



PAVE ACADEMY CHARTER SCHOOL 2020-2021 REOPEN PLAN

DOH & SUNY Submissions Response 7: Fully Merged Plan

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RESPONSE 1: EXECUTIVE SUMMARY

In June and July PAVE Academy Charter School's Leadership Team has focused on the development of a Reopening Plan (Plan) that prioritizes the health and safety of our entire community. Based on the information available today, July 31st, and knowing we may need to alter our plans as changing conditions dictate, our goal is to open school on August 31st with students, teachers, and staff remotely and return physically to our campus by September 21st. Along with a hybrid learning model where students may physically attend school 2-3 days each week, PAVE will offer a fully remote option to all PAVE students across kindergarten to 8th grade. Our goal is to provide two options to students/families that provide both a quality learning experience, and allow families to choose how best to return to school.

To be clear, no Plan can fully eliminate all COVID-19 risk. But we believe, and research suggests, that if we adhere to Department of Health (DOH) guidelines we can greatly mitigate and manage risk. We further believe that we can create a rich, valuable learning experience for our students despite the many necessary adjustments that we will make in response to the spread of the virus. Our dedication to our mission and our commitment to engaging our students in rigorous, relevant work will not change. The Plan we are presenting is broad in its scope, specific in its applications, and flexible in its deployment, and is guided by four Principles:

- **Protecting the Health and Safety of the PAVE Community:** The cornerstone of our Plan is the health and safety of our students, teachers, staff, and families. Feeling safe and secure promotes an environment where quality teaching and learning can be sustained. To maintain the safest learning environment possible, PAVE will implement practices and protocols that align with national, state, and local guidance. In many instances we will go beyond them. This includes but is not limited to: social distancing guidelines, wearing a mask, and frequent washing of hands.
- **Commitment to Engaging Teaching and Learning:** Regardless as to whether a student is learning in a PAVE classroom or remotely, s/he will receive quality instruction. PAVE teachers and leaders delivered 11 weeks of remote instruction this spring. We know that students were engaged and learning. Over the past two months we have further refined and enhanced our approach to remote instruction. Given that nearly 90% of K-8 leaders and teachers are returning for the 2020-21 school year, we are certain that all PAVE students, regardless of whether they opt for the hybrid or fully remote option, will receive quality instruction and support.
- **Meeting Students' Social Emotional Needs Upon Return:** We understand that students will return to school with a range of social emotional needs. Some have lost family members to COVID-19 and many have been living with their families in relative isolation for nearly six months with little peer to peer interaction. And upon return, wearing a mask and adhering to social distancing requirements may cause some anxiety for many students. In short, students will return to PAVE with

more jagged social-emotional profiles and they will need increased, tailored support. School leaders, in conjunction with our social workers, have proactively developed a robust plan that: 1) meets anticipated needs; 2) helps our community feel safe; and 3) maintains a loving environment tied to teacher-student connection and relationships.

- **Remaining Nimble to Adjust to Family Preferences and Changing Conditions:** As long as PAVE is able to remain physically open, families will be able to choose if their student learns as part of our hybrid model or as a member of our fully remote program. We will ensure that both options are of high quality. This will be a reopening unlike any other, and the entire 2020-21 school year promises to be one unlike any other. In all likelihood New York City will experience a spike(s) in COVID-19 at some point in the year and schools will physically close. Accordingly, PAVE is fully prepared (operationally, instructionally, and mentally) to move fluidly between hybrid instruction and full remote learning modes throughout the year.

RESPONSE 2: NEW YORK FORWARD REOPENING PLAN

***Submitted through DOH portal**

OVERVIEW

Below you will find PAVE Academy Charter School’s protocols and procedures for restarting in-school operations. These protocols and procedures are grouped into 4 sections: 1) Reopening of In-Person Instruction; 2) Monitoring; 3) Containment; and 4) Closure.

REOPENING OF IN-PERSON INSTRUCTION

Capacity: PAVE’s plan considers timing and quantity of students and staff allowed to return in person based on the ability to maintain appropriate social distance, acquire proper PPE and the access to safe transportation.

PAVE will use the building capacity metrics as outlined below to determine the maximum capacity of each room in the school building. School days will be staggered for students to ensure that proper social distancing can be maintained within the school building at all times.

The chart below suggests the number of students permitted in each classroom at PAVE. These numbers are based on social distancing policies and square footage of the respective space.

| ROOM # | SQ FT | CAPACITY |
|--------|-------|----------|
| 116 | 890 | 13 |
| 118 | 890 | 13 |
| 202 | 570 | 11 |
| 204 | 570 | 11 |
| 206 | 570 | 11 |
| 208 | 570 | 11 |
| 210 | 570 | 11 |
| 212 | 660 | 11 |
| 221 | 540 | 10 |
| 223 | 540 | 10 |

| | | |
|-----|-----|----|
| 301 | 580 | 11 |
| 303 | 443 | 8 |
| 307 | 754 | 9 |
| 302 | 560 | 11 |
| 304 | 560 | 11 |
| 306 | 560 | 11 |
| 308 | 560 | 11 |
| 310 | 560 | 11 |
| 312 | 638 | 10 |
| 321 | 532 | 10 |
| 323 | 532 | 10 |
| 305 | 348 | 5 |

Sourcing PPE: Since March 2020, PAVE has worked to procure a stockpile of PPE, including face masks, face shields, hand sanitizer, antibacterial soap, and cleaning agents that kill COVID-19. We are using the table below to estimate the amount of each item we need to safely and effectively run our school. The value assumptions made in our calculations were pulled from a memo sent by The State Education Department and the New York State Office of General Services.

We have also completed the survey provided by The State Education Department and the New York State Office of General Services on what PPE we would like to purchase utilizing the OGS system’s buying power. This will assist PAVE in obtaining supplies that are not easy to find and at a competitive price.

Usage Assumptions

| Group | Quantity |
|----------------------------------|----------|
| Students | 500 |
| Teachers and Other Staff | 80 |
| School Nurses & health providers | 2 |

| Disposable Masks | | | | | |
|----------------------------------|---------------------------|-----------------------------------|----------------------------------|----------------------------------|--|
| Group | Quantity per 100 in group | 12-week Supply at 100% Attendance | 12-week Supply at 50% Attendance | 12-week Supply at 25% Attendance | Assumptions |
| Students | 100 masks per week | 6,000 | 3,000 | 1,500 | 1 disposable mask per week per student (to supplement the cloth masks provided) |
| Teachers and Other Staff | 200 | 1,920 | 960 | 480 | 2 disposable masks per week per teacher (to supplement the cloth masks provided) |
| School Nurses & health providers | 20 | 240 | 120 | 60 | 10 disposable masks per week per school nurse. |

| Item | 1-week Supply for 1 Staff | 1-week Supply | 12-week Supply | Assumptions |
|------------------------|---------------------------|---------------|----------------|--|
| Disposable Gloves | 10 | 800 | 9,600 | 10 pairs disposable nitrile gloves per week, per staff. |
| Face Shields | 2 | 164 | N/A | 2 reusable face shields per staff total. (distributed Aug/Jan) |
| N-95 Ventilating Masks | 5 | | 120 | Note: N-95 masks are recommended only if staff will be in contact with a suspected COVID-19 positive case and/or performing aerosol-generating procedures. We will only be keeping 3 weeks on hand base on school nurse & health providers |

Based on these assumptions PAVE currently has two months worth of PPE in its stockpile.

Access to Safe Transportation: PAVE will follow DOH protocol regarding safe transportation.

Social Distancing: PAVE will follow DOH guidelines with respect to social distancing. Below are PAVE’s protocols and procedures that ensure appropriate social distancing when on school grounds and in our facility.

PAVE will ensure that appropriate social distancing is maintained between individuals while on school grounds. Specifically, this means six feet of space in all directions between individuals. Any time or place that individuals cannot maintain appropriate social distancing, individuals must wear acceptable face coverings.

PPE & Face Coverings: PAVE’s PPE protocols and procedures for staff, students, and other individuals are outlined below. PAVE will ensure appropriate PPE is used to protect against the transmission of COVID-19 on school grounds and in school facilities. PAVE will require face coverings at all times, including during classroom instruction. In addition to wearing a face covering, staff members will also have the option to wear face shields. However, during meals and limited instructional time face coverings may be removed with appropriate social distancing.

- PAVE staff:
 - Will be required to wear face masks while in the building and face shields will be available to all staff; and will be provided with an appropriate number of face masks

and shields, as well as hand sanitizer, antibacterial soap, gloves, and other PPE deemed necessary by the school.

- PAVE students:
 - Will be required to wear face masks while in the building. Students will be provided with one cloth face mask with our logo at the beginning of the school year and parents will be responsible for ensuring that their student arrives at school with a face mask - if a student arrives at school without a face mask, a single use face mask will be provided to that student. Extra face masks will be available at arrival for those students in need, to ensure no loss of instructional time.
 - In order to have the face mask requirement waived, families must provide a doctor's note explaining the student's inability to tolerate a face mask. If a student is unable to wear a face mask, the student will be provided with a face shield as an alternative. If a student is unable to medically tolerate a face mask or shield, the parent will be required to switch to our remote learning program.

Face covering breaks are going to be provided to staff and students. These breaks will ensure a space that allows for adequate social distancing. Breaks may include snacks, breakfast and lunch in addition to designated times as determined by the schedule.

- Custodial staff:
 - Will have their temperature taken upon arrival - if they have a fever (temperature above 100.0 F degrees), they will not be allowed to enter the building.
 - Will be required to wear face masks while in the building.
 - Will be required to use disposable gloves during cleaning.
 - Will be provided with PPE from their employer FUSCO or Signature Cleaning.
- Security staff:
 - Will have their temperature taken upon arrival - if they have a fever (temperature above 100.0 F degrees), they will not be allowed to enter the building.
 - Will be required to wear face masks while in the building.
 - Will be required to use disposable gloves when using shared materials/devices.
 - Will be provided with PPE from their employer FUSCO or Signature Cleaning.
- Nursing staff:
 - Will have their temperature taken upon arrival - if they have a fever (temperature above 100.0 F degrees), they will not be allowed to enter the building.
 - DOH will provide PPE to PAVE's school nurse
- School food staff:
 - Will have their temperature taken upon arrival - if they have a fever (temperature above 100.0 F degrees), they will not be allowed to enter the building.
 - Will follow all DOH and state guidelines regarding school food service.
 - PPE for School Food Staff will be provided by PAVE's food vendor Butter Beans, Inc.
- Essential visitors (e.g., fire inspectors, substitute personnel, Special Education providers):

- Will have their temperature taken upon arrival - if they have a fever (temperature above 100.0 F degrees), they will not be allowed to enter the building.
- Will use proper handsantizing procedures upon arrival.
- Will be required to wear face masks and/or both a face mask and a face shield when on school grounds.
- Will be required to wear disposable gloves when interacting with staff members or students. These materials will be provided in the lobby at the security desk.

Operational Activity: Ongoing school operations have been adapted to meet safety requirements while considering PAVE’s physical space and staffing limitations. PAVE’s plan to address shared space, alternate schedules, special events, field trips and visitors are below.

Building Space: Based on current conservative estimates of families who will choose our Hybrid model (65%) and cohort/group sizes taking social distance policies into consideration, PAVE will not need to convert any current non-instructional space to instructional rooms. In order to prioritize homeroom instruction space, special classrooms (art, science, performing arts rooms) will be reassigned to homeroom classrooms. If more than 85% of families choose the hybrid model, the gymnasium and cafeteria will be converted into homeroom spaces.

The creation of grade Level Cohorts/Groups will be guided by family preference (hybrid vs. remote) and the number of persons allowed in each classroom. Each grade level will be broken into pods of anywhere from 6-13 students depending on room capacity. Students will stay with the same pod, in the same classroom and will not mix with other pods. The schedule below was created based on current enrollment numbers and a family survey given in mid-July. Less than 60% of families have requested in-person instruction (our hybrid model). PAVE has modeled out several different schedules including versions that enable 85% of enrolled students attending in person. Below you will see a sample K-8 pod schedule with an assumption of 60% of enrolled families attending in person.

SAMPLE POD WEEKLY SCHEDULE

*The number of pods per grade are based on Grade Level Enrollment, Families Survey Results and Classroom Capacity - this is for modeling purposes and will be updated over time as PAVE receives more information.

| Mon | Tues | Wed | Thurs | Fri |
|-----------------|---------------|--|-------------|---------------|
| K-POD 1,2 | K-POD 1,2,3 | All students and staff are fully remote one day a week for additional sanitizing and staff PD/ | K-POD 1,2,3 | K-POD 3 |
| 1-POD 1,2, 3, 4 | 1-POD 1,2, 4 | | 1-POD 1,3,4 | 1-POD 2,3 |
| 2-POD 1,2,4,5 | 2-POD 1,3,4,5 | | 2-POD 2,3,4 | 2-POD 1,2,3,5 |
| 3-POD 1,2 | 3-POD 1,2 | | 3-POD 3,4 | 3-POD 3,4 |

| | | | | |
|------------|-------------|----------------------------|-----------|-----------|
| 4-POD 1, 2 | 4-POD 1, 2 | meetings in the afternoons | 4-POD 3,4 | 4-POD 3,4 |
| 5--POD 1,2 | 5-POD 1,2,3 | | 5-POD 1,3 | 5-POD 2,3 |
| 6-POD 1 | 6-POD 1 | | 6-POD 2,3 | 6-POD 2,3 |
| 7-POD 1 | 7-POD 1 | | 7-POD 2,3 | 7-POD 2,3 |
| 8-POD 1,2 | 8-POD 1,2 | | 8-POD 3 | 8-POD 3 |

Student/Teacher Groupings

- The plan aims to keep student and staff groupings as static as possible by having the same group of students stay with the same staff member (all day for young children, and as much as possible for older children).
- Teachers will primarily work in-person, unless granted a reasonable accommodation to work remotely or in some other capacity.
- Elementary School homeroom teachers will be assigned one or two groups of students to teach while in the school building.
- Middle School teachers will be assigned one group of students which they will teach for the entire school day. Due to capacity constraints with our Middle School staffing model, we will utilize technology to allow for synchronous learning from content leads across classrooms.
- Specials Teachers (Art, Science, Physical Education, Performing Arts) and support staff (ADOS, Deans and Leadership) may teach or interact with more than two groups of students. Due to staffing constraints, Specials Teachers who are working in person may support with arrival, dismissal, and function as substitutes on days when homeroom teachers are unavailable or absent.

Movement between student groups will be restricted

- Student groups will remain in their classroom for all instructional blocks and lunch.
- Students will not transition from class to class.
- Due to staffing constraints, there are limited cases in which teachers will teach multiple pods.
- Students will stay within their groups during all parts of the school day, including recess.

Parents, nonessential visitors, volunteers, and activities involving other groups at the same time will be restricted.

- Parents and visitors will not be allowed into the school building.
 - All parent meetings will have to be scheduled in advance and held via phone or virtually.
 - The operations team will develop systems to address the need for families to engage with faculty and staff. These include:
 - Families who need to drop off paperwork - there will be a document drop off only mailbox (you are unable to take items out of the mailbox) outside near our front door. Envelopes will be provided.

- Families who forgot to give their students an item during drop-off - families will use the front door intercom to make requests to drop off items, and will follow a contactless drop off protocol.
 - Parent-Teacher Conferences - to be held via phone or virtually.
 - Impromptu meetings - parents may speak to leadership via the intercom but phone calls and scheduled meetings will be highly encouraged.
- Personal delivery pick-ups, such as food delivery, must happen outside of the school building
- PCEC and parent volunteers will not be allowed in the building. The culture team will develop creative ways for parents to volunteer remotely or support the school in other ways.
- Activities involving outside groups (that are not core to instruction) will not be allowed.

Building Use and Shared Space

- Classrooms
 - Each child's school materials will be separated from others' and kept in individually labeled containers, cubbies, or areas.
 - Students will not share instructional materials.
 - Students will have individual kits that will contain all of the materials they need.
 - Students will have in-school and at-home kits
 - Students will have individual bags to keep backpacks and jackets contained or, if individual bags are unavailable, students will keep backpacks and jackets on the back of their seats.
 - To avoid sharing electronic devices, toys, books, and other games, each student will be assigned their own technology and classrooms will move to digital libraries to avoid sharing of books. When sharing is unavoidable, items will be sanitized between use by each student.
 - Seating/desks will be spaced at least six feet apart.
 - Students should be facing the same direction when possible.
 - Teachers are required to create markers (floor, ceiling, desks) that physically indicate distance of six feet, in accordance with their classroom setup. Spacing will be verified by the Operations Team to ensure distance of six feet.
 - There will be an increased use of individual student assigned devices (Chromebooks or iPads) during classroom instruction to limit the need of individual materials.
 - Elementary school classrooms will no longer use classroom rugs.
- Offices
 - ES/MS will adjust staffing schedules for the leadership, operations, and student support staff to adhere to social distance guidelines.
 - Sharing of staff desks will be restricted.
 - In the few cases in which staff members rotate use of the same desk, the departing staff member will be responsible for sanitizing the desk prior to departure. The arriving staff member will also be responsible for sanitizing the desk upon arrival.
 - Shared phones will be sanitized between the use of staff members.

- Small Instructional Spaces
 - ES/MS will adjust staffing schedules for the leadership, operations, and student support staff to adhere to social distance guidelines.
- Gymnasium/ Auditorium
 - Middle school students will use the gym for recess.
 - Two middle school pods will be allowed to be in this space at one time.
- Front and back recess yard
 - Only one group/pod will be allowed in these spaces at one time.
 - Students and staff members will still be required to wear face masks in these spaces.
 - All staff members and students must wash their hands (following hand washing hygiene guidelines) after using these spaces.
 - Individualized play materials will be provided to each pod (ex. hula hoops, single jump ropes, socially distanced hopscotch) to incentivize individualized play by students.
 - The outdoor play structure will be divided into two sections. Only one student will be allowed to play in a section at one time.
 - Use of these spaces will be staggered to allow for sanitization after every use.
- Cafeteria
 - Lunch will not be provided in the cafeteria, it will be served in classrooms.
 - If food is offered at any event, we will have pre-packaged boxes or bags for each attendee, instead of a buffet or family-style, to avoid sharing of foods and utensils.
 - See [meal procedures](#) for more information.
- PAVE will stagger arrival and drop-off times or locations. See arrival and dismissal procedures for more information

Field Trips

All field trips and school events will either be canceled until further notice or held in spaces in accordance with social distancing guidelines.

- All external or in-door field trips will be canceled until January 2021. The Leadership will revisit this decision in December 2020. They will take the following factors into consideration (guidance from the DOH, NYC & Red Hook infection rates, the prevalence of a vaccine, and school/staff/ community vaccination rates)
- Online Field trips will be an option for classrooms. Online field trips will be coordinated by our culture and special teams.

Signage

- Each room will have signage outside of the door outlining the number of persons allowed to be in that room in accordance with social distancing guidelines (50 sq. ft. per person).
- The school will only hold events in those spaces in accordance with social distance guidelines.

Restart Operations: In keeping with our priority of Health and Safety, PAVE has maintained uninterrupted employment of the Facilities Site Supervisor. This has enabled us to ensure the facility is adequately prepared to reopen safely. Over the past 3 months our Facilities Site Manager has:

- Facilitated full inspections of our main building mechanics, including our boiler, water filtration, and HVAC systems.
- Overseen all maintenance and repairs to our main building mechanics including boiler and HVAC.
- Managed our cleaning and security team to ensure best practices of social distancing, face mask wearing, essential visitor screening, cleaning, and sanitizing have been followed and are now second nature.
- Started to explore the facility modifications like using gymnasium and cafeteria as classroom space to support social distancing protocols.
- Begun negotiations with our cleaning company to add an additional supervisor to our account. This supervisor will assist with oversight of our night crew to ensure proper cleaning protocols are adhered to as we rehire for these positions.
- Ensured that our cleaning staff received additional online training modules focusing on COVID-19 and required cleaning protocols.

Additionally, PAVE intends to implement the following actions to prepare our facilities:

- Installation of additional wall hand sanitizer stands in all offices and high traffic areas.
- Explore the financial feasibility of increasing the frequency of our Merv 14 filter from annually to bi-annually.
- Terminally clean our entire building 24 hours prior to the first day staff return to the building for Teacher Institute.
- Terminally clean our entire building 24 hours prior to the first day of school.
- Change cleaning products to ensure they are effective in eliminating the COVID-19 virus from surfaces. We are currently exploring the use of Hypochlorous Acid as the main solution being used by our cleaning company to disinfect. Hypochlorous acid (HOCl or HClO) is a weak acid that forms when chlorine dissolves in water. It is listed by the [United States Environmental Protection Agency as a disinfectant for use against SARS-CoV-2 \(COVID-19\)](#). It has also been proven safe for the use around children and only has a mild odor.
- Negotiate competitive pricing for the Hypochlorous acid from our cleaning company. Said company now has the ability to produce this product.
- Rehire a part-time cleaning day porter to accommodate the increase of daily cleaning protocols.

