

Manhattan Charter Schools

Reopening Plan

2020-2021 School Year

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Table of Contents

Response 1: Executive Summary	Page 3
Response 2: New York Forward Reopening Plan	Page 4
Response 3: Pre-Opening	
Response 3a. Pre-Opening	Page 18
Response 3b. School Calendar	Page 19
Response 3c. Scheduling for Students	Page 21
Response 3d. Scheduling for Staff	Page 23
Response 4: Enrollment and Attendance	
Response 4a. Enrollment	Page 23
Response 4b. Attendance	Page 24
Response 5: Academic Program	
Response 5a. Curriculum	Page 25
Response 5b. Instruction	Page 25
Response 5c. Assessment	Page 25
Response 5d. At-Risk Populations	Page 27
Response 6: Pre-Existing School Plan(s) Attachments	Page 32
Response 7: Fully Merged Plan	Page 32
Response 8: Charter Schools Included Under Reopening Plan	Page 32

Response 1: Executive Summary

Manhattan Charter Schools is comprised of two elementary schools on the lower east side of Manhattan; Manhattan Charter School and Manhattan Charter School 2 both serve at-risk students, in Kindergarten through grade five, facing hardships like housing and food insecurities. Our schools' reopening plan has been created in accordance with guidance from the Centers for Disease Control (CDC), the New York City Department of Health (DOH), the New York State Education Department (NYSED) and the New York City Department of Education (DOE) if/ when available and as appropriate due to our locations in DOE buildings.

School and community stakeholders contributed to this planning process. Parents, guardians and staff completed (online) surveys noting their concerns and questions, and indicating their preferences for their child(ren)'s learning environment for the upcoming school year. School leaders attended the New York City Charter Schools COVID-19 weekly webinar series, as well as the weekly conference call with the Office of Space Management and all offered sessions with the DOH. They also met with the manager of School Foods, participated in weekly Building Council Meetings and conducted building walkthroughs to review cleaning and disinfecting protocols with the Chief Engineers of each school building. Additionally, Manhattan Charter Schools collaborated with Henry Street Settlement, one of our Community Based Organization partners, and researched other Local Education Agencies (LEAs) as part of our research process on best practices. Finally, our Board of Trustees has reviewed our plan and provided insight, guidance and revisions based on the lens of governance, and consistent with their areas of expertise and responsibility, be it legal, financial and/or educational.

Manhattan Charter Schools intend to open for all students for the 2020-2021 school year utilizing a hybrid model; alternately, families will be also able to opt their child(ren) into a fully remote program, learning from home at all times. The details of the plan below are inclusive of both models and also ensure that the school, in part or as a whole, can easily transition from one model to the other based on health data from the city or state, health incidents in our school buildings, and/ or guidance from the Governor.

The safety of students and staff is of the utmost importance and our plans are reflective as such. We have outlined significant measures for ensuring that the physical environment is ready to receive children and adults, and that procedures and policies are in place accordingly, including but not limited to, regulations around building capacity limits, social distancing, PPE, food services, mental health, behavioral, and emotional supports.

Manhattan Charter Schools will uphold the integrity of our academic program, regardless of the major changes to school in the 2020-2021 school year. Teachers will continue to teach to the Common Core and New York State Learning Standards, utilizing the same curricular programs albeit modified to fit the new learning model. For example, lessons may be shortened, accompanied by instructional videos that can be viewed asynchronously, or chunked in order to accommodate students working independently or with limited resources. Students working remotely will have the opportunity to participate in synchronous learning through live stream lessons for core subject classes as well as small group instruction with their classroom teachers

and/or teletherapy from their related services providers. Asynchronous opportunities will include interactive lessons and assignments via Peardeck, Google Slides or similar platforms, in addition to viewing lessons and completing activities via our schools' Learning Management Systems. Enrichment classes, including music which is considered to be our fifth core subject, will be offered in-person when possible and also remotely. Physical education will only be offered remotely to accommodate additional time for technology instruction and the restrictions around social distancing when actively engaged in physical activity.

Full participation in our academic program is dependent upon digital equity amongst all our students; in that regard, Manhattan Charter Schools has purchased an electronic device for each student and will pay the cost of Internet access for those families currently without. Teachers will receive training in online platforms, including Google Classroom and Zoom, and will ensure all assignments and announcements are shared electronically and are accessible to all students at all times, whether in attendance in the brick and mortar location or working remotely from home. Students will receive additional periods of instruction with the technology teacher (as compared to previous school years) and classroom teachers will consistently teach and reteach procedures for accessing lessons and activities and submitting assignments.

Manhattan Charter Schools' plan is to be considered a living document; we will be proactive in updating our plans as new guidance is released, new discoveries are made, and experiential knowledge is acquired.

Response 2: NY Forward Reopening Plan Capacity

Based on results of the DOE PASS survey, Manhattan Charter Schools are able to have 50% of students return to the brick and mortar location at one time. All staff will be able to return to the brick and mortar location; however, arrival and departure times will be staggered for students, and possibly staff, to accommodate health screenings, social distancing and distribution of PPE:

- Staff will arrive between 7:00am and 7:30am
- Kindergarten/first grade students: 7:45 - 8:00am
- Second/ third grade students: 8:00 - 8:15am
- Fourth/ fifth grade students: 8:15 - 8:30am

Siblings will be permitted to arrive together; the younger sibling will drive the time of arrival. For example, if a fourth grade student has a first grade sibling, both children can arrive at 7:45. While we understand that some students will arrive before or after their designated arrival time, we believe that a critical mass of families will follow these guidelines accordingly and it will help us to maintain social distancing and conduct health checks. Regardless of grade level and/or arrival time, all students will be accommodated upon their arrival. Additional plans in this regard will be further detailed in later sections.

Social Distancing

All students and staff will be required to social distance by at least six feet. The following accommodations will be made in this regard:

- Markers will line the street outside the main entrance of the schools, families will be distanced as they wait to enter the building
- Students will enter the building one at a time, monitored by the Principal, Family Relations and Attendance Coordinator and/or other staff members
- Students will receive a 'grab and go' breakfast and eat inside their classroom
- Multi-use rooms will be repurposed as classrooms to accommodate fewer students in each classroom
- Desks will be facing one way and will be distanced, 6 feet on all sides, in accordance with the DOH guidelines
- In-person music classes will ensure a distance of 12 feet if/when possible; all students and teachers will wear masks at all times
- In-person Physical Education classes will be cancelled and replaced with virtual PE
- Arrows will line the hallways, directing one-way traffic
- Staff will monitor student bathrooms and water fountains, allowing for one student at a time to use the facilities
- Staff and students will refrain from handshakes, hugs and other signs of encouragement or affection that require physical touch
- Staff bathrooms will house sanitizing wipes and directions for adults to wipe down after usage
- Staff meetings, professional development sessions and common planning periods will be facilitated virtually

PPE and Face Coverings

All students and staff will be required to wear a face covering at all times, whether social distancing is or is not possible. The following protocols will be put into place:

- Face coverings will be provided to each student and staff member upon their arrival, prior to entering the building, each day; leadership and operations staff will greet students and staff at the front door of the school.
 - The school has already purchased disposable face masks in both adult and child sizes
 - Students and staff will be permitted to use their own face coverings, in lieu of the school provided covering, if they wish to do so.
 - Parents will be required to maintain (wash daily) cloth masks if they choose for their child to use one
 - Face coverings will be required at all times in hallways, stairwells and other common areas
 - All individuals will be instructed to be prepared to put on a face mask if another person unexpectedly cannot social distance
- Staff will only be permitted to remove face coverings if/when working alone in a space and not visible to children
- 10- minute face covering breaks will be built into the daily schedule for all students, social distancing will be maintained at all times during these breaks
 - Breaks will take place in the classroom, seated at desks that are distanced

- Individuals unable to medically tolerate a face covering will be required to distance at all times
 - Students unable to medically tolerate a face covering will receive preferential seating in the classroom
 - Small-group and/or 1-1 instruction for students or staff unable to tolerate a face covering will take place remotely at all times
- Gloves will be available to staff and students as needed
- Additional situational PPE will be made available as needed

Students that have not been admitted to school for safety and health reasons will have the option to participate in a fully remote instructional program, both synchronously and asynchronously. Students who become ill during the school day, or, those who require additional safety accommodations, will be moved to the isolation room, monitored by a member of the leadership team, while accommodations are being discussed, additional/ alternative PPE is gathered, or until they are picked up by a designated family representative.

