Remote Monitoring and Oversight Plan

Spring 2020

New York State Education Department

Charter School Office

89 Washington Avenue

Albany, New York 12234

www.p12.nysed.gov/psc/

CharterSchools@nysed.gov

518-474-1762

NYSED Charter School Office
Remote Monitoring and Oversight Plan
Liaisons' Alternative Monitoring Plan
Spring 2020 Check-In and Mid-Term Desk Audits

This is the remote monitoring and oversight plan for **BoR-authorized** charter schools.

Table of Contents

Week of 3/23-3/27

- **3/23/2020:** Liaisons: Liaisons resend the CSO's Executive Director's 3/20/2020 @ 3:00 PM email to every school in their portfolio regarding closure plans and let schools know they will call them this week.
- **3/25/2020:** Liaisons participate in the "Ask the Authorizer" webinar conducted by CSO for all BoR-authorized charter schools.
- **3/25-3/27/2020:**
  - Liaisons email each school leader and BoT chair in their portfolio to set up a call. The call will be with the school leader but invite the board chair if s/he would like to be on the call. On the call, the liaison will:
    - Ask how they are doing, how their school community is doing, and if they need anything;
    - Ask if they have questions about the continuity plan;
    - See **Appendix A** for sample guiding questions for conversations with schools;
    - If it is a mid-term school, ask if they have received the Survey Monkey Apply email about uploading documents to the portal or need an extension beyond the April 1st due date; and
    - Remind them of the resources the NYSED CSO has on our website at http://www.p12.nysed.gov/psc/.
  - After the call, email a brief summary to school leader/BoT chair so all are on the same page, and you have a record.
  - File that email in the school's COVID-19 folder on the Z Drive.
  - If you receive an email that a school's plan has been submitted to the Survey Monkey Apply portal, please begin its review.

Week of 3/30-4/03

- CSO staff will:
  - download each school's continuity plan submitted to NYSED through the NYSED CSO portal to the school's COVID-19 folder on the Z Drive;
  - ensure that all Board of Regents-authorized charter schools have submitted their continuity plan by Friday, March 27, 2020, through a tracking system; and
  - compile a list of schools that have not submitted their continuity plan by the deadline and email it out to the team.
- **4/02/2020:** Liaisons participate in the "Authorizer Update for BoR-authorized Charter Schools" webinar conducted by CSO.
- Liaisons will follow-up with schools that did not submit a plan due 3/27/2020.
- Liaisons will ensure that all aspects of the school's continuity plan were submitted.
- Liaisons, after reviewing this plan, will email/call schools (See **Appendix A** for sample guiding questions for conversations with schools.):

- o Let them know that you reviewed the plan and ask any questions you may have, or perhaps you have comments about some innovative ideas,
- o Ask how they are doing and if they need anything;
- o Remind them that the continuity plan can be and should be updated by the school;
- o Remind the school again that NYSED CSO resources can be found at http://www.p12.nysed.gov/psc/aboutcharterschools/covid19.html;
- o Remind them of the webinar the CSO is conducting this week to discuss the spring monitoring plan;
- o If you did not have a call last week, and it is a mid-term school, ask if they have received the Survey Monkey Apply email about uploading documents to the portal or need an extension beyond the April 1st due date;
- o If you have a school that has a revision, merger, or renewal pending for this academic year, let them know the NYSED recommendation is planned for the May Board of Regents meeting; and
- o Ask the status of their lotteries that may have begun this week.
- o If you have a revision going to the BoR on April 7th let the school know of the NYSED recommendation. The CSO Executive Director can also be on the call.
- Liaisons send an updated summary email to school leader/BoT chair (simply add to your original email) so everyone is on the same page and you have a record of outreach.
- File that email in the school's COVID-19 folder on the Z Drive.
- Liaisons prepare for check-in desk audits as per *Liaison Check-In Checklist*.

Week of 4/06-4/10

Regarding the Clarification on 180-day Requirements in Light of Executive Orders sent by NYSED via email to all charter schools on March 30, 2020, in order for charter schools to be eligible for a 180 day waiver, they are required to have exhausted any available time, including snow days and vacation days, for any period of closure other than during the March 18, 2020 through March 31, 2020 period. If the school has 180 days of instruction, while taking scheduled vacation days under those parameters, then they would be eligible for a 180-day waiver. If not, the school would be subject to an aid penalty. Board of Regents-authorized charter schools are required to follow the educational continuity plan submitted to NYSED.

- **4/06-4/07/2020:**
  - o Liaisons continue to review schools' continuity plans.
  - o Liaisons check with schools to see if they have any questions regarding the 04/06/2020 email sent from the charterschools mailbox regarding the **Summary of April 2020 Emergency Regulations.** Details can be found at https://www.regents.nysed.gov/common/regents/files/420bra6.pdf and https://www.regents.nysed.gov/common/regents/files/COVID-19%20Emergency%20Regulations.pdf
  - o Liaisons email/call schools, copying the board chair, to:
    - ▪ schedule date/time for check-in desk audit, and discuss options; and
    - ▪ discuss ongoing implementation of continuity plans.
  - o Send updated summary email to school leader/BoT chair.

- o   File that email in the school's COVID-19 folder on the Z Drive.
- **4/08-4/10/2020:** Liaisons continue to prepare for check-in desk audits as per *Liaison Check-In Checklist.*

Week of 4/13-4/17

- For charter schools: If the school has 180 days of instruction, after exhausting any available time, including snow days and vacation days, the charter school can continue with spring break as planned. If not, remote instruction must continue every weekday between April 1, 2020 and April 14, 2020.
- Governor's Executive Order states that all schools remain closed through April 29th.
- Liaisons discuss the submission of all MT Desk Audit Protocol documents to the CSO portal. CSO records show most schools have begun to upload documents, some near completion, all due 4/15.
  Liaisons conduct Check-In desk audits as per *Liaison Check-in Checklist* (including asking how the implementation of their plan is going. The Checklist is comprehensive in covering all other issues with CAPs, notices, policy/document reviews, nonmaterial revisions, etc.

