70,000	
1007 Petty Cash	-	
Total 1000 Cash	\$ 7,070,479	
Total Bank Accounts	\$ 7,070,479	
Accounts Receivable		
1100 Accounts Receivable	263,733	
1200 Other Receivables - Salary Advance	-	
Total Accounts Receivable	\$ 263,733	
Other current assets		
1300 Prepaid Expenses	257,144	
1301 Prepaid Insurance	48,595	
1310 Prepaid Rent	535,565	
Total Other current assets	\$ 841,305	
Total Current Assets	\$ 8,175,517	
Fixed Assets		
1500 Furniture, Fixtures & Equipment		
1510 Office & Admin Computers & Equipment	259,983	
1511 Classroom Computers & Equipment	1,268,777	
1512 Classroom Furniture	523,884	
1513 Office Furniture	194,049	
Total 1513 Office Furniture	\$ 194,049	
1514 Musical Instruments	16,390	
1515 Computer Software	44,217	
Total 1500 Furniture, Fixtures & Equipment	2,307,300	
1519 Facility and Construction	127,589	
1520 Architect Fees	115,620	
1525 Fire Alarm System	7,500	
Total 1525 Fire Alarm System	\$ 7,500	
1530 Kitchen/Cafeteria	162,079	
1535 Construction In Progress	320,673	
1540 Leasehold Improvements	480,067	
Total 1519 Facility and Construction	1,213,527	

Challenge Prep Charter School
Balance Sheet
YTD as of February 28, 2022

	<u>Total</u>	<u>Comments</u>
1610 Website	11,000	
Total 1610 Website	\$ 11,000	
1700 Accumulated Depreciation & Amortization		
1710 Accumulated Depreciation	(1,651,736)	
1750 Accumulated Amortization	(8,311)	
Total 1700 Accumulated Depreciation & Amortization	\$ (1,660,047)	
Total Fixed Assets	\$ 1,871,779	
Other Assets		
1800 Security Deposits	925,999	
Total Other Assets	\$ 925,999	
TOTAL ASSETS	\$ 10,973,295	
LIABILITIES AND EQUITY		
Liabilities		
Current Liabilities		
Accounts Payable		
2000 Accounts Payable	735,697	
Total Accounts Payable	\$ 735,697	
Other Current Liabilities		
2100 HSBC Loan Payable	-	
2300 Accrued Salaries/Taxes	-	
2301 Accrued Expenses	19,627	
2303 Accrued Interest - PPP	-	
2400 Unearned/Deferred Revenue	3,366,264	
Total Other Current Liabilities	\$ 3,387,391	
Total Current Liabilities	\$ 4,123,088	
Long-Term Liabilities		
2700 Deferred Rent Liability	2,712,124	
Total Long-Term Liabilities	\$ 2,712,124	
Total Liabilities	\$ 6,835,212	
Equity		
3100 Retained Earnings	3,622,409	
Net Income	515,675	
Total Equity	\$ 4,138,083	
TOTAL LIABILITIES AND EQUITY	\$ 10,973,295	

Challenge Prep Charter School
Statement of Cash Flows
YTD as of February 28, 2022

	<u>Total</u>	<u>Comments</u>
OPERATING ACTIVITIES		
Net Income	515,675	
Adjustments to reconcile Net Income to Net Cash provided by operations:		
1100 Accounts Receivable	101,715	
1200 Accounts Receivable:Other Receivables - Salary Advance	-	
1300 Prepaid Expenses	(48,395)	
1301 Prepaid Insurance	(48,595)	
1310 Prepaid Rent	(201,390)	
Inventory Asset	-	
2000 Accounts Payable	53,309	
2100 HSBC Loan Payable	(1,792,512)	
2300 Accrued Salaries/Taxes	(725,253)	
2301 Accrued Expenses	(69,727)	
2303 Accrued Interest - PPP	(17,160)	
2400 Unearned/Deferred Revenue	3,050,719	
Total Adjustments to reconcile Net Income to Net Cash provided by operations:	302,712	
Net cash provided by operating activities	818,387	
INVESTING ACTIVITIES		
1510 Furniture, Fixtures & Equipment:Office & Admin Computers & Equip	(10,834)	
1511 Furniture, Fixtures & Equipment:Classroom Computers & Equipment	(424,229)	
1512 Furniture, Fixtures & Equipment:Classroom Furniture	(132,113)	
1513 Furniture, Fixtures & Equipment:Office Furniture	(137,065)	
1515 Furniture, Fixtures & Equipment:Computer Software	-	
1540 Facility and Construction:Leasehold Improvements	(51,997)	
1800 Security Deposits	-	
1710 Accumulated Depreciation & Amortization:Accumula	250,497	
Net cash provided by investing activities	(505,741)	
FINANCING ACTIVITIES		
2700 Deferred Rent Liability	51,960	
3000 Opening Balance Equity	-	
Net cash provided by financing activities	\$ -	
Net cash increase for period	364,606	
Cash at beginning of period	\$ 6,705,874	
Total Cash at beginning of period	\$ 6,705,874	
Cash at end of period	\$ 7,070,479	



Attachment #12

2021-22 CPCS Board Meeting #9

Current Employees	Vacancies
170	1

Campus	Current	Vacancies	New Hires
Elementary School	92	0	0
Middle School	38	0	0
High School	26	0	0
Network Operations	14	1	0

New Hires	Campus	Position
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2021-22 School Year Board Meeting #10 Minutes

Frederica Jeffries, CPCS Chair called the meeting to order and welcomed everyone to the CPCS 2021-22 School Year Board Meeting #10 at 6:30 PM on April 27, 2022.

Frederica Jeffries, Chair requested verification from the members present of “The Notice of Meeting” sent to each of the members of the board via email. Each member noted the proper notification was received.

Pursuant to the NY State Public Meetings Law the public notice of meeting was provided in the following manner thus meeting the law’s requirement of media and public notice:

- The Wave via email
- Public Posting at CPCS Office
- CPCS Websites and Social Media Sites

Karon McFarlane, Secretary of the Board of Trustees called the roll of the board.

Members present: Frederica Jeffries, Gertrudis Hernandez, Karon McFarlane, Linda Plummer and Andrew Barnes

Members absent: Dr. Michelle Daniel-Robertson

Also, present: Michael R. Estep. He was given the rights of the floor to speak during the meeting by common consent.

The Chair offered opportunity for any questions from the public. No comments or questions were offered.

1. The agenda was approved by common consent.
2. The Chair called for a review of the minutes of the 2021-22 School Year Board Meeting #9 [Attachment #1]. The minutes were approved by common consent.
3. The Chair called for the report of Dr. Les Mullings, CEO. Dr. Mullings shared with the Board that the NYS Testing for Math and ELA continues for our scholars. We continue to monitor COVID-19 with our staff and scholars. Challenge is applying for the Summer Boost NYC grant that focuses on providing a 24-day academic program for scholars that suffered significantly from learning loss during the last two school years. The focus is on ELA & Math. We are applying for 282 scholars to be in the program that would begin on July 5 and end



on August 5, 2022. We are preparing for year-end activities and preparing for the 2022-23 school year budget.

Following discussion, the report was received with appreciation.

4. The Chair called attention to the printed report of Kentia Coreus, Senior Director of Elementary Teaching & Learning [Attachment #2]. The report was received with appreciation.
5. The Chair called attention to the printed report of Nicole Griffin, K-5 Principal [Attachment #3]. The report was received with appreciation.
6. The Chair called attention to the printed report of Mavgar Mondesir, Senior Director of Secondary Teaching & Learning and 6-10 Principal [Attachment #4]. The report was received with appreciation.
7. The Chair called attention to the printed report of Tameeka Richards, Director of Pupil Personnel Services [Attachment #5]. The report was received with appreciation.
8. The Chair called attention to the printed report of Kimberly Messer, Director of Communications [Attachment #6]. The report was received with appreciation.
9. The Chair called attention to the printed report of Natalie Zadok, Director of Special Education [Attachment #7]. The report was received with appreciation.
10. The Chair called attention to the printed report of Janis Vaughn, Director of Student Enrollment & Recruitment [Attachment #8]. The report was received with appreciation.
11. The Chair noted that the Director of Operations is on maturity leave. [Attachment #9].
12. The Chair called attention to the printed report of Dale Richardson, Director of Technology [Attachment #10]. The report was received with appreciation.
13. The Chair called for the March 2022 Financial Report [Attachment #11].

Following review, the report was received by common consent.



14. The Chair called for the presentation of the 2021-22 April 2022 Personnel report [Attachment #12]. The report was received by common consent in that there were no new employess hired since the last meeting.

The meeting adjourned by common consent.

Respectfully submitted:

A handwritten signature in blue ink that reads "Karon K. McFarlane". The signature is written in a cursive style.

Karon McFarlane
Secretary



Attachment #1
See Prior
Month
Minutes for
Minute
Attachments



2021-22 School Year Board Meeting #9 Minutes

Frederica Jeffries, CPCS Chair called the meeting to order and welcomed everyone to the CPCS 2021-22 School Year Board Meeting #9 at 6:30 PM on March 23, 2022.

Frederica Jeffries, Chair requested verification from the members present of “The Notice of Meeting” sent to each of the members of the board via email. Each member noted the proper notification was received.

Pursuant to the NY State Public Meetings Law the public notice of meeting was provided in the following manner thus meeting the law’s requirement of media and public notice:

- The Wave via email
- Public Posting at CPCS Office
- CPCS Websites and Social Media Sites

Karon McFarlane, Secretary of the Board of Trustees called the roll of the board.

Members present: Frederica Jeffries, Gertrudis Hernandez, Karon McFarlane, Linda Plummer and Dr. Michelle Daniel-Robertson

Members absent: Andrew Barnes

Also, present: Michael R. Estep. He was given the rights of the floor to speak during the meeting by common consent.

The Chair offered opportunity for any questions from the public. No comments or questions were offered.

1. The agenda was approved by common consent.
2. The Chair called for a review of the minutes of the 2021-22 School Year Board Meeting #8 [Attachment #1]. The minutes were approved by common consent.
3. The Chair called for the report of Dr. Les Mullings, CEO. Dr. Mullings shared with the Board the plans for the end of the school year Challenge Field Day 2022 scheduled for June 23, 2022 at Bayswater Park, Far Rockaway, NY 11691. The event will be a grand celebration of the hopeful end of the isolation our scholars and their families have experienced over the last two plus years of dealing with COVID-19. The expectation will be that the attendance will be 2000 plus.



Additionally, Dr. Mullings shared with the Board the upcoming NYS testing scheduled for the last week of March 2022 for our testing grades. This year's tests will focus on ELA and Math.

Following discussion, the report was received with appreciation.

4. The Chair called attention to the printed report of Kentia Coreus, Senior Director of Elementary Teaching & Learning [Attachment #2]. The report was received with appreciation.
5. The Chair called attention to the printed report of Nicole Griffin, K-5 Principal [Attachment #3]. The report was received with appreciation.
6. The Chair called attention to the printed report of Mavgar Mondesir, Senior Director of Secondary Teaching & Learning and 6-10 Principal [Attachment #4]. The report was received with appreciation.
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11. The Chair noted that the Director of Operations is on maturity leave. [Attachment #9].
12. The Chair called attention to the printed report of Dale Richardson, Director of Technology [Attachment #10]. The report was received with appreciation.
13. The Chair called for the February 2022 Financial Report [Attachment #11].

Following review, the report was received by common consent.



14. The Chair called for the presentation of the 2021-22 March 2022 Personnel report [Attachment #12]. The report was received by common consent in that there were no new employees hired since the last meeting.
15. The Chair called on Dr. Mullings to present information about the Friends of Challenge Prep, Inc. and the progress related to the establishment of the organization with its objectives.

Following discussion, Michelle Daniel-Robertson made a motion with a second from Frederica Jeffries to approve the following resolutions involving 15-20 Central Avenue Real Estate, the motion carried unanimously.

RESOLUTIONS OF THE BOARD OF TRUSTEES

15-20 CENTRAL AVENUE REAL ESTATE

“The Board of Trustees (the “**Board**”) of Challenge Preparatory Charter School (the “**School**”) at a duly constituted meeting of the Board held on March 23, 2022, does hereby (i) approve and adopt the following resolutions and (ii) direct that these resolutions be recorded among the minutes of the proceedings of the School.

WHEREAS, the School is presently the subtenant pursuant to that certain Agreement of Sublease dated as of July 24, 2019 (the “**Original Sublease**”), which was amended by that certain First Amendment to Sublease dated April 16, 2020 (the “**April 2020 Amendment**”), that certain additional First Amendment to Sublease dated on or about January 4, 2021 (the “**First Amendment**”), and that certain Second Amendment to Sublease dated as of October 7, 2021 (the “**Second Amendment**”; along with the Original Sublease, the April 2020 Amendment, the First Amendment and the Second Amendment- the “**Sublease**”) by and between E Squared I LLC (“**Sublandlord**”), as sublandlord, and the School, as subtenant, pursuant to which Sublandlord leases to the School certain premises (as more particularly described in the Sublease, the “**Premises**”) located at 15-20 Central Avenue, Queens, NY 11691; and

WHEREAS, under the Sublease the School is responsible for many operational expenses related to the Premises; namely, the real property tax (the “**Property Tax**”) which as of the date hereof is projected to be approximately \$150,000.00 per year; and

WHEREAS, in conjunction with Friends of Challenge Prep, Inc. (“**Friends**”), and in order to meet the School’s long-term real estate needs, for strategic purposes and to enjoy the benefits of exemption from the Property Tax, for which



the School and Friends are eligible, the Board has determined it is in the best interest of the School to assign the Sublease to Friends pursuant to an assignment and assumption agreement (the “**Assignment**”) whereby Friends will assume the School’s obligations under the Sublease and sublease the Premises back to the School; and

WHEREAS, the School desires to sublease the Premises from Friends pursuant to a sub-sublease (the “**Sub-Sublease**”) as more fully set forth in the Sub-Sublease; and

WHEREAS, under the terms of the Assignment, as a material inducement to Sublandlord to approve the Assignment and Sub-Sublease, the School is required to guaranty the payment of rent and other expenses set forth in the Sublease, pursuant to a guaranty of lease (the “**Guaranty**”), and the School desires to issue the Guaranty to satisfy the Sublandlord’s requirements; and

WHEREAS, with Friends assuming the position as direct subtenant under the Sublease with the Sublandlord, a leasehold condominium structure (the “**Leasehold Condominium**”) becomes possible whereby the Premises are converted into condominium units (the “**Units**”) which are thereafter sublet to the School pursuant to the Sub-Sublease, and the Units are eligible for exemption from Property Tax, thereby saving the School the expense of the Property Tax; and

WHEREAS, Friends and Sublandlord desire to enter into, the Sublease whereby Friends is substituted as subtenant for the purposes of creating the Leasehold Condominium (which Sublandlord has approved), the School is designated as the sub-subtenant and an application will be filed with the New York State Attorney General’s Office for a “no action” letter to effectuate the creation of the Leasehold Condominium and thereafter an application will be filed with the New York City Department of Finance for an exemption from Property Tax; and

WHEREAS, subject to additional minor additions and changes (the “**Minor Modifications**”) to be made to the Assignment, Guaranty and Sub-Sublease through negotiations between the Sublandlord and Sublandlord’s legal counsel and the School’s Proper Representatives (defined herein) and the School’s and Friends’ legal counsel, as applicable, the School wishes to enter into the Assignment, the Sub-Sublease and the Guaranty for the Premises so that Friends can enter into the Sublease for the Premises.

NOW THEREFORE, BE IT RESOLVED, that the Board hereby approves the Assignment, the Sub-Sublease and the Guaranty, and authorizes the School’s



Proper Representatives to work with the School's and Friends' legal counsel to finalize the Assignment, the Sub-Sublease and the Guaranty with Minor Modifications;

BE IT FURTHER RESOLVED, that the School is hereby authorized and directed to execute and deliver the Assignment, the Sub-Sublease, the Guaranty and such further agreements, assignments, pledges, instruments, consents and any other documents ancillary to the Assignment, the Sub-Sublease or Guaranty necessary, proper and/or advisable in the determination of any Proper Representative (as defined below) and the payments related thereto as set forth above;

BE IT FURTHER RESOLVED, that any Trustee or officer of the School or the Board's designee or the School's Executive Director (each, a "**Proper Representative**"), be and hereby is authorized and directed, jointly and severally, to execute and deliver the Assignment, the Sub-Sublease, the Guaranty, and any other documents consistent with the transactions described above and such further agreements, assignments, pledges, instruments, consents and documents ancillary to the Assignment, the Sub-Sublease, the Guaranty or necessary in the determination of any Proper Representative, in the name of and on behalf of the School, and to pay all such expenses and taxes as in their judgment shall be necessary, proper and advisable in order to fully carry out the intent and accomplish the purposes of the foregoing resolutions; and

BE IT FURTHER RESOLVED, that all actions heretofore taken by any Proper Representative, for and on behalf of the School in connection with the Assignment, the Sub-Sublease and the Guaranty, including, but not limited to, the execution of the Assignment, the Sub-Sublease and the Guaranty shall be and hereby are ratified and approved, and that the authority given hereunder shall be retroactive and any and all acts hereunder performed prior to the passage of these resolutions are hereby ratified and approved."

The meeting adjourned by common consent.

Respectfully submitted:

A handwritten signature in blue ink that reads "Karon K. McFarlane".

Karon McFarlane
Secretary



Attachment #2



Senior Director of Teaching and Learning K-5
April 2022 Board Report
 (Covering March 16, 2022-April 8, 2022)
Kentia Coreus

Enrollment Compliance

Grade	Total Scholars	# of scholars w/IEPs	# of ENL scholars*
K	104	13	0
1	116	21	3
2	118	19	3
3	97	15	4
4	94	15	8
5	95	13	2
Totals	624	96	20

source: Student Enrollment Weekly Report sent on April 1, 2021

* *In-progress*

Ongoing Teaching & Learning Tasks

- Manage personnel, curricula, and partnerships in support of the educational program
- Monitor the effectiveness of the educational program by reviewing data, observing instruction, school culture, and academic operations
- Supervise the K-5 principal by conducting regular check-ins and weekly supervision meetings
- Coach and mentor staff when needed
- Listen and respond to staff and family grievances

Ongoing COVID-19 Response

- Attend monthly webinars with the New York State Charter Association where information is provided by the Board of Regents and all three NYS charter authorizers. Share information with pertinent staff where needed
- Maintain awareness of DOE, NYS, and DOH guidelines related to COVID-19
- Connect with external school leaders to share/collect ideas for supporting scholars and staff
- Collaborate with COVID coordinator, human resources, and site principal to manage COVID-related issues

ELA and Mathematics State Exams

ELA examinations were completed at the end of March. Scholars then participated in internal mock math exams in order to be exposed to the math exam's framework and to have practice in persisting through challenging problems. Staff took notes during this time to employ effective care and testing strategies during the exam. Math exams will take place during the last week of April.

Working with Learner-Centered Initiatives (LCI)

Curriculum writers, grade-level leads, and assistant principals are approaching the development of the final unit for this school year. Assessments (and their role in learning) will be explored by LCI during this unit. The SDTL recommends that CPCS works with LCI again next year to specifically focus on assessments. The school aims to develop pre and post assessments for all units, establish formative assessments, and begin exploring the use of performance assessments.

MOY Principal Effectiveness

Instructional staff at CPCS evaluated the school principal using the Vanderbilt Assessment of Leadership in Education (VAL-ED) in February 2022. The VAL-ED is a learning-centered and evidence-based tool that assesses principals' behaviors known to directly influence teachers' performance, and in turn students' learning. Leadership behaviors are informed by a leader's knowledge, skills, personal characteristics, values and beliefs. Results were immediately shared with the principal and briefly discussed.

On April 6, 2022, the SDTL conducted a MOY Principal Effectiveness Reflection meeting with the principal. The reflection meeting covered the following topics:

1. Opening- Reflect on process, understanding the VAL-ED tool
2. Meeting Goal: Stamping the learning so it can be transferred and replicated.
3. Identifying new knowledge, skills, dispositions of the school principal
4. Understanding Culture of Learning and Professional Behavior
5. Paying attention to misaligned results
6. Performance Management [Where are we? Where are we going? Staff? Scholars?]

Preparing to launch the 2022-23 school year

The human resources (HR) team has procured a new recruitment software called Lever. The SDTLs have finalized the 2022-23 instructional staff hiring process to reflect this new tool, bring back in-person demo lessons, and to streamline the process. CCS anticipated vacancies are posted on LinkedIn and are still in the process of being available on Indeed. The recruitment process is made available below. In addition, we have developed a framework for launching the new school year.

Instructional Staff Recruitment Process- SY 2022-23

Step	Person(s) Responsible	Details/Notes
1. Principals submit vacancy proposals to the Senior Directors of Teaching and Learning (SDTL) for approval.	Principals	Via email or designated spreadsheet. Email must include position title, subject, and grade level (where applicable).
2. Finance approves vacancy and adds the requisition to Lever.	Finance	HR department provides a job description if needed.
3. SDTL's review job descriptions [include our recruitment process].	SDTL	Authorized access to Lever is given to those directly involved with those hiring for their specific sites.
4. HR posts the job description.	Talent Recruitment Manager (TRM)	
5. HR reviews teacher applications including: resumes, cover letters, application 3 questions and looks up certification on NYSLookUp site.	Talent Recruitment Manager	Use the recruitment criteria checklist
6. Conduct initial telephone interview	Talent and Recruitment Manager	Use the initial telephone screening template .
7. Conduct virtual candidate interview	Site specific Administrative Teams	School teams will enter notes in Lever.
8. Candidate delivers a demonstration lesson at the school site. Demo Invite template is here . Principals are responsible for making site specific updates.	Site specific Admin Teams and SDTL.	School teams will enter notes in Lever.
9. Virtual Final Interview with SDTLs	Special Projects Coordinator T & L	Notes will be entered in Lever.
10. Contact candidate references. Inform SDTL of candidates as well as ones with any red flags.	Talent and Recruitment Manager	Verify 3-4 years' worth of employment history using the reference check questions provided. attaches the completed references to the candidate's record on Lever.
11. SDTL's make final hiring recommendations to the CEO and Finance.	SDTLs	The recommendation is sent by the SDTL to the Director of Finance within Lever.
12. Generate and send the candidate a contract and Welcome email.	Director of Finance	Copy SDTL's, TRM and SPC T&L



Attachment #3



Ms. Nicole Griffin
Challenge Preparatory Charter School- Elementary
Principal Report
April, 2022

The Rebound - "Accelerating learning through care, clarity and collaboration."

Enrollment

At this time, enrollment has ceased due to the MATH test taking place April 26-April 28.

Attendance

Attendance			
March 2022 Attendance Tracker			
Instructional Days 23			
Present	13,078	Present %	91%
Absent	1,284	Absent %	9%

Curriculum and Instruction

ELA Focus- Organizing Center:

- POETRY Grades K-2 (End of unit April 29th)
The goal of this unit is to show how poetry can be used to promote social and emotional learning, build community, and establish relationships as well as strengthen speaking, listening, and writing skills.

- As a culminating activity, Grade 2 scholars will put on a poetry slam inviting scholars in grades K and 1
- Poem in a pocket day will be held on Friday, April, 29, 2022

MATH FOCUS

Based on the data, scholars struggle in the area of geometry and measurement. For the remainder of the year, each grade will focus on this standard providing additional support during the intervention blocks on Fridays.

- Grades 1 and 2 will also focus on adding and subtracting base ten numbers. Regrouping when adding and subtracting.
- Grade 3 will also focus on expressions
- Grades 4 and 5 will continue to provide additional instruction in the area of fractions and decimals

TESTING Information

- Test Sophistication - Grades 3-5 (Ends on April 29 for grades 3-5)
- Grade 4 Science hands on preparation will begin on May 3, 2022
- NYSESLAT Testing (April 11- April 29th)

Staff Attendance

Staff attendance has improved with 3% having to be out due to COVID. The elementary school has experienced 2 teachers having to be absent due to medical conditions. Two teachers are on maternity leave.

Professional Development

- NYS testing - analyzing the data
- Preparing and administering the FINAL Mock Assessments
- Continued PD unpacking the standards- Specifically the reading, speaking and listening and writing standards
- Building assessments into instruction
- Designing Unit 4 and 5 of ELA and Writing
- Grade Team Leaders continues to meet twice a week with grade teams to work on lesson planning with a focus on the standards and objectives

Special Education - CONTINUED Collaboration

For the next two months, collaboration with the Director of Special Education and the Special Education Liason will take place to ensure we have the following in place:

- Sped related professional development for our ICT staff
- Action plans for at risk-scholars

Currently, the Special Education Liaison meets with the CTT teams to facilitate planning of modified instruction, professional development and or IEP goal setting.

Current total of scholars who receive SPED related services	114
Number of PENDING INITIAL IEP MEETINGS	49

As our SPED population increases, the amount of CCT classrooms and SPED certified teachers will also increase. For the 2022-2023, each grade will need TWO ICT sections to ensure our scholars are receiving their correct services. This will also expand the need for continued professional development, specifically for our SPED certified teachers.

Scholars who are in TIER 3- will also use a program specifically to meet their needs. At this tier, a student will receive intensive support for specific skill deficits. Interventions will be more frequent, explicit, intensive, and individualized for longer periods of time. **Based on our data 106 scholars fall into this category.**

Remote Instruction

Currently, we have three scholars on our roster who receive remote instruction. 2 are for medical reasons, the other is because of a suspension. The two scholars who are out for medical reasons will return on April 26, 2022.

Staffing NEEDS for the 2022-2023 school year includes the following:

- Grade 3 SPED certified and Gen ED certified teacher (We will add on another GRADE 3 section)
- Guidance Counselor- Due to the increase of social emotional needed in addition to mandated scholars who receive counseling services
- Music Teacher
- Art Teacher
- Math/ ELA Instructional Coach - Support and development of staff
- Dean of Culture- Create a restorative approach to learning

Upcoming Events

- NYS MATH exam- April 26-April 28
- May 3, 2022- May 6, 2022- Teacher Appreciation Week
- May 11, 2022 - May 12, 2022- Instructional Learning Walk



Attachment #4



CHALLENGE CHARTER SCHOOL

2021-2022 Principal's Monthly Board Report

Mavgar Mondesir-Gordon, Principal (Grades 6-10)

School Year 2021-2022 Report Apr 14, 2022

Current CCHS Enrollment:

Cohort Group	Grade Level	Enrollment as of...						
		Oct. 15, 2021	Nov. 12, 2021	Dec. 10, 2021	Jan. 14, 2022	Feb. 16, 2022	Mar. 22, 2022	Apr. 14, 2022
#3	G. 10	44	46	45	45	45	45	45
#4	G. 9	71	73	73	73	71	71	70
TOTAL		115	119	118	118	116	116	115

Current CCMS Enrollment:

Cohort Group	Grade Level	Enrollment as of...						
		Oct. 15, 2021	Nov. 12, 2021	Dec. 10, 2021	Jan. 14, 2022	Feb. 16, 2022	Mar. 22, 2022	Apr. 14, 2022
#5	Gr. 8	76	76	73	72	72	72	72
#6	Gr. 7	70	69	64	63	60	64	64
#7	Gr. 6	93	92	92	91	85	89	86
TOTAL		239	237	229	226	217	225	222

CCMS Attendance Statistics:

Cohort Group	Grade Level	Attendance Rates						
		Seo 14. '21 - Oct 15. '21	Oct 18. '21 - Nov 12. '21	Nov. 15. '21 - Dec. 10. '21	Dec, 13, '21 - Jan. 14, '22	Jan, 17, '22 - Feb. 16, '22	Feb, 17, '22 - Mar. 21, '22	Mar, 21, '22 - Apr. 14, '22
#3	Gr. 10	93%	91%	84%	76%	83%	86%	86%
#4	Gr. 9	95%	94%	90%	77%	89%	85%	92%
#5	Gr. 8	89%	90%	89%	78%	88%	93%	91%
#6	Gr. 7	92%	89%	88%	82%	91%	94%	93%
#7	Gr. 6	83%	84%	83%	84%	88%	93%	93%
CCMS Average		88%	88%	86%	81%	89%	91%	92%
CCHS Average		94%	93%	88%	76%	87%	90%	89%



6-10 Average	90%	90%	87%	79%	89%	90%	91%
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Please note that these numbers are due to errors in the enrollment and registration.

ATTENDANCE:

- Staff and scholar attendance rates have seen a 10% uptick given stabilizing reports of COVID-19 cases.

STAFFING:

- CCMS has made no gains in staffing and has two more vacancies added. To date the following vacancies stand.
- Grade 7 Science Teacher
 - Grade 7 SS Teacher
 - Spanish Teacher
 - Grade 6 Math Teacher - Covered by Mr. Vil (Math Coach)
 - Grade 6 Math TA
 - Grade 6 Science Teacher - Covered by AP Sonnichsen.
 - Grade 6 SWD Teacher - In the meantime teachers are scheduled to provide SETTS Services to scholars.
 - Grade 7 SWD Teacher - In the meantime teachers are scheduled to provide SETTS Services to scholars.
 - Family Engagement Coordinator (6-10)
 - Grade 8 Math TA
 - SPED LIASON/SETTS Teacher Grade 8 - To be covered by Dr. Lyle
- CCHS has made no gains in staffing. To date, the following vacancies stand:
 - English 9 Teacher - The candidate declined the offer due to family issues.
 - English 10 Teacher - Principal Gordon is covering this class until a teacher is hired.
 - Grade 10 SETSS Teacher - In the meantime, a teacher is scheduled to provide SETTS Services to scholars.
 - Ms. Reid and Mr. Merrell are covering Algebra I teacher - Classes.
 - CCHS Spanish Teacher - Class is covered by Mr. Medina

NB: CCHS anticipates the exit of the PE/Health Teacher. To date, the Principal has reached out to Ms. Luton who has urgently begun the search and is actively searching for the ELA, Math, and Health/PE teachers and staff to fill the vacancies for the 2022-2023 school year.

SOCIAL-EMOTIONAL LEARNING (SEL)

- Covered in the homeroom (8:00 a.m.-8:25 a.m.) Grades 6-10 continue with the Second Step SEL lessons focusing on Bullying and Harassment. Teachers have been provided with the PD for this Unit.
- The Mood Meter has also been incorporated as part of the classroom SEL support. As



well as using the first seven minutes of classes at certain periods of the day to check-in and establish scholars' moods. We believe that this support will help us improve our scholar's academic standing and we encourage them to speak about their feelings and we validate their feelings as well—giving way to strategies to help them cope.

- The importance of the social-emotional lessons is to provide a foundation for safe and positive learning to provide scholars with the strategies necessary to succeed in school, careers, and life. We continue to focus on all 5 of the SEL Competencies throughout the school year.

CURRICULUM, INSTRUCTION, AND ASSESSMENT

- Test Prep has begun at CCMS, for ELA and Math. Scholars practice on bubble sheets generated in PerformanceMatters and standards progress is tracked in the same program.
- The Lavinia Group continues the Close Reading work with grades 6-10. Consultants coach and observe lessons in the classroom on demand alongside leadership and provide teachers with feedback on the teaching of Close Reading. The last visit for the CCMS Lavinia Group consultant was on March 3, 2022. The CCHS Lavinia Group consultant was on the premises on April 11, 2022. He was able to help grade some ELA Regents mock exams. He will aid in the production of strategic instructional work for CCHS scholars.
- Scholars have been grouped to make RTI a more structured instructional work in our school. The 2019 New York State Assessment data and the B.O.Y. Diagnostic data were used to guide this work.
- Enrichment clusters were also arranged using the Renzulli Survey data, however, due to COVID Safety precautions, in-school enrichment clusters have been grouped by homeroom and mixed interest. At CCHS scholars have the choice of two clusters, which are being adjusted to incorporate as little contact as possible. These clusters occur at CCHS during the lunch period.

SPECIAL EDUCATION SERVICES

- Grades 6-8 CLASSROOMS
 - In Grades 6-8, teachers have been recruited to provide SETSS tutoring during their prep times. We were also fortunate to get Ms. Grimes a SPED Teacher from Alternative Tutoring to support Grade 6.
 - Ms. Jasmine Hunter who had taken on the additional role of SPED Liaison for Grades 6-10 while maintaining services to Grade 6 IEP scholars has handed in her resignation as of Friday, April 15, 2022. She has also offered us a candidate from Alternative Tutoring—the Director of SPED Ms. Zadok and Ms. Luton are working to get the candidate so that support services can continue for our scholars in grade 8 urgently. In the interim, Dr. Lyle will support the work.
- Ms. Ana Gomez provides ENL services on a consistent schedule.

DIGITAL PLATFORMS



- Grades 6-10 scholars are using a combination of digital notebooks and hardcover notebooks for all courses now to build writing and engagement stamina. We continue to utilize all our platforms with our eyes on maintaining remote learning strategies and the brick and mortar classroom. A recent shift was implemented to curtail the use of Chromebooks to just 9% of the instructional time to maximize engagement.

PARENT AND SCHOLAR OUTREACH and ACCESSIBILITY

- Attendance letters and nudge letters are continuously sent out to parents via ParentSquare and hard US Mail at CCMS and CCHS. An Expectations reminder letter was sent to High School families via ParentSquare prior to the Mid-Winter Break with information about requirements for uniform and work quality.
- The CCHS Social Scientist Team has been working with scholars to bring about a clearer understanding of their academic standing with respect to credits earned toward graduation.
- Efforts continue with respect to getting Parents to register in ParentSquare.
- Parent-Teacher Conferences for Q2 were completed on March 10 and 11, with 91 CCMS scholars represented (40%) and 29 CCHS scholars represented (25%).

PROFESSIONAL DEVELOPMENT

- **GRADE TEAM PLANNING AND ONGOING PROFESSIONAL DEVELOPMENT**
 - Professional development take place daily:
 - Mon-Thu 11:10 PM to 12:00 PM for Grade 6
 - Mon-Thu 12:50 PM to 1:40 PM for Grades 6-10 core instructors
 - Fridays from 1:30 PM to 4:00 PM
 - Close Reading - Lavinia Reading Group Consultants on site.
 - Universal Design for Learning, Specially Designed Instruction PD, and Progress Monitoring PD were completed and implemented into lesson plans.
- **VERTICAL DEPARTMENT PLANNING**
 - Department Teams continue to meet to discuss instructional planning across disciplines.

INSTRUCTIONAL OBSERVATIONS

- The CCMS-CCHS Admin Team members have been regularly supporting instructional periods throughout the day to ensure that instruction is taking place and that outreach is performed as needed. Informal observations have begun in the form of Check-ins. TeachBoost is being used for this task, with a target of 2 long observations and 5 short observations across the board for the school year.



Attachment #5



Director of Pupil Personnel Services

April 2022 Board Report

Covid-19 Coordinator

Here are the current vaccination numbers for our staff:

169 Fully vaccinated

1 exemption

Scholars Tested Weekly

175

February's Positive Test Results

3

- CIC Health is now a partner with our school to provide in-school testing. CIC Health offers comprehensive COVID-19 testing services that are accessible, fast, and easy. COVID testing occurs weekly on Monday's.
- The School Health Liaison is now fully trained in all COVID-19 protocols.
- Oversee all COVID-19 protocols and provide supervision to the School Health Liaison
- Support the school community with answers to COVID-19 questions
- Attend weekly Sector-Wide Q&A Calls with the NYC DOE & DOHMH to stay informed of all updated COVID-19 protocols, and inform all leaders about the updates
- Oversee next steps for staff and scholars when they have a positive COVID-19 test result
- The Test & Stay program is now implemented successfully school wide, and scholars will be receiving at-home test kits for the upcoming Spring Break.
- Supervise the internal data collection for all vaccinated scholars K-10.
- Oversee the process of providing all scholars at-home testing kits for the upcoming Spring Break
- Followed up on dental services for all of our scholars K-10 to receive a dental check-up and cleaning at all sites

Pupil Personnel Director

Elementary

- Reviewed Second Step lesson pacing data, to ensure all classes are on track with the SEL lesson schedule

- Attended the Social Work Intern check-in meetings to provide guidance on ways to support our scholars
- Attended CST meetings for scholars in grades K-5
- Updated the Second Step Pacing chart to ensure all classes are on the correct weekly lesson
- Lead the bi-weekly meeting with the student support team to begin the process of aligning the counseling program school-wide
- Followed up on the transition activities for the rising 6th graders, that will be occurring in the beginning of May

Middle and High School

- Observed the Work based learning course and identified a curriculum for the course entitled Overcoming Obstacles. This curriculum merges SEL components and teaching skills to prepare our scholars for the world of work.
- Supervised the pacing of the Second Step lessons to ensure all classes are on the same lesson each week.
- Followed up on the transition activities for our rising 8th graders to prepare them for the high school experience

All sites

- Re-established the bi-weekly meetings with the Student Support Teams
- Began the planning sessions for our school-wide comprehensive counseling planning program
- Met with principals about the year-long RULER Adult SEL timeline for next school year
- Aligned the Career and Developing Occupational Studies curriculum for K-5 and intermediate levels to provide to our Student Support teams for implementation
- Started the process of creating an advisory program for our scholars in grades 7-11
- Collaborated with the Special Education Coordinator on creating a crisis intervention protocol for high risk behavior

Family Engagement Coordinators

1. Supported the NYC School Survey for families and staff
2. The Parent Academy Coordinator started, and has established the first workshop for parents that begins on April 29th
3. Meet weekly with the Parent Academy Coordinator on current and future initiatives
4. Established monthly meetings for the Parent Academy Coordinator and the Family Engagement Coordinator for collaboration purposes



Attachment #6



Challenge Charter School Communications Report - April 2022

Kim Messer, Director of Communications

Communications:

Internal/External

- Women's History Month featured some of our own influential women in a series of short articles on SM and the website. The stories had great engagement on our social media channels. See all of their stories at: www.challengecharterschools.org/news
- NYC School Survey notices have been sent out 1-2 times a week via ParentSquare with new graphics and input from our survey team.



Budget

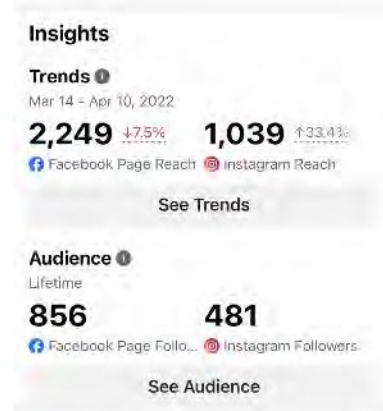
- I proposed a social media management company to partner in my Communications plan for this school year. Dr. Mullings had approved the expense, but due to finance delays, we lost the contract. As our school and my workload grows, I am spending a lot of time on social media and graphic development.
- As the only director without support staff, support is needed in Communications, and this should be considered in the budget for 2022-23. A couple of possible solutions:
 - Outsource some of the social media management via a 9-month contract
 - Outsource main graphic designs - our school flyer, recruitment ads, and application materials
 - Hire a part-time Communications assistant with experience in social media marketing and graphic design
- Other budget considerations are needed Professional Development as I have not attended an event to increase my knowledge and skills since the fall before COVID.

Social Media

- One of my goals for the year was more video content on our channels. We have achieved that through simple reels, longer promotional videos in partnership with E/R team, and in repurposing video content from teachers and staff.
- As I begin to look back at our data from the beginning of the year until now, we have seen growth in followers and engagement. See the side-by-side graphics below:



September 2021



April 2022

Recruitment/Application Promotion:

- I worked with our E/R team and prepared our presentation for Lottery Night. Every year the goal is to make our brand shine and improve the look we are presenting to new families.
- Still awaiting word on decisions from Dr. Mullings and E/R team on advertising proposals for continued promotion after the Lottery to help fill any remaining seats.
- Short spring and summer campaigns are run to help build our waitlist and fill remaining seats as families transition through the summer.
- The website has been updated now that the Lottery is over.

Bigger Projects

- Development of a Communications Guidebook that gives an overall view of our process and work in communications continues. This document will include our Brand Guidelines, an annual calendar of campaigns across our school, and more.
- Mrs. Richards and I are partnering to work on the Emergency Response Plan for the school - this entails the Crisis Response Plan (grief response), Crisis Communications Plan (detailed strategic response), Safety Plan (operations) & possibly other documents. We will be reaching out to principals and other staff for a committee.



Attachment #7



April 2022

Ms. Natalie Zadok: Director of Special Education Grades K-10

1. Develop a Vision

- Developing a streamlined vision for the Special Education Department that exemplifies integrity, equity, collaboration and empowerment for all scholars and their families to exhibit best academic and social emotional achievements.
- Meeting with Administration and School building leaders to assess the current Special Education Program in order to incorporate specific tools to strengthen the management of Scholars with IEP's across all Grades K-10.
- Gaining staff buy-in by means of empowering them to maximize scholar's with IEPs goals as well as academic achievements as well as social emotional milestones.

2. Special Education Scheduling and Planning: Maintaining the Special Education IEP Spreadsheet and Caseloads

Requires entering every scholar's Grades (K-10) OSIS# in SESIS to identify scholars with IEPs in order to align them with the correct services and providers needed

3. IEP Mandates & Service Totals Grades K-10

Site	Grade	Total # Of IEPs	Related Services				
			ICT	SETTS	Speech	Counseling	OT
Elementary	K	10	11	2	17	3	13
	1	21	14	0	18	3	10
	2	20	17	0	14	8	5
	3	14	10	4	8	5	1
	4	15	10	6	11	6	2
	5	12	12	5	4	6	1
Middle	6	16	5	9	7	4	3
	7	7	1	6	5	5	None
	8	15	2	10	8	8	None
High	9	11	None	10	4	4	None
	10	8	None	7	3	3	None
Totals		149	82	59	99	55	35

4. Staffing

- continuing to seek Special Education Certified Instructors to fill vacancies.
- Grades 6-8 Admin has stated is seeking Certified Setts Teachers
- Grades 9-10 Admin has stated seeking Certified Setts Teachers
- Physical Therapist appointed directly from the DOE start date 4/12/2022 at K-5 Site

5. Billing

- Collaborating with finance to ensure that all data is aligned for Vendor Portal
- Supporting Special Education Liaisons to deliver accurate data for SPED Billing
- Requested a Billing timeline for the remainder of the year so that SPED staff can be aware of pertinent billing deadlines to ensure seamless transmission to the billing department.
- Suggested an In-House excel sheet be circulated at all sites with a list of recent discharges as well as new admits to ensure SESIS data is compliance with In-House changes in order to assist with billing discrepancies
- Continuous support to both Special Education Liaisons at K-5 as well as 9-10
- Attended Sped Billing Webinar along with K-5 & 6-10 Liaisons

6. Current Action Items

- Supporting the needs of K-5 as well as 6-10 Special Education Liaison with (CSE#4) Policies and Procedures to ensure that all IEP cases are assigned annual, tri-annual, re-evaluation , initial and misaligned IEP meeting dates. Gathering all data such as Teacher Reports, IREADY, F&P, Behavioral Anecdotal logs from designated staff in order to submit to the CSE. Coordinating, sitting in on as well as leading all CSE meetings Grades K-10 until the new hire in Grades 6-10 is trained as well as a new liaison to be hired in Grades K-5.
- Ensuring the partnership with CSE District #4
- Ensuring that related service agencies are appointed to CPCS in order to ensure related service (Speech, OT, PT, and Para) services begin in a timely manner to avoid any lapse in services provided to scholars.
- Collaborating with CSE to assign related service providers, as they are resolving a shortage of employee barriers due to non-compliance of the vaccine mandate.
- Supporting the ELL provider to send home 200 Home language surveys for Grades K-2 as the data was missing, hence not allowing the ELL provider to administer the Nysitell Exams.
- Continuing to tally the returned parents' surveys.
- Assessing the space in each facility in order to secure a private area for CSE Psychologists and Social Workers to interview parents as well as assess and test scholars. Collaborating with Admin to ensure that there are ample conditions for SETTS providers to efficiently pull scholars for individual and small Group interventions.
- Collaborating with Grades K-5 Provider, Mr. Salazar as well as CCMS ELL provider Ms.Gomez to ensure all ELL scholars are re-assessed as well as initially assessed to gain clear benchmarks of scholar's ELL plans.
- Collaborating with ELL External Consultants to implement academic plans that will fully encourage our ELL scholar's overall success and achievements according to their individualized needs and goals.
- Aligning ELL Charter goals and policy to the ELL Program Grades K-10.
- Weekly check-Ins to manage current caseload with District Psychologist to ensure alignment and discuss particular issues that arise within each case.
- Attending and supporting IEP meetings Grades K-10 to ensure compliance and continuity of suggested programs remain intact.
- Attending CST meetings to support Social Emotional, Behavioral as well as Academic Supports Grades K-10
- Assisting newly hired employees to attain SESIS access by collaborating with the Director of Operations to enter them into the Galaxy system.
- Panelist on the Open-House Events Grades K-10
- TNTP Leadership Training

- gathering information for justification to purchase a reading program called S.P.I.R.E that assist with struggling readers as well as those that struggle with Dyslexia
- Delivering Professional Development to newly hired staff in the ICT classroom that are Gen Ed Certified
- Creating a calendar for ongoing PD's for remainder of the school year
- Gaining ATS access to access scantrons to test ELL scholars
- NCI Crisis Intervention Training Certification
- Supporting ELL Team with Nyseslat Administration and test distribution
- Creating Behavior intervention plans in collaboration with the 9-10 support team
- Aligned with Parent Academy Coordinator to create ways to deliver IEP empowerment and information to families

7. Mobilizing Community Resources to support families with scholars with IEPs to secure the necessary external resources needed for scholars to maintain best academic as well as social emotional benchmarks this 2021-20220 school year.

- Partnering with New Horizons and Sheltering Arms Agencies in Far Rockaway to ensure that families receive the services needed upon initiating the need for community support.
- Providing families with access to their parental rights under the IDEA Law that serves as a guide for parents with scholar's IEP compliance as well as parent empowerment support guidelines.
- Conducted one on one Parent meetings via Google Meet and Telephone conference to address specific needs that arise prior to the first day of school for scholars with IEP's services that include Initiating, Maintaining as well as Re-Evaluating scholar's IEP cases.
- Providing support staff with Suicide Prevention resources for scholars.
- Collaborating with Liaisons and Parent Coordinator to secure appointment slots to assist parents to secure a Speech and OT provider via the RSA process.
- Seeking Community and CSE support for scholars experiencing trauma-related incidents such as accidents and or inability to attend in-person school due to comorbidity conditions that promote greater risk with COVID-19 risks.
- Supporting parents of scholars with IEPs to attain door-to-door as well as closest curb pick up and drop off services.
- Supporting families with scholars that have IEP's attain necessary resources needed as a direct result of COVID-19.
- Aligning with Community Physicians and Health Care Clinics that can support families with IEPs, immediate health and social emotional well-being as well as assessments for initial IEPs.

8. Sites (K-10) External Providers COVID-19 Preparation

- Delivering CPCS COVID-19 Guidelines and Safety Protocol to all Related Service agencies providers that will be conducting in-person sessions with Scholars at all sites.
- Related Service agencies have received a copy of the CPCS COVID-19 safety policy and have agreed to have their providers adhere to the CPCS COVID-19 Safety measures.
- Collaborating with CSE to conduct misaligned Scholar IEP meetings to ensure compliance
- Weekly Check-Ins with providers to ensure session compliance
- Aligned with the CSE Chairperson of Related Services to ensure SESIS Encounter Attendance for providers to conduct.
- Aligning with Related Service Agencies to request transmittal from the CSE for new admits that have an IEP.
- Managing provider's time sheets and attendance to ensure efficiency of session service.

9. Professional Development Resources

- Meeting with the Special Education Collaborative to review a package that will suit the needs of CPCS staff Grades K-5 for Special Education Workshops that include (Co-Team Teaching Strategies, Specially Designed Instruction, creating Behavior Intervention Plans as well as Functional Behavior Analysis plans etc.).
- Meeting with ELL External Consultants to create plans to enrich the ELL Department via identifying, testing and aligning ATS data to ensure that scholars' home language is precise in order to administer the NYSITELL Exam.

- Creation of In-house Professional Development Presentations that highlight Special Education tools, resources and guidelines to staff.
- Mentoring Special Education Liaisons Grades K-5 & 6-10 on proper dialogue to conduct discussions with families on sensitive issues.
- Creating individual plans for scholars with IEP's that have missed extensive days due to medical conditions that can be complicated should they contract COVID-19 Plans include Teacher check-in's as well as distribution of instructional items on a bi-weekly basis , parent training on how to access instructional supports on scholars chrome books as well as social emotional check-ins and support .
- On-going alignment with Director of Pupil Personnel Services to collaborate on Restorative practices for next school year



Attachment #8



Student Enrollment and Recruitment Monthly Report
 Janisa Vaughn, Director of Student Enrollment and Recruitment
 April 14, 2022

CCS STUDENT ENROLLMENT



Student Enrollment and Recruitment Weekly Report

TOTAL ENROLLED	961
Approved Charter Enrollment	1056

Site	Grade	2021-22 SY Charter Goal	Scholars Currently Enrolled 4/14/22
Elementary	K*	120	102
	1*	120	116
	2*	120	118
	3	96	97
	4*	96	96
	5	96	95
		Total	624

Middle	6	96	86
	7*	72	64
	8	72	72
		Total	222

High	9	72	70
	10*	96	45
		Total	115

* The waitlist is currently exhausted.

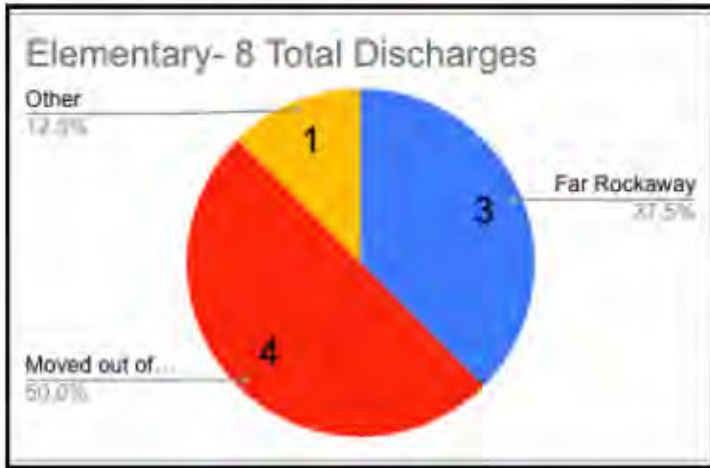
2022-2023 SY Enrollment		
Grade	Available Seats	Currently in Registration (4/14/22)
K	120	104
1	18	11
2	4	2
3	2	2
4	-	-
5	1	1
6	-	-
7	10	5
8	8	3
9	-	-
10	2	-
11	5	-
Total	170	128

Available seats for 2022-23 SY are determined by current enrollment vacancies.

CCS Discharge Summary Report

March 1, 2022-April 14, 2022

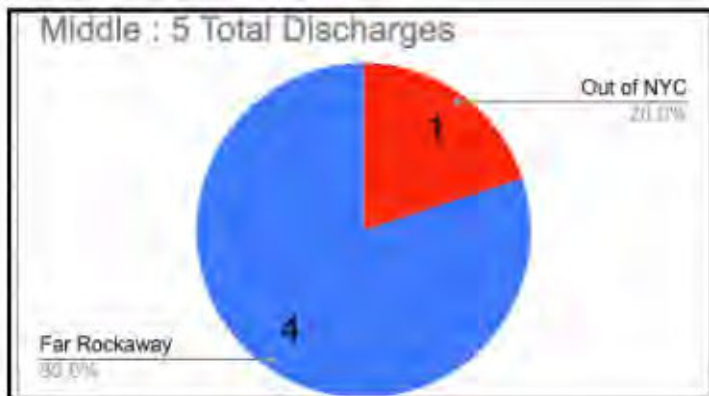
Total Discharges: 14 scholars



Total: 8

Notes:

- 4 scholars moved out of NYC
- 3 transferred to another school in Rockaway D27
- 1 scholar moved due parental custody.



Total: 5

Notes:

- 4 scholars transferred to another school due to disciplinary issues.
- 1 scholars moved out of NYC.



Total: 1

Notes:

The scholars moved out of NYC.



STUDENT RECRUITMENT

CCS Lottery Night Highlights:

- 325 guests were in attendance.
- We received **1,103** lottery applications from October 1, 2021- to April 1, 2022.
- 144 Seats were offered to grades Kindergarten through Grade 3.
- 80 families accepted their seats by the following morning and began registration.

Rising 6th and 9th Grade Update:

Grade	Yes, continuing with CCS for 2022-23 SY.	No, attending another school.	Undecided
Rising 6	85	6	4
Rising 9	61	5	6

Parent outreach will continue to speak with families who have not decided.



Attachment #9



Attachment #9

Director of Operations on Maturity/Family Leave



Attachment #10



Director of Technology Report

Mar. 2022 - Dale Richardson

—

I: Current Work

A: Supporting during state testing

- <https://www.schools.nyc.gov/learning/testing/testing-calendar>

B: Auditing equipment functionality

- Some of the high ticket equipment (smart boards, printers, etc.) at 1520 Central Avenue and 1526 Central Avenue are not functioning exactly as they should. I suspect this to be from the electricity.
- We should look into upgrading to 30 amp breakers, if our current breaker boxes can handle that capacity.
- We should also invest in power surge protectors for high ticket items.

C: Auditing Staff and Student Technology devices.

- In order to prepare replenishment devices for the 2023 - 2024 school year, techs are auditing the following (1) Mobile Hot-Spots (2) Chromebooks (3) Lenovo Laptops.

II: Future Work (High ticket items are currently on hold. However, the following three projects should be held as a priority).

A: Independent Cyber Security Audit.

- An independent cyber security assessment should be completed by June 2022, in order to satisfy various insurance and state requirements. Ex: https://www.dfs.ny.gov/industry_guidance/cybersecurity
 - We have sourced a credible vendor that is willing to access all sites for a total of \$42,327.00.
-



B: A single phone number to reach our entire organization?

- In an effort to increase customer experience. I have made an inquiry to revamp our phone system under a single unified number.
- Once the user dials the new number, they will have the ability to choose the site they wish to contact.
- Having a single unified number will assist with advertising, by allowing flyers to be a little less cluttered.
- A single unified number will also be useful for our web presence. Ex: When one google's "Challenge Charter School," google currently presents the phone number for 710 Hartman Lane. Google should have a single number capable of reaching each site.
- A proposal will be provided by a vendor for consideration, with the goal of a summer implementation if approved.

C: Potential Security Cameras

- We are currently sourcing quotes for security video cameras, which are intended to be placed at 710 Hartman Lane and 1526 Central Avenue.
- These will be new systems and may incur the cost of additional servers and internet equipment, to manage the bandwidth.
- A proposal will be provided by a vendor(s) for consideration, with the goal of a summer implementation if approved.



III: Risk Factors or Challenges (Fortunately, no major risks or challenges have risen, since our last report. However, the following should be considered high-priority as we will need to acquire alternate funding for equipment).

A: Reso A funding

- Challenge Prep Charter School was allocated \$250K in Fiscal Year 2022 (FY22) for a Reso A Technology project by the Council Member.
- We were requested to complete paperwork, notarize, and send in order to ensure a timely delivery. This was completed in January.
- On 3.15.2022 we were told by the Reso A vendor, "We have not yet received the FY22 Tech/procurement certificate to proceed from the office of management and budget, but do anticipate it coming shortly. Once we do, the principal can expect outreach from DOE's DIIT."
- We should be thinking of other funding sources to outfit our high school location @ 1520 Central Ave, as these funds may not be distributed anytime soon, and our school will be expanding in the 2022/2023 school year.

B: Computer Lab at 1520 Central Ave (with Reso A)

- Apple desktops have been ordered via RESO A Grant Funding.
- Interactive boards have been ordered via RESO A Grant Funding.
- Printers have been ordered via RESO A Grant Funding.
- We have been updated on 3.15.2022 that Apple Desktops have been discontinued.
- We have been updated on 3.15.2022 that Interactive boards are on backorder, with a current cue of 12 - 18 months.
- We have been updated on 3.15.2022 that the vendor is unsure of delivery time, as equipment will take "some time" to arrive at their warehouse and will take "some time" after that to arrive at Challenge.

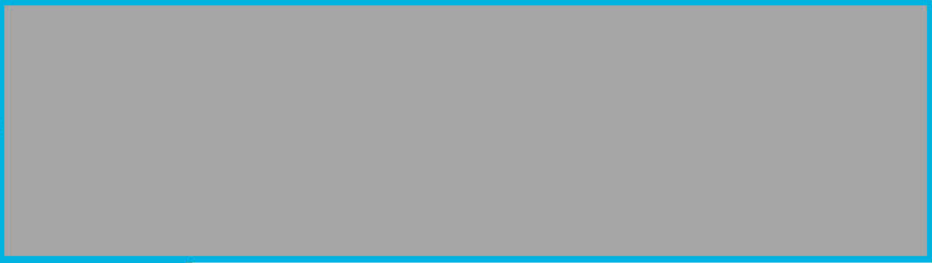
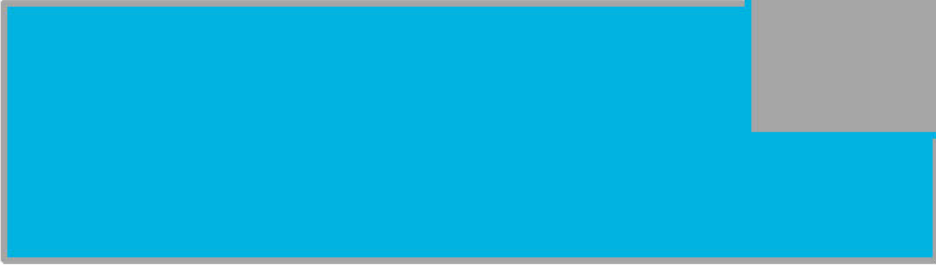


D: Inventory shortage

- The Lenovos currently being used by teachers are beginning to age and fail.
- New laptops should be purchased via Reso A funding. However, Reso A funding has not been released as yet.



Attachment #11



Helping you to focus on what's important:
STUDENT ACHIEVEMENT

CSBM
CHARTER SCHOOL
BUSINESS MANAGEMENT

experience. expertise. execution.

Challenge Prep Charter School

Monthly Financial Report
March 2022

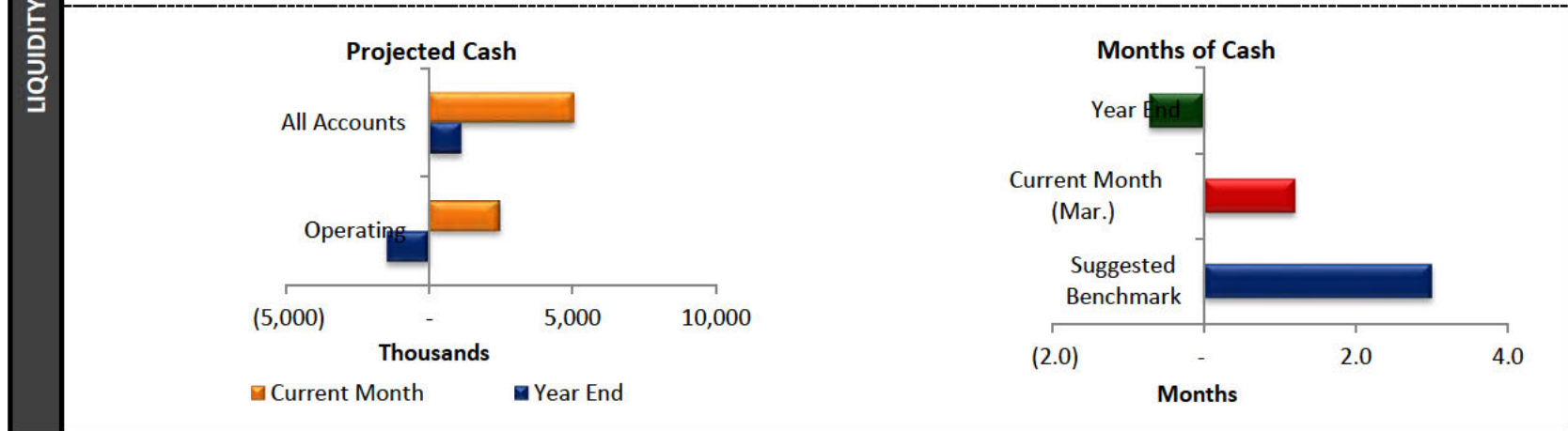


Challenge Prep Charter School

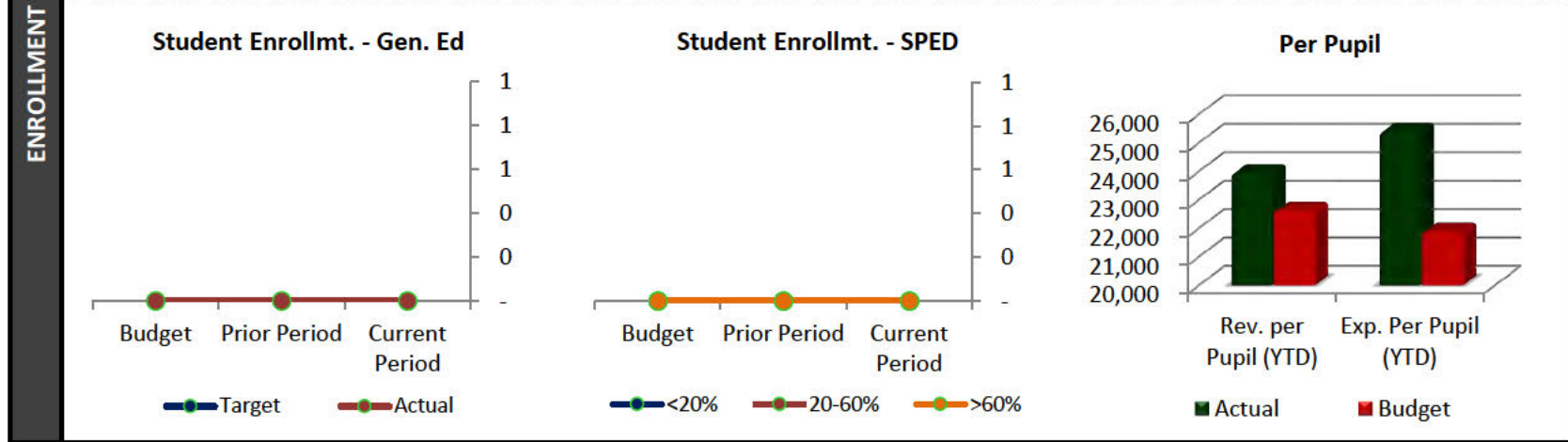
Financial Summary

For Period Ended March 31, 2022

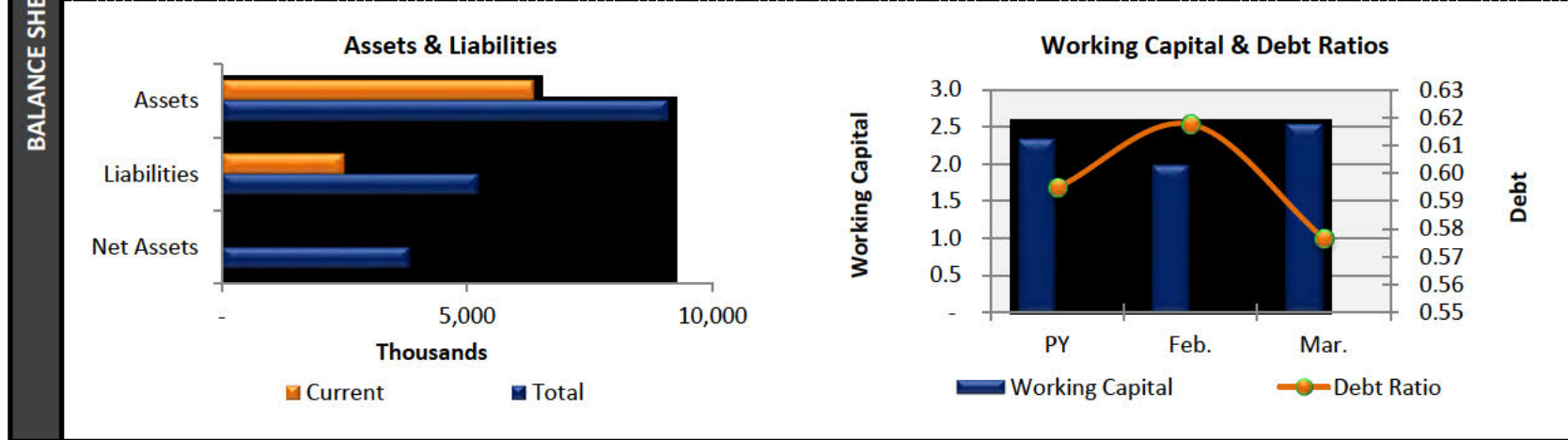
LIQUIDITY	Cash in Bank (Operating Account(s) Only: as of March 31, 2022)	\$ 2,465,037
	Projected months of cash on hand	1.2
	Cash in Bank (Total - All Accounts as of March 31, 2022)	\$ 5,052,057
	FY Ending Cash Available to Carryover to FY21-22 (Operating Account(s) Only)	\$ (1,480,849)
	Projected months of cash on hand	(0.7)
	FY Ending Cash Available to Carryover to FY22-23 (Total - All Accounts)	\$ 1,106,171



	Actual	Budget	Variance	Actual	Budget	Variance
General Ed	953.46	1,021.00	(67.54)	\$ 15,398,444	\$ 15,629,468	\$ (231,024)
SPED						
0 - 20%	49.44	41.00	8.44	-	-	\$ -
20 - 59%	27.05	25.00	2.05	281,050	259,750	\$ 21,300
60% - Over	71.00	53.00	18.00	1,352,403	1,009,597	\$ 342,806
Total SPED	147.48	119.00	28.48	1,633,452	1,269,347	\$ 364,105



Total Current Assets:	\$ 6,354,636
Total Current Liabilities:	\$ 2,503,626
Working Capital (Current) Ratio	2.54
Total Assets:	\$ 9,090,900
Total Liabilities:	\$ 5,241,730
Debt Ratio	0.58
Total Net Assets:	\$ 3,849,170



Challenge Prep Charter School

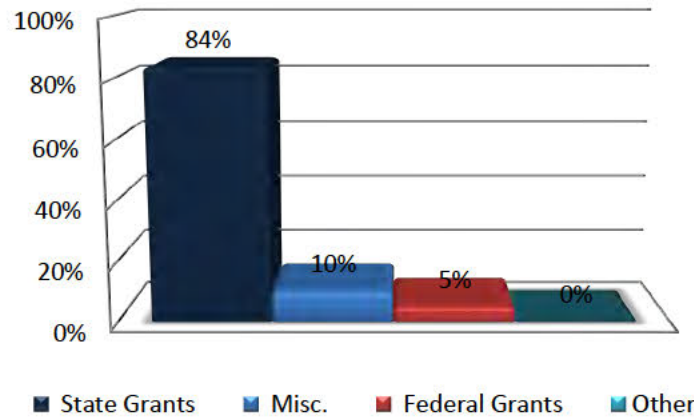
Financial Summary

For Period Ended March 31, 2022

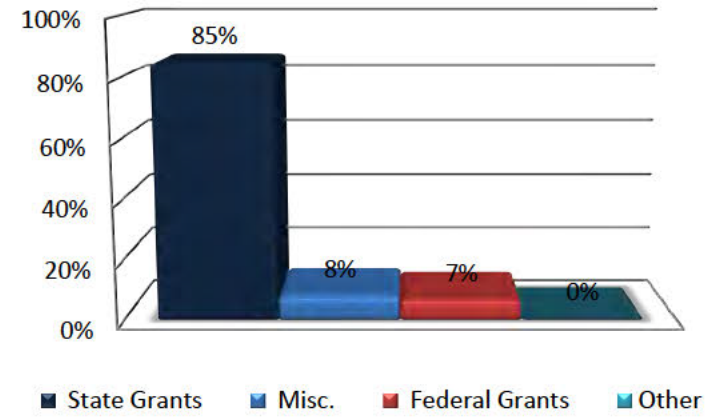
	<u>Actual</u>	<u>Budget</u>	<u>Variance</u>
Total Revenue YTD:	\$ 17,370,379	\$ 17,332,795	\$ 37,584
Total Expenses YTD:	(17,143,618)	(16,031,347)	(1,112,271)
Net Operating Surplus(Deficit):	\$ 226,761	\$ 1,301,447	\$ (1,074,686)
	<u>Projected</u>	<u>Budget</u>	<u>Variance</u>
Annual Projected Revenue:	\$ 22,826,231	\$ 23,097,145	\$ (270,914)
Annual Projected Expenses (before depreciation):	(24,197,746)	(22,343,952)	(1,853,794)
Projected Net Operating Surplus(Deficit) before Depreciation:	\$ (1,371,515)	\$ 753,193	\$ (2,124,707)
Annual Projected Depreciation:	(500,995)	(230,840)	(270,155)
Projected Net Operating Surplus(Deficit) after Depreciation:	\$ (1,872,510)	\$ 522,353	\$ (2,394,862)
Capital Expenditure Requirements	\$ (895,008)	\$ -	\$ (895,008)
Total Cash Expenditures	\$ (22,801,743)	\$ (22,113,112)	\$ (688,631)
Revenue per Pupil (YTD)	\$ 23,940	\$ 22,622	\$ 1,318
Expenditure per Pupil (YTD)	\$ 25,379	\$ 21,884	\$ 3,494

BUDGETING / REVENUE & EXPENSES

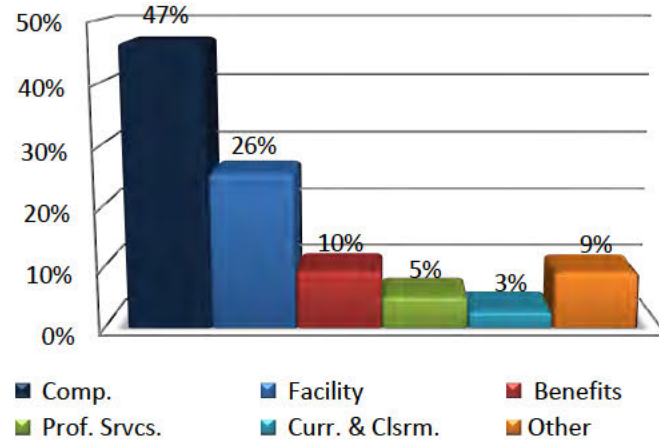
Revenue Breakdown YTD



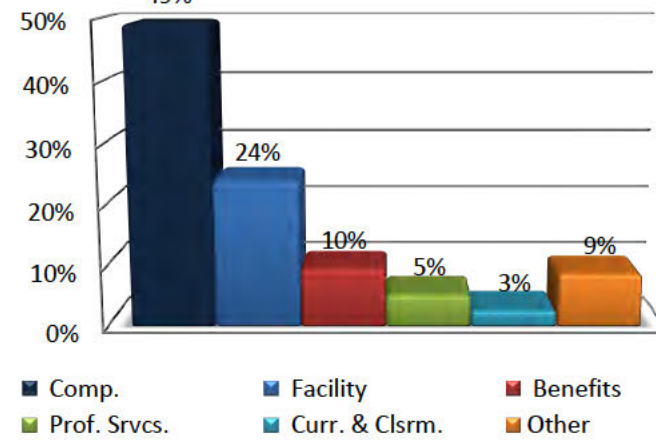
Revenue Breakdown YE



Expense Breakdown YTD



Expense Breakdown YE



Challenge Prep Charter School

Financial Variance Summary

Fiscal Year Ending 6/30/2022	Comments
Net Budget Surplus after Depreciation	\$ 522,353
Increase in Projected Annual Expenses	2,123,949
Net Projected Deficit Variance after Depreciation	<u>\$ (1,872,510)</u>

