

**APPENDIX V - 78**

## V.G.1.d Policy and Procedure Amendments SY2020-21

Governing Board Date	Governing Board Action	Item	Description
8/11/20	<p><b>ACTION ITEM:</b></p> <p>Motion by Bruce Burke, second by Adelita Grijalva. Final Resolution: Motion Passed</p> <p>Yes: Adelita Grijalva, Rachael Sedgwick, Bruce Burke, Leila Counts, Kristel Foster</p>	News-2-You Platform for Exceptional Education Classrooms	News-2-You (n2y) connects students to the world with symbol-supported news and includes articles, puzzles, jokes and recipes. The news can be read using one of the 30 free text-to-speech voices, including specialty and children's voices. The News-2-You app offers multi-user support.
8/11/20	<p><b>ACTION ITEM:</b></p> <p>Motion by Kristel Foster, second by Leila Counts. Final Resolution: Motion Passed</p> <p>Yes: Adelita Grijalva, Rachael Sedgwick, Bruce Burke, Leila Counts, Kristel Foster</p>	Next Steps 2020: A Modified Plan for On Campus Services	The purpose of this item is to seek the Governing Board's approval of the administration's final recommendations to offer limited on-campus services to identified groups of students that represent a segment of the Tucson Unified School District's overall student body defined as "high needs" or "at risk" starting on August 17, 2020
8/25/20	<b>INFORMATION ITEM:</b>	Next Steps 2020: An Equity Framework for the Prioritization of On-Campus...	Inform the Governing Board and the public of the district's established framework for prioritizing on-campus services when the district enters into Phase 2 of its re-opening plan, when deemed safe by Pima County Health Department data and the authorization of the Governing Board.
10/6/20	<p><b>ACTION ITEM:</b></p> <p>Motion by Bruce Burke, second by Kristel Foster. Final Resolution: Motion Passed</p> <p>Yes: Leila Counts, Adelita Grijalva, Bruce Burke, Kristel Foster No: Rachael Sedgwick</p>	Instructional Model for Hybrid Instruction: 2nd Quarter 2020-2021	The purpose of this item is to both inform the board and the public, and to seek Governing Board approval for the administration's recommendations for an instructional model of hybrid instruction with no identified start date
9/22/20	<p><b>ACTION ITEM:</b></p> <p>Motion by Kristel Foster, second by Leila Counts. Final Resolution: Motion Passed</p>	Instructional Model for Hybrid Instruction: 2nd Quarter 2020-2021	Motion to approve the administration's recommendations for an instructional model of hybrid

	Yes: Bruce Burke, Leila Counts, Kristel Foster No: Adelita Grijalva, Rachael Sedgwick		instruction to begin on Monday, October 19, 2020.
12/8/20	INFORMATION ITEM:	Remote Instruction Academic Support Plan for Struggling Students	The purpose of this item is to inform the Governing Board and the public of the administration's plan to offer targeted academic support services to students struggling with math and English Language Arts as well as 1 <sup>st</sup> semester grading modification recommendations.
2/9/21	STUDY ITEM:	SY2020-2021 COVID 19 District Readiness and Response Update	Present its recommended model of in person instruction for the targeted grade levels of Pre-K, Kinder, 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , 6 <sup>th</sup> and 12 <sup>th</sup> grade, with the potential return of 9 <sup>th</sup> through 11 <sup>th</sup> grade students depending upon survey feedback as well as possible recommended start dates for in person instruction.
4/13/21	INFORMATION ITEM:	AZ Merit Test Administration Plan Update	The purpose of this agenda item is to inform the Governing Board and the community of the plan for AZMERIT Test Administration in English Language Arts and Math.
4/13/21	INFORMATION ITEM:	TUSD Summer Academic Programming Update	Inform the Governing Board and the community of the district's academic programming options for the summer of 2021.
5/25/21	ACTION ITEM: Motion by Adelita Grijalva, second by Leila Counts. Final Resolution: Motion Passed Yes: Adelita Grijalva, Ravi Grivois-Shah, Natalie Luna Rose, Sadie Shaw, Leila Counts	Summer Program Courses: Advanced Placement Bootcamp and Jump Start	Offering an Advanced Placement Bootcamp and a Jump Start for our Summer Experience. We are proposing the approval of 3 courses, Advanced Placement Bootcamp, Jump Start 1 Week, Jump Start 2 Week.
6/8/21	ACTION ITEM: Motion by Natalie Luna Rose, second by Adelita Grijalva. Final Resolution: Motion Passed	Intergovernmental Agreement between Tucson Unified School District and The University of Arizona College of Education Project FOCUS to provide	Execute a five-year Intergovernmental Agreement with The University of Arizona College of Education to provide enhanced academic and

	Yes: Adelita Grijalva, Ravi Grivois-Shah, Natalie Luna Rose, Sadie Shaw, Leila Counts	enhanced academic and transition services for high school students with disabilities.	transition services for high school student with disabilities
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## Agenda Item Details

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### Meeting

Aug 11, 2020 - AGENDA FOR REGULAR BOARD MEETING

### Category

CONSENT AGENDA

### Subject

Approval of Supplemental Materials for News-2-You Platform for Exceptional Education Classrooms

### Type

Action (Consent)

### Fiscal Impact

Yes

### Dollar Amount

35,593.54

### Budgeted

Yes

### Budget Source

220.221.1000.6643.5076.20000.5076

### Recommended Action

Motion to approve Supplemental Materials for News-2-You Platform for Exceptional Education Classrooms as presented.

PURPOSE: News-2-You (n2y) provides technology-forward, age-appropriate solutions that enrich the lives of individuals with unique learning needs and those who support them.

DESCRIPTION/JUSTIFICATION: News-2-You (n2y) connects students to the world with symbol-supported news and includes articles, puzzles, jokes and recipes. The news can be read using one of the 30 free text-to-speech voices, including specialty and children's voices. The News-2-You app offers multi-user support.

As part of n2y's total classroom solution anchored by Unique Learning System, News-2-You offers new ways to deepen and broaden students' understanding of cross-curricular topics presented in both weekly editions and Breaking News features.

News-2-You connects readers with the world around them through multiple levels of accessible, symbol-supported and text only. For many students, newspapers are something they hear about but may not be able to adequately access or comprehend. Having access to an age-appropriate online newspaper and accompanying activities makes current events more tangible, which allows students to join the discourse about their world and practice academics at the same time.

Whether students need the help of visual symbols or simplified sentences, News-2-You provides access through four reading levels plus a fifth, text-only version. In addition, n2y's iDocs provide a text to speech option, and printable pages support classrooms requiring hard copies.

One area of difficulty for many students with autism is conversational skills—specifically, generating topics that fit in with what their peers are talking about and interested in. From breaking news to sports and world events, each edition of News-2-You introduces and exposes students to conversational content. They can take newly learned topics, vocabulary and information outside the classroom and into social settings for age-appropriate exchanges with peers. Many students, in particular those with autism, struggle with reading comprehension. In the general education curriculum, we have limited curricula that address this need. The worksheets and activities that align with each edition of News-2-You provide a direct focus on students' comprehension of the material. Like the texts themselves, these materials are differentiated to meet the needs of students with varied ability levels.

BOARD POLICY CONSIDERATIONS: N/A

LEGAL CONSIDERATIONS: N/A

INTERNAL PRESENTER(S): Dr. Sabrina Salmon, Interim Director of Exceptional Education; Cori Dennis, Assistant Director of Exceptional Education

EXTERNAL PRESENTER(S): N/A

Curriculum Textbook Review Flyer NEWS2YOU 06.19.2020\_Revised 07.17 (1).pdf (138 KB)n2y

SupplementalMaterialApprovalForm.pdf (267 KB)

Our adopted rules of Parliamentary Procedure, Robert's Rules, provide for a consent agenda listing several items for approval of the Board by a single motion. Most of the items listed under the consent agenda have gone through staff review and recommendation. Documentation concerning these items has been provided to all board members and the public in advance to assure an extensive and thorough review. Items may be removed from the consent agenda at the request of any board member.

## Motion & Voting

Dr. Trujillo recommends approval of the Consent Agenda items 5.2 through 5.11.

Motion by Bruce Burke, second by Adelita Grijalva.

Final Resolution: Motion Passed

Yes: Adelita Grijalva, Rachael Sedgwick, Bruce Burke, Leila Counts, Kristel Foster

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**Textbook Review for: News 2 You, Unique, Positivity  
For Self-contained course programs, Grades K-12**

The Department of Curriculum & Professional Development presenting these materials, would like to invite you to review them by accessing the information below available during the following dates:

*July 21, 2020 through July 30, 2020*

Please navigate to the following general online link : <https://www.n2y.com/news-2-you/>

News 2 You material for to review online: [unique-learning-system-brochure.pdf](#)

[unique-learning-system-demo.mp4](#)

[news-2-you-brochure.pdf](#)

[news-2-you-demo.mp4](#)

[positivity-brochure.pdf](#)

[positivity-demo.mp4](#)

[clark-county-case-study.pdf](#)

[dallas-case-study.pdf](#)

[douglas-county-case-study.pdf](#)

[houston-case-study.pdf](#)

[los-angeles-case-study.pdf](#)

[why-n2y.mp4](#)

*\*Comments can be made online by selecting and/or emailed from our curriculum page.\**

*For questions, contact Deanna McLemore at the following email address: [deanna.mclemore2@tusd1.org](mailto:deanna.mclemore2@tusd1.org)*

## Agenda Item Details

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### Meeting

Aug 11, 2020 - AGENDA FOR REGULAR BOARD MEETING

### Category

ACTION ITEM(S)

### Subject

Next Steps 2020: A Modified Plan for On Campus Services

### Type

Action

### Fiscal Impact

No

### Budgeted

No

### Recommended Action

Motion to approve administration's final recommendations to offer limited on-campus services to identified groups of students that represent a segment of the Tucson Unified School District's overall student body defined as "high needs" or "at risk" starting on August 17, 2020. Additionally, to approve the delay of comprehensive on campus learning options for the entire district, outside of identified "high needs" or "at risk" groups for the 1st quarter grading period and until recommendations from the Pima County Health Department support a physical re-opening of campuses in the district.

PURPOSE: The purpose of this item is to seek the Governing Board's approval of the administration's final recommendations to offer limited on-campus services to identified groups of students that represent a segment of the Tucson Unified School District's overall student body defined as "high needs" or "at risk" starting on August 17, 2020. Additionally, this agenda item will also be seeking Governing Board approval for the delay of comprehensive on campus learning options for the entire district, outside of identified "high needs" or "at risk" groups for the 1st quarter grading period of the school year through October 9, 2020. The Governing Board reserves the right and authority to identify a date to open sooner pending recommendations from the Pima County Health Department that support a safe physical re-opening of campuses in the district.

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 17, 2020 at the earliest. On July 28, 2020 the Tucson Unified School District administration received formal notification from County Administrator Charles Huckleberry that the Pima County Health Department would not be supporting a physical re-opening of the school district for in person learning experiences on August 17, 2020. This presentation will provide the Governing Board with administration's formal recommendation for the definition of "at risk" students in TUSD, a formal identification and explanation of the specific limited services that will be available on campuses, and a formal recommendation that for all public board meetings throughout the months of August, September, and October of 2020, the Governing Board reserve a standing agenda item to review the latest data related to the 9 criterion established by the Pima County Health Department to assess the



extent to which the community spread of COVID 19 remains a threat to the physical re-opening of district schools.

BOARD POLICY CONSIDERATIONS: N/A

LEGAL CONSIDERATIONS: N/A

INTERNAL PRESENTER(S): Dr. Gabriel Trujillo, Superintendent; Dr. Sabrina Salmon, Interim Director of Exceptional Education; and Kinasha Brown, Assistant Superintendent Equity & Diversity

EXTERNAL PRESENTER(S): N/A

2020-08-11 Ex Ed At-Risk Presentation.pdf (213 KB)2020-08-11 Modified Plan for On-Campus Services.pdf (916

KB)

## Motion & Voting

Motion to approve administration's final recommendations to offer limited on-campus services to identified groups of students that represent a segment of the Tucson Unified School District's overall student body defined as "high needs" or "at risk" starting on August 17, 2020. Additionally, to approve the delay of comprehensive on campus learning options for the entire district, outside of identified "high needs" or "at risk" groups for the 1st quarter grading period and until recommendations from the Pima County Health Department support a physical re-opening of campuses in the district for in campus instruction.

Motion by Kristel Foster, second by Leila Counts.

Final Resolution: Motion Passed

Yes: Adelita Grijalva, Rachael Sedgwick, Bruce Burke, Leila Counts, Kristel Foster

## Agenda Item Details

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### Meeting

Aug 25, 2020 - AGENDA FOR SPECIAL BOARD MEETING

### Category

INFORMATION ITEM(S)

### Subject

Next Steps 2020: An Equity Framework for the Prioritization of On-Campus Learning Spaces for Phase 2 Re-Opening for October, 2020

### Type

Information

**PURPOSE:** The purpose of this item is to inform the Governing Board and the public of the district's established framework for prioritizing on-campus services when the district enters into Phase 2 of its re-opening plan, when deemed safe by Pima County Health Department data and the authorization of the Governing Board.

**DESCRIPTION/JUSTIFICATION:** Currently the administration has prioritized on-campus learning spaces and services for identified groups of students that represent a segment of the Tucson Unified School District's overall student body defined as "high needs" or "academically at risk" since the Phase 1 opening of campuses for limited services on August 17th. Through Governing Board action, the start of traditional, on-campus in person teaching and learning has been delayed at least through the 1<sup>st</sup> academic quarter of the school year. In advance of this time, the Equity and Diversity Department has developed an equity framework that seeks to establish a priority for students seeking on-campus learning spaces based on critical need. This framework seeks to guide scheduling and placement decision for students in on-campus learning spaces during a more comprehensive and larger scale Phase 2 re-opening of schools. It should be noted that a date for entry into a Phase 2 re-opening of the district has yet to be determined.

**BOARD POLICY CONSIDERATIONS:** N/A

**LEGAL CONSIDERATIONS:** N/A

**INTERNAL PRESENTER(S):** Kinasha Brown, Assistant Superintendent Equity and Diversity

**EXTERNAL PRESENTER(S):** N/A

2020-08-25 Equity and Diversity Framework Presentation.pdf (582 KB)

## Agenda Item Details

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### Meeting

Sep 22, 2020 - AGENDA FOR SPECIAL BOARD MEETING

### Category

ACTION ITEM(S)

### Subject

Tucson Unified School District Instructional Model for Hybrid Instruction: 2nd Quarter 2020-2021

### Type

Action

### Fiscal Impact

No

### Budgeted

No

### Recommended Action

Motion to approve the administration's recommendations for an instructional model of hybrid instruction to begin on Monday, October 19, 2020.

**PURPOSE:** The purpose of this item is to both inform the board and the public, and to seek Governing Board approval for the administration's recommendations for an instructional model of hybrid instruction to begin on Monday, October 19, 2020.

**DESCRIPTION/JUSTIFICATION:** At the September 7<sup>th</sup> Governing Board meeting, the board approved of the administration's proposed move to hybrid learning, based on recommendations from the Pima County Health Department. The board also approved the date of October 19<sup>th</sup> as the tentative start date for a hybrid learning model in the district. The presentation will provide an overview of the collaborative process utilized to arrive at the recommended model, the scheduling and logistical details of the proposed model, the recommended model's overall compliance with the Governor's Executive Orders, a timeline for communication to parents as well as training and support for teachers. Lastly, an overview and timeline for the 2<sup>nd</sup> quarter parent survey regarding remote or on campus hybrid learning preferences will be reviewed.

**BOARD POLICY CONSIDERATIONS:** N/A

**LEGAL CONSIDERATIONS:** N/A

**INTERNAL PRESENTER(S):** Flori Huitt, Assistant Superintendent for Curriculum and Instruction

**EXTERNAL PRESENTER(S):** N/A

2020-09-22 Hybrid Re-Opening Model Presentation.pdf (1,496 KB)

## Motion & Voting

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Motion to approve for the Superintendent to return on October 6, with a modified hybrid model that honors the relationships from Quarter 1 to the extent feasible.

Motion by Kristel Foster, second by Leila Counts.

Final Resolution: Motion Passed

Yes: Bruce Burke, Leila Counts, Kristel Foster

No: Adelita Grijalva, Rachael Sedgwick

## Agenda Item Details

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### Meeting

Oct 06, 2020 - AGENDA FOR REGULAR BOARD MEETING

### Category

STUDY/ACTION ITEM(S)

### Subject

Tucson Unified School District Instructional Model for Hybrid Instruction: 2nd Quarter 2020-2021

### Type

Study/Action

### Fiscal Impact

No

### Budgeted

No

### Recommended Action

Motion to approve recommended hybrid instructional model.

**PURPOSE:** The purpose of this item is to both inform the board and the public, and to seek Governing Board approval for the administration's recommendations for an instructional model of hybrid instruction with no identified start date.

**DESCRIPTION/JUSTIFICATION:** At the September 22<sup>nd</sup> Governing Board meeting, the board directed the administration to present a revised hybrid instructional model that would feature a scheduling component that would keep students with the same teachers assigned to them during the 1<sup>st</sup> quarter of the 2020-2021 school year, to the extent feasible. The presentation will provide an overview of the collaborative process utilized to arrive at the recommended model, the scheduling and logistical details of the proposed model as directed by the board at the September 22<sup>nd</sup> meeting, the recommended model's overall compliance with the Governor's Executive Orders, a timeline for communication to parents as well as training and support for teachers. Lastly, an overview of the results and major trends noted for the 2<sup>nd</sup> quarter parent survey regarding remote or on campus hybrid learning preferences for teachers and parents will be reviewed. Both surveys were open from Friday, September 25<sup>th</sup> through Wednesday September 30<sup>th</sup>.

**BOARD POLICY CONSIDERATIONS:** N/A

**LEGAL CONSIDERATIONS:** N/A

**INTERNAL PRESENTER(S):** Flori Huitt, Assistant Superintendent Curriculum & Instruction

**EXTERNAL PRESENTER(S):** N/A

2020-10-06 Hybrid Model GB Presentation.pdf (1,564 KB)2020-10-06 Hybrid Re-Opening Guidelines Oct.2020.pdf

(1,363 KB)



## Agenda Item Details

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### Meeting

Dec 08, 2020 - AGENDA FOR REGULAR BOARD MEETING

### Category

INFORMATION ITEM(S)

### Subject

Remote Instruction Academic Support Plan for Struggling Students

### Type

Information

**PURPOSE:** The purpose of this item is to inform the Governing Board and the public of the administration's plan to offer targeted academic support services to students struggling with math and English Language Arts as well as 1<sup>st</sup> semester grading modification recommendations.

**DESCRIPTION/JUSTIFICATION:** The presentation will provide an overview of the strategies, structures, and support services that will be made available for struggling students at the elementary, middle school, and high school level during this period of remote only instruction and will communicate expectations, roles, and responsibilities for teachers and administrators. Lastly, as a response to a significant increase in "F" grades assigned for the first quarter as well as difficulties experienced by families and students with remote learning, the administration will be reviewing its recommendations for 1<sup>st</sup> semester grading parameters to be retroactive to the 1<sup>st</sup> quarter.

**BOARD POLICY CONSIDERATIONS:** N/A

**LEGAL CONSIDERATIONS:** N/A

**INTERNAL PRESENTER(S):** Heidi Aranda, Senior Director of Curriculum & Development; Kinasha Brown, Assistant Superintendent, Diversity and Equity; and Flori Huitt, Assistant Superintendent Curriculum and Instruction

**EXTERNAL PRESENTER(S):** N/A

2020-12-08 TUSD Academic Support Plan Governing Board.pdf (1,448 KB)2020-12-08 Grades K-2 Targeted

Academic Support Plan.pdf (248 KB)2020-12-08 Grade 3-5 Targeted Academic Support Plan.pdf (270 KB)2020-

12-08 Grade 6-8 Targeted Academic Support Plan.pdf (215 KB)2020-12-08 Grades 9-12 Targeted Academic

Support Plan.pdf (218 KB)

Exceptional  
Education



# EXCEPTIONAL EDUCATION

TUCSON UNIFIED  
SCHOOL DISTRICT

Presenter: Dr. Sabrina Salmon



## Agenda

- **Remote Instruction**
- **In-person Option**
- **HUBS**



## Exceptional Education

### Remote Learning

- Electronic Devices
- Schedules
- Instruction
- Related Services



## Exceptional Education

### At-Risk

- Selection Criteria
- Instruction
- Staff
- PPE



## HUB Sites K-12

Region 1: Oyama, Warren, Maxwell, Pistor, Cholla

Region 2: Lynn-Urquides, Ochoa, Drachman, Pueblo,  
Tucson High

Region 3: Howell, Robison, Wright, Utterback, Catalina

Region 4: Bonillas, Sewell, Whitmore, Roberts-Naylor,  
Mary Meredith, Rincon

Region 5: Bloom, Dunham, Dietz, Magee, Sahuaro



# EXCEPTIONAL EDUCATION

**Thank you!**

A Modified Plan for  
Campus Services

August 11, 2020

TUCSON UNIFIED  
SCHOOL DISTRICT

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



Dr. Gabriel Trujillo  
Superintendent

# Governor Ducey's July Executive Order:

2020-51

TUCSON UNIFIED  
SCHOOL DISTRICT

- Requires free on site learning spaces and support services
- Expands the authority and autonomy of Pima County Health Department
- Opportunity for equalization of funding for students in remote learning environment
- Allows for the continued compensation of classified and support staff employees



## Governor Ducey's July Executive Orders:

2020-51

TUCSON UNIFIED  
SCHOOL DISTRICT

- Enrollment stabilization grant allows for reimbursement of district financial losses up to 98%
- Online instruction can begin prior to August 17<sup>th</sup>
- Fails to address standardized testing requirements still in effect for SY 20-21
- Eligibility for Enrollment Stabilization Grant is tied to district compliance with Executive Orders





# Governor Ducey's July Executive Orders:

2020-51

TUCSON UNIFIED  
SCHOOL DISTRICT

- Two situations allow for the “waiver” of an obligation to provide on site learning spaces
- Pima County Health Department can recommend closure, in “conjunction” with AZDHS based on county data
- Sovereign tribal nation on district property or adjacent to the district can call for a stay at home order
- Pascua Yaqui and Tohono O’odham Nations adjacent to TUSD



## Direction from County Administrator



TUCSON UNIFIED  
SCHOOL DISTRICT

- Recommendations regarding feasibility of August 17<sup>th</sup> availability of in person learning spaces received July 28<sup>th</sup>
- Pima County Health Department does not support the offering of traditional, face to face, in person instruction on August 17<sup>th</sup>
- PCHD does not support the absolute and complete closure of the district at this time.
- The PCHD supports a limited on campus learning opportunities and support services for at risk youth on August 17<sup>th</sup>
- Current modeling suggests that the soonest that on site learning opportunities could resume could be between 6-7 weeks from today
- Fall sports should be delayed or moved and should not be initiated until after in person learning returns
- Contract with Maximus Health and improved contact tracing infrastructure

## Recommendations



TUCSON UNIFIED  
SCHOOL DISTRICT

- Immediate filing of the ADE waiver memorialized in EO 2020-51 allowing the prioritization of on campus learning spaces to a more limited segment of the student body
- Approve the delay of comprehensive on campus learning options for the entire district, outside of identified "high needs" or "at risk" groups for the 1st quarter grading period and until recommendations from the Pima County Health Department support a physical re-opening of campuses in the district.
- Prioritization of students classified as McKinney Vento eligible (homeless) , students in foster care, refugee students, and high needs Exceptional Education students for on campus learning spaces on August 17.
- All other requests for on campus learning spaces will be reviewed on a space available basis

## At Risk Student Populations

McKinney Vento Eligible (homeless)- 905

Refugee Students- 526

Students in Foster Care- 806

EXED Self-Contained In Person- 297 (26 hubs- 12 per hub)

16 Sites for Childcare Available Through TUSD and KIDCO

Space Availability to be Utilized for On Campus Requests



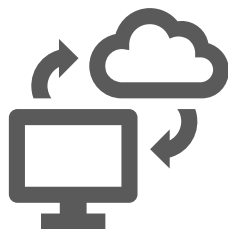
# Equity and Diversity

FRAMEWORK FOR STUDENT RE-ENTRY

## Unprecedented Time

- ▶ COVID -19 has created an unprecedented interruption to educational systems across the nation.
- ▶ TUSD will continue to relentlessly support students, families, staff, and communities through sound educational practice and working together as a team.

# Unprecedented Time



After Phase 1 of TUSD's educational plan – Remote Learning, TUSD will enter Phase 2 – Student transition to On-Campus Learning.



The Equity and Diversity department has developed a model for prioritizing student groups based off student academic needs.

# Phase 2 – Student Transition to On Campus Learning



Phase 2 will not begin until PCHD tracking information indicates that the county has achieved progress in **ALL** areas listed under each criteria.

	Criteria met	Progress	Criteria not met
<b>DISEASE CRITERIA:</b>			
Decreasing positive cases over 14 days	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decreasing COVID-19 related deaths over 14 days	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decreasing symptomatic cases over 14 days	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>HEALTHCARE CAPACITY CRITERIA:</b>			
Testing for all symptomatic patients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staffing & beds to care for 2X the current COVID cases (+ surge)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sufficient PPE for healthcare and emergency responders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>PUBLIC HEALTH CRITERIA:</b>			
Timely contact tracing (w/in 24 hrs of a report of a positive test)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Testing of symptomatic contacts (within 12 hours)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilities/support for patients who can't be discharged home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# Guiding Resources and Practices

Public Safety – Local, State, and Federal levels

TUSD Strategic Plan and Unitary Status Plan

Equitable Practice

Data Driven Decision Making



# Public Safety



Phase in process to transition students back to on-campus learning.



