



2020-21 School Year Board Meeting #2 Minutes

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

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

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

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

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

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

Members absent: Andrew Barnes and Gertrudis Hernandez

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

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

1. The agenda was approved by common consent.
2. The Chair called for a review of the minutes of the 2020-21 School Year Board Meeting #1 [Attachment #1]. The minutes were approved by common consent.
3. The Chair called for the 2019-20 Audit Planning Communication Presentation [Attachment #2]. The presentation was presented by PKF O’Connor Davies representatives Joseph Ciorciari, Supervisor and James Mercaldo, CPA Senior Associate. Representatives from Charter School Business Management – Donna Webster, Associate Director and Raymond Alston, Finance Manager were also present. Following discussion, the report was received by common consent.



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

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

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

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

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

Following discussion, the report was received with appreciation.



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

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

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

Respectfully submitted:

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

Karon McFarlane
Secretary



Attachment #1
See Prior
Month
Minutes for
Minute
Attachments



2020-21 School Year Board Meeting #1 Minutes

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

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

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

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

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

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

Members absent: NONE

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

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

1. The agenda was approved by common consent.
2. The Chair called for a review of the minutes of the 2019-20 School Year Board Meeting #12 and Annual Meeting #11 [Attachment #1]. The minutes were approved by common consent.
3. The Chair called for the report of Dr. Les Mullings, CEO. Dr. Mullings gave an update on the development of the Reopening Plan for the 2020-21 School Year. He noted his appreciation for the Board’s participation in the Tuesday, July 21, 2020 meeting when the Senior Leadership Team reviewed each section of the report with the Board for their awareness and feedback. Dr. Mullings shared information about St. John's Episcopal Hospital commitment to provide 200 Chromebooks as a donation to the school. Additionally, St. John’s has agreed to



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

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

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

Respectfully submitted:

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

Karon McFarlane
Secretary



Attachment #2

Challenge Preparatory Charter School
Audit Planning Communication
June 30, 2020



**KNOW
GREATER
VALUE**

August 19, 2020

Presented by

Gus Saliba, CPA
Partner
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Joseph Ciorciari
Supervisor
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August 19, 2020

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

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

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

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

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

Very truly yours,

PKF O'Connor Davies, LLP

PKF O'Connor Davies, LLP

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Timing of Audit and Deliverables

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

Planned Audit Scope and Approach

Significant Audit Areas

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

Other areas of audit focus

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

Tax and information returns and other services

- Preparation of Form 990

PKF O'Connor Davies, LLP's Responsibilities

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

Responsibilities of Management and Those Charged With Governance

Management is responsible for:

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

Those charged with governance are responsible for:

- Communicating with the auditors and overseeing the financial reporting process

Management and those charged with governance are responsible for:

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

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

Restrictions

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

On the Horizon

Contributions Received and Contributions Made (New Requirements for 2020)

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

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

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

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

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

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

Effective Dates:

For resource recipients that are:

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

For resource providers that are:

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

On the Horizon (*continued*)

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

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

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

Effective Dates:

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

On the Horizon (*continued*)

New Revenue Recognition Standard

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

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

Step 2: Identify the performance obligations in the contract

Step 3: Determine the transaction price

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

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

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

Effective Dates:

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

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

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

On the Horizon (*continued*)

Leases

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

Effective Dates:

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

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

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

About PKF O'Connor Davies, LLP

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

An Acknowledged Global Leader

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

Active Partner Involvement Dedicated Engagement Teams

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

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

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

Industry Recognition

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

Agility, Responsiveness and Recognition

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

Accounting and Assurance Services

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

International Services

- China Desk
- General Data Protection Regulation (GDPR)

Tax Compliance and Planning Services

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

Advisory Services

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

Family Office Services

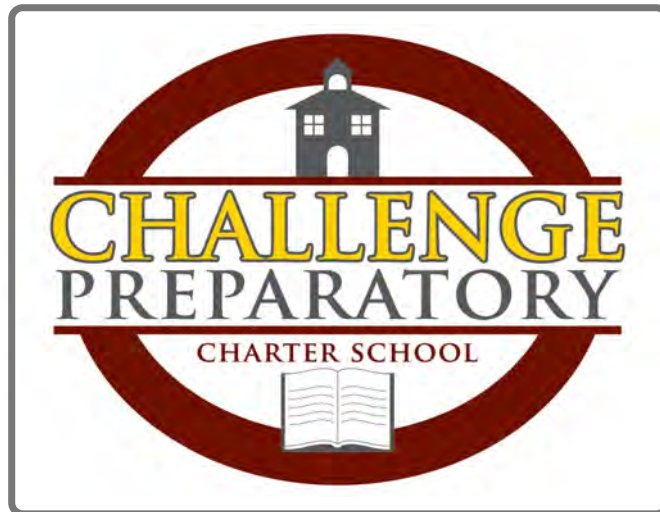
- Accounting & Reporting
- Advisory
- Charitable Giving
- Investment Monitoring & Oversight
- Lifestyle Support
- Personal Financial Management
- Tax Planning
- Wealth Planning

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

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



Attachment #3



Reopening Plan

2020-21

July 31, 2020 Edition V4

Rev. Dr. Les Mullings, Founder/CEO

710 HARTMAN AVENUE
FAR ROCKAWAY, NEW YORK 11691

(718) 327-1352
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Dear Challenge Charter Families,

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

This document outlines a great number of details regarding reopening, and it is important that you know the top priority upon reopening is the health and safety of our scholars, staff, and families. This year, Challenge will be operating with a recently adopted set of comprehensive health and safety measures. We have been working with updated state and local guidelines for schools that were released on July 17th.

To make sure we have a school environment that fosters the safety of your scholars as well as our staff, and school community, we have created the *Safe Response Policy*. It is important that families are knowledgeable of this policy in advance of reopening the school. Scholars will be mandated to return home if school personnel determine they exhibit symptoms of COVID-19. Return to school will require a dated doctor's note to clear the student. Find more details on page 14.

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

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

Sincerely,

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

Rev. Dr. Les Mullings
Founder/CEO

Introduction

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

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

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

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

Through our Return to School Family Survey, we identified the issues important to our families regarding learning and the health and safety of the children we serve. While the shape of learning this year has to change, our entire staff is dedicated to the quality education we provide to scholars, and every one of us is charged with learning new tools, technologies, and safety methods to make the 2020-21 academic year successful.

Overall Guiding Principles

1. **Health and safety:** We prioritize the health and safety of our scholars and staff and will make decisions informed by Centers for Disease Control and Prevention (CDC), New York State Education Department (NYSED), and New York City Department of Education (NYC DOE) guidelines.
2. **Quality:** Our scholars deserve high quality and robust learning opportunities.
3. **Equity and Access:** We must meet the needs of all students by differentiating, providing support, and by providing needed resources and services.
4. **Structure:** Providing explicit expectations and supports will help staff, scholars, and families be successful regardless of the learning environment.
5. **Simplicity:** Having clear and simple priorities will increase our effectiveness.
6. **Connection:** We must be intentional about ensuring continued opportunities to function as a community.
7. **Continuous Improvement:** We are committed to striving for excellence by reading, researching, reflecting, asking for help, and collaborating.

(Adapted from Bellwether Education partners)

Health & Safety

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

Health Screenings

CPCS currently has a New York City Department of Health assigned nurse at each of the CPCS sites.

CPCS will implement mandatory health screenings, including temperature checks, of students, faculty, staff, and, when applicable, contractors, vendors, and visitors to identify any individuals who may have COVID-19 or who may have been exposed to the COVID-19 virus.

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

CPCS will also use a daily screening questionnaire for faculty and staff reporting to school; and CPCS will use a questionnaire for students that parents/legal guardians will complete at home and be verified to CPCS electronically each school day. If the electronic submission of a student has not taken place by the time they arrive at CPCS, the questionnaire will be given to the student, CPCS will contact the parent/legal guardian if the student can not answer the questions, particularly younger students, who may require the assistance of their parent/legal guardian to answer. The questionnaire will be developed in consultation with the CPCS health partner and will comply with DOH and CDC guidelines.

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

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

On-site screening will be coordinated in a manner that prevents individuals from intermingling (social distancing) in close or proximate contact with each other prior to completion of the screening.