**Challenge Prep Charter School
Budget vs. Actuals
Fiscal Year Ending June 30, 2022**

	March 31, 2022			YTD Through March 31, 2022			Projected FYE June 30, 2022				Comments
	Actual	Budget	Variance	Actual	Budget	Variance	Projected June 30, 2022	Actuals - August 2021 2021 March 31, 2022 + Projections thru June 30, 2022	Annual Budget	Variance	
Income											
4100 State Grants	1,723,718	1,670,498	53,221	14,653,388	14,722,366	(68,977)	4,839,214	19,492,603	19,616,816	(124,213)	GenEd based on 953.464 SpEd budget based on 70.996 over 60%; 27.05 20-59%
4200 Federal Grants	161,131	164,967	(3,836)	897,135	1,485,429	(588,294)	616,062	1,513,197	1,980,329	(467,132)	
4300 Contributions	-	-	-	-	-	-	-	-	-	-	
4400 Miscellaneous Income	192	125,000	(124,808)	1,819,856	1,125,000	694,856	576	1,820,431	1,500,000	320,431	
Total Income	1,885,041	1,960,464	(75,423)	17,370,379	17,332,795	37,584	5,455,852	22,826,231	23,097,145	(270,914)	GenEd based on 951.753 SpEd budget based on 71.900 over 60%; 25.293 20-59%; Adjustments made to Lease Assistance based on unearned revenue for FY21.
Expenses											
Compensation											
5100 Instructional Staff	682,145	721,155	(39,010)	5,200,354	5,616,692	(416,338)	3,042,566	8,242,920	8,653,862	(410,942)	Salary projections based on payroll averages
5200 Non-Instructional Staff	224,196	205,934	18,262	1,922,429	1,853,407	69,022	722,588	2,645,017	2,471,209	173,808	Adjusted based on payroll
5300 Pupil Support	123,626	106,739	16,887	898,218	960,650	(62,432)	409,283	1,307,500	1,280,867	26,633	Based on budget
5000 Compensation	1,029,967	1,033,828	(3,861)	8,021,000	8,430,749	(409,748)	4,174,437	12,195,437	12,405,938	(210,501)	Salary projections based on payroll averages
5400 Benefits	203,014	158,858	44,156	1,657,261	1,429,725	227,536	743,377	2,400,638	1,906,300	494,338	
6100 Administrative Expenses	45,806	46,802	(997)	469,697	426,088	43,609	150,175	619,871	566,494	53,377	Adjusted based on actuals
6200 Professional Services	79,478	79,667	(189)	919,277	664,000	255,277	369,177	1,288,454	921,500	366,954	Based on actuals
6300 Professional Development	100,535	14,424	86,110	307,615	118,727	188,888	122,627	430,242	162,000	268,242	Based on actuals
6400 Marketing and Staff/Student Rec	2,164	8,025	(5,861)	94,372	72,225	22,147	39,512	133,884	96,300	37,584	Based on budget
6500 Fundraising Expenses	-	4,458	(4,458)	-	40,125	(40,125)	3,500	3,500	53,500	(50,000)	Based on budget
7100 Curriculum & Classroom Expenses	113,082	69,144	43,938	497,815	281,729	216,086	131,350	629,165	372,120	257,044	Based on actuals
8100 Facility	544,152	472,131	72,020	4,424,846	4,249,181	175,664	1,582,703	6,007,549	5,665,575	341,974	Based on actuals
8200 Technology/Communication Expens	42,962	16,102	26,860	363,049	144,919	218,131	121,817	484,866	193,225	291,642	Based on actuals
8800 Miscellaneous Expenses	234	83	151	3,941	750	3,191	198	4,140	1,000	3,140	
8900 Depreciation Expense	134,248	57,710	76,538	384,745	173,130	211,615	116,250	500,995	230,840	270,155	
Total Expenses	2,295,640	1,961,234	334,406	17,143,618	16,031,347	1,112,271	7,555,123	24,698,741	22,574,792	2,123,949	
Net Income	(410,599)	(770)	(409,829)	226,761	1,301,447	(1,074,686)	(2,099,271)	(1,872,510)	522,353	(2,394,862)	
Capital Expenditures											
Furniture, Fixtures & Equipment	20,859	-	20,859	767,245	-	767,245	45,461	812,706	-	812,706	
Facility and Construction	9,729	-	9,729	61,726	-	61,726	20,575	82,302	-	82,302	
Website	-	-	-	-	-	-	-	-	-	-	
Total Capital Expenditures	30,588	-	30,588	828,972	-	828,972	66,036	895,008	-	895,008	

**Challenge Prep Charter School
Cash Flow Projection as of March 31, 2022**

	Annual Budget FY21-22	Projected July 21 - June 22	Projected Mar 22 - June 22	April	May	June	July + Subsequent FY21-22 Items
Beginning Cash Balance (Operating Account)	4,804,870	6,645,873	2,480,221	2,465,037	2,749,005	641,386	(1,465,232)
Projected Cash Receipts from Operations	23,097,145	5,455,852	4,279,424	3,180,738	192	192	1,098,303
(below)							
Projected Cash Disbursements from Operations (below)	(22,574,792)	(7,555,123)	(7,369,315)	(2,084,798)	(2,085,798)	(2,084,798)	(1,113,920)
Net Cash from Operations	522,353	(2,099,271)	(3,089,891)	1,095,939	(2,085,606)	(2,084,606)	(15,617)
Cash Receipts from Accounts & Misc Receivables (not included in revenue below)	-	-	-	-	-	-	-
Cash Disbursements for Accounts Payable & Accrued Expenses	-	-	(789,959)	(789,959)	-	-	-
Capital Expenditures (below)	-	(66,036)	(66,036)	(22,012)	(22,012)	(22,012)	-
Accounts Receivable	-	-	-	-	-	-	-
PPP Loan Payable	-	-	-	-	-	-	-
PPP Loan Interest Payable	-	-	-	-	-	-	-
Ending Cash Balance (Operating Account)	5,327,223	4,612,639	(1,465,666)	2,749,005	641,386	(1,465,232)	(1,480,849)
Other Cash Accounts (Net of Transfers)	75,354	-	2,587,020	2,587,020	2,587,020	2,587,020	2,587,020
Total Cash (All Accounts)	5,402,577	4,612,639	1,121,354	5,336,025	3,228,407	1,121,788	1,106,171

Challenge Prep Charter School
Balance Sheet
YTD as of March 31, 2022

	Total	Comments
ASSETS		
Current Assets	-	
Bank Accounts		
1000 Cash		
1001 HSBC Checking - 0844	2,240,208	
1002 HSBC Checking - 0852	15,184	
1003 HSBC Checking - 0879	224,829	
1005 HSBC Money Market - 5972	2,501,836	
1006 Chase Escrow - 3060	70,000	
Total 1000 Cash	\$ 5,052,057	
Total Bank Accounts	\$ 5,052,057	
Accounts Receivable		
1100 Accounts Receivable	515,344	
Total Accounts Receivable	\$ 515,344	
Other current assets		
1300 Prepaid Expenses	220,031	
1301 Prepaid Insurance	36,446	
1310 Prepaid Rent	530,756	
Total Other current assets	\$ 787,234	
Total Current Assets	\$ 6,354,636	
Fixed Assets		
1500 Furniture, Fixtures & Equipment		
1510 Office & Admin Computers & Equipment	256,303	
1511 Classroom Computers & Equipment	1,335,461	
1512 Classroom Furniture	523,884	
1513 Office Furniture	194,049	
Total 1513 Office Furniture	\$ 194,049	
1514 Musical Instruments	16,390	
1515 Computer Software	44,217	
Total 1500 Furniture, Fixtures & Equipment	2,370,304	
1519 Facility and Construction	127,589	
1520 Architect Fees	115,620	
1525 Fire Alarm System	7,500	
Total 1525 Fire Alarm System	\$ 7,500	
1530 Kitchen/Cafeteria	162,079	
1535 Construction In Progress	320,673	
1540 Leasehold Improvements	489,796	
Total 1519 Facility and Construction	1,223,256	

Challenge Prep Charter School
Balance Sheet
YTD as of March 31, 2022

	Total	Comments
1610 Website	11,000	
Total 1610 Website	\$ 11,000	
1700 Accumulated Depreciation & Amortization		
1710 Accumulated Depreciation	(1,785,801)	
1750 Accumulated Amortization	(8,494)	
Total 1700 Accumulated Depreciation & Amortization	\$ (1,794,295)	
Total Fixed Assets	\$ 1,810,265	
Other Assets		
1800 Security Deposits	925,999	
Total Other Assets	\$ 925,999	
TOTAL ASSETS	\$ 9,090,900	
LIABILITIES AND EQUITY		
Liabilities		
Current Liabilities		
Accounts Payable		
2000 Accounts Payable	767,349	
Total Accounts Payable	\$ 767,349	
Other Current Liabilities		
2301 Accrued Expenses	22,610	
2400 Unearned/Deferred Revenue	1,712,167	
Total Other Current Liabilities	\$ 1,736,277	
Total Current Liabilities	\$ 2,503,626	
Long-Term Liabilities		
2700 Deferred Rent Liability	2,738,104	
Total Long-Term Liabilities	\$ 2,738,104	
Total Liabilities	\$ 5,241,730	
Equity		
3100 Retained Earnings	3,622,409	
Net Income	226,761	
Total Equity	\$ 3,849,170	
TOTAL LIABILITIES AND EQUITY	\$ 9,090,900	

Challenge Prep Charter School
Statement of Cash Flows
YTD as of March 31, 2022

	<u>Total</u>	<u>Comments</u>
OPERATING ACTIVITIES		
Net Income	226,761	
Adjustments to reconcile Net Income to Net Cash provided by operations:		
1100 Accounts Receivable	(149,896)	
1300 Prepaid Expenses	(11,282)	
1301 Prepaid Insurance	(36,446)	
1310 Prepaid Rent	(196,581)	
2000 Accounts Payable	84,962	
2100 HSBC Loan Payable	(1,792,512)	
2300 Accrued Salaries/Taxes	(725,253)	
2301 Accrued Expenses	(66,689)	
2303 Accrued Interest - PPP	(17,160)	
2400 Unearned/Deferred Revenue	1,396,622	
Total Adjustments to reconcile Net Income to Net Cash provided by operations:	(1,514,236)	
Net cash provided by operating activities	(1,287,474)	
INVESTING ACTIVITIES		
1510 Furniture, Fixtures & Equipment:Office & Admin Computers & Equip	(7,154)	
1511 Furniture, Fixtures & Equipment:Classroom Computers & Equipment	(490,913)	
1512 Furniture, Fixtures & Equipment:Classroom Furniture	(132,113)	
1513 Furniture, Fixtures & Equipment:Office Furniture	(137,065)	
1540 Facility and Construction:Leasehold Improvements	(61,726)	
1710 Accumulated Depreciation & Amortization:Accumula	384,195	
Net cash provided by financing activities	\$ -	
Net cash increase for period	(1,654,311)	
Cash at beginning of period	<u>\$ 6,705,874</u>	
Total Cash at beginning of period	<u>\$ 6,705,874</u>	
Cash at end of period	<u>\$ 5,051,562</u>	



Attachment #12

2021-22 CPCS Board Meeting #10

Current Employees	Vacancies
170	1

Campus	Current	Vacancies	New Hires
Elementary School	92	0	0
Middle School	38	0	0
High School	26	0	0
Network Operations	14	1	0

New Hires	Campus	Position
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2021-22 School Year Board Meeting #11 Minutes

Frederica Jeffries, CPCS Chair called the meeting to order and welcomed everyone to the CPCS 2021-22 School Year Board Meeting #11 at 6:30 PM on May 25, 2022.

Frederica Jeffries, Chair requested verification from the members present of “The Notice of Meeting” sent to each of the members of the board via email. Each member noted the proper notification was received.

Pursuant to the NY State Public Meetings Law the public notice of meeting was provided in the following manner thus meeting the law’s requirement of media and public notice:

- The Wave via email
- Public Posting at CPCS Office
- CPCS Websites and Social Media Sites

Karon McFarlane, Secretary of the Board of Trustees called the roll of the board.

Members present: Frederica Jeffries, Gertrudis Hernandez, Karon McFarlane, and Linda Plummer

Members absent: Dr. Michelle Daniel-Robertson and Andrew Barnes

Also, present: Michael R. Estep. He was given the rights of the floor to speak during the meeting by common consent.

The Chair offered opportunity for any questions from the public. No comments or questions were offered.

1. The agenda was approved by common consent.
2. The Chair called for a review of the minutes of the 2021-22 School Year Board Meeting #10 [Attachment #1]. The minutes were approved by common consent.
3. The Chair called for the report of Dr. Les Mullings, CEO. Dr. Mullings shared with the Board about the year-end activities including the Kindergarten Moving Up Ceremony, 5th Grade Graduation, 8th Grade Graduation and Field Day June 23, 2022. He announced that Challenge has been selected for the Summer Boost NYC program with a grant of \$593,040 that will be used for 353 scholars in grades 1-8 to attack learning loss they experienced the last two years. The program will also have an Enrichment program during the afternoon sessions. It will run from July 5 – August 5, 2022. Challenge will host a Career and Job Fair



on June 9, 2022 in the Challenge High School Gym sponsored by the NYS Department of labor. 52 Exhibitors will offer 4200 job opportunities to our community residents.

Following discussion, the report was received with appreciation.

4. The Chair called attention to the printed report of Kentia Coreus, Senior Director of Elementary Teaching & Learning [Attachment #2]. The report was received with appreciation.
5. The Chair called attention to the printed report of Nicole Griffin, K-5 Principal [Attachment #3]. The report was received with appreciation.
6. The Chair called attention to the printed report of Mavgar Mondesir, Senior Director of Secondary Teaching & Learning and 6-10 Principal [Attachment #4]. The report was received with appreciation.
7. The Chair called attention to the printed report of Tameeka Richards, Director of Pupil Personnel Services [Attachment #5]. The report was received with appreciation.
8. The Chair called attention to the printed report of Kimberly Messer, Director of Communications [Attachment #6]. The report was received with appreciation.
9. The Chair called attention to the printed report of Natalie Zadok, Director of Special Education [Attachment #7]. The report was received with appreciation.
10. The Chair called attention to the printed report of Janis Vaughn, Director of Student Enrollment & Recruitment [Attachment #8]. The report was received with appreciation.
11. The Chair called attention to the printed report of Michael R. Estep, Acting Director of Operations [Attachment #9]. The report was received with appreciation.
12. The Chair called attention to the printed report of Dale Richardson, Director of Technology [Attachment #10]. The report was received with appreciation.
13. The Chair called for the April 2022 Financial Report [Attachment #11]. The report highlighted the tight financial year the school was experiencing due to the onboarding of the new high school facilities and the equipping of the building



along with other factors. Following review, the report was received by common consent.

14. The Chair called for the presentation of the 2021-22 May 2022 Personnel report [Attachment #12]. The report contained the recommendation to approve the renewal of academic year employees for the 2022-23 school year contracts. Gertrudis Hernandez moved for the reports approval with a second from Linda Plummer, the motion carried unanimously.

15. The Chair called for the 2022-23 Budget Assumptions Report. The report calls for a 3% raise for existing employees for the 2022-23 school year. Gertrudis Hernandez moved for the reports approval with a second from Linda Plummer, the motion carried unanimously.

The meeting adjourned by common consent.

Respectfully submitted:

A handwritten signature in blue ink that reads "Karon K. McFarlane".

Karon McFarlane
Secretary



ATTACHMENT #1

CPCS

2021-22 School Year

Board Meeting #10

Minutes

See Prior Month

Minutes for Attachments



2021-22 School Year Board Meeting #10 Minutes

Frederica Jeffries, CPCS Chair called the meeting to order and welcomed everyone to the CPCS 2021-22 School Year Board Meeting #10 at 6:30 PM on April 27, 2022.

Frederica Jeffries, Chair requested verification from the members present of “The Notice of Meeting” sent to each of the members of the board via email. Each member noted the proper notification was received.

Pursuant to the NY State Public Meetings Law the public notice of meeting was provided in the following manner thus meeting the law’s requirement of media and public notice:

- The Wave via email
- Public Posting at CPCS Office
- CPCS Websites and Social Media Sites

Karon McFarlane, Secretary of the Board of Trustees called the roll of the board.

Members present: Frederica Jeffries, Gertrudis Hernandez, Karon McFarlane, Linda Plummer and Andrew Barnes

Members absent: Dr. Michelle Daniel-Robertson

Also, present: Michael R. Estep. He was given the rights of the floor to speak during the meeting by common consent.

The Chair offered opportunity for any questions from the public. No comments or questions were offered.

1. The agenda was approved by common consent.
2. The Chair called for a review of the minutes of the 2021-22 School Year Board Meeting #9 [Attachment #1]. The minutes were approved by common consent.
3. The Chair called for the report of Dr. Les Mullings, CEO. Dr. Mullings shared with the Board that the NYS Testing for Math and ELA continues for our scholars. We continue to monitor COVID-19 with our staff and scholars. Challenge is applying for the Summer Boost NYC grant that focuses on providing a 24-day academic program for scholars that suffered significantly from learning loss during the last two school years. The focus is on ELA & Math. We are applying for 282 scholars to be in the program that would begin on July 5 and end



on August 5, 2022. We are preparing for year-end activities and preparing for the 2022-23 school year budget.

Following discussion, the report was received with appreciation.

4. The Chair called attention to the printed report of Kentia Coreus, Senior Director of Elementary Teaching & Learning [Attachment #2]. The report was received with appreciation.
5. The Chair called attention to the printed report of Nicole Griffin, K-5 Principal [Attachment #3]. The report was received with appreciation.
6. The Chair called attention to the printed report of Mavgar Mondesir, Senior Director of Secondary Teaching & Learning and 6-10 Principal [Attachment #4]. The report was received with appreciation.
7. The Chair called attention to the printed report of Tameeka Richards, Director of Pupil Personnel Services [Attachment #5]. The report was received with appreciation.
8. The Chair called attention to the printed report of Kimberly Messer, Director of Communications [Attachment #6]. The report was received with appreciation.
9. The Chair called attention to the printed report of Natalie Zadok, Director of Special Education [Attachment #7]. The report was received with appreciation.
10. The Chair called attention to the printed report of Janis Vaughn, Director of Student Enrollment & Recruitment [Attachment #8]. The report was received with appreciation.
11. The Chair noted that the Director of Operations is on maturity leave. [Attachment #9].
12. The Chair called attention to the printed report of Dale Richardson, Director of Technology [Attachment #10]. The report was received with appreciation.
13. The Chair called for the March 2022 Financial Report [Attachment #11].

Following review, the report was received by common consent.



14. The Chair called for the presentation of the 2021-22 April 2022 Personnel report [Attachment #12]. The report was received by common consent in that there were no new employess hired since the last meeting.

The meeting adjourned by common consent.

Respectfully submitted:

A handwritten signature in blue ink that reads "Karon K. McFarlane". The signature is written in a cursive style.

Karon McFarlane
Secretary



Attachment #2



Senior Director of Teaching and Learning K-5
May 2022 Board Report
 (Covering April 11, 2022 - May 17, 2022))
Kentia Coreus

Enrollment Compliance

Grade	Total Scholars	# of scholars w/IEPs	# of ENL scholars*
K	104	13	0
1	116	21	3
2	118	19	3
3	97	15	4
4	94	15	8
5	95	13	2
Totals	624	96	20

source: Student Enrollment Weekly Report sent on May 6, 2022

* *In-progress*

Ongoing Teaching & Learning Tasks

- Manage personnel, curricula, and partnerships in support of the educational program
- Monitor the effectiveness of the educational program by reviewing data, observing instruction and scholars at each K-5 site , school culture, and academic operations
- Supervise the K-5 principal by conducting regular check-ins and weekly supervision meetings
- Coach and mentor staff when needed
- Listen and respond to staff and family grievances
- Planning for SY 2022-2023

Ongoing COVID-19 Response

- Attend monthly webinars with the New York State Charter Association where information is provided by the Board of Regents and all three NYS charter authorizers. Share information with pertinent staff where needed
- Maintain awareness of DOE, NYS, and DOH guidelines related to COVID-19
- Connect with external school leaders to share/collect ideas for supporting scholars and staff
- Collaborate with COVID coordinator, human resources, and site principal to manage COVID-related issues

Charter Compliance

ACR Visit- scheduled for June 2, 2022

SDTLs, principals, and the senior advisor met with our authorizer on May 13 for a pre-acr planning meeting. Below is the agenda for the DOE-School Leader meeting. The SDTL shared complete notes.

Agenda for DOE & School Leader meeting

- Describe challenges and victories from this school year.
- Overall enrollment discussion
 - DATA: **CCS' current enrollment is 954. This is -3% of the 85% enrollment requirement**
 - What is causing a decrease in enrollment?
 - What are our enrollment projections for the upcoming school year? [Authorized enrollment is 1272, our goal must be at least 85% of that which would be 1082]
- Please provide an update on the facilities plans
- Discussion of overall enrollment
 - CCS's overall retention from Oct 2020-Oct 2021 is 80%
 - CSD's overall retention rate from the same period is **N/A**. Ms. Hazeley will get this info to us
- Discussion of enrollment and retention of special populations: ELL STUDENTS
 - DATA: **CCS' ELL student enrollment rate is 5%. The CSD is at 18%**
 - DATA: **CCS' ELL student retention rate is 84%. The CSD is at 83%. This meets charter law requirements.**
 - What impact did implementing an ELL preference have on ELL enrollment?
 - What actions were taken to increase ELL enrollment? What actions will be taken in the future?
- Discussion of enrollment and retention of special populations: SWD & ED
 - DATA: **CCS' SWD student enrollment rate is 16%. The CSD is at 20%**
 - DATA: **CCS' SWD student retention rate is 81%. The CSD is at 85%**
 - DATA: **CCS' ED student enrollment rate is 79%. The CSD is at 76%**
CCS' ED student retention rate is 81%. The CSD is at 85%
 - **Discussion Question: Does 79% accurately represent your student demographics?**
- Discussion of Assessment Data
 - Comparison of CCS vs. CSD ELA & Math State Assessment data (2019)
 - What internal assessments are you using? What do our internal assessments tell us?
 - How do we use data at different levels in the organization to make decisions?
 - How do teachers use data on a day-to-day basis?
- Discussion of scholar wellness
 - How are we addressing the SEL needs of our scholars?
- Discussion of ACR Report
 - Visitor may ask questions about staffing/board etc.
- Discussion of plans for the summer
- Discussion of any material charter revisions that may be coming up
- Discussion of discipline policy drafting, board approval, implementation timelines (LH confirmed this is a non-material charter revision and that a *Letter of Deficiency* is forthcoming)

Teacher Certification

The SDTL reviewed the Spring 2022 teacher certification analysis spreadsheet and identified necessary next steps. Teachers with certifications expiring within the upcoming school year received a memo containing specific details about their certification, their current TEACH status, and directions on how to seek a certification consultation from the NYC Charter Center via our participating in their certification services. Updates about certification requirements were also sent to K-5 teachers via email.

Leadership reflection meetings with assistant principals

The K-5 SDTL met with both elementary principals to facilitate a reflective discussion about leadership. Through observations and supervision meetings, it has become evident that additional leadership is needed at the school to carry out all of the academic and social-emotional programming the school needs to deliver on. In order to get a sense of the AP's leadership stories and trajectories, the SDTL met with each one separately. Below is the agenda for the meetings:

Part I. Reflective Discussion (25)

1. Describe your personal leadership journey at Challenge Charter School.
2. Describe the strengths and areas in need of improvement of the K-5 Leadership Team. What did the team accomplish this year? What does the team want to achieve next school year?
3. Describe the next chapter in your leadership journey

Part II. K-5 Updates (15)

This is where I will ask about teaching and learning items.

Part III. Open (10)

This time is for us to discuss anything you would like to discuss.

EOY Learning Walks

The senior director of teaching and learning joined the elementary school learning walks. Classrooms at both sites were observed. The K-5 Executive Coach and interim director of operations joined the walk and assisted with data collection. The principal will summarize the team's findings and will share with the entire school community. It should be noted that while scholars are participating and are joyful, we need to examine how engaged in learning scholars truly are.

Special Education

The SDTL facilitated a special education meeting with the principal and director of special education on April 26, 2022. The director of special education shared that there are two ICT teams of concern. The ACR visit was discussed. The SDTL shared a planning tool for special education focused visits. The tool is at the end of this report.

Special Education Program Visit Questions

1. Provide a link to your most updated Appendix C:
Are any changes needed now? What changes do you anticipate for 2022-23?
2. Do you regularly complete the Initial Referral Form (Appendix B) when students are initially referred for special education evaluations? (Y/N) What accompanying information do you give the CSE and parents regarding initial referrals? **Provide sample documents via links.**
3. How do you work with your CSE to prepare for and conduct IEP meetings? Provide three example [high, medium, low] teacher reports and link them here.
4. How do you ensure that all teachers and related service providers have access to their students' IEPs and are informed of their responsibility to implement the IEP accommodations, modifications, and supports? **Provide samples if applicable.**
5. How do you ensure that classroom teachers, SETSS teachers, and related service providers collaborate to support students with disabilities? **Provide 1-2 sample meeting notes.**
6. What do you do when a student enters your school with an IEP program recommendation that the school does not currently have?
7. What types of specially designed instruction do you implement and how are they reflected in your students' IEPs? **Please provide examples regarding content, methodology and delivery of specially designed instruction.**
8. What trainings, professional development, or coaching does the school provide to teachers and staff regarding specially designed instruction? **Be specific.**

9. What other academic and behavioral supports do you use to ensure that students with IEPs receive meaningful educational benefit?
10. *How many behavior intervention plans are in place for students with an IEP? Are the plans being implemented and progress-monitored?*
11. What methods do you use to monitor academic and behavioral progress for students with disabilities? **Provide a sample.**
12. How do you inform parents of their child's progress toward meeting the IEP annual goals? **Provide a sample.**
13. Do you have any overall feedback regarding your work with your CSE?
14. Do you have any overall feedback regarding the Guide to Special Education Procedures for Students attending charter schools?

Student Observations

During the student observations, the NYCDOE will consider the questions below for each student in the sample:

1. Is the student participating in the program(s) recommended on the IEP?
2. Is the student receiving the related services recommended on the IEP?
3. Are the accommodations recommended on the student's IEP being implemented?
4. Are the modifications recommended on the student's IEP being implemented?
5. Is the student receiving specially designed instruction in accordance with the IEP recommendations?
6. If the student has any behavioral challenges reflected on the IEP, are those challenges being addressed in accordance with the IEP recommendations?
7. If the student has a behavior intervention plan, is it being implemented and progress-monitored?
8. How is the school monitoring the student's academic progress and how does the school report progress to the parent?



Attachment #3



Ms. Nicole Griffin
Challenge Preparatory Charter School- Elementary
Principal Report
May, 2022

The Rebound - "Accelerating learning through care, clarity and collaboration."

Enrollment

At this time, enrollment has ceased due to the MATH test taking place April 26-April 28.

Attendance

Attendance Report - APRIL 2022

Instructional Days - 15

PRESENT - 8,305

PRESENT % - 89%

ABSENT - 1022

ABSENT % - 11%

Curriculum and Instruction

ELA Focus- Organizing Center:

- Rising to the Challenge- The goal of this unit for scholars to create an essential around a problem and figure out ways to solve it. Scholars in each class will work independently on the research and present their findings orally.
- POETRY Grades K-2 (Ended on April 29th)
The goal of this unit is to show how poetry can be used to promote social and emotional learning, build community, and establish relationships as well as strengthen speaking, listening, and writing skills.

- As a culminating activity, Grade 2 scholars presented their poems and received feedback from their peers and teachers. This form of assessment is evidence of one the goals we have worked on this year.

MATH FOCUS (CON'TD)

Based on the data, scholars struggle in the area of geometry and measurement. For the remainder of the year, each grade will focus on this standard providing additional support during the intervention blocks on Fridays.

- Grades 1 and 2 will also focus on adding and subtracting base ten numbers. Regrouping when adding and subtracting.
- Grade 3 will also focus on expressions
- Grades 4 and 5 will continue to provide additional instruction in the area of fractions and decimals

TESTING Information

- Grade 4 Science hands on preparation will begin on May 3, 2022
- NYSESLAT Testing is complete. Teachers will score the exams by June 13, 2022.

Professional Development

- NYS testing - analyzing the data
- Preparing and administering the i-Ready EOY assessments
- Continued PD unpacking the standards- Specifically the reading, speaking and listening and writing standards
- Building assessments into instruction
- Designing Unit 5 of ELA and Writing
- Grade Team Leaders continues to meet twice a week with grade teams to work on lesson planning with a focus on the standards and objectives

Special Education - CONTINUED Collaboration

For the next two months, collaboration with the Director of Special Education and the Special Education Liason will take place to ensure we have the following in place:

- Sped related professional development for our ICT staff
- Action plans for at risk-scholars

Currently, the Special Education Liaison meets with the CTT teams to facilitate planning of modified instruction, professional development and or IEP goal setting.

	# Of SWD Students
K	11
1	21
2	21
3	16
4	16
5	13
	Total 98

Remote Instruction

Currently, we have one scholar on our roster who receives remote instruction due to a suspension.

Highlights

- Scholastic Book Fair- We raised over \$5,000
- Cheetah Snack Shack Store- We raised \$900.00 Proceeds will be used to purchase strategic games such as chess and checkers for scholars to use during recess



Attachment #4



CHALLENGE CHARTER SCHOOL

2021-2022 Principal's Monthly Board Report

Mavgar Mondesir-Gordon, Principal (Grades 6-10)

School Year 2021-2022 Report May 20, 2022

Current CCHS Enrollment:

Cohort Group	Grade Level	Enrollment as of...							
		Oct. 15, 2021	Nov. 12, 2021	Dec. 10, 2021	Jan. 14, 2022	Feb. 16, 2022	Mar. 22, 2022	Apr. 14, 2022	May20, 2022
#3	G. 10	44	46	45	45	45	45	45	45
#4	G. 9	71	73	73	73	71	71	70	70
TOTAL		115	119	118	118	116	116	115	115

Current CCMS Enrollment:

Cohort Group	Grade Level	Enrollment as of...							
		Oct. 15, 2021	Nov. 12, 2021	Dec. 10, 2021	Jan. 14, 2022	Feb. 16, 2022	Mar. 22, 2022	Apr. 14, 2022	May20, 2022
#5	Gr. 8	76	76	73	72	72	72	72	72
#6	Gr. 7	70	69	64	63	60	64	64	63
#7	Gr. 6	93	92	92	91	85	89	86	84
TOTAL		239	237	229	226	217	225	222	219

CCMS Attendance Statistics:

C o r p o u r p t	G r a d e l e v e l	Attendance Rates							
		Sep 14, '21 - Oct 15, '21	Oct 18, '21 - Nov 12, '21	Nov 15, '21 - Dec 10, '21	Dec 13, '21 - Jan 14, '22	Jan 17, '22 - Feb 16, '22	Feb 17, '22 - Mar 21, '22	Mar 21, '22 - Apr 14, '22	Apr 15, '22 - May 20, '22
#3	Gr. 10	93%	91%	84%	76%	83%	86%	86%	77%
#4	Gr. 9	95%	94%	90%	77%	89%	85%	92%	91%
#5	Gr. 8	89%	90%	89%	78%	88%	93%	91%	90%
#6	Gr. 7	92%	89%	88%	82%	91%	94%	93%	90%
#7	Gr. 6	83%	84%	83%	84%	88%	93%	93%	89%
CCMS Average		88%	88%	86%	81%	89%	91%	92%	90%
CCHS Average		94%	93%	88%	76%	87%	90%	89%	86%
6-10 Average		90%	90%	87%	79%	89%	90%	91%	87%



Please note that these numbers are due to errors in enrollment and registration.

ATTENDANCE:

- Staff and scholar attendance rates are showing the typical dip we experience near the end of the school year during in-person programming. Several incentives like dress-down days, increased club events, and fun social activities have been implemented to combat attendance issues.

STAFFING:

- CCMS has made no gains in staffing and has one more vacancy added. To date, the following vacancies stand.
- Grade 7 Science Teacher
 - Grade 7 SS Teacher
 - Spanish Teacher
 - Grade 6 Math Teacher - Covered by Mr. Vil (Math Coach)
 - Grade 6 Math TA
 - Grade 6 Science Teacher - Covered by AP Sonnichsen.
 - Grade 6 SWD Teacher - In the meantime, teachers are scheduled to provide SETTS Services to scholars.
 - Grade 7 SWD Teacher - Teachers are scheduled to provide SETTS Services to scholars in the meantime.
 - Family Engagement Coordinator (6-10)
 - Grade 8 Math TA
 - Grades 6-8 Assistant Principal
- CCHS has made no gains in staffing. To date, the following vacancies stand:
 - English 9 Teacher - Candidate declined the offer due to family issues.
 - English 10 Teacher - Principal Gordon covers this class until a teacher is hired.
 - Grade 10 SETSS Teacher - In the meantime, a teacher is scheduled to provide SETTS Services to scholars.
 - Ms. Reid and Mr. Merrell are covering Algebra I teacher - Classes.
 - CCHS Spanish Teacher - Class is covered by Mr. Medina

NB: To date, the Principal has reached out to Ms. Luton, who has urgently begun the search and is actively searching for the ELA, Math, and Health/PE teachers and staff to fill the vacancies for the 2022-2023 school year.

SOCIAL-EMOTIONAL LEARNING (SEL)

- Covered in the homeroom (8:00 a.m.-8:25 a.m.) Grades 6-10 continue with the Second Step SEL lessons focusing on Bullying and Harassment. Teachers have been provided with the PD for this Unit.
- The Mood Meter has also been incorporated into the classroom SEL support. As well as



using the first seven minutes of classes at certain periods of the day to check in and establish scholars' moods. We believe that this support will help us improve our scholar's academic standing and encourage them to speak about their feelings and as we validate their feelings as well—giving way to strategies to help them cope.

- The importance of the social-emotional lessons is to provide a foundation for safe and positive learning to provide scholars with the strategies necessary to succeed in school, careers, and life. We continue to focus on all 5 of the SEL Competencies throughout the school year.
- CCMS and CCHS Have also partnered with Northwell Children's Hospital and Cohen's Children's Hospital to provide support as part of our SEL work. In these sessions, the scholars are presented with guidance on topics that have reared their unwanted presence in this pandemic era—impeding the socialization process for our scholars.

CURRICULUM, INSTRUCTION, AND ASSESSMENT

- Grade 8 State Science Performance Testing begins on Tuesday, May 24, 2022. Grade 8 State Exam Field Tests in Grade 8 ELA will be administered on Thursday, May 26, 2022. Scholars enrolled in Regents courses continue to engage in Regents Prep work.
- iReady EOY testing begins on Wednesday, May 25, 2022. This will ensure that we gather all required data for required state reporting in June.
- The Lavania Group has begun its training sessions with the Grades 6-8 teachers who have been identified as the humanities teachers for the 2022-2023 school year. Electing a humanities curriculum offers us more flexibility in scheduling and--given the difficulty we have experienced in this school year concerning filling instructional positions--eliminates six instructional positions, as it combines the ELA and the Social Studies teacher for each grade level.
- Scholars have been grouped to make RTI a more structured instructional work in our school. The 2019 New York State Assessment data and the B.O.Y. Diagnostic data guided this work.
- Enrichment clusters were also arranged using the Renzulli Survey data; however, due to COVID Safety precautions, in-school enrichment clusters have been grouped by homeroom and mixed interest. At CCHS, scholars have the choice of two clusters, which are being adjusted to incorporate as little contact as possible. These clusters occur at CCHS during the lunch period.

SPECIAL EDUCATION SERVICES

- Grades 6-8 CLASSROOMS
 - In Grades 6-8, teachers have been recruited to provide SETSS tutoring during their prep times. We were also fortunate to get Ms. Grimes, a SPED Teacher from Alternative Tutoring, to support Grade 6 and 8
 - Dr. Lyle continues to support SPED work on all grade levels while we continue searching for a Grades 6-10 SPED Liaison.
- Ms. Ana Gomez provides ENL services consistently and has successfully and efficiently completed all NYSESLAT testing at the Grades 6-10 level.



DIGITAL PLATFORMS

- Grades 6-10 scholars are using a combination of digital notebooks and hardcover notebooks for all courses now to build writing and engagement stamina. We continue to utilize all our platforms with our eyes on maintaining remote learning strategies and the brick and mortar classroom. A recent shift was implemented to curtail the use of Chromebooks to just 9% of the instructional time to maximize engagement.

PARENT AND SCHOLAR OUTREACH and ACCESSIBILITY

- Attendance letters and nudge letters are continuously sent out to parents via ParentSquare and hard US Mail at CCMS and CCHS. An Expectations reminder letter was sent to High School families via ParentSquare with information about requirements for uniform and work quality.
- The CCHS Social Scientist Team has been working with scholars to better understand their academic standing concerning credits earned toward graduation.
- Efforts continue with respect to getting Parents to register in ParentSquare.

PROFESSIONAL DEVELOPMENT

- CCMS and CCHS have successfully graduated seven staff members in The Inaugural Class of 2022 at Saint Francis College. This will go a long way in closing the certification gap and providing teachers for our scholars in the face of teacher shortage.
- GRADE TEAM PLANNING AND ONGOING PROFESSIONAL DEVELOPMENT
 - Professional development takes place daily:
 - Mon-Thu 11:10 PM to 12:00 PM for Grade 6
 - Mon-Thu 12:50 PM to 1:40 PM for Grades 6-10 core instructors
 - Fridays from 1:30 PM to 4:00 PM
 - Humanities Curriculum - Lavinia Reading Group Consultants via Zoom.
 - Universal Design for Learning, Specially Designed Instruction PD, and Progress Monitoring PD were completed and implemented into lesson plans.
- VERTICAL DEPARTMENT PLANNING
 - Department Teams continue to meet to discuss instructional planning across disciplines.

INSTRUCTIONAL OBSERVATIONS

- The CCMS-CCHS Admin Team members have been regularly supporting instructional periods throughout the day to ensure that instruction is taking place and that outreach is performed as needed. Informal observations have begun in the form of Check-ins. TeachBoost is being used for this task, with a target of 2 long observations and five short observations across the board for the school year.



Attachment #5



Director of Pupil Personnel Services

May 2022 Board Report

Covid-19 Coordinator

Here are the current vaccination numbers for our staff:

169 Fully vaccinated

1 exemption

Scholars Tested Weekly

175

April and May Positive Test Results

31

- CIC Health is now a partner with our school to provide in-school testing. CIC Health offers comprehensive COVID-19 testing services that are accessible, fast, and easy. COVID testing occurs weekly on Monday's.
- The School Health Liaison is now fully trained in all COVID-19 protocols.
- Oversee all COVID-19 protocols and provide supervision to the School Health Liaison
- Support the school community with answers to COVID-19 questions
- Attend weekly Sector-Wide Q&A Calls with the NYC DOE & DOHMH to stay informed of all updated COVID-19 protocols, and inform all leaders about the updates
- Oversee next steps for staff and scholars when they have a positive COVID-19 test result
- The Test & Stay program is now implemented successfully school wide, and scholars will be receiving at-home test kits for the upcoming Spring Break.
- Supervise the internal data collection for all vaccinated scholars K-10.
- Oversee the process of incoming test kit shipments to all sites
- Dental services for all of our scholars K-10 will begin next month
- Oversaw the planning of parental and scholar Vaping 101 workshops to inform and prevent our students from vaping and to inform families of what to look for
- Oversee the upcoming workshops for middle and high school students in sexual health
- Oversee the planning for next year's wellness program for grades K-11

Pupil Personnel Director

Elementary

- Reviewed Second Step lesson pacing data, to ensure all classes are on track with the SEL lesson schedule
- Lead the bi-weekly meeting with the student support team to begin the process of aligning the counseling program school-wide
- Supported the social work interns during weekly check-in's

Middle and High School

- Supported the student support team with the creation of behavioral intervention plans and progress monitoring for at-risk scholars
- Lead the advisory planning meeting with the advisory committee for the new advisory program for our 7th-11th grade scholars

All sites

- Re-established the bi-weekly meetings with the Student Support Teams
- Began the planning sessions for our school-wide comprehensive counseling planning program
- Met with principals about the year-long RULER Adult SEL timeline for next school year
- Assigned a four part training series to support the guidance and social workers with creating the comprehensive counseling program
- Continued building the advisory program for our scholars in grades 7-11
- Collaborated with the Special Education Coordinator on creating a crisis intervention protocol for high risk behavior
- Scheduled a meeting with all principals and senior directors to confirm our school-wide crisis intervention protocol for high risk behaviors
- Planning to train the student support teams next month in CPI de-escalation strategies to prepare them to effectively respond to a scholar in crisis, and to support the scholar and family after the crisis
- Acted as Hearing officer in four hearing proceedings and provided supportive feedback to sites on smoothly welcoming the students back into the school community

Parent Academy Coordinator/ Family Engagement Coordinators

1. The Parent Academy has begun the first workshop entitled The Parent Leadership Academy Training. Parents are enjoying this training and are growing from the information provided.
2. Encourage the collaboration of the Parent Academy coordinator and staff to develop programming for parents next school year, and to prepare all parents to support their children academically and socially and emotionally
3. Meet weekly with the Parent Academy Coordinator on current and future initiatives

4. Established monthly meetings for the Parent Academy Coordinator and the Family Engagement Coordinator for collaboration purposes



Attachment #6



Challenge Charter School

Communications Report - May 2022

Kim Messer, Director of Communications

Communications:

Internal/External

- Class 401 & Class 501 recently celebrated the results of a long Recycling Project to aid a homelessness organization. See the story at: www.challengecharterschools.org/news
- Review of ParentSquare data reveals that 75% of our families are using the app with close to 100% being contactable. I'm in conversation with Mrs. Vaughn and others about how we onboard new families for SY 2022-23.

End of Year Prep

- A lot of EOY Events are in the works which means the creation of fliers, save the date notices, website updates, and coordination of efforts across departments and school sites. See the schedule below:

School-Wide

- Career Fair - June 9 - 10A-2P at 1520 Central in the gym
- Field Day - June 23 - 9A-3P

Elementary School

- 5th Grade Senior Dance - May 20 - 4:00-6:00 pm at 710 Hartman Ln
- Kindergarten Virtual Awards Ceremony - June 8 - 6:30 pm
- 5th Grade Senior Trip AND Kindergarten Playdate - June 9 (Playdate at 9 and 10)
- 5th Grade Senior Brunch in the Park - June 10
- Kindergarten Picnic & Bubbles in the Park - June 14 (Rain date June 15) @ 9:00-12:00 pm
- Kindergarten Virtual Stepping Up - June 16th @ 9:00-10:00 am
 - ALSO Photos & Celebration following the ceremony @ 10:30-12:30 pm
- 5th Grade Virtual Awards Ceremony - June 16 @ 6:30P
- 5th Grade Virtual Graduation/Autograph Day - June 21 @ 9:00 and 10:30

Middle School

- 8th Grade Prom - June 9
- 8th Grade Graduation - Live at Far Rockaway High School - June 13 @ 9:30A

- Senior Picnic - June 17
- Plans and deadlines for Parent/Scholar Handbooks will be released in June for school sites; Branding for all of our manuals, guides, etc. will be done to update the look of all of these crucial documents
- ParentSquare rollover: I have alerted Dr. Estep as interim DOO and Mrs. Samuels as data coordinator that we will need to identify dates for rollover for the SY 2021-22 to be archived and begin our new SY 2022-23

Communications Strategic Plans/Budget items

- Being finalized for Mullings review this month
- Meeting with Mrs. Vaughn to coordinate our plans and efforts

Recruitment/Application Promotion:

- Application promotion has slowed but continues via our website and social media to help boost our waitlist numbers.

Bigger Projects

- Continued Development of a Communications Guidebook continues. This document includes our Brand Guidelines, an annual calendar of campaigns across our school, and more.
- Continued work the Crisis/Emergency Response Plan for the school - this entails the Crisis Response Plan (grief response), Crisis Communications Plan (detailed strategic response), Safety Plan (operations) & possibly other documents.



Attachment #7



May 13, 2022

Ms. Natalie Zadok: Director of Special Education Grades K-10

1. Develop a Vision

- Developing a streamlined vision for the Special Education Department that exemplifies integrity, equity, collaboration and empowerment for all scholars and their families to exhibit best academic and social emotional achievements.
- Meeting with Administration and School building leaders to assess the current Special Education Program in order to incorporate specific tools to strengthen the management of Scholars with IEP’s across all Grades K-10.
- Gaining staff buy-in by means of empowering them to maximize scholar’s with IEPs goals as well as academic achievements as well as social emotional milestones.

2. Special Education Scheduling and Planning: Maintaining the Special Education IEP Spreadsheet and Caseloads

Requires entering every scholar’s Grades (K-10) OSIS# in SESIS to identify scholars with IEPs in order to align them with the correct services and providers needed

3. IEP Mandates & Service Totals Grades K-10

Site	Grade	Total # Of IEPs	Related Services				
			ICT	SETTS	Speech	Counseling	OT
Elementary	K	11	08	2	13	2	6
	1	21	15	0	18	2	10
	2	21	17	0	14	8	05
	3	15	13	4	8	5	1
	4	16	12	2	12	4	1
	5	13	10	1	3	6	1
Middle	6	16	5	9	7	4	3
	7	7	1	6	5	5	None
	8	15	2	10	8	8	None
High	9	11	None	10	4	4	None
	10	8	None	7	3	3	None
Totals		154	83	51	95	51	27

4. Staffing

- Continuing to seek Special Education Certified Instructors to fill vacancies.
- Grades 6-8 Admin has stated is seeking Certified Setts Teachers
- Grades 9-10 Admin has stated seeking Certified Setts Teachers
- Seeking Connections with Community Colleges for Pathway to Certification for existing staff to build from within

5. Billing

- Collaborating with finance to ensure that all data is aligned for Vendor Portal
- Supporting Special Education Liaisons to deliver accurate data for SPED Billing
- Requested a Billing timeline for the remainder of the year so that SPED staff can be aware of pertinent billing deadlines to ensure seamless transmission to the billing department.
- Suggested an In-House excel sheet be circulated at all sites with a list of recent discharges as well as new admits to ensure SESIS data is compliance with In-House changes in order to assist with billing discrepancies
- Continuous support to both Special Education Liaisons at K-5 as well as 9-10

6. Current Action Items

- Supporting the needs of K-5 as well as 6-10 Special Education Liaison with (CSE#4) Policies and Procedures to ensure that all IEP cases are assigned annual, tri-annual, re-evaluation, initial and misaligned IEP meeting dates. Gathering all data such as Teacher Reports, IREADY, F&P, Behavioral Anecdotal logs from designated staff in order to submit to the CSE. Coordinating, sitting in on as well as leading all CSE meetings Grades K-10 until the new hire in Grades 6-10 is trained as well as a new liaison to be hired in Grades K-5.
- Ensuring the partnership with CSE District #4
- Ensuring that related service agencies are appointed to CPCS in order to ensure related service (Speech, OT, PT, and Para) services begin in a timely manner to avoid any lapse in services provided to scholars.
- Collaborating with CSE to assign related service providers, as they are resolving a shortage of employee barriers due to non-compliance of the vaccine mandate.
- Supporting the ELL provider to send home 200 Home language surveys for Grades K-2 as the data was missing, hence not allowing the ELL provider to administer the Nysitell Exams.
- Continuing to tally the returned parents' surveys.
- Assessing the space in each facility in order to secure a private area for CSE Psychologists and Social Workers to interview parents as well as assess and test scholars. Collaborating with Admin to ensure that there are ample conditions for SETTS providers to efficiently pull scholars for individual and small Group interventions.
- Collaborating with Grades K-5 Provider, Mr. Salazar as well as CCMS ELL provider Ms.Gomez to ensure all ELL scholars are re-assessed as well as initially assessed to gain clear benchmarks of scholar's ELL plans.
- Collaborating with ELL External Consultants to implement academic plans that will fully encourage our ELL scholar's overall success and achievements according to their individualized needs and goals.
- Aligning ELL Charter goals and policy to the ELL Program Grades K-10.
- Weekly check-Ins to manage current caseload with District Psychologist to ensure alignment and discuss particular issues that arise within each case.
- Attending and supporting IEP meetings Grades K-10 to ensure compliance and continuity of suggested programs remain intact.
- Attending CST meetings to support Social Emotional, Behavioral as well as Academic Supports Grades K-10
- Assisting newly hired employees to attain SESIS access by collaborating with the Director of Operations to enter them into the Galaxy system.
- Panelist on the Open-House Events Grades K-10
- Sped Coaching led by Lauren Barkan
- TNTP Leadership Training

- gathering information for justification to purchase a reading program called S.P.I.R.E that assist with struggling readers as well as those that struggle with Dyslexia
- Delivering Professional Development to newly hired staff in the ICT classroom that are Gen Ed Certified
- Creating a calendar for ongoing PD's for remainder of the school year
- Gaining ATS access to access scantrons to test ELL scholars
- NCI Crisis Intervention Training Certification
- Prepared Projected related service cases for Agency outreach
- Attended Related Service Fair for Network and PR purposes
- Preparing items for Medicaid Reimbursement for related services via DOE request

7. Mobilizing Community Resources to support families with scholars with IEPs to secure the necessary external resources needed for scholars to maintain best academic as well as social emotional benchmarks this 2021-20220 school year.

- Partnering with New Horizons and Sheltering Arms Agencies in Far Rockaway to ensure that families receive the services needed upon initiating the need for community support.
- Providing families with access to their parental rights under the IDEA Law that serves as a guide for parents with scholar's IEP compliance as well as parent empowerment support guidelines.
- Conducted one on one Parent meetings via Google Meet and Telephone conference to address specific needs that arise prior to the first day of school for scholars with IEP's services that include Initiating, Maintaining as well as Re-Evaluating scholar's IEP cases.
- Providing support staff with Suicide Prevention resources for scholars.
- Collaborating with Liaisons and Parent Coordinator to secure appointment slots to assist parents to secure a Speech and OT provider via the RSA process.
- Seeking Community and CSE support for scholars experiencing trauma-related incidents such as accidents and or inability to attend in-person school due to comorbidity conditions that promote greater risk with COVID-19 risks.
- Supporting parents of scholars with IEPs to attain door-to-door as well as closest curb pick up and drop off services.
- Supporting families with scholars that have IEP's attain necessary resources needed as a direct result of COVID-19.
- Aligning with Community Physicians and Health Care Clinics that can support families with IEPs, immediate health and social emotional well-being as well as assessments for initial IEPs.

8. Sites (K-10) External Providers COVID-19 Preparation

- Delivering CPCS COVID-19 Guidelines and Safety Protocol to all Related Service agencies providers that will be conducting in-person sessions with Scholars at all sites.
- Related Service agencies have received a copy of the CPCS COVID-19 safety policy and have agreed to have their providers adhere to the CPCS COVID-19 Safety measures.
- Collaborating with CSE to conduct misaligned Scholar IEP meetings to ensure compliance
- Weekly Check-Ins with providers to ensure session compliance
- Aligned with the CSE Chairperson of Related Services to ensure SESIS Encounter Attendance for providers to conduct.
- Aligning with Related Service Agencies to request transmittal from the CSE for new admits that have an IEP.
- Managing provider's time sheets and attendance to ensure efficiency of session service.

9. Professional Development Resources

- Meeting with the Special Education Collaborative to review a package that will suit the needs of CPCS staff Grades K-5 for Special Education Workshops that include (Co-Team Teaching Strategies, Specially Designed Instruction, creating Behavior Intervention Plans as well as Functional Behavior Analysis plans etc.).
- Meeting with ELL External Consultants to create plans to enrich the ELL Department via identifying, testing and aligning ATS data to ensure that scholars' home language is precise in order to administer the NYSITELL Exam.
- Creation of In-house Professional Development Presentations that highlight Special Education tools, resources and guidelines to staff.
- Mentoring Special Education Liaisons Grades K-5 & 6-10 on proper dialogue to conduct discussions with families on sensitive issues.
- Creating individual plans for scholars with IEP's that have missed extensive days due to medical conditions that can be complicated should they contract COVID-19 Plans include Teacher check-in's as well as distribution of instructional items on a bi-weekly basis , parent training on how to access instructional supports on scholars chrome books as well as social emotional check-ins and support .



Attachment #8



Student Enrollment and Recruitment Monthly Report
 Janisa Vaughn, Director of Student Enrollment and Recruitment
 May 20, 2022

CCS STUDENT ENROLLMENT

TOTAL ENROLLED	955
Approved Charter Enrollment	1056

Site	Grade	2021-22 SY Charter Goal	Scholars Currently Enrolled 5/20/22
Elementary	K*	120	102
	1*	120	115
	2*	120	118
	3	96	96
	4*	96	95
	5	96	95
Total			621

Middle	6	96	84
	7*	72	63
	8	72	72
Total			219

High	9	72	70
	10*	96	45
Total			115

* The waitlist is currently exhausted.

2022-2023 SY Enrollment		
Grade	Available Seats	Currently in Registration (5/20/22)
K	120	120
1	18	19
2	10	5
3	7	6
4	4	4
5	5	4
6	-	10
7	16	15
8	12	12
9	-	12
10	5	2
11	-	11
Total	197	220

Available seats for 2022-23 SY are determined by current enrollment vacancies.

CCS DISCHARGE SUMMARY REPORT

Dates: April 15, 2022-May 20, 2022

Total: **7 scholars**

Scholars were discharged from grades 1,2,4,6, and 7.

All scholars that were discharged moved out of Far Rockaway, NY.

STUDENT RECRUITMENT

CCS 2020-23 SY Enrollment

- 220 families accepted their seats and are in registration. This will bring our total enrollment to 1,175 for August 2022. We will continue to offer seats and enroll scholars to meet our charter enrollment goal.
- The kindergarten playdate will occur on Thursday, June 9, 2022. 96 families registered for the event. Ideal Uniform will be onsite to assist parents with uniform purchasing and ordering.

Rising 6th and 9th Grade Update:

Grade	Yes, continuing with CCS for 2022-23 SY.	No, attending another school.	Undecided
Rising 6	85	6	4
Rising 9	61	5	6

Parent outreach will continue to speak with families who have not decided.



Attachment #9



**Director of Operations (Acting)
May 2022 Board Report
May 20, 2022**

With the resignation of Venessa Lynch effective April 30, 2022, Dr. Mullings that I assume the duties of the Director of Operations on a coverage basis until a new full-time Director could be hired as of May 2, 2022.

As a reminder the Director of Operations oversees matters related to the operational management of Challenge.

Responsibilities

- Creates a detailed start-up checklist and ordering list to ensure that the school starts each year prepared and fully stocked;
- Facility: Overseeing site management and development and ensuring that the school site is maintained as a safe and clean environment.
- Food and Transportation: Manages food and transportation services;
- Student Data: Manages primarily student attendance at each site and generates reports as needed in conjunction with the Principals;
- Manage logistics of all special school wide events and projects;
- Manages the registration process of each scholar updating and maintaining each scholar's student records;
- Creates and oversees each site's Safety Plans;
- Oversee and maintains school facilities ensuring that building rules and regulations are met for all government agencies i.e. DOH, FDNY.
- Manages and maintains the Purchase Order System with the Director of Finance;
- Regulations and Reporting: Ensures school-wide compliance with health and safety laws, state education mandates and all federal and state workplace regulations in coordination with the CEO and Senior Advisor;
- Manages the K-5 Operations Manager, 6-8 Operations Manager, and the 9-12 Operations Manager, assigned School Aides, Custodial staff, and contracted/assigned Department of Health Nurses;
- Manages and maintains [in conjunction with the Director of Finance] the inventory of all equipment, furniture, etc. being "audit" ready at all times;
- Performs other related duties as required and assigned;
- Overseeing operations in a manner consistent with all applicable local, State and Federal statutes and in compliance with the organization's by-laws, policies and procedures.

Assessment

Over the last three weeks I have been doing an assessment of where we stand on an operational front. With Mrs. Lynch being on maternity leave followed by an extended Family



leave the supervision of Operations personnel was shared by several individuals. With my appointment by the CEO to serve as “acting” Director of Operations the supervision of all operations staff returned to the Director of Operations.

I am in the process of meeting with each principal to make sure the operations at each site is being handled appropriately and to begin the process of identifying summer site facility updates for the 2022-23 school year.

The Operations team is a very dedicated group of individuals who are committed to serving the needs of our scholars and staff.

New Operations Manager – High School

Lisa Luton has been hired with the approval of the CEO to serve as the Operations Manager for the High School. Ms. Luton will continue to cover her role as Talent and Recruitment Manager until her successor is hired.

Respectfully submitted,

A handwritten signature in black ink that reads "Michael R. Estep". The signature is written in a cursive style with a large, prominent "M" and "E".

Michael R. Estep
Director of Operations (Acting)



Attachment #10



Director of Technology Report

May, 2022 - Dale Richardson

—

I: Current Work

A: FCC's Emergency Connectivity Fund

- The FCC's Emergency Connectivity Fund (ECF) is a \$7.17 billion program that will help schools and libraries provide the tools and services their communities need for remote learning during the COVID-19 emergency period: <https://www.fcc.gov/emergency-connectivity-fund>
- Challenge has applied for 458 Chromebooks, to be purchased on the 1st of 2023. Only 458 were applied for, as the FCC has enacted strict rules, which prohibits any device from being stored - all devices must be distributed to students and can not be held in a cart. Additionally, this is a needs based program and parents/guardians will have to sign a declaration form.
- This fund is subject to approval.

B: Potential ID machines

- In order to re-active on premises sign in/out a new ID system is being sourced.
- At the moment Instacard looks to offer the best integration with ADP. <https://instantcard.net/instantcard-for-adp-workforce-now/>

C: iPads

- Challenge has received a donation of \$5,000 towards purchasing iPads for our students
 - We are currently working with Apple to secure devices.
-



II: Future Work (High ticket items are currently on hold. However, the following three projects should be held as a priority).

A: Independent Cyber Security Audit.

- An independent cyber security assessment should be completed by June 2022, in order to satisfy various insurance and state requirements. Ex: https://www.dfs.ny.gov/industry_guidance/cybersecurity
- We have sourced a credible vendor that is willing to access all sites for a total of \$42,327.00.

B: A single phone number to reach our entire organization?

- In an effort to increase customer experience. I have made an inquiry to revamp our phone system under a single unified number.
- Once the user dials the new number, they will have the ability to choose the site they wish to contact.
- Having a single unified number will assist with advertising, by allowing flyers to be a little less cluttered.
- A single unified number will also be useful for our web presence. Ex: When one google's "Challenge Charter School," google currently presents the phone number for 710 Hartman Lane. Google should have a single number capable of reaching each site.
- A proposal will be provided by a vendor for consideration, with the goal of a summer implementation if approved.

C: Potential Security Cameras

- We are currently sourcing quotes for security video cameras, which are intended to be placed at 710 Hartman Lane and 1526 Central Avenue.



- These will be new systems and may incur the cost of additional servers and internet equipment, to manage the bandwidth.
- A proposal will be provided by a vendor(s) for consideration, with the goal of a summer implementation if approved.

III: Risk Factors or Challenges (Fortunately, no major risks or challenges have risen, since our last report. However, the following should be considered high-priority as we will need to acquire alternate funding for equipment).

A: Reso A funding

- Challenge Prep Charter School was allocated \$250K in Fiscal Year 2022 (FY22) for a Reso A Technology project by the Council Member.
- We were requested to complete paperwork, notarize, and send in order to ensure a timely delivery. This was completed in January.
- On 3.15.2022 we were told by the Reso A vendor, "We have not yet received the FY22 Tech/procurement certificate to proceed from the office of management and budget, but do anticipate it coming shortly. Once we do, the principal can expect outreach from DOE's DIIT."
- We should be thinking of other funding sources to outfit our high school location @ 1520 Central Ave, as these funds may not be distributed anytime soon, and our school will be expanding in the 2022/2023 school year.

B: Computer Lab at 1520 Central Ave (with Reso A)

- Apple desktops have been ordered via RESO A Grant Funding.
- Interactive boards have been ordered via RESO A Grant Funding.
- Printers have been ordered via RESO A Grant Funding.
- We have been updated on 3.15.2022 that Apple Desktops have been discontinued.



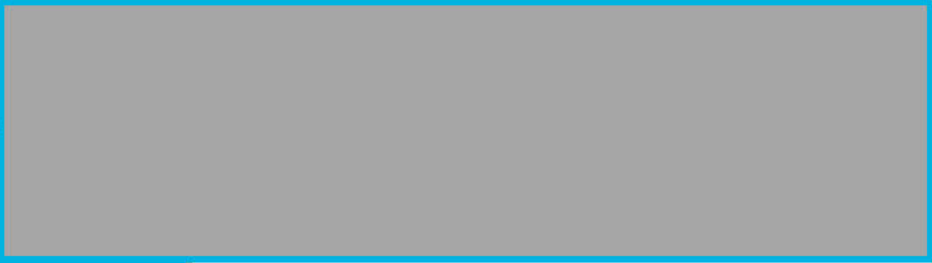
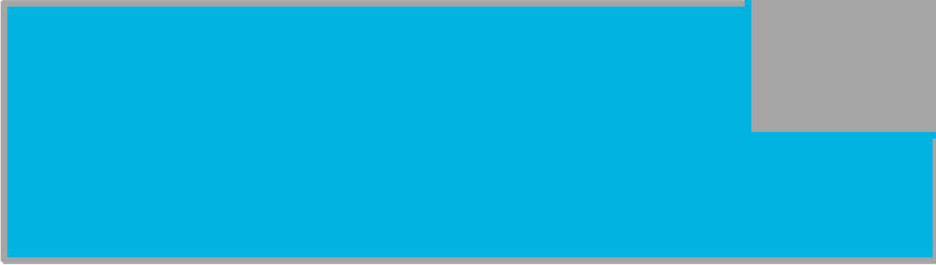
- It has been updated on 3.15.2022 that Interactive boards are backordered, with a current cue of 12 - 18 months.
- We have been updated on 3.15.2022 that the vendor is unsure of delivery time, as equipment will take "some time" to arrive at their warehouse and will take "some time" after that to arrive at Challenge.

D: Inventory shortage

- The Lenovos currently being used by teachers are beginning to age and fail.
- New laptops should be purchased via Reso A funding. However, Reso A funding has not been released yet.



Attachment #11



Helping you to focus on what's important:
STUDENT ACHIEVEMENT

CSBM
CHARTER SCHOOL
BUSINESS MANAGEMENT

experience. expertise. execution.

