



# Hybrid Reopening Plan

Spring 2021

Updated April 26, 2021



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## Purpose

In the event that in-person learning commences in September 2020, WHIN will provide a rigorous and flexible learning environment that observes all appropriate social distancing and health guidelines issued by the State of New York. Further, the WHIN re-entry plan will provide a safe and rigorous physical and virtual learning environment for students in the event that not all students can be physically present at a single time. Our plan will have high academic standards for all children while maintaining a focus on their social-emotional well-being.

This plan has been updated to reflect the latest guidance from the Centers for Disease Control (CDC), which updated its recommendation for physical distancing in schools, decreasing it from 6 feet to 3 feet for students in most cases. On April 9th, the New York State Department of Health adopted the following guidelines that elementary schools can maintain physical distancing of at least 3 feet between students in classrooms for instruction. Therefore, WHIN will be converting some classrooms to 3 feet social distancing and keeping students in cohorts. This plan will reflect these changes and updates.

## Priorities

1. Create and implement a trauma-informed plan for students, families, and staff
2. Providing health and safety procedures for staff, students, and families
3. Maintain high academic standards and rigor
4. Maintain warm school culture
5. Build community

## Social-Emotional, Counseling and Mental Health Supports

As students, staff, and families re-enter brick and mortar and/or hybrid learning environments, it is likely our community will have many known and unknown trauma and, as such, the school is taking a trauma-informed lens to provide a safe, stable and sensitive environment to support all.

Building upon our current social-emotional practices, Second Step, our social-emotional learning (SEL) curriculum, will be implemented by classroom teachers and supported by the School Counselor and Director of Special Programs. Second Step provides weekly lessons targeting specific social emotional skills, daily activities and vocabulary that support the weekly lessons. The SEL curriculum has and can continue to be provided to students during in-person or remote learning settings.

### Student, Staff, and Family Social-Emotional Tier Supports

	Tier 1 (Universal)	Tier 2 (Targeted Small Groups)	Tier 3 (Intensive and Individual)
<b>Students</b>	School-wide initiatives to foster community <ul style="list-style-type: none"> <li>i.e. <i>Kindness Tree</i></li> </ul>	Monitor routinely for trauma symptoms	Screen for trauma exposure <ul style="list-style-type: none"> <li>NYP Referral</li> </ul>
	Emotions chart in each classroom	Emotions chart on student desks with teacher support	Referral to School Counselor
	Predictable routines and expectations	Restorative circles with Director of Student Culture and/or School Counselor	Some sort of individual plan/contract
	Positive behavior interventions and supports	Small groups/circles in classroom	Individual Behavior Intervention Plan
	SEL curriculum <ul style="list-style-type: none"> <li>Second Step weekly lessons</li> <li>Daily activities</li> </ul>	Social Skills Small Groups <ul style="list-style-type: none"> <li>Lunch Bunch</li> <li>Snack Pack</li> <li>Sisterhood</li> <li>Pre-teach Second Step lesson</li> </ul>	Small Group Intervention <ul style="list-style-type: none"> <li>Second Step</li> </ul>
	Morning Meeting	Small group preview or review	Individual check-in
	Mindfulness Break <ul style="list-style-type: none"> <li>Second Step daily activities</li> </ul>	Small group re-teach	Individual check-in
	Trusting, nonacademic relationship with at least one adult in the building	“Check-in and Check-out” mentoring support system	Enhanced “Check-in and Check-out” mentoring support system
School Counselor referral form	At-risk School Counselor support for 6-8 weeks	Outside referral for long-term support	
<b>Staff</b>	Provide wellness resources <ul style="list-style-type: none"> <li>Talkspace</li> </ul> Regular check-ins with supervisor,	SafeSchools training for skill building Crisis Response & Recovery (SLT)	

	school leaders, and grade team leaders  Staff circles ( <a href="#">Resource</a> ) Staff professional development	Provide mental health resources per staff member's insurance policy	
<b>Families</b>	Parent Workshops  Open and frequent communication <ul style="list-style-type: none"> <li>Virtual interviews between teachers and families</li> </ul>	Provide resources for outside services  Coordinated efforts with other agencies/providers to support families	Referral to NYP School-Based Health Center Clinicians  WHIN/NYP coordinated case management

## Schoolwide Routines and Procedures

### School Transportation Services

WHIN works with the DOE Office of Pupil Transportation (OPT) to provide transportation to all eligible New York City students in public, charter, and non-public schools. All eligible students have at minimum a Metrocard or Bussing Transportation service to arrive at school on a daily basis.

