UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN

Reopening Plan 2020

Abstract

A multi-tiered plan to support the safety and education of our students.

Revision Plan for Extending Remote Learning until the end of the First Semester

We are looking at extending our remote learning to the end of the 1st semester. (The semester ends January 29)

Rationale:

- There is a new surge of cases in New York State, Monroe County and the City of Rochester.
- Hybrid schools are having difficulty maintaining engagement in the model
- There are multiple holidays and recess days that impact the continuity of instruction in November and December.
- We surveyed parents, students, and staff. They are concerned with the possibility of the spread of the virus is we come back to the building at this time

In evaluating the data, we found that:
- Parents and staff were equally divided about remote education vs. hybrid education.
- The tipping point was a data point that highlighted that even if 50% of parents were in favor of in-person hybrid education, only 30% would send their students to school on a consistent basis.
- We also took into consideration the impending holiday season and all the school breaks that this season brought. The inconsistency in routine for teachers and students weighed heavily on our decision-making process.
- Due to the small size of our school campus, the increasing rates of infection UPREP will continue its virtual instruction until January.
- After the first of the new year 2021, UPrep intends on bringing staff back into the building after a 2-week remote hiatus to allow for the completion of the incubation period.

In considering whether to re-open to a hybrid model of in-person education at UPREP, the leadership team surveyed its teachers, parents, and students.

Question	Parents(101)	Students	Staff
If we return to hybrid in person learning in November, how likely are you to send your student to school?	34.7% Likely	57.2% Likely	43% (Question was about reporting to school in the hybrid model)
If your student rides the bus, are you comfortable with your student doing so?	55.4% No	---	---
Would you be ok with wearing a mask all day while in the building?	88.1% Yes	70.9% Yes	81.4% Yes

Timeline:
January 15th staff reports for in house professional development for reopening hybrid model and social distancing procedures
January 19-22 Middle school staff report
January 25-29 High school staff reports
Middle school students report for alternating weeks begin on February 1st
High school students report for alternating weeks begin on February 8th

Please refer to our revised reopening plan with highlighted changes. Subject to change based on the Department of Health and rates COVID-19 transmission in the community.

This adjustment will be re-evaluated by January 8th.

Summary

Our plan provides for the safety and security of our school community as well as supports the continuity of a rigorous and engaging academic program. Whether students and staff are on campus or in remote instruction the same schedule will be followed. This will allow easy transition from one setting to another as the crisis changes its course.

Our plan is set up to follow a student through the course of his day. From arrival to departure we will do our best to ensure his safety along with the safety of our staff.

Operationally, we have set up the following:

- Reduced numbers to adhere to social distancing guidelines
- Screening before entering the building for students and staff
- Limited access to building entrances
- Breakfast in the classroom
- New traffic patterns in the hallways and stairwells
- In some cases, classrooms with plexiglass dividers
- Hand sanitizers outside of every classroom and office
- Lunch in the classroom
- Escorted and monitored movement
- Sanitizing and cleaning classrooms after each use
- Emergency plan for contact tracing
- Nightly sanitizing and ventilation maintenance

Instructionally, we have established the following:
- Whether a student is on campus or remote learning, classes will follow his normal schedule
- Chromebooks and digital access to learning materials
- Parental access to digital classrooms and PowerSchool
- Lesson plan format that promotes rigor and engagement
- Distribution network and times for materials
- Single point of contact for parents (Advisement teacher)
- Counseling supports
- Modifications for our SWD and ELL students
- Office hours for staff on Fridays
- Increase parental communications and trainings
- A plan that is flexible and can be adjusted based on the crisis needs

Timeline (Pending Governor's Executive orders)
September 1-3   Chromebooks distribution
September 8-10   Orientation for new students
September 14   Remote classes begin in normal school schedule
November 9th   Hybrid schedule begins in normal school schedule
TBD   Full reopening of school

Adjusted Plan Timeline

January 15th staff reports for in house professional development for reopening hybrid model and social distancing procedures
January 19-22 Middle school staff report
January 25-29 High school staff reports
Middle school students report for alternating weeks begin on February 1st
High school students report for alternating weeks begin on February 8th

The attached plan goes into detail on each of the items mentioned above along with other specific items.

Objectives: To safely and effectively reopen the school using the Centers for Disease Control and Preventions" Interim Guidance for schools" as a resource and in collaboration with the Operations facilities team, ensure all stakeholders are educated and equipped to remain safe while on our Campuses.	
Focus	Action
Capacity	
Social Distancing	• All facilities have appropriate signage in multiple languages that promotes social distancing. • Floors marked at all facilities noting appropriate distance when in the hall. • Common spaces (staff lounge, copier room, main office etc..) will be limited to a certain number of staff based on the space (square footage) within the area • Designated entry and exits (see below) • Staff enter and exit the building through the Main entrance • Students enter and Exit the building through Exit#2 or Exit#4 on the eastside of the building based on their grade level
PPE and Face Coverings	• All students, staff and visitors to campus will be required to wear a face covering. • PPE and temperature check stations will be set up at each entry in which we will provide sanitizer for everyone entering the building, gloves for individuals desiring them and a disposable face covering for those who do not have one. • Staff will be given a washable, reusable face covering as well as a plastic shield. • Any person refusing to use face coverings, will not be permitted into the facility. Student policy? • Face shields will be available for individuals who are medically unable to tolerate face coverings. • Gloves will be provided.
Operational Activities	• Shared spaces and Classes
Vulnerable Population	• University Preparatory Charter School will reach out to parents and community to identify needs of vulnerable students and population ahead of re-opening. We will put together a plan on a case by case basis in partnership with parents, students, and faculty.
Restart Operations (Maintenance)	• All facilities will have air quality test performed mid-July and again two weeks prior to the start of the school year to ensure proper air flow throughout the building • All facilities will have the HVAC systems checked, cleaned, and meet MERV ratings of 11 or higher at all Campuses with an ultimate goal of MERV ratings of 13. • Water systems are adequate and do not hold contaminants. • Water fountains will be restricted to prevent the spread of infectious virus or disease. • Natural ventilation: when appropriate and weather permissible, windows and doors will be propped open to increase outdoor air ventilation to the greatest extent possible. • Make sure all grounds and entrances are cleaned and prepared for entry

