



Canandaigua  
City School District

# **Canandaigua CSD Instructional Continuity Handbook (Reviewed February 2023)**

**Developed by:  
Office of Instruction  
Canandaigua City School District**

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(Sacred Heart Preparatory School- California)

**DOH and NYSED Shared Plans**  
**Primary-Elementary School**  
**Middle School**  
**Academy and CACC**

*Please select the following link for additional information from the New York State Department of Education regarding reopening guidance:*

**Recovering, Rebuilding, and Renewing: The Spirit of New York's Schools**

**Reopening Guidance - New York State Department of Education**

**School Reopening FAQs - New York State Education**

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**Overview and Introduction:**

This handbook is based on known best practices for in-person, virtual, and remote instruction. It is also intended to serve as a flexible plan for teaching and learning as part of normal operations, a partial or phased reopening, or an extended closure.

As you read through this document, you will see the progression of our instructional protocols for how we, as “*One Community, Transforming Lives*” will support students’ well-being and academic progress when the conditions for teaching and learning aren’t ideal or like anything we’ve experienced before.

The document will outline some of the implications for potential significant, though temporary, adaptations in teaching practices. Having all the available information in this document should serve as an outline for our approach and support our practice as it relates to these unique circumstances (such as an alternative schedule for student attendance or an extended closure).

While the document is intended to provide you with additional information, it will not answer every question. In addition, its contents may need to adjust to the ongoing guidance that we receive from the Center for Disease Control, New York State Department of Health and the New York State Education Department. Also, please continue to check our website for updates to a [Frequently Asked Questions](#) page.

Finally, some portions of this document are the product of collaboration with administrators, professional staff colleagues, and stakeholders throughout our district and are adapted from Sacred Heart Preparatory School in California.

Matt Schrage  
Assistant Superintendent for Instruction  
Canandaigua City School District

## Commonly used terms in our Reopening Plans - Defined



### Synchronous Learning

Learning takes place in real-time, can be done with live webinars and virtual classrooms with live interaction with the instructor.

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### Asynchronous Learning

Learning takes place with flexibility as learners go at their own pace directed by their instructor. Students will receive assignments through SeeSaw (grades UPK-2) and Schoology (grades 3-12) and while there is some flexibility, there will be clear deadlines for assignments.



### Hybrid

Learning takes place both in-person and remotely with a reduced capacity of students at school buildings; Students report to school two per week and work remotely three days per week.\*

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### Remote Learning

Students who choose the *in-person* model will engage in remote learning three days a week. Students will engage in learning each day using mostly asynchronous means. Expectations for assignments and attendance are aligned to in- person learning.



### Virtual Learning - Choice for the Entire Semester

Student will engage in classes and conduct learning away from school. Learning will include both direct teacher instruction and independent student work. There will be expectations for assignments, deadlines, authentic grading, and assessments that align with in-person instruction.

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## Section 1: VIRTUAL LEARNING PREFERENCE FOR STUDENTS AND FAMILIES








### Canandaigua City School District Continuity of Instruction



#### Introduction and Overview

## Canandaigua City School District

Choose one of the following for the first semester:

Preference #1	Preference #2
<b>Virtual Learning</b> Online learning regardless of which level of in person learning occurs	<b>In-Person Learning</b> Families choose in-person learning and follow the guidance of NYS
<b>100% of instruction is remote for the 1st semester (ends January 29, 2021) Monday- Friday</b>  Expectations for assignments, deadlines, authentic grading, and assessments will align with in-person instruction  	<b>UPK - 12 In-Person Learning</b> Students return to school buildings and follow NYS guidance related to social distancing, Monday - Friday   <b>UPK - 12 Hybrid Learning</b> Last Name - A-K In-Person Mon, Tues - Remote Wed, Thurs, Fri Last Name - L-Z In-Person Thurs, Fri - Remote Mon, Tues, Wed   Some students with Disabilities in 8:1:1 and 12:1:1 self-contained settings, ELL students may report daily   If directed by NYS to close school building(s), in-person learners shift to:  <b>UPK - 12 Remote Learning</b> Schools are closed or students are absent due to illness or quarantine, learning must take place at home, Monday-Friday 

#### What can students and families expect in the virtual learning model?

- Social-emotional and academic supports, including weekly check-ins with a dedicated teacher/staff member.
- Daily live sessions/synchronous opportunities with your teacher and other students. Grading and attendance expectations are aligned to in-person preference. Students are expected to attend all synchronous classes in the virtual model.
- District-provided device to support access to instruction. Students in grades K- 12 and UPK will receive Chromebooks or keep the Chromebooks they already have.
- High School: Students will have access to core academic courses including electives, course availability for students in the virtual option dependent on staff availability and student enrollment. **Some courses will not be available to students virtually.** If after your child receives his/her schedule, if they were unable to enroll in all the courses of their preference, they may, at that time, before school begins, choose to switch to the in-person preference.
- Middle School: Core subjects and electives will be available. Course availability for students in the virtual option dependent on staff availability and student enrollment. **Some courses will not be available to students virtually.** If after your child receives his/her schedule, if they were unable to enroll in all the courses of their preference, they may, at that time, before school begins, choose to switch to the in-person preference.
- Primary/Elementary: Core subjects (reading, writing, math, social studies and science) with enrichment, AIS and special areas including P.E., art and music. will be offered.
- Accommodations and modifications for students with disabilities and English Learners will be made available.

