WE CONTINUE TO DEVELOP THIS PLAN WITH OUR STAKEHOLDERS

Our largest community survey ever with over 15,000 parents, students and staff responses.

A team of over 60 advisors including community, business, and faith leaders; a student cabinet; the Tulsa Council of Parent Teacher Associations and additional parent groups; area medical experts; and community educational partners.

Over 100 educators advisors from the teacher cabinet, Tulsa Classroom Teachers Association, a staff advisory group, and building principal associations.

A student action group is developing recommendations to improve the student experience.

Ongoing virtual meetings reaching approximately 5,000 participants, including our Team Tulsa staff and teachers, parents, and community members. Through weekly live polling, we’ve collected 16,000 points of feedback to inform our plan.
Purpose:

(1) Complement to the 20-page graphical summary
(2) Provide interested readers with a deeper view into our general planning and distance learning
(3) Summarize information presented to the board into a single document that can be updated as our planning and mode of instruction changes
(4) Address Oklahoma Department of Education requirements within a more useful explanation of Tulsa Public School’s approach
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SECTION ONE, PAGES 1-9

(1) Restatement of our core values within the context of Spring and Summer 2020

Summaries of:

(2) New school calendar
(3) Stakeholder engagement
(4) Policy waivers already acted upon
(5) Three instructional modes
Summaries of:

(1) Each of our five priorities related to COVID and a successful 2020-2021 school year
   ○ The Safety of Students, Families, and Staff
   ○ The Wellbeing of Students, Families, and Staff
   ○ Investing in Families and Community Organizations as Learning Partners
   ○ Preparing and Supporting our Educators
   ○ Delivering Grade-Level Learning and Rigorous Instruction
Revised approach to attendance

<table>
<thead>
<tr>
<th>In-person procedure</th>
<th>Distance Learning procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expectation: students are physically in their seats</td>
<td>Expectation: students complete a predetermined number of instructional activities</td>
</tr>
<tr>
<td>Track daily</td>
<td>Track weekly</td>
</tr>
<tr>
<td>Enter absences into PowerSchool</td>
<td>Enter absences into PowerSchool</td>
</tr>
</tbody>
</table>
Revised approach to attendance

- Teachers will provide digital programming for every day of digital instruction; students have seven days in which to complete the instructional activities.
- If the student does not complete the minimum number of assignments, unexcused absences will be documented.
- The excused absence and chronic absenteeism policies remain the same. The current excused absence policy does not require documentation for medical absences.
Revised approach to attendance

- Attendance will *not* be based on performance on instructional activities
- Attendance may *not* be used to penalize a student for missing a live class session
- Instructional activities do not have to be graded assignments
- Activities may be synchronous or asynchronous, but students should be provided enough asynchronous activities to complete the minimum number needed for attendance
Revised approach to attendance

<table>
<thead>
<tr>
<th>Day</th>
<th>Reading</th>
<th>Mathematics</th>
<th>Social Studies</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Whole class lesson (Zoom)</td>
<td>Watch a video introducing topic</td>
<td>Reading &amp; Discussion post</td>
<td>Watch science video</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Small group lesson (Zoom)</td>
<td>Group discussion</td>
<td>Read aloud on Zoom</td>
<td>Reading &amp; discussion post</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Complete and turn in comprehension assignment</td>
<td>Small group lesson (Zoom)</td>
<td>Watch video lesson</td>
<td>Whole class lesson/demo lab (Zoom)</td>
</tr>
<tr>
<td>Thursday</td>
<td>Reading journal</td>
<td>Complete and submit math practice</td>
<td>Whole class lesson (Zoom)</td>
<td>Reading &amp; discussion post</td>
</tr>
<tr>
<td>Friday</td>
<td>Take unit assessment</td>
<td>Complete and submit math practice</td>
<td>Turn in a geography assignment</td>
<td>Science journal</td>
</tr>
</tbody>
</table>
### SECTION THREE, PAGES 19-21

