



2021-22 School Year Board Meeting #2 Minutes

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

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

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

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

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

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

Members absent: Andrew Barnes and Gertrudis Hernandez

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

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

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



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

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

Following discussion, the report was received with appreciation.

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

The meeting adjourned by common consent.

Respectfully submitted:

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

Karon McFarlane
Secretary



ATTACHMENT #1

CPCS

2021-22 School Year

Board Meeting #1

Minutes

See Prior Month

Minutes for Attachments



2021-22 School Year Board Meeting #1 Minutes

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

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

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

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

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

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

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

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

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

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

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



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

Following discussion, the report was received with appreciation.

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

The meeting adjourned by common consent.

Respectfully submitted:

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

Karon McFarlane
Secretary



ATTACHMENT #2

July 2021 Financials

CHALLENGE PREPARATORY CHARTER SCHOOL

FINANCIAL REPORTS JULY 2021

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

Challenge Prep Charter School
Profit and Loss
July 2021

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

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

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

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

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

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

Challenge Prep Charter School
Statement of Cash Flows
July 2021

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



ATTACHMENT #3

2021-22 August Personnel Report

CPCS August 2021 Personnel Report

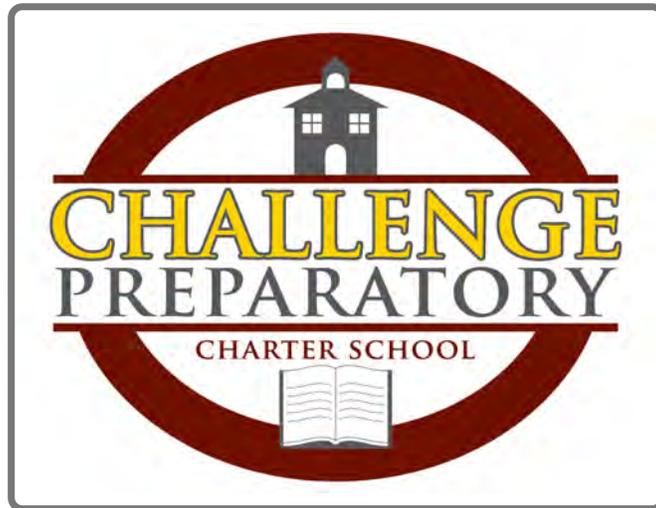
Current Employees	Vacancies
152	12

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

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



ATTACHMENT #4
2021-22 School Year
Reopening Plan V1



Reopening Plan 2021-22

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



Challenge Charter School Reopening Plans

2021-22

www.challengecharterschools.org/reopening

August 16, 2021 VI Edition

Rev. Dr. Les Mullings - Founder/CEO

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Dear Challenge Charter Families,

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

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

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

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

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

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

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

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

Sincerely,



Rev. Dr. Les Mullings
Founder/CEO

Introduction

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

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

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

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

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

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

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

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

Overall Guiding Principles

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

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

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

(Adapted from Bellwether Education partners)

Health & Safety

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

Health Screenings

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

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

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

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

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

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

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

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

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

COVID-19 Vaccination Requirements

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

Daily In-Person Learning Pre-Arrival Requirements:

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

Daily In-Person Learning Building-Arrival Protocol:

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

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

Daily In-Person Learning Building Safety Protocol:

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

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

Face Covering Requirements

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

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

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

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

Hygiene

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

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

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

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

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

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

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

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

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

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

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

Field Trips/After School Activities

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

Outside Play Area

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

Cleaning and Disinfection

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

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

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

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

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

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

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

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

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

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

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

Safety Drills

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

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

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

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

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

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

Positive Screen Protocols

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

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

CPCS Safe Response Policy

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

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

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

We appreciate your support and understanding of this new policy.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Cleaning and Disinfection Following Suspected or Confirmed COVID-19 Case

