

NEW YORK STATE EDUCATION DEPARTMENT  
ALBANY, NY 12234



*Handbook for Summer School  
Administrators and Principals (2020)*



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## 2020 Calendar

June	Summer School Registration
July 1 (W)	First day for which summer school students generate State aid
September 2 <sup>nd</sup> or the first business day after September 2 <sup>nd</sup> if it falls on a Saturday, Sunday or Labor Day	Hours of attendance for summer 2020 in-district operated programs should be reported to the State Aid Office on 2020-2021 SAMS Form A (completed by the local district business office).
October 1, 2020	Any expense and related data for summer 2020 BOCES operated programs should be reported to the State Aid Office on 2020-2021 BOCES SAMS Form A (submitted by BOCES business office)

### Rules Limiting the Calendar

- No State aid may be generated for summer session days before July 1<sup>st</sup> or after August 31<sup>st</sup>
- No aid is paid for Saturdays, Sundays, or legal holidays.

## I. INTRODUCTION

**NOTE: This Handbook is provided to assist schools for 2020 voluntary summer school sessions only. It does not address Extended School Year Programs for Students with Disabilities.**

School districts, Boards of Cooperative Educational Services (BOCES), charter schools (as authorized), or nonpublic schools may provide summer school, but are not required to do so. Summer school is an additional opportunity to meet the needs of students by providing courses for enrichment, acceleration, and improvement of skills or making up course work from the regular school year.

Schools may offer any course during the summer that could have been offered during the regular school year. Summer school is also an excellent vehicle for delivering Academic Intervention Services (AIS) mandated by Sections 100.1(g) and 100.2(ee) of the Commissioner's regulations or for providing additional English as a New Language or Bilingual Education instruction to support English Language Learners' (ELL) development of English language proficiency.

This handbook highlights several summer school program requirements pursuant to [Part 110 of the Commissioner's Regulations](#) pertaining to summer school. On or about May 21, 2020, the Governor announced that voluntary summer school may only be offered remotely. The guidance in this manual will address summer school offered online or through distance learning methodologies as well as through more traditional means that do not require a computing device or internet access. For complete and specific requirements, school districts should refer to the Education Law, the Commissioner's regulations, Commissioner's decisions, and other applicable laws, regulations and policies.

## II. SUMMER SCHOOL PROGRAM REQUIREMENTS

### General Summer School Requirements for All Summer School Programs

Summer school programs must adhere to the following conditions:

- To the extent required by law, employ teachers who are appropriately certified to teach in the schools of this State, use paraprofessionals, as needed, and, for secondary summer school, assign such teachers to teach only the courses in which they are certified (8 NYCRR §§110.1[c], 110.2[c]).
- Provide a program of at least 20 hours of instruction, or the equivalent, with a maximum program of 90 hours for State aid purposes during the months of July and August, exclusive of days used for registration or administration of final examinations (8 NYCRR §§110.1[b], 110.2[b]).
- Such hours must consist of a variety of instructional experiences including but not limited to regular and substantive student interaction with a certified teacher in the subject of the summer school class.
- Elementary schools must provide daily instructional experiences and activities of at least one hour but not more than five hours (8 NYCRR §110.1[d]).
- Secondary schools must provide daily instructional sessions of at least one hour but not more than five and one half-hours (8 NYCRR §110.2[d]).
- BOCES that operate summer school programs may provide, at the request of two or more component school districts, an elementary and/or secondary school program during the months of July and August (Education Law §1950[4] [bb]). Component school districts shall award credit to students who successfully complete credit-bearing academic courses offered by BOCES as if the district itself had provided the courses (8 NYCRR §110.5[b]).
- Employ a New York State certified principal to be available during the hours such summer school is in session.
- A summer school operating in a remote model is required to employ a principal certified in this State under Section 100.2(a) who must work a regular schedule and be available during the hours such summer school is in session unless, upon the submission of evidence that there are circumstances which do not justify the assignment of a principal to a particular school, or that another mode of administration would be more effective, and that the commissioner has approved an alternative mode of administration.

