**Overview of Reopening at TPS for Fall, 2020**

Per OSPI, TPS is required to adopt a reopening plan for the 2020–21 school year through local board resolution. OSPI developed the Washington School 2020 Reopening Plan Template in consultation with the State Board of Education (SBE).

The plan template has three major components:

 **Part I Mandatory Health Requirements**

 **Part II Statutory Education Requirements
 Part III Additional Expectations**

Below, you will each point from the OSPI template, and after each point/question is the response for TPS. In addition, you will find links to the District’s Frequently Asked Questions (**FAQ**) for more information. Lastly, [OSPI has a Planning Guide](https://www.k12.wa.us/sites/default/files/public/workgroups/Reopening%20Washington%20Schools%202020%20Planning%20Guide.pdf) that provides guidance to all school districts regarding the reopening of schools.

**TPS Plan for Re-Opening School 2020-21**

[**TPS Guiding Principles**](https://www.tacomaschools.org/schools-and-learning-sites/digital-campus/return-to-school-guide/guiding-principles)

**PART I—MANDATORY HEALTH REQUIREMENTS**

**QUESTION 1**

***Our district has identified our primary local health officer(s).***

Yes

Dr. Anthony Chen.

[Updates from Tacoma-Pierce County Health Department](https://www.tpchd.org/healthy-people/human-coronavirus) regarding Covid-19

**QUESTION 2**

***Our district has identified a primary district-level point of contact for our reopening effort.***

Yes

Dr. Thu Ament

253-571-1333

tament@tacoma.k12.wa.us

**QUESTION 3**

***We have reviewed the U.S. Centers for Disease Control and Prevention (CDC) definition of high-risk employees and we have clearly communicated with staff their opportunity to identify themselves as high-risk.***

Yes

 ***3a. We are engaging self-identified high-risk employees to address accommodations consistent with L&I requirements and the Governor’s proclamation about high-risk employees.***

 Yes

**QUESTION 4**

***We have reviewed our drop-off and pick-up plans to provide proper physical distancing and minimal opportunities for parents and other adults, who are not staff, to enter our buildings.***

Yes

**QUESTION 5**

***We have a daily health screening plan in place for students and staff.***

Yes

 ***5a. Please identify which health screening protocol best fits your school district planning.***

 Our plan is to rely on attestations, but to screen staff who do not provide an attestation that a screen was done at home before school and students who do not provide an attestation that a screening was conducted by a parent, guardian, or caregiver before school. *(Note: This is one of the options provided by OSPI and has been determined to be the best approach for TPS.)*

**QUESTION 6**

***We have altered our indoor classroom and common spaces and reconfigured our processes to ensure six feet of physical distance between all persons in our school facilities as a planning framework.***

Yes

 **6a.** ***We are using additional common spaces to ensure six feet of physical distance between all persons in our school facilities as a planning framework.***

 Yes

 **6b.** ***We are using additional community-based spaces outside of our school facilities to ensure six feet of physical distance between all persons in our school facilities as a planning framework.***

 No

 **6c*.*** ***We understand that this is a planning framework and there will be limited times when students and/or staff may need to be within six feet for short periods of time.***

 Yes

 **6d. *We understand there are limited exceptions to the six-foot rule, but we will accommodate students with disabilities or others who meet the exceptions in order to deliver equitable services, which may include providing additional personal protective equipment (PPE) to staff and/or the student.***

 Yes

**QUESTION 7**

***We have altered physical spaces, reconfigured schedules, and adopted necessary plans to provide meals to students that ensures six feet of physical distance between all persons as a planning framework.***

Yes

**QUESTION 8**

***We have established clear expectations and procedures to ensure frequent hand washing in all of our facilities for students and staff.***

Yes

**QUESTION 9**

***We have established clear expectations with students, staff, and families that all persons in our facilities will be wearing face coverings consistent with DOH and L&I requirements, including any of the narrow exceptions identified by DOH and L&I in guidance.***

Yes.

