All grades from PK-12 are now in Phase 3 of the BTPS Virtual Learning Plan and will continue until at least Friday, May 15th. During this phase, our teachers will continue to provide students with opportunities to deepen and extend their learning through activities and projects. Teachers will also provide instructional support related to new content with embedded tasks to practice, demonstrate or apply learning.

- The Brick Township Virtual Learning Plan is facilitated using an online instructional platform with appropriate digital resources for learning.
- Teachers post daily messages and assignments in Google Classroom or on their school website by 9:00 AM.
- Teachers will post a message when their online availability is paused due to professional learning, planning or collaboration.
- Instruction will be delivered fluidly through asynchronous (recorded) and synchronous (real-time) models. In order to stay connected to their students, teachers are also cultivating connections through video-conferences or open office hours.

**Instructional Models:**

**Asynchronous** - “recorded”
- Teachers provide instructional videos for students with embedded tasks to work at their own pace i.e. informative Screencastify or FlipGrid instructions from teachers with embedded student tasks.
- This model provides flexibility for students to equitably participate and access quality instruction based on individual needs.

**Synchronous** - “real time” or “live”
- Teachers and students meet online for video chats i.e. Zoom/Google Hangout meetings for instructional purposes, social emotional learning (SEL) connections or virtual “office hours” held to answer student questions in real time.
- This model reduces social isolation and facilitates connection.
Preschool Virtual Learning Plan
Our daily lessons are designed to support and foster learning with the understanding of the age appropriate capacity of a preschool student. Each lesson plan is a combination of flexible opportunities of technology based, home project based, traditional learning and an emphasis on strategic play. The daily lesson plan is tightly aligned to the Preschool Learning Standards and rooted in our Tools of the Mind Curriculum. Below is a guideline for our virtual learning.

Preschool Framework (times are suggested):
- **Literacy** (20 minutes): Story Lab, Buddy Reading, and/or Graphics Practice
- **Math** (15 minutes): Making Collections, Numerals Game, Remember and Replicate, Number Line Hopscotch, and/or Math Memory
- **Science** (15 minutes): Science Eyes and/or Story Lab
- **Make Believe** (55 minutes): “Theme-Beach/Boardwalk” Play plan with make believe play
- **Gross Motor** (30 minutes): Participate in active movement either inside or outside
Elementary (Grades K-5) Virtual Learning Plan

The K-5 daily routine supports students in learning new content aligned to the New Jersey Student Learning Standards and our district pacing guides. Students should continue to spend an average of **two hours per day or minimum of 10 hours per week** engaged in virtual learning activities. As part of the framework below, students will utilize online programs to reinforce skills and concepts through an individualized approach. Teachers will use the data from these online programs to provide targeted support. Below is an outline that will be used as a guide for virtual learning.

**Elementary Classroom Framework - 2 hours per day**

- **Math** (40 minutes)
  - Core lesson & task, Online program practice, and Sense-making routine
- **English Language Arts** (40 minutes: Phonics/Vocabulary, Reading, Writing)
  - Core lesson & task, Online program practice, and Daily choice reading
- **Science or Social Studies** (20 minutes): Core lesson & task with online programs and occasional virtual field trips
- **Special Area Enrichment** (20 minutes): Physical Education, Art, Music, Media & World Language - Weekly activities posted on special area teacher websites or Google Classroom

**K-5 Assessment:**
Teachers will grade each subject area (Reading, Writing, Math, Science, & Social Studies) on a weekly basis using a 3-point rubric.

**K-5 Subject Area Rubric**

- 3 points: All tasks completed. *Evidence of learning and growth*
- 2 points: Most tasks completed. *Evidence of learning and growth*
- 1 point: Few tasks completed. *Insufficient evidence of learning and growth*

*Special area teachers will also be utilizing a rubric to assess student participation and progress.*
Secondary (Grades 6-12) Virtual Learning Plan:
Course/Class assignments will be created as daily tasks or project-based assignments by the teacher. Students are expected to check-in daily to Google Classrooms to verify attendance. Points for these check-ins and completed assignments are earned based on the rubrics below. These weekly points will be converted into a quiz grade entered into Parent Portal by the following Monday.

Grades 6-8 Classroom Framework - 10 hours per week
- 2 hours per subject for ELA, Math, Sci & SS
- 1 hour for Elective/Encore
- 1 hour for PE/Health

Grades 9-12 Classroom Framework - 10 hours per week
- 2.5 hours per course
- Additional 10 hours for AP or Honors coursework

Grades 6-12 Assessment:

Daily Tasks
- Do Now: Check-in daily & respond to prompt. (1 point)
- Learning Task: Points awarded based on completion of a short daily task & evidence of learning or growth. (up to 4 points)
  - Assignments are worth 5 points per day for a total of 25 points per week.

Weekly Tasks
- Do Now: Check-in daily & respond to prompt. (1 point per day)
- Learning Task: Points awarded based on completion of a longer weekly task & evidence of learning or growth. (up to 10 points)
  - Assignments are worth 15 points per week.
Virtual Learning Plan Support Services for Students

**Special Education Teachers (ICR, POR)** will continue to provide accommodations and modifications for their students aligned to the goals in their IEPs. ICR students will participate in the Google Classrooms with their general education peers and be provided modifications, accommodations and small group instruction as needed by their special education teacher. Pull Out Resource students will participate in the Google Classroom of their special education teacher.

**English Language Learner (ELL) Teachers** will continue to support students in accessing the curriculum and providing targeted support. Teachers will also be providing additional activities to promote English Language development.

**Basic Skills Teachers** will be utilizing online assessment data to provide targeted support for students.

**EXCEL Teachers** will be monitoring progress and checking work assigned via Google Classroom, as well as checking in and connecting with students during virtual meetings.

**Specialized Special Education Programs (AUT, BD, LLD, MD)**
Special Education teachers will design individualized instruction/lessons aligned with student IEPs. Instruction, reinforcement and support will be delivered in the platform that best suits the individual student’s academic, social, emotional and behavioral growth.

**Related Service Providers (OT, PT, Speech & Language, Counseling)** can now provide virtual therapies only after receiving parental consent. Please check the parent portal or reach out to case managers for consent paperwork. If teletherapy is not deemed to be an appropriate method to deliver services by the CST, services will be made up upon our return.

**Teacher Aides** will be participating in teacher google classrooms in order to provide supportive services for students. Teacher aides will also be participating in meaningful professional development activities related to supporting students.
We are hoping that while the Virtual Learning Plan is in place that our students:
- Dedicate appropriate time to learning, as guided by the lessons provided by their teachers.
- Check-in to teachers’ websites/Google Classroom daily for updates.
- Find a comfortable place at home where they can study and learn.
- Communicate via email with teachers any problems they are having with assignments and/or technology, or have their parents email the teacher.

We are hoping that while the Virtual Learning Plan is in place that our parents continue to:
- Encourage student participation and daily interaction with their teachers and classmates.
- Monitor their child’s progress and maintain contact with teachers via email.
- Check parent portal weekly and contact teachers with questions on missing or quality of submitted work. (Grades 6-12)

We are here to serve and support you. Please reach out to your child’s teacher, guidance counselor, or administrator if you are in need of assistance.