Screening for all students, faculty, staff, visitors, contractors, and vendors, will be completed using a questionnaire that determines whether the individual has:

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

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

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

Daily In-Person Learning Pre-Arrival Requirements:

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

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

Daily In-Person Learning Building-Arrival Protocol:

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

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

**Screening results are recorded daily via the CareMonkey app, however personal answers are not recorded.*

^Staff member(s) may work remotely at the discretion of the Principal/HR.

Face Covering Requirements

CPCS will require face coverings at all times, even during instruction by all individuals in CPCS facilities and on school grounds. All individuals – including students (K-9), staff and visitors – must wear face coverings throughout the school facility. CPCS will procure acceptable face coverings and provide such coverings to faculty and staff while at work at no cost to the faculty or staff members, pursuant to Executive Order 202.16, as amended and extended. An adequate supply of face coverings, masks, and other required PPE will be maintained on hand should faculty or staff need a replacement, or a student be in need.

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

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

Hygiene

CPCS ensures adherence to hygiene and cleaning and disinfection requirements as advised by the CDC and DOH, including “Guidance for Cleaning and Disinfection of Public and Private Facilities for COVID-19.”

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

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

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

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

Upon the advice of the CPCS health advisor, CPCS will approve and permit the use of alcohol-based hand sanitizers in school facilities without orders from an individual’s physician as alcohol-based hand

sanitizers are considered over-the-counter drugs. Student use of alcohol-based hand sanitizers will always be supervised by adults to minimize accidental ingestion and promote safe usage; supervision is required for the use of hand sanitizers by elementary school students.

Parents/guardians can inform the school that they do not want their child to use alcohol-based hand sanitizers by sending a written notice to the school. CPCS must provide accommodations for students who cannot use hand sanitizer, to allow for their use of handwashing stations. CPCS will make hand sanitizer available throughout common areas. Hand sanitizer will be placed in convenient locations, such as at building, and classroom entrances and exits. Touch-free hand sanitizer dispensers will be installed where possible.

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

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

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

Field Trips/After School Activities

CPCS will not have student field trips and after school activities until AFTER the COVID-19 health crisis is over.

Outside Play Area

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

Cleaning and Disinfection

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

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

- CPCS will provide disposable wipes to faculty and staff so that commonly used surfaces (e.g., keyboards, desks, remote controls) can be wiped down before and/or after use, followed by hand hygiene.

- To reduce the possible spread of the virus on high-touch surfaces, CPCS will install touch-free amenities, such as trash receptacles and paper towel dispensers, where feasible.

CPCS will conduct regular cleaning and disinfection of the facilities and more frequent cleaning and disinfection for high-risk areas used by many individuals and for frequently touched surfaces, including desks and cafeteria tables which will be cleaned and disinfected between each individual's use, if shared. If student cohorts are used, cleaning and disinfection may take place between each cohort's use rather than each individual. Cleaning and disinfection must be rigorous and ongoing and will occur at least daily, or more frequently as needed. The custodial staff will be trained to follow the DOH's "Interim Guidance for Cleaning and Disinfection of Public and Private Facilities for COVID-19" and "Interim Guidance for Cleaning and Disinfection of Primary and Secondary Schools for COVID-19" for detailed instructions on how to clean and disinfect CPCS facilities.

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

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

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

- Installation of physical barriers between toilets and sinks if six feet of separation is not feasible; and
- Use of touch-free paper towel dispensers in lieu of air dryers.

CPCS will ensure distancing rules are adhered to by using signage, occupied markers, or other methods to reduce restroom occupancy at any given time, where feasible.

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

Safety Drills

Education Law § 807 requires that schools conduct 8 evacuation and 4 lockdown drills each school year. When planning drills, CPCS will modify its drill procedures to minimize risk of spreading infection. Conducting drills is an important part of keeping students and staff safe in an emergency, however, CPCS will take steps to minimize the risk of spreading infection while conducting drills. As

such, it will be necessary for CPCS to conduct drills in the 2020-21 school year using protocols that are different from the protocols used previously.

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

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

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

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

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

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

Positive Screen Protocols

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

Students who are being sent home because of a positive screen (e.g., the onset of COVID-19 symptoms) must be immediately separated from other students, taken to the facility’s isolation room, and supervised until their parent/legal guardian or emergency contact can retrieve them from school.

CPCS staff will provide such individuals with information on health care and testing resources, if applicable. Our *Safe Response Policy* will be enacted for notifying families including follow through actions before a scholar may return to school.

CPCS Safe Response Policy

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

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

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

We appreciate your support and understanding of this new policy.

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

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

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

CPCS has designated Tameeka Richards, Director of Pupil Personnel Services as the overall CPCS COVID-19 Coordinator. Damissa Henry is the K-5 COVID-19 Site Coordinator and Nadine Lecoin is the 6-9 COVID-19 Site Coordinator; they are the point of contact at each of the CPCS sites. As COVID-19 Site Coordinators, they are responsible for receiving and attesting to having reviewed all screening activities, with such contact(s) also identified as the party for individuals to inform if they later experience COVID-19 related symptoms or COVID-19 exposure, as noted in the questionnaire.

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

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

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

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

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

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

Clean and disinfect thoroughly. CPCS will close off areas used by the individual(s) with COVID-19 and wait as long as practical before beginning cleaning and disinfection to minimize the potential for exposure to respiratory droplets. Outside doors and windows will be opened to increase air circulation in the area. If possible, the custodial staff will wait up to 24 hours before beginning cleaning and disinfection. The cleaning staff should clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill person, focusing especially on frequently touched surfaces. If surfaces are dirty, they should be cleaned using a detergent or soap and water prior to disinfection. For disinfection, most common EPA-registered household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available <https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19>. Follow the manufacturer's instructions for all cleaning and disinfection products (e.g., concentration, application method and contact time, etc.). Additional information on cleaning and disinfection of community facilities such as schools can be found on: <https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/cleaning-disinfection.html>.

Make decisions about extending the school dismissal. Temporarily dismissing schools is a strategy to stop or slow the further spread of COVID-19 in communities. During school dismissals (after cleaning and disinfection), schools may stay open for staff members (unless ill) while students

stay home. Keeping facilities open: a) allows teachers to develop and deliver lessons and materials remotely, thus maintaining continuity of teaching and learning; and b) allows other staff members to continue to provide services and help with additional response efforts. Decisions on which, if any, staff should be allowed in the school should be made in collaboration with local health officials.

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

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

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

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

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

Cleaning and Disinfection Following Suspected or Confirmed COVID-19 Case

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

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

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

- Open outside doors and windows to increase air circulation in the area.
- CPCS will wait 24 hours before cleaning and disinfecting, unless waiting 24 hours is not feasible, in which case, CPCS will wait as long as possible.
- Clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, and common areas.
- Once the area has been appropriately cleaned and disinfected, it can be reopened for use.

- Individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 can return to the area and resume school activities immediately after cleaning and disinfection.
- Refer to DOH's "Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure" for information on "close and proximate" contacts.

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

Protocols to Ensure Social Distancing

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

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

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

Protocols for High Risk Individuals

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

High Risk Students

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

- 1) discuss the range of re-entry accommodations CPCS can provide, and

2) begin the development of a specific Student Accommodation Re-Entry Plan.

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

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

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

The site Principal will schedule meetings at least quarterly with the student's parents/guardian to discuss the implementation of the Re-Entry Plan and the student's overall progress.

High Risk Staff Members

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

The staff member requesting the accommodation is responsible for requesting this meeting. The purpose of this meeting is to identify the reason for and a description of the desired accommodation. The supervisor will convey the information collected at the initial meeting to the Director of Finance, whose scope of responsibility includes Human Resources. The Director of Finance may need to collect additional information and conduct research before reaching a decision.

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

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

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

Site-Specific Health and Safety

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

- Assigned COVID-19 Safety Coordinator: Damissa Henry, K-5 Operations Manager
- Number of students and staff allowed to return in person: The MAXIMUM capacity of students in each classroom is 12 students and 2 adults (teacher (s) and or teacher assistants). Students will follow the same class schedule, with the same teachers and classmates that they would in the face-to-face model. This will allow for a seamless transition back into the face-to-face model, and also allow for teachers to follow a similar model to their traditional classroom, in case there is another shutdown of schools and all students are learning remotely.