Hygienic Protocols (hygiene, cleaning, and disinfecting)	• Teach and reinforce hand washing, covering coughs and sneezing into arm / elbow in each class led by instructional staff and health services staff members • Cleaning: All facilities will be cleaned before, during and after school hours. High traffic areas will be disinfected throughout the day to mitigate the possible spread of contaminants or viruses. All cleaning products will be "green" • Signage posted throughout each campus educating on how to stop the spread of COVID-19
Promote Social Distancing	• Limit number of Entrances and Exits per Campus • Alternate groupings for classes (little to no mixing of students and staff) recommended. • Minimal transitions throughout the building • Desks or tables with appropriate distance or lessened number of students per table. • Signage posted throughout all facilities • Fewer students per classroom • Restrict guests, visitors as much as possible • Common spaces not to be used or used with smaller groups of people.
Monitor and Preparation	• Staff and visitors to building will be required to complete a self-survey about exposure and vulnerability to COVID ahead of entrance. • No staff or visitors will be permitted if results of survey indicate vulnerability or exposure. • Staff and students with known illness will be encouraged to stay home • Identify spaces in each Campus for individuals showing symptoms • Work with Nursing staff and local health officials to report symptoms or known cases • Anyone sick will be advised not to return until meeting the CDC's criteria to do so
Food Service	• Once date has been determined: Place food order with Sysco • One day to: Receive / unpack food order and prepare for meals; clean kitchen workspace
Security	• Go over expectations for student re-entry next day. • Re-acclimate personnel on security procedures and general expectations. • Go over video surveillance and visitor management procedures
Frontline Staff (HR, Data, Admin Asst)	• Close off Wide-Open spaces • Signage for Social Distancing • Appointment procedures if needed • Continuous Monitoring • Prepare office space, clean and be ready to receive staff and students.
Vendors / Contractors	● Inform of reentry date: restart conversations and communications as/if needed

Action plan continued on next page.

OPERATIONAL RE-OPENING PLANS

Section	Description	Action items	Responsibility parties	Timeframe
Building Readiness	**ALL STAFF AND STUDENTS WILL BE REQUIRED TO WEAR FACE MASKS AND MAINTAIN SOCIAL DISTANCING RULES WHILE IN THE BUILDING/(S).**			
Entrances	**Students**: Designated entrance for students (Will be split up between Exit 2 & 4) **Students:** Late students will be escorted to class by Grade level manager or staff. **Staff:** ARRIVAL TIMES FOR STAFF AT 7:30 AM ONLY. Early staff will report to Cafe manager in Cafe for Temperature checks. **Staff:** Designated entrance for STAFF AT EXIT 1.	Temperature Checks Phone Drop off Bag Checks Scans Staff Survey must be completed before entering the building.	Grade Level Managers Security Staff Teacher Admins Cafe Manager All staff- for Survey	ALL STAFF NEED TO REPORT BY 7:45 A.M. STUDENT ARRIVALS 7:30-8:15 AM EXIT 4 ONLY UNTIL 9 AM
Section	**Description**	**Action items**	**Responsibility parties**	**Timeframe**
Building Readiness	**ALL STAFF AND STUDENTS WILL BE REQUIRED TO WEAR FACE MASKS AND MAINTAIN SOCIAL DISTANCING RULES WHILE IN THE BUILDING.**			
Cafeteria	All meals to be provided in classrooms. **Students**: Breakfast will be delivered/ provided during 1st period in classroom. Late student arrivals (ONLY) will be held in cafe for breakfast. **Students**: Students will have the opportunity to take meals to go for the remainder of the week. **Students**: Designated days/dates and times for lunch pick-ups for those students who are completely remote.	Grab and go meals Wrapped meals	Cafe staff Grade Level Managers	During School Day

Gym	**Students**: Students will be held on one side of the gym in social distanced chairs before start of school Social Distancing Cones **Students**: Entrance and exit during school day on Cafe side. Main entrance to gym will be closed off during school day.	Cones ordering Barrier used in gym for separation	Physical Education Department	During School Day

Section	Description	Action items	Responsibility parties	Timeframe
Building Readiness	**ALL STAFF AND STUDENTS WILL BE REQUIRED TO WEAR FACE MASKS AND MAINTAIN SOCIAL DISTANCING RULES WHILE IN THE BUILDING.**			
Ventilation	Filters in both Buildings on UPREP campus will be changed with MERV-3 filters periodically	Ordering MERV-3 Filters	Custodial Staff	Ongoing
Daily Cleaning	Buildings will be cleaned daily. (Sanitizing of surfaces) Buildings and classrooms will be defogged daily Air filters for the ventilation systems will be replaced bi-weekly with Merv-3 filters Deep cleaning of buildings will take place each Friday.	Cleaning supplies	Custodial Staff	Ongoing

Section	Description	Action items	Responsibility parties	Timeframe
Containment	Narrative UPREP will continue to monitor staff and students on premises with daily surveys and temperature checks. If there is an outbreak on campus, staff/students involved will be isolated and necessary steps will be taken to mitigate risk to the population. Our identified Emergency Management team is : CEO; CAO; COO; Director of Safety and Security; Middle School Principal; Nurse, Athletics Director; CTE Director; HR manager; Director of Student, Family, & Community Support; Head Custodian;			

