



Continuity of Academic Instruction

Guide for STUDENTS & FAMILIES

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CONTACTS & COMMUNICATION

District Communication

The district will continue to update the community through our notifications systems of emails, robo-calls, and posting to the [district website](#). Principals will communicate building-specific information, and teachers will update families with class-specific information as they do when classes are in session.

General Questions about Continuity of Academic Instruction (CoAI)

Questions about Curriculum and Instruction, UPK through Grade 12, please contact [Dr. Karen Gagliardi](#), Assistant Superintendent for Curriculum and Instruction.

Instructional Team
Assistant Superintendent for Instruction
Building Administrators, Directors of Curriculum &, Supervisors
Department Coordinators Art, Career & Technical Education, English Language Arts, English Language Learners, World Languages, Music, Social Studies & STEAM
Instructional Coaches ~ Elementary Level Technology Coach ~ UPK - 12

http://www.lakelandschools.org/departments/curriculum_and_instruction/index.php

Special Education and Pupil Personnel Services

Questions about Special Education and other PPS Services, including but not limited to counseling, nursing, and clinical support, should be directed to [Dr. Steve Rappleyea](#), Assistant Superintendent for Pupil Personnel Services.

Teacher & Administrator Communication

The best way to reach teachers and administrators during an extended closure is by e-mail. In general your questions should be sent to your child's teacher(s).

- Benjamin Franklin Elementary School [Staff Directory](#)
- George Washington Elementary School [Staff Directory](#)
- Lincoln-Titus Elementary School [Staff Directory](#)
- Thomas Jefferson Elementary School [Staff Directory](#)

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- Van Cortlandville Elementary School [Staff Directory](#)
- Lakeland Copper Beech Middle School [Staff Directory](#)
- Lakeland High School [Staff Directory](#)
- Walter Panas High School [Staff Directory](#)

Technology Support

- If parents/students have trouble connecting, logging-in or accessing a required program, please fill out this [Support Form](#).
- “Break and fix” tech support should be reported by filling out this [Hardware Form](#).

Other Questions [\(Back to Top\)](#)

Additional information can be provided by your child’s principal.

School	Principal
Benjamin Franklin ES	Ken Craft
George Washington ES	Dr. Tracy Norman
Lincoln-Titus ES	Elizabeth McGowan
Thomas Jefferson ES	Alfonse Davino
Van Cortlandville ES	Jacqueline Woodruff
Lakeland Copper Beech MS	Frank Ruolo
Lakeland HS	Christopher Cummings
Walter Panas HS	Joseph Spero

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CONTINUITY OF ACADEMIC INSTRUCTION (CoAI)

As of September 24, 2020 the District will be implementing a hybrid model, with teacher-led instruction, supports for social and emotional needs in addition to curriculum and instruction standards-based learning, a scheduled planned school day, attendance/checking in daily with students, a return to LCSD grading, monitoring of student growth, synchronous and asynchronous instruction.

Re-Opening Plan

In an effort to assure high-quality teaching and learning, the Continuity of Academic Instruction has been updated. Through the Continuity of Learning Guidelines, instruction will be aligned with the New York State Learning Standards and assures equity as well as quality for all learners. All instruction in our District will be designed so regardless of the model used, there are clear, comprehensive, and accessible learning opportunities for all students.

The LCSD understands that instruction provided in either Hybrid or Remote models will not equate to the same level of instruction provided in a full in-person model, we aim to provide high-quality learning experiences for all students at all grade levels in all schools within the District. It is important to understand that Remote Learning will differ from what many may have experienced when schools were forced to unexpectedly close in March 2020. There was very little time for teachers to plan for a fully remote model, teachers checked in in varied ways, provided for flexibility for required work, monitored attendance, focused on reviewing school work, no formal assessments/exams were required and no principal or teacher evaluations, normally required by law, were given as per the New York State Education Department.

As we enter the start of school, September 2020, we have implemented a remote learning model, with teacher-led instruction, supports for social and emotional needs in addition to curriculum and instruction standards-based learning, a scheduled planned school day, attendance/checking in daily with students, a return to LCSD grading, monitoring of student growth, synchronous and asynchronous instruction.

