

APPENDIX VII - 18

VII.E.1.c Policies and Procedures Amendments SY2020-21

Governing Board Date	Governing Board Action	Item	Description
07/28/20	<p>ACTION ITEM:</p> <p>Motion to approve and authorize the Superintendent to submit to the Arizona Board of Education for certification, the administration's final recommendations for a comprehensive plan necessary for the re-opening of the district for the 2020-2021 school year in August of 2020, specifically August 10th for online learning, specifically to authorize the proposed calendar change and make necessary staffing adjustments within applicable employee agreements to implement the instructional model that would be computer based for all students whether students are learning on campus or learning remotely, would allow parental choice between in-school learning and remote learning options, would allow newly reduced and recommended class sizes for in-school learning spaces, would allow for live in-person traditional instruction for self-contained EXED programs and pre-school classes and would prioritize students for in-school learning according to the finalized equity framework. A date for this is to be determined when referencing anything that has to do with on-campus or in-person.</p> <p>Motion by Bruce Burke, second by Kristel Foster. Final Resolution: Motion Passed Yes: Adelita Grijalva, Rachael Sedgwick, Bruce Burke, Leila Counts, Kristel Foster</p>	Next Steps 2020: A Finalized Plan for the Re-Opening of the Tucson Unified School District in SY 20-21	Proposed instructional model that would be computer based for all students whether students are learning on campus or learning remotely, would allow for parental choice between in-school learning and remote learning options, would commit to the newly reduced and recommended class sizes for in school learning spaces, would allow for live in person traditional instruction for self-contained EXED programs and pre-school classes, and would prioritize students for in-school learning according to the finalized equity framework.

Agenda Item Details

Meeting: Jul 28, 2020 - AGENDA FOR SPECIAL BOARD MEETING

Category: ACTION ITEM(S)

Subject: Next Steps 2020: A Finalized Plan for the Re-Opening of the Tucson Unified School District in SY 20-21

Type: Action

Fiscal Impact: No

Budgeted: No

Recommended Action:

Motion to approve the administration's final recommendations for a comprehensive plan necessary for the re-opening of the district for the 2020-2021 school year in August of 2020, specifically to authorize the proposed calendar change and make necessary staffing adjustments within applicable employee agreements to implement the instructional model that would be computer based for all students whether students are learning on campus or learning remotely, would allow parental choice between in-school learning and remote learning options, would allow newly reduced and recommended class sizes for in-school learning spaces, would allow for live in-person traditional instruction for self-contained EXED programs and pre-school classes and would prioritize students for in-school learning according to the finalized equity framework.

PURPOSE: The purpose of this item is to seek the Governing Board's final approval of the administration's final recommendations for a comprehensive plan necessary for the re-opening of the district for the 2020-2021 school year in August of 2020. Specifically, the administration is seeking Governing Board approval for the proposed instructional model that would be computer based for all students whether students are learning on campus or learning remotely, would allow for parental choice between in-school learning and remote learning options, would commit to the newly reduced and recommended class sizes for in school learning spaces, would allow for live in person traditional instruction for self-contained EXED programs and pre-school classes, and would prioritize students for in-school learning according to the finalized equity framework.

DESCRIPTION/JUSTIFICATION: It should be noted that the Tucson Unified School District is subject to Governor Ducey's Executive Order prohibiting the physical re-opening of schools until Monday, August 17th at the earliest. The district will open the school year with online learning for all students on Monday, August 10th, 2020. The Governing Board has received two detailed presentations, one on June 16th and the other on June 23rd, regarding the administration's initial recommendations for both the operational and the instructional re-opening of the district for the 2020-2021 school year. The Governing Board received an additional presentation regarding the finalized recommendations for both the operational and the instructional re-opening of the district for SY 20-21 on July 14th. This presentation will provide an overview of the administration's final recommendation for an instructional model necessary to serve students in both an online and traditional instructional environment complete with expectations for students and staff members as well as the administration's final recommendations for the "Operational Re-Opening" of the district that were presented at the June 16th Board meeting

BOARD POLICY CONSIDERATIONS: N/A

LEGAL CONSIDERATIONS: N/A

INTERNAL PRESENTER(S): Renee Weatherless, Executive Director Financial Services; Richard Sanchez, Assistant Superintendent, Region III; Leslie Lenhart, Director of Communications; Heidi Aranda, Senior Director Curriculum and Professional Development;

Flori Huitt, Assistant Superintendent Curriculum & Instruction; Maricela Meza, Director of Employee Relations; and Renee Heusser, Interim Director of Human Resources

EXTERNAL PRESENTER(S): N/A

[2020-07-28 Enrollment Stability Grant.pdf \(237 KB\)](#)[2020-07-28 2020 Next Steps Public Doc Final.pdf \(1,208 KB\)](#)

TUCSON UNIFIED SCHOOL DISTRICT
NEXT STEPS 2020
A New Era for Education



**Considerations &
Recommendations for
Tucson Unified Schools
SY 2020-2021**

Tucson Unified School District (TUSD) is providing the following guidance to support our schools and communities in determining their plans and strategies for reopening schools in 2020–2021. Our approach is built upon the guidance and recommendations of the Arizona Department of Education Road Map, Centers for Disease Control (CDC), Arizona Department of Public Health, Pima County Health Department, and other research. It is strongly aligned with the reopening guidelines that have been provided by our state and federal leaders. It is designed to help our schools prioritize the health and safety of students and educators as we open school buildings and deliver instruction. Guidance in this report is subject to change given developments and recommendations from federal and state entities. Please visit the websites for the CDC, Arizona Department of Health, and Pima County Health Department of Health for additional updates.

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TUCSON UNIFIED STRONGER THAN EVER

We are all being impacted by the COVID-19 Pandemic and how it has changed our lives and our communities in unprecedented ways. For Arizona families, students, educators, and public leaders, the start of the 2020-2021 school year is marked with uncertainty. However, despite the fear and hardship the virus has caused, our community has come together in amazing ways to ensure that the needs of our students, educators, and families are met in a safe learning environment (either Remote at Home or In-School Learning). As we prepare to welcome our students back (both remotely and to our campuses), it is critical that all educators, family members, and community members recognize that the need for prudent and proactive measures necessary for the prevention of the spread of COVID 19 will be a significant part of our students learning experience this year. This commitment requires steadfast leadership, difficult decisions, adaptability, and a willingness to embrace new ideas on how our schools' function. Re-opening schools will require the temporary sacrifice of traditions, events, and ways of being that we didn't always fully appreciate. While this year will undoubtedly look and feel different than any other year that has come before it, the brilliance, curiosity, and resilience of our children will serve as beacons of hope amid the ongoing turbulence. To our amazing and inspirational educators, thank you for all that you have done and continue to do in service of our students. To our critical school staff – including food service workers, bus drivers, bus attendants, custodians, counselors, therapists, nurses, social workers, secretaries, educational assistants, and so many others – welcoming our students back both remotely and eventually to campus would not be possible without your daily contributions to ensuring their safety, health, and wellbeing. To our parents, caregivers, and families, our commitment to you is that we will do everything in our power to ensure that your students have a safe, welcoming, and inspiring school experience.



Although the 2020-2021 school year will be different, we are excited to partner with our community to support, innovate, and lead at the dawn of a new era of education for our students. Together we will welcome the innovation and creativity of a new era while honoring the traditions of our district's historic past to ensure that our students, staff, and families are inspired, engaged, and committed to our mission of building a better Tucson, one child at a time.

Thank you for your continued support

A handwritten signature in black ink, appearing to read 'Gabriel Trujillo', written in a cursive style.

Dr. Gabriel Trujillo
Superintendent, Tucson Unified School District

EXECUTIVE SUMMARY

TUSD has identified Guiding Principles and key Instructional and Operational areas to ensure the District can begin the 2020-2021 school year safely for all stakeholders.



Key Dates of Major COVID-19 Related Events in Education

MARCH 16, 2020: Governor Doug Ducey and Kathy Hoffman, State Superintendent of Schools announced the initial closure of schools from March 16-March 27, 2020, the cancellation of all travel for students and staff, and a cleaning process for all school buildings.

MARCH 30, 2020: Governor Doug Ducey and Kathy Hoffman, State Superintendent of Schools, announced the extension of the School Closure through end of school year.

MARCH 31, 2020: Tucson Unified School Board approved the distribution of laptops and paper workbooks to all K-12 students.

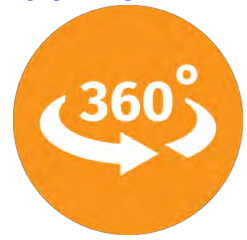
MAY 21, 2020: TUSD Last day of classes for SY2019-2020

JUNE 29, 2020: Governor Ducey announced an Executive Order delaying physical in-school classes to begin until at least August 17, 2020. Remote Online can begin sooner at the School District's discretion.

Eleven Guiding Principles & Requirements for Re-entry

1. **Health screenings** questions will be conducted regularly for individuals on TUSD property. Wellness check questions:
 - a. Have you been in close contact with a confirmed case of COVID-19 within the past 14 days?
 - b. Have you had a fever or felt feverish in the last 72 hours?
 - c. Are you experiencing any new respiratory symptoms including a runny nose, sore throat, cough, or shortness of breath?
 - d. Are you experiencing any new muscle aches or chills?
 - e. Have you experienced any new change in your sense of taste or smell?
2. **Sick individuals** will be refused entry into schools or buildings to reduce the risk of contamination.
3. **Face coverings** will be required for any person, 5 years and older, while on TUSD property.
4. **Directional traffic flow** – Due to required face coverings in all district schools and business offices, directional hallway traffic will not be strictly implemented. However, directional hallway traffic will be implemented whenever possible.
5. **Educate the community on COVID cleaning standards.** Regular communication through posted signage, videos, and comprehensive training on best methods to protect students, families, staff and the community.
6. **Hard barriers** will be used in points of service at locations across the district, when possible.
7. **Cleaning protocols** and chemical handling are intended for employee use only and will be provided to all facilities by Operations. Cleaning/disinfecting will take place on all high touch areas at least daily.
8. **Hand sanitizer** will be made available in all district schools, facilities, and busses.
9. **Employee and student travel** will continue to be suspended until further notice.
10. **Meetings and gatherings** shall be conducted electronically whenever possible.
11. **District employees** are deemed essential and are required to report for duty or use leave balances, as allowed by policy, during their scheduled work hours.

