

Remote Instruction Plan

Remote Instruction Plan: what online learning platforms will you use and what is your anticipated level of engagement? (guided online instruction, learner-guided online resources, printed workbooks, etc.)

In the event of an emergency, PAVE Red Hook will be implementing a full schedule of remote learning. The learning will be a mixture of live teaching on Zoom, pre-recorded lessons, learner-guided online platforms and teacher assigned classroom. All 2nd-8th grade students will have access to a Chromebook and K-1st grade students will have access to an iPad.

Within this section you will find three parts:

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PAVE Remote Learning Plan Overview

Grades K-2			
	Subject	Platform	Time
Social-Emotional Learning 30 min. daily	Morning Meeting	Live via Zoom	30 min 5x week
	ELA 120 min. daily + coaching calls	Interactive Read Aloud	Live via Zoom
	Phonics and Word Study	Recorded teacher videos and phonics packet activities	30 min 5x week
	Independent Reading and Response to Lit	Independent time on RAZ Kids	30 min 5x week
	Writing	Independent time based on teacher created assignments posted to ClassDojo	30 min 5x week

Math 60 min. daily + coaching calls	Teacher-Made Zoom/Recording	Review of Problem of the Day Direct Instruction and tutoring of misconceptions flagged in Zearn from previous day	10-20 min 5x week
	Math Workshop	Independent time on Zearn	30 min 5x week
	Problem Solving	Independent story problem time based on teacher created assignments posted to ClassDojo (based on PS Trajectory)	15 min 5x week
Science	Science	Recorded teacher videos and independent time on assigned lessons from Mystery Science	30 min 2w week
Specials 30 min. daily	Performing Arts, P. E., Art	Recorded teacher videos	30 min 5x week
1:1 Check ins	All	Live via zoom or phone	20 min 2x week
<p>Live with a teacher - 60 min. per day Recorded videos with a teacher - 55 to 95 min. per day (depending on science day or not) Independent time on digital platforms - 60 min. per day Independent time without tech - 60 min. per day 1 on 1 coaching with teacher - 40 min. per week</p>			

Grades 3-4			
	Subject	Platform	Time
Social-Emotional Learning 30 min. daily	Morning Meeting	Live via Zoom	30 min 5x week
ELA 120 min. daily + coaching calls	Interactive Read Aloud	Liva via Zoom	30 min 5x week
	Text Analysis	Independent time on CommonLit	30 min 5x week
	Independent Reading and Response to Lit	Independent time on RAZ Kids	30 min 5x week
	Writing	Independent time based on teacher created assignments posted to ClassDojo	30 min 5x week
Math 60 min. daily + coaching calls	Teacher-Made Zoom/Recording	Review of Problem of the Day Direct Instruction and tutoring of misconceptions flagged in Khan Academy from previous day	10-20 min 5x week
	Math Workshop	Independent time on Khan Academy	30 min 5x week


	Problem Solving	Independent story problem time based on teacher created assignments posted to ClassDojo (based on PS Trajectory)	15 min 5x week
Science 60 min. weekly	Science	Recorded teacher videos and independent time on assigned lessons from Mystery Science	30 min 2w week
Specials 30 min. daily	Performing Arts, P. E., Art	Recorded teacher videos	30 min 5x week
1:1 Check ins	All	Live via zoom or phone	20 min 2x week
<p>Live with a teacher - 60 min. per day Recorded videos with a teacher - 55 to 95 min. per day (depending on science day or not) Independent time on digital platforms - 60 min. per day Independent time without tech - 60 min. per day 1 on 1 coaching with teacher - 40 min. per week</p>			

Grades 5-8			
	Subject	Platform	Time/Frequency
Social-Emotional Learning 15 min. daily	Advisory	Live via Zoom	15 min 5x week
ELA M-Th: 145 min., Fri: 55 min., + small groups & coaching calls	ELA	Live via Zoom using Google Classroom and LightSail	60 min 4x week
	ELA HW	Completed during independent time based on teacher created assignments posted to Google Classroom	30 min 4x week
	Independent Reading	Independent time on LightSail or in own books	40 min 6x week
	Typing	Independent time on Typing Club	15 min. 5x per week
Math 60 min. daily + small groups & coaching calls	Teacher-Made Zoom/Recording	Review of Problem of the Day Direct Instruction and tutoring of misconceptions flagged in Khan Academy from previous day	10-20 min 5x week
	Math Workshop	Independent time on Khan Academy	30 min 5x week
	Problem Solving	Independent story problem time based on teacher created assignments posted to Google Classroom (based on PS Trajectory)	15 min 5x week
Science 90 min. 3x per	Science	Recorded teacher videos and independent time on assigned lessons from Mystery Science	60 min 3x week