PAVE Academy is a single-site school in private space located at 732 Henry Street, Brooklyn, NY 11231. Our facility was completed in 2013 and was LEED Silver certified at the time of opening. The purpose for LEED certifications is to raise the standard for green operations, helping existing buildings improve their efficiency, reduce waste, and maintain a responsible and sustainable building. The standards for LEED silver are equivalent or similar to the guidelines provided by CDC, NYC DOH, and recommendations by the Governor for facility improvements that reduce the spread of COVID-19. See PAVE's building specifications below:

| Specification Present in our Building | Recommendation w/ citation |
|---|--|
| <p>Use of Merv 14 Filtration System-</p> <p>Our facility current exceeds recommendation</p> | <p>Page 1 of New York State’s reopening guidelines for malls states: <i>For malls that are greater than 800,000 square feet, ensure building HVAC system filtration meets the highest rated filtration compatible with the currently installed filter rack and air handling systems, at a minimum MERV-13, or industry equivalent or greater (e.g., HEPA), as applicable, and as certified and documented by a certified HVAC technician, professional, or company, ASHRAE-certified professional, certified retro-commissioning professional, or New York-licensed professional building engineer.</i></p> |
| <p>Our Building has four HVAC Units. The units take outdoor air and cool it (summer time) or heat it (winter time) to accommodate our interior setpoint temperatures.</p> <p>Our HVAC units are currently set to take in the following percentage of outdoor air:</p> <p>Unit 1: 100% (serves our cafeteria) Unit 2: 25% (serves our classrooms) Unit 3: 25% (serves our hallways) Unit 4: 25% (serves our gymnasium)</p> <p>On average school buildings with HVAC systems take in only 10% of outdoor air. PAVE has and will continue to operate above the industry average.</p> <p>Our facility currently exceeds the recommendation</p> | <p>On page 3 of NYC DOH Pre-K to 12 in person instruction guidelines it states: <i>Ventilation: Responsible Parties should increase ventilation with outdoor air to the greatest extent possible (e.g., opening windows and doors) while maintaining health and safety protocols, particularly for younger students.</i></p> |
| <p>Our building currently has wall mounted hand sanitizer dispensers in all classrooms. PAVE uses hand sanitizer that contains greater than 60% ethanol or greater than 70% isopropanol.</p> | <p>On page 15 of NYC DOH Pre-K to 12 in person instruction guidelines it states: <i>For hand sanitizing: an alcohol-based hand sanitizer containing at least 60% alcohol for areas where handwashing facilities may not be available or practical.</i></p> |

Hygiene, Cleaning & Disinfection: PAVE has planned to enhance its health and hygiene procedures. All of the following procedures will be enforced.

Daily Practices:

PAVE will teach and reinforce hand washing and covering coughs and sneezes among children and staff.

- Handwashing:
 - Breaks built into the student and adult schedule once every three hours.
 - Handwashing must occur before and after eating (breakfast, lunch, or snack) and after using the bathroom.
 - Handwashing must occur after using common items, such as sports equipment or computer keyboards.
- Teachers use age-appropriate media (songs, videos, experiential activities) to:
 - Review proper hand washing techniques (ex. Cleaning under fingernails, washing hands for 20 seconds, fully dry hands before moving on to next activity)
 - Reinforce washing hands after coughs, sneezes, or blowing nose on a daily basis. This process will be enforced by the respective instructional leadership teams and reported completed to the Operations Team on a monthly basis.
- Teachers use age-appropriate media (songs, videos, experiential activities) to review proper hand sanitizing techniques including:
 - Apply the product to the palm of one hand (size of a quarter for a 3rd-8th grade student and penny for a K-2 student)
 - Rub your hands together. Make sure the product contacts the back of your hands, palms, between your fingers, and fingertips.
 - Continue to rub your hands together until your hands are dry (about 20 seconds).
- Age-appropriate signs will be placed throughout the school building as visual reminders of social distancing and proper hand washing to students, staff, and visitors. Locations must include - in common eating areas (teacher workroom, cafeteria, near classroom sinks), and inside staff and student bathrooms. [CDC posters](#)
 - Damage or missing signage in classrooms must be reported to the Operations Team for replacement by teachers.
 - Damage or missing signage in common space must be reported to the Operations Team for replacement by the facilities team.
 - Damage or missing signage in all spaces will be reviewed by the Operations Team on a weekly basis.
- Reinforce use of cloth face coverings among all staff, students, and visitors.
 - Information will be provided to all staff on proper use, removal, and washing of cloth face coverings.
 - As a part of Leader and Teacher institute all staff members will receive Health and Safety training. This training will include these [guidelines](#).
 - Face covering checks are added to arrival procedures for all staff, students, and mandatory visitors.
 - If a person refuses to wear a face covering before entering the school building they will be denied entry.
 - If a person refuses to keep on a face covering while on the school premises, they will be escorted out of the building.

- Signage will reinforce the use of face coverings.

Educating PAVE Community on Health & Hygiene: PAVE will provide additional informational training for staff and families to ensure that there is an awareness and understanding of signs and symptoms of COVID-19.

- During PAVE’s summer institute, teachers will receive a virtual training:
 - We are exploring creating our training for this in-house or purchasing online training materials from [Education Admin Advisor](#). Education Admin Advisor has developed a specific COVID-19 training package for K-12 schools.
- A version of the training above will be provided to families during back to school night.
 - Training will include what parents need to do now to familiarize themselves and their children to the new social distance and PPE requirements of school as well as what parents should do before school and afterschool to support COVID-19 containment.
- A version of the training will also be available on our school website.

Supplies needed for health and hygiene: PAVE will have adequate supplies to support healthy hygiene behaviors.

- PAVE will keep face-coverings in-stock to provide to its employees and essential visitors who do not have face coverings.
- PAVE will keep soap in stock at all sinks in the building.
- PAVE will use and keep in stock hand sanitizer with at least 60% alcohol.
- PAVE will install hand sanitizer stations in each classroom and office.

Staff Level Cleaning

- All staff members will be trained during teacher institute on proper cleaning and disinfections procedures as recommended by the Department of Health.
- Teachers will be required to complete disinfecting within their classroom during the school day. PAVE will provide proper disinfecting supplies for teachers to complete the following:
 - Cleaning/Disinfecting student desks before and after lunch and snack.
 - Cleaning of any student shared materials (eg. Smartboard pens, etc.) after each use.
 - Clean surfaces after a group has left the class for the day.
- Office Staff members will be required to disinfect their workspace on a daily basis. PAVE will provide staff members with proper disinfecting supplies to complete the following:
 - Cleaning/Disinfecting of desk and common work space within your office
 - Cleaning/Disinfecting desk phone or shared desktop computer.

Professional Cleaning

- To support the additional cleaning needed to adhere to our strict cleaning protocols, PAVE will increase its custodial/cleaning contract to include an additional part-time custodian.
- Every evening a three-person cleaning crew will clean and disinfect all rooms in the building.
- During the school day, the facilities team will focus on disinfecting high-touch areas as listed in the cleaning protocol linked below.

- Before the first day of school the building will be terminally cleaned by a special cleaning team within our cleaning company. Terminal cleaning is an intense disinfecting procedure that involves removing every detachable item in the room for disinfection and then properly disinfecting light fixtures, air ducts and all surfaces from the ceiling down to the floor. Our cleaning company has used this technique for years in its contracts with some of the largest hospitals in NYC.
- Classrooms/Offices
 - Facility team room cleaning protocol/checklist in development
 - These rooms will be cleaned and disinfected nightly
 - The night cleaning team will be responsible for signing a tracker outside of these rooms once items on the checklist are completed.
 - The site supervisor will conduct a daily morning walkthrough to ensure all spaces were cleaned appropriately.
- Restrooms
 - Facility team bathroom cleaning protocol/checklist in development
 - These rooms will be cleaned and disinfected three times a day (estimated times: 10AM, 1PM, afterschool)
 - The day cleaning team will be responsible for signing a tracker outside of all restrooms once items on the checklist are completed.
 - The night cleaning team will be responsible for signing a tracker outside of all restrooms once items on the checklist are completed.

Extracurricular Activities: PAVE plans to modify regularly scheduled extracurricular activities to ensure we maintain health and safety standards.

- All assemblies within the school building will be canceled. This decision will be revisited once a vaccine is available or in January 2021, whichever happens first.
- Afterschool sports will be canceled. This decision will be revisited once a vaccine is available or in January 2021, whichever happens first.
- There will be no parent events within the building after the first day of school. We understand that parent involvement is important and will utilize technology for families to feel connected to their child's learning. Some options include:
 - Utilize Instagram/Facebook Live to allow families into in-school student presentations/class performances.
 - Pre-record event/performance and post video on our school's website

Before and After Care:

We will not offer before and after care.

Vulnerable Populations:

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

- Housing Insecure
- Food Insecure
- Students with IEPs
- Students with disabilities

- Students for whom English is not a first language
- Students and staff with pre-existing conditions
 - This group is based on the [CDC Guidelines](#) regarding health conditions most impacted by COVID-19.

PAVE will work with counsel to determine the best approach to support these communities while following guidance from the NYS Department of Health, the CDC and any other relevant agencies.

Staff Accommodation Procedure

- In order to ensure PAVE HR engages with all staff members that may require a reasonable accommodation, PAVE HR will send out a letter to all staff letting them know that if they fall into the list on the CDC website, they may qualify for an accommodation and to contact PAVE HR as soon as possible.
- All requests for reasonable accommodation should be directed to PAVE HR. This includes all employees who have concerns regarding their health or the health of someone with whom they reside when considering returning to work during the pandemic.
- All PAVE staff members seeking accommodation will need to complete, and have their medical provider complete, the Reasonable Accommodation Form and Medical Certification Form. After the paperwork is returned to PAVE HR, HR will engage the employee in a conversation to determine a reasonable accommodation, if any, that PAVE is able to make.
- All accommodation requests will be reviewed on an individual basis. Staff members with certain underlying medical conditions that **are at increased risk** of severe illness from COVID-19, which are listed in the first portion of the CDC list [here](#), will be able to work remotely, assuming all paperwork is provided.
- Those in the **might be at increased risk** category (second portion of the list), will receive reasonable accommodation, which may or may not include working remotely 100% of the time. Again, assuming all paperwork is provided.
- If an employee has additional health concerns regarding return to work that are not reflected on the CDC list, PAVE HR will engage in a conversation with the employee to cooperatively determine a reasonable accommodation. Accommodations will be made on a case by case basis. An accommodation may include one or more of the following:
 - Changing an employee's schedule
 - Providing additional Personal Protective Equipment (PPE)
 - Modifying an employee's work duties
 - Changing work environment within the school
 - Providing a way so the employee may avoid public transportation
 - Allowing working remotely
 - Unpaid leave
- PAVE leadership has determined the staffing needed for a minimally viable program and will work within that threshold to provide accommodations for staff members. This includes staff members who reside with someone that has evidence of underlying medical conditions that put them at increased risk of severe illness from COVID-19 or that might put them at increased risk of

severe illness from COVID-19 listed on the CDC website [here](#). In this case, the staff member will be required to provide documentation confirming the person's condition.

Transportation: PAVE relies on the Department of Education's Office of Pupil Transportation (OPT) for all student transportation support - including MetroCards for students K-8, and yellow bus service. We historically have only provided yellow bus service to students in K-5. Our scholars' [eligibility](#) for yellow bus service, and whether they receive full or half fare MetroCards depends on the distance they live from their school site. Due to the uncertainty around whether OPT will be able to secure contracts with bus vendors, and uncertainty around what bus service will look like to assure student health and safety, our transportation plan remains fluid. Tentative plans are as follows.

- **Confirmed:** Scholars will be assigned MetroCards per OPT eligibility.
- **Confirmed:** There is enough uncertainty around OPT's ability to provide transportation to any schools this Fall that we will communicate to families that GenEd and SpEd bus service may not be available this Fall and they should begin considering other methods of transportation. We anticipate that if the DOE is able to provide bus service, they will prioritize SpEd services, and we will share this understanding with families.
- **Tentative:** In prior years, between 25-30% of our students have relied on yellow bus service. For this reason, if the DOE is able to secure bus contracts, we intend to work with OPT to provide yellow bus service for both GenEd and SpEd students and to adhere to DOE/DOH guidelines regarding social distancing practices on buses.
- **Tentative:** In the absence of yellow bus service being in place, we will work to provide support in the form of adult MetroCards for families who must travel to-and-from school via public transit in order to bring their student to school.

PAVE will rely on NYCDOE's Office of Pupil Transportation to ensure that school bus companies and personnel follow all appropriate guidelines for safety. Those families relying on NYC public transportation will be provided with full information and guidance for using public buses, subways, and taxis according to DOH rules.

Food Services: This year, PAVE will continue its vendor relationship with Butter Beans, Inc (private vendor) under our SFA agreement. Butter Beans, Inc has been serving school meals for other charter schools and public schools since April 2020. They have established strict protocols for their commissary kitchen. A few of those protocols are listed below.

Butter Beans, Inc Commissary Safety Protocols Outline:

- Employee practices:
 - Mandatory training of established procedures and policies
 - Daily temperature check
 - Reporting of symptoms protocol
 - Unlimited access to PPE - mask, gloves, etc.
 - Monitoring & management oversight to established procedures and policy
- Commissary: controlled, sanitized, safe environment

- From receipt of raw good to packing of finished product, to transportation and delivery of finished products
- Sanitization:
 - Employees:
 - Clothes (changed before entering kitchen)
 - Handwashing
 - Use of PPE
 - Social distancing
 - Vendor receipt of goods
 - Scheduled access (during non production hours)
 - Temperature check
 - Use of PPE
 - Sealed packaging
 - Kitchen Production:
 - Clean and sanitized throughout the production cycle:
 - Prior to, during and after each stage of food preparation
 - At the end of shift cleaning and sanitization
 - Includes everything - surfaces, tools, high traffic areas, etc.
 - Packaging, loadout, transportation and delivery
 - Packout within a controlled environment (commissary)
 - Same procedures as above
 - All meal items individually packaged at the commissary
 - Delivery vans sanitized prior to and after each delivery (cabs and storage area)
 - Drivers follow the same procedures of commissary employees including use of PPE, etc.
 - Objective is to work in a contained and safe environment while limiting touches of our food product (vendors, employees, school personnel, etc.)

In-person Food Service:

While in-person, PAVE has worked with Butter Beans, Inc to develop safe and socially distanced [Meal/Lunch Procedures](#). We are confident in Butter Beans, Inc ability to provide safe meals for our students and staff. All meals will be served in classrooms for health reasons. An overview of the logistics for in-class breakfast, lunch, and snack can be found here: [Meal/Lunch Procedures](#)

Remote Learning Meal Service: We are exploring the following options with our food service vendor, Butter Beans, Inc., to ensure that we are also able to offer breakfast, lunch, and snack to our 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 of our families do not live within walking distance of our school, we would set-up a food distribution drop-off schedule. For example, our vendor will use our school bus stop route to create a distribution route and schedule. In this scenario our 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 our families. After the 10 minutes they would go on to the next stop on the schedule. The schedule would be communicated to families well in advance of the first day of school. Our vendor, Butter Beans, Inc, has successfully done this for other schools this past spring and they are confident they could 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.

Mental Health, Behavioral, and Emotional Support Services & Programs: One of the cornerstones of PAVE’s culture is the close-knit, vibrant, and supportive community we have built over the years, predicated on always putting the needs of our students first and on supporting the whole child. It is of utmost importance that we ensure the social emotional wellbeing of students, families, and staff - and that we allow for the mental, social, and emotional space that will in turn allow for academic learning to occur. Under the leadership of our two full-time school social workers, and in collaboration with school leaders, PAVE has developed a robust plan with supports in place for all levels of our community - students, families, and staff members.

PAVE’s plan to address the social-emotional needs stemming from both the public health and economic crises was designed based on the acronym “PREPARE” - which stands for Prevent, Reaffirm, Evaluate, Provide and Respond, and Examine. Each section focuses on specific areas to support our school community, and involves the participation and support of all members:

- “Prepare” focuses on communications, including visual aids, with an overarching emphasis on cultural responsiveness;
 - “Reaffirm” focuses on the physical safety (explaining the why) and emotional safety (support regulation);
 - “Evaluate” focuses on identifying and understanding stress reactions, with special considerations for higher risk populations within our community;
 - “Provide and Respond” focuses on promoting social support and school involvement, psychological education, and psychological intervention;
 - “Examine” focuses on documentation and assessment data
- **Prepare:** Students cannot learn and teachers cannot teach unless they feel safe. In order for students, families, and staff to feel as safe as possible in the school building, students will receive safety lessons on tips on how to stay safe during the school day, including handwashing, social distancing, eating lunch, interacting with peers, etc. Families will receive letters and videos on how

PAVE is teaching safety prevention measures to students, as well as virtual family workshops on psycho-education around topics such as limiting pandemic-related media exposure, and on helping kids stay safe in the larger community. There will also be regular updates in the family newsletter around how we are keeping everyone safe in the building. Staff will receive extensive professional development on ways to keep themselves safe, what the school is doing to keep everyone safe, signs of disease symptoms, and how to talk to students about prevention.

- **Reaffirm:** The new normal will be an adjustment for everyone. Students will need practice and guidance and a place to express their feelings about the new routines - and will have the opportunity to do so during morning meetings/advisory discussions with their teachers. Families will receive updated resources and information on local testing sites, health insurance updates, and referrals, and PAVE will prioritize open and direct lines of communication with families, building on the cultural strengths of our families and the Red Hook community. Teachers will receive abundant professional development and support on: prioritizing relationships with students and families; validating students' feelings and building in time for regulation exercise through teaching SEL skills, reframing behavior, and building in space for student questions; acknowledging that the pandemic has affected vulnerable populations disproportionately to more privileged populations, exacerbating existing conditions of inequity; and continued anti-racist work to promote emotional safety in classrooms.
- **Evaluate:** This has been and continues to be an incredibly stressful time for all members of the PAVE community. To assess and understand stress reactions and how PAVE can support students and families in identifying those who may be particularly struggling, students will receive school-wide surveys, as well as in-class visual check in monitors in the form of feelings charts. Families will also be receiving regular surveys to assess their needs and what they would like and expect from the school. All families will also receive screening to assess their children's stress levels, and PAVE will also be providing families with psychoeducation around where/how to ask for help if needed, how to identify child stress reactions, and what families can do to support their child. Teachers will be receiving training on identifying potential stress and/or trauma-related behavior and how to respond appropriately and loop the social worker in.
 - Special consideration will be placed on evaluating higher risk populations, including: ongoing monitoring and regular contact with caseworkers for students who have ACS cases; students with IEPs; students who are English Language Learners; students who were at risk of being retained; and students who are presenting stress reactions on screenings or by teachers/staff/families. Additionally, PAVE will provide ongoing support and outreach for families who are in temporary housing, who are undocumented, who are less economically advantaged, who are multilingual, and early outreach for families who were dis-engaged during remote learning this past year.
- **Provide and Respond:** This school year will look and feel different than any other that has come before. After months of social distancing, isolation, and disruption to the routines of physically interacting with their peers, it is important that students and families have the space to meet their

social needs and reaffirm their sense of community. PAVE will promote social support and school involvement, as well as psychological education and psychological intervention for all students.

- *Social Support and School Involvement:* Students will have increased peer support and socialization through Zoom playdates and online platforms, dedicated time during morning meetings or advisory for discussion around issues prevalent in students' lives and on the current geo-socio political climate; and have "free times" for students to socialize and connect during Friday Activity. We are planning on having one class parent as an additional layer of support for families and teachers. Families will be able to become class parents and interact with their class parents as additional resources; they will have opportunities to participate in a buddy parent program to support each other, and will also be able to participate in get-to-know-you parent meetings in the beginning of the year. They will also receive clear information on how to navigate online platforms. Teachers will receive professional development on how to facilitate group socialization time during Friday Activity and play dates. Additionally, teachers will support students through talking about current events in morning meetings, and in how to teach students to engage over remote platforms.
- *Psychological Education:* Students will receive ongoing social emotional learning lessons during morning meeting and advisory time to continue to teach them how to identify and express feelings and to learn new coping strategies. Families will be able to participate in informal ongoing parent cafes with a focus on psycho-education topics, and will receive video updates from the principals as well as resources from our social workers via Class Dojo regarding up to date literature about COVID and suggestions on childrens' literature that focuses on the pandemic and anti-racist education. Teachers will set the time and space early on for collective community grieving and acknowledgement, and allow students to experience feelings of loss and interruption together.
- *Psychological Intervention:* PAVE's social work team will be providing counseling to students as needed, as well as mental health referrals. Families can also receive referrals for individual counseling and family counseling as needed, as well as referrals to free support services and preventative services. Additionally, PAVE will form a Family Relief Fund that can be accessed by families in need (pre-determined by assessments). Teachers and staff will also be able to receive mental health referrals.
- **Examine:** To ensure that no student or family is overlooked and unsupported, we will be documenting all outreach attempts, and evaluating lists of students who are struggling with attendance and engagement to identify further support and outreach. Students will be documented through attendance, engagement, and student surveys. Families will have the opportunity to provide feedback and request additional supports via family surveys. Teachers will continue to provide ongoing academic assessments for all scholars to examine their academic capabilities. The social workers and culture team will then be able to follow up to put additional supports in place for any student and family who may be struggling in any of these areas.

