

Application: Challenge Preparatory Charter School

mike estep - mrestep@challengecharterschools.org
2020-2021 Annual Report

Entry 1 School Info and Cover Page

Completed Oct 27 2021

[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 2020-2021 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, 2021)** 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 342700860990

a1. Popular School Name

Challenge Prep

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

Please select the correct authorizer as of June 30, 2021 or you may not be assigned the correct tasks.

NEW YORK CITY CHANCELLOR OF EDUCATION

c. DISTRICT / CSD OF LOCATION

CSD #27 - QUEENS

d. DATE OF INITIAL CHARTER

2/2010

e. DATE FIRST OPENED FOR INSTRUCTION

8/2010

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 school, 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 MAX APPROVED ENROLLMENT FOR THE 2020-2021 SCHOOL YEAR (exclude Pre-K program enrollment)

936

j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2021 (exclude Pre-K program enrollment)

906

k. GRADES SERVED IN SCHOOL YEAR 2020-2021 (exclude Pre-K program students)

Check all that apply

Grades Served

K, 1, 2, 3, 4, 5, 6, 7, 8, 9

l1. 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 2021-2022?

	Yes, 4 sites
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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	Work Phone	Alternate Phone	Email Address
School Leader	Nicole Griffin	718-327-1352		ngriffin@challengecharterschools.org
Operational Leader	Venessa Lynch	718-327-4040		vfoster@challengecharterschools.org
Compliance Contact	Michael R. Estep	718-327-4040		mrestep@challengecharterschools.org
Complaint Contact	Dr. Les Mullings	718-327-1352		lsmullings@challengecharterschools.org
DASA Coordinator	Nicole Griffin	718-327-1352		ngriffin@challengecharterschools.org
Phone Contact for After Hours Emergencies	Nicole Griffine	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.

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

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	Work Phone	Alternate Phone	Email Address
School Leader	Nicole Griffin	718-327-1352		ngriffin@challengecharterschools.org
Operational Leader	Venessa Lynch	718-327-4040		vfoster@challengecharterschools.org
Compliance Contact	Michael R. Estep	718-327-4040		mrestep@challengecharterschools.org
Complaint Contact	Dr. Les Mullings	718-327-1352		lsimullings@challengecharterschools.org
DASA Coordinator	Nicole Griffin	718-327-1352		ngriffin@challengecharterschools.org
Phone Contact for After Hours Emergencies	Nicole Griffin	718-327-1352		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

m2d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 2 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.

Site 2 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

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	Work Phone	Alternate Phone	Email Address
School Leader	Mavgar Mondesir-Gordon	347-990-1875		mmondesir@challengecharterschools.org
Operational Leader	Venessa Lynch	718-327-4040		vfoster@challengecharterschools.org
Compliance Contact	Michael R Estep	718-327-4040		mrestep@challengecharterschools.org
Complaint Contact	Dr. Les Mullings	718-327-1352		lsimullings@challengecharterschools.org
DASA Coordinator	Kareen Armstrong	347-990-1875		karmstrong@challengecharterschools.org
Phone Contact for After Hours Emergencies	Mavgar Mondesir-Gordon	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

m3d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 3 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.

Site 3 Certificate of Occupancy (COO)

[12-79 Redfern Ave CO Document.pdf.pdf](#)

Filename: 12-79 Redfern Ave 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

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 Ave, Far Rockaway, NY 11691	347-990-1875	NYC CSD 27	9-10	9-10

m4a. Please provide the contact information for Site 4.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Mavgar Mondesir-Gordon	347-990-1875		mmondesir@challengecharterschools.org
Operational Leader	Venessa Lynch	718-327-4040		vfoster@challengecharterschools.org
Compliance Contact	Michael R Estep	718-327-4040		mrestep@challengecharterschools.org
Complaint Contact	Dr. Les Mullings	718-327-1352		lsimullings@challengecharterschools.org
DASA Coordinator	Kareen Armstrong	347-990-1875		karmstong@challengecharterschools.org
Phone Contact for After Hours Emergencies	Mavgar Mondesir-Gordon	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

m4d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 4 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.

Site 4 Certificate of Occupancy (COO)

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

Filename: CPCS 15-20 Central Ave TCO.pdf **Size:** 52.8 kB

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 2020-2021 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2020-2021 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 2020-2021 FY?

(No response)

ATTESTATIONS

p. Individual Primarily Responsible for Submitting the Annual Report.

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).**

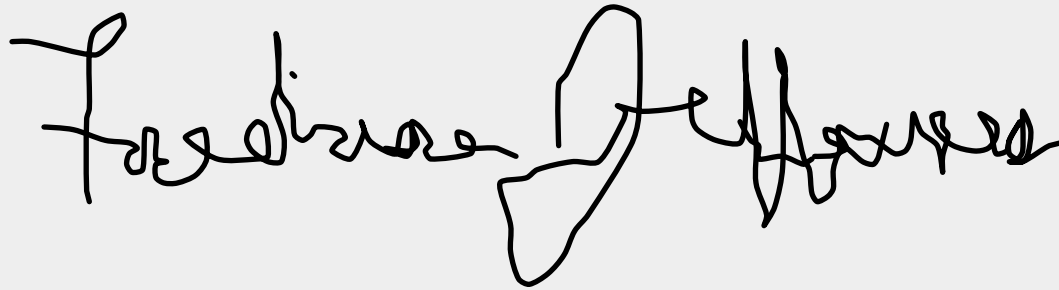
Responses Selected:

Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees



Date

Oct 27 2021

Thank you.



Entry 3 Progress Toward Goals

Completed Oct 27 2021

Instructions

Regents, NYCDOE, and Buffalo BOE-authorized charter schools

For the 2020-2021 school year, any academic or 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”. **Deadline is November 1, 2021.**

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

Board of Regents-authorized and NYCDOE-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, 2021.

1. ACADEMIC STUDENT PERFORMANCE GOALS

For the 2020-2021 school year, any academic 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”.

2020-2021 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	1. Each year, Challenge Prep will show progress towards achieving 75% of its 3rd-8th graders, who have been enrolled at the school on BEDS day for at least two consecutive years, performing at or above Level 3 on the NYS ELA exam	N/A		
Academic Goal 2	2. Each year, Challenge Prep will show progress towards achieving 75% of its 3rd-8th graders, who have been enrolled at the school on BEDS day for at least two consecutive years, performing at or above Level 3 on the NYS Mathematics exam.	N/A		
Academic Goal 3	3. Each year, Challenge Prep will show progress towards achieving 75% of its 4th and 8th graders, who have been enrolled at the school on BEDS day for at least two consecutive years, performing at or above Level 3 on	N/A		

	the NYS Science exam.			
Academic Goal 4	4. Each year, Challenge Prep will show achieve a 75% Regents Exam pass rate on Regents exams taken by at least 5 or more Challenge Prep students. This goal will be considered “partially met” if Challenge Prep achieves a 75%	N/A		
Academic Goal 5	5. Each year, Challenge Prep’s NYS ELA exam proficiency rates will increase.	N/A		
Academic Goal 6	6. Each year, Challenge Prep’s NYS Math exam proficiency rates will increase.	N/A		
Academic Goal 7	7. Each year, Challenge Prep’s Regents exam pass rates will increase for Regents exams taken by 5 or more Challenge Prep students. This goal will be considered “partially met” if Challenge Prep’s Regents exam pass rate increases for one or more			

	but not all Regents exams taken by 5 or more Challenge Prep students.			
Academic Goal 8	8. Beginning the second year that Challenge Prep has a high school graduating class, Challenge Prep's 4-year graduation rate will increase each year.	N/A		
Academic Goal 9				
Academic Goal 10				

2. Do have more academic goals to add?

No

4. ORGANIZATION GOALS

For the 2020-2021 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".

2020-2021 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
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				Not Applicable
Org Goal 1	<p>Each year, the School will have an annual average daily student attendance rate of at least 95%. The figure will be calculated from ATS.</p>	N/A		
Org Goal 2	<p>Each year, 95% of all students enrolled on the last day of the school year who do not move will return the following September.</p>	Enrollment Data	Met	
Org Goal 3	<p>Each year, the School will comply with all applicable laws, rules, regulations and contract terms including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the Federal IDEA, and FERPA.</p>	<p>Board and school policies, Board minutes, Reports submitted to appropriate agencies, etc.</p>	Met	
	As reflected in the			

Org Goal 4	Board minutes, the CEO and School Principals will present reports that outline enrollment, attendance, discharge status, IEP and ELL numbers as well as any available testing results at every regular meeting of the Board of Trustees. The CEO and Director Team will present an up to date financial reports as well.	2020-21 Board Minutes	Met	
Org Goal 5	95% of the members of the Board of Trustees will be a member of a subcommittee of the Board.	100% of Board members were members of Board committees.	Met	
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

6. FINANCIAL GOALS

2020-2021 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	Annually, student enrollment at Challenge Prep will be within 15% of full enrollment as defined in the School's contract.	ATS enrollment data.	Met	
Financial Goal 2	Each year, the School will undergo an independent financial audit that will result in an unqualified opinion and no major findings.	Independent audit report.	Met	
Financial Goal 3	Each year, Challenge Prep will operate on a balanced budget and maintain a stable cash flow.	Challenge Prep financial documents as reported to the Board & confirmed by the annual audit.	Met	
Financial Goal 4				
Financial Goal 5				

7. Do have more financial goals to add?

No

Thank you.

Entry 4 - Audited Financial Statements

Completed Oct 27 2021

Required of ALL Charter Schools

ALL SUNY-authorized charter schools must upload the financial statements in .pdf format into the SUNY Epicenter system no later than **November 1, 2021**. SUNY CSI will forward to NYSED CSO.

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, 2021**. 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 protection are turned off.

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

[Challenge Prep Charter School FST and Mgmt Ltr](#)

Filename: Challenge Prep Charter School FST a Aj7vtEV.pdf **Size:** 437.3 kB

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

Completed Oct 28 2021

[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 website at [2020-2021 Charter School Annual Report webpage](#). Upload the completed file in Excel format. **Due November 1, 2021.**

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.

[CPCS FY21 Audited Financial Report DOE R](#)

Filename: CPCS FY21 Audited Financial Report DOE R.xlsx **Size:** 63.7 kB

Entry 4c - Additional Financial Documents

Completed Oct 27 2021

Instructions - Regents, NYCDOE and Buffalo BOE authorized schools must upload financial documents in this section **by November 1, 2021**. 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 Prep Charter Mgmt Ltr](#)

Filename: Challenge Prep Charter Mgmt Ltr.pdf **Size:** 144.4 kB

Entry 4d - Financial Services Contact Information

Completed Oct 27 2021

Instructions: Please enter the contact information for school staff, firms or other entities providing financial services to the education corporation **by November 1, 2021**.

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	[REDACTED]	[REDACTED]

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	[REDACTED]	[REDACTED]	11

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	[REDACTED]	[REDACTED]	11

Entry 5 - Fiscal Year 2021-2022 Budget

Completed Oct 27 2021

Instructions - Regents, NYCDOE, and Buffalo BOE authorized charter schools should upload a copy of the school's FY21 Budget using the 2021-2022 [Projected Annual Budget template](#) in the portal or from the Annual Report website **by November 1, 2021**.

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.

Instructions - SUNY authorized charter schools should download the [2021-2022 Budget and Quarterly Report Template](#) on the SUNY website or Epicenter and upload the completed template into the portal **by November 1, 2021**.

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

[CPCS FY22 Budget DOE Template](#)

Filename: CPCS FY22 Budget DOE Template.xlsx **Size:** 38.8 kB

Entry 6 - Board of Trustees Disclosure of Financial Interest Form

Completed Oct 27 2021

Required of ALL Charter Schools by August 2

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 2020-2021 school year must complete a signed:

- Regents, NYCDOE, and Buffalo BOE Authorized Schools: [Disclosure of Financial Interest Form](#)
- SUNY- Authorized Charter Schools: [SUNY Trustee Financial Disclosure Form](#)

All completed forms must be collected and uploaded in .PDF format for each individual member. **If a trustee is not able or available to complete the form by the deadline, the education corporation is responsible for doing so on behalf of the trustee.** (Forms completed from past years will not be accepted).

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. Note: Docusign is accepted.

CPCS FinancialDisclosure Gertrudis Hernandez 2020-21

Filename: CPCS FinancialDisclosure Gertrudis 1YV8Fw6.pdf **Size:** 72.5 kB

CPCS Frederica Jeffries 2020-21 Disclosure of Financial Interest

Filename: CPCS Frederica Jeffries 2020 21 Dis ZQjoJRP.pdf **Size:** 612.4 kB

CPCS Andrew L

Filename: CPCS Andrew L. Barnes III Financial sh86Iu1.pdf **Size:** 109.1 kB

CPCS Linda Plummer 2020-21 Board of Trustees Financial Disclosure Form

Filename: CPCS Linda Plummer 2020 21 Board of 1j2S6bs.pdf **Size:** 689.6 kB

CPCS Dr

Filename: CPCS Dr. Michelle Daniel Robertson 4Lgges9.pdf **Size:** 59.5 kB

CPCS Karon McFarlane FinancialDisclosure 2020-21

Filename: CPCS Karon McFarlane FinancialDiscl 22wIAy4.pdf **Size:** 89.5 kB

Entry 7 BOT Membership Table

Completed Oct 27 2021

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.

1. 2020-2021 Board Member Information (Enter info for each BOT member)

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2020-2021
1	Frederica Jeffries		Chair	Executive and Finance	Yes	4	7/1/2020	6/30/2023	12
2	Andrew L. Barnes III		Vice Chair	Executive and Finance	Yes	4	7/1/2021	6/30/2022	8
3	Karon McFarlane		Secretary	Executive, Finance and Academic Accountability	Yes	4	7/1/2020	6/30/2023	10
4	Linda Plumme		Treasurer	Executive and	Yes	2	7/1/202	6/30/20	12

	r		r	Finance			0	22	
5	Dr. Michelle Daniel-Robertson		Trustee/Member	Academic Accountability	Yes	2	7/1/2020	6/30/2022	12
6	Gertrudis Hernandez		Trustee/Member	Academic Accountability	Yes	3	7/1/2019	6/30/2021	10
7									
8									
9									

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, 2021	6
b.Total Number of Members Added During 2020-2021	0
c. Total Number of Members who Departed during 2020-2021	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	5-11

3. Number of Board meetings held during 2020-2021

13

4. Number of Board meetings scheduled for 2021-2022

12

Thank you.

Entry 8 Board Meeting Minutes

Completed Oct 27 2021

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

Schools must upload a complete set of monthly board meeting minutes (July 2020-June 2021), which should match the number of meetings held during the 2020-2021 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 2, 2021.

[CPCS 2020-21 Board Minutes w Attachments R](#)

Filename: CPCS 2020 21 Board Minutes w Attachments R.pdf **Size:** 23.1 MB

Entry 9 Enrollment & Retention

Completed Oct 27 2021

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

ALL charter schools must complete this section. Describe the good faith efforts the charter school has made in 2020-2021 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 2021-2022.

Entry 9 Enrollment and Retention of Special Populations

[Instructions for Reporting Enrollment and Retention Strategies](#)

Describe the efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners, 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 2021-2022.

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2020-2021	Describe Recruitment Plans in 2021-2022
Economically Disadvantaged	<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 economically disadvantaged, Challenge Charter Schools planned to do the following:</p> <ul style="list-style-type: none"> • Called feeder schools in Far Rockaway and daycare centers. • Conducted virtually Family Nights/Open Houses throughout the school year of 2020-21. Parents were able to meet online Principals and hear about our school’s academic program. • Our recruitment team attended virtual 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 virtual school 	<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 2021-22. 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.

	tours throughout the school year.	
English Language Learners	<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 English Language Learners/Multilingual Learners, Challenge Charter Schools did the following:</p> <ul style="list-style-type: none"> • Called feeder schools in Far Rockaway and daycare centers. • Conducted virtual Family Nights/OpenHoused throughout the Spring of 2021. Parents were able to meet virtually the site Principal and hear about our schools academic program. A Spanish Language Translator was present virtually at every virtual event to support ELLs/MLLs families as needed. • Our recruitment team attended virtual community events geared toward market to ELL/MLL students. • Challenge Prep advertised in local publications in Spanish. • We conducted virtual school tours throughout the Spring semester. A Spanish Language Translator was present online. 	<p>To ensure we meet our target of enrolling students that are 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 2022. 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>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 did the following:</p> <ul style="list-style-type: none"> • Called feeder schools in Far Rockaway and daycare centers. 	<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

<p>Students with Disabilities</p>	<ul style="list-style-type: none"> • Conducted virtual Family Nights/Open Houses throughout the late Winter/Early Spring of 2021. <p>Parents were able to meet the site Principal online and hear about our school’s academic program.</p> <ul style="list-style-type: none"> • Our recruitment team will attend virtual 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>Houses throughout the late Winter/Early Spring of 2022. Parents will be able to meet the site Principal and hear about 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.
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Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022
<p>Economically Disadvantaged</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 retain economically disadvantaged students during the 2020- 2021 school year, Challenge Prep did the following:</p> <ul style="list-style-type: none"> • Conducted virtual 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 continued the employment of a full time Social Workers and Guidance Counselors at each site, who provided counseling support to students and families where personal and family issues may 	<p>It is the plan to be in person for the 2021-22 school year.</p> <p>To ensure we retain economically disadvantaged students during the 2021-2022 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 personal and family issues may

	<p>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>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>To ensure we retain ELL/MLL students during the 2020-2021 school year, Challenge Prep did the following:</p> <ul style="list-style-type: none"> • Virtually Conducted Back To School Family Nights to welcome families back to our school and made them aware of all programs designed to foster students' academic and social success. • Employed full time Social Workers and Guidance Counselors at each site who provided counseling support to students and families where personal and family issues may impact student achievement. • Employed a Teacher Assistant in every classroom K-6 to support instruction. • Employed Full Time ELL/MLL Teachers at each site. • Evaluated each student's level of English Language proficiency so that our instruction meets students where they are academically. • Supported each ELL/MLL student's language acquisition by focusing on building their academic vocabulary and providing meaningful opportunities for ELL/MLL 	<p>It is the plan to be in person for the 2021-22 school year.</p> <p>To ensure we retain ELL/MLL students during the 2021-2022 school year, Challenge Prep 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 student's level of English Language proficiency so that our instruction meets students where they are academically. • Continue to support each ELL/MLL student's language acquisition by focusing on building their academic vocabulary and providing

	<p>students to communicate with their peers and larger school community.</p> <ul style="list-style-type: none"> • Added a ELL lottery preference. 	<p>meaningful opportunities for ELL/MLL students to communicate with their peers and larger school community.</p> <ul style="list-style-type: none"> • 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>To ensure we retained Students with Disabilities during the 2020-2021 school year, Challenge Prep did 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 (IEP) mandates and measurable goals were met and did not place a student in a learning environment that is inconsistent with the IEP. • Challenge Prep’s special education program, which includes an ICT classroom at every grade level [K-5], makes it an attractive option for families. • Challenge provides at the 6-9 Special Education services and personnel to implement those services. 	<p>It is our plan to be in person for the 2021-22 school year.</p> <p>To ensure we retain Students with Disabilities during the 2021-2022 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 environment that is inconsistent with the IEP. • 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 6-10 Special Education services and personnel to implement those services.

Entry 10 - Teacher and Administrator Attrition

Completed Oct 27 2021

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 that 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 that 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.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/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

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must simultaneously 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

<http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf>.

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 Oct 27 2021

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, 2021)	4
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	0
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	0
Total Category A: 5 or 30% whichever is less	4.0

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

	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, 2021)	0
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	0
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	0
Total Category B: not to exceed 5	0.0

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, 2021)	0
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	0
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	0
Total Category C: not to exceed 5	0.0

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	51

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	55



Thank you.

Entry 12 Organization Chart

Completed Oct 27 2021

[Instructions](#)

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

Upload the 2020-2021 **Organization Chart**. The organization chart should include position titles and reporting relationships. Employee names should not appear on the chart

Challenge Charter Schools Organizational Chart Positions ONLY 2021-22

Filename: Challenge Charter Schools Organizat yoQ0cli.pdf **Size:** 63.3 kB

Entry 13 School Calendar

Completed Oct 27 2021

[Instructions for submitting School Calendar](#)

Required of ALL Charter Schools

Given these uncertain and changing times, charter schools may or may not have a school calendar ready to upload by the submission deadline this year of August 2, 2021. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 2nd submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2021**.

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 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.

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

Challenge K-10 Instructional Calendar for 2021-2022 - APPROVED

Filename: Challenge K 10 Instructional Calend F0bet9H.pdf **Size:** 337.3 kB

Entry 14 Links to Critical Documents on School Website

Completed Oct 27 2021

Instructions

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

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. Most recently filed Annual Report (i.e., 2019-2020 Annual Report);
2. Most recent board meeting notice, documents to be discussed at the meeting (if any), and webcast of Board meetings (if held virtually per Governor's Executive Order);
3. Link to New York State School Report Card;
4. Lottery Notice announcing date of lottery;
5. Authorizer-approved DASA Policy;
6. District-wide safety plan and Authorizer-approved Discipline Policy (as per August 29, 2019 [Emergency Response Plan Memo](#));
7. Authorizer-approved FOIL Policy; and
8. Subject matter list of FOIL records.
9. Link to School Reopening Plan

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 5: Authorizer-approved DASA 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. Most Recent Annual Report (i.e., 2019-20)	https://challengecharterschools.org/charter-documents-2
2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	https://challengecharterschools.org/charter-documents-2
2a. Webcast of Board Meetings (per Governor's Executive Order)	HTTPS://US02WEB.ZOOM.US/J/89467983401
3. Link to NYS School Report Card	https://data.nysed.gov/profile.php?instid=800000067496
4. Lottery Notice announcing date of lottery	https://challengecharterschools.org/apply
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	https://challengecharterschools.org/policies-and-legal-notices
6. District-wide Safety Plan	https://challengecharterschools.org/policies-and-legal-notices
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	https://challengecharterschools.org/policies-and-legal-notices
7. Authorizer-Approved FOIL Policy	https://challengecharterschools.org/policies-and-legal-notices
8. Subject matter list of FOIL records	https://challengecharterschools.org/policies-and-legal-notices

Thank you.



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 October 21, 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.

PKF O'Connor Davies, LLP

Harrison, New York
October 21, 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			
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 Personnel Services Costs	<u>138</u>	<u>6,129,227</u>	<u>1,534,909</u>	<u>7,664,136</u>	<u>1,075,525</u>	<u>16,597</u>	<u>8,756,258</u>
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	5,098	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		<u>\$ 11,200,358</u>	<u>\$ 2,714,491</u>	<u>\$ 13,914,849</u>	<u>\$ 2,011,517</u>	<u>\$ 33,925</u>	<u>\$ 15,960,291</u>

See notes to the financial statements

CHALLENGE PREPARATORY CHARTER SCHOOL

Statement of Functional Expenses
Year Ended June 30, 2020

	No. of Positions	Program Services			Management and General	Fundraising and Special Events	Total
		Regular Education	Special Education	Total			
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	<u>32</u>	<u>1,535,938</u>	<u>303,181</u>	<u>1,839,119</u>	<u>296,467</u>	<u>-</u>	<u>2,135,586</u>
Total Personnel Services Costs	<u>127</u>	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		-	-	-	26,250	-	26,250
Other professional and consulting services		577,993	140,372	718,365	115,628	5,715	839,708
Building and land rent		1,970,339	555,025	2,525,364	222,010	27,751	2,775,125
Repairs and maintenance		55,146	15,534	70,680	6,214	777	77,671
Insurance		75,029	21,135	96,164	8,454	1,057	105,675
Utilities		189,782	45,365	235,147	20,729	3,237	259,113
Supplies and materials		386,442	69,765	456,207	11,078	1,521	468,806
Equipment and furnishings		23,376	4,071	27,447	630	58	28,135
Staff development		162,590	24,613	187,203	31,214	-	218,417
Marketing and recruiting		115,449	17,477	132,926	-	-	132,926
Technology		36,072	10,158	46,230	6,409	21	52,660
Food service		810	123	933	-	-	933
Student service		53,093	8,037	61,130	-	-	61,130
Office expense		48,634	11,057	59,691	8,083	2,439	70,213
Depreciation and amortization		137,089	17,136	154,225	17,136	-	171,361
Other		-	-	-	1,651	-	1,651
Total Expenses		<u>\$ 10,655,297</u>	<u>\$ 2,741,774</u>	<u>\$ 13,397,071</u>	<u>\$ 1,626,830</u>	<u>\$ 72,912</u>	<u>\$ 15,096,813</u>

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 ACTIVITIES		
Purchases of property and equipment	(730,725)	(230,154)
CASH FLOWS FROM FINANCING ACTIVITIES		
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:

	2021	2020
Cash	\$ 6,635,874	\$ 4,810,225
Restricted Cash	70,000	70,000
	<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 bases 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 October 21, 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	<u>(1,409,550)</u>	<u>(1,151,470)</u>
	<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. The School will continue to rely on funding received from the NYCDOE to cover its future operating costs (see Note 7).

Challenge Preparatory Charter School

Notes to Financial Statements
June 30, 2021 and 2020

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.

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 Program 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 October 21, 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.

PKF O'Connor Davies, LLP

Harrison, New York
October 21, 2021

Challenge Preparatory Charter School

Auditors' Communication on Internal Control

June 30, 2021

Board of Trustees
Challenge Preparatory Charter School

In planning and performing our audit of the financial statements of Challenge Preparatory Charter School (the "School") as of and for the year ended June 30, 2021, in accordance with auditing standards generally accepted in the United States of America, we considered the School's internal control over financial reporting ("internal control") as a basis for designing 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 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.

Our consideration of internal control was for the limited purpose described in the first paragraph and was not designed to identify all deficiencies in internal control that might be deficiencies, significant deficiencies, or material weaknesses and, therefore, there can be no assurance that all such deficiencies have been identified.

We did not identify any deficiencies in internal control that we consider to be material weaknesses, as defined above.

This communication is intended solely for the information and use of the management, audit committee, Board of Trustees, The Department of Education of the City of New York, The State Education Department of the State University of New York, and others within the School, and is not intended to be and should not be used by anyone other than these specified parties.

We would like to take this opportunity to acknowledge the courtesy and assistance extended to us by the personnel of the School during the course of our audit.

PKF O'Connor Davies, LLP

Harrison, New York
October 21, 2021

Challenge Preparatory Charter School

Auditors' Communication on Internal Control

June 30, 2021

**Board of Trustees
Challenge Preparatory Charter School**

In planning and performing our audit of the financial statements of Challenge Preparatory Charter School (the "School") as of and for the year ended June 30, 2021, in accordance with auditing standards generally accepted in the United States of America, we considered the School's internal control over financial reporting ("internal control") as a basis for designing 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 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.

Our consideration of internal control was for the limited purpose described in the first paragraph and was not designed to identify all deficiencies in internal control that might be deficiencies, significant deficiencies, or material weaknesses and, therefore, there can be no assurance that all such deficiencies have been identified.

We did not identify any deficiencies in internal control that we consider to be material weaknesses, as defined above.

This communication is intended solely for the information and use of the management, audit committee, Board of Trustees, The Department of Education of the City of New York, The State Education Department of the State University of New York, and others within the School, and is not intended to be and should not be used by anyone other than these specified parties.

We would like to take this opportunity to acknowledge the courtesy and assistance extended to us by the personnel of the School during the course of our audit.

PKF O'Connor Davies, LLP

Harrison, New York
October 21, 2021

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Gertrudis Hernandez

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):
Challenge Preparatory Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Academic Accountability Committee Member

2. Are you an employee of any school operated by the education corporation?
Yes X No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school?

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

No

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

No

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

No

6. 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 X **No**

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house 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-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

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
NONE			

8. 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) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are 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, write “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
NONE				

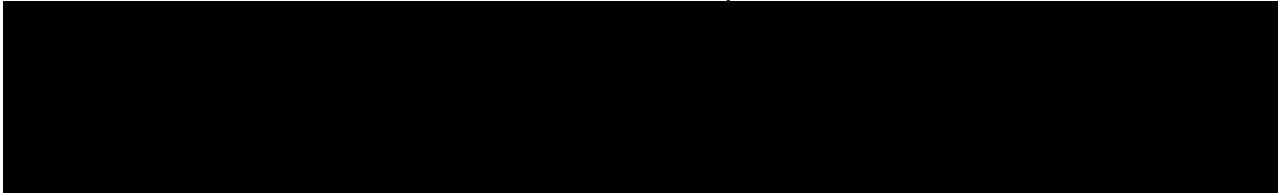


July 12, 2021

Signature

Date

Please note that 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. Personal contact information provided below will be redacted.





Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Frederica Jeffries

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation): Challenge Preparatory Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Board Chair, Executive Committee, Finance Committee

2. Are you an employee of any school operated by the education corporation?
 Yes **No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school?
No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school? No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

6. 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.

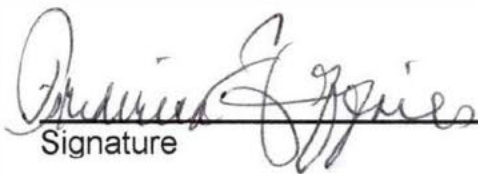
7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

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
NONE			

8. 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) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are 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, write "**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
NONE				

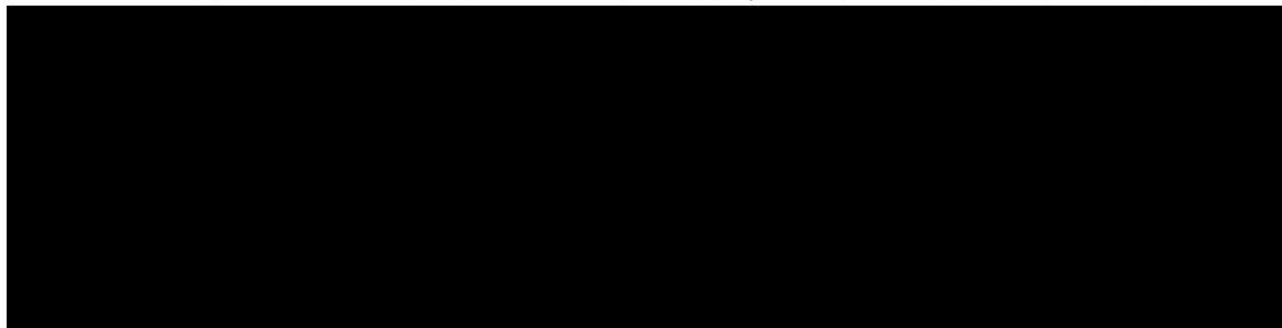


 Signature

July 13, 2021

 Date

Please note that 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. Personal contact information provided below will be redacted.





Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Andrew L. Barnes III

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation): Challenge Preparatory Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Vice Chair, Executive Committee, Finance Committee

2. Are you an employee of any school operated by the education corporation?
Yes **No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school?
No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school? No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

6. 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 X **No**

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house 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-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

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
NONE			

8. 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) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are 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, write “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
NONE				

Andrew Barnes III

July 14, 2021

Signature

Date

Please note that 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. Personal contact information provided below will be redacted.





Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Linda S. Plummer

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation): Challenge Preparatory Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Board Treasurer, Executive Committee, Finance Committee

2. Are you an employee of any school operated by the education corporation?
 Yes No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school?
No

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? No

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school? No

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

6. 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.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house 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-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

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
NONE			

8. 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) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are 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, write "None."

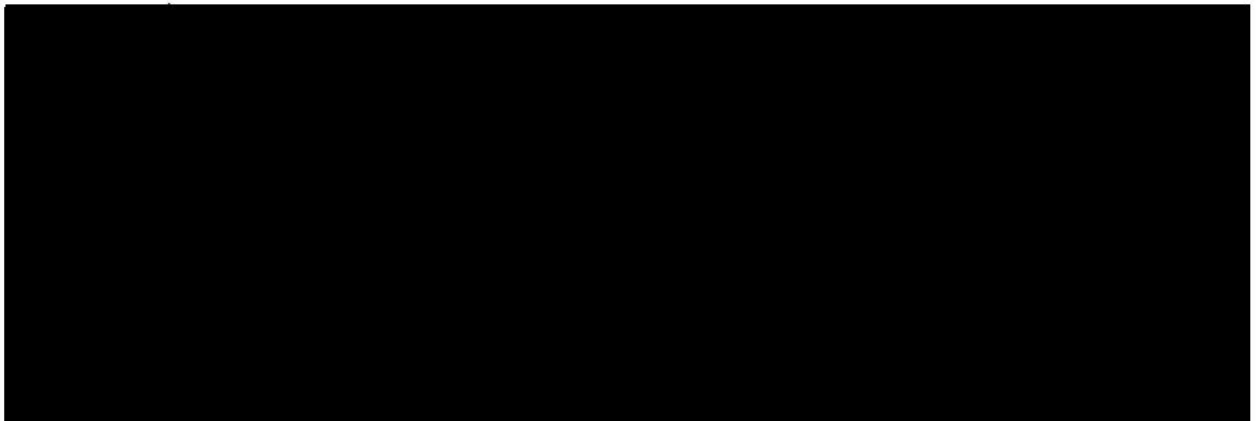
Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
NONE				

Linda A. Plummer
 Signature _____

July 14, 2021

Date _____

Please note that 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. Personal contact information provided below will be redacted.





Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Dr. Michelle Daniel-Robertson

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):
Challenge Preparatory Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Chair of the Academic Accountability Committee

2. Are you an employee of any school operated by the education corporation?
Yes **No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school?
No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school? No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

6. 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 X **No**

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house 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-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

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
NONE			

8. 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) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are 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, write "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
NONE				

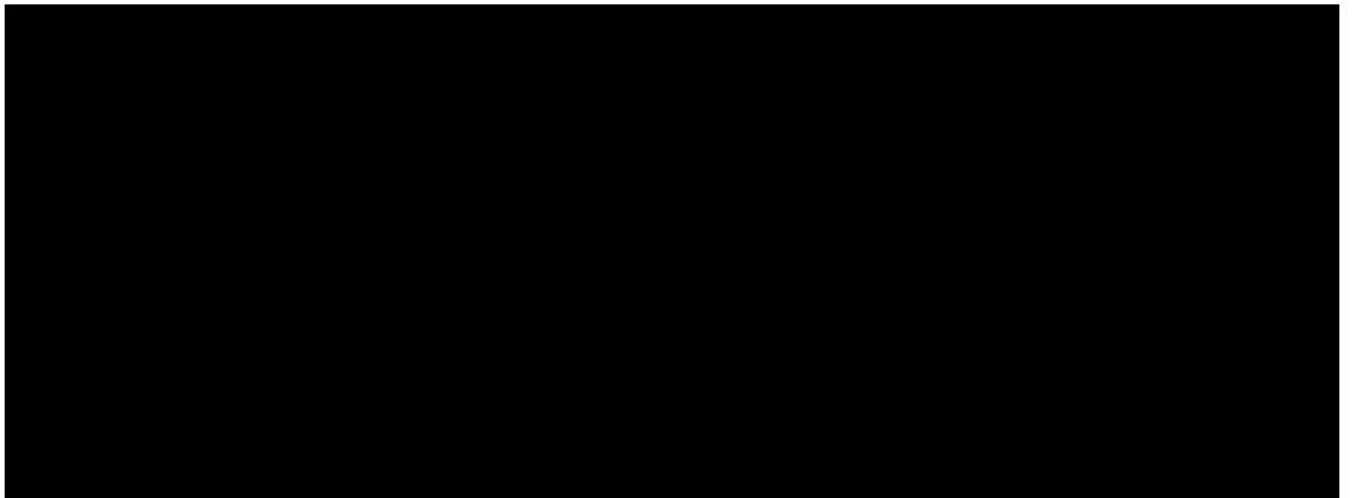
Dr. Michelle Daniel-Robertson

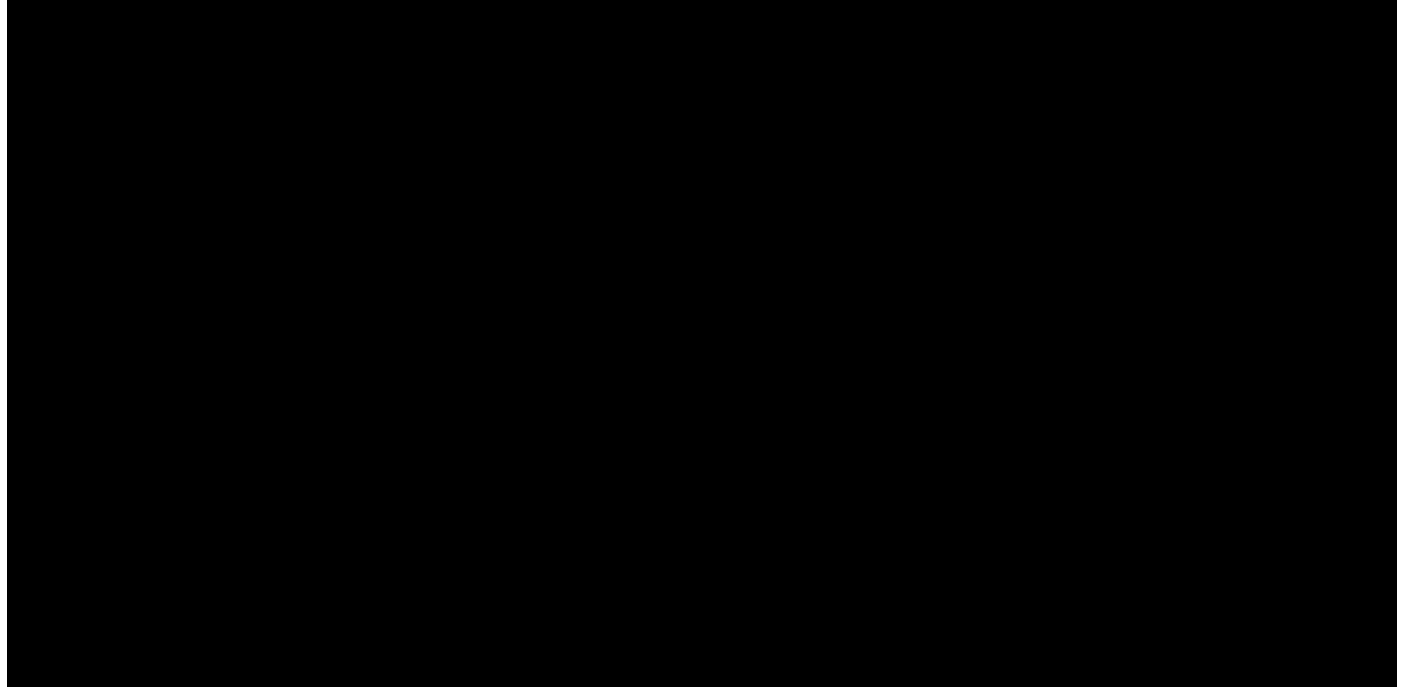
July 14, 2021

Signature

Date

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Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Karon McFarlane

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):
Challenge Preparatory Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Board Secretary, Executive Committee, Finance Committee, Academic Accountability Committee

2. Are you an employee of any school operated by the education corporation?
Yes X **No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school?
Yes

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation. My sister Shanique McFarlane is employed by the school. As a Board member I recuse myself on any matters related to her employment.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? **No**

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school? **No**

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

6. 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 X **No**

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house 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-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

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
NONE			

8. 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) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are 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, write “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
NONE				

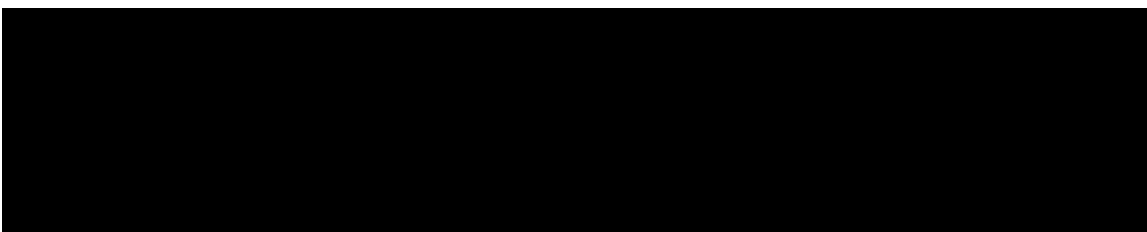
Karon K. McFarlane

July 14, 2021

Signature

Date

Please note that 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. Personal contact information provided below will be redacted.







2020-21 School Year Board Meeting #1 Minutes

Frederica Jefferies, CPCS Chair called the meeting to order and welcomed everyone to the CPCS 2020-21 School Year Board Meeting #1 at 6:30 PM on July 22, 2020.

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, Dr. Michelle Daniel-Robertson, Linda Plummer, and Gertrudis Hernandez.

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 2019-20 School Year Board Meeting #12 and Annual 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 gave an update on the development of the Reopening Plan for the 2020-21 School Year. He noted his appreciation for the Board’s participation in the Tuesday, July 21, 2020 meeting when the Senior Leadership Team reviewed each section of the report with the Board for their awareness and feedback. Dr. Mullings shared information about St. John's Episcopal Hospital commitment to provide 200 Chromebooks as a donation to the school. Additionally, St. John’s has agreed to provide COVID-19 training for our parents and staff in preparation for the start of



the new school year. Following discussion, the report was received with appreciation.

4. The Chair called for the June 2020 Financial Report [Attachment #2]. Following review, the report was received by common consent.
5. The Chair called for the review of the 2020-21 Annual Budget Report [Attachment #3]. Following discussion, Frederica Jeffries made a motion with a second by Karon McFarlane to approve the 2020-21 Annual Budget. The motion carried unanimously.
6. The Chair called for the presentation of the 2020-21 Personnel report [Attachment #4]. Frederica Jeffries moved approval of 2020-21 contracts for all listed on the report with a second from Karon McFarlane. The motion carried unanimously.

The meeting adjourned by common consent at 7:40 PM.

Respectfully submitted:

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

Karon McFarlane
Secretary



ATTACHMENT #1

CPCS

2020-21 School Year

Board Meeting #1

Minutes



2019-20 School Year Board Meeting #12 Minutes

Frederica Jefferies, CPCS Chair called the meeting to order and welcomed everyone to the CPCS 2019-20 School Year Board Meeting #12 & the 11th Annual Meeting at 6:30 PM on June 17, 2020.

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, Michelle Daniel-Robertson [pending NYC DOE approval], Linda Plummer [pending NYC DOE approval] and Gertrudis Hernandez

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 2019-20 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 gave an update on the school and the continuation of the virtual learning model for K-8. as a result of the novel coronavirus (COVID-19). Challenge is continuing to update the COVID-19 Educational Continuity Plans. The Senior Leadership Team is continuing to work on the plans for the 2020-21 school year opening. The initial plan is to have staggered schedules for all grades to accommodate the limitation



on the number of scholars that will be approved to be in the buildings at any one time plus continuation of the virtual learning model for all grades. Dr. Mullings noted that the Kindergarten Moving Up Ceremony, the 5th Grade Graduation and the 8th Grade Graduation will be done virtually this year. Dr. Mullings shared an update on the startup of the High School. Following discussion, the report was received with appreciation.

4. Dr. Mullings noted the printed report of Kentia Coreus, the Senior Director of Teaching & Learning [Attachment #2]. The report was received with appreciation.
5. Dr. Mullings noted the printed report of Nicole Griffin, the K-5 Principal [Attachment #3]. The report was received with appreciation.
6. Dr. Mullings noted the printed report of Mavgar Mondesir-Gordon, the 6-8 Principal [Attachment #4]. The report was received with appreciation.
7. Dr. Mullings noted the printed report of Kimberly Messer, Director of Communications [Attachment #5]. The report was received with appreciation.
8. Dr. Mullings noted the printed report of Venessa Lynch, Director of Operations [Attachment #6]. The report was received with appreciation.
9. Dr. Mullings called on Eunice Armstrong, Director of Finance for her report. She highlighted the 2020-21 Budget preparation process. Additionally, she reported that the revenues from the NYSED would be level or less than the 2019-20 per pupil allocations. The report was received with appreciation.
10. The Chair called for the May 2020 Financial Report [Attachment #7]. Following review, the report was received.
11. The Chair called for the presentation of the 2020-21 Personnel report [Attachment #8]. Gertrudis Hernandez moved approval of 2020-21 contracts for all listed on the report with a second from Karon McFarlane. It was noted that the vacancies listed on the report would be presented to the Board as the positions are filled. The motion carried unanimously.
12. The Chair called for the presentation of the 2020-21 vendor contracts.
13. A motion was made by Gertrudis Hernandez and second by Karon McFarlane for approval of the 2020-21 Charter School Business Management contract. The motion carried unanimously.



14. A motion was made by Gertrudis Hernandez and second by Karon McFarlane for approval of the 2020-21 PKF O'Connor Davies, LLP contract. The motion carried unanimously.
15. A motion was made by Gertrudis Hernandez and second by Karon McFarlane for approval of the 2020-23 HCWC, Inc. contract. It was noted that a Request for Proposal [RFP] was issued by Challenge for bids for the services to be carried out by the contract and that the RFP was posted on the Procurement page on the Challenge main website. The motion carried unanimously.
16. The Chair called for the presentation of the 2020-21 Draft Operational Budget [Attachment #9]. Following discussion, a motion was made by Gertrudis Hernandez and second by Karon McFarlane for approval of the 2020-21 Draft Operational Budget. The motion carried unanimously. It was noted that the final 2020-21 Operational Budget would be presented to the Board during the July 2020 Board Meeting following the closing of the 2019-20 Financial Books.
17. The Chair called for the presentation of the 2020-21 Financial Policies and Procedures Manual [Attachment #10]. Following discussion, a motion was made by Gertrudis Hernandez and second by Karon McFarlane for approval of the 2020-21 Financial Policies and Procedures Manual. The motion carried unanimously.
18. The Chair called for an updated Personnel Report for the 2019-20 School year. It was noted that there were no resignations or hiring of new employees.
19. The Chair called for the report on the Annual Board Elections [Attachment #11].
20. Gertrudis Hernandez made a motion to elect Frederica Jeffries to the Board for a three year term ending on June 30, 2023 with a second by Karon McFarlane. The motion carried unanimously.
21. Frederica Jeffries made a motion to elect Karon McFarlane to the Board for for a three year term ending on June 30, 2023 with a second by Gertrudis Hernandez. The motion carried unanimously.
22. Gertrudis Hernandez made a motion to elect Andrew Barnes to the Board for a one year term ending on June 30, 2021 with a second by Karon McFarlane. The motion carried unanimously.



23. Gertrudis Hernandez made a motion with a second by Karon McFarlane to elect the following officers for the 2020-21 school year:

- Chair – Frederica Jeffries
- Vice-Chair – Andrew Barnes
- Secretary – Karon McFarlane
- Treasurer – Linda Plummer [pending NYC DOE approval]

The motion carried unanimously.

24. The Chair called for a presentation of the 2020-21 Board of Trustees Calendar [Attachment #12]. The calendar was approved by common consent.

The meeting adjourned by common consent at 7:40 PM.

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

2019-20 School Year

Board Meeting #11

Minutes



2019-20 School Year Board Meeting #11 Minutes

Frederica Jefferies, CPCS Chair called the meeting to order and welcomed everyone to the CPCS 2019-20 School Year Board Meeting #11 at 6:30 PM on May 20, 2020.

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 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 upon the CEO Dr. Les Mullings to acknowledge the passing of our Board Treasurer - Dr. Jeremiah Gaffney. Dr. Gaffney served the CPCS Board with distinction since becoming a member of the Board in August 2014. Dr. Gaffney was a strong community member supporting a wide variety of not for profit organizations. He was especially committed to the success of Challenge and supported the establishment of the school long before it’s approval in February 2010. The Board took a moment to reflect on the life and service of Dr. Gaffney.
3. The Chair called for a review of the minutes of the 2019-20 School Year Board Meeting #10 [Attachment #1]. The minutes were approved by common consent.



4. The Chair called for the report of Dr. Les Mullings, CEO. Dr. Mullings gave an update on the school and the continuation of the virtual learning model for K-9. as a result of the novel coronavirus (COVID-19). Challenge is continuing to update the COVID-19 Educational Continuity Plans. The Senior Leadership Team is continuing to work on the plans for the 2020-21 school year opening. Dr. Mullings noted that HSBC had approved the CARES Loan for Challenge. Following discussion, the report was received with appreciation.
5. The Chair called for the April 2020 Financial Report [Attachment #2]. Following review, the report was received.
6. The Chair called for an updated Personnel Report for the 2019-20 School year. It was noted that there were no resignations or hiring of new employees.
7. The Chair called on Dr. Mullings for a special presentation concerning new members of Board of Trustees to replace Dr. Jeremiah Gaffney and Ben Waxman.
8. Dr. Mullings presented Linda S. Plummer as a potential member of the Board [See Attachment #3]. On motion by Karon McFarlane and second by Gertrudis Hernandez nominated Linda S. Plummer to complete the term of Dr. Jeremiah Gaffney as a member of the Board pending NYC DOE approval. Motion carried.
9. Dr. Mullings presented Dr. Michelle Daniel-Robertson as a potential member of the Board [See Attachment #4]. On motion by Karon McFarlane and second by Gertrudis Hernandez nominated Dr. Michelle Daniel-Robertson to complete the term of Ben Waxman as a member of the Board pending NYC DOE approval. Motion carried.

The meeting adjourned by common consent at 7:35 PM.

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 & Learning Report



Senior Director of Teaching and Learning
2019-20 Annual Board Report
 Kentia Coreus

July 2019-August 2019: Preparing to Launch a New School Year

The founding Senior Director of Teaching and Learning (SDTL) launched this role by engaging in the following key activities:

- Establishing relationships and supervision meetings with principals.
- Meeting with key personnel to learn about organizational roles and their functions.
- Reviewing key school documents.
- Reviewing and approving curricula and instructional resources and student materials requests.
- Reviewing and approving requests for professional learning opportunities.
- Establishing professional learning memberships with key organizations to support teaching and learning.
- Conducting final interviews of teacher candidates.
- Coordinating with principals and other key personnel to finalize staff pre-service agenda.
- Attending DOE-provided special education training with key personnel.
- Visiting schools during the opening weeks to meet staff, students, and families.

September 2019: Reviewing Key Student Enrollment and Achievement Data

Subgroup Enrollment Data

	ELL	ELL-Difference from CSD	SWD	SWD-Difference from CSD	ED (Economically Disadvantaged)	ED-Difference from CSD
2017-18	4%	-10%	17%	-3%	85%	5%

Spring 2019 State Exam Data Analysis

Compliance Level Analysis

ELA	Challenge Proficiency %	CSD 27	Variance to CSD 27	NYS	Variance to NYS
ALL students	53	46	7	45	8
ELL students	0	11	-11	9	9
SWD students	25	17	8	14	11
ED students	52	47	5	36	16

MATH	Challenge Proficiency %	CSD 27	Variance to CSD 27	NYS	Variance to NYS
ALL students	50	43	7	47	3
ELL students	44	22	22	17	27
SWD students	31	20	11	16	15
ED students	47	47	0	37	10

School/Grade-Level Analysis

Grade	ELA Spring 2019 % Proficient	Change from Spring 2018 ELA	MATH Spring 2019 % Proficient	Change from Spring 2018 MATH
3	67%	18	62%	24
4	43%	-10	49%	-9
5	38%	-5	48%	-9
6	57%	8	56%	26
7	60%	28	44%	20
8	52%	6	39%	21
3-8	53%	8	50%	14

October 2019: Providing Supports for the Instructional Program**Literacy Workshop at Success Academy**

Principal Gordon and seven members of her school team participated in Success Academy's Middle School Literacy workshop on October 3-4 at the Robertson Center. In addition to learning about their literacy curriculum, we were able to observe a few classrooms. SA's curriculum emphasizes rigorous and engaging student literature and careful attention to teacher intellectual prep. ES will have the opportunity to sign-up for this training in January 2020.

Math Curriculum Support

We contracted with CUNY's New York City Math Project to have consultant Lindsay Caparco work with teachers (20 days) at Hartman to support the teaching and learning of math.

November-December 2019: Planning for the Launch of Challenge Charter High School (CCHS)**Core High School Design Team and Calendar**

A team was established to participate in key activities for the planning of the high school. A calendar highlighting monthly goals was established.

Special Education

The Special Education team (NYCDOE) visited both school sites on October 17, 2019 to review our special education program. Their feedback requires that we review our co-teaching models and create a systemic approach to providing specially designed instruction to all students with an IEP.

Corey Green from The Collaborative for Inclusive Education visited both sites on Friday November 1, 2019. She provided recommendations on how to make shifts to our structure to ensure the delivery of SDI for all students with an IEP. Specially Designed Instruction will be a K-8 focus for the 2018-19 school year.

Key Policy Change: The DOE now requires charter schools to design a program that will meet the needs of all students with IEPs. Schools now have to send a description of their special education program to the CSE to ensure that the CSE only makes IEP recommendations that are available at the school. Schools have the option of requesting approval of an innovative model which would require that the model be included in the charter and approved by the CSE.

January 2020-February 2020: CCHS Planning

Challenge Charter High School Planning

The high school design process continues with the following structures/activities:

Official Onboarding of Consultants

Cheryl Quatrano (retired DOE Principal) and Melinda Spataro (retired DOE SPED educator) officially started supporting the high school design process on January 10, 2020. Ms. Spataro will also be supporting our special education program. Both in-house and off-site consultation dates were established.

High School Informational Sessions

Challenge held its first informational session for the high school on November 19, 2019. The middle school team and members of OPS supported planning and facilitation.

Visits to Veritas Academy (Founded by Cheryl Quatrano and Melinda Spataro)

The SDTL visited Veritas Academy on December 5, 2019 and December 19, 2019 to see the school's implementation of the Renzulli framework. Challenge Charter High School will adopt the Renzulli model as it focuses on: project-based learning, curriculum compacting, the teaching of real-world and relevant elective courses; all essential components of CTE programming.

Collaborating with JPS Solutions

Weekly meetings with JPS Solutions, the SDTL, and Principal Gordon have been established to ensure high school planning is aligned to our 6-8 program and to our charter.

Hiring

The senior leadership team identified ideal traits of the Founding High School leader role. The hiring process was also developed as a four-phases process. The SDTL and CCHS planning consultants developed job descriptions for all high school positions.

March 2020: Initial Response to COVID-19 School Closure

The SDTL established a remote learning planning checklist to guide the planning of remote learning. The already established 1:1 program at CCMS supported a smooth transition to synchronous remote learning. Hartman launched remote learning with learning packets and asynchronous opportunities for students to engage with teachers and each other.

Remote Learning Planning Checklist

- Instructional platform being utilized (online, paper packages, combination, etc.). Specify content and standards being covered for every grade level
- Instructor Responsibilities
- Student Responsibilities
- Parent Responsibilities
- Differentiation strategies for SWD
- Differentiation strategies for ELL students
- Interventions for below benchmark students
- Interventions for promotion in doubt students
- How mandated counseling will be provided

- How related services could be provided
- Plan for conducting IEP meetings
- Ways we are supporting at-risk families
- Procedure for taking student "attendance"
- Procedure for taking staff attendance
- Ways students can connect with each other to collaborate
- Extracurricular activity ideas for families

April 2020: Continued Response to COVID-19 School Closure and CCHS Planning

New SDTL activities in response to COVID-19 school closure:

- Read and disseminate guidance from NYSED and NYCDOE Charter Office.
- Establish criteria for Continuity of Learning plans.
- Gather and disseminate remote learning resources.
- Communicate weekly priorities to principals.
- Connect with external school leaders to share/collect ideas for supporting students and staff.
- Provide guidelines for designing remote learning during abbreviated spring break.
- Attend weekly webinars with the New York State Charter Association. Information is provided by the Board of Regents and all three NYS charter authorizers.
- Secured a new cleaning company to service our buildings at Central and Redfern Avenue.

Challenge Charter High School

Planning continues with the following activities:

Student Outreach and Enrollment

The SDTL created a virtual high school informational session and it was posted to our website on March 31, 2020. Our lottery was held virtually on April 2, 2020 with over 200 attendees.

Partnership Development

SDTL participated in a Zoom conference with Queensborough Community college. Two programs were identified as avenues for partnership building.

Phase III Hiring Committee

This committee was developed to conduct panel interviews of high school principal candidates. Members include: Ms. Coreus, Mrs. Richards, Mrs. Griffin, Mrs. Gordon, Mrs. Vaughn, Ms. Ward-Brew, Ms. Cameron (CCMS PA President), Totulope Agosu (CCMS student), and Jaenique Bryant (CCMS student). All committee members were provided an orientation package and all attended orientation facilitated by the SDTL. The committee conducted two candidate interviews on April 22, 2020 and two interviews on April 23, 2020 via Zoom. The application package and interview video of the leading candidate were shared with Dr. Mullings on April 24, 2020.

High School Principal Selection

Principal Mondesir-Gordon will be appointed principal of grades 6-9 for the 2020-21 school year. Considering sixty percent of incoming 9th grade students are currently attending CCMS, we believe this will ensure continuity and normalcy for our students and families during this time of uncertainty.

Vetting a Student Information System (SIS)

A committee has been established to vet a SIS which will be required to track credit accumulation and other data pertinent at the high school level. A determination will need to be made regarding the use of this SIS in grades K-8. Mrs. Samuels is leading this committee.

May 2020: Continued Response to COVID-19 School Closure

2020-21 Projected Scholar Enrollment

Current Enrollment	945 scholars (as of May 15, 2020)	
Grade	Number of scholars	Notes (where applicable)
K	120	120 offers made. All accepted.
1	121	Includes one holdover.
2	98	
3	94	
4	94	
5	97	
6	67	Includes 49 CPCS scholars. 18 seat offers made. 17 accepted.
7	75	
8	74	
9	84	Includes 63 CCMS scholars. 153 seat offers made. 21 accepted.
TOTAL	924	

Remote Learning Update

The CCMS staff continues to provide live instruction by capitalizing on its established blended learning model and 1:1 scholar and Chromebook program. Staff have been trained to provide robust and dynamic live lessons. CPCS is in the beginning stages of establishing live instruction. Stage one is providing devices to all scholars in grades 4 and 5. Teachers will then be trained to provide live instruction which is expected to begin on June 1, 2020. The senior leadership team has started gathering resources to begin planning for re-entry. Planning meetings will be initially launched and designed by a consultant from JPS Solutions.

June 2020: Planning for Re-entry

The SDTL is supporting re-entry planning by developing a Teaching and Learning Planning Guide. Highlights of the guide include:

Guiding Principles

1. **Quality:** Our scholars deserve high quality and robust learning opportunities.
2. **Equity and Access:** We must meet the needs of all students by differentiating, providing support, and by providing needed resources and services.
3. **Structure:** Providing explicit expectations and supports will help staff, scholars, and families be successful regardless of the learning environment.

4. **Simplicity:** Having clear and simple priorities will increase our effectiveness.
5. **Connection:** We must be intentional about ensuring continued opportunities to function as a community.
6. **Continuous Improvement:** We are committed to striving for excellence by reading, researching, reflecting, asking for help, and collaborating.

(Adapted from Bellwether Education partners)

Re-entry Planning Guidance

1. Access re-entry planning questions [here](#) to help guide your planning. These questions were adapted from a tool created by [Bellwether Education partners](#).
2. You will be expected to have a re-entry plan for the following three scenarios in the fall: in-person learning, remote learning, and a hybrid of in-person and remote learning.
3. The Board of Regents will be reviewing guidance from Regional School Reopening Task Force meetings on **July 13, 2020**.
4. We anticipate final re-entry plans will be due to NYSED on **July 1st**.

Resources

- [A Blueprint for Back to School](#)
- [Maryland's Recovery Plan for Education](#)
- [A Plan to Safely Reopen America's Schools and Communities](#) (pages 7-11 are specific to schools)
- Presentation [slides](#) from Nate Levenson's keynote at The Collaborative annual conference
- All materials from The Collaborative's 2020 Annual Conference can be accessed [HERE](#).

Fall 2020 Re-Entry Plan Checklist

The components listed below must be addressed in all three re-entry scenarios. Please note this list is not exhaustive. Please include any and all components required for successful student and staff outcomes.

- | | |
|--|--|
| <input type="checkbox"/> Priority Learning Standards (by grade and by content area) | <input type="checkbox"/> Description of special education program |
| <input type="checkbox"/> Instructional platform being utilized (device, paper, hybrid) | <input type="checkbox"/> Description of RTI program |
| <input type="checkbox"/> School calendar (designating in-person/virtual events) | <input type="checkbox"/> Differentiation strategies for SWD |
| <input type="checkbox"/> Master Schedule | <input type="checkbox"/> Differentiation strategies for ELL students |
| <input type="checkbox"/> August Staff Professional Development | <input type="checkbox"/> Interventions for below benchmark students |
| <input type="checkbox"/> Yearlong Professional Development plan | <input type="checkbox"/> Interventions for promotion in doubt students |
| <input type="checkbox"/> Student orientation | <input type="checkbox"/> How mandated counseling will be provided |
| <input type="checkbox"/> Family orientation | <input type="checkbox"/> How related services could be provided |
| <input type="checkbox"/> Curriculum (also see Priority Standards) | <input type="checkbox"/> Plan for conducting IEP meetings |
| <input type="checkbox"/> Grading Policy | <input type="checkbox"/> Ways we are supporting at-risk families |
| <input type="checkbox"/> Student Attendance Policy and Procedures | <input type="checkbox"/> Ways students can connect with each other to collaborate |
| <input type="checkbox"/> Staff Attendance Policy and Procedures | <input type="checkbox"/> Extracurricular activity ideas for families |
| <input type="checkbox"/> Instructor Responsibilities | <input type="checkbox"/> Student/Family Outreach (especially for students who are not present/engaged) |
| <input type="checkbox"/> Student Responsibilities | <input type="checkbox"/> Teacher support and evaluation |
| <input type="checkbox"/> Parent Responsibilities | |
| <input type="checkbox"/> Remote learning training for families | |



ATTACHMENT #3

K-5 Principal Report

Professional Learning - A Culture of Collaboration to Improve Student Learning

August	School Culture- Systems, Routines and Procedures/ Classroom Environment First 25 Days of School Specially Design Instruction/RTI Reading Wonders New Teacher Orientation i-Ready Growing & Developing Professionally
September	TLAC Instructional Techniques
October	Lesson Plan Alignment New York City Math Projects (NYCMP) Gathering Data on Student Mastery and Acting on Data and the Culture of Error
November	Teachback Protocol NYCMP - Planning & Preparation
December	NYCMP - Planning & Preparation - Structuring of new math block & identification of resources for workstations - Grade 5
January	NYCMP - Planning & Preparation - New math block support - Grade 5 - 2019 NYS Math Test Release Questions - Math Calendar Revisions - Go Math! Assessments
February	Examining Student Work Gradual Release of Responsibility- Modeling NYCMP - Planning & Preparation Protocol Manual
March	NYCMP - Planning & Preparation
April	Self-guided: - Assigning lessons in i-Ready - Fluent with the Writing City program - Fluent with the Think Central program
May	Reading Wonders Digital Support - Using digital components to support scholar learning
June	i-Ready - Review Personalized Instruction by Lesson Report - Using data to plan for Teacher Assigned Lessons - Teacher Toolbox, supporting learning through additional resources

Principal Nicole Griffith				
CPCS ELEMENTARY SCHOOL- HIGHLIGHTS OF 2019-2020 School Year				
Special Education				
August	Professional Development to Staff about RTI Intervention and Special Education Related referral policy and Procedures	Distribution of IEPs to staff	CSE PD on Specially Designed Instruction	Collaborating with Related service agencies to set up related service providers caseloads and schedules
September	Collaborating with CSE for 2019 caseload and scheduling Annual, Initial Referral, ANd re-evaluation Meeting Schedule	Goal Tracking with ICT Staff	Setting up 504 Accomodations	
October	Collaborating with CST to go over CSE caseloads as well as implementing ongoing approprated goals for scholars at risk	Check Ins with students that have IEPs		
November	Creating Community relationships with New Horizon, St. Johns Hospital, Chelstering Arms agencies to mobilize community resources for family members of all students in need			
December	Collaborating with CSE to update Testing Accomodations for students with IEPs in order for smooth transitioning for anticipated state testing	Check In with ICT Staff about scholars with IEP		
January	Working with Other Health Impairment Office to best support 504 plans			
February	Check in with parents of scholars with IEP			
March	Remote learning plans were Instituted (Lesson Plan templates, all-staff Training on how to complete templates, training of expectations of completing templates, etc.)			
April	Remote Learning transitioning /monitoring IEP and CST goals remotely	Check In with parents and scholars with IEPs to assess what resources they may need during the Covid-19 crisis		
May	Remote Learning transitioning /monitoring IEP and CST goals remotely	Check In with parents and scholars with IEPs to assess what resources they may need during the Covid-19 crisis		
June	Closing up IEP cases for the 2019-2020 school year/preparing cases that will meet for summer to CSE/ closing out CST cases/ Preparing list for 5th grade scholars matriculating to CCMS with IEPs.	Networking with related service provider agencies to update all IEP data and caseloads		

Family and Community Engagement										
August	School supply sale & book bag give away (Rockaway Community Church of the Nazarene)	Book bag give away (Influnze Activewear)	Staff welcome back breakfast							
September	First PA meeting	School store: Parent volunteers	Outreach at Far Rockaway Library	Painting CPCS with Staff & Families						
October	Parent workshop/Title 1 (information)	Character Day/Dance Parent Volunteers	PA meeting Financial workshop	Workshop for Reading 6th-graders	Far Rockaway's Breast Cancer walk	School store: Parent volunteers	Grandparents Day	Outreach at Avenne Library	Picture day: Volunteers	
November	Harvest Feast	Daycare Outreach	Book Fair	Coal Drive	Workshop at the Library	School store: Parent volunteers	Outreach at Pentecost Library			
December	Kids Boutique: Parent Volunteers	Winter show	Parent Meeting for K & 5th-grade	Daycare outreach	Workshop on the with Community Leaders	School store: Parent volunteers	PA meeting	Webinar: EL Family Engagement (Community)	Ribbon Cutting Library at Far Rockaway Educational campus	
January	School store: Parent volunteers	PA meeting / 2020 Census workshop	Nutrition workshop	Community Outreach	AppleBee's Flapjack Community Fundraiser					
February	Avenne Library Trip with Ms. Stanton ESL group	Survey	Nutrition workshop	Open House for High school	Elementary School Open House	Far Rockaway Community Meeting	School store: Parent volunteers	Team with Challenge campaign/Ph	PA Meeting/BikeRaffle	
March	Nutrition Workshop	Parent Teacher Conference/Survey	Book Fair	Community Advisory Council Meeting						
April	CPCS 1st Virtual Lottery Night	Webinar-Parents Survey	Webinar-IO classroom							
May	Webinar- Family Engagement Community (Every Thursday)	Webinar-IO classroom								
June	Webinar- Family Engagement Community (Every Thursday)	Webinar-IO classroom(what's New)	Far Rockaway For Justice Community Leaders							



ATTACHMENT #4

6-8 Principal Report



CHALLENGE CHARTER MIDDLE SCHOOL

2019-2020 Principal's Monthly Board Report

Mavgar Mondesir-Gordon, Principal (Grades 6-8)

School Year 2019-2020 Report

June 12, 2020

Current CCMS Enrollment:

Cohort Group	Grade Level	March 10, 2020 Enrollment	Enrollment As of Jun 11, 2020	Change in enrollment
#3	Grade 8	86	86	0.00%
#4	Grade 7	74	74	0.00%
#5	Grade 6	75	75	0.00%
TOTAL		235	235	0.00%

CCMS Attendance Statistics:

**NOTE: There is no ATS access as of March 11, 2020; attendance is based on Remote Learning period attendance.*

Cohort	Grade Level	Attendance Rates										
		Aug 26, '19 - Sep 4, '19	Sep 5, '19 - Sep 26, '19	Oct 2, '19 - Oct 31, '19	Nov 1, '19 - Nov 27, '19	Dec 2, '19 - Dec 20, '19	Jan 2, '20 - Jan 31, '20	Feb 3, '20 - Feb 28, '20	Mar 2, '20 - Mar 10, '20	* Mar 23, '20 - Apr 8, '20	* Apr 20, '20 - May 8, '20	May 11 '20 - Jun 11, '20
#3	Gr. 8	93.3%	94.0%	93.9%	92.2%	91.3%	92.7%	92.2%	92.1%	89.7%	92.9%	98.0%
#4	Gr. 7	88.4%	95.6%	94.3%	94.7%	92.6%	94.1%	90.1%	92.6%	89.6%	93.4%	100.0%
#5	Gr. 6	89.8%	96.8%	95.1%	93.7%	93.9%	94.5%	94.3%	93.5%	84.2%	90.9%	97.0%
TOTALS		90.5%	95.5%	94.4%	93.5%	92.5%	93.8%	92.2%	92.7%	87.8%	95.0%	98.0%

Proficiency Statistics of Currently Enrolled Scholars:

Cohort Group	Grade Level	Spring 2019 <u>ELA</u> Proficiency Levels				Spring 2019 <u>Math</u> Proficiency Levels			
		ELA L1	ELA L2	ELA L3	ELA L4	Math L1	Math L2	Math L3	Math L4
#3	G 8	10%	31%	37%	19%	16%	40%	23%	17%
#4	Gr 7	28%	20%	16%	34%	26%	23%	31%	15%
#5	Gr 6	33%	31%	21%	5%	29%	31%	16%	15%
Grades 6 -8		23%	28%	26%	19%	24%	31%	23%	16%



SCHOOL YEAR DATA OVERVIEW

- ELA GROWTH

- In lieu of cut score information from ELA state exams, CCMS used i-Ready Reading EOY data to measure scholars' growth from the beginning of year (BOY) to end of year (EOY). Overall, we saw a 20% increase in proficient scholars in Reading in Grades 6 through 8.
-

CCMS Growth in % of Scholars at or Above Grade-Level Proficiency From BOY to EOY Reading				
Grades	Grade 6	Grade 7	Grade 8	Grades 6-8
BOY	24%	40%	49%	38%
EOY	44%	56%	71%	58%
Growth	+20%	+14%	+22%	+20%

i-Ready Grades 6-8 EOY (Spring 2020) Reading:

Overall Placement

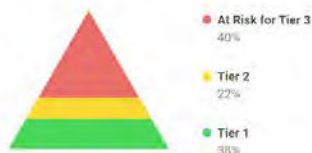


Placement By Domain

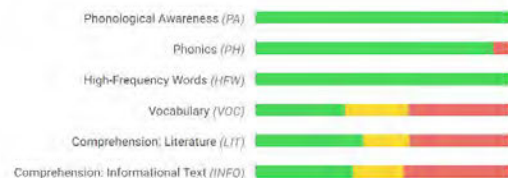


i-Ready Grades 6-8 BOY (Fall 2019) Reading:

Overall Placement



Placement By Domain





i-Ready Grade 6 EOY (Spring 2020) Reading:

Overall Placement

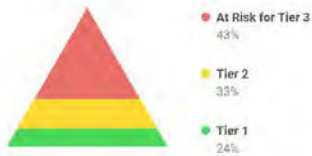


Placement By Domain



i-Ready Grade 6 BOY (Fall 2019) Reading:

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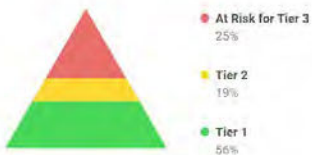


Placement By Domain



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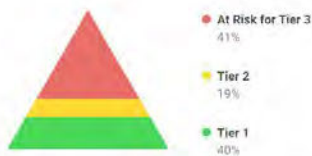


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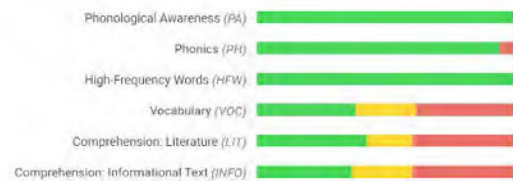


i-Ready Grade 7 BOY (Fall 2019) Reading:

Overall Placement



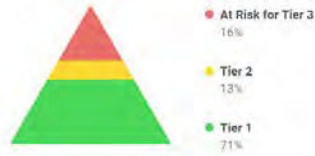
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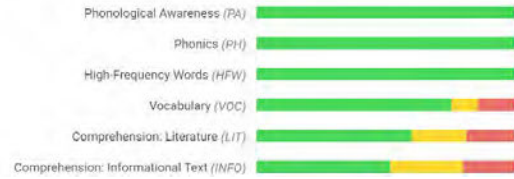


i-Ready Grade 8 EOY (Spring 2020) Reading:

Overall Placement



Placement By Domain

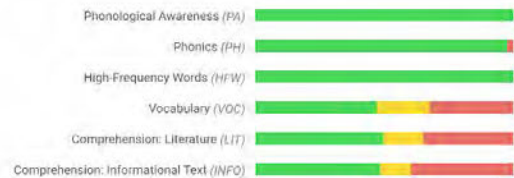


i-Ready Grade 8 BOY (Fall 2019) Reading:

Overall Placement



Placement By Domain



● **MATH GROWTH**

- In lieu of cut score information from ELA state exams, CCMS used i-Ready Math EOY data to measure scholars' growth from the beginning of year (BOY) to end of year (EOY). Overall, we saw a 23% increase in proficient scholars in Math in Grades 6 through 8.

-

CCMS Growth in % of Scholars at or Above Grade-Level Proficiency From BOY to EOY Math				
Grades	Grade 6	Grade 7	Grade 8	Grades 6-8
BOY	27%	41%	41%	36%
EOY	49%	55%	64%	56%
Growth	+22%	+14%	+23%	+23%



i-Ready Grades 6-8 EOY (Spring 2020) Math:

Overall Placement



Placement By Domain



i-Ready Grades 6-8 EOY (Fall 2019) Math:

Overall Placement



Placement By Domain

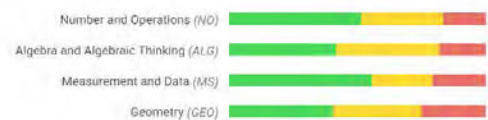


i-Ready Grade 6 EOY (Spring 2020) Math:

Overall Placement

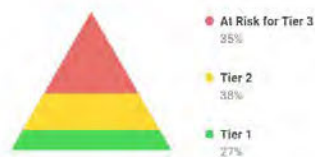


Placement By Domain



i-Ready Grade 6 BOY (Fall 2019) Math:

Overall Placement



Placement By Domain





i-Ready Grade 7 EOY (Spring 2020) Math:

Overall Placement

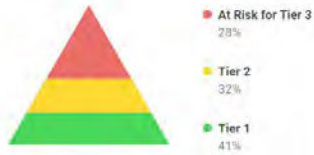


Placement By Domain



i-Ready Grade 7 BOY (Fall 2019) Math:

Overall Placement



Placement By Domain

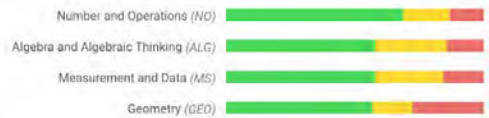


i-Ready Grade 8 EOY (Spring 2020) Math:

Overall Placement

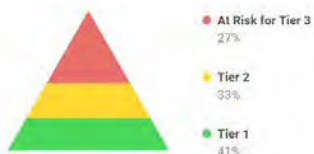


Placement By Domain



i-Ready Grade 8 BOY (Fall 2019) Math:

Overall Placement



Placement By Domain





SCHOOL LOGISTICS OVERVIEW

- PHYSICAL SCHOOL SPACES - 12-79 REDFERN AVENUE & 15-26 CENTRAL AVENUE
 - CCMS launched the school year by hosting core classes at the 12-70 Redfern Avenue building, with the cafeteria and gymnasium at the 15-26 Central Avenue building reserved for lunchtime and PE activities.
 - A transition in October to host the lunch period at the 12-79 Redfern Avenue building allowed for less hectic lunch and Specials schedules for the scholars and less time spent transitioning between the buildings on school buses.
 - Challenges in the physical space at the Redfern building include repeated incidents of flooding after heavy rainfall and high humidity at the basement level. Equipment is secured above ground level at all times, and commercial-grade humidifiers are kept on overnight and on the weekends to combat these issues.
- REMOTE LEARNING
 - The CCMS transition to remote learning in March 2020 through the end of the school year has been extremely successful. Scholars have been logging in with an average daily attendance rate of 94%. Periods are 50 minutes long, allowing each core subject to see scholars for 250 minutes per week
- TECHNOLOGY ACCESS
 - The provision of Chromebooks as loaners to scholars who did not have computer devices at home allowed for a smooth transition to remote learning.
 - As the school year comes to a close soon, a plan has been put in place to retrieve devices from graduating seniors who will not be enrolling in Challenge Charter High School for the 2020-2021 school year. All other scholars will keep their assigned devices over the summer break and return with them in the new school year.

Mastery Prep

- Mastery Prep (nee Test Prep) was launched and was held weekly since its successful launch on Monday, January 6, 2020. For nine weeks scholars reported to their assigned rooms. Grouped in proficiency boundaries based on performance data--iReady December Window Assessment and the Spring 2019 Item analysis, they received 2 periods of ELA Mastery Prep and 2 periods of Math Mastery Prep. Teachers met to complete intellectual preparation of all Mastery Prep Lessons on Mondays, and scholars went to their Mastery Prep groups from Tuesdays through Fridays. Weekly administration of standards-based assessments using IO Assessments made it easy to track the students' mastery level in real-time, and automatically updated IO Classroom



grade books for them and their parents/guardians to immediately keep up with weekly results. This process was interrupted when we closed school because a COVID-19 was declared a pandemic.

Child Study Team Outreach:

- **OUTREACH**
 - Efforts by the CCMS administrative team to keep parents informed of expectations for scholar progress were consistent throughout the year, and increased after the implementation of remote learning. Parent partnership was essential to keeping scholars consistently attending classes. This increased outreach also highlighted the importance of ensuring parents are actively using PupilPath to exchange information about their children.
 - The CCMS school counselor, social worker, and SPED team continues to reach out to scholars to deliver at-risk and mandated counseling during these school closures. These counseling sessions and IEP meetings are being held via Google Meet.

Academic Interventions

- **EXTRA HELP**
 - During remote learning, interventions took the form of extra help classes offered 3 days per week. Although the frequency is less than in-person intervention during the year, the extra help classes are able to reach more scholars due to the convenience of it taking place without the inconvenience of travel time, etc. During some remote learning sessions, scholars are able to get one-on-one help with some instructors, which is particularly helpful to our below-benchmark scholars. Classes with scholars who have IEPs and are Below benchmark are split into two to three cohorts daily to allow for small group sessions in ELA, Math, Science, and social studies.
- **DIGITAL INTERVENTIONS**
 - Scholars consistently used Read180, Sound Reading, and i-Ready throughout the year to help below-benchmark scholars make traction in their learning.

Professional Development

- **COACHING**
 - This year, we partnered with the SPED Collaborative and had invaluable access to the learning opportunities on UDL - Universal Design for Learning--with a focus on Specially Designed Instruction and Explicit Teaching. This helped to shape the evolution of a sound SPED team and services for SWD. At CCMS, we also hosted a SPED Collaborative walkthrough in October 2019 and we are in



receipt of the report sent to us in June 2020. The feedback from the report will be used in the coming year. Teachers benefited from coaching and feedback from daily professional development offered in PLC meetings in the building, and online--once we moved to the remote learning model. Such topics included: UDL, SDI, Explicit Teaching, Responsive Classroom and SEL, Rigor and Relevance, and recently Curriculum Tiering. Next week, we will sit in for the PD on Curriculum Compacting.

- **GRADE TEAM PLANNING**

- The incorporation of SDI as mandated by the DOE highlighted the need for more teacher collaboration by grade level to provide consistent learning environments for our high-needs scholars. These meetings also highlighted the importance of focusing on getting to know our scholars very well so that we can provide consistent tiered instruction.

- **VERTICAL DEPARTMENT PLANNING**

- The shift to remote learning meant a shift in focus to lesson revision over new content. In order to hit the ground running with respect to our BOY lessons in the coming school year, teachers have begun to meet in department teams to highlight planning lessons that incorporate those power standards that provide 'the best bang for our buck' with respect to standards mastery. At CCMS, we have also pledged and have begun work on a document dubbed, "Great Expectations for Grade Level Expectations". This document will name 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.

- **INSTRUCTIONAL PREPARATION**

- CCMS Instructors have grown over the course of the school year in terms of intellectual preparation. Teachers have access to WeTeachNYC, Webb's DOK wheels, and are frequently assigned required reading in Teach Like a Champion 2.0. In PD sessions at the end of the school year, there has been a granular focus on lesson plan preparation that includes a strong rigor component.
- Plans are in the works to incorporate the preparation of more challenging work for "lead learners" in small groups. The incorporation of Renzulli learning will further the work in this area.
- The shift to remote learning highlighted the need for instructors to improve their proficiency in blended learning tools. All staff will be required to complete more courses in OTIS for Educators to ensure this.

Summer Instructional Plans



- BRIDGE PROGRAM FOR 9TH-GRADERS
 - Rising 9th-graders to CCHS will participate in a 2-week remote learning bridge program from July 20th to July 31st.
 - Rising 6th-graders to CCMS will participate in a 3-week remote learning bridge program (Summer Academy) from July 6th to July 31st.
 - Daily hours for each bridge program will be 8:30 AM to 12:30 PM, 4 days per week.
 - Rising 7th and 8th-graders will hold engagement via assigned i-Ready assignments, reading assignments, and GoMath assignments that they will complete asynchronously.
 - Due to consistently high engagement, CCMS has no scholars that will be recommended for summer school.

Staffing Projections for the 2020-2021 school year:

- All CCMS staff members have returned their preference sheet responses, with all expressing their intention to return in the 2020-2021 school year. Decisions of staff position shifts have been approved and we are awaiting contracts by the CEO and Board.

NYIT Cohort Success Stories

- The NYIT collaboration continues to be a great success for CCMS, as it has allowed us to promote TAs to teaching positions, thus maintaining our staff culture and teaching standards. Since their enrollment in the NYIT program, several of our staff members have earned their certificates. We celebrate our staff successes and hope this program will continue for future cohorts to participate. This month Mr. Vil will graduate with his Masters in Mathematics Education.

Instructional Observation

- The CCMS Admin Team members continue weekly Instructional walkthroughs in all remote learning classes. CCMS continues to use TeachBoost for all instructional supervision feedback and tracking. Feedback is used to strengthen instructional practices. Teachers have 10 short observations and 2 long observations for the school year using TeachBoost.
- One-to-one Instructional Supervision meetings were consistent throughout the year, with a schoolwide focus on improving time management, Intellectual preparation, communication, and advanced unit plan preparation for the 2020-2021 school year.



End-of-Year Events

- 8TH-GRADE EVENTS

- A handful of seniors are being featured on the CCMS Facebook site daily, posing in their graduation gowns and with a quote about their future aspirations.
- CCMS will air a pre-recorded virtual graduation on Wednesday, June 24, at 10:00 AM. Pre-recorded speeches by staff and esteemed guests will be inserted into the final video, as well as a song selection by one of the seniors.
- The final attendance day for seniors will be Friday, June 19. During their final week, scholars will be permitted to attend in dress-down clothes and engage in relaxed activities and class discussions with their teachers.



ATTACHMENT #5
Director of Communications
Report



Challenge Charter School

Annual Communications Report - June 2020

fr: Kim Messer, Director of Communications

General Communication

During the changes we faced over COVID-19, I worked closely with Dr. Mullings on regular parent/family and staff updates. I also launched a special new page on our website to offer Family Resources and COVID-19 updates.

Family letter dates: June 8, May 6, April 2, March 15, March 13

Staff letter dates: April 27, April 2, March 25, March 15, March 13

Websites Updates/Plans

Challenge Charter Schools - challengecharterschools.org - 10K page views; 5.2K visits; 3.9K unique visitors (range Aug 12, 2019-June 9, 2020)

DOE recommended a central one-stop address which has been implemented this school year.

Build Out Update

- We now have a Homepage that is more dynamic
- All "Network" staff on this page along with Board Members - PARTIALLY COMPLETE
- Apply pages live here to streamline process in both English and Spanish - DONE
- NEW Careers page lives here - DONE
- Links available to site specific sites from this page (K-5, 6-8 DONE; 9-14 WHEN UP)
- News transfers from the past year from K-5 and 6-8 sites; all news for K-14 will live here - PARTIALLY COMPLETE
- Amidst the COVID-19 crisis, a Family Resources page was created for ongoing communication, family updates, grade and site specific details as well as general health, government links and available student and family services. <https://challengecharterschools.org/family-resources>

Can we move to one central "district" calendar? Or should calendars be site specific?

Site Analytics (range Aug 12, 2019-June 9, 2020)

challengeprep.org - 29.3K page views (-11.8%), 10.4K visits (-12.8%), 11K unique visitors (-7.8%)

challengechartermiddleschool.org 18K page views (-17.2%), 6.2K visits (-19.8%), 5K unique visitors (-17%)

Challenge Charter High School website

- Basic build out is done
- Awaiting curriculum design/language from Kentia Coreus and team to finalize and make public

Marketing

- Application Ads/Open House ads ran from January through early March; ads were adapted once school closed to advertise the high school seats and career openings. Schneps Media ads online and across 3 English and Spanish papers continue.
- “Challenge Strong” campaign ran at same time as application season featuring 5th and 8th Graders. 8th Grader Delisa Cameron had record number of engagement - 1216 people reached and 225 engaged - 10 shares is how our school gets grassroots, non paid attention.
- Worked with K. Coreus on job advertisements in May. I am also updating Indeed and LinkedIn profiles as requested.

Social Media Updates/Plans

Facebook: Current following K-5 - 512 Likes; 6-8 - 248 Likes - MET and EXCEEDED goal of 700 Likes overall; 25.5% growth on Middle School page; 19.0% growth on K-5

Instagram: Create and populate a Challenge Charter School page based on many of the same points above. - DONE MARCH 2020; as of this reporting we have 112 followers

Vimeo Channel: one central account to house our videos to create more dynamic content especially as the high school is established over the next 2-3 years.

DONE MAY 2020 - Vimeo account has been created, and recently we have used it for the special ChampCasts and other Remote Learning videos for our community. <https://vimeo.com/user72533369>

FUTURE THOUGHTS

How can we give our high schoolers hands-on experience by allowing them to assist with our social media and website content? High school: consider online citizens club: <https://www.icanhelpdeletenegativity.org/clubs>

Summer Communications Plans

Develop a comprehensive Crisis Communications Plan; analyzing possible merge of Facebook pages, and tackling branding issues such as letterhead and possible redesign of logos.



ATTACHMENT #6
Director of Operations
Report

**Rev. Dr. Les
Mullings,
Founder/CEO**

June 15, 2020

Re: June 15, 2020 Operations Report

By: Venessa Foster, Director of Operations

20-21 School Year Preparation

Beginning July 1, the summer execution plan will be rolled out to Operation staff members and changes will be made according to State and DOE guidelines

Quotes for furniture and curriculum, and all other necessities for 20-21 schools are being obtained. Upon the new fiscal window opening orders will be submitted and processes.

Facilities

Each building was evaluated under the building report card rubric. List of all fixtures and areas of improvement have been compiled to be rectified over the summer.

A plan of action with the custodial team is being fleshed out to ensure all needs of each building is met. Additionally, creating systems to adhere to the new social distance laws, following the guidelines of the State , CDC , and all other deciding factors .

School Foods

Finalized all details regarding CCHS food program with DOE school foods . Submitted letter of request.

Other Projects

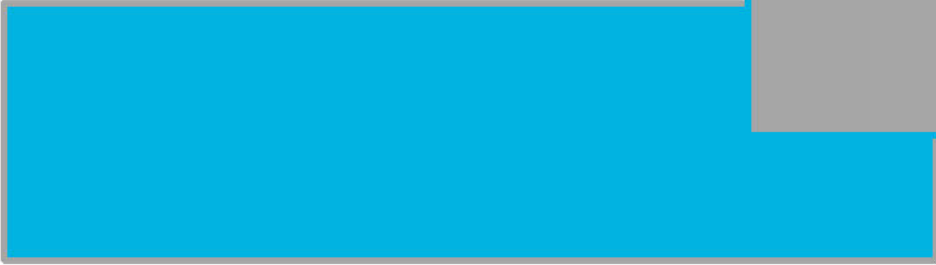
CareMonkey Implementation

LinkedIn Recruitment



ATTACHMENT #7

May 2020 Financial Report



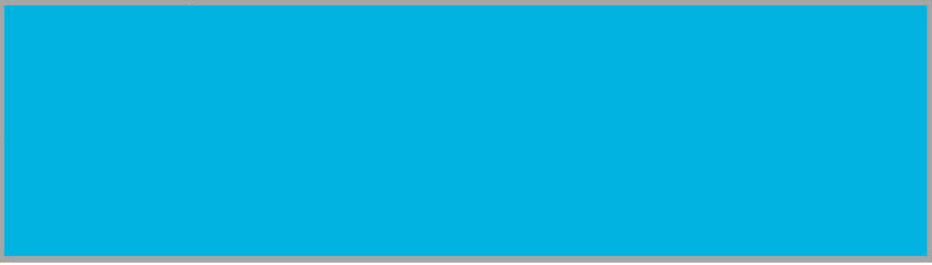
Helping you to focus on what's important:
STUDENT ACHIEVEMENT

CSBM
CHARTER SCHOOL
BUSINESS MANAGEMENT

experience. expertise. execution.

Challenge Prep Charter School

Monthly Financial Report
May 2020

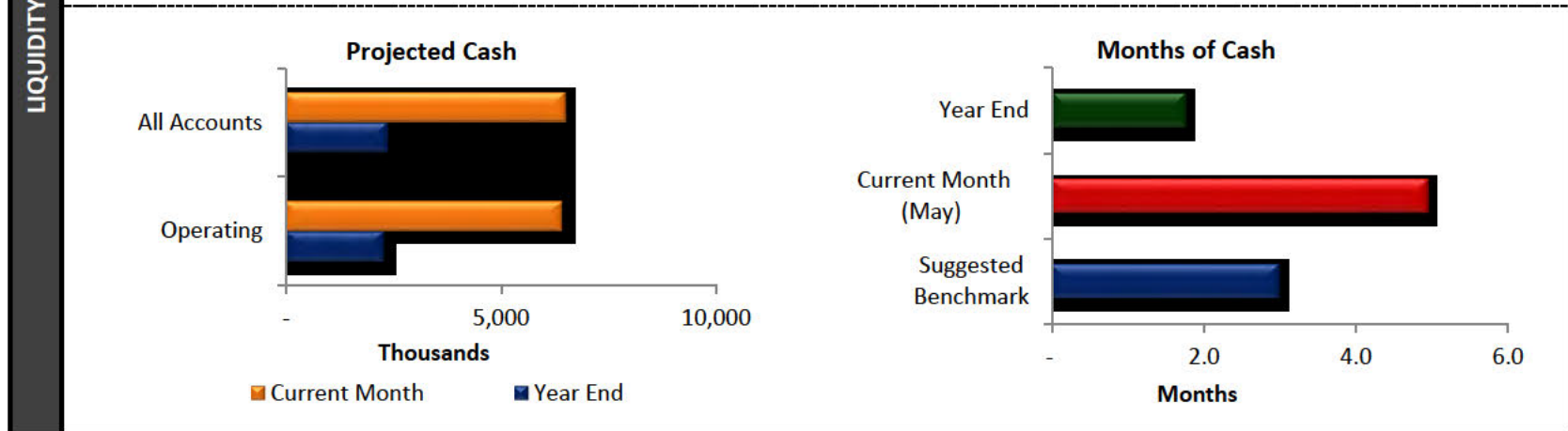


Challenge Prep Charter School

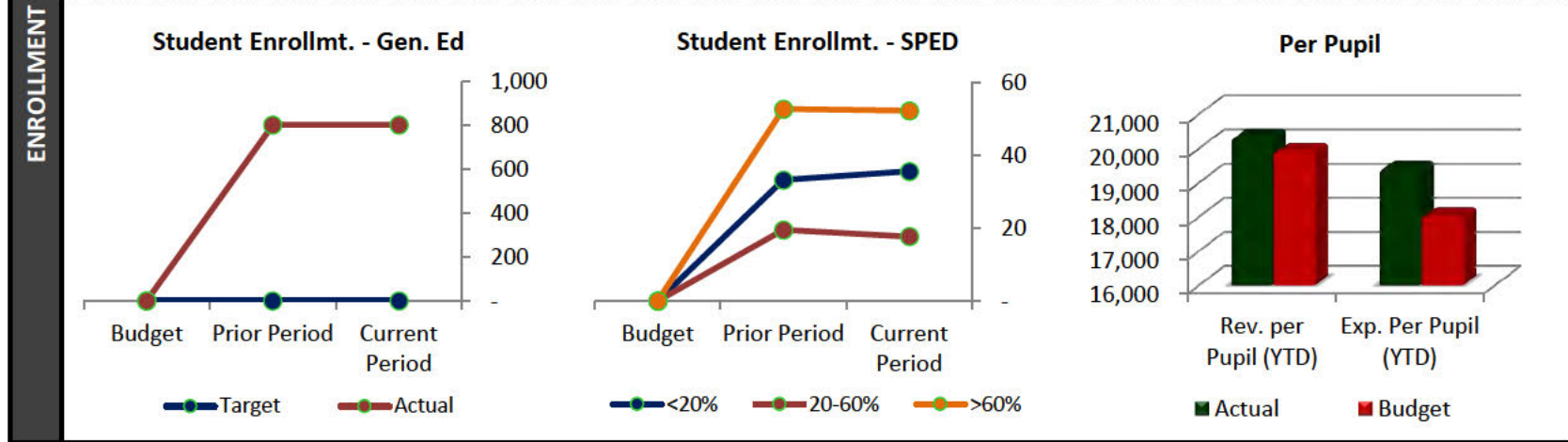
Financial Summary

For Period Ended April 30, 2020

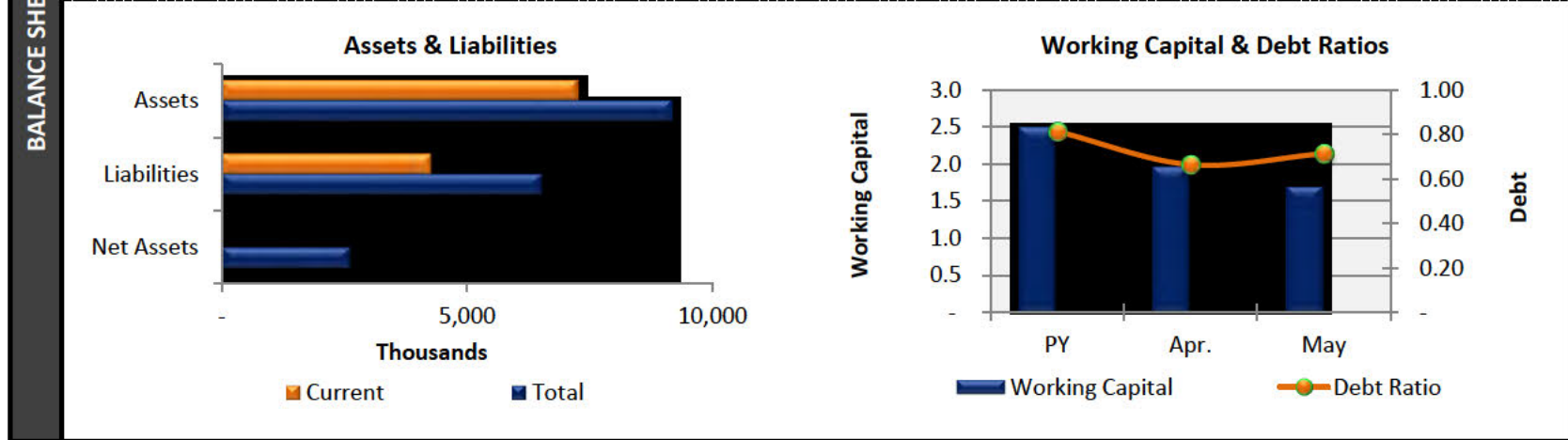
LIQUIDITY	Cash in Bank (Operating Account(s) Only: as of April 30, 2020) \$ 6,430,167
	Projected months of cash on hand 5.0
	Cash in Bank (Total - All Accounts as of April 30, 2020) \$ 6,509,723
	FY Ending Cash Available to Carryover to FY19-20 (Operating Account(s) Only) \$ 2,283,018
	Projected months of cash on hand 1.8
<i>*Cash balance available once all FY19-20 obligations & receivables have been settled</i>	
FY Ending Cash Available to Carryover to FY19-20 (Total - All Accounts) \$ 2,362,574	



	Actual	Budget	Variance	Actual	Budget	Variance
General Ed	802.51	811.00	(8.49)	\$ 12,960,553	\$ 12,414,788	\$ 545,765
SPED						
0 - 20%	35.59	49.00	(13.41)	-	-	\$ -
20 - 59%	17.68	9.00	8.68	183,726	93,510	\$ 90,216
60% - Over	52.24	54.00	(1.76)	995,196	1,028,646	\$ (33,450)
Total SPED	105.51	112.00	(6.49)	1,178,922	1,122,156	\$ 56,766



Total Current Assets:	\$ 7,272,964
Total Current Liabilities:	\$ 4,301,402
Working Capital (Current) Ratio	1.69
Total Assets:	\$ 9,180,029
Total Liabilities:	\$ 6,550,120
Debt Ratio	0.71
Total Net Assets:	\$ 2,629,909



	Actual	Budget	Variance
Total Revenue YTD:	\$ 14,818,237	\$ 14,663,688	\$ 154,549
Total Expenses YTD:	(12,994,033)	(12,760,842)	(233,191)
Net Operating Surplus(Deficit):	\$ 1,824,204	\$ 1,902,845	\$ (78,642)

Challenge Prep Charter School

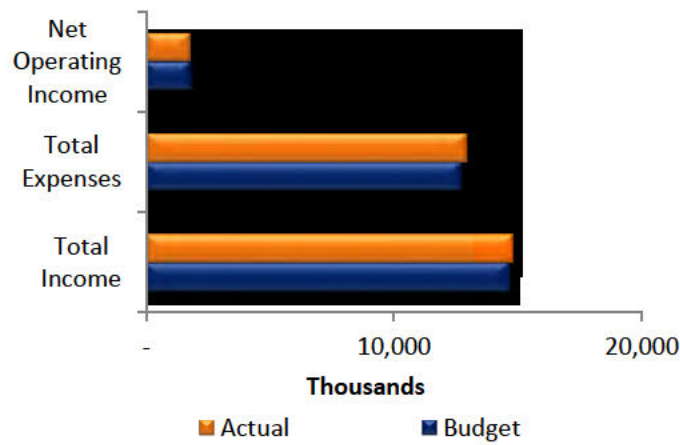
Financial Summary

For Period Ended April 30, 2020

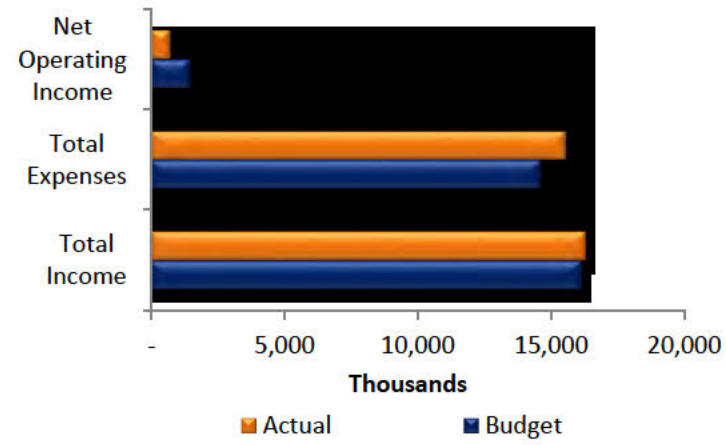
	<u>Projected</u>	<u>Budget</u>	<u>Variance</u>
Annual Projected Revenue:	\$ 16,303,850	\$ 16,139,600	\$ 164,250
Annual Projected Expenses (before depreciation):	(15,559,448)	(14,619,846)	(939,602)
Projected Net Operating Surplus(Deficit) before Depreciation:	\$ 744,401	\$ 1,519,754	\$ (775,353)
Annual Projected Depreciation:	-	-	-
Projected Net Operating Surplus(Deficit) after Depreciation:	\$ 744,401	\$ 1,519,754	\$ (775,353)
Capital Expenditure Requirements	\$ (707,627)	\$ -	\$ (707,627)
Total Cash Expenditures <i>(expenses excluding depreciation plus capital expenditures)</i>	\$ (14,851,822)	\$ (14,619,846)	\$ (231,976)
Revenue per Pupil (YTD)	\$ 20,316	\$ 19,901	\$ 415
Expenditure per Pupil (YTD)	\$ 19,388	\$ 18,027	\$ 1,362

BUDGETING / REVENUE & EXPENSES

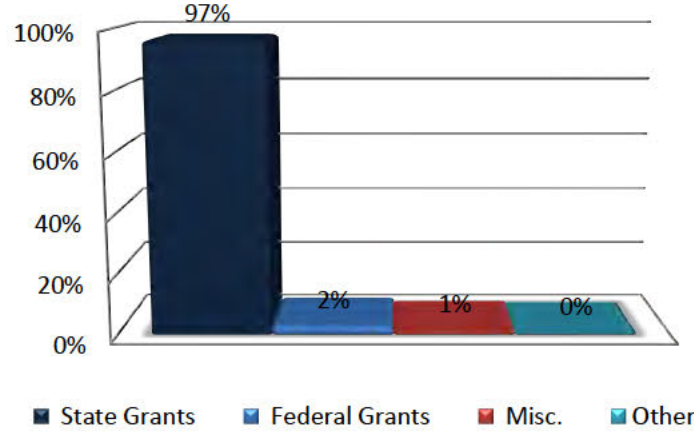
Year-To-Date (YTD)



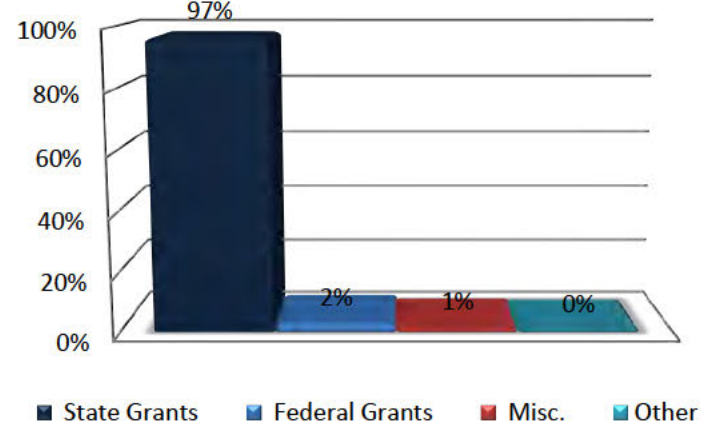
Year End (YE) Projection



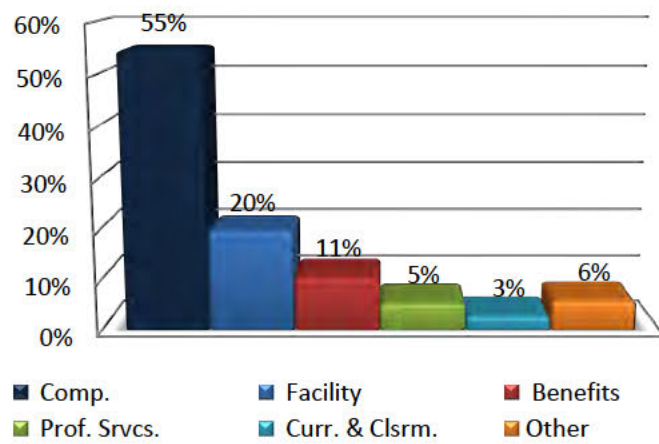
Revenue Breakdown YTD



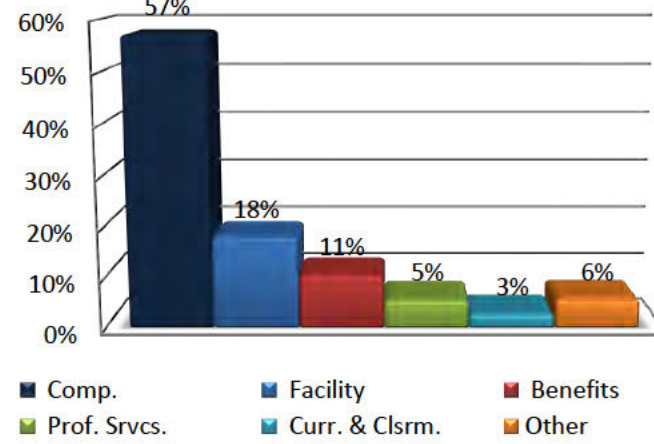
Revenue Breakdown YE



Expense Breakdown YTD



Expense Breakdown YE



Challenge Prep Charter School

Financial Variance Summary

Fiscal Year Ending 6/30/2020		Comments
Net Budget Surplus after Depreciation	\$ 1,519,754	
Increase in State Grants	183,831	Budget done based on 54 over 60%; 9 20-59% FTE per invoice, Projection done based on 52.244 over 60%; 17.683 20-59% FTE per May invoice
Increase in Federal Grants	13,285	
Decrease in Contributions	(46,078)	
Increase in Miscellaneous Income	13,212	
Increase in Projected Annual Revenue	164,250	
Increase in Compensation	753,431	Salary projections based on budget
Increase in Benefits	85,727	
Decrease in Administrative Expenses	(32,258)	
Increase in Professional Services	142,678	Projection based on current trends and reallocation of expenses
Increase in Professional Development	51,728	
Increase in Marketing and Staff/Student Rec	56,535	
Decrease in Fundraising Expenses	(22,960)	
Decrease in Curriculum & Classroom Expenses	(54,615)	
Decrease in Facility	(66,741)	Adjusted based on remote learning and school being closed
Increase in Technology/Communication Expens	25,989	
Increase in Miscellaneous Expenses	88	
Decrease in Depreciation Expense	-	
Increase in Projected Annual Expenses	939,602	
Net Projected Deficit Variance after Depreciation	\$ 744,401	

**Challenge Prep Charter School
Budget vs. Actuals
Fiscal Year Ending June 30, 2020**

	April 30, 2020			YTD Through April 30, 2020			Projected FYE June 30, 2020						Comments
	Actual	Budget	Variance	Actual	Budget	Variance	Current Month		Previous Month		Annual Budget	Variance	
							Actuals - July 2019 - March 31, 2020 + Projected - June 30, 2020	Actuals July 200 - April 201 + Projections 201 - June 201	Variance between April & May Reporting	May			
Income													
4100 State Grants	1,244,554	1,280,336	(35,782)	14,340,499	14,145,360	195,139	1,425,551	15,766,050	15,857,506	(91,457)	15,582,219	183,831	Budget done based on 54 over 60%; 9 20-59% FTE per invoice, Projection done based on 52.244 over 60%; 17.683 20-59% FTE per May invoice
4200 Federal Grants	22,436	24,794	(2,358)	348,905	361,476	(12,571)	50,650	399,555	399,555	-	386,270	13,285	
4300 Contributions	-	4,851	(4,851)	12,137	53,364	(41,226)	(0)	12,137	12,137	-	58,215	(46,078)	
4400 Miscellaneous Income	22,609	9,408	13,201	116,695	103,488	13,207	9,413	126,108	112,908	13,200	112,896	13,212	
Total Income	1,289,599	1,319,389	(29,791)	14,818,237	14,663,688	154,549	1,485,613	16,303,850	16,382,106	(78,257)	16,139,600	164,250	Budget done based on 54 over 60%; 9 20-59% FTE per invoice, Projection done based on 52.244 over 60%; 17.683 20-59% FTE per May invoice
Expenses													
Compensation													
5100 Instructional Staff	703,774	485,075	218,698	4,814,078	4,739,041	75,037	1,437,966	6,252,045	4,243,638	2,008,406	5,820,901	431,144	
5200 Non-Instructional Staff	196,949	122,936	74,013	1,499,759	1,352,294	147,465	196,949	1,696,708	1,321,510	312,199	1,475,230	221,478	
5300 Pupil Support	117,408	79,499	37,909	821,716	810,429	11,287	169,022	990,738	747,451	243,287	889,929	100,809	
5000 Compensation	1,018,131	687,510	330,621	7,135,554	6,901,764	233,789	1,803,937	8,939,491	6,312,599	2,563,892	8,186,060	753,431	Salary projections based on budget
5400 Benefits	96,809	128,288	(31,479)	1,410,066	1,411,166	(1,100)	237,115	1,647,181	1,364,654	282,528	1,561,454	85,727	
6100 Administrative Expenses	20,830	31,946	(11,116)	291,643	351,409	(59,766)	59,453	351,097	341,876	9,221	383,355	(32,258)	
6200 Professional Services	55,162	59,106	(3,944)	712,206	621,736	90,470	141,613	853,819	811,042	42,777	711,141	142,678	Projection based on current trends and reallocation of expenses
6300 Professional Development	4,679	13,545	(8,866)	183,347	135,455	47,893	17,981	201,328	203,636	(2,308)	149,600	51,728	
6400 Marketing and Staff/Student Rec	16,093	7,520	8,574	129,815	82,715	47,101	16,953	146,768	113,768	33,000	90,233	56,535	
6500 Fundraising Expenses	-	-	-	2,040	25,000	(22,960)	-	2,040	2,040	-	25,000	(22,960)	
7100 Curriculum & Classroom Expenses	3,922	28,167	(24,245)	356,453	422,134	(65,681)	37,338	393,792	404,809	(11,017)	448,406	(54,615)	
8100 Facility	209,367	242,655	(33,288)	2,605,502	2,661,206	(55,703)	230,618	2,836,120	2,827,926	8,194	2,902,861	(66,741)	Adjusted based on remote learning and school being closed
8200 Technology/Communication Expens	5,036	13,470	(8,434)	167,249	148,169	19,080	20,379	187,628	187,628	-	161,639	25,989	
8800 Miscellaneous Expenses	-	8	(8)	158	89	69	28	185	185	-	97	88	
8900 Depreciation Expense	-	-	-	-	-	-	-	-	-	-	-	-	
Total Expenses	1,430,029	1,212,216	217,814	12,994,033	12,760,842	233,191	2,565,415	15,559,448	12,570,162	2,926,287	14,619,846	939,602	
Net Income	(140,430)	107,174	(247,604)	1,824,204	1,902,845	(78,642)	(1,079,802)	744,401	3,811,944	(3,004,544)	1,519,754	(775,353)	
Capital Expenditures													
Furniture, Fixtures & Equipment	-	-	-	142,181	-	142,181	15,445	157,627	151,929	5,698	-	157,627	
Facility and Construction	(518,375)	-	(518,375)	104,333	-	104,333	745,667	550,000	550,000	-	-	550,000	
Website	-	-	-	-	-	-	-	-	-	-	-	-	
Total Capital Expenditures	(518,375)	-	(518,375)	246,514	-	246,514	761,112	707,627	701,929	5,698	-	707,627	

Challenge Prep Charter School Cash Flow Projection as of May 31, 2020

	Annual Budget FY19-20	Projected April 20 - June 20	June	July + Subsequent FY19-20 Items
Beginning Cash Balance (Operating	-	6,430,167	6,430,167	3,007,094
Projected Cash Receipts from Operations (below)	16,139,600	386,072	188,714	197,358
Projected Cash Disbursements from Operations (below)	(14,619,846)	(2,528,647)	(1,607,213)	(921,434)
Net Cash from Operations	1,519,754	(2,142,574)	(1,418,499)	(724,076)
Cash Receipts from Accounts & Misc Receivables (not included in revenue below)	-	-	-	-
Cash Disbursements for Accounts Payable & Accrued Expenses	-	-	(1,243,461)	-
Capital Expenditures (below)	(0)	(761,112)	(761,112)	-
Accounts Receivable	-	-	-	-
Other	-	-	-	-
Other	-	-	-	-
Ending Cash Balance (Operating Account)	1,519,754	5,048,705	3,007,094	2,283,018
Other Cash Accounts (Net of Transfers)	-	-	79,556	79,556
Total Cash (All Accounts)	1,519,754	5,048,705	3,086,651	2,362,574

Challenge Prep Charter School

Balance Sheet

YTD as of May 31, 2020

	<u>Total</u>	<u>Comments</u>
ASSETS		
Current Assets	-	
Bank Accounts		
1000 Cash		
1001 HSBC Checking - 0844	5,160,875	
1002 HSBC Checking - 0852	5,178	
1003 HSBC Checking - 0879	1,269,292	
1004 HSBC Checking - 0887	506	
1005 HSBC Money Market - 5972	3,501	
1006 Chase Escrow - 3060	70,000	
1007 Petty Cash	372	
Total 1000 Cash	<u>\$ 6,509,723</u>	
Total Bank Accounts	<u>\$ 6,509,723</u>	
Accounts Receivable		
1100 Accounts Receivable	237,331	
1200 Other Receivables - Salary Advance	13	
Total Accounts Receivable	<u>\$ 237,344</u>	
Other current assets		
1300 Prepaid Expenses	306,670	
1301 Prepaid Insurance	7,986	
1310 Prepaid Rent	211,241	
Total Other current assets	<u>\$ 525,897</u>	
Total Current Assets	<u>\$ 7,272,964</u>	
Fixed Assets		
1500 Furniture, Fixtures & Equipment		
1510 Office & Admin Computers & Equipment	243,066	
1511 Classroom Computers & Equipment	306,040	
1512 Classroom Furniture	354,541	
1513 Office Furniture	56,983	
Total 1513 Office Furniture	<u>\$ 56,983</u>	
1514 Musical Instruments	16,390	
1515 Computer Software	49,217	
Total 1516 Curriculum	<u>\$ -</u>	
Total 1500 Furniture, Fixtures & Equipment	<u>1,026,237</u>	
1519 Facility and Construction	127,589	
1520 Architect Fees	115,620	
1525 Fire Alarm System	7,500	
Total 1525 Fire Alarm System	<u>\$ 7,500</u>	
1530 Kitchen/Cafeteria	162,079	
1535 Construction In Progress	300,000	
1540 Leasehold Improvements	311,199	
Total 1519 Facility and Construction	<u>1,023,986</u>	
1610 Website	11,000	
Total 1610 Website	<u>\$ 11,000</u>	
1700 Accumulated Depreciation & Amortization		

Challenge Prep Charter School
Balance Sheet
YTD as of May 31, 2020

	Total	Comments
1710 Accumulated Depreciation	(974,365)	
1750 Accumulated Amortization	(5,744)	
Total 1700 Accumulated Depreciation & Amortization	\$ (980,109)	
Total Fixed Assets	\$ 1,081,114	
Other Assets		
1800 Security Deposits	825,951	
2500 Sales Tax Receivable	-	
Total Other Assets	\$ 825,951	
TOTAL ASSETS	\$ 9,180,029	
LIABILITIES AND EQUITY		
Liabilities		
Current Liabilities		
Accounts Payable		
2000 Accounts Payable	1,162,122	
Total Accounts Payable	\$ 1,162,122	
Credit Cards		
2200 HSBC Credit Card	-	
Total Credit Cards	\$ -	
Other Current Liabilities		
2100 HSBC Loan Payable	1,792,512	
2300 Accrued Salaries/Taxes	-	
2301 Accrued Expenses	81,340	
2400 Unearned/Deferred Revenue	1,265,428	
Total Other Current Liabilities	\$ 3,139,280	
Total Current Liabilities	\$ 4,301,402	
Long-Term Liabilities		
2700 Deferred Rent Liability	2,248,718	
Total Long-Term Liabilities	\$ 2,248,718	
Total Liabilities	\$ 6,550,120	
Equity		
3000 Opening Balance Equity	-	
3100 Retained Earnings	805,706	
Net Income	1,824,204	
Total Equity	\$ 2,629,909	
TOTAL LIABILITIES AND EQUITY	\$ 9,180,029	

Challenge Prep Charter School
Statement of Cash Flows
YTD as of May 31, 2020

	Total	Comments
OPERATING ACTIVITIES		
Net Income	1,824,204	
Adjustments to reconcile Net Income to Net Cash provided by operations:		
1100 Accounts Receivable	311,345	
1200 Accounts Receivable:Other Receivables - Salary Advance	1,362	
1300 Prepaid Expenses	(294,540)	
1301 Prepaid Insurance	(7,986)	
1310 Prepaid Rent	(28,986)	
2301 Accrued Expenses	(98,711)	
INVESTING ACTIVITIES		
1513 Furniture, Fixtures & Equipment:Office Furniture	(5,698)	
1515 Furniture, Fixtures & Equipment:Computer Software	(31,929)	
1800 Security Deposits	(492,375)	
Net cash provided by financing activities	\$ -	
Net cash increase for period	4,107,460	
Cash at beginning of period	2,402,263	
Cash at end of period	6,509,723	
Monday, Jun 15, 2020 10:00:33 AM GMT-7		
Furniture, Fixtures & Equipment:Curriculum:Original Cost	-	
1800 Security Deposits	26,000	
2500 Sales Tax Receivable	-	
Net cash provided by investing activities	\$ 8,315,278	
FINANCING ACTIVITIES		
2700 Deferred Rent Liability	-	
3000 Opening Balance Equity	-	
3100 Retained Earnings	-	
Net cash provided by financing activities	\$ -	
Net cash increase for period	\$ 8,315,278	
Cash at beginning of period	\$ 2,402,263	
Total Cash at beginning of period	\$ 2,402,263	
Cash at end of period	\$ 10,717,541	



ATTACHMENT #8
2020-21 Personnel Renewal
Contracts Report

Description	Employee	FY20 Current Salary	FY21 Projected Salary	FY21 Elementary School	FY21 Middle School	FY21 High School	FY21 Network Operations	Total
CEO	Mullings, Leslie							
Senior Director of Teaching & Learning	Coreus, Kentia							
5101 Administrative Leadership	2							
Principal	Griffin, Nicole							
Assistant Principal	Thomas, Carolyn							
Assistant Principal	Shepherd, Jasmine							
Principal	Mondesir-Gordon, Mavgar							
Assistant Principal	Lyle, Sheila							
Director of Curriculum and Instruction	Bryson, Carol							
5102 Instructional Leadership	5							
Classroom Teacher	Harry, Cornetta							
Classroom Teacher	Gray, Nickeisha							
Classroom Teacher	Choily, Dawn							
Classroom Teacher	Perino, Jessica							
Classroom Teacher	Carlock, Kaitlyn							
Classroom Teacher	Kelly, Erin							
Classroom Teacher	Rodriguez-Salazar, Naika							
Classroom Teacher	Sciacca, Marissa							
Classroom Teacher	Grant, Syvine							
Classroom Teacher	Francis, India							
Classroom Teacher	Sarfati, Melissa							
Classroom Teacher	Ortiz, Christine							
Classroom Teacher	Droblas, Zachary							
Classroom Teacher	Scaraglino, Taylor							
Classroom Teacher	Pearson, Shaewon							
Classroom Teacher	Ward-Brew, Jacqueline							
Classroom Teacher	Lang, Deborah							
Classroom Teacher	Patrizio, Kaitlyn							
Classroom Teacher	Alexander, Catherine							

Description	Employee	FY20 Current Salary	FY21 Projected Salary	FY21 Elementary School	FY21 Middle School	FY21 High School	FY21 Network Operations	Total
Classroom Teacher	Kelly, Kimberly							
Classroom Teacher	Baker, Marilyn							
Classroom Teacher	Salazar, Sebastian							
Classroom Teacher	Cruz, Laura							
Classroom Teacher	Berkowitz, Seth							
Classroom Teacher	Woods, Latonia							
Classroom Teacher	Mclean, Lonzil							
Classroom Teacher	Ferrara, Dawn							
Classroom Teacher	Simone, Samantha							
Classroom Teacher	Ofori, Elizabeth							
Teacher Assistant	Sylvester, Cornelia							
Classroom Teacher	McDonald, Kimberly							
Classroom Teacher	Spencer, Cordelia							
Classroom Teacher	Moorer, Tanya							
Classroom Teacher	Laing, Shanice							
Classroom Teacher	Vil, Gasner							
Classroom Teacher	Wade Gabb, Gloria							
Classroom Teacher	Rosario, Siara							
Classroom Teacher	Edwards, Anita							
Classroom Teacher	Charles-Cummings, Denise							
Classroom Teacher	Blair-Bancroft, Keneisha							
Classroom Teacher	Manniello, Peter							
Classroom Teacher	Washington, Corine							
Classroom Teacher	TBH	-						
Classroom Teacher	TBH	-						
Classroom Teacher	TBH	-						
Classroom Teacher	TBH	-						
5103 Classroom Teachers	46							
Teacher Assistant	Rose, Sharon							

Description	Employee	FY20 Current Salary	FY21 Projected Salary	FY21 Elementary School	FY21 Middle School	FY21 High School	FY21 Network Operations	Total
Teacher Assistant	Williams, Undra							
Teacher Assistant	Russell, Ericka							
Teacher Assistant	Proverbs, Khristie							
Teacher Assistant	Franklin, Janel							
Teacher Assistant	Harris, Tylicia							
Teacher Assistant	Smith, Shataya							
Teacher Assistant	Alfonso Carrasco, Shainy							
Teacher Assistant	Ranger, Tavian							
Teacher Assistant	Smith, Bria							
Teacher Assistant	Turner-Murray, Roszella							
Teacher Assistant	Hargrove, Adrian							
Teacher Assistant	Chapman, Terrell							
Teacher Assistant	Aikens Wilson, Danielia							
Teacher Assistant	Rivera, Mildred							
Teacher Assistant	Reid, Maya							
Teacher Assistant	Tramell, Shaquira							
Teacher Assistant	Vilus, Savin							
Teacher Assistant	Thomas, Kevaun							
5104 Teacher Assistants	19							
Special Education Teacher	Wess, Michael							
Special Education Teacher	Lloyd, Evelyn							
Special Education Teacher	Naqvi, Sadaf							
Special Education Teacher	Narine, Tina							
Special Education Teacher	Brady, Corrina							
SETTS	Novello, Nicole							
SETTS	Meyers, De'Anna							
SETTS	Magennis, Patrick							
Special Education Teacher	Moore, Lageshia	-						
5105 Special Education Teachers	9							

Description	Employee	FY20 Current Salary	FY21 Projected Salary	FY21 Elementary School	FY21 Middle School	FY21 High School	FY21 Network Operations	Total
ELL Teacher	Stanton, Megan							
5106 ELL Teachers	1							
Music Teacher	Johnson, Brenton							
Music Teacher	TBH	-						
5107 Music Teacher	2							
Art Teacher	Gautier, Traci							
5108 Art Teacher	1							
Physical Education Teacher	Hassel, Ryan							
Physical Education Teacher	Reilly, Stephen							
Physical Education Teacher	TBH							
Physical Education Teacher	Combs, Lawrence							
5109 Physical Education Teacher	4							
Spanish Teacher	Ortiz, Martha							
Spanish Teacher	TBH	-						
Career and Financial Management Teacher	TBH	-						
5110 Specialty Teachers	3							
Director of Finance	Armstrong, Eunice							
Staff Accountant	Bruce, Kareen							
5201 Director of Finance	2							
Director of Communications	Messer, Kimberly							
Community Program Manager	Rosario, Vicky							
Enrollment Coordinator	Morgan, Stephanie							
Director of Operations	Lynch, Venessa							
Operations Manager	Whittingham-Henry, Damisa							
Operations Manager	Lecoin, Nadine							
Data & Systems Specialist	Samuels, Annella							
Technology Coordinator	Megie, Nicholson							
Technology Coordinator	Richardson, Dale							
Technology Specialist	Mullings, Johnathon							

Description	Employee	FY20 Current Salary	FY21 Projected Salary	FY21 Elementary School	FY21 Middle School	FY21 High School	FY21 Network Operations	Total
5202 Administration & Operations	10							
Administrative Assistant	Marquez-James, Carlene							
Administrative Assistant	Johnson, Renee							
Front Office Associate	TBH	-						
Executive Assistant	TBH	-						
5204 Administrative Assistant	4							
Custodian	Bailey, Raheim							
Custodian	Clarke, Evrol							
Custodian	Robinson, Christopher							
Custodian	Morris, Lascelles							
Custodian	Retana Garcia, Hugo							
Custodian	TBH							
5205 Custodian	6							
Security Guard	TBH							
Security Guard	Brown, Jason							
Security Guard	Ogbu, Chikezie							
Security Guard	Samerson, Kevin							
Security Guard	Webber, Derrick							
Security Guard	Anderson, Ewan							
Security Guard	Scott Lobell, Donna							
Security Guard	Tranquille, Jhonny							
Security Guard	TBH							
Security Guard	TBH							
5206 Security Guard	10							
Dean of Culture	Sonnichsen, Michael							
Social Worker	Nedd, Melissa							
Social Worker	Colón, Dannielle							
Family Engagement Coordinator	Daure-Wiggins, Cherry							
Family Engagement Coordinator	Rose, Janisa							

Description	Employee	FY20 Current Salary	FY21 Projected Salary	FY21 Elementary School	FY21 Middle School	FY21 High School	FY21 Network Operations	Total
Intervention & SpEd Liasion	Zadok, Natalie							
Intervention & SpEd Liasion	Litos, Maria							
Guidance Counselor	Harper Anglin, Hollyann							
Guidance Counselor	Armstrong, Kareen							
5301 Pupil Support Services	9							
School Aide	Anderson, Dorveeda							
School Aide	Hernandez, Pearline							
School Aide	Young, Michelle							
Academic Assistant	Brown, Devaney							
Academic Assistant	Russell, Jason							
School Aide	Pilgrim, Candacy							
5302 School Aides	6							
Totals								

FY21 Staff Count 139.00



ATTACHMENT #10
2020-21 Financial Policies
and Procedures Manual

Financial Policies and Procedures

Manual

2020 - 21

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, Director of Finance and the Senior Advisor 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.

Budgets 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 iterative process led by the CEO, Senior Advisor, 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, Director of Finance and the Senior Advisor 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 the CSBM Financial Consultants 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 Senior Advisor and 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 Senior Advisor, 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, Senior Advisor 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 Senior Advisor, 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 requirement stated above.)

Approval

Approval to fulfill a purchase order is garnered by first submitting a request via the purchase order system.

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 before 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 employees 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 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 discounts 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, Senior Advisor, and the Executive 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.
- Purchase 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

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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/Senior Advisor. 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 Senior Advisor/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, Senior Advisor, 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, Senior Advisor, 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/renegotiation 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 #11
2020-21 Annual Board
Elections



**Board of Trustees
2020-21
June 17, 2020
Annual Meeting**

- Current 2019-20 Members & Terms:

Dr. Les Mullings, CEO/Founder

Ben Waxman – [3-Year Term ends June 30, 2022] - **Dr. Michelle Daniel-Robertson, Ed.D – Elected May 20, 2020 – Pending NYC DOE Approval**

Gertrudis Hernandez – [2-Year Term ends June 30, 2021]

Frederica Jeffries – [2-Year Term ends June 30, 2020]

Karon McFarlene – [2-Year Term ends June 30, 2020]

Jermiah C. Gaffey – [3-Year Term ends June 30, 2020] – **Linda Plummer – Elected May 20, 2020 – Pending NYC DOE Approval**

Andrew L. Barnes, III – [1-Year Term ends June 30, 2020]

- Current 2019-20 Officers:

- Dr. Les Mullings, CEO/Founder
- Frederica Jeffries – Board Chair
- Andrew L. Barnes, III – Vice-Chair
- Jeremiah C. Gaffney – Treasurer – **Linda Plummer – Elected Effective May 20, 2020 Pending NYC DOE Approval**
- Ben Waxman – Secretary – **Karon McFarlane Elected Effective April 1, 2020**

- **Current Board Members Terms Not Requiring Re-election**

- Dr. Michelle Daniel-Robertson, Ed.D (Ben Waxman) – [3-Year Term



ends June 30, 2022]

- Gertrudis Hernandez – [2-Year Term ends June 30, 2021]
- **Current Board Members Requiring Re-election**
 - Frederica Jeffries – [3-Year Term ends June 30, 2023]
 - Karon McFarlene – [3-Year Term ends June 30, 2023]
 - Linda Plummer (Jermiah C. Gaffey) – [2-Year Term ends June 30, 2022]
 - Andrew L. Barnes, III – [1-Year Term ends June 30, 2021]
- **Proposed 2020-21 Officers [One-Year Term ends June 30,2021]:**
 - Frederica Jeffries – Board Chair
 - Andrew L. Barnes, III – Vice-Chair
 - Linda Plummer – Treasurer
 - Karon McFarlane – Secretary



ATTACHMENT #12
2020-21 Board of Trustees
Calendar

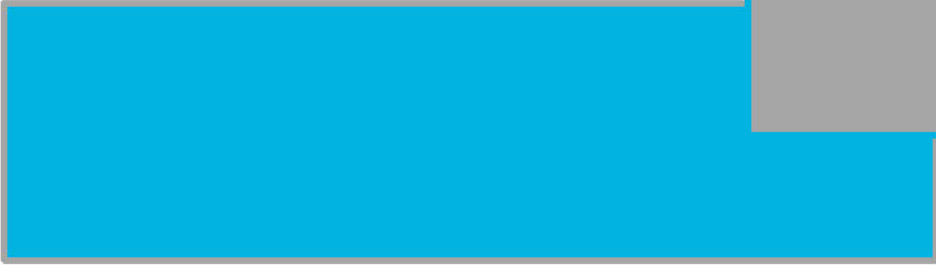


**Challenge Preparatory Charter School
Board of Trustees
2020-21 Meeting Calendar**

Regular Meeting #1	Wednesday, July 22, 2020
Regular Meeting #2	Wednesday, Aug. 19, 2020
Regular Meeting #3	Wednesday, Sept. 16, 2020
Regular Meeting #4	Wednesday, Oct. 21, 2020
Regular Meeting #5	Wednesday, Nov. 18, 2020
Regular Meeting #6	Wednesday, Dec. 16, 2020
Regular Meeting #7	Wednesday, Jan. 20, 2021
Regular Meeting #8	Wednesday, Feb. 24, 2021
Regular Meeting #9	Wednesday, Mar. 17, 2021
Regular Meeting #10	Wednesday, April 21, 2021
Regular Meeting #11	Wednesday, May 21, 2021
12 th Annual Meeting #12	Wednesday, June 16, 2021



Attachment #2



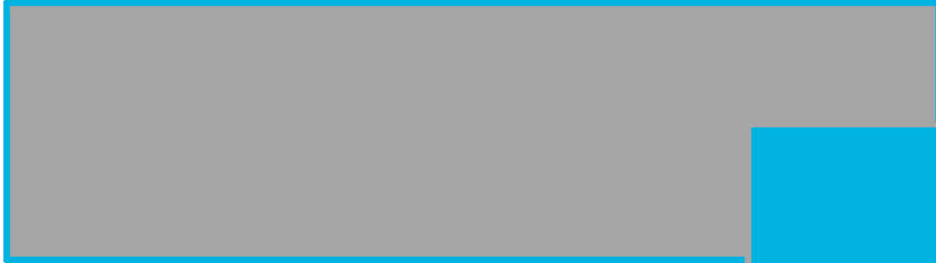
Helping you to focus on what's important:
STUDENT ACHIEVEMENT

CSBM
CHARTER SCHOOL
BUSINESS MANAGEMENT

experience. expertise. execution.