week + small groups & coaching calls	Science HW	Completed during independent time based on teacher created assignments posted to Google Classroom	30 min 3x week
History 90 min. 3x per week + small groups & coaching calls	History	Live via Zoom using Google Classroom and LightSail	60 min 3x week
	History HW	Completed during independent time based on teacher created assignments posted to Google Classroom	30 min 3x week
Health	Health	Live via Zoome using Google Classroom	60 min 1x week
High School Placement			
Small Groups 40 min.	All	Live via Zoom Students invited based on need	1, 40 min. Group, 4x per week
Office Hours 40 mins	All	Live via Zoom	1, 40 min. Group, 4x per week
1:1 Check ins	All	Wellness check-ins by support staff and coaching check-ins by content teachers Live via zoom or phone	5 - 10 min, 1x week
<p>Live with a teacher - 195 min. per day (this includes advisory and 3 classes; it does not include small groups, office hours, or 1:1 check-ins)</p> <p>Recorded videos with a teacher for students who do not attend live sessions- 180 min. per day</p> <p>Independent time (digital v/s non-digital time will depend on HW assignments)- 145 min. per day</p> <p>Academic support time- up to 80 min. per day</p> <p>1 on 1 coaching with teacher - As needed outside of small groups or office hours</p> <p>Individual Wellness Check ins- 10 min. per week</p>			


PAVE Daily Schedules

ELEMENTARY SCHOOL SCHEDULE

K-2 Daily Schedule		
Time	Activity	Notes
9:00 - 9:30	Morning Meeting	Live via Zoom 
9:30 - 10:00	Phonics and Word Study	Check Google Classroom for a video and assignments

		 Classroom
10:00 - 10:30	Break	
10:30 - 11:00	Independent Reading	RAZ Kids 
11:00 - 12:00	Lunch / Break	
12:00 - 12:30	Read Aloud	Live via Zoom or video on Google Classroom   Classroom
12:30 - 1:00	Math Workshop	Check Google Classroom for a video and assignments on Zearn   Classroom
1:00 - 1:30	Problem Solving	 Check Google Classroom for problem Classroom
1:30 - 2:00	Break	
2:00 - 2:30	Writing	 Check Google Classroom for assignment Classroom
2:30 - 3:00	Science	 Check Google Classroom for video Classroom
3:00 - 3:30	Specials	 Check Google Classroom for video Classroom
<i>Students will have a 1-on-1 check in call with a teacher for 20 minutes two times a week.</i>		

3-4 Daily Schedule		
Time	Activity	Notes
9:00 - 9:30	Morning Meeting	Live via Zoom 
9:30 - 10:00	Text Analysis	CommonLit 
10:00 - 10:30	Break	
10:30 - 11:00	Independent Reading	RAZ Kids 
11:00 - 12:00	Lunch / Break	
12:00 - 12:30	Problem Solving	 Check Google Classroom for problem Classroom
12:30 - 1:00	Math Workshop	Check Google Classroom for a video and assignments on Khan Academy  Classroom 
1:00 - 1:30	Read Aloud	Live via Zoom or video on Google Classroom   Classroom
1:30 - 2:00	Break	
2:00 - 2:30	Writing	 Check Google Classroom for assignment Classroom
2:30 - 3:00	Science	 Check Google Classroom for video Classroom

3:00 - 3:30	Specials	 Check Google Classroom for video Classroom
<i>Students will have a 1 on 1 check in call with a teacher for 20 minutes two times a week during a break.</i>		

MIDDLE SCHOOL SCHEDULE

Monday/Wednesday

Time	5th Grade	6th Grade	7th Grade	8th Grade
8:00 - 8:15	Staff Huddle			
8:20 - 8:50	Content Team Meeting			
8:50 - 9:00	Get Ready			
9:00 - 9:15	Advisory			
9:20 - 10:20	ELA	Sci	Math	ELA
10:25 - 11:25	Math	ELA	Sci	Math
11:30 - 12:30	Sci	Math	ELA	Sci
12:45 - 1:25	Exploration in Reading/Lunch			
1:40 - 2:20	Small Group (IWT)	Office Hours (IWT)	Small Group (IWT)	Office Hours (IWT)
2:30 - 3:10	Office Hours (IWT)	Small Group (IWT)	Office Hours (IWT)	Small Group (IWT)