Challenge Prep Charter School

Monthly Financial Report
April 2022

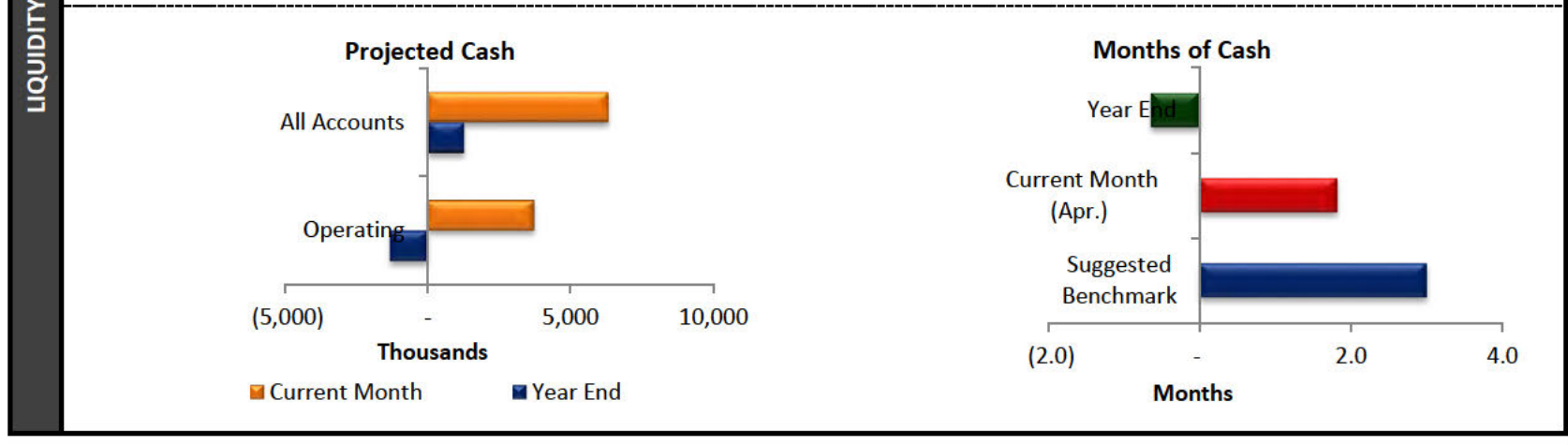


Challenge Prep Charter School

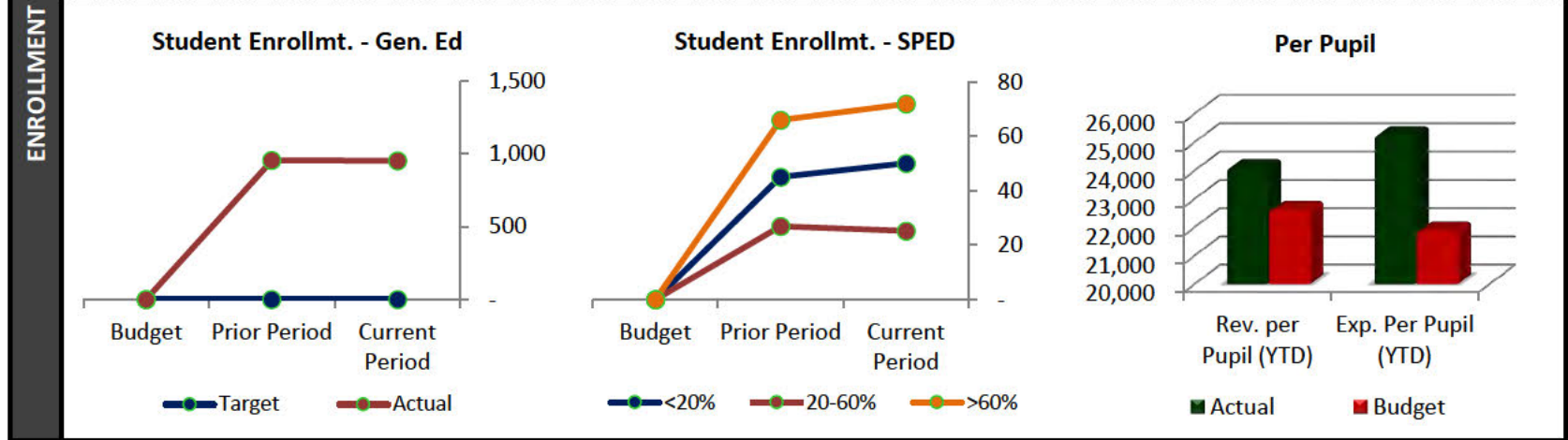
Financial Summary

For Period Ended April 30, 2022

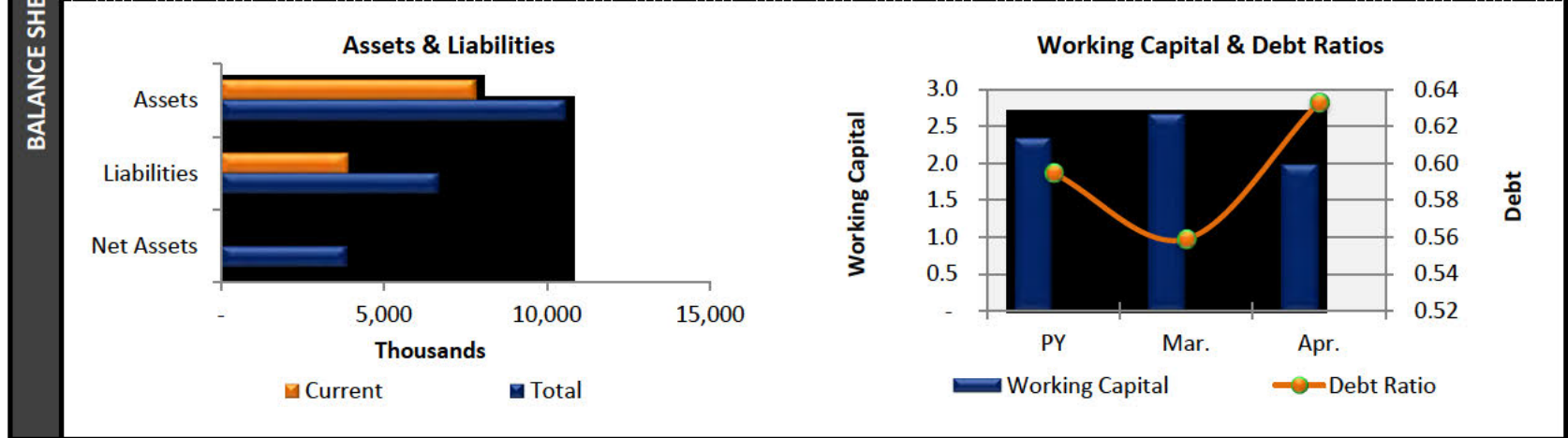
LIQUIDITY	Cash in Bank (Operating Account(s) Only: as of April 30, 2022)	\$ 3,715,814
	Projected months of cash on hand	1.8
	Cash in Bank (Total - All Accounts as of April 30, 2022)	\$ 6,309,751
	FY Ending Cash Available to Carryover to FY21-22 (Operating Account(s) Only)	\$ (1,318,728)
	<i>*Cash balance available once all FY21-22 obligations & receivables have been settled</i>	
	Projected months of cash on hand	(0.6)
	FY Ending Cash Available to Carryover to FY22-23 (Total - All Accounts)	\$ 1,275,209



	Actual	Budget	Variance	Actual	Budget	Variance
General Ed	953.46	1,021.00	(67.54)	\$ 15,398,444	\$ 15,629,468	\$ (231,024)
SPED						
0 - 20%	49.44	41.00	8.44	-	-	\$ -
20 - 59%	27.05	25.00	2.05	281,050	259,750	\$ 21,300
60% - Over	71.00	53.00	18.00	1,352,403	1,009,597	\$ 342,806
Total SPED	147.48	119.00	28.48	1,633,452	1,269,347	\$ 364,105



Total Current Assets:	\$ 7,833,610
Total Current Liabilities:	\$ 3,952,237
Working Capital (Current) Ratio	1.98
Total Assets:	\$ 10,569,874
Total Liabilities:	\$ 6,690,341
Debt Ratio	0.63
Total Net Assets:	\$ 3,879,533



Challenge Prep Charter School

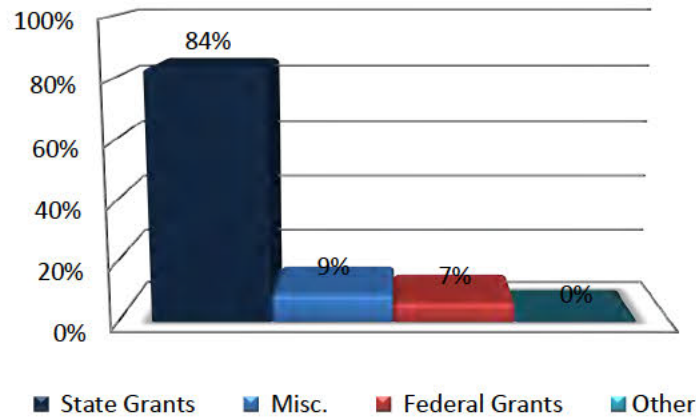
Financial Summary

For Period Ended April 30, 2022

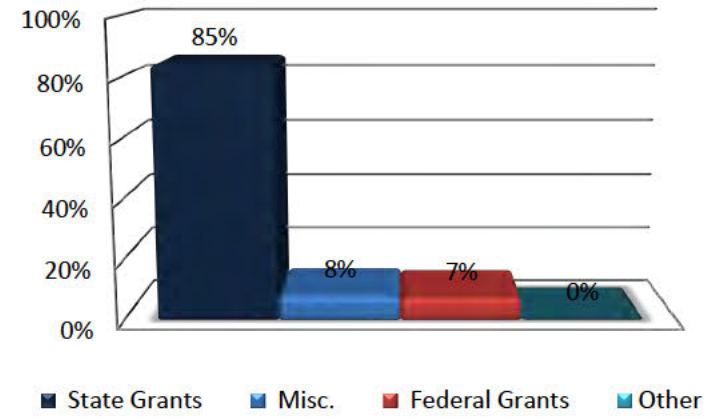
	<u>Actual</u>	<u>Budget</u>	<u>Variance</u>
Total Revenue YTD:	\$ 19,372,718	\$ 19,254,245	\$ 118,474
Total Expenses YTD:	(19,115,593)	(17,891,357)	(1,224,236)
Net Operating Surplus(Deficit):	\$ 257,125	\$ 1,362,888	\$ (1,105,763)
	<u>Projected</u>	<u>Budget</u>	<u>Variance</u>
Annual Projected Revenue:	\$ 22,976,334	\$ 23,097,145	\$ (120,811)
Annual Projected Expenses (before depreciation):	(24,067,643)	(22,343,952)	(1,723,691)
Projected Net Operating Surplus(Deficit) before Depreciation:	\$ (1,091,309)	\$ 753,193	\$ (1,844,502)
Annual Projected Depreciation:	(500,995)	(230,840)	(270,155)
Projected Net Operating Surplus(Deficit) after Depreciation:	\$ (1,592,304)	\$ 522,353	\$ (2,114,657)
Capital Expenditure Requirements	\$ (886,778)	\$ -	\$ (886,778)
Total Cash Expenditures	\$ (22,679,870)	\$ (22,113,112)	\$ (566,758)
Revenue per Pupil (YTD)	\$ 24,098	\$ 22,622	\$ 1,476
Expenditure per Pupil (YTD)	\$ 25,242	\$ 21,884	\$ 3,358

BUDGETING / REVENUE & EXPENSES

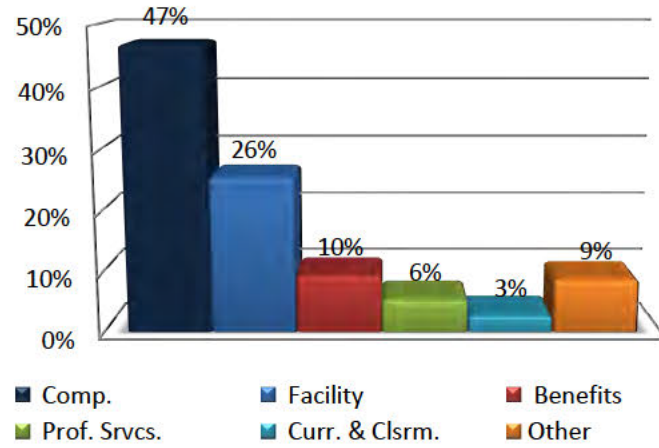
Revenue Breakdown YTD



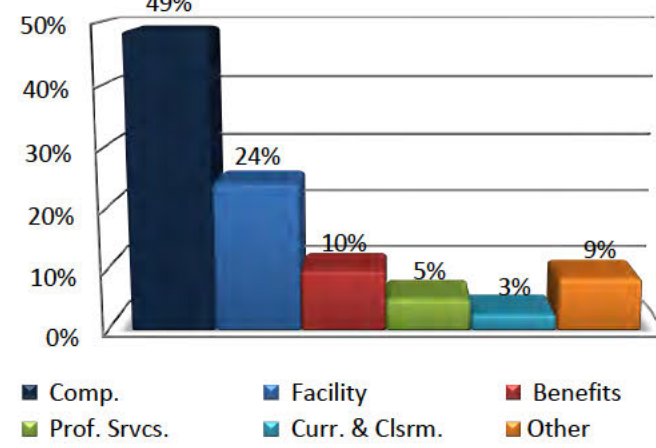
Revenue Breakdown YE



Expense Breakdown YTD



Expense Breakdown YE



Challenge Prep Charter School

Financial Variance Summary

Fiscal Year Ending 6/30/2022	Comments
Net Budget Surplus after Depreciation	\$ 522,353
Increase in Projected Annual Expenses	1,993,846
Net Projected Deficit Variance after Depreciation	<u>\$ (1,592,304)</u>

**Challenge Prep Charter School
Budget vs. Actuals
Fiscal Year Ending June 30, 2022**

	April 30, 2022			YTD Through April 30, 2022			Projected FYE June 30, 2022				Comments
	Actual	Budget	Variance	Actual	Budget	Variance	Projected June 30, 2022	Actuals - August 2021 April 30, 2022 + Projections thru June 30, 2022	Annual Budget	Variance	
Income											
4100 State Grants	1,634,164	1,631,484	2,680	16,287,552	16,353,849	(66,297)	3,205,051	19,492,603	19,616,816	(124,213)	GenEd based on 953.464 SpEd budget based on 70.996 over 60%; 27.05 20-59%
4200 Federal Grants	82,759	164,967	(82,207)	1,265,084	1,650,396	(385,311)	398,113	1,663,197	1,980,329	(317,132)	
4300 Contributions	-	-	-	-	-	-	-	-	-	-	-
4400 Miscellaneous Income	226	125,000	(124,774)	1,820,082	1,250,000	570,082	452	1,820,534	1,500,000	320,534	
Total Income	1,717,149	1,921,450	(204,301)	19,372,718	19,254,245	118,474	3,603,616	22,976,334	23,097,145	(120,811)	GenEd based on 953.464 SpEd budget based on 70.996 over 60%; 27.050 20-59%; Adjustments made to Lease Assistance based on unearned revenue for FY21.
Expenses											
Compensation											
5100 Instructional Staff	654,217	721,155	(66,938)	5,854,570	6,337,847	(483,276)	2,262,672	8,117,242	8,653,862	(536,620)	Salary projections based on most recent payroll processing
5200 Non-Instructional Staff	205,423	205,934	(511)	2,127,852	2,059,341	68,511	460,846	2,588,697	2,471,209	117,488	Salary projections based on most recent payroll processing
5300 Pupil Support	126,334	106,739	19,595	1,024,552	1,067,389	(42,837)	291,074	1,315,626	1,280,867	34,759	
5000 Compensation	985,974	1,033,828	(47,854)	9,006,974	9,464,577	(457,603)	3,014,592	12,021,565	12,405,938	(384,373)	Salary projections based on most recent payroll processing
5400 Benefits	183,184	158,858	24,326	1,840,445	1,588,583	251,861	630,281	2,470,726	1,906,300	564,426	
6100 Administrative Expenses	42,902	46,802	(3,900)	512,599	472,890	39,709	114,539	627,138	566,494	60,643	Adjusted based on actuals
6200 Professional Services	127,603	75,167	52,437	1,063,540	739,167	324,374	217,922	1,281,462	921,500	359,962	Based on actuals
6300 Professional Development	6,310	14,424	(8,114)	323,425	133,151	190,274	94,828	418,253	162,000	256,253	Based on actuals
6400 Marketing and Staff/Student Rec	2,270	8,025	(5,755)	96,642	80,250	16,392	27,894	124,536	96,300	28,236	Based on budget
6500 Fundraising Expenses	-	4,458	(4,458)	-	44,583	(44,583)	3,500	3,500	53,500	(50,000)	
7100 Curriculum & Classroom Expenses	53,017	30,130	22,887	550,832	311,859	238,973	88,906	639,739	372,120	267,618	Based on actuals
8100 Facility	510,924	472,131	38,793	4,934,093	4,721,312	212,781	1,061,585	5,995,678	5,665,575	330,103	Based on actuals
8200 Technology/Communication Expens	35,108	16,102	19,006	398,194	161,021	237,173	82,596	480,790	193,225	287,566	Based on actuals
8800 Miscellaneous Expenses	163	83	79	4,104	833	3,271	152	4,256	1,000	3,256	
8900 Depreciation Expense	-	-	-	384,745	173,130	211,615	116,250	500,995	230,840	270,155	
Total Expenses	1,947,455	1,860,010	87,445	19,115,593	17,891,357	1,224,236	5,453,045	24,568,638	22,574,792	1,993,846	
Net Income	(230,306)	61,440	(291,746)	257,125	1,362,888	(1,105,763)	(1,849,429)	(1,592,304)	522,353	(2,114,657)	
Capital Expenditures											
Furniture, Fixtures & Equipment	-	-	-	767,245	-	767,245	45,461	812,706	-	812,706	
Facility and Construction	-	-	-	61,726	-	61,726	12,345	74,072	-	74,072	
Website	-	-	-	-	-	-	-	-	-	-	
Total Capital Expenditures	-	-	-	828,972	-	828,972	57,806	886,778	-	886,778	

**Challenge Prep Charter School
Cash Flow Projection as of April 30, 2022**

Annual Budget FY21-22	Projected July 21 - June 22	Projected May 22 - June 22	May	June	July + Subsequent FY21-22 Items
Beginning Cash Balance (Operating Account) 4,804,870	6,645,873	3,737,688	3,715,814	854,539	(1,256,791)
Projected Cash Receipts from Operations (below)	3,603,616	831,466	226	226	831,014
Projected Cash Disbursements from Operations (below)	(5,453,045)	(5,282,238)	(2,083,652)	(2,082,652)	(1,115,934)
Net Cash from Operations 522,353	(1,849,429)	(4,450,772)	(2,083,426)	(2,082,426)	(284,919)
Cash Receipts from Accounts & Misc Receivables (not included in revenue below)	-	-	-	-	222,982
Cash Disbursements for Accounts Payable & Accrued Expenses	-	(748,946)	(748,946)	-	-
Capital Expenditures (below)	(57,806)	(57,806)	(28,903)	(28,903)	-
Accounts Receivable	-	-	-	-	-
PPP Loan Payable	-	-	-	-	-
PPP Loan Interest Payable	-	-	-	-	-
Ending Cash Balance (Operating Account) 5,327,223	4,854,251	(1,519,836)	854,539	(1,256,791)	(1,318,728)
Other Cash Accounts (Net of Transfers)	75,354	2,593,937	2,593,937	2,593,937	2,593,937
Total Cash (All Accounts) 5,402,577	4,854,251	1,074,101	3,448,475	1,337,146	1,275,209

Challenge Prep Charter School
Balance Sheet
YTD as of April 30, 2022

	Total	Comments
ASSETS		
Current Assets	-	
Bank Accounts		
1000 Cash		
1001 HSBC Checking - 0844	3,400,591	
1002 HSBC Checking - 0852	21,874	
1003 HSBC Checking - 0879	315,223	
1005 HSBC Money Market - 5972	2,502,062	
1006 Chase Escrow - 3060	70,000	
Total 1000 Cash	\$ 6,309,751	
Total Bank Accounts	\$ 6,309,751	
Accounts Receivable		
1100 Accounts Receivable	819,671	
Total Accounts Receivable	\$ 819,671	
Other current assets		
1300 Prepaid Expenses	177,687	
1301 Prepaid Insurance	24,298	
1310 Prepaid Rent	497,204	
Total Other current assets	\$ 704,188	
Total Current Assets	\$ 7,833,610	
Fixed Assets		
1500 Furniture, Fixtures & Equipment		
1510 Office & Admin Computers & Equipment	256,303	
1511 Classroom Computers & Equipment	1,335,461	
1512 Classroom Furniture	523,884	
1513 Office Furniture	194,049	
Total 1513 Office Furniture	\$ 194,049	
1514 Musical Instruments	16,390	
1515 Computer Software	44,217	
Total 1500 Furniture, Fixtures & Equipment	2,370,304	
1519 Facility and Construction	127,589	
1520 Architect Fees	115,620	
1525 Fire Alarm System	7,500	
Total 1525 Fire Alarm System	\$ 7,500	
1530 Kitchen/Cafeteria	162,079	
1535 Construction In Progress	320,673	
1540 Leasehold Improvements	489,796	
Total 1519 Facility and Construction	1,223,256	

Challenge Prep Charter School
Balance Sheet
YTD as of April 30, 2022

	Total	Comments
1610 Website	11,000	
Total 1610 Website	\$ 11,000	
1700 Accumulated Depreciation & Amortization		
1710 Accumulated Depreciation	(1,785,801)	
1750 Accumulated Amortization	(8,494)	
Total 1700 Accumulated Depreciation & Amortization	\$ (1,794,295)	
Total Fixed Assets	\$ 1,810,265	
Other Assets		
1800 Security Deposits	925,999	
Total Other Assets	\$ 925,999	
TOTAL ASSETS	\$ 10,569,874	
LIABILITIES AND EQUITY		
Liabilities		
Current Liabilities		
Accounts Payable		
2000 Accounts Payable	725,746	
Total Accounts Payable	\$ 725,746	
Other Current Liabilities		
2301 Accrued Expenses	23,200	
2302 Refundable Advance	1,500	
2400 Unearned/Deferred Revenue	3,201,791	
Total Other Current Liabilities	\$ 3,226,491	
Total Current Liabilities	\$ 3,952,237	
Long-Term Liabilities		
2700 Deferred Rent Liability	2,738,104	
Total Long-Term Liabilities	\$ 2,738,104	
Total Liabilities	\$ 6,690,341	
Equity		
3100 Retained Earnings	3,622,409	
Net Income	257,125	
Total Equity	\$ 3,879,533	
TOTAL LIABILITIES AND EQUITY	\$ 10,569,874	

Challenge Prep Charter School
Statement of Cash Flows
YTD as of April 30, 2022

OPERATING ACTIVITIES	<u>Total</u>	<u>Comments</u>
Net Income	257,125	
Adjustments to reconcile Net Income to Net Cash provided by operations:	-	
1100 Accounts Receivable	(454,223)	
1300 Prepaid Expenses	31,062	
1301 Prepaid Insurance	(24,298)	
1310 Prepaid Rent	(163,028)	
1710 Accumulated Depreciation & Amortization: Accumulated Depreciation	384,195	
2000 Accounts Payable	43,359	
2100 HSBC Loan Payable	(1,792,512)	
2300 Accrued Salaries/Taxes	(725,253)	
2301 Accrued Expenses	(66,099)	
2302 Refunds Payable	(55)	
2303 Accrued Interest - PPP	(17,160)	
2304 Due To Friends of Challenge Prep, Inc.	-	
2400 Unearned/Deferred Revenue	2,886,246	
Total Adjustments to reconcile Net Income to Net Cash provided by operations:	<u>97,234</u>	
Net cash provided by operating activities	<u>354,359</u>	
INVESTING ACTIVITIES	-	
1500 Furniture, Fixtures & Equipment	-	
1510 Furniture, Fixtures & Equipment: Office & Admin Computers & Equipment	(7,154)	
1511 Furniture, Fixtures & Equipment: Classroom Computers & Equipment	(490,913)	
1512 Furniture, Fixtures & Equipment: Classroom Furniture	(132,113)	
1513 Furniture, Fixtures & Equipment: Office Furniture	(137,065)	
1540 Facility and Construction: Leasehold Improvements	(61,726)	
1750 Accumulated Depreciation & Amortization: Accumulated Amortization	<u>550</u>	
Net cash provided by investing activities	<u>(828,422)</u>	
FINANCING ACTIVITIES	-	
2700 Deferred Rent Liability	<u>77,939</u>	
Net cash provided by financing activities	<u>77,939.49</u>	
Net cash increase for period	<u>-396,123.30</u>	
Total Cash at beginning of period	<u>\$ 6,705,873.89</u>	
Cash at end of period	<u>\$ 6,309,750.59</u>	



Attachment #12

CPCS FY23 Returning Academic Personnel - Academic Year Contracts - May 25, 2022

Location	Title	Employee Name	Contract
Elementary School	Classroom Teacher	Ackah, Akiysha	ACADEMIC
Elementary School	Classroom Teacher	Alexander, Catherine	ACADEMIC
Elementary School	Teaching Assistant	Alfonso Carrasco, Carlina	ACADEMIC
Elementary School	Teaching Assistant	Alfonso Carrasco, Shairy	ACADEMIC
Elementary School	Guidance Counselor	Anglin, Hollyann	ACADEMIC
Elementary School	Classroom Teacher	Baker, Marilyn	ACADEMIC
Elementary School	Special Education Teacher	Brady, Corrina	ACADEMIC
Elementary School	Classroom Teacher	Charles-Cummings, Denise	ACADEMIC
Elementary School	Classroom Teacher	Choily, Dawn	ACADEMIC
Elementary School	Classroom Teacher	Cruz, Laura	ACADEMIC
Elementary School	Classroom Teacher	Davy, Mia	ACADEMIC
Elementary School	Special Education Teacher	Denker, Darlene	ACADEMIC
Elementary School	Teaching Assistant	Devallon, Joanne	ACADEMIC
Elementary School	Classroom Teacher	Droblas, Zachary	ACADEMIC
Elementary School	Teaching Assistant	Duncan, Kimani	ACADEMIC
Elementary School	Art Teacher	Durso, Briana	ACADEMIC
Elementary School	Classroom Teacher	Flores, Jamilex	ACADEMIC
Elementary School	Teaching Assistant	Gordon, Marleen	ACADEMIC
Elementary School	Classroom Teacher	Grant, Syvine	ACADEMIC
Elementary School	Classroom Teacher	Gray, Nickeisha	ACADEMIC
Elementary School	Teaching Assistant	Harris, Tylicia	ACADEMIC
Elementary School	Classroom Teacher	Harry, Cornetta	ACADEMIC
Elementary School	PE Teacher	Hassel, Ryan	ACADEMIC
Elementary School	Classroom Teacher	Jansen, Lauren	ACADEMIC
Elementary School	Special Education Teacher	Jones, Simone	ACADEMIC
Elementary School	Classroom Teacher	Kelly, Erin	ACADEMIC
Elementary School	Classroom Teacher	Kelly, Kimberly	ACADEMIC
Elementary School	Special Education Teacher	Kurz, Timothy	ACADEMIC
Elementary School	Classroom Teacher	Lang, Deborah	ACADEMIC
Elementary School	Special Education Teacher	Lloyd, Evelyn	ACADEMIC
Elementary School	Classroom Teacher	Lubin, Rebecca	ACADEMIC
Elementary School	Teaching Assistant	Makinde, Blessing	ACADEMIC
Elementary School	Classroom Teacher	Mclean, Lonzil	ACADEMIC
Elementary School	Special Education Teacher	Meyers, De'Anna	ACADEMIC
Elementary School	Special Education Teacher	Naqvi, Sadaf	ACADEMIC
Elementary School	Social Worker	Nedd, Melissa	ACADEMIC

Elementary School	Special Education Liasion	Novello, Nicole	ACADEMIC
Elementary School	Classroom Teacher	Ortiz, Christine	ACADEMIC
Elementary School	Spanish Teacher	Ortiz, Martha	ACADEMIC
Elementary School	Classroom Teacher	Patrizio, Kaitlyn	ACADEMIC
Elementary School	Classroom Teacher	Perino, Jessica	ACADEMIC
Elementary School	Classroom Teacher	Pilgrim, Candacy	ACADEMIC
Elementary School	Teaching Assistant	Proverbs, Khristie	ACADEMIC
Elementary School	Teaching Assistant	Reed, Elizabeth	ACADEMIC
Elementary School	PE Teacher	Rizzo, Rick	ACADEMIC
Elementary School	Classroom Teacher	Rodriguez-Salazar, Naika	ACADEMIC
Elementary School	Teaching Assistant	Rose, Sharon	ACADEMIC
Elementary School	Teaching Assistant	Russell, Ericka	ACADEMIC
Elementary School	ELL Teacher	Salazar, Sebastian	ACADEMIC
Elementary School	Classroom Teacher	Sarfati, Melissa	ACADEMIC
Elementary School	Classroom Teacher	Scaraglino, Taylor	ACADEMIC
Elementary School	Classroom Teacher	Sciacca, Marissa	ACADEMIC
Elementary School	Classroom Teacher	Simone, Samantha	ACADEMIC
Elementary School	Classroom Teacher	Smith, Bria	ACADEMIC
Elementary School	Classroom Teacher	Sobieski, Shawn	ACADEMIC
Elementary School	Teaching Assistant	Stabiner, Casey	ACADEMIC
Elementary School	Classroom Teacher	Vanella, Marisa	ACADEMIC
Elementary School	Teaching Assistant	Welcome, Lekishia	ACADEMIC
Elementary School	Teaching Assistant	Welcome, Maira	ACADEMIC
Elementary School	Special Education Teacher	Wess, Michael	ACADEMIC
Elementary School	Teaching Assistant	Whittaker, Deanna Kae	ACADEMIC
Elementary School	Teaching Assistant	Williams, Undra	ACADEMIC
Elementary School	Classroom Teacher	Woods, Latonia	ACADEMIC
High School	Teaching Assistant	Channer, Kaydian	ACADEMIC
High School	Teaching Assistant	Charles, Anya	ACADEMIC
High School	Classroom Teacher	Giotta, Jacquelyn	ACADEMIC
High School	ENL Teacher	Gomez, Ana	ACADEMIC
High School	Classroom Teacher	Hill, Damon	ACADEMIC
High School	Classroom Teacher	Hogan, Laura	ACADEMIC
High School	Teaching Assistant	Isaacs, Shannela	ACADEMIC
High School	Classroom Teacher	Manniello, Peter	ACADEMIC
High School	Classroom Teacher	Medina Paula, Nestor	ACADEMIC

High School	Classroom Teacher	Merrell, Scott	ACADEMIC
High School	PE Teacher	Parisi, Daniel	ACADEMIC
High School	Classroom Teacher	Reid, Maya	ACADEMIC
High School	Guidance Counselor	Robertson, Rochelle	ACADEMIC
High School	Social Worker	Robles Jr., Luis	ACADEMIC
High School	Classroom Teacher	Wade Gabb, Gloria	ACADEMIC
High School	Classroom Teacher	White, Taylor	ACADEMIC
Middle School	Guidance Counselor	Armstrong, Kareen	ACADEMIC
Middle School	Classroom Teacher	Chapman, Terrell	ACADEMIC
Middle School	Social Worker	Colón, Dannielle	ACADEMIC
Middle School	Classroom Teacher	Curwen, Dwight	ACADEMIC
Middle School	Classroom Teacher	Dancy, Nyajah	ACADEMIC
Middle School	Classroom Teacher	Kelly, Kurt	ACADEMIC
Middle School	Teaching Assistant	Outlaw, Jasmine	ACADEMIC
Middle School	Classroom Teacher	Ramirez, Indira	ACADEMIC
Middle School	Teaching Assistant	Rivera, Mildred	ACADEMIC
Middle School	Classroom Teacher	Sylvester, Cornelia	ACADEMIC
Middle School	Classroom Teacher	Thomas, Rayon	ACADEMIC
Middle School	Classroom Teacher	Tramell, Shaquira	ACADEMIC
Middle School	Classroom Teacher	Vidal, Corine	ACADEMIC
Middle School	Classroom Teacher	Vilus, Savin	ACADEMIC
Middle School	Teaching Assistant	Williams, Imani	ACADEMIC



2021-22 School Year Special Called Board Meeting #1 Minutes

Frederica Jeffries, CPCS Chair called the meeting to order and welcomed everyone to the CPCS 2021-22 School Year Special Called Board Meeting #1 at 6:30 PM on June 9, 2022.

Frederica Jeffries, Chair requested verification from the members present of “The Notice of Meeting” sent to each of the members of the board via email. Each member noted the proper notification was received.

Pursuant to the NY State Public Meetings Law the public notice of meeting was provided in the following manner thus meeting the law’s requirement of media and public notice:

- The Wave via email
- Public Posting at CPCS Office
- CPCS Websites and Social Media Sites

Karon McFarlane, Secretary of the Board of Trustees called the roll of the board.

Members present: Frederica Jeffries, Gertrudis Hernandez, Karon McFarlane, Linda Plummer, and Dr. Michelle Daniel-Robertson

Members absent: and Andrew Barnes

Also, present: Michael R. Estep. He was given the rights of the floor to speak during the meeting by common consent.

The Chair offered opportunity for any questions from the public. No comments or questions were offered.

1. The agenda was approved by common consent.
2. The Chair called for the 2022-23 Special Personnel Report [Attachment #1]. The report contained the recommendation to approve the renewal of annual year employees for the 2022-23 school year contracts. Gertrudis Hernandez moved for the reports approval with a second from Linda Plummer, the motion carried unanimously.



The meeting adjourned by common consent.

Respectfully submitted:

A handwritten signature in blue ink that reads "Karon K. McFarlane". The signature is written in a cursive style.

Karon McFarlane
Secretary



ATTACHMENT #1

2022-23 Special Personnel Report – Annual Employees

CPCS 2022-23 Annual Employees for Approval

Description	Employee
CEO	Mullings, Leslie
Senior Director of Elementary Teaching & Learning	Coreus, Kentia
Senior Director of Secondary Teaching & Learning	Mondesir, Mavgar
5101 Administrative Leadership	3
Principal	Griffin, Nicole
Assistant Principal	Ward-Brew, Jacqueline
Assistant Principal	Thomas, Carolyn
Assistant Principal	Lyle, Sheila
Assistant Principal	Vil, Gasner
Assistant Principal	Canzoneri, Melissa
5102 Instructional Leadership	6
Director of Finance	Armstrong, Eunice
Staff Accountant	Bruce, Kareen
5201 Finance	2
Special Projects Coordinator	Camporeale, Therese
Operations Manager	Johnson, Renee
Operations Manager	Lecoin, Nadine
Operations Manager	Luton, Lisa
Operations	Anderson, Dorveeda
Director of Technology	Richardson, Dale
Technology Coordinator	Megie, Nicholson
Technology Coordinator	Gowins, Shanequa
Technology Coordinator	Mullings, Johnathon
Technology Coordinator	Wilson-Hernandez, Luis
Data & Systems Specialist	Samuels, Annella
Director of Communications	Messer, Kimberly
Director of Student Enrollment & Recruitment Manager	Rose, Janisa
Student Enrollment & Recruitment Coordinator	Rosario, Vicky
5202 Administration & Operations	14
Administrative Assistant	Marquez-James, Carlene
Administrative Assistant	Marquis Smith
Chief of Staff	McFarlane, Shanique
5204 Administrative Assistant	3
Custodian	Clarke, Evrol
Custodian	Justin Joseph
Custodian	Robinson, Christopher
Custodian	Bennett, Gary
Custodian	Ramkarran, Baby

Custodian	Retana Garcia, Hugo
Custodian	Heywood, Dwight
Custodian	Campbell, Robert
Custodian	Davis, Ian
Custodian	Seville, Malik
5205 Custodian	10
Security Guard	Ogbu, Chikezie
Security Guard	Martinez, Leslie
Security Guard	Webber, Derrick
Security Guard	Anderson, Ewan
Security Guard	Scott Lobell, Donna
Security Guard	Ramirez, Robert
Security Guard	Shand, Lindsayroy
Security Guard	Smith, Latoya
Security Guard	Brown, Jason
5206 Security Guard	9
Director of Special Education	Zadok, Natalie
Director of Pupil Personnel Services	Richards, Tameeka
School Health Liaison	Mullings Bailey, Mauline
Dean of Student Culture	Russell, Jason
Dean of Student Culture	Thomas, Kevaun
Parent Academy Coordinator	Sanford, Janelle
Family Engagement Coordinator	Daure-Wiggins, Cherry
5301 Pupil Support Services	7
Operations Aide	Hernandez, Pearline
Operations Aide	Young, Michelle
Operations Aide	Tomlin, Michelle
Operations Aide	Thompson, Suzette
Academic Assistant	Johnson, Tyreke
Academic Assistant	Brown, Devaney
5302 School Aides	6

CPCS 2022-23 Annual Employees for Approval

Description	Employee
CEO	Mullings, Leslie
Senior Director of Elementary Teaching & Learning	Coreus, Kentia
Senior Director of Secondary Teaching & Learning	Mondesir, Mavgar
5101 Administrative Leadership	3
Principal	Griffin, Nicole
Assistant Principal	Ward-Brew, Jacqueline
Assistant Principal	Thomas, Carolyn
Assistant Principal	Lyle, Sheila
Assistant Principal	Vil, Gasner
Assistant Principal	Canzoneri, Melissa
5102 Instructional Leadership	6
Director of Finance	Armstrong, Eunice
Staff Accountant	Bruce, Kareen
5201 Finance	2
Special Projects Coordinator	Camporeale, Therese
Operations Manager	Johnson, Renee
Operations Manager	Lecoin, Nadine
Operations Manager	Luton, Lisa
Operations	Anderson, Dorveeda
Director of Technology	Richardson, Dale
Technology Coordinator	Megie, Nicholson
Technology Coordinator	Gowins, Shanequa
Technology Coordinator	Mullings, Johnathon
Technology Coordinator	Wilson-Hernandez, Luis
Data & Systems Specialist	Samuels, Annella
Director of Communications	Messer, Kimberly
Director of Student Enrollment & Recruitment Manager	Rose, Janisa
Student Enrollment & Recruitment Coordinator	Rosario, Vicky
5202 Administration & Operations	14
Administrative Assistant	Marquez-James, Carlene
Administrative Assistant	Marquis Smith
Chief of Staff	McFarlane, Shanique
5204 Administrative Assistant	3
Custodian	Clarke, Evrol
Custodian	Justin Joseph
Custodian	Robinson, Christopher
Custodian	Bennett, Gary
Custodian	Ramkarran, Baby

Custodian	Retana Garcia, Hugo
Custodian	Heywood, Dwight
Custodian	Campbell, Robert
Custodian	Davis, Ian
Custodian	Seville, Malik
5205 Custodian	10
Security Guard	Ogbu, Chikezie
Security Guard	Martinez, Leslie
Security Guard	Webber, Derrick
Security Guard	Anderson, Ewan
Security Guard	Scott Lobell, Donna
Security Guard	Ramirez, Robert
Security Guard	Shand, Lindsayroy
Security Guard	Smith, Latoya
Security Guard	Brown, Jason
5206 Security Guard	9
Director of Special Education	Zadok, Natalie
Director of Pupil Personnel Services	Richards, Tameeka
School Health Liaison	Mullings Bailey, Mauline
Dean of Student Culture	Russell, Jason
Dean of Student Culture	Thomas, Kevaun
Parent Academy Coordinator	Sanford, Janelle
Family Engagement Coordinator	Daure-Wiggins, Cherry
5301 Pupil Support Services	7
Operations Aide	Hernandez, Pearline
Operations Aide	Young, Michelle
Operations Aide	Tomlin, Michelle
Operations Aide	Thompson, Suzette
Academic Assistant	Johnson, Tyreke
Academic Assistant	Brown, Devaney
5302 School Aides	6



2021-22 School Year Board Meeting #12 and 13th Annual Board Meeting Minutes

Frederica Jeffries, CPCS Chair called the meeting to order and welcomed everyone to the CPCS 2021-22 School Year Board Meeting #12 and the 13th Annual Board Meeting at 6:30 PM on June 22, 2022.

Frederica Jeffries, Chair requested verification from the members present of “The Notice of Meeting” sent to each of the members of the board via email. Each member noted the proper notification was received.

Pursuant to the NY State Public Meetings Law the public notice of meeting was provided in the following manner thus meeting the law’s requirement of media and public notice:

- The Wave via email
- Public Posting at CPCS Office
- CPCS Websites and Social Media Sites

Karon McFarlane, Secretary of the Board of Trustees called the roll of the board.

Members present: Frederica Jeffries, Gertrudis Hernandez, Karon McFarlane, Dr. Michelle Daniel-Robertson, Andrew Barnes, and Linda Plummer

Members absent: None

Also, present: Michael R. Estep. He was given the rights of the floor to speak during the meeting by common consent.

The Chair offered opportunity for any questions from the public. No comments or questions were offered.

1. The agenda was approved by common consent.
2. The Chair called for a review of the minutes of the 2021-22 School Year Board Meeting #11 [Attachment #1]. The minutes were approved by common consent.
3. The Chari called for a review of the minutes of the 2021-22 School Year Special Called Board Meeting #1 [Attachment #2}. The minutes were approved by common consent.



4. The Chair called for the report of Dr. Les Mullings, CEO. Dr. Mullings shared with the Board about the visit of the NYC DOE Chancellor David C. Banks on Monday, June 6, 2022. Chancellor Banks visited the new high school facility at 15-20 Central Avenue, Far Rockaway, NY and the new CTE Culinary Arts Kitchen at 14-18 Central Avenue, Far Rockaway, NY. Chancellor Banks visited several classrooms and engaged with teachers and scholars. Additionally, he visited the 4th & 5th Grade site at 15-26 Central Avenue, Far Rockaway, NY.

The CEO announced the funding of \$7,000,000 for the short fall of the Arverne by the Sea School Construction site by the NYC City Council with the initiative being led by City Councilmember Selvena Brooks-Powers.

Dr. Mullings also announced the scholarship funding of \$147,000 for Challenge scholars and Far Rockaway residents secured by the School of Labor and Urban Studies for the classes being offered at the High School site at 15-20 Central Avenue, Far Rockaway, NY.

He shared about the exciting Annual Field Day held on June 23, 2022.

Following discussion, the report was received with appreciation.

5. The Chair called attention to the printed report of Kentia Coreus, Senior Director of Elementary Teaching & Learning [Attachment #3]. The report was received with appreciation.
6. The Chair called attention to the printed report of Mavgar Mondesir, Senior Director of Secondary Teaching & Learning and 6-10 Principal [Attachment #4]. The report was received with appreciation.
7. The Chair called attention to the printed report of Tameeka Richards, Director of Pupil Personnel Services [Attachment #5]. The report was received with appreciation.
8. The Chair called attention to the printed report of Kimberly Messer, Director of Communications [Attachment #6]. The report was received with appreciation.
9. The Chair called attention to the printed report of Natalie Zadok, Director of Special Education [Attachment #7]. The report was received with appreciation.



10. The Chair called attention to the printed report of Janis Vaughn, Director of Student Enrollment & Recruitment [Attachment #8]. The report was received with appreciation.
11. The Chair called attention to the printed report of Michael R. Estep, Acting Director of Operations [Attachment #9]. The report was received with appreciation.
12. The Chair called attention to the printed report of Dale Richardson, Director of Technology [Attachment #10]. The report was received with appreciation.
13. The Chair called for the May 2022 Financial Report [Attachment #11]. The report highlighted the tight financial year the school was experiencing due to the onboarding of the new high school facilities and the equipping of the building along with other factors. Following review, the report was received by common consent.
14. The Chair called for the presentation of the 2022-23 Draft Budget [Attachment #12]. Following discussion, a motion was made by Gertrudis Hernandez to approve the 2022-23 Draft Budget and to authorize the expenditure of funds from July 1, 2022 - July 20, 2022, necessary to operate the school until the final approval of the 2022-23 Budget during the 2022-22 Board Meeting #1 on July 20, 2022 with a second by Linda Plummer. The motion carried unanimously.
15. The Chair called for the 2022-23 Personnel Report [Attachment #12] which included a list of positions to be hired for the 2022-23 school year. The list indicated the employees' names and projected salaries. For positions that have not been filled the list indicated the projected salary for those positions. Following discussion and review, a motion was made by Karon McFarlane and seconded by Linda Plummer to approve the entire report. Motion carried unanimously.
16. The Chair called for the review of the 2022-23 CPCS Employee Handbook [Attachment #13]. Following discussion, a motion was made by Gertrudis Hernandez and seconded by Karon McFarlane to approve the 2021-22 CPCS Employee Handbook. The motion carried unanimously.
17. The Chair called for the review of the 2022-23 CPCS Financial Policies and Procedures Manual [Attachment #14]. Following discussion, a motion was made by Gertrudis Hernandez and seconded by Karon McFarlane to approve the 2022-23 CPCS Financial Policies and Procedures Manual. The motion carried unanimously.



18. The Chair called for the 2022-23 Annual Board Elections Report [Attachment #15].
 19. A motion was made by Karon McFarlane and a seconded by Gertrudis Hernandez to elect Linda Plummer for a one-year term from July 1, 2022 to June 30, 2023. The motion carried unanimously.
 20. A motion was made by Karon McFarlane and a seconded by Gertrudis Hernandez to elect Dr. Michelle Daniel-Robertson for a three-year term from July 1, 2022 to June 30, 2025. The motion carried unanimously.
 21. A motion was made by Karon McFarlane and a seconded by Linda Plummer to elect Gertrudis Hernandez for a two-year term from July 1, 2022 to June 30, 2024. The motion carried unanimously.
 22. Gertrudis Hernandez made a motion with a second by Dr. Michelle Daniel-Robertson to elect the following officers for the 2021-22 school year:
 - Chair – Frederica Jeffries
 - Vice-Chair – Andrew Barnes
 - Secretary – Karon McFarlane
 - Treasurer – Linda Plummer
- The motion carried unanimously.
23. The Chair called on for the presentation of the 2022-23 Board of Trustees Calendar [Attachment #16]. The calendar was approved by common consent.

The meeting adjourned by common consent.

Respectfully submitted:

A handwritten signature in blue ink that reads "Karon K. McFarlane". The signature is written in a cursive style.

Karon McFarlane
Secretary



Attachment #1
See Prior
Month
Minutes for
Minute
Attachments



2021-22 School Year Board Meeting #11 Minutes

Frederica Jeffries, CPCS Chair called the meeting to order and welcomed everyone to the CPCS 2021-22 School Year Board Meeting #11 at 6:30 PM on May 25, 2022.

Frederica Jeffries, Chair requested verification from the members present of “The Notice of Meeting” sent to each of the members of the board via email. Each member noted the proper notification was received.

Pursuant to the NY State Public Meetings Law the public notice of meeting was provided in the following manner thus meeting the law’s requirement of media and public notice:

- The Wave via email
- Public Posting at CPCS Office
- CPCS Websites and Social Media Sites

Karon McFarlane, Secretary of the Board of Trustees called the roll of the board.

Members present: Frederica Jeffries, Gertrudis Hernandez, Karon McFarlane, and Linda Plummer

Members absent: Dr. Michelle Daniel-Robertson and Andrew Barnes

Also, present: Michael R. Estep. He was given the rights of the floor to speak during the meeting by common consent.

The Chair offered opportunity for any questions from the public. No comments or questions were offered.

1. The agenda was approved by common consent.
2. The Chair called for a review of the minutes of the 2021-22 School Year Board Meeting #10 [Attachment #1]. The minutes were approved by common consent.
3. The Chair called for the report of Dr. Les Mullings, CEO. Dr. Mullings shared with the Board about the year-end activities including the Kindergarten Moving Up Ceremony, 5th Grade Graduation, 8th Grade Graduation and Field Day June 23, 2022. He announced that Challenge has been selected for the Summer Boost NYC program with a grant of \$593,040 that will be used for 353 scholars in grades 1-8 to attack learning loss they experienced the last two years. The program will also have an Enrichment program during the afternoon sessions. It will run from July 5 – August 5, 2022. Challenge will host a Career and Job Fair



on June 9, 2022 in the Challenge High School Gym sponsored by the NYS Department of labor. 52 Exhibitors will offer 4200 job opportunities to our community residents.

Following discussion, the report was received with appreciation.

4. The Chair called attention to the printed report of Kentia Coreus, Senior Director of Elementary Teaching & Learning [Attachment #2]. The report was received with appreciation.
5. The Chair called attention to the printed report of Nicole Griffin, K-5 Principal [Attachment #3]. The report was received with appreciation.
6. The Chair called attention to the printed report of Mavgar Mondesir, Senior Director of Secondary Teaching & Learning and 6-10 Principal [Attachment #4]. The report was received with appreciation.
7. The Chair called attention to the printed report of Tameeka Richards, Director of Pupil Personnel Services [Attachment #5]. The report was received with appreciation.
8. The Chair called attention to the printed report of Kimberly Messer, Director of Communications [Attachment #6]. The report was received with appreciation.
9. The Chair called attention to the printed report of Natalie Zadok, Director of Special Education [Attachment #7]. The report was received with appreciation.
10. The Chair called attention to the printed report of Janis Vaughn, Director of Student Enrollment & Recruitment [Attachment #8]. The report was received with appreciation.
11. The Chair called attention to the printed report of Michael R. Estep, Acting Director of Operations [Attachment #9]. The report was received with appreciation.
12. The Chair called attention to the printed report of Dale Richardson, Director of Technology [Attachment #10]. The report was received with appreciation.
13. The Chair called for the April 2022 Financial Report [Attachment #11]. The report highlighted the tight financial year the school was experiencing due to the onboarding of the new high school facilities and the equipping of the building



along with other factors. Following review, the report was received by common consent.

14. The Chair called for the presentation of the 2021-22 May 2022 Personnel report [Attachment #12]. The report contained the recommendation to approve the renewal of academic year employees for the 2022-23 school year contracts. Gertrudis Hernandez moved for the reports approval with a second from Linda Plummer, the motion carried unanimously.

15. The Chair called for the 2022-23 Budget Assumptions Report. The report calls for a 3% raise for existing employees for the 2022-23 school year. Gertrudis Hernandez moved for the reports approval with a second from Linda Plummer, the motion carried unanimously.

The meeting adjourned by common consent.

Respectfully submitted:

A handwritten signature in blue ink that reads "Karon K. McFarlane". The signature is written in a cursive style.

Karon McFarlane
Secretary



Attachment #2



2021-22 School Year Special Called Board Meeting #1 Minutes

Frederica Jeffries, CPCS Chair called the meeting to order and welcomed everyone to the CPCS 2021-22 School Year Special Called Board Meeting #1 at 6:30 PM on June 9, 2022.

Frederica Jeffries, Chair requested verification from the members present of “The Notice of Meeting” sent to each of the members of the board via email. Each member noted the proper notification was received.

Pursuant to the NY State Public Meetings Law the public notice of meeting was provided in the following manner thus meeting the law’s requirement of media and public notice:

- The Wave via email
- Public Posting at CPCS Office
- CPCS Websites and Social Media Sites

Karon McFarlane, Secretary of the Board of Trustees called the roll of the board.

Members present: Frederica Jeffries, Gertrudis Hernandez, Karon McFarlane, Linda Plummer, and Dr. Michelle Daniel-Robertson

Members absent: and Andrew Barnes

Also, present: Michael R. Estep. He was given the rights of the floor to speak during the meeting by common consent.

The Chair offered opportunity for any questions from the public. No comments or questions were offered.

1. The agenda was approved by common consent.
2. The Chair called for the 2022-23 Special Personnel Report [Attachment #1]. The report contained the recommendation to approve the renewal of annual year employees for the 2022-23 school year contracts. Gertrudis Hernandez moved for the reports approval with a second from Linda Plummer, the motion carried unanimously.



The meeting adjourned by common consent.

Respectfully submitted:

A handwritten signature in blue ink that reads "Karon K. McFarlane". The signature is written in a cursive style.

Karon McFarlane
Secretary



ATTACHMENT #1

2022-23 Special Personnel Report – Annual Employees



Attachment #3



Senior Director of Teaching and Learning K-5

June 2022 Board Report

Covering May 18, 2022 - June 16, 2022

Kentia Coreus

Enrollment Compliance

Grade	Total Scholars	# of scholars w/IEPs	# of ENL scholars*
K	101	11	
1	115	21	3
2	117	21	3
3	96	15	5
4	94	16	8
5	95	13	2
Totals	618	97	21

source: Student Enrollment Weekly Report sent on June 10, 2022

* *In-progress*

Ongoing Teaching & Learning Tasks

- Manage personnel, curricula, and partnerships in support of the educational program
- Monitor the effectiveness of the educational program by reviewing data, observing instruction and scholars at each K-5 site , school culture, and academic operations
- Supervise the K-5 principal by conducting regular check-ins and weekly supervision meetings
- Coach and mentor staff when needed
- Listen and respond to staff and family grievances
- Planning for SY 2022-2023

Ongoing COVID-19 Response

- Maintain awareness of DOE, NYS, and DOH guidelines related to COVID-19
- Connect with external school leaders to share/collect ideas for supporting scholars and staff
- Collaborate with COVID coordinator, human resources, and site principal to manage COVID-related issues

Annual Comprehensive Review visit

On Thursday June 2, 2022, CPCS hosted Ms. Laurie Hazeley from the NYCDOE charter office during an annual comprehensive review visit. The authorizer remarked that all observed scholars were engaged and that while the pandemic has brought obstacles, CPCS continues to service the whole child while providing a community school experience. Below are high-level notes from the visit. The visit schedule is provided at the end of this report.

- Our authorizer enjoyed spending the day with us and remarked about how joyful children were
- Our authorizer indicated that the ELL enrollment efforts we shared will make a strong case for charter renewal. We were reminded to include that narrative in our renewal application (due October 2023)
- Our authorizer recommended that we set-a-side a specified number of seats for our ELL preference
- Our authorizer indicated that our overall enrollment was almost 10% less than the district. We were reminded to document where our children are going (and why); and to describe how the pandemic has impacted overall enrollment (by comparing our enrollment pre/post pandemic). We were also reminded to include the updated enrollment targets due to the planning year taken for the HS (as a result of a renewal/expansion vote in May 2019)
- Our authorizer issued a draft letter of deficiency because we failed to provide due process during a suspension/removal. CPCS has been asked to develop a Challenge-specific discipline policy that does not reference or lean on the NYCDOE policy. CPCS will submit a draft to our authorizer for feedback by August 15. We will receive feedback within 30 days. The finalized document should be shared with families after we receive legal review and board approval
- Our authorizer recommended that we seek training related to discipline procedures and protocols from the NYC Charter Center

NYCDOE Chancellor visit

On Monday June 6, 2022, CPCS had the privilege to host Chancellor Banks for a visit to our campus. The visit was successful and centered on our CTE and early college offerings at our high school as we continue to vvy for the JFK redevelopment grant. The Chancellor was impressed by the holistic and community-focused approach of Challenge Charter School under the vision of our founder, Dr. Mullings.

Community Career Fair

On Thursday June 9, 2022 CPCS hosted a community career fair hosted by Governor Hochul's office. CPCS participated as an employer and was able to meet and interview several candidates for K-5.

EarlyBird

CPCS has applied for a grant from the Heckscher Foundation for Children in partnership with Earlybird. EarlyBird is a dyslexia screener and comprehensive early literacy benchmarking tool. We are excited about the possibility of piloting with our K scholars in the 2022-23 school year. More about EarlyBird.

- Aligned to the Science of Reading; supporting teachers at varying levels of familiarity with the research and its associated practices.
- EarlyBird Workshops are focused on student need and instruction; not product functionality.
- Game-based platform with automatic scoring allows for a broader group of educators to help with administration
- Gamified, doesn't require reading so can assess children earlier

The grant will allow CPCS to administer and receive professional development for an entire school year. We are currently responding to a request for information from EarlyBird as a next step in the process.

2022-2023 Instructional School Calendar

The senior directors of teaching and learning collaborated to propose a 2022-23 instructional calendar that met the needs of teachers and staff considering their participation in our SummerBoost program running from July 5-August 5, 2022. A novel approach taken to the calendar is the use of superintendent conference days to ensure professional learning in key areas for student achievement.

- Minimum days in session required by New York State law: 180
- Minimum days in session required by approved charter: 190
- Total days in session: 192
- Scheduled student attendance days: 185 (includes 4 asynchronous days Oct 31, Nov 8, Jan 31, June 8)
- Aidable Superintendent Conference Days for Staff Development: 4

Important 2022-23 dates

August 22: New staff orientation [only employees new to CPCS]

August 23: All Staff Return: *Pre-Service Begins* [site-specific offerings most days]

August 31: First day of school for scholars | Half-day for Kindergarten only

September 1: Half-day for Kindergarten only

September 5: Labor Day

September 26-27: Rosh Hashanah

October 5: Yom Kippur

October 10: Indigenous People's Day

October 31: Asynchronous Learning Day for Scholars [PD for staff] *No classes for DOE*

November 8: Asynchronous Learning Day for Scholars [PD for staff] *No classes for DOE*

November 11: Veterans Day

November 23: Early Dismissal (12:30pm) for All

November 24-25: Thanksgiving Recess

December 26-30: Winter Recess

January 2: New Year's Day

January 16: Rev. Dr. Martin Luther King Jr. Day

January 30: Asynchronous Learning Day for Scholars [PD for staff] *No classes for DOE*

February 20-24: Mid-Winter Recess

April 6: Early Dismissal (12:30pm) for All

April 7-14: Spring Recess

May 2: Eid al-Fitr

May 29: Memorial Day

June 8: Asynchronous Learning Day for Scholars [PD for staff] *No classes for DOE*

June 19: Juneteenth

June 23: Regents Rating Day- *No high school scholars in attendance*

June 27: Last day for scholars

June 28: Last day for staff

Note: Scholars will be dismissed at 12:30pm on Fridays for staff professional learning

Staffing and Recruitment

The special projects coordinator (SPC) for K-5 is now leading all recruitment efforts for school-site level roles. Initial interviews for teacher and teacher assistant roles are led by the SPC. The senior director conducts initial interviews for all leadership roles. The elementary division currently has the following vacancies:

1. Grades K-5 Music Teacher [replacement]
2. Grades K-5 Art Teacher [tentative- replacement]
3. Grade K Gen Ed Teacher- ICT [replacement]
4. Grade 3 Special Education- ICT [replacement]- **one offer pending**
5. Grade 3 General Education Teacher [replacement]
6. Grade 4 Special Education- ICT [replacement]
7. Dean of Scholars, K-5 [replacement from 2018-19SY]- **several candidates scheduled for initial interviews**
8. Math Coach and Data Specialist (K-5) [new]- **one candidate visiting onsite next week**
9. Data and Information Systems Specialist [previously Curriculum & Technology Integrationist]- **one candidate being betted week of June 27 [returning staff]**

Annual Comprehensive Review Visit Schedule

TIME	Challenge Preparatory Charter School Address: 1520 Central Avenue Far Rockaway NY 11691
	Date: Thursday June 2, 2022
9:30 – 10:30 AM	Meeting with DOE & School Leader Site: 1520 Central Avenue Room:F-301 Dr. Mullings' Office TEAM: Dr. Mullings, Dr. Estep, Ms. Coreus, Principal Gordon, Laurie Hazeley
10:35 – 10:40 AM	Pre-obs conf 1520 Central Avenue Room: F-104 TEAM: Griffin, Hazeley, Thomas
10:40 – 11:00 AM	Grade 4- ICT- (Reading/Writing) Patrizio and Lubin Site: 1526 Central Avenue, Room: TEAM: Griffin, Hazeley, Thomas
11:00- 11:10 AM	Post- Obs Debrief: Room: AP Thomas' Office Location: Thomas' Office
11:10- 11:20 AM	TRAVEL TO REDFERN <i>Transportation via car will be provided</i>
11:20 – 11:25 AM	Pre-obs conf Site: 1279 Redfern Avenue, Room: 214 TEAM: Gordon, Hazeley
11:25-11:50 AM	MIDDLE SCHOOL-MATH Grade 8 Math, Mr. Savin Vilus, GenEd/SETSS Room: 201 TEAM: Gordon, Hazeley
11:50-12:00 PM	Post- Obs Debrief: Room: 214 TEAM: Gordon, Hazeley
12:00-12:10 pm	TRAVEL BACK TO CENTRAL <i>Transportation via car will be provided</i>
12:10 - 1:00 PM	BREAK
1:00 - 1:05 PM	Pre-obs conf Site: 1520 Central Avenue Back Building Room: R-401 TEAM: Gordon, Hazeley
1:05 - 1:30 PM	HIGH SCHOOL SCIENCE Chemistry, Ms. Gloria Gabb, GenEd Room: R-208 TEAM: Gordon, Hazeley
1:30-1:40 PM	Post- Obs Debrief: Room: R-401 TEAM: Gordon, Hazeley
1:50 – 2:30 PM	Meeting with DOE & School Leader 1520 Central Avenue Front Building Room: F-301 Dr. Mullings' Office TEAM: Dr. Mullings, Dr. Estep, Ms. Coreus, Principal Gordon, Laurie Hazeley



Attachment #4



CHALLENGE CHARTER SCHOOL

2021-2022 Principal's Monthly Board Report

Mavgar Mondesir-Gordon, Principal (Grades 6-10)

School Year 2021-2022 Report June 21, 2022

Current CCHS Enrollment:

Cohort Group	Grade Level	Enrollment as of...								
		Oct. 15, 2021	Nov. 12, 2021	Dec. 10, 2021	Jan. 14, 2022	Feb. 16, 2022	Mar. 22, 2022	Apr. 14, 2022	May 20, 2022	Jun. 21, 2022
#3	G. 10	44	46	45	45	45	45	45	45	45
#4	G. 9	71	73	73	73	71	71	70	70	70
TOTAL		115	119	118	118	116	116	115	115	115

Current CCMS Enrollment:

Cohort Group	Grade Level	Enrollment as of...								
		Oct. 15, 2021	Nov. 12, 2021	Dec. 10, 2021	Jan. 14, 2022	Feb. 16, 2022	Mar. 22, 2022	Apr. 14, 2022	May 20, 2022	Jun. 20, 2022
#5	Gr. 8	76	76	73	72	72	72	72	72	72
#6	Gr. 7	70	69	64	63	60	64	64	63	62
#7	Gr. 6	93	92	92	91	85	89	86	84	83
TOTAL		239	237	229	226	217	225	222	219	217

CCMS Attendance Statistics:

C G o r h o u r p t	G L r e a v e l	Attendance Rates								
		Sep 14, '21	Oct 18, '21	Nov 15, '21	Dec 13, '21	Jan 17, '22	Feb 17, '22	Mar 21, '22	Apr 15, '22	May 21, '22
		Oct 15, '21	Nov 12, '21	Dec 10, '21	Jan 14, '22	Feb 16, '22	Mar 21, '22	Apr 14, '22	May 20, '22	Jun 20, '22
#3	Gr. 10	93%	91%	84%	76%	83%	86%	86%	77%	82%
#4	Gr. 9	95%	94%	90%	77%	89%	85%	92%	91%	91%
#5	Gr. 8	89%	90%	89%	78%	88%	93%	91%	90%	89%
#6	Gr. 7	92%	89%	88%	82%	91%	94%	93%	90%	90%
#7	Gr. 6	83%	84%	83%	84%	88%	93%	93%	89%	92%
CCMS Average		88%	88%	86%	81%	89%	91%	92%	90%	90%
CCHS Average		94%	93%	88%	76%	87%	90%	89%	86%	87%
6-10 Average		90%	90%	87%	79%	89%	90%	91%	87%	89%

Please note that these numbers are due to the errors in the enrollment and registration.



ATTENDANCE:

- Staff and scholar attendance rates are showing the typical dip we experience near the end of the school year during in-person programming. Several incentives like dress-down days, increased club events, and fun social activities have been implemented to combat attendance issues.

STAFFING:

- Due to the continued staff shortages CCMS had to engage in the Common Branch model. The homeroom teacher remained with the scholars and all subject teachers furnished them with agendas. Homeroom teachers facilitated the scholars learning. If there was a need for a depth of explanation the subject teacher swapped with the homeroom teacher to meet the scholars' needs. For SETTS scholars would go to their teachers except in Grade 6 where we had Ms. Grimes from the Alternative Tutoring services.
- CCMS has made no gains in staffing and has one more vacancy added. To date, the following vacancies stand.
 - Grade 7 Science Teacher
 - Grade 7 SS Teacher
 - Spanish Teacher
 - Grade 6 Math Teacher -Supported by Mr. Vil (Math Coach)
 - Grade 6 Math TA
 - Grade 6 Science Teacher
 - Grade 6 SWD Teacher - Ms. Grimes a SPED provider from Alternative Tutoring is scheduled to provide SETTS Services to scholars in grades 6, 7 and 8 with the support of class teachers due to the large number of scholars who need this support.
 - Family Engagement Coordinator (6-10)
 - Grade 8 Math TA
 - Grades 6-8 Assistant Principal
- CCHS has made no gains in staffing. To date, the following vacancies stand:
 - English 9 Teacher - The candidate declined the offer due to family issues.
 - English 10 Teacher - Principal Gordon is covering this class until a teacher is hired.
 - Grade 10 SETSS Teacher - In the meantime, a teacher is scheduled to provide SETTS Services to scholars.
 - Ms. Reid and Mr. Merrell are covering Algebra I teacher - Classes.
 - CCHS Spanish Teacher - Class is covered by Mr. Medina



NB: To date, the Principal has reached out to Ms. Luton who has urgently begun the search and is actively searching for the ELA, Math, and Health/PE teachers and staff to fill the vacancies for the 2022-2023 school year.

SOCIAL-EMOTIONAL LEARNING (SEL)

- Covered in the homeroom (8:00 a.m.-8:25 a.m.) Grades 6-10 continue with the Second Step SEL lessons focusing on Bullying and Harassment. Teachers have been provided with the PD for this Unit.
- The Mood Meter has also been incorporated as part of the classroom SEL support. As well as using the first seven minutes of classes at certain periods of the day to check-in and establish scholars' moods. We believe that this support will help us improve our scholar's academic standing as well as we encourage them to speak about their feelings and as we validate their feelings as well—giving way to strategies to help them cope.
- The importance of the social-emotional lessons is to provide a foundation for safe and positive learning to provide scholars with the strategies necessary to succeed in school, careers, and life. We continue to focus on all 5 of the SEL Competencies throughout the school year.
- CCMS and CCHS Have also partnered with Northwell Children's Hospital and Cohen's Children Hospital to provide support as part of our SEL work. In these sessions, the scholars are presented with guidance on topics that have reared their unwanted presence in this pandemic era—impeding the socialization process for our scholars.

CURRICULUM, INSTRUCTION, AND ASSESSMENT

- CCMS will offer the Summer Boost Program this summer, while at CCHS we will engage in the APEX Credit Recovery program.
- iReady EOY testing is complete and we have used the data to conduct our articulation process for class groupings. This will also ensure that we gather all required data for required state reporting in June.
- The Lavana Group has begun its training sessions with the Grades 6-8 teachers who have been identified as the humanities teachers for the 2022-2023 school year. Electing a humanities curriculum offers us more flexibility in scheduling and--given the difficulty we have experienced in this school year with respect to filling instructional positions--eliminates 6 instructional positions, as it combines the ELA and the Social Studies teacher for each grade level.
- Scholars have been grouped to make RTI a more structured instructional work in our school. The 2019 New York State Assessment data and the B.O.Y. Diagnostic data were used to guide this work.
- Enrichment clusters were also arranged using the Renzulli Survey data, however, due to COVID Safety precautions, in-school enrichment clusters have been grouped by homeroom and mixed interest. At CCHS scholars have the choice of two clusters, which are being adjusted to incorporate as little contact as possible. These clusters occur at CCHS during the lunch period.

SPECIAL EDUCATION SERVICES

- Grades 6-8 CLASSROOMS



- In Grades 6-8, teachers have been recruited to provide SETSS tutoring during their prep times. We were also fortunate to get Ms. Grimes, a SPED Teacher from Alternative Tutoring to support Grade 6 and 8
- Dr. Lyle continues to support SPED work on all grade levels while we continue the search for a Grades 6-10 SPED Liaison.
- Ms. Ana Gomez provides ENL services on a consistent schedule and has just successfully and quite efficiently completed all NYSESLAT testing at the Grades 6-10 level.

DIGITAL PLATFORMS

- Grades 6-10 scholars are using a combination of digital notebooks and hardcover notebooks for all courses now to build writing and engagement stamina. We continue to utilize all our platforms with our eyes on maintaining remote learning strategies and the brick-and-mortar classroom. A recent shift was implemented to curtail the use of Chromebooks to just 9% of the instructional time in an effort to maximize engagement.

PARENT AND SCHOLAR OUTREACH and ACCESSIBILITY

- Attendance letters and nudge letters are continuously sent out to parents via ParentSquare and hard US Mail at CCMS and CCHS. An Expectations reminder letter was sent to High School families via ParentSquare with information about requirements for uniform and work quality.
- The CCHS Social Scientist Team has been working with scholars to bring about a clearer understanding of their academic standing with respect to credits earned toward graduation.
- Efforts continue with respect to getting Parents to register in ParentSquare.

PROFESSIONAL DEVELOPMENT

- CCMS and CCHS has successfully graduated 7 staff members in The Inaugural class of 2022 of Saint Francis College. This will go a long way in closing the certification gap and providing teachers for our scholars in the face of teacher shortage.
- GRADE TEAM PLANNING AND ONGOING PROFESSIONAL DEVELOPMENT
 - Professional development take place daily:
 - Mon-Thu 11:10 PM to 12:00 PM for Grade 6
 - Mon-Thu 12:50 PM to 1:40 PM for Grades 6-10 core instructors
 - Fridays from 1:30 PM to 4:00 PM
 - Humanities Curriculum - Lavinia Reading Group Consultants via Zoom.
 - Universal Design for Learning, Specially Designed Instruction PD, and Progress Monitoring PD were completed and implemented into lesson plans.



- VERTICAL DEPARTMENT PLANNING
 - Department Teams continue to meet to discuss instructional planning across disciplines.

INSTRUCTIONAL OBSERVATIONS

- The CCMS-CCHS Admin Team members have been regularly supporting instructional periods throughout the day to ensure that instruction is taking place and that outreach is performed as needed. Informal observations have begun in the form of Check-ins. TeachBoost is being used for this task, with a target of 2 long observations and 5 short observations across the board for the school year.



Attachment #5



Director of Pupil Personnel Services

June 2022 Board Report

Covid-19 Coordinator

Here are the current vaccination numbers for our staff:

159 Fully vaccinated

1 exemption

Scholars Tested Weekly

175

June Positive COVID Results

13

- CIC Health is now a partner with our school to provide in-school testing. CIC Health offers comprehensive COVID-19 testing services that are accessible, fast, and easy. COVID testing occurs weekly on Monday's.
- The School Health Liaison is now fully trained in all COVID-19 protocols.
- Oversee all COVID-19 protocols and provide supervision to the School Health Liaison
- Support the school community with answers to COVID-19 questions
- Attend weekly Sector-Wide Q&A Calls with the NYC DOE & DOHMH to stay informed of all updated COVID-19 protocols, and inform all leaders about the updates
- Oversee next steps for staff and scholars when they have a positive COVID-19 test result
- The Test & Stay program is now implemented successfully school wide, and scholars will be receiving at-home test kits for the upcoming Spring Break.
- Supervise the internal data collection for all vaccinated scholars K-10.
- Oversee the process of incoming test kit shipments to all sites
- Dental services by Smile NY has begun in the elementary school site and will continue into the Fall
- Oversaw the planning of scholar sexual health workshops to keep scholars informed in this area
- Supervise the intentional planning of sexual education for our high school scholars year round
- Oversee the planning for next year's wellness program for grades K-11

Pupil Personnel Director

Middle and High School

- Selected the main curriculum to be used for next year's 7-11 advisory program. The scholars will use the interactive portion of Second Step and the high school scholars will use Overcoming Obstacles.

All sites

- Spearheaded the beginning process of all sites outlining their counseling programs, and aligning the services to the ASCA standards
- Conducted the RULER planning session with all RULER implementation teams to prepare for the PD week presentation
- Began the planning sessions for our school-wide comprehensive counseling planning program
- Met with principals about the year-long RULER Adult SEL timeline for next school year
- Assigned a four part training series to support the guidance and social workers with creating the comprehensive counseling program
- Created a support schedule for the Student Support team to ensure for accountability and reflection of our social and emotional practices
- Met with the elementary and secondary leadership to collaborate on creating a crisis intervention protocol for high risk behavior
- Scheduled 4 site employees to be trained in CPI Nonviolent de-escalation methods
- Acted as Hearing officer in 1 hearing proceedings and provided supportive feedback to sites on smoothly welcoming the students back into the school community

Parent Academy Coordinator/ Family Engagement Coordinators

1. The Parent Academy coordinator is now certified in The Parent Leadership Academy Training. She has paced these trainings on next year's calendar for our parents
2. Met with the Parent Academy and Family Engagement Coordinators to collaborate on certain initiatives and to brainstorm ways of promoting the Parent Academy. She has been promoting the Parent Academy at the Kindergarten Orientation and playdate.
3. The Parent Academy coordinator has created a calendar for the August through December months



Attachment #6



Challenge Charter School Communications Report - June 2022

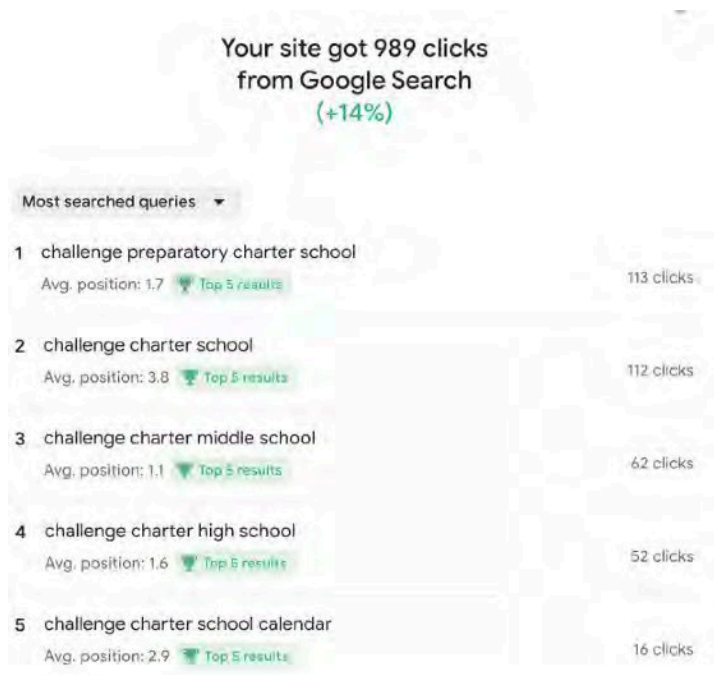
Kim Messer, Director of Communications

Communications:

Website

The image to the right offers recent Google search results from the past month.

Plans to work on our SEO are being discussed.



Social Media

Engagement has been trending up. See the graphic below for our May 20 to June 16 insights:



Of note is a Instagram reel featuring Mr. Norberto, a volunteer crossing guard known as “grandpa” to our K-3 scholars. The reel has been viewed over 12,500 times. See it on our Instagram feed at [instagram.com/challengecharter](https://www.instagram.com/challengecharter). Mrs. Wiggins and Mrs. Camporeale helped to bring the story to my attention.

Internal/External

- 8th Grade Graduation was a great success. Photos can be found on our website [here](#).
- Information on ParentSquare, social media, websites, and our new Parent Academy was prepared for new families attending Kindergarten Playdate on June 9.

End of Year Prep

- Plans and deadlines for Parent/Scholar Handbooks will be released this week for school sites; Branding for all of our manuals, guides, etc. will be done to update the look of all of these crucial documents
- ParentSquare rollover: still pending.

Communications Strategic Plans/Budget items

- Have been presented to Dr. Mullings
- Working with Mrs. Vaughn to coordinate our plans and efforts specific to marketing

Recruitment/Application Promotion:

- I’m awaiting any needs for the summer regarding boosting our enrollment numbers

Summer Projects

- Handbooks - K-5, Middle, and High
- Website updates for Back to School/SEO work
- Communications Guidebook
 - This overview of the Communications purpose and tasks and projects throughout the year will be finalized by the start of school.
- Brand Guidelines
 - In my 2022-23 proposal discussion with Dr. Mullings, we talked about the increasing need for this document & the need for Leadership to be sure it is executed at all levels. Next step is to finalize and then develop a plan for how to communicate the standards.
- Crisis/Emergency Response Plan
 - Mrs. Richards, Dr. Estep and I met to discuss the continued work on the Crisis/Emergency Response Plan for the school. Our deadline is Start of School for drafts of all of our individual pieces.
 - In my budget proposal, I recommended we hire crisis management consultants in the future to train, prepare and drill our staff for emergency response.



Attachment #7



June 2022

Ms. Natalie Zadok: Director of Special Education Grades K-10

1. Develop a Vision

- Developing a streamlined vision for the Special Education Department that exemplifies integrity, equity, collaboration and empowerment for all scholars and their families to exhibit best academic and social emotional achievements.
- Meeting with Administration and School building leaders to assess the current Special Education Program in order to incorporate specific tools to strengthen the management of Scholars with IEP’s across all Grades K-10.
- Gaining staff buy-in by means of empowering them to maximize scholar’s with IEPs goals as well as academic achievements as well as social emotional milestones.

2. Special Education Scheduling and Planning: Maintaining the Special Education IEP Spreadsheet and Caseloads

Requires entering every scholar’s Grades (K-10) OSIS# in SESIS to identify scholars with IEPs in order to align them with the correct services and providers needed

3. IEP Mandates & Service Totals Grades K-10

Site	Grade	Total # Of IEPs	Related Services				
			ICT	SETTS	Speech	Counseling	OT
Elementary	K	11	08	2	13	2	6
	1	21	15	0	18	2	10
	2	21	17	0	14	8	5
	3	15	13	4	8	5	1
	4	16	12	2	12	4	1
	5	13	10	1	3	6	1
Middle	6	16	5	9	7	4	3
	7	7	1	6	5	5	None
	8	15	2	10	8	8	None
High	9	11	None	10	4	4	None
	10	8	None	7	3	3	None
Totals		154	83	51	95	51	27

4. Staffing

- Continuing to seek Special Education Certified Instructors to fill vacancies.
- Grades 6-8 Admin has stated is seeking Certified Setts Teachers
- Grades 9-10 Admin has stated seeking Certified Setts Teachers
- Physical Therapist appointed directly from the DOE start date 4/12/2022 at K-5 Site
- Continue to participant as a panelist for new staff recruitment all Grades

5. Billing

- Collaborating with finance to ensure that all date is aligned for Vendor Portal
- Supporting Special Education Liaisons to deliver accurate data for SPED Billing
- Requested a Billing timeline for the remainder of the year so that SPED staff can be aware of pertinent billing deadlines to ensure seamless transmission to the billing department.
- Suggested an In-House excel sheet be circulated at all sites with a list of recent discharges as well as new admits to ensure SESIS data is compliance with In-House changes in order to assist with billing discrepancies
- Continuous support to both Special Education Liaisons at K-5 as well as 9-10
- Attended Sped Billing Webinar along with K-5 & 6-10 Liaisons

6. Current Action Items

- Supporting the needs of K-5 as well as 6-10 Special Education Liaison with (CSE#4) Policies and Procedures to ensure that all IEP cases are assigned annual, tri-annual, re-evaluation, initial and misaligned IEP meeting dates. Gathering all data such as Teacher Reports, IREADY, F&P, Behavioral Anecdotal logs from designated staff in order to submit to the CSE. Coordinating, sitting in on as well as leading all CSE meetings Grades K-10 until the new hire in Grades 6-10 is trained as well as a new liaison to be hired in Grades K-5.
- Ensuring the partnership with CSE District #4
- Ensuring that related service agencies are appointed to CPCS in order to ensure related service (Speech, OT, PT, and Para) services begin in a timely manner to avoid any lapse in services provided to scholars.
- Collaborating with CSE to assign related service providers, as they are resolving a shortage of employee barriers due to non-compliance of the vaccine mandate.
- Supporting the ELL provider to send home 200 Home language surveys for Grades K-2 as the data was missing, hence not allowing the ELL provider to administer the Nysitell Exams.
- Continuing to tally the returned parents' surveys.
- Assessing the space in each facility in order to secure a private area for CSE Psychologists and Social Workers to interview parents as well as assess and test scholars. Collaborating with Admin to ensure that there are ample conditions for SETTS providers to efficiently pull scholars for individual and small Group interventions.
- Collaborating with Grades K-5 Provider, Mr. Salazar as well as CCMS ELL provider Ms.Gomez to ensure all ELL scholars are re-assessed as well as initially assessed to gain clear benchmarks of scholar's ELL plans.
- Collaborating with ELL External Consultants to implement academic plans that will fully encourage our ELL scholar's overall success and achievements according to their individualized needs and goals.
- Aligning ELL Charter goals and policy to the ELL Program Grades K-10.
- Weekly check-Ins to manage current caseload with District Psychologist to ensure alignment and discuss particular issues that arise within each case.
- Attending and supporting IEP meetings Grades K-10 to ensure compliance and continuity of suggested programs remain intact.
- Attending CST meetings to support Social Emotional, Behavioral as well as Academic Supports Grades K-10
- Assisting newly hired employees to attain SESIS access by collaborating with the Director of Operations to enter them into the Galaxy system.

