



2023-24 School Year Board Meeting #3 Minutes

Frederica Jeffries, CPCS Chair called the meeting to order and welcomed everyone to the CPCS 2023-24 School Year Board Meeting #3 at 6:30 PM on September 20, 2023.

Frederica Jeffries, Chair requested verification from the members present of “The Notice of Meeting” sent to each of the board members 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 Rockaway via email
- Public Posting at CPCS Office
- CPCS Websites and Social Media Sites

Frederica Jeffries, Chair of the Board of Trustees called the roll of the board.

Members present: Frederica Jeffries, Karon McFarlane, Ben Waxman, Andrew Barnes, Linda Plummer, Gertrudis Hernandez

Members absent: Dr. Michelle Daniel-Robertson

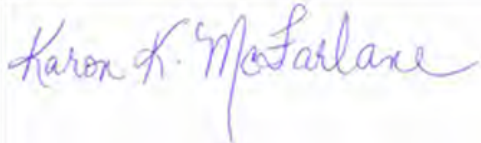
Also present: Dr. Mullings, Donna Webster

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

1. The Chair called for a review of the minutes of the 2022-23 School Year Board Meeting #2. The minutes were approved by common consent.
2. The agenda was approved by common consent.
3. The Chair called for the report of Dr. Les Mullings, CEO. Dr. Mullings shared the following information:
 - Dr. Mullings shared the news that Council member Selvena Brooke Powers’ gave the school \$500k towards technology. There was an assembly on the first day of school. The scholars and staff were notified about the funding we received.
 - Enrollment is working diligently to ensure accurate attendance. Our school counselors are also assisting by contacting families.
 - Meet the Teacher Night is happening next week.
 - Dr. Mullings reviewed the CCS District Safety Plan with the board.
 - Dr. Mullings shared an update on the health of Dr. Michelle Daniel-Robertson.
4. The chair called for a motion for approval of the CCS District Safety 2023-24. The motion was approved by Ben Waxman. The motion was seconded by Karon McFarlane.

5. The chair called for a motion for approval of the Personnel Handbook 2023-24. The motion was approved by Andrew Barnes. The motion was seconded by Ben Waxman.
6. The Chair called for the Financial Report:
 - The audit report preparation continues.
7. The Chair called for Personnel Report
 - We have 180 employees so far.
 - Hiring continues to take place.
8. The Chair mentioned the next meeting on October 18, 2023. The report was received, and the meeting adjourned by common consent.

Respectfully Submitted,



Karon McFarlane
Secretary



Attachment #1
See Prior
Month
Minutes for
Minute
Attachments



2023-24 School Year Board Meeting #2 Minutes

Frederica Jeffries, CPCS Chair called the meeting to order and welcomed everyone to the CPCS 2023-24 School Year Board Meeting #2 at 6:30 PM on August 23, 2023.

Frederica Jeffries, Chair requested verification from the members present of "The Notice of Meeting" sent to each of the board members 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 Rockaway via email
- Public Posting at CPCS Office
- CPCS Websites and Social Media Sites

Frederica Jeffries, Chair of the Board of Trustees called the roll of the board.

Members present: Frederica Jeffries, Karon McFarlane, Ben Waxman, Andrew Barnes, Linda Plummer

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

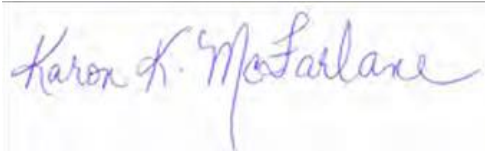
Also present: Dr. Mullings, Donna Webster, James Mercaldo (PKF O'Connor Davies)

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

1. The Chair called for a review of the minutes of the 2022-23 School Year Board Meeting #2. The minutes were approved by common consent.
2. The agenda was approved by common consent.
3. The Chair called for the report of PKF O'Connor Davies. James Mercaldo shared the following information:
 - They reviewed the audit planning and scheduled an audit review to take place in the October meeting.
 - They will file the 990 by November.
 - They are on top of the lease standard and have begun the interim testing.
 - There were no questions from the board.
4. The Chair called for the report of Dr. Les Mullings, CEO. Dr. Mullings shared the following information:
 - He spoke about the board questionnaire and the resume required.
 - Dr. Mullings gave an update on the health of Dr. Michelle Daniel-Robertson.
 - They are preparing for the preservice week. The new staff and returning staff are upbeat.

- Though there is a teacher shortage, the middle school and the high school are almost fully staffed. We are focusing on innovative ways to promote SEL and the mental health of both our staff and scholars. By the end of the preservice, our staff should be good to go.
 - One thing CCS is doing is a roundtable with leadership to determine the climate and opportunities for growth and support.
 - There are a few sites under construction. Arverne by the Sea is still under construction. They have assured us that by 2024, the school will be complete. The 1526 location is getting a facelift and the elevator is being fixed.
 - A question was raised concerning whether we are all set with enrollment. Dr. Mullings confirmed that we are doing very well with enrollment. There is also a waiting list prepared.
5. The Chair called for the Financial Report:
- The report highlighted that we are working on the annual report, renewal, pre-service, welcoming staff back, and preparing the audit.
 - Backup paperwork has been uploaded.
 - The audit report will be prepared for our authorizers by November.
6. The Chair called for Personnel Report
- There was a staff restructuring. Social workers, Parent engagement staff, and guidance counselors will now report to our Director of Pupil Personnel Services, Mrs. Tameka Richards.
 - We have 35 new hires. We are still filling positions across the campuses.
 - We have 180 employees for this year.
 - We have a mindfulness presentation tomorrow morning to review stress management.
 - The personnel handbook was shared with the board.
7. The Chair mentioned the next meeting on September 18, 2023. The report was received, and the meeting adjourned by common consent.

Respectfully Submitted,

A handwritten signature in blue ink that reads "Karon K. McFarlane". The signature is written in a cursive style and is positioned above a horizontal line.

[Karon McFarlane](#)

Secretary



Attachment #2



Senior Director of Teaching and Learning K-5

September 2023 Board Report

Covering 08/22/23 to 09/18/23

Kentia Coreus

Launching the 2023-24 School Year

The senior director of teaching and learning (“SDTL”) performs school-wide key functions in preparing for a new school year and is responsible for laying the foundation for the elementary grades to prepare and launch a new school year. Key preparation activities include:

- Collaborating with the data officer and 6-12 SDTL to create the K-12 School calendar. This year’s calendar was published later than in previous years due to the delayed release and last minute changes made by the NYCDOE. While Challenge develops its calendar autonomously, alignment to the NYCDOE calendar has been requested by our families and we do so where possible.
- Establishing a calendar for pre-service in collaboration with the 6-12 SDTL and CEO. This year, ten professional learning days were afforded to staff to support the planning and preparation needed to develop/refine curriculum and prepare new learning environments.
- Ensuring strategic hiring of leadership positions. This year the elementary was able to hire an experienced dean to support school culture. The dean will support both scholars and teachers in both elementary sites.
- Developing a clear instructional vision to support high student achievement. The SDTL developed this year’s instructional theme in collaboration with the school principal. The theme and corresponding priorities are identified from scholar data, teacher & leadership effectiveness data, and class and culture observations.

This Year’s Theme

Adults and scholars working together to develop scholar ownership and powerfully impact learning

Quote

“Learning is not the product of teaching. Learning is the product of the activity of learners.” –

John Holt

K-5 Priorities

PRIORITY #1- Scholars will take ownership of their learning with support from adults

- How will we ensure all scholars share, question, and discuss during learning experiences?
- How will we involve scholars in making choices and decisions that will powerfully impact their learning?

PRIORITY #2- Scholars will understand their learning expectations and respond to their learning data

- How will we effectively communicate learning standards and objectives to scholars?
- How will we ensure scholars know, understand, and respond to their data?

PRIORITY #3- Supporting adults to powerfully impact scholar learning

- How will we support all instructional staff in implementing effective instructional practices?
- How will we engage families in supporting their scholars with learning?

Key Programs and Initiatives

Implementing Math Story Problems (Lavinia Professional Learning)- Priority 1 and 3

- Teachers will learn strategies to implement mathematical practices that support scholar ownership (persistent struggling, mathematical modeling, etc.)
- Time and space will be given for scholars to explain/own their thinking

Reading and Writing Units (a focus on vocab and writing assessments)- Priority 1 and 3

This will support Building Ratio (increasing scholar cognitive lift)

- Increasing student voice (questioning and discussion)
- Academic vocabulary (orally and in writing)
- Authentic writing opportunities

Increasing Data Chats- Priority 2 and 3

- Sharing iReady data with scholars and helping them set goals
- Sharing iReady data with families and giving them ways to support learning
- Sharing additional data with scholars and families

Supporting Instructional Staff- Priority 3

- Implementing the updated Danielson Framework with a focus on subdomains that will support this year's focus areas
- Ensuring targeted instructional coaching

Developing teacher assistants as interventionists in all classrooms- Priority 3

- Prerequisite Math resources from iReady will be utilized to support Tier3 scholars
- Grade Level Scaffolding (for Reading) resources from iReady will be utilized to support Tier3 scholars

Launching the School Year, continued

- Identifying the key documents needed in K-5 to support the launch of the school year and providing support for their completion by providing samples/timelines. Below is a sample of these key documents.

| |
|---|
| Staff Directory |
| CPCS Special Education Handbook |
| CPCS Scholar/Family Handbook |
| CPCS Chromebook Policies and Procedures |
| Instructional Vision and Theme Memo |
| Instructional Goals |
| School Improvement Plan |
| Staff Handbook |
| Updated Danielson Rubric |
| Teacher Development and Evaluation Process |
| Pre-Service Overview |
| Monthly internal calendar |
| Leadership Roles and Responsibilities |
| 2023-24 Professional Learning Calendar |
| 2023-24 Assessment Calendar |
| Master Bell schedule |
| SY 2023-24 Calendar (1-pager) |
| 2023-24 Staff Projection List |
| 2023-24 ENL Scholars Spreadsheet |
| 2023-24 SPED Scholars Spreadsheet |
| 2023-24 DOE SPED Compliance Checklist |
| 2023-24 DOE Appendix C |
| 2023-24 DOE Student Discipline Tracker |
| 2023-24 DOE Student Discipline Compliance Checklist |
| 2023-24 Attendance Tracking & Intervention Plan |

Compliance

The SDTL supported members of the network and school team in preparing for our submission of the Annual report due August 1, 2023. In collaboration with the 6-12 SDTL, the school's Key Design Elements were updated to reflect the early college and CTE programming in grades 9-12 (see below). Our NYSED accountability goals were also redeveloped to align with the current grades offered at CCS and to hone in on certain subgroups. These goals were submitted with the annual report and included in our charter renewal application submitted on September 1, 2023.

| Key Design Element (KDE) | Description |
|--|--|
| <p>KDE 1</p> <p>Supporting the Urban Learner</p> | <p>CPCS serves the unique needs of urban learners in underserved neighborhoods of Greater Far Rockaway through multiple sites as an Urban Learning Campus. The school provides CTE and early college programs to address college and career interests of our scholars. We partner with Catholic Charities and implement a customized K-12 HEAL (SEL-based) curriculum tailored to our urban population, focusing on resilience, a key characteristic necessary for the success of our scholars.</p> |
| <p>KDE 2</p> <p>Powerful use of ongoing assessments</p> | <p>Data-driven instruction provided on a weekly basis is at the center of instructional planning to support teachers in the identification of standard mastery. I-Ready Reading and Math assessments are used for BOY, MOY, and EOY diagnostics in grades K-12. Data days are embedded in the school calendar for instructional action planning. Data conferences are held with scholars to ensure they take ownership of their learning goals.</p> |
| <p>KDE 3</p> <p>Response to Intervention</p> | <p>Resistant learners in all grades are provided with small group instruction in guided reading and guided math groups of up to four scholars each. Designated RTI periods are used for tutoring using the Station Rotation Model as a core class blended learning strategy. CPCS ensures that RTI is provided on a three-tiered need, leaning on the tenet that every teaching assistant is an interventionist.</p> |
| <p>KDE 4</p> <p>Rigorous Standards-based curriculum supported by More Time for Instruction & Enrichment</p> | <p>In grades K-5, Next Generation Learning Standards (NGLS) aligned reading and writing units have been developed by teachers. In grades 6-8, the components of the proven-effective Lavinia Math program have been adopted and will be utilized in K-5 in 2023-24. In grades 6-12, all curriculum is NGLS, Higher Educational Institution (HEI), and industry-aligned in the CTE pathways we offer. Scholars have an extended day to partake in this curriculum as well as a variety of enrichment opportunities.</p> |
| <p>KDE 5</p> <p>College and Career Readiness</p> | <p>Career awareness begins in K-5 career exploration and continues in Grades 6-8 and 9 through 12. Scholars in grades 7-12 with career and college interest in science, technology, engineering, and medicine are invited to join the NYIT STEP Initiative. The College and Career Counseling Center and Work-Based Learning course support scholars in grades 9-12 in their college and career journeys. The</p> |

| Key Design Element (KDE) | Description |
|--|--|
| | 216-hour work-based learning experiences are provided consistent with the NYSED guidelines. |
| KDE 6 Professional Learning and Collaborative Planning | All instructional staff are provided with at least two and a half hours of weekly professional learning opportunities embedded in the school day. In addition, common planning periods offer time for vertical and horizontal curriculum development, lesson planning, examining student work, and planning with interventionists or members of student support. Ongoing i-Ready training and discussions are commonplace for the maintenance of the school's interim assessment data. |
| KDE 7 Parents as Partners | The Parent Academy was created to bridge school, community, and home, providing workshops for families on topics such as SEL support, data conversations, college & career readiness, and health care. Regular parent workshops are offered for families to learn how to support their scholar best academically and socially. Parents are referred to outside agencies for counseling when the issues are beyond CPCS's reach. |

Charter Renewal

The SDTL developed the school's process and timeline for completing its fourth charter renewal application which was submitted on September 1, 2023. In addition, the SDTL served as the project manager engaging key internal colleagues and three consultants hired to support the renewal process. The SDTL also wrote relevant sections of the charter and worked on submissions where needed. The CEO, 6-12 SDTL, and director of finance served as key collaborators in this process. The next phase of charter renewal is the two day in-person renewal visit which may occur at the end of October 2023. Attached to this report is the application's Executive Summary.

