

Access and Equity Information for the PAVE Community

At PAVE, the wellbeing of our students, families, and staff is our top priority. We are committed to ensuring each of our community members has access to the necessary tools for navigating this unprecedented academic year. We also recognize the varying needs of each of our community members and will work to provide resources wherever they are needed.

Vulnerable Populations:

The following vulnerable populations have been identified within PAVE's school community:

- Students without access to remote learning devices and reliable wireless internet access
- Housing Insecure
- Food Insecure
- Students with IEPs
- Students with disabilities
- Students for whom English is not a first language

Student Technology Needs

Since we will be using several online learning platforms for the 2020-2021 school year, all students will need a personal device and internet access.

- Personal Devices:
 - When school closed in March, PAVE had Chromebooks and iPads, but not enough for each student. At that point in time, we purchased over two hundred Chromebooks to ensure each student had his/her own device by the first week in April.
 - Some of these devices were damaged or are no longer supported. We have therefore ordered additional iPads and Chromebooks to ensure every student will have a device.
- Internet Access:
 - When school closed in March, we sent out a survey to parents to understand who did and did not have internet access. During teachers' weekly touchpoints with parents, they also ensured all families had internet access and provided us with the names of those who did not. We gave hotspots to families identified as not having access, which they were able to keep over the summer and for the 2020-2021 school year. The school pays the monthly bill for these hotspots.
 - We are conducting another survey to identify any new families who do not have internet access or existing families who have since lost internet access. We will provide these families with hotspots.

Support

In order to support families with these platforms, we will do the following:

- Create guides to help them understand the different platforms and how to access them. These guides will be provided in English and Spanish.
- Hold webinars to go through the various platforms and allow parents to ask any questions.
- Ensure all families have the login credentials they need to access the platforms.

For any technical issues families encounter, there is a three-tier support system:

- Tier 1: The teacher tries to help them resolve the issue
- Tier 2: If the teacher is not able to resolve it, an Operations team member will offer assistance
- Tier 3: If the Operations team member cannot resolve it, we will escalate it to our technology solutions provider

Support for Families Who Experience Housing Insecurity

PAVE will serve as a hub of information for families who are experiencing housing insecurity. Families who express needs in this area will be immediately connected to our two school social workers. Families will also be provided the following information based on their specific needs:

Eviction protection

All residential and commercial evictions are suspended until September 4. Note that:

- Utility shut-offs have also been suspended
- It is illegal for a landlord to change locks, shut off utilities, or physically remove belongings without a court order of eviction.
- At this time, there is no rent suspension in effect
- All New Yorkers, regardless of income or immigration status are eligible

Learn about [Tenants' Rights from the NYC Mayor's Office to Protect Tenants](#). Every New Yorker, regardless of immigration status, can also get help avoiding eviction by calling 311 and asking for the "Tenant Helpline."

Preventing homelessness

Homebase can help you develop a plan to overcome an immediate housing crisis and achieve housing stability. Call 311 or visit the [HRA website](#) to learn more and get help.

Youth experiencing homelessness

[Runaway and Homeless Youth programs](#) are expected to continue providing basic services to young people, with some schedule changes. Call 311 if you have more questions.

Support for Families Who Experience Food Insecurity

Remote Learning Meal Service: PAVE is in the process of confirming that its food service vendor, Butter Beans, Inc., is able to offer breakfast, lunch, and snack to remote learning students. The plans below are quickly scalable in the event of a shut down during the 2020-2021 school year.

- Creating a food service time-window in which families can pick up lunch, snack, and breakfast for the next day in a bundle daily from the school.
- With understanding that many PAVE families do not live within walking distance of our school, we would set-up a food distribution drop-off schedule. For example, PAVE's vendor will use the existing school bus stop route to create a distribution route and schedule. In this scenario PAVE's vendor will take 50 lunches, snacks, and breakfasts for the next day in a daily bundle to 5th Avenue and 49th Street. They will stay there for 10 minutes and distribute the bundles to families. After the 10 minutes they would go on to the next stop on the schedule. The schedule would be communicated to PAVE's families well in advance of the first day of school. Our vendor has successfully done this for other schools this past spring and they are confident they are able to replicate this for PAVE. We are aware that the rules around school food service may be in flux and will adjust our plan accordingly.

PAVE is committed to offering breakfast, lunch, and snack to all students (both remote or in-person) at no cost to families. We will continue working to ensure PAVE students have access to meals regardless of if we are operating in person or remote.

Support for Students with IEPs and disabilities

PAVE's Student Support Services Mission

Student Support Services at PAVE is a collaborative and transparent experience that involves all stakeholders in cultivating students' self-awareness and self-advocacy skills. As a result, students will be able to confidently envision a future for themselves as transformative leaders.

