# School Re-opening Plan for State Education Department

School DBN: 32K384

## 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:

Claudia Harris, Principal

## 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:

Guidance Counselors, Classroom Teachers, School Aides, School Based Support Team and Paraprofessionals

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

Ms. Belizaire, Nurse (32K384) and Ms. Maude, Nurse (P53)

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 119

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:

Marilyn Cruz, 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:

Mr. Otniel Rosario, Guidance Counselor and Ms. Linda Nieves, 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):

The NYCDOE and PS/IS 384 are 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 will take extra care to ensure that their remote learning is a continuation of their in-person learning. They will co-plan with teachers to ensure continuity.
Implementing a shared and inclusive curriculum that is culturally responsive and digitally accessible across grade levels will support our school in ensuring that there is continuity of instruction for every student at PS/IS 384. The DOE will be putting out a a common, standards aligned trajectory of learning for the four core content areas (ELA, math, science and social studies) which we will use to complement our school's shared and inclusive digital curriculum whether delivered remotely or in person.
Students across the NYCDOE and at PS/IS 384 will return to school this fall with unfinished learning. Coupled with this, many students will also return to school with considerable anxiety and trauma. This fall, knowing students well will be more important than ever for our staff and students. We will focus on creating safe, trusting learning environments to re-engaging with our students upon their return to school whether in-person or remote.
To ensure continuity of learning, teachers at PS/IS 384 will have time to coordinate instruction and plan together. 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 8:05 AM – 8:35 AM, with students starting the school day at 8:35 AM. An emphasis will be placed on the collaboration and planning between remote teachers and in-person teachers who share students.
Families have the option of choosing to have their child attend school solely through remote learning. Families can choose full-time remote learning at any time, for any reason. Families who choose full-time remote learning will be able to reevaluate their choice during certain set time periods to change their preference and have their child receive in-person instruction instead.
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 students experience continuity in learning and instruction.

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:

Communication will be done through multiple systems; Kinvolved (Text Messaging System), Website, Phone Calls, School email address designated for questions about instruction/technology.
Ms. Grace Baez (Parent Coordinator), Ms. Claudia Harris (Principal), Ms. Marilyn Cruz (Assistant Principal), Ms. Linda Nieves (Guidance Counselor), Mr. Otniel Rosario (Guidance Counselor), Ms. Stephanie Plachy-Feinstein (SPOC/Teacher)

## 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:

Ms. Marilyn Cruz (Assistant Principal) and Ms. Corina Estevez (Special Education Coordinator) and Mr. Brian Gardner (SETSS 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. Marilyn Cruz (Assistant Principal) and Ms. Jennifer Pierce-Chornomor (ELL Coordinator)