Challenge Prep Charter School

Monthly Financial Report
June 2020

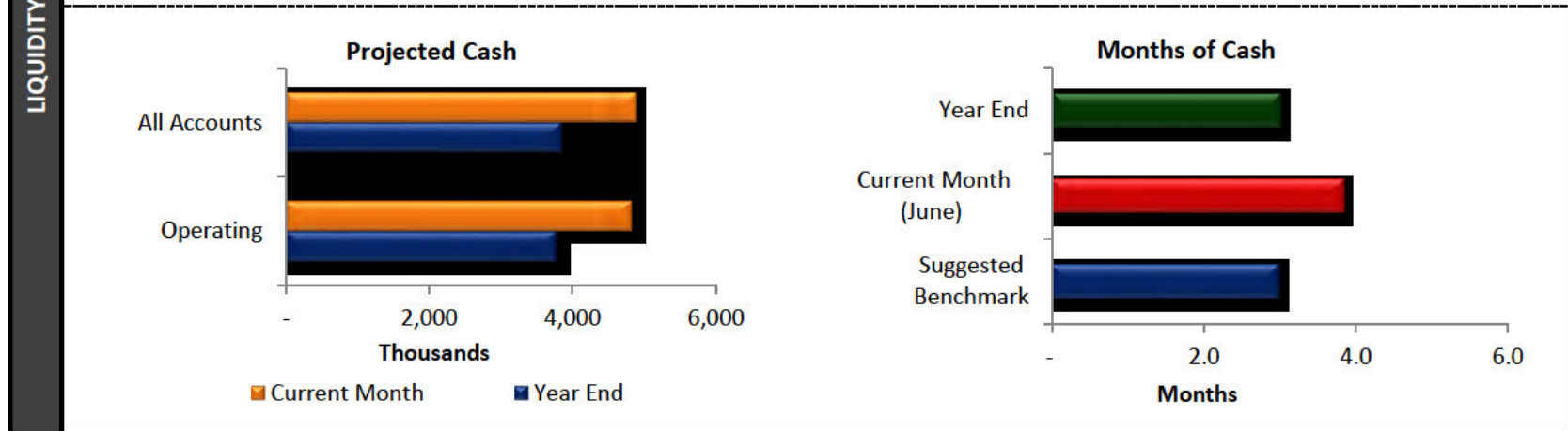


Challenge Prep Charter School

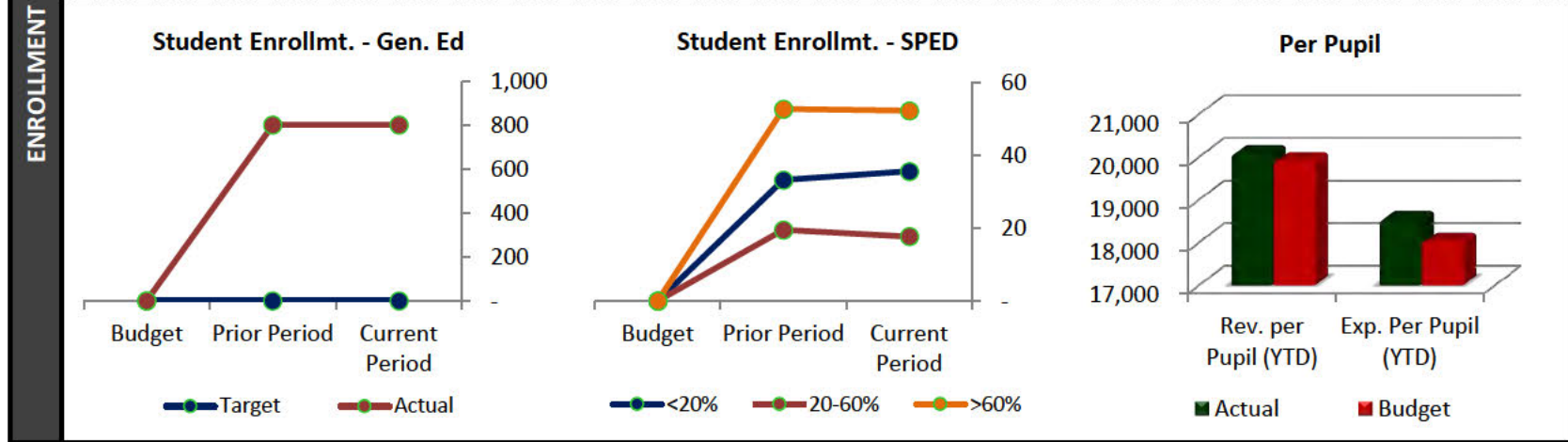
Financial Summary

For Period Ended June 30, 2020

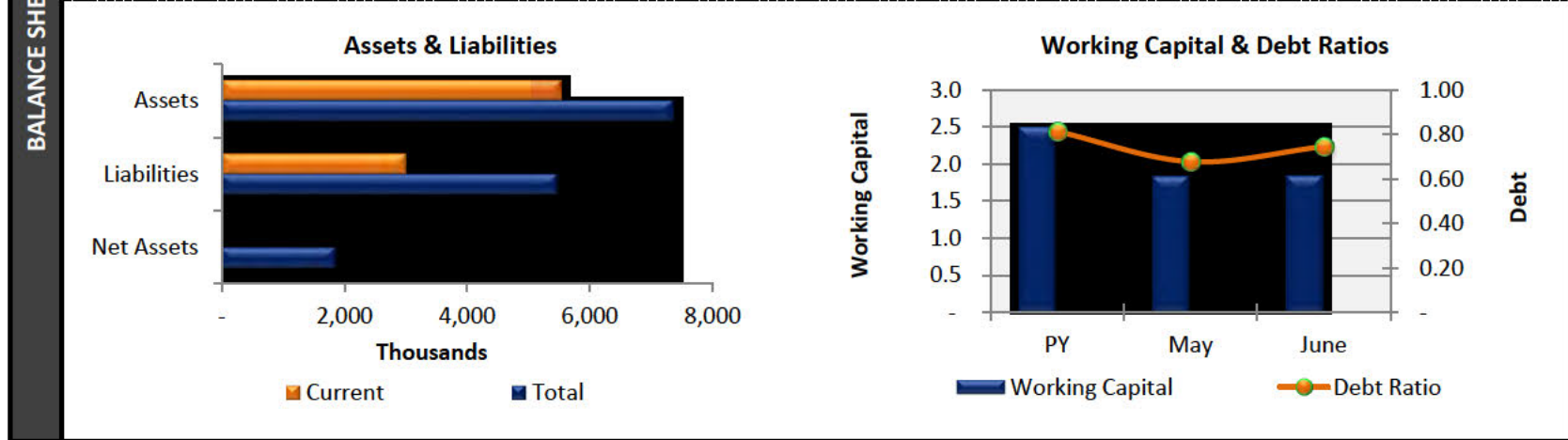
LIQUIDITY	Cash in Bank (Operating Account(s) Only: as of June 30, 2020) \$ 4,824,693
	Projected months of cash on hand 3.9
	Cash in Bank (Total - All Accounts as of June 30, 2020) \$ 4,900,047
	FY Ending Cash Available to Carryover to FY19-20 (Operating Account(s) Only) \$ 3,773,482
	Projected months of cash on hand 3.0
<i>*Cash balance available once all FY19-20 obligations & receivables have been settled</i>	
FY Ending Cash Available to Carryover to FY19-20 (Total - All Accounts) \$ 3,848,836	



	Actual	Budget	Variance	Actual	Budget	Variance
General Ed	802.51	811.00	(8.49)	\$ 12,960,553	\$ 12,414,788	\$ 545,765
SPED						
0 - 20%	35.59	49.00	(13.41)	-	-	-
20 - 59%	17.68	9.00	8.68	183,726	93,510	\$ 90,216
60% - Over	52.24	54.00	(1.76)	995,196	1,028,646	\$ (33,450)
Total SPED	105.51	112.00	(6.49)	1,178,922	1,122,156	\$ 56,766



Total Current Assets:	\$ 5,537,048
Total Current Liabilities:	\$ 3,005,616
Working Capital (Current) Ratio	1.84
Total Assets:	\$ 7,368,696
Total Liabilities:	\$ 5,490,808
Debt Ratio	0.75
Total Net Assets:	\$ 1,877,888



	Actual	Budget	Variance
Total Revenue YTD:	\$ 16,110,013	\$ 16,139,601	\$ (29,588)
Total Expenses YTD:	(15,037,831)	(14,619,846)	(417,985)
Net Operating Surplus(Deficit):	\$ 1,072,182	\$ 1,519,755	\$ (447,572)

Challenge Prep Charter School

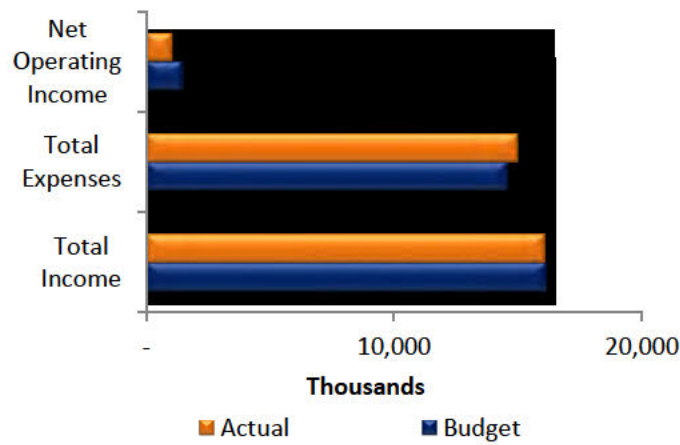
Financial Summary

For Period Ended June 30, 2020

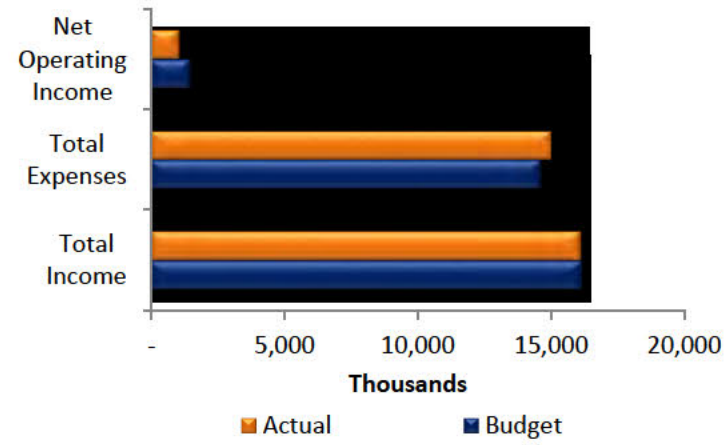
	<u>Projected</u>	<u>Budget</u>	<u>Variance</u>
Annual Projected Revenue:	\$ 16,110,013	\$ 16,139,600	\$ (29,587)
Annual Projected Expenses (before depreciation):	(14,871,725)	(14,619,846)	(251,879)
Projected Net Operating Surplus(Deficit) before Depreciation:	\$ 1,238,288	\$ 1,519,754	\$ (281,466)
Annual Projected Depreciation:	(166,106)	-	(166,106)
Projected Net Operating Surplus(Deficit) after Depreciation:	\$ 1,072,182	\$ 1,519,754	\$ (447,572)
Capital Expenditure Requirements	\$ (670,201)	\$ -	\$ (670,201)
Total Cash Expenditures <i>(expenses excluding depreciation plus capital expenditures)</i>	\$ (14,035,418)	\$ (14,619,846)	\$ 584,428
Revenue per Pupil (YTD)	\$ 20,075	\$ 19,901	\$ 174
Expenditure per Pupil (YTD)	\$ 18,531	\$ 18,027	\$ 505

BUDGETING / REVENUE & EXPENSES

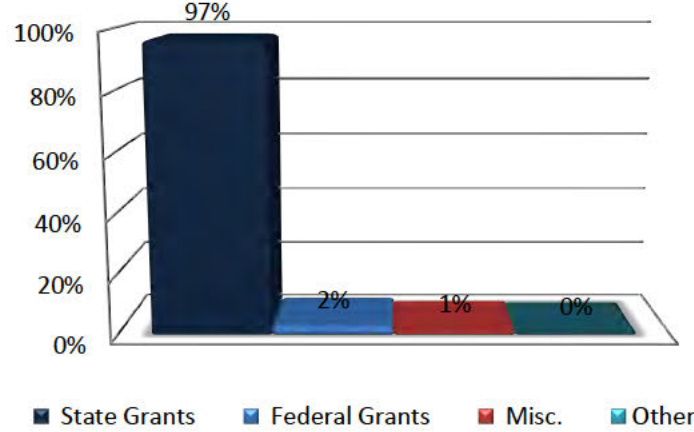
Year-To-Date (YTD)



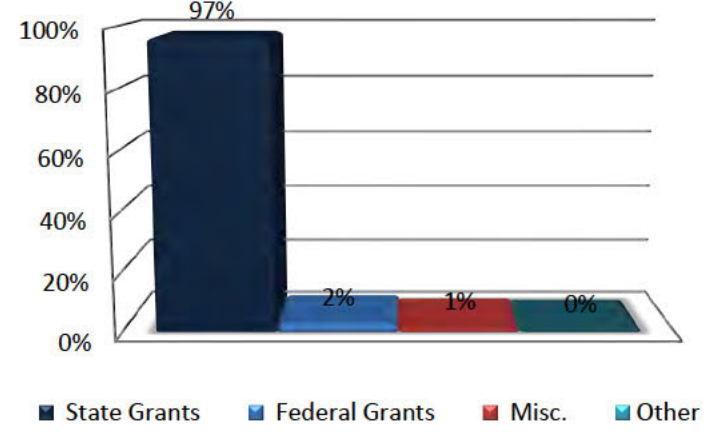
Year End (YE) Projection



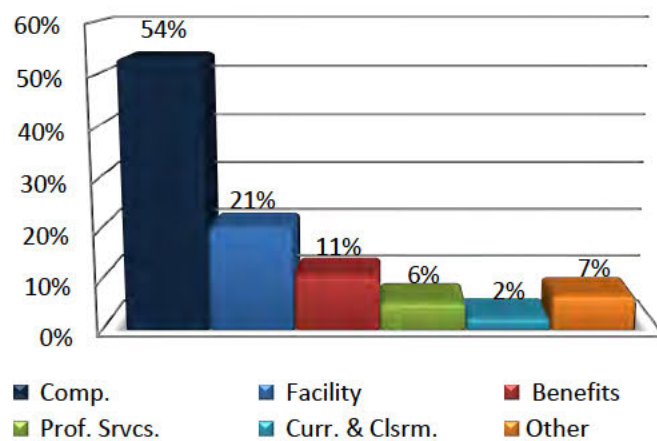
Revenue Breakdown YTD



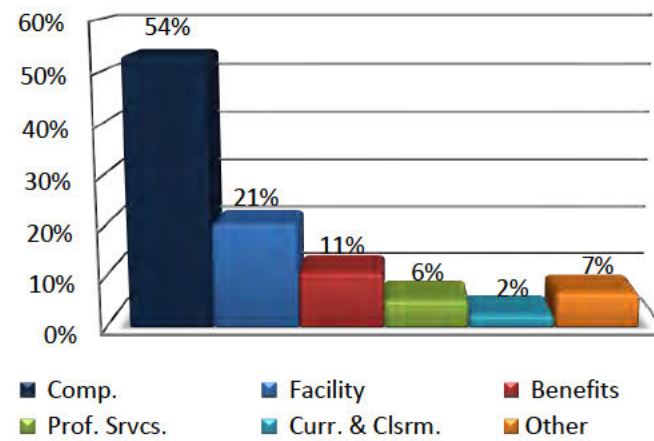
Revenue Breakdown YE



Expense Breakdown YTD



Expense Breakdown YE



Challenge Prep Charter School

Financial Variance Summary

Fiscal Year Ending 6/30/2020		Comments
Net Budget Surplus after Depreciation	\$ 1,519,754	
Increase in State Grants	23,708	Budget done based on 54 over 60%; 9 20-59% FTE per invoice, Projection done based on 52.244 over 60%; 17.683 20-59% FTE per May invoice
Decrease in Federal Grants	(8,920)	
Decrease in Contributions	(57,583)	
Increase in Miscellaneous Income	13,208	
Decrease in Projected Annual Revenue	(29,587)	
Decrease in Compensation	(138,498)	Salary projections based on budget
Increase in Benefits	100,537	
Decrease in Administrative Expenses	(42,114)	
Increase in Professional Services	123,498	Projection based on current trends and reallocation of expenses
Increase in Professional Development	38,765	
Increase in Marketing and Staff/Student Rec	42,672	
Decrease in Fundraising Expenses	(22,960)	
Decrease in Curriculum & Classroom Expenses	(90,427)	
Increase in Facility	194,704	Adjusted based on remote learning and school being closed
Increase in Technology/Communication Expens	44,147	
Increase in Miscellaneous Expenses	1,554	
Increase in Depreciation Expense	166,106	
Increase in Projected Annual Expenses	417,985	
Net Projected Deficit Variance after Depreciation	<u>\$ 1,072,182</u>	

**Challenge Prep Charter School
Budget vs. Actuals
Fiscal Year Ending June 30, 2020**

	June 30, 2020			YTD Through June 30, 2020			Projected FYE June 30, 2020			Comments
	Actual	Budget	Variance	Actual	Budget	Variance	Current Month Actuals - July 2019 - June 30, 2020 + Projections thru June 30, 2020	Annual Budget	Variance	
Income										
4100 State Grants	1,265,428	1,436,859	(171,431)	15,605,927	15,582,219	23,708	15,605,927	15,582,219	23,708	Budget done based on 54 over 60%; 9 20-59% FTE per invoice, Projection done based on 52.244 over 60%; 17.683 20-59% FTE per May invoice
4200 Federal Grants	22,436	24,795	(2,359)	377,350	386,271	(8,921)	377,350	386,270	(8,920)	
4300 Contributions	(11,505)	4,851	(16,356)	632	58,215	(57,583)	632	58,215	(57,583)	
4400 Miscellaneous Income	9,408	9,408	0	126,104	112,896	13,208	126,104	112,896	13,208	
Total Income	1,285,768	1,475,913	(190,146)	16,110,013	16,139,601	(29,588)	16,110,013	16,139,600	(29,587)	Budget done based on 54 over 60%; 9 20-59% FTE per invoice, Projection done based on 52.244 over 60%; 17.683 20-59% FTE per May invoice
Expenses										
Compensation										
5100 Instructional Staff	1,042,547	1,081,860	(39,313)	5,622,034	5,820,901	(198,867)	5,622,034	5,820,901	(198,867)	
5200 Non-Instructional Staff	130,635	122,936	7,699	1,564,676	1,475,230	89,446	1,564,676	1,475,230	89,446	
5300 Pupil Support	78,272	79,499	(1,227)	860,852	889,928	(29,076)	860,852	889,929	(29,077)	
5000 Compensation	1,251,454	1,284,295	(32,841)	8,047,562	8,186,059	(138,497)	8,047,562	8,186,060	(138,498)	Salary projections based on budget
5400 Benefits	250,477	150,288	100,189	1,661,991	1,561,454	100,537	1,661,991	1,561,454	100,537	
6100 Administrative Expenses	33,637	31,947	1,690	341,241	383,356	(42,115)	341,241	383,355	(42,114)	
6200 Professional Services	116,880	89,405	27,475	834,639	711,141	123,498	834,639	711,141	123,498	Projection based on current trends and reallocation of expenses
6300 Professional Development	3,987	14,145	(10,158)	188,365	149,600	38,765	188,365	149,600	38,765	
6400 Marketing and Staff/Student Rec	3,090	7,520	(4,429)	132,905	90,234	42,671	132,905	90,233	42,672	
6500 Fundraising Expenses	-	-	-	2,040	25,000	(22,960)	2,040	25,000	(22,960)	
7100 Curriculum & Classroom Expenses	5,526	26,271	(20,745)	357,979	448,405	(90,426)	357,979	448,406	(90,427)	
8100 Facility	487,688	241,655	246,032	3,097,565	2,902,861	194,704	3,097,565	2,902,861	194,704	Adjusted based on remote learning and school being closed
8200 Technology/Communication Expens	9,941	13,470	(3,529)	205,786	161,639	44,147	205,786	161,639	44,147	
8800 Miscellaneous Expenses	1,494	8	1,486	1,651	97	1,554	1,651	97	1,554	
8900 Depreciation Expense	173,217	-	173,217	166,106	-	166,106	166,106	-	166,106	
Total Expenses	2,337,390	1,859,004	478,386	15,037,831	14,619,846	417,985	15,037,831	14,619,846	417,985	
Net Income	(1,051,622)	(383,091)	(668,532)	1,072,182	1,519,755	(447,572)	1,072,182	1,519,754	(447,572)	
Capital Expenditures										
Furniture, Fixtures & Equipment	-	-	-	125,821	-	125,821	125,821	-	125,821	
Facility and Construction	-	-	-	98,713	-	98,713	544,380	-	544,380	
Website	-	-	-	-	-	-	-	-	-	
Total Capital Expenditures	-	-	-	224,534	-	224,534	670,201	-	670,201	

Challenge Prep Charter School Cash Flow Projection as of June 30, 2020

	Annual Budget FY19-20	Projected April 20 - June 20	July + Subsequent FY19-20 Items
Beginning Cash Balance (Operating)	-	4,824,693	4,824,693
Projected Cash Receipts from Operations (below)	16,139,600	196,358	196,358
Projected Cash Disbursements from Operations (below)	(14,619,846)	(0)	(1,014,943)
Net Cash from Operations	1,519,754	196,358	(818,585)
Cash Receipts from Accounts & Misc Receivables (not included in revenue below)	-	-	-
Cash Disbursements for Accounts Payable & Accrued Expenses	-	-	(232,626)
Capital Expenditures (below)	-	-	-
Accounts Receivable	-	-	-
Other	-	-	-
Other	-	-	-
Ending Cash Balance (Operating Account)	1,519,754	5,021,051	3,773,482
Other Cash Accounts (Net of Transfers)	-	-	75,354
Total Cash (All Accounts)	1,519,754	5,021,051	3,848,836

Challenge Prep Charter School

Balance Sheet

YTD as of June 30, 2020

	<u>Total</u>	<u>Comments</u>
ASSETS		
Current Assets	-	
Bank Accounts		
1000 Cash		
1001 HSBC Checking - 0844	4,660,875	
1002 HSBC Checking - 0852	976	
1003 HSBC Checking - 0879	163,818	
1004 HSBC Checking - 0887	506	
1005 HSBC Money Market - 5972	3,501	
1006 Chase Escrow - 3060	70,000	
1007 Petty Cash	372	
Total 1000 Cash	<u>\$ 4,900,047</u>	
Total Bank Accounts	<u>\$ 4,900,047</u>	
Accounts Receivable		
1100 Accounts Receivable	269,175	
1200 Other Receivables - Salary Advance	(364)	
Total Accounts Receivable	<u>\$ 268,812</u>	
Other current assets		
1300 Prepaid Expenses	53,947	
1301 Prepaid Insurance	-	
1310 Prepaid Rent	314,242	
Total Other current assets	<u>\$ 368,189</u>	
Total Current Assets	<u>\$ 5,537,048</u>	
Fixed Assets		
1500 Furniture, Fixtures & Equipment		
1510 Office & Admin Computers & Equipment	243,066	
1511 Classroom Computers & Equipment	294,680	
1512 Classroom Furniture	354,541	
1513 Office Furniture	56,983	
Total 1513 Office Furniture	<u>\$ 56,983</u>	
1514 Musical Instruments	16,390	
1515 Computer Software	44,217	
Total 1516 Curriculum	<u>\$ -</u>	
Total 1500 Furniture, Fixtures & Equipment	<u>1,009,877</u>	
1519 Facility and Construction	127,589	
1520 Architect Fees	110,000	
1525 Fire Alarm System	7,500	
Total 1525 Fire Alarm System	<u>\$ 7,500</u>	
1530 Kitchen/Cafeteria	162,079	
1535 Construction In Progress	300,000	
1540 Leasehold Improvements	311,199	
Total 1519 Facility and Construction	<u>1,018,366</u>	
1610 Website	11,000	
Total 1610 Website	<u>\$ 11,000</u>	
1700 Accumulated Depreciation & Amortization		

Challenge Prep Charter School
Balance Sheet
YTD as of June 30, 2020

	Total	Comments
1710 Accumulated Depreciation	(1,134,850)	
1750 Accumulated Amortization	(5,744)	
Total 1700 Accumulated Depreciation & Amortization	\$ (1,140,595)	
Total Fixed Assets	\$ 898,649	
Other Assets		
1800 Security Deposits	932,999	
2500 Sales Tax Receivable	-	
Total Other Assets	\$ 932,999	
TOTAL ASSETS	\$ 7,368,696	
LIABILITIES AND EQUITY		
Liabilities		
Current Liabilities		
Accounts Payable		
2000 Accounts Payable	129,619	
Total Accounts Payable	\$ 129,619	
Other Current Liabilities		
2100 HSBC Loan Payable	1,792,512	
2300 Accrued Salaries/Taxes	978,984	
2301 Accrued Expenses	103,008	
2303 Accrued Interest - PPP	1,494	
2400 Unearned/Deferred Revenue	0	
Total Other Current Liabilities	\$ 2,875,997	
Total Current Liabilities	\$ 3,005,616	
Long-Term Liabilities		
2700 Deferred Rent Liability	2,485,192	
Total Long-Term Liabilities	\$ 2,485,192	
Total Liabilities	\$ 5,490,808	
Equity		
3000 Opening Balance Equity	-	
3100 Retained Earnings	805,706	
Net Income	1,072,182	
Total Equity	\$ 1,877,888	
TOTAL LIABILITIES AND EQUITY	\$ 7,368,696	

Challenge Prep Charter School
Statement of Cash Flows
YTD as of June 30, 2020

	<u>Total</u>	<u>Comments</u>
OPERATING ACTIVITIES		
Net Income	1,072,182	
Adjustments to reconcile Net Income to Net Cash provided by operations:		
1100 Accounts Receivable	279,501	
1200 Accounts Receivable:Other Receivables - Salary Advance	1,739	
1300 Prepaid Expenses	(41,817)	
1301 Prepaid Insurance	-	
1310 Prepaid Rent	(131,987)	
Inventory Asset	-	
1710 Accumulated Depreciation & Amortization:Accumulated Depreciation	160,486	
2301 Accrued Expenses	(77,043)	
2303 Accrued Interest - PPP	1,494	
INVESTING ACTIVITIES		
1511 Furniture, Fixtures & Equipment:Classroom Computers & Equipment	(89,642)	
1512 Furniture, Fixtures & Equipment:Classroom Furniture	(3,553)	
1513 Furniture, Fixtures & Equipment:Office Furniture	(5,698)	
1515 Furniture, Fixtures & Equipment:Computer Software	(26,929)	
1520 Facility and Construction:Architect Fees	5,620	
1540 Facility and Construction:Leasehold Improvements	(104,333)	
1800 Security Deposits	(599,424)	
Net cash provided by financing activities	\$ 236,474	
Net cash increase for period	2,497,784	
Cash at beginning of period	2,402,263	
Cash at end of period	4,900,047	
Monday, Jun 15, 2020 10:00:33 AM GMT-7		
Furniture, Fixtures & Equipment:Curriculum:Original Cost	-	
1800 Security Deposits	(599,424)	
2500 Sales Tax Receivable	-	
Net cash provided by investing activities	\$ 6,604,174	
FINANCING ACTIVITIES		
2700 Deferred Rent Liability	-	
3000 Opening Balance Equity	-	
3100 Retained Earnings	-	
Net cash provided by financing activities	\$ -	
Net cash increase for period	\$ 6,840,648	
Cash at beginning of period	\$ 2,402,263	
Total Cash at beginning of period	\$ 2,402,263	
Cash at end of period	\$ 9,242,911	



Attachment #3

FY21 CPCS Budget - Board

	FY21 Budget Elementary	FY21 Budget Middle	FY21 Budget High	FY21 Budget Network Operations	FY21 Budget Consolidated
Assumptions:					
Enrollment:	624	216	80	-	920
SpEd <20%	19	17	5	-	41
SpEd 20-60%	3	15	7	-	25
SpEd >60%	45	7	1	-	53
					-
Per Pupil Rate	16,123	16,123	16,123		16,123
Facilities Rate	0%	30%	30%	0%	30%
NYS Per Pupil Grant	-	-	-	-	-
Income					
4100 State Grants					
4101 Per Pupil Allocations	10,060,752	3,482,568	1,289,840	-	14,833,160
4102 Per Pupil Allocations for SPED	894,588	284,334	84,674	-	1,263,596
4110 NYS Per Pupil Supplement	-	-	-	-	-
4103 NYSTL	8,189	2,835	1,050	-	12,074
4104 NYSSL	21,633	19,571	6,101	-	47,305
4105 NYSLIB	595	2,997	1,446	-	5,038
4108 NYC Discretionary Grant			-		-
4109 Facilities Funding	-	1,044,770	464,342	-	1,509,113
Total 4100 State Grants	10,985,758	4,837,075	1,847,453	0	17,670,286
4200 Federal Grants					
4201 IDEA for Sp. Ed.	43,756	20,946	7,626	-	64,703
4202 Title I - Part A	128,895	44,618	16,525	-	190,038
4203 Title II - Part A	7,336	6,637	2,069	-	16,042
Title III - Part A	369	1,861	898	-	3,129
4206 E-Rate	-	-	-	-	-
4207 ESSER	138,654	47,598	20,695	-	206,947
4208 Title IV - Part A	15,874	2,407	196	-	18,477
Total 4200 Federal Grants	334,886	124,067	48,009	0	499,336
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	11,320,643	4,961,142	1,895,462	-	18,169,621

FY21 CPCS Budget - Board

	FY21 Budget Elementary	FY21 Budget Middle	FY21 Budget High	FY21 Budget Network Operations	FY21 Budget Consolidated
Gross Profit	11,320,643	4,961,142	1,895,462	-	18,169,621
5000 Compensation					
5100 Instructional Staff					
5101 Administrative Leadership	-	-	-	384,518	384,518
5102 Instructional Leadership	383,723	360,358	42,000	-	786,081
5103 Classroom Teachers	1,914,604	840,391	294,000	-	3,048,995
5104 Assistant Teachers	473,779	296,000	-	-	769,779
5105 Special Education Teachers	498,841	57,845	93,840	-	650,526
5106 ELL Teachers	66,176	-	-	-	66,176
5107 Music Teacher	50,859	85,000	-	-	135,859
5108 Art Teacher	52,020	-	-	-	52,020
5109 Physical Education Teacher	127,026	67,000	90,000	-	284,026
5110 Specialty Teachers	63,377	65,000	75,000	-	203,377
Total 5100 Instructional Staff	3,630,405	1,771,594	594,840	384,518	6,381,356
5200 Non-Instructional Staff					
5201 Finance	-	-	-	167,200	167,200
5202 Administration & Operations	123,538	253,957	-	308,013	685,507
5204 Administrative Assistant	64,208	58,650	-	65,000	187,858
5205 Custodian	139,663	119,556	37,500	-	296,719
5206 Security Guards	156,566	90,351	58,333	-	305,251
Total 5200 Non-Instructional Staff	483,975	522,514	95,833	540,213	1,642,535
5300 Pupil Support					
5301 Pupil Support Services	298,262	393,314	-	-	691,576
5302 School Aides	105,000	122,700	-	-	227,700
5303 Guidance Counselor	-	-	-	-	-
Total 5300 Pupil Support	403,262	516,014	0	0	919,277
Total 5000 Compensation	4,517,641	2,810,122	690,673	924,731	8,943,168
5400 Benefits					
5402 NY State Unemployment Insurance	39,792	13,660	5,939	-	59,391
5403 Social Security - EmployER	280,094	174,228	42,822	57,333	554,476
5404 Social Security - EmployEE	-	-	-	-	-
5405 Medicare - EmployER	65,506	40,747	10,015	13,409	129,676
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
5410 Dental Insurance	27,416	8,436	4,218	2,109	42,179
5411 Vision Insurance	6,561	2,019	1,009	505	10,094
5412 Life Insurance, STD, LTD, AD&D	44,666	13,744	6,872	3,436	68,718
5414 Retirement 403(B) Match	85,248	26,230	13,115	6,558	131,150
5415 Retirement 403(B) Clearing	-	-	-	-	-
5416 TransitChek 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)	-	-	-	-	-

FY21 CPCS Budget - Board

	FY21 Budget Elementary	FY21 Budget Middle	FY21 Budget High	FY21 Budget Network Operations	FY21 Budget Consolidated
Total 5400 Benefits	969,347	408,730	148,561	114,761	1,641,398
6100 Administrative Expenses					
6101 Office Supplies	33,150	10,200	5,100	2,550	51,000
6102 Printer Supplies	7,800	2,400	1,200	600	12,000
6103 Office Furn (non-asset)	4,875	1,500	750	375	7,500
6104 Office Equipment (non-asset)	1,625	500	250	125	2,500
6105 Copy Machine Lease	18,486	15,344	6,300	8,546	48,676
6106 Postage and Delivery	3,250	1,000	500	250	5,000
6107 Temperature Scanning Kiosk Lease	4,917	1,639	1,639	1,639	9,834
6109 Dues, Licenses, & Subscriptions	13,000	4,000	2,000	1,000	20,000
6110 Team Building/Staff Lunch & App	16,250	5,000	2,500	1,250	25,000
6111 Student/Family Appreciation	14,950	4,600	2,300	1,150	23,000
6112 Travel to/from Meetings	3,250	1,000	500	250	5,000
6113 Student Meals	975	300	150	75	1,500
6115 Student Uniforms/Apparel	5,070	1,560	780	390	7,800
6119 Classroom Furniture and Equipment (non-asset)	195,000	60,000	30,000	15,000	300,000
6120 Insurance					
6121 Insurance Fees	1,300	400	200	100	2,000
6122 Insurance - Directors & Officers	14,745	4,537	2,269	1,134	22,685
6123 Insurance - Excess Liability	3,250	1,000	500	250	5,000
6124 Insurance - General Liability & Property	50,700	15,600	7,800	3,900	77,999
Total 6120 Insurance	69,995	21,537	10,768	5,384	107,684
6130 NYC Discretionary Grant- Non Capitalized Equip	-	-	-	-	-
Total 6100 Administrative Expenses	392,593	130,580	64,737	38,584	626,495
6200 Professional Services					
6201 Audit/Accounting Services	20,800	6,400	3,200	1,600	32,000
6202 Payroll Services	178,750	55,000	27,500	13,750	275,000
6203 Communication & Compliance Consulting Services	113,750	35,000	17,500	8,750	175,000
6204 Legal Services - Paid	16,250	5,000	2,500	1,250	25,000
6205 Educational Consulting	74,750	23,000	11,500	5,750	115,000
6206 Financial Management Services	45,500	14,000	7,000	3,500	70,000
6207 Substitute Teacher Services	32,500	10,000	5,000	2,500	50,000
6208 Temporary Staffing Services	6,700	2,300	1,000	500	10,000
6210 ERate Consulting	3,015	1,035	450	225	4,500
6211 Parent Support	-	-	-	-	-
6212 Contracted Security Services	10,050	3,450	1,500	750	15,000
6213 Start Up - Expense	-	-	-	-	-
6214 HRA/FSA Administration Fees	-	-	-	-	-
6215 Replication Expenses	-	-	-	-	-
6216 Cleaning Services	100,500	34,500	15,000	7,500	150,000
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
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

FY21 CPCS Budget - Board

	FY21 Budget Elementary	FY21 Budget Middle	FY21 Budget High	FY21 Budget Network Operations	FY21 Budget Consolidated
6305 Conferences and Workshops	6,700	2,300	1,000	500	10,000
Total 6300 Professional Development	108,540	37,260	16,200	8,100	162,000
6400 Marketing and Staff/Student Rec					
6401 Advertising	5,226	1,794	780	390	7,800
6402 Student Recruiting	20,100	6,900	3,000	1,500	30,000
6404 Staff Recruiting	16,750	5,750	2,500	1,250	25,000
6405 Website Maintenance	9,045	3,105	1,350	675	13,500
Total 6400 Marketing and Staff/Student Rec	51,121	17,549	7,630	3,815	76,300
6500 Fundraising Expenses					
6501 Mailings and Materials	2,345	805	350	175	3,500
6502 Events	-	-	-	50,000	50,000
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
7103 Math	-	-	-	-	-
7104 Art Supplies	9,380	3,220	1,400	700	14,000
7105 Music	3,350	1,150	500	250	5,000
7106 Student Transportation	50,250	17,250	7,500	3,750	75,000
7107 Curriculum Licenses & Subscriptions	-	3,600	-	-	-
7108 Standardized Test Materials/Ass	9,380	3,220	1,400	700	14,000
7109 Student Field Trips	13,400	4,600	2,000	-	20,000
7110 Classroom Supplies	10,050	3,450	1,500	750	15,000
7112 Physical Movement/Recess Suppli	5,556	1,907	829	415	8,292
7113 Special Education Equip/Curricu	-	-	-	-	-
7114 Non-Instructional Student Enric	-	-	-	-	-
7115 NYSTL Expense	8,208	2,793	1,072	-	12,074
7116 NYSSL Expense	21,633	19,571	6,101	-	47,305
7117 NYSLIB Expense	595	2,997	1,446	-	5,038
7118 Student Information Management System	11,265	3,867	1,681	-	16,814
Total 7100 Curriculum & Classroom Expenses	236,867	99,826	39,430	13,565	372,523
8100 Facility					
8101 Renovation/Construction	-	-	-	-	-
8102 Utilities	100,500	34,500	15,000	7,500	150,000
8103 Building Permits	670	230	100	50	1,000
8104 Rent Expense	1,178,982	1,064,273	1,430,000	-	3,673,255
8105 Signage	3,350	1,150	500	250	5,000
8106 Real Estate Taxes	234,500	80,500	35,000	17,500	350,000
8111 Relocation Expense	6,700	2,300	1,000	500	10,000
8114 Custodial Supplies	46,900	16,100	7,000	3,500	70,000
8115 Landscaping	10,050	3,450	1,500	750	15,000
8120 Repair & Maintenance	50,250	17,250	7,500	3,750	75,000
8125 Deferred Rent Expense	-	-	-	-	-
Total 8100 Facility	1,631,902	1,219,753	1,497,600	33,800	4,349,255
8200 Technology/Communication Expense					

FY21 CPCS Budget - Board

	FY21 Budget Elementary	FY21 Budget Middle	FY21 Budget High	FY21 Budget Network Operations	FY21 Budget Consolidated
8201 Phone/Fax Expenses	10,050	3,450	1,500	-	15,000
8202 Mobile Phone Expenses	8,629	2,962	1,288	-	12,879
8203 Internet Connectivity Expenses	32,830	11,270	4,900	-	49,000
8204 Network Maintenance/Tech Support	6,700	2,300	1,000	-	10,000
8205 Technology Consultants	134,000	46,000	20,000	-	200,000
8206 Database Development Services	-	-	-	-	-
8207 Website Consultants/Expenses	-	-	-	-	-
8208 Technology Supplies	10,611	3,643	1,584	-	15,838
8209 Technology Equipment (non-asset)	40,653	13,955	6,068	-	60,676
8210 Technology Licenses, Software, & Subscriptions	3,237	1,111	483	-	4,832
Total 8200 Technology/Communication Expense	246,710	84,692	36,822	0	368,225
8800 Miscellaneous Expenses					
8801 Bank Service Charges	-	-	-	1,000	1,000
Total 8800 Miscellaneous Expenses	0	0	0	1,000	1,000
8900 Depreciation Expense	230,840	-	-	-	230,840
Total Expenses	8,990,472	4,999,002	2,594,154	1,234,605	17,818,233
Net Operating Income for FY21	2,330,171	(37,860)	(698,692)	(1,234,605)	351,388

Carryover to FY20-21 (Operating Account(s) Only) \$3,773,482

*Cash balance available once all FY19-20 obligations & receivables have been settled

\$3,773,482



Attachment #4

Current Employees	Vacancies
125	10

Campus	Current	Vacancies	New Hires
Elementary School	74	-	-
Middle School	38	4	3
High School	5	5	3
Network Operations	8	1	-

New Hires	Position
Allen, Ashley	9th Grade Teacher - ELA
Moretti, Leonard	9th Grade Teacher - Science
Canzoneri, Melissa	9th Grade Teacher - Social Studies
Lee, Jalisa	8th Grade Teacher - ELA
Stuart, Allegra	MS Music Teacher
Sucre, Sheldon	MS PE & Health Teacher



2020-21 School Year Board Meeting #2 Minutes

Frederica Jefferies, CPCS Chair called the meeting to order and welcomed everyone to the CPCS 2020-21 School Year Board Meeting #2 at 6:30 PM on August 19, 2020.

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, Dr. Michelle Daniel-Robertson, and Linda Plummer

Members absent: Andrew Barnes 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 #1 [Attachment #1]. The minutes were approved by common consent.
3. The Chair called for the 2019-20 Audit Planning Communication Presentation [Attachment #2]. The presentation was presented by PKF O’Connor Davies representatives Joseph Ciorciari, Supervisor and James Mercaldo, CPA Senior Associate. Representatives from Charter School Business Management – Donna Webster, Associate Director and Raymond Alston, Finance Manager were also present. Following discussion, the report was received by common consent.



4. The Chair called for the report of Dr. Les Mullings, CEO. Dr. Mullings gave an update on the Reopening Plan V4 for the 2020-21 School Year [Attachment #3]. This edition includes added information about “CPCS Contact Tracing Support” and the “CPCS COVID-19 Testing Plan”. Dr. Mullings also shared information about the three recent Town Hall Meetings for Parents/Guardians (via ZOOM) and the All Staff COVID-19 Meeting (via ZOOM). Each Town Hall/Meeting covered the various aspects of the Reopening Plan.

Dr. Mullings informed the Board about the All Staff PreService/Professional Development Week (August 17-21, 2020). The Staff received Health and Safety training during the first two days of the week. On Tuesday, August 18, 2020 a special presentation was given on the subject of “COVID-19: School, Masks, and Hand Hygiene” by Dr. Panagis Galiatsatos (a.k.a Dr. G) of the Johns Hopkins School of Medicine.

Dr. Mullings noted that Challenge is partnering with the Johns Hopkins School of Medicine on providing training for the Greater Far Rockaway area residents, CPCS parents and staff about COVID-19. The first event will be a Back to School Forum – “Empowering You with Information: COVID-19 & Your Child” on August 25, 2020 [Attachment #4]. The presentation will be made by Dr. Panagis Galiatsatos (a.k.a Dr. G) of the Johns Hopkins School of Medicine. Additional sponsors and presenters are: Gregory W. Meeks, U.S. Representative, New York 5th District and Donovan Richards, NYC Councilman and Queens Borough President Elect.

Dr. Mullings gave an update on the partnership with St. John’s Episcopal Hospital. COVID-19 parent/guardian training events are scheduled for September in time for the K-2 scholars return to the 710 Hartman Lane site on October 5, 2020. He noted that grades 3-5 will return on October 19, 2020 and 6-9 grades on October 28, 2020. St. John’s has also committed to provide 200 Chromebooks to Challenge for our scholars.

Dr. Mullings added that all scholars will return to school on Monday, August 24, 2020 via remote learning at all grade levels. In preparation for staff returning to the current three sites, each were deep cleaned and disinfected the first week of August. PPE materials have arrived in large quantities as well the temperature scanning equipment. Each site is being equipped with Electrostatic Disinfectant Cleaners.

Following discussion, the report was received with appreciation.



5. The Chair called for the July 2020 Financial Report [Attachment #5]. Following review, the report was received by common consent.

6. The Chair called for the presentation of the 2020-21 August Personnel report [Attachment #6]. Karon McFarlane moved approval of 2020-21 contracts for all listed on the report with a second from Linda Plummer. The motion carried unanimously.

The meeting adjourned by common consent at 7:25 PM.

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



2020-21 School Year Board Meeting #1 Minutes

Frederica Jefferies, CPCS Chair called the meeting to order and welcomed everyone to the CPCS 2020-21 School Year Board Meeting #1 at 6:30 PM on July 22, 2020.

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, Dr. Michelle Daniel-Robertson, Linda Plummer, and Gertrudis Hernandez.

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 2019-20 School Year Board Meeting #12 and Annual 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 gave an update on the development of the Reopening Plan for the 2020-21 School Year. He noted his appreciation for the Board’s participation in the Tuesday, July 21, 2020 meeting when the Senior Leadership Team reviewed each section of the report with the Board for their awareness and feedback. Dr. Mullings shared information about St. John's Episcopal Hospital commitment to provide 200 Chromebooks as a donation to the school. Additionally, St. John’s has agreed to



provide COVID-19 training for our parents and staff in preparation for the start of the new school year. Following discussion, the report was received with appreciation.

4. The Chair called for the June 2020 Financial Report [Attachment #2]. Following review, the report was received by common consent.
5. The Chair called for the review of the 2020-21 Annual Budget Report [Attachment #3]. Following discussion, Frederica Jeffries made a motion with a second by Karon McFarlane to approve the 2020-21 Annual Budget. The motion carried unanimously.
6. The Chair called for the presentation of the 2020-21 Personnel report [Attachment #4]. Frederica Jeffries moved approval of 2020-21 contracts for all listed on the report with a second from Karon McFarlane. The motion carried unanimously.
7. The Chair called on Dr. Mullings for the 2020-21 School Year Reopening Plan Review. It was noted that the elements of the plan were presented in the meeting with the Senior Leadership Team to the Board on Tuesday, July 21, 2020. Following discussion, Frederica Jeffries moved with a second from Karon McFarlane to approve the CPCS Reopening Plan [Attachment #5]. Motion carried unanimously.

The meeting adjourned by common consent at 7:40 PM.

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

Challenge Preparatory Charter School
Audit Planning Communication
June 30, 2020



**KNOW
GREATER
VALUE**

August 19, 2020

Presented by

Gus Saliba, CPA
Partner
gsaliba@pkfod.com

Joseph Ciorciari
Supervisor
jciorciari@pkfod.com

James Mercaldo, CPA
Senior Associate
jmercaldo@pkfod.com

August 19, 2020

Board of Trustees
Challenge Preparatory Charter School
710 Hartman Lane
Far Rockaway, NY 11691

We are in the process of planning our audit of the financial statements of Challenge Preparatory Charter School (the "Organization") as of and for the year ended June 30, 2020.

Professional standards require us to communicate with you regarding audit matters that are, in our professional judgment, significant and relevant to those charged with governance ("TCWG") in overseeing the financial reporting process. This communication is intended to provide you with these required communications as well as other information regarding our audit.

We are pleased to be of service to you and the Organization and appreciate the opportunity to perform the audit of the financial statements of the Organization as of and for the year June 30, 2020. We are also pleased to discuss other matters which may be of interest to you and to answer any questions you may have.

This information is intended solely for the information and use of those charged with governance and management of the Organization and is not intended to be and should not be used by anyone other than these specified parties.

Very truly yours,

PKF O'Connor Davies, LLP

PKF O'Connor Davies, LLP

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Timing of Audit and Deliverables

Area	Date
Audit planning meeting	April 29, 2020
Interim testing - remote	Week of May 25, 2020
Audit planning / risk assessment	July 2020
Year end audit procedures – remote	Week of August 24, 2020
Draft financial statements	Mid-September 2020
Discuss financial statements and management comments with management	Late-September 2020
TCWG closing meeting with auditors to review financial statements and significant matters	To Be Determined – September 2020
Final audit due date	No later than November 1, 2020
File tax returns	Prior to November 15, 2020; Due no later than May 15, 2021 with one extension.

Planned Audit Scope and Approach

Significant Audit Areas

- Cash and cash equivalents
- Grants and contracts receivable
- Property and equipment
- Accounts payable and accrued expenses
- Accrued payroll and payroll taxes
- Revenue recognition and per-pupil operating revenue
- Salaries and employee benefits
- Facility leases
- Debit card transactions
- Grant management

Other areas of audit focus

- Significant accounting estimates
- Subsequent events
- Fraud and illegal acts
- Methodology of functional expense allocations
- Audit procedures under *Government Auditing Standards*
- Potential effect of the COVID-19 pandemic on the financial statements, including the required footnote disclosures

Tax and information returns and other services

- Preparation of Form 990

PKF O'Connor Davies, LLP's Responsibilities

- Forming and expressing an opinion about whether the financial statements are presented fairly, in all material respects, in conformity with U.S. GAAP
- Planning and performing the audit in accordance with professional standards to obtain reasonable, but not absolute, assurance that the financial statements are free of material misstatement, whether caused by fraud or error
- Considering internal control for the purpose of determining our audit procedures but not to express an opinion on internal control
- Accumulating misstatements identified during the audit and communicating material corrected and uncorrected misstatements to management and TCWG
- Conducting our audit with professional skepticism
- Communicating significant matters related to the audit that are, in our professional judgment, relevant to the responsibilities of TCWG in overseeing the financial reporting process, including:
 - All significant deficiencies and material weaknesses identified during the audit; however, our audit is not specifically designed to detect significant deficiencies or material weaknesses in internal control over financial reporting
 - Any fraud or illegal acts noted during the course of our audit, unless clearly inconsequential; however, our audit cannot be relied upon to identify all instances of fraud or illegal acts
 - The process used by management to formulate particularly sensitive accounting estimates and our conclusions about the reasonableness of such estimates

Responsibilities of Management and Those Charged With Governance

Management is responsible for:

- Fairly presenting the financial statements in accordance with U.S. GAAP
- Selecting and using appropriate accounting policies
- Establishing and maintaining effective internal control over financial reporting
- Complying with laws, regulations, and provisions of contracts and agreements
- Providing all financial records and related information to the auditors
- Providing a signed representation letter to the auditors

Those charged with governance are responsible for:

- Communicating with the auditors and overseeing the financial reporting process

Management and those charged with governance are responsible for:

- Setting the proper tone at the top and maintaining and encouraging a culture of honesty and high ethical standards
- Designing and implementing policies and internal controls to prevent and detect fraud

Our audit of the financial statements does not relieve management or those charged with governance of their responsibilities.

Restrictions

This presentation is intended solely for the use of the Organization's management and TCWG and is not intended to be and should not be used by anyone other than these specified parties. This presentation is not intended for general use, circulation or publication and should not be published, circulated, reproduced or used for any purpose without prior written permission in each specific instance.

On the Horizon

Contributions Received and Contributions Made (New Requirements for 2020)

During 2018, the FASB issued Accounting Standards Update (ASU) 2018-08, which is intended to clarify and improve the scope and accounting guidance for contributions received and made, primarily for not-for-profit organizations. Prior to issuance of the ASU, there was difficulty and diversity in practice among NFPs with:

1. Characterizing grants and similar contracts with government agencies and others as reciprocal transactions (exchanges) or nonreciprocal transactions (contributions)
2. Distinguishing between conditional and unconditional contributions

The ASU provides a more robust framework for determining whether a transaction should be accounted for as contribution or as an exchange transaction. To accomplish this, the ASU clarifies how an organization would evaluate whether the resource provider is receiving value in return for the resources transferred based on certain criteria.

The ASU also requires organizations to determine whether a contribution is conditional based on whether an agreement includes:

- A barrier or barriers that must be overcome
- Either a right of return of assets transferred or a right of release of the promisor's obligation to transfer assets

If the agreement includes both, the recipient is not entitled to the transferred assets (or a future transfer of assets) until it has overcome the barriers in the agreement.

Effective Dates:

For resource recipients that are:

- Public companies or NFPs that have issued, or are conduit bond obligors for, securities that are traded, listed on an exchange or an over-the-counter market: Annual reporting periods beginning after June 15, 2018, including interim periods within that annual period.
- All other organizations: Annual reporting periods beginning after December 15, 2018, and interim periods within annual periods beginning after December 15, 2019.

For resource providers that are:

- Public companies or NFPs that have issued, or are conduit bond obligors for, securities that are traded, listed on an exchange or an over-the-counter market: Annual reporting periods beginning after December 15, 2018, including interim periods within that annual period.
- All other organizations: Annual reporting periods beginning after December 15, 2019, and interim periods within annual periods beginning after December 15, 2020.

On the Horizon (*continued*)

Statement of Cash Flows (Restricted Cash) (New Requirements for 2020)

In 2016, the FASB issued ASU 2016-18 to address diversity of practice pertaining to classification and presentation of changes in restricted cash on the statement of cash flows. Prior to issuance of this ASU, GAAP did not include specific guidance on the cash flow classification and presentation of changes in restricted cash or restricted cash equivalents other than limited guidance for not-for-profit entities. Specifically, there was no guidance to address how to classify and present changes in restricted cash or restricted cash equivalents that occur when there are transfers between cash, cash equivalents, and restricted cash or restricted cash equivalents and when there are direct cash receipts into restricted cash or restricted cash equivalents or direct cash payments made from restricted cash or restricted cash equivalents.

The amendments in this ASU require that a statement of cash flows explain the change during the period in the total of cash, cash equivalents, and amounts generally described as restricted cash or restricted cash equivalents. Therefore, amounts generally described as restricted cash and restricted cash equivalents should be included with cash and cash equivalents when reconciling the beginning-of-period and end-of-period total amounts shown on the statement of cash flows. The ASU does not provide a definition of restricted cash or restricted cash equivalents.

Effective Dates:

- Effective for public business entities including not-for profit entities that are conduit bond obligors for fiscal years beginning after December 15, 2017 and interim periods within those fiscal years.
- For all other entities, for fiscal years beginning after December 15, 2018 and interim periods beginning after December 15, 2019.
- Early adoption is permitted.
- The amendments in this ASU should be applied using a retrospective transition method to each period presented.

On the Horizon (*continued*)

New Revenue Recognition Standard

The FASB issued a new revenue recognition standard (ASU 2014-09) in May 2014, which as extended, becomes effective for most non-public companies, including not-for-profit entities and employee benefit plans beginning in 2019. This ASU may have a significant impact on revenue recognition and disclosure for certain businesses and industries. The core principle of the ASU is that an entity should recognize revenue to depict the transfer of promised goods or services to customers in an amount that reflects the consideration to which the entity expects to be entitled in exchange for those goods or services. To achieve that core principle, an entity should apply the following steps:

Step 1: Identify the contract(s) with a customer

Step 2: Identify the performance obligations in the contract

Step 3: Determine the transaction price

Step 4: Allocate the transaction price to the performance obligations in the contract

Step 5: Recognize revenue when (or as) the entity satisfies a performance obligation

- The ASU does not apply to contributions. It does, however apply to program revenue and other fees generated by not-for-profit organizations.
- The most significant implications to not-for-profit organizations are likely to be within the health care sector.
- Self-pay patients - The amount of revenue to recognize will likely change, and bad debt is likely to be an operating expense again
- Prepaid health care services – contract acquisition costs can now be capitalized if recoverable

Effective Dates:

Non-public entities: Annual reporting periods beginning after December 15, 2018 and interim reporting periods within annual reporting periods beginning after December 15, 2019

Public business entities: Annual reporting periods beginning after December 15, 2017, including interim reporting periods within that reporting period

On June 3, 2020, the FASB issued ASU 2020-05, which extends the effective date of the revenue recognition standard by one year.

On the Horizon (*continued*)

Leases

On February 25, 2016, FASB issued ASU 2016-02 on leases (the “ASU”). The core principle of the ASU is that a lessee should recognize the assets and liabilities that arise from leases on their statement of financial position. Consequently, all leases that were classified as operating leases under prior lease guidance will now be recognized as assets and liabilities, initially measured at the present value of the lease payments. The lessee will recognize a single lease cost in its statement of activities calculated so that the cost of the lease is allocated over the lease term, typically on a straight-line basis. For leases with a term of 12 months or less, a lessee is permitted to make an accounting policy election to not recognize such leases as assets and liabilities in their statement of financial position. The accounting applied by a lessor entity is largely unchanged from prior lease guidance.

Effective Dates:

For public business entities, the ASU is effective for fiscal years beginning after December 15, 2018, including interim periods within those fiscal years; for nonpublic business entities, the ASU is effective for fiscal years beginning after December 15, 2019, and interim periods within fiscal years beginning after December 15, 2020. Early application is permitted for all entities.

In November 2019, the FASB unanimously approved an additional delay for private companies, including most not-for-profit companies, to postpone the required implementation date by one year. Accordingly, private companies, including most not-for-profit organizations, will be required to implement the ASU in financial statements for years beginning on or after December 15, 2020. Public business entities, including not-for-profit conduit bond obligors, will continue to be required to adopt the ASU as discussed above. Early adoption is still permitted.

On June 3, 2020, the FASB issued ASU 2020-05, which extends the effective date of the lease standard by one year.

About PKF O'Connor Davies, LLP

Founded in 1891, PKF O'Connor Davies has evolved from an accounting firm to a corps of high-caliber professionals that delivers to a global and growing client base a complete range of audit, tax and advisory services as well as insights and expertise at the highest level. As our business has grown, our commitment to active value creation has allowed us to connect our clients to sound business advice, key players and resources across diverse industries.

An Acknowledged Global Leader

Not only are we one of the nation's most rapidly growing accounting and advisory firms, we are also the lead North American firm in the growing PKF global network of independent accounting and advisory firms. This enables us to provide clients with preferred access to top-tier experts and firms in over 400 locations, in 150 countries around the world. It also establishes us as the primary referral point for international businesses with needs in North America, an advantage for our domestic clients seeking connections outside the U.S.

Active Partner Involvement Dedicated Engagement Teams

We have built strong relationships with our clients by being proactive, thorough and efficient. Firm partners are involved in the day-to-day management of engagements, ensuring a high degree of client service and cost effectiveness. Multi-disciplinary teams ensure solutions are customized to address specific needs and integrated for greater efficiency.

A Higher Standard: Beyond Passive Value Calculation to Active Value Creation

Our focus on value has driven our growth, propelling PKF O'Connor Davies to the Top 29 on *Accounting Today's* 2018 "Top 100 Firms" list and gaining us acclaim as one of the country's fastest-growing firms. With unmatched client focus, we unlock genuine value hidden at key connection points in every engagement within regional, national and international arenas. Through these connections, our team of specialists continually drives efficiencies, uncovers opportunities and manages risk – delivering value where others can't.

Industry Recognition

- **Ranked 27 of "2020's Top 100 Firms"**
– *Accounting Today*, 2020
- **Ranked 7 of the "Top Firms in the Mid-Atlantic"**
– *Accounting Today*, 2020
- **Ranked 10 of "New Jersey's Top Accounting Firms"**
– *NJBIZ*, 2019
- **"Tax Advice Award"**
– *Family Wealth Report Awards*, 2018
- **"Best Multi-Family Office – Client Service – Over \$10 Billion"**
– *Private Asset Management Awards*, 2020
- **Ranked #1 Best Accounting Internship**
– *Vault*, 2020
- **"Best Reporting Solution Award"**
– *Private Asset Management Awards*, 2016
- **"Best Place to Work in New Jersey"**
– *NJBIZ*, 2019
- **Ranked 13 of the 50 "Best Accounting Employers to Work for in North America"**
– *Vault*, 2021

Agility, Responsiveness and Recognition

Since our founding, PKF O'Connor Davies has maintained its commitment to gaining a deep understanding of each client's operations and financial history in order to help meet their every challenge and objective. We fulfill this mission by providing resources that match those of larger firms in scope – but with the agility only a mid-sized firm such as ours can demonstrate...and yet, we still rank among them. Our services include:

Accounting and Assurance Services

- Accounting Outsourcing
- Agreed-Upon Procedures (AUPs)
- Audits, Reviews and Compilations
- Employee Benefit Plans
- Government Entity Audits & Compliance
- International Financial Reporting Standards (IFRS)
- IT Audit & Cybersecurity Reviews
- Public Company Accounting Oversight Board (PCAOB)
- Public Sector Audits and Compliance

International Services

- China Desk
- General Data Protection Regulation (GDPR)

Tax Compliance and Planning Services

- Employee Benefit Planning & Tax Compliance
- International Tax Services
- IRS Representation & Tax Controversies
- Personal Financial Planning
- Private Foundation Services
- State and Local Tax (SALT)
- Tax Compliance & Reporting
- Tax-Exempt Organizations
- Tax Research and Strategic Planning
- Trust and Estate Planning

Advisory Services

- Bankruptcy & Restructuring
- Cybersecurity Advisory Services
- Digital Forensic Services
- Forensic, Litigation and Valuation Services
- Management Advisory Services
- Risk Advisory Services
- Specialty Industry Advisory Services
 - Employee Benefit Plan Services
 - Entrepreneurial Business Advisory Solutions
 - Public Sector Advisory Services
 - Healthcare Advisory Services
 - Hospitality Advisory Services
 - Medical and Dental Advisory Services
- Transaction & Financial Advisory Services
- Wealth Services

Family Office Services

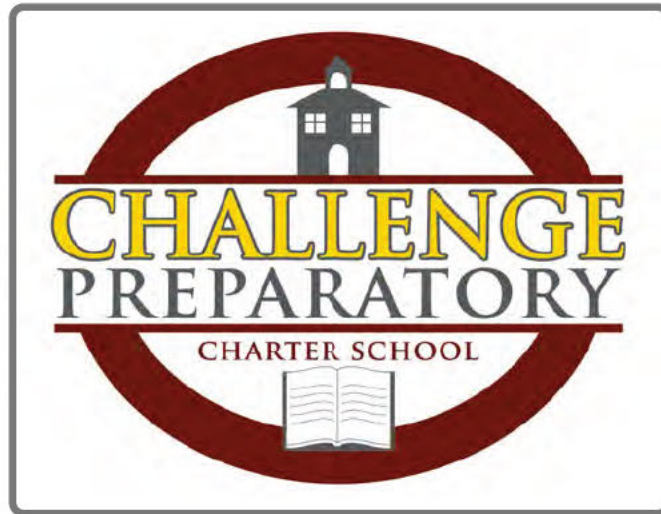
- Accounting & Reporting
- Advisory
- Charitable Giving
- Investment Monitoring & Oversight
- Lifestyle Support
- Personal Financial Management
- Tax Planning
- Wealth Planning

We offer an exceptional breadth of advisory services across diverse industries and sectors.

PKF O'Connor Davies, LLP is a member firm of the PKF International Limited network of legally independent firms and does not accept any responsibility or liability for the actions or inactions on the part of any other individual member firm or firms.



Attachment #3



Reopening Plan

2020-21

July 31, 2020 Edition V4

Rev. Dr. Les Mullings, Founder/CEO

710 HARTMAN AVENUE
FAR ROCKAWAY, NEW YORK 11691

(718) 327-1352
FAX: (718) 327-1361

WWW.CHALLENGECHARTERSCHOOLS.ORG/REOPENING

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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.

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 17th.

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. Find more details on page 14.

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,

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

Rev. Dr. Les Mullings
Founder/CEO

Introduction

This past spring, our world and educational systems were disrupted by the novel coronavirus. Challenge Charter School closed early for cleaning and remained closed, dramatically changing the end of our 2019-20 school year. Thanks to our families supporting the Remote Learning plans from our principals, teachers and staff, we ended the year on a successful note.

In May, our Leadership Team began meeting to discuss reopening, and at every turn the health and safety of our staff, scholars, and their families has been top priority. We have also continued to express that no matter what model and schedule learning takes for the 2020-21 academic year, learning will continue.

On July 17th, we received much-anticipated guidance from the New York Department of Education regarding school this fall. Since that date, we have been hard at work to develop this Challenge Charter Reopening Plan. As you can imagine, this effort has 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.

Through our Return to School Family Survey, we identified the issues important to our families regarding learning and the health and safety of the children we serve. While the shape of learning this year has to change, 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 2020-21 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), and New York City Department of Education (NYC DOE) 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 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 screening questionnaire 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, the questionnaire will be given to the student, CPCS will contact the parent/legal guardian if the student can not answer the questions, particularly younger students, who may require the assistance of their parent/legal guardian to answer. The questionnaire will be developed in consultation with the CPCS health partner and will comply 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.

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 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓

****Result of this screening is required daily via the CareMonkey 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](#).

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 CareMonkey app, 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-9), 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 Cleaning and Disinfection of Public and Private Facilities for COVID-19.”

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 student field trips and after school activities 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 use 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 will install 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 will be trained to follow the DOH's "Interim Guidance for Cleaning and Disinfection of Public and Private Facilities for COVID-19" and "Interim Guidance for Cleaning and Disinfection of Primary and Secondary Schools for COVID-19" for detailed instructions 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 if six feet of separation is not feasible; and
- Use of touch-free paper towel dispensers in lieu of air dryers.

CPCS will ensure distancing rules are 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 2020-21 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. Detailed modifications to our safety drill schedules are linked <https://challengecharterschools.org/modified-drill-schedule>.

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.

Since the school site will employ a “hybrid” in-person model, where students attend school alternate school days to reduce the occupancy of the school building, CPCS principals and teachers will be certain that all students are receiving instruction in emergency procedures, and participating in drills while they are in attendance in-person. The drills have been scheduled so that all students will be trained in both safety and lockdown procedures no matter what days of the week they attend in-person.

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. Damissa Henry is the K-5 COVID-19 Site Coordinator and Nadine Lecoin is the 6-9 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.). Additional information on cleaning and disinfection of community facilities such as schools can be found on: <https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/cleaning-disinfection.html>.

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. Decisions on which, if any, staff should be allowed in the school should be made in collaboration with local health officials.

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 to Ensure Social Distancing

Pursuant to NYSDOH Guidance, CPCS will ensure that appropriate social distancing (i.e. 6 feet/barriers) is maintained between individuals while in school facilities and on school grounds (inclusive of students, faculty, and staff), unless safety or the core activity requires a shorter distance.

CPCS will maintain protocols and procedures for students, faculty, and staff to ensure appropriate social distancing to protect against the transmission of the COVID-19 virus when on school grounds and in school facilities. CPCS will configure spaces so individuals can maintain social distancing and will use signage throughout the school facilities to remind and assist students, staff and visitors to maintain social distancing.

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 NYSDOH guidance.

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 site Principal 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: Damissa Henry, K-5 Operations Manager
- Number of students and staff allowed to return in person: 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-4) can accommodate 264 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. Part of the gymnasium will be converted into classrooms.
- 15-26 Central Avenue (Grade 5) can accommodate 48 scholars at this site. 4 classrooms will be utilized for Grade 5 scholars.
- Rotations:
 - During the Hybrid Learning phase, all K-2 scholars will attend in-person classes from Mondays through Thursdays. Grades 3-5 scholars will follow an AAC/BBC day rotation. Students with the last name A-L- will attend face-to-face learning on Monday and Wednesday, while the other half of the class will receive instruction remotely. Students with the last name M-Z- Tuesday 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 in the mornings and asynchronous learning in the afternoon.

Grades 6-9 CCMS/CCHS Site-Specific Health and Safety:

- Assigned COVID-19 safety coordinator: Nadine Lecoin, 6-9 Operations Coordinator
- Number of students and staff allowed to return in person: 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) can accommodate 48 scholars at a time at this site, with 4 classrooms hosting 12 scholars in each.
- Rotations:
 - 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

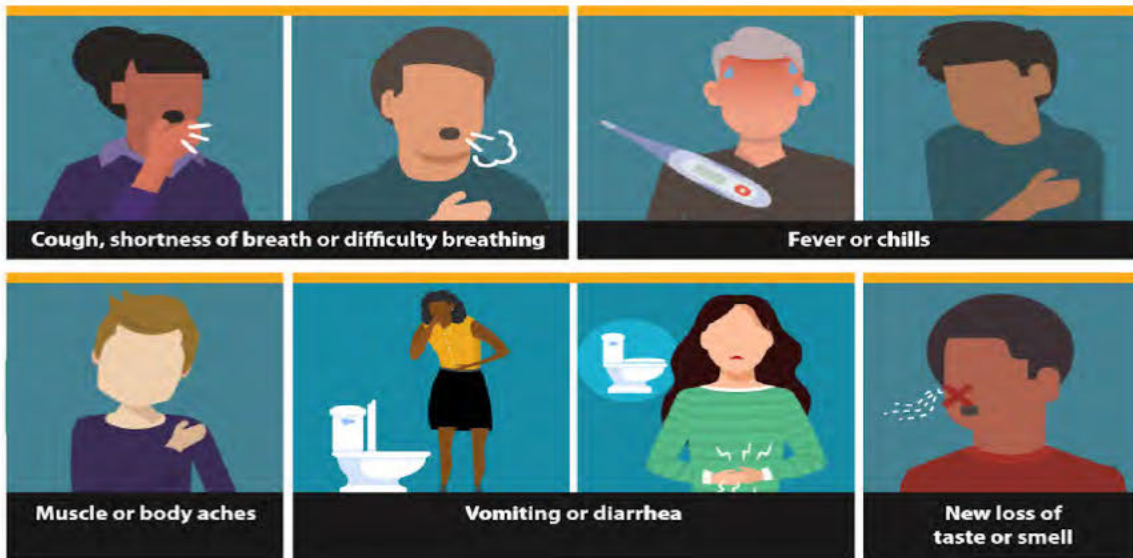
- CPCS has designated specific areas for deliveries/pickups from outside vendors at each CPCS site. Proper signage and PPE requirements will be posted at the designated entrance per NYSDOH regulations.

Symptom Monitoring Upon Building Entry
(Applies to students, staff, visitors, contractors, vendors)

CDC images below

Symptoms of Coronavirus (COVID-19)

Know the symptoms of COVID-19, which can include the following:



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

Stop the Spread of Germs

Help prevent the spread of respiratory diseases like 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 Remote	First week of in-person instruction (K-2: Oct 5 & 6) (3-5: Oct 19 & 20) (6-9: Oct 28 & 29)
Parents/ Guardians	<ul style="list-style-type: none"> • Screening Procedures • Health and Safety Measures 	St John's Episcopal Hospital Staff	Remote	Week of August 24
Teachers	<ul style="list-style-type: none"> • Health and Safety Measures • Classroom Practices • Screening 	St John's Episcopal Hospital Principals	Remote	Week of August 17
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 17
Administrative/Central Office/ Clerical/Security	<ul style="list-style-type: none"> • Health and Safety Measures 	Staff	Remote and/or In-Person	Week of August 17

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

CPCS will follow the recommendation of the NYSED that schools comply with the CDC guidance and not conduct COVID-19 testing or require testing or antibody testing of students or staff members. CPCS believes that the decision of whether a test needs to be conducted should be determined by a healthcare provider or the local department of health per [CDC Interim Considerations for K-12 School Administrators for SARS-CoV-2 Testing](#).

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. Testing locations will be sent to staff members. Parents and 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-4.
 - a. Staff will report back to the facility on August 17, 2020.
 - b. K-2nd grade scholars and academic staff will access the facility for in-person on October 5, 2020. Mix of in-person and remote learning; based on building capacity guidelines - see [Challenge Site-Specific Health and Safety Plans](#) on page 16 for details.
 - c. 3rd & 4th grade scholars and academic staff will access the facility for in-person on October 19, 2020. Mix of in-person and remote learning; based on building capacity guidelines - see [Challenge Site-Specific Health and Safety Plans](#) on page 16 for details.
2. 1526 Central Avenue, Far Rockaway, NY 11691 serving grade 5 and administrative leadership.
 - a. Staff will report back to the facility on August 17, 2020.
 - b. 5th grade scholars and academic staff will access the facility for in person learning on October 19, 2020. Mix of in-person and remote learning; based on building capacity guidelines - see [Challenge Site-Specific Health and Safety Plans](#) on page 16 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 17, 2020.
 - b. 6th-8th grade scholars and academic staff will access the facility for in person learning on October 28, 2020. Mix of in-person and remote learning; based on building capacity guidelines - see [Challenge Site-Specific Health and Safety Plans](#) on page 16 for details.
4. 1520 Central Avenue, Far Rockaway, NY 11691 serving grade 9 [eventually 9-12].
 - a. 9th grade scholars and academic staff will access the facility for in-person learning on October 28, 2020. Mix of in-person and remote learning; based on building capacity guidelines - [Challenge Site-Specific Health and Safety Plans](#) on page 16 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. Challenge will meet meeting social distancing requirements – see

Challenge Site-Specific Health and Safety Plans on page 16 for details. 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 addition 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 Due in 2020

- 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.
- 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 – the rear building on the site has been gutted and retrofitted for use beginning in October 2020 for the 9th grade.

Means to Control Infection

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

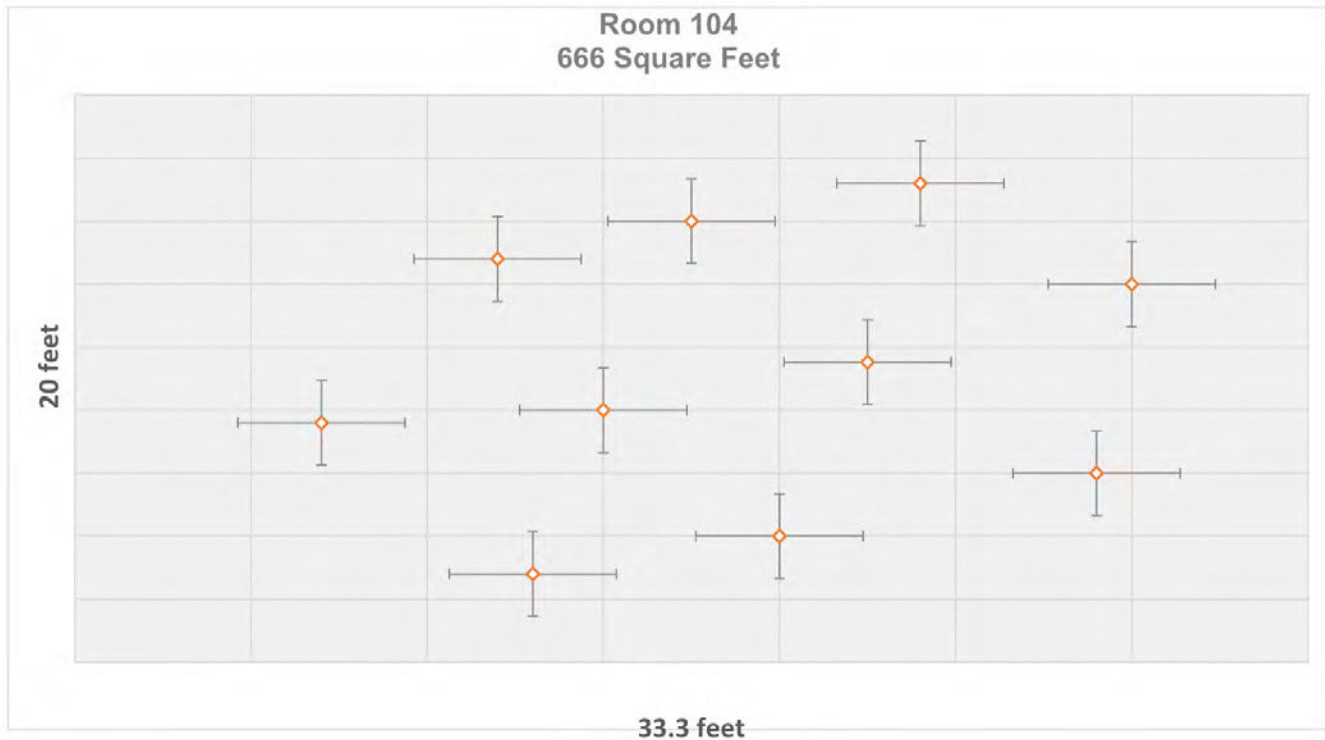
- **Time Management:** Challenge will reduce the scholars/staff use of corridors at each site by having the scholars stay in their assigned classroom throughout the school day. Scholars will only leave the classroom for bathroom breaks.
- **Leave Doors Open:** Challenge will reduce the spread of the 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

- Challenge has reduced the number of scholars in each classroom to 12-15 scholars, dependent upon the square footage of the classroom, in order to facilitate the hybrid scholar schedule of two days a week in-person per scholar and three days of remote learning.
- The means of egress, fire alarm systems, ventilation, and lighting have not been affected by the above change.
- Cafeterias and gyms will not be used by the scholars except as noted. The gym at the 710 Hartman Lane site will be used for two classrooms. However, the cafeterias/gyms may be used for additional staff “offices” to reduce the usage of offices that are not large enough to allow for social distancing due to the square footage of the office/s.
- There will not be movable partitions installed in the cafeterias or gyms if they are used. Lighting, ventilation, means of egress, and fire alarm coverage will not be changed.

Sample classroom example from 6-8 Site at 1279 Redfern Avenue, Far Rockaway, NY 11691



Space Expansion – 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 office to facilitate access to clean and safe water for all scholars and staff.

Ventilation

- Challenge 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 will change out all HVAC air filters to SecureAire filters that are designed to capture, condition, inactivate any viable pathogens and transport contaminants from the treated space to the SecureAire filters. www.secureaire.com
- Challenge will maintain adequate, code required ventilation (natural or mechanical) as designed.
- 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 will be consumed in classrooms by homeroom, with all scholars observing established social distancing rules and mandated hygiene practices. Scholars can also bring a bagged lunch from home. Supervising staff will ensure that all desk surfaces are sanitized and that all scholars have washed their hands before and after eating.

Providing 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: As all scholars will be consuming meals in their classrooms, required cafeteria signage provided by the office of SchoolFoods will be posted in all classrooms to be in compliance with Child Nutrition Program requirements.

Protecting students with food allergies: Each classroom 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 classroom door. The poster will not include the scholars' names. The 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 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 desk.
- After Meals: Scholars will dispose of all garbage into the garbage cans located in their classroom. Following the disposal, they will use a CPCS disinfectant wipe down the desk surfaces. Wipes will be provided by supervision staff.

Communicating with families: CPCS will utilize School Messenger, SEE-SAW, PowerSchool, Schoology, and phone calls from office staff to provide updated information as needed.

Grades K-5 CPCS Nutrition

Updated meal procedures when students are attending school in-person:
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:

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 7 - 11:30 AM to 12:15 PM
 - Grade 8 - 12:15 PM to 1:00 PM
 - Grade 9 - 11:30 AM to 12:15 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 CCHS Nutrition

Updated meal procedures when students are attending school in-person:

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 grade 9 classrooms from 11:30 AM to 12:15 PM

Grade 9 PROCEDURES

- Scholars will use designated restrooms to wash their hands, maintaining social distancing rules.
- 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. 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 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 2-4 will use the main entrance
 - 15-26 Central Avenue
 - Grade 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
 - **Grade 9 scholars will be provided Metro Cards and will not be bused by OPT. 9th Grade scholars will ride the subway or bus system or be transported by their parents. The 9th grade scholars will enter the main entrance.**

Wearing masks and practicing social distancing on the bus

- Driver wears 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 (six feet separation) on the bus
- Students who do not have a mask can NOT be denied transportation
- 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 Well-Being

A Team Approach

CPCS' Student Support Team is composed of guidance counselors, social workers, and family engagement coordinators who partner and collaborate with parents/guardians, students, administrators, teachers, and the community at large; to provide comprehensive services to students to ensure their social-emotional well-being. Due to the nature of SEL work, several groups must be involved in the development and implementation of a successful program. Our program was developed with input from our chief executive officer, certified school counselors, social workers, principals, family engagement coordinators; and will be informed by research and feedback from families, students, and community members. Key responsibilities of some groups are listed below:

Team Responsibilities:

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

Principal/Administrators

- 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

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.

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

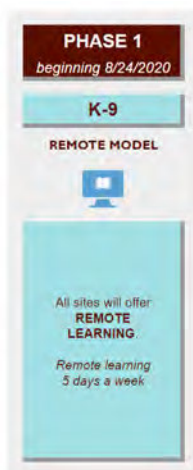
Professional Development

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

To ensure the safe return of all students, Challenge will employ a staggered return to in-person instruction. While all scholars will return to remote learning simultaneously, younger students and students in need of additional support (students with disabilities, English Language Learners, below benchmark, students dealing with trauma) will return for in-person instruction first. A three-week period between each return to in-person instruction will allow for monitoring implementation of new health and safety protocols. Scholars will all return to 100% should that be necessary to ensure the safety and health of our school community.



August 17: All staff return. Instructional staff will return remotely for professional development.

Staff required to prepare for building set-up will return in person.

←**August 24:** All students return to remote learning.

PHASE 2
beginning 10/5/2020

K-2	3-9
HYBRID MODEL	REMOTE MODEL
Scholars in these grades will continue school full time with a mix of IN-PERSON AND REMOTE LEARNING <i>In school 2 days a week Remote 3 days a week</i>	Scholars in these grades will continue school full time with REMOTE LEARNING <i>Remote learning 5 days a week</i>

←**October 5:** Grades K-2 return in a hybrid model (mix of in-person and remote learning; based on building capacity guidelines).

PHASE 3
beginning 10/19/2020

K-5	6-9
HYBRID MODEL	REMOTE MODEL
Scholars in these grades will continue school full time with a mix of IN-PERSON AND REMOTE LEARNING <i>In school 2 days a week Remote 3 days a week</i>	Scholars in these grades will continue school full time with REMOTE LEARNING <i>Remote learning 5 days a week</i>

←**October 19:** Grades K-5* return in a hybrid model (mix of in-person and remote learning; based on building capacity guidelines).

October 28: Grades 6-9* return→
(mix of in-person and remote learning; based on building capacity guidelines).

PHASE 4
beginning 10/28/2020

K-9
HYBRID MODEL
Scholars in these grades will continue school full time with a mix of IN-PERSON AND REMOTE LEARNING <i>In school 2 days a week Remote 3 days a week</i>

Remote Learning options are available for families not ready to return to in-person learning in each phase.



NOTE: In the event of increased risk of the spread of COVID-19 in our community, schools may return to a 100% remote learning model during any phase.

SAMPLE K-2 SCHEDULE

Time	Content
8:00-8:30	Breakfast
8:30-8:40	Challenge News
8:45-9:00	Morning Meeting
9:00-9:20	Phonics
9:20-9:25	Break
9:25-9:55	Reading Comprehension (including Social Studies)
9:55-10:00	Break
10:00-10:30	Mathematics (Science on Mondays)
10:30-10:45	AIS Support or Independent Learning
10:45-11:15	Mathematics (Science on Mondays)
11:15-12:00	Teacher Office Hours
12:00-12:50	Lunch
12:50-1:15	Social-Emotional Learning (SEL)
1:15-1:30	Journal Reflection
1:30-1:35	Break
1:35-2:30	Guided Reading
2:30-2:40	Break
2:40-3:00	Keyboarding
3:00-3:20	I-Ready/1:1 Conferencing with Teacher
3:20-3:30	Journal Reflection
3:30-3:40	Daily Wrap-Up
3:30-4:00	Parent Office Hours

SAMPLE 6-8 SCHEDULE

Time	Content
8:00-8:20	Breakfast, Advisory, and Cheetah Report
8:20-9:05	Double period of ELA/Math (subjects alternate each day)
9:00-9:50	
9:50-9:55	Break
10:00-10:45	Double period of Mathematics/ELA (subjects alternate each day)
10:45-11:30	
11:30-12:15	Specials: Careers/FACS/Health/Music/PE/Spanish
12:15-1:00	Lunch
	Teacher Office Hours
1:05-1:50	Double period of Social Studies/Science (subjects alternate each day)
1:50 - 2:35	
2:40-3:25	Science/Social Studies (subjects alternate each day)
3:25-3:30	Break
3:30-4:00	Social-Emotional Learning (SEL)

Sample Schedules

Communications Plan

Communications Goals for 2020-21

- 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 this Unique Year of Learning
 - a. The global pandemic has dramatically changed normal learning environments and has affected our scholars and families in ways we are still learning.

- b. We affirm that the 2020-21 school year is not the new normal. Therefore, our communication this school year will reflect this unique period in time while expressing our anticipation of returning to normal learning in the future.
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 have a new Reopening Framework page on our website that will go live on July 31st, 2020 at www.challengecharterschools.org/reopening. Updates and additions will be posted there for our families and in compliance with state requirements.

Pillars of Communication for 2020-21 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 Prior to Reopening

- We have engaged all of the above stakeholders throughout our reopening planning process.
- We engaged our families with a school wide family Return to School survey that ended on Sunday, July 19th. The survey went out via SMS and call to families with links to the survey on our social media channels and website. Invitations to fill out the survey went out on Monday, July 13th with reminders on Thursday, July 16th. There were also daily reminders on social media using unique graphics and a video invitation from our CEO/Founder.
- Since March 2020 closings, we have provided regular updates to families using our typical communications systems including: website, social media, SchoolMessenger - texts, automated calls, emails, Google Classroom messages, and PupilPath.
- We also 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.

Communications Related Actions to Reopening

- We are enhancing the way we communicate with families.
 - For the 2020-21 school year, along with our website and social media channels, we are utilizing two new messaging systems for families. The first is Schoology, which allows us to bring everyone together—students, teachers, coaches, parents, administrators—with one communication and collaboration platform. It is a web-based learning management system (LMS) that primarily allows teachers to create tasks/assignments, assessments, and discussions for students and teachers, but it also offers a way to keep parents informed of student progress and school notifications.
 - The second messaging system is CareMonkey, which is an app 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 their scholar's challenge email account.
- Notifications regarding Health and Safety training will begin going out to pertinent stakeholders in August. In addition, 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 be provided on the new [Reopening information page](http://www.challengecharterschools.org/reopening) www.challengecharterschools.org/reopening on our website. Our full reopening plan will be provided in English and Spanish.
- A letter went out on July 28th as the first of our Reopening notices to our staff.
- A letter went out on July 29th as the first of our Reopening notices to our families.
- Three Town Hall meetings have been scheduled in August for our families and staff that will address important Reopening details and answer questions submitted by families.

Communication in our Buildings

Upon our hybrid openings, 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
- Classroom Practices
- Cleaning Practices (our specific daily practices to disinfect)

As of July 31st, this signage has been 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 daily (K-9), and by period (6-9), by classroom staff once a scholar logs into the Google Meet session for remote learning and between 8:00 AM and 8:20 AM during in-person learning. The classroom instructor will be responsible for recording attendance in PowerSchool. This will be completed for both in-person and remote instruction.

- Assigned operational staff will record attendance from PowerSchool reports onto official ATS attendance sheets for scanning to ATS by 10:00am.
- The classroom instructor will make an anecdotal in PowerSchool if a scholar is not in attendance for instruction.
- Parents/guardians are advised to notify the school of their scholar's anticipated absence via PowerSchool notification.
- Scholars who are not in attendance for scheduled lessons will receive an anecdote in Powerschool followed by parent/guardian outreach via phone.

Addressing Chronic Absenteeism

A dedicated team of school personnel will reach out to the families of scholars who are not attending school (virtually or in-person) *prior* to the issue becoming chronic. Additional outreach will be done where needed to ensure attendance (virtual meeting with 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 (ADP TotalSource) time & attendance system, which can be accessed from either a mobile phone or online. 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, and hybrid models during the 2020-21 school year, we are committed to providing scholars and teachers with access to a personal computing device and the assurance of access to high-speed internet at the Challenge four sites and in their places of residence.

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

In the 2020-2021 school year Challenge will provide all 936 scholars with a Chromebook and all 138 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 2020-21 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 1-9.

Challenge provides a full time Technology Coordinator/Specialist at each of the four Challenge sites (K-4, 5th Grade, 6-8 and 9th Grade) to support teachers, scholars and families. Additionally, Challenge has contracted with 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 digital tools, platforms, and resources utilized during school closures in order to streamline the list.

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 - [Schoolology](#), [PowerSchool SIS](#), [CareMonkey](#), [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 2-9) 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' will ensure continuity of learning for all students by expanding our 1:1 student to device program from grades 5-8 to grades K-9 and by employing a hybrid learning model where students who are learning remotely will log into live lessons occurring in Google Meet. Class and course content will continue to be aligned with NYS Learning Standards. We are exploring digital versus paper student (and teacher) curricula resources to allow for Chromebooks to become student notebooks. Scholars (and families) will receive explicit instruction in technology as all work will be 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

- 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-2 will begin in-person instruction on October 5, 2020
- Grades 3-5 will begin in-person instruction on October 19, 2020.

- Scholars will receive daily instruction across all content areas regardless of the learning environment (in-person or remotely).
- Parents will receive information about how to stay informed about their child's progress through various technology tools (Google Classroom, Powerschool, Schoology, See-Saw Learning (K-1).
- Priority standards for the 2020-21 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 and SEM. This curriculum comes alive in the hands of our talented teachers who are committed to ensuring that our students reach their highest potential. We are dedicated to accommodating children's diverse needs, the way they learn, their experiences and interests, and to facilitating continuous educational growth. Below are curricula programs and resources utilized to deliver instruction, intervention, and enrichment.

- Reading: WONDERS Reading Program for Grades K-5 with a supplement of EnGage NY modules, EPIC, Novels, Complex Texts and Trade Books
- Writing: Writing City
- Learning Without Tears- Handwriting grades 3-5
- Learning Without Tears- Keyboarding - Grades K-5
- 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), Prodigy (math)
- NEWSELA- Leveled text based on lexiles- Grades 2-5
- Science: Amplify- Grades 3 and 4
- Science- Interactive Science- Grades K,1, 2 and 5
- Social Studies: Houghton Mifflin Harcourt NYS Edition and NYC Scope and Sequence

Grades 6-9 - Continuity of Learning Highlights:

- Grades 6-9 will begin in-person instruction on October 28, 2020.
- Tools and strategies already deemed effective from March 2020-June 2020 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, Schoology)
- Priority standards for the 2020-21 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-9)
- Fountas and Pinnell Running Records (K-5)
- Read 180 Reading Inventory (6-9)

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
- Wilson Reading Program (K-5)
- GO MATH Intervention
- Foundations (K-2)
- Read 180
- Sound Reading
- Extra help sessions (6-9)

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, 2020. 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. Parents will continue to receive regular updates on scholar progress.

- I-Ready Diagnostic Assessments
- Fountas and Pinnell Running Records (K-5)
- Reading Inventory (6-8)
- Unit summative assessments
- 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)
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 is at the early stages of developing a Career and Technical Education program for our inaugural cohort of high school students (beginning with Grade 9 only). We plan on offering the Career and Financial Management (CFM) course to ninth grade scholars and are searching for a licensed CTE teacher. Laboratory and/or clinical instruction is not planned until the 2022-23 school year. We are further developing our business and community partnerships by partnering with them as we respond to the COVID-19 emergency. Our hospital partner will provide health and safety training to staff and families and a local cleaning company partnered with the hospital will provide cleaning and disinfecting training to our custodial staff.

In order to maintain a focus on the career development of our scholars, we will utilize virtual options to facilitate career exploration activities. Students will be able to select career exploration activities related to areas of interests identified by their “Interest-A-Lyzer” and researched during their Enrichment Clusters (EC). ECs are an extension of clubs and will be piloted in the 2020-21 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. SETTS is available in grades 6-9. 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 Schoology, phone calls, email, and mail. CPCS is exploring an innovation model for grades 6-9 that capitalizes on our co-teacher and intervention models which has

proven to be beneficial to students and which has led to declassifications. Special education liaisons at all school sites will continue to collaborate closely with the Committee on Special Education (CSE).

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 Special Education Liaison and Family Engagement Coordinator will work together to determine with the parent the most appropriate means of communication.

IEP Meetings

The Special Education Liaison will continue to partner with families and 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, 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.

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.

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 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 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. 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.
10. Provide digital versions of anchor charts to reinforce key concepts, process, key vocabulary words.

A comprehensive list of differentiation strategies can be found [here](#).

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. Families new to Challenge complete enrollment documents by appointment in our central office. As a response to COVID, enrollment appointments were held virtually and translated documents were provided to families as needed. 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-8 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 will allow for in-person instruction for which English Language Learners will receive priority. However, 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 Coordinator 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. In an effort to build a collaborative partnership with families, the ELL Coordinator utilizes 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-9.

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. Challenge will explore the use of utilizing remote class recordings to observe teachers in the upcoming school year.

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. For the 2020-21 school year, Challenge has established the below Danielson components as priority standards. These components will be embedded within the context of remote and hybrid learning.

1D- Demonstrating Knowledge of Resources to support student learning in the remote environment.
What tools will enhance your online teaching abilities? How will you expand your knowledge of educational technology?

2B- Establishing a Culture for Learning in the remote environment. *What will be expected of students during remote learning? How will students be encouraged to keep themselves accountable in all learning environments?*

2C- Managing Remote Classroom Procedures. *What routines and protocols will be established in all learning environments to set students up for success?*

3B- Using Questioning and Discussion Techniques to maintain high levels of engagement in the remote learning environment. *What techniques will you utilize to ensure that all student voices are heard?*

4D- Participating in a Professional Community to ensure the success of all scholars and staff in our new learning environment. *What skills and talents will you share with colleagues to promote the success of all students in all learning environments?*

Challenge intends to explore the International Society for Technology in Education (ISTE) educator standards and iNacol National Standards for Quality Online Teaching to inform teacher coaching and professional development plans.

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. Moving forward, observations of practice may be conducted by viewing recordings.

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

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School Leadership

Nicole Griffin | K-5 Principal
Carolyn Thomas | K-5 Assistant Principal
Jasmine Shepherd | K-5 Assistant Principal
M. Mondesir-Gordon | 6-9 Principal
Dr. Sheila Lyle | 6-9 Assistant Principal

School Administrators

Carlene James | K-5 Principal Assistant
Natalie Zadok | Special Education Liaison
Cherry Wiggins | K-5 Family Engagement Coordinator
Holly-Ann Anglin | K-5 Guidance Counselor
Mellissa Harris | K-5 Social Worker
Damissa Henry | K-5 Operations Manager
Annella Samuels | 6-9 Systems and Data Specialist
Kareen Armstrong | 6-9 School Counselor
Dannielle Colon | 6-9 Social Worker
Lageshia Moore-Reid | Grade 9 Teacher for SWD
Maria Litos | 6-9 Director of Intervention
Janisa Vaughn | 6-9 Family Engagement Coordinator
Dale Richardson | 6-9 Technology Coordinator

Resources

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



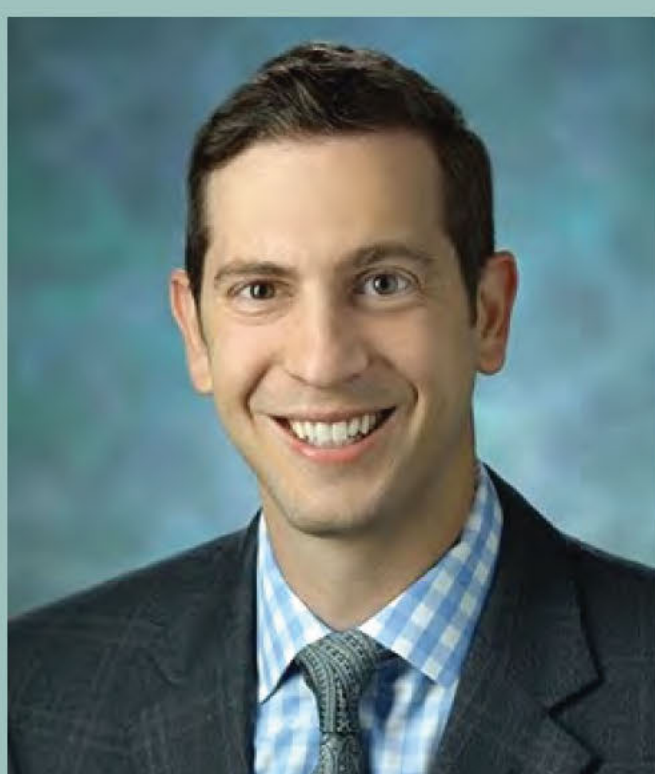
Attachment #4

Empowering You with Information

COVID-19 & YOUR CHILD

BACK TO SCHOOL FORUM

Tuesday, August 25th @ 6:00PM



Featured Speaker

National Spokesperson

Panagis Galiatsatos, M.D., MHS

Assistant Professor, Johns Hopkins School of Medicine and
Community Engagement Co-Director, Baltimore Breathe Center

With Special Guests



Donovan Richards

NYC Councilman
& Queens Borough
President Elect



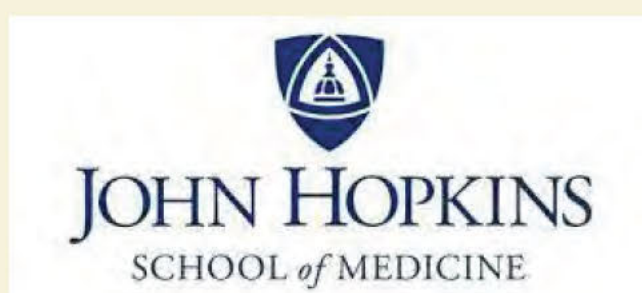
Gregory Meeks

U.S. Representative
New York's 5th District

Hosted by

Rev. Dr. Les Mullings Founder/ CEO Challenge Charter School
Lead Pastor, Far Rockaway Community Church

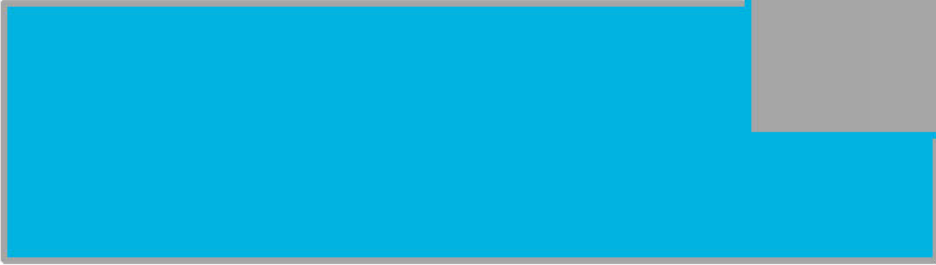
Sponsors



NEW YORK CITY COUNCIL



Attachment #5



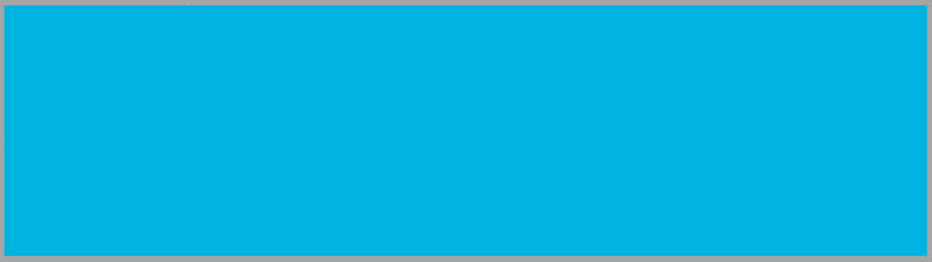
Helping you to focus on what's important:
STUDENT ACHIEVEMENT

CSBM
CHARTER SCHOOL
BUSINESS MANAGEMENT

experience. expertise. execution.

Challenge Prep Charter School

Monthly Financial Report
July 2020

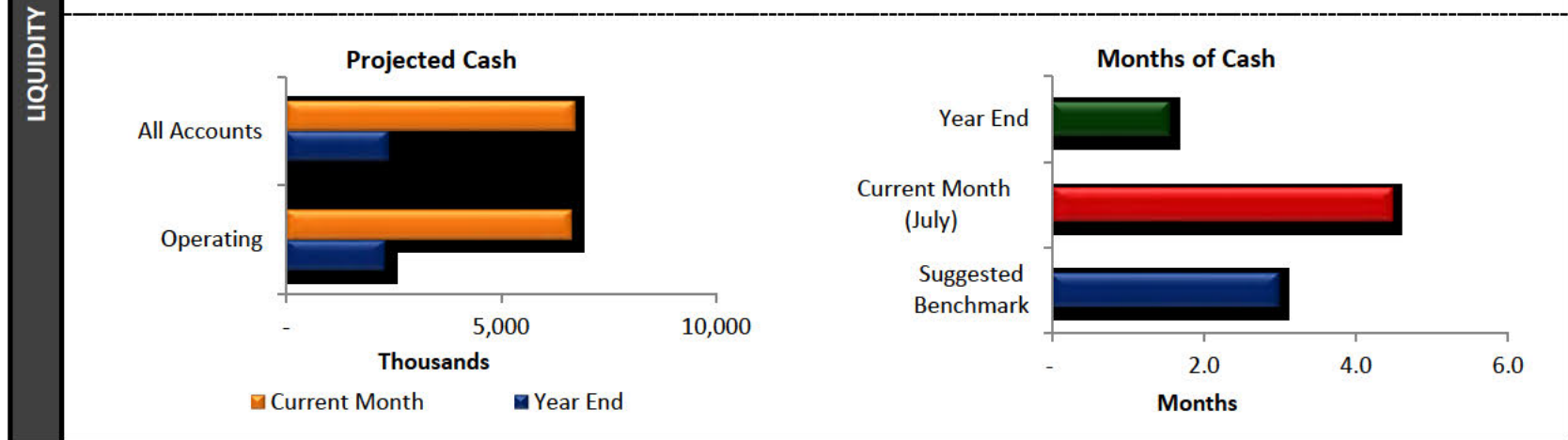


Challenge Prep Charter School

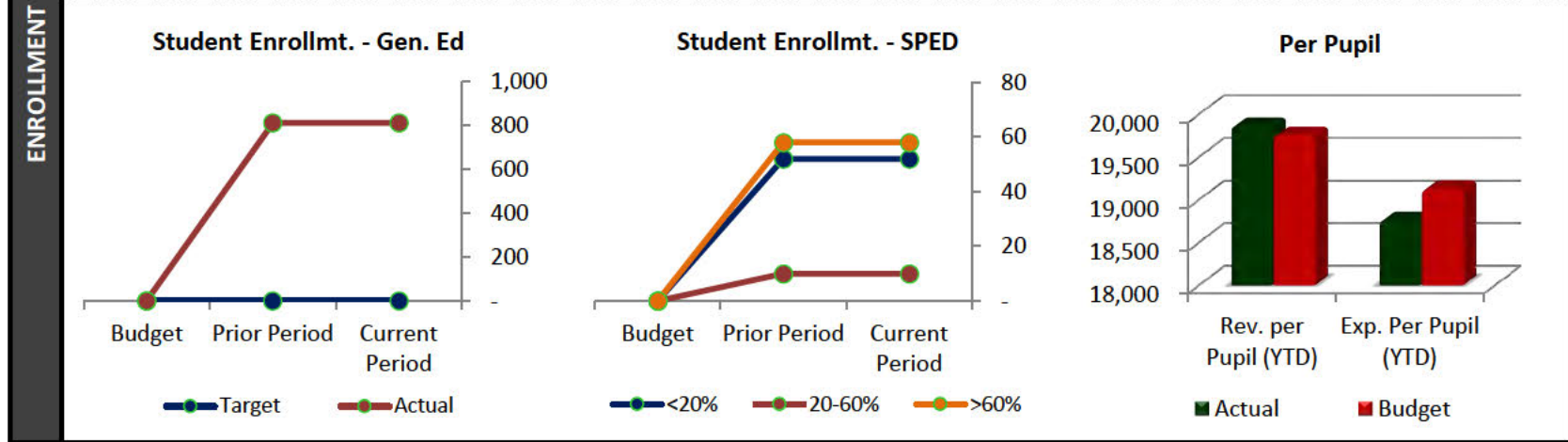
Financial Summary

For Period Ended July 31, 2020

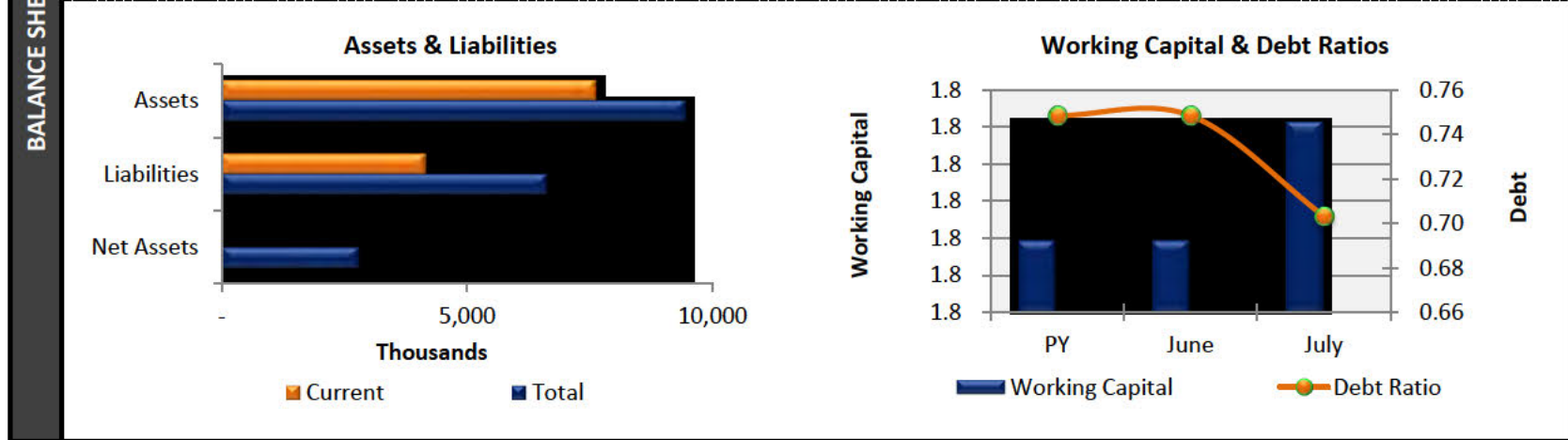
LIQUIDITY	Cash in Bank (Operating Account(s) Only: as of July 31, 2020) \$ 6,645,873
	Projected months of cash on hand 4.5
	Cash in Bank (Total - All Accounts as of July 31, 2020) \$ 6,727,512
	FY Ending Cash Available to Carryover to FY20-21 (Operating Account(s) Only) \$ 2,310,475
	Projected months of cash on hand 1.6
<i>*Cash balance available once all FY20-21 obligations & receivables have been settled</i>	
FY Ending Cash Available to Carryover to FY20-21 (Total - All Accounts) \$ 2,392,114	



	Actual	Budget	Variance	Actual	Budget	Variance
General Ed	936.00	920.00	16.00	\$ 15,116,400	\$ 14,083,360	\$ 1,033,040
SPED						
0 - 20%	35.00	41.00	(6.00)	-	-	\$ -
20 - 59%	18.00	25.00	(7.00)	187,020	259,750	\$ (72,730)
60% - Over	63.00	53.00	10.00	1,200,087	1,009,597	\$ 190,490
Total SPED	116.00	119.00	(3.00)	1,387,107	1,269,347	\$ 117,760



Total Current Assets:	\$ 7,632,811
Total Current Liabilities:	\$ 4,179,766
Working Capital (Current) Ratio	1.83
Total Assets:	\$ 9,464,470
Total Liabilities:	\$ 6,656,166
Debt Ratio	0.70
Total Net Assets:	\$ 2,808,304



	Actual	Budget	Variance
Total Revenue YTD:	\$ 1,536,578	\$ 1,482,992	\$ 53,586
Total Expenses YTD:	(585,058)	(1,039,965)	454,908
Net Operating Surplus(Deficit):	\$ 951,520	\$ 443,027	\$ 508,494

Challenge Prep Charter School

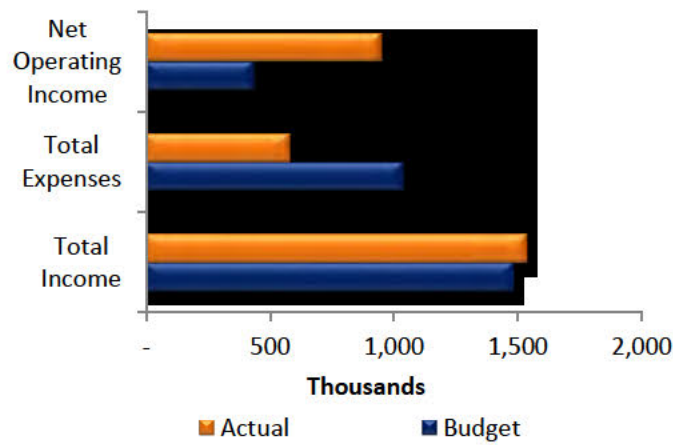
Financial Summary

For Period Ended July 31, 2020

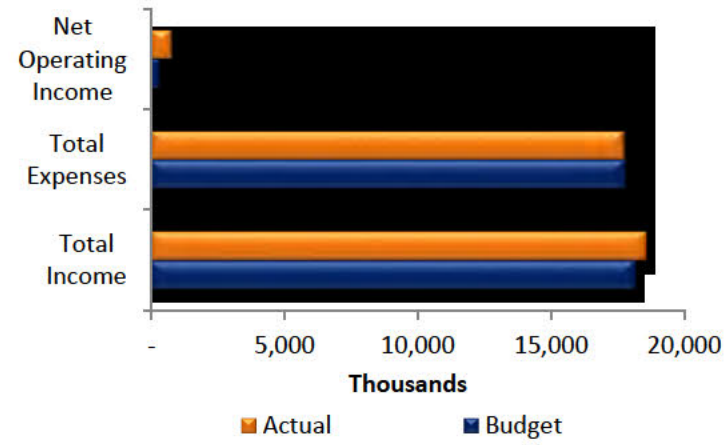
	<u>Projected</u>	<u>Budget</u>	<u>Variance</u>
Annual Projected Revenue:	\$ 18,588,733	\$ 18,169,622	\$ 419,111
Annual Projected Expenses (before depreciation):	(17,556,026)	(17,587,393)	31,368
Projected Net Operating Surplus(Deficit) before Depreciation:	\$ 1,032,708	\$ 582,229	\$ 450,479
Annual Projected Depreciation:	(230,840)	(230,840)	-
Projected Net Operating Surplus(Deficit) after Depreciation:	\$ 801,868	\$ 351,389	\$ 450,479
Capital Expenditure Requirements	\$ (10,000)	\$ -	\$ (10,000)
Total Cash Expenditures <i>(expenses excluding depreciation plus capital expenditures)</i>	\$ (17,315,186)	\$ (17,356,553)	\$ 41,368
Revenue per Pupil (YTD)	\$ 19,860	\$ 19,750	\$ 110
Expenditure per Pupil (YTD)	\$ 18,756	\$ 19,117	\$ (360)

BUDGETING / REVENUE & EXPENSES

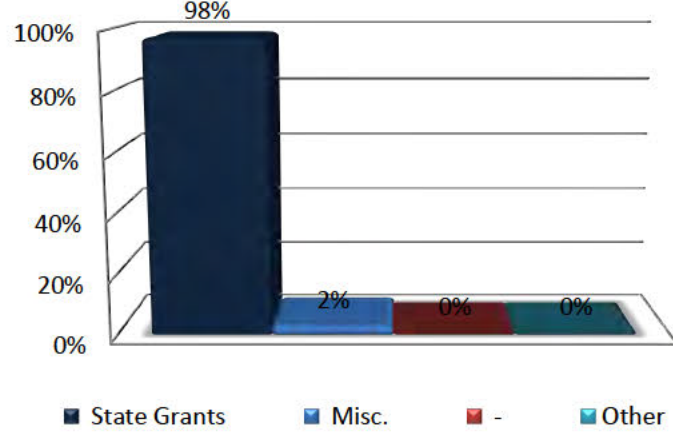
Year-To-Date (YTD)



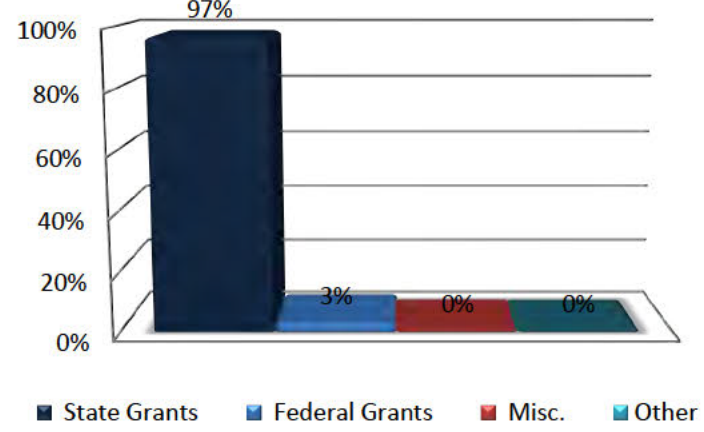
Year End (YE) Projection



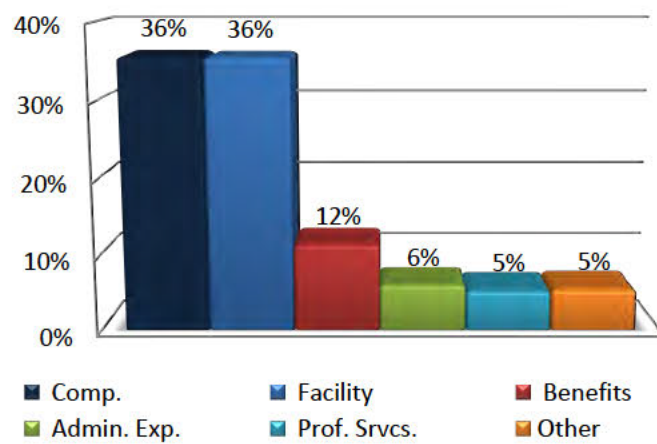
Revenue Breakdown YTD



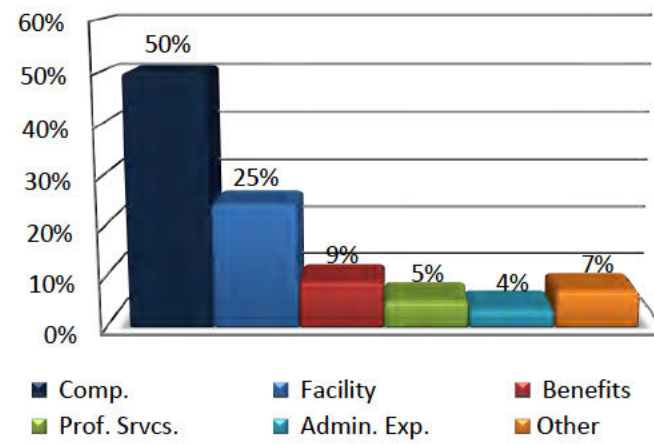
Revenue Breakdown YE



Expense Breakdown YTD



Expense Breakdown YE



Challenge Prep Charter School

Financial Variance Summary

Fiscal Year Ending 6/30/2021	Comments
Net Budget Surplus after Depreciation	\$ 351,389
Increase in Projected Annual Expenses	(31,368)
Net Projected Deficit Variance after Depreciation	<u>\$ 801,868</u>

**Challenge Prep Charter School
Budget vs. Actuals
Fiscal Year Ending June 30, 2021**

	July 31, 2020			YTD Through July 31, 2020			Projected FYE June 30, 2021				Comments
	Actual	Budget	Variance	Actual	Budget	Variance	Current Month Actuals - July 2019 - March 31, 2020 + Projected - June 30, 2020	Projections thru June 30, 2020	Annual Budget	Variance	
Income											
4100 State Grants	1,498,946	1,467,156	31,790	1,498,946	1,467,156	31,790	16,552,819	18,051,765	17,670,286	381,479	GenEd budget based on 920, projection based on 936 . SpEd budget based on 53 over 60%; 25 20-59%; Projection based on 18 20-60 and 63 >60
4200 Federal Grants	-	15,837	(15,837)	-	15,837	(15,837)	499,336	499,336	499,336	-	
4300 Contributions	-	-	-	-	-	-	-	-	-	-	
4400 Miscellaneous Income	37,632	-	37,632	37,632	-	37,632	(0)	37,632	-	37,632	
Total Income	1,536,578	1,482,992	53,586	1,536,578	1,482,992	53,586	17,052,155	18,588,733	18,169,622	419,111	GenEd budget based on 920, projection based on 936 . SpEd budget based on 53 over 60%; 25 20-59%; Projection based on 18 20-60 and 63 >60
Expenses											
Compensation											
5100 Instructional Staff	104,967	97,550	7,417	104,967	97,550	7,417	6,276,390	6,381,357	6,381,357	-	Based on Budget
5200 Non-Instructional Staff	83,248	136,878	(53,630)	83,248	136,878	(53,630)	1,559,287	1,642,535	1,642,535	-	Based on budget
5300 Pupil Support	21,490	76,606	(55,117)	21,490	76,606	(55,117)	897,786	919,276	919,276	-	Based on budget
5000 Compensation	209,704	311,034	(101,330)	209,704	311,034	(101,330)	8,733,464	8,943,168	8,943,168	-	Salary projections based on budget
5400 Benefits	67,813	136,783	(68,970)	67,813	136,783	(68,970)	1,547,049	1,614,863	1,641,398	(26,536)	Based on budget
6100 Administrative Expenses	35,500	74,350	(38,849)	35,500	74,350	(38,849)	590,994	626,494	626,494	-	
6200 Professional Services	30,918	70,792	(39,874)	30,918	70,792	(39,874)	899,557	930,475	930,475	-	Based on budget
6300 Professional Development	2,695	4,550	(1,855)	2,695	4,550	(1,855)	167,405	170,100	170,100	-	Based on budget
6400 Marketing and Staff/Student Rec	4,460	6,676	(2,216)	4,460	6,676	(2,216)	75,655	80,115	80,115	-	Based on budget
6500 Fundraising Expenses	-	306	(306)	-	306	(306)	53,675	53,675	53,675	-	Based on budget
7100 Curriculum & Classroom Expenses	853	27,301	(26,448)	853	27,301	(26,448)	388,835	389,688	389,688	-	Based on budget
8100 Facility	209,137	364,905	(155,767)	209,137	364,905	(155,767)	4,173,918	4,383,055	4,383,055	-	Based on budget
8200 Technology/Communication Expens	23,977	43,185	(19,209)	23,977	43,185	(19,209)	339,416	363,393	368,225	(4,832)	Based on budget
8800 Miscellaneous Expenses	-	83	(83)	-	83	(83)	1,000	1,000	1,000	-	
8900 Depreciation Expense	-	-	-	-	-	-	230,840	230,840	230,840	-	
Total Expenses	585,058	1,039,965	(454,908)	585,058	1,039,965	(454,908)	17,201,808	17,786,866	17,818,233	(31,368)	
Net Income	951,520	443,027	508,494	951,520	443,027	508,494	(149,653)	801,868	351,389	450,479	
Capital Expenditures											
Furniture, Fixtures & Equipment	5,681	-	5,681	5,681	-	5,681	4,319	10,000	-	10,000	
Facility and Construction	-	-	-	-	-	-	-	-	-	-	
Website	-	-	-	-	-	-	-	-	-	-	
Total Capital Expenditures	5,681	-	5,681	5,681	-	5,681	4,319	10,000	-	10,000	

**Challenge Prep Charter School
Cash Flow Projection as of July 31, 2020**

	Annual Budget FY20-21	August	September	October	November	December	January	February	March	April	May	June	July + Subsequent FY19-20 Items
Beginning Cash Balance (Operating)	4,804,870	6,645,873	7,512,139	6,036,306	7,533,212	6,102,290	7,663,900	6,188,067	7,684,973	6,204,416	7,703,422	6,229,689	4,755,956
Projected Cash Receipts from Operations (below)	18,169,622	2,972,739	-	2,972,739	44,911	3,037,442	-	2,972,739	-	2,972,739	-	(0)	182,775
Projected Cash Disbursements from Operations (below)	(17,818,233)	(1,221,251)	(1,475,833)	(1,475,833)	(1,475,833)	(1,475,833)	(1,475,833)	(1,475,833)	(1,480,558)	(1,473,733)	(1,473,733)	(1,473,733)	(834,250)
Net Cash from Operations	351,389	1,751,488	(1,475,833)	1,496,906	(1,430,922)	1,561,609	(1,475,833)	1,496,906	(1,480,558)	1,499,006	(1,473,733)	(1,473,733)	(651,475)
Cash Receipts from Accounts & Misc Receivables (not included in revenue below)	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash Disbursements for Accounts Payable & Accrued Expenses	-	(880,904)	-	-	-	-	-	-	-	-	-	-	-
Capital Expenditures (below)	-	(4,319)	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-
PPP Loan Payable	-	-	-	-	-	-	-	-	-	-	-	-	(1,792,512)
PPP Loan Interest Payable	-	-	-	-	-	-	-	-	-	-	-	-	(1,494)
Ending Cash Balance (Operating Account)	5,156,259	7,512,139	6,036,306	7,533,212	6,102,290	7,663,900	6,188,067	7,684,973	6,204,416	7,703,422	6,229,689	4,755,956	2,310,475
Other Cash Accounts (Net of Transfers)	75,354	81,639	81,639	81,639	81,639	81,639	81,639	81,639	81,639	81,639	81,639	81,639	81,639
Total Cash (All Accounts)	5,231,613	7,593,777	6,117,944	7,614,851	6,183,929	7,745,539	6,269,706	7,766,612	6,286,054	7,785,061	6,311,328	4,837,595	2,392,114

Challenge Prep Charter School

Balance Sheet

YTD as of July 31, 2020

	<u>Total</u>	<u>Comments</u>
ASSETS		
Current Assets	-	
Bank Accounts		
1000 Cash		
1001 HSBC Checking - 0844	6,648,766	
1002 HSBC Checking - 0852	7,260	
1003 HSBC Checking - 0879	(2,893)	
1004 HSBC Checking - 0887	506	
1005 HSBC Money Market - 5972	3,502	
1006 Chase Escrow - 3060	70,000	
1007 Petty Cash	372	
Total 1000 Cash	<u>\$ 6,727,512</u>	
Total Bank Accounts	<u>\$ 6,727,512</u>	
Accounts Receivable		
1100 Accounts Receivable	299,063	
1200 Other Receivables - Salary Advance	(704)	
Total Accounts Receivable	<u>\$ 298,359</u>	
Other current assets		
1300 Prepaid Expenses	165,860	
1301 Prepaid Insurance	111,570	
1310 Prepaid Rent	329,510	
Total Other current assets	<u>\$ 606,940</u>	
Total Current Assets	<u>\$ 7,632,811</u>	
Fixed Assets		
1500 Furniture, Fixtures & Equipment		
1510 Office & Admin Computers & Equipment	243,066	
1511 Classroom Computers & Equipment	294,680	
1512 Classroom Furniture	360,222	
1513 Office Furniture	56,983	
Total 1513 Office Furniture	<u>\$ 56,983</u>	
1514 Musical Instruments	16,390	
1515 Computer Software	44,217	
Total 1500 Furniture, Fixtures & Equipment	<u>1,015,558</u>	
1519 Facility and Construction	127,589	
1520 Architect Fees	110,000	
1525 Fire Alarm System	7,500	
Total 1525 Fire Alarm System	<u>\$ 7,500</u>	
1530 Kitchen/Cafeteria	162,079	
1535 Construction In Progress	818,375	
1540 Leasehold Improvements	311,199	
Total 1519 Facility and Construction	<u>1,536,741</u>	
1610 Website	11,000	
Total 1610 Website	<u>\$ 11,000</u>	
1700 Accumulated Depreciation & Amortization		
1710 Accumulated Depreciation	(1,139,054)	

Challenge Prep Charter School
Balance Sheet
YTD as of July 31, 2020

	Total	Comments
1750 Accumulated Amortization	(7,211)	
Total 1700 Accumulated Depreciation & Amortization	\$ (1,146,265)	
Total Fixed Assets	\$ 1,417,035	
Other Assets		
1800 Security Deposits	414,624	
Total Other Assets	\$ 414,624	
TOTAL ASSETS	\$ 9,464,470	
LIABILITIES AND EQUITY		
Liabilities		
Current Liabilities		
Accounts Payable		
2000 Accounts Payable	603,745	
Total Accounts Payable	\$ 603,745	
Other Current Liabilities		
2100 HSBC Loan Payable	1,792,512	
2300 Accrued Salaries/Taxes	221,772	
2301 Accrued Expenses	55,387	
2303 Accrued Interest - PPP	1,494	
2400 Unearned/Deferred Revenue	1,504,857	
Total Other Current Liabilities	\$ 3,576,021	
Total Current Liabilities	\$ 4,179,766	
Long-Term Liabilities		
2700 Deferred Rent Liability	2,476,400	
Total Long-Term Liabilities	\$ 2,476,400	
Total Liabilities	\$ 6,656,166	
Equity		
3100 Retained Earnings	1,856,784	
Net Income	951,520	
Total Equity	\$ 2,808,304	
TOTAL LIABILITIES AND EQUITY	\$ 9,464,470	

Challenge Prep Charter School
Statement of Cash Flows
YTD as of July 31, 2020

	Total	Comments
OPERATING ACTIVITIES		
Net Income	951,520	
Adjustments to reconcile Net Income to Net Cash provided by operations:		
1100 Accounts Receivable	-	
1200 Accounts Receivable:Other Receivables - Salary Advance	340	
1300 Prepaid Expenses	(130,563)	
1301 Prepaid Insurance	(111,570)	
1310 Prepaid Rent	10,037	
2301 Accrued Expenses	(61,451)	
INVESTING ACTIVITIES		
1511 Furniture, Fixtures & Equipment:Classroom Computers & Equipment	(5,681)	
1512 Furniture, Fixtures & Equipment:Classroom Furniture	-	
1513 Furniture, Fixtures & Equipment:Office Furniture	-	
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	1,847,288	
Cash at beginning of period	\$ 4,880,224	
Total Cash at beginning of period	\$ 4,880,224	
Cash at end of period	\$ 6,727,511.66	



Attachment #6

Current Employees	Vacancies
132	3

Campus	Current	Vacancies	New Hires
Elementary School	73	1	-
Middle School	44	1	4
High School	7	1	1
Network Operations	8	0	2

New Hires	Position
Pomarico, Brittany	7th Grade Teacher Assistant - ELA
Arcila, Maria	MS Spanish Teacher
Campbell, Eleni	7th Grade Teacher - Math
Merrell, Scott	9th Grade Teacher - Math
Umana Valle, Patricia	8th Grade Teacher - Science
Russell, Danale	School Nurse Liaison *
Richards, Tameeka	Director of Pupil Personnel Services *

Please note, this position is not in the FY21 Board approved budget

Please note, this position is not in the FY21 Board approved budget

Vacancies
Custodian
MS SETTS Teacher
HS CTE Teacher



2020-21 School Year Board Meeting #3 Minutes

Frederica Jefferies, CPCS Chair called the meeting to order and welcomed everyone to the CPCS 2020-21 School Year Board Meeting #3 at 6:30 PM on September 16, 2020.

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 appointed Gertrudis Hernandez as Secretary Pro Tem due to the absence of Karon McFarlane, Secretary of the Board of Trustees called the roll of the board.

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

Members absent: Karon McFarlane

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 #2 [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 opening of the 2020-21 School Year. He additionally, shared information of the COVID-19 preparations at all of the Challenge building sites for the in-person attendance of scholars scheduled for October 5, 2020 for grades K-2, October 19, 2020 for grades 3-5 and October 28, 2020 for grades 6-9.



Dr. Mullings also shared information on the progress of the High School Back Building that will be used for the 9th grade, which is now scheduled for being turned over to Challenge in mid-October 2020.

Dr. Mullings led the Board through a discussion about the Parent/Guardian Survey and the current results to date of the responses and feelings of the parents/guardians concerning the options of their scholars returning in-person or opting for their scholars to take the remote learning option. It was noted that the parents/guardians that have not responded as of the date of this meeting of the Board will be contracted to complete the survey.

It was noted that a Special Called Meeting of the Board may be necessary between now and the scheduled in-person date of October 5, 2020 for the K-2 grades to return to the 710 Hartman Lane, Far Rockaway, NY facility. The purpose of the meeting will be to potential adjust the dates for in-person learning.

Following discussion, 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 August 2020 Financial Report [Attachment #8].
Following discussion and review, the report was received by common consent.
11. The Chair called for the presentation of the 2020-21 September Personnel Report by Eunice Armstrong, Director of Finance [Attachment #9]. It was noted that no



new personnel were hired since the last Board meeting. The report was received by common consent.

12. The Chair called upon the CEO and Dr. Michael Estep for the presentation of the proposed CPCS Privacy and Security for Student Data and Teacher and Principal Data Policy [Attachment #10]. Following discussion, a motion was made by Dr. Michelle Daniel-Robertson with a second from Gertrudis Hernandez that the policy be adopted as presented. The motion carried unanimously.

The meeting adjourned by common consent at 7:15 PM.

Respectfully submitted:

A handwritten signature in black ink, appearing to read "Gertrudis Hernandez", is written over a horizontal line.

Gertrudis Hernandez
Secretary Pro Tem



ATTACHMENT #1

CPCS

2020-21 School Year

Board Meeting #2

Minutes



2020-21 School Year Board Meeting #2 Minutes

Frederica Jefferies, CPCS Chair called the meeting to order and welcomed everyone to the CPCS 2020-21 School Year Board Meeting #2 at 6:30 PM on August 19, 2020.

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, Dr. Michelle Daniel-Robertson, and Linda Plummer

Members absent: Andrew Barnes 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 #1 [Attachment #1]. The minutes were approved by common consent.
3. The Chair called for the 2019-20 Audit Planning Communication Presentation [Attachment #2]. The presentation was presented by PKF O’Connor Davies representatives Joseph Ciorciari, Supervisor and James Mercaldo, CPA Senior Associate. Representatives from Charter School Business Management – Donna Webster, Associate Director and Raymond Alston, Finance Manager were also present. Following discussion, the report was received by common consent.



4. The Chair called for the report of Dr. Les Mullings, CEO. Dr. Mullings gave an update on the Reopening Plan V4 for the 2020-21 School Year [Attachment #3]. This edition includes added information about “CPCS Contact Tracing Support” and the “CPCS COVID-19 Testing Plan”. Dr. Mullings also shared information about the three recent Town Hall Meetings for Parents/Guardians (via ZOOM) and the All Staff COVID-19 Meeting (via ZOOM). Each Town Hall/Meeting covered the various aspects of the Reopening Plan.

Dr. Mullings informed the Board about the All Staff PreService/Professional Development Week (August 17-21, 2020). The Staff received Health and Safety training during the first two days of the week. On Tuesday, August 18, 2020 a special presentation was given on the subject of “COVID-19: School, Masks, and Hand Hygiene” by Dr. Panagis Galiatsatos (a.k.a Dr. G) of the Johns Hopkins School of Medicine.

Dr. Mullings noted that Challenge is partnering with the Johns Hopkins School of Medicine on providing training for the Greater Far Rockaway area residents, CPCS parents and staff about COVID-19. The first event will be a Back to School Forum – “Empowering You with Information: COVID-19 & Your Child” on August 25, 2020 [Attachment #4]. The presentation will be made by Dr. Panagis Galiatsatos (a.k.a Dr. G) of the Johns Hopkins School of Medicine. Additional sponsors and presenters are: Gregory W. Meeks, U.S. Representative, New York 5th District and Donovan Richards, NYC Councilman and Queens Borough President Elect.

Dr. Mullings gave an update on the partnership with St. John’s Episcopal Hospital. COVID-19 parent/guardian training events are scheduled for September in time for the K-2 scholars return to the 710 Hartman Lane site on October 5, 2020. He noted that grades 3-5 will return on October 19, 2020 and 6-9 grades on October 28, 2020. St. John’s has also committed to provide 200 Chromebooks to Challenge for our scholars.

Dr. Mullings added that all scholars will return to school on Monday, August 24, 2020 via remote learning at all grade levels. In preparation for staff returning to the current three sites, each were deep cleaned and disinfected the first week of August. PPE materials have arrived in large quantities as well the temperature scanning equipment. Each site is being equipped with Electrostatic Disinfectant Cleaners.

Following discussion, the report was received with appreciation.



5. The Chair called for the July 2020 Financial Report [Attachment #5]. Following review, the report was received by common consent.

6. The Chair called for the presentation of the 2020-21 August Personnel report [Attachment #6]. Karon McFarlane moved approval of 2020-21 contracts for all listed on the report with a second from Linda Plummer. The motion carried unanimously.

The meeting adjourned by common consent at 7:25 PM.

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
September 2020 Board Report
 (Covering August 24, 2020-September 11, 2020)
Kentia Coreus

2020-21 Scholar Enrollment

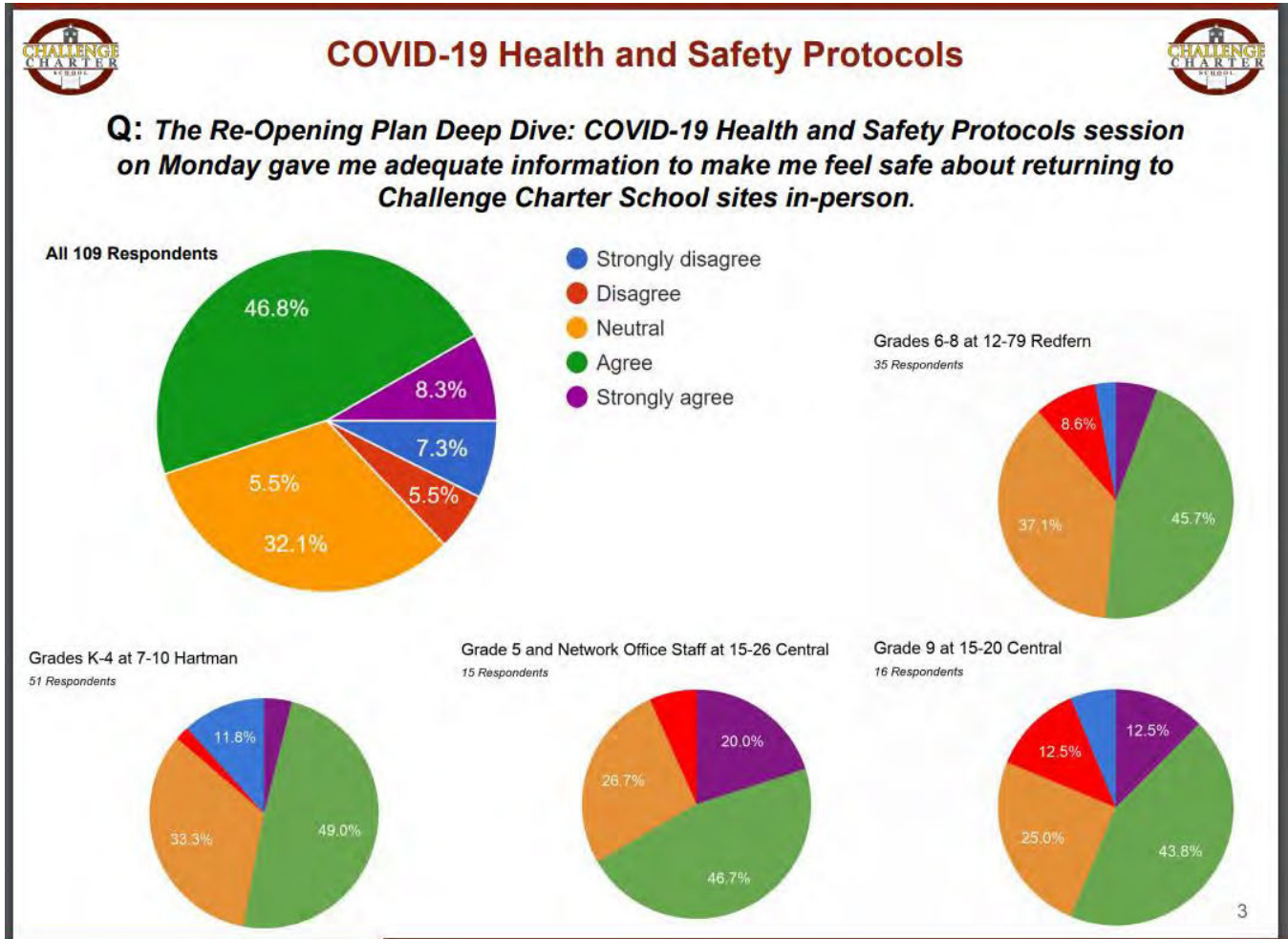
Current Enrollment	910 scholars (as of September 11, 2020)	
Grade	Number of scholars	Notes (where applicable)
K	112	No additional applications currently.
1	120	
2	98	One seat offer pending acceptance.
3	96	Two seat offers pending acceptance.
4	97	One seat offer pending acceptance.
5	102	
6	71	
7	81	
8	78	One seat offer pending acceptance.
9	55	No additional applications currently.
TOTAL	910	

Staff Development

The Senior Director of Teaching and Learning collaborated with key team members to design and execute the network preservice staff development sessions during the week of August 17, 2020. Sessions were facilitated by both internal and external facilitators and covered a variety of topics (COVID, SEL, Academic, etc.). Principals designed key site-specific sessions. An excerpt of the calendar is attached to this report. Staff will be further supported during half-day PD Fridays using both internal and external facilitators.

Staff Response to COVID-10 Health and Safety Training

As part of preservice week, Challenge held two sessions related to COVID-19 Health and Safety protocols after which, all staff members were asked to complete a survey. Complete survey results were shared with the senior leadership team on September 8, 2020. The following chart summarizes staff responses to the following question: *The Re-Opening Plan Deep Dive: COVID-19 Health and Safety Protocols session on Monday gave me adequate information to make me feel safe about returning to Challenge Charter School sites in-person (Scale: strongly disagree, disagree, neutral, agree, strongly agree).*



Curriculum Development and SEM Implementation at Hartman

Challenge has contracted with Educators for Success to support a yearlong curriculum development plan aimed at:

1. Training teachers in guided reading and differentiated instruction.
2. Training school leadership and curriculum development teams in unpacking Next Generation standards and writing new units of study to be implemented in January 2021.
3. Supporting school leadership with supervising the implementation of guided reading, small-group instruction, and curriculum.
4. Implementing core components of the Schoolwide Enrichment Model (SEM).

SEM Implementation at CCMS and CCHS

The contract with Educators for Success is also aimed at supporting the implementation of key components of SEM at CCMS and CCHS. One consultant will also focus on supporting the Special Education program at all sites.

Focus Areas for the First 30 Days of School (through October 7, 2020)

The following focus areas were established to provide principals with guidance on where to prioritize beginning of year efforts as Challenge launches an historic school year. The list was informed by the NYSED Reopening guidelines and by AASA's Guidelines for Reopening Schools; and is specific to our current remote learning environment.

1. Social-Emotional Well-Being of Students
 - Building strong relationships with students (“Transcending the Technology”)
 - Daily check-ins for students with the highest needs
 - Advisory/house programming (SEL)
 - Maintaining accurate attendance records and following up on “no show” students
2. Social-Emotional Well-Being of Adults
 - SEL related professional learning
 - One-to-one check-ins
 - Health and safety training
 - Wellness Activities
3. Family and Community Engagement
 - Building strong relationships with families & community
 - Family/Community Town Halls
 - Back-to-School Family Orientation
 - Student Intervention Parent Meetings
 - Securing correct contact information
 - Informal school-parent communication (emails, texts, calls, etc.)
4. Digital Access and Equity
 - Devices (Chromebooks)
 - Connectivity (Hotspots)
 - Access to Tech Help
 - Staff Tech Training
 - Student and Family Tech Training
5. Launching the (Remote) Educational Program
 - Google Classrooms/Schoology
 - Procuring Digital Curricula and Tools
 - Demonstrating responsiveness and flexibility by making adjustments to the program/schedule where needed
6. Professional Learning Opportunities
 - Half-Day Friday PD Days (sessions led by both internal and external facilitators)
 - The Collaborative for Inclusive Education
 - OTIS for Educators (Self-Paced)
 - PowerSchool (Self-Paced)
7. Preparing for Hybrid Learning
 - Remote-only survey data review and follow-up outreach
 - Model Classroom set-up
 - Hybrid Learning Family Orientations

Preparing for Hybrid Learning

Below is an excerpt of our DRAFT Hybrid Launch project plan.

Challenge: Return to Buildings Project Plan- Hartman (TARGET DATE: October 5, 2020)		
Due Date	Task	Person/s Responsible
Immediately	Create Hybrid Scheduling Outreach script and begin outreach	Principals
By September 16	Collect and review data regarding staff responses to health and safety survey	Senior Leadership Team
By September 17	Submit draft of needed documents for review and approval	COVID Coordinators
By September 22	Approve needed documents	Dr. Mullings
By September 21	Conduct Hybrid Scheduling Outreach (after reviewing Remote-Only survey results)	Principals
By September 21	Complete building deep cleaning, disinfection, and sanitizing	OPS
By September 21	Respond to staff health and safety concerns	Senior Leadership Team
By September 24	Complete all building preparation tasks	
September 24	Facilitate K-2 Hybrid Learning Parent Orientation #1	Principals/Communications
September 25	Conduct K-2 Return to building staff practice (Train, provide PPE and cleaning supplies)	Principals/COVID Coordinators/OPS
September 29	Families receive B2B Guide	Principals/Communications
October 1	Facilitate K-2 Hybrid Learning Parent Orientation #2	Principals/Communications
October 5	Hybrid Learning begins for Grades K-2	Principals/COVID Coordinators/OPS
October 8	Facilitate 3-5 Hybrid Learning Parent Orientation #1	Principals/Communications
October 9	Conduct 3-5 Return to building staff practice (Train, provide PPE and cleaning supplies)	Principals/COVID Coordinators/OPS
October 15	Facilitate 3-5 Hybrid Learning Parent Orientation #2	Principals/Communications
October 19	Hybrid Learning begins for Grades 3-5	Principals/COVID Coordinators/OPS

COVID-19 Response and Ongoing Tasks

- Read and disseminate guidance from NYSED and NYCDOE Charter Office.
- Connect with external school leaders to share/collect ideas for supporting students and staff.
- Provide guidelines for implementing academic component of CPCS' Reopening Plan.
- Conduct check-ins with principals and staff.
- Attend weekly webinars with the New York State Charter Association. Information is provided by the Board of Regents and all three NYS charter authorizers.
- Participate in regular calls/correspondence with members of the senior leadership team.

Vacancies

CPCS currently has one teacher assistant vacancy. CCMS has a SETTS teacher vacancy and CCHS has a science teacher vacancy.