School Health Offices:	Nurse's office and Isolation room will be closed off and will be accessed by permission only. **Students**: All students will be escorted to Nurse's office		Nurse Leadership Security Grade Level Managers	Ongoing
Isolation:	Room 104 will be Isolation Room	Closed off to all other students and staff	Nurse Leadership	Ongoing
Infected Individuals:	Room 104 Isolation Emergency Management Protocol	Emergency Management team and responsibilities.	Nurse Leadership	Ongoing
Exposed Individuals:	**Students**: Students Reporting to Nurse, Staff report to Leadership	Emergency Management team will review any reports and follow next steps	Nurse Leadership	Ongoing
Hygiene, Cleaning, and Disinfection:	After report of infection/ exposure, emergency management team will make decision to close school for 48 hours to disinfect entire building/(s)	Possible School Closure and Deep clean/ Disinfect	Emergency Management team Custodial Staff	Ongoing
Contact Tracing:	Emergency Management team will meet to help contact trace	Each member of Emergency Management team will do research on chronological points of contact	Emergency Management team	As Needed
Communication:	Email, Robo Calls, Letters, PTO Virtual and in person Meetings. Website, social media and local media.	Communicate regularly via a variety of platforms and in case of emergency.	Emergency Management team Front office staff	Ongoing

Instructional plan begins on the next page.

UPREP Reopening Instruction-Multi-Tiered Plan			
Component	**Fully Remote-Begins September 14th***	**Hybrid Model-TBD***	**Fully open***
Schedule	Students follow their schedule in PowerSchool remotely with the use of technology. *Students and staff follow their schedules in school and remotely.*	Students organized A-L, M-Z and by grade level *Students and staff follow their schedules in school and remotely.* **Week 1 (MS)** A-L (7-8-9) In school M/T, M-Z (7-8-9) Remote M-Z (7-8-9) In school W/TH, A-L (7-8-9) Remote All (HS) M. T. W. TH Remote Friday remote office hours Additional instruction SWD, ELL, Struggling Seniors **Week 2(HS)** A-L (10-11-12) In school M/T, M-Z Remote M-Z (10-11-12) In school W/TH, A-L Remote All (MS) M. T. W. TH Remote Friday remote office hours Additional instruction SWD, ELL, Struggling Seniors **Week 3 (MS)** A-L (7-8-9) In school M/T, M-Z (7-8-9) Remote M-Z (7-8-9) In school W/TH, A-L (7-8-9) Remote All (HS) M. T. W. TH Remote Friday remote office hours Additional instruction SWD, ELL, Struggling Seniors **Week 4 (HS)** A-L (10-11-12) In school M/T M-Z (10-11-12) In school W/TH All (MS) M. T. W. TH Remote Friday remote office hours Additional instruction SWD, ELL, Struggling Seniors	Students follow their schedule in PowerSchool

Component	Fully Remote-Begins September 14th*	Hybrid Model-TBD*	Fully open*
Chromebooks	386 Chromebooks Distributed before school (Sept 1, 2, 3)	386 Chromebooks Distributed before school (Sept 1, 2, 3)	386 Chromebooks Distributed during school
Classrooms	No classrooms in use	1/2 Classrooms in use weekly Physical class size no larger than 12	All classrooms in use
Students on campus	0(0%)	100(25%)	386(100%)
Staff on Campus	0%	50%	100%
Platform	Google Classroom Zoom - with video on for all	Google Classroom Zoom - with video on for all	Google Classroom Zoom - with video on for all
Parent Portal	Grades posted weekly	Grades posted weekly	Grades posted weekly
Daily Schedule	Follow an 8-period day schedule of days and times. Teachers teach 5 periods per day and serve as advisement teacher Students attend 7 classes	Follow an 8-period day schedule of days and times. Some direct and some online. Teachers teach 5 periods per day and serve as advisement teacher Students attend 7 classes	Follow an 8-period day schedule Teachers teach 5 periods per day and serve as advisement teacher Students attend 7 classes
Attendance	Must be taken in PowerSchool for each class period Online present code (R for Remote?)	Must be taken in PowerSchool for each class period Present and Online present code	Must be taken in PowerSchool each class period
Lesson Plan Implementation	UPREP School Wide Format through online instruction integrating Rigor and relevance framework to address learning in all four quadrants	UPREP School Wide Format through direct instruction and online instruction integrating Rigor and relevance framework to address learning in all four quadrants	UPREP School Wide Format through direct instruction integrating Rigor and relevance framework to address learning in all four quadrants

Component	Fully Remote-September*	Hybrid Model-October*	Fully open*

Supplemental materials	Distribute:
	* Class Supplies lists
	* ELA novels and text through online or hard copy
	* SS
	* Math
	* Science - lab on-line service
	* Electives
	   Art
	   Music
	*CTE
	Building
	Machining -
	Culinary - food items
	IT
		Distribute:
		* Class Supplies lists
		* ELA novels and text through online or hard copy
		* SS
		* Math
		* Science - lab on-line service
		* Electives
		   Art
		   Music
		*CTE
		Building
		Machining -
		Culinary - food items
		IT
			Distribute:
			* Class School Supplies
			*ELA novels and text through online or hard copy
			* SS
			* Math
			*Science
			*Electives
			*CTE - through class

Classroom student communication	Google Classroom and Zoom	Google classroom, In-person and Zoom	In-person and Google classroom
Intervention Services	Math - Access to IXL Platform Reading/ELA - IRLA reading intervention	Math - Access to IXL Platform Reading/ELA - IRLA reading intervention	Math - Access to IXL Platform Reading/ELA - IRLA Reading intervention