AREA OVERVIEWS FOR RE-ENTRY



Health Protocols

- Enhanced cleaning and safety protocols will be followed in each facility.
- 5 Health Questions for entry must be answered before entering a TUSD facility. If answer YES to any question, then entry is not permitted.
 1. Have you been in close contact with a confirmed case of COVID-19 within the past 14 days?
 2. Have you had a fever or felt feverish in the last 72 hours?
 3. Are you experiencing any new respiratory symptoms including a runny nose, sore throat, cough, or shortness of breath?
 4. Are you experiencing any new muscle aches or chills?
 5. Have you experienced any new change in your sense of taste or smell?
- Face Coverings- Required to be worn by anyone age 5 and older on TUSD property
- Physical Distance- 6 feet spacing must be adhered to in all areas
- Hand Sanitizer/ Hand washing- will occur at least every 2 hours when on TUSD campus
- Signage- Visibly placed in all schools as reminders and reinforcement of safety protocols
- Wellness Room- is available in every facility for anyone who appears with COVID Symptoms
- High touch areas will be cleaned multiple times per day
- All Staff will complete a health training session prior to arrival at facilities.

Instruction

For specific details on the instructional options, please view the [Instructional Plan](#).

- 2 Learning Options using 1 Online Instructional Platform
 - Remote Learning at Home with a TUSD teacher available online
 - In-School Learning Space (available once Governor's Executive Order is lifted).
- Platforms- Consistent platforms in all K-12 education including: Clever, O365, APEX.
- Teacher and Administrator Professional Development on platforms and new school policies
 - Administrator Training week of July 20
 - Required Back to School Conference; weekly training sessions; self-paced learning tools for all teachers and administrators
- Fine Arts- The *Music at Home Academy* will provide online instruction for all secondary instrumental and choral music students utilizing SmartMusic for performance, *Breezin' thru Theory* for music reading and assessment, and TEAMS for assignments. OMA, Visual Arts, Theatre Arts, and Dance classes will occur with online instruction provided by the students' arts teacher. Elementary instrumental music will not begin until school resumes to its traditional schedule.
- CTE- Deliver instruction based on Arizona Department of Education Career & Technical Education program standards and TUSD program scope & sequences
- Ex Ed- each student with an IEP will be evaluated to meet learning needs. When deemed safe, all self-contained students will come on-campus for "traditional" teacher in classroom teaching model, if parent chooses.
- English Language Learning will begin remotely with all students but when deemed safe, all ELL students will come on-campus for "traditional" teacher in classroom teaching model, if parent chooses.
- Interscholastics
 - No Sports will be available at the start of school due to Pandemic infection numbers
 - Follow all AIA guidelines
 - Temperature checks and small group physical distancing will be required in phase 1 of practice

School Operational

- 5 areas of school day
 - Arrival- All students will be required to wear face covering and will go directly to learning space unless they are picking up their Grab and Go Breakfast. Once breakfast picked up, student will proceed to learning space. Limited entry points
 - Transitions- will be 7 minutes, face coverings will be required to be worn, everyone will walk to right with physical distancing. Restroom breaks will require a hall pass.
 - Classrooms- All adults and students will wear masks, seating will be physically distanced (6 feet apart), all students will be forward facing, no project based work groups, all students will have classes via virtual learning (sitting at home or in a school learning space), hand washing/sanitizing breaks every 2 hours.
 - Lunch- One-way flow with physical distancing, grab and go meals, seating at designated physical distance locations, remote grab and go pick-up locations will be available.
 - Dismissal- Increase exit points, staggered dismissal schedules, face covering required to exit, go to pick up zone with physical distancing.
- Bell Schedule- remains the same as last year with no after school activities

Early Childhood Education and Childcare

- All pre-school programs will be open and on campus with traditional instruction as soon as the physical re-opening of campuses is permitted.
- When teachers return on August 3rd, families will be contacted to schedule a family orientation over zoom or the phone. During the orientation, the teacher will provide families with information around in-person and online learning models for students with IEPs. Teachers will also discuss the new procedures for cleaning/sanitizing, pick up and drop off procedures, new environment layout and more.
- Inclusive preschool participation is through a placement process and families who are interested should call 520-225-1177. Families with a child who has an IEP should contact child find at 520-232-7036.
- All before and after school care programs are suspended until re-opening of campuses is permitted and the community need for them to reopen is established.
- Brichta and Schumaker Infant and Early Learning Centers continue to serve families birth to 12 years of age. If you are interested in finding out more information on how to enroll your child, please call 225-1100 (Brichta) or 731-5200 (Schumaker). Scholarships are available and the centers accept DES for families who qualify.

Technology

- All students can use a TUSD provided laptop if needed or bring their own as long as it has camera and microphone.
- Device distribution begins the week of 7/27.
- Teachers will receive updated devices, if needed, to teach effectively online.
- TUSD is working with Internet providers to develop low-cost plan options, and to offer hot spot Internet access as an option, if needed.
- Technology support is being increased to accommodate students, teachers and staff all functioning remotely.

Food Services

- Grab and Go meal options
- Eat in Cafeteria or other designated eating areas with physical distancing
- Grab and Go meal option for Remote at Home students at designated locations

Transportation

- All busses will have a tablet to scan student IDs, to help with contact tracing
- Everyone must wear a face covering while on the bus
- No more than 2 students per seat, placing backpack between them for distance.
- Bus Drivers will sanitize high touch areas before and after each route

Staff

- Education has been deemed an essential function and as such, district employees are considered essential workers
- To ensure student safety and provide student support, District personnel will need to report for duty
- Safety, physical distancing and workplace hygiene are top priority
- Screening employees and visitors
- Returning to work Emergency Paid Sick Leave (EPSL) and other benefit options

Communications

- Frequent updates via email, and video placed on district websites, social media, and emailed
- Video on Safety protocols and classroom types, sanitation protocols are developed and shared
- Press releases, and meetings with News media
- Paid Advertising on Radio, TV to distribute registration information

EDUCATIONAL EQUITY COMMITMENT

- Each TUSD school will provide every student equitable access to the educational rigor, resources, and support that are designed to maximize the student's academic success and social/emotional well-being.
- Each school's procedures and practices provide for educational equity and ensure that there are no obstacles to accessing educational opportunities for any student.
- Achievement will improve for all students and achievement gaps will be eliminated.



School closures during this period of the COVID-19 pandemic have potentially intensified existing inequities. The crisis has had a significant impact on our most vulnerable students. As schools reopen, our schools will prioritize the study of data and focus on students who face obstacles in engagement in the continuity of learning process. Additionally, supporting the social/ emotional well-being of students will be as important as equitable access to learning materials and learning opportunities, technology, and nutrition.

Learning Options for Re-Entry

Remote Learning at Home includes:

- K-12, full-time, five days a week
- Instruction led by TUSD teachers using TUSD's curriculum
- Set daily schedule for classes and activities; attendance taken daily
- Instruction will be delivered by TUSD teachers using online instruction
- TUSD's instructional framework delivers culturally responsive instruction across all grade levels (SPARKS)
- Small group instruction and intervention using online platforms, small group breakout features or small group zooms
- Students online can login to access lessons via synchronous (live with teacher) and asynchronous (independent using district's platforms)
- English Language Learners and Exceptional Education students will receive specialized services online
- Social Emotional Component embedded in weekly/bi-weekly lessons.
- Internet Safety will be explicitly taught.
- Inclusion in school community through virtual participation in programs, assemblies, and special events
- All your school's special programs available (GATE, Dual Language, OMA, Advanced Learning)
- Includes enrollment in [Music At Home Online Academy](#) for all music students in grades 6-12
- Students may participate in extracurricular activities, including athletics, at the schools they are enrolled in, following in-person guidelines and safety protocols
- Technology and technical support provided
- Students may choose to transition to In-School Learning at identified intervals



In-School Learning includes:

- PreK-12, full-time, five days a week
- Provides a Safe Learning Space for students to access online instruction during the day
- Structured daily schedule for online classes and offline activities; attendance taken daily
- Instruction will be delivered by TUSD teachers using online instruction
- TUSD's instructional framework delivers culturally responsive instruction across all grade levels (SPARKS)
- Learning Spaces will have High Speed Internet and devices for students to access; technical support provided
- English Language Learners and Exceptional Education students will receive specialized services online
- Small classroom sizes to maximize social distancing (10-15 students)
- Support staff will be available to support students
- Built-in breaks during the day
- Small group instruction and intervention using online platforms, small group breakout features or small group zooms.
- Includes enrollment in [Music At Home Online Academy](#) for all music students in grades 6-12
- Social Emotional Component embedded in weekly/bi-weekly lessons.
- All students will use devices to access instructional content.
- Enhanced [cleaning and safety protocols](#)
- Internet Safety will be explicitly taught.
- Face coverings (masks or shields) required per city and county mandate
Note: If you do not want your child or yourself to wear face coverings, please consider remote learning.
- Breakfast and lunch service follow safety protocols
- May participate in extracurricular activities and high school athletics, following safety measures
- Students may choose to transition to Remote Learning at defined intervals.