Communication: It is extremely important that PAVE consistently communicates all information about our new safety protocols and policies to families and staff in a consistent, comprehensive manner to ensure that all members of the PAVE community are on the same page when it comes to safely reopening and maintaining the health of our school community.

Communication to Parents/Legal Guardians: we will share information on PAVE's new protocols and safety measures in the following ways:

- Video and/or Powerpoint deck posted on our website in English and Spanish.
- Powerpoint deck during Back to School Night
- Letter emailed to families prior to the first day of school in English and Spanish.
- Posters placed outside of our school building during the first two weeks of school.

Communication to Staff: we will share information on PAVE's new protocols and safety measures in the following ways:

- Online training prior to staff members being required to come back into the building.
- The Operations Team will host a Scholar Health and Safety training which will include new COVID-19 related health and safety protocols to all staff members during teacher institute.
- Teachers will be required to pass a protocols and safety quiz monthly. If they fail they will attend the scholar and safety training again.

Local community communication:

- Letters to families will also be shared to our community partners listserv.

MONITORING

Overview: PAVE's leadership has spent considerable time and energy researching and designing systems, protocols, and safeguards that will keep our community healthy and safe. We will spend time discussing and practicing these systems with all relevant school-based personnel so that we are aligned in our understanding, and can proactively track health conditions at PAVE. This section outlines in detail the procedures we plan to implement at key times of the day (student and staff arrival and dismissal) where there is an increased likelihood for student congestion and transmission of the virus.

Screening: We will engage in regular monitoring and screening of all individuals who enter the building. This includes scholars and staff as well as contractors, vendors, and visitors where applicable. PAVE's goal is to appropriately isolate those individuals who might be infected and break the chain of transmission.

Screening will consist of two parts: 1) the screening questionnaire and 2) the temperature check. The screening questionnaire will be conducted daily for staff and faculty and at its most frequent yet reasonable frequency for students. This may mean periodic questionnaires for students, especially those that require an adult to answer.

NYS requires documentation that health screenings have occurred; as such PAVE will document or capture

the answer to each questionnaire. The only information that will be saved is the individual’s name, date of screening, "Cleared," "Not Cleared," or "Incomplete." Specific medical information, like individual temperatures, will not be stored. PAVE will implement screenings safely, respectfully, as well as in accordance with any applicable privacy laws or regulations. Screenings will be held prior to arrival when possible, at the point of arrival if not done before arrival, and when possible, outside of the building.

Screening of All Individuals on Campus - Staff, Scholars, Support Workers

Questionnaires are a part of the entry into the building and the staff and student arrival process will involve screening of all individuals who enter the building. We have developed our own questionnaire that includes these questions:

1. Have you experienced any of the following COVID-19 symptoms in the last fourteen (14) days?
2. Have you received a diagnostic test for COVID-19 in the last fourteen (14) days and what were the results?
3. Have you knowingly been in close approximate contact in the last fourteen (14) days with anyone who has tested positive for COVID-19?
4. Have you returned from travel to a state under New York State travel restrictions?

We understand that the DOH is creating a questionnaire for schools that we will opt to use or combine with the questions above.

Temperature Check

- All individuals who enter the building will have their temperature checked using contactless thermometers upon entry into the building. This includes staff, students or support workers. Any individual with a temperature above 100 degrees fahrenheit will be restricted from accessing the building. They will either be sent home or to a designated area prior to being picked up.
- We have identified our front conference room as our isolation room for scholars who cannot be picked up immediately.

Below are sample logistics for Staff and Student Arrival:

| |
|---|
| Staff Arrival |
| Time Required: TBD |
| What we don't know: |
| <ul style="list-style-type: none"> ● Exactly how many staff members will actually “arrive” each morning. ● Staff members will arrive between TBD and TBD at the East Entrance of the school building. ● The entrance will be set up with masks, gloves, thermometers and hand sanitizer. ● Clear social distancing markings will be placed indoors and outdoors to signify where staff members should stand while waiting to be let in to the building. ● Staff will not be able to access the building before the arrival window. |

- Staff members are not allowed to bring any additional people with them into the building (eg. children, family members)

Staff Entry Steps:

1. **Staff Prescreen:** PAVE will require staff members entering the building on a given school day to complete a pre screen at home, which will include a questionnaire similar to the questionnaire [here](#) and a temperature check. PAVE is researching an app or third party provider to conduct the prescreen questionnaire. Staff members will only be allowed in the building each morning if they have completed this prescreen successfully - once they complete the prescreen, the information will be sent to PAVE HR and school leadership. Staff attendance will be tracked within the app or with the third party provider. This allows PAVE HR to keep a record of who is in the building each school day. Specific medical information, like staff temperatures, will not be stored, but rather a record of the staff members and if they are cleared or not cleared to enter the building on a given date.
2. **Staff Entry:** PAVE's leadership team together with PAVE HR will ensure each staff member who enters has passed their prescreen that morning.
3. **PPE Upon Arrival:** When staff members enter the school, there will be a table for them with masks and hand sanitizer. Each staff member will be expected to sanitize as soon as they walk through the doors of the building.

Student Arrival

Time Required: TBD

What we don't know:

- Bussing requirements and availability
- How bus hours impact start/end times
- How many students will actually "arrive" in the morning
- Decisions from families on drop-off

- The student arrival window will be extended. Students will arrive on a staggered schedule based on grade level.
- Students will enter at their assigned entrance: either East, West or Center.
- Each entrance will be set up with masks, gloves, thermometers and hand sanitizer.
- Clear social distancing markings will be placed indoors and outdoors to signify where students should stand while waiting to be let into the building.
- Students will not be able to access the building before arrival to wait in the lobby, gym, or other common areas.
- Parents will not be allowed in the building on regular school days but will have options for a summer visit and virtual visits during the early part of the school year.
- An operations team member will be available outdoors to field concerns from families.

Summary of Plan:

1. **Staff members at entry points:** One staff member will be assigned at each entry point to manage screening of students. Additional staff will be assigned key areas in the building to help manage traffic.

- a. The Elementary School Principal will be at Center Entrance, welcoming grades assigned to that entrance.
 - b. The Middle School Principal will be West Entrance, welcoming grades assigned to that entrance.
 - c. Rotating leadership team members will be at East Entrance, welcoming bussed students.
2. **Safety Packages/Tables:** Staff members assigned to each entrance will be responsible to bring baskets with masks, gloves, thermometers and hand sanitizer to the entrance each morning.
 3. **Temperature Check:** Before each student enters the building, their temperature will be checked by the staff member assigned to that entrance. If a student has a fever (temperature above 100 degrees), they will not be allowed into the building. Next steps including family communication will vary based on whether the student arrived alone or with an adult and the student's dismissal category (e.g., if the student is a walker, the student will walk back home).
 4. **Transportation Drop-Off:** PAVE will assign "drop off" locations for cars and busses to allow for efficient drop off.
 5. **No Touch Warm Greeting:** PAVE will assign appropriate no touch, efficient greetings for entry into the building, seeing teammates and adults in hallways and upon entering the classroom.
 6. **Safety Check:** PAVE staff will stop students in the hallways to take any necessary health/safety precautions. Mask, temp check, hand sanitizer, excessive personal items put away (empty hands).
 7. **Social Distancing Traffic Management:**
 - a. Staff manages traffic flow to ensure social distancing between arriving students.
 - b. Students go directly into classrooms to assigned seats to begin morning routines.
 - c. Typical door and closet routines are held at desks or separate location tables in the classroom. Ex: Place homework/binder, Ops paperwork, breakfasts placed on desks, put backpack and jacket on back of chair or in self-contained extra large ziplock bag.
 8. **Ops team/main office** is either in the same location or managed in separate locations during arrival/dismissal times.

Health Testing Responsibility:

PAVE will consult with their assigned DOH nurse to determine which staff and students should be referred for COVID-19 tests. COVID-19 testing is available across New York City and unless determined otherwise by DOH, students and staff will continue to use their own doctors or clinics/hospitals of their choice.

If PAVE students and staff need access to large-scale testing, the school will follow directions from the NYC DOH regarding where testing should happen and communication to the school community.

Early Warning Signs:

PAVE leadership will track the infection rates of the following zip codes on a daily basis using [NYC department of Health public data](#).

- 11231- residence of 57% of students
- 11215- residence of 12% of staff
- 11220- residence of 11% of students
- 11232- residence of 6% of students

PAVE will also follow reports and studies regarding Pediatric Multi-system Inflammatory Syndrome.

PAVE may use the above data to make decisions around academic model changes. PAVE will follow all metrics as set by DOH if cases in NYC are increasing beyond an appropriate level and modify in-person instruction as necessary.

CONTAINMENT

Overview: While the rate of COVID-19 transmission continues to drop in New York City, it is a potentially lethal virus that New Yorkers will continue to live with. As a leadership team we have developed specific, explicit courses of action for a host of scenarios where, if properly managed, the likelihood of transmission can be significantly mitigated. The below chronicles the steps and measures we will abide by should any PAVE student or staff display symptoms of COVID-19 or be diagnosed with a confirmed case. It also outlines the course of action we will take for students and staff who are exposed or possibly exposed to the virus.

If a student or teacher is feeling sick, they are required to stay home and, if their symptoms are consistent with COVID-19, are asked to get tested. If a student begins experiencing symptoms in school, they will be isolated and monitored by a dedicated staff member until they are picked up by their parents or guardians. Staff members who become symptomatic at school are asked to immediately leave the building.

School Health Offices- Isolation & Collection, Symptoms Upon Arrival or During the Day

- Students who develop symptoms during school must:
 - Be held in the designated isolation room
 - Be checked by the school nurse. An Operations team member will cover the nurse's office while the nurse checks the student
 - Be visually supervised by a staff member placed outside of the windowed room
 - Should a staff member need to supervise from within the isolation room, they must wear the following PPE while within the room: N95 facemask, goggles, and disposable gloves
 - Have parents called to come pick up their child
 - Parents will receive a communication that outlines when a student can return to school
 - PAVE will provide instructions to parents indicating that the student should be seen by a healthcare provider

- Staff members who develop symptoms during school:

- If an employee appears to have symptoms of COVID-19 upon arrival to work or becomes sick during the day, the employee will be sent home from work immediately.
- PAVE recommends employees who experience symptoms seek guidance from their healthcare provider.
- Employees experiencing such symptoms are required to remain at home for a minimum of 10 days since their symptoms first appeared. Employees may return to work after this 10 day period, assuming 3 consecutive days of no symptoms and no fever for a minimum of 24 hours.
- Employees may come back to work earlier if they receive a negative COVID test and have had no fever for 24 hours.

PAVE will follow DOH guidelines with respect to moving in-person classroom pods to remote learning.

Isolation PAVE will establish a dedicated isolation room. This room will be used for students who display symptoms and require isolation as confirmed by the school nurse. The following materials will be stored in the isolation room and replaced after each use:

- Materials required by the Department of Health.
- A red medical only no touch garbage can
- Materials for student engagement while in the room

Collection: If a student needs to be picked up because they are displaying symptoms, or there is possible exposure to COVID-19, or other concerns as brought up by the school nurse, PAVE will take the following steps:

- The nurse will follow DOH protocol for transitioning from an isolation room back to a non-isolation room.
- A staff member will be designated to monitor the student within the isolation room.
- Parents/guardians and all emergency contacts will be called by an operations team member until it is confirmed that there is someone who can pick up the student.
- A staff member will collect and bring the student's belongings to the isolation room. The staff member must wear disposable gloves when handling student belongings.
- Pick-up re-unification will occur outside of the school building. PAVE will follow the DOH guidelines regarding information that must be provided/communicated to the family upon pick-up.
- The facilities team will be on call to disinfect the lobby and isolation room.

Infected Individuals (Staff, Faculty, or Students)

Students or staff that test positive for COVID-19 will be required to stay out of school for 14 days or until symptoms end per the guidance of the DOH.

- Employees who test positive or are presumed to have COVID-19 are required to isolate and remain at home for a minimum of 14 days since their symptoms first appeared. Employees may return to work after this 14 day period, assuming 3 consecutive days of no symptoms and no fever for a minimum of 24 hours and either testing negative for COVID-19 or providing medical certification clearing the employee to return to work.

- Once a staff member or student has a positive COVID-19 test their respective pods will quarantine for 14 days. The students will join the remote learning section of their respective grade.

Exposed Individuals (Staff, Faculty, or Students)

Students or staff that have been exposed to COVID-19 will be required to stay out of school for 14 days. Schools will consult with DOH or NYC Trace to determine who is an "exposed" individual and must stay out of school. An individual who has been exposed is someone who has had close contact (< 6 feet)** for ≥10 minutes, with someone who has tested positive for COVID-19.

- If another person in the same residence of the scholar or staff member is diagnosed with COVID-19, that scholar or staff member should not attend school in-person, until they are cleared by their healthcare provider to return to school.
- If someone is contacted via contact tracing and told that they have been in contact with someone who has tested positive, and are told to quarantine, they should do so.
- If either a staff member or student declines a COVID test when DOH guidelines indicate it is recommended, PAVE will not allow that individual entry into the building
- Discharge from quarantine and return to school will be conducted in consultation with DOH guidelines.

Hygiene, Cleaning, and Disinfection:

PAVE will adhere to the hygiene, cleaning, and disinfection guidance set forth by DOH and CDC. Please see response REOPENING OPERATIONS for detailed information regarding our *strategies for cleaning and disinfection of exposed areas and appropriate notification to occupants of such areas.*

Contract Tracing: PAVE will designate the Director of Operations and CEO/Founder as the main points of contact for the New York State Tracing Program. If not available, the Elementary and Middle School Principal will be the main point of contact. PAVE will work with the local health department and provide requested information to support the work of the New York State Contact Tracing Program.

Communication: In the event that there is a laboratory- confirmed case in our school, PAVE will implement a normed communication protocol that will:

- Communicate cases to the Department of Health to begin an investigation into the risk of exposure to the school community, including appropriate contact tracing measures.
- Inform relevant stakeholders, while taking measures to protect the privacy of scholars and staff members.
- Inform relevant stakeholders of the containment protocols PAVE will be taking to clean and disinfect exposed areas.
- Close the specific pod of students and staff members for 14 days. All students and teachers in the pod will be assumed to be close contacts and will be instructed to self-quarantine for 14 days since their last exposure to the confirmed case. All instruction for that pod will shift to remote learning.

CLOSURE

Overview: There is a very real possibility that at some point during the 2020-21 school year, PAVE Academy will need to cease our Hybrid model and move exclusively to Remote Learning for all students for an indefinite period of time. This section outlines the closure triggers that our Leadership Team has aligned around and how we will communicate closure to families and stakeholders.

Closure Triggers: PAVE Academy is bound by state and city decision-making with regards to how soon we can reopen our schools. As of July 13, 2020, New York State intends to open schools by region. Specifically:

- The Governor will open schools if NYC is in Phase IV and the daily infection rate remains below 5% or lower using a 14-day average since unPAUSE was lifted.
- The State will decide if the region has met these criteria the week of August 1-7.
- Schools will close if the regional infection rate is greater than 9% using a 7-day average after the August 1st determination has been made.

PAVE Academy will initiate a short-term elimination of our Hybrid Learning Model (in-person learning) under the following conditions.

- New York City and/or Red Hook infection rates rise above the threshold established by NYC DOE.
- When instructed by the NYC Department of Health.
- When instructed by the Governor

When Hybrid Learning is eliminated, all students will learn remotely 5 days/week.

Operational Activity

Quarantining Classrooms/Closing School

PAVE will follow NYC DOE procedure for closure. Like the NYC DOE, PAVE will follow guidance from the DOH. Decisions to quarantine classrooms or close PAVE will depend on the facts of each DOH investigation into presumed positive or confirmed positive COVID-19 cases.

PAVE Protocol - Symptomatic Student

PAVE will follow DOH and NYC DOE guidance as it relates to the classroom of the symptomatic student.

Confirmed Case Protocol Per NYC DOE

| Conclusion of Investigation | During Investigation | Post Investigation |
|--|--|--|
| 1 confirmed case | Close Classroom, transition to remote learning | Classroom remains closed for 14 days; students and staff in close contact with positive case self-quarantine for 14 days. |
| At least 2 cases linked together in school, same classroom | Close Classroom, transition to remote learning | Classroom remains closed for 14 days; students and staff in close contact with positive cases self-quarantine for 14 days |
| At least 2 cases linked together in school, different classrooms | Close school building, transition to remote learning | Classrooms of each case remain closed and quarantined, additional school members are quarantined based on where the exposure was in the school (e.g., the locker room) |
| At least 2 cases linked together by circumstances outside of school (i.e., acquired infection by different setting and source) | Close school building, transition to remote learning | School opens post investigation, classrooms remain closed for 14 days |
| At least 2 cases not linked but exposure confirmed for each outside of school setting | Close school building, transition to remote learning | School opens post investigation, classrooms remain closed for 14 days |
| Link unable to be determined | Close school building, transition to remote learning | Close school for 14 days |

Communication: If a reduction in in-person instruction or school closure occurs, PAVE will be in close contact with families, staff, and community partners. We will use our SIS, Powerschool, to communicate with our families. We will use emails and virtual all staff meetings to communicate with our staff. We will also use email to communicate with our community partners.

RESPONSE 3: PRE-OPENING, SCHOOL CALENDARS & SCHEDULING

R-03a– PRE-OPENING

Overview: Within this section, we have outlined the pre-opening planning that PAVE has undertaken, which includes: the ways in which we involved members of the PAVE community in the planning process for reopening; plans for training and preparing PAVE staff and families for returning; technology needs for each student and how PAVE will support every family in accessing the necessary devices and connectivity; and confirmation that all safety drills will be conducted using social distancing strategies.

Family and Staff Input:

PAVE Academy has worked directly with our school wide community of families, teachers and staff, as we've developed our reopening plans.

In addition to the two staff surveys, staff members have met with our school leaders to garner feedback, and hear questions and concerns. Topics discussed included:

- Health & safety
- Instructional & academic concerns
- Personnel/HR Concerns
- Family Engagement/Support
- Classroom Operations
- Student Culture
- Student health & safety, in and outside of the building
- Curricular concerns
- Emphasize maximizing the remote learning environment
- Creating a classroom environment
- Social emotional health of students

PAVE has also sent two surveys to families to solicit input about their preferences and thoughts regarding school reopening. This past spring, we sent out a survey to collect information about student enrollment and parent preferences for the upcoming school year. The results of this survey show the following:

- 48% of families prefer to have their student in the school building for full days of instruction
- 30% of families prefer a hybrid model with half of their student's learning done in the school building, and half done remotely

- 22% prefer their student remain at home with all of their learning done remotely

A follow-up survey was disseminated on July 20th to collect updated feedback on our proposed model options. 75% of our families completed this survey. The survey asked key questions around enrollment including:

- What is your preference for the fall?
 - 58% of responding families said that they preferred the hybrid model
 - 42% of responding families said that they preferred the full remote model
- If PAVE chooses to start the school year using the 100% remote model will you remain enrolled at PAVE?
 - 92% of responding families said that they would remain enrolled at PAVE.
- For those who rely on public school busing, what alternative option would you choose?
 - 86% of families said that they would choose the remote learning option or find another way to get their student to school.
 - 14% of families said they would have to explore attending another school.

Building Wide Emergency Response

Safety is our top concern for families who choose to send their children to PAVE. We protect the safety of our students and our community by practicing drills often. There are three building-wide emergency responses: Evacuations, Shelter-Ins and Lockdowns.

Prior to reopening school, we will adhere to the DOE guidelines for each of the mentioned drills. Thus we will make any adjustments necessary to our procedures/protocols and ensure they are easily accessible for faculty and staff. We will hold Emergency Preparedness Training for all staff members so that they are clear on actions they are responsible for in the event of an emergency in addition to abiding by the social distance guidelines. Finally, we will share our protocols with local emergency responders and neighborhood community centers (i.e MICCIO Community Center) so there is no confusion if we need to occupy their space in case of an emergency.

