

Plattsburgh City School District Reopening Plan

Fall 2020



On behalf of the staff and Board of Education of the Plattsburgh City School District, I am proud to share this draft reopening plan for instruction in Fall, 2020. This was developed amidst incredibly difficult circumstances, and the evolving nature of the ongoing pandemic has prompted me to label this document as a draft, until such point as final directive is received from the Governor, and/or updated guidance is released by the Department of Education and/or Department of Health. This plan does, however, represent the district's most complete and evolved plans, as of July 31, 2020.

The committee which helped to construct this plan worked diligently to identify, consider, and devise solutions for a seemingly unending number of challenges. These committee members are enumerated herein and deserve our community's sincere thanks.

Though the scenarios outlined in this document will surely be of primary concern to parents, students, and staff of the district, the larger community will no doubt benefit from understanding the direction and efforts of the schools which it supports, and should be reassured by the district's efforts to balance continuity of instruction, health risks to students, staff and community, and decrees by government authorities.

As you will see, the district has developed three parallel modes of instructional delivery: fully in-person, fully remote, and a hybrid. Each presents numerous challenges and none of these various systems can be deemed as desirable, or as effective as the pre-pandemic education for which our district was so admired. However, amidst unfavorable conditions, our district has most certainly created the best-possible, most reasonable educational programming, and we will continue to support and educate students as best the circumstances permit.

Fully in-person instruction is how we (barring any subsequent governmental directives) anticipate beginning the academic year. In this delivery system, we will endeavor to replicate the traditional school day and school experience, while of course making necessary pandemic-driven adjustments. All parties should be aware that this pandemic-era, in-person instruction will deviate significantly from the traditional, pre-pandemic experience. Further, it must be fully understood in advance that social distancing will not be universally possible, and that mask-wearing will be expected whenever spacing is constrained.

The remote delivery of instruction, though undesired and still not ideal, was an area of great strength in our district during Spring, 2020. The universal availability of high-speed internet within the City of Plattsburgh is a tremendous comparative advantage enjoyed by our students, and the respectable remote instruction of the early phase of the pandemic closure will be enhanced so as to include more live, direct video conferencing opportunities, a consistently-used educational platform, and a heightened general degree of comfort with the education delivered in the digital realm. Should this mode become necessary, we will build upon the experiences of last year's closure to offer an even more authentic, more interactive version of remote instruction.

Finally, if and as circumstances demand a reduction in population density within our buildings, a hybrid delivery system which features a rotational system for students has also been created. In situations where this delivery system is appropriate, students will continue to enjoy periodic in-person interaction with their teachers and with a subset (approximately half) of their peers, but will receive the balance of their instruction remotely. While students and families will still need to advance through some material and assignments independently in the hybrid mode of instruction, regular in-person engagement with, and direct instruction from, teachers will allow for ongoing

assessment of learning, enhanced relationship building, and some measure of all of the other benefits of in-person learning.

These plans are sound, and an incredible number of safety and operational accommodations have been developed. **Where, I believe, we will all be most challenged, is in quickly moving between these modes of instruction. When such 'pivots' are necessary, we will endeavor to do so without any lost instruction -- switching between systems overnight.** Clearly, this will require both effective communication and incredible flexibility by all parties.

Aside from students who pursue remote instruction as part of homebound instruction directed by a medical provider, families will not have the choice to elect one of the three planned instructional modes. Rather, our students and faculty will move together through these modes if and as circumstances surrounding the virus dictate. At present, notwithstanding any further decrees from Governor Cuomo, the district plans to begin the 2020-21 school year in full in-person mode (with all of the many health and safety measures outlined herein in-place), and to 'retreat' to the hybrid or full-remote modes as circumstances dictate. Systems which offer parental choice of mode were considered and viewed with disfavor because of issues with scaling staff to student participation, and because of concerns about the inequity of simultaneously educating students within our district via different (and disparately effective) modes. Whatever Fall, 2020 holds for our district with regards to the virus, we will approach the challenges which await as a cohesive unit.

The district recognizes the childcare challenges which different and potentially-changing modes of educational delivery might cause for parents. Project Connect has been discontinued for Fall, 2020, but the district is engaged in discussions with the YMCA regarding the provision of before- and after-care programs in our three elementary buildings, or for our elementary school students at a central location. Perhaps more concerning for parents are the childcare challenges faced under the full-remote and hybrid modes of instructional delivery. Though no formal plans are yet in-place, the district is similarly-engaged with the YMCA for providing childcare supports in these circumstances. During full-remote instruction, as was the case during the Spring, 2020 closure period, the district's facilities would be available, and it is hoped that the YMCA might offer daytime childcare in spaces within our schools. During hybrid instruction, these school sites will not be available (as they will be occupied by a rotating subset of our students), and it is hoped that the YMCA will be able to provide childcare services at a non-school site within the City of Plattsburgh. Additional information about childcare programs will be shared with parents as soon as possible.

Your continued support and cooperation are so very appreciated. We should, each and all, be honored by our community's and district's response to these most challenging of circumstances.

With thanks,

Jay Lebrun

Superintendent of Schools

Strategic Planning Committee for Reopening Fall 2020

John Lebrun – Superintendent

Carrie Zales – Assistant Superintendent for Curriculum and Instruction

David Baroody – Assistant Superintendent for Business

Kristen Walker – Elementary AIS Provider

Samantha Trudeau – Parent Representative and Middle School AIS Provider

Hannah Charland – 2nd Grade Teacher

Sonal Patel-Dame – High School Science Teacher

Michele McCloud – Elementary Special Education Teacher

Jenna Hayden – Middle School Special Education Teacher

Alyssa Manning – Elementary Art Teacher

William Verity – High School Music Teacher

Shasta Whitford – Elementary Speech Teacher

Cheryl Maggy – School Nurse

Janet Hankins – Middle School Counselor

Savannah Therrien – Elementary School Psychologist

Jennifer Jolicoeur – Teacher Unit President

Norbert Neiderer – Director of Building and Grounds

Danielle Jackson – Technology Integrationist

Claudine Clark – Elementary Principal

Glenn Hurlock – Director of Special Education

Jim Manchester – High School Principal

Jamie LaBarge – Middle School Principal

Jamie Maggy – High School Principal

Jayson Barnhart – Elementary Principal

Sue Wilson – Elementary Principal

Jill Silver – Medical Director

Introduction

This planning document reflects input from stakeholders representing each district building, Administrators, Teachers and CSEA employees. In addition, the committee was able to review the Remote Closure survey results completed by teaching faculty and the reopening survey completed by families. This document was created using the guidance documents that were published by New York State Education Department and the New York State Department of Health. The Plattsburgh City School District (PCSD) needs to be flexible and prepared to respond to a three-pronged approach to continuity of instruction and services while ensuring that all health and safety measures are maintained. The PCSD has accomplished this task by creating three distinct plans: an in-person plan for full re-entry into schools by all students and staff; a remote instruction plan for if/when schools are fully closed to students; and a hybrid plan which incorporates both in-person and technology-based instruction while utilizing a system of student rotation so as to decrease density. The planning committee took into consideration the following guiding principles set forth by the New York State Board of Regents:

- The health, safety, and well-being of the children and adults in our schools is paramount.
- We will always keep the issue of educational equity at the forefront of our thinking and decision-making.
- We recognize that one size does not fit all. New York is a large state, in population and size. We will always consider the tremendous diversity that exists among our people, our geographic regions, and our schools and school districts.
- While it is important to provide districts with guidelines and policies, it is important as well to give them appropriate leeway to develop creative solutions to their unique challenges.
- We will enable and encourage districts to work directly with parents, teachers, administrators, and their local communities to develop and deliver workable solutions to their unique needs. We will succeed through our collective effort.
- We will proceed with the understanding that planning for schools to reopen is not a one-time event. We will continuously monitor the situation and provide updated guidance, policies, and regulatory changes as the situation requires.

Table of Contents

Health and Safety Planning	1
Communication to Families	1
Consideration for Staff	1
Protocol for Dealing with Symptomology.....	2
Daily Screenings	3
Parent Communication.....	4
Plan for Students and Staff at High Risk.....	4
Procedures for Action of a Confirmed COVID-19 Case.....	4
Procedures for Return to School after Confirmed COVID-19 Case	5
Discontinuation of Isolation for Persons with COVID-19 Not in Healthcare Settings.....	5
Health and Hygiene.....	6
Hand Hygiene.....	7
Respiratory Hygiene.....	7
Contact Tracing and Disinfection of Contaminated Areas	7
Facilities Considerations	8
Emergency Frilling	8
Social Distancing.....	8
Personal Protective Equipment	9
Engagement with Visitors	10
Copier Room/Areas	10
Elevator Use	10
General Classrooms	10
Classroom Furnishings	11
Food Service Considerations	12
Breakfast and Lunch Meals	12
Required Personal Protective Equipment (PPE)	12
Physical/ Social Distancing for Students in the Cafeteria Areas.....	13
Cafeteria Facilities Considerations	13
Food Preparation Areas and Contact Services	13
Laundry for Clothing, Towels, Linens and Other Items	13
Transportation	14
Fiscal and Budget	15
Technology and Connectivity	15

Extracurricular, Interscholastic, and School-related Activities	16
Interscholastic Athletics	16
Extracurricular Activities	16
School-Related Activities	16
Field Trips	16
Volunteers and Visitors	17
Volunteers	17
Visitors	17
Deliveries and Meetings	17
Modes of Instructional Delivery	18
In-Person Instruction	19
Social Emotional Learning Considerations	19
Attendance	20
Academic Assessment	22
Grading	23
Special Education	24
Bilingual Education	24
Remote Instruction	26
Social Emotional Learning Considerations	26
Attendance	26
Teaching and Learning	27
Elementary Schedule	28
Middle School Schedule	29
High School Schedule	30
Grading	30
Guidelines for Planning	31
Guidance, Mental Health and Other Services	31
Special Education	32
Bilingual Education	32
Hybrid Instruction	33
Social Emotional Learning Considerations	33
Attendance	33
Teaching and Learning	33
Elementary Schedule	34
Secondary Schedule	34
Grading	35
Special Education	35
Bilingual Education	36
Illustrative Criteria for School Closure/ Movement Between Instructional Modes.....	37
Statement of Required Assurances	38
Listing of District Contacts/ Resources	55

Health and Safety Planning

Communication to Families

With some anticipation of the Spring 2020 school closure, the district worked hard in the days which preceded the March 13th closure date to build the most accurate parental email and telephone contact list possible. As such, district communications seemed to reflect a very high capture rate, and information was successfully disseminated.

Through Fall 2020, the district will employ these same parental outreach systems for communicating information related to COVID-19, and to possible future school closures: email mass-messaging and recorded telephone mass-messaging. Individualized contact with parents for student-specific issues will be made via direct telephone call or direct email message.

Academic information will primarily be disseminated via Microsoft Teams, and students and parents are encouraged to subscribe to the applicable 'Teams' in order to stay most current with curricular and instructional updates.

Several secondary communication channels will also be used to help quickly disseminate and to reinforce information broadcast via the above-listed mass-messaging systems.

These include social media (notably the PCSD's Facebook page, and various Twitter accounts), the district's website (www.plattscsd.org), and local news media outlets.

Considerations for Staff

To ensure the District and its employees comply with communication requirements, the PCSD will do the following:

- Post signage throughout the buildings to remind personnel to adhere to proper hygiene, social distancing rules, appropriate use of PPE, and cleaning and disinfecting protocols.
- Employ a broad slate of communications strategies so as to most fully and rapidly communicate information, which may include:
 - Website
 - Email
 - Social media
 - Print copy mailings
 - Voice and/or video messaging
 - Traditional media outlets
- Maintain a continuous log of every person, including workers and visitors, who may have close contact with other individuals at the work site, excluding deliveries that are performed with appropriate PPE or through contactless means.
- If a worker tests positive for COVID-19, the school district will immediately notify state and local health departments and cooperate with contact tracing efforts, including notification of potential contacts, such as workers or visitors who had close contact with the individual, while maintaining confidentiality required by state and federal law and regulations.

Parents and staff should consider the risk/exposure indicators listed below to assist in determining whether to consult their medical provider to discuss restrictions on educational participation, or additional accommodations (such as complete mask-wearing):

The following groups are at increased risk for complications from COVID-19 and may need added or alternative provisions for social distancing

Persons in these groups should consult with their healthcare provider regarding prevention:

- Individuals age 65 or older
- Pregnant individuals
- Individuals with underlying health conditions including, but not limited to:
 - chronic lung disease or moderate to severe asthma
 - serious heart conditions
 - immunocompromised
 - severe obesity (body mass index [BMI] of 30 or higher)
 - diabetes
 - chronic kidney disease undergoing dialysis
 - liver disease
 - sickle cell anemia
 - children who are medically complex, who have neurologic, genetic, metabolic conditions, or who have congenital heart disease are at higher risk for severe illness from COVID-19 than other children.