- 710 Hartman Lane (K-4) can accommodate 264 scholars located at this site. 20 out of 22 classrooms will be utilized for instruction. 2 out of the 22 classrooms do not have windows and will not be used. Part of the gymnasium will be converted into classrooms.
- 15-26 Central Avenue (Grade 5) can accommodate 48 scholars at this site. 4 classrooms will be utilized for Grade 5 scholars.
- Rotations:
 - During the Hybrid Learning phase, all K-2 scholars will attend in-person classes from Mondays through Thursdays. Grades 3-5 scholars will follow an AAC/BBC day rotation. Students with the last name A-L- will attend face-to-face learning on Monday and Wednesday, while the other half of the class will receive instruction remotely. Students with the last name M-Z- Tuesday and Thursday, while the other half of the class will receive instruction remotely. Group C will include students who would most benefit from in-person instruction (students with disabilities, English Language Learners, students performing below benchmark, etc.). Students in Group C will receive in-person instruction Mondays through Thursdays. On Fridays, all scholars will receive live instruction remotely in the mornings and asynchronous learning in the afternoon.

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

- Assigned COVID-19 safety coordinator: Nadine Lecoin, 6-9 Operations Coordinator
- Number of students and staff allowed to return in person: The MAXIMUM capacity of students in each classroom is 12. Students will follow the same class schedule, with the same teachers and classmates that they would in the face-to-face model. This will allow for a seamless transition back into the face-to-face model, and also allow for teachers to follow a similar model to their traditional classroom, in case there is another shutdown of schools and all students are learning remotely.
 - 12-79 Redfern Avenue (6-8) can accommodate 115 scholars at a time at this site. Each grade will host up to 38 scholars--which would mean that each class would have 12 scholars, using 9 classrooms. The classrooms without windows cannot be used--students and staff will not be allowed access to those rooms.
 - 1520 Central Avenue (Grade 9) can accommodate 48 scholars at a time at this site, with 4 classrooms hosting 12 scholars in each.
- Rotations:
 - The instructional Face-to-Face day will comprise an AAC/BBC rotation schedule from Monday to Thursday with all scholars working in live remote sessions on Friday mornings and asynchronous remote learning on Friday afternoons. On Mondays through Thursdays, 50% of each homeroom's scholars will be in the building per this alternating schedule.

Use of Elevators Capacity Limitation

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

Deliveries from Outside Vendors

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

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

CDC images below

Symptoms of Coronavirus (COVID-19)

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



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

Stop the Spread of Germs

Help prevent the spread of respiratory diseases like COVID-19.



[COVID-19 Health and Safety Training](#)

Who Will Be Trained?	What Type of Training?	Who Will Facilitate the Training?	How Will Training Be Delivered?	When Will It Be Delivered?
Scholars	<ul style="list-style-type: none"> ● Social Distancing ● Hygiene ● Cloth Face Covering ● Self-Screening Procedures 	Teachers	In-Person Remote	First week of in-person instruction (K-2: Oct 5 & 6) (3-5: Oct 19 & 20) (6-9: Oct 28 & 29)
Parents/ Guardians	<ul style="list-style-type: none"> ● Screening Procedures ● Health and Safety Measures 	St John's Episcopal Hospital Staff	Remote	Week of August 24
Teachers	<ul style="list-style-type: none"> ● Health and Safety Measures ● Classroom Practices ● Screening 	St John's Episcopal Hospital Principals	Remote	Week of August 17
Custodians	<ul style="list-style-type: none"> ● Health and Safety Measures ● Cleaning and Disinfecting ● New Equipment 	Cleaning & Disinfecting Consultant Staff	In-Person	Week of August 17
Administrative/Central Office/ Clerical/Security	<ul style="list-style-type: none"> ● Health and Safety Measures 	Staff	Remote and/or In-Person	Week of August 17

CPCS Contact Tracing Support

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

The local Department of Health (DOH) will notify CPCS when an individual CPCS student or staff member has tested positive for COVID-19. Upon notification, CPCS will immediately implement its process of contact tracing support. This process is designed to provide information to the local health department that will assist in its tracing of all school-related contacts of the infected individual. If a student is the infected individual the information provided by CPCS will include but is not limited to the following:

- Identification of the student members of the pod (classroom) in which the infected student is a member;
- The daily attendance of the members of the pod (classroom) and the overall attendance rate of the school;

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

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

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

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

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

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

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

CPCS COVID-19 Testing Plan

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

In the event that a CPCS student or staff member becomes COVID-19 symptomatic in school, the symptomatic individual, if a student, will be immediately placed in the school's isolation room waiting to be picked up by a parent or guardian. If the symptomatic person is a staff member, he or she will be immediately sent home. In both instances, individuals will be given a packet of information that includes the location of diagnostic testing sites, material discussing COVID-19 symptoms and guidelines for quarantining and the return to school protocol. CPCS will suggest that the symptomatic individual contact his or her health provider as soon as possible. It is understood that if, in the opinion

of the school nurse, the symptomatic person requires immediate medical attention, an ambulance will be called to take the person to St John's Hospital in Far Rockaway. The Hospital will be contacted in advance and advised that a person with COVID-19 symptoms is being transported to the facility.

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

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

Facilities

Challenge Facilities

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

1. 710 Hartman Lane, Far Rockaway, NY 11691 serving grades K-4.
 - a. Staff will report back to the facility on August 17, 2020.
 - b. K-2nd grade scholars and academic staff will access the facility for in-person on October 5, 2020. Mix of in-person and remote learning; based on building capacity guidelines - see [Challenge Site-Specific Health and Safety Plans](#) on page 16 for details.
 - c. 3rd & 4th grade scholars and academic staff will access the facility for in-person on October 19, 2020. Mix of in-person and remote learning; based on building capacity guidelines - see [Challenge Site-Specific Health and Safety Plans](#) on page 16 for details.
2. 1526 Central Avenue, Far Rockaway, NY 11691 serving grade 5 and administrative leadership.
 - a. Staff will report back to the facility on August 17, 2020.
 - b. 5th grade scholars and academic staff will access the facility for in person learning on October 19, 2020. Mix of in-person and remote learning; based on building capacity guidelines - see [Challenge Site-Specific Health and Safety Plans](#) on page 16 for details.
3. 12-79 Redfern Avenue, Far Rockaway, NY 11691 serving grades 6-8.
 - a. Staff will report back to the facility on August 17, 2020.
 - b. 6th-8th grade scholars and academic staff will access the facility for in person learning on October 28, 2020. Mix of in-person and remote learning; based on building capacity guidelines - see [Challenge Site-Specific Health and Safety Plans](#) on page 16 for details.
4. 1520 Central Avenue, Far Rockaway, NY 11691 serving grade 9 [eventually 9-12].
 - a. 9th grade scholars and academic staff will access the facility for in-person learning on October 28, 2020. Mix of in-person and remote learning; based on building capacity guidelines - [Challenge Site-Specific Health and Safety Plans](#) on page 16 for details.

General Health and Safety Assurances

Challenge will follow all guidance related to health and safety as it relates to all requirements associated with building space usage in each site. Challenge will meet meeting social distancing requirements – see

Challenge Site-Specific Health and Safety Plans on page 16 for details. Additionally, Challenge will clean frequently touched spaces regularly to prevent spread of infection – see the Cleaning and Disinfection section on pages 9 for details.

