

Tulsa Public Schools

2020-2021 Opening of Schools Plan



2020-2021



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Tulsa Public Schools 2020-2021 Opening of Schools Plan

Letter from the Superintendent and Board President

Dear Tulsa Public School parents, families, and stakeholders,

We are enthusiastic about welcoming Tulsa students back to learning in the 2020–2021 school year! While our school experiences will look and feel different this year, our teachers and school leaders will engage our students in rigorous learning, build and sustain meaningful teacher/student relationships, and keep children and families connected to their schools even, at times, from a safe distance.

Our school year will begin in distance learning, and we plan to continue with this model for our first nine weeks of school. As we have throughout this pandemic, we will work closely with local health professionals and medical experts to assess conditions around coronavirus spread in our city and will make decisions about the model of learning for future quarters on dates that balance time needed to plan and also have up-to-date data.

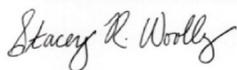
Team Tulsa has been working tirelessly during the last five months to put plans in place to keep our students, team, and families safe and healthy while ensuring that students have the support they need to be successful in college, careers, and life.

These are unprecedented times, and we know you have choices about your child’s education. We are confident that our focus on intense preparation and a commitment to quality will continue to earn your confidence in our district. We are dedicated to increasing safety, maximizing learning, supporting our families, and communicating well. We will get through this together.

With tremendous gratitude and love for everyone in our Tulsa Public Schools family,



Deborah A. Gist
Superintendent



Stacey Woolley
Board President

Introduction and Purpose

This plan summarizes our general approach to planning, provides background rationale for the approach we've taken, presents the chronology of our plan's development, and focuses on our approach to distance learning. Tulsa Public Schools is preparing for a flexible school year that may include three different modes of instruction: in-person, hybrid with social distancing, and distance learning. Because Tulsa Public Schools will be in distance learning for the first nine weeks of schools, this document currently focuses on our planning and readiness for distance learning.

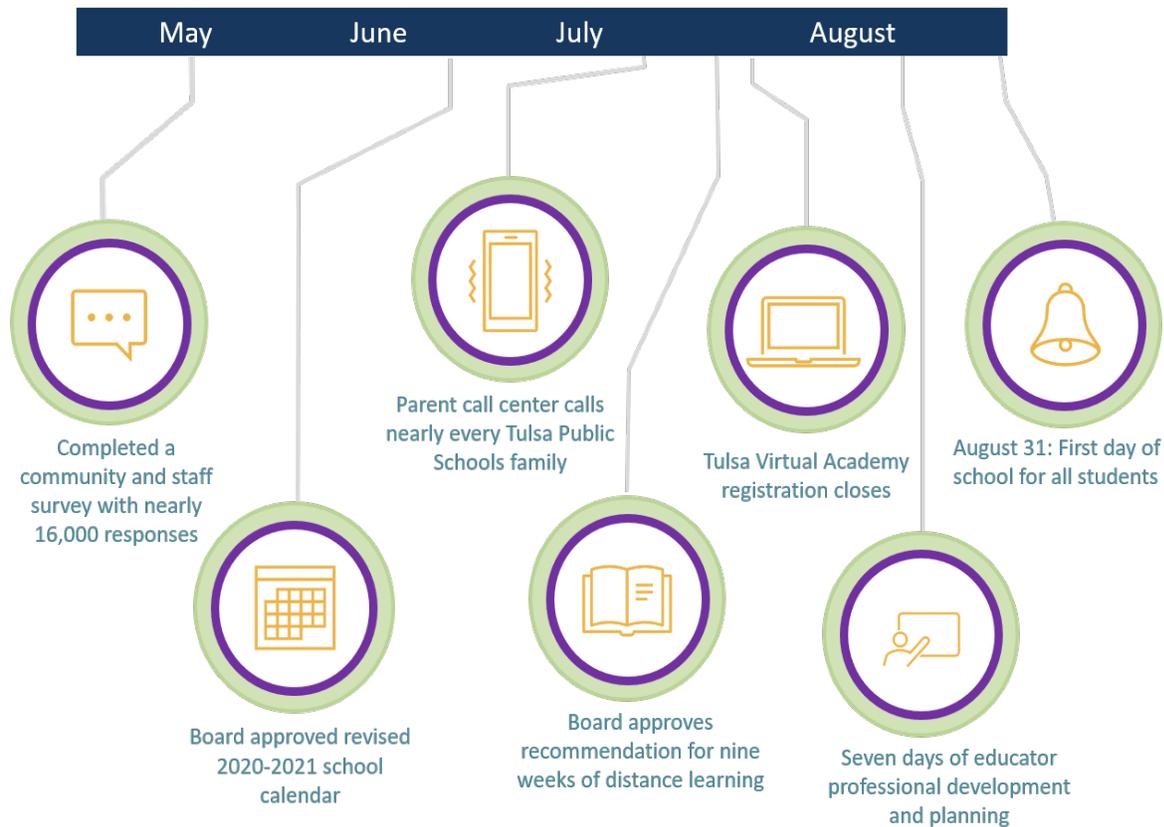
Tulsa Public Schools is working hard to build and execute on a thoughtful 2020-2021 school year plans. With the support of our community and the Tulsa Public Schools Board of Education, we took early action to adjust our calendar, create the policy conditions that will enable flexibility, engaged our families, and prepared for distance learning.

Even with this level of commitment and planning, we should expect setbacks, problems, and disappointments. Our school systems are not funded, designed, or staffed to accommodate the new demands that COVID places on us. Some aspects of our plan will struggle. Some elements of our system will falter. Unpredictable problems will emerge. We accept the difficulty of our context and persist, with a complete and unwavering commitment to serving our students and keeping our community safe.

Timeline of Events Preparing for the 2020-2021 School Year

Tulsa Public Schools has managed a multi-month planning process to prepare for the opening of the 2020-2021 school year. This work started in the Spring with large-scale community engagement to learn about family experiences. From there, we moved forward to determine major decisions related to the 2020-2021 school year.

Although accurate predictions are impossible, our plans were built against a series of informed judgments about the [likely conditions](#) and context for the 2020 – 2021 School year. These judgments help us develop a strategic-yet-flexible frame for the challenges and opportunities we will likely face.



Maintaining a Focus on our Core Values

As we make difficult and important decisions, we will continue to live by our core values of equity, character, excellence, team, and joy. In challenging times, core values become more important.

Equity: We know that every decision we make either closes gaps, maintains the status quo, or widens gaps for students furthest from opportunity. We believe that it is our responsibility to create the conditions that bring to life our shared belief that “All Kids Can” and live out our value of equity. We will use this knowledge to guide our actions. Furthermore, COVID-19 has a greater medical, economic, and socio-political impact on people of color and people living in poverty. We must plan and act in ways that recognize and help mitigate that harm.

Character: The coming months are likely to test the character of us all. The pace of change, sudden changes in context, and the feelings of personal and professional vulnerability will ask a lot of us as individuals and as an organization. During this, we will give ourselves and others grace and will continue to operate at the highest standards of character and integrity.

Excellence: Our planning and implementation demands excellence. We must plan with vision and in detail. We must execute with care and attention. And while we always aspire to excellence, we must be prepared for mistakes that reflect our effort, not our worth.

Team: We know that COVID-19 is a challenge for our community and school system. We also know that we will navigate those challenges as a team, and not as a collection of individuals. The importance of team -- within our staff, and across our school communities -- has never been more important.

Joy: Sources of joy are never more important than during hardship. Over the next year, we must work to preserve safe opportunities to celebrate. We must continue to come together around the activities and events that bring us individual and collective joy.

