JTPS Emergency Virtual or Remote Instruction Programs for the 21-22 SY

In the event one or more of the schools of Jefferson Township School District experiences a closure lasting more than 3 consecutive school days due to a declared state of emergency, declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure, the following plan will be implemented to ensure the continuity of instruction for students using virtual/remote instruction in order to meet the 180-day requirement pursuant to N.J.S.A. 18A:7F-9.

Included in this document are the schedule for virtual instruction for grades preK-1, 2-5, 6-8 and 9-12 which details the length of the virtual/remote instructional day; how students will be provided the necessary technology and internet access required for virtual/remote instruction; and how students and families will continue to be provided with access to school-provided breakfast and lunch in the event of a prolonged school closure.

Virtual Instruction Schedules

Synchronous, live-streamed instruction will follow the regular school day schedule for all grade levels. Teachers in grades preK and kindergarten will use SeeSaw to communicate with students/families and provide remote instruction. Teachers in grades 1-12 will provide the link to their Google Meet or Zoom meetings in their Google Classroom. Students will use their district-provided device to login and participate in class. Attendance will be taken using a record of students who are present during the live-streamed lesson. Student schedules are available through the Realtime Parent Portal.

Technology

Student Access to Devices -
Grades preK-5 -
- 1:1 student devices are available in each school.
- In the event a classroom, school building or the entire school district is ordered to be closed for more than 3 days, the building administrator(s) will coordinate with the Technology Department to distribute a device to each student.
- Students will be provided with the device that has been assigned to them for the school year in order to track which devices are returned when in-person learning resumes.
- If students are in school when the directive to close school for an extended period of time is received, staff will strive to send student devices home with students at the end of the school day.
- If students are not in school when the directive to close school for an extended period of time is received, student devices will be available for parents to pick up in the main office of the school at their earliest convenience.

Grades 6-12 -
- All middle and high school students have a device assigned to them that they transport to and from school each day.

*The Technology Help Desk is available for students/parents to report issues with district-provided devices in order to ensure students have a working device to provide them with access to online instruction.

Internet Access - For students/families that do not have internet connectivity in their home, the district will provide the family with a cellular mobile hotspot in order for the district device to access the internet. The district will pursue additional connectivity resources depending on the needs of students and families.

Continuity of Meal Service -

- Meals will be offered each day for pick-up from the school(s) that are closed.
- Each student will receive breakfast and lunch each day.
- Pick-up times will take place during the normal lunch time so that there is no conflict with class time.
- In the event that all district schools are closed for in-person instruction, meal pick-up for all students will take place at the Jefferson Township Middle School

Resources for Teachers

Synchronous Learning: Synchronous learning happens in real-time and what was done face to face is usually through video tools such as Google Meet, allowing for discussion, small group targeted instruction, or question and answer.

Possible Framework:
- **Community building:** Relationships are foundational to learning and intentionally building community and a safe space to connect and learn is critical to start the year but also important to sustain the culture throughout the year. **(5-10 minutes)**
  - Student check-ins (SEL Strategies)
  - Share celebrations
  - Discuss current events
  - Breakout groups
  - Show and tell (K-5)
  - Opening question prompt (Do Now)
- **Whole Group Lesson:** Use this time to introduce new ideas, skills, or content where you can solicit input from students and encourage interaction. **(10-15 minutes)**
  - Readers/Writers workshop
  - Read alouds
  - Share a strategy
  - Model Primary/Secondary text analysis
  - Introduce a concept
  - Launch projects or challenges
  - Question & Answer
  - Socratic Seminar
  - Students collaborate w/ peers on Google Docs, Slides, Sites, etc.

- **Feedback + Guidance:** Create intentional time to connect (breakout rooms in Zoom & Google Meet) and provide feedback to learners and ensure that peers can review and provide feedback and guidance as well. **(5-10 minutes)**
  - 1:1 check in
  - Small Group Instruction
  - Peer Feedback
  - Goal setting

- **Reflection/Celebration of Learning:** Opportunities to make learning public and share progress is motivating and helps learners take ownership of their learning. **(5 minutes)**
  - Exhibition
  - Student presentations
  - Share and reflect on learning
  - Exit ticket
- **Activities for the Classroom:**
  - Interactive discussions and hands-on lessons
  - Lab or science work that needs supervision
  - One-on-one instruction time for vulnerable students
  - Well-being check-ins

## Best Practices and Helpful Hints:
- Whether in person or virtual, building rapport and setting expectations are critical for success
- Experts suggest offering a combination of live instruction and work that students can do on their own time (synchronous and asynchronous).
- It is not appropriate to end synchronous learning sessions early. You should view them as akin to in person, "bell to bell" teaching. Should any outside observer visit your Google Meet session, students should be engaged in the lesson.
- Remember that what may/did work in college and graduate level online courses might not be applicable to K-12
- With limited time and distance learning, engagement is more critical than ever
- Keep technology use simple in order to avoid turning the course into a support nightmare and gradually add more advanced technology.
- Redesign is an incremental process. Try not to include too many new activities at first. Start small and build it one piece at a time.
- Focus on the integration of the online and face-to-face components. Connecting what occurs in class with what is studied online is critical so instructors do not end up teaching two parallel but unconnected courses.
- Make all assignments and other course expectations as explicit as possible right from the start. In particular, make sure that the schedule of in-class and online work is clear to the students, and that due dates are stated explicitly and repeatedly

