



# PLATTSBURGH CITY SCHOOL DISTRICT

## PCSD Homebase Learning Doctrine for Long Term School Closure

Our New Learning Journey

Phase 2 – Effective Tuesday, March 30, 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, Music and Related Services 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.**
- 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.**
- 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.
- 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.

### **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.

**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.

**Special Education Services:**

- Instructional accommodations and modifications will be made to the best of our current ability. Teachers will leverage technology resources that are adaptable to individual student needs.

**Accessibility to the Building:**

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