Ratio 15:1



Social Distancing



Personal Safety (PPE)



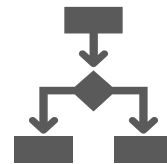
Physical Space

# TUSD Strategic Plan and Unitary Status Plan



## TUSD Strategic Plan

- Curriculum – Priority 4
- Facilities – Priority 5
- Finance - Priority 4
- Communications –Priority 2



## Unitary Status Plan (USP)

"A district must show both past compliance with its desegregation obligations and a commitment to the future operation of its school system in a nondiscriminatory manner."

## Equitable Process and Practices

*TUSD Student Re-entry models were developed based closing the following equity gaps:*

*Opportunity Gaps* -Disparity in access to programs and resources needed for all students to be academically successful.

*Achievement Gaps* - Disparities in educational performance among subgroups.

*Learning Gaps* - Disparity between what the student has learned and what is expected to learn.

*Resource Gap* – Disparity between current resources and resources needed.

## District Comparisons

### 2-1-2

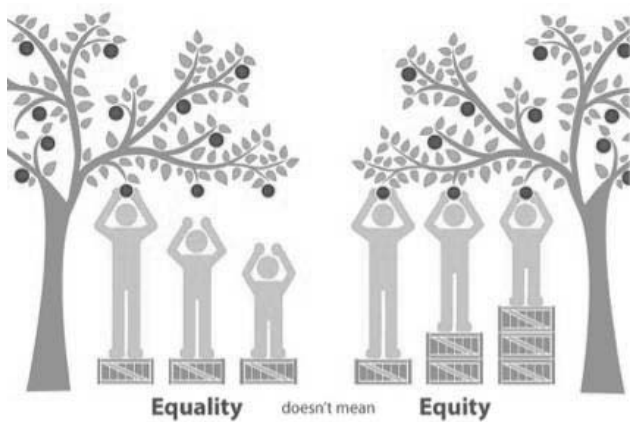
- 2 days at school, 3 days remote/virtual
- 2 days, at school, 1 day remote (extensive cleaning), 2 days at school

### Hybrid

- Offer any combination of options:
- In-Person Learning
- Flexible Remote Learning
- Distance Learning

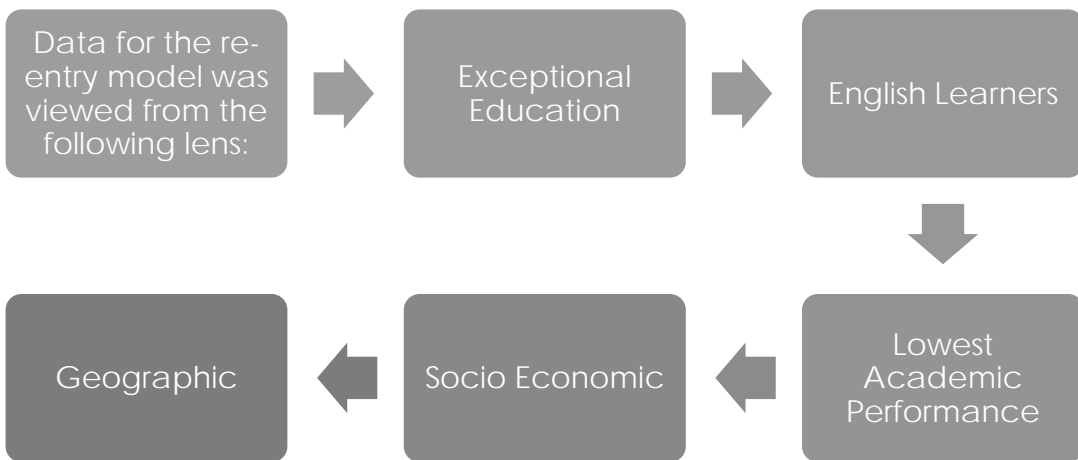
### In-Person

- In-Person Learning only
- Offer both in-person and on-line learning (on-line can transition to in-person at quarter)



Equality does not = Equity

## Phase 2 -Student Transition Model



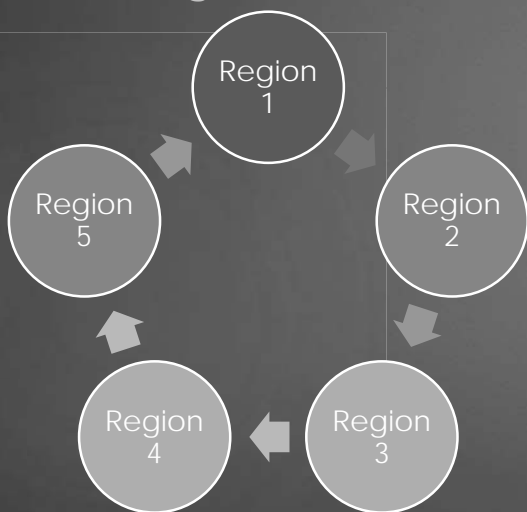
## Model – Educational Outcomes- based

- ▶ Priority 1- Exceptional Education: Any student with an Individualized Education Plan (IEP) regardless of modifications needed.
- ▶ Priority 2 - English Learners: Any student receiving specialized support for language acquisition regardless proficiency level.
- ▶ Priority 3 -Academic Performance: Data informs us that an equitable approach to student re-entry must be differentiated according to regional norms in student achievement.



# Educational Outcomes Based

## Regional Norms



## Priority Students

- ▶ Date Sources:
- ▶ K-3: SY 19-20 DIBELS BOY and MOY
- ▶ Grades 4-10: SY 19-20 Benchmark Results Q1 and Q3 in ELA/Math
- ▶ Grade 11: Credit Deficiencies

3	Student 1	0	Blenman Elementary	125	African American	N	N	Y
3	Student 2	0	Blenman Elementary	125	White	N	N	Y
3	Student 3	0	Blenman Elementary	125	Multiracial	N	N	Y
3	Student 4	0	Blenman Elementary	125	Hispanic	N	N	Y
3	Student 5	0	Blenman Elementary	125	White	N	N	Y
3	Student 6	0	Blenman Elementary	125	African American	N	N	N
3	Student 7	0	Blenman Elementary	125	African American	N	N	N
3	Student 8	0	Blenman Elementary	125	Hispanic	N	N	Y
3	Student 9	0	Blenman Elementary	125	Asian American-PI	Y	N	Y
3	Student 10	0	Blenman Elementary	125	Hispanic	N	Y	Y
3	Student 11	0	Blenman Elementary	125	Asian American-PI	N	N	N
3	Student 12	0	Blenman Elementary	125	White	N	N	Y
3	Student 13	0	Blenman Elementary	125	Hispanic	N	Y	N
3	Student 14	0	Blenman Elementary	125	White	N	N	N
3	Student 15	0	Blenman Elementary	125	African American	N	N	N

# Recommendation

- ▶ An Educational Outcomes-based model provides a comprehensive strategy to leverage educational outcomes for students from an EQUITABLE intent
  - ▶ Inclusive of Federal and State mandates considerations
  - ▶ Data and geographical-driven
  - ▶ Prioritizes students in need of the most instructional support

## Monitoring and Evaluation

- ▶ The E&D department will monitor the implementation of the student re-entry model to ensure that established re-entry priorities are met; and that opportunity and resource gaps are minimized as students return to on-campus learning.

# Equity and Department Team

- ▶ Kinasha Brown, Assistant Superintendent of Equity and Diversity
- ▶ Walter Bailey, Director - Student Relations Dept
- ▶ Roxanne Begay-James, Director - NASSD
- ▶ María Federico Brummer, Director - MASSD
- ▶ Jimmy Hart, Director - AASSD
- ▶ Lisa Gonzales, Program Coordinator - FACE
- ▶ Cindy Hurley, Prog. Manager – Equity & Diversity
- ▶ Juliet King, Research Project Mgr - Equity & Diversity
- ▶ Monica Sanchez, Sr. Program Mgr – Equity & Diversity

**Acknowledgement:**

Sam Brown, Legal Counsel

Andrew Agnew, Sr. Manager – Technology Services

Halley Frietas, Sr. Director – Assessment & Evaluation

Blaine Young, Chief Technology Officer – Tech Services



Tucson Unified School  
District: Hybrid Re-Opening  
Model

Presentation to the Governing Board  
September 22, 2020



## Goals

- Background and timeline
- Proposed Hybrid Model
- Instructional guidelines for in-person and remote learning
- Proposed online options for TUSD

# Background



Governing Board approved TUSD moving forward with a Hybrid Model

Large Committee met to define instructional details and schedules for hybrid model

9 Sep.

11 Sep.

14–18 Sep.

Small group committee met to review and select common hybrid models



## Proposed Hybrid Model for TUSD

TUCSON UNIFIED  
SCHOOL DISTRICT



Cohorts	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A (A-L)	In-Person On-Campus	Remote Learning Off-Campus	All Remote  Groups A&B Asynchronous and Synchronous Instruction	In-Person On-Campus	Remote Learning Off-Campus
Cohort B (M-Z)	Remote Learning Off-Campus	In-Person On-Campus	All Remote  Groups A&B Asynchronous and Synchronous Instruction	Remote Learning Off-Campus	In-Person On-Campus

## Cohorts

---

- Cohorts will be divided in alphabetical groups. Cohort A will include students with last names that range from A-L, and Cohort B will include students with last names that range from M-Z.
- Schools have the flexibility to adjust to their specific contexts to ensure appropriate distribution of students across their campuses.
- Siblings with different last names could attend school in-person, based on the oldest sibling's last name.

COHORT	LAST NAME BEGINS WITH
<b>Cohort A</b>	A-L
<b>Cohort B</b>	M-Z

# What will School Look Like?

- Students will receive live-in person instruction
- Classes will be about half the size in person.
- Students will be physically distanced as much as possible.
- Students will wear masks.
- Students will bring their own supplies/devices to minimized the exchange of materials.
- Students will wash or sanitize hands several times a day.
- Students will have breaks (recess and lunch) following re-entry protocols to maximize health and safety.
- Elementary cohorts will stay with their peers throughout the day.

# General Instructional Guidelines



All schools will follow traditional bell schedules when in person.



***All Asynchronous work needs to be planned and assigned as a grade level team at the elementary level and as course level team at the MS and HS level.***



*Asynchronous work needs to look the same across grade levels and have the same expectations for all grade classes in each school.*



*There should be pre-planned time, either on Asynchronous or Synchronous days, for planned Counselor facilitated Socio-Emotional Learning (SEL) activities for students.*

# General In-Person Instructional Guidelines at the Elementary



REPEAT COHORT A  
LESSONS WITH COHORT B



CORE SUBJECTS-90-  
120 MINUTES LITERACY  
BLOCK, 90 MINUTES  
MATH, 30 MINUTES SCIE  
NCE, 30 MINUTES SOCIAL  
STUDIES



INTERVENTIONS 30  
MINS (FACE TO FACE,  
ELA/SLA/ELD, MATH)



DIFFERENTIATED MENU OF  
ACTIVITIES



CONTINUED THE USE OF  
DIGITAL RESOURCES



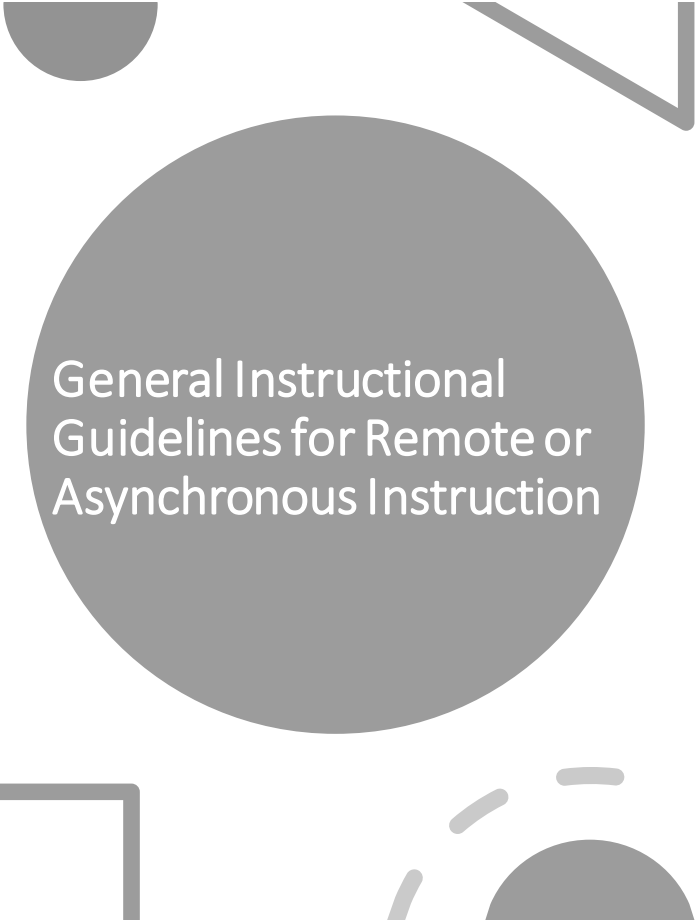
ELECTRONIC SUBMISSION  
OF ASSIGNMENTS (INSYNC,  
TEAMS.SYNERGY)



COMMUNICATE  
EXPECTATIONS, PROVIDE  
REGULAR FEEDBACK AND  
EXPECTATIONS FOR  
GRADING



PROVIDE OPPORTUNITIES  
FOR STUDENTS TO DISCUSS  
AND COLLABORATE



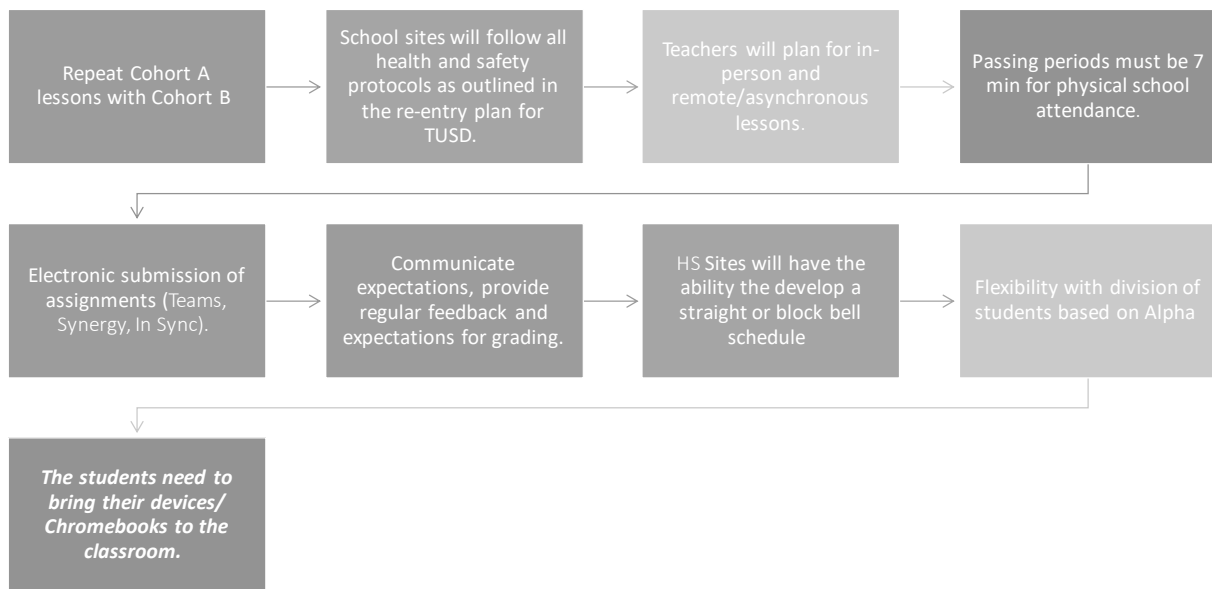
## General Instructional Guidelines for Remote or Asynchronous Instruction

- Self-Management skills should be explicitly taught and practiced for students to be successful with Asynchronous learning.
- It is recommended that OMA, SEL, and counseling instruction be conducted when students are learning remotely so that students can connect live to the school when learning remotely.
- Supplement digital content with synchronous opportunities for one-to-one or small group learning.
- Provide opportunities for students to discuss and collaborate.
- Communicate work expectations and schedules.
- Communicate grading expectations, provide regular feedback.

# Sample Elementary Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Cohort A</b>				
<b>In Person</b>	<b>Remote</b>	<b>Cohort A &amp; B Remote</b>	<b>In Person</b>	<b>Remote</b>
Opening Activities ELA Block (120 min) to include Interventions Plus a Break (10 min) Writing Block (30 minute) Lunch (30 min) Math Block (90 min) Core Concept plus Fluency And Interventions (10 min break) Science or Social Studies (45 min) Handwashing 10 min/day	<b>Clever-</b> Online Programs Focus on building a classroom community. Work on offline projects (Core Content Areas- Reading, Writing, Math, Science or Social Studies)	Whole Group Zoom Break Whole Group Zoom (Collaborative Work, Small Group) Assessments, 1:1 or small group make-up Office Hours	Opening Activities ELA Block (90 min) Plus a Break (10 min) Writing Block(30 minute) Lunch (30 min) Math Block (90 min) Core Concept plus Fluency Science or Social Studies (45 min) Handwashing 10 min/day	<b>Clever-</b> Online Programs Work on offline projects (Core Content Areas- Reading, Writing, Math, Science or Social Studies)
<b>Cohort B</b>				
<b>Remote</b>	<b>In Person</b>	<b>Cohort A &amp; B Remote</b>	<b>Remote</b>	<b>In Person</b>
<b>Clever-</b> Online Programs Focus on building a classroom community. Work on offline projects (Core Content Areas- Reading, Writing, Math, Science or Social Studies)	Opening Activities ELA Block (120 min) to include Interventions Plus a Break (10 min) Writing Block (30 minute) Lunch (30 min) Math Block (90 min) Core Concept plus Fluency And Interventions (10 min break) Science or Social Studies (45 min) Handwashing 10 min/day	Whole Group Zoom Break Whole Group Zoom (Collaborative Work, Small Group) Assessments, 1:1 or small group make-up Office Hours	<b>Clever-</b> Online Programs Work on offline projects (Core Content Areas- Reading, Writing, Math, Science or Social Studies)	Opening Activities ELA Block (90 min) Plus a Break (10 min) Writing Block(30 minute) Lunch (30 min) Math Block (90 min) Core Concept plus Fluency Science or Social Studies (45 min) Handwashing 10 min/day

## General In-Person Guidelines for MS and HS





# General Instructional Guidelines for Remote/Asynchronous Instruction for MS and HS



SUPPLEMENT DIGITAL CONTENT WITH SYNCHRONOUS OPPORTUNITIES FOR ONE-TO-ONE OR SMALL GROUP LEARNING WITH ADDITIONAL SUPPORT STAFF AT THE SCHOOL.



PROVIDE OPPORTUNITIES FOR STUDENTS TO DISCUSS AND COLLABORATE.



COMMUNICATE WORK EXPECTATIONS AND SCHEDULES TO FAMILIES.



COMMUNICATE GRADING EXPECTATIONS, AND PROVIDE REGULAR FEEDBACK

Based on SY20.21 Bell Schedule from Cholla (7 period days) New Bell Schedule includes a 7 min. passing period, start at 7:55 AM (M,T,TH, F) and end at 3:19 PM (the start and end time will vary from school to school). Chort A meets Mon & Thurs; Cohort B meets Tues & Friday. Wednesday meet whole group Per.1-7 for 25 minutes. Wednesday Asynchronous work occurs in afternoon.

	Monday (A)		Tuesday (B)		Wednesday (Whole Group)		Thursday (A)		Friday (B)			
7:55am-8:48 am	Period 1	53	Period 1	53	Period 1	7:55am-8:20am	25	7:55am-8:48 am	Period 1	53	Period 1	53
8:55am -9:48am	Period 2	53	Period 2	53	Period 2	8:25am-8:50am	25	8:55am -9:48am	Period 2	53	Period 2	53
9:55 am -10:48 am	Period 3	53	Period 3	53	Period 3	8:55am-9:20am	25	9:55 am -10:48 am	Period 3	53	Period 3	53
10:49am -11:19am	1st Lunch	30	1st Lunch	30	Period 4	9:25 am-9:50am	25	10:49am -11:19am	1st Lunch	30	1st Lunch	30
10:55am -11:48am	Period 4	53	Period 4	53	Period 5	9:55 am-10:20 am	25	10:55am -11:48am	Period 4	53	Period 4	53
11:49am -12:19pm	2nd Lunch	30	2nd Lunch	30	Period 6	10:25am-10:50 am	25	11:49am -12:19pm	2nd Lunch	30	2nd Lunch	30
11:26am -12:19pm	Period 4	53	Period 4	53	Period 7	10:55am-11:20 am	25	11:26am -12:19pm	Period 4	53	Period 4	53
12:26pm -1:19 pm	Period 5	53	Period 5	53	Faculty Lunch	11:20am-11:50am	30	12:26pm -1:19 pm	Period 5	53	Period 5	53
1:26pm -2:19pm	Period 6	53	Period 6	53	Planning, Grading, Office Hours	11:51 am-2:13 pm		1:26pm -2:19pm	Period 6	53	Period 6	53
2:26pm -3:19pm	Period 7	53	Period 7	53	Faculty PD	2:14-3:14	60	2:26pm -3:19pm	Period 7	53	Period 7	53

Sample MS or HS Schedule (7 Period Day)

## Sample MS or HS Schedule (Block Schedule)

	Monday (A*)		Tuesday(B*)		Wednesday (Whole Group)			Thursday (A) *			Friday(B*)	
7:55am-9:34 am	Period 1	99	Period 1	99	Period 1	7:55am-8:20am	25	7:55am-9:34 am	Conference	99	Conference	99
					Period 2	8:25am-8:50am	25					
9:41am - 11:20 am	Period 3	99	Period 3	99	Period 3	8:55am-9:20am	25	9:41am - 11:20 am	Period 2	99	Period 2	99
11:20am - 11:50 am	1st Lunch	30	1st Lunch	30	Period 4	9:25 am-9:50am	25	11:20am - 11:50 am	1st Lunch	30	1st Lunch	30
					Period 5	9:55 am-10:20 am	25					
11:27 am - 1:06 pm	Period 5	99	Period 5	99	Period 6	10:25am-10:50 am	25	11:27 am - 1:06 pm	Period 4	99	Period 4	99
1:06 pm - 1:36pm	2nd Lunch	30	2nd Lunch	30	Period 7	10:55am-11:20 am	25	1:06 pm - 1:36pm	2nd Lunch	30	2nd Lunch	30
11:57 pm-1:36 pm	Period 5	99	Period 5	99	Faculty Lunch	11:20am-11:50am	30	11:57 pm-1:36 pm	Period 4	99	Period 4	99
					Planning, Grading, Office Hours	11:51 am-2:13 pm						
1:43 pm - 3:19pm	Period 7	99	Period 7	99	Faculty PD	2:14-3:14	60	1:43pm - 3:19pm	Period 6	99	Period 6	99

## Pros and Cons of a Hybrid Model

### Pros

- Reduces class sizes
- Increases the ability to social distance
- Reduces number of students in hallways, cafeterias and buses
- Helps students with challenges regarding isolation
- Students will see some of their friends, their teacher, and other staff members in person
- Students receive more direct instruction from their teacher(s)
- Students who need in person assistance can get the assistance

### Cons

- Teachers must plan for in both Synchronous and Asynchronous instruction in longer increments.
- Young children would work 2-3 days per week on online software and without teacher "ZOOM" lessons
- Maintaining continuity of instruction will be challenging
- Reduction in content taught
- Working parents may find it difficult to find childcare with a hybrid schedule
- Logistical challenges for families with students spread across multiple grade levels and schools
- Requires parent or caregiver involvement
- Specialists and extracurricular activities will need to alter schedules

# Exceptional Education Options



## **Hub Sites Until 12/17/20**

- Existing cohort
- Minimize transitions
- Reduce exposure risks
- Natural time for reassignment
- Consideration of ADA accommodations & FMLA
- Technology could give access for remote learning

## **Hybrid Instruction**

- General Ed/Resource classes
- Co-teacher options
- Share a class with another teacher at the same or a partner site.
- Option for remote services
- Flexible in-person scheduling


\*ExEd and TEA will meet next week to finalize the hybrid model and options for remote instruction and services

## Learning Spaces

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- Depending on family/community need
- Results of parent survey pending
- More details, Oct. 6th





# Full Remote Online Options

## Full Time Remote Learning Considerations

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The Tucson Unified School District understands and respects that some families will select a remote only option for their students.

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Since teachers will be on campuses to provide in person instruction during the week, in some scenarios a **students' teacher might change**.

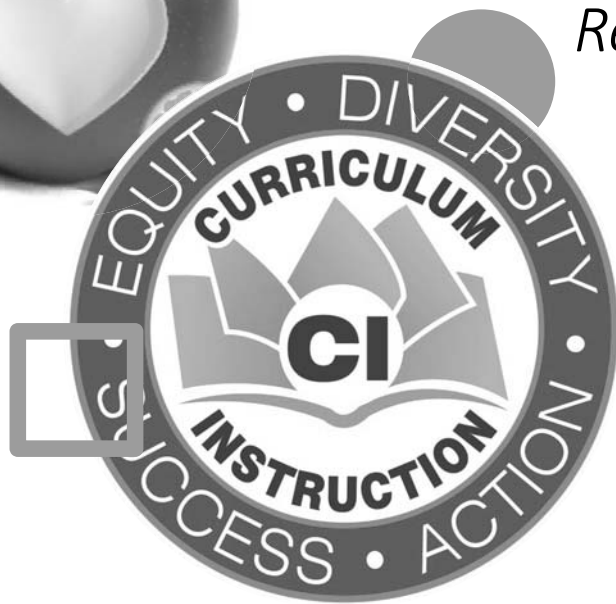
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TUSD will provide a remote option that is similar to the online instruction that students are receiving now.