Protocol for Dealing with Symptomology

All staff will be provided information to assist them to observe students and other staff members for signs of illness such as: flushed cheeks, rapid or difficult breathing (without recent exercise), fatigue, irritability and frequent use of the bathroom. Students or staff members who exhibit these signs and symptoms will be directed to the health office for assessment by the school nurse. If a school nurse is not available, the school will contact the parent/guardian to pick up the ill child or the ill staff member will be directed home.

Training for staff will be provided prior to the start of school at the “Right to Know” presentation by Jeff Sisson, Health, Safety and Risk Management Specialist from Champlain Valley Educational Services, and may also be available as a handout in the opening day staff packet.

Daily Screenings

The District will implement mandatory health screening assessments for students and staff each day and for essential visitors. Staff will be expected to immediately notify both their school building nurse and their building administrator if any of the following COVID-19 symptoms or circumstances are affirmative in the past 14 days:

- Cough
- Shortness of breath or difficulty breathing
- Fever (100 degrees Fahrenheit)
- Chills
- Muscle pain
- Sore throat
- New loss of taste or smell
- Less common symptoms have been reported, including gastrointestinal symptoms like nausea, vomiting, or diarrhea
- Positive COVID-19 test in past 14 days
- Close contact with confirmed or suspected COVID-19 case in past 14 days
- Travel to any region which implicates the State's isolation/quarantine rules

Parents will be expected to immediately notify their child(ren)'s building administrator (who will notify the School Nurse) if any symptoms above are present. State Education Department guidance specifies that parents should take their child(ren)'s temperature each school day morning.

Students/parents will not be required to complete and submit daily questionnaires/surveys, but must ensure that none of the above symptoms are present AND must verify that their child's temperature is below 100 degrees Fahrenheit (unimpacted by fever-reducing medicine) before sending their child(ren) to school. Faculty and staff will be required to affirm the same prior to reporting to work each day, and will provided a technology-based application through which to easily report this information.

Student temperature checks may also be conducted by district personnel – possibly at entry or at any time throughout the school day. Students who present at temperature above 100 degrees Fahrenheit, or who display or report any of the indicators of possible infection, will be sent home. Students will await parent pick-up in a supervised, designated isolation room. Each building has designated such a dedicated isolation room. At pick-up, the student(s) will be accompanied to the designated exit to be united with their parent, and the parent(s) will be directed to contact their health care provider and will be provided with resources and information for COVID-19 testing. Students who become ill during the course of the school day may not display symptoms of COVID-19, and all ill students will therefore be assessed by the school nurse, who will determine if the student may remain in school or if they will be isolated, sent home, and referred to their medical provider for evaluation.

Contractors, vendors and visitors (who will be limited to only those conducting emergency and/or operationally-necessary functions) will be required to verbally attest to questions from a screening questionnaire upon entering the building, which will be posted at entrances. Anyone

who has a temperature of 100° F or greater or has and an affirmative response to any part of the screening questionnaire will not be permitted to enter the building, will be referred to contact their health care provider, and will be provided resources for COVID-19 testing.

Students who display illness inconsistent with COVID-19, or who present to the Nurse's office with an injury or for medications/treatments, will be seen in the Nurse's office. To minimize student density in the Nurses' offices and to best support distancing efforts, parents of students who have, in the past, received medication and/or routine treatment from a nurse are strongly encouraged to administer such in the home, before or after school hours.

Parent Communication Regarding COVID-19

Parents and guardians will be provided resources to educate them regarding the careful observation of symptoms of COVID-19 and instructions for conducting a health screening that must be conducted each morning before coming to school. **Parents/guardians are instructed to keep their child(ren) at home if their temperature is 100° F or greater and/or if they have possible symptoms of COVID-19.** Parents will be provided with a written list of symptoms and are expected to have a thermometer in the home to conduct daily temperature checks. The most common symptoms of COVID-19 include fever, cough, shortness of breath, or difficulty breathing, fatigue, muscle or body aches, headache, new loss of smell or taste, sore throat, congestion or runny nose, nausea, vomiting, diarrhea.

Plan for Students and Staff at High Risk

If parents/guardians choose not to send their child(ren) back to school during periods of in-person instruction, provided such is directed in writing by the medical provider, the district will provide remote instruction which approximates homebound instruction requirements established by New York State law (most notably, the equivalent of two hours per day of programming at the secondary level, and one hour per day at the elementary level). Such programming will require written medical support from the family's provider. **Homebound instruction provided remotely to students during periods of in-person or hybrid instruction will require a higher level of student and parent independence than that which will be provided during periods of full-closure (wherein Teachers may focus solely upon the remote delivery of instruction).** Parents of medically-fragile students are encouraged to contact their child(ren)'s building administrator and school nurse during the month of August 2020 to discuss their intentions.

Procedures for Action of a Confirmed COVID-19 Case

The PCSD medical staff will follow the CDC and NYSDOH recommendations if there is a confirmed case of COVID-19. These may include, but not be limited to:

- Closing off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred.
- Opening outside doors and windows to increase air circulation in the specified area.
- Clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, lockers and common areas.

- Individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 can return to the area and resume school activities immediately after cleaning and disinfection.
- If more than seven days have passed since the person who is suspected or confirmed to have COVID-19 visited or used the facility, additional cleaning and disinfection is not necessary, but routine cleaning and disinfection should continue.
- If a student or staff member reports having tested positive for COVID-19, school administrators or his/her designee should notify the local health department to determine what steps are needed for the school community
- PCSD will refer to DOH's "[Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure](#)" for information on "close and proximate" contacts.

Procedure for Return to School After Confirmed COVID-19 Case

PCSD will follow CDC guidance for allowing a student or staff member to return to school after exhibiting symptoms of COVID-19. If a person is not diagnosed by a healthcare provider (physician, nurse practitioner, or physician assistant) with COVID-19 they can return to school:

- Once there is no fever, without the use of fever-reducing medicines, and they have felt well for 24 hours
- If they have been diagnosed with another condition and have a written note from a healthcare provider stating that they are clear to return to school

If a person is diagnosed with COVID-19 by a healthcare provider based on a test or their symptoms or does not get a COVID-19 test, but has had symptoms, they should not be at school and should stay at home until:

- It has been at least ten days since the individual first had symptoms
- It has been at least three days since the individual has had a fever (without using fever reducing medicine)
- It has been at least three days since the individual's symptoms improved, including cough and shortness of breath.

The CDC provides specific guidance for individuals who are on home isolation regarding when the isolation may end.

Discontinuation of Isolation for Persons with COVID-19 Not in Healthcare Settings

CDC recommendations for discontinuing isolation in persons known to be infected with COVID-19 could, in some circumstances, appear to conflict with recommendations on when to discontinue quarantine for persons known to have been exposed to COVID-19. CDC recommends 14 days of quarantine after exposure based on the time it may take to develop illness if infected. Thus, it is possible that a person known to be infected could leave isolation earlier than a person who is quarantined because of the possibility they are infected.

PCSD health office staff will cooperate with CCHD regarding contact tracing and follow their recommendations.

Health and Hygiene

To ensure employees comply with hygiene and cleaning requirements, The PCSD will do the following:

- Adhere to hygiene and sanitation requirements from the Centers for Disease Control and Prevention (CDC) and NYS Department of Health (DOH).
- Conduct regular cleaning and disinfection daily, or more frequently as needed, along with frequent cleaning and disinfection of shared objects and surfaces, as well as high transit areas, such as restrooms and common areas.
- Filtration and ventilation will meet or exceed minimum requirements (specifically, Minimum Efficiency Reporting Value (MERV) 11 filtration standard).
- Kitchen, bathrooms, high touch surfaces and copy rooms must be cleaned at least once daily. Cleaning rotations will be established with assigned tasks and times. Cleaning will be supervised by the Director of Facilities who will conduct periodic checks to ensure compliance.
- Meeting rooms must be cleaned prior to each meeting. The meeting host is to wipe-down the tables, chairs and writing utensils with disinfecting wipes or spray prior to each meeting. Ideally, meetings will be scheduled with at least a 30-minute window between each to allow time for such cleaning. No one should use the meeting rooms except for in-person meetings or video conferences.
- Employees should wipe down their individual workstations frequently with cleaning products. Cleaning products will be made available for employee use.
- Disposable dishes are to be used at all times. If non-disposable dishes must be used for any reason, they must be rinsed with hot water and put in a bag to bring home to sanitize. No dishes may be left at any time in the sink, on the counters, or at any workstation.
- No food or drink may be brought for sharing. Personal consumption of food and drink will be a standing rule.
- If there is a suspected or a confirmed case of COVID-19, the affected employee's area will be immediately closed for 24 hours. After 24 hours, the area will be cleaned and disinfected. Any common areas that were used by the affected employee must be temporarily closed to staff and immediately cleaned and disinfected. Proper equipment must be worn at all times during cleaning.

As in Spring, 2020 and other past instances of global pandemic, Plattsburgh City School District will again instruct students and staff on proper hand washing and respiratory hygiene and provide necessary supplies.

Healthy hygiene practices will be taught and re-taught in school settings for both students and staff. The PCSD will post signage throughout the school reminding individuals to:

- Stay home if they feel sick
- Cover their nose and mouth with an acceptable face covering when unable to maintain social distance from others or in accordance with any stricter policy implemented by the school
- Properly store and, when necessary, discard PPE

- Adhere to social distancing instructions
- Report symptoms of, or exposure to, COVID-19
- Follow hand hygiene, and cleaning and disinfection guidelines
- Follow respiratory hygiene and cough etiquette

Teaching healthy hygiene practices may be accomplished in person, by video, announcements, and posters or signs. The PCSD will post signage in highly visible areas such as entrances, restrooms, cafeteria, classrooms, offices, and common spaces.

Hand Hygiene

Students and staff must practice good hand hygiene to help reduce the spread of COVID-19. Schools will plan time in the school day schedule to allow for hand hygiene. Hand hygiene considerations include:

- Traditional hand washing (with soap and warm water, lathering for a minimum of 20 seconds), which is the preferred method
- Use of alcohol-based hand sanitizers (60% alcohol or greater) when soap and water are not available, and hands are not visibly dirty. [NYSED's Memo: Handwashing Recommendations and Alcohol-based Hand Sanitizer Use in Schools](#) provides information to schools regarding the use of alcohol-based hand sanitizers
- Provide hand sanitizer throughout common areas (e.g. entrances, cafeteria), near high touch surfaces, and use touch free dispensers when able
- Signage should be placed near hand sanitizers, indicating that visibly soiled hands should be washed with soap and water. Some students or staff may be unable to use alcohol-based hand sanitizers for health reasons therefore they must be permitted to wash their hands with soap and water

Respiratory Hygiene

The COVID-19 virus spreads from person to person in droplets produced by coughs and sneezes. Therefore, it is important that students and staff cover their mouths or noses with a tissue when coughing or sneezing and dispose of the tissue appropriately.

A supply of tissues will be available in each room when feasible. If no tissue is available, using the inside of the elbow (or shirtsleeve) to cover the mouth or nose is preferable to using the hands. Always perform hand hygiene after sneezing, coughing and handling dirty tissues or other soiled material.

Respiratory etiquette signage will be displayed in highly visible areas such as entrances, restrooms, cafeteria, classrooms, offices, common spaces.

Contact Tracing and Disinfection of Contaminated Areas

The Clinton County Public Health Department is responsible for all contract tracing and exposure notification. The district has developed aggressive cleaning protocols – both routine and in the event of confirmed case(s) of individual(s) who have been present in district facilities which are compliant with CDC cleaning and disinfecting guidelines:

<https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>

- Close areas used by the person who is sick.
- School districts do not necessarily need to close operations if they can close affected areas.
- When applicable, open outside doors and windows to increase air circulation in the area.
- Clean and disinfect all areas used by the person who is sick, such as offices, bathrooms, common areas, shared electronic equipment like tablets, touch screens, keyboards, remote controls, and copier machines.
- Vacuum the space if needed. Use vacuum equipped with high-efficiency particle air (HEPA) filter, if available.
- Do not vacuum a room or space that has people in it. Wait until the room or space is empty to vacuum, such as at night, for common spaces, or during the day for private rooms.
- Consider temporarily turning off room fans and the central HVAC system that services the room or space, so that particles that escape from vacuuming will not circulate throughout the facility.
- Once area has been appropriately disinfected, it can be opened for use.
- Workers without close contact with the person who is sick can return to work immediately after disinfection.
- If more than seven days have passed since the person who is sick visited or used the facility, additional cleaning and disinfection is not necessary.
- Continue routine cleaning and disinfection. This includes everyday practices that businesses and communities normally use to maintain a healthy environment.