Click the link directly below to view the complete Re-Opening plan as posted on our District website.

http://www.lakelandschools.org/district/2020-2021_district_reopening_plan.php

Click the link below to view the New York State Next Generation Learning Standards

<http://www.nysed.gov/next-generation-learning-standards>

Crisis Response	Hybrid Learning
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(March-June 2020)	(Starting September 24, 2020)
Attendance taken	Teachers will Take Attendance Daily via E-School
Flexible Time Requirements	Scheduled School Day
Review with some new learning	NY State Learning Standards and District Curriculum Maps will be followed
Adjusted Grading	Graded Assignments
Formal Assessments Not Required	Regular Formal Assessments
Optional synchronous (live) check-ins, with asynchronous assignments	Synchronous (live) teaching required for each class/subject with asynchronous assignments

PROFESSIONAL DEVELOPMENT

Our professional development plan for our Superintendent Conference and Teacher preparation are planned. The administrators, teachers and support staff will engage in so many other aspects that go beyond the classroom due to this pandemic. They will focus on safety precautions for when we are able to return back to school, process for cleaning and/or disinfecting, and learning more about the difference between screening and testing, as well as contact tracing. These are just the measures that we never thought as educators we would have to be fully prepared for in our schools. In addition, preparing the teacher's physical classroom space as well as professional development related to teaching and learning, and social emotional learning will be covered within September 1-4, 2020.

REMOTE MODEL

Click the link directly below to view the **Elementary, Middle and High School** outlines.

<https://docs.google.com/document/d/1aYPPDCesuyBRnKLdgV7pMpc70rkUvApBGDsQLZcx8qw/edit?usp=sharing>

The Google Classroom technology platform will be used. Learning objectives will be communicated to students with each lesson. Content and skills will be introduced in a variety of ways. Student progress will be monitored to ensure instructions, participation, check-in routinely with students, and parents will occur as needed.

Students will log in to each content area or class as per their schedule. Attendance will be taken. Teachers will provide students with synchronous instruction. The length of the synchronous learning lesson will be determined by the teacher and should be based off of the lesson for the day. It is understood that on some days, the amount of synchronous time may vary depending on the lesson. Students may log off after the teacher has completed the synchronous lesson and begin the asynchronous learning until the next period begins.

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Click the links directly below to view a sample online lesson design for Remote or Hybrid Instruction and a planning chart.

https://docs.google.com/presentation/d/1osXe8M0nwDTnHwDwImTb_rudjgD2mSzh66SoY4fzxIY/edit?usp=sharing

https://docs.google.com/document/d/1d_GJXcBfanUJa7-9AFeuHm-e17mAEi-1jRA7LYI1GG8/edit?usp=sharing

Click the link directly below to view the Hybrid Model (Revised 9/16/20)

<https://docs.google.com/document/d/1LkEbTXLLDpuqSssl886RBn1RkC4cjYM09HKztGbCQSo/edit?usp=sharing>

Effective Practices

The fundamentals of teaching and learning hold true in our classrooms as well as in a home environment. We will make every effort to hold true to these fundamentals.

- Lesson objectives will be clearly communicated to students.
- Content and skills will be taught and reinforced in a variety of ways.
- Collaboration is an important part of learning. Students will have opportunities to interact with their teacher and classmates.
- Teachers will continue to monitor student progress and provide timely feedback.

Supporting the Home Environment

Parents can:

- It is essential to set up a daily family routine, including healthy eating and sleeping habits; create a daily schedule that includes quiet work time, physical activity, and family time.
- Talk each day with your child about his/her work and promote literacy by reading to your child and encouraging him/her to read independently.
- Limit and monitor TV watching, gaming, social media and unproductive computer time outside of Continuity of Academic Instruction.
- Creating, sharing, and maintaining schedules for each student, adult, and the family is often a great first step. When there is uncertainty, it is important to distinguish what we can control from what we cannot. Having and following a schedule will provide a rhythm to your days. Adjustments to the schedule should be made to work with each student's unique needs and abilities.

Parental Involvement

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The home environment adds a new level of complexity when it comes to parent involvement in the learning process. Only you, your child, and your teacher can find the right balance of parental involvement. In most cases, our recommendation is to give your child just a touch more independence that you may be comfortable with. Working together, we can use this CoAI experience as a way to support the development of self-advocacy and independence in our students.

Reaching Out for Support

Staff are available to families. Use email to contact any of our counselors or clinicians. If you are not sure who to contact, reach out to your principal, and they can connect you with someone who can help. You can also find social emotional support resources for all students in this [Livebinder](#).

TECHNOLOGY ACCESS & USAGE

Access to and use of technology will be an important part of this CoAI plan. Although an incredible tool for learning and connection, technology use does not come without significant concerns related to security, privacy, appropriate use and more. We will need your help to ensure that our students maximize the positive impact of technology use in their lives while minimizing the potential negative consequences.

Online resources should strike a balance similar to your classroom practice and schedule. The amount of time students spend on screens should weigh heavily in your decisions related to the recommended length of each instructional activity. Keep in mind students are receiving assignments for all courses. Our goal is to balance the importance of delivering appropriate instruction without excessive screen-time.