Questions?



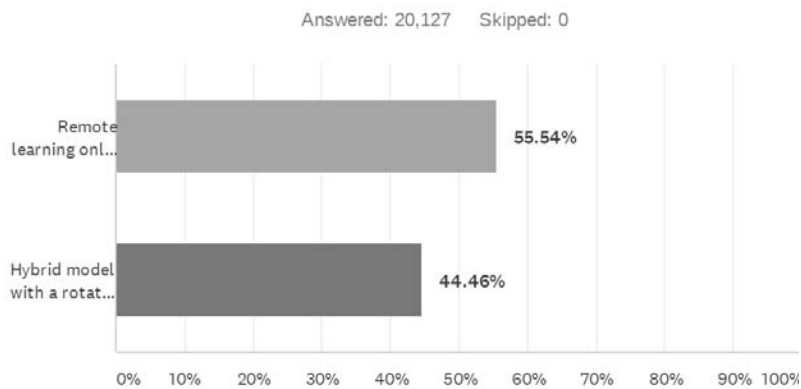
*Tucson Unified School District  
Revised Instructional Model  
for Hybrid Instruction:  
2<sup>nd</sup> Quarter 2020-2021*

Presentation to the Governing Board  
October 6, 2020  
TUSD Leadership Team

## Presentation Goals

- An overview of the results and major trends noted for the 2<sup>nd</sup> quarter parent and teacher surveys.
- Overview of the collaborative process utilized to arrive at the recommended model.
- Scheduling and logistical details of the proposed model.
- The recommended model's overall compliance with the Governor's Executive Orders.
- A timeline for communication to parents as well as training and support for teachers.

# Survey Results



*An overview of the results and major trends noted for the 2<sup>nd</sup> quarter parent surveys.*

**ANSWER CHOICES**

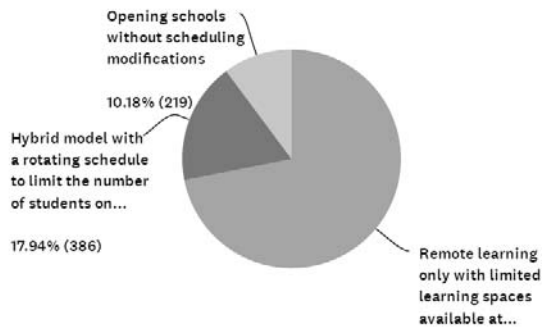
Remote learning only / Solo aprendizaje remoto

Hybrid model with a rotating schedule to limit the number of students on school sites / Modelo híbrido con un hora rotativo para limitar el número de estudiantes en los sitios escolares

TOTAL

Q4 What is your preference for instruction for the 2nd quarter of this fall semester. All three scenarios include wearing masks on campus and physical distancing enforcement where possible:

Answered: 2,152 Skipped: 0

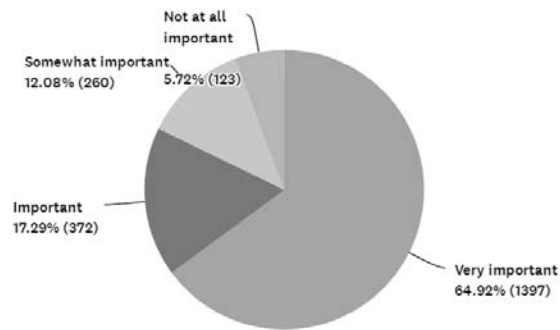


*An overview of the results and major trends noted for the 2<sup>nd</sup> quarter teacher surveys.*

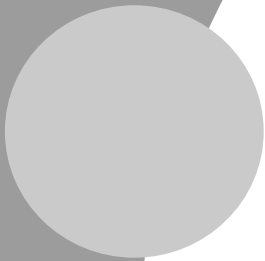
ANSWER CHOICES	RESPONSES	
Remote learning only with limited learning spaces available at schools	71.09%	1,547
Hybrid model with a rotating schedule to limit the number of students on school sites	17.94%	386
Opening schools without scheduling modifications	10.18%	219
TOTAL		2,152

Q8 How important is it to you to keep your current roster of students from the 1st Quarter and for them not to be transferred to another teacher?

Answered: 2,152 Skipped: 0



ANSWER CHOICES	RESPONSES	
Very important	64.92%	1,397
Important	17.29%	372
Somewhat important	12.08%	260
Not at all important	5.72%	123
TOTAL		2,152



# Hybrid Model



## Objectives Met



Parents have the individual choice of In-Person or Online

Students will have frequent contact with their Teachers.

Asynchronous hours rather than days.

Students can remain with their Teachers

If an In-Person student is sick, quarantined, or isolated, they can attend their classes online in the afternoon.

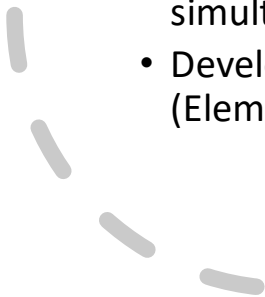
Teachers do not have to teach two modes of instruction simultaneously.



## *Overview of the collaborative process*

### Guiding principles:

- Honor the teacher-student relationships from the first quarter
- Maintain the amount of teacher-student contact in a hybrid model
- Create a scheduling component that allows teachers to keep their students when feasible
- Create an environment where teachers are not teaching in two modalities simultaneously.
- Develop sample prototype schedules differentiated by grade level bands (Elementary, Middle and High School) which sites can choose from.



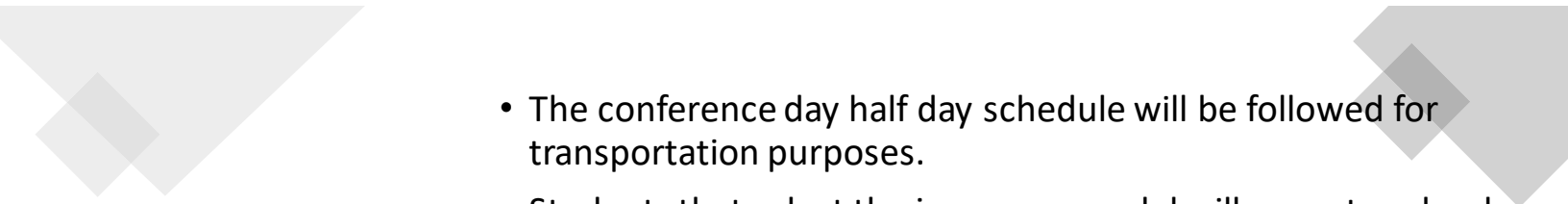
## Hybrid Model: Two Modes of Learning

- **Students will be split into two groups**
  - In-person
  - Online
- All Students will attend school 5-days a week In-Person and Online.
- The “Parent/Teacher Conference” schedule will be used for transportation.
- There are no “Asynchronous” days but there will be Asynchronous time/work.
- Wednesdays will be **Whole Class Online Instruction.**


Hybrid Model:  
Elementary



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## Hybrid Model: Elementary

- The conference day half day schedule will be followed for transportation purposes.
  - Students that select the in-person model will come to school four days a week, for half days for live in-person teaching.
    - In the afternoon it is expected that they will continue online instruction from home.
  - Students that select the online option will receive live instruction four days a week in the afternoons.
    - In the mornings it is expected that they will continue online instruction from home.
  - Elementary students will maintain contact with teachers five times a week.
  - Continuity of instruction in person and online.
  - No change in teacher.
- 

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Half Day AM 8:15-11:25	In Person students	In Person students	In person and Remote Groups will meet remotely as a Whole Class	In Person students	In Person students
	Remote students learning online	Remote students learning online		Remote students learning online	Remote students learning online
<b>Lunch: Grab-n-Go</b>					
Half Day PM 12:00-2:25	In Person students learning online	In Person students learning online	12:00-2:30 Teacher Planning or Office Hours	In Person students learning online	In Person students learning online
	Remote students Learning online with teacher	Remote students Learning online with teacher	2:30-3:30 Professional Development	Remote students Learning online with teacher	Remote students Learning online with teacher

Table 3: Sample Hybrid Elementary Schedule \*AM Group includes breakfast and recess

In Person
Remote

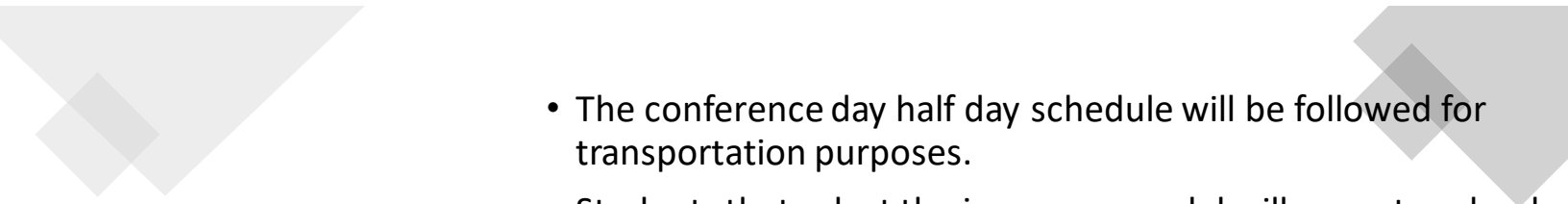
## Elementary and Pre-K Hybrid Schedule

Time		Monday	Tuesday	Wednesday	Thursday	Friday
Half Day AM 8:15-11:25	Remote Work	OMA	OMA	In person and Remote Groups will meet remotely as a Whole Class	OMA	OMA
		Library	Library		Library	Library
		Counseling	Counseling		Counseling	Counseling
		Interventions	Interventions		Interventions	Interventions
		Asynchronous	Asynchronous		Asynchronous	Asynchronous
Lunch: Grab-n-Go						
Half Day PM 12:00-2:25	Remote Work	OMA	OMA	12:00-2:30 Teacher Planning or Office Hours	OMA	OMA
		Library	Library		Library	Library
		Counseling	Counseling	2:30-3:30 Professional Development	Counseling	Counseling
		Interventions	Interventions		Interventions	Interventions
		Asynchronous	Asynchronous		Asynchronous	Asynchronous


Asynchronous  
Sample  
Schedule  
Elementary

# Middle & High School Hybrid





## Hybrid Model: Middle and High School

- The conference day half day schedule will be followed for transportation purposes.
  - Students that select the in-person model will come to school for half days for live in-person teaching.
  - For the afternoon, they will continue instruction asynchronously from home.
  - Students that select the online option will receive live instruction in the afternoons.
  - Students will maintain contact with their teachers five times a week
  - 10 Minute passing period for in-person instruction.
  - Continuity of instruction in person and online.
  - No changes in teachers.
- 

- In-Person (hybrid):**
- Students are on campus every morning for teacher led instruction. **(58 minutes per class)**
  - **10 minute passing periods (M, T, Th, F)**
  - Asynchronous work is every afternoon
- Remote (Full-time remote):**
- Asynchronous is every morning
  - Teacher led instruction to remote students every afternoon. (58 minutes per class)
  - 5 minute "break" periods in between classes

Whole group instruction every Wednesday (remote for all students) = 35 minutes

\*\*Teacher planning period offered everyday

## High School Start Time Sample

6 Period Day-High School: In-Person & Remote					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:10-9:08 (58 min)	Period 1	Period 4	Period 1 8:10-8:45 ( 35 min)	Period 1	Period 4
9:18-10:16 (58 min)	Period 2	Period 5	Period 2 8:50-9:25 ( 35 min)	Period 2	Period 5
10:26-11:24 (58 min)	Period 3	Period 6	Period 3 9:30-10:05 ( 35 min)	Period 3	Period 6
Lunch 11:24-12:05 (41 min)			Lunch 10:05-10:40 (35 min)		
*Early Release 12:06			Period 4 10:45-11:20 ( 35 min)		
12:09-1:07 (58 min)	Period 4	Period 1	Period 5 11:25-12:00 ( 35 min)	Period 4	Period 1
1:12-2:10 (58 min)	Period 5	Period 2	Period 6 12:05-12:40 ( 35 min)	Period 5	Period 2
2:15-3:13 (58 min)	Period 6	Period 3	12:40-2:20 Planning	Period 6	Period 3
Dismissal from Remote			Professional Development 2:20-3:20		

\*Early release "Half day" schedule (In-person students would be attending school via early release bell schedule)

7 Period Day-middle school: Online & Remote					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:50-9:38 (48 min)	Period 1	Period 5	Period 1 8:50-9:25 ( 35 min)	Period 1	Period 5
9:48-10:36 (48 min)	Period 2	Period 6	Period 2 9:30-10:05 ( 35 min)	Period 2	Period 6
10:46-11:34 (48 min)	Period 3	Period 7	Period 3 10:10-10:45 ( 35 min)	Period 3	Period 7
11:44-12:08 (24 min)	Period 4	Period 4	Period 4 10:50-11:25 ( 35 min)	Period 4	Period 4
Lunch 12:08-12:43 (35 min)			Lunch 11:25-12:00 (35 minutes)		
*Early Release 12:50			Period 5 12:10-12:45 ( 35 min)		
12:47-1:35 (48 min)	Period 5	Period 1	Period 6 12:50-1:25 ( 35 min)	Period 5	Period 1
1:40-2:28 (48 min)	Period 6	Period 2	Period 7 1:30-2:05 ( 35 min)	Period 6	Period 2
2:33-3:21 (48 min)	Period 7	Period 3	Planning 2:05- 2:50	Period 7	Period 3
3:26-3:50 (24 min)	Period 4	Period 4	PD 2:50-3:50	Period 4	Period 4
Dismissal from Remote					

\*Early release "Half day" schedule (In-person students would be attending school via early release bell schedule)

Whole group Instruction every Wednesday (remote for all students) = 35 minutes

\*\*Teacher planning period offered everyday (Personal and Team plan)

In-Person (hybrid): A

- Students are on campus every morning for teacher led instruction. **(48 minutes per class)**
- **\*4<sup>th</sup> period occurs every day-24 minutes a day**
- **10 minute passing periods**
- Asynchronous work is every afternoon

Remote (Full-time remote): B

- Asynchronous is every morning
- Teacher led instruction to remote students every afternoon. **(51 minutes per class)**
- 5 minute "break" periods in between classes

# Asynchronous Activities Middle and High School



Working on projects and assignments for classes



Social Emotional Learning lessons with counselors



Specialized services (interventions)



Working on digital platforms as assigned

## Cohorts

If the “In-Person” percentage of Students on Campus are at a safe threshold cohorts are not necessary.

This threshold is site-dependent and will be adjusted according to individual school sites. (Most thresholds should be between 45-60% of students on campus).

## Cohorts (cont.)

If the demand for In-Person is above a safe threshold, individual sites have the option of moving their In-Person schedule to Cohort A and B.

Cohort A will attend in-person on Monday and Thursday, attending class Online in the afternoons on Tuesday and Friday.

Cohort B will attend in-person on Tuesdays and Fridays, attending class Online in the afternoons on Mondays and Thursdays.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Half Day AM 8:15-11:25	In Person students Cohort A	In Person students Cohort B	In person and Remote Groups will meet remotely as a Whole Class	In Person students Cohort A	In Person students Cohort B
	Remote students learning online	Remote students learning online		Remote students learning online	Remote students learning online
Lunch: Grab-n-Go					
Half Day PM 12:00-2:25	In Person students learning online	In Person students learning online	12:00-2:30 Teacher Planning	In Person students learning online	In Person students learning online
	Remote students Learning online with teacher	Remote students Learning online with teacher	2:30-3:30 Professional Development	Remote students Learning online with teacher	Remote students Learning online with teacher

Cohort A and B Example if Thresholds are Exceeded Elementary

**Middle & High School**

<b>6 Period Day-High School: Hybrid (Cohort A &amp; B)</b>					
	<b>Monday (Cohort A)</b>	<b>Thursday Cohort B</b>	<b>Wednesday ALL Students!</b>	<b>Thursday (Cohort A)</b>	<b>Friday Cohort B</b>
8:10-9:08 (58 min)	Period 1	Period 1	Period 1 8:10-8:45 ( 35 min)	Period 4	Period 4
9:18-10:16 (58 min)	Period 2	Period 2	Period 2 8:50-9:25 ( 35 min)	Period 5	Period 5
10:26-11:24 (58 min)	Period 3	Period 3	Period 3 9:30-10:05 ( 35 min)	Period 6	Period 6
Lunch 11:24-12:05 (41 min)			Lunch 10:05-10:40 (35 min)		
*Early Release 12:06			Period 4 10:45-11:20 ( 35 min)		
12:09-1:07 (58 min)	Period 4	Period 4	Period 5 11:25-12:00 ( 35 min)	Period 1	Period 1
1:12-2:10 (58 min)	Period 5	Period 5	Period 6 12:05-12:40 ( 35 min)	Period 2	Period 2
2:15-3:13 (58 min)	Period 6	Period 6	12:40-2:20 Planning	Period 3	Period 3
Dismissal from Remote			Professional Development 2:20-3:20		

Cohort A and  
B Example if  
Thresholds  
are Exceeded  
MS/HS



# Training and support for teachers



Continued Professional Development opportunities via asynchronous workshops, webinars and modules



Training offered to Curriculum Support Personnel during CIPDA academies that to provide differentiated PD opportunities at their sites.



Continued offering and expansion of Office Hours from the Curriculum and Instruction Department



Sample lesson plans for hybrid model

## Learning Spaces

Learning spaces will remain open for our At-Risk student populations and on an “as needed” basis for Wednesdays.

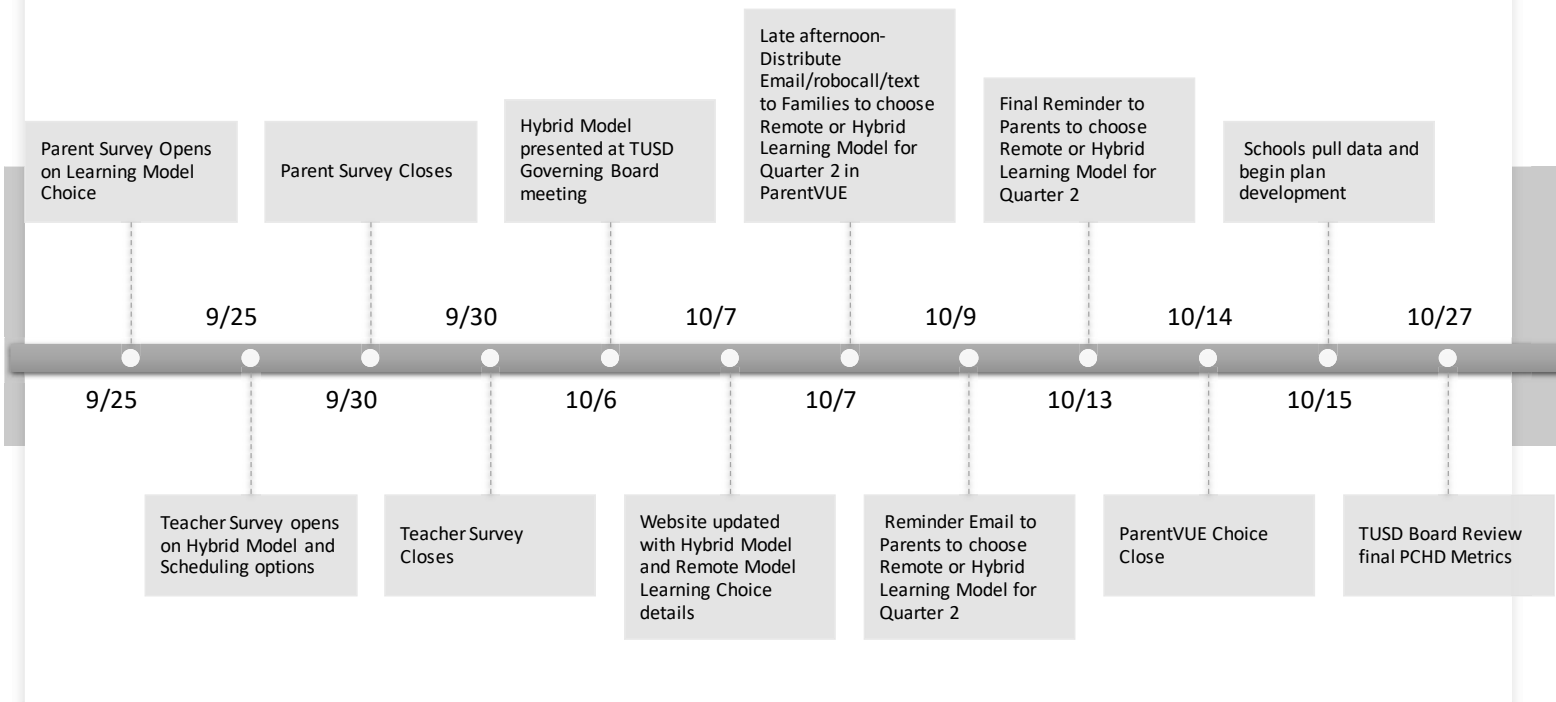
They will be supervised by a proctor and provide students with a place to go during the day for asynchronous work only.

Students will attend their regular classrooms for in-person instruction for four half days a week on their designated days.

## *The recommended model's overall compliance with the Governor's Executive Orders*

- Governor Ducey and Arizona Department of Education:
    - "Local school leaders will make the determination on when to physically open for regular classes, and consider these recommendations, guidance from county health officials, community needs and available resources to determine when to open."
-

# A Timeline for Communication to Parents

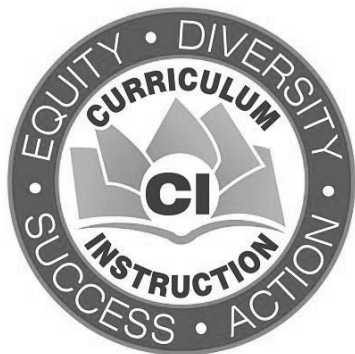


## Upon Plan Approval

- Website updated with Hybrid summary and detail plans
  - Parents will receive multiple email/robocall/text instructing them how to choose their preferred model
  - Parents will make choice in ParentVUE providing schools with immediate information on student assignment
-



Questions?



# TUCSON UNIFIED SCHOOL DISTRICT: HYBRID INSTRUCTIONAL MODEL

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## Introduction

Dear Tucson Unified School District Community,

As our country grapples with the immense impacts of Covid-19, the Tucson Unified School District (TUSD) is resolute in our commitment to serve our community in this ever-changing environment.

At the start of the school year 2020-21, we followed Pima County Health Department's (PCHD) recommendations, which, at the time, indicated that the metrics to prevent the spread of Covid-19 were too risky to open up campuses safely for in-person learning. PCHD recommended that schools open at a limited capacity, as well as follow strict health and safety guidelines. TUSD opened up campuses at a limited capacity, offering learning spaces for our most vulnerable students following safety protocols including masks, extra handwashing, and social distancing to the extent possible.

On October 1, 2020, PCHD updated their dashboard, and Pima County has now met 8 out of the 9 metrics set by PCHD to open up schools safely (*Subject to change*). The updated metrics reflect a slow spread of Covid-19 in our community. With this updated information, TUSD will be tentatively opening schools as soon as deemed safe by the PCHD with a hybrid model of instruction.

### ***What is a Hybrid Model of Instruction?***

A Hybrid model combines face-to-face instruction with online learning remotely. It has several advantages in that it allows schools to group students in cohorts and thus it limits the number of individuals in one space during the day. It maximizes the ability for some social distancing, and it provides students with live instruction with their teachers and interaction with peers.

This document provides our schools and our community with TUSD's Hybrid model of instruction, guidelines for implementation as well frequently asked questions. It was developed with the support and assistance of principals, teachers, district coordinators and district leadership.

## Tucson Unified School District

Tucson Unified is where  
Students love to Learn  
Teachers love to Teach  
and People love to Work  
We are Team TUSD



TUCSON UNIFIED  
SCHOOL DISTRICT



## Section 1: TUSD's Hybrid Model

The TUSD Hybrid Model will consist of live instruction five days a week for two different groups: In person learners and Online learners. For families who select the in-person option, students will come on campus four times a week (Monday, Tuesday, Thursdays and Fridays) for half days. For the remaining half of the days, students in this model will be learning asynchronously in a self-paced manner or in some instances synchronously for specialized lessons such as OMA, Fine Arts, Counseling, Interventions, etc. On Wednesdays, students in this model will be learning in a remote environment with the rest of their peers.

For students that select the remote option, students will receive instruction five days a week with their teachers in the afternoons on Mondays, Tuesdays, Thursdays and Fridays. On Wednesdays, students will receive live synchronous instruction with the rest of their peers.

If the number of students that select an in-person option exceed a threshold that is not safe, then the in person cohort will be split in two and will attend school two days a week. Both cohorts will meet remotely with their teacher and receive live synchronous instruction on Wednesdays. This will allow students the opportunity to have peer to peer, and peer to teacher interaction as a whole group and also to allow for disinfecting of high touch surfaces across our campuses.

When students are learning asynchronously, schools can provide synchronous specialized instruction such as art, music, counseling lessons, and small group interventions with on-campus staff.

TUSD firmly believes that high quality Tier 1 instruction is crucial for student success. When students are at school, they will receive high quality tier 1 instruction and begin to get accustomed to the new health and safety guidelines that have been put in place. It is important that for the first few weeks of instruction, schools take the time to transition students to the new environment, and the new protocols and routines that will ensure long-term safety across each of our campuses for students and staff.

## Advantages and Disadvantages of a Hybrid Model

TUSD recognizes that the best instructional delivery is face-to-face, in-person instruction, five days a week. However, due to the current state of affairs with COVID-19 and following the recommendations of our local county health officials, the TUSD is gradually opening up schools with a hybrid mode of instruction.