Week of 4/20-4/24

- Liaisons continue the discussion of the submission of all MT Desk Audit Protocol documents to the CSO portal. CSO records show most schools have begun to upload documents, some near completion. Submissions were due 4/15.
- Liaisons conduct Check-In desk audits as per *Liaison Check-in Checklist* (including asking about the status of the implementation of their continuity plan. The Checklist is comprehensive in covering all other issues with CAPs, notices, policy/document reviews, nonmaterial revisions, etc.
- Liaisons, depending on where we are with the BFM-20 status, contact consultants to have them begin their role, as per *Liaison Mid-Term Checklist.*
  - o   If a school is identified as needing SPED assistance, the liaison needs to schedule the desk audit date and let Barbara know so we can reach out to SPED.
  - o   For those schools needing OBEWL assistance, let Performance Oversight Coordinator know the desk audit date so we can reach out to OBEWL. We had received previous commitment from them for the SV.
- Liaisons begin to check schools' website to see if the following documents have been posted AND if they are the ones approved by CSO:
  1. Annual Report
  2. Board Meeting Notices and Documents to be Discussed
  3. Lottery Notice
  4. NYSED-Approved DASA Policy
  5. District-wide Safety Plan and NYSED-Approved School Discipline Policy
  6. Subject Matter List of School Records and NYSED-Approved FOIL policy

Week of 4/27-5/01

- **Governor's Executive Order 202.17 states that all schools remain closed through May 15th. On May 1st, Governor Cuomo announced that all school buildings across the state, including charter schools, will remain closed for the remainder of this, the 2019-2020, academic year.**
- The Chief Privacy Office of NYSED has requested that a Data Protection Officer (DPO) for each public-school district and charter school be added to SEDREF. (CR, Part 121 mandates that each educational agency appoint a DPO). The DPO SEDREF update applies to all with the exception of NYC public school districts. Schools were sent a form to complete and return to datasupport@nysed.gov by May 8th. If a charter school has questions, they should contact the Office of Information and Reporting Services at 518-474-7965 or datasupport@nysed.gov.
- Liaisons continue to conduct Check-In desk audits as per *Liaison Check-in Checklist* (including asking how the implementation of their plan is going). The Checklist is comprehensive in covering all other issues with CAPs, notices, policy/document reviews, nonmaterial revisions, etc.
- Liaisons continue to check schools' website to see if the following documents have been posted AND if they are the ones approved by CSO:
    1. Annual Report
    2. Board Meeting Notices and Documents to be Discussed
    3. Lottery Notice
    4. NYSED-Approved DASA Policy
    5. District-wide Safety Plan and NYSED-Approved School Discipline Policy
    6. Subject Matter List of School Records and NYSED-Approved FOIL policy

Week of 5/04-5/08

- **On May 1st, Governor Cuomo announced that all school buildings across the state, including charter schools, will remain closed for the remainder of this, the 2019-2020, academic year.**
- Liaisons, if you had a school that had a revision, merger, or renewal item that was on the May 4th BoR meeting agenda, contact the school leader/BoT chair with the outcome (following full board vote).
- The Chief Privacy Office of NYSED has requested that a Data Protection Officer (DPO) for each public-school district and charter school be added to SEDREF. (CR, Part 121 mandates that each educational agency appoint a DPO). The DPO SEDREF update applies to all with the exception of NYC public school districts. Schools were sent a form to complete and return to datasupport@nysed.gov by May 8th. If a charter school has questions, they should contact the Office of Information and Reporting Services at 518-474-7965 or datasupport@nysed.gov.

- Liaisons conduct Check-In desk audits as per *Liaison Check-in Checklist* (including asking how the implementation of their plan is going. The Checklist is comprehensive in covering all other issues with CAPs, notices, policy/document reviews, nonmaterial revisions, etc.
- Liaisons continue to prepare for their mid-term desk audits as per *Liaison Mid-Term Checklist* efiled at: efiled at: Z:\P12\CSO\PERFORMANCE OVERSIGHT\Site Visits\2019-2020 Site Visits\Mid-Terms\Binder. The CSO received BFM-20 approval for consultants and will discuss next steps.
    - o If a school is identified on the BoR Master SV list as needing SPED assistance, the liaison needs to schedule the desk audit date and let Barbara know so we can reach out to SPED.
    - o For those schools needing OBEWL assistance, let Barbara know the desk audit date so we can reach out to OBEWL. We had received previous commitment from them for the SV.
- Liaisons continue to check schools' website to see if the following documents have been posted AND if they are the ones approved by CSO:
    1. Annual Report
    2. Board Meeting Notices and Documents to be Discussed
    3. Lottery Notice
    4. NYSED-Approved DASA Policy
    5. District-wide Safety Plan and NYSED-Approved School Discipline Policy
    6. Subject Matter List of School Records and NYSED-Approved FOIL policy

Week of 5/11-5/15

- **On May 1st, Governor Cuomo announced that all school buildings across the state, including charter schools, will remain closed for the remainder of this, the 2019-2020, academic year.**
- Liaisons conduct Check-In desk audits as per *Liaison Check-in Checklist* (including asking how the implementation of their plan is going. The Checklist is comprehensive in covering all other issues with CAPs, notices, policy/document reviews, nonmaterial revisions, etc.
- Liaisons continue to prepare for their mid-term desk audits as per *Liaison Mid-Term Checklist* efiled at: efiled at: Z:\P12\CSO\PERFORMANCE OVERSIGHT\Site Visits\2019-2020 Site Visits\Mid-Terms\Binder. The CSO received BFM-20 approval for consultants and will discuss next steps.,
    - o If a school is identified on the BoR Master SV list as needing SPED assistance, the liaison needs to schedule the desk audit date and let Barbara know so we can reach out to SPED.
    - o For those schools needing OBEWL assistance, let Barbara know the desk audit date so we can reach out to OBEWL. We had received previous commitment from them for the SV.
- Liaisons continue to check schools' website to see if the following documents have been posted AND if they are the ones approved by CSO:
    1. Annual Report
    2. Board Meeting Notices and Documents to be Discussed

