



TUCSON UNIFIED
SCHOOL DISTRICT

tusd1.org/EDI

2023-24



Student Services Support Guide

TUCSON UNIFIED
SCHOOL DISTRICT

Introduction:

Tucson Unified School District's (TUSD) Equity, Diversity, and Inclusiveness (EDI) department is committed to creating a positive, nurturing, supportive, and inclusive culture and environment that leads to conditions in which every student can achieve and maximize their potential.

The EDI department anchors student support practices on a shared vision, mission, and core values.

Vision:

Anchoring work in our core values, we will model, advocate, support, and develop integrative systems of programs and practices that ensure equitable learning opportunities and school communities of care and support in which every TUSD student experiences a world class education and succeeds.

Mission:

To serve our students and families to the highest potential, while ensuring the learning, development, and academic success of every student. We will achieve our mission by pursuing diversity through desegregation, integration, and equity of opportunity districtwide, and by eliminating the manifestations of racism, discrimination, and prejudice.

Core Values:



Diversity. We believe in the inherent value and contributions of difference to the learning, development, and academic success of every student.



Equity. We believe that each student should be provided equitable opportunities for learning, development, and academic success.



Excellence. We believe that each student's success depends on the quality and effectiveness of equitable learning opportunities and a commitment to serve students effectively each day.



Integrity. We believe that to serve each student successfully, we are called to act according to the highest moral and ethical standards.



Innovation. We believe that continuous improvement is vital to striving for equity and excellence.



Caring Community. We believe that each student's success depends not only on high expectations and academic challenge but also on the social, emotional, and academic support of a caring school community.



Case Escalation

Cases can be escalated for a variety of reasons. Reasons for possible escalations include:

- No MTSS plan in place, by the schools, after 3 written requests
- No student/family contact after 5 attempts
- Two or more barriers encountered from site/school leadership when attempting to coordinate or implement services.
- At student or parent requests for escalation



Conditions for Case Transference

From time to time, there will be scenarios that require case transference. Program coordinators or Directors will do case transference. Case transference will include a meeting between program coordinators and current and new case managers. Conditions warranting case transference include:

- At student or parent requests for escalation (completed with 48 hours)
- Student Support Staffs temporarily assuming case (while providing Tier 3 support)
- Temporary absence of Student Support Staff assigned to student.

Special Populations

Mc Kinney – Vento: Mc Kinney – Vento students are identified according to MV eligibility and student services identification. Case management for McKinney Vento students will be done using a co-management model in developing individualized service plans. The designated EDI SSI staff will focus on internal academic, and behavior supports, and McKinney Vento assigned staff will focus on external community supports. Coordination of Service meetings will be held monthly. McKinney Vento students not identified as part of student services department will be case managed by McKinney Vento staff following the same process for case management.

Students in Foster Care: Students in Foster Care (FC) are identified by the district's Foster Care point of contact. Case management for students in foster care will utilize a coordinated approach in developing individualized service plans whereby the FC point of contact will work with the designated EDI SSI Staff on ensuring that community services and resources are provided. Students in Foster Care who do not fall within an EDI Student support service will be managed by the FC point of contact and other HEART program staff.

Unaccompanied Youth: Unaccompanied Youth will be identified by the district's Foster Care point of contact. Case management for unaccompanied youth will utilize a coordinated approach in developing individualized service plans whereby the FC point of contact will work with the designated EDI SSI staff on ensuring that community services and resources are provided.

Newly Arrived Students: Transition prior to case management services.

Newly Arrived Students are those who join the U.S. education system through refugee resettlement and immigration process. They come from many countries, and have diverse educational, linguistic and cultural backgrounds. Many of them have not had prior exposure to the English Language, some of them have lived in refugee camps and war zones for many years and may have experienced traumatic events. Case Management for newly arrived refugee and immigrant students will utilize a whole child/whole family approach to ensure that a comprehensive support system is in place to meet the diverse needs of students and families.

