Plan for Continuity of Instruction: Remote & E-Learning

HVS officially launched our remote learning plan on March 17, 2020. The Henry Viscardi School is committed to providing programs and services consistent with students’ Individualized Education Program to the extent possible. During our extended school closure, we will provide continuity of instruction at home through e-learning access and materials. Online resources are available on our website, henryviscardischool.org, by clicking on the E-Learning tab.

While a full educational experience would be difficult to provide through remote learning plans, the dedicated HVS Staff is working in collaboration with each other and our families to maintain our home-to-school connection. The goal of the remote learning plan is to provide instruction and services that support your child’s progress toward meeting IEP goals, understanding that the delivery will not often replicate your child’s regular school schedule.

Goals

- To prevent regression of previously acquired skills and knowledge of curriculum.
- To introduce and have students practice new skills that will be reviewed/discussed with the students upon their return to school.
- To the extent possible, continue to prepare students for the next grade level.

Importance of Home-To-School Connection

Having regular interactions with our students and families is important during this time to provide continuity of instruction. The following are methods of communication HVS Staff are utilizing to provide instruction, services and support:

- Email (All Students)
- Schoology (MS/HS Students)
- Class Dojo (Elementary Students)
- Video Communication: e.g. Microsoft TEAMS, YouTube, Facetime (All Students)
- Phone Conversations (All Students)
- Physical Hard Copy Packets: If a student does not have the capability to receive digital material, physical packets are mailed home. (All Students)
- Blackboard Connect utilized weekly to provide updates to all families and staff.
- E-Learning Tab – Located on the HVS Website contains links to websites that can easily be utilized at home when teachers and related service providers assign lessons and activities.

**Note: If your child accesses services through video conferencing, the Henry Viscardi School shall consider such access as your consent to receive services through that modality.**
Use of Technology & Cyber Safety
Due to the expanded usage of online resources, there is the increased potential for misuse of electronic communication and/or cyberbullying. The HVS Internet Acceptable Usage Policy and DASA Guidelines still apply.

➢ Students are responsible for their behavior/actions during all distance learning activities. Parents and guardians are strongly encouraged to monitor online instruction and provide students with periodic reminders related to the appropriate use of technology.
➢ Taping of, recording of, manipulation of and/or posting to social media of interactive learning opportunities is prohibited; as are any other actions or behaviors that infringe on the safety, security and privacy of students and staff.
➢ HVS DASA Team will continue to hold regular weekly meetings.
➢ If bullying or harassment is suspected while students are participating in remote learning, staff/parents are to notify a DASA Coordinator, an Administrator, or submit the Bullying and/or Harassment Referral Form located on the HVS Website.

Student’s Virtual School Day
➢ Distance learning activities will be posted by each teacher and related service provider. Staff may opt to post daily or post more than one day of assignments at a time.
➢ Staff will be available between 9:00 a.m. and 3:00 p.m. Monday through Friday (school days) for instructional guidance and support.
➢ E-mails will be responded to within 24 hours, Monday through Friday. A staff email directory is also included on the E-Learning Tab.
➢ Teachers and related service providers will provide students with a reasonable/flexible amount of time to complete all assigned work.
➢ Parents/Guardians should reach out to the classroom teacher or related service provider with any questions or concerns related to assigned work.

Delivery of Instruction
Staff will continue to directly provide students with instruction through a combination of both synchronous instruction which is provided during real-time learning and asynchronous instruction which is provided through self-paced learning.

➢ Synchronous Instruction (Real-time)
  o Live Video Conferencing (e.g. Microsoft Teams, Facetime)
  o Presenting Content with Real-time feedback
  o Phone Conversations/Conferences
➢ Asynchronous Instruction (Self-paced)
  o Pre-recorded Videos and/or Lessons (e.g. Youtube)
  o Posting Assignments on Schoology/Class Dojo
  o Physical Hard Copy of Materials
  o Email Lessons/Assignments
**Hours of Instruction**
Remote learning cannot replicate daily face-to-face interactions with teachers and related service providers. It is not healthy for students to engage excessively with a screen or device for six hours, even for the sake of instruction. Through a combination of synchronous and asynchronous instruction, we expect our students in grades:

- K-2 to receive approximately 1 hour of classwork per day.
- 3-5 to receive approximately 1 ½ hours of classwork per day.
- 6-12 to receive approximately 2 ½ hours of work per day with a total of approximately 2 ½ hours of work per subject per week.
- + Related Services for Specified Students.