We will protect the safety of our students, faculty, staff, and community with a comprehensive school emergency preparedness plan that includes safety drills to keep everyone on the same page.

Pre-Open Professional Development

PAVE Academy will conduct virtual training and professional development, between August 17, 2020 - August 28, 2020. Teacher learning, training & development sessions will be rooted in what is most necessary to start the school year strongly. All teachers and staff members are expected to attend 100% of all-staff Summer Institute. This time will be spent addressing topics including, but not limited to, the following:

- becoming Anti-racist educators

- health & safety protocols and procedures a handwashing, social distancing and other requirements to ensure a safe school day
- procedures and protocol as it relates to COVID-19
- instructional and pedagogical strategies to support students during remote & in-person learning, etc)
- Building and establishing a school/classroom culture
- Supporting student who are demonstrate academic areas of struggle during hybrid learning
- Family engagement and support strategies/best practices

In the two weeks before school opens, principals and other leadership team members will host multiple events to support families’ understanding and coping with the challenges of the new school year. Activities will include: virtual town halls, virtual fun nights, and office hours for families. Our back-to-school nights will take place in the week leading up to the first day of school and act as a continuation of the town hall sessions hosted prior to back-to-school night. Here, parents and guardians will meet their child’s teachers and have a chance to build partnerships, inquire about academic and grade-level expectations, share any information that will be necessary for the child’s success, etc.

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, we had Chromebooks and iPads, but not enough for each student. At that point in time, we purchased over a hundred Chromebooks to ensure each student had his/her own device.
 - 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 will conduct 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 doesn't know how to resolve it, an Operations team member will take a look
- Tier 3: If the Operations team member cannot resolve it, we will escalate it to our technology solutions provider

R-03b–SCHOOL CALENDARS

Overview:

PAVE has established a draft of the yearly calendar and weekly schedule that both maintain consistency from prior years and prioritize health and safety. The 2020-21 PAVE Calendar is subject to change throughout the year as new developments occur in NYC and will be updated based on guidance from the city and state. Currently, we plan to start the year remotely on Monday, August 31st and continue remote until September 14th. With health and safety our top priority, we are tentatively planning to begin in-person instruction the week of September 21st. This is tentative and based on current COVID-19 data for our area and our ability to procure all the necessary health and safety materials we need to safely operate. Below you will find a description of PAVE's two models of instruction we will be utilizing for the 20-21 school year and a sample of what the schedules might look like for students in our Hybrid model and our Full remote model. More information is available in Response 5.

DRAFT of 2020-21 PAVE Calendar

*Subject to Change

| | |
|---------------------------|--|
| Tuesday, August 25 | Back to School Night, Elementary School (Grades K-4th) |
| Wednesday, August 26 | Back to School Night, Middle School (Grades 5th-8th) |
| Monday, August 31 | First Day of School for ALL Kindergarten students and ALL 5th Grade students |
| Tuesday, September 1 | First Day of School for NEW 6th, 7th, and 8th Grade Students |
| Wed, September 2 | First Day of School for all other students |
| Mon, Aug 31 - Fri, Sept 4 | First Week of School - Mon/Tue/Wed/Thur/Fri end at 1:30pm |
| Monday, September 7 | School Closed - Labor Day |
| Monday, October 12 | School Closed - Fall Weekend |

| | |
|---------------------------|--|
| Tuesday, November 3 | 1/2 Day - Election Day; School ends at 12:30 |
| Wed, November 11 | School Closed - Veteran's Day |
| Monday, November 23 | School Closed - Report Card Conferences for Families |
| Tuesday, November 24 | School Closed - Staff Professional Development Day |
| Wed, Nov 25 - Fri, Nov 27 | School Closed - Thanksgiving Break |
| Mon, Dec 21 - Fri, Jan 1 | School Closed - Winter Break |
| Monday, January 18 | School Closed - Martin Luther King, Jr. Day |
| Mon, Feb 15 - Fri, Feb 19 | School Closed - Midwinter Break |
| Friday, March 12 | School Closed - Staff Professional Development Day |
| Monday, March 15 | School Closed - Report Card Conferences for Families |
| Mon, Mar 29 - Fri, Apr 2 | School Closed - Spring Break |
| Tues-Thur, April 20-22 | ELA New York State Exams |
| Tues-Thurs, May 4-6 | Math New York State Exams |
| Monday, May 31 | School Closed - Memorial Day |
| Wednesday, June 16 | Last Day of School; Report Cards Mailed Home |

Total Number of Instructional Days: 174 Days

Schedule of Types of Instruction: Hybrid (Blended) and Full Remote

During the 2020-21 school year, PAVE will offer both a hybrid model of instruction and a full remote model of instruction. Families will opt into either Hybrid or Remote. At any point, families can decide to go full remote. There will be designated times throughout the year when families can change from full remote to hybrid. In order to maintain social distancing in each classroom, classrooms will be broken into pods of 6-13 students depending on the physical classroom size. The schedule below shows both the hybrid and full remote weekly schedule by grade.

Hybrid Schedule

| K-2nd Grades | 3rd - 4th Grades | 5th Grade | 6th - 8th Grades |
|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| 3 days in person 2 days remote | 2 days in person 3 days remote | 3 days in person 2 days remote | 2 days in person 3 days remote |

Full Remote

| K-2nd Grades | 3rd - 4th Grades | 5th Grade | 6th - 8th Grades |
|---------------|------------------|---------------|------------------|
| 5 days remote | 5 days remote | 5 days remote | 5 days remote |

R-03c–SCHOOL CALENDARS & SAMPLE SCHEDULES

Overview: Within this section, you will find examples of daily schedules, breakdown of subjects by weekly minutes and yearly hours of instruction. This also demonstrates how PAVE will utilize both synchronous and asynchronous instruction on remote days.

Sample Schedules by Grades: DRAFT Below are sample schedules by grade for both Hybrid and Remote Instruction. Please see Response 5 for more information.

| Sample K-2 Schedule | | | |
|--------------------------------|--|--|--|
| In Person Day: Hybrid Students | | Remote Day: Hybrid Students /Fully Remote Students | |
| 8:15 - 8:45 | Arrival and Breakfast | 8:15 - 9:00 | Morning Meeting |
| 8:45- 9:30 | Morning Meeting | 9:00 - 9:45 | Guided Reading/Centers/ Independent Reading |
| 9:30 - 10:15 | Guided Reading / Centers / Independent Reading | 9:45 - 10:30 | Break |
| 10:15 - 11:00 | Math Workshop | 10:30 - 11:15 | Math Workshop |
| 11:00 - 11:45 | Reading and Social Studies | 11:15 - 12:00 | Lunch and Break |
| 11:45 - 12:30 | Lunch and Recess | 12:00 - 12:45 | Reading and Social Studies |
| 12:30 - 1:15 | Foundations and Writing | 12:45 - 1:30 | Foundations and Writing |
| 1:15 - 2:00 | Problem Solving | 1:30 - 2:15 | Problem Solving |
| 2:00-2:45 | Specials (Async) | 2:15 - 3:00 | Specials (P.E., Performing Arts, or Visual Arts) |
| 2:45 - 3:00 | Closing Circle | 3:00 - 3:45 | Science |
| 3:00 - 3:15 | Dismissal | | |

| Sample 3-4 Schedule | | | |
|--------------------------------|--|--|---|
| In Person Day: Hybrid Students | | Remote Day: Hybrid Students /Fully Remote Students | |
| 8:00 - 8:30 | Arrival and Breakfast | 8:15- 9:00 | Morning Meeting |
| 8:30 - 9:15 | Morning Meeting | 9:00 - 9:45 | Guided Reading/Centers Independent Reading |
| 9:15 - 10:00 | Guided Reading/ Centers/Independent Reading | 9:45 - 10:30 | Break |
| 10:00 - 10:45 | Math Workshop | 10:30 - 11:15 | Math Workshop |
| 10:45 - 11:30 | Reading and Social Studies | 11:15 - 12:00 | Lunch and Break |
| 11:30 - 12:15 | Text Analysis and Writing | 12:00 - 12:45 | Reading and Social Studies |
| 12:15 - 1:00 | Lunch and Recess | 12:45 - 1:30 | Text Analysis and Writing |
| 1:00 - 1:45 | Problem Solving | 1:30 - 2:15 | Problem Solving |
| 1:45-2:30 | Specials (async) | 2:15 - 3:00 | Specials (P.E., Performing Arts, Visual Arts) |
| 2:30 - 2:45 | Closing Circle | 3:00 - 3:45 | Science |
| 2:45 - 3:00 | Dismissal | | |

| Sample 5th Schedule | | | |
|--------------------------------|--|--|---|
| In Person Day: Hybrid Students | | Remote Day: Hybrid Students /Fully Remote Students | |
| 8:00 - 8:30 | Arrival and Breakfast | 8:15 - 9:00 | Advisory |
| 8:30 - 9:15 | Advisory | 9:00 - 9:45 | Book Clubs and Independent Reading |
| 9:15 - 10:05 | Writing (Mon) or Text Analysis (Tues and Wed) | 9:45 - 10:15 | Math Workshop |
| 10:05 - 10:35 | Math Workshop | 10:15 - 10:55 | Literacy Small Group Intervention (LLI) |
| 10:35 - 11:15 | Book Clubs | 11:00 - 11:50 | Writing (Thurs)/Text Analysis (Fri): hybrid Writing (Mon and Thurs)/ Text Analysis (Tues, Wed, and Fri): remote |
| 11:15 - 12:15 | Science | 11:50 - 12:50 | Science/History |
| 12:15 - 1:00 | Lunch and Recess | 12:50 - 1:30 | Lunch and Break |
| 1:00 - 2:00 | Math Content | 1:30 - 2:30 | Math Content |
| 2:00 - 3:00 | History | 2:30 - 3:15 | Specials (P.E. or Visual Arts) (2x Weekly) |

| | | | |
|------------|------------------|--|--|
| 3:00-3:45 | Specials (Async) | | |
| 3:45- 4:00 | Dismissal | | |

| Sample 6th - 8th Schedule | | | |
|--------------------------------|-----------------------------------|---|--|
| In Person Day: Hybrid Students | | Remote Day:Hybrid Students /Fully Remote Students | |
| 8:00 - 8:30 | Arrival and Breakfast | 8:00 - 8:45 | Advisory |
| 8:30 - 9:15 | Advisory | 8:45- 9:30 | Book Clubs and Independent Reading |
| 9:15 - 10:15 | Writing (Mon)/Text Analysis(Tues) | 9:30 - 10:30 | Math Workshop |
| 10:15 - 10:45 | Math Workshop | 10:30 - 11:15 | Literacy Small Group Intervention |
| 10:45 - 11:25 | Book Clubs | 11:15 - 12:15 | Writing (Thurs)/Text Analysis (Fri):hybrid Writing (Mon and Thurs)/ Text Analysis (Tues, Wed, Fri):remote |
| 11:25 - 12:25 | Science | 12:15- 1:00 | Lunch and Break |
| 12:25 - 1:10 | Lunch and Recess | 1:00 - 2:00 | Science/History |
| 1:10 - 2:10 | Math Content | 2:00 - 3:00 | Math Content |
| 2:10 - 3:10 | History | 3:00 - 3:45 | Specials (P.E. or Visual Arts) (2x weekly) |
| 3:10-3:50 | Specials (Async) | | |
| 3:50 - 4:10 | Dismissal | | |

Instructional Hours by Grade Level DRAFT: Here are PAVE’s sample schedules broken into minutes and times per week. Similar to above, you can see how both models (Hybrid & Full remote work together).

*(Minutes x days a week)

| K-1 | | | |
|---|-------------------|---------------------|--------------------|
| | Hybrid: In School | Hybrid: Remote | Full Remote |
| Morning Meeting and Foundations or Word Study/Math Routines | 30x3 | 30x2 (Sync) | 30x5 (Sync) |
| Guided Reading/ Independent reading/ Response to Literature | 45x3 | 45 x 2 (Sync/Async) | 45x5 Sync/Async) |
| Foundations / Writing | 45x3 | 45 X 2 (Async) | 45x2, 45x3 (Async) |
| Reading / Social Studies | 45X3 | 45X2 (Sync) | 45x5 (Sync) |

| | | | |
|------------------------|------|-------------------|-------------------|
| Math Workshop | 45x3 | 45x2 (Sync/Async) | 45x5 (Sync/Async) |
| Problem Solving (Math) | 45X3 | 45x2 (Sync/Async) | 45x5 (Sync/Async) |
| Science | | 45X2 (Async) | 30x2 (Async) |
| Specials | | 45x2 (Async) | 30x2 (Async) |
| 1-1 Time with Teacher | | 20x1 | 20x1 |

| 2nd Grade | | | |
|--|-------------------|--|---|
| | Hybrid: In School | Hybrid: Remote | Full Remote |
| Morning Meeting and Foundations or Word Study/Math Routines | 45x3 | 45x2 (Sync) | 45x5 (Sync) |
| Guided Reading/ Independent reading/ Response to Literature | 45x3 | 45 x 2 (Sync/Async) | 45x5 (Sync/Async) |
| Foundations (1 month) / Writing Text Analysis / Writing (TA month 2) | 45x3 | 45 X 2 (Foundations and writing async / TA sync) | 45x5 (sync) (Foundations and writing async / TA sync) |
| Reading / Social Studies | 45X3 | 45X2 (Sync) | 45x5 (Sync) |
| Math Workshop | 45x3 | 45x2 (Sync/Async) | 45x5 (Sync/Async) |
| Problem Solving (Math) | 45X3 | 45x2 (Sync/Async) | 45x5 (Sync/Async) |
| Science | | 45X2 (Async) | 45x2 |
| Specials | | 45X3 (Async) | 45x3 (Async) |
| 1-1 Time with Teacher | | 20x1 | 20x1 |

| 3rd-4th Grade | | | |
|---|-------------------|---------------------|-------------------------|
| | Hybrid: In School | Hybrid: Remote | Full Remote |
| Morning Meeting and Foundations or Word Study/Math Routines | 45x2 | 45x3(Sync) | 45x5 (Sync) |
| Guided Reading/ Independent reading/ Response to Literature | 45x2 | 45 x 3 (Sync/Async) | 45x5 (Sync/Async) |
| Text Analysis / Writing | 45x2 | 45 X 3 (sync/async) | 45x1, 30x3 (sync/async) |

| | | | |
|--------------------------|------|-------------------|-------------------|
| Reading / Social Studies | 45X2 | 45X3 (Sync) | 45x5 (Sync) |
| Math Workshop | 45x2 | 45x3 (Sync/Async) | 45x5 (Sync/Async) |
| Problem Solving (Math) | 45X2 | 45x3 (Sync/Async) | 45x5 (Sync/Async) |
| Science | | 45X2 (Async) | 45x2 (Async) |
| Specials | | 45x3 (Async) | 45x3 (Async) |
| 1-1 Time with Teacher | | 20x1 | 20x1 |

| 5th Grade | | | |
|---------------------------------|-------------------|----------------|-------------------|
| | Hybrid: In School | Hybrid: Remote | Full Remote |
| Advisory | 45x3 | 45x2 | 45x5 |
| The Writing Revolution | 50x1 | 50x1 (async) | 50x2 (sync/async) |
| Text Analysis | 50x2 | 50x1 (async) | 50x3 (sync/async) |
| Leveled Literacy Intervention | | 40x2 (sync) | 40x2 (sync) |
| Book Clubs/ Independent Reading | 40x3 | 40x2 (sync) | 40x5 (sync) |
| History | 60x3 | | 60x3 (sync) |
| Math Content | 60x3 | 60x2(sync) | 60x5 (sync) |
| Math Workshop | 30x3 | 30x2(async) | 30x5 (async) |
| Science | 60x3 | | 60x3 |
| Specials | | 45x2 (async) | 45x2 (async) |

| 6th Grade | | | |
|------------------------------------|-------------------|-------------------|-------------------|
| | Hybrid: In School | Hybrid: Remote | Full Remote |
| Advisory | 45x2 | 45x3 | 45x5 |
| The Writing Revolution | 60x1 | 60x1 (async) | 60x1 |
| Text Analysis | 60x1 | 60x2 (sync/async) | 60x3 (sync/async) |
| Leveled Literacy Intervention | 0 | 40x3 (sync) | 40x3 (sync) |
| Book Clubs/ Independent Reading | 40x2 | 40x3 (sync) | 40x5 (sync) |

| | | | |
|---------------|------|--------------|-------------------|
| History | 60x2 | 60x1 (async) | 60x3 (sync/async) |
| Math Content | 60x2 | 60x3 (sync) | 60x5 (sync) |
| Math Workshop | 30x2 | 30x3 (async) | 30x5 (async) |
| Science | 60x2 | 60x1 (sync) | 60x3 (sync) |
| Specials | | 45x2 (async) | 45x2 (async) |

| 7th & 8th Grade | | | |
|---------------------------------|-------------------|----------------|-------------------|
| | Hybrid: In School | Hybrid: Remote | Full Remote |
| Advisory | 45x2 | 45x3 | 45x5 |
| Text Analysis | 60x2 | 60x1 (async) | 60x3 (sync/async) |
| Additional ELA | 60x1 | 60x1 | 60x2 (async) |
| Leveled Literacy Intervention | | 40x3 (sync) | 40x3 (sync) |
| Book Clubs/ Independent Reading | 40x2 | 40x3 (sync) | 40x5 (sync) |
| History | 45x2 | 45x1 (sync) | 45x3 (sync) |
| Math Content | 60x2 | 60x3 (sync) | 60x5 (sync) |
| Math Workshop | 30x2 | 30x3 (async) | 30x5 (async) |
| Science | 45x2 | 45x1 (sync) | 45x3 (sync) |
| Specials | 45x2 (async) | 45x2 (async) | 45x2 (async) |

Average Yearly Hours of Instruction: *DRAFT

| K-8 Average Hours Yearly of Instruction | | | | | | | |
|---|-----------|--------------|---------------|-------|-------------|-------|-------|
| Grade | Hybrid | | | | Full Remote | | |
| | In person | Remote: Sync | Remote: Async | Total | Sync | Async | Total |
| K-2nd | 473 | 195 | 249 | 917 | 685 | 223 | 908 |
| 3rd & 4th | 315 | 379 | 236 | 930 | 668 | 263 | 930 |
| 5th | 604 | 216 | 146 | 966 | 767 | 198 | 965 |

| | | | | | | | |
|---------|-----|-----|-----|------|-----|-----|------|
| 6th-8th | 441 | 388 | 198 | 1028 | 771 | 253 | 1024 |
|---------|-----|-----|-----|------|-----|-----|------|

For more information on how PAVE will meet the needs of Students with Disabilities, ELLs, and At-Risk Students please reference the following document: [SY 20-21 Reopen Special Education: SUNY](#)

R-03d–SCHOOL CALENDARS

In order to accommodate both in-person and remote instruction, PAVE will always have a number of staff working in person and a number of staff remote. Based on the family survey results in mid July, about 60% of families have requested in person instruction (our hybrid model). Grade levels will have from 3-5 pods (small groups of students in the grade level with the same teacher) depending on the number of hybrid requests we receive. Below you will find a sample schedule which indicates the number of staff in person daily.

Sample Staff Schedule: Staff Needed in Person: # of teachers needed based on survey results and pods needed for social distancing

| Mon | Tues | Wed | Thurs | Fri |
|--------------------------------|--------------------------------|-------------------------------|--------------------------------|--------------------------------|
| # In Person | # In Person | *Potentially All Staff Remote | # In Person | # In Person |
| 20 Teachers | 21 Teachers | | 20 Teachers | 18 Teachers |
| 50% of Leaders & Support Staff | 50% of Leaders & Support Staff | | 50% of Leaders & Support Staff | 50% of Leaders & Support Staff |

RESPONSE 4: ENROLLMENT AND ATTENDANCE

R-04a– ENROLLMENT

PAVE Academy is confident that our enrollment for the 2020-2021 school year will not be dramatically affected by changes to the ways in which students are learning due to COVID-19. Taking several factors into consideration, we expect to maintain enrollment similar to previous school years.

As a community school, about 60% of our student population lives in the same neighborhood (Red Hook) where PAVE is located. These students and their families walk to and from PAVE and do not rely on public transportation or private car service to attend. We do not anticipate losing the enrollment of any student who resides in the neighborhood. The 40% of our student population who reside outside of Red Hook depend on school busing, public transportation, and private car service to get to and from school. Without school busing, we understand that many families would have to choose between taking public transportation and learning remotely. Based on data collected through conversations with families and family surveys (see more specific survey information below), we feel confident that our families with compromised transportation would choose to stay enrolled at PAVE and learn remotely over transferring to another school.

