



# PLATTSBURGH CITY SCHOOL DISTRICT

On August 7, 2020, Governor Cuomo directed that the portion of school districts' reopening plans which directly address remote instruction be posted on district/school websites separate from the larger document in which they are contained, by August 21<sup>st</sup>. The portion of the Plattsburgh City School District's reopening plan which directly addresses the fully-remote mode of instruction is below. Highlights and strikethroughs represent updates from the original plan release.

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## 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 (secondary) and Microsoft Teams and/or Seesaw (elementary), and develop comfort with these applications, 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 8th and 9th**) 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

### Student Academic Assessment

*Benchmarking 1<sup>st</sup> Instructional Priority (All new students only)[to be completed by September 25<sup>th</sup>]*

- New students should be given the PRF probe remotely.
- If a student is brought forth with concern, prior to assigning intervention, benchmarking will need to be completed in totality.
- Students join groups (this should all happen by September 30<sup>th</sup>)

*Diagnostic Assessment 2<sup>nd</sup> Instructional Priority – will need to be copied and sent home if format is remote.*

- K-12 All content areas review list of topics not covered that were received from last year’s exiting teacher **(should have received in June 2020).**
- Elementary ELA Grades 1-5
  - Complete Reading Wonders Benchmark 2 **(prior year)** and complete item analysis **(administration and analysis to be completed by September 25, 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 25, 2020).**

## Progress Monitoring Using Running Records at Elementary

- Students in K-5 should have a running record completed by November 18<sup>th</sup> – these can be scheduled on Wednesdays with individual students and done via Microsoft Teams.

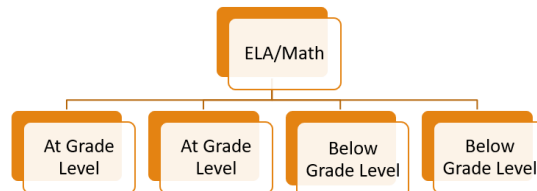
### Instruction

*All students will have existing academic gaps from the Spring of 2020. Use current curriculum maps for infusion of critical standards not addressed or mastered from previous year and align to current year's standards. Prioritize what can/should be taught in physical classrooms compared to distance learning.*

### 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 28<sup>th</sup>.
- 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.



- Elementary ELA and Math Grades 1-5 proceed with the start of new year of instruction after 6 weeks (**approximately November 9<sup>th</sup> or when entire grade level has completed reteaching of deficit areas**).
- 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.**

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**



<b>Select a Platform</b>	This will be Seesaw and/or Microsoft Teams
<b>Video Greeting</b>	Start with a greeting. This can be a picture of you and a welcome message/posting. It could be a video or a recording.
<b>Checklist</b>	Post a new checklist each day. Teach the students to look at the checklist first. Include: <ul style="list-style-type: none"><li>• any videos to watch</li><li>• work to do</li><li>• activities</li></ul>
<b>Daily Discovery</b>	An engaging warm up that captures attention and gets students thinking. Consider: <ul style="list-style-type: none"><li>• picture of the day</li><li>• graph of the day</li><li>• wonder of the day</li></ul>
<b>Content Chunk</b>	Review or introduction of chunk of content. Consider using one of the following: <ul style="list-style-type: none"><li>• engaging video</li><li>• video of yourself explaining/teaching</li><li>• assignment</li><li>• educational game or review</li></ul> <p><b>New content must be taught explicitly (I do, We do, You do).</b></p>
<b>Choice and Exploration</b>	Let students apply understanding by doing something and sharing that with you. Consider one of the following: <ul style="list-style-type: none"><li>• create video/artwork/writing</li><li>• STEAM design challenge</li><li>• Journaling</li><li>• Passion projects</li><li>• Non-techie activities</li></ul>
<b>Independent Reading and Practice</b>	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 **with a predetermined schedule separate from the Instructional Routine**. The schedule for these office hours will be determined by the teacher **and included on the Instructional Routine posted for families/students** (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 and 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

## 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.