# Virtual Learning Plan

## Daily Learning Expectations

For students at all levels, attendance will be taken by the teacher and tracked by MSB to ensure all students are receiving educational services and supports they need to access their education. If a student is not available for a class or instruction, parents should communicate with the teacher. If additional supports or technology are required, the parent or student should communicate with the teacher as soon as possible so that a solution can be found and implemented.

### Preschool and preK students will have an opportunity to:

* Receive synchronous instruction from their teacher for 30 minutes per day, 4 days a week
* Receive asynchronous instruction for at least 5 core and expanded core activities per week
* Have a weekly social skills opportunity

### Kindergarten students will have an opportunity to:

* receive synchronous instruction for 45 minutes per day, 4 days per week (including whole and small group)
* Receive asynchronous instruction for at least 5 core and expanded core activities per week
* Have a weekly social skills opportunity

### Each day, elementary students will have an opportunity to:

* Receive live, virtual instruction from their teacher for between 45 and 90 minutes each day, 4 days each week.
* Join their classmates for class meetings and social-emotional learning.
* Engage in small groups for instruction as needed.
* Work independently on assignments and projects.
* Take movement breaks and screen breaks throughout the day.
* Have lunch and playtime independently and with family.
* Participate in special area class instruction in art, music, library, and physical education.
* Receive related services, i.e. physical therapy, occupational therapy, speech, orientation and mobility; as determined by the IEP team to be necessary for instruction in current instructional mode

### Each day, middle or high school students will have an opportunity to:

* Receive live, virtual instruction in all of their courses for up to 3.5 hours each day, 4 days each week.
* Engage in small groups for instruction as needed.
* Request individual support from their school counselor.
* Work independently on assignments and projects.
* Take movement, lunch, and screen breaks throughout the day.
* Receive related services, i.e. physical therapy, occupational therapy, speech, orientation and mobility, counseling as articulated in each student’s IEP

### Two evenings per week, residential students will have the opportunity to:

* Receive live, virtual instruction in areas of daily living skills, as identified in their IEP
* Practice independently or with family support skills associated with daily living skills assignments

### Four afternoons and evenings per week, all students will have the opportunity to:

* Participate in virtually-guided movement activities
* Participate in virtually-guided leisure/ social activities

## Assessment

### Assessments requested through the IEP Team Process

Due to the closure of campus in March 2020, many assessments requested through the IEP team process were postponed. As MSB returns to face to face instruction in Tier 1 and Tier 2, those assessments will be completed as needed. IEP teams may need to reconvene in order to request the assessments again or to determine if the assessment is still required.

### Assessment of Learning during Campus Closure

As students return to virtual and face to face instruction, teachers and related service providers will be assessing all students to determine learning needs. As those assessments are completed, instructional focus and IEP needs may change based on student needs. All changes to a student's IEP will be completed through the IEP amendment process in full collaboration with parents.

## Attendance

**One of the most significant factors contributing to success in school is attendance.** Regular attendance is a responsibility to be shared by the parents, the student, and the School.

Excused absences must be documented by a written statement from the parent or guardian. This documentation should be provided to the teacher at the time of the student's return to school. Students are permitted to make up work if an absence is excused.

### Excused absences may include:

* Personal illness or doctor's appointment.
* Serious illness or death within the student's immediate family.
* Special religious holiday
* Emergency or hazardous weather conditions and/or state of emergency.
* Lack of authorized transportation.
* Suspension.
* Other emergencies or set of circumstances which, in the judgment of the Director of Education or his/her designee, constitute a good and sufficient cause for absence from school.

Unexcused absences are all those which do not fall within the previously described definition of excuses. When unexcused absences become excessive, the School will communicate with parents to determine if additional support may be needed. Attendance will be reported on quarterly progress reports.

### Truancy

The parent/guardian is responsible for notifying the Education Office when his/her child is going to be absent from school.