Operational Activity

Classes, shared spaces and activities will be adapted for the 2020-2021 school year in accordance with guidance from the DOH and CDC.

Manhattan Charter Schools families completed a survey indicating their hybrid schedule preferences. Families were offered the following learning opportunities:

- Hybrid learning
 - four days of in-person learning and one day of remote learning each week)
- Full remote learning
 - five days of remote learning each week
- Parents will also have the option to have students attend in-person school only two days each week (Monday and Tuesday OR Thursday and Friday) and work remotely for three days each week. All students, both hybrid and remote learners, will learn remotely on Wednesdays.
- Students will no longer use communal closets to store belongings
 - Backpacks, jackets and/ or other personal belongings will be stored in individual cubbies or on the back of the students desk chair
 - Personal belongings will be limited to a backpack, computer case, water bottle and lunch bag, if needed
 - Lunch bags must be consumable and will be disposed of after the student eats
 - No school supplies, toys or other paraphernalia will be permitted into the school buildings
- Enrichment classrooms (music, art, technology, French) will be repurposed (if/as needed) to accommodate social distancing and fewer students in a classroom
- Staff lounges will be repurposed (if/as needed) to accommodate social distancing
- Staff will be reallocated to monitor and supervise students as they participate in learning via Zoom and Google Classroom

- Shared spaces will be repurposed if/ as need to accommodate students and staff so that social distancing is maintained
 - Decisions about shared spaces will be made in Building Council prior to the arrival of students
- Visitors entering the school buildings will be subject to procedures and policies put in place by the DOE
 - All visitors, including parents, vendors and contractors must have an appointment
 - This policy includes early pick up of children which must take place before 1:30pm
 - School safety will be notified of all appointments, visitors must sign in upon arrival
- Field trips will be conducted virtually; no in-person field trips will take place at this time
- Large gatherings, including our schools' monthly 'Community Meeting' and seasonal music concerts will take place virtually
 - Community Meetings and concerts will be livestreamed and/or recorded and posted online

Restart Operations

The cleaning and disinfecting of the building will be completed by the DOE custodial staff in accordance with guidelines provided by the DOE, DOH and CDC. Additionally, the Manhattan Charter Schools staff will be provided with the following supplies for increased opportunities to clean:

- Sanitizing wipes, appropriate for desktops, door handles and other high-touch points inside each classroom
- Disinfecting spray and paper towels appropriate for classroom materials and supplies

Manhattan Charter Schools will continue to enforce our open door policy and will require classroom windows to be open in an effort to increase building ventilation.

Hygiene, Cleaning & Disinfection

Procedures for school-wide cleaning of classrooms, restrooms and other school facilities will be completed by the buildings' custodial staff in accordance with guidelines from the DOE, DOH, and CDC. Additionally, teachers and staff and/or staff of Manhattan Charter Schools will complete the following throughout the day:

- Disinfect the mouse and keyboard on computers used for staff clock-in and clock-out using provided sanitizing wipes or spray.
- Disinfect door knobs and window handles, using provided sanitizing wipes
- Disinfect student and teacher desks, using provided sanitizing wipes
- Disinfect keyboards, remote controls, SWIVL markers, touch screen white boards/ Promethean Boards and classroom telephones
- Disinfect any shared materials, including library books, pencils, crayons and markers, in between use by different individuals
 - The schools will be purchasing individual supplies for students, when possible, to minimize the need for shared materials

All staff will be trained in proper hand washing/ sanitizing and respiratory hygiene procedures during our schools' Summer Institute, prior to the arrival of students. Teachers will turnkey their training to students during the first days and weeks of school, utilizing videos provided by the CDC in addition to any other resources they deem valuable.

- Touch-free sanitizer dispensers will be available throughout the school buildings, both at the entrances and on the floors housing classrooms
- Hand sanitizer containers will be available in or around every classroom
 - Frequent hand washing/ sanitizing breaks will be built into each class's daily schedule.
- Communal sinks will have soap and/or hand sanitizer as well as signs highlighting proper handwashing techniques
 - Signs will also remind students and staff that visibly soiled hands require soap and water, not only sanitizer
- Tissues will be provided to each classroom to support respiratory hygiene protocols
 - Students will be required to wash their hands or sanitize after every sneeze, cough or use of tissue

Extracurricular Activities

Manhattan Charter Schools will not host any extracurricular activities at this time. Consideration for a virtual chorus and a virtual band may be made at a later date, after the start of the school year.

Before and After Care

Manhattan Charter Schools does not provide before care. If needed, and permissible by the NYCDOE, on the days students are participating in in-person learning, the schools will provide after care services. The following protocols will be put in place in this regard:

- Student cohorts will be maintained; all students will remain in their classroom for after care services
- Face coverings will be provided to all students and staff participating in the after care program
- Handwashing/ sanitizing and respiratory hygiene protocols will remain consistent with those of the school day
- Teachers and staff will disinfect high touch areas if/when needed and frequently throughout the program:
 - Disinfect door knobs and window handles, using provided sanitizing wipes
 - Disinfect student desks, using provided sanitizing wipes
 - Disinfect any shared materials, including library books, pencils, crayons and markers, in between use by different individuals
- A cold snack (dinner) will be provided by School Foods
 - Each classroom will have its own transporter bag
 - Required temperature, under 40 degrees, will be maintained at all times

Vulnerable Populations

In an effort to ensure vulnerable populations, including students, faculty and staff who are at increased risk for severe Covid-19 illness or do not feel comfortable returning to a brick and mortar location, the following accommodations will be put into place:

- All students will have the opportunity to register for a 100% remote learning program, inclusive of both synchronous and asynchronous learning opportunities
 - All students opting for remote learning will have the opportunity to change their registration to in-person learning on a quarterly basis
- All students opting for in-person learning will have the opportunity to change their registration to a 100% remote learning program at any time
 - A written request will be made to the Principal
 - Genie DePolo, MCS
 - Amy Salazar, MCS2
- Special Education students working with a 1-1 paraprofessional will follow all DOE guidance as it becomes available

All staff members are expected to return to work in-person. We know that some staff members may have accommodation requests based on their own or their families' needs, and we will do our best to respond to those accommodations requests in a reasonable and equitable manner.

Accommodation requests will be prioritized in order of the following:

- Employees who are immunocompromised or otherwise medically diagnosed as being high risk* according to the CDC for contracting COVID-19
- Employees whose immediate family member(s) is immunocompromised or otherwise at high risk* according to the CDC for contracting COVID-19
- Other circumstances that would be determined on a case-by-case basis

**Medical Documentation Required*

Accommodation requests must be submitted in writing, via email, to the HR and Finance Manager: gkesselman@manhattancharterschool.org.

Transportation

Manhattan Charter Schools does not provide school bus service to general education. All general education students will be given MetroCards as has always been our practice. In accordance with the DOE, bus services for special education students may not be provided at this time. MetroCards will be provided to those students as well.

Food Services

School Foods will continue to provide meals for all students attending Manhattan Charter Schools daily, whether they are in person in the brick and mortar location or learning remotely from home. Cold meals will be offered for both breakfast and lunch, both meals will be eaten in classrooms rather than in the cafeteria. According to existing policy, students will not be allowed to share any food items with one another. School Foods menus will be sent home monthly.

The following procedures and protocols will be followed for students attending school in the brick and mortar location:

- Children will pick up a 'grab and go' breakfast upon arrival into the school building, after passing the health screening and receiving and wearing the provided PPE
 - Children will be required, by the teacher, to wash hands or sanitize upon arrival in the classroom and prior to eating the meal
 - Children will again be required, by the teacher, to wash hands or sanitize after eating the meal
 - Desks will be sanitized at the end of the meal
- 'Grab and go' lunch will be delivered to each individual classroom at the start of the lunch period
 - Each classroom will have its own transporter bag
 - Food temperature will be maintained under 40 degrees by School Foods per their requirements
 - Children will be required, by the teacher, to wash hands or sanitize prior to eating the meal
 - Children will again be required, by the teacher, to wash hands or sanitize after eating the meal
 - Desks will be sanitized at the end of the meal
- 'Grab and go' dinner will be delivered to each individual classroom at the start of the after care program (if after care services are provided)
 - Each classroom will have its own transporter bag
 - Food temperature will be maintained under 40 degrees by School Foods per their requirements
 - Children will be required, by the teacher, to wash hands or sanitize prior to eating the meal
 - Children will again be required, by the teacher, to wash hands or sanitize after eating the meal
 - Desks will be sanitized at the end of the meal

The following procedures and protocols will be followed for students learning remotely from home:

- Parents will be required to let the school know they are in need of meals
- 'Grab and go' meals will be available for pick up at the schools
 - Markers will line the street outside the main entrance of the schools, families will be distanced as they wait to enter the building for meal pickup

More information in this regard will be made available by the DOE and School Foods at a later date.

