# School Re-opening Plan for State Education Department

School DBN: 32K347

## 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:

Mr. Fernandez, Ms. Rodriguez, Ms. Catlin-Slater, Mr. Baez, Ms. Soler, TBD.

## 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. Jones-Francis, Mr. Fernandez, Ms. Rodriguez, Ms. Catlin-Slater, TBD.

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

Ms. Catlin-Slater, 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 132 (Medical Suite).

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:

Mr. Fernandez.

## 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. Rodriguez, Ms. Ross, Ms. Casaletti, Ms. Roe, Mr. Baez.

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):

IS 347 School of Humanities in alignment with the DOE/District reopening policy is committed to providing students with opportunities to make connections to prior learning and build on existing knowledge to learn new concepts. For students attending school in a blended learning setting, teachers must take extra care to ensure that their remote learning is a continuation of their in-person learning.

IS 347 will adopt an inclusive curriculum set forth by the DOE that is culturally responsive and digitally accessible across grade levels ensuring that there is continuity of instruction for every student. A common, standards aligned trajectory of learning for the four core content areas (ELA, math, science and social studies) will be released quarterly to support continuity of instruction across the NYCDOE and serve as a complement to our existing school's shared and inclusive digital curriculum whether delivered remotely or in person. Our school will continue to provide the following curricula; Expeditionary Learning, Engage NY, Passport, and Amplify Science. We will also continue to utilize iReady for remediation and formative and summative assessment. IS 347 SEL curriculum includes PBIS and the cultural framework from Kids at Hope Arizona State University.

To ensure continuity of learning, teachers will have time to coordinate instruction and plan together. Planning periods will provide teachers who are working together to support a group of students (e.g. in person and all-remote, ICT, SETSS and, etc.) time to plan for a coordinated, seamless instructional approach. School staff will have time at the beginning of the day for coordinating instruction to address continuity of learning for all students (in-person and all remote) and services/supports (e.g., SWDs, MLLs). This will take place for 30 minutes before the students’ instructional day begins. For example, teachers might be scheduled for 30 minutes for collaborative planning time from 8:00
AM – 8:30 AM, with students starting the school day at 8:30 AM. A menu of options will be shared for what this collaborative time may be used for, but an emphasis should be placed on the collaboration and planning between remote teachers and in-person teachers who share students.

Remote instruction for all students will include both synchronous and asynchronous instruction, with synchronous instruction occurring daily.

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:

Mr. Fernandez, Ms. Rodriguez, Ms. Ross, Ms. Do, Ms. Soler, Mr. Baez. Parents can contact IS 347 staff utilizing the following; Telephone, via Messenger, IO education and school website.

## 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:

Mr. Fernandez, Ms. Casaletti, Ms. Hasan, Ms. Medina, Ms. Ross, Ms. Roe, Ms. Reyes, TBD.

## 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:

Mr. Fernandez, Ms. Rodriguez, Ms. Diaz, Ms. Dixon, Ms. Soler, TBD.