

EMERGENCY REMOTE INSTRUCTION PLAN

VOICE Charter School has developed the following Emergency Remote Instruction plan to address the instruction of scholars in the event of an emergency condition or extraordinary circumstance that prevents in-school instruction.

Technology and Connectivity

Technology is essential to both the Emergency Remote Instruction Plan and the overall academic experience at VOICE Charter School. All students participate in a curriculum that can be delivered digitally, whether in the classroom or at home. All students and staff members have access to technology (chromebooks and conventional laptops) to support digital learning, both in the classroom and at home. Scholars and staff members can utilize their school-issued devices to deliver and participate in remote instruction. If VOICE determines that a different computer or device is more appropriate for learning, it may replace the device with a different model at any time. Additionally, VOICE maintains a large inventory of chromebooks sufficient to cover breakages, failure and other contingencies.

Students will utilize their own internet when participating in remote learning at home. In situations where students do not have internet access, VOICE maintains an inventory of T-Mobile branded hotspots for quick distribution. These can be distributed before or at the outset of emergency remote learning. VOICE knows which families have limited internet access at home.

Except in situations where life-safety is at risk, VOICE also maintains a minimal on-site staffing to issue out technology to families whose children may have forgotten their device in the building or if their home device turns out to be non-operational. For periods of extended remote instruction, families are reminded regularly that they can stop by the main office (which is located in a non-DOE space) to help resolve any technical issues. School based operational staff will reach out to non-responsive families to determine why their children did not attend virtual school.

As has been the case in the past, VOICE leadership will continue to monitor weather and world events to ensure as smooth as possible transition to remote learning prior to an actual declaration.

Instruction

VOICE Charter School's curriculum design prioritizes excellence in teaching and learning, sky-high expectations, and unwavering levels of accountability from students,

family, and staff. We expect students to be on-time and engaged in learning. All homework will be collected just as they would be during on-campus learning.

Students and families will be notified via TalkingPoints and a daily email with their class schedule for the day and Zoom links. Attendance will be taken during every class and recorded on PowerSchool.

Remote learning will mirror the rigor, engagement, and high expectations of VOICE's on campus learning environment. All students will be able to utilize their devices to receive live instruction and engage with teachers and classmates. Schedules vary by grades, but all students will engage in VOICE's full academic program that encompasses engaging and rigorous age-appropriate curriculum.

VOICE Charter utilizes Zoom to connect families and students to their schools and teachers, and families will be able to access their children's assignments via Google Classroom. Through the Zoom platform, teachers are able to see all student's faces and can use interactive features, such as raising their hands digitally and engaging in verbal and chat discussions. Outside of Zoom and Google Classroom, some grades use additional online resources such as RAZ Kids, Lexia, iReady and the SAVAAS website to augment remote instruction. Instruction is not limited to core academic subjects; specials teachers also host remote instruction and students in MS grades 6-8 have access to elective classes remotely if the remote instruction day(s) were previously scheduled for electives.

Special Education and Scholar Support

VOICE Charter School will ensure all students achieve academic mastery, and will regularly assess learning progress to identify and support students who are struggling. Zoom allows for small break-out groups so that teachers, assistants and SPED team professionals can continue to utilize small-group learning. VOICE Charter School's intervention team will continue to be provided to students 1:1 and small group as prescribed by their IEPs, and VOICE will continue to partner with families and the NYC DOE's Committees on Special Education (CSEs) to secure the academic services that certain students may need that VOICE does not have employees on staff to provide.

VOICE Charter School also have social workers on staff to support students who are struggling or need to talk through whatever issues they may be struggling with.

Expectations of Faculty and Staff to ensure sufficient Remote Instruction Time for Students

The typical instruction schedule discussed above, when paired with asynchronous work assignments, online educational resources and any supplemental 1:1 or small group meetings are equivalent to the in-person instruction day length. Deans and school directors monitor and ensure remote instruction time expectations are met. Operations staff will track attendance and contact students who are missing remote instruction to determine what obstacles may be impacting their presence in online learning. In the case of longer term remote learning periods, VOICE may pursue a similar in-person remote learning arrangement such as we implemented during the extended COVID closures.