- Teacher and school staff support through daily attendance and teacher check-ins, including social-emotional and academic supports to ensure connectivity.
- Students will follow a daily schedule matched to a typical school day. Additional assignments may be given to students to complete as an independent practice of instruction. (ex. Practice problems for math)
- High School and Middle School: Check-in with students and monitor progress through [Schoology](#) daily. Reach out to teachers for support or to address concerns.
- Primary/Elementary Grades: Support students in accessing and completing assignments using SeeSaw at Grades UPK-2 and [Schoology](#) Grades 3-5 to engage, complete and submit assignments.
- Students with accommodations (via an IEP) or related services (such as OT/PT, Speech, TOD) will be met/delivered through virtual means. Aide support may be provided virtually if making this preference.
- Ongoing communication from teachers and the District using [BravesSquare](#)
- Technology support via technology [helpdesk](#) and [website](#)

### **What can staff expect in the virtual learning model?**

- Staff members linked to virtual courses will serve as dedicated teachers to students that select the virtual option
- Staff members will either have portions of (sections) or teaching load be dedicated to virtual sections based on needs/enrollment
- Teachers selected to serve as teachers of virtual sections/classes will be determined by buildings/district.
- Staff members selected will serve in this role at least through the conclusion of the first semester (Jan. 29th, 2021)
- Staff members will need to take attendance daily.
- Staff members will need to use a blend of live (synchronous) instruction and asynchronous (independent application) learning opportunities during the school day. Instruction should be accessed using a range of technology tools and our dedicated Learning Management Systems (SeeSaw UPK-2, Schoology Grades 3-12). This includes submission of completed student work and assessments.
  - For example, synchronous opportunities could be in the form of live instruction or “office hours”, or recorded live instruction, while asynchronous learning would involve more student directed learning activities using information posted in Schoology or SeeSaw)
- Staff schedules and teaching load will be in alignment with those teachers in-person.
- Assessments: Assessment is an important part of learning. You can create collaborative tests using google docs, individually assign assessments in Schoology/SeeSaw, build tests in Schoology (with randomized test questions, one take only, and limited time windows for taking). If you set limited time windows, remember that accommodations still apply. Students with learning plans will need online accommodations just as much as they need on-ground accommodations. You may also choose to give everyone an alternative type of assessment for this period of time (long-term project based learning, for example).

### **Supporting student attendance, grading, and participation for virtual instruction**

**Staff will be expected to record daily attendance:** It is expected that students are attending virtually each day and following their daily schedule. The following items will be important for students, families and staff to be aware of in order to have a successful virtual experience:

**Updates to SeeSaw/Schoology:** Agendas of what happened in class; links to resources, notes, slide decks, and copies distributed to students; expectations for work completion; screencasts of

lessons and lectures (whenever possible) will be important to keep students current and families updated.

**Attend with Video:** Students have become very adept at video conferencing to support live instruction. Google Meet or Zoom calls will be utilized for live instruction. Zoom and Google Meet are the applications currently being used by teachers that can be utilized for synchronous learning.

**Teacher Hosted Office Hours:** Teachers will set up office hours so that many students can join. Create a meeting in Zoom and post the link or meeting code to Schoology.

**Grading and participation in course work:** Students selecting the virtual model will be held to the same expectations as those selecting in person instruction. While there may be some variations in the length of time that live instruction occurs, students need to be ready to engage in virtual sessions as they are scheduled.

**Primary/ Elementary Community Building in the Virtual Model:** There is an expectation of 30 minutes of community building each day with our primary/ elementary virtual classes.

**Extracurricular Activities/Athletics:** Virtual students are permitted to engage in extracurricular activities. However, as of (8/25/20) no students will be after school for activities until October 12th, with the exception of sports that will start September 21 per the Governor's guidance announced on 8/24/20. The YMCA program is an exception to this at this time.

#### **Substitute Teachers:**

##### Virtual Teachers/Staff Members:

In the event that a virtual teacher is absent, the teacher will provide learning asynchronously for the day. Virtual teachers will need to communicate with families to inform them of the change via Schoology or SeeSaw and Braves Square. Teachers would also need to log their absence in AESOP/Frontline. Please indicate "sub not needed" to prevent a substitute from showing up to the building unnecessarily.

We will not have "live" substitute teachers for any virtual teacher.

##### In-Person Teachers/Staff Members:

Staff would follow the same procedures and protocols as they have done in the past when absent for in-person learning. Sub plans would be required for any in-person learning activities and the absence would be placed in AESOP/Frontline.

If the absence falls on a Wednesday (and the district is in a hybrid model of in-person instruction) The staff member would need to provide learning asynchronously for the day to students.

#### **Reviewed 2/1/23**

##### **Adjustments to virtual learning model in the event of an unexpected closure period**

In the event of an unexpected closure period, the following adjustments will be made to our virtual learning model. A closure may occur as the result of direction given by the Department of Health, New York State Department of Education or the Governor's Office.

**Temporary closure period (2 weeks or less)**

- In this scenario, it is likely that a temporary closure of this nature would be specific to Canandaigua City School district and not for the entire region or state.
- A temporary closure may apply to a specific building or to the entire district
- No changes will be made to the virtual model and students will progress through their daily schedule as when school is in session, pending additional guidance from the Department of Health

**Extended closure period (2 week or more)**

- In this scenario, it is likely that a closure of this nature would likely apply to multiple school districts across the region and/or state and would be at the direction of the Department of Health, New York State Department of Education or the Governor's Office.
- Due to the change in circumstances, staff members will not have the same opportunity to engage in live virtual instruction each day as they would be under normal conditions (re: school is fully open or in the hybrid model)
- In order to support instruction for students in the virtual model or now asked to work remotely for an extended period, the following adjustments will be made to the virtual teaching schedule.