3. Lottery Notice
4. NYSED-Approved DASA Policy
5. District-wide Safety Plan and NYSED-Approved School Discipline Policy
6. Subject Matter List of School Records and NYSED-Approved FOIL policy

Week of 5/18-5/22

- **On May 1ˢᵗ, Governor Cuomo announced that all school buildings across the state, including charter schools, will remain closed for the remainder of this, the 2019-2020, academic year.**
- Liaisons conduct Check-In desk audits as per *Liaison Check-in Checklist* (including asking how the implementation of their plan is going. The Checklist is comprehensive in covering all other issues with CAPs, notices, policy/document reviews, nonmaterial revisions, etc.
- Liaisons continue to prepare for their mid-term desk audits as per *Liaison Mid-Term Checklist* efiled at: efiled at: Z:\P12\CSO\PERFORMANCE OVERSIGHT\Site Visits\2019-2020 Site Visits\Mid-Terms\Binder. Liaisons will contact their consultants to plan for desk audits.
    o If a school is identified on the BoR Master SV list as needing SPED assistance, the liaison needs to schedule the desk audit date and let Barbara know so we can reach out to SPED.
    o For those schools needing OBEWL assistance, let Barbara know the desk audit date so we can reach out to OBEWL. We had received previous commitment from them for the SV.
- During calls with schools, remind schools to maintain the same calendar in their charter and not to end the school year earlier; what will their report cards look like; what do their plans to administer end-of-year assessments look like?
- Liaisons continue to check schools' website to see if the following documents have been posted AND if they are the ones approved by CSO:
    1. Annual Report
    2. Board Meeting Notices and Documents to be Discussed
    3. Lottery Notice
    4. NYSED-Approved DASA Policy
    5. District-wide Safety Plan and NYSED-Approved School Discipline Policy
    6. Subject Matter List of School Records and NYSED-Approved FOIL policy

Week of 5/25-5/29

- **On May 1ˢᵗ, Governor Cuomo announced that all school buildings across the state, including charter schools, will remain closed for the remainder of this, the 2019-2020, academic year.**
- Liaisons conduct Check-In desk audits as per *Liaison Check-in Checklist* (including asking how the implementation of their plan is going. The Checklist is comprehensive in covering all other issues with CAPs, notices, policy/document reviews, nonmaterial revisions, etc.

- Liaisons continue to prepare for their mid-term desk audits as per *Liaison Mid-Term Checklist* efiled at: efiled at: Z:\P12\CSO\PERFORMANCE OVERSIGHT\Site Visits\2019-2020 Site Visits\Mid-Terms\Binder. Liaisons will contact their consultants to plan for desk audits.
  - If a school is identified on the BoR Master SV list as needing SPED assistance, the liaison needs to schedule the desk audit date and let Barbara know so we can reach out to SPED.
  - For those schools needing OBEWL assistance, let Barbara know the desk audit date so we can reach out to OBEWL. We had received previous commitment from them for the SV.
- During calls with schools, remind schools to maintain the same calendar in their charter and not to end the school year earlier; what will their report cards look like; what do their plans to administer end-of-year assessments look like?
- Liaisons continue to check schools' website to see if the following documents have been posted AND if they are the ones approved by CSO:
  1. Annual Report
  2. Board Meeting Notices and Documents to be Discussed
  3. Lottery Notice
  4. NYSED-Approved DASA Policy
  5. District-wide Safety Plan and NYSED-Approved School Discipline Policy
  6. Subject Matter List of School Records and NYSED-Approved FOIL policy

Upcoming in June and July

- **Further guidance regarding school opening is scheduled to be forthcoming in June.**
- **Re-entry plans for schools, based on the guidance scheduled to be released in June, are tentatively scheduled to be due for submission in July. Further instruction on the requirements for these plans and how to submit them will be forthcoming.**

Week of 6/1-6/5

- **On May 1st, Governor Cuomo announced that all school buildings across the state, including charter schools, will remain closed for the remainder of this, the 2019-2020, academic year.**
- Liaisons conduct Check-In desk audits as per *Liaison Check-in Checklist* (including asking how the implementation of their plan is going. The Checklist is comprehensive in covering all other issues with CAPs, notices, policy/document reviews, nonmaterial revisions, etc.
- Liaisons continue to prepare for their mid-term desk audits as per *Liaison Mid-Term Checklist* efiled at: efiled at: Z:\P12\CSO\PERFORMANCE OVERSIGHT\Site Visits\2019-2020 Site Visits\Mid-Terms\Binder. Liaisons are working with their consultants on desk audits.

- o If a school is identified on the BoR Master SV list as needing SPED assistance, the liaison needs to schedule the desk audit date and let Barbara know so we can reach out to SPED.
  - o For those schools needing OBEWL assistance, let Barbara know the desk audit date so we can reach out to OBEWL. We had received previous commitment from them for the SV.
- During calls with schools, remind schools to maintain the same calendar in their charter and not to end the school year earlier; what will their report cards look like; what do their plans to administer end-of-year assessments look like?
- Liaisons continue to check schools' website to see if the following documents have been posted AND if they are the ones approved by CSO:
  1. Annual Report
  2. Board Meeting Notices and Documents to be Discussed
  3. Lottery Notice
  4. NYSED-Approved DASA Policy
  5. District-wide Safety Plan and NYSED-Approved School Discipline Policy
  6. Subject Matter List of School Records and NYSED-Approved FOIL policy

