



PLATTSBURGH CITY SCHOOL DISTRICT

PCSD Homebase Learning Doctrine for Long Term School Closure

Our New Learning Journey

Phase 2 – Effective Tuesday, March 30, 2020

Extension beyond April 30, 2020 updates highlighted – Effective April 27, 2020

This situation of school closure is a new dimension to teaching/learning that we have never had to face before. These uncharted waters make us all uncomfortable, overwhelmed and in need of consistent direction. PCSD has handbooks, guidance documents, literacy kits, pacing guidelines and all of these are no longer relevant in our new situation. This **doctrine** will now become the governing document to provide us with consistent guidance. The items below are not optional, they have been selected based on the most recent research regarding teacher/student response to closure from a number of countries and states. Brain research and instructional best practice approaches have also assisted in creating the statements below.

Expectations for Teaching and Learning:

- Please start planning for only one week of instruction at a time. Daily guidance is being provided both from the Federal and State levels which could impact planning.
- All Teachers need to complete the Instructional Routine (following your curriculum map). Students should be able to complete the entire routine in less than 3 hours per day.
- The elementary will move to a content area schedule similar to what has been used at the secondary level. This will focus students and allow a routine to exist.
Monday/Wednesday - ELA and Tuesday/Thursday - Math. Friday can be used for Science and/or Social Studies (can also be integrated into ELA and Math). Fridays will also be the time that PE, Art, Library and Music can execute their instruction (**be mindful that there is more than one content area assigned to this day**). Each content

chunk may be expected to take up to 15 minutes for Pre-K-Grade 1, up to 30 minutes for Grades 2-3 and up to 45 minutes for Grades 4-5.

- Secondary will continue with the same schedule of content classes: Monday – Math, Tuesday – ELA, Wednesday – Science, Thursday – Social Studies and Friday – all other areas (**be mindful that there is more than one content area assigned to this day**).
Each content chunk may be expected to take up to one hour.
- At both the Elementary and Secondary, Fridays have more than one content area being delivered. These areas should each have their own Instructional Routine and consider using between 30-40 minutes of time for the instructional chunk. Be aware that the other areas of choice boards and independent practice will impact a student based on the number of classes they have assigned on Fridays. Please allow students until the following Friday to complete the Instructional Routine for your class.
- E-mail will be used to communicate formally with parents. Please only communicate with parents on the day that your content area is assigned (this is important as parents could have been receiving up to 7 e-mails per day).
- **Follow the Instructional Routine document that accompanies the doctrine and follow the instructional routine/requirements that are given.**
- Lessons should capitalize on the home environment. Reduce screen time and include physical activity as much as possible.
- Grades for the third quarter (secondary) will include grades until the closure was announced (March 16, 2020) if we proceed with future report cards.
- **Numerical grades are not to be given to assignments. Please keep records of student engagement, effort, participation and formatively assess understanding to assist in developing instructional plans.**
- During this school closure, our emphasis has been, quite appropriately, on student learning, participation, and effort. Together with parents, our faculty and administrators have worked hard to keep students engaged. Though remote learning cannot be a complete substitute for in-person, classroom instruction, we are trying hard to advance through curriculum while maintaining core skills. To best focus on student engagement and learning, and in acknowledgement of that varying degree of student resources and opportunities which exist outside of the school setting, we will convert to a pass/fail system through the balance of this school closure. This pass/fail approach will rely on the following grading attributes:
 - i) effort: a measure of how hard students try (ie. have they completed checklists, tasks, activities, assignments, etc.).
 - ii) participation: a measure of whether students contribute and interact during engagement opportunities (ie. do they attend video conference sessions, share their work and responses, etc.).
- Affirmation of a “Pass” designation will allow for the grade on 3/13/20 to be used as the 3rd quarter grade at the Secondary level.
- Incomplete assignments that exist for Quarter 3 (prior to March 13, 2020) need to be made up for a Pass/Fail designation by May 8th which will allow for a final grade to be given in School Tool.

- At the secondary level, numerical grades reported as of 3/13/20 will be used for quarter 3 grades. At the secondary level, GPA and class rank will be based on work through 3/13/20. At the elementary level, grading through 3/13/20 will be used as grades for the 2nd trimester.
- Remote education is not optional. It is mandatory, and has been directed by both the Governor and the State Education Department. Moreover, student attendance and work completion during this remote instruction period is critical in ensuring that students develop the skills necessary for success in subsequent education. Not attending and/or not completing work will have negative natural consequences as students navigate future education.
- Teachers are keeping records of student participation/effort and engagement, and these will be used to track attendance. In order for a student to receive daily attendance credit, they must have completed an assignment, shared their work, emailed a response (or have their parent email a confirmation/response), etc.. Credit for this participation will automatically yield attendance credit for that day.
- “Pass” will affirm that in the 3rd trimester (elementary) or 4th quarter (secondary) a student completed at least 65% of the independent daily discovery/choice/practice tasks. Each submission should count equally (as 1 task). For example, if a student needed to respond to a Daily Discovery, Choice Board and Independent Practice that would count as 3 tasks. At the Elementary a “Pass” designation is necessary and lack of this designation could impact student placement. At the secondary level a “Pass” designation is necessary for course completion and could impact a student’s graduation date.
- Teachers will track student progress to ensure participation and check-in with students who are non-participatory and/or struggling. Grace and understanding should always govern decisions. If a Teacher is not getting a response from a family, the chain of command for further action is to contact the school counselor then building administrator. If the administrator is unable to get a response, then they will contact the City Police Department for a wellness check.
- The District will suspend the BOE criteria for credit recovery starting June 1st. Due to the duration of school closure, the district will be offering an opportunity for students who are academically struggling to gain reteaching opportunities via GradPoint. The criteria stated here is only to be used for the crisis situation our district is facing. The BOE policy should be adhered to in any other situation. **Crisis Criteria for Credit Recovery** – Students in grades 6-12 would qualify if they meet both of these criteria: 1) they are failing at the May interim marking period and 2) they failed two out of the first three quarters when numerical grades were given. On June 1st, a GradPoint placement test will be given to those students and this will identify a starting point for the program in the necessary content area. A Teaching Assistant will monitor the students in credit recovery. Students will be required to complete all other Instructional Routines and can work in credit recovery for up to two hours per day. Building Principals at SMS and PHS will come up with the schedule and logistics of utilizing the program.
- Feedback will be given on every independent assignment, even if it is a thumbs up. If asking a student to redo an assignment then specific feedback will need to be given.