Should the DOE OPT office provide busses to NYC students, WHIN will support them in following state health guidance to ensure school busses provide safe transportation to and from school. If the DOE OPT is not able to provide bussing service to students, every WHIN family will receive a MetroCard so they can safely get to and from school.

### Student Arrival

- Before Arrival: Reminders and health screening surveys will be sent to families as appropriate. Parents will be notified of the following:
  - How to screen their child's temperature
  - How to conduct visual inspections of signs of illness
  - How to wear personal protective equipment, such as cloth face masks
  - Family health screening questionnaire using suggested questions from the DOH and CDC.
- Arrival: Students will utilize two WHIN entrances, greeted by a leadership member and a small team of health monitors. Students will line up using markers placed 6 feet apart to maintain social distance. Parents may drop off students once the health check has been "passed" which includes a temperature less than 100 degrees and no signs or symptoms of COVID-19. There will be a staggered arrival per the following schedule:
  - WHIN Main Entrance at 164th Street:
    - 7:45am arrival for Kindergarten, First Grade Second Grade



- 7:55am arrival for Third Grade and Fourth Grade
- Health Check:
  - Each health monitor will wear personal protective equipment (PPE) which will include:
    - A face shield that covers the front and sides of the face
    - Face mask
    - Disposable gloves
    - Full body gown
  - Each health monitor will be responsible for examining and conducting the following before a student enters the school building:
    - Visual Health inspection
    - Temperature check confirms student temperature is under 100°F
    - Students sanitize their hands using sanitizer with over 60% alcohol
    - All health screening medical information is private and only a pass/fail record will be kept by the school

#### Dismissal

- To maintain social distancing dismissal will be conducted via the courtyard doors and staggered at the following times:
  - Kindergarten - 2nd Grade: 3:45pm
  - 3rd - 4th Grade: 3:55pm

#### Early Pick-up procedures

- Families must call or email the office to schedule an early pick-up prior to 2pm on the day of the early pick-up. Family members will arrive at the school, alert the security desk of the early pick-up, then wait outside for their child to be escorted by a WHIN team member to the family member. Parents and guardians will need to sign out their child before leaving.

#### Late drop off procedures

- Families that arrive after the arrival time will be greeted by a WHIN team member at the main building entrance door. Parents may drop off their child once their health check has been passed.

#### School Foods

- All students are eligible to receive free breakfast, lunch, and afterschool snacks by the NYC DOE School foods program.

Breakfast	<ul style="list-style-type: none"> <li>All students will receive a “grab and go” cold breakfast upon entering the school building. Breakfast will be eaten in the classroom or in a supervised secondary classroom.</li> </ul>
Lunch	<ul style="list-style-type: none"> <li>Following proper hand hygiene, all students will receive hot lunch to eat in their classroom or in the cafeteria depending on the space capacity to allow for social distancing.</li> <li>Students will maintain 6 ft apart.</li> <li>Teachers will be responsible for meal counting accountability and student dietary needs.</li> </ul>
Snack	<ul style="list-style-type: none"> <li>Following proper hand hygiene, all students will receive a snack to eat in their classroom or in a supervised secondary classroom to maintain social distancing.</li> <li>Students will maintain 6 ft distance from each other</li> <li>Teachers will be responsible for meal counting accountability and student dietary needs.</li> </ul>

### Building Systems and Procedures

- Visitors
  - Visitors will not be permitted in the school building unless pre-approved by the Executive Director one week prior to the scheduled visit.
  - Visitors are subject to temperature and health screening upon entering the building and must follow all social distancing and hygiene practices.
- Bathroom Cleanliness and Hygiene
  - A bathroom monitor will take small groups of students from each classroom to the bathroom. The bathroom monitor will be responsible for the following:
    - Maintaining social distancing parameters
    - Maintaining bathroom cleanliness
    - Ensuring students wash their hands and use sanitizer
  - Bathrooms will be sanitized by the DOE custodial team as per a building-wide schedule.
- Nurse procedures
  - All students who show signs of illness or symptoms of COVID-19 will be escorted to the first floor isolation room by a staff member in full PPE. The staff member will remain with the student until parent/guardian arrival.
  - The school nurse will be notified to access the student.
  - Ill students or staff will be sent home to follow up with their healthcare provider.
  - Other injuries or illness will be directed to the Main Office to check in before going to the School-Based Health Center.



