  **Union Public Schools Distance Learning Overarching Statements**

1. **Focus on essential learning for students:** Our intent is to provide a positive **experience** without overwhelming the student, the parent, or the teacher. Phrases like “quality over quantity” and “keep it simple” will ground each of us as we do our best to serve and care for our students.
	1. This is not an “apples to apples” model. This will not replicate classroom instruction.
2. **Be flexible to meet needs as they arise.**
3. **Emphasis on relationships through this process.**
	1. As simple as checking in with our students. “How are you?” messages.
	2. Read aloud guidelines
	3. Guidelines for YouTube and Facebook messages
4. **Decisions must support all populations of students.**
	1. Paper copies of weekly learning activities will be available at each PK-8 site for each PK-8 grade level. Curriculum team will coordinate copies and deliveries. Plan will be made public by Friday, April 3.
	2. The district has a limited number of devices we can make available to distribute to families who do not have any device or connectivity. Equity and access remain a concern. Union Technology Department will distribute iPads (PK-5), laptops (6-8), and mobile hot spots to those in need on April 8th at Union’s Innovation Lab 6235 S. Mingo, beginning at 9:30am.
	3. By accepting a district device, families are agreeing to the District’s Terms of Use agreement attached to each device distributed.
	4. Teaching faculty who need mobile hot spots should look for an email from Todd Borland the week of March 30th for distribution information.
5. **Extend grace to all those trying during these challenging times.**
	1. Students’ grades in secondary grades can only improve. They cannot worsen.

Teacher expectations:

* 1. Office hours: Minimum of two hours a day, may be broken into two 60-minute chunks as appropriate for personal or family schedule.
	2. Elementary grade levels are encouraged to stagger these times as much as possible. We know teachers are juggling young families, too.
	3. Teachers may schedule office hours during regular school hours or before and after regular school schedules.  These times are intended to work within the teacher’s and family’s schedule while guaranteeing our students and parents that we are available to answer phone calls through the phone app or emails.
	4. Teachers are expected to make contact/check in with students once a week. This may occur during a virtual classroom meeting or through choices listed below. EL coaches and Special Education teachers should assist contacting students.
	5. Teachers will make contact with students in class(es) once a week via phone app (training provided by Todd Borland on Tuesday, March 31st), Zoom, or through other preferred methods. Secondary teachers should begin by contacting students with D’s and F’s. Be mindful of one-on-one video chats with students for teacher protection. Share Zoom protocols provided by district.
	6. Communication to students and parents: Remind, Connect Ed, Social Media, Smore websites, Canvas. The tools to which your parents are most accustomed should continue to be used.
	7. To be considerate of parents, lesson plans will follow a district-wide template. These weekly learning plans will be posted on numerous on-line sites, including the district website and social media pages, but not limited to just those sites. Additionally, they will be made available in paper form at each PK-8 site in the protected vestibules. Grades 9-12 will continue using Canvas.
	8. Lesson plans PK-8 will include as many real-life applications/activities as possible focusing on meaningful learning activities in daily life. Students will be given a menu board of healthy choices and may choose which option to complete. Lesson plans will include a recommended daily schedule for parents.
	9. Lesson plans will be created by grade level teams, including ER1 teachers, and each team’s lesson plan for each building will be posted as described in item f. ER 1 teachers may need to include alternative learning activities.
	10. Teacher leaders and/or Department heads (PK-12) will submit their common grade level/subject lesson plans to principals by Thursday at 4p.m. each week. Principals will share with Mike Vore and post to the appropriate platform to which their parents are accustomed on Monday of each week.
	11. No final exams will be given in grades 6-12. Student grades can only improve.
	12. Each grade level will have a limited amount of work required of students each day. This is the *maximum* amount of time we will ask students to work.

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| **PreK** | **K/1** | **2/3** | **4/5** | **6th** | **7th - 12th** |
| 30 minutes | 45 minutes | 60 minutes | 90 minutes | 25 minutes per teacher | 30 min per teacher not to exceed a total of 3 hours |

* 1. PE, Music, Art, Counselors, Library/Media Specialists and G/T teachers will also provide plans:

PE teachers can provide video links/lesson plans/lists to encourage students to stay active in a safe way, yoga activity, 10 core exercises, cup stacking. Music teachers can provide enrichment activities and links, as well as everyday materials that can make music; Art can provide enrichment activities to do at home with everyday materials.  Counselors can provide mindfulness activities or good ideas for when students become frustrated with distance learning, deep breathing activities, relaxation techniques, and G/T teachers can encourage inquiry and creativity with everyday materials. Library/Media - should create a list of publishers that have allowed for their content to be read aloud online.

ALA teachers can use Nearpod for ELs and other teacher-created resources to deliver ELD 7-12.

Grades 6-8 Elective teachers follow many of the same guidelines and ideas as above.

 n. EL -We are making Imagine Learning Language and Literacy available for every student K-6.

* + 1. ELLevation contains class rosters with language scores in all language domains. The program includes suggestions for scaffolding to the various language levels. ELLevation login: https://login.ellevationeducation.com/
		2. The Scaffolding Playbook is a checklist of how and when to use seven of the most highly recommended scaffolds. [https://unionpsmy.sharepoint.com/personal/casto\_mary\_unionps\_org/\_layouts/15/onedrive.](https://unionps-my.sharepoint.com/personal/casto_mary_unionps_org/_layouts/15/onedrive.aspx?id=%2Fpersonal%2Fcasto%5Fmary%5Funionps%5Forg%2FDocuments%2FShared%20with%20Everyone%2FScaffolding%20Playbook%20MC%2Epdf&parent=%2Fpersonal%2Fcasto%5Fmary%5Funionps%5Forg%2FDocuments&parentview=20)
		3. EL K-12 coaches are preparing a bank of engagement/enrichment ideas for ELs, and they are available to collaborate with classroom teachers to help make the content accessible.
		4. Although EL coaches can log time spent collaborating with teachers for distance learning, DOJ required hours for coaching and professional learning will not be expected for the remainder of the school year.
1. Reading Specialists/Language Arts Specialists will work with grade level teams to develop lesson plans. *RSA will be coordinated through the principal. Steps to follow.*
2. Speech teachers will provide appropriate related services to students on IEPs.
3. Community School Coordinators should schedule a Zoom meeting and begin creating a list of resources for families: food, bill pay, technology. List will be shared K-12.
4. Essential support staff to return/ Teacher access to buildings – **to be determined.**