# School Re-opening Plan for State Education Department

School DBN: 32k123

## 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:

Carmen Soto, Assistant Principal
Andrea Gonzalez, Assistant Principal
Donna Stalzer, 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:

Dennis Murray, Physical education teacher
John Armenia, physical education teacher

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

Ms. Georges, 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 151

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:

Carmen Soto, Assistant Principal
Andrea Gonzalez, 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:

Milly Canales, guidance counselor
Oneida Fernandez, social worker
Blanca LoMonaco, 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):

PS 123k 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 will ensure that their remote learning is a continuation of their in-person learning. Implementing a shared and inclusive curriculum that is culturally responsive and digitally accessible across grade levels will ensure that there is continuity of instruction for every student that aligns to the NYCDOE priority standards 2020-2021.
In addition to addressing the potential learning loss due to the sudden shift to remote learning due to COVID 19 in the 2019-2020 school year, PS 123k will prioritize getting to know students on a personal level, understanding their background, culture and life experiences as well as creating safe, trusting learning environments in order to reengage with students upon their return to school in September 2020.
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 with an emphasis placed on the collaboration and planning between remote teachers and in-person teachers for students in their shared classes.
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.

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:

Griselda Quiles, teacher
Paula Inestroza, teacher
Marisol Rivera, parent coordinator

## 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:

Carmen Soto, assistant principal
Aridia Cabrera-Castillo, IEP teacher
Ann Gibbons, 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:

Andrea Gonzalez, Assistant principal
Robert Pena Diaz, ELL/Bilingual coordinator/teacher/LAC