- Panelist on the Open-House Events Grades K-10
- TNTP Leadership Training
- gathering information for justification to purchase a reading program called S.P.I.R.E that assist with struggling readers as well as those that struggle with Dyslexia
- Delivering Professional Development to newly hired staff in the ICT classroom that are Gen Ed Certified
- Creating a calendar for ongoing PD's for remainder of the school year
- Gaining ATS access to access scantrons to test ELL scholars
- NCI Crisis Intervention Training Certification
- Supporting ELL Team with Nyseslat Administration and test distribution
- Creating Behavior intervention plans in collaboration with the 9-10 support team
- Aligned with Parent Academy Coordinator to create ways to deliver IEP empowerment and information to families
- Closing out the 2021-2022 school year
- Deliver IEP sign out Sheets to all staff that serves students with IEP's direct
- Evaluate projected number of scholars that will be receiving related services for the 2022-2023 school year
- Reviewing resources for purchase to support scholars with IEP's reading and academic fluency
- Align with external agencies to deliver EOY reports to families of scholar's with IEPs

7. Mobilizing Community Resources to support families with scholars with IEPs to secure the necessary external resources needed for scholars to maintain best academic as well as social emotional benchmarks this 2021-2022 school year.

- Partnering with New Horizons and Sheltering Arms Agencies in Far Rockaway to ensure that families receive the services needed upon initiating the need for community support.
- Providing families with access to their parental rights under the IDEA Law that serves as a guide for parents with scholar's IEP compliance as well as parent empowerment support guidelines.
- Conducted one on one Parent meetings via Google Meet and Telephone conference to address specific needs that arise prior to the first day of school for scholars with IEP's services that include Initiating, Maintaining as well as Re-Evaluating scholar's IEP cases.
- Providing support staff with Suicide Prevention resources for scholars.
- Collaborating with Liaisons and Parent Coordinator to secure appointment slots to assist parents to secure a Speech and OT provider via the RSA process.
- Seeking Community and CSE support for scholars experiencing trauma-related incidents such as accidents and or inability to attend in-person school due to comorbidity conditions that promote greater risk with COVID-19 risks.
- Supporting parents of scholars with IEPs to attain door-to-door as well as closest curb pick up and drop off services.
- Supporting families with scholars that have IEP's attain necessary resources needed as a direct result of COVID-19.
- Aligning with Community Physicians and Health Care Clinics that can support families with IEPs, immediate health and social emotional well-being as well as assessments for initial IEPs.

8. Sites (K-10) External Providers COVID-19 Preparation

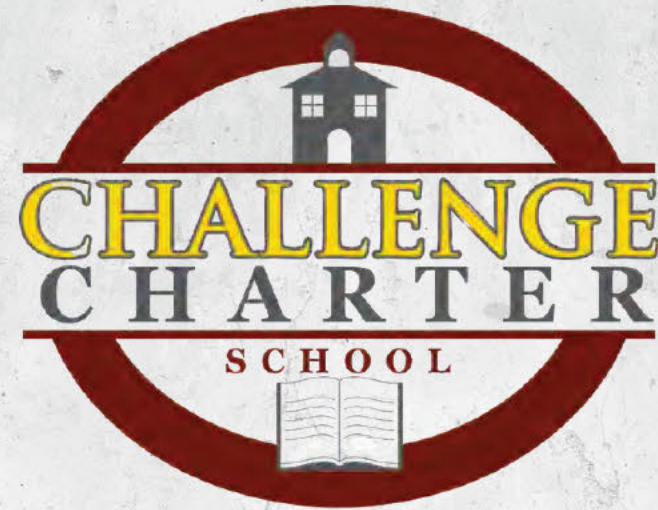
- Delivering CPCS COVID-19 Guidelines and Safety Protocol to all Related Service agencies providers that will be conducting in-person sessions with Scholars at all sites.
- Related Service agencies have received a copy of the CPCS COVID-19 safety policy and have agreed to have their providers adhere to the CPCS COVID-19 Safety measures.
- Collaborating with CSE to conduct misaligned Scholar IEP meetings to ensure compliance
- Weekly Check-Ins with providers to ensure session compliance
- Aligned with the CSE Chairperson of Related Services to ensure SESIS Encounter Attendance for providers to conduct.
- Aligning with Related Service Agencies to request transmittal from the CSE for new admits that have an IEP.
- Managing provider's time sheets and attendance to ensure efficiency of session service.

9. Professional Development Resources

- Meeting with the Special Education Collaborative to review a package that will suit the needs of CPCS staff Grades K-5 for Special Education Workshops that include (Co-Team Teaching Strategies, Specially Designed Instruction, creating Behavior Intervention Plans as well as Functional Behavior Analysis plans etc.).
- Meeting with ELL External Consultants to create plans to enrich the ELL Department via identifying, testing and aligning ATS data to ensure that scholars' home language is precise in order to administer the NYSITELL Exam.
- Creation of In-house Professional Development Presentations that highlight Special Education tools, resources and guidelines to staff.
- Mentoring Special Education Liaisons Grades K-5 & 6-10 on proper dialogue to conduct discussions with families on sensitive issues.
- Creating individual plans for scholars with IEP's that have missed extensive days due to medical conditions that can be complicated should they contract COVID-19 Plans include Teacher check-in's as well as distribution of instructional items on a bi-weekly basis , parent training on how to access instructional supports on scholars chrome books as well as social emotional check-ins and support .
- On-going alignment with Director of Pupil Personnel Services to collaborate on Restorative practices for next school year



Attachment #8



STUDENT ENROLLMENT AND RECRUITMENT BOARD REPORT #12

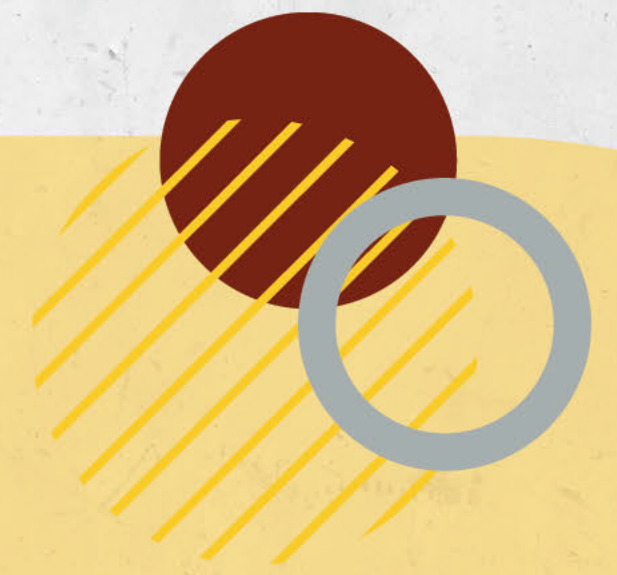
**PREPARED BY: JANISA VAUGHN,
DIRECTOR OF STUDENT ENROLLMENT AND RECRUITMENT**



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- **Enrollment and Recruitment Highlights 2021-22**
- **Scholar Recruitment July 2021-June 2022**
- **Admission/Discharge Summary 2021-22**
- **Looking Ahead: Scholar Enrollment 2022-23**

Current Enrollment Snapshot SY 21-22



TOTAL ENROLLED	950
Approved Charter Enrollment	1056

Site	Grade	2021-22 SY Charter Goal	Scholars Currently Enrolled 6/16/22
Elementary	K*	120	101
	1*	120	115
	2*	120	117
	3	96	96
	4*	96	94
	5	96	95
	Total		

Middle	6	96	83
	7*	72	62
	8	72	72
Total			217

High	9	72	70
	10*	96	45
Total			115

* The waitlist is currently exhausted.





Enrollment Highlights

July 2021-June 2022



90%
CCS maintained 90% of its approved charter enrollment for the 2021-22 SY.

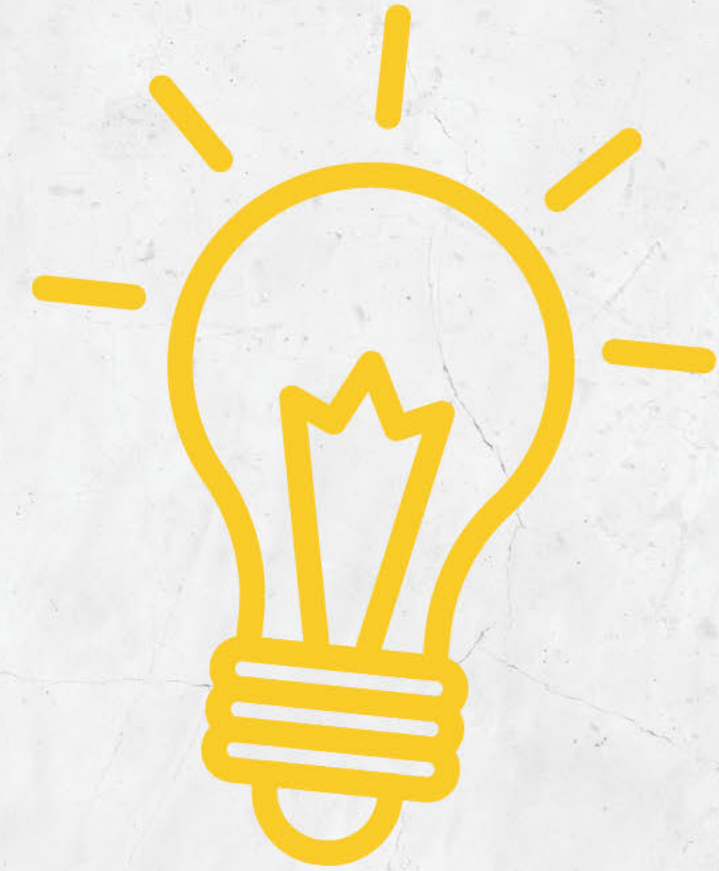


English Language Learners (ELL)
CCS increased the number of ELL applicants by 24% for the 2021-22 SY



Lottery Applications
CCS had a 62% growth in lottery applications for the 2022 Lottery.

Scholar Recruitment



01 CCS Staff

The staff referred families to apply to the school.

02 Cheetah Moms/Dads

The parents/guardians in our school community referred families to enroll in our school.

03 Open Houses

CCS held weekly virtual open houses from January 2022-April 2022

Scholar Recruitment



04

**Community
Outreach**

CCS connected with feeder schools in the Rockaways to recruit new scholars.

05

**Mass
Mailings**

CCS sent lottery application/school information to incoming scholars in August 2021 and January 2022.

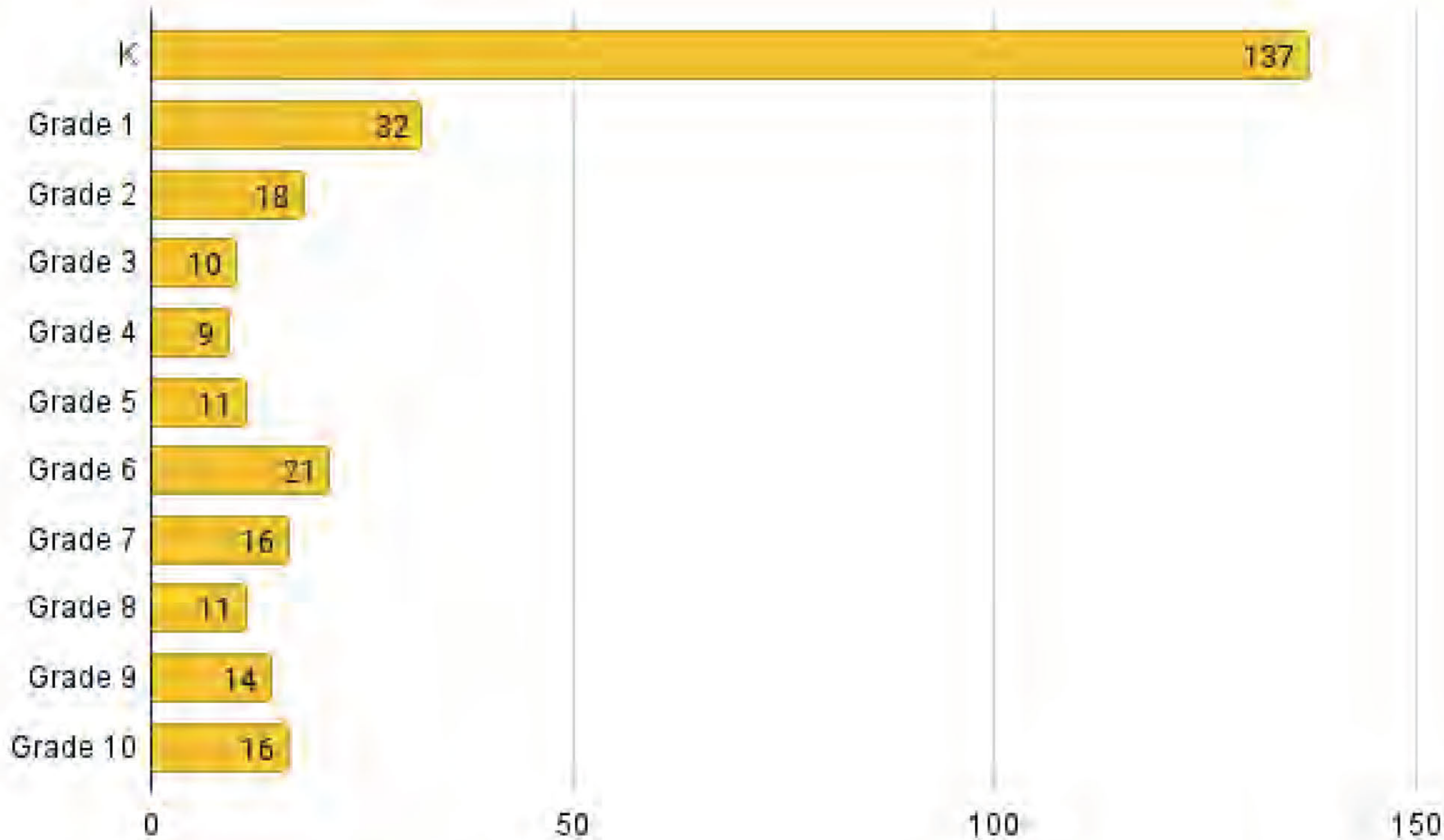
06

Advertisement

CCS was promoted through the school website, social media, newspaper, and bus shelter ads.

CCS Admission Summary

SY 21-22

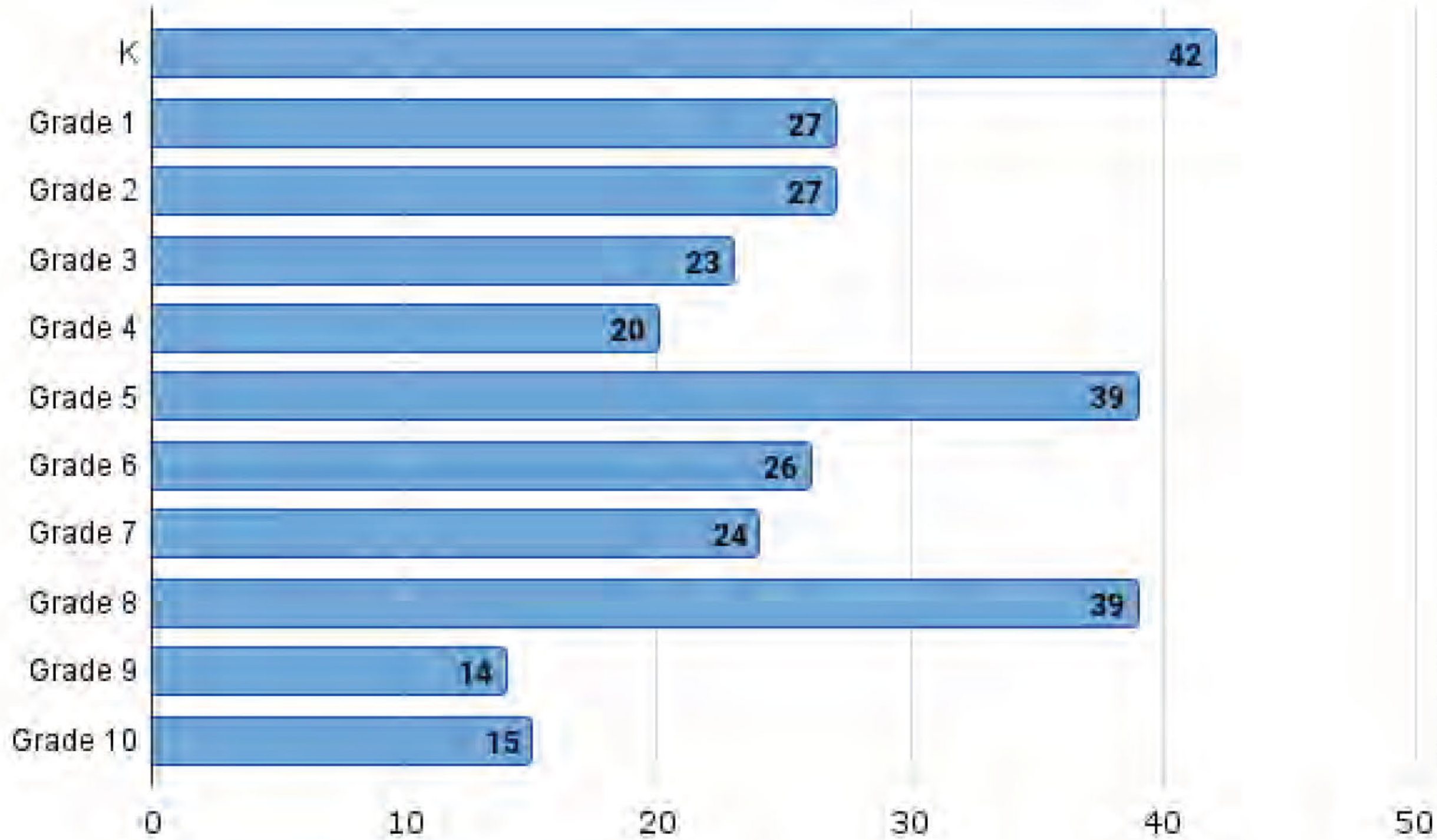


Total:
343 scholars



CCS Discharge Summary

SY 21-22



Total:
296 scholars



Looking Ahead

Scholar Enrollment 2022-23



Accepted Seat Event

Kindergarten Playdate- 6/9/22

90+ families attended the kindergarten playdate. CCHS ambassadors participated in the event and spoke to the parents about their experience at CCS. Families were able to hear how CCS played a vital role in their education from kindergarten-high school. We currently have 123 kindergarten scholars enrolling for the upcoming school year.



Enrollment Update SY 22-23



2022-2023 SY Enrollment		
Grade	Available Seats	Currently in Registration (6/16/22)
K*	120	123
1*	19	26
2	11	9
3	7	8
4	6	7
5	5	5
6	-	10
7	17	17
8	14	14
9	-	16
10	5	4
11*	-	10
Total	204	249

Available seats for 2022-23 SY are determined by current enrollment vacancies.

Projected Enrollment: 1,199 scholars

The 950 scholars from current enrollment plus the new 249 scholars will bring our total enrollment to 1,199 scholars. The charter goal is 1,176 scholars.

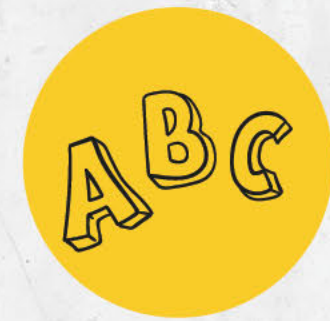


Enrollment Update-SY 22-23

Challenges

Solutions

Kindergarten & Grade 1



The waitlist is currently exhausted for grades K and 1. We faced many challenges with retaining scholars in these grade levels.



Continue to actively recruit new scholars throughout the summer. Collaborate with the school community to retain our scholars.

Retention



296 scholars were discharged from the school.



Collaborate with the school community. Provide professional development on recruitment and retention.

% of ELL Scholars Enrolled



CCS ELL population is below our charter goal.



Continue to recruit at feeder schools with high ELL enrollment. Collaborate with leadership to update the ELL preference in SchoolMint for the 2023 Lottery.



Attachment #9



Director of Operations (Acting)
June 2022 Board Report
June 22, 2022

I am happy to bring you this report of activity as Director of Operations (Acting) for June 2022.

Last month I provided you an overview of the Director of Operations role. This month and in future months I will provide you and update on each task.

- Creates a detailed start-up checklist and ordering list to ensure that the school starts each year prepared and fully stocked; **In process for the 2022-23 School Year.**
- Facility: Overseeing site management and development and ensuring that the school site is maintained as a safe and clean environment: **Monthly walk through of each site with the Custodian Manager and each site's Lead Custodian**
- Food and Transportation: Manages food and transportation services; **Each site Operations Manager had submitted our needs for the 2022-23 School Year**
- Student Data: Manages primarily student attendance at each site and generates reports as needed in conjunction with the Principals; This is now a shared item with
- Manage logistics of all special school wide events and projects; **Major events this month included Kindergarten Moving Up, 5th Grade Graduation, 8th Grade Graduation**
- Manages the registration process of each scholar updating and maintaining each scholar's student records; **- Pulled Auditor's selected student records for the 2021-22 Audit**
- Creates and oversees each site's Safety Plans; **A major update for all safety plans is underway**
- Oversee and maintains school facilities ensuring that building rules and regulations are met for all government agencies i.e. DOH, FDNY. **– No inspections occurred this month**
- Manages and maintains the Purchase Order System with the Director of Finance; **This is a daily activity handled by each site's Operations Managers**
- Regulations and Reporting: Ensures school-wide compliance with health and safety laws, state education mandates and all federal and state workplace regulations in coordination with the CEO and Senior Advisor; **A review is underway of all aspects of our compliance endeavors**
- Manages the K-5 Operations Manager, 6-8 Operations Manager, and the 9-12 Operations Manager, assigned School Aides, Custodial staff, and contracted/assigned Department of Health Nurses; **I have had regular meetings with the Operations Managers and will meet with all other Operations staff before the end of this school year**
- Manages and maintains [in conjunction with the Director of Finance] the inventory of all equipment, furniture, etc. being "audit" ready at all times; **To date we have not had a request from the auditors for this information**
- Performs other related duties as required and assigned; **Summer Boost Preparations are underway**



- Overseeing operations in a manner consistent with all applicable local, State and Federal statutes and in compliance with the organization's by-laws, policies and procedures. –
This is a constant requirement of the Operations tasks

Assessment

I am in the process of meeting with each principal to make sure the operations at each site is being handled appropriately and to begin the process of identifying summer site facility updates for the 2022-23 school year.

The Operations team is a very dedicated group of individuals who are committed to serving the needs of our scholars and staff.

Respectfully submitted,

A handwritten signature in black ink that reads "Michael R. Estep". The signature is written in a cursive style with a large, prominent "M" and "E".

Michael R. Estep
Director of Operations (Acting)



Attachment #10



Director of Technology Report

June. 2022 - Dale Richardson

—

I: Current Work

A: Security Upgrade at 15-20 Central Ave.

- Challenge is currently sourcing security upgrades for 15-20 Central ave. Upgrades include the following.
 - Bullet proof glass for security (awaiting quote approval).
 - Quote received: \$9,300 - Bullet resistance level 1.
 - Quote received: \$11,650 - Bullet resistance level 3.
 - Remote control system for the front door is now enabled at the security desk.
 - Video intercom system for the front door is now enabled at the security desk.

B: Illuminate Education Data Breach in the DOE

- A notice was sent to all parents/guardians regarding the Illuminate Education breach.
- A notice was sent to all parents/guardians regarding the Illuminate Education breach.
- A notice was posted about the Illuminate Education breach on the school's website in our Family Resources page:
<https://challengecharterschools.org/family-resources>

C: New Chromebooks at Challenge High School

- An order of 200 Chromebooks has been received, in preparation for our 2022 - 2023 school year.
 - The new devices will be allocated to High School scholars. While old working devices will be passed down through 4th - 8th to fill any gaps.
-



II: Future Work (High ticket items are currently on hold. However, the following three projects should be held as a priority).

A: Independent Cyber Security Audit.

- An independent cyber security assessment should be completed by June 2022, in order to satisfy various insurance and state requirements. Ex: https://www.dfs.ny.gov/industry_guidance/cybersecurity
- We have sourced a credible vendor that is willing to access all sites for a total of \$42,327.00.

B: A single phone number to reach our entire organization?

- In an effort to increase customer experience. I have made an inquiry to revamp our phone system under a single unified number.
- Once the user dials the new number, they will have the ability to choose the site they wish to contact.
- Having a single unified number will assist with advertising, by allowing flyers to be a little less cluttered.
- A single unified number will also be useful for our web presence. Ex: When one google's "Challenge Charter School," google currently presents the phone number for 710 Hartman Lane. Google should have a single number capable of reaching each site.
- A proposal will be provided by a vendor for consideration, with the goal of a summer implementation if approved.

C: Security Cameras

- We are currently sourcing quotes for security video cameras, which are intended to be placed at 710 Hartman Lane and 1526 Central Avenue.



- These will be new systems and may incur the cost of additional servers and internet equipment, to manage the bandwidth.
- A proposal will be provided by a vendor(s) for consideration, with the goal of a summer implementation if approved.

III: Risk Factors or Challenges (Fortunately, no major risks or challenges have risen, since our last report. However, the following should be considered high-priority as we will need to acquire alternate funding for equipment).

A: Reso A funding

- Challenge Prep Charter School was allocated \$250K in Fiscal Year 2022 (FY22) for a Reso A Technology project by the Council Member.
- We were requested to complete paperwork, notarize, and send in order to ensure a timely delivery. This was completed in January.
- On 3.15.2022 we were told by the Reso A vendor, "We have not yet received the FY22 Tech/procurement certificate to proceed from the office of management and budget, but do anticipate it coming shortly. Once we do, the principal can expect outreach from DOE's DIIT."
- We should be thinking of other funding sources to outfit our high school location @ 1520 Central Ave, as these funds may not be distributed anytime soon, and our school will be expanding in the 2022/2023 school year.

B: Computer Lab at 1520 Central Ave (with Reso A)

- Apple desktops have been ordered via RESO A Grant Funding.
- Interactive boards have been ordered via RESO A Grant Funding.
- Printers have been ordered via RESO A Grant Funding.
- We have been updated on 3.15.2022 that Apple Desktops have been discontinued.



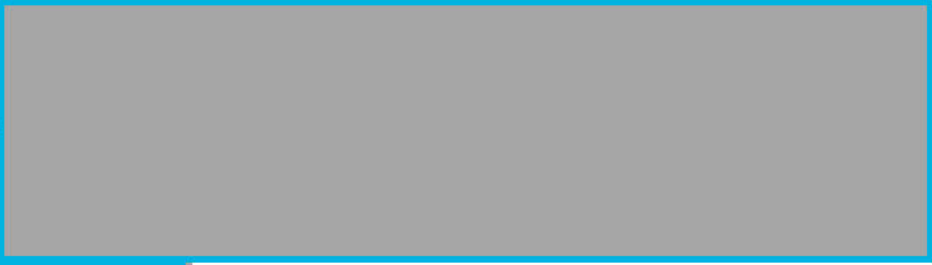
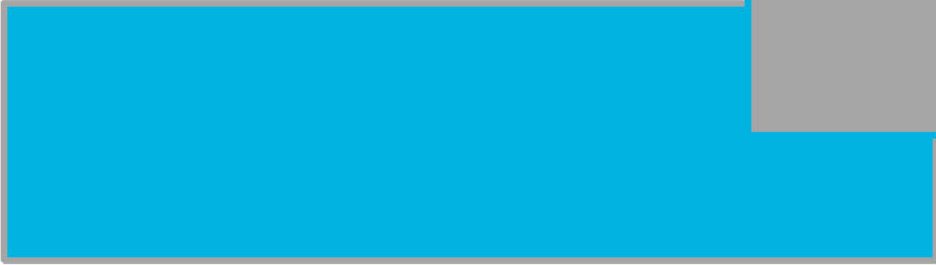
- It was updated on 3.15.2022 that Interactive boards are backordered, with a current cue of 12 - 18 months.
- We have been updated on 3.15.2022 that the vendor is unsure of delivery time, as equipment will take "some time" to arrive at their warehouse and will take "some time" after that to arrive at Challenge.

D: Inventory shortage

- The Lenovos currently being used by teachers are beginning to age and fail.
- New laptops should be purchased via Reso A funding. However, Reso A funding has not been released yet.



Attachment #11



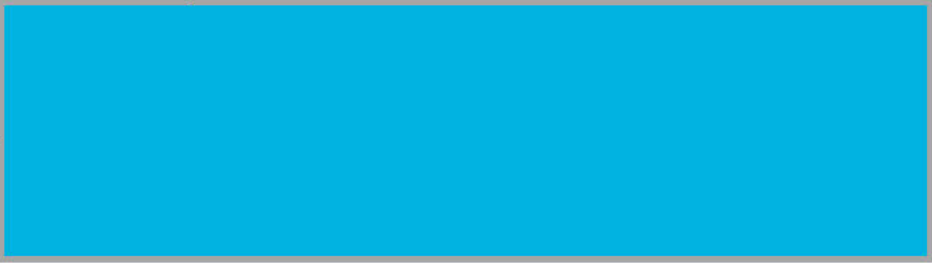
Helping you to focus on what's important:
STUDENT ACHIEVEMENT

CSBM
CHARTER SCHOOL
BUSINESS MANAGEMENT

experience. expertise. execution.

Challenge Prep Charter School

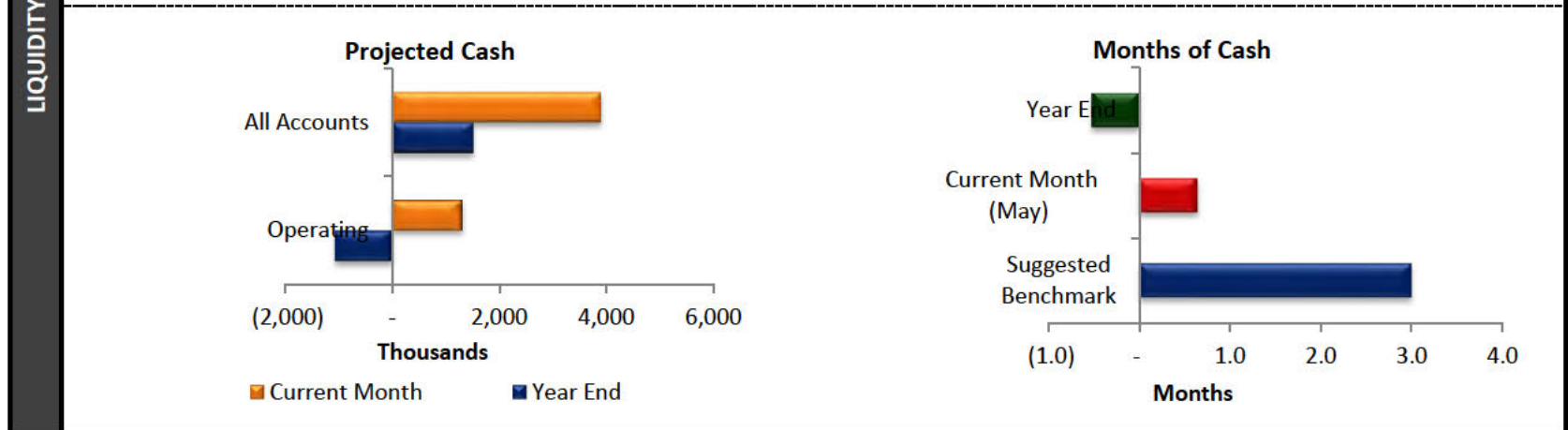
Monthly Financial Report
May 2022



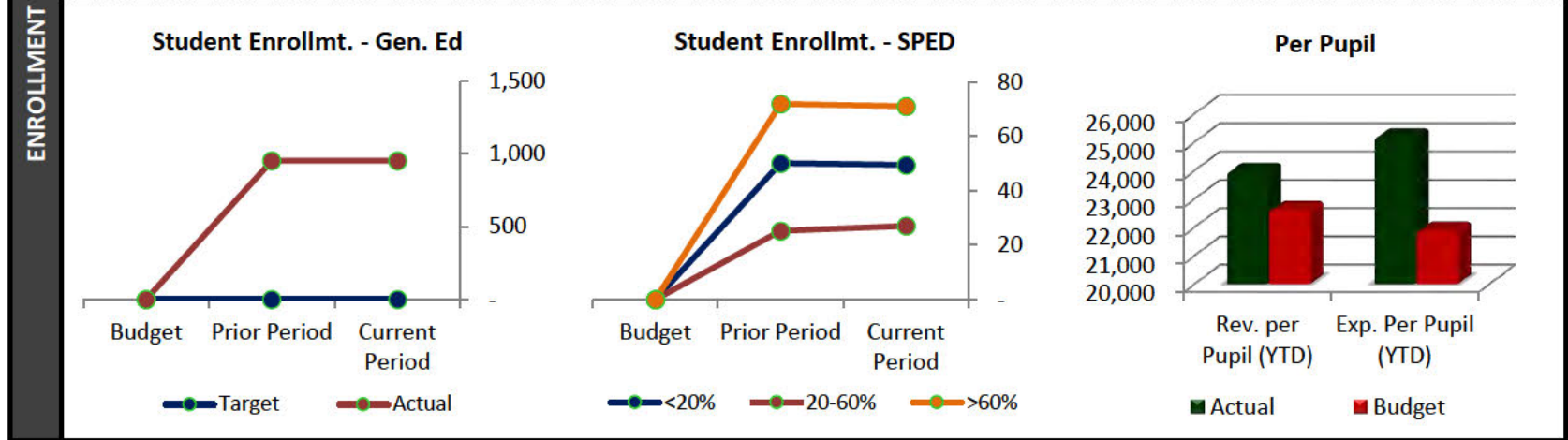
Challenge Prep Charter School

Financial Summary For Period Ended May 31, 2022

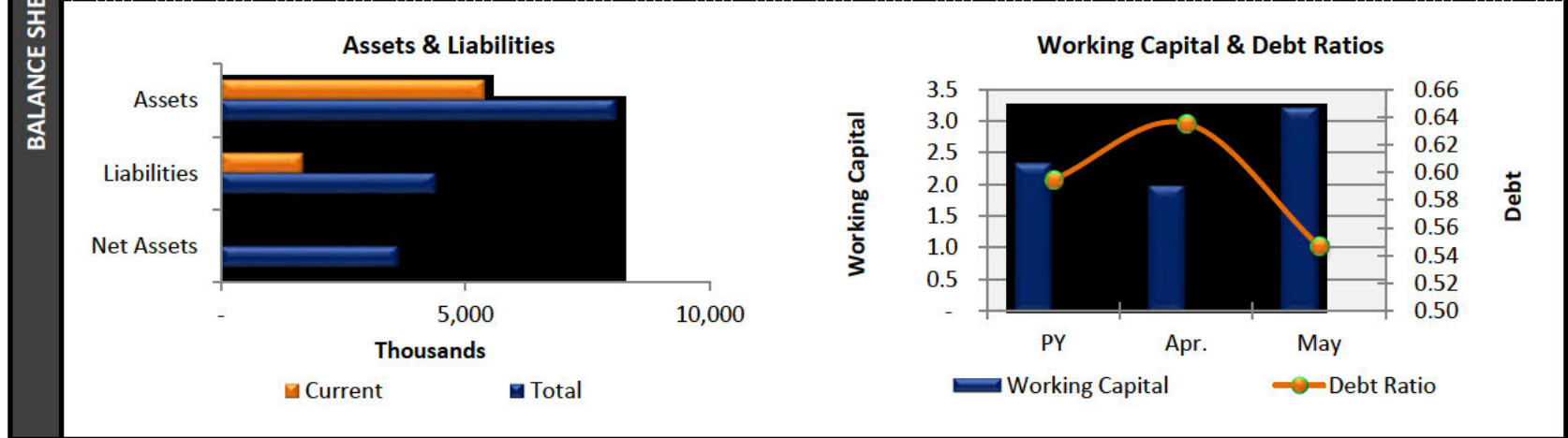
LIQUIDITY	Cash in Bank (Operating Account(s) Only: as of May 31, 2022) \$ 1,316,773
	Projected months of cash on hand 0.6
	Cash in Bank (Total - All Accounts as of May 31, 2022) \$ 3,898,157
	FY Ending Cash Available to Carryover to FY21-22 (Operating Account(s) Only) \$ (1,063,757)
	<i>*Cash balance available once all FY21-22 obligations & receivables have been settled</i>
Projected months of cash on hand (0.5)	
FY Ending Cash Available to Carryover to FY22-23 (Total - All Accounts) \$ 1,517,627	



	Actual	Budget	Variance	Actual	Budget	Variance
General Ed	953.46	1,021.00	(67.54)	\$ 15,398,444	\$ 15,629,468	\$ (231,024)
SPED						
0 - 20%	49.44	41.00	8.44	-	-	\$ -
20 - 59%	27.05	25.00	2.05	281,050	259,750	\$ 21,300
60% - Over	71.00	53.00	18.00	1,352,403	1,009,597	\$ 342,806
Total SPED	147.48	119.00	28.48	1,633,452	1,269,347	\$ 364,105



Total Current Assets:	\$ 5,389,040
Total Current Liabilities:	\$ 1,680,923
Working Capital (Current) Ratio	3.21
Total Assets:	\$ 8,080,854
Total Liabilities:	\$ 4,419,027
Debt Ratio	0.55
Total Net Assets:	\$ 3,661,828



Challenge Prep Charter School

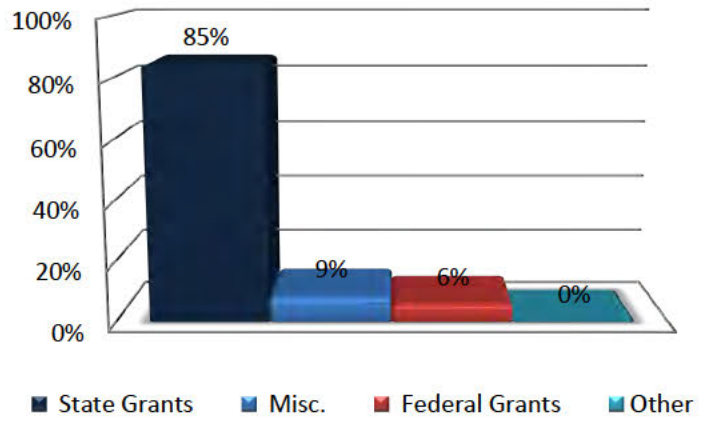
Financial Summary

For Period Ended May 31, 2022

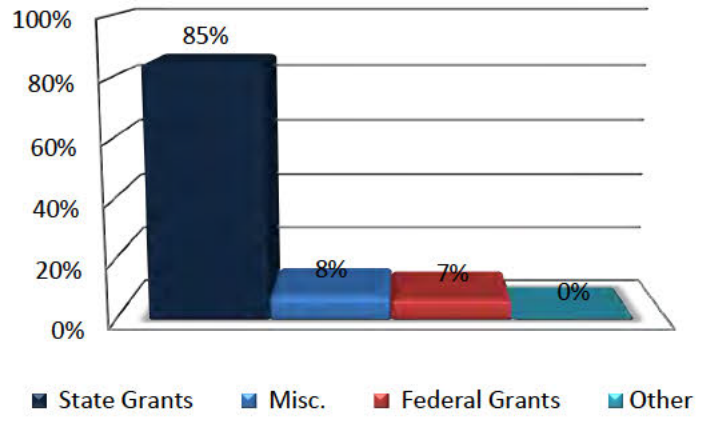
	<u>Actual</u>	<u>Budget</u>	<u>Variance</u>
Total Revenue YTD:	\$ 21,055,536	\$ 21,175,695	\$ (120,159)
Total Expenses YTD:	(21,016,117)	(19,751,367)	(1,264,749)
Net Operating Surplus(Deficit):	\$ 39,419	\$ 1,424,328	\$ (1,384,909)
	<u>Projected</u>	<u>Budget</u>	<u>Variance</u>
Annual Projected Revenue:	\$ 22,851,867	\$ 23,097,145	\$ (245,278)
Annual Projected Expenses (before depreciation):	(24,005,993)	(22,343,952)	(1,662,041)
Projected Net Operating Surplus(Deficit) before Depreciation:	\$ (1,154,126)	\$ 753,193	\$ (1,907,319)
Annual Projected Depreciation:	(500,995)	(230,840)	(270,155)
Projected Net Operating Surplus(Deficit) after Depreciation:	\$ (1,655,121)	\$ 522,353	\$ (2,177,474)
Capital Expenditure Requirements	\$ (835,593)	\$ -	\$ (835,593)
Total Cash Expenditures	\$ (22,669,405)	\$ (22,113,112)	\$ (556,293)
Revenue per Pupil (YTD)	\$ 23,967	\$ 22,622	\$ 1,345
Expenditure per Pupil (YTD)	\$ 25,178	\$ 21,884	\$ 3,293

BUDGETING / REVENUE & EXPENSES

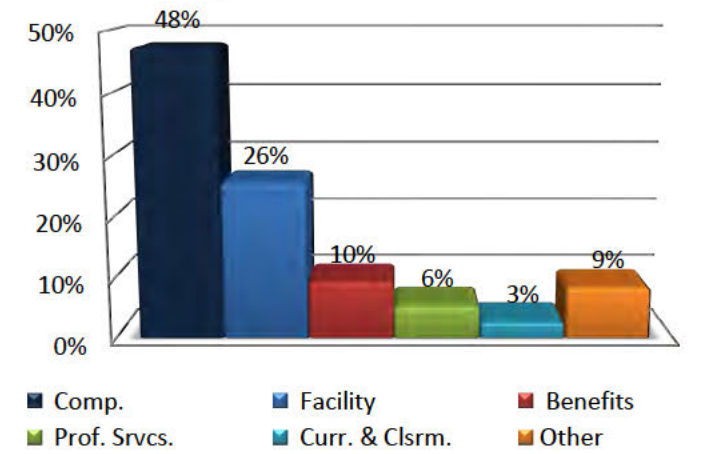
Revenue Breakdown YTD



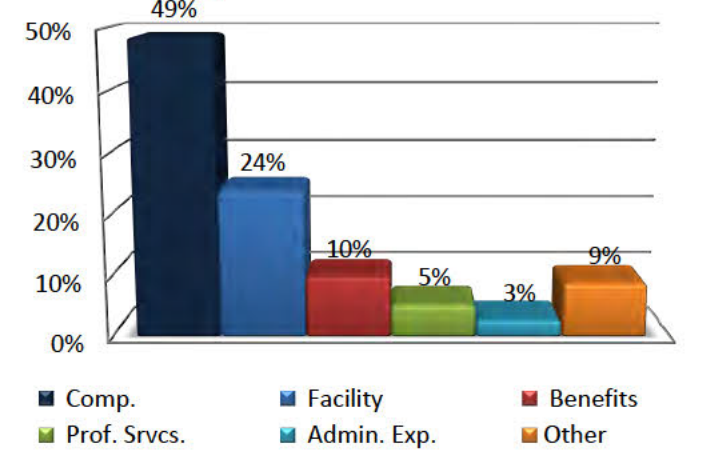
Revenue Breakdown YE



Expense Breakdown YTD



Expense Breakdown YE



Challenge Prep Charter School

Financial Variance Summary

Fiscal Year Ending 6/30/2022	Comments
Net Budget Surplus after Depreciation	\$ 522,353
Increase in Projected Annual Expenses	1,932,196
Net Projected Deficit Variance after Depreciation	<u>\$ (1,655,121)</u>

**Challenge Prep Charter School
Budget vs. Actuals
Fiscal Year Ending June 30, 2022**

	May 31, 2022			YTD Through May 31, 2022			Projected FYE June 30, 2022				Comments	
	Actual	Budget	Variance	Actual	Budget	Variance	Current Month			Annual Budget		Variance
							Actuals - August 2021	May 31, 2022 +	Projections thru June 30, 2022			
	Projected June 30, 2022											
Income												
4100 State Grants	1,655,738	1,631,484	24,254	17,943,290	17,985,333	(42,043)	1,549,313	19,492,603	19,616,816	(124,213)	GenEd based on 953.464 SpEd budget based on 70.996 over 60%; 27.05 20-59%	
4200 Federal Grants	74,684	164,967	(90,282)	1,287,568	1,815,362	(527,795)	246,683	1,534,250	1,980,329	(446,079)		
4300 Contributions	4,260	-	4,260	9,260	-	9,260	-	9,260	-	9,260		
4400 Miscellaneous Income	336	125,000	(124,664)	1,815,418	1,375,000	440,418	336	1,815,754	1,500,000	315,754		
Total Income	1,735,018	1,921,450	(186,432)	21,055,536	21,175,695	(120,159)	1,796,331	22,851,867	23,097,145	(245,278)	GenEd based on 953.464 SpEd budget based on 70.996 over 60%; 27.050 20-59%; Adjustments made to Lease Assistance based on unearned revenue for FY21.	
Expenses												
Compensation												
5100 Instructional Staff	652,295	721,155	(68,860)	6,506,865	7,059,002	(552,137)	1,603,651	8,110,516	8,653,862	(543,346)	Salary projections based on most recent payroll processing	
5200 Non-Instructional Staff	214,642	205,934	8,708	2,342,493	2,265,275	77,219	214,642	2,557,135	2,471,209	85,926	Salary projections based on most recent payroll processing	
5300 Pupil Support	119,134	106,739	12,395	1,143,686	1,174,128	(30,442)	157,540	1,301,226	1,280,867	20,359		
5000 Compensation	986,071	1,033,828	(47,757)	9,993,045	10,498,405	(505,360)	1,975,832	11,968,877	12,405,938	(437,061)	Salary projections based on most recent payroll processing	
5400 Benefits	177,494	158,858	18,635	2,017,939	1,747,442	270,497	440,102	2,458,041	1,906,300	551,741		
6100 Administrative Expenses	58,199	46,802	11,396	570,737	519,692	51,045	68,619	639,356	566,494	72,862	Adjusted based on actuals	
6200 Professional Services	111,115	75,167	35,948	1,165,280	814,333	350,947	117,481	1,282,761	921,500	361,261	Based on actuals	
6300 Professional Development	1,560	14,424	(12,864)	324,985	147,576	177,409	125,295	450,280	162,000	288,280	Based on actuals	
6400 Marketing and Staff/Student Rec	2,256	8,025	(5,769)	98,898	88,275	10,623	17,612	116,510	96,300	20,210	Based on budget	
6500 Fundraising Expenses	-	4,458	(4,458)	-	49,042	(49,042)	3,500	3,500	53,500	(50,000)		
7100 Curriculum & Classroom Expenses	33,176	30,130	3,045	584,458	341,990	242,468	49,197	633,655	372,120	261,534	Based on actuals	
8100 Facility	499,897	472,131	27,766	5,434,155	5,193,444	240,711	534,383	5,968,538	5,665,575	302,963	Based on actuals	
8200 Technology/Communication Expens	40,713	16,102	24,611	437,467	177,123	260,344	42,504	479,971	193,225	286,746	Based on actuals	
8800 Miscellaneous Expenses	305	83	221	4,409	917	3,492	97	4,505	1,000	3,505		
8900 Depreciation Expense	-	-	-	384,745	173,130	211,615	116,250	500,995	230,840	270,155		
Total Expenses	1,910,785	1,860,010	50,774	21,016,117	19,751,367	1,264,749	3,490,872	24,506,988	22,574,792	1,932,196		
Net Income	(175,766)	61,440	(237,207)	39,419	1,424,328	(1,384,909)	(1,694,540)	(1,655,121)	522,353	(2,177,474)		
Capital Expenditures												
Furniture, Fixtures & Equipment	-	-	-	722,795	-	722,795	45,461	768,256	-	768,256		
Facility and Construction	-	-	-	61,726	-	61,726	5,611	67,338	-	67,338		
Website	-	-	-	-	-	-	-	-	-	-		
Total Capital Expenditures	-	-	-	784,521	-	784,521	51,072	835,593	-	835,593		

**Challenge Prep Charter School
Cash Flow Projection as of May 31, 2022**

	Annual Budget FY21-22	Projected July 21 - June 22	Projected May 22 - June 22	June	July + Subsequent FY21-22 Items
Beginning Cash Balance (Operating Account)	4,804,870	6,645,873	1,325,759	1,316,773	(360,919)
Projected Cash Receipts from Operations (below)	23,097,145	1,796,331	777,238	696,130	219,348
Projected Cash Disbursements from Operations (below)	(22,574,792)	(3,490,872)	(3,334,548)	(2,189,379)	(1,145,169)
Net Cash from Operations	522,353	(1,694,540)	(2,557,310)	(1,493,249)	(925,821)
Cash Receipts from Accounts & Misc Receivables (not included in revenue below)	-	-	-	-	222,982
Cash Disbursements for Accounts Payable & Accrued Expenses	-	-	(133,370)	(133,370)	-
Capital Expenditures (below)	-	(51,072)	(51,072)	(51,072)	-
Accounts Receivable	-	-	-	-	-
PPP Loan Payable	-	-	-	-	-
PPP Loan Interest Payable	-	-	-	-	-
Ending Cash Balance (Operating Account)	5,327,223	5,002,405	(1,415,993)	(360,919)	(1,063,757)
Other Cash Accounts (Net of Transfers)	75,354	-	2,581,384	2,581,384	2,581,384
Total Cash (All Accounts)	5,402,577	5,002,405	1,165,391	2,220,466	1,517,627

Challenge Prep Charter School
Balance Sheet
YTD as of May 31, 2022

	Total	Comments
ASSETS		
Current Assets	-	
Bank Accounts		
1000 Cash		
1001 HSBC Checking - 0844	400,286	
1002 HSBC Checking - 0852	8,986	
1003 HSBC Checking - 0879	916,487	
1005 HSBC Money Market - 5972	2,502,398	
1006 Chase Escrow - 3060	70,000	
Total 1000 Cash	\$ 3,898,157	
Total Bank Accounts	\$ 3,898,157	
Accounts Receivable		
1100 Accounts Receivable	874,740	
Total Accounts Receivable	\$ 874,740	
Other current assets		
1300 Prepaid Expenses	135,343	
1301 Prepaid Insurance	12,149	
1310 Prepaid Rent	463,652	
Total Other current assets	\$ 616,143	
Total Current Assets	\$ 5,389,040	
Fixed Assets		
1500 Furniture, Fixtures & Equipment		
1510 Office & Admin Computers & Equipment	256,303	
1511 Classroom Computers & Equipment	1,291,010	
1512 Classroom Furniture	523,884	
1513 Office Furniture	194,049	
Total 1513 Office Furniture	\$ 194,049	
1514 Musical Instruments	16,390	
1515 Computer Software	44,217	
Total 1500 Furniture, Fixtures & Equipment	2,325,853	
1519 Facility and Construction	127,589	
1520 Architect Fees	115,620	
1525 Fire Alarm System	7,500	
Total 1525 Fire Alarm System	\$ 7,500	
1530 Kitchen/Cafeteria	162,079	
1535 Construction In Progress	320,673	
1540 Leasehold Improvements	489,796	
Total 1519 Facility and Construction	1,223,256	

Challenge Prep Charter School
Balance Sheet
YTD as of May 31, 2022

	<u>Total</u>	<u>Comments</u>
1610 Website	11,000	
Total 1610 Website	\$ 11,000	
1700 Accumulated Depreciation & Amortization		
1710 Accumulated Depreciation	(1,785,801)	
1750 Accumulated Amortization	(8,494)	
Total 1700 Accumulated Depreciation & Amortization	\$ (1,794,295)	
Total Fixed Assets	\$ 1,765,814	
Other Assets		
1800 Security Deposits	925,999	
Total Other Assets	\$ 925,999	
TOTAL ASSETS	\$ 8,080,854	
LIABILITIES AND EQUITY		
Liabilities		
Current Liabilities		
Accounts Payable		
2000 Accounts Payable	97,731	
Total Accounts Payable	\$ 97,731	
Other Current Liabilities		
2301 Accrued Expenses	35,638	
2302 Refundable Advance	1,500	
2400 Unearned/Deferred Revenue	1,546,053	
Total Other Current Liabilities	\$ 1,583,191	
Total Current Liabilities	\$ 1,680,923	
Long-Term Liabilities		
2700 Deferred Rent Liability	2,738,104	
Total Long-Term Liabilities	\$ 2,738,104	
Total Liabilities	\$ 4,419,027	
Equity		
3100 Retained Earnings	3,622,409	
Net Income	39,419	
Total Equity	\$ 3,661,828	
TOTAL LIABILITIES AND EQUITY	\$ 8,080,854	

Challenge Prep Charter School
Statement of Cash Flows
YTD as of May 31, 2022

OPERATING ACTIVITIES	<u>Total</u>	<u>Comments</u>
Net Income	39,419.09	
Adjustments to reconcile Net Income to Net Cash provided by operations:		
1100 Accounts Receivable	-509,291.86	
1200 Accounts Receivable:Other Receivables - Salary Advance	0.00	
1300 Prepaid Expenses	73,406.26	
1301 Prepaid Insurance	-12,148.82	
1310 Prepaid Rent	-129,475.90	
1400 Due From Challenge Charter Network		
1401 Due From Friends of Challenge Prep, Inc.	-5,000.00	
1710 Accumulated Depreciation & Amortization:Accumulated Depreciation	384,194.94	
2000 Accounts Payable	-584,656.27	
2100 HSBC Loan Payable	-1,792,512.00	
2300 Accrued Salaries/Taxes	-725,252.59	
2301 Accrued Expenses	-53,660.72	
2302 Refunds Payable	-55.00	
2303 Accrued Interest - PPP	-17,160.49	
2304 Due To Friends of Challenge Prep, Inc.	0.00	
2400 Unearned/Deferred Revenue	1,230,508.10	
Total Adjustments to reconcile Net Income to Net Cash provided by operations:	<u>-\$ 2,141,104.35</u>	
Net cash provided by operating activities	<u>-\$ 2,101,685.26</u>	
INVESTING ACTIVITIES		
1500 Furniture, Fixtures & Equipment		
1510 Furniture, Fixtures & Equipment:Office & Admin Computers & Equipment	-7,154.12	
1511 Furniture, Fixtures & Equipment:Classroom Computers & Equipment	-446,462.47	
1512 Furniture, Fixtures & Equipment:Classroom Furniture	-132,112.70	
1513 Furniture, Fixtures & Equipment:Office Furniture	-137,065.22	
1540 Facility and Construction:Leasehold Improvements	-61,726.36	
1750 Accumulated Depreciation & Amortization:Accumulated Amortization	549.99	
Net cash provided by investing activities	<u>-\$ 783,970.88</u>	
FINANCING ACTIVITIES		
2700 Deferred Rent Liability	77,939.49	
Net cash provided by financing activities	<u>\$ 77,939.49</u>	
Net cash increase for period	<u>-\$ 2,807,716.65</u>	
Cash at beginning of period	6,705,873.89	
Total Cash at beginning of period	<u>\$ 6,705,873.89</u>	
Cash at end of period	<u>\$ 3,898,157.24</u>	



Attachment #12

FY23 ENROLLMENT PROJECTIONS

Lower Elementary School 5% Delta

	Kindergarten	1st	2nd	3rd	Total	
FY22	120	120	120	96	456	
FY23	120	120	120	120	480	Charter
FY23	113	115	115	114	457	Budget
Variance					23	

Should we change to match 1st invoice

Upper Elementary School 3% Delta

	4th	5th	Total	
FY22	96	96	192	
FY23	96	96	192	Charter
FY23	93	93	186	Budget
Variance			6	

Should we change to match 1st invoice

Middle School 3% Delta

	6th	7th	8th	Total	
FY22	96	72	72	240	
FY23	96	96	72	264	Charter
FY23	93	93	72	258	Budget
Variance				6	

Should we change to match 1st invoice

High School 3% Delta, sans 11th

	9th	10th	11th	Total	
FY22	72	96	0	168	
FY23	72	72	96	240	Charter
FY23	70	70	45	185	Budget
Variance				55	

Should we change to match 1st invoice

FY 2022	20-60	>60	
K	0.000	0.000	
1	0.000	10.240	
2	0.000	16.000	
3	0.000	7.780	
	0.000	34.020	
4	1.000	7.000	
5	0.000	8.070	
	1.000	15.070	
6	0.000	8.140	
7	6.000	6.870	
8	5.000	0.000	
	11.000	15.010	
9	8.020	1.900	
10	2.950	0.000	
11	3.950	0.000	
	14.920	1.900	
	26.920	66.000	Updated based on Invoice 1 projections

Grant	Multiplier	Rate/Allocation	Total
Per Pupil: GenEd			
K-3	457.00	17,626.00	8,055,082.00
4-5	186.00	17,626.00	3,278,436.00
6-8	258.00	17,626.00	4,547,508.00
9-11	185.00	17,626.00	3,260,810.00

Per Pupil: SpEd	20-60		
K-3	-	10,390.00	-
4-5	1.00	10,390.00	10,390.00
6-8	11.00	10,390.00	114,290.00
9-11	14.92	10,390.00	155,018.80

Per Pupil: SpEd	>60		
K-3	34.02	19,049.00	648,046.98
4-5	15.07	19,049.00	287,068.43
6-8	15.01	19,049.00	285,925.49
9-11	1.90	19,049.00	36,193.10

Facilities Funding						
Rate	30%					
Location	Annual Rent	Grades	Enrollment	PPA Total	% of PPA	
1279 Red Fern	515,915.21	6-8	246.00	4,335,996.00	1,300,798.80	0.2307
1520 Central	2,879,061.00	9-11	177.00	3,119,802.00	935,940.60	0.4184
	3,394,976.21		423.00	7,455,798.00	2,236,739.40	
FY22 Amounts	3,360,884.00		342.24	5,764,606.34	1,729,381.90	

	FY22	FY23	FY23 (Reduced)
6	89.242	93	89
7	64.997	93	89
8	73.267	72	68
9	70.706	70	66
10	44.023	70	66
11	0	45	45
	342.235	443	

Title Revenue

Title I Allocation	178,290.00	
K-3	457.00	75,026.27
4-5	186.00	30,535.86
6-8	258.00	42,356.19
9-11	185.00	30,371.69
	1,086.00	178,290.00

Title II Allocation	30,662.00	
K-3	457.00	12,902.89
4-5	186.00	5,251.50
6-8	258.00	7,284.34
9-11	185.00	5,223.27
	1,086.00	30,662.00

Title III Immigrant Allo	33,080.00	
K-3	457.00	13,920.41
4-5	186.00	5,665.64
6-8	258.00	7,858.78
9-11	185.00	5,635.17
	1,086.00	33,080.00

Title IV Allocation	14,030.00	
K-3	457.00	5,903.97
4-5	186.00	2,402.93
6-8	258.00	3,333.09
9-11	185.00	2,390.01
	1,086.00	14,030.00

	Projected Recognition			
	Allocation	FY22	FY23	FY24
CRRSA-ESSER 2	623,843.00	215,748.52	408,094.48	
ARP ESSER 3	1,402,075.00	422,854.50	608,671.00	370,549.50

	FY23 Budget Lower Elementary	FY23 Budget Upper Elementary	FY23 Budget Middle	FY23 Budget High	FY23 Budget Network Operations	FY23 Budget Consolidated	Notes	
Assumptions:								
Enrollment	457	186	258	185		1,086	Assumption of variance of 94 students @ \$17,626 (\$1,656,844)	
SpEd 20-60%	-	1	11	15		27		
SpEd >60%	34	15	15	2		66		
Per Pupil Rate	17,626	17,626	17,626	17,626		17,626	Based on Approved \$17,626 Per Pupil Rate	
Facilities Rate	0%	0%	30%	30%		30%	No Rental Assistance at LES & UES	
Income								
4100 State Grants								
4101 Per Pupil Allocations	8,055,082	3,278,436	4,547,508	3,260,810		19,141,836	Based on Approved \$17,626 Per Pupil Rate	
4102 Per Pupil Allocations for SPED	648,047	297,458	400,215	191,212		1,536,933	SpEd 20-60% @ \$10,390, SpEd >60% @ \$19,049	
4103 NYSTL	18,901.00	6,993	2,835	4,158	4,914	18,901	FY22 Allocation	
4104 NYSSL	47,458.00	17,559	7,119	10,441	12,339	47,458	FY22 Allocation	
4105 NYSLIB	8,837.00	3,270	1,326	1,944	2,298	8,837	FY22 Allocation	
4109 Facilities Funding	2,236,739.40	-	-	515,915	1,720,824	2,236,739	12-79 Redfern Avenue & 15-20 Central Avenue, FY22 Actuals	
Total 4100 State Grants	8,730,952	3,587,174	5,480,182	5,192,397	0	22,990,704		
4200 Federal Grants								
4201 IDEA for Sp. Ed.	108,631.00	40,193	16,295	23,899	28,244	-	108,631	FY22 Actuals
4202 Title I - Part A	178,290.00	75,026	30,536	42,356	30,372	-	178,290	FY22 Allocation
4203 Title II - Part A	30,662.00	12,903	5,252	7,284	5,223	-	30,662	FY22 Allocation
4204 Title III (Immigrant) - Part A	33,080.00	13,920	5,666	7,859	5,635	-	33,080	FY22 Allocation
4205 Charter School Expansion Grant						699,000	699,000	Charter School Expansion Grant, FY23 Allocation
4206 E-Rate							-	
4207 CARES Act ESSER							-	
4208 Title IV	14,030.00	5,904	2,403	3,333	2,390	-	14,030	
4210 CRRSA ESSER II	408,094.48	-	-	-	-	408,094	408,094	
4211 ARP ESSER III	608,671.00	-	-	-	-	608,671	608,671	FY23 Allocation
Total 4200 Federal Grants	147,947	60,151	84,731	71,864	1,715,765	2,080,458		
Total Income	8,878,899	3,647,324	5,564,913	5,264,261	1,715,765	25,071,163		
Gross Profit	8,878,899	3,647,324	5,564,913	5,264,261	1,715,765	25,071,163		
5000 Compensation								
5100 Instructional Staff								
5101 Administrative Leadership	-	-	-	-	623,856	623,856	Assume 3% increase , see Staffing Details	
5102 Instructional Leadership	272,469	267,319	299,354	297,500	-	1,136,642	Assume 3% increase , see Staffing Details	
5103 Classroom Teachers	1,320,607	703,771	613,896	806,129	-	3,444,404	Assume 3% increase , see Staffing Details	
5104 Assistant Teachers	585,087	144,123	273,020	131,708	-	1,133,937	Assume 3% increase , see Staffing Details	
5105 Special Education Teachers	753,448	254,517	-	65,000	-	1,072,965	Assume 3% increase , see Staffing Details	
5106 ELL Teachers	70,206	-	35,103	35,103	-	140,412	Assume 3% increase , see Staffing Details	
5107 Music Teacher	65,000	-	65,000	65,000	100,000	295,000	Assume 3% increase , see Staffing Details	
5108 Art Teacher	62,902	65,000	65,000	-	-	192,902	Assume 3% increase , see Staffing Details	
5109 Physical Education Teacher	63,481	68,820	71,194	73,567	-	277,062	Assume 3% increase , see Staffing Details	
5110 Specialty Teachers	178,577	-	111,350	253,600	-	543,527	Assume 3% increase , see Staffing Details	
Total 5100 Instructional Staff	3,371,777	1,503,550	1,533,918	1,727,607	723,856	8,860,707		
5200 Non-Instructional Staff								
5201 Finance & Human Resources	-	-	-	-	311,687	311,687	Assume 3% increase , see Staffing Details	

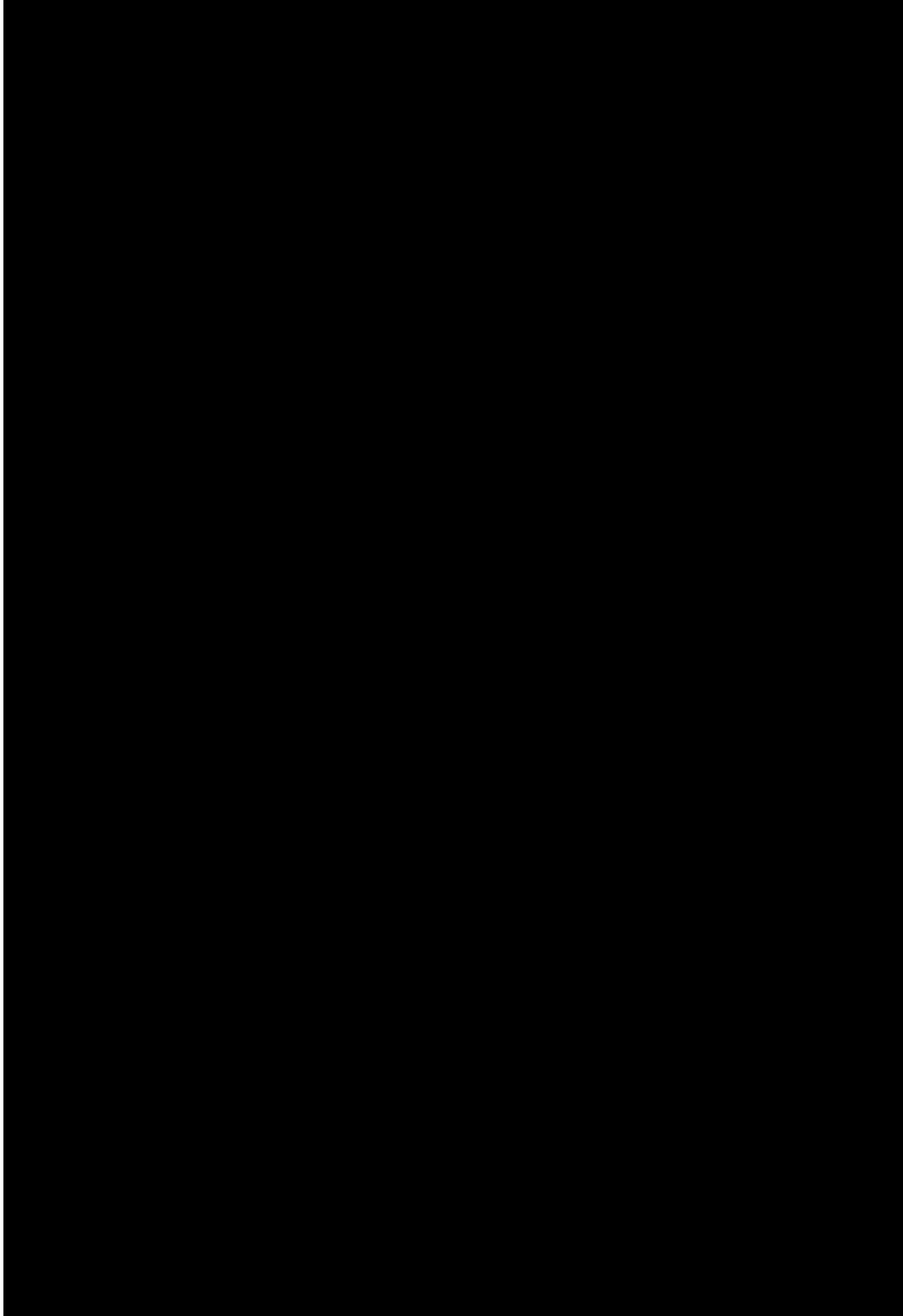
5202 Administration & Operations		221,090	116,991	182,351	182,351	505,226	1,208,009	Assume 3% increase , see Staffing Details
5204 Administrative Assistant		71,080	-	65,000	-	79,568	215,648	Assume 3% increase , see Staffing Details
5205 Custodian		164,487	74,709	110,424	159,864	-	509,484	Assume 3% increase , see Staffing Details
5206 Security Guards		87,805	43,903	131,708	87,805	66,950	418,172	Assume 3% increase , see Staffing Details
Total 5200 Non-Instructional Staff		544,462	235,603	489,484	430,021	963,430	2,662,999	
5300 Pupil Support								
5301 Pupil Support Services		295,586	65,000	338,611	261,882	436,926	1,398,006	Assume 3% increase , see Staffing Details
5302 School Aides		87,805	-	43,903	149,993	-	281,701	Assume 3% increase , see Staffing Details
Total 5300 Pupil Support		383,392	65,000	382,514	411,875	436,926	1,679,706	
Total 5000 Compensation		4,299,631	1,804,152	2,405,915	2,569,503	2,124,212	13,203,413	
5400 Benefits								
5402 NY State Unemployment Insurance	141,839.15	52,480	21,276	31,205	22,694	14,184	141,839	FY22 Actuals
5403 Social Security - EmployER	818,611.58	266,577	111,857	149,167	159,309	131,701	818,612	6.2% of total salary - included in ADP admin fees
5405 Medicare - EmployER	191,449.48	62,345	26,160	34,886	37,258	30,801	191,449	1.45% of total salary - included in ADP admin fees
5409 Medical Insurance	990,360.00	366,433	148,554	217,879	158,458	99,036	990,360	Assumed 6% Increase
5410 Dental Insurance	64,980.00	24,043	9,747	14,296	10,397	6,498	64,980	Assumed 6% Increase
5411 Vision Insurance	13,200.00	4,884	1,980	2,904	2,112	1,320	13,200	Assumed 6% Increase
5412 Life Insurance, STD, & LTD	84,075.00	31,108	12,611	18,497	13,452	8,408	84,075	Assumed 6% Increase
5414 Retirement 403(B) Match	230,088.00	85,133	34,513	50,619	36,814	23,009	230,088	Assumed 3% Increase
5420 Other Employer Taxes	38,586.00	14,277	5,788	8,489	6,174	3,859	38,586	Assumed 6% Increase
5422 HRA/FSA Diff Card Premium & Contributions	12,000.00	4,440	1,800	2,640	1,920	1,200	12,000	Assumed 6% Increase
Total 5400 Benefits		911,719	374,287	530,581	448,587	320,015	2,585,189	
6100 Administrative Expenses		55%	15%	15%	10%	5%		
6101 Office Supplies	72,000.00	39,600	10,800	10,800	7,200	3,600	72,000	
6102 Printer Supplies	15,000.00	8,250	2,250	2,250	1,500	750	15,000	
6103 Office Furn (non-asset)	15,000.00	8,250	2,250	2,250	1,500	750	15,000	
6104 Office Equipment (non-asset)	7,500.00	4,125	1,125	1,125	750	375	7,500	
6105 Copy Machine Lease	75,000.00	29,466	15,344	15,344	6,300	8,546	75,000	Atlantic A Program of De Lage Landen Financial Services Copy Machines, IGI
6106 Postage and Delivery	7,100.00	3,905	1,065	1,065	710	355	7,100	Assumed 10% increase based on FY22 trends
6107 Administrative Licenses, Software, & Subscriptions	9,911.00	3,355	1,639	1,639	1,639	1,639	9,911	Atlantic A Program of De Lage Landen Financial Services Temperature Scanning & Facial Recognition Kinect
6109 Dues, Licenses, & Subscriptions	60,000.00	33,000	9,000	9,000	6,000	3,000	60,000	Costco, e-bizork, Intuit, Direct TV, Teamviewer, Wisc, Zoom Assume 10% increase of actuals based on FY22 trends
6110 Team Building/Staff Lunch & App	60,000.00	33,000	9,000	9,000	6,000	3,000	60,000	Edible Arrangements, Food, Hilton Assume 10% increase, Annual Staff Party, meals for staff meetings
6111 Student/Family Appreciation	60,000.00	33,000	9,000	9,000	6,000	3,000	60,000	Lottery expenses, Graduations
6115 Student Uniforms/Apparel	5,325.71	2,929	799	799	533	266	5,326	MJM Uniforms, Omni Cheer, 333 Apparel, Barry Kimler Assume 10% increase based on FY22 trends, offset with student collection
6119 Classroom Furniture and Equipment (non-asset)	19,843.67	10,914	2,977	2,977	1,984	992	19,844	School Outfitters New 1st Grade class, COVID-19
6120 Insurance								
6121 Insurance Fees	142.13	78	21	21	14	7	142	Arthur J Gallagher
6122 Insurance - Directors & Officers	-	-	-	-	-	-	-	Arthur J Gallagher
6123 Insurance - Excess Liability	15,320.00	8,426	2,298	2,298	1,532	766	15,320	Arthur J Gallagher
6124 Insurance - General Liability & Property	127,422.30	70,082	19,113	19,113	12,742	6,371	127,422	Arthur J Gallagher
Total 6120 Insurance	142,884.43	78,586	21,433	21,433	14,288	7,144	142,884	
Total 6100 Administrative Expenses		288,381	86,681	86,681	54,404	33,418	549,565	
6200 Professional Services		55%	15%	15%	10%	5%		
6201 Audit/Accounting Services	32,000.00	17,600	4,800	4,800	3,200	1,600	32,000	PKF O'Connor Assume 3% increase based on FY22 actuals, audit & 990 preparation
6202 Payroll Services	470,500.00	258,775	70,575	70,575	47,050	23,525	470,500	ADP Assume 3% increase ADP service fees
6203 Communication & Compliance Consulting Services	175,000.00	96,250	26,250	26,250	17,500	8,750	175,000	HCWC
6204 Legal Services - Paid	25,000.00	13,750	3,750	3,750	2,500	1,250	25,000	Akerman Assume 3% increase based on FY22 trends
6205 Educational Consulting	300,000.00	165,000	45,000	45,000	30,000	15,000	300,000	JPS, ESS
6206 Financial Management Services	85,000.00	46,750	12,750	12,750	8,500	4,250	85,000	CSBM CFO & Controller level support
6207 Substitute Teacher Services	25,000.00	13,750	3,750	3,750	2,500	1,250	25,000	
6210 ERate Consulting	15,000.00	8,250	2,250	2,250	1,500	750	15,000	ERATE ADVANTAGE
6212 Contracted Security Services	50,000.00	27,500	7,500	7,500	5,000	2,500	50,000	EAST GATE SECURITY

