TUCSON UNIFIED SCHOOL DISTRICT

Instructional Re-Entry Planning for 2020-2021
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Guiding Principles

- Maintaining continuity of instruction
- Keeping students and staff safe and healthy
- Ensuring access and equity for all students
- High Quality Instruction for all students
- Communicating with stakeholders, such as staff, families, teachers, bargaining units and partners
- Ensuring flexibility to meet the needs and advocate for all students, while maintaining fiscal solvency
Purpose of This Guide

The purpose of this document is to provide the Tucson Unified School District community, with Curriculum and Instructional parameters for the re-opening of schools amidst the Covid-19 pandemic.

This document addresses the following major themes:

- Recommended Instructional Scheduling Guidelines for Sites
- Recommended Online and On-Site Instructional Parameters
- Leader and Teacher Expectations
- Professional Development
- Resources

This document is a guide to assist site administrators and teachers to plan for the upcoming school year. It provides general guidelines regarding instruction, scheduling, expectations for teachers and leaders as well as specific considerations for specialized programs such as English Language Learners, Exceptional Education, Advanced Learning Experiences, Career and Technical Education, and Fine Arts.
Instructional Re-Entry Plan for Tucson Unified School District: Guidance for School Leaders, Teachers and Staff

Models for 2020-2021

Tucson Unified School District will be offering an **in person** full-time model and a **remote learning** full-time instructional model. The Catalina Online Learning Experience (COLE) is a self-paced alternative online option available for 6-12 students and it utilizes a district approved curriculum.

<table>
<thead>
<tr>
<th>On-Site Learning</th>
<th>Remote Learning/Intermittent Closure</th>
<th>COLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>The On-Site learning model allows for continuous instruction, 5 days a week, full time utilizing the district's <em>online instructional model</em>. This model will provide access to families that need a place for their students to be during the day.</td>
<td>5 days a week. Synchronous and asynchronous instruction.</td>
<td>Self-Paced Online option for student in grade 6-12.</td>
</tr>
</tbody>
</table>

**Key components for In-Person Learning:**
- Modified classroom layouts
- Open lab option to maximize available space.
- Use TUSD’s instructional framework to deliver culturally responsive instruction across all grade level bands (SPARKS).
- Small group instruction and intervention using online platforms, small group breakout features or small group zooms.
- Assessments will be identified and scheduled
- Data will be used to inform instruction decisions
- All resource services should involve instruction using online platforms.
- Social Emotional Component to be embedded as part of weekly/bi-weekly lessons.
- Blended Learning (Synchronous and Asynchronous) instruction will be the instructional delivery.
- All students will use devices to access instructional content.
- Internet Safety will be explicitly taught.
- Technology and technical support will be provided.
- Support Staff will have clearly identified roles.
- Professional Development will be embedded.
- Weekly collaboration amongst teachers.

**Key components for Remote Learning/Intermittent Closure:**
- Students online can login to access lessons via synchronous (live with teacher) and asynchronous (independent using district’s platforms).
- Synchronous and Asynchronous instruction will be planned using best practices.
- Schedules will be clearly articulated to families and students.
- Use TUSD’s instructional framework to deliver culturally responsive instruction across all grade level bands (SPARKS).
- Interventions will be provided through individual or small group zooms as well as online platforms.
- Expectations for educators, families and students will be clearly articulated.
- Assessments will be identified and scheduled.
- Data will be used to inform instruction decisions.
- English Language Learners and Exceptional Education students will be provided required learning framework.
- Internet Safety will be explicitly taught.
- Social Emotional Component to be embedded as part of weekly/bi-weekly lessons.
- Technology and technical support will be provided.
- Support Staff will have clearly identified roles.
- Professional Development will be embedded.
- Weekly collaboration amongst teachers.

- Alternative online education program for grades 6th-12th.
- Self-paced.
- Uses APEX Digital curriculum.
- Provided by certified TUSD teachers.
- Teacher accessible via virtual whiteboard, email, phone or instant message.
- Students are assigned an academic advisor to stay on track.
Remote and In Person Learning Guidelines

Due to the COVID-19 public health crisis, teaching and learning will look very different in TUSD. For this reason, TUSD teachers will be using the **Online Instructional** model whether they are teaching remotely or in person. This will allow students to access the same content regardless of the modality they select.

Factors to consider:

- TUSD students will have a district provided device or the option to bring their own device
- TUSD teachers will have an appropriate district provided device as needed with integrated cameras to deliver instructional lessons
- All lessons will be taught online using the district’s approved platforms and intervention programs
- Use of the breakout rooms feature or a small group zoom sessions will be utilized to work in small groups to avoid close contact.
- Provide synchronous and asynchronous opportunities for students to access material
- Use TUSD Multicultural Curriculum: Scope and Sequence, Curriculum Maps, Units and Unit Maps and lesson guides for each content area, including CRC resources
- Sites will provide *Learning Spaces* to students at a limited capacity per classroom/space to allow for appropriate social distancing guidelines
- Staff will supervise and proctor students that are participating in-person at school sites
- Exceptional Education self-contained classrooms will provide appropriate accommodations for ExEd students. (*See considerations for ExEd*).
Remote Learning Guidelines for Site Administrators

Site principals will determine the best logistics for remote and on-site learning at their school sites. Here are some guidelines to consider as you determine your school’s Learning Spaces for students that attend in person to comply with Governor Ducey’s order 2020-41 that: “Schools shall operate for the required 180 days of instruction and shall be physically open at least the same number of days per week for the 2020-21 school year” “…provided that they offer free onsite learning for students who need a place to go during the day”

- Factors to consider:
  - **Students attending remotely**
    - All students must have a laptop/device available
    - Teachers will mostly use online platforms to deliver instruction for all students
    - Scheduling logistics:
      - Site to create a master schedule to ensure all instructional components and requirements are met:
        - English Language Development (ELD) for English Learners
        - For students with IEPs in general education classrooms, appropriate services and accommodations must be provided
        - Guidance/ Counseling Lessons
        - GATE
        - OMA
        - Flexible scheduling for electives that would offer student choice
    - Schedules will be shared with parents, teachers, and faculty
    - Teachers and appropriate staff will need to coordinate schedules
    - Include one hour per day for teacher planning
    - Prioritize collaborative planning structures when possible
  - Principal will ensure the following accountability processes are in place:
    - Adherence to schedule
    - Attendance is being monitored
    - Implementation of TUSD Multicultural Curriculum
    - Grades submitted twice weekly
    - Communication with families
      - Ex: Attendance, platform navigation, social/ emotional
  - **Students attending in person**
    - Supervision of students in learning spaces may occur with staff.
    - In order to accommodate classroom spacing, transitions, etc., review the District Operational Re-Entry Plans.
    - Exceptional Education Self-contained classrooms are to remain available and open as these classes have a small number of students. For students with IEPs in general education classrooms, appropriate services and accommodations must be provided.
➢ Students will wear face coverings and participate in regular hand-washing and sanitation practices when possible based on individual needs and abilities.

➢ Certified and classified staff will have protective equipment while working in classrooms or other designated learning spaces. Staff will take extra precaution when students are unable to wear face coverings or adhere to safety regulations.

➢ Students will continue to receive services based on their individualized programs. Service delivery models will focus on reducing contact by reducing group sessions and by using technology.

➢ IEP teams may conduct remote meetings to determine the need for any program.

➢ Principal will ensure the following accountability processes are in place:
  o Adherence to schedule
  o Monitor Attendance
  o Implementation of TUSD Multicultural Curriculum
  o Grades submitted twice weekly
  o Communication with families
    ✓ Ex: Attendance, platform navigation, social/ emotional

➢ Teachers are encouraged to collaboratively plan synchronous lessons and co-teach synchronous lessons.

➢ The teacher of record is responsible for entering the grades

➢ Teachers may have breakout groups by instructional levels and to provide targeted interventions.

➢ View students as “all our students” rather than “my class”
Leader Expectations

**Leader Expectations:**
*What are the expectations for our leaders?*

- Be clear, direct, honest, and empathetic when providing the District guidelines.
- Create an onsite support team with specific tasks for different scenarios (response team; kindergarten drop off, etc.).
- Allow for use of flexible spacing within the classroom/school/outside areas.
- Frequent communication (community, families, and staff).
- Plan, provide training and implement trauma sensitive, SEL, whole child/well-rounded programming and relationship building.
- Consistent monitoring and supervision of onsite and online classes.
- Activate counselors to develop individual and group support for staff and students.
- Equity for ALL staff and students.
- Create a welcoming school/LEA culture of safety, caring, learning and high expectation.
- Create conditions in which ALL teachers can focus on teaching and learning.
- Create conditions in which ALL students can learn and grow by gathering qualitative as well as quantitative data that identifies the needs of all learners.
- Provide instructional opportunities as needed for all learners to be successful.
- Assure faculty is aware of the available resources for social and emotional mental health that are available for both students, faculty and staff.
- Development of a comprehensive communication plan for staff, families and community.

**Leadership Resources**

- Child Trauma Toolkit
- Considerations for Supporting Student Staff Wellness When Reopening Schools
- CASEL Guide
- Trauma Sensitive Schools
- Talking to Kids about Corona Virus
Teacher Expectations

In-Person Expectations (when in-person learning resumes)

* Use the identified platforms, which will be standardized across the district. This is in reference both to class management platforms like Office 365 and our instructional platforms on Clever.

- Follow CDC guidelines and TUSD guidelines for health recommendations.
- Maximize space in classroom.
- Provide synchronous and asynchronous instruction to all students.
- Utilize flexible spacing: outside patio, gardens, common areas, indoor amphitheaters.
- Desks and seating arranged to allow for maximum physical distancing.
- Expanded more frequent use of pullouts, small group instruction, recess breaks, art/music to reduce class sizes.
- Use TUSD’s instructional framework to deliver culturally responsive instruction across all grade level bands (SPARKS).
- Use TUSD Multicultural Curriculum which includes Scope and Sequence, Curriculum Maps, Units and Unit Maps and lesson guides for each content area, multicultural resources and Social Justice Standards.
- Collaborate (PLCs/CTTs) with remote and in-person teachers to maintain best online instructional practices and consistent objectives for increased student learning.
- Include frequent checks for understanding and CFAs.
- Monitor students’ academic and SEL progress.
- Follow the Scope and Sequence as it is essential to keep all students on track and ensure continuity of instruction
- Provide students with instruction on how to use the district adopted online platform(s) and use these platforms to ensure consistent instruction and seamless transition during intermittent closure.

- Ensure clear and consistent grading policies and procedures in alignment with district grading policy.
  - Input grades into Synergy twice/week per board policy.
- Create a plan to ensure physical distancing during transitions.
- Attend professional development opportunities and training to support instructional delivery including SEL instruction.
- Utilize school established method of communication to maintain frequent communication with families and students.

Remote Learning Expectations

* Use the identified platforms, which will be standardized across the district. This is in reference both to class management platforms like Office 365 and our instructional platforms on Clever.

- Provide synchronous and asynchronous instruction to all students.
- Collaborate (PLCs/CTTs) with remote and in-person teachers to maintain best online instructional practices and consistent objectives for increased student learning.
- Ex. Ed. Schedules created to meet required IEP minutes both with in-person and online students.
- Provide language and dual language programs for students.
- Launch District approved platforms from Clever
- Provide a minimum minutes per day for ELA, Math, Science, Social Studies, SEL.
- Every teacher/staff has a communicated schedule with outlined core content and includes offline assignments. Schedule must be coordinated at the site level.
- Parents are to sign off student work/time. (Pending legislation)
- Teachers will take attendance at the beginning of each online session.
Digital Citizenship instruction and expectations will be provided for all students and staff.

Attend professional development opportunities and training to support instructional delivery including SEL instruction.

Input grades into Synergy twice/week per board policy.

Weekly individual teacher student conferencing.

Use TUSD’s instructional framework to deliver culturally responsive instruction across all grade level bands (SPARKS).

Use TUSD Multicultural Curriculum which includes Scope and Sequences, Curriculum Maps, Units and Unit Maps and lesson guides for each content area, multicultural resources and Social Justice Standards.

Include frequent checks for understanding and CFAs.

Monitor students’ academic and SEL progress.

Utilize school established method of communication to maintain frequent communication with families and students.
Instructional Scheduling Guidelines for Sites
Elementary (K-5)

All instruction whether in person (within learning spaces at school) or remote (participating remotely) will take place in an online environment. All remote learning bullets apply to the in-person model.

<table>
<thead>
<tr>
<th>In-Person</th>
<th>Remote Learning Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Consistent weekly schedule that identifies core content, zoom session times, office hours, small group instruction, synchronous and asynchronous work.</td>
<td>• Each school sets a consistent weekly schedule that identifies grade level zoom sessions, office hours, small group instruction, synchronous and asynchronous work.</td>
</tr>
<tr>
<td>• ExEd scheduled time for required minutes based on each student’s IEP.</td>
<td>• Required instructional minutes daily (synchronous and asynchronous) documented.</td>
</tr>
<tr>
<td>• English Learners will have scheduled time for required SEI/ELD minutes via synchronous or asynchronous instruction.</td>
<td>• Zoom sessions scheduled for ELA/SLA (Reading and Writing), Math, Science, Social Studies, Intervention groups, Social Emotional Learning (SEL) lessons.</td>
</tr>
<tr>
<td>• Teachers are to maintain instructional accountability documentation.</td>
<td>• 1 session daily for additional content areas.</td>
</tr>
<tr>
<td>• Use districtwide platform to regularly communicate with families.</td>
<td>• GATE session included in schedules.</td>
</tr>
<tr>
<td>• Embedded PD will be scheduled.</td>
<td>• P.E. activity included in schedules.</td>
</tr>
<tr>
<td>• Teachers will attend PD.</td>
<td>• English Learners will have scheduled time for individually required SEI/ELD minutes via synchronous or asynchronous instruction.</td>
</tr>
<tr>
<td>• Online and in-person teachers will need to collaborate.</td>
<td>• Classroom teachers and ExEd team will collaborate to accommodate ExEd student’s IEP.</td>
</tr>
<tr>
<td>• In-person and online teachers to attend PLC’s (online, regional).</td>
<td>• Clearly specified office hours for parents to communicate with teacher daily with “soft phone number” used.</td>
</tr>
<tr>
<td>• Provide opportunities to use the various TUSD instructional online platforms and programs to ensure consistent instruction and seamless transition during intermittent closure.</td>
<td>• Recommendation that number of minutes be specified for core instruction in plans.</td>
</tr>
<tr>
<td></td>
<td>• Weekly grades to be entered (at least two per subject per district policy).</td>
</tr>
<tr>
<td></td>
<td>• Teachers take attendance twice daily, using Synergy.</td>
</tr>
<tr>
<td></td>
<td>• Teachers keep an attendance log for asynchronous learning and reaching out to students who haven’t been active in the online platforms.</td>
</tr>
<tr>
<td></td>
<td>• Teachers maintain instructional accountability documentation: lesson plans, conferences, grade book, assessments housed in Office 365.</td>
</tr>
<tr>
<td></td>
<td>• Lunch schedules coordinated per site.</td>
</tr>
</tbody>
</table>
- Teachers maintain weekly communication with individual students, determine documentation format.
- Teachers use a weekly newsletter, teacher website, email through Synergy or another district approved platform.
- Teachers attend PD.
- Teachers attend PLC's (online, regional).
- Teachers follow MTSS process, site calendar for students in need.
- Academic or Behavioral staff (CSP, MTSS, Counselor) collaborates with and supports teachers and students per site plan.

Sample schedule in appendix
Middle School (6-8)

**All instruction** whether in-person (within learning spaces at school) or remote (participating remotely) **will take place in an online environment.** All remote learning expectations apply to the in-person model.

<table>
<thead>
<tr>
<th>In Person</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Schedule all students as you normally would. Arrange students by cohort to maximize distancing.</td>
<td>• Schedule all students in Synergy as you normally would.</td>
</tr>
<tr>
<td>• Students will be scheduled into a “learning space” or “lab” to participate in online instruction and will be supervised by school personnel. (Note: school personnel do not have to be the teacher of record.).</td>
<td>• Each school sets a consistent weekly schedule that identifies core content, zoom sessions, office hours, small group instruction, synchronous and asynchronous work.</td>
</tr>
<tr>
<td>• Students will stay in their scheduled learning space throughout the day and will ‘travel’ to their classes via online platforms.</td>
<td>• Teachers have set office hours to facilitate communication with students and families.</td>
</tr>
<tr>
<td>• All students will need a device and headphones/microphone to participate in online learning.</td>
<td>• Specific online hours for parents to communicate with teachers</td>
</tr>
<tr>
<td>• Try to keep kids arranged by cohort to limit mixing between groups, if possible.</td>
<td>• Recommended number of minutes be specified for core instruction.</td>
</tr>
<tr>
<td>• Embedded PD will be scheduled.</td>
<td>• Weekly grades to be entered (at least two grades per class as per board policy).</td>
</tr>
<tr>
<td>• Teachers will attend PD.</td>
<td>• Teachers take attendance daily, using Synergy.</td>
</tr>
<tr>
<td>• Schedule PD with topics to be determined by site-specific needs.</td>
<td>• Teachers keep an attendance log for asynchronous learning and reaching out to students who haven’t been active in online platforms.</td>
</tr>
<tr>
<td>• Resource/Inclusion ExEd students will be in cohort with regular education, but will have online meeting with their ExEd teacher.</td>
<td>• Teachers are to maintain instructional accountability documentation: lesson plans, conferences, grade book.</td>
</tr>
<tr>
<td>• English Learners will receive required minutes of ELD based on their level of Language proficiency. They will receive two hours of ELD instruction per day.</td>
<td>• Teachers follow MTSS process, site calendar for students in need.</td>
</tr>
<tr>
<td></td>
<td>• Teacher will maintain weekly communication with individual students. (i.e. Weekly newsletter, teacher website, email through Synergy or another district approved platform.)</td>
</tr>
<tr>
<td></td>
<td>• CSP’s to collaborate and support online teachers</td>
</tr>
<tr>
<td></td>
<td>• Resource/Inclusion ExEd students will be in a cohort with regular ed, but will have online meeting with their ExEd teacher.</td>
</tr>
<tr>
<td></td>
<td>• English Learners will have a scheduled time for SEI/ELD required minutes via synchronous or asynchronous instruction. English Learners will receive</td>
</tr>
<tr>
<td>ELD based on their level of Language proficiency.</td>
<td></td>
</tr>
</tbody>
</table>
High School

All instruction whether in-person (within learning spaces at school) or remote (participating remotely) will take place in an online environment. All remote learning bullets apply to the in-person model.