Tuesday/Thursday

Time	5th Grade	6th Grade	7th Grade	8th Grade
8:00 - 8:15	Staff Huddle			
8:20 - 8:50	Grade Team Meeting (T)/Department Meeting			

8:50 - 9:00	Get Ready			
9:00 - 9:15	Advisory			
9:20 - 10:20	Math	Hist	ELA	Math
10:25 - 11:25	ELA	Math	Hist	ELA
11:30 - 12:30	Hist	ELA	Math	Hist
12:45 - 1:25	Exploration in Reading/Lunch			
1:40 - 2:20	Small Group (IWT)	Office Hours (IWT)	Small Group (IWT)	Office Hours (IWT)
2:30 - 3:10	Office Hours (IWT)	Small Group (IWT)	Office Hours (IWT)	Small Group (IWT)

Friday

Time	5th Grade	6th Grade	7th Grade	8th Grade
8:00 - 8:50	Staff Huddle & Drawing Board Conversations			
8:50 - 9:00	Get Ready			
9:00 - 9:15	Advisory			
9:20 - 10:20	Hist	Health	Sci	HS Placement
10:25 - 11:25	Sci	Hist	Health	Hist
11:30 - 12:30	Health	Sci	Hist	Sci

PAVE Remote Learning Expectations

Professionalism and Planning Loads

Guidance and Expectations for Remote Learning

Remote learning provides an opportunity for students and teachers to remain connected and engaged with their content while working from locations outside of the physical school environment for a designated period of time due to an unforeseen situation. Opportunities for remote learning are typically linked to an emergency situation that poses a threat to student safety.

Transitioning to remote learning keeps students on track so that when they return to physical school environments, they will not have a lot of make-up work to do and they will be ready for any scheduled assessments. Many of the requirements in a traditional classroom environment will be in play for remote learning environments, and the goal is to adhere to as many state and local requirements as possible.

MIDDLE SCHOOL	
Teachers	
Lesson Planning	<ul style="list-style-type: none"> ● Submit lesson plans according to the departmental guidelines ● Ensure that lesson plans fit live recording/pre-recorded session guidelines ● Use allotted prep time to grade, lesson plan, collaborate and co-plan
Meetings	<ul style="list-style-type: none"> ● Attend all grade team, content and whole-staff meetings. ● Participate in check-ins as outlined by the leadership team; respond to inquiries from school administrators in a timely fashion (Monday thru Friday during normal school hours). ● Collaborate with grade-level or department colleagues to ensure continuity across the courses or subjects to ensure continuity and establish alignment across teachers in the same department so that group teaching and student support can occur across grades or departments. ● Participate in professional learning opportunities either online or in-person during the six-hour workday.
Student Attendance	<ul style="list-style-type: none"> ● Take attendance through Zoom conferences and work submission ● Upload daily attendance through PowerSchool “Class attendance” function
Update weekly schedule/calendar	<ul style="list-style-type: none"> ● Only include your personal meeting link for sessions that you’re hosting! ● Save and upload session to GoogleClassroom with naming convention Gr.Subject.Content.Date (ex. 05.ELA.LocomationSem1.323) ● Organize calendar with instructional & prep/planning time
Communication	<ul style="list-style-type: none"> ● Communicate expectations to students and families about the instructional plan for the week, including learning objectives, required activities, assignments, and assessments, along with any associated due dates. ● Answer & respond to all emails (as required) within 24 hours of receipt. Be fully available, reachable, and ready to execute on tasks during all official work hours. ● Forward all relevant emails to necessary parties
Instruction	<ul style="list-style-type: none"> ● During designated time, interact with students in real-time (or as otherwise decided) to deliver lessons, facilitate discussion, and lead other instructional activities. ● Monitor student participation in activities, and follow up with students and families, and other school staff as needed.