ATTACHMENT

Executive Summary

II.1. Mission Statement

The mission of Challenge Preparatory Charter School (“Challenge Prep”) is to prepare students from the greater Far Rockaway community to excel academically, to demonstrate mastery of the New York State Next Generation Learning Standards, and to achieve their career aspirations. Challenge will cultivate and support the intellectual, aesthetic, social, emotional, and ethical development of its students and prepare them to be responsible 21st century citizens. To accomplish its mission, Challenge will offer a rigorous instructional program in a safe, supportive, technology infused and data-enriched school environment.

II.2 Goals

In keeping with its mission and urban learning center-informed vision, Challenge Prep has identified seven critical outcomes from which both *academic* and *non-academic* expectations and goals emanate: (1) Supporting the urban learner; (2) Powerful use of ongoing assessments; (3) Response to Intervention; (4) Rigorous standards-based curriculum supported by additional time for instruction and enrichment; (5) College and career readiness; (6) Professional learning and collaborative planning; and (7) Parents as partners. The Challenge Prep developed goals reflect the expectations that the New York City Department of Education has set forth for all charter schools and include school-specific goals that support the mission of its urban learning campus school community. Challenge Prep will hold itself accountable to academic and non-academic standards and expectations by defining and working toward its quantitative and qualitative goals.

II.3 Education Program

Challenge Prep is a college and career preparation school whose core commitment is providing an excellent public educational program for children and youth in Greater Far Rockaway, from grades kindergarten through 14. This innovative, urban learning center was established by Far Rockaway community and faith leaders, parents, and community residents in response to the critical need for public school alternatives for Far Rockaway’s struggling district schools, which are among the lowest performing in New York City, as discussed in further detail in this renewal narrative. Socioeconomically speaking, Challenge Prep’s 1246 K-12 students reflect the population of Far Rockaway, with 82% deemed economically disadvantaged. Through hard work and commitment to its mission and vision, Challenge Prep has demonstrated academic success through multiple metrics and has lived its mission of preparing students to “excel academically” in “a safe and supportive environment” and cultivating students’ “intellectual, social, emotional and ethical development.”

Challenge Prep’s focus on data-driven differentiated instruction, strong family-community connections, and blended learning enables students to succeed academically. It is important to note that as a result of its model, which addresses the *whole child*, i.e., scholar academic and social-emotional needs, Challenge has made particular gains in moving its special needs students toward proficiency levels. (See Renewal Narrative Essential Question 1 data and explanation.)

What is vital to the educational program is Challenge Prep’s philosophy, which requires that teachers, in coordination with administrators, special education, ELL and counseling staff, and most importantly, parents, assess each student’s instructional needs continually throughout each year and administer appropriate instructional interventions at specific times.

Challenge Prep’s elementary grades program emphasizes data-driven instruction, with extensive use of internal assessments, including i-Ready and Fountas and Pinnell (F&P) Reading Level Assessments, to identify and address individual student needs. Challenge Prep utilizes the *workshop model* to deliver balanced, Next

Generation Learning Standards-aligned curricula in all subjects and all grades. This model is based on Howard Gardner's theory of multiple intelligences and Benjamin Bloom's work regarding strategies to help individuals engage in the highest levels of thinking. In the middle school grades, Challenge utilizes the *gradual release learning model* as one of several methods of instruction in core content areas. Blended learning a style of education in which students learn via electronic and online media and traditional face-to-face teaching is also implemented.

On the high school level, the piloting of the CTE programs was launched during the 2022-2023 school year with two new pathways, Allied Health and Culinary Arts. Both programs are now in full swing as Challenge continues to make its way toward becoming a state-certified CTE school. This school year, 2023-2024, the high school will launch its Aviation program in partnership with JFK Airport to offer two career pathways, Pilot and Unmanned Aircrafts. Within the next five years, the plan is for Challenge to become a full-fledged CTE high school that offers high school diploma endorsements. The high school has also introduced the Early College Program in collaboration with the CUNY School of Labor and Urban Studies. Moreover, twenty-three of its twenty-four juniors and seniors successfully completed the 3-credit Statistics for Social Change course. Additional college course offerings will include courses in writing, i.e., Writing 1, Writing 2, and the course Health Disparities. Within the next five years, Challenge plans to expand its Early College Program and partnerships with other universities to extend course offerings to its scholars.



Attachment #3



Ms. Nicole Griffin
Principal Report
Month: September 2023

Attendance

On September 6, 2023, Kindergarten launched their first day of school. On September 27, 2023, grades 1-5 launched their first day of school. Leading up to this time, scholars were discharged or awaiting to be discharged. The attendance report shown depicts the information shared with the state.

Daily Attendance Goal

93% Present Daily

Attendance Percentage for the week of 9/7

| Weekly Attendance Percentages | |
|-------------------------------|--------|
| Kindergarten | 87.50% |
| First Grade | 65.00% |
| Second Grade | 72.50% |
| Third Grade | 71.50% |
| Fourth Grade | 67.50% |
| Fifth Grade | 84.50% |
| Total | 74.50% |

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| | |
|-------|--------|
| Total | 74.50% |
|-------|--------|

Instructional Goals for 2023-2024 SY

Theme: *Adults and scholars working together to develop scholar ownership and powerfully impact learning*

Challenge Preparatory Charter school believes in high levels of student engagement across all content areas. As an instructional priority, we want to ensure that all scholars are questioning and having time for discussion, are working on rigorous tailored assignments and understand the criteria in order to master assignments. Therefore, we have chosen the following school wide goals when implementing instructional strategies:

- Learning Experiences - Increase the use of academically vocabulary both orally and written (3A)
- Questioning and Discussion Techniques- Focus on high levels of discussion in all content areas by creating critical thinking and deeper thinking questions and activities (3B)
- Engaging Students in Learning-by creating RICH learning experiences that increases student voice and participation (3C)
- Using Assessments for Learning - by creating authentic writing assessments that includes Criteria standards and rubrics (3D)
 - Increase data chats by sharing i-Ready data, F & P, Early Bird and Sight Word data with scholars and families

Intellectual Rigor:

Teachers will devise lessons that promote critical thinking for all students. Teachers will provide the necessary scaffolds to support student learning at the highest level.

Rigor in the classrooms looks like:

- Students engaged vs. compliant
- Students are involved in inquiry, response and peer discussion
- Use of technology is evident throughout all content and instruction
- Students are brought together in a small groups based on their level of development, needs, or interests

Reading:

By June of 2024, at least 75% of ALL students in grades K-5 will read on or above grade level as evidenced by F&P scores

- 50% of the class will move from level 1 and level 2 as evidenced by i-Ready
- Tier 3 scholars will move at least one grade level by the end of the school year evident of F&P

Teachers will:

- Implement the Next Generation Learning Standards
- Implement a Balanced Literacy Approach
- Implement the Workshop Model for reading and writing
- Build students' knowledge through complex literary and informational texts
- Engage students in daily guided reading and documented reading conferences
- Provide individual support in reading development utilizing a small group structure for both Tier I and Tier II interventions.
- Ensure that each student has access to the i-Ready on-line Reading Intervention Program for 45 minutes per week.

Writing:

By June of 2024, at least 75% of ALL students in grades K-5 will write on or above grade level.

- 50% of the class will move from level 1 and level 2
- Tier 3 scholars will move at least one grade level by the end of the school year evident unit post assessments

Teachers will:

- Use data to inform their planning and instruction.
- Teach each stage of the writing process in a systematic manner.
- Produce and grade at least 24 completed pieces of writing for each genre of study
- Understand the elements of each genre of writing and teach each element
- Reinforce the use of grade level academic vocabulary in students' writing
- Conference with students and provide feedback

Mathematics:

MATH 75% of students will score 85 % or above on unit tests and standards mastery assessments

- 50% of the class will move from level 1 and level 2 as evidenced by i-Ready
- Tier 3 scholars will move at least one grade level by the end of the school year as evident from the EOY i-Ready data.

Teachers will:

- Implement the Next Generation Learning Standards and mathematical practices
- Learn strategies to implement mathematical practices that support scholar ownership (persistent struggling, mathematical modeling, etc.)
- Utilize Prerequisite Math resources from iReady to support Tier3 scholars
- Implement the Math journal and monitor the math notebook
- Utilize academic vocabulary both orally and written
- Allow time and space for students think time, reflection and to explain their own thinking

Professional Development: Develop and Sustain a Professional Learning Community, in which collaboration is embedded into every aspect of our school culture. A "School-Based Staff Development Committee" will ensure that all members of the staff receive adequate professional support in the following areas:

- Using Assessments in Learning - Criteria for Standards, monitoring students and providing feedback
- Implementing the updated Danielson Framework with a focus on subdomains that will support this year's focus areas
- Unpacking the Writing Standards and elements of writing genres
- i-Ready- Data Chats and Trackers
- Developing teacher assistants as interventionists in all classrooms
- Targeted instructional coaching
- Staff will research and present an article around Best Practices around our school goals

New Teacher Induction-

- Opportunities throughout the school year for intervisitations
- Real-Time Coaching paired with instructional coaches will take place periodically

Data- GROWTH

I-Ready 2022-2023

BOY vs EOY

Reading

IReady READING Diagnostic Growth BOY vs. EOY

| | BOY Tier 1% | EOY Tier 1% |
|-----|----------------|----------------|
| K | 21 | 65 (+44) |
| 1 | 20 | 66 (+40) |
| 2 | 28 | 57 (+29) |
| 3 | 31 | 49 (+18) |
| 4 | 13 | 44 (+31) |
| 5 | 12 | 42 (+30) |
| K-5 | 22 | 55 (+33) |

Math

IReady MATH Diagnostic Growth BOY vs. EOY

| | BOY Tier 1% | EOY Tier 1% |
|-----|----------------|----------------|
| K | 10 | 40 (+30) |
| 1 | 6 | 42 (+36) |
| 2 | 5 | 29 (+24) |
| 3 | 3 | 23 (+20) |
| 4 | 7 | 38 (+31) |
| 5 | 13 | 52 (+39) |
| K-5 | 7 | 31 (+24) |

Based on our data from last year, teachers will begin their year focusing around learning activities and differentiating the activities to extend scholars' thinking. The data places many scholars at mid Level 2. Many on or above grade level. While we have a lot of work to do, 2023 launch data allows AIS to begin mid September as opposed to waiting for the first round of data.

Assessments - Articulating the purpose, outcome and next steps
 This year we will focus on ensuring parents and scholars are notified of the assessments we use, the outcome and next steps. We have developed a tracking system to ensure all parties understand and are able to articulate the data. Please see an example below:

| What? | When? | Due Date? | Parent Letter? | Tracker |
|-------------------|-------|-----------|---|-------------------------|
| Sight Word BOY | 9/11 | 9/29 | Yes | Tracker |
| I-Ready | 9/18 | 10/4 | Letter | CSV data pulled |
| F&P | 9/14 | 10/3 | F&P Launch 2023-2024 SY | Tracker |

Special Education

The launch of this year consisted of teachers and support staff receiving copies of the IEP's and reviewing them. During Pre- Service, staff was trained on reading an IEP and creating a Teacher Report. Below are the most up-to-date number of scholars with IEP's

1. Grades
 - a. Kinder: 10 IEP students- Reviewed and finalized
 - b. 1st: 10 IEP students
 - c. 2nd: 16 IEP students
 - d. 3rd: 19 IEP students
 - e. 4th: 20 IEP students
 - f. 5th: 21 IEP Students
- ICT Mandates -
 No more than 40% of the classroom for ICT (7/8 scholars)

Service Providers
 Service providers have been allocated for both buildings
Speech @ Hartman
 Noreen Gallghar
 Emily Rhine

Faigy Kopel
Helena Kopel
Speech @ Redfern
Jordana Koepel
PT @ Redfern & Hartman
Kimberly Brown
OT @ Redfern & Hartman
CO - @ Redfern and Hartman
Ms. Alam & Catholic Charities

Literacy Instructional Coach

The instructional Literacy Coach will play a vital role by coaching our new teachers. 10 teachers will be working with Mrs. Grant-Brown over the next 6 weeks focusing on Classroom Management, Curriculum Implementation. The cycle consists of planning lessons, real time coaching as the teachers execute the lessons, analyzing data and planning learning activities.