<table>
<thead>
<tr>
<th>In-Person</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Master schedule redesigned (i.e. option of block scheduling or MW/TTh alternating F cohorts) for smaller class size and fewer transitions. Consider teachers moving instead of students.</td>
<td>• Each school sets a consistent weekly schedule that identifies core content, zoom sessions, office hours, small group instruction, intervention sessions, synchronous and asynchronous work.</td>
</tr>
<tr>
<td>• Maximize monitored entry points for students (all people) to promote social distance.</td>
<td>• Instruction will follow district approved scope and sequences as it is <strong>essential</strong> to keep all students on track and ensure continuity of instruction.</td>
</tr>
<tr>
<td>• Follow CDC guidelines to the extent possible.</td>
<td>• Recommend a structured in-person site based and secured assessment centers when authorities deem it safe.</td>
</tr>
<tr>
<td>• Grab and go breakfast and lunch.</td>
<td>• Teachers assignments need to align with 7.5-hour workday.</td>
</tr>
<tr>
<td>• Lunch is based on a varied schedule depending on grade level and school.</td>
<td>• Site-based issues with staffing and scheduling driven by student course request.</td>
</tr>
<tr>
<td>• Assign departure paths (ala FD) for students and spread out student parking.</td>
<td>• Teachers have set office hours to facilitate communication with students and families.</td>
</tr>
<tr>
<td>• Consider staggering the daily schedule.</td>
<td>• Recommendation that number of minutes be specified for core instruction.</td>
</tr>
<tr>
<td>• Be sure to schedule PD with topics to be determined by site-specific needs.</td>
<td>• Weekly grades to be entered (at least two per week).</td>
</tr>
<tr>
<td>• Minimize large group events (like assemblies).</td>
<td>• Teachers are to keep an attendance log via synergy.</td>
</tr>
<tr>
<td>• English Learners will be receive ELD based on their level of Language proficiency. They will receive up to two hours of ELD instruction per day.</td>
<td>• Teachers are to maintain instructional accountability documentation: lesson plans, conferences, grade book.</td>
</tr>
<tr>
<td></td>
<td>• Teachers follow MTSS process, site calendar for students in need.</td>
</tr>
<tr>
<td></td>
<td>• Teacher will maintain weekly communication with students.</td>
</tr>
<tr>
<td></td>
<td>• Use districtwide platforms to send announcements to parents.</td>
</tr>
<tr>
<td></td>
<td>• PD expectations for teachers apply during online instruction.</td>
</tr>
<tr>
<td></td>
<td>• Teachers will attend PLC’s for all applicable training regarding district online platforms.</td>
</tr>
<tr>
<td></td>
<td>• CSP’s and/or similar positions will collaborate and support online instruction.</td>
</tr>
</tbody>
</table>
• English Learners will have a scheduled time for SEI/ELD required minutes via synchronous or asynchronous instruction.
• English Learners will receive ELD based on their level of language proficiency. They will receive up to two hours of ELD instruction per day.
• Take into consideration that Exceptional Educational students have access to facilities based on IEP.
Online Instructional Model Parameters for K-12

Full Time Instructional Online Model (K-5)

Site Leaders please refer to the Leader Expectations section in this document for additional details.

<table>
<thead>
<tr>
<th><strong>Full Time Instructional Online Model (K-5)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General</strong></td>
</tr>
<tr>
<td>• Full time online models will be site based (utilizing district approved online resources; curriculum-based resources).</td>
</tr>
<tr>
<td>• Synchronous and asynchronous instruction (live instruction [logging in via Zoom to see live lesson] vs. self-paced pre-recorded lesson).</td>
</tr>
<tr>
<td>• Instructional minutes required per grade and content (online and offline learning) will be clearly articulated to teacher and family.</td>
</tr>
<tr>
<td>• Following the Scope and Sequence will be <strong>essential</strong> to keep all students on track and ensure continuity of instruction.</td>
</tr>
<tr>
<td>• Magnet and specialized schools or programs will clearly describe program changes for online learning.</td>
</tr>
<tr>
<td><strong>Weekly Student Schedule</strong></td>
</tr>
<tr>
<td><strong>Weekly student schedule may include:</strong></td>
</tr>
<tr>
<td>• 3 Required Zoom Math Sessions, 30 minutes minimum.</td>
</tr>
<tr>
<td>• 3 Required Zoom ELA (Reading and Writing) sessions, 30 minutes minimum.</td>
</tr>
<tr>
<td>• 1 Required Zoom Science session, 30 minutes minimum.</td>
</tr>
<tr>
<td>• 1 Required Zoom Social Studies session, 30 minutes minimum, Fine Arts, PE, Health.</td>
</tr>
<tr>
<td>• Project-based learning each quarter--Social Studies, Science, integration of ELA, Math, and Fine Arts.</td>
</tr>
<tr>
<td>• Teacher-driven small group intervention schedule-- 3 sessions of Math and ELA week.</td>
</tr>
<tr>
<td><strong>Student Resources</strong></td>
</tr>
<tr>
<td>• Each student will be given a set of resources per quarter (science materials, math manipulatives).</td>
</tr>
<tr>
<td>• Links to optional recorded lessons available in Clever (<em>Note: These videos are not meant to replace Zoom lessons. They may include recorded Zoom lessons/reteach lessons.</em>).</td>
</tr>
<tr>
<td>• Upload recorded lessons to private YouTube channel or O365 (link on Clever or email).</td>
</tr>
<tr>
<td>• Benchmark Advance/Adelante, InSync, Eureka (etc.).</td>
</tr>
<tr>
<td>• Consumables will be provided as available.</td>
</tr>
<tr>
<td><strong>Student Assessments</strong></td>
</tr>
<tr>
<td>• CFAs scheduled weekly for Math (using Eureka Affirm) and weekly for ELA/SLA (Benchmark Advance/Adelante Weekly Assessment)</td>
</tr>
<tr>
<td>• Writing</td>
</tr>
<tr>
<td>• Cengage Weekly and Unit Assessments for English Language Development (ELD).</td>
</tr>
<tr>
<td>• Benchmark Universe Interim Assessments will be used for Quarterly assessment.</td>
</tr>
<tr>
<td>• Opportunity to delay quarterly assessment can be delayed until 6 weeks after in-class start (per executive order).</td>
</tr>
</tbody>
</table>
| **Extra-Curricular Activities and Interventions** | • Intervention plans created, implemented and documented for Tier 1, 2 & 3/MTSS students. Interventions on digital platforms can be documented including the data for progress monitoring.  
• Inclusion of PBIS (expected behaviors, rewards).  
• Full-Time online students will have access to regular site-based Extracurricular, Extended Day programs and additional academic supports made available online.  
• Truancy team created for each school to support attendance and progress.  
• Social emotional lessons (counselors, teachers) i.e. Sanford Harmony.  
• Counselor lessons implemented. |
| **Weekly Teacher Schedules** | • One office hour, 3 days a week – “soft phone number” used for parent communication.  
• Coordinated meeting times across grade levels.  
• One hour of daily planning.  
• PLC/CTT times scheduled the same across the district, 2 hours per week for collaboration and PD (including site-based PD) also include departments (Ex. Ed., Dual Language, ELD PLCs – who is leading? Should address next week’s planning).  
• Wednesday blocked time for professional development/staff meeting every week.  
• Regularly scheduled appointments for teachers to check in with each learning coach and student via phone or Zoom for the purpose of monitoring.  
• Weekly MTSS planning, documentation time scheduled by teacher.  
• Attend 1-2 MTSS meetings a month (site-based as needed). |
| **Weekly Teacher Planning** | • Lesson plans, weekly team plans for CFAs, all work and formative data will be kept in Office 365 Teams. Platforms like planbook.com are allowed with passwords provided to principal.  
• Teachers keep physical data binders for student progress and monitoring intervention groups (Tier 2 and Tier 3).  
• PLCs will follow ELA and Math planning templates to align instruction to CFAs. Eureka Affirm and Equip assessment, Benchmark Advance Weekly Assessment.  
• Common planning time is scheduled for the in-person and the online teachers for consistency in both content and pacing.  
• Lesson plans will cover the same objectives with all teachers of the same grade level and content. Lesson plans due by Friday before the following week. |
| **Synchronous and Asynchronous Instruction** | • Students need equitable access to resources and teachers need updated equipment (laptops) so that they can use all the platforms.  
• Students and Learning Coaches must commit to completing synchronous and asynchronous assignments and complete missed work by a designated due date.  
• Teachers use key instructional strategies for student engagement especially for online teachers. |
Each school creates a plan to set site expectations for how online teachers run their instruction/classroom, including:

- Which hours of the day a teacher is working online. (The norm should be that a teacher is sticking to their 7.5-hour contract day but can work with their site administration on their particular hours of the day.).
- Synchronous vs asynchronous learning time (site coordinates this so that an online student doesn’t have multiple courses offering synchronous learning during the same days/hours) must be balanced.
- Assignment due dates/project deadlines with points possible are required.
- How to follow district initiatives in an online environment (ex. PBIS, MTSS, SPARKS, etc.).
- Follow best practices for online teaching (ex. How to use Zoom effectively to engage students in an interactive learning experience, etc.).

| Grading and Attendance | Teachers will adhere to [district grading policy](#).
|                        | Two entries in the gradebook per week.
|                        | Attendance captured through Zoom synchronous attendance, online platform minutes, office hour and small group attendance, minutes captured and attested to by the parent/guardian.
|                        | Rubric-based grading is encouraged.
|                        | Projects include a rubric/scoring guide when presented to students.

| Family and Engagement | Virtual Orientation (Clear message, expectations, tools, overview of online programs, testing protocols).
|                       | Example of weekly schedule (including evening options) communicated.
|                       | Checklist of daily learning tasks.
|                       | Clear expectations for parents/family member as Learning Coach.
|                       | Regularly scheduled appointments for teachers to check in with each learning coach and student via phone or Zoom for the purpose of monitoring progress. Frequency of check-in meetings depends on the teacher/student ratio. Recommended bi-weekly check-in on progress for all students, weekly meeting for Tier III students.
|                       | Guidelines provided and parent attestation required for asynchronous learning (Example: Sitting on the couch and reading, conducting science observations or experiments, how many minutes?).
|                       | Commitment to complete required synchronous minutes (Zoom sessions, intervention groups, online programs, assessment schedule).

| Technology and Technical Support | Daily and Weekly calendar with assignments posted for families to follow – May be posted in a teacher’s website with a link in Clever.
|                                 | Digital Classwork Management: Use of Office 365 Suite, Class Teams/channels, Benchmark Advance online resources, Eureka InSync and student email for projects and assignments.
|                                 | Using Clever to access common applications.
- Dedicated technology/online support person per TUSD region available for teachers, parents, and students. Technology equipment for every teacher (microphones for in person teachers to support sound quality on Zoom and with the use of mask).
- Dedicated technical support people for Instruction (online programs) - someone who really knows Benchmark Advance, Eureka InSync Suite & Equip (the assessment component).
- Procedure for Wifi/internet issues (who do parents contact?).
- List of resources for students and families for At Home Learning activities.

<table>
<thead>
<tr>
<th>Identification of Digital Platforms and purposes for each</th>
<th>What digital platforms will be used to support core content, independent practice?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark Advance (ELA/SLA)</td>
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</tr>
<tr>
<td>Cengage Reach MYNGConnect (English Language Development instruction)</td>
<td>Cengage Reach MYNGConnect (English Language Development instruction)</td>
</tr>
<tr>
<td>Eureka Digital Suite, InSync, Affirm and Equip (Math)</td>
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</tr>
<tr>
<td>FOSS Web</td>
<td>FOSS Web</td>
</tr>
<tr>
<td>Imagine Learning OR Waterford (Reading, Math and Science) provided to all K-3 students for MOWR Reading Intervention</td>
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</tr>
<tr>
<td>IXL for ELA/Math Intervention for grades 4-5</td>
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</tr>
<tr>
<td>Imagine Espanol provided for Dual Language</td>
<td>Imagine Espanol provided for Dual Language</td>
</tr>
<tr>
<td>Achieve 3000 (3rd-5th ELA/SLA and Math) for Dual Language</td>
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</tr>
<tr>
<td>Scholastic (ELA/SLA, Science, Social Studies)</td>
<td>Scholastic (ELA/SLA, Science, Social Studies)</td>
</tr>
<tr>
<td>Readworks (ELA, Science, Social Studies)</td>
<td>Readworks (ELA, Science, Social Studies)</td>
</tr>
</tbody>
</table>
### Full Time Instructional Online Model (6-8)

#### General
- Full-time online models will be site based.
- Teachers will not have more than 3 different preps (unless they have an agreement with their site.).
- Synchronous and asynchronous instruction
  - Cohorts to split up the students into larger synchronous groups, allows for more productive/collaborative breakout groups
  - Cohorts created to have ELD, ExEd students together to help the ELD and ExEd teachers co-teach within those groups and support the students in smaller breakout sessions
- Instructional minutes required per grade and content (online and offline learning); clearly articulated to teacher and family.
- Follow the TUSD Scope and Sequence as it is **essential** to keep all students on track and ensure continuity of instruction.
- Magnet and specialized schools or programs will clearly describe program changes for online learning.

#### Weekly Student Schedule
- Synchronous direct instruction no longer than 15-30 minutes,
  - ELA, Math, Science and Social Studies meet daily,
  - Electives meet 3 times per week.
- Synchronous small group interventions as required.
- Open hours for tutoring and student success check-ins (teachers provide meaningful feedback and social-emotional support).
- Breaks embedded in-between classes.

#### Student Resources
- Each student will be given a set of resources per quarter (science kit, math manipulatives).
- Links to **optional** recorded lessons available in Clever (*Note: These videos are not meant to replace Zoom lessons. They may include recorded Zoom lessons/reteach lessons.*).

#### Student Assessments
- CFAs scheduled weekly for Math and ELA (using School City, Eureka Affirm and Equip, Edulastic, etc.)
- Eureka Affirm
- Quarterly district benchmarks
- Teacher-created quizzes and tests
- APEX embedded quizzes and exams

#### Extra-Curricular Activities
- Intervention plans created, implemented and documented for Tier 1, 2 & 3/MTSS students. Interventions on digital platforms can be documented including the data for progress monitoring.
- Inclusion of PBIS (expected behaviors, rewards).
- All students will have access to site-based Extracurricular and Extended Day programs and additional academic supports.
- A Truancy Team will be created for each school to support attendance and progress monitoring.
| **Weekly Teacher Schedules** | • One office hour per day – “soft phone number” used for parent communication.  
  • Coordinated meeting times across grade levels.  
  • One hour of daily planning.  
  • PLC/CTT times scheduled the same across the district, 2 hours per week for collaboration and PD.  
  • Wednesday blocked time for professional development/staff meeting every week.  
  • Regularly scheduled appointments for teachers to check in with each parent/guardian and student via phone or Zoom for the purpose of academic monitoring. |
|---|---|
| **Weekly Teacher Planning** | • Lesson plans, weekly team plans for CFAs, all work and formative data will be kept in Office 365 Teams.  
  • Platforms like planbook.com are allowed with passwords provided to principal.  
  • Teachers keep data for student progress and monitoring intervention groups (Tier 2 and Tier 3).  
  • PLCs will follow ELA and Math planning templates to align instruction to CFAs. Eureka InSync assessment alignment with School City (Knowledge Package: concept, vocabulary, models, and key questions), Benchmark Advance Weekly Assessment.  
  • Use Apex to drive instruction. |
| **Synchronous and Asynchronous Instructions** | • Students need equitable access to the resources, and teachers need updated equipment (laptops) so that they are able to use all of the platforms.  
  • Teachers are expected to:  
    • Use key instructional strategies for student engagement in an online environment.  
    • Follow best practices for online teaching (ex. How to use Zoom effectively to engage students in an interactive learning experience, etc.)  
    • Work collaboratively in grade level teams to set staggered assignment due dates and project deadlines.  
  • Each school creates a plan to set site expectations for how teachers run their instruction/classroom including:  
    • Which hours of the day a teacher is working online. (The norm should be that a teacher is sticking to their 7.5-hour contract day but can work with their site administration on their particular hours.)  
    • Online Office Hours (frequency and length)  
    • Synchronous vs Asynchronous learning time (site coordinates this so that students do not have multiple courses offering synchronous learning during the same days/hours)  
    • How to follow district initiatives in an online environment (ex. PBIS, MTSS, SPARKS, etc.).  
    • Setting assignment due dates/project deadlines. |
| **Grading and Attendance** | • Teachers will adhere to district grading policy.  
  • Two entries in the gradebook per week. |
<table>
<thead>
<tr>
<th><strong>Family and Engagement</strong></th>
<th>Attendance captured through Zoom synchronous attendance, online platform minutes, office hour and small group attendance, minutes captured and attested to by the parent/guardian.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Virtual Orientation</strong>: Clear message, expectations, tools, online programs, testing protocols, communication methods. Parents as Learning Coaches or designated Learning Coaches whose primary function is to monitor, log academic minutes, and assure that students are attending synchronous instruction and supplemental small group instruction and office hours as required for student success. Regularly scheduled appointments for teachers to check in with each parent/guardian and student via phone or Zoom for the purpose of monitoring progress. Frequency of check-in meetings depends on the teacher/student ratio. Attestation of minutes for offline instruction (Example: Sitting on the couch and reading, how many minutes for that work?). Commitment to complete required synchronous and asynchronous minutes (Zoom sessions, intervention groups, online programs, assessment schedule).</td>
<td></td>
</tr>
<tr>
<td><strong>Technology and Technical Support</strong></td>
<td>Daily and Weekly calendar with assignments posted for families to follow – May be posted in a teacher’s website with a link in Clever. Digital Classwork Management: Use of Office 365 Suite, Class Teams/channels, Eureka InSync and student email for projects and assignments. Dedicated technology/online support person per TUSD region available for teachers, parents, and students. Technology equipment for every teacher: Document camera, laptop with working camera and microphone. Use of Clever SSO to access common applications. Dedicated technical support people for Instruction (online programs) including specialists in Eureka InSync, Suite &amp; Affirm.</td>
</tr>
<tr>
<td><strong>Identification of Digital Platforms and purposes for each</strong></td>
<td>What digital platforms will be used to support core content, independent practice? Clever SSO APEX Eureka Digital Suite, InSync, Affirm and Equip (Math) Newsela Science Amplify (8th Grade Science) FOSS Web Achieve 3000 for Dual Language IXL ELA and Math Smart Music Breezing Through Theory Rosetta Stone</td>
</tr>
</tbody>
</table>
### Full Time Instructional Online Model (High School)

**General**
- All students will receive full-time online instruction.
- Teachers will not have more than 3 different preps (unless they have an agreement with their site).
- Synchronous and asynchronous instruction will be provided.
- Instructional minutes required per grade and content (online and offline learning) will be clearly articulated to teachers and families.
- Following the Scope and Sequence will be essential to keep all students on track and ensure continuity of instruction.
- Magnet and specialized schools or programs will clearly describe programmatic adjustments for online learning.

**Weekly Student Schedule**
- Students are expected to attend coordinated synchronous meeting times for each class – weekly schedules to be determined by sites.
- Students are expected to complete asynchronous work for each class – due dates will be communicated to students on a weekly basis.
- Students may attend designated office hours as provided by their teachers (in-person and/or online).
- Schools will provide regularly scheduled appointments for student support (academic, social emotional, MTSS, occupational therapy, exceptional education, etc.) preferably via phone or Zoom.
- If students are not able to attend regularly scheduled synchronous learning sessions, they are required to contact teachers during weekly office hours to make up missed work.