Week of 6/8-6/12

- **On May 1st, Governor Cuomo announced that all school buildings across the state, including charter schools, will remain closed for the remainder of this, the 2019-2020, academic year.**
- Liaisons conduct Check-In desk audits as per *Liaison Check-in Checklist* (including asking how the implementation of their plan is going. The Checklist is comprehensive in covering all other issues with CAPs, notices, policy/document reviews, nonmaterial revisions, etc.
- Liaisons continue to prepare for their mid-term desk audits as per *Liaison Mid-Term Checklist* efiled at: efiled at: Z:\P12\CSO\PERFORMANCE OVERSIGHT\Site Visits\2019-2020 Site Visits\Mid-Terms\Binder. Liaisons are working with their consultants on desk audits.
  - o If a school is identified on the BoR Master SV list as needing SPED assistance, the liaison needs to schedule the desk audit date and let Barbara know so we can reach out to SPED.
  - o For those schools needing OBEWL assistance, let Barbara know the desk audit date so we can reach out to OBEWL. We had received previous commitment from them for the SV.
- During calls with schools, remind schools to maintain the same calendar in their charter and not to end the school year earlier; what will their report cards look like; what do their plans to administer end-of-year assessments look like?
- Liaisons continue to check schools' website to see if the following documents have been posted AND if they are the ones approved by CSO:
  1. Annual Report
  2. Board Meeting Notices and Documents to be Discussed
  3. Lottery Notice
  4. NYSED-Approved DASA Policy

5. District-wide Safety Plan and NYSED-Approved School Discipline Policy
6. Subject Matter List of School Records and NYSED-Approved FOIL policy

Week of 6/15-6/19

- **On May 1st, Governor Cuomo announced that all school buildings across the state, including charter schools, will remain closed for the remainder of this, the 2019-2020, academic year.**
- Liaisons conduct Check-In desk audits as per *Liaison Check-in Checklist* (including asking how the implementation of their plan is going. The Checklist is comprehensive in covering all other issues with CAPs, notices, policy/document reviews, nonmaterial revisions, etc.
- Liaisons continue to prepare for their mid-term desk audits as per *Liaison Mid-Term Checklist* efiled at: efiled at: Z:\P12\CSO\PERFORMANCE OVERSIGHT\Site Visits\2019-2020 Site Visits\Mid-Terms\Binder. Liaisons are working with their consultants on desk audits.
    - o If a school is identified on the BoR Master SV list as needing SPED assistance, the liaison needs to schedule the desk audit date and let Barbara know so we can reach out to SPED.
    - o For those schools needing OBEWL assistance, let Barbara know the desk audit date so we can reach out to OBEWL. We had received previous commitment from them for the SV.
- During calls with schools, remind schools to maintain the same calendar in their charter and not to end the school year earlier; what will their report cards look like; what do their plans to administer end-of-year assessments look like?
- Liaisons continue to check schools' website to see if the following documents have been posted AND if they are the ones approved by CSO:
    1. Annual Report
    2. Board Meeting Notices and Documents to be Discussed
    3. Lottery Notice
    4. NYSED-Approved DASA Policy
    5. District-wide Safety Plan and NYSED-Approved School Discipline Policy
    6. Subject Matter List of School Records and NYSED-Approved FOIL policy

Week of 6/22-6/26

- **On May 1st, Governor Cuomo announced that all school buildings across the state, including charter schools, will remain closed for the remainder of this, the 2019-2020, academic year.**
- Liaisons call school leaders if CSO records show that we received 5 or less parent responses to the CSO COVID Parent Survey.
    - o The liaisons ask the school leaders if s/he has questions about the CSO COVID parent survey letter.

- o If school leaders do not have questions, liaisons remind them to send the letter ASAP, indicating that it is in English and in Spanish, and that it includes the parent survey link.
- o *Note; On June 11 the CSO sent a request, from the CharterSchools mailbox, asking school leaders to send the parent survey letters by June 15. The CSO Executive Director then sent school leaders email reminders on June 17 and June 22.*
- Liaisons conduct Check-In desk audits as per *Liaison Check-in Checklist* (including asking how the implementation of their plan is going. The Checklist is comprehensive in covering all other issues with CAPs, notices, policy/document reviews, nonmaterial revisions, etc.
- Liaisons continue to prepare for their mid-term desk audits as per *Liaison Mid-Term Checklist* efiled at: efiled at: Z:\P12\CSO\PERFORMANCE OVERSIGHT\Site Visits\2019-2020 Site Visits\Mid-Terms\Binder. Liaisons are working with their consultants on desk audits.
  - o If a school is identified on the BoR Master SV list as needing SPED assistance, the liaison needs to schedule the desk audit date and let Barbara know so we can reach out to SPED.
  - o For those schools needing OBEWL assistance, let Barbara know the desk audit date so we can reach out to OBEWL. We had received previous commitment from them for the SV.
- During calls with schools, remind schools to maintain the same calendar in their charter and not to end the school year earlier; what will their report cards look like; what do their plans to administer end-of-year assessments look like?

Scheduling Check-In and Mid-Term Desk Audits

Use:

- Zoom teleconference is preferred to ensure we have **face-to-face** contact with schools. Ask your schools if they can set this up though their Zoom or video conference platform. If there is no other alternative, schedule a phone call, or other conferencing call such as Google Hangouts, or Microsoft Teams;
- Include appropriate staff for each type of desk audit (BoT chair/school leader minimally for check-ins);
- If you were going to participate in a BoT meeting, you can join their video conferences; and
- Access remote classroom learning in lieu of onsite observations.
  - Ask if you can be a silent participant in one of the school's remote learning sessions, or request that schools provide you with links to any pre-recorded instructional content they are using during this time.
  - Just as we do for on-site classroom observations, use **Appendix C** (Classroom Observation Worksheet) as a lens by which you should provide feedback to the school. In consultation with NYSED CSO Counsel, there are no privacy issues with having access to these observations. As liaisons do during onsite classroom observations, they should ask the school leader to have a member of the leadership team accompany them during these observations to understand the context of the lesson and to respond to the pre- and post- observation questions placed on **Appendix C**.

Check-In Desk Audits

Please see **Appendix D**.

