

Teaching and Learning

Continuity of Learning

Lake Shore is committed to setting a positive routine for all K-12 students.

All schools have a continuity of learning plan. These plans set the stage for in-person, remote and hybrid models of learning.

- [High School Middle School](#)
- [Elementary](#)

New York State (NYS) Learning Standards

As a NYS public school district, our instructional program, whether in-person, hybrid, or remote, is at all times aligned to the NYS Learning standards. Teachers will work collaboratively at grade level or subject area to identify any gaps in learning from the sudden March-June 2020 school closures and to identify power standards for primary focus. Teachers will collaborate by department/grade level to develop common communication methods and instructional delivery models utilizing an interdisciplinary/project-based approach when possible.

Instructional Models

Safety is our priority. Pending the direction of the New York State Department of Health, the New York State Education Department and the Governor's Office, Lake Shore Central School District will be in an In-Person/Hybrid Model or Remote model until there is a reduction in the need for social distancing.

Definition of Terms

Asynchronous Learning - Asynchronous learning occurs when students work independently on learning activities and assignments. Teachers provide lesson content through written materials and video presentations. Students show what they know by completing interactive learning activities, self-grading and teacher graded assessments, and teacher graded written work and projects.

Synchronous Learning - Synchronous learning occurs when students join an audio/video enabled meeting space at the same time. This synchronous session may include whole group instruction led by the instructor and small group work amongst the learners. The structure of this session is much like an in-person learning experience.

Remote – Learning that is not in-person classroom experiences. It could include virtual and/or paper-based learning experiences.

In-Person Model

When there are no longer restrictions of social distancing, school will be open for full days, five days a week.

Hybrid Model

If students are permitted to be in school and guidelines still exist for social distancing, Lake Shore will employ the Hybrid Model. This model will allow for social distancing and less density in our buildings. Teachers will be in the building five days a week to employ this model.

Students will be in school with an altered schedule to reduce density within the buildings. In most cases, K-12 students will be divided by last name into A-J (Team Green) and K-Z (Team White). Students with different last names but within the same family will attend on the same day. In some instances, those groups may vary to in order to control density.

- Team Green students will attend school on Tuesdays and Wednesdays for full days and follow a bell schedule. They will work remotely on Mondays, Thursdays, and Fridays. Remote instruction will be a combination of independent work and study that moves learning forward. This work will be provided by the teacher on Wednesdays. As the school year progresses, this model will evolve into synchronous and asynchronous lessons for K-12. Mondays will include small group instruction, synchronous and asynchronous sessions.
- Team White students will attend school on Thursdays and Fridays for full days and follow a bell schedule. They will work remotely on Mondays, Tuesdays, and Wednesdays. Remote instruction will be a combination of independent work and study that moves learning forward. This work will be provided by the teacher on Fridays. As the school year progresses, this model will evolve into synchronous and asynchronous lessons for K-12. Mondays will include small group instruction, synchronous and asynchronous sessions.
- Team Gold students who attend a K-8 self-contained academic or developmental program will come to school Tuesday-Friday. Students who attend a 9-12 developmental program will come to school Tuesday-Friday. Mondays will include small group instruction, synchronous and asynchronous sessions. High School ACT students will attend Tuesday-Friday for full days.

Remote Learning Model

This model will be employed when school buildings need to be closed for students.

K-12 - All instructional staff will be at school Monday through Friday for their normal work days while practicing social distancing. Students will participate in instruction remotely. This structure of the classes, expectations for students and teachers, and protocols for taking attendance, delivering lessons and instructional materials, assessing student work, and grading/providing feedback will have the same expectations as if students were attending school. Student will be required to attend school every day Monday through Friday using Google Meet and will be taught by appropriately certified teachers. Accommodations will be made for those who do not have technology access (if needed) and/or in daycare.

High Needs - Students will be prioritized for full-time in-person learning when feasible. If school buildings are closed, the District will consider setting up small programs that would run four days a week for one or more cohorts of high-needs students, including students with disabilities and English learners who are most in need of in-person services. This model would be similar to the hybrid model. This is pending any declarations from the Governor, NYSED or the Department of Health that prohibit us from doing such programs.

Elementary - If school buildings are closed, students will participate in remote learning. Remote learning includes daily lessons in ELA, Math, Science and Social Studies and will follow their daily in-person schedule via Google Meet. Students will receive AIS, therapies, small group instruction, and band lessons. Paper-based work will be provided as needed.