 **9a. *We have an adequate supply of face coverings on our premises to accommodate students who arrive at school without a face covering.***

 Yes

 **9b.** ***We will provide adequate face coverings and other PPE requirements to protect all staff in each building and/or worksite consistent with the law and L&I guidance.***

Yes

**QUESTION 10**

***We have developed busing plans to maximize physical distancing on our buses as much as possible on a given bus route.***

Yes

 **10a. *We recognize that busing is an exception to the six-foot rule, as long as we exercise proper cleaning, maximum ventilation when reasonable, face coverings on students and adults, and proper PPE for our drivers.***

Yes

**QUESTION 11**

***We have developed a cleaning regimen in our facilities and buses consistent with DOH guidance and the Infection Control Handbook 2010.***

Yes

From TPS School Cleaning FAQ: [How TPS is cleaning and disinfecting schools and facilities](https://www.tacomaschools.org/about/newsroom/story-detail/~board/20-21news/post/school-cleaning-frequently-asked-questions) to keep students and staff

**QUESTION 12**

***We have clearly established procedures, in coordination with our local health authority, to report any suspected or known cases of COVID-19.***

Yes

 **12a**. ***We understand that contact tracing and any other procedures to identify additional COVID-19 cases are to be conducted and led by the local health authority, the Washington State Department of Health, or a designee at the direction of the public health authority.***

Yes

**PART II—STATUTORY EDUCATION REQUIREMENTS**

**QUESTION 13**

***We have established a school calendar to accommodate 180 instructional days and the required instructional hours assuming all of the guided learning planned by and under the direction of the certificated teacher counts (in-person face-to-face, distance learning on screen with a teacher, independent learning assigned and evaluated by a teacher, and any other directed learning) subject to the State Board of Education requirements outlined in*** [***WAC 180- 16-200.***](https://www.sbe.wa.gov/sites/default/files/public/meetings/Jul-2020/Exhibit%20E%20Basic%20Ed%20Rules.pdf)

Yes

 **13a. *We have created a flexible calendar with additional days that may be needed to address short- term school closure in the event that our facilities are not accessible as directed by a public health authority or the Governor, and for which we were not able to make an immediate transition to Continuous Learning 2.0.***

Yes

 **13b. *Copy of Calendar***



**QUESTION 14**

***In order to accommodate the instructional hours requirements, please describe your typical weekly schedule for students and professional collaboration. Include any reasonable options to maximize cohorts of students to reduce the risk of possible virus transmissions.***

 a. TPS is beginning 2020/21 with Remote Learning and Online Option

 b. Below is Remote Learning Schedules for Students.

 c. Students who choose online learning will use TPS online learning

 platform.

 d. Approximate minutes will be determined with Learning Design Team as

 well as integration of SEL and specialists (all will align with state requirements).

 ***i. For elementary, please describe:***

**K-2 Remote Learning Schedule**

***Monday/Tuesday/Thursday/Friday***

Independent Remote Learning

Whole Class Meeting

Brain Break

Instruction/Specialist/SEL

Brain Break

Instruction/Specialist/SEL

Brain Break

Lunch

Instruction/Specialist/SEL

Brain Break

Instruction/Specialist/SEL

Intervention (Whole Class)

Whole Class

***Wednesday (Staff PD on Wednesdays)***

Independent Remote Learning

Late Start

Whole Class Meeting

Intervention (Whole Class)

Brain Break

Lunch

Brain Break

Intervention (Whole Class)

Extended Remote Learning

Brain Break

Extended Remote Learning

Intervention (Whole Class)

Whole Class

**Grades 3-5 Remote Learning Schedule**

***Monday/Tuesday--Cohort A Focus***

***Thursday/Friday—Cohort B Focus***

Independent Remote Work

Whole Class Meeting

Brain Break

Instruction

Brain Break

Instruction

Brain Break

Lunch

Instruction

Brain Break

Instruction

Whole Child Connection

***Wednesday/Cohort A & B (Staff PD on Wednesdays)***

Independent Remote Work

Late Start

Whole Class Meeting

Whole Child Connection

Brain Break

Lunch

Brain Break

Intervention (Whole Class)