General Conditions to Prepare for the 2020-2021 School Year

A New School Calendar

In June, Tulsa Public Schools approved a new school calendar designed to be flexible and to meet the demands of school year during COVID-19.

We designed this calendar to meet the following standards. It is:

- **Built for learning** by maintaining the same length of school year and number of instructional minutes;
- **Built for flexibility** so that we can shift easily from in-person, hybrid, and distance learning using six strategically placed breaks (called intersessions) throughout the year;
- **Built for practicality** by including dedicated distance learning Wednesdays for cleaning, training, collaboration, and planning;
- **Built for acceleration** by providing focused learning acceleration time for students needing additional instruction during six intersessions;
- **Built for training** with seven days of professional development for teachers to prepare for the year, and weekly training and planning time; and
- **Built for families** by providing clarity and stability for families throughout the 2020-2021 year.

Key elements of the 2020-2021 school calendar

| August 2020 | | | | | | |
|-------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |



Training: teachers will start the year with seven days of professional development, planning time, and time to set up their teaching spaces.

| November 2020 | | | | | | |
|---------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |



Intersessions: six breaks throughout the year that will help us transition between instructional modes and provide acceleration time for students who need additional support.

| November 2020 | | | | | | |
|---------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |



Distance Learning
Wednesdays: regardless our instructional mode, all students will learn by distance on Wednesdays. Wednesdays will be dedicated to student acceleration, teacher planning, and thorough cleaning.

Continuous Community and Stakeholder Engagement

Tulsa Public Schools has continuously engaged the community since May to plan for the 2020-2021 School year opening. This level of engagement exceeds the requirements of Oklahoma state emergency rule 210:35-21-2.



Our largest community survey ever with over 15,000 parent, student, 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 including advisors from the teacher cabinet, Tulsa Classroom Teachers Association, a staff advisory group, and building principal associations.



A thirty-student action group spent a month exploring the student experience and making recommendations for improvement.



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 real-time feedback to inform our plan.

Policy Waivers

On August 3, the Tulsa Board of Education approved a strategic set of [policy waivers](#) to create the room for flexibility throughout the school year. This set of policy waivers are not intended to reduce the time dedicated to rigor or breadth of our students' instructional experience. Rather, they create the flexibility necessary to maintain our focus during an unpredictable and challenging year. The district will implement these policy waivers only when and to the degree that they are necessary.

Clear Instructional Modes and Options for Families

In June, Tulsa Public Schools introduced the possibility of three modes of instruction: in-person learning, a hybrid model that serves the full district on a staggered schedule, and distance learning. Our planning has focused on preparation to return in the mode that strikes the right balance between teaching, learning, and safety. All mode decisions are based off the Oklahoma COVID Alert system, which we will augment with additional measures and local precision.



In-person learning corresponds with low COVID risk and allows 100% of students to return to school four days per week. In this mode, social distancing is not necessary, and the school year would be quite normal: field trips, events, and typical class schedules would resume. Students would continue to engage in distance learning on Wednesdays.

Hybrid learning corresponds to a moderate level of COVID risk and allows us to return with social distancing in place. In this mode, one cohort representing 50% of students attends school on Monday and Tuesday, and a different cohort attends on Thursday and Friday. This will allow for social distancing in classrooms and on buses. All students were divided into groups based on last name, and families had an opportunity to confirm or request changes to their group assignment. Students would continue to engage in distance learning on Wednesdays.

Distance learning (the mode into which we will return for the first nine weeks) corresponds to high COVID risk and requires almost all students to engage in learning from home. Tier three and four special education students will attend school four days per week to receive in-person instruction and critical related services.

The Tulsa Virtual Academy is a 100% online option for students or families who prefer to choose and remain in a virtual environment for a semester or full year. The Tulsa Virtual Academy allows every family in Tulsa Public Schools to proactive choose virtual learning.

| Characteristics | In-person Learning | Hybrid Learning | Distance learning | Tulsa Virtual Academy |
|---|--------------------|-----------------|-------------------|-----------------------|
| Taught by a certified Tulsa Public Schools teacher | ✓ | ✓ | ✓ | ✓ |
| Curriculum that aligns to state and national standards | ✓ | ✓ | ✓ | ✓ |
| Daily check-ins from Tulsa Public Schools staff | ✓ | ✓ | ✓ | ✓ |
| Teacher provides grades and feedback on student work | ✓ | ✓ | ✓ | ✓ |
| Social emotional health needs of students are supported | ✓ | ✓ | ✓ | ✓ |
| Students are able to participate in OSSAA-approved activities | ✓ | ✓ | ✓ | |
| Students are provided transportation to school and some extracurricular activities | ✓ | ✓ | ✓ | |
| Students receive guidance counseling services from Tulsa Public Schools | ✓ | ✓ | ✓ | ✓ |
| Students with disabilities and other special needs receive appropriate services per their IEP or 504 plan | ✓ | ✓ | ✓ | ✓ |
| Students have access to two meals per day | ✓ | ✓ | ✓ | ✓ |
| Students have access to a full set of digital instructional tools and resources | ✓ | ✓ | ✓ | ✓ |

Five Priorities for the 2020-2021 School Year

We established five priorities that organize and focus our investment of time and resources. While circumstances will likely present new, unpredictable challenges, we will stay focused on these priorities throughout the 2020-2021 school year.

Priority 1: The Safety of our Students, Families, and Staff

Statement of success for the first nine weeks of school

Our students, families, and staff will feel confident in Tulsa Public Schools’ ability to keep them safe by following the CDC and local health department guidelines and protocols. Our schools will be arranged for social distancing, have sufficient personal protective equipment available, and are ready for staff and students to return on the first day of school. Our school community members will have completed baseline training on the new safety protocols. Our families are engaged and ready for the new safety procedures for the new school year.

Summary of Safety Guidance, Requirements, and Practices

Signage



We are installing new signage in all buildings that focuses on hygiene, safe social distancing, directional flow within buildings, entrance and egress changes, and promotion of safe and healthy behaviors.

These changes will be same, regardless of our mode of instruction.

Sanitizing High Touch Surfaces



Custodians will focus on cleaning and disinfecting frequently touched surfaces and objects: tables, doorknobs, light switches, countertops, handles, desks, phones, toilets, sinks, handrails, and water bottle filling stations.

Targeted sanitization practices will be the same, regardless of our mode of instruction.

Safe Social Distancing



Until COVID-19 risk is dramatically reduced, we will enforce an expectation of safe social distancing for all adults and children in our buildings. This includes 36 square feet per person of social distance and classroom and

building reorganization to make this possible. For adults and staff working in our buildings, we will ensure that safety protocols in common areas and classrooms provide spaces for work and breaks that ensure safety.

Social distancing practices will be standard in distance learning and hybrid modes of instruction. A small number of students will attend school while we are in distance learning, social distancing standards will be in place.

Child Nutrition



We will continue to provide at least two healthy meals per day for Tulsa Public School students.

Meal distribution will vary based on our mode of instruction. During distance learning, a small number of students will attend school in-person. These students will have lunch in their classrooms or safe, socially distanced auxiliary spaces in the building. All other students will have access to two grab-and-go meals that they can pick up safely from their schools or other designated sites.

Health Screenings



We will require temperature checks and general health screenings every day for all staff and community partners utilizing our buildings. Students who attend school in-person will complete a basic health check every morning before their arrival. Students with any symptoms or who are feeling unwell must stay at home. Anyone who develops symptoms or beings feeling unwell while at work or school will be safely separated and cared for until they can return home.

Health screening expectations will be standard in distance learning and hybrid modes of instruction.