## **Summer School Offered Remotely Using Digital or Online Methodologies Requiring a Device and Internet Connectivity**

Schools that operate elementary and secondary summer school programs via digital or online methodologies

- must meet all the general summer school requirements outlined above;
- must provide regular and substantive interaction between students and a certified teacher in the subject area in order to support learning;
- must provide synchronous online instruction for at least one hour per day in both elementary and secondary schools, and the combined synchronous instruction and asynchronous learning activities must not exceed 5 hours per day (elementary) and 5.5 hours per day (secondary). To the extent required by law, synchronous instruction must be provided by a certified teacher and must include regular breaks if in excess of one hour; and
- must provide instructional learning experiences and activities that would be equivalent to a minimum of 20 hours, to a maximum of 90 hours, of student engagement over the course of the summer program. These hours are including but not limited to the synchronous instruction described above. Such engagement shall be at minimum 1 hour per day and a maximum of 5 hours per day (elementary) and 5.5 hours per day (secondary).
- BOCES that operate elementary and secondary summer school programs in 2020 via digital or online methodologies must use curricula and course content that are determined cooperatively by the BOCES and participating component districts (8 NYCRR §110.5[a][3]).

## **Summer School Offered Remotely Using Instructional Methodologies that Do Not Require Computing Devices or Internet Connectivity**

Schools that operate elementary and secondary summer school programs via non-technological instructional methodologies:

- must meet all the General Summer School Requirements outlined in this manual;
- must provide regular and substantive interaction between students and a certified teacher in the subject area in order to support learning;
- must provide instructional learning activities that would be equivalent to a minimum of 20 hours to a maximum of 90 hours of student engagement in learning activities over the course of the summer program. Such engagement shall be at minimum 1 hour per day and at maximum of 5 hours per day (elementary) and 5.5 hours per day (secondary); and

- must include teacher contact via telephone, text or email (whichever is more likely to assure access to the student and/or parent) with students participating in their summer school program at least 3 days per week to provide instructional support. Other such days that the summer school is in operation, teachers must be available for students to make contact via telephone, text or email in order to seek instructional support. All such contact should be conducted at the reasonable mutual convenience of both the student and teacher.

### **Resident Students – Public, Nonpublic and Home Schooled**

When a public school or school district operates a summer school or participates in a BOCES regional summer school, all resident students, including public, nonpublic, and home-schooled students, are entitled to attend the summer school program. A public school, school district or BOCES cannot charge resident students fees for any instruction or program leading to a high school diploma (Education Law §3202; 8 NYCRR §100.2[q][3]; Matter of Gordon, 14 Ed Dept Rep 358, Decision No. 9,013). However, students must meet any academic requirements for a course.

When a student’s parent(s), the person(s) in parental relation to the student or the student, requests enrollment of the student in the school district, the student shall be enrolled and shall begin attendance on the next school day, or as soon as practicable. District’s must ensure that all eligible students residing in the district are admitted to school without undue delay. Residency may be established through physical presence as an inhabitant of the school district and intent to reside in the district. Each individual school district has specific required enrollment forms, which must be made publicly available. If the school district has denied a residency claim, it must provide written notice of any denial with the basis for such determination. Such notice must include statement that the determination is appealable to the Commissioner within 30 days pursuant to Education Law § 310. Information regarding the appeal process is available on [NYSED’s Office of Counsel Website](#). Districts should review the Commissioner’s Regulation §[100.2\(y\)](#) to ensure compliance with proper enrollment procedures.

School districts which do not operate summer school programs cannot be required to assume responsibility for the tuition of resident students who attend summer school in other districts (Appeal of Stamler, 38 Ed Dept Rep 292, Decision No. 14,036; Matter of Roman and Battle, 14 *id.* 247, Decision No. 8,954). For the purpose of summer school instruction, a resident nonpublic school student is not considered to be an enrollee of the nonpublic school (see Formal Opinion of Counsel, No. 149, 4 Ed Dept Rep 230).

School districts may seek recovery of costs for lost books or other liability that an individual student may incur. However, school districts may not withhold admission to the next semester, report cards, transcripts, recommendation letters, textbook loans, or other entitlement for lack of payment.