Facilities Considerations (including Buildings & Grounds, Food Service, and Transportation)

Emergency Drilling

School districts in New York State, per Education Law Section 807, are required to conduct eight evacuation and four lockdown drills annually. The PCSD, as always, will meet this requirement, but given the unprecedented nature of the Fall 2020 return to school, and the high levels of anxiety from all parties with regards to such, the district will defer to an emergency drilling plan until after October 1, 2020, at which time it is hoped that a sufficient degree of routine and normalcy has been established so as to make such drills meaningful and constructive.

Social Distancing

The PCSD recognizes that social distancing is a central strategy in limiting the spread of the COVID-19 virus, and that school facilities and operations alike are designed to feature congregate spaces and activities wherein such distancing is challenging, if not impossible. Reconciling this incongruence is challenging, and the district has devoted much consideration to maximizing social distancing without impeding educational quality or opportunities. In sum, **full social distancing (which the district has interpreted as 6-feet of separation for most activities, and 12-feet of separation for certain specific activities such singing, instrument playing and Physical Education) is not possible at all times in the school setting.** The movement of students through the hallways between classes at the secondary level is,

perhaps, the most salient such example. **Wherever possible, students, faculty and staff will be positioned so as to create adequate social distance, and in instances where such is not possible (which are expected to be both few and short in duration), mask wearing will be an absolute requirement.**

To best facilitate distancing and to limit the incidences in which such is not possible, the district will initiate several modifications. These include, but are not limited to:

- There will be no locker access at any level. Students will be permitted to carry backpacks (and jackets during more inclement weather) between classes. Textbooks will generally remain in the classroom, will be individually assigned and numbered, and students will access online versions of these materials when not in school.
- At the secondary level, students will be expected to move expeditiously between classes, while wearing masks and practicing appropriate distancing.
- Until further notice, students will not be required to change into athletic clothing for physical education class, and access to dressing rooms will be limited.
- Student seating will be modified so as to maximize the use of desks vs. tables. Further, student seating in classroom spaces will be dispersed to maximum extent possible, and all student seating will be oriented in the same, front-facing orientation. To accommodate this spacing, many furniture items (bookshelves, tables, armoires) will be removed from classrooms.
- Though the specifics will vary somewhat between buildings, student entry and exit will be modified so as to utilize multiple points of ingress/egress, so as to reduce student density/congestion.
- As weather permits, and as is compatible with programming, opportunities will be provided to faculty/staff to relocate certain activities outdoors. Most PCSD buildings feature enclosed courtyards and/or fenced adjacent areas, and seating will be introduced into these areas so as to enable certain activities (class discussions, meal consumption) to occur outdoors.
- Certain activities may be relocated so as to take advantage of available larger instructional areas. Naturally, the number of such spaces (cafeteria, auditoria, lecture halls, double-classrooms, etc.) is limited, but to the extent practical, instruction will occur in those spaces which afford the greatest opportunities for social distancing.
- In addition to signage which will remind and encourage students, faculty, and staff about social distancing, various other indicators (floor markings, wall markings, etc.) will be used as visual cues to help ensure distancing.

Personal Protective Equipment

- All employees will be provided with reusable cloth face masks or a disposable face mask. Employees must wear masks at all times when proper social distancing is not possible.
- Disposable face masks will be available for visitors, who will be limited to those conducting emergency business.
- Employees will receive training on putting on and removing face masks.

- Hand sanitizing stations will be introduced throughout the building and/or hand sanitizer will be placed in every classroom/common area. Signs will be posted to encourage frequent hand washing and hand sanitizing.
- Gloves will be available at building entrances.
- Additional personal protective equipment (PPE) items such as nitrile gloves, face shields, and gowns will be made available for staff who desire to use such.

Engagement with Visitors

- Visitors must follow the 6-foot social distancing mandate and follow regulations for wearing protective equipment to limit the spread of illness while on site.
- Non-essential/non-emergency visitors, including parents, will be precluded in all school buildings, including district offices and transportation facilities. To the maximum extent practical, business will be converted to remote/virtual platforms.
- The public use of school facilities will be cancelled until further notice.
- Staff will avoid the use of shared writing utensils and clipboards for sign in.
- Staff will discontinue the use of toys, magazines, and other shared items in waiting areas.
- Reception areas not already separated from visitor contact by fixed dividers will be equipped with temporary plastic dividers.
- Reception seating areas will be eliminated.
- All visitors will be asked to call the school office from the parking lot before presenting themselves to reception, so as to pre-determine whether their business is essential, or can be accomplished remotely/virtually, or by dropping materials in the designated area(s).

Copier Rooms/Areas

Congregating in copier rooms/areas is discouraged.

Elevator Use

- Individual/single use of elevators should occur whenever possible.
- When individual/single use of elevators is not possible/practical, masks will be worn by all individuals present.

General Classrooms

Classroom operations under COVID-19 precautions may include the following:

- Designating classrooms that house the same students (cohorts) where teachers rotate, instead of students, to various classrooms to provide instruction. This cohort-consistency approach is more feasible at the elementary level.
- Arrange furniture and equipment in all instructional and non-instructional rooms to comply with social distancing standards to the maximum extent practical.
- Have soap, hand sanitizer and tissue readily available
- Keep each child's belongings separated from others' and in individually labeled containers, cubbies, or areas
- In cafeterias, during meal consumption, students will be maximally-spaced, and auxiliary dining areas will be designated if current cafeteria arrangements do not permit adequate spacing. Additional scheduling modifications (such as reversing recess and lunch

sequencing at the elementary, or introducing split lunch/study hall periods at the secondary level) will be employed where necessary.

- Commonly used items that can be considered “shared classroom supplies” such as pencils, paper, books, pencil sharpeners (consider switching to mechanical pencils), and other commonly shared items need to have procedures developed and explained to students regarding usage. If unable to restrict sharing of supplies, the communal use of shared items should be limited with all shared items cleaned and disinfected after each use.
- Physical contact between individuals such as hugs and handshakes will be highly discouraged.

Classroom Furnishings

- In general, items with soft covered surfaces, including items that are shared frequently and cannot be cleaned/disinfected properly (upholstered couches/chairs, stuffed animals, toys etc.) will be removed from classrooms.
- In general, furnishings such as carpets/throw rugs, bean bag chairs, and other items which are not easily disinfected will be removed from classrooms.
- In general, cloth curtains will be removed, or will be or sprayed with disinfectant daily.
- Desk arrangements must adhere, whenever possible, to CDC social distancing guidelines. In general, desks will be placed near the perimeter of each classroom and positioned at 6-foot space intervals throughout the interior of the classroom space, and other furniture will be removed so as to enable maximum distancing.
- Unneeded desks, as with other furniture, will be removed so as to best meet social distancing requirements.
- Desks will be oriented, exclusively, towards the front of the classroom.
- As in hallways and other common areas, signage and visual cues such as floor markings will be used to inform and encourage proper hygiene and distancing practices.
- Facemasks must be worn any time 6-foot distancing is not possible. This may include certain instances within classroom spaces. Teachers may establish, on an individual basis, classroom expectations which pertain to expanded mask wearing.
- In addition to the provision of hand sanitizer at various places throughout the building, students and staff alike are permitted and encouraged to bring and use a daily supply for frequent personal use.

Food Service Considerations

Below are the **Standard Operating Procedures** that the Plattsburgh City School District Food Service Department will implement the Fall of 2020.

Breakfast and Lunch Meals:

- Bagged breakfast and lunches will be provided to students
- Bagged breakfasts and lunches will meet Nutrition Standards in the National School Breakfast and School Lunch Programs
- Sample breakfast items: milk, fruit, packaged pancakes, French toast, cereal, breads, muffins
- Sample lunch items: milk, apple, banana, packaged fresh veggies, sandwich, yogurt, prepackaged cold entrees
- Bagged meals will be labeled
- Prepackaged condiments will be used
- Napkins and silverware will be provided directly by staff, not for individuals to take.
- Disposable silverware will be used
- Staff will deliver food on carts to dining areas, where and when practical.
- When students process through kitchens, standard spacing and expeditious movement will be expected

During periods of full in-person instruction, breakfast and lunch will continue to be served (albeit in bagged format), and students who wish to participate in breakfast will still be invited to access the building prior to the designate start time. For those medically-fragile students who will pursue remote, homebound instruction during periods of full in-person instruction, bagged breakfasts and lunches will be made available for pick-up, as during periods of school closure/remote instruction. During periods of hybrid instruction, students following a half-day rotation (notably elementary students) will be offered meals as follows: AM students may access the building prior to the designated start time for breakfast and all AM students will be offered a bagged lunch as they exit the building. PM students may access the building prior to the designated start time for lunch and all PM students will be offered a bagged meal (second lunch) as they exit this building.

Required Personal Protective Equipment (PPE)

- Food Service Workers will be required to wear the following at all times while in district buildings:
 - Gloves
 - Face Covering/Mask
 - Face Shield (if applicable)
- Face coverings/masks, gloves, and hand sanitizer will be available for use while Food Service Workers are engaged in food preparation or serving and/or present in food preparation or serving areas.
- Food Service Workers will be required to use and dispose of Personal Protective Equipment (PPE) properly. The Food Service Director will oversee this process daily.
- Food Service Workers will maintain social distancing to the maximum practical extent.

- Food Service Workers will utilize chemical cleaners and disinfectants in the manner recommended by the manufacturer and the Food Service Director.

Physical/Social Distancing for Students in the Cafeteria Areas

- On a building-specific basis, district administration will position and designate eating areas in-keeping with current guidelines, and in a way which maximizes distancing. This may include the use of auxiliary dining areas, as well as the use of seating other than traditional cafeteria tables.

Cafeteria Facilities Considerations:

- Ventilation systems will meet or exceed air exchange standards, and to the maximum extent practical, the circulation of outdoor air will be encouraged through the opening of windows and doors, the use of fans, and other methods. Doors and windows will not be opened if such poses a safety or health risk (e.g. allowing pollen to enter or exacerbating asthma symptoms) to children using the facility.
- Vending machine access will be precluded or restricted.

Food Preparation Areas and Contact Surfaces:

- When possible, workspaces will not be shared.
- When applicable, employees will be directed to perform certain tasks, at separate workstations, for the task duration.
- Any exposed clean silverware, dishes, glasses, pots and pans will be kept covered.

Laundry for clothing, towels, linens and other items:

- Cloth materials (i.e., linens, aprons, etc.) will be washed and dried on the highest temperature setting allowable for the fabric.
- District personnel will launder items (if possible) according to the manufacturer's instructions. Staff will use the warmest appropriate water setting and dry items completely or disinfect with an EPA-registered household disinfectant.
- Staff will wear disposable gloves when handling dirty laundry from a person who is sick.
- Staff will not shake dirty laundry.
- Staff will clean and disinfect clothes hampers according to prevailing guidance.
- Following the laundering process, gloves will be removed and disposed of, and hands will be washed immediately.

Transportation

- Parents are encouraged to drive their children to school where feasible, so as to minimize student density and maximize spacing on buses.
- Temperature checks may be administered to students by Bus Monitors as they enter the bus.
- If student temperatures are verified, any student with a 100-degree Fahrenheit temperature or higher will not be permitted to board the bus.
- Parents/guardians must screen their child(ren) for fever/signs of COVID-19 prior to getting on the bus; sick students must be kept home.
- All students, monitors and driver will be required to wear a mask while riding the bus.
- Students will be seated one student per seat where practical, but siblings or those who reside in the same household will sit together.
- All buses will be sanitized at the end of each transportation run.
- Maximum ventilation will be pursued during both transportation and bus cleaning. Windows and roof hatches will be opened, and fans will be turned on during route operation, as weather permits.
- Only cleaning and disinfecting products which are approved by the EPA will be used to clean buses.
- Drivers will be required to wear Personal Protective Equipment (PPE) when cleaning and using chemicals.
- Buses and other transportation vehicles will be inspected daily for cleanliness (all cleanings/inspections will be documented by the driver via a trackable log).
- Eating and drinking will be prohibited on the bus.

Fiscal and Budget

The acquisition of PPE and the change in certain practices will impact the district's projected spending plan, and may strain financial resources. However, the district is committed to providing consistent, undiminished academic programming, despite these fiscal pressures. Wherever eligible, these expenses (which may include materials, supplies, signage, staff training, expanded staffing, etc.) will be submitted for potential reimbursement through the federal CARES Act, or other assistance programs.