Fire Code Compliance

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

Doorways

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

Emergency Drills

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

Inspections

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

Lead Testing Due in 2020

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

Means to Control Infection

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

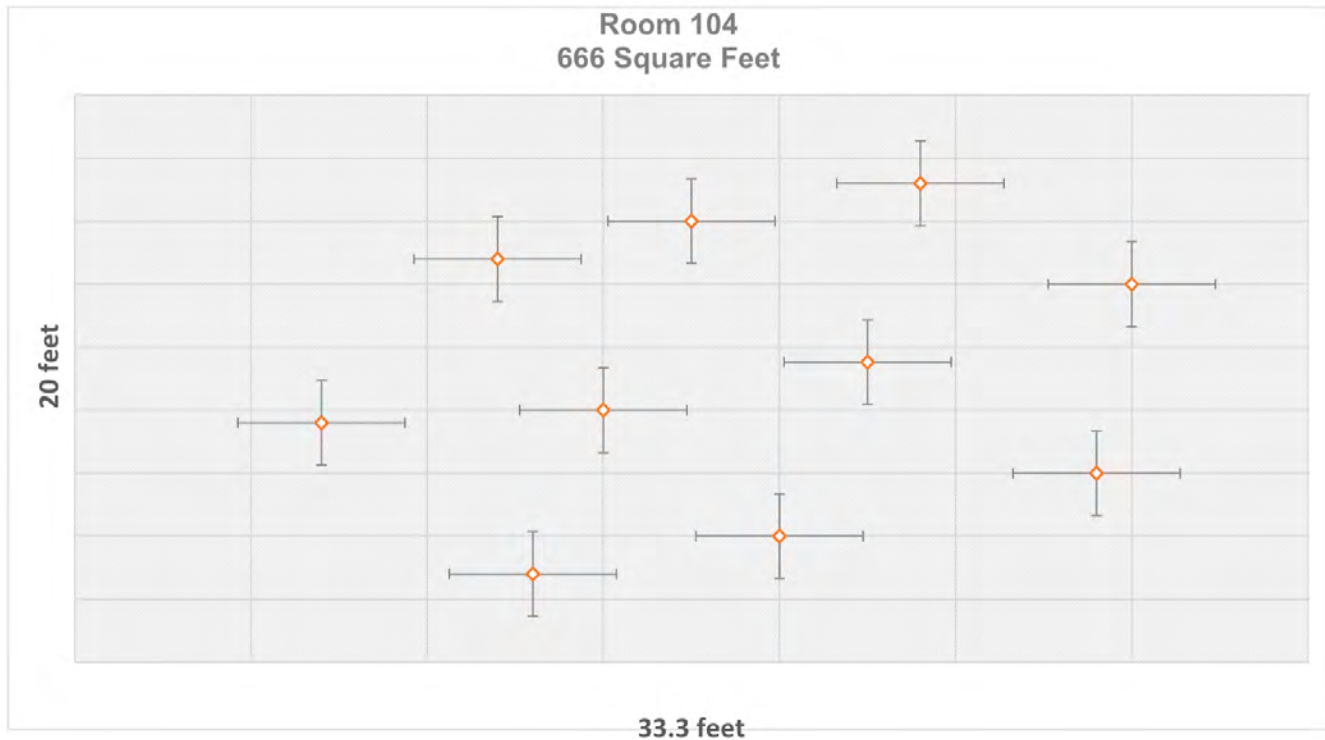
- **Time Management:** Challenge will reduce the scholars/staff use of corridors at each site by having the scholars stay in their assigned classroom throughout the school day. Scholars will only leave the classroom for bathroom breaks.
- **Leave Doors Open:** Challenge will reduce the spread of the virus from touching door levers and knobs, by leaving the doors in the open position. This will only be done with the “permitted doors” without door closers and doors which are not fire rated.
- **Plastic Separators:** Challenge will install light-transmitting plastics as required in each scholars and staff restrooms to separate individual lavatory sinks and urinals in all four Challenge sites. Additionally, Challenge will install light-transmitting plastics in other locations i.e. main offices where social distance or mask requirements cannot be complied with or easily regulated. The light-transmitting plastics will comply with the 2020 BCNYS Section 2606 to mitigate the negative impact of life and safety features of Challenge.
- **Alcohol-based Hand Rub Dispensers:** Challenge will add additional alcohol-based hand rub dispensers throughout the four Challenge sites where currently installed dispensers do not meet each building’s capacity to provide adequate hand washing facilities and to reduce the scholars/staff use of corridors at each site.
 - Challenge will follow FCNYS 2020 Section 5705 (limited quantities) as decisions are made in adding Alcohol-based Hand-Rub Dispensers installed at entrances to classrooms, outside building entrances, office entrances and common area corridors.
- **Dividers at doors and other points of congregation:** Challenge will make use of portable dividers and/or movable separation cones at queue lines i.e. main entrances during scholar arrivals and departures and other areas subject to overcrowding to control the groups.

Facility Alterations and Acquisition – Not Applicable

Changes to Space Utilization and/or Alterations

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

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



Space Expansion – Not Applicable

Tents for Additional Space – Not Applicable

Plumbing Facilities and Fixtures

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

Challenge does not need to reduce the number of sinks fixtures in any of our buildings in order to facilitate frequent cleaning.

Plumbing Facilities and Fixtures Mandatory Requirements

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

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

Ventilation

- Challenge ventilation systems have 100% fresh air intake into the HVAC system and thereafter into the various spaces (classrooms, hallways and offices) at each Challenge site.
- Challenge and our landlords will change out all HVAC air filters to SecureAire filters that are designed to capture, condition, inactivate any viable pathogens and transport contaminants from the treated space to the SecureAire filters. www.secureaire.com
- Challenge will maintain adequate, code required ventilation (natural or mechanical) as designed.
- Challenge will open windows (weather permitting) to increase air flow when possible in each site.

Nutrition

Breakfast and lunch provided by the NYC Office of SchoolFoods will be consumed in classrooms by homeroom, with all scholars observing established social distancing rules and mandated hygiene practices. Scholars can also bring a bagged lunch from home. Supervising staff will ensure that all desk surfaces are sanitized and that all scholars have washed their hands before and after eating.

Providing meals when students are attending school remotely: Parents/students will have the opportunity to pick up a grab and go bag for breakfast and lunch from sites designated by the NYC DOE. CPCS will provide updated information on the Challenge Reopening website page throughout the school year at: www.challengecharterschools.org/reopening.

Updated meal procedures when students are attending school in-person: As all scholars will be consuming meals in their classrooms, required cafeteria signage provided by the office of SchoolFoods will be posted in all classrooms to be in compliance with Child Nutrition Program requirements.

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

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

Cleaning and disinfection before and after meals:

- Before Meals: The teacher or TA will use gloves to wipe down the surface of every scholar desk.
- After Meals: Scholars will dispose of all garbage into the garbage cans located in their classroom. Following the disposal, they will use a CPCS disinfectant wipe down the desk surfaces. Wipes will be provided by supervision staff.

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

Grades K-5 CPCS Nutrition

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

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

K-5 PROCEDURES

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

Grades 6-8 CCMS Nutrition

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

BREAKFAST/LUNCH

- Breakfast will be delivered to the classroom each morning by designated staff to all classrooms between 7:50 AM and 8:00 AM. Scholars will eat breakfast in their classroom from 8:00 AM - 8:20 AM
- Lunch will be delivered to the classroom each day by designated staff to all classrooms per the following lunch schedule:
 - Grades 6 and 7 - 11:30 AM to 12:15 PM
 - Grade 8 - 12:15 PM to 1:00 PM
 - Grade 9 - 11:30 AM to 12:15 PM

6-8 PROCEDURES

- Scholars will wash their hands before breakfast/lunch in their designated pods and classrooms. Sinks are available in each 6-8 classroom.
- Scholars will then grab their meal on their way back to their assigned seat, maintaining social distancing rules.
- Scholars will remove their masks to eat meals, maintain social distancing rules, and will put their mask back on immediately after finishing their meal.
- Scholars will place their used and unused items back in their bag and dispose of all garbage into the garbage cans located in their classroom, as instructed by the lunchtime supervisor, and following all social distancing rules.
- Scholars will wipe desk surfaces with CPCS-provided disinfectant wipes. Lunchtime supervisors will hand out these wipes using gloved hands to each scholar.
- Following breakfast and lunch, students will have the opportunity to wash their hands in the restroom, as instructed by the lunchtime supervisors, following all social distancing rules. Sinks

are available in each classroom.

- Scholars will be sent to the bathroom after breakfast/lunch 2 at a time, and staggered with 30 seconds between them, by pod, and maintaining social distancing rules.

Grade 9 CCHS Nutrition

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

BREAKFAST/LUNCH

- Breakfast will be delivered to the classroom each morning by designated staff to all classrooms between 7:50 AM and 8:00 AM. Scholars will eat breakfast in their classroom from 8:00 AM - 8:20 AM
- Lunch will be delivered to the classroom each day by designated staff to all grade 9 classrooms from 11:30 AM to 12:15 PM

Grade 9 PROCEDURES

- Scholars will use designated restrooms to wash their hands, maintaining social distancing rules.
- Scholars will then grab their meal on their way back to their assigned seat, maintaining social distancing rules.
- Scholars will remove their masks to eat meals, maintain social distancing rules, and will put their mask back on immediately after finishing their meal.
- Scholars will place their used and unused items back in their bag and dispose of all garbage into the garbage cans located in their classroom, as instructed by the lunchtime supervisor, and following all social distancing rules.
- Scholars will wipe desk surfaces with CPCS-provided disinfectant wipes. Lunchtime supervisors will hand out these wipes using gloved hands to each scholar.
- Following breakfast and lunch, students will have the opportunity to wash their hands in the restroom, as instructed by the lunchtime supervisors, following all social distancing rules. Scholars will be sent to the bathroom after breakfast/lunch 2 at a time, and staggered with 30 seconds between them, by pod, and maintaining social distancing rules.