## Nonresident Students

A school district operating a summer school or participating in a BOCES regional summer school may decide to accept nonresident students on terms prescribed by the board of education (see Education Law §§1709(3), (13), 3202(2); Matter of Roman and Battle, 14 Ed Dept Rep 247, Decision No. 8,954). A district must treat all nonresident applicants equally and may charge tuition calculated in accordance with §174.2 of the Commissioner's regulations (see Education Law §§1709(3), (13), 3202(2); Matter of Roman and Battle, 14 Ed Dept Rep 247, Decision No. 8,954). Regarding the ability of students to obtain credit for courses taken outside of the school in which they are enrolled, refer to the section entitled “Summer Course Taken Without Regard to Previous Course Work.”

## English Language Learners

Students identified as English Language Learners (ELLs) as required by Commissioner’s Regulations Part 154-1.2 must be provided equal opportunity to participate in all summer school programs. School and school districts operating summer school programs must provide ELLs with the instructional and support services to which they are entitled. These services include providing scaffolds to support the instructional goals of ELLs at different levels of English language proficiency and employing qualified personnel (as defined by Commissioner’s Regulations §154-2.2(u)) to deliver instruction to ELLs.

Students enrolled in a Bilingual Education Program and who require remediation of content area credit should expect to be offered summer school in a bilingual setting as would occur during the regular school year, following the usual protocols. To the greatest extent possible, schools should prioritize bilingual content area classes required for graduation with a Regents Diploma when planning its summer school offerings.

Priority for participation in Stand-Alone English as a New Language (ENL) during summer school should, to the greatest extent possible, be given to Students with Inconsistent or Interrupted Formal Education (SIFE), Long Term ELLs (students have been identified as ELLs for six or more years), and ELLs who are transitioning between school levels (elementary to middle school, or middle to high school).

## Students with Disabilities

Students with disabilities identified by a Committee on Special Education (CSE) or students with disabilities who qualify under §504 of the Rehabilitation Act of 1973 are entitled to program modification and/or accommodations deemed necessary to ensure an equal opportunity to participate in summer school. If a student with a disability is attending a summer school program (not an extended school year (ESY) special education program), the school district operating the summer school program must determine when a student with a disability needs program modifications and/or accommodations to participate in the program and is required to provide the necessary supports.



ESY services (i.e., 12 month service and/or program) are special education services and/or programs provided on a year-round basis, for students determined to be eligible in accordance with sections 200.6(k)(1) or 200.16(i)(3)(v) of Commissioner's Regulations whose disabilities require a structured learning environment of up to 12 months duration to prevent substantial regression. Substantial regression means a student's inability to maintain developmental levels due to a loss of skill or knowledge over the summer months of such severity as to require an inordinate period of review at the beginning of the school year (e.g., eight weeks or more) in order to reestablish and maintain IEP goals and objectives mastered at the end of the previous school year. A student's need for services during the months of July and August must be made by the Committee on an individual basis.

ESY programs operate under different program requirements, funding mechanisms and approval processes than summer school. Additional information about ESY is available on the Office of Special Education's [Frequently Used Special Education Applications webpage](#) by contacting the Office of Special Education at (518) 473-2878 or [speced@nysed.gov](mailto:speced@nysed.gov).

Education Law §4408 provides that the CSE-responsible district may file a Request for Reimbursement Approval for school-age special education students with extended school year programs who are placed in SED-approved district or BOCES programs, or in SED-approved private day or residential programs. Districts are reimbursed 80% of the approved total costs for education and if applicable, maintenance and transportation.

### III. HIGH SCHOOL COURSE REQUIREMENTS AND CREDIT

#### Summer School Coursework Delivered Via Online Learning

Pursuant to 8 NYCRR §100.5[d][8][9] and [10], districts, charter schools (as authorized), registered nonpublic schools, and BOCES may offer summer school coursework opportunities using online or blending learning experiences. Districts and BOCES must ensure that:

- courses are aligned with the applicable NYS learning standards for the subject area;
- courses provide for documentation of student mastery of the learning outcomes;
- instruction is provided by or under the direction and/or supervision of a certified teacher to the extent required by law;
- includes regular and substantive interaction between the student and the teacher providing direction and/or supervision; and
- instruction satisfies the summer school credit requirements.