Challenge Charter School

2020-21 Pre-Service Professional Development Calendar
August 17-August 21 (8:00am-4:00pm)

As of August 17, 2020

Network-wide - All staff required
School Site-Specific (K-5, 6-8, 9) (Details will be shared by principals.)
Instructional Staff K-9
Education Technology Focus K-9
SEL Focus K-9
HR Focus K-9

MONDAY-August 17	TUESDAY- August 18	WEDNESDAY-August 19	THURSDAY-August 20	FRIDAY- August 21
<p>8:00-8:45</p> <p>New! Read 2020-21 Preservice Staff Guidance & Expectations</p> <p>Pre-Work: Read Challenge's Reopening Plan (V4_Aug. 15). Pages 1-23 will be reviewed in today's Deep Dive. Required by all</p> <p>[HR] New Staff Benefits Presentation E. Armstrong Link will be sent New staff only</p>	<p>8:00-9:00</p> <p>Pre-Work: View Dr. Galiatsatos' TED Talk (11 minutes) Required by all</p> <p>Read A Bird's Eye View Introduction to the Schoolwide Enrichment Model (SEM) Required by all</p> <p>Read SFM case study and complete task Required: K-9 instructional staff</p>	<p>8:30-9:00</p> <p>[HR] All Staff AFLAC Presentation via Zoom with Jill Rappaport Required by all Zoom Link Meeting ID: 811 5745 0857 Moderator: E. Armstrong</p> <p>If you want to have a one-on-one, make an appointment via Calendly linked here. Jill Rappaport jill_rappaport@us.aflac.com (646) 694 - 9398</p> <p>Pre-Work: In preparation for tomorrow's TTP workshop, please look for an artifact/item that is connected to a special talent or special experience you've had. Required: K-9 instructional staff</p>	<p>8:00-9:00</p> <p>[HR] Individual AFLAC Appointments via Calendly Individual Appointments</p> <p>Pre-Work: -Complete interest survey by August 20, 2020. All results will be shared with staff tomorrow morning. Required: K-9 instructional staff</p> <p>-Be sure to have your artifact/item. You will be asked to display/share it during today's SEM workshop. Required: K-9 instructional staff</p>	<p>8:00-9:00</p> <p>[HR] Sexual Harassment Training-RESCHEDULED- ADP is experiencing technical difficulties in the eLearning module resulting in the training unable to be assigned to employees. Please be on the lookout for an email at a later date. Required by all Moderator: N/A</p> <p>Pre-Work: -Watch Enrichment Clusters video. presentation by Dr. Sally Reis. Required: K-9 instructional staff</p> <p>-Read Things You Can Do to "Academicize" the Content of Your Enrichment Clusters: A Case Study here. Required: K-9 instructional staff</p> <p>- If you received the Enrichment Clusters text already, read Chapters 3 and 4.</p> <p>-Watch Curriculum Compacting video. 6-9 instructional staff -Read Curriculum Compacting article. 6-9 instructional staff -Review Curriculum Compacting Tool (Wiki page). 6-9 instructional staff -Read Eight Steps to Curriculum Compacting here. 6-9 instructional staff</p>
<p>8:50-10:00</p> <p>Opening Watch video.</p> <ul style="list-style-type: none"> Welcome remarks, Dr. Mullings (15) New staff and updated roles, E. Armstrong (10) SEL Activity, T. Richards (30) Communications Updates, K. Messer (15) <p>Required by all Zoom Link Meeting ID: 817 3124 1608 Tech Support: D. Richardson Moderator: K. Coreus</p>	<p>9:00-10:00</p> <p>Dr. Estep opens Dr. Mullings to introduce Dr. G COVID-19: School, Masks, and Hand Hygiene Watch video. Dr. Panagis Galiatsatos (a.k.a Dr. G) Johns Hopkins School of Medicine Required by all Zoom Link Meeting ID: 817 3124 1608 Tech Support: D. Richardson Moderator: M. Estep</p>	<p>9:00-10:00</p> <p>[HR] All Staff Employee Updates and Policies Presentation via Zoom E. Armstrong Required by all Zoom Link Meeting ID: 811 5745 0857 Tech Support: D. Richardson Moderator: K. Bruce</p>	<p>8:45-11:45</p> <p>K-9 Support Staff Training T. Richards K-9 Social Workers and Guidance Counselors Zoom Link Meeting ID: 853 6672 1879 Breakout rooms will be assigned Tech Support: D. Richardson</p>	<p>9:00-10:05</p> <p>CCMS/CCHS: Curriculum Compacting Watch video. Quatrano, Spataro, and Teicher-Fahrbach 6-9 instructional staff Zoom Link Meeting ID: 858 0972 6465 Breakout rooms will be assigned Tech Support: D. Richardson Assign Break-out Rooms: A. Samuels</p> <p>CPCS: Independent Schology Course w/Grade Teams K-5 staff Moderator:</p>
<p>10:00-10:15</p> <p>Overview of the week and review of expectations. Introduction to F. San Felice. K. Coreus Required by all Zoom Link Meeting ID: 817 3124 1608 Moderator: M. Estep</p>	<p>10:00-10:15</p> <p>Complete Health and Safety Survey linked here Required by all</p>	<p>10:00-10:30</p> <p>[HR] All Staff EQUITABLE Presentation with Rochelle Forster. Link will be provided Required by all Moderator: E. Armstrong</p>	<p>10:15-11:30</p> <p>SEM: The Total Talent Portfolio (TTP) Quatrano & Spataro Required: K-9 instructional staff Zoom Link Meeting ID: 865 7194 7241 Breakout rooms will be assigned Tech Support: J. Mullings</p>	<p>10:15-11:30</p> <p>SEM: Launching Enrichment Clusters Watch video. Quatrano & Spataro Required: K-9 instructional staff Zoom Link Meeting ID: 858 0972 6465 Breakout rooms will be assigned Tech Support: D. Richardson Assign Break-out Rooms: D. Richardson and A. Samuels</p>
<p>10:15-11:15</p> <p>Re-Opening Plan Deep Dive: COVID-19 Health and Safety Protocols Watch video. F. San Felice Required by all Zoom Link Meeting ID: 817 3124 1608</p>	<p>10:15-10:45</p> <p>Teaching and Learning Overview Watch video. Griffin & Gordon on behalf of K. Coreus Required by all Zoom Link Meeting ID: 817 3124 1608</p>	<p>10:30-11:30</p> <p>CCMS/CCHS: Teacher Evaluations and Observations - Danielson Domains in Focus:P1 M. Mondesir-Gordon 6-9 instructional staff Moderator: A. Samuels</p>		

HR/Finance - Additional Details

- August 14- New Staff Onboarding (By appointment, includes laptop pick-up)
- Appointments with AFLAC representative (20 mins)
- Appointments with Rochelle, Equitable (formerly AXA) representative (20 mins)



Challenge Charter School

2020-21 Pre-Service Professional Development Calendar
August 17-August 21 (8:00am-4:00pm)

As of August 17, 2020

Network-wide - All staff required
School Site-Specific (K-5, 6-8, 9) (Details will be shared by principals.)
Instructional Staff K-9
Education Technology Focus K-9
SEL Focus K-9
HR Focus K-9

MONDAY-August 17	TUESDAY- August 18	WEDNESDAY-August 19	THURSDAY-August 20	FRIDAY- August 21
Tech Support: D. Richardson Moderator: M. Estep	Tech Support: D. Richardson Moderator: Dr. S. Lyle 10:45-11:15 Social-Emotional Learning Overview Watch video . T. Richards Required: K-9 school staff Zoom Link Meeting ID: 817 3124 1608 Tech Support: D. Richardson Moderator: Dr. S. Lyle	CPCS: Grade Team Meetings K-5 staff		
11:45-12:45 Lunch Break	11:15-11:30 15-minute Break	11:30-12:30 Lunch Break	11:30-12:30 Lunch Break	11:30-12:30 Lunch Break
12:45-4:00 CCMS/CCHS: Remote Learning Plan - Launching the School Year M. Mondesir-Gordon 6-9 - All staff Moderator: A. Samuels 12:45-1:45 CPCS: Launching the School Year- The First 25 Days N. Griffin K-5 staff Zoom LINK Meeting ID: 88318771578 Moderator: Mrs. James Tech Support: Mr. Megie	11:30-12:30 SEM: A Case Study and Introduction Watch video . Quatrano & Spataro Required: K-9 instructional staff Zoom Link Meeting ID: 817 3124 1608 Breakout rooms will be assigned Tech Support: D. Richardson Access the on-the-spot resource HERE. 12:30-1:30 Lunch Break	12:30-3:30 PowerTeacher Pro Training A. Bakke, Professional Learning Coach Link will be provided Select staff: Group 1 Moderator: A. Samuels 12:30-3:30 K-9 Support Staff Training Via Zoom T. Richards K-9 Social Workers and Guidance Counselors Zoom Link Meeting ID: 853 6672 1879 Breakout rooms will be assigned Tech Support: D. Richardson & J. Mullings 12:30 - 1:30 CCHS Founding Staff Meeting M. Mondesir-Gordon Grade 9 Instructional Staff Moderator: Dr.Lyle	12:30-3:30 PowerTeacher Pro Training A. Bakke, Professional Learning Coach Zoom Link K-9 Instructional staff Moderator: A. Samuels	12:30-1:30 CCMS/CCHS: Curriculum and Instruction C. Bryson and M. Litos 6-9 instructional staff Moderator: A. Samuels CPCS: SPED/ SEL Part 1 Zadok, Harris, Anglin K-5 staff Moderator: Ms.Griffin K-5 staff Join Zoom Meeting Link ID: 84926781396
1:45-2:00 15-minute Break CPCS- BREAK - 1:30-1:40	1:45-3:00 CCMS/CCHS: Culture and Scholar Onboarding M. Sonnichsen 6-9 - All staff Moderator: Ms. Vaughn 1:45-3:00 CPCS: Collaborative Teaching and Learning During Remote Learning J. Shepherd K-5 staff Join Zoom Meeting ID: 83113202065 Moderator: Ms. Griffin 3:00-3:30 CPCS: Creating an Interactive Google Classroom N.Griffin K-5 staff Zoom Link - Join Zoom Meeting ID: 83113202065 Moderator: Mrs. James	12:30-3:30 Self-Paced PowerSchool Customer Education Campus (CEC) Asynchronous Learning All remaining K-9 staff		1:30-2:30 CCMS/CCHS: SPED Session 1 M. Litos, C. Bryson, and Dr. S. Lyle 6-9 - All staff Moderator: A. Samuels CPCS: Staff Meeting K-5 - All staff Moderator: Mrs.James
2:00-4:00 CPCS: Curriculum Scope for 2020-2021	3:00-4:00 CCMS/CCHS: Navigating 6-9 Digital Resources	12:30-6:00 [HR] Individual AFLAC		2:30-4:00 CCMS/CCHS: Independent Work 6-9 - All staff Available Office Hours: Principal

HR/Finance - Additional Details

- August 14- New Staff Onboarding (By appointment, includes laptop pick-up)
- Appointments with AFLAC representative (20 mins)
- Appointments with Rochelle, Equitable (formerly AXA) representative (20 mins)



Challenge Charter School

2020-21 Pre-Service Professional Development Calendar
August 17-August 21 (8:00am-4:00pm)

As of August 17, 2020

Network-wide - All staff required
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Instructional Staff K-9
Education Technology Focus K-9
SEL Focus K-9
HR Focus K-9

MONDAY-August 17	TUESDAY- August 18	WEDNESDAY-August 19	THURSDAY-August 20	FRIDAY- August 21
<p>N. Griffin C. Thomas J. Shepherd</p> <p>Zoom Link ID: 82044943705</p> <p>K-5 staff Moderator: Mrs. James Tech Support: Mr. Megie</p> <p>3:30-4:00 CPCS: Independent Work Time Office Hours: 3:30-4:15 Principal Griffin</p>	<p>A. Samuels 6-9 - All staff Moderator: Ms. S. Laing</p> <p>CCMS/CCHS: Tech Skills to Promote Digital Literacy A. Samuels 6-9 - All staff Moderator: Ms. S. Laing</p> <p>3:30-4:00</p> <p>CPCS: Independent Work Deliverables-</p> <p>Setting Up Google Classrooms; Wonders; GoMath and Writing City; Create your Classroom Charter K-5 staff</p> <p>(Rescheduled) ** ESL/EN/SETTS- Chrome Extensions to Support Struggling Readers SETTS/ENL/ ESL/ Reading Specialist Moderator: Ms. Griffin</p>	<p>Appointments via Calendly Individual Appointments</p> <p>[HR] Individual EQUITABLE Individual Appointments</p> <p>3:30-4:00</p> <p>PowerSchool CEC survey Required by all</p>		<p>Mondesir-Gordon</p> <p>CPCS: Independent Work K-5- All staff Available Office Hours: Principal Griffin Moderator:</p> <p>2:00-6:00</p> <p>[HR] Individual AFLAC Appointments via Calendly Individual Appointments</p>

HR/Finance - Additional Details

- August 14- New Staff Onboarding (By appointment, includes laptop pick-up)
- Appointments with AFLAC representative (20 mins)
- Appointments with Rochelle, Equitable (formerly AXA) representative (20 mins)



Attachment #3



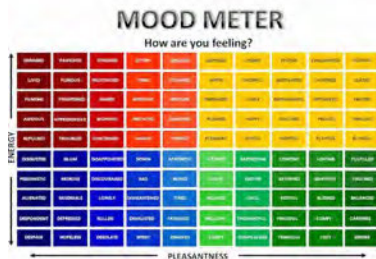
Ms. Nicole Griffin
Challenge Preparatory Charter School- Elementary
Principal Report
September 2020



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.
- The guidance counselor and social worker meets with their mandated scholars from 12:30 pm- 4:00pm. Scholars who are at risk receive an immediate check-in.
- The SEL team provides 30 minute live lessons and activities at least twice a week to each grade.
- The SEL team created a pacing calendar infused with the character trait of the month.

Month	Character Ed. Theme	Emotion of the week	SEL Concept
September	Responsibility	focused, fulfilled, exhilarating, anxious	Responsible decision making
October	Citizenship	excited, enthusiastic, disheartened, concerned	Responsible decision making
November	Kindness	cheerful, happy, joyful, pleased	Social Awareness/ Relationships
December	Forgiveness	thoughtful, peaceful, tranquil, blissful	Self Awareness
January	Integrity	proud, grateful, lonely, uneasy	Self awareness
February	Perseverance	motivated, energized, lively, fatigue	Relationship Skills
March	Tolerance	optimistic, inspired, loving, frustrated	Relationship Skills
April	Courage	calm, proud, frightened, nervous	Self awareness
May	Self Control	relaxed, balanced, tranquil, complacent	Self Management
June	Honesty	loving, humble, sad, worried	Self awareness

-
- They will now use the curriculum “Spread the Word” to support scholars socially and emotionally.
- The first week of school was launching our Culture Institute. Scholars participated in a LIVE ZOOM with their teachers from 8:30 am- 9:00am and then again at 10:00am- 10:30am. The remainder of the time throughout the day was spent either through a video conference or phone call, 1:1. The instructors had the opportunity to get to know the scholar and families on a 1:1 basis. This helped alleviate the parents anxiety, the technology questions/issues that occurred and fostered trust.
- Attendance- Attendance started on August 24, 2020 and was taken using an in-house attendance form. Attendance is submitted by 9:15am daily. By 10:00am, the attendance outreach team reaches out to the parents via phone, text or email. Because some of our scholars do not have a device, their attendance is taken during the 1:1 calls which are noted on the attendance log. Teachers have done a phenomenal job being the FIRST respondent of contacting scholars who was a no show the first two days of school. Scholars who were frequently absent from school were due to the lack of a device in the home.
- At this time, the team did not have to make any home visits.
- First virtual school assembly for school year 2020 was hosted on Friday, August 28th. Hosted by Principal Griffin, Mrs. Zadok, Mrs. Anglin, Mrs. M. Harris- The SEL TEAM

2. Social-Emotional Well-Being of Adults

- Just as the scholars use the MOOD METER, the adults uses the mood meter as well during daily team meetings.
- Everyday, all admin has open office hours for 1:1 check ins. The week of September 28, 2020 starts our weekly scheduled check-ins with staff.
- Wellness Activities- Dance-a Thon, yoga and breathing exercises were offered to staff

3. Family and Community Engagement

- Parent Virtual Town Hall K-5 meeting was held on 8/20/2020
 - Topic: Back to School Forum: Empowering You with Information.
 - Parent Newsletter- Parent Newsletters are sent out bi-weekly. The newsletter includes a video of the principal providing updates to families. Information about curriculum, assessments and health and wellness.
 - Due to the delayed arrival of devices, the majority of parents' questions and concerns revolved around devices.
- School parent communication- The parent outreach team conducted aggressive outreach to parents regarding email addresses and phone numbers. 92% of parents have provided CPCS with their email addresses and up-to-date phone numbers.
- Teachers use REMIND and or CLASS DOJO to keep parents informed
- CPCS uses SCHOOL MESSENGER and other social media platforms to keep parents informed and updated

4. Digital Access and Equity

- PowerSchool & Schoology are new systems being used by Challenge
 - Staff PowerTeacher Pro training was hosted on Wednesday, August 19th
 - Scholars attendance
 - Scholars biographical information
 - Report cards
- Chromebooks- Scholars in grades 3-5 all are equipped with a device. Some scholars continue to use their personal device as we await the arrival of our devices.
- Scholars in grades K-2 who have an IEP or express a need have been provided with a CPCS device. We continue aggressive outreach to families who are in need of a device based on our survey results. For those scholars who do not have a device, they receive a learning packet and a 15- 30 minute daily phone call(s) to provide support to the scholar and families.
- Connectivity (Hotspots)- We distributed 2 hotspots to families. We will continue to provide hotspots to those who express a need.
- Access to Tech Help- Staff who may need TECH help has done a phenomenal job by leaning on each other to first troubleshoot their concerns. If that fails, they send an email to the tech team to try to resolve the issue.
- Staff Tech Training- The principal provided staff training on Google tools such as Bitmoji to enhance classroom presentations. The technology team and lead tech

teachers will continue to provide training and support every Friday. The training will be scaffolded and include asynchronous as well as synchronous workshops.

- Student and Family Tech Training- The Family Engagement Coordinator will work with the PA and teachers to provide tech training for families of the various learning platforms we use.
5. Launching the (Remote) Educational Program
- Google Classrooms/Schoology- 5 of the 9 grades will use Google Classrooms as the remote platform. Grade 1 and one teacher from grade 3 will pilot Schoology
 - Digital Curricula includes:
 - EPIC (Used for scholars to read on level books independently)
 - NEWSELA (Used for scholars in grades 2-5) Current event articles, lexile leveled, with assignments
 - Keyboarding without Tears (Used for scholars in grades K-5) Scholars will learn how to keyboard and practice handwriting skills
 - i-Ready (Used for grades K-5) Personalized instruction for reading and math
 - Raz Kids- (Used for Intervention) Personalized reading instruction
 - Prodigy (Used for Intervention) Personalized math instruction
 - Digital Tools to Enhance Learning-
 - CLEVER
 - Google Meet Grid- allows the instructor to view all of the scholars in the class
 - Google Meet Breakout Room- allows teachers to provide small group instruction
 - Kami- Allows PDF and document annotation
 - Demonstrating responsiveness and flexibility by making adjustments to the program/schedule where needed- The first three days of school were ½ days. The elementary school designed a schedule to build in technology learning, parent support, teacher support and network support. Each afternoon was spent reaching out to families and staff 1:1.
 - On August 31, 2020 we started a schedule gradually including more time with live instruction as we realized the scholars and teachers needed more time both whole class and 1:1 learning about the various digital platforms we use.
6. Professional Learning Opportunities
- Staff virtual PD began online on August 17th
 - Full days of PD August 17th - August 21st
 - Half days of PD August 24th - August 28st
 - Continues every Friday from 1pm - 4:30pm

-
- The Collaborative for Inclusive Education- Monthly trainings for our staff, not just SPED certified teachers are provided through the collaborative
 - OTIS for Educators (Self-Paced)- teachers have the opportunity to improve their craft by taking classes through OTIS for educators
 - PowerSchool (Self-Paced)- teachers have the opportunity to learn this platform self-paced. The month of October includes deadline dates for classes to be completed.
7. Preparing for Hybrid Learning
- Remote-only survey data review and follow-up outreach- The Parent Outreach team continues to conduct outreach to parents who completed the survey as well as parents who have not completed the survey. The survey asks for those who will be remote ONLY for the first quarter. We want to make sure our numbers are accurate as it does affect in-person planning.
 - Model Classroom set-up
 - Hybrid Learning Family Orientations - K-2 will be held on October 1, 2020 and 3-5 will be held on October 8, 2020. Both orientations will be held webinar style and will be recorded.
 - The following will take place as we transition into hybrid learning. Scholars who are remote only will be in the “Virtual Academy” and scholars who are hybrid are in the “Hybrid Academy.”



Attachment #5



Director of Pupil Personnel Report

September 2020

Covid-19 Coordinator

- Provided information to the Principals regarding the COVID BRT and how this will look in their buildings. Ms. Griffin began to create how the activated BRT team would look in her building. Next week I will review the same information with MS/HS Principal Gordon, and she will decide how this would look within her buildings.
- Providing the new DOE health screening link to Principals to provide to their staff members. Staff will log in as a guest and receive a completed screen shot for building entry. This screen shot is valid for 24 hours.
- Communicated with Mrs. Lynch regarding appropriate PPE for the BRT members that will be in close contact with the individual identified as having COVID-19 like symptoms. This includes a N95 respirator, gloves, gowns, and face shields or goggles.
- Shared the daily screening link with the Family Engagement Counselors as well to include in their family communication document
- Attend weekly DOE/DOH meetings and the most important thing now is ensuring staff are prepared for the scholars and families are informed of the procedures. They described having staff coming in early to practice arrival/dismissal, and other protocols like activation of the BRT team.
- John Hopkins collaboration questionnaire was filled out, and I'm awaiting a response for the start of the children sessions to take place.

Pupil Personnel Director

- Bi-weekly check-in's with SST's for continuous support in the following areas:
 1. Aligning SEL strategies and supports for teachers around implementation of the mood meter that allow scholars to check-in with how they are feeling, why they are feeling that way, how the feeling is affecting their facial expressions and or actions, and if they want to remain with this feeling or shift with using their strategies. This strategy is aligned to the self-awareness core competency
 2. SST will begin the feelings word of the week, to expand scholars emotional vocabulary and increase their overall emotional intelligence
 3. SST members were provided with resources to support teacher with implementing the mood meter. We will introduce a new strategy each month and align with the new advisory program Inner Visions for Middle School and Spread the Word for K-5 graders

4. Began the 1:1's with SST members where we focus on professional development
5. Created and shared a Suicidal Ideation protocol with both school sites, to provide step by step support to the SST teams if and when a scholar has suicidal thoughts
6. Lead the SST with creating a school-wide behavior referral process, to have accurate data on behavior needs.
7. The SST is in the beginning stages of brainstorming a school-wide initiative to support staff as well as scholars in creating a strong and resilient school community.
8. The leadership is in the beginning stages of implementing a school-wide advisory program.

Family Engagement Coordinators

1. Will create a balanced family engagement calendar that includes tech support opportunities (both schools), curriculum nights (middle school), they will also provide social emotional support to families to support the anxiety many are feeling as in-school instruction approaches.
2. FEC concerns- This is still being worked out.
Parents that selected in-person instruction need arrival/dismissal (What is this going to look like?), class set-up information as soon as possible to lessen anxiety and to prepare for the first day of school.



Attachment #6



Challenge Charter School

Communications Report - Sept. 2020

fr: Kim Messer, Director of Communications

Family and Staff Communication

We continued to release information on Back to School and Reopening throughout the past few weeks, hosting live Town Halls and events to keep families informed.

We hosted 3 **Family Town Halls via Zoom Webinar**

On August 6th: General Reopening

On August 11th: Health & Safety

On August 13th: Teaching and Social/Emotional Well-being

We also hosted a **Staff Meeting via Zoom on Reopening** on August 13th

On August 25th, we hosted a special webinar featuring Dr. G from Johns Hopkins University School of Medicine on **COVID-19 and Your Child: Back to School Forum**

Websites Updates/Plans

Challenge Charter High School site was launched. Back to school information posted for families. Still needs more curriculum info and other CTE/Early college details as they become available. <https://challengecharterhighschool.org/>

Reopening page was developed to house all of our required plans and Town Hall videos at: <https://challengecharterschools.org/reopening>

We are using one central "district" calendar with the limited activities and events this year.

Marketing

Schneps Media ads online and across 3 English and Spanish papers continue. Application 2021-22 campaign start date TBD.

Ongoing

Development of a comprehensive Crisis Communications Plan is underway; analyzing possible merge of Facebook pages; branding issues such as letterhead to do.



Attachment #7



Rev. Dr. Les Mullings, Founder/CEO

September 14, 2020

Re: September 14, 2020 Operations Report

By: Venessa Lynch, Director of Operations

I. Facilities

- Hartman deep clean scheduled for week ending 9/18
- 15-26 Central deep clean scheduled for week ending 10/9
- Redfern deep clean scheduled for week ending 10/16
- 15-20 Central clean scheduled for 10/16

II. COVID 19 Preparation

- Custodian cleaning training scheduled for 9-30
- Model classroom have been created have been set up for both ES and MS to see what the options are
- PPE have been ordered and are coming in
- Signage have been ordered and will placed in their perspective areas after the deep clean

III. Health

- Nurses have been confirmed for ES site and MS
- A Nurse has been hired for 5th grade and 9th grade
- ES Nurse has reported to begin preparing for reopen
- MS Nurse will report closer to date of reopen
- 5th and 9th grade nurse has been working with operations to ensure she has everything needed to set up the nurse office at 1526 Central

IV. Transportation

- At this time we are still waiting on guidance from OPT regarding whether or not we will have school buses. They have provided with metro cards in the meantime.

V. School Foods

- School foods have been confirmed and will report closer to DOE's open date to set up. Hartman Ln will be distribution site.

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.challengeprepcharter.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, 6-8

Mavgar Mondesir-Gordon, 6-8 Principal

1526 Central Avenue, Far Rockaway, NY 11691

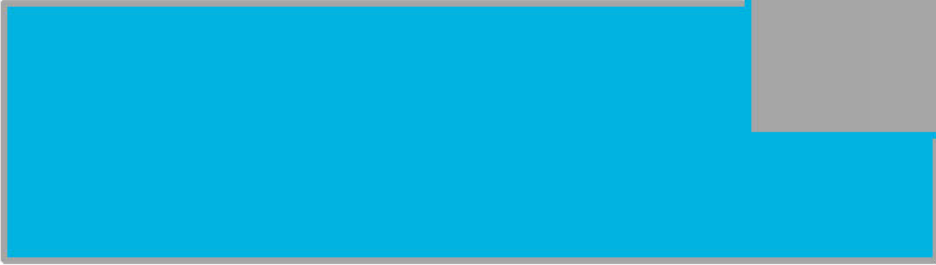
Phone: 718-327-4040

Email: mmondessir@challengecharterschools.org

www.challengechartermiddle.org



Attachment #8



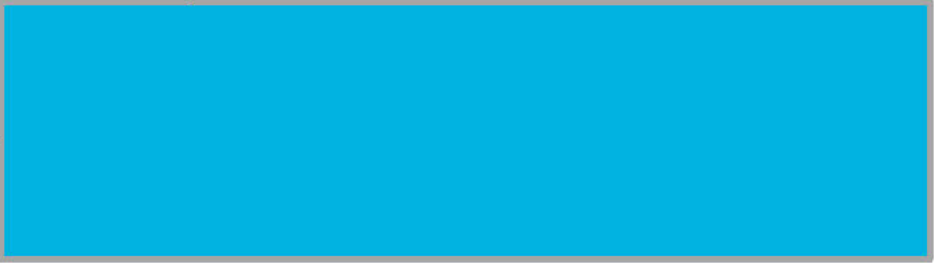
Helping you to focus on what's important:
STUDENT ACHIEVEMENT

CSBM
CHARTER SCHOOL
BUSINESS MANAGEMENT

experience. expertise. execution.

Challenge Prep Charter School

Monthly Financial Report
August 2020

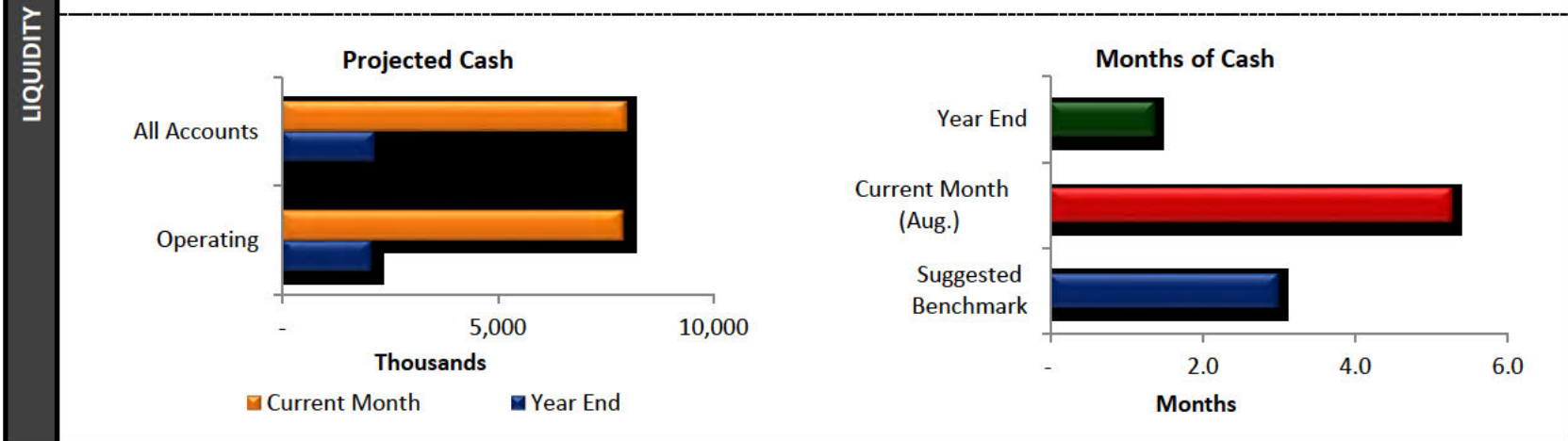


Challenge Prep Charter School

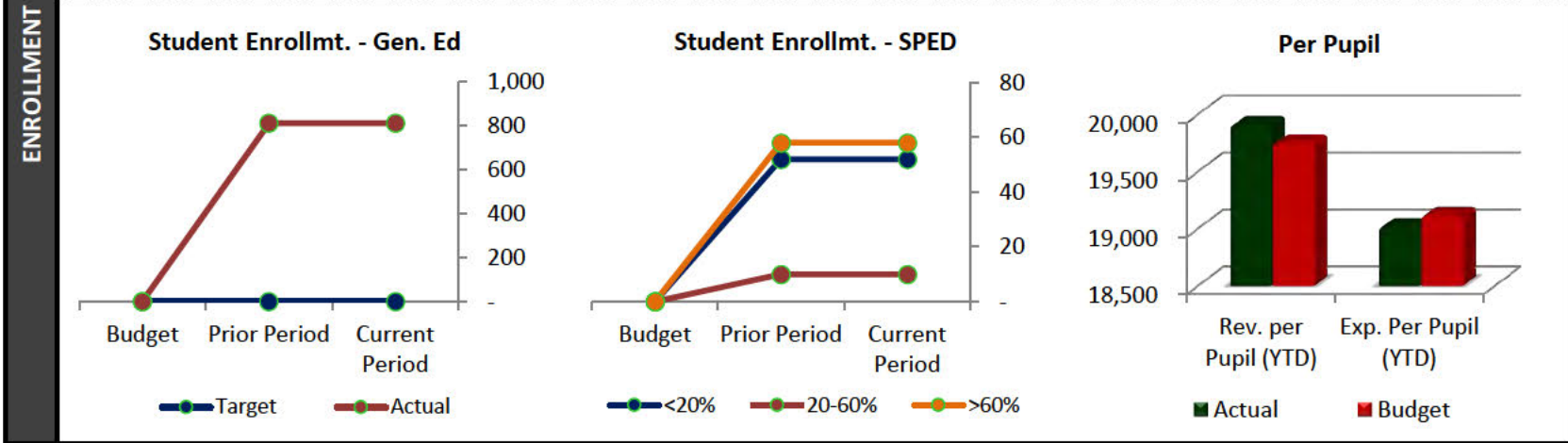
Financial Summary

For Period Ended August 31, 2020

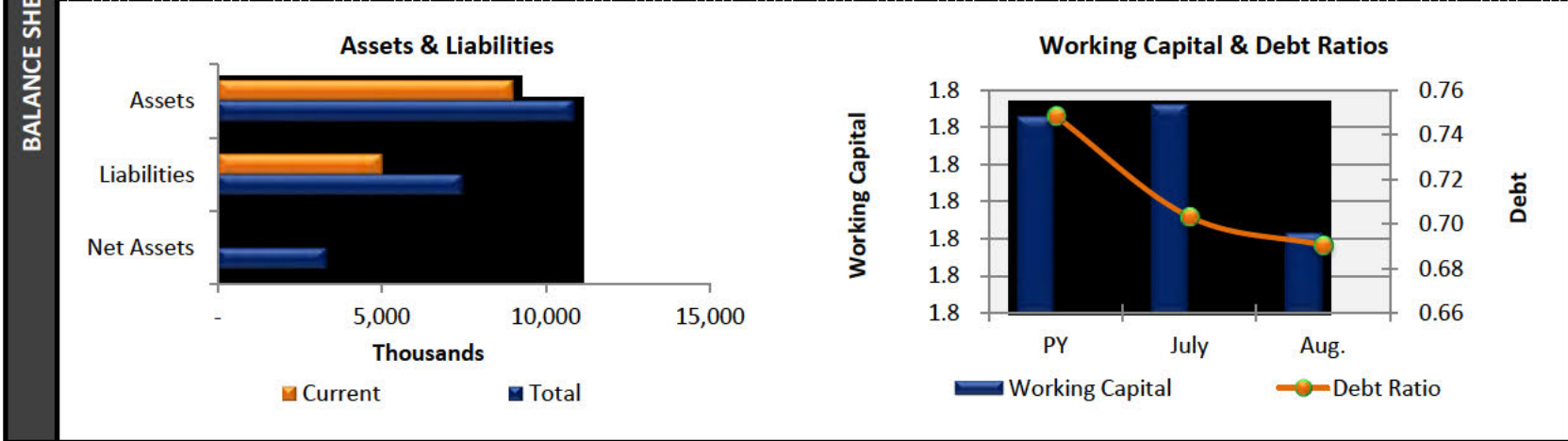
LIQUIDITY	Cash in Bank (Operating Account(s) Only: as of August 31, 2020)	\$ 7,923,749
	Projected months of cash on hand	5.3
	Cash in Bank (Total - All Accounts as of August 31, 2020)	\$ 8,000,339
	FY Ending Cash Available to Carryover to FY20-21 (Operating Account(s) Only)	\$ 2,066,960
	Projected months of cash on hand	1.4
	FY Ending Cash Available to Carryover to FY20-21 (Total - All Accounts)	\$ 2,143,550



	Actual	Budget	Variance	Actual	Budget	Variance
General Ed	936.00	920.00	16.00	\$ 15,116,400	\$ 14,083,360	\$ 1,033,040
SPED						
0 - 20%	35.00	41.00	(6.00)	-	-	-
20 - 59%	18.00	25.00	(7.00)	187,020	259,750	(72,730)
60% - Over	63.00	53.00	10.00	1,200,087	1,009,597	190,490
Total SPED	116.00	119.00	(3.00)	1,387,107	1,269,347	\$ 117,760



Total Current Assets:	\$ 8,999,903
Total Current Liabilities:	\$ 5,023,505
Working Capital (Current) Ratio	1.79
Total Assets:	\$ 10,861,912
Total Liabilities:	\$ 7,499,905
Debt Ratio	0.69
Total Net Assets:	\$ 3,362,007



	Actual	Budget	Variance
Total Revenue YTD:	\$ 3,039,836	\$ 2,965,985	\$ 73,852
Total Expenses YTD:	(1,534,613)	(2,312,164)	777,551
Net Operating Surplus(Deficit):	\$ 1,505,223	\$ 653,820	\$ 851,403

Challenge Prep Charter School

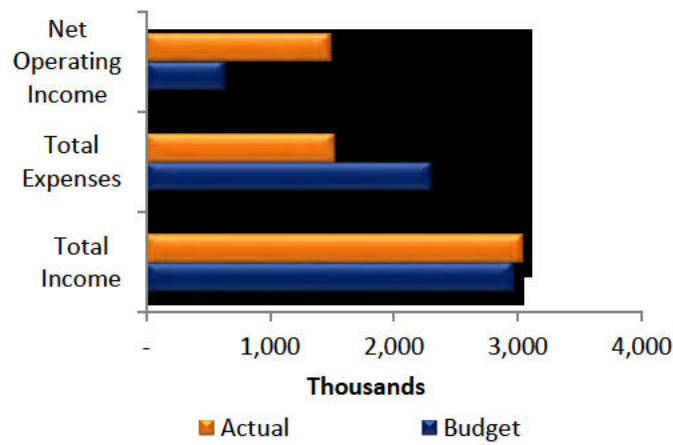
Financial Summary

For Period Ended August 31, 2020

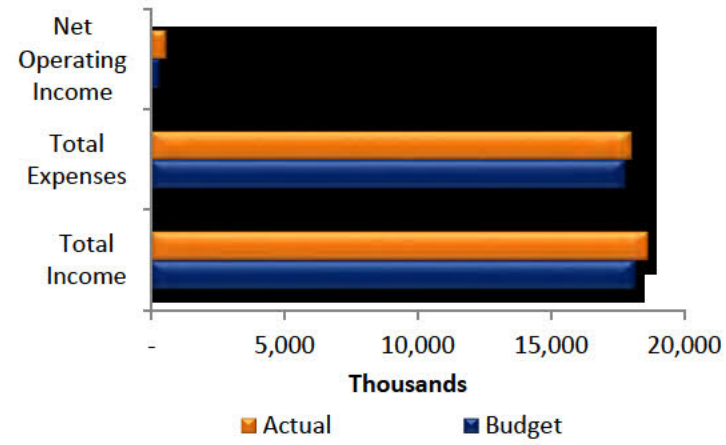
	<u>Projected</u>	<u>Budget</u>	<u>Variance</u>
Annual Projected Revenue:	\$ 18,636,179	\$ 18,169,622	\$ 466,557
Annual Projected Expenses (before depreciation):	(17,798,958)	(17,587,393)	(211,565)
Projected Net Operating Surplus(Deficit) before Depreciation:	\$ 837,221	\$ 582,229	\$ 254,992
Annual Projected Depreciation:	(230,840)	(230,840)	-
Projected Net Operating Surplus(Deficit) after Depreciation:	\$ 606,381	\$ 351,389	\$ 254,992
Capital Expenditure Requirements	\$ (50,000)	\$ -	\$ (50,000)
Total Cash Expenditures <i>(expenses excluding depreciation plus capital expenditures)</i>	\$ (17,518,118)	\$ (17,356,553)	\$ (161,565)
Revenue per Pupil (YTD)	\$ 19,910	\$ 19,750	\$ 161
Expenditure per Pupil (YTD)	\$ 19,016	\$ 19,117	\$ (101)

BUDGETING / REVENUE & EXPENSES

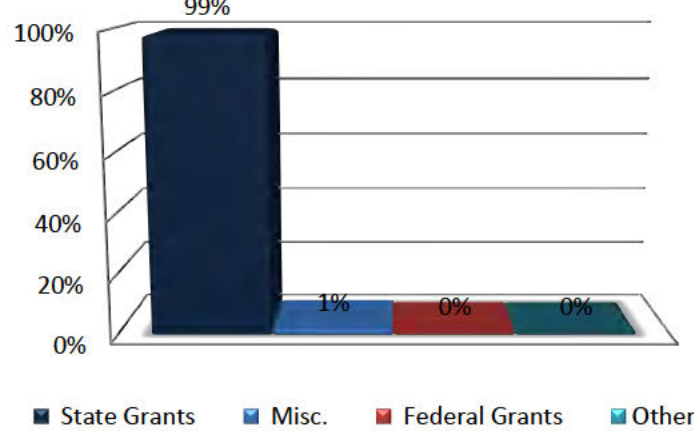
Year-To-Date (YTD)



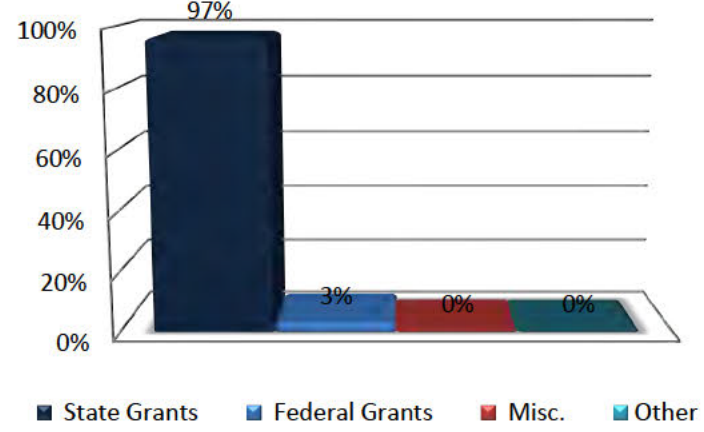
Year End (YE) Projection



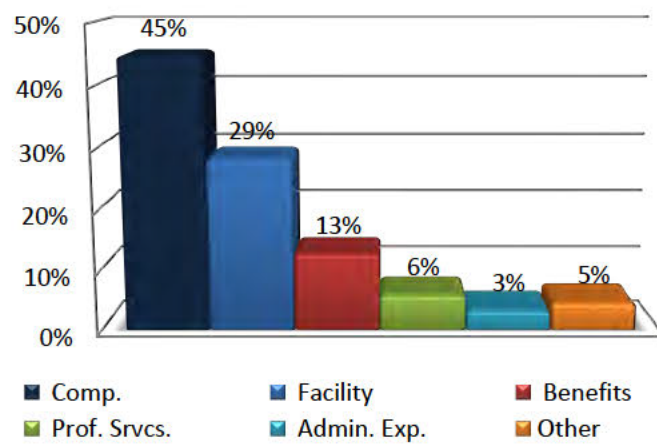
Revenue Breakdown YTD



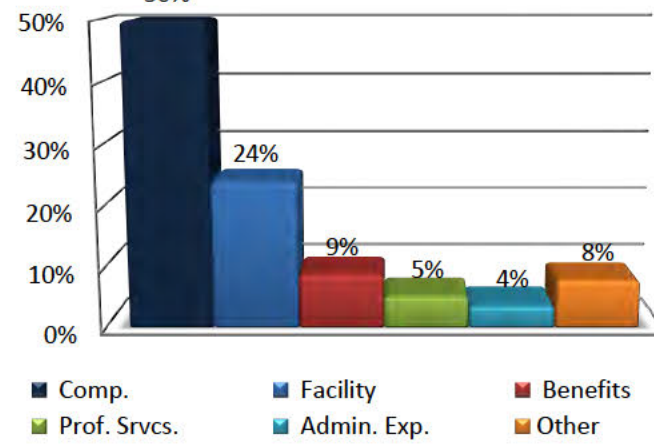
Revenue Breakdown YE



Expense Breakdown YTD



Expense Breakdown YE



Challenge Prep Charter School

Financial Variance Summary

Fiscal Year Ending 6/30/2021	Comments
Net Budget Surplus after Depreciation	\$ 351,389
Increase in Projected Annual Expenses	211,565
Net Projected Deficit Variance after Depreciation	<u>\$ 606,381</u>

**Challenge Prep Charter School
Budget vs. Actuals
Fiscal Year Ending June 30, 2021**

	August 31, 2020			YTD Through August 31, 2020			Projected FYE June 30, 2021				Comments
	Actual	Budget	Variance	Actual	Budget	Variance	Projected - June 30, 2020	Current Month Actuals - July 2019 - March 31, 2020 + Projections thru June 30, 2020	Annual Budget	Variance	
Income											
4100 State Grants	1,498,946	1,467,156	31,790	2,997,891	2,934,312	63,580	15,053,874	18,051,765	17,670,286	381,479	GenEd budget based on 920, projection based on 936 . SpEd budget based on 53 over 60%; 25 20-59%; Projection based on 18 20-60 and 63 >60
4200 Federal Grants	4,312	15,837	(11,524)	4,312	31,673	(27,361)	542,458	546,770	499,336	47,434	
4300 Contributions	-	-	-	-	-	-	-	-	-	-	
4400 Miscellaneous Income	0	-	0	37,633	-	37,633	11	37,644	-	37,644	
Total Income	1,503,258	1,482,992	20,266	3,039,836	2,965,985	73,852	15,596,343	18,636,179	18,169,622	466,557	GenEd budget based on 920, projection based on 936 . SpEd budget based on 53 over 60%; 25 20-59%; Projection based on 18 20-60 and 63 >60
Expenses											
Compensation											
5100 Instructional Staff	326,676	312,511	14,166	431,643	410,061	21,582	5,949,714	6,381,357	6,381,357	-	Based on Budget
5200 Non-Instructional Staff	100,692	136,878	(36,186)	183,940	273,756	(89,816)	1,458,595	1,642,535	1,642,535	-	Based on budget
5300 Pupil Support	52,508	76,606	(24,098)	73,998	153,213	(79,215)	913,073	987,070	919,276	67,794	Based on budget
5000 Compensation	479,877	525,995	(46,118)	689,581	837,029	(147,448)	8,321,382	9,010,962	8,943,168	67,794	Salary projections based on budget
5400 Benefits	128,563	136,783	(8,220)	196,376	273,566	(77,190)	1,418,050	1,614,426	1,641,398	(26,972)	Based on budget
6100 Administrative Expenses	15,151	76,622	(61,471)	50,651	150,972	(100,321)	605,843	656,494	626,494	30,000	
6200 Professional Services	59,050	70,792	(11,742)	89,968	141,583	(51,616)	840,507	930,475	930,475	-	Based on budget
6300 Professional Development	1,295	19,550	(18,255)	3,990	24,100	(20,110)	166,110	170,100	170,100	-	Based on budget
6400 Marketing and Staff/Student Rec	3,381	6,676	(3,296)	7,841	13,353	(5,511)	72,274	80,115	80,115	-	Based on budget
6500 Fundraising Expenses	-	306	(306)	-	613	(613)	53,675	53,675	53,675	-	Based on budget
7100 Curriculum & Classroom Expenses	7,557	27,301	(19,745)	8,410	54,602	(46,193)	387,678	396,088	389,688	6,400	Based on budget
8100 Facility	228,638	364,905	(136,266)	437,776	729,809	(292,034)	3,950,279	4,388,055	4,383,055	5,000	Based on budget
8200 Technology/Communication Expens	26,045	43,185	(17,141)	50,022	86,371	(36,349)	447,547	497,568	368,225	129,343	Based on budget
8800 Miscellaneous Expenses	-	83	(83)	-	167	(167)	1,000	1,000	1,000	-	
8900 Depreciation Expense	-	-	-	-	-	-	230,840	230,840	230,840	-	
Total Expenses	949,556	1,272,199	(322,643)	1,534,613	2,312,164	(777,551)	16,495,185	18,029,798	17,818,233	211,565	
Net Income	553,703	210,793	342,910	1,505,223	653,820	851,403	(898,842)	606,381	351,389	254,992	
Capital Expenditures											
Furniture, Fixtures & Equipment	30,350	-	30,350	36,031	-	36,031	13,969	50,000	-	50,000	
Facility and Construction	-	-	-	-	-	-	-	-	-	-	
Website	-	-	-	-	-	-	-	-	-	-	
Total Capital Expenditures	30,350	-	30,350	36,031	-	36,031	13,969	50,000	-	50,000	

**Challenge Prep Charter School
Cash Flow Projection as of August 31, 2020**

Annual Budget FY20-21	September	October	November	December	January	February	March	April	May	June	July + Subsequent FY19-20 Items
Beginning Cash Balance (Operating)	7,923,749	6,156,087	7,563,103	6,080,018	7,551,737	6,023,741	7,430,757	5,898,036	7,307,152	5,781,256	4,255,360
Projected Cash Receipts from Operations (below)	1	2,935,013	44,913	2,999,716	1	2,935,013	1	2,935,013	1	1	432,844
Projected Cash Disbursements from Operations (below)	(1,527,997)	(1,527,997)	(1,527,997)	(1,527,997)	(1,527,997)	(1,527,997)	(1,532,722)	(1,525,897)	(1,525,897)	(1,525,897)	(827,238)
Net Cash from Operations	(1,527,996)	1,407,016	(1,483,085)	1,471,719	(1,527,996)	1,407,016	(1,532,721)	1,409,116	(1,525,896)	(1,525,896)	(394,394)
Cash Receipts from Accounts & Misc Receivables (not included in revenue below)	-	-	-	-	-	-	-	-	-	-	-
Cash Disbursements for Accounts Payable & Accrued Expenses	(225,697)	-	-	-	-	-	-	-	-	-	-
Capital Expenditures (below)	(13,969)	-	-	-	-	-	-	-	-	-	-
Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-
PPP Loan Payable	-	-	-	-	-	-	-	-	-	-	(1,792,512)
PPP Loan Interest Payable	-	-	-	-	-	-	-	-	-	-	(1,494)
Ending Cash Balance (Operating Account)	6,156,087	7,563,103	6,080,018	7,551,737	6,023,741	7,430,757	5,898,036	7,307,152	5,781,256	4,255,360	2,066,960
Other Cash Accounts (Net of Transfers)	76,590	76,590	76,590	76,590	76,590	76,590	76,590	76,590	76,590	76,590	76,590
Total Cash (All Accounts)	6,232,677	7,639,692	6,156,608	7,628,327	6,100,331	7,507,346	5,974,625	7,383,741	5,857,845	4,331,949	2,143,550

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	7,646,658	
1002 HSBC Checking - 0852	2,210	
1003 HSBC Checking - 0879	277,091	
1004 HSBC Checking - 0887	506	
1005 HSBC Money Market - 5972	3,502	
1006 Chase Escrow - 3060	70,000	
1007 Petty Cash	372	
Total 1000 Cash	\$ 8,000,339	
Total Bank Accounts	\$ 8,000,339	
Accounts Receivable		
1100 Accounts Receivable	299,063	
1200 Other Receivables - Salary Advance	(704)	
Total Accounts Receivable	\$ 298,359	
Other current assets		
1300 Prepaid Expenses	282,833	
1301 Prepaid Insurance	111,570	
1310 Prepaid Rent	306,801	
Total Other current assets	\$ 701,205	
Total Current Assets	\$ 8,999,903	
Fixed Assets		
1500 Furniture, Fixtures & Equipment		
1510 Office & Admin Computers & Equipment	243,066	
1511 Classroom Computers & Equipment	294,680	
1512 Classroom Furniture	390,572	
1513 Office Furniture	56,983	
Total 1513 Office Furniture	\$ 56,983	
1514 Musical Instruments	16,390	
1515 Computer Software	44,217	
Total 1500 Furniture, Fixtures & Equipment	1,045,908	
1519 Facility and Construction	127,589	
1520 Architect Fees	110,000	
1525 Fire Alarm System	7,500	
Total 1525 Fire Alarm System	\$ 7,500	
1530 Kitchen/Cafeteria	162,079	
1535 Construction In Progress	818,375	
1540 Leasehold Improvements	311,199	
Total 1519 Facility and Construction	1,536,741	
1610 Website	11,000	
Total 1610 Website	\$ 11,000	
1700 Accumulated Depreciation & Amortization		
1710 Accumulated Depreciation	(1,139,054)	

Challenge Prep Charter School
Balance Sheet
YTD as of August 31, 2020

	Total	Comments
1750 Accumulated Amortization	(7,211)	
Total 1700 Accumulated Depreciation & Amortization	\$ (1,146,265)	
Total Fixed Assets	\$ 1,447,385	
Other Assets		
1800 Security Deposits	414,624	
Total Other Assets	\$ 414,624	
TOTAL ASSETS	\$ 10,861,912	
LIABILITIES AND EQUITY		
Liabilities		
Current Liabilities		
Accounts Payable		
2000 Accounts Payable	168,596	
Total Accounts Payable	\$ 168,596	
Other Current Liabilities		
2100 HSBC Loan Payable	1,792,512	
2300 Accrued Salaries/Taxes	-	
2301 Accrued Expenses	57,101	
2303 Accrued Interest - PPP	1,494	
2400 Unearned/Deferred Revenue	3,003,802	
Total Other Current Liabilities	\$ 4,854,909	
Total Current Liabilities	\$ 5,023,505	
Long-Term Liabilities		
2700 Deferred Rent Liability	2,476,400	
Total Long-Term Liabilities	\$ 2,476,400	
Total Liabilities	\$ 7,499,905	
Equity		
3100 Retained Earnings	1,856,784	
Net Income	1,505,223	
Total Equity	\$ 3,362,007	
TOTAL LIABILITIES AND EQUITY	\$ 10,861,912	

Challenge Prep Charter School
Statement of Cash Flows
YTD as of August 31, 2020

	Total	Comments
OPERATING ACTIVITIES		
Net Income	1,505,223	
Adjustments to reconcile Net Income to Net Cash provided by operations:		
1100 Accounts Receivable	-	
1200 Accounts Receivable:Other Receivables - Salary Advance	340	
1300 Prepaid Expenses	(247,536)	
1301 Prepaid Insurance	(111,570)	
1310 Prepaid Rent	32,745	
2301 Accrued Expenses	(59,737)	
INVESTING ACTIVITIES		
1511 Furniture, Fixtures & Equipment:Classroom Computers & Equipment	(36,031)	
1512 Furniture, Fixtures & Equipment:Classroom Furniture	-	
1513 Furniture, Fixtures & Equipment:Office Furniture	-	
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	3,120,115	
Cash at beginning of period	\$ 4,880,224	
Total Cash at beginning of period	\$ 4,880,224	
Cash at end of period	\$ 8,000,339	



Attachment #9

CPCS Personnel Report

September 2020

Current Employees	Vacancies
132	4

Campus	Current	Vacancies	New Hires
Elementary School	73	1	-
Middle School	44	1	-
High School	7	2	-
Network Operations	8	0	-

New Hires	Position
-----------	----------

- Vacancies
- ES Teacher Assistant
- MS SETTS Teacher
- HS Science Teacher
- HS CTE Teacher



Attachment #10

CPCS PRIVACY AND SECURITY FOR STUDENT DATA AND TEACHER AND PRINCIPAL DATA Policy

This Policy addresses the School's responsibility to adopt appropriate administrative, technical, and physical safeguards and controls to protect and maintain the confidentiality, integrity, and availability of its data, data systems, and information technology resources.

The School is committed to maintaining the privacy and security of student data and teacher and principal data and will follow all applicable laws and regulations for the handling and storage of this data in the School and when disclosing or releasing it to others, including, but not limited to, third-party contractors. The School adopts this policy to implement the requirements of Education Law Section 2-d and its implementing regulations, as well as to align the School's data privacy and security practices with the National Institute for Standards and Technology Framework for Improving Critical Infrastructure Cybersecurity (Version 1.1).

Definitions

As provided in Education Law Section 2-d and/or its implementing regulations, the following terms, as used in this policy, will mean:

- a) "Breach" means the unauthorized acquisition, access, use, or disclosure of student data and/or teacher or principal data by or to a person not authorized to acquire, access, use, or receive the student data and/or teacher or principal data.
- b) "Building principal" means a building principal subject to annual performance evaluation review under the provisions of Education Law Section 3012-c.
- c) "Classroom teacher" means a teacher subject to annual performance evaluation review under the provisions of Education Law Section 3012-c.
- d) "Commercial or marketing purpose" means the sale of student data; or its use or disclosure for purposes of receiving remuneration, whether directly or indirectly; the use of student data for advertising purposes, or to develop, improve, or market products or services to students.
- e) "Contract or other written agreement" means a binding agreement between an educational agency and a third-party, which includes, but is not limited to, an agreement created in electronic form and signed with an electronic or digital signature or a click-wrap agreement that is used with software licenses, downloaded, and/or online applications and transactions for educational technologies and other technologies in which a user must agree to terms and conditions prior to using the product or service.
- f) "Disclose" or "disclosure" means to permit access to, or the release, transfer, or other communication of personally identifiable information by any means, including oral, written, or electronic, whether intended or unintended.
- g) "Education records" means an education record as defined in the Family Educational Rights and Privacy Act and its implementing regulations, 20 USC Section 1232g and 34 CFR Part 99, respectively.

- h) "Educational agency" means a school district, charter school, board of cooperative educational services (BOCES), or the New York State Education Department (NYSED).
- i) "Eligible student" means a student who is eighteen years or older.
- j) "Encryption" means methods of rendering personally identifiable information unusable, unreadable, or indecipherable to unauthorized persons through the use of a technology or methodology specified or permitted by the Secretary of the United States Department of Health and Human Services in guidance issued under 42 USC Section 17932(h)(2).
- k) "FERPA" means the Family Educational Rights and Privacy Act and its implementing regulations, 20 USC Section 1232g and 34 CFR Part 99, respectively.
- l) "NIST Cybersecurity Framework" means the U.S. Department of Commerce National Institute for Standards and Technology Framework for Improving Critical Infrastructure Cybersecurity (Version 1.1). A copy of the NIST Cybersecurity Framework is available at the Office of Counsel, State Education Department, State Education Building, Room 148, 89 Washington Avenue, Albany, New York 12234.
- m) "Parent" means a parent, legal guardian, or person in parental relation to a student.
- n) "Personally identifiable information (PII)," as applied to student data, means personally identifiable information as defined in 34 CFR Section 99.3 implementing the Family Educational Rights and Privacy Act, 20 USC Section 1232g, and, as applied to teacher or principal data, means personally identifying information as this term is defined in Education Law Section 3012-c(10).
- o) "Release" has the same meaning as disclosure or disclose.
- p) "Student" means any person attending or seeking to enroll in an educational agency.
- q) "Student data" means personally identifiable information from the student records of an educational agency.
- r) "Teacher or principal data" means personally identifiable information from the records of an educational agency relating to the annual professional performance reviews of classroom teachers or principals that is confidential and not subject to release under the provisions of Education Law Sections 3012-c and 3012-d.
- s) "Third-party contractor" means any person or entity, other than an educational agency, that receives student data or teacher or principal data from an educational agency pursuant to a contract or other written agreement for purposes of providing services to the educational agency, including but not limited to data management or storage services, conducting studies for or on behalf of the educational agency, or audit or evaluation of publicly funded programs. This term will include an educational partnership organization that receives student and/or teacher or principal data from a school to carry out its responsibilities pursuant to Education Law Section 211-e and is not an educational agency, and a not-for-profit corporation or other nonprofit organization, other than an educational agency.
- t) "Unauthorized disclosure" or "unauthorized release" means any disclosure or release not permitted by federal or state statute or regulation, any lawful contract or written

agreement, or that does not respond to a lawful order of a court or tribunal or other lawful order.

Data Collection Transparency and Restrictions

As part of its commitment to maintaining the privacy and security of student data and teacher and principal data, the School will take steps to minimize its collection, processing, and transmission of PII.

The School will monitor its data systems, develop incident response plans, limit access to PII to School employees, interns, volunteers, independent contractors, and third-party contractors who need such access to fulfill their professional responsibilities or contractual obligations, and destroy PII when it is no longer needed.

Additionally, the School will:

- a) Not sell PII nor use or disclose it for any marketing or commercial purpose or facilitate its use or disclosure by any other party for any marketing or commercial purpose or permit another party to do so.
- b) Ensure that it has provisions in its contracts with third-party contractors or in separate data sharing and confidentiality agreements that require the confidentiality of shared student data or teacher or principal data be maintained in accordance with law, regulation, and School policy.

Except as required by law or in the case of educational enrollment data, the School will not report to NYSED the following student data elements:

- a) Juvenile delinquency records;
- b) Criminal records;
- c) Medical and health records; and
- e) Student biometric information.

Certain federal laws and regulations provide additional rights regarding confidentiality of and access to student records, as well as permitted disclosures without consent.

Chief Privacy Officer

The Commissioner of Education has appointed a Chief Privacy Officer who will report to the Commissioner on matters affecting privacy and the security of student data and teacher and principal data. Among other functions, the Chief Privacy Officer is authorized to provide assistance to educational agencies within the state on minimum standards and best practices associated with privacy and the security of student data and teacher and principal data.

The School will comply with its obligation to report breaches or unauthorized releases of student data or teacher or principal data to the Chief Privacy Officer in accordance with Education Law Section 2-d, its implementing regulations, and this policy.

The Chief Privacy Officer has the power, among others, to:

- a) Access all records, reports, audits, reviews, documents, papers, recommendations, and other materials maintained by the School that relate to student data or teacher or principal data, which includes, but is not limited to, records related to any technology product or service that will be utilized to store and/or process PII; and
- b) Based upon a review of these records, require the School to act to ensure that PII is protected in accordance with laws and regulations, including but not limited to requiring the School to perform a privacy impact and security risk assessment.

Data Protection Officer

The School has designated an employee to serve as the School's Data Protection Officer. The Data Protection Officer for the School will be appointed at the annual Organizational Meeting.

The Data Protection Officer is responsible for the implementation and oversight of this policy and any related procedures including those required by Education Law Section 2-d and its implementing regulations to develop and maintain a comprehensive Data Privacy and Security Program. The Data Protection Officer will serve as the main point of contact for the School's Data Privacy and Security Program.

The School will ensure that the Data Protection Officer has the appropriate knowledge, training, and experience to administer these functions. The Data Protection Officer may perform these functions in addition to other job responsibilities.

School Data Privacy and Security Standards

The School will use the National Institute for Standards and Technology Framework for Improving Critical Infrastructure Cybersecurity (Version 1.1) (Framework) as the standard for its data privacy and security program. The Framework is a risk-based approach to managing cybersecurity risk and is composed of three parts: the Framework Core, the Framework Implementation Tiers, and the Framework Profiles. The Framework provides a common taxonomy and mechanism for organizations to:

- a) Describe their current cybersecurity posture;
- b) Describe their target state for cybersecurity;
- c) Identify and prioritize opportunities for improvement within the context of a continuous and repeatable process;
- d) Assess progress toward the target state; and
- e) Communicate among internal and external stakeholders about cybersecurity risk.

The School will protect the confidentiality and privacy of student and teacher/principal PII while stored or transferred by:

- a) Ensuring that every use and disclosure of PII by the School benefits students and the School by considering, among other criteria, whether the use and/or disclosure will:
 - 1. Improve academic achievement;
 - 2. Empower parents and students with information; and/or
 - 3. Advance efficient and effective school operations.
- b) Not including PII in public reports or other public documents. The Data Protection Officer will, together with program offices, determine whether a proposed use of PII is not included in public reports or other documents, or otherwise publicly disclosed.
- c) Using industry standard safeguards and best practices, such as encryption, firewalls, and passwords.

The School affords all protections under FERPA and the Individuals with Disabilities Education Act and their implementing regulations to parents or eligible students, where applicable.

Third-Party Contractors

School Responsibilities

The School will ensure that whenever it enters into a contract or other written agreement with a third-party contractor and the third-party contractor will receive student data or teacher or principal data from the School, the contract or written agreement will include provisions requiring that confidentiality of shared student data or teacher or principal data be maintained in accordance with federal and state laws and regulations, and School policy.

In addition, the School will ensure that the contract or written agreement includes the third-party contractor's data privacy and security plan that has been accepted by the School.

The third-party contractor's data privacy and security plan must, at a minimum:

- a) Outline how the third-party contractor will implement all state, federal, and local data privacy and security contract requirements over the life of the contract, consistent with School policy;
- b) Specify the administrative, operational, and technical safeguards and practices the third-party contractor has in place to protect PII that it will receive under the contract;
- c) Demonstrate that the third-party contractor complies with the requirements of 8 NYCRR Section 121.3(c);
- d) Specify how officers or employees of the third-party contractor and its assignees who have access to student data or teacher or principal data receive or will receive training on the federal and state laws and regulations governing confidentiality of this data prior to receiving access;
- e) Specify if the third-party contractor will utilize subcontractors and how it will manage those relationships and contracts to ensure PII is protected;

- f) Specify how the third-party contractor will manage data privacy and security incidents that implicate PII including specifying any plans to identify breaches and unauthorized disclosures, and to promptly notify the School;
- g) Describe whether, how, and when data will be returned to the School, transitioned to a successor contractor, at the School's option and direction, deleted or destroyed by the third-party contractor when the contract is terminated or expires; and

The School will also ensure that the contract or written agreement with the third-party contractor includes a signed copy of the Parents' Bill of Rights for Data Privacy and Security.

Third-Party Contractor Responsibilities

Each third-party contractor, that enters into a contract or other written agreement with the School under which the third-party contractor will receive student data or teacher or principal data from the School, is required to:

- a) Adopt technologies, safeguards, and practices that align with the NIST Cybersecurity Framework;
- b) Comply with School's data security and privacy policy, Education Law Section 2-d and its implementing regulations, and applicable laws impacting the School;
- c) Limit internal access to PII to only those employees or subcontractors that need access to provide the contracted services;
- d) Not use the PII for any purpose not explicitly authorized in its contract;
- e) Not disclose any PII to any other party without the prior written consent of the parent or eligible student (i.e., students who are eighteen years old or older):
 1. Except for authorized representatives of the third-party contractor such as a subcontractor or assignee to the extent they are carrying out the contract and in compliance with law, regulation, and its contract with the School; or
 2. Unless required by law or court order and the third-party contractor provides notice of disclosure to NYSED, the Board, or the institution that provided the information no later than the time the information is disclosed, unless providing notice of the disclosure is expressly prohibited by law or court order;
- f) Maintain reasonable administrative, technical, and physical safeguards to protect the security, confidentiality, and integrity of PII in its custody;
- g) Use encryption to protect PII in its custody while in motion or at rest; and
- h) Not sell PII nor use or disclose it for any marketing or commercial purpose or facilitate its use or disclosure by any other party for any marketing or commercial purpose or permit another party to do so.

Where a third-party contractor engages a subcontractor to perform its contractual obligations, the data protection obligations imposed on the third-party contractor by state and federal laws and contract with the School apply to the subcontractor.

If the third-party contractor has a breach or unauthorized release of PII, it will promptly notify the School in the most expedient way possible without unreasonable delay but no more than seven calendar days after the breach's discovery.

Click-Wrap Agreements

Periodically, School staff may wish to use software, applications, or other technologies in which the user must "click" a button or box to agree to certain online terms of service prior to using the software, application, or other technology. These are known as "click-wrap agreements" and are considered legally binding "contracts or other written agreements" under Education Law Section 2-d and its implementing regulations.

School staff are prohibited from using software, applications, or other technologies pursuant to a click-wrap agreement in which the third-party contractor receives student data or teacher or principal data from the School unless they have received prior approval from the School's Data Protection Officer or designee.

The School will develop and implement procedures requiring prior review and approval for staff use of any software, applications, or other technologies pursuant to click-wrap agreements.

Parents' Bill of Rights for Data Privacy and Security

The School will publish its Parents' Bill of Rights for Data Privacy and Security (Bill of Rights) on its website. Additionally, the School will include the Bill of Rights with every contract or other written agreement it enters into with a third-party contractor under which the third-party contractor will receive student data or teacher or principal data from the School.

The School's Bill of Rights will state in clear and plain English terms that:

- a) Student PII will be collected and disclosed only as necessary to achieve educational purposes in accordance with State and Federal Law;
- b) A student's PII cannot be sold or released for any marketing or commercial purposes by the School or any third-party contractor. The School will not sell student personally identifiable information and will not release it for marketing or commercial purposes, other than directory information released by the School in accordance with School policy;
- c) Parents have the right to inspect and review the complete contents of their child's education record;
- d) State and federal laws, such as NYS Education Law §2-d and the Family Educational Rights and Privacy Act, protect the confidentiality of PII, and safeguards associated with industry standards and best practices, including but not limited to encryption, firewalls, and password protection, must be in place when data is stored or transferred;
- e) A complete list of all student data elements collected by the State Education Department is available for public review at the following website <http://www.nysed.gov/data-privacy-security/student-data-inventory> or by writing to Chief Privacy Officer, New York State Education Department, Room 865 EBA, 89 Washington Avenue, Albany, New York 12234; and

- f) Parents have the right to have complaints about possible breaches and unauthorized disclosures of student data addressed. Complaints should be directed to (*insert school contact information including title, phone number, email and mailing address here*). Complaints can also be directed to the New York State Education Department by mail to the Chief Privacy Officer, New York State Education Department, 89 Washington Avenue, Albany, New York 12234, by email to privacy@mail.nysed.gov, or by telephone at 5178-474-0937 . Complaints may also be submitted online by using the form available at the following website <http://www.nysed.gov/data-privacy-security/report-improper-disclosure>.
- g) Parents have the right to be notified in accordance to applicable laws and regulations if a breach or unauthorized release of their student's PII occurs.
- h) Parents can expect that School employees who handle PII will receive annual training on applicable federal and state laws, regulations, educational agency's policies and safeguards which will be in alignment with industry standards and best practices to protect PII.

The Bill of Rights will also include supplemental information for each contract the School enters into with a third-party contractor where the third-party contractor receives student data or teacher or principal data from the School. The supplemental information must be developed by the School and include the following information:

- a) The exclusive purposes for which the student data or teacher or principal data will be used by the third-party contractor, as defined in the contract;
- b) How the third-party contractor will ensure that the subcontractors, or other authorized persons or entities to whom the third-party contractor will disclose the student data or teacher or principal data, if any, will abide by all applicable data protection and security requirements, including but not limited to those outlined in applicable laws and regulations (e.g., FERPA; Education Law Section 2-d);
- c) The duration of the contract, including the contract's expiration date, and a description of what will happen to the student data or teacher or principal data upon expiration of the contract or other written agreement (e.g., whether, when, and in what format it will be returned to the School, and/or whether, when, and how the data will be destroyed);
- d) If and how a parent, student, eligible student, teacher, or principal may challenge the accuracy of the student data or teacher or principal data that is collected;
- e) Where the student data or teacher or principal data will be stored, described in a manner as to protect data security, and the security protections taken to ensure the data will be protected and data privacy and security risks mitigated; and
- f) Address how the data will be protected using password protections, administrative procedures, encryption while in motion and at rest, and firewalls.

The School will publish on its website the supplement to the Bill of Rights (i.e., the supplemental information described above) for any contract or other written agreement it has entered into with a third-party contractor that will receive PII from the School. The Bill of Rights and supplemental information may be redacted to the extent necessary to safeguard the privacy and/or security of the School's data and/or technology infrastructure.

Right of Parents and Eligible Students to Inspect and Review Students' Education Records

Consistent with the obligations of the School under FERPA, parents and eligible students have the right to inspect and review a student's education record by making a request directly to the School in a manner prescribed by the School.

The School will ensure that only authorized individuals are able to inspect and review student data. To that end, the School will take steps to verify the identity of parents, guardians, or eligible students who submit requests to inspect and review an education record and verify the individual's authority to do so.

Requests by a parent, guardian, or eligible student for access to a student's education records must be directed to the School and not to a third-party contractor. The School may require that requests to inspect and review education records be made in writing.

The School will notify parents, guardians, and eligible students annually of their right to request to inspect and review the student's education record including any student data stored or maintained by the School through its annual FERPA notice. A notice separate from the School's annual FERPA notice is not required.

The School will comply with a request for access to records within a reasonable period, but not more than 45 calendar days after receipt of a request.

If the parent, guardian, or eligible student consents, the School may provide the records electronically. The School must transmit the PII in a way that complies with laws and regulations. Safeguards associated with industry standards and best practices, including but not limited to encryption and password protection, must be in place when education records requested by a parent, guardian, or eligible student are electronically transmitted.

Complaints of Breach or Unauthorized Release of Student Data and/or Teacher or Principal Data

The School will inform parents/guardians, through its Parents' Bill of Rights for Data Privacy and Security, that they have the right to submit complaints about possible breaches of student data to the Chief Privacy Officer at NYSED. In addition, the School has established the following procedures for parents, guardians, eligible students, teachers, principals, and other School staff to file complaints with the School about breaches or unauthorized releases of student data and/or teacher or principal data:

- a) All complaints must be submitted to the School's Data Protection Officer in writing, utilizing a complaint form available on the School's website.
- b) Upon receipt of a complaint, the School will promptly acknowledge receipt of the complaint, commence an investigation, and take the necessary precautions to protect PII.
- c) Following the investigation of a submitted complaint, the School will provide the individual who filed the complaint with its findings. This will be completed within a reasonable period of time, but no more than 60 calendar days from the receipt of the complaint by the School.
- d) If the School requires additional time, or where the response may compromise security or impede a law enforcement investigation, the School will provide the individual who

filed the complaint with a written explanation that includes the approximate date when the School anticipates that it will respond to the complaint.

These procedures will be disseminated to parents, guardians, eligible students, teachers, principals, and other School staff.

The School will maintain a record of all complaints of breaches or unauthorized releases of student data and their disposition in accordance with applicable data retention policies.

Reporting a Breach or Unauthorized Release

The School's Data Protection Officer will report every discovery or report of a breach or unauthorized release of student data or teacher or principal data within the School to the Chief Privacy Officer without unreasonable delay, but no more than ten calendar days after the discovery.

Each third-party contractor that receives student data or teacher or principal data pursuant to a contract or other written agreement entered into with the School will be required to promptly notify the School of any breach of security resulting in an unauthorized release of the data by the third-party contractor or its assignees in violation of applicable laws and regulations, the Parents' Bill of Rights for Student Data Privacy and Security, School policy, and/or binding contractual obligations relating to data privacy and security, in the most expedient way possible and without unreasonable delay, but no more than seven calendar days after the discovery of the breach.

In the event of notification from a third-party contractor, the School will in turn notify the Chief Privacy Officer of the breach or unauthorized release of student data or teacher or principal data no more than ten calendar days after it receives the third-party contractor's notification using a form or format prescribed by NYSED.

Investigation of Reports of Breach or Unauthorized Release by the Chief Privacy Officer

The Chief Privacy Officer is required to investigate reports of breaches or unauthorized releases of student data or teacher or principal data by third-party contractors. As part of an investigation, the Chief Privacy Officer may require that the parties submit documentation, provide testimony, and may visit, examine, and/or inspect the third-party contractor's facilities and records.

Upon the belief that a breach or unauthorized release constitutes criminal conduct, the Chief Privacy Officer is required to report the breach and unauthorized release to law enforcement in the most expedient way possible and without unreasonable delay.

Third-party contractors are required to cooperate with the School and law enforcement to protect the integrity of investigations into the breach or unauthorized release of PII.

Upon conclusion of an investigation, if the Chief Privacy Officer determines that a third-party contractor has through its actions or omissions caused student data or teacher or principal data to be breached or released to any person or entity not authorized by law to receive this data in violation of applicable laws and regulations, School policy, and/or any binding contractual obligations, the Chief Privacy Officer is required to notify the third-party contractor of the finding and give the third-party contractor no more than 30 days to submit a written response.

If after reviewing the third-party contractor's written response, the Chief Privacy Officer determines the incident to be a violation of Education Law Section 2-d, the Chief Privacy Officer will be authorized to:

- a) Order the third-party contractor be precluded from accessing PII from the affected educational agency for a fixed period of up to five years;
- b) Order that a third-party contractor or assignee who knowingly or recklessly allowed for the breach or unauthorized release of student data or teacher or principal data be precluded from accessing student data or teacher or principal data from any educational agency in the state for a fixed period of up to five years;
- c) Order that a third-party contractor who knowingly or recklessly allowed for the breach or unauthorized release of student data or teacher or principal data will not be deemed a responsible bidder or offeror on any contract with an educational agency that involves the sharing of student data or teacher or principal data, as applicable for purposes of General Municipal Law Section 103 or State Finance Law Section 163(10)(c), as applicable, for a fixed period of up to five years; and/or
- d) Require the third-party contractor to provide additional training governing confidentiality of student data and/or teacher or principal data to all its officers and employees with reasonable access to this data and certify that the training has been performed at the contractor's expense. This additional training is required to be performed immediately and include a review of laws, rules, and regulations, including Education Law Section 2-d and its implementing regulations.

If the Chief Privacy Officer determines that the breach or unauthorized release of student data or teacher or principal data on the part of the third-party contractor or assignee was inadvertent and done without intent, knowledge, recklessness, or gross negligence, the Chief Privacy Officer may make a recommendation to the Commissioner that no penalty be issued to the third-party contractor.

The Commissioner would then make a final determination as to whether the breach or unauthorized release was inadvertent and done without intent, knowledge, recklessness or gross negligence and whether or not a penalty should be issued.

Notification of a Breach or Unauthorized Release

The School will notify affected parents, eligible students, teachers, and/or principals in the most expedient way possible and without unreasonable delay, but no more than 60 calendar days after the discovery of a breach or unauthorized release of PII by the School or the receipt of a notification of a breach or unauthorized release of PII from a third-party contractor unless that notification would interfere with an ongoing investigation by law enforcement or cause further disclosure of PII by disclosing an unfixed security vulnerability. Where notification is delayed under these circumstances, the School will notify parents, eligible students, teachers, and/or principals within seven calendar days after the security vulnerability has been remedied or the risk of interference with the law enforcement investigation ends.

Notifications will be clear, concise, use language that is plain and easy to understand, and to the extent available, include:

- a) A brief description of the breach or unauthorized release, the dates of the incident and the date of discovery, if known;
- b) A description of the types of PII affected;
- c) An estimate of the number of records affected;

- d) A brief description of the School's investigation or plan to investigate; and
- e) Contact information for representatives who can assist parents or eligible students that have additional questions.

Notification will be directly provided to the affected parent, guardian, eligible student, teacher, or principal by first-class mail to their last known address, by email, or by telephone.

Where a breach or unauthorized release is attributed to a third-party contractor, the third-party contractor is required to pay for or promptly reimburse the School for the full cost of this notification.

The Data Protection Officer must annually report to the Board of Education on data privacy and security activities and progress, any changes to data privacy and security measures, the number and disposition of reported breaches, if any, and a summary of any complaints submitted pursuant to Education Law 2-d.

Compliance with the School's Acceptable Use Policy For Technology and the Internet

All officers and staff must comply with the School's Acceptable Use Policy when using the School's resources. Access privileges will be granted in accordance with the user's job responsibilities. Access privileges will be limited to the extent necessary to accomplish assigned tasks in accordance with the School's mission and business functions. Access privileges will be discontinued for those who are no longer with the School.

Annual Data Privacy and Security Training

The School will annually provide data privacy and security awareness training to its officers and staff with access to PII. This training will include, but not be limited to, training on the applicable laws and regulations that protect PII and how staff can comply with these laws and regulations. The School may deliver this training using online training tools. Additionally, this training may be included as part of the training that the School already offers to its workforce. All officers and staff who have access to PII must complete this training annually.

Notification of Policy

The School will publish this policy on its website and provide notice of the policy to all its officers and staff.

Education Law § 2-d
8 NYCRR Part 121

Adoption Date – September 16, 2020 by the CPCS Board of Trustees



2020-21 School Year Special Called Board Meeting #1 Minutes

Frederica Jefferies, CPCS Chair called the meeting to order and welcomed everyone to the CPCS 2020-21 School Year Special Called Board Meeting #1 at 6:30 PM on September 25, 2020.

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, Andrew Barnes, Karon McFarlane, Dr. Michelle Daniel-Robertson, Linda Plummer, and Gertrudis Hernandez

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 reminded the Board of the discussion in the September 16, 2020 Regular Board meeting about the potential of changing the dates of in-person scholar teaching based upon several factors including responses to parent/guardian surveys and the trending rise of COVID-19 positive tests results in Far Rockaway.
3. The Chair called on the CEO, Dr. Les Mullings to update the Board on the most recent survey of Parents/Guardians. Dr. Mullings reported that overwhelmingly the parents/guardians preferred to remain in a remote learning model at the present. He further indicated that several nearby private schools had closed due to



recent outbreaks of COVID-19 in their schools. He also updated the Board on the recent results of COVID-19 testing which shows a dramatic increase in zip code 11691 of positive tests results.

After a lengthy discussion lead by the Board Chair, a motion was made by Frederica Jefferies and seconded by Dr. Michelle Daniel-Robertson to delay the in-person learning until January 2021, specific dates to be decided by the CEO and the Senior Leadership Team. Motion carried unanimously.

It was noted that all the necessary stakeholders would be informed immediately of these date changes via direct communications as well as website updates and the use of social media platforms. Further it was indicated that the CPCS Reopening Plan would be updated and distributed to indicate the new dates.

The meeting adjourned by common consent at 7:25 PM.

Respectfully submitted:

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

Karon McFarlane
Secretary



2020-21 School Year Board Meeting #4 Minutes

Frederica Jefferies, CPCS Chair called the meeting to order and welcomed everyone to the CPCS 2020-21 School Year Board Meeting #4 at 6:30 PM on October 21, 2020.

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 upon Karon McFarlane, Secretary of the Board of Trustees to do roll call of the board.

Members present: Frederica Jefferies, Linda Plummer, Gertrudis Hernandez and Karon McFarlane

Members absent: Andrew Barnes and Dr. Michelle Daniel-Robertson

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 #3 [Attachment #1]. The minutes were approved by common consent.
3. The Chair called for a review of the minutes of the 2020-21 School Year Board Special Called 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 gave an update on the recent outbreak of COVID-19 positive tests in zip code 11691 and the resultant NYS Governor’s Executive order closing down all school buildings.



Dr. Mullings shared that with Challenge already doing a full remote learning model until January 2021 the ruling did not adversely affect Challenge operations. He shared that as CEO his primary focus since the Board's last meeting has been on the health and safety of our scholars and their families and our Challenge employees.

Dr. Mullings further shared information about the expanding partnership with Johns Hopkins Medical Center with the delivery of their COVID-19 curriculum via presentations to our scholars on a weekly basis. He also highlighted St. John's Episcopal Hospital and their efforts to train Challenge parents about COVID-19.

He additionally highlighted the weekly distribution of food provided by the World Vision organization in the Far Rockaway community and Challenge families as a response to the needs of residents as a result of the COVID-19 crisis.

He also updated the Board on the progress of the 15-20 Central Avenue complex that will provide space for the Challenge high school and the four pathways of the CTE program. Discussions continue with Johns Hopkins on partnering on the Allied Health pathway

Dr. Mullings also shared the good news that the long-awaited order of Chromebooks has arrived. This will allow for all scholars from K-9 grades to have a Challenge provided Chromebook as an enhancement of the remote learning program.

Following discussion, the report was received with great appreciation.

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



10. The Chair called attention to the printed report of Venessa Lynch, Director of Operations [Attachment #8]. The report was received with appreciation.
11. The Chair called for the September 2020 Financial Report [Attachment #9]. Following discussion and review, the report was received by common consent.
12. The Chair called for the presentation of the 2020-21 October Personnel Report by Eunice Armstrong, Director of Finance [Attachment #10]. A motion was made by Karon McFarlane and second by Gertrudis Hernandez to approve the report. The motion carried unanimously.
13. The Chair called for the presentation of an updated changes to the 2020-21 Annual Budget by Eunice Armstrong, Director of Finance [Attachment #11]. A motion was made by Karon McFarlane and second by Gertrudis Hernandez to approve the updated budget. The motion carried unanimously.
14. Representatives from PKF O'Connor Davies, LLP: Gus Saliba; James Mercaldo; Joseph X. Ciorciari and Charter School Business Management: Donna Webster; Raymond Alston joined the meeting at 7:00 p.m.
15. The Chair called upon Gus Saliba to present the 2019-20 CPCS Audit Report [Attachment #12]. 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 at 7:35 PM.

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



2020-21 School Year Board Meeting #3 Minutes

Frederica Jefferies, CPCS Chair called the meeting to order and welcomed everyone to the CPCS 2020-21 School Year Board Meeting #3 at 6:30 PM on September 16, 2020.

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 appointed Gertrudis Hernandez as Secretary Pro Tem due to the absence of Karon McFarlane, Secretary of the Board of Trustees called the roll of the board.

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

Members absent: Karon McFarlane

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 #2 [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 opening of the 2020-21 School Year. He additionally, shared information of the COVID-19 preparations at all of the Challenge building sites for the in-person attendance of scholars scheduled for October 5, 2020 for grades K-2, October 19, 2020 for grades 3-5 and October 28, 2020 for grades 6-9.



Dr. Mullings also shared information on the progress of the High School Back Building that will be used for the 9th grade, which is now scheduled for being turned over to Challenge in mid-October 2020.

Dr. Mullings led the Board through a discussion about the Parent/Guardian Survey and the current results to date of the responses and feelings of the parents/guardians concerning the options of their scholars returning in-person or opting for their scholars to take the remote learning option. It was noted that the parents/guardians that have not responded as of the date of this meeting of the Board will be contracted to complete the survey.

It was noted that a Special Called Meeting of the Board may be necessary between now and the scheduled in-person date of October 5, 2020 for the K-2 grades to return to the 710 Hartman Lane, Far Rockaway, NY facility. The purpose of the meeting will be to potential adjust the dates for in-person learning.

Following discussion, 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 August 2020 Financial Report [Attachment #8].
Following discussion and review, the report was received by common consent.
11. The Chair called for the presentation of the 2020-21 September Personnel Report by Eunice Armstrong, Director of Finance [Attachment #9]. It was noted that no



new personnel were hired since the last Board meeting. The report was received by common consent.

12. The Chair called upon the CEO and Dr. Michael Estep for the presentation of the proposed CPCS Privacy and Security for Student Data and Teacher and Principal Data Policy [Attachment #10]. Following discussion, a motion was made by Dr. Michelle Daniel-Robertson with a second from Gertrudis Hernandez that the policy be adopted as presented. The motion carried unanimously.

The meeting adjourned by common consent at 7:15 PM.

Respectfully submitted:

A handwritten signature in black ink, appearing to read "Gertrudis Hernandez", is written over a horizontal line.

Gertrudis Hernandez
Secretary Pro Tem



Attachment #2



2020-21 School Year Special Called Board Meeting #1 Minutes

Frederica Jefferies, CPCS Chair called the meeting to order and welcomed everyone to the CPCS 2020-21 School Year Special Called Board Meeting #1 at 6:30 PM on September 25, 2020.

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, Andrew Barnes, Karon McFarlane, Dr. Michelle Daniel-Robertson, Linda Plummer, and Gertrudis Hernandez

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 reminded the Board of the discussion in the September 16, 2020 Regular Board meeting about the potential of changing the dates of in-person scholar teaching based upon several factors including responses to parent/guardian surveys and the trending rise of COVID-19 positive tests results in Far Rockaway.
3. The Chair called on the CEO, Dr. Les Mullings to update the Board on the most recent survey of Parents/Guardians. Dr. Mullings reported that overwhelmingly the parents/guardians preferred to remain in a remote learning model at the present. He further indicated that several nearby private schools had closed due to



recent outbreaks of COVID-19 in their schools. He also updated the Board on the recent results of COVID-19 testing which shows a dramatic increase in zip code 11691 of positive tests results.

After a lengthy discussion lead by the Board Chair, a motion was made by Frederica Jefferies and seconded by Dr. Michelle Daniel-Robertson to delay the in-person learning until Wednesday, January 6, 2021 for Grades K-2; Wednesday, January 13, 2021 for Grades 3-5, and Wednesday, January 20, 2021 for Grades 6-9. Motion carried unanimously.

It was noted that all the necessary stakeholders would be informed immediately of these date changes via direct communications as well as website updates and the use of social media platforms. Further it was indicated that the CPCS Reopening Plan would be updated and distributed to indicate the new dates.

The meeting adjourned by common consent at 7:25 PM.

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 #3



Senior Director of Teaching and Learning
October 2020 Board Report
 (Covering September 12- October 16)
Kentia Coreus

2020-21 Scholar Enrollment

Current Enrollment	907 scholars (as of October 16, 2020)	
Grade	Number of scholars	Notes (where applicable)
K	109	
1	120	
2	98	One seat offered
3	98	
4	98	
5	102	
6	71	One seat offered
7	80	One seat offered
8	77	Two seats offered
9	54	One seat offered
TOTAL	907	

COVID-19 Response and Ongoing Tasks

- Read and disseminate guidance from NYSED and NYCDOE Charter Office.
- Connect with external school leaders to share/collect ideas for supporting students and staff.
- Conduct check-ins with principals and staff.
- Respond to staff and family grievances.
- Attend weekly webinars with the New York State Charter Association. Information is provided by the Board of Regents and all three NYS charter authorizers.

Remote Teaching and Learning

A survey was administered to all instructional staff to gather information on topics varying from instructional tools, student engagement, relationship building, and wellness. Principals and their prospective teams are providing teacher training and school culture supports to meet the enormous challenges that remote teaching and learning bring. They are also forming advisory committees to ensure the voices of all stakeholders are heard. Mrs. Richards is responding to data collected on social emotional wellness.

Staffing

CPCS currently has one teacher assistant vacancy. CCMS has a SETTS teacher vacancy and an English teacher vacancy. The role of the 6-9 Data Specialist has been expanded to cover data needs for K-9. A fifth grade teacher at Hartman is now the new Curriculum and Technology Integrationist.

Curriculum Development and SEM Implementation at Hartman

Challenge has consulted with three experienced educators to provide support with curriculum development for K-5 and SEM implementation for grades K-9. This work is now underway with both CPCS and CCMS/HS.

Beginning of Year (BOY) I-Ready Administration

BOY I-Ready testing in Reading and Math is in progress K-9, remotely. Principals and school teams will utilize this baseline data to develop goals for this very unique school year. We expect this data to be skewed by multiple variables caused by the pandemic.

Focus Areas for the First 30 Days of School

Principals and school teams have been tasked with responding to the seven focus areas listed below for the first 30 days of school. We are learning that the pandemic sets the actual timeline on what we need to focus on. While we continue to focus on these areas, we will soon begin to focus on accountability and compliance measures relates to: **student achievement data, teacher performance, special education compliance and ELL compliance.**

1. Social-Emotional Well-Being of Students
2. Social-Emotional Well-Being of Adults
3. Family and Community Engagement
4. Digital Access and Equity
5. Launching the (Remote) Educational Program
6. Professional Learning Opportunities
7. Preparing for Hybrid Learning

Preparing for Hybrid Learning

Our DRAFT Hybrid Launch project plan has been updated to reflect our delay of hybrid learning.

Return to Buildings Project Plan		
Due Date	Task	Person/s Responsible
October 1	Complete building deep cleaning, disinfection, and sanitizing	OPS
October 15	Submit draft of needed documents for review and approval	COVID Coordinators
October 15	Respond to staff health and safety concerns from Health and Safety survey	SLT/COVID Coordinators
October 30	Distribute approved documents to all staff	SLT/COVID Coordinators
October 30	Complete all building preparation tasks (classroom set-up, stock cleaning supplies, etc.)	OPS
November 9-20	Affirm Remote vs. Hybrid Learning Options (option is through end of Q3, April 13)	Principals
December 9	Distribute B2B Staff and Family one-pagers to staff	Principals
December 11	Hartman: Return to building staff practice (Train, provide PPE and cleaning supplies)	Principals/COVID Coordinators/OPS
December 15	K-5 Families receive B2B Guide	Principals/Communications
December 17	K-2 and 3-5 Hybrid Learning Parent Orientations (separately)	Principals/Communications
December 18	Redfern: Return to building staff practice (Train, provide PPE and cleaning supplies)	Principals/COVID Coordinators/OPS
January 4	K-5 Staff Return to Hartman	Principals
January 5	6-9 Families receive B2B Guide	Principals/Communications
January 6	K-2: Hybrid Learning Starts	
January 7	6-9: Hybrid Learning Family Orientation	Principals/Communications
January 8	1520 Central: Return to building staff practice (Train, provide PPE and cleaning supplies)	Principals/COVID Coordinators/OPS
January 13	3-5: Hybrid Learning Starts	
January 20	6-9: Hybrid Learning Starts	



Attachment #4



Ms. Nicole Griffin
Challenge Preparatory Charter School- Elementary
Principal Report
October 2020



Virtual Meet the Teacher Night

- Virtual Meet the Teacher Night September 16th

Remote/Hybrid Learning - Updates

- Parents & guardians were contacted via phone & text on options for remote or hybrid learning for the 1st quarter on September 22nd & 23rd.
- Remote Learning will continue for grades K-5 until January 2021 (announced on September 29th).

Chromebooks/Learning Packets

- Chromebooks- Scholars in grades 3-5 all are equipped with a device. Some scholars continue to use their personal device as we await the arrival of our devices.
- Scholars in grades K-2 who have an IEP or express a need have been provided with a CPCS device. We continue aggressive outreach to families who are in need of a device based on our survey results. For those scholars who do not have a device, they receive a learning packet and a 15- 30 minute daily phone call(s) to provide support to the scholar and families. Scholars in grades K-1 have the highest percentage of daily absences for live meetings due to the lack of devices.
- 400 devices were ordered for scholars in grades K-2 and any other scholar whose device is not working.

Priority Domain Components

The network has identified K-9 domain components (highlighted in black) staff will focus on this year. In addition, the administration team has identified additional domain components and specific look fors to enhance student learning and engagement. Below are the components:

- **1D- Demonstrating Knowledge of Resources** to support student learning in the remote environment.
- **2B- Establishing a Culture for Learning** in a remote environment.
- **2C- Managing Remote Classroom Procedures**
- **3C- Engaging Students in Learning**
- **3B- Using Questioning and Discussion Techniques** to maintain high levels of engagement in the remote learning environment.
- **3D- Using Assessment in Instruction**
- **4A- Reflecting on Teaching**
- **4B- Maintaining accurate records**
- **4D- Participating in a Professional Community** to ensure the success of all scholars and staff in our new learning environment.

Informal observations have commenced. Formal observations will be completed by **November 30, 2020**.

i-Ready

- I-Ready BOY assessment will be complete by 10/23/2020
- Grades K-5 assessments are monitored by teachers. Teachers watch the scholar completing the assessments and make notes as they progress. Progress monitoring will begin on 10/ 28/2020 utilizing the i-Ready data.

Home Visits

- The FEC, Social Worker and or Guidance Counselor has made a total of 6 house visits to scholar homes. At this time, we have NOT had to call children services.

Staff Virtual PD

- Staff PD
 - **Friday, September 11th** - Using Language Objectives to Improve Learning Outcomes (Facilitator: Stephanie Clagnaz, Ed.D. *Educational Consultant*)

- i. Anchor. Access prior knowledge or experience with the topic.
- ii. Add. New content, information, research, theory, skill.
- iii. Apply. Practice or apply new knowledge.
- iv. Away. Connects new learning back to the life of the learner.

○ **Friday, September 18th**

- i. School Closed in Observance of Rosh Hashanah

○ **Friday, September 25th**

- i. Planning & Preparation (article shared)

○ **Friday, October 2nd**

- i. Using digital tools to enhance student learning

○ **Friday, October 9th**

- i. SPED- PART I- Understanding the IEP, service providers role and observational tools to use in the classroom.

○ **Friday, October 16th**

- i. SPED- PART II- Understanding the IEP, creating attainable and measurable goals and writing a TEACH Report.

- **Upcoming PD-** Reading A-Z Assessments, Guided Reading-Understanding and Utilizing Reading Strategies, Using Assessment in Instruction

HR

- Teaching Assistant vacancy filled for class 104 Ms. Candacy Pilgrim
- Teaching Assistant vacancy class 503
- Ms. Ofori new title with CPCS Curriculum & Technology Integration Specialist

Extra- Curricular Activities

- Girl Scouts Meeting started on October 12th



Attachment #5



CHALLENGE CHARTER SCHOOL

2020-2021 Principal's Monthly Board Report Mavgar Mondesir-Gordon, Principal (Grades 6-9)

School Year 2020-2021 Report October 16, 2020

Current CCHS Enrollment:

Cohort Group	Grade Level	Enrollment as of Sep. 11, 2020
#3	Grade 9	54

Current CCMS Enrollment:

Cohort Group	Grade Level	Enrollment as of Sep. 11, 2020	Enrollment as of Oct. 16, 2020
#4	Grade 8	77	77
#5	Grade 7	81	80
#6	Grade 6	72	71
TOTAL		230	228

CCMS Attendance Statistics:

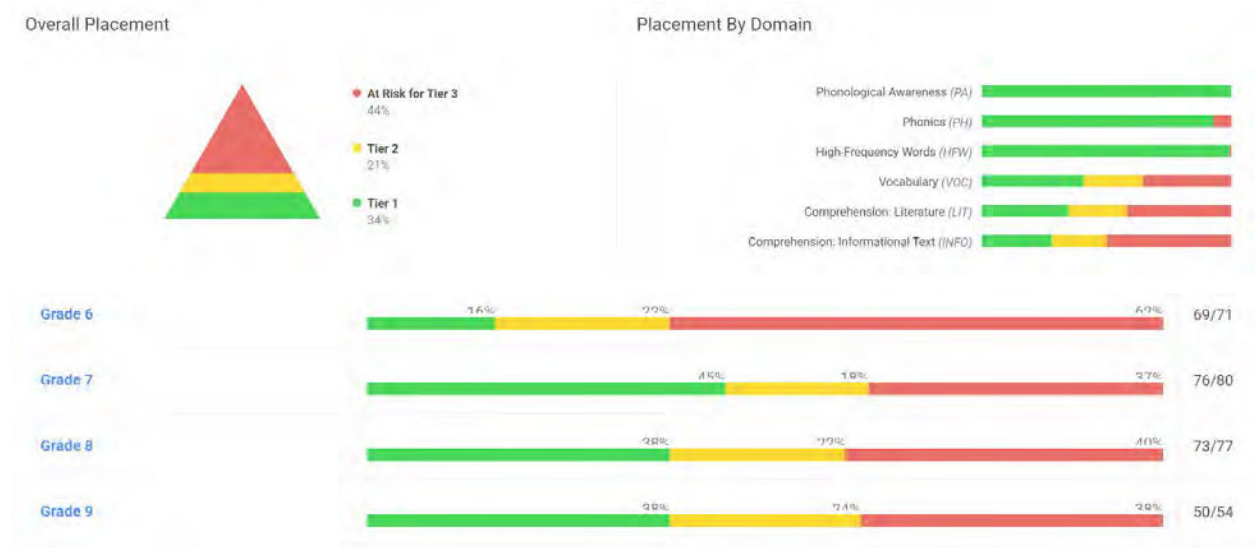
Cohort Group	Grade Level	Attendance Rates	
		Aug 24, '20 - Sep 11, '20	Sep 12, '20 - Oct 16, '20
#3	Gr. 9	79%	92%
#4	Gr. 8	90%	86%
#5	Gr. 7	85%	96%
#6	Gr. 6	90%	91%
CCMS Average		88%	91%
6-9 Average		90.5%	91.1%

I-READY DIAGNOSTIC TESTING

- Began on September 21, 2020
- 95% of scholars have completed Reading diagnostics
- 95% of scholars have completed Math diagnostics

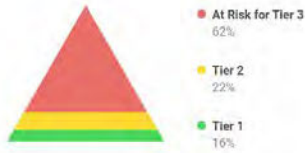
Grade Level	i-Ready Reading BOY Diagnostics		i-Ready Math BOY Diagnostics	
	6-9	34% proficient	44% two or more grade levels below	26% proficient
6	16% proficient	62% two or more grade levels below	13% proficient	58% two or more grade levels below
7	45% proficient	37% two or more grade levels below	26% proficient	43% two or more grade levels below
8	38% proficient	40% two or more grade levels below	29% proficient	40% two or more grade levels below
9	38% proficient	38% two or more grade levels below	42% proficient	44% two or more grade levels below

BOY READING - GRADES 6-9

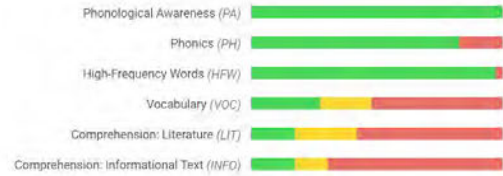


BOY READING - GRADE 6

Overall Placement

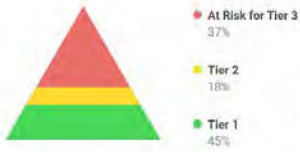


Placement By Domain



BOY READING - GRADE 7

Overall Placement

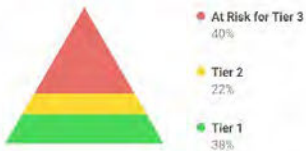


Placement By Domain



BOY READING - GRADE 8

Overall Placement

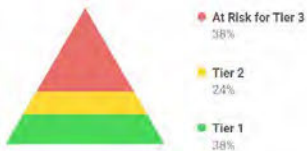


Placement By Domain



BOY READING - GRADE 9

Overall Placement

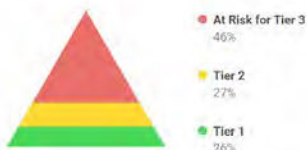


Placement By Domain



BOY MATH - GRADES 6-9

Overall Placement



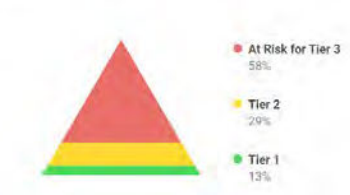
Placement By Domain



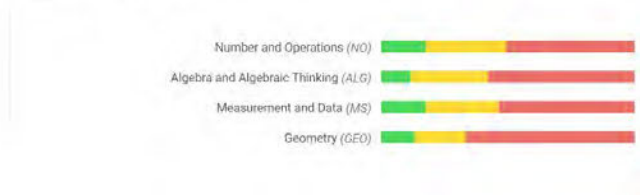


BOY MATH - GRADE 6

Overall Placement

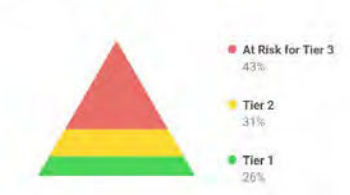


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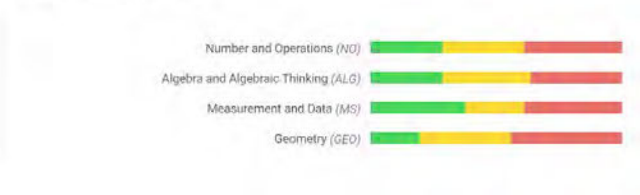


BOY MATH - GRADE 7

Overall Placement

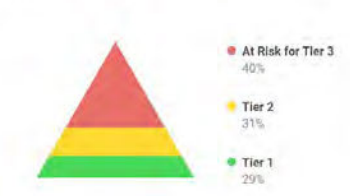


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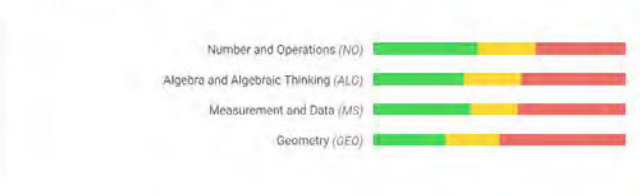


BOY MATH - GRADE 8

Overall Placement

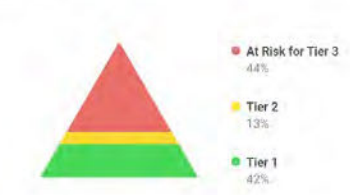


Placement By Domain

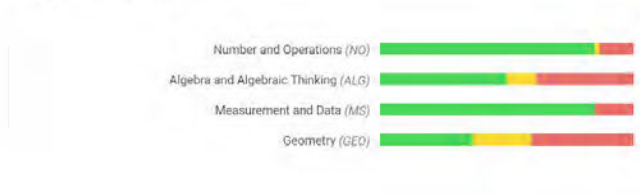


BOY MATH - GRADE 9

Overall Placement



Placement By Domain



STAFFING:

- CCMS is currently seeking a SETSS Teacher
- CCMS has a new Social Studies teacher starting in November
- CCHS has an Earth Science and Living Environment Teacher who transferred from CCMS.

SOCIAL EMOTIONAL LEARNING (SEL)

- Covered in the homeroom (8:00 a.m.-8:20 a.m.)
- The importance of the social-emotional lessons is to provide a foundation for a 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. Challenge launched its official Advisory Curriculum - The Inner You on September 25, 2020
- CCHS has also begun work with the Inner You Curriculum which will serve as an elective course

CURRICULUM AND INSTRUCTION

- CCMS/CCHS implemented a **Teacher Advisory Team** to help shape the trajectory of the Remote Learning Program. It was necessary for teacher representatives to take the lead and have a voice in the way forward--they too experience screen fatigue and thinking of their socio-emotional state was one of the factors in this collaboration. To this end, they collaborated with leadership on the schedule change bearing in mind that the final decision would have to align with the SED's compliance for instructional minutes. They also did some work in the augmenting of our lesson plan framework to ensure that the time spent with scholars is focused on the standards mastery and that rigor would be at the core of the work that we do.
- Schedules in grades 6 through 9 have undergone a major shift, effective October 14, 2020. This was done to address scholar and staff screen fatigue and to shift focus to small group instruction to help students make headway. Major shifts include:
 - Core subjects (ELA, Math, Science, SS) meet daily from Mon-Thu
 - Core subjects meet for 50 minute periods. There are no more double periods.
 - Core subject instruction ends at 12:00 PM from Monday through Thursday
 - Specials meet once weekly for 45 minutes
 - Instructors have separated scholars into groups based on their needs. These groups meet Monday to Thursday in the afternoons for 45-minute sessions.
 - Instructors and scholars have responded positively to these small groups.
 - Fridays are slated for focus on Digital Citizenship, House Meetings, SEL, Town Halls, and Enrichment Clusters.
- This week at CCMS and CCHS scholars began instruction in their Health Science classes on Covid-19 Education - "Knowing the virus" through the partnership with Dr.Galiatsatos from the John Hopkins School of Medicine.

SPECIAL EDUCATION SERVICES

- **MANDATED SERVICES**
 - Mandated services like Speech therapy and counseling continue on a strict schedule via Google Meet. Scholars are also receiving their SETTS services and Extra help
- Special Education staff continue to participate in SPED Collaborative events, sharing techniques, and strategies that are rooted in SDI.

DIGITAL PLATFORMS

- Grades K-9 transitioned to PowerSchool as its SIS for this school year for grade book, rostering, and attendance.
- Grades 6-9 continues to use Google Classroom as its LMS.

PARENT AND SCHOLAR OUTREACH and ACCESSIBILITY

- Frequent parent meetings for scholars who are not meeting the expectations or for whose socio-emotional state brings us concern.
- Weekly Parent announcements
- All instructors maintain office hours for conferencing with scholars and/families daily from 4:00 PM to 4:30 PM

PROFESSIONAL DEVELOPMENT

- **GRADE TEAM PLANNING AND ONGOING PROFESSIONAL DEVELOPMENT**
 - Professional development takes place daily
 - Mon-Thu 12:50 PM to 1:35 PM for Grades 6-8 core instructors
 - Mon-Thu 3:15 PM to 4:00 PM for Grade 9 core instructors
 - Fridays from 1:00 PM to 4:00 PM
- **VERTICAL DEPARTMENT PLANNING**
 - CCMS/CCHS engaged in a Curriculum compacting PD and has used the knowledge to begin Vertical Content Compacting work focused on our scholars who tested mid, late, and above grade level.
 - The June 2020 preparation of "Great Expectations for Grade Level Expectations" helped us begin the 2020-2021 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 began on September 22, 2020.

INSTRUCTIONAL OBSERVATIONS

- The CCMS-CCHS Admin Team members have been supporting during remote learning sessions regularly 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 currently being used for this task, with a target of 2 long observations and 5 short observations across the board for the school year.



Attachment #6



Director of Pupil Personnel Report

October 2020

Covid-19 Coordinator

- Johns Hopkins COVID-19 scholar lesson curriculum has begun at all school sites.
- St. Johns COVID-19 family workshops are coming up on Thursdays The FEC will be the moderators at all events

October 29th - Chair of Pediatrics Effects of COVID-19 Among Children and Teens

November 5th - Director of Infection Control How To Fight and Control the Spread of COVID-19 Among Children and Teens

November 12 - AVP of Integrated Care & Population Health and the RN, Health Education Nurse Prevention is Key! Practical Solutions to Control the Spread of COVID-19 Among Children and Teens

- Providing the new DOE health screening link to Principals to provide to their staff members. Staff will log in as a guest and receive a completed screen shot for building entry. This screen shot is valid for 24 hours. We are currently reviewing health screeners for students.
- We will use the Operoo health screening tool for students
- Department of Health implemented a daily reporting system to report COVID-19 cases within the school community. These reports are inputted daily.
- Attend weekly DOE/DOH meetings and the most important thing now is ensuring staff are prepared for the scholars and families are informed of the procedures.

Pupil Personnel Director

- Bi-weekly check-in's with SST's for continuous support in the following areas:
 1. SST were provided with additional resources for advisory lessons for the middle/high school level and character education lessons for the elementary school level. The lessons are aligned to the character trait of the month at the K-5 site and the core competencies at the 6-9 sites.
 2. SST members implemented a school-wide behavioral referral process

3. Making plans to meet with Mrs. Gordon and her team with aligning the Inner You Advisory Curriculum with SEL strategies and SEL/PBL initiatives to embed the lessons learned into daily practice. These projects are also aligned to the five core competencies. Enhancing relationship skills through debate, develop responsible decision-making skills through community based projects, etc.
4. Planning the Teacher Wellness Platform for a November start date. This platform will focus on the big 7 self-regulation strategies and staff will receive monthly resources and guides to exercise each strategy.
5. SST members have been assigned specific PD's towards creating systems in schools and collaboration with all stakeholders within the school community. Middle/High school SST members are able to utilize some Fridays for these opportunities.
6. Created and shared a DASA school-wide protocol for documenting bullying.

Family Engagement Coordinators

1. The FEC check-in weekly to discuss and plan family engagement opportunities.
2. The Self-assessment process has begun to reflect on the following core principles:

Create a welcoming Environment

Building Effective Two-way communication

Supporting the Success of Students

Sharing Power and Responsibility

Partnering with the Community

Providing Equity and Access

Ensuring Sustainability



Attachment #7



Challenge Charter School

Communications Report - Oct. 2020

fr: Kim Messer, Director of Communications

Family and Staff Communication

We informed Families and Staff about the continuation of Remote Learning until January 2021 through all of our various channels, website, and specific letters that went out on October 6 (staff) and October 7 (families).

One School Campaign

CPCS and Middle School Facebook pages will be merged to create one school-wide page by January.

Print/Online Marketing

Schneps Media ads online and across 3 English and Spanish papers continue.

Application 2021-22 campaign will start with High School Ads this month in 3 papers and online. (Please see sample Ad for just before Halloween).

Application Season

The school flyer and application has gotten a complete make over. Under the guidance of Dr. Mullings, meetings starting this week will take place to brainstorm with staff on how best to Recruit and Retain students in this unusual time.

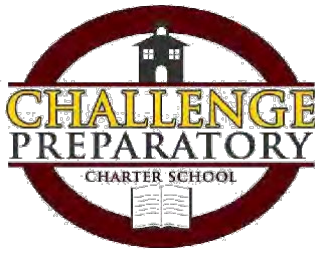
Ongoing

Student Handbooks were delayed due to a number of factors. CCMS and CCHS have been posted with K-5 to follow shortly.

Development of a comprehensive Crisis Communications Plan is about half complete; branding issues such as letterhead to do.



Attachment #8



Rev. Dr. Les Mullings, Founder/CEO

October 19, 2020

Re: October 19, 2020 Operations Report

By: Venessa Lynch, Director of Operations

I. Facilities / COVID 19 Preparation

- Building have been deep cleaned
- Ongoing completion of work throughout all buildings as needed
- COVID signage placed throughout buildings (Hartman completed, Redfern and Central in progress)
- Classrooms set up based on COVID guidelines. (Hartman completed, Redfern and Central in progress)
- Working with landlord on the replacement of HVAC filters in preparation for reopening.

II. Health

- Nurses have been confirmed for ES site and MS
- Nurses will report back to their prospective sites closer to reopen date

III. School Operations

- Ongoing implementation of cloud base system Operoo for continuity of school operation. This system will streamline effective and accurate documentation for each scholar and family. We will be able to execute constant contact with instant response with our families. This will also assist with student records and ensure all documents are current.
- ATS purge ensuring all student records are accurate and current
- Working with Principals and Sr. Director of Teaching and learning to fill vacant positions. Recruiting candidates via Indeed and LinkedIn Recruiter
- Notification to OPT , School food and other prospective vendors have been notified of our January reopen as needed.

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.challengeprepcharter.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, 6-8

Mavgar Mondesir-Gordon, 6-8 Principal

1526 Central Avenue, Far Rockaway, NY 11691

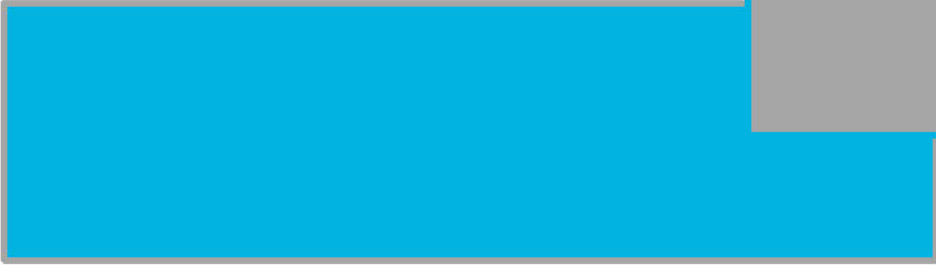
Phone: 718-327-4040

Email: mmondesir@challengecharterschools.org

www.challengechartermiddle.org



Attachment #9



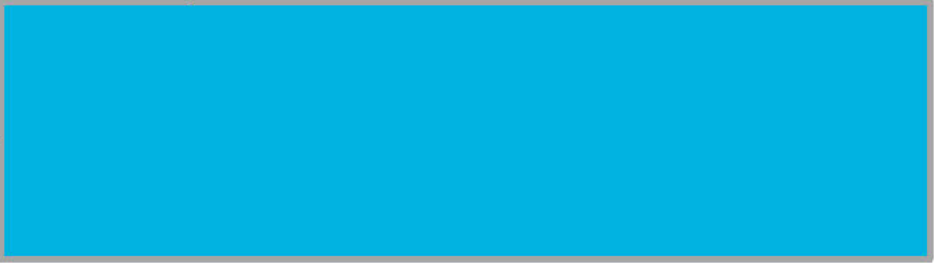
Helping you to focus on what's important:
STUDENT ACHIEVEMENT

CSBM
CHARTER SCHOOL
BUSINESS MANAGEMENT

experience. expertise. execution.

Challenge Prep Charter School

Monthly Financial Report
September 2020

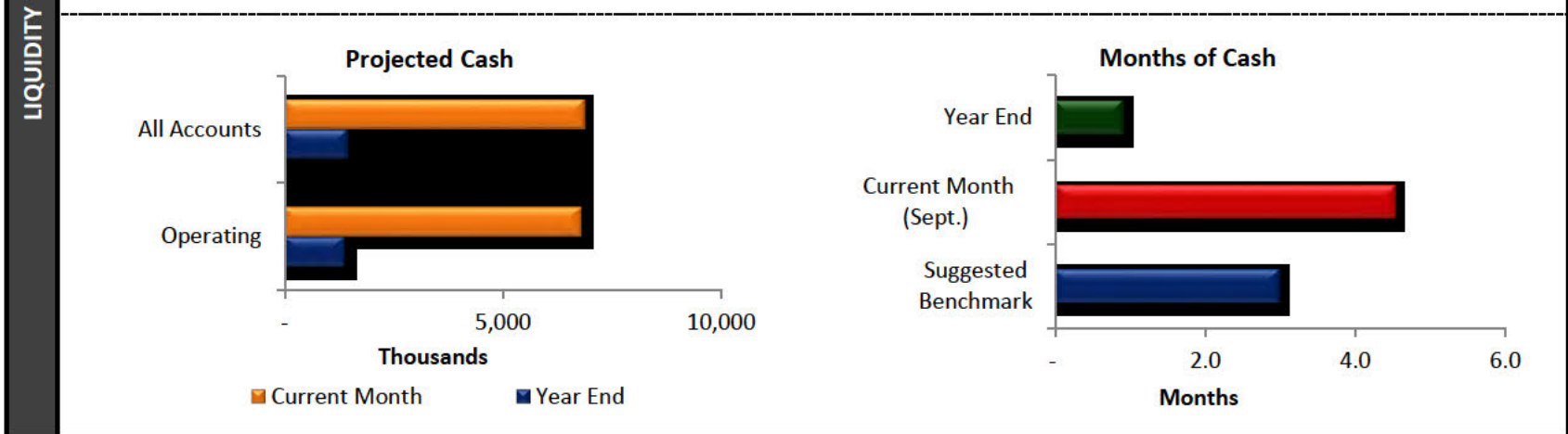


Challenge Prep Charter School

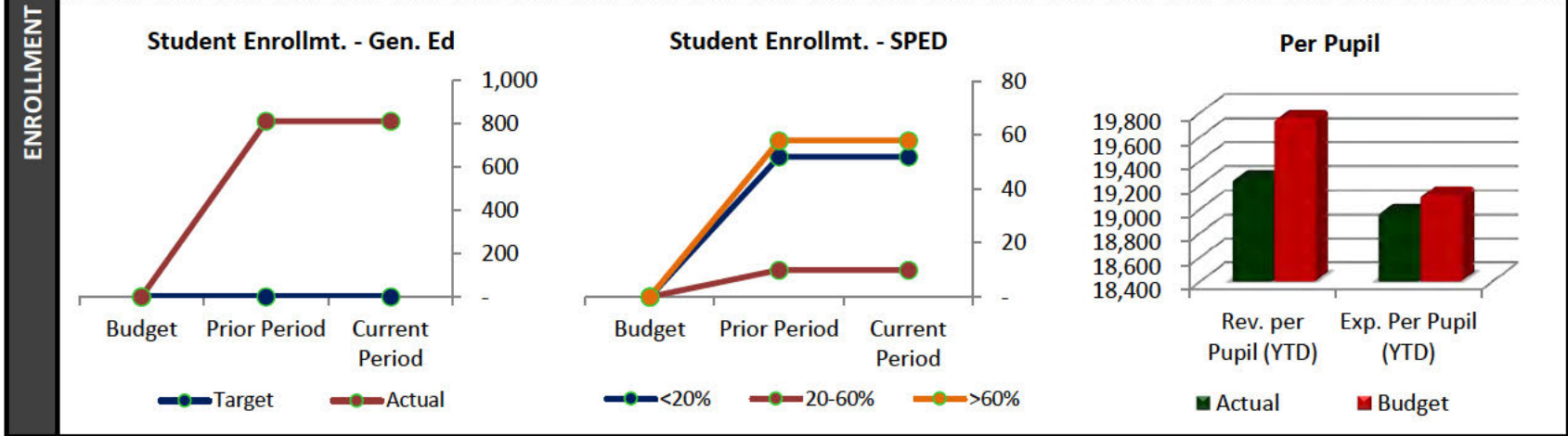
Financial Summary

For Period Ended September 30, 2020

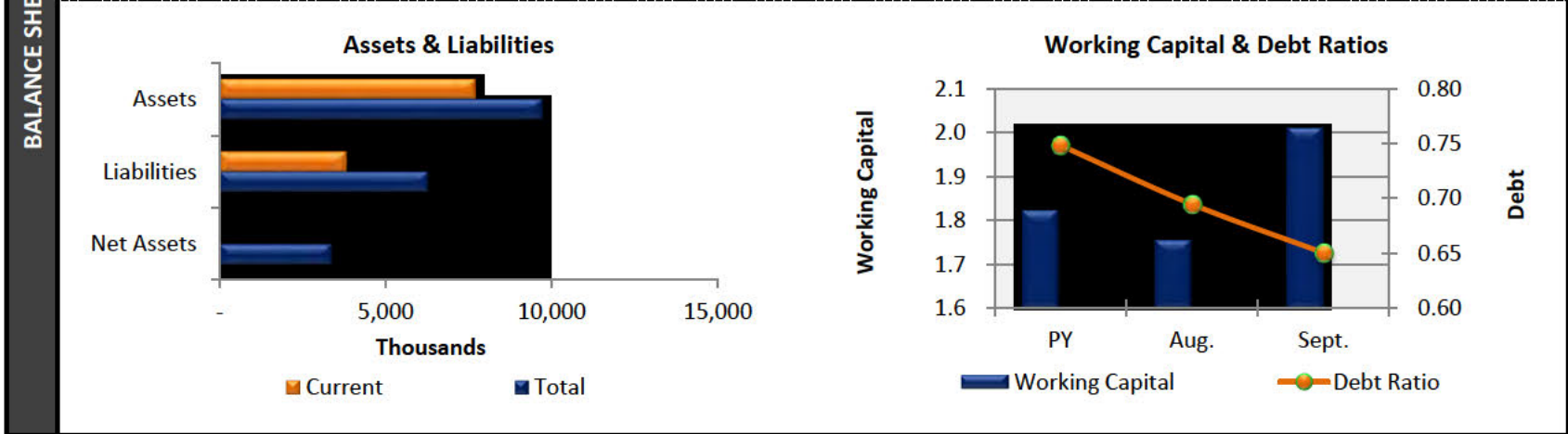
LIQUIDITY	Cash in Bank <i>(Operating Account(s) Only: as of September 30, 2020)</i>	\$ 6,801,481
	<i>Projected months of cash on hand</i>	4.5
	Cash in Bank <i>(Total - All Accounts: as of September 30, 2020)</i>	\$ 6,886,327
	FY Ending Cash Available to Carryover to FY21-22 <i>(Operating Account(s) Only)</i>	\$ 1,374,470
	<i>*Cash balance available once all FY20-21 obligations & receivables have been settled</i>	
	<i>Projected months of cash on hand</i>	0.9
FY Ending Cash Available to Carryover to FY21-22 <i>(Total - All Accounts)</i>	\$ 1,459,317	



	Actual	Budget	Variance	Actual	Budget	Variance
General Ed	936.00	920.00	16.00	\$ 15,116,400	\$ 14,083,360	\$ 1,033,040
SPED						
0 - 20%	35.00	41.00	(6.00)	-	-	\$ -
20 - 59%	18.00	25.00	(7.00)	187,020	259,750	\$ (72,730)
60% - Over	63.00	53.00	10.00	1,200,087	1,009,597	\$ 190,490
Total SPED	116.00	119.00	(3.00)	1,387,107	1,269,347	\$ 117,760



Total Current Assets:	\$ 7,714,765
Total Current Liabilities:	\$ 3,838,399
Working Capital (Current) Ratio	2.01
Total Assets:	\$ 9,727,356
Total Liabilities:	\$ 6,326,109
Debt Ratio	0.65
Total Net Assets:	\$ 3,401,246



	Actual	Budget	Variance
Total Revenue YTD:	\$ 4,531,361	\$ 4,452,429	\$ 78,932
Total Expenses YTD:	(3,135,090)	(3,839,090)	704,000
Net Operating Surplus(Deficit):	\$ 1,396,271	\$ 613,338	\$ 782,932

Challenge Prep Charter School

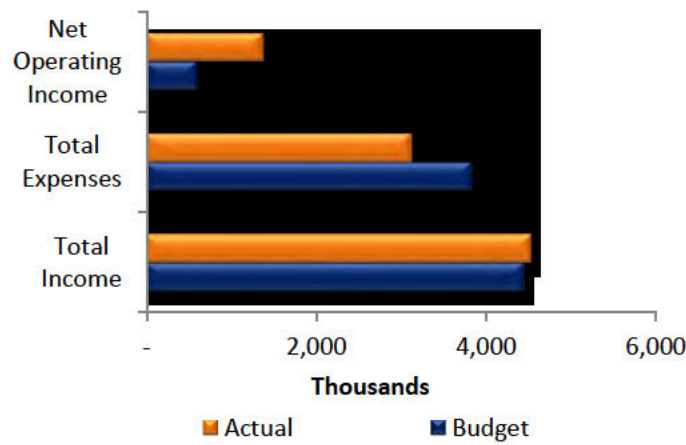
Financial Summary

For Period Ended September 30, 2020

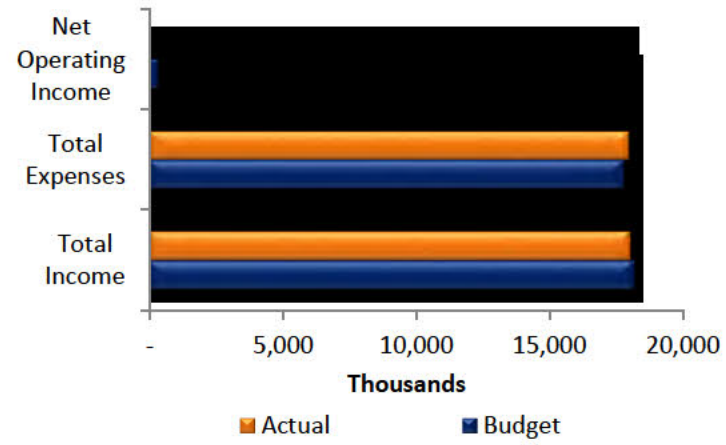
	<u>Projected</u>	<u>Budget</u>	<u>Variance</u>
Annual Projected Revenue:	\$ 18,019,182	\$ 18,169,622	\$ (150,440)
Annual Projected Expenses (before depreciation):	(17,759,931)	(17,587,393)	(172,538)
Projected Net Operating Surplus(Deficit) before Depreciation:	\$ 259,251	\$ 582,229	\$ (322,978)
Annual Projected Depreciation:	(230,840)	(230,840)	-
Projected Net Operating Surplus(Deficit) after Depreciation:	\$ 28,411	\$ 351,389	\$ (322,978)
Capital Expenditure Requirements	\$ 177,755	\$ -	\$ 177,755
Total Cash Expenditures <i>(expenses excluding depreciation plus capital expenditures)</i>	\$ (17,706,846)	\$ (17,356,553)	\$ (350,293)
Revenue per Pupil (YTD)	\$ 19,251	\$ 19,750	\$ (498)
Expenditure per Pupil (YTD)	\$ 18,974	\$ 19,117	\$ (142)

BUDGETING / REVENUE & EXPENSES

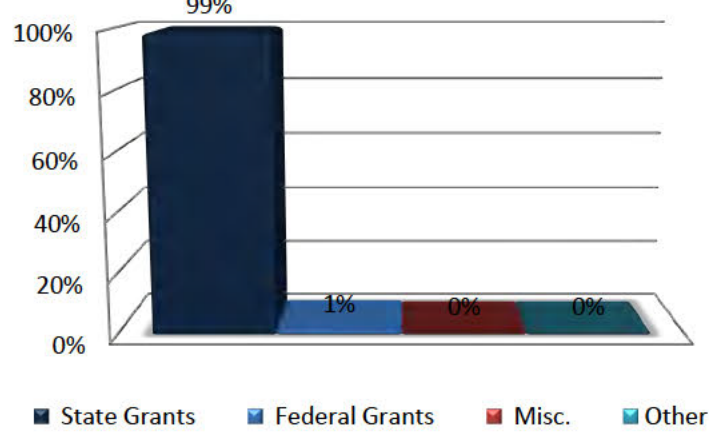
Year-To-Date (YTD)



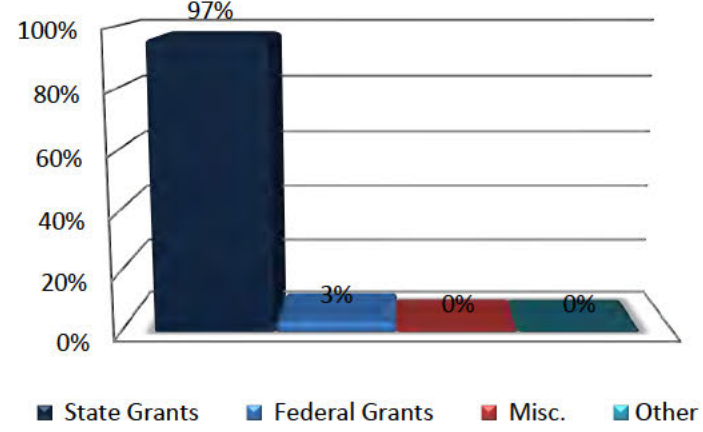
Year End (YE) Projection



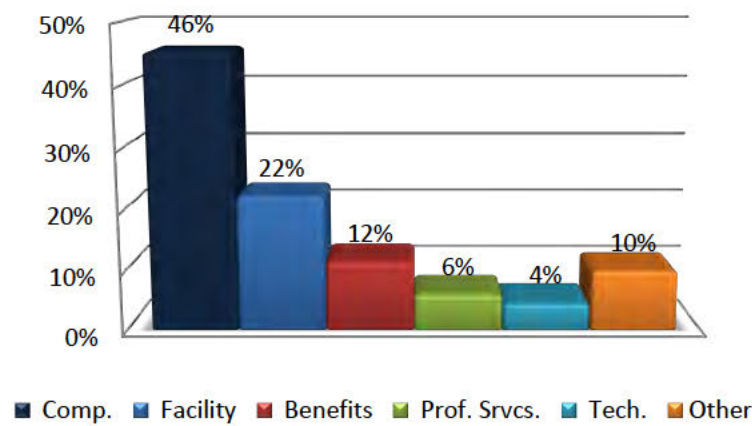
Revenue Breakdown YTD



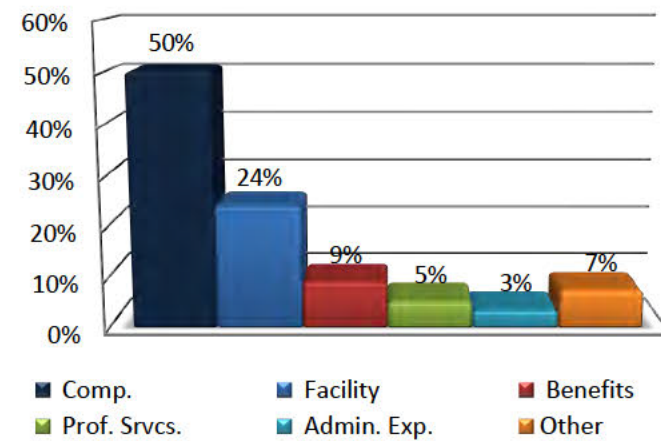
Revenue Breakdown YE



Expense Breakdown YTD



Expense Breakdown YE



Challenge Prep Charter School

Financial Variance Summary

Fiscal Year Ending 6/30/2021		Comments
Net Budget Surplus after Depreciation	\$ 351,389	
Decrease in State Grants	(244,420)	GenEd budget based on 920, projection based on 909.683 . SpEd budget based on 53 over 60%; 25 20-59%; Projection based on 17.903 20-60 and 52.468 >60
Increase in Federal Grants	56,337	
Decrease in Contributions	-	
Increase in Miscellaneous Income	37,644	
Decrease in Projected Annual Revenue	(150,440)	
Increase in Projected Annual Expenses	172,538	
Net Projected Deficit Variance after Depreciation	<u>\$ 28,411</u>	

**Challenge Prep Charter School
Budget vs. Actuals
Fiscal Year Ending June 30, 2021**

	September 30, 2020			YTD Through September 30, 2020			Projected FYE June 30, 2021				Comments
	Actual	Budget	Variance	Actual	Budget	Variance	Current Month Actuals - July 2019 - March 31, 2020 + Projected - June 30, 2020	Projections thru June 30, 2020	Annual Budget	Variance	
Income											
4100 State Grants	1,498,946	1,467,156	31,790	4,496,837	4,401,467	95,370	12,929,029	17,425,866	17,670,286	(244,420)	GenEd budget based on 920, projection based on 909 683 . SpEd budget based on 53 over 60%; 25 20-59%; Projection based on 17.903 20-60 and 52.468 >60
4200 Federal Grants	5,122	19,288	(14,167)	34,522	50,961	(16,439)	521,150	555,673	499,336	56,337	
4300 Contributions	-	-	-	-	-	-	-	-	-	-	
4400 Miscellaneous Income	0	-	0	1	-	1	37,643	37,644	-	37,644	
Total Income	1,504,068	1,486,444	17,623	4,531,361	4,452,429	78,932	13,487,821	18,019,182	18,169,622	(150,440)	GenEd budget based on 920, projection based on 909 683 . SpEd budget based on 53 over 60%; 25 20-59%; Projection based on 17.903 20-60 and 52.468 >60
Expenses											
Compensation											
5100 Instructional Staff	524,138	546,853	(22,715)	955,781	956,913	(1,133)	5,425,576	6,381,357	6,381,357	-	Based on Budget
5200 Non-Instructional Staff	123,609	136,878	(13,269)	307,549	410,634	(103,085)	1,334,986	1,642,535	1,642,535	-	Based on budget
5300 Pupil Support	89,694	76,606	13,088	163,692	229,819	(66,127)	891,173	1,054,865	919,276	135,589	Based on budget
5000 Compensation	737,440	760,337	(22,897)	1,427,021	1,597,366	(170,345)	7,651,736	9,078,757	8,943,168	135,589	Salary projections based on budget
5400 Benefits	187,092	136,783	50,309	364,419	410,350	(45,931)	1,277,322	1,641,741	1,641,398	343	Based on budget
6100 Administrative Expenses	33,247	47,552	(14,305)	97,539	198,524	(100,985)	504,955	602,494	626,494	(24,000)	
6200 Professional Services	69,243	76,842	(7,598)	188,379	218,425	(30,046)	742,096	930,475	930,475	-	Based on budget
6300 Professional Development	1,520	14,600	(13,080)	32,840	38,700	(5,860)	137,260	170,100	170,100	-	Based on budget
6400 Marketing and Staff/Student Rec	6,037	6,676	(640)	29,297	20,029	9,268	50,818	80,115	80,115	-	Based on budget
6500 Fundraising Expenses	-	306	(306)	-	919	(919)	53,675	53,675	53,675	-	Based on budget
7100 Curriculum & Classroom Expenses	47,024	27,696	19,328	85,344	82,299	3,046	331,312	416,656	389,688	26,968	Based on budget
8100 Facility	238,893	370,155	(131,262)	699,632	1,099,964	(400,332)	3,698,424	4,398,055	4,383,055	15,000	Based on budget
8200 Technology/Communication Expens	67,778	28,185	39,592	140,766	114,556	26,210	229,097	369,863	368,225	1,638	Based on budget
8800 Miscellaneous Expenses	1,498	83	1,414	4,489	250	4,239	13,511	18,000	1,000	17,000	
8900 Depreciation Expense	64,950	57,710	7,240	65,365	57,710	7,655	165,475	230,840	230,840	-	
Total Expenses	1,454,722	1,526,926	(72,204)	3,135,090	3,839,090	(704,000)	14,855,681	17,990,771	17,818,233	172,538	
Net Income	49,345	(40,482)	89,827	1,396,271	613,338	782,932	(1,367,860)	28,411	351,389	(322,978)	
Capital Expenditures											
Furniture, Fixtures & Equipment	124,643	-	124,643	251,563	-	251,563	83,437	335,000	-	335,000	
Facility and Construction	-	-	-	(512,755)	-	(512,755)	-	(512,755)	-	(512,755)	
Website	-	-	-	-	-	-	-	-	-	-	
Total Capital Expenditures	124,643	-	124,643	(261,192)	-	(261,192)	83,437	(177,755)	-	(177,755)	

**Challenge Prep Charter School
Cash Flow Projection as of September 30, 2020**

	Annual Budget FY20-21	Projected Aug 20 - June 21	October	November	December	January	February	March	April	May	June	July + Subsequent FY19-20 Items
Beginning Cash Balance (Operating	4,804,870	6,801,481	6,801,481	7,478,646	5,984,657	7,261,573	5,726,689	6,938,902	5,399,293	6,613,956	5,081,523	3,586,721
Projected Cash Receipts from Operations (below)	18,169,622	11,547,181	2,747,098	40,895	2,811,801	1	2,747,098	1	2,747,098	1	37,633	415,553
Projected Cash Disbursements from Operations (below)	(17,818,233)	(14,557,212)	(1,525,614)	(1,525,614)	(1,525,614)	(1,525,614)	(1,525,614)	(1,530,339)	(1,523,164)	(1,523,164)	(1,523,164)	(829,309)
Net Cash from Operations	351,389	(3,010,032)	1,221,484	(1,484,719)	1,286,187	(1,525,613)	1,221,484	(1,530,338)	1,223,934	(1,523,163)	(1,485,531)	(413,756)
Cash Receipts from Accounts & Misc Receivables (not included in revenue below)	-	-	-	-	-	-	-	-	-	-	-	-
Cash Disbursements for Accounts Payable & Accrued Expenses	-	-	(535,048)	-	-	-	-	-	-	-	-	-
Capital Expenditures (below)	-	(83,437)	(9,271)	(9,271)	(9,271)	(9,271)	(9,271)	(9,271)	(9,271)	(9,271)	(9,271)	-
Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-
PPP Loan Payable	-	(1,792,512)	-	-	-	-	-	-	-	-	-	(1,792,512)
PPP Loan Interest Payable	-	(5,983)	-	-	-	-	-	-	-	-	-	(5,983)
Ending Cash Balance (Operating Account)	5,156,259	5,673,381	7,478,646	5,984,657	7,261,573	5,726,689	6,938,902	5,399,293	6,613,956	5,081,523	3,586,721	1,374,470
Other Cash Accounts (Net of Transfers)	75,354	-	84,847	84,847	84,847	84,847	84,847	84,847	84,847	84,847	84,847	84,847
Total Cash (All Accounts)	5,231,613	5,673,381	7,563,493	6,069,503	7,346,419	5,811,535	7,023,749	5,484,140	6,698,803	5,166,369	3,671,567	1,459,317

Challenge Prep Charter School
Balance Sheet
YTD as of September 30, 2020

	Total	Comments
ASSETS		
Current Assets	-	
Bank Accounts		
1000 Cash		
1001 HSBC Checking - 0844	6,136,658	
1002 HSBC Checking - 0852	10,467	
1003 HSBC Checking - 0879	664,823	
1004 HSBC Checking - 0887	506	
1005 HSBC Money Market - 5972	3,502	
1006 Chase Escrow - 3060	70,000	
1007 Petty Cash	372	
Total 1000 Cash	\$ 6,886,327	
Total Bank Accounts	\$ 6,886,327	
Accounts Receivable		
1100 Accounts Receivable	281,517	
1200 Other Receivables - Salary Advance	(704)	
Total Accounts Receivable	\$ 280,813	
Other current assets		
1300 Prepaid Expenses	195,543	
1301 Prepaid Insurance	85,852	
1310 Prepaid Rent	266,230	
Total Other current assets	\$ 547,625	
Total Current Assets	\$ 7,714,765	
Fixed Assets		
1500 Furniture, Fixtures & Equipment		
1510 Office & Admin Computers & Equipment	243,066	
1511 Classroom Computers & Equipment	509,012	
1512 Classroom Furniture	391,772	
1513 Office Furniture	56,983	
Total 1513 Office Furniture	\$ 56,983	
1514 Musical Instruments	16,390	
1515 Computer Software	44,217	
Total 1500 Furniture, Fixtures & Equipment	1,261,440	
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	300,000	
1540 Leasehold Improvements	311,199	
Total 1519 Facility and Construction	1,023,986	
1610 Website	11,000	
Total 1610 Website	\$ 11,000	
1700 Accumulated Depreciation & Amortization		
1710 Accumulated Depreciation	(1,209,257)	

Challenge Prep Charter School
Balance Sheet
YTD as of September 30, 2020

	Total	Comments
1750 Accumulated Amortization	(7,578)	
Total 1700 Accumulated Depreciation & Amortization	\$ (1,216,835)	
Total Fixed Assets	\$ 1,079,591	
Other Assets		
1800 Security Deposits	932,999	
Total Other Assets	\$ 932,999	
TOTAL ASSETS	\$ 9,727,356	
LIABILITIES AND EQUITY		
Liabilities		
Current Liabilities		
Accounts Payable		
2000 Accounts Payable	494,893	
Total Accounts Payable	\$ 494,893	
Other Current Liabilities		
2100 HSBC Loan Payable	1,792,512	
2300 Accrued Salaries/Taxes	-	
2301 Accrued Expenses	40,155	
2303 Accrued Interest - PPP	5,983	
2400 Unearned/Deferred Revenue	1,504,857	
Total Other Current Liabilities	\$ 3,343,506	
Total Current Liabilities	\$ 3,838,399	
Long-Term Liabilities		
2700 Deferred Rent Liability	2,487,711	
Total Long-Term Liabilities	\$ 2,487,711	
Total Liabilities	\$ 6,326,109	
Equity		
3100 Retained Earnings	2,004,976	
Net Income	1,396,271	
Total Equity	\$ 3,401,246	
TOTAL LIABILITIES AND EQUITY	\$ 9,727,356	

Challenge Prep Charter School
Statement of Cash Flows
YTD as of September 30, 2020

	Total	Comments
OPERATING ACTIVITIES		
Net Income	1,396,271	
Adjustments to reconcile Net Income to Net Cash provided by operations:		
1100 Accounts Receivable	176,634	
1200 Accounts Receivable:Other Receivables - Salary Advance	340	
1300 Prepaid Expenses	(160,245)	
1301 Prepaid Insurance	(85,852)	
1310 Prepaid Rent	73,316	
1710 Accumulated Depreciation & Amortization	64,998	
2301 Accrued Expenses	(76,683)	
2303 Accrued Interest - PPP	4,489	
2400 Unearned/Deferred Revenue	1,498,946	
Total Adjustments to reconcile Net Income to Net Cash provided by operations:	861,029	
Net cash provided by operating activities	2,257,300	
INVESTING ACTIVITIES		
1511 Furniture, Fixtures & Equipment:Classroom Computers & Equipment	(214,332)	
1512 Furniture, Fixtures & Equipment:Classroom Furniture	(37,231)	
1750 Accumulated Depreciation & Amortization:Accumulated Amortization	367	
1800 Security Deposits	-	
Net cash provided by investing activities	(251,196)	
FINANCING ACTIVITIES		
3000 Opening Balance Equity	-	
Net cash provided by financing activities	\$ -	
Net cash increase for period	2,006,103	
Cash at beginning of period	\$ 4,880,224	
Total Cash at beginning of period	\$ 4,880,224	
Cash at end of period	\$ 6,886,327	



Attachment #10

September 2020

Current Employees	Vacancies
132	4

Campus	Current	Vacancies	New Hires
Elementary School	74	0	0
Middle School	42	3	1
High School	6	1	-
Network Operations	10	0	-

New Hires	Position
Louis, Prince	Custodian
Ofori, Elizabeth	Curriculum & Technology Integration Specialist*

Please note, this position is not in the FY21 Board approved budget

Vacancies

- MS Teacher - SETTS
- MS Teacher - 7th Grade Social Studies
- MS Teacher - 8th Grade ELA
- HS Teacher - CTE



Attachment #11

FY21 CPCS Budget - Modification #1

	FY21 Budget Elementary	FY21 Budget Middle	FY21 Budget High	FY21 Budget Network Operations	FY20 Budget Consolidated
Assumptions:					
Enrollment:	624	228	53	-	905
SpEd <20%	20	16	3	-	39
SpEd 20-60%	1	14	3	-	18
SpEd >60%	47	2	3	-	52
					-
Per Pupil Rate	16,123	16,123	16,123		16,123
Facilities Rate	0%	30%	30%	0%	30%
NYS Per Pupil Grant	-	-	-	-	-
Income					
4100 State Grants					
4101 Per Pupil Allocations	10,060,752	3,676,044	854,519	-	14,591,315
4102 Per Pupil Allocations for SPED	914,359	183,309	87,808	-	1,185,475
4110 NYS Per Pupil Supplement	-	-	-	-	-
4103 NYSTL	8,325	3,042	707	-	12,074
4104 NYSSL	24,229	19,294	3,782	-	47,305
4105 NYSLIB	275	3,933	830	-	5,038
4108 NYC Discretionary Grant			-		-
4109 Facilities Funding	-	1,044,770	464,342	-	1,509,113
Total 4100 State Grants	11,007,939	4,930,392	1,411,989	0	17,350,320
4200 Federal Grants					
4201 IDEA for Sp. Ed.	43,697	15,776	5,651	-	65,124
4202 Title I - Part A	131,032	47,877	11,129	-	190,038
4203 Title II - Part A	8,216	6,543	1,283	-	16,042
Title III - Part A	171	2,443	516	-	3,129
4206 E-Rate	-	-	-	-	-
4207 ESSER	138,654	47,598	20,695	-	206,947
4208 Title IV - Part A	16,716	704	1,056	-	18,477
Total 4200 Federal Grants	338,487	120,941	40,330	0	499,757
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	11,346,425	5,051,333	1,452,319	-	17,850,077

FY21 CPCS Budget - Modification #1

	FY21 Budget Elementary	FY21 Budget Middle	FY21 Budget High	FY21 Budget Network Operations	FY20 Budget Consolidated
Gross Profit	11,346,425	5,051,333	1,452,319	-	17,850,077
5000 Compensation					
5100 Instructional Staff					
5101 Administrative Leadership	-	-	-	384,518	384,518
5102 Instructional Leadership	383,723	449,358	42,000	-	875,081
5103 Classroom Teachers	1,881,237	791,273	282,000	-	2,954,510
5104 Assistant Teachers	493,021	347,500	-	-	840,521
5105 Special Education Teachers	498,841	65,000	93,840	-	657,681
5106 ELL Teachers	66,176	-	-	-	66,176
5107 Music Teacher	50,859	85,000	-	-	135,859
5108 Art Teacher	52,020	-	-	-	52,020
5109 Physical Education Teacher	127,026	67,000	90,000	-	284,026
5110 Specialty Teachers	63,377	57,845	75,000	-	196,222
Total 5100 Instructional Staff	3,616,280	1,862,976	582,840	384,518	6,446,614
5200 Non-Instructional Staff					
5201 Finance	-	-	-	176,359	176,359
5202 Administration & Operations	205,538	263,957	-	308,013	777,507
5204 Administrative Assistant	64,208	58,650	-	-	122,858
5205 Custodian	139,663	161,556	-	-	301,219
5206 Security Guards	123,685	94,227	-	-	217,912
Total 5200 Non-Instructional Staff	533,093	578,390	0	484,372	1,595,855
5300 Pupil Support					
5301 Pupil Support Services	229,973	224,688	-	215,000	669,661
5302 School Aides	105,000	87,625	-	-	192,625
5303 Guidance Counselor	68,289	79,626	-	-	147,915
Total 5300 Pupil Support	403,262	391,939	0	215,000	1,010,201
Total 5000 Compensation	4,552,635	2,833,305	582,840	1,083,890	9,052,670
5400 Benefits					
5402 NY State Unemployment Insurance	39,792	13,660	5,939	-	59,391
5403 Social Security - EmployER	282,263	175,665	36,136	67,201	561,266
5404 Social Security - EmployEE	-	-	-	-	-
5405 Medicare - EmployER	66,013	41,083	8,451	15,716	131,264
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
5410 Dental Insurance	27,416	8,436	4,218	2,109	42,179
5411 Vision Insurance	6,561	2,019	1,009	505	10,094
5412 Life Insurance, STD, LTD, AD&D	44,666	13,744	6,872	3,436	68,718
5414 Retirement 403(B) Match	85,248	26,230	13,115	6,558	131,150
5415 Retirement 403(B) Clearing	-	-	-	-	-
5416 TransitChek 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)	-	-	-	-	-

FY21 CPCS Budget - Modification #1

	FY21 Budget Elementary	FY21 Budget Middle	FY21 Budget High	FY21 Budget Network Operations	FY20 Budget Consolidated
Total 5400 Benefits	972,024	410,503	140,312	126,936	1,649,775
6100 Administrative Expenses					
6101 Office Supplies	33,150	10,200	5,100	2,550	51,000
6102 Printer Supplies	7,800	2,400	1,200	600	12,000
6103 Office Furn (non-asset)	4,875	1,500	750	375	7,500
6104 Office Equipment (non-asset)	1,625	500	250	125	2,500
6105 Copy Machine Lease	18,486	15,344	6,300	8,546	48,676
6106 Postage and Delivery	3,250	1,000	500	250	5,000
6107 Temperature Scanning Kiosk Lease	4,917	1,639	1,639	1,639	9,834
6109 Dues, Licenses, & Subscriptions	13,000	4,000	2,000	1,000	20,000
6110 Team Building/Staff Lunch & App	16,250	5,000	2,500	1,250	25,000
6111 Student/Family Appreciation	14,950	4,600	2,300	1,150	23,000
6112 Travel to/from Meetings	3,250	1,000	500	250	5,000
6113 Student Meals	975	300	150	75	1,500
6115 Student Uniforms/Apparel	5,070	1,560	780	390	7,800
6119 Classroom Furniture and Equipment (non-asset)	97,500	30,000	15,000	7,500	150,000
6120 Insurance					
6121 Insurance Fees	1,300	400	200	100	2,000
6122 Insurance - Directors & Officers	14,745	4,537	2,269	1,134	22,685
6123 Insurance - Excess Liability	3,250	1,000	500	250	5,000
6124 Insurance - General Liability & Property	50,700	15,600	7,800	3,900	77,999
Total 6120 Insurance	69,995	21,537	10,768	5,384	107,684
6130 NYC Discretionary Grant- Non Capitalized Equip	-	-	-	-	-
Total 6100 Administrative Expenses	295,093	100,580	49,737	31,084	476,495
6200 Professional Services					
6201 Audit/Accounting Services	20,800	6,400	3,200	1,600	32,000
6202 Payroll Services	178,750	55,000	27,500	13,750	275,000
6203 Communication & Compliance Consulting Services	113,750	35,000	17,500	8,750	175,000
6204 Legal Services - Paid	16,250	5,000	2,500	1,250	25,000
6205 Educational Consulting	48,750	15,000	7,500	3,750	75,000
6206 Financial Management Services	45,500	14,000	7,000	3,500	70,000
6207 Substitute Teacher Services	16,250	5,000	2,500	1,250	25,000
6208 Temporary Staffing Services	6,700	2,300	1,000	500	10,000
6210 ERate Consulting	3,015	1,035	450	225	4,500
6211 Parent Support	-	-	-	-	-
6212 Contracted Security Services	10,050	3,450	1,500	750	15,000
6213 Start Up - Expense	-	-	-	-	-
6214 HRA/FSA Administration Fees	-	-	-	-	-
6215 Replication Expenses	-	-	-	-	-
6216 Cleaning Services	50,250	17,250	7,500	3,750	75,000
Total 6200 Professional Services	510,065	159,435	78,150	39,075	781,500
6300 Professional Development					
6301 Instructional Staff PD	53,600	18,400	8,000	4,000	80,000
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

FY21 CPCS Budget - Modification #1

	FY21 Budget Elementary	FY21 Budget Middle	FY21 Budget High	FY21 Budget Network Operations	FY20 Budget Consolidated
6305 Conferences and Workshops	6,700	2,300	1,000	500	10,000
Total 6300 Professional Development	95,140	32,660	14,200	7,100	142,000
6400 Marketing and Staff/Student Rec					
6401 Advertising	5,226	1,794	780	390	7,800
6402 Student Recruiting	33,500	11,500	5,000	2,500	50,000
6404 Staff Recruiting	16,750	5,750	2,500	1,250	25,000
6405 Website Maintenance	9,045	3,105	1,350	675	13,500
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	-	-	-	-	-
Total 6500 Fundraising Expenses	2,345	805	350	175	3,500
7100 Curriculum & Classroom Expenses					
7101 Classroom Libraries	-	-	-	-	-
7102 Curric Textbooks and Other Curr	83,750	28,750	12,500	6,250	125,000
7103 Math	-	-	-	-	-
7104 Art Supplies	9,380	3,220	1,400	700	14,000
7105 Music	3,350	1,150	500	250	5,000
7106 Student Transportation	33,500	11,500	5,000	2,500	50,000
7107 Curriculum Licenses & Subscriptions	-	3,600	-	-	-
7108 Standardized Test Materials/Ass	9,380	3,220	1,400	700	14,000
7109 Student Field Trips	13,400	4,600	2,000	-	20,000
7110 Classroom Supplies	10,050	3,450	1,500	750	15,000
7112 Physical Movement/Recess Suppli	5,556	1,907	829	415	8,292
7113 Special Education Equip/Curricu	-	-	-	-	-
7114 Non-Instructional Student Enric	-	-	-	-	-
7115 NYSTL Expense	8,208	2,793	1,072	-	12,074
7116 NYSSL Expense	21,633	19,571	6,101	-	47,305
7117 NYSLIB Expense	595	2,997	1,446	-	5,038
7118 Student Information Management System	11,265	3,867	1,681	-	16,814
Total 7100 Curriculum & Classroom Expenses	210,067	90,626	35,430	11,565	332,523
8100 Facility					
8101 Renovation/Construction	-	-	-	-	-
8102 Utilities	67,000	23,000	10,000	5,000	100,000
8103 Building Permits	670	230	100	50	1,000
8104 Rent Expense	1,178,982	1,064,273	1,430,000	-	3,673,255
8105 Signage	3,350	1,150	500	250	5,000
8106 Real Estate Taxes	234,500	80,500	35,000	17,500	350,000
8111 Relocation Expense	6,700	2,300	1,000	500	10,000
8114 Custodial Supplies	46,900	16,100	7,000	3,500	70,000
8115 Landscaping	10,050	3,450	1,500	750	15,000
8120 Repair & Maintenance	50,250	17,250	7,500	3,750	75,000
8125 Deferred Rent Expense	-	-	-	-	-
Total 8100 Facility	1,598,402	1,208,253	1,492,600	31,300	4,299,255
8200 Technology/Communication Expense					
8201 Phone/Fax Expenses	10,050	3,450	1,500	-	15,000

FY21 CPCS Budget - Modification #1

	FY21 Budget Elementary	FY21 Budget Middle	FY21 Budget High	FY21 Budget Network Operations	FY20 Budget Consolidated
8202 Mobile Phone Expenses	8,629	2,962	1,288	-	12,879
8203 Internet Connectivity Expenses	32,830	11,270	4,900	-	49,000
8204 Network Maintenance/Tech Support	6,700	2,300	1,000	-	10,000
8205 Technology Consultants	33,500	11,500	5,000	-	50,000
8206 Database Development Services	-	-	-	-	-
8207 Website Consultants/Expenses	-	-	-	-	-
8208 Technology Supplies	10,611	3,643	1,584	-	15,838
8209 Technology Equipment (non-asset)	40,653	13,955	6,068	-	60,676
8210 Technology Licenses, Software, & Subscriptions	3,237	1,111	483	-	4,832
Total 8200 Technology/Communication Expense	146,210	50,192	21,822	0	218,225
8800 Miscellaneous Expenses					
8801 Bank Service Charges	-	-	-	1,000	1,000
Total 8800 Miscellaneous Expenses	0	0	0	1,000	1,000
8900 Depreciation Expense	230,840	-	-	-	230,840
Total Expenses	8,677,343	4,908,508	2,425,072	1,336,940	17,347,863
Net Operating Income for FY21	2,669,082	142,825	(972,753)	(1,336,940)	502,214

FY21 Budget Modification #1 - Assumptions & Changes:

- A more accurate reflection of the decrease in HS enrollment, 96 to 55 based on trends.
- A more accurate reflection of the decrease in SpEd count, decrease in provided services based on trends.
- Accounting for ESSER funds, \$206,947 allocated to CPCS.
- Increase in salary & benefit lines, with positions that were not originally budgeted and various salary increases across the board.
- Decrease in student services (ex. transportation, food, uniforms, due to no students in the facilities through January)
- Final semester of NYIT Bridge Program for employees pursuing Master's & Teaching Certificates.
- Decrease in fundraising costs due to COVID-19.
- Increase in Technology:
 - Google Voice, previously free
 - Google Suite, previously free
 - Hotspots for students
 - 15-20 Central Avenue significant cost for network setup with CTS
 - Chromebooks purchase to ensure one-to-one for remote learning (partially offset by ESSER funding)
- Anticipation of 15-20 Central Avenue rental costs once completed.