Advisement	Advisement Teacher is the Case manager and # 1 contact	Advisement Teacher is the Case manager and # 1 contact	Advisement Teacher is the Case manager and # 1 contact
	- Weekly contact with family and student on class list - Problem solve student need - Maintain contact with GLM or Principal / COA /Department Head as needed Exception: Special Education case managers will assume this role for all in his/her case management list	- Weekly contact with family and student on class list - Problem solve student need - Maintain contact with GLM or Principal / COA / Department Head as needed Exception: Special Education case managers will assume this role for all in his/her case management list	- Weekly contact with family and student on class list - Problem solve student need - Maintain contact with GLM or Principal / COA / Department Head as needed Exception: Special Education case managers will assume this role for all in his/her case management list

Component	Fully Remote-Begins September 14th*	Hybrid Model-TBD*	Fully open*
Counseling Service	Complete Counseling Services via online and phone communication: Scheduling - all aspects including ensuring graduation requirements and NCAA requirements Independent and Small Group goal driven Counseling Triage of crisis situations Liaison for community services Monitor CPS referrals and cases Letters of recommendation Scholarship applications Organize mentorship situations	Complete Counseling Services via in person, online and phone communication: Scheduling - all aspects including ensuring graduation requirements and NCAA requirements Independent and Small Group goal driven Counseling Triage of crisis situations Liaison for community services Monitor CPS referrals and cases Letters of recommendation Scholarship applications Organize mentorship situations	Complete Counseling Services in person: Scheduling - all aspects including ensuring graduation requirements and NCAA requirements Independent and Small Group goal driven Counseling Triage of crisis situations Liaison for community services Monitor CPS referrals and cases Letters of recommendation Scholarship applications Organize mentorship situations
Special Education Goal tracking	Common App for data collection	Common App for data collection	Common App for data collection
SWD - Supplemental Services	Special Education Teachers communicate in writing how IEP is implemented with families.	Special Education Teachers communicate in writing how IEP is implemented with families.	Special Education Teachers communicate in writing how IEP is implemented with families.

SWD - Test Modifications	Implemented through zoom meetings with special education teachers	Implemented through zoom meetings with special education teachers or Friday opportunities for delivery of direct modifications	Implemented through direct Instruction
SWD - Delivery for Supplemental Services	On-line meetings, phone calls and zoom meetings	Scheduled classes, resource rooms and zoom meetings	Through scheduled classes and resource room
SWD - Specialized services	Services (psychological counseling, speech and language, OT & PT) delivered by home district. UPREP staff to monitor deliver compliance	Services (psychological counseling, speech and language, OT & PT) delivered by home district. UPREP staff to assist in coordination and monitor deliver compliance	Services (psychological counseling, speech and language, OT & PT) delivered by home district

Component	Fully Remote-Begins September 14th*	Hybrid Model-TBD*	Fully open*

Parent Communications & Trainings	Mass Emails, Robo Calls, Website Postings, social media
	Teacher /class share unit expectations and calendar of assignments and due dates
	
	Tutorials - videotaped for reference
	• Open House online
	• Google platform
	  o Basics
	  o Tracking Student work
	• Chromebook
	  o Care,
	  o Restarting
	  o Operating
	• Expected tasks
	• Parent Portal Access and Monitoring
		Mass Emails, Robo Calls, Website Postings, social media
		Teacher /class share unit expectations and calendar of assignments and due dates
		
		Tutorials - videotaped for reference
		• Open House online
		• Google platform
		  o Basics
		  o Tracking Student work
		• Chromebook
		  o Care,
		  o Restarting
		  o Operating
		• Expected tasks
		• Parent Portal Access and Monitoring
		•
			Mass Emails, Robo Calls, Website Postings, social media
			Teacher /class share unit expectations and calendar of assignments and due dates
			
			Tutorials - videotaped for reference
			• Open House online
			• Google platform
			  o Basics
			  o Tracking Student work
			• Chromebook
			  o Care,
			  o Restarting
			  o Operating
			• Expected tasks
			• Parent Portal Access and Monitoring

Uniforms	Appropriate clothing for remote learning	Full Uniforms expected when in school Friday - College or UPREP Wear	Full Uniforms expected when in school Friday - College or UPREP Wear

Flexibility of Plan	NA	As data changes, this plan allows for increased school attendance to 50% attendance of school population prior to full open. All MS students could attend Weeks 1 and 3 and All HS students could attend Weeks 2 and 4.	NA

*=Pending Governor's Executive orders on school opening

September 2020

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 HS Chromebook Pickup	2 HS Chromebook Pickup	3 HS Chromebook Pickup	4	5
6	7 No School Labor Day	8 7th grade Chromebook Pickup and Orientation HS-Remote connections	9 8th grade Chromebook Pickup and Orientation HS-Remote connections	10 9th grade Chromebook Pickup and Orientation HS-Remote connections	11 Remote office hours established	12
13	14 First day of Remote Classes	15 Remote Classes	16 Remote Classes	17 Remote Classes	18 Remote office hours and 1:1 for SWD, ELL, and seniors	19
20	21 Remote Classes	22 Remote Classes	23 Remote Classes	24 Remote Classes Remote Open House	25 Remote office hours and 1:1 for SWD, ELL, and seniors	26
27	28 Remote Classes	29 Remote Classes	30 Remote Classes			

