



Thank You Veterans & Active Service Members

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THANK YOU FOR SERVING OUR COUNTRY AND PROTECTING OUR FREEDOMS. UPSD IS GRATEFUL FOR YOUR COMMITMENT AND SACRIFICES.

Open Letter to the University Place School District Community

In 2020, we have been fighting two threats: COVID-19 and racism. Not only are we challenged by the disruptive effects of a pandemic, we also confront the effects of racism, overt and hidden, individual and institutional.

Why do we speak out about racism at this time? Speaking directly to the black students and parents in our district,

we want you to know that we grieve with you during this time. Speaking to all students, families, educators, and community partners of the University Place School District, we want you to know that we will always stand up for justice and advocate for all students in our district. As your voice in the University Place school system, we have dedicated ourselves to school district values that include:

1. Education

- a. *Is fundamental to quality of life.*
- b. *Is essential to participatory citizenship in our democracy.*
- c. *Supports the advancement of social justice and equity.*
- d. *Acknowledges and responds to the diverse needs and experiences of all students.*

2. Learning

- a. *Is a lifelong process.*
- b. *Enables us to adapt to change.*

3. Every individual learner

- a. *Has value and is entitled to be treated with respect.*
- b. *Can learn.*
 - *High expectations promote greater student learning.*
 - *Hard work and perseverance are essential in order to maximize potential.*
- c. *Has unique needs, values and experiences.*
- d. *Is entitled to differentiation of resources necessary to promote equity and success.*
- e. *Is responsible*
 - *To family, school and community.*
 - *To contribute to a safe and civil school environment.*
 - *For his or her decisions and behavior.*

4. The learning environment

- a. *A shared set of basic values and ethical standards strengthens our community.*
- b. *A diverse population working toward common goals enriches our community.*
- c. *Integrity is necessary for trust, which is fundamental to quality relationships.*



Mary Lu Dickinson
President



Ethelda Burke
Vice President



Rick Maloney



T'wina Nobles



Marisa Peloquin



Jeff Chamberlin

These words are only a starting point. We can and must (in our country, our state, and our community) do better, and we must persist in making this current commitment a permanent one. Incidents including unrestrained and criminal exercise of power against black and brown members of society by police officers whose duty it is to serve and protect ALL community members constitute a call for action to dismantle racism in all our social institutions. Schools have a unique role to play,

because in concert with families and local communities, schools have profound influence in shaping the future of our society. Please join with us in a comprehensive review of school-based structures whose intent is to root out racism, conscious and unconscious, so that ALL our students successfully emerge and contribute to a world we want for them. We must all confront racism, speak out against it, and actively do the hard work of dismantling it. Together, we believe we can.

Sincerely,

University Place School Board & Staff

Mary Lu Dickinson, President / Ethelda Burke, Vice President / Marisa Peloquin, Board Member

Rick Maloney, Board Member / T'wina Nobles, Board Member

Jeff Chamberlin, Superintendent & Secretary to the Board . University Place School District No. 83

New School Year Brings New Challenges

A Message from Superintendent Jeff Chamberlin



The 2020-21 school year presents a range of new challenges for students, parents, teachers and support staff. These challenges impact how we teach, learn and care for one another. In UPSD, we are focused on three critical initiatives: 1) engaging students in high-quality remote learning, 2) keeping students and staff safe from COVID-19, and 3) strengthening our commitment to racial equity. Progress is being made in each area with more work ahead.

1. Creating a High-Quality Remote Learning Program

Our remote learning program is much improved over last spring. It continues to evolve as we collaborate, gain experience and adjust what we do to help students learn. UPSD teachers are among the finest and most dedicated educators around. They've made substantial efforts to learn new ways of teaching with technology. Parents and family members are also providing unprecedented levels of academic support. Daily attendance has been above 95% and the quality of remote instruction is growing with practice. Read more about our remote learning system on page 7.

2. Keeping Students and Staff Safe from COVID-19

District staff have worked tirelessly to learn how to protect against COVID-19. All UPSD employees have been trained on prevention measures and each building has a designated COVID-19 Supervisor. Also, we have procured the extensive equipment and supplies necessary to keep everyone safe when we return to in-person learning. Many staff and students are already benefiting from these safety efforts as we support small groups for learning, activities and athletics. More information on our COVID-19 safety plan can be found on page 10.