**Third Quarter Grades (Grades 6th-12th)**

- Final grades for the third quarter are based on student’s classroom performance (grades earned) for the first seven weeks of the quarter.
- Any student who is currently failing or performing below expectations for the third quarter, could potentially raise their final grade for the third quarter based on remote learning engagement.
- Questions in regard to 3rd quarter grades should be posed to the appropriate teacher and/or administration.

**Fourth Quarter Grades (Grades 6th-12th)**

- Will not be assessed by a numeric grade.
- Students will receive a P (pass) or F (fail) for the 4th quarter.
- Students will receive a P (pass) or F (fail) for the 4th quarter based on the participation and work completed during remote learning.
- Any student who is failing for the 4th quarter, will be provided the opportunity to raise their grade and to make up work.
- Questions in regard to 4th quarter grades should be posed to the appropriate teacher and/or administration.

**End of Year Grades (6th-12th)**

- Final, end of the year grades, will be numerical.
- Final grades are calculated on the average of Q1, Q2, Q3 and the P/F for Q4.
- 4th quarter pass/fail will not be applied to lower a student’s final grade for the year.
- Any student who is failing for the year, will be provided the opportunity to raise their grade and to make up work.
- Questions in regard to final grades should be posed to the appropriate teacher and/or administration.
Fourth Quarter Report Cards/Assessment (K-5th)
- 4th quarter report cards will be comment based and descriptive in nature.
- Comments will be based on the participation and work completed during remote learning.
- Parents should reach out to the classroom and/or special area teacher with questions related to 4th quarter report card procedures.

State Assessments/Regents Exams
- NYS Board of Regents and the NYS Education Department announced that Regents examinations scheduled for June 2020 have been cancelled. Implications of this decision was shared with all impacted students after we have conducted a full analysis.
- All 3-8 Grade Assessments were suspended for the 19-20 School Year.
- Next Generation Standards full implementation and aligned assessments delayed 1 year, now beginning with the 21-22 School Year.

Committee on Special Education Meetings
- CSE Meetings will continue remotely.
- Districts will notify parents/guardians as to when their child’s CSE meeting will be held.

Mental Health
To assist our students and families who feel anxious regarding the COVID-19 outbreak by providing valid information to assist in dispelling rumors and misunderstandings. We will also continue to provide resources that address mental health needs of students during an infectious disease outbreak, in addition to utilizing our school’s mental health professionals.

Disruptions in a Students Consistency of Care
The Henry Viscardi School stands ready to assist our families in any way we can. Concerns for a student receiving consistency of care (e.g. meals, medical, etc..), please notify Administration and/or our school Social Worker.
Stakeholder Responsibilities

**Students, with parental support, will:**

- To the best of their ability, follow a schedule and maintain a regular routine to complete daily learning experiences.
- Be respectful of the interactive learning experiences provided by staff.
- Communicate/collaborate with staff via email and/or other on-line platforms.
- Understand the importance of participating in remote learning activities to progress towards curriculum and IEP goals.

**Teachers and Related Service Providers will:**

- Provide students with interactive, standards-based learning experiences.
- Communicate with students, parents, and administration on a regular basis.
- Ensure and maintain student engagement/understanding of the learning experiences.
- Collaborate with parents and students to resolve challenges.

**Psychologists/Social Worker/Guidance Counselor/Medical Staff will:**

- Maintain communication with administration, students, and families.
- Provide resources to parents that support the social/emotional needs of students if/when they arise.
- Continue transition and post-secondary planning.
- Assist in resolving medical concerns of students.

**Administrators will:**

- Maintain oversight of the continuity of instruction for all students.
- Collaborate with parents, teachers, related service providers and students to resolve challenges.
- Provide ongoing guidance and support to teachers.

**Parents will:**

- Ensure access to technology and notify HVS if there is a problem in this regard.
- Ensure that your child is respectful of and in the interactive learning opportunities provided by staff.
- Maintain communication with teachers and related service providers.
- Collaborate with teachers, administrators and their child to resolve challenges.