October 2020

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 Remote Classes	2 Remote office hours and 1:1 for SWD, ELL, and seniors	3
4	5 Remote Classes	6 Remote Classes	7 Remote Classes	8 Remote Classes	9 Remote office hours and 1:1 for SWD, ELL, and seniors	10
11	12 No School Columbus Day	13 Remote Classes	14 Remote Classes	15 Remote Classes	16 Remote office hours and 1:1 for SWD, ELL, and seniors	17
18	19 Remote Classes	20 Remote Classes	21 Remote Classes	22 Remote Classes	23 Remote office hours and 1:1 for SWD, ELL, and seniors	24
25	26 Remote Classes	27 Remote Classes	28 Remote Classes	29 Remote Classes	30 Remote office hours and 1:1 for SWD, ELL, and seniors	31

November 2020

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 Remote Classes	3 No school for Students PD Day	4 Remote Classes	5 Remote Classes	6 Remote office hours and 1:1 for SWD, ELL, and seniors	7
8	9 MS A-L on campus / All others remote	10 MS A-L on campus / All others remote	11 No School Veterans Day	12 MS M-Z on campus / All others remote	13 Remote office hours and 1:1 for SWD, ELL, and seniors	14
15	16 HS A-L on campus / All others remote	17 HS A-L on campus / All others remote	18 HS M-Z on campus / All others remote	19 HS M-Z on campus / All others remote	20 Remote office hours and 1:1 for SWD, ELL, and seniors	21
22	23 MS A-L on campus / All others remote	24 MS A-L on campus / All others remote	25 No School	26 Thanks-Giving Day	27 No School	28
29	30 HS A-L on campus / All others remote					

December 2020

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 HS A-L on campus / All others remote	2 HS M-Z on campus / All others remote	3 HS M-Z on campus / All others remote	4 Remote office hours and 1:1 for SWD, ELL, and seniors	5
6	7 MS A-L on campus / All others remote	8 MS A-L on campus / All others remote	9 MS M-Z on campus / All others remote	10 MS M-Z on campus / All others remote	11 Remote office hours and 1:1 for SWD, ELL, and seniors	12
13	14 HS A-L on campus / All others remote	15 HS A-L on campus / All others remote	16 HS M-Z on campus / All others remote	17 HS M-Z on campus / All others remote	18 Remote office hours and 1:1 for SWD, ELL, and seniors	19
20	21 MS A-L on campus / All others remote	22 MS A-L on campus / All others remote	23 MS M-Z on campus / All others remote	24 No School	25 No School Christmas	26
27	28 No School	29 No School	30 No School	31 No School		

February 2021

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1 MS A-L on campus / All others remote	2 MS A-L on campus / All others remote	3 MS M-Z on campus / All others remote	4 MS M-Z on campus / All others remote	5 Remote office hours and 1:1 for SWD, ELL, and seniors	6
7	8 HS A-L on campus / All others remote	9 HS A-L on campus / All others remote	10 HS M-Z on campus / All others remote	11 HS M-Z on campus / All others remote	12 Remote office hours and 1:1 for SWD, ELL, and seniors	13
14	15 February Recess	16 February Recess	17 February Recess	18 February Recess	19 February Recess	20
21	22 MS A-L on campus / All others remote	23 MS A-L on campus / All others remote	24 MS M-Z on campus / All others remote	25 MS M-Z on campus / All others remote	26 Remote office hours and 1:1 for SWD, ELL, and seniors	27
28						

March 2021

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1 HS A-L on campus / All others remote	2 HS A-L on campus / All others remote	3 HS M-Z on campus / All others remote	4 HS M-Z on campus / All others remote	5 Remote office hours and 1:1 for SWD, ELL, and seniors	6
7	8 MS A-L on campus / All others remote	9 MS A-L on campus / All others remote	10 MS M-Z on campus / All others remote	11 MS M-Z on campus / All others remote	12 Remote office hours and 1:1 for SWD, ELL, and seniors	13
14	15 HS A-L on campus / All others remote	16 HS A-L on campus / All others remote	17 HS M-Z on campus / All others remote	18 HS M-Z on campus / All others remote	19 Remote office hours and 1:1 for SWD, ELL, and seniors	20
21	22 MS A-L on campus / All others remote	23 MS A-L on campus / All others remote	24 MS M-Z on campus / All others remote	25 MS M-Z on campus / All others remote	26 Remote office hours and 1:1 for SWD, ELL, and seniors	27
28	29 HS A-L	30 HS A-L	31 HS M-Z	4/1 HS M-Z		

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Sample schedule for a seventh-grade student-with the last name <u>Johnson</u>

M T W TH	Period	Class	On Campus
8:15am	Breakfast	303	Sept. 8
8:30 - 9:22	1	ELA -303	October
9:25 - 10:15	2	Social Studies-304	November 9, 10, 23, 24
10:18 - 11:08	3	Math -301	December 7, 8, 21, 22
11:11 - 11:01	4*	Science-302	January 11, 12, 25, 26
12:04 - 12:54	5*	Advisement-302 _____ Lunch-302	February 8, 9
12:57 - 1:47	6*	Day 1 PE-Gym Day 2 Art-101	March 1, 2, 15, 16
1:50 - 2:40	7	Day 1 Computer tech 103 Day 2 Health 109	April 5, 6, 19, 20
2:43 - 3:30	8	Learning Lab 303	May 3, 4, 17, 18
			June 1, 14, 15 Exams: 16-24

Addendum Submitted after Conference Call with SUNY 10/8/20

3C. Student Scheduling

Narrative: Students at UPrep will follow the same 8 period schedule regardless of the impact of the COVID virus on the location of their education. Initially all students will start 100% remote, starting school at 8:30 and finishing at 3:30. During each 50 minute period teachers will follow the school wide lesson plan including a bridge, live mini lesson, work time, closure and a bridge. Students will access these lessons through Google classroom, and each will have a Zoom link posted.