This past spring, we sent out a PAVE parent survey to collect information about student enrollment and parent preferences for the upcoming school year. The results of this survey show the following:

- 48% of families prefer to have their student in the school building for full days of instruction
- 30% of families prefer a hybrid model with half of their student's learning done in the school building, and half done remotely
- 22% prefer their student remain at home with all of their learning done remotely

On July 20, 2020, we sent a follow-up survey to collect updated feedback on our proposed model options. 75% of our families completed this survey. The survey asked key questions around enrollment including:

- If PAVE chooses to start the school year using the 100% remote model will you remain enrolled at PAVE?
 - 92% of responding families said that they would remain enrolled at PAVE.
- For those who rely on public school busing, what alternative option would you choose?
 - 86% of families said that they would choose the remote learning option or find another way to get their student to school.
 - 14% of families said they would have to explore attending another school.

As a further support for our families, we have also hired a Family and Community Engagement Coordinator, who is responsible for guiding both new and existing families through the enrollment process this upcoming year. The Family Coordinator has already been able to address many of the questions that have arisen over the past few months from our families, and has helped our leadership team gain a better perspective on how our families are feeling about returning to school this Fall.

R-04b– ATTENDANCE

Elementary School

Evidence of Attendance

- **In-Person:** For all students who are scheduled to be in school, teachers will take attendance in the morning and mark any absent student in PowerSchool SIS by early morning that same day.
- **Remote:** For students who either will be 100% remote or who are scheduled to be remote on a particular day, teachers will mark any absent student in PowerSchool SIS by 10am the next day. Attendance during remote learning is to be counted through multiple avenues as a way to accommodate the impacts it will have on a family’s daily life. Our highest priority is to ensure that students are: 1) safe and present, and 2) engaging in meaningful academic content that will minimize disruption to their academic development. For a student to be marked present, they must meet the following criteria:
 - Present for at least one live Zoom session or student conference (Morning Meeting, Read Aloud, or Guided Reading)
 - Submit daily assignments by the end of day

Retained Documentation

Daily attendance will be tracked in PowerSchool SIS for every student. In addition, students submit their remote day assignments via ClassDojo. For each student and each assignment, ClassDojo has a timestamp demonstrating when the assignment was submitted. Zoom also provides the list of participants for each meeting.

Contacting Disengaged Students

Response to Patterns of Unexcused Absences:

- If a student is absent from a class, the teacher reaches out directly to the family.
- If a student is absent from multiple classes for 3+ consecutive days and has no trace of work submission/engagement, the Grade Team Leader submits the student’s name to the Associate Dean of Students, who then reaches out to the family. Below is the tiered outreach:

If a student is absent from a class, after:

- 1 absence: The teacher reaches out directly to the family that day

- 2 absences: Culture team calls family
 - 5 - 7 absences: Social worker calls family
 - 10 - 15 absences: Deans call family
 - 16 - 20 absences: Director of Operation calls families
 - More than 20 absences: Principal calls families and reports instances of educational neglect where necessary.
-
- NOTE: The attendance bands are built to respond to what happens on a consecutive basis. For example, if a student is absent on Monday and Tuesday, a teacher from the team reaches out directly to the family. If that same student attends on Wednesday, but is absent on Thursday and Friday, we go back to the original absence band. If a teacher notices that a student is absent for 2 days, returns to class after the teacher calls home, but is then absent again, the teacher will reach out to the culture team after the second time they notice the pattern. Continuing from the example above, after the teacher has reached out on that Friday, they need to also communicate to the culture team member assigned to their grade. This does not apply for those students who struggle with attendance and for whom we have coordinated an alternate attendance plan.

Review Process

An attendance report pulled from PowerSchool SIS will be emailed to the leadership team every day. The leadership team will review and provide any feedback if needed.

Middle School

Evidence of Attendance

- In-Person: For all students who are scheduled to be in school, teachers will take attendance in the morning and mark any absent student in PowerSchool SIS by early morning that same day
- Remote: For students who either will be 100% remote or who are scheduled to be remote on a particular day, teachers will take both daily and class attendance. Attendance during remote learning is to be counted through multiple avenues as a way to accommodate the impacts it will have on a family's daily life. Our highest priority is to ensure that students are engaging in meaningful academic content that will minimize disruption to their academic development.
 - *Daily Attendance*: Teachers will submit to PowerSchool SIS by 10am the next day. For a student to be marked present, they must meet the following criteria:
 - Present during Advisory block, and
 - Present in 2 out of the 3 instructional blocks
 - *Class Attendance*: Teachers will use a separate Google Sheets tracker that will also be populated by 10am the next day. For a student to be marked present, they must meet the following criteria:

- Present & engaged during live instruction, or
- Office hours attendance to catch content missed during live instruction, or
- Submission of all classwork, from Do Now to Exit Ticket

Retained Documentation

Daily attendance will be tracked in PowerSchool SIS for every student and class attendance will be tracked in a separate Google Sheets document on remote days. In addition, students will submit their remote day assignments via Google Classroom. For each student and each assignment, Google Classroom tracks when the assignment was submitted. Zoom also provides the list of participants for each meeting.

Contacting Disengaged Students

- If a student is absent from a class, the teacher reaches out directly to the family.
- If a student is absent from multiple classes over 3 consecutive days and has no trace of work submission/engagement, the Grade Team Leader submits the student's name to the Dean of Students, who then reaches out to the family.
- If a student is absent for any days beyond that, the Dean of Students communicates to the Social Worker and Principal.

Review Process

An attendance report pulled from PowerSchool SIS will be emailed to the leadership team every day. The leadership team will review and provide any feedback if needed.

RESPONSE 5: ACADEMIC PROGRAM

R-05a– CURRICULUM

At PAVE, we know that students learn best when interacting with their teachers and each other. In this unprecedented time, we are prioritizing the teaching of essential skills and content as well as the social-emotional well-being of our students. This means prioritizing inquiry and discussion based activities, small group instruction, and reserving times for students to support social-emotional learning and build community.

- **Elementary School Curricular Adjustments (grades K-4)**
 - Revised math, literacy, science, social studies, physical education, performing arts, and visual arts units to prioritize the most important content and skills, maintain inquiry based instruction whenever possible, and function seamlessly in hybrid and fully remote learning models
 - Maintaining, and when necessary, increasing the amount of small group reading instruction through Guided Reading
 - Re-distribute mathematics instructional time to prioritize remediation
 - Increased use of online learning platforms for both in-school and remote instruction as virtual libraries, curricular enhancements, and venues for extra practice

- **Middle School Curricular Adjustments (grades 5-8)**
 - Revised math, science, history, physical education, and visual arts units to prioritize the most important content and skills, maintain inquiry based instruction whenever possible, and function seamlessly in hybrid and fully remote learning models
 - Improve student reading volume, discourse, and accountability through standards based small-group literature circles
 - Increase the amount of small group reading intervention through Leveled Literacy Intervention to support below-grade-level readers, students with IEPs and English Language Learners
 - Increased use of online learning platforms for both in-school and remote instruction as virtual libraries, curricular enhancements, and venues for extra practice

- **ES/MS Students with Disabilities and ELLs Curricular Adjustments**
 - For more information on how PAVE will meet the needs of Students with Disabilities, ELLs, and At-Risk Students please reference the following document: [SY 20-21 Reopen Special Education: SUNY](#)

- **Socio-Emotional Learning Supports**

It is of utmost importance that we ensure the social emotional well-being of students during this challenging time. We have developed a robust plan with supports in place for all students in our school community designed using the acronym “PREPARE” - which stands for Prevent, Reaffirm, Evaluate, Provide and Respond, and Examine. Each section focuses on specific areas to support across our entire K-8 school community:

- **“Prepare”** focuses on communications, including visual aids, with an overarching emphasis on cultural responsiveness. Students cannot learn and teachers cannot teach unless they feel safe. In order for students, families, and staff to feel as safe as possible in the school building, students will receive safety lessons on tips on how to stay safe during the school day, including handwashing, social distancing, eating lunch, interacting with peers, etc.
- **“Reaffirm”** focuses on physical safety (explaining the why) and emotional safety (support regulation). The new normal will be an adjustment for everyone. Students will need practice and guidance and a place to express their feelings about the new routines - and will have the opportunity to do so during morning meetings/advisory discussions with their teachers.
- **“Evaluate”** focuses on identifying and understanding stress reactions, with special considerations for higher risk populations within our community. This has been and continues to be an incredibly stressful time for all members of the PAVE community. To assess and understand stress reactions and how PAVE can support students and families in identifying those who may be particularly struggling, students will receive school-wide surveys, as well as in-class visual check in monitors in the form of feelings charts.
- **“Provide and Respond”** focuses on promoting social support and school involvement, psychological education, and psychological intervention for all students. After months of social distancing, isolation, and disruption to the routines of physically interacting with their peers, it is important that students have the space to meet their social needs and reaffirm their sense of community. Students will have increased peer support and socialization through Zoom playdates and online platforms, dedicated time during morning meetings or advisory for discussion around issues prevalent in students’ lives and on the current geo-socio political climate; and have “free times” to socialize and connect during Friday Activity. Students will receive ongoing social emotional learning lessons during morning meeting and advisory time to continue to teach them how to identify and express feelings and to learn new coping strategies. PAVE’s social work team will be providing counseling to students as needed, as well as mental health referrals.
- **“Examine”** focuses on documentation and assessment data. To ensure that no student or family is overlooked and unsupported, we will be documenting all outreach attempts, and evaluating lists of students who are struggling with attendance and engagement to

identify further support and outreach. Students will be documented through attendance, engagement, and student surveys.

R-05b– INSTRUCTION

PAVE Academy will offer two models. One is a hybrid approach that balances some days in person and some days remote, with a combination of synchronous and asynchronous learning on remote days. Families may also opt into a fully remote program. Our hybrid model prioritizes more in-person instruction for our youngest learners and 5th graders entering Middle School. A summary of our hybrid model is as follows:

| K - 2nd Grades | 3rd - 4th Grades | 5th Grade | 6th - 8th Grades |
|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| 3 days in person 2 days remote | 2 days in person 3 days remote | 3 days in person 2 days remote | 2 days in person 3 days remote |

This staggered schedule allows us to spread students out across many classrooms to de-densify our groups, maintain social distancing, and protect the health and safety of our students and staff. As a part of de-densifying, classes will be led by one teacher. To prioritize additional health and safety measures, like staggered arrival and dismissal times, new arrival procedures, and frequent handwashing and surface cleaning, instructional time will be slightly shortened compared to previous years. Instruction will prioritize the most important components to ensure a safe and academically successful experience for students. Sample schedules are as follows:

| Sample K-2 Schedule | | | | |
|---------------------|--|---|--|---|
| In Person Day | | Remote Day:Hybrid Students /Fully Remote Students | | |
| 8:15 - 8:45 | Arrival and Breakfast | 8:15 - 9:00 | Morning Meeting | Synchronous via Zoom |
| 8:45- 9:30 | Morning Meeting | 9:00 - 9:45 | Guided Reading / Centers / Independent Reading | Synchronous via Zoom for Guided Reading, then asynchronous independent reading using RAZ Kids |
| 9:30 - 10:15 | Guided Reading / Centers / Independent Reading | 9:45 - 10:30 | Break | |
| 10:15 - 11:00 | Math Workshop | 10:30 - 11:15 | Math Workshop | Synchronous mini lesson via Zoom and asynchronous work time |

| | | | | |
|---------------|----------------------------|---------------|--|--|
| 11:00 - 11:45 | Reading and Social Studies | 11:15 - 12:00 | Lunch and Play Break | |
| 11:45 - 12:30 | Lunch and Recess | 12:00 - 12:45 | Reading and Social Studies | Synchronous via Zoom |
| 12:30 - 1:15 | Foundations and Writing | 12:45 - 1:30 | Foundations and Writing | Asynchronous using teacher-created videos and activities via ClassDojo |
| 1:15 - 2:00 | Problem Solving | 1:30 - 2:15 | Problem Solving | Synchronous launch and closing discussion via Zoom with asynchronous work time between |
| 2:00 - 2:45 | Specials (Async) | 2:15 - 3:00 | Specials (P.E., Performing Arts, or Visual Arts) | Asynchronous using teacher-created videos and activities via ClassDojo |
| 2:45-3:00 | Closing Circle | 3:00 - 3:45 | Science | Asynchronous using Mystery Science and teacher-created videos and activities via ClassDojo |
| 3:00 - 3:15 | Dismissal | | | |

| Sample 3-4 Schedule | | | | |
|---------------------|--------------------------------------|--|--------------------------------------|---|
| In Person Day | | Remote Day for Hybrid Students / Typical Day for Fully Remote Students | | |
| 8:00 - 8:30 | Arrival and Breakfast | 8:15- 9:00 | Morning Meeting | Synchronous via Zoom |
| 8:30 - 9:15 | Morning Meeting | 9:00 - 9:45 | Guided Reading / Independent Reading | Synchronous via Zoom for Guided Reading, then asynchronous independent reading using RAZ Kids |
| 9:15 - 10:00 | Guided Reading / Independent Reading | 9:45 - 10:30 | Break | |
| 10:00 - 10:45 | Math Workshop | 10:30 - 11:15 | Math Workshop | Synchronous mini lesson via Zoom and asynchronous work time |
| 10:45 - 11:30 | Reading and Social Studies | 11:15 - 12:00 | Lunch and Break | |
| 11:30 - 12:15 | Text Analysis and Writing | 12:00 - 12:45 | Reading and Social Studies | Synchronous via Zoom |

| | | | | |
|--------------|------------------|--------------|--|--|
| 12:15 - 1:00 | Lunch and Recess | 12:45 - 1:30 | Text Analysis and Writing | Asynchronous using CommonLit and teacher-created videos and activities via ClassDojo |
| 1:00 - 1:45 | Problem Solving | 1:30 - 2:15 | Problem Solving | Synchronous launch and closing discussion via Zoom with asynchronous work time between |
| 1:45 - 2:30 | Specials (Async) | 2:15 - 3:00 | Specials (P.E., Performing Arts, or Visual Arts) | Asynchronous using teacher-created videos and activities via ClassDojo |
| 2:30 - 2:45 | Closing Circle | 3:00 - 3:45 | Science | Asynchronous using Mystery Science and teacher-created videos and activities via ClassDojo |
| 2:45-3:00 | Dismissal | | | |

| Sample 5th Schedule | | | | |
|---------------------|--|--|---|--|
| In Person Day | | Remote Day for Hybrid Students / Typical Day for Fully Remote Students | | |
| 8:00 - 8:30 | Arrival and Breakfast | 8:15 - 9:00 | Advisory | Synchronous via Zoom |
| 8:30 - 9:15 | Advisory | 9:00 - 9:45 | Book Clubs and Independent Reading | Synchronous via Zoom for Book Clubs, then asynchronous for Independent Reading using Epic |
| 9:15 - 10:05 | Writing (Mondays) or Text Analysis (Tuesdays and Wednesdays) | 9:45 - 10:15 | Math Workshop | Synchronous mini lesson via Zoom for selected students and asynchronous work time for other students |
| 10:05 - 10:35 | Math Workshop | 10:15 - 10:55 | Literacy Small Group Intervention or break (data-driven decision) | Synchronous via zoom utilizing Leveled Literacy Intervention |
| 10:35 - 11:15 | Book Clubs | 11:00 - 11:50 | Writing (Thursdays) or Text Analysis (Fridays) for hybrid model students Writing (Mondays and Thursdays) or Text Analysis (Tuesdays, Wednesdays, and Fridays) for fully remote | Asynchronous using CommonLit and teacher-created videos and activities via Google Classroom |

| | | | | |
|---------------|--|---------------|--|--|
| | | | model students | |
| 11:15 - 12:15 | Science | 11:50 - 12:50 | Science/History | Asynchronous using teacher-created videos and activities via Google Classroom |
| 12:15 - 1:00 | Lunch and Recess | 12:50 - 1:30 | Lunch | |
| 1:00 - 2:00 | Math Content | 1:30 - 2:30 | Math Content | Synchronous launch and closing discussion via Zoom with asynchronous work time between |
| 2:00 - 3:00 | History | 2:30 - 3:15 | Specials (P.E., Performing Arts, or Visual Arts) | Asynchronous using teacher-created videos and activities via Google Classroom |
| 3:00 - 3:45 | Specials (P.E. or Visual Arts) (Async) | | | |
| 3:45-4:00 | Dismissal | | | |

| Sample 6th - 8th Schedule | | | | |
|---------------------------|---|--|--|---|
| In Person Day | | Remote Day for Hybrid Students / Typical Day for Fully Remote Students | | |
| 8:00 - 8:30 | Arrival and Breakfast | 8:00 - 8:45 | Advisory | Synchronous via Zoom |
| 8:30 - 9:15 | Advisory | 8:45- 9:30 | Book Clubs and Independent Reading | Synchronous via Zoom for Book Clubs, then asynchronous for Independent Reading using MyOn Reader |
| 9:15 - 10:15 | Writing (Mondays) or Text Analysis (Tuesdays) | 9:30 - 10:00 | Math Workshop | Synchronous mini lesson via Zoom and asynchronous work time |
| 10:15 - 10:45 | Math Workshop | 10:00 - 10:45 | Literacy Small Group Intervention or break (data-driven decision) | Synchronous via zoom utilizing Leveled Literacy Intervention |
| 10:45 - 11:25 | Book Clubs | 10:45 - 11:45 | Writing (Thursdays) or Text Analysis (Fridays) for hybrid model students Writing (Mondays and Thursdays) or Text Analysis (Tuesdays, Wednesdays, and Fridays) for fully remote model students | Synchronous via Zoom on Thursdays, then asynchronous using CommonLit and teacher-created videos and activities via Google Classroom |

| | | | | |
|---------------|--------------------------------|--------------|--|--|
| 11:25 - 12:25 | Science | 11:45- 12:45 | Science/History | Asynchronous using teacher-created videos and activities via Google Classroom |
| 12:25 - 1:10 | Lunch and Recess | 12:45 - 1:30 | Lunch | |
| 1:10 - 2:10 | Math Content | 1:30 - 2:30 | Math Content | Synchronous launch and closing discussion via Zoom with asynchronous work time between |
| 2:10 - 2:50 | Specials (P.E. or Visual Arts) | 2:30 - 3:15 | Specials (P.E., Performing Arts, or Visual Arts) | Asynchronous using teacher-created videos and activities via Google Classroom |
| 2:50 - 3:50 | History | | | |
| 3:50-4:05 | Dismissal | | | |

In addition to the academic blocks described above, individual check-ins via Zoom will be utilized to support fully remote students. In both the hybrid and fully remote programs, teachers will meticulously track attendance and work completion. Data will be collected using school-wide assessments (MAP, Literably) and formative assessments in class (independent practice, exit tickets). Teacher schedules will, as always, include protected time for data meetings during which student work and assessment data will be analyzed and used for action planning for upcoming lessons.

Students participating in the fully remote option will engage with the same content as students participating in the hybrid model. This will include synchronous learning with a teacher every day to ensure an equitable experience.

Social-Emotional Learning and Support

- For more information on how PAVE will support social emotional learning, please reference the following document: Social Emotional Reopening SY 20-21

Special Populations

- For more information on how PAVE will meet the needs of Students with Disabilities, ELLs, and At-Risk Students please reference the following document: [SY 20-21 Reopen Special Education: SUNY](#)

R-05c– ASSESSMENT

To prioritize health and safety measures, and because of the nature of remote learning, we are emphasizing formative and observational assessments over lengthy exams or quizzes. Teachers will

continue to regularly measure student learning through student work, one-to-one conferencing, and exit tickets and adjust instruction accordingly. Data gained from digital platforms and nationally normed diagnostics will be used to ensure student growth and mastery of content over time.

