



SCHOOL REOPENING PLAN SY' 2020-21

School Name: P.S. 119 Amersfort School Number (DBN): 22K119
Geographic District: 22 BEDS Code: 332200010119
School Type: Elementary Grades Served: PK,OK,01,02,03,04,05,SE
School Address: 3829 AVENUE K, BROOKLYN, NY 11210
Phone Number: 718-377-7696 Fax: 718-338-0694
Principal: Denise Nopper
Juliza Colon-Parent Coordinator
Bernadette Slack- Secretary
Diana Lamar- School Aide
Victoria Romanov- ENL
Coordinator
Denise Nopper-Principal
School Contact Person: Barbara Snow- Assistant Principal Phone Number: 718-377-7696
Superintendent: Bove, Julia
District Contact Person: Heather Fiorica Phone Number: (718) 968-6110

SECTION 1: PLAN OVERVIEW

The closing of schools in March 2020 due to the COVID-19 pandemic has significantly impacted the lives of our students, families, and staff. This impact will likely continue through the 2020-21 school year and beyond. While no one can predict all the challenges that may arise over the coming weeks and months, it is crucial that we plan for a safe and orderly return to school this fall. Our primary concern will be to ensure the health and safety of everyone in our schools. At the same time, we must also address numerous and complex challenges, including catching up on months of lost in-person instruction; ensuring all students have the ability to participate equitably in remote learning; and addressing students' social and emotional needs in the midst of this continuing COVID-19 crisis. The DOE has developed a Citywide [District School Reopening Plan](#), which provides the framework and basis for our school's reopening plan described in this document. Our school's plan supplements the Citywide District School Reopening Plan with school-specific information and actions to meet the differentiated needs of our school community.

SECTION 2: COMMUNICATION/FAMILY AND COMMUNITY ENGAGEMENT

In addition to the robust engagement of New York City school stakeholders and community members in developing the guidelines and protocols for the beginning of the 2020-21 school year, as described in our Citywide [District School Reopening Plan](#), our school has and will continue to engage families, students, educators, staff, and community members in the development and implementation of our school's reopening plan. This includes, but is not limited to:

- Regular meetings with our School Leadership Team (SLT), inclusive of our: Principal; PA/PTA President and other parent leaders; UFT Chapter Leader and other faculty; and student leaders.
- Town Hall meetings for families, students, and community members
- Informal focus groups with various groups of teachers, families, and staff to get feedback on possible guidance before it is released
- Weekly/bi-weekly "backpack" letters to families with detailed information about school re-opening
- Weekly/biweekly all-staff meetings and emails outlining the guidance and impact on their work

We have designated Juliza Colon-Parent Coordinator

Bernadette Slack- Secretary

Diana Lamar- School Aide

Victoria Romanov- ENL Coordinator

Denise Nopper-Principal

Barbara Snow- Assistant Principal as our school's point person who will be responsible for regular and consistent communications with students, parents, staff, and visitors regarding our school's reopening plan, inclusive of applicable instructions, translation/interpretation, training, signage, etc. This person will also be responsible for answering questions regarding the COVID-19 public health emergency and plans implemented by our school and will serve as the main point of contact upon the identification of positive COVID-19 cases and related communications.

SECTION 3: HEALTH AND SAFETY

The health and safety of our students and staff remains a top priority. Families and staff must know and be reassured that our school will take every precaution to prevent the spread of COVID-19 within our school community.

Safely reopening our school for in-person learning means significant changes to classroom capacity. In order to fully comply with the Centers for Disease Control and Prevention (CDC) and New York State's requirements for maintaining at least six feet of physical distance to reduce the spread of COVID-19, our school will operate at significantly reduced capacity for in-person instruction.

Another key action in preventing the spread of COVID-19 is isolating when sick. Our school has a written protocol, developed in collaboration with the district, to instruct staff to observe for signs of illness in students and staff and require symptomatic persons to be sent to the school nurse or other designated personnel.

School-based staff members will be trained during the first days of school (prior to the arrival of students) to serve as critical partners in alerting the school administration if a student develops COVID-19-like symptoms during the school day. We have designated Dr. Rivers- Teacher

Barbara Snow- Assistant Principal

Heather Danza- Paraprofessional

Kaitlyn Marshall - Paraprofessional

Kelly Nardilla- Paraprofessional as our school's point person who will be responsible for ensuring all staff and students in our 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.

Should a student present with symptoms of COVID-19, (including fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting , or diarrhea), our school will be prepared to separate the ill student from the rest of the school until the student can be picked up. We have designated Ms. Margaret Martin-School Nurse as our school's point person who will be responsible for the assessment of ill students.