Technology and Connectivity

The Plattsburgh City School District is advantaged relative to many other districts in that high-speed internet service is available throughout the locality. Past technology and connectivity surveys indicated that student internet access in the home was near-universal. During the Spring 2020 school closure, what few instances of non-connectivity arose were quickly addressed via two means: the provision of district-owned, district-funded mobile 'hot spots', or the assistance to families from the district's Technology Integrationists in arranging free cable internet made available by the local provider. The PCSD plans to secure a small number of additional mobile 'hot spots' for Fall 2020 so as to support families if these free cable internet subscriptions expire. Strategies employed by other districts such as the provision of wireless connectivity in school parking lots and via stationary school buses may also be possible, but these actions have not been necessary to date, nor is this expected.

At the time of the Spring 2020 closure, the district was working towards a 1:1 deployment of personal computing devices at most grade levels. Necessarily, that closure prompted the district to allow and consider students and families to use their own devices to complete remote instruction. The PCSD had been deploying devices on a grade-level basis, wherein each and every student in a target grade would receive a district-issued device. Given that most students in any grade level have a device in the home (often a higher-quality device than those issued by the district), the district should possess more-than-enough devices to ensure complete proliferation. However, to best ensure that a ready-stock of district-owned laptops is available for those without this computing capacity in the home, the district will no longer universally issue devices to all students in certain grade levels, as this creates duplication and redundancy as many/most of these students already have family-owned sufficient device capacity in the home.

As it pertains to technology, the most inspiring aspect of the Spring 2020 closure was likely the tremendous support which district personnel provided to students and families. These included a technology 'hotline', direct outreach to families who expressed frustration or for students who became non-engaged, and the creation of several online tutorials. These same technology supports will remain in-place through Fall 2020. Further, regardless of the instructional mode (in-person, remote, or hybrid) the district's Technology Integrationists will offer weekly technology 'office hours'.

Extracurricular, Interscholastic, and School-related Activities

Necessarily, the scope of activities will be narrowed so as to minimize the incidence of possible exposure. Most school-related activities will be considered and adjudicated on a case-specific basis, but some general categories and standard approaches have been established.

Interscholastic Athletics

The New York State Public High School Athletics Association (NYSPHSAA) released its statewide approach to interscholastic athletics for Fall 2020 on July 16th, 2020. The start of Fall 2020 sports has been delayed until at least September 21st, 2020. Two potential scenarios for return to play thereafter have been established. Fall 2020 Regional and State Championships have been cancelled. The Plattsburgh City School District will continue to defer to the recommendations and decisions of the NYSPHSAA with regards to interscholastic athletics.

Extracurricular Activities

The Plattsburgh City School District offers a tremendous breadth of co-curricular and extracurricular activities for students, and these programs play a central role in complementing classroom instruction, and in providing students with additional opportunities for school connection. Extracurricular activities will be permitted in an in-person format only if social distancing and mask-wearing provisions can be supported. If these protections cannot be achieved in an in-person format, these activities will proceed virtually. Further, given the novelty of the Fall 2020 return to school, and the natural anxiety associated with the necessary safety precautions and the possibility of rapid changes in delivery format, the start of extracurricular activities will be delayed until October 1, 2020.

School-related Activities

To better isolate students and staff from potential virus exposure, and in-keeping with the limitations placed upon visitors to the district, all facilities-use requests by non-school/community groups are suspended until further notice. Requests for non-school/community group facilities use will be considered on a case-specific basis, and will need to adequately address safety precautions.

Field Trips

Excursions beyond the school walls are a traditional and desirable means of reinforcing instruction with practical experience. However, to better isolate students and staff from potential virus exposure, field trips will not be scheduled, until further notice. Teachers are encouraged to explore virtual alternatives to their traditional field trip experiences.

Volunteers and Visitors

Volunteers

- The district does not anticipate accepting Student Teachers during Fall 2020.
- The district does not anticipate utilizing volunteers (including parent classroom helpers) during Fall 2020.

Visitors

Visitors to the district's schools will be highly controlled, and will generally be limited to essential and emergency personnel and contractors. Permitted visitors may include BHSN staff engaging in direct student support, DSS personnel engaged in investigative matters, law guardians meeting directly with students when meeting outside of the school setting is not possible or detrimental to the student's interests, vendors providing required or pre-authorized staff training, contractors providing repairs to systems or infrastructure, and substitute employees.

Parent deliveries may be left on a designated table in each building's entry vestibule. Student late arrival and early pick-up will occur at the building entry doors.

Deliveries and Meetings

- USPS, UPS and FedEx drivers shall be informed to leave all deliveries in a designated area.
- All visitors must enter through the Main Office area.
- In-person meetings should be kept to a minimum, and school business should be conducted via telephone, email, or videoconference to the maximum extent practical. Social distancing or mask wearing should occur at all in-person meetings.
- If in-person meetings are necessary, the Building Principals must coordinate the scheduling of such meetings to ensure that proper social distancing guidelines are followed. Visitors should be advised to call the Main Office upon arrival so that the clerical staff may unlock the doors for them to enter.
- Visitors may not be permitted access to the building if they are not wearing an appropriate face covering. Visitors should be notified of this when appointments are scheduled.
- Visitors must complete a health screening survey prior to entering the building. Visitors should be advised of this requirement when their appointment is scheduled, and the survey should be provided to them in advance to the extent possible.
- Visitors must be shown immediately to the meeting room and may not be permitted to wait in any common area.
- Visitors should also be advised to reschedule their appointment if they are feeling ill or are experiencing any COVID-19 symptoms.
- The Building Principal(s) or designee must keep a log of visitors entering the building including their name, date and time of visit, staff members they met with and contact phone number.

- A meeting log must be created whenever a meeting is held within a building. The information is collected by the host of the meeting and turned into the Building Principal(s) at the conclusion of the meeting. The log must contain the following information date, time, location, duration and individuals involved in the meeting.
- Visitors who are dropping off or picking up documents and students should be met outside the building to minimize visitors entering the building.

Modes of Instructional Delivery

The PCSD has developed three distinct, yet compatible, educational formats. These include: **full in-person instruction, full remote instruction, and hybrid** (which will combine both in-person and remote instruction using a rotational system to reduce student density within the buildings).

It will be imperative that school personnel and students/families alike are able to quickly move (or ‘pivot’) between these three modes. To best facilitate this flexibility, **all parties should develop a functional competence in the learning management platforms which will be utilized by the district during Fall 2020 and beyond. These include Microsoft Teams (for grades 3-12) and Seesaw (for grades PK-2).** These platforms will replace the varied applications which were used during the Spring 2020 closure (Schoology, Webex, Zoom, etc.), and this increased consistency should prove beneficial.

Further, so as to maximize effective communication and ensure rapid notification of families when a change in instructional delivery mode is necessary, all parents should ensure that the district is furnished with the most current telephone and email contact information. This verification should occur during the month of August, 2020 – please contact your child(ren)’s school(s) to verify such.

Regardless of the format being employed, the initial 4-6 weeks of the Fall 2020 semester will focus on these three educational priorities:

- Social-Emotional Supports
- Student Assessment
- Technology Training

The isolation associated with the Spring 2020 school closure and remote delivery of instruction was traumatic for students, and increased focus on social and emotional wellbeing is an appropriate and necessary component of Fall 2020 curriculum. Further, to best address academic deficits which may have developed during that closure, immediate assessment of prior learning and student benchmarking will be conducted. Finally, in anticipation of possible conversions to remote or hybrid modes of instructional delivery during the coming months, student training in Microsoft Teams and other class-specific applications for student success within an area of focus during the initial weeks of the upcoming semester.

In-Person Instruction

Ideally, the Fall 2020 return to schools will coincide with favorable public health conditions and regulatory directives, and full-day, in-person instruction for all students will be possible. However, parents, students, faculty and staff must be prepared for such in-person instruction to feature extensive safety-driven precautions. Student movement and activity under this mode of instructional delivery will be highly regimented, and student activity within the schools will be highly controlled. Access to the district's buildings will be, in general, limited to faculty, staff, and students. Moreover, adherence to best hygiene practices will be expected, and seating in instructional spaces will be redesigned so as to allow for maximum spacing. Whenever social distancing is not possible, individuals will be expected to wear a mask. To limit movement throughout the buildings, particularly at the elementary level, class cohorts will often remain in a consistent teaching space to receive special area instruction. Champlain Valley Educational Services (CVES) is exploring a change in the delivery of career & technical education (CTE) wherein students (which include juniors and seniors) would remain at the BOCES campus for the entire day, and receive required core-area instruction thereat, from CVES Teachers.

Social-Emotional Learning Considerations

Student Support Services plans and programs will be shared with parents, faculty/staff, and students, via the district's website (www.plattscsd.org) during August 2020.

Faculty/Staff will be provided with resources addressing both their own wellness, and which provide tools for best supporting students. Topics included in this 'handbook' will include: self-care, psychological first aid, building resilience, trauma, signs of mental health conditions, social and emotional skills development, anti-racism and anti-bias education, referral guide for student issues, and community resources. This resource will be posted to Microsoft Teams for faculty/staff access by August 21, 2020.

Parallel to this faculty/staff document, a Family Mental Health Handbook addressing many of the above-listed topics, will be shared with parents during the month of September via the district's website and the schools' Facebook pages.

For students, the first full two days of school (September 2nd and 3rd) will be focused on establishment of classroom community including teaching of routines and classroom management plans. Time will also be dedicated to ensuring that students transition back with appropriate guidance and support from an extended school closure.

Each school will develop a PBIS (positive behavior interventions and supports) 'kick-off' program, which will be implemented by September 11, 2020. These programs may include the following topics: mental health, coping and resilience strategies, schoolwide expectations, and/or classroom management plans. This PBIS plans will also feature opportunities for student socialization and fun. The specifics of each school's PBIS 'kick-off' plan will be developed by the respective Universal Teams.

Throughout the month of September, 2020, teachers will hold Morning Meetings with students in order to help build connections and a sense of community, to check-in with students, and to conduct social-emotional learning activities. These meetings, which will last between 10-15 minutes, will occur daily at the elementary level at the start of the school day, and at the secondary level during a designated Homeroom block.

Throughout the 2020-21 school year, the district will introduce a multi-tiered system of social-emotional supports for students. Details of this multi-tiered system of support (MTSS) will be posted to the district's website. This plan will be complemented by Student Support Services' newsletters which will be distributed to families throughout the year, during the first week of each quarter.

This MTSS plan will be further complemented by the administration of a student needs assessment designed to identify areas of needed student supports, and to assist in the development of year-long counseling curriculum.

Attendance

Students attend school so as to receive a sound basic education which will enable them to develop as responsible, healthy citizens, critical thinkers, lifelong learners, and effective communicators. These outcomes are best achieved through consistent student attendance and active participation. It is therefore extremely important that each student be present for this process of education to be effective. Parents and families have the obligation to ensure the consistent and punctual attendance of their children. Students share in this obligation for consistent, punctual attendance and active student participation in classes. Administrators and teachers have an obligation to encourage consistent and punctual attendance by students.

Consistent and punctual student attendance help to create an environment that fosters subject competency, continuity of learning, productive habits of work and mind, and enhanced student responsibility. Students are expected to consistently attend and actively participate in class, and to arrive at class prepared to be actively engaged with class activities and assigned projects. Students within State-prescribed age limits are required to attend school each day when school is in-session unless they have an excused absence. Absence from class is detrimental to learning and is in conflict with the overall goal of having our students become responsible, healthy citizens, critical thinkers, lifelong learners, and effective communicators. Compensating or corrective actions are to be considered and implemented, upon careful consideration of valid data and the circumstances associated with a particular student who has an emerging or chronic pattern of unexcused absences. ***A doctor's note will be required of any student absence in order for the absence to be excused.***

The Plattsburgh City School District will closely monitor student attendance patterns and provide necessary interventions when the following occur: chronic and/or excessive absenteeism, late arrival and early dismissal. Please note the definitions below and the Student Cumulative Days Absent Guide that school staff will be utilizing to guide tiered interventions for students and families.

- Chronic absence means missing approximately 10% or more of the school year (equivalent to 18 days out of a 180-day school year) regardless of whether absences are excused or unexcused.
- Excessive absence means missing approximately 20% or more of the school year (total of 4 days absent at the end of September, 8 days absent at the end of October, 11 days absent at the end of November, etc.).