Lavinia Math Group

This year we have partnered with Lavinia Math group to coach teachers around the launch, intellectual prep and discourse of math story problems. Teachers participated in the first module during pre-service. Our first live coaching session will take place, September 19, 2023.

H.E.A.L.

We launched Unit 1 lesson 1, of the H.E.A.L. curriculum on Friday, September 11, 2023. Teachers received a scope and sequence calendar in which they will follow weekly. . Each week, one lesson from the curriculum will be taught. The HEAL curriculum covers a wide range of topics, including physical health, mental well-being, social-emotional skills, and college and career readiness.

By incorporating the HEAL curriculum into our classrooms, we aim to equip our students with the necessary knowledge and skills to make informed decisions about their health and well-being. Together, we can create a supportive and nurturing environment that fosters healthy habits and positive life choices.

School Culture

The elementary school continues to pride itself around the positive culture of staff and scholars. Our first culture assembly will take place at the end of the

month. Our new Dean of School Culture will lead the assemblies focusing on “Establishing School Culture at CPCS- What Does it Mean to Be a CPCS Scholar.”

Vacancies

We currently seek 3 Sped Teachers, 2 Gen Ed teachers, 1 TA
We are in need of a part-time operations aide



Attachment #4



| | | | | | | | | | | | |
|--------------|-------|-------|--|--|--|--|--|--|--|--|--|
| #6 | Gr. 9 | 75.1% | | | | | | | | | |
| #7 | Gr. 8 | 85.4% | | | | | | | | | |
| #8 | Gr. 7 | 83.7% | | | | | | | | | |
| #9 | Gr. 6 | 73.6% | | | | | | | | | |
| CCMS Average | | 80.4% | | | | | | | | | |
| CCHS Average | | 87.4% | | | | | | | | | |
| 6-12 Average | | 86.0% | | | | | | | | | |

ATTENDANCE:

Administration has been working with Enrollment to ensure accurate attendance rates while we work to determine students who have been discharged or withdrawn from the school. The school counselors have been conducting parent phone calls regularly to ensure that scholars report to school daily.

STAFFING:

Challenge Charter High School and Challenge Charter Middle School have started the 23-24 SY strong with limited staffing vacancies. Although we are almost fully staffed, the vacancies we do have are critical for our academic programs. Nonetheless, we have used our creativity to ensure that scholars are always before instruction and that we do our best to meet the expectations of our scholars and their parents.

To date, we have candidates awaiting offers for the following positions:

- Physical Education
- CTE Health Science
- ELA Teacher Assistant (2)

We will be conducting more interviews to fill the following positions below:

- CCMS:
 - TA (2)
- CCHS:
 - TA (2)
 - Marine Biology Teacher

CURRICULUM, INSTRUCTION, AND ASSESSMENT

As the year begins, CCMS and CCHS will uphold a strong instructional focus to close the gap in Math and ELA. Scholars at both schools have begun to complete their iReady diagnostic to allow teachers to access scholar data to inform instruction and interventions for our scholars.



At CCHS, with more course offerings, students are able to take Marine Biology and Business Math to push toward meeting graduation requirements. The Regents Science courses and Math courses offer every student a double period twice a week to help support student learning. The Science courses have a lab period to give ample time for scholars to meet the lab minutes requirement for their regents. The Math lab periods are being used to provide interventions to scholars in a small group setting. Some of the upperclassmen will be supporting some of their classmates in these math labs to make progress toward mastery of the content. After successfully piloting peer tutors during our Summer Boost program, CCHS has partnered with NYIT to continue the peer tutoring program for our Middle School. Responsible High School Scholars will assist the Middle School throughout the school day to help provide more interventions in the Math and ELA classes. The CUNY SLU courses, Composition 1 and Health Disparities are set to begin the week of September 18. The CUNY Academic Program Specialist, Michael Gilbert, will also be meeting with the scholars in the next couple of weeks. In addition to that, during the week of September 18, we will launch our enrichment period in the morning with a special program for High School Seniors to prepare them for College applications and SATs.

SOCIAL-EMOTIONAL LEARNING (SEL)

- CCMS and CCHS are still awaiting the revamped lessons from the HEAL Curriculum. Ms. Tameeka Richards and the Social Science Team have been working with Mr. Hal Eisenberg to ensure the lessons are appropriate for our scholars.
- The Social Science Team has been compiling data to review the graduation progress for our Seniors and Juniors. They have been making appropriate schedule changes to influence a successful pathway to graduation.

SPECIAL EDUCATION and ENL SERVICES

- Our growing ENL Population is currently receiving ENL support services with the guidance of Ms. Ana Gomez. Although Ms. Gomez works between both buildings, Mr. Matthew Rivera and Mr. Nestor Medina have been assisting in providing services to all of our ELL students.
- This year, Dr. Lyle will continue to lead the SPED work for both the Middle School and High School. She has gained much knowledge over the last year to verify that CCS is in compliance with IEP and SPED Mandates. She has collaborated with teachers and the CSE to provide professional development and informational meetings on SDI and teacher reports.
- The newly enrolled ELL scholars will be assessed using the NYSITELL exam between September 18 and September 20, 2023.
- IEP meetings are being scheduled to ensure that scholars have aligned and up-to-date IEPs. Dr. Lyle is working with the CSE to ensure all services and transmittals are being pushed through to support our scholars.
- CCMS/CCHS will begin to work on the Language Acquisition Plan for our ELL population, as this plan does not currently exist in our school.

DIGITAL PLATFORMS



- Grades 6-8 scholars will be utilizing school-monitored Chromebooks while they are in the building. The decision was made at the end of last year to keep all Chromebooks in the building and not allow them to travel with the scholars.
- At CCHS, students will be receiving an NYC DOE-issued Chromebook. The scholars can take their computers home. However, the new devices will be tracked closely.

PARENT AND SCHOLAR OUTREACH and ACCESSIBILITY

- The Parent Coordinator has been working with Ms. Sanford and the other members of the Social Science Team to help increase parent involvement and engagement. They coordinated a pancake breakfast fundraiser to benefit the Parent Association.
- CCMS and CCHS will continue to use ParentSquare as the main method of communication between the school and the school community.
- CCMS and CCHS will host Meet the Teacher Night on September 27, 2023, from 5:00-7:00 PM.

PROFESSIONAL DEVELOPMENT

- CCMS has been receiving regular professional developments through Lavinia. They have been meeting with our teachers since pre-service week.
- Math Teachers at CCMS and CCHS received PD on the Math Lab and High Impact Tutoring intervention sessions. Supporting teachers in understanding the difference between their core instruction and intervention instruction.
- We will continue our work with the Collaborative at the Charter School Center.
- Key instructional staff and administrators will attend Professional Developments through the CTE Technical Assistance Center of NY.
- CCMS and CCHS have launched our Mentoring Circles as a means of building supportive professional relationships amongst the staff.
- GRADE TEAM PLANNING AND ONGOING PROFESSIONAL DEVELOPMENT
 - Professional development occurs weekly.
- VERTICAL DEPARTMENT PLANNING
 - Department Teams have been meeting to discuss instructional planning across curriculums.

INSTRUCTIONAL OBSERVATIONS

- The CCMS-CCHS Admin Team members have begun supporting instructional periods throughout the day to ensure that instruction occurs and that outreach is performed as needed. Informal observations and coaching have begun.
- TeachBoost will continue to be used for this task, with a target of two long observations and five short observations across the board for the school year.

Special Presentation- September 27, 2023

- Councilwoman Selvena Brooks-Powers presented CCS with a check for \$500,000 to use towards technology upgrades.



Safety Plan

- Members of leadership will be assisting Operations with the district safety plan presentation on September 19, 2023. Following the incident that occurred on September 11, 2023, involving three of our CCHS scholars, it is important for leadership to be present.



Attachment #5



Board Report: Director of Pupil Personnel Services

Dear Board Members,

I am pleased to present this report on the progress made in implementing the HEAL curriculum K-5 and several related initiatives aimed at enhancing student support and well-being. The following highlights our achievements and ongoing efforts in these areas.

1. Implementation of the HEAL Curriculum K-5: Our team has successfully implemented the HEAL curriculum across the elementary levels, from kindergarten to 5th grade. This comprehensive program focuses on promoting health, emotional well-being, academic success, and college and career readiness among our students.

Key achievements include:

- Collaborated with teachers and administrators to integrate the HEAL curriculum into daily lesson plans.
- Conducted professional development sessions to ensure educators are equipped with the necessary tools and resources to effectively deliver the curriculum.
- Monitored and assessed the impact of the curriculum through ongoing evaluations and feedback from students, teachers, and parents.

2. Establishment of an Attendance Team at the Elementary Level:

Recognizing the importance of regular attendance in student success, we have established an attendance team at the elementary level.

Key achievements include:

- Developed strategies and interventions to improve attendance rates among students.
- Conducted regular meetings to review attendance data, identify trends, and implement targeted interventions.
- Attendance Team's Audit: The attendance team has initiated an attendance audit to assess the current state of attendance across our schools. This audit will help identify what scholars are no longer enrolled at our school. By gathering this data we can develop targeted interventions to improve attendance rates and promote a culture of punctuality and responsibility.

3. Comprehensive Counseling Program at All Sites: To address the diverse social-emotional needs of our students, we have successfully created and started the implementation

process of the comprehensive counseling program across all sites. This program aims to provide students with the necessary support to navigate challenges and thrive academically and personally.

Key elements include:

- Employed qualified counselors at each site to provide individual and group counseling sessions.
- Developed a curriculum that addresses various topics, including mental health, conflict resolution, and social skills development.
- Collaborated with teachers and parents to ensure a holistic approach to student support.

4. Partnership with Hunter College and Social Work Interns: We are proud to continue our partnership with Hunter College, which has allowed us to welcome three social work interns into our school community. These interns bring fresh perspectives and valuable support to our students and staff.

Key outcomes include:

- Interns have been on boarded actively engaged in providing counseling services, conducting assessments, and facilitating group sessions.
- Collaborated with interns to develop and implement targeted interventions for at-risk students.
- Provided ongoing supervision and mentorship to interns to enhance their professional growth and development.

5. Onboarding of Catholic Charities: At the end of this month, we will be onboarding Catholic Charities as a valuable partner in our efforts to support our students and families. This partnership will further enhance our ability to address the needs of our diverse student population.

6. Establishment of McKinney Vento Protocols: Recognizing the unique challenges faced by McKinney Vento scholars, we have been working diligently to establish protocols that ensure their rights and well-being are protected. These protocols will provide a framework for identifying and supporting McKinney Vento students and their families.

7. DASA Coordinator Training: Our DASA coordinators have received comprehensive training to effectively address issues related to harassment, discrimination, and bullying. This training equips them with the necessary knowledge and skills to create a safe and inclusive environment for all students.

8. Systems for Accountability of Services: We have successfully implemented systems to track and account for the services provided by our counselors and social workers. This allows us to monitor and evaluate the impact of their interventions, ensuring that our students receive the necessary support for their academic and emotional well-being.

9. Year-Long Calendar for Family Engagement: Our family engagement counselors have been instructed to create a comprehensive year-long calendar that incorporates identifying engaged and non-engaged families, school-wide events, and collaboration with teachers.

This calendar will serve as a guide for planning workshops and activities aimed at strengthening the connection between families and the school community.

10. Parent Academy Focus on Increasing Family Participation: The Parent Academy initiative has been launched with a specific focus on increasing family participation in workshops and school activities. By offering relevant and engaging workshops, we aim to empower parents and guardians with the knowledge and skills to support their scholars at home. This initiative will contribute to a more collaborative and supportive learning environment.



Attachment #6



Challenge Charter School Communications Report - September 2023

Kim Messer, Director of Communications

Family Communications

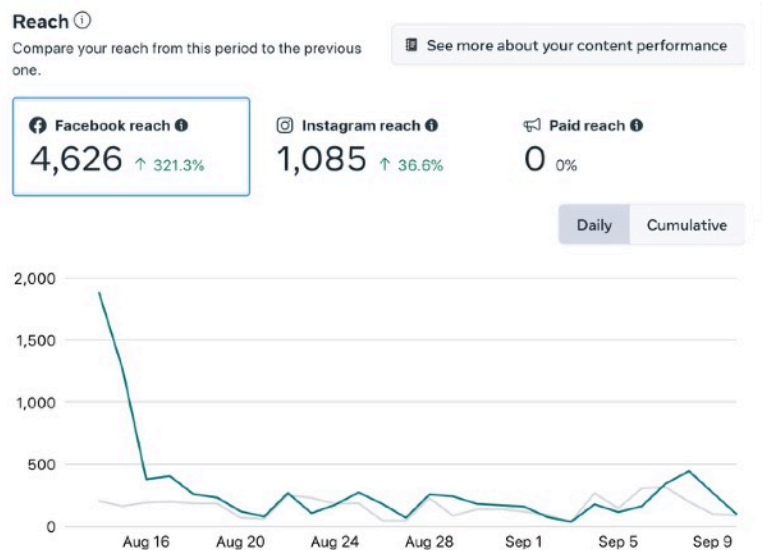
- With the start of the school year, Communications is buzzing!
- Back to School pages, website calendars, the first Newsletter of the year, and other communications as directed by our CEO and others.
- New videos and a new web page for ParentSquare were posted to the website
- Handbooks were completed 1 week before school. *Spanish translation has not been done as we do not have a current resource for large documents of this nature.*

Rollover to SY 2023-24

- I attended ParentSquare training in the summer and sent support materials to Pupil Personnel Services staff including our FECs, and Principals to help staff and parents activate their accounts.
- Reports of our activated accounts and unregistered families are being sent to our Operations staff to correct any student records as needed.
- In coordination with Operations & Technology, phone messages were updated as we brought on 1 single number for our school.