3. Strengthening Racial Equity

Schools everywhere have an important role to play in the fight for racial equity. It is vital that we provide an educational experience that serves, respects and meets the needs of all students. Our efforts to strengthen racial equity are focused in six key areas: curriculum, professional development, workforce diversity, partnerships, equity leadership and school board policy & development. All teachers and administrators participated in mandatory equity training in October with more sessions to come. Curriculum updates are underway to ensure accuracy, balance and inclusion. Partnerships with the Equity Literacy Institute and the Race & Pedagogy Institute at the University of Puget Sound are in place to help guide our work. More information is available on our website at: www.upsd83.org/about_upsd/racial_equity_initiative.

Our efforts in these three areas will continue throughout the year as we confront the challenges presented by the COVID-19 pandemic. Work to promote racial equity will extend beyond our current year as we work with community and staff to ensure that every student thrives in UPSD.



Dialog

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UNIVERSITY
PLACE
School District

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University Place School
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www.upsd83.org

 @UPSD83

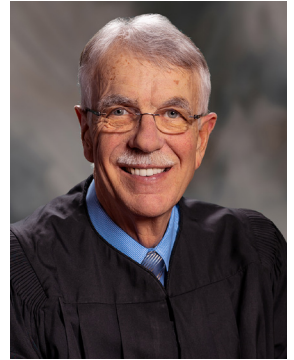
UP Spotlights

Alumni Spotlight: Associate Chief Justice Charles W. Johnson

Associate Chief Justice Charles W. Johnson began service on the Washington State Supreme Court in 1991 and is the longest serving justice on the court having been recently re-elected to another term this November. Justice Johnson attended schools in UP from kindergarten through high school and graduated from Curtis in 1969. Not only does Justice Johnson value the high-quality educational experiences he had within UP schools, but also the “hands-on teacher involvement, mentoring, and direction of my educational efforts,” he says. “To this day, I point out my third grade teacher who taught me the foundations of writing, my junior high algebra teacher, and my senior high algebra teacher and science teacher who instilled in me an analytical way of thinking.”

Justice Johnson graduated from the UW in 1974 and the University of Puget Sound School of Law (now Seattle University School of Law) in 1976. He is still active at Seattle U., where he is a Distinguished Jurist in Residence. He teaches and lectures throughout Washington State at law schools, universities, community colleges, high schools, and community organizations and has received national recognition for his contribution to legal education.

Justice Johnson participates generously in law-related, professional, and community activities. He has received much recognition for his contributions including the Washington State Bar Association’s William O. Douglas award for his years of judicial service, the Distinguished Law Graduate award from Seattle University, and the Dedicated Service Award from the American Bar Association.



Associate Chief Justice
Charles W. Johnson

Staff Spotlight: Torey Heidelberg, US Army Veteran



Torey Heidelberg
US Army Veteran, UPSD
Safety & Emergency
Preparedness Coordinator

In 2001, Torey Heidelberg was 23, married, and preparing to be a financial advisor. After watching the terrorist attack on the twin towers in New York on September 11, “An overwhelming sense of duty came over me,” he says, so he decided to join the Army. After basic training, he was stationed in Killeen, Texas, and was a Traffic Collision Investigator for the military police.

An opportunity came up to be part of a protective service detail for a colonel getting ready to deploy to Iraq. He later served in Iraq on a protective service detail for a one-star general, then a three-star general. He served in the Army from 2002-2007 and in the National Guard from 2007-2011 in a Military Police Detachment, Homeland Emergency Response Force.

In 2007, Heidelberg became a Civilian Police Officer/Traffic Collision Investigator at Joint Base Lewis McChord. He served in that role until 2015 when he became a Chief Investigator for the Washington State Department of Corrections.

He joined UPSD in 2018 as its Safety and Emergency Preparedness Coordinator. His responsibilities include safety and security of the staff, students and facilities; emergency planning and preparation; risk management; and as a law enforcement and city liaison for the district. He has been pivotal in the district’s COVID-19 response.