Student Cumulative Days Absent (Late Arrival/Early Dismissal) Guide

Month	Chronic Absence/Late Arrival (10% or more)	Excessive Absence/Late Arrival (20% or more)
September	2	4
October	4	8
November	6	11
December	7	14
January	9	18
February	11	22
March	13	26
April	15	29
May	17	33
June	18	36

Tier I Interventions

- Office makes daily phone calls on all student absences
- Positive reinforcement for good and improved attendance
- Teacher/Counselor contacts parents (once student reaches 10% threshold)
- Attendance Letter #1 from administrator (Letter#1: once 10% threshold is met)
- Attendance Monitoring by administrator

Tier II Interventions

- Attendance Letter #2 from administrator (Letter #2: once 20% threshold is met and/or if 10% chronic absence rate is not remedied)
- Parent/Guardian conference with school administrator.
- Attendance Success Plan (completed with school administrator, counselor, parent, and student).
- Individual/Group Counseling
- Other possible Tier II interventions:
 - Check In/Check Out
 - Home Visit/Student Pick-Up
 - Consult with medical providers
 - Behavioral Intervention Plan

Tier III Interventions

- Attendance Letter #3 from administrator (This letter explains all of the previous interventions)
- Revised Attendance Success Plan/Conference (with school administrator, counselor, parent, and student).
- Check In/Check Out
- Home visit/Student Pick-Up
- Individual/Group Counseling
- Outside Agency Involvement

Academic Assessment

Benchmarking 1st Instructional Priority (Grades K-8 and Targeted PHS Students)

- First full week of September all fall probes are completed (this is a priority and will be the focus of week 1 along with social/emotional activities)
- Make decisions to exit students based on exit criteria
- Enter students with prior year's teacher verification
- If teacher verification is different than reassess with progress monitoring probe. If verified with probe student joins intervention group
- Students join groups (this should all happen by the end of September)

Diagnostic Assessment 2nd Instructional Priority

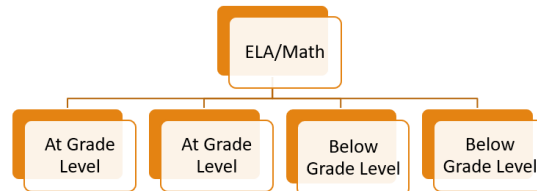
- K-12 All content areas create a list of topics not covered to forward to following year's teacher **(this list should be completed and forwarded to Building Principals by end of 2019-2020 school year). These lists will be distributed to teachers for 2020-2021 school year prior to end of 2019-2020 school year for planning purposes.**
- Elementary ELA Grades 1-5
- Complete Reading Wonders Benchmark 2 (**prior year**) and complete item analysis (administration and analysis to be completed by September 16, 2020).
- Elementary Math Grades 1-5.
- Complete My Math Benchmark 4 (**prior year**) and complete item analysis (administration and analysis to be completed by September 16, 2020).

Elementary 6 Week Targeted Instruction

ELA and Math Grades 1-5 (not including Ci3T Literacy)

- This instruction in 2020-2021 will start no later than September 21st.
- Break into groups of 3 or 4 based on number of sections. Students are ability grouped based on diagnostic results of Wonders and My Math Benchmark Assessments. Teachers are assigned to teach targeted groups and use at or below grade level materials from programming to teach common areas of deficit for students. If there are only three

- sections then there would be one at grade level and 2 below grade level unless numbers force a different constellation.



Instruction

All students will have existing academic gaps.

- Elementary ELA and Math Grades 1-5 will feature six initial weeks of targeted instruction, and will then proceed with the start of new year of instruction.
- Secondary - Grade levels/common courses will review topics list (not covered) from prior year, determine if content is prerequisite knowledge and weave this content into existing year's content for either exposure or mastery (whichever is necessary).
- Core replacement and Strategic Literacy programming should revert back ten lessons and reteach. **Students will need to be given a week to acclimate.** Then determine if you need to go back further. No instructor should go back further than 20 lessons. **No placement tests should be given to make this determination.**
- For all grades K-12, the focus of instruction for the coming school year will be
 - Assessment
 - SEL
 - Technology Training
 - Targeted Instruction/Instruction

Grading

During the Spring 2020 closure, for which there was little advance notice or time to plan, the district's instructional priority became the retention of student engagement/participation. Further, not all instructional staff were prepared to deliver the instruction of new content via remote media. As such, the district adopted a pass/fail grading system which was entirely based upon student participation.

Whether the instructional mode for Fall 2020 is in-person, hybrid, or remote, **the district endeavor will be to replicate as traditional an educational experience as possible, and will return to the district's regular grading policy.** This will include the information necessary for Data Cards (Elementary) and Report Card completion.

Special Education

- Students will receive the programs and services identified in the IEPs.
- Students and teachers will wear masks in regular classroom settings such as Self-Contained classes, Consultant Teacher-Direct classes, and Resource Rooms, unless adequate social distancing is possible, and at the discretion of the Teacher.
- School Psychologists will wear masks for counseling services, unless adequate social distancing is possible. Students who are overdue for initial screenings and/or re-evaluations because of COVID-19 related delays will be prioritized and a schedule will be created for processing assessments by the CSE/CPSE Office.
- Related Service Providers (ie, OT, PT, and Speech & Language) will provide services in-person as identified in IEPs. They will have access to masks, face shields, and gloves for use during service delivery. Students who are overdue for initial screenings and/or re-evaluations because of COVID-19 related delays will be prioritized and a schedule will be created for processing these assessments by the CSE/CPSE Office. Students from different class cohorts may be mixed so as to allow for group instruction per IEPs.
- Teaching Assistants and Student Aides will continue to support identified students in the appropriate settings. During periods of hybrid and/or remote instruction, these paraprofessionals may be redeployed to support instruction in other ways.
- Students who are new to the district will have their IEPs reviewed and will receive an initial placement in a timely manner. Initial placement meetings will take place within the first 30 days of school. (Continuing Placement/transfer)
- Child Find procedures will be carried out as required.

CSE and CPSE meetings, including Annual Reviews, will continue – either via telephone or video-conference, or in a physical setting which allows for appropriate social distancing.

Bilingual Education

The delivery of English Language Instruction for qualifying non-fluent speakers (currently 14 students) will continue throughout in-person instruction during Fall 2020. Where necessary (such as during parent-teacher conferences), the Microsoft Translator application will be employed. Further, when appropriate and convenient, Microsoft Translator can be paired with Microsoft Teams, to allow for such meetings to take place virtually.

The following instructional requirements will be used in scheduling ELL programming for K-8 students:

- Entering (formerly Beginning) = 360 min/week
- Emerging (formerly Low Intermediate) = 360 min/week
- Transitioning (formerly Intermediate) = 180 min/week
- Expanding (formerly Advanced) = 180 min/week
- Commanding (formerly Proficient) = 0-90 min/week

The following instructional requirements will be used in scheduling ELL programming for 9-12 students:

- Entering (formerly Beginning) = 540 min/week
- Emerging (formerly Low Intermediate) = 360 min/week
- Transitioning (formerly Intermediate) = 180 min/week
- Expanding (formerly Advanced) = 180 min/week
- Commanding (formerly Proficient) = 0-90 min/week

NYSED has approved temporary emergency regulatory changes to the ELL identification process to address the backlog of newly enrolled students who need to complete the ELL identification process mandated by Part 154- 2.3(a) at the commencement of the 2020-21 school year. This temporary change directs that:

Qualifying schools that reopen using in-person instruction or blended/hybrid instruction will be required to complete the ELL identification process within 30 school days of the start of the academic school year for all students who enrolled during COVID-19 school closures in 2019-20, as well as all students who enroll during summer of 2020 and during the first 20 school days of the 2020-21 academic school year. After this 20- day flexibility period, all schools that reopen using in-person or hybrid instruction will be expected to complete identification of ELLs within the required 10 school days of initial enrollment for all students pursuant to Commissioner’s Regulations Part 154, including the ELL screening, identification, and placement processes. The initial screening process should be followed in person for new entrants following the district’s safety protocols to ensure compliance with the Governor’s Executive Orders and Center for Disease Control (CDC) health and safety guidelines after commencement of regional reopening. Any new entrant enrolling in a school district, to the extent feasible, must be provisionally placed in a Bilingual Education program while awaiting NYSITELL results, as this is the program of default for districts which meet the enrollment threshold set forth under Section 154-2.3(d).

Remote Instruction

With little advance notice in mid-March 2020, the Plattsburgh City School District began a system of remote delivery of instruction which ultimately lasted through the close of the school year in June. Though successful, many areas of improvement and opportunities for increased consistency were identified. For the academic school year beginning in the Fall 2020, the district will employ two learning management applications/platforms: Microsoft Teams (for grades 3-12), and Seesaw (for grades PK-2). All parties are strongly encouraged to access Microsoft Teams, and develop comfort with this application, as even during periods of possible in-person and/or hybrid instruction, this will serve as the mechanism through which teachers share content with students beyond the classroom.

Social-Emotional Learning Considerations

If the opening of the 2020-21 school year occurs during a period of remote instruction, all of the SEL communications outlined under in-person instruction will be made electronically, and any required student-teacher interactions will take place virtually.

As with in-person instruction, the first two full days of school (September 2nd and 3rd) will be focused on establishment of classroom community including teaching of routines and classroom management plans. Time will also be dedicated to ensuring that students transition back with appropriate guidance and support from an extended school closure. The PBIS ‘Kick-off’ outlined in the In-Person Instruction section will, similarly, take place virtually.

One portion (of approximately 10-15 minutes) of the daily live interactions (via Microsoft Teams) between teachers and students will, for the month of September, be dedicated to the holding of morning meetings, as described in the In-Person Instruction section.

Attendance

As was clearly established and communicated to parents and students during the Spring 2020 closure period, remote education is not optional; it is mandatory. Moreover, student attendance and work completion during any 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.

For any remote instruction period during Fall 2020, attendance will be based on students logging into “live instruction” during the synchronous (ie. ‘live’) session, or by the subsequent (non-synchronous) completion of each lesson by the established deadline (which will be verified using Microsoft Teams analytics).

The same attendance thresholds and interventions outlined in the In-Person Instruction section will apply to remote instruction. As during Spring 2020, students and families should expect frequent outreach from teachers and other district personnel for any students who become non-participatory in remote instruction. Also, as during Spring 2020, School Resource Officers and/or Plattsburgh Police Department Officers will conduct in-person wellness checks for any students who become non-participatory. Finally, in keeping with the District’s established

attendance policy referrals to the Clinton County and/or New York State Department of Social Services and/or Child Protective Services Department will be made in cases of extended truancy/non-participation.

Teaching and Learning

All Teachers in grades K-12 will use the Instructional Routine below as a consistent template for delivery of remote instruction. The Instructional Routine should be posted to the learning management platform (either Microsoft Teams or Seesaw) by 9:00AM each morning:



Instructional Routine for Each Content Area for Each Day

Select a Platform	This will be Seesaw and/or Microsoft Teams
Video Greeting	Start with a greeting. This can be a picture of you and a welcome message/posting. It could be a video or a recording.
Checklist	Post a new checklist each day. Teach the students to look at the checklist first. Include: <ul style="list-style-type: none"> any videos to watch work to do activities
Daily Discovery	An engaging warm up that captures attention and gets students thinking. Consider: <ul style="list-style-type: none"> picture of the day graph of the day wonder of the day
Content Chunk	Review or introduction of chunk of content. Consider using one of the following: <ul style="list-style-type: none"> engaging video video of yourself explaining/teaching assignment educational game or review <p>New content must be taught explicitly (I do, <u>We</u> do, You do).</p>
Choice and Exploration	Let students apply understanding by doing something and sharing that with you. Consider one of the following: <ul style="list-style-type: none"> create video/artwork/writing STEAM design challenge Journaling Passion projects Non-techie activities
Independent Reading and Practice	Encourage reading, review of basic skills or homework on a skill that you know they can do successfully on their own.

Instructional Routine plans will be collected weekly based on the day/content assignment schedule (electronic submission to Building Principals).

In addition to the Instructional Routine, teachers will be expected to:

- Provide “live synchronous instruction” via Teams on the scheduled day of instruction. Live instruction could occur for explicit teaching, small group instruction, reteaching, feedback opportunities, collaborative conversations, etc.
- Provide office hours via Teams every other day separate from executing the Instructional Routine. The schedule for these office hours will be determined by the teacher (time should be consistent each time offered).
- **Platforms for Daily Use (Platform is defined for this purpose as how students/parents will be interacting with the teacher): Microsoft Teams (3-12) and Seesaw(PK-2).**
- Teachers will track student progress to ensure participation and check-in with students who are non-participatory and/or struggling during remote instruction. Grace and understanding should always govern decisions. If a teacher is not getting a response from a family/student during remote instruction, 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.
- Feedback will be given on every independent assignment, even if it is a simple affirmation such as a ‘thumbs up’. If a student is asked to redo an assignment, specific feedback will be given.
- Each teacher will monitor the morale of his or her class and the workload of students carefully. They have the latitude to make good decisions for the well-being of their students.

All teachers need to complete the Instructional Routine (following the approved curriculum map). Students should be able to complete the entire routine in less than three hours per day for grades K-8. **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.** Students in grades 9-12 will participate in multiple periods of classes, each class will last for 40 minutes and be inclusive of the Instructional Routine. The elementary, middle school and high school will carry out the following schedule:

Elementary Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
ELA	Math	ELA	Math	Social Studies
Music	Library	PE	Art	Science

- Science and Social Studies content can also be imbedded in ELA and Math.