See [Part 100.5 of the Commissioner’s Regulations](#) for additional information pertaining to Online and Blended Learning.

#### Summer Course Taken to Improve an Existing Grade or Make Up an Incomplete or Failed Course

A summer course to improve an existing grade or make up an incomplete or failed course may be offered for less than 90 hours/credit and carries only partial credit. Such courses may be offered in an online model or a model that does not require a computing device or the internet, if a computing device or internet access is not available. It is appropriate to factor in the grades from both the summer and the regular school year in determining the final course grade. A student who failed a course during the regular school year due to a deficiency level may make up that course in the summer. However, if a student failed a course due to inadequate or no work completion, he/she may be required to take the entire course again and not be eligible for a summer course.

Section 100.5(d)(8) of the Commissioner’s regulations establishes standards for make-up credit programs for school districts, registered nonpublic schools, and charter schools that choose to offer such programs. It is intended to ensure appropriate levels of rigor and quality for making-up incomplete or failed course credit.

Pursuant to §100.5(d)(8) of the Commissioner’s regulations, a school district, registered nonpublic school, or charter school may provide a student, who had the opportunity to complete a unit of study in a given subject but who failed to demonstrate mastery of the learning outcomes for the subject, the opportunity to make up a unit of credit for such subject toward either a Regents or local diploma. A make-up program must be aligned with the New York State learning standards for that subject, satisfactorily address the student’s course completion deficiencies and individual needs and ensure that the student receives equivalent intensive instruction in the subject matter area provided under the

direction and/or supervision of a teacher. For programs offered by school districts and BOCES, the direction and supervision must be provided by a teacher certified in the subject matter area.

In the case of a school district or registered nonpublic school, a student's participation in the make-up credit program must be approved by a school-based panel consisting of, at a minimum, the principal, a teacher in the subject area for which the student must make up credit, and a guidance director or other administrator.

To receive credit, the student must successfully complete the make-up credit program and demonstrate mastery of the learning outcomes for the subject, including passing the Regents examination in the subject or other assessment required for graduation, if applicable.

However, as a result of the cancellation of the August 2020 Regents Examination administration due to COVID-19, students who make up failed and incomplete course credit in Summer 2020 in a course leading to a Regents Examination are exempt from the passing of such examination in order to meet the diploma requirements.

Before a student can participate in a summer school make-up program in another school or district, the home school's school-based panel must approve the student's enrollment. Upon program completion, the school or district providing the summer school course must report the student's grade to the school that issued the original unsatisfactory grade.

### **Summer Course Taken Without Regard to Previous Course Work (For Initial Course Credit)**

A course offered for initial course credit to a student who either has never taken such course before, or is required to repeat an entire course and has no partial credit, must provide at least 45 hours of instruction, or the equivalent, to culminate in one-half unit of credit, and 90 hours of instruction, or the equivalent, to culminate in one full unit of credit. Summer courses for initial diploma credit may only be offered in an online model for the Summer of 2020. Instructional requirements can be met for coursework delivered in online models by tracking the number of hours of student engagement in substantive interaction between the student and the teacher, as well as an estimated number of hours a student spends participating in asynchronous learning activities and/or in completing the coursework. If such programs are offered, schools must adhere to the [General Summer School Requirements](#) as well as the requirements for [Summer School Offered Remotely Using Digital or Online Methodologies Requiring a Device and Internet Connectivity](#) found on page 5 and 6 of this manual.

Due to the COVID-19 pandemic, and the unprecedented need to close schools for an extended period of time and offer remote only learning to students, all course offerings for initial course credit in Summer of 2020, including courses that have never been offered during summer course work in previous summers, must only be offered if ALL participating students will have access to digital learning devices with connectivity.

If students wish to earn initial course credit by enrolling in a summer course at a school or district other than one arranged by their school or home district, students are advised to seek prior permission in order to ensure credit will be accepted by their home school. The decision of whether to grant credit

for coursework completed outside of the school in which a student is enrolled lies with the school in which students are enrolled. To receive credit for coursework completed, students should seek approval from the home school prior to participating in the summer school program.