Attachment #12

Challenge Preparatory Charter School

Financial Statements

June 30, 2020 and 2019



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, 2020 and 2019, 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.

PKF O'CONNOR DAVIES, LLP
500 Mamaroneck Avenue, Harrison, NY 10528 | Tel: 914.381.8900 | Fax: 914.381.8910 | www.pkfod.com

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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, 2020 and 2019, 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 – September 30, 2020, 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
September 30, 2020

Challenge Preparatory Charter School

Statements of Financial Position

	June 30,	
	2020	2019
ASSETS		
Current Assets		
Cash	\$ 4,810,225	\$ 2,332,264
Grants and contracts receivable	452,240	547,628
Prepaid expenses and other current assets	374,481	195,761
Total Current Assets	5,636,946	3,075,653
Property and equipment, net	893,394	834,601
Restricted cash - escrow	70,000	70,000
Security deposits	932,999	333,576
	\$ 7,533,339	\$ 4,313,830
 LIABILITIES AND NET ASSETS		
Current Liabilities		
Accounts payable and accrued expenses	\$ 220,880	\$ 272,931
Accrued payroll and payroll taxes	1,027,251	986,464
Deferred rent, current portion	172,454	238,992
Total Current Liabilities	1,420,585	1,498,387
Paycheck Protection Program loan payable	1,792,512	-
Deferred rent	2,315,256	2,009,726
Total Liabilities	5,528,353	3,508,113
Net assets, without donor restrictions	2,004,986	805,717
	\$ 7,533,339	\$ 4,313,830

See notes to financial statements

Challenge Preparatory Charter School

Statements of Activities

	Year Ended June 30,	
	2020	2019
REVENUE AND SUPPORT		
State and local per pupil operating revenue	\$ 14,318,940	\$ 13,357,655
State and local per pupil facilities funding	1,415,761	545,977
Federal grants	380,354	390,912
State grants	54,291	60,047
Contributions, grants and other income	640	357,749
Rental income	126,096	94,080
Total Revenue and Support	16,296,082	14,806,420
EXPENSES		
Program Services		
Regular education	10,655,297	10,484,175
Supporting services	2,741,774	2,805,007
Total Program Services	13,397,071	13,289,182
Supporting Services		
Management and general	1,626,830	1,900,807
Fundraising	72,912	65,604
Total Expenses	15,096,813	15,255,593
Change in Net Assets	1,199,269	(449,173)
NET ASSETS		
Beginning of year	805,717	1,254,890
End of year	\$ 2,004,986	\$ 805,717

See notes to financial statements

Challenge Preparatory Charter School

Statement of Functional Expenses
Year Ended June 30, 2020

	Program Services			Management and General	Fundraising	Total
	Regular Education	Special Education	Total			
Salaries	\$ 5,609,716	\$ 1,460,009	\$ 7,069,725	\$ 1,009,567	\$ 13,241	\$ 8,092,533
Payroll taxes and employee benefits	1,213,737	341,898	1,555,635	136,759	17,095	1,709,489
Professional development	139,153	21,065	160,218	31,214	-	191,432
Audit and accounting fees	-	-	-	26,250	-	26,250
Legal fees	-	-	-	5,019	-	5,019
Financial management fees	-	-	-	69,909	-	69,909
Consulting fees	503,141	125,560	628,701	42,710	5,339	676,750
Contractual services	48,142	7,288	55,430	-	-	55,430
Teacher and student recruitment	115,449	17,477	132,926	-	-	132,926
Student services and staff team building	46,586	7,052	53,638	4,890	-	58,528
Curriculum and classroom materials	336,943	51,008	387,951	-	-	387,951
Occupancy	1,970,339	555,025	2,525,364	222,010	27,751	2,775,125
Utilities	116,984	32,953	149,937	13,181	1,648	164,766
Office supplies	76,130	21,445	97,575	8,748	1,072	107,395
Postage and delivery	1,838	518	2,356	207	26	2,589
Telephone and internet services	71,838	12,292	84,130	7,452	1,565	93,147
Information technology	74,637	19,164	93,801	10,604	694	105,099
Insurance	75,029	21,135	96,164	8,454	1,057	105,675
Fundraising expense	-	-	-	-	2,040	2,040
Dues and subscriptions	20,297	3,073	23,370	-	-	23,370
Depreciation and amortization	137,089	17,136	154,225	17,136	-	171,361
Maintenance and repairs	98,249	27,676	125,925	11,070	1,384	138,379
Miscellaneous	-	-	-	1,650	-	1,650
Total Expenses	\$ 10,655,297	\$ 2,741,774	\$ 13,397,071	\$ 1,626,830	\$ 72,912	\$ 15,096,813

See notes to financial statements

Challenge Preparatory Charter School

Statement of Functional Expenses
Year Ended June 30, 2019

	Program Services			Management and General	Fundraising	Total
	Regular Education	Special Education	Total			
Salaries	\$ 5,330,510	\$ 1,501,526	\$ 6,832,036	\$ 946,891	\$ 3,314	\$ 7,782,241
Payroll taxes and employee benefits	1,049,829	293,335	1,343,164	185,265	15,439	1,543,868
Professional development	164,212	27,949	192,161	31,350	-	223,511
Audit and accounting fees	-	-	-	29,000	-	29,000
Legal fees	-	-	-	2,539	-	2,539
Financial management fees	-	-	-	142,453	-	142,453
Consulting fees	559,898	150,350	710,248	88,963	7,413	806,624
Contractual services	209,984	35,740	245,724	-	-	245,724
Teacher and student recruitment	74,097	12,612	86,709	-	-	86,709
Student services and staff team building	67,489	11,486	78,975	3,246	-	82,221
Curriculum and classroom materials	397,036	67,576	464,612	-	-	464,612
Occupancy	1,933,734	540,308	2,474,042	341,246	28,437	2,843,725
Utilities	119,627	33,425	153,052	21,112	1,759	175,923
Office supplies	82,181	22,962	105,143	22,780	1,209	129,132
Postage and delivery	2,196	614	2,810	388	32	3,230
Telephone and internet services	48,452	8,627	57,079	6,118	1,040	64,237
Information technology	70,368	17,199	87,567	11,202	828	99,597
Insurance	72,386	20,225	92,611	12,774	1,064	106,449
Fundraising expense	-	-	-	-	2,880	2,880
Dues and subscriptions	6,941	1,181	8,122	-	-	8,122
Depreciation and amortization	146,358	18,294	164,652	18,294	-	182,946
Maintenance and repairs	148,877	41,598	190,475	26,273	2,189	218,937
Miscellaneous	-	-	-	10,913	-	10,913
Total Expenses	\$ 10,484,175	\$ 2,805,007	\$ 13,289,182	\$ 1,900,807	\$ 65,604	\$ 15,255,593

See notes to financial statements

Challenge Preparatory Charter School

Statements of Cash Flows

	Year Ended June 30,	
	2020	2019
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in net assets	\$ 1,199,269	\$ (449,173)
Adjustments to reconcile change in net assets to net cash from operating activities		
Depreciation and amortization	171,361	182,946
Deferred rent	238,992	274,995
Changes in operating assets and liabilities		
Grants and contracts receivable	95,388	45,987
Prepaid expenses and other current assets	(178,720)	17,393
Security deposits	(599,423)	(50,984)
Accounts payable and accrued expenses	(52,051)	(48,680)
Accrued payroll and payroll taxes	40,787	357,894
Net Cash from Operating Activities	915,603	330,378
CASH FLOWS FROM INVESTING ACTIVITY		
Purchases of property and equipment	(230,154)	(185,380)
CASH FLOWS FROM FINANCING ACTIVITY		
Proceeds from Paycheck Protection Program loan	1,792,512	-
Net Change in Cash and Restricted Cash	2,477,961	144,998
CASH AND RESTRICTED CASH		
Beginning of year	2,402,264	2,257,266
End of year	\$ 4,880,225	\$ 2,402,264
The following table provides a reconciliation of cash and restricted cash within the statements of financial position:		
Cash	\$ 4,810,225	\$ 2,332,264
Restricted cash	70,000	70,000
	\$ 4,880,225	\$ 2,402,264

See notes to financial statements

Challenge Preparatory Charter School

Notes to Financial Statements
June 30, 2020 and 2019

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 802 students in kindergarten through eighth grade during the 2019-2020 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.

Adoption of New Accounting Policies

Recognition of Contributions

Effective July 1, 2019, the School adopted Accounting Standards Update ("ASU") 2018-08, *Clarifying the Scope and the Accounting Guidance for Contributions Received and Contributions Made*. This guidance provides a framework for evaluating whether contributions and grants should be accounted for as exchange transactions or as nonexchange transactions. Analysis of various provisions of this standard resulted in no significant changes in the way the School recognizes contributions and grants, and therefore no changes to the previously issued audited financial statements were required on a retrospective basis.

Challenge Preparatory Charter School

Notes to Financial Statements
June 30, 2020 and 2019

2. Summary of Significant Accounting Policies *(continued)*

Adoption of New Accounting Policies (continued)

Restricted Cash

In November 2016, the Financial Accounting Standards Board issued ASU 2016-18, Statement of Cash Flows (Topic 230): Restricted Cash. ASU 2016-18 requires significant changes regarding how restricted cash is classified and presented on the statement of cash flows. On July 1, 2019, the School adopted the new guidance regarding the presentation and classification of restricted cash. The guidance requires the School to 1) include restricted cash and restricted cash equivalents in the cash and cash equivalents balances on the statements of cash flows, 2) provide a reconciliation between the statements of financial position and the statements of cash flows, 3) eliminate the presentation of transfers between restricted cash and cash, and 4) include disclosures about the nature of the restrictions for material balances. Adoption of the ASU resulted in a change in the accounting for restricted cash on the statements of cash flows.

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 classified 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, 2020 and 2019.

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.

Challenge Preparatory Charter School

Notes to Financial Statements
June 30, 2020 and 2019

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. Minor costs of 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, 2020 and 2019.

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.

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.

Challenge Preparatory Charter School

Notes to Financial Statements
June 30, 2020 and 2019

2. Summary of Significant Accounting Policies *(continued)*

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, 2017.

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 September 30, 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:

	2020	2019
Computers and equipment	\$ 554,136	\$ 464,494
Furniture and fixtures	411,524	402,273
Software and website development	55,217	28,289
Standby generator	127,589	127,589
Leasehold improvements	596,398	492,065
Construction in progress	300,000	300,000
	<u>2,044,864</u>	<u>1,814,710</u>
Accumulated depreciation and amortization	<u>(1,151,470)</u>	<u>(980,109)</u>
	<u>\$ 893,394</u>	<u>\$ 834,601</u>

Construction in progress at June 30, 2020 and 2019 consists of soft costs associated with the new facilities at 15-20 Central Avenue, Queens, New York (see Note 9).

Challenge Preparatory Charter School

Notes to Financial Statements
June 30, 2020 and 2019

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:

	<u>2020</u>	<u>2019</u>
Cash	\$ 4,810,225	\$ 2,332,264
Grants and contracts receivable	452,240	547,628
	<u>\$ 5,262,465</u>	<u>\$ 2,879,892</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 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, 2020 and 2019 amounted to \$167,140 and \$154,572.

7. Concentration of Credit Risk

Financial instruments that potentially subject the School to concentrations of credit and market risk consist principally of cash and cash equivalents 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, 2020 and 2019, approximately \$4,560,000 and \$2,081,000 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, 2020 and 2019, the School received approximately 97% and 94% 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.

Challenge Preparatory Charter School

Notes to Financial Statements
June 30, 2020 and 2019

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, 2040. The lease is projected to commence in October 2020 and includes a yearly rent escalation of 3%, and requires the School to pay for utilities and other office costs. This location will be used to house grades 9-12 when the School first occupies the facility.

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.

The future minimum lease payments for the four facility leases are as follows for years ending June 30:

2021	\$ 3,839,613
2022	4,473,176
2023	4,607,371
2024	4,745,593
2025	4,887,960
Thereafter	<u>62,532,065</u>
	<u>\$ 85,085,778</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, 2020 and 2019 amounted to \$2,775,125 and \$2,843,725.

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, 2020 and 2019.

Challenge Preparatory Charter School

Notes to Financial Statements
June 30, 2020 and 2019

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 five 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.

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, 2020, 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 September 30, 2020.

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) to determine 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 determination of financial statement amounts. 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 School'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 School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Harrison, New York
September 30, 2020

Challenge Preparatory Charter School

Schedule of Findings and Responses
Year Ended June 30, 2020

Section I – Financial Statement Findings

During our audit, we noted no material findings for the year ended June 30, 2020.

Section II – Compliance Findings

During our audit, we noted no material findings for the year ended June 30, 2020.

Section III – Status of Prior Year Findings

2019-001- General Ledger Maintenance and Account Analysis

Condition

During the preparation of the year-end financial statements, we noted that improvements are needed in the financial statement closing process to address the accuracy of the School's year-end financial reporting. Material audit adjustments were required for prepaid rent, deferred rent liability, and accrued expenses.

Current year Status

This condition was corrected in fiscal 2020.



2020-21 School Year Board Meeting #5 Minutes

Frederica Jefferies, CPCS Chair called the meeting to order and welcomed everyone to the CPCS 2020-21 School Year Board Meeting #5 at 6:30 PM on November 18, 2020.

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 appointed Gertrudis Hernandez, as Secretary Pro Tem of the Board of Trustees due to Karon McFarlane being absent for this Board meeting. Ms. Hernandez did the roll call of the board.

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

Members absent: Karon McFarlane

Also, present: Michael R. Estep and Kentia Coreus. 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 #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 on the continued remote learning efforts of Challenge. Average of 96% attendance by our scholars. He also shared about the Challenge High School recruitment efforts. He also reported that the entire high school facility will be turned over to the school by February 2021. Each week Challenge provides a food



distribution at the 15-26 Central Avenue site for the community and our parents/guardians.

Following discussion, the report was received with great 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 September 2020 Financial Report [Attachment #8].
Following discussion and review, the report was received by common consent.
11. The Chair called for the presentation of the 2020-21 November Personnel Report [Attachment #9]. A motion was made by Linda Plummer and second by Gertrudis Hernandez to approve the report. The motion carried unanimously.
12. The Chair called on the CEO for a discussion about the current situation concerning the COVID-19 crisis.

The following motion was made by Gertrudis Hernandez and second by Linda Plummer: “In light of the continued uncertainty surrounding COVID-19 and its impact on the Far Rockaway community, our parents/guardians and our scholars, a motion was made to adjust the move to the hybrid model to the following dates: March 10, 2021 – Grades K-2; March 17, 2021 – Grades 3-5 and March 24, 2021 – Grades 6-9.” The motion carried unanimously.



The meeting adjourned by common consent at 7:45 PM.

Respectfully submitted:

A handwritten signature in black ink, appearing to read "Gertrudis Hernandez", is written over a horizontal line.

Gertrudis Hernandez
Secretary Pro Tem



2020-21 School Year Board Meeting #6 Minutes

Karon McFarlane, CPCS Board Secretary called the meeting to order and welcomed everyone to the CPCS 2020-21 School Year Board Meeting #6 at 6:30 PM on December 16, 2020. Frederica Jefferies, Board Chair requested that Karon McFarlane lead the meeting due to her absence as Chair Pro Tem.

Karen McFarlane, Chair Pro Tem 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 appointed Gertrudis Hernandez, as Secretary Pro Tem of the Board of Trustees due to Karon McFarlane being absent for this Board meeting. Ms. Hernandez did the roll call of the board.

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

Members absent: Frederica Jefferies

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

The Chair Pro Tem 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 Pro Tem called for a review of the minutes of the 2020-21 School Year Board Meeting #5 [Attachment #1]. The minutes were approved by common consent.
3. The Chair Pro Tem called for the report of Dr. Les Mullings, CEO. Dr. Mullings gave an update on the continued remote learning efforts of Challenge. The attendance continues to average 90% plus by our scholars.



Dr. Mullings reported on a meeting he attended virtually concerning the distribution of COVID-19 vaccine. The meeting was led by Dr. Anthony Fauci and focused on dissemination of the vaccine in communities like Far Rockaway.

Dr. Mullings shared information about the developing partnerships with Queensborough Community College and Johns Hopkins Medical Center for the CTE high school.

He also reported that the entire high school facility will be turned over to the school by February 2021. Each week Challenge provides a food distribution at the 15-26 Central Avenue site for the community and our parents/guardians. This week's distribution will also include the Annual Holiday Toy Distribution.

Following discussion, the report was received with great appreciation.

4. The Chair Pro Tem 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 Pro Tem called attention to the printed report of Nicole Griffin, K-5 Principal [Attachment #3]. The report was received with appreciation.
6. The Chair Pro Tem called attention to the printed report of Mavgar Mondesir-Gordon, 6-9 Principal [Attachment #4]. The report was received with appreciation.
7. The Chair Pro Tem 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 Pro Tem called attention to the printed report of Kimberly Messer, Director of Communications [Attachment #6]. The report was received with appreciation.
9. The Chair Pro Tem called attention to the printed report of Venessa Lynch, Director of Operations [Attachment #7]. The report was received with appreciation.
10. The Chair Pro Tem called for the November 2020 Financial Report [Attachment #8]. Following discussion and review, the report was received by common consent.



11. The Chair Pro Tem called for the presentation of the 2020-21 December Personnel Report [Attachment #9]. It was noted that no new personnel was hired since the last meeting of the Board. The report was approved by common consent.

The meeting adjourned by common consent at 7:05 PM.

Respectfully submitted:

A handwritten signature in black ink, appearing to read "Gertrudis Hernandez", is written over a horizontal line.

Gertrudis Hernandez
Secretary Pro Tem



Attachment #1

For Attachments
See Previous
Month's Minutes



2020-21 School Year Board Meeting #5 Minutes

Frederica Jefferies, CPCS Chair called the meeting to order and welcomed everyone to the CPCS 2020-21 School Year Board Meeting #5 at 6:30 PM on November 18, 2020.

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 appointed Gertrudis Hernandez, as Secretary Pro Tem of the Board of Trustees due to Karon McFarlane being absent for this Board meeting. Ms. Hernandez did the roll call of the board.

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

Members absent: Karon McFarlane

Also, present: Michael R. Estep and Kentia Coreus. 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 #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 on the continued remote learning efforts of Challenge. Average of 96% attendance by our scholars. He also shared about the Challenge High School recruitment efforts. He also reported that the entire high school facility will be turned over to the school by February 2021. Each week Challenge provides a food



distribution at the 15-26 Central Avenue site for the community and our parents/guardians.

Following discussion, the report was received with great appreciation.

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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 September 2020 Financial Report [Attachment #8]. Following discussion and review, the report was received by common consent.
11. The Chair called for the presentation of the 2020-21 November Personnel Report [Attachment #9]. A motion was made by Linda Plummer and second by Gertrudis Hernandez to approve the report. The motion carried unanimously.
12. The Chair called on the CEO for a discussion about the current situation concerning the COVID-19 crisis.

The following motion was made by Gertrudis Hernandez and second by Linda Plummer: “In light of the continued uncertainty surrounding COVID-19 and its impact on the Far Rockaway community, our parents/guardians and our scholars, a motion was made to adjust the move to the hybrid model to the following dates: March 10, 2021 – Grades K-2; March 17, 2021 – Grades 3-5 and March 24, 2021 – Grades 6-9.” The motion carried unanimously.



The meeting adjourned by common consent at 7:45 PM.

Respectfully submitted:

A handwritten signature in black ink, appearing to read "Gertrudis Hernandez", is written over a horizontal line.

Gertrudis Hernandez
Secretary Pro Tem



Attachment #2



Senior Director of Teaching and Learning
November 2020 Board Report
 (Covering November 16- December 11)
Kentia Coreus

2020-21 Scholar Enrollment

Current Enrollment	907 scholars (as of December 11, 2020)	
Grade	Number of scholars	Notes (where applicable)
K	107	
1	120	
2	100	
3	96	Two seats offered
4	98	
5	102	
6	72	One seat offered
7	80	One seat offered
8	78	
9	54	
TOTAL	907	

COVID-19 Response and Ongoing Tasks

- Read and disseminate guidance from NYSED, NYCDOE Charter Office, NYC Charter Center and NYS Department of Health
- Connect with external school leaders to share/collect ideas for supporting students and staff
- Conduct check-ins with principals and staff
- Respond to staff and family grievances
- Attend 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

Staffing

CPCS currently has one teacher vacancy. CCMS has two SETTS teacher vacancies. A part-time visiting teacher has been secured from Alternative Tutoring. The visiting teacher is a certified Special Education teacher and is providing SETTS services at CCHS. Staff recruitment for hard-to-fill positions is now being targeted at universities and colleges as vacancy postings have not assisted us with getting applications from qualified candidates.

Performance Reviews

Teachers

Principals have started the fall teacher performance review process. Mini-observation data is expected to be entered and stored in TeachBoost for teachers K-9.

Principals

Our data manager is supporting us with getting ready for the fall VAL-ED administration. An overview of the fall principal performance review process is provided here:

Fall 2020 (September-January)	Spring 2021 (February-June)
<p>Evaluative Observations</p> <ol style="list-style-type: none"> 1) Teacher Observation Feedback Meeting 2) Facilitating a Leadership Team Meeting (45+m) 3) PLC, Data Team, or Common Planning Teacher Meeting <p>To be completed by January 15, 2021</p> <p><u>Reference Documents</u></p> <ul style="list-style-type: none"> • Conducting an Observation Feedback Meeting rubric • Leadership Team Meeting Effectiveness checklist • Professional Learning Team (PLT) checklist <p>Formal Document Review</p> <ul style="list-style-type: none"> • School Improvement Plan (SIP) • <i>Additional materials will be collected during the internal audit</i> <p>Formal Meetings</p> <ul style="list-style-type: none"> • 2020-21 Goal-Setting • Review of Draft SIP <p>Fall VAL-ED Administration Window January 18-January 22</p>	<p>Evaluative Observations</p> <ol style="list-style-type: none"> 1) Teacher Evaluation meeting 2) Facilitating Adult Learning Workshop/PD (60+m) 3) PLC, Data Team, or Common Planning Teacher Meeting <p>To be completed by June 4, 2021</p> <p><u>Reference Documents</u></p> <ul style="list-style-type: none"> • Conducting a Teacher Evaluation Meeting rubric • Facilitating Professional Learning rubric • Professional Learning Team (PLT) checklist <p>Formal Document Review</p> <ul style="list-style-type: none"> • TeachBoost Reports • Student Work <p>Formal Meetings</p> <ul style="list-style-type: none"> • Review of Fall VAL-ED Results • 2021-22 Action Plan <p>Spring VAL-ED Administration Window June 7-June 11</p>

Professional Learning

Principals continue to be supported by leadership coaches and are offered relevant opportunities by the SDTL. Teachers continue to receive job-embedded professional learning opportunities on a regular basis (internally and externally).

External Partnerships

The SDTL has connected with a potential college-career readiness partner in the field of advertising. A proposal is expected in early January. The goal is to expose scholars to careers in the marketing field via workshops.



Attachment #3



Ms. Nicole Griffin

Challenge Preparatory Charter School- Elementary
Principal Report
December 2020



Enrollment

Elementary Total: 622

SWD's- 52

ELL's- 28

Students in shelter/homeless- 0

1. Social-Emotional Well-Being of Students

- a. The SEL team participated in Professional Development for “Spread the Word” curriculum
- b. The curriculum will be used starting January 19, 2020.
- c. The guidance counselor and social worker continues to provide SEL daily for 30 minutes.

2. Parent Updates

- a. **The 2020-2021 PA Board**
 - i. **Lashonda Rice (President)**
 - ii. **Stacy Zigas (Vice President)**
 - iii. **Melissa Lochan (Secretary)**
 - iv. **Tashera Tucker (Treasurer)**

3. Instruction

- a. The Admin team meets with the grade teams once per week which is data focused.
- b. Administrative team, Cabinet team and Instructional team meets at least twice a month. Teams have been created to foster collaboration and streamline communication throughout the school.

-
- c. Teachers have been empowered to conduct professional development in the areas of phonics instruction and guided reading
 - d. Based on the i-Ready data, phonics instruction is an area of weakness. For this year, K-2 are mandated to use foundations
 - e. **Based on student and teacher data, two priority areas of instruction is unpacking of the standards, lesson plan alignment and guided reading.**
4. **Formal Observations**
 - a. Based on teacher data, teachers will need continued professional development of planning and preparation and questioning and discussion techniques.
 - b. Formal observations are projected to be complete by January 31, 2021
 5. **RTI**
 - a. Tier 1 and Tier 2 is done by the classroom teachers in the classroom
 - b. Progress monitoring of the i-Ready data will be issued 7 times per year
 - c. This year we will focus heavily on SWD and ELL scholars in each grade level by providing them with tiered support and extended learning opportunities during the Extended Learning Academy periods.
 6. **Digital Tools to Enhance Learning-**
 - a. Professional Development continues to be conducted based the teacher needs of applying digital tools in the classroom
 7. **Professional Learning Opportunities**
 - Staff virtual PD for the month of December focused on Fountas and Pinnell Running Records and Guided Reading
 - **Analyzing Qualitative & Quantitative F&P Data to form GR Groups**
 - **Diving Deeper into Qualitative Assessment & EPIC**
 - **Setting Scholar Goals & GR Expectations**

We continue to monitor and follow-up with the above mentioned as the year progresses.



Attachment #4



CHALLENGE CHARTER SCHOOL

2020-2021 Principal's Monthly Board Report

Mavgar Mondesir-Gordon, Principal (Grades 6-9)

School Year 2020-2021 Report December 11, 2020

Current CCHS Enrollment:

Cohort Group	Grade Level	Enrollment as of Sep. 11, 2020	Enrollment as of Oct. 16, 2020	Enrollment as of Nov. 16, 2020	Enrollment as of Dec. 11, 2020
#	Grade 9	54	54	54	53

Current CCMS Enrollment:

Cohort Group	Grade Level	Enrollment as of Sep. 11, 2020	Enrollment as of Oct. 16, 2020	Enrollment as of Nov. 16, 2020	Enrollment as of Dec. 11, 2020
#	Grade 8	77	77	78	79
#	Grade 7	81	80	81	80
#	Grade 6	72	71	72	72
TOTAL		230	228	231	231

CCMS Attendance Statistics:

Cohort Group	Grade Level	Attendance Rate			
		Aug 24, '20 - Sep 11, '20	Sep 12, '20 - Oct 16, '20	Oct 19, '20 - Nov 13, '20	Nov. 16, '20 - Dec 11, '20
#	Gr. 9	79%	92%	93%	93%
#	Gr. 8	90%	86%	95%	92%
#	Gr. 7	85%	96%	95%	95%
#	Gr. 6	90%	91%	94%	95%
CCMS Average		88%	91%	95%	94%
6-9 Average		90.5%	91.1%	94%	94%



STAFFING:

- CCMS/CCHS is currently seeking 2 SETSS Teachers through Alternative Tutoring Inc. Thus far we have secured a candidate who is part-time.
- CCMS is currently seeking a Grade 7 ELA Teacher assistant. At this time we have secured a candidate who is at the contract phase.

SOCIAL EMOTIONAL LEARNING (SEL)

- 54% of Grades 6-9 scholars completed the Renzulli Learning Profiler (153 scholars). The remaining 131 scholars will be completing the Profiler over the course of the week of Monday, December 14, 2020.
- Mentors in our scholar mentoring program have been meeting consistently with their scholar mentees 3 times weekly. The program has switched the primary meeting times from the 4:-4:30 time to 8:00 - 8:25 on Mondays, Wednesdays, and Thursdays. Mentors check in with scholars on the status of their due assignments, attendance, and progress on their SMART goals. All mentors are working with the text *7 Habits of Highly Effective Teens* by Sean Covey. The success of this program will be measured at the end of quarter 2, weighing the improvement in overall grades and attendance averages.

CURRICULUM AND INSTRUCTION

- CCMS/CCHS instructors continue their work on ensuring that lesson plans reflect levels of differentiation referred to as Tiering and Compacting. CCMS/CCHS will continue to monitor their small groups and shift strategies to ensure that our scholars meet the mastery level of the CCLS standards on their grade level. Grade-level professional development sessions have been underway focusing on the Power of Video for High Impact Instruction. These sessions are followed up with support on creating compactors which is part of the School Enrichment Model -SEM to support our scholars who are above the benchmark on their current grade level. The follow-up assistance of consultant Cheryl Quatrano is sought and rendered here. She has been meeting with teachers on a one to one basis to support their needs.
- We are also working on implementing another scaffold for our scholars who are significantly below grade level.

SPECIAL EDUCATION SERVICES

- MANDATED SERVICES
 - Mandated services like Speech therapy and counseling continue on a strict schedule via Google Meet. Scholars are also receiving their SETSS services and Extra help



- Special Education staff continue to participate in SPED Collaborative events, sharing techniques, and strategies that are rooted in SDI.
- Candidates from Alternative Tutoring continue to be interviewed and monitored in their role in providing SETSS tutoring. Once candidates are okayed by the principal, their positions will be considered temporary with the possibility of hire.
- Social Worker intern Mr. Luis Robles continues his shadowing of our on-staff social worker Ms. Colon. Mr. Robles has an excellent and easy rapport with the Grades 6-9 scholars.

PARENT AND SCHOLAR OUTREACH and ACCESSIBILITY

- Frequent parent meetings for scholars who are not meeting the expectations or for whose socio-emotional state brings us concern continue.
- Weekly Parent announcements continue.
- All instructors maintain office hours for conferencing with scholars and/families daily from 4:00 PM to 4:30 PM
- Parents attended Virtual Parent-Teacher Conferences on Wednesday, November 18 from 5:00 PM to 7:00 PM and on Thursday, November 19 from 1:00 PM to 4:00 PM. an average of 97% of Wednesday's appointments were attended and 71% of Thursday's appointments were attended. Teachers continued to make appointments with parents to conduct conferences during their prep periods up until December 9, 00.

PROFESSIONAL DEVELOPMENT

- **GRADE TEAM PLANNING AND ONGOING PROFESSIONAL DEVELOPMENT**
 - Professional development takes place daily
 - Mon-Thu 12:50 PM to 1:35 PM for Grades 6-8 core instructors
 - Mon-Thu 3:15 PM to 4:00 PM for Grade 9 core instructors
 - Fridays from 1:00 PM to 4:00 PM
- **VERTICAL DEPARTMENT PLANNING**
 - This work will continue with the added Mentoring piece that we added to support scholars teachers will have to communicate daily and access data of each other's scholars. Thus this will make our Vertical work more successful.

INSTRUCTIONAL OBSERVATIONS

- The CCMS-CCHS Admin Team members have been supporting during remote learning sessions regularly 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 currently 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 Board Report

Covid-19 Coordinator

- Creating an outline of all school health and safety protocols and procedures for staff members upon return to the school building
- Monitor daily health and safety report
- Meet with nurse liaison regarding weekly updates from the DOH/DOE COVID-19 Charter School meetings
- Make reports to the local DOH on any positive COVID-19 tests within our school community
- Preparation is underway for the continuation of the Johns Hopkins COVID-19 curriculum for all sites.
- Collaboration with St. Johns Episcopal Hospital personnel for teaching nutrition to our scholars to support a healthy immune system

Pupil Personnel Director

- Bi-weekly check-in's with SST's for continuous support in the following areas:
 1. Aligning SEL strategies and supports for teachers around implementation for the meta-moment. This strategy is aligned to the self-awareness core competency and supports students that experience intense emotions
 2. Social Work Interns from Hunter College are all immersed within the school culture and are supporting our at-risk scholars.
 3. Our social work field instructor Ms. Harris and task supervisor Ms. Colon has been leading weekly meetings for our interns to ensure they are aware of the expectations and to provide them with any answers to their questions. I also meet with Ms. Harris to receive updates on the interns and their work schedules.
 4. This month I observed Inner You lessons at the high school level. This is the new character education curriculum that was implemented in the high school.
 5. On December 11th the K-5 site will have an implementation training for Spread the Word the Character Education program.
 6. The SST submitted their professional goals and will also submit program goals for the SEL/ Character Education program using the Multi-tiered levels of support template in mind.

7. The school-wide wellness series continues this month, and the focus is on Self-Care. Staff members received many resources to strengthen them in this area. At the end of the month colleagues will lead this virtual platform and have a discussion on what resource worked best for them. Each month will have a focus, and the SST has a teacher corner located in their virtual offices for staff to access these support resources.
8. The Big Sisters and Big Brothers program will host a parent information session that is open to our families.

Recruitment and Retention Plan Guidance

1. Family Engagement Coordinators, Enrollment Coordinator, Operations managers and I (Director of Pupil Personnel Services) meet weekly to discuss the retention and recruitment plans for this school year.
2. The open house content has been created for the middle and high school sites. The elementary school site will meet on December 9th to finalize their content for the open house presentation.

Family Engagement Coordinators

1. The Family Engagement Coordinators are currently reviewing best practices for school communication to better engage families including class parents, parent contact updates, and a virtual PA.
2. We are also working on community outreach and forging relationships with Far Rockaway community organizations.
3. The Family Engagement Coordinators also completed a self-evaluation assessment. This will be reviewed during our 1:1's this month.



Attachment #6



Challenge Charter School

Communications Report - Dec. 2020

fr: Kim Messer, Director of Communications

One School Campaign/Application Season

- We are looking at SchoolMint's additional features for recruitment.
- Letters of Intent for 5th graders and 8th graders have gone out. Follow ups with families who did not answer are ongoing.
- Rising 9th grade deadline to reserve a seat at Challenge is December 18.
- Vanguard mailing is in the works. We are waiting on cost and a new mailing list. We are behind schedule by over a month.
- High School specific flyer is complete. (See below)
- Various related materials continue to be translated and provided as well in coordination with Ms. Rosario
- Notifications about moving to one school-wide Facebook page have begun, and a new Facebook cover has been designed to echo the look of our new flyers.
- Open House dates are still in discussion and have not been finalized.



Champ Grows Up Contest

Our middle and high school scholars are participated in the design contest and 7th Grader, Oluwapelumi Afuwape won. His winning design (seen below) will now be adapted by a professional designer for our specific marketing needs.



Social Media/Website

- Pro - Our families have participated in a couple of photo challenges and sent in great content which has been featured on Facebook and Instagram.
- Con - Engagement and content is harder to obtain from staff at this time.
- Facebook made significant changes to the way businesses post and create content this fall. The result has been a dramatic dip in engagement on our pages. This gives further reason to have one page to lessen competition for ourselves.
- General averages for our website impressions (total over 4 sites) are 10-15K per month.





Attachment #7



Rev. Dr. Les Mullings, Founder/CEO

December 14, 2020

Re: December 14, 2020 Operations Report

By: Venessa Lynch, Director of Operations

I. Facilities / COVID 19 Preparation

- Building have been deep cleaned. Will be retouched closer to reopen date
- Ongoing completion of work and continuing maintenance throughout all buildings.
- Fire inspection completed for Hartman Ln
- COVID signage placed throughout buildings.
- Classrooms set up based on COVID guidelines. Teachers just have to come in and put on finish touches.
- Building Winterizations completed for all buildings.

II. Health

- Nurses have been confirmed for ES site and MS.
- Nurses will report back to their prospective sites closer to reopen date.

III. School Operations

- Ongoing implementation of cloud base system Operoo for continuity of school operation. This system will streamline effective and accurate documentation for each scholar and family. We will be able to execute constant contact with instant response with our families. This will also assist with student records and ensure all documents are current.
- ATS purge ensuring all student records are accurate and current.
- Working with Principals and Sr. Director of Teaching and learning to fill vacant positions. Recruiting candidates via Indeed and starting out reach to various universities with education programs.
- Notification to OPT, School food and other prospective vendors have been notified of our March reopen as needed.
- Continuing to support laptop distribution and student supply distribution as needed to support remote learning for all students.

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.challengeprepcharter.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, 6-8

Mavgar Mondesir-Gordon, 6-8 Principal

1526 Central Avenue, Far Rockaway, NY 11691

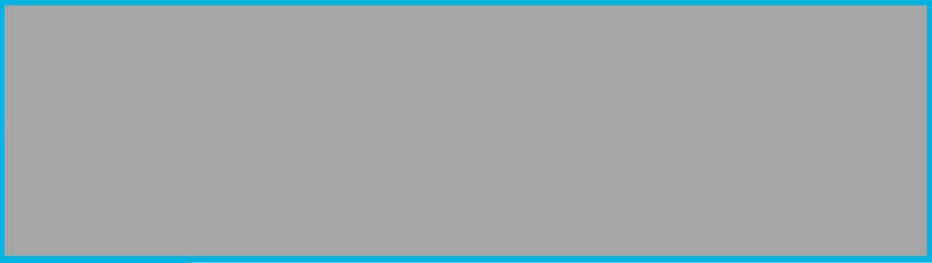
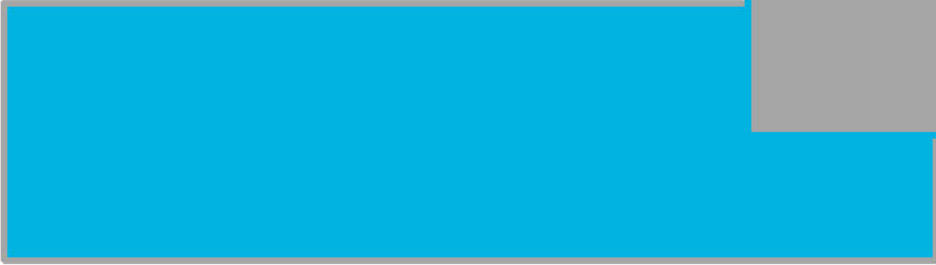
Phone: 718-327-4040

Email: mmondesir@challengecharterschools.org

www.challengechartermiddle.org



Attachment #8



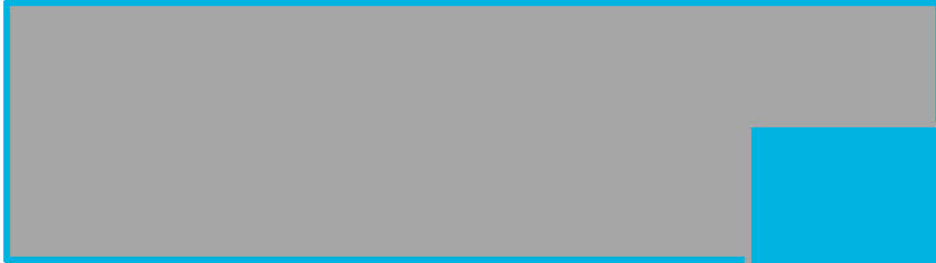
Helping you to focus on what's important:
STUDENT ACHIEVEMENT

CSBM
CHARTER SCHOOL
BUSINESS MANAGEMENT

experience. expertise. execution.

Challenge Prep Charter School

Monthly Financial Report
November 2020

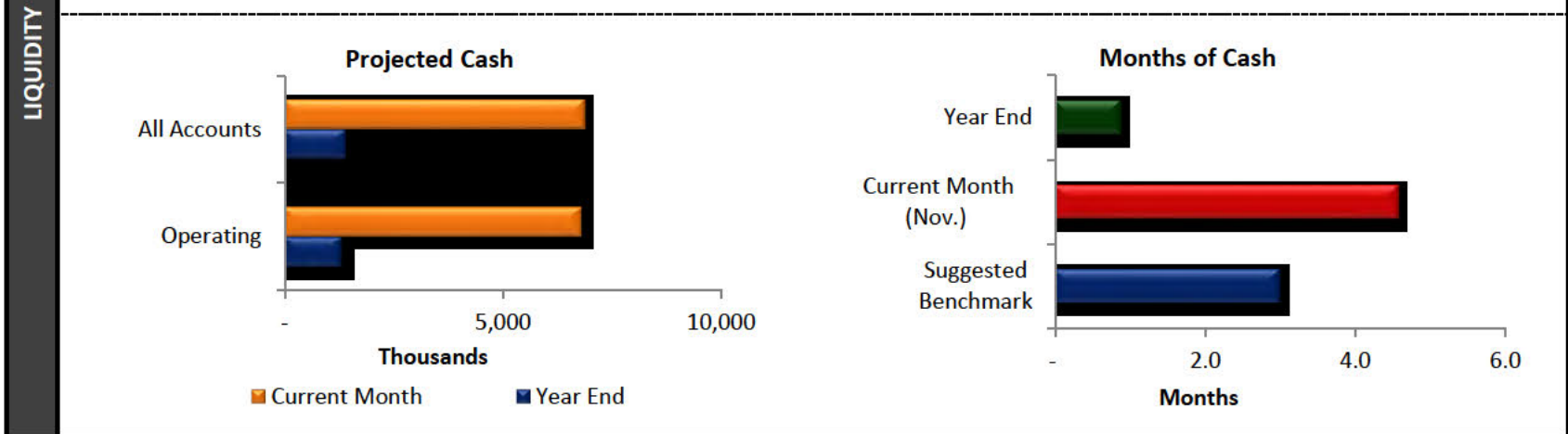


Challenge Prep Charter School

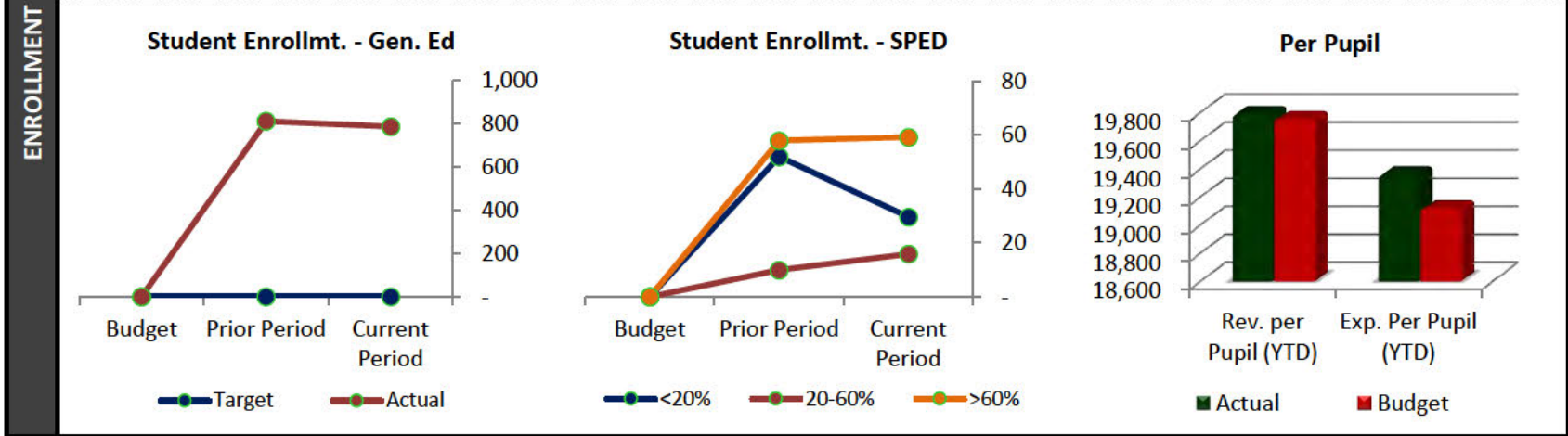
Financial Summary

For Period Ended November 30, 2020

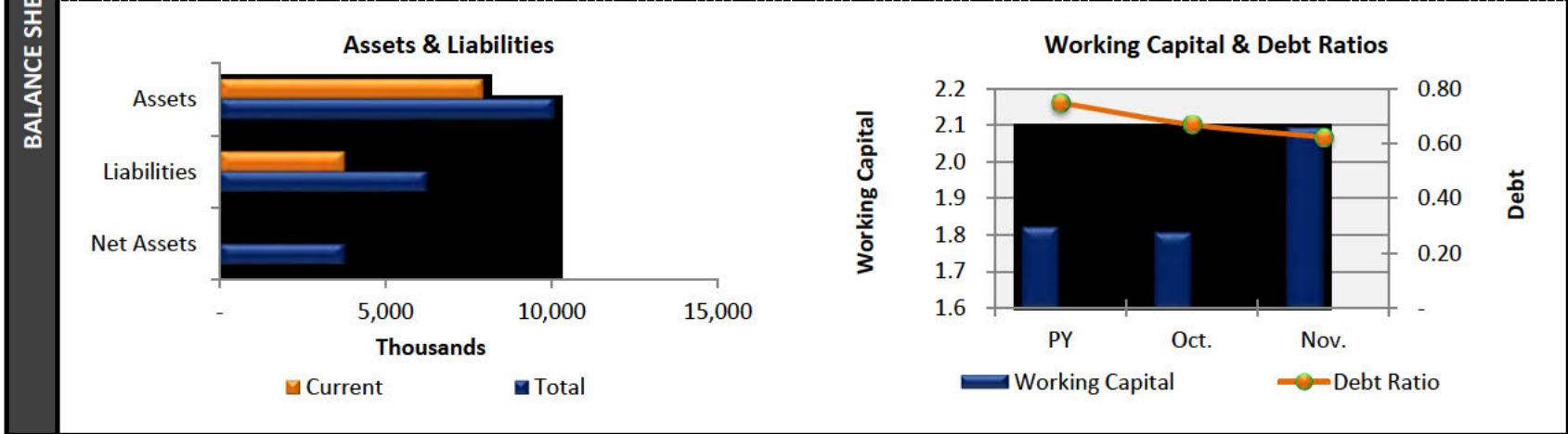
Cash in Bank <i>(Operating Account(s) Only: as of November 30, 2020)</i>	\$ 6,800,421
Projected months of cash on hand	4.6
Cash in Bank <i>(Total - All Accounts: as of November 30, 2020)</i>	\$ 6,885,020
FY Ending Cash Available to Carryover to FY21-22 <i>(Operating Account(s) Only)</i>	\$ 1,311,869
<i>*Cash balance available once all FY20-21 obligations & receivables have been settled</i>	
Projected months of cash on hand	0.9
FY Ending Cash Available to Carryover to FY21-22 <i>(Total - All Accounts)</i>	\$ 1,396,468



	<u>Actual</u>	<u>Budget</u>	<u>Variance</u>		<u>Actual</u>	<u>Budget</u>	<u>Variance</u>
General Ed	908.68	920.00	(11.32)	\$	14,675,230	14,083,360	\$ 591,870
SPED							
0 - 20%	39.05	41.00	(1.95)		-	-	\$ -
20 - 59%	17.90	25.00	(7.10)		186,012	259,750	\$ (73,738)
60% - Over	52.47	53.00	(0.53)		999,463	1,009,597	\$ (10,134)
Total SPED	109.42	119.00	(9.58)		1,185,475	1,269,347	\$ (83,872)



Total Current Assets:	\$ 7,935,106
Total Current Liabilities:	\$ 3,791,986
Working Capital (Current) Ratio	2.09
Total Assets:	\$ 10,075,379
Total Liabilities:	\$ 6,279,697
Debt Ratio	0.62
Total Net Assets:	\$ 3,795,682



	<u>Actual</u>	<u>Budget</u>	<u>Variance</u>
Total Revenue YTD:	\$ 7,433,864	\$ 7,354,213	\$ 79,651
Total Expenses YTD:	(5,643,158)	(6,600,688)	957,530
Net Operating Surplus(Deficit):	\$ 1,790,706	\$ 753,525	\$ 1,037,181

Challenge Prep Charter School

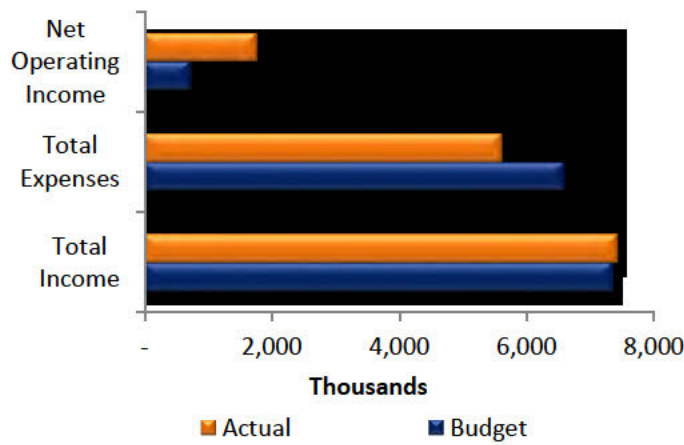
Financial Summary

For Period Ended November 30, 2020

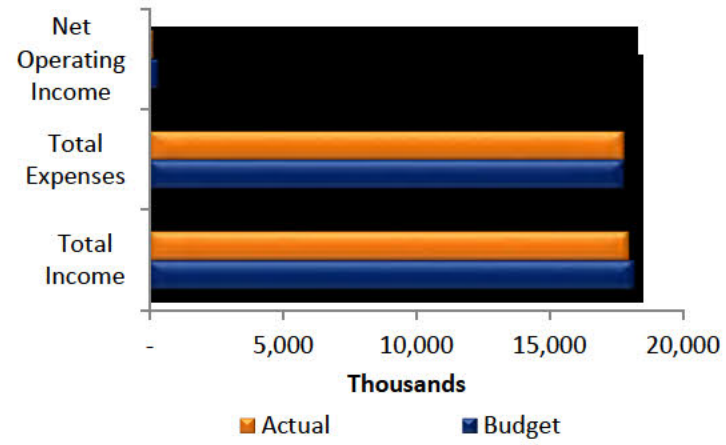
	<u>Projected</u>	<u>Budget</u>	<u>Variance</u>
Annual Projected Revenue:	\$ 17,980,940	\$ 18,169,622	\$ (188,682)
Annual Projected Expenses (before depreciation):	(17,589,207)	(17,587,393)	(1,814)
Projected Net Operating Surplus(Deficit) before Depreciation:	\$ 391,734	\$ 582,229	\$ (190,495)
Annual Projected Depreciation:	(230,840)	(230,840)	-
Projected Net Operating Surplus(Deficit) after Depreciation:	\$ 160,894	\$ 351,389	\$ (190,495)
Capital Expenditure Requirements	\$ 77,755	\$ -	\$ 77,755
Total Cash Expenditures <i>(expenses excluding depreciation plus capital expenditures)</i>	\$ (17,436,122)	\$ (17,356,553)	\$ (79,569)
Revenue per Pupil (YTD)	\$ 19,788	\$ 19,750	\$ 38
Expenditure per Pupil (YTD)	\$ 19,357	\$ 19,117	\$ 240

BUDGETING / REVENUE & EXPENSES

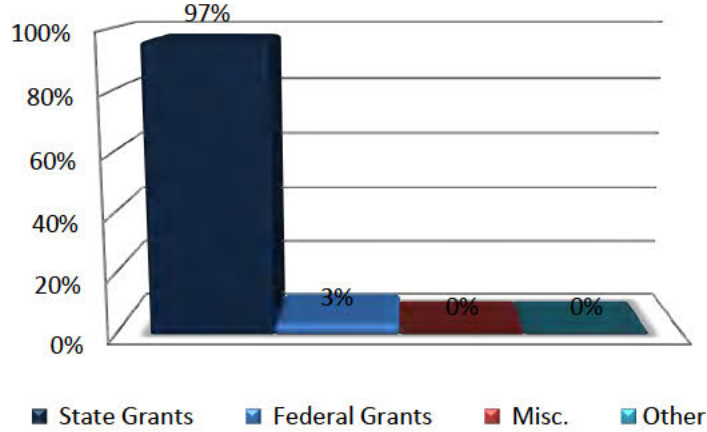
Year-To-Date (YTD)



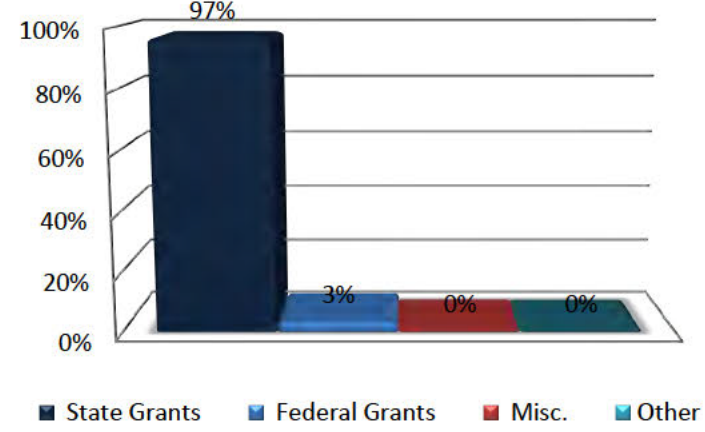
Year End (YE) Projection



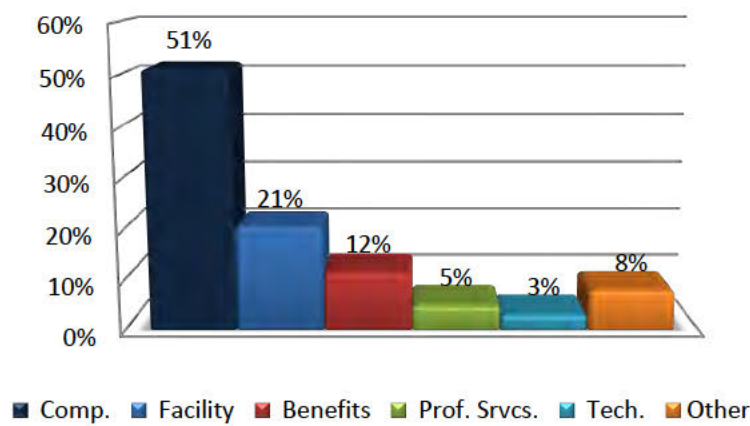
Revenue Breakdown YTD



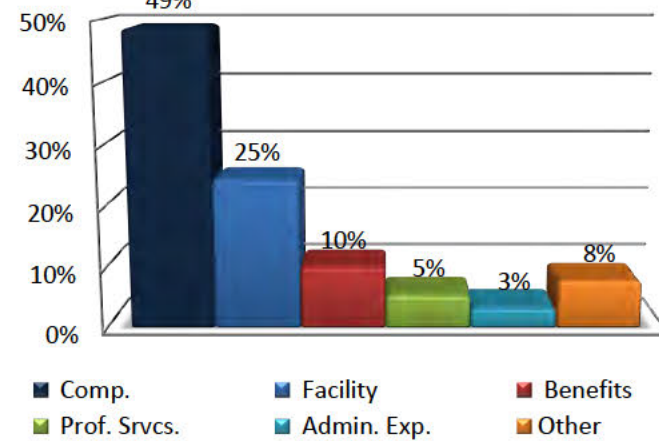
Revenue Breakdown YE



Expense Breakdown YTD



Expense Breakdown YE



Challenge Prep Charter School

Financial Variance Summary

Fiscal Year Ending 6/30/2021	Comments
Net Budget Surplus after Depreciation	\$ 351,389
Increase in Projected Annual Expenses	1,814
Net Projected Deficit Variance after Depreciation	<u>\$ 160,894</u>

**Challenge Prep Charter School
Budget vs. Actuals
Fiscal Year Ending June 30, 2021**

	November 30, 2020			YTD Through November 30, 2020			Projected FYE June 30, 2021				Comments
	Actual	Budget	Variance	Actual	Budget	Variance	Actuals - July 2020 - September 30, 2020 + Projected - June 30, 2020	Projections thru June 30, 2021	Annual Budget	Variance	
Income											
4100 State Grants	1,231,419	1,431,604	(200,185)	7,191,346	7,264,675	(73,329)	10,202,045	17,393,391	17,670,286	(276,895)	GenEd budget based on 920, projection based on 908.683 . SpEd budget based on 53 over 60%; 25 20-59%; Projection based on 17.903 20-60 and 52.468 >60
4200 Federal Grants	25,542	19,288	6,253	242,516	89,538	152,978	307,389	549,906	499,336	50,570	
4300 Contributions	-	-	-	-	-	-	-	-	-	-	-
4400 Miscellaneous Income	0	-	0	2	-	2	37,642	37,644	-	37,644	
Total Income	1,256,961	1,450,892	(193,931)	7,433,864	7,354,213	79,651	10,547,076	17,980,940	18,169,622	(188,682)	GenEd budget based on 920, projection based on 908.683 . SpEd budget based on 53 over 60%; 25 20-59%; Projection based on 17.903 20-60 and 52.468 >60
Expenses											
Compensation											
5100 Instructional Staff	513,438	538,177	(24,739)	1,987,611	2,033,267	(45,657)	4,205,923	6,193,534	6,381,357	(187,823)	Based on Budget
5200 Non-Instructional Staff	136,581	131,691	4,890	579,893	674,016	(94,123)	958,424	1,538,317	1,642,535	(104,218)	Based on budget
5300 Pupil Support	86,361	82,600	3,760	336,721	431,999	(95,278)	638,654	975,375	919,276	56,099	Based on budget
5000 Compensation	736,380	752,469	(16,089)	2,904,225	3,139,282	(235,057)	5,803,001	8,707,226	8,943,168	(235,942)	Salary projections based on budget
5400 Benefits	147,198	137,714	9,484	662,414	685,777	(23,363)	1,146,722	1,809,137	1,641,398	167,739	Based on budget
6100 Administrative Expenses	18,380	30,886	(12,506)	146,661	260,295	(113,634)	423,833	570,494	626,494	(56,000)	
6200 Professional Services	39,953	59,397	(19,444)	283,624	329,219	(45,595)	674,496	958,121	930,475	27,646	Based on budget
6300 Professional Development	1,695	11,478	(9,783)	47,335	61,656	(14,321)	122,765	170,100	170,100	-	Based on budget
6400 Marketing and Staff/Student Rec	1,684	8,475	(6,790)	33,840	36,978	(3,138)	46,275	80,115	80,115	-	Based on budget
6500 Fundraising Expenses	-	287	(287)	-	1,492	(1,492)	3,675	3,675	53,675	(50,000)	Based on budget
7100 Curriculum & Classroom Expenses	8,867	20,745	(11,878)	161,903	122,889	39,014	263,261	425,164	389,688	35,476	Based on budget
8100 Facility	231,428	355,249	(123,821)	1,171,338	1,815,212	(643,873)	3,213,626	4,384,964	4,383,055	1,909	Based on budget
8200 Technology/Communication Expens	19,293	18,352	941	170,316	89,760	80,555	291,896	462,212	368,225	93,987	Based on budget
8800 Miscellaneous Expenses	1,500	83	1,417	7,487	417	7,071	10,513	18,000	1,000	17,000	
8900 Depreciation Expense	-	-	-	54,014	57,710	(3,696)	176,826	230,840	230,840	-	
Total Expenses	1,206,378	1,395,134	(188,756)	5,643,158	6,600,688	(957,530)	12,176,889	17,820,047	17,818,233	1,814	
Net Income	50,583	55,758	(5,175)	1,790,706	753,525	1,037,181	(1,629,813)	160,894	351,389	(190,495)	
Capital Expenditures											
Furniture, Fixtures & Equipment	-	-	-	367,895	-	367,895	67,105	435,000	-	435,000	
Facility and Construction	-	-	-	(512,755)	-	(512,755)	-	(512,755)	-	(512,755)	
Website	-	-	-	-	-	-	-	-	-	-	
Total Capital Expenditures	-	-	-	(144,860)	-	(144,860)	67,105	(77,755)	-	(77,755)	

Challenge Prep Charter School
Cash Flow Projection as of November 30, 2020

	Annual Budget FY20-21	Projected Aug 20 - June 21	December	January	February	March	April	May	June	July + Subsequent FY20-21 Items
Beginning Cash Balance (Operating	4,804,870	6,800,421	6,800,421	7,562,118	5,968,146	7,080,352	5,481,654	6,597,535	5,007,237	3,454,571
Projected Cash Receipts from Operations (below)	18,169,622	8,681,405	2,770,884	1	2,706,181	1	2,706,181	1	37,633	460,523
Projected Cash Disbursements from Operations (below)	(17,818,233)	(11,886,147)	(1,584,388)	(1,584,388)	(1,584,388)	(1,589,113)	(1,580,713)	(1,580,713)	(1,580,713)	(801,732)
Net Cash from Operations	351,389	(3,204,742)	1,186,496	(1,584,386)	1,121,793	(1,589,111)	1,125,468	(1,580,711)	(1,543,079)	(341,209)
Cash Receipts from Accounts & Misc Receivables (not included in revenue below)	-	-	-	-	-	-	-	-	-	-
Cash Disbursements for Accounts Payable & Accrued Expenses	-	-	(415,211)	-	-	-	-	-	-	-
Capital Expenditures (below)	-	(67,105)	(9,586)	(9,586)	(9,586)	(9,586)	(9,586)	(9,586)	(9,586)	-
Accounts Receivable	-	-	-	-	-	-	-	-	-	-
PPP Loan Payable	-	(1,792,512)	-	-	-	-	-	-	-	(1,792,512)
PPP Loan Interest Payable	-	(8,981)	-	-	-	-	-	-	-	(8,981)
Ending Cash Balance (Operating Account)	5,156,259	5,464,277	7,562,118	5,968,146	7,080,352	5,481,654	6,597,535	5,007,237	3,454,571	1,311,869
Other Cash Accounts (Net of Transfers)	75,354	-	84,599	84,599	84,599	84,599	84,599	84,599	84,599	84,599
Total Cash (All Accounts)	5,231,613	5,464,277	7,646,717	6,052,745	7,164,951	5,566,253	6,682,134	5,091,836	3,539,170	1,396,468

Challenge Prep Charter School
Balance Sheet
YTD as of November 30, 2020

	Total	Comments
ASSETS		
Current Assets	-	
Bank Accounts		
1000 Cash		
1001 HSBC Checking - 0844	6,422,528	
1002 HSBC Checking - 0852	10,218	
1003 HSBC Checking - 0879	377,893	
1004 HSBC Checking - 0887	506	
1005 HSBC Money Market - 5972	3,503	
1006 Chase Escrow - 3060	70,000	
1007 Petty Cash	372	
Total 1000 Cash	\$ 6,885,020	
Total Bank Accounts	\$ 6,885,020	
Accounts Receivable		
1100 Accounts Receivable	448,332	
1200 Other Receivables - Salary Advance	(704)	
Total Accounts Receivable	\$ 447,628	
Other current assets		
1300 Prepaid Expenses	320,062	
1301 Prepaid Insurance	66,774	
1310 Prepaid Rent	215,622	
Total Other current assets	\$ 602,458	
Total Current Assets	\$ 7,935,106	
Fixed Assets		
1500 Furniture, Fixtures & Equipment		
1510 Office & Admin Computers & Equipment	243,066	
1511 Classroom Computers & Equipment	625,343	
1512 Classroom Furniture	391,772	
1513 Office Furniture	56,983	
Total 1513 Office Furniture	\$ 56,983	
1514 Musical Instruments	16,390	
1515 Computer Software	44,217	
Total 1500 Furniture, Fixtures & Equipment	1,377,772	
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	300,000	
1540 Leasehold Improvements	311,199	
Total 1519 Facility and Construction	1,023,986	
1610 Website	11,000	
Total 1610 Website	\$ 11,000	
1700 Accumulated Depreciation & Amortization		
1710 Accumulated Depreciation	(1,198,090)	

Challenge Prep Charter School
Balance Sheet
YTD as of November 30, 2020

	Total	Comments
1750 Accumulated Amortization	(7,394)	
Total 1700 Accumulated Depreciation & Amortization	\$ (1,205,484)	
Total Fixed Assets	\$ 1,207,274	
Other Assets		
1800 Security Deposits	932,999	
Total Other Assets	\$ 932,999	
TOTAL ASSETS	\$ 10,075,379	
LIABILITIES AND EQUITY		
Liabilities		
Current Liabilities		
Accounts Payable		
2000 Accounts Payable	391,556	
Total Accounts Payable	\$ 391,556	
Other Current Liabilities		
2100 HSBC Loan Payable	1,792,512	
2300 Accrued Salaries/Taxes	-	
2301 Accrued Expenses	23,655	
2303 Accrued Interest - PPP	8,981	
2400 Unearned/Deferred Revenue	1,575,282	
Total Other Current Liabilities	\$ 3,400,430	
Total Current Liabilities	\$ 3,791,986	
Long-Term Liabilities		
2700 Deferred Rent Liability	2,487,711	
Total Long-Term Liabilities	\$ 2,487,711	
Total Liabilities	\$ 6,279,697	
Equity		
3100 Retained Earnings	2,004,976	
Net Income	1,790,706	
Total Equity	\$ 3,795,682	
TOTAL LIABILITIES AND EQUITY	\$ 10,075,379	

**Challenge Prep Charter School
Statement of Cash Flows
YTD as of November 30, 2020**

	Total	Comments
OPERATING ACTIVITIES		
Net Income	1,790,706	
Adjustments to reconcile Net Income to Net Cash provided by operations:		
1100 Accounts Receivable	9,819	
1200 Accounts Receivable:Other Receivables - Salary Advance	340	
1300 Prepaid Expenses	(284,765)	
1301 Prepaid Insurance	(66,774)	
1310 Prepaid Rent	123,924	
1710 Accumulated Depreciation & Amortization	53,831	
2301 Accrued Expenses	(93,183)	
2303 Accrued Interest - PPP	7,487	
INVESTING ACTIVITIES		
1511 Furniture, Fixtures & Equipment:Classroom Computers & Equipment	(330,664)	
1512 Furniture, Fixtures & Equipment:Classroom Furniture	(37,231)	
1750 Accumulated Depreciation & Amortization:Accumulated Amortization	183	
Net cash provided by financing activities	\$ -	
Net cash increase for period	2,004,795	
Cash at beginning of period	\$ 4,880,224	
Total Cash at beginning of period	\$ 4,880,224	
Cash at end of period	\$ 6,885,019	



Attachment #9

November 2020

Current
Employees

Vacancies

132

4

Campus

Current

Vacancies

New Hires

Elementary School

74

0

-

Middle School

43

2

-

High School

5

2

-

Network Operations

10

0

-

New Hires

Position

Vacancies

MS Teacher - SETTS

MS Teacher Assistant - 8th Grade ELA

HS Teacher - CTE

HS Teacher - Special Education



2020-21 School Year Board Meeting #7 Minutes

Frederica Jefferies, CPCS Board Chair called the meeting to order and welcomed everyone to the CPCS 2020-21 School Year Board Meeting #7 at 6:30 PM on January 27, 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, Karon McFarlane, Linda Plummer, Andrew Barnes and Dr. Michelle Daniel-Robertson

Member absent: 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 2020-21 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 continued remote learning efforts of Challenge. He led the Board through a discussion of where Challenge was in relationship to remote learning and preparation for the planned return to in person scholar attendance planned for March 2021. It was determined that another parent/guardian survey should be done to access the current mindset of our parents. A full staff survey should also be done with a determination of the vaccination status of the staff.



He also an update of the high school facility.

Following discussion, the report was received with great 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 December 2020 Financial Report [Attachment #8].
Following discussion and review, the report was received by common consent.
11. The Chair called for the presentation of the 2020-21 January Personnel Report [Attachment #9]. It was noted that no new personnel were hired since the last meeting of the Board. The report was approved by common consent.
12. The Chair called for the report on the six-month status of the 2020-21 Operating Budget. It was noted that there are no adjustment or changes in the budget as updated and approved in the November 2020 meeting of the Board

The meeting adjourned by common consent at 7:35 PM.



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



2020-21 School Year Board Meeting #6 Minutes

Karon McFarlane, CPCS Board Secretary called the meeting to order and welcomed everyone to the CPCS 2020-21 School Year Board Meeting #6 at 6:30 PM on December 16, 2020. Frederica Jefferies, Board Chair requested that Karon McFarlane lead the meeting due to her absence as Chair Pro Tem.

Karen McFarlane, Chair Pro Tem 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 appointed Gertrudis Hernandez, as Secretary Pro Tem of the Board of Trustees due to Karon McFarlane being absent for this Board meeting. Ms. Hernandez did the roll call of the board.

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

Members absent: Frederica Jefferies

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

The Chair Pro Tem 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 Pro Tem called for a review of the minutes of the 2020-21 School Year Board Meeting #5 [Attachment #1]. The minutes were approved by common consent.
3. The Chair Pro Tem called for the report of Dr. Les Mullings, CEO. Dr. Mullings gave an update on the continued remote learning efforts of Challenge. The attendance continues to average 90% plus by our scholars.



Dr. Mullings reported on a meeting he attended virtually concerning the distribution of COVID-19 vaccine. The meeting was led by Dr. Anthony Fauci and focused on dissemination of the vaccine in communities like Far Rockaway.

Dr. Mullings shared information about the developing partnerships with Queensborough Community College and Johns Hopkins Medical Center for the CTE high school.

He also reported that the entire high school facility will be turned over to the school by February 2021. Each week Challenge provides a food distribution at the 15-26 Central Avenue site for the community and our parents/guardians. This week's distribution will also include the Annual Holiday Toy Distribution.

Following discussion, the report was received with great appreciation.

4. The Chair Pro Tem 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 Pro Tem called attention to the printed report of Nicole Griffin, K-5 Principal [Attachment #3]. The report was received with appreciation.
6. The Chair Pro Tem called attention to the printed report of Mavgar Mondesir-Gordon, 6-9 Principal [Attachment #4]. The report was received with appreciation.
7. The Chair Pro Tem 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 Pro Tem called attention to the printed report of Kimberly Messer, Director of Communications [Attachment #6]. The report was received with appreciation.
9. The Chair Pro Tem called attention to the printed report of Venessa Lynch, Director of Operations [Attachment #7]. The report was received with appreciation.
10. The Chair Pro Tem called for the November 2020 Financial Report [Attachment #8]. Following discussion and review, the report was received by common consent.



11. The Chair Pro Tem called for the presentation of the 2020-21 December Personnel Report [Attachment #9]. It was noted that no new personnel was hired since the last meeting of the Board. The report was approved by common consent.

The meeting adjourned by common consent at 7:05 PM.

Respectfully submitted:

A handwritten signature in black ink, appearing to read "Gertrudis Hernandez", written over a horizontal line.

Gertrudis Hernandez
Secretary Pro Tem



Attachment #2



Senior Director of Teaching and Learning
January 2021 Board Report
 (Covering December 14-January 14)
Kentia Coreus

2020-21 Scholar Enrollment

Current Enrollment	906 scholars (as of January 8, 2021)	
Grade	Number of scholars	Notes (where applicable)
K	103	
1	120	
2	100	
3	97	One seat offered
4	98	
5	102	
6	72	
7	82	
8	78	
9	54	
TOTAL	906	

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
- Connect with external school leaders to share/collect ideas for supporting students and staff

Ongoing Tasks

- Address and respond to formal staff and family complaints related to teaching and learning matters
- Conduct weekly 1:1 supervision meetings with site principals
- Conduct check-in meetings with staff where needed
- Observe classroom lessons and staff development sessions
- Conduct final teacher/assistants interviews

Staffing

CPCS has a 5th grade teacher assistant vacancy. A viable candidate is in queue. CPCS will work with Alternative Tutoring to fill an anticipated maternity leave position for a special education teacher. CCMS has an ELA teacher assistant vacancy and a 6th grade history teacher vacancy due to the teacher transitioning to CPCS. Instead of filling the Director of Curriculum and Instruction vacancy, CCMS seeks to employ a science teacher assistant.

Challenge will be participating in EdWeek's Top School Jobs Virtual Career Fair on January 28, 2021. The event allows us to meet a range of candidates. A group of team members will collaborate to make Challenge's participation successful. Attached are tips from EdWeek which give some sense of how the virtual event will jump start Challenge's 2021-22 Staff Recruitment season.

Performance Reviews

Teacher evaluations have been finalized at CCMS/HS. Evaluations are scheduled to begin at CPCS next week. The process includes teacher self-evaluation, data from mini-observations, and a final evaluation from the principal or principal's designee.

Principal evaluations are in progress. The SDTL has provided formal feedback to both principals in key practice areas. Attached are two of the rubrics utilized. The process continues with the review of the school improvement plan, goal-setting meeting, and completion of the VAL-ED survey.

It is expected that all evaluations are completed by the end of January 2021.

Compliance

The SDTL collaborated with CPCS' ELL teacher/coordinator and CCMS/HS' Director of Special Education & RTI to ensure completion of the NYSETILL waiver. Although not required to do so by SED, Challenge administered the NYSETILL to scholars (in the building) while it was safe to do so. Families who did not select this option or did not have this option due to COVID-19 guidelines, were contacted by the above team members to complete the SED mandated waiver. The SDTL drafted a *provisional eligibility for ELL services* letter for distribution to families whose scholar qualified.

EdWeek Top School Jobs

5 Tips to Maximize Your Presence at the Virtual Career Fair

With the virtual career fair coming up, here are some tips developed by our marketing team to help you put your district's best foot forward at the event and maximize the number of job seekers who visit your booth.

1. Feature authentic images in your booth.

- The adage is true – a picture is worth a thousand words. Adding images beyond your logo will help make your booth look dynamic and attract job seekers.
- Consider posting photos of teachers at work, students in classrooms or other learning environments. Choose images that highlight the diversity of your staff and students so that candidates can easily imagine themselves working for your district.

2. Provide information on your district's response to the Covid-19 pandemic.

- Explain which model your school is using (e.g., remote, hybrid, or in-person learning), and your tentative plans for the future.
- Be transparent about your policies and benefits - our EdRecruiter survey found that health benefits, health and safety policies, and compensation are the most important factors for job seekers during Covid.

3. Showcase your diversity goals and initiatives.

- Most job seekers believe a greater emphasis should be put on hiring diverse teaching staff, according to our EdRecruiter survey.
- Check out a recent article about "Grow Your Own Educator" programs and other ways to recruit and retain a diverse teaching staff [here](#).

4. Specify whether your district sponsors work visas.

- This can drive booth traffic from international candidates, in turn help increase diversity within your schools.
- If your district doesn't sponsor work visas, being transparent about this could discourage international candidates from entering your booth and save time.

5. Emphasize what your district offers beyond employment.

- Job seekers are increasingly interested in professional development, mentoring programs, and other avenues for career advancement. Don't forget to include information on these opportunities in your booth overview.
- Teaching is a rewarding profession! When describing your district, appeal to job seekers' values, such as a desire to forge meaningful connections with students and colleagues and to change the world one student at a time.

Conducting an Observation Feedback Meeting Rubric

Principal: Observer:	Date:
---------------------------------------	--------------

Highly Effective	Effective	Developing	Ineffective
1. Feedback Process and Professional Development			
Explains the feedback process as a professional development strategy to enhance teacher’s knowledge, skill and performance. Principal uses an effective coaching strategy that results in the teacher’s accurate self-reflection of the lesson and collaborative development of next steps.	Explains the observation process as a professional development strategy to enhance teacher’s knowledge, skill and performance. Principal uses coaching strategy to some degree to promote teacher self-awareness of the lesson.	Relates the observation process to professional development and then conducts the conference in a top-down manner evidenced by the principal identifying areas of strength and areas for growth. The principal makes suggestions for performance improvement.	Does not relate the observation process to professional development.
2. Knowledge of Research-based Rubric for Effective Teaching (Danielson)			
Engages teacher in professional conversation based on observational evidence aligned to the rubric that subsequently leads to collaborative identification of research-based strategies to promote strong academic achievement for all students.	Engages teacher in professional conversation based on observational evidence aligned to the rubric that leads to the Principal’s identification of strategies to promote academic achievement for all students	Engages teacher in professional conversation based on observational evidence aligned to the rubric that leads to the identification of strategies to promote academic achievement for some sub-group of students.	Engages teacher in professional conversation of the classroom lesson that is not based on observational evidence aligned to the rubric and does not lead to the identification of strategies to increase academic achievement for students.
3. Performance Feedback			
Feedback prioritizes 1 to2 high-leverage actions to improve student learning. Feedback is aligned to the Common Core standards and the Danielson rubric.	Feedback to the teacher is specific, evidence-based and actionable with suggestions for how to improve. Feedback is aligned to the Common Core standards and the Danielson rubric.	Feedback to the teacher is vague, marginally aligned to evidence, with only some suggestions for how to improve. Feedback may be aligned to Common Core standards and the Danielson rubric.	Feedback to the teacher is general, not aligned to evidence and does not include suggestions for improvement. Feedback is not aligned to the Common Core standards or to the Danielson rubric.
4. Criticism			
Courageously engages in difficult conversations with below-proficient teachers, helping them improve.	Provides redirection and support to teachers who are less than proficient.	Criticizes struggling teachers but does not give them much help improving their performance.	Shies away from giving honest feedback and redirection to teachers who are not performing well.
5. Respect and Rapport with Teachers / Collaborative School Culture			
Interaction between the principal and the teacher is respectful, reflecting warmth, caring and sensitivity. An atmosphere of collaborative professionalism is fostered by the	Interaction between the principal and the teacher is polite and respectful, reflecting general warmth, caring and sensitivity.	Interaction between the principal and the teacher is generally appropriate and free from conflict but may be characterized by	Interaction between the principal and the teacher is negative, inappropriate, or insensitive and characterized by sarcasm, put-downs or conflict.

Conducting an Observation Feedback Meeting Rubric

mutual exchange of questions, answers and ideas.	Teacher is encouraged to ask probing and clarifying questions of the principal.	occasional displays of insensitivity or lack of responsiveness.	
6. Establishment of Teacher Accountability for Student Learning			
Communicates expectations that teachers are accountable for every student's success, and further, prompts the teacher to identify evidence of the efficacy of his/her lesson design for accomplishing that success.	Communicates expectations that teachers are accountable for helping all students learn; including helping high- and average-performing students along with low-performing students.	Communicates the expectation that teachers give their best effort to helping low-performing students despite social or family issues.	Does not challenge teachers who express the view that they can't be accountable for student learning due to social or family issues.
7. Establishment of Teacher & Principal Accountability for Sustainable Performance Improvement			
Explains the reciprocal role and expectations of the teacher and principal for sustained improvement of teacher practice. Collaboratively develops expectations for both teacher and principal accountability for supporting teacher's performance improvement over time.	Explains the teacher's role and expectations for sustained improvement of his/her practice. Describes teacher accountability for performance improvement over time.	Discusses school improvement but does not discuss the importance of personal responsibility.	Does not relate school improvement to staff accountability or responsibility.

Conducting An Observation Feedback Meeting Rubric			
Category	Principal's Self-Assessment (HEDI)	Supervisor's Assessment (HEDI)	Notes
1. Feedback Process and Professional Development			
2. Knowledge of Research-based Rubric for Effective Teaching (Danielson)			
3. Performance Feedback			
4. Criticism			
5. Respect and Rapport with Teachers/ Collaborative School Culture			
6. Establishment of Teacher Accountability for Student Learning			
7. Establishment of Teacher & Principal Accountability for Sustainable Performance Improvement			

Rev 10/2019, KC

Facilitating Professional Learning Rubric

Principal: Observer:	Date:
-------------------------	-------

Highly Effective	Effective	Developing	Ineffective
1. Agenda			
Has prepared an organized and developed agenda, with input from teachers that clearly states the purpose of the meeting and is circulated in advance. Purpose is consistently followed with no unproductive or unnecessary digressions.	Has prepared an organized and developed agenda that clearly states the purpose of the meeting and is consistently followed with few unproductive or unnecessary digressions.	Has an agenda but it is unorganized and undeveloped. Purpose of the meeting is discernable but not clearly stated or consistently followed.	Has no agenda. Demonstrates no understanding of the purpose of the meeting.
2. Expectations / Goals			
Goals of PD, developed with teacher input, are ambitious, closely aligned to overall school improvement plan and based on teacher needs and/or student achievement data. Expectations of changes in classroom practice are made explicit.	Goals of PD are clear, closely aligned to overall school improvement plan, and based on teacher needs and/or student achievement data. Principal communicates the expectation that new knowledge and skill will lead to changes in classroom practice.	Goals of PD are unclear, marginally aligned to overall school improvement plan and not necessarily based on teacher needs or student achievement data. Expected impact on classroom practice not communicated.	No goals. Professional development content unrelated to current school context and school needs.
3. Reflective Practice			
Description of effective performance with the modification below: Provides multiple opportunities for learners to apply and practice new knowledge and skills individually and in collaborative groups during the session. Provides feedback to learners.	Plans and initiates professional learning that includes the learner as an active participant in making meaning out of new knowledge. Invites questions and responds to them throughout the professional development session. Provides opportunities for learners to apply and practice new knowledge and skills during the session.	Plans and initiates professional learning that includes the learner as a passive participant in receiving new knowledge from the principal. Questions are responded to at the end of the professional development session. Provides an example of application of new knowledge and skills to participants.	Professional learning is delivered in lecture format where PD content is transferred from the principal to passive participants. Questions and/or interactions between participants are discouraged.
4. Leadership Tools			
Applies visioning, communicating, motivating and conflict resolution techniques effectively to maintain the focus and progress of the meeting and promotes staff understanding and buy-in of the professional development goal.	Applies leadership techniques of visioning, communicating, motivating, managing conflicts during meeting as needed, with mostly positive impacts.	Attempts to use leadership techniques of visioning, communicating, motivating, managing conflicts but attempts have little impact or are used incorrectly and have negative impact.	Does not use leadership techniques of visioning, communicating, motivating or managing conflicts to engage staff in learning
5. Respect / Cultivate Teacher Leadership			
Shows respect for the ideas and suggestions of all group members and gives recognition and encouragement to all. Principal	Shows respect for the ideas and suggestions of all group members and offers recognition and encouragement to some.	Shows respect for the ideas and suggestions of most staff but offers no recognition or encouragement. Does not	Shows disrespect for the ideas or suggestions of one or more staff members.

involves others in assessing and making meaning of ideas. Promotes input and leadership of all staff in professional development.	Principal assesses ideas. Promotes input and leadership of some staff in professional development.	promote input or leadership of staff in professional development.	
6. Ability to Listen			
Listens actively with interest and shows understanding by paraphrasing and acknowledgement of ideas. Asks questions to probe reasoning and evidence. Promotes staff dialogue to deepen collective understanding of ideas or suggestions and to check for agreement, acceptance and buy-in.	Listens actively and shows understanding by paraphrasing and acknowledging others' ideas. Asks some questions to probe reasoning and evidence.	Inconsistently demonstrates active listening behaviors. May ask for ideas or suggestions but shows no indication that they will be considered.	Does not ask for ideas or suggestions and does not demonstrate active listening behaviors.
7. Problem Solving			
Recognizes and acknowledges a problem and suggests problem-solving approaches which empower team members to effectively solve the problem.	Recognizes and acknowledges a problem and addresses it by guiding staff to create a plan to solve it.	Recognizes a problem but does little to define it or develop a plan to address it.	Fails to identify or recognize a problem when it occurs.
8. Written Communication			
Creates effective documents with clear purpose and structure, in-depth and convincing supporting evidence, as well as excellent grammar, style and mechanics.	Creates effective documents with clear purpose, structure and sound supporting evidence. May contain a few errors in grammar, style or mechanics that do not affect readers' understanding.	Creates documents with a clear purpose and structure, but little supporting evidence. Contains some errors in grammar, style and mechanics that may affect readers' understanding.	Creates documents with no clear purpose, structure, very little supporting evidence and poor grammar, style and mechanics.
9. Oral Presentation			
Presentation is clearly structured to provide information and includes clarifications, supports and examples to ensure comprehension. Transitions between parts of the presentation are smooth and logical. Speaker demonstrates full command of standard English grammar. Delivery is excellent (eye contact with participants in all areas of the room, strong voice with appropriate inflection), and effectively engages the staff.	Presentation is clearly structured to provide information in an organized fashion. Speaker demonstrates command of standard English grammar. Transitions are smooth between parts of the presentation. Delivery is clear (maintains eye contact, voice is clear and audible), and effectively engages the staff.	Presentation has a basic, discernable structure (beginning, middle and end). There are some grammatical errors that do not affect comprehension. Transitions are awkward or choppy. Delivery is acceptable, but inconsistent in quality (some eye contact, volume of voice varies inappropriately), and does not effectively engage staff.	Presentation lacks structure, is delivered poorly (no eye contact, inaudible, monotone), and does not engage staff.



Attachment #3



Ms. Nicole Griffin

Challenge Preparatory Charter School- Elementary

Principal Report

January 2021



Enrollment

Kindergarten- 103

1st grade- 120

2nd grade- 100

3rd grade- 98

4th grade- 98

5th grade- 102

Elementary Total: 621

Instruction

The month of December focused on Guided Reading. Guided Reading is one of our goals for the school year. The month of January will continue to focus on Instruction and Planning and Preparation.

Professional Development

- **Friday, January 8th**
 - Unpacking i-Ready; Formal Observations Expectations; Using Technology- Domain 3
- **Friday, January 15th**
 - Reading Strategies Unpacking i-Ready Data
- **Friday, January 22nd**
 - Next Generation Standards
- **Friday, January 29th**
 - Lesson Plan Alignment

Staff MID YEAR Evaluations

- Will be completed by the principal.. This will take form as a 1:1 meeting with the principal. Instruction and Professionalism will be the focus for the mid year evaluations.
- As part of the mid-year evaluations, all Administrators completed at least two-three rounds of mini-observations and provided feedback to staff.
- Due to the pandemic, the Danielson Framework for Teaching and Learning was modified to meet the needs of learners during this time.
- Outside of the classroom staff will be evaluated using the Danielson Domain 4

The Principal, Principal Assistant and Family Engagement Coordinator met with the newly elected PA team. We accomplished a calendar of events for the remaining of the year. PA will put together a youtube channel to also keep parents informed. A monthly newsletter or broadcast will also be distributed to parents to keep them informed.

PA Meeting Dates - 5:30-6:30pm

- January 29, 2021
- February 26, 2021
- March 26, 2021
- April 30, 2021
- May 28, 2021
- June 25, 2021 (Last day of school) **date is subject to change**



Attachment #4



CHALLENGE CHARTER SCHOOL

2020-2021 Principal's Monthly Board Report

Mavgar Mondesir-Gordon, Principal (Grades 6-9)

School Year 2020-2021 Report

January 15, 2021

Current CCHS Enrollment:

Cohort Group	Grade Level	Enrollment as of Sep. 11, 2020	Enrollment as of Oct. 16, 2020	Enrollment as of Nov. 16, 2020	Enrollment as of Dec. 11, 2020	Enrollment as of Jan. 15, 2021
#3	Grade 9	54	54	54	53	53

Current CCMS Enrollment:

Cohort Group	Grade Level	Enrollment as of Sep. 11, 2020	Enrollment as of Oct. 16, 2020	Enrollment as of Nov. 16, 2020	Enrollment as of Dec. 11, 2020	Enrollment as of Jan. 15, 2021
#4	Grade 8	77	77	78	79	79
#5	Grade 7	81	80	81	80	82
#6	Grade 6	72	71	72	72	72
TOTAL		230	228	231	231	233

CCMS Attendance Statistics:

Cohort Group	Grade Level	Attendance Rates				
		Aug 24, '20 - Sep 11, '20	Sep 12, '20 - Oct 16, '20	Oct 19, '20 - Nov 13, '20	Nov 16, '20 - Dec 11, '20	Dec 14, '20 - Jan 15, '21
#3	Gr. 9	79%	92%	93%	93%	91%
#4	Gr. 8	90%	86%	95%	92%	89%
#5	Gr. 7	85%	96%	95%	95%	91%



#6	Gr. 6	90%	91%	94%	95%	89%
CCMS Average		88%	91%	95%	94%	90%
6-9 Average		90.5%	91.1%	94%	94%	90%

STAFFING:

- CCMS/CCHS has secured 2 Visiting SETSS Teachers through Alternative Tutoring Inc. we are awaiting a third candidate to service our 9 grade scholars at this time.
- CCMS - Grade 7 ELA Teacher Assistant and a Grade 7 Science Teacher Assistant have been interviewed and references are now being checked at this time.
- With the transfer of the Grade 6 Social Studies teacher to the CPCS. CCMS has interviewed a teacher to fill in this vacancy. References are now being checked at this time.

● **SOCIAL EMOTIONAL LEARNING (SEL)**

- Shifts have been made to incorporate the Advisory SEL lessons into the thrice weekly mentoring sessions.
- With so many scholars reporting a loss of family due to the COVID-19 pandemic or otherwise CCMS/CCHS have embarked on creating a space for scholars to talk about grief. These sessions began on Monday January 11, 2021, and will continue on Mondays and Wednesdays. Teachers are also invited to share in that space. We hope to grow this portion with the addition of grief counselors for our school community. In the interim these sessions are led by our Social Worker and Social Worker Intern.
- Scholars are now engaging in Yoga sessions on Tuesday and Friday mornings during Period 1. These are led by the PE teachers and supported by the Homeroom instructors.
- In order to incorporate more movement and give scholars a burst of energy during the day, instructors are now incorporating a 5-minute body break during each instructional period. During these body breaks, scholars are following exercise routines pre recorded by the PE teachers.
- Mentors in our scholar mentoring program continue to meet consistently with their scholar mentees 3 times weekly. The program has switched the primary meeting times from the 4:-4:30 time to 8:00 - 8:25 on Mondays, Wednesdays, and Thursdays. Mentors check in with scholars on the status of their due assignments, attendance, and progress on their SMART goals. All mentors are working with the text *7 Habits of Highly Effective Teens* by Sean Covey. The success of this program will be measured at the end of quarter 2, weighing the improvement in overall grades and attendance averages.



CURRICULUM AND INSTRUCTION

- CCMS/CCHS instructors continue their work on ensuring that lesson plans reflect levels of differentiation referred to as Tiering and Compacting. CCMS/CCHS will continue to monitor their small groups and shift strategies to ensure that our scholars meet the mastery level of the CCSS standards on their grade level. Grade-level professional development sessions have been underway focusing on the Power of Video for High Impact Instruction. These sessions are followed up with support on creating compactors which is part of the School Enrichment Model -SEM to support our scholars who are above the benchmark on their current grade level. The follow-up assistance of consultant Cheryl Quatrano is sought and rendered here. She has been meeting with teachers on a one to one basis to support their needs.
- We are also working on implementing another scaffold for our scholars who are significantly below grade level.

SPECIAL EDUCATION SERVICES

- MANDATED SERVICES
 - Mandated services like Speech therapy and counseling continue on a strict schedule via Google Meet. Scholars are also receiving their SETTS services and Extra help
- Special Education staff continue to participate in SPED Collaborative events, sharing techniques, and strategies that are rooted in SDI.
- Candidates from Alternative Tutoring continue to be interviewed and monitored in their role in providing SETSS tutoring. Once candidates are okayed by the principal, their positions will be considered temporary with the possibility of hire.
- Social Worker intern Mr. Luis Robles continues his shadowing of our on-staff social worker Ms. Colon. Mr. Robles has an excellent and easy rapport with the Grades 6-9 scholars.

PARENT AND SCHOLAR OUTREACH and ACCESSIBILITY

- Frequent parent meetings for scholars who are not meeting the academic expectations or for whose socio-emotional state brings us concern continue.
- Weekly Parent announcements continue.
- All instructors maintain office hours for conferencing with scholars and/families daily from 4:00 PM to 4:30 PM



- Instructors and Admin Team members have been working together on presentations for Middle and High school open houses.

PROFESSIONAL DEVELOPMENT

- **GRADE TEAM PLANNING AND ONGOING PROFESSIONAL DEVELOPMENT**
 - Professional development takes place daily
 - Mon-Thu 12:50 PM to 1:35 PM for Grades 6-8 core instructors
 - Mon-Thu 3:15 PM to 4:00 PM for Grade 9 core instructors
 - Fridays from 1:00 PM to 4:00 PM
- **VERTICAL DEPARTMENT PLANNING**
 - This work will continue with the added Mentoring piece that we added to support scholars teachers will have to communicate daily and access data of each other's scholars. Thus this will make our Vertical work more successful.

INSTRUCTIONAL OBSERVATIONS

- The CCMS-CCHS Admin Team members have been supporting during remote learning sessions regularly 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 currently 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 for instructors have all been completed at this time.



Attachment #5



Director of Pupil Personnel Services

January 2021 Board Report

Covid-19 Coordinator

- Creating an outline of all school health and safety protocols and procedures for staff members upon return to the school building
- Monitor daily health and safety report
- Meet with nurse liaison regarding weekly updates from the DOH/DOE COVID-19 Charter School meetings including information on vaccination appointments
- Make reports to the local DOH on any positive COVID-19 tests within our school community
- Preparation is underway for the continuation of the Johns Hopkins COVID-19 curriculum for all sites.
- Collaboration with St. Johns' Episcopal Hospital personnel for teaching nutrition to our scholars to support a healthy immune system
- On January 13th there will be a meeting with the Data coordinator, family engagement coordinators, and Operation personnel to review how the health screener will be used through Operoo for Challenge Prep families.

Pupil Personnel Director

- Bi-weekly check-in's with SST's for continuous support in the following areas:
 1. Aligning SEL strategies and supports for teachers around implementation for the Meta-Moment. This strategy is aligned to the self-management core competency and supports students that experience intense emotions
 2. Social Work Interns from Hunter College are all immersed within the school culture and are supporting our scholars during Character Education lessons and our at-risk scholars one-on-one at both locations.
 3. Our social work field instructor Ms. Harris and task supervisor Ms. Colon has been leading weekly meetings for our interns to ensure they are aware of the expectations and to provide them with any answers to their questions. I also meet with Ms. Harris to receive updates on the interns and their work schedules.

4. I continue to observe Inner You lessons at the high school level. This is the new character education curriculum that was implemented in the high school.
5. The SST submitted their professional goals and will also submit program goals for the SEL/ Character Education program using the Multi-tiered levels of support template in mind.
6. The school-wide wellness series continues this month, and the focus is on Healthy Relationships. Staff members received many resources to strengthen them in this area. At the end of the month colleagues will lead this virtual platform and have a discussion on what resource worked best for them. Each month will have a focus, and the SST has a teacher corner located in their virtual offices for staff to access these support resources.
7. SST will begin Curriculum mapping the SEL lessons from the Spread the Word and Inner You curriculums. The teams will highlight the big Ideas for each lesson, aligned SEL strategy, attitude, skill, and knowledge the scholars will learn. The SST will also use an assessment tool after each unit to record scholar's growth in each area.

Recruitment and Retention Plan Guidance

1. Family Engagement Coordinators, Enrollment Coordinator, Operations managers and I (Director of Pupil Personnel Services) meet weekly to discuss the retention and recruitment plans for this school year. As a result of these meetings our retention numbers for our rising 6th graders and 9th graders have shown tremendous growth. The rising 6th graders retention rate is currently at 90% and the rising 9th graders retention rate is at 71%.

Consistent efforts are made with our School Counselors and Family Engagement Coordinators to increase the numbers.

2. The open house dates are all finalized, and rehearsal dates for the high school workshop will take place on Wednesday, January 13th

Family Engagement Coordinators

1. The Family Engagement Coordinators are currently reviewing best practices for school communication to better engage families including class parents, parent contact updates, and a virtual PA.
2. We are also working on updating all family contacts.



Attachment #6



Challenge Charter School Communications Report - Jan. 2021

fr: Kim Messer, Director of Communications

One School Campaign/Application Season

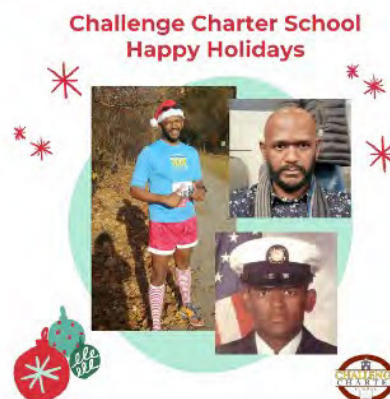
- We hosted our first Virtual Open House of the season on Thursday, January 14th. Our remaining dates were finalized and they extend through March for each school site.
 - In my role, I created a new slide presentation for this year and am collaborating with staff on modifications for Elementary, Middle, and High School Open Houses.
- We will be utilizing a Virtual Charter School Fair hosted by NYC Charter School Center in February and March. I will support through virtual booth design and any other branding needs.
- Ads are being placed publications such as Queens Family, Rockaway Times, El Correo, Caribbean Life and more. These print ads will promote our new high school, our open house dates, and encourage families to apply.

Virtual Job Fair

- We are utilizing a virtual fair at the end of the month to find job candidates for our open positions. I am working with Ms. Coreus to provide branding and support.

Social Media

- Our Facebook pages were merged to create one school-wide page. Visit at www.facebook.com/challengeprepcharter
- December represented good engagement from staff and families as I showcased Holiday projects, family photos and a special staff feature during the break.





Attachment #7



Rev. Dr. Les Mullings, Founder/CEO

January 15, 2021

Re: January 15, 2021 Operations Report

By: Venessa Lynch, Director of Operations

I. Facilities / COVID 19 Preparation

- Building have been deep cleaned. Will be retouched closer to reopen date
- Ongoing completion of work and continuing maintenance throughout all buildings.
- Fire inspection completed for Hartman Ln
- COVID signage placed throughout buildings.
- Classrooms set up based on COVID guidelines. Teachers just have to come in and put finish touches.
- Building Winterizations completed for all buildings.
- Working with property managers to complete building projects before March Reopening

II. Health

- Nurses have been confirmed for ES site and MS.
- Nurses will report back to their prospective sites closer to reopen date.
- Working with COVID response team to manage health screening for reopen via Operoo

III. School Operations

- Ongoing implementation of cloud base system Operoo for continuity of school operation. This system will streamline effective and accurate documentation for each scholar and family. We will be able to execute constant contact with instant response with our families. This will also assist with student records and ensure all documents are current.
- ATS cleanup/ update complete. Now updating as necessary based on changes received in real time. School Messenger List updated with most recent report from ATS.
- Working with Principals and Sr. Director of Teaching and learning to fill vacant positions. Recruiting candidates via Indeed and starting out reach to various universities with education programs.
- Continuing to support laptop distribution and student supply distribution as needed to support remote learning for all students.
- Partnering with Enrollment Coordinator to revamp registration process to completely electronic via Operoo
- Galaxy certified for this month
- Working with communication to procure SWAG for H.S.

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.challengeprepcharter.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, 6-8

Mavgar Mondesir-Gordon, 6-8 Principal

1526 Central Avenue, Far Rockaway, NY 11691

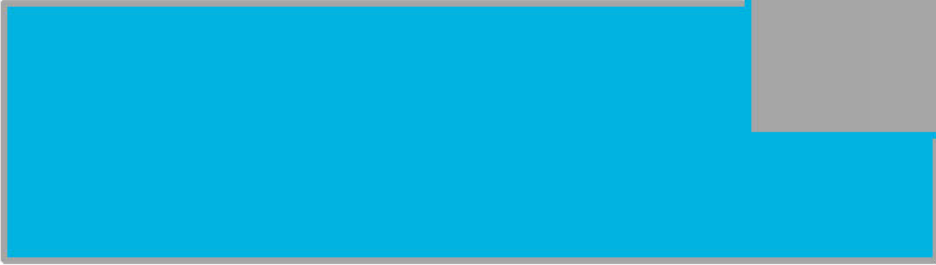
Phone: 718-327-4040

Email: mmondесir@challengecharterschools.org

www.challengechartermiddle.org



Attachment #8



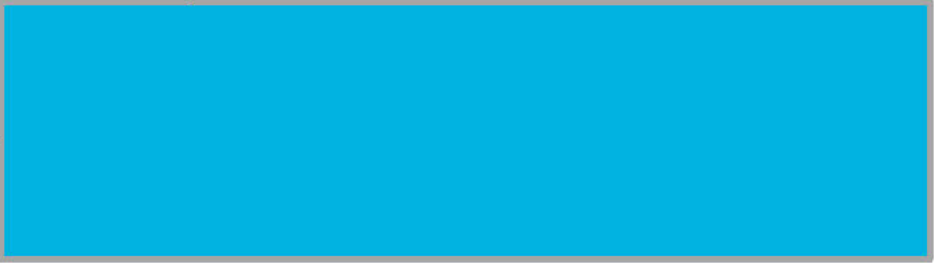
Helping you to focus on what's important:
STUDENT ACHIEVEMENT

CSBM
CHARTER SCHOOL
BUSINESS MANAGEMENT

experience. expertise. execution.

Challenge Prep Charter School

Monthly Financial Report
December 2020

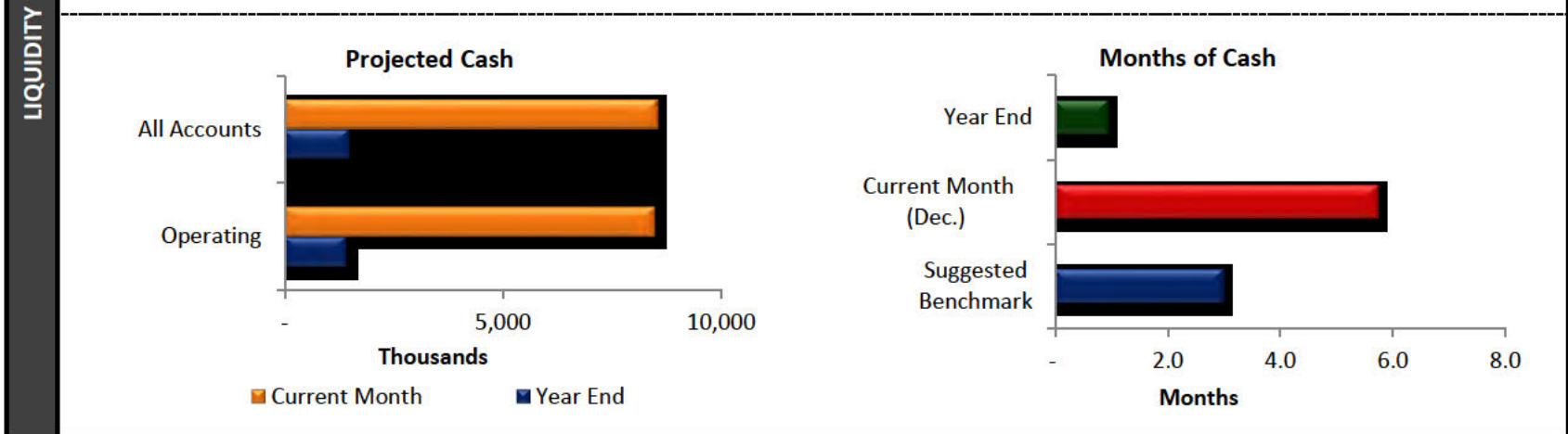


Challenge Prep Charter School

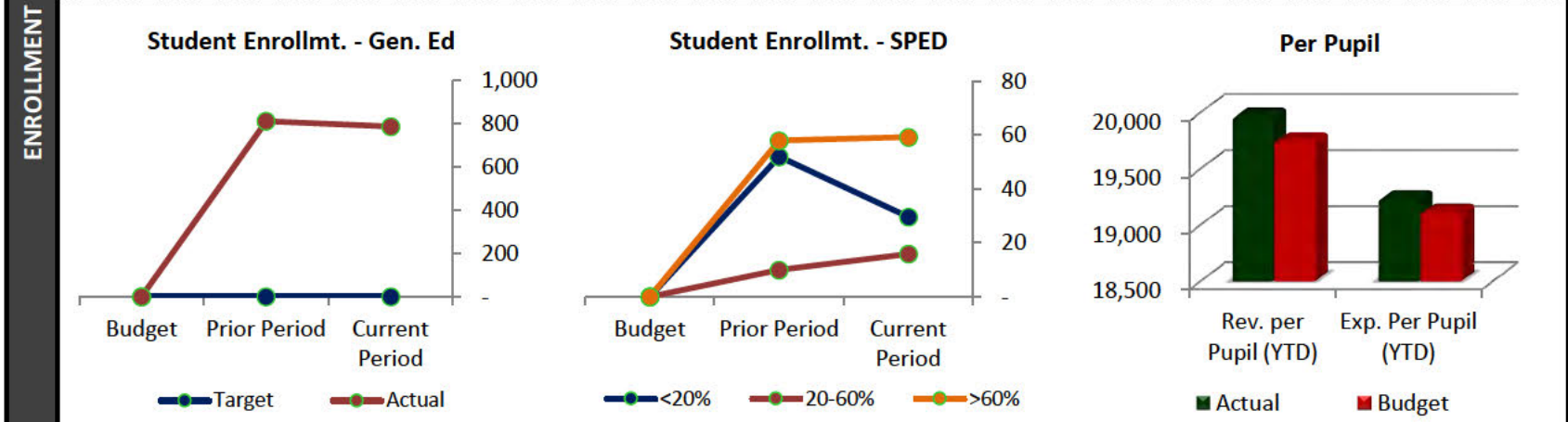
Financial Summary

For Period Ended December 31, 2020

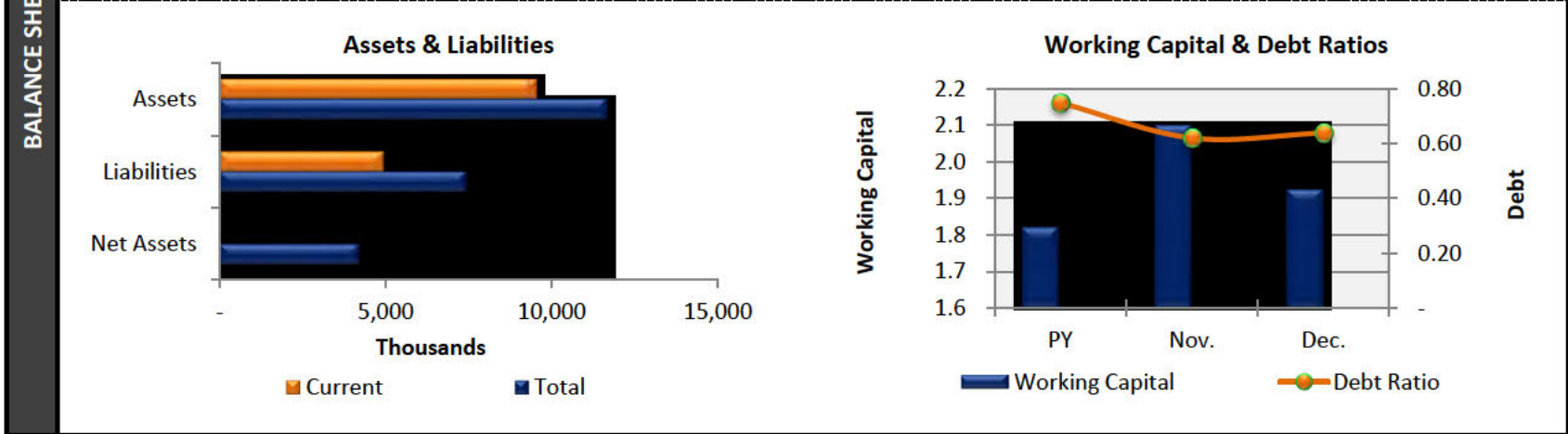
LIQUIDITY	Cash in Bank (Operating Account(s) Only: as of December 31, 2020)	\$ 8,482,530
	Projected months of cash on hand	5.7
	Cash in Bank (Total - All Accounts: as of December 31, 2020)	\$ 8,557,633
	FY Ending Cash Available to Carryover to FY21-22 (Operating Account(s) Only)	\$ 1,411,517
	*Cash balance available once all FY20-21 obligations & receivables have been settled	
	Projected months of cash on hand	1.0
FY Ending Cash Available to Carryover to FY21-22 (Total - All Accounts)	\$ 1,486,621	



	Actual	Budget	Variance	Actual	Budget	Variance
General Ed	907.78	920.00	(12.22)	\$ 14,660,695	\$ 14,083,360	\$ 577,335
SPED						
0 - 20%	40.02	41.00	(0.98)	-	-	\$ -
20 - 59%	22.56	25.00	(2.44)	234,409	259,750	\$ (25,341)
60% - Over	49.42	53.00	(3.58)	941,383	1,009,597	\$ (68,214)
Total SPED	112.00	119.00	(7.00)	1,175,791	1,269,347	\$ (93,556)



Total Current Assets:	\$ 9,546,485
Total Current Liabilities:	\$ 4,961,749
Working Capital (Current) Ratio	1.92
Total Assets:	\$ 11,665,470
Total Liabilities:	\$ 7,449,459
Debt Ratio	0.64
Total Net Assets:	\$ 4,216,011



	Actual	Budget	Variance
Total Revenue YTD:	\$ 9,129,497	\$ 8,870,230	\$ 259,267
Total Expenses YTD:	(6,918,462)	(8,053,532)	1,135,070
Net Operating Surplus(Deficit):	\$ 2,211,035	\$ 816,698	\$ 1,394,337

Challenge Prep Charter School

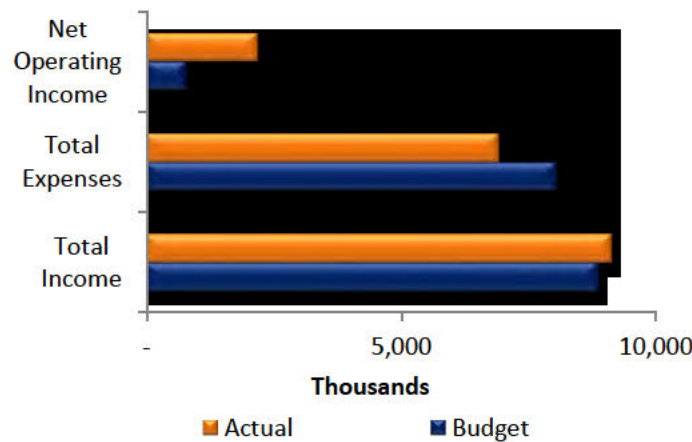
Financial Summary

For Period Ended December 31, 2020

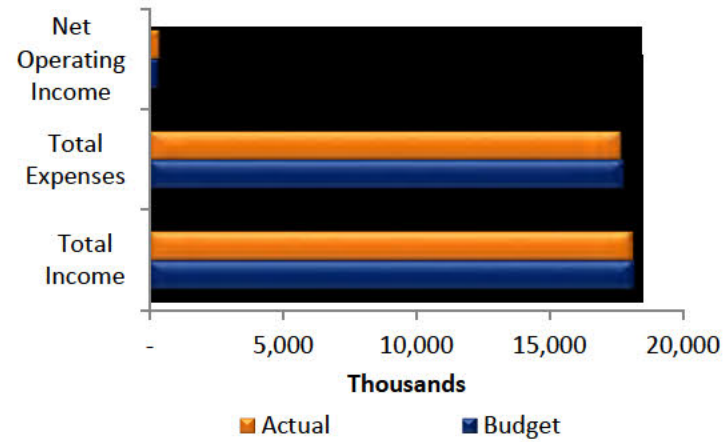
	<u>Projected</u>	<u>Budget</u>	<u>Variance</u>
Annual Projected Revenue:	\$ 18,125,515	\$ 18,169,622	\$ (44,107)
Annual Projected Expenses (before depreciation):	(17,461,937)	(17,587,393)	125,456
Projected Net Operating Surplus(Deficit) before Depreciation:	\$ 663,578	\$ 582,229	\$ 81,349
Annual Projected Depreciation:	(255,787)	(230,840)	(24,947)
Projected Net Operating Surplus(Deficit) after Depreciation:	\$ 407,791	\$ 351,389	\$ 56,402
Capital Expenditure Requirements	\$ (181,832)	\$ -	\$ (181,832)
Total Cash Expenditures <i>(expenses excluding depreciation plus capital expenditures)</i>	\$ (17,024,318)	\$ (17,356,553)	\$ 332,235
Revenue per Pupil (YTD)	\$ 19,967	\$ 19,750	\$ 217
Expenditure per Pupil (YTD)	\$ 19,236	\$ 19,117	\$ 119

BUDGETING / REVENUE & EXPENSES

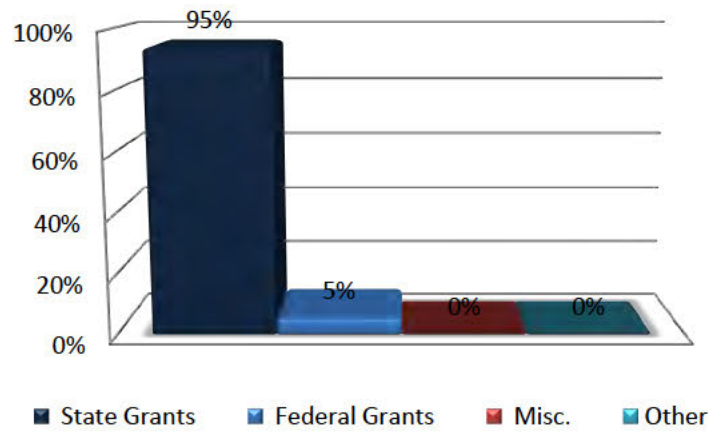
Year-To-Date (YTD)



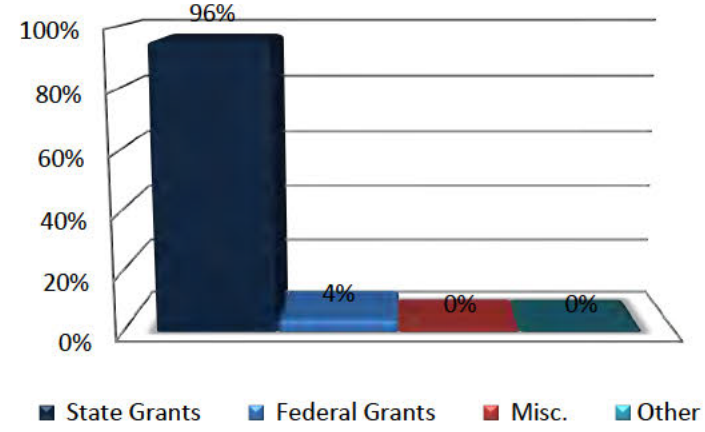
Year End (YE) Projection



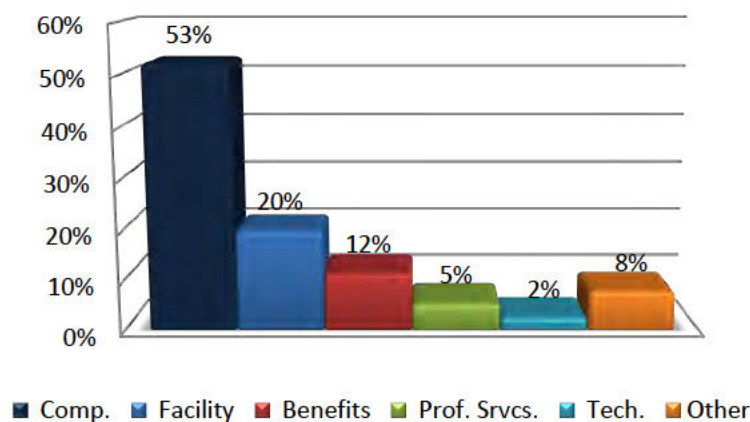
Revenue Breakdown YTD



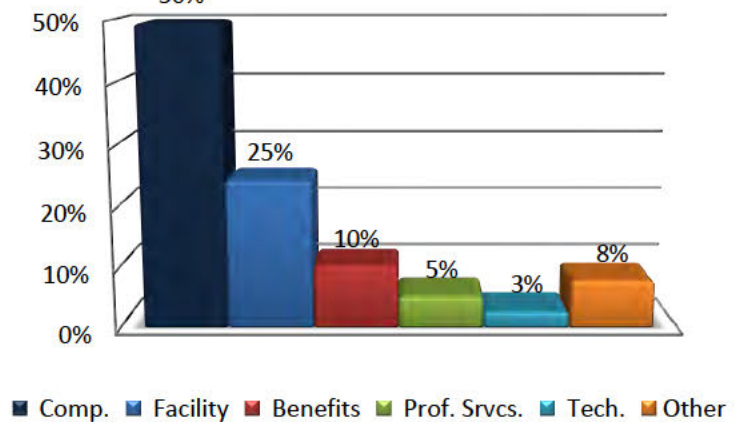
Revenue Breakdown YE



Expense Breakdown YTD



Expense Breakdown YE



Challenge Prep Charter School

Financial Variance Summary

Fiscal Year Ending 6/30/2021	Comments
Net Budget Surplus after Depreciation	\$ 351,389
Increase in Projected Annual Expenses	(100,509)
Net Projected Deficit Variance after Depreciation	<u>\$ 407,791</u>

**Challenge Prep Charter School
Budget vs. Actuals
Fiscal Year Ending June 30, 2021**

	December 31, 2020			YTD Through December 31, 2020			Projected FYE June 30, 2021				Comments
	Actual	Budget	Variance	Actual	Budget	Variance	Actuals - July 2020 - September 30, 2020 + Projected - June 30, 2020	Projections thru June 30, 2021	Annual Budget	Variance	
Income											
4100 State Grants	1,445,440	1,431,604	13,836	8,636,786	8,696,279	(59,493)	8,748,721	17,385,507	17,670,286	(284,779)	GenEd budget based on 920, projection based on 907.783. SpEd budget based on 53 over 60%; 25 20-59%; Projection based on 22.561 20-60 and 49.419 >60
4200 Federal Grants	250,192	84,413	165,779	492,708	173,951	318,757	209,656	702,364	499,336	203,028	
4300 Contributions	-	-	-	-	-	-	-	-	-	-	
4400 Miscellaneous Income	0	-	0	3	-	3	37,641	37,644	-	37,644	
Total Income	1,695,633	1,516,017	179,616	9,129,497	8,870,230	259,267	8,996,018	18,125,515	18,169,622	(44,107)	GenEd budget based on 920, projection based on 907.783. SpEd budget based on 53 over 60%; 25 20-59%; Projection based on 22.561 20-60 and 49.419 >60
Expenses											
Compensation											
5100 Instructional Staff	511,315	538,177	(26,862)	2,498,926	2,571,444	(72,518)	3,893,012	6,391,939	6,381,357	10,582	Adjusted to reflect payroll trends
5200 Non-Instructional Staff	136,161	131,691	4,470	716,054	805,708	(89,653)	786,396	1,502,450	1,642,535	(140,085)	Adjusted to reflect payroll trends
5300 Pupil Support	86,361	82,600	3,760	423,081	514,599	(91,518)	472,173	895,254	919,276	(24,022)	Adjusted to reflect payroll trends
5000 Compensation	733,837	752,469	(18,632)	3,638,062	3,891,751	(253,689)	5,151,581	8,789,642	8,943,168	(153,526)	Adjusted to reflect payroll trends
5400 Benefits	139,586	137,714	1,872	802,000	823,491	(21,492)	1,016,783	1,818,783	1,641,398	177,385	Based on budget
6100 Administrative Expenses	24,787	30,886	(6,099)	168,016	291,181	(123,165)	261,862	429,877	626,494	(196,617)	Category adjusted based on current trends
6200 Professional Services	75,215	59,397	15,818	375,308	388,617	(13,309)	544,888	920,196	930,475	(10,279)	Adjusted based on spending
6300 Professional Development	1,500	11,478	(9,978)	48,835	73,133	(24,298)	121,265	170,100	170,100	-	Based on budget
6400 Marketing and Staff/Student Rec	8,703	8,475	228	42,543	45,453	(2,909)	51,181	93,724	80,115	13,609	Adjusted based on spending
6500 Fundraising Expenses	-	287	(287)	-	1,779	(1,779)	3,675	3,675	53,675	(50,000)	Adjusted based on spending
7100 Curriculum & Classroom Expenses	11,746	20,745	(8,999)	146,581	143,634	2,947	273,583	420,164	389,688	30,476	Adjusted based on spending
8100 Facility	221,189	355,249	(134,060)	1,391,247	2,170,461	(779,214)	2,952,721	4,343,968	4,383,055	(39,087)	Based on budget
8200 Technology/Communication Expens	25,939	18,352	7,587	168,658	108,112	60,546	285,150	453,808	368,225	85,583	Adjusted based on spending
8800 Miscellaneous Expenses	1,417	83	1,334	8,905	500	8,405	9,095	18,000	1,000	17,000	
8900 Depreciation Expense	74,294	57,710	16,584	128,308	115,420	12,888	127,479	255,787	230,840	24,947	
Total Expenses	1,318,213	1,452,844	(134,631)	6,918,462	8,053,532	(1,135,070)	10,799,262	17,717,724	17,818,233	(100,509)	
Net Income	377,420	63,172	314,248	2,211,035	816,698	1,394,337	(1,803,244)	407,791	351,389	56,402	
Capital Expenditures											
Furniture, Fixtures & Equipment	31,125	-	31,125	427,901	-	427,901	266,686	694,587	-	694,587	
Facility and Construction	-	-	-	(512,755)	-	(512,755)	-	(512,755)	-	(512,755)	
Website	-	-	-	-	-	-	-	-	-	-	
Total Capital Expenditures	31,125	-	31,125	(84,854)	-	(84,854)	266,686	181,832	-	181,832	

Challenge Prep Charter School
Cash Flow Projection as of December 31, 2020

	Annual Budget FY20-21	Projected July 20 - June 21	Projected Aug 20 - June 21	January	February	March	April	May	June	July + Subsequent FY20 21 Items
Beginning Cash Balance (Operating)	4,804,870	6,645,873	8,482,530	8,482,530	6,457,803	7,498,944	5,831,810	6,877,851	5,220,341	3,600,464
Projected Cash Receipts from Operations (below)	18,169,622	8,996,018	5,900,145	2	2,703,553	2	2,703,553	2	37,634	455,402
Projected Cash Disbursements from Operations (below)	(17,818,233)	(10,799,262)	(10,539,244)	(1,617,964)	(1,617,964)	(1,622,689)	(1,613,064)	(1,613,064)	(1,613,064)	(841,437)
Net Cash from Operations	351,389	(1,803,244)	(4,639,099)	(1,617,962)	1,085,589	(1,622,687)	1,090,489	(1,613,062)	(1,575,430)	(386,036)
Cash Receipts from Accounts & Misc Receivables (not included in revenue below)	-	-	-	-	-	-	-	-	-	-
Cash Disbursements for Accounts Payable & Accrued Expenses	-	-	-	(362,317)	-	-	-	-	-	-
Capital Expenditures (below)	-	(266,686)	(266,686)	(44,448)	(44,448)	(44,448)	(44,448)	(44,448)	(44,448)	-
Accounts Receivable	-	-	-	-	-	-	-	-	-	-
PPP Loan Payable	-	-	(1,792,512)	-	-	-	-	-	-	(1,792,512)
PPP Loan Interest Payable	-	-	(10,399)	-	-	-	-	-	-	(10,399)
Ending Cash Balance (Operating Account)	5,156,259	5,109,315	5,913,027	6,457,803	7,498,944	5,831,810	6,877,851	5,220,341	3,600,464	1,411,517
Other Cash Accounts (Net of Transfers)	75,354	-	-	75,104	75,104	75,104	75,104	75,104	75,104	75,104
Total Cash (All Accounts)	5,231,613	5,109,315	5,913,027	6,532,907	7,574,048	5,906,913	6,952,955	5,295,445	3,675,567	1,486,621

Challenge Prep Charter School
Balance Sheet
YTD as of December 31, 2020

	Total	Comments
ASSETS		
Current Assets	-	
Bank Accounts		
1000 Cash		
1001 HSBC Checking - 0844	7,806,369	
1002 HSBC Checking - 0852	722	
1003 HSBC Checking - 0879	676,161	
1004 HSBC Checking - 0887	506	
1005 HSBC Money Market - 5972	3,504	
1006 Chase Escrow - 3060	70,000	
1007 Petty Cash	372	
Total 1000 Cash	\$ 8,557,633	
Total Bank Accounts	\$ 8,557,633	
Accounts Receivable		
1100 Accounts Receivable	280,883	
1200 Other Receivables - Salary Advance	-	
Total Accounts Receivable	\$ 280,883	
Other current assets		
1300 Prepaid Expenses	304,322	
1301 Prepaid Insurance	57,235	
1310 Prepaid Rent	346,412	
Total Other current assets	\$ 707,969	
Total Current Assets	\$ 9,546,485	
Fixed Assets		
1500 Furniture, Fixtures & Equipment	-	
1510 Office & Admin Computers & Equipment	249,149	
1511 Classroom Computers & Equipment	679,266	
1512 Classroom Furniture	391,772	
1513 Office Furniture	56,983	
Total 1513 Office Furniture	\$ 56,983	
1514 Musical Instruments	16,390	
1515 Computer Software	44,217	
Total 1500 Furniture, Fixtures & Equipment	1,437,778	
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	300,000	
1540 Leasehold Improvements	311,199	
Total 1519 Facility and Construction	1,023,986	
1610 Website	11,000	
Total 1610 Website	\$ 11,000	
1700 Accumulated Depreciation & Amortization		
1710 Accumulated Depreciation	(1,272,200)	

Challenge Prep Charter School
Balance Sheet
YTD as of December 31, 2020

	Total	Comments
1750 Accumulated Amortization	(7,578)	
Total 1700 Accumulated Depreciation & Amortization	\$ (1,279,778)	
Total Fixed Assets	\$ 1,192,986	
Other Assets		
1800 Security Deposits	925,999	
Total Other Assets	\$ 925,999	
TOTAL ASSETS	\$ 11,665,470	
LIABILITIES AND EQUITY		
Liabilities		
Current Liabilities		
Accounts Payable		
2000 Accounts Payable	362,065	
Total Accounts Payable	\$ 362,065	
Other Current Liabilities		
2100 HSBC Loan Payable	1,792,512	
2300 Accrued Salaries/Taxes	-	
2301 Accrued Expenses	252	
2303 Accrued Interest - PPP	10,399	
2400 Unearned/Deferred Revenue	2,796,521	
Total Other Current Liabilities	\$ 4,599,684	
Total Current Liabilities	\$ 4,961,749	
Long-Term Liabilities		
2700 Deferred Rent Liability	2,487,711	
Total Long-Term Liabilities	\$ 2,487,711	
Total Liabilities	\$ 7,449,459	
Equity		
3100 Retained Earnings	2,004,976	
Net Income	2,211,035	
Total Equity	\$ 4,216,011	
TOTAL LIABILITIES AND EQUITY	\$ 11,665,470	

**Challenge Prep Charter School
Statement of Cash Flows
YTD as of December 31, 2020**

	<u>Total</u>	<u>Comments</u>
OPERATING ACTIVITIES		
Net Income	2,211,035	
Adjustments to reconcile Net Income to Net Cash provided by operations:		
1100 Accounts Receivable	177,268	
1200 Accounts Receivable:Other Receivables - Salary Advance	(364)	
1300 Prepaid Expenses	(269,025)	
1301 Prepaid Insurance	(57,235)	
1310 Prepaid Rent	(6,865)	
1710 Accumulated Depreciation & Amortization	127,941	
2301 Accrued Expenses	(116,586)	
2303 Accrued Interest - PPP	8,905	
INVESTING ACTIVITIES		
1511 Furniture, Fixtures & Equipment:Classroom Computers & Equipment	(384,587)	
1512 Furniture, Fixtures & Equipment:Classroom Furniture	(37,231)	
1750 Accumulated Depreciation & Amortization:Accumulated Amortization	367	
Net cash provided by financing activities	\$ -	
Net cash increase for period	3,670,409	
Cash at beginning of period	<u>\$ 4,880,224</u>	
Total Cash at beginning of period	<u>\$ 4,880,224</u>	
Cash at end of period	<u>\$ 8,550,633</u>	



Attachment #9

December 2020

Current Employees	Vacancies
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132	4
-----	---

Campus	Current	Vacancies	New Hires
--------	---------	-----------	-----------

Elementary School	74	0	-
Middle School	43	2	-
High School	5	2	-
Network Operations	10	0	-

New Hires	Position
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Vacancies

MS Teacher - SETTS

MS Teacher Assistant - 8th Grade ELA

HS Teacher - CTE

HS Teacher - Special Education



2020-21 School Year Board Meeting #9 Minutes

Frederica Jefferies, CPCS Board Chair called the meeting to order and welcomed everyone to the CPCS 2020-21 School Year Board Meeting #9 at 6:30 PM on March 17, 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, Karon McFarlane, Linda Plummer, Dr. Michelle Daniel-Robertson and Gertrudis Hernandez

Members absent: Andrew Barnes

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 #8 [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 continued remote learning efforts of Challenge. He shared information on the efforts to provide COVID-19 testing and vaccination clinics for the Far Rockaway community along with our scholars and staff. He updated the Board on the status of the 15-20 Central Avenue facility.