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

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

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

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

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

Protocols Regarding Social Distancing

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

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

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

Protocols for High Risk Individuals

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

High Risk Students

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

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

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

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

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

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

High Risk Staff Members

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

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

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

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

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

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

Site-Specific Health and Safety

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

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

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

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

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

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

Use of Elevators Capacity Limitation

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

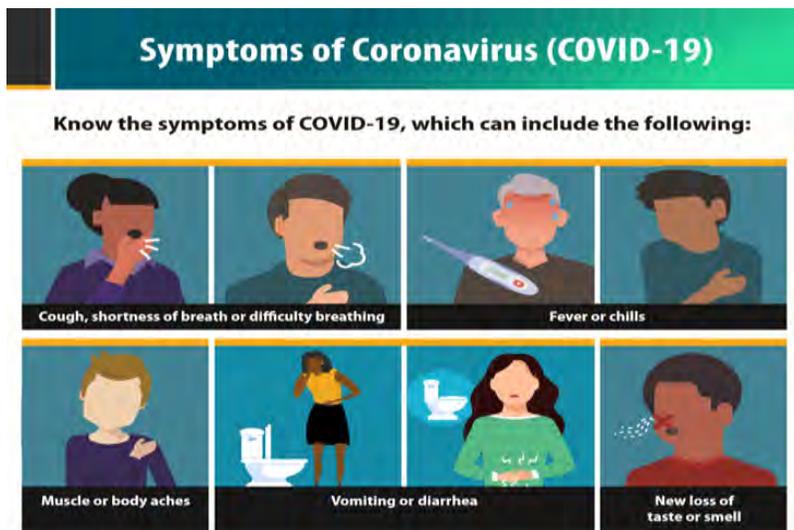
Deliveries from Outside Vendors

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

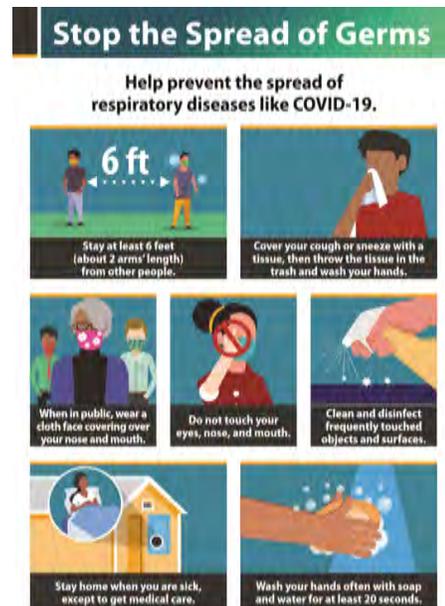
Symptom Monitoring Upon Building Entry

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

CDC images below



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



COVID-19 Health and Safety Training

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

CPCS Contact Tracing Support

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

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

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

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

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

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

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

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

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

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

CPCS COVID-19 Testing Plan for Scholars & Staff

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

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

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

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

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

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

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

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

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

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

Facilities

Challenge Facilities

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

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

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

General Health and Safety Assurances

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

Fire Code Compliance

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

Doorways

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

Emergency Drills

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

Inspections

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

Lead Testing

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

Means to Control Infection

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

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

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

Facility Alterations and Acquisition – Not Applicable

Changes to Space Utilization and/or Alterations – Not Applicable

Tents for Additional Space – Not Applicable

Plumbing Facilities and Fixtures

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

Plumbing Facilities and Fixtures Mandatory Requirements

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

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

Ventilation

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

Nutrition

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

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

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

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

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

Cleaning and disinfection before and after meals:

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

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

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

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

BREAKFAST/LUNCH

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

K-5 PROCEDURES

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

Grades 6-8 CCMS Nutrition

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

BREAKFAST/LUNCH

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

6-8 PROCEDURES

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

following all social distancing rules.

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

Grade 9-10 CCHS Nutrition

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

BREAKFAST/LUNCH

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

Grade 9-10 PROCEDURES

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

Transportation

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

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

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

School bus pre-boarding protocols

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

School bus onboarding and offboarding protocols

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

Wearing masks and practicing social distancing on the bus

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

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

Hand sanitizer

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

Social-Emotional Learning

A Team Approach

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

Team Responsibilities:

- Serve as a member of the school's SEL team
- Advocate for two-way communication strategies in which the school shares information with families and empowers families to communicate with staff
- Facilitate reflective discussions about data and implications for decision making and action (see a structured facilitation guide within the tool *SEL Data Reflection Protocol*)
- Regularly communicate the importance of social and emotional learning throughout the school community and model SEL competencies through professional development both virtual and face-to-face, provide 1:1 support to staff, provide workshops/activities for parents and all other stakeholders
- Develop and deliver school-wide presentations about SEL for the school community.
- Provide regular communication with the constituent group that the team member represents.

