



Charter Schools Institute
The State University of New York

2020-2021 SCHOOL YEAR PLAN REQUIREMENTS

FOR CHARTER SCHOOLS AUTHORIZED BY
THE STATE UNIVERSITY OF NEW YORK BOARD OF TRUSTEES

PURPOSE

This document outlines the elements of the reopening plan for the 2020-2021 school year required of all SUNY authorized charter schools with the objective of supporting SUNY authorized education corporations in considering challenges anticipated in the 2020-2021 school year as well as provide guidance for expectations around health and safety, operations, finances, and, importantly, continued provision of quality education programs.

POSTINGS & SUBMISSIONS

Reopening plans must be submitted to the SUNY Charter Schools Institute via Epicenter, and to the New York State Department of Health (“DOH”) through the New York Forward submission form link <https://forms.ny.gov/s3/PK-12-Education-Reopening-Plan>. In addition, a Responsible Person as defined in DOH’s *Interim Guidance for In-person Instruction at Pre-K to Grade 12 Schools during the COVID-19 Public Health Emergency* (“DOH Interim Guidance”) needs to affirm that the person read and understands the school must operate in accordance with that guidance via the following link: <https://forms.ny.gov/s3/ny-forward-affirmation>. This document assumes that the reader is familiar with the DOH Interim Guidance. As indicated in the DOH guidance, reopening plans must be posted at each school and on each school’s website and easily accessible to parents, legal guardians, students, faculty and staff. The Institute will ensure that all reopening plans received from SUNY authorized charter schools will be made available to NYSED upon request.

SUNY authorized charter schools are not required to submit plans to NYSED but are encouraged to review what NYSED provides as a resource in crafting reopening plans. The Institute anticipates NYSED will release related guidance soon. Visit NYSED’s website at: <http://www.nysed.gov/> for more information.

Reopening plans are due by July 31, 2020. Response 7 (detailed below), a PDF compilation of all responses requested in this document, may also serve as the reopening plan education corporations/schools are to submit through the DOH link - as long as the plan provides the information requested in all responses identified below and addresses each charter school within the education corporation. The DOH requires that each education corporation submit one plan for each charter school it operates during the 2020-2021 school year. It is likely some education corporations will submit Response 7 as their reopening plan multiple times for each operating charter school.

The Institute asks that each not-for-profit education corporation with the authority to operate more than one charter school submit to SUNY one plan, through Epicenter, addressing required elements for all authorized, open and operating charter schools within that not-for-profit education corporation. Also please note, the only exception to the July 31st due date for SUNY plan submission is the submission of Response 8 below, which is due to the Institute on or before August 14, 2020.

The requirements and guidance in this draft are subject to adjustment based on the release of Governor’s executive orders, changes in law, regulation, or other binding authority, and DOH or local department of health mandates generated by the changing knowledge and challenges presented by COVID-19. The Institute may, as warranted by changes in the areas noted just prior, require schools to submit modified plans or supplemental information prior to, or during, the 2020-2021 school year. Updates will be communicated directly to schools as well as included on the Institute’s website, in weekly emails, and webinars.

BACKGROUND & GUIDANCE

SUNY authorized charter school education corporations operating one charter school must provide a reopening plan for that individual school. Education corporations operating multiple charters with multiple sites are not required to submit to SUNY a reopening plan for each charter or each site with the same or similar programs. Rather, for SUNY’s purposes, education corporations may indicate to which schools the plan applies or if it applies to all schools so long as each school is covered by a reopening plan. The reopening plan may include descriptions of different programs for elementary, middle, and high school programs or grades; or for students placed in cohorts based on other criteria. In addition, reopening plans must include details regarding changes to services to students with disabilities and English language learners (“ELLs”), which may vary by school or grade level within schools, or be uniform across schools.

At this time, the SUNY Charter Schools Institute (the “Institute”), on behalf of the SUNY Board of Trustees, does not intend to process changes in program reflected in reopening plans for the 2020-2021 school year as formal charter revisions. Executive orders or other authority may make such revisions unnecessary, and many of the changes contemplated by schools may fit within section 9.6(a) of the SUNY Charter Agreement, which describes non-material changes to educational programs. In addition, SUNY intends, to the extent possible in light of executive orders, changes in law, regulation, or other binding authority, and DOH or local department of health mandates, to allow 2020-2021 plans to stay in effect for the entire 2020-2021 school year and be subject to renewal by the Institute should the need continue.

