

Middletown Township Public Schools
Virtual Home Instruction Expectations and 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 regular instructional schedule, when appropriate, to interact virtually with students.
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.
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 7:30AM (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.
 - 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.

- 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.
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. Guidance/SAC/SBSS/CST/Nurses should be available via email during the normal contracted hours.
15. Related services (OT/PT/Speech) should provide packets/activities students can complete at home to maintain skills. **As of the 3/11/20 NJDOE notification, virtual instruction can not be implemented for related services during a school closing. Missed sessions will be rescheduled once school resumes. However, additional activities can be posted via the Google Classroom to support continuity of skill development. One, districtwide Related Services Provider Google Classroom shall be created for district employees to co-teach and post activities. Dr. Tiedemann and Ms. Koransky will communicate directly with these staff members about this matter.**
16. Interventionists and Gifted and Talented teachers must be available via Google Hangout to provide interventions/instruction according to their regular schedule.
17. 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.

Suggestions by Grade Level/Subject Area

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

Special Class Programs (Autism & MD)

- Programs should be prepared in a way that student can work as independently as possible
 - Send emails
 - Write out address, name, emergency contact, etc.
- Simulated work bins that can be sent home (modify amount)

- Prepare and send through google classroom
- Online videos
- Reading/ Math/ Science/ Social Studies materials (online videos, reading materials, lab kitsetc.)
- Prepare daily log of activities (in google classroom)
- Prepare a suggested task analysis for home
 - Put away dishes
 - load/unload dishwasher
 - Fold laundry
 - Start laundry
 - Sort clothes
- Life Skills activity
 - Make breakfast, lunch, dinner
 - Daily self care checklist- Brush teeth, shower, get dressed, etc.

World Language- all levels as appropriate

- A. Flipgrid for speaking and/or listening activities.
- B. Choice novels (upper levels) with comprehension questions.
- C. "Notes" and/or Google Slideshows using Screencastify to teach or review vocabulary.
- D. Online textbooks and activities
- E. Student created games and activities shared in Google classroom
- F. You tube video presentations of topics

Middle/High School Math

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

Middle/High School Social Studies

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

Middle/High School ELA

- A. 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.)
- B. Independent reading choice titles (consider sending 2 titles home)
- C. 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)
- D. Core novel reading, questions and assignments, post on Google Classroom, etc.
- E. Student research on curricular topics using pre-selected resources/databases. Information gathered in graphic organizers, Google Slides, Blogging, etc.
- F. MS: Poetry units and Testing units, provide prompts, and support/feedback, Google Classroom, Flipgrid
- G. Additional digital resources to consider: [NewsELA](#), [CommonLit](#), [AOTW](#), [AOTW archive](#) (Article of the week by Kelly Gallagher) [NoRedInk](#)

High/Middle School Science

- A. Teacher-created or curated videos using EdPuzzle, Google Classroom Question feature, FlipGrid, teacher-created notes sheet, etc. for student accountability
- B. 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)
- C. etext resources provided through publishers - videos, activities, reading for content
- D. [Discovery Education](#) for content, followed by activities / reading done on own
- E. Student research on curricular topics using pre-selected resources/databases. Information gathered in graphic organizers, Google Slides, etc.
- F. 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)

- A. Revisit list of activities curated for students excused from PE for medical reasons and upload to Google Classroom
- B. 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
- C. Have students log meditation and/or yoga time
- D. Research related to upcoming and past Olympic games
- E. 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.)

- A. 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
- B. Hand-designed student work photographed or scanned and uploaded to Google Classroom
- C. 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.)