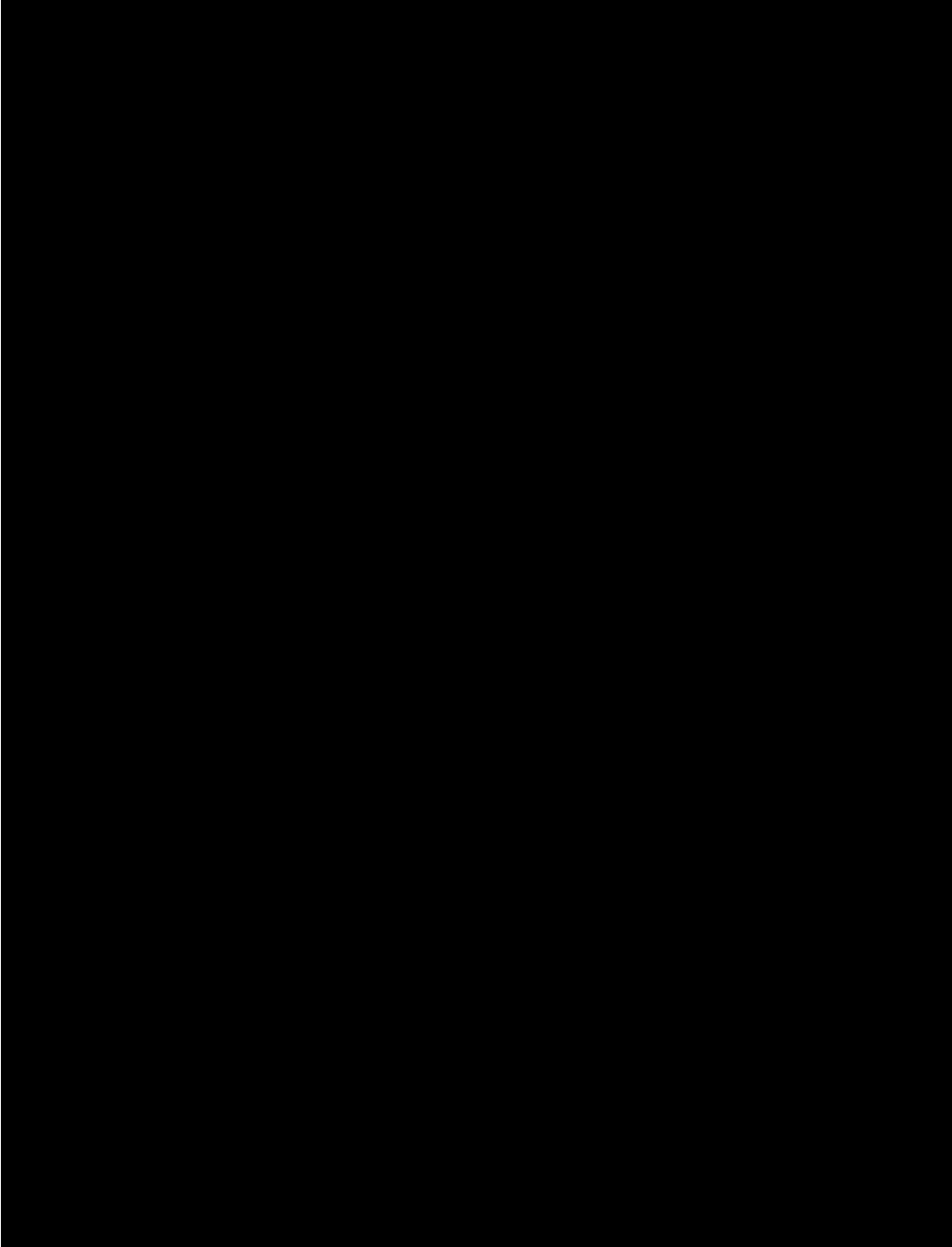
6216 Cleaning Services	50,000.00	27,500	7,500	7,500	5,000	2,500	50,000	THE PROFESSIONALS
Total 6200 Professional Services		675,125	184,125	184,125	122,750	61,375	1,227,500	
6300 Professional Development		55%	15%	15%	10%	5%		
6301 Instructional Staff PD	75,000.00	41,250	11,250	11,250	7,500	3,750	75,000	Power Schools, TeachBoost
6302 Non-Instructional Staff PD	10,000.00	5,500	1,500	1,500	1,000	500	10,000	
6303 Board Development/ Strategic Planning	15,000.00	8,250	2,250	2,250	1,500	750	15,000	
6304 Tuition and Cert Reimbursement	50,000.00	27,500	7,500	7,500	5,000	2,500	50,000	
6305 Conferences and Workshops	5,000.00	2,750	750	750	500	250	5,000	
Total 6300 Professional Development		85,250	23,250	23,250	15,500	7,750	155,000	
6400 Marketing and Staff/Student Rec		55%	15%	15%	10%	5%		
6401 Advertising	11,000.00	6,050	1,650	1,650	1,100	550	11,000	
6402 Student Recruiting	50,000.00	30,000	7,500	7,500	5,000	-	50,000	VANGUARD
6404 Staff Recruiting	25,000.00	13,750	3,750	3,750	2,500	1,250	25,000	LINKEDIN, LEVER, INDEED
6405 Website Maintenance	13,500.00	7,425	2,025	2,025	1,350	675	13,500	HCWC
Total 6400 Marketing and Staff/Student Rec		57,225	14,925	14,925	9,950	2,475	99,500	
7100 Curriculum & Classroom Expenses		60%	15%	15%	10%	0%		
7101 Classroom Libraries	15,000.00	9,000	2,250	2,250	1,500	-	15,000	
7102 Curric Textbooks and Other Curr	150,000.00	90,000	22,500	22,500	15,000	-	150,000	
7105 Music	20,000.00	12,000	3,000	3,000	2,000	-	20,000	
7106 Student Transportation	-	-	-	-	-	-	-	
7107 Curriculum Licenses & Subscriptions	200,000.00	120,000	30,000	30,000	20,000	-	200,000	NEWSELA
7108 Standardized Test Materials/Ass	29,480.86	17,689	4,422	4,422	2,948	-	29,481	
7109 Student Field Trips	20,000.00	12,000	3,000	3,000	2,000	-	20,000	
7110 Classroom Supplies	75,000.00	45,000	11,250	11,250	7,500	-	75,000	
7112 Physical Movement/Recess Suppli	15,000.00	9,000	2,250	2,250	1,500	-	15,000	
7115 NYSTL Expense	18,901.00	11,341	2,835	2,835	1,890	-	18,901	FAMIS FY22 Allocation
7116 NYSSL Expense	47,458.00	28,475	7,119	7,119	4,746	-	47,458	FAMIS FY22 Allocation
7117 NYSLIB Expense	8,837.00	5,302	1,326	1,326	884	-	8,837	FAMIS FY22 Allocation
7118 Student Information Management System	20,000.00	12,000	3,000	3,000	2,000	-	20,000	POWER SCHOOL
Total 7100 Curriculum & Classroom Expenses		371,806	92,952	92,952	61,968	0	619,677	
8100 Facility		55%	15%	15%	10%	5%		
8102 Utilities	250,000.00	137,500	37,500	37,500	25,000	12,500	250,000	PSEG, Superior Elevator Tech, National Grid
8103 Building Permits	-	-	-	-	-	-	-	
8104 Rent Expense	5,302,673.54	645,763	645,763	515,915	2,879,061	616,171	5,302,674	3% Increase on all rent, includes 15-20 Central Avenue
8105 Signage	-	-	-	-	-	-	-	
8106 Real Estate Taxes	300,000.00	36,534	36,534	29,188	162,884	34,860	300,000	Actual Real Estate Taxes per NYC Department of Buildings, includes 15-20 Central Avenue
8111 Relocation Expense	-	-	-	-	-	-	-	
8114 Custodial Supplies	80,000.00	44,000	12,000	12,000	8,000	4,000	80,000	ULINE
8115 Landscaping	15,000.00	8,250	2,250	2,250	1,500	750	15,000	
8120 Repair & Maintenance	100,000.00	55,000	15,000	15,000	10,000	5,000	100,000	
8125 Deferred Rent Expense	-	-	-	-	-	-	-	
Total 8100 Facility		927,047	749,047	611,853	3,086,445	673,282	6,047,674	
8200 Technology/Communication Expense		67%		23%	10%			
8201 Phone/Fax Expenses	40,000.00	26,800	-	9,200	4,000	-	40,000	FUSION
8202 Mobile Phone Expenses	15,000.00	10,050	-	3,450	1,500	-	15,000	AT&T
8203 Internet Connectivity Expenses	120,000.00	80,400	-	27,600	12,000	-	120,000	CTS, INTERGLOBE
8204 Network Maintenance/Tech Suppor	15,000.00	10,050	-	3,450	1,500	-	15,000	
8205 Technology Consultants	88,000.00	58,960	-	20,240	8,800	-	88,000	CTS
8207 Website Consultants/Expenses	15,000.00	10,050	-	3,450	1,500	-	15,000	
8208 Technology Supplies	20,000.00	13,400	-	4,600	2,000	-	20,000	Assume 5% increase based on FY22 trends, Chrome book Ins, misc parts/supplies - 300 Chromebooks
8209 Technology Equipment (non-asset)	15,000.00	10,050	-	3,450	1,500	-	15,000	Assume 5% increase based on FY22 trends, computer Ins, Wasp Inv mgmt, virus protection, central station monitoring
8210 Technology Licenses, Software, & Subscriptions	100,000.00	67,000	-	23,000	10,000	-	100,000	

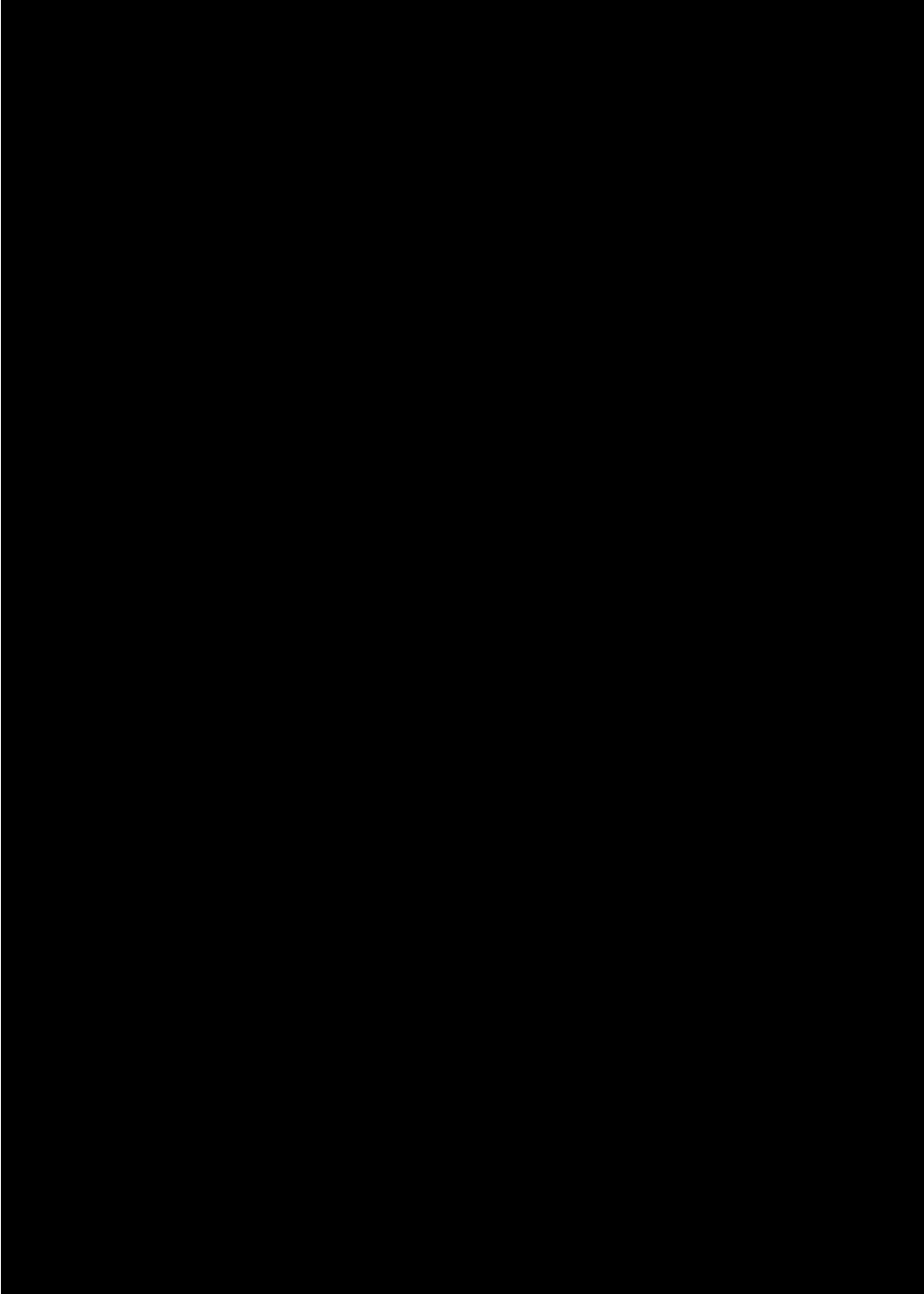
Total 8200 Technology/Communication Expense	286,760	0	98,440	42,800	0	428,000	
8800 Miscellaneous Expenses							
8801 Bank Service Charges	1200	660	180	180	120	60	1,200
Total 8800 Miscellaneous Expenses	660	180	180	120	60	1,200	
8900 Depreciation Expense	-	-	-	-	-	-	-
Total Expenses	7,903,604	3,329,599	4,048,901	6,412,027	3,222,586	24,916,717	
Net Operating Income for FY21	975,294	317,726	1,516,012	(1,147,766)	(1,506,820)	154,446	

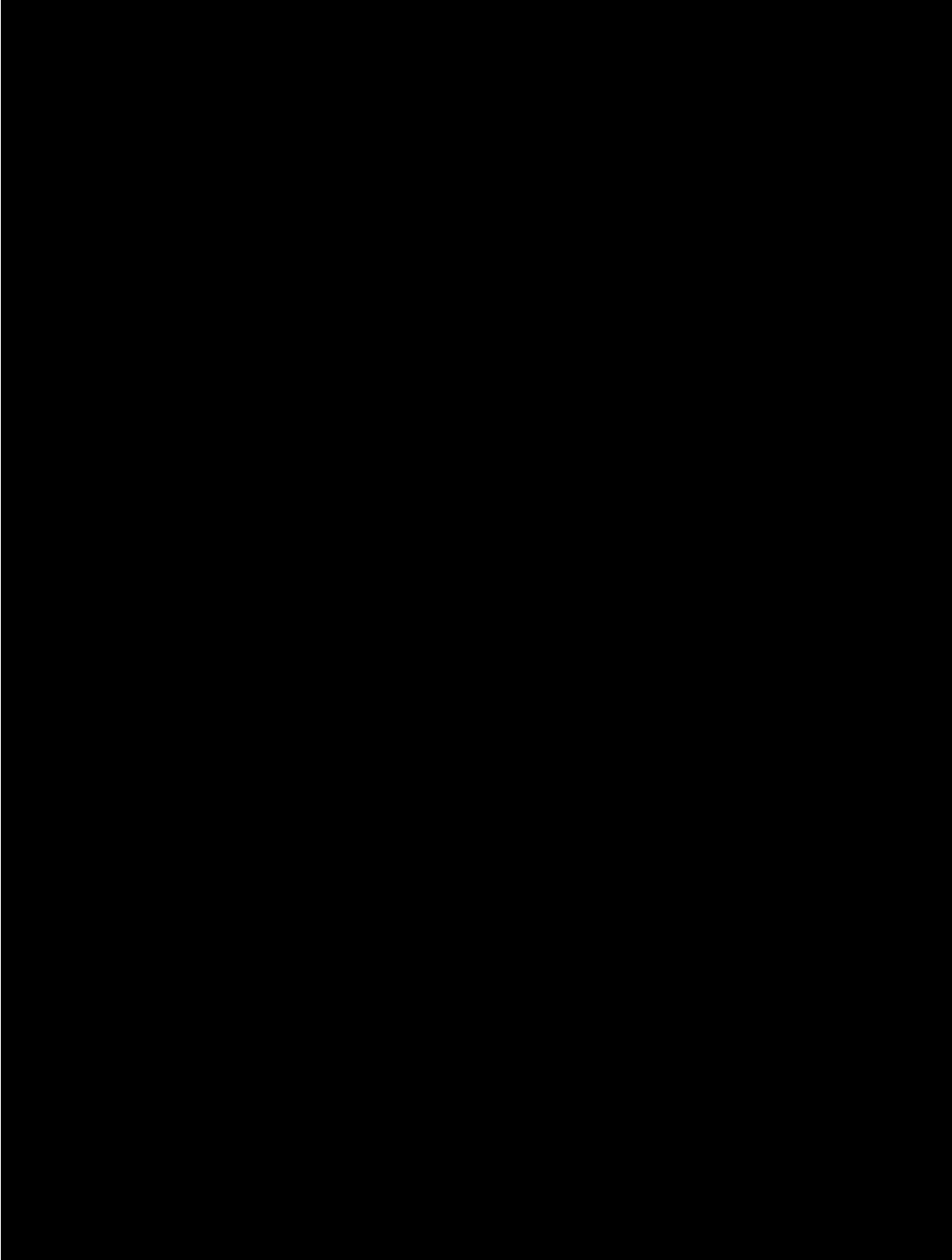
Carryover to FY21-22 (Operating Account(s) Only)							\$1,000,000
*Cash balance available once all FY21-22 obligations & receivables have been settled							

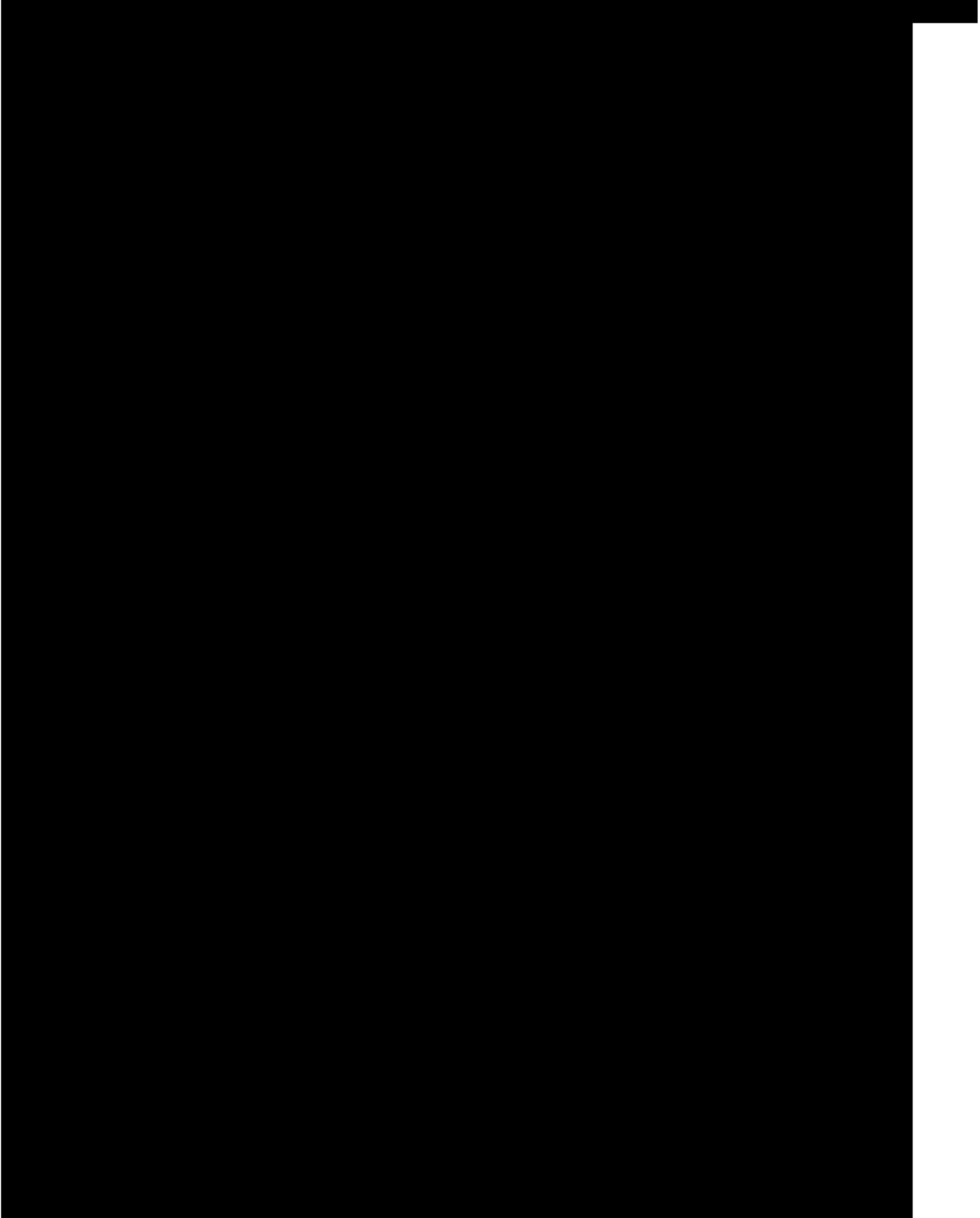


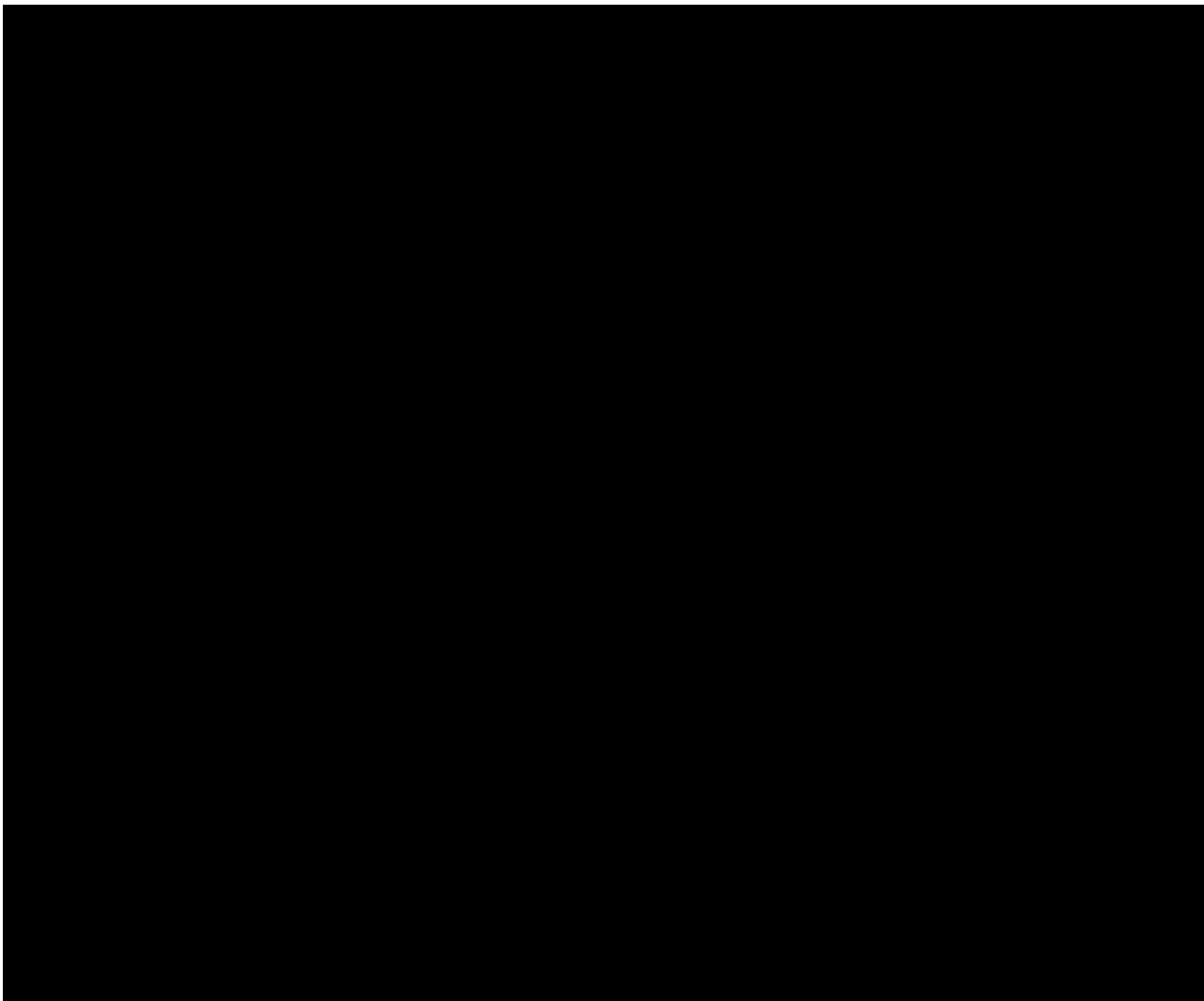














ATTACHMENT #13

Challenge Preparatory Charter School

Employee Handbook

2022 - 2023



ABOUT THIS HANDBOOK/DISCLAIMER

We prepared this handbook to help employees find the answers to many questions that they may have regarding their employment with Challenge Preparatory Charter School. Please take the necessary time to read it.

We do not expect this handbook to answer all questions. Supervisors and Human Resources also serve as a major source of information.

Neither this handbook nor any other verbal or written communication by a management representative is, nor should it be considered to be, an agreement, contract of employment, express or implied, or a promise of treatment in any particular manner in any given situation, nor does it confer any contractual rights whatsoever. Challenge Preparatory Charter School adheres to the policy of employment at will, which permits the School or the employee to end the employment relationship at any time, for any reason, with or without cause or notice.

No School representative other than the CEO may modify at-will status and/or provide any special arrangement concerning terms or conditions of employment in an individual case or generally and any such modification must be signed and in writing.

Many matters covered by this handbook, such as benefit plan descriptions, are also described in separate School documents. These School documents are always controlling over any statement made in this handbook or by any member of management.

This handbook states only general School guidelines. The School may, at any time, in its sole discretion, modify or vary from anything stated in this handbook, with or without notice, except for the rights of the parties to end employment at will, which may only be modified by an express written agreement signed by the employee and the CEO.

This handbook supersedes all prior handbooks.

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Section 1 - Governing Principles of Employment

1-1. Introduction

For employees who are commencing employment with Challenge Preparatory Charter School ("Challenge Preparatory Charter School" or the "School"), on behalf of Challenge Preparatory Charter School, let me extend a warm and sincere welcome.

For employees who have been with us, thanks for your past and continued service.

I extend my personal best wishes for success and happiness here at Challenge Preparatory Charter School. We understand that it is our employees who provide the services that our scholars and families rely upon, and who will enable us to create new opportunities in the years to come.

Dr. Les Mullings, CEO

1-2. Equal Employment Opportunity

Challenge Preparatory Charter School is an Equal Opportunity Employer that does not discriminate on the basis of actual or perceived race, creed, color, religion, alienage or national origin, ancestry, citizenship status, age, disability or handicap, sex, marital status, veteran status, sexual orientation, genetic information, arrest record, or any other characteristic protected by applicable federal, state or local laws. Our management team is dedicated to this policy with respect to recruitment, hiring, placement, promotion, transfer, training, compensation, benefits, employee activities and general treatment during employment.

The School will endeavor to make a reasonable accommodation to the known physical or mental limitations of qualified employees with disabilities unless the accommodation would impose an undue hardship on the operation of our business. If you need assistance to perform your job duties because of a physical or mental condition, please let Human Resources know. Employees may also contact the ADP MyLife Advisors at (844) 448-0325.

The School will endeavor to accommodate the sincere religious beliefs of its employees to the extent such accommodation does not pose an undue hardship on the School's operations. If you wish to request such an accommodation, please speak to Human Resources. Employees may also contact the ADP MyLife Advisors at (844) 448-0325.

If you feel that you have been subjected to conduct which violates this policy, you should immediately report the matter to your supervisor. If you are unable for any reason to contact this person, or if you have not received a satisfactory response within five (5) business days after reporting any incident of what you perceive to be a violation of this policy, please contact your second level supervisor.

Note: If your supervisor or next level manager is the person toward whom the complaint is directed you should contact any higher level manager in your reporting chain. Employees may also contact the ADP MyLife Advisors at (844) 448-0325 if they are uncomfortable for any reason using the above procedure. The Company will not allow any form of retaliation against individuals who raise issues of equal employment opportunity.

If you feel you have been subjected to any such retaliation, report it in the same manner you would report a perceived violation of this policy. To ensure our workplace is free of artificial barriers, violation of this policy including any improper retaliatory conduct will lead to discipline, up to and including discharge.

1-3. New York City Pregnancy Accommodations

Pursuant to the New York City Human Rights Law, the School prohibits unlawful discrimination on the basis of pregnancy or perceived pregnancy and will endeavor to reasonably accommodate the needs of an employee for her pregnancy, childbirth or related medical condition to allow her to perform the essential requisites of the job, provided that such employee's pregnancy, childbirth or related medical condition is known or should have been known by the School, and the proposed accommodation does not impose an undue hardship on the School.

Any employee who needs to request an accommodation due to pregnancy, childbirth or a related medical condition should contact the Director of Finance. If an employee requested an accommodation but has not received an initial response within five (5) business days, she should contact Human Resources.

After receiving a request for an accommodation due to pregnancy, childbirth or a related medical condition, or learning indirectly that an employee requires such an accommodation, the School will engage in a cooperative dialogue with the employee. Even if an employee has not formally requested an accommodation, the School, in compliance with applicable law, may initiate a cooperative dialogue under certain circumstances, such as when the School has knowledge that an employee's performance at work has been negatively affected and also has a reasonable basis to believe that the issue is related to pregnancy, childbirth or related medical condition.

The cooperative dialogue may take place in person, by telephone or by electronic means. As part of the cooperative dialogue, the School will communicate openly and in good faith with the employee in a timely manner in order to determine whether and how the School may be able to provide a reasonable accommodation. To the extent necessary and appropriate based on the request, the School will attempt to explore the existence and feasibility of alternative accommodations as well as alternative positions for the employee. The School is not required to provide the specific accommodation sought by an employee, provided the alternatives are reasonable and either meet the specific needs of the employee or specifically address the employee's limitation.

As part of the cooperative dialogue, the School reserves the right to request medical documentation from an employee under the following circumstances:

- when an employee requests time away from work, including for medical appointments, other than time off requested during the six- (6) to eight- (8) week period following childbirth (for recovery from childbirth); or
- when an employee requests to work from home, either on an intermittent basis or a longer-term basis.

If the School believes that the provided documentation is insufficient, and before denying the request based on insufficient documentation, the School reserves the right to request additional documentation from the employee or, upon the employee's consent, speak with the health care provider who provided the documentation. If applicable, an employee whose time off is covered by the Family Medical Leave Act (FMLA) may also be required to provide medical documentation, depending on the circumstances of the leave request, pursuant to federal law.

At the conclusion of the cooperative dialogue, the School will provide written notice to the employee in a timely manner indicating that the School:

- will be able to offer and provide a reasonable accommodation;
- will not be able to provide a reasonable accommodation to the employee because there is no accommodation available that will not cause an undue hardship on the School's operations; or
- will not be able to provide a reasonable accommodation to the employee because no accommodation exists that will allow the employee to perform the essential requisites of the job.

The School will endeavor to keep confidential communications regarding requests for reasonable accommodations and all circumstances surrounding an employee's pregnancy, childbirth or related medical condition.

Employees with questions regarding this policy should contact the Director of Finance.

1-4. New York City Supplemental Gender Discrimination

In accordance with New York City law, the School prohibits unlawful discrimination in employment on the basis of gender. For purposes of this policy, gender is an individual's actual or perceived sex, gender identity and gender expression, including a person's actual or perceived gender-related self-image, appearance, behavior, expression or other gender-related characteristic regardless of the sex assigned to that person at birth.

The School is dedicated to ensuring the fulfillment of this policy as it applies to all terms and conditions of employment, including recruitment, hiring, placement, promotion, transfer, training, compensation, benefits, accommodation requests, access to programs and facilities, employee activities and general treatment during employment.

In furtherance of this policy:

- The School gives employees the option of indicating their preferred gender pronoun. The School's systems allow employees to self-identify their names and genders and do not limit such identifications to male and female only.
- All employees and other individuals have access to single-sex facilities consistent with their gender identity or expression. To the extent possible, the School provides single-occupancy restrooms and provides multi-user facilities for individuals with privacy concerns, but will not require use of a single-occupancy bathroom because an individual is transgender or gender non-conforming.
- The School's dress code and grooming standards are gender neutral, and therefore do not

differentiate or impose restrictions or requirements based on gender or sex.

- The School evaluates all requests for accommodations (including requests for medical leaves) in a fair and non-discriminatory manner.
- Employees who engage with the public as part of their job duties are required to do so in a respectful, non-discriminatory manner by respecting gender diversity and ensuring that members of the public are not subject to discrimination (including discrimination with respect to single-sex programs and facilities).

Employees with issues or concerns regarding gender discrimination or who feel they have been subjected to such discrimination can contact the CEO. The School prohibits and does not tolerate retaliation against employees who report issues or concerns of gender discrimination pursuant to this policy in good faith.

1-5. Non-Harassment

It is Challenge Preparatory Charter School's policy to prohibit intentional and unintentional harassment of any individual by another person on the basis of any protected classification including, but not limited to, race, color, national origin, disability, religion, marital status, veteran status, sexual orientation or age. The purpose of this policy is not to regulate our employees' personal morality, but to ensure that in the workplace, no one harasses another individual.

If an employee feels that he or she has been subjected to conduct which violates this policy, he or she should immediately report the matter to the CEO. If the employee is unable for any reason to contact this person, or if the employee has not received a satisfactory response within five (5) business days after reporting any incident of what the employee perceives to be harassment, the employee should contact the Director of Finance. If the person toward whom the complaint is directed is one of the individuals indicated above, the employee should contact any higher-level manager in his or her reporting hierarchy. Employees may also contact the ADP MyLife Advisors at (844) 448-0325 if they are uncomfortable for any reason using the above procedure. Every report of perceived harassment will be fully investigated and corrective action will be taken where appropriate. All complaints will be kept confidential to the extent possible, but confidentiality cannot be guaranteed. In addition, the School will not allow any form of retaliation against individuals who report unwelcome conduct to management or who cooperate in the investigations of such reports in accordance with this policy.

If an employee feels he or she has been subjected to any such retaliation, he or she should report it in the same manner in which the employee would report a claim of perceived harassment under this policy. Violation of this policy including any improper retaliatory conduct will result in disciplinary action, up to and including discharge. All employees must cooperate with all investigations.

1-6. Sexual Harassment

It is Challenge Preparatory Charter School's policy to prohibit harassment of any employee by any Supervisor, employee, customer or vendor on the basis of sex or gender. The purpose of this policy is not to regulate personal morality within the Company. It is to ensure that at the Company all employees are free from sexual harassment. While it is not easy to define precisely what types of

conduct could constitute sexual harassment and there is a wide range of behavior that may violate this policy even if such behavior does not violate the law, examples of prohibited behavior include unwelcome sexual advances, requests for sexual favors, obscene gestures, displaying sexually graphic magazines, calendars or posters, sending sexually explicit e-mails, text messages and other verbal or physical conduct of a sexual nature, such as uninvited touching of a sexual nature or sexually related comments. Depending upon the circumstances, improper conduct also can include sexual joking, vulgar or offensive conversation or jokes, commenting about an employee's physical appearance, conversation about your own or someone else's sex life, or teasing or other conduct directed toward a person because of his or her gender which is sufficiently severe or pervasive to create an unprofessional and hostile working environment.

If you feel that you have been subjected to conduct which violates this policy, you should immediately report the matter to your Supervisor. If you are unable for any reason to contact this person, or if you have not received a satisfactory response within five (5) business days after reporting any incident of what you perceive to be harassment, please contact the next level Manager. Note: If your Supervisor or next level Manager is the person toward whom the complaint is directed, you should contact any higher level Manager in your reporting chain. Employees may also contact the ADP MyLife Advisors at (844) 448-0325 if they are uncomfortable for any reason using the above procedure. Every report of perceived harassment will be fully investigated and corrective action will be taken where appropriate. All complaints will be kept confidential to the extent possible, but confidentiality cannot be guaranteed. In addition, the Company will not allow any form of retaliation against individuals who report unwelcome conduct to management or who cooperate in the investigations of such reports in accordance with this policy. If you feel you have been subjected to any such retaliation, report it in the same manner you would report a claim of perceived harassment under this policy. Violation of this policy including any improper retaliatory conduct will result in disciplinary action, up to and including discharge. All employees must cooperate with all investigations.

1-7. Drug-Free and Alcohol-Free Workplace

To help ensure a safe, healthy and productive work environment for our employees and others, to protect School property, and to ensure efficient operations, the School has adopted a policy of maintaining a workplace free of drugs and alcohol. This policy applies to all employees and other individuals who perform work for the School.

The unlawful or unauthorized use, abuse, solicitation, theft, possession, transfer, purchase, sale or distribution of controlled substances, drug paraphernalia or alcohol by an individual anywhere on School premises, while on School business (whether or not on School premises) or while representing the School, is strictly prohibited. Employees and other individuals who work for the School also are prohibited from reporting to work or working while they are using or under the influence of alcohol or any controlled substances, which may impact an employee's ability to perform his or her job or otherwise pose safety concerns, except when the use is pursuant to a licensed medical practitioner's instructions and the licensed medical practitioner authorized the employee or individual to report to work. However, this does not extend any right to report to work under the influence of medical marijuana or to use medical marijuana as a defense to a positive drug test, to the extent an employee is subject to any drug testing requirement, to the extent permitted by and in accordance with applicable law.

Violation of this policy will result in disciplinary action, up to and including discharge.

The School maintains a policy of non-discrimination and will endeavor to make reasonable accommodations to assist individuals recovering from substance and alcohol dependencies, and those who have a medical history which reflects treatment for substance abuse conditions. However, employees may not request an accommodation to avoid discipline for a policy violation. We encourage employees to seek assistance before their substance abuse or alcohol misuse renders them unable to perform the essential functions of their jobs, or jeopardizes the health and safety of any School employee, including themselves.

1-8. Workplace Violence

Challenge Preparatory Charter School is strongly committed to providing a safe workplace. The purpose of this policy is to minimize the risk of personal injury to employees and damage to School and personal property.

We do not expect employees to become experts in psychology or to physically subdue a threatening or violent individual. Indeed, we specifically discourage employees from engaging in any physical confrontation with a violent or potentially violent individual. However, we do expect and encourage employees to exercise reasonable judgment in identifying potentially dangerous situations.

Experts in the mental health profession state that prior to engaging in acts of violence, troubled individuals often exhibit one or more of the following behaviors or signs: over-resentment, anger and hostility; extreme agitation; making ominous threats such as bad things will happen to a particular person, or a catastrophic event will occur; sudden and significant decline in work performance; irresponsible, irrational, intimidating, aggressive or otherwise inappropriate behavior; reacting to questions with an antagonistic or overtly negative attitude; discussing weapons and their use, and/or brandishing weapons in the workplace; overreacting or reacting harshly to changes in School policies and procedures; personality conflicts with co-workers; obsession or preoccupation with a co-worker or Supervisor; attempts to sabotage the work or equipment of a co-worker; blaming others for mistakes and circumstances; or demonstrating a propensity to behave and react irrationally.

Prohibited Conduct

Threats, threatening language or any other acts of aggression or violence made toward or by any School employee WILL NOT BE TOLERATED. For purposes of this policy, a threat includes any verbal or physical harassment or abuse, any attempt at intimidating or instilling fear in others, menacing gestures, flashing of weapons, stalking or any other hostile, aggressive, injurious or destructive action undertaken for the purpose of domination or intimidation. To the extent permitted by law, employees and visitors are prohibited from carrying weapons onto School premises.

Procedures for Reporting a Threat

All potentially dangerous situations, including threats by co-workers, should be reported immediately to any member of management with whom the employee feels comfortable. Employees may also call the ADP MyLife Advisors at (844) 448-0325. Reports of threats may be maintained confidential to the extent maintaining confidentiality does not impede our ability to investigate and respond to the complaints. All threats will be promptly investigated. All employees must cooperate with all investigations. No employee will be subjected to retaliation, intimidation or disciplinary action as a result of reporting a threat in good faith under this policy.

If the School determines, after an appropriate good faith investigation, that someone has violated this policy, the School will take swift and appropriate corrective action.

If an employee is the recipient of a threat made by an outside party, that employee should follow the steps detailed in this section. It is important for us to be aware of any potential danger in our offices. Indeed, we want to take effective measures to protect everyone from the threat of a violent act by an employee or by anyone else.

Section 2 - Operational Policies

2-1. Employee Classifications

For purposes of this handbook, all employees fall within one of the classifications below.

Full-Time Employees - Employees who regularly work at least 40 hours per week who were not hired on a short-term basis.

Part-Time Employees - Employees who regularly work fewer than 40 hours per week who were not hired on a short-term basis.

Short-Term Employees - Employees who were hired for a specific short-term project, or on a short-term freelance, per diem or temporary basis. Short-Term Employees generally are not eligible for School benefits, but are eligible to receive statutory benefits.

Employees who regularly work at least 30 or more hours per week who were not hired on a short-term basis are eligible for health insurance benefits.

In addition to the above classifications, employees are categorized as either "**exempt**" or "**non-exempt**" for purposes of federal and state wage and hour laws. Employees classified as exempt do not receive overtime pay; they generally receive the same weekly salary regardless of hours worked. Such salary may be paid less frequently than weekly. The employee will be informed of these classifications upon hire and informed of any subsequent changes to the classifications.

2-2. Your Employment Records

In order to obtain their position, employees provided us with personal information, such as address and telephone number. This information is contained in the employee's personnel file.

The employee should keep his or her personnel file up to date by informing the Director of Finance of any changes. The employee also should inform the Director of Finance of any specialized training or skills he or she may acquire in the future, as well as any changes to any required visas. Unreported changes of address, marital status, etc. can affect withholding tax and benefit coverage. Further, an "out of date" emergency contact or an inability to reach the employee in a crisis could cause a severe health or safety risk or other significant problem.

2-3. Working Hours and Schedule

Challenge Preparatory Charter School normally is open for business from 7:45 am to 4:30 pm, Monday through Friday. The employee will be assigned a work schedule and will be expected to begin and end work according to the schedule. To accommodate the needs of our business, at some point we may need to change individual work schedules on either a short-term or long-term basis.

Employees will be provided meal and rest periods as required by law. A Supervisor will provide further details.

2-4. New York City Temporary Schedule Change

Employees who work 80 or more hours in New York City in a calendar year and have been employed by Challenge Preparatory Charter School for 120 or more days are eligible for two (2) temporary changes to their work schedules each calendar year for certain "personal events."

Personal Events

A "personal event" includes the following:

- the need to care for a child under the age of 18 for whom the employee provides direct and ongoing care;
- the need to care for an individual ("care recipient") with a disability who is a family member or who resides in the caregiver's household for whom the employee provides direct and ongoing care to meet the needs of daily living;
- the need to attend a legal proceeding or hearing for public benefits to which the employee, a family member or the employee's minor child or care recipient is a party; or
- any other reason for which the employee may use leave under New York City's Paid Safe and Sick Leave law.

For purposes of this policy a "family member" includes: a child (biological, adopted, or foster child, legal ward, child of an employee standing in loco parentis); a grandchild; a spouse (current or former regardless of whether they reside together); a domestic partner (current or former regardless of whether they reside together); a parent; a grandparent; a child or parent of an employee's spouse or domestic partner; a sibling (including a half-, adopted or step-sibling); any other individual related by blood to the employee; and any individual whose close association with the employee is the equivalent of family.

Temporary Schedule Change

A temporary schedule change may last up to one (1) business day on two (2) separate occasions or up to two (2) business days on one (1) occasion each calendar year. A business day is any 24-hour period during which an employee is required to work any amount of time.

A temporary change means an adjustment to an employee's usual schedule including in the hours, times or locations an employee is expected to work. The change can include:

- using short-term unpaid leave;
- using paid time off;
- working remotely; or
- swapping or shifting working hours with a co-worker.

The School has the option of granting unpaid leave in lieu of the temporary change requested by the employee.

Request for Schedule Change

Request for a temporary schedule change must be made orally or in writing to the School or to the

employee's direct supervisor as soon as practicable after the employee becomes aware of the need for the change. The request should include:

- the date of the temporary schedule change;
- that the change is due to a personal event; and
- proposed type of temporary schedule change (unless the employee would like to use leave without pay).

The School will respond immediately to such requests. Assuming the employee has not exceeded the number of allowable requests and the request is for a qualifying reason, the School will either approve the proposed type of temporary schedule change or provide leave without pay. The School also may offer employees the ability to use paid time off. Employees will not be required to use leave under New York City's Paid Safe and Sick Leave law for a temporary schedule change.

If the employee requested the schedule change in person or by phone, the employee must submit a written request no later than the second business day after the employee returns to work. The employee should include in the written request the date of the temporary schedule change and that the change was due to a personal event.

The School will provide a written response to any written request for temporary schedule change within 14 days. The response will include:

- if the request was granted or denied;
- how the request was accommodated (if granted) or the reason for denial (if denied);
- number of requests the employee has made for temporary schedule changes; and
- how many days the employee has left in the year for temporary schedule changes.

Employees have the right to temporary schedule changes and may file a complaint for alleged violations of this policy and applicable law with the New York City Department of Consumer Affairs. The School prohibits retaliation or the threat of retaliation against an employee for exercising or attempting to exercise any right provided in this policy and applicable law, or interference with any investigation, proceeding or hearing related to or arising out of employees' rights pursuant to this policy and applicable law.

Employees with questions concerning this policy should contact the Director of Finance.

2-5. Timekeeping Procedures

Employees must record their actual time worked for payroll and benefit purposes. Non-exempt employees must record the time work begins and ends, as well as the beginning and ending time of any departure from work for any non-work-related reason, on forms as prescribed by management.

Altering, falsifying or tampering with time records is prohibited and subjects the employee to discipline, up to and including discharge.

Exempt employees are required to record their daily work attendance and report full days of absence from work for reasons such as leaves of absence, sick leave or personal business.

Non-exempt employees may not start work until their scheduled starting time.

It is the employee's responsibility to sign time records to certify the accuracy of all time recorded. Any errors in the time record should be reported immediately to a Supervisor, who will attempt to correct legitimate errors.

2-6. Overtime

Like most successful companies, we experience periods of extremely high activity. During these busy periods, additional work is required from all of us. Supervisors are responsible for monitoring business activity and requesting overtime work if it is necessary. Effort will be made to provide employees with adequate advance notice in such situations.

Any non-exempt employee who works overtime will be compensated at the rate of one and one-half times (1.5) their normal hourly wage for all time worked in excess of forty (40) hours each week, unless otherwise required by law.

Employees may work overtime only with prior management authorization.

For purposes of calculating overtime for non-exempt employees, the workweek begins at 12 a.m. on Monday and ends 168 hours later at 12 a.m. on the following Monday.

2-7. Safe Harbor Policy for Exempt Employees

It is our policy and practice to accurately compensate employees and to do so in compliance with all applicable state and federal laws. To ensure proper payment and that no improper deductions are made, employees must review pay stubs promptly to identify and report all errors.

Employees classified as exempt salaried employees will receive a salary which is intended to compensate them for all hours they may work for Challenge Preparatory Charter School. This salary will be established at the time of hire or classification as an exempt employee. While it may be subject to review and modification from time to time, such as during salary review times, the salary will be a predetermined amount that will not be subject to deductions for variations in the quantity or quality of the work performed.

Under federal and state law, salary is subject to certain deductions. For example, unless state law requires otherwise, salary can be reduced for the following reasons:

- full-day absences for personal reasons;
- full-day absences for sickness or disability;
- full-day disciplinary suspensions for infractions of our written policies and procedures;
- family and Medical Leave absences (either full- or partial-day absences);
- to offset amounts received as payment from the court for jury and witness fees or from the military as military pay;
- the first or last week of employment in the event the employee works less than a full week; and
- any full work week in which the employee does not perform any work.

Salary may also be reduced for certain types of deductions such as a portion of health, dental or life insurance premiums; state, federal or local taxes; social security; or voluntary contributions to a 401(k) or pension plan.

In any work week in which the employee performed any work, salary will not be reduced for any of the following reasons:

- partial day absences for personal reasons, sickness or disability;
- an absence because the employer has decided to close a facility on a scheduled work day;
- absences for jury duty, attendance as a witness, or military leave in any week in which the employee performed any work (subject to any offsets as set forth above); and
- any other deductions prohibited by state or federal law.

However, unless state law provides otherwise, deductions may be made to accrued leave for full- or partial-day absences for personal reasons, sickness or disability.

If the employee believes he or she has been subject to any improper deductions, the employee should immediately report the matter to a supervisor. If the supervisor is unavailable or if the employee believes it would be inappropriate to contact that person (or if the employee has not received a prompt and fully acceptable reply), he or she should immediately contact the Director of Finance or any other supervisor in Challenge Preparatory Charter School with whom the employee feels comfortable.

2-8. Your Paycheck

The employee will be paid semi-monthly for all the time worked during the past pay period.

Payroll stubs itemize deductions made from gross earnings. By law, the School is required to make deductions for Social Security, federal income tax and any other appropriate taxes. These required deductions also may include any court-ordered garnishments. Payroll stubs also will differentiate between regular pay received and overtime pay received.

If there is an error in an employee's pay, the employee should bring the matter to the attention of the Director of Finance immediately so the School can resolve the matter quickly and amicably.

Paychecks will be given only to the employee, unless he or she requests that they be mailed, or authorize in writing another person to accept the check.

2-9. Direct Deposit

Challenge Preparatory Charter School strongly encourages employees to use direct deposit. Authorization forms are available from the Director of Finance.

2-10. Salary Advances

Challenge Preparatory Charter School does not permit advances on paychecks or against accrued paid time off. Advance pay for vacation must be requested in writing at least two weeks prior to the vacation period.

2-11. Performance Review

Depending on the employee's position and classification, Challenge Preparatory Charter School endeavors to review performance every six months. However, a positive performance evaluation does not guarantee an increase in salary, a promotion or continued employment. Compensation increases and the terms and conditions of employment, including job assignments, transfers, promotions, and demotions, are determined by and at the discretion of management.

In addition to these formal performance evaluations, the School encourages employees and supervisors to discuss job performance on a frequent and ongoing basis.

2-12. Record Retention

The School acknowledges its responsibility to preserve information relating to litigation, audits and investigations. Failure on the part of employees to follow this policy can result in possible civil and criminal sanctions against the School and its employees and possible disciplinary action against responsible individuals (up to and including discharge of the employee). Each employee has an obligation to contact the CEO to inform him or her of potential or actual litigation, external audit, investigation or similar proceeding involving the School that may have an impact on record retention protocols.

2-13. Job Postings

Challenge Preparatory Charter School is dedicated to assisting employees in managing their careers and reaching their professional goals through promotion and transfer opportunities. This policy outlines the on-line job posting program which is in place for all employees. To be eligible to apply for an open position, employees must meet several requirements:

- Should be a current, regular, full-time or part-time employee
- Been in your current position for at least six months
- Maintain a performance rating of satisfactory or above
- Should not be on an employee conduct/performance-related probation or warning
- Must meet the job qualifications listed on the job posting
- Required to provide the employee's manager with notice prior to applying for the position

If the employee finds a position of interest on the job posting website and meets the eligibility requirements, an on-line job posting application must be completed in order to be considered for the position. Not all positions are guaranteed to be posted. The School reserves the right to seek

applicants solely from outside sources or to post positions internally and externally simultaneously.
For more specific information about the program, please contact the Human Resources Department.

Section 3 - Benefits

3-1. Benefits Overview/Disclaimer

In addition to good working conditions and competitive pay, it is Challenge Preparatory Charter School's policy to provide a combination of supplemental benefits to all eligible employees. In keeping with this goal, each benefit program has been carefully devised. These benefits include time-off benefits, such as vacations and holidays, and insurance and other plan benefits. We are constantly studying and evaluating our benefits programs and policies to better meet present and future requirements. These policies have been developed over the years and continue to be refined to keep up with changing times and needs.

The next few pages contain a brief outline of the benefits programs Challenge Preparatory Charter School provides employees and their families. Of course, the information presented here is intended to serve only as guidelines.

The descriptions of the insurance and other plan benefits merely highlight certain aspects of the applicable plans for general information only. The details of those plans are spelled out in the official plan documents, which are available for review upon request from the Director of Finance. Additionally, the provisions of the plans, including eligibility and benefits provisions, are summarized in the summary plan descriptions ("SPDs") for the plans (which may be revised from time to time). In the determination of benefits and all other matters under each plan, the terms of the official plan documents shall govern over the language of any descriptions of the plans, including the SPDs and this handbook.

Further, Challenge Preparatory Charter School (including the officers and administrators who are responsible for administering the plans) retains full discretionary authority to interpret the terms of the plans, as well as full discretionary authority with regard to administrative matters arising in connection with the plans and all issues concerning benefit terms, eligibility and entitlement.

While the School intends to maintain these employee benefits, it reserves the absolute right to modify, amend or terminate these benefits at any time and for any reason.

If employees have any questions regarding benefits, they should contact the Director of Finance.

3-2. Paid Holidays

All employees will be paid for the following holidays:

Eid al-Fitr

Lunar New Year

Martin Luther King, Jr. Day

Memorial Day

Juneteenth

New Year's Day
New Year's Eve
President's Day
Thanksgiving Day
Veterans' Day
Good Friday
Independence Day
Labor Day
Christmas Day
Christmas Eve
Columbus Day
Day after Thanksgiving

When holidays fall or are celebrated on a regular work day, eligible employees will receive one (1) day's pay at their regular straight-time rate. Eligible employees who are called in to work on a holiday will receive one (1) day's pay at their regular straight-time rate, and an additional payment of straight-time for the actual time they work that day.

If a holiday falls within an eligible employee's approved vacation period, the eligible employee will be paid for the holiday (at the regular straight-time rate) in addition to the vacation day, or the eligible employee will receive an additional vacation day at the option of the School.

If a holiday falls within a jury duty or bereavement leave, the eligible employee will be paid for the holiday (at the regular straight-time rate) in addition to the leave day, or the eligible employee will receive an additional day off at the option of the School.

3-3. Paid Vacations

We know how hard employees work and recognize the importance of providing time for rest and relaxation. We fully encourage employees to get this rest by taking your vacation time. Full-time employees accrue paid vacation time as follows:

Full-time employees are granted ten (10) days of vacation per year. Vacation is granted on a pro-rata basis throughout the year, depending on date of hire.

The maximum vacation entitlement for part-time employees is pro-rated based on hours worked.

Vacations should be taken during the year accrued, unless otherwise required by law. Accrued, unused vacation time can be carried over to the following calendar year only if approved by the Director of Finance.

Every effort will be made to grant the employee's vacation preference, consistent with our operating schedule. However, if too many people request the same period of time off, the School reserves the right to choose who may take vacation during that period. Employees with the longest length of service generally will be given preference. Vacation requests must be submitted to an employee's manager at least two (2) weeks in advance of their requested vacation dates.

Vacation may be used only in full-day increments.

Accrued, unused vacation is paid out upon separation.

Advanced but unaccrued vacation will be deducted from your final paycheck, to the extent permitted by law.

3-4. Paid Personal Days

Full-time employees are eligible to accrue up to four (4) paid personal days per calendar year on a pro-rata basis. However, during the calendar year in which a full-time employee is first hired, those full-time employees hired after June 30 will be eligible to accrue personal days on a pro-rata basis and to use up to two (2) paid personal days. Any additional personal time that must be taken by eligible employees generally will be unpaid.

Part-time employees accrue personal days in a similar manner, except on a pro-rated basis depending upon the number of hours they work.

Accrued, unused personal days are forfeited at the end of the calendar year and are not paid out at separation unless otherwise required by law.

Personal days must be used in at least half-day increments.

Personal days must be scheduled at least two weeks in advance. Management reserves the right in its sole discretion to deny any requests.

Advanced but unaccrued personal days will be deducted from your final paycheck, to the extent permitted by law.

3-5. Sick Days

Full-time employees are eligible to receive up to six (10) paid sick days each year. If an employee will be out of work due to illness, he or she must call in and notify his or her supervisor as early as possible, but at least by the start of the workday. If the employee calls in sick for three (3) or more consecutive days, he or she may be required to provide their supervisor with a doctor's note on the day he or she returns to work.

Sick days must be taken during the year they are received.

Sick days must be used in at least half-day increments.

While sick days are intended to cover only an employee's own illnesses, if required by applicable state or local law, sick days may be used to care for a family member's (including civil union

partners') illness or for any other reason required by applicable state or local law.

Advanced but unaccrued sick days will be deducted from the final paycheck, to the extent permitted by state law.

3-6. New York City Earned Safe and Sick Time

Eligibility

The School provides paid safe/sick time to employees who work more than 80 hours in New York City in a calendar year. For employees who work in New York City who are eligible for sick days under the general Sick Days policy and/or any other applicable sick time/leave law or ordinance, this policy applies solely to the extent it provides greater benefits/rights on any specific issue or issues than the general Sick Days policy and/or any other applicable sick time/leave law or ordinance.

Grant

Employees receive a grant of 40 hours of earned safe/sick time at the start of employment. Thereafter, at the start of each calendar year, employees receive a grant of 40 hours of earned safe/sick time for the year. For purposes of this policy, the calendar year is July 1 through June 30.

Exempt employees are assumed to work 40 hours in each workweek unless their normal workweek is less than 40 hours, in which case earned sick time accrues based upon that normal workweek.

Usage

Employees may begin using accrued time after the 120th calendar day of employment. Safe/sick time may be used in a minimum increment of four (4) hours, provided this is reasonable under the circumstances. For uses beyond four (4) hours, earned safe/sick time may be used in 30-minute increments (i.e., 4.5 hours, 5 hours, 5.5 hours etc.).

An employee may not use more than 40 hours of accrued safe/sick time in any calendar year.

Employees may use accrued safe/sick time for absences due to:

1. the employee's mental or physical illness, injury or health condition or need for medical diagnosis, care or treatment of a mental or physical illness, injury or health condition or need for preventative medical care;
2. the care of the employee's family member who needs medical diagnosis, care or treatment of a mental or physical illness, illness, injury or health condition or who needs preventative medical care;
3. closure of the employee's place of business by order of a public official due to a public health emergency or such employee's need to care for a child whose school or childcare provider has been closed by order of a public official due to a public health emergency; or
4. the need for safe leave if the employee or a family member is the victim of family offense matters, sexual offenses, stalking or human trafficking:
 - to obtain services from a domestic violence shelter, rape crisis center or other shelter or services program for relief from a family offense matter, sexual offense, stalking or human trafficking;
 - to participate in safety planning, temporarily relocate or take other actions to increase

the safety of the employee or employee's family members from future family offense matters, sexual offenses, stalking or human trafficking;

- to meet with a civil attorney or other social service provider to obtain information and advice on, and prepare for or participate in any criminal or civil proceeding, including but not limited to matters related to a family offense matter, sexual offense, stalking, human trafficking, custody, visitation, matrimonial issues, orders of protection, immigration, housing, discrimination in employment, housing or consumer credit;
- to file a complaint or domestic incident report with law enforcement;
- to meet with a district attorney's office;
- to enroll children in a new school; or
- to take other actions necessary to maintain, improve or restore the physical, psychological, or economic health or safety of the employee or employee's family member or to protect those who associate or work with the employee.

For purposes of this policy, family member means a child, spouse, domestic partner, parent, sibling (including half-siblings, step-siblings or siblings related through adoption), grandchild, grandparent, the child or parent of the employee's spouse or domestic partner; any other individual related by blood to the employee, and any other individual whose close association with the employee is the equivalent of a family relationship.

Unless the employee advises the Employee's Supervisor otherwise, the School will assume employees want to use available paid leave for absences for reasons set forth above and employees will be paid for such absences to the extent they have paid leave available.

Notice and Documentation

Employees must provide seven (7)-days' notice of the need to use accrued safe/sick time to their manager if the need is foreseeable. Where the need is not foreseeable, employees should provide notice as early as practicable.

The School will require supporting documentation if the employee uses accrued safe/sick time for more than three (3) consecutive days. For safe/sick time used for reasons #1 or #2 above, documentation signed by a licensed health care provider indicating the need for the amount of safe/sick time taken and that earned safe/sick time was used for an authorized purpose under the law will be considered reasonable documentation and such documentation need not specify the nature of the employee's or the employee's family member's injury, illness or condition, except as required by law. For safe/sick time used for reason #4 above, documentation signed by an employee, agent or volunteer of a victim services organization, an attorney, a member of the clergy or a medical or other professional service provider from whom the employee or that employee's family member has sought assistance in addressing family offense matters, sex offenses, stalking or human trafficking and their effects; a police or court record; or a notarized letter from the employee explaining the need for such time will be considered reasonable documentation, and such documentation need not specify the details of the family offense matter, sexual offense, stalking or human trafficking. Failure to provide requested medical documentation for paid safe/sick time taken under this policy within seven (7) days of returning to work may result in disciplinary action, up to and including termination.

Additionally, the School may require an employee to provide written confirmation that an employee used sick time in accordance with this policy. A copy of the required form will be provided by the

Employee's Supervisor or otherwise is available here:

<http://www1.nyc.gov/assets/dca/downloads/pdf/about/PaidSickLeave-EmployeeVerificationRegardingAuthorizedUseofEarnedSickLeave.pdf>

An employee's use of safe/sick time will not be conditioned upon searching for or finding a replacement worker.

The School may take disciplinary action, up to and including termination, against an employee who uses safe/sick time provided under this policy for purposes other than those described above. Indications of abuse of safe/sick time may include, but are not limited to, a pattern of: use of unscheduled safe/sick time on or adjacent to weekends, regularly scheduled days off, holidays, vacation or pay day; taking scheduled sick time on days when other leave has been denied; or taking safe/sick time on days when the employee is scheduled to work a shift or perform duties perceived as undesirable.

Payment

Safe/sick time will be paid at the same rate as the employee earns from the employee's employment at the time the employee uses such time, but no less than the applicable minimum wage. Use of safe/sick time is not considered hours worked for purposes of calculating overtime.

Carryover and Payout

Unused safe/sick time will not carryover to the next calendar year. Accrued but unused paid safe/sick time under this policy will not be paid at separation.

Enforcement and Retaliation

Employees have the right to request and use safe/sick time and may file a complaint for alleged violations of this policy with the New York City Department of Consumer Affairs. The School prohibits retaliation or the threat of retaliation against an employee for exercising or attempting to exercise any right provided in this policy or interference with any investigation, proceeding or hearing related to or arising out of employee's rights pursuant to this policy and applicable law.

Employees with questions regarding this policy can contact the Director of Finance.

3-7. Paid Maternity Benefits

Paid maternity benefits can be claimed by full-time employees who have worked at the School for at least 12 consecutive months, following the birth of a child. Generally, six consecutive weeks of paid maternity benefits will be granted to eligible employees. This benefit is calculated (based on the following chart) including any short-term disability benefits.

If the employee has:

Less than one year of continuous full-time service: Payment per week is \$0.

One to two years of continuous full-time service: Payment per week is \$0.

Over two years of continuous full-time service: Payment per week is \$0.

This is solely a monetary benefit and not a leave of absence. Employees who will be out of work

must also request a formal leave of absence. See the "Leaves of Absence" section of this handbook for more information.

3-8. Lactation Breaks

Employees who are nursing are provided with break time to express breast milk for up to three years after the birth of a child. Employees will not be discriminated against or retaliated against for exercising their rights under this policy and reasonable efforts will be made to provide a private room or location in close proximity to the work area for this purpose.

3-9. Workers' Compensation

On-the-job injuries are covered by our Workers' Compensation Insurance Policy, which is provided at no cost. If employees are injured on the job, no matter how slightly, they should report the incident immediately to their Supervisor. Failure to follow School procedures may affect the ability of the employee to receive Workers Compensation benefits.

This is solely a monetary benefit and not a leave of absence entitlement. Employees who need to miss work due to a workplace injury must also request a formal leave of absence. See the Leave of Absence sections of this handbook for more information.

3-10. Jury Duty Leave

Challenge Preparatory Charter School realizes that it is the obligation of all U.S. citizens to serve on a jury when summoned to do so. All employees will be allowed time off to perform such civic service as required by law. Employees are expected, however, to provide proper notice of a request to perform jury duty and verification of their service, including fees received for jury duty service.

Employees also are expected to keep management informed of the expected length of jury duty service and to report to work for the major portion of the day if excused by the court. If the required absence presents a serious conflict for management, employees may be asked to try to postpone jury duty.

The School will compensate the juror with a fee of \$40 or the juror's regular wage (whichever is lower) for the first three (3) days of jury service. Exempt employees will be paid their full salary less jury duty fees for any week in which they performed work for the School and missed work due to jury service.

3-11. Witness Leave

An employee called to serve as a witness in a judicial proceeding must notify his/her supervisor as soon as possible.

Employees will not be compensated for time away from work to participate in a court case, but may use available vacation and personal time to cover the period of absence.

Employees that appear in court to testify as a witness or victim, or to consult with a district attorney

or obtain an order of protection, will not be disciplined or discharged for their absence.

3-12. Bereavement Leave

We know the death of a family member is a time when employees wish to be with their families. If the employee is a full-time employee and loses a close relative, he or she will be allowed paid time off of up to three (3) days to assist in attending to his or her obligations and commitments. For the purposes of this policy, a close relative includes a spouse, civil union partner, child, parent, sibling or any other relation required by applicable law. Paid leave days only may be taken on regularly scheduled, consecutive workdays following the day of death. An employee must inform his or her supervisor prior to commencing bereavement leave. In administering this policy, the School may require verification of death.

3-13. Voting Leave

Employees who are eligible to vote in an election may request up to two hours with pay to vote, unless "sufficient time" exists outside of working hours, i.e. four consecutive nonworking hours while polls are open.

Employees must notify the School of their intention to vote at least 2 but not more than 10 working days prior to Election Day.

3-14. Insurance Programs

Full-time employees may participate in the School's insurance programs. Under these plans, eligible employees will receive comprehensive health and other insurance coverage for themselves and their families, as well as other benefits.

Upon becoming eligible to participate in these plans, you will receive summary plan descriptions (SPDs) describing the benefits in greater detail. Please refer to the SPDs for detailed plan information. Of course, feel free to speak to Human Resources if you have any further questions.

3-15. Statutory Short-Term Disability Benefits

Challenge Preparatory Charter School also provides statutory short-term disability insurance.

This is solely a monetary benefit and not a leave of absence. Employees who will be out of work must also request a formal leave of absence. See the Leave of Absence sections of this handbook for more information.

3-16. Long-Term Disability Benefits

Full-time employees are eligible to participate in the Long-Term Disability plan, subject to all terms and conditions of the agreement between the School and the insurance carrier.

This is solely a monetary benefit and not a leave of absence. Employees who will be out of work

must also request a formal leave of absence. See the Leave of Absence sections of this handbook for more information.

3-17. Salary Continuation

Challenge Preparatory Charter School provides enhanced monetary short-term disability benefits to full-time employees. These enhanced monetary benefits are inclusive of any monetary workers' compensation or statutory short-term disability benefits.

This is not a leave of absence provision. Employees who will be out of work must request a leave of absence. See the Leave of Absence sections of this handbook for more information. Employees will be required to submit medical certification as requested by Challenge Preparatory Charter School. Required medical certification under this policy may differ from the medical certification required for any leave of absence requested.

3-18. Employee Assistance Program

Challenge Preparatory Charter School provides an employee assistance program for employees. This program offers qualified counselors to help you cope with personal problems you may be facing. Further details can be obtained by contacting an EAP counselor at (866) 574-7256.

3-19. Transportation Reimbursement Program

The School provides a Transportation Reimbursement Program which allows all employees to pay for eligible transportation expenses with pre-tax income. Employees may participate on the first of the month after one month of employment. The program works similarly to a Flexible Benefits Program, in which employees elect to have a portion of pre-tax income transferred to an account for future reimbursement for transportation expenses. The amount of contributions is subject to IRS limits which generally change every year. Upon becoming eligible to participate in this plan, employees will receive a Summary Plan Document (SPD) describing the benefit in greater detail. Employees should refer to the SPD for detailed plan information. Of course, employees also should feel free to speak to the Human Resources Department if they have any further questions.