To protect students and staff members from potential exposure to COVID-19, our school has designated space to be used as an Isolation Room. An Isolation Room is a place where a student with suspected COVID-19 symptoms can be safely isolated in the building until they can be seen by a nurse and/or picked up by a guardian. We have designated Room 104 as the dedicated isolation area at our school where students or staff with a temperature, signs of illness, and/or a positive response to the questionnaire will be sent prior to being picked up or otherwise sent home.

Students exhibiting COVID-19-like symptoms will be strongly encouraged to be seen by a doctor and get tested for COVID-19. According to the NYS Department of Health, the student can only return to school when all the following conditions are met:

- Presents a negative COVID-19 test result AND
- Presents clearance from a health care provider evaluation AND
- The student has been symptom free for 24 hours without the use of medication.

Additionally, while home from school, the student should participate in remote learning if feeling well enough.

We have designated Denise Nopper-Principal as our school's COVID-19 safety coordinator whose responsibilities include continuous compliance with all aspects of our school's reopening plan, as well as any phased-in reopening activities.

Additional information regarding the health and safety protocols our school will be implementing is provided in the DOE's Citywide [District School Reopening Plan](#).

SECTION 4: FACILITIES

Routine cleaning is an important part of standard infection control practices for preventing the spread of COVID-19. Our school will be implementing the Cleaning Protocol developed by the DOE's Division of School Facilities, which follows CDC guidance in addition to New York State Department of Health (DOH) guidance, linked here: https://www.health.ny.gov/diseases/communicable/coronavirus/docs/cleaning_guidance_schools.pdf.

The State DOH guidance also outlines additional cleaning procedures to perform in the event of a confirmed case of COVID-19 in a school. Our school will now perform these enhanced cleaning procedures everyday regardless of any confirmed case of COVID-19. Our Custodial Engineer will continue to comply with instructions on building ventilation and opening of windows and will continue to purchase EPA-registered anti-viral products as described in the State DOH guidelines.

Additional information is provided in the DOE's Citywide [District School Reopening Plan](#).

SECTION 5: CHILD NUTRITION

Our school will provide students with grab-and-go meals for breakfast and lunch each day. Signage will be provided to direct students to pick up points within the school. Students will also be permitted to bring their own lunch, if preferred. Doing so will allow for more flexibility so students and physical distancing can be maintained during lunch time, a time when many students usually gather in one location.

Lunch will likely be in classrooms to minimize interaction between groups of students. If the cafeteria must be used, our school will ensure appropriate physical distancing is maintained. After they have finished eating, our students and staff will wipe down the area where they ate their meal. Every evening, our Division of School Facilities will be cleaning our entire school building with COVID 19 approved disinfectant.

Students who are not receiving in person instruction (remote for the day(s)) can pick up a lunch from our school or an identified school building near their home.

Our school will ensure all protocols for the operation of the cafeteria and other food services will be in accordance with the DOH Guidance linked here: [Interim Guidance for Food Services during the COVID-19 Public Health Emergency](#).

Additional information is provided in the DOE's Citywide [District School Reopening Plan](#).

SECTION 6: SOCIAL EMOTIONAL WELL-BEING

Addressing the social-emotional needs of our school community is a top priority for school re-opening and throughout the year. In order to provide all students with equitable supports, our school will develop and implement a comprehensive school counseling plan, using the DOE's comprehensive school counseling plan, which was grounded in the American School Counselor Association (ASCA) national model where school counselors are provided with information about prevention, interventions, system supports and activities to meet the needs of all students, as our plan's framework.

We have designated Regine Millien- Guidance Counselor
Caroline D'alessio-School Psychologist
Social Worker- vacancy

, as the point person for our school who will be responsible for convening a collaborative working group to inform the development/updating of our school's comprehensive developmental school counseling program plan to meet current needs. This collaborative working group will be comprised of families, students, school leaders, teachers, community-based service providers, school counselors and other pupil personnel service providers, including school social workers and/or school psychologists.

Our comprehensive school counseling plan will be aligned to best practice recommendations for school re-opening and general best practices for student social-emotional and mental wellness to ensure all our students are provided with the scaffolds they need for their academic, career and college readiness and personal development while preparing them to be responsible members of society. A multi-tiered system of supports will include:

- Robust social-emotional learning (SEL) and mental health support for developing students' coping and resilience skills;
- Partnerships and referrals for students and families to community mental health, behavioral, and emotional support services and programs;
- Professional development opportunities for faculty and staff on how to talk with and support students during and after the ongoing COVID-19 public health emergency;
- Ongoing professional development and resources for school counselors to ensure safety and restorative approaches to behavior and equitable access for emotional, mental and physical wellness; and

- Support for staff at all levels to understand trauma and build trauma-informed approaches into their practices and plans for the coming school year.