The balance of this document provides the specific requests for the reopening plan, mandatory elements, and guidance based on the DOH Interim Guidance and most recent information available. Both the Institute and DOH may request modifications or amendments to submitted plans. A revision request may originate from either a lack of sufficient detail included in the plan submission, detail that does not align to the DOH Interim Guidance, guidance provided by the Institute, or from changing external conditions; for instance, executive orders or other updated health and safety requirements from other authority. While the DOH Interim Guidance states that reopening plans are presumed approved upon submission, the Institute intends to specifically review each reopening plan for, among other things, elements contained in the SUNY charter agreement and may require education corporations/schools to provide supplemental or amended information.

DEFINITIONS

In addition to the definitions, information, guidance and plan requirements provided in the DOH [Interim Guidance](#), the Institute provides the definitions below.

Synchronous Learning	Learning in which participants interact at the same time and in the same space in a physical or virtual setting.
Asynchronous Learning	Learning that occurs in elapsed time between two or more people. Examples include email, online discussion forums, message boards, blogs, podcasts, etc.
Blended Learning	Situations in which a student learns at least in part at a supervised brick-and-mortar location away from home and at least in part through online delivery with some element of student control over time, place, path, and/or pace; often used synonymously with hybrid learning.
Learning Management System (LMS)	Technology platform through which students access online courses or digital instructional materials. An LMS generally includes software for creating and editing course content, communication tools, assessment tools, and other features for managing the course.
Accessibility	How a person with a disability is provided an equal opportunity to acquire information, receive a service, and participate in a learning experience with ease of use and independence. Accessibility must meet the Americans with Disabilities Act (ADA) Title II standards and comply with Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 ("Section 504").

ADDITIONAL GUIDANCE FROM THE INSTITUTE

- Education corporation boards of trustees should review and approve reopening plans and should ensure necessary budgetary changes are reflected in a narrative accompanying the next quarterly budget submission.
- With respect to additional reopening plan elements required by SUNY, education corporations should assume the Institute’s familiarity with the plans and programs outlined in the current and active charter and refrain from providing descriptions for areas where there are no changes to approved charter elements.
- Plans must describe, where requested and appropriate, how the education corporation will address DOH and other health authorities’ mandates/guidance on: social distancing; student and staff occupancy limits; cohorting; use of personal protective equipment (“PPE”) including face coverings; health screening; hygiene, cleaning, and disinfection protocols; contact tracing; return to school of persons who tested positive for COVID 19 symptoms; ventilation; food services; transportation; and, other health and safety related considerations. Requested Response 2 and its sub-elements outlined below are the mandatory elements required in the DOH plan, the link to which is included throughout that section.
- Education corporations are encouraged to provide reopening plans that include in-person (compliant with social distancing and all health precautions) and/or blended instruction to the extent practicable under health and safety guidelines as well as Executive Orders with an emphasis on providing in-person instruction to vulnerable populations of students.
- Plans should include flexibilities to account for multiple learning scenarios in 2020-2021 and:
 - Comply with the State-Issued Guidance and Minimum Standards detailed in the DOH [Interim Guidance](#) at p. 6.;
 - Include detailed information on any planned in-person instruction that complies with State and local health and safety precautions such as social distancing, use of PPE, cleaning, occupancy limits, etc. and aligns with requirements referenced above. The reopening plan must describe how instruction (in-person, blended, and virtual) will differ from the educational program in the school’s most current charter; and,
 - Address multiple contingencies. For example, if a school’s plan calls for an in-person orientation and start of school for two weeks with staggered cohorts of students attending on various days of the week, what will the school do if an executive order requires the school to open virtually?
- Plans must include specific processes for vulnerable and special populations including students with disabilities, ELLs, and very young students who may have difficulty accessing on-line learning and resources.
- Virtual instruction, like all instruction, must be aligned with, and designed to “meet or exceed the student performance standards adopted by the Board of Regents and the student performance standards contained in the charter,” (N.Y. Education Law § 2854(1)(d)).

- Plans for college prep high school programs offering Regents diplomas including those with Career and Technical Education (CTE) programs, must follow Commissioner of Education regulations regarding diploma requirements and on-line or blended learning (principally in 8 NYCRR § 100.5) in order to continue to grant Regents diplomas and CTE credentials, if applicable. Please note that the New York State Board of Regents is in the process of modifying several Commissioner of Education regulations related to high school requirements, which allow for increased flexibility. Information is available on the New York State Education Department (“NYSED”) website at <http://www.nysed.gov/> and then following the links in “Recent News.”
- The Board of Regents has or will issue broader K-12 guidance and made regulatory changes for flexibility in dealing with education during COVID-19, and introduced some new regulations and reporting requirements. Information is available on the NYSED website at <http://www.nysed.gov/> and then following the links in “Recent News.” Schools should review these regulatory changes and guidance and incorporate that information into the reopening plans to the best of their ability.