Students can move between Remote Learning at Home and the In-School Learning space environment at designated intervals determined by the District.

COLE – Catalina Online Learning Experience

Self-Paced, Flexible Scheduling

- Alternative online education program for 6th-12th grade.
 - Uses APEX Digital curriculum.
 - Provided by certified TUSD teachers.
 - Teacher accessible via virtual whiteboard, email, phone or instant message.
 - Students are assigned an academic advisor to stay on track.
- Learn more at www.tusd1.org/COLE



Supporting Teaching & Learning

- Provide ongoing staff support via online PD opportunities to enhance remote teaching skills to teachers.
- Determine appropriate formative assessments to make strategic instructional choices on what content or skills to prioritize.
- Conduct meetings with teachers to identify where students are academically.
- Use ongoing progress monitoring tools (e.g., formative strategies, High Quality Instructional Material resources, interim assessments) to inform curricular decision making in the classroom.
- Maintain High Expectations for all Students.
- Address skill deficits in context of current-grade level work.
- Identify priority standards to accelerate student learning.
- Use High Quality, Evidence-based Instructional Materials
- Use Culturally Responsive Instructional Practices

Note: Instructional Model Re-entry Plan document:

<http://www.tusd1.org/Portals/TUSD1/District/docs/NextSteps/InstructionalPlan.pdf>

Fine Arts

TUSD Arts Leadership Teams reviewed current research and the recommendations from national/state arts organizations, the Arizona Department of Education, and Arizona Athletics Association to develop a plan for re-entry of K-12 Performing and Visual Arts instruction.

(A complete Re-Entry Fine Arts Guide is available for review on Next Steps 2020.)

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Fine and Performing Arts

Key areas to consider as re-entry begins:

1. Address training of teachers, students, volunteers, and parents related to TUSD re-entry protocol (sanitization, social distancing, face coverings, waiver, and attendance, sharing of equipment, hygiene, water availability, entry/exit plans)
2. Provide survey to evaluate students' physical conditions
3. Ensure cleaning of all rehearsal rooms, practice rooms, instrumental storage areas, and locker rooms
4. Recondition musicians/dancers for academic and physical activities related to music and dance instruction
5. Clean, assess, and inventory musical instruments and equipment
6. Design phases of re-entry to align with TUSD's Re-entry implementation
7. Evaluate the success of this re-entry plan

Programs in the scope of this plan:

1. MS/HS Band and Ensembles
2. MS/HS Orchestra and Ensembles
3. MS/HS Mariachi programs
4. MS/HS Choral programs and Ensembles
5. K-5 OMA programs (if necessary – OMA staff will follow the guidelines established for classroom teachers)
6. Guitar, piano or other specific music programs
7. MS/HS Theatre Arts and Stage Design
8. MS/HS Dance including Folklorico
9. MS/HS Visual Arts 2D and 3D

Deliverables identified for this plan:

1. Re-entry Fine Arts Guide for Music, Visual Arts, Theatre Arts, and Dance
2. Training for teachers, students, volunteers, parents
2. Survey provided by TUSD Health Services Department
3. PowerPoint and printed information for distribution
4. Safe and healthy environments in which rehearsals and concerts occur
5. Sanitized equipment and instruments including materials directors should have
6. Alternative instructional plans for all re-entry plans

Note: Fine Arts complete re-entry plan

<http://www.tusd1.org/Portals/TUSD1/District/docs/NextSteps/FineArtsGuidance.pdf>

Career & Technical Education

Provide students with uniformed program specific instructional platforms necessary for virtual work and teaching and learning. While also allowing for enhanced learning through teacher developed lessons.



- **Automotive Collision:** CDX Learning Systems modules/SP2
- **Automotive Technology:** CDX Learning Systems modules/SP2
- **Bioscience:** Biotechnology: Science for the New Millennium online text
- **Business Management:** Gmetrix/Microsoft Office Specialist
- **Business Operations:** Gmetrix/Microsoft Office Specialist
- **Computer Science:** TEALS Instructional Strategies/Python/Java/AP Computer Science Principles/A
- **Construction Technology:** NCCER Online Training Modules
- **Culinary Arts:** Culinary Professional online text/SP2
- **Dental Assisting:** Dental Assisting: A Comprehensive Approach online text
- **Diesel Engine Repair:** CDX Learning Systems modules/SP2
- **Digital Communication:** Gmetrix/Adobe Creative Cloud
- **Digital Photography:** Gmetrix/Adobe Creative Cloud
- **Digital Printing:** Gmetrix/Adobe Creative Cloud
- **Early Childhood Education:** Working with Young Children, Child Development: Early Stages Through Age 12 online texts
- **Electronics:** ISCET virtual learning systems modules
- **Engineering:** Solid Professor/Solid Works modules
- **Film & TV:** Gmetrix/Adobe Creative Cloud
- **Graphic Design:** Gmetrix/Adobe Creative Cloud
- **Home Health Aide:** Health Center 21 learning systems
- **HVAC:** NCCER Online Training Modules
- **Law and Public Safety:** Instructor Generated Lessons
- **Marketing:** Gmetrix/Microsoft Office Specialist
- **Pharmacy Support:** Instructor generated lessons
- **Precision Machining:** Tooling-U lessons/NIMS
- **ROTC:** Instructor generated lessons
- **Sports Medicine:** The Role of the Athletic Trainer in Sports Medicine: An Introduction for Secondary School Students online text
- **Welding Technology:** Welding Fundamentals online text/SP2

Note: CTE FAQ information <http://www.tusd1.org/Portals/TUSD1/District/docs/NextSteps/FAQ-CTE.pdf>

On-Site Learning	Remote Learning/Intermittent Closure	COLE
<p>The On-Site learning model allows for continuous instruction, 5 days a week, full time utilizing the district’s online instructional model.</p> <p>This model will provide access to families that need a place for their students to be during the day.</p> <p>Key components for In-Person Learning:</p> <ul style="list-style-type: none"> • Modified classroom layouts • Open lab option to maximize available space. • Use TUSD’s instructional framework to deliver culturally responsive instruction across all grade level bands. • Small group instruction and intervention using online platforms, small group breakout features or small group zooms. • Assessments will be identified and scheduled • Data will be used to inform instruction decisions • All resource services should involve instruction using online platforms. • Social Emotional Component to be embedded as part of weekly/bi-weekly lessons. • Blended Learning (Synchronous and Asynchronous) instruction will be the instructional delivery. • All students will use devices to access instructional content. • Internet Safety will be explicitly taught. • Technology and technical support will be provided. • Support Staff will have clearly identified roles. • Professional Development will be embedded. • Weekly collaboration amongst teachers. 	<p>5 days a week. Synchronous and asynchronous instruction.</p> <p>Key components for Remote Learning/Intermittent Closure:</p> <ul style="list-style-type: none"> • Students online can login to access lessons via synchronous (live with teacher) and asynchronous (independent using district’s platforms). • Synchronous and Asynchronous instruction will be planned using best practices. • Schedules will be clearly articulated to families and students. • Use TUSD’s instructional framework to deliver culturally responsive instruction across all grade level bands (SPARKS). • Interventions will be provided through individual or small group zooms as well as online platforms. • Expectations for educators, families and students will be clearly articulated. • Assessments will be identified and scheduled. • Data will be used to inform instruction decisions • English Language Learners and Exceptional Education students will be provided required learning framework. • Internet Safety will be explicitly taught. • Social Emotional Component to be embedded as part of weekly/bi-weekly lessons. • Technology and technical support will be provided. • Support Staff will have clearly identified roles. • Professional Development will be embedded. • Weekly collaboration amongst teachers. 	<p>Self-Paced Online option for student in grade 6-12.</p> <p>Providing rigorous, standards-based, quality curriculum in a virtual environment</p> <ul style="list-style-type: none"> • Alternative online education program for grades 6th-12th. • Self-paced. • Uses APEX Digital curriculum. • Provided by certified TUSD teachers. • Teacher accessible via virtual whiteboard, email, phone or instant message. • Students are assigned an academic advisor to stay on track.

Online Instructional Platforms

Platform	Grade	Purpose
Delivery of Instruction	K-12	Zoom/ Office 365
District Platform for teacher and student work		Microsoft Teams
Waterford	K-3	K-3 Reading Intervention (Also includes Math and Science) includes WACS for those that selected Waterford
Imagine Language and Literacy	K-3	K-3 Reading Intervention
Waterford Assessment of Core Skills (WACS)	K-3	Universal Screener (replaces DIBELS/Acadience)
Benchmark Advance/ Adelante	K-5	CORE Reading program
Cengage	K-5	CORE ELD Reading program
HWT	K-5	Handwriting without Tears
Eureka InSync and Affirm	K-8	For Full Time Online K-5 Math. Includes Lessons, student files and assessments. Will be accessible to all students.
Imagine Espanol (Recurring)	K-8	Dual Language Literacy supplemental instruction and intervention
Eureka Workbooks	K-12	CORE Math program
IXL	4-12	Supplemental Instruction and Interventions (ELA & Math)
FOSS Web	K-8	Online Science Modules/Kits
Science Amplify	8	Chemical Reactions Unit Materials and Earth's Changing Climate Unit Materials for Middle school to teach new standards
APEX	6-12	6-12 CORE and Elective Classes Online.
APEX	6-12	Social Emotional Learning
Newsela	6-12	Newsela Bundle with 8 Virtual PD sessions for 6-12 grades: ELA, Math, Science and Social Studies Online assignments and text. Includes SEL lessons.
Smart Music (COVID)	6-12	Fine and Performing Arts Online Platform
Breezing through Theory (COVID)	6-12	Fine and Performing Arts Online Platform
Simple SEL	K-5	OMA Platform for Arts Integration
Sightreading Factory	9-12	Fine and Performing Arts Online Platform
Cengage Edge (COVID)	9-12	ELD Online for HS August 2008 adoption
Rosetta Stone	6-12	ELD Online MS & HS

BELL SCHEDULES



Schools bell schedules will remain the same as the previous year. Below are sample schedules of how the students will spend their time. Sites will consider a weekly schedule. This sample is not meant to represent M-F. Grade level teams will consider the components and create their schedules.

