Health Sciences

CHARTER SCHOOL

1140 Ellicott Street
Buffalo, New York

Reopening Plan

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INTRODUCTION

Background

The safety of our students, staff and community are of the utmost importance. The Health Sciences Charter School COVID-19 Reopening Plan establishes and explains the procedures, practices and safeguards needed to meet the recommendations and guidance outlined by the following governmental agencies:

- Centers for Disease Control and Prevention (CDC) CDC Guidance for K-12 Schools;
- Federal Occupational Safety and Health Administration (OSHA) www.osha.gov;
- New York State Department of Health (NYSDOH)https://coronavirus.health.ny.gov/home;
- New York State Education Department (NYSED) http://www.nysed.gov/coronavirus;
- New York State's "New York Forward" guidelines https://forward.ny.gov/.

Based on the aforementioned guidance, we have developed procedures related to the Operations and Instruction for three scenarios: Face-to-Face, Hybrid and Remote Learning. Understanding the ever-changing nature of this pandemic, we have developed a plan to allow us to switch learning modalities if necessary.

Three Phases of Reopening & Maintaining Safety

1. Planning for September 2020
2. Launching the 2020-21 School Year
3. On-going monitoring & assessment during the 2020-21 School Year

Additionally, each topic of the plan contains guidance, procedures, protocols and/or other measures which explain practices that need to be considered in order to maximize the health and safety of students and staff.

Plan Development

This plan was developed in collaboration with key stakeholders from all constituent groups, including:
- Administrators
- Teacher Representatives
- Board of Education
- Best practice guidance from various government sources

IMPORTANT CONTACT INFORMATION	
For questions about...	**Contact information**
A course, assignment or resource	The assigned teacher
A technology-related problem or question	**If You Do Not Have Internet Access In Your Home** As of Monday, March 16th, 2020 any student lacking internet access at home may call 1 (844) 488-8398 during the school closure for free internet provided Spectrum. When you call, select the option for new services. Inform the service representative you are calling regarding the Remote Student Educational offer. While the District does not endorse or promote this vendor, we share this information as a resource for families.
Social-emotional, personal or academic concern	School counselor, social worker or school psychologist, whose contact information can be found within the school contact information listed below.
Attendance, school policies and general concern	Please contract any member of the school administrative team

IMPORTANT CONTACT INFORMATION :

Schools main phone number (716) 888-4080

Administration
Jaime Venning extension 118
Rob Baxter extension 418
Rick Mammoliti extension 108
Nichole Walls extension 241

Health Office
Camille Simao, Nurse extension 115

Office Staff
Sharema Land, Office extension 120
Lindsey Mannes, Business Office extension 100

3. Communication/Family & Community Engagement

School level
The Head of Schools and Principal will provide regular communication to families, responsive to recent changes/developments. Communications regarding academic instructional outlines, support for free breakfast/lunch, technological assistance, and mental health support are the foundation of these communications. Additionally, logistics of the closure and its implications on instructional delivery, grading, graduation requirements, etc. are communicated to families.

The school utilizes school messenger to send emails and/or text messages to families. The school also utilizes social media and the press to share information with the community.

building level
The building principal regularly send communications to families via email. Additionally, building principals send messages to students via our virtual morning announcements.

Teacher level
Teachers communicate with families via email and telephone communications. Google Classroom (our Learning Management System) and eSchool (our student data system) are also used to provide insight in student engagement with assignments.

Home/School communications with Social Distancing constraints
- Virtual Open House
- Parent/Teacher Conferences via video conferencing
- Parent Information Series

4. Health and Safety

Personal Protective Equipment (PPE)

In accordance to the NYSDOH guidance regarding face coverings, we will communicate and enforce expectations for the wearing of face coverings as follows:

- Face coverings will be <u>required</u> any time or place that individuals cannot maintain appropriate social distancing, individuals must wear acceptable face coverings.
- All individuals in our school facilities and on school grounds will be expected to wear face coverings if another person unexpectedly cannot socially distance; and for this reason, individuals - including students - must wear face coverings in common areas such as entrances/exits, lobbies, and when traveling in hallways around the school. It is an expectation that individuals will be equipped with their own face covering but if there is need disposable face coverings will be available at the schools main office for students, staff and visitors in the event an individual does not have a face covering.
- Face coverings will be <u>required</u> at all times, except for meals.
- Students who are unable to medically tolerate a face covering, including students where such covering would impair their physical health or mental health are not subject to the required use of a face covering but will be required to provide information to the school nurse defining the conditions preventing a person from wearing a mask.
- School personnel will assist students who have difficulty in adapting to wearing a face covering.
- The school will provide training to students, faculty, staff and families on how to adequately put on, take off, clean (as applicable), and discard PPE, including but not limited to, appropriate face coverings. This training will extend to contractors and vendors, if the school will be supplying the contractors and vendors with PPE.