Additional information is provided in the DOE’s Citywide [District School Reopening Plan](#).

SECTION 7: SCHOOL SCHEDULES

For the 2020-21 school year, our school will be implementing an innovative “blended learning” model to provide the maximum number of students’ access to in-person instruction while following health and safety guidance for social distancing. In a blended learning model, our students will rotate in groups between in-person and remote learning. The blended learning model that our school will be implementing was selected in consultation with our school community stakeholders, based on analysis of system-wide constraints, national research, international best practices, parent and student surveys, and school leader focus groups.

Families will also have the choice to opt-in to an all-remote schedule next fall. Students will not need a medical reason to register for this option. Families will have the option to transition to blended learning during set time periods for their child, and will be asked to register two weeks prior to the start of the when their child would switch to-in person instruction to give our school time to plan.

The details of our school’s programming model are posted on our school’s DOE webpage.

More details on programming models can be found here: <https://www.schools.nyc.gov/school-year-20-21/return-to-school-2020/schoolschedules>.

SECTION 8: ATTENDANCE AND CHRONIC ABSENTEEISM

Capturing and monitoring student/teacher daily attendance and engagement are critical components of our school’s reopening plan in order to: maintain regular contact with students to ensure their participation and continuity of learning; ensure the right supports get to the right students at the right time; and monitor students’ general well-being.

Our school will follow the district-approved process for tracking and monitoring daily teacher/student engagement regardless as to whether the student is remote or in person, which includes:

- Assigning a homeroom teacher as a daily point of contact for attendance purposes;
- Adhering to a tiered response protocol in monitoring chronic absenteeism;
- Employing evidence-based student engagement strategies that are shared through [Every Student, Every Day](#) such as [Success Mentoring](#) and [weekly data-driven attendance meetings](#);
- Leveraging our community resources to re-engage chronically absent students;
- Reporting of daily teacher/student engagement and student attendance to be aggregated by the NYCDOE Central office in a centralized system.

Our school’s Attendance Plan will be updated to reflect the protocols for engaging with every student every day, and ensuring students’ well-being, health and safety, including how our school will differentiate attendance supports for special populations, such as students with disabilities and students in temporary housing.

We will share the Attendance Plan with our school community, publish it on our school’s website, and submit our plan to the NYCDOE central office.

Our school's attendance and engagement data will be used for continuous improvement and to inform our school's professional development, coaching and related supports to address chronic absenteeism.

Additional information is provided in the DOE's Citywide [District School Reopening Plan](#).

SECTION 9: TECHNOLOGY AND CONNECTIVITY

To the extent practicable, our school will provide devices and internet access to all students and teachers who currently do not have sufficient access. As described in our Citywide [District School Reopening Plan](#), parents, students, and teachers will have access to an online form they can fill out to apply for devices. Our school will use the contact information provided on the form to arrange for delivery of the equipment. The online form is posted here: <https://coronavirus.schools.nyc/RemoteLearningDevices>.

SECTION 10: TEACHING AND LEARNING

Our students will return to school this fall with unfinished learning. Coupled with this, many students will also return to school with considerable anxiety and trauma. In implementing our educational program this fall, our priorities will be to create safe, trusting learning environments where we can know students on a personal level, understand their background, culture and life experiences, and address their differentiated academic needs.

Provided below is a description of our 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.

Our school has chosen the Model 2 for September. With this model groups A, B and C will have in person instruction on select days and receive remote instruction on the other days. These groups are known as blended learners. Group D students will learn remotely on a full time basis. To make sure that each student has access to high level instruction and tasks, we will have collaboration among the teachers that are teaching remotely and the teachers that are providing in person instruction. For example, teachers that have Group A on Monday will collaborate with their students' teacher that is instructing them on Tuesday (remotely) and with the full time remote teacher as well. Teachers will be expected to prepare and provide scaffolds for ENL students and modifications and accommodations for IEP students. Therefore students in every grade will be provided with consistent high level instruction. This collaboration will take place from 8:00 am to 8:30 every day. Breakfast will be provided during morning routines in the classroom.