Transportation

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

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

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

School bus pre-boarding protocols

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

School bus onboarding and offboarding protocols

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

Wearing masks and practicing social distancing on the bus

- Driver wears face covering and sanitizes the bus after each load of students exit the bus.
- Students must wear a mask on a school bus if they are physically able.
- Students who are unable to medically tolerate a face covering, including students where such covering would impair their physical health or mental health are not subject to the required use of a face covering
- Students must social distance (six feet separation) on the bus
- Students who do not have a mask can NOT be denied transportation
- Students with a disability which would prevent them from wearing a mask will not be forced to do so or denied transportation.

Hand sanitizer

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

Social-Emotional Well-Being

A Team Approach

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

Team Responsibilities:

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

Principal/Administrators

- Help secure school and community involvement for whole school SEL implementation
- Facilitate and reinforce the integration of the shared SEL vision into all aspects of school culture
- Ensure availability of necessary resources
- Serve as the SEL program spokesperson and advocate
- Model SEL skills and enthusiasm for SEL to the staff and community
- Educate and promote feedback from staff, students, and parents for SEL

Teachers

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

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

- Provide expert information about health and mental health, young people's developmental processes, and the effectiveness of various prevention efforts

- Relate SEL elements to academic learning, student behavior issues, maintaining positive relationships and non academic activities.
- Help choose appropriate SEL programs and practices to meet special needs of unique populations
- Identify appropriate SEL strategies and interventions
- Collect data on behavior and SEL competencies
- Coordinate services for At Risk and IEP students with SEL programs
- Conduct and participate in parent workshops to ensure parents are knowledgeable about the benefits of SEL for their children.

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

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

Parents/Family Members

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

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

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

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

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

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

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

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

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

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

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

SEL Advisory Council

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

SEL Professional Development for Faculty and Staff

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

Resources and Referrals

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

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

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

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

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

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

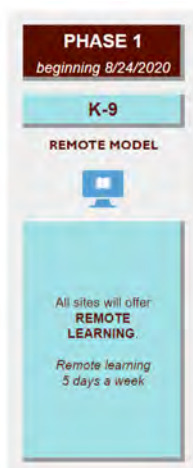
Professional Development

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

- Strategies for Being Your Best Possible 'Self'
- The Big Seven Strategies for Healthy Emotion Regulation in Uncertain Times
- Check In! Using the Mood Meter, and giving the permission to feel
- Coping with Grief and Loss
- Dealing with Race (through book study)
- Helping Children Manage Emotions During Uncertain Times
- SEL Best Practices for Supporting Educators
- Dignity for All Students Act
- Trauma-Sensitive Schools (learning coping and resiliency skills)
- Restorative Practices and Reducing Exclusionary Discipline
- School Climate Survey Pilot

School Schedules

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



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

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

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

PHASE 2
beginning 10/5/2020

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

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

PHASE 3
beginning 10/19/2020

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

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

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

PHASE 4
beginning 10/28/2020

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

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



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

SAMPLE K-2 SCHEDULE

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

SAMPLE 6-8 SCHEDULE

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

Sample Schedules

Communications Plan

Communications Goals for 2020-21

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

Reopening Communications Guiding Principles

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

- b. We affirm that the 2020-21 school year is not the new normal. Therefore, our communication this school year will reflect this unique period in time while expressing our anticipation of returning to normal learning in the future.
2. Recognize the Perspectives of Stakeholders
 - a. The goal is to do no additional harm in these difficult times when school life has been disrupted by the coronavirus. The loss of traditional school teaching and extracurricular activities has had a negative impact on our scholars, families, teachers and staff and the wider community.
 - b. We affirm that while we will not have all the answers at all times given the evolving situations that COVID-19 poses, we will be as transparent as possible while adhering to health department, privacy, and school leadership direction.
3. Communicate with Stakeholders Frequently on Multiple Channels
 - a. We recognize that communication builds trust and confidence with our school-wide community.
 - b. We already use a variety of methods to keep our families informed, and we will continue to do so as well as add additional methods of communication as needed. We have a new Reopening Framework page on our website that will go live on July 31st, 2020 at www.challengecharterschools.org/reopening. Updates and additions will be posted there for our families and in compliance with state requirements.

Pillars of Communication for 2020-21 Academic Year

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

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

Identified Stakeholders

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

Communications Related Actions Prior to Reopening

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

Communications Related Actions to Reopening

- We are enhancing the way we communicate with families.
 - For the 2020-21 school year, along with our website and social media channels, we are utilizing two new messaging systems for families. The first is Schoology, which allows us to bring everyone together—students, teachers, coaches, parents, administrators—with one communication and collaboration platform. It is a web-based learning management system (LMS) that primarily allows teachers to create tasks/assignments, assessments, and discussions for students and teachers, but it also offers a way to keep parents informed of student progress and school notifications.
 - The second messaging system is CareMonkey, which is an app that brings a high level of automation to our school's Operations Department. It easily facilitates the collection of digital school forms, fees, survey results, and contact information from our school community. Integration is expected to be completed by August 17, with families receiving their account signup information through their scholar's challenge email account.
- Notifications regarding Health and Safety training will begin going out to pertinent stakeholders in August. In addition, our Health and Safety Reopening Section of this document indicates communication steps that follow symptomatic and confirmed cases of COVID-19 in our buildings.
- Regular updates to staff and families will be provided on the new [Reopening information page](http://www.challengecharterschools.org/reopening) www.challengecharterschools.org/reopening on our website. Our full reopening plan will be provided in English and Spanish.
- A letter went out on July 28th as the first of our Reopening notices to our staff.
- A letter went out on July 29th as the first of our Reopening notices to our families.
- Three Town Hall meetings have been scheduled in August for our families and staff that will address important Reopening details and answer questions submitted by families.

Communication in our Buildings

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

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

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

Attendance

Student Attendance Policy and Procedures

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

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

Addressing Chronic Absenteeism

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

Staff Attendance Policy and Procedures

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

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

1. they have tested positive for COVID-19;
2. they have one of the principal symptoms of COVID-19;
3. they have been advised by a healthcare provider to self-quarantine;
4. they are caring for or have had close contact with someone who meets the criteria in (1), (2), or (3);
5. they are actually needed and are caring for a child because the child's school or childcare provider is unavailable; or
6. a government order prohibits them from working outside of their home.

Technology and Connectivity

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

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

In the 2020-2021 school year Challenge will provide all 936 scholars with a Chromebook and all 138 staff members with a laptop computer.

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

Challenge is committed to assuring access to high-speed internet for all scholars to allow full participation in our remote/online learning program. Challenge will conduct updated technology surveys of all 2020-21 parents and guardians to determine what access each scholar has available in their home. Where no internet access and/or limited access is available to the scholar, Challenge will provide a hotspot and service in those homes that are not financially able to afford internet access.

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

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

Challenge will provide instruction to scholars to build digital fluency especially incoming Kindergarten scholars and first time scholars enrolling in Challenge in grades 1-9.

Challenge provides a full time Technology Coordinator/Specialist at each of the four Challenge sites (K-4, 5th Grade, 6-8 and 9th Grade) to support teachers, scholars and families. Additionally, Challenge has contracted with Charter Technology Solutions to remotely support all Challenge staff--administrators, teachers, academic support staff, teaching assistants, etc.

Annually, Challenge evaluates the number of different tools that students will be expected to utilize after an assessment of the effectiveness of digital tools, platforms, and resources utilized during school closures in order to streamline the list.