Schedule for Hybrid and Virtual Teachers and Students

Monday	Tuesday	Wednesday	Thursday	Friday
Asynchronous instruction  Learning materials provided to student to access asynchronous in Schoology (Grade 3-12) or Seesaw (Grades UPK-2)	Synchronous instruction  Follow previous schedule  Live teaching via Zoom/Google Meet occurs each day as planned	Asynchronous instruction  Learning materials provided to student to access asynchronous in Schoology (Grade 3-12) or Seesaw (Grades UPK-2)  ** Teachers to hold office hours as previously scheduled**	Asynchronous instruction  Learning materials provided to student to access asynchronous in Schoology (Grade 3-12) or Seesaw (Grades UPK-2)	Synchronous instruction  Follow previous schedule  Live teaching via Zoom/Google Meet occurs each day as planned
<ul style="list-style-type: none"> <li>- All students would have two live lessons and one optional live office hours per week.</li> <li>- Rotation of lessons would account for A day and B Day classes each week.</li> <li>- Virtual and Hybrid schedule(s) would be instituted once buildings are able to reopen in accordance with directions from the Department of Health, New York State Department of Education or the Governor's Office.</li> </ul>				



**Canandaigua City School District  
Continuity of Instruction**



How will in-person learning compare to virtual learning?  
(Reviewed April 2023)

<u><b>Virtual Learning</b></u>	<u><b>In-Person Learning</b></u>
<ul style="list-style-type: none"> <li>• Daily virtual learning schedule must be adhered to and daily attendance will be taken</li> <li>• Expectations for assignments, deadlines, authentic grading, and assessments will align to in-person instruction</li> <li>• A mixture of synchronous and asynchronous learning, aligned to the NYS Standards will be offered via Seesaw/ Schoology</li> <li>• While it is difficult to replicate an entire school day experience, the goal is to provide access to the core curriculum and some of the related experiences.</li> <li>• In grades 7-12, our goal is to provide the majority of the courses listed in the program of study. Availability of some courses may be limited</li> <li>• Classroom labs (science) will be offered virtually in order to meet designated requirements as outlined by NYSED.</li> <li>• Follows same <u>school calendar</u> as in person instruction</li> <li>• Emphasis placed on opportunities for adult connections to support learning, school attendance and social emotional needs of students</li> <li>• Special Education, Related Services and Academic Intervention Services will be delivered virtually</li> <li>• Extracurricular activities will be held on a limited basis with prior approval from the Building Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Parents/guardians are encouraged to transport their children to school</li> <li>• Students may be less than 6' apart in classrooms, on the bus, or in the cafeteria as permitted by the Department of Health. Masks must be worn when students are not eating. There <u>may</u> be exceptions for students (or staff) in unique situations.</li> <li>• Mask relief areas will be provided for staff and students</li> <li>• Flexible use of facilities to accommodate social distancing measures, for lunch, Music and Physical Education</li> <li>• While eating lunch, students will sit at a consistent location and will sit 6 feet apart in the event of the need to conduct contact PE, music, etc., can operate at 6' with students wearing masks.</li> <li>• There will be heightened cleaning and hygiene protocol uniformly adhered to district -wide. Periodical cleaning throughout the day is recommended.</li> <li>• Teaching will focus on key concepts and skills aligned to NYSED standards</li> <li>• Classroom labs (science) will use social distancing and will minimize the use of shared materials</li> <li>• Emphasis placed on supporting social and emotional readiness for the return to school</li> <li>• Access to Special Education, Related Services and Academic Intervention Services will be delivered per the student's plan.</li> <li>• Related services MAY be provided via teletherapy/virtually even if students select "In-Person" based on the frequency required on a student's IEP.</li> </ul>

## SECTION 2. SCHOOL IS FULLY OPEN



### Canandaigua City School District Continuity of Instruction



#### Introduction and Overview



While our goal remains to have school fully open, we recognize that there may be increased absences even during a full reopening. There is the potential that students and adults may be absent more frequently and in greater numbers even during a full reopening period. There may be some students here and there who have temporary medical accommodations for attendance in place.

When fully open, we need to keep learning on track for all students and supporting students who are trying to get back on track after an absence. Even when school is open, students and staff are reminded to **stay home** while they are ill and will be encouraged to engage in work remotely if appropriate.

While a fully open school will reflect the typical student experience in terms of learning, attendance and grading, we will more than likely need to implement measures outlined on pages 10 and 12 of the handbook.

## Canandaigua City School District

Choose one of the following for the first semester:

Preference #1	Preference #2
<b>Virtual Learning</b> Online learning regardless of which level of in person learning occurs	<b>In-Person Learning</b> Families choose in-person learning and follow the guidance of NYS
100% of instruction is remote for the 1st semester (ends January 29, 2021) Monday- Friday	<b>UPK - 12 In-Person Learning</b> Students return to school buildings and follow NYS guidance related to social distancing, Monday - Friday
Expectations for assignments, deadlines, authentic grading, and assessments will align with in-person instruction	<b>UPK - 12 Hybrid Learning</b> Last Name - A-K In-Person Mon, Tues - Remote Wed, Thurs, Fri Last Name - L-Z In-Person Thurs, Fri - Remote Mon, Tues, Wed Some students with Disabilities in 8:1:1 and 12:1:1 self-contained settings, ELL students may report daily
	<b>If directed by NYS to close school building(s), in-person learners shift to:</b>
	<b>UPK - 12 Remote Learning</b> Schools are closed or students are absent due to illness or quarantine, learning must take place at home, Monday-Friday
	

When fully in session, school will have its typical look and feel. **However, it will more than likely require the additional measures outlined on pages 10 and 12 of the handbook.** The goal is to offer in-person instruction for all students, with remote, hybrid (or virtual learning preference) only when necessary or directed to.