In all cases, online summer school culminating in diploma credit must include regular and substantive interaction between students and certified teachers on a daily basis. Such interaction must occur for a minimum of 1 hour per day and not exceed 5.5 hours per day during the time summer school is in session. Such student/teacher interaction can include but is not limited to the following:

- Student participation in a synchronous class or meeting by audio or video;
- Direct outreach by the teacher, by phone, audio or video teleconference, to check in with the student;
- Student attendance at a teacher's virtual office hours; and/or
- Student participation in an online forum, chat, or discussion thread that includes the teacher.

### **Attendance for Initial Course Credit**

As previously noted, districts and BOCES must use a pro-ration of regular school year attendance requirements contained in the board of education-approved attendance policy for summer school. Districts and BOCES may adopt an attendance policy requiring minimum attendance for students to receive academic credit. These policies may provide that a properly excused pupil absence does not count as an absence for determining course credit eligibility if the student has performed any assigned make-up work (8 NYCRR §104.1[i][2][v]). See Part 104 of the Commissioner's regulations for all applicable requirements.

Attendance requirements can be met for coursework delivered in online models by tracking the number of hours of student engagement in substantive interaction between the student and the teacher, as well as an estimated number of hours a student spends participating in asynchronous learning activities and/or in completing the coursework.

In all cases, online summer school culminating in initial diploma credit must include regular and substantive interaction between students and certified teachers on a daily basis. Such student/teacher interaction can include but is not limited to the following:

- Student participation in a synchronous class or meeting by audio or video;
- Direct outreach by the teacher, by phone, audio or video teleconference, to check in with the student;
- Student attendance at a teacher's virtual office hours; and/or
- Student participation in an online forum, chat, or discussion thread that includes the teacher.

## IV. STATE AID AND OPERATING INFORMATION

There is no separate categorical aid for general education summer school programs. Foundation Aid provides districts with summer school funding by including the average daily membership in district-operated summer school programs in the pupil count used to calculate Foundation Aid. Expenses for district participation in BOCES summer school programs generate BOCES Aid and are claimed by the BOCES on behalf of the district.

### Foundation Aid

Foundation Aid is the largest category of aid for major districts. Foundation Aid is unrestricted aid available to help each district meet its expenditures for general operation and maintenance of the school district. Such operating expenditures include salaries of administrators, teachers and non-professionals, fringe benefits, utilities and maintenance of school facilities. Foundation Aid provides the majority of State funding for general education summer school because the pupil counts used to calculate Foundation Aid include the average daily membership of summer school pupils. Foundation Aid is described briefly below. A more detailed explanation of Foundation Aid can be found in the State Aid Handbook on the [State Aid homepage](#).

Foundation Aid has four main components:

- A State-specified expense per pupil, called the adjusted foundation amount, to which the State and school districts will contribute;
- A State-specified expected minimum local contribution per pupil (based on a computed tax rate or local share formula) representing each district's contribution to the adjusted foundation amount per pupil;
- The number of total aidable foundation pupil units (TAFPU) in the district; and
- A calculation of Foundation Aid payable, which adjusts Total Foundation Aid based on phase-in factors and minimum and maximum aid increases.

While the actual formula is more detailed, in general Foundation Aide is calculated as follows:

$$\text{Total Foundation Aid} = (\text{Adjusted Foundation Amount per pupil minus a local contribution per pupil}) \times \text{Total Aidable Foundation Aid Pupil Units (TAFPU)}$$

**The possible aggregate attendance (not actual attendance) of summer school pupils, weighted at .12, is included in the calculation of the TAFPU.**

## State Aid Reporting

Hours of attendance for summer 2020 in district operated programs should be reported to the State Aid Office on 2020-2021 SAMS Form A by September 2, 2020 (completed by the local district business office).

The costs associated with summer school are also reported to the State Education Department on the ST-3 Form. These costs are used in calculating the Approved Operating Expense (AOE), one of the factors in calculating some State aid to the school district. The term "special schools" used on the ST-3 Form includes district operated continuing education and summer schools.