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

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

Current Programs Used to Support the Challenge Technology Program

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

Technology Professional Development Resource

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

Scholar Privacy Agreements

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

Challenge Grade Specific Technology Plans to Support Learning

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

Technology Plan Components to Support Learning	Hybrid Learning	Remote Learning
Scholars will connect to live remote learning sessions via Google Meet.		✓
For technology support, students can request support via a Google Form that is submitted to the technology team.	✓	✓
If online instruction becomes unavailable due to power outages or any other event, the student will be given a make-up period for work completion.	✓	✓
Teachers establish course content in a learning management tool such as Google classroom (Grades 2-9) or Seesaw (Grades K and 1). Students also use online resources to support their learning, conduct simulations, access text, build projects, and share their writing and performances.	✓	✓
Daily synchronistic time with the teacher as well as specific learning assignments, small group instruction and one-to-one conferring.	✓	✓
Students will use their assigned Chromebook device as their notebook for all classes. Students will use the provided grade-specific templates for note-taking. Upon transitioning back to 100% in-person learning, scholars will continue to complete assignments with a system that blends use of a traditional notebook and a chromebook.	✓	✓
The family engagement coordinator will continue to poll families regarding connectivity to wifi and will deliver devices to the homes of scholars who are physically unable to collect chromebooks prior to school opening.	✓	✓

Teaching and Learning

Continuity of Learning Plan

CPCS' will ensure continuity of learning for all students by expanding our 1:1 student to device program from grades 5-8 to grades K-9 and by employing a hybrid learning model where students who are learning remotely will log into live lessons occurring in Google Meet. Class and course content will continue to be aligned with NYS Learning Standards. We are exploring digital versus paper student (and teacher) curricula resources to allow for Chromebooks to become student notebooks. Scholars (and families) will receive explicit instruction in technology as all work will be submitted digitally- regardless of learning environment- remote or in-person. Scholars and families will be able to submit help desk tickets for technology support. These tickets will be addressed by site

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

Our Hybrid Learning Model Defined

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

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

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

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

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

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

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

Grades K-5 - Continuity of Learning Highlights:

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

- Scholars will receive daily instruction across all content areas regardless of the learning environment (in-person or remotely).
- Parents will receive information about how to stay informed about their child's progress through various technology tools (Google Classroom, Powerschool, Schoology, See-Saw Learning (K-1).
- Priority standards for the 2020-21 school year will be selected based on I-Ready student performance data and additional data gathered by teachers.

Curriculum, Educational Program and Resources

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

- Reading: WONDERS Reading Program for Grades K-5 with a supplement of EnGage NY modules, EPIC, Novels, Complex Texts and Trade Books
- Writing: Writing City
- Learning Without Tears- Handwriting grades 3-5
- Learning Without Tears- Keyboarding - Grades K-5
- Wilsons Foundations - Grades K-3; Tier II and Tier III (Double Dose)
- Mathematics: GO MATH K-5 with a supplement of EnGage NY modules
- AIS, SETTS: Reading A-Z (reading), Prodigy (math)
- NEWSELA- Leveled text based on lexiles- Grades 2-5
- Science: Amplify- Grades 3 and 4
- Science- Interactive Science- Grades K,1, 2 and 5
- Social Studies: Houghton Mifflin Harcourt NYS Edition and NYC Scope and Sequence

Grades 6-9 - Continuity of Learning Highlights:

- Grades 6-9 will begin in-person instruction on October 28, 2020.
- Tools and strategies already deemed effective from March 2020-June 2020 will be utilized.
- Additional tools needed to provide SDI for students with IEPs will be added where needed.
- Parents will receive information about how to stay informed about their child's progress through various technology tools (Google Classroom, Powerschool, Schoology)
- Priority standards for the 2020-21 school year will be selected based on end of year I-Ready student performance data and additional data gathered by teachers.

Curriculum, Educational Program and Resources

The Challenge Based Learning Model provides the framework through which students will engage in the core curriculum. The NYS CCSS curriculum modules, particularly and initially in ELA and Math, will be adopted and adapted for use. These are yearlong in nature and deeply and extensively prepared with content, resources, assessments and curriculum maps. Essential Questions and a Blended Learning model will be supplemented by other applied learning experiences that are cross-disciplinary and longer-term school-wide investigations and studies undertaken by the students, and facilitated by their teachers. Challenge Based Learning emphasizes exploring topics from many angles and through the lens of multiple disciplines, which allows students to appreciate the natural connections between subject areas that might not always be evident. Although teacher involvement throughout the Challenge Based Learning process is crucial, it is a fundamentally different relationship and changes as students progress through its stages.

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

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

Academic Intervention Services

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

- I-Ready ELA and Math Assessments (K-9)
- Fountas and Pinnell Running Records (K-5)
- Read 180 Reading Inventory (6-9)

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

- Co-teaching (most K-8 classrooms have a lead teacher and a teacher's assistant)
- Individualized instruction (via breakout sessions during remote learning)
- Small Group Instruction
- Before school or after school assistance
- Wilson Reading Program (K-5)
- GO MATH Intervention
- Foundations (K-2)
- Read 180
- Sound Reading
- Extra help sessions (6-9)

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

CPCS will provide parental notification indicating a need for Academic Intervention Services by September 30, 2020. At least once each term, parents will be given an opportunity to conference directly with the classroom teacher or other professional staff providing academic intervention services. Beginning at the 10-week period, parents will receive progress reports during the regular school year. These reports will be by mail, telephone, parent conference, e-mail, or be a part of the student's regular report card. Additional AIS progress reports will be completed and made available at the 20, 30 and 40 week period during the school year. Parents will also be kept apprised of their child's progress weekly through emails, phone calls and Powerschool anecdotes. When AIS is discontinued, the parent will be notified of the criteria for discontinuation of the services, the current performance level of the student, and the assessment (s) that were used in determining the student's level of performance.

Grading

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

Assessments

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

- I-Ready Diagnostic Assessments
- Fountas and Pinnell Running Records (K-5)
- Reading Inventory (6-8)
- Unit summative assessments
- Class exams, quizzes
- Informal assessments

Physical Education Activities

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

Resources to support physical education programming:

- [Online Physical Education Network](https://openphysed.org/curriculum_resources/instant-activitieselementary-k-5)
https://openphysed.org/curriculum_resources/instant-activitieselementary-k-5. A collection of instant activities to get students moving quickly.
- [Shape of America](#). Provides guidelines for implementing a high quality physical education program that provides students with instruction designed to develop motor skills, knowledge and behaviors for active living, physical fitness, sportspersonship, and self-efficacy.
- [PECentral.org](#). Provides teacher resources and lesson ideas.

Career and Technical Education

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

In order to maintain a focus on the career development of our scholars, we will utilize virtual options to facilitate career exploration activities. Students will be able to select career exploration activities related to areas of interests identified by their “Interest-A-Lyzer” and researched during their Enrichment Clusters (EC). ECs are an extension of clubs and will be piloted in the 2020-21 school year as part of our implementation of the Schoolwide Enrichment Model (SEM).

Special Education

CPCS will continue to ensure that all students with disabilities continue to have available to them a free appropriate public education (FAPE) that emphasizes specially designed instruction and related services to meet their individual needs and to prepare them for successful transition to life, college, and career. ICT and SETTS are available in grades K-5. An additional section of ICT was added to grades K and 5 for the 2020-21 school year to meet the needs of scholars. SETTS is available in grades 6-9. Mandated counseling services are provided by school counselors. Related services are provided by outside providers. Special education liaisons will communicate with the families of all students with disabilities to ensure families are aware of their child’s educational program and will receive regular communication in their preferred language, about their child’s progress. Communication will take place via Schoology, phone calls, email, and mail. CPCS is exploring an innovation model for grades 6-9 that capitalizes on our co-teacher and intervention models which has

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

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

Collaboration with CPCS families has always been an integral part of the special education process and this will continue. To address the unique needs of students with disabilities, staff will continue to work with families to collaboratively identify the most essential services for each student. Parents who speak a language other than English will be offered translation services.. The Special Education Liaison will provide information (upcoming IEP meetings, progress reports, etc.) to parents in their preferred language. Parent outreach includes phone calls, emails, mail or video conferences. The Special Education Liaison and Family Engagement Coordinator will work together to determine with the parent the most appropriate means of communication.

IEP Meetings

The Special Education Liaison will continue to partner with families and the CSE to determine the most practical format to conduct IEP meetings approved by the DOE. Virtual IEP meetings will be conducted in the DOE approved platform.

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

Related Service Providers

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

CPCS Related Service Providers are expected to:

- Communicate regularly with students on their caseload and/or their parents to ensure they have success with remote learning.
- Communicate with teachers so that learning expectations can be adjusted as needed.
- Communicate weekly office hours (email, Google Classroom, phone call, etc.) with students/families
- Design and implement learning opportunities that address the IEP services of students

- Provide timely feedback to support students' learning
- Document communication, consultation, and learning opportunities for IEP related services through SEISS and Google Forms as a means of back-up communication.
- Provide classroom teachers and parents resources/lessons/activities to foster students' IEP skill development in related service areas.