- SY20-21 PAVE Student Support Services Handbook

Defining High Quality Inclusion at PAVE

High quality inclusive settings would be defined to mean that:

- Instruction and configuration of classrooms and activities include both students with and without disabilities;
- Students with disabilities are held to high expectations for achievement;
- Special education and general education teachers intentionally plan teaching lessons to promote the participation and progress of students with disabilities in learning and social activities;
- Individualized accommodations, supports and specially-designed instruction are provided to students with disabilities to participate and progress in regular education classes and activities;
- Evidence-based services and supports are used to foster the cognitive, communication, physical, behavioral and social-emotional development of students with disabilities.

Blueprint For Improved Results for Students with Disabilities:

- Students engage in self-advocacy and are involved in determining their own educational goals and plan.
- Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.

- Teachers design, provide, and assess the effectiveness of specially designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.
- Teachers provide research-based instructional teaching and learning strategies and support for students with disabilities.
- Schools provide multi-tiered systems of behavioral and academic support.
- Schools provide high quality inclusive programs and activities.
- Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

Data-driven Interventions Overview

PAVE offers a plethora of Supports and Services to PAVE students. The goal is to meet the needs of all students. The identification of each student’s needs is based upon the use of data.

Student Support Services focuses on the following:

1. Special Education Population Supports and Services
2. “At Risk” Specialized Programming
 - Response to Behavioral Intervention Supports (RtB)
 - Response to Academic Intervention Supports (RtI)
3. English as a New Language Services (ENL)
4. 504 Accommodations

Program Model Considerations

- **If Remote:**
 - Special Education Teachers have students with IEPs on their caseload for 1:1 checks in
 - Students with IEPs and ELLs will be scheduled for more 1:1 check ins or group sessions to ensure progress is being made towards goals.
- **If Hybrid:**
 - Students who will be attending school in person will be grouped by ability in order for special education teachers to more easily meet the needs of students in their class.

Accommodating	
PAVE has considered the following ways that teachers can remotely provide modifications that meet the needs of each learner. The following table highlights common accommodations that PAVE has implemented for students:	
Hybrid	Remote
Common Accommodations	
Read text and/or listen to audio recordings	
Learn content from audiobooks, movies, videos, and digital media	
Have a “designated reader”—someone who reads test questions aloud to students	Utilize small group instruction and independent work time to re-read text with adult support.
Record a lesson, instead of taking notes	Record a lesson, instead of taking notes

Preview an outline of a lesson	
Response Accommodations	
Verbal and/or in written form (see remote)	Provide responses in multiple formats - communicate verbally or in writing by utilizing chat function and signals to communicate Capture responses on an audio recorder
Use a spelling dictionary or digital spellchecker	
Dictate answers to a scribe who writes or types	Dictate answers using speech to text technology
Setting Accommodations	
Work or take a test in a different setting, such as a quiet room with few distractions	
Sit where they learn best (for example, near the teacher)	Work with students to identify where they learn best at home (minimize distractions)
Take a test in a small group setting	n/a
Timing Accommodations	
Take more time to complete a task or a test	
Have extra time to process spoken information and directions	Utilize office hours and small group instruction for additional processing time
Take frequent breaks, such as after completing a worksheet	Set timers in advance to support independence
Scheduling Accommodations	
Take more time to complete a project or assessment.	
Organization skills accommodations	
Use an alarm to help with time management	
Mark texts with a highlighter	Utilize online annotation tools

Support for families for whom English is not a first language

English as a New Language Services (ENL)
Parent Communication

- Interpretation will be made available when contacting a parent whose preferred language is other than English to discuss the ENL Services.
 - Interpretation and translation services will be provided through a qualified interpreter/translator or through a translation service organization.
 - 1-800-889-5921 DBN: 84K651
- For more information on translation services organizations and companies, please visit [NYU Metro Center's List of Translation Services Organizations and Companies](#).
- Parents and students may contact [NYSED's Parent Hotline](#) or [OBEWL](#) if they have questions or concerns related to language access or other aspects of parents' and students' educational rights. This resource serves as a way for parents/guardians of ELLs/MLLs to inquire about their rights and the delivery of services to their children. The hotline is intended to allow parents/guardians and students to ask questions and receive responses in the top ten ELL home languages spoken in NYS.
- The ELL/MLL Parent Hotline telephone number is (800) 469-8224

Resources

PAVE will utilize a number of strategies and tools to support teachers as they continue to address the linguistic demands of ELLs/MLLs at this time:

- Review and use the New Language Arts Progressions (NLAP) and Home Language Arts Progressions (HLAP) to make the NYS learning standards accessible to students at different language proficiency and literacy levels;
- Scaffold instruction and assignments and present concepts in a variety of ways, using real life examples, representations, and visuals;
- Target instruction for specific student populations, design instruction in different settings, and differentiate instruction for students based on language programs and settings;
- Provide explicit instruction when teaching academic vocabulary, focusing on academically useful words;
- Embed language through content instruction, conversations, readings, activities;
- Deploy strategies to combine content area learning with English language acquisition;
- Activate prior knowledge and build on personal experiences;
- Use students' English language proficiency levels to develop formative assessments;
- Develop specific language objectives and create strategies to address these objectives;
- Utilize a variety of strategies to monitor, assess, and provide feedback to students about their assignments and learning;
- Create opportunities for students to practice their speaking and listening skills, through varied activities, such as reading-aloud, singing songs, and reciting poetry;
- Use varied audio/visual methods to make content comprehensible and accessible;
- Provide ELLs/MLLs with ample opportunities to speak, listen, read and write to learn and apply academic language;
- Provide ELLs/MLLs the opportunity to produce content-specific, academic language through both written and oral work;
- Deliver content in accordance with tools and resources available for ELLs/MLLs;
- Use culturally relevant resources to support students' cultures and backgrounds;
- Provide social-emotional support (refer to Question and Answer #6, below, for more information)
- Ensure that ELLs/MLLs have equal opportunities to meaningfully participate in all assignments and activities;
- Continue to provide bilingual instruction using the home language in Bilingual Education programs, allowing students to demonstrate their learning in their home language; and
- Continue the use of home language as a support in content areas.
 - Bilingual glossaries/flashcards
 - Bilingual translation within a lesson
 - Bilingual labels in the classroom (if applicable for hybrid)

- Translation of school documents to families/guardians
- Math interim assessment translation and administration

Schedule

- Units of Study will be provided to all English Language Learners (ELLs) based on their most recently measured English Language Proficiency, including Former ELLs:
 - **Stand-Alone** ELL/MLL groups (Entering, Emerging, and Transitioning ELLs) taught by the SETSS teacher (remote or hybrid). The students receive instruction in order to acquire the English language needed for success in the core content classes.
 - **Integrated** ELL/MLL classes - students receive core content area and English language development instruction, including the use of the home/primary language as support and appropriate ELL instructional supports to enrich comprehension.

Monitoring

PAVE teachers will use [Education Modified](#) as the data system for tracking ELL/MLL academic goals. All goals will be uploaded to the program and teachers will collect data data will be collected and used to make decisions about student progress related to an ELL/MLL goal.

- It will also provide information for reporting to parents, information about whether the rate of progress is sufficient, and summative evidence that helps the ELL/MLL team decide whether the student has achieved their goals.

Accommodating

PAVE will provide targeted and scaffolded instruction and any additional ELL services such as ENL instruction and Bilingual Education to students, for whom completion of the ELL identification process has been delayed due to COVID-19-related school closure; to the extent possible.

When language acquisition needs are identified for students, it is imperative that PAVE provide grade level instructional content and scaffolded linguistic supports.

- PAVE will ensure that classroom teachers (i.e., content area or special education teachers), Bilingual Education teachers, and other pedagogues with expertise in the needs of our students prepare content and provide targeted, scaffolded instruction as well as additional services to ELLs.
- In co-teaching environments, such as Integrated ENL, PAVE will ensure that teachers work collaboratively, co-plan, co-deliver, and individualize instruction to accommodate different levels of English language proficiency and educational backgrounds, as well as the cultural diversity of ELLs/MLLs in their classrooms.

PAVE will provide the [Resource Collection](#) created by the Office of Bilingual Education and World Languages (OBEWL) for ELLs and World Language Students to support educators in providing continuity of learning during COVID-19-related school closures.

- This collection includes educational resources for students and their parents/guardians that promote genuine learning opportunities, support their new language acquisition in the absence of traditional classroom instruction and support their distance learning of core content areas.

In order to prepare instruction for ELLs who have not yet completed the ELL identification process and newly enrolled students with possible language acquisition needs, teachers must identify and assess students' strengths and challenges in English and their home languages in accordance with established best practices and protocols.

- After beginning distance instruction, teachers must monitor their students' progress with respect to both acquiring English and grade-level content. Teachers are advised to build on students' strengths, interests and needs and use this knowledge to support their learning, and to allow additional time to complete tasks and submit assignments.

PAVE will provide tutorials to parents as well as students on how to use digital/online resources and supports (such as translators). PAVE will ensure meaningful communication with parents and guardians in a language they understand and can communicate in.