Social Distancing

Social distancing (6 ft or 12 ft during aerobic activity and singing) will occur during instruction and whenever practicable. When polycarbonate shields are not provided and social distancing cannot occur, all students/staff will don cloth face coverings (ie, transitioning from class, walking in the halls, on buses to and from school etc.)

Health Screenings

- All students will be screened by the parent/guardian at home prior to coming to school using a checklist provided by the school. If the child presents with COVID-19 symptoms the parent/guardian is requested to contact the building nurse. All other "non-COVID-19" absences should be reported to the school following normal protocols.
- Staff must self assess prior to entering the building. Checklists/Questionnaires will also be provided to staff and parents, and posted at each building main entrance for visitors/vendors/contractors to complete before being granted access to the building: using the Health Questionnaire provided upon entry.
- Each building will display and share with parents, age appropriate posters as reminders of proper hand washing, proper donning of face masks, how to stop the spread of COVID and how to protect yourself and others

Isolation of Individuals Exhibiting Symptoms of COVID-19

The school will identify a location (separate from the Health Office) to house students and staff that exhibit COVID-19 symptoms until they can exit the building. A staff member will be assigned to supervise students until a parent/guardian arrives to pick them up. The staff member will maintain social distancing and be provided appropriate PPE equipment including a face shield, face covering, gown, gloves, and a 2-way radio so that the school nurse, front desk monitor and staff member can communicate regarding the student and when the parent/guardian arrives for pick up.

Protocol for students/staff that exhibit COVID-19 symptoms:
If a student presents with symptoms related to COVID-19, the teacher should use their classroom phone to communicate with the school nurse that they are sending a student to the office for assessment. If the nurse is not available administration will be notified and the student will be sent home to follow up with a healthcare provider. The school will follow this protocol for all students and staff that exhibit COVID-19 symptoms.

Note to Parents when a child is sent home with COVID-19 symptoms:
If a child is sent home with COVID-19 symptoms, the nurse will give the parent/guardian a form that indicates the protocol that must be followed to return to school if there is no COVID test performed by a healthcare provider. The building nurse will complete the information and hand it to the parent/guardian when the student is released from school: The parent will be responsible for attesting that the protocol is followed by signing the form and returning it to school with the child after the quarantine period.

Contact Tracing

The important task of contract tracing is dependent on the accuracy of our records. The following records will be utilized and analyzed when contract tracing occurs:
- Attendance records to determine who was present and onsite (both students and teacher/staff attendance records);
- Substitute employee records (substitute teachers, aides, etc)
- Our visitor sign in procedure which provides the date and entrance/exit time of all visitors.

Conducting school safety drills amid COVID-19

- All required NYS school safety drills will be conducted with the consideration of the social distancing and face covering requirements. It is understood that evacuation drills will likely take longer than they would without social distancing.
- As part of the drill, students should be instructed that social distancing is part of the *drill*, however, in a real situation (i.e. fire) social distancing is secondary to the immediate need to evacuate. In that event, students and staff will wear face coverings if possible.
- Individual plans will be developed in conjunction with the employee and their medical providers for those who qualify as a vulnerable adult. All applicable laws and contractual rights will be addressed during this process.

    Information regarding vulnerable students is located later in this document.

Monitoring of attendance

- Student attendance
    - Nurses will monitor student attendance for COVID-19 related absences using a log sheet. NO personally identifiable information will be contained on the log sheet, just numbers of students exhibiting symptoms.
    - Staff attendance will be monitored through our sign in and daily entrance process.

During virtual or hybrid instruction, student attendance will be monitored and logged through e school.

