

## *PCSD Emergency School Closure Home Based Instruction Plan*

*PCSD has made a home-based instruction plan in alignment with our extended school closure. It is recommended that we make plans for an extended school closure.*

### **Instructional Plan**

#### **Guidelines for Planning**

- Assignments should be focused on application of previously taught skills or review of content. Please do not introduce new material or skills. As we do not have a timeline and the decision to shut down may come quickly, please think about topics that could be applicable at any point in the next few weeks (any skills from September to March).
- It is okay to write general plans that could be applied to more than one class (general plans for French 1 and 3, etc.)
- Assignments should be easily understood by parents so that they can help their students. Parents may often need to turn-key information to students.
- Assignments should be manageable in length.
  - For elementary school the instructional target is one hour per day.
  - For secondary the instructional target is two hours per day using the following schedule:
    - Monday – Math
    - Tuesday – ELA
    - Wednesday – Science
    - Thursday – Social Studies
    - Friday – all other areas
- For elementary students, Science, Social Studies can be embedded in Reading and Math.
- Special areas need to be included in home-based instruction, they should provide 1 short assignment per week. 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.
- If students do not complete the assignments over the shutdown, we will ask students to make them up as this is required instruction.

#### **Delivery Formats**

- Pre-K-5<sup>th</sup> Grade: Plans at these levels should include instruction in spelling skills (Pre-K-5), reading from a library book (Pre-K-5), comprehension skills (2-5), fluency readings and blackline masters(students in Reading Mastery), Writer’s Workshop prompts (Pre-K-5), My Math skills review sheets (Pre-K-5), Science and Social Studies skills (K-5). Please provide paper-based assignments. You may supplement with internet-based

activities that would be familiar to students and families (see Resources to Help You Plan section). **Be aware that not all students will have internet access.**

- Secondary: Plans may include computer-based instruction. Please realize that some students will be using more limited Internet access (i.e. data plans/cell phones). All assignments should be **posted via School Tool** to both parents and students on the day assigned to the respective content area.
  - **Please do not require anything that needs to be printed at home.**
  - **Please make general notes about what students should do if they do not have/lose internet access.**

**Return of Student Instructional Work Upon Returning to School**

Each teacher should have a bin outside their classroom door. Bins will sit a minimum of a week (as approved by PSCD Medical Director) before being graded. Work that is not completed will need to be made up by the student in order to receive credit for assignments.

We are collecting all plans (send electronically). Use the template below and please submit to your building administrator and Dawn Stetz at District Office. Please complete the instructional plan by **3:00 on Monday, March 16, 2020 (no exceptions allowed)**. Instructional materials for students will be made available for pick up at the various schools starting **Tuesday, March 17, 2020**. If you are sending paper packets home, please leave an original with your Building Principal.

**Required Plan Elements**

Teacher Name

Class Name (s)

Week 1 Goals/Plans

Week 2 Goals/Plans

If using the Internet, provide an alternative for students with reduced access

**Sample Plan:**

Class	ELA 10
Week 1 Goals/Plans	<p>Learning Goal: We will determine the main idea and analyze text structure of an informational text.</p> <p>Activities:</p> <ul style="list-style-type: none"> <li>• Annotation of 4 Informational Texts. Analyze the text and write a comparative essay focused answering comprehension questions and using text evidence</li> </ul>

<p>Week 2 Goals/Plans</p>	<p>Learning Goal: We will trace an argument and write an argumentative response.</p> <p>Activities:</p> <ul style="list-style-type: none"> <li>• Teacher Created Paired Text Sets from Newsela Text Collection - Cultivating Close Reading: <u>Paired Text &amp; Argumentative Performance Task</u> <ul style="list-style-type: none"> <li>◦ Students will choose one of the assigned text sets and respond to the performance task.</li> </ul> </li> </ul>
<p>Delivery Format</p>	<p>Assignments will be posted on Schoology.</p>
<p>Alternate Plans for Students Without Internet</p>	<p>Week 1: Select two pieces of informational text (magazine, newspaper, textbook, or another such article) to read and annotate.</p> <ul style="list-style-type: none"> <li>• Identify at least 5 key details in each text. Explain why the author included this detail.</li> </ul>
	<ul style="list-style-type: none"> <li>• Identify each subheading/section title in each text. Explain why the author included this section.</li> <li>• Identify the text structure the author used in each text (chronological order, problem/solution, cause/effect, main topic/explanation). Write a paragraph explaining why the article follows the text structure you selected.</li> </ul>
	<ul style="list-style-type: none"> <li>• Write a response to each piece of text either agreeing or disagreeing with the author. Support your writing with details. Include at least three paragraphs (introduction, body, conclusion).</li> </ul>