The Commissioner has determined that non-mandatory summer courses are an ordinary contingent expense and may be part of a contingency budget adopted by the Board of Education (Matter of the Board of Education and Resident Taxpayers of the New Paltz Central School District, 30 Ed Dept Rep 300, Decision No. 12,472). Although an item may be an ordinary contingent expense, the amount of the administrative component of a contingency budget and the amount of the tax levy to support a contingency budget may not exceed the cap and limitation set forth under Education Law §2023 and 2023-a.

The following are not State aidable summer school programs and districts should not include hours of attendance for these programs in their SAMS State Aid claim in September:

- nonpublic programs
- private tutorial programs
- learning center programs
- driver education programs which assess a fee
- recreation programs
- any other activities which would not be aidable during the regular school year

## Attendance

Part 104 of the Commissioner's regulations pertaining to attendance applies to all students enrolled in scheduled instruction during the school year from July 1-June 30, including summer school. Districts and BOCES must use the same board-approved attendance policy for summer school that is used during the regular school year. Summer school attendance requirements are based on a pro-ration of the regular year attendance requirements. Every public and nonpublic elementary, middle and secondary school must maintain a record of each pupil's presence, absence, tardiness and early departure in a manner that complies with §104.1 of the Commissioner's regulations. The regulations specifically require schools to adopt minimum attendance requirements, which distinguish between excused and unexcused student absences for the purpose of awarding course credit.

## Hourly Attendance for State Aid Purposes

### **Hourly attendance for programs delivered using a methodology not involving a computing device or internet connectivity.**

The per pupil hourly attendance should be calculated using the time in substantive interaction with the teacher in addition to an estimated time that the student spent engaging in learning activities prescribed by the teacher. The hourly pupil attendance for such programs shall not exceed 5 program hours per week times the number of weeks the summer program is administered.

### **Hourly attendance for programs delivered using online or digital methodologies.**

The per pupil hourly attendance should be calculated using the time in substantive interaction with the teacher in addition to an estimated time that the student spent engaging in online learning activities prescribed by the teacher. The hourly pupil attendance for such programs shall not exceed 90 hours per pupil for the entire summer program.

## Funding Sources

Education Law §3602(1)(g) and Part 110 of the Commissioner's regulations state that summer school is public instruction during the months of July and August. Many sources of funds may support a summer school program including local taxes, state aid, private donations and private, local, State and federal grants. However, the source of funds does not exempt a district from compliance with all laws and regulations applicable to summer school. In Appeal of DeMasi, et al. (18 Ed Dept Rep 320, Decision No. 9,859), this requirement is stated as follows:

“A board of education may accept gifts of money to be used for specific programs, but it may not delegate to a third party its responsibility for determining whether or not to offer such programs or any control over the manner in which they are to be offered.”

## Contracting for Instruction

Generally, school districts lack the authority to contract with an independent contractor to provide core instructional services (Appeal of McKenna, et al., 42 Ed Dept Rep 54, Decision No. 14,774), such as social work services (Appeal of Barker and Pitcher, 45 Ed Dept Rep 430, Decision No. 15,375), psychological services (Appeal of Friedman, 19 Ed Dept Rep 522, Decision No. 10,236), substitute teaching services (Appeal of Woodarek, 46 Ed Dept Rep 1, Decision No. 15,422; pet. to review dismissed sub nom Kelly Services, Inc. v. USNY, et al., Sup Ct Albany County, 5/21/07, Index No. 7512-06). However, school district may contract for summer school instruction with another school district (see Education Law §2040) or with a BOCES (Education Law §1950). Public school districts must not impose any charge or fee for programs and courses offered to resident students to meet high school diploma requirements (8 NYCRR §100.2[q][3]).

For more information, please see the Department's June 2, 2010 memorandum and the [Q & A Contracts](#).

BOCES provide shared services to public school districts under contracts known as COoperative SErvice agreements or COSERs. If a district wants to provide some services and not others, it needs a separate COSER for each package of services. A BOCES summer school COSER must be operated as a centralized service, operated by the BOCES and supervised by an administrator employed by the BOCES.