Student Spotlight: Kevin Nguyen & Katrina Wangen



Kevin Nguyen

Curtis High is pleased to announce that two of its seniors are National Merit Scholarship Semifinalists: Kevin Nguyen and Katrina Wangen. To be named semifinalists, they scored among the top one percent of students nationwide on the 2019 Preliminary Scholastic Aptitude Test (PSAT). Their PSAT scores qualify them to compete for finalist recognition and one of 7,600 National Merit Scholarships worth more than \$30 million that will be offered next spring.



Katrina Wangen

Kevin Nguyen: Kevin's favorite subject in school is math. He says it's logical and intuitive and gets satisfaction out of solving a particularly difficult problem. A member of the school's Math Team and the National Honor Society, Kevin is interested in chemical engineering and hopes to attend the University of Washington. Kevin went to Curtis Junior High before high school and feels the biggest advantage of attending UP schools is the warmth of the community. "The moment I stepped foot into the senior high, I felt like a Viking, a member of something greater than myself."

Katrina Wangen: Katrina's favorite subject in school is chemistry as she enjoys learning how the world works. Taking courses in the Running Start Program at TCC and being a three-sport varsity athlete (cross country, girls wrestling and track & field) at Curtis has made her better at managing her time she says. Her awards and honors include two-year team captain for both cross country and track and field, 7th and 8th placer in state wrestling, member of the academic state champion girls wrestling team, and individual girls wrestling academic state champion. She also earned a varsity letter in community service the past two years serving 150+ volunteer hours at numerous community nonprofits.

After high school, Katrina hopes to attend a four-year university to study chemical and/or mechanical engineering. She also hopes to continue her interests in wrestling and running.

Community Partner Spotlight: Pierce County Auditor's Office

UPSD is honored to partner with the Pierce County Auditor's Office Elections Division every year when the staff comes to Curtis High to register seniors to vote. According to Civics Teacher Tim Kelly, auditor's office staff have been coming to Curtis for over 13 years to register seniors in Civics and AP Government classes to vote. The partnership started sometime before Kelly's arrival at Curtis in 2007.

The auditor's office includes an Elections Division that: elects school district board members, oversees the pass/fail of school district bonds and levies, assists with redistricting and boundary line adjustments, and conducts voter outreach and education.

Pierce County Auditor Julie Anderson says Curtis is the only high school in Pierce County that offers this opportunity to students. She adds, "Over the past 10 years, we've collected, educated and registered at least 4,000 UPSD students."

"It is one of the most anticipated days of the school year for our seniors," says Kelly. "They are very excited to be able to register to vote. This is especially true in a presidential election year like this one," he adds.



Julie Anderson,
Pierce County Auditor



UPP Named 2020 Recipient of National Blue Ribbon Schools Award

We are extremely proud that University Place Primary School has been recognized as a 2020 recipient of the National Blue Ribbon Schools award by the United States Department of Education. UPP is one of only four schools in the state of Washington, and 367 schools nationwide, to be selected. Congratulations to the students, staff and parents at UPP.

Among the Nation's Highest Performing Schools

University Place Primary School is recognized as an Exemplary High Performing School because it is among the state's and nation's highest performing schools as measured by state assessments. The coveted National Blue Ribbon Schools award affirms the hard work of educators, families, and communities in creating safe and welcoming schools where students master challenging and engaging content.

Research-Based Practices

University Place Primary is an extraordinary place to learn because of a shared belief in the capacity of all students to learn and a common commitment to engaging in collective, research-based practices that ensure even our most vulnerable students achieve. UPP's mission is one of both equity and excellence.



Key Strategies: Strong Programs in Math & Literacy

Key strategies used in the district, and specifically at UPP, focus on the development of strong, core academic programs in math and literacy. Every student receives the support, resources, and expert daily instruction necessary to achieve rigorous content objectives. Teachers collaborate closely to deliver high-quality, fully guided core instructional experiences with the targeted support necessary for all students to access critical learning.

Focus on Measurable Student Academic Success

Students needing more than our core programs have access to effective, targeted interventions that serve to bolster their ability to find success in core programs. Most importantly, staff interactions are focused on measurable student academic success.