* The Education Office collects attendance daily. Student absences and reason codes are documented in MSB’s attendance monitoring system.
* If the Education Office does not receive notification from a parent/guardian as to why a student is absent, the Education Office will attempt to contact the parent/guardian for a reason.
* On the **3rd day** of absence, the student’s Case Manager and Social Worker are notified and make contact with the parent/guardian.
* On the **5th day** of absence, the Principal and Director of Education are notified by the Case Manager and Social Worker. Continued solutions to the issue will be pursued.

### Related Service Absences:

* If student is on the daily absentee list and does not attend scheduled session/lesson
	+ Student will be marked absent on Service Provider Log and no make up lesson will be scheduled
	+ Related Service Providers will start all sessions with the assumption that the student will attend and wait 15 minutes for student to attend
* If student is not on the daily absentee list and does not attend scheduled session/lesson:
	+ Student will be marked absent on Service Provider Log
	+ The Related Service Provider will contact the student/family to investigate reason for non-participation in lesson/session
		- If first incident, attempts to schedule a make-up lesson will be made
		- If not first incident, no make-up lesson will be scheduled
		- The Related Service Providers will inform the student’s case manager of absence and reason, if known
* If student is not on the daily attendance list and parent/student gives advance (at least 12 hours prior) notice of student’s inability to attend a scheduled session a reasonable attempt to reschedule will be made

##

## Learning Expectations

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### Each day, elementary students will have an opportunity to:

* Receive live, virtual instruction from their teacher for between 45 and 90 minutes each day, 4 days each week.
* Join their classmates for class meetings and social-emotional learning.
* Engage in small groups for instruction as needed.
* Work independently on assignments and projects.
* Take movement breaks and screen breaks throughout the day.
* Have lunch and playtime independently and with family.
* Participate in special area class instruction in art, music, library, and physical education.
* Receive related services, i.e. physical therapy, occupational therapy, speech, orientation and mobility; as articulated in each student’s IEP as determined by the IEP team

### Each day, middle or high school students will have an opportunity to:

* Receive live, virtual instruction in all of their courses for up to 3.5 hours each day, 4 days each week.
* Engage in small groups for instruction as needed.
* Request individual support from their school counselor.
* Work independently on assignments and projects.
* Take movement, lunch, and screen breaks throughout the day.
* Receive related services, i.e. physical therapy, occupational therapy, speech, orientation and mobility, counseling as articulated in each student’s IEP

### Two evenings per week, residential students will have the opportunity to:

* Receive live, virtual instruction in areas of daily living skills, as identified in their IEP
* Practice independently or with family support skills associated with daily living skills assignments

### Four afternoons/ evenings per week, all students will have the opportunity to:

* Participate in virtually-guided movement activities
* Participate in virtually-guided leisure/ social activities

##

## Example Schedules

### Example Teacher/Related Service Provider/Paraeducator/Residential Week-at-a-glance Schedule

|  |  |  |  |
| --- | --- | --- | --- |
|  | Monday and Tuesday | Wednesday | Thursday and Friday |
| Morning | Instruction – synchronous and asynchronous | Teachers and paraeducators – individual and small group support; check-ins with studentsRelated Service Providers – instruction with individuals or small groupsIEP meetings  | Instruction – synchronous and asynchronous |
|  | Lunch and Planning | Lunch and Planning | Lunch and Planning |
| Afternoon | Instruction – synchronous and asynchronous | Professional DevelopmentIEP and other MeetingsCollaborative and individual planning | Instruction – synchronous and asynchronous |
|  | End of the work day for daytime instructional staff | End of the work day for daytime instructional staff | End of the work day for daytime instructional staff |
| Evening | Instruction - synchronous and asynchronous (residential and recreation staff) | Instruction - synchronous and asynchronous (residential and recreation staff) | Instruction - synchronous and asynchronous (residential and recreation staff) |

*\*Actual time periods of classes, lunch, and planning time will vary based on the school and class schedule.*