3-20. Retirement Plan

Eligible employees are able to participate in the School's retirement plan. Plan participants may make pre-tax contributions to a retirement account.

Upon becoming eligible to participate in this plan, the employee will receive an SPD describing the plan in greater detail. Please refer to the SPD for detailed plan information. Of course, feel free to speak to the Director of Finance if there are any further questions.

Section 4 - Leaves of Absence

4-1. Military Leave

If employees are called into active military service or enlist in the uniformed services, they will be eligible to receive an unpaid military leave of absence. To be eligible for military leave, employees must provide management with advance notice of service obligations unless they are prevented from providing such notice by military necessity or it is otherwise impossible or unreasonable to provide such notice. Provided the absence does not exceed applicable statutory limitations, employees will retain reemployment rights and accrue seniority and benefits in accordance with applicable federal and state laws. Employees should ask management for further information about eligibility for Military Leave.

If employees are required to attend yearly Reserves or National Guard duty, they can apply for an unpaid temporary military leave of absence not to exceed the number of days allowed by law (including travel). They should give management as much advance notice of their need for military leave as possible so that we can maintain proper coverage while employees are away.

4-2. Family Military Leave

Employees who work an average of at least 20 hours per week and are spouses of military members generally are entitled to up to 10 days of unpaid leave during any period when the spouse in the military is on leave from active duty. Prior notice is requested for staffing reasons. Employees will not be retaliated against for exercising their rights under this policy.

Leave runs concurrently with FMLA Qualifying Exigency leave to the extent both are applicable.

4-3. Family and Medical Leave

The Leave Policy

Employees may be entitled to a leave of absence under the Family and Medical Leave Act (FMLA). This policy provides employees information concerning FMLA entitlements and obligations employees may have during such leaves. If employees have any questions concerning FMLA leave, they should contact the Director of Finance or ADP TotalSource.

I. Eligibility

FMLA leave is available to "eligible employees." To be an "eligible employee," an employee must: 1) have been employed by a covered Company* for at least 12 months (which need not be consecutive); 2) have been employed by the Company for at least 1,250 hours of service during the 12-month period immediately preceding the commencement of the leave; and 3) be employed at a worksite where 50 or more employees are located within 75 miles of the worksite.

***Note a covered Company is one which has employed 50 or more employees for at least 20 workweeks in the current or preceding calendar year.**

II. Entitlements

The FMLA provides eligible employees with a right to leave, applicable health insurance benefits and, with some limited exceptions, job restoration. The FMLA also entitles employees to certain written notices concerning their potential eligibility for and designation of FMLA leave.

A. Basic FMLA Leave Entitlement:

The FMLA provides eligible employees up to 12 workweeks of unpaid leave for certain family and medical reasons during a 12-month period. The 12-month period is determined based on a rolling 12-month period measured backward from the date an employee uses his/her FMLA leave. Leave may be taken for any one, or for a combination, of the following reasons:

- To care for the employee's child after birth or placement for adoption or foster care;
- To care for the employee's spouse, son, daughter or parent (but not in-law) who has a **serious health condition**;
- For the employee's own serious health condition (including any period of incapacity due to pregnancy, prenatal medical care or childbirth) that makes the employee unable to perform one or more of the essential functions of the employee's job; and/or
- Because of any **qualifying exigency** arising out of the fact that an employee's spouse, son, daughter or parent is a covered military member on covered active duty or called to covered active duty status (or has been notified of an impending call or order to covered active duty) in the Reserves component of the Armed Forces in support of contingency operations or Regular Armed Forces for deployment to a foreign country. This leave also is available for family members of active duty service members.

A **serious health condition** is an illness, injury, impairment or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee's job, or prevents the qualified family member from participating in school or other daily activities. Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than 3 consecutive calendar days combined with at least two visits to a health care provider or one visit and a regimen of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

Due to the fluid nature of D-1 and e ol ing guidance from the D , states and localities, the D-1 policies are maintained and updated here er necessary.

Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, caring for the parents of the military member on covered active duty and attending post-deployment reintegration briefings.

B. Additional Military Family Leave Entitlement (Injured Servicemember Leave)

In addition to the basic FMLA leave entitlement discussed above, an eligible employee who is the spouse, son, daughter, parent or next of kin of a **covered servicemember** is entitled to take up 26 weeks of leave during a single 12-month period to care for the servicemember with a serious injury or illness. Leave to care for a servicemember shall only be available during a single-12 month period and, when combined with other FMLA-qualifying leave, may not exceed 26 weeks during the single 12-month period. The single 12-month period begins on the first day an eligible employee takes

leave to care for the injured servicemember.

A "**covered servicemember**" is a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation or therapy, is otherwise in outpatient status or is on the temporary retired list, for a serious injury or illness. These individuals are referred to in this policy as "current members of the Armed Forces."

Covered servicemembers also include a veteran who is discharged or released from military services under condition other than dishonorable at any time during the five years preceding the date the eligible employee takes FMLA leave to care for the covered veteran, and who is undergoing medical treatment, recuperation or therapy for a serious injury or illness. These individuals are referred to in this policy as "covered veterans."

The FMLA definitions of a "serious injury or illness" for current Armed Forces members and covered veterans are distinct from the FMLA definition of "serious health condition" applicable to FMLA leave to care for a covered family member.

C. Intermittent Leave and Reduced Leave Schedules

FMLA leave usually will be taken for a period of consecutive days, weeks or months. However, employees also are entitled to take FMLA leave intermittently or on a reduced leave schedule when medically necessary due to a serious health condition of the employee or covered family member or the serious injury or illness of a covered servicemember.

D. No Work While on Leave

The taking of another job while on family/medical leave or any other authorized leave of absence is grounds for immediate termination, to the extent permitted by law.

E. Protection of Group Health Insurance Benefits

During FMLA leave, eligible employees are entitled to receive group health plan coverage (if applicable) on the same terms and conditions as if they had continued to work.

F. Restoration of Employment and Benefits

At the end of FMLA leave, subject to some exceptions including situations where job restoration of "key employees" will cause the Company substantial and grievous economic injury, employees generally have a right to return to the same or equivalent positions with equivalent pay, benefits and other employment terms. The Company will notify employees if they qualify as "key employees," if it intends to deny reinstatement, and of their rights in such instances. Use of FMLA leave will not result in the loss of any employment benefit that accrued prior to the start of an eligible employee's FMLA leave.

G. Notice of Eligibility for, and Designation of, FMLA Leave

Employees requesting FMLA leave are entitled to receive written notice from the Company telling them whether they are eligible for FMLA leave and, if not eligible, the reasons why they are not eligible. When eligible for FMLA leave, employees are entitled to receive written notice of: 1) their rights and responsibilities in connection with such leave; 2) the Company's designation of leave as FMLA-qualifying or non-qualifying, and if not FMLA-qualifying, the reasons why; and 3) the amount of leave, if known, that will be counted against the employee's leave entitlement.

The Company may retroactively designate leave as FMLA leave with appropriate written notice to employees provided the Company's failure to designate leave as FMLA-qualifying at an earlier date did not cause harm or injury to the employee. In all cases where leaves qualify for FMLA protection, the Company and employee can mutually agree that leave be retroactively designated as FMLA leave.

III. Employee FMLA Leave Obligations

A. Provide Notice of the Need for Leave

Employees who take FMLA leave must timely notify the Company of their need for FMLA leave. The following describes the content and timing of such employee notices.

1. Content of Employee Notice

To trigger FMLA leave protections, employees must inform their supervisor, the Director of Finance, and ADP TotalSource (866-400-6011), Option 2 or email: Totalsource.FMLA@adp.com) of the need for FMLA-qualifying leave and the anticipated timing and duration of the leave, if known. Employees may do this by either requesting FMLA leave specifically, or explaining the reasons for leave so as to allow the Company to determine that the leave is FMLA-qualifying. For example, employees might explain that:

- a medical condition renders them unable to perform the functions of their job;
- they are pregnant or have been hospitalized overnight;
- they or a covered family member are under the continuing care of a health care provider;
- the leave is due to a qualifying exigency cause by a covered military member being on active duty or called to active duty status; or
- if the leave is for a family member, that the condition renders the family member unable to perform daily activities or that the family member is a covered servicemember with a serious injury or illness.

Calling in "sick," without providing the reasons for the needed leave, will not be considered sufficient notice for FMLA leave under this policy. Employees must respond to the Company's questions to determine if absences are potentially FMLA-qualifying.

If employees fail to explain the reasons for FMLA leave, the leave may be denied. When employees seek leave due to FMLA-qualifying reasons for which the Company has previously provided FMLA-protected leave, they must specifically reference the qualifying reason for the leave or the need for FMLA leave.

2. Timing of Employee Notice

Employees must provide 30 days' advance notice of the need to take FMLA leave when the need is foreseeable. When 30 days' notice is not possible, or the approximate timing of the need for leave is not foreseeable, employees must provide the Company and/or ADP TotalSource notice of the need for leave as soon as practicable under the facts and circumstances of the particular case. Employees, who fail to give 30 days' notice for foreseeable leave without a reasonable excuse for the delay, or otherwise fail to satisfy FMLA notice obligations, may have FMLA leave delayed or denied.

B. Cooperate in the Scheduling of Planned Medical Treatment (Including Accepting Transfers to Alternative Positions) and Intermittent Leave or Reduced Leave Schedules

When planning medical treatment, employees must consult with the Company and make a reasonable effort to schedule treatment so as not to unduly disrupt the Company's operations, subject to the approval of an employee's health care provider. Employees must consult with the Company prior to the scheduling of treatment to work out a treatment schedule that best suits the needs of both the Company and the employees, subject to the approval of an employee's health care provider. If employees providing notice of the need to take FMLA leave on an intermittent basis for planned medical treatment neglect to fulfill this obligation, the Company may require employees to attempt to make such arrangements, subject to the approval of the employee's health care provider.

When employees take intermittent or reduced work schedule leave for foreseeable planned medical treatment for the employee or a family member, including during a period of recovery from a serious health condition or to care for a covered servicemember, the Company may temporarily transfer employees, during the period that the intermittent or reduced leave schedules are required, to alternative positions with equivalent pay and benefits for which the employees are qualified and which better accommodate recurring periods of leave.

When employees seek intermittent leave or a reduced leave schedule for reasons unrelated to the planning of medical treatment, upon request, employees must advise the Company of the reason why such leave is medically necessary. In such instances, the Company and employee shall attempt to work out a leave schedule that meets the employee's needs without unduly disrupting the Company's operations, subject to the approval of the employee's health care provider.

C. Submit Medical Certifications Supporting Need for FMLA Leave (Unrelated to Requests for Military Family Leave)

Depending on the nature of FMLA leave sought, employees may be required to submit medical certifications supporting their need for FMLA-qualifying leave. As described below, there generally are three types of FMLA medical certifications: an **initial certification**, a **recertification** and a **return to work/fitness for duty certification**.

It is the employee's responsibility to provide the Company with timely, complete and sufficient medical certifications. Whenever the Company requests employees to provide FMLA medical certifications, employees must provide the requested certifications within 15 calendar days after the Company's request, unless it is not practicable to do so despite an employee's diligent, good faith efforts. The Company shall inform employees if submitted medical certifications are incomplete or insufficient and provide employees at least seven calendar days to cure deficiencies. The Company will deny FMLA leave to employees who fail to timely cure deficiencies or otherwise fail to timely submit requested medical certifications.

With the employee's permission, the Company (through individuals other than an employee's direct supervisor) may contact the employee's health care provider to authenticate or clarify completed and sufficient medical certifications. If employees choose not to provide the Company with authorization allowing it to clarify or authenticate certifications with health care providers, the Company may deny FMLA leave if certifications are unclear.

Whenever the Company deems it appropriate to do so, it may waive its right to receive timely, complete and/or sufficient FMLA medical certifications.

1. Initial Medical Certifications

Employees requesting leave because of their own, or a covered relation's, serious health condition, or to care for a covered servicemember, must supply medical certification supporting the need for such leave from their health care provider or, if applicable, the health care provider of their covered family or service member. If employees provide at least 30 days' notice of medical leave, they should submit the medical certification before leave begins. A new initial medical certification will be required on an annual basis for serious medical conditions lasting beyond a single leave year.

If the Company has reason to doubt initial medical certifications, it may require employees to obtain a second opinion at the Company's expense. If the opinions of the initial and second health care providers differ, the Company may, at its expense, require employees to obtain a third, final and binding certification from a health care provider designated or approved jointly by the Company and the employee.

2. Medical Recertifications

Depending on the circumstances and duration of FMLA leave, the Company may require employees to provide recertification of medical conditions giving rise to the need for leave. The Company will notify employees if recertification is required and will give employees at least 15 calendar days to provide medical recertification.

3. Return to Work/Fitness for Duty Medical Certifications

Unless notified that providing such certifications is not necessary, employees returning to work from FMLA leaves that were taken because of their own serious health conditions that made them unable to perform their jobs must provide the Company medical certification confirming they are able to return to work and the employees' ability to perform the essential functions of the employees' position, with or without reasonable accommodation. The Company may delay and/or deny job restoration until employees provide return to work/fitness for duty certifications.

D. Submit Certifications Supporting Need for Military Family Leave

Upon request, the first time employees seek leave due to qualifying exigencies arising out of the active duty or call to active duty status of a covered military member, the Company may require employees to provide: 1) a copy of the covered military member's active duty orders or other documentation issued by the military indicating the covered military member is on active duty or call to active duty status and the dates of the covered military member's active duty service; and 2) a certification from the employee setting forth information concerning the nature of the qualifying exigency for which leave is requested. Employees shall provide a copy of new active duty orders or other documentation issued by the military for leaves arising out of qualifying exigencies arising out of a different active duty or call to active duty status of the same or a different covered military member.

When leave is taken to care for a covered servicemember with a serious injury or illness, the Company may require employees to obtain certifications completed by an authorized health care provider of the covered servicemember. In addition, and in accordance with the FMLA regulations, the Company may request that the certification submitted by employees set forth additional information provided by the employee and/or the covered servicemember confirming entitlement to such leave.

E. Reporting Changes to Anticipated Return Date & Periodically Concerning Intent to Return to Work

Employees must contact ADP TotalSource at 866-400-6011, Option 2 periodically in accordance with the instructions noted on the Eligibility Notice regarding their status and intention to return to work at the end of the FMLA leave period. If an employee's anticipated return to work date changes and it becomes necessary for the employee to take more or less leave than originally anticipated, the employee must provide the Company or ADP TotalSource with reasonable notice (i.e., within two business days) of the employee's changed circumstances and new return to work date. If employees give the Company unequivocal notice of their intent not to return to work, they will be considered to have voluntarily resigned and the Company's obligation to maintain applicable health benefits (subject to COBRA requirements) and to restore their positions will cease.

F. Substitute Paid Leave for Unpaid FMLA Leave

Employees must (unless the Company specifically informs employees otherwise) use any accrued paid time off while taking unpaid FMLA leave. The substitution of paid time for unpaid FMLA leave time does not extend the length of FMLA leaves and the paid time will run concurrently with an employee's FMLA entitlement.

Leaves of absence taken in connection with a disability leave plan or workers' compensation injury/illness shall run concurrently with any FMLA leave entitlement. Upon written request, the Company will allow employees to use accrued paid time off to supplement any paid disability benefits.

G. Pay Employee's Share of Health Insurance Premiums

During FMLA leave, employees are entitled to continued group health plan coverage (if applicable) under the same conditions as if they had continued to work. Unless the Company notifies employees of other arrangements, whenever employees are receiving pay from the Company during FMLA leave, the Company will deduct the employee portion of the group health plan premium from the employee's paycheck in the same manner as if the employee was actively working.

If FMLA leave is unpaid, employees must pay their portion of the group health premium through a "pay-as-you-go" method. Employees should contact their immediate supervisor to make these arrangements.

The Company's obligation to maintain health care coverage ceases if an employee's premium payment is more than 30 days late. If an employee's payment is more than 15 days late, the Company will send a letter notifying the employee that coverage will be dropped on a specified date unless the co-payment is received before that date. If employees do not return to work within 30 calendar days at the end of the leave period (unless employees cannot return to work because of a serious health condition or other circumstances beyond their control), they will be required to reimburse the Company for the cost of the premiums the Company paid for maintaining coverage during their unpaid FMLA leave.

IV. Exemption for Highly Compensated Employees

The Company may choose not to return highly compensated employees (highest paid 10% of employees at a worksite or within 75 miles of that worksite) to their former or equivalent positions following a leave if restoration of employment will cause substantial economic injury to the Company. (This fact-specific determination will be made by the Company on a case-by-case basis.) The Company will notify you if you qualify as a "highly compensated" employee, if the Company intends to deny reinstatement, and of your rights in such instances.

V. Questions and/or Complaints about FMLA Leave

If you have questions regarding this FMLA policy, please contact your supervisor or ADP TotalSource (844) 448-0325, Option 2 or email: Totalsource.FMLA@adp.com). The Company is committed to complying with the FMLA and, whenever necessary, shall interpret and apply this policy in a manner consistent with the FMLA.

The FMLA makes it unlawful for employers to: 1) interfere with, restrain or deny the exercise of any right provided under FMLA; or 2) discharge or discriminate against any person for opposing any practice made unlawful by FMLA or involvement in any proceeding under or relating to FMLA. If employees believe their FMLA rights have been violated, they should contact ADP TotalSource immediately. The Company will investigate any FMLA complaints and take prompt and appropriate remedial action to address and/or remedy any FMLA violation. Employees also may file FMLA complaints with the United States Department of Labor or may bring private lawsuits alleging FMLA violations.

VI. Coordination of FMLA Leave with Other Leave Policies

The FMLA does not affect any federal, state or local law prohibiting discrimination, or supersede any State or local law that provides greater family or medical leave rights. For additional information concerning leave entitlements and obligations that might arise when FMLA leave is either not available or exhausted, please consult the Company's other leave policies in your Company handbook as applicable or contact your supervisor or ADP TotalSource.

4-4. State Paid Family Leave

Eligibility Requirements

Employees who have a regular work schedule of 20 or more hours per week and have been employed at least 26 consecutive weeks prior to the date Paid Family Leave (PFL) begins (or who have a regular work schedule of less than 20 hours per week and have worked at least 175 days to the date PFL begins) are eligible for PFL. An employee has the option to file a waiver of PFL and therefore not be subject to deductions when his or her regular employment is:

- 20 or more hours per week but the employee will not work 26 consecutive weeks; or
- fewer than 20 hours per week and the employee will not work 175 days in a 52 consecutive week period

Entitlement

PFL is available to eligible employees for up to eight (12) weeks within any 52 consecutive week period. PFL is available for any of the following reasons:

- to participate in providing care, including physical or psychological care, for the employee's family member (child, spouse, domestic partner, parent, parent-in-law, grandchild or grandparent) with a serious health condition; or
- to bond with the employee's child during the first 12 months after the child's birth, adoption or foster care placement; or

- for qualifying exigencies, as interpreted by the Family and Medical Leave Act (FMLA), arising out of the fact that the employee's spouse, domestic partner, child or parent is on active duty (or has been notified of an impending call or order to active duty) in the armed forces of the United States.

The 52 consecutive week period is determined retroactively with respect to each day for which PFL benefits are currently being claimed.

PFL benefits are financed solely through employee contributions via payroll deductions.

The weekly monetary benefit will be 67% of the employee's average weekly wage or 67% of the state average weekly wage, whichever is less.

The School and an employee may agree to allow the employee to supplement PFL benefits up to their full salary with paid time off, to the maximum extent permitted by applicable law.

An employee who is eligible for both statutory short-term disability benefits and PFL during the same period of 52 consecutive calendar weeks may not receive more than 26 total weeks of disability and PFL benefits during that period of time. Statutory short-term disability benefits and PFL benefits may not be used concurrently.

Definition of a Serious Health Condition

A serious health condition is an illness, injury, impairment, or physical or mental condition that involves inpatient care in a hospital, hospice or residential health care facility; or continuing treatment or continuing supervision by a health care provider. Subject to certain conditions, the continuing treatment or continuing supervision requirement may be met by a period of incapacity of more than three (3) consecutive full days during which a family member is unable to work, attend school, perform regular daily activities or is otherwise incapacitated due to illness, injury, impairment or physical or mental conditions, and any subsequent treatment or period of incapacity relating to the same condition, that also involves treatment two (2) or more times by a health care provider; or treatment on at least one (1) occasion by a health care provider, which results in a regimen of continuing treatment under the supervision of the health care provider. The continuing treatment or continuing supervision requirement also may be met by any period during which a family member is unable to work, attend school, perform regular daily activities or is otherwise incapacitated due to a chronic serious health condition or an illness, injury, impairment, or physical or mental condition for which treatment may not be effective. A chronic serious health condition is one which requires periodic visits for treatment by a health care provider; continues over an extended period of time (including recurring episodes of a single underlying condition); and may cause episodic rather than a continuing period of incapacity. Examples of such episodic incapacity include but are not limited to asthma, diabetes and epilepsy. Other conditions may meet the definition of continuing treatment.

Use of Leave

An employee does not need to use this leave entitlement in one (1) block. Leave can be taken intermittently in increments of at least one (1) full day or on a reduced leave schedule, except that an employee may only take intermittent or reduced leave to care for a family member with a serious health condition where it is shown to be medically necessary. Employees must make reasonable efforts to schedule intermittent or reduced leave so as not to unduly disrupt the School's operations.

Leave taken on an intermittent or reduced leave schedule will not result in a reduction of the total amount of leave to which an employee is entitled beyond the amount of leave actually taken.

Employee Responsibilities

An employee must provide 30 days' advance notice before the date leave is to begin if the qualifying event is foreseeable. When 30 days' notice is not practicable for reasons such as lack of knowledge of approximately when leave will be required to begin, a change in circumstances, or a medical emergency, the employee must provide notice as soon as practicable and generally must comply with the School's normal call-in procedures. Failure by the employee to give 30 days' advance notice of a foreseeable event may result in partial denial of the employee's benefits for a period of up to 30 days from the date notice is provided.

Employees must provide sufficient information to make the School aware of the qualifying event and the anticipated timing and duration of the leave. Employees must specifically identify the type of family leave requested. Employees also must provide medical certifications and periodic recertification or other supporting documentation or certifications supporting the need for leave. An employee requesting PFL must submit a completed Request for Paid Family Leave or PFL-1 form and additional certification form(s) as follows to the Company's insurance carrier: 1) Bonding Certification: PFL-2 Form plus documentation; 2) Health Care Provider Certification: PFL-4 Form plus Personal Health Information (PHI) Release (PFL-3 Form); or 3) Military Qualifying Event: PFL-5 Form plus documentation. These documents are available from Aetna Customer Care Center at (888)-200-6790. The office is open Monday-Friday from 8:00AM to 8:00PM (EST).

To submit a request for PFL, employees must complete the employee's portion of the insurance carrier's PFL-1 Form, and submit it to Aetna Customer Care Center at (888)-200-6790. Depending on the type of PFL leave employees are seeking, employees will be required to complete additional PFL forms as described in the communication that employees will receive from the insurance carrier. Employees must submit the completed PFL forms before or within 30 days after the start of their leave. The insurance carrier must pay or deny leave requests within 18 calendar days of receiving an employee's completed forms.

Job Benefits and Protection

During any PFL taken pursuant to this policy, the School will maintain coverage under any existing group health insurance benefits plan as if the employee had continued to work. The employee must make arrangements with Payroll prior to taking leave to pay their portion of any applicable health insurance premiums each month.

The School's obligation to maintain health insurance coverage ceases if an employee's premium payment is more than 30 days late. If an employee's payment is more than 15 days late, the School will send a letter notifying the employee that coverage will be dropped on a specified date unless the co-payment is received before that date.

Any employee who exercises his or her right to PFL will, upon the expiration of that leave, be entitled to be restored to the position held by the employee when the leave commenced, or to a comparable position with comparable benefits, pay and other terms and conditions of employment. The taking of leave covered by PFL will not result in the loss of any employment benefit accrued prior to the date on which the leave commenced.

Leave Concurrent with FMLA

The School will require an employee who is entitled to leave under both the Family & Medical Leave Act (FMLA) and PFL, to take PFL concurrently with any leave taken pursuant to the FMLA. When the total hours taken for FMLA in less than full-day increments reaches the number of hours in an employee's usual workday, the School may deduct one (1) day of PFL from an employee's annual available PFL.

If employees have any questions regarding this policy, they should contact the Director of Finance.

4-5. Blood Donation Leave

Employees who work an average of at least 20 hours per week are eligible for up to three hours of unpaid leave in any 12-month period for donating blood. Employees must provide advance notice of at least three working days of their intention to avail themselves of this leave, except in emergency situations. Employees may use accrued paid time off for this purpose.

4-6. Bone Marrow Donation Leave

Employees who work 20 or more hours per week are entitled to up to 24 hours of unpaid leave for the purposes of donating bone marrow. Verification of donation and the length of necessary leave may be required by the School. Reasonable notice of leave must be provided. Employees may use accrued paid time off for this purpose.

4-7. Medical Leave and Family Care (MLFC)

The Company provides leaves of absence without pay to eligible employees for any of the following reasons: (1) the birth of a son or daughter and to care for such son or daughter; (2) the placement of a son or daughter with you for adoption or foster care and to care for the newly placed son or daughter; (3) to care for a spouse, son, daughter or parent ("covered family member") with a serious health condition; or (4) because of your own serious health condition which renders you unable to perform an essential function of your position. Leave because of reasons (1) or (2) must be completed within the 12 month period beginning on the date of birth or placement.

For purposes of this policy, serious health conditions or disabilities include inpatient care in a hospital, hospice, or residential medical care facility; continuing treatment by a health care provider; and temporary disabilities associated with pregnancy, childbirth, and related medical conditions. In the event that state or federal law provides for greater rights than provided by this policy, it is the Company's policy to govern its actions in accordance with those laws.

How to Request Leave

Employees may request leave only after having been employed for one year. Exceptions to the service requirement will be considered to accommodate protected disabilities. Eligible employees should make requests for leave to their supervisors at least 30 days in advance of foreseeable events and as soon as possible for unforeseeable events.

Certification Requirements

Employees must provide written documentation from their health care provider supporting the need for leave including a detailed explanation of the medical reason why the employee requires a leave of absence, any accommodations that might enable the employee to return to work, and the health care provider's opinion (supported by medical reasoning) as to the likely date the employee will return to work, if known. In the case of leave to care for a covered family member, the employee must also provide documentation substantiating the need for leave. This would include, for example, a statement from the family member's healthcare provider indicating that the family member is unable to care for his or her own basic medical, hygienic, or nutritional needs or safety.

Any changes in this information should be promptly reported to The Company.

Company Communications with Medical Professionals

We seek to work cooperatively with medical professionals to make informed individualized assessments about our employees' ability to work and/or be at work. To accomplish this goal, from time to time, and as permissible by law, we may need to obtain additional medical information from your treating physician or other medical professionals we might retain to offer an opinion on your ability to work or be at work. While we expect you to comply with these requests, if you have any concerns about providing such information, you should contact **[appropriate Client Representative (e.g. onsite HR rep)]** so we can attempt to address them. While we will assist you in whatever ways we can, it is your responsibility to see that your treating physician provides the information we request.

Amount of Leave Available

Eligible employees are normally granted leave up to a maximum of 12 weeks within a 12 month rolling period measured backward from the date of any leave usage. For purposes of this policy, leave usage includes leave previously granted under state or federal leave laws (i.e. FMLA) for the same reasons provided by this policy or leave previously provided pursuant to this policy.

Leave must be used in one-week increments. Exceptions to this minimum increment requirement will be considered to accommodate protected disabilities. Employees will also be required to exhaust any accrued paid leave time while taking unpaid leave.

If the initial period of approved absence proves insufficient, consideration will be given to a request for an extension. Extensions will be provided based on operational requirements and business needs. However, benefits will only be provided for the initial maximum of 12 weeks after which time the employee may apply for benefits continuation under COBRA.

Continuation of Health Insurance Benefits while on Leave

Health insurance benefits will be provided by The Company for a maximum of 12 weeks under the same terms that would have applied had the employee not taken leave. Employees remain responsible for payment of the employee contribution while on leave. Payment must be received by the **1st** of each month. Failure to make timely payments may result in a termination of health insurance benefits.

Employees who exceed the 12-week maximum period of leave will become responsible for the full costs of these benefits and may apply for benefits continuation under COBRA. When the employee returns from leave, benefits will again be reinstated on the first of the month following the employee's return to work.

Returning from Leave / Job Restoration

An employee on leave is requested to provide The Company with at least two weeks advance notice of the date the employee intends to return to work so that an employee's return to work can be properly scheduled.

Employees returning from leave for the employee's own serious health condition must submit a health care provider's verification of their fitness to return to work.

Job restoration is not guaranteed. However, when a leave ends, The Company will make reasonable efforts to reinstate the employee to the same position previously held by the employee if it is available. If it is not available, The Company, will make reasonable efforts to reinstate the employee to an equivalent position for which the employee is qualified and if an equivalent position is not available, then to a lower level position.

If an employee fails to return to work on the agreed upon return date, The Company may assume that the employee has resigned.

Section 5 - General Standards of Conduct

5-1. Workplace Conduct

Challenge Preparatory Charter School endeavors to maintain a positive work environment. Each employee plays a role in fostering this environment. Accordingly, we all must abide by certain rules of conduct, based on honesty, common sense and fair play.

Because everyone may not have the same idea about proper workplace conduct, it is helpful to adopt and enforce rules all can follow. Unacceptable conduct may subject the offender to disciplinary action, up to and including discharge, in the School's sole discretion. The following are examples of some, but not all, conduct which can be considered unacceptable:

1. Obtaining employment on the basis of false or misleading information.
2. Stealing, removing or defacing Challenge Preparatory Charter School property or a co-worker's property, and/or disclosure of confidential information.
3. Completing another employee's time records.
4. Violation of safety rules and policies.
5. Violation of Challenge Preparatory Charter School's Drug and Alcohol-Free Workplace Policy.
6. Fighting, threatening or disrupting the work of others or other violations of Challenge Preparatory Charter School's Workplace Violence Policy.
7. Failure to follow lawful instructions of a supervisor.
8. Failure to perform assigned job duties.
9. Violation of the Punctuality and Attendance Policy, including but not limited to irregular attendance, habitual lateness or unexcused absences.
10. Gambling on School property.
11. Willful or careless destruction or damage to School assets or to the equipment or possessions of another employee.
12. Wasting work materials.
13. Performing work of a personal nature during working time.
14. Violation of the Solicitation and Distribution Policy.
15. Violation of Challenge Preparatory Charter School's Harassment or Equal Employment Opportunity Policies.
16. Violation of the Communication and Computer Systems Policy.
17. Unsatisfactory job performance.
18. Any other violation of Company policy.

Obviously, not every type of misconduct can be listed. Note that all employees are employed at-will, and Challenge Preparatory Charter School reserves the right to impose whatever discipline it chooses, or none at all, in a particular instance. The School will deal with each situation individually and nothing in this handbook should be construed as a promise of specific treatment in a given situation.

The observance of these rules will help to ensure that our workplace remains a safe and desirable place to work.

5-2. Punctuality and Attendance

Employees are hired to perform important functions at Challenge Preparatory Charter School. As with any group effort, operating effectively takes cooperation and commitment from everyone. Therefore, attendance and punctuality are very important. Unnecessary absences and lateness are expensive, disruptive and place an unfair burden on fellow employees and Supervisors. We expect excellent attendance from all employees. Excessive absenteeism or tardiness will result in disciplinary action up to and including discharge.

We do recognize, however, there are times when absences and tardiness cannot be avoided. In such cases, employees are expected to notify Supervisors as early as possible, but no later than the start of the work day. Asking another employee, friend or relative to give this notice is improper and constitutes grounds for disciplinary action. Employees should call, stating the nature of the illness and its expected duration, for every day of absenteeism.

Unreported absences of three (3) consecutive work days generally will be considered a voluntary resignation of employment with the School.

5-3. Use of Communications and Computer Systems

Challenge Preparatory Charter School's communication and computer systems are intended primarily for business purposes; however limited personal usage is permitted if it does not hinder performance of job duties or violate any other School policy. This includes the voice mail, e-mail and Internet systems. Users have no legitimate expectation of privacy in regard to their use of the Challenge Preparatory Charter School systems.

Challenge Preparatory Charter School may access the voice mail and e-mail systems and obtain the communications within the systems, including past voice mail and e-mail messages, without notice to users of the system, in the ordinary course of business when the School deems it appropriate to do so. The reasons for which the School may obtain such access include, but are not limited to: maintaining the system; preventing or investigating allegations of system abuse or misuse; assuring compliance with software copyright laws; complying with legal and regulatory requests for information; and ensuring that School operations continue appropriately during an employee's absence.

Further, Challenge Preparatory Charter School may review Internet usage to ensure that such use with School property, or communications sent via the Internet with School property, are appropriate. The reasons for which the School may review employees' use of the Internet with School property include, but are not limited to: maintaining the system; preventing or investigating allegations of system abuse or misuse; assuring compliance with software copyright laws; complying with legal and regulatory requests for information; and ensuring that School operations continue appropriately during an employee's absence.

The School may store electronic communications for a period of time after the communication is created. From time to time, copies of communications may be deleted.

The School's policies prohibiting harassment, in their entirety, apply to the use of School's communication and computer systems. No one may use any communication or computer system in

a manner that may be construed by others as harassing or offensive based on race, national origin, sex, sexual orientation, age, disability, religious beliefs or any other characteristic protected by federal, state or local law.

Further, since the School's communication and computer systems are intended for business use, all employees, upon request, must inform management of any private access codes or passwords.

Unauthorized duplication of copyrighted computer software violates the law and is strictly prohibited.

No employee may access, or attempt to obtain access to, another employee's computer systems without appropriate authorization.

Violators of this policy may be subject to disciplinary action, up to and including discharge.

5-4. Use of Social Media

Challenge Preparatory Charter School respects the right of any employee to maintain a blog or web page or to participate in a social networking, Twitter or similar site, including but not limited to Facebook and LinkedIn. However, to protect School interests and ensure employees focus on their job duties, employees must adhere to the following rules:

All rules regarding confidential and proprietary business information apply in full to blogs, web pages and social networking platforms, such as Twitter, Facebook, LinkedIn or similar sites. Any information that cannot be disclosed through a conversation, a note or an e-mail also cannot be disclosed in a blog, web page or social networking site.

Whether an employee is posting something on his or her own blog, web page, social networking, Twitter or similar site or on someone else's, if the employee mentions the School and also expresses either a political opinion or an opinion regarding the School's actions that could pose an actual or potential conflict of interest with the School, the poster must include a disclaimer. The poster should specifically state that the opinion expressed is his/her personal opinion and not the School's position. This is necessary to preserve the School's good will in the marketplace.

Any conduct that is impermissible under the law if expressed in any other form or forum is impermissible if expressed through a blog, web page, social networking, Twitter or similar site. For example, posted material that is discriminatory, obscene, defamatory, libelous or violent is forbidden. School policies apply equally to employee social media usage.

Challenge Preparatory Charter School encourages all employees to keep in mind the speed and manner in which information posted on a blog, web page, and/or social networking site is received and often misunderstood by readers. Employees must use their best judgment. Employees with any questions should review the guidelines above and/or consult with their manager. Failure to follow these guidelines may result in discipline, up to and including discharge.

5-5. Personal and Company-Provided Portable Communication Devices

School-provided portable communication devices (PCDs), including cell phones and personal digital assistants, should be used primarily for business purposes. Employees have no reasonable expectation of privacy in regard to the use of such devices, and all use is subject to monitoring, to

the maximum extent permitted by applicable law. This includes as permitted the right to monitor personal communications as necessary.

Some employees may be authorized to use their own PCD for business purposes. These employees should work with the IT department to configure their PCD for business use. Communications sent via a personal PCD also may be subject to monitoring if sent through the School's networks and the PCD must be provided for inspection and review upon request.

All conversations, text messages and e-mails must be professional. When sending a text message or using a PCD for business purposes, whether it is a School-provided or personal device, employees must comply with applicable School guidelines, including policies on sexual harassment, discrimination, conduct, confidentiality, equipment use and operation of vehicles. Using a School-issued PCD to send or receive personal text messages is prohibited at all times and personal use during working hours should be limited to emergency situations.

If an employee who uses a personal PCD for business resigns or is discharged, the employee will be required to submit the device to the IT department for resetting on or before his or her last day of work. At that time, the IT department will reset and remove all information from the device, including but not limited to, School information and personal data (such as contacts, e-mails and photographs). The IT department will make efforts to provide employees with the personal data in another form (e.g., on a disk) to the extent practicable; however, the employee may lose some or all personal data saved on the device.

Employees may not use their personal PCD for business unless they agree to submit the device to the IT department on or before their last day of work for resetting and removal of School information. This is the only way currently possible to ensure that all School information is removed from the device at the time of termination. The removal of School information is crucial to ensure compliance with the School's confidentiality and proprietary information policies and objectives.

Please note that whether employees use their personal PCD or a School-issued device, the School's electronic communications policies, including but not limited to, proper use of communications and computer systems, remain in effect.

Portable Communication Device Use While Driving

Employees who drive on School business must abide by all state or local laws prohibiting or limiting PCD (cell phone or personal digital assistant) use while driving. Further, even if usage is permitted, employees may choose to refrain from using any PCD while driving. "Use" includes, but is not limited to, talking or listening to another person or sending an electronic or text message via the PCD.

Regardless of the circumstances, including slow or stopped traffic, if any use is permitted while driving, employees should proceed to a safe location off the road and safely stop the vehicle before placing or accepting a call. If acceptance of a call is absolutely necessary while the employee is driving, and permitted by law, the employee must use a hands-free option and advise the caller that he/she is unable to speak at that time and will return the call shortly.

Under no circumstances should employees feel that they need to place themselves at risk to fulfill business needs.

Since this policy does not require any employee to use a cell phone while driving, employees who are charged with traffic violations resulting from the use of their PCDs while driving will be solely responsible for all liabilities that result from such actions.

Texting and e-mailing while driving is prohibited in all circumstances.

5-6. Inspections

Challenge Preparatory Charter School reserves the right to require employees while on School property, or on client property, to agree to the inspection of their persons, personal possessions and property, personal vehicles parked on School or client property, and work areas. This includes lockers, vehicles, desks, cabinets, work stations, packages, handbags, briefcases and other personal possessions or places of concealment, as well as personal mail sent to the School or to its clients. Employees are expected to cooperate in the conduct of any search or inspection.

5-7. Smoking

Smoking, including the use of e-cigarettes, is prohibited on School premises and in all School vehicles.

5-8. Personal Visits and Telephone Calls

Disruptions during work time can lead to errors and delays. Therefore, we ask that personal telephone calls be kept to a minimum, and only be made or received after working time, or during lunch or break time.

For safety and security reasons, employees are prohibited from having personal guests visit or accompany them anywhere in our facilities other than the reception areas.

5-9. Solicitation and Distribution

To avoid distractions, solicitation by an employee of another employee is prohibited while either employee is on work time. "Work time" is defined as the time an employee is engaged, or should be engaged, in performing his/her work tasks for Challenge Preparatory Charter School. Solicitation of any kind by non-employees on School premises is prohibited at all times.

Distribution of advertising material, handbills, printed or written literature of any kind in working areas of the School is prohibited at all times. Distribution of literature by non-employees on School premises is prohibited at all times.

5-10. Bulletin Boards

Important notices and items of general interest are continually posted on our bulletin board. Employees should make it a practice to review it frequently. This will assist employees in keeping up with what is current at Challenge Preparatory Charter School. To avoid confusion, employees should not post or remove any material from the bulletin board.

5-11. Confidential Company Information

During the course of work, an employee may become aware of confidential information about Challenge Preparatory Charter School's business, including but not limited to information regarding School finances, pricing, products and new product development, software and computer programs, marketing strategies, suppliers and customers and potential customers. An employee also may become aware of similar confidential information belonging to the School's clients. It is extremely important that all such information remain confidential, and particularly not be disclosed to our competitors. Any employee who improperly copies, removes (whether physically or electronically), uses or discloses confidential information to anyone outside of the School may be subject to disciplinary action up to and including termination. Employees may be required to sign an agreement reiterating these obligations.

5-12. Conflict of Interest and Business Ethics

It is Challenge Preparatory Charter School's policy that all employees avoid any conflict between their personal interests and those of the School. The purpose of this policy is to ensure that the School's honesty and integrity, and therefore its reputation, are not compromised. The fundamental principle guiding this policy is that no employee should have, or appear to have, personal interests or relationships that actually or potentially conflict with the best interests of the School.

It is not possible to give an exhaustive list of situations that might involve violations of this policy. However, the situations that would constitute a conflict in most cases include but are not limited to:

1. holding an interest in or accepting free or discounted goods from any organization that does, or is seeking to do, business with the School, by any employee who is in a position to directly or indirectly influence either the School's decision to do business, or the terms upon which business would be done with such organization;
2. holding any interest in an organization that competes with the School;
3. being employed by (including as a consultant) or serving on the board of any organization which does, or is seeking to do, business with the School or which competes with the School; and/or
4. profiting personally, e.g., through commissions, loans, expense reimbursements or other payments, from any organization seeking to do business with the School.

A conflict of interest would also exist when a member of an employee's immediate family is involved in situations such as those above.

This policy is not intended to prohibit the acceptance of modest courtesies, openly given and accepted as part of the usual business amenities, for example, occasional business-related meals or promotional items of nominal or minor value.

It is your responsibility to report any actual or potential conflict that may exist between you (and your immediate family) and the School.

5-13. Use of Facilities, Equipment and Property, Including Intellectual Property

Equipment essential in accomplishing job duties is often expensive and may be difficult to replace. When using property, employees are expected to exercise care, perform required maintenance, and follow all operating instructions, safety standards and guidelines.

Employees should notify their Supervisor if any equipment, machines, or tools appear to be damaged, defective, or in need of repair. Prompt reporting of loss, damages, defects, and the need for repairs could prevent deterioration of equipment and possible injury to employees or others. The Supervisor can answer any questions about an employee's responsibility for maintenance and care of equipment used on the job.

Employees also are prohibited from any unauthorized use of the School's intellectual property, such as audio and video tapes, print materials and software.

Improper, careless, negligent, destructive, or unsafe use or operation of equipment can result in discipline, up to and including discharge.

Further, the School is not responsible for any damage to employees' personal belongings unless the employee's Supervisor provided advance approval for the employee to bring the personal property to work.

5-14. Health and Safety

The health and safety of employees and others on School property are of critical concern to Challenge Preparatory Charter School. The School intends to comply with all health and safety laws applicable to our business. To this end, we must rely upon employees to ensure that work areas are kept safe and free of hazardous conditions. Employees are required to be conscientious about workplace safety, including proper operating methods, and recognize dangerous conditions or hazards. Any unsafe conditions or potential hazards should be reported to management immediately, even if the problem appears to be corrected. Any suspicion of a concealed danger present on the School's premises, or in a product, facility, piece of equipment, process or business practice for which the School is responsible should be brought to the attention of management immediately.

Periodically, the School may issue rules and guidelines governing workplace safety and health. The School may also issue rules and guidelines regarding the handling and disposal of hazardous substances and waste. All employees should familiarize themselves with these rules and guidelines, as strict compliance will be expected.

Any workplace injury, accident, or illness must be reported to the employee's Supervisor as soon as possible, regardless of the severity of the injury or accident.

5-15. Hiring Relatives/Employee Relationships

A familial relationship among employees can create an actual or at least a potential conflict of interest in the employment setting, especially where one relative supervises another relative. To avoid this problem, Challenge Preparatory Charter School may refuse to hire or place a relative in a position where the potential for favoritism or conflict exists.

In other cases, such as personal relationships where a conflict or the potential for conflict arises, even if there is no supervisory relationship involved, the parties may be separated by reassignment or discharged from employment, at the discretion of the School. Accordingly, all parties to any type of intimate personal relationship must inform management.

If two employees marry, become related, or enter into an intimate relationship, they may not remain in a reporting relationship or in positions where one individual may affect the compensation or other terms or conditions of employment of the other individual. The School generally will attempt to identify other available positions, but if no alternate position is available, the School retains the right to decide which employee will remain with the School.

For the purposes of this policy, a relative is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage.

5-16. Employee Dress and Personal Appearance

You are expected to report to work well groomed, clean, and dressed according to the requirements of your position. Some employees may be required to wear uniforms or safety equipment/clothing. Please contact your Supervisor for specific information regarding acceptable attire for your position. If you report to work dressed or groomed inappropriately, you may be prevented from working until you return to work well groomed and wearing the proper attire.

5-17. Publicity/Statements to the Media

All media inquiries regarding the position of the School as to any issues must be referred to CEO. Only CEO is authorized to make or approve public statements on behalf of the School. No employees, unless specifically designated by CEO, are authorized to make those statements on behalf of School. Any employee wishing to write and/or publish an article, paper, or other publication on behalf of the School must first obtain approval from CEO.

5-18. Operation of Vehicles

All employees authorized to drive School-owned or leased vehicles or personal vehicles in conducting School business must possess a current, valid driver's license and an acceptable driving record. Any change in license status or driving record must be reported to management immediately.

An employee must have a valid driver's license in his or her possession while operating a vehicle off or on School property. It is the responsibility of every employee to drive safely and obey all traffic,

vehicle safety, and parking laws or regulations. Drivers must demonstrate safe driving habits at all times.

School-owned or leased vehicles may be used only as authorized by management.

Portable Communication Device Use While Driving

Employees who drive on School business must abide by all state or local laws prohibiting or limiting portable communication device (PCD) use, including cell phones or personal digital assistants, while driving. Further, even if use is permitted, employees may choose to refrain from using any PCD while driving. "Use" includes, but is not limited to, talking or listening to another person or sending an electronic or text message via the PCD.

Regardless of the circumstances, including slow or stopped traffic, if any use is permitted while driving, employees should proceed to a safe location off the road and safely stop the vehicle before placing or accepting a call. If acceptance of a call is absolutely necessary while the employee is driving, and permitted by law, the employee must use a hands-free option and advise the caller that he/she is unable to speak at that time and will return the call shortly.

Under no circumstances should employees feel that they need to place themselves at risk to fulfill business needs.

Since this policy does not require any employee to use a PCD while driving, employees who are charged with traffic violations resulting from the use of their PCDs while driving will be solely responsible for all liabilities that result from such actions.

Texting and e-mailing while driving is prohibited in all circumstances.

5-19. Business Expense Reimbursement

Employees will be reimbursed for reasonable approved expenses incurred in the course of business. These expenses must be approved by the employee's Supervisor, and may include air travel, hotels, motels, meals, cab fare, rental vehicles, or gas and car mileage for personal vehicles. All expenses incurred should be submitted to the Director of Finance along with the receipts in a timely manner.

Employees are expected to exercise restraint and good judgment when incurring expenses. Employees should contact their Supervisor in advance if they have any questions about whether an expense will be reimbursed.

5-20. References

Challenge Preparatory Charter School will respond to reference requests through the Human Resources Department. The School will provide general information concerning the employee such as date of hire, date of discharge, and positions held. Requests for reference information must be in writing, and responses will be in writing. Please refer all requests for references to the Human Resources Department.

Only the Human Resources Department may provide references.

5-21. If You Must Leave Us

Should an employee decide to leave the School, we ask that he or she provide a Supervisor with at least two (2) weeks advance notice of departure. Thoughtfulness will be appreciated. All School property including, but not limited to, keys, security cards, parking passes, laptop computers, fax machines, uniforms, etc., must be returned at separation. Employees also must return all of the School's Confidential Information upon separation. To the extent permitted by law, employees will be required to repay the School, (through payroll deduction, if lawful) for any lost or damaged School property. As noted previously, all employees are employed at-will and nothing in this handbook changes that status.

5-22. Exit Interviews

Employees who resign are requested to participate in an exit interview with Human Resources, if possible.

5-23. A Few Closing Words

This handbook is intended to give employees a broad summary of things they should know about Challenge Preparatory Charter School. The information in this handbook is general in nature and, should questions arise, any member of management should be consulted for complete details. While we intend to continue the policies, rules and benefits described in this handbook, Challenge Preparatory Charter School, in its sole discretion, may always amend, add to, delete from or modify the provisions of this handbook and/or change its interpretation of any provision set forth in this handbook. Employees should not hesitate to speak to management if they have any questions about the School or its personnel policies and practices.

General Handbook Acknowledgment

This Employee handbook is an important document intended to help you become acquainted with Challenge Preparatory Charter School. This document is intended to provide guidelines and general descriptions only; it is not the final word in all cases. Individual circumstances may call for individual attention.

Because the School's operations may change, the contents of this handbook may be changed at any time, with or without notice, in an individual case or generally, at the sole discretion of management.

Please read the following statements and sign below to indicate your receipt and acknowledgment of this Employee handbook.

I have received and read a copy of Challenge Preparatory Charter School's Employee handbook. I understand that the policies, rules and benefits described in it are subject to change at the sole discretion of the School at any time.

I further understand that my employment is terminable at will, either by myself or the School, with or without cause or notice, regardless of the length of my employment or the granting of benefits of any kind.

I understand that no representative of Challenge Preparatory Charter School other than the CEO may alter "at will" status and any such modification must be in a signed writing.

I understand that my signature below indicates that I have read and understand the above statements and that I have received a copy of the School's Employee handbook.

Employee's Printed Name: _____

Employee's Signature: _____

Position: _____

Date: _____

The signed original copy of this acknowledgment should be given to management - it will be filed in your personnel file.

Receipt of Sexual Harassment Policy

It is Challenge Preparatory Charter School's policy to prohibit harassment of any employee by any Supervisor, employee, customer or vendor on the basis of sex or gender. The purpose of this policy is not to regulate personal morality within the Company. It is to ensure that at the Company all employees are free from sexual harassment. While it is not easy to define precisely what types of conduct could constitute sexual harassment and there is a wide range of behavior that may violate this policy even if such behavior does not violate the law, examples of prohibited behavior include unwelcome sexual advances, requests for sexual favors, obscene gestures, displaying sexually graphic magazines, calendars or posters, sending sexually explicit e-mails, text messages and other verbal or physical conduct of a sexual nature, such as uninvited touching of a sexual nature or sexually related comments. Depending upon the circumstances, improper conduct also can include sexual joking, vulgar or offensive conversation or jokes, commenting about an employee's physical appearance, conversation about your own or someone else's sex life, or teasing or other conduct directed toward a person because of his or her gender which is sufficiently severe or pervasive to create an unprofessional and hostile working environment.

If you feel that you have been subjected to conduct which violates this policy, you should immediately report the matter to your Supervisor. If you are unable for any reason to contact this person, or if you have not received a satisfactory response within five (5) business days after reporting any incident of what you perceive to be harassment, please contact the next level Manager. Note: If your Supervisor or next level Manager is the person toward whom the complaint is directed, you should contact any higher level Manager in your reporting chain. Employees may also contact the ADP MyLife Advisors at (844) 448-0325 if they are uncomfortable for any reason using the above procedure. Every report of perceived harassment will be fully investigated and corrective action will be taken where appropriate. All complaints will be kept confidential to the extent possible, but confidentiality cannot be guaranteed. In addition, the Company will not allow any form of retaliation against individuals who report unwelcome conduct to management or who cooperate in the investigations of such reports in accordance with this policy. If you feel you have been subjected to any such retaliation, report it in the same manner you would report a claim of perceived harassment under this policy. Violation of this policy including any improper retaliatory conduct will result in disciplinary action, up to and including discharge. All employees must cooperate with all investigations.

I have read and I understand Challenge Preparatory Charter School's Sexual Harassment Policy.

Employee's Printed Name: _____

Employee's Signature: _____

Position: _____

Date: _____

The signed original copy of this receipt should be given to management - it will be filed in your personnel file.

Receipt of Non-Harassment Policy

It is Challenge Preparatory Charter School's policy to prohibit intentional and unintentional harassment of any individual by another person on the basis of any protected classification including, but not limited to, race, color, national origin, disability, religion, marital status, veteran status, sexual orientation or age. The purpose of this policy is not to regulate our employees' personal morality, but to ensure that in the workplace, no one harasses another individual.

If an employee feels that he or she has been subjected to conduct which violates this policy, he or she should immediately report the matter to the CEO. If the employee is unable for any reason to contact this person, or if the employee has not received a satisfactory response within five (5) business days after reporting any incident of what the employee perceives to be harassment, the employee should contact the Director of Finance. If the person toward whom the complaint is directed is one of the individuals indicated above, the employee should contact any higher-level manager in his or her reporting hierarchy. Employees may also contact the ADP MyLife Advisors at (844) 448-0325 if they are uncomfortable for any reason using the above procedure. Every report of perceived harassment will be fully investigated and corrective action will be taken where appropriate. All complaints will be kept confidential to the extent possible, but confidentiality cannot be guaranteed. In addition, the School will not allow any form of retaliation against individuals who report unwelcome conduct to management or who cooperate in the investigations of such reports in accordance with this policy.

If an employee feels he or she has been subjected to any such retaliation, he or she should report it in the same manner in which the employee would report a claim of perceived harassment under this policy. Violation of this policy including any improper retaliatory conduct will result in disciplinary action, up to and including discharge. All employees must cooperate with all investigations.

I have read and I understand Challenge Preparatory Charter School's Non-Harassment Policy.

Employee's Printed Name: _____

Employee's Signature: _____

Position: _____

Date: _____

The signed original copy of this receipt should be given to management - it will be filed in your personnel file.

Employee Acknowledgement Form

Employee's Printed Name: _____

Employee's Signature: _____

Position: _____

Date: _____

The signed original copy of this receipt should be given to management - it will be filed in your personnel file.



2021-22 School Year Board Meeting #12 and 13th Annual Board Meeting Minutes

Frederica Jeffries, CPCS Chair called the meeting to order and welcomed everyone to the CPCS 2021-22 School Year Board Meeting #12 and the 13th Annual Board Meeting at 6:30 PM on June 22, 2022.

Frederica Jeffries, Chair requested verification from the members present of “The Notice of Meeting” sent to each of the members of the board via email. Each member noted the proper notification was received.

Pursuant to the NY State Public Meetings Law the public notice of meeting was provided in the following manner thus meeting the law’s requirement of media and public notice:

- The Wave via email
- Public Posting at CPCS Office
- CPCS Websites and Social Media Sites

Karon McFarlane, Secretary of the Board of Trustees called the roll of the board.

Members present: Frederica Jeffries, Gertrudis Hernandez, Karon McFarlane, Dr. Michelle Daniel-Robertson, Andrew Barnes, and Linda Plummer

Members absent: None

Also, present: Michael R. Estep. He was given the rights of the floor to speak during the meeting by common consent.

The Chair offered opportunity for any questions from the public. No comments or questions were offered.

1. The agenda was approved by common consent.
2. The Chair called for a review of the minutes of the 2021-22 School Year Board Meeting #11 [Attachment #1]. The minutes were approved by common consent.
3. The Chari called for a review of the minutes of the 2021-22 School Year Special Called Board Meeting #1 [Attachment #2}. The minutes were approved by common consent.



4. The Chair called for the report of Dr. Les Mullings, CEO. Dr. Mullings shared with the Board about the visit of the NYC DOE Chancellor David C. Banks on Monday, June 6, 2022. Chancellor Banks visited the new high school facility at 15-20 Central Avenue, Far Rockaway, NY and the new CTE Culinary Arts Kitchen at 14-18 Central Avenue, Far Rockaway, NY. Chancellor Banks visited several classrooms and engaged with teachers and scholars. Additionally, he visited the 4th & 5th Grade site at 15-26 Central Avenue, Far Rockaway, NY.

The CEO announced the funding of \$7,000,000 for the short fall of the Arverne by the Sea School Construction site by the NYC City Council with the initiative being led by City Councilmember Selvena Brooks-Powers.

Dr. Mullings also announced the scholarship funding of \$147,000 for Challenge scholars and Far Rockaway residents secured by the School of Labor and Urban Studies for the classes being offered at the High School site at 15-20 Central Avenue, Far Rockaway, NY.

He shared about the exciting Annual Field Day held on June 23, 2022.

Following discussion, the report was received with appreciation.

5. The Chair called attention to the printed report of Kentia Coreus, Senior Director of Elementary Teaching & Learning [Attachment #3]. The report was received with appreciation.
6. The Chair called attention to the printed report of Mavgar Mondesir, Senior Director of Secondary Teaching & Learning and 6-10 Principal [Attachment #4]. The report was received with appreciation.
7. The Chair called attention to the printed report of Tameeka Richards, Director of Pupil Personnel Services [Attachment #5]. The report was received with appreciation.
8. The Chair called attention to the printed report of Kimberly Messer, Director of Communications [Attachment #6]. The report was received with appreciation.
9. The Chair called attention to the printed report of Natalie Zadok, Director of Special Education [Attachment #7]. The report was received with appreciation.



10. The Chair called attention to the printed report of Janis Vaughn, Director of Student Enrollment & Recruitment [Attachment #8]. The report was received with appreciation.
11. The Chair called attention to the printed report of Michael R. Estep, Acting Director of Operations [Attachment #9]. The report was received with appreciation.
12. The Chair called attention to the printed report of Dale Richardson, Director of Technology [Attachment #10]. The report was received with appreciation.
13. The Chair called for the May 2022 Financial Report [Attachment #11]. The report highlighted the tight financial year the school was experiencing due to the onboarding of the new high school facilities and the equipping of the building along with other factors. Following review, the report was received by common consent.
14. The Chair called for the presentation of the 2022-23 Draft Budget [Attachment #12]. Following discussion, a motion was made by Gertrudis Hernandez to approve the 2022-23 Draft Budget and to authorize the expenditure of funds from July 1, 2022 - July 20, 2022, necessary to operate the school until the final approval of the 2022-23 Budget during the 2022-22 Board Meeting #1 on July 20, 2022 with a second by Linda Plummer. The motion carried unanimously.
15. The Chair called for the 2022-23 Personnel Report [Attachment #12] which included a list of positions to be hired for the 2022-23 school year. The list indicated the employees' names and projected salaries. For positions that have not been filled the list indicated the projected salary for those positions. Following discussion and review, a motion was made by Karon McFarlane and seconded by Linda Plummer to approve the entire report. Motion carried unanimously.
16. The Chair called for the review of the 2022-23 CPCS Employee Handbook [Attachment #13]. Following discussion, a motion was made by Gertrudis Hernandez and seconded by Karon McFarlane to approve the 2021-22 CPCS Employee Handbook. The motion carried unanimously.
17. The Chair called for the review of the 2022-23 CPCS Financial Policies and Procedures Manual [Attachment #14]. Following discussion, a motion was made by Gertrudis Hernandez and seconded by Karon McFarlane to approve the 2022-23 CPCS Financial Policies and Procedures Manual. The motion carried unanimously.



18. The Chair called for the 2022-23 Annual Board Elections Report [Attachment #15].
 19. A motion was made by Karon McFarlane and a seconded by Gertrudis Hernandez to elect Linda Plummer for a one-year term from July 1, 2022 to June 30, 2023. The motion carried unanimously.
 20. A motion was made by Karon McFarlane and a seconded by Gertrudis Hernandez to elect Dr. Michelle Daniel-Robertson for a three-year term from July 1, 2022 to June 30, 2025. The motion carried unanimously.
 21. A motion was made by Karon McFarlane and a seconded by Linda Plummer to elect Gertrudis Hernandez for a two-year term from July 1, 2022 to June 30, 2024. The motion carried unanimously.
 22. Gertrudis Hernandez made a motion with a second by Dr. Michelle Daniel-Robertson to elect the following officers for the 2021-22 school year:
 - Chair – Frederica Jeffries
 - Vice-Chair – Andrew Barnes
 - Secretary – Karon McFarlane
 - Treasurer – Linda Plummer
- The motion carried unanimously.
23. The Chair called on for the presentation of the 2022-23 Board of Trustees Calendar [Attachment #16]. The calendar was approved by common consent.

The meeting adjourned by common consent.

Respectfully submitted:

A handwritten signature in blue ink that reads "Karon K. McFarlane".

Karon McFarlane
Secretary



ATTACHMENT #1

CPCS

2021-22 School Year

Board Meeting #11

Minutes

See Prior Month

Minutes for Attachments



ATTACHMENT #2



ATTACHMENT #3



ATTACHMENT #4



ATTACHMENT #5



ATTACHMENT #6



ATTACHMENT #7



ATTACHMENT #8



ATTACHMENT #9



ATTACHMENT #10



ATTACHMENT #11



ATTACHMENT #12



ATTACHMENT #13



ATTACHMENT #14



ATTACHMENT #15



ATTACHMENT #16

Financial Policies and Procedures

Manual

2022 - 2023

INTRODUCTION

Purpose of Manual

Challenge Charter School (CCS) is committed to developing and maintaining financial policies and procedures that ensure sound internal controls, fiscal responsibility, transparency and accountability in accordance with the generally accepted accounting principles (GAAP) practice in the United States, and the rules and regulations established by the Financial Accounting Standards Board (FASB). CCS will follow all the relevant laws and regulations that govern the Charter Schools within the City and State of New York. As a nonprofit organization, CCS is entrusted with funds granted by the Federal, State and City government agencies, Corporate, Philanthropic Foundations and individual contributors. Defined financial policies and procedures will enable the school to meet its financial needs and obligations, ensure long-term financial stability and viability, safeguard its tangible assets, human capital, be in good standings with the community and funding sources and comply with its mission statement.

Financial Leadership and Management

The financial management team of CCS consists of:

- Board of Trustees & Finance Committee
- Chairperson of the Board of Trustees
- Treasurer of the Board of Trustees
- Chief Executive Officer (CEO)
- Director of Finance
- Staff Accountant
- Director of Operations
- Operations Manager
- Operations Coordinator
- Financial Consultants - CSBM

The Financial Management Team outlined above is accountable for the day-to-day fiscal responsibilities of CCS. The Board of Trustees primary obligation is to serve as the School's oversight and policy-making body. The Board of Trustees will meet monthly to ensure that its fiduciary duty is maintained. The Board of Trustees establishes a Finance Committee annually at the Annual meeting of the Board. This committee is responsible for selecting an audit firm on an annual basis, reviewing the Financial Policies and Procedures manual on an annual basis, and working with the school's finance team to review the monthly financial statements.

The Finance Committee of the Board of Trustees shall be responsible for the primary Board-level oversight of the school's financial matters as defined by the Board's established bylaws. The CEO and the Director of Finance of CCS will have the primary responsibility of executing all financial matters. The Fiscal Management Team will collectively work to make certain that all financial matters of the organization are properly addressed with care, integrity, and accuracy in the best interest of CCS. The Director of Finance is accountable for administering the school's adopted policies and ensuring compliance with procedures that have been approved by the Board of Trustees.

Changes to the Financial Policies and Procedures Manual

This document establishes the policies and procedures for the fiscal and administrative functions conducted by CCS. It is the responsibility of CCS Management to periodically review and revise the Financial Policies and Procedures manual as needed. The Board of Trustees must approve the manual on an annual basis as well any amendments as needed. Any violation of these policies and procedures is considered to be cause for termination or removal and, depending upon the nature of the infraction, civil and/or criminal prosecution.

Financial Policies

1. CCS shall comply with the laws, rules, and regulations applicable to it in regard to financial matters and with the terms of the contract by which it is bound.
2. Control procedures shall be in place to ensure the security and proper management of the organization's tangible and intangible assets.
3. Timely and accurate financial information shall be compiled to fulfill all reporting and management requirements.

Fiscal Year

The fiscal year of CCS is from July 1st to June 30th.

INTERNAL CONTROL STRUCTURE

Background

This manual establishes and describes the fiscal policies and procedures of CCS that have been established to achieve CCS's objectives. The control structure represents policies and procedures that affect CCS's ability to process, record, summarize and report financial information. This structure is established and maintained to reduce the potential unauthorized use of CCS's assets or misstatement of account balances. The contents of this chapter will demonstrate the internal controls that will be implemented to provide reasonable assurance regarding the achievement of objectives in the following categories; (1) Effectiveness and efficiency of operations; (2) Reliability of financial reporting; and (3) Compliance with applicable laws and regulations

The following four essential elements make up the internal control structure.

1. Internal Control Environment

By implementing internal controls CCS establishes the importance of enforcing and maintaining accountability, transparency and accuracy in their day-to-day financial transactions. Factors that impact the internal control environment can include management and Board philosophy;

organizational structure; ways of assigning authority and responsibility; methods of management and control; personnel policies and practices; and external influences such as significant donor expectations.

2. Accounting System

CCS has implemented an accounting system consisting of processes and documentation used to identify, compile, classify, record and report accounting transactions. These processes were established to: (1) identify and record all of the organization's fiscal transactions; (2) describe the transactions adequately in order to allow proper classification for financial reporting, and (3) specify the time period in which transactions occurred in order to record them in the proper accounting period.

3. Internal Control Procedures

CCS has adopted a number of internal financial controls. These procedures are set up to strengthen CCS's internal control structure in order to safeguard the organization's assets. The internal financial controls consist of the following:

Segregation of Duties: A hierarchical structure of authority and responsibility has been developed at CCS. Tasks are divided and allocated to guard against one individual having the ability to make an accounting error (either knowingly or unknowingly). This protects the school from any potential fraud or misappropriation of funds. In situations where there are an insufficient number of employees to achieve this because of budget constraints, a compensating control has been created at the school.

Restricted Access: Physical access to valuable and moveable assets is restricted to authorized personnel.

Document Control: In order to ensure that all documents are captured by the accounting system, all documents must be initialed and dated when recorded and then filed appropriately.

Records Retention: Records will be maintained for the periods sufficient to satisfy IRS regulations, federal grant requirements, OMB A133 audit requirements, if applicable, and other legal needs as may be determined. Record retention requirements are reviewed annually with legal counsel and independent auditors to determine any necessary changes.

Processing Controls: These are designed to identify any errors *before* they are posted to the

general ledger. Common processing controls are the following: (1) Source document matching; (2) Clerical accuracy of documents; and (3) General ledger account code checking.

Reconciliation Controls: These are designed to identify any errors *after* transactions have been posted and the general ledger has been run. The process involves reconciling selected general ledger control accounts to subsidiary ledgers. Reconciliation is completed by the Financial Consultant and approved by the CEO.

Annual Independent Audit: CCS's financial statements are audited annually by an independent audit firm selected by the Board of Trustees on the recommendation of the Finance Committee.

Security of Financial Data: The school's accounting software is accessible only to the CEO, Director of Finance, Staff Accountant, and Financial Consultants. Individual usernames and passwords will be issued for every user and their access will be limited according to their functionality and role within the school. All other hard copies of financial data, when not in use, will be secured in a designated area at the school.

Risk Assessment: This is designed to identify, analyze, and manage risk relevant to the preparation of accurate financial statements. It includes mitigating risks involving internal and/or external factors that might adversely affect the school's ability to properly record, process, summarize and report financial data.

4. Accounting Cycle

The accounting cycle is designed to accurately process, record, summarize, and report transactions of CCS. CCS will maintain their accounting records and related financial reports on the accrual basis of accounting. Under the accrual basis of accounting, revenues are recognized when earned and expenses are recognized when obligations are incurred (goods transferred or services rendered).

The component bookkeeping cycles fall into one of five primary functions:

1. Revenue, Accounts Receivable and Cash Receipts

Key tasks in this area include:

- Processing cash receipts
- Making deposits
- Recording cash receipts in the general ledger and subsidiary records

- Performing month-end reconciliation procedures
- Processing general ledger integration for private donations/revenue
- Processing wire transfers into school accounts

2. **Purchases, Accounts Payable and Cash Disbursements**

Key tasks in this area include:

- Authorizing the procurement of goods and/or services
- Processing purchases (credit/debit cards, check, reimbursement)
- Processing invoices
- Issuing checks
- Recording checks in the general ledger and in cash disbursement journals
- Performing month-end reconciliation procedures
- Year-end reporting: Preparing 1099 forms
- Processing wire transfers out of school accounts

3. **Payroll**

ADP TotalSource, an outside service provider, will perform the payroll process. Their responsibilities include calculating appropriate amounts for employee and employer deductions related to taxes remitted to the Federal, State and City government agencies and voluntary and/or statutory deductions that may or may not require remittance to retirement plan trustees and garnishees, etc.

Key tasks in this area include:

- Obtaining and gathering payroll information
- Submitting information to ADP for processing
- Preparing payroll checks and depositing payroll taxes
- Performing quarterly and year end reconciliations
- Preparing quarterly payroll tax returns
- Preparing W-2s, 1095s, and other annual payroll tax returns

4. **General Ledger and Financial Statements**

Key tasks in this area include:

- Preparing monthly journal entries
- Reconciling bank accounts and other general ledger accounts
- Reviewing general ledger activity and posting adjusted journal entries
- Producing the financial statements
- Producing the annual budget

The general ledger process consists of posting the period's transactions to QuickBooks (the accounting software), which produces the financial statements. The CSBM Financial Consultants will reconcile the bank accounts, review the general ledger, prepare for the annual audit in conjunction with the CCS team, and prepare monthly financial statements which will be presented to the Board's Finance Committee. The statements to be included are discussed in detail in Section 5 below.

5. Budgets and Financial Reporting

The CEO, CSBM Financial Consultants, and the Director of Finance are responsible for creating and updating 5-year budget projections for the school as well as the school's annual operating budget of income and expenses. The operating budget is reviewed and approved annually, first by the CEO, then by the Finance Committee and finally by the school's Board of Trustees and modified as necessary, with approval by the last day of the closing fiscal year. The 5-year projection is completed, reviewed and approved upon request.

The budgets are created and updated per program annually based on actual expenditures and programmatic changes that occur during the fiscal year. Creation of the annual operating budget is an interactive process led by the CEO and Director of Finance with input from the CSBM Senior Financial Consultant. This input is necessary to ensure enrollment is accurately represented per the charter agreement, and to make certain the staff can properly support the proposed number of enrolled students. Critical school program expenses should be represented in the budget to ensure reality is properly reflected. Historical information is used when available and applicable. The iterative process is repeated until the overall budget fairly represents the educational programs, revenues and expenses for the operating budget.

Once complete, the CEO and the Director of Finance presents the overall budget to the Finance Committee for review. The Committee will review and present the budget to the entire Board for approval. The budget must be approved and passed by June 30th before the start of the new fiscal year. Once approved, the implementation of, and accountability for, the budget is the responsibility of the CEO, and the Director of Finance.

After approval, the Director Finance uploads the budget into the accounting system. This budget is then used to run several monthly budget analysis reports. The following budget analysis reports are compiled by CSBM and submitted to the Director of Finance for the Board by the third Friday of each month; 1) Budget vs. Actual

Report and, 2) Budget vs. Forecast Report on a monthly basis. Budget vs. Actual variances of \$5,000.00 or more are described in the notes section of the report. The Director of Finance is responsible for making sure that significant differences are thoroughly researched and ultimately identified as either permanent or temporary. In the event that the variance significantly impacts the budget; the Director of Finance will ensure that a contingency budget is prepared. From a day-to-day operational standpoint, the CEO and Director of Finance may work with the Treasurer or the Chairperson of the Board of Trustees to resolve questions or issues related to the budget.

Financial Reporting One week before each Board meeting, the following will be sent to the Finance Committee for review: (1) the budget vs. actual report for the operating budget; (2) the budget vs. forecast report for the operating budget; (3) the budget vs. actual report for the capital budget; (4) the budget vs. forecast report for the capital budget (5) balance sheet; (6) federal grant reports, as needed. The CEO and Director of Finance present these reports to the entire Board at each meeting. The Director of Finance, under the guidance of the CEO, will also interface with the Finance Committee of the Board. The Finance Committee may also request cash flow projections through the end of the fiscal year to identify the months that cash flow may run negative.

