



Middletown Township Public Schools

Virtual Home Instruction Plan

(Revised May 13, 2020)

AREA 1: VIRTUAL HOME INSTRUCTION EXPECTATIONS/GUIDELINES PREK-12

1. All PreK-12 certificated staff members must be available during their regularly scheduled work times via digital devices. All teachers will follow their instructional schedule, when appropriate, to interact virtually with students. Guidance/SAC/SBSS/CST/Nurses should be available via email during regular school hours.
2. All certificated staff members, including CST and Speech, must create Google Classrooms to facilitate instruction and/or communication (training provided on 3/11/20; follow-up training available via appointments with building specialists). Primary grade teachers may also elect to use SeeSaw as a backup form of communication with students/parents.
 - a. [Faculty Meeting Presentation for Health Related school Closing Plan](#)
3. Teachers should not assign digital work that requires students to print from home.
4. Materials necessary for home learning should be sent home with students beginning on Thursday 3/12 and no later than Friday 3/13. Teachers will be provided compensation for their time to prepare and set up Google Classrooms, etc. by being credited 3.5 hours in the form of early release on the June 19, 2020 professional day.
5. Certificated staff members shall invite, to their Google Classroom (as a student or co-teacher), their building principal, the administrator to whom they submit their lesson plans as well as guidance counselors, SBSSs, SACs, CST members, Coaches/Interventionists, and/or department/grade level colleagues as appropriate.
6. Certificated staff members shall invite, to their Google Classroom as a co-teacher, at least 1 administrator and 1 colleague (co-teacher or specialist), to serve as an emergency backup Google Classroom instructor. In this case, an administrator or colleague can assist in managing the Google Classroom and post assignments for students to access.
7. Lessons delivered digitally/at home must be posted for students by the beginning of each school day, 9AM (Elem), 8AM (MS), and 8AM (HS). The expectation is for students to engage in active learning rooted in the NJ Student Learning Standards each

regularly scheduled school day (in all subject areas). The learning tasks assigned will advance instruction and should not be simply a review material.

- a. **High School** - Approximately 15-20 minutes of direct instruction per block per day, following the A/B schedule, in the form of video, Google Hangout, Flipgrid, narrated slide deck, etc. Approximately 30-40 minutes of independent student practice/work (inclusive of homework). Teachers should be available to interact with students to provide follow up instruction and/or remediation via Google Hangout/Google Classroom, etc.
 - i. [Schedule Revision as of 3/30/20](#)
 - ii. [Community Letter 3/30/30](#)
 - b. **Middle School** - Approximately 10-15 minutes of direct instruction per block per day, following the A/B schedule, in the form of video, Google Hangout, Flipgrid, narrated slide deck, etc. Approximately 25-30 minutes of independent student practice/work (inclusive of homework). Teachers should be available to interact with students to provide follow up instruction and/or remediation via Google Hangout/Google Classroom, etc. Please note, students will not be assigned any instruction or work during the Advisory Block, if currently in their daily schedule.
 - i. [Schedule Revision as of 3/30/20](#)
 - ii. [Community Letter 3/30/20](#)
 - c. **Elementary School** - Approximately 10-15 minutes of direct instruction per subject per day (reading, writing or word study, mathematics and social studies or science as well as the rotating special), in the form of video, Google Hangout, Flipgrid, narrated slide deck, etc. Approximately 20-25 minutes of independent student practice/work (inclusive of homework). Teachers should be available to interact with students to provide follow up instruction and/or remediation via Google Hangout/Google Classroom, etc.
 - i. [Schedule Revision as of 4/13/20](#)
 - ii. [Community Letter Schedule Revision](#)
 - iii. Imagine Learning Implementation
 1. [Imagine Learning Teacher Guidance](#)
 2. [Imagine Learning Parent Guidance](#)
 3. [Parent Information Video-Imagine Learning](#)
 4. Teacher Resources for monitoring Imagine Learning Use
 - a. [Math Guidance](#)
 - b. [Literacy Guidance](#)
8. Elementary Students: Assigned work that can be submitted digitally to the teacher (either through Google Classroom or SeeSaw) is required for students to be credited attendance for that day. Work that cannot be submitted digitally will be checked upon a student's return and will count toward attendance.
9. Secondary Students: Submission of assigned work is required for students to be credited attendance for that day. Students do not need to submit work during the regularly scheduled class time. Due date should be at 11:59 PM the day the work is assigned.