Extended Remote Learning

Brain Break

Extended Remote Learning

Whole Child Connection

 ***ii. For middle school, please describe:***

Grades 6-8, Remote Learning Schedule

***Monday/Tuesday—Cohort A Focus***

***Thursday/Friday—Cohort B Focus***

Independent Remote Work

Class 1 (Mon.-A/Thurs.-B); Class 4 (Tues.-A/Fri.-B)

Break

Whole Child Connection

Break

Class 2 (Mon-A/Thurs.-B); Class 5 (Tues.-A/Fri.-B)

Lunch

Class 3 (Mon.-A/Thurs.-B); Class 6 (Tues.-A/Fri.-B)

Break/SEL/Fitness, (Mon./Tues—A; Thurs./Fri.-B)

Office Hours All Classes (Mon/Tues.-A; Thurs./Fri.-B)

***Wednesday—Cohort A and B (Staff PD on Wednesdays)***

Independent remote Work

Late Start

Office Hours All Classes

Whole Child Connection

Break

Office Hours All Classes

Lunch

Office Hours All Classes

Break/SEL/Fitness

Office Hours All Classes

 ***iii. For high school, please describe:***

 Grades 9-12, Remote Learning Schedule

***Monday/Tuesday—Cohort A Focus***

***Thursday/Friday—Cohort B Focus***

Independent Remote Work

Class 1 (Mon.-A/Thurs.-B); Class 4 (Tues.-A/Fri.-B)

Break

Whole Child Connection

Break

Class 2 (Mon-A/Thurs.-B); Class 5 (Tues.-A/Fri.-B)

Lunch

Class 3 (Mon.-A/Thurs.-B); Class 6 (Tues.-A/Fri.-B)

Break/SEL/Fitness, (Mon./Tues—A; Thurs./Fri.-B)

Office Hours All Classes (Mon/Tues.-A; Thurs./Fri.-B)

***Wednesday—Cohort A and B (Staff PD on Wednesdays)***

Independent remote Work

Late Start

Office Hours All Classes

Whole Child Connection

Break

Office Hours All Classes

Lunch

Office Hours All Classes

Break/SEL/Fitness

Office Hours All Classes

[From TPS FAQ—A side-by-side look at Remote and Online Learning](https://www.tacomaschools.org/about/newsroom/backtoschool)

[From TPS FAQ—Remote Learning](https://www.tacomaschools.org/schools-and-learning-sites/digital-campus/return-to-school-guide/remote-learning) Goal is for remote learning to “match” a school day as closely as possible.

[From TPS FAQ—Online Learning.](https://www.tacomaschools.org/schools-and-learning-sites/digital-campus/online-learning) This is a different option—See how it differs from Remote Learning.

**QUESTION 15**

***We have a plan to take daily attendance for all students, regardless of our teaching modality, as well as a tiered approach to supporting students not participating and aligned to the OSPI attendance rules.***

Yes

 **15a. *We have a clear plan for ongoing communication with students and families, and we have provided a means by which all students will be required to check in daily even on days when the student is not physically present at school. Attendance expectations align with regular attendance policies.***

Yes

[TPS FAQ includes information about attendance](https://www.tacomaschools.org/schools-and-learning-sites/digital-campus/return-to-school-guide/remote-learning)

**QUESTION 16**

***We have identified learning standards across grade levels and/or content areas to ensure instructional time and professional learning are effectively tied to our reopening plan.***

Yes

When TPS educators were surveyed in November, 2016, it was determined that due to the high number of standards per content area and grade, teachers were prioritizing what standards to teach and assess as individuals or in teams. This was because the number of Washington State Learning Standards for each content area was just too overwhelming.

In order to ensuring every student has equitable access to learning opportunities directly related to the skills and content in the WSLS, the district is taking a more strategic approach to align content standards by grade level. Under the leadership of the Curriculum and Instruction department, TPS educators are working in K-12 content teams to identify priority standards as well as supporting standards. The process began in February, 2017, and will continue each year until all content areas are prioritized.

The criteria used to identify which standards are priority includes:

 **Endurance:** Those standards that provide students with knowledge and skills beyond a single test date.

 **Leverage:**Those standards that provide knowledge and skills that will be of value in multiple disciplines (example non-fiction writing).

 **Readiness:**Those standards that provide knowledge and skills that are necessary for success in the next grade or level of instruction.