Assigned EDI Staff will start by conducting an intake assessment focusing on family history, educational background, children's individual history to screen out those who may have behavioral problems and/or traumatic experiences. Utilizing the needs assessment data, APARSS Support Staff will develop coordinated service plans focusing on academic interventions, behavioral support, and cultural adjustment. Academic interventions will be coordinated with Language Acquisition department, school site English Language Development Coordinators, higher learning institutions and other community-based tutoring and continuing learning organizations. The goal for newly arrived students will be the acquisition of English communicative skills, orientation to the U.S education system, cultural adjustment, and gradual introduction of content subjects. Parent and family support will be coordinated with Tucson Refugee Consortium, TUSD Family Resource Centers, school sites, government services, businesses, and community-based organizations to ensure that parents and families develop their capacities to care for and protect their children.

Case Management Process



EDI Student Services case management process consist of the following steps: assessment, service planning, progress monitoring, and evaluation.

Assessment

- **Eligibility:** Any student who falls within the service parameters for APARSS, NASSD, AASSD or is McKinney-Vento eligible, in foster care or an unaccompanied youth.
- **Screening:** Students are identified for services based on various indicators including attendance, academic assessment scores, behavior incidences, and in some cases exclusionary discipline.
- **Intake:** During the intake process, EDI Staff interview students and/or parents to gather information concerning school engagement, home environment and supports, student strengths and behavioral challenges. Staff must establish two-way communication during the intake process and must include one of the following visit formats: zoom, home, or school.

Service Planning

Design Plan: The service plan goals and objectives are developed by the Staff in collaboration with the student and/or parents based on the student’s identified needs. The student’s support system will be utilized as an integral part of the service plan.

Service Coordination

When appropriate, interdisciplinary teams should be involved in the development of the service plan including but not limited to Drop-out Prevention, Counseling, Social Worker etc. The goal of all service planning activities is to move all students to Tier 1.

To implement the service Plan, the Staff links the student and/or parents/guardians to services offered by the EDI department, C&I, and other district departments, as well as the community. The Staff must be knowledgeable of TUSD’s educational programs, interventions, and supports available in and outside the district, and steps needed to refer a student after identifying service needs.

Progress Monitoring

Monitor/Follow-up: The Staff provides ongoing monitoring of the student’s status to determine the adequacy of services, to identify any changes in the student’s academic or behavioral standing, and to assist with ongoing needs. The Staff is responsible for proper documentation and follows-up after referral of the client to other services. The table Below illustrates the frequency of contact expected by the Staff:

Tier 1	Tier 2	Tier 3
1 time per semester	Monthly	Bi-weekly

NOTE: Departments may require Staff to conduct intermittent progress monitoring

Advocate

The Staff advocates on the student’s behalf with all involved schools, TUSD departments, community organizations, and individuals.

Evaluation

The Staff reassesses the student’s service plan annually for effectiveness. Each department will develop a timeline for evaluating service plans.

Student Case Assignment

EDI Directors or their designee will be responsible for student case assignment. Student’s new to the district will be assigned to a Staff 48 hours after registration.

Key Concepts:

Student Focused: Students will have access to the resources and services they need regardless of the school they attend.

Support Services Staff: This may include the following EDI staff; Student Success Staff, Behavior Staff, Academic Staff, Program Staff, Language Support Staff, Response to Intervention (RTI) Staff, Program Coordinator, Community Liaison, Academic Coach.

Coordination of services: The coordination of services is a critical function within the case management process. An EDI Staff brings together the appropriate district departments and external organizations to develop an individualized, and comprehensive student service plan.

Site Service Team: A service team refers to the collaborative members who come together to develop an individualized student service plan. Indirect Services: Refers to intervention services that are not provided directly by an EDI Staff but by other district or community providers.

Direct Services: Refers to academic/non-academic intervention services provided directly by EDI Staffs. Examples of direct services include EDI Staffs who provide direct reading, ELA, mathematics, or language support to students.

Service Plan: The service plan is an agreement between the student, caregiver, and support services staff, which identifies the services to be delivered, frequency, duration, and goals of these services.