- Fire Code
  - WHIN understands the important role of ensuring safety in event of an emergency situation. Each year WHIN conducts eight evacuation drills and four lock down safety drills. We will continue to schedule the drills with modifications:
    - Students will remain 6 feet apart while evacuating the building
    - Students wear face coverings if it does not interfere with the students' health

## Health and Safety

As per DOH and NYSED Guidance, daily health check procedures will be conducted as follows:

- Students are required to have a daily temperature check and a periodic completion of a screening questionnaire. Parents and guardians are encouraged to screen their child prior before sending them to school. Students and staff are required to wear face masks throughout the school day and compliance will be monitored throughout the school day.
  - Staff are required to have daily temperature checks and complete a screening questionnaire.
  - A visual inspection of students and staff will be conducted daily for the following symptoms of COVID-19:
    - Fever or chills (100 degrees Fahrenheit or greater)
    - Cough
    - Shortness of breath or difficulty breathing
    - Fatigue
    - Muscle or body aches
    - Headache
    - New loss of taste or smell
    - Sore throat
    - Congestion or runny nose
    - Nausea or vomiting
    - Diarrhea
    - Flushed cheeks
    - Rapid or difficulty breathing (without recent physical activity)
    - Frequent use of the bathroom
  - If a student is exhibiting these symptoms, they will be directed to their health care provider and sent home.
- Potential student COVID-19 infection procedures:
    - If a student's family reports having tested positive for COVID-19, school administrators will notify the local health department to determine steps needed for the school community.





- Students exhibiting these symptoms will be isolated and assessed by a member of the School-based Health Center. If the School-Based Health Center is unavailable, the school will contact a parent/guardian to come pick up their ill child or send the staff home.
- The parent or guardian will be instructed to call their health care provider, local clinic, or urgent care center.
- The parent should have a written note from a medical provider stating they are clear to return to school.
  
- Potential staff COVID-19 infection procedures:
  - Per CDC [guidance](#), all staff will be directed to stay home if they are sick until at least 24 hours after their fever (temperature 100 degrees Fahrenheit or higher) is gone. Temperature should be measured without the use of fever-reducing medicines.
  - Staff exhibiting these symptoms will be isolated and assessed by a member of the School-based Health Center. If the School-Based Health Center is unavailable, the school will send the staff member home.
  - If a staff member reports testing positive for COVID-19, school administrators will notify the local health department to determine steps needed for the school community.
  
- Return to school after Illness
  - If a person is not diagnosed by a healthcare provider with COVID-19, they may return to school:
    - Once there is no fever without the use of fever reducing medicines, and they have felt well for 24 hours;
    - If they have been diagnosed with another condition and have a healthcare provider written note stating they are clear to return to school.
    - They have a written note from a medical provider stating they are clear to return to school.
  - If a person is diagnosed with COVID-19 by a healthcare provider or does not get a COVID-19 test but has had symptoms, they should not be at school and should stay at home until:
    - It has been ten days since the individual first had symptoms;
    - It has been at least three days since the individual has had a fever (without using fever-reducing medicine), and
    - It has been at least three days since the individual's symptoms improved, including cough and shortness of breath.
    - They have a written note from a medical provider stating they are clear to return to school.



As per the DOH suggestions for staff and families who come in contact or test positive for COVID-19 we will follow the following procedures:

Member	Test Positive for COVID-19	Have been exposed to COVID-19 (exposure = standing within 6 feet for 10 or more consistent minutes)	When can they safely return back to the school building?
Staff Member Student Family Member	Full Remote Quarantine for 10 days	Full Remote Quarantine for 14	After quarantined for the suggested amount of time indicated by the DOH
<p>Note: Members who have been in contact or tested positive for COVID-19 may only return back to school after proper quarantine. Proof of a COVID-19 test will not be sufficient to return back to work. People who have been in close contact with the person will be notified and encouraged to take precautions. The identity of the student or staff member will be kept private.</p>			

Depending on local health authority advice and the number of positive cases in a given cohort, the cohort, class and/or school may be recommended to close or quarantine for a certain amount of time.