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 February 2021 Financial Report [Attachment #8]. Following discussion and review, the report was received by common consent.
11. The Chair called for the presentation of the 2020-21 March Personnel Report [Attachment #9]. Following discussion, the report was received by common consent.

The meeting adjourned by common consent at 7:35 PM.

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



2020-21 School Year Board Meeting #8 Minutes

Frederica Jefferies, CPCS Board Chair called the meeting to order and welcomed everyone to the CPCS 2020-21 School Year Board Meeting #8 at 6:30 PM on February 24, 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, Karon McFarlane, Linda Plummer, and Dr. Michelle Daniel-Robertson

Members absent: Gertrudis Hernandez 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 2020-21 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 continued remote learning efforts of Challenge. He led the Board through a discussion of if the Board wanted to continue the plans for scholars returning in person via a hybrid education model in March 2021.

The Board reviewed and discussed the following:



- The February 2021 Family and staff survey results
- The limited access to COVID-19 testing for scholars and their families in Far Rockaway
- The fact that COVID-19 vaccines are not widely available in Far Rockaway
- The 9.5% COVID-19 infection rate in Far Rockaway
- And the risk of upsetting our scholars from their current remote learning routine

Following additional discussion, a motion was made by Frederica Jefferies with a second by Karon McFarlane that Challenge will remain with the remote learning model for the remainder of this school year. The motion carried unanimously.

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 January 2021 Financial Report [Attachment #8].
Following discussion and review, the report was received by common consent.
11. The Chair called for the presentation of the 2020-21 February Personnel Report [Attachment #9]. A motion was made by Dr. Michelle Daniel-Robertson with a second by Linda Plummer to approve the report. The motion carried unanimously.



The meeting adjourned by common consent at 7:25 PM.

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
March 2021 Board Report
 (Covering February 12-March 12)
 Kentia Coreus

Enrollment Compliance

Authorized Enrollment	1032
Current Enrollment	907 (as of March 12, 2021)

Note

- We are currently at 88% of our authorized enrollment which meets NYCDOE’s requirement that we be within 85% of our authorized enrollment.

ELL and SWD Enrollment Compliance (as of March 12, 2021)

Grades	# of ELL students	Difference from Jan 2020	# of SWD students	Difference from Jan 2020
K-5	28	+6	75	+5
6-9	11	+10	41	+7
TOTAL	39 (4%)	+16	116 (13%)	+12
Difference from District	-7% (D27-11%)		-7% (D27-20%)	

Notes

- **Last year’s ELL difference from district rate was -12%.** Although our current data demonstrates a 5% gain, we cannot be sure of this data because it includes scholars who were provisionally classified as ELL students based on NYSITELL waiver procedures implemented by NYSED during the pandemic. Challenge administered the NYSITELL when we were able to, but had to cease the testing process due to DOH mandates.
- **Last year’s SWD difference from district rate was -3%.** The current gap is a testament to the intervention work being done at the middle school. As our scholars grow with us, we are able to declassify their IEP as they gain skills and knowledge to master their IEP goals.

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
- Connect with external school leaders to share/collect ideas for supporting students and staff

Ongoing Tasks

- Address and respond to formal staff and family complaints related to teaching and learning matters
- Conduct weekly 1:1 supervision meetings with site principals
- Conduct check-in meetings with staff where needed
- Respond to staff and family grievances
- Observe classroom lessons and staff development sessions

End-of-Year Calendar

In light of the Board of Trustee’s decision on February 24, 2021 to extend remote learning for the remainder of the school year, Challenge has revised the end of year calendar. The primary goal in adjusting the instructional program in June is to provide scholars in need of Tier 1 interventions with a very small group setting which we believe will accelerate their learning. Scholars who are on track will have access to enrichment programming.

Date	Event*
May 10-May 28	<p>Rising Grade 6 Academy (3 weeks)</p> <ul style="list-style-type: none"> • The goal of this programming is to introduce scholars to the expectations of middle school, acclimate them with digital citizenship requirements, and provide practice in critical foundational skills in ELA and math • Scholars will participate as part of their regular school day • Scholars will be taught by Challenge Charter Middle School staff • Additional details will be provided by your Family Engagement Coordinator
June 1-June 24	<p>CCS Summer Learning Academy (K-9) Schedule: Mon-Thurs (CPCS: 8:30am-11:30am, CCMS/HS: 9am-12pm)</p> <ul style="list-style-type: none"> • The goal of this programming is to provide targeted instruction and intervention in a small group setting. There will be no more than 10 scholars in a class • Programming Includes credit recovery for scholars in Grade 9 <p>CCS Enrichment Academy (K-9)</p> <ul style="list-style-type: none"> • Scholars will engage in rigorous, asynchronous project work. This program is for all students who are not participating in the Summer Learning Academy.
June 14-July 2	<p>CCMS and CCHS Summer Bridge</p> <ul style="list-style-type: none"> • The goal of this program is to acclimate scholars new to Challenge with its culture and expectations. Scholars will be introduced to digital citizenship standards and will practice grade-level foundational skills

<p>Next School Year</p>	<p>August 23, 2021: School starts at all sites</p> <ul style="list-style-type: none"> • August 23-27 will be half-days to allow for staff training and professional development <p>Grade levels and sites</p> <ul style="list-style-type: none"> • Grades K-3: 710 Hartman • Grades 4-5: 15-26 Central Avenue • Grades 6-8: 12-79 Redfern Avenue • Grades 9-10: 15-20 Central Avenue
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**All programming through July will take place virtually. Programming will take place in-person beginning August 2021*

High School Development Updates

Dual-credit college courses

Challenge has started working with senior leaders at CUNY’s School of Labor and Urban (SLU) Studies to co-develop courses for CCHS scholars that will provide them with both high school and college credits. The first two courses being considered are writing courses. SLU provided the course syllabi and asked Challenge to align the course with NYS Learning standards. This work has been completed. The next step is a state review for course approval. The syllabus of the first writing course is attached (Appendix A).

Advertising and Marketing Pilot Program

Challenge is partnering with Allies in Recruiting (AIR) to engage 25 CCHS scholars (currently enrolled in the Entrepreneurship I course) in an advertising pilot project. Scholars will participate in 11 workshops aimed at introducing them to advertising and its potential careers. Scholars will receive instruction from someone in the field. The workshops will be collaboratively planned by members of AIR and Challenge.

About AIR

Allies in Recruiting (“AIR”) is a collective of advertising and marketing industry recruiters. AIR believes in sharing knowledge and expertise to create diverse and equitable workforces. They strive to educate and uplift through shared resources, tools, best practices, and support programs. AIR’s mission is to take further steps in the diversity, equity, and inclusion conversation and turn talk into action. The collaboration with Challenge Preparatory Charter School and the Diversity in Advertising (“DIA”) Program is AIR’s pilot program. It is intended to bring awareness of viable and exciting careers in advertising to Black, Indigenous, and People of Color (BIPOC) who would not necessarily have an organic entry into that industry.

APPENDIX A

PROPOSAL: CCHS College Writing Course 1

Writing 1: Language, Literacy, and Culture

Course Description

Writing 1 introduces students to college-level reading and writing. This course is designed to prepare students for their work at CUNY and in their professional lives, through the lens of economic and social justice. Students engage in substantial assignments that build writing, reading, critical analysis, rhetorical, and research skills through regular practice. Emphasis on revision, rhetorical context, developing academic vocabulary, syntactic variety and control, editing for grammar and style, and ethical attribution and citation. Thematic emphasis on labor, urban, and language awareness studies.

Required Texts & Materials

- ❑ Coates, Ta-Nehesi. *Between the World and Me*. Spiegel and Grau, 2015
- ❑ Photocopied & electronic essays to be supplied (see appendix 1)
- ❑ *Webster's Dictionary* or equivalent
- ❑ A class notebook, pens, and a flash drive (or cloud storage)

Required Writing

- ❑ 3-5-page literacy autoethnography utilizing one or more course texts + Letter to the Reader
- ❑ Two 3-5-page critical essays
- ❑ 2 in-class essays
- ❑ 3-5-page portfolio reflective essay on learning outcomes
- ❑ Reading journal
- ❑ Final Portfolio, including: 1) literacy autoethnography; 2) one critical essay; 3) portfolio reflective essay.

Learning Outcomes

- ❑ Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
 - ✓ 9-10R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration.
 - ✓ 9-10R8: Delineate and evaluate an argument and specific claims in a text, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient.
 - ✓ 9-10SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning or exaggerated or distorted evidence
- ❑ Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and

reports) using standard English and appropriate technology to critique and improve one's own and others' texts.

- ✓ 9-10W1: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - ✓ 9-10W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - ✓ 9-10W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - ✓ 9-10W6: Conduct research to answer questions, including self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding of the subject under investigation.
 - ✓ 9-10W7: Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow a standard format for citation.
 - ✓ 9-10L3a: Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.
- Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
- ✓ 9-10W1a: Introduce precise claim(s), distinguish the claim(s) from counterclaims, establish and organize clear relationships among claim(s), counterclaim(s), reasons, and evidence.
 - ✓ 9-10W1b: Develop claim(s) and counterclaims in a balanced manner, supplying evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level and concerns.
 - ✓ 9-10SL4: Present claims, findings, and supporting evidence clearly, concisely, and logically; organization, development, substance, and style are appropriate to task, purpose, and audience.
 - ✓ 9-10SL5: Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience.
- Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.
- ✓ 9-10SL1d: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.

- ✓ 9-10W7: Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow a standard format for citation.

Formal Essays and Drafts

All drafts **MUST BE TYPED and DOUBLE-SPACED** (12 pt. Times Roman font, one-inch margins all around. Indent paragraphs; do not skip extra lines between them; be sure to number pages). Submitted drafts *must be typed* although you may certainly start drafts with pen and paper if you prefer. First drafts should be as fully developed as possible and follow all formatting guidelines. All drafts and revisions must be submitted electronically before class meets the day they are due; *late papers automatically result in a half point deduction of the final grade each day after the due date*. If you are presenting an essay, you must upload the draft at least one day prior to the date of the workshop in order for your classmates and me to read it in advance.

Reflective Writing

This letter to the reader (LTR) serves several purposes. Mainly, it provides a place for you to reflect on your own writing and make notes to yourself and other readers about what you like, dislike, or feel uncertain about; how finished or unfinished a piece of writing is; the extent to which you feel satisfied that it meets your goals; and what specific questions you have about moving forward to revise it. **The LTR should be at least 2 double-spaced pages and is part of the paper grade.**

Plagiarism

The Council of Writing Program Administrators defines plagiarism thus: “In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source” ([www. wpacouncil.org](http://www.wpacouncil.org)). This is a good definition, and you should keep it in mind as you write. *If the idea and/or the writing is not your own, you need to document it; if you are not sure and cannot ask me, document to be safe.* Plagiarism is theft and can lead to failing the class and even to suspension.

Grading

A/B/C/D/F/I. The “I” (Incomplete) indicates that a student did not complete the requirements of the course and must complete them before the end of the next semester, at which time, if the student does not do so, the grade will become an F. Please note that the Incomplete is reserved for students with good attendance records who have kept up with their work but experience an emergency that prohibits completion of the coursework.

You will be evaluated on the basis of formal writing, class participation, and attendance. Your final grade will be calculated as follows: portfolio = 60%; electronic discussion participation = 20%; attendance, classwork, and class participation (other than electronic discussions) = 20%. Your final grade may be affected by failure to meet your responsibilities as follows:

- Every two times you are late to class will count as one absence.
- More than the equivalent of two weeks' absences may result in failing the course.
- Coming to class unprepared may affect your final grade.
- For every day an assignment is late, a half point will be deducted from your grade.

Office Hours

Please come see me during my office hours if you have any questions about the syllabus, assignments, or class discussions; if you ever feel uncomfortable in the classroom or disturbed by course material or interactions in class; or if you have a personal problem that prevents you from doing coursework or meeting deadlines (or you just need someone to talk to). It is much better to contact me—or any professor—before an absence or missed deadline than afterward or in response to a question about it. I will also schedule at least two conferences with you to discuss your writing.

Tentative Schedule

DATE	IN-CLASS	READING DUE	WRITING DUE
Unit 1: Language & Identity			
WEEK 1	Introductions; Jamila Lyiscott Ted Talk In-class essay ~ Diaz		
	Literacy narratives; Introduce literacy autoethnography	Alexie, "The Joy of Reading and Writing: Superman"; Lamott, "Shitty First Drafts"	
WEEK 2	Literacy narratives cont.	Malcolm X, "Learning to Read"	
	Workshop		Literacy auto- ethnography draft
WEEK 3	Identity Tool Kits; intro to ethnographic interview	Gee, "What Is Literacy?"	
	Primary & Secondary Discourses	Gee cont.	
WEEK 4	Sponsors of Literacy	Brandt, "Sponsors of Literacy"	
	Sponsors of Literacy cont. Introduce Critical Essay #1	Brandt cont.	
Unit 2: The Rhetorical Situation and the Rhetoric of the "Other"			
WEEK 5	What Is Rhetoric? Rhetorical Appeals Practice ethnographic interviews	Sylva Rhetoricae What Is Rhetoric Persuasive Appeals Baldwin, "Letter to My Nephew"	Literacy auto- ethnography revision
	Rhetorical Strategies Coates & Baldwin	Coates, pp. 1-72	

WEEK 6	Rhetorical Exigencies Situating Rhetoric	*Bitzer, "The Rhetorical Situation," pp. 1-6	
	Workshop drafts		Draft Critical Essay #1 "What Is Literacy?" Return literacy autoethnography
WEEK 7	Discuss research questions and interviews. Introduce Critical Essay #2		Research question Ethnographic interview write-up
	In-Class Essay #1		Midterm Evaluations
DATE	IN-CLASS	READING DUE	WRITING DUE
Unit 3: Making Knowledge: Researching Identity and Literacy			
WEEK 8	Library visit #1	Library sources	
	Workshop sources Introduce Critical Essay #2		
WEEK 9	Nobody Mean More to Me	Jordan, "Nobody Mean More to Me"	Critical Essay #1 Revision + LTR
	Library visit #2	Students Right to Their Own Language - SRTOL	
WEEK 10	The Language and Literacy of Food Service Workers SRTOL	Mirabelli, "The Language and Literacy of Food Service Workers"	
	Workshop		Critical Essay #2 Draft Literacy Ethnography
WEEK 11	Coates	Coates, discussion #2	
WEEK 12	Workshop/ Conferences		
	Workshop/ Conferences		
WEEK 13	Editing Workshop		Critical Essay #2 Revision
	Editing Workshop		
Unit 4: Self-Reflection and Becoming			
WEEK 14	Workshop		Portfolio Reflective Essay Draft
	Final In-class essay		Portfolio



Attachment #3



Ms. Nicole Griffin

Challenge Preparatory Charter School- Elementary
Principal Report
March 2021



Enrollment

Kindergarten- 102

1st grade- 120

2nd grade- 100

3rd grade- 97

4th grade- 98

5th grade- 102

Elementary Total: 619

This month we had an increase with the amount of absences. The Social Worker and Family Engagement Coordinator continues to work with families who are experiencing child care issues, lack of technical support and or daily support of logging their scholars into class throughout the day.

Virtual Open House Data- We conducted three LIVE Virtual Open House Sessions

Session # 1 - 54 in attendance

Session # 2 - 34 in attendance

Session #3- 15 in attendance

Family Engagement

Disney Trivia was held two nights in February. Attendance per night - 64 families day one, 52 families day two. The Coaches facilitated the family night. We will continue each month with a different theme

Technology Support

Families continue to have the opportunity to swap broken laptops at the school building.

Tuesdays are trouble shooting days for our families. The tech department continues to support staff and families with technology concerns.

Professional Development focus for the month of March:

- Domain 1- Planning and Preparation- teachers are taking a more in depth look at the New Generation Standards. The focus is unpacking the standards as they plan and prepare lessons.
- In efforts to build capacity, Ms. Ward-Brew (Grade 3 Team Leader) will conduct professional development alongside Assistant Principal, Ms. Thomas.
- Ms. Thomas and Ms. Ward-brew planned and prepared PD around Domain 1.
- Include the Domain in that related to each segment of the current lesson plan template
- Jonelle Rocke, continues to provide professional development around Domain 3- Instruction with a focus on Assessment in Instruction. Staff will need continuous professional development as we unpack the domain.
- The administrative team, instructional team and Lilia Navarrete continues to work together to revise the lesson plan template for the 2021-2022 school year.

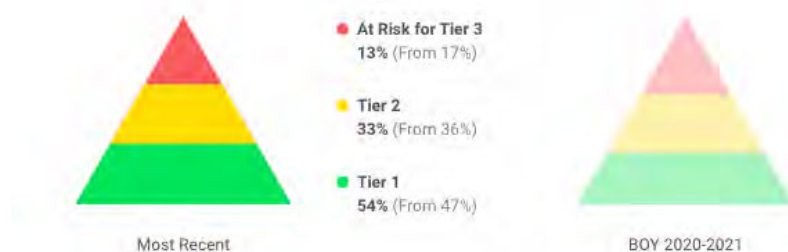
DATA i--Ready MOY

- Analysis of the data took place March 2021. Despite the challenges we have faced this past year during the pandemic. Our scholars have made gains from the beginning of the year until the middle of the year. While we still have a ways to go, we celebrate the small gains.
- Staff has immediately developed individual action plans for all students who fall in the red zone. Scholars who fall in the yellow and green zone will follow an individualized plan tracked in i-Ready.

KEY

- On or Above Grade Level
- One Grade Level Below
- Two or More Grade Levels Below

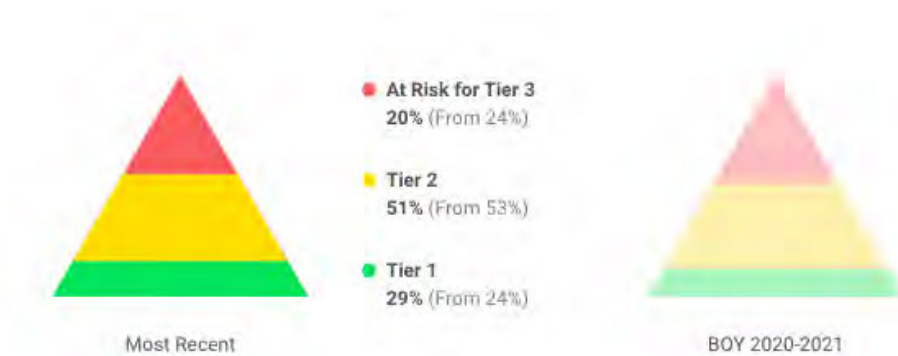
SCHOOL WIDE COMPARISON - ELA



Reading

Grade	Tier 1 BOY	Tier 1 MOY	% +/-	Tier 2 BOY	Tier 2 MOY	% +/-	Tier 3 BOY	Tier 3 MOY	% +/-
Grade K	71%	91%	+ 20%	29%	5 %	-24%	0%	0%	0
Grade 1	49%	43%	-6%	48%	56%	+ 8%	3%	1%	-2%
Grade 2	41%	49%	+8%	42%	41%	-1%	17%	10%	-7%
Grade 3	51%	59%	+8%	29%	27%	-2%	20%	14%	-6%
Grade 4	37%	44%	+7%	44%	42%	-2%	19%	14%	-5%
Grade 5	36%	41%	+5%	27%	27%	0%	37%	32%	-5%

MATH



MATH

Grade	Tier 1 BOY	Tier 1 MOY	% +/-	Tier 2 BOY	Tier 2 MOY	% +/-	Tier 3 BOY	Tier 3 MOY	% +/-
Grade K	40%	70%	+30%	29%	60%	+31%	0%	0%	0%
Grade 1	41%	22%	-19%	55%	72%	+20%	5%	6%	+1%
Grade 2	15%	8%	-7%	54%	92%	+38%	31%	0%	-31%
Grade 3	19%	20%	+1%	54%	59%	+5%	26%	22%	-4%
Grade 4	12%	15%	+3%	54%	57%	+3%	34%	28%	-6%
Grade 5	20%	39%	+19%	45%	31%	-14%	35%	30%	-5%

End-of-Year Calendar (2020-21 SY)

Date	Event
May 7	<ul style="list-style-type: none"> Midway through the 4th quarter, teachers determine which scholars must attend the Summer Learning Academy in order to be promoted to the next grade.
Week of May 10	<ul style="list-style-type: none"> Families are informed of scholars placement in Summer Learning Academy. Expectations are communicated. Grades 5 and 6 articulation meeting is held.
May 10-May 28	<p>Rising Grade 6 Academy (3 weeks)</p> <ul style="list-style-type: none"> The goal of this programming is to introduce scholars to the expectations of middle school, acclimate them with digital citizenship requirements, and provide practice in critical foundational skills. Approx. 95 scholars will participate as part of their regular school day Taught by CCMS staff Elementary staff will join the CCMS staff to teach and assist Hours and additional details TBD
<i>May 28</i>	<i>Last day of regular programming</i>
June 1-June 24	<p>CCS Summer Learning Academy (K-9) Mon-Thurs (CPCS: 8:30am-11:30am, CCMS/HS: 9am-12pm)</p> <ul style="list-style-type: none"> The goal of this programming is to provide targeted, small group instruction, for scholars who have not been able to demonstrate learning <i>Required</i> for promotion for students where there is NO EVIDENCE of learning GOAL: 6:1 teacher to student ratio (NO more than 10:1) Includes credit recovery for grades K-9 <p>CCS Enrichment Academy (K-9)</p> <ul style="list-style-type: none"> Scholars will engage rigorous, asynchronous project work. This program is for all students who are not participating in the Summer Learning Academy.
June 4	Virtual Field Day
June 9	<ul style="list-style-type: none"> Kindergarten Articulation - Playdate; Current Kindergarten and Grade 1 staff will meet and greet parents and scholars. Incoming Kindergarten scholars will be assessed. Families will be provided with an action plan for scholars to work on throughout the summer.
June 18	Grade 5 Graduation (Details TBD)
June 22	Kindergarten Stepping Up Ceremony (Details TBD)
Looking Ahead (21-22SY)	<ul style="list-style-type: none"> July 6-9: Leadership Institute August 9: Network and Leadership Staff Returns August 12-13: New staff orientation August 16-20: Pre-Service Professional Development August 23: School starts at all sites August 23-27 will be half-days to allow for staff training and professional development



Attachment #4



CHALLENGE CHARTER SCHOOL

2020-2021 Principal's Monthly Board Report

Mavgar Mondesir-Gordon, Principal (Grades 6-9)

School Year 2020-2021 Report

March 15, 2021

Current CCHS Enrollment:

Cohort Group	Grade Level	Enrollment as of Sep. 11, 2020	Enrollment as of Oct. 16, 2020	Enrollment as of Nov. 16, 2020	Enrollment as of Dec. 11, 2020	Enrollment as of Jan. 15, 2021	Enrollment as of Feb. 22, 2021	Enrollment as of Mar 15, 2021
#3	G. 9	54	54	54	53	53	53	53

Current CCMS Enrollment:

Cohort Group	Grade Level	Enrollment as of Sep. 11, 2020	Enrollment as of Oct. 16, 2020	Enrollment as of Nov. 16, 2020	Enrollment as of Dec. 11, 2020	Enrollment as of Jan. 15, 2021	Enrollment as of Feb. 22, 2021	Enrollment as of Mar. 15, 2021
#4	Gr. 8	77	77	78	79	79	79	79
#5	Gr. 7	81	80	81	80	82	82	81
#6	Gr. 6	72	71	72	72	72	71	75
TOTAL		230	228	231	231	233	232	235

CCMS Attendance Statistics:

Cohort Group	Grade Level	Attendance Rates						
		Aug 24, '20 - Sep 11, '20	Sep 12, '20 - Oct 16, '20	Oct 19, '20 - Nov 13, '20	Nov 16, '20 - Dec 11, '20	Dec 14, '20 - Jan 15, '21	Jan 19, '21 - Feb 22, '21	Feb 23, '21 - Mar 12, '21
#3	Gr. 9	79%	92%	93%	93%	91%	94%	98%
#4	Gr. 8	90%	86%	95%	92%	89%	89%	97%
#5	Gr. 7	85%	96%	95%	95%	91%	95%	96%
#6	Gr. 6	90%	91%	94%	95%	89%	95%	94%
CCMS Average		88%	91%	95%	94%	90%	93%	96%
6-9 Average		90.5%	91.1%	94%	94%	90%	93%	96%



STAFFING:

- One of the two Visiting SETSS teachers CCMS/CCHS had secured through Alternative Tutoring Inc. will discontinue services in 2 weeks due to scheduling conflicts, so we will be reopening a search for a 6-8 SETSS teacher. We are still awaiting a candidate to service our 9 grade scholars at this time. In the meantime we have strategically worked the schedules for the two providers and the SPED Director to support our grade 9 students.
- CCMS Admin team members have stepped in to fill gaps in 7th and 8th grade ELA classes. The Grade 7 ELA Teacher and Grade 8 ELA Teacher positions will remain unfilled for the duration of the school year.

SOCIAL EMOTIONAL LEARNING (SEL)

- Advisory SEL lessons during the thrice weekly mentoring sessions have been working well, with scholars making entries in their SEL journals.
- With so many scholars reporting a loss of family due to the COVID-19 pandemic or otherwise, CCMS/CCHS have embarked on creating a space for scholars to talk about grief. These sessions began on Monday January 11, 2021, and will continue on Mondays and Wednesdays. Teachers are also invited to share in that space. We hope to grow this portion with the addition of grief counselors for our school community. In the interim these sessions are led by our Social Worker and Social Worker Intern.
- Scholars continue to be engaged in Yoga sessions on Tuesday and Friday mornings during Period 1. These are led by the PE teachers and supported by the Homeroom instructors.
- In order to incorporate more movement and give scholars a burst of energy during the day, instructors are now incorporating a 5-minute body break during each instructional period. During these body breaks, scholars are following exercise routines pre recorded by the PE teachers.
- Mentors in our scholar mentoring program continue to meet consistently with their scholar mentees 3 times weekly. The program has switched the primary meeting times from the 4:-4:30 time to 8:00 - 8:25 on Mondays, Wednesdays, and Thursdays. Mentors check in with scholars on the status of their due assignments, attendance, and progress on their SMART goals. All mentors are working with the text *7 Habits of Highly Effective Teens* by Sean Covey. This program is successful as we saw improvements and continue to see improvement in scholars grades, attendance, positive attitudes and the development of strong relationships at the end of quarter 2.
- CCMS/CCHS continues its a Weekly check -in with various scholars who have shown and requested the extra support of the load of support services that are already being provided. These check-ins involve scholars, parents, the guidance counselor, social worker, AP, Dean, Data and systems Specialist, and Principal.



CURRICULUM AND INSTRUCTION

- End-of-year assessments are set to begin on Thursday, March 18, 2021, with one core subject per day. Careers, FACS, Health, PE, Music, and Spanish assessments will take the form of joint projects.
- Planning and scheduling are underway for the summer bridge programs, Summer School, and Summer Enrichment Academies.
- CCMS/CCHS instructors continue their work on ensuring that lesson plans reflect levels of differentiation referred to as Tiering and Compacting. CCMS/CCHS will continue to monitor their small groups and shift strategies to ensure that our scholars meet the mastery level of the CCSS standards on their grade level. Grade-level professional development sessions are underway focusing on the The Power of Close Reading school wide and across the curriculum.

SPECIAL EDUCATION SERVICES

- **MANDATED SERVICES**
 - Mandated services like Speech therapy and counseling continue on a strict schedule via Google Meet. Scholars are also receiving their SETTS services and Extra help
- Special Education staff continue to participate in SPED Collaborative events, sharing techniques, and strategies that are rooted in SDI.
- Candidates from Alternative Tutoring continue to be interviewed and monitored in their role in providing SETSS tutoring. Once candidates are okayed by the principal, their positions will be considered temporary with the possibility of hire.
- Social Worker intern Mr. Luis Robles continues his shadowing of our on-staff social worker Ms. Colon. Mr. Robles has an excellent and easy rapport with the Grades 6-9 scholars.

PARENT AND SCHOLAR OUTREACH and ACCESSIBILITY

- Frequent parent meetings for scholars who are not meeting the academic expectations or for whose socio-emotional state brings us concern continue.
- Weekly Parent announcements continue.
- All instructors maintain office hours for conferencing with scholars and/families daily from 4:00 PM to 4:30 PM

PROFESSIONAL DEVELOPMENT



- **GRADE TEAM PLANNING AND ONGOING PROFESSIONAL DEVELOPMENT**
 - Professional development takes place daily
 - Mon-Thu 12:50 PM to 1:35 PM for Grades 6-8 core instructors
 - Mon-Thu 3:15 PM to 4:00 PM for Grade 9 core instructors
 - Fridays from 1:00 PM to 4:00 PM

- **VERTICAL DEPARTMENT PLANNING**
 - This work will continue with the Mentoring piece that we added to support scholars teachers will have to communicate daily and access data of each other's scholars. Thus this will make our Vertical work more successful.
 - Teachers' planning and document submission for the 2021-2022 school year will take place on afternoons beginning on May 10.

INSTRUCTIONAL OBSERVATIONS

- The CCMS-CCHS Admin Team members have been supporting during remote learning sessions regularly 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 currently being used for this task, with a target of 2 long observations and 5 short observations across the board for the school year.

EVENTS

- Parent-teacher Conferences will take place this Thursday and Friday, but will not include whole-school contact with parents. Teachers have been conducting group outreach to parents since February, so parent conferences at this time will include outreach to only those scholars who are still struggling and showing little improvement.
- CCMS Grade 8 staff and scholars will celebrate signing Day on Friday, March 19 to celebrate those scholars who have confirmed their choice of CCHS as their 9th grade choice. This event will take place during the morning at 10:15 AM, complete with entertainment by DJ G Money.
- CCHS staff and scholars will celebrate Founders' Day on Friday, March 26 to honor the 9th grade staff members who helped to launch CCHS this school year. This event will take place during the morning at 9:20 AM, complete with entertainment by DJ G Money.



Attachment #5



Director of Pupil Personnel Services

February 2021 Board Report

Covid-19 Coordinator

- Sending weekly updates of all school health and safety protocols and procedures
- Monitor daily health and safety report
- Meet with nurse liaison regarding weekly updates from the DOH/DOE COVID-19 Charter School meetings including information on vaccination appointments. There will be a presentation created by myself, COVID site coordinators and the nurse liaison to send to all leaders to ensure they are trained on the COVID-19 updates.
- Make reports to the local DOH on any positive COVID-19 tests within our school community
- The continuation of the Johns Hopkins COVID-19 curriculum began on Wednesday, February 24th at the elementary site. The Middle and high school scholars will receive their recorded lessons during the week of March 15th.
- The follow-up to the health screener meeting reviewed the process of screening the daily questionnaires for scholars, staff and visitors. We have received the point persons that will receive alerts to the health screening questionnaire in real time. There will be another follow-up meeting to review this information with the committee that involves all of the selected staff members to ensure they are well trained in this area.

Pupil Personnel Director

1. The start of the monthly Growth Mindset lessons began this month for grades 3-7. The fun activities will support the scholars to think creatively, solve problems, and love learning. This tier 1 intervention is aimed to support the effects of student disengagement during the pandemic.
2. The start of the daily positive thinking for teens began this month. These short daily positive affirmations are aimed to give scholars in the 8th and 9th grades daily motivation to beat stress, inspire happiness, and achieve their goals. This tier 1 intervention is aimed to support the upper grade scholars to be more engaged in learning during the pandemic and for years to come.
3. Social Work Interns from Hunter College are all immersed within the school culture and are supporting our scholars during Character Education lessons and with at-risk one-on-one interventions at both locations.

4. Both sites SST's received training on the Network protocols for DASA Student to Student bullying, discrimination, harassment and or intimidation. The SST's also received a training on the protocol for Suicide Ideation which includes the different risk levels, suicide risk screening form, school re-entry protocol, school re-entry meeting notes form, school safety plan for high risk scholar, instructions for teachers, and document for parents with at-risk students.
5. I continue to observe Inner You character lessons at the high school level and the Elementary school level.
6. The SST will utilize evidenced based interventions when working with scholars one-on-one that are lacking academic motivation.
7. The SST will share their counseling notes with me for monthly progress monitoring of the mandated and at-risk scholars. The teams will receive feedback and support with all cases, especially the cases that may need additional assistance.
8. The school-wide wellness series focuses on the big 7 self-regulation strategies during uncertain times from the Yale Center for Emotional Intelligence. This month's focus is on "Healthy Relationships". Staff members will receive a taped information session entitled the Cheetah Corner lead by both SST's. Included in this panel discussion staff members will receive various ways of adding value to relationships including the relationship they are having with themselves. Next month's Cheetah Corner will be live and staff will have the opportunity to engage in the discussion for "Managing Your Thoughts".
9. The SST's continued to curriculum map the SEL lessons for the Spread the Word and Inner You curriculums. The teams will highlight the big Ideas for each lesson, aligned SEL strategy, attitude, skill, and knowledge the scholars will learn. The SST will also use an assessment tool after each unit to record scholar's growth in each area.
10. The SST members have been receiving training on using school-wide data to determine services provided. This is the premise of MTSS. Next month we will take a closer look at the different levels of support we currently provide and if they align with the current needs of the scholars. We will take a closer look at our tier 1 and determine important interventions that can be added at that level.
11. The SST will also receive resources on meeting the new Commissioner Regulations on Core curriculum instruction provided by a certified school counselor in college/career, social/emotional and academic skills development based on multiple student competencies

Recruitment and Retention Plan Guidance

1. Family Engagement Coordinators, Enrollment Coordinator, Operations managers and I (Director of Pupil Personnel Services) meet weekly to discuss the retention and recruitment plans for this school year. As a result of these meetings our retention numbers for our rising 6th graders and 9th graders have shown tremendous growth. The rising 6th graders retention rate is currently at 91% and the rising 9th graders retention rate is at 82%.

Consistent efforts are made by the school community to increase these percentages.

2. Open Houses are underway and all stakeholders are involved with ensuring the success of these events
3. Lottery preparation is currently underway. The Enrollment Coordinator is working with Mrs. Vaughn and Ms. Lecoin on the logistics of lottery night.

Family Engagement Coordinators

1. The Family Engagement Coordinators are currently reviewing best practices for school communication to better engage families including class parents, parent contact updates, and a virtual PA for the MS/HS location.
2. The Family Engagement Coordinators are also working collaboratively with the Operations managers on a system to consistently update incorrect parent contact information.
3. The FEC's will also review my checklist for preparation of next years' retention plan. This includes timelines and all events to continue to increase our retention rates that involve all related stakeholders.



Attachment #6



Challenge Charter School

Communications Report - March 2021

fr: Kim Messer, Director of Communications

One School Campaign/Application Season

- Virtual Open Houses are over for the season. We have seen a major dip in Applications this year as have other schools.
- I provided support for the second Virtual Charter School Fair hosted by NYC Charter School Center happening on March 20. We have some great videos of scholars to promote this event. See our Social Media pages to view
- Ads finish up for Application Season next week.
- I'm continuing to support the team at weekly meetings and through writing copy, letters, and focused advertising as our deadline to apply approaches on April 1.

Special Events

- Working with the Middle and High School Team, we have two Retention events coming up.
 - What: CCHS Virtual Signing Events to celebrate Rising 9th and Rising 10th grade scholars who have committed to Challenge Charter High for the 2021-22 school year.
 - Why: Retain scholars who have committed AND promote to undecided current scholars and families AS WELL as new families who need to apply.
 - When: Dates 3/19 and 3/26 - 2 events in Town Hall format
- Rising 9th and 10th Grade Scholars have been sent special packages of the FIRST CCHS merchandise to open at the events via Google Meet. A hat, bag, and other swag is featured.

Website

Updates have been made to reflect current events, application deadline, and our latest Reopening Plan

CHALLENGE CHARTER HIGH SCHOOL
A Career & Technical Education and Early College High School

Welcome Class of 2025

You are invited to Challenge Charter High School's Signing Day

Friday, March 19th at morning Town Hall
we will be celebrating YOU!

IMPORTANT: SAVE THIS PACKAGE FOR MARCH 19TH. MORE DETAILS TO COME FROM PRINCIPAL GORDON.

1520 Central Avenue | Far Rockaway
CTEhigh@challengecharterschools.org

Celebrating a Decade of Service to Far Rockaway | Rev. Dr. Les Mullings, Founder/CEO



Attachment #7



March 15, 2021

Re: March 15, 2021 Operations Report

By: Venessa Lynch, Director of Operations

I. Facilities / COVID 19 Preparation

- Building have been deep cleaned. Will be retouched closer to reopen date
- Ongoing completion of work and continuing maintenance throughout all buildings.
- COVID signage placed throughout buildings.
- Classrooms set up based on COVID guidelines. Teachers just have to come in and put finish touches.
- Working with property managers being completed on an ongoing basis

II. Health/ Compliance

- Notified DOH and School food on reopening date decision
- Nurses will report back to their prospective sites closer to reopen date.
- To date we are in compliance with immunization (98.5% completion) 3 pending with DOH a specific To date we are in compliance with immunization (99% completion) 3 pending with DOH a specific needs to be provided to recalculate percentage in ATS
needs to be provided to recalculate percentage in ATS
- Lunch forms 82% completion. Working on getting the other 20% completed by families. Operations team conducting outreach.

III. School Operations

- Ongoing implementation of cloud base system Operoo for continuity of school operation. Utilizing to this system for constant communication and updating parents with pertinent information as needed.
- Updating ATS as necessary based on changes received in real time. School Messenger List updated with most recent report from ATS.
- Updated Recruitee recruitment platform with jobs for 2021-2022 SY
- Implementation of SchoolMint with Enrollment Coordinator and Data specialist as we prepare for enrollment / lottery season.
- Galaxy certified for this month
- SWAG for incoming 9th graders sent out March 11, 2021. Sending out rising 10th grade SWAG this week.

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.challengeprepcharter.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, 6-8

Mavgar Mondesir-Gordon, 6-8 Principal

1526 Central Avenue, Far Rockaway, NY 11691

Phone: 718-327-4040

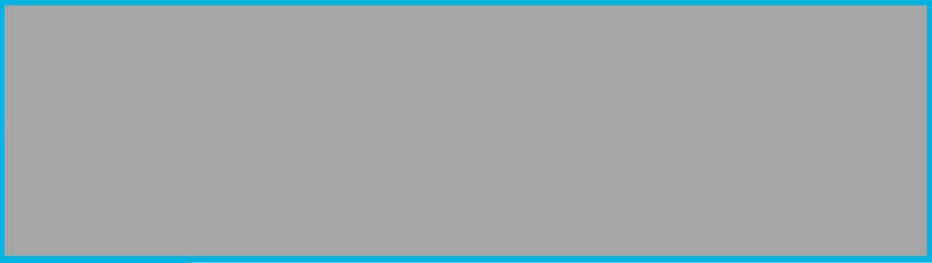
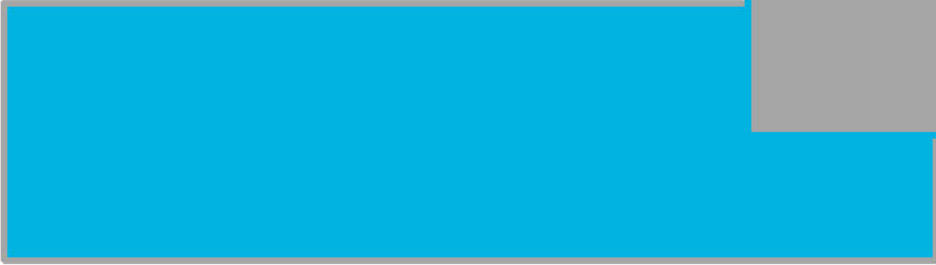
Email: mmondesir@challengecharterschools.org

www.challengechartermiddle.org





Attachment #8



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 2021

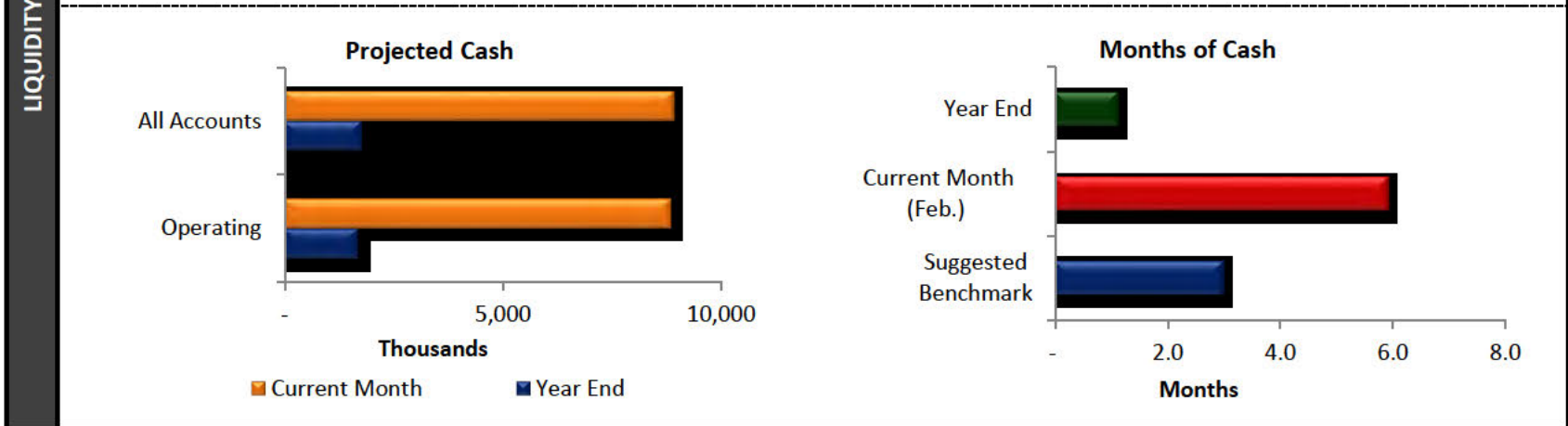


Challenge Prep Charter School

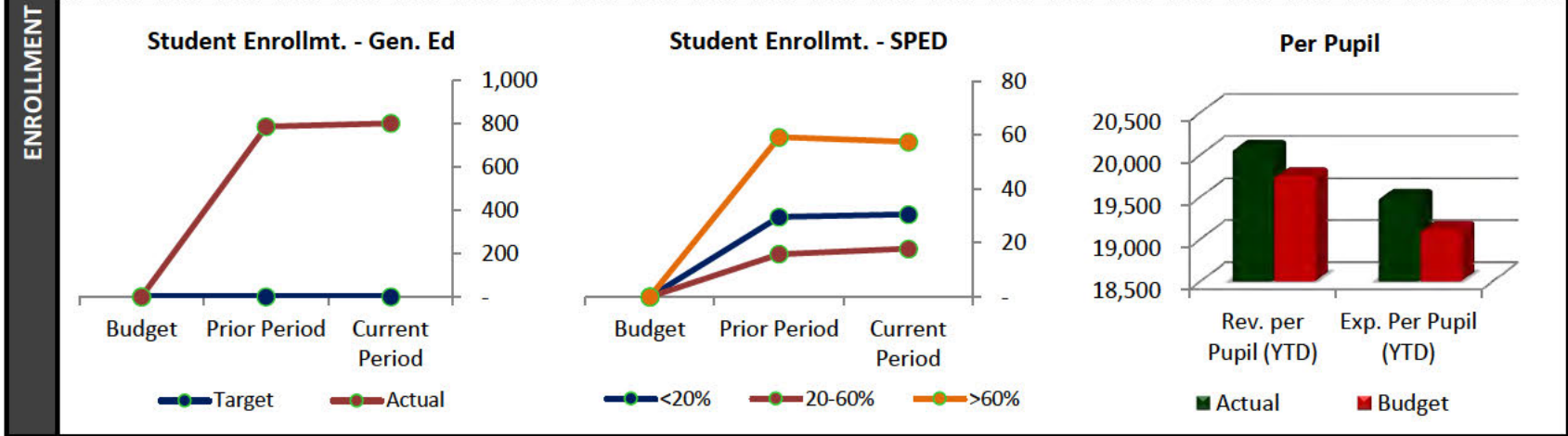
Financial Summary

For Period Ended February 28, 2021

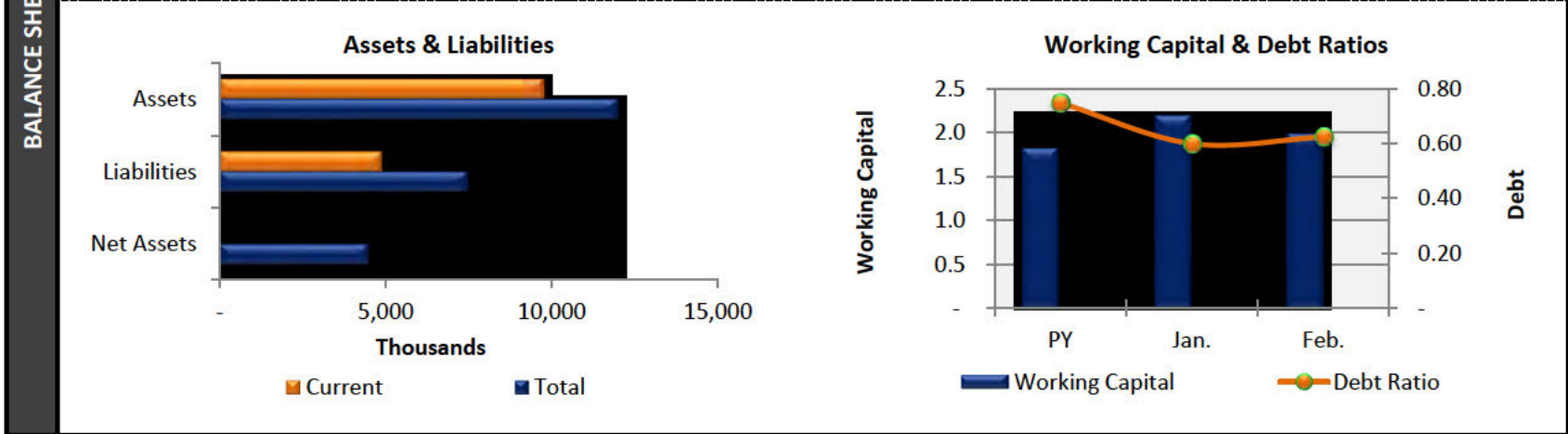
LIQUIDITY	Cash in Bank <i>(Operating Account(s) Only: as of February 28, 2021)</i>	\$ 8,851,388
	<i>Projected months of cash on hand</i>	5.9
	Cash in Bank <i>(Total - All Accounts: as of February 28, 2021)</i>	\$ 8,926,884
	FY Ending Cash Available to Carryover to FY21-22 <i>(Operating Account(s) Only)</i>	\$ 1,689,832
	<i>*Cash balance available once all FY20-21 obligations & receivables have been settled</i>	
	<i>Projected months of cash on hand</i>	1.1
FY Ending Cash Available to Carryover to FY21-22 <i>(Total - All Accounts)</i>	\$ 1,765,329	



	Actual	Budget	Variance	Actual	Budget	Variance
General Ed	905.13	920.00	(14.87)	\$ 14,617,833	\$ 14,083,360	\$ 534,473
SPED						
0 - 20%	39.46	41.00	(1.54)	-	-	\$ -
20 - 59%	20.39	25.00	(4.61)	211,862	259,750	\$ (47,888)
60% - Over	54.42	53.00	1.42	1,036,647	1,009,597	\$ 27,050
Total SPED	114.27	119.00	(4.73)	1,248,509	1,269,347	\$ (20,838)



Total Current Assets:	\$ 9,777,886
Total Current Liabilities:	\$ 4,914,890
Working Capital (Current) Ratio	1.99
Total Assets:	\$ 12,004,504
Total Liabilities:	\$ 7,488,827
Debt Ratio	0.62
Total Net Assets:	\$ 4,515,676



	Actual	Budget	Variance
Total Revenue YTD:	\$ 12,072,919	\$ 11,772,015	\$ 300,904
Total Expenses YTD:	(9,562,218)	(10,843,568)	1,281,350
Net Operating Surplus(Deficit):	\$ 2,510,701	\$ 928,447	\$ 1,582,254

Challenge Prep Charter School

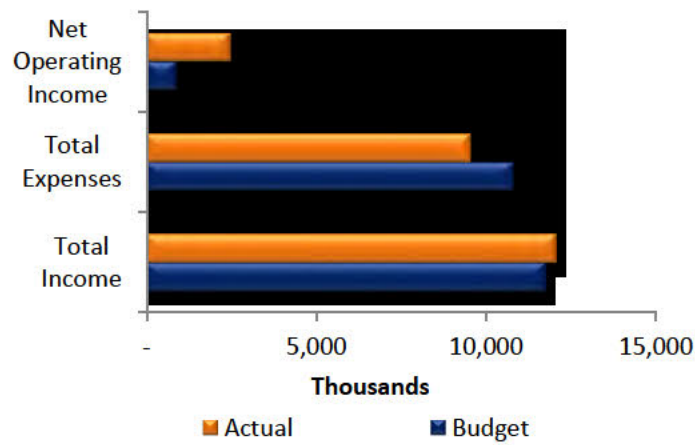
Financial Summary

For Period Ended February 28, 2021

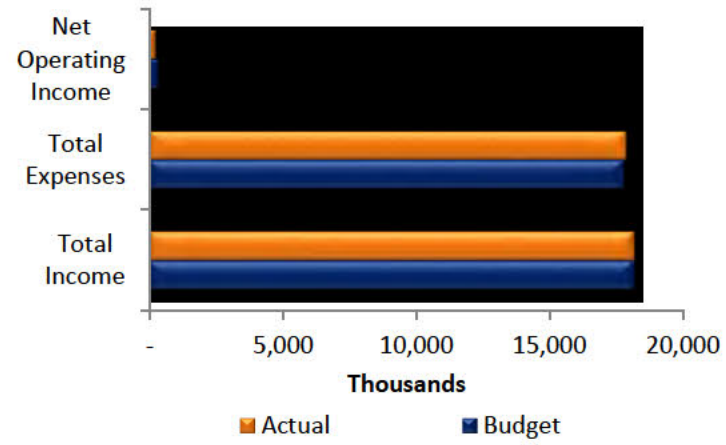
	<u>Projected</u>	<u>Budget</u>	<u>Variance</u>
Annual Projected Revenue:	\$ 18,170,407	\$ 18,169,622	\$ 785
Annual Projected Expenses (before depreciation):	(17,647,029)	(17,587,393)	(59,636)
Projected Net Operating Surplus(Deficit) before Depreciation:	\$ 523,379	\$ 582,229	\$ (58,850)
Annual Projected Depreciation:	(255,787)	(230,840)	(24,947)
Projected Net Operating Surplus(Deficit) after Depreciation:	\$ 267,591	\$ 351,389	\$ (83,798)
Capital Expenditure Requirements	\$ (872,301)	\$ -	\$ (872,301)
Total Cash Expenditures <i>(expenses excluding depreciation plus capital expenditures)</i>	\$ (16,518,940)	\$ (17,356,553)	\$ 837,613
Revenue per Pupil (YTD)	\$ 20,075	\$ 19,750	\$ 325
Expenditure per Pupil (YTD)	\$ 19,497	\$ 19,117	\$ 380

BUDGETING / REVENUE & EXPENSES

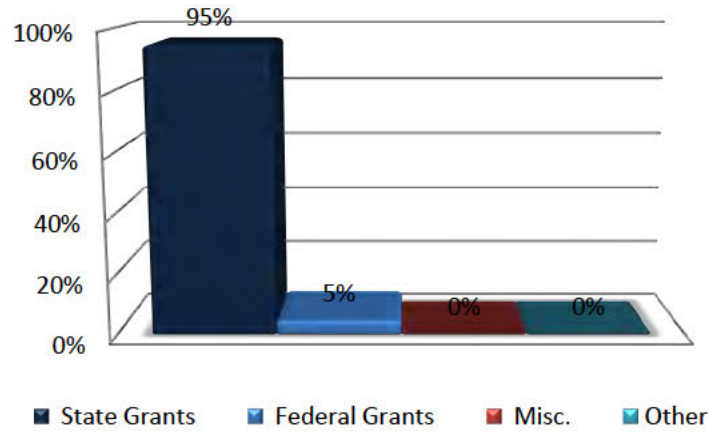
Year-To-Date (YTD)



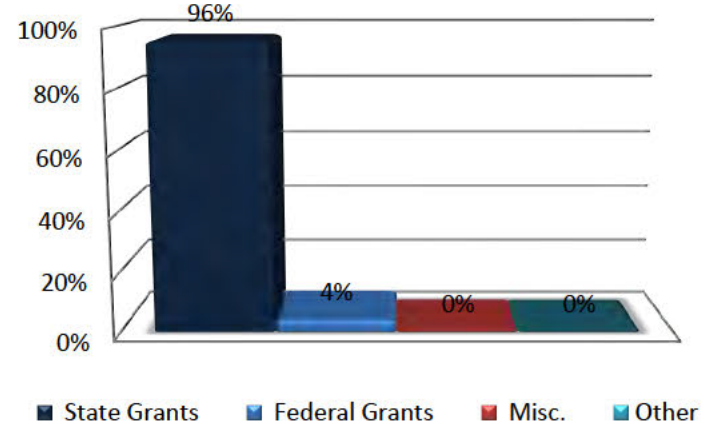
Year End (YE) Projection



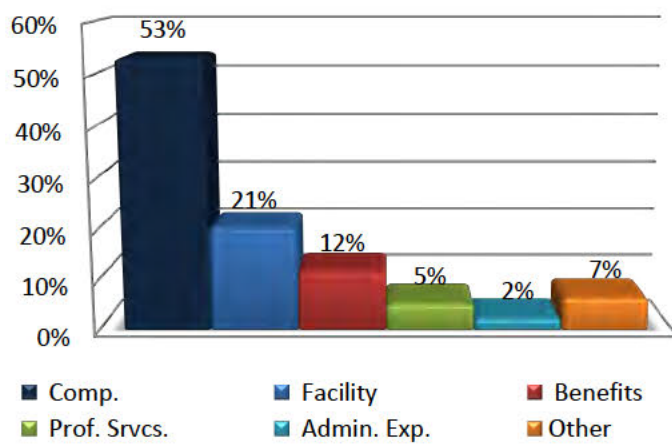
Revenue Breakdown YTD



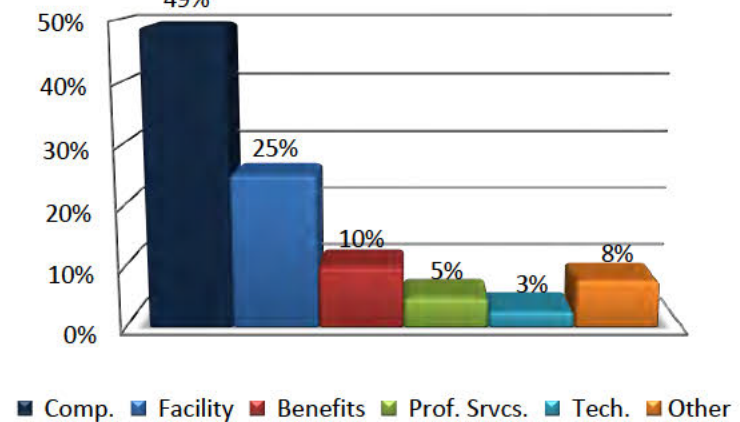
Revenue Breakdown YE



Expense Breakdown YTD



Expense Breakdown YE



Challenge Prep Charter School

Financial Variance Summary

Fiscal Year Ending 6/30/2021	Comments
Net Budget Surplus after Depreciation	\$ 351,389
Increase in Projected Annual Expenses	84,583
Net Projected Deficit Variance after Depreciation	<u>\$ 267,591</u>

**Challenge Prep Charter School
Budget vs. Actuals
Fiscal Year Ending June 30, 2021**

	February 28, 2021			YTD Through February 28, 2021			Projected FYE June 30, 2021				Comments
	Actual	Budget	Variance	Actual	Budget	Variance	Current Month Actuals - July 2020 - January 31, 2021 + Projected - June 30, 2020	Projections thru June 30, 2021	Annual Budget	Variance	
Income											
4100 State Grants	1,443,424	1,431,604	11,820	11,511,537	11,559,487	(47,950)	5,903,897	17,415,434	17,670,286	(254,852)	GenEd budget based on 920, projection based on 905.129 SpEd budget based on 53 over 60%; 25 20-59%; Projection based on 20.391 20-60 and 54.420 >60
4200 Federal Grants	26,172	19,288	6,883	561,378	212,528	348,851	155,951	717,330	499,336	217,994	
4300 Contributions	-	-	-	-	-	-	-	-	-	-	
4400 Miscellaneous Income	0	-	0	3	-	3	37,641	37,644	-	37,644	
Total Income	1,469,596	1,450,892	18,704	12,072,919	11,772,015	300,904	6,097,489	18,170,407	18,169,622	785	GenEd budget based on 920, projection based on 905.129 SpEd budget based on 53 over 60%; 25 20-59%; Projection based on 20.391 20-60 and 54.420 >60
Expenses											
Compensation											
5100 Instructional Staff	512,830	538,177	(25,347)	3,517,724	3,647,798	(130,075)	2,674,720	6,192,444	6,381,357	(188,914)	Adjusted to reflect payroll trends
5200 Non-Instructional Staff	143,869	131,691	12,177	998,771	1,069,090	(70,320)	647,333	1,646,103	1,642,535	3,568	Adjusted to reflect payroll trends
5300 Pupil Support	86,361	82,600	3,760	595,802	679,800	(83,997)	364,164	959,967	919,276	40,691	Adjusted to reflect payroll trends
5000 Compensation	743,060	752,469	(9,409)	5,112,297	5,396,688	(284,392)	3,686,217	8,798,514	8,943,168	(144,654)	Adjusted to reflect payroll trends
5400 Benefits	165,373	137,714	27,659	1,140,445	1,098,919	41,525	681,721	1,822,165	1,641,398	180,767	Based on budget
6100 Administrative Expenses	26,690	30,886	(4,196)	212,185	352,952	(140,767)	229,295	441,480	626,494	(185,014)	Category adjusted based on current trends
6200 Professional Services	67,975	59,397	8,578	507,372	507,411	(39)	375,848	883,220	930,475	(47,255)	Adjusted based on spending
6300 Professional Development	6,300	11,478	(5,178)	57,350	96,089	(38,739)	112,750	170,100	170,100	-	Based on budget
6400 Marketing and Staff/Student Rec	6,033	8,475	(2,441)	62,628	62,402	226	45,655	108,283	80,115	28,168	Adjusted based on spending
6500 Fundraising Expenses	-	287	(287)	-	2,353	(2,353)	3,675	3,675	53,675	(50,000)	Adjusted based on spending
7100 Curriculum & Classroom Expenses	23,099	20,745	2,354	155,391	185,125	(29,734)	252,773	408,164	389,688	18,476	Adjusted based on spending
8100 Facility	241,125	354,632	(113,508)	1,967,674	2,880,726	(913,052)	2,563,270	4,530,944	4,383,055	147,889	Based on budget
8200 Technology Expenses	15,774	18,352	(2,578)	206,845	144,817	62,028	255,279	462,123	368,225	93,898	Adjusted based on spending
8800 Miscellaneous Expenses	1,334	83	1,251	11,724	667	11,057	6,637	18,360	1,000	17,360	
8900 Depreciation Expense	-	-	-	128,308	115,420	12,888	127,479	255,787	230,840	24,947	
Total Expenses	1,296,763	1,394,518	(97,755)	9,562,218	10,843,568	(1,281,350)	8,340,598	17,902,816	17,818,233	84,583	
Net Income	172,833	56,375	116,459	2,510,701	928,447	1,582,254	(2,243,109)	267,591	351,389	(83,798)	
Capital Expenditures											
Furniture, Fixtures & Equipment	-	-	-	579,323	-	579,323	266,686	846,009	-	846,009	
Facility and Construction	-	-	-	26,293	-	26,293	-	26,293	-	26,293	
Website	-	-	-	-	-	-	-	-	-	-	
Total Capital Expenditures	-	-	-	605,615	-	605,615	266,686	872,301	-	872,301	

Challenge Prep Charter School Cash Flow Projection as of February 28, 2021

	Annual Budget FY20-21	Projected Mar 21 - June 21	March	April	May	June	July + Subsequent FY20-21 Items
Beginning Cash Balance (Operating	4,804,870	8,851,388	8,851,388	6,605,040	7,544,383	5,674,421	3,846,990
Projected Cash Receipts from Operations (below)	18,169,622	3,281,448	2	2,809,308	2	37,634	434,502
Projected Cash Disbursements from Operations (below)	(17,818,233)	(7,994,353)	(1,803,293)	(1,803,293)	(1,803,293)	(1,798,393)	(786,079)
Net Cash from Operations	351,389	(4,712,905)	(1,803,291)	1,006,015	(1,803,291)	(1,760,759)	(351,578)
Cash Receipts from Accounts & Misc Receivables (not included in revenue below)	-	-	-	-	-	-	-
Cash Disbursements for Accounts Payable & Accrued Expenses	-	(376,385)	(376,385)	-	-	-	-
Capital Expenditures (below)	-	(266,686)	(66,672)	(66,672)	(66,672)	(66,672)	-
Accounts Receivable	-	-	-	-	-	-	-
PPP Loan Payable	-	(1,792,512)	-	-	-	-	(1,792,512)
PPP Loan Interest Payable	-	(13,067)	-	-	-	-	(13,067)
Ending Cash Balance (Operating Account)	5,156,259	1,689,832	6,605,040	7,544,383	5,674,421	3,846,990	1,689,832
Other Cash Accounts (Net of Transfers)	75,354	75,497	75,497	75,497	75,497	75,497	75,497
Total Cash (All Accounts)	5,231,613	1,765,329	6,680,537	7,619,880	5,749,917	3,922,486	1,765,329

Challenge Prep Charter School
Balance Sheet
YTD as of February 28, 2021

	Total	Comments
ASSETS		
Current Assets	-	
Bank Accounts		
1000 Cash		
1001 HSBC Checking - 0844	8,607,374	
1002 HSBC Checking - 0852	1,115	
1003 HSBC Checking - 0879	244,014	
1004 HSBC Checking - 0887	506	
1005 HSBC Money Market - 5972	3,505	
1006 Chase Escrow - 3060	70,000	
1007 Petty Cash	372	
Total 1000 Cash	\$ 8,926,884	
Total Bank Accounts	\$ 8,926,884	
Accounts Receivable		
1100 Accounts Receivable	236,577	
1200 Other Receivables - Salary Advance	-	
Total Accounts Receivable	\$ 236,577	
Other current assets		
1300 Prepaid Expenses	281,153	
1301 Prepaid Insurance	38,156	
1310 Prepaid Rent	295,115	
Total Other current assets	\$ 614,425	
Total Current Assets	\$ 9,777,886	
Fixed Assets		
1500 Furniture, Fixtures & Equipment	-	
1510 Office & Admin Computers & Equipment	249,149	
1511 Classroom Computers & Equipment	766,226	
1512 Classroom Furniture	391,772	
1513 Office Furniture	56,983	
Total 1513 Office Furniture	\$ 56,983	
1514 Musical Instruments	16,390	
1515 Computer Software	44,217	
Total 1500 Furniture, Fixtures & Equipment	1,524,738	
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	311,199	
Total 1519 Facility and Construction	1,044,659	
1610 Website	11,000	
Total 1610 Website	\$ 11,000	
1700 Accumulated Depreciation & Amortization		
1710 Accumulated Depreciation	(1,272,200)	

Challenge Prep Charter School
Balance Sheet
YTD as of February 28, 2021

	Total	Comments
1750 Accumulated Amortization	(7,578)	
Total 1700 Accumulated Depreciation & Amortization	\$ (1,279,778)	
Total Fixed Assets	\$ 1,300,618	
Other Assets		
1800 Security Deposits	925,999	
Total Other Assets	\$ 925,999	
TOTAL ASSETS	\$ 12,004,504	
LIABILITIES AND EQUITY		
Liabilities		
Current Liabilities		
Accounts Payable		
2000 Accounts Payable	376,385	
Total Accounts Payable	\$ 376,385	
Other Current Liabilities		
2100 HSBC Loan Payable	1,792,512	
2300 Accrued Salaries/Taxes	-	
2301 Accrued Expenses	-	
2303 Accrued Interest - PPP	13,067	
2400 Unearned/Deferred Revenue	2,732,925	
Total Other Current Liabilities	\$ 4,538,505	
Total Current Liabilities	\$ 4,914,890	
Long-Term Liabilities		
2700 Deferred Rent Liability	2,573,937	
Total Long-Term Liabilities	\$ 2,573,937	
Total Liabilities	\$ 7,488,827	
Equity		
3100 Retained Earnings	2,004,976	
Net Income	2,510,701	
Total Equity	\$ 4,515,676	
TOTAL LIABILITIES AND EQUITY	\$ 12,004,504	

**Challenge Prep Charter School
Statement of Cash Flows
YTD as of February 28, 2021**

	Total	Comments
OPERATING ACTIVITIES		
Net Income	2,510,700.60	
Adjustments to reconcile Net Income to Net Cash provided by operations:		
1100 Accounts Receivable	221,574	
1200 Accounts Receivable:Other Receivables - Salary Advance	(364)	
1300 Prepaid Expenses	(245,855)	
1301 Prepaid Insurance	(38,156)	
1310 Prepaid Rent	44,431	
1710 Accumulated Depreciation & Amortization	127,941	
2301 Accrued Expenses	(116,838)	
2303 Accrued Interest - PPP	11,574	
INVESTING ACTIVITIES		
1510 Furniture, Fixtures & Equipment:Office & Admin Computers & Equipment	(6,083)	
1511 Furniture, Fixtures & Equipment:Classroom Computers & Equipment	(471,547)	
1512 Furniture, Fixtures & Equipment:Classroom Furniture	(37,231)	
1750 Accumulated Depreciation & Amortization:Accumulated Amortization	367	
Net cash provided by financing activities	\$ 86,227	
Net cash increase for period	4,046,660	
Cash at beginning of period	\$ 4,880,224	
Total Cash at beginning of period	\$ 4,880,224	
Cash at end of period	\$ 8,926,884	



Attachment #9

February 2021

Current Employees	Vacancies
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133	5
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Campus	Current	Vacancies	New Hires
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Elementary School	72	2	-
Middle School	45	1	-
High School	5	2	-
Network Operations	11	0	-

New Hires	Position
-----------	----------

Vacancies

ES Teacher - 5th Grade

ES Teacher Assistant

MS Teacher - SETTS

HS Teacher - CTE

HS Teacher - Special Education



2020-21 School Year Board Meeting #10 Minutes

Frederica Jefferies, CPCS Board Chair called the meeting to order and welcomed everyone to the CPCS 2020-21 School Year Board Meeting #10 at 6:30 PM on April 27, 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, Karon McFarlane, Linda Plummer, 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 2020-21 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 gave a report on the preparation of our facilities for the August in person opening plus the summer programs. The expectation is that 90% of our scholars will return for in person learning. There will be a virtual option for parents/guardians that opt out of in person. The high school facility should be ready around the end of June 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 March 2021 Financial Report [Attachment #8].
Following discussion and review, the report was received by common consent.
11. The Chair called for the presentation of the 2020-21 April Personnel Report [Attachment #9]. Following discussion, the report was received by common consent.

The meeting adjourned by common consent at 7:25 PM.

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



2020-21 School Year Board Meeting #9 Minutes

Frederica Jefferies, CPCS Board Chair called the meeting to order and welcomed everyone to the CPCS 2020-21 School Year Board Meeting #9 at 6:30 PM on March 17, 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, Karon McFarlane, Linda Plummer, Dr. Michelle Daniel-Robertson and Gertrudis Hernandez

Members absent: Andrew Barnes

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 #8 [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 continued remote learning efforts of Challenge. He shared information on the efforts to provide COVID-19 testing and vaccination clinics for the Far Rockaway community along with our scholars and staff. He updated the Board on the status of the 15-20 Central Avenue facility.

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 February 2021 Financial Report [Attachment #8]. Following discussion and review, the report was received by common consent.
11. The Chair called for the presentation of the 2020-21 March Personnel Report [Attachment #9]. Following discussion, the report was received by common consent.

The meeting adjourned by common consent at 7:35 PM.

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
April 2021 Board Report
 (Covering March 15-April 16)
Kentia Coreus

Enrollment Compliance

Authorized Enrollment	1032
Current Enrollment	906 (as of April 16, 2021)

Note

- We are currently at 88% of our authorized enrollment which meets NYCDOE’s requirement that we be within 85% of our authorized enrollment. Two seat offers were recently made in Grade 6 and one seat offer was made in Grade 7

Scholar Registration Updates

- In response to the pandemic and our need to efficiently collect and safely store scholar/family documents, Challenge will now conduct the registration process via Schoolmint, which we already utilize to run our enrollment lottery
- During year-round registration, families will now have 5 business days (instead of 3) to submit registration documents
- Scholars remaining at Challenge for the upcoming school year will now “re-enroll” via Schoolmint. This will allow updated contact information to be automatically updated into our new Student Information System (SIS), PowerSchool

Working Towards ELL Enrollment Compliance

The following strategies have been implemented in an effort to increase our percentage of ELL scholars (we are currently -7% from the district):

- Ms. Megan Stanton, ELL Teacher and Coordinator at Hartman, called families (during spring break) who might be eligible for the ELL enrollment preference to describe our program and its benefits. She also informally interviewed families to confirm their eligibility for the preference
- Families will be required to view an ELL video describing our program prior to completing the mandated Home Language Survey. The video is currently being created by a collaborative group which includes Ms. Megan Stanton and middle school staff

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
- Connect with external school leaders to share/collect ideas for supporting scholars and staff

Ongoing Tasks

- Address and respond to formal staff and family complaints related to teaching and learning matters
- Conduct weekly 1:1 supervision meetings with site principals
- Conduct check-in meetings with staff where needed
- Respond to staff and family grievances
- Observe classroom lessons and staff development sessions

Preparing for the 2021-22 School Year

Principals and the SDTL are actively planning for the upcoming school year. Below are a few highlights:

Focusing on Reading

- Grade K-5: A focus on Guided Reading will continue.
- Grades 6-10: The focus will be on Close Reading. Professional development for teachers and instructional leaders will come from the Lavinia Group.

Next Generation Learning Standards (NGLS) Training

In the past week, NYS has delayed the NGLS until the beginning of the 2022 school year. Challenge will continue to prepare for this shift

- Grades K-5: Initial training was provided to teachers by a professional developer from J Rocke Consulting
- Grades 6-10: Training will be provided internally

Tutoring for All Grades

We will be working with *Practice Makes Perfect* to offer afterschool and/or weekend tutoring services to all grade levels. Practice Makes Perfect:

- Has a proven track record of providing high quality tutoring services
- Will hire scholars we recommend as tutors

Positive Behavioral Interventions and Supports (PBIS)

Challenge will utilize Kickboard to support SEL programming. We will be able to select components to support the following:

- Behavioral interventions
- Attendance issues
- Social-Emotional Learning

Staffing

The SDTL conducted nine final interviews for teacher/TA positions across all sites. A few important and exciting updates:

- Ms. Ward-Brew will be the Assistant Principal of Instruction (K-5)
- Mr. Gasner Vil will become the Math Coach for middle school
- A Special Projects Coordinator role was approved to work with the SDTL. The position will provide administrative assistance and will lead projects to support the instructional programming needed at all sites



Attachment #3



Ms. Nicole Griffin
Challenge Preparatory Charter School- Elementary
Principal Report
April 2021



Enrollment

Kindergarten- 102
1st grade- 120
2nd grade- 100
3rd grade- 97
4th grade- 98
5th grade- 102

Elementary Total: 619

The Social Worker and Family Engagement Coordinator continues to work with families who are experiencing child care issues, lack of technical support and or daily support of logging their scholars into class throughout the day.

Kindergarten and Grade 5

Both grades completed moving up/graduation photos. The photos were taken outside of the school building. Activities for the month of May are slated to take place for both grades as they move onto the next grade.

Technology Support

Families continue to have the opportunity to swap broken laptops at the school building. Tuesdays are trouble shooting days for our families. The tech department continues to support staff and families with technology concerns.

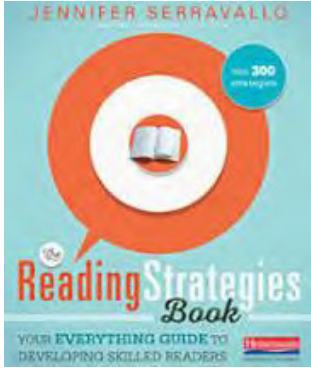
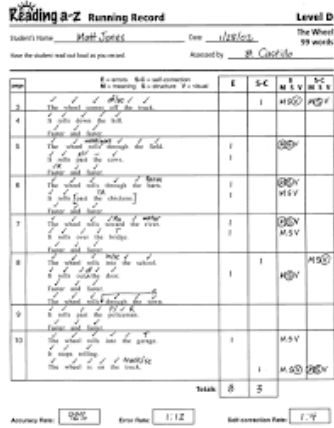
Professional Development focus for the month of April:


- Domain 1- Planning and Preparation- teachers are taking a more in depth look at the Next Generation Standards. The focus is unpacking the standards as they plan and prepare lessons.
- Jonelle Rocke, provided the last professional development session around Domain 3- Instruction with a focus on Assessment in Instruction.
- The Collaborative will provide professional development for staff focusing on Unpacking the standards (Domain 1) and Differentiation in Instruction (Domain 3)

- The administrative team, instructional team and Lilia Navarrete continues to work together to revise professional development for the remainder of the school year and planning for the 2021-2022 school year.

Curriculum Adjustments

Based on data, we have adjusted the end of year curriculum calendar to focus on developing a standard base unit of study. We continue to put a heavy emphasis on guided reading in efforts to bring all students to reading on grade level.

WHO?	ACTION	Timeline
<p>Students who are one or two levels below in grades K-5.</p>	<p>Teachers will use the book: Reading Strategies to focus on the strategies needed to be successful readers.</p>  <p>Teachers will track student progress every three weeks by completing a running record provided by Raz-Kids.</p>  <p>Teachers will meet with scholars three times per week during the GR block.</p>	<p>April 26th- June 25th</p>

		
<p>Students who are on or above grade level in grades K-2.</p>	<p>Teachers will meet with scholars once a week during the GR block.</p> <p>Teachers will use the book: Reading Strategies to focus on the strategies needed to be successful readers.</p> <p>Teacher will assign one- two weekly lessons in i-Ready based on the skill of the week. (Asynchronous)</p>	<p>April 26th- June 25th</p> <p>10:15-11:15am</p>
<p>Students who are two grade levels below in grades 3-5.</p>	<p>Teachers will use the book: Reading Strategies to focus on the strategies needed to be successful readers.</p> <p>Teachers will track student progress every three weeks by completing a running record.</p> <p>Teachers will meet with scholars two times per week during the GR block.</p>	<p>April 26th- June 25th</p> <p>1:50-2:30</p>
<p>Students who are one grade level below</p>	<p>Teachers will use the book: Reading Strategies to focus on the strategies needed to be successful readers.</p> <p>Teachers will use READWORK passages one grade level below to informally assess students progress toward the skill of the week.</p> <p>Teacher will assign one weekly lesson based on the skill of the week. (Asynchronous)</p> <p>Teacher will meet with scholars once a week during the GR block.</p>	<p>April 26th- June 25th</p> <p>1:50-2:30</p>
<p>Students who are on grade level</p>	<p>Teacher will assign one- two weekly lessons in i-Ready based on the skill of the week. (Asynchronous)</p> <p>Teachers will use on grade level READWORK passages to informally assess students progress toward the skill of the week.</p>	<p>April 26th- June 25th</p> <p>1:50-2:30</p>

	Teacher will meet with scholars once a week during the GR block.	

Administrative Instructional Action Plan (Building Capacity)

Who?	Action?	Timeline
Principal	Share the plan with the admin team	4/20/21
Principal	Share the plan with the instructional team	4/21/21
Mrs. Shepherd and Mrs. Simone	Create a skill of the week for grades K-2 to use during the GR block using the mentor text.	4/22/21
Mrs. Shepherd and Mrs. Simone	Conduct PD on the topic: Reading Skills and Strategies	5/7 and 5/14
Ms. Thomas and Ms. Ofori	Create a skill of the week for grades 3-5 to use during the GR block for students who are one grade level below, on grade level or above grade level.	4/22
Ms. Ward-Brew and Ms. Novello	Create a skill of the week for grades 3-5 to use during the GR block for students who are two grade levels below using the mentor text.	4/22
Ms. Thomas and Ms. Ofori	Conduct PD on the Skill of the week by breaking down the elements of the first three skills outlined in your plan. What are the criterias for success in each skill?	5/7 and 5/14
Ms. Ward-Brew and Ms. Novello	Conduct PD on the topic: Reading Skills and Strategies for grades 3-5	Week of 5/10 25 minute sessions
Mrs. Zadok	Create a list of strategies teachers can use to assist with student diagnosis. These students are identified as SWD. Refer to the students who are in Group 2 and 3.	4/22
Principal	Cabinet Team Meeting	4/23

We will continue to make adjustments as needed based on student and teacher feedback.



Attachment #4



CHALLENGE CHARTER SCHOOL

2020-2021 Principal's Monthly Board Report

Mavgar Mondesir-Gordon, Principal (Grades 6-9)

School Year 2020-2021 Report

April 16, 2021

Current CCHS Enrollment:

Cohort Group	Grade Level	Enrollment as of Sep. 11, 2020	Enrollment as of Oct. 16, 2020	Enrollment as of Nov. 16, 2020	Enrollment as of Dec. 11, 2020	Enrollment as of Jan. 15, 2021	Enrollment as of Feb. 22, 2021	Enrollment as of Mar 15, 2021	Enrollment as of Apr 16, 2021
#3	Gr. 9	54	54	54	53	53	53	53	53

Current CCMS Enrollment:

Cohort Group	Grade Level	Enrollment as of Sep. 11, 2020	Enrollment as of Oct. 16, 2020	Enrollment as of Nov. 16, 2020	Enrollment as of Dec. 11, 2020	Enrollment as of Jan. 15, 2021	Enrollment as of Feb. 22, 2021	Enrollment as of Mar 15, 2021	Enrollment as of Apr 16, 2021
#4	Gr. 8	77	77	78	79	79	79	79	79
#5	Gr. 7	81	80	81	80	82	82	81	81
#6	Gr. 6	72	71	72	72	72	71	75	73
TOTAL		230	228	231	231	233	232	235	233

CCMS Attendance Statistics:

Cohort Group	Grade Level	Attendance Rates							
		Aug 24, '20 - Sep 11, '20	Sep 12, '20 - Oct 16, '20	Oct 19, '20 - Nov 13, '20	Nov 16, '20 - Dec 11, '20	Dec 14, '20 - Jan 15, '21	Jan 19, '21 - Feb 22, '21	Feb 23, '21 - Mar 12, '21	Mar 13, '21 - Apr 16, '21
#3	Gr. 9	79%	92%	93%	93%	91%	94%	98%	95%
#4	Gr. 8	90%	86%	95%	92%	89%	89%	97%	95%
#5	Gr. 7	85%	96%	95%	95%	91%	95%	96%	97%
#6	Gr. 6	90%	91%	94%	95%	89%	95%	94%	96%
CCMS Average		88%	91%	95%	94%	90%	93%	96%	96%



6-9 Average	90.5%	91.1%	94%	94%	90%	93%	96%	96%
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STAFFING and SPECIAL EDUCATION SERVICES:

- SETSS provision has shifted to mainly push-in to ensure that all SETSS mandates on file are met. The Grade 6-9 AP has stepped in to ensure the supervision of all SETSS providers and has assumed all duties of the SPED Director after the former SPED Director resigned on Sunday, March 4. The CCMS/CCHS Admin Team was able to quickly mobilize to ensure that schedules, services, and teacher reports were aligned and submitted to the CSE without service interruption to our scholars. Mandated services like Speech therapy and counseling continue on a strict schedule via Google Meet.
- CCMS/CCHS onboarded a SETSS tutor from Alternative Tutors on Monday, Apr 12 for our Grades 6 and 7 SWD population. The Grade 9 SETSS tutor continues to service the Grade 8 SWD population, while Grade 9 SWD receives Push-in as well. Candidates from Alternative Tutoring continue to be interviewed and monitored in their role in providing SETSS tutoring. Once candidates are okayed by the principal, their positions will be considered temporary with the possibility of hire.
- Special Education staff continue to participate in SPED Collaborative events, sharing techniques, and strategies that are rooted in SDI.
- The Grade 6-9 principal, AP, and Dean of School Culture continue to fill gaps in 7th and 8th grade ELA classes. The Grade 7 ELA Teacher and Grade 8 ELA Teacher positions will remain unfilled for the duration of the school year.
- Social Worker intern Mr. Luis Robles continues his shadowing of our on-staff social worker Ms. Colon. Mr. Robles has an excellent and easy rapport with the Grades 6-9 scholars.

SOCIAL EMOTIONAL LEARNING (SEL)

- Advisory SEL lessons during the thrice-weekly mentoring sessions have been working well, with scholars making entries in their SEL journals.
- With so many scholars reporting a loss of family due to the COVID-19 pandemic or otherwise, CCMS/CCHS have embarked on creating a space for scholars to talk about grief. These sessions began on Monday, January 11, 2021, and will continue on Mondays and Wednesdays. Teachers are also invited to share in that space. We hope to grow this portion with the addition of grief counselors for our school community. In the interim, these sessions are led by our Social Worker and Social Worker Intern.



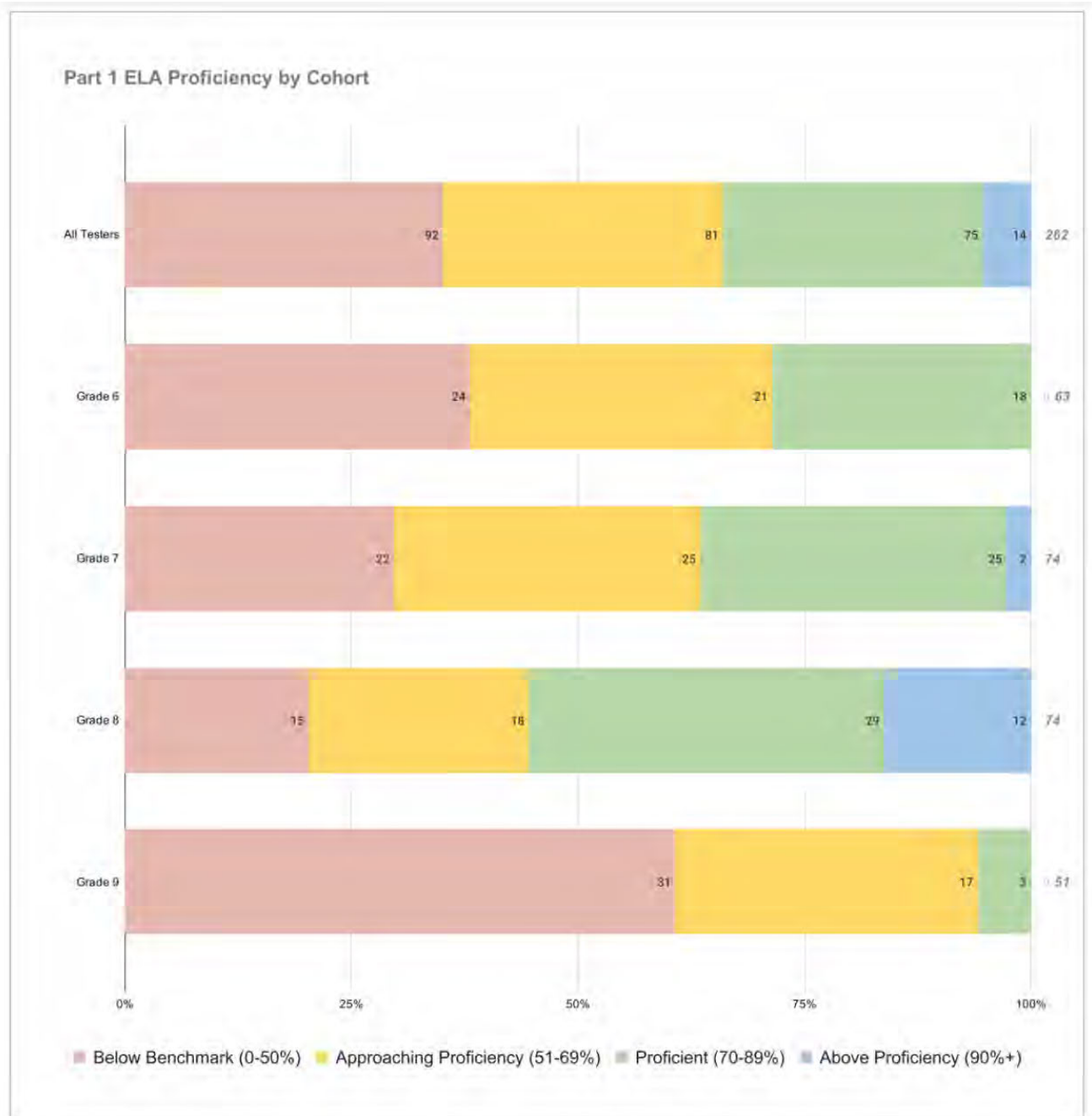
- Scholars continue to be engaged in Yoga sessions on Tuesday and Friday mornings during Period 1. These are led by the PE teachers and supported by the Homeroom instructors.
- In order to incorporate more movement and give scholars a burst of energy during the day, instructors are now incorporating a 5-minute body break during each instructional period. During these body breaks, scholars are following exercise routines pre-recorded by the PE teachers.
- CCMS/CCHS continues its Weekly check-in with various scholars who have shown and requested the extra support of the load of support services that are already being provided. These check-ins involve scholars, parents, the guidance counselor, social worker, AP, Dean, Data and Systems Specialist, and Principal.

CURRICULUM AND INSTRUCTION

- End-of-year assessments modeled after the NYS assessments formats in all core subjects were concluded on March 25.
- Overall ELA results for Grades 6-9 scholars showed 34% meeting proficiency.
- Overall Math rates for Grades 6-9 scholars showed 53% meeting proficiency.
- Due to remote learning limitations and varying testing conditions in scholars' homes during these assessments, the data collected served to give teachers a general overview of standards that need to be addressed. Gradebook entries for these exams were not weighted, so did not affect report card grades for Q3.
-



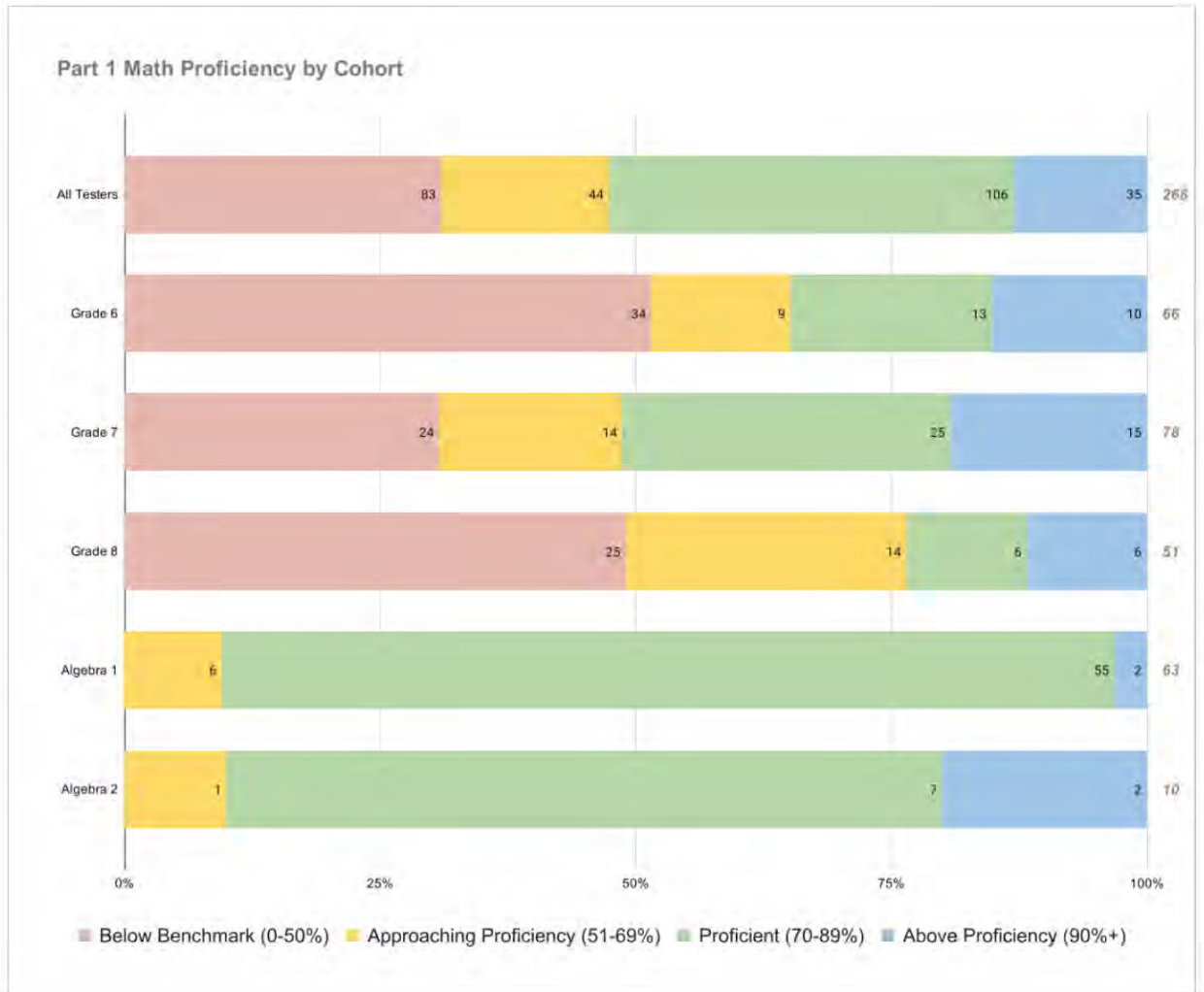
- [Part 1 ELA Item Analyses are linked here.](#)



●



- [Part 1 Math Item analyses are linked here.](#)



- Careers, FACS, Health, PE, Music, and Spanish assessments took the form of joint projects which teachers are in the process of grading.
- Planning and scheduling are underway for the Summer Bridge programs, Summer School, and Summer Enrichment Academies.
- CCMS/CCHS instructors continue their work on ensuring that lesson plans reflect levels of differentiation referred to as Tiering and Compacting. CCMS/CCHS will continue to monitor their small groups and shift strategies to ensure that our scholars meet the mastery level of the CCSS standards on their grade level. Grade-level professional development sessions are underway focusing on The Power of Close Reading school-wide and across the curriculum.



SPECIAL EDUCATION SERVICES

- **MANDATED SERVICES**
 - Mandated services like Speech therapy and counseling continue on a strict schedule via Google Meet. Scholars are also receiving their SETTS services and Extra help
- Special Education staff continue to participate in SPED Collaborative events, sharing techniques, and strategies that are rooted in SDI.
- Candidates from Alternative Tutoring continue to be interviewed and monitored in their role in providing SETSS tutoring. Once candidates are okayed by the principal, their positions will be considered temporary with the possibility of hire.
- Social Worker intern Mr. Luis Robles continues his shadowing of our on-staff social worker Ms. Colon. Mr. Robles has an excellent and easy rapport with the Grades 6-9 scholars.

PARENT AND SCHOLAR OUTREACH and ACCESSIBILITY

- Frequent parent meetings for scholars who are not meeting the academic expectations or for whose socio-emotional state brings us concern continue.
- Weekly Parent announcements continue.
- All instructors maintain office hours for conferencing with scholars and/families daily from 4:00 PM to 4:30 PM

PROFESSIONAL DEVELOPMENT

- **GRADE TEAM PLANNING AND ONGOING PROFESSIONAL DEVELOPMENT**
 - Professional development takes place daily
 - Mon-Thu 12:50 PM to 1:35 PM for Grades 6-8 core instructors. Then Data talks re the Comprehensive Assessments from 3:30 -4:30 p.m.
 - Mon-Thu 3:15 PM to 4:00 PM for Grade 9 core instructors
 - Fridays from 1:00 PM to 4:00 PM
- **VERTICAL DEPARTMENT PLANNING**
 - This work will continue with the Mentoring piece that we added to support scholars teachers will have to communicate daily and access data of each other's scholars. Thus this will make our Vertical work more successful.
 - Teachers' planning and document submission for the 2021-2022 school year will take place on afternoons beginning on May 10.



INSTRUCTIONAL OBSERVATIONS

- The CCMS-CCHS Admin Team members have been supporting during remote learning sessions regularly 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 currently being used for this task, with a target of 2 long observations and 5 short observations across the board for the school year.

EVENTS

- Planning the CCMS-CCHS Career Highlight Series is underway. Scholars will be treated to different speakers from careers in different fields on a weekly basis--the focus will be on persons from the four CTE Industries/Pathways so that scholars continue to be immersed in the value of a CTE Education. Launch date May 7, 2021.
- Planning for a celebration of those scholars who showed scholarship through consistency and improvement in their academics is also underway. Date April 29, 2021



Attachment #5



Director of Pupil Personnel Services

April 2021 Board Report

Covid-19 Coordinator

- Sending weekly updates of all school health and safety protocols and procedures
- Monitor daily health and safety report
- Meet with nurse liaison regarding weekly updates from the DOH/DOE COVID-19 Charter School meetings including information on vaccination appointments. There will be a presentation created by myself, COVID site coordinators and the nurse liaison to send to all leaders to ensure they are trained on the COVID-19 updates.
- Make reports to the local DOH on any positive COVID-19 tests within our school community
- The continuation of the Johns Hopkins COVID-19 curriculum is coming to a close as I coordinate the final two lessons with the elementary and Middle and High School sites.
- The follow-up to the health screener meeting reviewed the process of screening the daily questionnaires for scholars, staff and visitors. We will meet once more with all of the grade designee's to ensure there are no glitches with the Operoo system.
- The #RollupyoursleevesforChallenge campaign to promote getting vaccinated has begun. This initiative is aimed to show our school community that we are taking the healthy precautions to make our school a safe place to learn and be. I have collaborated with the Director of Communication and the Grade 5-9 Nurse Liaison. This initiative will begin next month.

Pupil Personnel Director

1. The start of the monthly Growth Mindset lessons will begin this month for grades 3-7. The fun activities will support the scholars to think creatively, solve problems, and love learning. This tier 1 intervention is aimed to support the effects of student disengagement during the pandemic.
2. The start of the daily positive thinking for teens will begin this month. These short daily positive affirmations are aimed to give scholars in the 8th and 9th grades daily motivation to beat stress, inspire happiness, and achieve their goals. This tier 1 intervention is aimed to support the upper grade scholars to be more engaged in learning during the pandemic and for years to come.

3. Social Work Interns from Hunter College are immersed within the school culture and are supporting our scholars during Character Education lessons and with at-risk one-on-one interventions at both locations.
4. Both sites SST's had the monthly check-in to support building their comprehensive programs. This process begins with reviewing the data and we reviewed the course passing data for grades 4 and 5. The Middle and High School SST will also review their course passing data as well.
5. I continue to observe Inner You character lessons at the high school level and the Elementary character education lessons.
6. The school-wide wellness series focuses on the big 7 self-regulation strategies during uncertain times from the Yale Center for Emotional Intelligence. This month's focus is on "Managing Your Thoughts". Staff members will receive a taped information session entitled the Cheetah Corner lead by both SST's. Included in this panel discussion staff members will receive various ways of using positive self-talk, reappraisal, and being aware of our outlook on life.
7. The SST's continued to curriculum map the SEL lessons for the Spread the Word and Inner You curriculums. The teams will highlight the big Ideas for each lesson, aligned SEL strategy, and the behavior skill taught.
8. The SST will also receive resources on meeting the Commissioner Regulations on Core curriculum instruction provided by a certified school counselor in college/career, social/emotional and academic skills development based on multiple student competencies. This month a K-12 career development plan was submitted for approval for our scholars to begin using next school year.
9. This month I will be meeting with both principals on supporting them in the following areas:
 - K-5 Digital Citizenship- Implementing Common Sense curriculum to improve scholar's use of the internet.
 - Implementation of the Career development plan (K-12 Career Portfolio) This plan will travel with scholars from kindergarten through to twelfth grade.
 - Grades 6-12 annual academic plan that must be completed by the school counselor
 - Creation of the Advisory Board for the Counseling Comprehensive Program

Recruitment and Retention Plan Guidance

1. Family Engagement Coordinators, Enrollment Coordinator, Operations managers and I (Director of Pupil Personnel Services) meet weekly to discuss the retention and recruitment plans for this school year. As a result of these meetings our retention numbers for our rising 6th graders and 9th graders have shown tremendous growth. The rising 6th graders retention rate is currently at 91% and the rising 9th graders retention rate is at 82%.

Consistent efforts are made by the school community to increase these percentages.

2. This year's lottery occurred with a decrease in application numbers. The team will attend a PD on the decreasing enrollment numbers across the country and our possible next steps. The projected enrollment because of this decrease was submitted to the finance department.
3. The enrollment team is collaborating during our team meetings to align the promotion of our programs during PTC's, school assemblies, and graduations. These meetings are aimed to maintain this year's high retention percentages by making these systemic modifications.

Family Engagement Coordinators

1. The Family Engagement Coordinators are also working collaboratively with the Operations managers on a system to consistently update incorrect parent contact information.
2. The FEC's will proactively collaborate with the SST on attendance workshops for families. These workshops are aimed to inform families about the correlation between attendance and high school dropout rates. Families will also receive support services if they are in need.
3. The MS/HS will be holding a virtual PA election meeting.



Attachment #6



Challenge Charter School

Communications Report - April 2021

fr: Kim Messer, Director of Communications

One School Campaign/Application Season

- Helped our team with follow ups to all new families that received a seat on Lottery Night. Packages were to go out on Friday, April 16 but have been delayed due to Finance department and stamp machine issues.
- The team continues to meet weekly to work on developing a timeline for next year that is based on our combined efforts this year.
- Videos of our Open Houses are available on our Apply pages.

Special Events

- #SleevesUpChallenge campaign is beginning in conjunction with Mrs. Richards and nurse Ms. Russel.
- We will be educating and promoting Covid-19 vaccines to the teachers and staff.
- This will help set us up for reopening in the fall as we are seeing some initial guidelines for teaching and administrative staff come out for the new school year.
- We will meet with staff virtually during PD on Friday, April 30 to launch the campaign.
- Our hope is to have staff members (and board members!) who have gotten the vaccine to share a photo to encourage others to get the vaccine.



Social Media/Websites

- Engagement is in the positive numbers for both Facebook and Instagram.
- Updates are being made to the website for the above campaign and in preparation for graduation and end-of-year events.



Attachment #7



April 15, 2021

Re: April 15, 2021 Operations Report

By: Venessa Lynch, Director of Operations

I. Facilities / COVID 19 Preparation

- Ongoing completion of work and continuing maintenance throughout all buildings.
- COVID signage placed throughout buildings.
- Classrooms set up based on COVID guidelines.
- Working with property managers being completed on an ongoing basis

II. Health/ Compliance

- To date we are in compliance with immunization (99% completion), 3 pending with DOH a specific code needs to be provided to recalculate percentage in ATS
- Lunch forms 83% completion. 19% have not completed by families, operations team will continue outreach.

III. School Operations

- Formatting COVID survey with Director of Per Pupil Services and Data Specialist via Operoo
- Updating ATS as necessary based on changes received in real time. School Messenger List updated with most recent report from ATS.
- Updated Recruitee recruitment platform with jobs for 2021-2022 SY
- Facilitating SchoolMint rollout with Enrollment Coordinator and Data specialist as enrollment / lottery season has launched.
- Galaxy certified for this month
- SWAG for lottery recipients and rising students going to the 6th grade will be sent out this week.

Challenge Preparatory Charter School, K-5

Nicole Griffin, K-5 Principal

710 Hartman Lane, Far Rockaway, NY 11691

Phone: 718-327-1352

Email: ngriffin@challengecharterschools.org

www.challengeprepcharter.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, 6-8

Mavgar Mondesir-Gordon, 6-8 Principal

1526 Central Avenue, Far Rockaway, NY 11691

Phone: 718-327-4040

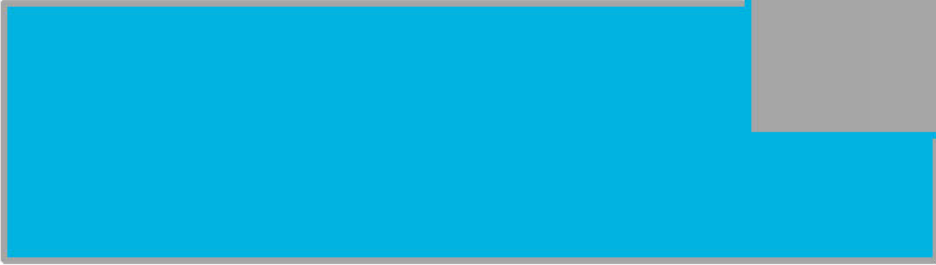
Email: mmondesir@challengecharterschools.org

www.challengechartermiddle.org





Attachment #8



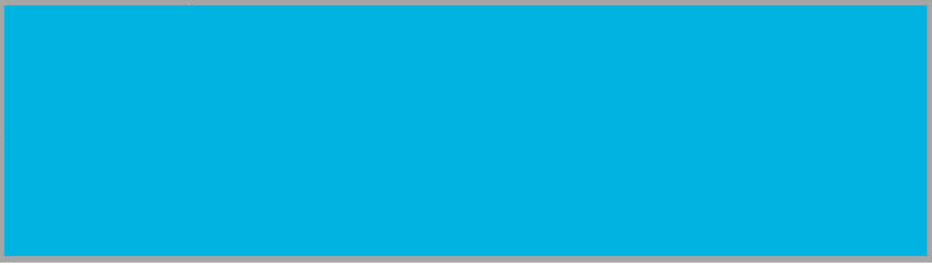
Helping you to focus on what's important:
STUDENT ACHIEVEMENT



experience. expertise. execution.

Challenge Prep Charter School

Monthly Financial Report
March 2021

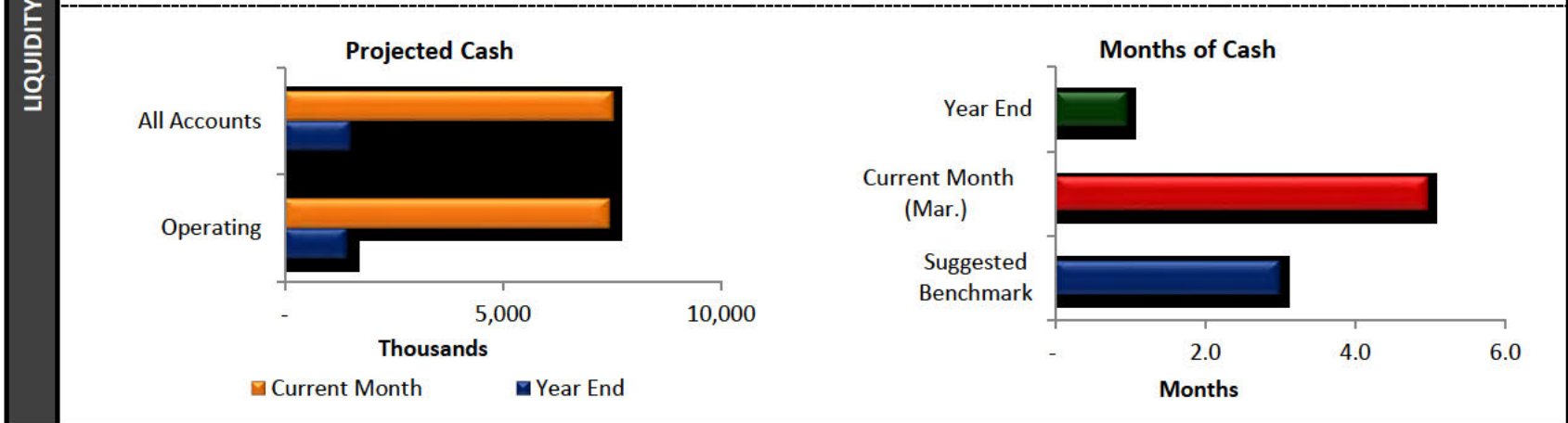


Challenge Prep Charter School

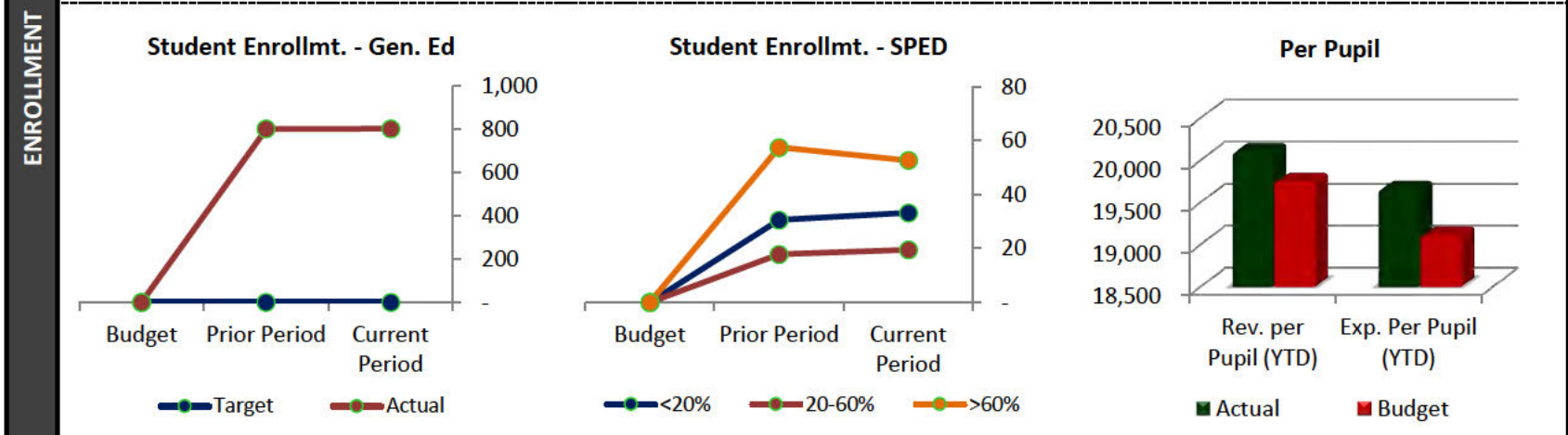
Financial Summary

For Period Ended March 31, 2021

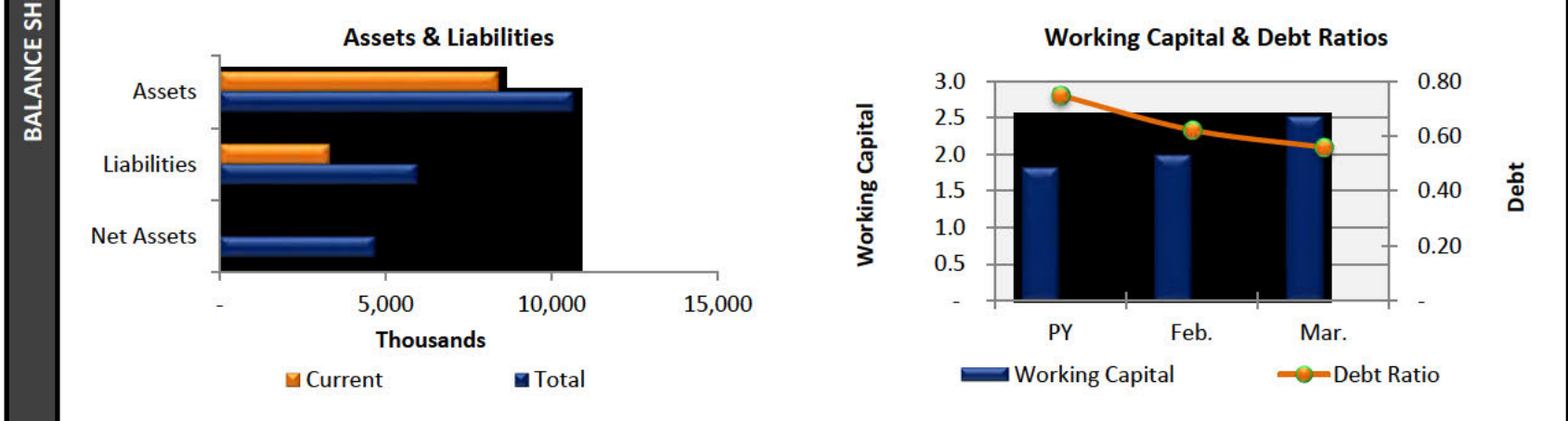
LIQUIDITY	Cash in Bank (Operating Account(s) Only: as of March 31, 2021)	\$ 7,468,704
	Projected months of cash on hand	5.0
	Cash in Bank (Total - All Accounts: as of March 31, 2021)	\$ 7,546,187
	FY Ending Cash Available to Carryover to FY21-22 (Operating Account(s) Only)	\$ 1,435,267
	*Cash balance available once all FY20-21 obligations & receivables have been settled	
	Projected months of cash on hand	1.0
FY Ending Cash Available to Carryover to FY21-22 (Total - All Accounts)	\$ 1,512,750	



	Actual	Budget	Variance		Actual	Budget	Variance
General Ed	905.30	920.00	(14.70)	\$	14,620,563	14,083,360	\$ 537,203
SPED							
0 - 20%	39.46	41.00	(1.54)		-	-	\$ -
20 - 59%	20.78	25.00	(4.22)		215,915	259,750	\$ (43,835)
60% - Over	55.35	53.00	2.35		1,054,286	1,009,597	\$ 44,689
Total SPED	115.59	119.00	(3.41)		1,270,201	1,269,347	\$ 854



Total Current Assets:	\$ 8,399,051
Total Current Liabilities:	\$ 3,334,843
Working Capital (Current) Ratio	2.52
Total Assets:	\$ 10,649,749
Total Liabilities:	\$ 5,951,894
Debt Ratio	0.56
Total Net Assets:	\$ 4,697,855



	Actual	Budget	Variance
Total Revenue YTD:	\$ 13,678,424	\$ 13,222,907	\$ 455,517
Total Expenses YTD:	(10,985,545)	(12,300,296)	1,314,751
Net Operating Surplus(Deficit):	\$ 2,692,880	\$ 922,612	\$ 1,770,268

Challenge Prep Charter School

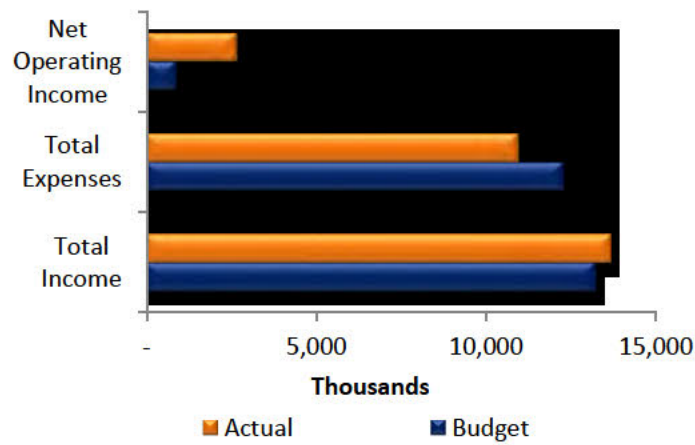
Financial Summary

For Period Ended March 31, 2021

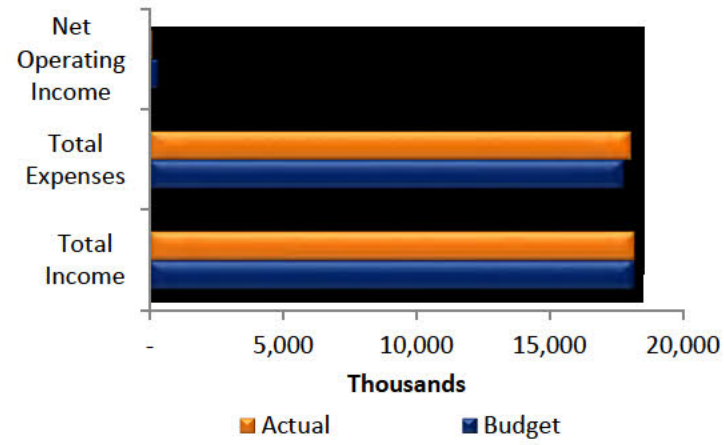
	<u>Projected</u>	<u>Budget</u>	<u>Variance</u>
Annual Projected Revenue:	\$ 18,198,324	\$ 18,169,622	\$ 28,702
Annual Projected Expenses (before depreciation):	(17,796,894)	(17,587,393)	(209,501)
Projected Net Operating Surplus(Deficit) before Depreciation:	\$ 401,431	\$ 582,229	\$ (180,798)
Annual Projected Depreciation:	(255,787)	(230,840)	(24,947)
Projected Net Operating Surplus(Deficit) after Depreciation:	\$ 145,643	\$ 351,389	\$ (205,746)
Capital Expenditure Requirements	\$ (959,868)	\$ -	\$ (959,868)
Total Cash Expenditures <i>(expenses excluding depreciation plus capital expenditures)</i>	\$ (16,581,239)	\$ (17,356,553)	\$ 775,314
Revenue per Pupil (YTD)	\$ 20,102	\$ 19,750	\$ 352
Expenditure per Pupil (YTD)	\$ 19,659	\$ 19,117	\$ 542

BUDGETING / REVENUE & EXPENSES

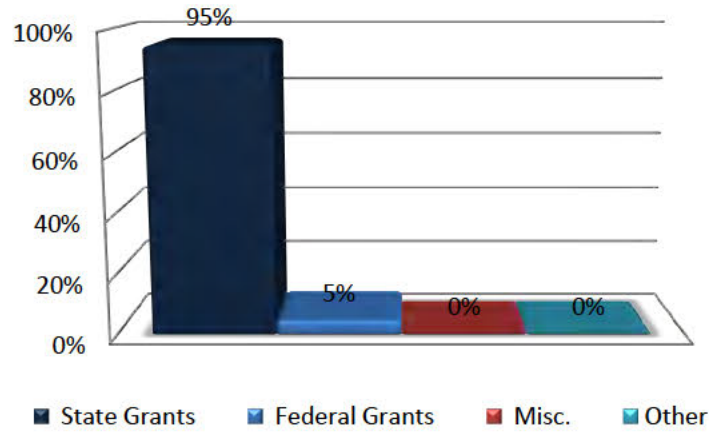
Year-To-Date (YTD)



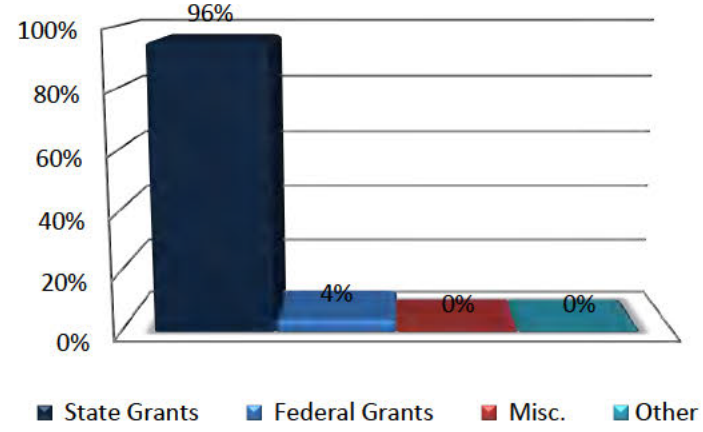
Year End (YE) Projection



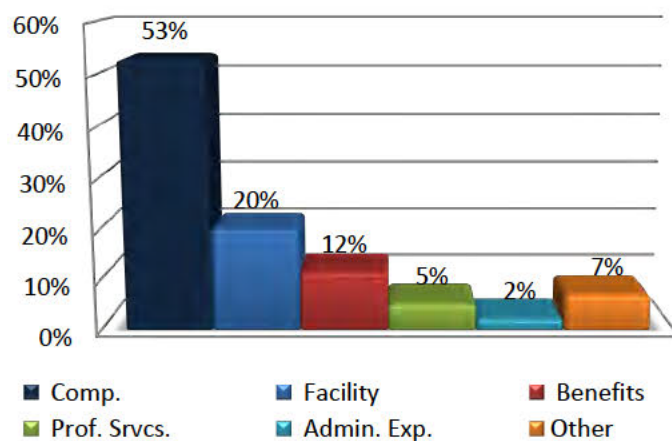
Revenue Breakdown YTD



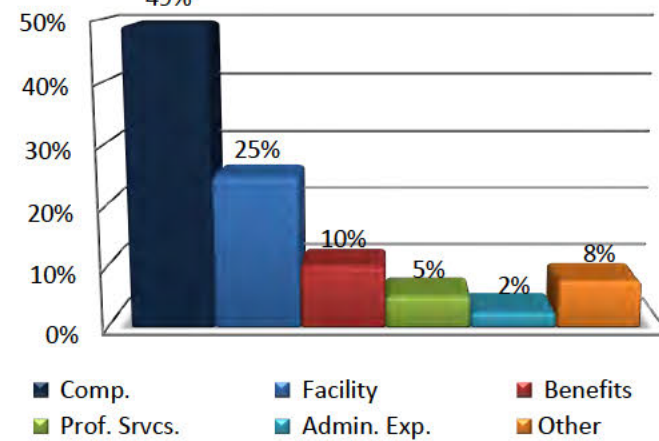
Revenue Breakdown YE



Expense Breakdown YTD



Expense Breakdown YE



Challenge Prep Charter School

Financial Variance Summary

Fiscal Year Ending 6/30/2021	Comments
Net Budget Surplus after Depreciation	\$ 351,389
Increase in Projected Annual Expenses	234,448
Net Projected Deficit Variance after Depreciation	<u>\$ 145,643</u>

**Challenge Prep Charter School
Budget vs. Actuals
Fiscal Year Ending June 30, 2021**

	March 31, 2021			YTD Through March 31, 2021			Projected FYE June 30, 2021				Comments
	Actual	Budget	Variance	Actual	Budget	Variance	Current Month Actuals - July 2020 - March 31, 2021 + Projected - June 30, 2020	Projections thru June 30, 2021	Annual Budget	Variance	
Income											
4100 State Grants	1,511,330	1,431,604	79,726	13,022,867	12,991,091	31,775	4,412,027	17,434,893	17,670,286	(235,393)	GenEd budget based on 920, projection based on 905.298 SpEd budget based on 53 over 60%; 25 20-59%; Projection based on 20.781 20-60 and 55.346 >60
4200 Federal Grants	26,478	19,288	7,189	637,806	231,816	405,990	-	717,447	499,336	218,111	
4300 Contributions	8,340	-	8,340	8,340	-	8,340	-	8,340	-	8,340	
4400 Miscellaneous Income	9,408	-	9,408	9,412	-	9,412	28,232	37,644	-	37,644	
Total Income	1,555,555	1,450,892	104,663	13,678,424	13,222,907	455,517	4,440,259	18,198,324	18,169,622	28,702	GenEd budget based on 920, projection based on 905.298 SpEd budget based on 53 over 60%; 25 20-59%; Projection based on 20.781 20-60 and 55.346 >60
Expenses											
Compensation											
5100 Instructional Staff	506,464	538,177	(31,713)	4,024,188	4,185,975	(161,787)	2,332,356	6,356,544	6,381,357	(24,813)	Adjusted to reflect payroll trends
5200 Non-Instructional Staff	140,534	131,691	8,843	1,139,305	1,200,781	(61,477)	469,560	1,608,864	1,642,535	(33,671)	Adjusted to reflect payroll trends
5300 Pupil Support	86,361	82,600	3,760	682,163	762,400	(80,237)	254,681	936,843	919,276	17,567	Adjusted to reflect payroll trends
5000 Compensation	733,359	752,469	(19,110)	5,845,656	6,149,157	(303,501)	3,056,596	8,902,252	8,943,168	(40,916)	Adjusted to reflect payroll trends
5400 Benefits	155,505	137,714	17,791	1,295,950	1,236,633	59,316	555,447	1,851,397	1,641,398	209,999	Based on budget
6100 Administrative Expenses	23,388	30,886	(7,498)	236,225	383,838	(147,612)	196,238	432,463	626,494	(194,031)	Category adjusted based on current trends
6200 Professional Services	72,272	63,897	8,375	582,645	571,308	11,337	356,510	939,155	930,475	8,680	Adjusted based on spending with adjustments in finance and cleaning services
6300 Professional Development	1,500	11,478	(9,978)	58,850	107,567	(48,716)	111,250	170,100	170,100	-	Based on budget
6400 Marketing and Staff/Student Rec	7,791	8,475	(684)	72,314	70,876	1,438	36,994	109,308	80,115	29,193	Adjusted based on spending
6500 Fundraising Expenses	-	287	(287)	-	2,640	(2,640)	3,675	3,675	53,675	(50,000)	Adjusted based on spending
7100 Curriculum & Classroom Expenses	67,097	20,745	46,352	222,488	205,870	16,618	199,445	421,933	389,688	32,245	Adjusted based on spending
8100 Facility	273,262	354,632	(81,370)	2,244,028	3,235,358	(991,329)	2,279,082	4,523,110	4,383,055	140,055	Adjusted based on spending and recording of deferred rent
8200 Technology Expenses	21,167	18,352	2,815	220,730	163,169	57,561	203,915	424,645	368,225	56,420	Adjusted based on spending
8800 Miscellaneous Expenses	2,024	83	1,941	13,665	750	12,915	5,191	18,856	1,000	17,856	
8900 Depreciation Expense	64,686	57,710	6,976	192,994	173,130	19,864	62,793	255,787	230,840	24,947	
Total Expenses	1,422,052	1,456,728	(34,676)	10,985,545	12,300,296	(1,314,751)	7,067,136	18,052,681	17,818,233	234,448	
Net Income	133,504	(5,835)	139,339	2,692,880	922,612	1,770,268	(2,626,877)	145,643	351,389	(205,746)	
Capital Expenditures											
Furniture, Fixtures & Equipment	64,462	-	64,462	593,182	-	593,182	266,686	859,868	-	859,868	
Facility and Construction	-	-	-	31,118	-	31,118	118,883	100,000	-	100,000	
Website	-	-	-	-	-	-	-	-	-	-	
Total Capital Expenditures	64,462	-	64,462	624,299	-	624,299	385,569	959,868	-	959,868	

Challenge Prep Charter School Cash Flow Projection as of March 31, 2021

	Annual Budget FY20-21	Projected July 20 - June 21	Projected Aug 20 - June 21	April	May	June	July + Subsequent FY20-21 Items
Beginning Cash Balance (Operating	4,804,870	6,645,873	7,468,704	7,468,704	7,909,809	5,768,256	3,654,927
Projected Cash Receipts from Operations (below)	18,169,622	4,569,850	3,294,823	2,834,783	3	28,227	431,810
Projected Cash Disbursements from Operations (below)	(17,818,233)	(7,067,136)	(6,888,903)	(2,018,033)	(2,013,033)	(2,013,033)	(844,804)
Net Cash from Operations	351,389	(2,497,286)	(3,594,081)	816,750	(2,013,030)	(1,984,806)	(412,994)
Cash Receipts from Accounts & Misc Receivables (not included in revenue below)	-	-	-	-	-	-	-
Cash Disbursements for Accounts Payable & Accrued Expenses	-	-	(247,122)	(247,122)	-	-	-
Capital Expenditures (below)	-	(385,569)	(385,569)	(128,523)	(128,523)	(128,523)	-
Accounts Receivable	-	-	-	-	-	-	-
PPP Loan Payable	-	-	(1,792,512)	-	-	-	(1,792,512)
PPP Loan Interest Payable	-	-	(14,153)	-	-	-	(14,153)
Ending Cash Balance (Operating Account)	5,156,259	4,534,155	1,435,267	7,909,809	5,768,256	3,654,927	1,435,267
Other Cash Accounts (Net of Transfers)	75,354	-	77,483	77,483	77,483	77,483	77,483
Total Cash (All Accounts)	5,231,613	4,534,155	1,512,750	7,987,292	5,845,739	3,732,409	1,512,750

Challenge Prep Charter School

Balance Sheet

YTD as of March 31, 2021

	<u>Total</u>	<u>Comments</u>
ASSETS		
Current Assets	-	
Bank Accounts		
1000 Cash		
1001 HSBC Checking - 0844	7,087,374	
1002 HSBC Checking - 0852	3,100	
1003 HSBC Checking - 0879	381,330	
1004 HSBC Checking - 0887	506	
1005 HSBC Money Market - 5972	3,505	
1006 Chase Escrow - 3060	70,000	
1007 Petty Cash	372	
Total 1000 Cash	<u>\$ 7,546,187</u>	
Total Bank Accounts	<u>\$ 7,546,187</u>	
Accounts Receivable		
1100 Accounts Receivable	287,275	
1200 Other Receivables - Salary Advance	-	
Total Accounts Receivable	<u>\$ 287,275</u>	
Other current assets		
1300 Prepaid Expenses	267,138	
1301 Prepaid Insurance	28,617	
1310 Prepaid Rent	269,835	
Total Other current assets	<u>\$ 565,590</u>	
Total Current Assets	<u>\$ 8,399,051</u>	
Fixed Assets		
1500 Furniture, Fixtures & Equipment	-	
1510 Office & Admin Computers & Equipment	249,149	
1511 Classroom Computers & Equipment	844,547	
1512 Classroom Furniture	391,772	
1513 Office Furniture	56,983	
Total 1513 Office Furniture	<u>\$ 56,983</u>	
1514 Musical Instruments	16,390	
1515 Computer Software	44,217	
Total 1500 Furniture, Fixtures & Equipment	<u>1,603,059</u>	
1519 Facility and Construction	127,589	
1520 Architect Fees	115,620	
1525 Fire Alarm System	7,500	
Total 1525 Fire Alarm System	<u>\$ 7,500</u>	
1530 Kitchen/Cafeteria	162,079	
1535 Construction In Progress	320,673	
1540 Leasehold Improvements	321,644	
Total 1519 Facility and Construction	<u>1,055,104</u>	
1610 Website	11,000	
Total 1610 Website	<u>\$ 11,000</u>	
1700 Accumulated Depreciation & Amortization		
1710 Accumulated Depreciation	(1,336,703)	

Challenge Prep Charter School
Balance Sheet
YTD as of March 31, 2021

	Total	Comments
1750 Accumulated Amortization	(7,761)	
Total 1700 Accumulated Depreciation & Amortization	\$ (1,344,464)	
Total Fixed Assets	\$ 1,324,699	
Other Assets		
1800 Security Deposits	925,999	
Total Other Assets	\$ 925,999	
TOTAL ASSETS	\$ 10,649,749	
LIABILITIES AND EQUITY		
Liabilities		
Current Liabilities		
Accounts Payable		
2000 Accounts Payable	247,122	
Total Accounts Payable	\$ 247,122	
Other Current Liabilities		
2100 HSBC Loan Payable	1,792,512	
2300 Accrued Salaries/Taxes	-	
2301 Accrued Expenses	-	
2303 Accrued Interest - PPP	14,153	
2400 Unearned/Deferred Revenue	1,281,056	
Total Other Current Liabilities	\$ 3,087,721	
Total Current Liabilities	\$ 3,334,843	
Long-Term Liabilities		
2700 Deferred Rent Liability	2,617,051	
Total Long-Term Liabilities	\$ 2,617,051	
Total Liabilities	\$ 5,951,894	
Equity		
3100 Retained Earnings	2,004,976	
Net Income	2,692,880	
Total Equity	\$ 4,697,855	
TOTAL LIABILITIES AND EQUITY	\$ 10,649,749	

**Challenge Prep Charter School
Statement of Cash Flows
YTD as of March 31, 2021**

	<u>Total</u>	<u>Comments</u>
OPERATING ACTIVITIES		
Net Income	2,692,880	
Adjustments to reconcile Net Income to Net Cash provided by operations:		
1100 Accounts Receivable	170,876	
1200 Accounts Receivable:Other Receivables - Salary Advance	(364)	
1300 Prepaid Expenses	(231,840)	
1301 Prepaid Insurance	(28,617)	
1310 Prepaid Rent	69,712	
1710 Accumulated Depreciation & Amortization	192,444	
2301 Accrued Expenses	(116,838)	
2303 Accrued Interest - PPP	12,659	
INVESTING ACTIVITIES		
1510 Furniture, Fixtures & Equipment:Office & Admin Computers & Equipment	(6,083)	
1511 Furniture, Fixtures & Equipment:Classroom Computers & Equipment	(549,868)	
1512 Furniture, Fixtures & Equipment:Classroom Furniture	(37,231)	
1750 Accumulated Depreciation & Amortization:Accumulated Amortization	550	
Net cash provided by financing activities	\$ 129,340	
Net cash increase for period	2,665,963	
Cash at beginning of period	\$ 4,880,224	
Total Cash at beginning of period	\$ 4,880,224	
Cash at end of period	\$ 7,546,187	



Attachment #9

March 2021

Current Employees	Vacancies
-------------------	-----------

130	5
-----	---

Campus	Current	Vacancies	New Hires
--------	---------	-----------	-----------

Elementary School	74	0	-
Middle School	40	3	-
High School	6	2	-
Network Operations	10	0	-

New Hires	Position
-----------	----------

Vacancies

MS Teacher - 7th Grade ELA

MS Teacher - 8th Grade ELA

MS Teacher - SETTS

HS Teacher - CTE

HS Teacher - Special Education



2020-21 School Year Board Meeting #11 Minutes

Frederica Jefferies, CPCS Board Chair called the meeting to order and welcomed everyone to the CPCS 2020-21 School Year Board Meeting #11 at 6:30 PM on May 19, 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 appointed Gertrudis Hernandez as Secretary Pro Tem due to the absence of Karon McFarlane, Board Secretary.

The Chair called on Gertrudis Hernandez Board Secretary Pro Tem to do the roll call of the board.

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

Members absent: Karon McFarlane

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 #10 [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 that on June 7, 2021 all calendar year employees will be reporting to work in person at their assigned site. Dr. Mulling gave an update on the



preparation of our facilities for the August in person opening plus the summer programs. The high school facility may be ready to be turned over now in early June 2021.

The CEO shared about the relationship with Queensboro Community College for the early college program and the community programs in our high school facility.

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 April 2021 Financial Report [Attachment #8]. Following discussion and review, the report was received by common consent.
11. Eunice Armstrong, Director of Finance reported to the Board that with the approval of the CEO a transfer of \$2.5 million dollars will be transferred to one of our separate HSBC checking accounts as a way to manage cash on hand for the school.
12. Eunice Armstrong updated the Board on the 2020-21 Audit that is underway.
13. The Chair called for the May 2021 Personnel Report [Attachment #9] which included a list of current employees that will be offered 2021-22 contracts



[Attachment #9]. Following review, a motion was made by Gertrudis Hernandez and seconded by Andrew Barnes to approve the entire report. Motion carried unanimously.

14. The Chair called upon the CEO and the Director of Finance to present a report on the 2021-22 Budget Assumptions [Attachment #10]. Following discussion, a motion was made by Gertrudis Hernandez and seconded by Andrew Barnes to approve the report. Motion carried unanimously.

15. The Chair called on the Director of Finance to present an updated Employee Salary Scale Report [Attachment #11]. Mrs. Armstrong noted that the NYC DOE salary scale has been updated effective May 14, 2021. First year teachers will now have a starting salary of \$61,070. Additionally, Mrs. Armstrong drew attention to the NYC Charter School Center's 2020-21 NYC Charter School Compensation Survey in which CPCS participated. Following discussion, a motion was made by Gertrudis Hernandez and seconded by Andrew Barnes to continue to use the NYC DOE salary scale as the basis for CPCS to establish salaries for incoming personnel while taking into account the information contained in the NYC Charter School Center's 2020-21 NYC Charter School Compensation Survey. Motion carried unanimously.

The meeting adjourned by common consent.

Respectfully submitted:

A handwritten signature in black ink, appearing to read "Gertrudis Hernandez", written over a horizontal line.

Gertrudis Hernandez
Secretary Pro Tem



Attachment #1
See Prior
Month
Minutes for
Minute
Attachments



2020-21 School Year Board Meeting #10 Minutes

Frederica Jefferies, CPCS Board Chair called the meeting to order and welcomed everyone to the CPCS 2020-21 School Year Board Meeting #10 at 6:30 PM on April 27, 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, Karon McFarlane, Linda Plummer, 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 2020-21 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 gave a report on the preparation of our facilities for the August in person opening plus the summer programs. The expectation is that 90% of our scholars will return for in person learning. There will be a virtual option for parents/guardians that opt out of in person. The high school facility should be ready around the end of June 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 March 2021 Financial Report [Attachment #8].
Following discussion and review, the report was received by common consent.
11. The Chair called for the presentation of the 2020-21 April Personnel Report [Attachment #9]. Following discussion, the report was received by common consent.

The meeting adjourned by common consent at 7:25 PM.

Respectfully submitted:

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

Karon McFarlane
Secretary



Attachment #2



Senior Director of Teaching and Learning
May 2021 Board Report
 (Covering April 19-May 14)
Kentia Coreus

Enrollment Compliance

Authorized Enrollment	1032
Current Enrollment	906 (as of May 14, 2021)

We are at 88% of our authorized enrollment which meets NYCDOE’s requirement that we be within 85% of our authorized enrollment. There are no pending seat offers at this time.

Ongoing Tasks

- Attend bi-weekly webinars with the New York State Charter Association. Share information from NYSED and authorizers with key personnel
- Address and respond to formal staff and family complaints related to teaching and learning
- Facilitate weekly one-to-one supervision meetings with principals
- Conduct check-in meetings with staff where needed in support of the educational program
- Observe instruction and professional learning sessions
- Disseminate information about professional learning opportunities
- Connect with external school leaders to share/collect ideas in support of scholar and staff development

Compliance

Annual Comprehensive Review (ACR)

This year’s Annual Comprehensive Report template from our authorizer was adjusted in light of the strenuous impact of the pandemic. Data that can be accessed from different sources (i.e. discipline, personnel, etc.) was not required. Principals completed the template for their respective sites. The SDTL consolidated the two templates to provide an aligned and cohesive view of teaching in learning for grades K-9.

Interim Assessments (IAs)

We have been notified that interim assessment data must be submitted to our authorizer at the end of June 2021. Below are highlights from office hours held with our authorizer:

- IA data is being collected as evidence towards essential question #1: **Is the school an academic success?** and will be reviewed during both the ACR and renewal process moving forward
- Schools are discouraged from changing their assessment calendar to meet this requirement
- We are urged to submit IA data that was utilized to make *instructional decisions* for scholars
- The submission process will include space to discuss extenuating circumstances (i.e. scholars who were unable to participate, reasons to question the reliability of the data, etc.)

End-of-Year (EOY) Evaluations

Principals will be leading EOY teacher self-reflection and feedback meetings instead of evaluations as a way to hone in on teacher development for the upcoming school year. The SDTL believes that this approach is the best way to end this challenging year as it removes the time consuming aspects of the teacher evaluation period while highlighting the reflection and feedback periods needed to both end a school year and prepare for a new one. The teacher self-reflection and feedback template is attached for reference.

Staffing

Updates

Dr. Mullings approved an assistant for the SDTL. Therese Camporeale was hired for this role after participating in a three-phase process. In addition to providing administrative support, this role will own teaching and learning projects to support the educational program.