Sample Elementary Schedule	
9:00-10:00	ELA (small group instruction, whole group instruction, AIS, and independent work)
10:00-11:00	Math (small group instruction, whole group instruction, AIS, and independent work)
11:00-12:00	Special (Art, Music, Library and/or PE)
12:00-12:30	Lunch
12:30-1:30	Social Studies and/or Science (small group instruction, whole group instruction, AIS, and independent work)
1:30-2:30	Therapy, Skills Lab as needed, AIS, Enrichment/Lessons if students are not in Therapies at this time – (We understand that not all kids can get therapy at this time and therapists will schedule as needed in other sessions.)
2:30-3:30	Building Grade Level Meetings each day with Fridays being the district-wide grade level meeting. Special Area teachers (Elementary) will meet at this time every day as well, Parent Outreach, Therapies

Middle School - If school buildings are closed, students will participate in remote learning. Their daily schedule will be spaced out over two days and students will attend Google Meet sessions daily in all contents and exploratories. AIS, therapies, band lessons and small group instruction are embedded into this schedule just like their normal schedule. Remote learning includes daily lessons in ELA, Math, Science and Social Studies. Students will receive AIS, therapies, small group instruction and paper-based work as needed. (Sample schedule below)

Middle School 100% Remote Instruction – Daily Schedule - Four Day Rotation – A, B, C, D

- A – Odd Day - (1,3,5) - AM Classes
- B – Odd Day - (1,3,5) - PM Classes
- C – Even Day - (2,4,6) - AM Classes
- D – Even Day - (2,4,6) - PM Classes

(Schedule on the next page)

8th Grade -	A	B	C	D
	Day 1,3,5 – AM Schedule	Day 1,3,5 – PM Schedule	Day 2,4,6 – AM Schedule	Day 2,4,6 – PM Schedule
7:30-8:30	Depart Planning Time	Depart Planning Time	Depart Planning Time	Depart Planning Time
8:45 – 9:30	1 st - Academic	5 th - Academic	1 st - Academic	5 th - Academic
9:45 –10:30	2 nd - Exp	6 th - Academic	2 nd - Exp	6 th - Academic
10:45 - 11:30	3 rd – Exp	8 th - Academic	3 rd – Exp	8 th - Academic
11:45 – 12:30	4 th - Academic	Small Group Mtgs / Skills; Lab / Instruction with students - scheduled in advance; Music Lessons	4 th - Academic	Small Group Mtgs / Skills; Lab / Instruction with students - scheduled in advance; Music Lessons
12:45- 1:30	Academic Team Mtgs	Academic Team Mtgs	Academic Team Mtgs	Academic Team Mtgs
1:45 – 2:30	9 th – 1,3,5 Small Group Mtgs / Skills; Lab / Instruction with students - scheduled in advance; Music Lessons	9 th – 1,3,5 - Band, Orchestra Small Group Mtgs / Skills Lab / Instruction with students - scheduled in advance	9 th – 2,4,6 Pride – Algebra Lab Tradition – Bio Lab Small Group Mtgs / Skills; Lab / Instruction with students - scheduled in advance; Music Lessons	9 th – 2,4,6 - Chorus Pride – Bio Lab Small Group Mtgs / Skills; Lab / Instruction with students - scheduled in advance; Music Lessons

7th Grade –	A	B	C	D
	Day 1,3,5 – AM Schedule	Day 1,3,5 – PM Schedule	Day 2,4,6 – AM Schedule	Day 2,4,6 – PM Schedule
7:30-8:30	Depart Planning Time	Depart Planning Time	Depart Planning Time	Depart Planning Time
8:45 – 9:30	1 st - Academic	5 th – Exp	1 st - Academic	5 th – Exp
9:45 –10:30	2 nd - Academic	Small Group Mtgs / Skills Lab / Instruction with students - scheduled in advance Music Lessons	2 nd - Academic	Small Group Mtgs / Skills Lab / Instruction with students - scheduled in advance Music Lessons
10:45 - 11:30	3 rd – Academic	7 th - Academic	3 rd – Academic	7 th - Academic
11:45 – 12:30	4 th – Exp	9 th - Academic	4 th – Exp	9 th - Academic
12:45- 1:30	8 th – 1,3,5 Accel. Science Lab Small Group Mtgs / Skills Lab / Instruction with students - scheduled in advance Music Lessons	8 th – 1,3,5 - Chorus Small Group Mtgs / Skills Lab / Instruction with students - scheduled in advance Music Lessons	8 th - 2,4,6 Small Group Mtgs / Skills Lab / Instruction with students - scheduled in advance Music Lessons	8th – 2,4,6 – Band, Orchestra Small Group Mtgs / Skills Lab / Instruction with students - scheduled in advance Music Lessons
1:45 – 2:30	Academic Team Mtgs	Academic Team Mtgs	Academic Team Mtgs	Academic Team Mtgs