#### 6-12 Sample

<table>
<thead>
<tr>
<th></th>
<th>Advisory</th>
<th>Period 1</th>
<th>Period 2</th>
<th>Period 3</th>
<th>Period 4</th>
<th>Period 5</th>
<th>Period 6</th>
<th>Period 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Complete interest inventory</td>
<td>Attend English 1 class on Zoom</td>
<td>Submit Algebra 1 homework</td>
<td>Attend Spanish 1 class on Zoom</td>
<td>Read OK History chapter and questions</td>
<td>Attend Drama class on Zoom</td>
<td>Watch Biology video to prepare for next class</td>
<td>Attend Fund. of Tech class on Zoom</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Attend zoom with guest speaker</td>
<td>Work on essay, meet with teacher</td>
<td>Attend Algebra 1 class on Zoom</td>
<td>Small group session to present dialogue to teacher</td>
<td>Attend OK History class on Zoom</td>
<td>Practice lines with small group</td>
<td>Attend Biology class on Zoom</td>
<td>Work on Fund. of Tech modules</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Personal Financial Literacy module</td>
<td>Work on essay</td>
<td>Complete Algebra practice</td>
<td>Rewrite dialogue based on feedback</td>
<td>Read OK History chapter and write analysis</td>
<td>Watch video of play performance</td>
<td>Complete virtual lab</td>
<td>Work on Fund. of Tech modules</td>
</tr>
<tr>
<td>Thursday</td>
<td>Virtual college tour</td>
<td>Attend English 1 class on Zoom</td>
<td>Tutoring with Algebra 1 teacher</td>
<td>Attend Spanish 1 class on Zoom</td>
<td>Watch video with writing assignment</td>
<td>Attend Drama class on Zoom</td>
<td>Work on Biology project, 1:1 with teacher</td>
<td>Attend Fund. of Tech class on Zoom</td>
</tr>
<tr>
<td>Friday</td>
<td>College application essay practice</td>
<td>Read 2 chapters from novel</td>
<td>Attend Algebra 1 class on Zoom</td>
<td>Working through online Spanish modules</td>
<td>Virtual field trip (teacher on location)</td>
<td>Practicing lines with small group</td>
<td>Attend Biology class on Zoom</td>
<td>Work on Fund. of Tech modules</td>
</tr>
</tbody>
</table>

| Weekly period attendance | 3/5 - 60% | 3/5 - 60% | 5/5 - 100% | 4/5 - 80% | 4/5 - 80% | 5/5 - 100% | 5/5 - 100% | 5/5 - 100% |

[Image]: 716x77
Summaries of:

(1) Student and educator working group contributions
(2) Redesign of our instructional guidance focusing on schedule and pacing guides
(3) Summary of our approach to device and internet access
(4) Special education services
(5) Distance learning tools
(6) Sample day in the life of elementary, middle, and high school students
Appendix with:

(1) School Calendar
(2) Policy waivers acted upon
(3) Listing of our instructional materials
Reference Slides
**SAMPLE DAY IN THE LIFE OF AN ELEMENTARY STUDENT IN DISTANCE LEARNING**

Actual schedules and class times are flexible and will be communicated by each school.

**Most elementary schools start the day at 7:30am.**
- Log into Canvas to review learning plan for the day

**Zoom morning meeting with teachers and peers to build social emotional skills**

**Complete personalized learning activity on Waterford or Exact Path**

**Complete art activity (offline) from Canvas**

**Snack and brain break/play time**

**Core reading instruction with teacher and peers on Zoom**

**Pick up lunch at one of Tulsa Public Schools’ 100+ meal sites and enjoy a brain break**

**Watch video on Canvas to complete physical fitness activity offline/play time**

**Core math instruction with teacher and peers on Zoom**

**Complete science or engage in a social studies lesson on Canvas or personalized learning activity**

**Done for the day**

**A DAY IN THE LIFE OF AN ELEMENTARY STUDENT ENGAGED IN DISTANCE LEARNING**

During distance learning, students will participate in a full day of school engaging with rigorous state-standards aligned curricula on our digital learning platform, Canvas. Daily attendance will be marked by a student engagement in learning and presence in the virtual classroom. Teachers will grade assignments and provide feedback to students and families using email, video conferences, and phone calls.