Accommodations, Modifications, Supplementary Aids and Services, and Technology

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

Differentiation

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

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

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

Bilingual Education and World Languages

Challenge will continue to follow the guidelines in the *Summary of the ELL Identification Steps-Revised for Charter Schools* document published by the Division of English Language Learners and Student Support. Families new to Challenge complete enrollment documents by appointment in our central office. As a response to COVID, enrollment appointments were held virtually and translated documents were provided to families as needed. The Coordinator of Student Enrollment receives and reviews all enrollment documents. Home language surveys that indicate a primary language other than English are forwarded to our ELL Coordinator. The ELL Coordinator then administers the NYSITELL to eligible students in grades K-8 and provides services where applicable. Students who are deemed ineligible sometimes receive services based on teacher referral and supporting evidence. These processes will continue when we reopen.

Our hybrid schedule will allow for in-person instruction for which English Language Learners will receive priority. However, remote ELL instruction will also occur. Instructional goals will be established for all students based on their English proficiency data and will align with NYSED's Unit of Study for ELL students. Our ELL Coordinator and other teachers who work with our scholars will employ strategies and tools shared by The Collaborative for Inclusive Education. Our membership with the Collaborative offers professional development specific to the needs of ELL students and they have confirmed that such resources will continue to be provided for the remote learning environment. In an effort to build a collaborative partnership with families, the ELL Coordinator utilizes Linguistica International to communicate with families verbally and Google Translate to communicate with families via text messaging. Challenge is exploring expanding the ELL service team. There are currently two additional staff members who are TESOL certified. The program will be expanded where needed to meet the needs of all scholars K-9.

Staffing

Teacher and Principal Evaluation System

Teachers receive eight to ten mini observations per year. Mini-observations are brief and unannounced observations of teacher practice, conducted by principals, assistant principals, and other assigned instructional leaders. Teachers receive actionable feedback within 24 hours to improve their practice. Teachers in need of intense support are coached by principals, assistant principals, and other instructional leaders. Challenge will explore the use of utilizing remote class recordings to observe teachers in the upcoming school year.

All teachers receive a formal mid-year and end-of-year evaluation utilizing Charlotte Danielson's Framework for Teaching. Evaluations are a collaborative process where teachers are asked to provide evidence and complete a self-evaluation prior to receiving their final rating from principals. This allows for deep and informed goal-setting conversations to improve practice. For the 2020-21 school year, Challenge has established the below Danielson components as priority standards. These components will be embedded within the context of remote and hybrid learning.

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

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

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

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

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

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

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

Certification

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

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

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

Reopening Planning Team

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
Gertrudis Hernandez
Dr. Michelle Robertson

Administrative Leadership

Kentia Coreus | Senior Director of Teaching & Learning
Dr. Michael Estep | Senior Advisor
Eunice Armstrong | Director of Finance
Venessa Lynch | Director of Operations
Kimberly Messer | Director of Communications
Tameeka Richards | Director of Pupil Personnel Services

School Leadership

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

School Administrators

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

Resources

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

Our Mission

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



Attachment #4

Empowering You with Information

COVID-19 & YOUR CHILD

BACK TO SCHOOL FORUM

Tuesday, August 25th @ 6:00PM



Featured Speaker

National Spokesperson
Panagis Galiatsatos, M.D., MHS

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

With Special Guests



Donovan Richards
NYC Councilman
& Queens Borough
President Elect

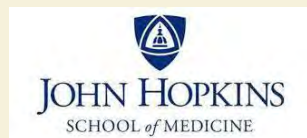


Gregory Meeks
U.S. Representative
New York's 5th District

Hosted by

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

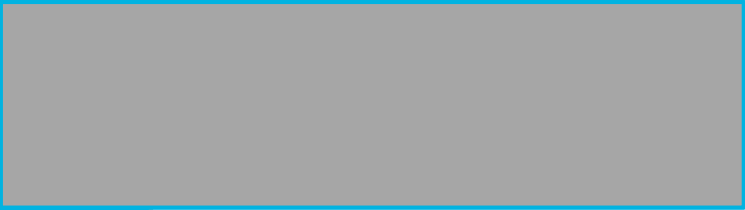
Sponsors



NEW YORK CITY COUNCIL



Attachment #5



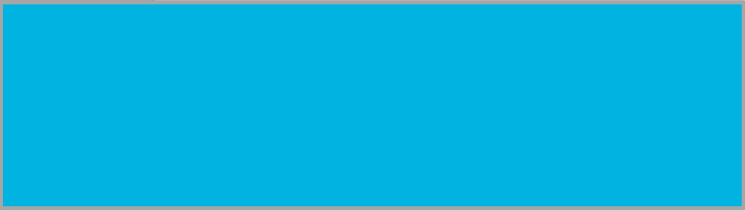
Helping you to focus on what's important:
STUDENT ACHIEVEMENT



experience. expertise. execution.

Challenge Prep Charter School

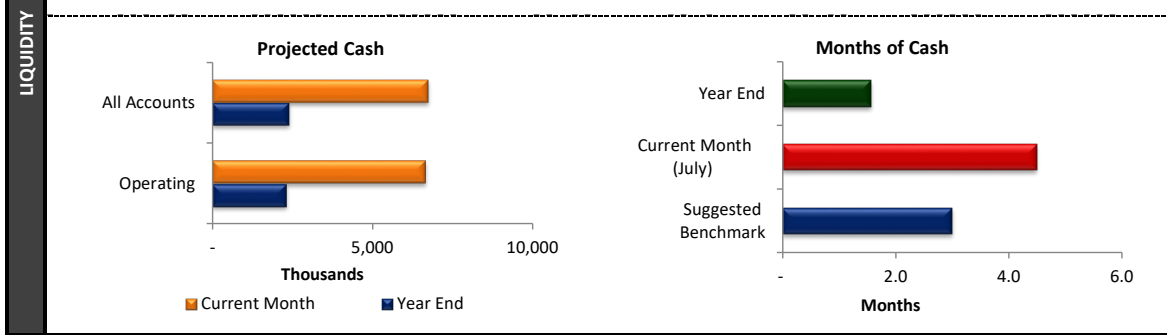
Monthly Financial Report
July 2020



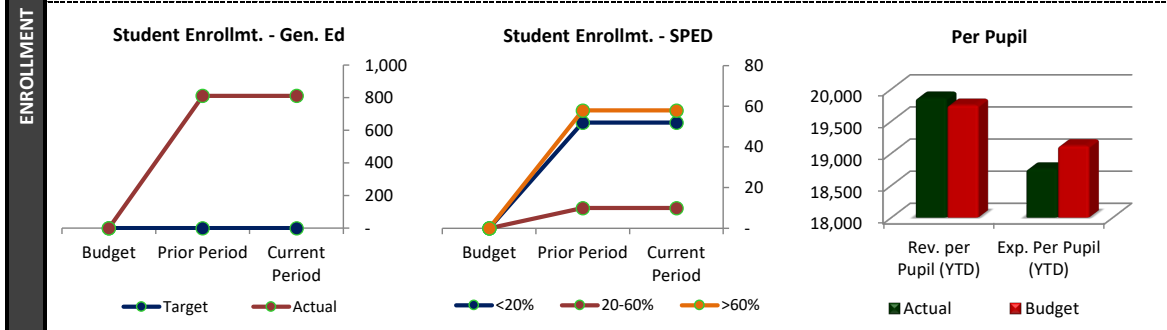
Challenge Prep Charter School

Financial Summary For Period Ended July 31, 2020

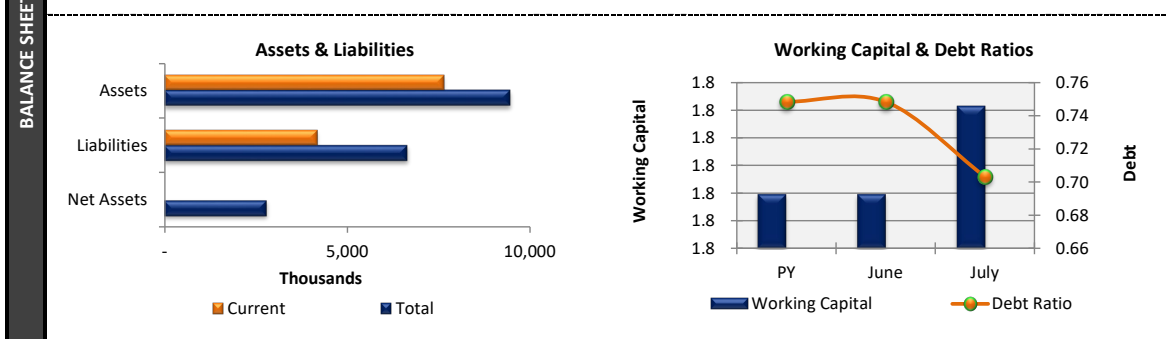
LIQUIDITY	Cash in Bank <i>(Operating Account(s) Only: as of July 31, 2020)</i>	\$ 6,645,873
	Projected months of cash on hand	4.5
	Cash in Bank <i>(Total - All Accounts as of July 31, 2020)</i>	\$ 6,727,512
	FY Ending Cash Available to Carryover to FY20-21 <i>(Operating Account(s) Only)</i>	\$ 2,310,475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