**Student Resources**
- Each student will be given a set of resources per quarter (syllabus, course outline, weekly schedule, links to support materials, etc.).
- If necessary, students will be provided with a device to engage in online learning.
- If needed, student households will be provided with internet access.

**Student Academic Supports & Interventions**
- Follow an inclusion model for online, so that Exceptional Education and General Education teachers can collaborate on how to support all students.
- Intervention plans created, implemented and documented for Tier 1, 2 & 3/MTSS students. Interventions on digital platforms can be documented including the data for progress monitoring.
- Inclusion of PBIS (expected behaviors, rewards).
- Truancy team created for each school to support attendance and progress (drop-out prevention, counselors, MTSS, etc.).
- Student Success Specialists support students with grade checks, tutoring, mentoring.
- Social Workers and/or counselors support students with social emotional needs, academic needs, Youth on Their Own, etc.

**Student Assessments**
- Students will be assessed through district benchmarks, teacher formative and summative assessments, performance-based assessments, programmatic assessments (IB, AP, CTE, ACT, PSAT), state mandated assessments (AZM2, AIMS Science, Civics, CPR, AZELLA).
- These assessments may take place online and/or in person.
| **Extra-Curricular Activities** | • All students will have access to regular site based extracurricular, extended day programs and additional academic supports made available online as determined by each site (21st CCLC, student clubs, etc.).  
• Available interscholastic programs. |
| **Weekly Teacher Schedules** | • Teachers will schedule weekly office hours at least three times a week and schedule student appointments for support as needed.  
• Coordinated synchronous meeting times for each class – to be determined by sites.  
• One class period of daily planning.  
• Teachers will contact or refer non-participating students.  
• Professional Learning Communities/Collaborative Teacher Teams will be scheduled each week for collaboration and Professional Development with colleagues.  
• Wednesday blocked time for Professional Development/staff meeting every week.  
• Teachers will attend scheduled appointments for student support (academic, social emotional, MTSS, occupational therapy, exceptional education, etc.) preferably via phone or Zoom. |
| **Weekly Teacher Planning** | • Lesson plans, weekly team plans for CFAs, all work and formative data will be kept in Office 365 Teams.  
• Platforms like planbook.com are allowed with passwords provided to principal.  
• Teachers keep data binders for student progress and monitoring intervention groups (Tier 2 and Tier 3).  
• Lesson plans will cover the same objectives with all teachers of the same content.  
• Professional Learning Communities will follow ELA and Math planning templates to align instruction to CFAs.  
• Eureka InSync assessment alignment with School City and/or APEX (Knowledge Package: concept, vocabulary, models, and key questions).  
• Common planning time is recommended for teachers so that there is consistency of both content and pacing. |
| **Synchronous & Asynchronous Instruction** | • Students and teachers will have equitable access to resources and updated equipment (laptops) so that they are able to use all district approved platforms.  
• Teachers will utilize best practices for engaging students in synchronous and asynchronous instructional strategies.  
• Each school creates a plan to set site expectations for how online teachers run their instruction/classroom, including:  
  • Which hours of the day a teacher is working online (The norm should be that a teacher is sticking to their 7.5 hour contract day, but can work with their site administration on their particular hours of the day)  
  • Online Office Hours (frequency and length)  
  • Synchronous vs asynchronous learning time (site coordinates this so that an online student doesn’t have multiple courses offering synchronous learning during the same days/hours)  
  • Setting assignment due dates/project deadlines |
- How to follow district initiatives in an online environment (ex. PBIS, MTSS, SPARKS, etc.).
- Follow best practices for online teaching (ex. How to use Zoom effectively to engage students in an interactive learning experience, How to incorporate APEX, etc.).
- Each site will communicate their plans to students and families.

### Grading and Attendance
- Teachers will adhere to [district grading policy](#).
- Two entries in the grade book per week.
- Grades will be based on synchronous and asynchronous learning.
- In addition to attendance being taken during synchronous learning, attendance will also be recorded for asynchronous work.

### Family Engagement
- Virtual Orientation (clear message, expectations, tools, and online programs, testing protocols).
- Parents (or legal guardian) as Learning Coaches or a designated Learning Coach.
- Regularly scheduled appointments for teachers to check in with each learning coach and student via phone or Zoom for the purpose of monitoring progress. Frequency of check-in meetings depends on the teacher/student ratio.
- Attestation of minutes for offline instruction (Example: Sitting on the couch and reading, how many minutes for that work?).
- Commitment to complete required synchronous and asynchronous minutes (Zoom sessions, intervention groups, online programs, assessment schedule).

### Technology and Technical Support
**Technology and Technical Support:**
- Teachers will post daily and weekly calendars with assignments for families to follow – may be posted in a teacher’s website with a link in Clever.
- Technology which may be utilized by high school teachers:
  - District digital platforms include: Clever, Office 365 Suite, Class Teams/channels, and Zoom
  - District applications include: APEX, Newsela, Holt Online, Eureka Digital Suite, InSync, Affirm and Equip IXL and SchoolCity,
  - See section titled, “Online Instructional Platforms” for details.
- Technology/online support will be provided for teachers and administrators in order to support parents and students.
- Staff are provided videos to share with families in order to troubleshoot common technology questions.
- Students and teachers will have equitable access to resources and updated equipment (laptops) so that they are able to use all district approved platforms.
- Students will receive instruction for how to use the district adopted online platforms.
- Platforms for student communication will be consistent for each site.
- Teachers may supplement instruction by using additional technology applications for student engagement.
<table>
<thead>
<tr>
<th>Identification of Digital Platforms and purposes for each</th>
<th>• See section titled, “Online Instructional Platforms” on page 59 for details.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What digital platforms will be used to support core content, independent practice?</td>
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</tbody>
</table>
Assessment Framework and schedule

*What will the assessment windows look like? What assessments will be used on a quarterly basis? What formative assessments will be used to measure student progress?*

**Guiding Principles:**
1. IEP plans will be adhered to in all testing environments.
2. All teachers and/or school testing coordinators will be trained on how to deliver online assessments.
3. Test security protocols will be put into place in school and remotely as feasible.
4. In-school testing will follow established guidelines to ensure a healthy and safe testing environment.
5. All test results will be made available for instructional guidance and decision-making.
6. Teacher instructional authentic assessments (diagnostic, formative, progress, summative) will be delivered online through a variety of modalities including teacher-created questions or performance tasks placed in an electronic platform such as School City, written assignments that are submitted electronically.
7. Adopted curriculum assessments (diagnostic, formative, progress, and summative) will be administered online and results will be used to guide instruction.

<table>
<thead>
<tr>
<th>In-Person</th>
<th>Online</th>
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<tbody>
<tr>
<td><strong>Diagnostic Assessment</strong> to indicate which targeted subskills a student does or does not possess.</td>
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</tr>
<tr>
<td>• SC comprehensive end of year assessment for the year prior.</td>
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</tr>
<tr>
<td>• IXL Reading and Math Diagnostic</td>
<td>• IXL Reading and Math Diagnostic.</td>
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<tr>
<td>• Waterford and Imagine Learning Diagnostic</td>
<td>• Waterford and Imagine Learning Diagnostic</td>
</tr>
<tr>
<td>• Assessing Reading Multiple Measures available K-12</td>
<td>• Assessing Reading Multiple Measures available K-12</td>
</tr>
<tr>
<td>• Module Pretest on Eureka Affirm</td>
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<tr>
<td>• Benchmark Advance Pretest</td>
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<tr>
<td>• Cengage Reach Pre-test for ELs in grades 1-5</td>
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</tr>
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<td><strong>In class informal formative assessments</strong> that happen on a daily basis to monitor student engagement and learning: These assessments are not necessarily documented. Examples are:</td>
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<td>• Observations</td>
<td>• Checks for understanding to guide ‘in the moment lesson’</td>
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<tr>
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<td>• Benchmark Advance Daily Checks</td>
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<tr>
<td>• Benchmark Advance Daily Checks</td>
<td>• Cengage Reach unit tests</td>
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<tr>
<td>• Cengage Reach unit tests</td>
<td>• Eureka Math or teacher made Exit Tickets.</td>
</tr>
<tr>
<td><strong>In-class formal formative assessments</strong> on a weekly or bi-weekly basis to monitor mastery of</td>
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</tr>
</tbody>
</table>

In-Person

Diagnostic Assessment to indicate which targeted subskills a student does or does not possess.

- SC comprehensive end of year assessment for the year prior.
- IXL Reading and Math Diagnostic
- Waterford and Imagine Learning Diagnostic
- Assessing Reading Multiple Measures available K-12
- Module Pretest on Eureka Affirm
- Benchmark Advance Pretest
- Cengage Reach Pre-test for ELs in grades 1-5

In class informal formative assessments that happen on a daily basis to monitor student engagement and learning: These assessments are not necessarily documented. Examples are:

- Observations
- Checks for understanding to guide ‘in the moment lesson’
- Benchmark Advance Daily Checks
- Cengage Reach unit tests
- Eureka Math or teacher made Exit Tickets.

In-class formal formative assessments on a weekly or bi-weekly basis to monitor mastery of
standards and to provide targeted interventions:

- Benchmark Advance Weekly Assessments
- Cengage Reach unit tests for ELs in grades 1-5
- Eureka Math Affirm Topic Quizzes
- CFAs, unit tests – common tests for grade level teams for in-person and online (part of the PLC structure), Unit Tests, Weekly Quizzes or Common Formative Assessment

**Summative tests** assesses multiple units for mastery such as project presentation or final exams Curricular adoptions also contain assessments at the CFA and unit assessment level:

- Benchmark Advance Unit Assessment
- Cengage Reach end of level test
- Eureka Affirm Mid and End of Module Assessments
- End of Unit/Chapter Assessments
- Project presentation or final exam
- APEX Unit Computer Scored Test (CST) 4 per semester
- APEX Course Final Exam CS

**Quarterly district assessments** will be provided online during specifically designated testing windows. District assessments are: quarterly benchmarks, and other required assessments (ELL, GATE, UHS).

**Annual State assessments** will be provided online during specifically designated testing windows. State assessments are: AzM2, MSAA, AIMS Sci, AIMS A Sci, AZELLA, Civics

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standards and to provide targeted interventions:

- Benchmark Advance Weekly Assessments
- Cengage Reach unit tests for ELs in grades 1-5
- Eureka Math Affirm Topic Quizzes
- CFAs, unit tests – common tests for grade level teams for in-person and online (part of the PLC structure), Unit Tests, Weekly Quizzes or Common Formative Assessment.

**Summative tests** assesses multiple units for mastery such as project presentation or final exams Curricular adoptions also contain assessments at the CFA and unit assessment level:

- Benchmark Advance Unit Assessment
- Cengage Reach end of level test
- Eureka Affirm Mid and End of Module Assessments
- End of Unit/Chapter Assessments
- Project presentation or final exam
- APEX Unit Computer Scored Test (CST) 4 per semester
- APEX Course Final Exam CS

**Quarterly district assessments** will be provided online during specifically designated testing windows. District assessments are: quarterly benchmarks, and other required assessments (ELL, GATE, UHS).

- APEX Unit Teacher Scored Test (TST) 4 per semester, not available in Credit Recovery.

**Annual State assessments** will be provided online during specifically designated testing windows. State assessments are: AzM2, MSAA, AIMS Sci, AIMS A Sci, AZELLA (Must be given in-person even though grades 2-12 are online. We will have to use another assessment to initially ID students who need services, possibly the FLOSEM), Civics
### Data collection

What data collection strategies will be used to monitor students’ growth in-person? Online?

<table>
<thead>
<tr>
<th>In Person</th>
<th>Online</th>
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</thead>
<tbody>
<tr>
<td><strong>Online resources include:</strong></td>
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</tr>
<tr>
<td><strong>Diagnostic Tests - Beginning of Year</strong></td>
<td><strong>Diagnostic Tests - Beginning of Year</strong></td>
</tr>
<tr>
<td>- Comprehensive ELA and Math end of year SC assessments for prior year – Grade 2-10</td>
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<td>- IXL – ELA and Math Diagnostic Grades 4-12</td>
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<tr>
<td><strong>TWDL/ELL Diagnostic Testing - Beginning of Year</strong></td>
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</tr>
<tr>
<td>- Achieve 3000 – Grades 3-12 (TWDL) - August-September 2020</td>
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</tr>
<tr>
<td><strong>Progress Monitoring</strong></td>
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</tr>
<tr>
<td>- Benchmark Universe K-5 Weekly, Unit, and Quarterly (Grades 2-5) ELA Assessments - ongoing throughout the school year</td>
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<tr>
<td>- Waterford Assessment of Core Skills (WACS) - Grades K-3 - August-September 2020; November-December 2020 &amp; April 2021</td>
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</tr>
<tr>
<td>- NSGRA – Grades K-8 – throughout the year 2020-21</td>
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</tr>
<tr>
<td>- IXL Student Score Chart and Continuous Diagnostic</td>
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</tr>
<tr>
<td>- Eureka Affirm and Equip Assessments</td>
<td>- Eureka Affirm and Equip Assessments</td>
</tr>
<tr>
<td>- SchoolCity Quarterly Math Benchmarks-Grades 2-HS</td>
<td>- SchoolCity Quarterly Math Benchmarks- Grades 2-HS</td>
</tr>
<tr>
<td>- SchoolCity Quarterly ELA Benchmarks-Grades 6-HS</td>
<td>- SchoolCity Quarterly ELA Benchmarks- Grades 6-HS</td>
</tr>
<tr>
<td><strong>TWDL/ELL Progress Monitoring</strong></td>
<td><strong>TWDL/ELL Progress Monitoring</strong></td>
</tr>
<tr>
<td>- Achieve 3000 – Grades 3-12 (TWDL) - August-September 2020</td>
<td>- Achieve 3000 – Grades 3-12 (TWDL) - August-September 2020</td>
</tr>
<tr>
<td>Assessment Schedule</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>---</td>
</tr>
<tr>
<td>Cengage Reach eAssessment – Grades K-5 (ELD)</td>
<td>August 2020-May 2021</td>
</tr>
<tr>
<td>ELD Benchmarks – Grades 6-12</td>
<td>September-October 2020; December 2020-January 2021; March 2021 &amp; May 2021</td>
</tr>
<tr>
<td>FLOSEM Español (screener)</td>
<td>Grades K-8 (All TWDL students)</td>
</tr>
<tr>
<td>Imagine Learning Español</td>
<td>Grades K-3 (TWDL)</td>
</tr>
<tr>
<td>LOGRAMOS – Grades 2-8 (TWDL)</td>
<td>April-May 2021</td>
</tr>
<tr>
<td>TWDL Benchmarks – Grades 2-8</td>
<td>September - December 2020</td>
</tr>
</tbody>
</table>

Assessment schedule - see the TUSD Assessment Calendar for a list of assessments
Role of support staff

What will be the role of support staff (CSPs, MTSS Leads, counselors, TAs?)

<table>
<thead>
<tr>
<th>In$Person</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provide professional development (SEL,</td>
<td>• Provide professional development (SEL,</td>
</tr>
<tr>
<td>instructional strategies, technology).</td>
<td>instructional strategies, technology).</td>
</tr>
<tr>
<td>• Provide support with lesson planning and</td>
<td>• Provide support with lesson planning and</td>
</tr>
<tr>
<td>identifying resources.</td>
<td>identifying resources.</td>
</tr>
<tr>
<td>• Provide job-embedded professional</td>
<td>• Provide job-embedded professional</td>
</tr>
<tr>
<td>development/coaching including modeling,</td>
<td>development/coaching including modeling,</td>
</tr>
<tr>
<td>co-teaching.</td>
<td>co-teaching.</td>
</tr>
<tr>
<td>• Working with the classroom teacher to</td>
<td>• Working with the online teacher to build</td>
</tr>
<tr>
<td>build community.</td>
<td>community.</td>
</tr>
<tr>
<td>• Providing regular check-ins with new</td>
<td>• Provide regular check-ins with new</td>
</tr>
<tr>
<td>teachers.</td>
<td>teachers.</td>
</tr>
<tr>
<td>• Help with lunch rotations to give teachers</td>
<td>• Help troubleshoot issues (online support)</td>
</tr>
<tr>
<td>a break for lunch.</td>
<td>• Make phone calls reaching out to</td>
</tr>
<tr>
<td>• Help with arrival, dismissal, and</td>
<td>students not attending sessions.</td>
</tr>
<tr>
<td>transitions times.</td>
<td>• Coordinate a schedule with the online</td>
</tr>
<tr>
<td>• Assessment support.</td>
<td>teachers and other support staff.</td>
</tr>
<tr>
<td>• Data support.</td>
<td>• Assessment support.</td>
</tr>
<tr>
<td>• Socio-emotional and mental health</td>
<td>• Data support.</td>
</tr>
<tr>
<td>support to families and students.</td>
<td>• Socio-emotional and mental health</td>
</tr>
<tr>
<td>• Make phone calls reaching out to students</td>
<td>support to families and students.</td>
</tr>
<tr>
<td>and families.</td>
<td>• Support with monitoring of academic and</td>
</tr>
<tr>
<td>• Support with monitoring of academic and</td>
<td>SEL progress.</td>
</tr>
<tr>
<td>SEL progress.</td>
<td></td>
</tr>
</tbody>
</table>
## Interventions for Tier 2 and Tier 3

*What Tier 2 interventions will be in place?*

### Elementary (K-5)

<table>
<thead>
<tr>
<th>In Person</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Guided Reading using leveled text</td>
<td>• Guided Reading using leveled text</td>
</tr>
<tr>
<td>• Eureka Equip</td>
<td>• Eureka Equip</td>
</tr>
<tr>
<td>• Waterford, Imagine Learning K-3</td>
<td>• Waterford, Imagine Language and Literacy K-3</td>
</tr>
<tr>
<td>• IXL Grades 4-12</td>
<td>• IXL Grades 4-12</td>
</tr>
<tr>
<td>• Empower (TLS)</td>
<td>• Empower (TLS)</td>
</tr>
<tr>
<td>• Math Pathways and Pitfalls K-12</td>
<td>• Math Pathways and Pitfalls K-12</td>
</tr>
<tr>
<td>• Imagine Español for DL</td>
<td>• Imagine Español for DL</td>
</tr>
<tr>
<td>• Achieve 3000 for DL</td>
<td>• Achieve 3000 for DL</td>
</tr>
<tr>
<td>• Reading Recovery at identified sites</td>
<td>• Reading Recovery at identified sites</td>
</tr>
</tbody>
</table>

### Middle School and High School

<table>
<thead>
<tr>
<th>In+Person</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>• IXL Grades 4-12</td>
<td>• IXL Grades 4-12</td>
</tr>
<tr>
<td>• Guided Reading using leveled text</td>
<td>• Guided Reading using leveled text</td>
</tr>
<tr>
<td>• Eureka Equip</td>
<td>• Eureka Equip</td>
</tr>
<tr>
<td>• IXL Grades 4-12</td>
<td>• IXL Grades 4-12</td>
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<tr>
<td>• Empower (TLS)</td>
<td>• Empower (TLS)</td>
</tr>
<tr>
<td>• Math Pathways and Pitfalls K-12</td>
<td>• Math Pathways and Pitfalls K-12</td>
</tr>
<tr>
<td>• Imagine Español for DL</td>
<td>• Imagine Español for DL</td>
</tr>
<tr>
<td>• Achieve 3000 for DL</td>
<td>• Achieve 3000 for DL</td>
</tr>
<tr>
<td>• APEX Tutorials</td>
<td>• APEX Tutorials</td>
</tr>
</tbody>
</table>
English Language Learners
### General Considerations for English Language Learners

<table>
<thead>
<tr>
<th>In-Person</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>• At elementary, allow students to be grouped for targeted and integrated ELD instruction. (If students must be kept in cohorts allow students to use a device to meet with resources or partner teacher)</td>
<td>• Provide a platform that is aligned to the Arizona English Language Proficiency Standards.</td>
</tr>
<tr>
<td>• Use a co-teaching model where possible.</td>
<td>• Provides a platform that provides English Language Development and access to content learning.</td>
</tr>
<tr>
<td>• Ensure that ELD teachers have devices with cameras.</td>
<td>• Provide a platform that allow informational access to parents in their home language.</td>
</tr>
<tr>
<td>• Ensure that English Language Learners in classrooms have access to devices.</td>
<td>• Provide a platform that allows for targeted instruction for TWDL programs.</td>
</tr>
<tr>
<td>• Provide face shields for ELD Itinerant and Resource teachers.</td>
<td>• State language testing, AZELLA will have to be given on campus to the extent possible.</td>
</tr>
<tr>
<td>• Allow ELD Itinerant teachers to teach groups via Zoom.</td>
<td>• The platforms that will be optimal to continue to meet the needs of ELLs are:</td>
</tr>
<tr>
<td></td>
<td>• Imagine Learning-Language and Literacy K-5 for all ELLs</td>
</tr>
<tr>
<td></td>
<td>• Rosetta Stone 6-12 for ELLs</td>
</tr>
<tr>
<td></td>
<td>• Provide ample support for parents through Meaningful Access which requires more resources in order to provide timely services for interpretation and translation.</td>
</tr>
</tbody>
</table>
English Learners will be placed with the designated SEI/ELD, TWDL or LIEL teacher. ELs in an SEI/ELD classroom with receive both their targeted ELD instruction and integrated ELD instruction by the classroom teacher. In a TWDL classroom, ELs will receive Academic English Language Development (AELD) by the classroom teacher. In a LIEL classroom, ELs will receive integrated ELD instruction by the classroom teacher and targeted ELD instruction will be provided by an ELD resource or itinerant teacher.