In distance learning, teachers will provide live instruction. Participating in those live classes is important and strongly encouraged. However, students do have the ability to watch the lesson and do activities at a different time and still be considered as present that day.

*Sample schedule based on the elementary grades.*
SAMPLE DAY IN THE LIFE OF A MIDDLE SCHOOL STUDENT IN DISTANCE LEARNING

ACTUAL SCHEDULES AND CLASS TIMES ARE FLEXIBLE AND WILL BE COMMUNICATED BY EACH SCHOOL

Most middle schools start the day at 9:15am. Advisary + SEL activity Check to see if any students are having issues with online platform

Period 1: Language Arts 2 Whole class Zoom discussion on chapter 1, breakout into small group Zooms for peer feedback on essays

Period 2: Math 2 Completing module on Edmentum, option to Zoom with teacher during this time if I need help

Period 3: Health 2 Zoom, whole class lesson with teacher

Lunch Pick up lunch at one of Tulsa Public Schools' 100+ meal sites and enjoy a brain break

Period 4: World Geography Reading 3 articles and writing a description of the region

Period 5: Intro to Drama Whole class lesson on scene 2

Period 6: Science 2 Watching a video on the scientific method and taking a short quiz as pre-work for the next whole class session

LIVE VIRTUAL CLASS
SELF-GUIDED CLASS
TEACHER SUPPORT AVAILABLE

A DAY IN THE LIFE OF A MIDDLE SCHOOL STUDENT ENGAGED IN DISTANCE LEARNING

During distance learning, students will participate in a full day of school engaging with rigorous state-standards aligned curricula on our digital learning platform, Canvas. Classes rotate with live lessons for half of the student's courses each day. Daily attendance will be marked by the student's engagement in learning and presence in the virtual classroom. Teachers will grade assignments and provide feedback to students and families using Canvas, email, video conferences, and phone calls.

In distance learning, teachers will provide live instruction. Participating in those live classes is important and strongly encouraged. However, students do have the ability to watch the lesson and do activities at a different time and still be considered as present that day.

*Activities listed are grade-level examples.
SAMPLE DAY IN THE LIFE OF A HIGH SCHOOL STUDENT IN DISTANCE LEARNING

ACTUAL SCHEDULES AND CLASS TIMES ARE FLEXIBLE AND WILL BE COMMUNICATED BY EACH SCHOOL

Most high schools start the day at 8:30am.
Advisory - Student choice:
virtual college tour,
independent SEL online activities, complete PFL

Period 1 - English 1
Whole class Zoom discussion on chapter 1, breakout into small group
Zooms for peer feedback on essays

Period 2 - Algebra 1
Completing module on Edmentum, option to Zoom with teacher during this time if I need help

Period 3 - Spanish 1
Zoom, whole class practicing vocabulary, pronunciation, and small group breakouts to create a dialog with peers

Period 4 - OK History
Reading chapter and supplemental text about Osage County history

Lunch
Pick up lunch at one of Tulsa Public Schools’ ‘100+’ locations and enjoy a brain break

Period 5 - Drama
Whole class Zoom on improvisation

Period 6 - Biology
Watching a video on cellular reproduction and taking a short quiz as pre-work for the next whole class session

Period 7 - Foundations of Technology
Whole group Zoom for teacher to go over criteria for a strong PowerPoint, Complete Google doc to sign up for topic, teacher approves real time; leave Zoom and begin creating PowerPoint

A DAY IN THE LIFE OF A HIGH SCHOOL STUDENT ENGAGED IN DISTANCE LEARNING*

During distance learning, students will participate in a full day of school engaging with rigorous state-standards aligned curricula on our digital learning platform, Canvas. Classes rotate with live lessons for half of the student’s courses each day. Daily attendance will be marked by a student’s engagement in learning and presence in the virtual classroom. Teachers will grade assignments and provide feedback to students and families using Canvas, email, video conferences, and phone calls.

In distance learning, teachers will provide live instruction. Participating in those live classes is important and strongly encouraged. However, students do have the ability to watch the lesson and do activities at a different time and still be considered as present that day.

*Activities listed are grade-level examples.