At the end of the year, the following key financial statements are produced:

1. Balance Sheet
2. Income Statement
3. Statement of Cash Flow
4. Statement of Functional Expenses

PROCESSING CASH RECEIPTS AND REVENUE

Background

CCS receives revenues from the following primary sources:

- Federal, State and City Government
- Corporations
- Foundations
- Individuals
- Fundraising

If total federal expenditures for the fiscal year should exceed \$750,000 (or current federal guidelines), an additional audit under the guidance of OMB Circular A-133¹ will be also conducted by the independent audit firm.

Processing and Recording Cash Receipts

The Staff Accountant is responsible for recording cash receipts, EFT's and for generating checks in the accounting system and assigning them to the correct GL accounts. The Director of Finance will audit and review all transactions for accuracy and proper supporting documentation.

The Office Manager/Operations Manager/s sorts and delivers all the mail. Any mail addressed to a specific staff member is transferred, unopened, to the addressee. Any mail addressed generally to the school that is not a vendor statement, city/ state/federal agency, a credit/debit card statement or bank statement will be opened by the Operations Manager/s and reviewed in order to transfer it to the appropriate staff member or office. Magazines and catalogs addressed generally to the school should be transferred to the appropriate individual.

Once electronic bank statements are available, they are forwarded to the C S B M Finance Consultants for reconciling. Once the statement is reconciled, the reconciliation and the statement will be left for the CEO to review and sign it.

Mail that appears to contain a check should be left unopened and stamped as received and dated by the Operations Manager/s. The envelope should then be transferred immediately to the Director of Finance/Staff Accountant or held in a locked, secure location. Once opened by the Director of Finance/Staff Accountant, all checks must be stamped immediately in the designated endorsement area with "For Deposit Only", the appropriate bank account number and the name of the school. The Director of Finance/Staff Accountant will make a copy of the check, count any cash received and record it in the accounting system. Photocopies of all checks and correspondence will be made and the consultant will make the deposit the same day. If a deposit cannot be made, the checks and/or cash will be locked in the safe and deposited as soon as possible.

If the money received is not yet earned, it will be applied against the deferred revenues/unearned income general ledger account.

The Staff Accountant produces a Cash Receipts Journal to show the transaction as posted in the

accounting system. This is scanned with the copy of the check, copy of deposit slip, deposit receipt with bank-endorsed proof of deposit, and any correspondence that arrived with the check. Together, these documents comprise the Cash Receipts Packet for the respective transaction. All cash receipts and authorized transfers between accounts will be maintained in each fiscal year's Cash Receipts and Transfers electronic folder.

Processing and Recording Revenue Typically, grants received will be accompanied by specific agreements that explicitly or implicitly restrict their use and which impose unique reporting requirements – financial as well as performance. CCS's accounting and documentation system must be such that it is capable of meeting the individual requirements imposed by such grant agreements. Job codes and/or class codes will be attached to applicable expenses and assets so that associated grant revenues may be earned on an accrual basis. Inasmuch as the quality of grant agreements impacts its financial strength, CCS is committed to absolute adherence to this requirement in its reporting system. See OMNI Addendum for additional policies related to Federal funding.

Processing Wire Transfers into School Accounts Government contracts which execute payments via wire transfer remit a wire transfer advice indicating the date and amount of the funds to be deposited in CCS's account. This wire transfer advice is processed in the same fashion as a deposit to the bank. All relevant documentation (wire transfer advice, wire transfer confirmation, etc.) should be retained and filed in the Cash Receipts and Transfers electronic folder under the proper bank account, in date order.

Processing and Recording Transfers within School Accounts In order to maximize interest income, cash will be maintained in the savings account and transferred to the operating account for vendor payment and or payroll account for employee compensation. Transfers between CCS bank accounts shall be made only when properly authorized. The CEO approves the bank transfers. The Director of Finance processes bank transfers under \$500,000.00. Transfers above \$500,000.00 will be submitted to the CEO and the Board Treasurer for approval. In the event the CEO or Treasurer of the Board is not available for a signature, the Chairperson of The Board of Trustees will be able to approve transfers in place of one of those individuals.

Additionally, in the event that one of these individuals is not available for an in-person signature, the signatory may send an email stating his or her name and granting permission to execute the transfer, with the promise to sign the Transfer Authorization form in person at the first opportunity. The transfer may then be executed. As soon as the signatory is back on site, the original Transfer Authorization form will be signed in person and attached to the email granting permission. Any and all such correspondence must be retained and filed with the corresponding

transfer documents.

Once the transfer is authorized by the proper individual(s) and executed, the Transfer Authorization form and Transfer Confirmation Statements will be filed in the Cash Receipts and Transfers electronic folder in date order, under the bank account receiving funds by the Staff Accountant.

Federal Awards

1. Certification of all reports and payment requests -

“By signing this report, I certify to the best of my knowledge and belief that the report is true, complete and accurate and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the federal award. I am aware that any false, fictitious, or fraudulent information or the omission of any material fact, may subject me to criminal civil or administrative penalties for fraud, false statements, false claims, or otherwise.”

2. Drawdown/advance requirements

Drawdowns/advances must be disbursed within specified time and maintained in an insured account. The funds must also be in interest bearing account, if:

- *Aggregate federal awards are over \$120,000, and*

3. Cost Requirements – we include a link to the site where this information can be

found.

All Costs Must Be:

- *Necessary, Reasonable and Allocable*
- *Conform with federal law and grant terms*
- *Consistent with state and local policies*
- *Consistently treated*
- *In accordance with GAAP*
- *Not included as match*

- *Net of applicable credits*
- *Adequately documented*

Revenue Recognition for Grants

In instances where grant funds are received in advance of CCS expending money applicable to the grant, the grant funds are recorded in the accounting system as deferred revenue or a liability until the applicable expenses have been incurred. If the grant funds are received after the school has already expended money on goods or services that are covered under the grant, the grant funds can be recorded as revenue at the time of receipt. If the school has expended part of the grant before receiving the actual funds, the only funds that may be recorded as revenues are those that have already been spent. A corresponding receivable must also be booked to reflect the grant funds owed the school for the corresponding amount of funds expended. Any remaining grant money must be recorded as deferred revenue or a liability until the time the funds are actually expended by the school.

Pledges or Grants Receivable

When revenues are earned yet the cash has not been received for all or a portion of the grant/pledge, a receivable is recorded in the accounting system. When CCS receives an unconditional pledge, it will be acknowledged in a contribution /acknowledgement letter drafted by the Director of Finance, signed by the CEO, and sent to the donor. The CSBM Finance Consultants will enter the amount of the pledge into the general ledger, discounting to their present value any pledges that go beyond a year. The school will only recognize the pledge as revenue when an unconditional promise is made in writing. The CEO, Director of Finance and CSBM Financial Consultants will evaluate all pledges quarterly to verify that each item is still collectible and has been recorded properly in the accounting system.

Revenue Recognition for Per-Pupil Funding

Per-pupil funding is received by CCS on a bi-monthly basis, but recognized as revenues on a monthly basis.

Government Cost-Reimbursement Contracts

When an expense is incurred that is eligible for reimbursement through a government contract, the CSBM Finance Consultant, with input from the Director of Finance, attaches the

appropriate Job/Class Code to the expense. The CSBM Financial Consultant compiles a monthly report of expenses with Job/Class Codes so that revenue can be recognized accordingly in that month.

Donated Goods and Services

Donated goods and services can include office space, professional services such as outside counsel's legal advice, food, clothing, furniture and equipment, or bargain purchases of materials at prices less than market value. In addition, volunteers can provide free services, including administrative services, participation in fundraising events, and program services that are not accounted for. The Director of Finance records donated services at fair value or avoided cost, as determined by the donor and documented in writing. General Ledger entries are recorded to recognize the in-kind revenues and in-kind expenses by the Staff Accountant and reviewed by the CSBM Financial Consultants.

Donated Materials and Supplies Donated materials are recorded as contributions to inventory or expenses in the period received and are recorded at their fair market value at the date of receipt. If materials are donated for a specific use, they are considered to be temporarily restricted contributions. The Director of Finance records donated materials and supplies at fair value or avoided cost, as determined by the donor and documented in writing. General Ledger entries are recorded to recognize the in-kind revenues and in-kind expenses by the Staff Accountant and reviewed by the CSBM Financial Consultants.

Donated Property and Equipment Property donations received without donor-imposed stipulations are recorded as unrestricted contributions, as determined by the donor and documented in writing. General Ledger entries are recorded to recognize the in-kind revenues and in-kind expenses by the Staff Accountant and reviewed by the CSBM Financial Consultants.

Donated Stocks In the event that the school receives donated stocks from a donor, the CSBM Financial Consultant records the value of these stocks in the accounting system at the time of receipt. General Ledger entries are recorded to recognize transactions related to the donation of stocks. At the end of each quarter the Director of Finance will attain the current market value (CMV) of the stocks and advise the CSBM Financial Consultants who will book an entry to record the unrealized loss or gain of the stock. This entry will be reviewed monthly by the CSBM Financial Consultants.

Contributions Acknowledgment Letter When a school receives a donation a contribution /acknowledgement letter stating the value of the donation is drafted by the Director of

Finance, signed by the CEO and sent to the donor. A copy of this letter is attached to the check once received and filed in the Cash Receipts or Transfers electronic folder under the proper bank account, in date order.

Accounts Receivable Aging Accounts receivables outstanding are aged on a thirty, sixty, ninety, and over-ninety day basis. The Director of Finance should review the accounts receivable aging monthly, determine which invoices are collectible, and follow the necessary requirements based on the type of funding, in order to collect. For accounts receivable deemed uncollectible, the Director of Finance will confirm that the CEO is in agreement, then credit and debit the appropriate revenue and accounts receivable general ledger codes.

PROCESSING PURCHASES AND ACCOUNTS PAYABLE

Background CCS procures only those items and services that are required to fulfill the mission and/or fill a bona fide need. Procurements are made using best value contracting, which entails assessing the best value considering quality, performance and price. This is achieved by the Director of Finance, who has the annual responsibility of reviewing the newly approved budget to uncover trends of orders and opportunities for clustering orders to achieve volume discounts.

Required Signatures The CEO, Director of Finance, and/or Director of Operations approves all purchase requests.

CCS adheres to the following objectives:

1. Procurements will be completely impartial based strictly on the merits of supplier and contractor proposals and applicable related considerations such as delivery, quantity, quality, etc.
2. The school will make all purchases in the best interests of the school and its funding sources and in accordance with any grant restrictions as applicable.
3. The school will obtain quality supplies/services needed for delivery at the time and place required.
4. The school will buy from reliable sources of supply.
5. The school will obtain maximum value for all expenditures.
6. The school will deal fairly and impartially with all vendors.
7. The School will not contract with vendors who have been suspended or debarred.
8. The school will be above suspicion of unethical behavior at all times; avoid any conflict of interest, related parties or even the appearance of a conflict of interest in CCS supplier

relationships. The school's conflict of interest policies are described in its bylaws.

In all purchasing situations, CCS utilizes the following procurement guidelines:

- If the vendor has a contract with New York City and/or New York State then they are called “preferred vendors” and no bidding is required.
 - If the vendor's price is lower than the New York City and/or New York State approved vendor pricing for comparable products/services then no bidding is required.
 - If the vendor is providing a unique service or product that is not offered by other vendors then they are called “sole vendors” and no bidding is required. However, it does require a letter describing the unique service.
- If the vendor is not a “preferred vendor” or a “sole vendor” then a competitive bidding procedure is put into effect. This only applies to purchase orders with a total exceeding \$20,000.00. A description of the competitive bidding procedure follows.
- Proposals for Financial, Audit, Academic and Specialized Management services will be invited periodically.

Competitive Bidding Procedure

- ***Contracts and/or purchases under \$20,000.00*** - The school uses sound business practices when procuring goods and services for amounts less than \$20,000.00.
- ***Contracts and/or purchases greater \$20,000.00*** - The school seeks price quotes from at least three vendors and awards the contract to the qualified vendor offering the supply or service needed for the lowest price. Challenge Charter Schools uses a Request for Proposals (RFP) to solicit proposals for specific services. CPCS may hold more than one round seeking proposals for each RFP. The selected proposal is based on a number of criteria, including the amount of qualified proposals submitted. CPCS aims to have at least 3 proposals submitted and commits to providing ample opportunity for such a request. However, in the event less than 3 proposals are submitted, CPCS chooses amongst the number of qualified proposals submitted. The Director of Operations is responsible for soliciting and documenting these quotes and the CEO must provide final approval. Awards may be made to a vendor other than the low bidder in circumstances where the higher bid demonstrates best value contracting procedures to the school. In such situations, the Director of Operations shall prepare a justification statement for such awards, furnishing a brief explanation of the factors leading to such a decision. The CEO must approve the final bid.

Purchases Funded with Federal Awards Competitive quotes are required for goods and services over \$3,000 (up to schools bidding requirements stated above.)

Approval

Approval to fulfill a purchase order is garnered by first submitting a request via the purchase order system - Procurify.

A Purchase Request can be solicited and submitted by any qualified CCS employee who has access to the purchase order system. Requests are forwarded to the CEO, Director of Finance, and/or the Director of Operations for review and approval. All Purchase Requests require two approvals, one of which must be the CEO. In the event that any one of the previously mentioned authorized approvers are not available, the Chairperson of the Board of Trustees will be able to approve the purchase request in place of one of those individuals. The approved Purchase Request is reviewed and transferred to the Director of Operations/Operations Manager/Coordinator to complete procurement as detailed below.

Issuance and Monitoring of Purchase Orders

The Director of Finance works closely with the CSBM Financial Consultants to ensure that all necessary instructional and administrative purchases are made in a timely and cost-effective manner and, when applicable, in accordance with grant restrictions. It is imperative that for all products and non-recurring services a Purchase Request be submitted and approved as outlined above. The approved Purchase Request is submitted to the Director of Operations/Operations Manager/Coordinator for processing. He/she is responsible for ensuring adherence to the school's procurement guidelines and determining whether the order exceeds the thresholds requiring competitive bidding. All purchasing thresholds apply to the entire order, not single items. The Director of Operations is responsible for conducting all competitive bidding procedures, when required. In these cases, all documentation of applicable bids and/or quotes obtained will be retained and filed in the Competitive Bidding electronic folder, organized by the check number that ultimately paid for the item(s) in the order.

After approval of the purchase request, the information is then submitted to the Operations Manager/Coordinator to create a Purchase Order (PO) which is sent to the vendor, accompanied by any required documentation.

Receipt of Goods

All goods purchased by the school are delivered directly to the school. It is the responsibility of the Operations Manager/Coordinator. The Operations Manager/Coordinator is responsible for opening the box(es) and obtaining the packing slip(s). The packing slip will be reviewed for accuracy, stamped as received, signed and uploaded to the purchase request system. The Operations Manager/Coordinator will check the packing slip against the original PO. In instances where there is no packing slip, a Receipt Acknowledgement Form is to be filled out. If everything is correct and the contents of the entire purchase were received and documented on the packing slip, the packing slip will be uploaded into the system.

If everything is not correct with the order, the Director of Operations will contact the vendor for a return/credit to the account. When discrepancies occur, they are investigated and resolved by the Director of Operations.

Exemption from Sales Tax

CCS is exempt from state and federal tax. As such, the school is exempt from sales taxes on goods purchased for their own internal use and services. It is the responsibility of the Director of Operations to ensure that all vendors have a copy of the sales tax exemption letter allowing the organization to be exempt from sales taxes. In the event that sales tax was charged, it is the duty of the Director of Operations to pursue a full refund.

Reimbursable Expenses

In situations where an emergency purchase is required in short order and the total of the purchase is under \$50.00, staff may make the purchase with their own funds and apply for reimbursement (if approval is given prior to purchase). Reimbursable expenses will require pre-approval by the CEO or Director of Finance via the Expense Reimbursement form. Expenses that have not been pre-approved will not be reimbursed. In the event that the Director of Operations requires reimbursement, the CEO must approve his/her expenses. It is the employee's responsibility to seek approval prior to incurring costs.

Receipts are required for all expenditures requiring reimbursement. Once expenses have been

incurred, requests for reimbursement should be made within 30 days of expense via an Expense Reimbursement form. All receipts should be legible and itemized. These documents are submitted to the employee's supervisor for review and approval. Upon approval, they are forwarded to the Director of Finance for processing. Reimbursements are processed via payroll.

Employees should note that the school is tax exempt and therefore does not reimburse employees for tax. A copy of the Tax Exempt Certificate may be obtained from the Finance department.

Travel Expenses

Travel arrangements will be purchased using the school debit card. In situations where expenses are incurred during the course of business travel, staff may apply for expense reimbursement. Expectations for daily expenses or per diem allowances will be determined prior to the employee

trip. Employees should file for reimbursement in the manner described in the above section.

Receipts are required for all expenditures requiring reimbursement, and requests for reimbursement must be made within 30 days of expense. The reimbursement request must be pre-approved by the Director of Finance. In the event that a Principal requires travel reimbursement, the CEO, Treasurer or Chair of the Board must approve his/her expenses.

Mileage Reimbursement

All employees are reimbursed at the standard mileage rate per mile as determined by the Internal Revenue Service for use of their own vehicle for business-related travel. Parking fees and tolls paid are reimbursable if supported by receipts.

All employees requesting such mileage reimbursement are required to furnish a Travel Report containing the destination of each trip, its purpose and the miles driven, parking fees and tolls. All corresponding receipts must be legible and submitted. The documentation must be submitted to the Director of Finance for approval within 30 days of the travel date in order for the employee to receive reimbursement.

Debit Cards

CCS holds 3 debit cards in the names of the CEO, Director of Finance, and the Director of Operations. The Debit card may be used for expenditures as outlined in prior pages of this policy manual. In addition all approval and budgetary restrictions shall apply.

The debit card as a payment option still requires a purchase request with approvals. Once the process is complete, the appropriate cardholder may execute the purchase, making sure to retain all receipts.

Debit Card purchases made by the CEO will be approved by the Board Treasurer or Chairperson.

The approved Debit Card Purchase Requests and receipt(s) are submitted to the Director of Finance for processing. This includes the coding of each expense for the month, so that each can be properly recorded. The charges are entered in QuickBooks by the Staff Accountant.

PROCESSING CASH DISBURSEMENTS

Processing Invoices

All invoices are mailed or emailed to CCS directly. The Staff Accountant is responsible for assigning the proper accounting codes per the Chart of Accounts. He/she is responsible for collecting accounts payable documentation required for processing invoices. The Operations Manager/Coordinator will assist in ensuring the PO, payment details, and packing slip are all consistent with the invoice.

If an invoice is received prior to receipt of goods, the Staff Account will hold until the above documentation is ready.

Once the goods have been received (or in the case that the shipment had already been received at the time of invoice arrival), the Operations Manager/Coordinator submits the invoice with the corresponding documentation to the Finance Department. A complete Cash Disbursement packet includes an invoice/packing slip/purchase order.

Invoices shall be processed weekly by the Staff Accountant. He/she establishes the vendor file in the accounting system and reviews the invoice for any purchase discount dates and properly captures the discount period in the system. The Staff Accountant posts invoices to the accounting system with the correct general ledger codes and then has the Director of Finance review the bills to be paid.

Cutting Checks

Blank checks are maintained in a safe, in a secure location. All checks are prenumbered, voucher style, containing one stub for the vendor (attached to all outgoing checks) and one to be scanned with all supporting disbursement documents.

Checks are run on a weekly basis or as needed by the Staff Accountant and vendors are paid based on terms of the invoices, as recorded within the system. Check preparation and signatures are prepared not later than the due date, consistent with available discounts if available.

The Director of Finance, Director of Operations and the CEO are signatories on the checking account. All checks require dual signatures, one of which must be the CEO.

The Staff Accountant processes payment for the invoice and creates a check. The check is submitted to the required signatories (see above) for signature(s), along with the corresponding Cash Disbursement packet (invoice/packing slip/ purchase order). At the time the check is signed, any required signatories should review the supporting documentation to ensure they are signing a check for the correct amount and to the correct payee. Signed checks are scanned and kept in an electronic folder for audit purposes by check number order. The Staff Accountant mails the check to the vendor awaiting payment. Electronic fund transfers may also be used, where the same authorizations as checks will be obtained using an Electronic Payment Authorization form. See below for details.

In no event shall an authorized signatory approve an invoice, execute a check, or authorize a disbursement of any kind, payable to him/herself.

Any and all voided checks should be stamped "VOID" with the date and filed in check number order.

Online/Phone/Fax/EFT Payments

Payments made online or by phone, fax, or electronic funds transfer (EFT) may be processed by the Director of Finance only after an Electronic Payment Authorization form is approved by the proper signatories (detailed above). The Electronic Payment Authorization form will take the place of a traditional check. Any such payment is documented and filed with the invoice. QuickBooks creates journal entries based on the vendor as cash is credited and the appropriate

expense type is debited. Electronic payments will be recognized in QuickBooks just as if it were a check, by entering a unique transaction number in place of the check number. The Electronic Cash Disbursement packet, composed of Electronic Payment Authorization form, confirmation page, and any other supporting documentation, is scanned and filed in date order.

Recurring Expenses

Recurring expenses do not require any sort of special treatment. Payments for goods and services that are required on a regular basis (e.g. equipment lease, insurance payments, rent) are handled in the same manner as non-recurring expenses, as described above. Check request and purchase order forms are not necessary for these types of expenses such as insurance payments and lease payments.

Accounts Payable Aging

Accounts payables outstanding are aged on a thirty, sixty, ninety, and over-ninety day basis. The Director of Finance will review the accounts payable aging monthly, determine the available cash balances while taking into consideration other cash requirements in the near future, and communicate approval of bills to be paid to the Staff Accountant.

Outstanding Checks

In the event that a check has been disbursed to a vendor for a product or service and the check has not been deposited over a period of at least three months, the Staff Accountant will contact the vendor to confirm whether it is still in-hand, or whether another check should be reissued. If the check is still in hand, the Staff Accountant will encourage the vendor to deposit the check within one week. In the event that a vendor requests for a check to be reissued, the Staff Accountant will inform the Director of Finance of the request and void the original check in the accounting system. The Staff Accountant will photocopy the backup documentation that was attached to the original payment, obtain approval according to the check approval policies, confirm all vendor information, and send the check to the vendor. In the event the vendor cannot be contacted by phone, letter, or email, the Staff Accountant will confirm that the Director of Finance is in agreement to write the check off, then make the appropriate entries in the accounting system.

In the event that a check is from the previous fiscal year is not cashed, the check will be voided as a journal entry to the appropriate cash and expense general ledger codes in the

current fiscal year, so as to not alter the ending balances for the prior fiscal year. In the event the vendor confirms payment was already made via an alternative method not recorded in the accounting system, an investigation will be conducted to understand how the original payment was made and then make the appropriate entries in the accounting system. In the event the outstanding check exceeds \$250.00, the Staff Accountant in consultation with the Director of Finance will work with the bank to issue a stop payment on the check to ensure that it is not cashed.

Insurance Coverage

Insurance coverage is maintained pursuant to applicable law.

Currently, CCS maintains insurance policies, including: Commercial Umbrella Liability, Commercial General Liability, Workers' Compensation, Student Accident Excess Liability, Directors' Errors and Omissions, and Directors and Officers, and NY State Disability and Property Insurance. See Annex 3

The Board of Trustees, CEO, the Director of Finance will conduct a semiannual review of coverage amounts. The purpose of this review will be to ensure there are adequate means by which to preserve the school's assets and lower the risk of being under-insured. Any proposed changes must be approved by the Board of Trustees and recorded in board meeting minutes. New coverage will be executed by the Director of Finance. The Director of Finance is responsible for procuring annual renewals with the school's insurance broker. Quotes for renewal will be procured at least one month in advance of a policy's expiration, and presented to the Board of Trustees for review and approval. The Treasurer of the Board participates in this review.

The Director of Finance maintains original copies of all insurance policies at the school, filed in the Insurance Binder by type of insurance. A new binder is created for each fiscal year. When possible, copies of all current insurance policies are saved electronically on a server where the leadership team can view and access the information. CCS requires proof of adequate insurance coverage from all prospective contractors, as deemed applicable by the Board of Trustees.

Political Contributions

No funds or assets of CCS may be contributed to any political party or organization or to any individual who either holds public office or is a candidate for public office. CCS also cannot be involved with any committee or other organization that raises funds for political purposes. Examples of prohibited activities are:

- Political contributions by an employee that are reimbursed by the school organization.
- Purchased by the organization of tickets for political fundraising events.
- Contributions in kind, such as lending employees to political parties or using school assets in political campaigns.

MANAGEMENT OF CASH

Accounts

CCS has the following bank accounts with HSBC, NA; 1) Checking Account (Operating Account), 2) Debit, 3) Escrow and 4) Savings account to earn interest. In all instances, the school is utilizing its accounts in a way that safely maximizes its overall interest income. The school has 3 authorized signatories on the primary operating account; the CEO, the Director of Finance, and the Director of Operations. Bank statements are available at the end of the month, and forwarded to the CSBM Financial Consultants for reconciliation.

In the event that the organization wishes to open a new bank account, board approval is required. As part of the approval, the Board must describe the purpose of the account, signatories, and signatories' authority. The vote to approve and all associated determinations must be recorded in the board minutes. Should the school wish to close a bank account, Board approval is also required and will be documented in board minutes.

CCS recognizes that federal insurance on deposits with any bank is limited to a total of \$250,000.00², regardless of the number of accounts held. In the event the balance in a school account is anticipated to be in excess of the insurance coverage, a “re-positioning” agreement is to be negotiated with the financial institution in order to secure such deposits in excess of federal coverage.

Bank Statements

The procedures to follow when processing the receipt of Bank Statements are stated in “Chapter 2: Processing & Recording Cash Receipts” .

Bank Reconciliation

Monthly bank account reconciliations are processed using the QuickBooks Bank Reconciliation

module. This preparation is accomplished by the CSBM Financial Consultants, who identifies reconciling items to ensure that cash is being accounted for properly. Any irregularities shall immediately be reported to the CEO, Director of Finance, and the Treasurer of the Board. A reconciled Bank Reconciliation report from QuickBooks is printed and attached to the bank statement. The completed report is submitted to the CEO & Director of Finance for review, initialed by each, scanned and filed for audit purposes.

² Federal Deposit Insurance Corporation; <http://www.fdic.gov/deposit/deposits/index.html>; Accessed on 07/2010

PAYROLL

Hiring

CCS's philosophy is that success depends on hiring highly qualified professionals who are dedicated to ensuring that the services rendered to the students are of high standards. Under the direction of the CEO, with consultation and consent of the Board, will recruit highly qualified candidates to fill positions and meet its mission.

Requests for new employees are approved by the CEO and compared with the approved annual personnel budget. Potential employees will be recruited through a comprehensive process that includes advertisements in national newspapers and educational journals, extensive networking and/or use of regional and national educational search firms. Any new hire will be subject to a full investigation, including a background check, fingerprinting, and references from former employers. Once the new employee is approved to be hired, a contract with the established salary is issued by the Director of Finance. The Director of Finance will collect all necessary payroll data for entry into the ADP TotalSource employment portal. If a situation arises where an employee must begin service before fingerprint clearance is obtained, the employee must receive an Emergency Conditional Appointment that has been approved by CCS's Board of Trustees. Under a conditional appointment, the staff person will be supervised on a regular basis to ensure the safety of students. Employees who have never been fingerprinted for the New York State Education Department or the New York City Board of Education must be fingerprinted at the New York City Center for Charter School Excellence, New York City Board of Education Office in Brooklyn, any police precinct, or another entity arranged or approved by CCS.

Salary Determination

CCS has established a method for determining compensation for all instructional and

non-instructional staff positions. DOE salary guidelines are used as a guide to create a competitive wage structure aimed to attract potential staff members with wages superior to DOE. Each year, the CEO will review and refine the schedule to ensure that the percentage increase above DOE will be attractive to new hires as well as retaining current staff members. The schedule is presented to the Board for final approval as part of the budget approval and recruitment process. Non instructional staff schedules are established by the CEO and Director of Finance and approved by the Board as part of the budget and hiring process. The Board of Trustees determines the salaries for the CEO and upon recommendation by the CEO the salaries for key employees (Principals, Assistant Principals, and other designated school leaders). Any such decisions will be captured in the Board meeting minutes as a part of the annual budget approval. Any changes to a staff member's salary will be approved by the CEO in writing or electronically and documented via an updated employee contract. A copy of the contract will be maintained in the employee file.

Bonus Policy

Bonus calculations, requirements, and eligibility are determined by the Board of Trustees, outlined explicitly, and recorded in the meeting minutes. A schedule is devised by the CEO which would then be submitted to the Board for their approval.

Compensation Accrual

Although each fiscal year starts on July 1st and ends on June 30th, not every staff member's service start and end dates will mirror the fiscal year. In order to accurately record these expenses according to GAAP wages may be accrued. For example, if a teacher works from August 16th through June 30th, yet is paid from August 16th through August 15th, 1.5 months of wages will be accrued to the prior fiscal year for the period of July 1st to August 15th. Wages will be accrued according to the start and end dates of pay in order to recognize expenses in the correct fiscal year.

Employees vs. Independent Contractors

When CCS makes the choice to utilize an independent contractor, it first ensures that the individual does qualify as an independent contractor and should not be categorized as a regular employee. A bona fide independent contractor does not have taxes withheld and typically invoices the school to receive payment. Before the school engages an independent contractor, it sets up the relationship in such a way as to ensure that the status is in accordance with

employment and tax law. Generally, if a worker is being managed closely on a day-to-day basis, he or she must be paid as an employee and have statutory deductions taken from his/her paycheck. In analyzing whether or not a worker qualifies as an independent contractor, the school should review each of the questions below.

The following questions are designed as a guide to help delineate between employees and contractors:

- How much control does the employer exercise over the worker?
- Who sets the hours and schedule for the worker?
- How much control does the worker have over the manner in which they go about their work – i.e. does the employer dictate how the job is done or simply expect the job to be finished?
- Does the worker use his or her own tools or equipment?
- Is the worker located on the employer's premises or does s/he work out of his or her own space?
- Is the worker exclusively employed by the employer or free to contract with others to provide the same or a similar service?
- Do the contract terms pay the worker a fixed sum, with the obligation to pay expenses, payroll taxes, and any relevant benefits resting with the worker?
- Does the worker use company letterhead?
- Who pays for the worker's expenses?

Utilization of Independent Contractors/Consultants

Once the determination has been made that a worker is an independent contractor, the school creates a written contract directly identifying the individual's status as an independent contractor and detailing why the relationship is as such. Part of the contract should enumerate the rights and responsibilities on both sides of the independent contractor agreement. This includes clearly identifying the worker's responsibility to pay estimated tax, self-employment tax, and so on. The utilization of all consultants and contract personnel are sufficiently evidenced by:

- a. Details of all agreements (e.g., work requirements, rate of compensation, and nature and amount of other expenses, if any) with the individuals or organizations providing the services and details of actual services performed.
- b. Invoices or billings submitted by consultants, including sufficient detail as to the time expended and nature of the actual services performed.

c. The use of a management contract for educational and administrative services will clearly identify the contractor's performance requirements, including students' academic achievement, contractor's compensation and ACLS's rights to educational curricula and intellectual property developed (if applicable).

In processing payment for any independent contractor, a W-9 form must be filled out prior to issuance of the first payment for services provided. In all cases where compensation exceeded the \$600.00, a 1099-Misc will be issued, as required by law.

Obtaining Payroll Information

The Director of Finance is responsible for the following:

Establishing a Personnel File for Each Employee The personnel file serves as a chronological performance record throughout the employee's tenure with the organization and, as such, is kept secure and confidential. Personnel records are kept for a minimum of ten years. All personnel files must be kept in a locked file cabinet. Access to such personnel files is limited to the CEO, Principals, Director of Finance, and CSBM Financial Consultants. Employee files are the sole property of CCS. No employee can review or access his or her own personnel file without the written permission of the CEO. The employee will be provided with the opportunity to rebut and respond to any document contained in the personnel file in writing. All materials associated with the rebuttal and response shall stay in the personnel file. Any employee may examine his or her personnel file in the presence of the Principals or Director of Finance. The employee may take written notes concerning the contents of the personnel file, and may add comments for inclusion in the file. No personnel file is to be copied or removed from the office where it is kept unless expressly permitted in writing by the CEO.

A separate binder in a locked location is maintained for I-9s, (including copies of Driver's Licenses/State IDs and Social Security Cards or Passports), as required by the U.S. Department of Homeland Security. Each I-9 form is filled out entirely in the same color ink. All information entered on the I-9 is verified by the Director of Finance who signs off on the form after seeing original copies of all required documentation (copies are only made for the file, and are not acceptable forms of initial verification).

CCS complies with the laws and general principles of employee confidentiality as set forth in the Health Insurance Portability and Accountability Act (HIPAA)⁴ with regard to the dissemination of private health information (PHI) of school employees. In order to comply with all rules and regulations, including the Americans with Disabilities Act (ADA)⁵, CCS will keep all medical records and all other related documents separate from the personnel file. Employees should

consult with the Director of Finance for further information concerning the school's privacy practices.

Annex 4 contains a list of documents to be completed upon employment and filed according to Federal, State and Local regulations and Human Resources best policies and practices.

Employee Information In order to prepare a payroll, the Director of Finance obtains and maintains the following information for each employee:

Information	Source of Data
Name and Address	W-4
Social Security Number (SSN)	W-4
Date of Birth	I-9
Job Title	Job Description
Wage Rate	Employee Agreement/offer of Employment
Withholding Status	W-4
Other authorized deductions	Employer information sheet

Analyzing Job Information

The Fair Labor Standards Act (FLSA)⁶ sets employee minimum wage and overtime requirements. Job positions are classified as either exempt or non-exempt from the requirements. These requirements are summarized below and are adhered to by the school.

Attribute	Exempt	Non-exempt
Payment Amount	The employer pays an exempt employee a fixed salary for any and all work performed during a work week. Minimum wage and overtime pay requirements do not apply.	The employer may pay a non-exempt employee using an hourly, salary, commission, or any other method. Total compensation must be at least the minimum wage for all hours plus overtime pay for hours over the maximum.
Pay deductions	Generally, deductions for time not worked may not be made from salary.	The employer pays a non-exempt employee only for the hours worked. Therefore, wage deductions may be made for tardiness, full- or partial-day absences, and any time the employee does not work.

NON-EXEMPT employees are entitled to overtime pay for all hours worked over 40 hours in a workweek under the Fair Labor Standards Act. Non-exempt employees do not receive compensation for their lunchtime and they may not work during lunchtime.

⁶ Fair Labor Standards Act (FLSA); <http://www.dol.gov/whd/flsa/index.htm> ; access on 07/2010

EXEMPT employees are not entitled to overtime pay under the Fair Labor Standards Act.

In addition to the above categories, each employee will belong to one other employment category:

- **REGULAR FULL-TIME employees** are those who are not in a temporary status and who are regularly scheduled to work CCS's full-time schedule. A regular full-time employee is one who works forty (40) or more hours per week.
- **PART-TIME employees** are those who are not in a temporary status and who work continuously for a specified number of hours per week, which is at least twenty (20) hours per week and less than a regular schedule of forty (40) or more hours per week. Part-time employees receive all legally mandated benefits (such as Social Security and workers' compensation insurance).
- **TEMPORARY employees** are those that are hired for short-term periods, usually no longer than 6 months. They will receive all legally mandated benefits but are not eligible for CCS's discretionary benefits.

Additionally, employees may be hired as ten- or twelve-month employees. Ten-month employees include, but are not limited to teachers and program staff. Twelve-month employees include most administrative employees. This determination is made at the time of hire and is indicated in the employee's hire letter or employment contract, if applicable.

Withholding Status

The completed W-4 and IT-2104 forms serve as a basis for employee withholding. If an employee needs to change withholding allowances, the employee must file amended W-4 and IT-2104 forms within 10 days of an event that *increases or decreases* the number of withholding allowances. An employee may amend his/her W-4 and IT-2104 forms to increase the number of withholding allowances at any time. In addition, employees are required to notify the Director of Finance of any change in name, family status, address, telephone number, emergency contact or other information concerning personnel data held or used by CCS within two (2) weeks of any

change. Any employee who fails to notify the Director of Finance of any change in the above information within the two-week reporting period may be subject to disciplinary action, including termination of employment.

When W-4 and IT-2104 forms are received, the school's finance team will comply with the new withholding instructions by the next payroll period. The withholding instructions will usually continue to apply unless and until the employee amends the W- 4 and IT-2104 forms.

Although not obligated to evaluate an employee's number of exemptions, the school has three duties relating to the contents of the W-4 and IT-2104 forms:

1. Disregard invalid W-4 and IT-2104 forms. A form is rendered invalid if the employee changes or adds language to the form.
2. Report excessive allowances. The organization is required to send copies of all W- 4 and IT-2104 forms claiming more than 10 withholding allowances along with the organization Form 941 to the IRS.
3. Report full exemptions. The organization is required to send the IRS all claims for full exemptions from withholdings by employees with normal weekly wages of more than \$200.00.

Because of their importance to both the IRS and to employees, the school retains signed originals of the W-4 and IT-2104 forms (no copies) for four years after the annual employment tax returns are filed.

Time Reporting Procedures

Employees are instructed on the proper charging of time to assure the accuracy of recorded time to cost objectives.

The Director of Finance will keep track of all sick days, personal days, vacation days, professional development days, holidays, bereavement or any other days that exempt employees are not at work in the ADP TotalSource system. This is reviewed and approved by the CEO on a monthly basis.

All employees are responsible for recording the actual time they have worked by swiping in and out with an employer issued ID card. Federal and state laws require CCS to keep an accurate

record of time worked in order to calculate pay and benefits. CCS complies with applicable federal, state and local wage and hour laws. If an employee suspects that an error in pay has been made, the employee must immediately bring the issue to his or her supervisor's attention for prompt investigation and any necessary correction will be made. CCS will not tolerate any form of retaliation against an employee who reports a violation, files a complaint, or cooperates in an investigation concerning payment of wages. Violators of this policy will be subject to disciplinary action, up to and including termination of employment.

Time worked is solely the time actually spent on the job performing assigned duties and should not include any time that is spent not working or any time off that is taken during the workday. All employees must accurately record the time they begin and end work, the time they begin and end each meal period, and the beginning and ending time of any split shift or departure from work for personal reasons. All overtime work must be approved by the supervisor before it is performed. Violators of this policy will be subject to disciplinary action, up to and including termination of employment.

Altering, falsifying, or tampering with time records or recording time on another employee's time record will result in disciplinary action, up to and including termination.

Salaried, exempt employees are paid their entire salary for every day in which they perform any work. Deductions from an exempt employee's pre-determined salary or charge against an exempt employee's accrued leave may be taken under one of the following circumstances, unless otherwise prohibited by law:

1. the employee is absent from work for one or more full days for personal reasons (other than sickness or disability);
2. the employee is absent for one or more full days due to sickness or disability and has exhausted or has not yet accrued enough leave time;
3. the deduction is made to offset any amounts received as payment for jury fees, witness fees, or military pay;
4. the employee is on an unpaid disciplinary suspension imposed in good faith for violating published workplace conduct rules (e.g., rules against workplace harassment or safety rules of major significance);
5. it is the employee's first or last week of employment and he/she is paid a proportionate part of his/her full salary.
6. the employee has exhausted or has not yet accrued enough leave time to offset one full day absence from work or lateness.

CCS makes a good faith effort to comply with this salary policy. If, however, an employee

believes an improper deduction has been taken from his/her salary, the employee should contact the Director of Finance who will investigate the deduction and any discrepancies and advise the employee of his/her findings. If the Director of Finance determines that a deduction was incorrectly made, CCS will reimburse the employee for that deduction in the subsequent payroll once that adjustment is approved by the CEO.

Overtime pay applies only to non-exempt employees. When operating requirements or other organizational needs cannot be met during regular working hours, employees may be required to work overtime. Whenever possible, employees will be given the opportunity to volunteer for overtime work assignments, and every effort will be made to distribute overtime opportunities as equitably as possible to all employees qualified to perform the required work. Overtime pay is provided to non-exempt employees in accordance with federal and state wage and hour laws that generally require time-and- one-half the employee's regular rate of pay for any hours worked beyond 40 hours in a workweek. Overtime pay is based on actual hours worked.

- If federal funds are used for salaries, then time distribution records are required and must accurately reflect the work performed for each award.
 - Employees working under one federal grant are required to prepare and sign semi-annual time certification.
 - Employees working under multiple federal grants are required to prepare and sign a monthly Personnel Activity Report.

Time off for no-fault days, leaves of absence, and unpaid lunch hours will not be considered hours worked for purposes of calculating overtime pay. All overtime work must have the supervisor's prior authorization. Employees who work overtime without prior authorization will be subject to disciplinary action, up to and including termination of employment.

Processing Payroll

The Director of Finance will develop a spreadsheet containing the organization's entire payroll which he/she will maintain and update each payroll period. The Director of Finance will input the approved payroll data into the ADP TotalSource system, creating an official Payroll Register Preview. The ADP Payroll Register Preview is reconciled to the spreadsheet maintained by the Director of Finance who reviews and forwards both documents to the CEO for approval. Once approved, the Director of Finance will submit the payroll to ADP TotalSource for final processing. The ADP Payroll Register Preview as well as the other generated payroll reports are

filed electronically. This process is repeated every pay period, with any and all changes to payroll recipients or amounts reflected in the spreadsheet.

Payroll Processing is comprised of the following:

Responsibility	Performed By
Obtaining/Processing Payroll Information	Director of Finance
Computing Wages	ADP TotalSource
Performing Pay Period Activities	ADP TotalSource
Preparing various annual payroll tax returns	ADP TotalSource
Preparing 1099's*	Director of Finance

*for independent contractors, LLPs and LLCs only

Pay periods are semi-monthly; the first pay period is on the 15th day of the month and the second pay period of the month is on the last day of the month. The bi-monthly pay schedule is made up of twenty-four (24) pay periods per year. 10-month salaried employees' (i.e. Administrators, Managers, Secretaries and clerks) pay is spread out over these 24 pay periods to cover the summer months. 12-month employees will follow the same pay schedule as the 10-month salaried employees. Part-time hourly employees are only paid for time worked. Changes will be made and announced in advance whenever CCS holidays or closings interfere with the normal pay schedule.

Once payroll documents are received from the payroll vendor (e.g., calculations, payrolls and payroll summaries), they are compared with timecards, pay rates, payroll deductions, compensated absences etc. by the Director of Finance.

If an employee is given a paper paycheck and loses that check, he or she must submit a written request for a new check to be issued to the Director of Finance . The request must indicate the date on the check, the pay period it covered, and the amount. The employee must also certify that he or she believes the check to be lost and that if the employee finds the check, he or she will return it to CCS's Director of Finance. A new paycheck will be issued to the employee as soon as practicable after the request is submitted.

Payroll Tax Compliance

The payroll vendor is responsible for the preparation of the periodic payroll tax filings. The

CSBM Financial Consultants are responsible for reviewing all payroll tax documents and supporting schedules for accuracy and completeness and submitting them to the Director of Finance for approval.

CCS maintains a schedule of required filing due dates for:

- a. IRS Form W-2 - Wage and Tax Statement.
- b. IRS Form W-3 - Transmittal of Income and Tax Statements.
- c. IRS Form 940 - Employer's Federal Unemployment (FUTA) Tax Return. d. IRS Form 941 - Employer's Quarterly Federal Tax Return for Federal Income Tax Withheld from Wages and FICA Taxes.
- e. IRS Form 1099 MISC (also 1099-DIV, 1099-INT, 1099-OID) - U.S. Annual Information Return for Recipients of Miscellaneous Income.
- f. Quarterly and annual state(s) unemployment tax return(s).

Periodic Payroll Reconciliations

Reconciling Employee Payroll Deductions

On a monthly basis, the Director of Finance reconciles deductions made from employees to the payments made to insurers, benefit plan providers, and other payees.

Quarterly Reconciliation of Payroll to Accounting Records

The Payroll Register, the Payroll Register Preview, time sheets for additional work by staff members and expense reimbursements (if any) are uploaded to electronic files, according to each pay date by fiscal year. On a quarterly basis, the CSBM Financial Consultants performs a reconciliation of all salary accounts in the general ledger, as compared to the salary reported by the payroll processing company on the Form 941 and/or other Quarterly Payroll Return. Any variances are researched and cleared within the month following quarter end.

Annual Reconciliation of Payroll to Accounting Records

On an annual calendar basis, the CSBM Senior Financial Consultant performs a reconciliation of the following:

- Gross salaries per all Forms 941
- Gross salaries per W-2 forms
- Gross salaries per General Ledger
- Variances are researched and cleared by January 31 of the following year

Protecting Payroll Information

Salary information constitutes sensitive information. It is the responsibility of the Director of Finance to ensure that all payroll information is kept secure and confidential. The security of personnel files is described above. In addition, the Director of Finance will maintain, in a locked cabinet, vouchers and live checks for those that are not enrolled in the direct deposit program.

Changes to Payroll Information

Changes to personnel data are initiated with a Personnel Action form. This is used when making any changes that affect payroll—new hires, terminations, pay rate changes, or payroll deductions. The CEO authorizes any changes to payroll data. The payroll vendor processes authorized changes to the payroll data and a copy of the Personnel Action Form is retained in the employee's personnel file.

Terminations and Resignations

The Director of Finance ensures that any departing employee, whether terminated or resigned, is removed from the payroll immediately after his or her last payment is made.

CCS will generally schedule exit interviews at the time of employment termination. The exit interview will afford an opportunity to discuss such issues as employee benefits, conversion privileges, repayment of outstanding debts to CCS, or return of CCS-owned property. Suggestions, complaints, and questions can also be voiced.

Since employment with CCS is based on mutual consent, both the employee and CCS have the right to terminate employment at will, with or without cause, at any time.

Employee benefits will be affected by employment termination in the following manner. All accrued, vested benefits that are due and payable at termination will be paid. Some benefits may be continued at the employee's expense if the employee so chooses. The employee will be notified in writing of the benefits that may be continued and of the terms, conditions, and limitations of such continuance.

Upon termination or effective resignation date, all employee belongings are removed immediately, and all employer belongings are returned immediately. The Personnel Action form

is filed in the employee's personnel file.

In the event that a key staff member in finance or operations is incapacitated or terminated, CCS will hire a financial consultant to fill in until a permanent replacement is hired. When a replacement is identified, the financial consultant will professionally train the new hire to ensure a sound transition. In addition, CCS will continue to develop written desktop procedures for each of these key finance and operations staff positions so that they are not completely reliant on outside consultants.

Unused Vacation and Sick/Personal Days Unused Vacation Benefits

Vacation time off is paid at the employee's base pay rate at the time of vacation for the amount of hours absent. It does not include overtime or any special forms of compensation such as incentives, commissions, bonuses, or shift differentials.

Upon termination of employment, employees will not be paid for unused vacation time.

Unused Sick/Personal Day Benefits

Sick/personal leave benefits will be calculated based on the employee's base pay rate at the time of absence and will not include any special forms of compensation, such as incentives, commissions, bonuses, or shift differentials.

Sick/personal leave benefits are intended solely to provide income protection in the event of illness or injury, and may not be used for any other absence. Unused sick/personal leave benefits will not be paid out to employees while they are employed or upon termination of employment except as part of the retirement package.

PROPERTY AND EQUIPMENT

Background

The Principals & Director of Operations are responsible for ensuring that accurate inventories are maintained so that all assets are safeguarded.

The school's Director of Operations is responsible for maintaining the equipment and all necessary asset inventories. All assets must be recorded both in the accounting system's general ledger if applicable under the fixed asset category by the Director of Finance and/or C S B M

Financial Consultants and in a separate fixed asset subsidiary ledger by the Director of Finance. The general ledger and the inventory subledger are regularly reconciled. All property and equipment subject to the school's Capitalization Policy must be tagged in the manner described below and depreciated according to the school's Depreciation Policy. Upon receiving any property that qualifies as a fixed asset, the Operations Manager/Coordinator is responsible for recording the following:

- Inventory number as designated by CCS (use sequential numbers, no lettering) •
Asset name and description
- Classification (i.e. land, building, equipment, betterment, leasehold improvements, furniture, computer hardware and software)
- Serial number, model number, or other identification
- Whether title vests with CCS or a governmental agency
- Vendor name and acquisition date
- Location of the equipment
- Purchase Date
- Purchase Value
- Disposal Date
- Disposal Reason

In addition, the Director of Finance and/or the CSBM Financial Consultants will enter the following data into the accounting system's general ledger under the fixed asset category:

- Asset name/Description
- Vendor name
- Purchase date
- Cost (including shipping and installation)

Each item is also physically tagged in a visible area on the item and with the following information linking it directly to the fixed asset sub-ledger. The tag will also indicate the item is property of CCS and/or as mandated.

Asset Tracking Process

Upon receiving any property that qualifies as a fixed asset, the Operations Manager/Coordinator are responsible for recording the following into the Fixed Asset Tracking Lists:

- Asset tracking number as designated by the School
- Asset name, use, condition and description

- Classification (i.e. land, building, equipment, betterment, leasehold improvements, furniture, computer hardware and software)
- Serial number, model number, or other identification
- Indicate if the title vests with the governmental agency, if required
- Vendor name and acquisition date or date placed in service
- Location of the equipment
- Purchase Value
- Disposal Date and Reason
- Specify dollar amount of any asset purchased with grant fund

All government-furnished property and equipment is also recorded with identification information indicating it has been acquired through a government contract. For example, when assets are purchased using funds from the Department of Youth and Community Development (DYCD), that item is tracked and physically tagged as property of DYCD. Because DYCD owns the item, it is recognized as an expense (not an asset) on the balance sheet. In the event of charter revocation, the item is returned as property of DYCD.

No employee may use any of the school property, equipment, material or supplies for personal use without the prior approval of the Director of Operations.

No item of property or equipment shall be removed from the premises without prior approval from the Director of Operations.

All lease agreements on real property will be evidenced by a lease or sublease agreement approved by the Board of Trustees and signed by the CEO. The agreement will identify all the terms and conditions of the lease. Any real estate agreement to rent or sell will require a beneficial interest disclosure.

Capitalization Policy

The cost threshold for items purchased by CCS to capitalize is \$3,000.00. This allows items over this cost threshold to carry value over time, and not simply be expensed in year one. Items with an acquisition cost of less than \$3,000.00 or a useful life of less than one year are expensed in the year purchased. Items with an acquisition cost of more than \$3,000.00 are subject to the school's depreciation policy, outlined below. For purchases with federal award the capitalization cost is \$5,000 per unit or more useful life greater than one year.

In instances where a large quantity of one single item is purchased, if the total value exceeds the

\$3,000.00 threshold, the items may be capitalized. For example, if a school buys 100 desks at \$250.00 per desk, each single item would not meet the threshold. Together, however, these 100 desks have a combined value of \$25,000.00, which should be capitalized over a 7-year period, as outlined in the Depreciation Policy table below.

The Director of Operations performs annual inventory audits, verifying and updating the data contained in the Excel fixed asset inventory spreadsheet. Once complete, the Director of Operations and Director of Finance compare this inventory to the fixed assets listed in the general ledger to ensure the value of the assets per the accounting system matches the value of the assets per the spreadsheet. Differences are investigated, reconciled and recorded by both the Director of Finance and Director of Operations as appropriate. These are reviewed by the CSBM Financial Consultants.

Depreciation Policy

Any items subject to the Capitalization Policy described above are subject to depreciation. The CSBM Financial Consultants will account for depreciation based on the school’s inventories. Depreciation associated with the fixed assets will be calculated based on its useful life and straight-line depreciation method. Depreciation is based on the month the item was actually purchased. For instance, if the school purchased a computer in July, it would be depreciated for a full fiscal year (12 months out of 12), and recorded as such. But if the school purchased the computer in April, then it would be depreciated for just one-fourth of the fiscal year (3 months out of 12) because it would only be in service for April, May and June.

Any item that is damaged beyond use will be taken out of service and fully depreciated off the accounting records. For assets purchased with federal funds for over \$5,000 the School must request disposition instructions from the federal awarding agency.

Depreciation Policy	
Computers	3 years
Servers	5 years
Office/Classroom equipment	5 years
Office/Classroom furniture	7 years
Leasehold improvements	Life of lease or 15 years
Musical instruments	3 years
Software	3 years

Disposal of Property and Equipment Policy

CCS has adopted standard disposition procedures for staff to follow. The requester fills out and signs the Asset Disposal Form, which identifies the asset and the reason for disposition. This form is submitted to the Director of Operations, who takes photos of the asset, determines the asset's book value and documents the condition of the asset. Disposal of any asset requires the approval of both the CEO and Director of Finance.

Once approved for disposal, the dollar value of the disposed asset is recorded as a reduction in the general ledger. The disposed asset is also recorded as disposed of in the fixed asset inventory system. The treatment of any proceeds from the disposition, and the recognition of any gain or loss on sale of the disposed asset is also recorded in the general ledger by the CSBM Financial Consultants.

RECORDS RETENTION

Records Retention Policy

All confidential paper records shall be maintained in locked facilities on school premises.

The accounting system files are saved on the school's server, which is backed up on a daily basis to ensure the retrieval of financial information in case of hardware failure. Back-up data and program files shall be stored off-site in a fire-safe area and shall always remain the confidential and sole ownership property of CCS. In the event of a major system malfunction, the latest backup would be restored on the server and any transactions since that backup would be reentered based on the cash disbursement records and cash receipts records. CCS has an onsite drive backup system and also an offsite server backup system. All applications and data can be restored remotely to the CCS server in one business day.

CCS has an established Disaster Recovery Policy. Please reference the School Safety Plan for details.

Annex 5, contains a table which provides the minimum requirements for records retention, as recommended by the Non-Profit Coordinating Committee of New York, www.npccny.org:

Originals of the following corporate documents are maintained on-site and/or electronically and the Director of Finance verifies their presence on a periodic basis:

- a. Charter and all related amendments
- b. Minutes of the Board of Trustees and subcommittees
- c. Banking agreements
- d. Leases
- e. Insurance policies
- f. Vendor invoices
- g. Grant and contract agreements
- h. Fixed asset inventory list

Records Access Policy

The Director of Finance will provide access to the organization's records and provide supporting records, as requested by government auditors to facilitate the completion of such audits or reviews, in a timely manner.

Records Destruction Policy

The destruction of confidential school records will be authorized by the CEO. Should the CEO be unable to provide authorization, destruction will be delayed pending review and final determination.

If any litigation, claim, or audit is started before the expiration of the designated retention period, the records shall be retained until all litigation, claims or audit findings involving the records have been resolved and final action taken.

Once school records have reached the conclusion of their retention period according to the Records Retention Policy the office of origin will request authorization from the CEO for their destruction.

The school will arrange for the safe and secure destruction of confidential records. Destruction methods will not permit recovery, reconstruction and/or future use of confidential information. An overview of these methods follows.

Paper records containing sensitive confidential information **must** be shredded and not disposed of with other waste.

Electronic or digital data containing sensitive confidential information must be purged from the computer systems in the following manner; 1) Deletion of the contents of digital files and emptying of the desktop "trash" or "waste basket". Keep in mind however, that reconstruction and restoration of "deleted" files are quite possible in the hands of computer technicians. 2) For records stored on a "hard drive" it is recommended that commercially available software applications be utilized to remove all data from the storage device. When properly applied, these tools prevent the reconstruction of any data formerly stored on the hard drive. A destruction record exists to track the destruction of any and all documents. This inventory describes and documents the records, and file formats, authorized for destruction, as well as the date, agent, and method of destruction. The destruction record itself shall not contain confidential information. The destruction record may be retained in paper, electronic, or other formats. It is recommended that sensitive confidential data stored in digital devices, floppy disks and back-up tapes be physically destroyed.

SUMMARY OF ACCOUNT STRUCTURE

Assets

Types of Equity

In non-profit organizations, assets must be classified by nature and segregated between:

1. Unrestricted Net Assets
2. Temporarily Restricted Net Assets
3. Permanently Restricted Net Assets

The school's assets are classified as unrestricted, temporarily restricted, or permanently restricted.

Cash and Cash Equivalents

All cash and cash equivalents of the school consist of cash in the school's bank account/s.

Grants Receivable

Grants receivable include money that the school expects to receive from government or private sources. Donation letters or pledges are also considered grants receivable.

Property and Equipment

Property and equipment includes the assets used by the school for activities and programs that have an estimated useful life longer than one year. For the school, fixed assets primarily consist of musical instruments, classroom equipment, furniture, computers and computer software.

Purchased property and equipment is recorded at cost. Donated property and equipment are recorded at fair market value at the date of donation. Acquisition costs include all costs necessary to bring the asset to its location in working condition, including:

- Sales tax, if any
- Freight
- Installation costs
- Direct and indirect costs, including interest, incurred in construction

Liabilities

Accounts Payable

Accounts payable include costs and expenses that are billed through a vendor invoice, and are recorded at the invoice amount. Vendors and suppliers are paid as their payment terms require, taking advantage of any discounts offered. If cash flow problems exist, payments are made on a greatest dependency/greatest need basis.

Capital Lease Obligation

The school may lease office equipment under a capital lease. Payments of both principal and interest are made monthly.

Accrued Liabilities

Salaries, wages earned and payroll taxes, along with professional fees, rent and insurance costs incurred, but unpaid, are reflected as a liability when entitlement to payment occurs.

Debt

When applicable, short-term debt consists of financing expected to be paid within one year of the date of the annual audited financial statements. Long-term debt consists of financing that is not expected to be repaid within one year and is recorded on the balance sheet as a long-term liability. All short-term and long-term debt is approved by the Board of Trustees and may not exceed the duration of the charter, without consent of the Board of Education. Loan agreements approved by the Board of Trustees should be in writing and should specify all applicable terms, including the purpose of the loan, the interest rate, and the repayment schedule.

Revenue

Private Contributions

The school receives contributions from individuals, foundations, and corporations in the following forms:

1. ***Unrestricted Contributions:*** No donor-imposed restrictions.
2. ***Temporarily Restricted Contributions:*** Donor-imposed restrictions such as passage of time, or specific use.
3. ***Permanently Restricted Contributions:*** Donor has placed permanent restrictions on the timing of use of funds, purpose of use of funds and/or the use of earnings and appreciation.

Upon receipt of donation, donations are classified as unrestricted, temporarily restricted or permanently restricted.

For further information on the processing of donations, please see chapter 2.

Expenses

Types of Expenses

Expenses are classified by functional classification and are matched with any donor imposed restrictions.

Functional Classifications:

- a. *Program Service Expense*: the direct and indirect costs related to providing education and other services consistent with the school's mission.
- b. *Management & General Expenses*: expenses for other activities related to the purpose for which the organization exists. These relate to the overall direction of the organization and include expenses for the activities of the governing board, business management, general record keeping, and budgeting.
- c. *Fundraising Expenses*: costs of all activities that constitute appeal for financial support and include costs of personnel, professional consultants, rent, printing, postage, telephone, etc.

The cost of providing the various programs and other activities of CCS will be summarized on a functional basis as part of the school's annual budget process. Accordingly, certain costs will be allocated among the following categories: general education program, special education program, management and general, and fundraising. Allocations are amended as necessary and the rationale documented. The CEO, Director of Finance, and CSBM Financial Consultants are involved in this process.

FRAUD AND MISAPPROPRIATION

CCS will not tolerate any fraud or suspected fraud involving employees, officers or trustees, as well as members, vendors, consultants, contractors, funding sources and/or any other parties with a business relationship with the school. Any investigative activity required will be conducted without regard to the suspected violator's length of service, position/title, or relationship with the school.

The CEO and Board of Trustees are responsible for the detection and prevention of fraud, misappropriations, and other irregularities. Fraud is defined as the intentional, false representation or concealment of a material fact for the purpose of inducing another to act upon it to his or her injury. The CEO and each board member will be familiar with the types of indiscretions that might occur within his or her area of responsibility, and be alert for any indication of irregularity.

Any fraud that is detected or suspected must be reported immediately to the Board of Trustees and they will take the necessary actions.

Actions Constituting Fraud The term fraud, defalcation, misappropriation, and other fiscal irregularities refer to, but are not limited to:

- Any dishonest or fraudulent act
- Forgery or alteration of any document or account belonging to the school •
- Forgery or alteration of a check, bank draft, or any other financial document •
- Misappropriation of funds, supplies, equipment, or other assets of the school •
- Impropriety in the handling or reporting of money or financial transactions •
- Disclosing confidential and proprietary information to outside parties
- Accepting or seeking anything of material value from contractors, vendors, or persons providing goods or services the school
- Destruction, removal or inappropriate use of records, furniture, fixtures, and equipment •
- Any similar or related irregularity

Investigation Responsibilities

The Board Chairperson has the primary responsibility for the investigation of all suspected fraudulent acts as defined in the policy. The Board of Trustees may utilize whatever internal and/or external resources it considers necessary in conducting an investigation. If an investigation substantiates that fraudulent activities have occurred, the Board of Trustees will issue reports to appropriate designated personnel.

Decisions to prosecute or refer the examination results to the appropriate law enforcement and/or regulatory agencies for independent investigation will be made in conjunction with legal counsel and senior management, as will final dispositions of the case.

Confidentiality

The Board of Trustees will treat all information received confidentially. Any employee who suspects dishonest or fraudulent activity will notify the Board Chairperson immediately, and should not attempt to personally conduct investigations or interviews/interrogations related to any suspected fraudulent act.

The outcome of an investigation will not be disclosed or discussed with anyone other than those who have a legitimate need to know. This is important in order to avoid damaging the reputations of persons suspected but subsequently found innocent of wrongful conduct and to protect the school from potential civil liability.

Authority for Investigation of Suspected Fraud

Members of the Board of Trustees will have:

1. Free and unrestricted access to all the school's records and premises; and
2. The authority to examine, copy, and/or remove all or any portion of the contents of files, desks, cabinets, and other storage facilities on the premises without prior knowledge or consent of any individual who may use or have custody of any such items or facilities when it is within the scope of their investigations.

Reporting Procedures

An employee who discovers or suspects fraudulent activity will contact the Chairperson of the Board of Trustees immediately. The employee or other complainant may remain anonymous. All inquiries concerning the activity under investigation from the suspected individual(s), his or her attorney or representative(s), or any other inquirer should be directed to the Finance Committee or legal counsel. No information concerning the status of an investigation will be given out. The proper response to any inquiry is, "I am not at liberty to discuss this matter." Under no circumstances should any reference be made to "the allegation," "the crime," "the fraud," "the forgery," "the misappropriation," or any other specific reference.

The reporting individual should be informed of the following:

1. Do not contact the suspected individual in an effort to determine facts or demand restitution.
2. Do not discuss the case, facts, suspicions, or allegations with anyone unless specifically asked to do so by the appointed legal counsel or the Board of Trustees.

WHISTLEBLOWER POLICY

CCS requires employees to observe high standards of business and personal ethics in the conduct of their duties and responsibilities. Employees and representatives of the school are expected to practice honesty and integrity in fulfilling their responsibilities and are expected to comply with all applicable laws and regulations.

It is the responsibility of all employees to report violations of ethics or conduct or suspected violations in accordance with this Whistleblower Policy.

No employee who in good faith reports a violation shall suffer harassment, retaliation or adverse employment consequence. An employee who retaliates against someone who has reported a violation in good faith is subject to discipline up to and including termination of employment. This Whistleblower Policy is intended to encourage and enable employees and others to raise serious concerns within the school prior to seeking resolution outside the school.

Anyone filing a complaint concerning a violation or suspected violation must be acting in good faith and have reasonable grounds for believing the information disclosed indicates a violation. Any allegations that prove not to be substantiated and which prove to have been made maliciously or knowingly to be false will be viewed as a serious disciplinary offense.

Violations or suspected violations may be submitted on a confidential basis by the complainant or may be submitted anonymously. Reports of violations or suspected violations will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation.

The CEO will notify the sender and acknowledge receipt of the reported violation or suspected violation within five business days. All reports will be promptly investigated and appropriate corrective action will be taken if warranted by the investigation.

ETHICS

Conflicts of Interest

Under no circumstance will an employee of CCS initiate, participate or benefit in any way from negotiating a contract or purchase of goods or services in which he/she, relative, or an associate has financial interest.

If an actual or potential conflict of interest is discovered, the employee must immediately withdraw from further participation in the involved transaction and report the transaction to the CEO.

Gratuities and Kickbacks

No employee (or anyone under their direction supervision) may solicit, demand, accept or agree to a gratuity, kickback or an offer of employment in connection with a business transaction. Such transactions include, but are not limited to, approvals on purchase requests, influencing the

content of any procurement standard, auditing, or rendering of advice.

Use of Confidential Information

In accordance with the Confidentiality Agreement that appears in this manual an employee must not knowingly use Confidential Information for actual or anticipated personal gain, or for the actual or anticipated personal gain of any other person.

Reprimands and Penalties

A breach of ethical standards from an employee of CCS will warrant a written warning from either the CEO or Chairperson of the Board. The repercussion of this unacceptable behavior may lead to a suspension with or without pay for a specified period of time, and/or termination of employment.

CONFLICT OF INTEREST

Interested Person

The General Municipal Law defines prohibited conflicts of interest for school trustees, officers and employees.

Under the General Municipal Law, no school officer or employee may have an interest, direct or indirect, in any contract with the School, when such officer, trustee, or employee, individually or as a member of the Board, has the power or duty to (a) negotiate, prepare, authorize or approve the contract, or authorize or approve payment under the contract; (b) audit bills or claims under the contract; or (c) appoint an officer or employee who has any of the powers or duties set forth above.

Financial Interest A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- An ownership or investment interest, other than de minimis, in any entity with which the School has a transaction or arrangement,
- A compensation arrangement with the School or with any entity or individual with which the School has a transaction or arrangement, or
- A potential ownership or investment interest, other than de minimis, in, or compensation arrangement with, any entity or individual with which the School is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors having a value of \$100.00 or more whether in the form of money, service, loan, travel, entertainment, hospitality, thing or promise or in any other form, under circumstances in which it could reasonably be inferred that the gift was intended to or could reasonably be expected to influence the performance of a trustee, official or employee in his/her official

duties, or was intended as a reward for any official action.

Duty to Disclose

Any trustee, officer or employee who has, will have, or later acquires an interest in any actual or proposed contract with the Board must publicly disclose the nature and extent of such interest in writing to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

Determining Whether a Conflict of Interest Exists

A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

Notwithstanding anything herein, the following contracts are exempt from this policy, including but not limited to, employment contracts between the school and a board member or employee's spouse, minor children or dependents; a contract between the school and a corporation of which the board member or employee is neither a director nor owns more than five percent of outstanding stock; a contract between the school and a board member or employee entered into preceding the election of the board member but not the renewal/renewal of that contract; a contract between the school and a board member or employee in which the total paid does not exceed \$750.00 during the fiscal year when added to the aggregate amount of consideration payable under all contracts pertaining to that individual; a contract between the school and a company that employs a board member or employee where the individual's compensation is not directly affected as a result of the contract and the duties of the individual's employment do not directly involve the procurement, preparation or performance of such a contract; and purchases, in the aggregate amount of Five Thousand Dollars (\$5,000) or less in any single calendar year. No review or action by any governing board or committee shall be necessary if an exception applies.

Procedures for Addressing a Conflict of Interest

An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested

person or committee to investigate alternatives to the proposed transaction or arrangement.

After exercising due diligence, the governing board or committee shall determine whether the School can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the School's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

Violations of the Conflicts of Interest Policy

If the governing board or committee has reasonable cause to believe a trustee, officer or employee has failed to disclose actual or possible conflicts of interest, it shall inform the trustee, officer or employee of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

If, after hearing the trustee, officer or employee's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the trustee, officer or employee has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Any contract entered into with a prohibited interest is null, void and unenforceable. Further any trustee, officer, or employee who willfully and knowingly violates this policy shall be guilty of a misdemeanor.

Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

- The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing Board's or committee's decision as to whether a conflict of interest in fact existed.
- The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the

proceedings.

Compensation

A voting member of the governing board who receives compensation, directly or indirectly, from the School for services is precluded from voting on matters pertaining to that member's compensation.

A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the School for services is precluded from voting on matters pertaining to that member's compensation.

A voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the School, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Annual Statements

Each trustee, officer, and employee shall annually sign a statement which affirms such person:

- Has received a copy of the Code of Ethics and Policy on Conflicts of Interest,
- Has read and understands the Code of Ethics and Policy,
- Has agreed to comply with the Code of Ethics and Policy, and
- Understands the School is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax---exempt purposes.

Periodic Reviews

To ensure the School operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax---exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- Whether compensation arrangements and benefits are reasonable, based on competent survey information and the result of arm's length bargaining.
- Whether partnerships, joint ventures, and arrangements with management organizations conform to the School's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.



ATTACHMENT #15



**Board of Trustees
2022-23
June 22, 2021
Annual Meeting Board Elections**

- **Current 2020-21 Members & Terms:**

- Dr. Les Mullings, CEO/Founder
- Frederica Jeffries – [3-Year Term ends June 30, 2023]
- Karon McFarlane – [3-Year Term ends June 30, 2023]
- Linda Plummer – [2-Year Term ends June 30, 2022]
- Andrew L. Barnes, III – [2-Year Term ends June 30, 2023]
- Dr. Michelle Daniel-Robertson, Ed.D – [3-Year Term ends June 30, 2022]
- Gertrudis Hernandez – [2-Year Term ends June 30, 2022]

- **Current 2021-22 Officers:**

- Dr. Les Mullings, CEO/Founder
- Frederica Jeffries – Board Chair
- Andrew L. Barnes, III – Vice-Chair
- Linda Plummer – Treasurer
- Karon McFarlane – Secretary

- **Current Board Members Terms Not Requiring Re-election:**

- Frederica Jeffries – [3-Year Term ends June 30, 2023]
- Karon McFarlane – [3-Year Term ends June 30, 2023]
- Andrew L. Barnes, III – [2-Year Term ends June 30, 2023]

- **Current Board Members Requiring Re-election**

- Linda Plummer – [1-Year Term ends June 30, 2024]
- Dr. Michelle Daniel-Robertson, Ed.D – [3-Year Term ends June 30, 2025]
- Gertrudis Hernandez – [2-Year Term ends June 30, 2024]



- **Proposed 2022-23 Officers [One-Year Term ends June 30, 2023]:**
 - Frederica Jeffries – Board Chair
 - Andrew L. Barnes, III – Vice-Chair
 - Linda Plummer – Treasurer
 - Karon McFarlane – Secretary



2021-22 School Year Board Meeting #12 and 13th Annual Board Meeting Minutes

Frederica Jeffries, CPCS Chair called the meeting to order and welcomed everyone to the CPCS 2021-22 School Year Board Meeting #12 and the 13th Annual Board Meeting at 6:30 PM on June 22, 2022.

Frederica Jeffries, Chair requested verification from the members present of “The Notice of Meeting” sent to each of the members of the board via email. Each member noted the proper notification was received.

Pursuant to the NY State Public Meetings Law the public notice of meeting was provided in the following manner thus meeting the law’s requirement of media and public notice:

- The Wave via email
- Public Posting at CPCS Office
- CPCS Websites and Social Media Sites

Karon McFarlane, Secretary of the Board of Trustees called the roll of the board.

Members present: Frederica Jeffries, Gertrudis Hernandez, Karon McFarlane, Dr. Michelle Daniel-Robertson, Andrew Barnes, and Linda Plummer

Members absent: None

Also, present: Michael R. Estep. He was given the rights of the floor to speak during the meeting by common consent.