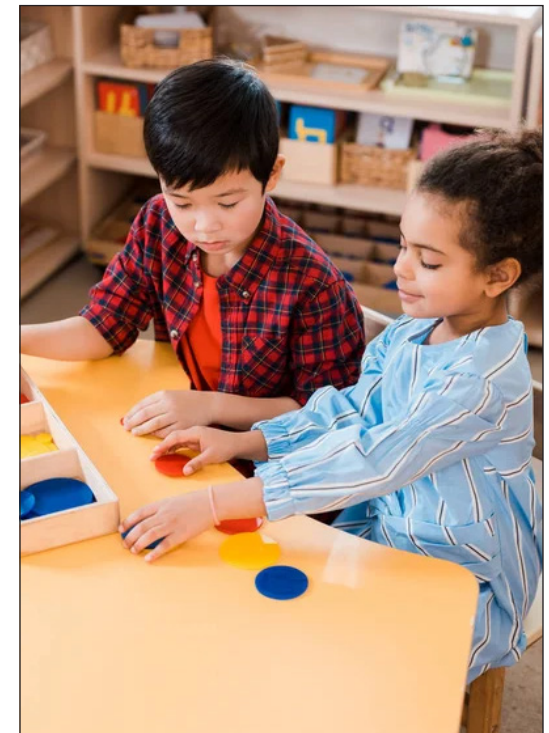
Progress Monitoring: Progress monitoring is designed to monitor support plan implementation and student’s progress towards goals.

Student Services Staff: An interdisciplinary team not limited to Drop-out Prevention, Counseling, Social Worker, etc. conducts a complete intake and interview of students and their caregivers to determine appropriate services and programs. The process utilizes a specific criterion for eligibility, prioritization, and authorization.

Support Coordination: Identifying, developing, recording, negotiating, arranging the services, monitoring, and managing the support service plan. Identify, negotiate, monitor, manage and support service plan implementation.

Facilitator: Assist students and caregivers reduce or eliminate barriers to implementation and success of the service plan. This role includes resolving issues, which impede the student’s or caregiver’s progress and access to services.

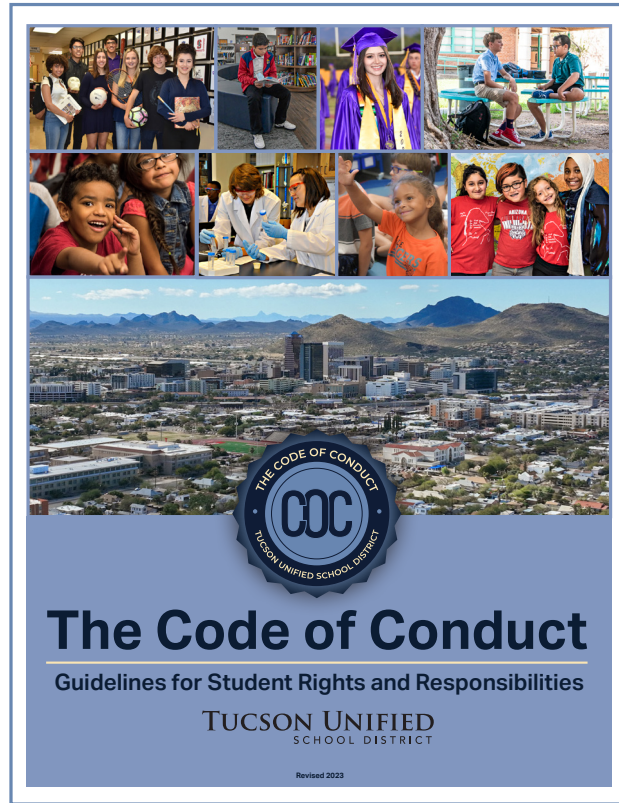
Advocate: Ensure that student and caregiver receive appropriate high quality support services.



Rights and Responsibilities (As Outlined in the Code of Conduct)

Student Rights

- Learn in a safe, clean, orderly, and positive climate that is unbiased, nonjudgmental, and free from prejudice, discrimination, verbal or physical threats, and abuse.
- Receive appropriate accommodations to meet individual needs (as supported by documentation).
- Be treated with respect and in a fair and equitable manner by teachers and administrators.
- Due process of law.
- Have school rules that are enforced in a consistent, fair, and reasonable manner.
- Be free from retaliation, from fear of retaliation, and from sex discrimination and sexual harassment at school, including dating abuse.
- Have teachers and administrators who will follow all District policies related to known allegations of discrimination, harassment, hazing, bullying, and incidents that require mandatory reporting. Such known allegations/ incidents must be reported to school administration immediately.
- Receive a copy of the Code of Conduct (COC).
- Have access to school assignments/homework while serving a disciplinary suspension and have options for alternative instructional opportunities for any long-term suspension.