A hybrid mode of instruction has its advantages and disadvantages. TUSD is committed to the well being and safety of our students and staff. The table below outlines some pros and cons of a hybrid model of instruction.

<b>Advantages</b>	<b>Disadvantages</b>
<ul style="list-style-type: none"> <li>• Limits the number of students on campus</li> <li>• Students receive high quality Tier 1 instruction.</li> <li>• Students will be able to interact with their peers and teachers consistently.</li> <li>• Gradual return to schools and to normalcy</li> <li>• Meets instructional minutes with the combination of live and remote opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Shortened day of live in person and synchronous instruction.</li> <li>• Logistics will be challenging as more students select the in-person option.</li> </ul>

Table 1

## Section 2: What will school look like?

- Classes will be about half the size in person or less.
- Students will be socially distanced as much as possible.
- Students will wear masks.
- Students will bring their own supplies/devices to minimize the exchange of materials.
- Students will wash or sanitize hands several times a day.
- Students will have breaks (recess and lunch) following re-entry protocols to maximize health and safety.
- Student groups will stay with their peers throughout the day.

## Section 3: Instructional Groups

In this model, there will not be cohorts per se. Students will be in either the in-person instruction model, or remote instructional model. If the number of students in a particular campus in person exceeds a safe threshold (Between 45-60% capacity), schools can further split the in-person groups into cohorts to limit the number of students on campus ([See Section 10 for Sample](#)). Schools have the flexibility to adjust to their specific contexts to ensure appropriate and safe distribution of students across their campuses.

Groups
<b>In Person Learners</b>
<b>Remote Learners</b>

Table 2: Instructional Groups

## Section 4: Instructional Expectations

- **Students that are attending live and in person should not be receiving instruction via ZOOM unless for certain specialized services (OMA, Interventions, ELLs)**, the expectation is that the teacher is presenting and modeling content and instructional outcomes live, checking for understanding live, and providing individual Tier 2 support.
- **All Asynchronous work needs to be planned and assigned as a grade level team at the elementary level and as course level team at the MS and HS level.** Teams should view it as planning learning activities for specific instructional outcomes that are standardized. A student's Asynchronous experience should not be "inconsistent" or "different" according to the teacher a student has. For example, 3<sup>rd</sup> grade Asynchronous work should be similar have the same expectations for all 3<sup>rd</sup> grade classes in any given school.
- There should be pre-planned time, either during Asynchronous hours or live instruction, for planned Counselor facilitated Socio-Emotional Learning (SEL) activities for students.
- Asynchronous time should be leveraged to accomplish small group or individual student supports.

## Elementary K-5

### General Instructional Guidelines for In-Person Instruction

- Repeat in person lessons with remote learners
- Core subjects-90-120 minutes Literacy Block, 90 minutes Math, 30 minutes Science, 30 minutes Social Studies (Combination of live and remote instruction)
- Interventions 30 minutes (face to face, ELA/SLA/ELD, Math)
- Differentiated Menu of Activities
- Continued the use of digital resources

- Electronic submission of assignments (InSync, Teams.Synergy)
- Communicate expectations, provide regular feedback and expectations for grading
- Provide opportunities for students to discuss and collaborate
- Communicate expectations; provide regular feedback and expectations for grading.

### **General Instructional Guidelines for Remote/Asynchronous Instruction**

- Self-Management skills should be explicitly taught and practiced for students to be successful with Asynchronous learning.
- It is recommended that OMA instruction be conducted when students are learning remotely so that students can connect live to the school when learning remotely.
- Supplement digital content with synchronous opportunities for one-to-one or small group learning.
- Provide opportunities for students to discuss and collaborate.
- Communicate work expectations and schedules.
- Communicate grading expectations, provide regular feedback.

#### **Note:**

Asynchronous instruction is not homework; it is rather an opportunity to expand on the contents presented during live teaching for extended practice and enrichment opportunities. Teachers may utilize pre-recorded lessons, frontload information, assign extension activities and use it as a time for students to engage more deeply with the content. Asynchronous instruction does not necessarily include online activities only; students can work on projects, reading, and writing assignments. It is important that teachers teach self-management skills explicitly for students to be successful with asynchronous learning.

### Sample Elementary Schedule for Hybrid Instruction

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Half Day AM 8:15-11:25	In Person students	In Person students	In person and Remote Groups will meet remotely as a Whole Class	In Person students	In Person students
	Remote students learning online	Remote students learning online		Remote students learning online	Remote students learning online
<b>Lunch: Grab-n-Go</b>					
Half Day PM 12:00-2:25	In Person students learning online	In Person students learning online	12:00-2:30 Teacher Planning or Office Hours	In Person students learning online	In Person students learning online
	Remote students Learning online with teacher	Remote students Learning online with teacher	2:30-3:30 Professional Development	Remote students Learning online with teacher	Remote students Learning online with teacher

Table 3: Sample Hybrid Elementary Schedule \*AM Group includes breakfast and recess

In Person
Remote

Morning	Live Instruction	Asynchronous Instruction
Literacy	<ul style="list-style-type: none"> <li>Close Reading, Text Discussion, Response to Literature</li> <li>Vocabulary</li> <li>Phonics</li> </ul>	<ul style="list-style-type: none"> <li>Assignments on Benchmark Universe</li> <li>Consumable pages</li> <li>Journal</li> <li>Waterford or Imagine Learning, IXL</li> </ul>
<b>Outdoor Recess</b>		
Literacy Continued	<ul style="list-style-type: none"> <li>Guided Reading</li> <li>Literacy Menu</li> </ul>	<ul style="list-style-type: none"> <li>Independent Reading "Box" of books from guided reading and just right books.</li> <li>Assignment of additional text on Benchmark Universe</li> </ul>
Math	<ul style="list-style-type: none"> <li>Fluency Practice</li> <li>Application Problem</li> <li>Concept Development</li> <li>Student Debrief</li> </ul>	<ul style="list-style-type: none"> <li>Video Lesson</li> <li>Problem Set</li> <li>Fluency Practice</li> </ul>
Science or Social Studies	<ul style="list-style-type: none"> <li>Demonstration</li> <li>Discussion</li> <li>Reading</li> </ul>	<ul style="list-style-type: none"> <li>Hands on experiments/investigation</li> <li>Project</li> </ul>

Table 4: Sample Lessons

## Sample for Elementary Asynchronous Instructional Schedule

When students are working asynchronously, schools will have to work in developing a schedule that incorporates specials, counseling, interventions and other specialized instruction such as Fine Arts when students are not in school. Within this schedule, there should also be a set time for students to complete asynchronous work assigned by their teachers in either IXL, Imagine Learning, Waterford or any other approved digital platforms. Students' day should have multiple learning experiences and with constant contact with the school.

Time		Monday	Tuesday	Wednesday	Thursday	Friday
Half Day AM 8:15-11:25	Remote Work	OMA	OMA	In person and Remote Groups will meet remotely as a Whole Class	OMA	OMA
		Library	Library		Library	Library
		Counseling	Counseling		Counseling	Counseling
		Interventions	Interventions		Interventions	Interventions
		Asynchronous	Asynchronous		Asynchronous	Asynchronous
<b>Lunch: Grab-n-Go</b>						
Half Day PM 12:00-2:25	Remote Work	OMA	OMA	12:00-2:30 Teacher Planning or Office Hours	OMA	OMA
		Library	Library		Library	Library
		Counseling	Counseling	2:30-3:30 Professional Development	Counseling	Counseling
		Interventions	Interventions		Interventions	Interventions
		Asynchronous	Asynchronous		Asynchronous	Asynchronous

## Instructional Guidelines for Middle Schools and High Schools

### **General Instructional Guidelines for In-Person Instruction**

- Self-Management skills must be explicitly taught and practiced for students to be successful with Asynchronous learning.
- Repeat in person lessons with remote learners
- School sites will follow all health and safety protocols as outlined in the re-entry plan for TUSD.
- Teachers will plan for in-person and remote/asynchronous lessons.
- Passing periods must be 10 min for physical school attendance.
- Electronic submission of assignments (Teams, Synergy, In Sync).
- Communicate expectations; provide regular feedback and expectations for grading.
- HS Sites will have the ability to develop a straight or block bell schedule
- Flexibility with division of students based on numbers who select in-person/online
- The students need to bring their devices/ Chromebooks to the classroom.

### **General Instructional Guidelines for Remote/Asynchronous Instruction**

- Self-Management skills should be explicitly taught and practiced for students to be successful with Asynchronous learning.
- It is recommended that OMA and other specialized classes, be conducted when students are learning remotely so that students can connect live to the school when learning remotely.
- Supplement digital content with synchronous opportunities for one-to-one or small group learning with additional support staff at the school.
- Provide opportunities for students to discuss and collaborate.
- Communicate work expectations and schedules to families.
- Communicate grading expectations, and provide regular feedback

#### **Note:**

Asynchronous instruction is not homework; it is rather an opportunity to expand on the contents presented during live teaching for extended practice and enrichment opportunities. Teachers may utilize pre-recorded lessons, frontload information, assign extension activities and use it as a time for students to engage more deeply with the content. Asynchronous instruction does not necessarily include online activities only; students can work on projects, reading, and writing assignments. It is important that teachers teach self-management skills explicitly for students to be successful with asynchronous learning.



## Sample Hybrid Schedule for Middle School and High Schools

## Middle &amp; HS Proposal

6 Period Day-High School: In-Person & Remote					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:10-9:08 (58 min)	Period 1	Period 4	Period 1 8:10-8:45 ( 35 min)	Period 1	Period 4
9:18-10:16 (58 min)	Period 2	Period 5	Period 2 8:50-9:25 ( 35 min)	Period 2	Period 5
10:26-11:24 (58 min)	Period 3	Period 6	Period 3 9:30-10:05 ( 35 min)	Period 3	Period 6
Lunch 11:24-12:05 (41 min)			Lunch 10:05-10:40 (35 min)		
*Early Release 12:06			Period 4 10:45-11:20 ( 35 min)		
12:09-1:07 (58 min)	Period 4	Period 1	Period 5 11:25-12:00 ( 35 min)	Period 4	Period 1
1:12-2:10 (58 min)	Period 5	Period 2	Period 6 12:05-12:40 ( 35 min)	Period 5	Period 2
2:15-3:13 (58 min)	Period 6	Period 3	12:40-2:20 Planning	Period 6	Period 3
Dismissal from Remote			Professional Development 2:20-3:20		

\*Early release "Half day" schedule (In-person students would be attending school via early release bell schedule)

In-Person (hybrid): <ul style="list-style-type: none"> <li>• Students are on campus every morning for teacher led instruction. <b>(58 minutes per class)</b></li> <li>• <b>10 minute passing periods (M, T, Th, F)</b></li> <li>• Asynchronous work is every afternoon</li> </ul>
Remote (Full-time remote): <ul style="list-style-type: none"> <li>• Asynchronous is every morning</li> <li>• Teacher led instruction to remote students every afternoon. (58 minutes per class)</li> <li>• 5 minute "break" periods in between classes</li> </ul>

Whole group Instruction every Wednesday (remote for all students) = 35 minutes of instruction per period

\*\*Teacher planning period offered everyday

7 Period Day-middle school: Online & Remote					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:50-9:38 (48 min)	Period 1	Period 5	Period 1 8:50-9:25 ( 35 min)	Period 1	Period 5
9:48-10:36 (48 min)	Period 2	Period 6	Period 2 9:30-10:05 ( 35 min)	Period 2	Period 6
10:46-11:34 (48 min)	Period 3	Period 7	Period 3 10:10-10:45 ( 35 min)	Period 3	Period 7
11:44-12:08 (24 min)	Period 4	Period 4	Period 4 10:50-11:25 ( 35 min)	Period 4	Period 4
Lunch 12:08-12:43 (35 min)			Lunch 11:25-12:00 (35 minutes)		
*Early Release 12:50			Period 5 12:10-12:45 ( 35 min)		
12:47-1:35 (48 min)	Period 5	Period 1	Period 6 12:50-1:25 ( 35 min)	Period 5	Period 1
1:40-2:28 (48 min)	Period 6	Period 2	Period 7 1:30-2:05 ( 35 min)	Period 6	Period 2
2:33-3:21 (48 min)	Period 7	Period 3	Planning 2:05- 2:50	Period 7	Period 3
3:26-3:50 (24 min)	Period 4	Period 4	PD 2:50-3:50	Period 4	Period 4
Dismissal from Remote					

\*Early release "Half day" schedule (In-person students would be attending school via early release bell schedule)

Whole group Instruction every Wednesday (remote for all students) = 35 minutes

\*\*Teacher planning period offered everyday (Personal and Team plan)

<p>In-Person (hybrid): A</p> <ul style="list-style-type: none"> <li>• Students are on campus every morning for teacher led instruction. <b>(48 minutes per class)</b></li> <li>• <b>*4<sup>th</sup> period occurs every day-24 minutes a day</b></li> <li>• <b>10 minute passing periods</b></li> <li>• Asynchronous work is every afternoon</li> </ul>
<p>Remote (Full-time remote): B</p> <ul style="list-style-type: none"> <li>• Asynchronous is every morning</li> <li>• Teacher led instruction to remote students every afternoon. <b>(51 minutes per class)</b></li> <li>• 5 minute "break" periods in between classes</li> </ul>

## Sample MS/HS Asynchronous Schedule

When students are working asynchronously, schools will have to work in developing a schedule that incorporates electives and other synchronous opportunities such as counseling, interventions, time to work on digital platforms etc. Students' day should have multiple learning experiences and with constant contact with the school.



## Section 5: Learning Spaces

Learning spaces will remain open for our At-Risk student populations and on an “as needed” basis for Wednesdays. They will be supervised by a proctor and provide students with a place to go during the day for asynchronous work only.

Students will attend their regular classrooms for in-person instruction for four half days a week at their designated days.

## Section 6: Full Time Online

The Tucson Unified School District understands and respects that some families will select a remote only option for their students. TUSD’s remote option will be available with the same teachers your students currently have and will remain throughout the year. The remote option will be offered in the afternoon for all students. Students will complete extension and enrichment activities as well as asynchronous instruction in the mornings. For example, if your student is a remote learner, they will log in the mornings, and complete assigned asynchronous activities,

watch pre-recorded lessons and be ready to log in to meet synchronously with their teachers in the afternoon.

## Section 7: Exceptional Education

At the initial opening of school sites, TUSD provided hub sites for self-contained classrooms across the district. These sites will remain as they are until the end of the semester and until students can transition properly to their home sites.

Students in an Individualized Education Program have an (IEP) that will be participating in the hybrid model will receive the accommodations as outlined in their IEP plans.

Students participating in full time remote will have the same opportunities as the general education peers.

Section 8: Pre-School

- Teachers and TAs will be with in person with students 4 days a week
- Teachers and TAs will meet with students for remote/synchronous instruction 5 days a week
- Teachers and TAs will have 15 (or less) students per group and session
- Students will be provided with small group and one-on-one interventions and instruction both in person and remotely, as needed
- Transportation will be available for students who qualify

\*\* If at a site a majority of families selects remote instruction then we will provide 4 days a week of 3 hours in person to all students who select that model and a remote option, 4 days in the afternoon.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Half Day AM</b>	<b>In Person Students</b> (3 hours)	<b>In Person Students</b> (3 hours)	<b>All Remote In Person and Remote Whole Class</b>	<b>In Person Students</b> (3 hours)	<b>In Person Students</b> (3 hours)
<b>Lunch</b>					
<b>Half Day PM</b>	<b>In Person Students learning asynchronously</b>	<b>In Person Students learning asynchronously</b>	Department PD, School Site PD, PLCs, ADE GOLD student Data entry, Teacher planning, remote small group & 1:1interventions  <i>Cleaning, Sanitizing, and disinfecting classroom</i>	<b>In Person Students learning asynchronously</b>	<b>In Person Students learning asynchronously</b>
	<b>Remote Students Learning synchronously with teacher</b> (30-45 minutes)  remote small group & 1:1interventions	<b>Remote Students Learning synchronously with teacher</b> (30-45 minutes)  remote small group & 1:1interventions		<b>Remote Students Learning synchronously with teacher</b> (30-45 minutes)  remote small group & 1:1interventions	<b>Remote Students Learning synchronously with teacher</b> (30-45 minutes)  remote small group & 1:1interventions

### Section 9: Additional Considerations

- All sites will follow re-entry plan protocols to ensure appropriate steps are taken for the continued health and safety of our students and staff.

\*See TUSD's re-entry planning document:

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

### Section 10: Sample Cohort Schedules if Sites' Capacity Exceed a Safe Threshold

#### Cohort Elementary Sample

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Half Day AM 8:15-11:25	In Person students Cohort A	In Person students Cohort B	In person and Remote Groups will meet remotely as a Whole Class	In Person students Cohort A	In Person students Cohort B
	Remote students learning online	Remote students learning online		Remote students learning online	Remote students learning online
<b>Lunch: Grab-n-Go</b>					
Half Day PM 12:00-2:25	In Person students learning online	In Person students learning online	12:00-2:30 Teacher Planning	In Person students learning online	In Person students learning online
	Remote students Learning online with teacher	Remote students Learning online with teacher	2:30-3:30 Professional Development	Remote students Learning online with teacher	Remote students Learning online with teacher

Cohort Middle and High School

**Middle & High School**

<b>6 Period Day-High School: Hybrid (Cohort A &amp; B)</b>					
	Monday (Cohort A)	Thursday Cohort B	Wednesday ALL Students!	Thursday (Cohort A)	Friday Cohort B
8:10-9:08 (58 min)	Period 1	Period 1	Period 1 8:10-8:45 ( 35 min)	Period 4	Period 4
9:18-10:16 (58 min)	Period 2	Period 2	Period 2 8:50-9:25 ( 35 min)	Period 5	Period 5
10:26-11:24 (58 min)	Period 3	Period 3	Period 3 9:30-10:05 ( 35 min)	Period 6	Period 6
Lunch 11:24-12:05 (41 min)			Lunch 10:05-10:40 (35 min)		
*Early Release 12:06			Period 4 10:45-11:20 ( 35 min)		
12:09-1:07 (58 min)	Period 4	Period 4	Period 5 11:25-12:00 ( 35 min)	Period 1	Period 1
1:12-2:10 (58 min)	Period 5	Period 5	Period 6 12:05-12:40 ( 35 min)	Period 2	Period 2
2:15-3:13 (58 min)	Period 6	Period 6	12:40-2:20 Planning	Period 3	Period 3
Dismissal from Remote			Professional Development 2:20-3:20		

<b>7 Period Day-middle school</b>					
	Monday (Cohort A)	Tuesday (Cohort B)	Wednesday ALL Students!	Thursday (Cohort A)	Friday (Cohort B)
8:50-9:38 (48 min)	Period 1	Period 1	Period 1 8:50-9:25 (35 min)	Period 5	Period 5
9:48-10:36 (48 min)	Period 2	Period 2	Period 2 9:30-10:05 (35 min)	Period 6	Period 6
10:46-11:34 (48 min)	Period 3	Period 3	Period 3 10:10-10:45 (35 min)	Period 7	Period 7
11:44-12:08 (24 min)	Period 4	Period 4	Period 4 10:50-11:25 (35 min)	Period 4	Period 4
Lunch 12:08-12:43 (35 min)			Lunch 11:25-12:00 (35 minutes)		
*Early Release 12:50			Period 5 12:10-12:45 (35 min)		
12:47-1:35 (48 min)	Period 5	Period 5	Period 6 12:50-1:25 (35 min)	Period 1	Period 1
1:40-2:28 (48 min)	Period 6	Period 6	Period 7 1:30-2:05 (35 min)	Period 2	Period 2
2:33-3:21 (48 min)	Period 7	Period 7	Planning 2:05- 2:50	Period 3	Period 3
3:26-3:50 (24 min)	Period 4	Period 4	PD 2:50-3:50	Period 4	Period 4
Dismissal from Remote					



## Acknowledgements

The Tucson Unified School District would like to acknowledge and thank our district leaders, teachers and staff who contributed to the development of this plan. Their names are included below:

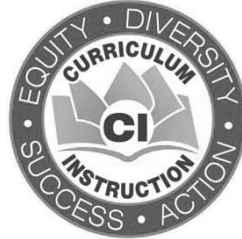
<i>Agnew, Andrew</i>	<i>Sr. Manager</i>	<i>Technology</i>
<i>Aguayo, Vanessa</i>	<i>Coordinator</i>	<i>Guidance &amp; Counseling</i>
<i>Alvarez, Mark</i>	<i>Assistant Superintendent</i>	<i>Region 2</i>
<i>Aranda, Heidi</i>	<i>Sr. Director</i>	<i>Curriculum Development</i>
<i>Armenta, Frank</i>	<i>Principal</i>	<i>Cholla High</i>
<i>Ashcraft, Joan</i>	<i>Director</i>	<i>Fine Arts</i>
<i>Barajas, Victoria</i>	<i>Principal</i>	<i>Van Buskirk Elementary</i>
<i>Bolasky, Kathryn</i>	<i>Principal</i>	<i>Sam Hughes Elementary</i>
<i>Butler, James</i>	<i>Sr. Director</i>	<i>Technology</i>
<i>Carmona-Alday, Alma</i>	<i>Principal</i>	<i>C.E. Rose K-8</i>
<i>Chai, Gabriela</i>	<i>Teacher</i>	<i>Lynn Urquides Elementary</i>
<i>Chaney, Margaret</i>	<i>President</i>	<i>TEA</i>
<i>Encinas, Brenda</i>	<i>Principal</i>	<i>Vesey Elementary</i>
<i>Fleming, Erik</i>	<i>Teacher</i>	<i>Tucson High Magnet</i>
<i>Freed, Jason</i>	<i>Teacher</i>	<i>Alice Vail Middle/TEA</i>
<i>Freitas Ph.D., Halley</i>	<i>Director</i>	<i>Assessment &amp; Evaluation</i>
<i>Gabor, Cara</i>	<i>Assistant Director</i>	<i>Exceptional Education</i>
<i>Garcia, Deborah</i>	<i>Principal</i>	<i>Secrist Middle</i>
<i>Gerhard, Trisha</i>	<i>Counselor</i>	<i>Magee Middle</i>
<i>Gist, Stacey</i>	<i>Principal</i>	<i>Valencia Middle</i>
<i>Gonzalez, Norma</i>	<i>Program Manager</i>	<i>Curriculum Development</i>
<i>Grove, Mollie</i>	<i>Teacher</i>	<i>Alice Vail Middle</i>
<i>Houston Judd, Elizabeth</i>	<i>Teacher</i>	<i>Kellond Elementary</i>
<i>Huitt, Flori</i>	<i>Assistant Superintendent</i>	<i>Curriculum &amp; Instruction</i>

<i>Kievit, Reem</i>	<i>Director</i>	<i>Pre-K</i>
<i>Korman, Meghan</i>	<i>Teacher</i>	<i>Sam Hughes Elementary</i>
<i>Kramer, Aurora</i>	<i>Curriculum Services Provider</i>	<i>Erickson Elementary</i>
<i>Kroh, Ana</i>	<i>Counselor</i>	<i>Palo Verde Magnet/TEA</i>
<i>Kukla, David</i>	<i>Teacher</i>	<i>Sabino High</i>
<i>Lambert, Brian</i>	<i>Assistant Superintendent</i>	<i>Region 1</i>
<i>Lansa, Jon</i>	<i>Director</i>	<i>Title 1</i>
<i>Leeson, Carol</i>	<i>Principal</i>	<i>Cavett Elementary</i>
<i>Leman-Hammel, Holly</i>	<i>Assistant Superintendent</i>	<i>Region 5</i>
<i>Lenhart, Leslie</i>	<i>Director</i>	<i>Communication &amp; Media Relations</i>
<i>Loria, Christina</i>	<i>PDAT</i>	<i>Curriculum Development</i>
<i>Manzano, Anna</i>	<i>Coordinator – Dual Language</i>	<i>Language Acquisition</i>
<i>Martin Parrish, Elizabeth</i>	<i>Assistant Director</i>	<i>Exceptional Education</i>
<i>McCollum, Chuck</i>	<i>Coordinator</i>	<i>Career &amp; Technical Ed.</i>
<i>Mendoza, Art</i>	<i>TEA</i>	<i>TEA</i>
<i>Meneguín, Brenda</i>	<i>Principal</i>	<i>Kellond Elementary</i>
<i>Merrick, Michelle</i>	<i>Program Manager</i>	<i>Curriculum Development</i>
<i>Meza, Maricela</i>	<i>Director</i>	<i>Employee Relations</i>
<i>Morgan, Jill</i>	<i>Counselor</i>	<i>Rincon High</i>
<i>Muir, John</i>	<i>Director</i>	<i>Operations</i>
<i>Ontiveros, Corina</i>	<i>Teacher</i>	<i>Culturally Responsive Pedagogy</i>
<i>Oviedo, Dynah</i>	<i>Research Project Manager</i>	<i>Assessment &amp; Evaluation</i>
<i>Rodriguez, Shawna</i>	<i>Principal</i>	<i>Tucson High Magnet</i>
<i>Rivera-Russell</i>	<i>Elizabeth</i>	<i>Pistor Middle School</i>
<i>Rose, Ernest</i>	<i>Assistant Superintendent</i>	<i>Region 4</i>
<i>Saczko, Sky</i>	<i>Director</i>	<i>Advanced Learning Experience</i>
<i>Salmon, Sabrina</i>	<i>Director</i>	<i>Exceptional Education</i>
<i>Sanchez, Richard</i>	<i>Assistant Superintendent</i>	<i>Region 3</i>

<i>Sandoval-Taylor, Patricia</i>	<i>Director</i>	<i>Language Acquisition</i>
<i>Sotelo, Omar</i>	<i>PDAT</i>	<i>Curriculum Development</i>
<i>Strozier, Tonya</i>	<i>Principal</i>	<i>Holladay Elementary</i>
<i>Thomas, Chandra</i>	<i>Principal</i>	<i>Robins K-8</i>
<i>Thornton, Jennifer</i>	<i>Teacher</i>	<i>Collier Elementary</i>
<i>Vacura, Anthony</i>	<i>Teacher</i>	<i>Tucson High Middle</i>
<i>Weatherless, Renee</i>	<i>Executive Director</i>	<i>Finance</i>
<i>Young, Blaine</i>	<i>Chief Technology Officer</i>	<i>Technology</i>
<i>Zamora, Martha</i>	<i>Director</i>	<i>Transportation</i>
<i>Zwaduk, Roseanne</i>	<i>Teacher</i>	<i>Tucson High Magnet</i>

End of Document

# TUCSON UNIFIED SCHOOL DISTRICT



## Elementary Grades 3-5

Tucson Unified School District

**BOARD APPROVED: DATE**

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## Tucson Unified School District

The Academic Recovery Task Force charge is to develop an Academic Recovery Program that will focus on students who are currently not achieving mastery in academic standards.