Links to Best Practices:
- 2 Simple Ways to Improve Online Instruction
  [2 Simple Ways to Improve Online K-12 Instruction](#)
- Designing Your LMS to Make Distance Learning Better
  https://www.edutopia.org/article/designing-your-lms-make-distance-learning-better#:~:text=With%20content.,interactive%20content%20into%20your%20LMS.
- Teaching Strategies of Award-Winning Online Instructors
  [Teaching Strategies of Award-Winning Online Instructors](#)

Setting Expectations for Virtual Learning:

- **Meeting Expectations:**
    - Please remind students to remain on mute unless they are speaking.
    - Student cameras will be turned on during synchronous instruction.
    - Remind students to be appropriately dressed, and to avoid distractions (e.g. eating, drinking, inappropriate posters, TV, iPads, video games etc.) in the background.
- **Developing rapport with students and parents:**
    - **7 Ways Educators Can Help Students Cope in a Pandemic**
- **Student Engagement:**
    - Keeping Kids Engaged in Remote Learning
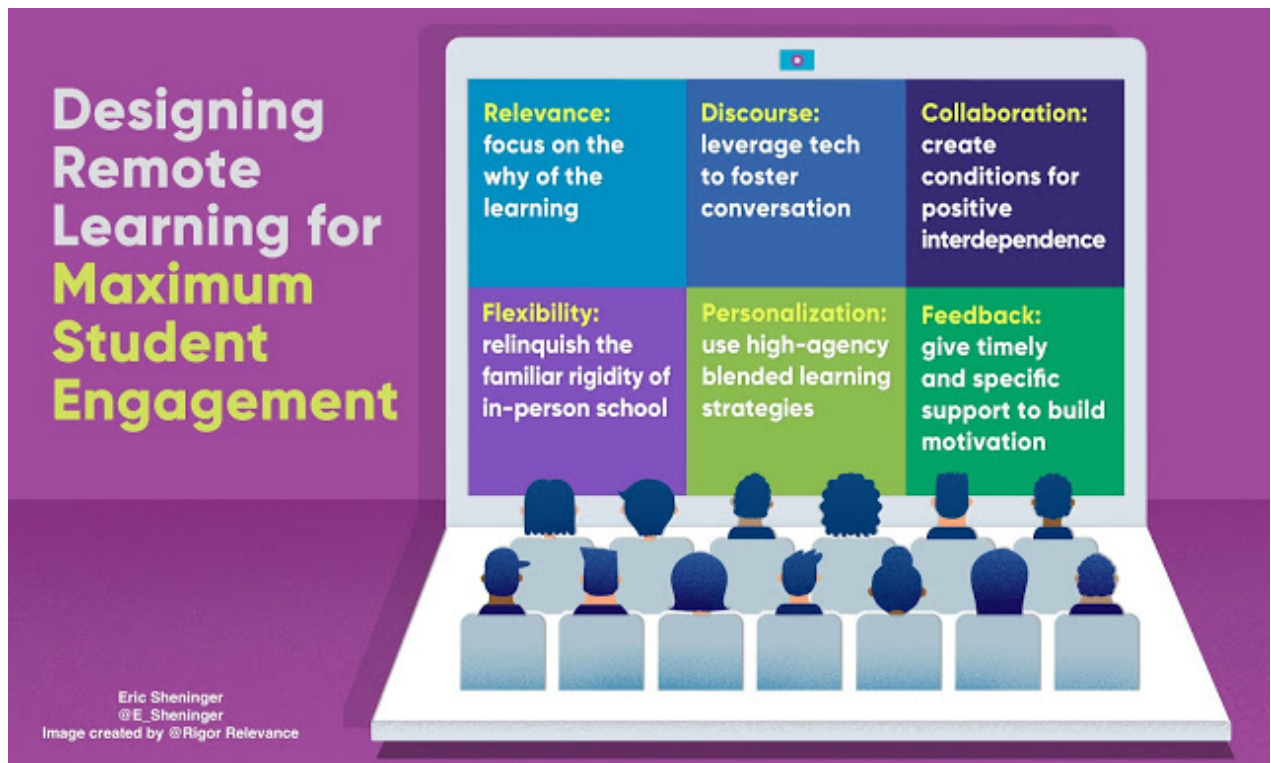
8 Non-Tech Remote Learning Ideas

1. Modeling through written explanations
2. Scaffolded questions and tasks
3. Guided and independent practice
4. Authentic challenge problems
5. Independent reading with reflective questions
6. Playlists and choice boards
7. Movement activities
8. Reflective writing journals