 **External Exams:** State and national exams are brought in as a 4th lens during the prioritization process. This includes the Smarter Balance Assessment, Advanced Placement exams, International Baccalaureate exams, etc.

**Accordion Feedback Process**

An accordion process is used to obtain feedback on the determined priority standards. All teachers who teach and assess each set of content standards have the opportunity to provide their feedback. Prioritization teams review feedback from their colleagues at large, refine and make adjustments as appropriate, and make recommendations for the final rollout of prioritized standards. This accordion process is conducted (3) times for each content area as the standards are prioritized.

This protocol is based on Larry Ainsworth’s Framework for Prioritizing Standards.

<https://www.tacomaschools.org/departments/ci/k-12-prioritization-and-standards>

|  |
| --- |
| [K-12 Prioritization and Standards - Tacoma Public Schools](https://www.tacomaschools.org/departments/ci/k-12-prioritization-and-standards)In Tacoma Public Schools (TPS), we align our work with our strategic plan to measure and support the Whole Child. |

**QUESTION 17**

***We have determined our 2020–21 grading policies.***

Yes

***17a. If yes: We have reviewed our grading practices, learned from decision-making this spring, and established the following grading system:***

***For elementary, please describe***: In spring at the end of the 2019-2020 school year, the state Office of Superintendent of Public Instruction set emergency rules and restrictions on grading. Those rules have expired. TPS [grading policy](https://www.tacomaschools.org/about/school-board/policy-manual/policy-details-page/~board/policy-2000/post/2420r) will be reinstituted for the 2020-2021 school year.If there are any changes to the policy, our School Board of Directors would take action at a later date.

***For middle school, please describe***: In spring at the end of the 2019-2020 school year, the state Office of Superintendent of Public Instruction set emergency rules and restrictions on grading. Those rules have expired. TPS [grading policy](https://www.tacomaschools.org/about/school-board/policy-manual/policy-details-page/~board/policy-2000/post/2420r) will be reinstituted for the 2020-2021 school year.If there are any changes to the policy, our School Board of Directors would take action at a later date.

***For high school, please describe***: In spring at the end of the 2019-2020 school year, the state Office of Superintendent of Public Instruction set emergency rules and restrictions on grading. Those rules have expired. TPS [grading policy](https://www.tacomaschools.org/about/school-board/policy-manual/policy-details-page/~board/policy-2000/post/2420r) will be reinstituted for the 2020-2021 school year.If there are any changes to the policy, our School Board of Directors would take action at a later date.

[TPS FAQs includes information about grading.](https://www.tacomaschools.org/schools-and-learning-sites/digital-campus/return-to-school-guide/remote-learning)

**PART III—ADDITIONAL EXPECTATIONS**

**QUESTION 18**

***Our district has a specific plan to support students who received “incompletes” in the spring of 2020.***

Yes

 ***18a. If yes, please briefly describe that plan:***

 Students should not have been issued “incompletes” by the end of the 2019-2020 School Year. All students should have received a posted grade. Regarding grade inputs that indicate an “Incomplete”: Those very few exceptions will be addressed individually, with students offered the opportunity to finish what is missing by the end of first semester (February, 2021). Transcripts will reflect that change shortly thereafter.

**QUESTION 19**

***Our district developed summer learning and services opportunities for students who needed additional support to be ready for success this fall.***

***Yes***

**19a. *If yes, what percentage of your students did you provide services to?***

 0-30%

 **19b. *If yes, briefly describe the learning and service opportunities you provided, including any programs or targeted supports:***

Title and LAP Summer Online Opportunities: 4th/5th Graders: Camp Discovery; Online ELA Program (aligned to priority standards); 6-12 online program offered (Edgenuity—targeted learning and credit retrieval). Special Education: ESY (Extended School Year) offered—of the 100 invited, 29 enrolled and participated. Summer learning continues for Special Education Students in alternative settings such as Day Schools (40 students).