Professional Learning Communities at Heart of Achievement

At the heart of UPP's academic success and ongoing improvement efforts is the work of its Professional Learning Community (PLC) teams says UPP Principal Willie Keith. A PLC is a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students. UPP faculty are committed to ensuring every student meets essential grade level objectives. "This work is only possible when PLC teams have the capacity to identify the most essential learning objectives, to create assessment systems to monitor student understanding, to identify those students who don't learn, and to employ common interventions to monitor and support those who struggle," says Keith.

Extraordinary Levels of Growth

"The understanding of and commitment to authentic PLC work centered around the achievement of all students," explains Keith, "is the main reason historically undeserved and at-risk populations of students experience extraordinary levels of growth and achievement at UPP." Congratulations Mustangs!

More Information

For more information about UPP and this award, visit <https://tinyurl.com/yyde7sbu>

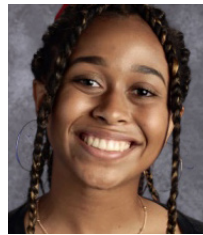


Twenty-Six Students Honored with Youth Merit Incentive Award

Pictured below are this year's winners of the Elizabeth Wesley Youth Merit Incentive Award. The award is given annually to 9th, 10th and 11th grade African American students in Pierce County who have demonstrated outstanding academic achievement, community service and good citizenship. Elizabeth Wesley, the award's namesake, moved to Tacoma in 1945 where she and her husband joined Bethlehem Baptist Church. In 1953, they helped organize Shiloh Baptist Church. This program honors Mrs. Wesley's legacy and her commitment to children. For more information about the awards, visit www.ewesleyaward.org.

We are proud of our honorees for who they are and what they have accomplished.

Congratulations to this outstanding group of student leaders.



Queen Angel Allain-Pendergrass



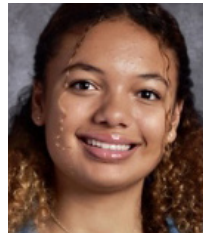
Isaac Bacon



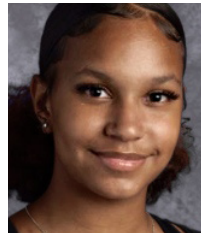
Bryce Bouyer



Maya Bramble



Sydney Bruce



Mireya Davis



Shawnacee Davis



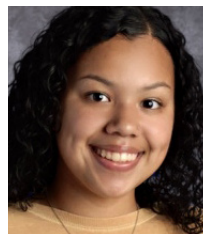
Hamed Diakite



Asya Doty



Aulla Elhassan



Monique Evans



Tayah Flood



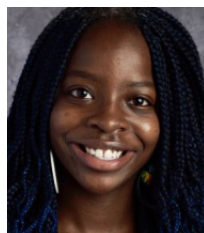
Madison Jefferson



Nia Jiles



D'Andre Jones



Benita Kisémbó



Cinque Maxwell



Nia McCoy



Adrianna McCray



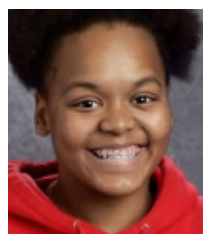
Hannah Mwangi



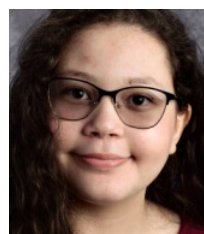
Gabriel Newman



Jaden Riggins



Karrington Smith



Laylah Thomas



Jala Ward



Alicia Whitten

Narrows View Intermediate & UP Primary Recognized as High-Performing Schools



Through a detailed study of all schools in Washington's 295 districts, Narrows View Intermediate and University Place Primary have been recognized by the Center for Educational Effectiveness (CEE), www.effectiveness.org, as two of the top 31 schools demonstrating high achievement and improving performance for all students, especially among Black, Latinx, American Indian/Alaskan Native and/or low-income students.

The study, funded by the Bill and Melinda Gates Foundation, seeks to identify what effective programs and practices create the environment for student success and then share the results across the state and nation. CEE analyzed and compared the performance of both schools within the above-mentioned student groups to other schools using multiple measures: attendance, English language acquisition, English Language Arts SBA assessment, and Math SBA assessment. The data revealed both schools' performance exceeded other schools in the study in one or more of the measures above. Congratulations to Narrows View and UPP!