Elementary Schedule

15-30 minutes of direct instruction in synchronous learning. The remainder of the time is spent in collaborative work, formative assessment, breakout rooms, and supervised independent practice. Hand Washing Breaks will be incorporated into the schedule every 2 hours.

Morning Zoom Session 1 (Session Minutes Decided by Grade Level Team*)

Tier I: Whole Group Core ELA/SLA Instruction
Tier II: Small group/individual student support

ZOOM BREAK / HAND WASHING BREAK

Morning Session 2 (Session Minutes Decided by Grade Level Team)

Tier I: Whole Group Core ELA/SLA Instruction
Tier II: Small group/individual student support

Asynchronous Learning Time

LUNCH SCHEDULE COORDINATED PER SITE / HAND WASHING BREAK

Afternoon Zoom Session 1 (Session Minutes Decided by Grade Level Team*)

Tier I: Whole Group Core Math Instruction
Tier II: Small group/individual student support

ZOOM BREAK / HAND WASHING BREAK

Afternoon Session 2 (Session Minutes Decided by Grade Level Teams)

Tier I: Whole Group Core Math Instruction
Tier II: Small group/individual student support.

LOG OFF ZOOM / HAND WASHING BREAK

Asynchronous Learning Time

Integrated Enrichment project
Online programs – individual progress
Offline Reading and Writing assignments
Offline Math assignments
Offline Science and Social Studies

Include in each week:

Add a Zoom Session per week with a Social Emotional Learning focus

Middle School Sample Schedule:

Sessions no more than 15-30 minutes of direct instruction in synchronous learning. The remainder of the time is spent in collaborative work, formative assessment, breakout rooms, and supervised independent practice. Hand Washing Breaks will be incorporated into the schedule every 2 hours.

Synchronous Learning Time***Sample 1 Student Schedule: Core classes meet daily; Electives meet 3 times per week**

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:50	Zoom Core 1	Zoom Core 1	Zoom Core 1	Zoom Core 1	Zoom Core 1
9:00-9:50	Zoom Core 2	Zoom Core 2	Zoom Core 2	Zoom Core 2	Zoom Core 2
10:00-10:50	Zoom Elective 1		Zoom Elective 1		Zoom Elective 1
10:50-11:30	Lunch	Lunch	Lunch	Lunch	Lunch
11:30-12:00	Reteach/Enrich Small Groups	Reteach/Enrich Small Groups	Reteach/Enrich Small Groups	Reteach/Enrich Small Groups	Reteach/Enrich Small Groups
12:10-1:00	Zoom Core 3	Zoom Core 3	Zoom Core 3	Zoom Core 3	Zoom Core 3
1:10-2:00	Zoom Core 4	Zoom Core 4	Zoom Core 4	Zoom Core 4	Zoom Core 4
2:10-3:00		Zoom Elective 2		Zoom Elective 2	Zoom Elective 2

Sample 2 Student Schedule: ELA and Math meet daily, Science 3 times per week, Social Studies and Electives meet twice a week

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:50		Zoom Elective 1		Zoom Elective 1	
9:00-9:50	Zoom Science	Zoom Social Studies	Zoom Science	Zoom Social Studies	Zoom Science
10:00-10:50	Zoom ELA	Zoom ELA	Zoom ELA	Zoom ELA	Zoom ELA
10:50-11:30	Lunch	Lunch	Lunch	Lunch	Lunch
11:30-12:00	Zoom Reteach/Enrich Small Groups	Zoom Reteach/Enrich Small Groups	Zoom Reteach/Enrich Small Groups	Zoom Reteach/Enrich Small Groups	Zoom Reteach/Enrich Small Groups
12:10-1:00	Zoom Math	Zoom Math	Zoom Math	Zoom Math	Zoom Math
1:10-2:00	Zoom Elective 2				Zoom Elective 2
2:10-3:00					

*Grade level teams decide how to organize Zoom groups of students.

Asynchronous Learning Time (minutes)

- Online programs
- Offline core assignments
- Offline elective assignments

Additional Scheduling Requirements for Teachers

- Small group intervention Zoom meetings, student attendance required as assigned**
- Office hours, 3 hours per week**
- Phone calls with parents and students**

**Document all interaction and communication.

Additional Considerations (Time needs to be blocked out for additional student support.)

- MTSS planning, communication, and documentation time.
- Core teachers collaborate with Exceptional Education, English Language, and GATE teachers and Specialists for scheduling purposes and to facilitate co-teaching.

High School Sample Schedule:

Sessions no more than 15-30 minutes of direct instruction in synchronous learning. The remainder of the time is spent in collaborative work, formative assessment, breakout rooms, and supervised independent practice. Hand Washing Breaks will be incorporated into the schedule every 2 hours.

TUCSON HIGH INSTRUCTIONAL BELL SCHEDULE

Tucson High Instructional Schedule											
Monday & Thursday: 1/3/5/7		M		R		Tuesday & Friday: 2/4/6		T		F	
8:00 - 9:30am	Planning	Zoom	FIT	Zoom	FIT	8:00 - 9:30am	Planning	Zoom	FIT	Zoom	FIT
9:30 - 11:00	ROC					9:30 - 11:00	ROC				
11:00 - 11:30	1st Period	30	40	30	40	11:00 - 11:30	2nd Period	30	40	30	40
11:30 - 11:55	1-Period Intervention	25		25		11:30 - 11:55	2nd Period Intervention	25		25	
Noon - 12:30	LUNCH					Noon - 12:30	LUNCH				
12:30 - 1:00	3rd Period	30	40	30	40	12:30 - 1:00	4th Period	30	40	30	40
1:00 - 1:25	3rd Period Intervention	25		25		1:00 - 1:25	4th Period Intervention	25		25	
1:30 - 2:00	5th Period	30	40	30	40	1:30 - 2:00	6th Period	30	40	30	40
2:00 - 2:25	5th Period Intervention	25		25		2:00 - 2:25	6th Period Intervention	25		25	
2:30 - 3:00	7th Period	30	40	30	40	2:30 - 3:30	6th Period BPH	60		60	
3:00 - 3:25	7th Period Intervention	25		25							
OnLine Time		220	160	220	160	SubTotals		225	120	225	120
Total Minutes per Day / Week		380		380		Total Minutes per Day / Week		345		345	
Wednesday. (Half Days = End at 12:05pm)											
		W									
8:00 - 9:30am	Planning	Zoom	FIT								
9:30 - 11:00	2nd Period BPH/SELF	90	90								
11:05 - 12:05	2nd Period - Intervention	60									
12:05 - 12:35	Lunch										
12:40 - 3:30	PD & SEEC										
3:30 - 4:30	Club										
OnLine Time		150	90								
Total Minutes per Day / Week		240									

The detailed Instructional plan for Re-entry is available for review on the Next Steps 2020 webpage <http://www.tusd1.org/Portals/TUSD1/District/docs/NextSteps/InstructionalPlan.pdf>

FIT = Flexible Instruction Time

SOCIAL-EMOTIONAL LEARNING – GUIDANCE AND COUNSELORS



To support social and emotional learning, along with the mental and behavioral health needs of students and staff we have developed a multi-tiered system of supports. All recommendations are culturally sensitive, equitable, and accessible for all youth. The plan will focus on in-person services and virtual services for students unable to attend school in-person.

We will be following Arizona Department of Education (ADE), Center for Disease Control and Prevention (CDC), School Social Work Association of America (SSWAA) and American School Counselor Association (ASCA) recommendations for school settings that will include creating needs assessment surveys, following social distancing guidelines, and collaborating with site staff.

In-Person	Online
<p>Counselor direct student services include:</p> <ul style="list-style-type: none"> • Classroom lessons using Sanford Harmony or lessons created by the counselor for trauma-informed practices and social-emotional support. • Counselors will work with teachers to ensure that weekly or bi-weekly lessons are delivered. <p>Counselors/Social Workers direct student services include:</p> <ul style="list-style-type: none"> • Working with teachers to identify students who need extra support. This will be delivered through small groups/or individual counseling. • Individual check-ins. • Provide outside resources/referrals to support families. • Crisis Support • Counselors: Web pages for each site. Social Workers: Quarterly Newsletter • Create a calm space for students 	<p>Counselor direct student services include:</p> <ul style="list-style-type: none"> • Counselors will use Sanford Harmony for Lessons for Elementary or create their own lessons for trauma-informed practices and social-emotional support. • Counselors will work with teachers to ensure that weekly or bi-weekly lessons are delivered. <p>Counselors/Social Workers direct student services include:</p> <ul style="list-style-type: none"> • Working with teachers to identify students who need extra support. This will be delivered through small groups/or individual counseling. • Individual check-ins. • Provide outside resources/referrals to support families. • Crisis Support • Counselors: Web pages for each site. Social Workers: Quarterly Newsletter • Create a calm space for students

In-Scope:

The following items are deemed to be in the scope of this plan:

1. Creating a referral system to identify staff and students needing additional socio-emotional support
 - a. Tiered system of supports
2. Professional development for staff
 - a. Self-care
 - b. Trauma-sensitive practices
 - c. Grief/loss
 - d. Mandated suicide prevention 6-12th grade
3. Offer virtual options (besides in-person) for student and family engagement
 - a. Class lessons
 - b. Small groups
 - c. Post-secondary tours, presentations
 - d. Counselor webpages for each site
4. Implement SEL activities throughout the school day in classrooms and by small groups
 - a. Use SEL curricula, such as Second Step for 6-12th grades and Sanford Harmony for K-5th grades
 - b. Rebuild relationships, resilience, routines, mindfulness, physical/emotional/identity safety
5. Collaborate with community behavioral health agencies
6. Teach lessons to students on handwashing, proper wear of face coverings, social distancing
7. Activate district Crisis Team as needed
8. Continued collaboration between school counselors, school social workers, and school psychologists

Deliverables:

1. Embed SEL into teachers' instructional plans
2. List of community resources for families that will be posted on each school's webpage and district homepage
3. Calm or Wellness space at each site (in-person and remote)
4. Socio-emotional and mental health support to families, students, and staff available in-person and remotely
5. Professional development and training to staff
6. Increase in online opportunities for students and families

HEALTH AND SAFETY**Addressing Community Spread in K-12 Schools**

- Screen all students for COVID-19 symptoms to the greatest extent feasible.
- Daily COVID-19 health check questionnaires for students and staff are required.
- Educate parents to be on the alert for signs of illness in their children and to keep their children home when they are sick. Parents are to screen their children prior to sending them to school
- Staff, student and community members will operate with at least six feet of physical distancing
- Establish and maintain communication with local and state health officials. ADHS and PCHD
- Participate in Communicable disease notification as directed by local health officials.
- Post signage at entrances, classrooms, hallways, and bathrooms to communicate how to stop the spread of COVID-19.
- Establish a written protocol for students/staff who feel ill/ experience symptoms when they come to school (see When a Child, Staff Member, or Visitor Becomes Sick at School).
- When a positive case has been identified classroom/room will be evacuated and closed down for at least a day prior to initiating deep cleaning and following established protocols via the CDC
- Notify custodial Services Hot Shot Team when a classroom or space is impacted by a confirmed case of COVID –19
- Develop ways to accommodate the needs of children, teachers/staff, and families at higher risk for severe illness.

Practicing Prevention

Health Services will support students, staff, and community in efforts to mitigate the spread of COVID-19 through student assessment of illness, isolation protocols, education of COVID-19 symptoms, assisting with contact tracing, as well as modeling of risk reduction behavior.

- Communicate standardized age-appropriate COVID-19 mitigation messaging/education to TUSD Community: Staff, students, parents, stakeholders
- Keep community, students, staff, safe and healthy by slowing the spread of COVID-19
- Develop a standard healthcare plan for students in the health offices that present with COVID-19 symptoms, this may include the utilization of an isolation room
- Follow best practice recommendations and updates as they are communicated from the WHO, CDC, John's Hopkins, NASN, Academy of Pediatrics, ADE, PCHD
- Establish a COVID-19 Plan as it relates to specific COVID-19 case/transmissions, notification and instruction
- Develop a standardized school/building plan for identification and referral of students/staff with COVID-19 symptoms
- In collaboration with TUSD technology department establish a system for student/staff absentee monitoring
- Establish employee, community, student COVID-19 symptom check procedures and update as new information is communicated via health experts
- Collaborate and take direction from PCHD as it relates to identifying positive cases and slowing the spread of COVID in TUSD

The following items are deemed to be in the scope of this plan:

1. Taking care of students who become ill during the school day
2. Taking care of the school community when student/staff tests positive for COVID-19

3. Being a resource for staff/community that test positive for COVID-19
4. Educating staff regarding standards for slowing the spread of COVID-19
5. Being a resource/model for educating students on safety measures to stay safe
6. Communicating and collaborating with PCHD regarding COVID-19 positive cases

When a Child, Staff Member, or Visitor Becomes Sick at School

Procedure for when a student/staff become ill or is identified as having come in contact with a COVID-19 positive case.

- Student will be sent to the health office for evaluation, and if deemed necessary, will be isolated and parent/guardian will be contacted for immediate pick-up. School safety has been identified as the transporting entity if parent/guardian is unable to pick the student up
- Health office staff will implement standard health care precautions including the required PPE (eye protection, N95 mask, and a gown) when presented with a possible COVID-19 infection.
- A pre-determined Wellness/ Isolation room will be used to separate anyone who exhibits COVID –like symptoms without creating a stigma
- If a potential case comes to the health staff for evaluation the person will be placed in a contained area that is established and safe in each health office
- Notification of possible COVID-19 case: In the schools, the identified administrator/designee in the building will be the designated COVID-19” Point of Contact” person. All notifications will then be called into the Health Services Department. Health Services will notify PCHD. PCHD will guide the process upon this notification
- A standardized plan is being initiated to alert staff and persons that may have had a close contact with a COVID-19 confirmed case in a building.
- The notification plan to the families and staff of TUSD students will notify and give instruction however confidentiality will be adhered to and the name of confirmed cases will not be shared.
- Individuals who have been sent home with COVID-19 like symptoms or believe they have COVID-19 or have a positive test result will isolate at home for ten (10) calendar days since the first day of identified COVID symptoms before being permitted in schools or in other District facilities. Persons who test positive without symptoms will isolate at home until ten (10) calendar days have passed since their COVID-19 test.
- If symptoms have improved before the 10 days have elapsed and the individual is fever free for 24 hours, the individual may return to schools or other district facilities with evidence of two negative tests conducted at least 24 hours between, or present a medical provider’s order that the individual is not contagious and may return to work.

Protecting High-Risk Populations

Nearly one out of every five children in the United States has a special healthcare need. Their care is often complex and warrants extra vigilance and care on the part of the school health staff. Technical assistance, training, case-by-case consultation, and referrals to community and health resources provide school staff with the information and skill training they might need.

The Exceptional Education Department will continue to provide a range of locations for the provision of a free and appropriate public education (FAPE) regarding individual education programs (IEP) services based on data and team recommendations. We recognize that students with disabilities get the maximum educational benefit from an in-person service delivery model. We will provide an online and a hybrid option for students as well as flexible scheduling, and homebound services per district physical distancing policies and the needs of individual students. We will maintain services for K-12 students with disabilities who require specialized instruction and services per each Individualized Education Program (IEP) which may also include transportation.

Provide services based on individual student needs. We will continue to consider all the educational needs of a student including and not limited to academic, social-emotional, motor, and health factors when determining instructional models and resources for each learner.

In Exceptional Education classrooms and programs, we will follow ADE, CDC and district recommendations for school settings including using personal protective equipment (PPE), daily wellness checks, considering separate locations for routine medical services like administering medication vs. responding to a student who is ill or symptomatic, frequent handwashing, routine sanitation and disinfecting, physical distancing when possible, keeping the same groups of students together using a cohort model, and serving meals in classrooms.

Parents of students with pre-existing conditions may have heightened fears about their child's return to school. The school health specialist will want to maintain contact with parents and doctors, consult with the student's health care provider, and consider the special needs of students with underlying conditions to determine options for virtual learning or home and hospital instruction.

The following items are deemed to be in the scope of this plan:

1. We will review student IEPs to determine programmatic and staffing needs based on projected enrollment.
2. All staff will attend professional development on general sanitation, operation, and instructional strategies and expectations.
3. All staff who work with an individual student will review individual student information and collaborate with parents/guardians and external service providers, as appropriate, to maintain consistent communication between school, home, and the community.
4. We will offer a virtual option for participation in IEP meetings and conferences.
5. Students in all programs will remain with their cohort or established class throughout the school day to limit contact with a large number of peers.

Supporting At-Risk Students

Remote Learning

- Develop learning opportunities that are culturally and linguistically relevant.
- Record online instruction so that students can re-watch.
- Implement small group instruction to meet students' individual learning needs.
- Identify and implement relevant formative assessments that may be specific to at-risk student groups to accelerate student learning.
- Ensure synchronous remote learning that includes explicit language practice for English Learners (ELs).
- Provide support at the word, sentence, and discourse levels.
- ELD instruction should continue to be appropriate to the grade level and the English language proficiency level of the students.
- Maintain MOE for Special Education students.
- Consider bringing Special Education students to school for services that are unable to be implemented during distance learning.
- Provide communication in a language family can understand.

In Classroom

- Consider all the regular aspects of schooling, such as designated ELD time and maintenance of effort for special education students.
- Develop learning opportunities that are culturally and linguistically relevant.
- Identify and implement relevant formative assessments that may be specific to at-risk students' groups to accelerate student learning.
- Implement small group instruction to meet students' individual learning needs.
- Provide high-quality academic language instruction throughout the day; ELD instruction should continue to be appropriate to the grade level and the English language proficiency level of the students (ELD Instructional Framework)

Exceptional Education FAQ Information <http://www.tusd1.org/Portals/TUSD1/District/docs/NextSteps/FAQ-ExEd.pdf>

TECHNOLOGY

- All students can use a TUSD provided laptop, if needed, or bring their own as long as it has a camera and microphone.
- Device distribution begins the week of 7/27
- Teachers will receive updated devices if needed, so can teach effectively online.
- TUSD is working with Internet providers to develop low-cost plan options, and hot spot availability if needed.



FOOD SERVICES

TUSD Food Services Department will provide quality nutritious meals to students in a service model that supports physical distancing and the safety of staff and students. We will maintain federal meal program compliance based on USDA and ADE regulations and guidance; Follow all updated Pima County Health Department requirements or recommendations for food service establishments; Expand our reach to distance learners to provide meal service pending USDA/ADE updated guidance.



The expectation is to implement a meal service model that adheres to CDC, USDA, ADE, and Pima County Health Department guidelines and recommendations for schools.