K-8 Adjustments:

- Adjusting to remote-based diagnostics to measure student levels of strengths, knowledge, and skills before instruction. Removing pencil and paper based Interim Assessments (IAs) in favor of NWEA Measure of Academic Progress (MAP): 3 times per year
- No reading/literature/math unit assessments
- Use of skills mastery trackers, targeted evaluated work, anecdotal records and 1:1 conferencing as a form of assessment and evaluation in math
- Use of student work samples, target evaluated work, anecdotal records, and 1:1 conferencing as a form of assessment and evaluation in literacy, science, history, physical education, performing arts (K-4), and visual arts
- More frequent reading growth assessments using Literably (in place of F&P) - every 6-8 weeks for below level readers, early readers, and higher need students
- Data collected from remote platforms (Khan, Study Island, Zearn, Raz, Epic, MyOn, etc)

K-1 Specific Adjustments:

- Sight word assessments and CPA still happen via check ins remotely or in person on in person days

5-8 Adjustments:

- Weekly Looking at Student Work (LASW) meetings adjusted to share work from all subjects for generalist teachers

R-05d– AT-RISK POPULATIONS

For more information on how PAVE will meet the needs of Students with Disabilities, ELLs, and At-Risk Students please reference the following document: SY 20-21 Reopen Special Education: SUNY

Response to Intervention and Child Find Procedures:

- For more information on how PAVE's Response to Intervention Program and Child Find Procedures will meet the needs of students with Disabilities, ELLs, and At-Risk Students, please reference page 16 of the following document: SY 20-21 Reopen Special Education: SUNY

Services and Supports for Students with Disabilities:

- For more information on how PAVE will meet the needs of Students with Disabilities please reference the following document: SY 20-21 Reopen Special Education: SUNY

Section 504:

- For more information on PAVE's Response to Intervention Program, please reference bottom of page 23 of the following document: SY 20-21 Reopen Special Education: SUNY

Services and Supports for ELLs:

- For more information on how PAVE will meet the needs of English Language Learners please reference the following document: SY 20-21 Reopen Special Education: SUNY

Youngest Students:

- Please reference above sections to see PAVE's approach to K-2 instruction
- For more information on how PAVE will meet the needs of Students with Disabilities, ELLs, and At-Risk Students please reference the following document: SY 20-21 Reopen Special Education: SUNY

RESPONSE 6: PRE-EXISTING SCHOOL PLANS & ATTACHMENTS

R-06a–20-21 REOPEN SPECIAL EDUCATION: SUNY

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

Individuals with Disabilities Education Improvement Act of 2004

“Disability’ is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society. Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self sufficiency for individuals with disabilities. Almost 30 years of research and experience has demonstrated that the education of children with disabilities can be made more effective by having high expectations for such children and ensuring their access to the general education curriculum in the regular classroom, to the maximum extent possible.”

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

Special Education Population

Service Documentation

SEGIS Special Education Remote Learning Plan

- The Special Education Learning Plan, available in SEGIS, is used to document the services that are being delivered remotely or through hybrid instruction to the student.
- The Special Education Remote Learning Plan is a living document that should be adjusted over time based on what teachers, related service providers, families, and students learn through this experience with remote learning, teletherapy and related services, and after consultations with the family.
- A Special Education Remote Learning Plan must be completed for each student with an IEP. If no Remote Learning Plan has been created or provided to the parent, one must be completed (including the parent's input) and provided and discussed with the parent as soon as possible.
- The student's IEP team case management (a special education teacher or, for students recommended to receive related services only, the related service provider) has the primary responsibility for ensuring that this form reflects the services that the student is currently receiving and that the plan is created with input from the student's family.

Before completing this form, the student's IEP case manager should:

- Refer to the student's IEP to consider the student's current recommendations and areas of need during the school closure.
- Discuss the student's remote learning, teletherapy and related service needs with the parent. During this discussion:
 - Confirm that the parent has discussed their child's related service needs with the related service provider.
 - Discuss the student's needs with the parent relating to remote instruction, teletherapy and related services. Consider the parent's input regarding the student's needs; strategies that are and are not working through remote instruction, teletherapy, and remote delivery of related services; the student's tolerance for screen-time; among other things.
 - If the speech, occupational therapy or physical therapy provider has determined that the student can benefit from teletherapy, and the family has not yet consented orally to services, remind the parent that services cannot be provided until the parent has provided consent.
 - Parents have the right to decline teletherapy or other services. If parents exercise that right to decline certain services, document the declination in the SEGIS Events Log. If they decline via email, upload the email to SEGIS.
- If the student requires assistive technology and/or additional classroom tools, confirm whether the family has the needed materials at home. (If the student requires Assistive Technology and does not already have it in their home, email CATTeam@schools.nyc.gov for guidance.)
- Inform the provider of each related service on the student's IEP that the student's plan is available in SEGIS.
- Request that the providers enter the required information about services being provided remotely to the student in the Remote Special Education and Related Services section of the plan.
- The completed Special Education Remote Learning Plan should be:
 - Finalized by the student's IEP case manager within SEGIS; and
 - Provided to the parent electronically (e.g., by emailing a PDF of the plan or screenshot to the parent's phone).

| ES/MS SETSS | | | | |
|------------------|-----------------------------|---|---|---|
| HOW OFTEN | TOPIC | DESCRIPTION | HOW TO | DOCUMENTATION |
| # SETSS Mandates | Plan SETSS specific lessons | Plan SETSS lesson (ex: Wilson, Foundations, sight words, Letter writing, Main Idea, CCSS Specific Lessons - character feelings, | https://ascend-smartalec.mykajabi.com/Reading-Intervention-Online-Replay?ci | Complete Google Form Daily to summarize services given. |

| | | | | |
|--|--|---|---|---|
| | | character motivation etc.) | d=bcc92fab-9bae-4787-895d-cbb0ef3b0cb2&eoi d=339457 | Complete Google form Weekly to summarize student glows, grows and next steps. |
| Daily | Assign differentiation for SETSS/At Risk Students for ELA, Writing, and Math based on teacher lessons in google slides | 1) Can upload separate differentiated version of the work and assign to specific students 2) Can add to slides provided by teacher with specific supports | https://ascend-smartalec.mykajabi.com/Reading-Intervention-Online-Replay?ci d=bcc92fab-9bae-4787-895d-cbb0ef3b0cb2&eoi d=339457 | Complete Google Form Daily to summarize services given Complete Google form Weekly to summarize student glows, grows and next steps |
| Daily | Reading A-Z | 1) Assign students appropriate leveled text based on interest and F&P independent level 2) Review student quiz data 3) Listen to and assess students independent reading | Reading A-Z / RAZ Kids Teacher Guide | Data will be tracked in Raz Kids Number of books students read will be tracked in Raz Kids |
| Daily | CommonLit/Zearn/Khan | 1) Review Student Data on CommonLit/Zearn/Khan 2) Make adjustments to supports on other platforms based on data | | Data will be tracked within platform |
| Daily | Text Read Aloud | Provide text read aloud accommodation for students who require that accommodation. 1) Review grade level slides 2) For any activity where student will need text read aloud, record yourself reading text and post to that students Dojo page | https://www.classdojo.com / | Recordings will be documented on specific students Class Dojo page Coach students to use the text read aloud feature on different online platforms |
| Weekly | Grade Level Meetings | SETSS Teachers will attend grade level meetings, Data Meetings etc. once they are underway to collaborate with grade teams on planning support for students with IEPs. | https://zoom.us/ | Meetings will be logged on Zoom and SPED supports will be documented in Google Form |
| Weekly | Weekly SPED/ELL Meetings | SETSS Teachers will conduct grade level meetings with the ICT teachers included to collaborate with grade teams on planning support for students with IEPs and ELLs. | https://zoom.us/ | Meetings will be logged on Zoom and SPED supports will be documented in Google Form |
| 2x per week + as needed | Parent Outreach | SETSS Teacher will reach out at families at a minimum of 2x per week to monitor student progress of lesson completion and usability of resources (tech and accommodations) | PAVE ES School Closure Communication Tracker | Document all calls in the parent communication tracker |
| Minimum 1x per week & as needed to supplement IEP mandates | 1:1/Small Group Sessions | Academic sessions will be done 1:1 or in a group on zoom if needed | https://zoom.us/ | Meetings will be logged on Zoom and SPED supports will be documented in Google Form |

ICT

| HOW OFTEN | TOPIC | DESCRIPTION | HOW TO | DOCUMENTATION |
|--|--|--|---|--|
| Daily | Assign differentiation for ICT/At Risk Students for ELA, Writing, and Math based on lessons your team makes in google slides | 1) Can upload separate differentiated version of the work and assign to specific students 2) Can add to slides provided by teacher with specific supports | https://www.youtube.com/watch?v=PsdnF6-gJyk | Complete Google Form Daily to summarize services given. Complete Google form Weekly to summarize student glows, grows and next steps. |
| Daily | Reading A-Z | 1) Assign Students appropriate leveled text based on interest and F&P independent level 2) Review student quiz data 3) Listen to and assess students independent reading | Reading A-Z / RAZ Kids Teacher Guide | Data will be tracked in Raz Kids Number of books students read will be tracked in Raz Kids |
| Daily | Common Lit/Zearn/Khan | 1) Review Student Data on Common Lit/Zearn/Khan 2) Make adjustments to supports on other platforms based on data | | Data will be tracked on assessments will be tracked within platform |
| Weekly | Weekly SPED/ELL Meetings | ICT Teachers will conduct grade level meetings with the SETSS teachers included to collaborate with grade teams on planning supports for students with IEPs and ELLs. | https://zoom.us/ | Meetings will be logged on Zoom and SPED supports will be documented in Google Form |
| 2x per week + as needed | Parent Outreach | Students with ICT Mandates will be on the ICT Teachers meeting caseload. ICT Teachers will reach out at families at a minimum of 2x per week to monitor student progress of lesson completion and usability of resources (tech and accommodations) | PAVE ES School Closure Communication Tracker | Document all calls in the parent communication tracker |
| Minimum 1x per week & as needed to supplement IEP mandates | 1:1/Small Group Sessions | Academic sessions will be done 1:1 or in a group on zoom if needed | https://zoom.us/ | Meetings will be logged on Zoom and SPED supports will be documented in Google Form |

Parent Communication

- See above re: Special Education Population - Service Documentation
- See below re: Special Education Population - CSE Communication/Planning

Resources

Accessible technology may afford students with disabilities an opportunity to have access to high-quality educational instruction during an extended school closure, especially when continuity of learning is provided through distance learning. For those students with IEPs that include the use of assistive technology in school and home, it would be appropriate to continue to utilize assistive technology as part of continuity of learning.

PAVE will ensure that school websites are free of barriers that make accessing content and materials difficult for some students with disabilities, including English Language Learners with disabilities. For example, the use of visual depictions should be limited, or accessible captions and labels used, to improve access for students with visual

impairments. The [Web Accessibility Initiative](#) website and the [U.S. Department of Justice's ADA](#) website provides additional information regarding website modifications and information technology standards designed to support individuals with disabilities.

The following list includes a collection of suggested resources, strategies, tips and best practices for supporting students with disabilities online:

- See below re: Accommodating
- Actively Learn: Features online curriculum with scaffolds/free for the rest of the year
- ASD Nest Support Project at NYU Steinhardt: Remote learning resources for teachers of students with autism
- Council for Exceptional Children: Resources for teaching remotely, including links & webinars
- Do2Learn: Free social skills and behavioral regulation activities
- EmotionalABCs: Social-emotional learning resources for grades K-3
- Google Chrome Extensions for Students with Special Needs: Help with text-to-speech, readability, comprehension and focus
- Headsprout: Reading resource for grades K-5/free for rest of school year
- IXL.com: Full curriculum with diagnostics and personalized learning
- Khan Academy: Trusted instructional videos and personalized learning
- Raz Kids: Provides comprehensive leveled reading resources for students. Every eBook is available in online and mobile formats, and allows students to listen to, read at their own pace, and record themselves reading.
- CommonLit: is a free digital tool that helps students make measurable gains in reading and writing.
- Zearn: Zearn is a Math program designed to align with classroom math lessons, and personalized to individual users while following Common Core Standards.
- Newsela: Leveled reading resources/free for rest of school year
- New York Public Library Free Tutoring: Offering live tutoring & homework help
- UFT's Students With Disabilities Resources: Online materials and sites for literacy-building and other activities
- [Center on Online Learning and Students with Disabilities](#) website provides information and resources regarding how online learning can be made more accessible, engaging, and effective for K-12 learners with disabilities by investigating approaches that address learner variability within the range of conditions under which online learning occurs.
 - The Center on Online Learning and Students with Disabilities has posted a statement on its website indicating that it is working on tips and strategies to support teachers, parents, and the students in a virtual environment in light of the shift to increased K-12 online instruction resulting from the COVID-19 outbreak. The statement also indicates that people may check its website periodically for tips and ideas.
- [Center on Technology and Disability](#) website provides free, high-quality resources and events on all aspects of assistive technology for families, teachers, providers, and administrators.
- [Center for Applied Special Technology](#) website works to expand learning opportunities for all individuals through Universal Design for Learning.
- [National Center on Accessible Educational Materials](#) website provides resources and technical assistance on accessible educational materials.
- [Quality Indicators for Assistive Technology](#) (QIAT) provides Quality Indicators for Assistive Technology Services and supporting documents. QIAT also offers forums for participation and discussion with colleagues in the QIAT community related to assistive technology. ATTACHMENT 5
- [The National Center on Disability and Access to Education](#) website provides information, resources and tools to address issues of technology and disability in education policies and practices.
- [NYSED webpage on Accessible Instructional Materials \(AIM\)](#) provides information on accessing AIM

throughout the National Instructional Materials Access Center (NIMAC), as requested by a school district.

- [Bookshare](#) is an e-book library with the most extensive collection of accessible ebooks in the world.
- [The Learning Ally](#) website provides multi-sensory reading accommodation that levels the playing field for students who struggle to read due to a reading deficit.
- [The Common Sense Education](#) website supports K–12 schools with everything educators related to digital learning. Resources on assistive technology and accessibility tools are available, as well.
- [NYSED’s Resource Center for the Visually Impaired](#), located at NYS School for the Blind, provides large print literature, adapted assessments and curricula, descriptive (voice captioned) videos for students, educational videos, and professional reference materials regarding students who are blind and visually impaired, including those with multiple disabilities.

CSE Communication/Planning

- In conjunction with the Committee on Special Education (CSE), the PAVE IEP team case management proactively addresses compliance, issues of access, as well as the development of quality IEPs. Initially, the Dean of Student Support Services for the Elementary and Middle School will establish communication with the CSE including but not limited to initial introductions, working styles, and best practices in communication to establish an initial rapport. In August, both Deans will work closely with the CSE to schedule all annual and triennial reviews. Additionally, these teams will work together to address initial referrals, re-evaluations, etc. throughout the school year. Deans will proactively work with the school Operations Team and the Family & Community Engagement Coordinator to ensure seamless communication with families and guardians. This communication includes but is not limited to mailings, email updates, and virtual check-ins to discuss each student’s academic progress and needs.

Schedule

- See above re: Special Education Population - Service Documentation
- 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.

| Kinder-1st | | | |
|---|----------------------|-------------------|-----------------------|
| Subject | Hybrid | | Full Remote |
| | In School | At Home | |
| | synchronous learning | | asynchronous learning |
| Morning Meeting | 30x3 | 30x2 (Sync) | 30x5 |
| Guided Reading/ Independent Reading/ Response to Literature | 45x3 | 45x2 (Sync/Ansyn) | 45x5 |
| Foundations/Writing | 45x3 | 45x2 (Ansyn) | 45x1 & 30x3 |

| | | | |
|--|---|--|--|
| Reading/Social Studies | 45x3 | 45x2 (Ansyn) | 45x5 |
| Math Workshop | 45x3 | 45x2 (Sync/Ansyn) | 45x5 |
| Problem Solving | 45x3 | 45x2 (Sync/Ansyn) | 45x5 |
| Science | 0 | 30x2 (Async) | 30x2 |
| Specials | 0 | 30x2 (Async) | 30x2 |
| 20x1 (More for students will IEPs and ELL students as needed) | 20x1 (Sync/Ansyn) (More for students will IEPs and ELL students as needed) | 20x1 (More for students will IEPs and ELL students as needed) | 20x1 (More for students will IEPs and ELL students as needed) |

| 2nd | | | |
|--|---|--|--|
| Subject | Hybrid | | Full Remote |
| | In School | At Home | |
| synchronous learning | | asynchronous learning | |
| Morning Meeting | 30x3 | 30x2 (Sync) | 30x5 |
| Guided Reading/ Independent Reading/ Response to Literature | 45x3 | 45x2 (Sync/Ansyn) | 45x5 |
| Foundations (intensive for 1 month)/Writing TA/Writing (phase in month 2) | 45x3 | 45x2 (Foundations and writing Ansyn/TA sync) | 45x1 & 30x3 |
| Reading/Social Studies | 45x3 | 45x2 (Sync) | 45x5 |
| Math Workshop | 45x3 | 45x2 (Sync/Ansyn) | 45x5 |
| Problem Solving | 45x3 | 45x2 (Sync/Ansyn) | 45x5 |
| Science | 0 | 30x2 (Async) | 30x2 |
| Specials | 0 | 30x2 (Async) | 30x2 |
| 20x1 (More for students will IEPs and ELL students as needed) | 20x1 (Sync/Ansyn) (More for students will IEPs and ELL students as needed) | 20x1 (More for students will IEPs and ELL students as needed) | 20x1 (More for students will IEPs and ELL students as needed) |

3rd-4th

| Subject | Hybrid | | Full Remote |
|---|---|--|---|
| | In School | At Home | |
| synchronous learning | | asynchronous learning | |
| Morning Meeting | 30x2 | 30x3 (Sync) | 30x5 |
| Guided Reading/ Independent Reading/ Response to Literature | 45x2 | 45x3 (Sync/Ansyn) | 45x5 |
| TA/Writing | 45x2 | 45x3 (Sync/Ansyn) | 45x1 & 30x3 |
| Reading/Social Studies | 45x2 | 45x3 (Sync) | 45x5 |
| Math Workshop | 45x2 | 45x3 (Sync/Ansyn) | 45x5 |
| Problem Solving | 45x2 | 45x3 (Sync/Ansyn) | 45x5 |
| Science | 0 | 30x2 (Async) | 30x2 |
| Specials | 0 | 30x2 (Async) | 30x2 |
| 1:1 Check In | 20x1 <i>(More for students will IEPs and ELL students as needed)</i> | 20x1 (Sync/Ansyn) <i>(More for students will IEPs and ELL students as needed)</i> | 20x1 <i>(More for students will IEPs and ELL students as needed)</i> |

| 5th | | | |
|-------------------------------------|-----------|-----------------------|-------------|
| Subject | Hybrid | | Full Remote |
| | In School | Remote | |
| synchronous learning | | asynchronous learning | |
| Advisory | 30 daily | 30 daily | 30 daily |
| The Writing Revolution (TWR) | 50x1 | 50x1 | 50x1 |
| Textual Analysis (TA) | 50x2 | 50x1 | 50x3 |
| Leveled Literacy Intervention (LLI) | 0 | 40x2 | 40x2 |
| Book Clubs + Independent Reading | 40x2 | 40x2 | 40x5 |
| History | 45x3 | 60x1 | 60x3 |

| | | | |
|---------------|------|------|------|
| Math Content | 45x2 | 60x2 | 60x5 |
| Math Workshop | 60x3 | 30x2 | 30x5 |
| Specials | TBD | TBD | TBD |
| Science | 45x3 | n/a | 45x3 |

| 6th | | | |
|-------------------------------------|-----------|--------------------------|-------------|
| Subject | Hybrid | | Full Remote |
| | In School | Remote | |
| synchronous learning | | asynchronous learning | |
| Advisory | 30 daily | 30 daily | 30 daily |
| The Writing Revolution (TWR) | 50x1 | 50x2 | 50x1 |
| Textual Analysis (TA) | 50x1 | 50x2 (both sync + async) | 50x3 |
| Leveled Literacy Intervention (LLI) | 0 | 40x3 | 40x2 |
| Book Clubs + Independent Reading | 40x2 | 40x3 | 40x5 |
| History | 45x2 | 45x1 | 45x3 |
| Math Content | 60x2 | 60x3 | 60x5 |
| Math Workshop | 45x2 | 45x2 | 30x5 |
| Specials | TBD | TBD | TBD |
| Science | 45x2 | 45x1 | 45x3 |

| 7th + 8th | | | |
|-----------------------|-----------|-----------------------|-------------|
| Subject | Hybrid | | Full Remote |
| | In School | Remote | |
| synchronous learning | | asynchronous learning | |
| Advisory | 30 daily | 30 daily | 30 daily |
| Textual Analysis (TA) | 50x2 | 50x1 | 50x3 |

| | | | |
|-------------------------------------|------|------|------|
| Leveled Literacy Intervention (LLI) | | 40x3 | 40x2 |
| Book Clubs + Independent Reading | 40x2 | 40x3 | 40x5 |
| History | 45x2 | 45x1 | 45x3 |
| Math Content | 45x2 | 45x3 | 45x5 |
| Math Workshop | 45x2 | 45x3 | 45x5 |
| Specials | | | |
| Science | 45x2 | 45x1 | 45x3 |

Professional Development

Professional development is the strategy PAVE uses to ensure that educators continue to strengthen their practice throughout their career. The most effective professional development engages teams of teachers to focus on the needs of their students. The following table highlights a multitude of professional development sessions that have been tailored to meet the needs of PAVE educators and students.