	<ul style="list-style-type: none"> ● Post assignments, content, activities, and links to resources for students to use to master the learning objectives for the week. ● For students who need additional support, identify appropriate activities and assignments, such as practice of pre-requisite skills. ● For students who need additional enrichment, provide opportunities and resources for independent inquiry beyond the expectations of posted assignments.
Grading	<ul style="list-style-type: none"> ● Grade assignments and assessments and provide feedback on work submitted by students, as outlined by department expectations. Communicate with families about student progress.
Students w/ IEPs	<ul style="list-style-type: none"> ● Assist in supporting all students, as needed, in subject or grade or course level. ● Participate in IEP meetings (initial/reevaluation/three-year evaluations) remotely at the request of the Dean of Student Services ● Conduct all annual reviews timely for your students with disabilities, to the greatest extent possible
ICT Teachers	<ul style="list-style-type: none"> ● Responsible for differentiating assignments/slides/documents and assigning them to specific students with ICT mandates in the Class - upload assignments with naming conventions - blue group - for ICT students
Culture Team	
Student Culture	<ul style="list-style-type: none"> ● Attend GTL meetings according to your grade band to provide support to children who may struggle connecting virtually ● Create fun experiences for children to build school spirit (i.e school color fun) ● Check-in with scholars who were frequently not joining Zoom sessions, completing assignments and/or need extra support
Adult Culture	<ul style="list-style-type: none"> ● Create a joy calendar for teachers and create one fun activity staff can do virtually (i.e Netflix Watch Party, Birthday shout outs....)
Parent Partnership	<ul style="list-style-type: none"> ● Monthly zoom call with selected families to diagnose problems or add support when needed
Core Values	<ul style="list-style-type: none"> ● Acknowledge families and students who've been involved ● Maximize use of Social Media outlets/platforms to highlight student
Attendance	<ul style="list-style-type: none"> ● Set up meetings with families supporting students who are frequently not completing work and/or participating in Zoom sessions
Leadership Team	
Lesson Plan	<ul style="list-style-type: none"> ● Review lesson/block plans and provide feedback
Data Management	<ul style="list-style-type: none"> ● Facilitate weekly content meetings (i.e review class data on RAZ-Kids,

	<ul style="list-style-type: none"> look at trends with Khan Academy for Math) Weekly review of Back end data of teachings (student reading levels, uploaded video lessons, etc)
Family Communication	<ul style="list-style-type: none"> Regularly check the communication tracker to address concerns or trouble shoot with teachers on a family concern
Coaching/ Professional Development	<ul style="list-style-type: none"> Weekly check-in Mtgs with GTLs Documented Weekly agenda with Coachees include (wellness check, planning load, review/feedback of observation, action items for following week) Support weekly PD sessions on topics related to priorities
Observation/Feedback	<ul style="list-style-type: none"> Observe every teacher weekly and provide written feedback
Specials Team	
Gym/Performance Arts/Art	Upload 30 min interactive video

ELEMENTARY SCHOOL	
Teachers	
Lesson Planning/Intellectual Prep	<ul style="list-style-type: none"> Prepare and Post assignments, content, activities, and links to resources for students to use to master the learning objectives for the week. Ensure delivery of instructional activities are aligned to planning load Record lessons and other instructional activities for students to access later. During designated time, interact with students in real-time to deliver lessons, facilitate discussion, and lead other instructional activities.
Grade Team Meeting	<ul style="list-style-type: none"> Attend GTL meetings and be prepared to share out summary of content in which you are leading Collaborate with grade-level colleagues to ensure continuity across the subjects and establish alignment across teachers in the same content so that co- teaching and student support can occur across grades.
Attendance	<ul style="list-style-type: none"> Take attendance through Zoom backend tracking and work submission
Parent Communication	<ul style="list-style-type: none"> Set up check-in with students twice a week to support learning or tech needs Communicate to families regularly student academic progress
Backend Tracking	<ul style="list-style-type: none"> Take attendance during
Staff Communication	<ul style="list-style-type: none"> Monitor email or other agreed-upon communication channels daily