The District has determined the following options for Meal service:

- Grab and Go Meal service in the cafeteria/MPR with physical distancing and face coverings implemented while students are in line and seated.
- Grab and Go Meals served in the cafeteria/MPR and taken back to the classroom by students as needed.
- Grab and Go Mobilized points of meal service in designated areas of the school campus for pick up to take back to the classroom or other designated eating areas as needed.
- Grab and Go meal service for online students via bus routes at designated locations, to provide meals to students enrolled online. The grab and go meals via bus routes will be offered in addition to the meal service to students physically on-site for school. The possibility of continuing home-delivered meals for students online with IEPs/504 plans with multiple disabilities/wheelchairs bound is being reviewed.
- Temporary hold on providing meal services at 1010 café until meal participation levels at schools can be assessed.

In order to accommodate the Food service options the Food service team will:

- Provide meal service in a safe and most efficient way possible
- Adhere to all safety recommendations, guidelines and requirements provided by the CDC, ADE and Pima County Health Department
- Adhere to federal meal program compliance per USDA and ADE guidance and regulations
- Food service staff will wear face coverings when interacting with students, staff, and parents and amongst one another while working in the kitchen when not able to remain 6 feet apart
- Face coverings and gloves will be worn during meal service
 - *Note: Face coverings will be provided to all food service staff (2 masks per staff that can be laundered up to 100 times) as part of our current chemical program through Southwest Training Systems. The vendor confirmed masks are being added to the program at no additional cost for SY20-21.*

TRANSPORTATION



The main focus area will require the Transportation Department to establish a plan of action that will take into consideration as many precautionary safety measures possible (in accordance with CDC guidelines related to COVID-19) for the safest transportation for the students of TUSD to physically return to the classroom for the 2020-2021 school year. This will primarily center on effective routing planning to accommodate for the revision of the current practices, as well as employee and student training, and guidelines for enforcing CDC recommendations.

The following items are deemed to be in the scope of this plan:

1. Current routing set up for the regular student calendar but will have to take into consideration maximum capacity of 2 students per seat, depending on bus model.
2. School bus drivers will need to attend in-services before transporting students to be informed about new policies and procedures, as well as understand how to effectively clean their bus.
3. New bus conduct and expectations will be communicated to families
4. Utilize school ID's for bus ridership daily to provide for contact tracing availability.
 - a. New tablets will scan the barcode on the student ID to track daily ridership

Schedule Option-No changes using LY schedule

1. Routing practices will remain the same with deadlines according to current schedules except for route capacities to meet no more than two passengers per seat and not necessarily manufacture capacity
2. Plan and execute guidelines and recommendations regarding COVID-19, particularly as it pertains to loading and unloading of students, social distancing recommendations, disinfecting of high touch areas, and recommended face coverings
3. Would require express routes with limited stops for regular education students
4. The focus would be on Exceptional Education and McKinney Vento student transportation
5. Transportation would need input on bell schedules

Safety protocol for transporting students:

- TUSD will provide all bus drivers protection equipment that should include face covering, gloves, hand sanitizer, disinfectant, and wipes.
- School New School Bus policies include all children must wear a face covering while on the bus, no more than 2 students per seat, load from back to front, and exit bus front to back.
- There is the possibility that an increased number of parents may transport their own children to and from school due to health concerns and/or parents being out of work or unemployed.
- This additional influx of cars may cause long delays in student arrival and departure if school grounds are not designed to handle a large number of car riders.
- The transportation of special needs students may be a concern because some students will have issues with spitting, screaming, biting, or other behaviors that may spread COVID-19.
- Bus Driver will be responsible for pre- and post-trip inspections which include the cleaning of high touch areas of the bus, steering wheel, handles, seat backs, etc.
- Scanning of ID cards would provide contact tracing if a child tested positive for COVID-19 who rides to or from school on a school bus.
- Drivers will sanitize students' hands as they enter and exit the bus.
- Students will be dropped off at school as close to the start time as possible. Preferably no more than 10 minutes early.

Contingency Plan If Schools Are Closed Again

1. Transportation employees are pre-assigned (school site/hotshot crews) prior to the first day of school
2. Communication will be shared with all stakeholders
3. Sites and employees are notified of responsibilities while on school site
4. School sites will welcome the additional assistance

INTERSCHOLASTIC ACTIVITIES



At the start of school, there will be no large group gatherings due to the high risk of COVID spread. Once the state has received 5 consecutive dates of non-increasing COVID incidents, then the potential to practice will be re-evaluated.

TUSD protocols and guidelines for athletics teams and competitive activities to return to play will follow the Arizona Interscholastic Association's recommendations as a reference. We will establish a process for screening all coaches, sponsors, and students daily prior to participation. Guidelines for physical distancing will be established. Work with TUSD Operations to identify athletic facilities that will require cleaning and sanitizing prior to student use. Protocols for the use of gymnasiums, fields, swimming pools, and other areas of use for practice.

All Phases should include the following screenings:

- Adults and students are screened daily before entering the weight room. A temperature check and questionnaire will be taken. Any yes responses on the questionnaire are automatic disqualification as well as having a temperature above 100.4 F is DQ
- If a student-athlete lives or is in frequent contact with someone who is health compromised (a family member who has cancer, COPD, asthma, or other immune-suppressing illness, COVID, etc.), he/she SHOULD NOT be participating in conditioning. We do not want to send them home with possible exposure or have them bring one to our facility.

Phase 1 Conditioning and Practice only: Limitations on Gatherings:

- No gathering of more than 5-7 people at a time (inside or outside).
- Locker rooms should not be utilized during Phase 1. Students should report to workouts in proper gear and immediately return home to shower at the end of the workout.
- Workouts should be conducted in "pods" of students with the same 5-7 students always working out together. Smaller pods can be utilized for weight training. This ensures more limited exposure if someone develops an infection.
- There must always be a minimum distance of 6 feet between everyone. If this is not possible indoors, then the maximum number of individuals in the room must be decreased until proper physical distancing can occur.
 - Make and post schedules so that each group has a specific time. This will reduce the overlap of students hanging around, or coaches going over their allotted time. Should have 15-30 min between groups to do any cleaning.
 - Groups of less than 7; although the recommendation is 1 person per 100 square feet. Do not place the same positions together because if one in the group is infectious, all will be out temporarily. Groups cannot change and people cannot move groups. Place siblings or those who live together in the same group.
 - No drinking fountains. Personal water containers that come filled but can be refilled by designated staff.
 - Wear masks/face-coverings
 - No locker rooms- open only bathrooms but monitor that students using restrooms use social distancing and limit the number of students entering at once; One person at a time.
 - No equipment outside of the weight room. Equipment is cleaned after each person is finished with use. Room is sanitized between groups.
 - No gym use until sanitization can be accomplished between groups. Outside is better for conditioning but use spacing.

Phase 2: Medium group activities are permitted for 50 people or less with coach onsite.

- Public facilities (including gyms) remain closed unless appropriate distancing AND strict sanitation procedures can be maintained.
- All athletes, coaches, and other support staff must be free from symptoms for at least 14 days and no individual is in close contact with anyone who is sick within those 14-day period before group training may begin
- All athletes, coaches, and support staff who are a member of a high-risk group or live at home with a member of a high-risk group shall only attend training sessions virtually

- Parents, coaches, and athletes shall know the signs and symptoms of illness. If athlete, coach, or staff member has signs or symptoms of illness or a person living in their home has signs or symptoms of illness they shall not come to practice and notify the team COVID-19 point of contact immediately.
- Disinfecting and cleaning of all personal equipment and material shall occur before and after practice as well as any other time there is contact with another person • Athletes shall be kept in the same training group (cohorting)

Phase 3: Public training facilities are now open with regular group size permitted.

- All sports, with and without contact may resume with usual activity.
- Social distancing still recommended, but not required
- Training sessions return to normal with average athlete group amount
- Equipment and other shared material can be used but cleaning shall continue before and after each different athlete group use

NOTE: The Full Interscholastics Re-entry plan is located on Next Steps 2020

<http://www.tusd1.org/Portals/TUSD1/District/docs/NextSteps/InterscholasticsPlan.pdf>

STAFFING

Recognizing that education has been deemed an essential function, District employees are considered essential workers, necessary to provide student support and ensure student safety.



As we prepare for employees to return to their positions within our schools, offices, and buildings district-wide, we have reviewed the guidance from the Centers for Disease Control (CDC), the Arizona Department of Education (ADE), the Arizona Department of Health Services (ADHS), Pima County Health Services (PCHS), and the Occupational Safety and Health Administration (OSHA).

TUSD has adopted safeguards throughout the district to help keep employees safe from exposure to COVID-19 when they return to their workplace. Some of these measures include:

1. Increased environmental cleaning
2. Discouraging shared workspaces
3. Requiring face coverings and other personal protective equipment as appropriate
4. Providing additional options for worker hygiene such as encouraging hand washing, providing hand sanitizer in multiple locations, etc.

To that end, we have widespread workplace preparations occurring across our district to support our returning workforce and have created a path for employees to request leave or Americans with Disabilities Act (ADA) accommodations if they are unable to return to their duties or if they belong to a group that has been identified as being at risk of contracting COVID-19.

The recommendation from CDC, ADHS, and PCHS regarding people who are in a high-risk group is that they should remain at home. PCHS has identified the following groups as people at risk of contracting COVID-19:

- A. Older adults and people with severe underlying medical conditions such as heart or lung disease or diabetes
- B. People with moderate to severe asthma
- C. People with HIV or who are immunocompromised
- D. People with liver disease including those with Hepatitis B or Hepatitis C

The ADA prohibits us from excluding an employee from returning to work solely because the employee has a disability that the CDC identifies as potentially placing him at “higher risk for severe illness” if he gets COVID-19. For employees who are part of an at-risk population or who feel they cannot return to their workplace for other reasons, options will be provided.