In the event that schools are shut down during the 2020-2021 school year, the DOE will identify select school buildings to serve as feeding sites. This information will be disseminated to parents via school messenger, backpack mailers (if the information is available before the shutdown begins), and will also be posted by each teacher on each Google Classroom site.

Mental health, Behavioral, and Emotional Support Services and Programs

The social and emotional needs of all members of our schools' community will be a priority upon our return to the brick and mortar locations and/or full remote school learning.

Supports for teachers, faculty and staff will include:

- Daily morning meeting on staff development days, as per the Responsive Classroom approach to teaching and learning
- Socially-distanced community building activities on staff development days
- Weekly staff meetings, including designated time to collaborate, celebrate successes, troubleshoot challenges and build relationships
- Weekly grade level meetings, including designated time to collaborate, celebrate successes, troubleshoot challenges and build relationships
- Bi-weekly PLC meetings
- Monthly individual "check in" meetings with the Principal and Assistant Principal
- Positive feedback from Leadership in response to classroom instruction
- Tailored professional development to address concerns of staff in the implementation of remote learning strategies

Supports for all students will include:

- Classroom implementation of *The First Six Weeks* protocols as per the Responsive Classroom approach to teaching and learning
- Emphasis on creating classroom communities, both in school and remotely
- Emphasis on relationship building between teachers and students
- Begin with review of previously taught skills and standards in an effort to build confidence in all students

Additionally, as part of a Multi-Tiered Support System and consistent with our Response to Intervention program, we will have an SEL team working to identify students having difficulty with the transition back to school and to support faculty, staff and students. The team will be comprised of the following members:

- Principal
- Assistant Principal
- Psychologist
- Child Associate
- Family Relations and Attendance Coordinator
- Teacher representative

The team will be responsible for the following actions:

- Reach out to students and families on a regular basis, at a minimum once each week via phone or in-person, socially distanced meeting in the school building
- Provide training, guidance and feedback to classroom teachers in regard to their implementation of Responsive Classroom principles, practices and strategy implementation; including, how to talk with students about the current health crisis and how to teach, and practice, coping and resilience skills

- Provide training, guidance, feedback and resources to students and families in regard to SEL supports
- Meet weekly to set school wide goals for SEL and reflect on progress from past weeks

Additional supports and school-wide actions will include:

- Bi-Weekly Classroom Visits/ Lessons
 - Based on need of grade/ class/ students
 - Delivered by psychologist and/or Child Associate
 - In-person and/or remote as needed
- Weekly Meeting of the Response to Intervention (RTI) Support Team
 - Review case studies of individual students needing additional SEL supports
 - Create a plan of action to support student and family, including recommendations for interventions put in place by the classroom teacher, enrichment teacher or support teachers
- Daily morning meeting in each classroom, as per the Responsive Classroom approach to teaching and learning
 - Greeting
 - Share
 - Group Activity
 - Morning Message
- Daily Closing Circle in each classroom, as per the Responsive Classroom approach to teaching and learning
- Targeted instruction and practice around routines and procedures for both in the classroom and for use during remote instructional hours
- Daily use of teacher language protocols, as per the Responsive Classroom approach to teaching and learning
 - Reminding, Redirecting, Reinforcing
 - Proactive and empowering, considering tone and elements of description rather than evaluation

Communication

Manhattan Charter Schools will communicate reopening plans, for both hybrid and/or full remote learning, to students, parents, guardians, faculty and staff on a regular basis via several methods and platforms, including the following:

- School Messenger
 - Robocall
 - Email
- School Website
 - Updates to this plan
 - Banner announcements if/as needed
- School Facebook, Instagram, Twitter, and LinkedIn
- Google Classroom
- Backpack Notices
- Microsoft Teams (faculty, staff, teachers only)
- Staff Meetings (faculty, staff, teachers only)

The Family Relations and Attendance Coordinators, as well as the ENL teachers, will work with

families speaking languages other than English to translate communications as needed. The Family Relations and Attendance Coordinators, Psychologists, Child Associate, Principals and Assistant Principals will also meet with faculty, staff, teachers, parents and/or students if/ as needed; meetings will take place on site in a socially distanced arrangement, on the phone, or via Zoom or Microsoft Teams.

Monitoring

Monitoring will include protocols and procedures to track health conditions at Manhattan Charter Schools. This will include screening faculty, staff, visitors, and students before entering the buildings, health testing protocols for anyone presenting with symptoms, identification of a health testing point person, and collaborating with building councils, local health departments, as well as the DOH and DOE to monitor early warning signs that positive COVID-19 cases may be increasing beyond acceptable levels.

Screening

As per the NYC DOE, students and staff cannot access the school building if they have:

- Been knowingly in close or proximate contact in the past 14 days with anyone who has tested positive through a diagnostic test for COVID-19 or who has or had symptoms of COVID-19
- Tested positive through a diagnostic test for COVID-19 in the past 14 days
- Experienced any symptoms of COVID-19, including a temperature of greater than 100.0 in the past 14 days

All faculty, staff and students will participate in daily health screenings before entering the brick and mortar locations via the *thehealthscreeener.com*.

The Principals and/or members of the operations team will take the temperature of all employees upon arrival after receiving clearance to enter the building as a result of their online responses to the following questions via the health app:

- In the last 14 days, were you in close contact with someone who was diagnosed with COVID-19 or had symptoms of COVID-19?
- Have you tested positive for COVID-19 in the past 14 days?
- Have you experienced any symptoms of COVID-19 in the past 14 days?
- Have you traveled internationally or from a state with widespread community transmission of COVID-19 per the NYS Travel Advisory in the past 14 days?

As per the DOE, face coverings and gloves will be worn continually by designated staff taking temperatures. Individuals who answer yes to any of the above questions, regardless of whether or not they have a temperature above 100.0 degrees, will be sent directly home. Any individuals with a temperature above 100.0 degrees, regardless of whether or not they have answered yes to any of the questions above, will be escorted to the isolation room and asked to wait ten minutes before having a second temperature check. At that time, if the individual continues to have a temperature above 100.0 degrees, he/she will be sent home and instructed to see a health care official. If necessary, the school will contact an emergency contact to pick up the staff member that is too sick to return home safely on their own. While specific information about temperature and symptoms is confidential and cannot be recorded, records of pass/ fail will be kept for future reference in regard to contact tracing. These records will be locked in a file cabinet in the office of the HR and Finance Manager, ensuring confidentiality of each individual.

Parents will be asked to conduct initial health screenings before arriving at the school building and to keep children home if they have a fever or display any symptoms of Covid-19 including but not limited to sore throat, shortness of breath, loss of smell or taste, chills, body aches or fever in the last 21 days. It will be required that parents walk their child(ren) to the door of the school for screening; parents will not be permitted to simply drop their child(ren) off and leave. The Principals and/or members of the operations team will take the temperature of each child prior to permitting entry into the building and will also ask the screening questions outlined above. Any student with a temperature above 100.0 degrees and/or a response of 'yes' to any of the screening questions will be denied permission to enter the building, the parent/ adult will have to take the child home and will be asked to have the child see a health care provider. Pass/fail data will be documented and locked in a file cabinet accessible only to the Principals and Family Relations and Attendance Coordinators. Any child that is refused access to the building will be able to participate in remote learning from their home, participating in synchronous and/or asynchronous learning opportunities with their classroom teacher using the school-provided computer and Internet.

Teachers, faculty and staff will also be trained to look for emergency warning signs for COVID-19 throughout the school day:

- Trouble breathing
- Persistent pain or pressure in the chest
- New confusion
- Inability to wake or stay awake
- Bluish lips or face
- Fever of 100.0 or higher or chills
- Cough, shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- Loss of taste or smell
- Nausea or vomiting
- Diarrhea

Any student or staff exhibiting the symptoms noted above will be instructed to receive medical care. Students will be escorted immediately, by a member of the Leadership team, to the isolation room; a parent/ guardian will be contacted to come pick the child up. He/she will remain in the isolation room until the time an adult arrives. Staff members will be sent home immediately; the school will contact someone on the emergency contact list to arrange for pick up if the adult is too sick to get home safely on his/her own.