###

### Example Student Week-at-a-glance Schedules

#### Early Learning

##### Preschool and PreK Classes (3 and 4 Year Olds)

|  |  |
| --- | --- |
| Time | Activity |
| 8:30 – 9:30 | 1:1 scheduled instruction/therapy for IEP goals and curriculum, or Seesaw learning online |
| 9:30 – 10:15 | Whole Classroom group instruction - attendance taken (or attend the 2:00 pm session) |
| 10:15 – 11:00 | 1:1 scheduled instruction/therapy for IEP goals and curriculum or Seesaw learning online |
| 11:00 – 12:30 | Lunch and rest for students |
| 12:00 – 12:30  | Teacher office hours – teachers available to answer parent’squestions and help with technology issues |
| 12:30 – 2:00 | 1:1 scheduled instruction/therapy for IEP goals and curriculum or Seesaw learning online |
| 2:00 – 2:45 | Whole Classroom group instruction - attendance taken(or attendthe 9:30 am session) |
| 2:45 – 3:00 | 1:1 scheduled instruction/therapy for IEP goals and curriculum or Seesaw learning online |

* All students are expected to participate in at least 5 activities during the week including 1:1 instruction or Seesaw Learning. Therapies are scheduled based on a student’s IEP.
* Other Classes
	+ Music class – Mondays at 10:15 am, whole class
	+ Physical Education – Thursdays at 2:30, whole class

##### Kindergarten Class and 5 Year Old Class

|  |  |
| --- | --- |
| Time | Activity |
| 8:30 – 9:30 | 1:1 scheduled instruction/therapy for IEP goals and curriculum, orSeesaw learning online |
| 9:30 – 10:30  | Whole Classroom group instruction - attendance taken (or attendthe 1:30 pm session) |
| 10:30 – 11:30 | 1:1 scheduled instruction/therapy for IEP goals and curriculum, orSeesaw learning online |
| 11:30 – 12:30 | Lunch for students |
| 12:30 – 1:30 | 1:1 scheduled instruction/therapy for IEP goals and curriculum, or Seesaw learning online |
| 1:30 – 2:30 | Whole Classroom group instruction - attendance taken (or attendthe 9:30 am session) |
| 2:30 – 3:00 | 1:1 scheduled instruction/therapy for IEP goals and curriculum, orSeesaw learning online |
| 3:00 - 3:30 | Teacher office hours – teachers available to answer questions andhelp with technology |

All students are expected to participate in at least 5 activities during the week including 1:1 instruction or Seesaw Learning. Therapies are scheduled based on a student’s IEP.

* Other Classes
	+ Music class – Mondays at 12:30
	+ Physical Education. – Tuesday at 2:30

#### Autism Blind Program/Functional Academic Program Elementary Schedule

|  |  |  |
| --- | --- | --- |
| SubjectTime | Teacher Schedule | Student Schedule |
| 8:30- 9:15 (30 to 45 minutes)Morning Meeting/ Social Group | Synchronous InstructionTeachers and paraeducators – individual and small group support; check-ins with studentsRelated Service Providers – instruction with individuals or small groups | Synchronous Whole group (30 to 45 minutes)5 minute sensory break\*\*(session recorded for others who are absent) |
| 9:15 - 10:00(ELA/reading group) | Synchronous InstructionTeachers and paraeducators - small group support/ individualized support with reading the story from the Unique Learning System Curriculum (adaptations made and sent home to parents).Related Service Providers- instruction with individuals or small group | Synchronous Whole group (30 minutes)\*\*(session video taped)5 minute sensory breakIndividualized practice (15 minutes) |
| 10:00 -10:45ELA follow-up work  | Asynchronous Instruction | Practice from provided ULS materials |
| 10:45 -11:30Math Instruction | Synchronous InstructionTeachers and paraeducators - small group support/ individualized supports for completing math lessons from the Unique Learning System Curriculum (adaptations made and sent home to parents). | Synchronous Whole group (20 minutes)\*\*(session video taped)Individualized practice (20 minutes)5 minute sensory break  |
| 11:30 - 12:15LUNCH |  |  |
| 12:15-1:00IEP / specific skill work | Synchronous InstructionTeachers and paraeducators - small group support/ individualized supports for completing specific IEP goals not covered in the academic instruction | Small group or individualized instruction(40 minutes)5 minute sensory break |
| 1:00 - 1:45 | Asynchronous Instruction - 45 minutes small group instruction | **Ideas:**ScienceSocial StudiesCooking class (ULS)Hands on Tasks activitiesAdditional skill reinforcing activitiesConcept building activitiesTechnology skills |
| 1:45-2:30 | Asynchronous Instruction | **Ideas:**Science reinforcing workSocial Studies reinforcing workHands on Tasks activitiesAdditional skill reinforcing activitiesConcept building activitiesTechnology skills |
| 2:30 -3:00 | Asynchronous Instruction | Wrap up routine for day; Items provided to parent and script or recording or consult on how this is done. |

