

## UPSD Continuity of Education Plan

<b>School District</b>	Upper Perkiomen School District
<b>Superintendent</b>	Dr. Allyn J. Roche
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<b>Email/Phone</b>	<a href="mailto:aroche@upsd.org">aroche@upsd.org</a> 215-541-2467
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### Goal of Plan

The purpose of our At Home Learning Program is to provide continuity of education through planned instruction for all K-12 students. New material will be presented and assessed beginning March 30, 2020, as “At Home Learning” officially begins. Our goal is growth for all students, in all aspects- social, emotional, physical, and cognitive.

### Overview of Plan

Our continuity of education through planned instruction will begin on March 30, 2020 with the launch of our [At Home Learning Webpage](#). The general plan is outlined below:

- Teachers will be assigning lessons and activities in a one week (K-5) or six day cycle format (Grades 6-12).
- Home lessons will include but are not limited to remote, online, digital blended, and pen and paper instruction and assignments. If teachers are offering “live” instruction, we encourage students to participate in these sessions, but this is optional. All lessons will be recorded and available for those who miss live sessions, or for re-watching for additional student support. Other teachers will be offering pre-recorded lessons that students should watch. All teacher lesson plans will be available on our website.
- Students will have a full week to work on all assignments and submit them. The “due” date each week is by Sunday at 11pm. Students **can** submit as they go, and we recommend this, but in an effort to be flexible for working families and other circumstances, work is not due until Sunday.
- Teachers will be tracking participation in lessons as well as completion of activities to take and record attendance.
- Teachers will be available via email or other platforms throughout the typical school day to support students. Additionally, teachers will all have “office hours” where there will be live teacher support. Participation in live support is completely optional.

- Teachers will monitor student progress through the activities that students engage in through digital platforms. Teachers will provide feedback to students each week.

## **Assessment**

Non-graded formative and practice tasks:

- Students should complete assigned non-graded assessments that provide a check for understanding. These may include (but are not limited to) questions, discussions, forms, and polls.
- Teachers will monitor student progress with feedback.
- Teachers will actively engage with the student, parents, counselor(s), learning specialist(s) (EL or Learning Support Teachers) and Administration to support students who are not producing evidence of learning.

Graded summative tasks:

- During the week of March 30 to April 3, graded assignments will only count toward a student's overall grade if that assignment will maintain or raise the quarter grade.
- In any subsequent week, graded assignments may be included in the overall grade.
- Teachers will be mindful that students may require altered timelines or support to ensure the learning assignments are complete.
- Clear instructions on where/how to turn in assignments will be provided to students

Parents/guardians will be asked to confirm attendance daily, providing reasons for any absence on the district form. Participation and collected assignments may also be used to determine attendance. Procedural information will be sent to families at a later date.

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## **Special Education/Pupil Services**

The Upper Perkiomen School District is dedicated to access for all students. During this transition to At Home Learning, students with IEPs, GIEPs, and 504s will continue to receive the support and services outlined in these plans, as possible. English Learners will receive support and services as provided by their English Language Development teachers. Case managers and English Language Development teachers will continue to work with general education teachers on accommodations and modifications to assignments. Additionally, as appropriate, staff will also provide instruction in areas identified in the IEP and/or GIEP. Please check the website developed by your child's teacher and look for communication from their case manager.

Related Services such as Speech, Occupational Therapy, and Counseling etc. may be provided through a tele-therapy approach. This tele-therapy may occur through the telephone or Zoom platform. You will not need to create an account in order to participate, your child's related service teacher will send individual Zoom invitations to sessions.

Evaluation, Re-evaluation, and IEP meetings will be held virtually. The case manager will contact families and IEP team members to schedule a time for the meeting. Meetings will be held via a conference call or through other virtual means. Special education teachers, 504 coordinators, and/or related service providers will contact families to review changes to service delivery related to the extended closure. Each level has identified preferred times to hold IEPs, however, IEP teams will continue to make effort to hold meetings that reasonably accommodate parent schedules

### **Special Education**

- Special education teachers are working in conjunction with teacher colleagues to ensure academic materials are provided for all instructional levels, with modifications to the general education curriculum as per student IEP.
- All information found on this website applies to ALL students including students with disabilities and staff will make a good faith effort to provide instruction for all scientifically-research based instruction through a virtual platform.
- The District will continue to hold scheduled IEP meetings during the extended school closure via Zoom conference calls. Your child's case manager will contact you to make appropriate arrangements for the IEP meeting.
- If you have specific questions regarding special education services please contact your child's case manager, the Assistant Director of Special Education, Carol Giblin ([cgiblin@upsd.org](mailto:cgiblin@upsd.org)), Amy Coyle the Supervisor of Special Education ([acoyle@upsd.org](mailto:acoyle@upsd.org)), or the principal of your child's building.

### **English Language Learners**

- EL teachers are working in conjunction with teacher colleagues to ensure academic materials are provided for all instructional levels with modifications to the general education curriculum as per the English Proficiency Level of each student.
- All information found on this website applies to ALL students including EL students.
- If you have specific questions, please contact our English Language Development teachers, Jamie McFadden ([jmcfadden@upsd.org](mailto:jmcfadden@upsd.org)) or Jessica Dynda ([jdymda@upsd.org](mailto:jdymda@upsd.org))

### **Gifted Education**

- Gifted teachers are working in conjunction with teacher colleagues to ensure academic materials are provided for all instructional levels with enrichment to the general education curriculum as per student GIEP.

- All information found within the teacher lesson plans applies to ALL students including students with gifted abilities.
- The District will continue to hold scheduled GIEP meetings during the extended school closure via Zoom conference calls. Your child's case manager will contact you to make appropriate arrangements for the IEP meeting.

### **Expectations for Teaching and Learning**

**Expectations are detailed above; Responsibilities below:**

#### **Parent/Student Responsibilities**

- To ensure seamless transition to At Home Learning, we recommend the following:
  - Subscribe to the [UPN YouTube channel](#) (*Each school has their own playlist where you will find lessons*)
  - Create a quiet, consistent work space for your child, away from distractions with all materials nearby.
  - Create a flexible schedule for learning with your child

and not be working all day every day on coursework. Planning time for fresh air, exercise, and activities of student choice is important. We also recognize that families have a number of other responsibilities such as work and caring for non-school-aged children.)

- Breathe.

and have listed that one first!) Our teachers are doing everything they can to virtually teach your children, and are anxious to support them and you. We know most of you are not teachers and we are asking you to help facilitate; students should take the lead. Be sure to take advantage of teacher email and other platforms to engage with them with your children if they are struggling. Access our "At Home Learning" page on our website, <https://www.upsd.org/>

- Weekly/daily consult the webpage and click on the link for your child's grade level/school to review assignments for the week. New assignments for each week will be posted on Monday.
- The calendar of assignments for the week will be posted weekly and include links for lessons and resources. Students have a full week to complete this work (see details above). Teachers will communicate how to share complete work with them.

## Student Responsibilities

- Check/review with parent/guardian the learning assignments each week.
- Complete the work to the best of your ability.
- Reach out to teachers, or ask your parent/guardian to do so with any questions or difficulty you have.
- Use a quiet, organized space to complete assignments.
- Engage in all learning posted with academic honesty and with good digital citizenship
- Be sure to spend time outside, when possible.
- Eat healthy foods and get good sleep.
- Play and spend time doing things you love.
- Talk to the people in your home and stay in touch with your teachers and counselors.
- Let teachers and supportive staff know when you need assistance.

## Communication Tools and Strategies

Email and Zoom conferences are the main channels for communication. We also created [a Parent Handbook](#) as a resource. Our website also has a [question prompt if needed](#). Our [At Home Learning Webpage](#) is where all of the information can be found.

### Common Resource Links

#### Elementary

- [Every Day Math](#)
- [Benchmark](#), accessed through Clever
- [Second Step](#)

#### Secondary

- [Schoology](#)
- [College Board](#) (Advanced Placement)
- [Naviance](#)

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### Key Contact Information

#### District Administrators:

Allyn Roche	Superintendent	<a href="mailto:aroche@upsd.org">aroche@upsd.org</a>
Andrea Farina	Assistant Superintendent	<a href="mailto:afarina@upsd.org">afarina@upsd.org</a>
Kim Bast	Director of Curriculum and Instruction	<a href="mailto:kbast@upsd.org">kbast@upsd.org</a>
Sarah Rothermel	Supervisor of Curriculum and Instruction	<a href="mailto:srothermel@upsd.org">srothermel@upsd.org</a>
Carol Giblin	Assistant Director of Special Education	<a href="mailto:cgiblin@upsd.org">cgiblin@upsd.org</a>
Amy Coyle	Supervisor of Special Education	<a href="mailto:acoyle@upsd.org">acoyle@upsd.org</a>
Jim Roth	Director of Technology	<a href="mailto:jroth@upsd.org">jroth@upsd.org</a>
Doug Kenwood	Director of Facilities	<a href="mailto:dkenwood@upsd.org">dkenwood@upsd.org</a>
Sandy Kassel	Business Administrator	<a href="mailto:skassel@upsd.org">skassel@upsd.org</a>
Paula Germinario	Director of Food Service	<a href="mailto:pgerminario@upsd.org">pgerminario@upsd.org</a>

Building Administrators:

Maureen Zavadel:	Hereford Principal	<a href="mailto:mzavadel@upsd.org">mzavadel@upsd.org</a>
Allison Stephens:	Marlborough Principal	<a href="mailto:astephens@upsd.org">astephens@upsd.org</a>
Arthur Vigilante:	4th-5th Grade Center Principal	<a href="mailto:Avigilante@upsd.org">Avigilante@upsd.org</a>
Chris Siegfried:	Middle School Principal	<a href="mailto:csiegfried@upsd.org">csiegfried@upsd.org</a>
Rob Carpenter:	High School Principal	<a href="mailto:rcarpenter@upsd.org">rcarpenter@upsd.org</a>

General Technology Issues:

If you had any issues, or encounter issues with technology while At Home Learning, please use this email to request help: [studentithelp@upsd.org](mailto:studentithelp@upsd.org).

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**Conclusion**

The faculty and staff of the Upper Perkiomen School District thank you once again for your consistent support as we work together to deliver continuity of learning during this challenging time. Do not hesitate to reach out to our administration and faculty if needed.

**Access (Devices, Platforms, Handouts)**

iPads, Chromebooks, Laptops  
You Tube (recorded teacher videos)  
Schoology LMS, Google Classroom LMS  
Handouts  
Seesaw  
Remind  
Class Dojo  
Doxy.Me  
Email

**Staff General Expectations**

**Instructions to staff:**

Beginning March 30, 2020 we will begin our continuity of education plan through planned instruction, entitled At Home Learning.

We have created calendars to share with families and **we need you to collaborate to assign work by grade level/course in grades K-8. Teachers of grades 9-12 will have a different template to complete, but the request is the same.** ALL links are at the very end of this email. K-5 teachers will need to collaborate as buildings and grade level teams to create plans for five days beginning 3/30/20 Our goal is the creation of 15 "virtual days" of at home learning for students in case we are not back in session. More, if needed after that.

**The K-5 format asks for you to list an activity, the product, resources necessary, AND “office hours”** basically, when students would be able to contact you with questions or help. The format for these “office hours” has also been requested. Your options to “meet” with students include- Group email, [Google Meet- click here](#) for screenshots on how to utilize this tool (thanks Mark Lewandowski) (FYI- All age requirements have been waived, it's open to all), Phone call, or something else you're familiar with (See Saw, Class Dojo- we've seen a variety being used). The only requirement is to be available to answer questions and provide support as needed for students.

Teachers 6-12 have done a great job of sharing your digital platform on the documents sent by your principals- that will be very helpful and we thank you for inputting that information. More independent work can be done by MS and HS students, **but we are asking for you to enter your plans in the template (link below) so we can offer consistent expectations and formats for families.** K-5 teachers have also provided information on how and when they have been/are connecting with families- this will be helpful as we work to ensure all families/students are engaged in learning March 30<sup>th</sup> if we are still out.

Because we are not able to have students engage in mandatory learning activities over these first 11 days (March 13-27), **all teachers will need to consider pacing and what is essential learning for the rest of the year.** This is true whether we are in session or not, therefore, your virtual plans should reflect this. Please be sure if you are communicating with families now that you are very clear no MANDATORY work is happening, that will begin March 30<sup>th</sup>. It may be difficult for us to engage in “new learning” with students, but we need to offer continuity of education and ensure our children do not fall behind in grade level expectations and standards. Beginning March 30<sup>th</sup> we will expect students to **engage in the activities posted, we will be assessing that work, moving ahead with material.** There is great concern about students failing, falling behind, and/or not engaging, which is possible. We will be using an “all hands on deck” philosophy- using administrators to contact families who do not seem to be engaging; working to provide technology to families who may need it, etc. More conversation is needed about this, but for now, please plan accessible activities that follow the grade level standards and course expectations for this time of year.

#### **As you plan, consider:**

- If you choose to do video instruction, we are asking teachers to use You for recording instruction for students. We have the capability of setting up specific channels and pages by building, so we will be able to make these videos easily accessible to families. Please note, you DO NOT have to record instruction daily, but we do think it will help students to have some recorded instruction. You could also consider using videos that currently exist- through [Khan Academy](#), [Imagine Math](#), Foundations, etc.
  - Foundations Closure Support- <https://www.wilsonlanguage.com/pages/foundations-closure-support/>
  - Foundations At Home Ideas- <https://www.wilsonlanguage.com/wp-content/uploads/2020/03/Foundations-At-Home-.pdf>
- “Live teaching” is permitted as long as you've shared the link (Zoom, Schoology conference, Google Hangout) with ONLY students- no strangers should be able to participate in a live classroom setting. Again, it is an OPTION for teachers who would like to engage in “live” teaching, not a requirement. It will be the platform utilized for IEP meetings, and other virtual events, so spending some time learning about it will be helpful. Watch for our teacher

resource page which we hope to make available Monday or Tuesday of next week (sooner if possible).

- Current pacing of your course and what was missed over the past two weeks
- What is ESSENTIAL to be learned before the end of the year
- K-5 Social/Emotional lessons should come from Second Step as much as possible. I've linked information from [Second Step here](#), so please access this to assist you. Counselors, this would be a great opportunity for you to support grade level teachers.
- Providing both on-line and printed materials (we are working on a plan to get handouts/packets (as needed) to families who cannot connect regularly or at all to the internet)- we would like to see a balance of both (We will be working to see which families need technology in the hope of providing them with temporary technology and internet). Our technology department has created a specific email to support students with technology issues, and this will be posted on the website also: [studentithelp@upsd.org](mailto:studentithelp@upsd.org).
- High-quality, standards-align lessons and assignments. We can't say how many activities to plan each day or week- or even a specific time frame- it will depend on your grade level, and which essential skills/content need to be shared. There is a lot of missed learning happening, so we need you to be appropriate by day and focus on essential skills and content. Please do consider that many families still have working parents who may not be available to help our youngest learners until much later in the day, or even the weekend.
- All assignments will be due on Sunday night, and completion of work is the primary way we will track attendance for students (**more to come on this**). Basically, the instructional week will run Monday-Sunday to accommodate working families (including our own teachers who are home with their own children). If ever there was a time for flexibility and understanding, it is now. We are thinking that 6-12 students will submit work through Google and/or Schoology as has been the case. The parameters for K-5 submission of work are that it must be easy for students/parents – that's it. The most basic plan is to take a photo and email it to teachers, but that is only one idea.
- Special Education co-teachers should be planning with the grade level teams and helping to plan for SDIs as necessary for students. Pupil Services will be **providing a separate email** with additional information for all special education teachers and Pupil Services personnel.
- Gifted Teachers, Reading Specialists, Math Specialists, ELD Teachers, Counselors- please join grade level planning teams to support their work. We would also like weekly plans from you to support the gifted/struggling students you've been working with so that they can continue to grow and get what may be mandated in a GIEP, or Title I, or other goals. Contact me specifically with questions, as I am happy to clarify your role/expectations, but I know you'll be great assets to collaborative teams
- K & 1- Remember to plan regular Foundations lessons- see bullet point #1 above
- A "new" webpage will go live Monday morning 3/30, entitled "At Home Learning" and will contain the information you've created. This will further signify the change at UPSD from optional enrichment/meaningful activities to continuity of education, and work that must be completed by students.



**Please complete each section of the template linked below in collaboration with your team.** We are all here to support teachers in planning effectively, and have created a [Teacher Resource Page](#).

**K-5 Special area/Encore/Exploratory teachers:**

- K-5 please put up Music, Art, PE, Library, FLITE activities (1/day) in the section designated for your group (K-5 Exploratory, MS Encore)
- All K-5 teachers should contribute to the “Stretch Learning/Optional Activities, but perhaps our gifted teachers, FLITE teachers and Encore/Exploratory could assist in the beginning so all can plan effectively.

We tried over the course of several days now to make this a very complete, concise set of guidelines/expectations for you, but know there will be additional questions. **Please utilize [this form](#) to ask them.** We are also quite sure that as a professional staff you are going to blow us away with your creativity and ideas for supporting students, so please also submit these through the same form. **We will reply as soon as humanly possible AND work to create FAQs so all can benefit from the questions/concerns/suggestions. Please do NOT email your questions I will not be able to keep up with response, please use the form linked above so I can keep track and respond to all.**

**IMPORTANT:**

- **High School teachers will need to MAKE A COPY of the Google Doc below to create your own.**
- **All K-8 teachers should be typing directly in the document we provided- do NOT Make your own copy...we will link ONE document for families to access.**

[Hereford Kindergarten](#), [Hereford First Grade](#), [Hereford Second Grade](#), [Hereford Third Grade](#)

[Marlborough Kindergarten](#), [Marlborough First Grade](#), [Marlborough Second Grade](#), [Marlborough Third Grade](#)

[UPSD 4<sup>th</sup> Grade](#), [UPSD 5<sup>th</sup> Grade](#)

[UPMS 6<sup>th</sup> Grade](#), [UPMS 7<sup>th</sup> Grade](#), [UPMS 8<sup>th</sup> Grade](#)

[UPHS Syllabus Calendar](#)

## Student Expectations

### Student Responsibilities

- Check/review with parent/guardian the learning assignments each week.
- Complete the work to the best of your ability.
- Reach out to teachers, or ask your parent/guardian to do so with any questions or difficulty you have.
- Use a quiet, organized space to complete assignments.
- Engage in all learning posted with academic honesty and with good digital citizenship
- Be sure to spend time outside, when possible.
- Eat healthy foods and get good sleep.
- Play and spend time doing things you love.
- Talk to the people in your home and stay in touch with your teachers and counselors.
- Let teachers and supportive staff know when you need assistance.

**See Attendance/Accountability below.**

## Attendance / Accountability

All students will register their attendance daily on a Google Form. This will be accounted for in our Student Information System.

- Students will have a full week to work on all assignments and submit them. The “due” date each week is by Sunday at 11pm. Students **can** submit as they go, and we recommend this, but in an effort to be flexible for working families and other circumstances, work is not due until Sunday.
- Teachers will be tracking participation in lessons as well as completion of activities to take and record attendance.

Teachers and staff will also be registering attendance on a daily Google Form, and holding office hours twice a day, AM and PM, providing live help for students and families.

## Good Faith Efforts for Access and Equity for All Students

### Special Education/Pupil Services

The Upper Perkiomen School District is dedicated to access for all students. During this transition to flexible learning, students with IEPs, GIEPs, and 504s will continue to receive the support and services outlined in these plans, as possible. English Learners will receive support and services as provided by their English Language Development teachers. Case managers and English Language Development teachers will continue to work with general education teachers on accommodations and modifications to assignments. Additionally, as appropriate, staff will also provide instruction in areas identified in the IEP and/or GIEP. Please check the website developed by your child’s teacher and look for communication from their case manager.

Related Services such as Speech, Occupational Therapy, and Counseling etc. may be provided through a tele-therapy approach. This tele-therapy may occur through the telephone or Zoom platform. You will not need to create an account in order to participate, your child’s related service teacher will send individual Zoom invitations to sessions.

Evaluation, Re-evaluation, and IEP meetings will be held virtually. The case manager will contact families and IEP team members to schedule a time for the meeting. Meetings will be held via a conference call or through other virtual means. Special education teachers, 504 coordinators, and/or related service providers will contact families to review changes to service delivery related to the extended closure. Each level has identified preferred times to hold IEPs, however, IEP teams will continue to make effort to hold meetings that reasonably accommodate parent schedules.

## Special Education Supports

### Special Education/Pupil Services

The Upper Perkiomen School District is dedicated to access for all students. During this transition to flexible learning, students with IEPs, GIEPs, and 504s will continue to receive the support and services outlined in these plans, as possible. English Learners will receive support and services as provided by their English Language Development teachers. Case managers and English Language Development teachers will continue to work with general education teachers on accommodations and modifications to assignments. Additionally, as appropriate, staff will also provide instruction in areas identified in the IEP and/or GIEP. Please check the website developed by your child's teacher and look for communication from their case manager.

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Evaluation, Re-evaluation, and IEP meetings will be held virtually. The case manager will contact families and IEP team members to schedule a time for the meeting. Meetings will be held via a conference call or through other virtual means. Special education teachers, 504 coordinators, and/or related service providers will contact families to review changes to service delivery related to the extended closure. Each level has identified preferred times to hold IEPs, however, IEP teams will continue to make an effort to hold meetings that reasonably accommodate parent schedules.

## EL Supports

### English Language Learners

- EL teachers are working in conjunction with teacher colleagues to ensure academic materials are provided for all instructional levels with modifications to the general education curriculum as per the English Proficiency Level of each student.
- All information found on this website applies to ALL students including EL students.
- If you have specific questions, please contact our English Language Development teachers, Jamie McFadden ([jmcfadden@upsd.org](mailto:jmcfadden@upsd.org)) or Jessica Dynda ([jdynnda@upsd.org](mailto:jdynnda@upsd.org))

### Gifted Education

#### Gifted Education

- Gifted teachers are working in conjunction with teacher colleagues to ensure academic materials are provided for all instructional levels with enrichment to the general education curriculum as per student GIEP.
- All information found within the teacher lesson plans applies to ALL students including students with gifted abilities.
- The District will continue to hold scheduled GIEP meetings during the extended school closure via Zoom conference calls. Your child's case manager will contact you to make appropriate arrangements for the IEP meeting.

### Building/Grade Level Contacts

#### Building Administrators:

Maureen Zavadel:	Hereford Principal	<a href="mailto:mzavadel@upsd.org">mzavadel@upsd.org</a>
Allison Stephens:	Marlborough Principal	<a href="mailto:astephens@upsd.org">astephens@upsd.org</a>
Arthur Vigilante:	4th-5th Grade Center Principal	<a href="mailto:Avigilante@upsd.org">Avigilante@upsd.org</a>
Chris Siegfried:	Middle School Principal	<a href="mailto:csiegfried@upsd.org">csiegfried@upsd.org</a>
Rob Carpenter:	High School Principal	<a href="mailto:rcarpenter@upsd.org">rcarpenter@upsd.org</a>

Individual teachers available via their UPSD email.

### Resource Links

[Parent Handbook](#)- This has all parent information.

[Teacher Resource Page](#)- This is information for staff and links to a variety of platforms, resources being used by teachers and students.

[Upper Perkiomen HS At Home Learning Information](#)

[Upper Perkiomen MS At Home Learning Information](#)