Visitors will not be permitted to Manhattan Charter Schools at any time; however, the DOE may allow contractors, vendors and/or consultants to enter by appointment only. In such instances, visitors will be required to use the building's main entrance, different from the entrances used for Manhattan Charter Schools students, and will be screened as per the policy of the DOE.

Testing Protocols

A process for the provision or referral of diagnostic testing to students, faculty and staff for COVID-19 will be developed once the DOH guidance is made available. Manhattan Charter Schools will follow all guidance accordingly.

Testing Responsibility

Identification of who in the community is responsible for referring, sourcing and administering

testing will be determined once the DOH guidance is made available. Manhattan Charter Schools will follow all guidance accordingly.

Early Warning Signs

Manhattan Charter Schools, through weekly Building Council meetings and School Safety Committee Meetings, will share, discuss and collaborate to monitor against such metrics from the local health departments as well as the DOH.

Containment

School Health Offices

In the event that a student, faculty or staff member develops symptoms of COVID-19 during the school day, numerous steps will be taken to ensure the safety of the entire school/ building community.

- Building Leadership will be notified immediately and will escort any sick child to the isolation room
- Building Leadership will contact the school health office and/or school safety as per guidelines provided by the DOE.
- Students will be evaluated by the school nurse in the isolation room
- A family member or emergency contact will be called to pick up the child
 - Families will be strongly advised to visit a doctor and get the child tested for COVID-19
- Teachers, faculty or staff members will be sent home immediately
 - Individuals will be strongly advised to visit a health care facility and get tested for COVID-19
 - If an individual is too sick to get home safely on his/her own, the schools will contact someone on the emergency contact list to arrange for pick up
- Building Leadership will notify the Custodial Engineer so that immediate cleaning of both the area where the student or staff member showed symptoms and/or the isolation room if it has been used, can take place as per guidance from the DOH
 - PPE, including masks, gloves and sanitizer will be provided as needed
- Building Leadership, in collaboration with the Building Council, will notify families, faculty, staff, and teachers in accordance with guidance from the DOE and DOH.
- Building Leadership, in collaboration with the Building Council, will notify local health departments in accordance with guidance from the DOE and DOH.

Isolation

The following procedures will be followed should a faculty or staff member develop symptoms of COVID-19 during the school day:

- Individual will be directed to leave the building
- The school will strongly advise the staff member to visit a doctor and get tested for COVID-19
 - Staff will have access to rapid testing at 34 designated sites for NYC teachers
- The area where the staff member was showing symptoms will be immediately cleaned

The following procedures will be followed should a student develop symptoms of COVID-19 during the school day:

- Students will be escorted, by a member of the leadership team, to the isolation room where they will be evaluated by the school nurse wearing
 - PPE, including masks, gloves, gowns and sanitizer will be provided as needed
 - Select stairwells and hallways will be used for escorting sick individuals.

- Parents/ guardians will be called immediately to come pick up a sick or presumably sick child
 - Families will be strongly advised to visit a doctor and get the student tested for COVID-19
- School Safety will be notified that a parent or guardian will be coming to the building; children will be escorted outside to the parent, by a member of the leadership team, when possible
- The area where the child was showing symptoms will be cleaned immediately
- The Isolation Room will be closed for deep cleaning after a sick student has been picked up

Collection

Parents and legal guardians will be subject to the following protocols upon arrival to pick up a sick child:

- Arrival at the main entrance of the school building
 - Parents and guardians must have a face covering to enter the building
 - Parents and guardians must use the provided hand sanitizer upon arrival
- Health screening, in accordance with guidelines from the DOE and DOH
 - Conducted by School Safety and/or a member of the School's Leadership or Operations Team
- Parents/ guardians will be escorted directly to isolation room to pick up the child
- The child and adult will exit the building using the exit nearest to the isolation room
 - Parents and guardians will be instructed to take the child to a health care facility

Infected Individuals

Individuals infected with COVID-19 must complete 10 days of isolation and be recovered so as not to transmit COVID-19 when returning to the brick and mortar location. Consistent with provided guidance, students, faculty and staff previously testing positive for COVID-19 will be allowed to return to the building under the following conditions:

- Received a positive COVID-19 test AND
- Isolated for 10 days AND
- Presents clearance from a healthcare provider AND
- Has been symptom free for 24 hours without the use of medication

OR

- Received a negative COVID-19 test AND
- Presents clearance from a healthcare provider AND
- Has been symptom free for 24 hours without the use of medication

OR

- Never got COVID-10 test AND
- At least 10 days have passed since symptoms started AND
- Presents clearance from a healthcare provider AND
- Has been symptom free for 24 hours without the use of medication

Exposed Individuals

Individuals exposed to COVID-19 must complete 14 days of isolation to ensure that symptoms of the virus do not develop. Consistent with provided guidance, students, faculty and staff previously exposed to COVID-19 will be allowed to return to the building under the conditions noted above.

Hygiene, Cleaning, and Disinfection

In accordance with the DOE, DOH, and CDC, Manhattan Charter Schools will promote and adhere to guidelines for cleaning and disinfection of exposed areas and appropriate notification to occupants of such areas. Steps and strategies include, but are not limited to:

- Training teachers, faculty and staff in proper hand washing/ sanitizing procedures
 - Staff will turnkey to students during the first days and weeks of school
- Training teachers, faculty and staff in proper respiratory hygiene procedures
 - Staff will turnkey to students during the first days and weeks of school
- Hand washing/ sanitizing stations will be available throughout the school buildings
- Sanitizer will be available in every classroom
- Handwashing/ sanitizing breaks will take place in each classroom throughout the day
- Teachers will sanitize high touch areas throughout the day
- Teachers or students will sanitize shared materials throughout the day

Contact Tracing

Manhattan Charter Schools will support local health departments in contact tracing efforts; the following will take place each day:

- Daily sign in/ record of attendance for all faculty, staff, teachers and students participating in in-person learning in the brick and mortar locations
- Records in regards to cohort assignments
- Minimized movement of students throughout the building
 - Teachers will move from class to class rather than students moving from one room to another
- Maintenance of cohorts during any after care services/ programs
- Once offered, we will abide by guidance for notifying the local health departments, the DOE and/or the DOH of any positive cases of COVID-19

Communication

Manhattan Charter Schools will communicate containment plans to students, parents, guardians, faculty and staff on a regular basis via several methods and platforms, including the following:

- School Messenger
 - Robocall
 - Email
- School Website
 - Updates to this plan
 - Banner announcements if/as needed
- School Facebook, Instagram, Twitter, and LinkedIn
- Google Classroom
- Backpack Notices
- Microsoft Teams (faculty, staff, teachers only)
- Staff Meetings (faculty, staff, teachers only)

The Family Relations and Attendance Coordinators, as well as the ENL teachers, will work with families speaking languages other than English to translate communications as needed. The Family Relations and Attendance Coordinators, Psychologists, Child Associate, Principals and Assistant Principals will also meet with faculty, staff, teachers, parents and/or students if/ as needed; meetings will take place on site in a socially distanced arrangement, on the phone, or via Zoom or Microsoft Teams.

Closure

Closure Triggers

In consultation with the DOH and local health departments, the following conditions may warrant reducing in-person education and/or closing the school:

- The regional infection rate exceeds 9%, as per guidance from the Governor's office
- An individual, or several individuals, in the school or building tests positive for COVID-19 or is presumed to have COVID-19
- Numerous individuals are exposed to, or exhibiting symptoms of, COVID-19 and require a 14-day quarantine
- There is a significant increase in the number of parents choosing a 100% remote learning program.

If a student or staff member reports an unconfirmed case, the classroom and school building will remain open as per guidance from the DOE.

If there is one confirmed case in the building, the classroom will be closed for at least 24 hours for an investigation and will then remain closed for 14 days with students and staff in that classroom transitioning to remote learning.

If there are at least two cases linked together in the school in the same classroom, the classroom will be closed for at least 24 hours for an investigation and will then remain closed for 14 days with students and staff in that classroom transitioning to remote learning.

If there are at least two cases linked together in the school in different classrooms, the school building will be closed for at least 24 hours for an investigation and everyone will transition to remote learning. The classrooms of each case will remain closed for 14 days.