Social Distancing Measures:

To maintain safety and healthy practices, the WHIN community will be practicing social distancing, also known as “physical distancing” by keeping at least three feet of space between individuals. As a result, students will be grouped together as a consistent cohort. Based on the square footage of each room, there will be a reduced number of students in all areas. As much as possible, in-school movement will be limited to PE and Vocal music only. Additionally, student belongings and materials will be separated and not shared.

Elementary schools can maintain physical distancing of at least 3 feet between students in classrooms for instruction. Keeping students in cohorts continues to be recommended. Students will be provided 6 feet social distancing space during meals such as breakfast, lunch, and snack.

## School Calendar and Schedules

School Calendar:



The Academic School Calendar will follow the mandated 180-day requirement. If students are learning remotely they are expected to complete all assignments and activities including engaging in synchronous learning with their in-building classmates.

School Schedule:

- Physical Schedule
  - WHIN students whose family elected in-person will be coming to school five days a week. The following students were provided priority to come in person: Students with Disabilities, English Language Learners, and siblings that attend WHIN.
  
- Remote Schedule
  - WHIN students whose family elected fully remote will attend live Zoom classes taught by a teacher, working on online assignments, and engaging in online platforms such as LexiaCore5, Zearn and iReady. All students will be learning remotely on Fridays.
  
- Staff Schedule
  - Classroom teachers will rotate who teachers remotely and in-person on a rotating weekly schedule. Physical Education is taught live in-person and asynchronous video lessons are provided for remote students. Vocal music is live once a week via Zoom for fully remote students and taught live in-person Monday to Thursday. There are two in-person Teaching Artists and two fully remote Teaching Artists.

Sample Schedule:\*

Key: Yellow (asynchronous - pre-recorded video)      Blue (synchronous - live video)

Time	In-Person	Remote Schedule
7:50	Breakfast	Number Corner: Watch video and complete

		activities.
8:10	<b>Morning Meeting</b> <i>Synchronous through live video</i>	
8:30	<b>Literacy</b> <i>Synchronous through live video</i>	
9:30	<b>Math</b> <i>Synchronous through live video</i>	
10:30	<b>Orchestra Sectionals</b> <i>Synchronous through live video</i>	
11:10	<b>Recess</b>	<b>Lunch and Play</b>
11:30	<b>Lunch</b>	
12:00	<b>Vocal Music Class</b> <i>Synchronous through live video</i>	<b>Vocal Music:</b> Watch video and complete assignment
12:30	<b>Foundations</b>	<b>Foundations:</b> Watch video and complete assignment.
12:45	<b>Guided Reading and Independent Reading</b> <i>Synchronous small group lesson through live video</i>	
1:30	<b>Social Emotional Learning Activity</b>	<b>Work time:</b> <ul style="list-style-type: none"> <li>● Social Emotional Learning Activity</li> <li>● Science or Social Studies video and assignment</li> <li>● Watch read aloud</li> <li>● Physical Education video and assignment</li> <li>● Digital Learning Platforms:               <ul style="list-style-type: none"> <li>○ Math (15-30 minutes)                   <ul style="list-style-type: none"> <li>■ Zearn (K-1)</li> <li>■ iReady Math (Grades 2-4)</li> </ul> </li> <li>○ Literacy (15-30 minutes):                   <ul style="list-style-type: none"> <li>■ Lexia Core5 (K-1)</li> <li>■ iReady ELA ( Grades 2-4)</li> </ul> </li> </ul> </li> </ul>
1:40	<b>Science or Social Studies</b>	
2:20	<b>Snack</b>	
2:35	<b>Math Number Corner</b>	
2:50	<b>Literacy: Read aloud</b>	
3:20	<b>Physical Education</b>	
3:55	<b>Dismissal</b>	

\*subject to change based on the classroom schedule

- Recess
  - Recess will take place within the cohort and will be at the playground or in the classroom depending on the weather.
  
- Hallway Transitions



- When transitioning in the hallways, students will be wearing masks and maintaining social distance between themselves and their peers. In-school travel will be limited to PE and other classes as needed. There will be tape on the floor to demonstrate where students should be walking to ensure limited contact with other students.