## V. STATE ASSESSMENTS

### **Cancellation of the June and August 2020 Regents Examinations**

On April 7, 2020, the Department [announced the cancellation of the June 2020 Regents Examinations](#). At that time the Department advised, “Any student who enrolls in summer school to make up failed course credit in a course leading to a Regents Examination and is subsequently granted such credit, shall be exempt from the culminating Regents Examination.” More information concerning the modifications to the assessment requirements that students must meet in order to earn high school diplomas, credentials, and endorsements may be found in the [guidance documents](#) provided with the announcement of the cancellation of the June 2020 Regents Examinations. These documents include a list of frequently asked questions that continues to be updated regularly on NYSED’s [COVID-19 Information site](#).

[On April 30, 2020, the Department cancelled the August 2020 administration of the NYS High School Regents Examination Program in response to the extended statewide closures of schools and districts to prevent the spread of COVID-19.](#) This cancellation applies to all Regents Examinations that had been scheduled for the August 2020 Regents Examination period.

Students who successfully complete a course of study and earn course credit leading to a Regents examination by August 31, 2020, shall be exempt from such Regents examination for the purpose of meeting the assessment requirements towards a diploma.

Any questions about the exemptions from examination requirements or the effect of such exemptions on student qualification for a diploma should be directed to [emscgradreq@nysed.gov](mailto:emscgradreq@nysed.gov).

## STATE EDUCATION DEPARTMENT CONTACTS

### ***Student Support Services***

Website: <http://www.p12.nysed.gov/sss/summerschool/>

Phone: 518-486-6090

Email: [StudentSupportServices@nysed.gov](mailto:StudentSupportServices@nysed.gov)

### ***Driver Education***

Website: <http://www.p12.nysed.gov/cte/de/>

Phone: 518-486-1547

email: [EMSCDRVED@nysed.gov](mailto:EMSCDRVED@nysed.gov)

### ***Office of State Assessment***

Website: <http://www.p12.nysed.gov/assessment/>

Phone: Tel: 518-474-5902

E-mail: [emscassessinfo@nysed.gov](mailto:emscassessinfo@nysed.gov)

### ***Office of Educational Design and Technology***

Website: <http://www.nysed.gov/edtech>

Phone: (518) 474-5461

Email: [edtech@nysed.gov](mailto:edtech@nysed.gov)

### ***Office of Curriculum and Instruction***

Website: <http://www.nysed.gov/curriculum-instruction>

Phone: 518-474-5922

Email: [emscurric@nysed.gov](mailto:emscurric@nysed.gov)

### ***School Health Services***

Office of Student Support Services

Website: <http://www.p12.nysed.gov/sss/schoolhealth/schoolhealthservices/>

Phone: 518-486-6090

Email: [StudentSupportServices@nysed.gov](mailto:StudentSupportServices@nysed.gov)

### ***State Aid***

Website: <https://stateaid.nysed.gov/>

Phone: (518) 474-2977

### ***Office of Special Education***

Website: <http://www.p12.nysed.gov/specialed/>

Phone: (518) 473-2878

Email: [speced@nysed.gov](mailto:speced@nysed.gov)

Special Education Quality Assurance Regional Offices:

<http://www.p12.nysed.gov/specialed/quality/regassoc.htm>

SEQA email: [seqa@nysed.gov](mailto:seqa@nysed.gov)

***Office of Bilingual Education and World Languages***

Website: <http://www.nysed.gov/bilingual-ed>

Phone: Albany: 518-474-8775

Phone: Brooklyn 718-722-2445

Email: [OBEWL@nysed.gov](mailto:OBEWL@nysed.gov)

***Information and Reporting Services Team***

Website: <http://www.p12.nysed.gov/irs/>

Phone: (518) 474-7965

Email: [dataquest@nysed.gov](mailto:dataquest@nysed.gov)

***Office of ESSA-Funded Programs***

Website: <http://www.nysed.gov/essa>

Phone: 518-473-0295

Email: [conappta@nysed.gov](mailto:conappta@nysed.gov)