Here are some of the typical expectations for staff and students in the model:

**What can students and families expect in this model?**

- Traditional daily schedule at all levels. This would apply to students attending in-person or virtual instruction 5 days a week.
- Dedicated teacher throughout the school year or course. Teacher and student schedules may change as a result of any change in preferences shared with the district by families associated with the scheduling process.
- Most accommodations and modifications for students with disabilities and English Learners to be delivered in-person. Some related services may be delivered via teletherapy/virtually.
- Daily health check via COVID 19 survey to be completed before students come to school. This includes a daily temperature check at home.
- Health & Safety/Social Distancing procedures: daily safe school cleaning procedures, frequent opportunities to wash hands, limited interaction with students outside of your class, and social distancing
- Personal protective equipment and materials provided and required (face coverings, hand sanitizer, etc.)
- Careful planning around meeting the needs of students with IEPs and English Language Learners
- Revised visitor practices intended to limit outside visitors to buildings
- Revised discipline policies to support health and safety requirements. (Re: wearing of face coverings)
- Use of a common platform for instruction and communication; BravesSquare for communication. Consistent and transparent communication via Braves Square will continue.
- Learning management systems will be used for instruction. At the K-2 level this will be Seesaw and Schoology will be used Grades 3-12.
- Transportation, including special transportation in an IEP, will be provided with increased health and safety provisions as outlined by the Department of Health.
- Lunch and transportation will be available. However, increased measures for health and safety may still be required as outlined by the Department of Health.
- Extracurricular activities will be held on a limited basis with prior approval from the Building Principal and would need to be in alignment with Department of Health recommendations/guidance
- Typical expectations for grading, attendance, Code of Conduct
- Please see page 10 of the handbook for further details

**What can staff expect in this model?**

- The school schedule will follow its typical amount of time and structure.
- Six-foot separation may need to be maintained whenever possible for both staff and students, and efforts are in place to limit mixing groups of students. Room and use of materials may need to be modified. Both are pending additional guidance from DOH/NYSED
- Typical expectations for grading, attendance, code of conduct.
- Although school is fully open, there may still be teachers and students working in a virtual model. As with those attending school in person, the same expectations for students and teachers will apply regarding items such as grading and attendance.
- Please see page 12 of the handbook for further details.

# Enhanced Canandaigua CSD Reopening Practices and Guidelines to Support In-Person Instruction

*What updated practices can you expect in all buildings in Canandaigua to keep students and staff safe?*

- Requiring face coverings for all students and staff. However, there may be medical exemptions for some students and staff
- Implementing social distancing where feasible and as directed by the Department of Health.
- Implementing personal protective equipment (PPE) like face shields
- Enhanced cleaning schedule to disinfect classrooms and bathrooms
- Cleaning of high touch areas frequently throughout the day
- Extensive cleaning and disinfecting every night
- Supplies & equipment cleaned at a frequency directed by the Department of Health
- Limiting visitors to schools during school day and use of school facilities by outside groups, including volunteers

*What can you do at home to support staying safe at school?*

- Complete daily screening (via Braves Square)
- Stay home if sick or showing any symptoms - Don't take a chance!
- Practice good hygiene (hand washing, cough etiquette, etc.) at all times
- Social distance where feasible and continue to wear a face covering when less than 6 feet

*What new practices/guidelines will be in place across buildings to support health and safety?*

- Essential visitors to school by appointment only.
- Staff will need to report if they have a temperature, have been in contact with anyone with COVID-19 symptoms or have experienced symptoms themselves daily prior to coming to work
- All food service staff will wear face-coverings and gloves
- Face-covering breaks or face-covering relief areas will be made available during the school day (in-person learning)
- Parents must remain in cars during drop off and pick up or meet their child(ren) off school property
- No outside food deliveries or any deliveries
- Virtual school assemblies only. Field trips & guest speakers brought to the classroom virtually. No outside speakers or volunteers physically present in classrooms.
- Transportation vehicles will have increased cleaning between uses. All students and drivers will wear face-coverings
- All large group parent gatherings such as Open House or family information nights will be remote until further notice
- Buildings will have an isolation space for students/staff experiencing symptoms of COVID 19 where they will be evaluated and cared for by one of our school nurses until being picked up and referred to a medical care provider
- Drinking fountains will be closed - students encouraged to bring water bottles and utilize bottle filling stations
- Locker use will be limited during the day (start and end). Backpacks can be used by students to carry belongings during the school day

## SECTION 3: SCHOOL IS OPEN. USE OF HYBRID MODEL OF INSTRUCTION AND ATTENDANCE



### Canandaigua City School District Continuity of Instruction




#### Introduction and Overview

In a hybrid model, school is open, but with significant adjustments to our schedule and attendance for students. Our goal remains to ensure instructional continuity in a “hybrid model” where some students are physically present and some are present remotely. In this model, we are trying to find creative ways to support families with mitigating health circumstances, while adhering to public health guidelines such as social distancing measures. At the time of publication of this document, we believe this is the model we will be starting the 2020-2021 school year as of September 9th.