5. Facilities

Summer preparations

- To prepare for the arrival of students, teachers and staff, the following safety enhancements will be completed in each school building prior to the first day of teacher attendance:
    - Markings for one-way traffic patterns through halls at all buildings
    - Markings to indicate 6' social distancing where applicable
    - Signage installed at entrances and throughout buildings to inform and remind occupants of proper hygiene recommendations
    - Remove all gathering rugs and furniture (i.e. couches, tents, etc)
    - Removal of excess furniture to create additional space for social distancing of students and staff

    - Provide hand sanitizer (60% alcohol or greater) in all classrooms as well as common areas. Hand washing with soap and water should be taught and encouraged especially when hands are visibly soiled. Hand sanitizer can be used if soap and water is not available. *Alcohol based hand sanitizer should only be used by children under adult supervision*
    - Review all HVAC settings to ensure all spaces are provided adequate ventilation
    - HVAC filters will continue to be changed at recommended regular intervals with standard required or greater filters

Capacity

- Capacities for the maximum number of people (based on room square footage, student enrollment, and social distancing considerations) have been determined in:
    - Classrooms
    - Cafeteria
    - Meeting areas
    - Gymnasium

Spaces (communal spaces, gathering spaces)

- Each building has determined the communal spaces (i.e. library, computer lab, art room, music room) that will be repurposed as a classroom instructional space to provide greater social distancing and/or smaller class sizes.

Visitors to the Building

- Building procedures
    - Limit access of visitors (i.e. no parent volunteers, guest speakers, student teachers, etc.)
    - Communication to parents, community regarding limitation of visitor access
    - Training of Front Desk Monitors
        - All visitors must read and answer the self assessment questions before being allowed entry to the building

Special considerations

- Restrooms
    - Limit capacity in restrooms
    - Face coverings will be worn in restrooms

Cleaning/Disinfecting Procedures

- Cleaning and disinfecting will be manually tracked and recorded through daily cleaning logs
- Pre-Arrival/Arrival of Students
    - Clean and disinfect areas used by groups before the start of the school day
- During the School Day
    - Clean and disinfect high touch areas such as door handles, stair railings, elevator buttons, etc. after arrival and mid-day. All staff will support cleaning efforts, including classroom teachers and teacher aides to the extent practicable.
    - Bathrooms will be cleaned and disinfected frequently during the school day
- Lunches
    - Cafeterias - If the cafeteria is used for lunch periods
        - Tables will be wiped down and disinfected by cafeteria monitors after each lunch period
        - Garbage will be emptied after each lunch period
    - Classrooms - if eating in classrooms, cleaning to protect students with life threatening food allergies
        - During the school day, shared spaces will be cleaned between usage (i.e. desks)
        - Teachers will tie up garbage bags and leave them in the hall after lunch where custodial staff can then pick them up.

- After the School Day
  - Daily procedures for cleaning and disinfecting will be completed in all student and staff areas to prepare for the next day
    - Routine cleaning includes:
      - Clean all high touch items such as light switches, door knobs, handrails, desk tops, counters, handles, faucets, etc.
      - Dust mop and/or wet mop floors
      - Empty trash receptacles and replace liners
      - Clean restrooms
      - Dust
      - Vacuum carpeted areas
  - Disinfecting will occur after routine cleaning is completed
    - Spray disinfecting should not be done when the space is occupied by children. If there are adults in the room, they should be advised that disinfecting is about to occur and given the opportunity to leave.
- Outdoor Areas

  - Maintain per CDC guidelines for outdoor areas: Outdoor areas generally require normal routine cleaning and do not require disinfection. Spraying disinfectant on sidewalks and in parks is not an efficient use of disinfectant supplies and has not been proven to reduce the risk of COVID-19 to the public. You should maintain existing cleaning and hygiene practices for outdoor areas. The targeted use of disinfectants can be done effectively, efficiently and safely on outdoor hard surfaces and objects frequently touched by multiple people.

Community Use of Facilities

Initially and upon reopening, the school facilities will not be open for community use. Our priority will be safely supporting the academic and instructional program while focusing efforts on cleaning and sanitation. Therefore, general community use of our school facilities will not be permitted. The only exception to this will be our partnership with the Buffalo Urban League and the Buffalo Center for Arts and Technology which provides critical support to students and families in need of after school programming and academic support.

6. Child Nutrition

Food service (breakfast and lunch)
- ○ Breakfast and lunch procedures - Students will wear mask when not seated. Lunches will be served via lunch lines, via a bagged pickup, or alternate distribution based on guidance.
- ○ HSCS will run normal lunch periods as permitted following established guidance. Students will sit at individual desks when practical but will remain 6 feet apart from one another in the dining hall and additional spaces and in classrooms to limit the amount of students in any one area.
- ○ Students will wear mask when not seated in the dining hall (i.e. dumping garbage)
- ○ lunches will be served via lunch lines, via a bagged pickup, or alternate distribution based on guidance.
- ○ HSCS will run 20- 30 minute lunch periods per the usual school schedule. Students will sit only at individual desks and/or be 6 feet apart from one another in the cafeteria and the commons.
- ○ School personnel will prohibit sharing of food and beverages (e.g., buffet style meals, snacks), unless individuals are members of the same household. Adequate space will be reserved for students, faculty, and staff to observe social distancing while eating meals.