Website/Social Media

- SEO optimization continues on our current site. We are analyzing keywords from our local school competitors to strengthen our SEO.
- Our soft launch of the new design was pushed back due to the renewal process.
- We now have over 1800 followers on our social media pages! The image shows our recent insights.

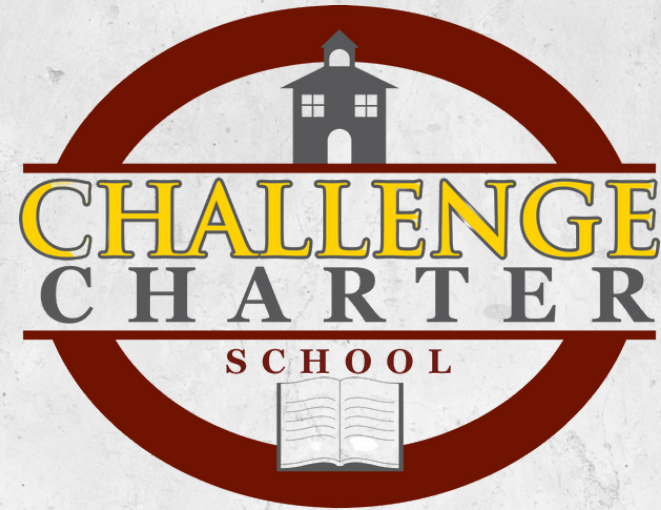


Marketing

- *Spending plans are being developed with an adjusted focus to address the support needs for marketing.*
- *The school brochure has been updated and sent to Enrollment for feedback.*



Attachment #7



SCHOOL OPERATIONS AND ENROLLMENT BOARD REPORT #1

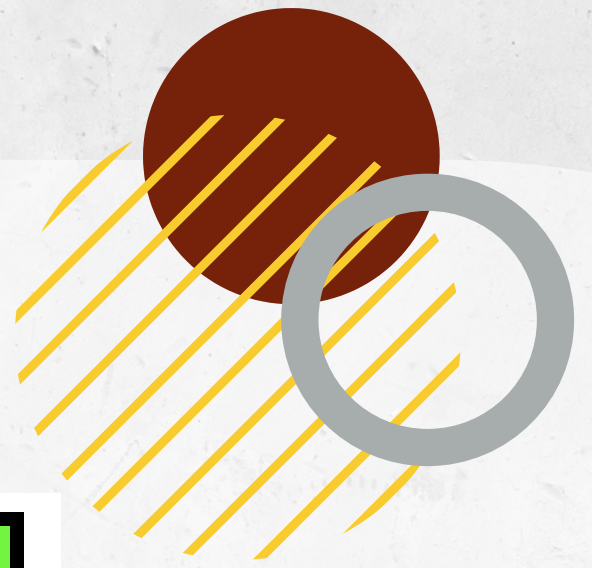
**DATE: SEPTEMBER 20, 2024
PREPARED BY: JANISA VAUGHN,
DIRECTOR OF OPERATIONS AND ENROLLMENT**

Table Of Content

- **Enrollment Overview 2023-24 SY**
- **Looking Ahead| Lottery 2024-25 Update**
- **Scholar Recruitment 2024-25**
- **Operations-School Safety**
- **Operations Goals 2023-23 SY**

Enrollment Overview

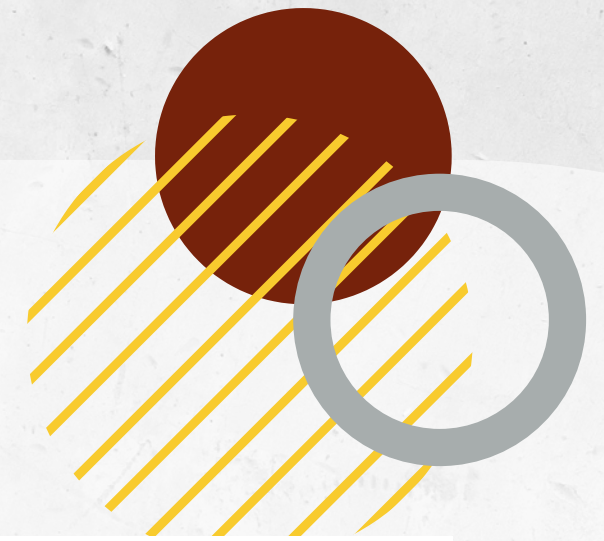
Scholar Enrollment is currently at 97%



| Site | Grade | CCS Enrollment Goal 2023-24 | Total Number of Scholars Currently Enrolled 09/20/23 |
|------------|--------------|-----------------------------|--|
| Elementary | K | 120 | 93 |
| | 1 | 120 | 113 |
| | 2 | 120 | 115 |
| | 3 | 120 | 116 |
| | 4 | 120 | 105 |
| | 5 | 96 | 108 |
| | Total | 696 | 650 |

Enrollment Overview

Middle Site



| Site | Grade | CCS Enrollment Goal 2023-24 | Total Number of Scholars Currently Enrolled 09/20/23 |
|--------|--------------|-----------------------------|--|
| Middle | 6 | 96 | 114 |
| | 7 | 96 | 94 |
| | 8 | 96 | 100 |
| | Total | 288 | 308 |

Enrollment Overview

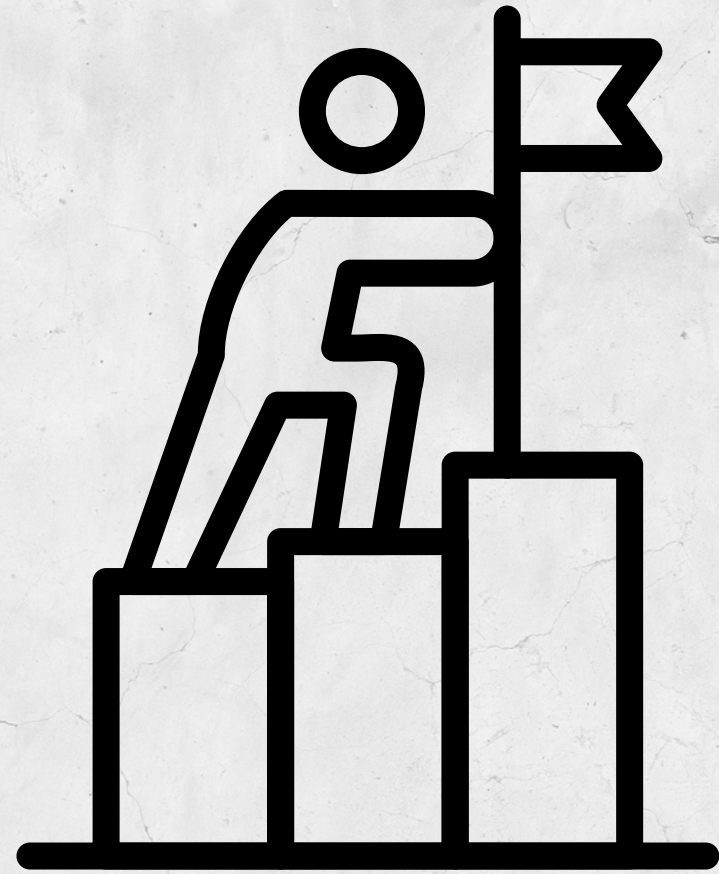
High School Site



| Site | Grade | CCS Enrollment Goal 2022-23 | Total Number of Scholars Currently Enrolled 09/20/23 |
|------|--------------|-----------------------------|--|
| High | 9 | 92 | 102 |
| | 10 | 96 | 94 |
| | 11 | 72 | 68 |
| | 12 | 52 | 40 |
| | Total | 312 | 304 |

Enrollment Goals

2023-24 SY



99% Enrollment

Achieve at least 99% of CCS-approved charter enrollment.



English Language Learners (ELL)

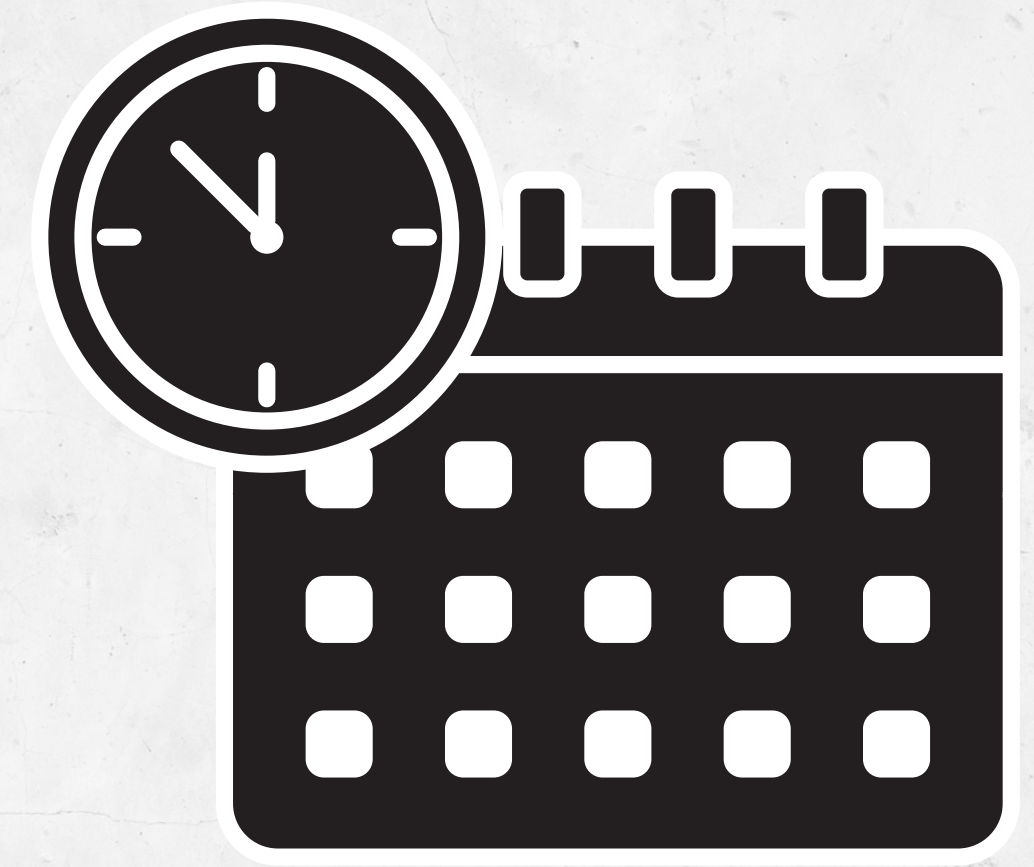
Increase the number of enrolled ELL scholars by at least 3%.



Scholar Retention

Maintain at least 75% of our scholars at each grade level.

Looking Ahead- Lottery 2024-2025



Lottery Date: April 4, 2023

Time: 6pm

Location: In-person and Zoom

Lottery Application

**The 2023-2024
The Lottery Application
will launch October 2
2023**

Recruitment Events

**Open houses will begin
January 2024 through
early spring.**

Retention

**We will actively monitor
scholar discharges to
make improvements in
our school community.**

Scholar Recruitment Lottery 2024-2025



School Wide Recruitment Initiative

The staff, scholars, and parents will have opportunities throughout the school year to participate in scholar recruitment.