Program Implementation Model for English Learners in a Remote Learning Setting

Steps to follow to ensure ELs requirements are in place:

1. Determine which model pertains to your school (If you are unsure consult with your designated Language Acquisition Specialist):
   a. At the Elementary:
      i. SEI-2-Hour Model (Classrooms with more than 25% of ELs)
      ii. LIEL-Pull-out Model (Classrooms with 25% or less of ELs)
      iii. TWDL (Qualifying students)
   b. At the Secondary:
      i. SEI 2-Hour model
      ii. LIEL-Pull-out Model
      iii. Newcomer Model (Student new to the country)
      iv. TWDL Model (Qualifying students)

2. Follow the steps below that correspond with your model. Please note the models may vary by grade level.
<table>
<thead>
<tr>
<th>Program Model</th>
<th>What</th>
<th>Who</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>At the Elementary Level</strong> (or K-8 with self-contained classes)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Steps for a SEI-2-Hour Model</strong></td>
<td>Step 1- Designate a protected time of two hours for Targeted ELD instruction driven by the Arizona English Language Proficiency Standards (AzELPS).</td>
<td>Step 2- Place ELs with the designated ELD classroom teacher/s.</td>
<td>Step 3- For synchronous teaching use - At grades K-5th grade, use Cengage Reach to provide Targeted ELD instruction and assessments. For asynchronous - use Imagine Learning for sites that selected this platform. For synchronous teaching use - At grades 6-8 use Visions. For asynchronous - At grades 6-8 use APEX.</td>
</tr>
<tr>
<td></td>
<td>In addition, the designate classroom teacher/s will be responsible for providing Integrated ELD instruction.</td>
<td>The designated ELD classroom teacher will provide the Targeted and Integrated ELD instruction.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Steps for a Low Incidence English Learner- LIEL-Pull-out Model</strong></td>
<td>Step 1- Designate a protected time of one hour for Targeted ELD instruction driven by the Arizona English Language Proficiency Standards (AzELPS).</td>
<td>Step 2- Place ELs with the designated LIEL classroom teacher.</td>
<td>Step 3- The ELD Resource or Itinerant teacher will use Cengage Reach in grades in grades K-5 to provide ELD instruction and assessments. At grades, 6-8 use Visions to provide Targeted ELD Instruction.</td>
</tr>
<tr>
<td></td>
<td>An ELD Resource teacher or ELD Itinerant teacher will provide the Targeted ELD instruction.</td>
<td>The designated LIEL classroom teacher will provide Integrated ELD instruction.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The classroom teacher and the ELD Itinerant/Resource teacher will collaborate to</td>
<td></td>
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</tbody>
</table>
### Steps for a Two-Way Dual Language – TWDL Program Model

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Step 2</th>
<th>Step 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess Kinder PHLOTE students using the FLOSEM to ensure qualification. All appropriate ADE required documentation must be submitted with parent signatures (Bilingual waiver, parent consent form). Ensure adherence to language allocation as determine by the TWDL model for each grade level.</td>
<td>In grades Kindergarten-2nd, grade use co-teaching approach for AELD. During AELD, ELP standards drive the instruction for English Learners. In grades 3rd – 5th, the designated teacher provides instruction for the Spanish and English portions of the day. During ELA/AELD, AzELP standards drive the instruction for English Learners.</td>
<td>District adopted resources used for instruction in Spanish and English. For asynchronous instruction- Imagine Learning Español, Achieve 3000 For synchronous instruction- Benchmark Advance/Adelante, Eureka Spanish resources</td>
</tr>
</tbody>
</table>

### At the Secondary Level - Middle and High School

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Step 2</th>
<th>Step 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure that 2 classes of ELD at the appropriate ELD proficiency levels are in the school’s master schedule. In addition, ensure that 2 classes of sheltered content are designated for each English Learner to provide integrated language instruction.</td>
<td>Schedule all English Learners into 2 classes of ELD at the appropriate proficiency level. In addition, schedule all English Learners into 2 designated sheltered content classes.</td>
<td>For synchronous teaching use- At grades 6-8: -use Cengage Visions to provide targeted ELD instruction and assessments for all ELD proficiency levels. -use supplementary sheltered content materials to provide integrated language instruction. At grades 9-12: -use Cengage Visions to provide targeted ELD instruction and assessments for ELD proficiency levels I and II. -use National Geographic Edge to provide targeted ELD instruction and assessments for ELD</td>
</tr>
<tr>
<td>Steps for a Low Incidence English Learner-LIEL-Pull-out Model</td>
<td>Step 1-</td>
<td>Step 2-</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Ensure that 1 class of ELD is in the school’s master schedule.</td>
<td>Schedule all English Learners into 1 class of ELD at the appropriate proficiency level.</td>
<td>For synchronous teaching use-</td>
</tr>
<tr>
<td>Ensure that 1 class of English Language Arts is designated at each grade level as a sheltered English class for ELs.</td>
<td>Schedule all English Learners into a class of sheltered English Language Arts.</td>
<td>-use Cengage Visions to provide targeted ELD instruction and assessments for all ELD proficiency levels.</td>
</tr>
<tr>
<td>In addition, ensure that 1 class of sheltered content is designated for each English Learner to provide integrated language instruction. This class must teach English Language Proficiency (ELP) standards in addition to content standards.</td>
<td>In addition, schedule all English Learners into 1 designated sheltered content class.</td>
<td>-use National Geographic Edge to provide integrated language instruction.</td>
</tr>
</tbody>
</table>

For asynchronous- use online resources as made available by the district. Ensure Targeted ELD instruction is drive by the Arizona English Language Proficiency Standards (AzELPS).
| Steps for a **Newcomer Model** | Step 1- Ensure that the following classes are in the school’s master schedule:  
- ELD I Reading  
- ELD I Writing/Grammar  
In addition, ensure that the following content classes are in the school’s master schedule:  
At grades 6-8  
- Academic Literacy  
- Sheltered Math  
At grades 9-12:  
- Selective Enrichment  
- Sheltered Math | Step 2- Schedule all pre-emergent /emergent English Learners into all four classes designed classes. | Step 3- For synchronous teaching:  
- use Cengage *Visions Introductory* to provide targeted ELD instruction and assessments.  
- use supplementary sheltered content materials to provide integrated language instruction.  
For asynchronous- use online resources as made available by the district.  
Ensure Targeted ELD instruction is drive by the Arizona English Language Proficiency Standards (AzELPS) |
|---|---|---|
| Steps for a **Two-Way Dual Language TWDL Model** | Step 1- All appropriate ADE required documentation must be submitted with parent signatures (Bilingual waiver, parent consent form)  
Ensure adherence to language allocation as determine by the TWDL model for each grade level. | Sept 2- In middle school SLA and additional content courses identified by the site area taught online in Spanish.  
In high school TWDL designated content courses are taught online in Spanish. | Step 3- District adopted resources used for instruction in Spanish and English.  
For asynchronous instruction- Achieve 3000  
For synchronous instruction- Eureka resources in Spanish |
In addition, the Language Acquisition Department will provide support for parents of English Language Learners. The following areas of support will be:

- help with platforms that their child will utilize
- suggestions on how to help their child with learning language and literacy
- the use of translation tools

State Requirements for students with a Primary or Home Language Other Than English (PHLOTE) students

- The Arizona state assessment AZELLA, which is used to determine language proficiency, must be administered at a school site. Therefore, during remote learning, a screener will be used to preliminarily determine if a new PHLOTE student requires services. Once the new PHLOTE student returns to school in-person, the AZELLA will be administered to officially determine the student’s language proficiency.
- **Parent Consent Form** - This form is required to be sent within the first 30 days of school for English Learners (ELs) receiving services. The school site will email this form to the parent or guardian of each English Learner EL. The form must be fully completed with dates and signatures and placed in CUM folder when students return in-person.
- **Home Language Survey (HLS)** - This form is required to be completed by the parent for all *new students*. A hard copy with the parent signature and date must be placed in the CUM when in person instruction resumes.
Exceptional Education
Considerations for ExEd Students

<table>
<thead>
<tr>
<th>In-Person</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Self-contained classrooms teachers and paraprofessionals will need face coverings.</td>
<td>• Provide office hours.</td>
</tr>
<tr>
<td>• For teachers and sign language interpreters who work with the hearing impaired students, staff will need clear face shields or clear masks or a Plexiglass option.</td>
<td>• Provide a schedule that would allow students to receive their specially designed instruction and related services.</td>
</tr>
<tr>
<td>• Allow ExEd resource students to receive services in person from a resource teacher or by using a device in the Gen classroom.</td>
<td>• Ensure that an adult is with the student when receiving online instruction in the home.</td>
</tr>
<tr>
<td>• Ensure that ExEd teachers have devices with cameras.</td>
<td>• Use online platforms to monitor student progress.</td>
</tr>
<tr>
<td>• Ensure that ExEd students in a Gen. Ed. Classroom have access to devices.</td>
<td>• Ensure there is continuous monitoring when the teacher is face-to-face with the student online.</td>
</tr>
<tr>
<td>• Use a co-teaching model where the Ex.Ed teacher is assigned to certain Gen. Ed. Classrooms.</td>
<td>• Use other means to reach students who cannot use current available platforms. For example, provide instructional packets.</td>
</tr>
<tr>
<td>• Allow ExEd Resource Itinerant teachers and related service staff to teach groups via Zoom.</td>
<td></td>
</tr>
</tbody>
</table>
Considerations for Advanced Learning Experiences: Advanced Placement (AP), International Baccalaureate (IB), Dual Credit, Accelerated, Honors and Gifted and Talented Education (GATE)
## Considerations for Advanced Learning Experiences: Advanced Placement (AP), International Baccalaureate (IB), Dual Credit, Accelerated and Honors courses

<table>
<thead>
<tr>
<th>In-Person</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>• These courses will follow district guidelines and scheduling as determined by each site.</td>
<td>• These courses will follow district guidelines and scheduling as determined by each site.</td>
</tr>
<tr>
<td>• Courses available at each site in person should also be available online.</td>
<td>• Courses available at each site in person should also be available online.</td>
</tr>
<tr>
<td>• AP and Honors teachers will utilize APEX to support learning and ensure curriculum alignment.</td>
<td>• AP and Honors teachers will utilize APEX to support learning and ensure curriculum alignment.</td>
</tr>
<tr>
<td>• Online curriculum will be in alignment with in person instruction.</td>
<td>• Online curriculum will be in alignment with in person instruction.</td>
</tr>
<tr>
<td>• Teachers will follow AP, IB, University of Arizona, and Pima Community College (PCC) expectations and requirements.</td>
<td>• Teachers will follow AP, IB, University of Arizona, and Pima Community College (PCC) expectations and requirements.</td>
</tr>
<tr>
<td>• PCC dual credit students must meet student learning outcomes and earn a “C” or above to earn college credit. Dual credit instructors will use PCC’s D2L platform.</td>
<td>• PCC dual credit students must meet student learning outcomes and earn a “C” or above to earn college credit. Dual credit instructors will use PCC’s D2L platform.</td>
</tr>
<tr>
<td>• Advanced Placement and International Baccalaureate pacing calendars will be followed.</td>
<td>• Advanced Placement and International Baccalaureate pacing calendars will be followed.</td>
</tr>
<tr>
<td>• ALE teachers across the district will be provided opportunities to collaborate on virtual teaching best practices.</td>
<td>• ALE teachers across the district will be provided opportunities to collaborate on virtual teaching best practices.</td>
</tr>
</tbody>
</table>

## Considerations for Advanced Learning Experiences: GATE Programs
<table>
<thead>
<tr>
<th><strong>In-Person-GATE Self-contained, Cluster Programs &amp; GATE Resource classes</strong></th>
<th><strong>Online-GATE Self-contained, Cluster Programs &amp; GATE Resource classes</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• These programs will follow district guidelines and scheduling as determined by each site.</td>
<td>• These programs will follow district guidelines and scheduling as determined by each site.</td>
</tr>
<tr>
<td>• All GATE designated classes will be taught by a GATE endorsed teacher or a teacher who is actively seeking his/her gifted endorsement.</td>
<td>• All GATE designated classes will be taught by a GATE endorsed teacher or a teacher who is actively seeking his/her gifted endorsement.</td>
</tr>
<tr>
<td>• GATE self-contained classes will follow ADE required modifications for gifted education for in-person learning.</td>
<td>• GATE self-contained classes will follow ADE required modifications for gifted education for remote learning.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>In-Person-GATE Pull Out Program</strong></th>
<th><strong>Online-GATE Pull Out Program</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Itinerant teachers will resume 90-minute GATE pull-out instruction per week through in person, remote or a combination of the two.</td>
<td>• Itinerant teachers will resume 90-minute GATE pull-out instruction per week through in person, remote or a combination of the two.</td>
</tr>
<tr>
<td>• Individualized details for in person learning will vary by each teacher and site based on space availability at each site and ability to follow CDC guidelines for percentage of students each room can accommodate, and other site concerns.</td>
<td>• Students may join class through Zoom from their classroom or from home during their regularly scheduled time depending on whether the student is participating in in person or remote learning.</td>
</tr>
<tr>
<td>• Students will either be pulled out of class for GATE instruction during their regularly scheduled time if possible or will receive GATE pull-out instruction remotely from the school site to fulfill the 90 minute per week guideline.</td>
<td>• Remote instruction will be aligned to the curriculum units that are taught for in person learning and may be supplemented with GATE resources and blog activities.</td>
</tr>
<tr>
<td>• All students will receive gifted instruction that incorporates NAGC aligned standards in gifted education.</td>
<td>• All students will receive gifted instruction that incorporates NAGC aligned standards in gifted education.</td>
</tr>
</tbody>
</table>
Fine Arts
### In-Person MUSIC

- **Band/Orchestra/Choral teachers** will implement the schedule stipulated in their adapted assignment letters.
  - **Middle/High School** class periods + online instruction in instrument-specific master classes will be provided to all students by region. SmartMusic and *Breezin Thru Theory, Essential Elements* Method Books, and literature assigned through SmartMusic will be the focus of instruction. The Music Leadership Team has developed online Curriculum, Concept Maps, and Assessments for teachers.

- **Elementary instrumental music** will be delayed until TUSD determines our return to traditional instruction. Instead, **OMA AIs, OMA Teaching Artists, and Instrumental Music staff** will assume all grade level OMA instruction for gr. K-5 students.

- **Students will be scheduled** into Middle/High School music classes or Elementary OMA arts integration classes working collaboratively with classroom teachers to provide arts integration lessons aligned to ELL and Math standards. The length of these classes will vary by age level and arts discipline (30 – 50 minutes). Learning will occur through the platform established by the individual schools building specific integrated lessons for grades K-5.

- **Individualized details** for learning will vary by teacher and site based on space availability while adhering to CDC guidelines.

### Online MUSIC

- **Band/Orchestra/Choral teachers** will provide scheduled **Middle/High School** instruction as established by the school utilizing materials mentioned for in-person, remote or a combination of the two. (See In Person category)

- **Note:** At this time, it does not appear possible to conduct **HS Marching Band** Summer Camps, fall festivals, or halftime football shows. Instead, instruction will center on Concert Band instruction.

- **OMA Elementary instruction** will be provided through Zoom and the platform approved by their elementary school. Students may join the instruction from their classroom or from home during their regularly scheduled time depending on whether the student is participating in-person or through remote learning.

- **Remote instruction** will be aligned to the curriculum units that are taught for in-person learning and will be supplemented by SmartMusic, *Breezin’ thru Theory*, websites designed by the OMA staff, and any additional resources that support arts integration and the core curriculum.

- **As with in-person instruction, all students** will receive instruction based on the National and State Standards for Arts Education as well as TUSD Fine Arts Curriculum.

- **Attachments** include 1) *Music at Home Academy* proposal, 2) *Music at Home Academy* PPT presentation, 3) Fine Arts Re-Entry Guideline.