## Curriculum

- Acceleration: During the spring of 2019, students experienced potential learning loss because of school closure. In order to maintain high academic standards and rigor this fall, WHIN's approach to reentry will focus on the opportunity to accelerate student learning and exposure to grade-appropriate work. Using guidance from [TNTP's Learning Acceleration](#) Guide, WHIN will use the following strategies to accelerate student learning: prioritizing the critical prerequisite standards for each subject area for the grade level, diagnosing students' unfinished learning, adapting scope and sequence and pacing guidance to denote when acceleration support will be needed, supporting teachers in accelerating student learning, and monitoring student progress.
- English Language Arts: Each week, students will receive in-person, live remote instruction, and recorded videos using our language arts curriculum, EL ELA, a Common Core State Standards-aligned curriculum with Close Reading and supplemental iReady resources for second to fourth grade students. Additionally, students receive foundational literacy skills instruction using the Foundations curriculum in grades K-3. Students complete and submit assignments to the teacher digitally and in-person. Students will also receive guided reading instruction. In addition, students read independently for thirty minutes at their independent level and go on LexiaCore5 (K-1) and iReady (Grades 2-4), for 15-30 minutes. Pacing guidance will prioritize the power literacy standards for each grade level.
- Math: Every week through teacher-recorded videos, live video instruction, and in-person instruction, students receive instruction in math activities based on our math curriculum, Bridges in Mathematics, which is a Common Core State Standards-aligned program. Students will complete daily assignments in person and digitally. They also practice their math skills using the online program, Zearn Math (K-1) and iReady (Grades 2-4) for 15-30 minutes. Our math pacing calendars will include short screener assessments at the beginning of each unit to assess student readiness and gaps. Moreover, based on recommendations from the Math Learning Center, pacing calendars will include additional time to provide just-in-time supports to support acceleration.
- Science: Each week, students attend science two to three times a week for in-person lessons, and for students who are fully remote, they will watch teacher-recorded videos.



There will be teacher-led investigations, read alouds, and ways for students to engage and replicate investigations at home using our FOSS curriculum. Students will need to complete and return assignments to the teacher both in-person and digitally.

- Social Studies: Social studies will be taught 2-3 times a week in-person and through pre-recorded videos for students who are fully remote using our expeditionary learning-inspired curriculum.
- Physical Education: Daily physical education lessons and workouts will be provided to students in-person or via pre-recorded videos by the teacher. Instruction is aligned to state standards. Students perform lesson tasks in-person or record themselves for teacher review and feedback.
- Intervention: Students who require extra support based on screener benchmark assessments will receive reading and math intervention individually or in small groups based on student need 3-5 times a week using research-based interventions, such as Foundations, Leveled Literacy Intervention or Bridges Intervention. These interventions will be in-person and/or over video as needed by the Intervention team consisting of the Reading Interventionist, ELL Interventionist, and SETSS Teacher.
- Field experiences: Experiences outside of the classroom offer WHIN students hands-on opportunities to apply classroom instruction to real world situations. WHIN students participate and share an active role in the community. Teachers organize and arrange trips to coincide with the curriculum they are teaching. These opportunities range from walks in the neighborhood to visits to local cultural institutions, such as museums and theatres. Depending on safety conditions and availability, field experiences may be virtual tours and/or interviews with experts.

## Music Program

- Vocal Music Class: Having high quality and authentic music-making experiences is central to the mission and values of WHIN. We also understand that groups of people singing together in a classroom could potentially spread COVID-19 at an increased rate. As such, WHIN is planning on holding our vocal music classes in the auditorium and/or the school cafeteria. These spaces are extremely large and allow us to maintain well over the 12 foot social distancing requirement by the Department of Health.
- Orchestra Class: By default, sectional classes (Mon-Thur) are smaller groups of students playing together on similar instruments and easily allow for appropriate social distancing measures. Our A/B schedule ensures each sectional can proceed as normal with half of the sectional joining the class remotely.

## Assessments

In each content area, student assignments and performance include classwork, video, picture, or written evidence of task completion and performance tasks. The assignments are aligned with the curriculum and standards as outlined in teacher lesson plans. Teachers meet in grade teams with the Curriculum Coach to ensure lessons and student work align with our educational program. Moreover, there is a differentiation section in the lesson plans to address the needs of students with disabilities and English Language learners.

Student learning will be assessed by level of proficiency on the following standards-based scale:

- 1- Beginning
- 2 - Approaching
- 3 - Proficient
- 4- Advanced

All student assignments and data are tracked in Schoolrunner, our student information system.