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



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



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

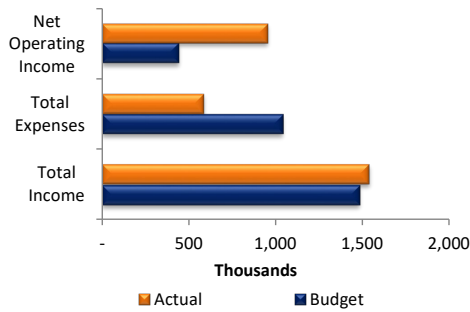
Challenge Prep Charter School

Financial Summary For Period Ended July 31, 2020

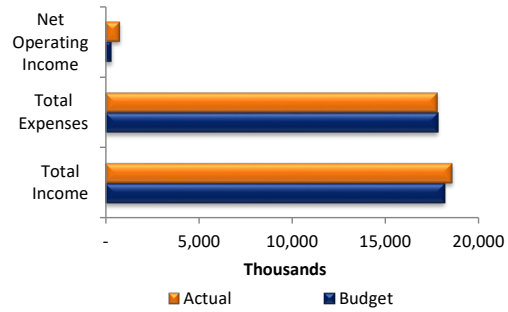
	<u>Projected</u>	<u>Budget</u>	<u>Variance</u>
Annual Projected Revenue:	\$ 18,588,733	\$ 18,169,622	\$ 419,111
Annual Projected Expenses (before depreciation):	(17,556,026)	(17,587,393)	31,368
Projected Net Operating Surplus(Deficit) before Depreciation:	\$ 1,032,708	\$ 582,229	\$ 450,479
Annual Projected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

BUDGETING / REVENUE & EXPENSES

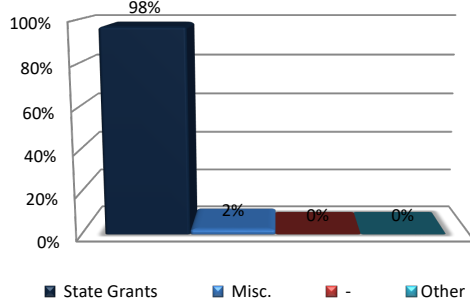
Year-To-Date (YTD)



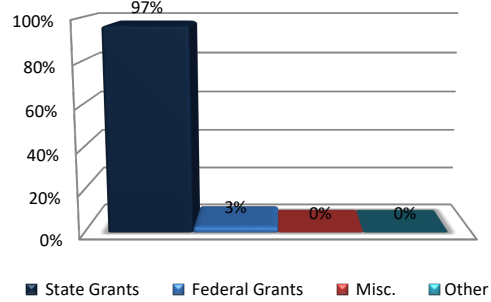
Year End (YE) Projection



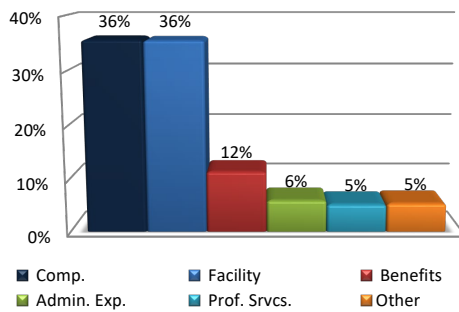
Revenue Breakdown YTD



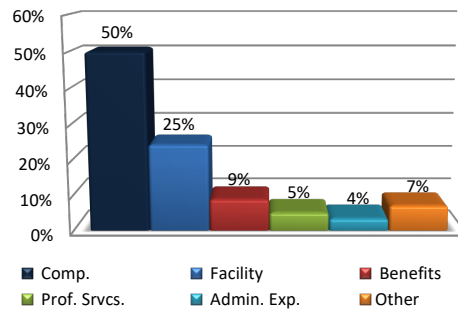
Revenue Breakdown YE



Expense Breakdown YTD



Expense Breakdown YE



Challenge Prep Charter School

Financial Variance Summary

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

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

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

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

	August	September	October	November	December	January	February	March	April	May	June	July - Subsequent FY19-20 Years
Annual Budget FY20-21												
Beginning Cash Balance (Operating Operations)	6,545,873	7,512,139	6,036,306	7,533,212	6,102,290	7,663,900	6,188,067	7,684,973	6,204,416	7,703,422	6,229,689	4,755,956
Projected Cash Receipts from Operations (below)	2,972,739	-	2,972,739	449,111	3,037,442	-	2,972,739	-	2,972,739	-	(0)	182,775
Projected Cash Disbursements from Operations (below)	(1,221,251)	(1,475,833)	(1,475,833)	(1,475,833)	(1,475,833)	(1,475,833)	(1,475,833)	(1,480,558)	(1,473,733)	(1,473,733)	(1,473,733)	(834,250)
Net Cash from Operations	1,751,488	(1,475,833)	1,496,906	(1,480,922)	1,561,609	(1,475,833)	1,496,906	(1,480,558)	1,499,006	(1,473,733)	(1,473,733)	(651,475)
Cash Receipts from Accounts & Misc Receivables (not included in revenue below)	-	-	-	-	-	-	-	-	-	-	-	-
Cash Disbursements for Accounts Payable & Accrued Expenses	(880,904)	-	-	-	-	-	-	-	-	-	-	-
Capital Expenditures (below)	(4,319)	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-
PPP Loan Payable	-	-	-	-	-	-	-	-	-	-	-	(1,792,512)
PPP Loan Interest Payable	-	-	-	-	-	-	-	-	-	-	-	(1,494)
Ending Cash Balance (Operating Account)	7,512,139	6,036,306	7,533,212	6,102,290	7,663,900	6,188,067	7,684,973	6,204,416	7,703,422	6,229,689	4,755,956	2,310,475
Other Cash Accounts (Net of Transfers)	81,639	81,639	81,639	81,639	81,639	81,639	81,639	81,639	81,639	81,639	81,639	81,639
Total Cash (All Accounts)	7,593,777	6,117,944	7,614,851	6,183,929	7,745,539	6,269,706	7,766,612	6,286,054	7,785,061	6,311,328	4,837,595	2,392,114

Challenge Prep Charter School

Balance Sheet

YTD as of July 31, 2020

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

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

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

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

	Total	Comments
OPERATING ACTIVITIES		
Net Income	951,520	
Adjustments to reconcile Net Income to Net Cash provided by operations:		
1100 Accounts Receivable	-	
1200 Accounts Receivable:Other Receivables - Salary Advance	340	
1300 Prepaid Expenses	(130,563)	
1301 Prepaid Insurance	(111,570)	
1310 Prepaid Rent	10,037	
2301 Accrued Expenses	(61,451)	
INVESTING ACTIVITIES		
1511 Furniture, Fixtures & Equipment:Classroom Computers & Equipment	(5,681)	
1512 Furniture, Fixtures & Equipment:Classroom Furniture	-	
1513 Furniture, Fixtures & Equipment:Office Furniture	-	
1515 Furniture, Fixtures & Equipment:Computer Software	-	
1540 Facility and Construction:Leasehold Improvements	-	
1800 Security Deposits	-	
Net cash provided by financing activities	\$ -	
Net cash increase for period	1,847,288	
Cash at beginning of period	<u>\$ 4,880,224</u>	
Total Cash at beginning of period	<u>\$ 4,880,224</u>	
Cash at end of period	<u>\$ 6,727,511.66</u>	



Attachment #6

Current Employees	Vacancies
132	3

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

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

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

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

Vacancies
Custodian
MS SETTS Teacher
HS CTE Teacher