Access to Technology

All high school students, middle school students and students in UPK-through fifth grade were provided a district device. A Gmail address, through Google, has been provided to every student in grades 6-12.

Technology Help Desk

If you are experiencing trouble connecting, logging-in or accessing a required program, please fill out this [Support Form](#).

Hardware issues with a Chromebook, should be reported by filling out this [Hardware Form](#).

Supported Technology Platforms

Teachers have been encouraged to use a variety of resources to review and deliver new instructional material. The list below, although not exhaustive, contains district approved and commonly used technology tools.

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Elementary Schools		Middle School	High School
UPK	Grade K -5	Grades 6-8	Grades 9-12
For UPK, the focus will be on ELA and Math	<ul style="list-style-type: none"> ● Google Classroom* ● Google Suite for Education (Drive) ● Flipgrid (Video blog) ● Screencastify ● Online Resources: i.e: YouTube, Lexia, Dreambox**, TED, Raz Kids, Think Central, HMH Player*** ● Google Meet ● Email ● Kami ● Kahoot 	<ul style="list-style-type: none"> ● Google Classroom* ● Google Suite for Education (Drive) ● Flipgrid (Video blog) ● Screencastify ● Online Resources: i.e. YouTube, Khan Academy, TED, Castle Learning ● Google Meet ● *Email new for students ● Kami ● Kahoot 	<ul style="list-style-type: none"> ● Google Classroom* ● Google Suite for Education (Drive) ● Flipgrid (Video blog) ● Screencastify ● Online Resources: i.e. YouTube, Khan Academy, TED, Castle Learning ● Google Meet ● * Email-new for students ● Kami ● Kahoot

*Google Classroom is the learning management system used.

**DreamBox on computers, laptops, Chromebooks, and iPad tablets from the iPad 2 (2011) forward.

***HMH Player is only available on iPads. PMTs can also be completed through [Think Central](#)

The safety, security and privacy of our students and their data is a top priority. Many web-based platforms are not compliant with educational privacy requirements. Teachers have been reminded that any platform which collects student information must be approved by the district so we may ensure adherence to strict student data privacy requirements. Questions about privacy, data, and security should be directed to [Dwayne Hoffmann](#), Director of Information Technology.

Best Practices for Google Meet

While participating in a Google Meet, be guided by the following best practices recommended by ISTE (International Society for Technology in Education).

Before the Meeting

- Prepare to log in 5 minutes prior to the scheduled time, this includes making sure the device is charged and any materials required by the teacher is available;
- Have paper and a pen or pencil available;
- Go to a quiet place, free of noise and distractions (barking dogs, television, doorbell, etc.); and
- DO NOT distribute a Google Meet link to anyone.

During the Meeting

- Mute microphones to avoid noise and disruption;
- Wear headphones to minimize distraction to others and protect privacy of classmates;

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- Only unmute microphone if prompted by teacher;
- Use the Chat feature to ask questions while teacher is speaking; and
- Participate in all learning experiences as assigned by the teacher.
- Students are prohibited from taking screenshots or pictures of their teacher or fellow classmates. Students are also prohibited from taking any audio or video recordings.

After the meeting

- Complete work assigned by teacher during the meeting; and
- Follow up with the teacher on any questions about assignments or material.

Guidelines for Remote/Hybrid Instruction

Teachers and students should follow these guidelines to ensure productive, respectful continuity of instruction.

- **Practice Social Distancing.** Use of Google Classroom is to practice social distancing, in order to prevent the spread of the virus. Remind students to NOT congregate at each other's homes to do work, socialize, etc. We want everyone to stay safe and healthy.
- **Focus and engage.** Video and video conferences are an extension of your classroom environment. Please take great care to ensure the same standards apply. This includes not just what you say but what is in the background and other imagery. Expect that parents are watching as well. You are representing Lakeland at all times.
- **Respect.** Encourage students to respect the privacy of other participants. Students should not take screenshots or pictures. These behaviors violate our policies and could result in disciplinary action. Also the use of headphones when engaging in a voice/video chat will help to ensure the privacy of others.
- Parents should contact the administration for any inappropriate behavior that violates our [Technology Acceptable Use Policy](#)
- **REMINDER:** Audio or video recording of a Lakeland Staff member or other student(s) without his/her permission is a violation of the District [Code of Conduct](#).