SUBMISSION & POSTING REQUIREMENTS

Reopening plans must be submitted to the SUNY Charter Schools Institute via Epicenter, and to the New York State Department of Health (“DOH”) through the New York Forward submission form link <https://forms.ny.gov/s3/PK-12-Education-Reopening-Plan>. In addition, each education corporation must ensure the plan is posted on the website for every charter school it is authorized by SUNY to operate and ensure a copy of the plan is available at each charter school site.

Epicenter, the online system used for document intake and management by the Institute is the only system through which schools may submit plans to the Institute. Access to Epicenter does require a user account. If an education corporation requires a new user account to successfully accomplish submission of this plan, please contact the Institute at charter.epicenter@suny.edu. Each plan must be submitted in the series of responses 1-8, as identified below.

Please visit my.epicenternow.org to log in and upload all components of the plan. For Epicenter related questions, please contact the Institute at charter.epicenter@suny.edu

2020-2021 PLAN ELECTRONIC FILE CONVENTIONS

Response	Required File Name	File Type	Due Date
Response 1	R-01-Executive Summary	MS Word	July 31, 2020
Response 2	R-02a– Reopening Operations	MS Word	July 31, 2020
	R-02b – Monitoring	MS Word	July 31, 2020
	R-02c – Containment	MS Word	July 31, 2020
	R-02d - Closure	MS Word	July 31, 2020
Response 3	R03a – Pre-Opening	MS Word	July 31, 2020
	R-03b – School Calendar	Adobe PDF	July 31, 2020
	R-03c – Scheduling for Students	MS Word	July 31, 2020
	R-03d-Scheduling for Staff	Ms Word	July 31, 2020
Response 4	R-04ab– Enrollment and Attendance	MS Word	July 31, 2020
Response 5	R-05ad-Academic Program	MS Word	July 31, 2020
Response 6	R-06 – Pre-Existing School Plan(s) Attachments	MS Word; Adobe PDF	July 31, 2020
Response 7	R-07 Fully Merged Plan	Adobe PDF	July 31, 2020
Response 8	Charter Schools Included Under Reopening Plan	MS Excel	August 14, 2020

REQUIRED RESPONSES & ELEMENTS

Response 1: Executive Summary

Provide a description of how the education corporation's plans for the 2020-2021 school year support attainment of its chartered mission, are informed with the best knowledge and information available regarding health, safety, support, and continued academic growth for students, their families, and staff. Please identify the chartered names of schools, and grade levels served by each school included under this plan.

Response 2: Reopening Operations, Monitoring, Containment & Closure

The required items below are detailed on pages 3-6 of the DOH [Interim Guidance](#).

2a. Reopening Operations

The required items below are detailed on pages 3-5 of the DOH Interim Guidance. Please provide detailed responses to the following organized by the bulleted, bolded headings identified below (e.g., **2a: Reopening Operations** (overview description)

- **Capacity**
- **Social Distancing**
- **PPE and Face Coverings....)**

Capacity: Phasing and quantity of students, faculty and staff allowed to return in person, considering factors such as ability to maintain appropriate social distance, availability and use of personal protective equipment, local medical capacity and referencing safe transportation plans (see Transportation section, below);

- **Social Distancing:** Protocols and procedures for students, faculty, and staff to ensure appropriate social distancing when on school grounds and in school facilities;
- **PPE and Face Coverings:** Protocols and procedures for students, faculty, staff and other individuals to ensure appropriate PPE is used to protect against the transmission of the COVID-19 virus when on school grounds and in school facilities. Plans for all students, faculty and staff to have the required PPE (i.e., acceptable face coverings) before entering school facilities, grounds, or any other space owned or administered by the education corporation/school.
- Please include the policies the school will have in place to accommodate individuals who are unable to medically tolerate a face covering, and adequately maintain appropriate social distancing.
- Please include the policies the school will have in place for students not admitted to school for safety and health reasons. Note that the Institute considers students not being admitted to school for PPE reasons as similar to a uniform violation in terms of due process. Students may be briefly, safely detained from school while someone or the school provides PPE.