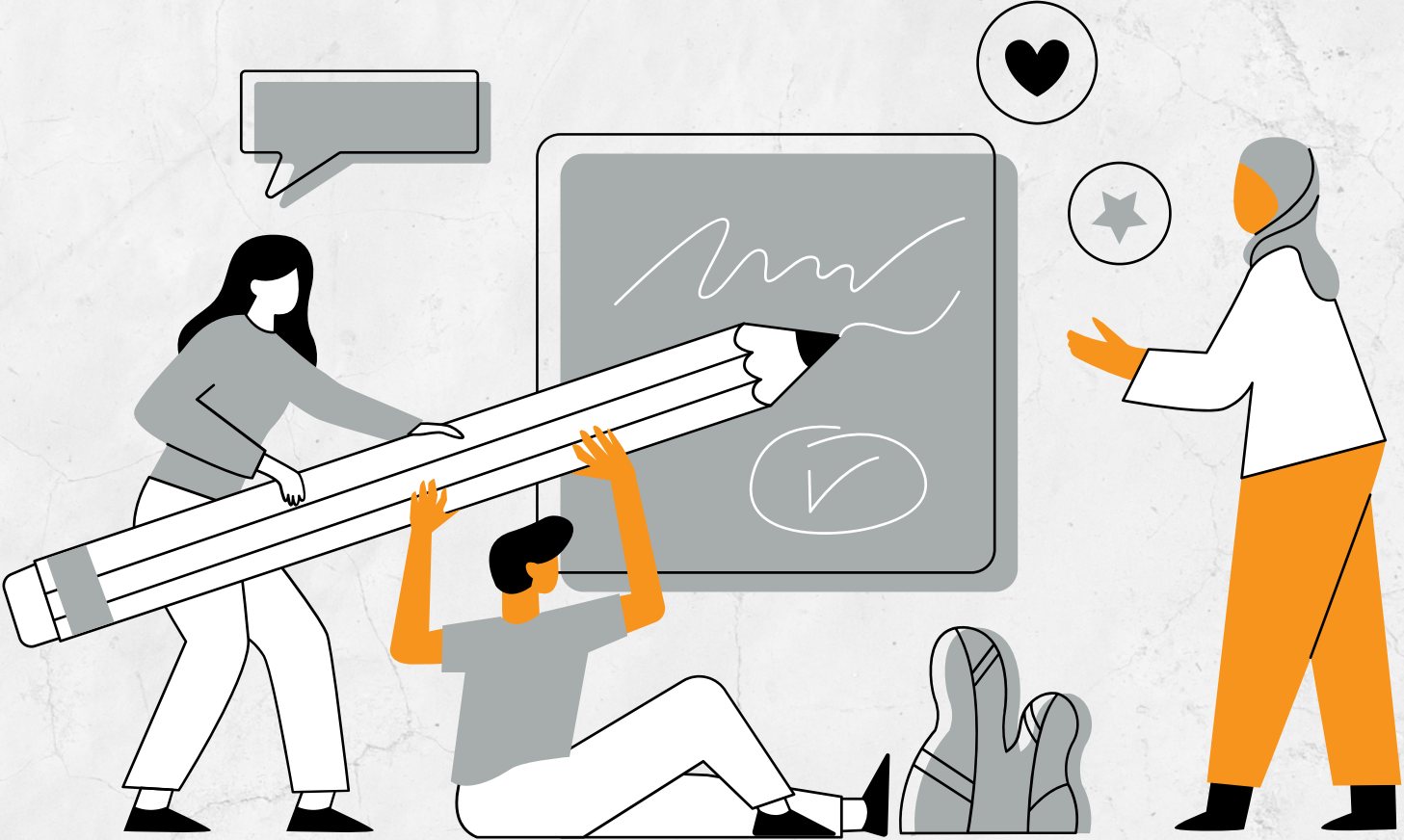
Community Outreach

Continue to partner with feeder schools in the Rockaways to recruit new families.



Host Recruitment Events

Partner with the school community to host open houses and retention events.



School Operations Facilities Update

Over the summer the grade levels were assigned to different buildings to accommodate the increase in scholar enrollment. Below is the current building assignment until the Arverne By The Sea location is open.

1279 Redfern Avenue| Grades K-1

710 Hartman Lane| Grades 2-5

1520 Central Avenue| Graded 6-12

1526 Central Avenue| Network and Grades 6-8 Physical Education

School Operations

School Safety

Challenge Preparatory Charter School has written a District Safety Plan. The public forum to present the plan to the school community was held on Tuesday, September 19, 2023. We reassured our school community that in an emergency, we have a plan, and the personnel in place to support. On September 8, 2023, professional development regarding school safety drills was to educate the staff. The school community will have 7 days to provide any feedback. The Board of Trustees has to approve the plan before we submit it to the state.

We will continue to hold training every month at the site level to continue to educate the school community on the importance of school safety and prevention.

Operations Goals 2023-24 SY

Theme:
**Optimizing educational
learning environments
using effective school
operational systems and
processes.**



100% Compliance

Ensure that the school remains 100% in compliance in all operational areas.



Safety

Ensure school safety is consistent across all sites following the plans in place.



Optimizing Operational Systems

Ensure that the school uses all systems efficiently to better service the school community.



Attachment #8



Director of Technology Report

Sep. 2023 - Dale Richardson

I: Current Work

1. Upgrades to Challenge's phone systems (work in progress - 90% complete)
 - a. +1 (347) 716-5911 is the new and single phone number to reach our entire organization.
 - b. Challenge was granted 108 VOIP phones. Saving us between \$9,180 - \$12,960.
 - c. We were also granted an additional 66 wall mounts. Saving us between \$594 - \$1,188.
 - d. Currently, the teac team is installing and activating the desktop phones. Next, we will roll out auxiliary phones, optimizing the intercom system, and then incorporating cell phone forwards.
 - e. Once complete, we will create an internal phone directory.

 2. Reso-A (complete)
 - a. Reso-A has delivery on July 27th. (complete)
 - i. 310 Acer Chromebooks - Allocated to our High School students.
 - ii. 60 Lenovo Laptops - Allocated to our staff.
 - iii. 44 Lenovo Desktops - These were allocated to our parent academy, computer lab, and staff.
 - iv. 14 Security Carts - These were a mandatory part of the purchase to house the laptops and Chromebooks.

 3. Parent Academy and Computer Lab at 1520 Central Ave. (complete)
 - a. We have finished all work on this project.
 - i. Interactive board in each room.
 - ii. 16 Desktops in the computer lab.
-



- iii. 16 Desktops in the Parent Academy.
 - iv. We brought in an electrician to secure the power wires to the floor to prevent tripping hazards.
4. 710 Hartman Lane - Security Camera (work in progress).
- a. Our vendor has installed the security cameras. The software is configured, the system is operational, and Challenge's security manager has full access.
 - b. However, two external cameras were placed too close to where hands can reach.
 - c. We await a date for our installers to return and relocate the two cameras mentioned.

—

II: Pending budget approval - These items should be prioritized.

1. We should purchase Active Panels (smart boards) for the 2023 - 2024 school year. **(This should be our top priority. I do not recommend awaiting the release of the ResoA grant, as those funds have taken as long as 18 months to process).**
 - a. We need twelve boards to have 1520 Central Ave. fully outfitted and ready for scholars.
 - b. I also suggest ordering four extra "rolling boards" (one for each site) in case of an emergency where a classroom board malfunctions or if principals call an assembly.
 - c. At the moment, quotes on board are (ca) \$5,900.00. However, this rate will need to be updated (may become more expensive) at the time of our order.



2. 1526 Central Ave - Security Camera (Pending approval)
 - a. Quotes received (may require a new quote as quite some time has passed)
 - i. With classrooms: \$24,711.00
 1. I suggest we go with this package, even if we only run the wiring for the offices, because the current offices may become classrooms in the future).
 - ii. No Classroom cama: \$19,788.00

3. Independent Cyber Security Audit for the entire organization (Pending approval)
 - a. We should purchase an independent cyber security assessment to satisfy various insurance and state requirements.
 - i. Ex: https://www.dfs.ny.gov/industry_guidance/cybersecurity
 - ii. The quote received was \$42,327.00
 1. This quote is now aged and will require a new one (possibly a more expensive quote) when we are ready to move forward.
 - b. Dr. Mullings has forwarded me the following NYSED recommendation:
 - i. Via:

<https://www.cisa.gov/protecting-our-future-partnering-safeguard-k-12-organizations-cybersecurity-threats>
 - ii. The NYSED's version is more of a blanket suggestion.
 - iii. I strongly suggest tailoring "cyber security" to the specific needs of Challenge.



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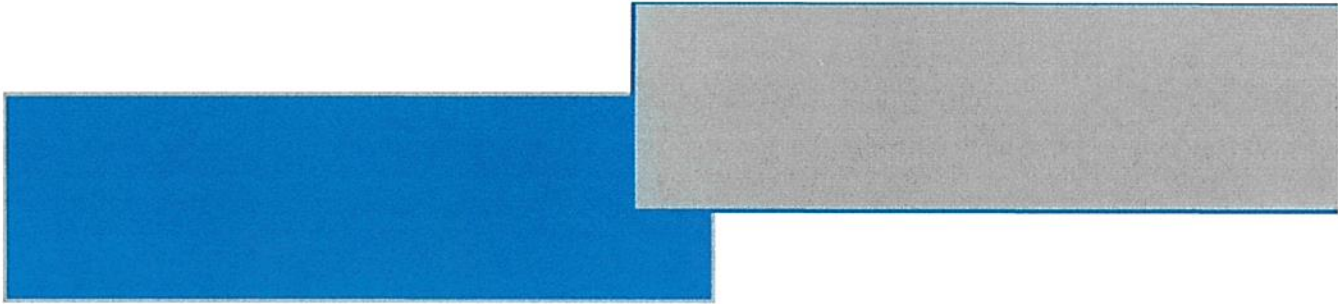
III: Risk Factors

1. 1279 Redfern NVR [network video recorder] for Security Cameras.
 - a. Inherited from the daycare upon our acquisition of the building, the security camera system at 1279 Redfern Ave. is failing, and cameras are falling offline.
 - b. In the best-case scenario, only the NVR is failing, and we can replace it but keep the current cameras.
 - c. Worst case scenario, the entire system has expired, and we must replace NVR, cameras, and wiring.

2. Two PA Systems needed for 1520 Central Ave.
 - a. As a result of High and Middle school being in the same building, we should order an extra PA system, as they need to keep simultaneous meetings.
 - b. Additionally, the music room often borrows the current PA system, and schedules are sometimes conflicting.



Attachment #9



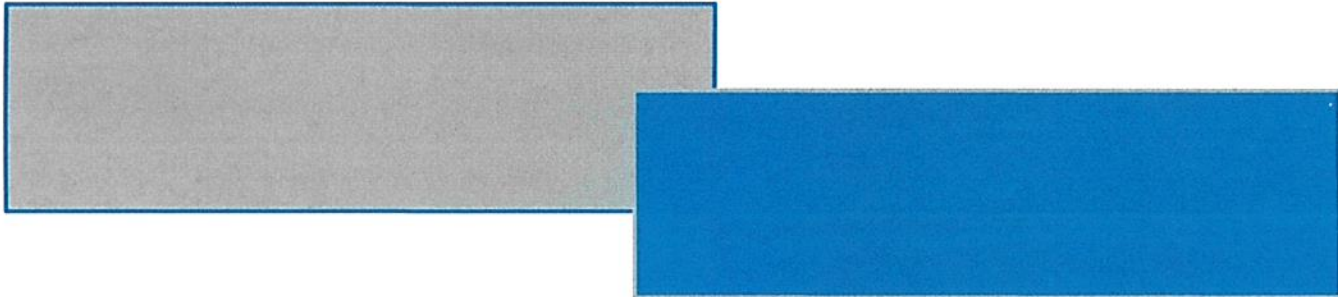
Helping you to focus on what's important
STUDENT ACHIEVEMENT

CSBM
CHARTER SCHOOL
BUSINESS MANAGEMENT

experience expertise execution

Challenge Prep Charter School

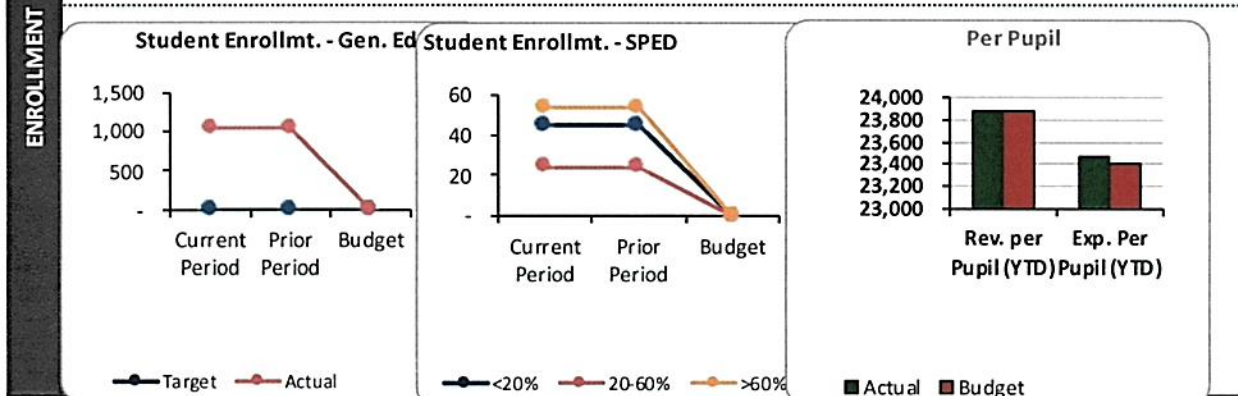
Monthly Financial Report
August 2023



Challenge Prep Charter School

| | | |
|--|---|--------------|
| LIQUIDITY | Cash in Bank <i>(Operating Account(s) Only: as of August 31,2023)</i> | \$ 407,052 |
| | <i>Projected months of cash on hand</i> | 0.2 |
| | Cash in Bank <i>(Total - All Accounts: as of August 31,2023)</i> | \$ 7,787,541 |
| | FY Ending Cash Available to Carryover to FY24-25 <i>(Operating Account(s) Only)</i> | \$ 1,332,583 |
| | <i>*Cash balance available once all FY23-24 obligations & receivables have been settled</i> | |
| | <i>Projected months of cash on hand</i> | 0.5 |
| FY Ending Cash Available to Carryover to FY24-25 <i>(Total - All Accounts)</i> | \$ 2,738,022 | |

| | <u>Actual</u> | <u>Budget</u> | <u>Variance</u> | <u>Actual</u> | <u>Budget</u> | <u>Variance</u> |
|-------------------|---------------|---------------|-----------------|------------------|------------------|-----------------|
| General Ed | 1,296.00 | 1,296.00 | - | \$ 23,768,640 | \$ 23,768,640 | \$ - |
| SPED | | | | | | |
| 0 - 20% | 51.00 | 51.00 | - | - | - | \$ - |
| 20 - 59% | 43.00 | 43.00 | - | 446,770 | 446,770 | \$ - |
| 60% - Over | <u>83.00</u> | <u>83.00</u> | - | <u>1,581,067</u> | <u>1,581,067</u> | \$ - |
| Total SPED | 177.00 | 177.00 | - | 2,027,837 | 2,027,837 | \$ - |