UPSD Virtual Learning: A Fully Online Remote Learning Program for UP Families

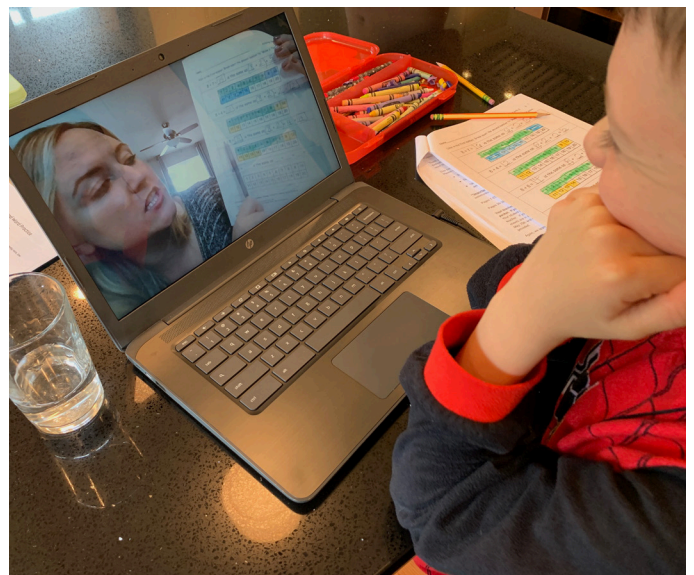
When school buildings statewide were closed last spring to reduce the spread of coronavirus, teachers and staff rallied to provide for the basic needs of families and the opportunity for students to engage in learning. "Our teachers learned new technologies quickly and provided the highest possible quality instruction during the 'emergency schooling' period," says Sunset Primary School Principal Steve Hagen.

"Planning was the difference between the spring emergency closure and this fall's Online Remote Learning Program," says Assistant Superintendent Jeff Loupas. "This past summer, the district made massive investments in training, technology and planning time geared mostly toward converting what teachers teach to be deliverable online," he says.

Online learning takes place through academic instruction that occurs through electronic means, using computer-assisted instruction. Students in grades K-12 follow a consistent school day schedule, attend class in which teachers take attendance, and receive live instruction of essential learnings. The program is more structured, consistent, and better organized with regular opportunities for students and parents to connect with teachers and get support.

One parent expressed her appreciation in a recent email to a principal: "My husband and I are so impressed with how well you and all the teachers and staff are doing during the pandemic and teaching our littles...We cannot wait for this pandemic to be behind us and (our son) can be back in the classroom...We just wanted to extend our gratitude. We feel very fortunate to be in this school district."

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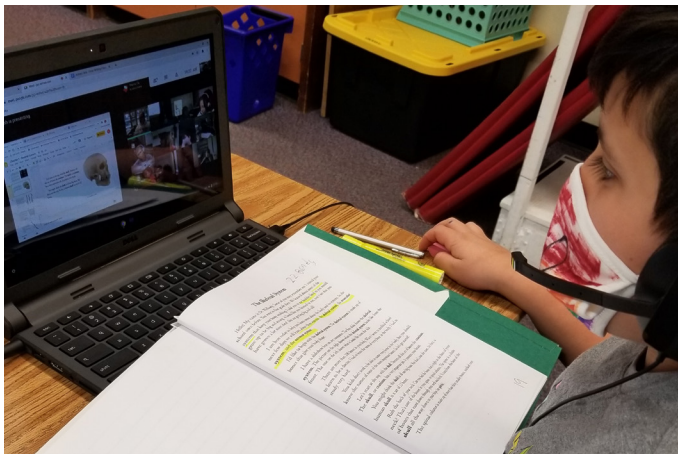


UPSD Virtual Learning: Planning Focuses on Three Goals

In developing its Online Remote Learning Program, the district's planning focused on three important goals: 1) Get students online (includes tech and personal support to keep them connected to school, 2) Establish a schedule and provide instruction to help students who need something more, and 3) Give teachers and teams the tools and time to improve.