**Resources to Help You Plan**

- Microsoft Teams
- IXL.com
- NewsELA.com
- Khan Academy
- Duolingo.com
- Epic
- Kahoot
- BrainPOP
- Fast Math
- Wonders
- My Math
- Writer’s Workshop prompts
- Library databases

- Raz Kids
- Read Naturally
- I-Ready
- Language! Vocabulary
- Mystery Science

### **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.

### **Teacher Responsibilities and Parent Communication**

- If you do not already have a listserv for your classroom, it would be time to get that set up.
- Remind.com is also a great, free service to communicate with students and parents. <https://www.remind.com/teachers>
- If you are making a phone call to a parent/student from your personal phone, dial \*67 BEFORE you dial the phone number. This will block your number from displaying on their caller ID.

### **All Teachers**

- If we are shut down, please 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.
- In terms of time per day, we would estimate that teachers would spend 1-2 hours each day checking emails, monitoring progress as applicable, communicating with parents and students, etc.

### **Nurses**

- If we are shut down, please 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 contact families and arrange for medications administered during school to be picked up, if necessary, in the event of a closure.
- Nurses will conduct daily outreach 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.

- For planning purposes Nurses should prepare an electronic guidance document outlining the symptoms of COVID 19, how to stay healthy and what to do if they become ill.

### **OT/PT/Speech**

- If we are shut down, please 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 and complete one video per day. If you do not have Internet access or a device, please contact Mr. Baroody.
- Please provide daily activities for students within their area of expertise to practice at home. These need to be prepared to go home by **Monday, March 16, 2020 at 3:00 PM.**

### **Guidance, Mental Health, and Other Services**

- If we are shut down, please 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 on a schedule/roster approved by the Building Principal. This schedule/roster will be due to Building Principals by **March 16, 2020 at 3:00 PM.**
- For planning purposes Student Support Staff should prepare an electronic guidance document outlining how to address the stress generated by COVID19, as well as, an updated mental health community agency list and procedures to follow in emergency and non-emergency situations.

### **Teaching Assistants**

- If we are shut down, please 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 and complete one video per day. If you do not have Internet access or a device, please contact Mr. Baroody.

We know the planning for this is inconvenient but we hope that the reduced requirements in

the event of a shutdown will balance out.

### **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.
- IEPs for students have been written with flexibility in relation to service minutes. Missed minutes of service (PT/OT/Speech/etc.) will be made up when regular school services resume.
- Any evaluation or conference that can be rescheduled after regular school services resume will be rescheduled.

### **Plan for Feeding Students' (Pre-K – 12) Daily Breakfast and Lunch – Start date Tuesday, March 17, 2020**

1. Each morning, Food Service Workers will make/put together a bagged breakfast and lunch.
2. Breakfast items would include but, not be limited to:
  - Box of cereal
  - Yogurt stick
  - Carton of milk
  - Piece of Fruit (i.e. apple)
3. Lunch items would include but, not be limited to:
  - Peanut Butter and Jelly Sandwich
  - Carton of milk
  - Uncrustable
  - Piece of Fruit (i.e. banana)
  - Vegetable (i.e. carrots)
4. Once made, the bags of breakfast food and lunch fare will be placed outside of the main entrance. Each location will have a district employee present to ensure that bagged breakfasts/lunches are picked-up accordingly (i.e. one per child).
5. There will be ONE designated time period for parents/guardians to pick-up breakfast and lunch bags outside of their child's school building (i.e. 10:00 am – 12:00 pm daily).
6. In an effort to make school lunches more accessible to our constituents, an additional location will be added for breakfast and lunch bags to be picked-up in the City of Plattsburgh:
  - Ted K Center (Plattsburgh Housing Authority)

### **Accessibility to Building**

- Staff – buildings will be open to **faculty/staff only** on as needed basis (Please refrain

from bringing children into building after Tuesday, March 17, 2020).

- Parents will be granted access to the buildings on Tuesday, March 17, 2020 during the two following intervals: 11:00-1:00 and 4:00-6:00. At this time parents will be receiving student's instructional materials, personal materials and medication (if applicable). Note that parents should visit each building their children attend.