Work that cannot be submitted digitally will be checked upon a student's return and will count toward attendance.

10. Regular feedback should be given on submitted assignments.
11. Daily assignments should **not** count as assessment grades (can count as class work/homework).
12. Daily assignments **MUST** be modified to meet each student's individual needs. Co-teachers should collaborate with general education teachers to modify assignments.
13. CST will write reports and complete IEP's. Appropriate meetings will also take place via Google Hangout.
14. Related services (OT/PT/Speech): All related services are being provided remotely via live virtual Google and Zoom meetings, phone calls with parents and/or students,, recorded lessons, and supplemental materials uploaded to Google classroom or sent to parents and/or students by email. Additional online resources and programs are being assessed.
15. Interventionists and Gifted and Talented teachers must be available via Google Hangout to provide interventions/instruction according to their regular schedule.
 - a. Interventionists continue to work with identified students in Tier II and Tier III.
 - b. Gifted and Talented teachers continue to work with identified students in facilitation of personalized learning experiences.
16. Teachers shall report instances in which students are not logging in to the Google Classroom and/or submitting assignments to the school secretary/principal immediately. The secretary/counselor will contact the parent to determine if there is a need for assistance with a device and/or WiFi access.
17. Revised **Grading Policy** for Students
 - a. In anticipation of a possible extension of virtual instruction for the remainder of the school year, members of the central office and building administration met to discuss the issues involved in grading students who have been working in the virtual environment. Subsequently, research was done with regard to what other schools are doing in response to this issue and meetings were held with teacher representatives in each of the secondary schools as well as with students in each high school to gather input prior to making a recommendation.
 - b. Once the Governor announced that virtual instruction would continue for the remainder of the school year, members of the central office and building administration met again to finalize the agreed **procedure for grading** which was shared on May 4th by each of the secondary school principals with his/her school community.
 - c. On May 5th, the Superintendent posted a letter to the Middletown School Community explaining the **process and rationale** involved in developing the virtual instruction grading policies being used in the middle and high schools.
 - d. At the elementary level, grading in Middletown is standards-based as opposed to numeric. Plans are in place to meet with the twelve elementary principals to discuss any concerns with regard to report cards and elementary grades for the remainder of the school year.

18. AP Exam Administration:

- a. Information regarding the College Board's plan to administer the 1,292 AP exams that Middletown's high school students are planning to take this year at home has been shared by the District Director of Curriculum and Instruction K-12 with the AP Teachers in both high schools who subsequently shared the information with the students in their AP classes. This information was also shared with the High School Guidance Counselors and Child Study Team Members as it has been released by the College Board in preparation for the May 11th through 22nd administration of the exams and the June 1st to 5th makeup administration.
- b. Virtual AP Review Day held on April 18, 2020 to support students in preparing for the AP Exams.

AREA 2: CONTENT BY GRADE LEVEL/DIFFERENTIATION SUGGESTIONS

Focus of Content May - End of Year:

- Standards-based benchmark assessments in ELA and Mathematics will be administered remotely via the LinkIt platform to students in grades 2-12.
- Teachers will analyze results to make curriculum adjustments for the start of next school year, remediate student learning gaps, and expose students to critical content needed for last year prior to this school year ending.
- Teachers will collaborate to compact grade-level and content curriculum to focus on for the remaining six weeks of the school year.