6th Grade –	A	B	C	D
	Day 1,3,5 – AM Schedule	Day 1,3,5 – PM Schedule	Day 2,4,6 – AM Schedule	Day 2,4,6 – PM Schedule
7:30-8:30	Depart Planning Time	Depart Planning Time	Depart Planning Time	Depart Planning Time
8:45 – 9:30	1 st - Academic	6 th - Academic	1 st - Academic	6 th - Academic
9:45 – 10:30	2 nd - Academic	7 th - Exp	2 nd - Academic	7 th - Exp
10:45 - 11:30	3 rd - Academic	8 th - Exp	3 rd - Academic	8 th - Exp
11:45 – 12:30	4 th - 1,3,5 - Band, Orchestra, Small Group Mtgs / Skills Lab / Instruction with students - scheduled in advance	4 th - 1,3,5 Small Group Mtgs / Skills Lab / Instruction with students - scheduled in advance	4 th – 2,4,6 – Chorus Small Group Mtgs / Skills Lab / Instruction with students - scheduled in advance	4 th 2,4,6 Small Group Mtgs / Skills Lab / Instruction with students - scheduled in advance
12:45- 1:30	9 th Period (1)	9 th Period (2)	9 th Period (3)	9 th Period (4)
1:45 – 2:30	Academic Team Mtgs	Academic Team Mtgs	Academic Team Mtgs	Academic Team Mtgs

High School - If school buildings are closed, students will participate in remote learning. Their daily schedule will be spaced out over two days and students will attend Google Meet sessions daily in all contents and exploratories. AIS, therapies, band lessons and small group instruction are embedded into this schedule just like their normal schedule. Remote learning includes daily lessons in ELA, Math, Science and Social Studies. Students will receive AIS, therapies, small group instruction and paper-based work as needed. CTE will be accommodated in this model and will follow the Erie 2 Chautauqua-Cattaraugus BOCES schedule. Work-based learning models will ensure safe and healthy work-based learning either in-person or remotely to the extent possible.

HS Remote Instruction				
All Students				
	Day 1 - A Day AM	Day 2 - A Day PM	Day 3 - B Day AM	Day 4 - B Day PM
8:00 - 9:00	Depart Mtg Planning Time	Depart Mtg Planning Time	Depart Mtg Planning Time	Depart Mtg Planning Time
9:00 - 9:45	1st	6th	1st	6th
10:00 - 10:45	2nd	7th	2nd	7th
11:00 - 11:45	3rd	8th	3rd	8th
12:00 - 12:45	4th	9th	4th	9th
1:00 - 1:45	5th	AIS/ Music lessons	5th	AIS/ Music lessons
2:00 - 3:10	Small Group Mtgs/Instruction with students - scheduled in advance	Small Group Mtgs/Instruction with students - scheduled in advance	Small Group Mtgs/Instruction with students - scheduled in advance	Small Group Mtgs/Instruction with students - scheduled in advance

Early Learning - Prekindergarten

All children are capable of learning, achieving and making developmental progress through access to a high-quality Prekindergarten program. Care is being taken when planning for reopening to ensure that the needs of our youngest learners are addressed. Lake Shore contracts with the Southtowns YMCA as a Community Based Organization to provide Prekindergarten programming. Prekindergarten will hold the same standard for health and safety as listed in this plan and will offer hybrid and remote models in alignment with K-12 students.

Additional considerations for health and safety include serving snacks individually rather than family style eating. Classrooms utilized for Prekindergarten have in-house bathrooms with adjacent sinks and hand sanitizer dispensers at the classroom doors. Students will be provided with individual sets of materials to avoid sharing of materials and allow for proper sanitation. The scheduled half day program allows for sanitation of the classroom between sessions. Requirements for properly certified staff and ratios will be followed. Groups of children will not be intermingled and alternative learning spaces are available in order to provide primary instruction to small groups of children in a cohort. The use of the gym would be scheduled and separate spaces for play outside would be utilized. Drop off and pick up of children would be curb-side with staff meeting families at their car to administer health checks and greet children. Visitors are not encouraged, when necessary to provide services, itinerant service providers would follow all health guidance and protocols set forth by the DOH.