Goal #1: Get Students Online

The district supplied hardware and software technology to all students who needed it – including access to the internet. About 4,000 Chromebooks (small laptops running on Google's Chrome operating system) are on loan for at-home use and 60 Wi-Fi hotspots (devices with wireless signals for internet access) are on loan to UPSD families. District staff worked with hundreds of families to get them connected with local provider programs to get broadband or better broadband in their homes. District staff continue to support this process today.



Goal #2: Establish a Schedule and Provide Instruction to Help Students Who Need Something More

Establish a Schedule: "Our online instructional plan this fall is highly structured and predictable for students, staff and parents," says Curtis Junior High Principal Jayne Hofstrand. The 8th through 12th grade student schedules include daily class check-ins with teachers at the beginning of each of their six classes. Schedules for students in grades K-7 include predictable, regular times each day. Students meet with their teachers virtually face-to-face with time built in to provide extra help for students who need that. The schedules provide time for activities in core subjects and in music and PE.

Provide Instruction to Those Who Need More:

The district developed an online learning schedule that maximizes the amount of time that students spend in live virtual meetings. It also reallocated resources so that more instructional groups are available, and the number of students in these groups is small. "This enables teachers to provide much more individual attention and academic feedback on critical content, and extra instructional sessions for students who need additional help," says Sunset Principal Hagen.

Goal #3: Give Teachers and Teams the Tools and Time to Improve

Tools: Thousands of Hours of Tech & Curriculum Training

Teachers attended more than 2,400 hours of technology training and participated in thousands of hours of curriculum work over the summer just to be prepared to teach online.

Tools: Tech Platforms That Best Support Students

This fall, teachers have focused their efforts on using platforms to design lessons that best support their students. "Tools such as Pear Deck, EdPuzzle, and Jamboard are used by teachers to encourage and increase students' active engagement and to enhance their understanding of difficult content," says Principal Hofstrand. (See Technology Tools on page 9.)

Time to Improve: Steady Improvement Over Time

Loupas explains that the district knew there wasn't enough time to help teachers learn to be as proficient online as they are in person. "So, we provided basic training in specific platforms so teachers could start delivering instruction and improve with practice and experience," he says. "The additional planning time built into schedules provides some of the time teachers need to collaborate to make steady improvement over time."

(continued on page 9)

By the Numbers

- 5,494 students learning remotely
- 4,000 Chromebooks on loan for at-home use
- 100 hotspots on loan to UPSD families
- Over 18,000 packets distributed to students in math and ELA
- 97.4% average daily student attendance for remote learning

Technology Tools

Tools that UPSD teachers are using to increase student engagement and interaction this fall include:

Ed Puzzle: Allows teachers to stop videos of themselves explaining or teaching and insert questions or notes so that students must pause and engage in the learning at key points.

Pear Deck: Allows teachers to create interactive Google Slides. Students may answer questions, write explanations, provide opinions and ask questions along the way.

Jamboard: An electronic whiteboard that both students and teachers can edit and write on to share work and provide feedback.

Google Forms and Docs: Allow teachers to write quizzes or questions and give students a way to respond.

Google Meets: Virtual meeting application that is the foundation of our everyday instruction. During virtual meets, teachers can ask questions and students can interact and engage in the learning.

USPD Virtual Learning: Positive Outcomes

Outstanding Attendance – High Levels of Engagement

Student attendance rates are very high and in line with historical attendance rate data in a normal school year. “We are extremely proud of the effort our students are making to attend and participate in their classes and are thankful for the support and encouragement that parents and guardians are providing to their students during at-home, online schooling,” says Hofstrand. Strong attendance is a result of outstanding efforts by teachers to offer engaging lessons and also a commitment from families to make learning a priority. “Although we know it has not been easy,” says Hagen, “we are grateful for the efforts of our families, which have led to outstanding attendance and high levels of student engagement.”