*More detailed plan is provided in the appendices*
Career & Technical Education (CTE)
<table>
<thead>
<tr>
<th>In-Person</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Deliver instruction based on Arizona Department of Education Career &amp;</td>
<td>• Deliver instruction based on Arizona Department of Education Career &amp;</td>
</tr>
<tr>
<td>Technical Education program standards and TUSD program scope &amp; sequences.</td>
<td>Technical Education program standards and TUSD program scope &amp; sequences.</td>
</tr>
<tr>
<td>• To the extent possible follow physical distancing guidelines, disinfecting/sanitizing equipment for all instructional technology classrooms/labs.</td>
<td>• CTE programs will consider the workload of distance learning vs. in person education and be careful not to overburden or compromise students with unrealistic expectations or demands.</td>
</tr>
<tr>
<td>• Create signage, visuals and markings to communicate student expectations.</td>
<td>• Sustain learning opportunities by curating and delivering digital content that promotes active learning, active engagement, and continuous learning across CTE program areas</td>
</tr>
<tr>
<td>• Continue to provide blended learning models that include 51% lab time, direct and virtual instruction.</td>
<td>• Provide students uniformed instructional platforms based on common standards necessary for virtual work and teaching and learning. While also allowing for enhanced learning with teacher developed lessons.</td>
</tr>
</tbody>
</table>
| • Continue to provide opportunities for students to attain industry approved certifications. | o **Automotive Collision**: CDX Learning Systems modules/SP2  
  o **Automotive Technology**: CDX Learning Systems modules/SP2  
  o **Bioscience**: Biotechnology: Science for the New Millennium online text,  
  o **Business Management**: Gmetrix/Microsoft Office Specialist  
  o **Business Operations**: Gmetrix/Microsoft Office Specialist  
  o **Computer Science**: TEALS Instructional Strategies/Python/Java/AP Computer Science Principles/A  
  o **Construction Technology**: NCCER Online Training Modules  
  o **Culinary Arts**: Culinary Professional online text/SP2  
  o **Dental Assisting**: Dental Assisting: A Comprehensive Approach online text  
  o **Diesel Engine Repair**: CDX Learning Systems modules/SP2  
  o **Digital Communication**: Gmetrix/Adobe Creative Cloud  
  o **Digital Photography**: Gmetrix/Adobe Creative Cloud  
  o **Digital Printing**: Gmetrix/Adobe Creative Cloud  
  o **Early Childhood Education**:  
  o **Electronics**: IS CET virtual learning systems modules  
  o **Engineering**: Solid Professor/Solid Works modules  
  o **Film & TV**: Gmetrix/Adobe Creative Cloud  
  o **Graphic Design**: Gmetrix/Adobe Creative Cloud  
  o **Home Health Aide**: Health Center 21 learning systems  
  o **HVAC**: NCCER Online Training Modules  
  o **Law and Public Safety**: Instructor Generated Lessons  
  o **Marketing**: Gmetrix/Microsoft Office Specialist  
  o **Pharmacy Support**: Instructor generated lessons  
  o **Precision Machining**: Tooling-U lessons/NIMS  
  o **ROTC**: Instructor generated lessons  
  o **Sports Medicine**: The Role of the Athletic Trainer in Sports Medicine: An Introduction for Secondary School Students online text |
• **Welding Technology:** Welding Fundamentals online text/SP2

• Institute procedures and protocols as students transition to online tests, graded assignments and attainment of industry certifications
### Instructional contingency plan in case of site shut down

*If a school has a shutdown due to an outbreak, what is the contingency plan for continuity of instruction?*

- Develop policies and procedures that clarify expectations if shifts have to occur quickly, including:
  - What students take home with them daily?
  - Student/teacher communication protocol
  - Consider planning to have at least one day each week as virtual learning to prepare and practice transitioning between virtual and in-person

### Technology Requirements

- To the extent possible, refine student and teacher checkout and dissemination systems, for the collection and dispersal of donated equipment, while also providing specific accommodations for logistical issues affecting student/staff

- Ensure capacity for 1:1 learning environment for all students and staff to include connectivity as well as devices and support

- Sustain learning opportunities by curating and delivering digital content that promotes active learning, active engagement, and continuous learning across subject areas

- Flexibility for specific areas of instruction for all students (Early Learners, Exceptional Education, Physical Education, English Language Learners, Gifted Education, Career & Technical Education, Fine Arts etc.)

- Security procedures and protocols as students transition to online tests and graded assignments
## Professional Development Recommendations

### Social Emotional Learning
- Trauma Informed Practices by Dr. Holt
- Restorative Practices/Circles
- Self-Care
- Online digital citizenship (including safety and privacy)
- Online Classroom Management
- SEL for teachers (Onward)
- Cultivating Emotional Resiliency for our teachers
- Developing an online classroom community
- Teaching social and emotional skills to students.

### Health & Safety
- Covid-19 health education
- Steps and procedures in the event of a school closure due to Covid-19.
- Provide training on how to teach health protocols (handwashing, mask wearing etc.)
- Response to Emergencies (Fire Drills)

### Equity and Diversity
- Meaningful Access Procedures
- Family sessions on supporting their students with online platforms
- Hearing impaired access
- Mandatory reporting policy and how it relates to online situations
- Zoom training for parent/teacher conferences
- Establishing effective communication with parent and Learning Coaches

### Online Instruction & Assessment
- SPARKS Training for online instruction /Danielson Framework
- Student engagement in online platforms
- Engaging strategies to present instruction
- Contactless, physically distant, collaborative learning strategies for students
- Culturally Responsive Teaching and the Brain by Zoretta Hammond
- What are Culturally Responsive Teaching Practices for online learning?

### Platforms
- Apex: How to modify courses for IEPs
- Zoom: Engaging strategies within that platform (incorporating videos, polls, whiteboard features)
- Synergy-Electronic signatures
- Microsoft 365, including Teams
- Imagine Learning
- Waterford
- Handwriting Without Tears
- Amplify Science
- FOSS Science
- IXL
- Newsela
- Cengage Reach

### Supervision & Evaluation
- PD for how teachers will be evaluated on Danielson in this online teaching environment. (by principal in pre-session days)
- PD for administrators on how they will be evaluating their online teachers. (back to school for administrators)
- SPARKS Training for online instruction/Danielson Framework
- Calibration of online instruction and in person instruction
<table>
<thead>
<tr>
<th>Culturally Relevant Practices</th>
<th>Benchmarks Universe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide training for co-teaching</td>
<td></td>
</tr>
<tr>
<td>How to develop and load asynchronous videos for instruction.</td>
<td></td>
</tr>
<tr>
<td>Monitoring progress and data from online platforms</td>
<td></td>
</tr>
<tr>
<td>PD for authentic assessment strategies for an online environment</td>
<td></td>
</tr>
<tr>
<td>PD for continuing and new teachers on online assessments and interpretation of reports including Benchmark Universe (K-5), SchoolCity, and development of CFAs.</td>
<td></td>
</tr>
<tr>
<td>Ongoing PD and workshops for Testing Coordinators to be point person at the school.</td>
<td></td>
</tr>
<tr>
<td>Teacher Assessment Resources (TAR)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide support for resource and itinerant teachers who will be providing small group instruction in a variety of ways and locations.</td>
</tr>
<tr>
<td>Train parapros and teachers on how to proctor assessments and deliver services</td>
</tr>
<tr>
<td>PD for teachers on how to best utilize their paraprofessionals.</td>
</tr>
<tr>
<td>PD for paraprofessionals on how to best support their assigned students and program.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exceptional Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide training for how to make modifications and accommodations to comply with ELD, IEP, and 504 requirements</td>
</tr>
<tr>
<td>Hearing Impaired Access</td>
</tr>
<tr>
<td>PD on how to conduct an online IEP meeting and Ex. ED. evaluations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELD</th>
</tr>
</thead>
<tbody>
<tr>
<td>PD for both integrated and targeted English Language Development which includes SIOP for English Language Learners while teaching online.</td>
</tr>
<tr>
<td>Blended Learning Strategies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Families</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide a Parent Academy with ongoing training and a resource library.</td>
</tr>
<tr>
<td>Include an orientation to begin the year.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishing a communication plan between the school and family</td>
</tr>
<tr>
<td>How will the family contact the teacher?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Compliance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide an accountability framework to meet ADE’s requirement for attendance, instructional minutes.</td>
</tr>
<tr>
<td><strong>Social Emotional Learning</strong></td>
</tr>
<tr>
<td>--------------------------------</td>
</tr>
<tr>
<td>o Provide training for parent coaches: technology, Clever, and various platforms</td>
</tr>
<tr>
<td>o Guidelines for families on how to set up the environment and schedule to support their students.</td>
</tr>
<tr>
<td>o Creating opportunities for families to talk to each other/meet with each other</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Social Emotional Learning</strong></td>
</tr>
<tr>
<td>o Trauma Informed Practices by Dr. Holt</td>
</tr>
<tr>
<td>o Restorative Practices/Circles</td>
</tr>
<tr>
<td>o Self-Care</td>
</tr>
<tr>
<td>o Online digital citizenship (including safety and privacy)</td>
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<tr>
<td>o Online Classroom Management</td>
</tr>
<tr>
<td>o SEL for teachers (Onward)</td>
</tr>
<tr>
<td>o Cultivating Emotional Resiliency for our teachers</td>
</tr>
<tr>
<td>o Developing an online classroom community</td>
</tr>
<tr>
<td>Teaching social and emotional skills to students.</td>
</tr>
</tbody>
</table>
Guidance and Counseling
We will be following Arizona Department of Education (ADE), Center for Disease Control and Prevention (CDC), School Social Work Association of America (SSWAA) and American School Counselor Association (ASCA) recommendations for school settings that will include creating needs assessment surveys, following social distancing guidelines, and collaborating with site staff.

<table>
<thead>
<tr>
<th>In-Person</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor direct student services include:</td>
<td>Counselor direct student services include:</td>
</tr>
<tr>
<td>- Classroom lessons using Sanford Harmony or lessons created by the counselor for trauma informed practices and social emotional support.</td>
<td>- Counselors will use Sanford Harmony for Lessons for Elementary or create their own lessons for trauma informed practices and social emotional support.</td>
</tr>
<tr>
<td>- Counselors will work with teachers to ensure that weekly or bi-weekly lessons are delivered.</td>
<td>- Counselors will work with teachers to ensure that weekly or bi-weekly lessons are delivered.</td>
</tr>
<tr>
<td>Counselors/Social Workers direct student services include:</td>
<td>Counselors/Social Workers direct student services include:</td>
</tr>
<tr>
<td>- Working with teachers to identify students who need extra support. This will be delivered through small groups/or individual counseling.</td>
<td>- Working with teachers to identify students who need extra support. This will be delivered through small groups/or individual counseling.</td>
</tr>
<tr>
<td>- Individual check-ins.</td>
<td>- Individual check-ins.</td>
</tr>
<tr>
<td>- Provide outside resources/referrals to support families.</td>
<td>- Provide outside resources/referrals to support families.</td>
</tr>
<tr>
<td>- Crisis Support</td>
<td>- Crisis Support</td>
</tr>
<tr>
<td>- Counselors: Web pages for each site.</td>
<td>- Counselors: Web pages for each site.</td>
</tr>
<tr>
<td>Social Workers: Quarterly Newsletter</td>
<td>Social Workers: Quarterly Newsletter</td>
</tr>
<tr>
<td>- Create a calm space for students</td>
<td>- Create a calm space for students</td>
</tr>
</tbody>
</table>

**In Scope:**

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

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

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

<table>
<thead>
<tr>
<th>Platform</th>
<th>Grade</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delivery of Instruction</td>
<td>K-12</td>
<td>Zoom/ Office 365</td>
</tr>
<tr>
<td>District Platform for teacher and student work</td>
<td></td>
<td>Microsoft Teams</td>
</tr>
<tr>
<td>Waterford</td>
<td>K-3</td>
<td>K-3 Reading Intervention (Also includes Math and Science) includes WACS for those that selected Waterford</td>
</tr>
<tr>
<td>Imagine Language and Literacy</td>
<td>K-3</td>
<td>K-3 Reading Intervention</td>
</tr>
<tr>
<td>Waterford Assessment of Core Skills (WACS)</td>
<td>K-3</td>
<td>Universal Screener (replaces DIBELS/Acadience)</td>
</tr>
<tr>
<td>Benchmark Advance/ Adelante</td>
<td>K-5</td>
<td>CORE Reading program</td>
</tr>
<tr>
<td>Cengage</td>
<td>K-5</td>
<td>CORE ELD Reading program</td>
</tr>
<tr>
<td>HWT</td>
<td>K-5</td>
<td>Handwriting without Tears</td>
</tr>
<tr>
<td>Eureka InSync and Affirm</td>
<td>K-8</td>
<td>For Full Time Online K-5 Math. Includes Lessons, student files and assessments. Will be accessible to all students.</td>
</tr>
<tr>
<td>Imagine Espanol (Recurring)</td>
<td>K-8</td>
<td>Dual Language Literacy supplemental instruction and intervention</td>
</tr>
<tr>
<td>Eureka Workbooks</td>
<td>K-12</td>
<td>CORE Math program</td>
</tr>
<tr>
<td>IXL</td>
<td>4-12</td>
<td>Supplemental Instruction and Interventions (ELA &amp; Math)</td>
</tr>
<tr>
<td>FOSS Web</td>
<td>K-8</td>
<td>Online Science Modules/Kits</td>
</tr>
<tr>
<td>Science Amplify</td>
<td>8</td>
<td>Chemical Reactions Unit Materials and Earth’s Changing Climate Unit Materials for Middle school to teach new standards</td>
</tr>
<tr>
<td>APEX</td>
<td>6-12</td>
<td>6-12 CORE and Elective Classes Online.</td>
</tr>
<tr>
<td>APEX</td>
<td>6-12</td>
<td>Social Emotional Learning</td>
</tr>
<tr>
<td>Newsela</td>
<td>6-12</td>
<td>Newsela Bundle with 8 virtual PD sessions for 6-12 grades: ELA, Math, Science and Social Studies Online assignments and text. Includes SEL lessons</td>
</tr>
<tr>
<td>Smart Music (COVID)</td>
<td>6-12</td>
<td>Fine and Performing Arts Online Platform</td>
</tr>
<tr>
<td>Breezing through Theory (COVID)</td>
<td>6-12</td>
<td>Fine and Performing Arts Online Platform</td>
</tr>
<tr>
<td>Simple SEL</td>
<td>K-5</td>
<td>OMA Platform for Arts Integration</td>
</tr>
<tr>
<td>Sightreading Factory</td>
<td>9-12</td>
<td>Fine and Performing Arts Online Platform</td>
</tr>
<tr>
<td>Cengage Edge (COVID)</td>
<td>9-12</td>
<td>ELD Online for HS August 2008 adoption</td>
</tr>
<tr>
<td>Rosetta Stone</td>
<td>6-12</td>
<td>ELD Online MS &amp; HS</td>
</tr>
</tbody>
</table>
Additional Resources
It is imperative that all students have access to an equitable delivery of arts education including dance, media arts, music, theatre, and the visual arts that supports their educational, social, and emotional well-being, taught by certified professional arts instructors in partnership with community arts providers.

From Arts Education is Essential, a unified statement from national arts organizations across the United States. (Full statement appears in Appendix C.)
ABOUT THIS DOCUMENT
This document is a collaborative effort with contributions from

- Nikki Stefan, Tucson Unified School District’s (TUSD) Health Service Director
- Pima County Health Department
- Robert Ross, TUSD Legal Counsel
- Dr. Joan Ashcraft, TUSD Director of Fine and Performing Arts/OMA
- Sean Randel, TUSD Instrumental Music Technician
- Joel Dunst, TUSD Instrumental Music Technician

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- Dr. Daniel Brown, Borman Band Director, Brass Specialist, Band Mentor
- John Contreras, Pueblo HS Mariachi Director
- Hillary Douglas, OMA Visual Arts Integration Specialist, Mentor
- Hillary Engel, Sahuaro HS Band Director, Percussion Specialist
- Paul Ensey, Doolen MS Orchestra Director, Bass/Guitar Specialist
- Chizuru Jurman, Tucson MHS Choral Director
- Cayce Miners, Tucson MHS Orchestra Director, String Specialist
- Andrew Nickles, Gridley MS Orchestra/Guitar Director, String/Guitar Specialist
- Carol Reeves, String Specialist, Orchestra Mentor
- Clifton Weston, Magee MS Band Director, Woodwind Specialist

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TUSD Theatre Arts Leadership: Kris Kissel, Maryann Green, Art Almquist, Chris Moseley
- Teri Shepard-McBride, Administrative Assistant, TUSD Fine and Performing Arts/OMA
- Virginia Migliazza, Administrative Assistant, TUSD Fine and Performing Arts/OMA

With gratitude to AMRO Music, Memphis, TN, and the Arizona Department of Education, Arts Division, for providing a model for TUSD’s document

It includes a wide variety of expert sources, including multiple documents from the CDC with considerations related to teaching instrumental music education while also preventing the spread of COVID-19.

This document will be shared with the TUSD Governing Board, TUSD’s Superintendent’s Leadership Team, school administrators, parents, and community members.

You may use this document as a gathering place for ideas to address the challenges this year may bring or to clarify their processes to be shared with their school board or administration. It will be updated as more resources are made available and guidelines are released.
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TUSD GOVERNING BOARD POLICY

It is the policy of TUSD to defend employees of the District named in civil litigation and to hold harmless and indemnify any employee of the District from and against any and all claims of civil liability for alleged acts, errors or omissions of any nature while the employee is acting on behalf of TUSD and in the course and scope of the employee’s employment.

This means that if an employee is acting within their job duties, the District will protect them from personal claims, including whether someone contracts COVID-19.

PROVIDING EQUITY

In an effort to accommodate all students, we should be mindful that the economic health of families may have changed. Accordingly, our arts teachers will review supply lists and ensure only necessary supplies are requested of families to participate in the Arts.

MUSIC GUIDELINES

WHY MUSIC?
The upcoming school year will present a litany of challenges, however, the importance of music in our schools and the impact it has on student’s lives has not changed. We must simply adjust the manner in which we deliver these life lessons. Music education encompasses more than performance. Other musical processes that should be taught include responding, creating, and connecting. Students can continue to work on musical performance skills at home with SmartMusic.

Music offers a platform for students to learn skills necessary to be successful later in life: creative problem solving, critical thinking, self discipline, sensitivity to others, and resilience during difficult times. These lessons will be even more vital as we return to life after COVID-19 and look to offset the effects of quarantine.

Additionally, from national and local research, we have documented that students enrolled in music experience substantial cognitive benefits compared to their non-music peers. Because of this, students enrolled in music score higher on standardized tests, learn a foreign language faster and can more quickly master complex math concepts. Students are also less likely to be truant, less likely to get involved with drugs and alcohol, more likely to graduate on time, and more likely to go on to college. Music is imperative for students’ success.

**IS PLAYING AN INSTRUMENT SAFE?**

**Band Classes:** While academic studies are presently underway at Colorado State University, a recent study hosted by the Vienna Philharmonic revealed “when playing an instrument they (the musicians) faced no additional risk of transmitting the novel coronavirus when performing” and that “we should not expect air exhaled by artists to reach more than 80 centimeters (2.6 feet) distance” (See Appendix E for article). Additionally, the United States Army Band and West Point states “there is agreement between all of the research collected, that wind instrument playing seems to present about the same risk as normal breathing and talking.”