### Canandaigua City School District

Choose one of the following preferences for the first semester:

Preference #1	Preference #2
<b>Virtual Learning</b> Online learning regardless of which level of in person learning occurs	<b>In-Person Learning</b> Families choose in-person learning and follow the guidance of NYS
100% of instruction is remote for the 1st semester (ends January 29, 2021) Monday- Friday	<b>UPK - 12 In-Person Learning</b> Students return to school buildings and follow NYS guidance related to social distancing, Monday - Friday
Expectations for assignments, deadlines, authentic grading, and assessments will align with in-person instruction	<b>UPK - 12 Hybrid Learning</b> Last Name - A-K In-Person Mon, Tues - Remote Wed, Thurs, Fri Last Name - L-Z In-Person Thurs, Fri - Remote Mon, Tues, Wed  Some students with Disabilities in 8:1:1 and 12:1:1 self-contained settings, ELL students may report daily
	<b>UPK - 12 Remote Learning</b> Schools are closed or students are absent due to illness or quarantine, learning must take place at home, Monday-Friday

#### What can students and families expect?

- Students will attend two in-person learning days and three remote learning days per week. Learning materials will be accessed through Schoology or SeeSaw (K-2).
  - Students who participate in 12:1:1 and 8:1:1 classroom, English Language Learners and CACC students may have in-person attendance daily, each week.
- The instruction would be broken down as follows
  - A – K – Monday and Tuesday (Day 1 and Day 2 instruction) at school
  - L – Z – Monday and Tuesday (Day 1 and Day 2 remote learning) at home
  - A – K – Thursday and Friday (Day 3 and Day 4 remote learning) at home
  - L – Z – Thursday and Friday (Day 3 and Day 4 instruction) at school.
    - Wednesday is remote instruction for all students and will be used to advance content.
- Attendance Based on NYS guidelines, attendance will be recorded daily whether in-person or remote.
- Grading will be consistent in both the in-person and virtual models. The expectation will be that the curriculum and assessments will teach and measure the same NYSED Learning Standards
- The approved CCSD code of conduct and the building's student handbook will be followed. Adjustments to the code of conduct and/or policy may be made as necessary to

remain in compliance with the guidance documents which the districts are required to follow.

- Extra-Curricular Activities may meet on a limited basis, pending approval from building administrators, once the advisor can demonstrate said activity can comply with all guidance expectations for health and safety. Extra-curricular activities are available to students in both preferences (in-person or virtual) As of (8/25/20) no students will be after school for activities until October 12th, with the exception of sports that will start September 21 per the Governor's guidance announced on 8/24/20. The YMCA program is an exception to this at this time.
- Regular communication will come from teachers and the District via BravesSquare
- All students will be issued a CCSD Chromebook (Kindergarteners receive iPads). There will be hardware technology help to all students in the event they are experiencing technology issues.
- Teachers will make daily contact with their classes, but not with students that are on their remote days. They will also post their availability for questions and support during school days when students are not in person.
  - This will include both synchronous and asynchronous learning. Teachers will have a variety of options to ensure daily student connectivity as indicated in the NYSED guidance
- In addition, teachers will be available to reach out to students through Schoology and/or Braves Square to indicate if any work should be submitted for feedback.
- Special area teachers will also send assignments and suggestions for students in their respective subjects (Ex. Art, Music, Physical Education, Health, and elective courses).
- Our clinicians and school counselors will provide students with social-emotional support, academic/school counseling, etc. either in-person or virtually as needed
- We recognize now that new material cannot always be introduced in the same formats or volume as in-person schooling. Teachers will work to break down lessons and reorganize units. This ensures that the curriculum is fully covered and properly assessed in order that course requirements and standards are met.
- Specific guidelines on the volume and pace of new instruction will vary by grade level
- Special Education providers will continue to reach out directly to the families and students with IEPs. All direct and related service providers (speech, occupational/physical therapy, and psychologists) will develop approaches that include the following:
  - Appropriate skill-building work and/or differentiation of classroom teacher assignments;
  - Clear guidance on how to contact them in case of questions or concerns; and
  - Regular check-ins to consult on how to help children structure their time and continue to review and advance their skills while in-person or at home. Teachers will engage in progress monitoring to monitor student growth.
- We encourage all parents who have questions to reach out to any of their special education teachers, related service providers, etc. via email or Braves Square.

### **What can staff expect?**

Teaching in a hybrid model is going to require both planning and flexibility. It is likely going to be the toughest of the different teaching scenarios. You have to plan for students whom you may not see face-to-face and students who will be in your class physically.

- Plan lessons so that those students at home can move forward with the rest of the class without being physically in the class. Even if the students Google Meet or Zoom in, it is not the same as being there., Teachers will need to move forward with the scope and sequence of their curriculum

- Although Zooming or using Google Meet in a running classroom may be challenging, it does provide some degree of community and allows the student to still feel, at least partially, a part of the class.
- Continue to post daily updates in Schoology or See Saw (K-2). In a hybrid model you need to expand these updates. They need to explain everything you did in class, not just an overview. Think of it as more of a “This is what you should have learned today,” rather than a list of “This is what I taught/we did today.”
- Instruction and assignments provided to students who are in their remote days can be accomplished in a few distinct ways: streaming your class so they can engage live, recording your class and uploading it into Schoology, recording a mini lesson and then assigning independent practice, or assignments/research/project-based learning such that the remote students can learn the content delivered to the in-person students at the same pace.
- Assignments are designed to give students the appropriate amount of work per subject per day by grade with the understanding that time-on-task will vary for each child when learning remotely
- Teachers will need to take attendance daily using a district developed mechanism for students learning remotely and the continued use of Infinite Campus for attendance for in-person instruction.
- Teachers will interact with students regularly for support and to indicate the assignments that should be submitted for feedback/grading. Teacher interactions with students include online learning platforms, emails, phone calls, virtual or in-person office hours, etc.
- Special area teachers will provide learning opportunities and suggestions for students in their respective subjects. The frequency and structure of these courses such as physical education, art, music and career and technical education will need to adjust to the changes outlined by the Department of Health and NYSED
- During these unprecedented times, we want to provide for the right instructional balance not to overload students but to support academic progress. Therefore, closely monitor the volume of any assigned homework as to not overload students. Please be purposeful when assigning homework to students, it should not be busy work. Rather, purposeful and targeted independent practice when/if assigned.
- There may be times when staff members are unable to maintain 6 ft of distance between them and a student. When these instances occur, staff members will be required to don a mask, face shield, and gloves. This is not applicable for common areas like hallways, entrances, and dismissal (times when we are limiting closeness). This protocol should be followed when someone is directly servicing a child and within 6ft for an extended period of time (more than 10 minutes) Updated 9/22/30