- **Operational Activity:** Determinations on how classes, shared spaces and activities may be adapted in various phases of learning operations. Include and identify below in the **Vulnerable Populations** section information on which, if any, students will be offered alternative approaches such as alternative schedules or hybrid/unique/individual instruction including personal or full time remote or in person learning. In this section include how schedules provide for students from the same household. Also include in this section how shared spaces such as cafeterias, libraries, playgrounds and gymnasiums will be modified and used and if and how cohorts will be implemented. Policies regarding field trips, special congregate events, and visitors, considering risks for COVID-19 transmission, as well as protocols and procedures for social distancing, PPE usage, and cleaning and disinfection, which may include conducting virtual events;
- **Restart Operations:** Plans to reopen facilities and grounds such as cleaning and disinfection, and restarting building ventilation, water systems, and other key facility components as applicable;
- **Hygiene, Cleaning & Disinfection:** Protocols and procedures for school-wide cleaning of classrooms, restrooms, cafeterias, libraries, playgrounds, school busses, and all other school facilities, as well as training and promotion of hand and respiratory hygiene among all individuals in school facilities and on school grounds;
- **Extracurriculars:** Policies regarding extracurricular programs and which activities will be allowed, considering social distancing, PPE usage and cleaning and disinfection as well as risk of COVID-19 transmission (e.g., interscholastic sports, assemblies and other gatherings). Policies should consider how to maintain cohorts if applicable, or members of the same household. Responsible parties should refer to DOH’s “Interim Guidance for Sports and Recreation During the COVID-19 Public Health Emergency” (<https://www.governor.ny.gov/sites/governor.ny.gov/files/atoms/files/SportsAndRecreationMasterGuidance.pdf>) to assist in development of these policies; however, interscholastic sports are not permitted at the time of publication of this guidance, and additional information on athletic activities is forthcoming;
- **Before and After Care:** Policies regarding before and after care programs, considering social distancing, PPE usage and cleaning and disinfection requirements, as well as risk of COVID-19 transmission. Policies should consider how to maintain cohorts, if applicable, or group members of the same household;
- **Vulnerable Populations:** Policies regarding vulnerable populations, including students, faculty and staff who are at increased risk for severe COVID-19 illness, and individuals who may not feel comfortable returning to an in-person educational environment, to allow them to safely participate in educational activities and, where appropriate, accommodate either specific circumstances. These accommodations may include, but are not limited to, remote learning telework, modified educational or work settings, or providing additional PPE to individuals with underlying health conditions. Responsible parties must also identify and describe any modifications to social distancing or PPE that may be necessary for certain student or staff populations, including individuals who have hearing impairments or loss, students receiving language services, and young students in early education programs, ensuring that any modifications minimize COVID-19 exposure risk for students, faculty and staff to the greatest extent possible;

- **Transportation:** Consistent with State issued public transit guidance (available at <https://www.governor.ny.gov/sites/governor.ny.gov/files/atoms/files/PublicTransportationMasterGuidance.pdf>), protocols, and procedures, which include that individuals must wear acceptable face coverings at all times on school busses (e.g., entering, exiting and seated), and that individuals should maintain appropriate social distancing, unless they are from the same household.
- Protocols and procedures should include how school busses will be adapted to keep students and staff safe (e.g., how face coverings will be provided to students in need, how members of the same household will be seated together, how social distancing will be conducted on buses, whether bus schedules will be adapted to accommodate reduced capacity, whether any health screening will be conducted at the home before students board busses, how parents/legal guardians will be encouraged to drop off or walk students to reduce density on buses);
- **Food Services:** Protocols and procedures for on-site and remote food services for students, considering appropriate social distancing and any modifications to service that may be necessary (e.g., providing meals in a combination of classrooms and cafeterias, staggering meal periods). Measures to provide for students with food allergies if providing meals in spaces outside the cafeteria. Protocols and procedures must also include how students will perform and hygiene before and after eating, how appropriate hand hygiene will be promoted, and how sharing of food and beverages will be discouraged. Additionally, protocols and procedures must account for cleaning and disinfecting prior to the next group of students arriving for meals, if served in the same common area (e.g., cafeteria). Also include the education corporation's/school's plan for communicating to parents regarding food availability when students are rotated to offsite instruction and in the event of a shut down during the 2020-2021 school year;
- **Mental Health, Behavioral, and Emotional Support Services & Programs:** Available resources and referrals to address mental health, behavioral, and emotional needs of students, faculty and staff when school reopens for in-person instruction (e.g., how will they identify and support students having difficulty with transition in back to the school setting, especially given the changed school environment). Any training for faculty and staff on how to talk with, and support, students during and after the ongoing COVID-19 public health emergency, as well as information on developing and coping and resilience skills for students, faculty and staff; and;
- **Communication:** Communications plans for students, parents/legal guardians of students, faculty, staff and visitors that includes applicable instructions, training, signage and a consistent means to provide individuals with information. Plans should describe how schools will communicate with students and families about preparing for the upcoming year, which should include adapting to social distancing requirements, properly wearing face coverings, and proper hand and respiratory hygiene. Consider developing web pages, text and email groups, social media to disseminate information. Schools should develop communication plans in multiple languages, as necessary to ensure effective understanding across all languages spoken by families attending schools operated by the education corporation.