 When possible, we will begin with a hybrid model in which 100 students will attend building-based classes each day. Following the attached schedule, students attend school based on their age and last name. For example, Middle school students whose last name begins with A-L attend school Monday and Tuesday of Week 1. Their end of the alphabet peers attend school on Wednesday and Thursday of that week. The High school students maintain a remote schedule for week 1. Week two provides the opportunity for students in Grades 10-12 to attend school for 2 days while the others continue with remote learning. Over a two-week period each student will attend in building classes 2 days out of every two week cycle. When not in the school building students are expected to participate remotely the rest of the week following the same 8 period schedule.

 For the return of 100% brick and mortar attendance, students will follow the exact schedule in the building.

Friday mornings are designed to provide students who need additional assistance time to connect with their teachers. Students have several options to reach out for remediation and assistance. Each grade level has scheduled a grade level zoom with break out rooms for each content area. If students need additional assistance teachers are available via publicly posted zoom links to gain more individualized instruction. Special education and ELL teachers will target this time to pre teach and remediate any areas of confusion or concern. In addition to remediation we are offering a limited number of opportunities for students to accelerate or enrich their learning if they have met the weekly requirements of their classes that week.

High School students were invited to come to school over a four-day period to be assigned a Chromebook and gather other school materials. The principal, grade level managers and counselor reviewed the students transcript and schedule with each parent and student that came to the school to pick up materials.

Every student and parent at the middle school level was invited to a small orientation (held 13- 1 hour long sessions) to get their Chromebook, ELA textbook, leveled reading books and meeting their grade level teaching team. Teachers reviewed topics such as logging on to their Chromebook, managing google classrooms and had one on one conversations with staff to have questions and concerns addressed. Every new student had a reading screening complete to identify an independent reading level which was used as a guide for the selections of books and placement in appropriate Learning Lab where reading and math instruction is provided.

3D Teacher Schedule:

Schedule Matrix - Dries, Gregory   195

Close

Day	Terms	1	1B	2	2B	3	3B	4a	4b	5a	5b	6a	6b	7	7B	8	8B
1	20-21			Global I 2092.2 Room: 206 2-2B(1-2) 20-21 11/16 / Global I 2093.2 Room: 206 2-2B(1-2) 20-21 7/7		Global I 2092.4 Room: 206 3-3B(1-2) 20-21 20/18		Advisement 9-12 9912.36 Room: 206 1-1B(3) 4a(1-2) 20-21 9/12		Global I 2092.5 Room: 206 5a-5b(1-2) 20-21 14/18 / Global I 2094.1 Room: 206 5a-5b(1-2) 20-21 2/2		Global I 2092.3 Room: 206 6a-6b(1-2) 20-21 11/14 / Global I 2093.1 Room: 206 6a-6b(1-2) 20-21 7/6		Global I Honors 2091.1 Room: 206 7-7B(1-2) 20-21 19/18			
2	20-21			Global I 2092.2 Room: 206 2-2B(1-2) 20-21 11/16 / Global I 2093.2 Room: 206 2-2B(1-2) 20-21 7/7		Global I 2092.4 Room: 206 3-3B(1-2) 20-21 20/18		Advisement 9-12 9912.36 Room: 206 1-1B(3) 4a(1-2) 20-21 9/12		Global I 2092.5 Room: 206 5a-5b(1-2) 20-21 14/18 / Global I 2094.1 Room: 206 5a-5b(1-2) 20-21 2/2		Global I 2092.3 Room: 206 6a-6b(1-2) 20-21 11/14 / Global I 2093.1 Room: 206 6a-6b(1-2) 20-21 7/6		Global I Honors 2091.1 Room: 206 7-7B(1-2) 20-21 19/18			
3	20-21	Advisement 9-12 9912.36 Room: 206 1-1B(3) 4a(1-2) 20-21 9/12						Global I/II Credit Recovery 2305.8 Room: 206 4a-4b(3) 20-21 17/0									

Close

Narrative: Teachers follow their normal schedule from 8:30am-3:30pm. This happens where we are working remotely, in hybrid sessions, and/or in a fully open school building.

In the schedule above Mr. Dries has planning periods 1st, 4b, and 8th. He is teaching by Zoom periods 2, 3,4a, 5, 6, and 7 in the Remote and Hybrid Model. During the Hybrid model he will broadcast his lessons through Zoom for students that are not on campus that day. All work is submitted through Google Classroom.

In summary teachers will teach the 8-period day, online or in the school building every week. If fully remote this instruction will include live presentation and interaction via Google classroom and zoom links. During hybrid, a teacher will have half of their class in front of them in the classroom and half of them participating remotely via zoom.

As described above, teachers will assist students with remediation, acceleration, or enrichment for four hours every Friday morning remotely during remote learning. During hybrid, special education, ELL and struggling seniors will have the opportunity to attend remediation in the school building setting.   The rest of the population will have the same opportunities to participate remotely.

R-04ab-Enrollment and Attendance

Enrollment
1. Anticipated effects on student enrollment given the in-person and remote learning plans the charter has in place for the 2020-2021 school year:
    a. UPREP anticipates that enrolment may drop due to concerns over COVID-19. However, fully remote learning will be provided as an option to all stakeholders.

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

    a. Our home districts require proof of address and transportation form as evidence of student enrollment and billing. UPREP will continue to maintain these records and provide them as evidence and information.
    b. The CEO and his designated staff are responsible for data collection and accuracy.

Please provide details on how the school will re-engage students who have been contacted after disengaging from learning.