COMMUNICATION



Tucson Unified will have share frequent communication through regular channels of communication as the plan for reopening of schools is being developed. Areas of planning for communication include key messages which should reflect the guiding principles of the re-entry plan. Messages will include information on District safety expectations and protocols, student learning options, new staff and student policies/regulations, staff, and student's access to learning tools, community expectations in this COVID environment.

TUSD has reviewed which communication methods have proven to be the most effective in communications with our community. District communications include the District website, the school website, Facebook, Twitter, Instagram, Press releases, Parentlink emails and robocalls, Media briefing with news stations.

Key stakeholders include families, teachers, principals, and staff. The central office staff will support the needs of stakeholders by communicating final plans as soon as possible to ensure that they can plan and prepare for all support systems to function effectively and efficiently.

Families and students will need frequent and substantial messaging about safety guidelines and precautions. Throughout the reopening, families will receive specific information and resources about physical distancing, transportation, food services, building sanitation, schedules, deadlines, and all safety procedures. Families or any community member can provide feedback via email to Answers2020@tusd1.org or thru Social Media.

TUSD will also solicit and engage the local media to assist with the communications strategy through media briefings with the Superintendent.

PREPARATION AND SERVICES FOR SCHOOL SAFETY

2020 COVID-19 Pandemic Re-opening Guidelines and Issues for Consideration



The COVID-19 pandemic has presented unique challenges. While emergency planning and recovery plans are part of an Emergency Operations Plan of a school facility, COVID-19 has posed additional concerns and requirements from a health perspective that will require non-traditional operations to facilitate a return to the learning environment.

While comprehensive, this document is not all-encompassing and is not a stand-alone resource. The department will work with all appropriate Law Enforcement partners and the Health Department to ensure up to date protocols are in use towards recovery/reopening.

A dedicated Recovery Leader or Incident Commander will be assigned to allow management and a designated team to prepare for reopening of school facilities. Designated team personnel could include representation from multiple divisions/resources within the community.

Key areas have been identified to assist with Re-entry into schools and are aligned with the U.S. Department of Education Readiness and Emergency Management for Schools Technical Assistance Centers Recovery Fact Sheet identified below:

- Work with the Pima County Health Department to determine when it is deemed safe to begin resumption of use of your educational facilities.
- Determine how faculty and staff will receive timely, factual information regarding return to work
- Identify faculty/staff shortages due to:
 - loss of staff life, staff sickness
 - staff with underlying health issues
 - staff caring for sick relative or loss of staff family member
 - resignations of faculty/staff
 - retirement of faculty/staff
- Follow District face coverings policy
- Review procedures for sending ill persons home from the school facility

- Support pre-designated entry and exit paths will be utilized
- Support pre-designated drop-off points for buses, parents
- Support distance and flow paths through facility, mark flooring, walls appropriately
- Support communication and outreach methods to students and parents for notification of above
- Support a “Use of restroom” policy that maintains distancing,

Post opening

- Communicate to Faculty/Staff/Students proper hygiene techniques
- Communicate the “Use of restroom” policy to students
- Post signage within restrooms on proper hygiene practices
- Provide communication to students, parents on new academic policies in place

Mental Health:

- Support services for loss of any staff, students, or family
- Mobilize crisis recovery team to provide emotional and psychological support
- If school community has experienced a loss of life, establish “safe rooms” as needed within each facility for counseling service provision
- Announce counseling support services available to faculty and staff via Employee Assistance or other Programs that are available
- Hold faculty and staff meetings to provide information on signs and symptoms of stress to observe in students, faculty, and staff
- Identify and provide information on safe room function and location
- Communicate counseling support services available to students
- Have available for staff, parents, and family's educational materials on loss and grief and ways to cope with stress
- Work with faculty and staff on identifying families in need of long term physical and mental health support and intervention and provide resources to families
- Determine how memorial activities will strike a balance among honoring a loss, resuming school activities and class routines, return to schedules and maintaining hope for the future

Facilities:

- Determine if daily screening is required by Pima County Health Department
- If daily screening is implemented, determine who shall be trained, time requirements to complete entry into facility and adjust daily start times accordingly
- Determine school-based procedures for staff, student, parent communications
- Review procedures for sending ill persons home from the school facility
- Determine if signage has been increased in restrooms on proper hygiene techniques
- Determine if additional cleaning requirements are needed prior to reopening of school facilities and type(s) of cleaning allowed
- Determine if locker use will be allowed, if not where will materials/coats be stored
- Determine if “spacing and flow” through hallways, cafeterias and open seating area markings are required and if so, install
- Re-order/stocking of cleaning/disinfectant supplies for each facility
- Set classrooms up with allowed seating physical distancing of 6 feet
- Re-sanitize facilities as directed, throughout the day, if required

RISK ANALYSIS OF SCHOOL CLOSURE DUE TO COVID-19

Risk-Level for school Closure	Risk-Factors	Recommended Action
LOW RISK	<ul style="list-style-type: none"> • Student/staff has casual contact with other student/staff with minor cold like symptoms in school with intact face covering while maintaining Physical Distancing. • Symptom free student/staff quarantined at home because of contact with Positive COVID-19 infected person. 	<ul style="list-style-type: none"> • Continue with cleaning schedule of high-touch areas. • Stress best hygiene practices. • Continue monitoring and assessment.
MEDIUM RISK	<ul style="list-style-type: none"> • Student/staff has close contact* with another student/staff that is displaying symptoms of and is being evaluated for COVID-19. • Student/staff displaying symptoms of COVID-19. • Student/staff has close contact with person positive for COVID-19 and did not maintain the 14-day quarantined period. <p><i>*“Close contact” means a person was in the presence of another who has tested positive for COVID-19 and was not physically distanced for greater than 15 minutes.</i></p>	<ul style="list-style-type: none"> • Send student/staff home who are displaying COVID like symptoms for <u>10 days</u> from the onset of symptoms • Close affected area for cleaning. • Relocate students/staff to alternate learning area. • Continue cleaning schedule of high-touch areas. • Check infection control measures and reinforce mitigating guidelines. • Notify District Leadership.
HIGH RISK	<ul style="list-style-type: none"> • Student/staff confirmed positive for COVID-19. • Multiple student / staff displaying symptoms or tested positive for Covid-19. 	<ul style="list-style-type: none"> • Consider partial or full closure of school after a review and recommendation by TUSD Health services/PCHD, for minimum of 14 days, (weekend days included.) • Conduct deep cleaning of School. • Transition to distance learning for continuity of education. • Make appropriate notification to the community
Additional Considerations	<ul style="list-style-type: none"> • Excessive staff absenteeism that results more than one adult to twenty-five student ratio that creates an inability to perform critical tasks or continue with the educational process in a safe environment. • Maintain physical distance if you must combine students/classes. 	<ul style="list-style-type: none"> • Notify District Leadership • Consider controlled release of students/staff • Transition to remote learning for continuity of learning/education. • Staff transitions to working remotely. (If possible) • Make appropriate notification to the community.

TUSD1 will be aligned with the Pima County Health Department on all action taken.

SAFETY REQUIREMENTS REGULATION EB-R2-T

Health Safety Protocols

To assure the safety of the Tucson Unified Community, the COVID-19 principles described below shall immediately be enacted in accordance with U.S. State Department, Centers for Disease Control (CDC), Arizona Department of Health, Arizona Department of Education, and Pima County Health Department Guidelines (hereinafter “the regulatory agencies”).

This temporary regulation shall remain in effect until guidance from the regulatory agencies related to the COVID-19 pandemic changes and/or, in the discretion of the Superintendent, all or portions of the regulation may be modified or revoked.

Health Screening

Health screenings will be conducted regularly for individuals on TUSD property. **Student and employee screenings may occur at any time and may occur multiple times per day.**

Temperature checks are not mandated as an initial screening method but may be conducted on persons entering the building or participating in school activities by health office staff or other employees designated by the school administrator.

In order to aid PCHD in contact-tracing, all persons entering a school building shall be documented by a sign-in or other process.

Staff, students and visitors to any TUSD facility will be reminded to ask themselves the COVID-19 Self-check Questions before coming to any TUSD school or facility.

COVID-19 Self-check Questions:

1. Have you been in close contact with a confirmed case of COVID-19 within the past 14 days?
2. Have you had a fever (100 or greater), felt feverish, or have had chills in the last 72 hours?
3. Are you experiencing any new or unexplained respiratory symptoms including a cough, sore throat, shortness of breath, or runny nose?
4. Are you experiencing any new or unexplained muscle aches, headache, fatigue, nausea/vomiting or diarrhea?
5. Have you experienced any new or unexplained change in your sense of taste or smell?

Health Services Standard

Any person who answers “yes” to any of the COVID-19 self-check questions should not enter a TUSD school or facility.

Sick Individuals

Sick individuals will be refused entry into schools or buildings to reduce the risk of transmission.

- Employees presenting with sickness, symptoms, or answering “yes” to any of the screening questions above shall not be permitted to enter facilities. If symptoms develop after an employee reports to work, the employee must immediately notify a supervisor in a manner that limits exposure to others.
- Parent/guardians presenting with sickness symptoms or answering “yes” shall be denied entry into facilities.
- Students who show symptoms of sickness shall immediately be referred to the health office for evaluation and, if indicated, placement in a Wellness Room apart from the general school population. Staff will make reasonable attempts to contact the parent(s) or guardians to take the student home as soon as possible. Parents shall pick up the student, or arrange for the student to be picked up, immediately. If the student is not picked up within two hours, staff may take other necessary measures to protect the health and safety of students and others at the site.