2b. Monitoring

Monitoring includes protocols and procedures to track health conditions at schools. The minimum required items below are detailed on page 5 of the DOH [Interim Guidance](#). Please provide detailed responses to the following organized by the bulleted, bolded headings identified below (e.g., **2b: Monitoring** (provide a brief, overview description)

- **Screening**
- **Testing Protocols**
- **Testing Responsibility....**

Please contact the Institute regarding formatting, sequencing or other response questions.

- **Screening:** Protocols and procedures for mandatory health screenings, including temperature checks of students, faculty, staff, and where applicable, contractors, vendors, and visitors to identify any individuals who may have COVID-19 or who may have been exposed to the COVID-19 virus. Responsible parties should consider limiting the number of visitors permitted on school grounds or in school facilities, and if visitors are allowed, screening of such visitors. Students not admitted for medical reasons (fever, coughing, etc.), which should be documented, must be provided with home instruction, which may be on-line, and ideally commencing the same day. While some charter schools have relied on districts to provide home bound instruction, each charter should have a plan in place for instruction of students not admitted to school for medical reasons as well as sick and quarantined students during the 2020-21 school year;
- **Health Testing Protocols:** Process for the provision or referral of diagnostic testing for students, faculty, and staff for COVID-19, in consultation with local health department officials, when needed, which should include plans for testing for symptomatic individuals, close contacts of COVID-19 confirmed individuals, and individuals with recent international travel or travel within a state with widespread transmission of COVID-19 as designated through the New York State Travel Advisory (<https://coronavirus.health.ny.gov/covid-19-travel-advisory>), before allowing such individuals to return to in-person attendance at the school;
- **Health Testing Responsibility:** Identification of who in the community is responsible for referring, sourcing, and administering testing (e.g., local health department testing site, physician offices, hospital system), particularly in the event that large-scale testing at the school is needed; and,
- **Early Warning Signs:** Defined metrics that will serve as early warning signs that positive COVID-19 cases may be increasing beyond an acceptable levels, established by DOH and local health departments; define and describe how the education corporation/school will deploy method(s) to monitor against such metrics.

2c. Containment

Containment includes protocols and procedures for how to respond to positive or presumed positive cases, as well as preventative practices the education corporation/school will deploy. Responses must include those details as well as preventative practices (if identified above please reference). At a minimum, reopening plans must incorporate items bulleted below from requirements detailed on page 6 of the DOH [Interim Guidance](#). Please provide detailed responses to the following organized by the bulleted, bolded headings identified below (e.g., **2c: Containment** (provide a brief, overview description)

- **School Health Offices**
 - **Isolation**
 - **Collection....**
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- **School Health Offices:** Protocols for safely caring for a student, faculty or staff member if they develop symptoms of COVID-19 during the school day;
 - **Isolation:** Procedures to isolate individuals who screen positive upon arrival, or symptomatic individuals should they become symptomatic while at school, providing appropriate PPE for school health offices staff caring for the symptomatic individual(s). Protocols for safe transportation, including pick-up arrangements, if applicable, for symptomatic students, faculty and staff;
 - **Collection:** Protocols for how parents or legal guardians should pick up their students with instructions that the student must be seen by a health care provider;
 - **Infected Individuals:** Requirements that persons who have tested positive complete isolation and have recovered, and will not transmit COVID-19 when returning to in-person learning. Discharge from isolation and return to school will be conducted in coordination with the local health department;
 - **Exposed Individuals:** Requirements that individuals who were exposed to the COVID-19 virus complete quarantine and have not developed symptoms before returning to in-person learning. Discharge from quarantine and return to school will be conducted in coordination with the local health department;
 - **Hygiene, Cleaning, and Disinfection:** Adherence to, and promotion of, hygiene, cleaning, and disinfection guidance set forth by DOH and CDC, including strategies for cleaning and disinfection of exposed areas and appropriate notification to occupants of such areas;
 - **Contract Tracing:** Plans to support local health departments in contact tracing efforts using the protocols, training, and tools provided through the New York State Contact Tracing Program (<https://coronavirus.health.ny.gov/new-york-state-contact-tracing>) – an initiative between the Department of Health, Bloomberg Philanthropies, Johns Hopkins Bloomberg School of Public Health, and Vital Strategies ; and
 - **Communication:** Plans to share protocols and safety measures taken by the education corporation/school with all relevant parties including parents/legal guardians, faculty, staff students and the local community.