Principal/Administrators

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

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

Teachers

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

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

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

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

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

Parents/Family Members

- Ensure regular and effective two-way communication between the SEL team and family members in both formal and informal settings

- Provide perspectives on current and proposed school practices
- Participate in workshops on SEL and related issues impacting school culture
- Collaborate with school staff to identify community resources that can benefit students and families.

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

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

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

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

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

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

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

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

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

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

SEL Advisory Council

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

SEL Professional Development for Faculty and Staff

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

Resources and Referrals

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

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

Community Mental Health Center
521 Beach 20th Street Far Rockaway, NY 11691
718-869-8822

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

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

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

Professional Development

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

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

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

School Schedules

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

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

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

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

Sample Schedules

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

SAMPLE 6-10 SCHEDULE

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

Communications Plan

Communications Goals for 2021-22

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

Reopening Communications Guiding Principles

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

Pillars of Communication for 2021-22 Academic Year

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

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

Identified Stakeholders

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

Communications Related Actions March 2020 through May 2021

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

Communications Related Actions June 2021 to Reopening

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

Communication in our Buildings

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

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

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

Attendance

Student Attendance Policy and Procedures

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

Addressing Chronic Absenteeism

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

Staff Attendance Policy and Procedures

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

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

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

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

Technology and Connectivity

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

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

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

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

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

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

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

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

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

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

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

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

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

Current Programs Used to Support the Challenge Technology Program

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

Technology Professional Development Resource

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

Scholar Privacy Agreements

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

Challenge Grade Specific Technology Plans to Support Learning

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

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

Teaching and Learning

Continuity of Learning Plan

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

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

Our Hybrid Learning Model Defined

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

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

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

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

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

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

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

Grades K-5 - Continuity of Learning Highlights:

- Grades K-5 will begin in-person instruction on August 23, 2021.
- Scholars in kindergarten will be dismissed at 12:00pm on August 23rd and August 24th.
- Scholars will receive daily instruction across all content areas regardless of the learning environment (in-person).

- Parents will receive information about how to stay informed about their child's progress through various technology tools (Google Classroom and Powerschool)
- Priority standards for the 2021-22 school year will be selected based on I-Ready student performance data and additional data gathered by teachers.

Curriculum, Educational Program and Resources

CPCS' comprehensive educational program is based on the NYS Common Core Standards and provides instruction on the essential literacy and mathematics skills and understandings necessary for success on both school-wide and state assessments. The CPCS curriculum also includes integration of visual and performing arts, science, social studies and physical education. Our reading and writing unit plans were designed by teaching staff which aligns to science and social studies. Teaching staff follow a Balanced Literacy approach using the Gradual release model. This curriculum comes alive in the hands of our talented teachers who are committed to ensuring that our students reach their highest potential. We are dedicated to accommodating children's diverse needs, the way they learn, their experiences and interests, and to facilitating continuous educational growth. Below are curricula programs and resources utilized to deliver instruction, intervention, and enrichment.

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

Grades 6-10 - Continuity of Learning Highlights:

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

Curriculum, Educational Program and Resources

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

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

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

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

Academic Intervention Services

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

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

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

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

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

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

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

Grading

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

Assessments

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

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

Physical Education Activities

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

Resources to support physical education programming:

- [Online Physical Education Network](#)

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

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

Career and Technical Education

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

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

Special Education

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

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

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

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

IEP Meetings

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

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

Related Service Providers

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

CPCS Related Service Providers are expected to:

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

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

Accommodations, Modifications, Supplementary Aids and Services, and Technology

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

Differentiation

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

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

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

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

Bilingual Education and World Languages

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

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

Staffing

Teacher and Principal Evaluation System

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

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

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

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

Certification

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

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

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

Reopening Planning Team

Rev. Dr. Les Mullings | CEO/Founder

Board of Trustees

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

Administrative Leadership

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

School Leadership

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

School Administration

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

Resources

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

Our Mission

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



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

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

Summary & Background

CHALLENGE PREPARATORY CHARTER SCHOOL

342700860990

SUMMARY & BACKGROUND

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

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

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

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

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

Project Period

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

Project Number

The project number stem for the program is:

ESSER: 5880 - 21 - XXXX

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

Submission Deadline

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

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

ARP-ESSER Application: Part 2 - ARP Act

Introduction/Instructions - Summary & Background

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

The federal ARP statute requires SEAs to reserve:

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

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

ARP-ESSER Application: Part 2 - ARP Act

Introduction/Instructions - Submission Instructions

Submission Instructions

CHALLENGE PREPARATORY CHARTER SCHOOL

342700860990

Directions for Submitting the Application:

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

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

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

Office of ESSA-Funded Programs - Rm 320 EB

RE: ARP-ESSER Application – Part 2

New York State Education Department

89 Washington Avenue

Albany, NY 12234.