INSTRUCTIONAL GUIDELINES

- Teachers will follow their schedules and deliver synchronous learning experiences for a portion of every period or content area of every day. Teachers will routinely post their schedules of synchronous opportunities through Google classroom.
- Teachers will monitor student progress to ensure participation and check-in with students if they are struggling or non-participatory. Teachers need to keep track of students' work, and stay connected. Reach out to students/families should you notice that the child is non-participatory in some way. Make a recommendation to the CST/Support Team/administration if necessary, non-participatory behavior may be the result of an impact due to COVID-19 or other.
- Ongoing feedback is to be provided in a timely manner. Feedback is formative in nature, to be

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ongoing and shared with the student. This feedback can be in the form of an exit ticket, to gather information on learning, or in Q/A format to account for understanding to the extent possible.

- Each student is responsible for his/her own work. Academic misconduct, such as plagiarism or cheating, will result in an academic sanction which may include a grade of "zero" for the assignment or test. The parent(s) or guardian(s) will be notified of the offense.

ATTENDANCE

- Student attendance will be taken on **E-School** via:
 - The student must be present for a scheduled Google Meet; OR
 - The student must complete a teacher created check-in form; OR
 - The student must demonstrate engagement by completing assignments; OR
 - The teacher has made contact with the student or a parent and none of the above criteria can be met due to technology issues, etc.
- For more information please refer to the [Comprehensive Student Attendance Policy](#)

GRADING

Report cards, interims, classroom assessments, assignments, and district diagnostic testing will return to pre-COVID expectations. Best practice is to keep track of the work and feedback that can be used when calculating grades. Feedback and use of interims are expected in order to meet trimester and quarterly expectations.

2020-2021 Report Card and Interim Schedules

Elementary

[Interim Progress Reports- Elementary](#)

Friday, October 30, 2020 First Trimester -For all

Friday, January 29, 2021 Second Trimester -For all

Friday, May 7, 2021 Third Trimester - As needed

First Trimester: Elementary Report Card

- End of Trimester Date: December 4, 2020

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- Proposed Teacher Input Period: November 4th 9am – December 8th 9am
- Verifications sent to buildings: December 9th 12noon
- Verification changes entered and completed by: December 14th 8am
- Printing Final Report Cards: December 14th
- Report Cards go Home: December 15, 2020

Second Trimester Elementary Report Card

- End of Trimester Date: March 19, 2021
- Proposed Teacher Input Period: February 22nd 9am – March 23rd 9am
- Verifications sent to buildings: March 23rd 2pm
- Verification changes entered and completed by: March 25th 8am
- Printing Final Report Cards: March 25th
- Report Cards go Home: March 26, 2021

Third Trimester Elementary Report Card

- End of Trimester Date: June 25, 2021
- Proposed Teacher Input Period: May 31st 9am – June 18th 9am
- Verifications sent to buildings: June 21st 12noon
- Verification changes entered and completed by: June 23rd 8am
- Printing Final Report Cards: June 23rd
- Report Cards go Home: June 25, 2021

Secondary Interims and Report Cards

First Quarter Interim

- Calendar date: October 2, 2020
- Proposed Teacher Input Period: October 3rd 9am – October 7th 9am (MS – noon)
- Open in HAC: October 8, 2020

First Quarter Report Card

- End of Quarter Date: November 6, 2020
- Proposed Teacher Input Period: November 6th 9am – November 13th 9am (MS – noon)
- Verification changes entered and completed by: November 16th 9am (MS – noon)
- Open in HAC: November 17, 2020

Second Quarter Interim

- Calendar date: December 11, 2020

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- Proposed Teacher Input Period: December 10th 9am – December 16th 9am (MS – noon)
- Open in HAC: December 17, 2020

Second Quarter Report Card

- End of Quarter Date: January 22, 2021
- Proposed Teacher Input Period: January 22nd 9am – January 29th 9am (MS – noon)
- Verification changes entered and completed by: February 1st 9am (MS – noon)
- Open in HAC: February 2, 2021

Third Quarter Interim

- Calendar date: March 5, 2021
- Proposed Teacher Input Period: March 4th 9am – March 10th 9am (MS – noon)
- Open in HAC: March 11, 2021

Third Quarter Report Card

- End of Quarter Date: April 16, 2021
- Proposed Teacher Input Period: April 16th 9am – April 23rd 9am (MS – noon)
- Verification changes entered and completed by: April 26th 9am (MS – noon)
- Open in HAC: April 27, 2021

Fourth Quarter Interim

- Calendar date: May 21, 2021
- Proposed Teacher Input Period: May 20th 9am – May 26th 9am (MS – noon)
- Open in HAC: May 27, 2021

Fourth Quarter Report Card

- End of Quarter Date: June 25, 2021
- Proposed Teacher Input Period: June 14th 9am – June 25th 9am (MS – noon)
- Verification changes entered and completed by: June 25th 2pm
- Final Office changes entered and completed by: June 28th 12noon
- Open in HAC: June 29, 2021 4pm

DISTRICT DIAGNOSTIC ASSESSMENTS (Grades K-8)

Diagnostic assessments include, but are not limited to, the use of STAR Renaissance: STAR Early Literacy, STAR Reading, STAR Math, AIMSweb Early Numeracy, and Next Step to Guided Reading Assessment (NSGRA).