1. Conversations with school leaders/BoT chairs
   a) **If Baseline Check-In Desk Audits** (schools that just opened this school year), see questions for baseline schools in the *Liaison Check-in Checklist* to ensure they are on the right track and set up for success. Follow all steps in the *Liaison Check-in Checklist*.
   b) **If Regular Check-In Desk Audits** (schools in years 2,3,4 of charter term), use *Liaison Check-in Checklist* to discuss benchmark areas of concern. Follow all steps in the *Liaison Check-in Checklist*.
2. Although it is not an accountability measure, ask schools to provide local internal assessment data that they are using to assess student progress during the implementation of the educational continuity plan.

Mid-Terms Desk Audits

Please see **Appendix E** for all in 2-3-4-5 YR renewal terms.

1. As we are using consultants, reference their roles in the *Liaison Mid-Term SV Checklist*.
2. Tailor conversations with based on schools' needs. We agreed that all benchmarks did not have to be discussed especially for 2-3 YR renewal schools. The liaison would review the most recent SV report and identify the most pressing areas to be discussed.
3. Follow all steps in the *Liaison Mid-Term SV Checklist*.
4. Although it is not an accountability measure, ask schools to provide local internal assessment data that they are using to assess student progress during the implementation of the educational continuity plan.

Appendix A: Sample Guiding Questions for Conversations with Schools

Supporting Schools &Their Families

1. How are you and your families doing given the current crisis?
2. How did you ensure that students had access to the internet or computers?
3. Have you had any families that have not been able to participate in the alternative instruction being offered at your school?
4. What has been the response from parents? From students? From teachers?
5. How have you been handling your lottery and enrollment issues?

Board of Trustees and Other Staff

1. How does your school maintain 1-on-1 communication with staff and students?
2. How is your school handling the mental health of your staff?
3. How do you include other, non-instruction staff, such as your finance, operations, and support teams? What is their role?
4. How have you been keeping in contact with the school's Board of Trustees during the crisis?
5. How is school management staying in contact with the school's board of trustees during the COVID-19 crisis?
6. Describe the school's board governance during the COVID-19 crisis?

Education Continuity Plan

1. Can you give us a broad overview of what your school is doing regarding a continuity of education plan?
2. How did you create the plan? Did you use any exemplars or resources?
3. What steps did you take before the current crisis to ensure the strong implementation of the continuity plan?
4. What were the logistics of starting the plan?
5. What equipment or supplies did you need to distribute to your staff and students?
6. What curriculum/platform is your school using to provide remote instruction?
   a. How did the school choose this curriculum/platform?
   b. Is it working for your schools? How do you know?
   c. How are you adapting your school's curriculum to deliver it remotely?
7. What have been some lessons learned regarding the implementation of your school's plan?
   a. What would you have done differently?
8. How could you continue the practices learned during this crisis once it is over?

Student Assessment

1. How is your school measuring the social-emotional wellbeing of students?

2. What internal assessments is your school using now to measure academic progress while implementing your educational continuity plan?
3. How do you ensure academic rigor during the crisis?
4. How are you evaluating student work during the implementation of your school's continuity plan?
5. What expectations do you have for achievement rates by spring? For next academic year?
6. Beyond state assessments, what in what other ways is your school measuring academic achievement and growth?
7. What will the school's March – June 2020 report cards look like?
8. What do the school's plans to administer end-of-year assessments look like?

Special Populations (SwD, ELL/MLL, ED)
1. How do you differentiate instruction, and provide supports, for SwDs and ELL/MLL students in your school's continuity plan?
2. How is your school supporting students living in temporary housing, homeless shelters, court-involved youth, or over-age/under-credited students (specially as these students may have challenges access remote instruction)?
3. How have you collaborated with your district and CSE?
4. How is your school ensuring that IEPs and 504s are being implemented?
5. What internal assessments will your school use when students return in order to determine student progress towards academic standards?

Returning to School
1. What conversations has the schools' management and board had regarding the school's potential return to your brick and mortar building?
2. What are your expectations for students to return to school?
3. How will you monitor re-enrollment rates?
4. How will you ensure the social-emotional well-being of students upon their return?
5. What academic interventions will you put into place upon students return?
6. Do you plan to change your curriculum in any way?
7. Do you plan on any calendar changes to address any potential loss of learning while school was out of session?
8. How do you plan to celebrate the matriculation of your students in terminal grades if you are, or are not, back before the end of the academic year?
9. What would you put into place now to prepare for a similar disruption of learning in the future?
10. How can you monitor the spread of COVID-19?
11. How do we instill parent confidence?
12. How do we reinforce student safety?
13. When, and how, will extra-curricular activities reopen?
14. Do protocols for special student populations change?
15. What steps need to be taken to ensure mental health?
16. Would any alternative academic calendars work?
17. Do you have any plans for summer school? If so, please describe.
18. How will you work with parents to instill confidence in the return to the school building?

19. How do protocols need to change for special populations?
20. What organizations can your school partner with as you return to your school buildings?
21. How will you align the school's budget to help support any additional or supplemental activities that result from the questions above?

Appendix B: Recommendations for Collecting Data During Distance Learning[1]

Schools across the state have prioritized the needs of students during this time by meeting both their basic needs and pivoting to the implementation of continuity of learning plans as quickly as possible. Now that distance learning has been implemented, the NYSED Charter School Office encourages school leaders to think about how to assess student progress with the intent of helping to drive instructional decision making during the implementation of continuity of learning plans as well as preparing for the return to brick and mortar instruction.

Collecting meaningful data can assist schools in:

1. Developing academic interventions for students in need;
2. Improve the efficacy of continuity of learning plans, especially if any component of it needs to continue into the 2020 -2021 school year;
3. Preparation for accountability measures that may be enacted when the pandemic is over. Schools should not be surprised if asked from a variety of stakeholders to quantify student learning or engagement during the pandemic; and
4. Being able to articulate the outcomes and challenges of this quarter with data will be important in renewal processes for several years, especially in lieu of 2020 state testing.

Below are guiding questions and examples of data that could be beneficial to collect. This is not a checklist but is intended to support school planning. It is important that school leaders make effective decisions for their context, program, and needs.