Student Responsibilities

- Attend school daily according to school district adopted calendar, arrive on time, bring appropriate materials, and be prepared to participate in class and complete assignments.
- Make positive contributions to an environment that allows fellow students to be free from discrimination, harassment, hazing and bullying.
- Make up work resulting from an absence.
- Respect the rights, feelings, and property of fellow students, parents/guardians, school staff, visitors, guests, and school neighbors.
- Conduct themselves in an appropriate and respectful manner while on school grounds, school buses, at bus stops, at any school-related activity, and in the classroom, so as not to interfere with the rights of another student to learn and to contribute to a safe and orderly environment that is conducive to learning.
- Display behavior that does not compromise the safety of other students and/or staff.
- Follow discipline guidelines adopted by the school and District.
- Protect and take care of the school's property.
- Read and ask questions to understand the information in the COC.



How Case Managers Can Build Resiliency

There are several steps care managers can take to neutralize or prevent burnout, including:

- **Identify the problem.** You can't address burnout if you're unable to recognize it. Examine your feelings, your behaviors, and your physical health and ask yourself whether you may be experiencing any of the symptoms of burnout.
- **Take action.** If you think you're suffering from burnout, accept that it won't go away on its own. You need to take intentional steps to address it including slowing down, getting support and re-evaluating priorities.
- **Practice work/life balance.** Setting boundaries, protecting your family and personal time, and investing in relationships that are important to you are all good strategies in avoiding or addressing burnout. If thoughts about work intrude on your personal time, practice mindfulness and other techniques to bring your focus back to the present. Get outdoors, enjoy a good book – enjoy small activities that help you feel refreshed and at peace.
- **Take care of your health.** Taking care of physical health is a beneficial means for building resilience to stress. Changing eating habits, exercising, and sleeping are the first and easiest interventions to making effective change to prevent burnout and build resiliency.
- **Get peer support.** Peer support groups are a great way to draw strength and inspire resiliency by connecting with others who understand the challenges of being a care manager. Consider creating a peer support group where members can speak honest and confidentially about their struggles, strategies, and victories as a busy case manager.

TUSD Resources for Employees

TUSD takes pride in our most important asset, our employees. We strive to provide one of the most competitive health benefit plans. [Employee Benefits - Home](https://tUSD1.sharepoint.com/sites/EmployeeBenefits) (https://tUSD1.sharepoint.com/sites/EmployeeBenefits) gives you access to the full range of employee health and wellness benefits.

Wellness Incentive

Tucson Unified employees who receive their 2023-2024, and 2024-2025 health insurance benefits through the school district will qualify for the **\$300 Wellness Incentive Program**. This program is available on both the PPO plan and the High Deductible plan. The steps required to earn the annual \$300 Wellness Incentive have to be completed EACH year.

The Wellness Incentive Program is managed by the Wellness Council of Arizona, see the [Wellness Incentive PDF](https://tUSD1.sharepoint.com/sites/EmployeeBenefits/SitePages/Wellness-Incentive.aspx) (https://tUSD1.sharepoint.com/sites/EmployeeBenefits/SitePages/Wellness-Incentive.aspx) for more information or contact verified@welcoaz.org.

EAP – Employee Assistance Program

What is an EAP? An EAP is an Employee Assistance Program that assists employees and dependents live healthier, happier lives.

Jorgensen Brooks Group EAP Services provides counseling and referrals to help employees, dependents, and household members reduce their stress and resolve problems. Contact [Jorgensen Brooks Group](http://www.jorgensenbrooks.com) (www.jorgensenbrooks.com) in the Tucson area at (520) 575-8623 or outside the Tucson area at (888) 520-5400.

What is the cost? EAP is a confidential benefit provided by TUSD for benefit eligible employees and their eligible dependents and household members at no cost.