- **Benchmark Assessments:** In order to accelerate student learning in the fall, we will need to have a clear understanding of students' strengths and areas for growth. As such, WHIN will be using the following benchmark assessments to determine student performance and progress:
  - **Literacy**
    - **Strategic Teaching and Evaluation of Progress (STEP):** All students in K-4 will be assessed in their reading skills using STEP in September during in-person instruction and remotely for those students who are fully remote. This assessment will provide information regarding student strengths in fluency, reading accuracy, and reading comprehension.
    - **iReady:** In grades 2-4, students will be taking the iReady benchmark assessment to provide additional information about student mastery toward grade level standards during in-person instruction. Moreover, the assessment will inform students' learning pathways in the online digital platform of iReady for when students are distance learning.
  - **Math**
    - **Assessing Math Concepts (AMC):** This assessment was not administered in the fall or during this school year as there is no virtual way of All students in grades K-1 will be assessed in their math skills using AMC in September during in-person instruction. The assessment will

provide information regarding a students' developmental number sense and problem solving abilities.

- **iReady:** In grades 2-4, students will be taking the iReady benchmark assessment to provide additional information about student mastery toward grade level standards during in-person instruction. Moreover, the assessment will inform students' learning pathways in the online digital platform of iReady for when students are distance learning.
- Progress Monitoring:
  - Monitoring student progress is a key component of accelerating student learning. In addition to having regular monitoring using benchmark assessments four times a year, progress will be monitored for each content area either on a weekly and biweekly basis centralized in Schoolrunner for easy analysis. The formative assessments such as student work, quizzes, exit tickets, and performance tasks will inform instructional decisions to accelerate student learning.

## Sub-Populations

- Students with Disabilities: WHIN will continue to deliver Special Education services to students with IEPs and refer students for evaluation to the CSE who are suspected of needing additional academic services. All mandated services will be offered either in person or by videoconference.
  - Special Education teachers will provide individual or group instructional support
  - Special Education teachers will implement IEP goals and track and monitor progress towards goals
  - Co-teachers will have a weekly co-planning meeting to provide differentiated instruction and accommodations as needed
  - Related Service Providers will provide mandated therapies in-person and/or by videoconference.
- English Language Learners (ELL): WHIN will continue to deliver academic support in a sheltered instruction model to students identified as English Language Learners during in-person and remote instruction. ELL Intervention services will be delivered to students based on language proficiency level and academic need identified through screener benchmark assessments.
  - Co-teachers will include language objectives and provide language supports during instruction
  - ELL Interventionist will provide targeted small group instruction for ELL identified students





## Student Orientation

- Kindergarten: Each year, WHIN ushers in a new kindergarten class with Kindergarten Camp, where the first several days of school focus on establishing positive relationships and structured classroom and school environment. As an additional support, there will be virtual tours of the classroom, online resources and introduction videos from the teachers to acclimate students to the new environment. Additionally, a phone conference prior to the school year will help teachers and staff build rapport with new families.
- New Families (1st-4th): Each year, WHIN welcomes newly enrolled students in grades 1st-4th, and there are orientation sessions to acclimate students to a new school setting. This year, these orientations will be in-person and conducted virtually to provide equitable access to all families to get to know WHIN. Similar to kindergarten, there will be a virtual tour of the classroom along with teacher introduction videos for students new to WHIN.
- Returning students and grade levels: For our returning students, we will have had ongoing communication in the form of email. This year, we will layer in virtual tours of the classroom, online resources, and also teacher introductions.
- School supplies: We will be working with families to ensure students have individual classroom supplies over shared supplies as in previous years to support cleanliness and good health habits.
- Technology Distribution: For students who require technology, families may pick up technology during the orientations and during the beginning of the school year. See below for more information regarding technology.

## Staff Development

In addition to the Summer Institute, there will be ongoing staff training, such as IT support and screencast tutorials for teachers to navigate a variety of learning platforms, as well as trauma informed practices. Individual check-in meetings with staff are scheduled regularly for supervision and feedback.