Ventilation



We have assessed air filtration systems at each school. We are updating filtration systems and working to increase the opportunities for ventilation through open windows.

Transportation



We have enhanced safety protocols for student transportation. All buses are disinfected between routes and drivers will be trained in safety protocols. Students will be required to wear masks on buses. Bus windows will be open for all routes.

While we are distance learning or hybrid learning modes, students will be bused with social distancing enforced through staggered seating arrangements. Our buses will operate at approximately 30% capacity.

Personal Protective Equipment



We are requiring all staff, community partners, and visitors to wear masks while they are in our buses, in our schools, or participating in school-hosted events. We are requiring virtually all students to wear a mask while they are around others and in school. For our youngest learners and a small population of students for whom mask usage is not possible, we will provide safety accommodations.

Tulsa Public Schools is providing cloth masks for all staff and students. All members of our community are welcome to use their own masks.

Mask usage will be required for everyone in Tulsa Public Schools buildings in distance learning and hybrid modes of instruction.

Enhanced Personal Hygiene



All schools will have handwashing stations and hand sanitizer dispensers throughout the building. Disinfectant cleaners and wipes will be provided in classrooms. Students and staff will be provided time and expected to wash their hands regularly

Enhanced personal hygiene expectations will be in place for all modes of instruction. Safety Guidance and Tools

Intensified Cleaning Protocols



Custodians will use electrostatic backpack sprayers and handheld electrostatic sprayers to increase effectiveness and efficiency in disinfecting procedures.

Intensified cleaning protocols will be standard for all modes of instruction.

Training in Safety Protocols

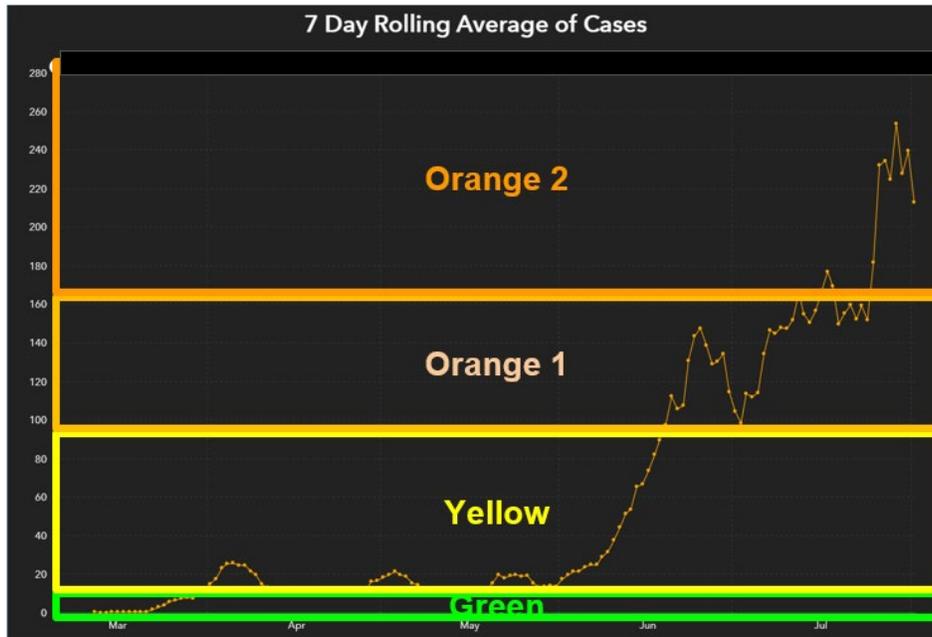


All staff, students, and community partners will be required to complete an online training module that outlines our safety protocols and expectations before they begin working in our buildings. Families will have access to similar materials to ensure that they understand the expectations we have for students and their families.

Training requirements are standard across all modes of instruction

The Ongoing Assessment of COVID Risk

The COVID Alert System assigns counties into five categories of risk based on new cases per 100,000. The graph below shows Tulsa County's risk assessment based on the state system as of August 3, 2020.



Tulsa Public Schools is partnering with the Tulsa Health Department to augment the Oklahoma COVID Alert system. Through our partnership with THD, we are creating a COVID risk monitoring system with a more precise measure that is at least as safe as the state recommended guidelines. With this augmented risk tool, we will be able to make an informed decision about changes in our instructional modes of in-person, hybrid, or distance learning.

We will introduce three new dimensions to the existing state tool:

- 1. Stability of Trend**

New case rates are highly variable. We will calculate a more stable trend to minimize abrupt shifts for our students, families, and teachers.

- 2. Triangulated Data**

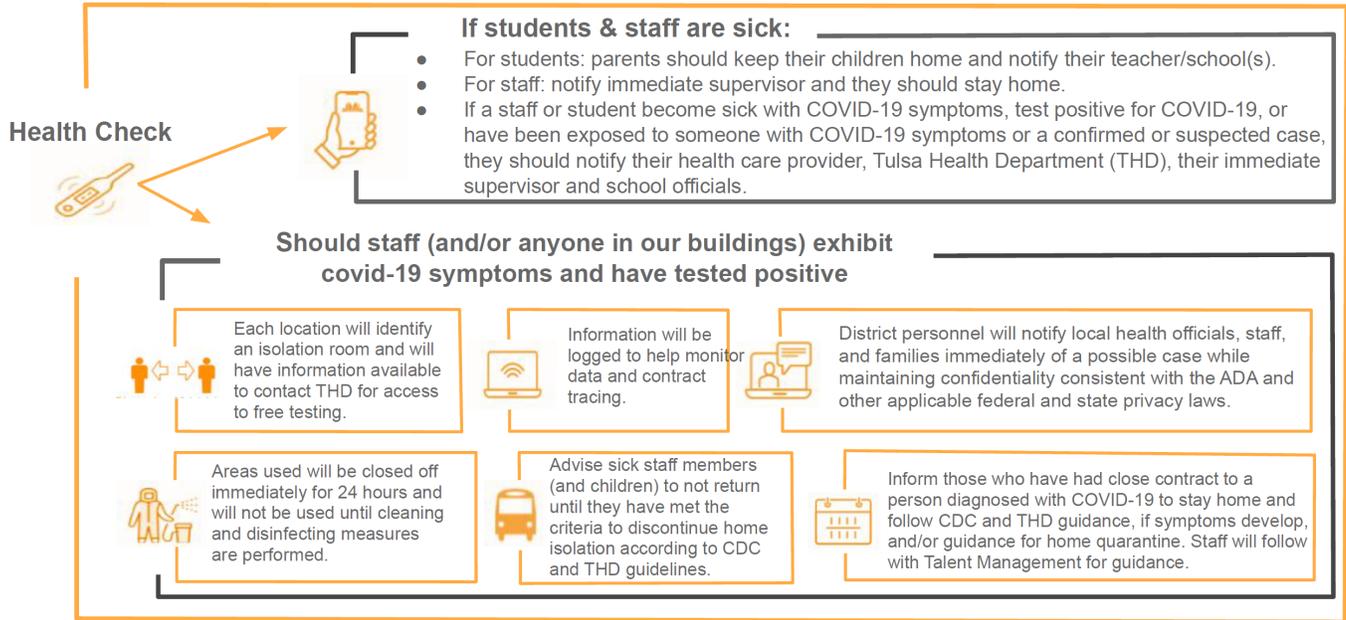
Case rates differ between county, city, and district boundaries. We will calculate a more localized and adjacent county data in addition to Tulsa County rates.

- 3. Additional Variables**

New case rate is just one of many important variables to consider. We will include other

measures such as current active cases, hospitalizations, PPE availability, and effectiveness of safety measures.