What kinds of issues can I get help with through my EAP? Employees and eligible family members can discuss anything that affects their well-being with a Jorgensen Brooks Group Counselor. This includes issues such as:

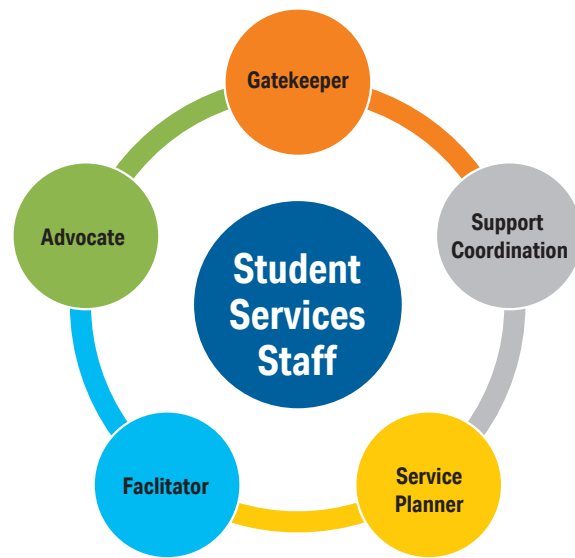
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|------------------------------------|--------------------------------|--------------------------|
| • Depression or Anxiety | • Alcohol Abuse/Drug Abuse | • Financial Difficulties |
| • Relationship or Family Conflicts | • Stress Management | • Legal Difficulties |
| • Workplace Conflicts | • Caring for an Elderly Parent | |
| • Grief; Death and Dying | • Domestic Violence | |

How do I make an appointment? Call Jorgensen Brooks Group at (520) 575-8623 Tucson Metro area or (888) 520-5400 outside the Tucson area Monday-Friday 8 a.m. to 5 p.m. If you are in crisis situation, Jorgensen Brooks Group counselors are available 24 hours a day, 7 days a week. To make an appointment for legal or financial services, please call the Tucson Metro office at (520) 575-8623.

EAP participants may see a Jorgensen Brooks Group provider by appointment regardless of where the employee or dependent lives.

Will anyone find out that I used EAP services? [EAP](https://tUSD1.sharepoint.com/sites/EmployeeBenefits/SitePages/Employee-Assistance.aspx) (https://tUSD1.sharepoint.com/sites/EmployeeBenefits/SitePages/Employee-Assistance.aspx) visits are completely confidential. Meetings with a Jorgensen Brooks Group EAP counselor remains private unless you sign a consent form for a release of information.

Student Services Staff Role in Case Management Model



- Responsible for managing a student caseload
- Screen students using identified indicators
- Create a Service Plan for each identified student (may include working across departments) that reflects student needs, identifies resources and interventions
- Ensure confidentiality
- Monitor service plan implementation
- Monitor student progress based on prescribed indicators
- Maintain communication/contact with parents/guardians
- Utilize Guardian Case Management software for all documentation
- Resolve issues as they arise
- Maintain professional boundaries (see ref document)

Professional Standards:

Student Services Staff must have a thorough knowledge of the services provided by their respective programs and an understanding of procedures for integrating services.

Student Services Staff should have the knowledge, skills, and experience necessary to assess the student's strengths and need for services and perform the core functions of case management.

Student Services Staff should ensure that appropriate assistance is given to each student, family member, caregiver, or student's legal representative, by providing accurate and complete information about available services allowing the individual self-directed care.

Student Services Staff must display effective communication skills and be able to work as part of a team of service providers on behalf of the student.

Student Services Staff should assume responsibility for their own professional growth and continuing education to enhance their case management skills and keep up with the many changes of available resources in the health and social service fields.

Student Services Staff should not engage in any personal relationships with the student, caregiver, or family members that may lead to any personal or professional gain or impair professional judgment.

Healthy Habits for Self-Care

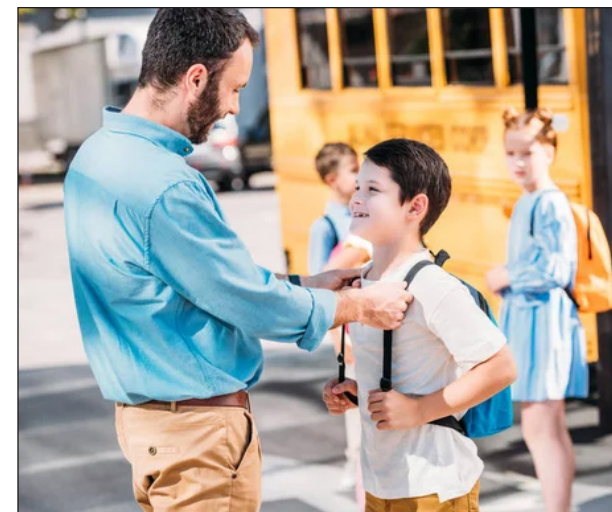
Coordinating Services for students and families is rewarding and meaningful work, but it can also be incredibly stressful. Increased caseloads, expanding responsibilities, and greater complexity of student needs are some of the major stressors affecting those who work in service-oriented fields such as human education, human services, healthcare, and law enforcement.