As many educators and musicians can attest, although the musician is blowing air into the instrument, the design of the instrument is such that the air is slowed down to produce a tone, and in doing so, the instrument retains the moisture and aerosols associated with the spread of COVID-19. Accordingly, frequently disinfecting the musical instruments in our programs, ensuring students properly maintain their own equipment, and closely following the CDC’s guidelines recommended for social distancing will allow us to continue offering a quality music education to students while proactively preventing the spread of COVID-19.

**Orchestra/Guitar/Mariachi Classes:** Orchestral/Mariachi instruments offer no additional risk of contributing to the spread of COVID-19. Performing on these instruments does not involve breathing into the instrument to create a tone and students are able to wear masks when playing. Additionally, because these instruments are sealed with a lacquer or varnish, the exterior surfaces of these instruments are non-porous and can be cleaned similar to other surfaces. Encouraging students not to share classroom supplies, implementing a structured
cleaning regimen, following the CDC’s guidelines for social distancing, and utilizing appropriate cleaning solutions that are both effective and safe for the instrument’s finish, will play an active role in preventing the spread of COVID-19 in the orchestra classroom.

**PREVENTING THE SPREAD OF COVID-19**

**Classroom policies**
Incorporating a cleaning and disinfecting schedule into our classroom policies will play an important role in safely resuming school. This is an area that both educators and students can proactively participate in to prevent the spread of COVID-19 in our classrooms. Referencing the guidelines offered in the CDC’s *Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, School, and Homes*[^10^], TUSD Fine and Performing Arts is prepared to implement the following plan.

The two primary means of cleaning instruments in our classroom will be the usage of **isopropyl alcohol** (in concentrations greater than 70%[^11^]) and a product called “**Steri-Spray**” made by Superslick. Isopropyl alcohol is readily available, affordable, and can easily be placed in spray bottles to be used on instruments, case interiors and exteriors, and mouthpieces. However, isopropyl alcohol is not recommended for universal use in a music classroom, as it can cause damage to certain instrument finishes and mouthpieces. In these instances, we will utilize Steri-Spray made by Superslick[^12^]. (Note: the active ingredient in Steri-Spray is quaternary ammonium, as confirmed by the manufacturer. This active ingredient is listed on the Environmental Protection Agency’s list of approved COVID-19 disinfectants[^13^].)

Establishing set schedules and expectations will be of utmost importance to prevent the spread of COVID-19 as we return to the classroom. We will be implementing the following procedures within the band/orchestra classroom:

- Doors will be opened at the beginning and end of each class to ensure students will not need to touch the door knobs or handles.
- Students will enter through an assigned door, collect their instrument, and go directly to their seat to prevent unnecessary contact or movement throughout the classroom.
- Prior to taking their instruments out of the case and at the conclusion of class, students will wash or disinfect their hands using soap and water or an alcohol based sanitizer. 
- Students will refrain from sharing classroom materials, such as valve oils, pencils, instruments or other supplies.
- Students will not touch or move other students’ instruments, mouthpiece, or case.
- Students will spray their mouthpiece with Steri-Spray at the conclusion of each practice rehearsal or performance, prior to placing the instrument in the case.
- For spittal, create and use Puppy Pads (absorbent pads) placed on the floor by each brass student and then dispose in the trash can at the end of each rehearsal.
- Students will be encouraged to provide their own supplies as they are able. When this is not feasible, shared equipment such as mallets, cymbals, or other percussion equipment will be disinfected prior to another student using the same piece of equipment.
- Frequently touched objects in our classroom, including music stands, door knobs, switches, keyboards, faucets, and other applicable objects will be disinfected appropriately according to their frequency of use and according to CDC and local guidelines.

**Classroom Layout**
The layout of our classroom will be adjusted based on the guidelines offered by the CDC. If we are considered a community with "no spread" and in the "preparedness phase" as set forth by the CDC and discussed in the CDC’s Interim Guidance for K-12 Administrators[14], we will be able to continue our lessons and rehearsals as we have previously, while still incorporating preventative social distancing and proactive hygiene measures. This will include spreading chairs apart as much as possible and following the disinfection protocol outlined in this document and according to CDC’s guidelines.

When Tucson is considered “a minimal to moderate spread” community by the CDC guidelines and local health officials, it will be important that we incorporate further social distancing and preventative measures.

**If the classroom is large enough to accommodate your students while social distancing:**
- Our present rehearsal space measures (insert square footage measurements here. Determine this by measuring the length of your rehearsal space by the total width of the rehearsal space)
- To achieve 6 feet of social distancing[15], our chairs can be arranged in a way that will accommodate (insert number. To achieve this, divide your room’s total square footage calculated above by 36, as each student will need a “block” measuring 6’x6’ or 36 square feet to achieve a social distance of 6 feet between students in all directions. Consider making further adjustments in your square footage by accounting for podium, storage, or other areas that may not be usable for teaching space.) students. This modification to our classroom setup will allow us to continue learning while still practicing strict social distancing.

**If the classroom is too small to accommodate social distancing:**
- Consider outdoor rehearsal, weather permitting.
- Relocate the rehearsal to a larger space that will allow us to appropriately social distance, such as the gymnasium or auditorium.
- Divide the rehearsal into rehearsal cohorts, allowing us to meet the necessary social distancing requirements and remain within the limitations of our space.

**Promoting Behaviors that Reduce Spread**
It will be necessary that all educators proactively participate in preventing the spread of COVID-19. Following the CDC’s Considerations for Schools[16], our program can actively promote behaviors that reduce spread by:
- Encouraging students to stay home when ill.
- Using proper hand hygiene and respiratory etiquette by washing hands before or after playing an instrument, picking up an instrument case, or assembling an instrument.
- Wearing face coverings as much as possible when not performing or outside practicing social distancing. This will be most essential in times when physical distancing is not possible. Face shields have been ordered for all Music and OMA instructors.
- Ensuring we are adequately stocked with cleaning supplies, including instrument-safe isopropyl alcohol, instrument sanitizing spray, alcohol-based hand sanitizers, soap, paper towels and tissues. These materials have been ordered by Fine Arts.

**Maintaining Healthy Environments**
Proactively maintaining a healthy environment will play an important role in preventing the spread of COVID-19. Our music program is prepared to do the following to comply with the CDC Guidelines shared in its Considerations for Schools[17]:

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• Clean and disinfect frequently touched surfaces (door handles, handles, drinking fountains, and other equipment)
• Discourage the use of shared objects, including encouraging students to provide their own instrument, cleaning supplies, oils, and folding music stand (when applicable).
• Ensure proper ventilation of the space by increasing circulation of outdoor air or performing outdoors as much as possible.
• Create a one-way route to enter and exit the classroom, pick up and store equipment.
• Modify layouts to include facing the same direction, spaced as much as our classroom will allow, or as requested by our local health officials.
• Encourage students to bring their own meals and drinks, when applicable.

Disinfecting Musical Instruments
Maintaining a clean musical instrument that is frequently disinfected will be a primary point of emphasis for the foreseeable future. While each instrument is unique, students should be aware of instrument cleaning procedures and policies as it relates to their instruments.18
• Students should wash their hands or use an alcohol-based sanitizer before handling their instrument, case, or mouthpiece as well as at the conclusion of playing their instrument.
• Students should refrain from handling the instruments, case, or mouthpiece of another student.
• Students should clean the instrument, neck, and mouthpiece as recommended by NAFME’s Instrument Cleaning Guidelines19 and information found in Appendix A.

Considerations for Marching Band and Camps
The nature of marching band allows us to sufficiently follow the CDC’s guidelines relating to physical activity and social distancing. Because marching band takes place outside, it ensures there is adequate ventilation. Additionally, we will implement the following procedures to further prevent the potential spread of COVID-1920.21:
• Follow the necessary cohort guidelines and maximum group sizes, as established by our local district and health officials.
• Establish an entry and egress plan for each building that will allow students to effectively enter and exit the building while still adhering to social distancing standards. Consider using tape or paint as guides for students.
• Modify drill, where able, to achieve social distancing standards during rehearsals, practice, and performances.
• Emphasize fixed small groups, classes, or sectional rehearsals when able to minimize group sizes.
• Prioritize outdoor, rather than indoor, rehearsals to maximize air circulation.
• Students will utilize outside entry doors as much as possible to prevent unnecessary movement throughout the building.
• Students will provide or be provided their own equipment, meals, and drinks to prevent equipment sharing.
• Bringing a cleaning cloth to each practice is recommended but should not be shared among students or laundered on-site.
• Prop doors open, as able, to ensure adequate air flow and to prevent touching handles and knobs.
• Teachers will utilize loudspeakers, megaphones, or other technology to increase social distancing abilities.
• Communicate with parents and students regarding the necessary pick-up and drop-off methods to ensure sufficient social distancing.
• Continue to practice good hygiene, including frequently washing hands with soap and water, avoid touching the face, sneezing into a tissue, and frequently disinfecting common items and surfaces.
• Disinfect equipment prior to and at the conclusion of each rehearsal or performance.
• When applicable, students will arrive at rehearsal or performances in clothing appropriate for the weather conditions or performances to prevent the need for dressing rooms or additional time spent inside the buildings.
• Special consideration will be given when loading and unloading equipment. Prior to loading equipment on a bus or trailer, those loading trailers will be trained and wear the appropriate PPE for handling instruments, or instruments will be placed in an area to be disinfected with isopropyl alcohol prior to being handled by the equipment loading team and returned to the student. As of this date, field trips will not be taking place.

Pre-Rehearsal Screening and Questions
If we are requested by our local district or health officials to complete a pre-rehearsal screening prior to hosting a rehearsal, we are equipped to do so by following the considerations established in the Guidance for a Return to High School Marching Band, published by the National Federation of State High School Associations (NFHS) Music Committee and the Sports Medicine Advisory Committee (SMAC).[22]

• All directors and students will be screened for signs/symptoms of COVID-19 prior to a rehearsal. Screening includes a temperature check. If registering over 100.4, students are disqualified from participating.
• Responses to screening questions for each person will be recorded and stored so that there is a record of everyone present in case a student develops COVID-19, with appropriate attention being given to privacy and confidentiality.
• Any person with positive symptoms reported will not be allowed to take part in rehearsals and should contact his or her primary care provider or other appropriate health-care professional.
• Vulnerable individuals should not oversee or participate in any rehearsals

See a sample set of screening questions in Appendix C. TUSD will provide the standardized form for parents/students to complete.

For a Google spreadsheet to record your program’s survey responses, please click here.
For a Google Spreadsheet to record your student’s temperatures, please click here.

Inventory and Equipment Management
Prior to the school year starting, a full inventory of equipment and other assets will be completed.[23]
A disinfecting/inventory schedule for district-owned inventory has been established and is found in Appendix B.

To prevent the spread of COVID-19, it is important that students not share musical instruments, mouthpieces, or other equipment that might easily transmit aerosols from one student to another.

Students who are able to purchase or rent a musical instrument will be encouraged to do so, as this ensures the instrument will be played only by the student owning/renting the instrument.
In instances where this may not be economically feasible for the families in our programs, TUSD Fine Arts Instrumental Repair Technicians at the request of the music teacher will explore providing instruments to students in a one-to-one capacity to prevent sharing.

Planning for Further Potential Closures
We anticipate that this year could bring further school closures, either sporadically should someone enter the building that tests positive for COVID-19, or for extended periods of time as a result of a “wave” of infections within our community. Accordingly, it is imperative that our program be equipped to quickly transition from classroom to at-home learning.
In addition to our established curriculum for the upcoming school year, we have identified the following as potential resources to further supplement online and at-home learning.

- TEAMS
- MusicMaker, Inc. for SmartMusic (pending TUSD Governing Board Approval)
- *Essential Elements* Online Curriculum for Woodwinds, Brass, Percussion, Strings, Guitar
- Instrumental Music Center (Tucson)
- Metro Gnome Music (Tucson)
- Music and Arts Center (Phoenix)
- Southwest Strings (Tucson)

**CHORAL/VOCAL MUSIC**

*We await updated information about singing from research being conducted by Colorado State University. This study is to be released on July 22, 2020.*

TUSD recognizes current views, beliefs and reports about choir rehearsals in regard to its effect on pandemic and is proceeding with caution and vigilance keeping abreast of any updated scientific research study findings in regards to aerosol and droplet emission pattern while singing. We are committed to put student safety first.

TUSD also recognizes the importance of continuing to engage our students in choral and vocal music learning in a meaningful and fulfilling way to continue developing vocal/musical skills, exercise creative thinking and artistic expression, stay connected and to provide a safe space to support social and emotional learning of our students.

As student safety and well-being is our priority, TUSD and its teachers are prepared to continue to engage choral students in learning in safety with flexible instruction strategies adapted to the changing Covid-19 situation and guided by CDC Guidelines.

**TUSD FINE ARTS PLAN**

TUSD Fine Arts will address the four scenarios established by the Arizona Department of Education for re-entry: 1) bricks & mortar- all students on campus, 2) hybrid – some virtual, some on campus, 3) all virtual, and 4) intermittent on campus.

The *Music at Home Academy* – a unified online platform, serving the entire district for each level of our secondary instrumental and vocal music classes will eliminate duplication of effort, pool talents, and better utilize technology skills and resources. Students will be supported with emotional, developmental and musical performance skills that have come to define TUSD as
one of the top 100 Arts districts in the United States for several years. Instructional lectures will be in person – then for safety reasons – performance will take place at home.

Music staff will use a combination of existing District platforms (e.g. Microsoft Teams) and two music-specific online platforms. Every secondary music student enrolled in an on-campus course will automatically be enrolled in the co-requisite Music at Home Academy online version of their course as a supplement. Any TUSD students not wishing to attend on campus, due to health concerns or risks, may enroll in Music at Home Academy for their entire school year. This will prepare students for the possibility of future temporary school closures, should they be needed over the next few years. (Online Music Education Proposal)

PREPARING FOR TEACHING
- Utilize the ADE standards and TUSD Curriculum recognizing the need for adjustment
- Consider preparation for groups of 10 students or solo
- Select appropriate solo and small ensemble repertoire for study
- Review copyright guidance regarding music that is not part of SmartMusic
- Begin the year with focus on re-establishing and developing individual skills
- Prepare students for online instruction immediately
- Communicate new classroom procedures clearly to students and parents collecting accurate contact information to ensure smooth and secure transition to online instruction
- Develop full ensemble no-contact team building activities or alternative social activities to maintain ensemble communication
- Continue to teach choral music to preserve the art form and to bring recognition to its value
- Work collaboratively with the building/scheduling administrator to maintain/alter choral schedule and future performances
- Deepen understanding of emotional and physical learning centered in the arts

CLASSROOM PROTOCOL
- Use hand sanitizer and disinfectant wipes
- Clean any equipment used by the teacher or school staff after each rehearsal
- Allow additional time to sanitize supplies and workspace
- Leave classroom doors opened for improved cross-ventilation and air circulation; facilitating no-touch entrance and exit
- Establish controlled entrances and exits in one-way traffic
- Dress in choral attire at home and take them home to clean
- Do not share choral attire with other
- Close dressing rooms so they are not used by students
- Require that each student provides his/her own music folder, pencil, and water bottle; food or water is not shared; Bring own water as school drinking fountains should not be used
- Establish and implement a procedure for students handling pianos
  - Only the accompanist or director at the piano
  - Do not congregate around the piano but stay in designated, marked rehearsal position implementing required distancing
  - Sanitize pianos at the beginning and end of each class
- Eliminate congregating in common storage areas or rehearsal rooms
- Discourage students backpacks stored beside each other, separate with same protocol as the students (i.e. 6 feet apart)
INSTRUCTION

- Reduce length of class period to allow time for sanitization
- Build technical skills and music fundamentals to increase music literacy and analysis through music history, score analysis, multicultural music study, etc.
- Utilize SmartMusic for online instructional tools and recorded vocal tracks and lessons
- Educate students about airborne pathogens as specifically related to choral singing
- Address the emotional and physical wellbeing of all students
- Rotate small sectional group rehearsal with one combined rehearsal in a larger space or outdoors if possible
- Use audition as an instructional strategy
- Use humming with face covering instead of open-mouth singing
- Allow one or two students to sing at once while others critically listen and analyze/learn with face covering

PHYSICAL/SOCIAL DISTANCING

- Class size will be determined by TUSD, floors should be marked for student positioning
- Avoid vocalization and singing during in-person learning even in large spaces
- Consider furniture needs to allow for distancing as related to the classroom
- Modify seating/rehearsal formation to face in one direction with required distance between students. Avoid rehearsing in a circle.
- Rehearse in small groups with always the same members (Octets, sections, etc.) to facilitate physical distancing
- Schedule larger spaces (auditorium/cafeteria) for moderate sized rehearsals
- Schedule performances under guidance from school district and site administrator
- Consider giving performances one class at a time for smaller crowd/audience of families only, or a live-stream concert if applicable
- While directing, face performers 10-20 ft. away from the first row of singers. Adhere to this for accompanists or instrumentalists.
- Wear a mask or face shield to align with district guidelines
- Create procedures to limit the numbers of students out of their seats at any one time.
- Create an entrance and exit floor plan

VISUAL ARTS GUIDELINES

WHY VISUAL ARTS?
The Visual Arts present opportunities for students to learn skills necessary for success throughout life: Creative problem solving, critical thinking, self discipline, sensitivity to others, and resilience.[1] The Visual Arts celebrate multiple perspectives and open-ended solutions to problems lending to inclusive learning opportunities that reach diverse student populations to include: Exceptional/special education, low-income, refugee, and ELL/ESL.[26]

Students who participate in Visual Arts activities are afforded opportunities in self-expression and exploration of individual and community identities that foster Social and Emotional Learning (SEL) competencies as defined by the Collaborative for Academic Social and Emotional Learning (CASEL)[27]. The SEL core competencies: Self-awareness, self-management, social awareness, relationship skills, and responsible decision-making are inherently strengthened through the instruction of the Visual Arts[28]. Integration of Visual Arts theory, history, and practice with academic content areas (Math, Science, Social Studies, and ELA) increases student achievement, academic learning, and engagement[29].
IS VISUAL ARTS SAFE?
Participation in Visual Arts activities may be considered safe with a reconfiguration of typically held art classroom priorities and procedures related to group seating and shared art supplies/equipment/surfaces. At this time, the CDC[^16] acknowledges that classroom settings with group seating and shared supplies represent the highest risk to both students and their educators. It is recommended that Visual Art educators and classroom teachers engaging students in Visual Art activities implement socially distanced classroom layouts, cleaning procedures, and supply/equipment/surface sharing policies that limit physical touch, promote physical safety, and prevent the spread of COVID-19.

When possible, students engaged in Visual Art activities should do so in their home classrooms under the supervision of a classroom teacher and/or Visual Arts specialist, more practically at the elementary level and when possible at the middle and high school levels. Planned Visual Art activities should prioritize the use of only supplies/equipment/surfaces students come to school with or are assigned to them for their own personal use to include pencil, eraser, scissors, glue stick, notebook/loose-leaf paper, and colors (crayons, markers, or colored pencils.) Instructional plans should accommodate for flexibility of materials based upon what students may/may not have for their own personal use. When possible, teachers may gift necessary supplies to students for single use and/or their own personal and take-home use. Sharing of art supplies/equipment/surfaces between students, classroom groups, or school sites is not encouraged upon immediate re-entry to the schools until it is deemed appropriate by the district and/or administrative staff.