Narrative:

Initially teachers will reach out to students and parents to engage students in active learning. Teachers are encouraged to reach out if students are not remotely present in class and the grade level manager will contact the family immediately. Students are also assigned to advisement. Meeting daily with their advisement teacher provides a daily review of grades as well as problem solving conversations. Their advisement teachers help guide students toward engagement during the week as well as for remediation on Fridays. In addition, the Grade level manager will maintain a weekly list to track progress, regression and chronically disengaged students. Interventions at that point will include home visits, consultation with the Chief Academic Officer and the Principal for a coordinated intervention. After the adjustment period of the first five weeks the Middle School Counselor and Principal will activate the attendance protocol which includes letters, phone calls, meetings, intervention plans and potentially contact with Child Protective Services for Educational Neglect.

SUNT Question: Please identify touchpoints and information that the school has had and received from students and families that corroborates enrollment information.

Narrative: UPrep partners with Good schools Roc and uses Schoolmint our application is live for the 20-21 school year on Goodschoolsroc.org. The online platform collects the following information as the first step to enrollment:
- Birth Certificate
- Proof of Address (utility bill, cell phone, etc.)
- Report Card (most recent)
- IEP or 504 Plan (if applicable)
- Guardian/Custodial paperwork (if applicable)
- Photo Identification for Parent/Guardian
- Immunizations and Physical Examinations

Uprep verifies all information and then confirms enrollment of individual students. Attendance is closely monitored on a consistent basis (monthly-) for billing purposes and to corroborate ongoing enrollment.

1

Attendance

1. The evidence the education corporation will collect to corroborate the school's justification for the student attendance on all instruction days remote, blended or in-person;
    a. When attending are in person and//or in Zoom, normal attendance will be taken in PowerSchool.

2. The documentation the education corporation will retain to support any challenge to the validity of a school's attendance rates (full time equivalents or FTEs);
    a. PowerSchool attendance logs and Zoom logs

3. The plan for contacting and engaging students that dis-engage from on-line learning; and,
    a. All staff and support staff will attempt to engage disengaged students on a weekly basis through email, texts, phone calls, and home visits.

4. A description of the review process and approval authorization of the attendance records.
    a. Weekly administration will monitor attendance taking and ensure programmatic fidelity.
    b. Counselors will follow up on the attendance policy and send the required notifications to families.

Narrative:
Attendance during Monday through Thursday 8 period classes will be taken similarly to when school is in session. Each period a teacher will mark students present when they are visually present. Those students would be marked Remote Present. Similarly, students who do not attend zoom class sessions will be marked Remote absent. The typical school codes will be used during hybrid. If a student is absent from their brick and mortar class, they would be marked absent unless arrangements have been made for continued remote attendance due to illness, family preference or quarantine requirements. Friday morning attendance will be taken once in the morning advisement session within the PowerSchool attendance system, using remote present or remote absence. Accountability for remote sessions students participate for remediation, acceleration or enrichment will be kept on an internal document.

5AD Academic Program
5a. Curriculum

1. The basis for determining successful course completion;
    a. Students grades and course completion will be based on quarterly grades and assessment data. The material will mirror the rigor of in school work and expectations.

2. How students will demonstrate mastery of the learning outcomes for the subject/course;
    a. Students will demonstrate mastery by completing coursework, final assessments, projects, and Regents exams if they are offered.

3. Any changes to Regents course exam administration, which must be included on the list of NYSED Approved Alternative Examinations Acceptable for Meeting Requirements for a Local or Regents Diploma;
    a. We will follow the NYS Regents exam implementation as planned.

4. The documentation the education corporation will retain to demonstrate student mastery of the learning outcomes;
    a. Quarterly grades and assessments, projects, formative, and summative assessments.

5. That the content is in alignment with the applicable New York State learning standards for the subject area;
    a. Lesson planning and implementation will be aligned to New York State learning standards and monitored by peer and administrative lesson reviews, remote classroom observations and review of student work.

6. That courses will be taught by or instruction supervised by N.Y. State certified teachers or teachers qualified under Education Law § 2854(3)(a-1);
    a. Teachers are certified in their area or in the process of becoming certified.

7. An explanation of how regular and substantive interaction between the student and the teacher providing direction and/or supervision will take place, and the documentation that will demonstrate same; and A description as to how any virtual or blended instruction satisfies the unit of study and unit of credit requirements in section of 8 NYCRR § 100.1(a) including any flexibilities afforded by the Board of Regents.
    a. Students will follow the same schedule whether they are physically in the building or in a remote learning environment. Classes will follow the regular course descriptions. Teachers will be establishing office hours for additional support beyond the class time. During professional development opportunities ideas regarding engaging students o online will be shared.

Narrative:

The school expectation is that each course will proceed with similar learning outcomes as identified in the school's charter with similar pacing and formative and summative assessments. Additional software has been added in areas which require student interaction. For example, is that a software that provides for interactive science simulations is being researched.

Additionally, books and other supplementary materials have been sent home with students. Copies of math text, protractors and pencils were sent for geometry students. The first unit in Science 7 is measurement so each seventh grader went home with a ruler. Drumsticks were purchased for middle school students in a particular music class.

5b. Instruction
Describe the education corporation/school's plans for virtual synchronous and asynchronous instruction, use of break-out groupings, one to one video meetings, phone calls, and other instructional strategies the education corporation anticipates utilizing across its schools (by grade level, cohort or other grouping) to deliver high quality instruction to all students including medically vulnerable populations, those with disabilities as well as ELLs. Describe how regular and substantive interaction between the student and the teacher providing direction and/or supervision will take place, and the documentation the school will retain to demonstrate that interaction. Describe changes in the education corporation's plans for in-person instruction that differ from those the Institute has reviewed in the current, approved charter.

a. Our plan provides students with the opportunity to have remote learning in the same capacity as in building learning. Teachers of students with disabilities will provide the same service as they do during the regular school day. In an ICOT model they will be on line with the general education teacher, providing material or chat support to students during mini lessons. Breakout rooms are available through Zoom to provide the opportunity for small group or individual instruction. Students with disabilities, ELL students, and struggling seniors will have additional opportunities for support during the week and one-on-one on Fridays.