Excessive and extended stress can lead to burnout, a state of exhaustion that impacts a person's emotional, mental and physical wellbeing, as well as their behavior and productivity. A person experiencing burnout might feel empty, hopeless, and cynical – as if nothing they do is making a difference.

Risk of Burnout and its Impact

An article in [Professional Case Management](https://journals.lww.com/professionalcasemanagementjournal/pages/default.aspx) (https://journals.lww.com/professionalcasemanagementjournal/pages/default.aspx) touched on the risk of burnout and the factors that contribute to it, noting that "the emotional trauma of complex cases and end-of-life scenarios, coupled with frequent ethical dilemmas because of competing stakeholders, adds to the pressures of large caseloads."

That means guarding against burnout is vital, not just for individual case managers but for the health plans that employ them and the patients who increasingly depend on them. In the United States, those patients often face social and economic disparities and are among an estimated 117 million adults who suffer from one or more chronic health conditions and 25 percent who suffer from two or more.



Parent and Guardian Rights

- Request and be granted conferences with teachers, counselors, and/or the principal.
- Receive explanations from teachers about their student's grades and disciplinary procedures.
- Access and review school records pertaining to their student.
- Receive a copy of Code of Conduct (COC).
- Receive immediately an oral and a written notification anytime a student receives in-school suspension or is sent home for any safety and/or disciplinary reason (including suspensions).
- Request an interpreter or translator at any step of the disciplinary process.
- Request a review of all disciplinary actions relating to their student.
- Direct their student's education, upbringing, and moral/ religious training.
- Be notified promptly if an employee of this state, any political subdivision of this state, any other governmental entity, or any other institution suspects that a criminal offense has been committed against the minor child by someone other than a parent/guardian, unless the incident has first been reported to law enforcement and notification of the parent/guardian would impede a law enforcement or a Department of Child Safety (DCS) investigation. This does not create any new obligation for TUSD to report misconduct between students at school, such as fighting or aggressive play, that are routinely addressed as student disciplinary matters by the school.
- Be treated in a manner that is respectful of and responsive to their cultural traditions.

Parent and Guardian Responsibilities

- Communicate and collaborate with teachers to support student achievement.
- Attempt to participate and be active at their student's school.
- Be partners with school staff by sharing appropriate ideas for improving student learning and by helping to prevent and/or resolve student discipline problems.
- Provide supervision of the student's health, physical, and emotional well-being, and assume responsibility for the student's timely regular attendance.
- Promptly provide the school with explanations for student absences or tardiness.
- Ensure student compliance with school and District policies and regulations.
- Read and ask questions to understand the information in the COC.
- Reinforce the importance of students' adherence to values and behaviors described in the COC.



Coordination of Services

Coordination of Services for all EDI Student Services Departments will be through a strength-based case management model. Case management will formalize a methodology for identifying a wider range of student needs, providing appropriate and relevant interventions and activities to meet those needs, and result in the creation of service plans that can be implemented cross departmentally.

The adoption of a strengths-based case management model, will meet the following objectives:

- Development and coordination of an equitable, individualized service plan that supports student achievement.
- Further reduce incidences of lack of services that contribute to negative outcomes for students.
- Increase efficiency and alignment of departmental services and supports.
- Create a more equitable process where students receive services based on identified needs (tiers).
- Bolster coordination of Tier 3 services and support for students to further reduce resource access gaps.
- Increase departmental efficiency through formalization and definition.
- Improve collaboration with non-EDI inter-departmental and school sites.