Middle School Schedule

6th Grade

Monday	Tuesday	Wednesday	Thursday	Friday
ELA	Math	ELA	Math	Review
Social Studies	Science	Social Studies	Science	Reading
Art Home & Careers	Music Chorus	Physical Education	Band Orchestra	Physical Education

7th Grade

Monday	Tuesday	Wednesday	Thursday	Friday
ELA	Math	ELA	Math	Review
Social Studies	Science	Social Studies	Science	Technology
LOTE	Keyboarding/ Computers	LOTE	Keyboarding/ Computers	Physical Education
Technology	Music Chorus	Physical Education	Band Orchestra	

8th Grade

Monday	Tuesday	Wednesday	Thursday	Friday
ELA	Math	ELA	Math	Review
Social Studies	Science	Social Studies	Science	Studio Art
Health	LOTE	Health	LOTE	Technology Home & Careers
Technology Home & Careers	Music /Chorus Studio Art	Physical Education	Band Orchestra	Physical Education

High School Schedule

During Remote Education, all PHS students will follow a 10-period schedule. Students will follow their individualized schedule and each day, five periods of classes will be offered. Periods 1-5 will run one day, then periods 6-10 will run the next day. To account for every other day classes, the A and B day schedule will be incorporated and the schedule will run as follows: Periods 1-5 (A day schedule), Periods 6-10 (A day schedule), Periods 1-5 (B day schedule), and Periods 6-10 (B day schedule). This four-day schedule will repeat throughout the school year. Each class will take place via Microsoft Teams and will run for 40 minutes. A 30-minute break will be provided between each class period and a one-hour lunch period will be scheduled each day.

A calendar indicating the periods which will run each day, and which dates will run as A and B days, will be provided. Please see the sample below.

A Day		A Day		B Day		B Day	
Period	Time	Period	Time	Period	Time	Period	Time
1	8:00am – 8:40am	6	8:00am – 8:40am	1	8:00am – 8:40am	6	8:00am – 8:40am
2	9:10am – 9:50am	7	9:10am – 9:50am	2	9:10am – 9:50am	7	9:10am – 9:50am
3	10:20am – 11:00am	8	10:20am – 11:00am	3	10:20am – 11:00am	8	10:20am – 11:00am
Lunch	11:00am – 12:00pm	Lunch	11:00am – 12:00pm	Lunch	11:00am – 12:00pm	Lunch	11:00am – 12:00pm
4	12:00pm – 12:40pm	9	12:00pm – 12:40pm	4	12:00pm – 12:40pm	9	12:00pm – 12:40pm
5	1:10pm – 1:50pm	10	1:10pm – 1:50pm	5	1:10pm – 1:50pm	10	1:10pm – 1:50pm

SEPTEMBER 2020						
S	M	T	W	Th	F	S
		1 <i>No School</i>	2 1-5A	3 6-10A	4 <i>No School</i>	5
6	7 <i>No School</i>	8 1-5B	9 6-10B	10 1-5A	11 6-10A	12
13	14 1-5B	15 6-10B	16 1-5A	17 6-10A	18 1-5B	19
20	21 6-10B	22 1-5A	23 6-10A	24 1-5B	25 6-10B	26
27	28 1-5A	29 6-10A	30 1-5B	1 6-10B	2 1-5A	

Grading

During the Spring 2020 closure, for which there was little advance notice or time to plan, the District's instructional priority became the retention of student engagement/participation. Further, not all instructional staff were prepared to deliver the instruction of new content via remote media. As such, the District adopted a pass/fail grading system which was entirely based upon student participation.

Whether the instructional mode for Fall 2020 is in-person, hybrid, or remote, the District will endeavor to replicate as traditional an educational experience as possible, and a return the regular grading policy. This will include the information necessary for Data Cards (Elementary) and Report Card completion.

Guidelines for Planning:

- Summative Assessments should be administered using Net Support which will allow teachers to monitor student screens as they complete an assessment.
- Assignments should be easily understood by parents so that they can help their students. Parents may often need to turn-key information to students.
- PHS and SMS Librarians will disseminate weekly recommended readings and resources for secondary students via School Tool listserv.
- Materials to complete assignments should be limited to general school supplies.
- **Teachers will avoid issuing materials which must be printed at home.**

Teachers will continue to check school email at least twice daily (before 10:00AM and again before 3:00PM) and respond to parent communication within 24 hours. Parents may be reaching out for assistance or clarification about assignments and access to online platforms. School buildings will be accessible to staff during remote closure unless school access is closed by government officials.

Nurses will continue to check school email at least twice per day (before 10:00AM and again before 3:00PM) and respond to parent communication within 24 hours. Nurses will conduct daily outreach (unless a reduced schedule is requested by parents (in which case such will be noted in the student medical record) 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.

Guidance, Mental Health and Other Services

Student Support Services staff will deploy the PCSD Social Emotional Reopening Plan.

Special Education

- Students will receive the programs and services identified in their IEPs; however, times and groupings may need to be adjusted on IEPs due to the changes in scheduling inherent in remote instruction.
- Students and teachers will continue instruction with Instructional Routines and some content and/or services provided “face-to-face” through on-line formats. Teachers will provide “office hours” to assist students who need extra support.
- Teaching Assistants and Student Aides will be assigned to work with students per IEPs. They may also be assigned to work remotely with students who have been identified as struggling with remote instruction due to cognitive issues, organizational issues, attention issues, etc. Teaching Assistants and Student Aides will also work with students through remote communication per IEP requirements. They will also be assigned to students identified as struggling during remote instruction.
- All students who need technology will be provided with a device in a timely manner (ie, within five business days of identified need).
- Special Education teachers will review relevant Instructional Routines and make modifications/accommodations for students as identified in IEPs.
- The Director of Special Education will work with School Psychologists and Related Service Providers to identify assessments that work best during remote delivery and will use these to ensure that all initial screenings and re-evaluations can be processed in a timely manner, in accordance with State and Federal guidelines.
- School Psychologists will provide individual and group counseling services remotely per IEP requirements.
- Related Service Providers will provide services for OT, PT, and Speech & Language remotely. This may include times for assessments.
- IEPs may be changed to reflect the realities of remote instruction with adjustments in terms of time in class, modifications, accommodations, groupings, and other supports.
- Students who are new to the Plattsburgh City School District will have their IEPs reviewed and will receive an initial placement in a timely manner. Initial placement meetings will take place within the first 30 days of enrollment in a PCSD school.
- Child Find procedures will be carried out as required.
- CSE and CPSE meetings, including Annual Reviews, will continue as usual through telephone or computer via remote meeting programs (ie, MS Teams, Zoom, and/or Cisco WebEx).
- The district will prioritize in-person provision of instruction and services for students in self-contained programming for students who are Pre-School to Grade 12 (specifically students in 6:1, 8:1, 12:1, and 15:1 programming).

Bilingual Education

The delivery of English Language Instruction to non-fluent speakers will continue throughout any period of remote instruction, via the District’s selected learning management platforms. Schedules for this programming will be developed on a case-specific basis by the Administrator responsible for ELL programming.

Hybrid Instruction

If circumstances merit, or if directed by authorities, a system of student rotation between in-person and remote instruction may be implemented. This system, referred to as ‘hybrid instruction’ has as its major advantage the reduction of student density within the school setting, while still enabling the period (rotational) contact with teachers which would occur only virtually during a period of full closure/remote instruction. **Students at the secondary level will attend school, in person, every other day, while students at the elementary level will attend school, in person, each day for just ½ of the regular school day.** When students are not physically present in buildings receiving instruction, they will be completing educational programming provided by their teacher(s), and will make use of the most of the same tools and system of the Plattsburgh City School District’s Remote Instruction Plan.

Social-Emotional Learning Considerations

As with academic instruction, social-emotional learning programming will be delivered during hybrid instruction through a combination of in-person and remote formats. Teachers will identify which components are best delivered in-person and which may acceptably be delivered remotely, and will deploy SEL content on a schedule which parallels that of the other two (in-person and remote) modes of instruction.

Attendance

Students will be considered present when they physically attend any day/half-day (whichever is applicable) of in-person instruction, and when they engage in and complete (as verified by Microsoft Teams analytics) assigned remote instruction activities.

Teaching and Learning

A Hybrid Approach to teaching and learning will mean that students receive some of their instruction in person and the remainder remotely. For intervals of time when instruction is in person, teaching and learning will follow the guidance given under the In-Person Instruction Re-Entry Plan.

During the alternating remote instruction segments of hybrid instruction, teaching and learning will follow the guidance found within the Remote Instructional Plan. However, as teachers will be continually engaged in providing live, in-person instruction, the remote portion of hybrid instruction will not feature live, interactive online delivery. As such, the remote portion of hybrid instruction will involve the completion of work provided by the teacher during the preceding period of in-person instruction, and conveyance of content and supplemental resources/activities via the district’s learning management platform (Microsoft Teams and Seesaw).

Elementary classes will be split into two distinct cohorts; generally, as A-L and M-Z, but with possible variations designed to evenly split cohorts, and to accommodate siblings/household members with different family names. Secondary school populations will be split, in their entirety, using the A-L, M-Z model, unless variations are needed to ensure an even division of the student population.

Elementary Schedule

Daily, each student will attend in person instruction for half of a day and then receive remote instruction for the second half of the day. During this time students will receive core instruction, special area instruction and related services for those who receive these services. **Two days a week the focus will be on ELA (writing), two days a week the focus will be on Math, and students will work in Social Studies, Science and writing one day per week.** Remote instruction/independent work provided for students should **not exceed** 20 minutes for students in grades K-2 and 40 minutes for students in grades 3-5. The District-Adopted Instructional Routine will be completed each day between in-person and remote instruction.

Daily Schedule

8:30-11:30	In-Person Instruction A-L Cohort
12:00-3:00	In Person Instruction M-Z Cohort
8:30-11:30	Remote Learning M-Z Cohort
12:00-3:00	Remote Learning A-L Cohort

Secondary Schedule

Students will attend in-person instruction for a full day; attending all courses, period 1-10 of their schedule. On opposing days students will receive remote instruction. Remote instruction/independent work should **not exceed** 40 minutes per class. The District-Adopted Instructional Routine will be completed during each two-day interval between in-person and remote instruction.

Daily Schedule – This rotation will be ongoing

September 2 nd	A Day - Cohort A-L in person instruction	A Day – Cohort M-Z remote instruction
September 3 rd	A Day – Cohort A-L remote instruction	A Day – Cohort M-Z in-person instruction
September 4 th	B Day – Cohort A-L in person instruction	B Day - Cohort M-Z remote instruction
September 5 th	B Day - Cohort A-L remote instruction	B Day - Cohort M-Z in-person instruction

NOTE: The A-L and M-Z sub-cohorts utilized in each of the above schedules are provided for illustrative purposes only. The actual student cohort groupings will be created in such a way as most evenly divides the student population, and the precise segmentation by first-letter of last-name has not yet been finalized.

Grading

During the Spring 2020 closure, for which there was little advance notice or time to plan, the PCSD's instructional priority became the retention of student engagement/participation. Further, not all instructional staff were prepared to deliver the instruction of new content via remote media. As such, the PCSD adopted a pass/fail grading system which was entirely based upon student participation.

Whether the instructional mode for Fall 2020 is in-person, hybrid, or remote, the endeavor will be to replicate as traditional an educational experience as possible, and a return the PCSD's regular grading policy. This will include the information necessary for Data Cards (Elementary) and Report Card completion.

Special Education

When students are in school:

- Students will receive the programs and services identified in their IEPs.
- Students and teachers will wear masks in regular classroom settings such as self-contained classes, Consultant Teacher-Direct classes, and Resource Rooms.
- School Psychologists will wear masks for counseling services. When assessing students, they will have access to a plexiglass screen or face shield. Students who are overdue for initial screenings and/or re-evaluation will be prioritized and a schedule will be created for processing assessments by the CSE/CPSE Office.
- Teaching Assistants and Student Aides will continue to support identified students in the appropriate settings.
- Related Service Providers (ie, OT, PT, and Speech & Language) will provide services in-person as identified in their IEPs. They will have access to masks, face shields, and gloves for use during service delivery. Students who are overdue for initial screenings and/or re-evaluations will be prioritized and a schedule will be created for processing these assessments by the CSE/CPSE Office. Students from different classes will be mixed to allow for group instruction per IEPs.
- Students who are new to the Plattsburgh City School District will have their IEPs reviewed and will receive an initial placement in a timely manner. Initial placement meetings will take place within the first 30 days of enrollment in a PCSD school.
- Child Find procedures will be carried out as required.
- CSE and CPSE meetings, including Annual Reviews, will continue as usual in a setting that allows for social distancing. In most cases this will necessitate larger meeting spaces. Those who cannot meet in-person will be able to join meetings through telephone or computer via remote meeting programs (ie, MS Teams, Zoom, and/or Cisco WebEx).