If there are two linked or unlinked cases outside of the school, with confirmed exposure, the school building will close for at least 24 hours for an investigation and everyone will transition to remote learning. The classrooms of each case will remain closed for 14 days but the school building will reopen after the investigation has been completed. If multiple cases are unable to be linked, the school building will close for 14 days.

Operational Activity

In the event the schools are required to close, the following operations will be decreased, or ceased:

- Community gatherings, including assemblies and concerts
- Computer-based adaptive assessments

In the event the schools are required to close, the following operations will be conducted remotely:

- Daily Morning Meetings and Closing Circles
- Classroom (core) instruction
- Enrichment class instruction
- Related services, including SETSS, counseling, speech and OT services
- Field trips
- Work with Learning Management Systems (students)
- Small group instruction
- "Paper and Pencil" assessments, including the Fountas & Pinnell Benchmark Assessment System

- Staff Meetings
- Staff Professional Development sessions

Communication

Manhattan Charter Schools will communicate closure plans to students, parents, guardians, faculty and staff on a regular basis via several methods and platforms, including the following:

- School Messenger
 - Robocall
 - Email
- School Website
 - Updates to this plan
 - Banner announcements if/as needed
- School Facebook, Instagram, Twitter, and LinkedIn
- Google Classroom
- Backpack Notices
- Microsoft Teams (faculty, staff, teachers only)
- Staff Meetings (faculty, staff, teachers only)

The Family Relations and Attendance Coordinators, as well as the ENL teachers, will work with families speaking languages other than English to translate communications as needed. The Family Relations and Attendance Coordinators, Psychologists, Child Associate, Principals and Assistant Principals will also meet with faculty, staff, teachers, parents and/or students if/ as needed; meetings will take place on site in a socially distanced arrangement, on the phone, or via Zoom or Microsoft Teams.

Response 3: Pre-Opening, School Calendars & Scheduling

3a. Pre-Opening

Manhattan Charter Schools made several efforts to survey stakeholders and gather information prior to creating plans for reopening our schools. Parents and guardians were surveyed, using Survey Monkey, about their level of comfort in sending children back to school, their preference for scheduling/ hybrid models, their need for technology supports and/or social-emotional supports and their plans for transportation and childcare in the event of a hybrid or fully remote school program.

Teachers were surveyed, using Survey Monkey, about their level of comfort in returning to work, their professional development needs in regards to implementing remote learning, their beliefs about support for students to be successful with remote instruction and their personal needs for childcare or social-emotional support in their own home.

School leadership and Operations team members worked collaboratively to create plans for the 2020-2021 school year, including:

- Participation in the Covid-19 webinar series with the NYC Charter Center and NYSED
- Answering questions/ facilitating discussions with parents, faculty, staff and teachers in regards to the schools' reopening
- Scheduling and facilitating sessions to onboard new students and families
 - Meet and Greet, NEW families: July 22nd
 - Orientation, ALL families: August (date TBD)
- Planning, scheduling and facilitating Professional Development for faculty, staff and teachers
 - August 17- August 21: New Teacher Orientation
 - August 24 - September 9: Summer Institute, All Teachers and Staff

- Teachers will be required to return home from any out of state travel with enough time to quarantine for 14 days prior to their identified start date
 - Creating schedules/ plans for students and teachers:
 - Assigning Cohorts
 - Developing class lists
 - Developing master schedule to accommodate synchronous and asynchronous learning for students in school and working remotely
 - Arranging for social distancing in the classrooms

The leadership teams, together with the Building Council and in accordance with the DOE, will conduct fire and safety drills as required using social distancing strategies:

- Drills will be held on rotating days to ensure each cohort of students has an opportunity to participate in each type of drill

In an effort to ensure all students are able to fully participate in instructional programs, whether through a hybrid or fully remote program, Manhattan Charter Schools has taken the following actions to support every student’s access to technological devices and connectivity:

- All students will have a personal device to use at home for remote instruction
 - Touchscreen Chromebooks, all students in Kindergarten and first grade
 - Chromebooks, all students in grades two through five
- All K-2 classrooms will use SWIVL cameras to improve the synchronous learning experience for our youngest students
- Manhattan Charter Schools will pay connectivity costs for homes that do not already have access to the Internet
- All in-person PE classes will be replaced with technology classes
 - The technology teacher will work with students to ensure competence in Google Classroom, Zoom and other Learning Management Systems (Pathblazer, Achieve 3000, Storia)
 - PE classes will take place virtually
- The technology teacher, along with the classroom and enrichment teachers, will be available to support families struggling with use of technological devices
 - Phone calls using Google Voice
 - Zoom sessions
 - 1-1 work on device if, as needed

3b.School Calendars

Manhattan Charter Schools have adjusted their calendar for the 2020-2021 school year in accordance with guidelines from the DOE. It is anticipated that students will begin school on September 10th, work remotely on days when the DOE is not in session (and the buildings are not accessible), and have shortened school vacations to ensure compliance with the required number of school hours and days:

- Total School Days: 181

The complete calendar is as follows:

Date	Description
September 7	Labor Day –School Closed
September 10	First Day of School for all students

September 28	Yom Kippur – School is OPEN
October 12	Columbus Day – School is OPEN
October 28	Student Half Day – Parent Teacher Conferences - virtual only
November 3	Election Day – School is OPEN
November 11	Veteran’s Day – School is OPEN
November 26-27	Thanksgiving Break – School Closed
December TBD	MCS K – 2nd Grade Winter Concert
December TBD	MCS2 K – 5 Winter Concert
December TBD	MCS 3rd – 5th Grade Winter Concert
December 24 – January 1, 2020	Winter Recess – No School
January 18	Martin Luther King, Jr. Day – No School
January 27	Student Half Day – Parent Teacher Conferences - virtual only
February 10	Student Half Day – Only if we are returned to brick & mortar
February 15, 16	Midwinter Recess – No School
February 24	Student Half Day – Only if we are returned to brick & mortar
March 10	Student Half Day – Only if we are returned to brick & mortar
March 24	Student Half Day – Only if we are returned to brick & mortar
April 1, 2, 5	Spring Recess – No School
April 20, 21, 22	NYS ELA Exam (Gr. 3-5)
April 28	Student Half Day – Parent Teacher Conferences – likely virtual
May 4, 5, 6	NYS Math Exam (Gr. 3-5)
May TBD	MCS 2 (K-5) Spring Concert
May TBD	MCS – K - 2 Spring Concert
May TBD	MCS – 3 – 5 Spring Concert
May 12	Student Half Day – Only if we are returned to brick & mortar

May 26	Student Half Day – Only if we are returned to brick & mortar
May 31	Memorial Day – No School
June 11	Last day of school for all students

3c. Scheduling for Students

In a hybrid model, students might participate in in-person learning four days a week (Monday, Tuesday, Thursday and Friday) and work remotely from home every Wednesday. The remaining hybrid learners will be grouped in two cohorts; Cohort A will attend in-person classes, in the brick and mortar locations, every Monday and Tuesday, while working remotely from home every Wednesday, Thursday and Friday. Cohort B will attend in-person classes, in the brick and mortar locations, every Thursday and Friday, while working remotely from home every Monday, Tuesday and Wednesday. Finally, some learners will work remotely from home five days a week, as per the preference of the family.

Currently, caretakers are completing a questionnaire indicating a preference for four days of in-person learning, a cohort preference for two days of in-person learning or a selection of full remote learning. Considerations for parental work schedule, family collaboration and day care will all be taken into account when assigning cohorts:

- Total School Hours: 1,267

For in-person learning, the doors to both schools will open for student arrival at 7:45 and will remain open until 8:30. Arrivals will be staggered as follows to account for social distancing and health screenings:

- Kindergarten and first grade students will begin arriving at 7:45am
- Second and third grade students will begin arriving at 8:00am
- Fourth and fifth grade students will begin arriving at 8:15am

Siblings will be permitted to arrive together; the younger sibling will drive the time of arrival. For example, if a fourth grade student has a first grade sibling, both children can arrive at 7:45.

While we understand that some students will arrive before or after their designated arrival time, we believe that a critical mass of families will follow these guidelines accordingly and it will help us to maintain social distancing and conduct health checks. Regardless of grade level and/or arrival time, all students will be accommodated upon their arrival.