In lieu of filling the director of curriculum and instruction vacancy at CCMS/HS, a math instructional coach will be secured. This position will be offered to Mr. Gasner Vil, a proven math teacher at CCMS. Mr. Vil is currently participating in instructional rounds with the SDTL in preparation for this role.

The career and financial management job description was revamped to seek industry folks who might be interested in teaching. Several certification pathways support industry professionals with obtaining CTE certification and Challenge will support candidates with the process.

2021-22 School Year

The SDTL prepared for and conducted ten final interviews (of teachers and teacher assistants). One candidate declined the offer, the other had already secured a position by the time an offer was made. The SDTL continues to work alongside school sites to secure needed staff. This task will be turned over to the talent recruitment manager once secured.

Professional Learning

Principals and the SDTL virtually attended the annual EOY Principal's Conference at the Teacher's College Reading and Writing Project. Challenge is currently on the waitlist for becoming a partner school which would provide year-long curriculum implementation training.



Challenge Charter School 2020-21 EOY Teacher Reflection and Feedback

1. Which component from one of the domains listed did you excel in or greatly improve in during the 2020-21 school year? List the component in which you would rate yourself **proficient** or **distinguished**. Reference qualitative and quantitative data.

Please enter links to the qualitative and quantitative data below with evidence reference notes:

Highlight your domain number below in yellow:

<i>Domain 1:</i> Planning and Preparation	<i>Domain 2:</i> The Classroom Environment	<i>Domain 3:</i> Instruction	<i>Domain 4:</i> Professional Responsibilities
<List component here>	<List component here>	<List component here>	<List component here>
<Link data here>	<Link data here>	<Link data here>	<Link data here>
<i>Please list your rationale/notes in the box below:</i>	<i>Please list your rationale/notes in the box below:</i>	<i>Please list your rationale/notes in the box below:</i>	<i>Please list your rationale/notes in the box below:</i>
Supervisor Feedback:	Supervisor Feedback:	Supervisor Feedback:	Supervisor Feedback:



Challenge Charter School 2020-21 EOY Teacher Reflection and Feedback

2. Which component from one of the domains listed that you need to improve for the 2021-22 school year? List the component in which you would rate yourself **basic** or **below basic**. Reference qualitative and quantitative data.

Please enter links to the qualitative and quantitative data below with evidence reference notes:

Highlight your domain number below in yellow:

<i>Domain 1:</i> Planning and Preparation	<i>Domain 2:</i> The Classroom Environment	<i>Domain 3:</i> Instruction	<i>Domain 4:</i> Professional Responsibilities
<List component here>	<List component here>	<List component here>	<List component here>
<Link data here>	<Link data here>	<Link data here>	<Link data here>
<i>Please list your rationale/notes in the box below:</i>	<i>Please list your rationale/notes in the box below:</i>	<i>Please list your rationale/notes in the box below:</i>	<i>Please list your rationale/notes in the box below:</i>
Supervisor Feedback:	Supervisor Feedback:	Supervisor Feedback:	Supervisor Feedback:



Challenge Charter School 2020-21 EOY Teacher Reflection and Feedback

**Please do not complete Section 3 of this form until you have received feedback from your supervisor.
To submit this form to your supervisor, please complete [the submission form linked here](#).**

Section 3: Goal-Setting

After discussing your self-reflection with your supervisor and receiving feedback, create two goals for the upcoming school year. One of the goals must be rooted in student learning/achievement. The second goal should be a professional development goal rooted in your practice.

Goal #1:

Goal #2:



Attachment #3



Ms. Nicole Griffin
Challenge Preparatory Charter School- Elementary
Principal Report
May 2021



Enrollment

Kindergarten- 102
1st grade- 120
2nd grade- 100
3rd grade- 97
4th grade- 98
5th grade- 102

Elementary Total: 619

CLOSING OUT THE SCHOOL YEAR AND PREPARING FOR 2021-2022

Successful teams are those that work together, they are flexible and they work towards a common goal. This year we have proven that our common goal is the success of our scholars and the livelihood of our staff.

Based on the teams feedback, we adjusted the following:

School Schedule

June 1st - June 24th	
8:30-12:15pm	Classroom Instruction
12:15-12:20	Closing Meeting

12:20-1:20	LUNCH
1:20-3:00	Specials/Intervention/Asynchronous
3:00-4:30	Staff Office Hours

- Specials will continue to take place (the time did not change)
- Intensive Guided Reading Intervention will take place of the Science/Social Studies block
- **1:20-3:30pm- SCHOLARS WHO ARE ASSIGNED FOR ASYNCHRONOUS WILL BE ASSIGNED A PROJECT AND/OR i-Ready INTENTIONAL planned lessons in math and reading**

INTERVENTION- MANDATORY/NON-NEGOTIABLE

Intensive Guided Reading Groups

Criteria:

- Scholars who were recommended for H/O and/or
- Scholars who are performing below grade level
- Administrative Discretion

Grading

Please submit the following grades for the EOY

- 10 grades in ELA/MATH
- 5 grades for Science/Social Studies
- Science and Social Studies grades will end on May 28, 2021
- Marking period ends on June 11, 2021

F&P Testing

- Students who are below grade level will be tested for GR Cycle # 3. All other scholars will be retested in September.
- Testing will take place between 8:30am-12:20pm. One instructor will teach while the other test the scholars who are below grade level

May 26	Johns Hopkins COVID-19 curriculum from 8:30-9am.
May 28	Valedictorian and Salutatorian Selection for class 2021
June 1- June 10	i-Ready EOY Testing
JUNE 1- JUNE 18	F & P CYCLE # 3

June 1-June 24	CPCS INTENSIVE GUIDED READING INTERVENTION Mon-Thurs (CPCS: 8:30am-12:20pm)
June 1st-June 3rd	Kindergarten Playdate <ul style="list-style-type: none"> • Details TBD
	Johns Hopkins COVID-19 curriculum from 8:30-9am.
June 3	Clerical Day for STAFF. NO SCHOLARS PRESENT
June 1	Class of 2021 Autograph Day <ul style="list-style-type: none"> • Bayswater Park • 10:00 AM - 12:00 PM • Scholars will arrive at Bayswater Park wearing their Class of 2021 T-shirt and will have their autograph book and pen • Temp will be taken up arrival • Polaroids will be taken for scholars to keep • Teachers will arrive at the park by 9:30 to greet scholars
June 4	Kindergarten Bubbles in the Park <ul style="list-style-type: none"> • Bayswater Park • Friday, June 4, 2021 • 10:00 AM - 12:00 PM Classes K12/K13 • 12:30 PM - 2:30 PM K11/K14 • Scholars will arrive at Bayswater Park with one parent wearing their K Moving up T-Shirt • They will interact with fellow scholars with their bubbles in the park • Polaroids will be taken for scholars to keep • Kinder Teachers will arrive at the park at 9:30 to greet scholars and hand out individualized bottles of bubbles
June 8th and June 9th	½ Day - Dismissal for Scholars- 11:30am Virtual Award Ceremonies <ul style="list-style-type: none"> • Class of 2021, Tuesday, June 8, 201 at 5:30 • Kindergarten, Wednesday, June 9, 2021 at 5:30 • ** Panelist - Admin/Classroom Teachers
June 16	Class of 2021 Graduation Ceremony at 9:00 AM <ul style="list-style-type: none"> • Wednesday, June 16 • Rain Date, Thursday, June 17

June 18	Virtual Field Day
June 21	Kindergarten Moving Up Ceremony at 9:00 AM <ul style="list-style-type: none">• Monday, June 21• Rain Date, Tuesday, June 22
June 23	Last Quarter Report Card Distribution Sent to Families via School Messenger
June 25, 2021	Last Day of School

LEADERSHIP PROFESSIONAL DEVELOPMENT

- Continues to take place with Lilia Navarrette
- 1:1 sessions were conducted with AP's and Ms. Ward-Brew



Attachment #4



CHALLENGE CHARTER SCHOOL

2020-2021 Principal's Monthly Board Report

Mavgar Mondesir-Gordon, Principal (Grades 6-9)

School Year 2020-2021 Report

May 18, 2021

Current CCHS Enrollment:

Cohort Group	Grade Level	Enrollment as of Sep. 11, 2020	Enrollment as of Oct. 16, 2020	Enrollment as of Nov. 16, 2020	Enrollment as of Dec. 11, 2020	Enrollment as of Jan. 15, 2021	Enrollment as of Feb. 22, 2021	Enrollment as of Mar 15, 2021	Enrollment as of Apr 16, 2021	Enrollment as of May 14, 2021
#3	Gr. 9	54	54	54	53	53	53	53	53	53

Current CCMS Enrollment:

Cohort Group	Grade Level	Enrollment as of Sep. 11, 2020	Enrollment as of Oct. 16, 2020	Enrollment as of Nov. 16, 2020	Enrollment as of Dec. 11, 2020	Enrollment as of Jan. 15, 2021	Enrollment as of Feb. 22, 2021	Enrollment as of Mar. 15, 2021	Enrollment as of Apr 16, 2021	Enrollment as of May 14, 2021
#4	Gr. 8	77	77	78	79	79	79	79	79	78
#5	Gr. 7	81	80	81	80	82	82	81	81	81
#6	Gr. 6	72	71	72	72	72	71	75	73	73
TOTAL		230	228	231	231	233	232	235	233	232

CCMS Attendance Statistics:

Cohort Group	Grade Level	Attendance Rates								
		Aug 24, '20 - Sep 11, '20	Sep 12, '20 - Oct 16, '20	Oct 19, '20 - Nov 13, '20	Nov 16, '20 - Dec 11, '20	Dec 14, '20 - Jan 15, '21	Jan 19, '21 - Feb 22, '21	Feb 23, '21 - Mar 12, '21	Mar 13, '21 - Apr 16, '21	Apr 19, '21 - May 14, '21
#3	Gr. 9	79%	92%	93%	93%	91%	94%	98%	95%	94%
#4	Gr. 8	90%	86%	95%	92%	89%	89%	97%	95%	93%
#5	Gr. 7	85%	96%	95%	95%	91%	95%	96%	97%	97%
#6	Gr. 6	90%	91%	94%	95%	89%	95%	94%	96%	94%
CCMS Average		88%	91%	95%	94%	90%	93%	96%	96%	95%
6-9 Average		90.5%	91.1%	94%	94%	90%	93%	96%	96%	95%



STAFFING and SPECIAL EDUCATION SERVICES:

- SETSS provision continues to be mainly push-in with pullout occurring in the afternoons to ensure that all SETSS mandates on file are met. The Grade 6-9 AP continues to ensure the supervision of all SETSS providers and all duties of the former SPED Director. Mandated services like Speech therapy and counseling continue on a strict schedule via Google Meet.
- CCMS/CCHS onboarded SETSS tutors from Alternative Tutors on Monday, as of Apr 12 for our Grades 6 and 7 SWD population. The Grade 9 SETSS tutor continues to service the Grade 8 SWD population, while Grade 9 SWD receives Push-in as well. Candidates from Alternative Tutoring continue to be interviewed and monitored in their role in providing SETSS tutoring. Once candidates are approved by the principal, their positions will be considered temporary with the possibility of hire.
- Special Education staff continue to participate in SPED Collaborative events, sharing techniques, and strategies that are rooted in SDI.
- The Grade 6-9 principal, AP, and Dean of School Culture continue to fill gaps in 7th and 8th grade ELA classes. The Grade 7 ELA Teacher and Grade 8 ELA Teacher positions will remain unfilled for the duration of the school year.
- All IEP Meetings are on schedule with the full participation of all grade teachers and with the CSE.

SOCIAL-EMOTIONAL LEARNING (SEL)

- Advisory SEL lessons have now been shifted to Daily during mentoring sessions and continue to work well with scholars making entries in their SEL journals.
- With so many scholars reporting a loss of family due to the COVID-19 pandemic or otherwise, CCMS/CCHS continues with space for scholars to talk about grief. These sessions began on Monday, January 11, 2021, and will continue on Mondays and Wednesdays. Teachers are also invited to share in that space. We hope to grow this portion with the addition of grief counselors for our school community. In the interim, these sessions are led by our Social Worker and Social Worker Intern.
- Scholars continue to be engaged in Yoga sessions on Tuesday and Friday mornings during Period 1. These are led by the PE teachers and supported by the Homeroom instructors.



- In order to incorporate more movement and give scholars a burst of energy during the day, instructors continue to incorporate a 5-minute body break during each instructional period. During these body breaks, scholars are following exercise routines pre-recorded by the PE teachers.
- CCMS/CCHS continues its Weekly check-in with various scholars who have shown and requested the extra support of support services that are already being provided. These check-ins involve scholars, parents, the guidance counselor, social worker, AP, Dean, Data and Systems Specialist, and Principal.

CURRICULUM AND INSTRUCTION

- CCMS began the Universal Literacy Space on May 3, 2021. This entails scholars being grouped according to their data from iReady and Teacher assigned assessments. Teachers are given a group of scholars to work with for 180 mins of the core subjects. Teachers meet weekly for intellectual preparation so that the work is differentiated and rigorous yet ensuring that provision is made for all scholars to gain access points to the content. Weekly scholars complete Standards Mastery through iReady and Teacher-created quizzes. Scholars who have met the benchmark and exhibited the ability to be self-directive works asynchronously for 180 mins in the morning and log in for daily check-ins for 45 minutes per core subject synchronously. Specials are asynchronous at CCMS. Teachers have the freedom to pull scholars back to live online instruction if they are not meeting the expectations of completing their work independently. This shift will continue until June 25, 2021. In short, CCMS will explore all avenues to ensure that our scholars do not experience learning loss of a magnificent proportion.
- CCHS began work for Credit Recovery on May 3, 2021, for the first Semester Quarter 1 and 2. Due to the pandemic, we had to be creative in our school to ensure that scholars meet the guidelines for credit recovery as best as we could. This program will continue until June 25, 2021. Teachers at CCHS meet weekly for intellectual preparation so that the work is differentiated and rigorous-- yet ensuring that provision is made for all scholars to gain access points to the content. Weekly scholars complete assessments through Teacher-created quizzes and other written forms of formative assessment. Scholars who have met the credit requirements for their grade and exhibited the ability to be self-directive works asynchronously for 180 mins in the morning and log in for daily check-ins for 45 minutes per core subject synchronously. Specials are asynchronous and synchronous at CCHS. Teachers have the freedom to pull scholars back to live online instruction if they are not meeting the expectations of completing their work. This shift will continue until June 25, 2021. In short, CHSS will explore all avenues to ensure that our scholars accumulate the necessary credits to graduate high school.



- The Rising Grade 6 Academy is occurring at this time at CCMS. This program will run until May 21, 2021. The purpose of this program was to introduce the current 5th graders to the culture of the middle school and to meet their teachers before the start of the new academic year. This program is giving us first-hand interaction with these scholars and their parents-- so as to prevent foreseeable obstacles to their success as scholars at the middle school.

PARENT AND SCHOLAR OUTREACH and ACCESSIBILITY

- Frequent parent meetings for scholars who are not meeting the academic expectations or for whose socio-emotional state brings us concern continue.
- Weekly Parent announcements continue.
- All instructors maintain office hours for conferencing with scholars and/families daily from 4:00 PM to 4:30 PM

PROFESSIONAL DEVELOPMENT

- **GRADE TEAM PLANNING AND ONGOING PROFESSIONAL DEVELOPMENT**
 - Professional development takes place daily
 - Mon-Thu 12:50 PM to 1:35 PM for Grades 6-8 core instructors. Then Data talks re the Comprehensive Assessments from 3:30 -4:30 p.m.
 - Mon-Thu 3:15 PM to 4:00 PM for Grade 9 core instructors
 - Fridays from 1:00 PM to 4:00 PM
- **VERTICAL DEPARTMENT PLANNING**
 - This work will continue with the Mentoring piece that we added to support scholars. Teachers will have to communicate daily and access data of each other's scholars. Thus this will make our Vertical work more successful.
 - Teachers' planning and document submission for the 2021-2022 school year will take place on afternoons beginning on May 10.

INSTRUCTIONAL OBSERVATIONS

- The CCMS-CCHS Admin Team members have been supporting during remote learning sessions regularly 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 currently being used for this task, with a target of 2 long observations and 5 short observations across the board for the school year.
- CCMS/CCHS will engage in the second round of Teacher evaluations which focus on self-reflection of their practice. All forms were sent out on Monday, May 17, 2021, with a May 24, 2021 deadline for submissions to the Principal.



EVENTS

- Planning the CCMS-CCHS Career Highlight Series is underway. Scholars will be treated to different speakers from careers in different fields on a weekly basis--the focus will be on persons from the four CTE Industries/Pathways so that scholars continue to be immersed in the value of a CTE Education. Launch date May 28, 2021.
- CCMS Grade graduation preparation is on the way for a virtual celebration. Mark your Calendar for June 15, 2021, as we celebrate our scholars who have risen to the challenge in this unprecedented academic year.



Attachment #5

Director of Pupil Personnel Services

May 2021 Board Report

Covid-19 Coordinator

- Monitor daily health and safety report
- Meet with nurse liaison regarding weekly updates from the DOH/DOE COVID-19 Charter School meetings including information on vaccination appointments. There will be a presentation created by myself, COVID site coordinators and the nurse liaison to send to all leaders to ensure they are trained on the COVID-19 updates.
- The continuation of the Johns Hopkins COVID-19 curriculum is coming to a close as I coordinate the final two lessons with the elementary and Middle and High School sites.
- The follow-up to the health screener meeting reviewed the process of screening the daily questionnaires for scholars, staff and visitors. We will meet once more with all of the grade designee's to ensure there are no glitches with the Operoo system.
- The #RollupyourleveesforChallenge campaign to promote getting vaccinated has begun. This initiative is aimed to show our school community that we are taking the healthy precautions to make our school a safe place to learn and be. I have collaborated with the Director of Communication and the Grade 5-9 Nurse Liaison. The team has meet with all sites.

Pupil Personnel Director

1. The start of the monthly Growth Mindset lessons will begin this month for grades 3-7. The fun activities will support the scholars to think creatively, solve problems, and love learning. This tier 1 intervention is aimed to support the effects of student disengagement during the pandemic.
2. Social Work Interns from Hunter College are immersed within the school culture and are supporting our scholars during Character Education lessons and with at-risk one-on-one interventions at both locations.
3. Both sites SST's had the monthly check-in to support building their comprehensive programs. This month's focus is the SEL strategies that will be implemented at the beginning of the upcoming school year, Tier 1 interventions to support the school-wide well-being, and the continuation of the growth mindset and positive affirmation practice for scholars.
4. I continue to observe character lessons at the high school level and the Elementary character education lessons.
5. The school-wide staff wellness series focuses on the big 7 self-regulation strategies during uncertain times from the Yale Center for Emotional Intelligence. This month's focus is on "Managing Your Life Smartly, Having Self-Compassion, and Doing Meaningful Things That You Enjoy". Staff members will receive a taped information session entitled the Cheetah Corner lead

by both SST's. Included in this panel discussion staff members will receive evidence based ways to make routines, envision their best selves, and identifying many ways to find meaningful joy.

6. The SST's continued to curriculum map the SEL lessons for the Spread the Word and Inner You curriculums. The teams will highlight the big Ideas for each lesson, aligned SEL strategy, and the behavior skill taught.
7. I conducted the SST One on Ones to discuss professional goals and ways to support each member with the creation of a comprehensive program.

Recruitment and Retention Plan Guidance

1. Family Engagement Coordinators, Enrollment Coordinator, Operations managers and I (Director of Pupil Personnel Services) meet weekly to plan for the retention and recruitment plan for next school year. We have created a calendar that includes all initiatives towards having the most successful year of planning to date.

Family Engagement Coordinators

1. The Family Engagement Coordinators will meet with me to discuss the plans for the first three months of school. The focus will be on reengaging our families into the school community.



Attachment #6



Challenge Charter School Communications Report - May 2021

fr: Kim Messer, Director of Communications

Special Events

#SleevesUpForChallenge campaign began on Monday, May 17th. Mrs. Richards, nurse Mrs. Russell, and I met with K-9 staff to talk about the campaign.

- We are educating and promoting Covid-19 vaccines to our school community.
- We are encouraging, but not requiring staff to get vaccinated.
- Our mascot, Champ the Cheetah is featured in our digital campaign. Our K-5 Champ will be featured in videos as well.

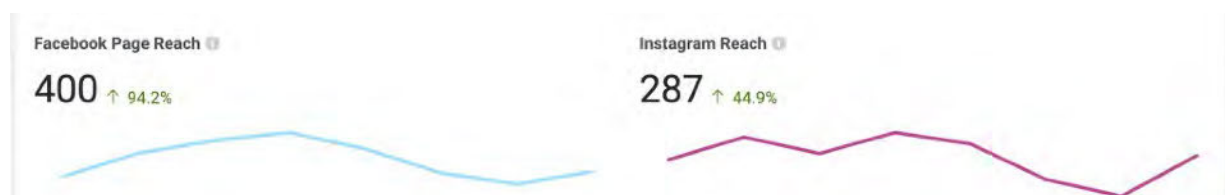


Graduation Events

- 8th Grade Graduation on June 15 at TBD; 5th Grade Graduation on June 16 at 9:00A; Kindergarten Stepping Up June 21 at 9:00
- I am supporting our K-9 staff with their communication pieces and advertisements to families and our greater community along with other end-of-year needs.

Social Media

Recently, I participated in a 5-Day Fire Up Facebook Challenge for our social media pages to increase engagement and awareness in our school community. We had great results:



Website

- End-of-year events mean regular updates to all of our sites, calendar, and pages
- Navigation changes and work for what is coming for the next school year has begun

ARP/ESSER

Working with Dr. Mullings on communication pieces and stakeholder surveys and meetings



Attachment #7



May 17, 2021

Re: May 17, 2021, Operations Report

By: Venessa Lynch, Director of Operations

I. Facilities / COVID 19 Preparation

- Ongoing completion of work and continuing maintenance throughout all buildings.
- COVID signage placed throughout buildings.
- Classrooms set up based on COVID guidelines.
- Working with property managers being completed on an ongoing basis
- Making adjustments to classrooms based on CDC changes
- Preparing to Furnish High School and put together aesthetics

II. Health/ Compliance

- To date we are in compliance with immunization (99% completion), 3 pending with DOH a specific code needs to be provided to recalculate percentage in ATS
- Lunch forms 86% completion. 16% have not completed by families, operations team will continue outreach.

III. School Operations

- Formatting COVID survey with Director of Per Pupil Services and Data Specialist via Operoo
- Updating ATS as necessary based on changes received in real time. School Messenger List updated with most recent report from ATS.
- Updated Recruitee recruitment platform with jobs for 2021-2022 SY
- Registering families via SchoolMint
- Galaxy certified for this month

Challenge Preparatory Charter School, K-5

Nicole Griffin, K-5 Principal

710 Hartman Lane, Far Rockaway, NY 11691

Phone: 718-327-1352

Email: ngriffin@challengecharterschools.org

www.challengeprepcharter.org

Challenge Charter Schools

Rev. Dr. Les Mullings, Founder/CEO

710 Hartman Lane, Far Rockaway, NY 11691

Phone: 718-327-1352

Email: ls Mullings@challengecharterschools.org

www.challengecharterschools.org

Challenge Charter Middle School, 6-8

Mavgar Mondesir-Gordon, 6-8 Principal

1526 Central Avenue, Far Rockaway, NY 11691

Phone: 718-327-4040

Email: mmondesir@challengecharterschools.org

www.challengechartermiddle.org



Attachment #8



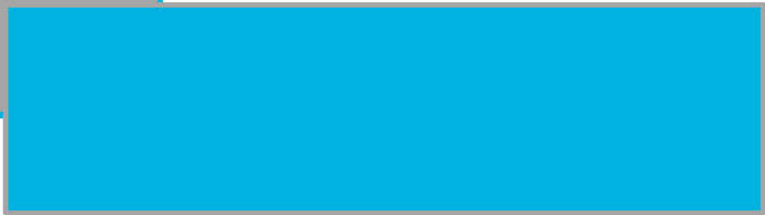
Helping you to focus on what's important:
STUDENT ACHIEVEMENT

CSBM
CHARTER SCHOOL
BUSINESS MANAGEMENT

experience. expertise. execution.

Challenge Prep Charter School

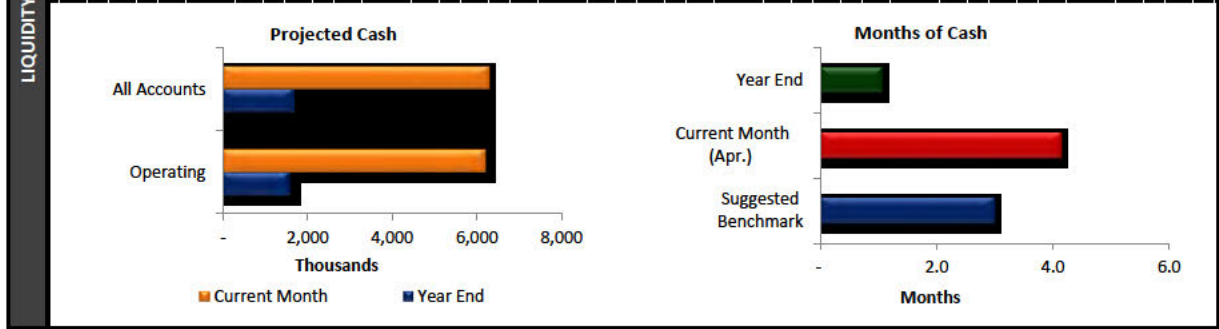
Monthly Financial Report
April 2021



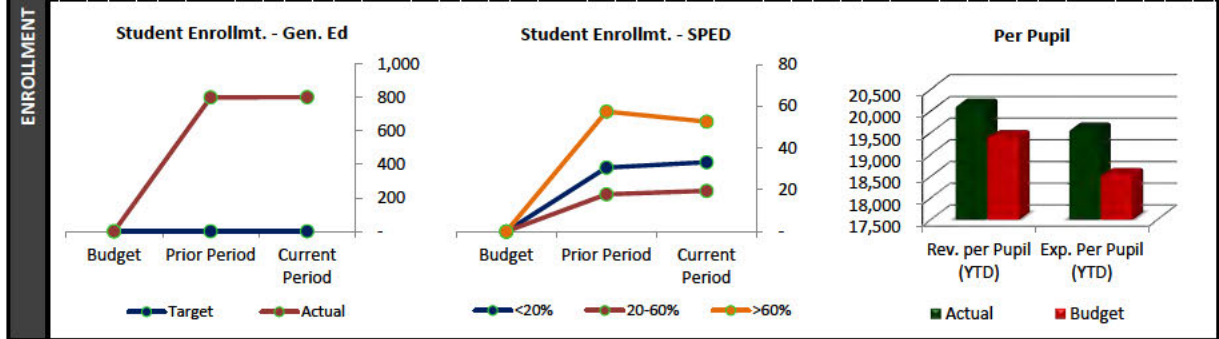
Challenge Prep Charter School

Financial Summary For Period Ended April 30, 2021

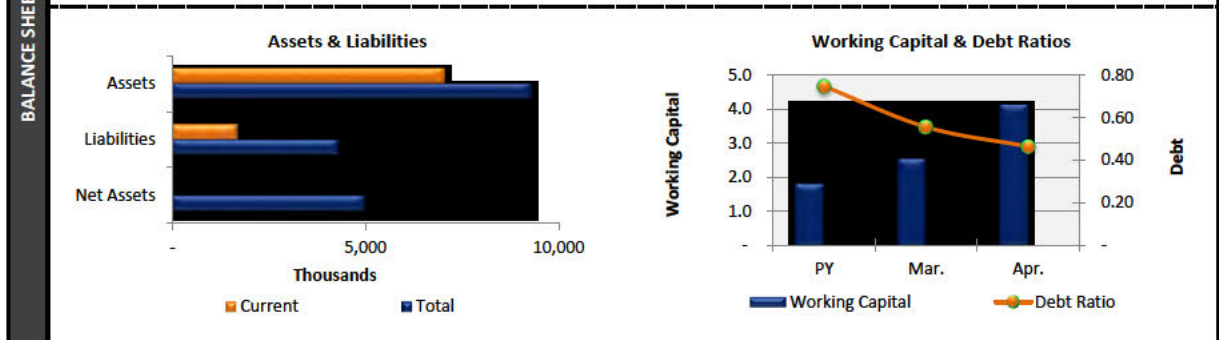
LIQUIDITY	Cash in Bank <i>(Operating Account(s) Only: as of April 30, 2021)</i>	\$ 6,218,081
	Projected months of cash on hand	4.2
	Cash in Bank <i>(Total - All Accounts: as of April 30, 2021)</i>	\$ 6,303,059
	FY Ending Cash Available to Carryover to FY21-22 <i>(Operating Account(s) Only)</i>	\$ 1,603,130
	<i>*Cash balance available once all FY20-21 obligations & receivables have been settled</i>	
	Projected months of cash on hand	1.1
FY Ending Cash Available to Carryover to FY21-22 <i>(Total - All Accounts)</i>	\$ 1,688,108	



	Actual	Budget	Variance	Actual	Budget	Variance
General Ed	905.25	920.00	(14.75)	\$ 14,619,771	\$ 14,083,360	\$ 536,411
SPED						
0 - 20%	37.39	41.00	(3.61)	-	-	\$ -
20 - 59%	20.78	25.00	(4.22)	215,915	259,750	\$ (43,835)
60% - Over	55.35	53.00	2.35	1,054,286	1,009,597	\$ 44,689
Total SPED	113.52	119.00	(5.48)	1,270,201	1,269,347	\$ 854



Total Current Assets:	\$ 7,049,405
Total Current Liabilities:	\$ 1,703,056
Working Capital (Current) Ratio	4.14
Total Assets:	\$ 9,300,103
Total Liabilities:	\$ 4,320,107
Debt Ratio	0.46
Total Net Assets:	\$ 4,979,997



	Actual	Budget	Variance
Total Revenue YTD:	\$ 15,200,906	\$ 14,983,740	\$ 217,165

Challenge Prep Charter School

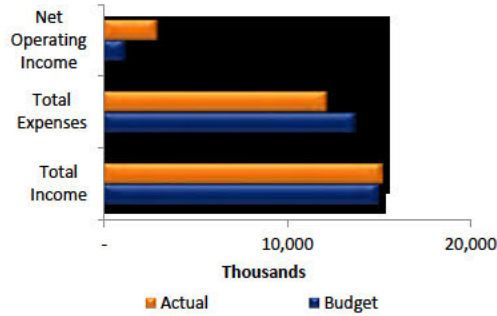
Financial Summary

For Period Ended April 30, 2021

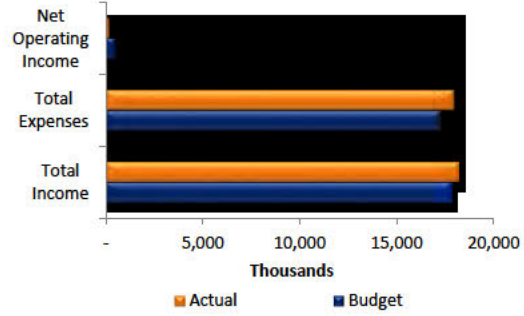
Total Expenses YTD:	(12,225,885)	(13,759,230)	1,533,346
Net Operating Surplus(Deficit):	\$ 2,975,021	\$ 1,224,510	\$ 1,750,511
	<u>Projected</u>	<u>Budget</u>	<u>Variance</u>
Annual Projected Revenue:	\$ 18,222,602	\$ 17,850,077	\$ 372,525
Annual Projected Expenses (before depreciation):	(17,723,269)	(17,053,243)	(670,025)
Projected Net Operating Surplus(Deficit) before Depreciation:	\$ 499,334	\$ 796,834	\$ (297,500)
Annual Projected Depreciation:	(255,787)	(230,840)	(24,947)
Projected Net Operating Surplus(Deficit) after Depreciation:	\$ 243,547	\$ 565,994	\$ (322,447)
Capital Expenditure Requirements	\$ (959,868)	\$ -	\$ (959,868)
Total Cash Expenditures <i>(expenses excluding depreciation plus capital expenditures)</i>	\$ (16,507,614)	\$ (16,822,403)	\$ 314,789
Revenue per Pupil (YTD)	\$ 20,130	\$ 19,402	\$ 728
Expenditure per Pupil (YTD)	\$ 19,578	\$ 18,536	\$ 1,042

BUDGETING / REVENUE & EXPENSES

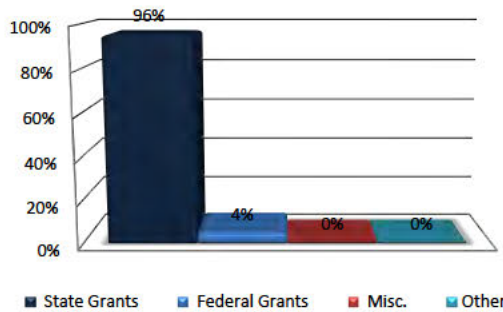
Year-To-Date (YTD)



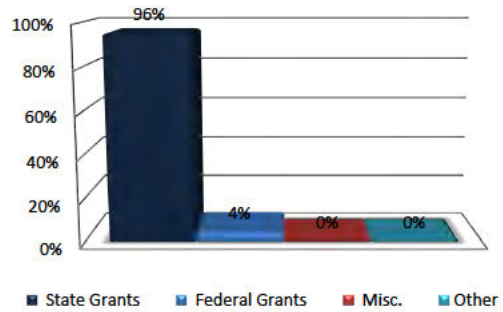
Year End (YE) Projection



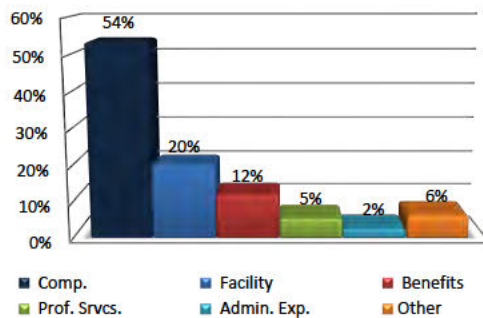
Revenue Breakdown YTD



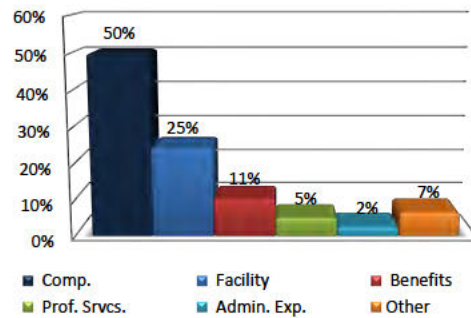
Revenue Breakdown YE



Expense Breakdown YTD



Expense Breakdown YE



Challenge Prep Charter School

Financial Variance Summary

Fiscal Year Ending 6/30/2021	Comments
Net Budget Surplus after Depreciation	\$ 565,994
Increase in Projected Annual Expenses	694,973
Net Projected Deficit Variance after Depreciation	<u>\$ 243,547</u>

**Challenge Prep Charter School
Budget vs. Actuals
Fiscal Year Ending June 30, 2021**

	April 30, 2021			YTD Through April 30, 2021			Projected FYE June 30, 2021				Comments
	Actual	Budget	Variance	Actual	Budget	Variance	Current Month Actuals - July 2020 - March 31, 2021 + Projected - June 30, 2020	Projections thru June 30, 2021	Annual Budget	Variance	
Income											
4100 State Grants	1,495,774	1,496,021	(247)	14,518,641	14,487,112	31,528	2,915,462	17,434,103	17,350,320	83,783	GenEd budget based on 920, projection based on 905.249 SpEd budget based on 53 over 60%; 25 20-59%; Projection based on 20.781 20-60 and 55.346 >60
4200 Federal Grants	26,707	19,288	7,419	664,513	496,628	167,885	106,227	770,740	499,757	270,982	
4300 Contributions	-	-	-	8,340	-	8,340	-	8,340	-	8,340	
4400 Miscellaneous Income	0	-	0	9,412	-	9,412	8	9,420	-	9,420	
Total Income	1,522,481	1,515,309	7,172	15,200,906	14,983,740	217,165	3,021,697	18,222,602	17,850,077	372,525	GenEd budget based on 920, projection based on 905.249 SpEd budget based on 53 over 60%; 25 20-59%; Projection based on 20.781 20-60 and 55.346 >60
Expenses											
Compensation											
5100 Instructional Staff	500,283	538,177	(37,894)	4,524,471	4,724,152	(199,681)	1,986,950	6,511,421	6,446,614	64,807	Adjusted to reflect payroll trends
5200 Non-Instructional Staff	144,700	131,691	13,009	1,282,708	1,332,473	(49,765)	289,400	1,572,108	1,595,855	(23,748)	Adjusted to reflect payroll trends
5300 Pupil Support	86,361	82,600	3,760	768,524	845,001	(76,477)	172,721	941,245	1,010,201	(68,957)	Adjusted to reflect payroll trends
5000 Compensation	731,344	752,469	(21,125)	6,575,703	6,901,626	(325,923)	2,449,071	9,024,773	9,052,670	(27,897)	Adjusted to reflect payroll trends
5400 Benefits	153,800	137,714	16,086	1,450,501	1,374,347	76,153	439,828	1,890,329	1,649,775	240,553	Adjustments made to reflect actual spending
6100 Administrative Expenses	48,226	30,886	17,340	288,189	414,723	(126,534)	160,750	448,940	476,494	(27,554)	Category adjusted based on current trends
6200 Professional Services	66,295	59,397	6,898	652,538	630,705	21,833	266,353	918,891	781,500	137,391	Adjusted based on spending with adjustments in finance and cleaning services
6300 Professional Development	3,985	11,478	(7,493)	62,835	119,044	(56,209)	79,165	142,000	142,000	-	Based on budget
6400 Marketing and Staff/Student Rec	3,154	8,475	(5,321)	76,893	79,351	(2,458)	30,617	107,511	96,300	11,211	Adjusted based on spending
6500 Fundraising Expenses	-	287	(287)	-	2,926	(2,926)	3,500	3,500	3,500	-	Adjusted based on spending
7100 Curriculum & Classroom Expenses	(21,863)	85,162	(107,025)	200,625	291,033	(90,407)	100,015	300,640	332,523	(31,883)	Adjusted based on spending
8100 Facility	228,041	354,632	(126,592)	2,472,075	3,589,990	(1,117,915)	2,003,870	4,475,945	4,299,255	176,690	Adjusted based on spending and recording of deferred rent
8200 Technology Expenses	19,692	18,352	1,340	239,745	181,521	58,224	152,140	391,885	218,225	173,659	Adjusted based on spending
8800 Miscellaneous Expenses	174	83	91	13,786	833	12,953	5,070	18,856	1,000	17,856	
8900 Depreciation Expense	-	-	-	192,994	173,130	19,864	62,793	255,787	230,840	24,947	
Total Expenses	1,232,847	1,458,935	(226,088)	12,225,885	13,759,230	(1,533,346)	5,753,171	17,979,056	17,284,083	694,973	
Net Income	289,634	56,375	233,260	2,975,021	1,224,510	1,750,511	(2,731,474)	243,547	565,994	(322,447)	
Capital Expenditures											
Furniture, Fixtures & Equipment	-	-	-	593,182	-	593,182	266,686	859,868	-	859,868	
Facility and Construction	-	-	-	31,118	-	31,118	118,883	100,000	-	100,000	
Website	-	-	-	-	-	-	-	-	-	-	
Total Capital Expenditures	-	-	-	624,299	-	624,299	385,569	959,868	-	959,868	

Challenge Prep Charter School Cash Flow Projection as of April 30, 2021

	Annual Budget FY20-21	Projected July 20 - June 21	Projected Aug 20 - June 21	May	June	July + Subsequent FY20 21 Items
Beginning Cash Balance (Operating)	4,804,870	6,645,873	6,218,081	6,218,081	6,435,167	3,931,660
Projected Cash Receipts from Operations (below)	17,850,077	3,021,697	3,265,630	2,836,760	4	428,866
Projected Cash Disbursements from Operations (below)	(17,284,083)	(5,753,171)	(5,577,239)	(2,315,781)	(2,310,727)	(950,731)
Net Cash from Operations	565,994	(2,731,474)	(2,311,609)	520,980	(2,310,723)	(521,865)
Cash Receipts from Accounts & Misc Receivables (not included in revenue below)	-	-	-	-	-	-
Cash Disbursements for Accounts Payable & Accrued Expenses	-	-	-	(111,109)	-	-
Capital Expenditures (below)	-	(385,569)	(385,569)	(192,784)	(192,784)	-
Accounts Receivable	-	-	-	-	-	-
PPP Loan Payable	-	-	(1,792,512)	-	-	(1,792,512)
PPP Loan Interest Payable	-	-	(14,153)	-	-	(14,153)
Ending Cash Balance (Operating Account)	5,370,864	4,299,967	1,714,238	6,435,167	3,931,660	1,603,130
Other Cash Accounts (Net of Transfers)	75,354	-	84,978	84,978	84,978	84,978
Total Cash (All Accounts)	5,446,218	4,299,967	1,799,216	6,520,145	4,016,637	1,688,108

Challenge Prep Charter School

Balance Sheet

YTD as of April 30, 2021

	<u>Total</u>	<u>Comments</u>
ASSETS		
Current Assets	-	
Bank Accounts		
1000 Cash		
1001 HSBC Checking - 0844	6,067,374	
1002 HSBC Checking - 0852	10,595	
1003 HSBC Checking - 0879	150,707	
1004 HSBC Checking - 0887	506	
1005 HSBC Money Market - 5972	3,505	
1006 Chase Escrow - 3060	70,000	
1007 Petty Cash	372	
Total 1000 Cash	<u>\$ 6,303,059</u>	
Total Bank Accounts	<u>\$ 6,303,059</u>	
Accounts Receivable		
1100 Accounts Receivable	307,695	
1200 Other Receivables - Salary Advance	-	
Total Accounts Receivable	<u>\$ 307,695</u>	
Other current assets		
1300 Prepaid Expenses	175,020	
1301 Prepaid Insurance	19,078	
1310 Prepaid Rent	244,554	
Total Other current assets	<u>\$ 438,652</u>	
Total Current Assets	<u>\$ 7,049,405</u>	
Fixed Assets		
1500 Furniture, Fixtures & Equipment	-	
1510 Office & Admin Computers & Equipment	249,149	
1511 Classroom Computers & Equipment	844,547	
1512 Classroom Furniture	391,772	
1513 Office Furniture	56,983	
Total 1513 Office Furniture	<u>\$ 56,983</u>	
1514 Musical Instruments	16,390	
1515 Computer Software	44,217	
Total 1500 Furniture, Fixtures & Equipment	<u>1,603,059</u>	
1519 Facility and Construction	127,589	
1520 Architect Fees	115,620	
1525 Fire Alarm System	7,500	
Total 1525 Fire Alarm System	<u>\$ 7,500</u>	
1530 Kitchen/Cafeteria	162,079	
1535 Construction In Progress	320,673	
1540 Leasehold Improvements	321,644	
Total 1519 Facility and Construction	<u>1,055,104</u>	
1610 Website	11,000	
Total 1610 Website	<u>\$ 11,000</u>	
1700 Accumulated Depreciation & Amortization		
1710 Accumulated Depreciation	(1,336,703)	

Challenge Prep Charter School
Balance Sheet
YTD as of April 30, 2021

	Total	Comments
1750 Accumulated Amortization	(7,761)	
Total 1700 Accumulated Depreciation & Amortization	\$ (1,344,464)	
Total Fixed Assets	\$ 1,324,699	
Other Assets		
1800 Security Deposits	925,999	
Total Other Assets	\$ 925,999	
TOTAL ASSETS	\$ 9,300,103	
LIABILITIES AND EQUITY		
Liabilities		
Current Liabilities		
Accounts Payable		
2000 Accounts Payable	111,109	
Total Accounts Payable	\$ 111,109	
Other Current Liabilities		
2100 HSBC Loan Payable	1,792,512	
2300 Accrued Salaries/Taxes	-	
2301 Accrued Expenses	-	
2303 Accrued Interest - PPP	14,153	
2400 Unearned/Deferred Revenue	(214,718)	
Total Other Current Liabilities	\$ 1,591,947	
Total Current Liabilities	\$ 1,703,056	
Long-Term Liabilities		
2700 Deferred Rent Liability	2,617,051	
Total Long-Term Liabilities	\$ 2,617,051	
Total Liabilities	\$ 4,320,107	
Equity		
3100 Retained Earnings	2,004,976	
Net Income	2,975,021	
Total Equity	\$ 4,979,997	
TOTAL LIABILITIES AND EQUITY	\$ 9,300,103	

Challenge Prep Charter School
Statement of Cash Flows
YTD as of April 30, 2021

	<u>Total</u>	<u>Comments</u>
OPERATING ACTIVITIES		
Net Income	2,975,021	
Adjustments to reconcile Net Income to Net Cash provided by operations:		
1100 Accounts Receivable	150,456	
1200 Accounts Receivable:Other Receivables - Salary Advance	(364)	
1300 Prepaid Expenses	(139,722)	
1301 Prepaid Insurance	(19,078)	
1310 Prepaid Rent	94,993	
1710 Accumulated Depreciation & Amortization	192,444	
2301 Accrued Expenses	(116,838)	
2303 Accrued Interest - PPP	12,659	
2400 Unearned/Deferred Revenue	(220,629)	
Total Adjustments to reconcile Net Income to Net Cash provided by operations:	(1,064,777)	
Net cash provided by operating activities	1,910,243	
INVESTING ACTIVITIES		
1510 Furniture, Fixtures & Equipment:Office & Admin Computers & Equipment	(6,083)	
1511 Furniture, Fixtures & Equipment:Classroom Computers & Equipment	(549,868)	
1512 Furniture, Fixtures & Equipment:Classroom Furniture	(37,231)	
1535 Facility and Construction:Construction In Progress	(20,673)	
1540 Facility and Construction:Leasehold Improvements	(10,445)	
1750 Accumulated Depreciation & Amortization:Accumulated Amortization	550	
1800 Security Deposits	7,000	
Net cash provided by investing activities	(616,749)	
FINANCING ACTIVITIES		
3000 Opening Balance Equity	-	
2700 Deferred Rent Liability	129,340	
Net cash provided by financing activities	<u>\$ 129,340</u>	
Net cash increase for period	1,422,835	
Cash at beginning of period	<u>\$ 4,880,224</u>	
Total Cash at beginning of period	<u>\$ 4,880,224</u>	
Cash at end of period	<u>\$ 6,303,059</u>	



Attachment #9

April 2021

Current Employees	Vacancies
-------------------	-----------

130	5
-----	---

Campus	Current	Vacancies	New Hires
Elementary School	74	0	-
Middle School	40	3	-
High School	6	2	-
Network Operations	10	0	1

New Hires	Position
-----------	----------

Camporeale, Therese	SDTL Special Projects Coordinator
---------------------	-----------------------------------

*Please note, this position is not in the FY21 Board approved budget

Vacancies

MS Teacher - 7th Grade ELA

MS Teacher - 8th Grade ELA

MS Teacher - SETTS

HS Teacher - CTE

HS Teacher - Special Education

2021-22 Staff Renewals, Vacant and New Positions List

Title	Employee Name
CEO	Mullings, Leslie
Senior Director of Teaching & Learning	Coreus, Kentia
Special Projects Coordinator	Camporeale, Therese
Director of Finance	Armstrong, Eunice
Staff Accountant	Bruce, Kareen
Talent & Recruitment Manager	TBH
Director of Communications	Messer, Kimberly
Director of Pupil Personnel Services	Richards, Tameeka
School Nurse Liaison	Russell, Danale
Director of Operations	Lynch, Venessa
Operations Manager	Lecoin, Nadine
Operations Manager	TBH
Operations Manager	Johnson, Renee
Operations Associate	TBH
Operations Associate	TBH
Operations Associate	TBH
Operations Assistant	Anderson, Dorveeda
Operations Assistant	Hernandez, Pearline
Operations Assistant	Young, Michelle
Operations Assistant	TBH
Operations Assistant	TBH
Academic Operations Assistant	Brown, Devaney
Academic Operations Assistant	Russell, Jason
Administrative Assistant	Thomas, Kevaun
Administrative Assistant	Marquez-James, Carlene
Principal	Griffin, Nicole
Principal	Mondesir, Mavgar
Assistant Principal	Lyle, Sheila
Assistant Principal	Shepherd, Jasmine
Assistant Principal	Thomas, Carolyn
Assistant Principal	Sonnichsen, Michael
Chief of Staff	McFarlane, Shanique
Classroom Teacher	Alexander, Catherine
Classroom Teacher	Allen, Ashley Lorraine
Classroom Teacher	Baker, Marilyn

Title	Employee Name
Classroom Teacher	Berkowitz, Seth
Classroom Teacher	Blair-Bancroft, Keneisha
Classroom Teacher	Campbell, Eleni
Classroom Teacher	Canzoneri, Melissa
Classroom Teacher	Carlock, Kaitlyn
Classroom Teacher	Charles-Cummings, Denise
Classroom Teacher	Choily, Dawn
Classroom Teacher	Cruz, Laura
Classroom Teacher	Droblas, Zachary
Classroom Teacher	Faure, John
Classroom Teacher	Francis, India
Classroom Teacher	Giotta, Jacquelyn
Classroom Teacher	Grant, Syvine
Classroom Teacher	Gray, Nickeisha
Classroom Teacher	Harry, Cornetta
Classroom Teacher	Kelly, Erin
Classroom Teacher	Kelly, Kimberly
Classroom Teacher	Laing, Shanice
Classroom Teacher	Lang, Deborah
Classroom Teacher	Manniello, Peter
Classroom Teacher	Mclean, Lonzil
Classroom Teacher	Merrell, Scott
Classroom Teacher	Ortiz, Christine
Classroom Teacher	Patrizio, Kaitlyn
Classroom Teacher	Pearson, Shaewon
Classroom Teacher	Perino, Jessica
Classroom Teacher	Rodriguez-Salazar, Naika
Classroom Teacher	Rosario, Siara
Classroom Teacher	Sarfati, Melissa
Classroom Teacher	Scaraglino, Taylor
Classroom Teacher	Sciacca, Marissa
Classroom Teacher	Simone, Samantha
Classroom Teacher	Umana Valle, Patricia
Classroom Teacher	Vil, Gasner

Title	Employee Name
Classroom Teacher	Wade Gabb, Gloria
Classroom Teacher	Ward-Brew, Jacqueline
Classroom Teacher	Woods, Latonia
Classroom Teacher	Sylvester, Cornelia
Classroom Teacher	Vidal, Corine
Classroom Teacher	Vilus, Savin
Classroom Teacher	Pilgrim, Candacy
Classroom Teacher	TBH
Classroom Teacher	TBH
Classroom Teacher	TBH
Classroom Teacher	TBH
Classroom Teacher	TBH
Classroom Teacher	TBH
Classroom Teacher	TBH
Community Program Manager	Rosario, Vicky
Curriculum & Technology Integration Specialist	Ofori, Elizabeth
Custodian	Clarke, Evrol
Custodian	Joseph, Justin
Custodian	Louis, Prince
Custodian	Retana Garcia, Hugo
Custodian	Robinson, Christopher
Custodian	TBH
Custodian	TBH
Custodian	TBH
Custodian	TBH
Custodian	TBH
Data and Information Systems Specialist	Samuels, Annella
ENL Teacher	Salazar, Sebastian
ELL Teacher	Stanton, Megan
Enrollment Coordinator	TBH
Family Engagement Coordinator	Daure-Wiggins, Cherry
Family Engagement Coordinator	Rose, Janisa
Guidance Counselor	Anglin, Hollyann
Guidance Counselor	Armstrong, Kareen

Title	Employee Name
Music Teacher	Johnson, Brenton
Music Teacher	Stuart, Allegra
PE Teacher	Combs, Lawrence
PE Teacher	Hassel, Ryan
PE Teacher	Reilly, Stephen
PE Teacher	Sucre, Sheldon
Security Guard	Anderson, Ewan
Security Guard	Brown, Jason
Security Guard	Ogbu, Chikezie
Security Guard	Samerson, Kevin
Security Guard	Scott Lobell, Donna
Security Guard	Tranquille, Jhonny
Security Guard	Webber, Derrick
Security Guard	TBH
Security Guard	TBH
Social Worker	Colón, Dannielle
Social Worker	TBH
Social Worker	Nedd, Melissa
Spanish Teacher	TBH
Spanish Teacher	Ortiz, Martha
Special Education Liaison	Zadok, Natalie
Special Education Teacher	Brady, Corrina
Special Education Teacher	Kurz, Timothy
Special Education Teacher	Lloyd, Evelyn
Special Education Teacher	Meyers, De'Anna
Special Education Teacher	Naqvi, Sadaf
Special Education Teacher	Narine, Tina
Special Education Teacher	Novello, Nicole
Special Education Teacher	Wess, Michael
Teaching Assistant	Alfonso Carrasco, Shainy
Teaching Assistant	Berkowitz, Gillian
Teaching Assistant	Chapman, Terrell
Teaching Assistant	Gautier, Traci
Teaching Assistant	Hargrove, Adrian

Title	Employee Name
Teaching Assistant	Harris, Tylicia
Teaching Assistant	Proverbs, Khristie
Teaching Assistant	Ranger, Tavian
Teaching Assistant	Reid, Maya
Teaching Assistant	Rivera, Mildred
Teaching Assistant	Rose, Sharon
Teaching Assistant	Russell, Ericka
Teaching Assistant	Smith, Bria
Teaching Assistant	Tramell, Shaquira
Teaching Assistant	Turner-Murray, Roszella
Teaching Assistant	White, Taylor
Teaching Assistant	Williams, Undra
Teaching Assistant	TBH
Teaching Assistant	TBH
Teaching Assistant	TBH
Teaching Assistant	TBH
Teaching Assistant	TBH
Teaching Assistant	TBH
Teaching Assistant	TBH
Teaching Assistant	TBH
Teaching Assistant	TBH
Teaching Assistant	TBH
Teaching Assistant	TBH
Teaching Assistant	TBH
Teaching Assistant	TBH
Teaching Assistant	TBH
Teaching Assistant	TBH
Teaching Assistant	TBH
Technology Coordinator	Megie, Nicholson
Technology Coordinator	Mullings, Johnathon
Technology Coordinator	Richardson, Dale
Technology Coordinator	TBH
Technology Coordinator	TBH
Director of Technology	TBH



Attachment #10

FY22 Budget Assumptions & Changes:

- A 3% increase for all staff salaries.
- A more robust and industry standard starting salary for instructional staff @ \$61,632.
- A more accurate vacancy projection to make up for the learning loss during COVID-19.
- A more accurate reflection of the decrease in SpEd count, decrease in provided services based on trends.
- Accounting for ESSER 1, 2, & ARP funds allocated to CPCS.
- Standard industry increases for insurance costs.
- Anticipated consultant contracts for reopening & beyond. (CSBM, JPS, etc.)
- Increase in Technology:
 - Hotspots for students
 - Technology personnel infrastructure
 - Blended learning equipment (Smartboards, etc.)



Attachment #11

Teachers Salary Schedule – 2018-2021

May 14, 2021

	BA C1	C1 + PD	BA + 30 C2	C2 + ID	MA C2 + PD	C2 + ID + PD	MA + 30 C6	MA + 30 C6 + PD
1A	61,070	66,601	63,120	66,909	68,652	72,437	70,703	76,231
1B	61,070	66,601	63,120	66,909	68,652	72,437	70,703	76,231
2A	62,284	67,815	64,334	68,123	69,866	73,651	71,917	77,445
2B	62,284	67,815	64,334	68,123	69,866	73,651	71,917	77,445
3A	62,799	68,330	64,849	68,638	70,381	74,166	72,432	77,960
3B	62,799	68,330	64,849	68,638	70,381	74,166	72,432	77,960
4A	63,708	69,239	65,758	69,547	71,290	75,075	73,341	78,869
4B	63,708	69,239	65,758	69,547	71,290	75,075	73,341	78,869
5A	64,494	70,025	66,544	70,333	72,076	75,861	74,127	79,655
5B	64,494	70,025	66,544	70,333	72,076	75,861	74,127	79,655
6A	65,340	70,871	67,390	71,179	72,922	76,707	74,973	80,501
6A+L5	66,626	72,157	68,676	72,465	74,208	77,993	76,259	81,787
6B	66,540	72,071	68,590	72,379	74,122	77,907	76,173	81,701
6B+L5	67,826	73,357	69,876	73,665	75,408	79,193	77,459	82,987
7A	68,320	73,851	70,370	74,159	75,902	79,687	77,953	83,481
7A+L5	69,606	75,137	71,656	75,445	77,188	80,973	79,239	84,767
7B	72,490	78,021	74,540	78,329	80,072	83,857	82,123	87,651
7B+L5	73,776	79,307	75,826	79,615	81,358	85,143	83,409	88,937
8A	76,390	81,921	78,440	82,229	83,972	87,757	86,023	91,551
8A+L5	77,676	83,207	79,726	83,515	85,258	89,043	87,309	92,837
8B	81,022	86,553	83,072	86,861	88,604	92,389	90,655	96,183
8B+L5	82,308	87,839	84,358	88,147	89,890	93,675	91,941	97,469
8B+L10	86,280	91,811	88,330	92,119	93,862	97,647	95,913	101,441
8B+L13	88,984	94,515	91,034	94,823	96,566	100,351	98,617	104,145
8B+L15	94,691	100,222	96,741	100,530	102,273	106,058	104,324	109,852
8B+L18	96,189	101,720	98,239	102,028	103,771	107,556	105,822	111,350
8B+L20	107,263	112,794	109,313	113,102	114,845	118,630	116,896	122,424
8B+L22	113,496	119,027	115,546	119,335	121,078	124,863	123,129	128,657
L5	1,286							
L10	5,258							
L13	7,962							
L15	13,669							
L18	15,167							
L20	26,241							
L22	32,474							

*Subject to Correction





2020-2021 NYC CHARTER SCHOOL COMPENSATION SURVEY

Survey Effective Date:	October 3, 2020
Publication Date:	February 25, 2021
No. of Schools:	108
No. of Survey Jobs:	20
No. of Employees Reported:	5,244

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SECTION I – EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

Total Compensation Solutions (TCS) and the New York City Charter School Center (NYCCSC) present the **2020-2021 NYC Charter School Compensation Survey**. TCS and the NYCCSC thank you for your participation. We will jointly be hosting a webinar to review the survey results. TCS also offers participants a one-on-one call to review the survey. During this 30 minute conversation, TCS and the participating school will discuss how the school compares to other participants. Please call or e-mail Matt Leach at dMLEACH@total-comp.com to set up a conference call.

TCS divides the survey into four easy-to-use sections.

Section I:	Executive Summary	Highlights survey findings and presents survey summary information and trends.
Section II:	Compensation Analysis	Reports compensation data effective as of October 3, 2020, for each of the 20 survey school positions based on operating-budget peer groups and overall
Section III:	Personnel Policies and Practices	Provides information on personnel policies and practices, including salary increase budgets, benefits, bonus data, PTO as well as vacation days, sick days, perquisites, and COVID-19 policy changes.
Section IV:	Appendix	Presents the survey methodology, defines and explains terms used in this report, data suppression, pay equity, explains how to update survey data, and provides the DOE pay scale.

EXECUTIVE SUMMARY – (Cont'd)

GENERAL FINDINGS AND OBSERVATIONS

This year's survey provides data from 108 charter schools in NYC. These participants provided data on 5,244 individual jobs. While this sample size is down from two years ago, TCS believes the data provides a good representation of compensation within the charter school industry based on the consistency with data from prior reports and the number of schools providing data.

We observe over the past two years the survey participants have an:

- Average operating budget of \$8.8 million this year, which is an increase from \$7.2 million reported in 2019.
- Average staff size of 66 employees this year, which is an increase from 59 employees reported in 2019.
- Average student population of 433 students, which is an increase from 382 students reported in 2019.

COMPENSATION FINDINGS

TCS collects and provides pay data for 20 charter school roles. Since we have collected all 20 jobs in past surveys, we are able to provide trend data for all jobs (page 6). We find compensation levels are driven by responsibilities (job titles), tenure, school size, and performance.

Some highlights of this year's compensation data:

- New this year, we changed the budget peer groups to under \$7 million, \$7 to \$10 million, and over \$10 million. These size breaks better reflect the size of the participants.
- New this year, we also provided new student size cuts to under 300 students, 300 – 500 students, and over 500 students. Survey users should pay attention to the new size cuts when comparing salary data to the last survey.

EXECUTIVE SUMMARY – (Cont'd)

Personnel Policies and Practices

TCS summarizes some of their top-level findings from this year's survey below:

- More schools are relying on performance when determining Teacher salary increases (page 58).
- Three percent is the most common merit increase for charter schools. This outpaces the 2.5% increase we observe in the external market (pages 59-60).
- We observe an increase (from 10% to 25%) in the prevalence of the "other" component in the PTO policies (page 65).
- We find an increase in sick days from an average of seven last survey to eight this year (page 67).
- We find more schools are formalizing their incentive plans as the use of incentive metrics have grown (page 68).
- We report an increase in the use of sign-on and referral bonuses as schools continue to look for good new talent (page 69).
- Charter schools report offering more health perquisites like wellness programs, long-term care, and critical care. These increases are in line with what we observe in the external market as organizations have put more resources towards health due to COVID-19 (page 71).
- We find a decrease in the use of certain work-life benefits. This decrease could be temporary related to COVID-19 and its requirements (page 72).
- We report how schools are dealing with COVID-19 and find just above a third of the participating schools have made changes to their merit increase budgets (page 73).
- We also report diversity, equity, and inclusion policies and find the majority of schools already have DEI policies in place (page 74).

EXECUTIVE SUMMARY – (Cont'd)

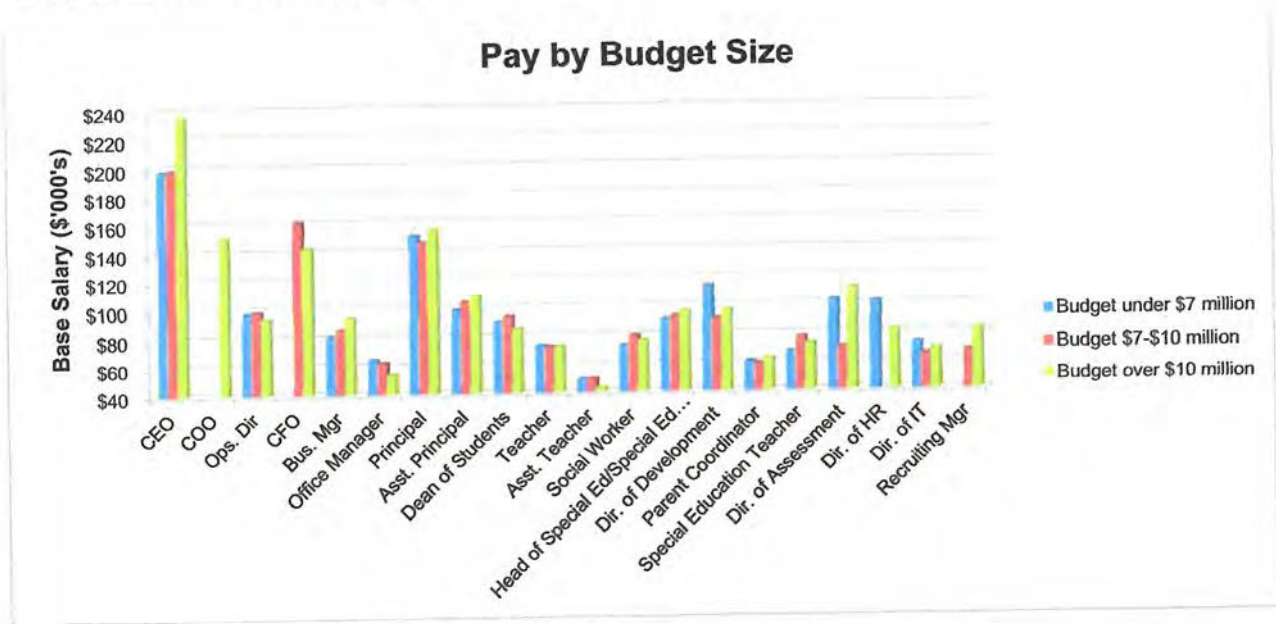
We present the median for this year's compensation vs. the data from 2018-2019 survey. The increases represent a two-year increase. Many of the large or negative increases are due to changes in sample, especially with the multi-titled roles. We report the salaries below:

Position Title	Median Base Salary (\$000's)		% increase ¹	Median Total Compensation (\$000's)		% increase ¹
	2018-2019	2020-2021		2018-2019	2020-2021	
Executive Director, CEO	\$ 190.0	\$ 190.0	0.00%	\$ 199.0	\$ 190.0	-4.52%
Chief Operating Officer	\$ 147.5	\$ 145.0	-1.69%	\$ 153.5	\$ 156.5	1.95%
Operations Director	\$ 95.0	\$ 95.7	0.74%	\$ 95.0	\$ 95.9	0.95%
Chief Financial Officer	\$ 144.2	\$ 149.8	3.88%	\$ 144.2	\$ 149.8	3.88%
Business Manager	\$ 83.9	\$ 84.4	0.60%	\$ 80.1	\$ 84.4	5.37%
Office Manager, Ops Assistant	\$ 59.0	\$ 58.9	-0.17%	\$ 59.1	\$ 58.9	-0.34%
Principal/Head of School	\$ 135.2	\$ 150.5	11.32%	\$ 141.5	\$ 151.6	7.14%
Assistant Principal	\$ 95.0	\$ 105.6	11.16%	\$ 97.0	\$ 106.3	9.59%
Dean of Students	\$ 85.0	\$ 89.5	5.29%	\$ 85.4	\$ 89.9	5.27%
Teacher	\$ 67.5	\$ 72.9	8.00%	\$ 68.1	\$ 74.1	8.81%
Assistant Teacher	\$ 48.0	\$ 50.0	4.17%	\$ 48.3	\$ 50.0	3.52%
Social Worker/Guid. Coun.	\$ 71.9	\$ 77.5	7.79%	\$ 72.5	\$ 78.8	8.69%
Special Education	\$ 80.0	\$ 92.9	16.13%	\$ 84.8	\$ 92.9	9.55%
Director of Development	\$ 83.0	\$ 95.0	14.46%	\$ 83.3	\$ 95.0	14.05%
Parent Coordinator	\$ 64.6	\$ 63.3	-2.01%	\$ 65.0	\$ 63.3	-2.62%
Special Education Teacher	\$ 68.2	\$ 73.4	7.62%	\$ 68.5	\$ 75.1	9.64%
Director of Assessment/Data	\$ 87.7	\$ 87.5	-0.23%	\$ 87.7	\$ 88.5	0.91%
Director HR, HR Manager	\$ 88.9	\$ 82.0	-7.76%	\$ 88.9	\$ 82.0	-7.76%
Director IT, Mgr IT	\$ 69.9	\$ 69.3	-0.86%	\$ 69.9	\$ 69.3	-0.86%
Recruiting Manager	\$ 76.5	\$ 76.3	-0.26%	\$ 76.5	\$ 78.0	1.96%

1. % Increase represents a two-year period

EXECUTIVE SUMMARY – (Cont'd)

We provide median pay for each job based on budget size. While bigger budgets are correlated to large base salaries, it is not a perfect correlation due to multi-incumbents and whether the school is independent or part of a CMO. We present the compensation numbers by budget below:

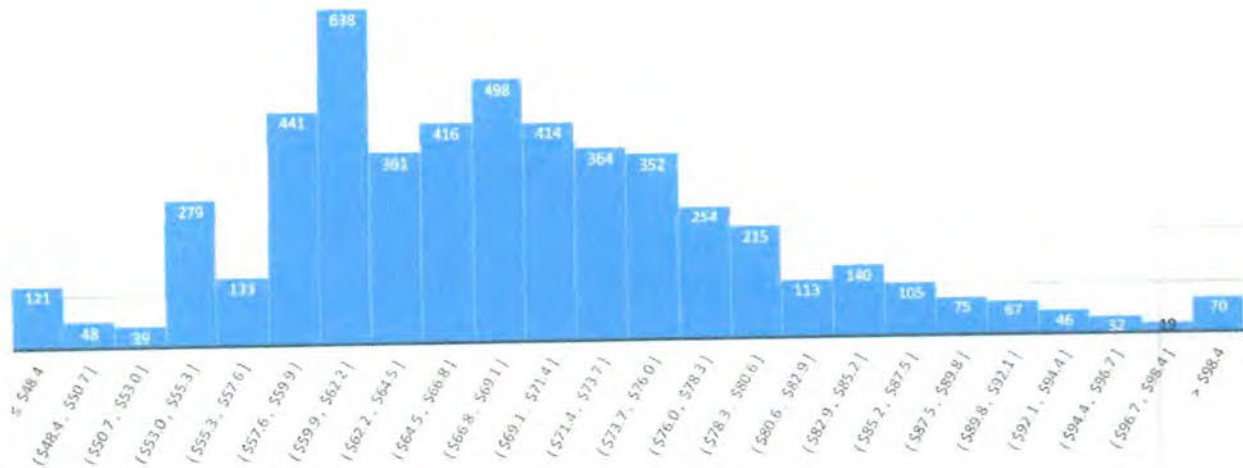


1. COO and CFO positions are not common at smaller schools.

EXECUTIVE SUMMARY – (Cont'd)

In addition to the traditional compensation data, we provide expanded information on Teachers' pay. We provide supplemental pay data on the following three pages. Below, we present a histogram that reports the number of Teachers that are paid in \$300 pay bands between \$48,400 and \$98,400. Pay between \$59,900 and \$62,200, which corresponds to newer Teachers, is the most prevalent bucket as presented below:

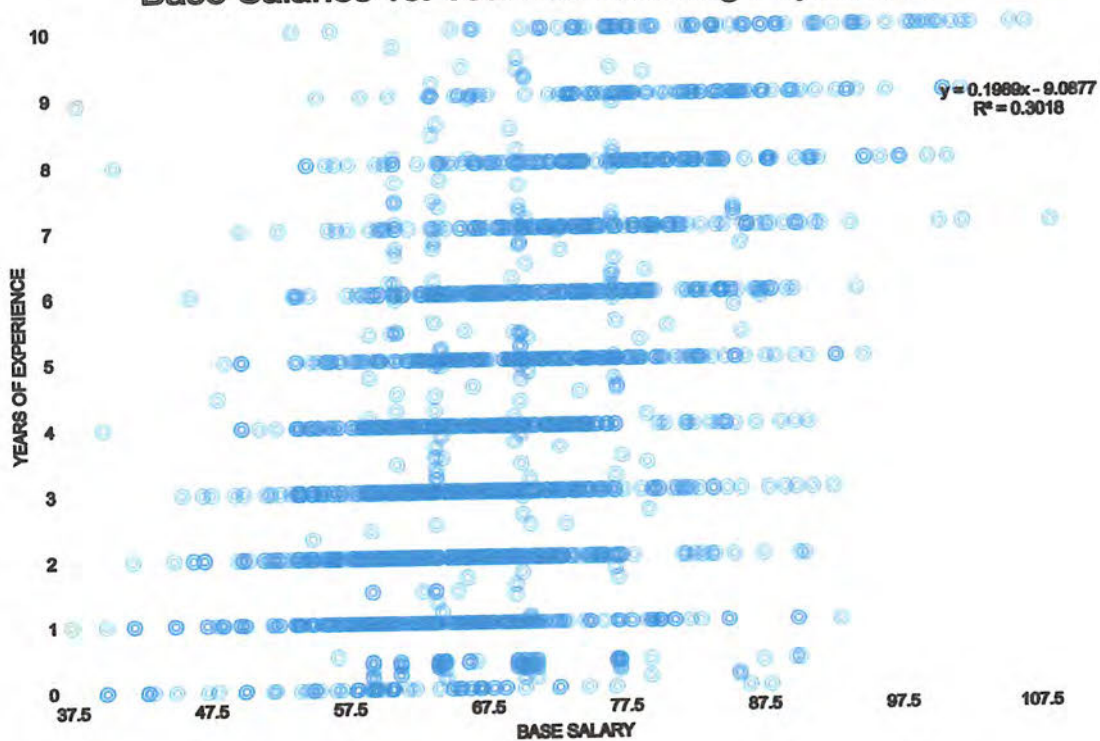
Prevalence of Teachers' Base Salaries



EXECUTIVE SUMMARY – (Cont'd)

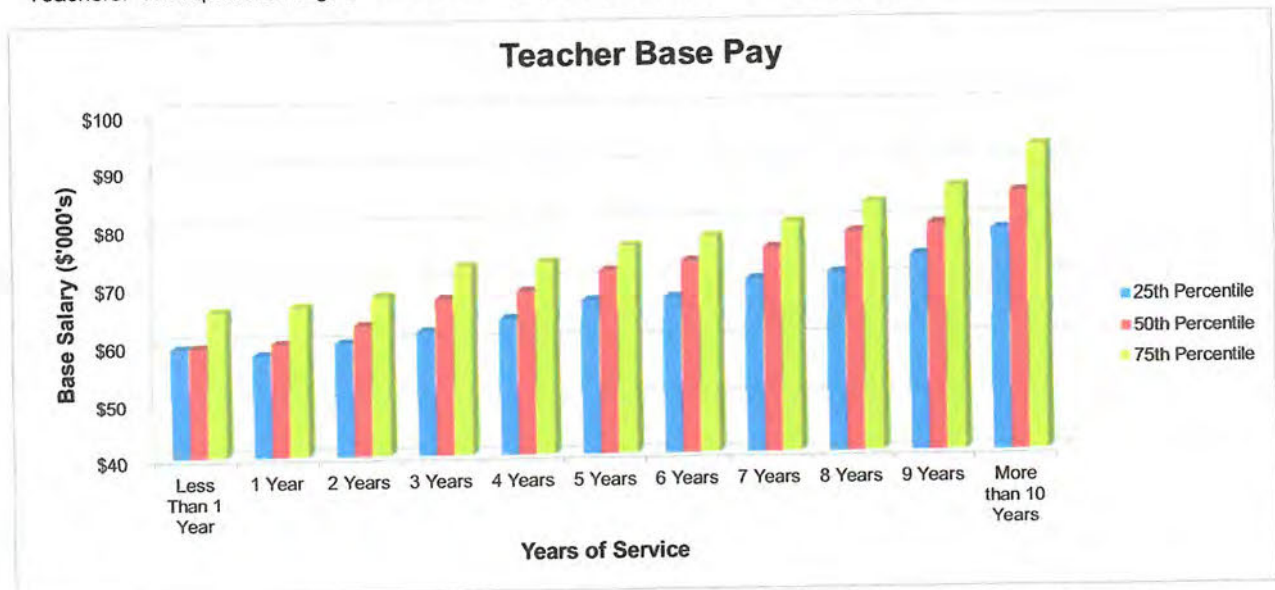
While survey respondents report relying more on performance to drive salary increases, tenure is still the biggest driver for Teachers' pay. As reported below, we find a correlation between years of service and base salary:

Base Salaries vs. Years of Teaching Experience



EXECUTIVE SUMMARY – (Cont'd)

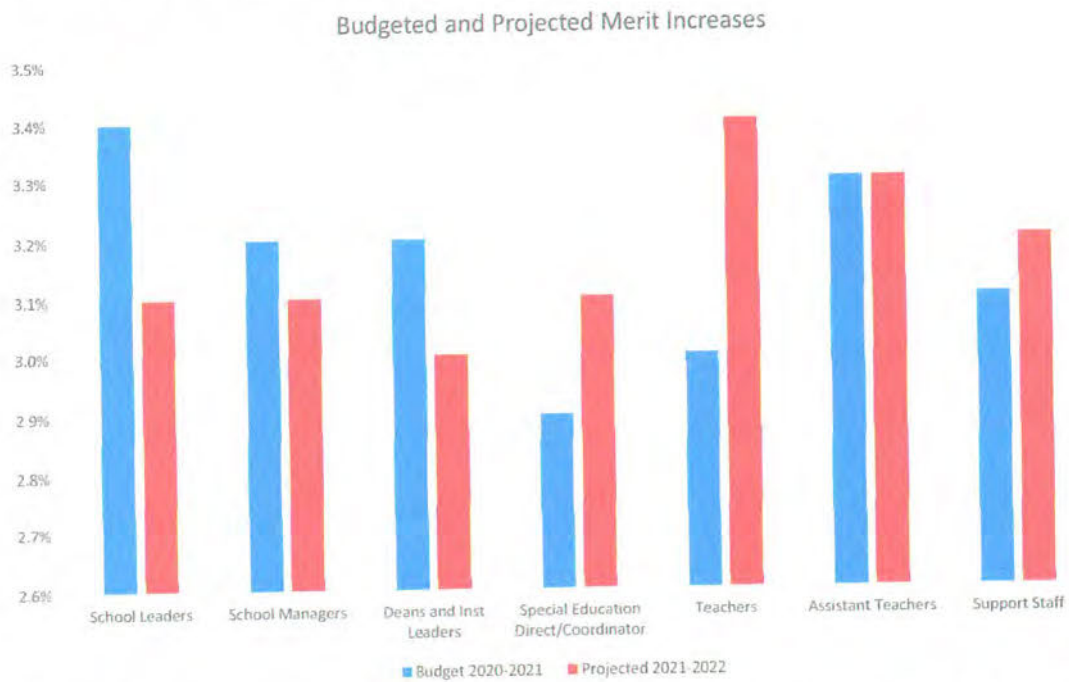
We further build on the correlation between pay and tenure by breaking apart base salaries by years of service. We present base salaries at the 25th, 50th, and 75th percentiles based on years of related service. The tenure numbers report a smaller increase than the aggregate Teachers' numbers; therefore, part of the aggregate data's increase is due to fewer new Teachers. We report a strong correlation between pay and years of related service below:



We report more Teachers in the buckets with at least five years of related service. This expanded sample can be observed with the tighter ranges between the 25th and 75th percentile resulting in a better data set.

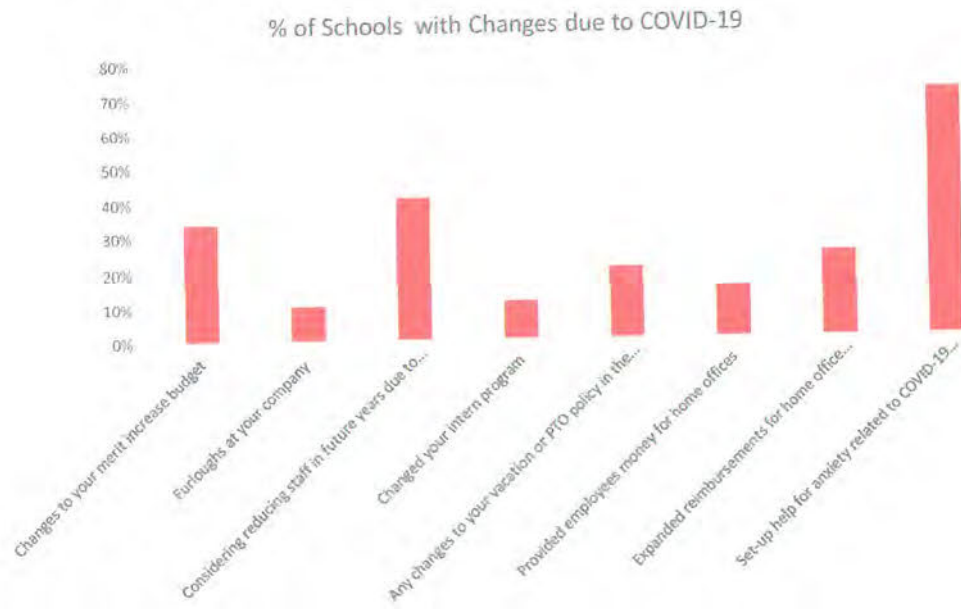
EXECUTIVE SUMMARY – (Cont'd)

In addition to the compensation and benefits data, we also collect merit increase budgets for this school year (2020-2021) and next (2021-2022). We present the average merit increases for each employee group in the table below. The average participant reported a larger increase this year for the school leaders and managers, while projecting a bigger increase in 2021-2022 for Teachers.



EXECUTIVE SUMMARY – (Cont'd)

New this year, we asked participants about changes due to COVID-19 and we summarize the prevalent responses in the graph below. We find roughly 40% of participating schools are concerned about future operations due to COVID-19, while over 70% of schools have set-up help for staff related to COVID-19



EXECUTIVE SUMMARY – (Cont'd)

SCHOOL PROFILE

TCS compiles financial and operating statistics to give context on the size of the schools providing data. In addition to the operating statistics, we provide in the table below, we also provide financial data, budget cuts, and student size for each job in the compensation data section. The same way Teachers' pay is driven by related years of service, TCS finds school size plays a major role in determining pay for the management level roles. Survey users can compare their Director level positions to positions at similarly sized schools.

TOTAL SCHOOL STATISTICS CATEGORY	# of Schools	25 TH Percentile	MEDIAN	75 TH Percentile	AVERAGE
Total Staff	108	43	61	80	66
Total Full-Time Staff	108	42	58	76	63
Total Students	105	289	414	525	433
Days Open for Teachers	103	193	200	204	201
Days open for Administrators	102	222	227	240	231
Days open for Students	103	180	183	185	186
Operating Budget (\$ '000's)	103	6,100	8,300	10,897	8,841
Grades Taught (total grades)	102	4	4	9	6
Years of Operations	105	4	8	12	9
Hours Per Week for Admin.	105	40.0	45.0	45.0	43.5
Hours per Week for Teachers	105	40.0	40.0	45.0	41.8
Hours per Week for Students	93	35.0	40.0	40.0	37.6

SECTION II - COMPENSATION ANALYSIS

COMPENSATION DATA

Introduction

This section of the 2020/2021 NYC Charter School Compensation Survey provides data for twenty executive and staff positions.

In addition, salary data is provided for the following peer groups for each position:

- All schools combined
- Three data cuts based on the school budget.
- Three data cuts based on the number of students attending the school.
- Two data cuts based on the school being Independent or a CMO

We have changed the peer groupings from last survey due to changes in operating budgets and students among participants.

The following tables provide the number of schools, number of employees, the weighted average, the average and the 25th, 50th, and 75th percentile levels for all compensation elements offered to each survey position. The survey also provides survey match quality, bonus information, stipend information, typical title, typical reports to, and exempt/nonexempt status for each position.

Key abbreviations used in the Compensation Data Section:

- EE = Employees matching position
- Wtd. = Weighted
- Ptile = Percentile
- TCC = Total Cash Compensation

For a complete definition of terms used in the Compensation Data Section, please refer to the Appendix.

001 Executive Director, CEO

Reports directly to the Board of Trustees. Responsible for all activities in the school building including fundraising, strategic planning and serving as the spokesman for the school. Leads the school's senior management team including the highest level instructional and operational leaders and ensures that day-to-day operations and programs are professionally and efficiently organized and administered.

All Schools	No. of Schools	No. of EEs	Wtd. Avg.	Average	10th Ptile	25th Ptile	50th Ptile	75th Ptile	90th Ptile
Annual Budget (\$000's)	34	39	9,667.9	9,604.3	4,000.0	5,885.7	8,308.5	12,209.3	15,440.0
Annual Base Salary (\$000's)	37	45	192.7	189.6	132.5	150.2	190.0	212.8	258.0
Prior Annual Base Salary (\$000's)	35	43	185.0	182.2	128.8	137.6	187.0	206.2	262.3
Annual Bonus Paid (\$000's)	12	14	22.7	20.6	1.8	10.5	19.5	21.3	47.5
TCC (\$000's)-All	37	45	199.8	196.3	132.5	155.0	190.0	219.6	280.0
Budget Under \$7 Million	No. of Schools	No. of EEs	Wtd. Avg.	Average	10th Ptile	25th Ptile	50th Ptile	75th Ptile	90th Ptile
Annual Budget (\$000's)	12	14	4,949.2	4,915.0	3,766.7	3,979.3	4,858.5	5,885.7	6,100.0
Annual Base Salary (\$000's)	12	14	193.6	185.6	133.1	137.6	156.6	198.0	306.6
TCC (\$000's)-All	12	14	200.5	192.3	133.1	137.6	159.3	204.2	327.1
Budget \$7-10 Million	No. of Schools	No. of EEs	Wtd. Avg.	Average	10th Ptile	25th Ptile	50th Ptile	75th Ptile	90th Ptile
Annual Budget (\$000's)	8	8	8,103.2	8,103.2	--	7,455.6	7,700.0	8,750.5	--
Annual Base Salary (\$000's)	8	8	172.6	172.6	--	150.2	177.8	198.5	--
TCC (\$000's)-All	8	8	172.7	172.7	--	151.0	177.8	198.5	--
Budget Over \$10 Million	No. of Schools	No. of EEs	Wtd. Avg.	Average	10th Ptile	25th Ptile	50th Ptile	75th Ptile	90th Ptile
Annual Budget (\$000's)	14	17	14,290.3	14,481.4	11,513.6	12,191.4	13,254.9	15,500.0	19,919.0
Annual Base Salary (\$000's)	14	17	210.6	207.9	150.4	173.0	213.1	234.8	264.0
TCC (\$000's)-All	14	17	223.6	219.6	155.9	175.1	219.4	243.3	302.5

Typically Reports to: Board of Trustees
 Typical Title: Executive Director

Match Less than	6	Bonus Eligible	29	Exempt	43	Avg. Years Current Service	5.9	Avg. Years Related Service	N/A
Match Equal to	30	Not Bonus Eligible	16	Non-Exempt	1				
Match Greater than	9	Stipend Eligible	--						

001 Executive Director, CEO

Reports directly to the Board of Trustees. Responsible for all activities in the school building including fundraising, strategic planning and serving as the spokesman for the school. Leads the school's senior management team including the highest level instructional and operational leaders and ensures that day-to-day operations and programs are professionally and efficiently organized and administered.

	No. of Schools	No. of EEs	Wtd. Avg.	Average	10th Ptile	25th Ptile	50th Ptile	75th Ptile	90th Ptile
Less than 300 Students									
Annual Budget (\$000's)	13	15	4,619.2	4,915.0	3,766.7	3,979.3	4,858.5	5,885.7	6,100.0
Annual Base Salary (\$000's)	13	15	189.0	180.9	132.0	133.9	155.0	193.0	296.2
TCC (\$000's)-All	13	15	195.5	187.2	132.0	133.9	159.0	193.0	317.2
300-500 Students									
Annual Budget (\$000's)	8	8	8,390.7	8,390.7	--	7,455.6	7,700.0	8,750.5	--
Annual Base Salary (\$000's)	8	8	180.7	180.7	--	162.2	192.9	198.5	--
TCC (\$000's)-All	8	8	180.8	180.8	--	162.5	192.9	198.5	--
Over 500 Students									
Annual Budget (\$000's)	14	17	13,572.6	14,656.9	11,509.1	12,188.4	14,000.0	15,800.0	20,236.0
Annual Base Salary (\$000's)	14	17	211.2	208.6	150.4	173.0	213.1	234.8	264.0
TCC (\$000's)-All	14	17	224.2	220.3	155.9	175.1	219.4	243.3	302.5
Independent									
Annual Budget (\$000's)	34	40	8,222.7	9,696.7	4,000.0	6,100.0	8,717.1	12,206.3	14,600.0
Annual Base Salary (\$000's)	34	40	178.2	179.0	132.1	150.0	167.4	205.0	223.3
TCC (\$000's)-All	34	40	182.1	183.5	132.1	152.0	169.6	205.0	237.9
CMO									
Annual Budget (\$000's)	3	5	9,628.3	8,648.6	--	--	4,495.7	--	--
Annual Base Salary (\$000's)	3	5	309.0	310.3	--	--	317.0	--	--
TCC (\$000's)-All	3	5	341.4	340.7	--	--	337.0	--	--

Typically Reports to: Board of Trustees
 Typical Title: Executive Director

Match Less than	6	Bonus Eligible	29	Exempt	43	Avg. Years	5.9	Avg. Years	N/A
Match Equal to	30	Not Bonus Eligible	16	Non-Exempt	1	Current Service		Related Service	
Match Greater than	9	Stipend Eligible	--						

002a Chief Operations Officer

Directs the operations of the school. Responsibilities may include (some but not all) managing building maintenance, student recruitment, student records, enrollment, admissions, food services, transportation and uniforms. Directs the management of the operations team including the nurse, security guard, receptionist, and operations manager/ assistant. This position may also be responsible for finance, assessment, after-school programs and scheduling and planning.

	No. of Schools	No. of EEs	Wtd. Avg.	Average	10th Ptile	25th Ptile	50th Ptile	75th Ptile	90th Ptile
All Schools									
Annual Budget (\$000's)	11	11	13,369.4	13,369.4	7,400.0	9,207.2	11,500.0	19,285.0	21,000.0
Annual Base Salary (\$000's)	12	12	164.2	164.2	124.7	137.8	145.0	176.7	244.0
Prior Annual Base Salary (\$000's)	12	12	159.6	159.6	121.3	132.3	142.2	172.8	238.0
Annual Bonus Paid (\$000's)	6	6	15.9	15.9	--	4.5	7.4	20.6	--
TCC (\$000's)-All	12	12	172.1	172.1	124.7	137.8	156.5	182.3	252.3
Budget Under \$7 Million									
Annual Budget (\$000's)	1	1	--	--	--	--	--	--	--
Annual Base Salary (\$000's)	1	1	--	--	--	--	--	--	--
TCC (\$000's)-All	1	1	--	--	--	--	--	--	--
Budget \$7-10 Million									
Annual Budget (\$000's)	2	2	--	--	--	--	--	--	--
Annual Base Salary (\$000's)	2	2	--	--	--	--	--	--	--
TCC (\$000's)-All	2	2	--	--	--	--	--	--	--
Budget Over \$10 Million									
Annual Budget (\$000's)	8	8	15,933.2	15,933.2	--	11,373.7	14,944.2	20,902.5	--
Annual Base Salary (\$000's)	8	8	164.7	164.7	--	140.0	150.5	176.7	--
TCC (\$000's)-All	8	8	175.7	175.7	--	142.6	164.0	182.3	--

Typically Reports to: Executive Director

Typical Title: Chief Operations Officer

Match Less than	2	Bonus Eligible	9	Exempt	12	Avg. Years Current Service	4.4	Avg. Years Related Service	N/A
Match Equal to	7	Not Bonus Eligible	3	Non-Exempt	--				
Match Greater than	3	Stipend Eligible	--						

002a Chief Operations Officer

Directs the operations of the school. Responsibilities may include (some but not all) managing building maintenance, student recruitment, student records, enrollment, admissions, food services, transportation and uniforms. Directs the management of the operations team including the nurse, security guard, receptionist, and operations manager/ assistant. This position may also be responsible for finance, assessment, after-school programs and scheduling and planning.

	No. of Schools	No. of EEs	Wtd. Avg.	Average	10th Ptile	25th Ptile	50th Ptile	75th Ptile	90th Ptile
Less than 300 Students									
Annual Budget (\$000's)	1	1	--	--	--	--	--	--	--
Annual Base Salary (\$000's)	1	1	--	--	--	--	--	--	--
TCC (\$000's)-All	1	1	--	--	--	--	--	--	--
300-500 Students									
Annual Budget (\$000's)	3	3	8,604.8	8,604.8	--	--	7,701.9	--	--
Annual Base Salary (\$000's)	3	3	130.4	130.4	--	--	131.3	--	--
TCC (\$000's)-All	3	3	131.6	131.6	--	--	131.3	--	--
Over 500 Students									
Annual Budget (\$000's)	8	8	14,594.1	16,679.0	--	11,844.2	17,700.0	20,935.0	--
Annual Base Salary (\$000's)	8	8	165.9	165.9	--	140.0	155.5	176.7	--
TCC (\$000's)-All	8	8	176.5	176.5	--	147.5	164.0	182.3	--
Independent									
Annual Budget (\$000's)	10	10	12,486.8	13,874.2	7,641.5	10,712.5	11,500.0	20,870.0	21,300.0
Annual Base Salary (\$000's)	10	10	146.9	146.9	123.6	133.5	140.0	158.3	174.0
TCC (\$000's)-All	10	10	150.7	150.7	123.6	133.5	146.8	164.5	180.7
CMO									
Annual Budget (\$000's)	2	2	--	--	--	--	--	--	--
Annual Base Salary (\$000's)	2	2	--	--	--	--	--	--	--
TCC (\$000's)-All	2	2	--	--	--	--	--	--	--

Typically Reports to: Executive Director

Typical Title: Chief Operations Officer

Match Less than	2	Bonus Eligible	9	Exempt	12	Avg. Years Current Service	4.4	Avg. Years Related Service	N/A
Match Equal to	7	Not Bonus Eligible	3	Non-Exempt	--				
Match Greater than	3	Stipend Eligible	--						

002b Operations Director, Operations Manager

Manages, administers and coordinates the day-to-day operations of the school. Responsibilities may include (some but not all) managing building maintenance, student recruitment, student records, enrollment, admissions, food services, transportation and uniforms. Directs the management of the operations team including the nurse, security guard, receptionist, and operations manager/ assistant. This position may also be responsible for finance, assessment, after-school programs and scheduling and planning.

All Schools	No. of Schools	No. of EEs	Wtd. Avg.	Average	10th Ptile	25th Ptile	50th Ptile	75th Ptile	90th Ptile
Annual Budget (\$000's)	90	129	10,172.8	9,085.2	4,073.0	6,150.0	8,300.0	11,092.6	14,156.9
Annual Base Salary (\$000's)	94	143	96.1	97.4	80.0	87.6	95.9	103.1	120.8
Prior Annual Base Salary (\$000's)	81	123	92.9	94.2	72.2	86.7	94.0	103.0	116.2
Annual Bonus Paid (\$000's)	18	25	5.3	5.8	1.0	2.1	3.9	5.0	15.4
TCC (\$000's)-All	94	143	97.1	98.3	80.0	88.0	95.9	105.0	121.0
Budget Under \$7 Million	No. of Schools	No. of EEs	Wtd. Avg.	Average	10th Ptile	25th Ptile	50th Ptile	75th Ptile	90th Ptile
Annual Budget (\$000's)	29	32	4,981.7	4,890.1	2,759.4	4,000.0	5,152.0	6,100.0	6,500.0
Annual Base Salary (\$000's)	29	32	98.1	97.4	79.0	90.0	97.6	103.5	113.8
TCC (\$000's)-All	29	32	98.4	97.7	80.4	90.0	97.6	103.5	113.8
Budget \$7-10 Million	No. of Schools	No. of EEs	Wtd. Avg.	Average	10th Ptile	25th Ptile	50th Ptile	75th Ptile	90th Ptile
Annual Budget (\$000's)	28	35	8,427.5	8,267.5	7,200.0	7,493.5	7,950.0	8,938.2	9,900.0
Annual Base Salary (\$000's)	28	35	99.5	99.6	84.8	90.9	98.5	105.9	121.1
TCC (\$000's)-All	28	35	100.5	100.4	84.9	90.9	98.5	106.6	121.1
Budget Over \$10 Million	No. of Schools	No. of EEs	Wtd. Avg.	Average	10th Ptile	25th Ptile	50th Ptile	75th Ptile	90th Ptile
Annual Budget (\$000's)	33	62	13,837.3	13,465.6	10,500.0	10,994.7	12,209.5	14,500.0	19,620.0
Annual Base Salary (\$000's)	33	62	95.3	96.7	79.8	86.7	93.6	101.5	120.0
TCC (\$000's)-All	33	62	96.7	98.2	79.8	87.4	93.6	108.0	123.6

Typically Reports to: Executive Director
 Typical Title: Operations Director

Match Less than	54	Bonus Eligible	42	Exempt	131	Avg. Years	3.4	Avg. Years	N/A
Match Equal to	68	Not Bonus Eligible	99	Non-Exempt	4	Current Service		Related Service	
Match Greater than	21	Stipend Eligible	--						

002b Operations Director, Operations Manager

Manages, administers and coordinates the day-to-day operations of the school. Responsibilities may include (some but not all) managing building maintenance, student recruitment, student records, enrollment, admissions, food services, transportation and uniforms. Directs the management of the operations team including the nurse, security guard, receptionist, and operations manager/ assistant. This position may also be responsible for finance, assessment, after-school programs and scheduling and planning.

	No. of Schools	No. of EEs	Wtd. Avg.	Average	10th Ptile	25th Ptile	50th Ptile	75th Ptile	90th Ptile
Less than 300 Students									
Annual Budget (\$000's)	23	26	4,396.6	4,395.9	2,707.4	3,730.3	4,697.8	5,282.2	6,071.3
Annual Base Salary (\$000's)	23	26	96.5	95.4	76.0	85.7	95.9	98.7	108.4
TCC (\$000's)-All	23	26	96.8	95.8	78.6	85.7	95.9	98.7	108.4
300-500 Students									
Annual Budget (\$000's)	39	47	8,433.8	8,248.0	6,500.0	7,200.0	7,700.0	9,224.3	10,500.0
Annual Base Salary (\$000's)	39	47	98.7	99.6	83.4	90.4	98.0	110.1	121.0
TCC (\$000's)-All	39	47	99.4	100.3	83.8	90.6	98.0	111.6	121.0
Over 500 Students									
Annual Budget (\$000's)	29	57	13,715.6	13,906.5	10,574.5	11,405.9	12,504.9	14,900.0	20,331.0
Annual Base Salary (\$000's)	29	57	94.9	96.1	79.9	87.4	94.7	99.5	116.2
TCC (\$000's)-All	29	57	96.5	97.7	79.9	87.4	94.7	102.0	122.8
Independent									
Annual Budget (\$000's)	50	83	9,180.0	10,079.6	4,000.0	6,345.8	9,574.3	12,428.0	15,200.0
Annual Base Salary (\$000's)	50	83	93.4	94.2	78.4	85.1	91.0	99.8	115.6
TCC (\$000's)-All	50	83	94.7	95.6	78.8	85.1	92.1	104.1	121.1
CMO									
Annual Budget (\$000's)	44	60	9,172.5	8,045.5	4,617.0	6,200.7	7,550.0	10,012.1	11,597.1
Annual Base Salary (\$000's)	44	60	100.0	101.0	88.2	92.0	97.9	106.0	120.8
TCC (\$000's)-All	44	60	100.3	101.3	88.2	92.0	97.9	106.7	120.8

Typically Reports to: Executive Director
 Typical Title: Operations Director

Match Less than	54	Bonus Eligible	42	Exempt	131	Avg. Years Current Service	3.4	Avg. Years Related Service	N/A
Match Equal to	68	Not Bonus Eligible	99	Non-Exempt	4				
Match Greater than	21	Stipend Eligible	--						

003a Chief Financial Officer

Directs all financial functions of the school. Responsibilities may include fiscal management and reporting, payroll, purchasing and occasionally human resources.

	No. of Schools	No. of EEs	Wtd. Avg.	Average	10th Ptile	25th Ptile	50th Ptile	75th Ptile	90th Ptile
All Schools									
Annual Budget (\$000's)	11	12	12,183.8	12,246.0	7,083.3	8,536.5	11,500.0	15,200.0	17,700.0
Annual Base Salary (\$000's)	11	12	152.9	151.5	130.0	130.0	149.8	164.5	171.7
Prior Annual Base Salary (\$000's)	11	12	140.1	137.5	111.4	127.4	135.0	149.1	165.4
Annual Bonus Paid (\$000's)	6	6	4.2	4.2	--	2.0	3.0	4.0	--
TCC (\$000's)-All	11	12	155.0	153.8	130.0	136.6	149.8	165.5	175.7
Budget Under \$7 Million									
Annual Budget (\$000's)	1	1	--	--	--	--	--	--	--
Annual Base Salary (\$000's)	1	1	--	--	--	--	--	--	--
TCC (\$000's)-All	1	1	--	--	--	--	--	--	--
Budget \$7-10 Million									
Annual Budget (\$000's)	4	4	8,527.5	8,527.5	--	7,695.8	8,536.5	9,368.2	--
Annual Base Salary (\$000's)	4	4	162.6	162.6	--	144.5	160.8	178.8	--
TCC (\$000's)-All	4	4	166.7	166.7	--	147.7	162.8	181.8	--
Budget Over \$10 Million									
Annual Budget (\$000's)	6	7	15,371.4	16,016.7	--	14,150.0	15,200.0	17,225.0	--
Annual Base Salary (\$000's)	6	7	149.0	145.8	--	130.0	143.0	159.8	--
TCC (\$000's)-All	6	7	149.7	146.6	--	130.5	144.4	161.5	--

Typically Reports to: Executive Director

Typical Title: Chief Financial Officer

Match Less than	--	Bonus Eligible	10	Exempt	12	Avg. Years Current Service	4.3	Avg. Years Related Service	N/A
Match Equal to	9	Not Bonus Eligible	2	Non-Exempt	--				
Match Greater than	3	Stipend Eligible	--						

003a Chief Financial Officer

Directs all financial functions of the school. Responsibilities may include fiscal management and reporting, payroll, purchasing and occasionally human resources.

	No. of Schools	No. of EEs	Wtd. Avg.	Average	10th Ptile	25th Ptile	50th Ptile	75th Ptile	90th Ptile
Less than 300 Students									
Annual Budget (\$000's)	1	1	--	--	--	--	--	--	--
Annual Base Salary (\$000's)	1	1	--	--	--	--	--	--	--
TCC (\$000's)-All	1	1	--	--	--	--	--	--	--
300-500 Students									
Annual Budget (\$000's)	3	3	8,052.1	8,052.1	--	--	7,900.0	--	--
Annual Base Salary (\$000's)	3	3	159.5	159.5	--	--	149.8	--	--
TCC (\$000's)-All	3	3	163.7	163.7	--	--	149.8	--	--
Over 500 Students									
Annual Budget (\$000's)	7	8	14,694.2	15,150.6	--	12,750.0	14,600.0	16,750.0	--
Annual Base Salary (\$000's)	7	8	151.9	149.5	--	130.0	156.0	164.5	--
TCC (\$000's)-All	7	8	153.0	150.8	--	131.0	156.8	165.5	--
Independent									
Annual Budget (\$000's)	9	10	12,401.0	12,501.1	--	9,173.0	11,500.0	14,600.0	--
Annual Base Salary (\$000's)	9	10	156.3	155.0	--	130.0	156.0	168.1	--
TCC (\$000's)-All	9	10	158.5	157.4	--	141.2	156.8	168.1	--
CMO									
Annual Budget (\$000's)	2	2	--	--	--	--	--	--	--
Annual Base Salary (\$000's)	2	2	--	--	--	--	--	--	--
TCC (\$000's)-All	2	2	--	--	--	--	--	--	--

Typically Reports to: Executive Director
 Typical Title: Chief Financial Officer

Match Less than	--	Bonus Eligible	10	Exempt	12	Avg. Years	4.3	Avg. Years	N/A
Match Equal to	9	Not Bonus Eligible	2	Non-Exempt	--	Current Service		Related Service	
Match Greater than	3	Stipend Eligible	--						

003b Business Manager, Director of Finance and Administration

Manages and/or coordinates all financial functions of the school. Responsibilities may include fiscal management and reporting, payroll, purchasing and occasionally human resources.

All Schools	No. of Schools	No. of EEs	Wtd. Avg.	Average	10th Ptile	25th Ptile	50th Ptile	75th Ptile	90th Ptile
Annual Budget (\$000's)	23	32	10,241.7	10,445.7	5,404.9	6,800.0	9,000.0	12,210.8	19,519.8
Annual Base Salary (\$000's)	25	34	87.2	88.0	67.2	72.9	84.4	98.6	116.0
Prior Annual Base Salary (\$000's)	23	31	84.0	85.8	65.0	69.1	80.7	94.7	118.0
Annual Bonus Paid (\$000's)	4	5	5.8	5.7	--	4.9	6.4	7.1	--
TCC (\$000's)-All	25	34	88.0	88.7	67.2	72.9	84.4	100.0	116.0
Budget Under \$7 Million	No. of Schools	No. of EEs	Wtd. Avg.	Average	10th Ptile	25th Ptile	50th Ptile	75th Ptile	90th Ptile
Annual Budget (\$000's)	6	8	5,033.7	5,131.3	--	4,325.6	5,558.4	5,880.6	--
Annual Base Salary (\$000's)	6	8	85.3	81.7	--	70.8	81.7	91.4	--
TCC (\$000's)-All	6	8	86.9	82.7	--	70.8	81.7	95.1	--
Budget \$7-10 Million	No. of Schools	No. of EEs	Wtd. Avg.	Average	10th Ptile	25th Ptile	50th Ptile	75th Ptile	90th Ptile
Annual Budget (\$000's)	6	10	8,244.6	8,241.1	--	7,682.9	8,209.5	8,817.5	--
Annual Base Salary (\$000's)	6	10	89.4	89.0	--	76.3	86.1	97.7	--
TCC (\$000's)-All	6	10	90.0	89.4	--	76.3	86.1	99.3	--
Budget Over \$10 Million	No. of Schools	No. of EEs	Wtd. Avg.	Average	10th Ptile	25th Ptile	50th Ptile	75th Ptile	90th Ptile
Annual Budget (\$000's)	11	14	14,644.1	14,547.1	10,994.7	11,782.4	12,212.2	17,494.4	21,000.0
Annual Base Salary (\$000's)	11	14	86.5	90.8	68.3	74.3	94.0	101.7	120.0
TCC (\$000's)-All	11	14	87.2	91.7	68.3	74.3	94.5	101.7	129.0

Typically Reports to: Executive Director, COO

Typical Title: Business Manager, Director of Finance

Match Less than	10	Bonus Eligible	10	Exempt	28	Avg. Years Current Service	4.3	Avg. Years Related Service	N/A
Match Equal to	18	Not Bonus Eligible	24	Non-Exempt	5				
Match Greater than	6	Stipend Eligible	--						

003b Business Manager, Director of Finance and Administration

Manages and/or coordinates all financial functions of the school. Responsibilities may include fiscal management and reporting, payroll, purchasing and occasionally human resources.

	No. of Schools	No. of EEs	Wtd. Avg.	Average	10th Ptile	25th Ptile	50th Ptile	75th Ptile	90th Ptile
Less than 300 Students									
Annual Budget (\$000's)	5	7	4,909.6	4,976.9	--	4,000.0	5,302.5	5,814.2	--
Annual Base Salary (\$000's)	5	7	87.8	84.4	--	79.0	84.4	93.8	--
TCC (\$000's)-All	5	7	89.6	85.7	--	79.0	84.4	98.6	--
300-500 Students									
Annual Budget (\$000's)	7	11	8,031.7	7,907.0	--	7,588.3	7,701.9	8,784.0	--
Annual Base Salary (\$000's)	7	11	87.5	86.0	--	71.5	80.3	95.7	--
TCC (\$000's)-All	7	11	88.0	86.3	--	71.5	80.3	96.8	--
Over 500 Students									
Annual Budget (\$000's)	12	15	13,667.8	14,547.1	10,994.7	11,782.4	12,212.2	17,494.4	21,000.0
Annual Base Salary (\$000's)	12	15	88.1	92.4	68.7	75.0	94.4	106.6	119.0
TCC (\$000's)-All	12	15	88.7	93.2	68.7	75.0	94.6	106.6	127.1
Independent									
Annual Budget (\$000's)	20	27	9,726.3	11,069.8	5,270.0	7,550.5	9,997.3	12,428.0	20,909.0
Annual Base Salary (\$000's)	20	27	92.6	92.7	72.3	76.7	93.9	101.1	120.0
TCC (\$000's)-All	20	27	93.6	93.5	72.3	76.7	94.6	102.7	120.9
CMO									
Annual Budget (\$000's)	5	7	9,303.5	8,199.0	--	5,902.8	7,676.5	10,048.2	--
Annual Base Salary (\$000's)	5	7	66.5	69.4	--	67.5	68.0	68.3	--
TCC (\$000's)-All	5	7	66.5	69.4	--	67.5	68.0	68.3	--

Typically Reports to: Executive Director, COO

Typical Title: Business Manager, Director of Finance

Match Less than	10	Bonus Eligible	10	Exempt	28	Avg. Years Current Service	4.3	Avg. Years Related Service	N/A
Match Equal to	18	Not Bonus Eligible	24	Non-Exempt	5				
Match Greater than	6	Stipend Eligible	--						

004 Office Manager, Operations Assistant

Provides administrative support and assists with student programs and services including transportation, food services, etc. Position typically reports to the Operations Leader of the school.

	No. of Schools	No. of EEs	Wtd. Avg.	Average	10th Ptile	25th Ptile	50th Ptile	75th Ptile	90th Ptile
All Schools									
Annual Budget (\$000's)	83	292	11,034.7	8,779.2	4,576.6	6,001.4	7,701.9	10,611.9	13,701.9
Annual Base Salary (\$000's)	86	300	57.0	59.1	44.5	50.9	58.9	66.4	70.6
Prior Annual Base Salary (\$000's)	82	251	55.4	57.5	42.1	49.6	58.8	64.4	71.1
Annual Bonus Paid (\$000's)	11	43	1.5	2.5	0.8	1.2	2.0	2.8	4.0
TCC (\$000's)-All	86	300	57.3	59.2	44.7	50.9	58.9	66.6	70.9
Budget Under \$7 Million									
Annual Budget (\$000's)	28	57	5,121.1	5,004.5	3,399.9	4,060.9	5,186.6	5,952.1	6,500.0
Annual Base Salary (\$000's)	28	57	62.3	62.6	44.5	53.4	65.3	69.6	71.8
TCC (\$000's)-All	28	57	62.5	62.8	44.5	53.4	65.3	70.0	73.2
Budget \$7-10 Million									
Annual Budget (\$000's)	29	87	8,598.0	8,265.8	7,200.0	7,500.0	8,000.0	9,000.0	9,580.0
Annual Base Salary (\$000's)	29	87	58.9	60.0	47.2	54.3	62.8	66.4	71.7
TCC (\$000's)-All	29	87	59.1	60.1	47.2	54.3	62.8	66.4	71.7
Budget Over \$10 Million									
Annual Budget (\$000's)	26	148	14,744.6	13,417.0	10,322.0	10,848.7	12,132.6	14,089.0	20,485.0
Annual Base Salary (\$000's)	26	148	54.1	55.0	44.9	49.2	54.6	61.8	64.4
TCC (\$000's)-All	26	148	54.4	55.2	45.0	49.2	55.4	61.8	65.6

Typically Reports to: Director of Ops, Principal

Typical Title: Office Manager, Operations Ast

Match Less than	23	Bonus Eligible	86	Exempt	155	Avg. Years Current Service	3.1	Avg. Years Related Service	N/A
Match Equal to	214	Not Bonus Eligible	211	Non-Exempt	134				
Match Greater than	63	Stipend Eligible	--						

004 Office Manager, Operations Assistant

Provides administrative support and assists with student programs and services including transportation, food services, etc. Position typically reports to the Operations Leader of the school.

	No. of Schools	No. of EEs	Wtd. Avg.	Average	10th Ptile	25th Ptile	50th Ptile	75th Ptile	90th Ptile
Less than 300 Students									
Annual Budget (\$000's)	21	42	4,661.8	4,524.9	2,774.2	3,917.3	5,000.0	5,302.5	5,813.0
Annual Base Salary (\$000's)	21	42	60.8	60.8	44.6	53.0	62.0	67.4	69.6
TCC (\$000's)-All	21	42	61.0	61.1	44.6	53.0	62.0	67.4	70.5
300-500 Students									
Annual Budget (\$000's)	39	111	8,639.0	8,196.3	6,500.0	7,200.0	7,700.0	9,062.5	10,215.2
Annual Base Salary (\$000's)	39	111	59.5	61.3	47.9	52.7	62.8	69.2	74.5
TCC (\$000's)-All	39	111	59.5	61.4	47.9	52.7	62.8	69.2	74.5
Over 500 Students									
Annual Budget (\$000's)	24	142	14,559.1	13,652.1	10,009.6	10,997.3	12,212.2	14,959.4	20,716.0
Annual Base Salary (\$000's)	24	142	54.1	54.4	44.7	48.4	54.3	61.7	64.6
TCC (\$000's)-All	24	142	54.4	54.7	44.9	48.4	54.8	61.7	65.7
Independent									
Annual Budget (\$000's)	42	164	12,706.4	10,005.8	4,905.2	5,957.1	9,000.0	12,356.1	16,660.0
Annual Base Salary (\$000's)	42	164	54.7	54.9	41.0	49.3	54.6	61.2	66.8
TCC (\$000's)-All	42	164	55.1	55.2	41.0	49.3	55.4	61.2	67.0
CMO									
Annual Budget (\$000's)	44	136	8,369.6	7,692.0	4,617.0	6,200.7	7,550.0	9,600.0	10,549.9
Annual Base Salary (\$000's)	44	136	59.8	63.0	46.6	54.4	65.3	69.6	74.9
TCC (\$000's)-All	44	136	59.9	63.1	46.6	54.7	65.3	69.6	74.9

Typically Reports to: Director of Ops, Principal

Typical Title: Office Manager, Operations Ast

Match Less than	23	Bonus Eligible	86	Exempt	155	Avg. Years Current Service	3.1	Avg. Years Related Service	N/A
Match Equal to	214	Not Bonus Eligible	211	Non-Exempt	134				
Match Greater than	63	Stipend Eligible	--						

005 Principal/Head of School (Instructional Leader)

This position acts as the instructional leader for the school. Supervises, observes and evaluates all teaching staff and secondary school leaders. In charge of recruiting, interviewing and selecting teachers. Reports to either the Executive Director or the Board of Trustees.

	No. of Schools	No. of EEs	Wtd. Avg.	Average	10th Ptile	25th Ptile	50th Ptile	75th Ptile	90th Ptile
All Schools									
Annual Budget (\$000's)	91	129	10,323.2	9,121.6	4,900.0	6,500.0	8,600.0	10,900.0	14,000.0
Annual Base Salary (\$000's)	94	137	148.2	150.9	120.3	135.7	150.5	162.0	182.0
Prior Annual Base Salary (\$000's)	84	119	143.2	144.1	105.0	129.1	147.5	155.9	175.0
Annual Bonus Paid (\$000's)	28	45	8.3	7.7	2.0	2.5	6.0	10.1	15.8
TCC (\$000's)-All	94	137	150.9	153.1	122.5	137.9	151.6	168.2	184.7
Budget Under \$7 Million									
Annual Budget (\$000's)	26	28	4,965.9	4,900.8	2,737.1	4,020.3	5,141.7	6,050.7	6,500.0
Annual Base Salary (\$000's)	26	28	144.3	147.8	117.5	130.0	151.1	157.1	177.5
TCC (\$000's)-All	26	28	146.0	149.6	123.8	135.0	151.9	157.9	177.5
Budget \$7-10 Million									
Annual Budget (\$000's)	34	46	8,446.7	8,314.8	7,200.0	7,500.0	8,150.0	9,056.5	9,780.0
Annual Base Salary (\$000's)	34	46	146.7	148.0	124.4	135.7	146.3	155.6	175.7
TCC (\$000's)-All	34	46	148.4	149.5	124.6	138.0	147.7	156.3	175.7
Budget Over \$10 Million									
Annual Budget (\$000's)	31	55	14,619.9	13,546.4	10,500.0	10,900.0	12,209.5	14,550.0	20,100.0
Annual Base Salary (\$000's)	31	55	152.1	157.5	120.0	145.2	155.0	176.5	185.0
TCC (\$000's)-All	31	55	156.6	161.2	122.5	146.5	167.5	182.0	193.6

Typically Reports to: Executive Director

Typical Title: Principal

Match Less than	6	Bonus Eligible	64	Exempt	131	Avg. Years Current Service	3.3	Avg. Years Related Service	N/A
Match Equal to	120	Not Bonus Eligible	72	Non-Exempt	1				
Match Greater than	11	Stipend Eligible	--						

005 Principal/Head of School (Instructional Leader)

This position acts as the instructional leader for the school. Supervises, observes and evaluates all teaching staff and secondary school leaders. In charge of recruiting, interviewing and selecting teachers. Reports to either the Executive Director or the Board of Trustees.

	No. of Schools	No. of EEs	Wtd. Avg.	Average	10th Ptile	25th Ptile	50th Ptile	75th Ptile	90th Ptile
Less than 300 Students									
Annual Budget (\$000's)	19	21	4,473.5	4,332.5	2,699.2	3,328.7	4,900.0	5,227.3	5,813.2
Annual Base Salary (\$000's)	19	21	140.9	145.3	115.0	126.6	150.0	156.4	178.0
TCC (\$000's)-All	19	21	143.1	147.7	122.0	127.5	151.9	161.4	178.0
300-500 Students									
Annual Budget (\$000's)	44	56	8,400.1	8,260.5	6,560.0	7,200.0	7,801.0	9,143.8	10,393.2
Annual Base Salary (\$000's)	44	56	148.3	150.9	124.4	142.5	148.1	156.4	180.3
TCC (\$000's)-All	44	56	149.4	151.8	125.2	144.9	150.2	156.7	183.6
Over 500 Students									
Annual Budget (\$000's)	28	53	14,104.5	13,866.0	10,028.9	11,334.5	12,500.0	15,200.0	20,408.0
Annual Base Salary (\$000's)	28	53	152.6	156.5	126.6	145.3	154.4	173.8	183.8
TCC (\$000's)-All	28	53	157.7	160.9	127.4	149.7	162.3	179.2	189.9
Independent									
Annual Budget (\$000's)	47	81	10,611.7	10,196.9	5,137.6	7,350.0	9,224.3	12,284.1	15,440.0
Annual Base Salary (\$000's)	47	81	144.7	147.6	117.3	129.7	146.7	162.8	181.7
TCC (\$000's)-All	47	81	147.4	149.9	119.0	130.0	150.0	166.7	184.9
CMO									
Annual Budget (\$000's)	47	56	8,431.1	8,114.9	4,738.3	6,400.0	7,600.0	10,000.0	11,394.1
Annual Base Salary (\$000's)	47	56	153.2	154.2	133.0	146.0	151.9	160.2	181.2
TCC (\$000's)-All	47	56	155.9	156.3	136.1	146.0	151.9	168.1	183.6

Typically Reports to: Executive Director

Typical Title: Principal

Match Less than	6	Bonus Eligible	64	Exempt	131	Avg. Years Current Service	3.3	Avg. Years Related Service	N/A
Match Equal to	120	Not Bonus Eligible	72	Non-Exempt	1				
Match Greater than	11	Stipend Eligible	--						

006 Assistant Principal/Director of Instruction/Instructional Coach/ Academy Director
 Assists in professional development for teachers. Assists in supervising, observing and evaluating teachers. Coaches and mentors teachers. Responsible for the development and implementation of the curriculum.

	No. of Schools	No. of EEs	Wtd. Avg.	Average	10th Ptile	25th Ptile	50th Ptile	75th Ptile	90th Ptile
All Schools									
Annual Budget (\$000's)	93	308	11,372.9	9,290.7	5,000.0	6,700.0	8,717.1	11,000.0	14,095.0
Annual Base Salary (\$000's)	96	319	109.3	110.5	94.1	97.0	105.6	118.9	137.0
Prior Annual Base Salary (\$000's)	91	282	105.8	106.1	88.4	93.0	103.0	118.0	129.0
Annual Bonus Paid (\$000's)	21	79	5.5	5.5	1.1	2.5	3.9	6.0	15.0
TCC (\$000's)-All	96	319	110.7	111.4	94.6	97.9	106.3	121.3	137.6
Budget Under \$7 Million									
Annual Budget (\$000's)	25	53	5,193.8	5,118.7	3,700.8	4,081.1	5,152.0	6,100.0	6,500.0
Annual Base Salary (\$000's)	25	53	106.6	107.4	92.2	94.9	98.8	120.1	130.4
TCC (\$000's)-All	25	53	106.9	107.8	92.8	95.6	98.8	120.1	130.4
Budget \$7-10 Million									
Annual Budget (\$000's)	35	98	8,549.8	8,334.4	7,200.0	7,500.0	8,300.0	9,062.5	9,740.0
Annual Base Salary (\$000's)	35	98	107.2	109.7	95.3	96.8	104.4	115.5	137.4
TCC (\$000's)-All	35	98	108.2	110.7	95.3	97.6	104.4	116.3	138.9
Budget Over \$10 Million									
Annual Budget (\$000's)	33	157	15,221.1	13,465.6	10,500.0	10,994.7	12,209.5	14,500.0	19,620.0
Annual Base Salary (\$000's)	33	157	111.6	114.1	95.7	100.0	108.7	122.4	145.1
TCC (\$000's)-All	33	157	113.7	115.4	96.3	100.2	108.7	132.9	145.1

Typically Reports to: Principal

Typical Title: Assistant Principal

Match Less than	18	Bonus Eligible	131	Exempt	310	Avg. Years Current Service	3.3	Avg. Years Related Service	N/A
Match Equal to	254	Not Bonus Eligible	184	Non-Exempt	3				
Match Greater than	47	Stipend Eligible	--						

006 Assistant Principal/Director of Instruction/Instructional Coach/ Academy Director
 Assists in professional development for teachers. Assists in supervising, observing and evaluating teachers. Coaches and mentors teachers. Responsible for the development and implementation of the curriculum.

	No. of Schools	No. of EEs	Wtd. Avg.	Average	10th Ptile	25th Ptile	50th Ptile	75th Ptile	90th Ptile
Less than 300 Students									
Annual Budget (\$000's)	19	36	4,598.9	4,692.9	3,532.3	4,000.0	5,000.0	5,261.9	6,100.0
Annual Base Salary (\$000's)	19	36	108.9	109.0	92.3	95.9	100.0	124.6	131.6
TCC (\$000's)-All	19	36	109.2	109.7	93.5	97.2	100.0	124.6	131.6
300-500 Students									
Annual Budget (\$000's)	44	115	8,338.1	8,321.8	6,700.0	7,338.2	7,950.0	9,143.8	10,393.2
Annual Base Salary (\$000's)	44	115	108.4	110.5	92.7	96.0	104.2	120.8	146.8
TCC (\$000's)-All	44	115	109.2	111.3	92.7	96.4	104.2	121.4	146.8
Over 500 Students									
Annual Budget (\$000's)	30	158	14,677.4	13,752.0	10,038.6	11,123.5	12,500.0	14,600.0	20,254.0
Annual Base Salary (\$000's)	30	158	110.2	111.8	98.6	100.5	108.6	116.0	134.3
TCC (\$000's)-All	30	158	112.3	113.4	98.6	100.7	108.6	120.5	136.6
Independent									
Annual Budget (\$000's)	51	165	12,604.4	10,220.5	5,145.8	7,350.0	9,224.3	12,284.1	14,960.0
Annual Base Salary (\$000's)	51	165	110.5	111.5	92.6	99.0	112.1	120.4	130.7
TCC (\$000's)-All	51	165	112.9	113.1	95.7	100.0	113.5	122.3	133.8
CMO									
Annual Budget (\$000's)	45	154	9,241.2	8,298.9	4,940.0	6,500.0	7,676.5	10,000.0	11,529.4
Annual Base Salary (\$000's)	45	154	108.1	109.4	94.6	96.1	99.8	113.0	143.4
TCC (\$000's)-All	45	154	108.4	109.6	94.6	96.5	101.7	114.2	143.4

Typically Reports to: Principal

Typical Title: Assistant Principal

Match Less than	18	Bonus Eligible	131	Exempt	310	Avg. Years	3.3	Avg. Years	N/A
Match Equal to	254	Not Bonus Eligible	184	Non-Exempt	3	Current Service		Related Service	
Match Greater than	47	Stipend Eligible	--						

007 Dean of Students

Responsible for establishing school culture. Responsible for coaching teachers to improve their work around student discipline and school culture. Responsible for students' attendance. Serves as the point person for all discipline and culture issues and routines. Responsible for maintaining documentation of discipline issues, parent conferences, and suspensions.

	No. of Schools	No. of EEs	Wtd. Avg.	Average	10th Ptile	25th Ptile	50th Ptile	75th Ptile	90th Ptile
All Schools									
Annual Budget (\$000's)	84	224	11,071.0	9,141.1	4,930.0	6,500.0	8,643.5	11,030.9	14,083.1
Annual Base Salary (\$000's)	87	236	81.9	85.7	62.3	76.2	89.5	98.1	103.1
Prior Annual Base Salary (\$000's)	79	193	78.9	82.7	59.1	69.8	86.0	96.5	103.8
Annual Bonus Paid (\$000's)	17	43	3.8	3.3	1.0	1.2	2.4	5.0	7.2
TCC (\$000's)-All	87	236	82.6	86.2	63.8	76.9	89.9	98.2	103.8
Budget Under \$7 Million									
Annual Budget (\$000's)	25	34	5,087.9	5,023.6	3,260.9	4,081.1	5,152.0	6,100.0	6,500.0
Annual Base Salary (\$000's)	25	34	83.8	84.6	62.8	75.3	90.0	98.0	99.6
TCC (\$000's)-All	25	34	84.2	85.0	63.4	75.4	90.0	98.0	99.6
Budget \$7-10 Million									
Annual Budget (\$000's)	31	69	8,584.6	8,383.7	7,200.0	7,500.0	8,300.0	9,100.0	9,900.0
Annual Base Salary (\$000's)	31	69	88.6	90.9	72.7	81.8	93.8	98.9	108.2
TCC (\$000's)-All	31	69	88.9	91.2	73.3	82.5	93.9	100.0	108.2
Budget Over \$10 Million									
Annual Budget (\$000's)	28	121	14,170.1	13,656.1	10,541.9	11,092.6	12,210.8	14,525.0	20,331.0
Annual Base Salary (\$000's)	28	121	76.4	80.0	45.8	71.8	85.5	91.5	101.8
TCC (\$000's)-All	28	121	77.6	80.9	45.8	73.9	85.7	91.8	102.1

Typically Reports to: Principal

Typical Title: Dean of Students

Match Less than	44	Bonus Eligible	75	Exempt	186	Avg. Years Current Service	2.9	Avg. Years Related Service	N/A
Match Equal to	147	Not Bonus Eligible	158	Non-Exempt	46				
Match Greater than	45	Stipend Eligible	--						

007 Dean of Students

Responsible for establishing school culture. Responsible for coaching teachers to improve their work around student discipline and school culture. Responsible for students' attendance. Serves as the point person for all discipline and culture issues and routines. Responsible for maintaining documentation of discipline issues, parent conferences, and suspensions.

	No. of Schools	No. of EEs	Wtd. Avg.	Average	10th Ptile	25th Ptile	50th Ptile	75th Ptile	90th Ptile
Less than 300 Students									
Annual Budget (\$000's)	19	26	4,645.8	4,546.9	2,931.6	3,875.0	5,000.0	5,351.3	5,871.4
Annual Base Salary (\$000's)	19	26	80.0	81.1	61.3	71.5	82.0	91.1	99.7
TCC (\$000's)-All	19	26	80.4	81.5	62.1	72.6	82.0	91.1	99.7
300-500 Students									
Annual Budget (\$000's)	37	78	8,473.6	8,150.0	6,620.0	7,200.0	7,900.0	8,850.9	10,040.0
Annual Base Salary (\$000's)	37	78	85.4	89.7	69.5	83.5	93.9	98.2	107.5
TCC (\$000's)-All	37	78	85.6	89.9	69.5	85.0	94.1	99.7	107.5
Over 500 Students									
Annual Budget (\$000's)	28	118	14,055.7	13,704.3	10,028.9	11,311.8	12,212.2	14,550.0	20,408.0
Annual Base Salary (\$000's)	28	118	79.5	83.6	57.9	76.9	87.8	97.8	101.8
TCC (\$000's)-All	28	118	80.6	84.5	61.2	78.5	88.0	97.8	102.1
Independent									
Annual Budget (\$000's)	47	147	11,478.8	10,042.6	5,137.6	7,170.8	8,925.5	12,284.1	15,440.0
Annual Base Salary (\$000's)	47	147	84.4	87.1	71.7	76.9	86.5	94.4	106.8
TCC (\$000's)-All	47	147	85.4	87.9	73.7	77.8	87.4	94.5	106.8
CMO									
Annual Budget (\$000's)	40	89	8,904.8	8,149.5	4,859.6	6,450.0	7,638.3	10,012.1	11,191.2
Annual Base Salary (\$000's)	40	89	77.9	84.1	46.4	70.7	92.9	98.8	101.6
TCC (\$000's)-All	40	89	78.0	84.2	46.4	71.2	92.9	98.8	101.6

Typically Reports to: Principal

Typical Title: Dean of Students

Match Less than	44	Bonus Eligible	75	Exempt	186	Avg. Years	2.9	Avg. Years	N/A
Match Equal to	147	Not Bonus Eligible	158	Non-Exempt	46	Current Service		Related Service	
Match Greater than	45	Stipend Eligible	--						

008 Teacher

Responsible for implementing the based curriculum. Upholds the school's mission and culture. Responsible for providing immediate and frequent feedback to students about their work/progress.

	No. of Schools	No. of EEs	Wtd. Avg.	Average	10th Ptile	25th Ptile	50th Ptile	75th Ptile	90th Ptile
All Schools									
Annual Budget (\$000's)	102	3467	10,393.0	8,924.2	4,122.6	6,100.0	8,300.0	10,946.0	14,000.0
Annual Base Salary (\$000's)	106	3652	72.7	72.4	63.8	68.8	72.9	76.8	79.7
Prior Annual Base Salary (\$000's)	105	2939	71.3	70.7	62.8	66.9	72.1	74.8	77.6
Annual Bonus Paid (\$000's)	28	441	3.2	2.6	1.0	1.2	1.9	2.7	6.8
TCC (\$000's)-All	106	3652	73.4	73.0	63.9	69.1	74.1	77.0	80.2
Budget Under \$7 Million									
Annual Budget (\$000's)	33	629	5,317.5	4,909.6	2,817.2	4,000.0	5,152.0	6,100.0	6,500.0
Annual Base Salary (\$000's)	33	629	73.1	72.3	63.7	68.9	74.0	77.0	80.1
TCC (\$000's)-All	33	629	73.5	72.7	63.7	68.9	74.1	77.0	80.2
Budget \$7-10 Million									
Annual Budget (\$000's)	35	1242	8,430.9	8,334.4	7,200.0	7,500.0	8,300.0	9,062.5	9,740.0
Annual Base Salary (\$000's)	35	1242	72.6	72.3	64.0	68.5	73.1	76.7	79.1
TCC (\$000's)-All	35	1242	72.8	72.7	64.4	68.8	73.4	76.7	79.1
Budget Over \$10 Million									
Annual Budget (\$000's)	34	1596	13,920.2	13,428.0	10,500.0	10,996.0	12,205.0	14,404.7	19,380.0
Annual Base Salary (\$000's)	34	1596	73.5	73.4	67.1	69.9	73.2	76.6	79.6
TCC (\$000's)-All	34	1596	74.8	74.6	67.8	71.2	74.6	77.4	80.2

Typically Reports to: Principal

Typical Title: Teacher

Match Less than	23	Bonus Eligible	1226	Exempt	2616	Avg. Years Current Service	2.6	Avg. Years Related Service	5.3
Match Equal to	3543	Not Bonus Eligible	2321	Non-Exempt	822				
Match Greater than	86	Stipend Eligible	2257						

008 Teacher

Responsible for implementing the based curriculum. Upholds the school's mission and culture. Responsible for providing immediate and frequent feedback to students about their work/progress.

	No. of Schools	No. of EEs	Wtd. Avg.	Average	10th Ptile	25th Ptile	50th Ptile	75th Ptile	90th Ptile
Less than 300 Students									
Annual Budget (\$000's)	27	406	4,527.1	4,496.6	2,737.1	3,791.8	4,950.0	5,375.6	5,957.1
Annual Base Salary (\$000's)	27	406	71.5	71.0	61.6	65.2	72.3	76.4	80.0
TCC (\$000's)-All	27	406	72.1	71.5	62.3	66.1	72.8	76.4	80.3
300-500 Students									
Annual Budget (\$000's)	45	1553	8,337.5	8,276.9	6,580.0	7,200.0	7,900.0	9,125.0	10,357.6
Annual Base Salary (\$000's)	45	1553	73.5	73.3	66.1	68.9	74.1	77.2	79.8
TCC (\$000's)-All	45	1553	73.7	73.5	66.1	69.4	74.4	77.2	79.8
Over 500 Students									
Annual Budget (\$000's)	31	1564	13,521.5	13,699.9	10,043.4	11,217.6	12,356.1	14,575.0	20,177.0
Annual Base Salary (\$000's)	31	1564	72.8	72.8	66.2	69.8	72.2	75.9	79.0
TCC (\$000's)-All	31	1564	74.1	74.1	66.8	71.0	74.2	77.3	80.3
Independent									
Annual Budget (\$000's)	58	1940	10,851.1	9,724.5	4,339.4	6,100.0	8,925.5	12,207.2	14,455.6
Annual Base Salary (\$000's)	58	1940	71.6	70.4	62.9	66.3	69.9	75.5	79.3
TCC (\$000's)-All	58	1940	72.7	71.3	63.5	66.8	71.5	76.8	80.3
CMO									
Annual Budget (\$000's)	48	1712	8,750.9	8,023.9	4,371.3	6,200.7	7,600.0	10,000.0	11,326.5
Annual Base Salary (\$000's)	48	1712	74.0	74.7	69.2	71.2	75.1	77.5	79.6
TCC (\$000's)-All	48	1712	74.3	75.0	70.4	72.3	75.1	77.5	79.7

Typically Reports to: Principal

Typical Title: Teacher

Match Less than	23	Bonus Eligible	1226	Exempt	2616	Avg. Years	2.6	Avg. Years	5.3
Match Equal to	3543	Not Bonus Eligible	2321	Non-Exempt	822	Current Service		Related Service	
Match Greater than	86	Stipend Eligible	2257						

009

Assistant Teacher

Assists lead teacher with teaching responsibilities. Tutors students in need of additional assistance.

	No. of Schools	No. of EEs	Wtd. Avg.	Average	10th Ptile	25th Ptile	50th Ptile	75th Ptile	90th Ptile
All Schools									
Annual Budget (\$000's)	70	442	11,005.0	9,018.4	4,073.0	6,350.0	8,150.0	10,778.1	14,156.9
Annual Base Salary (\$000's)	73	454	49.0	47.7	39.8	42.5	50.0	50.7	53.3
Prior Annual Base Salary (\$000's)	49	289	47.7	45.2	36.3	40.0	45.6	48.0	52.8
Annual Bonus Paid (\$000's)	12	70	3.1	2.5	0.8	1.0	1.2	3.3	6.0
TCC (\$000's)-All	73	454	49.7	48.2	39.8	43.5	50.0	50.8	54.7
Budget Under \$7 Million									
Annual Budget (\$000's)	23	90	4,738.1	5,074.2	3,684.4	4,000.0	5,152.0	6,200.0	6,500.0
Annual Base Salary (\$000's)	23	90	47.9	48.8	42.1	45.0	50.0	50.8	52.4
TCC (\$000's)-All	23	90	48.2	49.0	42.6	45.4	50.0	50.8	52.4
Budget \$7-10 Million									
Annual Budget (\$000's)	25	155	8,631.4	8,341.1	7,200.0	7,500.0	8,300.0	9,000.0	9,710.0
Annual Base Salary (\$000's)	25	155	56.0	49.6	41.3	46.6	50.0	50.5	55.4
TCC (\$000's)-All	25	155	56.2	50.1	42.1	47.0	50.0	50.7	56.6
Budget Over \$10 Million									
Annual Budget (\$000's)	22	197	15,735.6	13,911.6	10,521.3	11,136.3	12,354.7	14,575.0	20,793.0
Annual Base Salary (\$000's)	22	197	44.0	44.6	36.6	38.2	43.2	50.0	53.2
TCC (\$000's)-All	22	197	45.3	45.6	37.4	39.6	45.5	50.0	55.5

Typically Reports to: Principal

Typical Title: Assistant Teacher

Match Less than	6	Bonus Eligible	111	Exempt	275	Avg. Years Current Service	1.8	Avg. Years Related Service	N/A
Match Equal to	403	Not Bonus Eligible	336	Non-Exempt	172				
Match Greater than	45	Stipend Eligible	191						

009 Assistant Teacher

Assists lead teacher with teaching responsibilities. Tutors students in need of additional assistance.

	No. of Schools	No. of EEs	Wtd. Avg.	Average	10th Ptile	25th Ptile	50th Ptile	75th Ptile	90th Ptile
Less than 300 Students									
Annual Budget (\$000's)	17	70	4,228.9	4,559.2	3,396.6	3,917.3	4,900.0	5,221.3	5,813.5
Annual Base Salary (\$000's)	17	70	47.2	48.3	41.7	44.3	49.0	51.5	52.6
TCC (\$000's)-All	17	70	47.6	48.5	42.0	44.3	49.0	51.5	52.6
300-500 Students									
Annual Budget (\$000's)	33	204	8,772.4	8,255.0	6,540.0	7,200.0	7,900.0	9,000.0	10,420.0
Annual Base Salary (\$000's)	33	204	54.4	49.9	41.1	50.0	50.0	50.7	55.9
TCC (\$000's)-All	33	204	54.5	50.3	42.1	50.0	50.0	50.8	57.1
Over 500 Students									
Annual Budget (\$000's)	21	169	16,441.6	14,068.3	9,990.0	11,409.0	12,504.9	14,900.0	20,883.0
Annual Base Salary (\$000's)	21	169	43.3	43.6	36.5	37.6	43.1	48.3	51.5
TCC (\$000's)-All	21	169	44.8	44.6	37.4	39.5	45.5	48.3	51.5
Independent									
Annual Budget (\$000's)	41	346	11,614.7	10,231.3	4,000.0	6,375.0	9,224.3	12,427.4	17,090.0
Annual Base Salary (\$000's)	41	346	49.2	47.1	37.6	41.9	45.3	52.3	56.4
TCC (\$000's)-All	41	346	50.0	47.9	38.7	42.0	46.0	52.4	57.7
CMO									
Annual Budget (\$000's)	32	108	7,829.1	7,578.2	4,910.0	6,450.0	7,350.0	8,990.0	10,090.0
Annual Base Salary (\$000's)	32	108	48.5	48.5	42.1	48.8	50.0	50.1	50.8
TCC (\$000's)-All	32	108	48.7	48.7	43.0	48.8	50.0	50.1	50.8

Typically Reports to: Principal

Typical Title: Assistant Teacher

Match Less than	6	Bonus Eligible	111	Exempt	275	Avg. Years	1.8	Avg. Years	N/A
Match Equal to	403	Not Bonus Eligible	336	Non-Exempt	172	Current Service		Related Service	
Match Greater than	45	Stipend Eligible	191						

010 Social Worker/ Guidance Counselor

Counsels students to help them understand and overcome personal, social or behavioral challenges. Refers students and families to community resources when needed. Effectively and appropriately assesses and addresses the needs of students, families, school personnel and community.