## SECTION 4. PHYSICAL SCHOOL IS CLOSED. REMOTE LEARNING FOR ALL STUDENTS



### Canandaigua City School District Continuity of Instruction





#### Introduction and Overview

The information below should serve as general guidelines and expectations for instructional staff in the event of an extended closure. In this scenario, the school district will be closed and all students will have access to learning remotely. Faculty and staff will also be working remotely.

At this level, the way we teach fundamentally changes. You need to think about teaching in chunks. It is very hard to post work every day for all your classes. Instead, we will need to prioritize supporting students to access all instruction remotely and support a consistent level of connectivity to students.

## Canandaigua City School District

Choose one of the following for the first semester:

Preference #1	Preference #2
<b>Virtual Learning</b> Online learning regardless of which level of in person learning occurs	<b>In-Person Learning</b> Families choose in-person learning and follow the guidance of NYS
100% of instruction is remote for the 1st semester (ends January 29, 2021) Monday- Friday	<b>UPK - 12 In-Person Learning</b> Students return to school buildings and follow NYS guidance related to social distancing, Monday - Friday
Expectations for assignments, deadlines, authentic grading, and assessments will align with in-person instruction	<b>UPK - 12 Hybrid Learning</b> Last Name - A-K In-Person Mon, Tues - Remote Wed, Thurs, Fri Last Name - L-Z In-Person Thurs, Fri - Remote Mon, Tues, Wed  Some students with Disabilities in 8:1:1 and 12:1:1 self-contained settings, ELL students may report daily
	<b>If directed by NYS to close school building(s), in-person learners shift to:</b> <b>UPK - 12 Remote Learning</b> Schools are closed or students are absent due to illness or quarantine, learning must take place at home, Monday-Friday 

#### **What can students, families and staff expect?**

In the event that the district is required to adjust to a fully remote learning environment for all students K-12, we will utilize the same instructional practices, in an enhanced manner using what we learned from the previous closure, that we engaged in during the closure period from March 2020- June 2020.

Specifically, we will need to make adjustments, such as taking attendance daily for all students (required by NYSED) and making adjustments to the nature of our grading practices and the volume of instruction using a blend of asynchronous and synchronous opportunities

*Listed below are some of these practices:*

- Updates in Schoology are important. Start with the end in mind: what do my students need to know and work on and “have I clearly communicated directions?”

- Instruction will be a blend of asynchronous and synchronous learning experiences for students and the volume will be modified to support access and time management across grade levels.
- Screencast or record updates once you set up your Schoology update with the overview of the week and have shared with families via Braves Square. Consider using tools to screencast yourself walking students through your post, just as you would in class. This is your chance to tell them verbally what they will be doing that week/unit and what your expectations are. Post the screen cast in your Schoology update.
  - Although Zooming or using Google Meet in a fully remote setting classroom may be challenging, it does provide some degree of community and allows the student to still feel, at least partially connected to their teacher and peers.
- Preload & vary your resources. Preload all your resources and share them with students over time. Consider the types of resources you expect students to access. It's good practice to add PDFs of readings and to vary the type of media (i.e.: screencasts, TED talks, video tutorials, etc.) to make up for not being in front of them.
- Attendance is required daily. You need to make sure you are checking-in during the duration of remote instruction. We will use a district developed mechanism to take attendance. Also, evidence of student work such as, posting to discussion boards, email, etc. all constitute check-ins and examples of engagement.
- Flexibility. This is the time to adjust your curriculum to fit into a virtual school world. Make your plans and be flexible. If something doesn't work, just like in your classroom teaching, adjust, go back or move on. Remember to reach out to your colleagues and tech team for support. We can do this...together.
- Post all instructions and learning materials to Schoology. Each week, post an update with an overview of the learning objectives and expectations (BravesSquare). Special Education teachers should make every effort to support classroom teachers with the differentiation of materials and to connect with families during the closure period.
- Student Workload/Grading. NYSED requires us to meet the number of minutes/hours of instruction time for activities such as; reading/watching/listening, engaging with peers via discussion boards and docs, learning tasks, etc. As for the secondary level, please be mindful about the volume of work per class, per week. With students engaged in multiple courses, we need to provide a reasonable level of access to learning opportunities and balance the workload. Grading practices may also need to be revisited at the time of an extending closure if necessary.
- Using the guidance outlined for grades UPK-5, we should not give students 32 hours worth of work (i.e., 8 courses X 4 hours of work per course). This will be difficult to coordinate across teachers and courses, so please, use your professional judgment when providing resources/planning learning experiences for students.
- Given the dramatic shift in teaching and learning, please focus on the use of feedback and virtual interaction/discussion (via Schoology) to monitor student learning, as opposed to traditional grading practices. While our hope is that as many students as possible can access the instruction virtually, we will have students that may encounter gaps during a prolonged closure period.
- Therefore, grading and accountability for any completed work will not look the same as compared to when school is typically in session. With this in mind, please focus planned work to account for additional practice and review as opposed to a focus on new content. We also realize that this will not take the place of regular classroom instruction. These activities are meant to provide optional opportunities for student learning or to serve as ongoing preparation for Regents, IB, or AP exams.
- Office Hours: Make yourself accessible/available to answer student or parent questions for the duration of a prolonged closure. You may choose to host office hours via email, 1:1 Zoom meetings, small group Zoom meetings (by opening up a meeting and posting the code on Schoology), the chat function within Google Docs -- or any combination of these methods. Please post an update on Schoology explaining to students where they can reach you and/or how they can schedule time with you during Office Hours.