All students will participate in a Morning Meeting from 8:30 – 8:45am and then content instruction will begin at 8:45 and run until 1:45, with a 1-hour break for student lunch and recess. Below, please find a sample schedule for in-person learning using a hybrid model:

Time	Monday	Tuesday	Thursday	Friday
7:45 – 8:30	ARRIVAL & BREAKFAST	ARRIVAL & BREAKFAST	ARRIVAL & BREAKFAST	ARRIVAL & BREAKFAST
8:30 – 8:45	MORNING MEETING	MORNING MEETING	MORNING MEETING	MORNING MEETING
Period 1	EL Education	EL Education	EL Education	EL Education

8:45 – 9:15				
Period 2 9:15-9:45	EL Education Work Session	EL Education Work Session	EL Education Work Session	EL Education Work Session
9:45 – 10:00	Mask/ Hand Hygiene Break	Mask/ Hand Hygiene Break	Mask/ Hand Hygiene Break	Mask/ Hand Hygiene Break
Period 3 10:00– 10:30	Small Group Instruction (EL or Guided Reading)	Small Group Instruction (EL or Guided Reading)	Small Group Instruction (EL or Guided Reading)	Small Group Instruction (EL or Guided Reading)
Period 4 10:30 – 11:00	JUMP Math	JUMP Math	JUMP Math	JUMP Math
Period 5 11:00 – 11:30	JUMP Math Work Session	JUMP Math Work Session	JUMP Math Work Session	JUMP Math Work Session
Period 6 11:30 – 12:00 12:00 – 12:30	LUNCH/ RECESS			
Period 7 12:30 – 1:00	Music	French	Music	French
Period 8 1:05-1:35	Art	Technology	Art	Technology
1:35 – 1:45	Pack up/ Dismissal	Pack up/ Dismissal	Pack up/ Dismissal	Pack up/ Dismissal
1:45 – 2:45	Travel Time/ Break	Travel Time/ Break	Travel Time/ Break	Travel Time/ Break
2:45 – 4:00	Virtual Small Group Instruction OR Asynchronous Work Time	Virtual Small Group Instruction OR Asynchronous Work Time	Virtual Small Group Instruction OR Asynchronous Work Time	Virtual Small Group Instruction OR Asynchronous Work Time

If schools are closed and in-person learning is not an option, all students will move to a fully remote instructional program. Below, please find the sample schedule, K-5, for distance learning using a fully remote model:

Time	K-5 Classroom Teachers	Enrichment Teachers
8:00-8:45	OFFICE HOURS	
8:45– 9:00	MORNING MEETING	
Period 1 9:00-9:30	Zoom #1	PREP
Period 2 9:30-10:00	Independent Work for Zoom#1 /Small Group Instruction Other Students can work on: Write, Science, Enrich, Math, EL, Pathblazer, Acheive3000)	PREP
Period 3	Small Group Instruction	Enrichment

10:00-10:30	(Could be EL/Guided Reading) Other Students can work on: Write, Science, Enrich, Math, EL, Pathblazer, Acheive3000)	Grade Level Meeting
Period 4 10:30-10:45	BREAK	Parent Outreach/ Student feedback
Period 5 10:45-11:15	Zoom #2	
Period 6 11:15-12:00	Independent Work for Zoom#2/ Small Group Instruction (Could be Guided Reading/SGI Math) Other Students can work on :Write, Science, Enrich, Math, EL, Pathblazer, Acheive3000)	OFFICE HOURS
Period 6 12:00-1:00	LUNCH	
Period 7 1:00-1:30	PREP	K-1
Period 8 1:30-2:00	PREP	2-3
Period 9 2:00– 2:15	Parent Outreach/ Student feedback	BREAK
Period 10 2:15-3:00		4-5
		Professional Period Yearbook/Concert
3:00-4:30	PLANNING TIME	PLANNING TIME

3d. Scheduling for Staff

In order to accommodate student schedules and social distancing in classrooms for hybrid learning, staff hours and assignments will be adjusted accordingly:

- Teachers and staff will work the traditional hours, 7:30am- 4:30pm, to accommodate in-person and remote (synchronous) learning as well as engagement with professional development and other administrative tasks
- Select staff will have shifted hours if/as needed
- Instructional Assistants and support teachers (AIS, reading) will be redeployed, as needed, to various classrooms to cover classroom overage in order to maintain social distancing
 - They will facilitate synchronous learning for students participating in instructional activities led by their classroom teachers

Response 4: Enrollment and Attendance

4a. Enrollment

Manhattan Charter Schools anticipates effects on student enrollment given our in-person and remote learning plans for the 2020-2021 school year. These anticipated effects include:

- Proximity of Manhattan Charter Schools to home
- Fear of use of public transportation

- Siblings in multiple schools
- Parent work schedules
- Lack of child care

Over the course of remote learning in the spring of the 2019-2020 school year, Manhattan Charter Schools were made aware that some families temporarily relocated to other states. In order to ensure accurate residency for billing purposes, Manhattan Charter Schools will continue to collect and verify student proof of residency and will require parents to update all proof of address documentation at the start of the school year.

In an effort to support the enrollment count and for ensuring accuracy and documentation collection, Manhattan Charter Schools has assigned every student to a member of the staff who is responsible for maintaining weekly contact with the family. This process proved effective in keeping track of students during the remote learning period in the spring and summer of 2020 and as such, will continue throughout the 2020-2021 school year.

At this time, we do not anticipate material enrollment budget implications; however, Manhattan Charter Schools will closely monitor enrollment numbers and adjust the budget if necessary.

4b. Attendance

In accordance with guidelines provided by NYSED, Manhattan Charter Schools have developed a mechanism to collect and report daily teacher/ student engagement of attendance regardless of the instructional setting. Our attendance systems will serve to identify who is present each day, inclusive of both in-person learning and remote learning and to provide supportive follow-up to students and families regarding their presence.

Attendance will be measured by a student's engagement with assigned material at least two times each day, either synchronously or asynchronously. Evidence of attendance will be measured in at least one of the following ways, including, but not limited to:

- Participation in morning meeting and/or closing circle
- Participation in live streamed classes
- Postings on the Google Classroom newsfeed
 - Ask a question
 - Answer a question
 - Respond to a discussion thread
- Submission of assignments due that day
- Participation in an online discussion via Zoom breakout rooms
- Email exchange (at least one question and response cycle) with the classroom teacher, enrichment teacher and/or related service provider
- Completion of two or more assignments or activities through one of our Learning Management systems

Attendance will be recorded in our Student Information System; the evidence noted above will be tracked by teachers and can be used to support any challenges to the validity of attendance for individual students and/or the schools' attendance rates.

It is expected that parents will take an active role in their child(ren)'s attendance, working to get the child(ren) to school for in-person learning and set up on the computer for remote learning. If a child is unable to participate in any learning, synchronous or asynchronous, on any day, parents should call or email the main office as well as the child(ren)'s teacher(s). Office staff will

also call home on each day that a child is absent; this policy has always been in place and will continue to help us track the whereabouts of students and better understand why they are absent on days of missed instruction.

We understand that absentee rates for select students, cohorts or schools may increase due to the heightened challenges around in-person and remote learning. After three or more unexcused absences, parents/ guardians will be required to participate in a virtual meeting with the Principal, Psychologist, Child Associate and/or Parent Relations and Attendance Coordinator. All efforts will be made to support the parent in getting the child to school, be it in-person or remotely.

Response 5: Academic Program

5a. Curriculum

At this time, there are no changes or modifications to the curriculum outlined in the Manhattan Charter Schools current charter. Modules, units, and lessons; however, will be modified as follows:

- Lessons will be shortened to accommodate teacher transitions, handwashing/ sanitizing/ mask breaks, and shortened school days due to possible staggered dismissal and lengthened time for arrivals
- Student activities will be completed online, submitted via Google Classroom when possible, so as to ensure continuous learning both in-person and online
- Collaborative assignments and discussions will take place remotely, utilizing Google Docs and Zoom break-out sessions to ensure compliance with social distancing regulations and, in an effort to ensure peer-peer social interactions and implementation of speaking and listening standards

5b. Instruction

Manhattan Charter Schools will offer opportunities for synchronous learning each day, during both in-person and remote learning periods, including but not limited to:

- Core instruction with classroom teachers
- Small Group instruction with classroom teachers
- Enrichment class instruction with enrichment teachers
- ENL services with the ENL provider
- AIS services with the reading teachers
- SETSS services with the SETSS provider
- Related services with the OT, PT, ST, psychologist and Child Associate

In addition to these synchronous opportunities, all lessons will be recorded and posted on Google Classroom so that students can view asynchronously at a later time. Additionally, teachers will meet with individuals and small groups throughout the day whether or not students are in-person at the brick and mortar locations or working remotely from home. Students will have daily and weekly tasks to complete asynchronously using the schools' Learning Management systems.