7. Transportation, Arrival and Dismissal

Arrival/Dismissal Changes for Parent Drop off and Pick up

- ● Traffic flow patterns and procedures for drop off and pick up have been developed to ensure density control. Specific procedures, by building, will be shared prior to the start of the school year with all constituent groups.
    - ○ Increased drop off and pick ups
    - ○ Parents will not be entering the building
    - ○ Use of radios to call for a student when a parent arrives
    - ○ Consider staggered drop off and pick up times to ease congestion

Other Considerations

- ● Open Campus at HSCS
    - ○ Open Campus will be maintained for late arrivals, and early dismissal at the end of the day to limit exposure.

8. Social-Emotional Well Being

Mental Health of students, faculty/staff, families

At school members of the Pupil Personnel Services (PPS) team, which include school social workers and counselors and members of the PPS team will check in with at risk and identified students (at minimum) on a weekly basis.

When a teacher newly identifies a student at risk, based on behaviors such as lack of engagement, the teacher is the first level of intervention with the family. If concerns are still present, the teacher makes a referral to a member of the PPS team. If concerns are not remedied, the PPS professional involves the building principal.

Parent Information Series & Professional Development 2020-21

Resources to support families and staff on relevant topics such as stress management and anxiety will be provided. Resources will include guest speakers, webinars, and the sharing of community-based resources via our website and communications.

Instructional and/or Social Emotional Supports

Teachers, teaching assistants, teacher aides and/or members of the PPS team will be utilized to provide support to students as follows:

- Regular check-ins with students to support their IEP. This can include academic support, time management of assignments, etc. in accordance with the IEP goals and accommodations.
- Students identified by the building principal (in consultation with the PPS team) will be provided support to assist students and families to remove barriers to education. This could include technology support, time management support, motivation/encouragement, opportunities for connections with a school staff member for social-emotional benefits, and academic support.

9. School Schedules

Master Scheduling

Note: Guidance has been consistent that if we are in person, either face-to-face or hybrid, cohorting of students and limiting student interaction and limiting movement as much as possible will be the expectation.

School Buildings
- Buildings have developed student cohort groups to limit movement at each level as much as possible.
- Whenever practicable, students will remain in the classroom and/or dedicated locations to reduce hallway traffic.

School Specific Procedures for classes

- For hybrid instruction, HSCS will have half of the student population in attendance each day to decrease student density.
  - Students will be divided into group A and group B. One cohort in the building each day.
  - Students will attend their classes in their existing master schedule model (subject to change based on guidance and school needs schedule.
  - Throughout the school day, students will remain divided into a subgroup of group A or group B and remain in that subgroup for the majority of their day to reduce mixing of student populations where feasible.
  - While in school, students will attend synchronous learning opportunities and complete asynchronous learning while at home.
  - HSCS classrooms can accommodate up to 14 students 6 feet apart or with barriers around their desks and with masks on.
  - Time in hallways will be limited and teachers may rotate through classrooms to provide instruction with the exception of satellite classes and attending lunch in the dining hall.
- For virtual instruction, students will attend synchronous learning opportunities daily while completing asynchronous work daily.
  - Classes will meet at their traditional time as though we were in school every other day following a "bell schedule".
  - Crew and advisory will meet daily to check-in with students, make announcements, etc.
  - Office hours will be offered weekly for each class as well as "after school" support as assigned.

- For Physical Education and Music (vocal and band), NYSDOH indicates 12 feet of social distancing for activities requiring exertion or projecting of voice/breath (i.e. aerobic exercise, singing, playing some woodwind and brass instruments, etc.). These parameters will be followed in the scheduling of these classes.
- Physical Education Outdoor Physical Education will be encouraged as much as possible. PE outdoors in winter will occur as the weather permits and we will communicate with families to ensure appropriate outdoor clothing/attire.
- Students will not change clothing in locker rooms.
- Aerobic activity will require 12 feet of social distancing.

