# School Re-opening Plan for State Education Department

School DBN: 32K274

## Communication/Family and Community Engagement

Identify the point person(s) who will be responsible for regular and consistent communications with students, parents, staff, and visitors regarding your school’s reopening plan, inclusive of applicable instructions, translation/interpretation, training, signage, etc:

Karen Minogue, assistant principal, Aimee Perez, assistant principal and Doris Rivera, parent coordinator

## Health and Safety

Identify the point person(s) responsible for ensuring all students in your school are taught or trained how to follow new COVID-19 protocols safely and correctly, including but not limited to hand hygiene, proper face covering wearing, social distancing, and respiratory hygiene:

Ms. Robles, Ms. Daly, Mr. Horan and Ms. Dolcine

Identify the point person(s) for your school who will be responsible for the assessment of ill students:

Wendyann Samuel, school nurse

Confirm the dedicated isolation area at your school where students or staff with a temperature, signs of illness, and/or a positive response to the questionnaire will be sent (and students supervised), prior to being picked up or otherwise sent home:

Room 205

Identify the designated COVID-19 safety coordinator (administrator) for your school whose responsibilities include continuous compliance with all aspects of the school’s reopening plan, as well as any phased-in reopening activities:

Ms. Minogue, assistant principal

## Social Emotional Well-Being

Identify the certified school counselor(s) that will be responsible for establishing an advisory council or other collaborative working group to inform the development/updating of your school's comprehensive developmental school counseling program plan to meet current needs:

Ms. Robles, guidance counselor

Describe your school’s continuity of learning plan for the 2020-2021 school year that will prepare all students for in-person, remote, and hybrid models of instruction aligned with New York State Learning Standards and incorporating culturally responsive-sustaining education (CR-SE) practices. Indicate the curriculum and instruction to be implemented for all grades served by your school (including pre-k, if applicable):

Remote instruction for all students will include both synchronous and asynchronous instruction,
with synchronous instruction occurring daily. To ensure that every student has equitable access to culturally responsive, high quality instruction regardless of how they attend school our school will prioritize the following:
-Knowing Students Well-We recognize that many students will return to school this fall with unfinished learning and with considerable anxiety and trauma. Getting to know students on a personal level, understanding their journey, stories, culture and life experiences as well as creating safe, trusting learning environments will be the first step in re-engaging with students upon their return to school.
-Integration of Academic and Social Emotional Learning-We recognize that elements of social emotional learning are essential levers in supporting academic development, particularly as students persevere through difficult academic and social situations. We recognize that our teachers will need to restore relationships with students and build community so that students feel safe to take risks in their thinking, engage in learning new concepts and take on challenges beyond what is academically comfortable.
-Ensure Continuity of Learning: We recognize that it is critical to provide students with opportunities to make connections to prior learning and build on existing knowledge to learn new concepts. Our teachers will ensure that remote learning is a continuation of students' in-person learning. We will implement a shared and inclusive curriculum that is culturally responsive and digitally accessible across grade levels; ensuring continuity of instruction for every student.
-Focus on Priority Learning: We recognize the necessity to attend to unfinished learning and will use the Priority Standards document to design strategic instruction and intervention for all learners that addresses unfinished learning in the context of grade level standards.
Remote instruction for all students will include both synchronous and asynchronous instruction, with synchronous instruction occurring daily.
For students learning in a remote-only setting, synchronous instruction will be directly tied to the asynchronous learning activities in which they engage to promote continuity of instruction and meaningful, connected learning experiences.
For students learning in a hybrid setting, in-person and remote learning experiences (including both synchronous and asynchronous instruction) will complement each other so that the students experience continuity in learning and instruction. there will be fluidity between learning, tasks, activities, assessments and projects that the students engage in both remotely and in-person to create a meaningful and integrated learning experience for students.
Daily Instructional Coordination periods will be used to ensure instruction is coordinated among teachers and provide seamless instruction for students.
Class schedules and schedules for synchronous instruction will be posted for families. As schedules for synchronous instruction are established, we will consider feedback that has been received from students and families. Our schedules will provide all students with sufficient time for high-quality interactions with both teachers and peers. An overall class schedule and times designated for synchronous instruction (including both live instruction in whole and small groups as well as individually) schedules will be posted so that it is available to all students and parents.
Teachers will engage in daily Office Hours to communicate virtually with families and students. To further engage students and families, teachers will be available to meet with students and families via video conference or telephone. This will allow teachers to offer support and guidance to students and families as well as provide feedback and updates related to student progress and learning.

Identify the communications protocols and point person(s) that students and their families/caregivers can contact if they have questions about their instruction and/or technology:

Parent Coordinator Doris Rivera
Our Communication Plan will ensure timely, consistent, and robust communications with families.
We will use it to set expectations and make sure that families know how we will be reaching out to them.
Communication Channels
-Internal school channels: Newsletters, website, social media accounts, emails, letters or flyers mailed and or backpacked to families, robo-calls and phone outreach. Ongoing Meetings with SLT members and staff members.
-External partner channels: Sharing and communication through PTA, Title I PAC, District Leadership Team (DLT), District/Borough President’s Council, Community and Citywide Education Councils.
We will utilize the following resources to provide translated services to our parents and community: Translation and Interpretation (T&I) resources are available for all DOE staff to communicate with parents and families who speak languages other than English.
-Over-the-Phone Interpretation (OPI) Services: Free over-the-phone interpretation services are available 24/7 in 350+ languages, for all school staff to communicate with families who speak languages other than English.
-Written Translation Services: For any written translation requests, we can use the T&I Unit’s Translation Request Form. For questions, email Translations@schools.nyc.gov.
-Translated Communications from DOE Central: The DOE’s central communications team translates all large-scale official messages into the nine standard languages (Arabic, Bangla Bengali, Chinese, French, Haitian-Creole, Korean, Russian, Spanish, and Urdu.) Translated letters are available on the InfoHub page and are listed in the NYC DOE Language Resources google spreadsheet.

## Special Education

Identify the point person(s) (administrator) for your school who will be responsible for ensuring continuous compliance with all mandates for the provision of special education services to students with IEPs, and meaningful communication with parents (and staff) regarding the provision of services to his/her child to meet the requirements of the IDEA:

Aimee Perez assistant principal and Princess Calder SETTS teacher.

## Bilingual Education and World Languages

Identify the point person(s) (administrator) for your school who will be responsible for ensuring continuous compliance with all mandates for the provision of Bilingual and English as a New Language (ENL) programming to ELLs/MLLs, as required by Commissioner’s Regulations Part 154, and meaningful communication with parents/guardians of ELLs/MLLs in their preferred language and mode of communication:

Ms. Karen Minogue, assistant principal and Lourdes Vargas, Bil. Education administrator.