- Building Access: Building access may be turned off during a prolonged closure. You will not have access to buildings or your classroom. This is to maintain areas that have already been cleaned and to avoid any potential contamination.
- Mental Health staff will be available during “Office Hours,” which may consist of emails, phone calls, and Zoom meetings to help support students as needed. Mental Health staff will work with the administration to communicate with families/caregivers about student needs during the duration of a prolonged closure.
- School based mental health staff and counselors should maintain a level of connectedness to students and families with known needs (a minimum of twice a week). Our providers should prioritize those students that are most at risk or of high needs. Whenever possible this could take place using Zoom, phone or email communication.
- The librarians are exceptional resources as you plan and design your courses. Librarians are expected to be available to students and faculty during the duration of a prolonged closure. Librarians may want to connect with CALTs or Grade Level Leaders to see how they can support instruction via databases and other materials teachers can include in their lessons.
- Where/when possible, it is important for related service providers and special education teachers to collaborate with colleagues, families, and the Office of Special Programs to make every effort to provide services during a prolonged closure. This may mean engaging in virtual methods of “therapy” or providing access to activities that would support student goals. School based OT, PT and Speech/Language providers should maintain a level of connectedness to students with known needs (a minimum of once a week). Whenever possible this should take place using Zoom for face to face sessions.
- All Canandaigua Committee on Special Education meetings will be held via videoconferencing or phone call during the 2020-21 school year. Scheduled meetings will be held regardless of the status of school buildings.
- Principals will remain accessible via email or by phone during the duration of a prolonged closure. Faculty and Staff can expect regular updates sent from either building and/or district admin. teams. A critical team may also be accessible to assist with needs during the duration of a closure. Contact information will be posted on the district website.
- In the event of a school closure, the tech department may still be working from campus. The tech department will be monitoring the help desk for staff needs and [portalhelp@canandaiguaschools.org](mailto:portalhelp@canandaiguaschools.org) email to support parents during normal school hours. Please include a phone number so that we can contact you quickly. All efforts will be made to quickly contact you to resolve the issue. This may include remoting into your computer (with permission), sending you a screencast, calling you, emailing, or opening a Zoom session.

**Reviewed 2/1/23**

**Adjustments to in-person (hybrid) learning model in the event of an unexpected closure period**

In the event of an unexpected closure period, the following adjustments will be made to our hybrid (in-person) learning model. A closure may occur as the result of direction given by the Department of Health, New York State Department of Education or the Governor's Office.

**Temporary closure period (2 weeks or less)**

- In this scenario, it is likely that a temporary closure of this nature would be specific to Canandaigua City School district and not for the entire region or state.
- A temporary closure may apply to a specific building or to the entire district
- Students in the hybrid (in-person) model would engage in all instruction asynchronously each day. Teachers would continue to hold office hours as scheduled on Wednesday when school was in session.

**Extended closure period (2 week or more)**

- In this scenario, it is likely that a closure of this nature would likely apply to multiple school districts across the region and/or state and would be at the direction of the Department of Health, New York State Department of Education or the Governor's Office.
- Due to the change in circumstances, staff members will not have the same opportunity to engage in live virtual instruction each day as they would be under normal conditions (re: school is fully open or in the hybrid model utilized at the start of the 2020-21 school year).
- In order to support instruction for students in the in-person model or now asked to work remotely for an extended period, the following adjustments will be made to the teaching schedule.

**Schedule for Hybrid and Virtual Teachers and Students**

Monday	Tuesday	Wednesday	Thursday	Friday
Asynchronous instruction  Learning materials provided to student to access asynchronous in Schoology (Grade 3-12) or Seesaw (Grades UPK-2)	Synchronous instruction  Follow previous schedule  Live teaching via Zoom/Google Meet occurs each day as planned	Asynchronous instruction  Learning materials provided to student to access asynchronous in Schoology (Grade 3-12) or Seesaw (Grades UPK-2)  ** Teachers to hold office hours as previously scheduled**	Asynchronous instruction  Learning materials provided to student to access asynchronous in Schoology (Grade 3-12) or Seesaw (Grades UPK-2)	Synchronous instruction  Follow previous schedule  Live teaching via Zoom/Google Meet occurs each day as planned
<ul style="list-style-type: none"><li>- All students would have two live lessons and one optional live office hours per week.</li><li>- Rotation of lessons would account for A day and B Day classes each week.</li><li>- Virtual and Hybrid schedule(s) would be instituted once buildings are able to reopen in accordance with directions from the Department of Health, New York State Department of Education or the Governor's Office.</li></ul>				

## SECTION 5. ADDITIONAL INFORMATION-STAFF

### BEST PRACTICES FOR ONLINE TEACHING & LEARNING

The flow of online learning is unique. In any given week, we recommend each course accomplish these tasks to preview, prepare, and engage in learning.