Elementary:

1. Elementary at-home materials- book shopping in classroom libraries should occur ASAP.
 - a. **Grades K-2:** 5-6 independent reading books not being currently read, at level, that can be left at home. These can be a combination of fiction and nonfiction, depending on your upcoming units. Books in the students' current book baggies should be carried back and forth each day.
 - b. **Grades K-2:** Communicators and a pen with appropriate writing Foundations paper
 - c. **Grades K-2: Foundations:** Photocopies of sound letter cards (tiles) in a bag
 - d. **Grade K-2:** Writing Workshop: 10-15 copied booklets of writing paper. Students' writing folders should be carried back and forth with the student each day.
 - e. **Grades 3-5:** 3-4 independent reading books not being currently read, at level, that can be left at home. These can be a combination of fiction and nonfiction, depending on your upcoming units. Books in the students' current book baggies should be carried back and forth each day.
 - f. **Grades 3-5:** WTW word sorts should be photocopied and sent home

- g. **Grades K-5:** Math workbook tear-out sections, 2 topics in advance. The workbook for the current topic should be carried back and forth with the student each day.
 - h. **Grades K-5:** Sets of math manipulatives that will be needed for upcoming topics. Parents should be reminded of any everyday household items that can be used as manipulatives (e.g. coins for counting, rulers, tape measures, etc.)
2. Elementary Digital Resources
- a. Social Studies and Science (cross-curricular) - see building edtech for login information
 - 1. [Discovery Education](#)
 - 2. [Brainpop](#) & [Brainpop Jr.](#)
 - 3. [EDpuzzle](#)
 - 4. [PearDeck](#)
 - 5. [National Geographic Kids](#)
 - 6. [Newsela](#)
 - b. Science - make sure ALL students K-5 have logged into STEMscopes and can do so via Clever
 - c. Math - Dreambox, online resources shared by Math Specialists, EdPuzzle videos for grades 3-5
 - d. [K-12 Virtual Library](#) - includes monthly challenges for students and free access to reading materials, audio books, and research databases (including those offered by the Middletown Public Library)

Special Class Programs (Autism & MD)

- 1. Programs should be prepared in a way that student can work as independently as possible
 - o Send emails
 - o Write out address, name, emergency contact, etc.
- 2. Simulated work bins that can be sent home (modify amount)
 - o Prepare and send through google classroom
- 3. Online videos
- 4. Reading/ Math/ Science/ Social Studies materials (online videos, reading materials, lab kits etc.)
- 5. Prepare daily log of activities (in google classroom)
- 6. Prepare a suggested task analysis for home
 - o Put away dishes
 - o load/unload dishwasher
 - o Fold laundry
 - o Start laundry
 - o Sort clothes
- 7. Life Skills activity
 - o Make breakfast, lunch, dinner
 - o Daily self care checklist- Brush teeth, shower, get dressed, etc.

World Language- all levels as appropriate

1. Flipgrid for speaking and/or listening activities.
2. Choice novels (upper levels) with comprehension questions.
3. "Notes" and/or Google Slideshows using Screencastify to teach or review vocabulary.
4. Online textbooks and activities
5. Student created games and activities shared in Google classroom
6. You tube video presentations of topics

Middle/High School Math

1. Videos from <http://www.mathispower4u.com/> or Big Ideas, then put into EdPuzzle for accountability for students
2. Online exercises from Big Ideas, MyLab, WebAssign, etc.
3. Students write out their work, submit their solutions via camera scanner app to Google Classroom.
4. List of assignments that have to be done daily. Assignments have to advance the content
5. Other options: Flipgrid (students can work out a problem on camera), Screencast-O-Matic for teacher-made videos,
6. DeltaMath for any math subject with instant feedback

Middle/High School Social Studies

1. Teacher-created or curated videos using EdPuzzle, Google Classroom Question feature, FlipGrid, teacher-created notes sheet, etc. for student accountability
2. Assign resources from online resources including iCivics, TeachRock, Constitution Center, National Archives, Gilder Lehrman Institute, etc. with accountability options listed above
3. Student research on curricular topics using pre-selected resources/databases. Information gathered in graphic organizers, Google Slides, etc.
4. Continue using online resources such as DBQ online, online textbooks, Newsela, etc.