Identification, Contact Tracing, and Notification Procedures



Tulsa Public Schools has also partnered with Tulsa Health Department to design detailed guidance for school and district staff that clearly articulates the sequence of steps required in the event of suspected or known exposure to COVID-19.

Priority 2: The Wellbeing of our Students, Families, and Staff

Statement of success for the first nine weeks of school

School teams are prepared to start the first week of school using consistent social and emotional learning practices in every classroom. Every staff person has a baseline understanding of trauma-informed practices. Every school has a Wellness Team that understands their roles, responsibilities, and the resources they will be using. Staff know about and how to access the resource hub created for them. Schools, students, and families know how and where they will access nutrition supports.

Multi-tiered system of support for students

We are launching the foundations of a multi-tiered system of support by streamlining data collection and communication through district social service managers. These social service

managers will work directly with site-based wellness teams to track school needs and coordinate a district response. We are hiring six Social Emotional Academic Learning Specialists to directly support the professional development and coaching needs necessary at school sites as well as supporting student needs at schools.

Professional Development for Staff

Tulsa Public Schools is developing a year-long arc of learning for all educators to create creating a strong social and emotional foundation, build educator understanding of the neuroscientific dimensions of trauma, and introduce healing practices. This professional development was chosen to help our school system, staff, and students navigate the multi-dimensional challenges of COVID and its interruption of our lives. Topics include:

1. School staff understanding their own social and emotional competencies
2. School staff understanding how social and emotional skills impact learning
3. Three core competencies and signature practices
4. Foundations of emotional intelligence in elementary and secondary learning
5. Using digital SEL lessons in elementary and secondary lessons
6. Adult social and emotional competencies
7. Using culture and climate tools in a distance environment
8. Understanding vicarious trauma and its impact

School-based staff will receive training in best practices, toolkits to employ that training. They will also have time during the year to reflect on their practices and plan collaboratively.

General Wellness Support

COVID-19 has exacerbated already existing health concerns in our community and created many new barriers to wellness for our students, families, and staff that could have significant effects on them during the coming school year and beyond.

To help address this widespread impact, all schools have established a wellness team responsible for providing a more local, school-level focus. Wellness teams will have a central focus on mental health and social and emotional learning with a secondary focus on other areas of wellness that may be uniquely important to that school community.

Wellness teams:

- Review and monitors the overall wellness of the school community and set goals to improve the wellness of the school community;
- Acts on pressing wellness issues to ensure improved health outcomes; and

- Submits, monitors and acts on relevant entries in the Wellness Tracker.

Tulsa Public Schools is serving as a centralized resource for family needs with a Wellness Line that is staffed Monday – Friday from 8:30 – 5 pm. Call center staff will provide students and families with referrals for mental health services, community resources for basic needs, and social services (food, shelter, clothing), questions about distance learning, and supports for students with special needs. In addition to the Wellness Line, Tulsa Public Schools also operates a web-based Family Assistance Request form. Through this form, families can request assistance on both educational and basic needs.

Supporting Families’ Nutritional Needs

Tulsa Public Schools has served almost two million grab-and-go meals since COVID disrupted our school year in March 2020. We remain committed to providing as many free and low-cost meals to eligible students as possible, especially while we in distance learning.

Based on current federal rules for National School Lunch Program and National School Breakfast Program, we will be able to continue serving grab-and-go meals at school sites. Eligible students will be able to collect up to ten meals (five breakfast and five lunch meals) in one visit. Based on current guidelines, families are encouraged to collect meals at each school students are enrolled.

In addition to school-based meal services for eligible students, we are continuing our partnership with Hunger-Free Oklahoma and working toward broader plans to address hunger in the Tulsa Public Schools community.

Priority 3: Investing in our Families and Community Organizations as Learning Partners

Statement of success for the first nine weeks of school

School staff feel they have the knowledge and skills to engage families as partners. Every family understands the timeline/schedule and student assignments. Families understand the processes for reopening schools during face-to-face and virtual days. School leaders know the needs of their students/families and have partnered with community members to provide additional services in safety, wellbeing, and grade-level learning. Families have access to easy-to-use tools and resources that support student learning and social and emotional wellness.

Training School-based Staff to Help Families Navigate Distance Learning

Tulsa Public Schools is investing in the capacity of school-based staff to support families' needs during distance learning. This includes providing additional professional development for staff and building leaders on effective parent engagement using digital tools. It also includes an expansion of the role and capacity of parent involvement facilitators throughout the district. Our parent involvement facilitators are being trained in the elements of distance learning, supporting families to use digital tools, and actively contacting our least-reached families to ensure that they have the support that they need.

Launching a Parent Resource Hub

In early fall, Tulsa Public Schools will launch an updated parent resource hub that centralizes support and training materials for parents to understand distance learning and support their children. The hub will include videos in English and Spanish that explain how to log into and use our core digital platforms. More importantly, the hub will include clear, parent-friendly guidance for parents to support their students and understand the new expectations under distance learning. The hub will include clear information about grading, attendance, homework, and participation in school activities. Parent training will augment the hub support and resources.

Early Engagement for a Smooth Opening

Over 130 school-based staff made family support calls during late July and early August. These calls intentionally corresponded to the opening of the Tulsa Virtual Academy and the board decision to open with distance learning. The family support calling team received approximately 14 hours of training and made almost 24,000 calls, reaching approximately 70% of Tulsa Public School families. Through these calls, we shared information about Tulsa Public School's plans for opening. We also collected critical information about family internet and device access, free and reduced lunch status, and childcare needs in the household.

Supporting Childcare Needs During Distance Learning

Tulsa Public Schools recognizes the profound burden and impossible choices that distance learning places on many families. Our decision to enter the 2020-2021 school year with distance learning for the first nine weeks reflects the growing medical consensus that this is the safest option for our school system and community.

Tulsa Public Schools has partnered with area organizations to support and encourage the creation of a city-wide, centralized childcare portal that includes fee-based, subsidized, and free childcare options for our community. The portal was created and is led by The Opportunity Project and the Tulsa Area United Way to provide relief for families and children affected by the

COVID-19 crisis. The portal connects families to childcare and basic needs, as well as provides a way for community members to donate critical resources. The portal launched on August 12, 2020, and is available at COVIDKidCareResources.tauw.org.

Priority 4: Preparing and Supporting our Educators

Statement of success for the first nine weeks of school

Every school and district staff member has a clear understanding of and baseline confidence in their roles and responsibilities across all priorities to launch the first week of school. Leaders are ready to lead their teams through reopening school in alignment with district-wide consistent practices and all required safety protocols.

To achieve this, we will use the following strategies:

1. Create a year-long arc of learning for staff that enables integration across priorities and reaches all core staff including teachers, support staff, school leaders, and district leaders;
2. Curate a rich, well-organized, and useful set of instructional tools and organize them into user-friendly forms inside Canvas;
3. Provide high-quality, paid professional development before the start of the school year that is differentiated amongst educator types to help them to develop the most urgently needed and useful skills for this school year;
4. Provide time, useful technology available and investing in the development of tech literacy skills amongst all educators; and
5. Responsive coaching and training throughout the fall to adjust to the predicted and unpredicted disruptions during this safe return to school.

During August, Tulsa Public Schools provided five full days of professional development for all building-based educators. August professional learning offered over 150 unique synchronous and asynchronous courses that focused on social and emotional wellness, use of digital tools, safety protocols, and use of new instructional materials. We also provided specialized training for teachers with unique instructional responsibilities including special education, English language teachers, and specialty content areas. Our courses were offered virtually through Canvas and staff can return to review content at any time.