Dedication to Every Learner’s Success

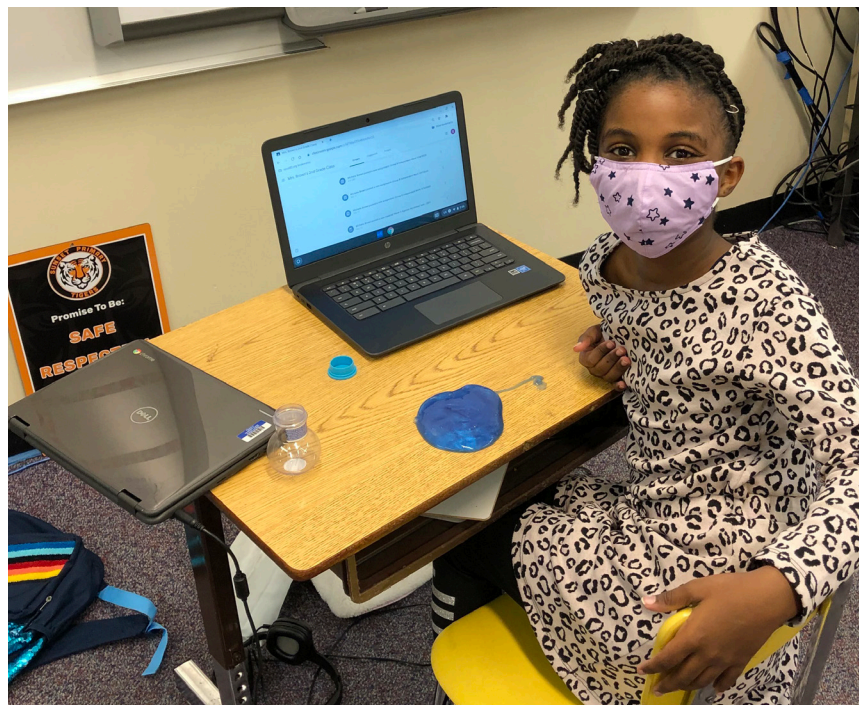
Loupas says that the district has never been more impressed with teachers and administrators than during these challenging times. “They are dedicated to making it so that every learner is having success,” he says.

Continuous Improvement

“The commitment of teachers to train and learn will allow us to continuously improve the learning in an online environment or in a hybrid learning model when we transition back to school,” adds Loupas.

Committed to Highest Quality Online Experience

“We appreciate the partnership and support of our families and community during this difficult time,” adds Superintendent Jeff Chamberlin. “Although we’re sorry that conditions did not allow for a safe in-person start to the school year, we are committed to offering the highest quality online experience for our students that we can.”



Protecting Students and Staff from COVID-19

Although it's uncertain when the Tacoma-Pierce County Health Department may deem it safe for students in Pierce County to return to in-person school, the district has been working diligently to prepare for the safe return of students to our schools. UPSD's Safety and Emergency Preparedness Coordinator Torey Heidelberg has been heading up this important work along with two other members of the district's leadership team: District Nurse Manager Corissa Kilga and Facilities/Maintenance Manager John Danielson. Below are protocols in place:

Face Coverings

The district has partnered with the Pierce County Department of Emergency Management (DEM), Educational Service District 112, and separately with other vendors to secure personal protective equipment (PPE). "I would like to thank the Director (Jody Ferguson) and Assistant Director (Amy Gillespie) of Pierce County DEM for their support of Pierce County K-12 schools in helping us secure PPE," says Heidelberg. "The partnership and support have been nothing short of amazing," he adds.

With the help of our partners and our own procurement, the district has secured reusable and disposable masks for our students when they return to school. We have also secured masks for staff in the form of reusable cloth masks, disposable surgical masks, and KN95 and N95 high-quality, protective masks.

Hand Hygiene

We have obtained thousands of gallons of hand sanitizer through the above-mentioned partnerships and other private vendors. We also procured hand sanitizer stations for use in every district facility.

Ventilation

We upgraded air filters in all buildings to MERV 13 filters recommended by the Tacoma-Pierce County Health Department. Heating, ventilating and air conditioning systems have been adjusted to increase more outside airflow.

Cleaning and Disinfecting

We have maintained our regular cleaning, sanitizing, and disinfecting programs, and also increased efforts in frequently touched areas, door handles, bathrooms, and common spaces. Plans are in place to be able to disinfect large spaces effectively and efficiently.