When students are not in school:

- Students will receive the programs and services identified in their IEPs. However, times may need to be adjusted on IEPs due to the changes in scheduling inherent in remote instruction such as group and individual provision of services
- Students and teachers will continue instruction with Instructional Routines and some content and/or services provided “face-to-face” through on-line formats. Teachers will provide “office hours” to assist students who need extra support.
- Teaching Assistants and Student Aides will be assigned to work with students per IEPs. They may also be assigned to work remotely with students who have been identified as struggling with remote instruction due to cognitive issues, organizational issues, attention issues, etc.
- All students who need technology will be provided with a device in a timely manner (ie, within five business days identified need).
- Special Education teachers will review relevant Instructional Routines and make modifications/accommodations for students as identified in IEPs.
- The Director of Special Education will work with School Psychologists and Related Service Providers to identify assessments that work best during remote delivery and we will use these to ensure that all initial screenings and re-evaluations can be processed in a timely manner, in accordance with State and Federal guidelines.
- School Psychologists will provide individual and group counseling services remotely per IEP requirements.
- Related Service Providers will provide services for OT, PT, and Speech & Language remotely.
- Teaching Assistants and Student Aides will work with students through remote communication per IEP requirements. They will also be assigned to students identified as struggling during remote instruction.
- IEPs may be changed to reflect the realities of remote instruction with adjustments in terms of time in class, modifications, accommodations, and other supports.
- Students who are new to the district will have their IEPs reviewed and will receive an initial placement in a timely manner. Initial placement meetings will take place within the first 30 days of enrollment in a PCSD school.
- Child Find procedures will be carried out as required.
- CSE and CPSE meetings, including Annual Reviews, will continue as usual through telephone or computer via remote meeting programs (ie, MS Teams, Zoom, and/or Cisco WebEx).
- The PCSD will prioritize in-person provision of instruction and services for students in self-contained programming for students who are Pre-School to Grade 12 (specifically students in 6:1, 8:1, 12:1, and 15:1 programming).

Bilingual Education

Students receiving ELL programming may be instructed in-person or remotely or both.

Schedules for this programming will be developed on a case-specific basis by the Administrator responsible for ELL programming.

Illustrative Criteria for School Closure/Movement Between Instructional Modes³⁷

Changes in instructional format will be made by district officials, but in consultation with representatives of the Clinton County Public Health Department. Circumstances surrounding the ongoing COVID-19 pandemic are so fluid, that closure details cannot be fully pre-determined. However, for illustrative purposes, the following closure rubric will guide district officials' decisions and consultations with public health officials.



School Closure Rubric

Closure Response Criteria (1-4)				
Level of Community Spread, based on State and Local Public Health L - M - S 	Criteria 1	Criteria 2	Criteria 3	Criteria 4
1 Student or 1 staff member at One Site OR 1 Student or 1 staff member at Multiple Sites in different clusters	2-4 Students or staff members at One Site OR 2-4 Students or staff members at Multiple Sites in different clusters	5+ students or staff members at One Site <u>or</u> in one cluster	5+ students or staff members in multiple clusters	
Low/No Spread (4 or less cases per 80,000)	L - 1 Close school(s) for up to 24-hours	L - 2 Close schools(s) for 72-hours (minimum)	L - 3 Close individual school or cluster for 14 days (minimum)	L - 4 Close zone/region/district for 14 days (minimum)

Moderate (5 to 80 cases per 80,000)	M - 1 Close school(s) for up to 24 hours	M - 2 Close school(s) for 72-hours (minimum)	M - 3 Close individual school(s) or cluster(s) for 14 days (minimum)	M - 4 Close zone(s)/region/district for 14 days (minimum)
Substantial (Greater than 80 cases per 80,000)	S - 1 Close school(s) for up to 72-hours	S - 2 Close school(s)/zone/region/district for 72-hours (minimum)	S - 3 Close school/zone/region/district for 14 Days (minimum)	S - 4 District Closed Until Further Notice

Each possible scenario includes a response for communication, public health engagement, contact tracing, staff or student quarantine, cleaning and recovery.

Deviations from this closure rubric may occur if directed by State or Local authorities.

Statement of Required Assurances

Communication/Family and Community Engagement - Mandatory Assurances

1

The school and/or district engaged with school stakeholders and community members (e.g., administrators, faculty, staff, students, parents/legal guardians of students, local health departments, local health care providers, and affiliated organizations, such as unions, alumni, and/or community-based groups) when developing reopening plans. Plans for reopening should identify the groups of people involved and engaged throughout the planning process.

*

YES, the LEA provides the above assurance.

2

The school and/or district developed a communications plan for students, parents or legal guardians of students, staff, and visitors that includes applicable instructions, training, signage, and a consistent means to provide individuals with information. Responsible Parties may consider developing webpages, text and email groups, and/or social media groups or posts.

*

YES, the LEA provides the above assurance.

3

The school and/or district will ensure all students are taught or trained how to follow new COVID-19 protocols safely and correctly, including but not limited to hand hygiene, proper face covering wearing, social distancing, and respiratory hygiene.

*

YES, the LEA provides the above assurance.

4

The school and/or district will encourage all students, faculty, staff, and visitors through verbal and written communication (e.g., signage) to adhere to CDC and DOH guidance regarding the use of PPE, specifically acceptable face coverings, when a social distance cannot be maintained.”

*

YES, the LEA provides the above assurance.

5

The school and/or district will provide communications in the language(s) spoken at home among families and throughout the school community. Written plans must be accessible to those with visual and/or hearing impairments.

*

YES, the LEA provides the above assurance.

Health and Safety - Mandatory Assurances

1

Each school and/or district reopening plan must review and consider the number of students and staff allowed to return in person. These factors should be considered when determining resumption of in person instruction: (1) Ability to maintain appropriate social distancing or face coverings; (2) PPE and face covering availability; (3) Availability of safe transportation; and (4) Local hospital capacity – consult your local department of health.

*

YES, the LEA provides the above assurance.

2

Each school and/or district reopening plan must engage with school stakeholders and community members (e.g., administrators, faculty, staff, students, parents/legal guardians of students, local health departments, local health care providers, and affiliated organizations, such as unions, alumni, and/or community-based groups) in developing their reopening plan and identify those that participated in the reopening plans. *

YES, the LEA provides the above assurance.

3

Each school and/or district reopening plan must include a communications plan for students, parents/guardians, staff, and visitors that includes applicable instructions, training, signage, and a consistent means to provide individuals with information. *

YES, the LEA provides the above assurance.

4

Each school and/or district reopening plan has a written protocol developed in collaboration with the district or school's director of school health services to instruct staff to observe for signs of illness in students and staff and requires symptomatic persons to be sent to the school nurse or other designated personnel.

*

YES, the LEA provides the above assurance.

5

Each school and/or district reopening plan has a written protocol for daily temperature screenings of all students and staff, along with a daily screening questionnaire for faculty and staff and periodic use of the questionnaire for students.

*

YES, the LEA provides the above assurance.

6

Each school and/or district reopening plan requires that ill students and staff be assessed by the school nurse (registered professional nurse, RN) or medical director and that if a school nurse or medical director is not available, ill students and staff will be sent home for follow up with a healthcare provider.

*

YES, the LEA provides the above assurance.

7

Each school and/or district reopening plan has written protocol requiring students or staff with a temperature, signs of illness, and/or a positive response to the questionnaire to be sent directly to a dedicated isolation area where students are supervised, prior to being picked up or otherwise sent home.

*

YES, the LEA provides the above assurance.

8

Each school and/or district reopening plan has written protocol to address visitors, guests, contractors, and vendors to the school which includes health screening.

*

YES, the LEA provides the above assurance.

9

Each school and/or district reopening plan has a written protocol to instruct parents/guardians to observe for signs of illness in their child that require staying home from school.

*

YES, the LEA provides the above assurance.

10

Each school and/or district reopening plan has written protocol and appropriate signage to instruct staff and students in correct hand and respiratory hygiene.

*

YES, the LEA provides the above assurance.

11

Each school and/or district reopening plan has written protocol to ensure all persons in school buildings keep social distance of at least 6 feet whenever possible.

*

YES, the LEA provides the above assurance.

12

Each school and/or district reopening plan has written protocol detailing how the district/school will provide accommodations to all students and staff who are at high risk or live with a person at high risk.

*

YES, the LEA provides the above assurance.

13

Each school and/or district reopening plan has written protocol requiring all employees, adult visitors, and students to wear a cloth face covering whenever social distancing cannot be maintained.

*

YES, the LEA provides the above assurance.

14

Each school and/or district reopening plan has plan for obtaining and maintaining adequate supplies of cloth face coverings for school staff, students who forget their masks, and PPE for use by school health professionals.

*

YES, the LEA provides the above assurance.

15

Each school and/or district reopening plan has written protocol for actions to be taken if there is a confirmed case of COVID-19 in the school.

*

YES, the LEA provides the above assurance.

16

Each school and/or district reopening plan has written protocol that complies with DOH and CDC guidance for the return to school of students and staff following a positive screen for COVID-19 symptoms, illness or diagnosis of confirmed case of COVID-19 or following quarantine due to contact with a confirmed case of COVID-19. Return to school will be coordinated with the local health department.

*

YES, the LEA provides the above assurance.

17

Each school and/or district reopening plan has written protocol to clean and disinfect schools following CDC guidance.

*

YES, the LEA provides the above assurance.

18

Each school and/or district reopening plan has written protocol to conduct required school safety drills with modifications ensuring social distancing between persons

*

YES, the LEA provides the above assurance.

19

Each school and/or district reopening plan has written plan for district/school run before and aftercare programs (or, for charter schools, as required by the school's charter).

*

YES, the LEA provides the above assurance.

20

Each school and/or district reopening plan designates a COVID-19 safety coordinator (administrator) whose responsibilities include continuous compliance with all aspects of the school’s reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or “new normal” levels.

*

YES, the LEA provides the above assurance.

Facilities - Mandatory Assurances

1

Each school and/or district reopening plan which include changes or additions to facilities must comply with the requirements of the 2020 New York State Uniform Fire Prevention and Building Code (BC) and the State Energy Conservation Code and submit all changes to OFP.

*

YES, the LEA provides the above assurance.

2

Each school and/or district reopening plan must ensure compliance with the 2020 Building Condition Survey and Visual Inspection, where applicable.

*

YES, the LEA provides the above assurance.

3

Each school and/or district reopening plan must provide provisions to conduct the Lead-In-Water Testing as required by NYS DOH regulation 67-4.

*

YES, the LEA provides the above assurance.

4

Each school and/or district reopening plan must ensure all existing and new Alcohol-based Hand-Rub Dispensers which are installed in any locations is in accordance with FCNYS 2020 Section 5705.5.

*

YES, the LEA provides the above assurance.

5

Each school and/or district reopening plan which include the installation of dividers in classrooms, libraries, cafeterias, auditoriums, gymnasiums, doors, and other points of congregation will ensure the submission of detailed floor plans to OFP for review.

*

YES, the LEA provides the above assurance.

6

Each school and/or district reopening plan must ensure that all new building construction and temporary quarter project will be submitted to OFP for a full code review.

*

YES, the LEA provides the above assurance.

7

Each school and/or district reopening plan which include new facilities for leasing must provide a plan to consult with OFP for a preliminary evaluation

*

YES, the LEA provides the above assurance.

8

Each school and/or district reopening plan which includes the temporary or permanent use of Tents must provide plans adhering to the BCNYS.

*

YES, the LEA provides the above assurance.

9

Each school and/or district reopening plan must ensure that the existing or altered number of toilet and sink fixtures meet the minimum standards of the BCNYS.

*

YES, the LEA provides the above assurance.

10

Each school and/or district reopening plan must ensure that each building provides one drinking fountain per one hundred occupants or provide a written plan for a reasonable alternate source of drinking water.

*

YES, the LEA provides the above assurance.

11

Each school and/or district reopening plan must provide written plans on how to maintain adequate, code required ventilation (natural or mechanical) as designed.

*

YES, the LEA provides the above assurance.

12

Each school and/or district reopening plan must ensure that all project submissions only dedicated to "COVID-19 Reopening" will be labeled as such.

*

YES, the LEA provides the above assurance.

13

Each school and/or district reopening plan which include the use of plastic separators must comply with the 2020 BCNYS Section 2606.

Child Nutrition - Mandatory Assurances

1

Each school and/or district reopening plan must provide all students enrolled in the SFA with access to school meals each school day. This must include students in attendance at school and students learning remotely.

*

YES, the LEA provides the above assurance.

2

Each school and/or district reopening plan must address all applicable health and safety guidelines.

*

YES, the LEA provides the above assurance.