Priority 5: Delivering Grade-Level Learning and Rigorous Instruction

Tulsa Public Schools dedicated the summer preparing for a rigorous and intentional instructional year. We will enter the school year in distance learning and are committed to creating the most supportive, rich, and rigorous experience possible for our students.

Statement of success for the first nine weeks of school

Every student has a device that is loaded with their personalized digital applications and access to a complete set of instructional materials by the second week of school. Every teacher has a clear understanding of and emerging confidence in their roles and responsibilities and feels prepared to launch distance learning for the first quarter. Leaders are ready to implement a site-based schedule aligned to district-wide consistent practices related to distance learning.

Separating Spring 2020 and 2020 -2021 Distance Learning

Like all school districts, Tulsa Public Schools did its best to respond to COVID-19 interruptions in March of 2020 by standing up distance learning nearly overnight. The work we did was the best possible under the circumstances, but we will ensure the 2020-2021 school year will be much better, regardless of the instructional modes we use.

| Spring 2020 Crisis-Response Learning | School Year 2020–2021 Distance Learning |
|--|--|
| Our buildings were closed | Our buildings will be open for managed and targeted use |
| There was little time for educators to create appropriate spaces from which to deliver distance learning | Educators will have time to prepare appropriate, well-designed spaces for distance instruction |
| Shortened instructional day | Purposeful, full day of school |
| Wide variety of programs and resources used | Use district-adopted curriculum and digital programs |
| Grades were “frozen” and could only improve | Assignments will be graded, with a continued focus on specific feedback |
| No attendance recorded, except for COVID-related absences | Daily attendance requirements, defined by presence and engagement* |
| Limited program support for students and families | Common dashboard and single login; tutorials and help lines for families |

Revised Attendance Policy

Tulsa Public Schools has revised our policy for attendance to address the demands of distance learning and the requirements of Oklahoma Emergency Rule 210:35-21-2.

As a district, we must continue reporting student attendance to comply with state laws. Our revised attendance policy ensures that we provide equitable results for all students, clear expectations to families, and create consistent practices across the district.

Attendance will be based on the completion of instructional activities equivalent to two per day for elementary and one instructional activity per class period per day at secondary. For students in the Tulsa Virtual Academy, this will be structured through teacher-prepared learning plans in Canvas or other LMS accessed through Canvas. Attendance will be taken weekly: students have until Sunday night to complete the week’s assignments, and teachers can begin entering attendance Monday morning.

Attendance will not be based on performance on instructional activities or used to penalize a student for missing a live class session

PK-5 example of attendance calculation in action

This student shows 100% attendance for the week by completing ten instructional activities. Blue boxes are completed activities for the week.

| | Reading | Mathematics | Social Studies | Science |
|-----------|---|-----------------------------------|--------------------------------|------------------------------------|
| Monday | Whole class lesson (Zoom) | Watch a video introducing topic | Reading & Discussion post | Watch science video |
| Tuesday | Small group lesson (Zoom) | Group discussion | Read aloud on Zoom | Reading & discussion post |
| Wednesday | Complete and turn in comprehension assignment | Small group lesson (Zoom) | Watch video lesson | Whole class lesson/demo lab (Zoom) |
| Thursday | Reading journal | Complete and submit math practice | Whole class lesson (Zoom) | Reading & discussion post |
| Friday | Take unit assessment | Complete and submit math practice | Turn in a geography assignment | Science journal |

Grades 9-12 example of attendance calculation in action

This student shows 100% attendance for the week by completing $\frac{2}{3}$ of instructional activities needed per day. Blue boxes are completed activities for the week.

| | Advisory | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Period 6 | Period 7 |
|---------------------------------|------------------------------------|----------------------------------|---------------------------------|--|--|-----------------------------------|---|-------------------------------------|
| Monday | Complete interest inventory | Attend English 1 class on Zoom | Submit Algebra 1 homework | Attend Spanish 1 class on Zoom | Read OK History chapter and questions | Attend Drama class on Zoom | Watch Biology video to prepare for next class | Attend Fund. of Tech. class on Zoom |
| Tuesday | Attend zoom with guest speaker | Work on essay, meet with teacher | Attend Algebra 1 class on Zoom | Small group session to present dialog to teacher | Attend OK History class on Zoom | Practice lines with small group | Attend Biology class on Zoom | Work on Fund. of Tech. modules |
| Wednesday | Personal Financial Literacy module | Work on essay | Complete Algebra practice | Rewrite dialogue based on feedback | Read OK History chapter and write analysis | Watch video of play performance | Complete virtual lab | Work on Fund. of Tech. modules |
| Thursday | Virtual college tour | Attend English 1 class Zoom | Tutoring with Algebra 1 teacher | Attend Spanish 1 class on Zoom | Watch video with writing assignment | Attend Drama class on Zoom | Work on Biology project; 1:1 with teacher | Attend Fund. of Tech. class on Zoom |
| Friday | College application essay practice | Read 2 chapters from novel | Attend Algebra 1 class on Zoom | Working through online Spanish modules | Virtual field trip (teacher on location) | Practicing lines with small group | Attend Biology class on Zoom | Work on Fund. of Tech. modules |
| <i>Weekly period attendance</i> | $3/5 = 60\%$ | $3/5 = 60\%$ | $5/5 = 100\%$ | $4/5 = 80\%$ | $4/5 = 80\%$ | $5/5 = 100\%$ | $5/5 = 100\%$ | $5/5 = 100\%$ |

Grading and Credit Accrual

A cross-functional team that include district and school-based staff worked define grading practices that ensure grades reflect learning progress and are appropriate for all three potential modes of instruction: distance learning, hybrid, and in-person attendance. This team established initial grading practices and parameters and will continue to work across the 2020-2021 school year to propose additional changes to our grading practices that will further support equitable grading practices and grading clarity.

In order to reduce the number of platforms and make grading more manageable for teachers, grading will occur in Canvas and be passed back to PowerSchool nightly. This approach will work for both open-ended and direct feedback (as might occur with essays or other written work) and for automatically graded quizzes.

Teachers will have the ability to create assignment weighting to reflect their instructional priorities. Spark, Summit, and other district-approved personalized learning platforms will continue to track progress within each respective system, and grades will be submitted to the enrollment center for all students at the end of each semester.

Designated school staff will monitor student grades on a weekly basis to ensure students are receiving grades.

General grading parameters

1. *Grades should only be entered to reflect learning.* Tulsa Public Schools' approach to attendance already addresses student engagement. Grading should not reflect supplies or student behavior. It should only reflect measures of student academic progress.
2. During distance learning, students will be given the full week (Monday to Sunday) to submit assignments from that week. Given the extraordinary circumstances, late work (beyond one week) should be accepted when possible and not be penalized.
3. An average of two grades per week per course will be recorded in Canvas.

Credit accrual in distance learning will follow from grading and largely adhere to existing district credit accrual policies. Modifications to current credit accrual policies will be limited to coding and updates to reflect new instructional platforms and resources.

Educator and Student Working Groups

Tulsa Public Schools partnered with two critical stakeholders to develop content and lead improvements to our distance learning model.

We convened 30 high school students who met daily for four weeks to identify challenges in the spring distance learning model. These students developed and presented three prototyped and tested solutions to Tulsa Public Schools.

Recommendation 1: Create a single launch page that consolidates all student applications and streamlines their learning experience;

Recommendation 2: Partner with community-based organizations to create safe opportunities for in-person interactions during distance learning; and

Recommendation 3: Provide hands-on “kits” for Pre-K students that includes instructions for older siblings to support the Pre-K students in their family.