The following individuals served on the Tucson Unified School District Academic Recovery Task Force and have been involved in the writing and planning of the Targeted Academic Support Plan:

Name	Title/Position	School Building
<b>Mark Alvarez</b>	Regional Assistant Superintendent	Santa Cruz Region
<b>Heidi Aranda</b>	Senior Director for Curriculum & Instruction	LIRC
<b>Roxanne Begay</b>	Native American Student Services Director	Southwest Center
<b>Holly Leman Hammel</b>	Regional Assistant Superintendent	Pantano Region
<b>Patricia Sandoval-Taylor</b>	Language Acquisition Director	LIRC

### District Mission Statement

The mission of the Tucson Unified School District, in partnership with parents and the greater community, is to assure each pre-K through 12th grade student receives an engaging, rigorous and comprehensive education.

The District is committed to inclusion and non-discrimination in all District activities. At all times, District staff should work to ensure that staff, parents, students and members of the public are included and welcome to participate in District activities.

## INTRODUCTION

The Targeted Academic Support Plan functions as a significant educational strategy or framework designed to identify students who need additional support in order to achieve grade level or beyond proficiency/performance.

### **Targeted Academic Support Defined**

The Targeted Academic Support Plan integrates assessments and interventions to maximize student achievement. The district provides evidence-based interventions, uses specific data to identify students and monitor their progress, and adjusts the intensity and nature of those interventions depending on a student's responsiveness.

<b>Goals of the Program</b>	
<b>Attendance</b>	To improve attendance to at least 90%.
<b>Grades</b>	To achieve grade level proficiency (3 or 4) on report card.
<b>Quarterly Benchmark Scores</b>	To achieve grade level proficiency (Proficient and Highly Proficient) on Assessments.
<b>Promotion/Retention</b>	N/A

### **Tier Two Targeted Academic Support Plan**

Tier Two is typically small group, supplemental instruction. Supplemental instruction is provided in addition to, and not in place of core instruction students receive in Tier 1. Instruction/interventions provided at this level/tier are designed to address the needs of the student.

Each school is required to establish a school-wide plan in order to support identified students. The school must select and define the specific structure based on the following minimum requirements:

## **Determining Students for Targeted Support**

To determine which students will be targeted for the program, the school will use the following criteria:

Targeted Academic Support Selection Criteria (3-5)	
<b>Attendance</b>	Below 85%.
<b>Grades</b>	Any 1's & 2's in ELA, Any 1's & 2's in Operations and Algebraic Thinking and Number and Operations in Base Ten & Fractions
<b>Quarterly Benchmark Scores</b>	Partially or Minimally Proficient
<b>Promotion/Retention</b>	N/A

## **Instructional Model:**

### **Program:**

- 1) Teacher led targeted small group instruction.
  - Using Math Pathways and Pitfalls and Eureka Math
  - Benchmark Advanced/Adelante and Cengage
  - Imagine Language and Literacy Teacher Resources
  - Waterford Resources and Activities
  - IXL



## 2) Use of approved content platform:

<b>Platform</b>	<b>Grade</b>	<b>Purpose</b>
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
Imagine Learning Language and Literacy (COVID)	4-5	For ELLs to support language learning for remote instruction
Benchmark Advanced/ Adelante	K-5	CORE Reading program
Cengage Reach	K-5	CORE ELD Reading program
Eureka Math In Sync and Affirm and Equip	1-12	For Full Time Online 1-12 Math. Includes Lessons, student files and assessments. Will be accessible to all students.
Imagine Español (Recurring)	K-8	Dual Language Literacy supplemental instruction and intervention
IXL	4-12	Supplemental Instruction and Interventions (ELA & Math)
Achieve 3000	3-12	Dual Language

<b>Tier Two Academic Support</b>					
<b>Grades</b>	<b>Interventionist</b>	<b>Frequency</b>	<b>Duration</b>	<b>Location</b>	<b>Group Size</b>
<b>3-5</b>	Classroom Teacher	3x/week	30 min	Synchronously on Zoom while the rest of the class in working Asynchronously.	4-6
<b>3-5</b>	Classroom Teacher	3x/week	20	Asynchronous on approved platforms.	Individual

## **Progress Monitoring**

Progress monitoring is the practice of assessing student performance using assessments on a repeated basis to determine how well a student is responding to instruction. Data obtained from progress monitoring can (1) determine a student's rate of progress, (2) provide information on the effectiveness of instruction and whether to modify the intervention, and (3) identify the need for further or additional information. Progress monitoring data is also used to determine a student's proficiency on targeted skills/standards. The intensity of instruction/intervention will determine the frequency of progress monitoring.

- **Repeated assessments** of student achievement which should include curriculum-based measures to determine if interventions are resulting in student progress toward age or grade level standards.
  
- **Document** student progress and teacher support toward identified goals. This is to occur weekly.
  - For a recently reclassified student from ELL status, click here to document support on the Two-Year Review Form. Once the form is completed, file the form in CUM
  - MTSS documentation should be completed where applicable to include these interventions
  
- **Written notification to the parents** when the student requires an intervention beyond that provided to all students in the general education classroom that provides information about the:
  - amount and nature of student performance data that will be collected and the general education services that will be provided.
  - strategies for increasing the student's rate of learning; and
  - parents' right to request an evaluation for special education programs and/or services

The Targeted Academic Support Program will use **common assessments** to determine targeted students' progress in the program.

<b>Progress Monitoring Criteria (3-5)</b>	
<b>Name of Progress Monitoring Tool</b>	<b>Duration between assessments and notes about how data will be used.</b>
<p>Required:</p> <ul style="list-style-type: none"> <li>• Observation Form</li> <li>• Class List of Groups</li> <li>• Schedule</li> <li>• Platform Usage Report</li> <li>• Platform Progress/Skill Proficiency Report</li> </ul>	<ul style="list-style-type: none"> <li>• Walk Through Observation Form that identifies best practices of small group instruction to be used by administrator and coaches for feedback.</li> <li>• Class list that identifies small groups for ELA and Math turned in initially and anytime there is a change</li> <li>• Schedule that identifies days and times for each group as well as the targeted skill.</li> <li>• Data report from approved platform on individual student time spent on platform.</li> <li>• Data report from approved platform on individual student progress and any diagnostic data or skill proficiency.</li> </ul>
<p>Additional Site Determined Tools:</p>	<p>E.g.:</p> <ul style="list-style-type: none"> <li>• NSGRA or DRA2</li> <li>• Eureka Math Unit assessment</li> <li>• Imagine Learning/Waterford</li> <li>• Math Pathways and Pitfalls</li> <li>• Benchmark Advance/Adelante/Cengage</li> <li>• SchoolCity Benchmark Assessments</li> </ul>
<p>Additional Site Determined Tools:</p>	

<b>Roles and Responsibilities (3-5)</b>	
<b>Individuals</b>	<b>Responsibilities</b>
Principals/ Administration	<ul style="list-style-type: none"> <li>• Walk through monitoring implementation</li> <li>• Provide feedback</li> <li>• Coaching teachers through process</li> <li>• Clear Expectations for Staff around District Tier II PD</li> <li>• Response (4 Defour PLC questions)</li> <li>• Systems to ensure the implementation of plan</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>• Identify students that meet criteria and need</li> <li>• Attend Professional Development</li> <li>• Development plan when 20 min x3 a week during the regular academic day</li> <li>• Develop small groups (5 students)</li> <li>• Implement plan during academic day</li> <li>• Monitor student progress with measurable assessment/ standards based</li> </ul>
Regional Assistant Sup	<ul style="list-style-type: none"> <li>• Collect data from sites showing implementation</li> <li>• Ensuring administration is doing their role</li> <li>• Coaching admin through process</li> </ul>
Curriculum and Instruction	<ul style="list-style-type: none"> <li>• Provide PD for all academic teachers in Tier I and Tier II</li> <li>• Continue to monitor implementation and its effectiveness</li> <li>• Provide data collection to principals</li> </ul>
MTSS	<ul style="list-style-type: none"> <li>• Monitor students as part of MTSS</li> <li>• Support the proper identification of appropriate intervention.</li> <li>• Support the proper use of approved platforms.</li> <li>• Support the gathering of data from platforms and other interventions.</li> </ul>

CSP	<ul style="list-style-type: none"> <li>• Support site in identifying students.</li> <li>• Support teachers in developing groupings and scheduling.</li> <li>• Response (4 Defour PLC questions)</li> <li>• Support teachers in identifying resources, planning instruction and assessments and model lessons.</li> <li>• Support in the instruction and assessment process where appropriate.</li> </ul>
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## **DATA-BASED DECISION MAKING**

A key component of the Targeted Academic Support framework is the use of data to inform educational decision-making at the individual student, classroom, and school levels. Benchmark/screening assessments and progress monitoring data inform decisions relative to risk status, level and type of interventions needed to help individual students make progress.

## **PROFESSIONAL DEVELOPMENT**

Requires each school take “appropriate steps to ensure that staff have the knowledge and skills necessary to implement the program and that such program is implemented consistent with...” the specific structure and components of the process selected by the school district.

## **PARENT NOTIFICATION**

Parents are notified when their child requires an intervention beyond that provided to all students in the general education classroom. Notification is provided to parents when (indicate when parents are notified) via letter that indicates:

- The nature of the intervention their child will be receiving
  - Type of intervention
  - Frequency
  - Duration
  - Interventionist
  - Location
- The amount and nature of student performance data that will be collected
  - Type of data
  - Screening tool

- Review date of progress
- Strategies for improving the student's rate of learning
- Their right to request an evaluation for special education programs and/or services

**Considerations for Parents Whose Native Language is Not English:** In this section, identify the strategies or accommodations your school district will implement for those parents whose native language is not English.

# Grades 6-8

Tucson Unified School District

**BOARD APPROVED: DATE**

**Tucson Unified School District**

The Academic Recovery Task Force charge is to develop an Academic Recovery Program that will focus on students who are currently not achieving mastery in academic standards.

The following individuals served on the Tucson Unified School District Academic Recovery Task Force and have been involved in the writing and planning of the Targeted Academic Support Plan:

Name	Title/Position	School Building
Kinasha Brown	Assistant Superintendent	Equity and Diversity
María Federico Brummer	Director	Mexican American Student Services
Brian Lambert	Assistant Superintendent	Silverbell, Region 1
Christina Nickerson	Program Coordinator	Multi-Tiered System of Support
Patricia Dienz		WestEd

**INTRODUCTION**

The Targeted Academic Support Plan functions as a significant educational strategy or framework designed to identify students who need additional support in order to achieve grade level or beyond proficiency/performance.



## **Targeted Academic Support Defined**

The Targeted Academic Support Plan integrates assessments and interventions to maximize student achievement. The district uses specific data to identify students and monitor their progress. The district provides evidence-based interventions and adjusts the intensity and nature of those interventions depending on a student's responsiveness.

<b>Goals of the Program</b>	
<b>Attendance</b>	Improve engagement and/or contact between students and the school.
<b>Grades</b>	Reduced number of Ds and Fs in ELA and Math.
<b>Quarterly Benchmark Scores</b>	Show progress in ELA and Math assessments. Increase the number of students showing proficiency in ELA and math.
<b>Promotion/Retention</b>	100% of students will promote. Increase the number of students who will promote with ELA and math proficiency.

## **Tier Two Targeted Academic Support Plan**

Tier Two is typically small group, supplemental instruction. Supplemental instruction is provided in addition to, and not in place of core instruction students receive in Tier 1. Instruction/interventions provided at this level/tier are designed to address the needs of the student.

Each school is required to establish a school-wide plan in order to support identified students. The school must select and define the specific structure based on the following minimum requirements:

## **Determining Students for Targeted Support**

To determine which students will be targeted for the program, the school will use the following criteria: Any student that qualifies in two or more of these criteria will be in program.

<b>Targeted Academic Support Selection Criteria (6-8)</b>	
<b>Attendance</b>	Concerns based on online engagement.
<b>Grades</b>	Ds and Fs in ELA and Math
<b>Benchmarks</b>	Minimally proficient

## **Instructional Model:**

### **Program:**

*Focus is ELA and Math*

*Tier 2: Small group instruction for Tier 2 interventions during Asynchronistic Learning time by all classroom teachers. 60 minutes per week at 20 minute intervals per targeted subject area in need of intervention (ELA and Math) and 30 minutes in other content areas.*

*Allow for students to show mastery of the skill vs completing the assignment.*

Small group Intervention recommendations:

- Pre-teaching by scheduling the Tier 2 intervention to occur the day before students' Tier 1 math/ELA class.
- Reteaching of concepts to ensure understanding.
- Focus on building and developing students' conceptual understanding, not the memorization of facts and procedures.
- Implement evidence-based strategies for teaching and supporting students. (Low student/teacher ratio, classroom teacher as interventionist)

### **Districtwide Non-negotiables:**

- Documentation of interventions and communication in Synergy via Observations in alignment to MTSS.
- Any student with a D or F in ELA and or Math will be provided interventions by the classroom teacher to improve grades and proficiency through supplemental instruction to complete missing assignments to demonstrate mastery of learning concepts.
- Targeted small group instruction during the school day with the use of district approved platforms for 60 minutes per week.
- No additional work to be assigned as this is an opportunity to facilitate learning through missing assignments.
- Two-way parental notification following meaningful access guidelines.
- Socio-emotional supports provided by site resources as needed.

Tier Two Academic Support					
Grades	Interventionist	Frequency	Duration	Location	Group Size
6-8	<i>Classroom teacher</i>	Minimum of 60 minutes per week: 20 mins a day 3-5 days per week	Dec 1 <sup>st</sup> - Jan 15 <sup>th</sup>	*Virtual Asynchronous instruction with identified students in small groups during the regular school day.  Additional site-based opportunities: conference time and office hours dependent on existing school schedules.	Small Group no more than 5-8 students

## Progress Monitoring

Progress monitoring is the practice of assessing student performance using assessments on a repeated basis to determine how well a student is responding to instruction. Data obtained from progress monitoring can (1) determine a student's rate of progress, (2) provide information on the effectiveness of instruction and whether to modify the intervention, and (3) identify the need for further or additional information. Progress monitoring data is also used to determine a student's proficiency on targeted skills and standards. The intensity of instruction/intervention will determine the frequency of progress monitoring.

- **Repeated assessments** of student achievement which should include curriculum-based measures to determine if interventions are resulting in student progress toward age or grade level standards.
- **Written notification to the parents** when the student requires an intervention beyond that provided to all students in the general education classroom that provides information about the:
  - amount and nature of student performance data that will be collected and the general education services that will be provided.

- strategies for increasing the student’s rate of learning
- following meaningful access guidelines
- documentation of interventions and communication in Synergy via Observations

The Targeted Academic Support Program will use **common assessments** to determine targeted students’ progress in the program.

<b>Progress Monitoring Criteria (6-8)</b>	
<b>Name of Progress Monitoring Tool</b>	<b>Duration between assessments and notes about how data will be used.</b>
Required: Observation Form Class List of Groups Schedule Platform Usage Report Platform Progress/Skill Proficiency Report	<ul style="list-style-type: none"> <li>• Walk Through Observation Form that identifies best practices of small group instruction to be used by administrator and coaches for feedback.</li> <li>• Class list that identifies small groups for ELA and Math turned in initially and anytime there is a change.</li> <li>• Schedule that identifies the days and times for each small as well as the targeted skill.</li> <li>• Data report from approved platform that identifies individual student time spent on platform.</li> <li>• Data report from platform on individual student progress and any diagnostic data or skill proficiency.</li> </ul>
Additional Site Determined Tools	
Additional Site Determined Tools	

<b>Roles and Responsibilities(6-8)</b>	
<b>Individuals</b>	<b>Responsibilities</b>
Principals/ Administration	<ul style="list-style-type: none"> <li>• Walk through monitoring implementation</li> <li>• Clear Expectations for Staff around District Tier II PD</li> <li>• Response (4 Defour PLC questions)</li> <li>• Systems to ensure the implementation of plan</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>• Identify students that meet criteria and need</li> <li>• Attend Professional Development</li> <li>• Development plan when 20 min x3 a week during the regular academic day</li> <li>• Develop small groups (5 students)</li> <li>• Implement plan during academic day</li> <li>• Monitor student progress with measurable assessment/ standards based</li> </ul>
Regional Assistant Sup	<ul style="list-style-type: none"> <li>• Collect data from sites showing implementation</li> <li>• Ensuring administration is doing their role</li> <li>• Coaching admin through process</li> <li>•</li> </ul>
Curriculum and Instruction	<ul style="list-style-type: none"> <li>• Provide PD for all academic teachers in Tier I and Tier II</li> <li>• Continue to monitor implementation and its effectiveness</li> </ul>
MTSS	<ul style="list-style-type: none"> <li>• Monitor students as part of MTSS</li> <li>• Support the proper identification of appropriate intervention.</li> <li>• Support the proper use of approved platforms.</li> <li>• Support the gathering of data from platforms and other interventions.</li> </ul>
CSP	<ul style="list-style-type: none"> <li>• Support site in identifying students.</li> <li>• Support teachers in developing groupings and scheduling.</li> </ul>

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>• Support teachers in identifying resources, planning instruction and assessments and model lessons.</li> <li>• Support in the instruction and assessment process where appropriate.</li> </ul> |
|--|--|

## **DATA-BASED DECISION MAKING**

A key component of the Targeted Academic Support framework is the use of data to inform educational decision-making at the individual student, classroom, and school levels. Benchmark/screening assessments and progress monitoring data inform decisions relative to risk status, level and type of interventions needed to help individual students make progress.

## **PROFESSIONAL DEVELOPMENT**

Requires each school take “appropriate steps to ensure that staff have the knowledge and skills necessary to implement the program and that such program is implemented consistent with...” the specific structure and components of the process selected by the school district.

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  - Duration
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  - Location
- The amount and nature of student performance data that will be collected
  - Type of data
  - Screening tool
  - Review date of progress
- Strategies for improving the student’s rate of learning

- Their right to request an evaluation for special education programs and/or services

**Considerations for Parents Whose Native Language is Not English:** In this section, identify the strategies or accommodations your school district will implement for those parents whose native language is not English.

# High School Grades 9-12

Tucson Unified School District

**BOARD APPROVED: DATE**



## Tucson Unified School District

The Academic Recovery Task Force charge is to develop an Academic Recovery Program to support students currently not achieving mastery in academic standards.

The following individuals served on the Tucson Unified School District Academic Recovery Task Force and have been involved in the writing and planning of the Targeted Academic Support Plan:

Name	Title/Position	School/Department
<b>Tamara Ray</b>	Principal	Santa Rita High School
<b>Patricia Dienz</b>		WestEd
<b>Omar Sotelo</b>	Interim Program Manager of Academic Standards	Curriculum and Professional Development
<b>Lorenzo Lopez</b>	Director	Culturally Responsive Pedagogy & Instruction
<b>Colleen Bradley</b>	Central MTSS Facilitator	MTSS
<b>Sharon Ingram</b>	Assistant Principal	Cholla High School
<b>Michelle Sigafus</b>	District Testing Coordinator	Assessment and Evaluation
<b>Jimmy Hart</b>	Director	African American Student Services
<b>Susan Osiago</b>	Director	Multicultural Curriculum
<b>Rebecca Carrier</b>	District Coordinator	Guidance and Counseling
<b>Jon Lansa</b>	Senior Director	Grants and Federal Programs

**INTRODUCTION** The Targeted Academic Support Plan functions as a systemic educational framework designed to identify students who need additional support in order to achieve grade/course level or beyond proficiency/performance.

## **Targeted Academic Support Defined**

The Targeted Academic Support Plan integrates assessments and interventions to maximize student achievement. The district uses specific data to identify students and monitor their progress. The district provides evidence-based interventions and adjusts the intensity and nature of those interventions depending on a student's responsiveness.

<b>Goals of the Program</b>	
<b>Attendance</b>	Improve engagement between students and school.
<b>Grades</b>	Reduce the number of Fs.
<b>Quarterly Benchmark Scores</b>	Reduce the number of minimally proficient scores.
<b>Credit Current/Deficient</b>	Increase number of students on track to graduate with their cohort.

## **Tier Two Targeted Academic Support Plan**

Tier Two is typically small group, supplemental instruction. Supplemental instruction is provided in addition to, and not in place of core instruction every student receives in Tier One. Instruction/interventions provided at this level/tier are designed to address the needs of the student.

Each school is required to establish a school-wide plan in order to support identified students. The school must select and define the specific structure based on the following minimum requirements:

## **Determining Students for Targeted Support**

To determine which students will be targeted for the program, the school will use the following criteria:

<b>Targeted Academic Support Selection Criteria (9-12)</b> <i>Students should meet at least 3 of the 4 requirements</i> <b>*Seniors are a Priority</b>	
<b>Attendance</b>	5-8 absences in the course.
<b>Grades</b>	F or in danger of failing a course.
<b>Quarterly Benchmark Scores</b>	For Math and ELA classes: minimally proficient on quarterly benchmark and aligns with other data.
<b>Credit Deficient</b>	Students in danger of being credit deficient.  *Seniors in danger of not graduating with their cohort <b>must</b> be targeted.

## **Instructional Model:**

### **Program:**

Determine the why for the student. A student list is required to be filled out by the teacher and turned in to the principal to identify students from Semester 1 that need support Semester 2. Student is notified (parent is notified).

Embedded in school day every student identified must be part of a small group intervention for target academic support. These small group need to meet for a minimum of 60 min a week for ELA and Math and for a minimum of 30 min a week for other subjects and done during the block class time.

*Retaking of major tests/assessments with conditions for tutoring or attending conference. Completion of make-up work, projects, and other forms of showing mastery of standards/skills, late acceptance of work or work redone during the tutoring time. Students who show knowledge or competency in a strategy or skill via IXL, APEX, Small Group work may use that as a grade replacement for a grade of a test or assignment. All work will be accepted up to 10 days into the second semester.*

\*Seniors are a Priority

Tier Two Academic Support					
Grades	Interventionist	Frequency	Duration	Location	Group Size
9-12	ALL Classroom Teachers who have identified students.	Minimum of 60 minutes per week for each ELA and Math class.  30 minutes per week for all other classes required for graduation.	Till student has a passing grade	Virtual Synchronous time with teacher during either asynchronous class time, or scheduled conference periods.  <b>Additional opportunities:</b> conference hours, Saturday sessions, inter-sessions	4-7

## Progress Monitoring

Progress monitoring is the practice of assessing student performance using assessments on a repeated basis to determine how well a student is responding to instruction. Data obtained from progress monitoring can (1) determine a student's rate of progress, (2) provide information on the effectiveness of instruction and whether to modify the intervention, and (3) identify the need for further or additional information. Progress monitoring data is also used to determine a student's proficiency on targeted skills and standards. The intensity of instruction/intervention will determine the frequency of progress monitoring.

- **Repeated assessments** of student achievement which should include curriculum-based measures to determine if interventions are resulting in student progress toward age or grade level standards.
- **Written notification to the parents** when the student requires an intervention beyond that provided to all students in the general education classroom that provides information about the:
  - amount and nature of student performance data that will be collected and the general education services that will be provided.

- strategies for increasing the student’s rate of learning; and
- parents’ right to request an evaluation for special education programs and/or services

The Targeted Academic Support Program will use **common assessments** to determine targeted students’ progress in the program.