3

Each school and/or district reopening plan include measures to protect students with food allergies if providing meals in spaces outside the cafeteria.

*

YES, the LEA provides the above assurance.

4

Each school and/or district reopening plan must include protocols and procedures for how students will perform hand hygiene before and after eating, how appropriate hand hygiene will be promoted, and how sharing of food and beverages will be discouraged.

*

YES, the LEA provides the above assurance.

5

Each school and/or district reopening plan must include protocols and procedures that require cleaning and disinfection prior to the next group of students arriving for meals, if served in the same common area.

*

YES, the LEA provides the above assurance.

6

Each school and/or district reopening plan must ensure compliance with Child Nutrition Program requirements (if the school is its own SFA – for charter schools that are part of a district’s SFA, the plan must ensure communication with the district regarding food serve requirements).

*

YES, the LEA provides the above assurance.

7

Each school and/or district reopening plan must include protocols that describe communication with families through multiple means in the languages spoken by families.

*

YES, the LEA provides the above assurance.

8

Each school and/or district reopening plan must require that students must social distance (six feet separation) while consuming meals in school unless a physical barrier is provided.

*

YES, the LEA provides the above assurance.

Transportation - Mandatory Assurances

1

Each school and/or district reopening plan must ensure all buses (conforming and non-conforming to Federal Motor Carrier Safety Standards, as well as type A, C or D) which are used every day by districts and contract carriers will be cleaned/disinfected once a day.

*

YES, the LEA provides the above assurance.

2

Each school and/or district reopening plan ensures high contact spots must be wiped down after each a.m. and p.m. run depending upon the disinfection/cleaning schedule.

*

YES, the LEA provides the above assurance.

3

Each school and/or district reopening plan must ensure school buses shall not be equipped with hand sanitizer due to its combustible composition and potential liability to the carrier or district.

*

YES, the LEA provides the above assurance.

4

Each school and/or district reopening plan must ensure that school bus drivers, monitors and attendants must not carry personal bottles of hand sanitizer with them on school buses.

*

YES, the LEA provides the above assurance.

5

Each school and/or district reopening plan will require that school bus drivers, monitors, attendants and mechanics must wear a face covering along with optional face shield.

*

YES, the LEA provides the above assurance.

6

Each school and/or district reopening plan requires that transportation staff (drivers, monitors, attendants, mechanics and cleaners) will be trained and provided periodic refreshers on the proper use of personal protective equipment and the signs and symptoms of COVID-19.

*

YES, the LEA provides the above assurance.

7

Each school and/or district reopening plan requires that transportation staff (drivers, monitors, attendants, mechanics and cleaners) will be trained and provided periodic refreshers on the proper use of social distancing.

*

YES, the LEA provides the above assurance.

8

Each school and/or district reopening plan requires that transportation departments/carriers will need to provide Personal Protective Equipment such as masks and gloves for drivers, monitors and attendants in buses.

*

YES, the LEA provides the above assurance.

9

Each school and/or district reopening plan ensures hand sanitizer will be provided for all staff in their transportation locations such as dispatch offices, employee lunch/break rooms and/or bus garages.

*

YES, the LEA provides the above assurance.

10

Each school and/or district reopening plan requires that drivers, monitors and attendants who must have direct physical contact with a child must wear gloves.

*

YES, the LEA provides the above assurance.

11

Each school and/or district reopening plan requires that school bus drivers, monitors, attendants and mechanics shall perform a self-health assessment for symptoms of COVID 19 before arriving to work.

*

YES, the LEA provides the above assurance.

12

Each school and/or district reopening plan requires that students must wear a mask on a school bus if they are physically able.

*

YES, the LEA provides the above assurance.

13

Each school and/or district reopening plan ensures that students who do not have a mask will NOT be denied transportation.

*

YES, the LEA provides the above assurance.

14

Each school and/or district reopening plan requires that students who do not have masks must be provided one by the district.

*

YES, the LEA provides the above assurance.

15

Each school and/or district reopening plan ensures that students with a disability which would prevent them from wearing a mask will not be forced to do so or denied transportation.

*

YES, the LEA provides the above assurance.

16

Each school and/or district reopening plan requires students will be trained and provided periodic reminders on the proper use of personal protective equipment and the signs and symptoms of COVID-19.

*

YES, the LEA provides the above assurance.

17

Each school and/or district reopening plan requires that students will be trained and provided periodic reminders on the proper use of social distancing.

*

YES, the LEA provides the above assurance.

18

Each school and/or district reopening plan requires that if the school district is in session remotely or otherwise, pupil transportation must be provided to nonpublic, parochial, private, charter schools or students whose Individualized Education Program have placed them out of district whose schools are meeting in conducting in-person session education when/if the district is not.

*

YES, the LEA provides the above assurance.

Social Emotional Well-Being - Mandatory Assurances

1

Each school and district ensures that district-wide and building-level comprehensive developmental school counseling program plans, developed under the direction of certified school counselor(s), are reviewed and updated to meet current needs.

*

YES, the LEA provides the above assurance.

2

Each school and/or district establishes an advisory council, shared decision-making, school climate team, or other collaborative working group comprised of families, students, members of the board of education, or school's board, school building and/or district/charter leaders, community-based service providers, teachers, certified school counselors, and other pupil personnel service providers including school social workers and/or school psychologists, to inform the comprehensive developmental school counseling program plan.

*

YES, the LEA provides the above assurance.

3

Each school and/or district reopening plan addresses how the school/district will provide resources and referrals to address mental health, behavioral, and emotional support services and programs.

*

YES, the LEA provides the above assurance.

4

Each school and/or district reopening plan addresses professional development opportunities for faculty and staff on how to talk with and support students during and after the ongoing COVID-19 public health emergency, as well as provide supports for developing coping and resilience skills for students, faculty, and staff.

*

YES, the LEA provides the above assurance.

School Schedules - Mandatory Assurances

1

Each school and/or district reopening plan describes the school schedule planned for implementation at the beginning of the 2020-21 school year and to the extent practicable any contingent scheduling models it may consider if the situation warrants.

*

YES, the LEA provides the above assurance.

Attendance and Chronic Absenteeism - Mandatory Assurances

1

Each school and/or district reopening plan must describe a mechanism to collect and report daily teacher student engagement or attendance while in a remote or hybrid schedule.

*

YES, the LEA provides the above assurance.

Technology and Connectivity - Mandatory Assurances

1

Each school and/or district reopening plan must include information on how the school/district will have knowledge of the level of access to devices and high-speed internet all students and teachers have in their places of residence.

*

YES, the LEA provides the above assurance.

2

Each school and/or district reopening plan must include information on how the school or district, to the extent practicable, will address the need to provide devices and internet access to students and teachers who currently do not have sufficient access.

*

YES, the LEA provides the above assurance.

3

Each school and/or district reopening plan must include information on how the school or district will provide multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models, especially if all students do not yet have sufficient access to devices and/or high-speed internet.

*

YES, the LEA provides the above assurance.

Teaching and Learning - Mandatory Assurances

1

Each school and/or district reopening plan includes a continuity of learning plan for the 2020-2021 school year. Such plan must prepare for in-person, remote, and hybrid models of instruction.

*

YES, the LEA provides the above assurance.

2

Each school and/or district reopening plan includes an educational program that is aligned to the New York State Learning Standards (or, for charter schools, the standards set forth in the school's charter) regardless if instruction is delivered in-person, remotely or in a hybrid model.

*

YES, the LEA provides the above assurance.

3

Each school and/or district reopening plan provides for a program that includes regular substantive interaction between teachers and students whether delivered in- person, remotely or through a hybrid model of instruction

*

YES, the LEA provides the above assurance.

4

Equity must be at the heart of all school instructional decisions. All instruction should be developed so that whether delivered in-person, remotely, or through a hybrid model due to a local or state school closure, there are/clear/opportunities for instruction that/are/accessible to all students./Such opportunities must be/aligned with State standards (or, for charter schools, the standards set forth in the school's charter) and include routine scheduled times for students to/interact and seek feedback and support/from their teachers.

*

YES, the LEA provides the above assurance.

5

Schools must create a clear communication plan for how students and their families/caregivers can contact the school and teachers with questions about their instruction and/or technology. This information needs to be accessible to all, available in multiple languages based on district or charter school need, widely disseminated, and include clear and multiple ways for students and families to contact schools and teachers (e.g., email, online platform, and/or by phone).

*

YES, the LEA provides the above assurance.

6

Districts that contract with eligible agencies, including CBOs, to provide Prekindergarten programs must attest that they have measures in place to ensure eligible agencies with whom they contract will follow health and safety guidelines outlined in NYSED guidance and required by the New York State Department of Health. The district must also ensure their eligible agencies have a Continuity of Learning plan that addresses in-person, remote, and hybrid models of instruction.

*

YES, the LEA provides the above assurance.

Special Education - Mandatory Assurances

1

Each school and/or district reopening plan, whether services are provided in-person, remote, and/or through a hybrid model, addresses the provision of free appropriate public education (FAPE) consistent/with the need to protect the health and safety of students with disabilities and those providing special education and services.

*

YES, the LEA provides the above assurance.

2

Each school and/or district reopening plan addresses how it will document the programs and services offered and provided to students with disabilities as well as communications with parents.

*

YES, the LEA provides the above assurance.

3

Each school and/or district reopening plan addresses meaningful parent engagement in the parent's preferred language or mode of communication regarding the provision of services to his/her child to meet the requirements of the IDEA.

*

YES, the LEA provides the above assurance.

4

Each school and/or district reopening plan addresses collaboration between the committees on preschool special education (CPSE) and committees on special education (CSE) and program providers representing the variety of settings where students are served to ensure there is an understanding of the provision of services consistent with the recommendations on/individualized education programs/(IEPs), plans for monitoring and communicating student progress, and commitment to sharing resources.

*

YES, the LEA provides the above assurance.

5

Each school and/or district reopening plan must ensure access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students.

*

YES, the LEA provides the above assurance.

Bilingual Education and World Languages - Mandatory Assurances

1

Each qualifying school and/or district reopening plan which reopens using in-person or hybrid instruction must complete the ELL identification process within 30 school days of the start of the school year for all students who enrolled during COVID-19 school closures in 2019-20, as well as all

students who enroll during summer of 2020 and during the first 20 school days of the 2020-21 school year. After this 20 day flexibility period, identification of ELLs must resume for all students within required 10 school days of initial enrollment as required by Commissioner's Regulations Part 154.

*

YES, the LEA provides the above assurance.

2

Each school and/or district reopening plan must provide required instructional Units of Study (or, for charter schools, the applicable program outlined in the school's charter) to all ELLs based on their most recently measured English language proficiency level during in-person or hybrid instruction.

*

YES, the LEA provides the above assurance.

3

Each school and/or district reopening plan must ensure the maintenance of regular communication with parents/guardians of ELLs to ensure that they are engaged in their children's education during the reopening process, and provide all communications for parents/guardians of ELLs in their preferred language and mode of communication.

*

YES, the LEA provides the above assurance.

Teacher and Principal Evaluation System - Mandatory Assurances

1

Each school and/or district reopening plan must ensure that all teachers and principals are evaluated pursuant to the LEA's currently approved APPR plan (or, for charter schools, the school's charter), including any variance applications approved by the Department.

*

YES, the LEA provides the above assurance.

Certification, Incidental Teaching, and Substitute Teaching - Mandatory Assurances

1

Each school and/or district reopening plan must ensure that all teachers hold valid and appropriate certificates for their teaching assignments except where otherwise allowable under the Commissioner's regulations (e.g., incidental teaching) or Education Law.

*

YES, the LEA provides the above assurance.

Listing of District Contacts/Resources

Title	Name	Work Phone	E-Mail
Superintendent of Schools	Jay Lebrun	518-957-6002	jlebrun@plattscsd.org
Assistant Superintendent for Curriculum	Carrie Zales	518-957-6000	czales@plattscsd.org
Assistant Superintendent for Business	David Baroody	518-957-6000	dbaroody@plattscsd.org
PHS Principal	James Manchester	518-561-7500	jmnachester@plattscsd.org
PHS Principal	Jamie Maggy	518-561-7500	jmaggy@plattscsd.org
SMS Principal	Jamie LaBarge	518-563-6800	jlebarge@plattscsd.org
Momot Principal	Sue Wilson	518-563-1140	sdwilson@plattscsd.org
Oak Street Principal	Jayson Barnhart	518-563-4950	jbarnhart@plattscsd.org
Bailey Avenue Principal (Thomas E. Glasgow Elementary)	Claudine Clark	518-563-2410	cselzer@plattscsd.org
Director of Buildings and Grounds	Norbert Neiderer	518-561-7500	nneiderer@plattscsd.org
Director of Food Service	Charlene O'Connor	518-561-7500	coconnor@plattscsd.org