 **19c. *If yes, please briefly describe your process for prioritizing your students furthest from educational justice:***

Our efforts were focused and strategic. Title I and LAP teachers called and invited the students they served to participate in summer learning; these students were below grade level in elementary schools. Secondary schools prioritized inviting students who were below grade level. A Director of Special Education identified students needing ESY (extended school year) and summer services; then, through multiple methods of communication (phone calls, emails, text messaging, special edition letter), the communication efforts ensured that parents were informed of the summer learning opportunities. Students furthest away from educational justice were offered varied levels of service to meet their needs to include but not limited to: technology, collaboration between service providers, recovery learning.

[TPS FAQ about Special Education](https://www.tacomaschools.org/schools-and-learning-sites/digital-campus/return-to-school-guide/se-and-504-faq)

**QUESTION 20**

***We have a plan to perform a universal screening of each student when they return to school to better understand their strengths, learning needs, and social-emotional needs.***

Yes

Screening considerations for all schools, buildings, work sites when staff/students/employees are on site:

* Determine locations for preliminary screening, secondary screening, isolation for those who are sick, and isolation for those who are well but unable to complete screening.
* Consider outdoor options with back up plans for inclement weather.
* Consider locations with access to eSchool Plus and a phone line.
* Consider space/room size as to safely socially distance multiple students (6 feet apart).
* The Health Room should not be used.
* Prepare the facility:

Limit building access points, create one-way flow of traffic, assign entry doors to students, mark 6-foot separations on the ground in screening areas, and post required COVID materials.

* Determine Support Staff for Screening, train them, and practice.
* Ensure appropriate PPE and Equipment.
* Thermometers for those who are unable to temperature check at home
* Staff have appropriate PPE for screening and students have appropriate PPE to be onsite; masks must be worn.
* Staff will contact purchasing for PPE as needed (masks, gloves).
* Communications to staff, students, and families with detailed information regarding screening safety and process expectations.
* Staff to complete Health Attestation; onsite COVID Supervisor to ensure completion prior to work day. Those who respond “yes” to any survey question should be excluded and should not report to work.
* Students: For each day student will be onsite, guardian to complete a health attestation. Upon arrival to school, school staff will review student health attestation and perform a visual health inspection. Attestation and onsite screen will be documented and tracked in eSchool Plus. Staff will need to look up each student in eSchool Plus. Consider utilization of student ID scanner or individual input of student ID number or name.
* Enforce strict adherence to social distancing and mask-wearing throughout the screening process. Those who are ill or have been exposed should stay home and should not report to campus.
* Ensure appropriate planning for cleaning of the facility, screening and isolation spaces, and in the event there is a reported case of COVID-19

***Elementary Checklist for return to school (timeline to be determined in alignment with Pierce County Health Department guidance)***

* Students to report to their classroom teacher catchment area.
* Teacher to review each student attestation and do a visual inspection.
* Those students with a complete attestation, no recent exposure to COVID-19, and no signs or symptoms of COVID-19 will report to their designated classroom with their teacher.
* Those student with an incomplete attestation, an attestation with a notated exposure or sign/ symptom, or those who look unwell will be referred to the onsite COVID Supervisor for additional screening.
* COVID Supervisor and appointed team will review student attestation, visually inspect student, and complete the health screening.
* Team will contact parent/guardian to complete attestation and verify report.
* Team will complete a student temperature check
* Students who pass will be escorted to their classroom.
* Students who screen out due to a possible exposure and/or symptom and those who are unwell should be immediately placed in monitored isolation\* and parent notified for pick up. \*Those with symptoms should not be isolated with those who do not have current symptoms (i.e. a student with reported exposure and no symptoms would not isolate in the same locations as an individual who has active symptoms).
* Consider non-classroom staff who report to your building daily to support with the secondary screening phase.
* Door entries should be limited to no more than 100.
* Screening is ideally done outdoors and must be completed prior to classroom entry.