---

[1] Thank you to the California Charter Schools Association for sharing the resources they created which is the genesis of the materials presented in this appendix.

Student Engagement and Participation

Guiding questions	Sample approach
• If asked to do so, would you be able to report attendance data for this quarter? How are you defining it and tracking it? • How are you defining engagement? What percent of students are fully, somewhat, or not engaged?	• Collecting data on how often students are logging in for class meetings, office hours, and/or programs (e.g. many online programs have analytics that can aid in this tracking) • Collecting attendance at the start of the class or via chat boxes on live interfaces • Tracking participation in meetings (answers, questions asked, polls answered, academic comments in chat boxes) • Collecting data on the amount of completed work as attendance

Student Work Completion and Comprehension

Guiding questions	Sample approach
• How are you tracking whether students are completing assignments? Are you looking at all the assigned work or just some? • Are you collecting and tracking all assigned work or is the work meant as practice and you are collecting performance data? • Are you tracking time spent on online programs or just written assignments?	• Scoring and tracking all student work on a 1-4 scale for completion • Scoring and tracking 1-2 assignments per day, teachers choose most important piece of work to score and give feedback on, feedback notes collected in spreadsheet • If assigned work is only for practice, teachers tracking only scores on exit tickets to show mastery (if student isn't mastering, then teachers look at student work) • Checking and tracking time spent on online programs and improved levels (e.g. Achieve 3000 time spent engaged and improved Lexile levels)

Student Growth and Achievement

Guiding questions	Sample approach
• Will you still be able to give any of your end of year assessments (e.g. NWEA Map Spring administration)? • Will you give alternate end of year assessments (e.g. an SBAC Interim Assessment Block on a key standard)? • Does your school have, or can they purchase, online assessments systems that provide achievement data, but are simpler than the assessments you normally give? • Are there any 1:1 assessments that could still be given via your school's learning management platform or phone call? • Are there critical learning targets that your school is prioritizing? Certain standards? • Is there a new skill set that you are teaching your students unexpectedly that you may be able to track results for? • Can you show the change in overall grades from your closure date to the end of the year through your SIS?	• Working closely with families to create a testing environment at home and utilize NWEA or similar assessments before the end of the year • Working with support staff or families to assess foundational skills via 1:1 inventory assessments on your school's learning management platform • Conducting a timed writing or performance task on zoom to assess a target standard determined by the school • Even if testing conditions are not perfect, the data gathered may be useful for teachers and parents

Wellness and Family Engagement

Guiding questions	Sample approach
• How are you tracking student and family well-being during this crisis? • How often are you communicating with students and families? • How many students and families are receiving essential services like food? • Which students and families are being offered and are using additional supports like mental health services?	• Giving frequent student and family surveys that capture their level of access to your Distance Learning offering and/or their experience of it • Tracking all outreach to families and whether contact was made • Using communication logs shared across all staff working with students and families

Postsecondary Outcomes

Guiding questions	Sample approach
• How are you tracking the impact of this pandemic on outcomes for students graduating high school? Are students changing their plans for next year? Do you know why?	• School counselors logging student post-secondary plans and use survey, polls, and individual phone calls to track changes in these decisions at regular intervals. Ideally, this data is tracked periodically into next school year (e.g. June/July and again in August/September)

Diagnostic Assessments Fall 2020

Guiding questions	Sample approach
Big picture • How will you quantify the educational impact of COVID-19 on your school community? • Can you articulate the extent of progress or slide during the last quarter of school? • Are there ways to compare the achievement at your school compared to schools you will be compared to? Fall 2020 diagnostics • What was the last formal assessment given prior to the pandemic? What does that assessment tell you about where students might be in the fall? • Can you compare 2020 diagnostics with previous years? • Will the assessment used to diagnose slide also be given Spring 2021 to capture growth in the 2020-2021 school year?	• Partner with NYSED regarding surveying schools and parents • Giving norm-referenced diagnostic in the first weeks of school, or over the summer, in addition to fall administration • Giving 1:1 reading assessments or looking at drops in Lexile or similar score • Articulating clear intervention goals for 2020 Quarter/Trimester 1 and track outcomes • Getting results as early as possible so you have time to plan and adjust over the summer • Utilizing NWEA's Similar Students Report (by request to NWEA) or another similar comparative report

Appendix C: NYSED CSO Site Visit Classroom Observation Evidence Worksheet

School Name:		Date:
Observer's Name:	Accompanying School Representative:	
Subject/Grade:	# of Students Observed:	Time in Class:
Type of Classroom (Gen. Ed., ICT, SPED, Dual Language, etc.):	# of Adults in Classroom and Their Roles:	

Pre-Observation Question to School Staff Member Accompanying Observer: What should we expect to see in this classroom in terms of staffing, instruction, content, and differentiation?

During Observation:

Classroom Environment

Metric	Observation 2 = observed, 1 = partially observed, 0 = not observed	Notes (If Needed)
A. Classroom organization and preparation evident (i.e. lesson plans available, posted agenda or objectives, prepared materials, or other)	2 1 0	
B. Students demonstrate awareness of classroom rules, procedures, and expectations	2 1 0	
C. Classroom appears safe and well-managed	2 1 0	

Classroom environment score: ____ out of 6

Instruction

Metric	Observation 2 = observed, 1 = partially observed, 0 = not observed	Notes (If Needed)
D. Groupings used	(Circle All that Apply) independent work / pairs / groups / whole class	
E. Effectively communicates objective(s) to students	2 1 0	
F. Assessment tools used to check for student understanding	(*Circle All that Apply*) questions / observations / classwork / rubrics / homework / exit tickets / polls/ peer review / individual conferences/ quizzes or tests / other	
G. Differentiates lesson to meet needs of student population	2 1 0	
H. Provides feedback to students	2 1 0	
I. Students are engaged and are participating in learning activities	2 1 0	
J. Maximizes class time for learning	2 1 0	

Instruction score: ____ out of 10

Post Observation De-Brief: Was the instruction observed aligned with the school's instructional model and key design elements? What feedback would you give the teacher based on what was just observed?