Services must:

- Be evaluated for outcomes
- Be coordinated across systems
- Be personalized to meet the needs of families and individuals
- Be accessible, accountable, and comprehensive
- Be culturally and linguistically relevant and respectful
- Be strength-based and delivered in the least intrusive manner



Intersectionality between MTSS and EDI Support Services Case Management Model (SSSCM)

There is a relationship between the Multi-Tiered System of Support (MTSS) and the EDI Student Support Services Case Management (SSSCM) model. Both systems are designed to identify and address individual student barriers to learning. While the MTSS process is focused on providing academic and behavior support within an instructional setting, SSSCM is designed to address non-academic needs outside of the classroom by providing additional wrap-around services to meet those needs. Examples of these services may include providing direct services such as tutoring or indirect support through referrals to an outside community organization. Thus, EDI SSSCM is designed to complement and not replace MTSS strategies and supports. In theory and practice, every student identified within Tier 2 and Tier 3 should have an MTSS plan in place.

Intersectionality between Exceptional Education and EDI Support Services Case Management Model (SSSCM)

Under the SSSCM, students with IEPs who are in general education classes for 80% or more of their time, may receive services and support from both the Exceptional Education department and EDI Student Support Services Addressing the needs of these students requires that staff roles across departments are defined, and that services provided are coordinated between Exceptional Education case managers and EDI Student Support Service staff. Within the SSSCM, this cross-departmental collaboration is reflected in each student's service plan where services and staff roles will be outlined.

Identifying Student Support Tiers

EDI has adopted the following profiles for placing K-12 students within tiers. The primary indicators that are to be used are attendance rates, assessment test scores, final grades in core classes, and credit accrual. The indicators used vary by student grade level. The chart below summarizes the criteria used at each grade band.

K-3rd Grade

	Tier 1	Tier 2	Tier 3
Attendance	90% or higher	70%-89%	69% or below
Dibels	At benchmark +	1 level below standard	2 levels below standard
Behavior		5 to 9 MTSS observations for Defiance, Disrespect, Disruption	10 or more MTSS Observations for Defiance, Disrespect, Disruption
Exclusionary Discipline			4 or more Incidents of Exclusionary Discipline

4th-5th Grade

	Tier 1	Tier 2	Tier 3
Attendance	90% or higher	70%-89%	69% or below
AASA Math/ELA	Proficient or higher	1 level below standard	2 levels below standard
Behavior		5 to 9 MTSS observations for Defiance, Disrespect, Disruption	10 or more MTSS Observations for Defiance, Disrespect, Disruption
Exclusionary Discipline			4 or more Incidents of Exclusionary Discipline

6th-8th Grade

	Tier 1	Tier 2	Tier 3
Attendance	90% or higher	70%-89%	69% or below
AASA Math/ELA	Proficient or higher	1 level below standard	2 levels below standard
Grades	no course failures	2 or more core class failures	3 or more core failures
Behavior		5 to 9 MTSS observations for Defiance, Disrespect, Disruption	10 or more MTSS Observations for Defiance, Disrespect, Disruption
Exclusionary Discipline			4 or more incidents of Exclusionary Discipline

9th-12th Grade

	Tier 1	Tier 2	Tier 3
Attendance	90% or higher	70%-89%	69% or below
ACT Aspire/ACT	Proficient or higher	1 level below standard	2 levels below standard
Grades	no course failures	2 or more core class failures	3 or more core failures
Credit Accrual	credit on track	credit deficient for graduation – 9th grade	credit deficient for graduation – 10th-12th
Behavior		5 to 9 MTSS observations for Defiance, Disrespect, Disruption	10 or more MTSS Observations for Defiance, Disrespect, Disruption
Exclusionary Discipline			4 Incidents of Exclusionary Discipline

In addition, each student who has been identified within Tier 2 and Tier 3 should have an MTSS academic support plan in place.

Any K-3rd grade student that is below benchmark on Dibels in any subject area is assigned to Tier 2.

Any 4th-8th grade student who scores as Partially Proficient in any AASA subject is assigned to Tier 2.

Example: A student who scores as Partially Proficient in Math on the AASA, but Minimally Proficient in ELA is assigned to Tier 2.

Any 9th/10th grade student (ACT Aspire) who scores as "Close" in any subject area on the ACT Aspire is assigned to Tier 2.

Any 11th grade student who scores as "Close" in any subject area on the ACT is assigned to Tier 2.