	<p>(Monday thru Friday during normal school hours) for messages from students and families and responding to messages in a timely fashion.</p> <ul style="list-style-type: none"> ● Participate in check-ins with Coach and respond to inquiries from ● school administrators in a timely fashion (Monday thru Friday during normal school hours).
Culture Team	
Student Culture	<ul style="list-style-type: none"> ● Attend GTL meetings according to your grade band to provide support to children who may struggle connecting virtually ● Create fun experiences for children to build school spirit (i.e school color fun) ● Check-in with scholars who were frequently
Adult Culture	<ul style="list-style-type: none"> ● Create a joy calendar for teachers and create one fu activity staff can do virtually (i.e Netflix Watch Party, Birthday shout outs....)
Parent Partnership	<ul style="list-style-type: none"> ● Monthly zoom call with selected families to diagnose problems or add support when needed
Core Values	<ul style="list-style-type: none"> ● Design and Maintain systems that support PAVE’s Core Values
Attendance	<ul style="list-style-type: none"> ● Set up meetings with families supporting students who are frequently not completing work and/or participating in Zoom sessions
Principal	
Staff Communication	<ul style="list-style-type: none"> ● Lead weekly staff meetings to keep staff updated on any remote learning changes or updates
Leadership Team	<ul style="list-style-type: none"> ● Designate roles and responsibilities for the Leadership Team with respect to remote learning, so that the following decisions and tasks are implemented effectively. ● Monitor structures and protocols for checking in with the teachers and staff responsible for executing remote learning. ● Monitor how LT supports grades with curriculum implementation ● Monitor teachers taking attendance in the form of tracking contacts with students on a daily basis. ● Assign staff to conduct outreach in cases of absence or pattern of missing assignments. ● Ensure that updates and expectations about the school’s remote learning program are communicated to ● Students and families. This includes tips for student success, directions for accessing any online platforms, ● Escalation pathways for administrative support, and assurances about student privacy. ● Facilitate Leadership Meetings

Attendance	<ul style="list-style-type: none"> ● Set up meetings with families supporting students who are frequently not completing work and/or participating in Zoom sessions
SPED	<ul style="list-style-type: none"> ● Monitor the implementation of the Remote SPED Learning Plan
Leadership Team	
Lesson Plan	<ul style="list-style-type: none"> ● Review and provide feedback on prepared assignments, content, activities, and links to resources for students to use to master the learning objectives for the week.
Data Management	<ul style="list-style-type: none"> ● Facilitate weekly content meetings (i.e review class data on RAZ-Kids, look at trends with Khan Academy for Math) ● Weekly review of Back end data of teachings (student reading levels, uploaded video lessons, etc)
Family Communication	<ul style="list-style-type: none"> ● Regularly check the communication tracker to address concerns or trouble shoot with teachers on a family concern
Observation/Feedback	<ul style="list-style-type: none"> ● Observe every teacher weekly and provide written feedback
Coaching/ Professional Development	<ul style="list-style-type: none"> ● Weekly check-in Mtgs with GTLs ● Documented Weekly agenda with Coachees include (wellness check, planning load, review/feedback of observation, action items for following week) ● Support weekly PD sessions on topics related to priorities
Intervention Team	
SETSS	<ul style="list-style-type: none"> ● Responsible for creating SETSS specific lessons (Wilson, Foundations etc.)/other assignments/accommodations/Resources for lessons and assignment them to specific students in the class ● ES teachers complete weekly report in SPED Programming Sheet - in order to document supports given each week.
Differentiation	<ul style="list-style-type: none"> ● Assign differentiation for SETSS/At Risk Students for ELA, Writing, and Math based on teacher lessons in google slides/google classroom assignments
Individual Student Support	<ul style="list-style-type: none"> ● ES: Weekly 10-15 minute 1-1 for every student that you support ● MS: Small group intervention time or 1:1 during, M - Th
Online Platforms	<ul style="list-style-type: none"> ● Assign individual student work in online platforms such as Raz Kids, Study Island, Lightsail in collaboration with subject teacher. ● Review student work within online platforms
Continue all Mandated Services and SPED Supports	<ul style="list-style-type: none"> ● Attending to all IEP goals ● Maintaining and updating IEPs in accordance to guidelines provided by the Dean of Student Support Services

Specials Team	
Gym/Performance Arts/Art	Upload 30 min interactive video

Support for Special Populations

How will you ensure students with disabilities and those without access to technology at home or whom may be experiencing housing issues can participate?

Currently, the school is working on ensuring that all students receive the services that they need remotely. The Student Support Services team at PAVE is responsible for the following categories:

1. Special Education Supports and Services
2. Response to Behavioral Intervention Supports (RtB)
3. Response to Academic Intervention Supports (RtI)
4. English as a New Language Services (ENL)
5. Counseling Supports and Services
6. 504 Accommodations
7. “At-Risk” Specialized Programming

ALL students at PAVE will receive 1:1 tech in the upcoming weeks and internet resolutions for many of the families have been provided through the collaboration of community partners and the school. Within these categories we have begun to convert to plans that address all of the above categories remotely.