Commentary:

Appendix D: 2020 Check-In Desk Audit Checklist for Liaisons

Purpose of Check-In Desk Audit

Pursuant to the **CSO Monitoring Plan**, check-in desk audits will provide a means for CSO staff to check in with a school and ensure that it is progressing toward meeting **Performance Framework Benchmarks**. Check-in desk audits may occur in years 1, 2, and 4 of a school's full, 5-year charter term, or at the discretion of CSO for schools in shorter charter terms. Check ins are conducted as formative desk audits not summative desk audits.

After the desk audit, key observations are outlined in a memo to the school board chair, executive director, and school leader. All information gathered through all site visits or desk audits, whether full site or check-in, will be compiled into a school's record of performance and used to inform renewal decisions at the end of a school's charter term.

Before the Desk Audit

1. Liaisons review the **BoR Master SV List** to identify which of your schools have been preliminarily identified as needing a check-in desk audit.
    - Confirm the accuracy of your schools' designations as receiving check-ins or baseline check-ins (for all first year first check-ins).
    - Confirm whether your school is under the **2019 Performance Framework or the 2015 Performance Framework**.

2. Liaisons contact each school to select a mutually convenient date and time for the desk audit/phone call (mid-Feb - early June).
    - Place the selected date on the BoR Master SV list.

3. Liaisons use the sample *Check-In SV/Desk Audit Confirmation Letter* to draft one and email it to your school.
    - In the letter request any documents you want to have the school complete and return to you before the desk audit, such as the Self-Evaluation Tool, HS Only Pathways to Graduation Tool, other.
    - Also indicate the meeting times/attach agenda for the desk audit.

4. Liaisons review pertinent available school information, including:
    - School's charter and/or renewal application;
    - Approved material and non-material revisions;

- School data:
  i. NYS report card;
  ii. Attachment 1 (academic and enrollment data);
  iii. Attachment 2 (fiscal dashboard);
- School's Annual Reports;
- School's website;
- Notices of Concern/Deficiency including status of existing CAPs;
- Prior site visit reports/memos;
- Complaints;
- School Issues Tracker; and
- Other.

5. Following a review of the above-mentioned documents:
   - Liaisons prepare specific questions or areas of focus based on the benchmarks and the information reviewed.
   - Liaisons create a simple agenda for the desk audit. The agenda should include a conversation with the school leader using technology, and **access to remote learning.** You may also want to speak with members of the school leadership team, board members, teachers, students, or other school stakeholders.

6. Liaisons check for pending revision requests, requests to add a board member, or other issues. These pending requests should be handled prior to the check-in desk audit and, as necessary, discussed.

7. The liaison should meet with the school's board of trustees and, if possible, **use zoom teleconferencing/phone call/other conferencing.** At the very least, effort should be made to reach out to the board chair to discuss CSO standards and the Charter School Performance Framework at this early juncture. Liaisons may choose to attend a BoT meeting. If so, you can pilot the BoT Meeting Checklist. **Access the BoT meeting via its announced video conference.**

8. If your school is receiving a **baseline check-in desk audit**, liaisons will focus on challenges and progress made toward implementing the school's charter and its alignment to the Performance Framework benchmarks:

   - Is it implementing its key design elements?
   - How is the school evaluating the effectiveness of its strategies and making course corrections?
   - How is staffing going?
   - Is the school considering charter revisions to address any issues it may be experiencing?
   - Is the charter school familiar with the Charter School Performance Framework and revision guidance?
   - Except in extenuating circumstances, charter schools currently in their initial charter term are discouraged from submitting material revision requests.

- Does the charter school know when and how to reach its liaison?
- This should be a supportive desk audit, but we should ensure the school is compliant with its charter/key design elements and remind school leader/BoT of the CSO accountability standards, particularly for BM 1 and BM 9.

Note: Regarding BM 9, reference the NYSED CSO Policy Guide regarding when an enrollment lottery condition is to be applied at renewal. If applicable, review the policy and the differentials to the district of location with the charter school.

9. Liaisons efile all site visit documents in the school's **Monitoring: 2020 Check-In SV efolder**.

During the Desk Audit

1. In **conference call/teleconference** with school leaders, liaisons focus the conversation on BoR criteria for a full-term renewal and the 10 Charter School Performance Framework Benchmarks (also mention the standard for short-term renewal and non-renewal). Mention that renewal outcomes can be a full-term, short-term, or non-renewal. Do the school leaders believe they are meeting academic performance expectations? Why or why not? If not, what are they putting in place towards meeting academic standards? If available, feel free to use data from the CSO in these conversations. All schools should have BM 9 data.
   a. Grades 3-8 – How are their students performing in ELA and math compared to the district of location? Compared to the state average? What trends are they seeing? What is subgroup performance looking like? What are they are doing to improve performance? How are they evaluating their efforts to know if something is working or needs to be changed?

   b. High School – How are they assessing student progress over time? How do they know whether students are on track for graduation? What interventions is the school offering to address academic deficiencies?

2. BM 9: Discuss school enrollment. Is the school meeting its planned total enrollment in accordance with its growth plan? Is subgroup enrollment similar to that of the district of location? If not, what are the school's efforts toward increasing subgroup enrollment and retention? Are there other strategies they might consider?

3. Liaisons and school staff/board members discuss the use of data in the school. How do they use it? How does it inform instructional strategies?

4. BM 10: Discuss any questions or concerns about legal compliance, such as board compliance with OML, GML, or best practice in resolving parent complaints.

5. Liaisons invite and respond to any questions about BoR-authorizer processes for adding a board member, requesting a revision, or completing the annual report, SEDREF, etc.

6. Liaisons thank the school leader for the desk audit and discuss the next steps regarding a memo, and possible call with the CSO Performance Oversight Coordinator/Executive Director (if significant issues arise).

7. If liaisons need Classroom Observation Worksheets, they are esaved with all check-in documents. You should use them as you access the school's remote learning activities.