Re-Entry Waiting Period

Individuals who have been sent home with COVID-19 like symptoms or believe they have COVID-19 or have a positive test result will isolate at home for ten (10) calendar days since the

first day of identified COVID symptoms before being permitted in schools or in other District facilities. Persons who test positive without symptoms will isolate at home until ten (10) calendar days have passed since their COVID-19 test.

If symptoms have improved before the 10 days have elapsed and the individual is fever free for 24 hours, the individual may return to schools or other district facilities with evidence of two negative tests conducted at least 24 hours between, or present a medical provider's order that the individual is not contagious.

If a parent or staff member reports a positive COVID-19 close contact in the home, all individuals in the residence will be required to remain quarantined for 14 days unless otherwise directed by a health care provider.

Record keeping for the waiting period will be managed by TUSD Health Services and school front office staff responsible for attendance. COVID-related symptom and symptoms and positive cases must be coded appropriately in Synergy.

Individuals with a positive COVID-19 Diagnosis

For those students or staff members who receive a positive COVID-19 diagnosis as identified by the person, medical provider, or PCHD, Tucson Unified will defer to the [PCHD's notification and contact tracing protocols](#) in order to assess the individual's site for a possible COVID-19 outbreak.

In addition, the school nurse or other person designated by the Superintendent may reassess a student or staff member who is excluded from school or the worksite because of a COVID-19 diagnosis before the individual may return to the site. (Policy [GBGCB](#) and [JHCC](#) and Regulation [JHCC-R](#)). The District may require a physician's written medical release as a condition for the individual's return to work or the student's return to campus.

Confidentiality and Reporting of COVID-19 Diagnoses

All confirmed cases of COVID-19, shall be reported to Health Services by the identified COVID-19 point of contact. A Point of Contact will be the administrator of the school or direct supervisor of a department, or designee. The Health Services Department will then contact PCHD for direction. A parent or guardian shall notify Health Services or school administration if they are aware that their child(ren) have tested positive for COVID-19.

Upon identification of an individual with symptoms consistent with COVID-19, the Health Services Department will communicate case information and trends to PCHD to determine next steps.

Recommendations will be communicated to the site Point of Contact.

While there are public health exceptions to the privacy rules under both the Family Educational Rights and Privacy Act (FERPA), and, to the extent applicable, Health Insurance Portability and Accountability Act (HIPAA), the confidentiality requirements under Policy GBGCB, Policy JHCC and Regulation JHCC shall apply. Employees are not to take it upon themselves to notify staff, students, parents or any other person of a student or employee's personal health information except to report to a supervisor or Health Services as provided in this regulation.

Criteria for School-by-School closures

Protocol for School or Building closures:

In the event of an outbreak at a school or site, the Director of Health Services or designee will consult with PCHD on the closure of school areas or entire schools and will notify the Superintendent, Regional Superintendent, Risk Management, Operations, and the Communications Department on all substantive communications. The attached Matrix (Exhibit

EB-E2-T) will be used as a guideline to inform these decisions. (See also Policies [GBGCB](#) and [JHCC](#) and Regulation [JHCC-R](#) regarding building closures in the event of a communicable disease outbreak).

**Face Coverings
Required**

Face coverings will be required for any person, 5 years of age or older, while on TUSD property or on a TUSD bus. This applies to all individuals, including students, parents/guardians, staff, and visitors in compliance with [Pima County Health Department \(PCHD\) public health protection resolution](#) and by [order of the City of Tucson](#).

1. Face coverings can be any cloth or paper mask that covers the nostrils and mouth.
2. Face coverings may be taken down when working or eating more than 6 feet away from others or when separated by a hard barrier.
3. Face coverings may be provided, budget permitting.
4. EXCEPTIONS may be available for individuals with a relevant medical condition or disability for which the Pima County Health Department does not recommend the use of a face covering. For students, these exceptions shall be documented in a [Section 504 Plan](#), Health Care Plan, or by an [IEP Team](#). For employees, medical documentation will be required as part of the [ADA process](#).
5. The Transportation Department may provide additional direction for students and employees on the school bus.
6. Students who refuse to wear a face covering will be provided an opportunity for remote learning at home. Staff will make reasonable attempts to contact the parent(s) or guardians to take the student home as soon as possible. Parents shall pick up the student, or arrange for the student to be picked up, immediately. If the student is not picked up within two hours, staff may take other necessary measures to protect the health and safety of students and others at the site.

**Health Services
Standard**

The use of a nebulizer will not be permitted in school during the COVID pandemic. Rationale: Nebulizers aerosolize and spread droplets into the air and the droplets stay in the air for 1-2 hours. (American Lung Association).

Students and staff suspected of COVID-19 are required to wear a new Level #2 mask that will be provided by the school. Until they can leave the campus, the individual may be separated from the rest of the school population until they can be taken home as recommended by the PCHD in order to provide containment of the potential communicable disease and reduce further transmission.

**Directional traffic
flow**

Due to required face coverings in all district schools for students five (5) and older, and business offices, directional hallway traffic is not mandatory, but may occur at the discretion of the school principal/site leader. If a school chooses to implement directional traffic flow, the site administration shall coordinate with Operations on paint, tapes or other signage affixed to the building walls or floors.

**Educate the
community on
COVID-19 hygiene
and cleaning
standards.**

Tucson Unified will provide regular communication through posted signage, videos, and comprehensive training on best methods to protect students, families, staff and the community. The education campaign will include methods, frequency of cleaning, classroom protocols and staff efforts to reduce risk, hand washing/sanitizing and physical distancing expectations. Educational outreach will also educate staff and students on where and how to report symptoms of illness and a positive COVID-19 diagnosis.

Hard Barriers Hard barriers may be used at points of service at locations across the district. The Operations department will deem the best method for installation and use of barriers (standard or a protocol).

Cleaning Protocols Cleaning protocols and chemical handling are intended for employee use only and will be provided to all facilities by Operations.

Cleaning/disinfecting will take place on all high touch areas at least daily. Students should not handle chemicals or execute cleaning protocols other than personal hygiene like hand washing and hand sanitizing, unless specifically authorized by Risk Management in consultation with Health Services.

Disinfectant brought from the outside for personal use will be permitted if the product is approved by TUSD Risk Management and Operations, and by the Centers for Disease Control (CDC), to kill COVID-19. The product must be in the original packaging and contain a manufacturer's label. Risk Management shall develop and publish a list of acceptable personal use disinfecting products. All products should be stored and secured to prevent spills or access/use by children. Mixing chemicals is never appropriate.

Hand Sanitizer Hand sanitizer will be made available in district schools, facilities and buses. Since proper hand sanitizing will disinfect germs present on a dispenser, touchless sanitizer dispensers are not necessary. The availability of sanitizer shall be prioritized over the dispenser type. Individuals can possess hand sanitizer for personal use, so long as the sanitizer is in the original bottle and contains a manufacturer's label. All product should be secured to prevent misuse by students.

Employee and Student Travel All employee and student travel is suspended until further notice. The district will seek guidance from the regulatory agencies concerning guidelines for travel.

Meetings and Gatherings Tucson Unified is committed to being a visible leader in physical distancing for the City and the County. Therefore district (ILA, SLT, ALT, etc.) and site-level (parent meetings, disciplinary meetings, IEP meetings, staff meetings, teacher collaboration, etc.) meetings and gatherings shall be conducted via video conference (including, but not limited to: Zoom or Microsoft Teams) whenever possible.

For the duration of the COVID-19 pandemic, parent visits to classrooms and in-person school level gatherings like breakfasts, luncheons, and recognition events for the community are discouraged. Pre-approved student functions shall follow Pima County Health Department and CDC guidance. **No school functions shall be scheduled or held without approval of Regional Assistant Superintendent in consultation with Risk Management.**

District Employees District employees are deemed essential and are required to report for duty when called to do so by their supervisor or use leave balances as allowed by policy during their scheduled work hours. To ensure student safety, school personnel must return to their work site when required by their supervisor to ensure proper supervision and student support. Staff implementing online instruction or working outside a school site may coordinate with their supervisor to adjust schedules, stagger shifts, or amend work location to promote healthy work protocols. Supervisors shall have a plan for remote work where reasonable when needed in the event a school or department is closed, or if an employee requires remote work as an accommodation.

Changes to the work environment must be approved by individual department heads and shall not impact customer service needs, safety protocols or impede department deliverables.

Employees who require specific adjustments based on COVID-19 related health needs must file for accommodations through the formal [ADA intake Application Form](#) and process, which requires medical documentation. Such documentation may include having a high risk medical condition as defined by the CDC [on its website](#).

Protections for Populations at Risk

The PCHD and the CDC have stated that people of any age with certain underlying medical conditions are at increased risk for severe illness from COVID-19. Individuals with specific health conditions have been identified as having an increased risk for severe illness from COVID-19.

Older adults and people with underlying medical conditions such as:

1. Heart, Lung, Kidney Disease
2. Diabetes
3. Obesity
4. Immunocompromised individuals

The above list is not inclusive and subject to change as the science of COVID-19 evolves.

Tucson Unified shall act immediately to ask every employee and parents/guardians of students with documented pre-existing health conditions matching the PCHD “at risk” criteria to voluntarily identify themselves so Tucson Unified can make efforts to offer to place these individuals in remote work environments or learn from home/remote learning environments, where feasible.

Plans for a remote learning environment for a student who is “at risk” shall be documented in the student’s record (Section 504 Plan, IEP, or Chronic Health Certification).

ADOPTED: July __, 2020 [SLT/Superintendent approval]

CROSS REF:

[EB – Environmental and Safety Program](#)

[JLCC – Communicable/Infectious Diseases](#)