- August Summer Institute: Each summer, WHIN hosts a Summer Institute to onboard new staff and welcome returning staff to prepare for a successful school year. It is a 2-3 week experience in which teachers build community, learn about WHIN's vision and mission, receive curriculum, instructional, and technology training, set up the classroom,



and plan for the beginning of the school year. This year, based on safety conditions of the building, Summer Institute will be a combination of in-person and virtual meetings. Additionally, staff will be provided training on the reopening plan, instructional technology and programs, COVID-19 symptoms and prevention, and safety/cleaning procedures. In addition to the aforementioned trainings, we are including additional trainings to support trauma-informed and social-emotional supports for students, such as the leadership training and staff training on trauma-informed teaching hosted by the NYP School-Based Health Center

- Ongoing Instructional Planning and Support:
  - **Content Meetings:** Classroom Teachers participate in grade level content meetings (Math and Literacy) for literacy and math every week. Other teachers and staff continue to have weekly department meetings such as Music, Special Education, ELL, Counseling, Intervention, Science, Physical Education, and Intervention.
  - **Friday Staff Meetings:** Each Friday, there is an all staff meeting along with professional development. These meetings provide opportunities for planning, RTI/CST meetings, professional development and professional learning communities.
  - **Observations and Lesson Plan feedback** will take place on regular intervals taking into account in-person and virtual teaching.

## School Culture and Community

We aim to continue to develop our students holistically by ensuring they continue to receive exposure to character education through our WHIN Ways of Being, Core Values and community building events and assignments. While the 2020-2021 school year will be unlike any school year we have experienced it is imperative that we ensure a consistent positive learning environment for our students in the face of uncertainty; therefore, our School Culture will continue to define our school's character and will set its standards and expectations. WHIN's culture is important, especially to our young WHINners because it establishes *who they are*.

- Character Education
  - **WHIN Ways of Being** - WHIN is committed to developing students holistically and authentically; instead of setting aside a specified time to perform character development, WHIN integrates elements of character strengthening within all content areas by making lesson plan dual purpose by incorporating WHIN's Ways of Being.
  - **Positive Behavior Implantation and Supports (PBIS):** Using Positive Behavior Interventions and Supports, WHIN will promote and foster a safe and positive school community that enhances student learning through key practices, such as



defining and teaching clear school-wide expectations, and linking student behavior to positive outcomes and increasing internal motivation.

- **WHIN Core Values** - WHIN's Core Values help communicate our school's vision, mission, standards and desired outcomes. Establishing these Core Values provides the foundation for building the type of atmosphere we want to foster. WHIN will continue to foster our rigorous, joyful, and exciting atmosphere in the building as well as virtually.
- **WHIN Spirit Days**: To foster community and infuse joy in school, WHIN will host two spirit days a month, such as Pajama Day, Silly Hat Day, and Career Day. Students come dressed for the spirit day to school and can submit photos if they are fully remote.
- **WHIN Wednesday** is a weekly gathering of the entire WHIN community: students, teachers, staff, and families. Every other Wednesday morning, the school community gathers to sing songs, recite our Core Values, and share academic or musical achievements, as well as share a morning message. Students often take leadership roles in WHIN Wednesday, including opportunities to play instruments, lead songs, and speak publicly about their learning. As our school community manages a hybrid model during the covid 19 pandemic WHIN will continue with the following structure to continue the cultural tradition of WHIN Wednesday while adhering to all safety guidelines.
  - WHIN Wednesday will be held twice a month on the first Wednesday and third WHIN Tuesday of every month. This schedule allows each child, regardless of the A/B schedule, to participate in person once a month and virtually once a month. WHIN Wednesday will occur in the Classroom while being live streamed on the WHIN Instagram page. Students and families can log onto the WHIN Instagram page to participate when they are learning remotely.
- **Morning Greeting**: As students enter our school building they are welcomed by our Executive Director and/or Principal to start their day on a bright note and with a warm greeting, WHINners will feel happier about our school day and approach learning with a more optimistic mindset. The act will also help maintain relationships between WHINners and the School community, which is an important part of learning for the rest of the day.
- **Special Events**: To continue to build community; WHIN will continue our Special Events by inviting families to connect virtually through the following:
  - Netflix Party
  - Virtual Live Concerts
  - Virtual Field Experiences
  - Virtual Game Nights
  - Virtual Field Days
  - Virtual Parent Workshops: Literacy, Math, Science, Music



- Virtual and in-person Family Teacher Conferences

## Attendance

All students are expected to attend school every day. This applies to in-person and virtual learning as per a student's schedule. Our goal is for 100% student attendance. WHIN is committed to supporting families in ensuring students arrive at school on time each day for school. Attendance is marked daily for in-person instruction, virtual learning, and work completion for students who are fully remote. Daily attendance will be monitored and reported by the Attendance team at least once a week.