The Chair offered opportunity for any questions from the public. No comments or questions were offered.

1. The agenda was approved by common consent.
2. The Chair called for a review of the minutes of the 2021-22 School Year Board Meeting #11 [Attachment #1]. The minutes were approved by common consent.
3. The Chari called for a review of the minutes of the 2021-22 School Year Special Called Board Meeting #1 [Attachment #2}. The minutes were approved by common consent.



4. The Chair called for the report of Dr. Les Mullings, CEO. Dr. Mullings shared with the Board about the visit of the NYC DOE Chancellor David C. Banks on Monday, June 6, 2022. Chancellor Banks visited the new high school facility at 15-20 Central Avenue, Far Rockaway, NY and the new CTE Culinary Arts Kitchen at 14-18 Central Avenue, Far Rockaway, NY. Chancellor Banks visited several classrooms and engaged with teachers and scholars. Additionally, he visited the 4th & 5th Grade site at 15-26 Central Avenue, Far Rockaway, NY.

The CEO announced the funding of \$7,000,000 for the short fall of the Arverne by the Sea School Construction site by the NYC City Council with the initiative being led by City Councilmember Selvena Brooks-Powers.

Dr. Mullings also announced the scholarship funding of \$147,000 for Challenge scholars and Far Rockaway residents secured by the School of Labor and Urban Studies for the classes being offered at the High School site at 15-20 Central Avenue, Far Rockaway, NY.

He shared about the exciting Annual Field Day held on June 23, 2022.

Following discussion, the report was received with appreciation.

5. The Chair called attention to the printed report of Kentia Coreus, Senior Director of Elementary Teaching & Learning [Attachment #3]. The report was received with appreciation.
6. The Chair called attention to the printed report of Mavgar Mondesir, Senior Director of Secondary Teaching & Learning and 6-10 Principal [Attachment #4]. The report was received with appreciation.
7. The Chair called attention to the printed report of Tameeka Richards, Director of Pupil Personnel Services [Attachment #5]. The report was received with appreciation.
8. The Chair called attention to the printed report of Kimberly Messer, Director of Communications [Attachment #6]. The report was received with appreciation.
9. The Chair called attention to the printed report of Natalie Zadok, Director of Special Education [Attachment #7]. The report was received with appreciation.



10. The Chair called attention to the printed report of Janis Vaughn, Director of Student Enrollment & Recruitment [Attachment #8]. The report was received with appreciation.
11. The Chair called attention to the printed report of Michael R. Estep, Acting Director of Operations [Attachment #9]. The report was received with appreciation.
12. The Chair called attention to the printed report of Dale Richardson, Director of Technology [Attachment #10]. The report was received with appreciation.
13. The Chair called for the May 2022 Financial Report [Attachment #11]. The report highlighted the tight financial year the school was experiencing due to the onboarding of the new high school facilities and the equipping of the building along with other factors. Following review, the report was received by common consent.
14. The Chair called for the presentation of the 2022-23 Draft Budget [Attachment #12]. Following discussion, a motion was made by Gertrudis Hernandez to approve the 2022-23 Draft Budget and to authorize the expenditure of funds from July 1, 2022 - July 20, 2022, necessary to operate the school until the final approval of the 2022-23 Budget during the 2022-22 Board Meeting #1 on July 20, 2022 with a second by Linda Plummer. The motion carried unanimously.
15. The Chair called for the 2022-23 Personnel Report [Attachment #12] which included a list of positions to be hired for the 2022-23 school year. The list indicated the employees' names and projected salaries. For positions that have not been filled the list indicated the projected salary for those positions. Following discussion and review, a motion was made by Karon McFarlane and seconded by Linda Plummer to approve the entire report. Motion carried unanimously.
16. The Chair called for the review of the 2022-23 CPCS Employee Handbook [Attachment #13]. Following discussion, a motion was made by Gertrudis Hernandez and seconded by Karon McFarlane to approve the 2021-22 CPCS Employee Handbook. The motion carried unanimously.
17. The Chair called for the review of the 2022-23 CPCS Financial Policies and Procedures Manual [Attachment #14]. Following discussion, a motion was made by Gertrudis Hernandez and seconded by Karon McFarlane to approve the 2022-23 CPCS Financial Policies and Procedures Manual. The motion carried unanimously.



18. The Chair called for the 2022-23 Annual Board Elections Report [Attachment #15].
 19. A motion was made by Karon McFarlane and a seconded by Gertrudis Hernandez to elect Linda Plummer for a one-year term from July 1, 2022 to June 30, 2023. The motion carried unanimously.
 20. A motion was made by Karon McFarlane and a seconded by Gertrudis Hernandez to elect Dr. Michelle Daniel-Robertson for a three-year term from July 1, 2022 to June 30, 2025. The motion carried unanimously.
 21. A motion was made by Karon McFarlane and a seconded by Linda Plummer to elect Gertrudis Hernandez for a two-year term from July 1, 2022 to June 30, 2024. The motion carried unanimously.
 22. Gertrudis Hernandez made a motion with a second by Dr. Michelle Daniel-Robertson to elect the following officers for the 2021-22 school year:
 - Chair – Frederica Jeffries
 - Vice-Chair – Andrew Barnes
 - Secretary – Karon McFarlane
 - Treasurer – Linda Plummer
- The motion carried unanimously.
23. The Chair called on for the presentation of the 2022-23 Board of Trustees Calendar [Attachment #16]. The calendar was approved by common consent.

The meeting adjourned by common consent.

Respectfully submitted:

A handwritten signature in blue ink that reads "Karon K. McFarlane". The signature is written in a cursive style.

Karon McFarlane
Secretary



ATTACHMENT #1

CPCS

2021-22 School Year

Board Meeting #11

Minutes

See Prior Month

Minutes for Attachments



ATTACHMENT #2



ATTACHMENT #3



ATTACHMENT #4



ATTACHMENT #5



ATTACHMENT #6



ATTACHMENT #7



ATTACHMENT #8



ATTACHMENT #9



ATTACHMENT #10



ATTACHMENT #11



ATTACHMENT #12



ATTACHMENT #13



ATTACHMENT #14



ATTACHMENT #15



ATTACHMENT #16



**Challenge Preparatory Charter School
Board of Trustees
2022-23 Meeting Calendar**

Regular Meeting #1	Wednesday, July 20, 2022
Regular Meeting #2	Wednesday, Aug. 17, 2022
Regular Meeting #3	Wednesday, Sept. 14, 2022
Regular Meeting #4	Wednesday, Oct. 12, 2022
Regular Meeting #5	Tuesday, Nov. 22, 2022
Regular Meeting #6	Wednesday, Dec. 21, 2022
Regular Meeting #7	Wednesday, Jan. 18, 2023
Regular Meeting #8	Wednesday, Feb. 15, 2023
Regular Meeting #9	Wednesday, Mar. 15, 2023
Regular Meeting #10	Wednesday, April 26, 2023
Regular Meeting #11	Wednesday, May 24, 2023
14 th Annual Meeting/ Regular Meeting #12	Wednesday, June 21, 2023



JPMorgan Chase Bank, N.A.
 P O Box 182051
 Columbus, OH 43218 - 2051

June 01, 2022 through June 30, 2022

Account Number: [REDACTED]

CUSTOMER SERVICE INFORMATION

Web site:	Chase.com
Service Center:	1-800-242-7338
Deaf and Hard of Hearing:	1-800-242-7383
Para Espanol:	1-888-622-4273
International Calls:	1-713-262-1679

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CHALLENGE PREPARATORY CHARTER SCHOOL
 710 HARTMAN LN
 FAR ROCKAWAY NY 11691-1849

Good news – You now have more time to avoid overdraft fees

With Chase Overdraft Assist^{SM,1}, we won't charge an overdraft fee (\$34 Insufficient Funds Fee) if you're overdrawn by \$50 or less at the end of the business day. And now, for Chase Business Complete CheckingSM, Chase Total Business Checking[®], Chase Business Classic CheckingSM, and Chase Business Select CheckingSM accounts, we won't charge an overdraft fee if you're overdrawn by more than \$50 and you bring your account balance to overdrawn by \$50 or less at the end of the next business day (you have until 11pm ET / 8pm PT to make a deposit or transfer²).³

Receive alerts when your account balance is overdrawn with Account Alerts⁴

- You can sign up to receive alerts by email, text message and push notification when your account is overdrawn. This alert will also notify you when your account is overdrawn by more than \$50 and you need to make a deposit or transfer to avoid overdraft fees.
- If you'd like to enroll, you can sign in to chase.com or the Chase Mobile[®] app⁵, select "Alerts" from the navigation menu and follow the instructions to choose "My account is overdrawn" alert and delivery methods.

As a reminder, we pay overdrafts at our discretion so we don't guarantee that we will always pay any type of transaction. You're responsible to make a deposit or transfer to avoid overdraft fees, even if you do not receive a notification alerting you that your account is overdrawn more than \$50.

For eligibility and additional information on our overdraft services and associated fees for Chase Business Complete Checking and other products, please refer to the Additional Banking Services and Fees for Business Accounts (chase.com/business/disclosures), or call us at the number on your statement. We accept operator relay calls.

¹Chase Overdraft Assist is available with eligible accounts and products, and does not require enrollment.

²If you make a deposit or transfer this assumes we don't place a hold on the funds or that a check deposit is not returned.

³For Chase Performance Business Checking[®], Chase Platinum Business CheckingSM, Chase Analysis Business CheckingSM, certain complex products (such as Automatic Dollar Transfer (ADT)), or for other accounts with discretionary overdraft review, you will only have until 11pm ET (8pm PT) on the same business day, and not the next business day, to make a deposit or transfer to bring your account balance to overdrawn by \$50 or less.

⁴Account Alerts: There is no charge from Chase, but message and data rates may apply. Delivery of alerts may be delayed for various reasons, including service outages affecting your phone, wireless or internet provider; technology failures; and system capacity limitations. Any time you review your balance, keep in mind it may not reflect all transactions including recent debit card transactions or checks you have written. A qualifying Chase transfer account is required to transfer funds via text.

⁵The Chase Mobile app is available for select mobile devices. Message and data rates may apply.

Important changes: Chase Business Complete CheckingSM

Starting with the October monthly statement period, we're updating the ways you can avoid the Monthly Service Fee, as follows:

If you meet any of the following qualifying activities for each Chase Business Complete Checking account in a monthly statement period, we will waive the \$15 Monthly Service Fee:

- Maintain a linked Chase Private Client CheckingSM account OR



June 01, 2022 through June 30, 2022

Account Number: [REDACTED]

- Meet Chase Military Banking requirements OR
- Fulfill at least one of the following qualifying activities:
 1. Minimum Daily Ending Balance: Maintain a minimum daily ending balance of at least \$2,000 in the Chase Business Complete Checking account each business day during the monthly statement period¹
 2. Chase Payment SolutionsSM Activity: Have at least \$2,000 of aggregate eligible deposits² into the Chase Business Complete Checking account at least one day before the end of the monthly statement period³ using one or more of the following:
 - Chase QuickAcceptSM including Chase Smart TerminalSM
 - InstaMed Patient Payments and InstaMed Patient Portal
 - Other eligible Chase Payment Solutions products⁴
 3. Chase Ink[®] Business Card Activity: Spend at least \$2,000 on eligible purchases⁵ in the most recent monthly Ink card billing cycle⁶

¹The monthly statement period for Chase Business Complete Checking ends on the last business day of each month. For the purposes of the Minimum Daily Ending Balance requirement, the last day of the monthly statement period is excluded.

²Eligible deposits are net of chargebacks, refunds, or other adjustments.

³The cutoff time for eligible deposits from QuickAccept, InstaMed, and other eligible Chase Payment Solutions, is 11:59 p.m. Eastern Time one day prior to the last day of your Chase Business Complete Checking monthly statement period. For example, if your Chase Business Complete Checking monthly statement period ends on November 30, the cutoff time would be 11:59 p.m. Eastern Time on November 29.

⁴An eligible product has a transaction history that is viewable on Chase Business Online, Chase Connect[®], or J.P. Morgan Access[®].

⁵Eligible purchases must be made using Chase Ink Business Card(s) associated with the same business as your Chase Business Complete Checking account, as reflected in Chase records, and must earn Chase Ultimate Rewards[®] points. Certain purchases and transactions are excluded from earning Chase Ultimate Rewards points, as described in your Rewards Program Agreement available on chase.com/ultimaterewards.

⁶The most recent monthly Ink billing cycle will be used if it's different from your Chase Business Complete Checking monthly statement period.

On August 21, 2022, fees for cashier's checks and counter checks are changing

We're making the following fee changes and, depending on the type of account you have with us, you may be affected.

- **Cashier's check fee:** This fee will increase from \$8.00 to \$10.00 per check.
- **Counter check fee:** This fee will increase from \$2.00 to \$3.00 per page.

Please note: We'll continue to waive these fees for Chase Performance Business Checking[®] and Chase Platinum Business CheckingSM accounts.

For more information about banking fees, please read the Additional Banking Services and Fees for Business Accounts Deposit Account Agreement, which you can find at chase.com/business-deposit-disclosures, or visit a branch.

If you have any questions, please call the number on this statement. We accept operator relay calls.

CHECKING SUMMARY

Chase Business Complete Checking

	INSTANCES	AMOUNT
Beginning Balance		\$70,000.00
Ending Balance	0	\$70,000.00



June 01, 2022 through June 30, 2022

Account Number: [REDACTED]

IN CASE OF ERRORS OR QUESTIONS ABOUT YOUR ELECTRONIC FUNDS TRANSFERS: Call us at 1-866-564-2262 or write us at the address on the front of this statement (non-personal accounts contact Customer Service) immediately if you think your statement or receipt is incorrect or if you need more information about a transfer listed on the statement or receipt.

For personal accounts only: We must hear from you no later than 60 days after we sent you the FIRST statement on which the problem or error appeared. Be prepared to give us the following information:

- Your name and account number
- The dollar amount of the suspected error
- A description of the error or transfer you are unsure of, why you believe it is an error, or why you need more information.

We will investigate your complaint and will correct any error promptly. If we take more than 10 business days (or 20 business days for new accounts) to do this, we will credit your account for the amount you think is in error so that you will have use of the money during the time it takes us to complete our investigation.

IN CASE OF ERRORS OR QUESTIONS ABOUT NON-ELECTRONIC TRANSACTIONS: Contact the bank immediately if your statement is incorrect or if you need more information about any non-electronic transactions (checks or deposits) on this statement. If any such error appears, you must notify the bank in writing no later than 30 days after the statement was made available to you. For more complete details, see the Account Rules and Regulations or other applicable account agreement that governs your account. Deposit products and services are offered by JPMorgan Chase Bank, N.A. Member FDIC



JPMorgan Chase Bank, N.A. Member FDIC



June 01, 2022 through June 30, 2022
Account Number: [REDACTED]

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New York State Education Department

Request for Proposals to Establish Charter Schools Authorized by the Board of Regents

2022-2023 Budget & Cash Flow Template

General Instructions and Notes for New Application Budgets and Cash Flows Templates

1	Complete ALL SIX columns in BLUE
2	Enter information into the GRAY cells
3	Cells containing RED triangles in the upper right corner in columns B through G contain guidance on that particular item
4	School district per-pupil tuition information is located on the State Aid website at https://stateaid.nysed.gov/charter/ . Rows may be inserted in the worksheet to accommodate additional districts if necessary.
5	The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, please reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

Challenge Preparatory Charter School

PROJECTED BUDGET FOR 2022-2023

PROJECTED BUDGET FOR 2022-2023							Assumptions
July 1, 2022 to June 30, 2023							DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.							
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Total Revenue	17,202,679	5,654,949	-	18,237	2,195,297	25,071,162	
Total Expenses	17,914,859	4,299,800	-	64,939	2,787,261	25,066,859	
Net Income	(712,179)	1,355,149	-	(46,702)	(591,964)	4,303	
Actual Student Enrollment	1,086	93					
Total Paid Student Enrollment	-	-					
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue	CY Per Pupil Rate						
District of Location	\$17,626.00						
School District 2 (Enter Name)							
School District 3 (Enter Name)							
School District 4 (Enter Name)							
School District 5 (Enter Name)							
	13,726,948	3,432,945	-	16,329	1,965,614	19,141,836	
Special Education Revenue		1,536,933	-	-	-	1,536,933	
Grants							
Stimulus							
Other							
Other State Revenue							
TOTAL REVENUE FROM STATE SOURCES	13,726,948	4,969,878	-	16,329	1,965,614	20,678,769	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		108,631	-	-	-	108,631	
Title I	163,022	15,268	-	-	-	178,290	
Title Funding - Other	71,112	6,660	-	-	-	77,772	
School Food Service (Free Lunch)							
Grants							
Charter School Program (CSP) Planning & Implementation							
Other							
Other Federal Revenue	1,568,835	146,930	-	-	-	1,715,765	
TOTAL REVENUE FROM FEDERAL SOURCES	1,802,969	277,489	-	-	-	2,080,458	
LOCAL and OTHER REVENUE							
Contributions and Donations, Fundraising							
Erate Reimbursement							
Interest Income, Earnings on Investments,							
NYC-DYCD (Department of Youth and Community Developmt.)							
Food Service (Income from meals)							
Text Book	68,757	6,439	-	-	-	75,196	
Other Local Revenue	1,604,005	401,142	-	1,908	229,684	2,236,739	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	1,672,762	407,581	-	1,908	229,684	2,311,935	
TOTAL REVENUE	17,202,679	5,654,949	-	18,237	2,195,297	25,071,162	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS							
	No. of Positions						
Executive Management	1.00			5,045	247,223	252,268	
Instructional Management	11.00	1,948,077	182,448	-	-	2,130,525	
Deans, Directors & Coordinators	-						
CFO / Director of Finance	3.00			6,031	295,510	301,541	
Operation / Business Manager	3.00	119,670	23,934	-	95,736	239,340	
Administrative Staff	21.00	613,828	122,766	-	491,062	1,227,656	
TOTAL ADMINISTRATIVE STAFF	39	2,681,575	329,148	11,076	1,129,531	4,151,330	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	48.00	3,263,688	305,663	-	-	3,569,351	
Teachers - SPED	17.00		1,351,500	-	-	1,351,500	
Substitute Teachers	-						
Teaching Assistants	25.00	1,050,302	98,367	-	-	1,148,669	
Specialty Teachers	20.00	1,324,154	124,014	-	-	1,448,168	
Aides	7.00	294,015	27,536	-	-	321,551	

List exact titles and staff FTE"s (Full time equiivalent)

Challenge Preparatory Charter School

PROJECTED BUDGET FOR 2022-2023

PROJECTED BUDGET FOR 2022-2023							Assumptions
July 1, 2022 to June 30, 2023							DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.							
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Total Revenue	17,202,679	5,654,949	-	18,237	2,195,297	25,071,162	
Total Expenses	17,914,859	4,299,800	-	64,939	2,787,261	25,066,859	
Net Income	(712,179)	1,355,149	-	(46,702)	(591,964)	4,303	
Actual Student Enrollment	1,086	93					
Total Paid Student Enrollment	-	-					
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Janitorial	56,827	14,149	-	66	8,957	80,000	
Building and Land Rent / Lease	3,979,822	990,928	-	4,630	627,294	5,602,674	
Repairs & Maintenance	63,931	15,918	-	74	10,077	90,000	
Equipment / Furniture	94,443	20,697	-	89	12,026	127,255	
Security	-	-	-	-	-	-	
Utilities	177,586	44,217	-	207	27,991	250,000	
TOTAL FACILITY OPERATION & MAINTENANCE	4,474,107	1,111,180	-	5,184	702,342	6,292,813	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	placed under Cash Flow Adjustment in the renewal application.
TOTAL EXPENSES	17,914,859	4,299,800	-	64,939	2,787,261	25,066,859	
NET INCOME	(712,179)	1,355,149	-	(46,702)	(591,964)	4,303	
ENROLLMENT - *School Districts Are Linked To Above Entries*	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED				
District of Location	1,086	93	1,179				
School District 2 (Enter Name)			-				
School District 3 (Enter Name)			-				
School District 4 (Enter Name)			-				
School District 5 (Enter Name)			-				
TOTAL ENROLLMENT	1,086	93	1,179				
REVENUE PER PUPIL	15,840	60,806	-				
EXPENSES PER PUPIL	16,496	46,234	-				

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Andrew L. Barnes III

Name of Charter School Education Corporation:

Challenge Preparatory Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Vice-Chair, Executive Committee, Finance Committee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

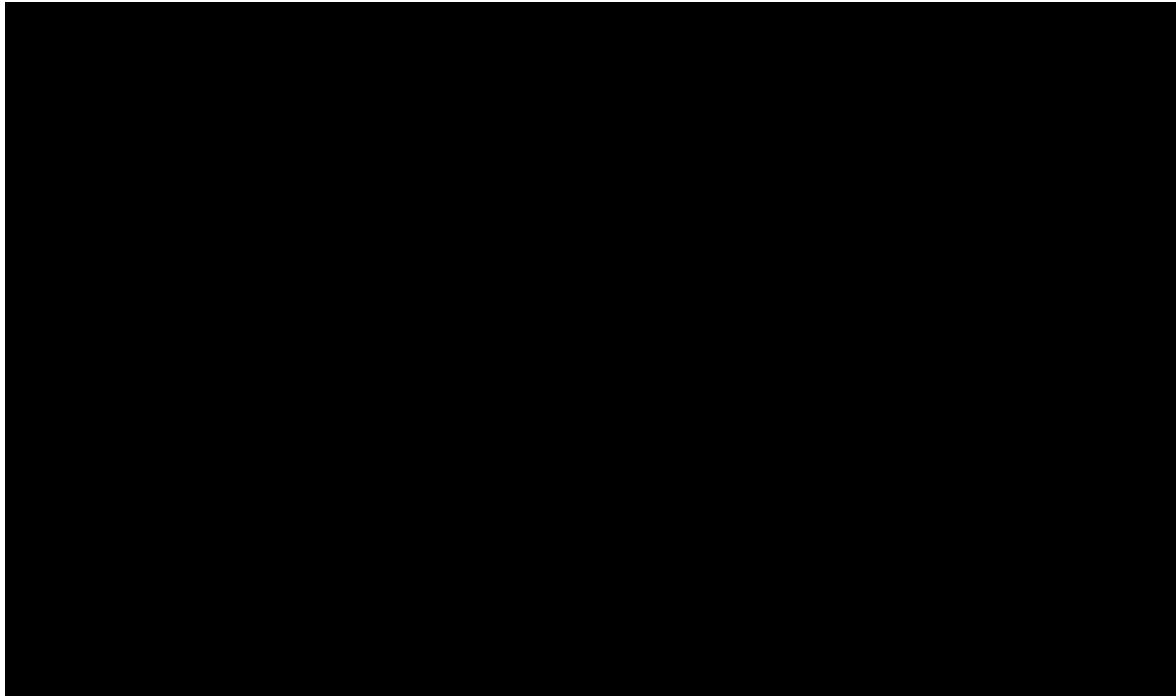
Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.



Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Frederica Jeffries

Name of Charter School Education Corporation:

Challenge Preparatory Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).
Board Chair, Executive Committee, Finance Committee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

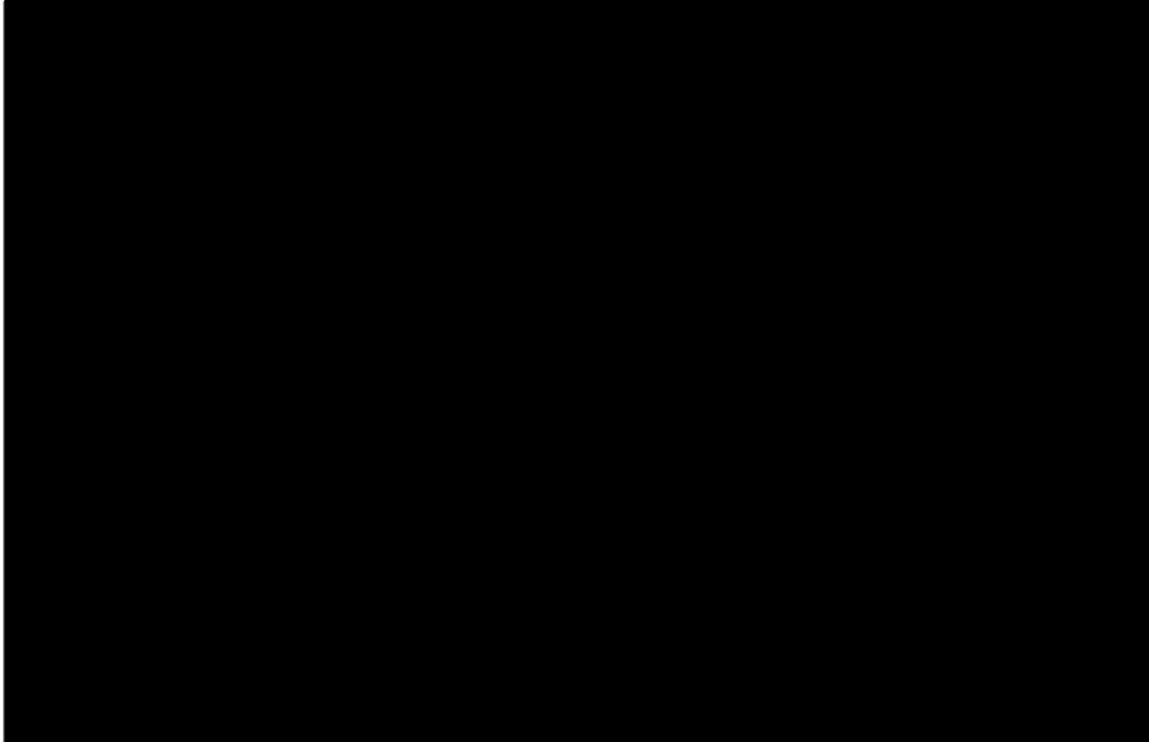
Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.



Frederica Jeffries _____ *7/26/22*
Signature Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Dr. Michelle Daniel-Robertson

Name of Charter School Education Corporation:

Challenge Preparatory Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Chair of the Academic Accountability Committee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

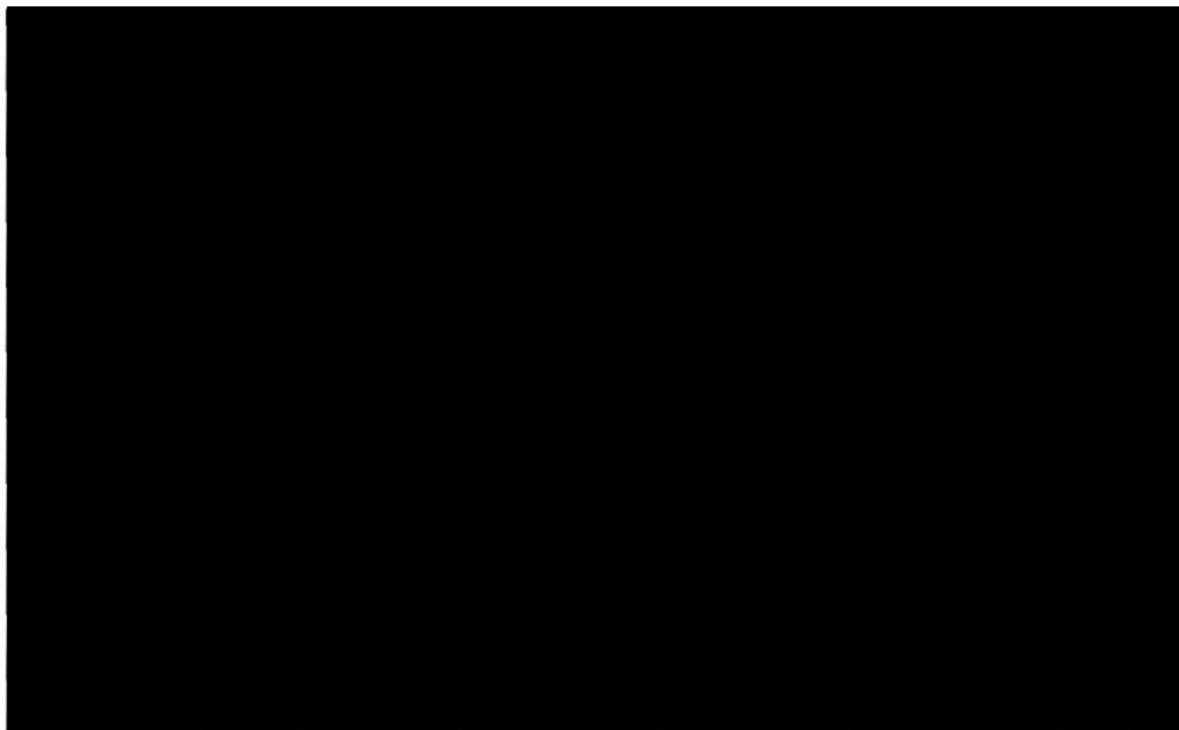
Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

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Dr. Michelle Daniel-Robertson

July 28, 2022

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Gertrudis Hernandez

Name of Charter School Education Corporation:

Challenge Preparatory Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Academic Accountability Committee Member

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

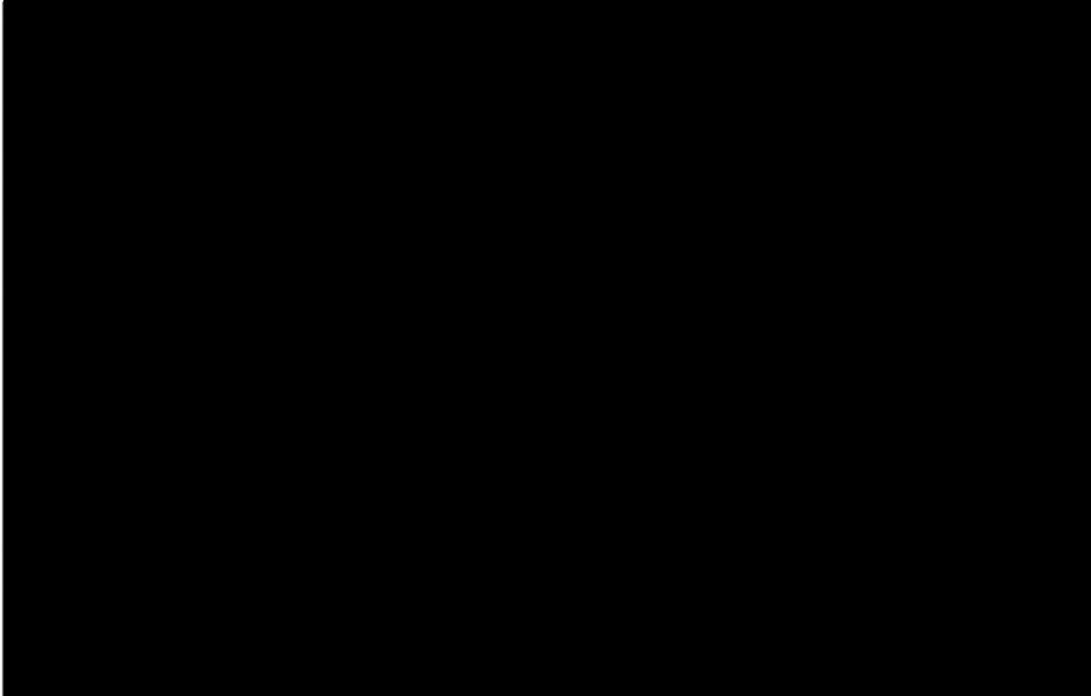
Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.



Gertrudis Hernandez July 29, 2022
Signature Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Karon McFarlane

Name of Charter School Education Corporation:

Challenge Preparatory Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Board Secretary, Executive Committee, Finance Committee, Academic Accountability Committee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

My sister, Shanique McFarlane is the CEO's Chief of Staff. She coordinates the activities and tasks of the CEO and arranges meetings involving the CEO and the Challenge leadership team.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

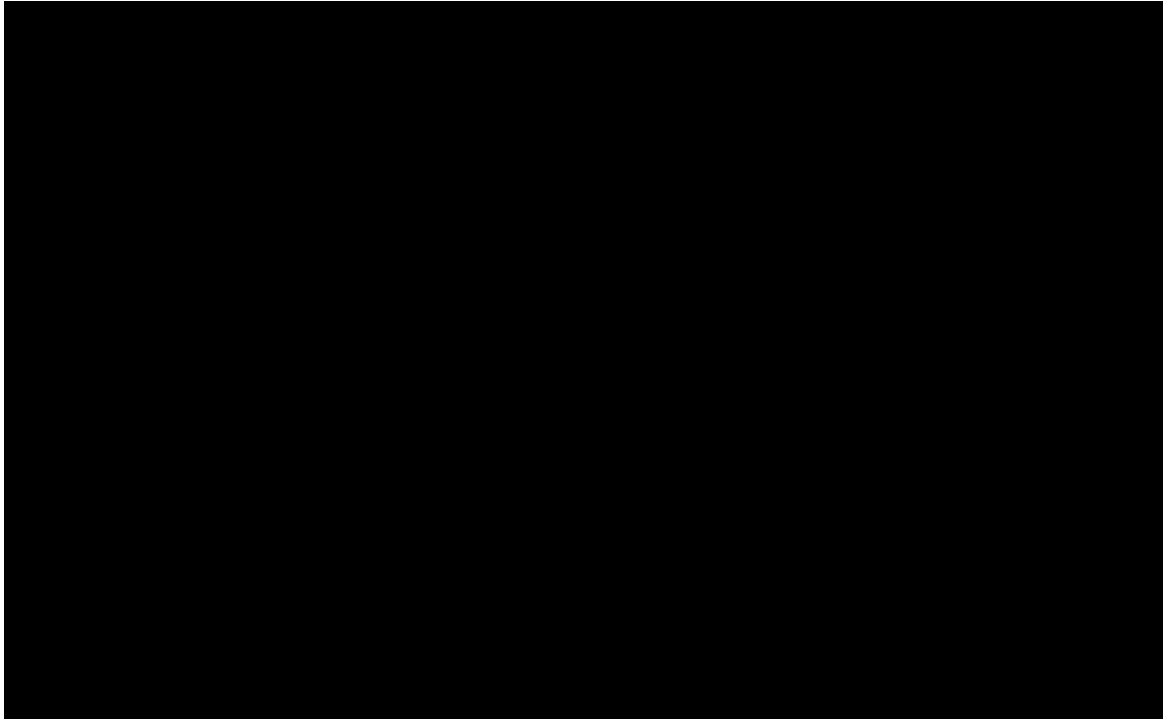
Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.



Karon K. McFarlane

July 21, 2022

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Linda S. Plummer

Name of Charter School Education Corporation:

Challenge Preparatory Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Treasurer, Executive Committee, Finance Committee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

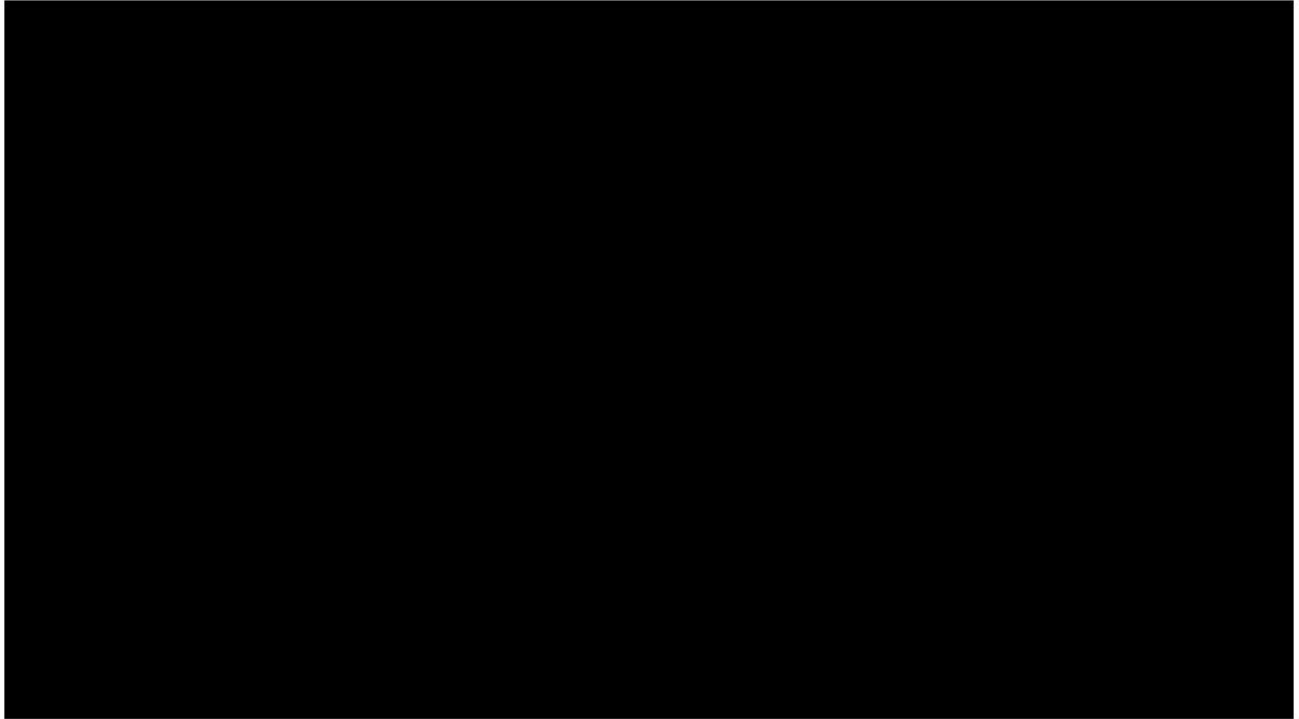
Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.



Linda S. Plummer

July 28, 2022

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

CHALLENGE CHARTER SCHOOL

2022-2023 SCHOOL YEAR CALENDAR (K-11)



Month	Dates	Days	Events
August	22	Wednesday	New staff orientation [only employees new to CCS]
August	23 - 30	Tuesday - Tuesday	Staff Pre-Service Professional Development [site-specific offerings most days]
August	31	Wednesday	First day of school for scholars; 12:30 dismissal for Grade K scholars only. Start of Quarter 1
September	1	Thursday	Half day (12:30 dismissal) for Grade K scholars only
September	5	Monday	Labor Day (school closed)
September	8	Thursday	First day of DOE schools and OPT bus service
September	14	Wednesday	Gr. K-5 Curriculum Night from 5:00 PM to 6:30 PM
September	21	Wednesday	Gr. 6-11 Curriculum Night from 5:00 PM to 6:30 PM
September	26 - 27	Monday - Tuesday	Rosh Hashanah (school closed)
September	28	Wednesday	1st Progress Reports sent
October	5	Wednesday	Yom Kippur (school closed)
October	10	Monday	Italian Heritage / Indigenous Peoples' Day (school closed)
October	28	Friday	Start of Quarter 2
October	31	Monday	Asynchronous Learning Day for scholars. Staff PD [Data Day]. No classes for DOE.
November	3	Thursday	Quarter 1 Report Cards sent
November	4	Friday	Gr. K-5 Afternoon Parent-Teacher Conferences from 1:30 PM to 4:30 PM
November	7	Monday	Gr. K-5 Evening Parent-Teacher Conferences from 5:00 PM to 7:00PM
November	8	Tuesday	Asynchronous Learning Day for scholars. Election Day/Professional Development for staff
November	10	Thursday	Half day for Gr. 6-11 scholars Gr. 6-11 Afternoon Parent-Teacher Conferences from 1:30 PM to 4:30 PM
November	11	Thursday	Veterans' Day (school closed)
November	14	Monday	Gr. 6-11 Evening Parent-Teacher Conferences from 5:00 PM to 7:00PM
November	23	Wednesday	Half day - dismissal at 12:30 for all
November	24 - 25	Thursday - Friday	Thanksgiving Recess (school closed)
December	26	Monday	Christmas Day (observed) (school closed)
December	26 - 29	Tuesday - Friday	Winter Recess (schools closed; scholars return to school on Tuesday, January 3, 2023)
2023 (Happy New Year)			
January	2	Monday	New Year's Day (observed) (schools closed)
January	12	Thursday	2nd Progress Reports sent; PID letters sent
January	14	Friday	Network-wide PD from 1:30 PM to 4:00 PM
January	16	Monday	Rev. Dr. Martin Luther King Jr. Day (school closed)
January	24 - 27	Tuesday - Friday	January Regents Exam Administration
January	30	Monday	100th Day of School! Asynchronous Learning Day for scholars. Professional Dev. for staff
January	31	Tuesday	Start of Quarter 3
February	7	Tuesday	Quarter 2 Report Cards sent
February	9	Thursday	Gr. K-5 Evening Parent-Teacher Conferences from 5:00 PM to 7:00PM
February	10	Friday	Gr. K-5 Afternoon Parent-Teacher Conferences from 1:30 PM to 4:30 PM
February	20 - 24	Monday - Friday	Midwinter Recess; school closed; scholars to return to school on Monday, February 27
March	2	Thursday	Gr. 6-11 Evening Parent-Teacher Conferences from 5:00 PM to 7:00PM
March	3	Friday	Gr. 6-11 Afternoon Parent-Teacher Conferences; from 1:30 PM to 4:30 PM
March	13	Monday	3rd Progress Report sent
April	6	Thursday	Half day - dismissal at 12:30 for all
April	7 - 14	Friday-Friday	Spring Recess (school closed; scholars return to school on Monday, April 17)
April	18	Tuesday	Start of Quarter 4
April	18 - 20	Tuesday - Thursday	NYS ELA Assessments (Grades 3-8)
April	21	Friday	Eid al-Fitr Observed (school closed)
April	27	Thursday	Quarter 3 Report Cards sent
April	28	Friday	Gr. K-5 Afternoon Parent-Teacher Conferences from 1:30 PM to 4:30 PM
May	1	Monday	Gr. K-5 Evening Parent-Teacher Conferences from 5:00 PM to 7:00PM
May	2 - 4	Tuesday-Thursday	NYS Math Assessments (Grades 3-8)
May	5	Friday	Gr. 6-11 Afternoon Parent-Teacher Conferences; from 1:30 PM to 4:30 PM
May	8	Monday	Gr. 6-11 Evening Parent-Teacher Conferences from 5:00 PM to 7:00PM
May - June	May 23 - June 2	Tuesday - Friday	NYS Science Performance Test Window (Grades 4 and 8)
May	29	Monday	Memorial Day Observed (school closed)
June	5	Monday	NYS Science Written Test (Grades 4 and 8)
June	8	Thursday	Anniversary Day/Professional Development for staff (Asynchronous day for scholars)
June	9	Friday	Field Day (Rain Date: June 13)
June	14 - 23	Wednesday - Friday	June Regents Exam Administration
June	16	Friday	Last day of Quarter 4
June	19	Monday	Juneteenth (observed) (school closed)
June	23	Friday	No HS scholars in attendance (Regents Rating Day)
June	26	Monday	Final Report Cards sent
June	27	Tuesday	Half day - dismissal at 12:30; LAST DAY FOR STUDENTS
June	28	Wednesday	LAST DAY FOR STAFF



CHALLENGE CHARTER SCHOOL INTERNAL CALENDAR

August 2022



	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1	2	3	4	5	6
	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23 <small>Day 1</small>	24 <small>Day 2</small>	25 <small>Day 3</small>	26 <small>Day 4</small>	27
P R E S E R V I C E		Orientation for new staff K-11	All Staff - Preservice <small>1st Day of Preservice</small>	All Staff - Preservice	All Staff - Preservice	All Staff - Preservice	
		28	29 <small>Day 3</small>	30 <small>Day 6</small>	31 <small>Day 7</small>		
W E E K 1		All Staff - Preservice	All Staff - Preservice	12:30 DISMISSAL FOR GR. K ONLY K Staff PD 1 30 - 4 00 <small>1st Day of School</small> Q1 begins!			

Notes:

7 INSTRUCTIONAL DAYS



CHALLENGE CHARTER SCHOOL INTERNAL CALENDAR

September 2022



	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
WEEK 1					1 <i>Day 8</i>	2 <i>Day 9</i>	3
					12:30 DISMISSAL FOR GR. K ONLY K Staff PD 1 30 - 4 00	12:30 DISMISSAL Staff PD 1:30 - 4:00	
WEEK 2	4	5	6 <i>Day 10</i>	7 <i>Day 11</i>	8 <i>Day 12</i>	9 <i>Day 13</i>	10
		SCHOOL CLOSED <i>Labor Day</i>			1st day or DOE schools 1st day of OPT bus service	12:30 DISMISSAL Staff PD 1:30 - 4:00	
WEEK 3	11	12 <i>Day 14</i>	13 <i>Day 15</i>	14 <i>Day 16</i>	15 <i>Day 17</i>	16 <i>Day 18</i>	17
	Grandparents' Day			5:00 PM - 6:30 PM Gr. K-5 Curriculum Night		12:30 DISMISSAL Staff PD 1 30 - 4 00	Constitution Day
WEEK 4	18	19 <i>Day 19</i>	20 <i>Day 20</i>	21 <i>Day 21</i>	22 <i>Day 22</i>	23 <i>Day 23</i>	24
				5:00 PM - 6:30 PM Gr. 6-11 Curriculum Night	First Day of Fall	12:30 DISMISSAL Staff PD 1 30 - 4 00	
WEEK 5	25	26	27	28 <i>Day 24</i>	29 <i>Day 25</i>	30 <i>Day 26</i>	
		SCHOOL CLOSED <i>Rosh Hashanah</i>	SCHOOL CLOSED <i>Rosh Hashanah</i>	1st Progress Reports sent		12:30 DISMISSAL Staff PD 1 30 - 4 00	

Notes:

19 INSTRUCTIONAL DAYS



CHALLENGE CHARTER SCHOOL INTERNAL CALENDAR

October 2022



		SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
								1
WEEK 6		2	3 <small>Day 27</small>	4 <small>Day 28</small>	5 SCHOOL CLOSED <i>Yom Kippur</i>	6 <small>Day 29</small>	7 <small>Day 30</small>	8
							12:30 DISMISSAL Staff PD 1:30 - 4:00	
WEEK 7		9	10 SCHOOL CLOSED <i>Italian Heritage / Indigenous Peoples' Day</i>	11 <small>Day 31</small>	12 <small>Day 32</small>	13 <small>Day 33</small>	14 <small>Day 34</small>	15
							12:30 DISMISSAL Staff PD 1:30 - 4:00	
WEEK 8		16	17 <small>Day 35</small>	18 <small>Day 36</small>	19 <small>Day 37</small>	20 <small>Day 38</small>	21 <small>Day 39</small>	22
							12:30 DISMISSAL Staff PD 1:30 - 4:00	
WEEK 9		23	24 <small>Day 40</small>	25 <small>Day 41</small>	26 <small>Day 42</small>	27 <small>Day 43</small>	28 <small>Day 44</small>	29
				<i>Divali</i>				12:30 DISMISSAL Staff PD 1:30 - 4:00
WEEK 10		30	31 <small>Day 45</small>	Notes::				
			Remote Learning Asynchronous Day Staff PD - DATA DAY Asynchronous for staff <i>Halloween</i>					19 INSTRUCTIONAL DAYS



CHALLENGE CHARTER SCHOOL INTERNAL CALENDAR

November 2022



	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
WEEK 10			1 <i>Day 46</i>	2 <i>Day 47</i>	3 <i>Day 48</i>	4 <i>Day 49</i>	5
					Q1 Report Cards sent	12:30 DISMISSAL Staff PD 1 30 - 4 00 1:30 PM - 4:30 PM Gr. K-5 Parent-Teacher Conferences	
WEEK 11	6	7 <i>Day 50</i>	8 <i>Day 51</i>	9 <i>Day 52</i>	10 <i>Day 53</i>	11	12
	Daylight Savings: Fall Back!	5:00 PM - 7 00 PM Gr. K-5 Parent-Teacher Conferences	Remote Learning Asynchronous Day Staff PD 8:00 - 4:00 Election Day		12:30 DISMISSAL FOR GR. 6-11 ONLY 1:30 PM - 4:30 PM Gr. 6-11 Parent-Teacher Conferences	SCHOOL CLOSED Veterans' Day	
WEEK 12	13	14 <i>Day 54</i>	15 <i>Day 55</i>	16 <i>Day 56</i>	17 <i>Day 57</i>	18 <i>Day 58</i>	19
		5:00 PM - 7 00 PM Gr. 6-11 Parent-Teacher Conferences				12:30 DISMISSAL Staff PD 1 30 - 4 00	
WEEK 13	20	21 <i>Day 59</i>	22 <i>Day 60</i>	23 <i>Day 61</i>	24	25	26
				12 30 DISMISSAL for All	SCHOOL CLOSED Thanksgiving Recess		
WEEK 14	27	28 <i>Day 62</i>	29 <i>Day 63</i>	30 <i>Day 64</i>			

Notes:

19 INSTRUCTIONAL DAYS



CHALLENGE CHARTER SCHOOL INTERNAL CALENDAR

December 2022



	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
WEEK 14					1 Day 63	2 Day 66 12:30 DISMISSAL Staff PD 1:30 - 4:00	3
	4	5 Day 67	6 Day 68	7 Day 69	8 Day 70	9 Day 71	10
WEEK 15						12:30 DISMISSAL Staff PD 1:30 - 4:00	
	11	12 Day 72	13 Day 73	14 Day 74	15 Day 75	16 Day 76	17
WEEK 16						12:30 DISMISSAL Staff PD 1:30 - 4:00	
	18	19 Day 77	20 Day 78	21 Day 79	22 Day 80	23 Day 81	24
WEEK 17						12:30 DISMISSAL	
	25	26	27	28	29	30	31
	Christmas Day	SCHOOL CLOSED Christmas Day (observed)	SCHOOL CLOSED Winter Recess				

Notes:

17 INSTRUCTIONAL DAYS



CHALLENGE CHARTER SCHOOL INTERNAL CALENDAR

January 2023



	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2	3 <i>Day 82</i>	4 <i>Day 83</i>	5 <i>Day 84</i>	6 <i>Day 85</i>	7
WEEK 18	<i>New Year's Day</i>	SCHOOL CLOSED <i>New Year's Day (observed)</i>				12:30 DISMISSAL Staff PD 1:30 - 4:00	
	8	9 <i>Day 86</i>	10 <i>Day 87</i>	11 <i>Day 88</i>	12 <i>Day 89</i>	13 <i>Day 90</i>	14
WEEK 19					<i>PID Letters sent</i> <i>2nd Progress Reports sent</i>	12:30 DISMISSAL Staff PD 1:30 - 4:00	
	15	16	17 <i>Day 91</i>	18 <i>Day 92</i>	19 <i>Day 93</i>	20 <i>Day 94</i>	21
WEEK 20		SCHOOL CLOSED <i>Rev. Dr. Martin Luther King Jr. Day</i>				12:30 DISMISSAL Staff PD 1:30 - 4:00	
	22	23 <i>Day 95</i>	24 <i>Day 96</i>	25 <i>Day 97</i>	26 <i>Day 98</i>	27 <i>Day 99</i>	28
WEEK 21	<i>Lunar New Year</i>		REGENTS	REGENTS	REGENTS	12:30 DISMISSAL Staff PD 1:30 - 4:00 REGENTS	
	29	30 <i>Day 100</i>	31 <i>Day 101</i>				
WEEK 22		Remote Learning Asynchronous Day Staff PD Day Q2 ends! 100th Day of School!	Q3 begins!				

Notes:

20 INSTRUCTIONAL DAYS



CHALLENGE CHARTER SCHOOL INTERNAL CALENDAR

February 2023



	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1 <i>Day 102</i>	2 <i>Day 103</i>	3 <i>Day 104</i>	4
WEEK 22						12:30 DISMISSAL Staff PD 1:30 - 4:00	
	5	6 <i>Day 105</i>	7 <i>Day 106</i>	8 <i>Day 107</i>	9 <i>Day 108</i>	10 <i>Day 109</i>	11
WEEK 23			Q2 Report Cards sent		5:00 PM - 7:00 PM Gr. K-5 Parent-Teacher Conferences	12:30 DISMISSAL 6-11 Staff PD 1:30 - 4:00 1:30 PM - 4:30 PM Gr. K-5 Parent-Teacher Conferences	
	12	13 <i>Day 110</i>	14 <i>Day 111</i>	15 <i>Day 112</i>	16 <i>Day 113</i>	17 <i>Day 114</i>	18
WEEK 24						12:30 DISMISSAL Staff PD 1:30 - 4:00	
	19	20	21	22	23	24	25
		SCHOOL CLOSED Midwinter Recess					
	26	27 <i>Day 115</i>	28 <i>Day 116</i>				
WEEK 25							

Notes:

15 INSTRUCTIONAL DAYS



CHALLENGE CHARTER SCHOOL INTERNAL CALENDAR

March 2023



	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
25				1 <small>Day 117</small>	2 <small>Day 118</small>	3 <small>Day 119</small>	4
WEEK						12:30 DISMISSAL K-5 Staff PD 1:30 - 4:00	
25	5	6 <small>Day 120</small>	7 <small>Day 121</small>	8 <small>Day 122</small>	9 <small>Day 123</small>	10 <small>Day 124</small>	11
WEEK					5:00 PM - 7:00 PM Gr. 6-11 Parent-Teacher Conferences	1:30 PM - 4:30 PM Gr. 6-11 Parent-Teacher Conferences	
26	12	13 <small>Day 123</small>	14 <small>Day 126</small>	15 <small>Day 127</small>	16 <small>Day 128</small>	17 <small>Day 129</small>	18
WEEK						12:30 DISMISSAL Staff PD 1:30 - 4:00	
27	19	20 <small>Day 130</small>	21 <small>Day 131</small>	22 <small>Day 132</small>	23 <small>Day 133</small>	24 <small>Day 134</small>	25
WEEK	Daylight Savings: Spring Forward!	3rd Progress Reports sent				12:30 DISMISSAL Staff PD 1:30 - 4:00 <i>St. Patrick's Day</i>	
28	26	27 <small>Day 135</small>	28 <small>Day 136</small>	29 <small>Day 137</small>	30 <small>Day 138</small>	31 <small>Day 139</small>	
WEEK		First Day of Spring				12:30 DISMISSAL Staff PD 1:30 - 4:00	
29							
WEEK						12:30 DISMISSAL Staff PD 1:30 - 4:00	

Notes:

23 INSTRUCTIONAL DAYS



CHALLENGE CHARTER SCHOOL INTERNAL CALENDAR

April 2023



	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
29							1
WEEK 30	2	3 <small>Day 140</small>	4 <small>Day 141</small>	5 <small>Day 142</small>	6 <small>Day 143</small>	7	8
					12:30 DISMISSAL for all <small>First day of Passover</small>	SCHOOL CLOSED <i>Spring Recess</i> <small>Good Friday</small>	
	9	10	11	12	13	14	15
WEEK 31	Easter	SCHOOL CLOSED <i>Spring Recess</i>					
	16	17 <small>Day 144</small>	18 <small>Day 145</small>	19 <small>Day 146</small>	20 <small>Day 147</small>	21	22
		NYSESLAT Speaking Q3 ends!	3-8 ELA Assessments NYSESLAT Speaking Q4 begins!	3-8 ELA Assessments NYSESLAT Speaking	3-8 ELA Assessments NYSESLAT Speaking	SCHOOL CLOSED <i>Eid al-Fitr</i>	
WEEK 32	23	24 <small>Day 148</small>	25 <small>Day 149</small>	26 <small>Day 150</small>	27 <small>Day 151</small>	28 <small>Day 152</small>	29
		ELA Exam Makeups NYSESLAT Speaking	ELA Exam Makeups NYSESLAT Speaking	ELA Exam Makeups NYSESLAT Speaking <small>Administrative Professionals' Day</small>	ELA Exam Makeups NYSESLAT Speaking <small>Q3 Report Cards sent</small>	ELA Exam Makeups 12:30 DISMISSAL <small>Gr. 6-11 Staff PD 1:30 - 4:00</small> <small>1:30 PM - 4:30 PM K-5 Parent-Teacher Conferences</small>	
	30	Notes:					
	13 INSTRUCTIONAL DAYS						



CHALLENGE CHARTER SCHOOL INTERNAL CALENDAR

May 2023



	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
WEEK 33		1 <small>Day 153</small>	2 <small>Day 154</small>	3 <small>Day 155</small>	4 <small>Day 156</small>	5 <small>Day 157</small>	6
		NYSESLAT Speaking 5:00 PM - 7:00 PM K-5 Parent-Teacher Conferences	3-8 Math Assessments NYSESLAT Speaking	3-8 Math Assessments NYSESLAT Speaking	3-8 Math Assessments NYSESLAT Speaking	Math Exam Makeups NYSESLAT Speaking 12:30 DISMISSAL K-5 Staff PD 1:30 - 4:00 1:30 PM - 4:30 PM 6-11 Parent-Teacher Conferences	
WEEK 34	7	8 <small>Day 158</small>	9 <small>Day 159</small>	10 <small>Day 160</small>	11 <small>Day 161</small>	12 <small>Day 162</small>	13
		Math Exam Makeups NYSESLAT Speaking 5:00 PM - 7:00 PM Gr. 6-11 Parent-Teacher Conferences	Math Exam Makeups NYSESLAT Speaking	Math Exam Makeups NYSESLAT Speaking	Math Exam Makeups NYSESLAT Speaking	NYSESLAT Speaking 12:30 DISMISSAL Staff PD 1:30 - 4:00	
WEEK 35	14	15 <small>Day 163</small>	16 <small>Day 164</small>	17 <small>Day 165</small>	18 <small>Day 166</small>	19 <small>Day 167</small>	20
	<i>Mothers' Day</i>	NYSESLAT Speaking NYSESLAT L/R/W	NYSESLAT Speaking NYSESLAT L/R/W	NYSESLAT Speaking NYSESLAT L/R/W	NYSESLAT Speaking NYSESLAT L/R/W	NYSESLAT Speaking NYSESLAT L/R/W 12:30 DISMISSAL Staff PD 1:30 - 4:00	
WEEK 36	21	22 <small>Day 168</small>	23 <small>Day 169</small>	24 <small>Day 170</small>	25 <small>Day 171</small>	26 <small>Day 172</small>	27
		NYSESLAT Speaking NYSESLAT L/R/W	NYSESLAT Speaking NYSESLAT L/R/W Gr. 4 & 8 Science Performance Test	NYSESLAT Speaking NYSESLAT L/R/W Gr. 4 & 8 Science Performance Test	NYSESLAT Speaking NYSESLAT L/R/W Gr. 4 & 8 Science Performance Test	NYSESLAT Speaking NYSESLAT L/R/W 12:30 DISMISSAL Gr. 4 & 8 Science Performance Test	
WEEK 37	28	29	30 <small>Day 173</small>	31 <small>Day 174</small>			
		SCHOOL CLOSED <i>Memorial Day</i>	NYSESLAT Speaking NYSESLAT L/R/W Gr. 4 & 8 Science Performance Test	NYSESLAT Speaking NYSESLAT L/R/W Gr. 4 & 8 Science Performance Test			

Notes:

22 INSTRUCTIONAL DAYS



CHALLENGE CHARTER SCHOOL INTERNAL CALENDAR

June 2023



	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
WEEK 37					1 <i>Day 172</i> Gr. 4 & 8 Science Performance Test	2 <i>Day 176</i> Gr. 4 & 8 Science Performance Test	3
	4	5 <i>Day 177</i>	6 <i>Day 178</i>	7 <i>Day 179</i>	8 <i>Day 180</i>	9 <i>Day 181</i>	10
WEEK 38		Gr. 4 & 8 Science Written Test	Gr. 4 & 8 Science Written Test Makeup	Gr. 4 & 8 Science Written Test Makeup	Remote Learning Asynchronous Day Staff PD Day Anniversary Day	FIELD DAY	
	11	12 <i>Day 182</i>	13 <i>Day 183</i>	14 <i>Day 184</i>	15 <i>Day 183</i>	16 <i>Day 186</i>	17
WEEK 39			FIELD DAY Rain Date	REGENTS	REGENTS	12:30 DISMISSAL Staff PD 1:30 - 4:00 REGENTS	
	18	19	20 <i>Day 187</i>	21 <i>Day 188</i>	22 <i>Day 189</i>	23 <i>Day 190</i>	24
WEEK 40	Fathers' Day	SCHOOL CLOSED Juneteenth observed	REGENTS Juneteenth	REGENTS	REGENTS	Non-attendance day for HS scholars REGENTS Rating Day	
	25	26 <i>Day 191</i>	27 <i>Day 192</i>	28	29	30	
WEEK 41		Q4 Report Cards sent	12:30 DISMISSAL Last Day of School for scholars	Last Day of School for staff	Eid al-Adha		

Notes:

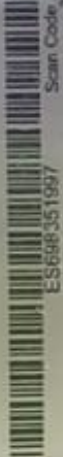
18 INSTRUCTIONAL DAYS

The City of New York



FIRE DEPARTMENT

BUREAU OF FIRE PREVENTION
9 METRO TECH CENTER 3RD FLOOR - BROOKLYN, NY 11201-3857



Scan Code

ES698351997

FERN-CORP C O UNITED CAP
9 PARK PLACE
4TH FLOOR
GREAT NECK, NY 110210000

BLDGS DEPT APPL NO: 421187879
ACCOUNT NUMBER: 35276146
DATE OF APPROVAL: 11/04/15
DATE OF INSPECTION: 10/07/15
INSPECTOR NAME: J. ASBAGHI
PLAN NUMBER:
FLOOR(S) INSPECTED: FLS: C,1,RF

PREMISES	BOROUGH
12-79 REDFERN AVE	QUEENS

LETTER OF APPROVAL

THIS LETTER OF APPROVAL COVERS THE SYSTEM INDICATED BELOW. IT IS SUBJECT TO ADMINISTRATIVE REVIEW AND AUDIT.

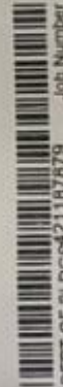
APPROVAL OF THE SYSTEMS(S) IS GRANTED IN ACCORDANCE WITH:

- SELF CERTIFICATION
 INSPECTION
 PROFESSIONAL CERTIFICATION
29 NYC Admin. Code § FC 104.2

GROUP E(EDU, LO-RI, SPK)FAS.....
MAN / SSC / SPK / COC.....
CO DETECTION SYSTEM.....
MDL, HICKSVILLE/NY.....
.....
.....

Sincerely:

Chief of Fire Prevention
City of New York



Job Number

DEPT OF BLDGS421187879

Certificate of Occupancy

CO Number: 421016233F

This certifies that the premises described herein conforms substantially to the approved plans and specifications and to the requirements of all applicable laws, rules and regulations for the uses and occupancies specified. No change of use or occupancy shall be made unless a new Certificate of Occupancy is issued. *This document or a copy shall be available for inspection at the building at all reasonable times.*

A.	Borough: Queens	Block Number: 15529	Certificate Type: Final
	Address: 1279 REDFERN AVE	Lot Number(s): 48	Effective Date: 10/05/2016
	Building Identification Number (BIN): 4297866	Building Type: Altered	
This building is subject to this Building Code: 1968 Code			
<i>For zoning lot metes & bounds, please see BISWeb.</i>			
B.	Construction classification: 1-B	(1968 Code designation)	
	Building Occupancy Group classification: E	(2014/2008 Code)	
	Multiple Dwelling Law Classification: None		
	No. of stories: 1	Height in feet: 33	No. of dwelling units: 0
C.	Fire Protection Equipment: Fire alarm system, Sprinkler system		
D.	Type and number of open spaces: None associated with this filing.		
E.	This Certificate is issued with the following legal limitations: None		
Borough Comments: None			



Borough Commissioner



Commissioner

Certificate of Occupancy

CO Number: **421016233F**

Permissible Use and Occupancy						
All Building Code occupancy group designations below are 2008 designations.						
Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use
CEL	200	OG	E		3	
001 001	112	100	I-4		3	
RO F	134	100	A-3		3	
END OF SECTION						



Borough Commissioner



Commissioner

END OF DOCUMENT



Certificate of Occupancy

CO Number: 4448976-0000005

This certifies that the premises described herein conforms substantially to the approved plans and specifications and to the requirements of all applicable laws, rules and regulations for the uses and occupancies specified. No change of use or occupancy shall be made unless a new Certificate of Occupancy is issued. *This document or a copy shall be available for inspection at the building at all reasonable times.*

A.	Borough: QUEENS	Block Number: 15537	Full Building Certificate Type: Temporary Date Issued: 06/14/2022
	Address: 15-20 CENTRAL AVE	Lot Number(s): 133	
	Building Identification Number(BIN): 4448976	Additional Lot Number(s):	
		Application Type: A1 - ALTERATION TYPE 1	
This building is subject to this Building Code: 2014			
This Certificate of Occupancy is associated with job# 420664098-01			
B.	Construction Classification: I-B: 2 HOUR PROTECTED - NON-COMBUSTI		
	Building Occupancy Group classification: E - EDUCATIONAL		
	Multiple Dwelling Law Classification: Not Available		
	No. of stories: 5	Height in feet: 62	No. of dwelling units: Not Available
C.	Fire Protection Equipment: Fire Alarm System, Fire Suppression System, Sprinkler System, Standpipe System		
D.	Parking Spaces and Loading Berths:		
	Open Parking Spaces: Not Available.		
	Enclosed Parking Spaces: Not Available.		
	Total Loading Berths: Not available		
E.	This Certificate is issued with the following legal limitations:		
	Restrictive Declaration: None	Zoning Exhibit: 2019000042380, 2019000042381	
	BSA Calendar Number(s): None	CPC Calendar Number(s): None	
Borough Comments: occupancy FOR ENTIRE AS PER BC APPROVED FA AFFIDAVIT. CELLAR PA SPACE NOT TO BE OCCUPIED BY MORETHAN 74 PEOPLE until pa cert of operation is obtained.			

Borough Commissioner

Commissioner

Certificate of Occupancy

CO Number: 420316358F

This certifies that the premises described herein conforms substantially to the approved plans and specifications and to the requirements of all applicable laws, rules and regulations for the uses and occupancies specified. No change of use or occupancy shall be made unless a new Certificate of Occupancy is issued. *This document or a copy shall be available for inspection at the building at all reasonable times.*

A. Borough: Queens Address: 710 HARTMAN LANE Building Identification Number (BIN): 4300731	Block Number: 15737 Lot Number(s): 1 Building Type: Altered	Certificate Type: Final Effective Date: 02/15/2012
This building is subject to this Building Code: 2008 Code		
<i>For zoning lot metes & bounds, please see BISWeb.</i>		
B. Construction classification: 1 (Prior to 1968 Code designation) Building Occupancy Group classification: E (2008 Code) Multiple Dwelling Law Classification: None		
No. of stories: 2 Height in feet: 28 No. of dwelling units: 0		
C. Fire Protection Equipment: Standpipe system, Fire alarm system, Sprinkler system, Fire Suppression system		
D. Type and number of open spaces: None associated with this filing.		
E. This Certificate is issued with the following legal limitations: None		
Borough Comments: None		



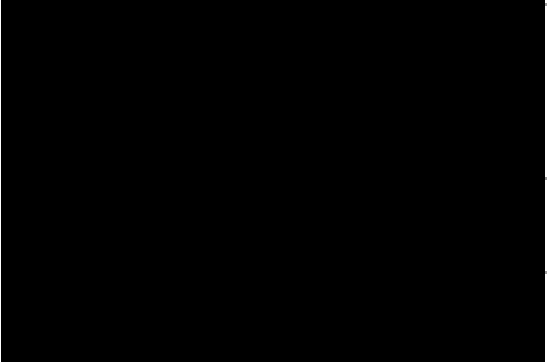
Borough Commissioner



Commissioner

Certificate of Occupancy

CO Number: **420316358F**

Permissible Use and Occupancy						
All Building Code occupancy group designations below are 2008 designations.						
Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use
CEL	382	OG	E S-2 A-3		3A, 3B	
001 001	473	60	E A-3		3A, 3B	
002 002	215	60	E		3A, 3B	
END OF SECTION						



Borough Commissioner



Commissioner

Certificate of Occupancy

CO Number: 421174437F

This certifies that the premises described herein conforms substantially to the approved plans and specifications and to the requirements of all applicable laws, rules and regulations for the uses and occupancies specified. No change of use or occupancy shall be made unless a new Certificate of Occupancy is issued. *This document or a copy shall be available for inspection at the building at all reasonable times.*

A.	Borough: Queens	Block Number: 15537	Certificate Type: Final
	Address: 15-26 CENTRAL AVENUE	Lot Number(s): 137	Effective Date: 04/22/2019
	Building Identification Number (BIN): 4297966	Building Type: Altered	
This building is subject to this Building Code: Prior to 1968 Code			
<i>For zoning lot metes & bounds, please see BISWeb.</i>			
B.	Construction classification: 1-D	(1968 Code designation)	
	Building Occupancy Group classification: E	(2014/2008 Code)	
	Multiple Dwelling Law Classification: None		
	No. of stories: 3	Height in feet: 38	No. of dwelling units: 0
C.	Fire Protection Equipment: Fire alarm system, Sprinkler system		
D.	Type and number of open spaces: None associated with this filing.		
E.	This Certificate is issued with the following legal limitations: None		
Borough Comments: None			



Borough Commissioner



Acting

Commissioner

Certificate of Occupancy

CO Number: **421174437F**

Permissible Use and Occupancy						
All Building Code occupancy group designations below are 2008 designations.						
Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use
CEL	74	OG	E		3A	
CEL	5	OG	E			
001 001	75	100	E		3A	
001 001	280	OG	E		3B	
002 002	99	60	E		3A	
003 003	100	100	E		3A	
EGRESS EASEMENT PROVIDED UNDER LIBER 4593 PAGE 110-112						
END OF SECTION						



Borough Commissioner



Acting

Commissioner

END OF DOCUMENT

FIRE DEPARTMENT, CITY OF NEW YORK - BUREAU OF FIRE PREVENTION



PERMIT IS NOT TRANSFERABLE TO ANY OTHER PERSON, FIRM OR CORPORATION AND MAY BE REVOKED AT ANY TIME BY THE FIRE COMMISSIONER

PERMIT SHALL BE PROMINENTLY DISPLAYED ALL TIMES ON PREMISES

FIRE DEPARTMENT, CITY OF NEW YORK			PERMIT		BUREAU OF FIRE PREVENTION																		
ACCOUNT NUMBER	TYPE	A.P.	D.O.	ADM. CO.	ISSUANCE DATE	PERMIT EXPIRES																	
32124158	10	P	13	L134	07/24/19	07/20																	
PREMISES ADDRESS				ACCOUNT NAME																			
DBA:CHALLENGE PREPARATORY 7-10 HARTMAN LA QUEENS NY 116911849				DAVID ESFHANI																			
ITEM CODE	SUB CODE	QTY	DESCRIPTION			FLOOR NO.	FEE																
616	00	6	[REDACTED]																				
616	03	17																					
<table border="1"> <tr> <td>PERMIT TYPE</td> <td colspan="7"></td> </tr> <tr> <td>1</td> <td colspan="7"></td> </tr> </table>								PERMIT TYPE								1							
PERMIT TYPE																							
1																							
1=REGULAR 2=SUPPLEMENTAL 3=DUPLICATE		DAVID ESFHANI PO BOX 234550 GREAT NECK NY 11023-4550			** NO FEE **			0.00															



3-JOHNSON CONTROL UNIT W/4COMPS.EA.
 2-YORK W/2COMPS.EACH.1-JOHNSON CONTROL W/2COMPS.1-COMFORT AIR RF/MTD.

BY ORDER OF THE COMMISSIONER

Challenge Charter School

2021-22