In instances where participation in Visual Arts activities typically and/or must occur in a designated art room or studio spaces (OMA Gold, middle, or high school) adherence to the Classroom Policies outlined below is imperative to the safety and well-being of both students and educators. In the event that a classroom teacher or Visual Art specialist has received permission to share art supplies/equipment/surfaces from the district and their direct supervisor it is recommended that they follow the procedures for disinfecting art supplies/equipment/surfaces as outlined below.

**Visual Arts Classroom Policies**
Incorporation of cleaning and disinfecting schedules into classroom policies plays an important role in safely resuming school. Both educators and students must proactively participate in the prevention of COVID-19 spreading in our classrooms. Referencing the guidelines offered in the CDC’s *Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, School, and Homes[^10]*, TUSD Fine and Performing Arts is prepared to implement the following plan for Visual Arts instruction.

The primary means of cleaning art supplies/equipment/surfaces is cleaning thoroughly with soap and water. The secondary and/or complimentary means of cleaning art supplies and equipment in our classrooms will be the usage of isopropyl alcohol (in concentrations greater than 70%[^11]). Isopropyl alcohol is readily available, affordable, and can easily be placed in spray bottles to be used on desk/table surfaces, reusable hard surfaced art supplies like markers, and reusable tools such as scissors, rulers, plastic stencils, etc. Given that can be difficult to manage and maintain hygienic art classroom practices during typical times, the sharing/sanitization of art supplies/equipment/surfaces should only occur if/when it is deemed appropriate at the district/administrative level.

Establishing set schedules and expectations is of utmost importance to prevent the spread of COVID-19 as we return to the classroom. We recommend implementation of the following
procedures for the instruction of visual art in both regular classrooms and classrooms/studios designated specifically for Visual Art activities:

- Doors are opened at the beginning and end of each class to ensure students will not need to touch the doorknobs or handles.
- Students enter through an assigned door and go directly to their seat to prevent unnecessary contact or movement throughout the classroom.
- Students disinfect their hands using soap and water or an alcohol-based sanitizer before and after instruction.
- Students refrain from sharing, touching, and moving classroom and Visual Art supplies/equipment/surfaces.
- Encourage students to provide their own supplies as they are able. When possible, teachers may gift supplies to students for single use and/or their own personal and take-home use. When this is not feasible shared materials, equipment, and surfaces will be disinfected prior to another student using the same material, piece of equipment, or surface.

Frequently touched objects in the classrooms, doorknobs, switches, keyboards, faucets, and other applicable objects will be disinfected appropriately according to their frequency of use and according to CDC and local guidelines.

**Visual Arts Classroom Layout**

The layout of our classroom will be adjusted based on the guidelines offered by the CDC. If we are considered a community with “no spread” and in the “preparedness phase” as set forth by the CDC and discussed in the CDC’s *Interim Guidance for K-12 Administrators*[^14^], we will continue the instruction of Visual Arts, as we have previously, while incorporating preventative social distancing and proactive hygiene measures. This will include spreading student workspaces apart as much as possible and following the disinfection protocol outlined in this document and according to CDC’s guidelines.

When Tucson is considered “a minimal to moderate spread” community by the CDC guidelines and local health officials, it will be important to incorporate further social distancing and preventative measures.

**If the Visual Art classroom is large enough to accommodate your students while social distancing:**

- Our present Visual Art classroom space measures (insert square footage measurements here. Determine this by measuring the length of your space by the total width of the space)
- To achieve 6 feet of social distancing[^15^], our chairs can be arranged in a way that will accommodate (insert number. To achieve this, divide your room’s total square footage calculated above by 36, as each student will need a “block” measuring 6’x6’ or 36 square feet to achieve a social distance of 6 feet between students in all directions. Consider making further adjustments in your square footage by accounting for storage and other areas that may not be usable for teaching space.) students. This modification to our classroom setup will allow for continued learning while still practicing strict social distancing.

**If the classroom is too small to accommodate social distancing:**

- Visual Art specialists are encouraged to visit socially distanced groups of students in their home classrooms, as a first resort, when possible.
• Consider outdoor Visual Art instruction, weather permitting.
• Relocate to larger spaces that accommodate Visual Art activities while allowing for appropriate social distancing, such as the gymnasium, auditorium, or library.
• Divide the art class into small sub-groups allowing for social distancing within the limitations of the art classroom space.

**Promoting VA Behaviors that Reduce Spread**
All educators and students must proactively participate in preventing the spread of COVID-19. Following the CDC’s *Considerations for Schools*[^16], Visual Arts programs can actively promote behaviors that reduce spread by:

- Encouraging students to stay home when ill.
- Using proper hand hygiene and respiratory etiquette by washing hands before or after the use of art supplies/equipment/surfaces.
- Wearing cloth/medical grade face coverings/plastic face shields and practicing social distancing at all times.
- Ensuring adequate inventory of cleaning supplies, including isopropyl alcohol, alcohol-based hand sanitizers, soap, paper towels and tissues.

**Disinfecting Art Supplies/Equipment/Surfaces**
Limiting art instruction and activities to the use of personal supplies and equipment brought by or supplied to a student is highly encouraged. At the elementary level students may keep their personal supplies/equipment in their own home classroom desks or backpacks. At the middle/high school levels students must have a designated space in which to keep their supplies/equipment or carry their supplies/equipment to/from class in their backpacks. When possible, teachers may gift student’s supplies/equipment for single and/or personal/take-home use.

The CDC[^30] states that while the primary mode of transmission is thought to be through respiratory droplets, viruses may live on a variety of surfaces for days.

**Supplies**
Hard surfaced art supplies like markers, handheld pencil sharpeners, glue sticks, paint brushes, sets of solid watercolor and tempera paint must be disinfected by an adult between individual student use with either soap and water and/or a 70% isopropyl alcohol spray[^11]).

The CDC[^30] recommends the removal of soft and porous materials from community environments to prevent the challenges that come with their cleaning and disinfection. Therefore, art supplies with porous and semi-porous surfaces like those with exposed wood or covered with paper (to include erasers, drawing pencils, colored pencils, oil/chalk pastels, charcoal and crayons) should be limited to handling and use only by students with gloved hands. If there are no gloves with which to use these kinds of supplies, they **should not** be shared between students as there is just no way ensure their proper sanitization. Students may be encouraged to bring their own or a teacher may gift these kinds of supplies to students for single and/or personal/take-home use.

Supplies such as clay, tape wire, magazine/collage supplies, and craft supplies (pipe cleaners, pom poms, popsicle sticks etc.) should be limited to handling and use only by students with gloved hands or anticipated for single use only. Because these items cannot be properly
cleaned and sanitized between use it should be anticipated that they be thrown out after being physically touched. Liquid paints/inks and liquid glue may be reused as long they and their containers are not physically touched or have been properly disinfected between use by individual students.

**Surfaces**  
Desks, tables, books, computers, electronic devices, light tables, and storage surfaces should be disinfected by an adult between individual student use with either soap and water and/or a 70% isopropyl alcohol spray[^11].

**Equipment**  
Ceramic wheels, paper cutters, printing presses, display equipment, and stationary pencil sharpeners should be disinfected by an adult between individual student use with either soap and water and/or a 70% isopropyl alcohol spray[^11].

**Planning for Potential Closures**  
In order to be prepared for a potential switch from in-person to virtual learning environments we recommend that Visual Arts specialists prepare, in advance if possible, a class syllabus and take-home/online accessible compilation of necessary resources to complete adapted assignments at home. Consistent schedules of Zoom meetings should be kept along with times for conferencing with students, families, and collaborating teachers. Accommodations for the asynchronous completion of work and assignments should be made available to students during times of online instruction. Visual Arts Specialists should also demonstrate flexibility regarding supplies/equipment used to complete work and assignments based on what students may/may not have access to.

Both in-person and online Visual Arts instruction should focus on Visual Art theory/history/practice and/or the integration of core content standards. We have identified the following as potential resources to further supplement online and at-home learning.

- BrainPOP and BrainPOP Jr.
- PBS and PBS Kids
- Artsonia
- Google Arts & Culture
- TinkerCad
- Websites of locally renowned museums and cultural institutions (UAMA, Tucson Museum of Art, Arizona State Museum, Desert Museum, Heard Museum, Phoenix Art Museum etc.)
- Websites of nationally renowned museums and cultural institutions (Smithsonian, Metropolitan Museum of Art, The Getty Center, Museum of Modern Art, The Guggenheim etc.)

This list is not exhaustive and we encourage Visual Arts specialist to explore free/reputable online resources, such as these, to enrich content delivered through District platforms (e.g. Microsoft TEAMS, Zoom, Clever etc.)

**Other Visual Arts Considerations**  
Health, safety, and emotional well-being are of utmost importance. Mindfulness regarding changes to the economic situations of families is imperative. Accordingly, Visual Arts specialists will provide ample time and flexibility when necessary supplies are requested of families to participate.
DANCE GUIDELINES

WHY DANCE?
Education in the art of dance engages the artistic processes of creating, performing and critical analysis. These processes require students to read symbol systems, use critical thinking skills, excel in nonverbal reasoning and communication, exchange ideas, work cooperatively and collaboratively with others, and interact within a multicultural society. More comprehensively, education in the art of dance develops kinesthetic and spatial learning as well as intra- and interpersonal knowledge of self and others.

During these times, Dance educators are modifying practices in teaching, classroom orientation, cleaning, spacing and management while maintaining proficiency and a love of dance for their students. In addition to the creative, inspirational and collaborative elements of Dance, the physical and mental well-being of all students is paramount to instruction. It is important that Dance educators in conjunction with TUSD Fine and Performing Arts, collaborative teachers, and school administration determine what is appropriate during each phase of re-entry. These guidelines follow the recommendations of the Arizona Department of Education, National Dance Education organization, the Task Force on Dancer Health – Dance USA, and various other national Arts organizations.

PREPARING FOR TEACHING DANCE
- Adjust curriculum according to classroom space to follow social distancing guidelines. Consider alternative spaces.
- Complete a visual wellness check for each dancer prior to entering dance room. Those appear ill will not be allowed to enter the classroom.
- Prepare how students enter and exit the classroom
- Decide how materials are best used
- Adjust movement as needed
- Wear masks and/or gloves as directed by the district.
- Ensure students dress appropriately to cover their bodies and facilitate movement; if dressing out, this must be done in locations designated by the school site and approved by Dance teachers involved
- Consider the use of costuming for performances; students should dress at home before coming to the school campus
- Design instruction for students to address re-entry protocol as well as how online instruction may take place.
- Review TUSD’s Media Release form which may be required for online instruction

DANCE CLASSROOM PROTOCOL
- Water breaks are generally not permitted particularly for shorter classes
- Do not use class drinking fountains; water bottles should not be shared; if water coolers are installed fill personal water bottles from this device; schools should provide additional water when necessary
- Wash/sanitize hands before, during, and after classes
- Do not share shoes or personal clothing; avoid dancing barefoot, add rosin to floors to prevent slipping
- Prop doors open for ventilation and to minimize touching surfaces (See note about volume of music in Music section.)
- Wear masks and/or gloves
- Clean room between classes; reduce class time by 5 – 10 minutes to accomplish this
- Consider outdoor rehearsals if feasible and at the discretion of the Dance teacher
- For elementary: Consider not sitting down on the floor; if sitting designate specific spot for each student to sit
- Build relationships with those who use the same room to make arrangements for collaborative cleaning
- Keep students’ personal belongings 6 feet apart
- Close locker/dressing rooms

**DANCE INSTRUCTION**
- Focus on the craft, as opposed to performance – flexibility and mobility training
- For secondary dance instruction, provide a “Flipped” classroom: at school concentrate on other standards besides performance - Responding, Creating, Connecting (watching performances and breaking down choreographic elements); performance practice occurs at home
- Consider making a videos of dance projects using Flip Grid or Zoom recordings
- Consider alternate movement forms: Tai Chi, Yoga, Step Dancing, Body Percussion, specific multicultural dance forms, non-locomotor movement; combinations that do not travel

**DANCE PHYSICAL/SOCIAL DISTANCING**
- Consider alternative/appropriate spaces for movement
- Ensure proper measurements of the classroom meeting social distancing guidelines
- Place tape on the floor for students to stand on measuring 6 feet apart front to back and side to side
- Clean equipment following each student’s use
- **BARRE:**
  - Dancers stand 6 feet apart, may wish to mark with tape
  - Wipe down the barre before and after each use
  - Dynamic exercises with larger movement should be avoided to minimize air turbulence in the room
- **CENTER WORK**
  - Stationary center work should have dancers able to maintain 8 - 10 feet distance
  - Normal breathing should be encouraged as forced exhalation spreads larger droplets/aerosol farther distances
- **ACROSS THE FLOOR** (Note: These recommendations may not be appropriate during various re-entry phases.)
  - Dancers should avoid following right behind each other, it is safer to work next to each other. (If dancers travel directly behind each other, they are in the slipstream where droplets remain suspended)
Dancers should maintain 6 feet apart standing side by side and allow each group to complete the combination to the end of the room before the next group starts.

- MUSIC (Dance)
  - Live musicians should be assigned to a consistent studio since disinfecting instruments may be difficult. Stationary instruments should be cleaned appropriately between musicians.
  - Sound equipment should be cleaned before and after use.
  - Volume of the music is a consideration. The louder the music, the louder the instructor will have to project, potentially causing droplets to travel further.
  - Microphones (aerobic microphones) for Dance instructors may be needed to reduce droplets and aerosol projection from the teacher.

THEATRE ARTS GUIDELINES

WHY THEATRE ARTS?

Theatre is an essential part of every educational curriculum. Learning about acting is deceptively fun, but in reality and in complex ways, theatre teaches *the whole person*. Drama students are challenged to stretch their emotional, kinesthetic and spatial intelligences, exercising their linguistic and logical abilities while problem-solving and working collaboratively towards shared goals: all tools critical to their education and workplace futures. As learning transitions on-line in our social-media world, the interactive nature of theatre allows students to relate with others face to face in healthy and creative ways and provides a safe place for them to explore their feelings, express themselves and build self-mastery. Theatre teaches empathy, compassion, and perseverance, enlarging our capacity to see, feel, and connect with others and the world around us. It also ignites students’ interest in academic learning, fostering creativity in resolving challenges with critical thinking and enhanced communication. Theatre programs are vital to every curriculum. They, like all the arts, are the heartbeat and force that create healthy and inclusive school communities.

PREPARING FOR TEACHING THEATRE ARTS

- Theatre Arts educators should be included in the decision-making process for their individual schools, including re-entry plans for the school, scheduling and the use of facilities
- Class size reduced to solo/small groups (10 students)
- Provide meaningful feedback of individual skill sets, person-to-person or virtually
- Consider individualized instruction, including
• monologues
• character analysis
• actor's vocabulary, theory & practice: Stanislavski, Spolin, many others
• Use actor’s vocabulary to critique existing films and performances
• storytelling and interviewing
• acting styles
• history
• masks
• puppetry
• technical theatre
• physical theatre, pantomime
• various musical theatre genres
• readers theatre, staged readings, radio plays, concert versions of musicals, small cast reviews, monologue recitals, film
• foundational dramatic games and exercises focusing on individual confidence and self-awareness that do not require physical proximity

THEATRE ARTS CLASSROOM/FACILITIES PROTOCOL
• Scheduling and facilities utilization should be modified to accommodate fewer students and staff in accordance with state and local guidelines. Outdoor performance spaces should be considered.
• Follow local and state guidelines requiring masks or other PPE materials
• Maintain 6 feet distance between students
• Use hand sanitizer regularly; wash hands regularly
• Sanitize shared resources between classes
• Do not allow sharing of makeup, props, costumes, or wigs
• Wear costumes to and from home; there will be no changing rooms available
• Do not share any voice amplification equipment
• Use gloves for all technical equipment
• Consider any rental agreements to outside organizations (arts organizations, churches, etc.) with consideration to sanitization protocol, custodial staffing and screening of attendees
• Be sensitive to the emotional well-being of all students.

THEATRE ARTS INSTRUCTION
• Continue to teach Theatre Arts content to support the continuity of Fine Arts and Theatre Arts education
• When working with students online, be cognizant that their ability to act, create and reflect may be hindered by the realities of their home lives; e.g, “My brother will make fun of me.”
• Continue to inform students on the elements and importance of intellectual property, copyright, licensing fees particularly with increased demand for streaming of performances
• Provide distance learning opportunities
• Avoid exercises/games that involve touching or close contact
• Be cognizant of creative uses with social distancing during technical work, design, layout, building, and implementation
• Allow additional time between classes or reduce the length of classes to ensure time to implement sanitization standards
THEATRE ARTS REHEARSALS: *This is an essential part of the Theatre Arts experience*

- Wear masks
- Be aware of students’ temperature checks conducted by the school
- Allow no sharing of water; avoid students bringing food or beverages
- Plan larger cast rehearsals in larger spaces (auditoriums, gyms, outdoor areas) to allow social distancing
- Stagger bathroom breaks
- As biological airborne particles from student respiratory tracts will be more numerous and travel farther when exercising the voice, postpone vocal projection work through the pandemic. Model and emphasize student proximity when doing any vocal work, and do not share audio devices such as microphones.
- Minimize clustering groups of students not involved in scene rehearsal

THEATRE ARTS SUPPLIES

- Explore the cost or purchase of new scripts for digital performances; this will require purchasing guidelines to be expanded
- Utilize electronic media PDFs, digital scripts
- Materials sent home with students may not be able to be returned to the school. Follow updated CDC guidelines and applicable copyright laws.
- Purchase technical theatre supplies: rulers, types of paper (newspaper, graph, Bristol), pencils, colored pencils, cutting implements
- Consult with teachers and staff in charge of performance spaces as they adapt.

PERFORMANCE FACILITY RECOMMENDATIONS (If allowed during school year)

- Utilize outdoor spaces
- Utilize online performance options through district-supported companies such as onthestage.com
- With indoor performances, follow local and state guidelines for performers and audience members
- Increase number of performances to allow for audience social distancing
- Separate entrance and egress locations for audience, cast and support staff
- Audience seating:
  - Seat family groups together with 3-4 seats in between (this may increase royalty fees)
  - Seat only in every other row leaving one row empty

THEATRE ARTS COPYRIGHT

- US copyright law is equipped to provide flexibility necessary for many remote learning experiences. Explore options, discounts, and other adjustments/considerations with organizations holding theatrical rights.
- For student safety, printed materials such as scripts must only be given to each assigned student and not be shared with anyone else at any time. Copies of scripts and printed materials must be numerous enough so that each student has their own.
APPENDIX A: COVID-19 INSTRUMENT CLEANING GUIDELINES

COVID-19 and Instrument Cleaning[24]
The NFHS, NAfME and the NAMM Foundation recommend the following guidelines for handling musical instruments during the COVID-19 school shutdown period. These guidelines are designed for use by music educators and educators may use these guidelines when teaching students and parents how to clean instruments.