Narrative:
Every individual class (content and period) is connected to an individualized Google Classroom.   Students report to their Google classroom daily during the specific period.   Within that classroom there are links for live zoom lessons and workshops as well as links of previously recorded material for later review. Assignments may be incorporated through the google platform as a Google Form or Google Document. Teachers also embed other software such as Edpuzzles or Castle learning for small group or individual work submission. Simulations and movies are also used to augment instruction.   Using the zoom platform to interact with students, a teacher may interact with the entire class or break the students up into small groups and assign them to break out rooms for parts of the lesson.

5c. Assessment
Provide a description that includes the following by grade level, subject area or other student cohort, subject area, as appropriate to the plan:
1. A description of the education corporation's plan for assessing student instructional needs at the start of the 2020-2021 school year. Explain any assessments planned and how administrators and teachers will use the data to inform instructional strategies;
    a. UPREP middle school will be holding small group diagnostic assessments during our orientations for students when they pick up their Chromebooks.
    b. At the middle school ELA and math data will be used to provide intervention both in a pull out model and direct instruction within the classroom setting.
    c. At the high school level, teachers will perform pre-assessment and provide tiered skill interventions as needed prior to each new unit.

2. A description of any changes from what exists in the current approved charter regarding interim assessments, data analysis procedures, and provision of feedback to students for the 2020-2021 school year; and,

      a. There are no changes in the assessment plan. Students receive individual feedback from the assessments by the teachers.

3. A description of how students will demonstrate, and how the education corporation will document, student mastery of subject matter.
      a. UPREP will use a standardized assessment for 7th and 8th graders in ELA. IXL is used in math 7-8-9.
      b. Teachers will also use classroom assessments that mirror the Regent exams and NYS assessments throughout the course to build skill.

Narrative:
Remote learning presents obstacles for summative assessments as it is difficult to secure a testing environment. We are relying on informal assessments and formative assessment. In addition teachers are designing benchmark assessments that mirror NYS or Regents level exams to monitor progress and guide instruction

5d. At-Risk Populations
1. As with all students, SUNY authorized charter schools must continue to meet the learning needs of students with disabilities and ELLs during the 2020-2021 school year. This includes meeting mandates required in Individualized Learning Programs ("IEPs") as well as continued support for the language acquisition needs of ELLs.
      a. Students with disabilities and ELL students will have their mandated services provided by their assigned special education teachers or ELL teachers.
      b. Beside normal in-class support, teachers will have office hours to offer individualized support for students.
      c. Individualized goal monitors are being designed to track student progress towards their IEP goals. The special education coordinator monitors the quarterly progress monitoring and refers any questions of concerns to the Principal and COA.
      d. Services beyond the role of the special education teacher, Psychological counseling, physical and occupational therapy, and speech and language therapy are the responsibility of the student's home district. The special education coordinator will monitor compliance and coordinate services if needed.

Narrative:

Parents are encouraged to disclose previous academic or behavioral needs. Once a student is enrolled in UPREP, the Director of Special Education Compliance conducts a review of every student reaching out to their home district to identify previous or current services.   She ensures seamless consistency of services if documentation is in place. If a child has had concerns noted, he is monitored and provided RTI. Sometimes the CSE procedure was started but not completed so she will coordinate the completion of the process.

At the middle school level our students all receive additional reading and math instruction one period a day. (Except for honors 8th graders who have less need have only every other day opportunity.) Through informal assessments and screening students are assigned to specific intervention to address their areas of need. In addition, progress in ELA and math class performance is monitored and intervention targeted at current areas of struggle are also provided. We use the IXL math program to both review skills for upcoming units and to provide additional practice and instruction for current units.   Students who do not respond to multiple levels of intervention would be referred to the Committee on Special Education for further evaluation or have a 504 consideration to meet needs beyond that provided in a typical classroom.

To serve students with identified disabilities we have coordinated services to work within the remote master schedule. The Director of Special Education Compliance worked with the academic leaders and the school counselors to ensure the schedules for students with disabilities accurately reflect their needs and documented service.

Special Education teachers who provide ICOT or co teaching services attend the entire class in which they are assigned just like they would in the school setting. Those teachers also co-plan with their content teachers. Special Education teachers providing Consultant Services also participate within the general education setting but may provide indirect consultation to the teacher as well. Break out rooms provide the opportunity for a student with disabilities to gain individualized directions or instructions with one of their teachers during a part of the class.   Resource Room is scheduled within the master schedule so a student who has that identified on their IEP is scheduled into a specific class during a specified period. The special education teacher then coordinated services through a Google Classroom just as the general education teachers does. While some students have Resource five days a week other only 2 or 3, so students are scheduled accordingly. Students who do not require 5 days per week have an elective class scheduled opposite resources, so they do not miss the opportunity to acquire credits.   This schedule is maintained on Remote, just as it is during a typical day at school.

During Remote and hybrid learning, students with disabilities have been assigned to their Case Manager for Daily Advisement lessening the number of adults providing assistance and intervention. Each student has time every day to touch base with their case manager/advisement teacher to clarify questions, concerns or plan for assistance on Friday.

Students identified to receive ELL services are scheduled similarly to students with disabilities. The ELL teacher is considered a co-teacher of each identified class. She also provides individualized time one Friday mornings for students who need accommodations.   She works in collaboration with the main office staff and the academic administrators to identify incoming students who may require services. She also contacts previous schools of suspected English Language Learners.