<b>Progress Monitoring Criteria (9-12)</b>	
<b>Name of Progress Monitoring Tool</b>	<b>Duration between assessments and notes about how data will be used.</b>
Required: Observation Form Class List of Groups Schedule Progress/Skill/Grade Attendance Report	<ul style="list-style-type: none"> <li>• Walk Through Observation Form that identifies best practices of small group instruction to be used by administrator and coaches for feedback. (done by site leadership)</li> <li>• Class list that identifies small groups turned in initially and anytime there is a change. (done by teachers and reviewed by site leadership)</li> <li>• Schedule that identifies the days and times for each small group as well as the targeted skill. (done by teachers and reviewed by site leadership)</li> <li>• Synergy Grade Book to see that student grade percentage is increasing tracked weekly. (done by teachers)</li> <li>• Attendance to small group instruction tracked weekly. (done by teachers)</li> </ul>
Additional Site Determined Tools	APEX  IXL  NewsELA

<b>Roles and Responsibilities(9-12)</b>	
<b>Individuals</b>	<b>Responsibilities</b>
Principals/ Administration	<ul style="list-style-type: none"> <li>• Walk through monitoring implementation</li> <li>• Clear Expectations for Staff around District Tier II PD</li> <li>• Response (4 Defour PLC questions)</li> <li>• Systems to ensure the implementation of plan</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>• Identify students that meet criteria and need</li> <li>• Attend Professional Development</li> <li>• Development plan when 20 min x3 a week during the regular academic day</li> <li>• Develop small groups (5 students)</li> <li>• Implement plan during academic day</li> <li>• Monitor student progress with measurable assessment/ standards based</li> </ul>
Regional Assistant Sup	<ul style="list-style-type: none"> <li>• Collect data from sites showing implementation</li> <li>• Ensuring administration is doing their role</li> <li>• Coaching admin through process</li> <li>•</li> </ul>
Curriculum and Instruction	<ul style="list-style-type: none"> <li>• Provide PD for all academic teachers in Tier I and Tier II</li> <li>• Continue to monitor implementation and its effectiveness</li> </ul>
MTSS	<ul style="list-style-type: none"> <li>• Monitor students as part of MTSS</li> <li>• Support the proper identification of appropriate intervention.</li> <li>• Support the proper use of approved platforms.</li> <li>• Support the gathering of data from platforms and other interventions.</li> </ul>
CSP	<ul style="list-style-type: none"> <li>• Support site in identifying students.</li> <li>• Support teachers in developing groupings and scheduling.</li> </ul>

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>• Support teachers in identifying resources, planning instruction and assessments and model lessons.</li> <li>• Support in the instruction and assessment process where appropriate.</li> </ul> |
|--|--|

## **DATA-BASED DECISION MAKING**

A key component of the Targeted Academic Support framework is the use of data to inform educational decision-making at the individual student, classroom, and school levels. Benchmark/screening assessments and progress monitoring data inform decisions relative to risk status, level and type of interventions needed to help individual students make progress.

## **PROFESSIONAL DEVELOPMENT**

Requires each school take “appropriate steps to ensure that staff have the knowledge and skills necessary to implement the program and that such program is implemented consistent with...” the specific structure and components of the process selected by the school district.

## **PARENT NOTIFICATION**

Parents are notified when their child requires an intervention beyond that provided to all students in the general education classroom. Notification is provided to parents when (indicate when parents are notified) via letter that indicates:

- The nature of the intervention their child will be receiving
  - Type of intervention
  - Frequency
  - Duration
  - Interventionist
  - Location
- The amount and nature of student performance data that will be collected
  - Type of data
  - Screening tool
  - Review date of progress
- Strategies for improving the student’s rate of learning

- Their right to request an evaluation for special education programs and/or services

**Considerations for Parents Whose Native Language is Not English:** In this section, identify the strategies or accommodations your school district will implement for those parents whose native language is not English.



# Elementary Grades K-2

Tucson Unified School District

**BOARD APPROVED: DATE**

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## Tucson Unified School District

The Academic Recovery Task Force charge is to develop an Academic Recovery Program that will focus on students who are currently not achieving mastery in academic standards.

The following individuals served on the Tucson Unified School District Academic Recovery Task Force and have been involved in the writing and planning of the Targeted Academic Support Plan:

Name	Title/Position	School Building
<b>Eileen Gow</b>	Assistant principal	Dietz
<b>Vanessa Aguayo</b>	Program Coordinator, Guidance & Counseling	Guidance & Counseling
<b>Diana Brena</b>	Program Coordinator, Reading Recovery	Curriculum & Instruction
<b>Diane Alvarez</b>	CSP	Van Buskirk
<b>Michelle Merrick</b>	Program Manager, Academic Interventions	Curriculum & Instruction
<b>Amy Mcallister</b>	PDAT, K-8 Literacy	Curriculum & Instruction
<b>Daniel Sanchez</b>	Program Coordinator, Instructional Data Intervention	Assessment & Evaluation

## INTRODUCTION

The Targeted Academic Support Plan functions as a significant educational strategy or framework designed to identify students who need additional support in order to achieve grade level or beyond proficiency/performance.

### **Targeted Academic Support Defined**

The Targeted Academic Support Plan integrates assessments and interventions to maximize student achievement. The district uses specific data to identify students and monitor their progress. The district provides evidence-based interventions and adjusts the intensity and nature of those interventions depending on a student's responsiveness.

<b>Goals of the Program</b>	
<b>Attendance</b>	To improve attendance to at least 90%.
<b>Grades</b>	To achieve grade level proficiency (3 or 4) on report card.
<b>Quarterly Benchmark Scores</b>	To achieve grade level proficiency (Proficient and Highly Proficient) on Assessments.
<b>Promotion/Retention</b>	N/A

## **Tier Two Targeted Academic Support Plan**

Tier Two is typically small group, supplemental instruction. Supplemental instruction is provided in addition to, and not in place of core instruction students receive in Tier 1. Instruction/interventions provided at this level/tier are designed to address the needs of the student.

Each school is required to establish a school-wide plan in order to support identified students. The school must select and define the specific structure based on the following minimum requirements:

## **Determining Students for Targeted Support**

To determine which students will be targeted for the program, the school will use the following criteria:

Targeted Academic Support Selection Criteria (K-2)	
<b>Attendance</b>	Between 85%
<b>Grades</b>	Any 1's & 2's in ELA and/or math
<b>Quarterly Benchmark Scores</b>	Partially or Minimally Proficient
<b>Promotion/Retention</b>	N/A

## **Instructional Model:**

### **Program:**

- Teacher led targeted small group instruction.
  - Using Math Pathways and Pitfalls and Eureka
  - Benchmark Advance/Adelante and Cengage
  - Imagine Language and Literacy Teacher Resources
  - Waterford Resources and Activities
- Use of approved content platforms:

<b>Platform</b>	<b>Grade</b>	<b>Purpose</b>
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
Benchmark Advanced/ Adelante	K-5	CORE Reading program
Cengage Reach	K-5	CORE ELD Reading program
Eureka Math In Sync and Affirm and Equip	1-12	For Full Time Online 1-12 Math. Includes Lessons, student files and assessments. Will be accessible to all students.

Imagine Español (Recurring)	K-8	Dual Language Literacy supplemental instruction and intervention
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Tier Two Academic Support					
Grades	Interventionist	Frequency	Duration	Location	Group Size
K-2	Classroom Teacher	3x/week	30 mins	Synchronous on Zoom while the rest of the class is working Asynchronously	4-6
K-2	Classroom teacher	3x/week	20 mins	Asynchronously on approved platforms	Individual

## Progress Monitoring

Progress monitoring is the practice of assessing student performance using assessments on a repeated basis to determine how well a student is responding to instruction. Data obtained from progress monitoring can (1) determine a student's rate of progress, (2) provide information on the effectiveness of instruction and whether to modify the intervention, and (3) identify the need for further or additional information. Progress monitoring data is also used to determine a student's proficiency on targeted skills and standards. The intensity of instruction/intervention will determine the frequency of progress monitoring.

- **Repeated assessments** of student achievement which should include curriculum-based measures to determine if interventions are resulting in student progress toward age or grade level standards.
- **Document** student progress and teacher support toward identified goals. This is to occur weekly.
  - For a recently reclassified student from ELL status, click here to document support on the Two-Year Review Form. Once the form is completed, file the form in CUM.
  - MTSS documentation should be completed where applicable to include these interventions.

- **Written notification to the parents** when the student requires an intervention beyond that provided to all students in the general education classroom that provides information about the:
  - amount and nature of student performance data that will be collected and the general education services that will be provided.
  - strategies for increasing the student’s rate of learning; and
  - parents’ right to request an evaluation for special education programs and/or services

The Targeted Academic Support Program will use **common assessments** to determine targeted students’ progress in the program.

<b>Progress Monitoring Criteria (K-2)</b>	
<b>Name of Progress Monitoring Tool</b>	<b>Duration between assessments and notes about how data will be used.</b>
Required: <ul style="list-style-type: none"> <li>• Observation Form</li> <li>• Class List of Groups</li> <li>• Schedule</li> <li>• Platform Usage Report</li> <li>• Platform Progress/Skill Proficiency Report</li> </ul>	<ul style="list-style-type: none"> <li>• Walk Through Observation Form that identifies best practices of small group instruction to be used by administrator and coaches for feedback.</li> <li>• Class list that identifies small groups for ELA and Math turned in initially and anytime there is a change.</li> <li>• Schedule that identifies the days and times for each small group, as well as the targeted skill.</li> <li>• Data report from approved platform that identifies individual student time spent on platform, such as Waterford, Imagine Learning, Cengage, or IXL.</li> <li>• Data report from platform on individual student progress and any diagnostic data or skill proficiency.</li> <li>• Data reports can be running records or anecdotal notes, Benchmark Advance resources, writing samples, etc.</li> </ul>
Additional Site Determined Tools	E.g.: <ul style="list-style-type: none"> <li>• NSGRA or DRA2</li> <li>• Eureka Math Unit assessment</li> <li>• Imagine Learning/Waterford</li> <li>• Math Pathways and Pitfalls</li> <li>• Benchmark Advance/Adelante/Cengage</li> <li>• SchoolCity Benchmark Assessments</li> </ul>

Additional Site Determined Tools	
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<b>Roles and Responsibilities(K-2)</b>	
<b>Individuals</b>	<b>Responsibilities</b>
Principals/ Administration	<ul style="list-style-type: none"> <li>• Walk through monitoring implementation</li> <li>• Clear Expectations for Staff around District Tier II PD</li> <li>• Response (4 Defour PLC questions)</li> <li>• Systems to ensure the implementation of plan</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>• Identify students that meet criteria and need</li> <li>• Attend Professional Development</li> <li>• Development plan when 20 min x3 a week during the regular academic day</li> <li>• Develop small groups (5 students)</li> <li>• Implement plan during academic day</li> <li>• Monitor student progress with measurable assessment/ standards based</li> </ul>
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Curriculum and Instruction	<ul style="list-style-type: none"> <li>• Provide PD for all academic teachers in Tier I and Tier II</li> <li>• Continue to monitor implementation and its effectiveness</li> </ul>
MTSS	<ul style="list-style-type: none"> <li>• Monitor students as part of MTSS</li> <li>• Support the proper identification of appropriate intervention.</li> <li>• Support the proper use of approved platforms.</li> </ul>

	<ul style="list-style-type: none"> <li>• Support the gathering of data from platforms and other interventions.</li> </ul>
CSP	<ul style="list-style-type: none"> <li>• Support site in identifying students.</li> <li>• Support teachers in developing groupings and scheduling.</li> <li>• Support teachers in identifying resources, planning instruction and assessments and model lessons.</li> <li>• Support in the instruction and assessment process where appropriate.</li> </ul>

## **DATA-BASED DECISION MAKING**

A key component of the Targeted Academic Support framework is the use of data to inform educational decision-making at the individual student, classroom, and school levels. Benchmark/screening assessments and progress monitoring data inform decisions relative to risk status, level and type of interventions needed to help individual students make progress.

## **PROFESSIONAL DEVELOPMENT**

Requires each school take “appropriate steps to ensure that staff have the knowledge and skills necessary to implement the program and that such program is implemented consistent with...” the specific structure and components of the process selected by the school district.

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  - Type of intervention
  - Frequency
  - Duration
  - Interventionist
  - Location
- The amount and nature of student performance data that will be collected

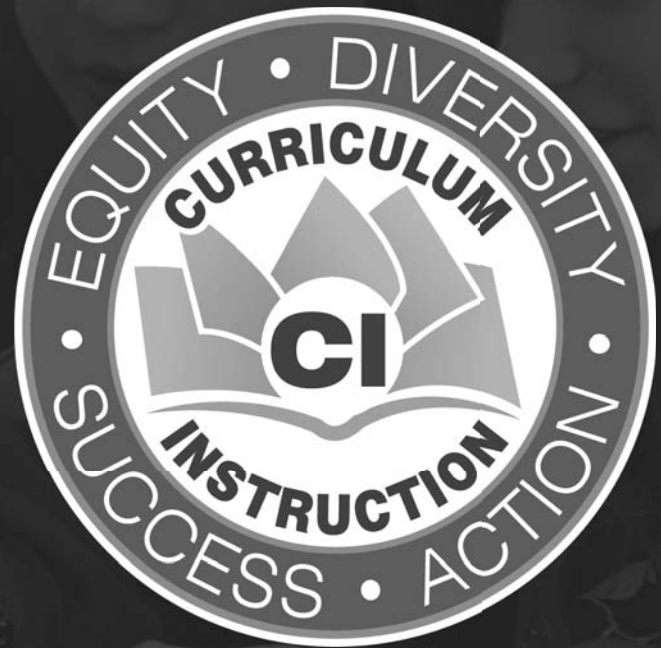


- Type of data
- Screening tool
- Review date of progress
- Strategies for improving the student's rate of learning
- Their right to request an evaluation for special education programs and/or services

**Considerations for Parents Whose Native Language is Not English:** In this section, identify the strategies or accommodations your school district will implement for those parents whose native language is not English.

TUSD  
Academic  
Recovery Task  
Force

TUCSON UNIFIED  
SCHOOL DISTRICT



# Task Force Charge

•••••  
To develop a short- and long-term Academic Recovery Program that will focus on students who are currently not achieving mastery in academic standards.



# Our Objective

Using a **multi-layered intervention approach** and multiple growth data indicators, the Curriculum and Instruction Department in collaboration with district leaders, will design, build upon, and develop, and an Academic Recovery Program that will address student-learning loss during the 2020-21 school year.

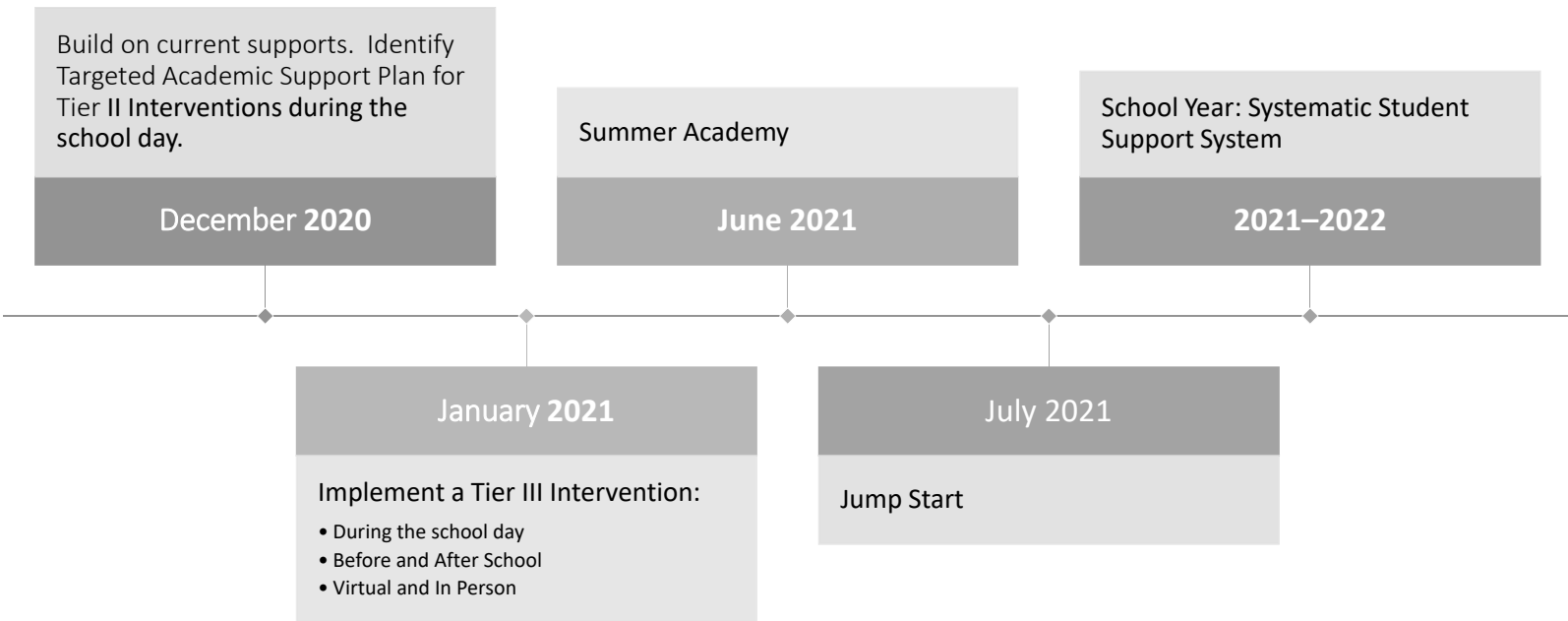


# TUSD Commitments

....

- We are committed to the achievement of every student.
- Since the beginning of the Covid-19 pandemic, the entire TUSD team has worked relentlessly to support students and families.
- Use Internal data from Quarter 1 to identify learning loss.
- To work as collaborative practitioners, utilizing our collective knowledge, current resources and proven research to develop the plan.
- To provision our staff with identified tools, resources and professional development to provide effective support to students.

# Academic Support System Timeline



# Targeted Academic Support Plan

TUCSON UNIFIED  
SCHOOL DISTRICT



## Targeted Academic Support Plan Elementary Grades 3-5


Tucson Unified School District



# Goals of the program

<b>Attendance</b>	To improve attendance to at least 90%. Improve engagement between students and school.
<b>Grades</b>	To achieve grade level proficiency (3 or 4) on report card. Reduce the number of Fs.
<b>Quarterly Benchmark Scores</b>	To achieve grade level proficiency (Proficient and Highly Proficient) on Assessments. Reduce the number of minimally proficient scores. Show progress in ELA and Math assessments.
<b>Credit Current/ Deficient</b>	Increase number of students on track to graduate with their cohort.





# Student Selection Criteria

<b>Attendance</b>	Below 85% Attendance. 5-8 absences in the course. Concerns based on online engagement.
<b>Grades</b>	1's and 2's in ELA and/or Math (not Geometry and Measurement). D's and F's in ELA and Marth. F or at risk of failing a course.
<b>Quarterly Benchmark Scores</b>	Minimally or Partially Proficient. For Math and ELA classes: Minimally Proficient on quarterly benchmark and aligns with other data.
<b>Credit Current/ Deficient</b>	Students at risk on being credit deficient. Seniors not on plan for graduating with their cohort <b>must</b> be targeted.



## Instructional Model

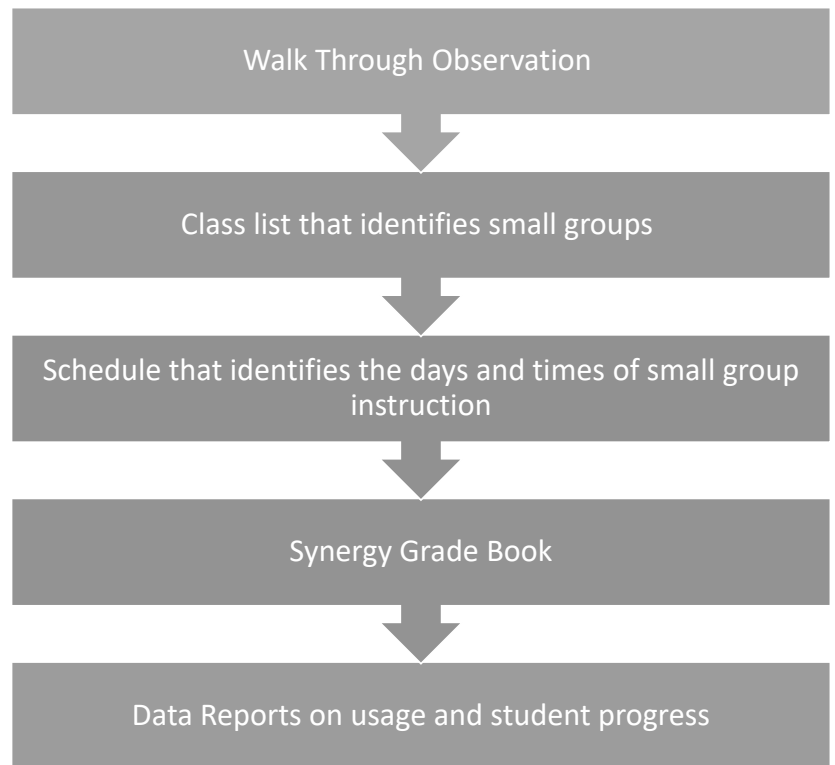
*Targeted small group instruction for Tier 2 interventions during Asynchronistic Learning.*

*30 minutes 3x per week.*

*All classroom teachers. 60 minutes per week at 20 minute intervals per targeted subject area in need of intervention (ELA and Math) and 30 minutes in other content areas.*



# Progress Monitoring



## Roles and Responsibilities

<b>Principals/ Administration</b>	<p>Walk through monitoring implementation</p> <p>Clear Expectations for Staff around District Tier II PD</p> <p>Response (4 Defour PLC questions)</p> <p>Systems to ensure the implementation of plan</p>
<b>Teachers</b>	<p>Identify students that meet criteria and need</p> <p>Attend Professional Development</p> <p>Development plan when 20 min x3 a week during the regular academic day</p> <p>Develop small groups (5 students)</p> <p>Implement plan during academic day</p> <p>Monitor student progress with measurable assessment/ standards based</p>
<b>Regional Assistant Sup</b>	<p>Collect data from sites showing implementation</p> <p>Ensuring administration is doing their role</p> <p>Coaching admin through process</p>
<b>Curriculum and Instruction</b>	<p>Provide PD and Resources for all academic teachers in Tier I and Tier II</p> <p>Continue to monitor implementation and its effectiveness</p>
<b>MTSS</b>	<p>Monitor students as part of MTSS</p> <p>Support the proper identification of appropriate intervention.</p> <p>Support the proper use of approved platforms.</p> <p>Support the gathering of data from platforms and other interventions.</p>
<b>CSP</b>	<p>Support site in identifying students.</p> <p>Support teachers in developing groupings and scheduling.</p> <p>Support teachers in identifying resources, planning instruction and assessments and model lessons.</p> <p>Support in the instruction and assessment process where appropriate</p>



Questions

## Agenda Item Details

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### Meeting

Feb 09, 2021 - AGENDA FOR REGULAR BOARD MEETING

### Category

STUDY ITEM(S)

### Subject

SY 2020-2021 COVID 19 District Readiness and Response Update

### Type

Study

**PURPOSE:** The purpose of this study item is to formally inform the Governing Board and the public of the results of the TUSD parental instructional preference survey that was completed by parents during the survey administration window of January 29<sup>th</sup> through February 5<sup>th</sup>, to provide an update on COVID 19 vaccine availability and distribution to district employees, and for the administration to discuss possible scenarios for the opening of district schools for in person instruction during a specified time period during the next 6 weeks.

**DESCRIPTION/JUSTIFICATION:** The discussion will allow the administration to present its recommended model of in person instruction for the targeted grade levels of Pre-K, Kinder, 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 6<sup>th</sup> and 12<sup>th</sup> grade, with the potential return of 9<sup>th</sup> through 11<sup>th</sup> grade students depending upon survey feedback as well as possible recommended start dates for in person instruction. Lastly, the administration will present its recommendation for the continuation of FFCRA (Families First Coronavirus Response Act) emergency sick leave availability for all employees through the establishment of a centralized fund, provided for and funded by ESSER grant funds, that would be available equally to all employees in yet to be finalized eligible COVID 19 related circumstances. The item has been deemed a study item due to the presentation of the administration's recommendation for the establishment of a district level pool of funding specifically dedicated to the provision of emergency employee sick leave for COVID 19 related circumstances which will be brought before the Governing Board for action at the February 23, 2021 Governing Board meeting.

**BOARD POLICY CONSIDERATIONS:** N/A

**LEGAL CONSIDERATIONS:** N/A

**INTERNAL PRESENTER(S):** Dr. Gabriel Trujillo, Superintendent; Renee Weatherless, Executive Director of Financial Services; Nikki Stefan, Director of Health Services; Renee Heusser, Interim Executive Director of Human Resources; and Leslie Lenhart, Director of Communications & Media Relations.