***Secondary Checklist for return to school (timeline to be determined in alignment with Pierce County Health Department guidance)***

* Students to report to assigned building entry (limit entry to 100-200 students).
* Stations should be set up at building entry; consider a “fast lane” and a “rescreen lane,” with a point person to determine which lane the student will screen through.
* Those students with a complete attestation, no recent exposure to COVID-19, and no signs or symptoms of COVID-19 will be referred to the “fast lane” for visual inspection and will then report to their designated classroom independently.
* Those students with an incomplete attestation, an attestation with a notated exposure or sign/ symptom, or those who look unwell will be referred to the “rescreen lane” for additional screening.
* “Rescreen Lane” should have at least 2 stations to help with flow of student entry.
* COVID Supervisor and appointed teams will review student attestation, visually inspect student, and complete the health screening.
* Team will contact parent/ guardian to complete attestation and verify report.
* Team will complete a student temperature check.
* Students who pass will report to their classroom.
* Students who screen out due to a possible exposure and/or symptom and those who are unwell should be immediately placed in monitored isolation and parent notified for pick up. Note: Those with symptoms should not be isolated with those who do not have current symptoms (i.e. a student with reported exposure and no symptoms would not isolate in the same locations as an individual who has active symptoms).
* Consider non-classroom staff who report to your building daily to support with the secondary screening phase. Screening is ideally done outdoors and must be completed prior to initiation of the school day.
* Potentially consider gym spaces if outdoors unavailable.
* Designate staff to monitor hallways to ensure students report directly to class and maintain appropriate social distancing of 6 feet.

***Health Screening (to be reviewed to be sure everything is in alignment with Pierce County Health Department guidelines)***

* Combination of home attestation and onsite review (Student must have both completed prior to entry)
* Check for signs of illness for all staff and students at entry each day. ð For more information or options for temperature checking, see the CDC guidance. Staff and students with any illness must stay home.
* Ask the parents or guardians the following questions: o Does your student have any of the following symptoms [on the first day after a break or for a new student, please ask about symptoms in the past three days (72 hours)]:
* A cough
* Shortness of breath or difficulty breathing
* A fever of 100.4°F or higher or a sense of having a fever
* A sore throat
* Chills
* New loss of taste or smell
* Muscle or body aches
* Nausea/vomiting/diarrhea
* Congestion/running nose – not related to seasonal allergies
* Unusual fatigue
* Does anyone in your household have any of the above symptoms?
* Has your student been in close contact with anyone with suspected or confirmed COVID-19?
* Has your student had any medication to reduce a fever before coming to school?
* The student must be excluded from school if the answer to any of the above questions is “yes.” Refer to Returning to school after suspected COVID-19 symptoms.
* If the answer to all of the above questions is “no,” check the student for signs of being sick, such as flushed cheeks or tiredness. Keep a distance of at least six feet of space or have a physical barrier between you and the student during assessment.

***Data Use***

* Data must be available daily for attestation review.
* Data must be compiled from home attestation and onsite health check.
* Data must be accessible to coordinate with attendance and quarantine/ isolation.
* Attendance will be determined as follows:

At least three days (72 hours) have passed since recovery – defined as no fever without the use of medications and improvement in respiratory signs like cough and shortness of breath;

AND

At least 10 days have passed since signs first showed up.

OR

It has been at least three days (72 hours) since recovery

AND

a health care provider has certified that the student does not have suspected or confirmed COVID-19.

* Data must be accessible for Contract Tracing and Health Department report
* Data must be accessible for trend monitoring

***Whole Child***

[TPS](https://www.tacomaschools.org/schools-and-learning-sites/digital-campus/whole-child%22%20%5Ct%20%22_blank) Whole Child Lessons

TPS has, for a number of years, implemented a [***Whole Child Initiative***](https://www.tacomaschools.org/departments/tacoma-whole-child) to concentrate our system on addressing the needs of our students—communication, academics, social interactions, emotional needs, developmental considerations, self-motivation, confidence, diversity, responsibility, reflection, problem-solving, independence, relationships, goal-setting, analysis of situations, self-regulation, self-management, empathy, and more.

**QUESTION 21**

***Our district has developed a family and community engagement process that includes strategies to reach non-English speaking families to inform our reopening plan.***

Yes

 **21a. *Please briefly describe your engagement strategy and the organizations or individuals who took part in your planning effort:***

 TPS has developed and implemented a comprehensive survey that was translated into Spanish, Russian, Korean, Vietnamese, and Khmer (our most common non-English languages in TPS). Using email, the survey was sent on three occasions to parents/guardians, staff, and community members. The survey was also available through the District’s website. We have engaged with a number of organizations, to include Graduate Tacoma, Boys and Girls Clubs, Metro Parks, YMCA, Communities in Schools, Metropolitan Development Council, and myriad other TPS partners. Partnership is one of the four TPS District-wide strategic goals; one of the priorities for effective Family and Community Engagement is effective two-way communication.