10. Budget & Fiscal Matters

School Fiscal Preparedness

- As of the filing of this plan, the school is ready with a balanced budget, based on all known financial information at this time.

  - Our 2020-21 revenue budget was based on state aid projections from the April 1, 2020, adopted state budget. It includes the projected CARES Act Restoration funding of $204,369.00 that replaces the state aid reduction in the state budget. We will be sure to allocate CARES Act funding to help provide equitable services to non-public schools as required.
  - As we hear of further reductions in state aid based on the "look-back" periods in the state budget, we will have to adjust expenditures and/or use more fund balance and reserves, provided the state gives us the flexibility to use those funds in any capacity besides the original designation of those funds into the reserves they are currently in.

180 Day Calendar and Attendance Reporting for State Aid Purposes

- The District will be providing a minimum of 180 days of student attendance as outlined in other sections of this plan and as currently required by law.

- Under regulatory changes adopted as an emergency rule by the Board of Regents on July 13, 2020, the District may be eligible to apply for a waiver from the minimum instructional hour requirement for both the 2019-20 and 2020-21 school years. If this is needed we will apply for the waiver once that need is discovered.

11. Attendance & Chronic Absenteeism

Attendance

- Daily attendance will be recorded for any required synchronous learning sessions in e school by teachers as we would during face-to-face instruction. Parents will be able to see their child's attendance in the Parent Portal.
- Participation grades (which can include participation in synchronous learning, participation in discussion forums, engagement during office hours, etc.) may be a component of grading.

Chronic Absenteeism

During the spring 2020 school closure, some students chose to disengage and not participate. In an effort to provide additional layers of support to families and to increase participation and engagement, we will utilize Instructional Support Personnel. This may be support staff, teaching assistants, teachers, or members of the PPS team who support a student and their family to increase engagement and participation/attendance.

Students identified by the building principal (in consultation with the PPS team) will be provided support from teaching assistants to assist students and families in removing barriers to education. This could include technology support, time management support, motivation/encouragement, opportunities for connections with a school staff member for social-emotional benefits, and academic support.

Students who are absent due to medical/health reasons may be eligible for Remote Learning.

12. Technology & Connectivity

Student access

Students in grades K-12 are provided a Chromebook, which allows students to engage with our Learning Management system (Google Classroom), email teachers via their school provided email, and access supplemental instructional programs and resources included, but not limited to online textbooks, websites and programs to reinforce skills.

The Technology Department placed an order of Chromebooks in May 2020 to provide a Chromebook for every student during the 20-21 school year. As a result of the COVID-19 pandemic, there is a nationwide shortage of Chromebooks. In the event that all Chromebooks are not received prior to the start of school, we will prioritize providing a Chromebook to every household that does not have a Chromebook yet.

Teacher access

All teachers are provided devices such as Chromebooks or laptop computers. In addition, document cameras are available for teachers to provide instruction

Streamlining computer-based resources

Teachers are required to utilize online instructional resources that are on the list of *Approved District Resources*. If a teacher wishes to use a website or software that is not approved, there is a privacy review process prior to using the resource.

Learn at Home Academy

In response to the closure of school in March 2020, the teachers and staff compiled online resources to support and assist families as they transitioned to remote instruction.

Technology Support for Teachers/staff

- ○ We are committed to supporting teachers to effectively teach in the hybrid/remote learning environment. Since March 2020, we have held professional development learning opportunities including synchronous and asynchronous opportunities. In addition, we will orient new teachers through online New Teacher Orientation modules.

13. Teaching & Learning

Room configuration considerations

As outlined in the Facilities section, preparation to reconfigure classrooms with a focus on increasing distance between students and the instructor as much as possible occurred in the summer of 2020. These steps include:
- Removal of gathering rugs in classrooms
- Removal of classroom gathering spaces (couches, tents, etc)
- Removal of unnecessary furniture to increase available space for social distancing
- Reallocation of classroom spaces/staff as needed

Instructional Equipment and Supplies

- Procedures to limit sharing of equipment (PE equipment, musical instruments, OT/PT equipment, computer lab keyboards, etc.) have been established by the building and department.
- Procedures for cleaning of equipment that must be shared has been developed by building and department.

Online/Remote Learning

- The HSCS will utilize Google Classroom as its Learning Management System for the posting of assignments and instructional resources. Additionally, teachers may use other Ed Law 2-d compliant methods of communication with parents such as email, telephone communications.