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#### Functional Academic Program Middle and High School Schedule

|  |  |  |
| --- | --- | --- |
| SubjectTime | Teacher Schedule | Student Schedule |
| 8:30- 9:15 (40 minutes instruction)(5 minute break)Academic Instruction;Subject:\_\_\_\_\_\_\_\_\_\_ | Synchronous InstructionTeachers and paraeducators – individual and small group support; check-ins with studentsRelated Service Providers – instruction with individuals or small groups | Synchronous Whole group (40 minutes instruction: could be whole group or part whole group, part small group or 1 to 1)(5 minute break)\*\*(session recorded for others who are absent) |
| 9:15 - 10:00(40 minutes instruction)(5 minute break)Academic Instruction;Subject:\_\_\_\_\_\_\_\_\_\_ | Synchronous InstructionTeachers and paraeducators - whole group, small group or individualized instruction in academic areaRelated Service Providers- instruction with individuals or small group | Synchronous Whole group(40 minutes instruction: could be whole group or part whole group, part small group or 1 to 1)(5 minute break) |
| 10:00 -10:45(40 minutes instruction)(5 minute break)Academic Instruction;Subject:\_\_\_\_\_\_\_\_\_\_ | Synchronous InstructionTeachers and paraeducators - whole group, small group or individualized instruction in academic areaRelated Service Providers- instruction with individuals or small group | Synchronous Whole group(40 minutes instruction: could be whole group or part whole group, part small group or 1 to 1)(5 minute break) |
| 10:45 -11:30(40 minutes instruction)(5 minute break)Academic Instruction;Subject:\_\_\_\_\_\_\_\_\_\_ | Synchronous InstructionTeachers and paraeducators - small group support/ individualized supports for completing academic class work. | Synchronous Whole group (40 minutes instruction: could be whole group or part whole group, part small group or 1 to 1)\*\*(session video taped)  |
| 11:30 - 12:15LUNCH |  |  |
| 12:15-1:00IEP / specific skill work | Synchronous InstructionTeachers and paraeducators - small group support/ individualized supports for completing specific IEP goals not covered in the academic instruction | Small group or individualized instruction(40 minutes)(2 brain breaks for each student ...a minute or so each) |
| 1:00 - 1:45 | Synchronous Instruction45 minutes small group instruction OR25 minutes small group and 20 minutes individual | **Ideas:**ScienceSocial StudiesCooking class Hands on Tasks activitiesAdditional skill reinforcing activitiesConcept building ActivitiesTechnology skills |
| 1:45-2:30 | Asynchronous Instruction | **Ideas:**Science reinforcing workSocial Studies reinforcing workHands on Tasks activitiesAdditional skill reinforcing activitiesConcept building ActivitiesTechnology skills |
| 2:30 -3:00 | Asynchronous Instruction | Wrap up routine for day; Items provided to parent and script or recording or consult on how this is done. |