2d. Closure

Closure includes contingency plans and procedures for decreasing the scale or scope of in-person education and/or closing the school. At a minimum plans must incorporate the following, again detailed in the DOH [Interim Guidance](#) at page 6. Please provide detailed responses to the following organized by the bulleted, bolded headings identified below (e.g., **2d: Closure** (provide a brief, overview description)

- **Closure Triggers**
 - **Operational Activity**
 - **Communication**
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- **Closure Triggers:** Identification of the condition(s) that may warrant reducing in-person education or closing the school, in consultation with DOH and local health departments, and plan for an orderly closure;
 - **Operational Activity:** Determination of which operations will be decreased, or ceased, and which operations will be conducted remotely. Include processes to conduct orderly closures which may include phasing, milestones and involvement of key personnel; and,
 - **Communication:** Plan to communicate internally and externally throughout the closure process.

Response 3: Pre-Opening, School Calendars & Scheduling

If the education corporation/school has already designed a plan that includes information fully responsive to the requests below, the Institute provides the option of attaching that plan as Response 6 (see Submission & Posting Requirements and the 2020-2021 Plan Electronic File Conventions above) and, where appropriate, citing specific page numbers or sections of that plan that provides the detail requested in Responses 3a to 3d.

3a. Pre-Opening

- Describe the activities and people (staff, students, administrators, parents, community partners, etc.) that were surveyed/consulted or involved in plans for the 2020-2021 school year (amelioration of learning loss sessions, staff professional development, technology distribution, training/support for families, etc.);
- Include a schedule and description for any pre-opening plans (professional development, on-boarding of new students and families, etc.);
- Include a statement of assurances that the education corporation/school will, when instruction is provided in-person in a bricks and mortar setting, conduct fire, safety and other drills as required using social distancing strategies for normal bricks and mortar instruction; and
- Provide a description of what technologies students will need in order to fully participate in planned instructional programs for the 2020-2021 school year. Describe how the education corporation/school will support every student's access to necessary technological devices and connectivity required. Include information as to any supports the education corporation is putting in place to introduce new students and families to the technology as

well as technological problem solving supports for families to maximize student learning and minimize lost instructional time. If the education corporation anticipates material technology budget implications not previously made part of a budget, please include them in a quarterly budget revision. (See the Budget section below.)

3b. School Calendars

Provide an anticipated calendar for the 2020-2021 school year that includes anticipated holidays and breaks. Please specifically provide the total number of instructional days, which generally may not be less than 170 per section 3.8(a) of the Charter Agreement. Include a description that identifies when students, broken out by grade level, cohort or other grouping will receive what type of instruction (in-person, remote, blended, etc.). Please note that the Board of Regents has passed amendments to 8 NYCRR § 175.5 that permit district schools to provide less days of instruction and fewer required hours when school is closed pursuant to an executive order. (See <https://www.regents.nysed.gov/common/regents/files/720bra7.pdf>.) SUNY will permit similar school day and total hour reductions including reductions for any day when a school is closed pursuant to a DOH or local health department order. When drafting calendars schools must consider that the Office of the Governor does not anticipate making an initial determination on school opening dates by region until the week of August 1-8, 2020. Schools, therefore, should not start instructional calendars before August 10, 2020. Non-final guidance from the Governor's Office puts a framework in place for opening schools, which can only open for in-person instruction if their region is in Reopening Phase 4 and its daily infection rate remains below 5 percent using a 14-day average since PAUSE was lifted. After August 1st, if the region's infection rate rises above 9 percent, using a 7-day average, schools will be directed to close.

3c. Scheduling for Students

Include plans for instruction of cohorts of students, hours of instruction, and sample schedules for primary, upper elementary, middle school, high school, students with disabilities, and ELLs, as appropriate, for the students served in the charter school(s) covered in the plan. Clearly identify the following;

- The planned days and times students (by grade level, cohort, or other grouping function detailed by the education corporation/school) will attend in-person instruction along with the planned total of in-person instructional hours for the 2020-2021 school year;
- The planned days and times students will attend remote instruction (by grade level, cohort, or other grouping function detailed by the education corporation/school), the total planned remote instructional hours broken out by synchronistic vs. asynchronistic instructional hours students will receive in the 2020-2021 school year.
- The planned total number of instructional time for each cohort (by grade level, cohort, or other grouping function detailed by the education corporation/school). The Institute notes that instructional time requirements per Commissioner of Education regulations at 8 NYCRR § 175.5 include 900 hours per school year for grades K-6 and 990 hours per school year for grades 7-12, However, the Board of Regents has passed amendments to 8 NYCRR § 175.5 that permit a reduction in the annual hours required if schools are closed

due to an executive order. For this reason, schools do not need to provide information about how the school will meet the state minimum annual instructional time in the reopening plan unless it is the school's intention to do so.

- Please reference how schedules may divide between in-person and remote synchronous and asynchronous learning.