14. Special Education

Special Education
- **Provision of FAPE:** In developing our reopening plans, the school has considered IDEA and the needs of our special education students to the fullest extent possible and ensures the provision of a Free and Appropriate Public Education (FAPE). In planning the Least Restrictive environment (LRE) has been central in the decision making on an individualized basis to ensure that every student has access to their grade-level standards and makes educational progress..

- **Communication and Parental Involvement**: The school recognizes the role of the parent/guardian in the IEP process is critical. Parents and students with disabilities are always encouraged to be a part of the decision making process and

- attend the CSE meetings. During the closure parents were contacted with multiple attempts through various means (ie. email, phone calls, certified letters) to participate in virtual CSE meetings. The district will continue to conduct virtual or phone meetings until such time the health and safety of all parties can be ensured. The district will work with parents to establish a mutually agreeable timeline with those who wish to meet face-to face.

- **Child Find:** Child Find is governed by IDEA, 34CFR.311, Part 200.2 and section 4410 of the New York Regulations of the Commissioner of Education. The school continues to maintain its obligation to locate, evaluate and identify students with disabilities who are in need of special education and/or related services despite the challenges of the impact of school closures. With the health and safety of all individuals in mind the district has implemented a plan for conducting evaluations
  - **Initial Evaluations:**
    - Identify evaluation components that may be performed remotely.
    - Utilize existing available information that may be appropriate to meet the required components of the initial evaluation and identify any additional information that might be necessary for determination.
    - Identify any components of the initial evaluation that requires face to face and work with the parents to conduct the evaluation at a mutually agreeable time, when health and safety measures can be satisfied.
    - Classroom observations will be conducted when school is in session in order to reduce delays in evaluations, the district is researching new evaluation models in conjunction with the Teachers association.

- **Recovery Services**: A plan has been developed, that includes parent collaboration, for assessing student's present levels of performance and regression of skills when students return that includes progress toward IEP goals. A determination of recovery services will be based on whether the student was able to make appropriate progress in light of COVID-19. The purpose of recovery services is to place the student in a position that he or she would have had there been no COVID-19.
  - **Determination for Recovery Services will encompass**: Continuity of Services, Communication, Direct Services Administered, as well as Educational Progress and Achievement.
  - **Tools for documentation:**
    - Learning Services Log - a record of contacts and communication. (See Appendix T)
    - Progress Monitoring
    - If necessary re-evaluation, screening or observations.

- **CSE Meetings** will be scheduled to discuss recovery services and to what extent additional services will be needed as well as time frame for provision of services. Virtual or phone meeting opportunities will be provided to parents for discussion
- regarding progress toward goals and benchmarking. Consideration will be given to fit services into the student's schedule and may result in providing additional services during the school day, extending the school day or providing tutoring before or after school.
  - **Examples of possible recovery services** are but not limited to:
    - Specially Designed Instruction
    - Testing Accommodations
    - Program Modifications
    - Assistive Technology
    - Tutors

IEP Implementation:
- The school has developed a plan to ensure continuity of services to support the IEP in the event of a school closure through the development of specific grade level virtual schedules that address IEP needs.
  - Individual transition plans for students who will have difficulty transitioning back to the school environment will be developed as appropriate with parental collaboration.
  - Anticipate additional sensory accommodations or modifications, that may be necessary in the area of social distancing, personal safety (ie. Masks), personal hygiene, or if it is not feasible.
  - A plan for positive behavior interventions and supports to be in place before opening. Incorporate support of district Behavioral Specialist. Identify Special Education activities that were successful in meeting the unique needs of special education students during remote learning.
  - Protocols for community based learning opportunities (CDOS) including students whose IEP's require specific transition services/activities will be developed.

15. Bilingual Education & World Languages

Communications with families

- Communications and translations to parents/guardians will whenever practicable be in their preferred language and mode of communication.

Instructional Support to English Language Learners
- 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.

16. Staffing

Staffing - general considerations

When necessary to fill any daily gaps of staffing for the delivery of face to face instruction HSCS will employ substitute teachers and support staff to address shortages due to illness and Corona virus related needs for the allowable amount of days, given their qualifications and teaching assignment. All staffing regulations as outlined by NYSED and our charter will be followed.

Vulnerable Employees

Employees with health concerns, those considered to have vulnerabilities, and/or staff who are at increased risk for severe COVID-19 illness are encouraged to contact the Head of Schools and Director of HR for additional information and guidance in response to their unique situation so appropriate accommodations may be considered.