Since the students have been out of the building during these difficult times, we will be integrating academic and social emotional learning. Teachers will get to know their students through various activities including art, problem solving and writing. These will be integrated into the curriculum areas. In person instruction will consist of a teacher, possibly a paraprofessional and 9- 10 students. Emphasis will be placed on the four key curriculum areas with social emotional extensions. Teachers will use iPads to control smart boards as they teach new concepts and skills. Students will respond in most cases with a device. These devices will contain the same instructional software. For instance, class lab which is a part of Notebook interactive software will be loaded on student devices. Software programs such as Notebook Software, Loom, PearDeck and Padlet will be utilized for instruction and assessment. Content software such as STMath, Scholastic Education, National Geographic, Into Reading, EnVision, Passport, iReady, Passport and Amplify will be used for in person instruction as well as remote instruction. These will be incorporated into the platform that we use (Google or iLearn). This will ensure that the transition from in person instruction to remote instruction will be fluid. It will also keep the connection among remote learners and blended learners. Remote and blended learners will be provided with synchronous and asynchronous instruction. Unfortunately, social distancing and other safety measures will not allow for group work and the use of paper material and books in the classroom.

Instruction in the areas of math, ELA, science and Social Studies will take place during select periods. A cluster teacher will cover the class during the teacher's duty free lunch and while the students are having their lunch. The cluster teacher will provide fun activities such as art, music and Move to Improve during this time. Dismissal for students is 2:00 pm however, teachers will have office hours from 2:00 to 2:20, followed by their preparation period. They will utilize their office hours by connecting with students and parents. We are committed to providing instruction aligned to the NYS Standards, culturally responsive and equitable for all students.

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 are as follows:

Pamela Gordon-Teacher-content
Donna Incorvaia-Teacher-content
Edward Herrera-Paraprofessional-technology

Additional information is provided in the DOE's Citywide [District School Reopening Plan](#).

SECTION 11: SPECIAL EDUCATION

In addition to the instructional supports for all students described in our school's continuity of learning plan in Section 12 of this document, our school will provide special education programs/services according to each student's IEP through the blended learning model detailed in Section 8. For students whose families have opted for remote learning only, we will provide special education programs and services fully remotely.

To ensure the health and safety of our students with IEPs and those providing special education services, our school will implement the detailed protocols and procedures for the safe delivery of in-person services and assessments as described in the DOE's Citywide [District School Reopening Plan](#).

To ensure meaningful parent engagement regarding the provision of services to students to meet the requirements of the IDEA, our school will:

- Document and communicate to parents how students' special education programs and services will be provided in-person and/or remotely during blended learning to meet each student's unique disability related needs. Any accommodations, modifications, supplementary aids and services, and assistive technology that are appropriate for the student under the present circumstances will be provided.
- Utilize DOE's language supports to ensure contact is made in and materials are provided to parents in their preferred language.
- Utilize the DOE's Special Education Student Information System (SESIS) to record communications with parents regarding students' services during this time.

We have designated Barbara Snow- Assistant Principal
Caroline D'alessio- School Psychologist as the point person for our 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.

Additional information is provided in the DOE's Citywide [District School Reopening Plan](#).

SECTION 12: BILINGUAL EDUCATION AND WORLD LANGUAGES

Language access for students and families and meeting the instructional and social emotional needs of our English language learners (ELLs) and multilingual learners (MLLs) are priorities for our school. In addition to the instructional supports described in our school's continuity of learning plan in Section 12 of this document, we will adhere to 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:

- Complete the ELL identification process within 30 school days of the start of the school year for all students who enrolled during COVID-19 school closures in 2019-20, as well as all students who enroll during summer of 2020 and during the first 20 school days of the 2020-21 school year. After this 20-day flexibility period, identification of ELLs will resume for all students within required 10 school days of initial enrollment.
- Provide required instructional Units of Study to all ELLs based on their most recently measured English language proficiency level during in-person or hybrid instruction.
- Ensure the maintenance of regular communication with parents/guardians of ELLs to ensure that they are engaged in their children's education during the reopening process.
- Provide all updates, information, and resources for parents/guardians of ELLs in their preferred language and mode of communication.

We have designated Barbara Snow- Assistant Principal

Victoria Romanov- ENL Coordinator as the point person for our 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.

Additional information is provided in the *Services for ELLs Policy* referenced in the DOE's Citywide [District School Reopening Plan](#). This policy highlights key changes pertinent to the identification, assessment, and mandated instruction for newly admitted potential English Language Learners (ELLs), ELLs, and Former ELLs in grades K-12 in light of COVID-19.

SECTION 13: ATHLETICS AND EXTRACURRICULAR ACTIVITIES

Our school recognizes that extracurricular activities are an important aspect of student life and the school community. As our school plans for reopening in September, we will aim to bring back activities that can be conducted in a safe environment with appropriate social distancing protocols, including the creation of extracurricular activities that can be continued remotely, and encouraging student participation in our New York City Department of Youth and Community Development (DYCD)'s afterschool programs, which are planned to reopen in September and operate Mondays through Fridays, until 6:00 pm.

Additional information is provided in the DOE's Citywide [District School Reopening Plan](#).