	No. of Schools	No. of EEs	Wtd. Avg.	Average	10th Ptile	25th Ptile	50th Ptile	75th Ptile	90th Ptile
All Schools	92	284	10,296.2	9,197.7	5,013.1	6,500.0	8,450.0	11,030.9	14,106.9
Annual Budget (\$000's)									
Annual Base Salary (\$000's)	96	300	76.7	77.5	65.7	71.1	77.5	82.4	89.7
Prior Annual Base Salary (\$000's)	90	252	74.5	75.6	65.0	69.0	74.7	79.9	89.0
Annual Bonus Paid (\$000's)	15	41	3.5	3.2	0.6	1.0	1.5	4.9	8.2
TCC (\$000's)-All	96	300	77.3	78.0	65.9	71.2	78.8	82.7	89.7
Budget Under \$7 Million	27	59	5,136.9	5,151.7	3,460.1	4,697.8	5,302.5	6,100.0	6,500.0
Annual Budget (\$000's)									
Annual Base Salary (\$000's)	27	59	71.6	74.4	61.2	68.6	73.7	81.8	86.0
TCC (\$000's)-All	27	59	71.7	74.4	61.2	68.6	73.7	81.8	86.0
Budget \$7-10 Million	32	76	8,271.9	8,267.0	7,200.0	7,493.5	7,950.0	8,888.2	9,860.0
Annual Budget (\$000's)									
Annual Base Salary (\$000's)	32	76	78.9	79.8	69.4	75.0	80.0	82.8	89.0
TCC (\$000's)-All	32	76	79.3	80.2	69.9	75.3	80.0	82.8	89.0
Budget Over \$10 Million	33	149	13,371.8	13,410.7	10,500.0	10,994.7	12,200.4	14,500.0	19,620.0
Annual Budget (\$000's)									
Annual Base Salary (\$000's)	33	149	77.6	78.2	67.4	71.2	77.7	82.5	89.6
TCC (\$000's)-All	33	149	78.6	79.2	67.4	71.2	79.8	82.8	89.6

Typically Reports to: Principal

Typical Title: Social Worker, Guidance Counselor

Match Less than	22	Bonus Eligible	117	Exempt	234	Avg. Years	2.6	Avg. Years	N/A
Match Equal to	246	Not Bonus Eligible	177	Non-Exempt	62	Current Service		Related Service	
Match Greater than	32	Stipend Eligible	106						

010 Social Worker/ Guidance Counselor

Counsels students to help them understand and overcome personal, social or behavioral challenges. Refers students and families to community resources when needed. Effectively and appropriately assesses and addresses the needs of students, families, school personnel and community.

	No. of Schools	No. of EEs	Wtd. Avg.	Average	10th Pile	25th Pile	50th Pile	75th Pile	90th Pile
Less than 300 Students									
Annual Budget (\$000's)	21	51	4,695.5	4,699.6	2,766.4	4,060.9	5,065.7	5,426.5	6,100.0
Annual Base Salary (\$000's)	21	51	69.8	72.3	60.0	63.0	70.7	80.7	82.9
TCC (\$000's)-All	21	51	70.0	72.4	60.0	63.0	70.7	80.7	82.9
300-500 Students									
Annual Budget (\$000's)	42	112	8,783.6	8,221.5	6,520.0	7,200.0	7,701.0	8,962.7	10,464.4
Annual Base Salary (\$000's)	42	112	78.7	78.3	69.4	74.7	79.6	82.2	84.1
TCC (\$000's)-All	42	112	78.9	78.6	69.8	75.2	79.6	82.3	84.1
Over 500 Students									
Annual Budget (\$000's)	30	125	13,528.1	13,689.5	10,038.6	11,123.5	12,212.2	14,600.0	20,254.0
Annual Base Salary (\$000's)	30	125	77.5	79.4	66.8	71.8	78.5	82.9	97.7
TCC (\$000's)-All	30	125	78.7	80.5	67.1	74.8	80.5	83.9	98.6
Independent									
Annual Budget (\$000's)	51	186	10,403.5	10,140.8	5,193.6	7,141.6	9,200.0	12,210.8	15,080.0
Annual Base Salary (\$000's)	51	186	76.5	76.3	63.0	69.1	74.5	82.5	93.8
TCC (\$000's)-All	51	186	77.4	77.1	63.0	69.1	76.1	82.7	93.8
CMO									
Annual Budget (\$000's)	45	114	8,676.1	8,212.7	4,940.0	6,500.0	7,600.0	10,000.0	11,529.4
Annual Base Salary (\$000's)	45	114	77.0	78.9	70.2	75.2	79.9	82.3	83.7
TCC (\$000's)-All	45	114	77.3	79.1	70.3	75.2	79.9	82.6	84.0

Typically Reports to: Principal

Typical Title: Social Worker, Guidance Counselor

Match Less than	22	Bonus Eligible	117	Exempt	234	Avg. Years Current Service	2.6	Avg. Years Related Service	N/A
Match Equal to	246	Not Bonus Eligible	177	Non-Exempt	62				
Match Greater than	32	Stipend Eligible	106						

011 Head of Special Education/Special Education Coordinator

Ensures that special education students receive necessary interventions. Coordinates the process of referring students to the Committee on Special Education. Manages related services providers and sees that each child's mandates are being met. Oversees special education compliance.

	No. of Schools	No. of EEs	Wtd. Avg.	Average	10th Ptile	25th Ptile	50th Ptile	75th Ptile	90th Ptile
All Schools									
Annual Budget (\$000's)	70	92	10,427.0	9,355.5	5,390.3	6,700.0	8,300.0	11,092.6	14,050.0
Annual Base Salary (\$000's)	72	95	93.6	93.9	77.3	85.5	92.9	100.1	114.7
Prior Annual Base Salary (\$000's)	60	76	92.8	92.8	75.0	84.5	92.5	97.3	111.0
Annual Bonus Paid (\$000's)	9	15	5.6	4.9	--	2.0	2.4	3.5	--
TCC (\$000's)-All	72	95	94.5	94.5	77.3	85.7	92.9	101.0	115.0
Budget Under \$7 Million									
Annual Budget (\$000's)	19	21	5,371.2	5,420.9	3,883.9	4,813.6	5,814.2	6,200.0	6,540.0
Annual Base Salary (\$000's)	19	21	91.9	92.1	76.3	83.0	91.1	99.7	116.4
TCC (\$000's)-All	19	21	91.9	92.1	76.3	83.0	91.1	99.7	116.4
Budget \$7-10 Million									
Annual Budget (\$000's)	26	32	8,365.0	8,206.9	7,200.0	7,418.5	7,701.0	8,962.7	9,900.0
Annual Base Salary (\$000's)	26	32	91.6	92.6	85.0	86.2	92.9	98.9	103.7
TCC (\$000's)-All	26	32	91.7	92.7	85.0	86.9	92.9	98.9	103.7
Budget Over \$10 Million									
Annual Budget (\$000's)	25	39	14,841.2	13,540.3	10,500.0	11,000.0	12,212.2	14,500.0	19,602.0
Annual Base Salary (\$000's)	25	39	95.2	96.1	72.0	82.1	96.2	102.9	123.1
TCC (\$000's)-All	25	39	97.3	97.7	72.0	83.6	96.2	111.7	123.1

Typically Reports to: Principal

Typical Title: Learning Support Specialist, Education Specialist

Match Less than	5	Bonus Eligible	29	Exempt	72	Avg. Years Current Service	3.1	Avg. Years Related Service	N/A
Match Equal to	69	Not Bonus Eligible	65	Non-Exempt	21				
Match Greater than	21	Stipend Eligible	38						

011 Head of Special Education/Special Education Coordinator
 Ensures that special education students receive necessary interventions. Coordinates the process of referring students to the Committee on Special Education. Manages related services providers and sees that each child's mandates are being met. Oversees special education compliance.

	No. of Schools	No. of EEs	Wtd. Avg.	Average	10th Ptile	25th Ptile	50th Ptile	75th Ptile	90th Ptile
Less than 300 Students									
Annual Budget (\$000's)	14	16	4,637.0	4,953.4	3,783.5	4,081.1	5,302.5	5,814.2	6,100.0
Annual Base Salary (\$000's)	14	16	92.6	93.0	78.0	81.8	88.9	94.0	119.9
TCC (\$000's)-All	14	16	92.6	93.0	78.0	81.8	88.9	94.0	119.9
300-500 Students									
Annual Budget (\$000's)	34	38	8,119.5	8,062.9	6,560.0	7,200.0	7,600.0	8,962.7	10,130.8
Annual Base Salary (\$000's)	34	38	88.8	89.3	72.7	85.4	91.8	98.3	100.3
TCC (\$000's)-All	34	38	89.0	89.5	72.7	85.4	91.8	98.3	100.3
Over 500 Students									
Annual Budget (\$000's)	22	37	15,047.3	13,929.6	10,995.2	11,511.3	12,504.9	14,575.0	20,553.0
Annual Base Salary (\$000's)	22	37	97.4	100.3	82.6	87.9	97.8	106.0	124.5
TCC (\$000's)-All	22	37	99.5	102.0	83.5	88.3	99.6	113.9	124.5
Independent									
Annual Budget (\$000's)	39	53	11,081.5	10,300.5	5,985.7	7,400.0	9,200.0	12,212.2	14,240.0
Annual Base Salary (\$000's)	39	53	94.0	94.5	72.6	82.8	91.7	103.8	121.1
TCC (\$000's)-All	39	53	95.6	95.6	72.6	84.2	91.7	108.1	121.1
CMO									
Annual Budget (\$000's)	33	42	8,856.3	8,295.9	4,657.1	6,500.0	7,500.0	10,000.0	11,664.7
Annual Base Salary (\$000's)	33	42	93.0	93.1	82.7	88.9	93.8	99.5	102.8
TCC (\$000's)-All	33	42	93.1	93.2	83.5	88.9	93.8	99.5	102.8

Typically Reports to: Principal
 Typical Title: Learning Support Specialist, Education Specialist

Match Less than	5	Bonus Eligible	29	Exempt	72	Avg. Years Current Service	3.1	Avg. Years Related Service	N/A
Match Equal to	69	Not Bonus Eligible	65	Non-Exempt	21				
Match Greater than	21	Stipend Eligible	38						

012 Director of External Affairs/Director of Communication/Director of Development

Plans and coordinates fundraising and development programs and events. Works with the board and school leadership to develop and implement the strategic plan. Manages relationships with internal and external constituencies, including corporate and foundation contacts, the business community and others. Oversees public relations campaigns and supervises the creation, production and distribution of school materials.

	No. of Schools	No. of EEs	Wtd. Avg.	Average	10th Ptile	25th Ptile	50th Ptile	75th Ptile	90th Ptile
All Schools									
Annual Budget (\$000's)	15	28	11,244.5	11,289.3	5,404.6	7,487.1	9,000.0	14,300.0	19,602.0
Annual Base Salary (\$000's)	15	28	97.4	102.3	79.8	89.2	95.0	111.5	123.6
Prior Annual Base Salary (\$000's)	14	22	93.4	98.0	77.9	84.9	90.8	101.5	121.3
Annual Bonus Paid (\$000's)	3	3	3.4	3.4	--	--	3.0	--	--
TCC (\$000's)-All	15	28	97.8	102.9	79.8	89.2	95.0	111.5	123.6
Budget Under \$7 Million									
Annual Budget (\$000's)	3	3	5,147.1	5,147.1	--	--	5,131.5	--	--
Annual Base Salary (\$000's)	3	3	125.0	125.0	--	--	114.0	--	--
TCC (\$000's)-All	3	3	126.8	126.8	--	--	114.0	--	--
Budget \$7-10 Million									
Annual Budget (\$000's)	5	10	8,163.3	8,105.4	--	7,500.0	7,701.9	8,850.9	--
Annual Base Salary (\$000's)	5	10	89.5	92.6	--	88.3	90.9	95.0	--
TCC (\$000's)-All	5	10	89.5	92.6	--	88.3	90.9	95.0	--
Budget Over \$10 Million									
Annual Budget (\$000's)	7	15	14,518.1	16,195.8	--	13,100.2	14,600.0	19,285.0	--
Annual Base Salary (\$000's)	7	15	97.2	99.4	--	90.5	96.7	110.0	--
TCC (\$000's)-All	7	15	97.5	100.1	--	90.5	96.7	111.5	--

Typically Reports to: Executive Director

Typical Title: Director of Development

Match Less than	6	Bonus Eligible	16	Exempt	28	Avg. Years Current Service	3.4	Avg. Years Related Service	N/A
Match Equal to	15	Not Bonus Eligible	12	Non-Exempt	--				
Match Greater than	7	Stipend Eligible	--						

012 Director of External Affairs/Director of Communication/Director of Development

Plans and coordinates fundraising and development programs and events. Works with the board and school leadership to develop and implement the strategic plan. Manages relationships with internal and external constituencies, including corporate and foundation contacts, the business community and others. Oversees public relations campaigns and supervises the creation, production and distribution of school materials.

	No. of Schools	No. of EEs	Wtd. Avg.	Average	10th Ptile	25th Ptile	50th Ptile	75th Ptile	90th Ptile
Less than 300 Students									
Annual Budget (\$000's)	3	3	5,147.1	5,147.1	--	--	5,131.5	--	--
Annual Base Salary (\$000's)	3	3	125.0	125.0	--	--	114.0	--	--
TCC (\$000's)-All	3	3	126.8	126.8	--	--	114.0	--	--
300-500 Students									
Annual Budget (\$000's)	6	13	9,094.9	8,787.9	--	7,550.5	8,276.4	8,962.7	--
Annual Base Salary (\$000's)	6	13	91.1	93.2	--	88.9	92.9	96.3	--
TCC (\$000's)-All	6	13	91.1	93.2	--	88.9	92.9	96.3	--
Over 500 Students									
Annual Budget (\$000's)	6	12	15,097.5	16,861.7	--	14,150.0	16,150.0	20,077.5	--
Annual Base Salary (\$000's)	6	12	97.3	99.9	--	90.2	98.5	112.0	--
TCC (\$000's)-All	6	12	97.7	100.7	--	90.2	100.0	112.8	--
Independent									
Annual Budget (\$000's)	13	26	11,255.8	11,318.7	6,146.2	7,500.0	9,000.0	14,000.0	19,616.0
Annual Base Salary (\$000's)	13	26	94.5	97.1	79.7	88.3	95.0	109.0	114.0
TCC (\$000's)-All	13	26	94.7	97.5	79.7	88.3	95.0	109.0	114.0
CMO									
Annual Budget (\$000's)	2	2	--	--	--	--	--	--	--
Annual Base Salary (\$000's)	2	2	--	--	--	--	--	--	--
TCC (\$000's)-All	2	2	--	--	--	--	--	--	--

Typically Reports to: Executive Director

Typical Title: Director of Development

Match Less than	6	Bonus Eligible	16	Exempt	28	Avg. Years Current Service	3.4	Avg. Years Related Service	N/A
Match Equal to	15	Not Bonus Eligible	12	Non-Exempt	--				
Match Greater than	7	Stipend Eligible	--						

013 Parent Coordinator

Engages parents in the school community by working with school leaders, instructional leaders, teachers, and community groups to identify parent and related community issues at the school. Focuses on creating a welcoming environment for parents. Organizes school events that involve parents. Assists with student recruitment and enrollment.

	No. of Schools	No. of EEs	Wtd. Avg.	Average	10th Ptile	25th Ptile	50th Ptile	75th Ptile	90th Ptile
All Schools									
Annual Budget (\$000's)	32	43	11,286.8	10,338.2	5,218.1	6,925.0	9,450.0	12,202.7	19,501.9
Annual Base Salary (\$000's)	33	44	66.3	65.3	45.6	51.0	63.3	75.9	91.4
Prior Annual Base Salary (\$000's)	30	41	64.6	63.2	45.4	51.2	57.8	73.5	89.4
Annual Bonus Paid (\$000's)	3	3	2.3	2.3	--	--	2.0	--	--
TCC (\$000's)-All	33	44	66.4	65.5	45.6	51.0	63.3	75.9	92.2
Budget Under \$7 Million									
Annual Budget (\$000's)	8	8	5,222.3	5,222.3	--	4,848.6	5,482.5	5,885.7	--
Annual Base Salary (\$000's)	8	8	61.3	61.3	--	45.7	61.2	71.5	--
TCC (\$000's)-All	8	8	61.8	61.8	--	45.7	61.2	71.5	--
Budget \$7-10 Million									
Annual Budget (\$000's)	9	11	8,237.8	8,232.1	--	7,474.1	7,900.0	8,850.9	--
Annual Base Salary (\$000's)	9	11	61.5	59.3	--	48.7	59.8	66.0	--
TCC (\$000's)-All	9	11	61.5	59.3	--	48.7	59.8	66.0	--
Budget Over \$10 Million									
Annual Budget (\$000's)	15	24	14,705.8	14,330.3	10,747.5	11,059.1	12,209.5	17,109.4	20,948.0
Annual Base Salary (\$000's)	15	24	70.6	71.7	52.0	55.8	63.3	84.3	97.1
TCC (\$000's)-All	15	24	70.8	71.9	52.0	55.8	63.3	85.3	97.4

Typically Reports to: Principal

Typical Title: Parent Coordinator, Family Coordinator

Match Less than	2	Bonus Eligible	10	Exempt	28	Avg. Years Current Service	3.9	Avg. Years Related Service	N/A
Match Equal to	30	Not Bonus Eligible	34	Non-Exempt	15				
Match Greater than	12	Stipend Eligible	--						

013 Parent Coordinator

Engages parents in the school community by working with school leaders, instructional leaders, teachers, and community groups to identify parent and related community issues at the school. Focuses on creating a welcoming environment for parents. Organizes school events that involve parents. Assists with student recruitment and enrollment.

	No. of Schools	No. of EEs	Wtd. Avg.	Average	10th Ptile	25th Ptile	50th Ptile	75th Ptile	90th Ptile
Less than 300 Students									
Annual Budget (\$000's)	9	9	4,642.1	5,222.3	--	4,848.6	5,482.5	5,885.7	--
Annual Base Salary (\$000's)	9	9	60.5	60.5	--	45.7	53.7	69.0	--
TCC (\$000's)-All	9	9	60.9	60.9	--	45.7	53.7	69.0	--
300-500 Students									
Annual Budget (\$000's)	10	13	8,910.0	8,710.2	7,380.0	7,524.7	8,293.5	8,962.7	10,861.3
Annual Base Salary (\$000's)	10	13	66.7	63.2	45.0	49.1	62.4	71.3	84.2
TCC (\$000's)-All	10	13	66.7	63.2	45.0	49.1	62.4	71.3	84.2
Over 500 Students									
Annual Budget (\$000's)	13	21	15,134.5	14,772.4	10,838.9	11,123.5	12,212.2	20,100.0	20,974.0
Annual Base Salary (\$000's)	13	21	68.5	70.2	51.5	54.3	63.3	76.0	98.4
TCC (\$000's)-All	13	21	68.7	70.4	51.5	54.3	63.3	78.0	98.8
Independent									
Annual Budget (\$000's)	29	37	11,206.2	10,353.9	5,145.8	6,100.0	8,925.5	12,210.1	20,331.0
Annual Base Salary (\$000's)	29	37	66.8	65.7	45.5	50.9	63.3	76.0	92.6
TCC (\$000's)-All	29	37	67.0	65.9	45.5	50.9	63.3	78.0	92.6
CMO									
Annual Budget (\$000's)	4	7	10,100.4	10,228.3	--	9,455.3	10,585.9	11,358.8	--
Annual Base Salary (\$000's)	4	7	63.4	62.3	--	57.9	59.4	63.8	--
TCC (\$000's)-All	4	7	63.4	62.3	--	57.9	59.4	63.8	--

Typically Reports to: Principal

Typical Title: Parent Coordinator, Family Coordinator

Match Less than	2	Bonus Eligible	10	Exempt	28	Avg. Years Current Service	3.9	Avg. Years Related Service	N/A
Match Equal to	30	Not Bonus Eligible	34	Non-Exempt	15				
Match Greater than	12	Stipend Eligible	--						

014 Special Education Teacher

Responsible for implementing the based curriculum, preparing educational progress reports, and individual education plans; Upholds the school's mission and culture. Responsible for providing immediate and frequent feedback to all students, including those with Individualized Education Plans, about their work/progress.

	No. of Schools	No. of EEs	Wtd. Avg.	Average	10th Ptile	25th Ptile	50th Ptile	75th Ptile	90th Ptile
All Schools									
Annual Budget (\$000's)	48	407	12,097.9	10,414.4	4,816.4	6,925.0	9,662.5	14,000.0	16,500.1
Annual Base Salary (\$000's)	50	427	73.9	74.4	63.4	68.1	73.4	79.0	86.2
Prior Annual Base Salary (\$000's)	48	349	73.4	73.7	62.7	66.8	73.6	78.8	82.6
Annual Bonus Paid (\$000's)	16	83	3.0	3.4	0.9	1.4	2.6	5.2	7.2
TCC (\$000's)-All	50	427	74.8	75.4	64.2	69.8	75.1	79.3	86.2
Budget Under \$7 Million									
Annual Budget (\$000's)	12	64	4,931.9	4,628.7	2,795.7	3,498.4	5,141.7	5,813.3	6,071.4
Annual Base Salary (\$000's)	12	64	70.1	70.0	61.9	64.6	68.0	73.2	76.7
TCC (\$000's)-All	12	64	71.0	70.7	63.7	65.0	68.0	75.4	77.0
Budget \$7-10 Million									
Annual Budget (\$000's)	13	70	8,228.9	8,362.3	7,402.2	7,500.0	8,687.0	8,850.9	9,365.0
Annual Base Salary (\$000's)	13	70	76.3	78.1	65.1	73.5	77.9	80.0	86.4
TCC (\$000's)-All	13	70	76.8	78.5	66.1	74.3	77.9	80.0	86.4
Budget Over \$10 Million									
Annual Budget (\$000's)	23	273	14,769.9	14,592.9	11,095.7	11,994.2	14,000.0	15,892.9	20,716.0
Annual Base Salary (\$000's)	23	273	74.3	74.7	65.9	68.1	73.9	80.0	84.9
TCC (\$000's)-All	23	273	75.4	76.3	66.9	71.0	76.5	81.2	85.1

Typically Reports to: Assistant Principal

Typical Title: Special Education Teacher

Match Less than	1	Bonus Eligible	141	Exempt	396	Avg. Years Current Service	3.1	Avg. Years Related Service	N/A
Match Equal to	421	Not Bonus Eligible	270	Non-Exempt	7				
Match Greater than	5	Stipend Eligible	189						

014 Special Education Teacher

Responsible for implementing the based curriculum, preparing educational progress reports, and individual education plans;. Upholds the school's mission and culture. Responsible for providing immediate and frequent feedback to all students, including those with Individualized Education Plans, about their work/progress.

	No. of Schools	No. of EEs	Wtd. Avg.	Average	10th Ptile	25th Ptile	50th Ptile	75th Ptile	90th Ptile
Less than 300 Students									
Annual Budget (\$000's)	12	64	4,931.9	4,628.7	2,795.7	3,498.4	5,141.7	5,813.3	6,071.4
Annual Base Salary (\$000's)	12	64	70.1	70.0	61.9	64.6	68.0	73.2	76.7
TCC (\$000's)-All	12	64	71.0	70.7	63.7	65.0	68.0	75.4	77.0
300-500 Students									
Annual Budget (\$000's)	12	77	8,548.8	8,341.5	7,393.3	7,493.5	8,293.5	8,846.5	9,097.6
Annual Base Salary (\$000's)	12	77	76.0	75.8	64.3	73.0	77.6	78.7	85.6
TCC (\$000's)-All	12	77	76.5	76.3	65.2	74.1	77.8	78.7	85.6
Over 500 Students									
Annual Budget (\$000's)	23	265	14,868.1	14,536.9	11,095.7	11,994.2	14,000.0	15,892.9	20,716.0
Annual Base Salary (\$000's)	23	265	74.2	74.8	65.9	68.1	73.9	80.0	84.9
TCC (\$000's)-All	23	265	75.4	76.4	66.9	71.0	76.5	81.2	85.1
Independent									
Annual Budget (\$000's)	39	336	11,080.3	10,691.1	5,193.6	7,200.0	10,712.5	14,000.0	17,520.0
Annual Base Salary (\$000's)	39	336	73.9	74.9	63.4	67.8	73.5	80.0	86.5
TCC (\$000's)-All	39	336	75.1	76.1	64.2	70.2	75.9	81.2	86.9
CMO									
Annual Budget (\$000's)	11	91	13,196.2	9,483.7	2,774.2	5,732.7	9,125.0	13,150.0	15,985.9
Annual Base Salary (\$000's)	11	91	73.6	72.5	66.6	69.5	73.4	76.6	79.0
TCC (\$000's)-All	11	91	73.7	72.8	66.6	69.7	75.0	76.6	79.0

Typically Reports to: Assistant Principal

Typical Title: Special Education Teacher

Match Less than	1	Bonus Eligible	141	Exempt	396	Avg. Years Current Service	3.1	Avg. Years Related Service	N/A
Match Equal to	421	Not Bonus Eligible	270	Non-Exempt	7				
Match Greater than	5	Stipend Eligible	189						

015 Director of Assessment/Data

Manages activities related to assessment and data analysis throughout the school. Implements functioning of the school's comprehensive assessment and data cycle including implementing and advancing assessments plans, coordinating of administration and developing of data action plans for the school. Analyzes data and compiles internal and external reports of the school's performance for all staff and stakeholders.

All Schools	No. of Schools	No. of EEs	Wtd. Avg.	Average	10th Ptile	25th Ptile	50th Ptile	75th Ptile	90th Ptile
Annual Budget (\$000's)	25	38	10,862.2	11,143.8	5,912.2	8,300.0	9,900.0	12,509.7	19,602.0
Annual Base Salary (\$000's)	26	40	93.2	93.2	61.8	68.5	87.5	123.3	135.5
Prior Annual Base Salary (\$000's)	24	38	92.6	92.7	61.8	66.1	88.8	123.0	132.6
Annual Bonus Paid (\$000's)	6	7	5.2	5.5	--	2.0	2.0	3.3	--
TCC (\$000's)-All	26	40	94.1	94.4	61.8	68.5	88.5	124.8	136.5
Budget Under \$7 Million	No. of Schools	No. of EEs	Wtd. Avg.	Average	10th Ptile	25th Ptile	50th Ptile	75th Ptile	90th Ptile
Annual Budget (\$000's)	3	9	4,069.2	4,459.0	--	--	4,495.7	--	--
Annual Base Salary (\$000's)	3	9	100.7	110.3	--	--	103.2	--	--
TCC (\$000's)-All	3	9	101.5	111.5	--	--	106.8	--	--
Budget \$7-10 Million	No. of Schools	No. of EEs	Wtd. Avg.	Average	10th Ptile	25th Ptile	50th Ptile	75th Ptile	90th Ptile
Annual Budget (\$000's)	10	12	8,445.8	8,526.7	7,368.3	7,700.0	8,817.4	9,150.0	9,313.8
Annual Base Salary (\$000's)	10	12	74.4	74.7	61.4	63.4	71.0	76.0	90.3
TCC (\$000's)-All	10	12	74.6	74.9	61.4	63.4	71.0	76.0	92.1
Budget Over \$10 Million	No. of Schools	No. of EEs	Wtd. Avg.	Average	10th Ptile	25th Ptile	50th Ptile	75th Ptile	90th Ptile
Annual Budget (\$000's)	12	17	16,164.3	14,996.0	10,522.4	11,306.0	13,554.9	18,492.5	20,987.0
Annual Base Salary (\$000's)	12	17	105.7	106.4	66.8	84.3	111.8	131.9	139.7
TCC (\$000's)-All	12	17	107.3	108.7	66.8	84.3	112.8	133.0	139.9

Typically Reports to: Principal, COO

Typical Title: Data Director

Match Less than	9	Bonus Eligible	12	Exempt	37	Avg. Years	3.4	Avg. Years	N/A
Match Equal to	25	Not Bonus Eligible	28	Non-Exempt	2	Current Service		Related Service	
Match Greater than	6	Stipend Eligible	--						

015 Director of Assessment/Data

Manages activities related to assessment and data analysis throughout the school. Implements functioning of the school's comprehensive assessment and data cycle including implementing and advancing assessments plans, coordinating of administration and developing of data action plans for the school. Analyzes data and compiles internal and external reports of the school's performance for all staff and stakeholders.

	No. of Schools	No. of EEs	Wtd. Avg.	Average	10th Ptile	25th Ptile	50th Ptile	75th Ptile	90th Ptile
Less than 300 Students									
Annual Budget (\$000's)	3	9	4,069.2	4,459.0	--	--	4,495.7	--	--
Annual Base Salary (\$000's)	3	9	100.7	110.3	--	--	103.2	--	--
TCC (\$000's)-All	3	9	101.5	111.5	--	--	106.8	--	--
300-500 Students									
Annual Budget (\$000's)	12	14	8,919.6	9,065.9	7,410.0	8,100.0	8,925.5	9,561.5	10,701.5
Annual Base Salary (\$000's)	12	14	79.8	81.0	61.8	66.5	72.0	82.8	117.4
TCC (\$000's)-All	12	14	79.8	81.0	61.8	66.5	72.0	82.8	117.4
Over 500 Students									
Annual Budget (\$000's)	9	14	17,240.6	16,280.9	--	12,509.7	15,800.0	20,870.0	--
Annual Base Salary (\$000's)	9	14	106.0	107.3	--	88.0	124.5	129.9	--
TCC (\$000's)-All	9	14	108.0	110.3	--	88.0	126.5	130.7	--
Independent									
Annual Budget (\$000's)	21	26	11,142.4	11,593.9	7,368.3	8,662.9	9,574.3	13,032.3	20,883.0
Annual Base Salary (\$000's)	21	26	88.0	92.6	61.8	68.0	77.4	124.5	137.9
TCC (\$000's)-All	21	26	89.1	94.0	61.8	68.0	77.4	126.5	139.9
CMO									
Annual Budget (\$000's)	5	14	8,790.2	9,343.6	--	4,495.7	10,048.2	10,723.9	--
Annual Base Salary (\$000's)	5	14	102.9	95.6	--	94.5	99.0	103.2	--
TCC (\$000's)-All	5	14	103.4	96.4	--	94.5	99.0	106.8	--

Typically Reports to: Principal, COO

Typical Title: Data Director

Match Less than	9	Bonus Eligible	12	Exempt	37	Avg. Years	3.4	Avg. Years	N/A
Match Equal to	25	Not Bonus Eligible	28	Non-Exempt	2	Current Service		Related Service	
Match Greater than	6	Stipend Eligible	--						

016 Director of Human Resources, Manager Human Resources, Human Resources Coordinator

Directs, administers and coordinates the day-to-day human resources functions of the school. Responsibilities may include managing compensation, benefits, recruiting, and other human resource areas.

	No. of Schools	No. of EEs	Wtd. Avg.	Average	10th Ptile	25th Ptile	50th Ptile	75th Ptile	90th Ptile
All Schools									
Annual Budget (\$000's)	13	24	11,167.6	12,642.9	4,099.1	9,900.0	14,000.0	15,800.0	20,236.0
Annual Base Salary (\$000's)	13	24	98.8	95.3	77.6	80.0	82.0	103.8	122.6
Prior Annual Base Salary (\$000's)	11	22	95.1	92.3	75.9	78.2	80.6	101.4	124.0
Annual Bonus Paid (\$000's)	4	12	3.0	2.1	--	1.7	2.0	2.4	--
TCC (\$000's)-All	13	24	100.3	96.0	78.1	80.0	82.0	107.5	123.0
Budget Under \$7 Million									
Annual Budget (\$000's)	3	10	4,371.6	4,081.9	--	--	4,000.0	--	--
Annual Base Salary (\$000's)	3	10	101.1	94.6	--	--	102.0	--	--
TCC (\$000's)-All	3	10	104.0	95.8	--	--	102.0	--	--
Budget \$7-10 Million									
Annual Budget (\$000's)	1	1	--	--	--	--	--	--	--
Annual Base Salary (\$000's)	1	1	--	--	--	--	--	--	--
TCC (\$000's)-All	1	1	--	--	--	--	--	--	--
Budget Over \$10 Million									
Annual Budget (\$000's)	9	13	16,492.8	15,801.4	--	14,000.0	14,600.0	17,700.0	--
Annual Base Salary (\$000's)	9	13	98.3	97.1	--	80.0	82.0	116.8	--
TCC (\$000's)-All	9	13	98.9	97.6	--	80.0	82.0	118.8	--

Typically Reports to: Executive Director, COO

Typical Title: Director of Human Resources, Human Resources Manager

Match Less than	--	Bonus Eligible	15	Exempt	23	Avg. Years Current Service	3	Avg. Years Related Service	N/A
Match Equal to	12	Not Bonus Eligible	8	Non-Exempt	--				
Match Greater than	12	Stipend Eligible	--						

016 Director of Human Resources, Manager Human Resources, Human Resources Coordinator

Directs, administers and coordinates the day-to-day human resources functions of the school. Responsibilities may include managing compensation, benefits, recruiting, and other human resource areas.

	No. of Schools	No. of EEs	Wtd. Avg.	Average	10th Ptile	25th Ptile	50th Ptile	75th Ptile	90th Ptile
Less than 300 Students									
Annual Budget (\$000's)	3	10	4,371.6	4,081.9	--	--	4,000.0	--	--
Annual Base Salary (\$000's)	3	10	101.1	94.6	--	--	102.0	--	--
TCC (\$000's)-All	3	10	104.0	95.8	--	--	102.0	--	--
300-500 Students									
Annual Budget (\$000's)	--	--	--	--	--	--	--	--	--
Annual Base Salary (\$000's)	--	--	--	--	--	--	--	--	--
TCC (\$000's)-All	--	--	--	--	--	--	--	--	--
Over 500 Students									
Annual Budget (\$000's)	9	13	16,492.8	15,801.4	--	14,000.0	14,600.0	17,700.0	--
Annual Base Salary (\$000's)	9	13	98.3	97.1	--	80.0	82.0	116.8	--
TCC (\$000's)-All	9	13	98.9	97.6	--	80.0	82.0	118.8	--
Independent									
Annual Budget (\$000's)	9	11	15,514.4	14,143.2	--	11,500.0	14,118.7	15,800.0	--
Annual Base Salary (\$000's)	9	11	95.4	94.6	--	80.0	81.8	102.0	--
TCC (\$000's)-All	9	11	96.1	95.1	--	80.0	81.8	102.0	--
CMO									
Annual Budget (\$000's)	4	13	7,489.4	9,267.3	--	4,309.3	7,809.6	12,767.6	--
Annual Base Salary (\$000's)	4	13	101.6	96.9	--	81.0	92.9	108.9	--
TCC (\$000's)-All	4	13	103.9	97.9	--	81.0	94.7	111.6	--

Typically Reports to: Executive Director, COO

Typical Title: Director of Human Resources, Human Resources Manager

Match Less than	--	Bonus Eligible	15	Exempt	23	Avg. Years Current Service	3	Avg. Years Related Service	N/A
Match Equal to	12	Not Bonus Eligible	8	Non-Exempt	--				
Match Greater than	12	Stipend Eligible	--						

017 Director of Information Technology, Manager Information Technology, IT Coordinator

Directs, administers and coordinates the day-to-day IT and programming activities including systems design, programming of procedures and operation of computer equipment. Responsible for evaluating the current system and the selection of new hardware and software. Provides advice and counsel to management concerning the application of the computing techniques to school requirement.

All Schools	No. of Schools	No. of EEs	Wtd. Avg.	Average	10th Ptile	25th Ptile	50th Ptile	75th Ptile	90th Ptile
Annual Budget (\$000's)	24	33	9,719.3	10,078.3	4,891.3	7,320.8	9,449.6	11,641.2	16,625.6
Annual Base Salary (\$000's)	24	33	76.1	75.5	59.0	64.5	69.3	83.7	97.3
Prior Annual Base Salary (\$000's)	18	25	76.3	75.9	58.1	62.8	68.2	83.5	99.4
Annual Bonus Paid (\$000's)	3	5	8.2	11.2	--	--	5.0	--	--
TCC (\$000's)-All	24	33	77.4	76.6	59.0	64.5	69.3	84.9	97.3
Budget Under \$7 Million	No. of Schools	No. of EEs	Wtd. Avg.	Average	10th Ptile	25th Ptile	50th Ptile	75th Ptile	90th Ptile
Annual Budget (\$000's)	5	11	4,660.7	4,858.8	--	4,081.1	4,495.7	5,814.2	--
Annual Base Salary (\$000's)	5	11	78.7	74.1	--	70.0	73.5	82.5	--
TCC (\$000's)-All	5	11	79.7	74.4	--	70.0	73.5	84.1	--
Budget \$7-10 Million	No. of Schools	No. of EEs	Wtd. Avg.	Average	10th Ptile	25th Ptile	50th Ptile	75th Ptile	90th Ptile
Annual Budget (\$000's)	7	7	7,871.1	7,871.1	--	7,450.0	7,676.5	8,293.5	--
Annual Base Salary (\$000's)	7	7	70.2	70.2	--	60.0	65.5	79.0	--
TCC (\$000's)-All	7	7	70.2	70.2	--	60.0	65.5	79.0	--
Budget Over \$10 Million	No. of Schools	No. of EEs	Wtd. Avg.	Average	10th Ptile	25th Ptile	50th Ptile	75th Ptile	90th Ptile
Annual Budget (\$000's)	12	15	14,291.5	13,540.7	10,201.9	10,927.0	11,782.4	15,014.0	20,553.0
Annual Base Salary (\$000's)	12	15	77.0	79.1	63.2	65.6	69.3	80.0	98.0
TCC (\$000's)-All	12	15	79.0	81.3	63.2	65.6	70.1	80.0	98.0

Typically Reports to: Director of IT

Typical Title: Director of Information Technology, IT Associate

Match Less than	2	Bonus Eligible	9	Exempt	27	Avg. Years	4.7	Avg. Years	N/A
Match Equal to	15	Not Bonus Eligible	24	Non-Exempt	6	Current Service		Related Service	
Match Greater than	16	Stipend Eligible	--						

017 Director of Information Technology, Manager Information Technology, IT Coordinator

Directs, administers and coordinates the day-to-day IT and programming activities including systems design, programming of procedures and operation of computer equipment. Responsible for evaluating the current system and the selection of new hardware and software. Provides advice and counsel to management concerning the application of the computing techniques to school requirement.

	No. of Schools	No. of EEs	Wtd. Avg.	Average	10th Ptile	25th Ptile	50th Ptile	75th Ptile	90th Ptile
Less than 300 Students									
Annual Budget (\$000's)	4	10	4,536.5	4,597.8	--	4,060.9	4,288.4	4,825.3	--
Annual Base Salary (\$000's)	4	10	79.5	75.1	--	69.4	78.0	83.7	--
TCC (\$000's)-All	4	10	80.6	75.5	--	69.4	78.8	84.9	--
300-500 Students									
Annual Budget (\$000's)	11	12	8,684.4	8,551.7	7,083.3	7,450.0	7,900.0	9,497.4	10,723.9
Annual Base Salary (\$000's)	11	12	68.9	69.2	60.0	62.5	65.8	69.3	90.0
TCC (\$000's)-All	11	12	68.9	69.2	60.0	62.5	65.8	69.3	90.0
Over 500 Students									
Annual Budget (\$000's)	9	11	15,560.0	14,380.0	--	11,123.5	12,064.8	17,700.0	--
Annual Base Salary (\$000's)	9	11	80.9	83.3	--	67.0	73.0	95.0	--
TCC (\$000's)-All	9	11	83.6	86.3	--	67.0	73.0	95.0	--
Independent									
Annual Budget (\$000's)	14	16	11,853.7	10,565.7	6,194.9	7,425.0	8,769.0	12,025.3	18,844.6
Annual Base Salary (\$000's)	14	16	74.1	74.7	57.5	60.0	66.7	74.6	99.9
TCC (\$000's)-All	14	16	76.0	76.6	57.5	60.0	66.7	74.6	99.9
CMO									
Annual Budget (\$000's)	10	17	7,710.5	9,396.0	4,454.2	6,346.2	10,096.1	11,023.6	12,628.3
Annual Base Salary (\$000's)	10	17	78.0	76.5	65.6	67.3	71.5	86.2	90.8
TCC (\$000's)-All	10	17	78.7	76.7	65.6	67.3	71.5	86.6	90.8

Typically Reports to: Director of IT

Typical Title: Director of Information Technology, IT Associate

Match Less than	2	Bonus Eligible	9	Exempt	27	Avg. Years Current Service	4.7	Avg. Years Related Service	N/A
Match Equal to	15	Not Bonus Eligible	24	Non-Exempt	6				
Match Greater than	16	Stipend Eligible	--						

018 Recruiting Manager

Manages all aspects of recruiting processes including methods and tactics. Works with the Director of Human Resources on defining the recruiting strategy. Serves as first line of contact for new candidates.

	No. of Schools	No. of EEs	Wtd. Avg.	Average	10th Ptile	25th Ptile	50th Ptile	75th Ptile	90th Ptile
All Schools									
Annual Budget (\$000's)	13	24	10,408.3	11,089.4	5,076.6	7,474.1	10,723.9	14,000.0	16,983.7
Annual Base Salary (\$000's)	13	24	79.3	76.2	53.9	67.3	76.3	85.5	97.2
Prior Annual Base Salary (\$000's)	11	20	80.4	77.2	51.0	61.9	75.3	86.1	97.1
Annual Bonus Paid (\$000's)	3	5	2.4	2.0	--	--	2.0	--	--
TCC (\$000's)-All	13	24	79.8	76.5	53.9	67.3	78.0	85.5	97.4
Budget Under \$7 Million									
Annual Budget (\$000's)	2	8	--	--	--	--	--	--	--
Annual Base Salary (\$000's)	2	8	--	--	--	--	--	--	--
TCC (\$000's)-All	2	8	--	--	--	--	--	--	--
Budget \$7-10 Million									
Annual Budget (\$000's)	4	4	7,843.5	7,843.5	--	7,455.6	7,487.1	7,875.0	--
Annual Base Salary (\$000's)	4	4	67.7	67.7	--	57.1	67.6	78.1	--
TCC (\$000's)-All	4	4	67.9	67.9	--	57.1	67.6	78.4	--
Budget Over \$10 Million									
Annual Budget (\$000's)	7	12	15,453.6	14,934.7	--	12,750.0	14,000.0	15,909.4	--
Annual Base Salary (\$000's)	7	12	85.5	81.2	--	72.6	82.5	92.8	--
TCC (\$000's)-All	7	12	85.7	81.3	--	72.6	83.5	92.8	--

Typically Reports to: Director of HR

Typical Title: Assistant Director of Recruiting

Match Less than	1	Bonus Eligible	10	Exempt	22	Avg. Years	2.7	Avg. Years	N/A
Match Equal to	13	Not Bonus Eligible	13	Non-Exempt	1	Current Service		Related Service	
Match Greater than	10	Stipend Eligible	--						

018 Recruiting Manager

Manages all aspects of recruiting processes including methods and tactics. Works with the Director of Human Resources on defining the recruiting strategy. Serves as first line of contact for new candidates.

	No. of Schools	No. of EEs	Wtd. Avg.	Average	10th Ptile	25th Ptile	50th Ptile	75th Ptile	90th Ptile
Less than 300 Students									
Annual Budget (\$000's)	2	8	--	--	--	--	--	--	--
Annual Base Salary (\$000's)	2	8	--	--	--	--	--	--	--
TCC (\$000's)-All	2	8	--	--	--	--	--	--	--
300-500 Students									
Annual Budget (\$000's)	5	5	8,419.6	8,419.6	--	7,474.1	7,500.0	9,000.0	--
Annual Base Salary (\$000's)	5	5	67.6	67.6	--	59.5	67.3	75.6	--
TCC (\$000's)-All	5	5	67.8	67.8	--	59.5	67.3	75.6	--
Over 500 Students									
Annual Budget (\$000's)	6	11	15,883.5	15,636.5	--	14,000.0	14,059.4	16,804.7	--
Annual Base Salary (\$000's)	6	11	87.2	83.5	--	79.1	84.0	96.5	--
TCC (\$000's)-All	6	11	87.4	83.7	--	79.4	84.5	96.5	--
Independent									
Annual Budget (\$000's)	9	12	12,749.4	11,943.7	--	7,500.0	11,500.0	14,000.0	--
Annual Base Salary (\$000's)	9	12	81.1	76.2	--	59.5	78.0	85.6	--
TCC (\$000's)-All	9	12	81.4	76.5	--	59.5	78.0	86.6	--
CMO									
Annual Budget (\$000's)	4	12	8,067.2	9,167.4	--	4,309.3	7,609.8	12,467.9	--
Annual Base Salary (\$000's)	4	12	77.5	76.1	--	73.3	75.8	78.6	--
TCC (\$000's)-All	4	12	78.2	76.6	--	73.3	76.9	80.2	--

Typically Reports to: Director of HR

Typical Title: Assistant Director of Recruiting

Match Less than	1	Bonus Eligible	10	Exempt	22	Avg. Years Current Service	2.7	Avg. Years Related Service	N/A
Match Equal to	13	Not Bonus Eligible	13	Non-Exempt	1				
Match Greater than	10	Stipend Eligible	--						

SECTION III – PERSONNEL POLICIES AND PRACTICES

MERIT INCREASES

Schools continue to rely on a mix of factors including years of services, education, performance, and cost of living when determining increases. We report prevalence data on salary increases from 108 schools starting with criteria for increases in the table below:

Criteria for increases	Years of Service	Education	Performance	Cost of Living
School Leaders	65%	31%	77%	68%
School Managers	61%	28%	75%	69%
Deans and Instructional Leaders	60%	30%	72%	67%
Special Education Director/Coordinator	55%	47%	72%	68%
Teachers	88%	71%	70%	58%
Assistant Teachers	75%	42%	61%	63%
Support Staff	60%	28%	70%	63%

We observe a growing trend towards performance and education, although tenure remains a prevalent reason for the size of the increase.

MERIT INCREASES (Cont'd)

We provide the actual merit increases for 2019-2020, the budgeted merit increases for 2020-2021, and the projected merit increases for 2021-2022 in the table below:

Merit Increase Budgets	# of Responses ¹	25 th Percentile	50 th Percentile	75 th Percentile	Average
School Leaders*					
Actual 2019-2020	91	3.0%	3.0%	3.3%	3.4%
Budget 2020-2021	79	3.0%	3.0%	3.4%	3.4%
Projected 2021-2022	29	2.1%	3.0%	4.0%	3.1%
School Managers²					
Actual 2019-2020	95	3.0%	3.0%	4.0%	3.7%
Budget 2020-2021	83	2.5%	3.0%	3.0%	3.2%
Projected 2021-2022	30	2.5%	3.0%	3.0%	3.1%
Deans and Instructional Directors					
Actual 2019-2020	88	3.0%	3.0%	3.0%	3.2%
Budget 2020-2021	77	2.5%	3.0%	3.0%	3.2%
Projected 2021-2022	25	2.5%	3.0%	3.0%	3.0%
Special Education Director/Coordinator					
Actual 2019-2020	85	3.0%	3.0%	3.0%	3.2%
Budget 2020-2021	74	2.5%	3.0%	3.0%	2.9%
Projected 2021-2022	28	2.5%	3.0%	4.0%	3.1%
Teachers					
Actual 2019-2020	94	3.0%	3.0%	3.4%	3.6%
Budget 2020-2021	78	2.5%	3.0%	3.0%	3.0%
Projected 2021-2022	30	2.5%	3.0%	4.8%	3.4%
Assistant Teachers					
Actual 2019-2020	78	3.0%	3.0%	3.0%	3.5%
Budget 2020-2021	63	2.0%	3.0%	3.0%	3.3%
Projected 2021-2022	26	2.6%	3.0%	3.9%	3.3%

1. Please note that numbers will not always compare to the total number of participants. This is the result of missing data.
2. School Leaders include Head of School and Executive Director.
3. School Managers include Director of Finance, Director of Operations, Director of Development, etc.

The average increases outpace the increases we observe in the external market, as schools are "catching-up" with the market.

MERIT INCREASES (Cont'd)

Merit Increase Budgets (Cont'd)	# of Responses ¹	25 th Percentile	50 th Percentile	75 th Percentile	Average
Support Staff					
Actual 2019-2020	92	3.0%	3.0%	4.0%	3.4%
Budget 2020-2021	80	2.5%	3.0%	3.0%	3.1%
Projected 2021-2022	29	3.0%	3.0%	4.0%	3.2%
Overall					
Actual 2019-2020	94	3.0%	3.0%	3.5%	3.4%
Budget 2020-2021	83	2.5%	3.0%	3.0%	3.2%
Projected 2021-2022	30	2.5%	3.0%	3.5%	3.3%

1. Please note that numbers will not always compare to the total number of participants. This is the result of a lack of response from some schools.

- Fifty-two percent of participating schools report a higher increase budget for certain teachers or groups of teachers. These increases are offered to special groups of teachers such as: those that took on additional duties, teachers with more years of service, performance, and certain specialist.
 - For participants that use merit-based pay increase system, performance is measured by test scores, performance and place in range, evaluations, performance ratings, and observations from management.
 - No school reports using the PICCS program for the performance-based pay.
 - 17% of schools pay staff based on the NYC DOE pay scale. As schools grow, fewer schools rely directly on the DOE scale to set pay.
 - Schools that use the "DOE scale plus a percentage" average 5%, with a participant range of 3-10%, above the DOE scale. This scale is lower than we have reported in previous surveys. We heard from a number of schools that they use the DOE plus scale as a starting point and pay higher performers more.
 - Ten percent of schools report having union employees that are governed under a collective bargaining agreement. This is the same percentage as 2019.
 - Forty-three percent of schools report paying a specified premium for certified teachers. These premiums average \$8,800.
 - Seventy-six schools report paying a specified premium for teachers with a master's degree. These premiums average \$4,500 above non-MD for schools that give a dollar premium.
- Below, we provide median starting pay salaries for teachers based on certification and degree levels:

Starting Pay	College Degree	Masters' Degree
With Teaching Certification	\$61,753	\$66,652
Without Teaching Certification	\$60,000	\$64,500

HEALTH & WELFARE BENEFITS SUMMARY

BENEFITS¹

Benefits represent an important part of the total compensation package for charter schools as well as the larger school market. We collect and report the prevalence and costs associated with benefit plans. Most benefits are competitive with what we see in the external market. A summary of the number of schools offering health and welfare benefits is provided below:

Benefit Program	Number of Schools Offering
Standard Set of Benefits	45
Flexible or Cafeteria Benefits	10
Combination of Both	52

- Forty percent of schools have a waiting period for the start of benefits. The typical waiting period is 30 days or the start of the next month. This number is down from two years ago since there are fewer CMO's in the database this year.
- Eighty-four schools, roughly 80%, cover domestic partner benefits.
- Seventy-two percent of schools offer *Difference cards* to help employees with their co-pay.
- Twenty-eight percent of schools participate in a Professional Employee Organization (PEO). This allows schools to outsource many of the administrative tasks of the benefit policies. We observe a steady increase in the number of schools participating in a PEO.
- Eleven schools are self-insured.

TCS reports information on benefits that are non-contributory, paid entirely by the school, and contributory, where the cost is split between the school and the employee. We report the cost splits for contributory benefits on the following page.

- The most prevalent *non-contributory* benefits (those paid for exclusively by the employer) are Basic Life Insurance (83 schools); Long-term Disability (80 schools); AD&D Insurance (69 schools); Short-term Disability (62 schools); and Prescription Drug (46 schools).
- The most prevalent *contributory* benefits (those paid for on a shared basis by employee and employer) are Basic Medical (107 schools); Vision Coverage (105 schools); and Dental (105 schools).

1. Information about benefits prevalence and plans was collected from 107 schools.

HEALTH AND WELFARE BENEFITS SUMMARY (CONTINUED)

New York City Charter Schools' health and welfare benefits are summarized in the table below (please note, schools that pay 100% of the benefit are not included in the "Average % Paid" categories):

Health & Welfare Benefits (For Individuals)	Number of Schools Offering (Out of 107)	Number of Schools Paying 100% of Cost	Average % Paid by Employer	Average % Paid by Employee
Medical Insurance	107	28	85%	15%
Dental Insurance	105	34	70%	30%
Vision Coverage	105	17	85%	15%
Prescription Drug Coverage	90	46	75%	25%
Short-term Disability	97	62	82%	18%
Long-term Disability	102	80	84%	16%
Health Care – Flex Spending	70	9	76%	24%
Life Insurance – Basic	104	83	N/A	N/A
Life Insurance – Supplemental	84	2	--	100%
AD & D Insurance	91	69	N/A	N/A
Defined Pension Plan	6	N/A	N/A	N/A
Defined Contribution Plan (401 (k) or 403(b) plan)	105	3	N/A	N/A

Health & Welfare Benefits (For Individuals + Spouse)	Number of Schools Offering (Out of 107)	Number of Schools Paying 100% of Cost	Average % Paid by Employer	Average % Paid by Employee
Medical Insurance	104	5	77%	23%
Dental Insurance	104	15	75%	25%
Vision Coverage	104	15	75%	25%
Prescription Drug Coverage	86	30	71%	29%

HEALTH AND WELFARE BENEFITS SUMMARY (CONTINUED)

Health & Welfare Benefits (For Individuals + Child)	Number of Schools Offering (Out of 107)	Number of Schools Paying 100% of Cost	Average % Paid by Employer	Average % Paid by Employee
Medical Insurance	105	9	77%	23%
Dental Insurance	105	16	75%	25%
Vision Coverage	105	16	75%	25%
Prescription Drug Coverage	88	32	72%	28%

Health & Welfare Benefits (For Families)	Number of Schools Offering (Out of 107)	Number of Schools Paying 100% of Cost	Average % Paid by Employer	Average % Paid by Employee
Medical Insurance	105	7	75%	25%
Dental Insurance	105	15	74%	26%
Vision Coverage	104	15	73%	27%
Prescription Drug Coverage	88	30	66%	34%

We also report the school's annual cost of benefits per employee for medical, dental, and vision insurance. The costs are heavily reliant on the cost splits and the benefit plans offered.

Annual Cost of Benefits per Employee	25 th Percentile	50 th Percentile	75 th Percentile
Medical Insurance	\$6,050.00	\$7,002.15	\$8,646.75
Dental Insurance	\$435.48	\$526.28	\$611.41
Vision Coverage	\$77.79	\$100.96	\$112.92

Larger schools tend to have lower costs per employees due to economies of scale, although we have seen less variance in the dollar amounts reported for medical and dental insurance.

RETIREMENT PLANS

Charter schools differ from DOE schools by typically offering a defined contribution plan rather than a pension plan. These plans allow employees to defer funds into a tax-free account and then most schools match a portion of this deferral (401(k) or 403 (b) plans). TCS compiled data on the level of match for the 97 schools that provided information on their match. We find the 100% match of first 3% of salary to be the most prevalent school match, which is in line with the previous study.

Defined Contribution School Match	# of Schools (of 97)	% of Schools
100% of first 2%	2	2%
100% of first 3%	28	29%
100% of first 4%	25	26%
100% of first 5%	14	14%
100% of first 6%	1	1%
100% of first 4%, 50% on next 2%	4	4%
Various formulas	10	10%
No match (but have plan)	13	13%

In addition to the DC match, twenty-two schools contribute to the employee's defined contribution account even when the employee does not contribute. The median school contribution is 8.0% and the average school contribution is 6.1%. These contributions are higher than what we observe in the external market.

PAID TIME OFF POLICY

Pay for time not worked through a paid time off (PTO) or vacation policy form a part of the total rewards package. A PTO policy combines vacation, sick and other days into one program, and a vacation policy separates vacation, sick, and other paid days off. Currently, seventy-one percent of schools have a PTO policy and twenty-nine percent have a vacation policy. PTO days are calculated on a days per monthly basis, while vacation days are expressed on an annual basis. The tables below report the average days off for both policies and report details of the policies.

PTO Policies

Average PTO Days a Month by Level	Days at Hire	After 1 Year	After 5 Years	After 10 Years	After 15 Years	After 20 Years
School Leaders	1.6	1.6	1.8	1.8	2.0	2.0
School Managers	1.6	1.6	1.8	1.8	1.8	1.8
Deans and Instructional Leaders	1.2	1.2	1.3	1.3	1.3	1.3
Teachers	1.0	1.0	1.0	1.0	1.0	1.0
Assistant Teachers ¹	1.0	1.0	1.0	1.0	1.0	1.0
Support Staff ¹	1.6	1.6	1.6	1.6	1.6	1.6

1. Only applies to full-time staff

We observe a marginal increase in the PTO days for Teachers and Assistant Teachers. However, most of the other changes are due to sample size changes.

PTO Components

PTO days are driven by which components are included. The table below presents the prevalence of components offered.

Components of PTO Policies	Number of Schools
Vacation	100%
Sick	100%
Bereavement	49%
Community Work	3%
Other	25%

PAID TIME OFF POLICY (Cont'd)

TCS observes a growing number of schools including the "other" category in PTO policies. This is in line with trends in the external market where community service days are becoming more popular.

PERSONAL/VACATION DAYS

We break apart vacation days for administrative and academic employees due to the nature of their jobs. We find the vacation days continue to increase since the last survey.

Average Personal/Vacation Days by Level for Admin Employees	Days at Hire	After 1 Year	After 5 Years
School Leaders	17	18	18
School Managers	15	18	18
Deans and Instructional Leaders*	13	16	17

*Work all year

Average Personal/Vacation Days by Level for Academic Employees	Days at Hire	After 1 Year	After 5 Years
Deans and Instructional Leaders*	7	10	11
Teachers	6	6	6
Assistant Teachers	6	6	6
Support Staff	6	7	8

*Work only during the school year

We observe an increase in the number of schools following the DOE calendar (31 schools), while most of the rest follow a modified DOE calendar. In fact, even schools that do not follow the DOE calendar, report following a similar schedule.

PAID TIME OFF POLICY (Cont'd)

SICK DAYS

Schools that offer a separate vacation policy also offer employees sick days. Employees typically do not earn more days with years of service. The median number of sick days allowed is shown on the table below.

Average Sick Days by Level	Median Days
School Leaders	8
School Managers	8
Deans and Instructional Leaders	8
Teachers	8
Assistant Teachers	7
Support Staff	8

BONUS/SHORT-TERM INCENTIVES

The majority of participating schools offer a bonus/incentive plan to certain employee groups. Incentive plans have consistently grown at the leader and teacher levels. We report out the prevalence of plans, incentive metrics used, payout frequency, and bonus plans on the next two pages:

Employee Group	Offer an Incentive Plan
School Leaders	79%
School Managers	52%
Deans and Instructional Leaders	48%
Special Education Director/Coordinator	45%
Teachers	69%
Assistant Teachers	34%
Support Staff	35%

Metrics of Plan	Individual Awards Based on School Guidelines	Combined CMO and School Plans	Individual Objectives	Discretionary
School Leaders	26%	23%	26%	61%
School Managers	19%	11%	16%	37%
Deans and Inst. Leaders	34%	10%	10%	53%
Special Ed. Dir/Coord	34%	10%	10%	53%
Teachers	37%	11%	6%	52%
Support Staff	35%	5%	6%	44%
Assistant Teachers	18%	3%	3%	29%

BONUS/SHORT-TERM INCENTIVES (Cont'd)

Much of the growth in incentive plans have grown through the discretionary element. These types of plans are easy to administer and are often used to reward top performers.

Incentive/bonus plans typically payout on an annual basis, although about 20% of schools payout using a different timeframe in the table below:

Payout Period	Prevalence
Annual	80%
Semiannual	3%
Quarterly	3%
Other Period	15%

Alternative bonus plans are used to encourage a certain type of behavior or assist in solving problems. We find more schools are offering sign-on and referral bonuses to employees below management level, which should help recruitment of new Teachers. The prevalence of alternative bonus plans is shown below:

Bonus/Incentive Plans by Level	Relocation (% of Schools)	Sign-On Bonuses (% of Schools)	Referral Bonuses (% of Schools)	Special Recognition or Spot Awards (% of Schools)
School Leaders	38%	10%	56%	16%
School Managers	14%	7%	64%	15%
Deans and Instructional Leaders	14%	10%	78%	15%
Special Education Director/Coordinator	18%	12%	79%	16%
Teachers	21%	12%	82%	25%
Support Staff	12%	9%	70%	16%
Assistant Teachers	11%	6%	78%	16%

PERQUISITES AND MATERNITY/PATERNITY BENEFITS

Eighty-four percent of schools offer stipends. These stipends are typically awarded for employees that perform extracurricular work and/or obtain certification.

Typically, schools offer certain employee groups perquisites. These benefits help encourage specific behaviors (e.g. tuition reimbursements for additional education or training), boost employee moral (e.g. flexible hours), or offer group savings (e.g. fitness club memberships). We present the prevalence of perquisites in the table below:

Perquisite Category	Leadership/Admin	Teachers	Assistant Teachers
Tuition Reimbursement/Professional Fees	44%	53%	46%
Personal Home Computer	7%	4%	4%
Laptop	79%	79%	73%
Cell Phone	62%	10%	6%
Employment Contracts	21%	18%	18%
Hours per Work Day	18%	17%	17%

- Eight-two percent (82%) of schools offer maternity leave benefits longer than the amount required by law.
- These schools offer an average of seven weeks of fully paid *additional* time.
- We observe 65% of schools require a tenure level to qualify for the additional maternity benefit.
- We also report 80% of schools offer paternity leave benefits after what is required by law, while 62% of schools require a tenure level to qualify.
- Eight weeks is the average maximum amount of time an employee can be out on paternity leave.
- Sixty-four percent of schools pay full salary for paternity benefits, while five percent pay a partial salary. In addition, three schools offer both (first pay at 100%, then pay at partial salary).
- Twenty-eight percent of schools offer teachers a sabbatical.

PERQUISITES AND MATERNITY/PATERNITY BENEFITS

In addition to the perquisites, we collect and report information on fringe benefits for the leadership and Teacher level reported below:

Fringe Benefits	Leadership/Admin	Teachers
Smart Phone	62%	10%
Tablet Device (Electronic)	18%	18%
Gym Membership	11%	11%
Debit Cards for Flexible Spending Accounts	53%	54%
Identity Theft Program	14%	14%
Wellness Program	56%	57%
Dependent Life Insurance	29%	30%
Pet Insurance	9%	9%
Home/Auto Insurance	7%	7%
Long-term Care Insurance	20%	20%
Critical Illness Insurance	21%	21%
Pre-tax Commuter Payments	85%	86%
Employee Assistance Program (EAP)	67%	68%
Job Sharing	--	--

Work-Life Benefits

We collected and report information on work-life benefits. Work-life benefits have grown in prevalence as organizations help employees balance their work and life. We present the prevalence of each benefit offered and the schools that have a formal policy for each benefit below:

Perquisite Category	Offered	Formal Policy
Flexible Hours	65%	8%
Compressed Work Week	6%	4%
Reduced Work Week	17%	10%
Work at Home	46%	14%
Back-Up Child Care	36%	4%
Elder Care	4%	4%
Adoption Assistance	1%	1%
Flex-Life Program	4%	4%

COVID-19 Policy Changes

New this year, we asked about potential policy changes due to the ongoing challenges presented by the COVID-19 pandemic. The table below shows the number of schools implementing certain policy changes:

Policy Changes Due to COVID-19	% of Schools
Changes to your merit increase budget	34%
Temporarily cut pay	1%
Layoffs at your school	9%
Furloughs at your school	10%
Any additional pay to key employees	8%
Implemented a hiring freeze	7%
Rescinded any job offers	1%
Considering reducing staff in future years due to potential budget cuts	41%
Changed the number of hours required to work to be eligible for benefits	--
Changed your intern program	11%
Cut back on any retirement, benefits or perquisites	4%
Required employees to use vacation/PTO	2%
Any changes to your vacation or PTO policy in the past two months	21%
Provided employees money for home offices	15%
Expanded reimbursements for home office equipment	24%
Set-up help for anxiety related to COVID-19 among employees	71%

- The changes to merit increases included a number of schools that are considering freezing the merit increase.
- Participants reported that employees who were laid off or furloughed were part-time employees or staff that wasn't needed due to schools moving to remote learning.
- Staff reduction is primarily caused by unknowns in future student enrollment and possible budget reductions.
- We observe a range of \$150- \$500 being offered for home offices. Reimbursements were offered for equipment such as monitors, printers, school supplies, etc.
- Many schools report that counseling services were already in place but have since ramped up efforts to encourage employees to take advantage of these benefits.

Diversity Equity Inclusion

Also new this year, we have collected and report out details on the diversity, equity, and inclusion plans member schools currently employ.

DEI Questions	Percent of Schools
School has a specific DEI training program	85%
Schools with a DEI program specific to talent recruitment	4%
Schools with a DEI program specific to teaching staff	8%
Schools with a DEI program specific to all staff	88%
Percent of schools that contract with an outside organization to to conduct training	85%
Identified someone within the school as the Equity Officer	45%

Most of these DEI programs are widespread at the Charter Schools, TCS would expect the Equity Officer position to become more common in the coming years.

SECTION IV - APPENDIX

SURVEY METHODOLOGY

The 2020-2021 NYC Charter School Compensation Survey is conducted according to procedures originally developed by TCS and the New York City Charter School Center. Conference calls were held between Total Compensation Solutions, and Randall Iserman and Alexandria Aponte of the New York City Charter School Center. During these calls, we reviewed the jobs and the questions from previous surveys. Since most schools have participated in this survey in the past, we kept the input document and jobs consistent with previous versions.

TCS emailed out the survey questionnaire to 60 CMO's and Independent NYC Charter Schools. Many of these schools were independent, while others were CMO's with ten schools. The Charter Center and TCS followed up via e-mail and phone on numerous occasions to discuss the school's interest, offer support in providing data, and explain the value of this survey. The survey database was closed on February 8, 2021. Data was received on over 5,244 employees.

TCS followed our data review standards, where we reviewed and screened all survey questionnaires immediately upon receipt and followed up with survey participants, when necessary, by e-mail, ensuring data validity. Turnaround on this follow-up typically occurred within 2 to 3 business days. Upon completion of the follow-up responses, all compensation and personnel data were compiled in the NYC Charter School Compensation Survey Database. In addition, data verification was performed on all data submitted to the survey to ensure data was captured accurately.

TCS reviewed each individual school's data (micro checks). TCS also reviewed the compiled database by position (macro checks). In the process, data anomalies and inconsistent responses were identified. These items were thoroughly researched, verified with participants, and in some cases removed or moved to more appropriate job codes within the database after consultation with the survey participants.

SURVEY METHODOLOGY- (Cont'd)

TCS applied the following data verification steps to ensure the quality and accuracy of the survey database:

- Assignment and verification of new school ID
- Verification of valid survey position code
- Verification of job title to job match
- Verification of valid job match quality (L=Less than, E=Equal to, G=Greater than)
- Verification of bonus eligibility =Y/N
- Verification of stipend eligibility =Y/N
- Verification of salary range minimum and maximum
- Verification of relationship between reported base salary and salary range.
- Verification of job title
- Verification of reporting relationship

Once the survey analysis was completed, TCS prepared the final survey report. The results were reviewed for consistency, accuracy, and noteworthy trends. In addition, TCS completed a review of the peer groups that are used in this report. The peer groups displayed consistent pay practices across the various size categories. This year, peer groupings were changed to reflect the current size of participants.

DEFINITION AND EXPLANATION OF TERMS

Average (School Average) – The school average represents a compilation of data that gives equal weight to each school's data. This data point reflects what an average school is paying in the market, regardless of the number of people it employs. This average tends to be skewed by any individual school or a small number of schools that pay extremely high or low rates.

Base Salary – The regular salary earned by reported employees as of the survey effective date. It does not include stipends, overtime pay, bonuses, incentive payments, or perquisites.

Benefits – Group and individual health and welfare programs that include medical, dental, vision, life and disability insurance as well as pension benefits for employees of the organization. Benefits may be contributory (partially employee paid) or non-contributory (fully paid by employer).

Bonus Eligible – Employees reported in specific positions may be eligible to participate in the school bonus plan during the most recent plan year. Statistics are reported for all eligible employees regardless of whether or not a bonus is paid in the most recent plan year.

Bonus Paid – The actual amount, usually disbursed in a lump sum, earned for the most recent performance period. This is typically based on school, group or individual performance in the most recent fiscal year. Employees that are eligible for bonuses but did not receive a payout in the most recent year are excluded from the summary calculations for actual bonuses paid.

Exempt Employee – An employee or class of employees not subject to the overtime pay requirements set forth in the Fair Labor Standards Act (FLSA) and paid on a salaried basis, generally without receiving pay for overtime worked.

Merit Increases – An adjustment to an employee's base pay based on performance or some other individual measure.

DEFINITION AND EXPLANATION OF TERMS – (Cont'd)

Nonexempt Employee – An employee or class of employees subject to the overtime pay requirements of the Fair Labor Standards Act (FLSA) and paid either an hourly rate or a salaried rate that reflects payment for overtime worked. Overtime is typically paid at a minimum rate of 1.5 times the normal hourly rate for hours worked in excess of the standard work week.

Number of Employees – Includes the total number of staff reported by all schools matching the specific position. This reflects the number of market jobs represented by the sample.

Percentiles – Statistical reference points that show the dispersion of the market data and provide information about the data without listing all of the actual data points. Multiple-incumbent data are summarized prior to analysis so that equal weight is given to each school's data (a large school's data, if they have a large number of employees, would tend to skew the percentiles).

To compute a percentile, the data is ranked from lowest to highest. The resulting percentile value is the actual or interpolated data point that a percent of the observations is less than.

Common percentiles used in compensation surveys include:

- the 25th percentile (also known as the **first quartile**), below which lies 25% of the sample;
- the 50th percentile (also known as the **median**), below which lies 50% of the sample;
(The median is also the exact middle point of the data when the values are ranked from lowest to highest. It is less affected by extremely high or low values than the average or weighted average);
- the 75th percentile (also known as the **third quartile**), below which lies 75% of the sample.

Perquisites - Special benefits granted to individuals including tuition reimbursement, home computer, cell phone, fitness club membership, employee contracts, hours/workday, transit reimbursement and sabbaticals.

DEFINITION AND EXPLANATION OF TERMS – (Cont'd)

Salary Range – The school-established minimum, midpoint and maximum rates of pay applicable to each position. Ranges are used as guidelines to set individual pay rates.

School Profile – Information relevant to understanding organizational operations including: budget, number of staff, number of students and number of required work days.

Strength of Match – Survey organizations use this to test the appropriateness of each school's match to the responsibilities of the survey positions. In general:

- "Greater than" means the participant's position has more responsibility than the benchmark.
- "Equal to" means the participant's position is a reasonable match to the benchmark.
- "Less than" means the participant's position has less responsibility than the benchmark.

Total Compensation – The amount of direct cash earned in the most recent fiscal year including base salary, bonus and all other cash payments.

Weighted Average – The weighted average represents individual employee data and weights the data using the number of employees in each position. Participating schools report individual rates of pay for each employee and the resulting data point reflects the rates of pay for the market represented by individuals rather than schools. The weighted average tends to reflect market conditions that are influenced by schools that have the most employees in a position.

DATA SUPPRESSION

Total Compensation Solutions maintains strict guidelines for data suppression to protect the confidentiality of individual participant data and to ensure that the survey sample is not overly influenced by a single participant. The following policies are used to complete the analytical process and produce this report:

- If a single school is reported for a position, only the number of schools and number of employees are displayed;
- If two schools are reported for a position only the number of schools and number of employees are displayed;
- If three schools are reported for a position, the number of schools, number of employees, weighted average, average and median rates are reported;
- If four or more schools are reported for a position, the number of schools, number of employees, weighted average, average and all quartiles (25th, 50th, 75th) are reported;
- If ten or more schools are reported for a position, we report the same statistics for four or more schools plus the 10th and 90th percentiles are also reported;
- If one school represents more than 33 percent of the sample for a position, individual observations (data points) for that school are eliminated using statistical sampling techniques until the number of data points is reduced to less than 33 percent of the overall count for the position.

UPDATING SALARY SURVEY DATA

In order to keep pace with inflation or changes in the marketplace that may have occurred since the data was collected, an update factor is typically applied to compensation survey data. Survey participants who are using this report may want to adjust the data reported here to their annual salary and wage adjustment date.

TCS recommends use of planned salary growth as represented by the 2020/2021 merit increase budget figure in conjunction with the number of months elapsed since the survey effective date. The example shown below illustrates this technique:

STEP I: Determine pro-rated monthly estimate of the 2020/2021 merit increase budget.

Assuming an average 2020/2021 merit increase budget of 3.0% for Teachers:

Divide 3.0% by 12 (months) = 0.25% (pro-rated one-month merit increase figure).

STEP II: Multiply pro-rated monthly figure by the number of months elapsed since the data effective date.

Assuming that a survey effective date of October 3, 2020 and an update factor to April 3, 2021 is desired:

Multiply 0.25% X 6 (months) = 1.50% (pro-rated 6 month salary increase figure).

STEP III: Apply this pro-rated merit increase figure to the salary of the Teacher position in question.

Average base salary as of October 3, 2020 = \$72,700 per annum

Add 1.5% (6 month pro-rated merit increase figure) = \$1,091

Estimated average salary as of April 3, 2021 = \$73,791 per annum

Note: This wage-indexing approach is generally more valid in times of relative economic stability. During periods of dramatic inflation or recession the figure should be adjusted upward or downward as the economic climate dictates.

DOE SCALE

Teacher Salary Schedule

	BA C1	C1 + PD	BA + 30 C2	C2 + ID	MA C2 + PD	C2 + ID + PD	MA + 30 C6	MA + 30 C6 + PD
1A	61,070	66,601	63,120	66,909	68,652	72,437	70,703	76,231
1B	61,070	66,601	63,120	66,909	68,652	72,437	70,703	76,231
2A	62,284	67,815	64,334	68,123	69,866	73,651	71,917	77,445
2B	62,284	67,815	64,334	68,123	69,866	73,651	71,917	77,445
3A	62,799	68,330	64,849	68,638	70,381	74,166	72,432	77,960
3B	62,799	68,330	64,849	68,638	70,381	74,166	72,432	77,960
4A	63,708	69,239	65,758	69,547	71,290	75,075	73,341	78,869
4B	63,708	69,239	65,758	69,547	71,290	75,075	73,341	78,869
5A	64,494	70,025	66,544	70,333	72,076	75,861	74,127	79,655
5B	64,494	70,025	66,544	70,333	72,076	75,861	74,127	79,655
6A	65,340	70,871	67,390	71,179	72,922	76,707	74,973	80,501
6A + L5	66,626	72,157	68,676	72,465	74,208	77,993	76,259	81,787
6B	66,540	72,071	68,590	72,379	74,122	77,907	76,173	81,701
6B + L5	67,826	73,357	69,876	73,665	75,408	79,193	77,459	82,987
7A	68,320	73,851	70,370	74,159	75,902	79,687	77,953	83,481

7A + L5	69,606	75,137	71,656	75,445	77,188	80,973	79,239	84,767
7B	72,490	78,021	74,540	78,329	80,072	83,857	82,123	87,651
7B + L5	73,776	79,307	75,826	79,615	81,358	85,143	83,409	88,937
8A	76,390	81,921	78,440	82,229	83,972	87,757	86,023	91,551
8A + L5	77,676	83,207	79,726	83,515	85,258	89,043	87,309	92,837
8B	81,022	86,553	83,072	86,861	88,604	92,389	90,655	96,183
8B + L5	82,308	87,839	84,358	88,147	89,890	93,675	91,941	97,469
8B + L10	86,280	91,811	88,330	92,119	93,862	97,647	95,913	101,441
8B + L13	88,984	94,515	91,034	94,823	96,566	100,351	98,617	104,145
8B + L15	94,691	100,222	96,741	100,530	102,273	106,058	104,324	109,852
8B + L18	96,189	101,720	98,239	102,028	103,771	107,556	105,822	111,350
8B + L20	107,263	112,794	109,313	113,102	114,845	118,630	116,896	122,424
8B + L22	113,496	119,027	115,546	119,335	121,078	124,863	123,129	128,657
L5	1,286							
L10	5,258							
L13	7,962							
L15	13,669							
L18	15,167							
L20	26,241							
L22	32,474							

TCS Total Compensation Solutions

Total Compensation Solutions is a human resources consulting firm dedicated to applied research and *assisting clients achieve their total compensation objectives*. Our approach to compensation and benefits issues is to utilize data to identify "best practices" in the marketplace. We utilize that data to advise our clients on strategic approaches to a variety of issues including Board Compensation, Executive, Middle Management and Professional Compensation, Performance Management, Organization Structure, Health and Welfare and Retirement Benefits Plans. With client interaction, we apply the most effective solution to each organization's unique set of circumstances. From our offices in Armonk, NY, we are able to link with our clients via traditional and online media. For more information, please visit our website www.total-comp.com or contact us at:

TOTAL COMPENSATION SOLUTIONS, LLC
200 Business Park Drive
Suite 102
Armonk, NY 10504

(914) 730 – 7300 Phone
(914) 730 – 7303 Fax
pgavejian@total-comp.com
dmleach@total-comp.com

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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.

The CEO further announced that Board member Gertrudis Hernandez has accepted the role of Assistant Principal of College, Career, and Guidance at the Challenge Charter High School effective July 1, 2021. The Board took a few moments to express appreciation to Ms. Hernandez for your outstanding service and dedication as a Board member since 2017. Ms. Hernandez will complete her service on the Board on June 30, 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 long, sweeping tail on the letter "e".

Karon McFarlane
Secretary



Attachment #1
See Prior
Month
Minutes for
Minute
Attachments



2020-21 School Year Board Meeting #11 Minutes

Frederica Jefferies, CPCS Board Chair called the meeting to order and welcomed everyone to the CPCS 2020-21 School Year Board Meeting #11 at 6:30 PM on May 19, 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 appointed Gertrudis Hernandez as Secretary Pro Tem due to the absence of Karon McFarlane, Board Secretary.

The Chair called on Gertrudis Hernandez Board Secretary Pro Tem to do the roll call of the board.

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

Members absent: Karon McFarlane

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 #10 [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 that on June 7, 2021 all calendar year employees will be reporting to work in person at their assigned site. Dr. Mulling gave an update on the



preparation of our facilities for the August in person opening plus the summer programs. The high school facility may be ready to be turned over now in early June 2021.

The CEO shared about the relationship with Queensboro Community College for the early college program and the community programs in our high school facility.

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 April 2021 Financial Report [Attachment #8]. Following discussion and review, the report was received by common consent.
11. Eunice Armstrong, Director of Finance reported to the Board that with the approval of the CEO a transfer of \$2.5 million dollars will be transferred to one of our separate HSBC checking accounts as a way to manage cash on hand for the school.
12. Eunice Armstrong updated the Board on the 2020-21 Audit that is underway.
13. The Chair called for the May 2021 Personnel Report [Attachment #9] which included a list of current employees that will be offered 2021-22 contracts



[Attachment #9]. Following review, a motion was made by Gertrudis Hernandez and seconded by Andrew Barnes to approve the entire report. Motion carried unanimously.

14. The Chair called upon the CEO and the Director of Finance to present a report on the 2021-22 Budget Assumptions [Attachment #10]. Following discussion, a motion was made by Gertrudis Hernandez and seconded by Andrew Barnes to approve the report. Motion carried unanimously.

15. The Chair called on the Director of Finance to present an updated Employee Salary Scale Report [Attachment #11]. Mrs. Armstrong noted that the NYC DOE salary scale has been updated effective May 14, 2021. First year teachers will now have a starting salary of \$61,070. Additionally, Mrs. Armstrong drew attention to the NYC Charter School Center's 2020-21 NYC Charter School Compensation Survey in which CPCS participated. Following discussion, a motion was made by Gertrudis Hernandez and seconded by Andrew Barnes to continue to use the NYC DOE salary scale as the basis for CPCS to establish salaries for incoming personnel while taking into account the information contained in the NYC Charter School Center's 2020-21 NYC Charter School Compensation Survey. Motion carried unanimously.

The meeting adjourned by common consent.

Respectfully submitted:

A handwritten signature in black ink, appearing to read "Gertrudis Hernandez", written over a horizontal line.

Gertrudis Hernandez
Secretary Pro Tem



Attachment #2



Senior Director of Teaching and Learning
June 2021 Board Report
 (Covering May 17-June 11)
Kentia Coreus

Enrollment Compliance

Authorized Enrollment	1032
Current Enrollment	906 (as of June 11, 2021)

We are at 88% of our authorized enrollment which meets NYCDOE's requirement that we be within 85% of our authorized enrollment. There are no pending seat offers at this time.

Ongoing Tasks

- Attend bi-weekly webinars with the New York State Charter Association. Share information from NYSED and authorizers with key personnel
- Address and respond to formal staff and family complaints related to teaching and learning
- Facilitate weekly one-to-one supervision meetings with principals
- Conduct check-in meetings with staff where needed in support of the educational program
- Observe instruction and professional learning sessions
- Disseminate information about professional learning opportunities
- Connect with external school leaders to share/collect ideas in support of scholar and staff development

ESSER Funding and Reopening Plans

The Senior Director of Teaching and Learning continues to plan for the 2021-22 school year in collaboration with both principals. Below is a summary of teaching and learning interventions/initiatives planned based on a variety of data points collected by each site. These initiatives coupled with social-emotional learning content, will provide a strong foundation for scholars as they return for a new school year. A few mantras guiding our planning:

1. Reading is essential.
2. Acceleration, not remediation.
3. More time learning.
4. Prevention before reaction.
- 5.

Intervention/Strategy: K-5 ELA Curriculum ReDesign (2021-22 and 2022-23)

Description: Teachers will receive professional development on how to develop English Language Arts units that are aligned with the Next Generation Learning Standards. Units will be thematic and feature culturally relevant texts and provide scholars with opportunities to practice lifelong reading skills.

Intervention/Strategy: 6-10 Close Reading with the Lavinia Group (2021-22 and 2022-23)

Description: The Lavinia Group will train teachers and instructional leaders in their Close Reading model. Training involves on-site coaching, real-time feedback, and deliberate practice. Curriculum resources will also be provided.

Intervention/Strategy: High-Dosage Tutoring (2021-22 and 2022-23)

Description: Challenge will be partnering with Practice Makes Perfect (PMP) to offer afterschool and weekend tutoring services to all eligible scholars. PMP has a proven track record of offering impactful services because they begin each session with a clear learning goal and end each session with a clear outcome.

Intervention/Strategy: Elementary Summer Academy (July 2022 and July 2023)

Description: The Rising Explorers Summer Academy will be open to students who are at least one grade level below the academic end of year level expectations based on the EOY I-Ready Diagnostic. The program will provide a combination of academics and learning activities that will address learning loss while providing a real-life experience. Small group instruction will be provided daily by using the resources from Ready and Focus Reading to address the deficient skills. In addition, scholars will apply the skills learned by participating in a real-life experience such as visiting the New York Historical Society & DiMenna Children's Museum.

Intervention/Strategy: Middle and High School Summer Academy (July 2022 and July 2023)

Description: Summer academic programming will be available to scholars who show no growth on End-of-Year iReady diagnostic reports, and score at least one grade level below will receive small group instruction, using Ready Book resources to target the strands in which they are deficient.

Intervention/Strategy: Virtual High School Intersessions

Description: During winter and spring intersessions, scholars who are not meeting course passing requirements will be provided small group instruction with iReady teacher-assigned lessons for practice and frequent Standards Mastery assessments. Scholars whose most recent diagnostic results show strand deficiencies 1 or more levels below grade level will be targeted.

Rationale: Extending tutoring during these intersessions combats learning loss and sustains the school year's rigor with higher incidence of individual scholar focus.

Intervention/Strategy: Performance Matters Early Warning System and Monitoring

Description: Performance Matters is a reporting and assessment tool that works with our student information system (PowerSchool SIS) to provide up-to-date progress and dynamic reports. It allows teachers to tailor assessments and share real-time cross sectional data within one program, all stakeholders can stay abreast of where scholars are in their progress without needing to wait for annual reviews or other end-of-term reports.

Item/Vendor: Life, College, and Career Course and Curriculum Development

Description: Two curriculum developers will collaborate with Challenge's SEL team to develop a Life, College, and Career course in all grade levels. The course will hold the individual learning plan, career portfolio, total talent portfolio, advisory, and SEL curriculum.



Attachment #3



June 2021

Principal Report

Nicole Griffin, Elementary School

Enrollment

Kindergarten- 102

1st grade- 121

2nd grade- 100

3rd grade- 99

4th grade- 98

5th grade- 101

Elementary Total: 621

As we wrap up this school year at the elementary school, teachers continue to provide live instruction for our scholars. Classroom instruction takes place from 8:30am- 12:00pm, followed by specials and our Guided Reading Intense Groups. Our staff have worked hard and diligently throughout this historic year and I am so very proud to have led this team through it all.

Highlights for June

- **Grade 5 Autograph Day-** Grade 5 scholars had the opportunity to socialize at Bayswater Park with their peers. The scholars signed one another's autograph books.
- **Kindergarten Bubbles in the Park-** Kindergarten scholars had the opportunity to meet their teachers and classmates for the first time in person. They played in the courtyard while listening to music. Families accompanied the scholars during the event.
- **Kindergarten Play Date-** We hosted two sessions to welcome our incoming kindergarten families. We used a hybrid model to share information from staff that included the administrators, guidance counselors, social worker and Special Education Liaison.
- **Awards Ceremonies-** Kindergarten and Grade 5 conducted a virtual award ceremony for the year. Grade 5 valedictorian and salutatorian was announced.
- **Graduation Ceremonies-** Grade 5 - June 16, 2021 at 9:00am. Kindergarten, June 21, 2021. Following the ceremony, scholars will have the opportunity to come to the school building to take photos and to socialize with their peers. The street will be blocked off.
- **Virtual Field Day-** Field Day will take place on Friday, June 18th, virtually. Scholars will participate by wearing their field day t-shirts.
- **FINAL FAREWELL-** All classrooms teachers and scholars will meet face-to-face for the first time throughout the last two weeks of school. Teachers have prepared gift bags for the scholars.

Scholars will receive a summer packet and return any borrowed CPCS technology device during this time.

Professional Development

- Teachers have ended this year with an understanding of unpacking of the standards, beginning to design curriculum and guided reading skills and strategies.
- This year we have completed a lot of work around teacher effectiveness with a focus on content and pedagogy with the help of LCI.
- As we look to plan the 2021-2022 professional development calendar, we will focus on the following areas:
 - Using questioning and discussion techniques (3B)
 - Using Assessment in Instruction (3D)
 - Engaging Students in Learning (3C)

Instruction - Curriculum Design

- Based on data and staff input, we decided to design our own curriculum by creating a Unit of Study for reading and writing.
- Staff worked in vertical and grade teams to create a theme for each of the 5 units.
- Each unit will contain a pacing calendar, an authentic task, an essential question, standards that will be assessed and a pre and post assessment.
- The first unit theme is “All About Me” with the writing focus of a narrative.
- For the upcoming school year, LCI will work with a team of people to continue to design curriculum that is standard base.

Guided Reading Intensive Groups

- Designed to meet the needs of scholars reading at least two grade levels below
- Groups meet 2-3 times per week
- Groups consist of 4-6 scholars
- Scholars in grade 1 and 2 receives instruction from our specialist
- Groups meet in addition to the regular scheduled guided reading groups throughout the school week.

Staffing

- 100% of the staff has accepted their contracts and plan to return for the 2021-2022 school year.
- We will offer two ICT classrooms per grade, therefore we have teacher vacancies to fill.
- Adding to our programming for the 2021-2022 school will include a library teacher and a life-skills teacher.

Thank you for your continued support. Have a great summer.



Attachment #4



CHALLENGE CHARTER SCHOOL

2020-2021 Principal's Monthly Board Report

Mavgar Mondesir-Gordon, Principal (Grades 6-9)

School Year 2020-2021 Report Jun 14, 2021

Current CCHS Enrollment:

Cohort Group	Grade Level	Enrollment as of Sep. 11, 2020	Enrollment as of Oct. 16, 2020	Enrollment as of Nov. 16, 2020	Enrollment as of Dec. 11, 2020	Enrollment as of Jan. 15, 2021	Enrollment as of Feb. 22, 2021	Enrollment as of Mar 15, 2021	Enrollment as of Apr 16, 2021	Enrollment as of May 14, 2021	Enrollment as of Jun. 14, 2021
#3	G. 9	54	54	54	53	53	53	53	53	53	53

Current CCMS Enrollment:

Cohort Group	Grade Level	Enrollment as of Sep. 11, 2020	Enrollment as of Oct. 16, 2020	Enrollment as of Nov. 16, 2020	Enrollment as of Dec. 11, 2020	Enrollment as of Jan. 15, 2021	Enrollment as of Feb. 22, 2021	Enrollment as of Mar. 15, 2021	Enrollment as of Apr 16, 2021	Enrollment as of May 14, 2021	Enrollment as of Jun. 14, 2021
#4	Gr .8	77	77	78	79	79	79	79	79	78	78
#5	Gr .7	81	80	81	80	82	82	81	81	81	81
#6	Gr .6	72	71	72	72	72	71	75	73	73	72
TOTAL		230	228	231	231	233	232	235	233	232	231

CCMS Attendance Statistics:

Cohort Group	Grade Level	Attendance Rates									
		Aug 24, '20 - Sep 11, '20	Sep 12, '20 - Oct 16, '20	Oct 19, '20 - Nov 13, '20	Nov 16, '20 - Dec 11, '20	Dec 14, '20 - Jan 15, '21	Jan 19, '21 - Feb 22, '21	Feb 23, '21 - Mar 12, '21	Mar 13, '21 - Apr 16, '21	Apr 19, '21 - May 14, '21	May 17, '21 - Jun 14, '21
#3	Gr. 9	79%	92%	93%	93%	91%	94%	98%	95%	94%	90%
#4	Gr. 8	90%	86%	95%	92%	89%	89%	97%	95%	93%	93%
#5	Gr. 7	85%	96%	95%	95%	91%	95%	96%	97%	97%	94%
#6	Gr. 6	90%	91%	94%	95%	89%	95%	94%	96%	94%	95%
CCMS Average		88%	91%	95%	94%	90%	93%	96%	96%	95%	94%
6-9 Average		90.5%	91.1%	94%	94%	90%	93%	96%	96%	96%	93%



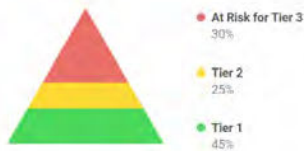
SCHOOL YEAR DATA OVERVIEW

- ELA GROWTH
 - In lieu of cut score information from ELA state exams, CCMS used i-Ready Reading EOY data to measure scholars' growth from the beginning of the year (BOY) to end of year (EOY). Overall, we saw a 12% increase in proficient scholars in Reading in Grades 6 through 8.

CCMS Growth in % of Scholars at or Above Grade-Level Proficiency From 2020-21 BOY to EOY - READING					
Grades	Grade 6	Grade 7	Grade 8	Grade 9	Grades 6-9
BOY	15%	42%	36%	38%	33%
EOY	41%	51%	47%	38%	45%
Growth	+26%	+9%	+11%	+0%	+12%

i-Ready Grades 6-8 EOY (Spring 2021) Reading:

Overall Placement

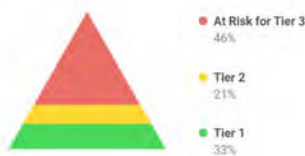


Placement By Domain



i-Ready Grades 6-8 BOY (Fall 2020) Reading:

Overall Placement



Placement By Domain



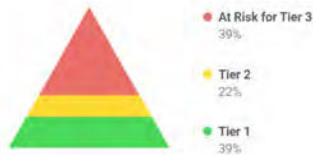


- Math GROWTH
 - In lieu of cut score information from ELA state exams, CCMS used i-Ready Math EOY data to measure scholars' growth from the beginning of year (BOY) to end of year (EOY). Overall, we saw a 13% increase in proficient scholars in Math In Grades 6 through 8.

CCMS Growth in % of Scholars at or Above Grade-Level Proficiency From 2020-21 BOY to EOY - Math					
Grades	Grade 6	Grade 7	Grade 8	Grade 9	Grades 6-9
BOY	14%	24%	28%	42%	26%
EOY	33%	36%	38%	53%	39%
Growth	+19%	+12%	+10%	+11%	+13%

i-Ready Grades 6-8 EOY (Spring 2021) Math:

Overall Placement



Placement By Domain



i-Ready Grades 6-8 BOY (Fall 2020) Math:

Overall Placement



Placement By Domain





SCHOOL LOGISTICS OVERVIEW

- REMOTE LEARNING
 - CCMS and CCHS successfully launched and continued the school year remote learning. The end of the school year saw us following a universal Learning Spaces schedule (ULS) which allowed us to deliver small group instruction to scholars based on proficiency level. Scholars have been logging in with an average daily attendance rate of 94%. Periods are 50 minutes long, allowing each core subject to see scholars for 250 minutes per week.

- TECHNOLOGY ACCESS
 - The provision of Chromebooks as loaners to scholars who did not have computer devices at home allowed for successful delivery of remote instruction.
 - As the school year comes to a close soon, a plan has been put in place to retrieve devices from graduating seniors who will not be enrolling in Challenge Charter High School for the 2021-2022 school year. All other scholars will keep their assigned devices over the summer break and return with them in the new school year as they will be required to complete asynchronous enrichment assignments in ELA and Math.

Child Study Team Outreach:

- OUTREACH
 - Efforts by the CCMS-CCHS administrative team to keep parents informed of expectations for scholar progress were consistent throughout the year and increased after the implementation of remote learning. Parent partnership was essential to keeping scholars consistently attending classes.
 - The CCMS-CCHS school counselor, social worker, and SPED team continue to reach out to scholars to deliver at-risk and mandated counseling during these school closures. These counseling sessions and IEP meetings are being held via Google Meet.

Academic Interventions

- EXTRA HELP
 - During remote learning, interventions took the form of extra help classes offered 3 days per week. Although the frequency is less than in-person intervention during the year, the extra help classes are able to reach more scholars due to the convenience of it taking place without the inconvenience of travel time, etc. During some remote learning sessions, scholars are able to get one-on-one help with some instructors, which is particularly helpful to our below-benchmark scholars. Classes with scholars who have IEPs and are Below benchmark are split



into two to three cohorts daily to allow for small group sessions in ELA, Math, Science, and social studies.

- DIGITAL INTERVENTIONS
 - Scholars consistently used Read180, Sound Reading, and i-Ready throughout the year to help below-benchmark scholars make traction in their learning.

Professional Development

- COACHING
 - Teachers benefit from coaching and feedback from daily professional development and subject team collaboration offered in PLC meetings. Such topics included: UDL, SDI, Explicit Teaching, Responsive Classroom and SEL, Rigor and Relevance, and recently Curriculum Tiering.
- GRADE TEAM PLANNING
 - The incorporation of SDI as mandated by the DOE highlighted the need for more teacher collaboration by grade level to provide consistent learning environments for our high-needs scholars. These meetings also highlighted the importance of focusing on getting to know our scholars very well so that we can provide consistent tiered instruction.
- VERTICAL DEPARTMENT PLANNING
 - In order to hit the ground running with respect to our BOY lessons in the coming school year, teachers have begun to meet in department teams to highlight planning lessons that incorporate those power standards that provide 'the best bang for our buck' with respect to standards mastery. At CCMS-CCHS, we have also pledged and have begun work on a document dubbed, "Great Expectations for Grade Level Expectations". This document will name 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.
- INSTRUCTIONAL PREPARATION
 - CCMS-CCHS Instructors have grown over the course of the school year in terms of intellectual preparation. Teachers have access to WeTeachNYC, Webb's DOK wheels, and are frequently assigned required reading in Teach Like a Champion 2.0. In PD sessions at the end of the school year, there has been a granular focus on lesson plan preparation that includes a strong rigor component.
 - Plans are in the works to incorporate the preparation of more challenging work for "lead learners" in small groups. The incorporation of Renzulli learning will further the work in this area.



- The shift to remote learning highlighted the need for instructors to improve their proficiency in blended learning tools. All staff will be required to complete more courses in OTIS for Educators to ensure this.

Staffing Projections for the 2021-2022 school year:

- All CCMS-CCHS staff members have returned their preference sheet responses, with all expressing their intention to return in the 2021-2022 school year. Decisions of staff position shifts have been approved and all new contracts have been signed.

SOCIAL-EMOTIONAL LEARNING (SEL)

- Advisory SEL lessons provided in daily mentoring and homeroom advisory sessions allowed the staff to reach the scholars on a more personal level, offering the opportunity to pinpoint scholars in need of help coping with the effects of the pandemic. Also, whether due to the loss of family due to the COVID-19 pandemic or otherwise, CCMS/CCHS continues with space for scholars to talk about grief. These sessions began on Monday, January 11, 2021. Teachers are also invited to share in that space. We hope to grow this portion with the addition of grief counselors for our school community. In the interim, these sessions are led by our Social Worker and Social Worker Intern. SEL was also in focus when we mandated 5-minute body breaks during every period and yoga Tuesdays and Fridays to allow the scholars relief through physical activity.

PARENT AND SCHOLAR OUTREACH and ACCESSIBILITY

- Frequent parent meetings for scholars who are not meeting the academic expectations or for whose socio-emotional state brings us concern continue.
- Weekly Parent announcements continue.
- All instructors maintain office hours for conferencing with scholars and/families daily from 4:00 PM to 4:30 PM

Instructional Observation

- The CCMS-CCHS Admin Team members continue weekly Instructional walkthroughs in all remote learning classes. CCMS-CCHS continues to use TeachBoost for all instructional supervision feedback and tracking. Feedback is used to strengthen instructional practices. Teachers have 10 short observations and 2 long observations for the school year using TeachBoost.
- One-to-one Instructional Supervision meetings were consistent throughout the year, with a schoolwide focus on improving time management, Intellectual preparation, communication, and advanced unit plan preparation for the 2021-2022 school year.



- End-of-Year reflections have taken the place of end-of-year evaluations, wherein staff members highlight their strongest domain and their weakest domain (supported by linked data and written rationale). Following their supervisors' feedback, staff members are then asked to provide 2 goals for the coming school year. All reflections will be stored in TeachBoost.

End-of-Year Events

- 8TH-GRADE EVENTS
 - CCMS aired a prerecorded virtual graduation on Tuesday, June 15, at 10:00 AM. Pre-recorded speeches by staff and esteemed guests were inserted into the final video, as well as a song selection by one of the seniors.
 - The final attendance day for seniors will be Friday, June 25. During their final week, scholars will be permitted to attend in dress-down clothes and engage in relaxed activities and class discussions with their teachers.



Attachment #5



Director of Pupil Personnel Services

June Board Report

Covid-19 Coordinator

- Monitor daily health and safety report
- Meet with nurse liaison regarding weekly updates from the DOH/DOE COVID-19 Charter School meetings including information on vaccination appointments. There will be a presentation created by myself, COVID site coordinators and the nurse liaison to send to all leaders to ensure they are trained on the COVID-19 updates.
- The Johns Hopkins COVID-19 curriculum came to a close at the elementary site as the scholars learned mental health strategies and myth busting techniques. The middle/high school sites will receive video of the final two sessions.
- All assigned designee's will have our final daily health questionnaire where we review the process of screening the daily questionnaires for scholars, staff and visitors.
- The #RollupyourleveesforChallenge campaign to promote getting vaccinated continued this month. This initiative is aimed to show our school community that we are taking the healthy precautions to make our school a safe place to learn and be. I have collaborated with the Director of Communication and the Grade 5-9 Nurse Liaison.
- Provide up to date health protocols for school in person events.
- Reported on the health and safety overview during our first of many town halls for our families to promote the importance we have on safety protocols.

Pupil Personnel Director

1. The start of the monthly Growth Mindset lessons began for grades K-5. This tier 1 intervention is aimed to support the effects of student disengagement during the pandemic. The daily positive affirmations also started at the middle and high school levels.
2. Social Work Interns from Hunter College are completing their internships and finalizing all at-risk counseling sessions.
3. Both sites SST's had the monthly check-in to support building their comprehensive programs. This month's focus is the SEL strategies that will be implemented at the beginning of the upcoming school year, Tier 1 interventions to support the school-wide well-being, and the continuation of the growth mindset and positive affirmation practice for scholars.

4. I continue to observe the elementary character education lessons.
5. The school-wide staff wellness series focuses on the big 7 self-regulation strategies during uncertain times from the Yale Center for Emotional Intelligence. This month's focus is on "Managing Your Life Smartly, Having Self-Compassion, and Doing Meaningful Things That You Enjoy". Staff members received a taped information session. Included in this panel discussion staff members will receive evidence based ways to make routines, envision their best selves, and identifying many ways to find meaningful joy.
6. The curriculum mapping of the SEL lessons for Spread the Word and Inner You has continued. The big Ideas are being highlighted for each lesson and are aligned to the SEL strategy, and the behavior skill.
7. Both SST's are preparing for next school year by creating their tailored intervention menus, for scholars that need more support, and an implementation plan for the school-wide charter. The school-wide charter will elevate student and staff voice to speak to how they would like to feel at school. This plan will also encompass the behaviors to ensure this occurs.
8. Provide elementary, middle, and high school scholars with an SEL questionnaire to determine how they are doing emotionally and how we can help to support them as a school.
9. Recommended a middle school advisory program entitled 2nd step and the first 10 days of school advisory program. These programs will help foster the positive relationships we are aiming to create in our school environment. Yale Center for Emotional Intelligence District Leadership Training for next month. Panorama tool to measure the effectiveness of the SEL program and also measures the whole child and their college and career readiness.
10. Preparing outline and topics with the SST's for the upcoming school year's SEL classes for K-10 that include the SEL curriculum, SEL strategies, restorative practices and career and college readiness.

Recruitment and Retention Plan Guidance

1. Family Engagement Coordinators, Enrollment Coordinator, Operations managers and I (Director of Pupil Personnel Services) meet weekly to plan for the retention and recruitment plan for next school year. We have created a calendar that includes all initiatives towards having the most successful year of planning to date.

Family Engagement Coordinators

1. The Family Engagement Coordinators created the plans for the first three months of school. The focus will be on reengaging our families into the school community.



Attachment #6



Challenge Charter School

Annual Communications Report - June 2021

Kim Messer, Director of Communications

A few Communications Numbers for 2020-21

150+ unique graphics created for marketing efforts, social media, meetings, and more

100+ hours of website content work to drive 20K visits to our main website

400+ posts to drive 1000+ followers on social media channels

Reopening 2020-21 / ESSER 2021-22

- As we continued to face changes during COVID-19, I worked closely with Dr. Mullings on regular parent/family and staff updates.
 - We hosted Town Halls as the start of 2020-21 school year began.
 - Regular information and updates were posted to our Family Resources page on our website.
 - Family letters and Staff letters continued to be released as decisions were made regarding Reopening updates.
- Current efforts to support our planning with ESSER funding and family surveys and new Town Halls

Websites Updates/Plans

Challenge Charter Schools - challengecharterschools.org - Site Analytics

THIS YEAR 20K page views; 12K visits; 8.6 unique visitors (range July 1, 2020-June 15, 2021 - see below)

LAST YEAR 10K page views; 5.2K visits; 3.9K unique visitors (range Aug 12, 2019-June 9, 2021).

VISITS 12K +115% yr/yr	BOUNCE RATE 69.66% +5% yr/yr	UNIQUE VISITORS 8.6K +115% yr/yr	PAGEVIEWS 20K +94% yr/yr
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Challenge Charter High School website

- Basic build out was finished last summer, but we still need further information.
- Awaiting curriculum design/language regarding our 4 pathways

What's next

- We need to transfer ALL our sites to our challengecharterschools.org address.
- One school calendar (from K-5 site) has been used all year; this calendar needs to move to main site

Recruitment/Application Season Marketing

- Application Ads/Open House ads: a few in the fall and then from January through end of March
- We advertised across various papers such as Rockaway Times, Schneps Media outlets and through Virtual School Fairs
- Support was given via Open House presentation guidance and design
- Met with our Recruitment Team each week to determine next steps and keep mindful of application numbers

What's next

- We need to find out where we are missing parents in outreach and speak to those issues/correct course
- I'm planning to spend time on Branding this summer

Social Media Overview

Engagement was down on Facebook which is somewhat to be expected in a year when we are competing around exhaustion over screen time, but our Instagram account has made a lot of strides in less than a year.

Instagram: This has been a great addition to our social media channels. MARCH 2020 -112 followers; JUNE 2021 - 327 followers
Increase of 191.96%

Facebook: THIS YEAR: Merged Facebook page over the summer; current Likes 728
LAST YEAR: K-5 - 512 Likes; 6-8 - 248 Likes - Total 760
Decrease of 4.21%

Trends

Facebook Page Reach ⓘ

8,431 ↓ 39.4%



Instagram Reach ⓘ

2,619 ↑ 330.8%



Vimeo Channel: We have started using one central account to house our videos. <https://vimeo.com/user72533369>

Total 1673 Views, 611 unique visitors; August 2020 biggest month as we went back to school.

What's next

I would like to learn more about video tools and help increase video content through all of our channels. This is a good way to help increase engagement with our families.

Other Marketing Updates

- The school flyer got a complete redesign this year which informed our ads and our graduation programs
- #SleevesupforChallenge Campaign - this campaign uses our mascot Champ, and other relevant graphics and CDC information to help our community learn about COVID-19 vaccinations as led by Mrs. Richards

Summer Communications Plans

- Support and work on Reopening changes and develop strategies to roll out information.
- Finalize the comprehensive Crisis Communications Plan. This will be a collaborative effort between multiple staff members.
- Branding Guide and training of staff from administration down is needed during PD Weeks. 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



June 14, 2021

Re: June 14, 2021 Operations Report

By: Venessa Lynch, Director of Operations

I. Facilities / COVID 19 Preparation

- Ongoing completion of work and continuing maintenance throughout all buildings.
- COVID signage placed throughout buildings.
- Classrooms set up based on COVID guidelines.
- Working with property managers being completed on an ongoing basis
- Making adjustments to classrooms based on CDC changes
- Preparing to Furnish High School and put together aesthetics

II. Health/ Compliance

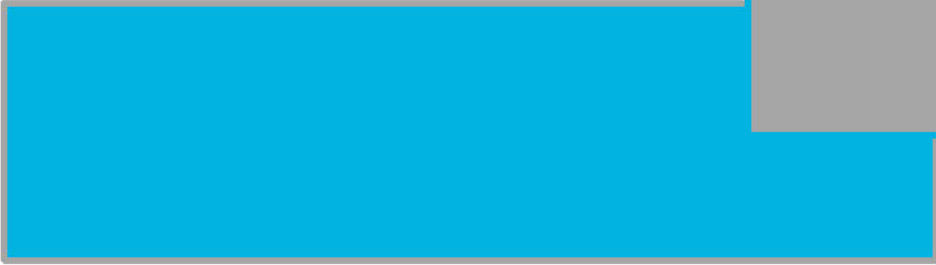
- To date we are in compliance with immunization (99% completion), 3 pending with DOH a specific code needs to be provided to recalculate percentage in ATS
- Lunch forms 86% completion. 16% have not completed by families, operations team will continue outreach.

III. School Operations

- Gearing up for summer building turnaround.
- Preparing orders for SY 21-22
- Completing all ATS EOY reports and list notice as they come and updating as needed.
- Finalizing timeline for building readiness amongst each campus
- Interviewing / finalize staffing list for SY 21-22
- Updated Recruitee recruitment platform with jobs for 2021-2022 SY
- Registering families via SchoolMint
- Galaxy certified for this month
- Spearheading logistics for all EOY school events.
- Finalizing summer PD for staff
- Creating plan for Health and Safety initiatives for ARP / ESSER



Attachment #8



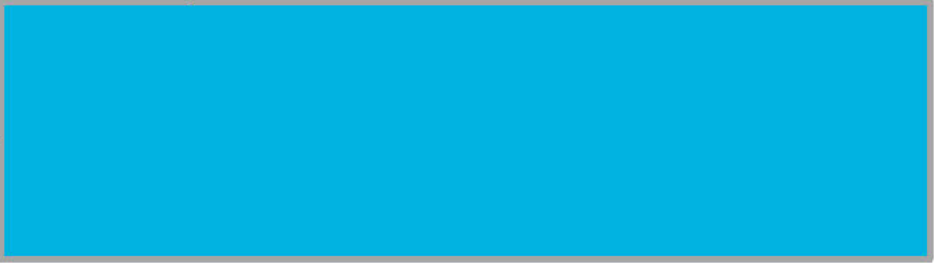
Helping you to focus on what's important:
STUDENT ACHIEVEMENT

CSBM
CHARTER SCHOOL
BUSINESS MANAGEMENT

experience. expertise. execution.

Challenge Prep Charter School

Monthly Financial Report
May 2021

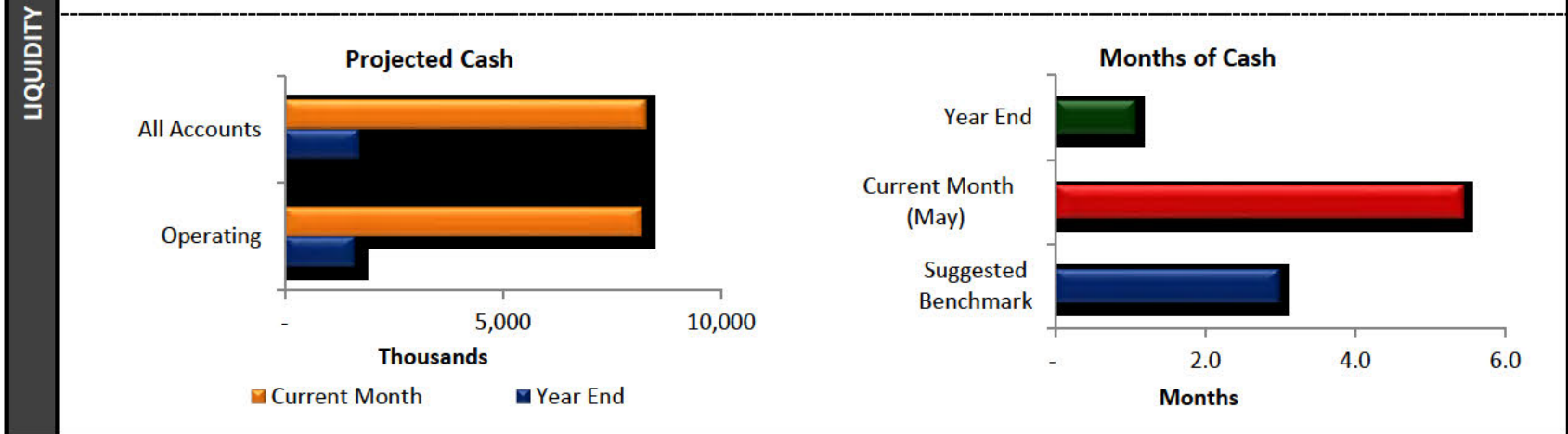


Challenge Prep Charter School

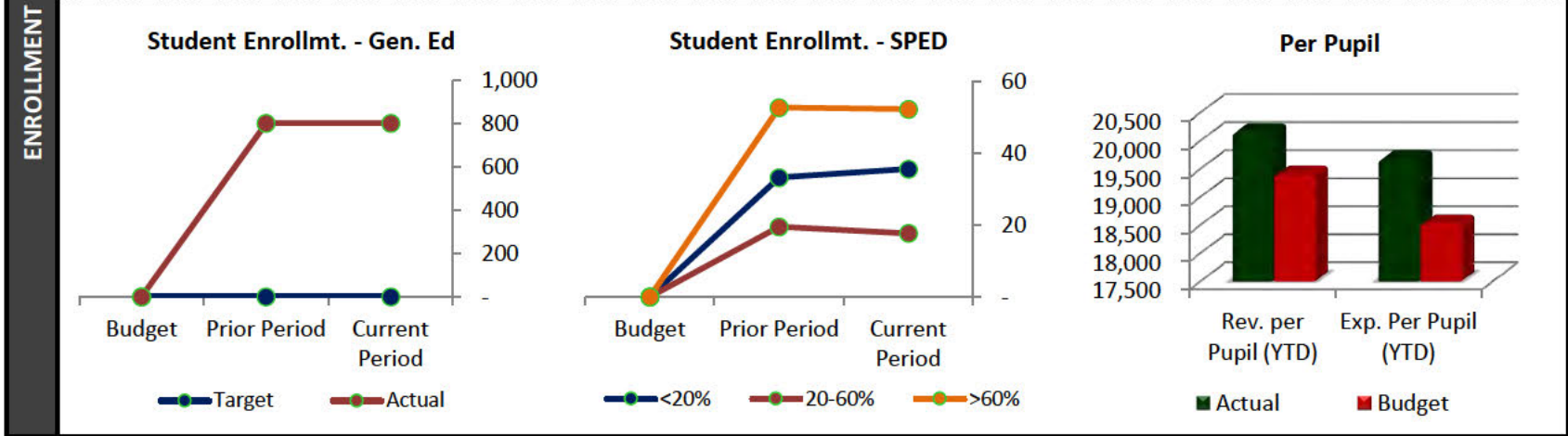
Financial Summary

For Period Ended May 31, 2021

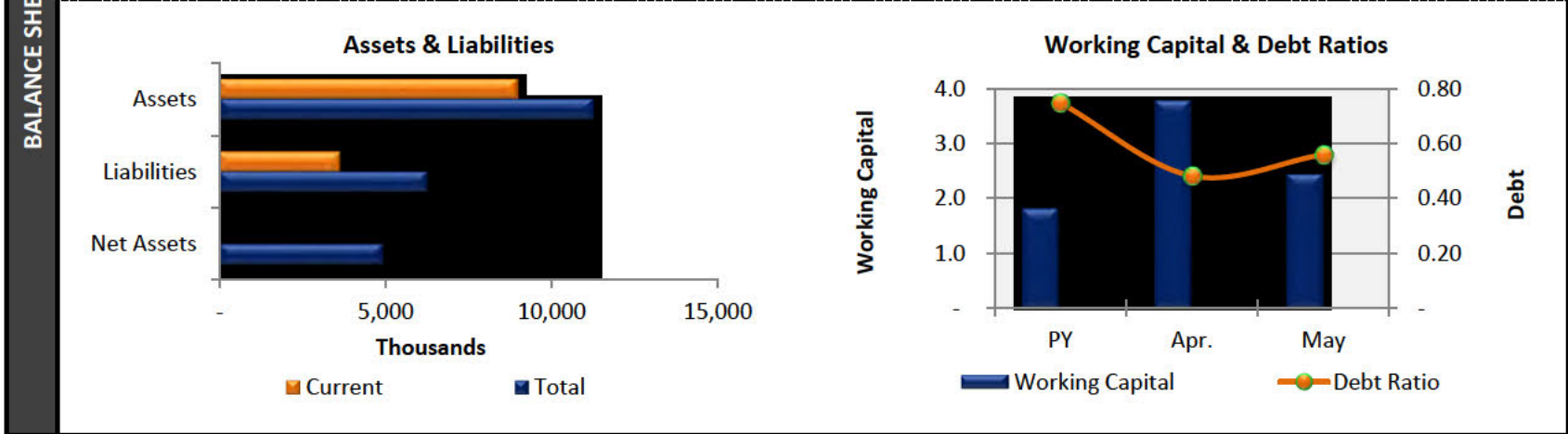
LIQUIDITY	Cash in Bank <i>(Operating Account(s) Only: as of May 31, 2021)</i>	\$ 8,195,439
	<i>Projected months of cash on hand</i>	5.4
	Cash in Bank <i>(Total - All Accounts: as of May 31, 2021)</i>	\$ 8,290,074
	FY Ending Cash Available to Carryover to FY21-22 <i>(Operating Account(s) Only)</i>	\$ 1,608,538
	<i>*Cash balance available once all FY20-21 obligations & receivables have been settled</i>	
	<i>Projected months of cash on hand</i>	1.1
FY Ending Cash Available to Carryover to FY21-22 <i>(Total - All Accounts)</i>	\$ 1,703,174	



	Actual	Budget	Variance	Actual	Budget	Variance
General Ed	905.25	920.00	(14.75)	\$ 14,619,771	\$ 14,083,360	\$ 536,411
SPED						
0 - 20%	37.39	41.00	(3.61)	-	-	\$ -
20 - 59%	20.78	25.00	(4.22)	215,915	259,750	\$ (43,835)
60% - Over	55.35	53.00	2.35	1,054,286	1,009,597	\$ 44,689
Total SPED	113.52	119.00	(5.48)	1,270,201	1,269,347	\$ 854



Total Current Assets:	\$ 8,996,272
Total Current Liabilities:	\$ 3,680,222
Working Capital (Current) Ratio	2.44
Total Assets:	\$ 11,246,970
Total Liabilities:	\$ 6,297,273
Debt Ratio	0.56
Total Net Assets:	\$ 4,949,697



	Actual	Budget	Variance
Total Revenue YTD:	\$ 16,537,571	\$ 16,189,109	\$ 348,462
Total Expenses YTD:	(13,592,850)	(15,153,748)	1,560,899
Net Operating Surplus(Deficit):	\$ 2,944,721	\$ 1,035,361	\$ 1,909,360

Challenge Prep Charter School

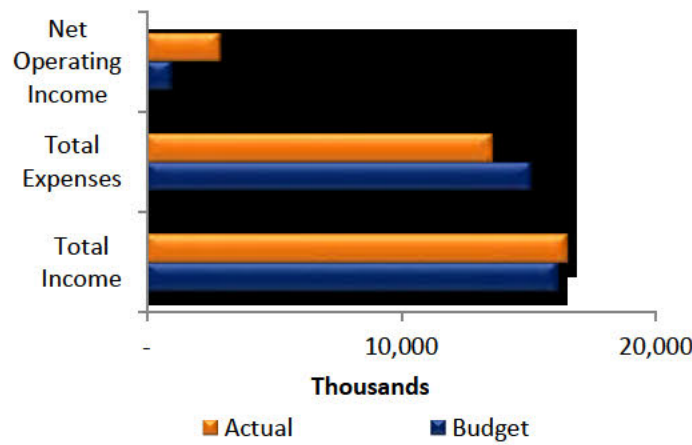
Financial Summary

For Period Ended May 31, 2021

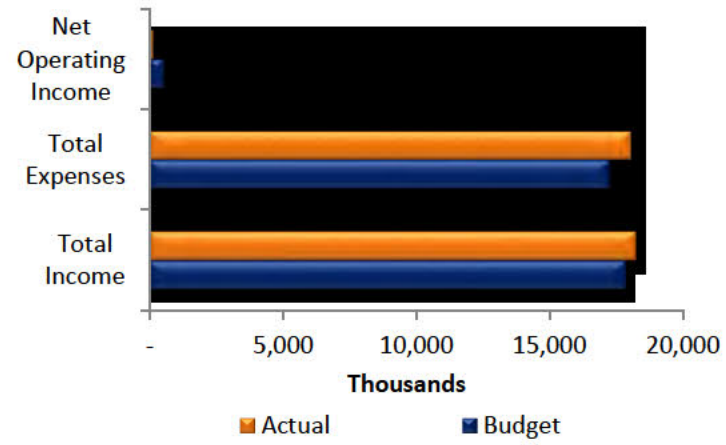
	<u>Projected</u>	<u>Budget</u>	<u>Variance</u>
Annual Projected Revenue:	\$ 18,242,627	\$ 17,850,077	\$ 392,550
Annual Projected Expenses (before depreciation):	(17,806,495)	(17,053,243)	(753,252)
Projected Net Operating Surplus(Deficit) before Depreciation:	\$ 436,132	\$ 796,834	\$ (360,702)
Annual Projected Depreciation:	(255,787)	(230,840)	(24,947)
Projected Net Operating Surplus(Deficit) after Depreciation:	\$ 180,345	\$ 565,994	\$ (385,649)
Capital Expenditure Requirements	\$ (939,868)	\$ -	\$ (939,868)
Total Cash Expenditures <i>(expenses excluding depreciation plus capital expenditures)</i>	\$ (16,610,840)	\$ (16,822,403)	\$ 211,563
Revenue per Pupil (YTD)	\$ 20,152	\$ 19,402	\$ 750
Expenditure per Pupil (YTD)	\$ 19,670	\$ 18,536	\$ 1,134

BUDGETING / REVENUE & EXPENSES

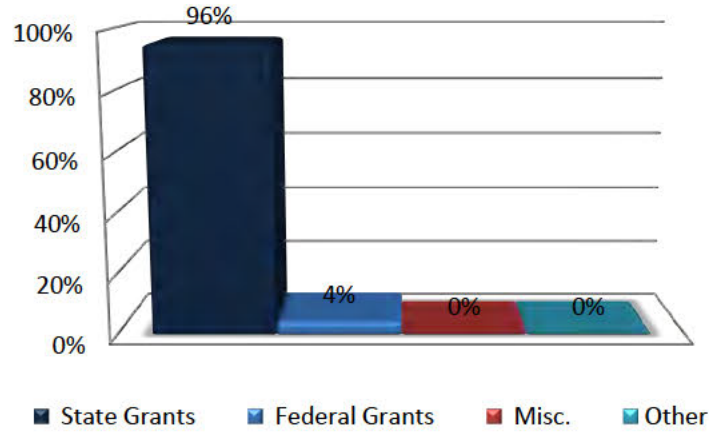
Year-To-Date (YTD)



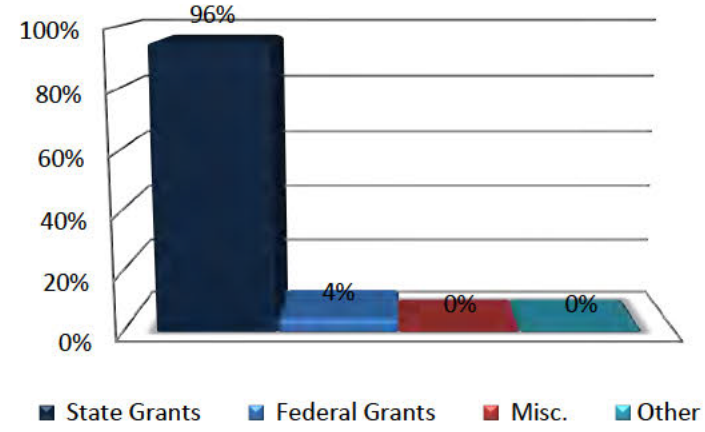
Year End (YE) Projection



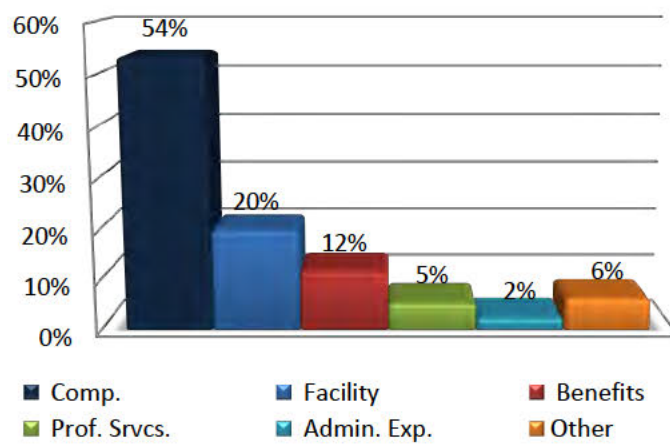
Revenue Breakdown YTD



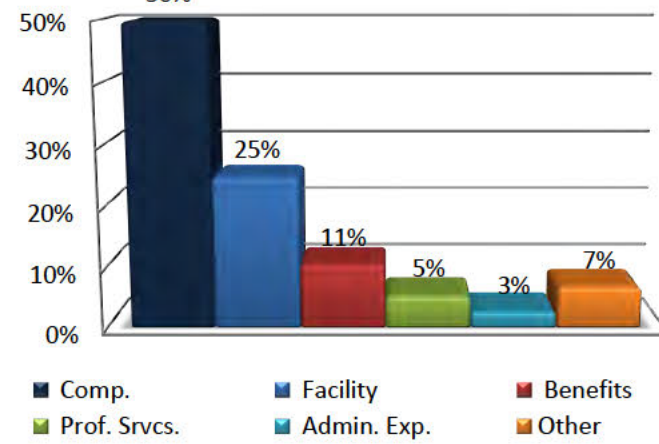
Revenue Breakdown YE



Expense Breakdown YTD



Expense Breakdown YE



Challenge Prep Charter School

Financial Variance Summary

Fiscal Year Ending 6/30/2021	Comments
Net Budget Surplus after Depreciation	\$ 565,994
Increase in Projected Annual Expenses	778,199
Net Projected Deficit Variance after Depreciation	<u>\$ 180,345</u>

**Challenge Prep Charter School
Budget vs. Actuals
Fiscal Year Ending June 30, 2021**

	May 31, 2021			YTD Through May 31, 2021			Projected FYE June 30, 2021				Comments
	Actual	Budget	Variance	Actual	Budget	Variance	Current Month Actuals - July 2020 - March 31, 2021 + Projected - June 30, 2020	Projections thru June 30, 2021	Annual Budget	Variance	
Income											
4100 State Grants	1,456,506	1,496,021	(39,515)	15,828,599	15,918,716	(90,118)	1,605,504	17,434,103	17,350,320	83,783	GenEd budget based on 920, projection based on 905.249 SpEd budget based on 53 over 60%; 25 20-59%; Projection based on 20.781 20-60 and 55.346 >60
4200 Federal Grants	26,707	19,288	7,419	691,220	270,393	420,827	99,544	790,764	499,757	291,007	
4300 Contributions	-	-	-	8,340	-	8,340	-	8,340	-	8,340	
4400 Miscellaneous Income	0	-	0	9,412	-	9,412	8	9,420	-	9,420	
Total Income	1,483,213	1,515,309	(32,096)	16,537,571	16,189,109	348,462	1,705,056	18,242,627	17,850,077	392,550	GenEd budget based on 920, projection based on 905.249 SpEd budget based on 53 over 60%; 25 20-59%; Projection based on 20.781 20-60 and 55.346 >60
Expenses											
Compensation											
5100 Instructional Staff	499,912	538,177	(38,265)	5,024,384	5,262,329	(237,946)	1,470,069	6,494,453	6,446,614	47,839	Adjusted to reflect payroll trends
5200 Non-Instructional Staff	148,703	131,691	17,012	1,431,357	1,464,164	(32,807)	148,703	1,580,060	1,595,855	(15,795)	Adjusted to reflect payroll trends
5300 Pupil Support	86,361	82,600	3,760	854,884	927,601	(72,717)	86,361	941,245	1,010,201	(68,957)	Adjusted to reflect payroll trends
5000 Compensation	734,976	752,469	(17,493)	7,310,625	7,654,094	(343,469)	1,705,133	9,015,758	9,052,670	(36,913)	Adjusted to reflect payroll trends
5400 Benefits	172,223	137,714	34,509	1,622,724	1,512,061	110,662	287,628	1,910,351	1,649,775	260,576	Adjustments made to reflect actual spending
6100 Administrative Expenses	30,780	30,886	(106)	319,273	445,609	(126,336)	136,138	455,411	476,494	(21,083)	Category adjusted based on current trends
6200 Professional Services	77,211	59,397	17,814	741,069	690,103	50,966	207,241	948,310	781,500	166,810	Adjusted based on spending with adjustments in finance and cleaning services
6300 Professional Development	4,456	11,478	(7,022)	67,806	130,522	(62,716)	74,194	142,000	142,000	-	Based on budget
6400 Marketing and Staff/Student Rec	3,750	8,475	(4,725)	82,772	87,825	(5,053)	29,288	112,060	96,300	15,760	Adjusted based on spending
6500 Fundraising Expenses	-	287	(287)	-	3,213	(3,213)	3,500	3,500	3,500	-	Adjusted based on spending
7100 Curriculum & Classroom Expenses	7,937	85,162	(77,225)	208,562	311,778	(103,216)	83,687	292,249	332,523	(40,274)	Adjusted based on spending
8100 Facility	262,843	354,632	(91,789)	2,737,123	3,944,623	(1,207,500)	1,776,772	4,513,895	4,299,255	214,640	Adjusted based on spending and recording of deferred rent
8200 Technology Expenses	51,589	18,352	33,237	293,974	199,873	94,101	100,130	394,104	218,225	175,879	Adjusted based on spending
8800 Miscellaneous Expenses	1,002	83	919	15,927	917	15,011	2,929	18,856	1,000	17,856	
8900 Depreciation Expense	-	-	-	192,994	173,130	19,864	62,793	255,787	230,840	24,947	
Total Expenses	1,346,767	1,458,935	(112,168)	13,592,850	15,153,748	(1,560,899)	4,469,433	18,062,282	17,284,083	778,199	
Net Income	136,447	56,375	80,072	2,944,721	1,035,361	1,909,360	(2,764,376)	180,345	565,994	(385,649)	
Capital Expenditures											
Furniture, Fixtures & Equipment	-	-	-	593,182	-	593,182	246,686	839,868	-	839,868	
Facility and Construction	-	-	-	31,118	-	31,118	118,883	100,000	-	100,000	
Website	-	-	-	-	-	-	-	-	-	-	
Total Capital Expenditures	-	-	-	624,299	-	624,299	365,569	939,868	-	939,868	

**Challenge Prep Charter School
Budget vs. Actuals
Fiscal Year Ending June 30, 2021**

	YTD Through May 31, 2021			Projected FYE June 30, 2021				Comments
	Actual	Budget	Variance	Current Month				
				Projected -June 30, 2021	Actuals - to date + Projections thru June 30, 2021	Annual Budget	Variance	
Income								
4100 State Grants								
4101 Per Pupil Allocations	13,368,038	13,382,090	(14,052)	1,227,292	14,595,330	14,591,315	4,015	Budget done based on 920 FTE; Projection based on 905.249
4102 Per Pupil Allocations for SPED	1,139,509	1,088,856	50,653	130,692	1,270,201	1,185,475	84,725	Budget done based on 53 over 60%; 25 20-59%; Projection based on 20.781 - 20-60 and 55.346 - >60
4103 NYSTL	25,842	12,074	13,768	-	25,842	12,074	13,768	FY21 Spending Plan
4104 NYSSL	28,580	47,305	(18,725)	-	28,580	47,305	(18,725)	FY21 Spending Plan
4105 NYSLIB	5,038	5,038	-	-	5,038	5,038	-	FY21 Spending Plan
4109 Facilities Funding	1,261,592	1,383,354	(121,762)	247,521	1,509,113	1,509,113	-	Based on information from DOE
4110 NYS Per Pupil Supplement	-	-	-	-	-	-	-	-
Total 4100 State Grants	15,828,599	15,918,716	(90,118)	1,605,504	17,434,103	17,350,320	83,783	GenEd budget based on 920, projection based on 905.249 SpEd budget based on 53 over 60%; 25 20-59%; Projection based on 20.781 20-60 and 55.346 >60
4200 Federal Grants								
4201 IDEA for Sp. Ed.	217,161	65,124	152,037	(0)	217,161	65,124	152,037	IDEA received in December
4202 Title I	185,471	174,202	11,270	4,567	190,038	190,038	-	FY21 Final Allocation - \$190,038
4203 Title IIA	10,440	14,438	(3,998)	5,944	16,384	16,042	342	FY21 Final Allocation - \$16,384
4206 E-Rate	76,263	-	76,263	13,738	90,000	-	90,000	Line not budgeted
4208 Title IV	15,444	16,629	(1,185)	1,711	17,155	18,477	(1,322)	FY21 Final Allocation - \$17,155
4209 CSP - COVID	49,950	-	49,950	-	49,950	-	49,950	FY21 Final Allocation - \$49,950; not budgeted
Total 4200 Federal Grants	691,220	270,393	420,827	99,544	790,764	499,757	291,007	
4300 Contributions								
4301 Restricted Contributions	-	-	-	-	-	-	-	-
Total 4305 Fundraiser Revenue	-	-	-	-	-	-	-	-
Total 4300 Contributions	8,340	-	8,340	-	8,340	-	8,340	
4400 Miscellaneous Income								
4401 Interest Income	4	-	4	8	12	-	12	
4402 Revenue Suspense Account	-	-	-	-	-	-	-	
4404 Rental Income	9,408	-	9,408	-	9,408	-	9,408	B' Above rent; adjusted to match receipts
Total 4400 Miscellaneous Income	9,412	-	9,412	8	9,420	-	9,420	
Total Income	16,537,571	16,189,109	348,462	1,705,056	18,242,627	17,850,077	392,550	GenEd budget based on 920, projection based on 905.249 SpEd budget based on 53 over 60%; 25 20-59%; Projection based on 20.781 20-60 and 55.346 >60
	1,457,238							
Expenses								
5000 Compensation								
5100 Instructional Staff	-	-	-	-	-	-	-	-
5101 Administrative Leadership	353,675	352,475	1,200	32,043	385,718	384,518	1,200	
5102 Instructional Leadership	763,179	799,685	(36,507)	69,380	832,559	875,081	(42,522)	Adjusted to reflect payroll trends
5103 Classroom Teachers	2,218,686	2,341,799	(123,113)	735,824	2,954,510	2,954,510	-	Adjusted to reflect payroll trends
5104 Teacher Assistants	737,943	663,307	74,636	187,038	924,981	840,521	84,460	Adjusted to reflect payroll trends
5105 Special Education Teachers	424,461	521,917	(97,456)	233,220	657,681	657,681	-	Adjusted to reflect payroll trends
5110 Specialty Teachers	95,967	155,555	(59,588)	100,255	196,222	196,222	-	Adjusted to reflect payroll trends
Total 5100 Instructional Staff	5,024,384	5,262,329	(237,946)	1,470,069	6,494,453	6,446,614	47,839	Adjusted to reflect payroll trends
5200 Non-Instructional Staff	-	-	-	-	-	-	-	-
5201 Finance	162,936	161,408	1,528	14,697	177,633	176,359	1,274	
5202 Administration & Operations	700,692	710,160	(9,468)	74,668	775,360	777,507	(2,147)	Adjusted to reflect payroll trends
5204 Administrative Assistant	112,575	114,426	(1,851)	10,683	123,258	122,858	400	
5205 Custodian	257,774	275,992	(18,218)	27,430	285,204	301,219	(16,014)	Adjusted to reflect payroll trends
5206 Security Guards	197,381	202,179	(4,798)	21,225	218,605	217,912	693	Adjusted to reflect payroll trends
Total 5200 Non-Instructional Staff	1,431,357	1,464,164	(32,807)	148,703	1,580,060	1,595,855	(15,795)	Adjusted to reflect payroll trends
5300 Pupil Support	-	-	-	-	-	-	-	-
5301 Pupil Support Services	555,802	614,465	(58,663)	56,284	612,086	669,661	(57,575)	Adjusted to reflect payroll trends
5302 School Aides	181,983	177,547	4,436	17,750	199,733	192,625	7,108	Adjusted to reflect payroll trends
5303 Guidance Counselor	117,099	135,589	(18,489)	12,326	129,426	147,915	(18,489)	Adjusted to reflect payroll trends
Total 5300 Pupil Support	854,884	927,601	(72,717)	86,361	941,245	1,010,201	(68,957)	Adjusted to reflect payroll trends
Total 5000 Compensation	7,310,625	7,654,094	(343,469)	1,705,133	9,015,758	9,052,670	(36,913)	Adjusted to reflect payroll trends
5400 Benefits								
5401 FUTA	-	-	-	-	-	-	-	-
5402 NY State Unemployment Insurance	84,200	54,442	29,758	7,655	91,854	59,391	32,463	Line trending overbudget based on recent billing
5403 Social Security - EmployER	443,707	514,305	(70,598)	105,718	549,425	561,266	(11,840)	Adjusted based on reduced payroll projection
5405 Medicare - EmployER	106,297	120,281	(13,984)	24,724	131,022	131,264	(242)	
5407 Worker's Compensation Expense	-	16,022	(16,022)	-	-	17,479	(17,479)	
5408 NYS Disability	-	-	-	-	-	-	-	
5409 Medical Insurance	688,593	554,842	133,752	122,000	810,593	605,282	205,311	Adjusted based on 12/31 with allowance for summer medicals