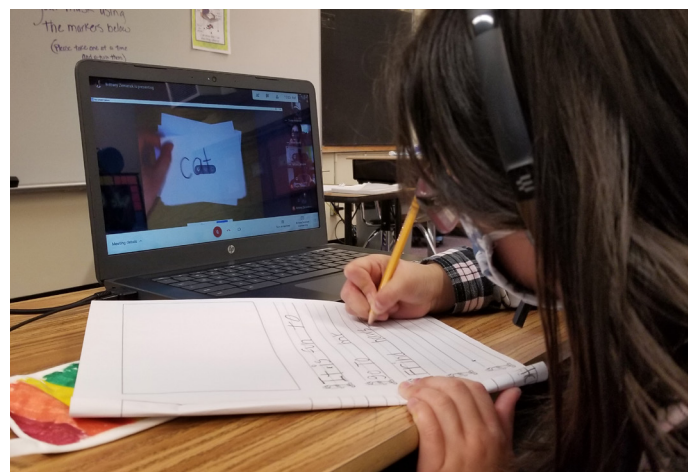
Social Distancing, Stay Home When Sick, Daily Health Checks

Information about appropriate social distancing, staying home when sick, and daily health checks is being communicated widely and regularly. Signage and floor indicators with information and instructions are located throughout all buildings. We use Skyward®'s (www.skyward.com) online health screen tool for daily health attestation. The expectation is for staff and students to complete this prior to arriving at school. We also do onsite temperature checks as needed. The district hosts weekly COVID-19 supervisor meetings with representatives from every district facility to review and explain these safety protocols.

Training Required for Staff, Students and Parents

Several layers of training are required for staff that begin with a series of online, L&I-approved COVID-19 trainings. We have also created additional presentations for staff that are provided by COVID-19 site supervisors on a regular basis in virtual meetings.

The district website (www.upsd83.org) and individual school websites include resources for students and parents. Staff members will give instructions and reminders about the new safety protocols to students who come to school in-person.





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UP Dialog

The Dialog is published periodically by the University Place School District for University Place residents and businesses.

The University Place School District complies with all federal and state laws, rules, and regulations and does not discriminate on the basis of race, color, national origin (including language), sex, sexual orientation including gender expression or identity, creed, religion, age, veteran or military status, disability, or the use of a trained dog guide or service animal by a person with a disability in student education programs, co-curricular activities, and employment practices. The district is an equal opportunity/affirmative action employer encouraging application of qualified minorities, women, and disabled persons for employment and other opportunities. University Place School District is committed to providing access to all District programs and activities and provides equal access to the Boy Scouts and other designated youth groups. For elevator access at school sites, contact the principal's office. The University Place School District is a drug-free/smoke-free work place and educational setting. Direct inquiries regarding compliance, grievance, or appeal procedures, or concerns involving students, should be made to the District Affirmative Action Officer/Civil Rights Compliance Coordinator/Title IX Coordinator/HIB Compliance Officer/Gender-Inclusive Schools Coordinator, Executive Director of Secondary Education, **Lainey Mathews**, lmathews@upsd83.org; or Section 504/FAPE/ADA concerns should be made to Executive Director of Special Services, **Kelly McClure**, kmclure@upsd83.org. Both can be contacted at (253) 566-5600, 3717 Grandview Drive West, University Place, WA 98466.

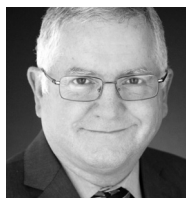
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Marisa Peloquin
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Upcoming Events

- November 26-27** Thanksgiving Break
- Dec. 19-Jan. 3** Winter Break
- January 4** Winter Vacation Ends
- January 14** Temperance & Good Citizen Day
- January 18** Martin Luther King Jr. Day – No School
- January 29** Last Day of First Semester
- February 1** Teacher Planning & Preparation - No School for Students
- February 12-15** President's Day Weekend Break

For more information on events and the district calendar, please visit our website at www.upsd83.org

Upcoming Board Meetings

- December 9** See website below for information & location
- January 13**
- February 10**

BOARD MEETINGS PUBLIC & VIRTUAL: By the order of the governor, all board meetings must be public, virtual and limited to necessary and routine business related to COVID-19 activities, for as long as the "Stay Home, Stay Healthy" order is in effect. Anyone wishing to join a meeting on conference call, please contact Courtney Ydstie at (253) 566-5600 or via email at cydstie@upsd83.org.

For additional information and location, please visit: www.upsd83.org/school_board/meeting_schedule



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