Second, we partnered with a small group of teachers and support staff to develop 30 “accelerator” lessons for distance learning. The accelerator lessons they built will be available to all Tulsa Public School teachers to kickstart the year.

Redesigned Instructional Guidance

Tulsa Public Schools had revised expectations and instructional guidance for teachers to adjust to distance learning and to anticipate continued disruptions throughout the year. For the 2020-2021 year, all teachers will have a personal TPS Zoom room that students may access through Canvas. Zoom sessions will be recorded for students unable to log on and for parents/students to revisit. Recordings will be stored in teachers’ Google drive and a link posted in Canvas. Teachers are not expected to Zoom the entire day, but key lessons should be included in a daily schedule for whole group and small group lessons.

All schools will set a “bell” schedule so that students in departmentalized grades will not have competing live lessons. Despite being in distance learning, these bell structures bring predictability and stability to the instructional day. Students do not need to transition from one activity to another as they do in in-person learning. However, maintaining the schedule provides students and families the ability to join predictable activities at scheduled times.

In addition to providing parents with the structure of a predictable day, Tulsa Public Schools has revised our pacing guides to provide teachers with a calendar view for when they should teach each unit/domain in a content area. COVID-related revisions include redesigning the ELA and math pacing guides to focus on the most important content for the year. Pacing guides support our OAS-aligned [core and supplemental curriculum](#) for each grade and content area. Pacing guides will be updated quarterly as needed.

Device and Internet Access

Tulsa Public Schools will run a 1:1 device-to-student ratio to support distance learning. This includes:

- Maintaining more than 40,000 Chromebooks in the district, including 21,000 that were distributed in the spring and around 6,500 Chromebooks in reserve;
- Working on a full district inventory of available Chromebooks by location to determine the number of additional Chromebooks for each site;

- Reviewing data and calling families to determine which students still need a Chromebook; and
- Ordering another 16,000 Chromebooks in August as part of the fleet refresh program for use during the year.

In addition to providing all students with devices, we are focused on ensuring that our educators have the proper devices to engage in distance learning. We will refresh or replace approximately 1,500 educators' devices during the 2020-2021 school year.

During Spring 2020 Distance learning, we saw the grave impact of uneven and inequitable home internet access on our students and families. We've focused on improving home internet access in anticipation of the 2020-2021 school year. A combination of data sources indicates that 1 in 3 Tulsa households do not have "wireline" broadband (cable, DSL, or Fiber.) Nearly 57,000 households do not have fast, reliable internet at home, impacting an estimated 10,000 Tulsa Public Schools students.

To address this issue, we are preparing to deploy between 10,000 – 12,000 hot spots to families who need home internet access. This level of support is a result of an Oklahoma State Department of Education CARES Act grant.

Through a partnership with the City of Tulsa, we are also:

- (1) Expanding community internet "hot spots" at all Tulsa Housing Authority facilities (2,469 units, covering 8,000 Tulsans);
- (2) Expanding individual-level coverage with subsidized high-speed, reliable internet coverage for households; and
- (3) Connecting families to a team of internet access navigators to assist families with students who have not logged on to online learning systems or who have identified as lacking internet access, providing information on connection options, and troubleshooting technological challenges.

Our extraordinary efforts to ensure equitable access to devices and internet help ensure that we meet our organizational standards for equity. They also address the state emergency rule requirements of 210:35-21-2.

Special Education Services

We believe that providing special education and related services in any setting is essential to improving outcomes for our children. To achieve this, we will:

- Continue support and services that are critical to the ongoing development of our most vulnerable population of students.
- Ensure there is an intentional plan for students to address potential learning loss and acceleration needs due to traditional school abruptly ending in the Spring.
- Invest in professional learning and flexible instructional tools to assist teachers in achieving high levels of student engagement regardless of the teaching environment.

| How are students with IEPs supported? | | | |
|---|--|---|---|
| Level One | Level Two | Level Three | Level Four |
| <p>Services are designed to support students who participate in the general education curriculum.</p> <p>Service options include monitoring, collaboration, and co-teaching.</p> <p><i>All schools have Level 1 services.</i></p> | <p>Services are designed to support students who participate in the General Education curriculum.</p> <p>Services include direct instruction in addition to services from Level 1.</p> <p>Students will receive a combination of direct instruction utilizing general education curriculum and specially designed instruction in a small group setting delivered by a special education teacher.</p> | <p>Services are specialized, self-contained classes designed for those students who need an intensive level of support due to the severity of their disabilities.</p> <p><i>Students in these programs meet Oklahoma Alternative Assessment Program criteria.</i></p> <ul style="list-style-type: none"> • Multi-handicapped Programs • Autism Programs • Intellectually Disabled Programs • Emotionally Disturbed Programs | <p>Services are designed to support students who demonstrate the most significant social communication, sensory, and behavioral difficulties who have not yet acquired skills necessary to be successful in the General Education classroom due to their needs associated with their disability</p> <ul style="list-style-type: none"> • Autism Programs • Emotionally Disturbed Programs |

How are students' IEP needs supported in distance learning?

| Level One Services | Level Two Services | Level Three Services | Level Four Services |
|---|---|--|---|
| <ul style="list-style-type: none"> • Services include monitoring, collaboration, and/or co-teaching • Utilize the general education curriculum • General education teacher is considered the teacher of record • For monitoring or collaboration, the special education teacher will regularly check in with parent, student, teacher via conference call, or through technology platform to document progress of individual IEP goals. | <ul style="list-style-type: none"> • Services include direct instruction in addition to all level one services. • Utilize the general education curriculum • For co-teaching, virtual services are provided by <u>both</u> the general education teacher and the special education teacher • For direct instruction, virtual services are provided by the special education teacher • For both level 1 & 2 services, modifications and accommodations are critical to student success. | <ul style="list-style-type: none"> • Students will have the option to be supported in person at least four days per week. • Services are provided by the special education teacher in a small group or 1:1 for a reduced number of minutes through Zoom. • Hands-on activities will be distributed for students who are not able to engage with technology. | <ul style="list-style-type: none"> • Students will have the option to be supported in person at least four days per week in these programs. • Students will engage with general education curriculum as well as specially designed curriculum to address social emotional and adaptive needs. • Regular check-ins will occur to monitor student progress with assigned tasks |
| <p>All students who are eligible will receive appropriate related services that meet their individual needs</p> | | | |

Tools and Routines for Successful Distance Learning

We have identified several tools and routines needed for all students to be successful during distance learning. Many were identified by our student and teacher focus groups and are described in detail below.

Opportunities for daily interaction



Students will have daily teacher and peer communication through zoom sessions and phone calls. Students will spend a portion of their day in live (synchronous) learning, and a larger portion will be more flexible. During asynchronous, self-directed learning, students will engage with quality curricular content that they access through Canvas, the district learning management system.

Graded work and feedback



Students will receive graded work and teacher feedback throughout the week. This will come through assignments submitted online, in-person feedback during individual and small group classes, and through quizzes and other quick, formative assessments.

Clear, flexible learning schedules



All students will have daily learning schedules that are stable throughout the semester. These schedules will be able to

transition between different modes of instruction. Families will be able to log into Canvas and check student schedules and progress. Daily learning schedules are flexible enough to meet different student and family needs, and live lessons will be recorded so that students can watch them at their convenience.

Common learning tools



All Tulsa Public School students will use a small set of common digital platforms and tools. This will include Canvas (the daily, personalized landing page that includes all the applications and access that each student needs for distance learning) and Zoom (the secure video conferencing tool teachers will use for synchronous events and for recording classes.) Students will also have access to ExactPath, a tool that helps students fill their unique learning gaps with targeted lessons.

