# School Re-opening Plan for State Education Department

School DBN: 32K376

## 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:

Cynthia Ramirez, AP
Jennifer Haig, AP
Ivette Rivera, Parent Coordinator
Doris Amador, Administrative Assistant
Sonia Cruz, Pupil Accounting Secretary
Alice Fontanez, School Psychologist
Maria DeJesus, ENL Coordinator
Jennifer Auclair, IEP Teacher
Michael Smith, Journalism Specialist
Myrta Ortiz, Family Attendance Worker
Gladys Badillo, Business Manager
Roberto Isles, Technology Liaison

## 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:

Cynthia Ramirez
Katherine Zingaro

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

F. Taylor, 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:

Rm. 209, Medical Suite
Rm. 213, Isolation Room

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:

Cynthia Ramirez
Katherine Zingaro

## 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:

Alice Fontanez, School Psychologist

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):

The entire PS 376 Community will continue utilizing the Google Classroom platform across grades K-5. In addition to the features and components found in the Google Suite, the instruction will also include the following:
● Instructional Next Generation Learning Standards along with Benchmarks for Learning
● Teachers both in person and remote will use the 30-minute planning times to collaborate together through Microsoft Teams as well as uploading all planning documents to folders in their google drive.
● Expeditionary Learning in grades K-5 for Reading Workshop, which texts and lessons are culturally responsive.
● Thinking Maps aligned with Content Areas
● Teachers will review units and lessons to ensure that instructional material are culturally responsive and inclusive of the diversity of our school and greater community/world.
● Students will continue to participate in STEAM curriculum that promotes both the arts and technology both in person and remotely through Project Based Learning.
● Small Group instruction is an embedded part of the instructional program; students will be provided with opportunities throughout the day and across content areas to work in smaller, focused driven groups.
● Daily schedule will include time for interaction and feedback. This will include times during the morning and the afternoon both in person and remotely.
● Special Populations:
o Special Education students will receive specially designed instruction in accordance with their present levels of performance, goals, and recommended services in their IEP. All services will be provided based on the student’s IEP in conjunction with their remote learning plan.
o ENL students will receive language services from a certified ENL teacher who will ensure receipt of the mandated minutes based on their proficiency levels.

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:

According to the school’s s Language Translation Plan, PS 376 utilizes various resources to find out the preferred language of communication for each family. The ATS system reports that are used include the RHLA, UPPG, RESI and the home language and the NYCDOE preferred language of communication information that is inputted as part of a student profile into the system. Additionally, the school refers to the blue emergency card data and other pertinent information in cumulative files that indicate the language of communication in the home. Additional information is accessed from the HLIS forms and the ELPC screen. All phone calls, conferences, and written communication sent to the families will be in the preferred language of communication. The school has a bilingual Parent Coordinator who is available and utilized to translate for all parent workshops and meetings. Additional personnel in the building include The ESL Coordinator, Speech Teacher, and Psychologist-- all bilingual pedagogues. Parents receive translated documents the same time as documents are sent to English speaking families. Translations are available at all meetings and events, in addition to those held over the phone or via video conference. Written notifications for meetings and important announcements are also translated to the parent’s preferred language. The school staff utilizes translation services from the NYCDOE for parents who indicate a language preference not available in the school.
Instruction:
To assist families with instruction specific questions that may arise during Hybrid or Remote Learning regarding instruction classroom teachers and cluster specialists will use their office hours to communicate to families using:
• Phone (DOE translation service when needed)
• Email
• classroom websites
• Remind APP
To support families with questions about student IEPs and special education service delivery and Remote Learning Plan Questions that may arise, Ms. Auclair, IEP Teacher, Ms. Fontanez, Bilingual School Psychologist, & Ms. Ramirez, AP will support families using:
• Phone (DOE translation service when needed)
• Video conference (Microsoft teams, google classroom)
To support families with questions about ENL services, and programming, and delivery methods, Ms. DeJesus, ENL Coordinator will support families using:
• Phone (DOE translation service when needed)
• Video conference (Microsoft teams, google classroom)
To support families with Social Emotional Learning Supports. The bilingual school psychologist will support families using:
• Phone (DOE translation service when needed)
• Video conference (Microsoft teams, google classroom)
• Virtual workshops (Zoom, Microsoft Teams)
Parents will be notified of their child’s hybrid learning school schedule and days of live instruction by Ms. Cruz, pupil accounting secretary (bilingual) & Ms. Amador, Administrative Assistant (bilingual) Letters will be mailed in parents preferred language of communication. Emails and phone calls will be made to follow up with questions or concerns from the parent coordinator, Ms. Rivera. Ms. Ramirez, AP & Ms. Haig, AP will oversee and supervise this process.
Technology:
To assist families with technology specific questions related to their school issued laptops, Mr. Isles, Technology Liaison will assist families using:
• Phone
• Email
In order to determine student access to devices and technology, Ms. Salchli, Instructional Technology Committee Member will email a survey to parents to complete to notify the school of needed resources.
Throughout the schoolyear, various technology tutorials will be held to support families with platforms being widely used by the school. Personnel facilitating these meetings will vary based on expertise. However, the Instructional Technology Committee, consisting of Ms. Salchli, Mr. Smith, Ms. Zingaro, Ms. Nunez, Ms. Bressler, Ms. Auclair, Ms. Swan, Ms. McKenna, & Mr. Torrellas will support the Parent Coordinator, Ms. Rivera.

## 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:

Cynthia Ramirez
Jennifer Auclair

## 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:

Jennifer Haig
Maria DeJesus