5c. Assessment

At the start of the school year, all Manhattan Charter Schools students will be assessed as follows:

- Star 360 computer based adaptive assessment (K-5)
 - Universal screening to identify priority skills and strategies for instruction for the whole class, small group and individuals

- Identification of students in need to Tier 2 and Tier 3 services in reading and/or math
- Fountas & Pinnell Benchmark Assessment System (K-5)
 - Identification of instructional and independent reading levels
 - Guidance for independent reading
 - Guidance for strategy group instruction
 - Grouping for guided reading
 - Identification of priority skills including accuracy, fluency and comprehension
- Stanford 10 (NEW students, K-3)
 - Baseline assessment data
 - Spring administration will provide an avenue for tracking student growth
- Achieve 3000 (2-5)
 - Identification of Lexile levels

Ideally, assessments will be completed on in-person instructional days. Star 360 and Achieve 3000 are both taken online, while the Fountas & Pinnell and Stanford 10 assessments are completed using paper and pencil. For students engaged in full-time remote instruction, the following options will be available:

- Sign-up to come to the building for a 1-1 session to complete assessments
- Complete assessment at a scheduled time from the home
- Work with a classroom teacher, using the Zoom platform, to complete the assessment verbally

In the event of 100% remote school learning, brick and mortar locations are closed, the following assessments will be completed online:

- Star 360
- Achieve 3000

The following assessments will be administered via Zoom with students 1-1:

- Fountas & Pinnell Benchmark Assessment System
- Stanford 10 (Will not be able to be administered)

In addition to the assessments noted above, which are consistent with those identified in our charter, teachers will conduct additional assessments in an effort to identify prerequisite skills for grade level instruction that will take place during the 2020-2021 school year. These assessments may include end-of-year assessments typically taken in the spring of the previous year and/or pre-assessments at the start of each unit, when applicable. Assessments will be administered virtually and/or in a socially distanced manner during in-person instruction.

Teachers will meet weekly, either virtually or in a setting that maintains social distancing, to review and analyze data, and, to plan for instructional implications. The following supports will be put in place to assist teachers in this data analysis:

- Data Meetings with the Star 360 data coach
 - After each administration of the assessment
 - September
 - January
 - May
- Fountas & Pinnell assessment review with the Literacy Consultant and/or Assistant Principal
 - After each administration of the assessment
 - September

- January
 - May
- Collaboration with grade team members
 - Identification of trends and patterns
 - Collaborative lesson planning

Student mastery of each subject area will be assessed in the following ways:

- Star 360 Custom (formative) assessments
- Star 360 interim assessments
- Fountas & Pinnell quarterly assessments
- Unit assessments
 - As per curricular programs for each subject area
 - Teacher-created as needed
- Performance assessments

5d. At-Risk Populations

As with all students, Manhattan Charter Schools will continue to meet the learning needs of students with disabilities and ELLs during the 2020-2021 school year.

Response to Intervention

Manhattan Charter Schools has implemented a comprehensive Response to Intervention (RTI) program over the course of the last few years and will continue to do so during the 2020-2021 school year. After administration of the Star 360 assessment each quarter (September, January, May), results will be analyzed to identify students qualifying for intervention services. In an effort to differentiate between student gaps resulting from the abrupt transition to remote learning this spring, and students that would have qualified for intervention services even if in-person school had remained intact, Manhattan Charter Schools will assign services as follows:

- Star 360 data shows “red zone” results - Tier 3 services from an AIS or reading teacher
- Star 360 data shows “yellow zone” results - Tier 2 services from an AIS, reading teacher or classroom teacher
- Star 360 data shows “blue zone” results - Tier 2 services from the classroom teacher

Both Tier 2 and Tier 3 services will be implemented in the following way:

- Scheduled in small groups with students in-school and live streamed synchronously with students working remotely to allow for social distancing
- Students will be grouped with others with the same priority skill gaps

Asynchronous opportunities will also be available to all students receiving tiered services, including assignments and activities using Pathblazer and Achieve 3000; this option will be available during both hybrid and full remote programming.

For both hybrid and fully remote learning programs, Star 360 Custom Assessments, along with teacher-created assessments will be used weekly for progress monitoring and as a result of these formative assessments, groups, services and tier identifications will be revised quarterly.

For both hybrid and fully remote learning programs, Manhattan Charter Schools will continue to host weekly meetings of an RTI Child Study Team; meetings will be held virtually or in a setting that maintains social distancing. Teachers will have the opportunity to refer students that are struggling, academically, behaviorally, or socially, to the Team; the team members will come together to review the case study, offer intervention suggestions to the teacher, modify the child’s instructional, behavioral or social-emotional support plan and also create an action plan to support the student’s success moving forward. We anticipate that the number of students

being referred for behavioral or social emotional challenges will be greater than that we have seen in the past; as such, the psychologist and Child Associate will take on a greater responsibility for the 2020-2021 school year.

Finally, select students/ families attending Manhattan Charter Schools will receive a weekly wellness phone call from the psychologist, the Child Associate, the Family Relations and Attendance Coordinator or a member of the main office staff. These calls will be made to families who are struggling with the new school model and as a result of their student not attending regularly or at all, whether they are registered for a hybrid or fully remote learning plan.

Special Education

Manhattan Charter Schools will provide enrolled students with disabilities all IEP mandated services and accommodations beginning the first week of school. Special education services will be implemented via a hybrid of synchronous, asynchronous and in-person instruction including the provision of accommodations and modifications based on the individual needs of the child. Mandated services will be provided according to the frequency and duration explicitly stated on the IEP; flexibility in location and group size will be considered given space limitations and minimizing the potential for close contact relative to social distancing guidelines.

Manhattan Charter Schools will provide students with disabilities equal access to curriculum and instruction relative to their non-disabled peers. We will ensure that instruction has meaningful educational benefit and addresses the unique needs of the child resulting from his or her disability through the delivery of Specially Designed Instruction (SDI). The school will take a dynamic approach towards adapting content, methodology, location and delivery of instruction as appropriate to the specific needs of the student to maximize meaningful access and engagement.

Manhattan Charter Schools has developed a plan to ensure fidelity in providing all enrolled students with disabilities the services and supports identified in their IEPs, whether the student is registered for a hybrid or fully remote learning program. Through synchronous in-person and remote opportunities, Manhattan Charter Schools will:

- Utilize Specially Designed Instruction (SDI) relative to accessing remote learning, the general education curriculum, IEP goals and social learning
- Model instruction for parents to facilitate learning at home
- Obtain information from parents regarding presenting needs or concern
- Provide Social Emotional Learning opportunities (ex. facilitated exchanges or direct instruction of coping strategies)
- Modify learning materials depending on student needs
- Teach in smaller chunks and provide multiple means of representation to promote engagement
- Provide frequent and timely feedback to improve student outcomes
- Explore the possibility of alternate means of completing assignments (ex. voice recordings)
- Development of a consistent schedule and established routines for engaging in remote sessions
- Variable group size as appropriate

At the beginning of the school year, Manhattan Charter Schools will distribute a Special Education Remote Learning Plan to parents of children with a disability to communicate the implemented services and accommodations for the 2020-21 school year. If an enrolled student

presents with needs not identified on the IEP, Manhattan Charter School shall provide additional supports as deemed necessary including the development of a Functional Behavior Assessment (FBA), Behavior Intervention Plan (BIP), at-risk counseling services and needs-based accommodations or modifications.

The implementation of a student's Behavior Intervention Plan (BIP) given while the student is physically in school will adhere to established social distancing guidelines. When a student is home and engaged in synchronous learning, strategies and supports outlined in the BIP will be implemented by the teacher with remote support from the instructional assistant, SETSS and/or related service providers as needed. The school may make available, as needed, an additional support person such as a child advocate or enlist the parent to support and facilitate intervention at home. Small group or 1:1 instruction may be considered as well. In the event that a student is unable to engage in synchronous learning, s/he will have access to asynchronous learning with assignments to be completed at a time that is preferential to the child. Parents and guardians may also be provided additional supports or materials during distance learning to assist at home including:

- A copy of the classroom schedule
- A copy of the BIP
- Visual aid
- An increased awareness and understanding of PBIS
- Development of prevention strategies and positive behavior supports to use at home (ex. establishing routines and expectations, positive feedback, behavior contracts, correcting behavior)
- Facilitating social contact with other
- Sharing of online resources

Manhattan Charter Schools will coordinate efforts with the parent and CSE to remotely initiate a reevaluation for the child in the event that a student presents with needs not met by the current IEP with respect to setting, services, accommodations and the creation or implementation of an FBA & BIP.