Sterilization vs. Disinfection
There is a difference between sterilization and disinfection of music instruments. Sterilization is limited in how long an instrument will remain sterile. Once an instrument is exposed to air or handled it is no longer sterile. However, disinfecting an instrument to make it safe to handle will last longer and is easier to achieve. COVID-19 like most viruses has a limited lifespan on hard surfaces. Users of musical equipment may be more susceptible to infections from instruments that are not cleaned and maintained properly, especially if they are shared school instruments.

If the cleaning process is thorough, musical instruments can be disinfected. Basic soap and water can be highly effective in reducing the number of harmful bacteria and viruses simply by carrying away the dirt and oil that they stick to.

The NFHS, NAfME and the NAMM Foundation received information from the CDC which suggests the COVID-19 virus can remain on the following instrument surfaces for the stated amount of time:
Brass – Up to 5 Days
Wood – Up to 4 Days
Plastic – Up to 3 Days
Strings – Up to 3 Days
Cork – Up to 2 Days

The CDC recommends general cleaning techniques for instruments that have not been used or handled outside of the above timelines. Essentially, if students are picking up instruments for the first time since school has been closed, those instruments will not need more than general cleaning as stated below.

Additional guidance on general cleaning and disinfection can be found here

Instrument Hygiene
Before distributing an instrument that has been shared, use of alcohol wipes, swabs, or disinfectant solution to thoroughly clean both the outside and the inside of the mouthpiece is highly recommended. It is also essential to maintain overall cleanliness via the use of cleaning rods, swabs, mouthpiece brushes, etc., as this is necessary to prevent buildup of residue within the instrument. (TUSD Instrumental Technicians prefer the use of soapy water.)

For wood instruments any excess amount of liquid can be damaging. Please be judicious and sparing outside of the mouthpiece area that needs cleaning. In addition, certain cleaning products that can be used on the mouthpiece should not be used around the pads associated with a woodwind instrument’s keys (e.g. flute, clarinet, saxophone, etc.).

**Mouthpieces**
Adhering to the following procedures will help to keep shared mouthpieces and instruments clean and safe for continued use.

**Cleaning the Flute Head Joint**
1. Using a cotton swab saturated with denatured, isopropyl alcohol, carefully clean around the embouchure hole.
2. Alcohol wipes can be used on the flute’s lip plate to kill germs.
3. Using a soft, lint-free silk cloth inserted into the cleaning rod, clean the inside of the headjoint.
4. Do not run the headjoint under water as it may saturate and eventually shrink the headjoint cork.

**Cleaning Bocals**
1. Bocals should be cleaned with a bocal brush, mild soap solution, and running water.
2. English Horn bocals can be cleaned with a pipe cleaner, mild soap solution, and running water. Be careful not to scratch the inside of the bocal with the exposed wire ends of the pipe cleaner.

**Cleaning Hard Rubber and Ebony Mouthpieces**
1. Mouthpieces should be cleaned after each use. Individually owned mouthpieces should be swabbed after each use and cleaned weekly.
2. Select a small container that will accommodate the mouthpiece vertically and place the mouthpiece, tip down, into the container.
3. Fill the container just past the window of the mouthpiece with a solution of 50% water and 50% white vinegar or hydrogen peroxide. Protect clarinet mouthpiece corked tenons from moisture.
4. After the mouthpiece has soaked for fifteen minutes, use an appropriately sized mouthpiece brush to remove any calcium deposits or other residue from inside and outside surfaces. This step may need to be repeated if the mouthpiece is excessively dirty.
5. Rinse the mouthpiece thoroughly and then saturate with disinfectant solution. Place on paper towel and wait one minute.
6. Wipe dry with a paper towel.
7. Note: Metal saxophone mouthpieces clean up well with hot water, mild dish soap (not dishwasher detergent), and a mouthpiece brush. Disinfectant solution is also safe for metal mouthpieces.

**Cleaning Saxophone Necks**
1. Swabs are available to clean the inside of the saxophone neck. However, many saxophonists use a flexible bottle brush and toothbrush to accomplish the same results.
2. Saxophone necks should be swabbed after each use and cleaned weekly.
3. Use the bottlebrush with mild, soapy water to clean the inside of the neck.
4. Rinse under running water.
5. Disinfectant solution may be used on the inside of the neck if desired. Place on a paper towel for one minute.
6. Rinse again under running water, dry, and place in the case.

**Cleaning Brass Instrument Mouthpieces**
1. No mouthpieces should be shared but should be cleaned after each use. Individually owned mouthpieces should be cleaned weekly.
2. Use a cloth soaked in warm, soapy water to clean the outside of the mouthpiece.
3. Use a mouthpiece brush with warm, soapy water to clean the inside.
4. Rinse the mouthpiece and dry thoroughly.
5. Disinfectant solution may be used on the mouthpiece at this time. Place on a paper towel for one minute.
6. Wipe dry with a paper towel.

**Cleaning String Instruments**
1. Isopropyl alcohol with a concentration above 70% should only be used on the strings and unfinished finger and fret boards.
2. String, percussion, and keyboard instruments present fewer hygienic issues that can be solved simply by the player washing their hands before and after use for a minimum of 20 seconds.

**Other Instruments**
Plastic recorders can be washed with warm, soapy water and should be swabbed after each use with a plastic cleaning rod and soft thin cloth. Disinfectant solution may also be used.

**Choosing a Disinfectant for Musical Instruments**
1. Sterisol Germicide Solution (Vindicator Plus) can be safely used on plastics, hard rubbers, and metals.
2. Mi-T-Mist Mouthpiece Cleanser can be used on most materials. It is NOT recommended for use on hard rubber mouthpieces.
3. Isopropyl alcohol wipes are safe for most materials. They are NOT recommended for use on hard rubber mouthpieces.
4. A solution made with 50% water and 50% white vinegar or 50% water and 50% hydrogen peroxide can be safely used on plastics, hard rubbers, and metals.

While other potential disinfectants, including alcohol, boiling water, and bleach can be used as general disinfectants, they are not recommended for use on mouthpieces or instruments due to their potential effect on skin, plastics, and metals.
1. Whichever disinfectants are chosen, it is crucial to read the product instructions and follow them closely.
2. Disinfectants do not remove dirt, so mouthpieces and instruments must be cleaned thoroughly before using.
APPENDIX B: ARTS EDUCATION IS ESSENTIAL Unified Statement

Arts Education Is Essential

This statement of support for arts education has been reviewed and endorsed by the national organizations listed on page two.

It is imperative that all students have access to an equitable delivery of arts education that includes dance, media arts, music, theatre, and visual arts that supports their educational, social, and emotional well-being, taught by certified professional arts educators in partnership with community arts providers.

Teaching and learning will never quite be the same in our post-COVID-19 world. However, our commitment to provide rich and varied educational experiences remains unwavering. The arts have played an important role in these tumultuous times and will continue to do so for all students, including the traditionally underrepresented, those with special needs, and from low-income families. Here’s why:

Arts education supports the social and emotional well-being of students, whether through distance learning or in person.

Self-awareness, self-efficacy, self-management and perseverance, social awareness and relationship skills are central to any arts education activity, no matter the age and ability of the student or the environment in which the learning takes place. The arts, with their strong emphasis on team-building and self-reflection are supremely suited to re-ignite students’ interest in learning through collaboration, while simultaneously fostering creativity, critical thinking, and communication.

Arts education nurtures the creation of a welcoming school environment where students can express themselves in a safe and positive way.

Celebrating our ability to come together as educators and students is vital to creating a healthy and inclusive school community. The arts, through a rich partnership among certified arts educators, teaching artists, and community arts providers, play a valuable role in helping students and their families build and sustain community and cultural connections.

Arts education is part of a well-rounded education for all students as understood and supported by federal and state policymakers.

As defined in ESSA, “music and the arts” are part of a well-rounded education. Every state in the nation recognizes the importance of the arts as reflected in rigorous PreK-12 state arts standards. Forty-six states require an arts credit to receive a high school diploma, and 43 states have instructional requirements in the arts for elementary and secondary schools. As noted in Arts Education for America’s Students: A Shared Endeavor: “An education without the arts is inadequate.”

The healing and unifying power of the arts has been evident as the COVID-19 pandemic swept the country. We have seen and heard it play out through works of art on sidewalks, shared musical moments from porches, in plays and dance performances, and every other imaginable iteration of art making. As states and schools work through multiple challenges in the years ahead, arts education must remain central to a well-rounded education and fully funded to support the well-being of all students and the entire school community.
Endorsing Organizations

Afterschool Alliance
American Choral Directors Association
American Composers Forum
American Orff-Schulwerk Association
Americans for the Arts
American String Teachers Association
Barbershop Harmony Society
Carnegie Hall
Casio America, Inc.
Chorus America
CMA Foundation
College Band Directors National Association
Conn-Selmer, Inc.
D’Addario Foundation
Eastman Music Company
Education Through Music
Educational Theatre Association
Give a Note Foundation
Hal Leonard
Historically Black Colleges and Universities National Band Directors’ Consortium
Jazz at Lincoln Center
Jazz Education Network
KHS America
KORG, USA
League of American Orchestras
Little Kids Rock
Mr. Holland’s Opus Foundation
Music for All

Music Teachers National Association
NAMM Foundation
National Art Education Association
National Association for Music Education
National Association of Elementary School Principals
National Association of Secondary School Principals
National Coalition for Core Arts Standards
National Dance Education Organization
National Education Association
National Federation of State High School Associations
National YoungArts Foundation
Organization of American Kodály Educators
Quadrant Research
QuaverEd
Recording Academy
SaveTheMusic Foundation
State Education Agency Directors of Arts Education
The Rock and Roll Forever Foundation
United Sound, Inc.
Varsity Performing Arts
West Music Company
WURRLYedu
Yamaha Corporation of America
Young Audiences Arts for Learning
YOUnison

Do you represent a national organization interested in endorsing this statement? Email essential@nafme.org

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Arts Education Is Essential
APPENDIX C: CRITICAL QUESTION SURVEY

Although TUSD will provide its own survey to monitor for potential carriers of the COVID-19 virus, you can review what other states are issuing. Consider carefully your local health regulations, student privacy laws, and other CDC guidelines when creating your survey and recording responses.

1. Have you experienced any of the following symptoms in the past 3 days: cough, shortness of breath or difficult breathing, fatigue, muscle or body aches, new loss of taste or smell, sore throat, congestion or running nose, nausea or vomiting, or diarrhea?¹
2. Have you had a fever of 100.4 or greater in the past 3 days?
3. Has anyone in your household tested positive for COVID-19 or have you been in close contact with a confirmed case of COVID-19?
4. Do you presently have any pending tests for COVID-19?

For a Google spreadsheet to record your program’s survey responses, please click here.
For a Google Spreadsheet to record your student’s temperatures, please click here.

APPENDIX D: VIENNA PHILHARMONIC
Says No Increased Virus Risk for Orchestras

AFP - Agence France Presse
May 18, 2020

Vienna’s prestigious Philharmonic Orchestra said Monday that a study into how far musicians’ breath travels when playing instruments showed they faced no added risk of transmitting the novel coronavirus when performing.

The orchestra’s musicians took part in an experiment involving devices being inserted into their noses which made a fine mist visible when they breathed.

The experiment established that “we should not expect air exhaled by an artist to reach more than 80 centimeter’s distance,” according to a statement from the orchestra sent to AFP on Monday.

This maximum distance of breath droplets was emitted by flute players while for the string section there was no observable change in how far the breath travelled between playing or being at rest.

The study concluded that there was no increased risk for musicians playing together in an orchestra as long as they observed at least a meter’s distance from each other. Since mid-April Austria has been loosening its coronavirus lockdown in stages and from the end of May, theatre and music performances will be permitted for audiences of up to 100 people.

From July 1 the limit will go up to 250, with cinemas also set to re-open.
From August 1, events for up to 500 people will be allowed, with the possibility of larger scale events of up to 1,000 people provided organizers devise safety measures that meet the government's approval.

The government has also promised to put forward a framework for restarting rehearsals and film productions.

The Vienna Philharmonic hopes the results of its study will convince the government not to introduce rules for orchestras which may hinder communication between the Artists.

The Vienna Philharmonic's chairman Daniel Froschauer told Austrian media that the orchestra "is defined by extraordinary achievements" but added: "These will be difficult for us if everyone is sitting in a plastic cabin."

The orchestra is world-renowned, particularly for its famous New Year's Day concert.

AFP NEWS

6/3/2020 Vienna Philharmonic Says No Increased Virus Risk For Orchestras - Barron's


Unprecedented International Coalition led by Performing Arts Organizations to Commission COVID-19 Study

https://www.danceusa.org/resources-preparing-potential-impact-coronavirus

American Alliance for Theatre Education: https://www.aate.com/
Educational Theatre Association: https://schooltheatre.org
Sample Bell Schedule Elementary

Sample Schedule Elementary
A weekly Zoom schedule depends on each grade level’s core instructional needs, intervention groups and assessment needs. The frequency and duration of each session will consider student age/child development, whole class or small group lesson format, and instructional pacing.

Grade level teams will determine a weekly Zoom schedule to include a minimum of 3 ELA/SLA Zoom sessions (Includes Reading and Writing) and 3 Math Zoom sessions per week, small group interventions (Tier II), and 1:1 support (Tier III).

Synchronous and asynchronous instructional minutes will be combined to meet the state funding requirement of 4 hours per day.

Online Instruction:
The following SAMPLE SCHEDULE is provided as a starting point for teachers to prepare a weekly Synchronous and Asynchronous Learning Plan. There is a morning and an afternoon Tier I Zoom session and spin-off Tier II session in this sample.

After the Tier I whole group lesson, teachers will select students to participate in Tier II sessions. These Tier II groups are flexible and will be scheduled to respond to the following student needs:

- **Core instruction support (Tier II):**
  - Which students need more support after today’s core lesson?
  - Which student is asking for 1:1 help?

- **CFA Reteach and Enrich (Tier II):**
  - Which students showed low scores on last week’s CFA and need a mini-lesson reteach and practice time with my support?
  - Which students showed mastery of content on last week’s CFA and are ready for enrichment?

- **MTSS plans (TIER I, II and III):**
  - Which student am I responding to today as part of an on-going MTSS plan?
  - Which student do I need to check in with today because of another concern?

- **Assessment time (Tier I, II, or III):**
  - Which student do I need to assess in some way, 1:1, today?
SAMPLE SCHEDULE – Sites will consider a weekly schedule. This sample is not meant to represent M-F. Grade level teams will consider the components and create their schedules.

Morning Zoom Session 1 (Session Minutes Decided by Grade Level Team*)
- Tier I: Whole Group Core ELA/SLA Instruction
- Tier II: Small group/individual student support

ZOOM BREAK

Morning Session 2 (Session Minutes Decided by Grade Level Team)
- Tier I: Whole Group Core ELA/SLA Instruction
- Tier II: Small group/individual student support

Asynchronous Learning Time

Lunch schedule coordinated per site

Afternoon Zoom Session 1 (Session Minutes Decided by Grade Level Team*)
- Tier I: Whole Group Core Math Instruction
- Tier II: Small group/individual student support

ZOOM BREAK

Afternoon Session 2 (Session Minutes Decided By Grade Level Teams)
- Tier I: Whole Group Core Math Instruction
- Tier II: Small group/individual student support.

Log off Zoom

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

Include in each week:

Add a Zoom Session per week with a Social Emotional Learning focus.
SAMPLE SCHEDULES:

Sessions no more than 15 – 30 minutes of direct instruction in synchronous learning.

The remainder of time is spent in collaborative work, formative assessment, breakout rooms, and supervised independent practice.

Synchronous Learning Time*

Sample 1 Student Schedule: Core classes meet daily, Electives meet 3 times per week

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:50</td>
<td>Zoom Core 1</td>
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<td>Zoom Core 1</td>
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<tr>
<td>9:00-9:50</td>
<td>Zoom Core 2</td>
<td>Zoom Core 2</td>
<td>Zoom Core 2</td>
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<tr>
<td>10:00-10:50</td>
<td>Zoom Elective 1</td>
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<tr>
<td>10:50-11:30</td>
<td>Lunch</td>
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<tr>
<td>11:30-12:00</td>
<td>Reteach/Enrich Small Groups</td>
<td>Reteach/Enrich Small Groups</td>
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<td>Reteach/Enrich Small Groups</td>
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<tr>
<td>12:10-1:00</td>
<td>Zoom Core 3</td>
<td>Zoom Core 3</td>
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<tr>
<td>1:10-2:00</td>
<td>Zoom Core 4</td>
<td>Zoom Core 4</td>
<td>Zoom Core 4</td>
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</tr>
<tr>
<td>2:10-3:00</td>
<td>Zoom Elective 2</td>
<td></td>
<td></td>
<td></td>
<td>Zoom Elective 2</td>
</tr>
</tbody>
</table>

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

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

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

Asynchronous Learning Time (minutes: )

- Online programs
- Offline core assignments
- Offline elective assignments
Additional Scheduling Requirements for Teachers

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

**Document all interaction and communication.

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

- MTSS planning, communication, and documentation time.
- Core teachers collaborate with ExEd, EL, and GATE teachers and Specialists for scheduling purposes and to facilitate co-teaching.
## Sample High School Bell Schedule

### Tucson High Instructional Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday &amp; Thursday: 1/3/5/7</th>
<th>Tuesday &amp; Friday: 2/4/6</th>
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<tr>
<td>8:00 - 9:30</td>
<td>Planning</td>
<td>Planning</td>
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<td>9:30 - 11:00</td>
<td>ROC</td>
<td>Zoom</td>
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<tr>
<td>11:00 - 11:30</td>
<td>1st Period</td>
<td>11:00 - 11:30</td>
</tr>
<tr>
<td>11:30 - 11:55</td>
<td>1-Period Intervention</td>
<td>11:30 - 11:55</td>
</tr>
<tr>
<td>Noon - 12:30</td>
<td>LUNCH</td>
<td>Noon - 12:30</td>
</tr>
<tr>
<td>12:30 - 1:00</td>
<td>3rd Period</td>
<td>12:30 - 1:00</td>
</tr>
<tr>
<td>1:00 - 1:25</td>
<td>3rd Period Intervention</td>
<td>1:00 - 1:25</td>
</tr>
<tr>
<td>1:30 - 2:00</td>
<td>5th Period</td>
<td>1:30 - 2:00</td>
</tr>
<tr>
<td>2:00 - 2:25</td>
<td>5th Period Intervention</td>
<td>2:00 - 2:25</td>
</tr>
<tr>
<td>2:30 - 3:00</td>
<td>7th Period</td>
<td>2:30 - 3:30</td>
</tr>
<tr>
<td>3:00 - 3:25</td>
<td>7th Period Intervention</td>
<td>3:00 - 3:25</td>
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<tr>
<td><strong>OnLine Time</strong></td>
<td><strong>220 160 220 160</strong></td>
<td><strong>SubTotals 225 120 225 120</strong></td>
</tr>
<tr>
<td><strong>Total Minutes per Day / Week</strong></td>
<td><strong>380 380</strong></td>
<td><strong>Total Minutes per Day / