



Continuity of Education Plan

School District (School)	Universal Daroff Charter School
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Goal of Plan
The goal of the Continuity of Education Plan is to digitally provide both planned instruction and enrichment/review instruction to UDCS students during COVID-19 prolonged school closure.

Overview of Plan
All UDCS classes have transitioned from traditional classrooms (face-to-face and Brick/Mortar) learning to virtual classroom learning. Universal Daroff's virtual instructional platforms are Google Classroom and Zoom. Google Classroom is used as an informational hub for teachers to share resources, upload lessons, and post assignments. The Zoom platform is typically used for staff meetings, professional development, live learning, and recording lessons. Frequently, Class Dojo is used for student and parent communication.

Expectations for Teaching and Learning
<p>Expectations for UDCS's teaching and learning is to provide high quality planned, enriched, and review on-line instruction that is aligned to the instruction provided in the UDCS school building. To this end, Universal Families of School launched the Virtual Universal Charter Initiative. Under the UDCS implementation of the Virtual Universal Charter Initiative the expectations for teaching and learning is as follows:</p> <ol style="list-style-type: none"> A. All live core content classes occur twice per week through Zoom and be posted to Google Classroom for students and parents to access. The duration of direct instruction (recorded previously or live) is a minimum 20 minutes for all grades. These live sessions are accompanied by assignments that INCLUDE a total of 60 minutes of independent classwork completed on Google Classroom either through the Google Suites (docs, slides, etc.) or through assessments hosted on Google Survey through the Classroom platform. All live lessons and assignments are differentiated to meet the needs of that specific grade. B. Instruction is delivered via planned instructional lessons which continues and extends the UDCS Scope and Sequences and enrichment/review lessons re-teach content previously covered earlier in the year. C. In an effort to establish and maintain good communication with UDCS, UDCS teachers and Classroom Assistants are available two hours per day during "Office Hours" to address scholar and/or parent needs, concerns, and/or offer additional academic support.

- D. The Virtual Universal Charter Initiative will provide equal IT access for all UDCS scholars/families. Laptop are provided at a 2:1 ratio. UDCS scholars and families are provided access to Google Classroom and Zoom. UDCS maintains a Google domain with accounts for all students and staff, which provides access to all Google apps and platforms.
- E. Regular attendance and classroom participation are critical requirement under Virtual Universal Charter Initiative. Scholars are expected to log in to their Google Classroom, view the videos posted by all of their teachers and complete the assignments posted.
- F. The Virtual Universal Charter Initiative requires the UDCS Instructional Leadership Team (ILT) to work directly with the teachers to assess data and decide which review skills/concepts per content area are taught per grade band. The ILT maintain communication with teachers and staff to ensure that videos and instruction are continued throughout the school closure. The instructional team provides positive feedback to teachers on their videos as well as resources and support on using these platforms for instructional purposes. ILT staff members provide professional development on both Zoom and Google Classroom as well other PD sessions. The ILT members conduct weekly grade team meetings each Friday.

Communication Tools and Strategies

Universal Daroff will use Email, Phone, Zoom, Class Dojo, Google Classroom, and School Messenger for communication.

Access (Devices, Platforms, Handouts)

Staff and scholars have access to laptops, Google Classroom, Zoom, and Class Dojo. Additional digital resources are available via the Universal Companies Virtual Learning Guide.

Staff General Expectations

General expectations for UDCS's staff under the Virtual Universal Charter Initiative reflects the highest standards of professionalism, commitment, and job performance as outlined below:

- A. All UDCS staff are expected to attend all Zoom meetings established by administrators, including morning meetings, scheduled content meetings, and academic meetings.
- B. All UDC staff are required to be available for their assigned office hours. UDCS staff are "on call" to answer any questions scholars may have on Google Classroom, schedule Zoom conferences for scholars who cannot attend their office hours and complete all other professional responsibilities from 8:00 -3:15 pm.
- C. UDCS teachers are required to submit planned, enriched, and review lesson plans that outline the skills/concepts they are teaching (live) to the ILT each Wednesday by 12:00 am.
- D. UDCS teachers are also required to ensure their materials and assignments are posted on Google Classroom by Thursday at midnight.
- E. UDCS teachers are required to submit scholar attendance in Power School on or before 12:00pm.
- F. UDCS classroom assistants and climate staff are required to host breakout room sessions during the teachers' "office hours" to provide their scholars with enrichment support.

- G. UDCS PCAs and climate staff are expected to contact their assigned small groups of scholars and families to provide social/emotional support at least once a week.
- H. UDCS classrooms assistants, PCAs are required to report technical issues should to Mr. Vanderslice.
- I. UDCS teachers, classrooms assistants, PCAs and climate staff are required to report behavioral issues to Ms. Booker or Mr. Waller.
- J. UDCS teachers, classrooms assistants, PCAs and climate staff are required to wear professional attire in all instructional videos.
- K. UDCS administrators, teachers, classrooms assistants, PCAs and climate staff are required to adhere to the UDCS attendance policy (enter time off request in ADP, send email to administrators by 7:00 am, and have assignments posted on Google Classroom for students to access during their absence).

Student Expectations

In general, UDCS scholars are expected to log in to their Google Classroom, view the videos posted by their grade teachers for each content (8 videos per week for Grades K-4 or 160 minutes per week of “direct instruction” and 6 videos for Grades 5-8 or 180 minutes per week of “direct instruction”), and complete 95% of the assignments to be eligible for promotion to the next grade. In particular, all UDCS scholars are expected to:

- A. Set up Zoom and Google Classroom Accounts
- B. Complete assignment and submit work into Google Classroom, Google Survey/Questionnaire/Google Docs.
- C. Be on time DAILY for attendance.
- D. Schedule to meet with their teacher during their office hours, as assigned.
- E. Report any IT complications or damage to their technology or difficulties with their academic work
- F. Follow their assigned individualized daily schedules comparable to the following example:

8:30 – 9:00	Advisory (Homeroom Teacher takes attendance)
9:00 – 9:30	MTSS (ELA – iReady)
9:30 – 10:15	Core Content Live Learning (M/W: ELA & Specials)
10:15 – 11:45	Small groups (targeted students)
11:45 – 12:45	Lunch/Prep
12:45 – 1:30	Core Content Live Learning (T/Th: Math/Sci/S.S)
1: 30 – 2:00	MTSS (Math – iReady)
2:00 – 3:15	Office Hours / Targeted Small Groups

Scholars are expected to be available for supportive instructional services, interventions, conferencing and/or phone conversations as means of ensuring that scholars and their family members have sufficient communication with UDCS teachers and support staff to ensure that scholar receive quality instruction and academic success. At a minimum, scholars are required to be contacted twice weekly, and all scholar contacts will be documented.

Attendance / Accountability

UDCS scholars are expected to check in to Zoom meetings from 8:30-9:00am, on a daily basis; UDCS teachers will record scholars’ attendance. Scholars with more than one sibling at the school sharing a laptop will not be required to stay logged in for the full attendance period. Scholars are expected to maintain daily attendance at least 95% of the time. This attendance will also be recorded in PowerSchool.

Good Faith Efforts for Access and Equity for All Students

UDCS scholars/families are eligible to receive a laptop at a 2:1 ratio to access online instruction. Under the Virtual Universal Charter Initiative, more than 160 Chromebook were distributed to UDCS scholars and their families. Additional Chromebook are available for scholars and families who need IT support to access on-line classroom lessons and learning activities. Wi-Fi hotspots are available for those who do not have Internet. Comcast, among other companies like T-Mobile and AT&T, have programs that have provided free Internet for UDCS families. Parents are encouraged to contact their local Internet provider for assistance.

Special Education Supports

The UDCS Special Education Team Department provides pull-out sessions Monday through Thursday for all scholars (except those that receive Speech-Only Support).

Students in Life Skills, Replacement Instruction, and Intensive Learning Support view 45 minutes of live learning sessions daily with lessons targeted for review from the I-Ready Curriculum for both ELA and Math. Students will receive support to access all videos and instructional materials on an as-needed basis. Additionally, special needs scholars receive 40 minutes of pull-out support to target the academic goals in their IEPs, Monday through Thursday. For 30 minutes, the scholars also complete intervention activities on individual pathways in I-Ready for both Math and ELA Monday through Thursday.

Daily, Learning Support scholars will receive two periods of General Education Core Content instruction daily. Additionally, they will receive two periods of remediation or “small group pullout” with a Special Education teacher. They will also be monitored in accordance to their IEP goals through individual lessons set up in i-Ready, which offers math and literacy interventions.

ELL Supports

Level 1 ELL students will receive 2 recorded lessons and work to accompany these lessons each week. Office hours are available each day to provide support for all ELL students. These supports include individual or small group meetings, modifying work, or translating work when necessary. The ELL teacher is required to contact ELL families weekly, to ensure a smooth learning process and to make certain that ELL scholars have equal accessibility to all teaching and learning course work and activities.

Gifted Education

UDCS provides several opportunities to engage high-level thinkers. Differentiated instruction is provided to address scholars of all instructional levels. So, UDCS gifted scholars receive additional, related course work and material, that facilitates and supports their progress through the curriculum at the same rate as other scholars. For example, after the gifted scholars have completed the normal work in the curriculum, enrichment learning activities are provided to them with additional information about a subject. In addition, UDCS provides technology as a key component of the gifted scholars learning process not only to keep the gifted scholar actively engaged but to allow the gifted scholar to explore and connect with scholars from other places throughout the world. Furthermore, UDCS provide opportunities for scholars to meet with teachers, classroom assistants, and/or counselors to address their specific interest, talents, aspirations and social-emotional needs.

Building/Grade Level Contacts

Principal: Dr. James Ruffin
Director of Academics: Ms. Michelle Brown
Assistant Principal: Ms. Katie Hollenbach
Instructional Coach (Math): Mr. Andrew Polinchak

Reading Specialists: Ms. Cassondra Taylor & Ms. Brittany Harmon
Technology Coordinator: Mr. Eric Vanderslice
SEL: Ms. Kimberly Lorde
ELL Teacher: Ms. Amanda McLaughlin
Community Services Liaison: Ms. Courtney Brown
PBIS/MTSS Coordinator (i-Ready): Mr. Brett Kauffman
Administrative Assistants: Ms. Edwena Lanier & Ms. Nashay Hooks

Resource Links

<https://schoolchoiceweek.com/keep-learning/>
<https://www.internetessentials.com>
<https://www.learninga-z.com/site/lp2/covid19>
<https://www.philasd.org/coronavirus/>