High-quality curriculum



All students will have access to high-quality instructional resources and curriculum. We've invested in digital counterparts to our existing curriculum to create a seamless experience across different learning modes.

Sample Days in the Life of Distance Learning Students

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.*

EXAMPLE ACTIVITIES FOR PRE-K/KINDERGARTEN*



A Zoom call with teacher



Engage in free play or physical fitness activity



Create an art project using at home materials



Have a brain break/rest time or participate in optional free play activity



Watch a science video lesson from Canvas playlist and complete an activity offline at home



Engage in core math activities and games.



Watch a read aloud video from Canvas

EXAMPLE ACTIVITIES FOR GRADES 1-5*



Engage in core math activities and games



Participate in a yoga session or other physical fitness activity



Create an art project using at home materials



Join a Zoom call with a teacher for a phonics lesson



Have a brain break/rest time or participate in optional free play activity



Engage in a social studies lesson on Zoom



Watch a science video lesson and participate in a discussion



Read a chapter in online reader and write a summary

*Activities listed are grade-level examples.

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

LIVE VIRTUAL CLASS

SELF-GUIDED CLASS
TEACHER SUPPORT AVAILABLE



Most middle schools start the day at 9:15am.
Advisory > 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

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 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.*

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

LIVE VIRTUAL CLASS

SELF-GUIDED CLASS
TEACHER SUPPORT AVAILABLE



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+ meal sites 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.*

Extracurricular Options

While in distance learning, Tulsa Public Schools will allow students to continue to participate in extra-curricular activities. These activities fall into two categories: (1) OSSAA-sanctioned competitive activities, and (b) school-based distance extracurricular activities. Tulsa Public Schools continues to follow OSSAA safety guidelines and we are closely monitoring student safety.

Tulsa Virtual Academy

On July 22, Tulsa Public Schools opened registration for the Tulsa Virtual Academy, a 100% virtual option available to all families.



Virtual Academy students retain enrollment and keep their seats in their current school for the 2020-2021 school year. However, they will learn through a virtual model with great scheduling flexibility and the opportunity to get individual support from Tulsa Public School certified teachers and Tulsa Public School support staff. Students in the Tulsa Virtual Academy will use a curriculum that is similar – and in some cases, identical – to the curriculum we use throughout the district. This will allow for easy movement between learning environments.

Virtual Academy students will be able to access social and emotional health supports and guidance counseling services and will receive appropriate services per their IEP or 504 plans. Students will participate in virtual electives and specials.

Appendix

The 2020-2021 School Calendar

| Tulsa Public Schools | | | | | | |
|--|----|----|----|----|----|----|
| 2020-2021 School Calendar - Fully In Person or Virtual | | | | | | |
| August 2020 | | | | | | |
| S | M | T | W | T | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |
| September 2020 | | | | | | |
| S | M | T | W | T | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |
| October 2020 | | | | | | |
| S | M | T | W | T | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| November 2020 | | | | | | |
| S | M | T | W | T | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |
| December 2020 | | | | | | |
| S | M | T | W | T | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |
| January 2021 | | | | | | |
| S | M | T | W | T | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |
| February 2021 | | | | | | |
| S | M | T | W | T | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | | | | | | |
| March 2021 | | | | | | |
| S | M | T | W | T | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |
| April 2021 | | | | | | |
| S | M | T | W | T | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |
| May 2021 | | | | | | |
| S | M | T | W | T | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |
| June 2021 | | | | | | |
| S | M | T | W | T | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |
| July 2021 | | | | | | |
| S | M | T | W | T | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

| Flexible Start Details | |
|---------------------------------------|----------------------|
| "5th day" | All students virtual |
| All students start school on Aug. 31. | |

| Quarter Start/End (see below for full details) | |
|---|--|
| First Day of Quarter | |
| Last Day of Quarter | |

| School is not in session on days highlighted in: |
|--|
| Professional Days (8) |
| New Teacher Induction (5) |
| Holiday/Break |
| Civic Engagement Day* |
| Parent Conference Day |
| *non-contract day |

Possible Intersession Acceleration Days

| Quarter Information: | |
|---|----------------|
| Classes Begin | Aug 31, 2020 |
| Last Day of 1st Quarter | Nov 2, 2020 |
| 1st Day of 2nd Quarter | Nov 9, 2020 |
| Last Day of 2nd Quarter | Jan 15, 2021 |
| 1st Day of 3rd Quarter | Jan 25, 2021 |
| Last Day of 3rd Quarter | Apr 2, 2021 |
| 1st Day of 4th Quarter | April 12, 2010 |
| Last Day of Classes** | June 8, 2021** |
| Last Day for teachers is 1 day after the last day of school | |
| First Quarter | 38 days* |
| Second Quarter | 35 days |
| Third Quarter | 41 days* |
| Fourth Quarter | 40 days |
| Commencement Week May 24-29 | |

| Classes Not in Session | |
|--|--------------------|
| Teacher PD/WD | Aug 20-28, 2020 |
| Labor Day | Sep 7-8, 2020 |
| Fall Break | Oct 14-16, 2020 |
| Fall P/T Conf.* | Nov 2, 2020* |
| Civic Engagement Day | Nov 3, 2020 |
| Q1 Intersession | Nov 4-6, 2020 |
| Thanksgiving | Nov 23-27, 2020 |
| Winter Break | Dec 21-Jan 1, 2021 |
| Martin L. King Jr. | Jan 18-19, 2021 |
| Q2 Intersession | Jan 20-22, 2021 |
| President's Day Break | Feb 15-19, 2021 |
| Spring P/T Conf.* | Mar 15, 2021* |
| Spring Break | Mar 16-19, 2021 |
| Spring Holiday | Apr 5-6, 2021 |
| Q3 Intersession | Apr 7-9, 2021 |
| Memorial Day | May 31-Jun 1, 2021 |
| Teacher Last day | Jun 9, 2021 |
| *please check with your school for exact dates and times | |

| Up to three weather days will be added during each quarter intersession or at the end of the year. | |
|--|----------------------------------|
| Q1 Weather days | Nov 4, 2020 |
| | Nov 5, 2020 |
| Q2 Weather days | Nov 6, 2020 |
| | Jan 20, 2021 |
| Q3 Weather days | Jan 21, 2021 |
| | Jan 22, 2021 |
| | Apr 7, 2021 |
| **If __ weather days are used in Q4: | Apr 8, 2021 |
| | Apr 9, 2021 |
| | June 8, 2021 |
| | June 9, 2021 |
| | The last day of classes will be: |
| Zero | June 8, 2021 |
| One | June 9, 2021 |
| Two | June 10, 2021 |
| Three | June 11, 2021 |

Policy Waivers

Tulsa Public Schools has secured local policy waivers to enable a responsive, rigorous academic year. These waivers address the some of the requirements of 210:35-21-2.

POLICY FLEXIBILITIES IN RESPONSE TO THE COVID-19 GLOBAL PANDEMIC IN SCHOOL YEAR 2020-2021

The board of education recognizes there will be measures taken to ensure the safety of students and staff in the 2020-2021 school year due to the COVID-19 global pandemic that may cause unavoidable interruptions in typical school operations. Given the challenges of planning for such a school year, the board wishes to provide schools, students, and staff certain policy flexibilities. These flexibilities shall not reduce the time dedicated to or rigor or breadth of students’ instructional experience. The expectation is that the district implements these flexibilities only to the degree that COVID-related conditions makes them necessary, and only when and if they are necessary.

| <u>Policy/Reg Affected.</u> | <u>Description of Current Expectations</u> | <u>Policy Flexibility for 2020-2021</u> |
|--------------------------------|--|---|
| 2204 2407 2407-R 2614 | Attendance: outlines the requirements for recording attendance and defines tardiness and truancy | To the extent a student is receiving instruction virtually, the board suspends the policy requirements that define how a student is determined “present,” “absent,” “tardy” or “truant” to be consistent with any state requirements regarding attendance in 2020-2021. |
| 2203 | Full Time Enrollment: requires students to be enrolled full time | To the extent allowed by state law in 2020-2021, secondary students will be allowed to participate in work study, internships, and similar out-of-classroom options to receive credit. |

| | | |
|----------------------------------|---|---|
| 3302 | Length of School Day: requires that school days for students in grades 1-12 be not less than 6 hours and the school day length for grade PK-1 students be no less than 2 and one-half hours | In 2020-2021, the board suspends the requirements regarding the length of the school day to the extent accreditation requirements are changed by the state due to the mode of instruction. |
| 2406 2407 | Earning Credit: defines how students are promoted, retained, and secure credits using the Carnegie unit system | In 2020-2021, the board suspends the use of the Carnegie-unit system to earn credit and allows students to access district options for credit recovery and credit accrual using a pre-test to determine the number of modules necessary to complete for credit. |
| 2407 | Internships and Work Study: allows only high school students to earn credits through non-traditional instruction | In 2020-2021, the board expands the opportunity to earn credit through non-traditional instruction to all students to the extent allowed by the state law. |
| 3308 | AIDS Education: provides that AIDS education will be delivered to all students during grades 5, 7, and 10 | In 2020-2021, the board exempts students from the prescribed AIDS education to the extent it would need to be provided online and as allowed by state law. |
| 2115-R 3310 3315 3315-R | Physical Education: provides certain time requirements for students' physical education | In 2020-2021, the board exempts students from the current time-related PE requirements to the extent allowed by state law, with the expectation that students receive safe recess and physical activities in and out of school. |
| 3315 3315-R | Cardiopulmonary Resuscitation (CPR) Instruction: makes high | For the graduating class of 2020-2021, the board waives the CPR graduation requirement to the extent allowed by the state. |

school graduation contingent on having completed CPR education

| | | |
|----------------|--|---|
| 2401 2401-R | Grading Policy: describes the expectations regarding incomplete and passing grades | In 2020-2021, the board provides the superintendent with the discretion to modify the requirements of when “Passing/P” and Incomplete/I” designations may be used with regard to student grades, when grades may be “frozen,” and when students may receive extra credit. |
| 2210 2210-R | Concurrent Enrollment: requires students who drop a TCC course to be re-enrolled as a full-time student | In 2020-2021, the board waives the requirement that students re-enroll full-time if they withdraw from or drop a college course and have otherwise met graduation requirements. . |
| 2407-R | Virtual Sections: provides that no more than 28 students may be in a virtual learning section | In 2020-2021, the board waives the maximum student enrollment requirements for sections of virtual learning. |
| 2620 | Student Use of Wireless Telecommunication Devices: limits the use of wireless communication devices for students during the academic day | In 2020-2021, during any period of virtual instruction, students are allowed to use their wireless devices during the academic day for the purpose of completing work and communicating with teachers. |
| 2501 | Parent Teacher Conferences: requires a parent-teacher conference in the first quarter of the school calendar | In 2020-2021, the standard requirements regarding first-quarter parent/teacher conference are waived so that teachers may provide virtual options for participation in such conferences. |

Likely Conditions and Opportunities for School Year 2020-2021

While no one can predict all the COVID-related conditions during the 2020-2021 school year, we are defining a set that we believe are likely and that all planning must accommodate. This list helps interrupt the ambiguity of the moment with a series of informed conjectures

Internal conditions

1. Schools will need to open and close quickly, perhaps repeatedly, and for unpredictable periods of time.
2. We will need to keep social distancing safety measures in place for some or all of the school year.
3. We will face new expenses and investment decisions during the same period that we plan for a possible budget crisis.
4. Most of our educators will need new tools and robust support for distance learning conditions.
5. Our staff and the families of our students will continue to be impacted by personal and medical needs, and those needs will sometimes overwhelm teaching and learning. We recognize that communities of color and low-income families are disproportionately impacted.
6. All our students will return to school, having experienced a major disruption in their lives and schedules, and many will have experienced significant increases in stress and trauma.
7. We currently lack high-quality digital instructional materials, and the unit and lesson plans to accompany them.
8. Our collections and data systems are not equipped to provide us the data we need to effectively understand, manage, and improve system performance during this school year.
9. Re-entry will place demands on our system that will push our systems and staff over-capacity.
10. Collective bargaining agreements will need to be revised to enable role differentiation, expanded training, and safety-related adjustments to terms of employment.

External conditions

1. Many of our staff and students lack adequate internet access at home.

2. Many of our families will have experienced, and due to systemic inequities, may continue to be at risk of personal, medical, and economic hardship.
3. Governor and mayor orders will impact our decision-making. We will need to adjust to orders covering topics such as gathering size, hygiene, mask usage, closure, social distancing requirements, tracing, self-quarantine, and safer-at-home restrictions.
4. Families will respond to the pandemic in a variety of ways, and each family response will emerge from each family's unique situation.
5. Public health officials will continue to study and learn about COVID-19, and their discoveries may impact our planning.
6. COVID-19 has and will likely continue to have a disproportionately grave impact on people of color.

List of Digital Curricular Resources

Tulsa Public Schools invested in digital versions of core curriculum that are aligned to national and Oklahoma Academic Standards. They address the Oklahoma emergency rule requirements of 210:35-21-2.

PreK Core Resources

Tools of the Mind resources*

Spanish Language Arts:

iStation

Physical Education: Spark

PreK Supplemental resources

Waterford

Ready Rosie

Spanish Language Arts: AbcMouse

K-5 Core Resources

Reading/Language Arts: Core Knowledge Language Arts online, Adelante Online, Lalilo

Mathematics: Eureka In Sync

Social Studies: TCI online K-2, 4-5; Gibbs Smith online (3rd Grade)

Science: Interactive Science online

English language development: National Geographic

Physical Education: Spark

K-5 Supplemental Resources

English Language Arts: ExactPath, iRead

Mathematics: Zearn; Imagine Math

Spanish Language Arts: iStation

French Language Arts: Aquila

English Language Development: Imagine Learning

Science: National Science Teaching Association (NSTA) Daily Do

Social Studies: Document-Based Questions Online

Grades 6-8 Core Resources

Amplify ELA, Imaginez

Mathematics: Eureka In Sync

Social Studies TCI online curriculum, Document Based Questions (DBQ) online

Digital science textbooks (varies by course)

Edmentum Courseware
English language development: National Geographic
Physical Education: Spark

Grades 6-8 Supplemental

ExactPath
Imagine Math
Science: Virtual labs
Social Studies: Document-Based Questions Online
Spanish Language Arts: Teaching Proficiency through Reading and Storytelling
English Language Development: Achieve 3000

Grades 9-12 Core

Tulsa’s English Language Arts Units*
Social Studies TCI online curriculum, Document Based Questions (DBQ) online for applicable courses
Edmentum Courseware
English language development: National Geographic
Physical Education: Spark

Grades 9-12 Supplemental

ExactPath
Imagine Math
Science: Virtual labs
Social Studies: Document-Based Questions Online
Spanish Language Arts: Teaching Proficiency through Reading and Storytelling
English Language Development: Achieve 3000