## Family Support

With over 80% of our student population identified as low-income families, we understand the importance of providing economic support to families in need.

- Families may request uniform assistance to receive a free uniform package to include: Pants or Romper, White Shirt, WHIN T-Shirt, WHIN Sweatpant
- Students will be provided with face masks if families are unable to provide one to the student.
- Chromebooks: Families in need of a chromebook and other resources are given the opportunity to request a device. Chromebooks, adaptors, and login instructions are available for pickups at a scheduled time at the schools location.
- Internet Access: To ensure families can access the internet, WHIN will survey all families who may need internet support. WHIN has provided Hot-Spots to families who needed additional support seeking the internet for distance learning.

## After School Program

- WHIN will continue to partner with LEAP afterschool for monthly, remote family activities. These events will start in April.

## Communication

- Summer communication with families: WHIN will email school updates and other pertinent information to new and returning families as needed. Moreover, WHIN will be posting information in ClassDojo in the School Story.



- Summer communication with staff: Throughout the summer, WHIN will communicate via email to staff to keep them apprised of the upcoming changes.
- Communication with families during the school year: A monthly newsletter will be sent to families regarding school and learning updates. Also, school-wide announcements will be made via ClassDojo. In addition, we will have automated calls to inform families about events and important announcements.
- Ongoing communication with staff: Daily morning announcements share pertinent reminders and notification to staff on a daily basis. Moreover, a weekly email newsletter goes out to staff on Friday. Any important announcements will be made immediately via email.

## Parent Workshops

Before the school year, we hope to engage families in orientation about the school and the technology and social emotional supports available. Throughout the school year, there will be regular workshops that support families in meaningfully supporting their child's learning and also providing feedback to the school.

## Accommodations

- Students and Families: To provide accommodation for any extenuating circumstances that may arise in a student and family's situation, WHIN has offered families two schedule choices: 1) a 5 day a week in school academic schedule 2) fully remote learning (virtual for five days a week). If a child requires additional considerations or accommodations due to health reasons with regard to in-person school, such as wearing a mask, the family should contact the school to work out a safe solution based on medical recommendation.
- Staff: Per the [CDC definitions](#) of people who may be at risk for severe illness due to COVID-19, any staff member who falls into these categories should engage in an interactive dialogue with the school with regard to any requested work accommodation.

### **Disclaimer:**

The details of this reopening plan are subject to change due to state and local regulations and/or recommendations from local health authorities. We will strive to communicate major changes to all stakeholders as much as possible.



We appreciate all of the support from our families, students, and staff during this pandemic. Your flexibility, compassion, and resilience will help us weather these challenges, and we will come out stronger for it.

## Appendix 1: COVID-19 Testing Plan

As per the DOH suggestions for staff and families who come in contact or test positive for COVID-19, we will follow the following procedures:

1. We will notify the state and local health department immediately upon being informed of any positive COVID-19 diagnostic test result boe an individual in a school, such as students, faculty, and staff.
2. Moreover, we will notify the Building Response Team of the positive case and communicate with the staff who have been in close contact.
3. Staff who have been fully vaccinated for more than 2 weeks time do not need to quarantine. They will, however, be required to provide a negative COVID test result.

Member	Test Positive for COVID-19	Have been exposed to COVID-19 (exposure = standing within 6 feet for 10 consistent minutes)	When can they safely return back to the school building?
Staff Member Student Family Member	Full Remote Quarantine for 10 days	Full Remote Quarantine for 14	After quarantined for the suggested amount of time indicated by the DOH
<p>Note: Members who have been in contact or tested positive for COVID-19 may only return back to school after proper quarantine. Proof of a COVID-19 test will not be sufficient to return back to work. People who have been in close contact with the person will be notified and encouraged to take precautions. The identity of the student or staff member will be kept private.</p>			

Depending on local health authority advice and the number of positive cases in a given cohort, the cohort, class and/or school may be recommended to close or quarantine for a certain amount of time.



## Appendix 2: Contact Tracing Plan

If there is a positive case of COVID-19 among students, staff, or faculty, we will work with DOE Situation Room and cooperate with NYC Test + Trace Corps. Confidentiality will be maintained.

## Appendix 3: Remote Learning Plan and Equity

For students who require technology, families may pick up technology during the orientations and during the beginning of the school year. Moreover, students who do not have access to the internet will be provided with community resources to obtain internet and a portable hotspot if necessary.