**EXTERNAL PRESENTER(S):** N/A

2021-02-09 Opening of Schools SPR 21.pdf (635 KB)2021-02-09 SPR 21 Opening of Schools Survey Results.pdf

(5,263 KB)2021-02-09 High School Hybrid 6 and 7 Period Day Schedule.pdf (202 KB)

**2020-2021**  
**Secondary Hybrid Bell Schedule Template**  
**6 & 7 period day**

6 Period Day-High School <i>EXAMPLE</i>					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:10-9:08 (58 min)	Period 1	Period 4	Period 1 8:10-8:45 ( 35 min)	Period 1	Period 4
9:18-10:16 (58 min)	Period 2	Period 5	Period 2 8:50-9:25 ( 35 min)	Period 2	Period 5
10:26-11:24 (58 min)	Period 3	Period 6	Period 3 9:30-10:05 ( 35 min)	Period 3	Period 6
Lunch 11:24-12:07 (43 min)			Lunch 10:05-10:40 (35 min)		
*Early Release 12:07			Period 4 10:45-11:20 ( 35 min)		
12:11-1:09 (58 min)	Period 4	Period 1	Period 5 11:25-12:00 ( 35 min)	Period 4	Period 1
1:14-2:12 (58 min)	Period 5	Period 2	Period 6 12:05-12:40 ( 35 min)	Period 5	Period 2
2:17-3:15 (58 min)	Period 6	Period 3	12:40-2:20 Planning	Period 6	Period 3
Dismissal from Remote			Professional Development 2:20-3:20		

**2020-2021**  
**Secondary Hybrid Bell Schedule Template**  
**6 & 7 period day**

<i>7 Period - Example</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
	Bell: 8:43am	Bell: 8:43am	<u>ALL</u> students o ZOOM for remote learning	Bell: 8:43am	Bell: 8:43am
	Announcements 8:48-8:55	Announcements 8:48-8:55		Announcements 8:48-8:55	Announcements 8:48-8:55
<b>(M, T, Th, F)</b>  <b>A.M. Session:</b>	<b>Period 1</b> 8:55-9:35 (40 min)	<b>Period 5</b> 8:50-9:55 (60 min)	<b>Period 1</b> 8:50-9:25 (35 min)	<b>Period 1</b> 8:55-9:55 (60 min)	<b>Period 4</b> 8:55-9:45 (50 min)
	<b>Period 2</b> 9:45-10:25 (40 min)	<b>Period 6</b> 10:05-11:05 (60 min)	<b>Period 2</b> 9:30-10:05 (35 min)	<b>Period 2</b> 10:05-11:05 (60 min)	<b>Period 5</b> 9:55-10:35 (40 min)
	<b>Period 3</b> 10:35-11:15 (40 min)	<b>Period 7</b> 11:15-12:15 (60 min)	<b>Period 3</b> 10:10 -10:45 (35 min)	<b>Period 3</b> 11:15-12:15 (60 min)	<b>Period 6</b> 10:45-11:25 (40 min)
	<b>Period 4</b> 11:25-12:15 (50 min)	<b>LUNCH</b> 12:15-12:45 (30 min)	<b>Period 4</b> 10:50-11:25 (35 min)	<b>LUNCH</b> 12:15-12:45 (35 min)	<b>Period 7</b> 11:35-12:15 (40 min)
<b>LUNCH</b> 12:15-12:45 (30min)	<b>LUNCH</b> 11:25-12:05 (40 min)		<b>LUNCH</b> 12:15-12:45 (30 min)		
	<b>Hybrid Dismissal</b> <b>12:50</b>	<b>Hybrid Dismissal</b> <b>12:50</b>		<b>Hybrid Dismissal</b> <b>12:50</b>	<b>Hybrid Dismissal</b> <b>12:50</b>
	<b>REMOTE LEARNING</b>	<b>REMOTE LEARNING</b>	<b>Period 5</b> 12:10-12:45 (35 min)	<b>REMOTE LEARNING</b>	<b>REMOTE LEARNING</b>
<b>(M, T, Th, F)</b>  <b>P.M Session:</b>	<b>Period 5</b> 12:50-1:46 (56 min)	<b>Period 1</b> 12:50-1:30 (40 min)	<b>Period 6</b> 12:50-1:25 (35 min)	<b>Period 4</b> 12:50-1:38 (48 min)	<b>Period 1</b> 12:50-1:46 (56 min)



**2020-2021  
Secondary Hybrid Bell Schedule Template  
6 & 7 period day**

<b>Remote students will be on ZOOM for remote instruction.</b>	<b>Period 6</b>	<b>Period 2</b>	<b>Period 7</b>	<b>Period 5</b>	<b>Period 2</b>
	1:52-2:48 (56 min)	1:34-2:14 (40 min)	1:30-2:05 (35 min)	1:42-2:22 (40 min)	1:52-2:48 (56 min)
			<b>Remote Dismissal</b>		
			<b>2:05</b>		
<b>Hybrid students will be competing asynchronous work.</b>	<b>Period 7</b>	<b>Period 3</b>	<b>Planning</b>	<b>Period 6</b>	<b>Period 3</b>
	2:54-3:50 (56 min)	2:18-2:58 (40 min)	2:05-2:50	2:26-3:06 (40 min)	2:54-3:50 (56 min)
		<b>Period 4</b>	<b>PD</b>	<b>Period 7</b>	
		3:02-3:50 (48 min)	2:50-3:50	3:10-3:50 (40 min)	
	<b>Remote Dismissal</b>	<b>Remote Dismissal</b>		<b>Remote Dismissal</b>	<b>Remote Dismissal</b>
	<b>3:50</b>	<b>3:50</b>		<b>3:50</b>	<b>3:50</b>

<b>Framework Rubric:</b>
<b>1. Use of Parent-Teacher conference schedule. (19-20 school year)</b>
<b>2. In -Person &amp; Remote Instructional Minutes match</b>
<b>3. Lunch period for Teachers &amp; Students</b>
<b>4. Teacher Personal planning is offered everyday</b>
<b>5. 10 minute passing period (In person)</b>
<b>6. 5 minute passing period (remote)</b>
<b>7. Wednesday schedule-must include an additional Teacher planning section in addition to their normal planning.</b>
<b>8. Wednesday schedule-must include a lunch period</b>



**TUCSON UNIFIED**  
SCHOOL DISTRICT

**Opening  
of  
Schools  
Timeline**

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February 9, 2021

## Opening of Schools – Spring 2021

### Agenda

- i. Parent Choice 20-21 via OLR (**Online Registration**)
- ii. Timeline for In-Person Classroom Prep
- iii. Q & A
- iv. Wrap up Next Steps



## Opening of Schools – Spring 2021

**Final Recommendations: March 24<sup>th</sup> Return to In-Person Learning  
March 22<sup>nd</sup> Return to Campus for All Staff**

- Offer parental choices of 100% fully remote or 100% full time return to campus for **PK/ES/K8** families **(5 full school days)**
- Offer an **all grades (PK/ES/K8)** return for families selecting the full time option
- Offer the 4 half day Hybrid Model or 100% remote for HS & MS families

## Opening of Schools – HS & MS Hybrid Option

### Recommendation for TUSD High Schools & Middle Schools

- 4 days a week ½ day on campus option/ Wednesdays to be fully remote for cleaning
- Teachers keep their students with no schedule changes necessary outside of exceptional situations
- Passing periods are minimized from **6** to **3** before the mid-day release
- Students receive ½ day of in person learning and ½ day of remote learning (4 days) and are fully remote on Wednesdays
- Avoids potentially 1,000's of disruptive schedule changes

## Opening of Schools – Spring 2021

### Parent Choice for Remote/In-school

- Re-enable 20-21 via OLR (Synergy)
  - Enable ParentVUE option on Feb 10<sup>th</sup> following Superintendent approval
  - Ensure COVID Acknowledgement is enabled in workflow
  - Collect parent selection of Remote/In-school learning choices for all students
  - Disable ParentVUE selection for parents on March 5<sup>th</sup>
  - School Offices can select on behalf of parents through March 11<sup>th</sup>
- Note:** Get Remote/In-school answer for all students well before March 12
- Provide principals/teachers/office staff access to rosters with Remote/In-school decisions for each student by March 12<sup>th</sup> to adjust schedules

## **Opening of Schools – Spring 2021**

### Timeline for In-Person Classroom Preparation

- Friday March 12: (Grading Day) Voluntary Teacher Classroom prep
- Monday March 22: Full day remote sequential schedule—teachers give students work for next day – Teachers are required on campus this day
- Tuesday March 23: Students Asynchronous. Teacher Classroom Prep day
- Wednesday March 24: Students begin on-campus, in classrooms with teacher

# Q & A



Parent  
Interest  
Survey  
Results

Opening  
of  
Schools

TUCSON UNIFIED  
SCHOOL DISTRICT

Date: 2/9/21

Presenters: Leslie Lenhart

## Agenda

- Purpose
- PK-3, 6 Grade Results
- High School Results
- Q&A



## Purpose of Interest Survey

Receive Parent Interest level on 4 Learning Models

Sent to selected grades PK-3, 6, 9-12; not all K-12 included

Survey opened Friday, 1/26 through Thursday, 2/4

Parents commented on challenge due to no timeline for school return

Parents felt they should have a comment section

## Results PK-3, 6<sup>th</sup> grade

- Sent to 20,427 parents via email, robocall, text with 2 reminders
- 7,427 Respondents (36.3%)
- 4 Learning options to rank
  - Full time Remote
  - 2-day Hybrid
  - 4-day Hybrid
  - Full time on Campus

**Results  
PK-3, 6<sup>th</sup>  
grade**

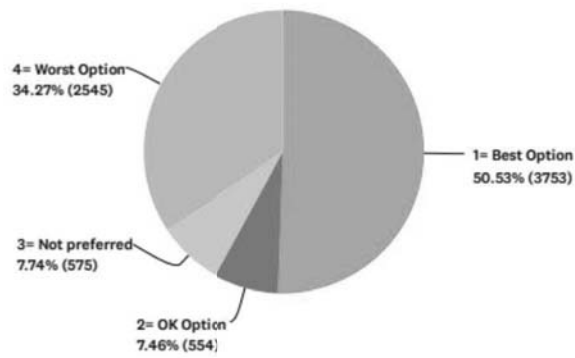
**Q1- Full Time  
Remote**

- Remote Learning
- All learning is done remotely by computer through synchronous (live teacher with Zoom) and asynchronous (recorded or intervention program time online) instruction
- Some students may experience a change of schedule that could result in the assignment of a new teacher.

# Results PK-3, 6<sup>th</sup> grade

## Q1- Full Time Remote

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ANSWER CHOICES	RESPONSES	
1= Best Option	50.53%	3,753
2= OK Option	7.46%	554
3= Not preferred	7.74%	575
4= Worst Option	34.27%	2,545
<b>TOTAL</b>		<b>7,427</b>

Results  
PK-3, 6<sup>th</sup>  
grade

Q2- Hybrid  
2-days

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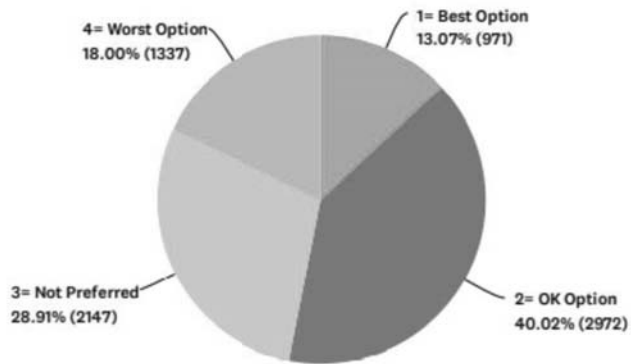
## HYBRID LEARNING MODEL - 2 FULL DAYS OF IN-PERSON LEARNING

- Students attend school in smaller groups with 2 full school days a week of in-person instruction and 3 full school days a week of remote instruction
- Features smaller class sizes, transportation, breakfast and lunch availability for all students
- Could require schedule changes

# Results PK-3, 6<sup>th</sup> grade

## Q2- Hybrid 2-days

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ANSWER CHOICES	RESPONSES	
1= Best Option	13.07%	971
2= OK Option	40.02%	2,972
3= Not Preferred	28.91%	2,147
4= Worst Option	18.00%	1,337
<b>TOTAL</b>		<b>7,427</b>



Results  
PK-3, 6<sup>th</sup>  
grade

Q3- Hybrid  
4-half days

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SCHOOL DISTRICT

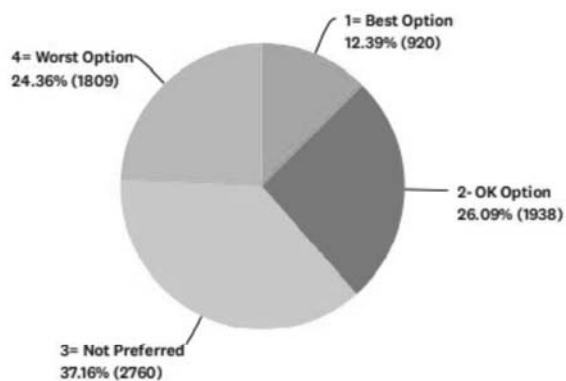
## HYBRID LEARNING MODEL - 4 HALF DAYS OF IN-PERSON LEARNING

- Students attend school in smaller groups 4 half-days a week (M, T, Th, F) with an 11:30 AM release time with in-person instruction in the mornings and remote learning in the afternoons.
- Wednesday will be a full day of remote instruction.
- This model features smaller class sizes, increases the amount of days per week students have in-person instruction on campus
- This model does not require schedule changes
- Offers transportation for qualified riders, and features breakfast and lunch

# Results PK-3, 6<sup>th</sup> grade

## Q3- Hybrid 4-half days

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ANSWER CHOICES	RESPONSES	
1= Best Option	12.39%	920
2= OK Option	26.09%	1,938
3= Not Preferred	37.16%	2,760
4= Worst Option	24.36%	1,809
<b>TOTAL</b>		<b>7,427</b>

Results  
PK-3, 6<sup>th</sup>  
grade

Q4- Full Time  
On-campus

TUCSON UNIFIED  
SCHOOL DISTRICT

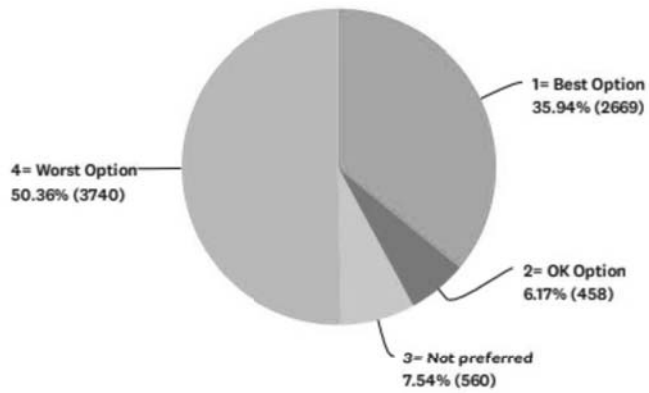
## FULL-TIME ON-CAMPUS LEARNING

- Students will return to fulltime on-campus schedule, 5 full school days a week.
- This model features transportation as well as breakfast and lunch.
- This model may result in larger class sizes and a larger on-campus presence of students.
- The model could result in a change of schedule that could result in the assignment of a new teacher.

# Results PK-3, 6<sup>th</sup> grade

## Q4- Full Time On-campus

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ANSWER CHOICES	RESPONSES	
1= Best Option	35.94%	2,669
2= OK Option	6.17%	458
3= Not preferred	7.54%	560
4= Worst Option	50.36%	3,740
<b>TOTAL</b>		<b>7,427</b>

## PK-3, 6<sup>th</sup> grade Conclusions

2 Learning Choices have highest #1 ranking (Remote and Full on-campus)

Remote = 50.5% of parents preferred

Full Time On-campus = 35.9% of parent preferred

6<sup>th</sup> grade 1,534 responses (considered secondary since change classes)  
49% prefer Remote; 29.1% prefer Full time on-campus

Equitable response from all grades and schools surveyed

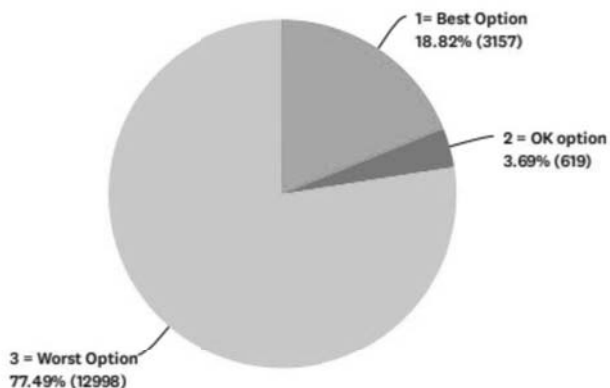
## Results High School 9-12 grades

- Sent to 18,419 parents via email, robocall, text with 2 reminders
- 16,774 Respondents (91.1%)
- 3 Learning options to rank
  - Full time Remote
  - 4-half day Hybrid
  - Full time on Campus

# Results High School 9-12 grades

## Q1- Full Time Remote

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ANSWER CHOICES	RESPONSES	
1= Best Option	18.82%	3,157
2 = OK option	3.69%	619
3 = Worst Option	77.49%	12,998
Comments:	0.00%	0
<b>TOTAL</b>		<b>16,774</b>

Results  
High School  
9-12 grades

Q2- Hybrid  
4- half days

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• HYBRID LEARNING MODEL - 4 HALF DAYS OF IN-PERSON LEARNING

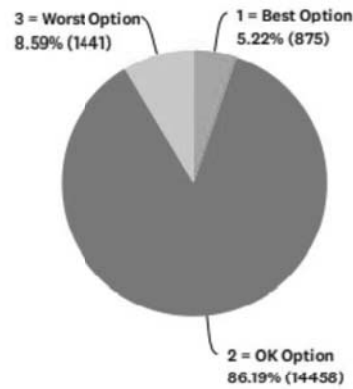
- Students will attend school in smaller groups 4 half-days a week (M, T, Th, F) with in-person instruction in the mornings and remote learning in the afternoons.
- On Wednesdays, all instruction will be remote with no in-person learning offered.
- This model limits class sizes and offers transportation as well as breakfast and lunch availability
- This model will not require schedule changes outside of exceptional situations.



# Results High School 9-12 grades

## Q2- Hybrid 4-half days

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ANSWER CHOICES	RESPONSES	
1 = Best Option	5.22%	875
2 = OK Option	86.19%	14,458
3 = Worst Option	8.59%	1,441
<b>TOTAL</b>		<b>16,774</b>

Results  
High School  
9-12 grades

Q3- Full Time  
On-campus

TUCSON UNIFIED  
SCHOOL DISTRICT

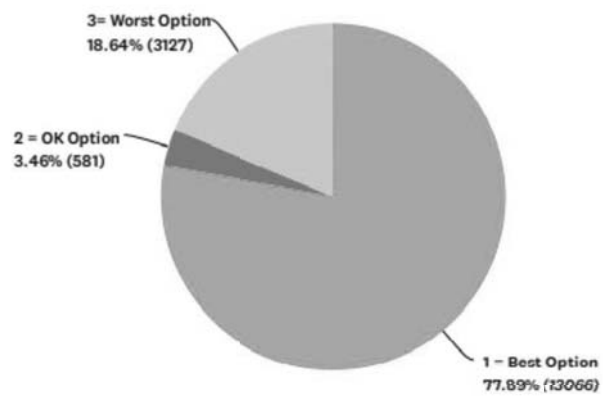
## FULL-TIME ON-CAMPUS LEARNING

- Students will return to a traditional, fulltime, on-campus schedule, with 5 full school days a week of in-person instruction, Monday through Friday.
- This model features transportation as well as breakfast and lunch.
- This model will result in larger class sizes and a larger on-campus presence of students.
- 1,000's of schedule changes will be required to minimize passing periods (cohorting)

# Results High School 9-12 grades

## Q3- Full Time On-campus

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ANSWER CHOICES	RESPONSES	
1 = Best Option	77.89%	13,066
2 = OK Option	3.46%	581
3 = Worst Option	18.64%	3,127
<b>TOTAL</b>		<b>16,774</b>

## High School 9-12th grade Conclusions

2 Learning Choices have highest #1 ranking (Remote and Full on-campus)

Remote = 18.2% of parents preferred

Full Time On-campus = 77.9% of parent preferred

4-half day Hybrid = 86.1% parents was 2<sup>nd</sup> ranking option

9<sup>th</sup> grade largest respondents

School choice: Catalina HS had more that attend school, but likely chosen since 1<sup>st</sup> option

**Thank  
you!**

**Opening  
of  
Schools**

# Addendum

TUCSON UNIFIED  
SCHOOL DISTRICT

## Agenda Item Details

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### Meeting

Apr 13, 2021 - AGENDA FOR REGULAR BOARD MEETING

### Category

INFORMATION ITEM(S)

### Subject

TUSD Summer Academic Programming Update

### Type

Information

**PURPOSE:** The purpose of this agenda item is to inform the Governing Board and the community of the district's academic programming options for the summer of 2021.

**DESCRIPTION/JUSTIFICATION:** This agenda item will provide an overview of the summer academic program options in the areas of credit recovery, acceleration and orientation opportunities known as "jumpstart" programs for targeted grade levels, general academic recovery available district-wide. The presentation will inform the board and public of transportation and meal services, as well as vital information necessary for registration. Lastly, the presentation will provide a brief overview of the instructional model to be utilized during academic recovery programming available at all schools through the month of June.

**BOARD POLICY CONSIDERATIONS:** N/A

**LEGAL CONSIDERATIONS:** N/A

**INTERNAL PRESENTER(S):** Brian Lambert, Assistant Superintendent, Silverbell Region I; Heidi Aranda, Senior Director Curriculum and Professional Development; and Flori Huitt, Assistant Superintendent Curriculum & Instruction

**EXTERNAL PRESENTER(S):** N/A

2021-04-13 TUSD Summer Experience Summer 2021.pdf (559 KB)

## Agenda Item Details

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### Meeting

Apr 13, 2021 - AGENDA FOR REGULAR BOARD MEETING

### Category

INFORMATION ITEM(S)

### Subject

AZ Merit Test Administration Plan Update

### Type

Information

**PURPOSE:** The purpose of this agenda item is to inform the Governing Board and the community of the plan for AZMERIT Test Administration in English Language Arts and Math.

**DESCRIPTION/JUSTIFICATION:** The Arizona Department of Education has mandated that the AZMERIT assessment in ELA and Math, must be facilitated for all students at identified grade levels (3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup>). For all students that have opted for remote learning that exercise their respective right to choose the option of remaining home on AZMERIT assessment day, no negative or disciplinary consequences will be levied against students nor will these students be required to “re-take” the assessment. The presentation will review the parameters for in person-test administration, the test administration window, and areas of flexibility that individual schools have to craft their respective testing plans.

**BOARD POLICY CONSIDERATIONS:** N/A

**LEGAL CONSIDERATIONS:** N/A

**INTERNAL PRESENTER(S):** Dr. Haley Freitas, Senior Director, Assessment & Program Evaluation

**EXTERNAL PRESENTER(S):** N/A

2021-04-13 GB\_TUSD AzM2 Planning.pdf (962 KB)



# TUSD State Testing Plans

Assessment & Evaluation

April 13, 2021



## AzM2 - Grades 3-8 and 10 (2023 cohort)

### Grade 3

Writing: April 5 - 16

Math and Reading: April 5 - 30

### Grades 4 - 8 and 10

Writing: April 5 - 23

Math and Reading: April 5 - May 14





## Other Required State Tests

- **AzSCI**

- Grades 5, 8 and 11 (2022 cohort)
- March 29 - April 30
- *AIMS Science- Cancelled*

- **ACT**

- Grade 11 (2022 cohort)
- April 6 - 8 and April 13 - 15

## AzM2 Committee Members

- Assessment & Evaluation: Halley Freitas, Daniel Sanchez, Michelle Sigafus
- Curriculum & Instruction: Flori Huitt
- Communications: Leslie Lenhart
- Exceptional Education: Sabrina Salmon
- Language Acquisition: Pat Sandoval-Taylor
- Regional Assistant Superintendents: Mark Alvarez, Brian Lambert, Ernest Rose, Richard Sanchez
- Schools: Sonia Arvayo, Renee Ibarra, Shawna Rodriguez, Lisa Sofias, Kamren Taravati, Chandra Thomas, Alissa Welch
- Transportation: Martha Zamora
- Technology Services: James Butler, Rabih Hamadeh, Slyvia Quigley, Blaine Young

## AzM2 Committee Planning

Created a district plan that included:

- Training schedule for school test coordinators
- Test scheduling options for schools
- Protocols for technology logistics during testing including student devices, secure browsers, etc.
- School safety protocols including social distancing and cleaning of devices
- Communication to parents about process and procedures
- Support to schools to complete their School Testing Plan



## TUSD Protocols

### AzM2 Site Testing Plans

- To be posted on each school's webpage

### Parent Contact Logs

- To document reasons why students will not come to school to take the state tests

### Device Cleaning Protocols

- To ensure safety during testing

## Frequently Asked Questions

### Are State Assessments a requirement this year

**Yes.** All students (in-person and remote) must be given the opportunity to come to school in-person to test. ADE does not have any testing exemptions.

*ADE Letter*

[Achievement Assessments Spring 2021 Talking Points final.pdf \(azed.gov\)](#)

### Can a student 'opt out' of testing

**No.** All students who attend school in-person during the state testing window must be given the opportunity to test.

The state has waived the '95% tested' rule for this year. If a parent does not feel comfortable with in-person testing, that student can stay at home during the testing window and not be tested.

## Frequently Asked Questions Continued

- **Does Move On When Reading (MOWR) still apply for third grade; is it still high stakes?**
  - **Yes.** However, a student cannot be penalized for lack of data. If a student does not test, there is no way for the state to know if they need to be retained.
- **Will this year's State Assessment be used for the school letter grade this year?**
  - **No.** Letter grades are paused this year.





## Summary – Why test this year?

According to ADE:

- AzM2 provides information to parents, teachers, and schools to understand their students' progress on grade level content material.
- The AzM2 assessment gives information to schools and teachers that help them determine if instruction needs to be adjusted so that students can succeed in learning Reading, Writing, Language, and Mathematics.