Regarding TPS communication strategies:

* Sharing up to date district information, providing updates to and partnering with community partners and community-based direct service providers to communicate with TPS students and families.
* Reaching out to TPS formal and informal community partners to proactively to ascertain how their programming is changing due to virtual school & how the district can support them and promote virtual expanded learning opportunities.
* Making sure staff and partners have current information to provide consistent messaging and information to parents and community;
* Creating a social marketing message utilizing parent voices to communicate learning from home best practice and district information.
* Providing information and surveys in multiple languages.

TPS utilizes multiple strategies and communication methods to keep staff and families updated on all plans for returning to school. Weekly updates are sent directly to all staff and all parents/guardians through email and text message notifications. Additionally, each school administrator records a weekly message to families with updates. The District website is also continually updated. Social media is leveraged to reach the broader community, including Facebook, Twitter and Instagram.  Updates on back-to-school plans are shared and discussed during live Board Meetings and Study Sessions which are aired on cable television and streamed on both Facebook and the District website.

Throughout the Spring and Summer TPS has also worked to gather input and feedback from staff, students, and parents through the use of surveys. Both quantitative and qualitative information was gathered. The data has shaped plans and communications for returning to school in the 2020-2021 school year.

* 2020 Budget Ranking Survey
* Family Tech Survey
* Distance Learning Survey
* Fall Learning Options

[For regular updates on the 2020-21 school year’s planning](https://www.tacomaschools.org/about/newsroom/backtoschool)

[TPS Partnership—Goal 2—Engagement with Parents, Community and Staff](https://www.tacomaschools.org/about/strategic-plan/goal2)

**QUESTION 22**

***Our district has invested in additional accessible technology, hardware, or connectivity for students and educators as we have prepared for fall reopening.***

Yes.

 **22a.** ***Please identify the percentage of students that you believe have adequate technology and connectivity to learn remotely during the 2020–21 school year.***

 61-70%

 **22b. *Please briefly describe your strategy to accommodate students during the 2020–21 school year who do not have adequate technology or connectivity to effectively learn remotely:***

 A comprehensive survey was completed for parents/guardians and students to identify areas, schools, and students with need (which schools/students by region/school/area have the greatest number of students with little to no internet access; 13,931 students represented by 8,101 respondents). There was a laptop/i-pad/tablet distribution this past spring during the “shut down.” As a result of continued efforts, all students in grades 3-12 will have in-hand technology at the start of the 2020-21 school year, with K-2 students expected to have their technology in October, 2020, per ordering and expected delivery. Connectivity is addressed through partnership with Foundation for Tacoma Students and Rainier Connect (cable company). They have partnered with each other and TPS to ensure that every student has needed technology device and high-speed internet.

From TPS FAQ: [How TPS has been scheduling the distribution of Laptops](https://www.tacomaschools.org/schools-and-learning-sites/digital-campus/return-to-school-guide/laptop-distribution) for Grades 6-12

**QUESTION 23**

***Our district has provided professional learning for our educators to prepare them for effective instruction during the 2020–21 school year.***

Yes.

 **23a. *If yes, briefly describe the professional learning provided or facilitated by the district:***

TPS has scheduled training for all teachers on the use of learning management system, Schoology, prior to the opening of school. TPS has regular Wednesday “late starts” scheduled to provide continued professional development throughout the year to support teacher delivery of learning regarding Schoology, remote learning, hybrid learning, and transition, when the time comes, to fulltime back-in- class/face-to-face learning. TPS has developed a calendar for trainings for certificated and classified staff that directly supports instruction and transition considerations that impact staff and students.

**QUESTION 24**

***Our district has selected a primary learning management system for consistent use with students across the district during the 2020–21 school year.***

Yes.

**24a. *If yes: Please select or write-in the primary learning management system the district is using with students:***

Schoology