After the Desk Audit

1. Within two weeks of the desk audit, liaisons draft a check-in memo to the board chair and school leader. The memo should:
    a. Be succinct, evidence-based, summarizing the desk audit with a focus on key areas of strengths, concerns, and recommended next steps (Reference **Sample Memos**.);
    b. Align to the CSO 2019-2020 Style Guide;
    c. Use CSO letterhead.

2. After liaisons draft the memo, they email it to the CSO Performance Oversight Coordinator for review and approval. If there are major issues the CSO Performance Oversight Coordinator will consult with the CSO Executive Director.

3. Liaisons email and efile the PDF draft memo to the school leader and BoT chair for factual corrections (one-week due date). Reference the sample factual corrections email.

4. Upon receipt of factual corrections, liaisons finalize the memo, efile it, and email the PDF memo back to the school leader and BoT chair for an opportunity to provide a written response (one week). Reference the sample response email.

5. Upon receipt of the response, liaisons efile it with the memo.

6. If there are concerns about the progress of the school, liaisons schedule a follow-up call (same time you send the memo) with the school leader, BoT chair, and the CSO Performance Oversight Coordinator to address significant concerns.

7. Liaisons check the status of their desk audits and memos on the **2019-2020 Memo and Report Master Tracker**.

Appendix E: 2020 Mid-Term Desk Audit Checklist for Liaisons

Before the Desk Audit

Liaisons review all steps as you may decide to alter the order given your school's situation.

1. Liaisons review the **BoR Master SV List** to identify which of your schools have been preliminarily identified as needing a mid-term desk audits.
    a. Confirm the accuracy of your schools' designations (2-3-4 YR renewal terms are also considered for receiving mid-term desk audits).
    b. Confirm whether your school is under the 2019 Performance Framework or the 2015 Performance Framework (noted on BoR Master SV List).

2. Liaisons check **the Consultant Availability Survey** to tentatively assign a consultant to each of your desk audits based on geographic preference, available dates, risk of desk audit. CSO will discuss as a group, reassigning as necessary.

3. Liaisons check the **Spring Mid-Term Consultant Availability Tracker** to ensure that CSO received the consultant's signed forms. Work with CSO staff/CSO Performance Oversight Coordinator to update tracker on all changes and send consultants necessary paperwork.

4. Liaisons schedule tentative desk audit date with consultant, other desk audit team members (OBEWL, SPED, etc.), and the school. Staff from the NYSED Office of Special Education and NYSED Office of Bilingual Education and World Languages may participate in the desk audit. Place the final desk audit dates on the **BoR Master SV List…Spring 2020 Mid-Term tab.**
    a. When BFM-20 approval occurs send the desk audit **Confirmation Letter** to the school.
    b. Provide your supervisor with a completed TR-95A; coordinate travel plans. If your consultant needs a Government Hotel Rate Letter (NA), please provide.
    c. Continue with Step 6 while you are waiting on approval and finalizing the desk audit.

5. Liaisons review the **2019-2020 Mid-Term Site Visit Protocol** to begin to complete the CSO tasks (ex: develop schedule) and ensure that the school leader begins to complete his/her tasks. Discuss the use of zoom teleconferencing/phone call/access to remote learning and/or access to BoT video conferencing meeting.

6. Liaisons review the **CSO Table of Contents**; share with all desk audit team members, if helpful.
   a. Upload the documents identified as such.
   b. Email the documents identified as such.
   c. The CSO staff member managing Survey Monkey Apply will upload some documents.
   d. The school will upload the documents identified by such and by the due date you provide in the SV Confirmation letter. You, the consultants, and the team members can review these documents once submitted.

7. Liaisons review the **Mid-Term SV Report Template** and pre-populate the template based on the yellow-highlighted prompts.
   a. Send it to the consultant to begin to draft the report (portal or email options) once s/he has some documents to review.

8. Liaisons and consultants participate in the **2/27/2020 Mid-Term Consultant Webinar**:
   a. Follow the Consultant Webinar timeline to keep the consultant on task.
   b. Schedule pre-visit team call for all desk audit team members.
   c. Upon receipt of the preliminary draft approximately two weeks before the desk audit share with the CSO Performance Oversight Coordinator to review in case the consultant needs TA.

During the Desk Audit

1. Liaisons conduct the desk audit as per the agenda that was finalized with the school.

2. **The CSO will begin to have schools submit action plans after liaisons provide them with their final spring 2020 mid-term desk audit reports. Details about these plans will be forthcoming.** In these action plans, schools will outline strategies they will use to maintain a "Meets" rating, or to improve upon "Approaches" and "Falls Far Below" ratings (as per the Performance Framework benchmarks). These action plans will then be discussed during upcoming 2020-2021 site visits. During those site visits, CSO team members will ask school leaders and board members to discuss their plans. Liaisons will provide summaries of those discussions in their site visit reports.

3. **Classroom Observation Worksheets** are available to liaisons for use during remote learning observations; you can also use your laptop to complete these worksheets.

4. At the end of the desk audit and remote learning observations. liaisons collect all Classroom Observation Worksheets, scan them and efile them.

5. *Liaisons remind the consultant to email you the final draft report within two weeks.*

After the Desk Audit

1. Liaisons, if you have concerns following the SV let the CSO Performance Oversight Coordinator know so that a call can be scheduled with the BoT chair and the school leader.

2. Liaisons review the consultant's timeline in the webinar for all due dates.

3. Liaisons immediately return the **Draft Report** to the consultant if it is not written as per the webinar guidelines.

4. If it is acceptable, liaisons finalize and email to the CSO Performance Oversight Coordinator along with Attachments 1 and 2.

5. Once approved by the CSO Executive Director, CSO staff PDFs the report; you send it to the school.

6. Follow the **2019-2020 Memo/Report Tracker** for sending the report for factual corrections/evaluative comments, occasionally checking the status, and copying CSO staff responsible for updating trackers on correspondence to the school so dates get places on the tracker.