Challenge Prep Charter School

Financial Variance Summary

| Fiscal Year Ending 6/30/2024 | Comments |
|---|----------|
| Net Budget Surplus after Depreciation | |
| \$ 98,253 | |
| Increase in Projected Annual Expenses | |
| 74,724 | |
| Net Projected Deficit Variance after Depreciation | |
| <u>\$ 24,529</u> | |

Challenge Prep Charter School
Budget vs. Actuals
Fiscal Year Ending June 30, 2024

| | August 31, 2023 | | YTD Through August 31, 2023 | | Projected FYE June 30, 2024 | | | Comments |
|---------------------------------------|------------------|------------------|-----------------------------|---|--------------------------------|--|-------------------|-------------------|
| | Actual | Budget | Variance | Actual | Budget | Variance | Current Month | |
| | | | | Actual - July 2023 - August 31, 2023 | Projected - August 31, 2023 | Actual - July 2023 - August 31, 2023 + Projections thru June 30, 2024 | Annual Budget | Variance |
| Income | | | | | | | | |
| 4100 State Grants | 2,146,706 | 2,403,527 | (253,820) | 4,299,413 | 4,807,053 | (507,641) | 24,614,104 | 24,917,517 |
| 4200 Federal Grants | 6,144 | 92,367 | (86,123) | 12,788 | 145,534 | (132,746) | 1,318,298 | 1,330,896 |
| 4300 Contributions | - | 231,200 | (231,200) | - | 672,000 | (672,000) | 672,000 | 672,000 |
| 4400 Miscellaneous Income | 6,851 | 1,462 | 5,389 | 2,217 | 1,311 | 906 | 11,781 | 21,000 |
| Total Income | 2,160,701 | 2,718,660 | (557,959) | 4,318,918 | 5,646,911 | (1,327,993) | 30,940,013 | 30,940,013 |
| Expenses | | | | | | | | |
| Compensation | | | | | | | | |
| 5100 Instructional Staff | 852,492 | 551,092 | 301,400 | 1,777,778 | 711,525 | 1,066,253 | 9,403,250 | 11,181,027 |
| 5200 Noninstructional Staff | 247,066 | 198,511 | 48,555 | 519,890 | 397,063 | 122,828 | 1,748,416 | 2,206,126 |
| 5300 Pupil Support | 125,851 | 139,324 | (13,473) | 253,661 | 253,661 | - | 3,802,200 | 2,061,301 |
| 5000 Compensation | 1,225,409 | 888,927 | 336,482 | 2,551,329 | 1,362,249 | 1,186,742 | 12,960,385 | 15,511,655 |
| 5400 Bond Int | 220,572 | 278,315 | (57,743) | 441,081 | 521,039 | (81,958) | 3,179,840 | 3,840,921 |
| 6100 Administrative Expenses | 80,264 | 68,867 | 11,397 | 102,787 | 124,810 | (22,023) | 510,662 | 613,449 |
| 6200 Professional Development | 148,287 | 178,792 | (30,505) | 240,786 | 335,543 | (94,757) | 1,815,601 | 2,096,337 |
| 6400 Marketing and Staff/Student Rec | 6,995 | 56,250 | (49,255) | 16,175 | 56,667 | (40,492) | 328,625 | 343,000 |
| 6500 Fund-raising Expenses | 4,808 | 8,000 | (3,192) | 8,491 | 10,000 | (1,509) | 87,509 | 96,000 |
| 7100 Curriculum & Classroom Expenses | 25,916 | 138,417 | (112,501) | 205,057 | 278,813 | (73,757) | 544,479 | 749,536 |
| 8100 Facility | 559,820 | 573,216 | (13,396) | 1,041,991 | 1,148,978 | (106,987) | 5,993,147 | 6,683,138 |
| 8200 Technology/Communication Expense | 17,650 | 41,164 | (23,514) | 41,602 | 86,318 | (44,716) | 429,367 | 472,969 |
| 8300 Miscellaneous Expenses | (8,751) | 50 | (8,801) | (5,040) | 100 | (5,140) | 12,460 | 7430 |
| 8000 Depreciation Expense | - | - | - | - | - | - | 500,000 | 500,000 |
| Total Expenses | 2,214,532 | 2,233,602 | (18,070) | 6,152,608 | 6,326,231 | (173,623) | 26,148,076 | 26,148,076 |
| Net Income | (213,869) | 485,351 | (699,120) | (833,690) | (1,700,320) | 518,616 | 4,821,937 | 4,821,937 |
| Capital Expenditures | | | | | | | | |
| Furniture, Fixtures & Equipment | 46,407 | - | 46,407 | 91,482 | - | 91,482 | 664,067 | 557,548 |
| Facility and Construction | - | - | - | - | - | - | - | - |
| Website | - | - | - | - | - | - | - | - |
| Total Capital Expenditures | 46,407 | - | 46,407 | 91,482 | - | 91,482 | 664,067 | 557,548 |

Fund Assets not included in board approved budget

Challenge Prep Charter School Cash Flow Projection as of August 31, 2023

| | September | October | November | December | January | February | March | April | May | June | July + Subsequent |
|--|--------------------|------------------|--------------------|------------------|--------------------|------------------|--------------------|------------------|--------------------|--------------------|-------------------|
| Annual Budget FYE June 30, 2024 | | | | | | | | | | | |
| Beginning Cash Balance (Operating Account) | 6,379,918 | 3,303,810 | 5,961,043 | 3,561,242 | 6,172,144 | 3,725,174 | 6,186,785 | 3,739,815 | 6,494,275 | 4,340,154 | 2,021,977 |
| Projected Cash Receipts from Operations (below) | 5,501 | 5,109,705 | 52,670 | 5,063,374 | 5,501 | 4,914,083 | 5,501 | 4,914,083 | 5,501 | 134,294 | 638,675 |
| Projected Cash Disbursements from Operations (below) | (2,415,675) | (2,406,065) | (2,406,065) | (2,406,065) | (2,406,065) | (2,406,065) | (2,406,065) | (2,406,065) | (2,406,065) | (2,406,065) | (1,328,069) |
| Net Cash from Operations | (2,410,173) | 2,703,640 | (2,353,395) | 2,657,309 | (2,400,563) | 2,508,018 | (2,400,563) | 2,508,018 | (2,400,563) | (2,271,770) | (689,394) |
| Cash Receipts from Accounts & Misc Receivables (not included in revenue below) | - | - | - | - | - | - | - | - | - | - | - |
| Cash Disbursements for Accounts Payable & Accrued Expenses | (619,528) | - | - | - | - | - | - | - | - | - | - |
| Capital Expenditures (below) | (46,407) | (46,407) | (46,407) | (46,407) | (46,407) | (46,407) | (46,407) | (46,407) | (46,407) | (46,407) | - |
| Accounts Receivable | - | - | - | - | - | - | - | - | - | - | - |
| PPP Loan Payable | - | - | - | - | - | - | - | - | - | - | - |
| PPP Loan Interest Payable | - | - | - | - | - | - | - | - | - | - | - |
| Ending Cash Balance (Operating Account) | 3,303,810 | 5,961,043 | 3,561,242 | 6,172,144 | 3,725,174 | 6,186,785 | 3,739,815 | 6,201,427 | 4,047,305 | 2,021,977 | 1,332,583 |
| Other Cash Accounts (Net of Transfers) | 1,405,439 | 1,405,439 | 1,405,439 | 1,405,439 | 1,405,439 | 1,405,439 | 1,405,439 | 1,405,439 | 1,405,439 | 1,405,439 | 1,405,439 |
| Total Cash (All Accounts) | 4,709,249 | 7,366,482 | 4,966,681 | 7,577,583 | 5,130,613 | 7,592,224 | 5,145,254 | 7,606,866 | 5,452,744 | 3,427,416 | 2,738,022 |

Challenge Prep Charter School
Balance Sheet
YTD as of August 31, 2023

| | <u>Total</u> | <u>Comments</u> |
|---|-----------------------|-----------------|
| ASSETS | | |
| Current Assets | - | |
| Bank Accounts | | |
| 1000 Cash | | |
| 1001 HSBC Checking - 0844 | 114,203 | |
| 1002 HSBC Checking - 0852 | 8,066 | |
| 1003 HSBC Checking - 0879 | 292,849 | |
| 1005 HSBC Money Market - 5972 | 532,465 | |
| 1006 Chase Escrow - 3060 | 70,000 | |
| 1008 Chase Operating 9639 | 6,246,032 | |
| 1009 Chase Secondary 9652 | 3,016 | |
| 1010 Chase Debit 9660 | 16,667 | |
| 1011 MCS Savings 6692 | 504,243 | |
| Total 1000 Cash | <u>\$ 7,787,541</u> | |
| Total Bank Accounts | <u>\$ 7,787,541</u> | |
| Accounts Receivable | | |
| 1100 Accounts Receivable | 211,786 | |
| Total Accounts Receivable | <u>\$ 211,786</u> | |
| Other current assets | | |
| 1300 Prepaid Expenses | 300,994 | |
| 1301 Prepaid Insurance | 164,618 | |
| 1310 Prepaid Rent | 713,453 | |
| Total Other current assets | <u>\$ 1,193,064</u> | |
| Total Current Assets | <u>\$ 9,192,392</u> | |
| Fixed Assets | | |
| 1500 Furniture, Fixtures & Equipment | | |
| 1510 Office & Admin Computers & Equipment | 286,835 | |
| 1511 Classroom Computers & Equipment | 1,427,650 | |
| 1512 Classroom Furniture | 605,716 | |
| 1513 Office Furniture | 170,613 | |
| Total 1513 Office Furniture | <u>\$ 170,613</u> | |
| 1515 Computer Software | 26,929 | |
| Total 1500 Furniture, Fixtures & Equipment | <u>2,517,742</u> | |
| 1519 Facility and Construction | 127,589 | |
| 1520 Architect Fees | 119,120 | |
| 1525 Fire Alarm System | 7,500 | |
| Total 1525 Fire Alarm System | <u>\$ 7,500</u> | |
| 1530 Kitchen/Cafeteria | 162,079 | |
| 1540 Leasehold Improvements | 867,530 | |
| Total 1519 Facility and Construction | <u>1,283,817</u> | |
| 1610 Website | 11,000 | |
| Total 1610 Website | <u>\$ 11,000</u> | |
| 1700 Accumulated Depreciation & Amortization | | |
| 1710 Accumulated Depreciation | (2,409,817) | |
| 1750 Accumulated Amortization | (9,411) | |
| Total 1700 Accumulated Depreciation & Amortization | <u>\$ (2,419,228)</u> | |
| Total Fixed Assets | <u>\$ 1,393,331</u> | |
| Other Assets | | |
| 1800 Security Deposits | 940,999 | |
| 1830 ROU - Operating - Equipment | 63,205 | |
| 1831 ROU - Operating - Facility | 97,104,438 | |
| Total Other Assets | <u>\$ 98,108,643</u> | |
| TOTAL ASSETS | <u>\$ 108,694,366</u> | |
| LIABILITIES AND EQUITY | | |
| Liabilities | | |
| Current Liabilities | | |
| Accounts Payable | | |

| | |
|---|-----------------------|
| 2000 Accounts Payable | 489,084 |
| Total Accounts Payable | \$ 489,084 |
| Other Current Liabilities | |
| 2301 Accrued Expenses | 130,444 |
| 2302 Refunds Payable | 2,256 |
| 2400 Unearned/Deferred Revenue | 5,407,013 |
| 2830 Lease Liability ST - Operating - Equipment | 42,292 |
| 2832 Lease Liability ST- Facility | 2,545,855 |
| Total Other Current Liabilities | \$ 9,158,631 |
| Total Current Liabilities | \$ 9,647,715 |
| Long-Term Liabilities | |
| 2930 Lease Liability LT- Operating - Equipment | 20,913 |
| 2932 Lease Liability LT- Facility | 99,261,304 |
| Total Long-Term Liabilities | \$ 99,282,217 |
| Total Liabilities | \$ 108,929,932 |
| Equity | |
| 3100 Retained Earnings | 197,924 |
| Net Income | (433,490) |
| Total Equity | \$ (235,566) |
| TOTAL LIABILITIES AND EQUITY | \$ 108,694,366 |