**Challenge Prep Charter School
Budget vs. Actuals
Fiscal Year Ending June 30, 2021**

	YTD Through May 31, 2021			Projected FYE June 30, 2021				Comments
	Actual	Budget	Variance	Current Month				
				Projected -June 30, 2021	Actuals - to date + Projections thru June 30, 2021	Annual Budget	Variance	
5410 Dental Insurance	46,696	38,664	8,031	4,245	50,941	42,179	8,762	
5411 Vision Insurance	11,097	9,253	1,845	1,009	12,106	10,094	2,012	
5412 Life Insurance, STD, LTD, AD&D	53,860	62,992	(9,132)	4,896	58,756	68,718	(9,961)	
5413 Retirement 403(B) Fees	-	-	-	-	-	-	-	
5414 Retirement 403(B) Match	161,705	120,221	41,484	14,700	176,405	131,150	45,255	403b match trending over.
5415 Retirement 403(B) Clearing	(0)	-	(0)	-	(0)	-	(0)	403b remittance to be made
5420 Other Employer Taxes	22,287	21,040	1,247	2,026	24,313	22,953	1,360	MCMT
5422 HRA/FSA Diff Card Premium & Contributions	7,190	-	7,190	654	7,844	-	7,844	
5425 AFLAC (Clearing)	(2,909)	-	(2,909)	-	(2,909)	-	(2,909)	AFLAC deduction to be remitted; Premiums paid for staff on furlough in July & August
Total 5400 Benefits	1,622,724	1,512,061	110,662	287,628	1,910,351	1,649,775	260,576	Adjustments made to reflect actual spending
6100 Administrative Expenses								
6101 Office Supplies	21,483	46,750	(25,267)	8,517	30,000	51,000	(21,000)	Spending to date impacted by remote learning
6102 Printer Supplies	5,509	11,000	(5,491)	1,991	7,500	12,000	(4,500)	
6103 Office Furn (non-asset)	1,755	6,875	(5,120)	745	2,500	7,500	(5,000)	
6104 Office Equipment (non-asset)	2,117	2,292	(175)	883	3,000	2,500	500	
6105 Copy Machine Lease	39,166	44,620	(5,454)	3,561	42,726	48,676	(5,950)	
6106 Postage and Delivery	7,394	4,583	2,811	1,606	9,000	5,000	4,000	
6107 Temperature Scanning Kiosk Lease	8,527	9,015	(487)	775	9,302	9,834	(532)	
6109 Dues, Licenses, & Subscriptions	72,525	18,333	54,191	13,650	86,175	20,000	66,175	Projection adjusted to reflect increased subscription
6110 Team Building/Staff Lunch & App	12,616	22,727	(10,111)	1,147	13,763	25,000	(11,237)	Less spending due to remote learning
6111 Student/Family Appreciation	20,332	21,083	(752)	9,668	30,000	23,000	7,000	Less spending due to remote learning
6112 Travel to/from Meetings	-	4,583	(4,583)	5,000	5,000	5,000	-	
6113 Student Meals	-	1,350	(1,350)	1,500	1,500	1,500	-	
6114 Signage (Indoor/Outdoor)	6,342	-	6,342	2,658	9,000	-	9,000	
6115 Student Uniforms/Apparel	-	7,020	(7,020)	7,800	7,800	7,800	-	
6119 Classroom Furniture and Equipment (non-asset)	6,087	146,667	(140,580)	8,913	15,000	150,000	(135,000)	Adjusted based on spending (affected by remote learning)
6120 Insurance	-	-	-	-	-	-	-	
6121 Insurance Fees	-	1,833	(1,833)	-	-	2,000	(2,000)	
6122 Insurance - Directors & Officers	-	20,795	(20,795)	-	-	22,685	(22,685)	Adjustment made to post to General Liability
6123 Insurance - Excess Liability	25,315	4,583	20,731	2,301	27,616	5,000	22,616	Offset by D&O
6124 Insurance - General Liability & Property	90,106	71,499	18,606	65,423	155,529	77,999	77,530	Insurance charges higher than budgeted
Total 6120 Insurance	115,420	98,710	16,710	67,724	183,145	107,684	75,461	Category adjusted based on current trends
6130 NYC Discretionary Grant - Non Capitalized	-	-	-	-	-	-	-	
Equipment								
Total 6100 Administrative Expenses	319,273	445,609	(126,336)	136,138	455,411	476,494	(21,083)	Category adjusted based on current trends
6200 Professional Services								
6201 Audit/Accounting Services	4,000	-	4,000	28,000	32,000	32,000	-	FY21 audit fees accrued
6202 Payroll Services	286,517	252,083	34,433	26,047	312,564	275,000	37,564	Adjusted based on spending
6203 Communication & Compliance Consulting	130,201	160,417	(30,216)	44,800	175,000	175,000	-	Budget for HCWC split between Compliance; Board Strategy, Financial and Technology oversight
Services								
6204 Legal Services - Paid	9,576	22,917	(13,341)	15,424	25,000	25,000	-	
6205 Educational Consulting	76,575	69,861	6,714	6,961	83,536	75,000	8,536	
6206 Financial Management Services	78,435	64,167	14,268	7,130	85,565	70,000	15,565	Projected to go over budget
6207 Substitute Teacher Services	91,066	22,778	68,289	8,279	99,345	25,000	74,345	Projected to go over budget
6208 Temporary Staffing Services	18,900	9,006	9,894	5,600	24,500	10,000	14,500	
6210 ERate Consulting	5,261	4,500	761	-	5,261	4,500	761	
6216 Cleaning Services	40,538	71,042	(30,504)	50,000	90,538	75,000	15,538	Adjusted based on spending
Total 6200 Professional Services	741,069	690,103	50,966	207,241	948,310	781,500	166,810	Adjusted based on spending with adjustments in finance and cleaning services
6300 Professional Development								
6301 Instructional Staff PD	50,245	73,778	(23,532)	29,755	80,000	80,000	-	
Total 6301 Instructional Staff PD	50,245	73,778	(23,532)	29,755	80,000	80,000	-	
6302 Non-Instructional Staff PD	5,984	20,197	(14,213)	16,016	22,000	22,000	-	
6303 Board Development/ Strategic Planning	11,330	13,771	(2,441)	3,670	15,000	15,000	-	Budget for HCWC split between Compliance; Board Strategy, Financial and Technology oversight
6304 Tuition and Cert Reimbursement	247	13,771	(13,524)	14,753	15,000	15,000	-	
6305 Conferences and Workshops	-	9,006	(9,006)	10,000	10,000	10,000	-	
Total 6300 Professional Development	67,806	130,522	(62,716)	74,194	142,000	142,000	-	Based on budget
6400 Marketing and Staff/Student Rec								
6401 Advertising	15,329	7,161	8,169	5,000	20,329	7,800	12,529	Adjusted based on spending
6402 Student Recruiting	31,831	45,319	(13,488)	19,479	51,310	50,000	1,310	Adjusted based on spending

**Challenge Prep Charter School
Budget vs. Actuals
Fiscal Year Ending June 30, 2021**

	YTD Through May 31, 2021			Projected FYE June 30, 2021				Comments
	Actual	Budget	Variance	Current Month				
				Projected -June 30, 2021	Actuals - to date + Projections thru June 30, 2021	Annual Budget	Variance	
6403 Travel	-	-	-	-	-	-	-	
6404 Staff Recruiting	24,677	22,951	1,726	2,243	26,921	25,000	1,921	
6405 Website Maintenance	10,934	12,394	(1,460)	2,566	13,500	13,500	-	
Total 6400 Marketing and Staff/Student Rec	82,772	87,825	(5,053)	29,288	112,060	96,300	15,760	Adjusted based on spending
6500 Fundraising Expenses	-	-	-	-	-	-	-	
6501 Mailings and Materials	-	3,213	(3,213)	3,500	3,500	3,500	-	
6502 Events	-	-	-	-	-	-	-	Projection decreased based on COVID
Total 6500 Fundraising Expenses	-	3,213	(3,213)	3,500	3,500	3,500	-	Adjusted based on spending
7100 Curriculum & Classroom Expenses								
7101 Classroom Libraries	19,826	-	19,826	0	19,826	-	19,826	Unbudgeted line
7102 Curric Textbooks and Other Curr	16,703	116,744	(100,041)	8,297	25,000	125,000	(100,000)	Adjusted based on spending
7104 Art Supplies	144	13,108	(12,964)	2,356	2,500	14,000	(11,500)	
7105 Music	-	4,623	(4,623)	1,200	1,200	5,000	(3,800)	
7106 Student Transportation	-	45,319	(45,319)	10,000	10,000	50,000	(40,000)	Adjusted because of delay in on-site learning
7107 Curriculum Licenses, Software, & Subscriptions	118,394	-	118,394	10,763	129,157	-	129,157	Houghton Mifflin Harcourt; Lucid Software; Amplified Education; Discovery Education
7108 Standardized Test Materials/Ass	-	12,678	(12,678)	-	-	14,000	(14,000)	
7109 Student Field Trips	(11,281)	18,000	(29,281)	16,281	5,000	20,000	(15,000)	School Trip to Rocking Horse Ranch Written off
7110 Classroom Supplies	5,317	14,008	(8,691)	9,683	15,000	15,000	-	
7112 Physical Movement/Recess Suppli	-	7,467	(7,467)	8,292	8,292	8,292	-	
7115 NYSTL Expense	25,842	12,074	13,768	-	25,842	12,074	13,768	
7116 NYSSL Expense	28,580	47,305	(18,725)	-	28,580	47,305	(18,725)	Non-cash item
7117 NYSLIB Expense	5,038	5,038	-	-	5,038	5,038	-	
7118 Student Information Management System	-	15,413	(15,413)	16,814	16,814	16,814	-	
Total 7100 Curriculum & Classroom Expenses	208,562	311,778	(103,216)	83,687	292,249	332,523	(40,274)	Adjusted based on spending
8100 Facility								
8101 Renovation/Construction	409	-	409	-	409	-	409	
8102 Utilities	102,983	93,264	9,719	9,362	112,345	100,000	12,345	Adjusted based on spending
8103 Building Permits	-	1,000	(1,000)	1,000	1,000	1,000	-	
8104 Rent Expense	2,078,950	3,367,150	(1,288,200)	1,594,305	3,673,255	3,673,255	-	
8105 Signage	2,194	5,000	(2,806)	2,806	5,000	5,000	-	
8106 Real Estate Taxes	281,902	321,319	(39,417)	68,098	350,000	350,000	-	
8111 Relocation Expense	369	10,000	(9,631)	4,631	5,000	10,000	(5,000)	
8113 Personal Protective Equipment (PPE)	11,451	-	11,451	13,549	25,000	-	25,000	Unbudgeted line
8114 Custodial Supplies	25,126	64,264	(39,138)	21,874	47,000	70,000	(23,000)	Adjusted based on spending
8115 Landscaping	20,563	13,771	6,792	1,869	22,432	15,000	7,432	
8120 Repair & Maintenance	83,835	68,854	14,981	16,165	100,000	75,000	25,000	
8125 Deferred Rent Expense	129,340	-	129,340	43,114	172,454	-	172,454	Deferred rent
Total 8100 Facility	2,737,123	3,944,623	(1,207,500)	1,776,772	4,513,895	4,299,255	214,640	Adjusted based on spending and recording of deferred rent
8200 Technology/Communication Expens								
8201 Phone & Fax Expenses	22,750	13,750	9,000	2,068	24,818	15,000	9,818	Adjusted based on spending
8202 Mobile Phone Expenses	18,552	11,806	6,747	1,687	20,239	12,879	7,360	
8203 Internet Connectivity Expenses	101,140	44,917	56,223	9,195	110,334	49,000	61,334	Adjusted based on spending
8204 Network Maintenance/Tech Suppor	150	9,000	(8,850)	9,850	10,000	10,000	-	
8205 Technology Consultants	28,235	45,833	(17,598)	2,567	30,802	50,000	(19,198)	Budget for HCWC split between Compliance; Board Strategy, Financial and Technology oversight, Split with licences. Adjusted to match spending.
8208 Technology Supplies	6,338	14,518	(8,180)	9,501	15,838	15,838	-	
8209 Technology Equipment (non-asset)	29,400	55,620	(26,219)	2,673	32,073	60,676	(28,603)	Adjusted based on spending
8210 Technology Licenses, Software, & Subscriptions	87,409	4,429	82,980	62,591	150,000	4,832	145,168	Moved from Tech consultants line
Total 8200 Technology Expenses	293,974	199,873	94,101	100,130	394,104	218,225	175,879	Adjusted based on spending
8800 Miscellaneous Expenses								
8801 Bank Service Charges	324	917	(592)	676	1,000	1,000	-	
8802 Interest Expense/Late Charges	14,747	-	14,747	2,253	17,000	-	17,000	PPP Loan Interest Accrual
8803 Membership Fee	-	-	-	-	-	-	-	
8804 Expense Suspense Account	-	-	-	-	-	-	-	
8805 Bad Debt	856	-	856	0	856	-	856	
Other Miscellaneous Expense	-	-	-	-	-	-	-	
Total 8800 Miscellaneous Expenses	15,927	917	15,011	2,929	18,856	1,000	17,856	
8900 Depreciation Expense	192,994	173,130	19,864	62,793	255,787	230,840	24,947	
Total 8900 Depreciation Expense	192,994	173,130	19,864	62,793	255,787	230,840	24,947	
Total Expenses	13,592,850	15,153,748	(1,560,899)	4,469,433	18,062,282	17,284,083	778,199	
Net Income	2,944,721	1,035,361	1,909,360	(2,764,376)	180,345	565,994	(385,649)	

**Challenge Prep Charter School
Budget vs. Actuals
Fiscal Year Ending June 30, 2021**

	YTD Through May 31, 2021			Projected FYE June 30, 2021				Comments
	Actual	Budget	Variance	Current Month				
				Projected -June 30, 2021	Actuals - to date + Projections thru June 30, 2021	Annual Budget	Variance	
Capital Expenditures								
1510 Office & Admin Computers & Equipment	6,083	-	6,083	28,917	35,000	-	35,000	Adjusted based on spending
1511 Classroom Computers & Equipment	549,868	-	549,868	175,000	724,868	-	724,868	Adjusted based on spending
1512 Classroom Furniture	37,231	-	37,231	32,769	70,000	-	70,000	Adjusted based on spending
Total 1516 Curriculum	-	-	-	-	-	-	-	
Total 1500 Furniture, Fixtures & Equipment	593,182	-	593,182	246,686	839,868	-	839,868	
1540 Leasehold Improvements	10,445	-	10,445	39,555	-	-	-	
Total 1519 Facility and Construction	31,118	-	31,118	118,883	100,000	-	100,000	
Total Capital Expenditures	624,299	-	624,299	365,569	939,868	-	939,868	

Challenge Prep Charter School Cash Flow Projection as of May 31, 2021

	Annual Budget FY20-21	Projected July 20 - June 21	Projected Aug 20 - June 21	June	July + Subsequent FY20-21 Items
Beginning Cash Balance (Operating)	4,804,870	6,645,873	8,195,439	8,195,439	3,975,341
Projected Cash Receipts from Operations (below)	17,850,077	1,705,056	442,611	8	442,604
Projected Cash Disbursements from Operations (below)	(17,284,083)	(4,469,433)	(4,295,801)	(3,295,148)	(1,000,653)
Net Cash from Operations	565,994	(2,764,376)	(3,853,191)	(3,295,140)	(558,050)
Cash Receipts from Accounts & Misc Receivables (not included in revenue below)	-	-	-	-	-
Cash Disbursements for Accounts Payable & Accrued Expenses	-	-	(559,389)	(559,389)	-
Capital Expenditures (below)	-	(365,569)	(365,569)	(365,569)	-
Accounts Receivable	-	-	-	-	-
PPP Loan Payable	-	-	(1,792,512)	-	(1,792,512)
PPP Loan Interest Payable	-	-	(16,241)	-	(16,241)
Ending Cash Balance (Operating Account)	5,370,864	4,247,065	1,608,538	3,975,341	1,608,538
Other Cash Accounts (Net of Transfers)	75,354	-	94,635	94,635	94,635
Total Cash (All Accounts)	5,446,218	4,247,065	1,703,173	4,069,976	1,703,174

Challenge Prep Charter School
Balance Sheet
YTD as of May 31, 2021

	<u>Total</u>	<u>Comments</u>
ASSETS		
Current Assets	-	
Bank Accounts		
1000 Cash		
1001 HSBC Checking - 0844	7,384,130	
1002 HSBC Checking - 0852	20,252	
1003 HSBC Checking - 0879	811,309	
1004 HSBC Checking - 0887	506	
1005 HSBC Money Market - 5972	3,505	
1006 Chase Escrow - 3060	70,000	
1007 Petty Cash	372	
Total 1000 Cash	<u>\$ 8,290,074</u>	
Total Bank Accounts	<u>\$ 8,290,074</u>	
Accounts Receivable		
1100 Accounts Receivable	328,115	
1200 Other Receivables - Salary Advance	-	
Total Accounts Receivable	<u>\$ 328,115</u>	
Other current assets		
1300 Prepaid Expenses	152,210	
1301 Prepaid Insurance	9,539	
1310 Prepaid Rent	216,334	
Total Other current assets	<u>\$ 378,083</u>	
Total Current Assets	<u>\$ 8,996,272</u>	
Fixed Assets		
1500 Furniture, Fixtures & Equipment	-	
1510 Office & Admin Computers & Equipment	249,149	
1511 Classroom Computers & Equipment	844,547	
1512 Classroom Furniture	391,772	
1513 Office Furniture	56,983	
Total 1513 Office Furniture	<u>\$ 56,983</u>	
1514 Musical Instruments	16,390	
1515 Computer Software	44,217	
Total 1500 Furniture, Fixtures & Equipment	<u>1,603,059</u>	
1519 Facility and Construction	127,589	
1520 Architect Fees	115,620	
1525 Fire Alarm System	7,500	
Total 1525 Fire Alarm System	<u>\$ 7,500</u>	
1530 Kitchen/Cafeteria	162,079	
1535 Construction In Progress	320,673	
1540 Leasehold Improvements	321,644	
Total 1519 Facility and Construction	<u>1,055,104</u>	
1610 Website	11,000	
Total 1610 Website	<u>\$ 11,000</u>	
1700 Accumulated Depreciation & Amortization		
1710 Accumulated Depreciation	(1,336,703)	

Challenge Prep Charter School
Balance Sheet
YTD as of May 31, 2021

	Total	Comments
1750 Accumulated Amortization	(7,761)	
Total 1700 Accumulated Depreciation & Amortization	\$ (1,344,464)	
Total Fixed Assets	\$ 1,324,699	
Other Assets		
1800 Security Deposits	925,999	
Total Other Assets	\$ 925,999	
TOTAL ASSETS	\$ 11,246,970	
LIABILITIES AND EQUITY		
Liabilities		
Current Liabilities		
Accounts Payable		
2000 Accounts Payable	550,117	
Total Accounts Payable	\$ 550,117	
Other Current Liabilities		
2100 HSBC Loan Payable	1,792,512	
2300 Accrued Salaries/Taxes	-	
2301 Accrued Expenses	9,273	
2303 Accrued Interest - PPP	16,241	
2400 Unearned/Deferred Revenue	1,312,080	
Total Other Current Liabilities	\$ 3,130,106	
Total Current Liabilities	\$ 3,680,222	
Long-Term Liabilities		
2700 Deferred Rent Liability	2,617,051	
Total Long-Term Liabilities	\$ 2,617,051	
Total Liabilities	\$ 6,297,273	
Equity		
3100 Retained Earnings	2,004,976	
Net Income	2,944,721	
Total Equity	\$ 4,949,697	
TOTAL LIABILITIES AND EQUITY	\$ 11,246,970	

Challenge Prep Charter School
Statement of Cash Flows
YTD as of May 31, 2021

	<u>Total</u>	<u>Comments</u>
OPERATING ACTIVITIES		
Net Income	2,944,721	
Adjustments to reconcile Net Income to Net Cash provided by operations:		
1100 Accounts Receivable	130,036	
1200 Accounts Receivable:Other Receivables - Salary Advance	(364)	
1300 Prepaid Expenses	(116,913)	
1301 Prepaid Insurance	(9,539)	
1310 Prepaid Rent	123,213	
1710 Accumulated Depreciation & Amortization	192,444	
2301 Accrued Expenses	(107,565)	
2303 Accrued Interest - PPP	14,747	
INVESTING ACTIVITIES		
1510 Furniture, Fixtures & Equipment:Office & Admin Computers & Equipment	(6,083)	
1511 Furniture, Fixtures & Equipment:Classroom Computers & Equipment	(549,868)	
1512 Furniture, Fixtures & Equipment:Classroom Furniture	(37,231)	
1535 Facility and Construction:Construction In Progress	(20,673)	
1540 Facility and Construction:Leasehold Improvements	(10,445)	
1750 Accumulated Depreciation & Amortization:Accumulated Amortization	550	
1800 Security Deposits	7,000	
Net cash provided by investing activities	(616,749)	
FINANCING ACTIVITIES		
3000 Opening Balance Equity	-	
2700 Deferred Rent Liability	129,340	
Net cash provided by financing activities	\$ 129,340	
Net cash increase for period	3,409,850	
Cash at beginning of period	\$ 4,880,224	
Total Cash at beginning of period	\$ 4,880,224	
Cash at end of period	\$ 8,290,074	



Attachment #9

Copy of FY22 CPCS Budget - BOARD

	FY22 Budget Elementary - Hartman	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 @ \$16 845 = (\$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		16 845	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	10 578 660	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 2019 Invoice Assumptions
4110 NYS Per Pupil Supplement	-	-	-	-	-	No assumption
4103 NYSTL	8 189	1 050	-	-	9 239	FY21 Allocation
4104 NYSSL	21 633	6 101	-	-	27 734	FY21 Allocation
4105 NYSLIB	595	1 446	-	-	2 041	FY21 Allocation
4108 NYC Discretionary Grant	-	-	-	-	-	
4109 Facilities Funding	178 596	150 265	858 000	-	1 186 861	Based on FY21 Allocation: 12-79 Redfern Avenue 15-26 Central Avenue & 15-20 Central Avenue
Total 4100 State Grants	11 682 262	4 738 671	3 166 214	0	19 587 146	
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 III - 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 Re lief 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	12,930,203	5,251,426	3,385,845	-	23,067,475	
Gross Profit	12,930,203	5,251,426	3,385,845	-	23,067,475	
5000 Compensation						
5100 Instructional Staff						
5101 Administrative Leadership	-	-	-	605 685	605 685	Assume 3% increase see staffing details
5102 Instructional Leadership	537 324	360 214	161 000	-	1 058 538	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	672 318	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 ELL 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	4 589 639	2 228 725	1 229 813	605 685	8 653 863	
5200 Non-Instructional Staff						
5201 Finance	-	-	-	255 958	255 958	Assume 3% increase see staffing details
5202 Administration & Operations	220 040	129 552	211 368	744 111	1 305 071	Assume 3% increase see staffing details
5204 Administrative Assistant	69 010	62 000	-	-	131 010	Assume 3% increase see staffing details
5205 Custodian	180 000	105 000	114 696	-	399 696	Assume 3% increase see staffing details
5206 Security Guards	191 950	107 524	80 000	-	379 474	Assume 3% increase see staffing details
Total 5200 Non-Instructional Staff	661 000	404 076	406 064	1 000 069	2 471 208	
5300 Pupil Support						
5301 Pup I Support Services	290 956	294 790	142 250	284 200	1 012 195	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	418 828	393 590	184 250	284 200	1 280 867	
Total 5000 Compensation	5 669 467	3 026 391	1 820 127	1 889 954	12 405 938	
5400 Benefits						
5402 NY State Unemployment Insurance	39 792	13 660	5 939	-	59 391	
5403 Social Security - EmployeER	351 507	187 636	112 848	117 177	769 168	6.2% of total salary - included in ADP admin fees
5404 Social Security - EmployeEE	-	-	-	-	-	
5405 Medicare - EmployeER	82 207	43 883	26 392	27 404	179 886	1.45% of total salary - included in ADP admin fees
5406 Medicare - EmployeEE	-	-	-	-	-	
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	
5410 Dental Insurance	27 416	8 436	4 218	2 109	42 179	

Copy of FY22 CPCS Budget - BOARD

	FY22 Budget Elementary - Hartman	FY22 Budget Middle	FY22 Budget High	FY22 Budget Network Operations	FY21 Budget Consolidated	Notes
5411 Vision Insurance	6 561	2 019	1 009	505	10 094	
5412 Life Insurance STD LTD AD&D	44 666	13 744	6 872	3 436	68 718	
5414 Retirement 403(B) Match	85 248	26 230	13 115	6 558	131 150	
5415 Retirement 403(B) Clearing	-	-	-	-	-	
5416 TransChk 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	1 057 461	425 274	234 964	188 600	1 906 300	
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 10% 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-BizSoft Intuit Direct TV Teamviewer WISC Zoom: Assume 10% increase of actuals based on FY20 trends
6110 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 Uniforms Omni Cheer 333 Apparel Barry Kimler: Assume 10% increase based on FY20 trends offset with student collection
6119 Classroom Furniture and Equipment (non-asset)	156 000	48 000	24 000	12 000	240 000	School Outfitters: New 1st 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	107 684	
6130 NYC Discretionary Grant- Non Capitalized Equip	-	-	-	-	-	
Total 6100 Administrative Expenses	353 593	118 580	58 737	35 584	566 495	
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	HCWC 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	3 500	10 000	5 000	2 500	50 000	Decreased due to effective hiring
6208 Temporary Staffing Services	6 700	2 300	1 000	500	10 000	J3 Management Solutions
6210 ERate Consulting	3 015	1 035	450	225	4 500	EAdvantage
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	-	-	-	-	-	
6216 Cleaning Services	100 500	34 500	15 000	7 500	150 000	The Professionals Facilities Group Inc.: Deep cleans 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	CITE reimbursement
6305 Conferences and Workshops	6 700	2 300	1 000	500	10 000	
Total 6300 Professional Development	108 540	37 260	16 200	8 100	162 000	
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	30 000	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	HCWC
Total 6400 Marketing and Staff/Student Rec	64 521	22 149	9 630	4 815	96 300	
6500 Fundraising Expenses						
6501 Mailings and Materials	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	67 000	23 000	10 000	5 000	100 000	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
7110 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/Curricu	-	-	-	-	-	
7114 Non-Instructional Student Enric	-	-	-	-	-	
7115 NYSTL Expense	8 208	2 793	1 072	-	12 074	FY21 Allocation
7116 NYSSL Expense	21 633	19 571	6 101	-	47 305	FY21 Allocation
7117 NYSLIB Expense	595	2 997	1 446	-	5 038	FY21 Allocation
7118 Student Information Management System	11 265	3 867	1 681	-	16 814	Power Schools: 06/01/2020 - 06/30/2021

Copy of FY22 CPCS Budget - BOARD

	FY22 Budget Elementary - Hartman	FY22 Budget Middle	FY22 Budget High	FY22 Budget Network Operations	FY21 Budget Consolidated	Notes
Total 7100 Curriculum & Classroom Expenses	253 617	105 576	41 930	14 815	397 523	
8100 Facility						
8101 Renovation/Construction	-	-	-	-	-	
8102 Utilities	113 423	38 936	16 929	8 464	169 288	PSEG Superior Elevator Tech National Grid
8103 Building Permits	670	230	100	50	1 000	Assumption from Department of Buildings
8104 Rent Expense	1 846 102	300 884	2 860 000	-	3 206 986	3% Increase on all rent includes 15-20 Central Avenue
8105 Signage	-	-	-	-	-	Any anticipated outdoor signage
8106 Real Estate Taxes	16 598	118 046	74 637	-	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	10 000	Storage to 15-20 to eliminate storage eventually
8114 Custodial Supplies	46 900	16 100	7 000	3 300	70 000	Ufine Armark: 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	30 250	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	2 968 686	17 014	3 903 375	
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	32 830	11 270	4 900	-	49 000	Assume 5% increase based on FY20 trends CTS Interglobe
8204 Network Maintenance/Tech Support	6 700	2 300	1 000	-	10 000	Assume 25% increase based on FY20 trends CTS & Network billing 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
8210 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	230 840	-	-	-	230 840	CDW: 580 Chromebooks
Total Expenses	10 710 103	4 667 358	3 262 097	2 256 132	22 895 690	
Net Operating Income for FY21	2,220,100	584,068	(1,876,251)	(2,256,132)	171,785	
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 #10

Description	Employee	FY21 Current Salary	FY22 Projected Salary	FY22 Elementary School	FY22 Middle School	FY22 High School	FY22 Network Operations	Total
CEO	Mullings, Leslie							
Senior Director of Teaching & Learning, Elementary	Coreus, Kentia							
Senior Director of Teaching & Learning, Secondary	Mondesir, Mavgar	-						
5101 5101 Administrative Leadership	3	384,518	605,685	-	-	-	605,685	605,685
Principal	Griffin, Nicole							
Assistant Principal	Thomas, Carolyn							
Assistant Principal	Shepherd, Jasmine							
Assistant Principal	Ward-Brew, Jacqueline							
Principal	Mondesir, Mavgar							
Assistant Principal	Lyle, Sheila							
Assistant Principal	Sonnichsen, Michael							
Mathematics Instructional Coach	Vil, Gasner							
Assistant Principal of College, Career, and Guidance	Hernandez-Cohen, Gertrudis							
5102 5102 Instructional Leadership	9	716,331	1,058,538	537,324	360,214	161,000	-	1,058,538
Classroom Teacher	Perino, Jessica							
Classroom Teacher	Harry, Cornetta							
Classroom Teacher	Choily, Dawn							
Classroom Teacher	TBH	-						
Classroom Teacher	TBH	-						
Classroom Teacher	Pilgrim, Candacy							
Classroom Teacher	Kelly, Erin							
Classroom Teacher	Rodriguez-Salazar, Naika							
Classroom Teacher	Sciacca, Marissa							
Classroom Teacher	Grant, Syvine							
Classroom Teacher	Francis, India							
Classroom Teacher	TBH	-						
Classroom Teacher	Ortiz, Christine							
Classroom Teacher	TBH	-						
Classroom Teacher	Droblas, Zachary							
Classroom Teacher	Scaraglino, Taylor							
Classroom Teacher	Pearson, Shaewon							
Classroom Teacher	Patrizio, Kaitlyn							
Classroom Teacher	TBH	-						
Classroom Teacher	Baker, Marilyn							
Classroom Teacher	Alexander, Catherine							
Classroom Teacher	Scarfogliero, William							
Classroom Teacher	Kelly, Kimberly							
Classroom Teacher	Lubin, Rivka							
Classroom Teacher	Cruz, Laura							
Classroom Teacher	Woods, Latonia							
Classroom Teacher	Mclean, Lonzil							
Classroom Teacher	Charles- Cummings							
Classroom Teacher	Simone, Samantha							
Teacher Assistant	Sylvester, Cornelia							
Classroom Teacher	Hill, Damon	-						
Classroom Teacher	Allen, Asley Lorraine							
Classroom Teacher	Laing, Shanice							
Classroom Teacher	Campbell, Eleni							
Classroom Teacher	Vilus, Savin							
Classroom Teacher	Blair-Bancroft, Keneisha							
Classroom Teacher	Rosario, Siara							
Classroom Teacher	Wade Gabb, Gloria							
Classroom Teacher	Fernandez, Shayna	-	-					
Classroom Teacher	Faure, John							
Classroom Teacher	Giotto, Jacquelyn							
Classroom Teacher	Merrell, Scott							
Classroom Teacher	Ewashchyshyn, S.	-						
Classroom Teacher	Umana Valle, Patricia							
Classroom Teacher	Manniello, Peter							
Classroom Teacher	TBH	-						
Classroom Teacher	TBH	-						

Description	Employee	FY21 Current Salary	FY22 Projected Salary	FY22 Elementary School	FY22 Middle School	FY22 High School	FY22 Network Operations	Total
<i>Classroom Teacher</i>	<i>Canzoneri, Melissa</i>							
5103 5103 Classroom Teachers	48	2,211,503	3,493,501	2,107,766	844,422	541,313	-	3,493,501
<i>Teacher Assistant</i>	<i>Williams, Undra</i>							
<i>Teacher Assistant</i>	<i>Rose, Sharon</i>							
<i>Teacher Assistant</i>	<i>Gautier, Traci</i>							
<i>Teacher Assistant</i>	<i>Russell, Ericka</i>							
<i>Teacher Assistant</i>	<i>Proverbs, Khristie</i>							
<i>Teacher Assistant</i>	<i>Devallon, Joanne</i>	-						
<i>Teacher Assistant</i>	<i>Harris, Tylicia</i>							
<i>Teacher Assistant</i>	<i>Smith, Bria</i>							
<i>Teacher Assistant</i>	<i>Alfonso Carrasco, Shainy</i>							
<i>Teacher Assistant</i>	<i>Ranger, Tavian</i>							
<i>Teacher Assistant</i>	<i>Hargrove, Adrian</i>							
<i>Teacher Assistant</i>	<i>TBH</i>	-						
<i>Teacher Assistant</i>	<i>Stabiner, Casey</i>	-						
<i>Teacher Assistant</i>	<i>Turner-Murray, Roszella</i>							
<i>Teacher Assistant</i>	<i>TBH</i>	-						
<i>Teacher Assistant</i>	<i>Outlaw, Jasmine</i>	-						
<i>Teacher Assistant</i>	<i>White, Taylor</i>							
<i>Teacher Assistant</i>	<i>Rivera, Mildred</i>							
<i>Teacher Assistant</i>	<i>Johnson, Daniel</i>	-						
<i>Teacher Assistant</i>	<i>Chapman, Terrell</i>							
<i>Teacher Assistant</i>	<i>TBH</i>	-						
<i>Teacher Assistant</i>	<i>TBH</i>	-						
<i>Teacher Assistant</i>	<i>TBH</i>	-						
<i>Teacher Assistant</i>	<i>Tramell, Shaquira</i>							
<i>Teacher Assistant</i>	<i>Reid, Maya</i>							
<i>Teacher Assistant</i>	<i>Berkowitz, Gillian</i>							
<i>Teacher Assistant</i>	<i>TBH</i>	-						
<i>Teacher Assistant</i>	<i>TBH</i>	-						
<i>Teacher Assistant</i>	<i>TBH</i>	-						
<i>Teacher Assistant</i>	<i>TBH</i>	-						
5104 5104 Teacher Assistants	30	705,715	1,345,018	672,318	445,200	227,500	-	1,345,018
<i>Special Education Teacher</i>	<i>Wess, Michael</i>							
<i>Special Education Teacher</i>	<i>Gray, Nickeisha</i>							
<i>Special Education Teacher</i>	<i>Lloyd, Evelyn</i>							
<i>Special Education Teacher</i>	<i>Carlock, Kaitlyn</i>							
<i>Special Education Teacher</i>	<i>Naqvi, Sadaf</i>							
<i>Special Education Teacher</i>	<i>Sarfati, Melissa</i>							
<i>Special Education Teacher</i>	<i>Narine, Tina</i>							
<i>Special Education Teacher</i>	<i>Lang, Deborah</i>							
<i>Special Education Teacher</i>	<i>Brady, Corrina</i>							
<i>Special Education Teacher</i>	<i>Berkowitz, Seth</i>							
<i>Special Education Teacher</i>	<i>Meyers, De'Anna</i>							
<i>Special Education Teacher</i>	<i>McCormack, Shane</i>							
<i>Special Education Teacher</i>	<i>Bendix, Stacey</i>							
<i>Special Education Teacher</i>	<i>Hunter, Jasmine</i>							
<i>Special Education Teacher</i>	<i>TBH</i>	-						
5105 5105 Special Education Teachers	15	780,784	1,183,820	883,820	225,000	75,000	-	1,183,820
<i>ELL Teacher</i>	<i>Stanton, Megan</i>							
<i>TESOL Teacher</i>	<i>Salazar, Sebastian</i>							
5106 5106 ELL Teachers	1	132,352	140,737	72,576	68,161	-	-	140,737
<i>Music Teacher</i>	<i>Johnson, Brenton</i>							
<i>Music Teacher</i>	<i>TBH</i>	-						
5107 5107 Music Teacher	2	50,859	127,385	52,385	75,000	-	-	127,385
<i>Art Teacher</i>	<i>TBH</i>	-						
5108 5108 Art Teacher	1	-	65,000	65,000	-	-	-	65,000
<i>Physical Education Teacher</i>	<i>Hassel, Ryan</i>							
<i>Physical Education Teacher</i>	<i>Reilly, Stephen</i>							
<i>Physical Education Teacher</i>	<i>Sucre, Sheldon</i>							
<i>Physical Education Teacher</i>	<i>TBH</i>	-						

	Description	Employee	FY21 Current Salary	FY22 Projected Salary	FY22 Elementary School	FY22 Middle School	FY22 High School	FY22 Network Operations	Total
5109	5109 Physical Education Teacher	4	194,026	286,122	127,026	84,096	75,000	-	286,122
	Spanish Teacher	Ortiz, Martha							
	Spanish Teacher	TBH	-						
	Foreign Language	TBH	-						
	FACS	Vidal, Corrine							
	Career and Financial Management Teacher	TBH	-						
5110	5110 Specialty Teachers	5	106,877	348,056	71,424	126,632	150,000	-	348,056
5201	5201 Finance & Human Resources	3	176,359	255,958	-	-	-	255,958	255,958
	Special Projects Coordinator	Camporeale, Therese							
	Chief of Staff	McFarlane, Shanique							
	Director of Operations	Lynch, Venessa							
	Operations Manager	TBH							
	Operations Manager	Lecoin, Nadine							
	Operations Manager	Johnson, Renee							
	Curriculum & Technology Integrationist	Ofofi, Elizabeth							
	Director of Technology	TBH							
	Technology Coordinator	Megie, Nicholson							
	Technology Coordinator	Mullings, Johnathan							
	Technology Coordinator	Richardson, Dale							
	Data & Systems Specialist	Samuels, Annella							
	Director of Communications	Messer, Kimberly							
	Director of Student Enrollment & Recruitment Manager	Rose, Janisa	-						
	Student Enrollment & Recruitment Coordinator	Rosario, Vicky							
	Internship/CTE Field Coordinator	TBH	-						
5202	5202 Administration & Operations	15	813,421	1,305,071	220,040	129,552	211,368	744,111	1,245,071
	Administrative Assistant	Marquez-James, Carlene							
	Administrative Assistant	Thomas, Kevaun							
5204	5204 Administrative Assistant	2	107,000	131,010	69,010	62,000	-	-	131,010
	Custodian	TBH	-						
	Custodian	Justin Joseph							
	Custodian	Louis, Prince							
	Custodian	Robinson, Christopher							
	Custodian	TBH	-						
	Custodian	Retana Garcia, Hugo							
	Custodian	Clarke, Evral							
	Custodian	TBH							
5205	5205 Custodian	8	244,910	399,696	180,000	105,000	114,696	-	399,696
	Security Guard	Anderson, Ewan							
	Security Guard	Ogbu, Chikezie							
	Security Guard	Samerson, Kevin							
	Security Guard	Webber, Derrick							
	Security Guard	TBH	-						
	Security Guard	Brown, Jason							
	Security Guard	Scott Lobell, Donna							
	Security Guard	Tranquille, Jhonny							
	Security Guard	TBH							
	Security Guard	TBH							
5206	5206 Security Guard	6	251,172	379,474	191,950	107,524	80,000	-	379,474
	Director of Special Education	Zadok, Natalie	-						
	SpEd Liason	Novello, Nicole							
	SpEd Liason	TBH	-						
	Director of Pupil Personnel Services	Richards, Tameeka							
	School Nurse Liaison	Russell, Danale							
	Social Worker	Nedd, Melissa							
	Social Worker	Colón, Dannielle							
	Social Worker	TBH							
	Family Engagement Coordinator	Daure-Wiggins, Cherry							
	Family Engagement Coordinator	TBH	-						
	Guidance Counselor	Harper Anglin, Hollyann							
	Guidance Counselor	Armstrong, Kareen							
5301	5301 Pupil Support Services	12	638,317	1,011,453	290,956	294,790	142,250	284,200	934,945

Description	Employee	FY21 Current Salary	FY22 Projected Salary	FY22 Elementary School	FY22 Middle School	FY22 High School	FY22 Network Operations	Total
School Aide	Anderson, Dorveeda							
School Aide	Hernandez, Pearline							
School Aide	Young, Michelle							
Academic Assistant	Brown, Devaney							
Academic Assistant	Russell, Jason							
School Aide	TBH	-						
5302 5302 School Aides	5	228,000	268,672	127,872	98,800	42,000	-	226,672
Totals		\$ 7,742,144	\$ 12,405,196	\$ 5,669,467	\$ 3,026,391	\$ 1,820,127	\$ 1,889,954	\$ 12,226,688

FY21 Staff Count 169.00



Attachment #11



Memo

To: Challenge Preparatory Charter School Board
From: Eunice Armstrong (Director of Finance)
Cc: Dr. Les Mullings (CEO), Dr. Michael Estep (Senior Advisor), Donna Webster (CSBM)
Date: June 16, 2021
Re: 2021 - 2022 Professional Services Request

To whom it may concern,

Please see below list of professional services that Challenge Preparatory Charter School wishes to engage in for FY22:

- Charter School Business Management - Provides financial knowledge, accounting services and back office support
- Educators for Student Success - Training for teachers and school leadership regarding curriculum development, instruction, and mentorship
- PKF O'Connor Davies, LLP - Auditors
- Cortevo - Managed data services for student information systems, etc.
- JPS - Organizational planning and grant development (ESSER, ARP, Title); i.e. Reopening Plan, Leadership Evaluation
- Lavinia Group - School-Based Support and Professional Development, Close Reading Curriculum & Implementation

All services above will follow CCS's Financial Policies and Procedures regarding proper documentation, approval of services, and payment.



Attachment #11

Challenge Preparatory Charter School

Employee Handbook

2021 - 2022



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) his/her 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

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 **[date]** 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.



Attachment #13

Financial Policies and Procedures

Manual

2021 - 2022

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, Senior Advisor, 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, Director of Finance and the Senior Advisor 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 the CSBM Financial Consultants 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 Senior Advisor and 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/renegotiation 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 #14



**Board of Trustees
2021-22
June 16, 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 – [1-Year Term ends June 30, 2021]
- Dr. Michelle Daniel-Robertson, Ed.D – [3-Year Term ends June 30, 2022]
- Gertrudis Hernandez – [2-Year Term ends June 30, 2021]

- **Current 2020-21 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]
- Linda Plummer – [2-Year Term ends June 30, 2022]
- Dr. Michelle Daniel-Robertson, Ed.D – [3-Year Term ends June 30, 2022]

- **Current Board Members Requiring Re-election**

- Gertrudis Hernandez – [2-Year Term ends June 30, 2021] – NOTE Ms. Hernandez is becoming an employee of Challenge as of July 1, 2021 she will not be re-elected.



- Andrew L. Barnes, III – [1-Year Term ends June 30, 2021] – Proposed new term two year – 2-Year Term ending on June 30, 2023
- TBD – [2 – Year Term ends June 30, 2023] – Election will take place in the September 2021 meeting.
- **Proposed 2020-21 Officers [One-Year Term ends June 30, 2022]:**
 - Frederica Jeffries – Board Chair
 - Andrew L. Barnes, III – Vice-Chair
 - Linda Plummer – Treasurer
 - Karon McFarlane – Secretary



Attachment #15



**Challenge Preparatory Charter School
Board of Trustees
2021-22 Meeting Calendar**

Regular Meeting #1	Wednesday, July 21, 2021
Regular Meeting #2	Wednesday, Aug. 18, 2021
Regular Meeting #3	Wednesday, Sept. 15, 2021
Regular Meeting #4	Wednesday, Oct. 20, 2021
Regular Meeting #5	Wednesday, Nov. 17, 2021
Regular Meeting #6	Wednesday, Dec. 15, 2021
Regular Meeting #7	Wednesday, Jan. 19, 2022
Regular Meeting #8	Wednesday, Feb. 23, 2022
Regular Meeting #9	Wednesday, Mar. 16, 2022
Regular Meeting #10	Wednesday, April 27, 2022
Regular Meeting #11	Wednesday, May 18, 2022
13 th Annual Meeting/ Regular Meeting #12	Wednesday, June 15, 2022



2020-21 School Year Board Meeting #8 Minutes

Frederica Jefferies, CPCS Board Chair called the meeting to order and welcomed everyone to the CPCS 2020-21 School Year Board Meeting #8 at 6:30 PM on February 24, 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, Karon McFarlane, Linda Plummer, and Dr. Michelle Daniel-Robertson

Members absent: Gertrudis Hernandez 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 2020-21 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 continued remote learning efforts of Challenge. He led the Board through a discussion of if the Board wanted to continue the plans for scholars returning in person via a hybrid education model in March 2021.

The Board reviewed and discussed the following:



- The February 2021 Family and staff survey results
- The limited access to COVID-19 testing for scholars and their families in Far Rockaway
- The fact that COVID-19 vaccines are not widely available in Far Rockaway
- The 9.5% COVID-19 infection rate in Far Rockaway
- And the risk of upsetting our scholars from their current remote learning routine

Following additional discussion, a motion was made by Frederica Jefferies with a second by Karon McFarlane that Challenge will remain with the remote learning model for the remainder of this school year. The motion carried unanimously.

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 January 2021 Financial Report [Attachment #8].
Following discussion and review, the report was received by common consent.
11. The Chair called for the presentation of the 2020-21 February Personnel Report [Attachment #9]. A motion was made by Dr. Michelle Daniel-Robertson with a second by Linda Plummer to approve the report. The motion carried unanimously.



The meeting adjourned by common consent at 7:25 PM.

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



2020-21 School Year Board Meeting #7 Minutes

Frederica Jefferies, CPCS Board Chair called the meeting to order and welcomed everyone to the CPCS 2020-21 School Year Board Meeting #7 at 6:30 PM on January 27, 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, Karon McFarlane, Linda Plummer, Andrew Barnes and Dr. Michelle Daniel-Robertson

Member absent: 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 2020-21 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 continued remote learning efforts of Challenge. He led the Board through a discussion of where Challenge was in relationship to remote learning and preparation for the planned return to in person scholar attendance planned for March 2021. It was determined that another parent/guardian survey should be done to access the current mindset of our parents. A full staff survey should also be done with a determination of the vaccination status of the staff.



He also an update of the high school facility.

Following discussion, the report was received with great 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 December 2020 Financial Report [Attachment #8].
Following discussion and review, the report was received by common consent.
11. The Chair called for the presentation of the 2020-21 January Personnel Report [Attachment #9]. It was noted that no new personnel were hired since the last meeting of the Board. The report was approved by common consent.
12. The Chair called for the report on the six-month status of the 2020-21 Operating Budget. It was noted that there are no adjustment or changes in the budget as updated and approved in the October 2020 meeting of the Board

The meeting adjourned by common consent at 7:35 PM.



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
February 2021 Board Report
 (Covering January 15-February 11)
Kentia Coreus

2020-21 Scholar Enrollment

Current Enrollment	904 scholars (as of February 5, 2021)	
Grade	Number of scholars	Notes (where applicable)
K	101	
1	120	
2	100	
3	97	One seat offered
4	98	
5	102	
6	72	
7	82	
8	78	
9	54	
TOTAL	904	

COVID-19 Response

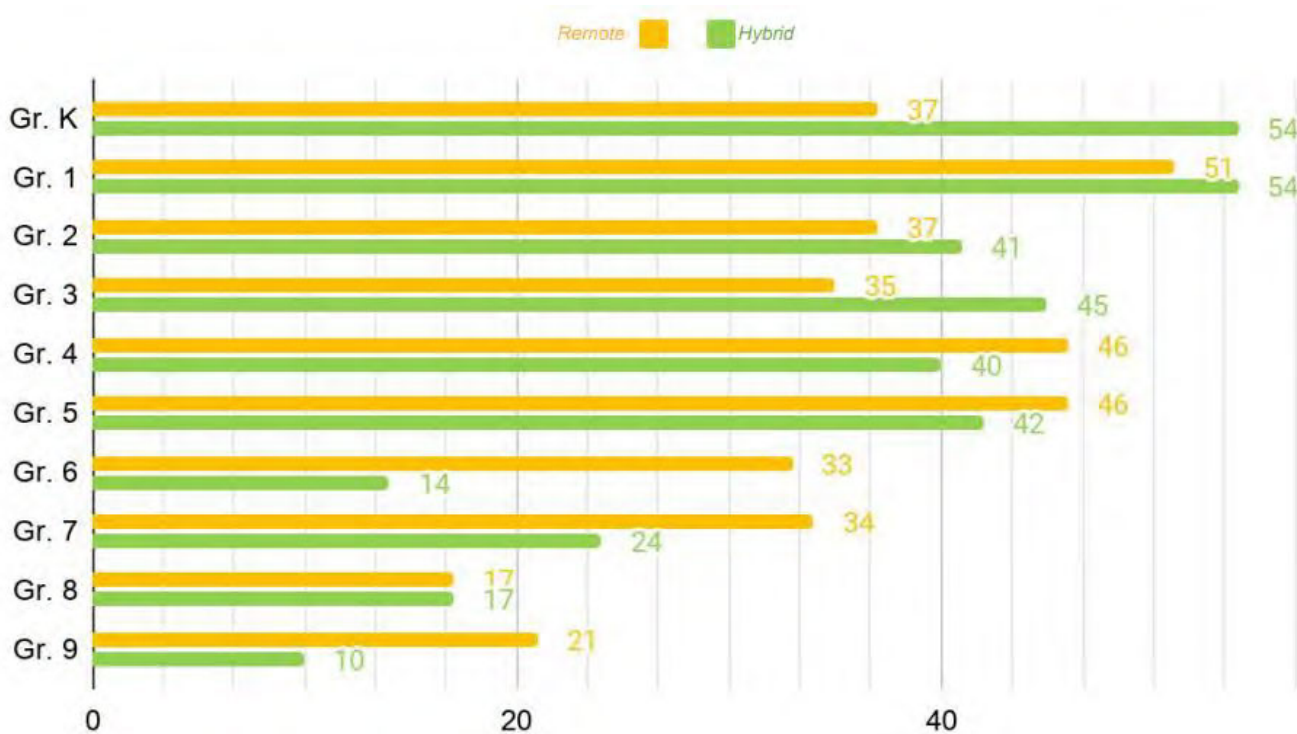
- Attend bi-weekly webinars with the New York State Charter Association where information is provided by the Board of Regents and all three NYS charter authorizers. Share information with pertinent staff
- Connect with external school leaders to share/collect ideas for supporting students and staff

Ongoing Tasks

- Address and respond to formal staff and family complaints related to teaching and learning matters
- Conduct weekly 1:1 supervision meetings with site principals
- Conduct check-in meetings with staff where needed
- Respond to staff and family grievances
- Observe classroom lessons and staff development sessions
- Conduct final teacher/assistants interviews

Preparing for Hybrid Learning

Challenge began its preparation for hybrid learning by surveying families. The survey opened on February 2, 2021 and closed on February 9, 2021. Responses were received from 75% of families. Below is a summary of the remote vs. hybrid (includes in-person learning) learning option question. The survey also asked families to provide us with feedback about the current remote learning environment.



A “Return-to-Buildings” staff survey was distributed on February 22, 2021 to gather data from staff. The following questions were included in the survey:

- A. How comfortable do you feel returning to the school building in March 2021?
- B. Which of the following concerns do you have about returning to the school building? (Select all that apply)
 - Getting exposed to the coronavirus
 - Students/staff adhering to health and safety protocols
 - Personal concerns (childcare, caring for family members, medical, etc.)
 - Other (Enter)
- C. Which of the following would make you feel more comfortable returning to the school building? (Select all that apply)
 - Mass availability of a vaccine
 - COVID-19 testing at a community-partner site
 - Nothing would make me feel comfortable returning to the building at this time
 - Other (Enter)

While there are many required action steps to successfully launch hybrid learning, below are key events that must occur from a teaching and learning perspective:

- Inform DOE of hybrid start date to ensure availability of school buses and school lunch
- Site walkthroughs by COVID Coordinators to confirm health and safety items from reopening plan
- Staff and family orientations to review health and safety protocols
- Family outreach to affirm learning environment selections and emphasize attendance
- Staff return-to-building practice to rehearse new protocols/parameters

Launching the 2021-22 Staff Recruitment Season

Challenge launched the 2021-22 staff recruitment season by participating in EdWeek's Top School Jobs Virtual Career Fair on January 28, 2021. Unqualified candidates received a follow-up email from careers@challengecharterschools.org and were encouraged to view our current vacancies at challengecharterschools.recruitee.com should their qualifications change.

Our Recruitee careers page was updated with the following postings for the 2021-22 school year. Additional postings will be published after a comprehensive review of staffing projections which is in progress.

- CTE and Early College High School Teachers
- Career and Financial Management Teacher
- Internship/CTE Field Coordinator
- Special Education Teachers
- Elementary School Teachers
- Middle School Teachers

The SDTL and designated site-specific recruitment team members have started reviewing candidates in Recruitee. Recruitment team members are expected to begin conducting initial applicant screens in March.

Fall VAL-ED Survey Administration

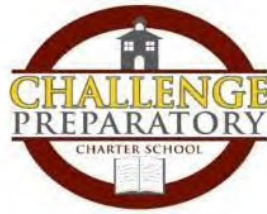
All teachers completed the VAL-ED survey for their direct supervisors. Principals and Assistant Principals will receive their survey reports by the end of the month.

Compliance

Our school-wide 2019-20 professional development calendar was submitted to our authorizers on time.



Attachment #3



Ms. Nicole Griffin

Challenge Preparatory Charter School- Elementary Principal Report February, 2021



Highlights

- ❑ Mid Year teacher observations are complete
- ❑ Hiring of the 5th grade TA- Ms. Davy has been hired for the position. She will begin on February 22, 2021
- ❑ Ms. Cummings onboarded with CPCS
- ❑ Open House - Our first VIRTUAL lottery was held in January. We had a total of 52 families who joined us.
- ❑ Val-ed surveys- 100% staff completed the surveys
- ❑ MOY i-Ready window (February 23-March 5) Following the results of the data, the school virtual day will be shortened for teachers to have the opportunity to work with smaller groups throughout the day.
- ❑ Professional Development for staff focusing on Domain 1 (Planning and Preparation) and Domain 3 (Instruction) continues with our consultant **Jonelle Rocke** continues until March 12, 2021. The assistant principals continue to complete weekly professional development sessions with teaching staff.
 - ❑ **Friday, February 26**
 - ❑ Reading Strategies Unpacking i-Ready Data
 - ❑ **Friday, March 5**
 - ❑ Lesson Plan Alignment (Domain 1)
 - ❑ **Friday, March 12**
 - ❑ Instruction (Domain 3) Using assessment during instruction
- ❑ Quarter 3 focus will be on Guided Reading. Teaching staff will receive professional development around reading strategies for the months of March and April

- ❑ End of year activities and calendar planning will take place on March 23rd and March 24th
- ❑ The elementary is gearing up for reopening our school doors. Due to the likely hood of our younger grades needing more time to be reacquainted to in-person learning, a calendar was created to foster the transition. Please see below.

PROPOSED OPENING CALENDAR for Staff and Scholars March 2021

March 1-March 5

Monday 1	Tuesday 2	Wednesday 3	Thursday 4	Friday 5
Launch the Week Live Instruction: 8:30-11:30am Asynchronous: 1pm-3:30pm Classroom SetUp 1:30pm-4:00pm	Live Instruction: 8:30-11:30am Asynchronous: 1pm-3:30pm Classroom SetUp 1:30pm-4:00pm	JOHN HOPKINS CURRICULUM FOR SCHOLARS AND FAMILIES 8:30-9:00am Live Instruction: 9:10-11:30am Asynchronous: 1pm-3:30pm Building Protocols/ Classroom SetUp 1:30pm-4:00pm	Live Instruction: 8:30-11:30am Asynchronous: 1pm-3:30pm Classroom SetUp 1:30pm-4:00pm	REMOTE FOR EVERYONE Live Instruction: 8:30-11:30am Building Cleaning Professional Development 1pm-4pm

Breakfast: Held in the classroom from 8:00-8:20am

Instruction Begins @ 8:30am Ends @3:15pm

Bus Dismissal Begins @ 3:30pm

Parent/ Walkers Dismiss @ 3:45pm

March 8 - March 12

Monday 8	Tuesday 9	Wednesday 10	Thursday 11	Friday 12
		Students return back to school.		
Launch the Week Live Instruction: 8:30-11:30am Asynchronous: 1pm-3:30pm Classroom SetUp 1:30pm-4:00pm	Live Instruction: 8:30-11:30am Asynchronous: 1pm-3:30pm Building Protocols/ Classroom Set-Up 1:30pm-4:00pm	JOHN HOPKINS CURRICULUM FOR SCHOLARS AND FAMILIES 8:30-9:00am Live Instruction: 9:10-11:30am Asynchronous: 1pm-3:30pm Students return back	Grade K ONLY- Building Protocol (8:30am- 3:30pm)	REMOTE FOR EVERYONE Live Instruction 8:30am-11:30pm Professional Development 1pm-4pm Building Cleaning

		to school. **Grade K IN-PERSON INSTRUCTION BEGINS (8:30-3:30) *Busing starts		
--	--	---	--	--

Monday 15 8:30-3:30pm	Tuesday 16 8:30-3:30pm	Wednesday 17 8:30-3:30pm	Thursday 18 8:30-3:30pm	Friday 19 8:30-3:30pm
IN PERSON Kindergarten ONLY	IN PERSON Kindergarten ONLY	IN PERSON Kindergarten ONLY Grade 1 Teaching Staff Only Live Instruction: 8:30-11:30am Asynchronous: 1pm-3:30pm Grade Staff enters the building/ Co-Observes with Grade K teachers	IN PERSON Kindergarten ONLY	REMOTE FOR EVERYONE Live Instruction 8:30am-11:30pm Building Cleaning Professional Development 1pm-4pm

March 22 -March 26

Monday 22	Tuesday 23	Wednesday 24	Thursday 25	Friday 26
IN PERSON Kindergarten and Grade 1 **Grade 1 IN-PERSON INSTRUCTION BEGINS	IN PERSON Kindergarten and Grade 1	JOHN HOPKINS CURRICULUM FOR SCHOLARS AND FAMILIES 8:30-9:00am IN PERSON Kindergarten and Grade 1 ONLY	IN PERSON Kindergarten and Grade 1 ONLY	REMOTE FOR EVERYONE Building Cleaning Professional Development 1pm-4pm

March 29 -April 2

SPRING BREAK - SCHOOL CLOSED

April 5 - April 9

Monday 5	Tuesday 6	Wednesday 7	Thursday 8	Friday 9
IN PERSON Kindergarten, Grade 1 and Grade 2 **Grade 2	IN PERSON Kindergarten, Grade 1 and Grade 2	JOHN HOPKINS CURRICULUM FOR SCHOLARS AND FAMILIES 8:30-9:00am	IN PERSON Kindergarten, Grade 1 and Grade 2	REMOTE FOR EVERYONE Building Cleaning

IN-PERSON INSTRUCTION BEGINS		IN PERSON Kindergarten, Grade 1 and Grade 2		Professional Development 1pm-4pm
-------------------------------------	--	--	--	-------------------------------------

Instruction Begins @ 8:30am Ends @3:15pm

Bus Dismissal Begins @ 3:30pm

Parent/ Walkers Dismiss @ 3:45pm

April 12 - April 16

Monday 12	Tuesday 13	Wednesday 14	Thursday 15	Friday 16
IN PERSON Instruction for Kindergarten, Grade 1 and Grade 2	IN PERSON Kindergarten, Grade 1 and Grade 2	JOHN HOPKINS CURRICULUM FOR SCHOLARS AND FAMILIES 8:30-9:00am IN PERSON Kindergarten, Grade 1 and Grade 2	IN PERSON Kindergarten, Grade 1 and Grade 2	REMOTE FOR EVERYONE Building Cleaning Professional Development 1pm-4pm

Breakfast: Held in the classroom from 8:00-8:20am

Instruction Begins @ 8:30am Ends @3:15pm

Bus Dismissal Begins @ 3:30pm

Parent/ Walkers Dismiss @ 3:45pm



Attachment #4



CHALLENGE CHARTER SCHOOL

2020-2021 Principal's Monthly Board Report

Mavgar Mondesir-Gordon, Principal (Grades 6-9)

School Year 2020-2021 Report February 22, 2021

Current CCHS Enrollment:

Cohort Group	Grade Level	Enrollment as of Sep. 11, 2020	Enrollment as of Oct. 16, 2020	Enrollment as of Nov. 16, 2020	Enrollment as of Dec. 11, 2020	Enrollment as of Jan. 15, 2021	Enrollment as of Feb. 22, 2021
#3	G. 9	54	54	54	53	53	53

Current CCMS Enrollment:

Cohort Group	Grade Level	Enrollment as of Sep. 11, 2020	Enrollment as of Oct. 16, 2020	Enrollment as of Nov. 16, 2020	Enrollment as of Dec. 11, 2020	Enrollment as of Jan. 15, 2021	Enrollment as of Feb. 22, 2021
#4	Gr. 8	77	77	78	79	79	79
#5	Gr. 7	81	80	81	80	82	82
#6	Gr. 6	72	71	72	72	72	71
TOTAL		230	228	231	231	233	232

CCMS Attendance Statistics:

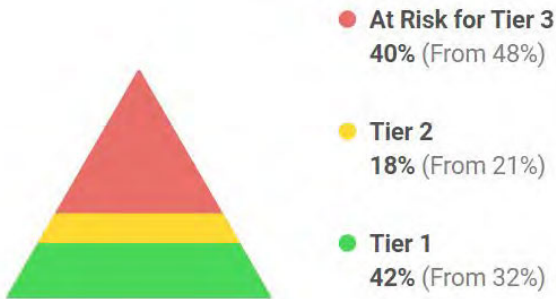
C o h o r t	G r a d e l e v e l	Attendance Rates					
		Aug 24, '20 - Sep 11, '20	Sep 12, '20 - Oct 16, '20	Oct 19, '20 - Nov 13, '20	Nov 16, '20 - Dec 11, '20	Dec 14, '20 - Jan 15, '21	Jan 19, '21 - Feb 22, '21
#3	Gr. 9	79%	92%	93%	93%	91%	94%
#4	Gr. 8	90%	86%	95%	92%	89%	89%
#5	Gr. 7	85%	96%	95%	95%	91%	95%
#6	Gr. 6	90%	91%	94%	95%	89%	95%
CCMS Average		88%	91%	95%	94%	90%	93%
6-9 Average		90.5%	91.1%	94%	94%	90%	93%



I-READY GROWTH FROM WINDOW #1 TO WINDOW #2 :

- CCMS/CCHS scholars completed i-Ready Window #2 Testing prior to going on Mid-Winter Recess. Below are reports to show growth achieved since the beginning of the school year:

Current Placement Distribution

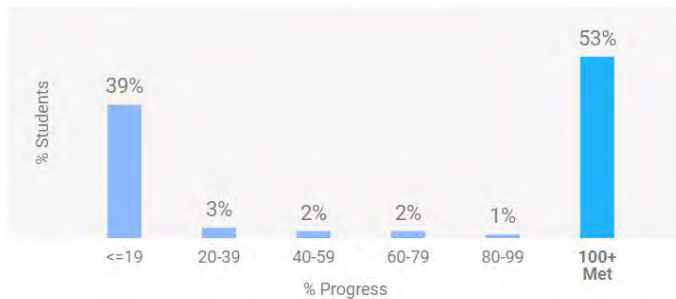


Progress to Annual Typical Growth (Median)

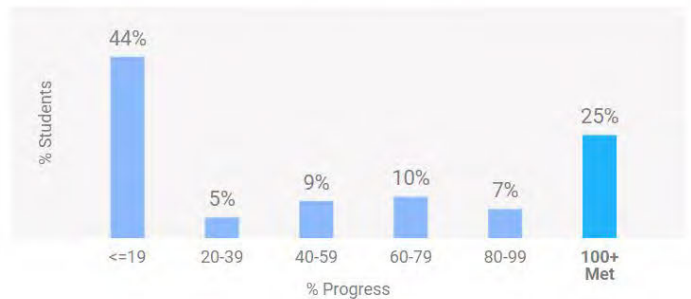


The median percent progress towards Typical Growth for this school is 117%. Typical growth is the average annual growth for a student at their grade and placement level.

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth



	Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		% Students with Improved Placement
	Progress (Median) ⚙	% Met ⚙	Progress (Median) ⚙	% Met ⚙	
Grade 6	174%	59%	65%	30%	58%
Grade 7	73%	46%	24%	19%	39%
Grade 8	120%	54%	42%	25%	47%



STAFFING:

- CCMS/CCHS has secured 2 Visiting SETSS Teachers through Alternative Tutoring Inc. we are still awaiting a third candidate to service our 9 grade scholars at this time. In the meantime we have strategically worked the schedules for the two providers and the SPED Director to support our grade 9 students.
- CCMS - Grade 7 ELA Teacher Assistant and a Grade 7 Science Teacher Assistant have been hired.
- With the transfer of the Grade 6 Social Studies teacher to the CPCS, CCMS has filled this vacancy.

SOCIAL EMOTIONAL LEARNING (SEL)

- Shifts have been made to incorporate the Advisory SEL lessons into the thrice weekly mentoring sessions.
- With so many scholars reporting a loss of family due to the COVID-19 pandemic or otherwise, CCMS/CCHS have embarked on creating a space for scholars to talk about grief. These sessions began on Monday January 11, 2021, and will continue on Mondays and Wednesdays. Teachers are also invited to share in that space. We hope to grow this portion with the addition of grief counselors for our school community. In the interim these sessions are led by our Social Worker and Social Worker Intern.
- Scholars are now engaging in Yoga sessions on Tuesday and Friday mornings during Period 1. These are led by the PE teachers and supported by the Homeroom instructors.
- In order to incorporate more movement and give scholars a burst of energy during the day, instructors are now incorporating a 5-minute body break during each instructional period. During these body breaks, scholars are following exercise routines pre recorded by the PE teachers.
- Mentors in our scholar mentoring program continue to meet consistently with their scholar mentees 3 times weekly. The program has switched the primary meeting times from the 4:-4:30 time to 8:00 - 8:25 on Mondays, Wednesdays, and Thursdays. Mentors check in with scholars on the status of their due assignments, attendance, and progress on their SMART goals. All mentors are working with the text *7 Habits of Highly Effective Teens* by Sean Covey. This program is successful as we saw improvements and continue to see improvement in scholars grades, attendance, positive attitudes and the development of strong relationships at the end of quarter 2.
- CCMS/CCHS has added a Weekly check -in with various scholars who have shown and requested the extra support of the load of support services that are already being provided. These check-ins involve scholars, parents, the guidance counselor, social worker, AP, Dean, Data and Principal.



CURRICULUM AND INSTRUCTION

- CCMS/CCHS instructors continue their work on ensuring that lesson plans reflect levels of differentiation referred to as Tiering and Compacting. CCMS/CCHS will continue to monitor their small groups and shift strategies to ensure that our scholars meet the mastery level of the CCSS standards on their grade level. Grade-level professional development sessions are underway focusing on the The Power of Close Reading school wide and across the curriculum.

SPECIAL EDUCATION SERVICES

- **MANDATED SERVICES**
 - Mandated services like Speech therapy and counseling continue on a strict schedule via Google Meet. Scholars are also receiving their SETTS services and Extra help
- Special Education staff continue to participate in SPED Collaborative events, sharing techniques, and strategies that are rooted in SDI.
- Candidates from Alternative Tutoring continue to be interviewed and monitored in their role in providing SETSS tutoring. Once candidates are okayed by the principal, their positions will be considered temporary with the possibility of hire.
- Social Worker intern Mr. Luis Robles continues his shadowing of our on-staff social worker Ms. Colon. Mr. Robles has an excellent and easy rapport with the Grades 6-9 scholars.

PARENT AND SCHOLAR OUTREACH and ACCESSIBILITY

- Frequent parent meetings for scholars who are not meeting the academic expectations or for whose socio-emotional state brings us concern continue.
- Weekly Parent announcements continue.
- All instructors maintain office hours for conferencing with scholars and/families daily from 4:00 PM to 4:30 PM
- Instructors and Admin Team members have been working together on presentations for Middle and High school open houses.

PROFESSIONAL DEVELOPMENT

- **GRADE TEAM PLANNING AND ONGOING PROFESSIONAL DEVELOPMENT**
 - Professional development takes place daily
 - Mon-Thu 12:50 PM to 1:35 PM for Grades 6-8 core instructors
 - Mon-Thu 3:15 PM to 4:00 PM for Grade 9 core instructors
 - Fridays from 1:00 PM to 4:00 PM



- **VERTICAL DEPARTMENT PLANNING**

- This work will continue with the added Mentoring piece that we added to support scholars teachers will have to communicate daily and access data of each other's scholars. Thus this will make our Vertical work more successful.

INSTRUCTIONAL OBSERVATIONS

- The CCMS-CCHS Admin Team members have been supporting during remote learning sessions regularly 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 currently being used for this task, with a target of 2 long observations and 5 short observations across the board for the school year.

EVENTS

- Scholars received numerous academic and other merit awards during our Virtual Awards Assembly that took place on Monday, February 1, 2021--the 100th day of school.
- Parents received individualized reports dubbed,"State of the Scholar" which gave them an overview of their scholars' attendance and academics for Quarter 1 and 2-- in addition to Quarter 2 report cards via Operoo on Monday, February 12, 2021.



Attachment #5



Director of Pupil Personnel Services

February Board Report

Covid-19 Coordinator

- Sending weekly updates of all school health and safety protocols and procedures
- Monitor daily health and safety report
- Meet with nurse liaison regarding weekly updates from the DOH/DOE COVID-19 Charter School meetings including information on vaccination appointments
- Make reports to the local DOH on any positive COVID-19 tests within our school community
- The continuation of the Johns Hopkins COVID-19 curriculum will begin Wednesday, February 24th.
- The follow-up to the health screener meeting reviewed the process of screening the daily questionnaires for scholars, staff and visitors. The next step is identifying the point persons that will be responsible for reviewing the data.

Pupil Personnel Director

- Bi-weekly check-in's with SST's for continuous support in the following areas:
 1. Aligning SEL strategies and supports around implementation of the Best Self. This strategy is aligned to the self-management core competency and supports students to make choices that align with their best-self.
 2. Social Work Interns from Hunter College are all immersed within the school culture and are supporting our scholars during Character Education lessons and with at-risk one-on-one interventions at both locations.
 3. Elementary scholars received lessons on Perseverance and celebrated Equality for all, and our 3rd grades had a workshop entitled "Uniquely Me" by author Sheryl Prince which celebrated differences.
 4. I continue to observe Inner You lessons at the high school level. This is the new character education curriculum that was implemented for high school scholars.
 5. Both school sites have a need to increase academic motivation therefore grades 3-7 will begin receiving monthly growth mindset activities to think creatively, solve problems, and

love learning. Grades 8 and 9 will start to receive daily positive affirmations for teens as daily motivation to beat stress, inspire happiness, and achieve their goals.

6. The SST will utilize evidenced based interventions when working with scholars one-on-one that are lacking academic motivation.
7. The SST will share their counseling notes with me for monthly progress monitoring of the mandated and at-risk scholars. The teams will receive feedback and support with all cases, especially the cases that may need additional assistance.
8. The school-wide wellness series focuses on the big 7 self-regulation strategies during uncertain times from the Yale Center for Emotional Intelligence. This month's focus is on "Healthy Relationships". Staff members will receive a taped information session entitled the Cheetah Corner lead by both SST's. Included in this panel discussion staff members will receive various ways of adding value to relationships including the relationship they are having with themselves. Next month's Cheetah Corner will be live and staff will have the opportunity to engage in the discussion for "Managing Your Thoughts".
9. SST continued to curriculum map the SEL lessons for the Spread the Word and Inner You curriculums. The teams will highlight the big Ideas for each lesson, aligned SEL strategy, attitude, skill, and knowledge the scholars will learn. The SST will also use an assessment tool after each unit to record scholar's growth in each area.

Recruitment and Retention Plan Guidance

1. Family Engagement Coordinators, Enrollment Coordinator, Operations managers and I (Director of Pupil Personnel Services) meet weekly to discuss the retention and recruitment plans for this school year. As a result of these meetings our retention numbers for our rising 6th graders and 9th graders have shown tremendous growth. The rising 6th graders retention rate is currently at 91% and the rising 9th graders retention rate is at 80%.

Consistent efforts are made with our School Counselors and Family Engagement Coordinators to increase the numbers.

2. Open Houses are underway and all stakeholders are involved with ensuring the success of these events
3. The Vanguard mailings were all sent out to the community, currently there is a total of 400 applications.
4. Lottery preparation is currently underway. The Enrollment Coordinator is working with Mrs. Vaughn on the logistics of lottery night.

Family Engagement Coordinators

1. The Family Engagement Coordinators are currently reviewing best practices for school communication to better engage families including class parents, parent contact updates, and a virtual PA for the MS/HS location.
2. The Family Engagement Coordinators are also working collaboratively with the Operations managers on a system to consistently update incorrect parent contact information.



Attachment #6



Challenge Charter School

Communications Report - Feb. 2021

fr: Kim Messer, Director of Communications

One School Campaign/Application Season

- Virtual Open Houses continue and extend through March for each school site.
- I provided support for the first Virtual Charter School Fair hosted by NYC Charter School Center earlier this month.
- Ads are being placed publications such as Queens Family, Rockaway Times, El Correo, Caribbean Life and more.
- Write up on our school and how to apply appeared in Queens Family February 5th.
- New article on our high school was placed in Schneps papers in mid-February. To see the copy visit [here](#).

Virtual Job Fair

- The virtual fair at the end of the January was successful. I supported through building the booth out and as a recruiter.

Social Media

- Our Instagram page continues to grow and exhibit good engagement.
- One Recent campaign was the Snowy Days Family Photo Challenge. Examples below:





Attachment #7



Rev. Dr. Les Mullings, Founder/CEO

February 23, 2021

Re: February 23, 2021 Operations Report

By: Venessa Lynch, Director of Operations

I. Facilities / COVID 19 Preparation

- Building have been deep cleaned. Will be retouched closer to reopen date
- Ongoing completion of work and continuing maintenance throughout all buildings.
- Fire inspection completed for Hartman Ln
- COVID signage placed throughout buildings.
- Classrooms set up based on COVID guidelines. Teachers just have to come in and put finish touches.
- Building Winterizations completed for all buildings.
- Working with property managers to complete building projects before March Reopening

II. Health/ Compliance

- Nurses have been confirmed for ES site and MS.
- Nurses will report back to their prospective sites closer to reopen date.
- To date we are in compliance with immunization (98.5% completion) 3 pending with DOH a specific To date we are in compliance with immunization (98.5% completion) 3 pending with DOH a specific needs to be provided to recalculate percentage in ATS needs to be provided to recalculate percentage in ATS
- Lunch forms 80% completion. Working on getting the other 20% completed by families. Operations team conducting outreach.

III. School Operations

- Ongoing implementation of cloud base system Operoo for continuity of school operation. This system will streamline effective and accurate documentation for each scholar and family. We will be able to execute constant contact with instant response with our families. This will also assist with student records and ensure all documents are current.
- ATS cleanup/ update complete. Now updating as necessary based on changes received in real time. School Messenger List updated with most recent report from ATS.
- Updated Recruitee recruitment platform with jobs for 2021-2022 SY
- Finalizing enrollment /registration standard operating procedure as enrollment lottery season approaches with implementation of SchoolMint registration platform
- Galaxy certified for this month
- SWAG purchased for H.S., working on distribution plan with FECs and Communication Director

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.challengeprepcharter.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, 6-8

Mavgar Mondesir-Gordon, 6-8 Principal

1526 Central Avenue, Far Rockaway, NY 11691

Phone: 718-327-4040

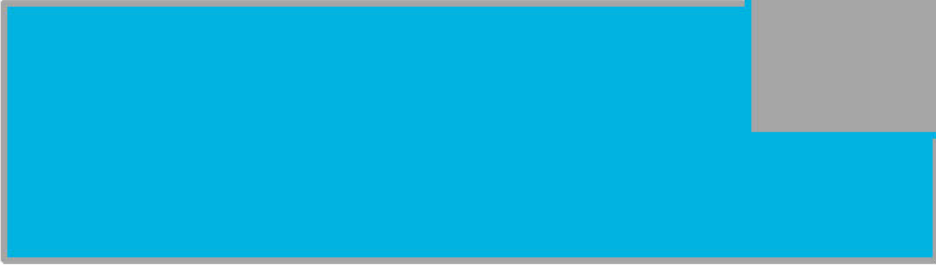
Email: mmondесir@challengecharterschools.org

www.challengechartermiddle.org





Attachment #8



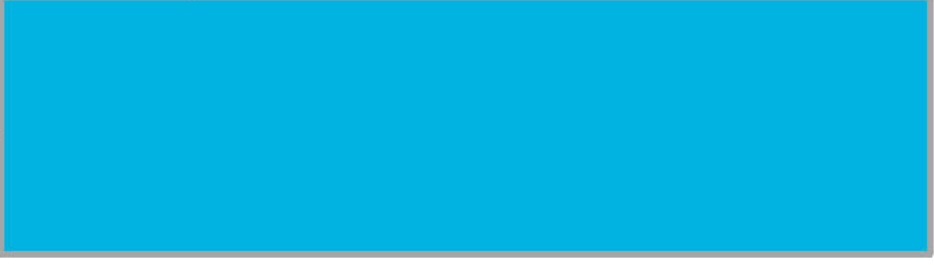
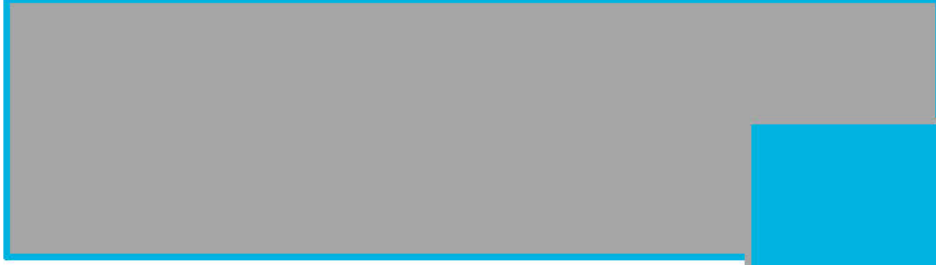
Helping you to focus on what's important:
STUDENT ACHIEVEMENT

CSBM
CHARTER SCHOOL
BUSINESS MANAGEMENT

experience. expertise. execution.

Challenge Prep Charter School

Monthly Financial Report
January 2021

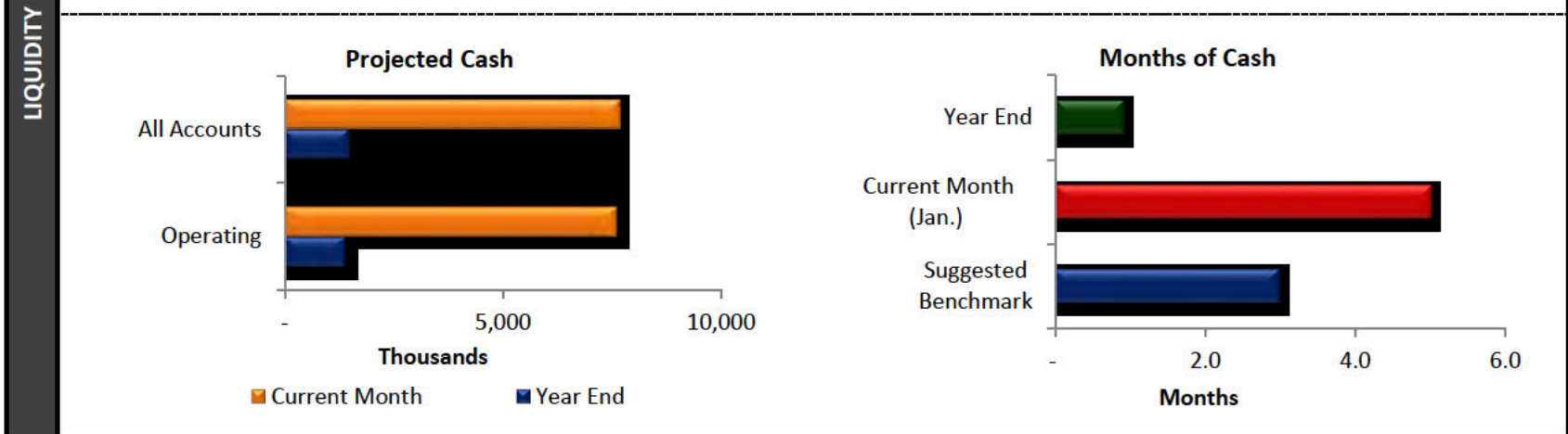


Challenge Prep Charter School

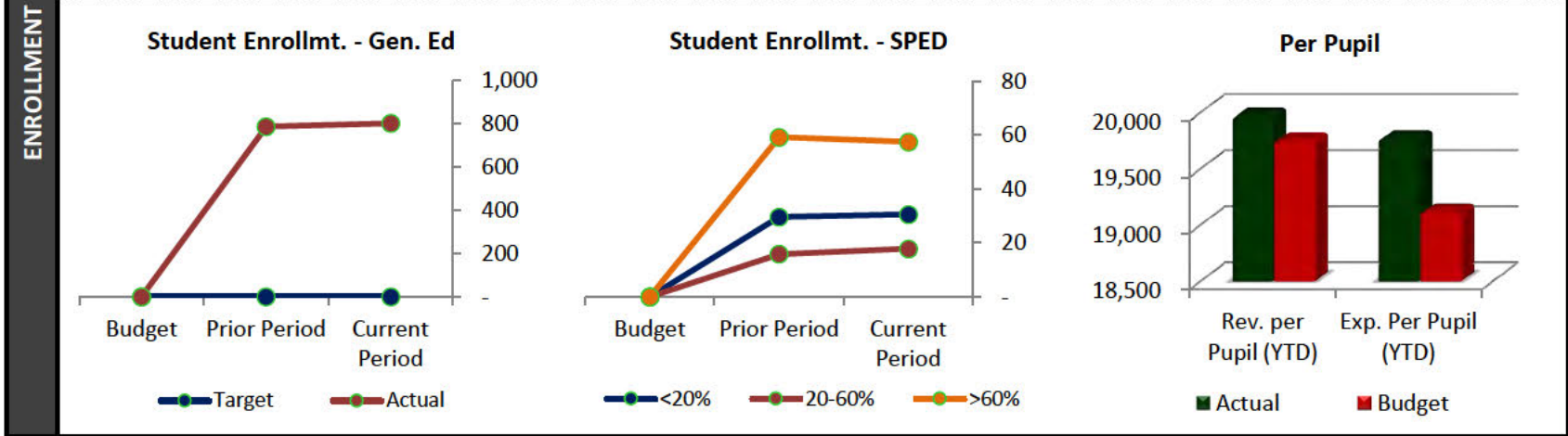
Financial Summary

For Period Ended January 31, 2021

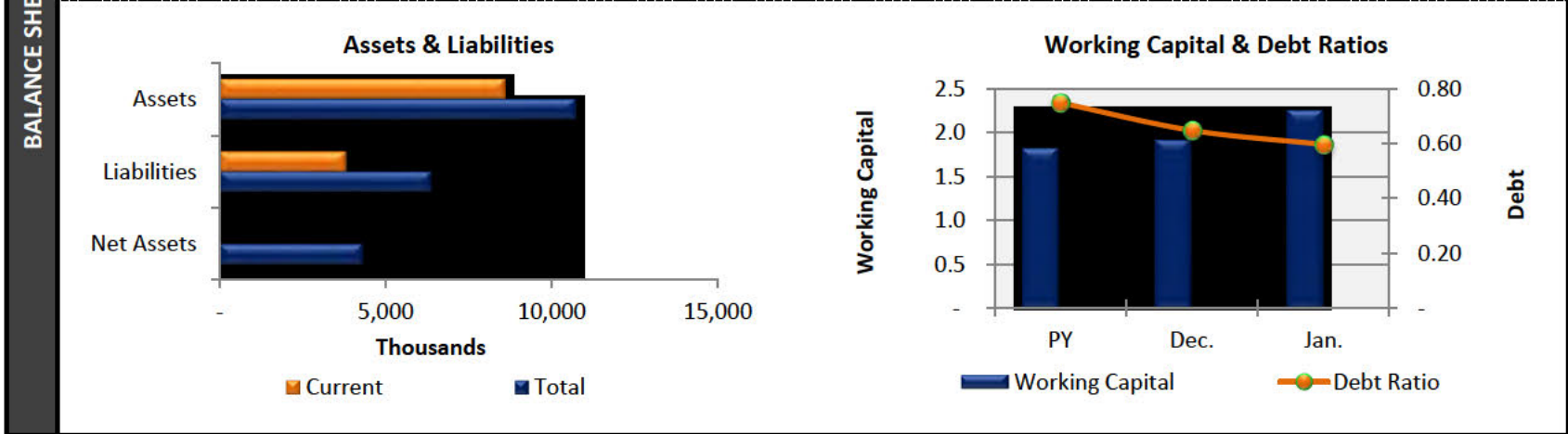
LIQUIDITY	Cash in Bank <i>(Operating Account(s) Only: as of January 31, 2021)</i>	\$ 7,612,163
	<i>Projected months of cash on hand</i>	5.0
	Cash in Bank <i>(Total - All Accounts: as of January 31, 2021)</i>	\$ 7,693,964
	FY Ending Cash Available to Carryover to FY21-22 <i>(Operating Account(s) Only)</i>	\$ 1,397,887
	<i>*Cash balance available once all FY20-21 obligations & receivables have been settled</i>	
	<i>Projected months of cash on hand</i>	0.9
FY Ending Cash Available to Carryover to FY21-22 <i>(Total - All Accounts)</i>	\$ 1,479,688	



	Actual	Budget	Variance	Actual	Budget	Variance
General Ed	907.78	920.00	(12.22)	\$ 14,660,695	\$ 14,083,360	\$ 577,335
SPED						
0 - 20%	40.02	41.00	(0.98)	-	-	\$ -
20 - 59%	22.56	25.00	(2.44)	234,409	259,750	\$ (25,341)
60% - Over	49.42	53.00	(3.58)	941,383	1,009,597	\$ (68,214)
Total SPED	112.00	119.00	(7.00)	1,175,791	1,269,347	\$ (93,556)



Total Current Assets:	\$ 8,616,547
Total Current Liabilities:	\$ 3,828,333
Working Capital (Current) Ratio	2.25
Total Assets:	\$ 10,735,532
Total Liabilities:	\$ 6,402,271
Debt Ratio	0.60
Total Net Assets:	\$ 4,333,262



	Actual	Budget	Variance
Total Revenue YTD:	\$ 10,586,366	\$ 10,321,122	\$ 265,243
Total Expenses YTD:	(8,258,080)	(9,449,050)	1,190,970
Net Operating Surplus(Deficit):	\$ 2,328,286	\$ 872,072	\$ 1,456,214

Challenge Prep Charter School

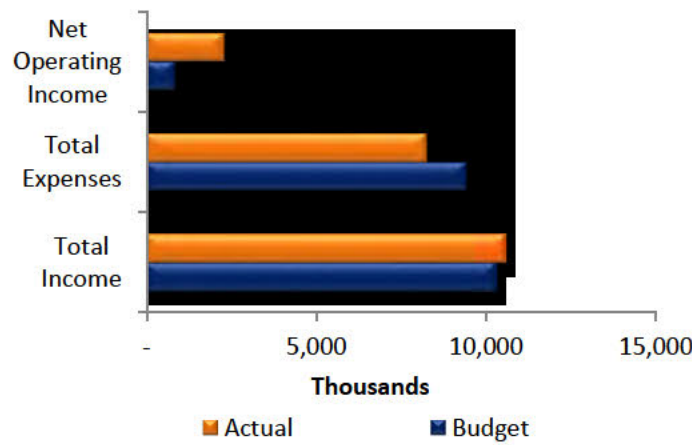
Financial Summary

For Period Ended January 31, 2021

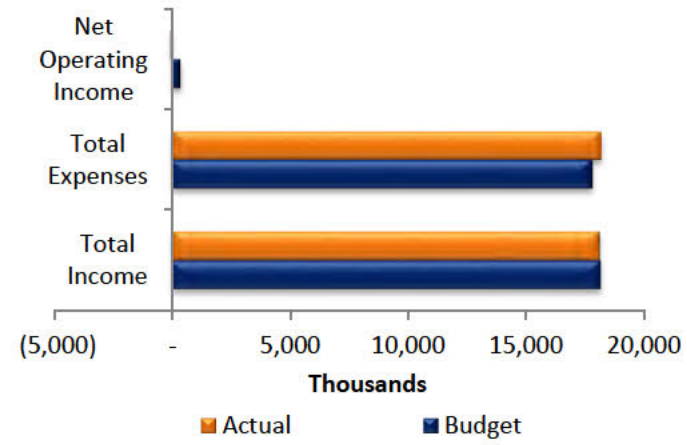
	<u>Projected</u>	<u>Budget</u>	<u>Variance</u>
Annual Projected Revenue:	\$ 18,125,515	\$ 18,169,622	\$ (44,107)
Annual Projected Expenses (before depreciation):	(17,944,562)	(17,587,393)	(357,169)
Projected Net Operating Surplus(Deficit) before Depreciation:	\$ 180,952	\$ 582,229	\$ (401,277)
Annual Projected Depreciation:	(255,787)	(230,840)	(24,947)
Projected Net Operating Surplus(Deficit) after Depreciation:	\$ (74,835)	\$ 351,389	\$ (426,224)
Capital Expenditure Requirements	\$ (181,832)	\$ -	\$ (181,832)
Total Cash Expenditures <i>(expenses excluding depreciation plus capital expenditures)</i>	\$ (17,506,943)	\$ (17,356,553)	\$ (150,390)
Revenue per Pupil (YTD)	\$ 19,967	\$ 19,750	\$ 217
Expenditure per Pupil (YTD)	\$ 19,767	\$ 19,117	\$ 651

BUDGETING / REVENUE & EXPENSES

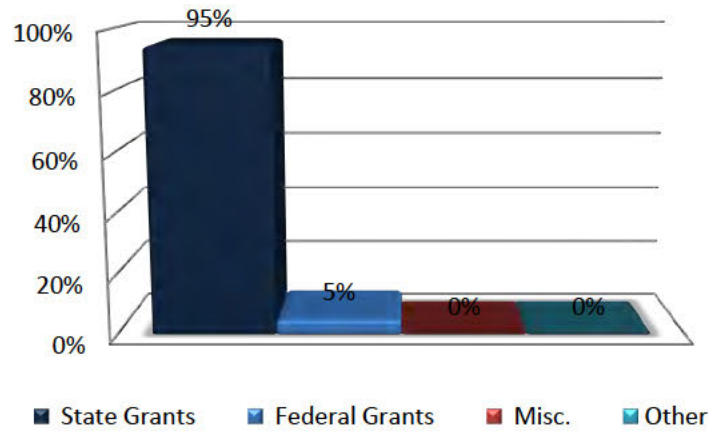
Year-To-Date (YTD)



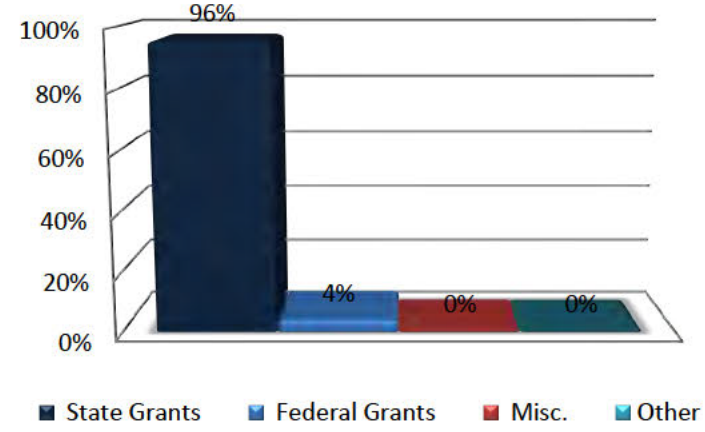
Year End (YE) Projection



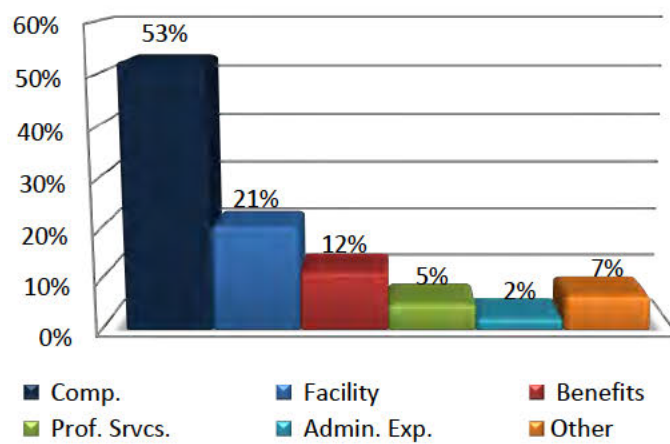
Revenue Breakdown YTD



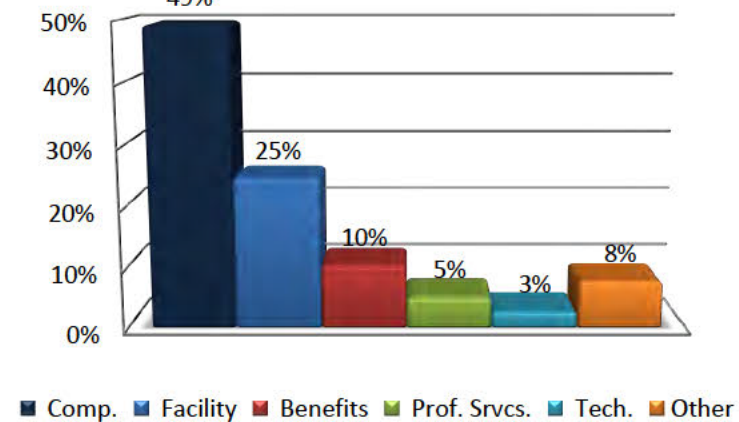
Revenue Breakdown YE



Expense Breakdown YTD



Expense Breakdown YE



Challenge Prep Charter School

Financial Variance Summary

Fiscal Year Ending 6/30/2021	Comments
Net Budget Surplus after Depreciation	\$ 351,389
Increase in Projected Annual Expenses	382,116
Net Projected Deficit Variance after Depreciation	<u>\$ (74,835)</u>

**Challenge Prep Charter School
Budget vs. Actuals
Fiscal Year Ending June 30, 2021**

	January 31, 2021			YTD Through January 31, 2021			Projected FYE June 30, 2021				Comments
	Actual	Budget	Variance	Actual	Budget	Variance	Current Month Actuals - July 2020 - January 31, 2021 + Projected - June 30, 2020	Projections thru June 30, 2021	Annual Budget	Variance	
Income											
4100 State Grants	1,431,327	1,431,604	(277)	10,068,113	10,127,883	(59,770)	7,317,394	17,385,507	17,670,286	(284,779)	GenEd budget based on 920, projection based on 907.783. SpEd budget based on 53 over 60%; 25 20-59%; Projection based on 22.561 20-60 and 49.419 >60
4200 Federal Grants	25,542	19,288	6,253	518,250	193,239	325,011	184,114	702,364	499,336	203,028	
4300 Contributions	-	-	-	-	-	-	-	-	-	-	
4400 Miscellaneous Income	0	-	0	3	-	3	37,641	37,644	-	37,644	
Total Income	1,456,869	1,450,892	5,976	10,586,366	10,321,122	265,243	7,539,149	18,125,515	18,169,622	(44,107)	GenEd budget based on 920, projection based on 907.783. SpEd budget based on 53 over 60%; 25 20-59%; Projection based on 22.561 20-60 and 49.419 >60
Expenses											
Compensation											
5100 Instructional Staff	505,967	538,177	(32,210)	3,004,893	3,109,621	(104,728)	3,392,770	6,397,664	6,381,357	16,307	Adjusted to reflect payroll trends
5200 Non-Instructional Staff	138,848	131,691	7,156	854,902	937,399	(82,497)	775,712	1,630,614	1,642,535	(11,921)	Adjusted to reflect payroll trends
5300 Pupil Support	86,361	82,600	3,760	509,442	597,199	(87,758)	446,563	956,005	919,276	36,729	Adjusted to reflect payroll trends
5000 Compensation	731,175	752,469	(21,293)	4,369,237	4,644,220	(274,982)	4,615,046	8,984,283	8,943,168	41,115	Adjusted to reflect payroll trends
5400 Benefits	169,711	137,714	31,997	975,072	961,205	13,867	922,904	1,897,976	1,641,398	256,578	Based on budget
6100 Administrative Expenses	18,416	30,886	(12,469)	185,974	322,066	(136,092)	256,067	442,041	626,494	(184,453)	Category adjusted based on current trends
6200 Professional Services	54,661	59,397	(4,737)	437,297	448,014	(10,717)	485,323	922,621	930,475	(7,854)	Adjusted based on spending
6300 Professional Development	2,215	11,478	(9,262)	51,050	84,611	(33,561)	119,050	170,100	170,100	-	Based on budget
6400 Marketing and Staff/Student Rec	7,918	8,475	(557)	55,845	53,927	1,918	44,764	100,609	80,115	20,494	Adjusted based on spending
6500 Fundraising Expenses	-	287	(287)	-	2,066	(2,066)	3,675	3,675	53,675	(50,000)	Adjusted based on spending
7100 Curriculum & Classroom Expenses	(5,234)	20,745	(25,980)	139,922	164,380	(24,458)	275,242	415,164	389,688	25,476	Adjusted based on spending
8100 Facility	241,974	355,632	(113,658)	1,721,672	2,526,093	(804,421)	2,804,309	4,525,981	4,383,055	142,926	Based on budget
8200 Technology/Communication Expens	13,467	18,352	(4,885)	183,313	126,465	56,849	280,799	464,112	368,225	95,887	Adjusted based on spending
8800 Miscellaneous Expenses	1,484	83	1,401	10,389	583	9,806	7,611	18,000	1,000	17,000	
8900 Depreciation Expense	-	-	-	128,308	115,420	12,888	127,479	255,787	230,840	24,947	
Total Expenses	1,235,787	1,395,518	(159,731)	8,258,080	9,449,050	(1,190,970)	9,942,269	18,200,349	17,818,233	382,116	
Net Income	221,082	55,375	165,707	2,328,286	872,072	1,456,214	(2,403,121)	(74,835)	351,389	(426,224)	
Capital Expenditures											
Furniture, Fixtures & Equipment	-	-	-	427,901	-	427,901	266,686	694,587	-	694,587	
Facility and Construction	-	-	-	(512,755)	-	(512,755)	-	(512,755)	-	(512,755)	
Website	-	-	-	-	-	-	-	-	-	-	
Total Capital Expenditures	-	-	-	(84,854)	-	(84,854)	266,686	181,832	-	181,832	

Challenge Prep Charter School
Cash Flow Projection as of January 31, 2021

	Annual Budget FY20-21	Projected July 20 - June 21	Projected Aug 20 - June 21	February	March	April	May	June	July + Subsequent FY20-21 Items
Beginning Cash Balance (Operating)	4,804,870	6,645,873	7,612,163	7,612,163	7,963,651	6,162,206	7,172,588	5,376,043	3,617,131
Projected Cash Receipts from Operations (below)	18,169,622	7,539,149	6,111,574	2,811,828	2	2,811,828	2	37,634	450,280
Projected Cash Disbursements from Operations (below)	(17,818,233)	(9,942,269)	(9,596,025)	(1,748,109)	(1,748,109)	(1,748,109)	(1,743,209)	(1,743,209)	(865,278)
Net Cash from Operations	351,389	(2,403,121)	(3,484,451)	1,063,719	(1,748,107)	1,063,719	(1,743,208)	(1,705,576)	(414,998)
Cash Receipts from Accounts & Misc Receivables (not included in revenue below)	-	-	-	-	-	-	-	-	-
Cash Disbursements for Accounts Payable & Accrued Expenses	-	-	(658,894)	(658,894)	-	-	-	-	-
Capital Expenditures (below)	-	(266,686)	(266,686)	(53,337)	(53,337)	(53,337)	(53,337)	(53,337)	-
Accounts Receivable	-	-	-	-	-	-	-	-	-
PPP Loan Payable	-	-	(1,792,512)	-	-	-	-	-	(1,792,512)
PPP Loan Interest Payable	-	-	(11,733)	-	-	-	-	-	(11,733)
Ending Cash Balance (Operating Account)	5,156,259	4,509,438	6,857,537	7,963,651	6,162,206	7,172,588	5,376,043	3,617,131	1,397,887
Other Cash Accounts (Net of Transfers)	75,354	-	-	81,801	81,801	81,801	81,801	81,801	81,801
Total Cash (All Accounts)	5,231,613	4,509,438	6,857,537	8,045,451	6,244,007	7,254,389	5,457,844	3,698,931	1,479,688

Challenge Prep Charter School
Balance Sheet
YTD as of January 31, 2021

	Total	Comments
ASSETS		
Current Assets	-	
Bank Accounts		
1000 Cash		
1001 HSBC Checking - 0844	7,296,219	
1002 HSBC Checking - 0852	7,419	
1003 HSBC Checking - 0879	315,944	
1004 HSBC Checking - 0887	506	
1005 HSBC Money Market - 5972	3,504	
1006 Chase Escrow - 3060	70,000	
1007 Petty Cash	372	
Total 1000 Cash	\$ 7,693,964	
Total Bank Accounts	\$ 7,693,964	
Accounts Receivable		
1100 Accounts Receivable	257,546	
1200 Other Receivables - Salary Advance	-	
Total Accounts Receivable	\$ 257,546	
Other current assets		
1300 Prepaid Expenses	296,946	
1301 Prepaid Insurance	47,696	
1310 Prepaid Rent	320,396	
Total Other current assets	\$ 665,038	
Total Current Assets	\$ 8,616,547	
Fixed Assets		
1500 Furniture, Fixtures & Equipment	-	
1510 Office & Admin Computers & Equipment	249,149	
1511 Classroom Computers & Equipment	679,266	
1512 Classroom Furniture	391,772	
1513 Office Furniture	56,983	
Total 1513 Office Furniture	\$ 56,983	
1514 Musical Instruments	16,390	
1515 Computer Software	44,217	
Total 1500 Furniture, Fixtures & Equipment	1,437,778	
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	300,000	
1540 Leasehold Improvements	311,199	
Total 1519 Facility and Construction	1,023,986	
1610 Website	11,000	
Total 1610 Website	\$ 11,000	
1700 Accumulated Depreciation & Amortization		
1710 Accumulated Depreciation	(1,272,200)	

Challenge Prep Charter School
Balance Sheet
YTD as of January 31, 2021

	Total	Comments
1750 Accumulated Amortization	(7,578)	
Total 1700 Accumulated Depreciation & Amortization	\$ (1,279,778)	
Total Fixed Assets	\$ 1,192,986	
Other Assets		
1800 Security Deposits	925,999	
Total Other Assets	\$ 925,999	
TOTAL ASSETS	\$ 10,735,532	
LIABILITIES AND EQUITY		
Liabilities		
Current Liabilities		
Accounts Payable		
2000 Accounts Payable	658,894	
Total Accounts Payable	\$ 658,894	
Other Current Liabilities		
2100 HSBC Loan Payable	1,792,512	
2300 Accrued Salaries/Taxes	-	
2301 Accrued Expenses	-	
2303 Accrued Interest - PPP	11,733	
2400 Unearned/Deferred Revenue	1,365,194	
Total Other Current Liabilities	\$ 3,169,439	
Total Current Liabilities	\$ 3,828,333	
Long-Term Liabilities		
2700 Deferred Rent Liability	2,573,937	
Total Long-Term Liabilities	\$ 2,573,937	
Total Liabilities	\$ 6,402,271	
Equity		
3100 Retained Earnings	2,004,976	
Net Income	2,328,286	
Total Equity	\$ 4,333,262	
TOTAL LIABILITIES AND EQUITY	\$ 10,735,532	

**Challenge Prep Charter School
Statement of Cash Flows
YTD as of January 31, 2021**

	Total	Comments
OPERATING ACTIVITIES		
Net Income	2,328,286	
Adjustments to reconcile Net Income to Net Cash provided by operations:		
1100 Accounts Receivable	200,605	
1200 Accounts Receivable:Other Receivables - Salary Advance	(364)	
1300 Prepaid Expenses	(261,649)	
1301 Prepaid Insurance	(47,696)	
1310 Prepaid Rent	19,150	
1710 Accumulated Depreciation & Amortization	127,941	
2301 Accrued Expenses	(116,838)	
2303 Accrued Interest - PPP	10,239	
INVESTING ACTIVITIES		
1511 Furniture, Fixtures & Equipment:Classroom Computers & Equipment	(384,587)	
1512 Furniture, Fixtures & Equipment:Classroom Furniture	(37,231)	
1750 Accumulated Depreciation & Amortization:Accumulated Amortization	367	
Net cash provided by financing activities	\$ 86,227	
Net cash increase for period	2,813,740	
Cash at beginning of period	\$ 4,880,224	
Total Cash at beginning of period	\$ 4,880,224	
Cash at end of period	\$ 7,693,964	



Attachment #9

January 2021

Current Employees	Vacancies
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133	5
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Campus	Current	Vacancies	New Hires
Elementary School	72	2	-
Middle School	42	1	3
High School	5	2	-
Network Operations	10	0	1

New Hires	Position
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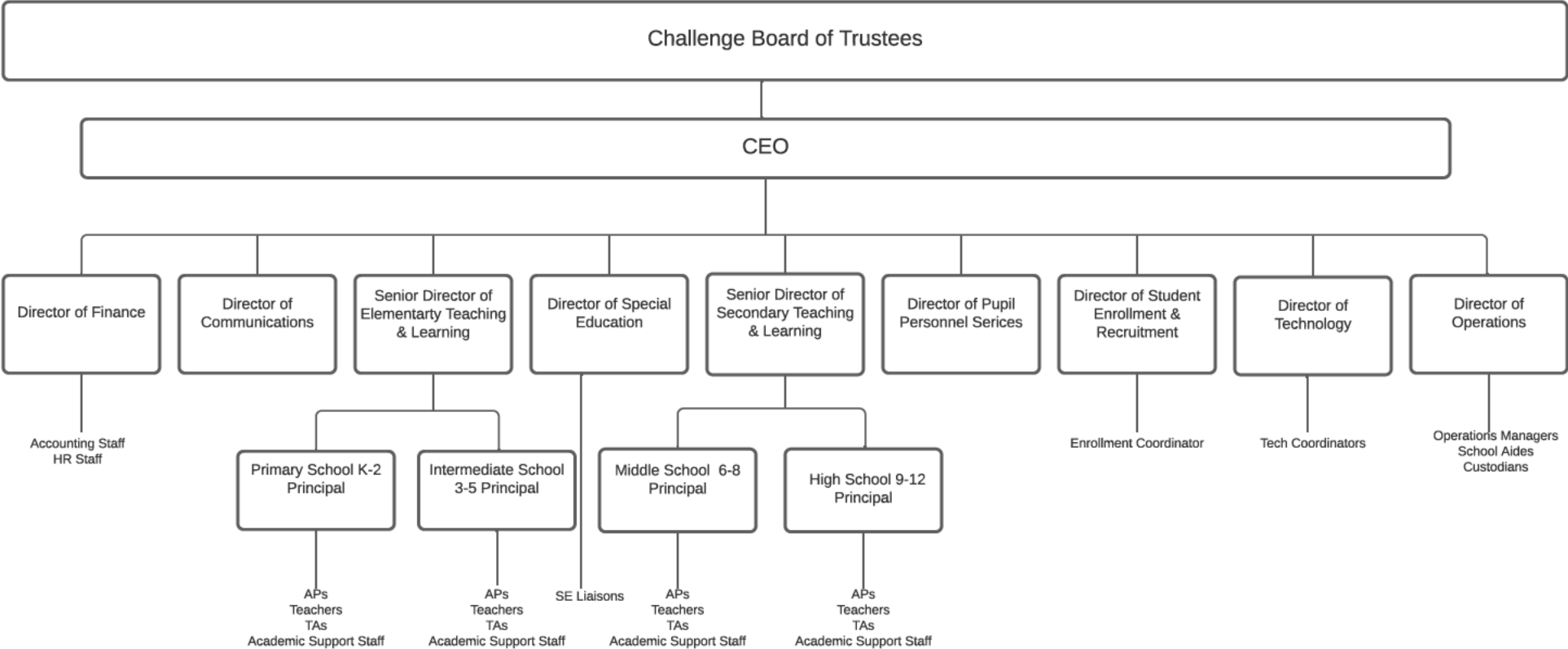
McFarlane, Shanique	Chief of Staff
Giotta, Jacquelyn	MS Teacher - 6th Grade Social Studies
Berkowitz, Gillian	MS Teacher Assistant - 7th Grade ELA
White, Taylor	MS Teacher Assistant - 7th Grade Science

Vacancies

ES Teacher - 5th Grade
ES Teacher Assistant
MS Teacher - SETTS
HS Teacher - CTE
HS Teacher - Special Education

Challenge Charter School

2021-22





CHALLENGE CHARTER SCHOOL

2021-2022 SCHOOL YEAR CALENDAR (K-10)



Month	Dates	Days	Events
August	9-13	Monday-Friday	Admin Staff Report to the building
August	16-20	Monday-Friday	Staff Pre-Service Professional Development
August	23	Monday	First day of school for scholars; 12:30 dismissal for Grade K only. Start of Quarter 1
August	24	Tuesday	Half day (12:30 dismissal) for Grade K only.
September	6	Monday	Labor Day (school closed)
September	16	Thursday	Yom Kippur (school closed)
October	11	Monday	Indigenous Peoples' Day (school closed)
October	28	Thursday	Start of Quarter 2
November	2	Tuesday	Election Day/Professional Development for staff (Asynchronous Learning Day)
November	4	Thursday	Gr. K-5 Evening Parent-Teacher Evening Conferences; staff in attendance until 7:00PM
November	5	Friday	Half day for all scholars - dismissal at 12:30 for Gr. K-5 Parent Teacher Conferences
November	11	Thursday	Veterans' Day (school closed)
November	18	Thursday	Gr. 6-10 Evening Parent-Teacher Evening Conferences; staff in attendance until 7:00PM
November	19	Friday	Half day for all scholars - dismissal at 12:30 for Gr. 6-10 Parent Teacher Conferences
November	24	Wednesday	Half day - dismissal at 12:30; staff dismissed at 1:00
November	25-26	Thursday-Friday	Thanksgiving Recess (school closed)
December	23	Thursday	Half Day - dismissal at 12:30; staff dismissed at 1:00
December	24-Jan 1	Friday-Monday	Winter Recess (schools closed; scholars return to school on Monday, January 3, 2022)

2022 (Happy New Year)

January	3	Monday	School resumes
January	14	Friday	Network-wide PD from 1:30 PM to 4:00 PM
January	17	Monday	Dr. Martin Luther King, Jr. Day (school closed)
January	25-28	Tuesday-Friday	January Regents Exam Administration
January	26	Wednesday	100th Day of School!
January	31	Monday	Professional Development for staff (Asynchronous Learning Day)
February	1	Tuesday	Lunar New Year (school closed)
February	2	Wednesday	Start of Quarter 3
February	21-25	Monday-Friday	Midwinter Recess (including Washington's Birthday and Lincoln's Birthday; school closed; scholars to return to school on Monday, February 28)
March	10	Thursday	Gr. 6-10 Evening Parent-Teacher Evening Conferences; staff in attendance until 7:00PM
March	11	Friday	Half day for all scholars - dismissal at 12:30 for Gr. 6-10 Parent Teacher Conferences
March	16	Wednesday	Half day for all scholars - dismissal at 12:30 for Gr. K-5 Parent Teacher Conferences
March	17	Thursday	Gr. K-5 Evening Parent-Teacher Evening Conferences; staff in attendance until 7:00PM
March	29-31	Tuesday-Thursday	NYS ELA Assessments (Grades 3-8)
April	11	Monday	Start of Quarter 4
April	15-22	Friday-Friday	Spring Recess (school closed; scholars return to school on Monday, April 25)
April	26-28	Tuesday-Thursday	NYS Math Assessments (Grades 3-8)
May	2	Monday	Eid al-Fitr Observed (school closed)
May	May 24-June 2	Tuesday-Thursday	NYS Science Performance Test (Grades 4 and 8)
May	27	Friday	Network-wide PD from 1:30 PM to 4:00 PM
May	30	Monday	Memorial Day Observed (school closed)
June	3	Friday	Field Day (Rain Date: June 10)
June	6	Monday	NYS Science Written Test (Grades 4 and 8)
June	9	Thursday	Anniversary Day/Professional Development for staff (no scholars in attendance)
June	15-24	Wednesday-Friday	June Regents Exam Administration
June	20	Monday	Juneteenth (school closed)
June	24	Friday	Half day - dismissal at 12:30; staff dismissed at 1:00; LAST DAY FOR ALL



CHALLENGE CHARTER SCHOOL INTERNAL CALENDAR

August 2021



		SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1	2	3	4	5	6	7
ADMIN PRESERVICE	WEEK 1	8	9 Admin Staff	10 Admin Staff	11 Admin Staff	12 Admin Staff	13 Admin Staff	14
		15	16 All Staff	17 All Staff	18 All Staff	19 All Staff	20 All Staff	21
		22	23 <i>Day 1</i> 12:30 DISMISSAL FOR GRADE K ONLY <i>1st Day of School</i> Q1 begins!	24 <i>Day 2</i> 12:30 DISMISSAL FOR GRADE K ONLY	25 <i>Day 3</i>	26 <i>Day 4</i>	27 <i>Day 5</i> 12:30 DISMISSAL Staff PD 1:30 - 4:00	28
WEEK 2		29	30 <i>Day 6</i>	31 <i>Day 7</i>				

Notes: 7 INSTRUCTIONAL DAYS



CHALLENGE CHARTER SCHOOL INTERNAL CALENDAR

September 2021



	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
WEEK 2				1 <i>Day 8</i>	2 <i>Day 9</i>	3 <i>Day 10</i>	4
						12:30 DISMISSAL Staff PD 1:30 - 4:00	
WEEK 3	5	6	7 <i>Day 11</i>	8 <i>Day 12</i>	9 <i>Day 13</i>	10 <i>Day 14</i>	11
		SCHOOL CLOSED <i>Labor Day</i>				12:30 DISMISSAL Staff PD 1:30 - 4:00	
WEEK 4	12	13 <i>Day 15</i>	14 <i>Day 16</i>	15 <i>Day 17</i>	16	17 <i>Day 18</i>	18
	Gransparents' Day				SCHOOL CLOSED <i>Yom Kippur</i>	12:30 DISMISSAL Staff PD 1:30 - 4:00 <i>Constitution Day</i>	
WEEK 5	19	20 <i>Day 19</i>	21 <i>Day 20</i>	22 <i>Day 21</i>	23 <i>Day 22</i>	24 <i>Day 23</i>	25
				First Day of Fall		12:30 DISMISSAL Staff PD 1:30 - 4:00	
WEEK 6	26	27 <i>Day 24</i>	28 <i>Day 25</i>	29 <i>Day 26</i>	30 <i>Day 27</i>		

Notes:

20 INSTRUCTIONAL DAYS



CHALLENGE CHARTER SCHOOL INTERNAL CALENDAR

October 2021



	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
WEEK 6						1 <small>Day 28</small>	2
						12:30 DISMISSAL Staff PD 1:30 - 4:00	
	3	4 <small>Day 29</small>	5 <small>Day 30</small>	6 <small>Day 31</small>	7 <small>Day 32</small>	8 <small>Day 33</small>	9
WEEK 7						12:30 DISMISSAL Staff PD 1:30 - 4:00	
	10	11	12 <small>Day 34</small>	13 <small>Day 35</small>	14 <small>Day 36</small>	15 <small>Day 37</small>	16
WEEK 8		SCHOOL CLOSED <i>Indigenous Peoples' Day</i>				12:30 DISMISSAL Staff PD 1:30 - 4:00	
	17	18 <small>Day 38</small>	19 <small>Day 39</small>	20 <small>Day 40</small>	21 <small>Day 41</small>	22 <small>Day 42</small>	23
WEEK 9						12:30 DISMISSAL Staff PD 1:30 - 4:00	
	24	25 <small>Day 43</small>	26 <small>Day 44</small>	27 <small>Day 45</small>	28 <small>Day 46</small>	29 <small>Day 47</small>	30
WEEK 10					Q2 begins!	12:30 DISMISSAL Staff PD 1:30 - 4:00	
	31	<i>Notes::</i>					
	<i>Halloween</i>						20 INSTRUCTIONAL DAYS



CHALLENGE CHARTER SCHOOL INTERNAL CALENDAR

November 2021



	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
WEEK 11		1 <i>Day 48</i>	2 <i>Day 49</i>	3 <i>Day 50</i>	4 <i>Day 51</i>	5 <i>Day 52</i>	6
			Remote Learning Asynchronous Day <i>Election Day</i>		5:00 PM - 7:00 PM Gr. K-5 Parent-Teacher Conferences	12:30 DISMISSAL 6-10 Staff PD 1:30 - 4:00 1:30 PM - 4:30 PM Gr. K-5 Parent-Teacher Conferences	
WEEK 12	7	8 <i>Day 53</i>	9 <i>Day 54</i>	10 <i>Day 55</i>	11	12 <i>Day 56</i>	13
	Daylight Savings: Fall Back!				SCHOOL CLOSED <i>Veterans' Day</i>	12:30 DISMISSAL	
WEEK 13	14	15 <i>Day 57</i>	16 <i>Day 58</i>	17 <i>Day 59</i>	18 <i>Day 60</i>	19 <i>Day 61</i>	20
					5:00 PM - 7:00 PM Gr. 6-10 Parent-Teacher Conferences	12:30 DISMISSAL K-5 Staff PD 1:30 - 4:00 1:30 PM - 4:30 PM Gr. 6-10 Parent-Teacher Conferences	
WEEK 14	21	22 <i>Day 62</i>	23 <i>Day 63</i>	24 <i>Day 64</i>	25	26	27
				12:30 DISMISSAL	SCHOOL CLOSED <i>Thanksgiving Recess</i>		
WEEK 15	28	29 <i>Day 65</i>	30 <i>Day 66</i>				

Notes:

19 INSTRUCTIONAL DAYS



CHALLENGE CHARTER SCHOOL INTERNAL CALENDAR

December 2021



	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	
WEEK 15				1 <i>Day 67</i>	2 <i>Day 68</i>	3 <i>Day 69</i>	4	
						12:30 DISMISSAL Staff PD 1:30 - 4:00		
WEEK 16	5	6 <i>Day 70</i>	7 <i>Day 71</i>	8 <i>Day 72</i>	9 <i>Day 73</i>	10 <i>Day 74</i>	11	
						12:30 DISMISSAL Staff PD 1:30 - 4:00		
WEEK 17	12	13 <i>Day 75</i>	14 <i>Day 76</i>	15 <i>Day 77</i>	16 <i>Day 78</i>	17 <i>Day 79</i>	18	
						12:30 DISMISSAL Staff PD 1:30 - 4:00		
WEEK 18	19	20 <i>Day 80</i>	21 <i>Day 81</i>	22 <i>Day 82</i>	23 <i>Day 83</i>	24	25	
					12:30 DISMISSAL	SCHOOL CLOSED <i>Winter Recess</i>		
	26	27	28	29	30	31		
		SCHOOL CLOSED <i>Winter Recess</i>						

Notes:

17 INSTRUCTIONAL DAYS



CHALLENGE CHARTER SCHOOL INTERNAL CALENDAR

January 2022



		SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
								1
WEEK 19		2	3 <small>Day 84</small>	4 <small>Day 85</small>	5 <small>Day 86</small>	6 <small>Day 87</small>	7 <small>Day 88</small>	8
							12:30 DISMISSAL Staff PD 1:30 - 4:00	
WEEK 20		9	10 <small>Day 89</small>	11 <small>Day 90</small>	12 <small>Day 91</small>	13 <small>Day 92</small>	14 <small>Day 93</small>	15
							12:30 DISMISSAL Network-wide PD 1:30 - 4:00	
WEEK 21		16	17	18 <small>Day 94</small>	19 <small>Day 95</small>	20 <small>Day 96</small>	21 <small>Day 97</small>	22
			SCHOOL CLOSED Rev. Dr. Martin Luther King Jr. Day					12:30 DISMISSAL Staff PD 1:30 - 4:00
WEEK 22		23	24 <small>Day 98</small>	25 <small>Day 99</small>	26 <small>Day 100</small>	27 <small>Day 101</small>	28 <small>Day 102</small>	29
				REGENTS	REGENTS	100th Day of School!	REGENTS	12:30 DISMISSAL REGENTS Staff PD 1:30 - 4:00
WEEK 23		30	31 <small>Day 103</small>					
			Remote Learning Asynchronous Day Staff PD Day					

Notes:

20 INSTRUCTIONAL DAYS



CHALLENGE CHARTER SCHOOL INTERNAL CALENDAR

February 2022



	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
WEEK 23			1 SCHOOL CLOSED <i>Lunar New Year</i>	2 Day 104 <i>Q3 begins!</i>	3 Day 105	4 Day 106 12:30 DISMISSAL Staff PD 1:30 - 4:00	5
	6	7 Day 107	8 Day 108	9 Day 109	10 Day 110	11 Day 111 12:30 DISMISSAL Staff PD 1:30 - 4:00	12
WEEK 24	13	14 Day 112	15 Day 113	16 Day 114	17 Day 115	18 Day 116 12:30 DISMISSAL	19
	20	21	22	23	24	25	26
WEEK 25	27	28 Day 117	SCHOOL CLOSED <i>Midwinter Recess</i>				
WEEK 26							

Notes:

14 INSTRUCTIONAL DAYS



CHALLENGE CHARTER SCHOOL INTERNAL CALENDAR

March 2022



	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
WEEK 26			1 <small>Day 118</small>	2 <small>Day 119</small>	3 <small>Day 120</small>	4 <small>Day 121</small>	
						12:30 DISMISSAL Staff PD 1:30 - 4:00	
WEEK 27	6	7 <small>Day 122</small>	8 <small>Day 123</small>	9 <small>Day 124</small>	10 <small>Day 125</small>	11 <small>Day 126</small>	12
					5:00 PM - 7:00 PM Gr. 6-10 Parent-Teacher Conferences	12:30 DISMISSAL K-5 Staff PD 1:30 - 4:00 1:30 PM - 4:30 PM Gr. 6-10 Parent-Teacher Conferences	
WEEK 28	13	14 <small>Day 127</small>	15 <small>Day 128</small>	16 <small>Day 129</small>	17 <small>Day 130</small>	18 <small>Day 131</small>	19
				1:30 PM - 4:30 PM Gr. K-5 Parent-Teacher Conferences	5:00 PM - 7:00 PM Gr. K-5 Parent-Teacher Conferences	12:30 DISMISSAL Staff PD 1:30 - 4:00	
WEEK 29	20	21 <small>Day 132</small>	22 <small>Day 133</small>	23 <small>Day 134</small>	24 <small>Day 135</small>	25 <small>Day 136</small>	26
						12:30 DISMISSAL Staff PD 1:30 - 4:00	
WEEK 30	27	28 <small>Day 137</small>	29 <small>Day 138</small>	30 <small>Day 139</small>	31 <small>Day 140</small>		
			3-8 ELA Assessments	3-8 ELA Assessments	3-8 ELA Assessments		

Notes:

23 INSTRUCTIONAL DAYS



CHALLENGE CHARTER SCHOOL INTERNAL CALENDAR

April 2022



	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
WEEK 30						1 <small>Day 141</small>	2
						12:30 DISMISSAL ELA Exam Makeups Staff PD 1:30 - 4:00	
	3	4 <small>Day 142</small>	5 <small>Day 143</small>	6 <small>Day 144</small>	7 <small>Day 143</small>	8 <small>Day 146</small>	9
WEEK 31		ELA Exam Makeups	ELA Exam Makeups	ELA Exam Makeups	ELA Exam Makeups	12:30 DISMISSAL ELA Exam Makeups Staff PD 1:30 - 4:00	
	10	11 <small>Day 147</small>	12 <small>Day 148</small>	13 <small>Day 149</small>	14 <small>Day 150</small>	15	16
WEEK 32		NYSESLAT Speaking <i>Q4 begins!</i>	NYSESLAT Speaking	NYSESLAT Speaking	NYSESLAT Speaking	SCHOOL CLOSED <i>Spring Recess</i>	
	17	18	19	20	21	22	23
		SCHOOL CLOSED <i>Spring Recess</i>					
	24	25 <small>Day 151</small>	26 <small>Day 152</small>	27 <small>Day 153</small>	28 <small>Day 154</small>	29 <small>Day 153</small>	30
WEEK 33		NYSESLAT Speaking	3-8 Math Assessments NYSESLAT Speaking	3-8 Math Assessments NYSESLAT Speaking	3-8 Math Assessments NYSESLAT Speaking	12:30 DISMISSAL Math Exam Makeups Staff PD 1:30 - 4:00	

Notes:

15 INSTRUCTIONAL DAYS



CHALLENGE CHARTER SCHOOL INTERNAL CALENDAR

May 2022



	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2	3 <small>Day 156</small>	4 <small>Day 157</small>	5 <small>Day 158</small>	6 <small>Day 159</small>	7
WEEK 34		SCHOOL CLOSED <i>Eid al-Fitr</i>	Math Exam Makeups NYSESLAT Speaking	Math Exam Makeups NYSESLAT Speaking	Math Exam Makeups NYSESLAT Speaking	12:30 DISMISSAL Math Exam Makeups NYSESLAT Speaking Staff PD 1:30 - 4:00	
	8	9 <small>Day 160</small>	10 <small>Day 161</small>	11 <small>Day 162</small>	12 <small>Day 163</small>	13 <small>Day 164</small>	14
WEEK 35		Math Exam Makeups 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 NYSESLAT Speaking NYSESLAT L/R/W Staff PD 1:30 - 4:00	
	15	16 <small>Day 163</small>	17 <small>Day 166</small>	18 <small>Day 167</small>	19 <small>Day 168</small>	20 <small>Day 169</small>	21
WEEK 36		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 NYSESLAT Speaking NYSESLAT L/R/W Staff PD 1:30 - 4:00	
	22	23 <small>Day 170</small>	24 <small>Day 171</small>	25 <small>Day 172</small>	26 <small>Day 173</small>	27 <small>Day 174</small>	28
WEEK 37			Gr. 4 & 8 Science Performance Test	Gr. 4 & 8 Science Performance Test	Gr. 4 & 8 Science Performance Test	12:30 DISMISSAL Network-wide PD 1:30 - 4:00	
	29	30	31 <small>Day 175</small>				
WEEK 38		SCHOOL CLOSED <i>Memorial Day</i>	Gr. 4 & 8 Science Performance Test				

Notes:

20 INSTRUCTIONAL DAYS



CHALLENGE CHARTER SCHOOL INTERNAL CALENDAR

June 2022



	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
WEEK 38				1 <i>Day 176</i>	2 <i>Day 177</i>	3 <i>Day 178</i>	4
				Gr. 4 & 8 Science Performance Test	Gr. 4 & 8 Science Performance Test	FIELD DAY	
WEEK 39	5	6 <i>Day 179</i>	7 <i>Day 180</i>	8 <i>Day 181</i>	9	10 <i>Day 182</i>	11
		Gr. 4 & 8 Science Written Test	Gr. 4 & 8 Science Written Test Makeup	Gr. 4 & 8 Science Written Test Makeup	Staff PD Day NO SCHOLARS <i>Anniversary Day</i>	12:30 DISMISSAL Staff PD 1:30 - 4:00 FIELD DAY RAIN DATE	
WEEK 40	12	13 <i>Day 183</i>	14 <i>Day 184</i>	15 <i>Day 185</i>	16 <i>Day 186</i>	17 <i>Day 187</i>	18
				REGENTS	REGENTS	12:30 DISMISSAL REGENTS Staff PD 1:30 - 4:00	
WEEK 41	19	20	21 <i>Day 188</i>	22 <i>Day 189</i>	23 <i>Day 190</i>	24 <i>Day 191</i>	25
		SCHOOL CLOSED <i>Juneteenth</i>	REGENTS	REGENTS	REGENTS	12:30 DISMISSAL REGENTS Staff PD 1:30 - 4:00 Last Day of School	
	26	27	28	29	30		

Notes:

16 INSTRUCTIONAL DAYS



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:

ACCOUNT NUMBER:

DATE OF APPROVAL:

DATE OF INSPECTION:

INSPECTOR NAME:

PLAN NUMBER:

FLOOR(S) INSPECTED:

12/15/15

10/30/15

A. ZINGER

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

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: [REDACTED]	Certificate Type: Final
	Address: 1279 REDFERN AVE	Lot Number(s): [REDACTED]	Effective Date: 10/05/2016
	Building Identification Number (BIN): [REDACTED]	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: [REDACTED]	(1968 Code designation)	
	Building Occupancy Group classification: [REDACTED]	(2014/2008 Code)	
	Multiple Dwelling Law Classification: None		
	No. of stories: [REDACTED]	Height in feet: [REDACTED]	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
END OF SECTION						



Borough Commissioner



Commissioner

END OF DOCUMENT

The City of New York



FIRE DEPARTMENT

BUREAU OF FIRE PREVENTION
9 METRO TECH CENTER 3RD FLOOR - BROOKLYN, NY 11201-3857



Scan Code
ES5698351997

FERN-CORP C O UNITED CAP
9 PARK PLACE
4TH FLOOR
GREAT NECK, NY 110210000

BLDGS DEPT APPL NO:

ACCOUNT NUMBER:

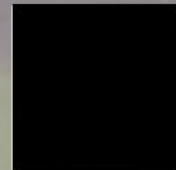
DATE OF APPROVAL:

DATE OF INSPECTION:

INSPECTOR NAME:

PLAN NUMBER:

FLOOR(S) INSPECTED:



11/04/15

10/07/15

J. ASBAGHI

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 BLDGS421167879

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						
[REDACTED]													
<table border="1" style="width: 100%;"> <tr> <td style="width: 20%;">PERMIT TYPE</td> <td style="width: 20%; text-align: center;">1</td> <td style="width: 40%;"> 1=REGULAR 2=SUPPLEMENTAL 3=DUPLICATE </td> <td style="width: 20%;"> DAVID ESFHANI PO BOX 234550 GREAT NECK NY 11023-4550 </td> <td style="width: 10%; text-align: right;"> ** NO FEE ** </td> <td style="width: 10%; text-align: right;"> 0.00 </td> </tr> </table>								PERMIT TYPE	1	1=REGULAR 2=SUPPLEMENTAL 3=DUPLICATE	DAVID ESFHANI PO BOX 234550 GREAT NECK NY 11023-4550	** NO FEE **	0.00
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



Certificate of Occupancy

CO Number [REDACTED]

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: 15-20 CENTRAL AVE Building Identification Number(BIN): 4448976	Block Number [REDACTED] Lot Number(s) [REDACTED] Additional Lot Number(s): Application Type: A1 - ALTERATION TYPE 1	Full Building Certificate Type: Temporary Date Issued: 06/11/2021
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: [REDACTED]	Height in feet: [REDACTED]	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: Must have 15 FDNY cert fire guards to monitor building until FDNY issues FA approval letter or recommendation letter.		

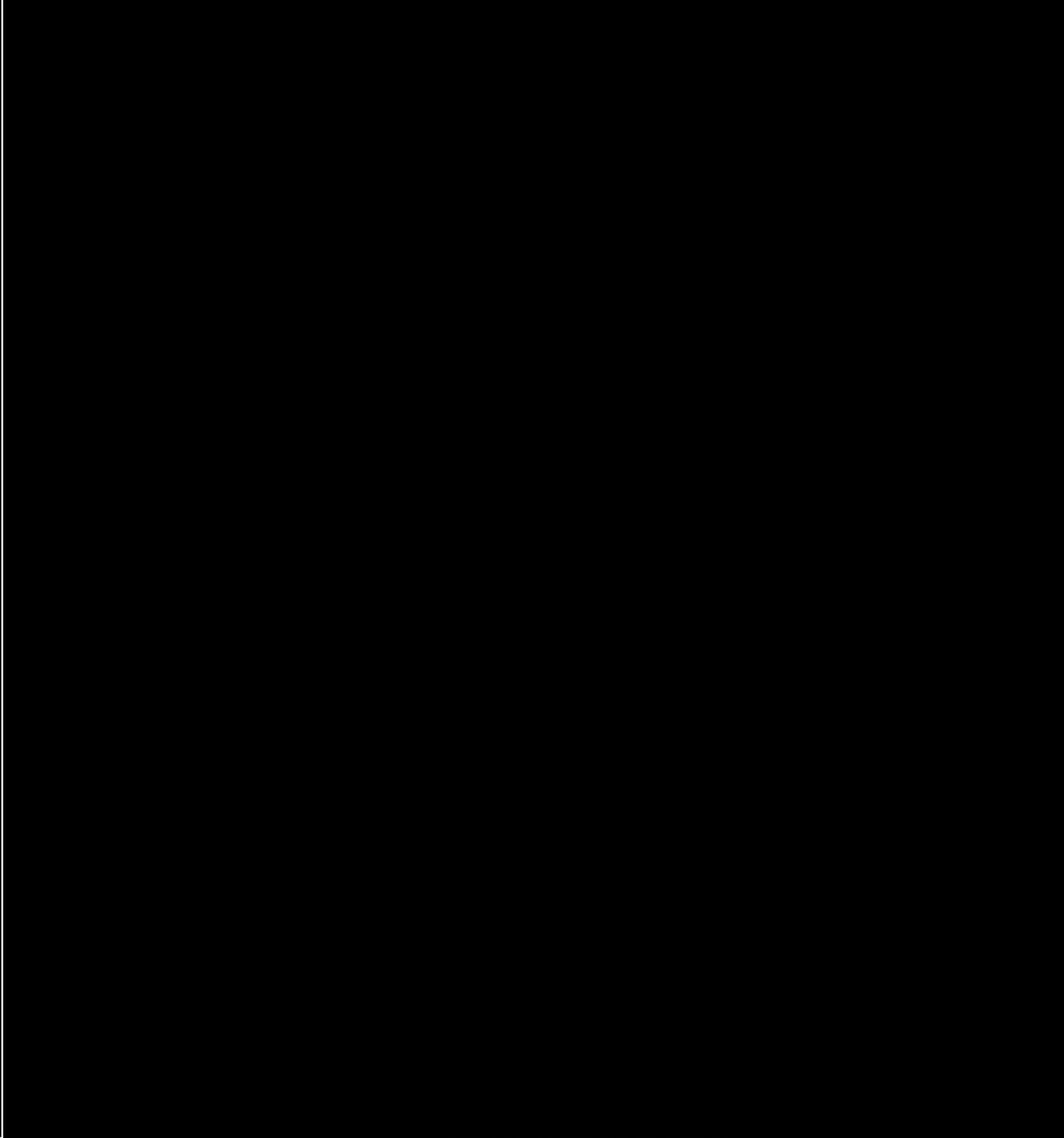
Borough Commissioner

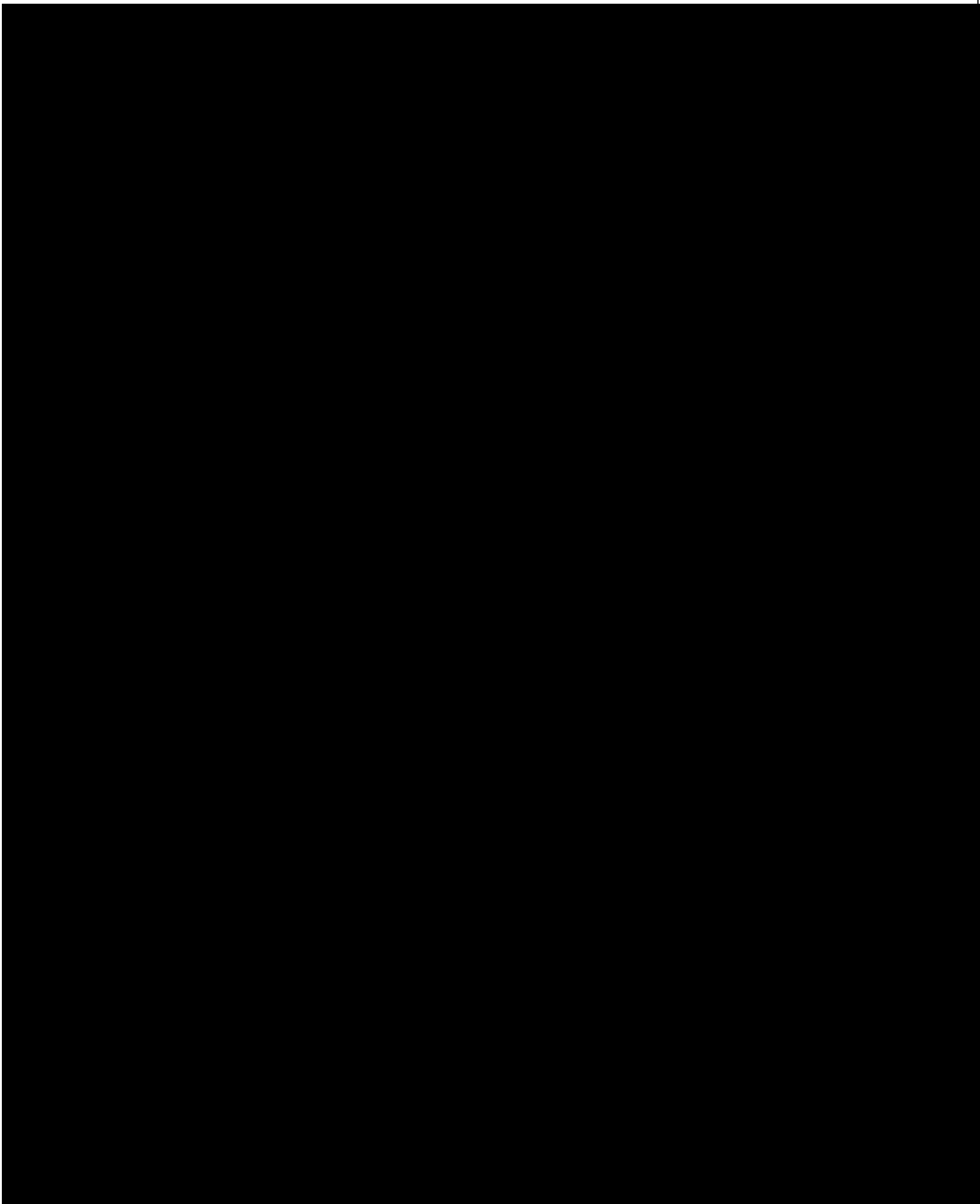
Commissioner



Permissible Use and Occupancy

FLOOR	Occ Group	Live Loads (lbs per sq ft)	Zoning Use Group	Dwelling or Rooming Units	Job Reference	Certificate of Occupancy Type	Exceptions	CO Expiration Date
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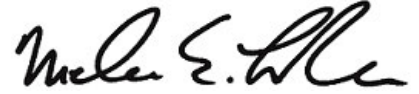


CofO Comments: ZONING EXHIBITS II AND III HAVE BEEN FILED AND RECORDED WITH THE DEPARTMENT OF FINANCE UNDER CRFN#'S 2019000042380 2019000042381, RESPECTIVELY

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: [REDACTED]	Certificate Type: Final
	Address: 15-26 CENTRAL AVENUE	Lot Number(s): [REDACTED]	Effective Date: 04/22/2019
	Building Identification Number (BIN): [REDACTED]	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: [REDACTED]	(1968 Code designation)	
	Building Occupancy Group classification: [REDACTED]	(2014/2008 Code)	
	Multiple Dwelling Law Classification: None		
	No. of stories: [REDACTED]	Height in feet: [REDACTED]	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

EGRESS EASEMENT PROVIDED UNDER LIBER 4593 PAGE 110-112

END OF SECTION



Borough Commissioner



Acting

Commissioner

END OF DOCUMENT

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	Block Number: [REDACTED]	Certificate Type: Final
	Address: 710 HARTMAN LANE	Lot Number(s): [REDACTED]	Effective Date: 02/15/2012
	Building Identification Number (BIN): [REDACTED]	Building Type: Altered	
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: [REDACTED]	Height in feet: [REDACTED]	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
[Redacted Content]						
END OF SECTION						



Borough Commissioner



Commissioner