Middle/High School ELA

1. Assignments geared to current units of study/units containing teacher created Google slides, videos using Flip Grid, EdPuzzle, Google Classroom (reading & writing workshop mini lessons can be pre recorded via virtual media format such as screencastify, etc.)
2. Independent reading choice titles (consider sending 2 titles home)
3. Book club work: Teacher generate questions to post on Google Classroom guiding students reading/Students use flipgrid to continue book club work and collaborate with peers and generate student questions to post on Google Classroom, (some teachers already use blogging for discussions)
4. Core novel reading, questions and assignments, post on Google Classroom, etc.

5. Student research on curricular topics using pre-selected resources/databases. Information gathered in graphic organizers, Google Slides, Blogging, etc.
6. MS: Poetry units and Testing units, provide prompts, and support/feedback, Google Classroom, Flipgrid
7. Additional digital resources to consider: [NewsELA](#), [CommonLit](#), [AOTW](#), [AOTW archive](#) (Article of the week by Kelly Gallagher) [NoRedInk](#)
8. [K-12 Virtual Library](#) - includes monthly challenges for students and free access to reading materials, audio books, and research databases (including those offered by the Middletown Public Library)

High/Middle School Science

1. Teacher-created or curated videos using EdPuzzle, Google Classroom Question feature, FlipGrid, teacher-created notes sheet, etc. for student accountability
2. STEMscopes resources that do not require science-lab specific supplies (those requiring items found in a typical home are fine) (Middle School only for STEMscopes)
3. etext resources provided through publishers - videos, activities, reading for content
4. [Discovery Education](#) for content, followed by activities / reading done on own
5. Student research on curricular topics using pre-selected resources/databases. Information gathered in graphic organizers, Google Slides, etc.
6. Gizmos activities, virtual labs or simulations run through PhET that have guiding questions

Elementary/Middle/High School Health and Physical Education (as appropriate for grade level)

1. Revisit list of activities curated for students excused from PE for medical reasons and upload to Google Classroom
2. Have students log 30min of physical activity, report starting, max, and final heart rate if available; by their own design or doing bodyweight only workouts you create or curate
3. Have students log meditation and/or yoga time
4. Research related to upcoming and past Olympic games
5. Have students start doing Health lessons (who haven't taken Health yet this year) regardless of marking period
 - a. PSA creation of a variety of topics related to Health and Phys Ed
 - b. Kindness projects, community outreach/health projects
 - c. [EverFi](#) online resources

Electives (Arts, Business, Technology, etc.)

1. Teacher-created or curated videos on technical/artistic concepts, skills and/or content using EdPuzzle, Google Classroom Question feature, FlipGrid, teacher-created notes sheet, etc. for student accountability
2. Hand-designed student work recorded, photographed or scanned and uploaded to Google Classroom

3. Student daily journal entries reflecting on work process/progress for a long-term project (e.g. student film, painting, photography portfolio, stock market checks, etc.)

AREA 3: SPECIAL EDUCATION INSTRUCTION

Delivery of Instruction:

- Special education instruction and related services are provided via virtual platforms, such as Google Classroom, Google Hangout, Zoom, Flipgrid, and Seesaw; recorded lessons are also provided by teachers and related services providers.
- Special education, general education teachers, and case managers engage in ongoing collaboration to modify materials and provide accommodations.
- Paraprofessional support is provided virtually for students' individually and in group/class settings.
- A paraprofessional support plan was designed and implemented with ongoing communication and support for paraprofessionals.
 - [Paraprofessional Guidelines for Virtual Home Instruction](#)
- Administration and Directors of Special Education hold weekly meetings with CST and guidance to discuss student needs, student progress, and parental concerns.
- Special Education Teachers, Case Managers, and Directors of Special Education add resources to the Special Education Google classroom.

Related Services and Counseling

- Related services providers are assisting parents with home therapies with live virtual contact and phone calls.
- Counseling services are provided via confidential phone conferences, Zoom, and Google Hangout.
- Materials are emailed and uploaded to Google Drive and Google Classroom.
- Case managers and related services providers maintain ongoing documentation of services provided.
- Virtual implementation meetings were held with related services providers.

IEP Meetings/Evaluations

- IEP meetings are documented with attendance sheets and electronic signature.
- IEP meetings are held via Zoom, Google Hangout, and phone conferences.
- Initial evaluation planning meetings and reevaluation planning meetings are held via Zoom, Google Hangout, and phone conference.
- Reevaluations include review of most recent formal assessments and documentation of students' present levels of performance.
- Social assessments are conducted for initial evaluations and reevaluations.
- Tracking of outstanding evaluations and dates of parental consent for evaluations are updated daily for educational, psychological, speech-language, functional behavioral assessments, occupational therapy and physical therapy assessments, and vocational evaluations.

- Telepractice neurological and psychiatric evaluations are implemented according to parental preference and tracked for those parents who prefer to wait for person-to-person evaluations
- Special education teachers, related services providers, and case managers update students' progress via IEP progress reports and documentation notes.
- Case managers maintain ongoing communication with parents and students via phone calls, emails, Google Hangout, and Zoom.
- Case managers monitor Google documents that track student attendance and follow up with parents and students via email and phone calls. Documentation is maintained on the Google charts.

AREA 4: ELL INSTRUCTION

Delivery of Instruction:

- ELL students will receive daily language instruction via a certificated ELL teacher.
- ELL teachers (4 total) are required to be co-teachers in the general education teachers' Google Classrooms and set up a tab for ELL students to access content related to daily ELL instruction.
- ELL teachers expected to collaborate with general education teachers daily to modify work and support general education classroom instruction.
- SIOP trained staff members interacting regularly in the Google Classroom and via Google Meets to deliver differentiated and language-based instruction.
- ELL teachers schedule regular Google Meets to deliver direct instruction related to needs of identified ELL students.
- ELL students are provided Language Support via the digital platform Imagine Learning. Translation ability is present in the platform for directions and content. Students at the secondary level were also provided access to the Imagine Learning platform when appropriate.
- ELL teachers maintain routine communication with identified ELL students and families with regular phone calls, emails, and scheduled Google Meets.

Meeting Unique Needs of ELL Students:

- Identified ELL students and families were provided the initial technology and access survey sent out by the district. Translated versions were provided to those who were not English-speaking. Follow-up phone calls were made to ELL families that did not return surveys. Devices and Internet access points were provided to those families that indicated a need. All ELL students have equitable access at the current time. This is continuously monitored for a status change and new needs in equitable access addressed immediately.
- ELL teachers regularly monitor ELL students' use of the Imagine Learning platforms on the assigned days. Teachers reach out to families to support learning when usage is lower than normal or absent.

- Teacher-Teams at the secondary level collaborate on a regular basis to create a “playlist” for identified students to assist in navigation of multiple Google Classrooms and prioritization of learning tasks.
- Virtual ELL Departments meetings held to discuss ELL student progress, virtual challenges, and plans for moving forward in the virtual environment.
- Translation needs for families met via staff members who speak common language.

AREA 5: ATTENDANCE POLICIES:

- Academic engagement of students is recorded on an Academic Engagement Tracking sheet.
- A student is deemed “not academically engaged” if they fail to do anything posted for the day.
- Teachers reach out to parents/students that are not academically engaged in class.
- Guidance counselors, child study team members, and administrators will be checking academic engagement daily and also contacting parents to check in on students.
- If a student does not access online instruction due to sickness, death in the family, etc.. they will be marked absent.
- Attendance does not factor into student discipline. Interventions are implemented to address student attendance.
- The revised grading policy will assist students in successfully meeting the requirements for promotion and graduation. For students who are not meeting grade level expectations, remedial opportunities are being offered. .

AREA 6: MONITORING AND ADDRESSING ONGOING DIGITAL DIVIDE

- Title I Funding was utilized to offset the cost of providing Internet access via AT&T for families in need. All students/families who have expressed a need for access have been provided a hotspot.
- The district continues to distribute portable devices and wireless hotspots to those students in need. To date, 682 devices and 102 wireless hotspots have been issued to district students.
- Constant daily monitoring by staff members for the online presence of students. Students/families who lack an online presence are contacted to ensure their Internet accessibility status or device status has not changed. Secretarial staff, counselors, and school nurses make these contacts. Those that articulate a new need are provided the necessary access whether it be in the form of Internet or devices.
- Online, email, and on-site technical support allows for continuous assessment of student connectivity and immediate remediation of any network access concerns.
 - [Technology Support/Device Help Schedule](#)
 - [Technology Access Survey](#)

AREA 7: SAFE DELIVERY OF MEALS

- Whitson's Food Service will continue to prepare breakfast and lunches for our free/reduced students whose parent/guardian has indicated that they want the meals. Currently we are delivering these meals to approximately 180 students with twice-weekly home deliveries on Mondays/Wednesdays.
- Meals may also be picked up at Middletown High School North and Middletown High School South on Monday and Wednesday mornings between 7:30 and 9:00 am. These meals will continue through the end of the school year. Appropriate social distancing procedures are practiced at these meal pickup locations. Meals for approximately 50-60 students are picked up at these locations.
- The District has continued to process new free/reduced lunch applications. These applications can be completed and submitted online on our district website.

AREA 8: FACILITIES MAINTENANCE DURING EXTENDED SCHOOL CLOSURE

- Access to district buildings is currently and will continue to be limited through the end of the school year.
- Facilities staff are present in each building daily to monitor the mechanical functions and to continually clean and sanitize areas that have been accessed by other district staff.
- Facilities staff is continuing preventative maintenance efforts, particularly on the HVAC systems, so ensure that air quality is good.
- Extensive cleaning is planned for the summer months and the district has purchased additional disinfecting/sanitizing products.

AREA 9: SUMMER PROGRAMMING

ESY

- To be held July 22nd - August 20th for students whose IEP teams have determined the need for an Extended School Year program.
- Special education and related services will be provided virtually unless/until another directive is provided.
- Related services will be provided during ESY as specified in IEPs, including counseling, OT, PT, speech, behavioral support, Teacher of the Deaf services, supplemental reading, and counseling.
- Virtual instruction and related services will be provided via Google classroom, Zoom, Flipgrid, Seesaw, recorded lessons, phone conferences, and supplemental materials.
- Special Class Program teachers will work on Mastered Skills to maintain skills. Teachers will collect probe data over 10 trials. Current teachers will prepare the documents for the teacher who will be working with the student during ESY. + or - will be used to show correct or incorrect responses.
 - [ESY Special Class Program Data Sheet](#)

SOAR (SUMMER OPPORTUNITIES FOR ACADEMIC READINESS)

- To be held July 27 - August 21 for students in grades K-8
- Plan can be implemented virtually or in a hybrid structure dependent on future directives
- Expansion of identification process to include students receiving tiered intervention, special education services (not eligible for ESY) and students struggling with VHI.
- Exploring the possibility of creating an *MTPS SOAR YouTube Channel*
 - Posting of content for each grade level and core subject areas, grades K-11
 - Identification of content from results of benchmark assessments and curriculum compacting outcomes
 - Allows for access to all students, not just those identified for formal invitation
- Identification of those students who could benefit from small-group virtual instruction.
 - Provide small group instruction related to skill gaps as identified from various data points such as benchmark assessments from the LinkIt and Imagine Learning platforms (eg, phonics for primary, book clubs upper grades)
- Exploring the possibility of continuing Imagine Learning access in Literacy and Math for students in grades K-5 throughout July-August 2020 (Potential use of grant funding to defray cost of extension of subscriptions)
 - Summer staff to monitor usage and assign personalized pathways for remediation purposes.

AREA 10: APSSDs (Approved Private Schools for Students with Disabilities)

- APSSDs have sent updated virtual instruction plans to the home district.
- Case managers maintain ongoing communication with APSSDs and case managers to ensure that students are receiving services and instruction as outlined in the IEPs to the maximum extent possible.
- Case managers contact parents of APSSDs to address concerns/questions.