Challenge Prep Charter School
Statement of Cash Flows
YTD as of August 31, 2023

| | Total |
|---|------------------|
| OPERATING ACTIVITIES | |
| Net Income | (433,490) |
| Adjustments to reconcile Net Income to Net Cash provided by operations: | |
| 1100 Accounts Receivable | 0 |
| 1300 Prepaid Expenses | (229,468) |
| 1301 Prepaid Insurance | (164,618) |
| 1310 Prepaid Rent | (219,503) |
| 1710 Accumulated Depreciation & Amortization: Accumulated Depreciation | 0 |
| 2000 Accounts Payable | 139,784 |
| 2100 HSBC Loan Payable | 0 |
| 2300 Accrued Salaries/Taxes | (593,401) |
| 2301 Accrued Expenses | 48,619 |
| 2400 Unearned/Deferred Revenue | 4,932,753 |
| Total Adjustments to reconcile Net Income to Net Cash provided by operations: | 3,914,165 |
| Net cash provided by operating activities | 3,480,675 |
| INVESTING ACTIVITIES | |
| 1500 Furniture, Fixtures & Equipment | |
| 1510 Furniture, Fixtures & Equipment: Office & Admin Computers & Equipment | 0 |
| 1511 Furniture, Fixtures & Equipment: Classroom Computers & Equipment | (7,251) |
| 1512 Furniture, Fixtures & Equipment: Classroom Furniture | (31,393) |
| 1513 Furniture, Fixtures & Equipment: Office Furniture | (7,762) |
| 1540 Facility and Construction: Leasehold Improvements | (22,000) |
| 1750 Accumulated Depreciation & Amortization: Accumulated Amortization | 0 |
| Net cash provided by investing activities | (68,407) |
| FINANCING ACTIVITIES | |
| 2700 Deferred Rent Liability | 0 |
| Net cash provided by financing activities | 0 |
| Net cash increase for period | 3,412,268 |
| Cash at beginning of period | 4,472,511 |
| Total Cash at beginning of period | 4,472,511 |
| Cash at end of period | 7,884,779 |



Attachment #10



Challenge Preparatory Charter School

Project SAVE

School Safety & Emergency Response Plan 2022 - 2023

Adopted by School Safety Team on: August 2023

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SECTION I. GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

A. Introduction and Purpose

Emergencies and violent incidents in schools are critical issues that must be addressed in an expeditious and effective manner. All schools are at risk from a variety of acts of violence and natural and technological disasters. In 2001, the State of New York enacted the Safe Schools Against Violence in Education Law (Project SAVE), requiring districts to undertake comprehensive planning efforts to address risk reduction/prevention, response, and recovery with respect to a variety of emergencies in school districts and schools.

Challenge Preparatory Charter School (the "School") has adopted this School Safety and Emergency Response Plan (the "Safety Plan") pursuant to Commissioner's Regulation 155.17 issued under Project SAVE. As the School is a charter school and therefore is its own school district, the Safety Plan fulfills the requirements of a district-level Emergency Response Plan.

B. Plan Review and Public Comment

Pursuant to the Commissioner's Regulation, Section 155.17 (e) (3), a summary of this plan will be made available for public comment at least 30 days prior to its implementation. This safety plan may be approved by the Board of Trustees of the School only after at least one public hearing that provides for the participation of school personnel, parents, and any other interested parties. The plan must be formally adopted by the Department of Education.

The specifics of the emergency response plans contained in this Safety Plan shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a.

Full copies of this Safety Plan will be supplied to both local and State police within 30 days of adoption.

This plan will be reviewed periodically during the year and will be maintained by the Safety Team, which can be found on pages 3-4. The required annual review of this Safety Plan will be completed on or before school opens each year after its adoption by the Board of Trustees.

C. Concept of Operations

The methodology used to develop this revised Safety Plan included the involvement of key constituencies of the School community, including the Board of Trustees of the School, administrators, teachers, and parents, each of which are represented on the Safety Team.

In the event of any emergency or violent incident at the School, the initial response will be by the Building Response Team (BRT). BRT Members will be trained as required by the NYC DOE Emergency Preparedness Guidelines. All members of the Building Response Team (BRT) will carry a school walkie-talkie to ensure adequate communication is available at all times.

In the event of an emergency or violent incident, local emergency officials will be notified. The School’s efforts may be supplemented with county and state resources through existing protocols.

D. Designation of the Emergency Response Teams (ERT)

The Emergency Response Teams are comprised of the following teams and personnel:

School Safety Team

This school safety team consists of the CEO, Chief of Staff, Director of Operations, Director of Communications, Senior Directors, Director of Pupil Personnel Services, Principals, School Security Manager, Assistant Principals, the Managers of Operations, the Assistant Manager of Operations, the 101 PCT Commander, the Leaders of School Culture, the Lead Custodian, the Manager of Data, and the Facilities Operations Associate. The role of this team is to adopt all school safety policies and procedures.

| <i>Name</i> | <i>Position</i> |
|------------------------|--|
| Rev. Dr. Les Mullings | CEO |
| Shanique McFarlane | Chief of Staff |
| Janisa Vaughn | Director of Operations |
| Kimberly Messer | Director of Communications |
| Kentia Coreus - K-5 | K-5 Senior Director of Teaching and Learning |
| Mavgar Mondesir-Gordon | 6-12 Senior Director of Teaching and Learning and 9-12 Principal |
| Nicole Griffin | Principal, Elementary School |

| | |
|-----------------|-----------------------------|
| Gasner Vil | Principal, Middle School |
| Donna Webster | Director of Finance |
| Dale Richardson | Director of Technology |
| Tameka Richards | Director of Pupil Personnel |
| Jason Brown | School Security Manager |

Building Response Teams (BRTs)

These building teams consist of the Associate Director of Operations, Operations Managers who are the BRT Leaders, all Assistant Principals, the Director of Pupil Personnel Services, the Deans of Culture, the School Nurse, and anyone that is CPR certified. The role of these teams is to lead the initial response to any emergency situation that may occur within the building.

| | |
|--|---|
| Network Offices - 1526 Central Avenue | |
| <i>Name</i> | <i>Position</i> |
| Shanique McFarlane | Chief of Staff |
| Vicky Rosario | Student Enrollment and Recruitment Coordinator |
| Kareen Bruce | Staff Accountant |
| Tereasa Camporeale | Special Projects Coordinator of Teaching and Learning K-5 |
| | |
| Elementary #1 - 1279 Redfern Avenue | |
| <i>Name</i> | <i>Position</i> |
| Humma Qureshi | Assistant Principal |
| Elizabeth Ofori | Data Specialist Grades K - 5 |
| Devaney Brown | K-5 Operations Manager (AED/CPR Certified) |
| Cherry Wiggins | K-5 Family Engagement Coordinator |
| Syvine Grant-Brown | Instructional Coach |
| Nicholas Meggie | Technology Coordinator |
| School Nurse | School Nurse |

| Elementary #2 - 710 Hartman Lane | |
|---|---|
| <i>Name</i> | <i>Position</i> |
| Carolyn Thomas | Assistant Principal |
| Jaqueline Wardbrew | Assistant Principal (AED/CPR Certified) |
| Carlene Marquez-James | Administrative Assistant |
| Dorveeda Anderson | Operations Associate |
| Bayo Fagbamilia | Dean of Culture |
| School Nurse | School Nurse |

| 1520 Central Avenue - Middle School | |
|--|--|
| <i>Name</i> | <i>Position</i> |
| Dr. Sheila Lyle | Assistant Principal |
| Renee Johnson | Operations Manager (AED/CPR Certified) |
| Marquis Smith | Principals Administrative Assistant |
| Jason Russell | Dean of Culture (AED/CPR Certified) |
| Danielle Colon | Family Engagement Coordinator |
| School Nurse | School Nurse |

| 1520 Central Avenue - High School | |
|--|---|
| Melissa Canzoneri | Assistant Principal |
| Lisa Luton | Associate Director of Operations |
| Annella Samuels | Data & Information Systems Specialist (AED/CPR Certified) |
| Michelle Tomlin | Principals Administrative Assistant (AED/CPR Certified) |

| | |
|---------------|-------------------------------------|
| | |
| Shanice Laing | Dean of Culture |
| Kevaun Thomas | Dean of Culture (AED/CPR Certified) |
| School Nurse | School Nurse |

Post-Incident Response Team

This school-wide team consists of all Assistant Principals, Director of Pupil Personnel Services, School Nurses, Managers of Operations Managers, Deans of Culture, School Counselors, and School Social Workers. In addition, a listing of all certified First-Aid-trained personnel will be posted in the Main Office of each building. The role of this team is to provide post-incident psychological and medical aftercare if necessary.

| Post-Incident Response Team - Elementary | |
|---|-------------------------------------|
| <i>Name</i> | <i>Position</i> |
| Jaqueline Wardbrew | Assistant Principal (CPR Certified) |
| Tasfia Alam | School Counselor |
| Melissa Harris | Social Worker |

| Post-Incident Response Team - Middle School | |
|--|---------------------|
| <i>Name</i> | <i>Position</i> |
| Dr. Sheila Lyle | Assistant Principal |
| Mia Davy | School Counselor |
| Kareen Armstrong | School Counselor |

| Post-Incident Response Team - High School | |
|--|---------------------|
| <i>Name</i> | <i>Position</i> |
| Melissa Canzoneri | Assistant Principal |

| | |
|--------------------|-----------------------------------|
| Latrice Ishmael | School Counselor |
| Meredith Gutierrez | School Counselor |
| Luis Robles | Social Worker (AED/CPR Certified) |

SECTION II. RISK REDUCTION/PREVENTION AND INTERVENTION

A. Prevention and Intervention Strategies

School Personnel Training

The School Safety Team will design and implement trainings for these various teams on safety procedures including procedures for the (1) removal of disruptive scholars, (2) crisis response, mediation, conflict resolution and other de-escalation techniques, and (3) protocols for responding to fire, bomb threats, armed and unarmed intruders and other emergency situations.

Coordination with Emergency Officials

The Safety Team includes the Director of Operations who will be responsible for facilitating the annual review of the Safety Plan and conducting drills and exercises to test the Safety Plan. These tests may include tabletop exercises which will be coordinated with local and county emergency responders and preparedness officials. The Building Response Team (BRT) will be critical in the coordination of these exercises.

Annual Multi-Hazard Training for Staff and Scholars

The law requires annual multi-hazard training for scholars and staff. The intent of this training is to make building residents aware of the specific response procedures in their buildings. All school staff will be familiarized with the basic concepts of each emergency response based on a specific incident. This type of training can be most successfully accomplished by members of the Safety Team who would be most familiar with the procedures they have established. The Safety Team will train individual classroom teachers to relate this information to their classes. Staff training will be incorporated into regular staff meetings.

Program Initiatives and Early Detection of Potentially Violent Behaviors

Project SAVE emphasizes the importance of prevention strategies such as non-violent conflict resolution training programs, peer mediation programs, and extended day and other school safety programs. At the School, pro-active prevention means creating a “community of caring”, offering every opportunity for all scholars to be actively and successfully engaged in academics and extracurricular activities, and to be connected to the school community through significant, healthy relationships with caring adults. The School implements all elements of Restorative Justice, including clear behavioral expectations and consistently-enforced, logical consequences, and establishing a school climate based on responsibility and respect for oneself and others. Additionally, the School will consider implementing one or more of the following programs: violence prevention programs that address the components of empathy, impulse control, and anger management skills, and offer corrective supportive intervention strategies.

The following is a list of prevention strategies that the school may use:

- Strong emphasis on zero tolerance for harassment and violence
- Support groups facilitated by school counselor
- Conflict resolution strategies
- House Systems in grades 6-12
- Mentoring (pairing of differently-aged scholars)
- Parent/Scholar/Staff surveys
- Child Study Teams
- Advisory. Lessons on peer intervention taught by teachers, school counselors, and social workers.
- Current events units in classrooms – analyzing violence on TV and in other media sources

The School employs the Culture team which includes the Dean of Culture, Social Workers, School Counselors, and the Family Engagement Coordinator. The Culture team increases parent participation in the academic advancement and social development of their children. The Culture team plans, coordinates, and runs parent workshops on a variety of topics that help parents help themselves and their children. The Culture team is the school’s primary outreach to the community helping families to access services and programs.

The works of the Leaders of School Culture both proactively and consequently with scholars who are having trouble with appropriate behavior. The Dean of Culture’s role is to work with scholars who are having behavioral difficulty, or the potential to have difficulty, to teach them alternative methods.

B. Hazard Identification

Project Save requires the School to identify sites of potential emergencies including both internal and external hazards that may warrant protective actions such as the evacuation and sheltering of the school population. The Team has identified the following as potential hazard areas or existing condition (s):

- 1279 Redfern Avenue (Potential flooding in the basement level.)
- 710 Hartman Lane (This is a high-volume traffic intersection.)
- 1520 Central Avenue Highly vehicle-transited area (This is a high-volume traffic intersection.)
- 1526 Central Avenue, Far Rockaway, NY 11691 (This is a high-volume traffic intersection.)