For high schools offering Regents diplomas, Regents credit hours for mandated courses and electives are required (unit of study and unit of credit requirements). Please note that the Board of Regents has passed amendments to 8 NYCRR § 100.1(a) regarding high school units of study that permit significant flexibility in the 180 minutes of required instruction. (See <https://www.regents.nysed.gov/common/regents/files/720bra8revised.pdf>.) Schools may provide “alternative instructional experiences, including but not limited to digital technology or blended learning, that represents standards-based learning under the guidance and direction of an appropriately certified teacher. Instructional experiences shall include, but not be limited to: meaningful and frequent interaction with an appropriately certified teacher; academic and other supports designed to meet the needs of the individual student and instructional content that reflects consistent academic expectations as in-person instruction. Any alternative instructional experience must include meaningful feedback on student assignments and methods of tracking student engagement. Charter school teachers may be exempt from certification in accordance with the New York Charter Schools Act of 1998 (as amended). High schools must also follow the on-line or blended learning instruction requirements of 8 NYCRR § 100.5 (described in Request 5a below).

3d. Scheduling for Staff

Include a description and sample schedules as to how the school plans to deploy staff to support student scheduling. Provide details as to staff deployment in settings that include planned in-person, blended, and remote instruction and other instructional configurations detailed the schools plan.

Response 4: Enrollment and Attendance

4a. Enrollment

Provide a narrative that includes the following:

- Anticipated effects on student enrollment given the in-person and remote learning plans the charter has in place for the 2020-2021 school year;
- The evidence and information the education corporation will collect that corroborates and justifies the student enrollment count the education corporation will use for billing during the 2020-2021 school year; and,
- Identify touch points with families and students, and the evidence the education corporation/school is or will collect to support the enrollment count and who at the education corporation is responsible for ensuring accuracy and documentation collection. If the education corporation anticipates material enrollment budget implications not previously made part of a budget, please include them in a quarterly budget revision.

4b. Attendance

In alignment with the above, NYSED has released draft guidance related to attendance stating, “Schools are responsible for developing a mechanism to collect and report daily teacher/student engagement of attendance regardless of the instructional setting.” As NYSED decides district billing intercept issues, the guidance is instructive.

Provide a narrative that includes the following:

- The evidence the education corporation will collect to corroborate the school’s justification for the student attendance on all instruction days remote, blended or in-person;
- The documentation the education corporation will retain to support any challenge to the validity of a school’s attendance rates (full time equivalents or FTEs);
- The plan for contacting and engaging students that dis-engage from on-line learning; and
- A description of the review process and approval authorization of the attendance records.

Response 5: Academic Program

5a. Curriculum

Describe changes or modifications from the curriculum outlined in the education corporation’s current charter, broken down by grade levels, cohorts, or primary, upper elementary, middle school grades, and high school grades as appropriate to the education corporation/school plan. Include curricular changes that focus on serving students with disabilities and ELLs. Include any curricular plans for socio-emotional learning supports.

An important note on High School Programs:

In order to continue to grant Regents diplomas and CTE credentials, high school programs must continue to follow Commissioner of Education regulations at 8 NYCRR § 100.5 and other applicable regulations including 8 NYCRR § 100.5(d)(10)(ii) with respect to on-line or blended courses. In addition, the Board of Regents has passed regulations introducing flexibility with respect to the career development and occupation studies (CDOS) commencement credential, and science lab requirements (that permit certain simulated labs) in order to be eligible to sit for a Regents exam. Schools should consult <https://www.regents.nysed.gov/common/regents/files/720bra8revised.pdf> for more information.

For any new virtual or blended high school course content provide an assurance that the education corporation/school has defined and will make available upon request to the Institute or other interested parties the following:

- The basis for determining successful course completion;
- how students will demonstrate mastery of the learning outcomes for the subject/course;
- any changes to Regents course exam administration, which must be included on the list of NYSED Approved Alternative Examinations Acceptable for Meeting Requirements for a Local or Regents Diploma;
- the documentation the education corporation will retain to demonstrate student mastery of the learning outcomes;

- that the content is in alignment with the applicable New York State learning standards for the subject area;
- that courses will be taught by or instruction supervised by N.Y. State certified teachers or teachers qualified under Education Law § 2854(3)(a-1);
- An explanation of how regular and substantive interaction between the student and the teacher providing direction and/or supervision will take place, and the documentation that will demonstrate same; and
- A description as to how any virtual or blended instruction satisfies the unit of study and unit of credit requirements in section of 8 NYCRR § 100.1(a) including any flexibilities afforded by the Board of Regents.

5b. Instruction

Describe the education corporation/school’s plans for virtual synchronous and asynchronous instruction, use of break-out groupings, one to one video meetings, phone calls, and other instructional strategies the education corporation anticipates utilizing across its schools (by grade level, cohort or other grouping) to deliver high quality instruction to all students including medically vulnerable populations, those with disabilities as well as ELLs. Describe how regular and substantive interaction between the student and the teacher providing direction and/or supervision will take place, and the documentation the school will retain to demonstrate that interaction.