Overview of Services		
1. Special Education Supports and Services		
<ul style="list-style-type: none"> ● We are still required to deliver Free Appropriate Public Education (FAPE) to our students as outlined in IDEA. ● Guidance on how we should deliver these services has not been released yet. ● As a school, we will continue to provide all services on children's IEPs to the best of our ability. ● We will document, weekly, the differentiation we are providing to students and families as special education support. 		
ICT	SETSS	Related Services
<ul style="list-style-type: none"> ● Provide differentiation for assignments posted 	<ul style="list-style-type: none"> ● Continue to provide small group lessons 	<ul style="list-style-type: none"> ● Related Service Providers will be

<p>online posted for specific students</p> <ul style="list-style-type: none"> ● Provide resources to parents as it relates to a students management needs <ul style="list-style-type: none"> ○ Graphic organizers, note taking tools, text read aloud, etc. ○ Also provide guidance for parents on how to use these tools 	<p>specific for those for students with SETSS Mandates on their IEP</p> <ul style="list-style-type: none"> ● These lessons will be uploaded on the same platform all teachers will be using ● Document all lessons and students who are completing assignments ● Provide differentiation for assignments posted online posted for specific students ● Provide resources to parents as it relates to a students management needs 	<p>required to deliver teletherapy services to students through DOE approved platform (Google Meet or Microsoft Team)</p> <ul style="list-style-type: none"> ● RSPs must get verbal consent for parents over the phone - they have been calling families this week to determine if services are <u>appropriate</u> and <u>feasible</u>. ● This will all be documented in SESIS ● If parents consent, they will do video sessions with students.
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2. Response to Behavioral Intervention Supports (RtB)

- The school Culture Team will be contacting families to outline behavior support if needed.
- They will start by speaking most often with the families of students who have crisis paras and the students who received the most referrals in the last month of school.
- The Culture Team will work with families to create behavior plans that families can enact at home and speak with students to help motivate them to complete work at home and or work within a routine at home.

3. Response to Academic Intervention Supports (RtI)

- Teachers and Leadership will be reviewing data submitted by the students through all of the online platforms and address the needs of students who are not submitting assignments, not submitting quality assignments, or receiving low scores on assignments.
- The intervention team will reach out to these families directly to offer more support to students
- If needed, these students will get supplemental work/lessons provided by the SETSS teachers.

4. English as a New Language Services (ENL)

- PAVE will be following the guidelines released by the NYC Department of Education in supporting multilingual learners
- We will be using the integrated ENL instruction guidelines and utilize some of the following instructional supports::
 - Preserve interaction within lessons and assignments, including with teachers and family members by creating discussion prompts, and opportunities to summarize and respond. Keep students speaking.
 - Create daily, small assignments to check in using dialog journals between teacher and student. This can be around a personal, content or language focus. Keep students

writing.

- Provide access to videos to provide comprehensible input and build prior knowledge. Keep students listening.
- Set up lots of reading time. Incorporate read-alouds, either teacher-recorded or available on- line. Keep students reading.
- Utilize video and other internet resources for virtual field trips and experiences (dance, yoga, etc.) in order to build background knowledge and ask them to write about their experiences.
- Each co-teaching partnership should establish how they will communicate for lesson design and delivery.
- Incorporate best practices such as providing visuals and user-friendly definitions for target vocabulary.
- Utilize home language supports such as use of translations via home language codes in Google Classroom.
- Record and post a video on a feature of academic language
- Post sentence stems or provide a word bank that students can use for group discussion

5. Counseling Supports and Services

- The school social worker will be required to deliver teletherapy services to students through DOE approved platform (Google Meet or Microsoft Team)
- The social worker must get verbal consent for the parent over the phone - they have been calling families this week to determine if services are **appropriate** and **feasible**.
- This will all be documented in SESIS.
- If parents consent, they will do video or phone call sessions with students.

6. 504 Accommodations

- Currently there are no ES students with a 504 plan.

7. “At-Risk” Specialized Programming

- SETSS teachers will continue to support the students they were seeing for at-risk services before we left school.
- This support will look like:
 - Phone calls with families
 - Provide differentiation for lessons
 - Provide academic supports for families such as graphic organizers, video resources etc to the student and family
 - Provide extra small group lessons for students