SECTION III. SCHOOL SECURITY

A. Visitor Control Procedures

The CEO and Principals of Challenge Preparatory Charter School or their designees have the responsibility and authority to regulate the admission of visitors and oversee their conduct while in the School. The CEO, Directors, Principals, and School Security Manager also have the authority to grant or deny a visitor's request to enter the School. Such decisions should be reasonable and consistent with the needs of the School, its safety, and the right of the public to visit the School.

The School has established the following procedures in order to establish a uniform visitor control standard. These procedures will ensure minimum standards to control visitors at the School. The security guard will check IDs prior to visitors entering the building. The Safety Team may establish additional procedures beyond those described below.

Visitors are required to be cleared through the school security guard in order to be allowed access to the building; this includes vendors. Additionally, all visitors must wear the visitors -printed badge for the duration of their visit to the school.

There is one designated main entrance at each of our buildings. At that entrance, the door will be locked at all times and any visitors will need to ring the outer and vestibule doorbell to request entry. A member of the security team will have to identify the visitor on the camera or through the window and buzz them in and direct them to the main office, which is located directly inside the front of the main entrance. Signs are posted at the main entrance informing visitors that they must stop at the desk to sign in and show photo identification. The signs will inform visitors that failing to follow these guidelines will result in their removal from the building.

A visitor entering the building will be required to provide (1) item of valid photo identification (e.g. Driver's License) and sign in with the security guard. The staff member on duty in the main office will record the date, time, name, and destination of the visitor, via the security guard and provide the visitor with a visitor's pass. The visitor must wear the visitor's badge at all times and return it to the main office before leaving the building. Security guard maintains all visitor information in its records keeping binder. The main office staff will ensure that visitors sign out and exit the building.

Visitors who violate procedures regarding visits to the school, whose conduct jeopardizes the safety of scholars and staff, or interferes with programs in the school, or endangers property are subject to immediate removal from the school by order of the CEO, Principal(s), or his/her designee and possible arrest. Additionally, said visitor may be banned from entering the school on future occasions and for the duration decided by the school.

It is incumbent upon staff to be aware of visitors that do not have an appropriate pass for a designated area or have no visitor's pass at all. Where feasible, staff should approach such a person and request that they return to the Main Office. Staff should then notify the Principal and the Main Office of the situation.

A. Assignment of Responsibilities

Building Response Team (BRT) Leaders

In the event of an emergency occurring in one of our school sites, the Principal is the individual who is overall in charge. However, the BRT Leader will be the Managers of Operations or in the absence of the MOO, the next person on the Chain of Command (see below) will serve as the BRT Leader. In the event of a crisis, the BRT Leader has responsibility for decision-making and coordination of the emergency response.

The BRT Leaders may be replaced by a member of a local emergency response agency. After relinquishing command, the Principal, or next person in the Chain of Command, may be asked to serve in a support role as part of a Unified Incident Command, if established, by the local emergency response agency

The following is the Chain of Command for the BRT:

| Position | Name | Title |
|----------|------|-------|
|----------|------|-------|

| | | |
|--------------------------|---------------------|--------------------------|
| BRT Leader Elementary | Carolyn Thomas | K-5 Assistant Principal |
| BRT Leader Elementary | Jacqueline Wardbrew | K-5 Assistant Principal |
| BRT Leader Elementary | Humma Qureshi | K-5 Assistant Principal |
| BRT Leader Middle School | Dr. Sheila Lyle | 6-8 Assistant Principal |
| BRT Leader High School | Melissa Canzoneri | 9-12 Assistant Principal |

NOTE: As a minimum, the BRT Leaders will ensure that Command Post Activation Guidelines are followed, as outlined in [Appendix F](#).

B. Access to Floor Plans

The importance of easy access to school building floor plans, evacuation routes, school grounds, road maps, and the immediate surrounding cannot be overemphasized. The ability of emergency services to obtain this information quickly and efficiently will have a major impact on the success of any response effort. Accordingly, detailed floor plans of the School facility are readily available in the Managers of Operations office.

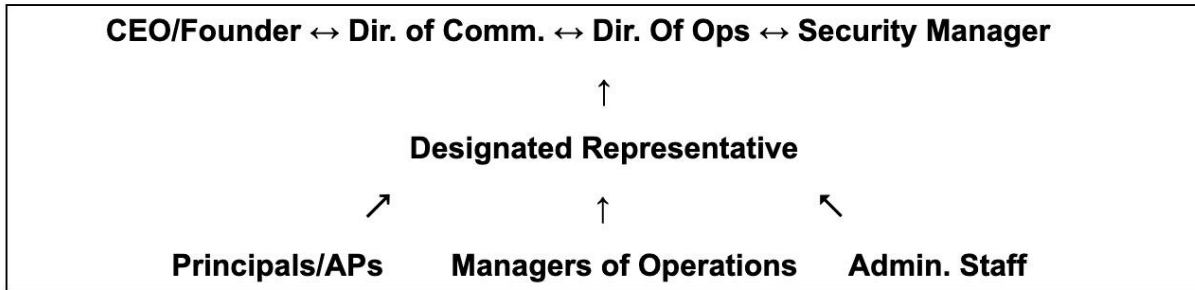
C. Notification and Activation

Any incident warranting Crisis or Emergency communication with families will be coordinated with the Director of Communications and the CEO and/or CEO Chief of Staff. The BRT Leader or designee will follow these steps:

CRISIS COMMUNICATION FLOW

Step 1: Contact BRT and/or 911 - Emergency Responders

Step 2: Inform Crisis Communications Team via ParentSquare Alert



Our Crisis Communications Team includes:

- CEO/Founder with CEO Chief of Staff
- Director of Communications
- Director of Operations
- Security Manager

Other Leaders/Staff:

- Senior Directors
- Director of Pupil Personnel Services
- Principals/APs (as designated)
- Family Engagement Coordinators

Internal Communication with Staff and Other Departments within the School

Internal communication may be done through ParentSquare alerts, walkie-talkies, telephones, and/or the use of runners as selected by the BRT Leader. Care will be taken to communicate known facts and pertinent information only.

External Communication

External communication with outside agencies and other schools may be done through landline telephones, cell phones, and/or the use of runners as selected by the BRT Leader. Care will be taken to communicate known facts and pertinent information only.

Communication with Law Enforcement Officials

Communication with local law enforcement officials in the event of an emergency shall be by dialing 911 on a landline telephone or cell phone. After the initial call, only the designated BRT Leader or Director of Operations will communicate with the officials.

Communication with Parents

In case of an emergency requiring a lockdown or evacuation, parents will be notified by way of ParentSquare Urgent Alert by either the Director of Communications or

the Director of Operations or one of their designees. Families will be given instructions on where to meet a school representative and/or reunite with their scholar(s). Parents should NOT go to the school site(s) or alternate reunion site(s) until instructed to do so as the school staff work with local authorities to determine safety in the immediate area.

As available, information will also be posted on the school website and if appropriate, social media channels. For a large-scale crisis event, a special page on the website will be activated to keep families informed.

In the event of an emergency or violent incident requiring early dismissal, the school staff will use ParentSquare to contact families. Written notification as approved by the CEO & Director of Communications will be provided to the main office staff. Family Engagement Coordinators will distribute emergency contact information to all classroom teachers as needed. If the Family Engagement Coordinator is absent, the school Operations Associate will distribute the written notification and/or emergency contact information. Teachers will call all parents of scholars on their roster with the help of non-classroom school staff. These blue emergency contact binders are kept in the Main Office of the School. Emergency contact information can also be accessed through PowerSchool.

Scholars at Challenge Preparatory Charter School are not permitted to have cell phones during school hours. Therefore, parents should know that scholars will not communicate with them during a school-wide emergency.

Communication with the Community

The CEO, and/or his designee, or the Director of Communications will be the only official spokespersons who communicate with the media during an emergency situation. Only they will be responsible for emergency notification of the media on behalf of the School to the wider community. The Principal or BRT Leader will respond to inquiries from parents and guardians during an emergency. In a situation where the Assistant Principal is not available, the BRT Leader will be the Operations Manager.

D. Resources Available for Use in an Emergency

Communication Resources

In the event of an emergency, the following are available as modes of communication within the building and outside of it: cell phones, email/computers, 2-way radios, ParentSquare Alerts, the school website (via the top Announcement Bar), and social media pages (if appropriate). Each classroom has a computer.

Attendance for students and staff to include contact information is available in each site's Main Office and is updated with daily attendance counts.

Equipment

In the event of an emergency, the nurse's office houses basic first aid supplies as do each of the classrooms. An AED (Automatic External Defibrillators) is available in the entrance hallway located near the main office and on the 3rd-floor hallway next to the elevator. An Epi-pen is also available in the nurse's station.

| <u>1520 Central Avenue-Rear</u> Equipment /Location |
|--|
| Cellar-Lower Level-1 Extinguisher 1st Floor- 2 extinguishers/ near stairwell C & D 2nd Floor-2 extinguishers near stairwell C & D 3rd Floor-2 extinguishers near stairwell C & D 4th Floor-2 extinguishers near stairwell C & D 1 AED Machine for 1520 as a whole |
| |

| <u>1520 Central Avenue-Front</u> Equipment /Location |
|--|
| Cellar-Lower Level-1 Extinguisher 1st Floor- 2 extinguishers/ near stairwell C & D 2nd Floor-2 extinguishers near stairwell C & D 3rd Floor-2 extinguishers near stairwell C & D 4th Floor-2 extinguishers near stairwell C & D 1 AED Machine for 1520 as a whole |
| |

| <u>1526 Central Avenue-Network Offices</u> Equipment /Location |
|---|
| 1 AED Machine on the first floor outside the Enrollment Office 1st Floor 2 extinguishers near exit sign and near stairwell A 2nd Floor 2 extinguishers near exit sign and near stairwell A 3rd Floor 2 extinguishers near exit sign and near stairwell A |
| |

Blueprints of the building are also available for use in case of an emergency. Detailed blueprints are housed in the Managers of Operations files in the main office.

Sprinklers are located throughout the building in the event of a fire emergency. Fire extinguishers are located on each floor near the stairwells.

SECTION V. GENERAL RESPONSE PROTOCOLS (GRPs) FOR DISASTERS AND EMERGENCIES

The key to handling a crisis, disaster or emergency, is to have plans and protocols in place that are regularly practiced by administrators, staff, and scholars.

This outlines protocols that will serve as a guide for administrators and staff to use to increase the level of calm during an emergency. The listed protocols reflect examples of events that can or may occur in schools. They are not meant to serve as an exhaustive list of the full range of events that the School might experience.

It has been proven, however, that many of the steps that are to be taken during the listed crisis/emergencies are transferable and can be used during most emergencies to quickly bring calm to school staff and scholars prior to the arrival of emergency first responders. Based on the emergency, we may evacuate the School, in which case scholars and staff should be removed to a location a distance away. Or in the case of a threat to the environment outside of the school, i.e. a building collapse, water main break, or a gas leak/explosion, we may keep our scholars and staff in School to avoid the outside dangers.

In every disaster situation, the BRT Leader will immediately take steps to assess the situation, call 911, notify the Crisis Communications Team, and activate the Building Response Team (BRT). The BRT Leader will contact the New York City Police Department (NYPD) and/or the New York City Fire Department (FDNY) as soon as practical. Through our recent collaborations with these agencies and the Mayor's Office of Emergency Management (OEM), we have developed protocols that will ensure that emergency responders from one, if not all of these agencies will be on-site minutes after a disaster.

New York City Department of Education

| | |
|---|----------------|
| Chief Executive, Office of School Safety & Planning – Richard A. Carranza | (212) 374-5164 |
| Executive Director, Office of New Schools – Christopher Caruso | (212) 374-5419 |
| Emergency Information Center | (718) 935-3210 |
| Office of Special Investigations | (212)374-5900 |
| Office of Pupil Transportation | (718) 729-6100 |
| Division of School Facilities | (718) 349-5799 |

New York City Police Department – School Safety Division

| | |
|--|----------------|
| Command Control / Operations Center (24-hour Hotline) | (718) 730-8800 |
| Commanding Officer – Terence A. Monahan | (718) 730-8950 |
| Bronx Borough Commanding Officer – Carlos Gomez | (718) 862-1496 |
| New York City Police Department – 44 th Precinct Contact | (718) 590-5511 |

New York City and New York State Agencies

| | |
|---|----------------|
| Office of Special Commissioners of Investigations - NYC School District | (212) 510-1500 |
| New York State Central Register (Reporting of Suspected Child Abuse) | (800) 635-1522 |
| <i>311 Government Information Services Hotline</i> | |
| 311 School Designee – Maria Martinez | (718) 589-4844 |
| OSSP Contact – Grady Bird | (718) 935-500 |

Some of these will have to be changed

Related Safety Plans to our School-wide Plan are:

Crisis Communication Plan

[Pupil Personnel Plan name here]