| Professional Development Sessions | | |
|-----------------------------------|--|---|
| | Session | Description (elaborate on session titles) |
| Laying the Groundwork | How to Build a Strong Foundation for The Student Support Team | Session participants will immerse themselves into the world of special education. Topics: 504 Plans, The Committee on Special Education (CSE), Individualized Education Plans (IEP's), Related Services, & Paraprofessionals. Educators will also walk away with tools to support organization of information and data. |
| | Data Collection, Formative Assessments, & Analysis to Inform Instruction | At the beginning of the school year, educators will support the collection of essential data that will inform instruction both in class and during small group support. |
| | Supporting a Quality IEP Writing Process | Educators will be provided with a clear and actionable process for executing IEP annual reviews, triennials, initial referrals in conjunction with the CSE. |
| | Designing a Comprehensive Response to Intervention Program | Academic Deans will analyze the data collected at individual school sites during the month of September. Leaving this session, Deans will begin to create their RTI program encompassing phonics, guided reading, mathematics small group instruction, ELL's. |
| The Student Support Team | Introduction - The Student Support Team | This session embraces & celebrates the work that The Student Support Team does at PAVE to ensure that every single child is included & gets what he or she needs. |
| | The Home-School Connection: Family & Community Engagement with The Student Support Team | Our families are experts in their children, and we want to ensure seamless communication regarding The Student Support Team. Educators will engage in a series of tasks that |

| | | |
|-------------------------------|--|--|
| | | align with efforts to put family first. Topics: Student Support Team Handbook, introduction letter, identifying specific services and supports and PD for families. |
| | Coaching & Observation Feedback Cycle | One of the strongest levers to move student achievement is through the coaching, observation, & feedback cycle. Academic Deans will identify the ways that ICT, SETSS, Intervention, and ELL groups move through this cycle. |
| | The Child Study Team | Academic Deans will leave this session with a skeleton plan for their schools specific Child Study Team. They will learn how to identify, collect data on, & support students identified due to academic, social-emotional, and/or behavioral concerns. |
| | The Whole Child & Emotional Health | This unique session is designed to bridge student academic and social-emotional achievement. Session participants will understand how counselors help to support our families, the way that mandated counseling supports classroom instruction, best practices for collaboration with your school counselor, components of Behavior Intervention Plans (BIP's), supporting misbehavior or emotions in the classroom, and more! |
| | Measures of Academic Progress & the Role of the Differentiated IEP Goal Report Card | While it is important for all PAVE students to know how they are progressing toward mastering grade-level standards, it is essential that our students with IEP's & their families are aware of progress made toward IEP goals. |
| Collaborative Planning | UI (Specially Designed Instruction) | Session title indicates the focus. |
| | Stage 1: Integrated Co-Teaching (ICT) Partnerships | Before stepping into the classroom, it is imperative that space & time are created to ensure a strong co-teaching foundation. This session highlights Friend & Muawski's work addressing the first of three levels essential to establishing a productive & collaborative partnership. |
| | Stages 2 & 3: Long-Term Planning and Short-Term Planning | Research has found that some of the most common co-planning challenges teachers experience actually arise from teaching without a clear vision of what they want students to learn. In this PD, educators will explore the components of long and short-term co-planning. |
| | Stage 4: Assessing the Health & Impact of Integrated Co-Teaching (ICT) Partnerships | Session title indicates the focus. |
| | Stage 5: Measuring ICT Progress, Data Analysis, Reflection, Action & Goals | Session title indicates the focus. |
| | Collaborative Planning Stage 6: Designing with Efficiency & Proficiency in Mind - | Building on the foundational elements of backwards planning, educators will focus on how to elevate the intellectual preparation process. |
| | Next Level Integrated Co Teaching (ICT) | Session title indicates the focus. |
| | Embedding Literacy in All Instruction at PAVE | Session title indicates the focus. |

Monitoring

State and Federal legislation requires progress monitoring procedures be established for each IEP goal. Progress monitoring is addressed on the IEP goal page.

- Progress monitoring is an ongoing formative process used to assess students' academic and behavioral performance over time. It is used to measure student growth and responsiveness to educational strategies (e.g. instruction, supports, etc.).
- Along with other information progress data allows us to evaluate the effectiveness of a student's education. With respect to IEPs, progress monitoring refers to systematic and planned methods for collecting and analyzing data to determine whether a student is benefitting from educational strategies linked to IEP goals.
 - PAVE teachers will use [Education Modified](#) as the data system for tracking IEP 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 IEP 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 IEP team decide whether the student has achieved their goals.
 - PAVE teachers and leaders will complete individual [Progress Monitoring Documents](#) for each student. The Document is delivered in conjunction with the student's Report Card to provide students and families with an accurate picture of progress.

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 |
| <i>Planning for Students with difficulty accessing on-line learning and resources, especially in cases where no parent is available to assist the student:</i> | |
| <ul style="list-style-type: none"> ● <u>Teacher/Operations Team Support</u> <ul style="list-style-type: none"> ○ Teachers will be in direct contact with families at least 1x per week. ○ If a teacher (or related service provider) speaks with a family who is having difficulty accessing online learning and resources, the teacher will submit an Ops Ticket and a member of the Operations Team will reach out directly to the family to help resolve the technical issue. ● <u>School Social Worker and Culture Team Support</u> <ul style="list-style-type: none"> ○ Our School Social Worker and Culture Team will accept tickets for extra support not linked to tech issues or once tech issues are resolved: Culture Team Support Ticket. This support is not limited Here are examples of situations where teachers would enter a ticket: <ul style="list-style-type: none"> ■ Not completing work ■ Missing zoom class sessions ○ For any family that continues to struggle to access online learning and resources, a plan will be developed by the Culture Team and School Social Workers to help make learning accessible for that family <ul style="list-style-type: none"> ■ Example: Remote Work Packets created in a Word document that can be printed and completed, completing daily schedules for families with siblings where all information (zoom links, assignments etc.) are linked in one document for easy access, scheduling 1:1 sessions (teacher check ins, related service sessions) back to back to | |

ensure the student is present for sessions

IEP

During this time, teachers will use an online platform and email to provide assignments to their students, consistent with the subject content standards of their respective classes. Teachers are expected to fulfill their responsibilities within the contractual workday. These responsibilities could, upon direction from the principal, include:

● **Student Instruction**

- Communicate expectations to students and families about the instructional plan for the week, including learning objectives, required activities, assignments, links to resources, and assessments, along with any associated due dates.
- During the designated time, to the extent possible, interact with students in real-time to deliver lessons, facilitate discussion, and lead other instructional activities.
- Archive lessons and other instructional activities for students to access later.
- Utilize an agreed-upon communication plan determined by the school daily (Monday thru Friday during the contractual workday) to interact with groups of students and families, account for attendance, and respond to messages from students and families in a timely fashion.
- For any student that is not engaging, follow up with the school protocol to engage the Student Support Team.
- Monitor student participation in activities, grade assignments and assessments, and provide timely feedback on work submitted by students. Communicate with families about student progress.
- For students who need additional support or enrichment, identify appropriate activities and assignments to the greatest extent possible.
- Conduct all annual reviews timely for students with disabilities, to the greatest extent possible.
- Ensure that MLLs/ELLs receive language support as they learn new content through remote learning. Please refer to Supporting Multilingual Learners/English Language Learners (MLLs/ELLs) with Remote Learning in Response to the COVID-19 Pandemic for guidance.

● **Collaboration and Coordination**

- Co-teaching pairs will plan appropriately to support their students' needs.
- Maintain ongoing communication with your colleagues who also serve your students (paraprofessionals, co teachers, related service providers, counselors, the SBST team, etc.).
- Participate in professional learning opportunities remotely during the contractual work day.
- Participate in IEP meetings (initial/reevaluation/three-year evaluations) remotely at the request of the Dean of Student Support Services
- The Dean of Student Support Services will monitor DOE email for guidance from supervisors and Central DOE. Forward messages to teachers, guidance counselors, administrators, and other school staff as needed, per the expectations of the principal.
- Implement the school communication plan, which could include participating in virtual meetings with school administrators; respond to inquiries from school administrators in a timely fashion (Monday thru Friday during the contractual workday).

● **Small Group Instruction + Discourse**

At PAVE, students participate in opportunities to engage with their peers in book clubs, guided reading groups, and additional SETSS supports for both math and ELA. Informal exchange of information or experiences is usually best achieved by small-group discussion and may pose the greatest challenge to finding alternatives. PAVE educators will implement best practices to ensure that students:

- are appropriately spaced according to social distancing guidelines
- participate in collaborative work via shared documents (such as GoogleDocs), or live group

chats.

- are posed a scenario or prompt in class and must respond on a shared GoogleDoc.

- **Eliminating Movement Between Stations**

In a traditional station rotation lesson, students physically move from one station to the next. Instead of designing a lesson where students move, they will remain in the same location throughout the class and work through a series of learning activities. The teacher, by contrast, will move to each group to facilitate the “teacher-led” station.

Behavior Intervention Plans (BIPs)

- **Creating Remote BIPs**

- The ES/MS Dean of Student Support Services and School Social Workers will create remote/hybrid behavior intervention plans (BIP) for any student who previously had a BIP while at brick and mortar schools.

- **Culture Team Support**

- Our Culture Team will accept tickets for extra support: [Culture Team Support Ticket](#). Once a teacher completes a ticket, the culture team will take steps to address the concern with the family and student and follow up with the teacher. Examples of situations where teachers would enter a ticket:

- Not using tech appropriately
- Behavioral challenges in zoom calls
- Not completing work
- Missing zoom class sessions
- Parents need support with student behaviors

- **Paraprofessional support**

- Our paraprofessionals will become online 1:1 coaches, helping their students navigate this new digital platform and ensure that students are getting the individualized support we all previously agreed on during the IEP process.
- Our paras are committed to pushing into online classes and closely monitoring the work completion of their assigned student. This ensures that their respective students are present and participating fully in remote learning. They are assigning work daily on online platforms that caters to the learning needs of their specific student and making daily contact with the student.
- Para receives parent approval to provide virtual support to students.
 - Parents are notified that this would mean **daily contact with this individual**
- Establishes a daily check-in routine based on the students’ individual needs.
- They will log their communication and daily efforts in a Google Form.
- Paras virtual attendance is taken via Zoom and Google Classroom/Class Dojo.
- Weekly check-ins are happening with the ES/MS Dean of Student Support Services to ensure that the unique remote learning plan is drafted and followed by the paraprofessional.
- Paras are fully integrated into the Google classroom/Class Dojo as co-teachers for the classes their students attend
- Paras work over the phone or Zoom with the students they are assigned to complete work within our school platforms (ES: CommonLit, Zearn, Reading A-Z, Khan Academy) to ensure students complete the work assigned.
- Paras will check in with teachers as well to ensure that their student is receiving the best access to the academic resources (videos, articles and general information) they need. They are serving as an advocate for this child and an online coach. Helping their student navigate this “remote learning” world.

Meeting Social Emotional Needs

- See Social Emotional _Reopening SY 20-21 plan created by Principals and School Social Workers for Elementary School and Middle School

At-Risk Population/Response to Intervention (RTI)

Service Documentation

Identification and intervention for all students who may be at risk behaviorally or academically is critical to serving all students. Monitoring data-driven interventions is also a prerequisite for requesting an evaluation of a student.

Below is the general process for data-driven academic interventions that PAVE has in place and will be used whether remote or hybrid.

- Students are identified for Interventions:
 - Reading Interventions using the data from the school-wide F&P testing window data
 - Math Interventions using the Data from the Digits Correct results & MAP data
 - Behavioral Interventions using anecdotal information and data from Kickboard or behavioral dashboard if hybrid and Culture Support Tickets if remote.
- Student gets referred to the Student Support Team by teachers/staff
- Interventions created based on the needs identified by the team
- Student data is monitored
- If student makes progress, gradual release of interventions
- If student does not make progress, intensive interventions get put into action
- Parent is notified in writing and over the phone at each step of the process

CST Overview

What is CST?

The Child Study Team (CST) is a multidisciplinary, school based team designated to develop, implement and monitor prevention and intervention services for students experiencing academic, behavioral, social or emotional difficulties. The goal of CST is to foster collaboration and provide professional development for staff and provide high- quality and consistent individualized support services. The Child Study Team is facilitated by the CST Chair or Dean of Student Support Services. CST meetings can be held remotely, in hybrid, or in person pending PAVEs reopening plan.

What is the Process?

1. **Parent Communication**
Teachers are expected to communicate openly with families about their students, and document these conversations, especially when they involve discussions about concerns with the student's academic, social, emotional or behavioral needs.
2. **Use of Pre-Referral Strategies**
Individual teachers, co-teaching teams and grade level teams are expected to regularly discuss concerns about student progress. These discussions should be rooted in data and structured to remain solutions-oriented. Teachers and teams should continuously implement appropriate strategies and interventions to support all students. Teachers are encouraged to refer to the [Pre-Referral Strategies list](#) for suggestions. Teachers and teams may also reach out to the Student Support Team and/or the Dean of Student Support Services for additional support and resources.
3. **Initial CST Referral**

If a teacher is concerned about a student's progress and an insufficient response to intervention has been observed, the teacher should make a CST referral. See attached CST Initial referral. The CST referral should be completed and submitted to the Dean of Student Support Services.

- [SY20-21 Teacher Request for RTI Tier 2 Service Form](#)

4. Student Observation

Upon receiving a CST initial referral the Dean of Student Support will conduct an observation in person or remotely. Other members of the CST may also conduct observations of the student prior to the CST meeting.

5. CST Meeting/ CST Intervention Action Plan (IAP)

The CST will use the established protocol in order to develop an appropriate IAP which includes student goals and all goals and action plan details will be captured on [Education Modified](#).

6. Intervention Outcome/Follow Up CST Meeting

Providers will implement interventions, monitor student progress through [Education Modified](#).

Parent Communication

- See above re: At-Risk Population/Response to Intervention (RTI) - Service Documentation

Resources

Appropriate instruction begins with the core program that provides:

- high quality, research-based instruction to all students in the general education class provided by qualified teachers;
- differentiated instruction to meet the wide range of student needs;
- curriculum that is aligned to the State learning standards and
- grade level performance indicators for all general education subjects; and
- instructional strategies that utilize a formative assessment process

| Resource | Website | Description |
|--|--|---|
| Appropriate Instruction | | |
| NYS | http://www.p12.nysed.gov/ciai/covers.html | Curriculum guides to ensure that curriculum is aligned to NYS learning standards. |
| NYSED | http://www.p12.nysed.gov/special-ed/techassist/QLcover.htm | A series of standardized and research-based Quality Indicator Review and Resource Guides. |
| Behavioral Supports + Interventions | | |
| NYSED | http://www.p12.nysed.gov/special-ed/techassist/behaviorQL.htm For additional resources on Positive Behavioral Intervention and Supports (PBIS) see: | A series of standardized and research-based Quality Indicator Review and Resource Guides, which can be used to assess the quality of a school district's practices in the area of behavioral supports and intervention. |

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| | http://www.pbis.org/ | |
| Culturally Responsive Instruction | | |
| The Center for Research on Education, Diversity and Excellence (CREDE) | http://crede.berkeley.edu http://crede.berkeley.edu/research/crede/lang_dev.html | “Five Standards for Effective Pedagogy” |
| <u>CSE Communication/Planning</u> | | |
| <ul style="list-style-type: none"> ● Committee on Special Education Initial Referral Documentation Form <ul style="list-style-type: none"> ○ This form provides the opportunity to document interventions that were implemented prior to the request and to consider other intervention strategies and options if the student has reached Tier 3 and is being referred for Special Education Support Services to the Committee on Special Education (CSE). ○ Additional documents will be provided to the CSE case manager. If the student is in grades K-5 and is being referred due to a possible learning disability in reading, a description of the strategies and/or interventions used (in accordance with PAVE’s Rtl model) must be included in the intervention strategies section of the request form. Any Rtl documents with additional information will be provided to the CSE case manager, if available. | | |
| <u>Professional Development</u> | | |
| <ul style="list-style-type: none"> ● See above re: Special Education Population - Professional Development | | |
| <u>Identifying</u> | | |
| <p>All students participate in School-Wide Assessments in order to inform instruction, identify students “at-risk” for academic concern, and measure individual growth, these include:</p> <ul style="list-style-type: none"> ● Fountas and Pinnell Benchmark Assessment ● MAP Testing ● Digits Correct ● Pending hybrid or remote: <ul style="list-style-type: none"> ○ Curricular and unit-based assessments ○ Interim assessments | | |
| <u>Monitoring</u> | | |
| <ul style="list-style-type: none"> ● PAVE teachers will use Education Modified as the data system for tracking RTI & RTB 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 academic or behavior goal. <ul style="list-style-type: none"> ○ It will also provide information for reporting to parents, information about whether the rate of progress is sufficient, and summative evidence that helps the SST or RTB team decide whether the student has achieved their goals. | | |
| <u>Accommodating</u> | | |
| <ul style="list-style-type: none"> ● See above re: Special Education Population - Accommodating | | |
| <u>Meeting Social Emotional Needs</u> | | |

- See Social Emotional _Reopening SY 20-21 plan created by principals and social workers for Elementary School and Middle School

English as a New Language Services (ENL)

Service Documentation

See above re: Special Education Population - Service Documentation

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.

Professional Development

| Focus | Essential Components |
|--------------------------|--|
| Content | A process for integrating teachers' understanding of academic content and English-language proficiency standards with instruction in teaching methods and assessments. |
| Instructional Strategies | Methods for implementing instructional strategies that ensure that academic instruction in English is meaningful and comprehensible. |
| | Guidance on how to implement strategies that simultaneously integrate language acquisition, language development, and academic achievement. |
| | Exposure to a demonstration showing why increasing academic achievement of ELLs is dependent upon multiple instructional approaches or methodologies. |
| | Providing a "strategies toolkit" for teachers, which offers ways to enhance and improve instruction for struggling students, based on assessment results. |

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| CRT | Cultural awareness is also an important component of a professional development program. To maximize achievement opportunities for ELLs, educators must understand and appreciate students' different cultural backgrounds. |
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Identifying

During COVID-19-related school closures, PAVE will administer the Home Language Questionnaire (HLQ) and conduct the Individual Interview as the first steps in the ELL identification process. The HLQ is completed by the student's parent/guardian; however, due to the current circumstances, PAVE may present the HLQ in digital form for parents/guardians to complete and submit electronically. Qualified personnel must be available to determine if a language other than English is spoken at home.

The HLQ is available in forty-one languages, including Spanish, Chinese, Haitian Creole, Russian, Polish, Korean, Bengali, Arabic, Urdu, Vietnamese, Amharic, Portuguese and others. Assistance with low-incidence language translations can be obtained through the local Regional Bilingual Education Resource Network (RBERN).²

The HLQ translations are available on our website at: [ELL Identification & Placement/Home Language Questionnaire](#).

Within the first 20 school days of 2020-21 reopening, an individual interview with students (and possibly, their parents/guardians where helpful) is then to be conducted remotely, in English and in the student's home language, by qualified personnel from PAVE. The interview should include a review of the student's abilities or work samples including:

- Reading and writing in English;
- Reading and writing in the student's home language;
- Mathematics.

These items are collected or generated during the interview, and can include writing samples or exercises completed at the time of the interview (parents/guardians can submit the work samples through email, through pictures of the students' work, and/or by using the digital platforms schools are currently using for remote learning). The Interview and initial virtual/hybrid meetings will inform first decisions – placement, services, etc.

***Beginning with the NYSITELL (**pending the NYSITELL is being administered in 20-21 school year)

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.

Support for SIFE and Other Vulnerable Populations

While needs of the SIFE population may overlap with those of English language learners (ELLs), SIFEs are likely to need additional support and instruction in basic skills for a number of reasons. PAVE will:

- **Build supportive environments** that respond to the immediate social, cultural, and linguistic needs of

immigrant adolescents with limited schooling

- **Implement newcomer centers and/or programs** to ease transitions for newly immigrated students wherever applicable.
- **Increase sheltered instruction** (English-language instruction) that is modified so that subject matter is more comprehensible to students with limited vocabularies. Sheltered instruction strategies may include the increased use of visuals, collaborative learning activities, and demonstrations.
- **Consider how standards and the curriculum can be adapted** so that SIFEs learn critical material in a way that is effective, accessible, and age-appropriate. Adapt standards-based lessons so that they cover the most important information in a way that is accessible, culturally relevant, and age-appropriate.
- **Provide intensive literacy/language** explicit instruction in an age-appropriate manner of the five components of reading - phonemic awareness, phonics, fluency, vocabulary, and comprehension, increasing student access to literacy-rich environments and print materials, and unifying language and content instruction. SIFEs may also benefit from increased time in language development or ENL courses, particularly if the class sizes are small.
- **Use the full resources of the community** to support immigrant students SIFEs will benefit greatly from contacts with community resources such as health care organizations, after-school tutoring, job programs, and ethnically/linguistically based community groups. Isolation and discouragement can be two negative and powerful influences on a SIFE student's education.