When required, accommodations will be made to ensure fidelity of implementation of IEP mandated services. For example, face masks offer an important protective barrier in the attempt to slow the spread of COVID-19, but they also create new obstacles for those with language needs. Manhattan Charter School will provide accommodations and compensatory strategies to maintain accessibility when working with students who have communication issues including:

- Using gestures to augment verbal communication
- Providing visual cues
- Using a Speech to Text function so that students can read what the provider is saying
- Wearing a transparent face mask to allow a student to see the provider's mouth when speaking

The Annual Review schedule will be adhered to throughout the 2020-2021 school year. All reviews will be conducted virtually with CSE, parents and teachers..

Manhattan Charter Schools, in accordance with our Child Find procedures, will inform parents that screenings and evaluations are available for students suspected of having a physical, mental, learning or behavioral disability at no cost and will provide timely remote and/or in-person interventions on their behalf as needed. If there is sufficient evidence of a suspected

disability, the school team will contact and assist the parent to initiate the referral process with the CSE to determine eligibility for special education and related services. Manhattan Charter Schools shall maintain data on the number of students identified, evaluated and placed, in addition to the number of students evaluated and not placed.

Manhattan Charter Schools is committed to provision of Section 504 requirements in identifying, monitoring and accommodating students during both in-person and remote learning periods. Section 504 accommodations will be provided to qualifying students with certain disabilities so they can participate in and benefit from all school programs and activities to the same extent as children without disabilities. As has always been the case, a parent, teacher or other member of the school staff may raise a concern about a student's unique need for accommodations and submit a request, in writing, to the School-Based Section 504 Coordinator. If deemed eligible, accommodations will be made for both in-person or fully remote learning registrants, consistent with those noted above in the plans for special education students.

Some examples of accommodations and services that can be available under Section 504 during remote learning may include but are not limited to

- Testing accommodations
- Modified classroom schedule
- Behavior intervention plan and/or using behavioral management techniques
- Access to a child advocate or counselor

Manhattan Charter Schools will continue to review 504 plans at least annually, meeting either virtually or in a room large enough to permit social distancing. Accordingly, parents will receive an annual notice of reauthorization, a notice of eligibility and a copy of the 504 plan, regardless of whether their child is registered for an in-person or fully remote learning program.

ELLs

Manhattan Charter Schools will continue to identify, monitor and provide appropriate programming for English Language Learners (ELLs), ensuring all remote learning, programming and communications will be accessible to ELLs and their families. Prior to the start of school, parents will complete the NYC Home Language Survey; they will have the option to sign up for an appointment and can complete in-person or virtually. If in-person schooling resumes, staff will conduct in-person bilingual interviews to identify students that qualify for NYSITELL administration. Initial screening process will take place in person for new entrance following the district safety protocols and in compliance with the CDC health safety and guidelines. If schools do not open for in-person learning, or, if a student opts for a 100% remote learning program, interviews will be conducted using Zoom. All students eligible for testing will be tested as follows, as required by Commissioner's Regulations Part 154:

- Within 30 days of the start of the school year for all students enrolled during COVID-19 school closures (2019-2020), during the summer of 2020 or during the first 20 days of the 2020-2021 school year
- Within 10 days of initial enrollment for all students enrolled after the 20 day flexibility period

They NYSITELL will be administered in person at the school on a day when the child is present for in-person learning or by appointment. In the event that a child opts for a full remote program, or if schools are not permitted to open, children noting a language other than English on the Home Language Survey will receive services until the time in which they can complete the NYSITELL.

Manhattan Charter Schools will have an ENL teacher for push-in and pullout services synchronously for both remote and in person instruction to ensure that these learners' needs are being met. The plan for services is based on NYSED's CR Part 154-2 (K-8) English as a New Language Units of Study and Staffing Requirements. All teachers and administrators will receive professional learning on topics related to the use of technology and hybrid or remote learning strategies in topics related to ELLs. Additionally, all teachers working with ELLs will participate in ELL training in order to provide appropriate classroom support for ELL students in the general classroom setting. As needed, we will consider policies to meet the guidelines outlined in the Blueprint for English Language Learner/Multilingual Learner Success in the delivery of remote and hybrid learning. For example, ELL students attending in-person school will receive push-in and/or pullout service with the ENL teacher. During remote school learning, ELL students will receive synchronous pullout and/or push-in (during "break out" Zoom sessions) services with ENL teachers.

The number of instructional minutes will be consistent with the level of English proficiency demonstrated on the most recent NYSESLAT and NYSITELL available; students will receive a hybrid of in-person and remote learning instructional opportunities:

- Emerging: in school and/or remote school learning- students will receive 180 minutes, or 4 class periods, of pull out English instruction by a trained ELL teacher and 180 minutes of integrated classroom support
- Transitioning: in school and/or remote school learning- students will receive 90 minutes, or 2 class periods, of pull out English instruction and 90 minutes of integrated classroom support
- Expanding: in school and/or remote school learning- students will receive integrated classroom support

Manhattan Charter schools will monitor the progress and efficacy of the ELL program through a variety of means, quarterly. ELL students will take the Star360 screening assessment in September. The data provided with other data points will provide a baseline. In December, after the second administration for the star 360 interim assessment, the ELL teacher and leadership will review the data along with other data points (e.g. Foundations assessments, Fountas & Pinnell and teacher observations, etc.) to determine student progress. Based on the data, the following programmatic and/or instructional components will be examined:

- Ratio of push-in vs. pull-out service
- 1-1 vs. small group
- Remote vs. in-school
- Instructional content
- Goal setting
- Additional progress monitoring using Star Custom, if needed.

ENL students will be provided with Chromebooks and Internet access (as needed); ENL teachers will have virtual office hours offered to all ELL students and their families daily. ELL instruction will be delivered synchronously via the Zoom application while students are learning remotely and can also be delivered asynchronously by posting recordings of Zoom lessons and assignments to Google Classroom. All current students will be provided the required units of study in their ELL program based on their most recently measured language proficiency levels. As evidenced in their most recent NYSESLAT or NYSITELL assessment during in-person or blended/hybrid learning. The ENL teacher programs will be the same whether in the school building or remote school learning.

The Family Relations and Attendance Coordinators, as well as the ENL teachers, will work with families speaking languages other than English to translate communications as needed. Leadership will conduct regular teacher observations of synchronous Zoom lessons. Additionally, student participation and attendance will be tracked.

In the event of a full remote learning program, be it by parent choice or because schools are not permitted to open, all ELL students will receive their mandated minutes of services with the ENL teacher via zoom and Google Classroom interaction. All newly enrolled students indicating a language other than English will receive ELL services until a time when they can take the NYSITELL, in person, to determine whether or not services are needed.

Response 6: Pre-Existing School Plans & Attachments

n/a

Response 7: Fully Merged Plan

PDF attached

Response 8: Charter Schools Included Under Plan

8a.

The school addresses are as follows:

Manhattan Charter School
100 Attorney Street
New York, NY 10002

Manhattan Charter School 2
220 Henry Street
New York, NY 10002

8b.

Manhattan Charter School and Manhattan Charter School 2 will both serve students in grades Kindergarten - five for the 2020-2021 school year.

8c.

The total number of students at each site for the 2020-2021 school year are as follows:

- Manhattan Charter School: 258
- Manhattan Charter School 2: 175

8d.

The total number of school staff at each site for the 2020-2021 school year is as follows:

- Manhattan Charter School: 39
- Manhattan Charter School 2: 17

8e.

Manhattan Charter School and Manhattan Charter Schools 2 are both co-located in New York City Department of Education facilities:

Manhattan Charter School, 100 Attorney Street

- PS. 142
- Grand Street Settlement Headstart
- Henry Street Settlement
- Education Alliance

Manhattan Charter School 2, 220 Henry Street

- University Neighborhood Middle School
- Orchard Collegiate Academy
- Restart Program
- NYC Center for Aerospace and Applied Mathematics
- School Based Health Center- Henry Street Campus/Gotham Health/ Gouverneur Health

8f.

Manhattan Charter Schools are not co-located with private or religious schools; co-location information is documented above in response 8e.