Deadline for Submitting the Applications:

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

ARP-ESSER Application: Part 2 - ARP Act

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

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

CHALLENGE PREPARATORY CHARTER SCHOOL

342700860990

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

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

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

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

ARP-ESSER Allocation - Construction-Related Costs

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

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

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

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

CHALLENGE PREPARATORY CHARTER SCHOOL

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Several respondent data points are illuminating:

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

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

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

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

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

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

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

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

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

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

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

ARP-ESSER LEA Base 90% Allocation - Program Information

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

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

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

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

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

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

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

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

ARP-ESSER Application: Part 2 - ARP Act

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

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

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

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

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

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

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

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

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

ARP ESSER Projected Expenditures:

2021-22: \$195,563

2022-23: \$195,563

\$391,126

PLEASE NOTE:

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

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

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

ARP-ESSER Application: Part 2 - ARP Act

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

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

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

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

1. JPS Solutions – Develop Professional Capacities

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

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

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

Projected ESSER/ARP III Expenditures:

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

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

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

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

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

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

Projected ARP ESSER Expenditures:

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

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

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

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

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

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

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

Projected ARP ESSER Expenditures:

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

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

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

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

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

Projected ESSER/ARP III Expenditures:

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

1. Educators for Success – Developing Professional Capacities of Leaders

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

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

Projected ARP ESSER Expenditures:

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

1. TNTP (The New Teacher Project) –

Developing Professional Capacities of Leaders

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

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

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

Projected ARP ESSER Expenditures:

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

1. School Leader and Team Development Professional Learning Materials

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

Projected ARP ESSER Expenditures:

ARP-ESSER Application: Part 2 - ARP Act

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

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

ARP-ESSER Application: Part 2 - ARP Act

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

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

Background

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

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

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

2021-22 Plans and Moving Beyond “Learning Loss”

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

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

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

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

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

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

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

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

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

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

Projected Additional 20% Reserve ARP ESSER Expenditures:

PLEASE NOTE:

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

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

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

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

1. Parent Academy – Parents as Learning Partners

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

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

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

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

Projected ARP ESSER Expenditures:

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

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

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

TOTAL Parent Academy Projected Expenditures = \$255,685

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

OVERALL SUMMARY ANALYSIS – REQUIRED RESERVE CALCULATIONS

Subsection Questions 5 and 7

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

ARP-ESSER Application: Part 2 - ARP Act

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

ARP-ESSER Return to In-Person Instruction

CHALLENGE PREPARATORY CHARTER SCHOOL

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

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

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

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

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

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

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

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

ARP-ESSER Application: Part 2 - ARP Act

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

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

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

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

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

ARP-ESSER LEA Base 90% Allocation - Funding Distribution

CHALLENGE PREPARATORY CHARTER SCHOOL

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

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

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

ARP-ESSER Schools Served

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

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

ARP-ESSER Application: Part 2 - ARP Act

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

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

CHALLENGE PREPARATORY CHARTER SCHOOL

342700860990

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

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

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

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

ARP-ESSER Application: Part 2 - ARP Act

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

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

ARP-ESSER Application: Part 2 - ARP Act

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

ARP-ESSER LEA Base 90% Allocation - Budget

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

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

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

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

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

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

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

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

= Required Field

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

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

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

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

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

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

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

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

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

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

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

BUDGET SUMMARY

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

Agency Code:

Project #:

Contract #:

Agency Name:

FOR DEPARTMENT USE ONLY

Funding Dates: _____ From _____ To _____

Program Approval: _____ Date: _____

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

CHIEF ADMINISTRATOR'S CERTIFICATION

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



_____/_____/_____
Date Signature

Dr. Les Mullings, CEO

Name and Title of Chief Administrative Officer

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

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

Challenge Preparatory Charter School ARP-ESSER Budget Narrative

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