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- **Increasing Student Accountability:**
  - Increased face to face interaction via Google Meet
  - Use small and frequent assessments/assignments (e.g. checkpoints built into presentations and projects)
  - Check with your building administrator for guidance on disciplinary actions that can be taken.
  - Frequent parent communication
  - Use of engaging and personalized lessons

Virtual Learning Teaching Resources:

Technology 21-22:
https://drive.google.com/drive/folders/1a7K9VtZSsB6t6OXeyfE2ZNVX-C5x2SPk?usp=sharing

District Software 21-22:

Teacher	Grade K	Grade 1	Grade 2
EasiTeach	Destiny	Destiny	Destiny
Google	Ed Your Friend - SS	Ed Your Friend - SS, SCI	Ed Your Friend - SCI
Heinemann Leveled	ESGI - ELA, Math	Mystery Science	HMH Textbook
Linkit	Mystery Science	Raz-Plus/Reading A-Z	Mystery Science
Moodle	Nat Geo - SCI	Science A-Z	Pearson - SS
Naviance	Raz-Plus/Reading A-Z	Story Jumper	Raz-Plus/Reading A-Z
Notebook	Science A-Z	Think Central - Math	Science A-Z
Read&Write	Story Jumper		Story Jumper
RealTime	Think Central - Math		Think Central - Math
Screencastify			
Word Press			

Grade 3	Grade 4	Grade 5	Grade 6-8	Grade 9-12
DBQ - SS	DBQ - SS	DBQ - SS	DBQ - SS Gr 8	AutoDesk
Destiny	Destiny	Destiny	Destiny	Avid Pro-Tools
Mystery Science	Ed Your Friend - SCI	Mystery Science	Discovery Ed - SS, SCI	Destiny
Nat Geo - SCI	Mystery Science	Nat Geo - SCI	Membean	Discovery Ed - SS, SCI
Pearson - SS, ELA	Pearson - ELA	Pearson - SS, ELA	Moby Max - ELA, Math	Ed Your Friend - World His, US His, Sociol
Raz-Plus/Reading A-Z	Raz-Plus/Reading A-Z	Raz-Plus/Reading A-Z	Noodle Tools	HRW - SS, SCI
Science A-Z	Science A-Z	Science A-Z	No Red Ink	Kuta
Spelling City	Spelling City	Spelling City		McGraw - Math,

				Art, SS, Chem, Bio
Story Jumper	Story Jumper	Story Jumper		Membean
Think Central - Math	Studies Weekly - SS	Think Central - Math		Noodle Tools
Words Their Way	Think Central - Math	Words Their Way		No Red Ink
	Words Their Way			Stukent

Schedules and Period Length:
Grades preK-1, 2-5, 6-8 and 9-12

Grading:

Assessments/Assignments categories & percentages

HS:

    60/40 for all courses *except Honors and AP courses*
    75/25 for all Honors courses
    80/20 for all AP courses

MS: 60/40 for all courses

Elem: 10% for Homework
      40% for Assignments
      50% for Assessments/Projects

Assessment Considerations:
As you are aware, in a virtual environment, students have unfettered access to online resources which makes academic dishonesty a problem. Below, you will find tips and tricks to overcome these hurdles:
1. Craft summative assessments that are not searchable on Google. Assessments that require students to think and plan strategically (think Depth of Knowledge Level 3 and 4) make cheating significantly more difficult.
2. In a hybrid teaching model, use in person (face to face) time for administering summative assessments.
3. In a 100% virtual environment, utilize tools such as Linkit in order to administer exams. Additional features in Linkit have been turned on for your use, including a feature that does not allow students to open other windows while taking an exam.
4. Administer timed exams during synchronous learning periods. Have students leave their cameras on for the duration of the timed assessment, and monitor the Google Meet to ensure students are not looking away or using other devices.

5. Since students are apt to collaborate, utilize projects where applicable. Projects can be presented to the class, using Google Meet, during synchronous learning periods, if time permits.

***AP Courses:

The unique and rigorous nature of our AP courses present a special challenge. No information has been released by the College Board on the format of the exams in May of 2022; therefore, at this point we have to assume they will be of standard length. In the event virtual instruction occurs for a prolonged period of time, faculty will adjust their teaching methods accordingly, i.e. utilize more direct instruction. Additionally, an increased amount of work must be done by students, where appropriate, outside of the classroom.

Online Safety Tools for Students:

Don't friend anyone you don't know

Utilize strong passwords

Never open up suspicious emails or attachments

Invest in a VPN and anti-virus protection for all devices

Diligently check security and privacy settings

Online Safety Tips

Regularly update software

Get passwords to all of your kids' accounts

Upgrade the security of your home network

Manage social media profiles

Always back up files both offline and online

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Attendance:

Student attendance will be taken during synchronous instruction. Teachers can use a Google Meet plugin that will create a Google Sheet listing students who are in attendance.

On days when students are not in school or are not participating in synchronous instruction, their parents must log-in and submit a Google Form by 8 a.m. each day.