Describe changes in the education corporation’s plans for in-person instruction that differ from those the Institute has reviewed in the current, approved charter.

5c. Assessment

Provide a description that includes the following by grade level, subject area or other student cohort, subject area, as appropriate to the plan:

- A description of the education corporation’s plan for assessing student instructional needs at the start of the 2020-2021 school year. Explain any assessments planned and how administrators and teachers will use the data to inform instructional strategies;
- A description of any changes from what exists in the current approved charter regarding interim assessments, data analysis procedures, and provision of feedback to students for the 2020-2021 school year; and,
- A description of how students will demonstrate, and how the education corporation will document, student mastery of subject matter.

5d. At-Risk Populations

As with all students, SUNY authorized charter schools must continue to meet the learning needs of students with disabilities and ELLs during the 2020-2021 school year. This includes meeting mandates required in Individualized Learning Programs (“IEPs”) as well as continued support for the language acquisition needs of ELLs.

NYSED has released draft guidance related to flexibility in serving students with disabilities (<https://www.regents.nysed.gov/common/regents/files/4.%20Regulatory%20Flexibility%20for%20the%20Reopening%20of%20Schools.pdf>) directed mainly to local educational agencies. Charter schools should review the guidance and consult with district Committees on Special Education when formulating plans to education or in serving students with disabilities during the 2020-2021 school year.

Please provide details the education corporation/school's plan it will ensure the most vulnerable students will have sustained, equitable access to the charter's education program in the environments planned for the 2020-2021 school year.

If the education corporation/school has already designed a plan that includes information fully responsive to the requests below, the Institute provides the option of attaching that plan as Response 6 (see Submission & Posting Requirements and the 2020-2021 Plan Electronic File Conventions above) and, where appropriate, citing specific page numbers or sections of that plan that provides the detail requested in Response 6d. Responses should include the following:

- A description as to how the education corporation will adapt the Response to Intervention ("RTI") program to address remote learning. Include a description of identification, monitoring, and program delivery;
- A description of the school's plans for fidelity in providing all enrolled students with disabilities the services and supports identified in any IEPs within the schedule provided for the school as well as any additional supports not identified in IEPs students will receive. To the extent social distancing and other safety considerations affect the ability to provide certain settings or services in IEPs including behavioral intervention plans ("BIPs"), describe the plans to modify or provide alternative settings, services, and BIPs;
- A description of how the education corporation's Child Find procedures will work under the remote portion of the plan for the 2020-2021 school year;
- The education corporation's plans for provision of Section 504 requirements in identifying, monitoring, and accommodating students during remote instruction periods for the 2020-2021 school year.
- A description of the education corporation's plans to identify, monitor, and provide appropriate programming for ELLs during virtual or remote instruction, and how the education corporation will ensure all virtual or remote instruction, programming, and communications will be accessible to ELLs and their families.
- A description of the education corporation's plans to serve very young students remotely, who may have difficulty accessing on-line learning and resources, especially in cases where no parent is available to assist the student.

Response 6: Pre-Existing School Plan Attachment(s)

Please provide any pre-existing school plans or documentation that is referenced and provides a fulsome support to any of the responses herein.

Response 7: Full Merged July 31, 2020 Reopening Plan (Responses 1-6)

Please combine all the individual documents included in the Plan (Responses 1 -6) and submit them as a complete Microsoft Adobe PDF file. Please ensure all individual requests are included in the merged document.

Response 8: Charter Schools Included Under the Reopening Plan

Separate from the Responses due on July 31, 2020, and due to the Institute on or before **August 14, 2020**, education corporations must complete a template (will be made available in Epicenter) that includes the name of the individual charter school (if a single charter education corporation) or a list of all charter schools (if a multi-school education corporation) open and operating in the 2020-2021 school year that are subject to the reopening plan, including:

- 8a.** physical address for each site where a charter school will operate during the 2020-2021 school year;
- 8b.** grade levels served at each site for the 2020-2021 school year;
- 8c.** number of school students at each site, whether by grade level or cohort for the 2020-2021 school year. Note that this is not the total number of students in the building if the school is co-located – only the number attributable to the school;
- 8d.** number of school staff at each site for the 2020-2021 school year. Again, this is not the total number at the site, only the number of staff employed by the one school; and
- 8e.** whether the school is co-located in a New York City Department of Education facility. If so, list the names of other schools and community based organizations (“CBOs”) in the facility;
- 8f.** whether the school is co-located in with another public, private, or religious school, or CBO. If so, list the names of such schools and CBOs.



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