	Teacher Posts...	Using These Tools...
Preview	<p><i>Schoology Update:</i></p> <ul style="list-style-type: none"> <li>• Overview of the lesson</li> <li>• Objectives &amp; connections to prior lessons/learning</li> <li>• Quick Attendance Check (to ensure students are present and following along)</li> </ul>	<ul style="list-style-type: none"> <li>• Post an update in <a href="#">Schoology</a></li> <li>• Screencast (via <a href="#">Screencastify</a>)</li> </ul>
Prepare	<p><i>Schoology Assignment:</i></p> <ul style="list-style-type: none"> <li>• Course readings (textbook, novel, packets), digital texts, podcasts, video content, recorded lecture, screencast lesson, etc .</li> </ul>	<ul style="list-style-type: none"> <li>• Create/Post content: upload audio, video, screencast, text, links to docs, images...</li> </ul>
Engage	<p><i>Schoology Assignment:</i></p> <ul style="list-style-type: none"> <li>• Reflective writing, journaling, guided note-taking</li> <li>• Discussion boards, assignment submission, post/share/ respond to audio, video, images, media</li> <li>• Writing, collaborating, peer editing Google docs</li> <li>• Virtual labs/simulations; home labs/observations</li> <li>• Remote synchronous class</li> <li>• Practice problems</li> <li>• Research, writing, projects</li> <li>• Online assessments (Schoology)</li> <li>• Quiz, formative assessment</li> <li>• Summative assessment</li> </ul>	<p><i>Asynchronous Tools:</i></p> <ul style="list-style-type: none"> <li>• <a href="#">Schoology</a></li> <li>• <a href="#">Google Suite</a> (docs, slides, forms/surveys, sheets)</li> <li>• <a href="#">Screencastify</a></li> <li>• <a href="#">Quizlet</a>, <a href="#">Kahoot</a></li> <li>• <a href="#">Flipgrid</a></li> </ul> <p><i>Synchronous Tools:</i></p> <ul style="list-style-type: none"> <li>• <a href="#">Zoom</a> (audio or video)</li> <li>• <a href="#">Google Meet</a></li> <li>• Posted videos of live instruction using asynchronous tools list above.</li> </ul>

## TIPS FOR RUNNING A SYNCHRONOUS CLASS

A synchronous class can take many forms, and a video conference is certainly not the only way. Below are a few tried-and-tested suggestions to get you started if you do choose to get your class together on Zoom/Google Meet.

1. Determine the length of your class. Holding attention online for over an hour is difficult. Consider this ahead of time.
2. Login ahead of students and greet them when they enter "class."
3. Set up Chat parameters. We recommend allowing public chatting only. We do not recommend allowing students to chat privately. Use the private chat feature as the instructor to catch up late students, nudge students who are not jumping in, ask everyone to respond to a question like you might in class to get a check of student understanding.
4. Call roll to bring the class to order. You can ask them to say here, type here in chat, or take a screenshot of your participants list. You will need attendance records for later, so make sure you do this up front.
5. Once class begins, either change your settings to mute students on entry, or, work with your class to establish some shared Zoom norms, such as: mute your mic when not speaking, say your name before you participate (sometimes it's hard to tell who is speaking).
6. Remind students that the same tech rules apply to a virtual classroom as to the physical classroom. No taking or posting images/video of classmates and instructors to the web or to Social Media without permission. Students have the ability to screenshot and screencast.
7. Begin your instruction by sharing your screen and toggling over to your Schoology class. Show the update that you posted for the class; this should have the outline of the work for the week. Walk students through the update, pointing out where the resources and assignments for that week are located.
8. Preview your objectives for the virtual class and any expectations you have of them during the call (notes, participation, response online after class, etc.)
9. About five minutes before ending class, go back to your Schoology page and remind students about the upcoming work for the week. This may seem overly-redundant. Just remember: this will be a monumental shift for students and they will need all the clarity and support they can get.

## REQUIRED PLANS PER GOVERNOR CUOMO'S 8/7/2020 CONFERENCE AT 11:30AM

### Remote Learning Plan

1. See above - all students are issued a device (Chromebooks UPK, 1-12 and iPads in K). Any families in need of internet access, will be supplied access through an assigned hot spot or local hot spots throughout the community, set up by the district.

### Canandaigua City School District Testing Plan

1. Any staff or student who displays symptoms of COVID-19, will be placed in a designated isolation space, evaluated and supervised by one of our school nursing staff members who will be outfitted in all of the designated and appropriate Personal Protective Equipment (PPE).

Once the symptoms are confirmed, the symptomatic individual will remain in the isolation room until they are picked up by a parent/guardian in the case of students, or a loved one or can leave on their own accord in the case of a staff member. If the symptomatic individual is picked up by a parent, guardian, or in the case of a staff member, picked up by a loved one or is able to leave on their own accord, they will be encouraged to visit their pediatrician, physician, urgent care facility, or a local testing facility.

Individuals who are symptomatic will not be allowed to return to the school until they reach clearance in accordance with the Department of Health guidance.

### Canandaigua City School District Contact Tracing Plan

1. The Canandaigua City School District will coordinate closely with the local Department of Health as they facilitate the contact tracing process. Using our daily attendance and class by class attendance, our student management system, our camera system, seating charts (bus and classroom), and our visitor logs (if visitors are permitted) we will work with the local Department of Health to provide them the information they need to conduct a proper and thorough Contact Tracing.

### Required Forums

1. All districts are required to host 3 forums for parents/guardians and 1 forum for staff between now and August 21st. Our forums will be as follows:
  - Staff Forum - 8/11/2020 at 3 p.m.
  - Parent/Guardian Forum #1 - 8/11/2020 at 6 p.m.
  - Parent/Guardian Forum #2 - 8/13/2020 at 3 p.m.
  - Parent/Guardian Forum #3 - 8/18/2020 at noon