Click on the link directly below to view the **administration calendar**.

https://docs.google.com/document/d/1EJKMiF8nOBcTpPOKQYYeT1pLgNvErYyCv_4oMviGg7g/edit?usp=sharing

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STANDARDIZED OR YEAR-END ASSESSMENTS

Grade 3-8 State Assessments

All [Grade 3-8 State Assessments](#) for 2021 have been scheduled by the New York State Education Department.

- Gr. 3-8 English Language Arts: Tuesday, April 20th through Thursday, April 22nd
- Gr. 3-8 Mathematics: Tuesday, May 4th through Thursday, May 6th
- NYSESLAT Speaking: Monday, April 19th through Friday, May 28th
- NYSESLAT Listening, Reading, Writing: Monday, May 17th through Friday, May 28th
- Gr. 4 and 8 Science Performance Test: Tuesday, May 25th through Friday, June 4th
- Gr. 4 and 8 Science Written Test: Monday, June 7th

Regents Exams

As of August 2020, NYSED has only provided a tentative schedule for the administration of the Regents Exams.

Secondary Final Exams

A schedule will be determined and communicated by each building.

ACT Exams

The 2020-2021 Nation Test Dates and registration deadlines are detailed on [Registration - The ACT Test](#)

SAT Exams

The [2020-2021 SAT Administration Dates and Deadlines](#) contains the detailed dates and deadlines for registration and SAT administration.

AP Exams

The 2021 AP Exams will be administered over two weeks in May, May 3-7 and May 10-14. Should social distancing still be necessary, schools will have additional options to ensure all students can be tested across multiple days in May. The [2021 AP Exam Schedule](#) contains the detailed dates and times for each content area.

PUPIL PERSONNEL SERVICES/SPECIAL EDUCATION

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Resources

We are committed to supporting all of our students who receive supportive services due to disabilities. Questions about Special Education and other PPS Services including but not limited to counseling, nursing, and clinical support, should be directed to [Dr. Steve Rappleyea](#), Assistant Superintendent for Pupil Personnel Services.

- Resources for Speech Services, Occupational Therapy and Physical Therapy can be found in this [Livebinder](#).
- The [Livebinder](#) also includes social emotional support resources for **ALL** students.

Committee for Special Education Meetings

We will continue to conduct meetings via teleconference.

- Both video and telephonic options will be supported by our new methods for meetings.
- Parents will be provided with electronic versions of documents as well as mailed copies initially.
- In order to support a more sanitary process, we will be offering families the option to receive ONLY digitized copies of reports, meeting invitations, and etc.
- Staff will be making themselves available for consultation via email, phone, and video options to support the work that parents are supporting while students are home.

Nurses

Our school nurses will remain in contact with families regarding your child's specific needs. Please email your school nurse if you need to pick up medication or have a particular question or need. Our nursing staff will continue to stay informed and participate in updates on the emerging developments which may impact our school community.

School	Nurses
Benjamin Franklin ES	Donna Malia, RN
George Washington ES	Christina Doupis, RN
Lincoln-Titus ES	Daniella Ferreira RN
Thomas Jefferson ES	Mary Beth Guyett, RN
Van Cortlandville ES	Robyn Butlien, RN
Lakeland Copper Beech MS	Laura DeFina, RN Maria Zorabedian, RN
Lakeland HS	Dineen DeVito, RN
Walter Panas HS	Wendy Kopec, RN

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Important note: If your family is experiencing a crisis or medical emergency, please use 911 services.

ATHLETICS

At this time, the New York State Public High School Athletic Association (NYSPHSAA), our governing body of New York's interscholastic sports, has been provided authorization to begin low-risk and moderate-risk fall sports on Monday, September 21. However, as of today, NYSPHSAA and each local Section are in continued conversations regarding the reentry of interscholastic athletics.

With the official approval still not in place, the Section One Athletic Council has recommended to delay the process to sign up for fall sports, which we had hoped could begin this Monday, August 31. Thus, our sports card registration portal on our website will not be opening on this date. We will be awaiting further guidance regarding fall sports and will communicate a new registration date as soon as possible. For questions about athletics, please reach out to [Dan Belfi](#), Director of Physical Education & Athletics.

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