#### General Academic Program

This schedule reflects instruction on Mon/Tues/Thurs/Fri ONLY. Wed. will be used for IEP meetings, teacher planning, related services, and some special classes to include PE, Music, & Library, and/or individual student support

##### Elementary (Grades 1-6)

|  |  |
| --- | --- |
| **Time** | **Instruction Model** |
| 8:30-9:00 | Synchronous Instruction |
| 9:00-9:45 | Synchronous Instruction |
| 9:45-10:00 | Break |
| 10:00-10:45 | Synchronous Specials/Asynchronous Instruction |
| 10:45/11:30 | Synchronous Specials/Asynchronous Instruction |
| 11:30-12:15 | Lunch /Break |
| 12:15-1:00 | Asynchronous Instruction |
| 1:00-1:30 | Break |
| 1:30-3:00 | Synchronous Instruction |

##### Middle (Grades 7 & 8)

|  |  |
| --- | --- |
| **Time** | **Instruction Model** |
| 8:30-11:30 | Synchronous Instruction |
| 11:30-12:00 | Lunch/Break |
| 12:00-1:30 | Synchronous Instruction |
| 1:30-2:15 | Synchronous Specials Instruction (Tues/Thurs) |
| 2:15-3:00 | Asynchronous Instruction |

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##### High School (Grades 9-12)

|  |  |
| --- | --- |
| **Time (Mon/Tues/Thurs/Fri** | **Instruction Model** |
| 8:30-11:30 | Synchronous Individually assigned courses |
| 11:30-12:00 | Lunch/Break |
| 12:00-12:45 | Asynchronous Instruction/PE/Health (9th graders) |
| 12:45-1:30 | Synchronous Instruction |
| 1:30-3:00 | Synchronous Individually assigned courses |

#### Multiple Disabilities Blind Program

|  |  |  |  |
| --- | --- | --- | --- |
| Time | Subject/Content | Teacher Schedule | Student Schedule |
| 8:30 AM - 9:15 AM9:15 AM - 9:30 AM9:30 AM - 11:00 AM11:00 AM - 11:30 AM11:30:AM - 12:15 PM12:30 PM - 2:30 PM2:30 PM - 2:45 PM2:45 PM to 3:00 PM | Morning Meeting w/ classroom student groupTransition to next activityIndividualized instruction for Core Curricula (reading, math, science, social studies) as classroom schedule indicatesSensory & HygieneLunch Individualized, Small group instruction, IEP based instruction, Core Curricula Afternoon Meeting w/ classroom student groupPlanning and Reflection w/ staff | SynchronousSynchronousAsynchronousSynchronous and/or AsynchronousSynchronous | SynchronousSynchronousAsynchronousSynchronous and/or AsynchronousSynchronous |

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#### Virtual Residential/Activities of Daily Living (ADL) Instruction

##### Each residential student will be assigned to an instructional block, per the chart below. Within the assigned block, each residential student will be offered individual and/or group synchronous instruction, two times per week on either Monday and Tuesday or Wednesday and Thursday. Asynchronous instruction will be offered on the days the student is not in synchronous instruction.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Monday**  | **Tuesday**  |  | **Wednesday** | **Thursday** |
| 3:30-5:30 PM | 3:30-5:30 PM |  | 3:30-5:30 PM | 3:30-5:30 PM |
| Break/Dinner | Break/Dinner |  | Break/Dinner | Break/Dinner |
| 6:30-8:30 PM | 6:30-8:30 PM |  | 6:30-8:30 PM | 6:30-8:30 PM |

##### Recreation and Leisure

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Time**  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** |
| 3:30-3:50 PM6:30-6:50 PM | Fitness  | Fitness  | Fitness  | Fitness  |
| 3:50-4:10 PM6:50-7:10 PM | Leisure  | Leisure  | Leisure  | Leisure  |
| 4:10-4:30 PM7:10-7:30 PM | Movement  | Movement  | Movement  | Movement  |

\*\* Actual time periods of classes, related services, lunch, and independent work time will vary based on the student’s schedule.