Grading - Students will be graded for academics and participation like an in-person school day.

Academic Intervention - Students who were receiving academic intervention in the 2019-2020 school year will continue to receive those services in the fall of 2020. Parents will be notified as changes are reviewed, updated and/or modified.

Career and Technical Education - Students who attend Erie 2 Chautauqua-Cattaraugus BOCES for CTE will participate in the 2020-2021 school year. At the time of this plan, BOCES is still finalizing their plan. Students who attend BOCES should anticipate some hands-on in-person learning and some remote learning. During remote instruction, students high school schedules will not conflict with their CTE classes.

Interscholastic Athletics - The New York State Athletic Association has declared September 21st as the start of the fall season. Ultimately, this is decided by New York State and Lake Shore will adhere to all guidelines set forth by the state.

Extracurricular Activities - There will be no in-person after school activities. Students will not be allowed to stay in the building once the school day ends.

Special Education

Special Education FAPE

Pending the Governor's decision in early August, Lake Shore Central School District will be offering Special Education as follows:

- Students who attend a K-8 self-contained academic or developmental program will come to school Tuesday-Friday. Students who attend a 9-12 developmental program will come to school Tuesday-Friday. Mondays will include small group instruction, synchronous and asynchronous sessions.
- High School ACT students will attend Tuesday-Friday for full days.
- CT students will participate in the hybrid model in an assigned A group or B group.

Students in these programs will be provided a comprehensive Special Education Program in accordance with his or her IEP. Services will be provided in-person and remotely through a hybrid model and will address the provision of FAPE consistent with the need to protect the health and safety of students with disabilities and those providing special education and services. With the hybrid model, student, staff and parent communication and training will be prepared for future intermittent or extended school closures to provide services to students that will meet students' individual needs.

All Lake Shore faculty and staff have been trained on precautions outlined by the DOH to ensure that appropriate social distancing, personal protective equipment (PPE), hygiene, and cleaning/disinfection protocols are in place.

Staff and students will receive a temperature check when entering the building. Daily health questionnaires are required for staff members and students (with parents) will complete a questionnaire periodically. Personal Protective Equipment will be available for all staff and students. Surfaces and instructional materials will be wiped down in between therapy sessions.

Lake Shore will provide students with washable face coverings. However, students may use their own mask or face covering they feel more comfortable in. Personal protective equipment (PPE) including masks, gloves and face shields and cleaning supplies are available and will be provided to staff.

Staff have been training on necessary precautions of appropriate social distancing, personal protective equipment (PPE), hygiene, and cleaning/disinfection protocols are in place. Staff have completed training in PPE: *Personal Protective Equipment and Coronavirus: Cleaning and Disinfecting your Workspace*. Surfaces and instructional materials will be wiped down throughout the day and between therapy sessions to meet the needs of the individual students.

Special education teams will focus when appropriate on co-treatments to minimize contact with those students who receive multiple services. Therapists and Special Education teachers complete a baseline on each of our students to address the needs of students and as a team review students' present level of performance to provide services in person or virtually to meet the students' needs. Special education teachers and therapists will work collaboratively to progress monitor students to collect data, whether in-person or remotely, and use these data to monitor each student's progress toward the annual goals and to evaluate the effectiveness of the student's special education services. Personal Hygiene and practicing social skills are an important component for many of our special education students.

Communication

Communication will be meaningful and 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. Communication will be done through multiple modalities that works best for families and students.

Committee on Special Education

The committee on special education (CSE) and preschool special education (CPSE) will hold meetings and discussion with program providers that represent a variety of settings where students are served. Meetings are held virtually and when appropriate in person following CDC and DOH guidelines. Virtually and in person settings are established 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. Regular team meetings are held that include consistent communication.

Accommodations, Modifications, Supplementary aids and services, and Technology

Students will have access to the necessary accommodations, modifications, supplementary aids and services, and technology to meet the unique disability related needs of students. Students will have access through in person services, virtual services that includes but is not limited to multiple modalities including phone calls, video conferencing, google classrooms, tangible hands on materials. Students will be provided with the resources necessary such as assistive technology, materials and or technology to meet their individual needs.