# 2021 Summer Experience

Brian Lambert – Regional Assistant Superintendent

Flori Huitt – Assistant Superintendent of Curriculum and Instruction

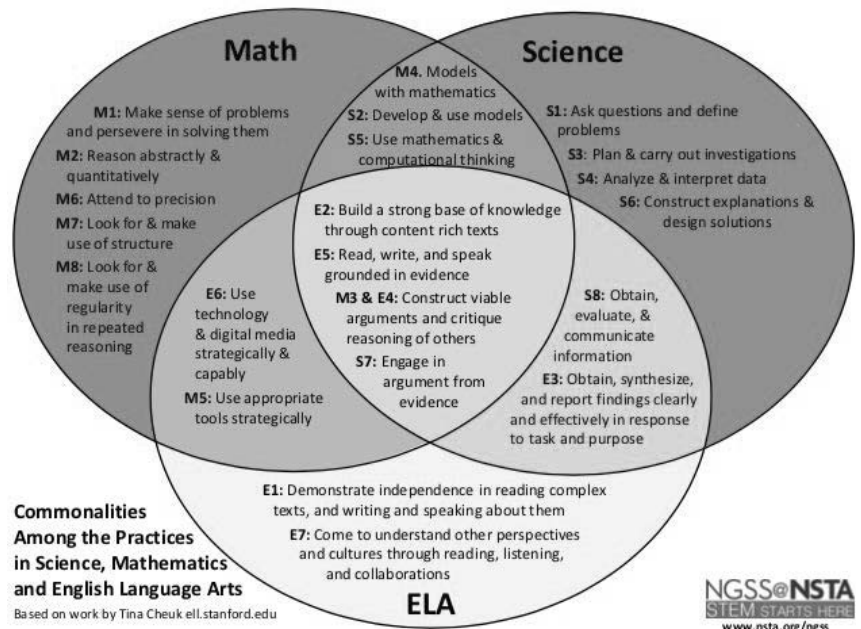
Heidi Aranda – Senior Director of Curriculum and Professional Development



## **EXTENDED SUMMER ACADEMY OVERVIEW**

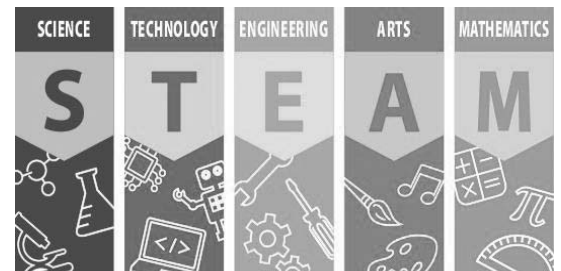
- **June:** K-8 Full STEAM Ahead with TUSD (4 weeks) & Move on When Reading
  - **June:** Incoming 9th Graders Freshman Academy (English Language Arts, Math and AVID)(4 weeks)
  - **June and July:** Three Sessions at each High School (2 in June, 1 in July) of Credit Recovery including Two Evening Credit Recovery Hubs (1 East and 1 Central)
  - **July:** Jump Start (K-1, 6-7, 9-10)
-

TUSD will offer a Full STEAM Ahead Summer Program by providing a STEAM (Science Technology Engineering, Arts, Math) focused program.



FULL STEAM AHEAD WITH TUSD THIS SUMMER

# Full STEAM Ahead with TUSD Summer Academy



## DATES

- June 2-30, 2021

## HOURS

- 4-hour program
  - 7:45-8:00 Breakfast
  - 8:00-12:00 Instructional Time
  - 12:00-12:15 lunch time

## INSTRUCTIONAL FRAMEWORK

### Full STEAM Ahead with TUSD this summer!

<b>2 - 2 1/2 hours of STEAM Engagement</b>	<b>45 minutes targeted ELA Groups</b>	<b>45 minutes targeted Math Groups</b>
Implement a STEAM focused program that provides an <i>in-person and remote option</i> .	Small Group Instruction Model through a rotation of engaging tasks, digital supplement and teacher led group	
Aligned to STEAM, ELA and Math Standards	Identified focus ELA Standards	Identified focus Math Standards
Includes a Social Emotional Learning component	Pre/Post Assessment on identified ELA	Pre/Post Assessment on identified Math

## June MOWR Model



### Structure:

- 13 identified in person hubs, TBD
- 1 Remote hub
- Individual and small group instruction with MOWR reading teacher
- Evidence-based ADE approved intervention program

Move  
On When  
Reading  
Schedule

1st Grade	2nd Grade	3rd Grade	MOWR Teacher
8:00-8:45 Math	8:00-8:45 ELA	8:00-10:00 STEAM	8:00-8:45 2nd Grade ELA Tier 3 Pullout
8:45-9:15 Recess	8:45-9:30 Math	10:00-10:30 Recess	9:15-10:00 1st Grade ELA Tier 3 Pullout
9:15-10:00 ELA	9:30-10:00 Recess	10:30-11:15 ELA	10:30-12:00 3rd Grade ELA for MOWR students
10:00-12:00 STEAM	10:00-12:00 STEAM	11:15-12:00 Math	



## Transportation



- Transportation will be available to all elementary and middle school students within TUSD boundaries to the extent possible given the current driver shortage.
- Hub model
- Ineligible riders will be funded through ESSER
- Sun Tran's free option will be available for all High School students

HUB/REGIONAL SITES AND REMOTE PROGRAM: MOVE ON WHEN READING/FULL STEAM AHEAD	ADVANCED LEARNING EXPERIENCES	DUAL LANGUAGE	ENGLISH LANGUAGE DEVELOPMENT (APPROXIMATELY 8 TBD)	21 <sup>ST</sup> CENTURY SITES PROGRAM: FULL STEAM AHEAD	21 <sup>ST</sup> CENTURY SITES PROGRAM: FULL STEAM AHEAD
TBD	AP Summer Boot Camp (Some may be virtual)	Bloom	TBD	Cavett	Maxwell K-8
TBD	Catalina HS	Davis	TBD	CE RoseK-8	Myers Ganoung
TBD	Palo Verde HS	Grijalva	TBD	Cragin	Pueblo Gardens K-8
TBD	Pueblo HS	Mission View	TBD	Davidson	Robison
TBD	Rincon HS	Pistor	TBD	Dietz K-8	Roskruge K-8
TBD	Sabino HS	Roskruge	TBD	Ford	Tully
TBD	Sahuaro HS	Van Buskirk	TBD	Holladay	Utterback
TBD	Santa Rita HS	White	TBD	Hollinger K-8	Valencia
TBD	Tucson MHS			Lynn Urquides	Van Buskirk
TBD	UHS			Manzo	Vesey
TBD	UHS Boost-UHS Bounce-UHS Blast			McCorkle K-8	Whitmore
TBD	Gate (Lineweaver, Tully, Vail, Pistor, Doolen)			Mission View	

## Summer School Sites with Special Programs

Self Contained Exceptional Education Program at Mary Meredith

# High School Credit Recovery

Free to all students

Date	June Session I Two Weeks 6/2-6/16	June Session II Two Weeks 6/17-6/30	July Session III Two Weeks 7/12-7/23
Time/duration	AM Sessions (5.5hrs)	AM Sessions (5.5hrs)	AM Sessions (5.5hrs)
	PM Session (5hrs) Hub Sites	PM Session (5hrs) Hub Sites	PM Session (5hrs) Hub Sites
Program	Traditional Credit Recovery	Traditional Credit Recovery	Traditional Credit Recovery
Delivery type	In-Person Remote w/Teacher Self-Paced	In-Person Remote w/Teacher Self-Paced	In-Person Remote w/Teacher Self-Paced
Curriculum	ALL High School	All High School	All High School
Teacher	In-Person Remote w/Teacher Self-Paced	In-Person Remote w/Teacher Self-Paced	In-Person Remote w/Teacher Self-Paced

# Freshman Academy

Freshman Academy is designed to support a site's incoming 9<sup>th</sup> grade students in making the transition from middle school to high school while building math, reading and study skills.

## *Schedule*

*90 minutes English Language Arts (iReady)*

*90 minutes Math (iReady)*

*1 hour AVID Strategies*



- COLE Summer School is available to students from any school for credit advancement or grade replacement.
- *Cost:* \$50 non-refundable registration fee  
\$75 per ½ credit advancement course/grade replacement course

## Jump Start in July

Dates:  
July 19th-30th

The Jump Start Program is designed for targeted grades and will prepare students for success.

### Targeted Grades:

- incoming kindergarteners and first Graders
- Incoming sixth and seventh graders
- Incoming freshmen and sophomores.

## Jump Start in July

### **Goals of the Jump Start Program:**

- ❖ *Promote positive school engagement*
- ❖ *Establish Positive Relationships between teachers, students, and families*
- ❖ *Create a positive learning community in the classroom*
- ❖ *Acclimate students to school routines and procedures*
- ❖ *Allow teachers to perform assessments to identify individual student needs*

### **Curriculum Focus:**

- Math
- Reading
- SEL

## Agenda Item Details

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### Meeting

May 25, 2021 - AGENDA FOR SPECIAL BOARD MEETING

### Category

CONSENT AGENDA

### Subject

Approval of Summer Program Courses: Advanced Placement Bootcamp and Jump Start

### Type

Action (Consent)

### Fiscal Impact

No

### Budgeted

No

### Recommended Action

Motion to approve Summer Program Courses: Advanced Placement Bootcamp and Jump Start as presented.

PURPOSE: The Tucson Unified School District is offering an Advanced Placement Bootcamp and a Jump Start for our Summer Experience. We are proposing the approval of 3 courses, Advanced Placement Bootcamp, Jump Start 1 Week, Jump Start 2 Week.

DESCRIPTION/JUSTIFICATION: The Departments of Curriculum Development, Advanced Learning Experiences and the Silverbell Region have been supporting our sites in the Summer Experience Programs. These important programs prepare our students for success. In an effort to formalize these programs, set course expectations and award credit, we are proposing the approval of these three courses.

BOARD POLICY CONSIDERATIONS: N/A

LEGAL CONSIDERATIONS: N/A

INTERNAL PRESENTER(S): Heidi Aranda, Senior Director, Curriculum & Professional Development; Sky Saczko, Director, Advanced Learning Experience; Brian Lambert, Assistant Superintendent of Silverbell Region 1

EXTERNAL PRESENTER(S): N/A

2021-05-25 AP Boot Camp Course Proposal May 2021.pdf (786 KB)2021-05-25-Study Skills Unit.pdf (199

KB)2021-05-25-AP Boot Camp Syllabus.pdf (158 KB)2021-05-25-Jump Start 1 Week Course Proposal Form.pdf

(781 KB)2021-05-25-Jump Start 2 Week Course Proposal Form.pdf (770 KB)



Our adopted rules of Parliamentary Procedure, Robert's Rules, provide for a consent agenda listing several items for approval of the Board by a single motion. Most of the items listed under the consent agenda have gone through staff review and recommendation. Documentation concerning these items has been provided to all board members and the public in advance to assure an extensive and thorough review. Items may be removed from the consent agenda at the request of any board member.

## Motion & Voting

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Dr. Trujillo recommends approval of the Consent Agenda items 6.2-6.3, 6.5-6.8.

Motion by Adelita Grijalva, second by Leila Counts.

Final Resolution: Motion Passed

Yes: Adelita Grijalva, Ravi Grivois-Shah, Natalie Luna Rose, Sadie Shaw, Leila Counts

## **Advanced Placement Boot Camp Syllabus Overview**

### **Overview:**

AP Boot Camp offers students exposure to Advanced Placement curriculum and rigor. The experience also helps students build skills that will be necessary for successful completion of AP and/or Dual Credit courses.

### **Objectives:**

This course is designed to provide students the opportunity to prepare for success in Advanced Placement and/or dual credit coursework by engaging in meaningful activities with AP and/or dual credit instructors in the summer.

### **Curriculum Overview:**

The course is divided into components and may be taught by several teachers.

Topics covered include:

- Navigating CollegeBoard.org
- AVID strategies (notetaking, organization, inquiry, critical reading, etc.)
- College virtual tours
- Facts versus evidence
- Writing a thesis
- SAQ, FRQ, DBQ, and AP sample tests
- Analysis of secondary and primary documents
- Study methods
- High school planning (four year plan)
- Counselor and support specialists visits
- Info graphic analysis
- Stress management
- Research process
- Growth mind-set
- HS graduation requirements
- Character building
- Test preparation and test taking strategies
- Learning Styles
- Public speaking
- Opportunities for mentorship.

**Sample Week of activities and corresponding assignments:**

<i>Day</i>	<i>Activities</i>	<i>Graded Assignments/Assessments</i>
1	Couse Expectations	
2	Learning Styles	Learning Styles Quiz
3	Metacognition	Reading Response
4	Note-taking & Study Skills	Note Taking Assessment
5	Time Management Part I	Time Management Plan part I

## Study Skills Unit

### **Overview:**

The purpose of Study Skills is to help students maximize the learning process. They will require ample amount of time and dedication to enable the student to experience school success.

### **Objectives:**

This course is designed to help students develop and use study skills that will help them become successful learners. Students will learn various techniques that will be helpful to them throughout their academic years.

The course is divided into components and may be taught by several teachers during the year.

These components will be taught throughout the year:

- ☑ Time management and organization of materials
- ☑ Reading strategies and text structure
- ☑ Learning styles
- ☑ Note taking from a lecture and from text
- ☑ Test preparation and test taking strategies
- ☑ Character education
- ☑ Research process: choosing and narrowing a topic, taking notes, writing and revising a research project
- ☑ Finalizing research paper/word processing
- ☑ Public speaking

### **Daily Responsibilities:**

- 1) Check Student agenda/planner every day.
- 2) Serve as the student's check-in check-out mentor if needed.
- 3) Monitor grades.
- 4) Aid students in organization (folders, lockers, etc.)
- 5) Tutor as needed.
- 6) Allow resource time to work on assignments.
- 7) Assign a daily participation grade.
- 8) Conduct Rtl help for students that are assigned. This includes progress monitoring.
- 9) Conduct Check-In, Check out ...(CICO) for students in the Study Skills Class.

### **PBIS Cool Tools:**

- 1) Reinforce Cool Tools.
- 2) Give a weekly assignment that can be used in the other classes (for example ... have them make note cards for an upcoming test).

- 3) Tutor as needed
- 4) Topic will change at the end of every week. Some topics may be covered twice.
- 5) Cover Essential 55 questions

Letting a student do nothing in class is encouraging failure!

**Study Skills Curriculum Overview:**

1. Create an ideal study environment
2. Reinforce the importance of maintaining a daily/weekly notebook for the purpose of listing assignments, activities and events.
3. Teach *Time Management* and *Organizational Skills*.
4. Practice Note-taking Skills
5. Teach tactics concerning how to improve memory by using various strategies for the purpose of better study habits.
6. Develop test taking skills
7. Improving critical thinking and listening skills.
8. Discovering the different learning styles and applying the principles of each to make learning easier.
9. Teach and explore many different reading tactics.

**Class Format:**

Class will be divided into 2 parts: learning organizational skills & working on homework.

- 1) The **first 5 minutes** will be for checking student planners.
- 2) The **next 10-20** minutes will be for learning a new skill.
- 3) The **last 20-30** minutes will be for homework and organizing. Students should **not**

**expect** to be using this class to finish work that is due that day. They are learning to be prepared & organized – not rushed and panicked. Exceptions will be given to reviewing for a test that day.

- 4) Periodically, progress monitoring for RtI or IEP objectives can also be done in this class during homework time.

**Essential 55:**

Please review essential 55 topics with students as a part of the PBIS system.

**Assessment:**

Students will receive a participation grade every day. This grade will not count towards the GPA but will towards eligibility.

**TIPS TO TEACH**

**Time Management Tips**

1. Set goals for yourself: short and long term
2. Record assignments: Use an agenda book or pocket calendar.
3. Make a “to do” list daily: Prioritize what you want to accomplish that day.
4. Use spare time wisely: Read on the bus ride when going home, to games or while waiting for practice to begin. Also when given class time to begin your homework, USE IT!!!
5. It is okay to say “NO” to interruptions: Keep focused on your goals!!! For example, if an employer asks you to work an extra shift it is okay to say no if you are preparing for a quiz or test the next day.
6. Find the right time and place: Know how you learn best, what time of the day you concentrate the best as well as choosing an environment that will make you successful.
7. Get plenty of sleep: Lack of sleep can make you irritable and less productive. Plan your time so that you are in bed at a decent hour.

### **Organization**

Organize a study area. Designate a specific work area at home where you can keep **all** of your school materials. (This may involve having to **clean your room!**) But this can be wherever you feel comfortable working. When you get home in the afternoon, put everything right there. Keep it organized and free of clutter, and all of your things will be easy to use, and especially **easy to find**. Use your agenda book for more than a passbook. Record not only homework assignments but also due dates for projects. Fill in all of your commitments, (practices, club meetings, etc.) This gives you a better sense of your available time and helps you to use it wisely.

Keep each subject separate.

Set up different folders, 3-ring binders, or notebooks for each subject. Be sure to follow any directions that a teacher may give – you may be required to have a 3-ring binder or a spiral notebook for a particular class. Otherwise, use the method that works best for you. Take a few moments **every day** to keep up with this organization. Be sure that papers are in the correct folder, punch holes to put papers into binders, and put materials in some type of order. Chronological order is usually most effective, so be sure to **date every paper that you receive**.

Get ready the night before. Make a habit every night of pulling your things together. Since you now have an organized study area, this should be a breeze. Make sure an alarm is set and you know what you’re wearing. Then get **plenty of sleep**.

### **How to use your Agenda Book**

- 1) Bring your agenda book to school and home everyday!!!
- 2) Make an entry EVERYDAY for EVERY CLASS!
- 3) Use a consistent format.
- 4) Write in each class the assignment and due date
- 5) Example: Science, Separation of a Mixture Lab Report, 9/10
- 6) Write due dates as dates and avoid using things like tomorrow or next Friday.

- 7) Use the agenda book to manage assignments and time!
- 8) Include work or extra-curricular activities when planning your use of time after school.
- 9) Update the status of your assignments. (Use check marks when an assignment is complete or use an arrow when you need to carry an assignment over to another day.)
- 10) Use a large binder clip to keep track of where you are in the agenda book.

### **Effective Reading**

If you know how to read a textbook, you will understand and remember what you have read.

There are 3 simple tools that you can do to read more effectively.

**SCAN:** Scan the chapter in the book. Look at the boldface terms, charts, graphs, headings & subtitles, maps, photos & illustrations, summary, and review questions. Scanning provides you with information in a short amount time. You get a quick view of the information and it prepares you for what you are about to read. It makes it easier when more understandable when you actually do read.

**READ:** When you read, have a purpose. This helps you to stay focused and understand what you have read. Ask yourself questions as you read. "What does this word mean?, Why is this event important?, etc." You are a detective while you read. Looking for answers to your questions while you read. When you finished reading you should have answered all of your question and the review questions.

**REVIEW:** Once you have finished reading, take the time to go one set further. Go through the scanning process again and look at the bold words, italicized words, charts, pictures, headings, etc. Make sure you understand what you have read. You can even make flash cards of the different headings or events that took place in your reading. You will be amazed how much you remember when it is time to review for the test.

### **Taking notes on readings**

Taking notes on class readings can be as important as taking notes on class lectures. Not everyone can remember or understand something they only read once, so if you can take efficient notes on readings, you can save yourself a lot of time and effort when you need to review readings for quizzes and tests!

Here are some general tips to follow when taking notes on readings.

**1. Budget enough time for taking notes.** The time you spend taking clear, efficient notes initially, will save you review time and increase your knowledge retention.

2. **Date your notes, and write full bibliographic information next to the date**, including author, title, publication, date of publication, city, publisher, and volume number for journal articles. Do this so you don't waste time later writing a paper or other assignment that may call for proper citation.
3. **Compose your notes in a concise and legible fashion.** If you can't read your notes you are either writing too much or may need to consider using a computer. Use short and meaningful phrases, and abbreviate when necessary. Don't use abbreviations that you won't recognize later.
4. **Create a system of note-taking that allows YOU to write quickly and get down basic concepts**, but which will also allow you to quickly find information in your notes later. Consider using an outline format, for example, or clearly separating your notes into different sections (or columns if you are using a steno pad or a computer).
5. **Use the structure of the book (or article) as the structure of your notes.** For instance, chapters correspond to major headings, chapter sections to subheadings. You also may want to include page numbers in case you need to refer back to the text at a later time.
6. **Note anything that is pertinent to the author's argument.** Important points tend to come in introductory and concluding paragraphs, where details and more complete explanations or arguments are located in the body of the text.
7. **Distinguish facts from opinions, and quotations from summaries**, in a way that will make it clear which is which when you review your notes.
8. **Review your reading notes the next day**, and do it again a few days later. This is a time-efficient way of retaining the material.
9. **Record any comments or questions you may have in your notes.** Asking clarifying questions of your teacher will not only help you understand the text, but it will also show your teacher that you are taking ownership of your own learning!

#### **Note Taking Strategies**

1. **Come to class prepared:** Bring a three-ring binder, pocket folder and a writing utensil.
2. **Start a new page for each class:** Put the date at the top of each page. This makes it easier for you to access notes when you miss a class.
3. **Develop a note taking system that works for you:** There are several ways to take notes such as outlining, charting or mapping. Attached is an example of one system, the Cornell note-taking system. Use can use various colors to distinguish between concepts.



- 4. Don't try to write down every word the teacher says:** Make sure you listen, write and ask questions as needed.
- 5. Write down the major ideas:** Listen for facts, connections and main ideas. This can be difficult so don't get frustrated. Ask the teacher to slow down if needed.
- 6. Leave enough space between notes:** When writing leave a lot of space between ideas. Your notes will be easier to read and add to when needed.
- 7. Use graphic organizers or pictures:** Sometimes it is helpful to draw pictures that make connections between ideas, sequences or events.
- 8. Write down page numbers from your textbook:** This makes it easier to gather information for assignments quizzes or tests.
- 9. REVIEW YOUR NOTES:** This is important!!!! Make sure you take the time to look through your notes and develop questions or rephrase them so they make sense to you!!!! Write down any questions you have and ask at the beginning of the next class.
- 10. GET NOTES FROM MISSED CLASSES:** Create a partnership with another student that you can rely on and also can rely on you for notes when a class is missed. If not you may need to schedule time after school to do this with your teacher.

#### **Test Preparation Strategies—TOP TEN**

1) Be Confident.

If you feel that you know the material and have put in significant study time, you can look forward to showing off all you have learned. Showcase your best effort. Answer every question to the best of your ability. THINK A!

2) Be Prepared.

Come with required materials such as pencils, calculator, notes, formula sheet, etc.

3) Be Alert.

When you are given an exam, take a minute to look through all of the questions. **READ ALL DIRECTIONS.**

4) Be Careful.

Avoid careless errors. Take time to review all problems and proof-read all answers.

5) Be Ready.

Preparation is the key to success. Complete all reading and problem sets before the exam. Designate study time.

6) Be Smart.

Utilize review sessions. Learn your teachers testing style.

7) Be Efficient.

Prioritize your time wisely. Do not get stuck on one problem and run out of time. Outline essay answers.

8) Be Neat.

Write clearly. Erase thoroughly. Make sure your numerical answers are legible. Many teachers will not give credit if they cannot read your answer.

9) Be Honest.

A test is a measure of your knowledge of a particular topic. Academic integrity is extremely important.

Resist the urge to cheat—it is never worth it.

10) Be Mature.

A test is just that—a test. Keep every exam in perspective. Tests are learning opportunities too. Use them as tool to make yourself a better student. Communicate with your teacher about your performance.

### **Improve Your Memory**

If you want to improve you memory, here are some tricks you can learn.

Acronyms: Acronyms is when you make a word from the first letter of each word to be memorized is used. For example, HOMES for the Great Lakes (Huron, Ontario, Michigan, Erie, Superior).

Acrostics: Acrostics are phrases or poems in which the first letter of each word or line functions as a cue to help you recall the words that you are trying to remember. For example, “Please Excuse My Dear Aunt Sally” is used to remember the order of operations in Math.

Narrative: Make up a story with the list of words throughout the narrative helps with memorizing.

Rhymes: Rhyming can help retention of information. Remember the phrase “I after E except after C”?

Imagery: Draw or imagine a picture of what’s being studied, or find one in a book. Mentally refer to the picture when you are testing.

Visualization: Use graphic organizers to help organize and remember information.

## Agenda Item Details

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### Meeting

Jun 08, 2021 - AGENDA FOR REGULAR BOARD MEETING

### Category

CONSENT AGENDA

### Subject

Intergovernmental Agreement between Tucson Unified School District and The University of Arizona College of Education Project FOCUS to provide enhanced academic and transition services for high school students with disabilities

### Type

Action (Consent)

### Fiscal Impact

Yes

### Dollar Amount

104,493.59

### Budgeted

Yes

### Budget Source

001.221.1000.6561.5076.00000.5076

### Recommended Action

Motion to approve the renewal of Intergovernmental Agreement between Tucson Unified School District and The University of Arizona College of Education Project FOCUS to provide enhanced academic and transition services for high school students with disabilities as presented.

PURPOSE: To request Governing Board approval to execute a five-year Intergovernmental Agreement with The University of Arizona College of Education to provide enhanced academic and transition services for high school student with disabilities.

DESCRIPTION/JUSTIFICATION: Transition services for students with disabilities is mandated by Federal and State laws under the Individuals with Disabilities Education ACT (IDEA). By collaborating with the University of Arizona College of Education, Tucson Unified School District is able to meet the requirements of the law and provide high school students with disabilities enhanced academic and transition services through Project FOCUS. The goal of Project FOCUS is to increase student academic skills, career awareness, competitive employability and self-determination.

Students enrolled in Project FOCUS receive the following enhanced services and are detailed in their Individualized Education Program (IEP):

- Enrollment in UA classes.
- Individualized instructional support and career guidance provided by Project FOCUS staff.

- Access to on-campus internships consistent with career goals.
- Career and job readiness instructional materials and classes provided by UA Career Center and Project FOCUS staff.

BOARD POLICY CONSIDERATIONS:

LEGAL CONSIDERATIONS:

INTERNAL PRESENTER(S): Dr. Sabrina Salmon, Director of Exceptional Education; Maggie Gedebou, Sr. Program Coordinator, Exceptional Education

EXTERNAL PRESENTER(S): None

2021\_2026 UA Project FOCUS IGA Renewal.pdf (376 KB)

Our adopted rules of Parliamentary Procedure, Robert's Rules, provide for a consent agenda listing several items for approval of the Board by a single motion. Most of the items listed under the consent agenda have gone through staff review and recommendation. Documentation concerning these items has been provided to all board members and the public in advance to assure an extensive and thorough review. Items may be removed from the consent agenda at the request of any board member.

## Motion & Voting

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Dr. Trujillo recommends approval of the Consent Agenda items 5.2 through 5.17.

Motion by Natalie Luna Rose, second by Adelita Grijalva.

Final Resolution: Motion Passed

Yes: Adelita Grijalva, Ravi Grivois-Shah, Natalie Luna Rose, Sadie Shaw, Leila Counts