

Albany Leadership Charter High School for Girls

2020-2021 Reopening Plan Document
Version 1: July 31, 2020

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Communication/Family and Community Engagement

Administrators, Faculty, Staff

- Survey distributed in order to gather feedback on reopening
- Held a forum in which staff, faculty and administrators could discuss the planning process

Students

- Sent out a survey to gather feedback on reopening
- Had multiple forums in which students could discuss the planning process

Parents/Legal Guardians of Students

- OneCall saying we are here to listen to anything parents/guardians would like us to know.
- Sent out a survey to gather feedback on reopening
- Had multiple forums in which parents and guardians can discuss the planning process
- Family Liaison is making personal phone calls to families to check in and discuss this.

Albany Leadership will have the following mediums to distribute information to students, parents, staff and visitors.

- Create a webpage that will host all information regarding reopening school
- Post information on social media
- Send email blasts to all constituents
- Send text updates to staff, families and students
- Send OneCalls to staff, families and students
- Include information in mailings

Albany Leadership will keep updated information on the webpage and direct everyone to that spot for consistency.

Albany Leadership will utilize signs around the school building, social media and on the website for proper COVID-19 safety protocols.

Albany Leadership will ensure:

- That communications will be provided in the language(s) spoken at home among families and throughout the school community.
- Written plans are accessible to those with visual and/or hearing impairments.
- That students will have access to technology and supports will be put in place to help operate and maintain the equipment.

Additional Considerations for Effective Communications and Family Engagement

Albany Leadership will provide regular updates about health and safety, scheduling, and all other information families should be aware of. Albany Leadership will also provide a feedback form our constituents can fill out.

As suggested by the DOH guidance, schools should present information through a wide array of platforms, including, for example, traditional mail, email, telephone calls, texting, social media, news media, and website postings. It will be important for schools and districts to develop a hot-line and website for parents and families to access the latest information and updates.

Additionally, the DOH guidance recommends that responsible parties “should designate a coordinator or other point(s) of contact to be the main contact upon the identification of positive COVID-19 cases and to be responsible for subsequent communication. Coordinators should be responsible for answering questions from students, faculty, staff, and parents or legal guardians of students regarding the COVID-19 public health emergency and plans implemented by the school.”

Health and Safety

Health Checks

- All staff will be trained on identifying the symptoms of COVID-19.
- Anyone suspected to have symptoms of COVID-19 in the building will be evaluated by the School Nurse.
- Students and staff with symptoms of COVID-19 will be sent home and will be instructed not to return until cleared by a health care professional.
- Information will be provided to families (via letter, phone calls, and/or website) about the symptoms of COVID-19 and what to do if a student or person in the household has a symptom.
- Signage will be placed throughout the building reminding students and staff of COVID-19 symptoms.

Health Questionnaire / Screening:

- Designated entrances will be assigned to students, staff and visitors to conduct health and/or temperature screens.
- Temperature checks are required by everyone entering the building (staff, students, and visitors).
 - Visitor access will be limited to visitors who cannot conduct business remotely.
- Individuals with a 100 degree Fahrenheit temperature will not be granted access to the building.

- Staff performing health screens will be trained in accordance with CDC guidelines and will be provided appropriate PPE (face shield, gloves, and gown).
 - A non-touch - walk up scanning thermometer will be used to take temperatures to reduce close contact between students and staff.
- The health questionnaire will be hosted on an online platform and will be required by all staff and visitors prior to entry into the building. Students may periodically complete the questionnaire.
 - The health questionnaire will be compliant with NYSED and DOH guidelines.
 - Parents and guardians will be provided with the questions so that they can evaluate their students before sending them to school.
- Staff & visitors with positive health screens (i.e. a 100 Degree Fahrenheit temperature or answered yes to any of the health questionnaire questions) will not be permitted to enter the building.
- Students with positive health screens (i.e. a 100 Degree Fahrenheit temperature) will be placed in a quarantine area, supervised by the Nurse or their designee, until dismissed by the parent.
 - If the parent requires the student to take public transit, the student will be provided with a facemask (if needed) and instruction on how to ride public transit safely.

Reliance on Social Distancing

- In addition to performing health screens as described above, ALH will socially distance students and staff at all times while on school property. This includes in classrooms, the cafeteria (Union), hallways, and outside the school. ALH has revised arrival, dismissal, and hallway procedures to reduce congregation and maintain social distancing.

Use of Barriers/Partition Controls for conducting temperature screenings

n/a

Use of Personal Protective Equipment when Barriers/Partition Controls are not available

- Refer to Health Screening.

Healthy Hygiene Practices

- Refer to Hand and Respiratory Hygiene Sections

Hand Hygiene

- ALH has secured signage to post in all high traffic areas and bathrooms that will inform students and staff about healthy hand hygiene practices.
- Training will be provided to staff and students on the proper way to wash hands.
- Hand sanitizer will be made available in all classrooms, offices, and common spaces (i.e. hallways, cafeteria, and building entrances).
- All individuals entering ALH will be directed to sanitize their hands when they enter the building, classroom, or when touching common surfaces.

Respiratory Hygiene

- To reduce the spread of germs all individuals will be required to wear a face covering when in the building.
 - Face coverings can be removed during facemask breaks, eating / drinking, and when alone in an office / classroom.
- Information on how to properly wear and clean facemasks will be provided to students and staff.
- ALH will provide students and staff with a disposable facemask, should a person's facemask become soiled or in any way not suitable for use.
- Signage will be posted reminding students and staff on how to prevent the spread of germs through coughing and sneezing.
- All trash cans in ALH are non-touch.
- ALH has secured an adequate supply of tissues for staff and student use.

Social Distancing

- ALH will socially distance students and staff at all times while on school property. This includes in classrooms, the cafeteria (Union), hallways, and outside the school.
- ALH has revised arrival time so that students can only enter the building once teacher's are in the classroom (approximately 7:30am). Students will not be permitted to enter the building prior to teachers.
- ALH has identified that classrooms can seat 2-12 students while keeping students 6 feet apart and facing the same direction. ALH's academic schedule will allow students to properly social distance in classrooms.
- Additional staff will be assigned hallway and parking lot rotations to ensure social distancing is practiced during student arrival and health screening.

- To reduce congregating and hallway crowding at dismissal, students will be dismissed via multiple exterior doors. All doors will be monitored by staff during dismissal.
 - Should FLEX time be permitted, students staying after school for FLEX / extra help will remain in classrooms until dismissal has concluded.
- 90% of ALH's students take public transportation. To promote student safety, parents will be encouraged to pick up and drop off students. Students will be instructed on how to safely use public transportation.
- To the extent possible ALH will limit movement from between classes. When students and staff do have to move throughout the building, they will be required to walk in designated lanes and maintain social distancing. Staff will monitor the hallways to ensure compliance.
- Access to bathrooms will be via the school's hall pass system. Bathroom access will be restricted to no more than 3 individuals in multiple use bathrooms.
- To further maintain social distancing:
 - All classrooms and offices (whether occupied or unoccupied) will remain locked.
 - Locker use will be suspended.
 - Large events, such as our Family BBQ and assemblies, will be suspended until further notice.
 - Internal staff meetings will be held via phone or video conferencing when social distancing guidelines cannot be met.
 - To the extent possible, school business with external community members (such as parent meetings, district office meetings, etc.) will occur via phone or video conferencing.

Medically Vulnerable/High-Risk Groups

- ALH recognizes that there are community members who may be or have family members at increased risk for COVID-19 and may need added provisions for social distancing. Reasonable accommodations for these individuals will be evaluated on an individual basis and in consultation with health care providers, school officials, and/or parents/guardians. Accommodations may include, but are not limited to, fully remote learning or work, additional PPE, or increased social distancing measures.

Personal Protective Equipment (PPE)

- ALH will be providing PPE for all staff and students. Specifically ALH will make available:
 - Disposable facemasks for students, staff and visitors.

- Reusable facemasks for students and staff.
 - Face shields for staff requiring close contact with students for students and staff that cannot wear a facemask (official documentation will be required).
 - N-95 ventilating masks for staff that are in contact with suspected COVID-19 positive cases.
 - Protective Nitrile gloves for staff.
 - Gowns for staff that are required to be in close contact with individuals.
- All staff and students will receive information and/or training on how to properly wear, clean (if applicable), and properly dispose of PPE.
 - Individuals that refuse to wear or cannot use PPE will not be allowed entry into the building.
 - Students refusing to wear PPE will be required to complete all classes virtually.