- Monitor the morale of your class and the workload of students carefully. You have the latitude to make good decisions for the well-being of your students.
- Please maintain a healthy work/life balance. Keep lines of communication open between all grades/departments and consult administration if you are having any difficulty in this new journey into learning. We are proud of your efforts and here to support you!

Platforms for Daily Use (Platform is defined for this purpose as how students/parents will be interacting with the teacher):

- Pre-K-Grade 5 will use a platform for their daily learning engagement. Teachers can utilize a platform that their students have prior experience with such as Seesaw, Microsoft Teams or use e-mail.
- Grades 6-12 will use a platform for their daily learning engagement. Teachers can utilize a platform that their students have prior experience with such as Schoology, Microsoft Teams or use e-mail.
- Consider the platform you are using as the home base for students.
- If a teacher hasn't already used a technology tool in class, they shouldn't use it now. It can be a point of frustration for the child and the parents. Subsequently, this could take away from actual learning.

Housekeeping Responsibilities (this direction supersedes Phase 1 plans)

Guidelines for Planning:

- Assignments should be easily understood by parents so that they can help their students. Parents may often need to turn-key information to students.
- For PHS and SMS Librarians, please disseminate weekly recommended readings and resources for secondary students via School Tool listserv.
- Materials to complete assignments should be limited to general school supplies.
- **Please do not require anything that needs to be printed at home.**

Special Education Accommodations and Modifications:

- Please address special education accommodations to the best that you can, with extra time, modified work, shortened assignments, extra notes, scaffolding, etc.
- Leverage technology that will adapt to student need - IXL, NewsELA, etc. allow students to access content aligned to their ability.

- Consultant Teachers provide a copy of the areas of change that you have made to each of those assignments. A copy of what parents are receiving from Special Education Consultant Teachers, with the accommodations/modifications that are being provided for students on each general education instructional routine, will be handed into Fortune Ellison on Friday of each week.
- We also need to be sure that we are providing accommodations/modifications to classes where a Teaching Assistant would have been pushing into the class. If you are the primary service provider on the IEP, then it is your responsibility to provide those accommodations/modifications and forward copies of the instructional routine to Fortune Ellison on Friday of each week.

All Teachers:

- Continue to check your school email at least twice per day (once by 10:00 AM and 3:00 PM) and respond to parent communication within 24 hours. Parents may be reaching out for assistance or clarification about assignments and access to online platforms.

Nurses:

- Continue to check your school email at least twice per day (once by 10:00 AM and 3:00 PM) and respond to parent communication within 24 hours.
- Nurses will conduct daily outreach (unless a reduced schedule is requested by parents and record this request) to medically fragile students from within their building and will support the Medical Director/Superintendent in relaying information to and from the Department of Health.

OT/PT/Speech:

- Continue to check your school email at least twice per day (once by 10:00 AM and 3:00 PM) and respond to parent communication within 24 hours.
- See forthcoming guidance from the Director of Special Education on providing service to students.

Guidance, Mental Health and Other Services:

- Continue to check your school email at least twice per day (once by 10:00 AM and 3:00 PM) and respond to parent communication within 24 hours.

- Check-ins with both IEP and 504 students as per their IEP/504.
- Check-ins for the most at-risk students of the assigned school counselors and school psychologists will occur at least every other day (unless a reduced schedule is requested by parents and record this request) on a schedule/roster approved by the Building Principal.
- Maintain a communication log to document student, teacher, and family contacts.
- Student/Family check-in form sent to all students on caseload. Follow up with students/families as necessary.
- Create a weekly newsletter for students, teachers and families.
- Provide compensatory sessions as appropriate.
- Be available to all students on your caseload via email or phone call.
- Participate in CSE meetings, as needed.
- Complete the Annual Individual Progress Review worksheet for all students on your caseload (MS and HS Counselors only)

Teaching Assistants:

- Continue to check your school email at least twice per day (once by 10:00 AM and 3:00 PM) and respond to parent communication within 24 hours.
- Please log onto Master Teacher or Exceptional Child and complete one video per day. If you do not have Internet access or a device, please contact Mr. Barody.
- As remediation needs present, TAs may be called upon to reteach students who are struggling and/or to oversee credit recovery.

Accessibility to the Building:

- There will be no access to buildings starting **March 29, 2020** unless permission is granted by your Building Principal.