Ensure EMLL Profile Supports Early Learning

- See above re: ELL Population - Identifying
- Planning for Instruction
 - PAVE will bring all data (interview, preschool documents etc.) together on a student to:
 - Inform instruction
 - Prepare a pathway for the growing number of multilingual learners.
 - We know when gaps first appear
 - Know when to intervene
 - Interrupt patterns of underachievement
 - Ensure a smooth transition to kindergarten
 - What do we want teachers to do?
 - Understand language development through professional development
 - Recognize the connection between the home language and English
 - Connect oral language to emergent literacy
 - Provide bilingual supports
 - See above re: English as New Language Services - Resources)
 - Consistent progress monitoring

Seal of Biliteracy

The Seal of Biliteracy is an award given by a school, school district or county office of education in recognition of students who have studied and attained proficiency in two or more languages by high school graduation. PAVE will:

- Support the acquisition of language recognizing significant steps towards developing biliteracy along a student's trajectory from kindergarten through high school.
- Set criteria for students whose first language is English who are learning a second language and for English Learners who are developing academic proficiency in their home language while mastering English
- Designate pathway awards at the elementary and middle school levels in an effort to reward

engagement in pursuit of language skills in two or more languages, to affirm positive attitudes towards multilingualism, and to validate use of multiple languages for all students.

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.

Meeting Social Emotional Needs

- See Social Emotional _Reopening SY 20-21 plan created by principals and school social workers for Elementary School and Middle School.

504 Population

Service Documentation

- Educational accommodations are for students who need building, classroom or testing accommodations. [The Request for Section 504 Accommodations, Medical Accommodations Request Form and the HIPAA form](#) is submitted to the Dean of Student Support Services.

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| <u>Parent Communication</u> |
| <ul style="list-style-type: none"> ● For additional questions about NYC DOE section 504 policy and procedures, parents and students may contact Section 504 Program Manager, Neil Somerfeld, at 718-310-2429. ● All schools post and share the Notice of Non-Discrimination under Section 504. |
| <u>Resources</u> |
| <ul style="list-style-type: none"> ● The NYC Department of Education website provides families and schools with access to information about 504 plans including eligibility, accommodations, and the review process. ● Understood.org provides families with access to information about 504 plans and student rights. The site addresses access, support, and common concerns. |
| <u>Identifying</u> |
| <p>Students qualify for 504 Accommodations if:</p> <ul style="list-style-type: none"> ● They have a physical or mental impairment, and do not have an IEP. ● The impairment substantially limits at least one major life activity. <p>If a student is approved for a 504 plan, families will receive:</p> <ul style="list-style-type: none"> ● An Annual Notice of Reauthorization. This letter will explain the steps that families must take to have their child's 504 plan renewed for the next school year. ● A Notice of Eligibility and 504 Plan. The 504 plan will tell families which accommodations the school recommends for your child. Families will have ten days to review and agree to the 504 plan. If they do not agree with the school's decision, families should contact the Health Director at their child's school. |
| <u>Monitoring</u> |
| <ul style="list-style-type: none"> ● PAVE will monitor academic and behavioral growth through report cards, assessment data scores, and qualitative narrative tracking. Wherever necessary, Paraprofessionals ("paras") help students with physical and mental disabilities. Paras work with students to make sure their learning and health needs are met at school. Paras work in the classroom, under the general supervision of a certified teacher. |
| <u>Accommodating</u> |
| <p>The 504 plan is a blueprint for how the school will support a student with a disability and remove barriers to learning. The goal is to give the student equal access at school. 504 plans often include accommodations. These can include:</p> <ul style="list-style-type: none"> ● Changes to the environment (like taking tests in a quiet space) ● Changes to instruction (like checking in frequently on key concepts) ● Changes to how curriculum is presented (like getting outlines of lessons) |

R-06b–SOCIAL EMOTIONAL REOPENING SY 20-21

Addressing Social-Emotional Student Needs &

Increased Staff & Family Need from Both Public Health and Economic Crises

*Unofficial adaptation from the [PREPaRE](#) model created by the National Association of School Psychologists

| PREVENT | | | |
|---|--|---|--|
| COMMUNICATION | | | |
| Student | Family | Teacher | Collaborators / Action / Timeline |
| <div style="font-size: 3em; font-weight: bold; margin-bottom: 10px;">P</div> 1. Lesson on safety: Sharing tips on how to stay safe. <ul style="list-style-type: none"> - Handwashing - Social Distancing - Arrival - Dismissal - Bathroom - water - lunch - snack - Peer interaction - Wearing masks - Monitor bathroom | 1. Letters: How we are teaching prevention 2. Videos: Class dojo 3. Newsletter: from ops team around how we are keeping safe (facilities share products we are using) 4. Workshops: Psycho-education around limiting media exposure -Helping kids stay safe in the community | 1. Professional Development: - Ways to keep ourselves safe - Signs of COVID and/or child disease symptoms - What the school is doing to keep everyone safe - How to talk to students about prevention 2. Nurse host teacher workshops on washing hands, signs of COVID and/or child disease symptoms | -Teachers 1) lesson on safety 2) Classroom routines - Morning Meeting (or) video - First day of school -Culture Team Monitor Bathroom -Leadership Team 1) Letters + Dojo post (vid) + e-mail - First week of school -Parent Workshop (Safety precautions and Media Exposure) 2) PD (Prevention) - Summer Institute - Operations Team 1) Newsletter - Quarterly - Extra masks - Thermometer - Individual student supply kit (crayon, pencil, eraser) - Water bottles? -School Nurse 1) segment in newsletter - Find resources of pre 2) PD (signs and symptoms) -Summer Institute? -Network / HR - Sick time policy review |
| VISUAL AIDS | | | |
| Student | Family | Teacher | Collaborators / Action / Timeline |
| *See Health and Safety Plan <ol style="list-style-type: none"> 1. Above sink at school 2. 6 ft social distancing signs outside and inside school | 1. Letters: Send home visuals for families to review with their child | | -Operations - Purchase and set up visual aids |

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| | <p>3. Markers Outside of School (stand stations)</p> <p>4. X on the floor at lunch</p> | | | |
| CULTURAL RESPONSIVENESS | | | | |
| <p>-The crisis will affect groups differently based on multiple factors (history, access to services, racism, systemic oppression)- special consideration around how policy and practice decisions will impact our families and students</p> <p>-Ensure intended and unintended consequences of policy and practice decisions do not create harm. Always ask "how will this impact our most vulnerable populations?"</p> | | | | |

| REAFFIRM | | | | |
|---|--|---|--|--|
| PHYSICAL SAFETY (EXPLAIN THE WHY) EMOTIONAL SAFETY (SUPPORT REGULATION) | | | | |
| R | Student | Family | Teacher | Collaborators / Action / Timeline |
| | <p>1) Circle Up Discussions</p> <ul style="list-style-type: none"> -What went well/didn't go well -Feelings about new routines -Example group discussion about returning after remote learning | <p>1) Resources: Provide updated information on testing sites available for diagnostic and antibody testing, health insurance updates, referrals</p> <p>2) Open and direct lines of communication with families/prioritize response time to any questions from families/newsletter with compilation of weekly qs from families?</p> <p>-Build on cultural strengths of our families and RH community</p> | <p>-PD</p> <ul style="list-style-type: none"> -Circle up discussions -Teacher language around the pandemic - Acknowledge that this pandemic has afflicted vulnerable populations in ways disproportionate to more privileged populations -Prioritize relationships (connection and support can buffer stress responses) -Validate student feelings, build in time for regulation exercise through teaching SEL skills, reframe | <p>-Leadership Team + Social Work</p> <p>1) Transparency</p> <ul style="list-style-type: none"> - inform staff on regular basis what is being done to keep all members of PAVE community safe -Demonstrate flexibility & consistency to lower staff stress levels -Ongoing <p>2) PD's (on teach column)</p> <ul style="list-style-type: none"> - Considerations for being more mindful around communication when wearing face coverings (what is lost through facial expressions that can't be seen, more awareness of tone). -Circle up discussions- practice -Mental Health-traumatic reactions -(being mindful of historical contexts for the populations we services- especially related to public health efforts) -Continued anti-racist work to promote emotional safety in classrooms -Acknowledge the pandemic exacerbated existing conditions of inequity which became heightened due to the virus -Summer Institute <p>-Social Work</p> <p>1) Resource guide</p> <p>2) Weekly dojo posts</p> |

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| | | | <p>behaviors, space for student questions</p> <p>-Use strategies that encourage engagement and minimize mistrust (with both students and families)</p> | |
|--|--|--|--|--|

EVALUATE

| E | IDENTIFY AND UNDERSTAND STRESS REACTIONS | | | |
|---|---|---|---|--|
| | Student | Family | Teacher | Collaborators / Action / Timeline |
| | <p>1) School wide survey (needs assessment) to identify students at risk</p> <p>2) In-class visual check-in monitor (i.e Every classroom has a feelings chart)</p> | <p>1) Family survey via Google Forms to check in on family needs (what they would like to see, what they hope for, what they expect, what they need)</p> <p>2) Provide families with psychoeducation around child stress reactions: how to identify, what families can do to support, and where/how to ask for help if needed.</p> <p>3) Screening sent out to families over summer or administered at beginning of year to ALL students re: stress and trauma</p> | <p>1) PD: Train teachers to identify potential stress- or trauma-related behavior and respond appropriately (can refer student to social worker).</p> <p>2) PD: Following the teacher survey; provide time within the PD sessions for the teacher to share out about anxiety, worries then work together to brainstorm strategies to support. For more severe cases coaches will have on-going check-ins with identified staff members</p> | <p>-Leadership Team</p> <p>1) Surveys (Staff + Family)</p> <ul style="list-style-type: none"> - Staff survey to share what they are thinking about, worried about for next school year- use this to plan for next year <COMPLETED> - Family survey to share what they are thinking about, worried about for next school year- their preferences - use this to plan for next year. -End of This School Year <COMPLETED> -Continued staff surveys throughout the school year to identify staff who may need additional support. -Ongoing <p>-Family survey to identify as many methods of communication as possible early on (1:1 sessions, when is guardian available to help, new addresses, emergency contact, best time to contact, best way to contact, assess needs, provide information about attendance)</p> <p>Leadership Team + Social Work</p> <p>2) PD</p> <ul style="list-style-type: none"> - First month of school <p>-Social Work</p> <p>1) Screening draft screening/psychoed handouts - (may include outside agencies)</p> <p>2) Psychoeducation</p> <ul style="list-style-type: none"> -Family meeting? -Resource guide -Dojo posts -Weekly/monthly |

| SPECIAL CONSIDERATIONS FOR HIGHER RISK POPULATIONS | | | |
|--|---|--|---|
| Student | Family | Teacher | Collaborators / Action / Timeline |
| <p>1) Ongoing monitoring/regular contact with caseworkers for students who have ACS cases</p> <p>2) Students with IEP (potentially increase services if needed)</p> <p>3) Students who are ELL</p> <p>4) Students who were at risk of being retained (potential referrals for IEP eval)</p> <p>5) Students presenting stress reactions on screenings or by teachers/staff/families</p> | <p>1) Ongoing assessment of families who are in temporary housing</p> <p>2) Ongoing assessment of families who are undocumented</p> <p>3) Ongoing assessment of families who are less economically advantaged</p> <p>4) Ongoing assessment of families who are multilingual</p> <p>5) Early outreach to families who were dis-engaged during remote learning this year</p> | <p>1) Provide teachers with context if necessary</p> | <p>-Interventionists + Special Ed Teachers + Bates</p> <p>1) Ongoing Assessment- Monitor and “red flag” any severe drops for IEP, ELL</p> <ul style="list-style-type: none"> -Monthly sped meetings -RTI Team Meetings -Weekly SPED Meetings with Interventionists <p>-Culture Team</p> <p>2) Ongoing Assessment- Kids identified as “at risk” due to traumatic reactions</p> <ul style="list-style-type: none"> -Monthly RtB meetings <p>-Social Work</p> <p>1) Ongoing List- grass roots effort to compile a list of undocumented and temp housing families.</p> <ul style="list-style-type: none"> -Beginning of the school year + ongoing as needed <p>2) List of dis-engaged families- Create list of families who struggled with engaging in remote learning this year</p> <ul style="list-style-type: none"> -Beginning of school year |

| PROVIDE and RESPOND | | | |
|---|---|---------|---|
| PROMOTE SOCIAL SUPPORT and SCHOOL INVOLVEMENT | | | |
| Student | Family | Teacher | Collaborators / Action / Timeline |
| <p>1) Increase peer support and socialization through Zoom playdates and online platforms</p> <p>2) Dedicate at least 1 MM or advisory for discussion around issues prevalent in student lives and on the current geo-socio political climate</p> <p>3) Set “free times” for students to socialize and connect with one another during Friday Activity</p> | <p>1) Class parents</p> <p>2) Get to know you parent meetings in the beginning of the year</p> <p>3) Peer support Friday Activity</p> <p>4) Buddy Parent- if a family is struggling with engagement, assign a buddy parent they can reach out to for support</p> <p>5) Clear information on how to navigate platforms & passwords</p> | | <p>-Leadership + Social Work</p> <p>1) PD:</p> <ul style="list-style-type: none"> -How to facilitate Friday activities -Zoom play dates (info) -First month of school -MM current events -Students don’t always want their cameras on and that’s ok <p>2) Parent Orientation</p> <p>3) Tutoring?- Consider reaching out to colleges or existing tutoring agencies to see if they would be willing to volunteer to tutor children.</p> <p>-Bates</p> <p>1) Incentivize- Give service providers, SW, and Para the ability to give dojo points during meetings</p> <p>2) Involve- service providers in community or MM meeting</p> |

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| | | | | <p>-RtB</p> <ol style="list-style-type: none"> 1) Buddy Parent- Review who is disengaged and consider buddy parent -Weekly at RtB 2) Paras- Fundraise to pay for paras to help support students 1:1? <p>-Operations</p> <ol style="list-style-type: none"> 1) Form about access to number -Beginning of the year (mid Sept) 2) One pager- on how to navigate all of the remote platforms. 3) Videos- on how to use all of the platforms. Post to dojo. -how to upload work, and common problems (ie: pop ups blocking accesS) -Very Beginning of the school year 4) PowerSchool- Add a location for students personal cell phone and older siblings numbers. 5) PD: Train teachers on how to find the information above -How to add in new numbers and email addresses. -How to document family communication in PS <p>-Boroughs + Family Engagement + Culture/SW?</p> <ol style="list-style-type: none"> 1) Parent Support- Organizing class parents 2) Guardian Hosted Lunch Bunch <p>-Teachers</p> <ol style="list-style-type: none"> 1) Parent Orientation- Create class list of numbers and supports, choose class parent 2) Free Time- Peer play facilitated by teachers -3x m Friday activities, 1x m Friday activity (parents) 3) MM/Advisory- -Mondays 4) Teach- students how to engage over remote platforms (how to stop a video and rewind, how to go back in text, different habits of learning) 5) Incentivize- kids to become more independent when using remote platforms by monitoring themselves and their progress -If students complete every assignment they can skip one read aloud, foundations, or story problem assignment the following week -points on dojo for completed work- if students earn 60 pt they earn a lunch bunch with the teacher or a reward -dojo points during 1:1 meeting -Vote during M on which reward the class will earn if they meet goal (ie: movie night, |
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| | | | | <p>art class, wear halloween costumes)</p> <ol style="list-style-type: none"> 6) 1:1 Sessions- Complete as many assignments as possible during these sessions. Teach students to take frequent breaks to keep momentum 7) PP Slide (older students)- Make separate slide in daily PP (dojo) letting students know when assignments are due. Send this through text and/or e-mail. 8) Student cell numbers- Gather student cell numbers so that teachers can text them directly. 9) Differentiate- Post assignments that are in the middle of class level and then differentiate up and down for students as needed (ie: tell specific students to use different numbers, or complete during 1:1 if needed) 10) Involve older siblings- Communicate with MS and older grades and give older siblings points in MS or older grade incentive system if they help their younger siblings. 11) Schedules & Imp Info- Give students a personalized schedule with personalized log in and PW information 12) Live teaching- Use break out rooms to split the class during live teaching <ul style="list-style-type: none"> -make it interactive by adding names of students who answered the question on white board -Use interactive platforms such as Near pod, voting, multiple choice, give everyone a job 13) Encourage Socialization- Open zoom session for students to come online and talk during certain times of the day <ul style="list-style-type: none"> -Post "gamer tags" on dojo so students can play online through video games -Play a game of telephone during MM so students get one another's numbers -Open live classes early and allow them to remain on afterwards so students can talk to one another. -(older grades) Ask students to reach out to one another to encourage them to join live classes <p>-Social Work/Culture Team:</p> <ol style="list-style-type: none"> 1) Family Schedule- Create family schedule with embedded links for families with multiple students in the school <p>-Culture Team</p> <ol style="list-style-type: none"> 1) Frequent Involvement- Build relationships early on with families who struggled with remote learning this year. 2) 1:1 with students- Speak directly to students to address issues that arise remotely |
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| | | | <p>3) PD- How to build relationships over zoom (especially with K)</p> <p>-Support system where EVERY adult in the building has a group of students they check in with regularly?</p> |
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| PSYCHOLOGICAL EDUCATION | | | |
| Student | Family | Teacher | Collaborators / PD Timeline |
| <p>1) SEL lessons (MM/advisory) to continue to teach students to identify and express feelings and to learn new coping strategies</p> <p>2) Open discussion around COVID cases in the school?</p> | <p>1) Parent cafe ongoing (informal)</p> <p>2) Principal videos-Dojo</p> <p>3) SW share resources-Dojo</p> <p>4) Sharing up to date literature about COVID</p> <p>5) Sharing Children's literature suggestions that focus on the pandemic</p> | <p>1) Set time and space early on (MM/advisory) for collective community grieving & acknowledging that something happened, & allow students to experience feelings of loss and interruption together</p> | <p>-Leadership + SW</p> <p>1) PD</p> <ul style="list-style-type: none"> -SEL lessons -PD for staff around mental health (traumatic reactions) *Covered above -Later in the school year <p>2) Parent Cafe- include psycho-education piece (hygiene, MH, study habits, include Shalini?)</p> <ul style="list-style-type: none"> -Quarterly <p>-Principal Spencer</p> <p>1) Videos- Psycho-ed on Dojo (up to date information on COVID)</p> <ul style="list-style-type: none"> -Quarterly <p>-Spencer</p> <p>1) Newsletter- How PAVE is addressing COVID + anti-racist work</p> <ul style="list-style-type: none"> -Quarterly <p>-Social Work</p> <p>1) Resources- Share resources on Dojo and through Newsletter (including children's literature that focus on COVID + anti-racist education)</p> <ul style="list-style-type: none"> -Weekly <p>-Teachers</p> <p>1) SEL Lessons</p> <ul style="list-style-type: none"> - Later in the school year |
| PSYCHOLOGICAL INTERVENTION | | | |
| Student | Family | Teacher | Collaborators / Action / Timeline |
| <p>1) Mental health referrals</p> <p>2) Counseling with SW</p> | <p>1) Referrals for individual counseling, family counseling</p> <p>2) Referrals to free support services</p> <p>3) Referrals to preventative services</p> | <p>1) Mental Health referrals</p> | <p>-Social Work</p> <p>1) Referrals to MH clinics</p> <p>2) Referrals to Support Services</p> <p>3) Counseling in School</p> <p>4) Good Shepherd -open hours- post on Dojo</p> <ul style="list-style-type: none"> -Ongoing <p>-Social Work, Leadership, Ops, + Spencer</p> <p>1) PAVE Family Relief Fund</p> |

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| | | 4) PAVE Family Relief Fund that can be accessed by families in need (pre-determined by assessments above) | | -Ongoing -Leadership + Social Work + HR 1) Mental Health Referrals -for teachers |
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EXAMINE

| EXAMINE | | | | |
|---------------------------------|--|--|---------------------------------|--|
| DOCUMENTATION / ASSESSMENT DATA | | | | |
| E | Student | Family | Teacher | Collaborators Timeline |
| E | 1) Attendance 2) Engagement 3) Student Surveys | 1) Family Surveys -"how satisfied are you with ____" 1-5 likert scale | 1) Continue academic assessment | -Teachers + Culture Team + LT 1) PS- Document outreach attempts in powerschool 2) Culture Ticket- support around engagement -Ongoing -Culture Team 1) Engagement- Bring list of students struggling with engagement to RtB meetings -Weekly -Social Work 1) Attendance- Bring lit of students struggling with attendance to RtB meetings -Track class/ school absences monthly -Weekly 2) Referrals- Keep clinical case notes of referrals made. -SWI track referrals and follow up -As needed Leadership Team 1) Student Surveys 2) Family Surveys 3) Dojo views 4) Data from parent workshops 5) Data from teacher PD's |