Aerosol Generating Procedures

- If needed, respiratory treatments will be administered by the Nurse.
- Proper PPE will be provided to the Nurse to conduct these treatments since the treatment can result in aerosolization of respiratory secretions.
- The Nurse will be provided with the following PPE to conduct these treatments:
 - Glove
 - N95 or surgical facemask or face shield
 - Eye protection
 - Gown
- Treatments will be conducted in the Nurses' office.
- The Nurse's office will be cleaned after each procedure.
- Per CDC recommendations, during the COVID-19 pandemic that respiratory medications utilizing metered dose inhalers (MDI) with a spacer or valved holding chamber be used over nebulizer treatments whenever possible.
- Nebulizer treatments will be reserved for children who cannot use an MDI (with or without spacer or valved holding chamber).

Cloth Face Coverings

- Cloth face coverings protect other people in the event the wearer is unknowingly infected by the virus. Per CDC guidance ALH will require all individuals in the building to wear a face covering.
 - Students and staff will be allowed to remove a face covering during approved "face mask breaks," when alone in an office or classroom, and when eating or drinking.
- Reusable cloth face coverings will be provided to all staff and students.

- Students and staff will be able to wear their own personal reusable face covering as long as it does not negatively impact the educational environment.
- Disposable face masks will be made available to students, staff, and visitors for use, not to be forgotten, soiled, damaged, or worn as an inappropriate cloth face covering.
- All staff, students, families and visitors will receive information and/or training on how to properly wear, clean (if applicable), and properly dispose of a face covering. In addition individuals will be informed to wash hands before putting on and removing a face covering, and not to share face coverings.
- ALH recognizes that under certain circumstances face coverings cannot be worn. Thus ALH will comply with NYS Education Department Guidance and not require face coverings be placed on:
 - Children younger than two years old
 - Students where such covering would impair their health or mental health, or where such covering would present a challenge, distraction, or obstruction to education services and instruction
 - Anyone who has trouble breathing or is unconscious
 - Anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance
- Transparent face coverings or face shields may be worn in lieu of disposable or cloth face coverings for instruction or interventions that require visualization of the lips and/or mouth (i.e. speech therapy or hearing impaired).

Management of Ill Persons

- Students and staff with COVID-19 symptoms will be evaluated by the Nurse.
- In an abundance of caution ALH will typically dismiss students and staff from the school who present symptoms of COVID-19.
 - Students and staff that cannot immediately leave the building will be isolated until they can be dismissed.
 - Students placed in isolation will be monitored by the Nurse or their designee.
- Students or staff members presenting symptoms of COVID-19 will be immediately dismissed from the school if the Nurse is unavailable to assess the individual.
- Parents/guardians will be contacted if their student is assessed for symptoms of COVID-19.

If Students or Staff become Ill with Symptoms of COVID-19 at School

- ALH will follow all guidance from the CDC and NYSDOH to manage all individuals that become ill with Covid - 19 symptoms while at school.
- School staff will immediately report any illness of students or staff to designated school staff.
- Such reports will be made in compliance with FERPA, and Education Law 2-d.

- Student assessments will occur privately in the Nurse's office. The assessment may take place in an alternate location should the Nurse's office not be available or travel to the Nurse's office will create risk for greater exposure.
- Students or staff needing to see the Nurse while an assessment is occurring will be required to wait in an alternate location where social distancing can be maintained.
- The Nurse and other school health professionals assessing or providing care to ill students will be provided with PPE as outlined in the PPE section.
- Student and staff that are suspected to have COVID-19 will be isolated from the community and assessed by the Nurse.
 - Staff with confirmed symptoms will be sent home.
 - Students with confirmed symptoms will be isolated and supervised by an adult (with proper PPE) until dismissed by a parent/guardian.
 - The parent/guardian or staff member will be instructed to call their health care provider, or if they do not have a health care provider, to follow up with a local clinic or urgent care center.
 - ALH will obtain required information from individuals experiencing COVID 19 symptoms as required by the NYS DOH and NYSED.
- The following information will be provided to students (parents/guardians) and staff with symptoms of COVID-19:
 - CDC's Stay Home When You Are Sick guidance.
 - Emergency warning signs of COVID-19.
- As recommended by the NYSDOH, students and staff suspected to have COVID-19 symptoms will not be permitted to return to the school until:
 - Documentation from a health care provider is provided stating the individual is able to return to school.
 - The individual has a negative COVID-19 test
 - The individual's symptoms have resolved
- In accordance with the CDC and NYSDOH recommend, ALH will:
 - Close off areas used by a sick person and not use these areas until after cleaning and disinfection has occurred;
 - Open outside doors and windows to increase air circulation in the area.
 - Waiting at least 24 hours (or as long as possible), clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, lockers, and common areas.
- ALH will reopen areas used by a person suspected to have COVID-19 once the area has been appropriately cleaned and disinfected.
- Individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 can return to the area and resume school activities immediately after cleaning and disinfection.
- If more than seven days have passed since the person who is suspected or confirmed to have COVID-19 visited or used the facility, additional cleaning and disinfection is not necessary, but routine cleaning and disinfection will continue.
- ALH will maintain up to date information from the CDC of all COVID-19 related symptoms and emergency warning signs and make such information available to

students, families, and staff. In addition, ALH will make staff aware of the symptoms of Multisystem Inflammatory Syndrome in Children (MIS-C) associated with COVID-19 which is a serious condition associated with COVID-19 in children and youth. ALH will notify the parent/guardian if their student shows any of the following symptoms and recommend the student be referred for immediate follow up with a healthcare provider.

- ALH will call 911 for emergency transport for any student showing any of these emergency warning signs of MIS-C or other concerning signs:
 - trouble breathing
 - pain or pressure in the chest that does not go away
 - new confusion
 - inability to wake or stay awake
 - bluish lips or face
 - severe abdominal pain
- If a student or staff member reports having tested positive for COVID-19, the Principal or designee will notify the Albany County Health Department to determine what steps are needed for the school community.

Return to School after Illness

- ALH will comply with CDC guidance for allowing a student or staff member to return to school after exhibiting symptoms of COVID-19 and/or testing positive for COVID-19.
- If a student or staff member is not diagnosed by a health care provider for COVID-19 ALH will permit a student or staff member to return to school under the following conditions:
 - A health care provider has provided documentation that it is safe for the individual to return to school.
 - Negative COVID-19 testing.
 - Symptom resolution.
 - The individual has no fever, without the use of fever reducing medicines, for 24 hours.
 - The individual has felt well for 24 hours.
 - The individual has been diagnosed with another condition and has a healthcare provider written note stating they are clear to return to school.
- If an individual is diagnosed with COVID-19 by a healthcare provider based on a test or their symptoms or does not get a COVID-19 test but has had symptoms, the individual cannot be in school and will stay at home until:
 - It has been at least ten days since the individual first had symptoms
 - It has been at least three days since the individual has had a fever (without using fever reducing medicine); and
 - It has been at least three days since the individual's symptoms improved, including cough and shortness of breath.

- ALH will follow CDC guidance and require students and staff remain out of the school for 14 days if exposed to COVID-19 because it may take this amount of time to develop illness if infected.

COVID-19 Testing

- ALH will comply with CDC guidance and not conduct COVID-19 testing.
- ALH will not require COVID-19 testing or antibody testing on students or staff. ALH will refer to health care providers or the Albany County Department of Health for determination of whether testing needs to be conducted.
- The School Nurse will be responsible for referring and sourcing testing to be administered by local health officials in the event that large-scale testing at the school is needed.

Contact Tracing

- ALH will cooperate with local public health officials should contact tracing need to occur at the school. ALH's attendance procedures, guest management procedures, and class scheduling procedures will assist contact tracers in identifying individuals who were potentially in contact with a person with a confirmed case of COVID-19.
- Should contact tracing need to occur, ALH will maintain confidentiality as required by federal and state laws. ALH will seek guidance from local health officials to determine who is to be excluded from school based on contact.

School Closures

- Per NYSED Guidance, ALH will collaborate with the Albany County Department of Health to determine if there is a need to close the school. ALH will continuously monitor warning signs that positive COVID-19 cases may be increasing beyond an acceptable level (i.e. increased absenteeism or increased illness in school community).
- Per NYSED Guidance, ALH will monitor absentee rates. Should absentee rates impact the ability of the school to operate safely, ALH may choose to modify operations to help mitigate a rise in cases. ALH will consult with local health officials before making such decisions.

Cleaning and Disinfection

- ALH will continue routine cleaning during day and evening hours.
- ALH will frequently disinfect common touch areas throughout the business day: bathrooms, railings, door handles, desks, etc.

- ALH will be providing staff with disinfecting products, protective equipment, and training on how to clean their individual workspace.
- Staff will be required to clean their individual workspace (desk, phone, white boards, etc.) at the conclusion of their shift. High traffic areas will require increased cleaning.
- ALH is considering multiple in-person instruction models and identifying how support staff will assist in the cleaning of individual desks after each use.
- ALH will purchase Nanoseptic self-cleaning materials that can be placed on high touch areas (door handles, railings, etc.).
- The School Business Administrator will maintain cleaning logs and coordinate cleaning schedules with external custodial services

Other Considerations

Health Physicals and Screenings

- In accordance with the memo entitled “Health Examination in Light of COVID-19 Pandemic”, ALH will continue to accept proof of a health examination regardless of the form it is completed on for exams conducted on or before January 31, 2021.
- ALH will also follow the additional guidelines as outlined in the memo and below:
 - Parents/guardians will be provided with additional time to provide the completed health exam to the school;
 - Student athletes will be able to participate in the fall 2020 sports season even if they do not have a current health examination if they meet certain criteria;
 - Beginning February 1, 2021 health examinations will be completed on the NYS Required Health Examination Form
 - Hearing, vision, and scoliosis screenings will not take place during the 2020-2021 school year due to the COVID-19 crisis, unless such screening has otherwise been deemed necessary, pursuant to an amendment to Commissioner’s Regulations section 136.3(e).

Safety Drills

- In accordance with Education Law § 807 ALH will continue to conduct 8 evacuation and 4 lockdown drills each school year.
- ALH will be modifying drills to accommodate for hybrid and remote schedules.
- Should students be remote, drills will still be conducted for staff.
- In the event of a hybrid instruction, drills will be staggered in order to allow all students the opportunity to participate in an evacuation drill and lockdown drill.
- ALH has amended the school’s evacuation and lockdown procedures to ensure social distancing is practiced during each drill. Specifically during evacuation drills, students will evacuate the building during staggered times and via multiple exits, students will be socially distanced at the evacuation sites and students will return to the building at staggered times. During lockdown drills, students will be encouraged to remain out of

sight, but will not be required to move to a location where social distancing cannot be maintained.

- Despite these modifications, students and staff will be instructed that if it was an actual emergency that required evacuation or lockdown, the most imminent concern is to get to safety; maintaining social distancing in an actual emergency that requires evacuation or lockdown may not be possible and should not be the first priority.
- Staff will be provided with training and assigned duties to ensure proper distancing is maintained during each drill
- Documentation of all drills will be maintained, and a log of all drill wills be provided annually to the state.
- Evacuation and lockdown procedures are confidential and are documented in ALH's Emergency Response Procedures.

Facilities

Reopening Mandatory Requirements

General Health and Safety Assurances

- ALH is considering multiple in-person models that assure social distancing.
- ALH will continue to review guidance by NYSED, NYSDOH, CDC and other regulatory agencies and ensure compliance with re-opening regulations.
- Frequent disinfection of common touched spaces will occur daily to reduce the spread of infection.
- The various sections of this plan detail how health, safety, and cleaning will be maintained throughout the school day.

Fire Code Compliance

ALH is using New York States schools' reopening social distancing guidance of 6 feet between students to determine the maximum occupancy per room with the restrictions. The education plan that ALH will implement will be built around the restricted occupancy count to ensure the school is in compliance with Albany County Fire and Safety Code.

Doorways

ALH will ensure all main stairwell, hallway, and corridor doors are kept open and connected to the magnetic hold throughout the entire day. Staff will be directed to open any door that has been closed. To ensure the health and safety of ALH staff, nanoseptic sanitation stickers will be placed on the door handles, and push bars. These stickers will be replaced every two months or when determined by the safety team.

Emergency Drills

- See "Safety Drills" for the management and operation of emergency drills.

Inspections

All inspections will be conducted as normal, except guests will have to pass to health screening before allowed to enter the school. Masks will be required throughout the entire inspection. If in the case a visitor does not pass the health screening, the School Business Administrator will contact the office of who is conducting the inspection and inform them of the situation. ALH will work with the company to complete the inspection as soon as possible.

Lead Testing due in 2020

ALH will have all drinking water supplies tested by August 5th, to try to ensure results are back before school opens. This will depend on local lead testing facilities' availability and supplies to collect samples. Once the results are returned, they will be held in the Business Office and submitted to all appropriate agencies. If any water sources fail the lead test, two retests will be conducted first on the source to test for false negative. If the source still fails after the two additional tests, immediate and appropriate measures will be taken to address the issue. A new test will then be taken to ensure the source passes.

Considerations for Reopening Plans

Means to Control Infection

These are arrangements that will be considered to reduce transmission of infection:

- **Time Management:** ALH is currently planning to implement a hybrid educational model that provide in-person education at reduced student populations. Reducing the number of students in the building will reduce use of corridors and ensure social distancing.
- **Leave Doors Open:** To reduce the spread of the virus from touching door levers and knobs, ALH will evaluate doors that can have door handles left in the open position. Doors that will be evaluated are doors that are not fire rated and do not have door closers. To ensure safety, ALH is purchasing Nanoseptic self-cleaning products that can be applied to door handles so that doors can be closed and locked while not increasing the spread of infection.
- **Plastic Separators:** The use of light-transmitting plastics will be placed in high traffic areas: Main Office, Kitchen, Small Offices. The use of light-transmitting plastics will not take the place of social distancing or wearing of face coverings.
- **Alcohol-based Hand Rub Dispensers:** ALH is currently securing hand sanitizing stations, which will contain alcohol-based hand sanitizer, for each classroom and common areas (hallways, Union, Main Office). Individual bottles of hand sanitizer will be provided in spaces where hand sanitizing stations are not placed (i.e. staff offices). Individuals entering the building will be required to sanitize their hands at time of entry. ALH has multiple sinks for hand washing throughout the building and on each floor.
- **Dividers at doors and other points of congregation:** ALH will evaluate the need to place dividers at entry points. ALH will be restricting access during arrival to ensure social distancing is maintained during arrival. ALH is able to maintain social distancing at our Main Entrance. ALH has the ability to dismiss students through multiple exits to maintain social distancing at dismissal. Should ALH need to place dividers we will consult our architect and submit floor plans to OFP for approval. ALH will have dividers improved by the OFP.

Required Square Footage

ALH is using 20-36 Square Feet to determine the maximum number of students allowed in the classrooms.

Facility Alterations and Acquisition

ALH is able to safely socially distance occupants without physically altering spaces (i.e. removing walls, constructing permanent barriers) or acquiring additional space.

Changes to Space Utilization and/or Alterations

At this time ALH does not anticipate making changes to the physical space.

Space Expansion

At this time ALH does not anticipate expanding the physical space.

Tents for Additional Space

At this time ALH doesn't plan to use any tents outside the school building for additional space. If the need for additional space arises ALH will follow the appropriate building and fire code requirements to ensure the safety of the students and staff.

Plumbing Facilities and Fixtures

Toilets: The current NYS 2020 minimum ratio of toilets to per person in an educational institution is 1:50. ALH will be able to close every other bathroom stall in student bathrooms ensure social distancing and to reduce the amount of cleaning needed.

Sinks: All sinks will be left open to allow students and staff to wash their hands as needed. Students and staff will be required to wear their masks and as best as possible practice social distance when having to wash their hands in the multi-person bathrooms and must wear face masks.

Drinking Fountains: Each drinking fountain station will be reduced from 2 to 1 still meeting the NYS required ratio of fountain to person of 1:100. In addition, paper cups will be put at each drinking fountain to allow students to fill the cups with water.

Ventilation

ALH has Roof Top Units for heating and cooling the building. The units are being upgraded from Merv 7 air filters to Merv 13 filters. In addition to the increase in filtration the filter will be replaced quarterly instead of semi-annual.

New Technology

ALH is exploring more effective and efficient ways to clean the facility after hours. The school is looking into new technology to improve cleaning and disinfectant throughout the building and an efficient process. ALH is looking at UV lamp fixtures that are placed in each classroom for up to 30 minutes to fully disinfect the room. In addition, the school is also exploring the use of disinfectant fog machines. Both options need to be explored more in depth to determine the benefits and potential risks for using the device and for individuals occupying space after disinfecting.

Child Nutrition

Safety and Sanitation

ALH is taking every precaution and safety measure possible to ensure they can still provide safe and healthy meals to the students. Meals will be provided to all students enrolled whether they are in the building taking classes or taking classes remotely.

The following steps will be taken to ensure that minimal chance for potential contamination:

- Kitchen area will be limited to only the kitchen staff prepping food for breakfast and lunch.
- Plastic dividers will be positioned between the servers and the students or staff in line. Countertops
- All food service doors and handles, and serving lines countertops will be cleaned in between serving times
- NanoSeptic stickers will be placed on all non food service doors and handles.
- Face covering will be required at all times for food service workers regardless of social distancing
- Gloves, and hair nets will be required while working with food products.

Food Service Staff

ALH kitchen staff will be trained in the school's procedures for prepping, handling, delivering, and recording for all meals served to the students. The kitchen staff will complete the following trainings:

- Annual Kitchen Procedures and Process
- Annual 10 Hrs. Food Safety Videos
- ServSafe Reopening Guidance: COVID-19 Precautions
- ServSafe Delivery: COVID-19 Precautions
- ServSafe Takeout: COVID-19 Precautions

Contact Vendors and Suppliers

All vendors will be required to check in with the main office before delivering any items into the school. If a vendor doesn't pass the health screening then the vendors office will be contacted to have another person deliver the product at their earliest convenience.

USDA Waivers approved for the National School Lunch Program and School Breakfast Program, July 1, 2020 – June 30, 2021

ALH will be applying for the following waivers to apply to the 2020-2021 school years Lunch Program:

- Bulk Meals
 - Allow student who are taking class offsite to be able to pick up food for the week on day instead of come to the school everyday
- Meal Service Time Flexibility
 - Allow onsite and offsite meals to be distributed outside regular food service hours regulated by the state
- Non-Congregate Feeding
 - Allow students to consume meals in classrooms or other locations outside of the school cafeteria
- Parent/Guardian Meal Pick Up
 - Allow parent or guardian to pick up meals for their child when consuming meals off site
- Offer Versus Serve
 - Allows ALH the ability to not offer meal choice in certain circumstances and students will all be served the same meal unless allergies do not allow for it.
 - ALH will always try to provide Offer Versus Serve to students

Meal Service

ALH will provide meals to all students enrolled in the High School regardless of onsite or offsite education.

Students will have the options of several different to-go breakfast options (breakfast bars, portion cereal, or pre-wrapped pastries, to help accommodate all students and allergies. For lunches students will have a hot meal option or a peanut butter and jelly, tuna, or turkey sandwich to accommodate all students and allergies.

Meals Consumed Onsite

Students that are on campus for the day will be provided breakfast and lunch throughout the day. The students will utilize the cafeteria to wash their hands and collect their meals to take to the classroom. The school's cafeteria has two hand washing stations right outside the entrance of the kitchen. Students will stop by the handwashing station before entering the cafeteria to fully wash their hands to ensure their health and safety and the health and safety of others. Floor tape will be used to identify for the student where and how the line will form to keep them socially distant from one another.

Breakfast:

After entering and having their temperature checked students will go through the cafeteria line to wash their hands and grab a breakfast of their choice to take back to the classroom. All students will social-distance while they wait to go through the line.

Lunch:

The classes will be escorted to the cafeteria, two-three classes at a time (Max 36 Students). The students will social distance while they wait to go through the line to get a meal. The students will be seated in the cafeteria where they will be 6 feet apart from one another to eat their meal.

Disposal and Clean Up:

Trash cans will be stationed throughout the hallways for students to throw their trash out after consuming their meal. Students will be allowed to exit the class to throw their trash out and wash their hands in the bathroom. Only 2 students will be allowed to leave the classroom at a time to minimize the number of students in the hallway and bathrooms washing their hands.

All staff (Teachers and Administration) will be required to complete a basic training on all feeding safety needs and requirements. For example:

- Food allergies and symptom/reactions
- Non-Sharing of food
- Temperature requirements for holding food

Meals Consumed Offsite (with election of waivers)

ALH will be providing meals to all students even the student taking classes offsite. Since the students and families don't all live in the city of Albany, traveling requirements will differ for each family. The food service staff will work with families and students on a case by case basis to determine the best option for them to get a meal each day whether bulk meals or individual means.

If students are unable to stop by the school a parent or guardian who is on record with the school can stop by to pick up the meal for their child.

Families will stop by the main office to be temperature checked and then be directed to the exterior kitchen door where a food service staff member will meet them.

For the students that come to the school each day to get meals for that day will be provided breakfast and lunch. If a student arrives before lunch is ready, they can come back when the meal is ready or take a premade sandwich.

For students that only come to the school once a week to get bulk meals will be provided breakfast and lunch for the 5 days. The following items will be provided; milk, cereal or cereal bars, juice, half-a-loaf of bread, and portioned quantities for making sandwiches at home.

Transportation

School Policies/Practices

- ALH does not own school busses or manage school bus staff. A small percentage of ALH students are transported by yellow school bus, a service which is provided by a student's home district. Some school busses transport non-ALH students and ALH students at the same time. To reduce the spread of infection, ALH highly encourages parents/guardians to drop off their students. Non-ALH students are prohibited from disembarking school busses on ALH property.
- ALH will keep open communication with bus companies and districts to identify practices bus companies are implementing to ensure student safety. To the extent possible, ALH will partner with bus companies to promote student safety and social distancing on school busses.
- ALH students will be required to wear face coverings on the school bus (unless medical reasons prohibit mask wearing) and socially distance from other riders (unless the riders live in the same household). When students disembark, staff will confirm with the driver that ALH students complied with all school bus safety regulations. ALH will evaluate safety violations by students to determine if it is safe for the student to enter the school.
- Parents/guardians of ALH students riding the school bus are required to screen their students for COVID-19 symptoms. Students with a 100 degree Fahrenheit or higher temperature or with COVID-19 symptoms cannot go on the bus or enter the school. ALH will provide information about bus policies and riding requirements to parents.
- ALH will assign staff to supervise the loading and unloading of school busses at school. Social distancing and the wearing of face coverings will be required during the loading and unloading of school busses.
- To reduce crowding at dismissal, ALH will provide the dismissal time to bus companies so that they are present in our parking lot at dismissal. Should busses be delayed at dismissal, students waiting for the bus will be allowed to wait in areas where social distancing can be maintained. Specifically, students will be permitted to wait on the outside patio or, if inclement weather, in the Union. Students will be required to wear face coverings while waiting for the bus.

The School Bus

- See above section "School Policies and Practices"

School Bus Staff

- See above section “School Policies and Practices”

Students on Transportation

- See above section “School Policies and Practices”

Protocols Once Students Disembark from Transportation

- See above section “School Policies and Practices”

Social-Emotional Well-Being (SEL)

- The SEL Team was identified prior to the end of the 2019-2020 school year to ensure a foundation of support for both students and staff.
- Meetings will continue throughout the school year and designated meeting roles have been selected for each team member.
- Students and families have been designated as members of the SEL team as well. As members of the team, students and families will provide their voice in the decision making process. Both the SEL Team and the Family Action Committee provide the opportunity to ensure culturally relevant conversation and that the needs of the community are being taken into account.

Mental Health and Trauma-Responsive Practices

- ALH has developed a Social Emotional Learning program (Making our Future CLEAR) targeted to each student's grade level.
 - The program will meet twice a month either in school, in a hybrid school day or virtually. The program is aligned with the New York State Social-Emotional benchmarks as well as CASEL benchmarks and AVID standards.
 - In addition, staff will receive professional development on Adverse Childhood Experiences (ACEs) during this Summers' Professional Development session. Teachers and leaders will also participate in an ACEs books study this Summer and into the Fall to gain a deeper understanding how childhood trauma affects student development and how it manifests itself in the classroom and high school setting.
- A Universal Screening will be conducted of all students during the first two weeks of school to gain an understanding of students' social-emotional and behavioral needs. The results of this survey will provide the opportunity to provide targeted supports utilizing the multi-tiered system of supports outlined below.

Multi-Tiered Systems of Support (MTSS)

Adapted from Illinois SS/HS Stage Group and Erie 2 BOCES as well as "Social-Emotional Learning: Essentials for Learning, Essential for Life"

	SEL	Mental Health Support	Behavioral Supports and Interventions	Restorative Practices	Academic Supports and Interventions/RTI
Tier 3	<ul style="list-style-type: none"> Individual instruction in SEL competencies 	<ul style="list-style-type: none"> Crisis intervention Referral to outside support services 	<ul style="list-style-type: none"> FBA/BIP 	<ul style="list-style-type: none"> Restorative Conference 	<ul style="list-style-type: none"> Tier 3 intensive intervention
Tier 2	<ul style="list-style-type: none"> Peer-to-peer SEL workshops Targeted explicit instruction in SEL competencies Participation in Liberty Partnership program 	<ul style="list-style-type: none"> Individual/small group counseling Referral to outside services Support Groups 	<ul style="list-style-type: none"> Check-in/Check out program Staff Mentoring (Home School Coordinators) 	<ul style="list-style-type: none"> Peer Mediation Restorative Circles 	<ul style="list-style-type: none"> Tier 2 small group instruction
Tier 1	<ul style="list-style-type: none"> Participation in bimonthly SEL program School Climate surveys Family Engagement 	<ul style="list-style-type: none"> Trauma-informed/trauma-sensitive approach 	<ul style="list-style-type: none"> Schoolwide Merit/Demerit Program Teach Like a Champion Classroom Management Conferences with School Counselors Classroom Management Plans 	<ul style="list-style-type: none"> Peer Mediation Community Service 	<ul style="list-style-type: none"> Scientific research-based instruction provided to all students in the general education classroom.

To ensure that Response to Intervention (RTI) is effectively targeted our department conducts regular skill assessments using proprietary screening assessments provided by Renaissance Learning and Panorama. This data is then used to determine student ability and needs relative to their peers and grade-level expectations. Tier II and Tier III Interventions are provided to individual students based on relative need and availability (i.e. the student’s schedule), while Tier I interventions occur at the classroom level.

Pupil Personnel Services (PPS) Roles within MTSS

Each of the member of the Student Support Team has a role with the MTSS:

Home School Coordinators- Enhance each student's educational experience by participating in classroom instruction, enforcing school and class rules to help teach students proper behavior, carry out necessary communications between home and school, and carry out other activities that promote positive home-school relations (including, but not limited to conducting home visits), so students can benefit fully from her school experience.

Culture Team Members-Provide a safe and effective learning environment for all. Duties include upholding school safety procedures before school, during the school day, and afterschool; enforcing school and classroom policies; monitoring facility hallways, entrances, and exits; and providing support to teachers and staff.

Social Worker/Social Work Interns-The School Social Worker works with teachers, parents, and school leaders to develop plans and strategies to improve students' academic performance and social-emotional development.

School Counselors-School counselors design and deliver comprehensive school counseling programs that promote and enhance student achievement. These programs are a collaborative effort between the school counselor, parents and educators to create an environment that permits student development. Comprehensive school counseling programs ensure equitable access to opportunities and rigorous curriculum for all students to participate fully in the educational process. Comprehensive school counseling programs, driven by student data and based on standards in academic, career and personal/social development, promote and enhance the learning process for all students.

Dean of Students-Responsible to assist with the supervision and management of students, and overall positive school culture. The Dean of Students works collaboratively with staff, students, and parents in carrying out the school's academic and school culture programs. As a professional educator, the Dean of Students provides proactive leadership to engage all stakeholders in the delivery of programs and services to support the students' academic achievement and personal and social development.

School and Community Safety Coordinator-Supervises and facilitates the daily operations of the school to provide a safe environment for all before school, during the school day, and at dismissal. Duties include meeting with students, parents, other administrators, teachers, and staff; participating in the development and management of educational programs and goals, and managing attendance.

Director of Student Support Services-The Director of Student Support Services will oversee the facilitation of the MTSS model as described above. This includes oversight of all of the individuals described above.

Social-Emotional Learning (SEL) and Transformative SEL

Making Our Future CLEAR is a program devoted to implementing a school-wide social-emotional learning program for our students. The curriculum is based on CASEL's five core

competencies; self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. New York State has developed several benchmarks, or standards, that align with the CASEL competencies. The lessons and activities within our curriculum directly correlate to the standards that New York State has developed.

The end of the school year will culminate in a final project that is designed to incorporate the five core SEL competencies. Each grade level will have their own project to complete to show mastery over their social-emotional learning.

Restorative Practices

Mediation Process

- Mediations are designed to resolve a conflict between students, teachers, and families. Mediations at ALH are limited to:
 - Student/Teacher
 - Student/Student
 - Parent/Teacher
- Mediations are voluntary and are only conducted when all involved parties agree to participate in a mediation.
- Mediations can be used to resolve conflict concerning:
 - Social media improprieties
 - Relationship difficulties
 - Rumor and gossip
 - Cheating and stealing
 - Racial and cultural confrontations
 - Vandalism
 - Classroom or extracurricular disputes
 - Bullying, minor altercations, and fighting

Mediation Facilitator Responsibilities

- Identify involved individuals.
- Reserve a space to conduct the mediation.
- Pre-set involved individuals prior to mediation.
- Facilitate mediation.
- Document mediation and outcomes.
- Notification to parent(s)/guardian(s) of involved students.
- Investigation of reported Mediation Agreement Breaches.

Mediation Procedures

- Mediations will be facilitated as follows:

Mediation	Total # of Facilitators	Facilitator Title
Student/Student Mediation	2 SST Facilitators	<ul style="list-style-type: none"> ● Home School Coordinator ● School Counselors ● Social Work Team
Student/Teacher Mediation Tier 1 & 2 Infractions	1 SST Facilitator	<ul style="list-style-type: none"> ● School Counselor ● Social Work Team
Student/Teacher Mediation Tier 3 & 4 Infractions	1 SST Facilitator	<ul style="list-style-type: none"> ● School Counselor ● Social Work Team ● Home School Coordinator ● School & Community Safety Coordinator ● Dean of Students
Parent/Teacher Mediation	1 SST Facilitator	<ul style="list-style-type: none"> ● Supervisor ● School administration.

- Participants must be directly involved in the conflict.
- Mediations are conducted on a one on one - individual basis. No groups.
- Mediations are scheduled between the 1st period and 8th period during times that do not negatively impact student academics.
- Mediations are held in a neutral space where involved parties can appropriately social distance. If possible, parties should sit at a round table.
- When possible, the parent(s)/guardian(s) of the involved student(s) will be notified by the Mediation Facilitator (or other SST member) prior to the mediation. The following will be communicated to the parent(s)/guardian(s):
 - Nature of conflict.
 - The goal of mediation.
 - Any interim measures taken to address the conflict.
 - If the mediation is between a student and a teacher, the parent will be invited to join the mediation.

Planning and Capacity Building

- The Comprehensive School Counseling Plan was updated during the 2019-2020 school year and is posted on the Albany Leadership Website.

Adult SEL & Well-Being

- Develop professional development offerings for staff that address their own health and wellness.
- Develop a list of community resources summarizing social-emotional health to provide to staff to review prior to reopening.
- Incorporation of AVID relational capacity activities.

Student SEL and Well-Being

- An additional School Social Worker had been added to the staff as well as the incorporation of the School Counselors as facilitators of counseling sessions.
- Universal Screening will be conducted of all students during the first two weeks of school to gain an understanding of students' social-emotional and behavioral needs. The results of this survey will provide the opportunity to provide targeted supports utilizing the multi-tiered system of supports outlined below.
- Implementation of the Social-Emotional Learning program aligned with NYS benchmarks, CASEL standards, as well as AVID standards.
- Grade level meetings for teachers that provide an opportunity for discussion around students. Students will be assigned to grade-level team members for check-in support.
- SEL lessons aligned with in-classroom instruction provided by School Social Workers and School Counselors.
- Students will be provided access to mental health services managed by the School Social Workers.

Using Data for Continuous Improvement

- Data will be collected through the use of student and staff surveys.
- Results will be evaluated to understand the processes that are in place and provide the opportunity to make changes in the program.
- Evaluation also provides us feedback on that data and provides for the opportunity to implement new programs with fidelity.

School Schedules

Daily Synchronous Learning Model:

	Monday	Tuesday	Wednesday	Thursday	Friday
Week	Group D (Remote)				
	Group C				
1	Group A	Group B	Group A	Group A	Group B
2	Group A	Group B	Group B	Group A	Group B

Summary:

Three in-person groups, one remote:

- Group A - General Education population, last name A-K
- Group B - General Education population, last name L-Z
- Group C - Special Populations (ENL, SWD) and students from families requesting daily in-school instruction (pending availability)
- Group D - Seniors with permission, and students from families requesting daily out-of-school instruction

Groups A and B will rotate attendance on Wednesdays.

- Group A Group B: In-person learning on two consistent days per week; synchronous remote learning for out-of-school days
- Group C: In-person learning daily, working with assigned co-teachers
- Group D: Synchronous remote learning, or asynchronous remote learning for certain admin-designated classes (e.g. dual enrollment classes)

Budget and Fiscal Matters

Albany Leadership recognizes that the COVID-19 pandemic may have a more lasting effect on the economy, which was taken into consideration in 2020-2021 budget development.

In building a conservative budget for the 2020-2021 school year, it was determined it would be best to budget for 35 fewer students (315) than our current charter number (350). This determination was made taking into consideration enrollment history, as well as the challenges surrounding student recruitment with the effects of COVID-19 thus far throughout the spring and summer of 2020.

With a decreased projected enrollment, the number of class sections was reduced, which resulted in a reduction of 4 teaching FTEs.

In addition, there are 3 unfilled non-instructional positions, which will not be filled unless the need is determined.

Albany Leadership also plans to utilize accumulated reserves, if necessary, in order to offset any major budget expenses that will be required to provide the best teaching and learning environment during the COVID-19 pandemic.

Albany Leadership has identified the following budget line items as being most vulnerable for the 2020-2021 academic school year:

Enrollment/Revenue - Recruitment has been more difficult to execute during the pandemic, affecting overall enrollment. However, if students were to not return to school physically, it may be possible and necessary to eliminate additional non-instructional staff to help offset actual revenue gaps.

Technology/Capital Expense - If the school is required to move completely to a remote synchronous learning environment, there may be capital expenses incurred that were not budgeted. Some options have been explored in the event that the closure is extended beyond August 2020.

PPP/Safety Supplies - With the uncertainty surrounding what requirements will be placed on reopening schools to ensure the health and safety of our staff and students, it is difficult to plan and budget. Some considerations include whether there will be a need to provide face masks to every student and staff member each day, whether we will be required to purchase thermal temperature readers to check every individual that enters the building, will we need to purchase sanitized push here stickers on every door and handle, to name a few. All of these items are expenses that are not typically planned for in the past and may need to be purchased throughout the duration of the 2020-2021 school year.

Although these concerns have been considered in the 2020-2021 planning process, ALH is prepared to utilize necessary accumulated reserves in order to offset any major budget expenses related to the above.

Albany Leadership has historically developed and adopted a budget that includes 2% of budget year revenue as a reserve line. This strategy has built up accumulated reserves for future projects/plans. For the 2020-21 school year budget, this line has been converted to a "COVID reserve." These funds may be utilized in order to offset any unplanned or unknown budget expenses that may be encountered during the 2020-21 school year.

Although the COVID reserve allows for a strong contingency plan for the school to manage unplanned expenses, the school will be exploring any and all funding programs that provide

relief to schools during the pandemic. In addition, grant opportunities for new programs and initiatives will be researched to help elevate any unplanned expenses during the new school year and years after.

Attendance and Chronic Absenteeism

Attendance for Instructional Purposes

- Teachers will be required to take attendance in PowerSchool every period /class regardless of the student is learning remotely or in person.
- Attendance will be taken for students of compulsory and non compulsory age.

Attendance for Reporting Purposes

- ALH will ensure attendance of any school-age student of compulsory age is reported in SIRS. To date, the reporting of daily attendance.
- ALH will ensure all reporting entities (staff and teachers) report attendance daily.
- Students of compulsory age who were not in attendance in school in the current school year will be reported until they exceed compulsory school age, they are no longer enrolled in the school.
- Students who drop out while still of compulsory school age will be kept in ALH's school attendance until they exceed compulsory school age or enroll in another educational program.

Chronic Absenteeism

- ALH's Student Support Team will apply various interventions to address chronic absenteeism. Such interventions include but are not limited to:
 - Daily absentee phone calls
 - Student and parent/guardian meetings
 - Parent meetings will be virtual
 - Individualized improvement plans
 - Informational letters
 - Home visits
 - Collaboration with Social Services

Educational Neglect

- Filing an educational neglect / PINS referral will be the last resort to address chronic absenteeism. See Chronic Absenteeism section to review the ALH's attendance interventions.

Persons in Need of Supervision (PINS)

- Filing an educational neglect / PINS referral will be the last resort to address chronic absenteeism. See Chronic Absenteeism section to review the ALH's attendance interventions.

Technology and Connectivity

- ALH recognizes that sufficient access to computing devices and high-speed internet are essential for educational equity; and that technology knowledge and skills are vital for full participation in 21st Century life, work, and citizenship. To ensure sufficient access to technology ALH is:
 - Surveying all parents/guardians and staff to identify the level of access to high speed broadband Internet.
 - Implementing a one to one Chromebook program in which every student will be issued a Chromebook for use at home and in school.
- ALH currently provides teachers with a laptop.
- ALH will evaluate staff job functions to determine technology needs. ALH will ensure staff have adequate access to technology.
- ALH will provide professional development for staff and teachers on designing effective remote/on-line learning experiences, best practices for instruction in remote/online settings, and digital fluency.
- ALH teachers and the student support team will partner with families to provide both support and flexibility to students participating remote/blended/online learning experiences.
- To the extent possible ALH will be paperless and not require students participating in online/remote learning environments to print assignments. ALH will utilize online platforms to post and upload educational materials and assignments.
- ALH has invested in 18 new 65" SMART Interactive Whiteboards to be placed in all full-size classrooms. In addition to the Interactive Boards a streaming program called View Path will be installed in all 18 rooms. This will allow for a more interactive hybrid learning environment for both in class students and remote students.
 - All students in school and remote will be able to interact with one another via the streaming solution.
 - All remote students will have the ability to view the board as if they were in the classroom, removing the barriers that would otherwise be if we use a traditional camera recording platform.

Teaching and Learning

ALH will continue to provide all mandatory Teaching and Learning Curriculum Content and Standards to ensure that all students have equitable access to rigorous instructions, instructional technology, and engagement through In-person, Virtual, or Hybrid Learning modalities. ALH has a solid commitment to ensuring that every single student has the opportunity to succeed. ALH will provide synchronous learning and students are expected to participate and engage with remote synchronous learning.

Units of Credit

RECEIVING CREDITS FOR A COURSE

Units of Credit are granted once a student successfully completes that course with a “70” or higher.

- Partial credit units are not granted to a student who leaves ALH midyear or who transfers to another class midyear; however, a student who transfers to another class or who leaves the charter school has already completed a course, or has completed enough work to obtain a passing grade via the standards-based grading system **and** meets the ALH attendance policy, then a student may be awarded credit.
- Students who choose to take an Honors or Advanced Placement (AP) level course (s) will be weighted in recognition of the extra effort needed to meet their requirements. Consequently, Honors courses will receive an additional 0.2 GPA points, and AP and college courses will receive an additional 0.5 GPA points.

Science Laboratory Requirements

In-person instructional model:

The 1200 Lab minutes will be modified and adapted for Online Learning according to the guidelines: Teacher will develop and provide in-person instructions for all students to complete all required Lab minutes.

- Teachers will maintain all social distance guidelines, masks wearing, hand washing and equipment handling safety guidelines in the science room and Lab designated classroom.
- To effectively conduct the simulated and virtual laboratory experiences, Lab reports will be completed to satisfy the 1,200 minute laboratory requirement for students who will take Science Regents Examination during a future test administration.

Remote and Hybrid Lab instruction

- ALH will make it a priority to complete only the mandatory Labs whenever students attend in-person.
- Selective simulated or virtual laboratory experiences be conducted and used toward the 1,200 minute requirement for all students.
- ALH will continue to explore appropriate technology to access and conduct lessons in virtual labs for remote only instructions.
- All students will receive clear guidance and directions in how to use scientific methods and core concepts to develop scientific skills that can be applied to completing Lab projects independently.

Arts

All Art classes in ***Studio Art I&II and Photography I&II*** offer students a project-based approach to learning about art and artists and making art in the classroom. The resources have been adapted to allow all students the opportunities to be creative in selecting and utilizing found objects, materials and other resources that are readily available in their specific environment. The focus will be on understanding the visual vocabulary, artists and art, and varieties of skills, techniques, and aesthetic decisions involved in making outcomes that can be realized in-person and digitally.

All Students will have the opportunity to produce works at the mastery level of the standards that demonstrate ability to effectively and properly use the Elements of Art and Principles of Design in a variety of artwork at the end of the courses in Studio Art I & II and Photography I & II.

In-Person Instruction:

- Students will be presented with a visual problem and a set of media skills and concepts which they need to effectively plan, perform, and produce to demonstrate mastery.
- This is a hands-on approach to learning that gives students the opportunity for sharing a completed and presentable product for public consumption or exhibition, including an annual Art fair.

Remote and Hybrid:

- Art programs and instruction have been adapted to support both in-person and remote learning.
- All students have access to DOWNLOAD lessons & open lessons in Google Docs.
- Teacher will provide clear instructions for students to read the assignment and complete the lesson task, and to UPLOAD and Submit the completed assignment task in Google Classroom.

In-person Instructional Model

In-Person Instruction

To maximize in-person instruction, the goal is to provide all students with in-person instruction, due to the dynamic nature and risk of community transmission of COVID-19,

ALH is also prepared for a combination of in-person instruction and remote learning to facilitate a phased-in approach or hybrid model, which may be necessary at various times throughout the 2020-2021 school year.

- ALH will limit capacity to meet the social distancing guidelines to decrease density and congregation in each classroom for all learning programs. The following adjustments will be developed and implemented:
 - a. shifting design of class schedules to accommodate social distancing guidelines, (e.g., alternative classroom schedules, including cohorts full-time in-person learning for younger students, and part-time distance learning for older students).
 - b. adjusting class or work hours, where appropriate and possible;
 - i. Will adjust master schedule and alternating A/B Day
 - ii. Daily Synchronous Learning Model
 - c. limiting in-person presence to only those staff who are necessary to be at the school during normal school hours;
 - d. maintaining or increasing remote workforce (e.g., administrative staff) to accommodate social distancing guidelines;
 - e. staggering schedules and allowing more time between classes to reduce congestion in hallways, walkways, and buildings.

Remote Instructional Model:

At ALH, teachers will continue to develop engaging Instructions through video and audio recordings of instruction, text, and include screenshots and screen-casting tutorials. Teachers will modify content and differentiate standards that align with virtual instructions, synchronous distance learning, asynchronous online courses. Students are expected to complete tasks and assignments with their highest level of effort. students have been allocated a chromebook and have access to use online learning tools and curriculum. Teachers will continue to enhance all communications with parents via (e-mail, phone, online conferencing, social media.

- Teachers are also expected to provide their 'office hours' and let students know when they are available online to answer questions or clarify instructions. All teachers will continue to enhance and utilize a wide variety of digital resources, such as using Padlet or Flipgrid, for students to ask questions.
- Teachers will set up tasks with specified length and requirements so that students can anticipate how long it will take them to complete the task.

- Teachers will utilize a range of instructional strategies - Including but not limited to the following:
 - NearPod
 - Socrative
 - Quizziz
 - Quizlet Live
 - Kahoot!
 - Padlet

Non-Technological Options for students with limited technology:

Students with limited technology and access to a computing device can continue learning. Such students will be provided with the following "non-technological" options for learning outside of the school building. All students will be provided with photocopied packets that include both instructional materials and learning materials/resources for students to take home as needed:

- Textbooks, trade books and magazines
- Photocopies of text, pictures, and other media
- Printed transcripts of guided lessons
- Photocopies of activity pages, graphic organizers, and skill-building sheets
- Lists of hands-on activities students can engage in at home (such as
 - Conducting and documenting an experiment and analyzing results
 - Collecting, analyzing, interpreting, and visually representing data, and using data to make a prediction or create a model
 - Creating art
 - Moving (exercising, taking a walk, dancing, playing, practicing yoga)
 - Writing (academic, creative, technical)
 - determining area and volume, factoring, calculating, etc. utilizing real-world objects and scenarios
 - Noticing, sorting, classifying, comparing
 - Drawing a map (physical or other type of geography map; or concept map)
 - Performing a demonstration
 - Writing and/or performing a play, puppet show, or dramatic retelling
 - Learning about family, heritage and culture
 - Learning a new skill

Remote Instructional Model

ALH recognizes that Online Learning will present new challenges and not every student will learn concepts taught the same way remotely or even on the same day! ALH has developed a range of guidelines to support rigorous instructional practice for teachers

- Teachers communicate plans with students and provide students with a five weekly Period of progress Report progress via report cards
- Teachers will conduct in-person or and remote conferences with students, parents, or guardians to review student progress, assignments, as well as provide tips for building structured learning time at home
- Teachers will continue to use a range of Tools/Apps listed for recording and posting instruction
- Teachers will develop multiple contingency plans to incorporate captioned close-circuit, public television, web-based tools, or cable channels to deliver live or pre-recorded lessons

Hybrid Instructional Model

Internship:

At ALH Internships are designed to help students develop as well as cultivate essential life skills through learning at school and collaboration and partnership with individual organizations based on student interests, organizational needs and capacity to accept students, especially post COVID 19. Due to the hands-on and interactive learning process of this particular learning opportunity, this option may not be available to students in-person. The teacher will be following some of the applicable NYS guidelines for business education below.

In-person - Internship program

Students will take a career assessment which will allow them to be placed in their internship locations accordingly.

- The student will be assigned to an internship program based on their career choice.
- The student will attend regularly scheduled and agreed upon hours as well as the date of start and completion.
- The student will keep track of time and have a regular evaluation by placements supervisor
- The coordinator will check in from time to time with internship supervisors
- Students will need to maintain academic excellence and still manage to perform what is required by the internship program.

- Complete all assignment for all course loads
- Maintain school standards on behaviour and academic excellence

Full Online - Internship program

1. Maintain the recommendation of organizations who are willing to accept a student and provide mentors. .
2. Data security will be hard to manage. Organizations will not be willing to give students access to their intranet and databases.
3. If the number of hours worked cannot be verified, the student and also the company will have to keep accurate records. Students will use all online log on to record the total hours earned.
4. Time constraints and the changing nature of technology can make this difficult because employees may be struggling themselves.

Remote plan:

- The internship coordinator will follow the plan from the initial shutdown. (March - June).
- Provided student access to labour departments current data on employment statistics and use <https://www.onetonline.org> as an aid for the basis of the program where students' career interest can be searched and analysed.
- Follow NYS the business education guidelines
- Teach students industry nomenclature
- Partner with local chamber and other organizational leaders to host online events
- Provide students with the opportunity to host events based on assigned topics
- Modify students a final project to be an interview where they can interview a person in their field of career choice.

Hybrid (Remote and in-person) - Internship program

Follow numbers 1 - 4 above and contact a prospective organization or business interested in taking a student in a short termbase. Instead of the full placement hours, the student is placed for thirty hrs. Allow the organization to determine how it can accommodate the student. Students availability should match organizational needs. If a student cannot meet the abbreviated requirements, the students will not be placed in an internship program. An alternate program will be recommended by the guidance counsellor. Industry reports on the future of the internship.

<https://www.shrm.org/search/pages/default.aspx#k=internship%20guidelines&filters=>

Physical Education

ALH will continue to provide flexibility in the delivery of physical education.

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All Learning standards will be taught and modified to allow all students the opportunity to participate in-person or perform similar skills remotely. Performance tasks will be observed and recorded using a variety of assessment modalities:

- Students will have the opportunity to record via video or in-person their Personal SMART Goal via a digital or hard copy Worksheet
- Students will create accurate SMART Goal, Executed Plan, with Video / Picture Evidence
- PE Activity Log - Form
- Adapt the number of Days and times students will be required to be active: for example, 50 minutes in-person activity may be reduced to 30 minutes, however, the required demonstration and display of understanding of intensity for activity will be maintained.
- The 5 Fitness Components - Worksheet
- Picture/video of 2 Performance exercises with accurate Compare & Contrast of Fitness Concepts
- Assessment will be ongoing and may include - Formal Quiz and video recording submissions of performance skills, displaying a deep cognitive understanding & application of each learning standard.

Academic Intervention Services

Rtl is a school-wide intervention model addressing the academic and behavioral concerns of a student. There are three *tiers* within the model.

(Academic) Tier One includes school-wide intervention using research-based curriculum and instruction in core classes. Student progress is monitored regularly. Students who struggle academically at *Tier One* are moved into *Tier Two* based on Rtl protocol. This tier includes evidence-based instruction provided to targeted students during their 2nd block of ELA *in addition to the regular classroom instruction*. *Tier Two* instruction lasts for the entire school year for any student identified as Tier 2. Should a student require more support than what is offered in *Tier Two*, she will be moved to *Tier Three*. Instruction at this level is still evidence-based, but is provided on a more individualized level (3-6 students per group) for at least 27 minutes four days per week *in addition to regular classroom instruction and Tier 2*. Progress is monitored regularly.

Grading

Standards-Based Grading provides students with a score by standard for each assessment. Students will receive their overall course grades via eight Periods of Progress, or POPs, every five weeks. A final year long (Y1) grade will be calculated at the 8th POP.

Throughout the year, teachers will provide support to students based on targeted course standards through intervention periods, spiral review, and flex time (after school). Advanced students will be provided opportunities to enhance course grades by tutoring peers in structured learning environments and/or completing extension activities.

STANDARDS ARE:

- Aligned to each course
- Research & evidence based
- Clear, understandable, & consistent
- Aligned with college & career expectations
- Based on rigorous content & the application of knowledge through higher-order thinking skills
- Built upon the strengths and lessons of current state standards
- Informed by top-performing countries to prepare all students for success in our global economy and society

Grading Guidelines

Period of Progress (POP)	- POP's reflect cumulative standards covered throughout the year to date. - The grade at the end of the POP indicates the proficiency level that a student has demonstrated on the standards assessed.
Score vs. Grade	- Score: Number score (1-5) assigned to each standard on a given assessment based on demonstrated level of proficiency. - Grade: Converted scores on all cumulative standards assessed throughout the year to date.
Levels of Performance	- In the standards-based grading system, a standard score, and subsequent POP grade, represents the proficiency level based on student demonstration of understanding of the knowledge, skills, and concepts in the subject area, as well as the student's ability to apply that understanding to a variety of performance tasks. 5 – Mastery 4 – Proficient 3 – Partially Proficient 2 - Below 1 – Far below
Amelioration	- Students will track their own progress on each standard assessed for their courses; thus, students will know which standards they have

	<p>mastered and which standards they need to improve knowledge and understanding of. Teachers will provide amelioration opportunities during class and flex time; scores will be updated accordingly.</p>
Body of Evidence	<ul style="list-style-type: none"> - POP grades are based on a preponderance of evidence, typically 3-5 pieces of standards-aligned assessments, during the POP or cumulatively throughout the year. - If there is not sufficient evidence for making a decision about a standard score, the student will receive an “INC” as a placeholder. For example, a student has not submitted any assessments, or a student enrolled late in the POP.
Current Learning Trend	<ul style="list-style-type: none"> - Averaging by standard is the default grade in the system; however, teachers will use the student’s more recent, most consistent level of performance to determine a student’s POP grade. Teacher comments will support grades.
Interval Assessments	<ul style="list-style-type: none"> - Interval Assessments are cumulative and occur three times a year. These assessments are also scored by standard. - Students will track interval standard proficiency and receive a “Regents Comparison Score” so students can track minimum standard obtainment

Assessment

At ALH, assessment means focusing on feedback instead of a score or grade. Frequent assessment is a central component of our program. Assessments in every subject at ALH are used to adjust instruction and inform tutoring and enrichment programs in order to meet the needs of every student.

- ALH uses the data from assessments on a daily, weekly, quarterly and annual basis. Assessments take many forms, including but not limited to, daily quizzes and homework, weekly tasks and projects, portfolios and presentations, unit assessments, interval assessment, Mock Regents exams and New York State and national norm referenced exams.
- Student attendance and participation in the assessment program is essential in order to fully understand each student’s academic standing.
- ALH will provide multiple opportunities and communication tools for parents/guardians to have their daughter’s most current assessment outcomes.

Athletics and Extracurricular Activities

Currently all athletics and extracurricular activities and events are suspended. Use of facilities outside of school hours is also currently prohibited. ALH will continue to monitor the situation and consider adjustments based on guidance from the NYSDOH and NYSPHSAA.

Special Education

Albany Leadership consists of Students with Disabilities who participate in less restrictive programming such as consultant teacher services. These students will follow the same hybrid model as their general education peers, supported by their special education teachers.

Least Restrictive Environment (LRE)

- Students with Special Education needs will continue to receive instruction in the least restrictive environment. This includes instruction for Special Education Students in classrooms with General Education Students whenever possible.

LRE Documentation

LRE documentation is contained within a student's IEP recommendations. Albany Leadership offers co-taught general education classes. Parent voice is documented through the yearly CSE meetings.

IEP Implementation

- All recommended services are supported through Special Education teachers as well as our School Social Workers. Teleconferencing for counseling sessions has been made available when necessary, however in-person counseling will be the priority. Resource Room will be provided as outlined in the student's recommendations. Co-teachers will continue to be a part of any classrooms where they are required to be present due to the placement of Students with Disabilities in those general education classrooms.

Provision of Services

- As stated above, Resource Room will continue to be provided daily to students whose recommendations require it if working in a hybrid setting or in-person. Resource Room will be conducted virtually for students in a hybrid setting or in a completely online setting. In addition, co-teachers will continue to be a part of any classrooms where they are required to be present due to the placement of Students with Disabilities in those general education classrooms. This may occur digitally for students in a hybrid or completely online setting.

Progress Monitoring

- Special Education teachers will continue to progress monitor students' IEP goals through the use of probes as well as data from in classroom instruction.
- This information is documented in IEP direct.

Best Practice for Contingency Plans

- The Director of Student Support Services will work with the district CSE chairperson to ensure that all students' remote learning needs are met in the IEP if necessary.

Compensatory Services

- The Director of Student Support Services will work with the district CSE chairperson to ensure that any additional services are added to the student's IEP if necessary based on data collection.

IEP Implementation Documentation

- Documentation of a student's changing needs will be collected within a specified student's document. This document will also include the instruction presented to students and any additional services that need to be provided beyond the student's initial recommendations.
- Ongoing process notes will be housed in IEP direct in the students IEP.

Child Find

Referral

- Students will be placed in the Response to Intervention program prior to being referred for Special Education Services.

Initial Evaluation/Reevaluation

- Initial Evaluation/Reevaluations are organized and conducted by the districts.

Eligibility Determination/Annual Review Meetings

- While organized and conducted by the districts, the Director of Student Support Services is in consistent communication with the CSE to ensure necessary materials are provided.

Communication/Coordination

- Communication with families will be documented on a weekly basis.
- Progress reports will continue to be sent to students on every other POP basis.

Meaningful Outreach and Engagement with Parents of Students with Disabilities

- Communication with families will be documented on a weekly basis.

- Progress reports will continue to be sent to students on every other POP basis.
- Assurances will be made so that all communication to parents of Students with Disabilities is sent in their home language.
- Parents are encouraged to reach out to their student's Special Education teacher/caseworker.

Procedural Safeguards and Prior Written Notice Requirements

- This process is overseen by the students' district of residence.

Accommodations and Modifications

- Special Education teachers work with General Education co-teachers to ensure that modifications and accommodations are targeted to students' specific needs.
- These items will be documented in the student-specific document so as to be shared with parents as well as the CSE chairperson.

Supplementary Aids and Services

- If a supplementary aid or service was needed for a student, the Director of Student Support Services would work with the district CSE chairperson to ensure they were provided.

Technology

- Any students that are in need of assistive technology will be provided with such in concert with the district.

Bilingual Education and World Languages

- The Director of Student Support Services as well as the Director of Advancement will work together to ensure that communications are sent to parents in their preferred language and mode of communication.

Instructional Units of Study must be provided to all English Language Learners (ELLs) based on their most recently measured English Language Proficiency, including Former ELLs.

- An outline has been created to ensure that ELL students are receiving all needed Units of Study.
- An additional support period (27 minutes) added during lunches to ensure support for students that tested Commanding.

Initial Identification of Potential ELLs

- A process has been developed that outlines the steps in the process of identifying and testing potential ELL students. This includes the administration of the NYSITELL when necessary.

Units of Study for English as a New Language Programs

- All ELL students will be provided with the required number of units of study based on their 2018-2019 NYSESLAT score.
- Commanding students will continue to receive services if they are within two years of reaching that level.
- All schedules are being audited to ensure compliance.

Communications and Language Access

- Along with the Director of Advancement, the Director of Student Support Services will ensure that all communications sent home to parents of ELL students are in that parents preferred language. This will also include the use of translators for parent/teacher conferences and other meetings discussing their student's needs.
- A list of current ELL students has been created. This document will outline contact information and preferred method of contact. The document already indicates the student's home language and current NYSESLAT level.

Professional Learning for Educators

- Professional development opportunities have been added to the Summer and throughout the school year.
 - These include: Accommodations and Modifications, Co-Teaching, Content-Specific PDs, Think like a Reading Teacher (Support in teaching reading to students), and Family Engagement

Guiding Principles for Ensuring the Success of ELLs/MLLs

- Through guidance from RBERN, teachers will be provided with the opportunity to receive instruction in best practices for teaching ELLs in the content areas.
- Data from the NYSELSAT, NYSITELL, as well as diagnostic assessments such as STAR, will be utilized to inform all teachers of ELL student's progress.
- ALH will work with RBERN to implement a Family Engagement PD to ensure that teachers are aware of the importance of engaging ELL families.
- ALH will work closely with RBERN to develop their Seal of Biliteracy program
- ALH will continue to provide ELL students with rigorous instruction aligned with the Common Core State Standards and providing scaffolding as needed
- Continued co-planning time for ELL teachers and co-teachers

Progress Monitoring

- Lead ENL teacher working with REBER to develop SIFE Screener tool.
- Local assessment such as STAR as well as teacher-developed assignments will provide the opportunity to progress monitor students over the course of the school year.
- Specific student sheets will be developed to track language goals and progress

Educational Technology

- Students will continue to be provided the opportunity to utilize technology throughout their learning. This includes working with Reading A to Z, typing, working with Google Apps for Education as well as teacher collaboration with RBERN to ensure students are utilizing new technologies available to them.

Students with Interrupted/Inconsistent Formal Education (SIFE)

- Lead ENL teacher working with REBER to develop SIFE Screener tool.
- Based on the screener tools, targeted interventions will be put into place to ensure SIFE student success.

Family Partnerships and Communication

- Along with the Director of Advancement, the Director of Student Support Services will ensure that all communications sent home to parents of ELL students are in that parents

preferred language. This will also include the use of translators for parent/teacher conferences and other meetings discussing their student's needs.

- Materials will also be provided on the school website in translated languages.

Culturally Responsive-Sustaining Education Framework

- Professional development designed for staff to work through how to include culturally responsive teaching in the classroom.

Staffing

Teacher and Principal Evaluation System (Education Law §3012-D/APPR)

ALH conducts formal reviews of all staff each year. The evaluation process includes informal Walkthroughs, Data- Dialogue Conference Cycle, and an annual face-to-face formal and informal evaluation, and a written summary in the third quarter of each school year. The written summary will be placed in the employee's personnel file and copied to the employee.

Certification, Incidental Teaching, and Substitute Teaching

ALH is fully compliant with certification requirements.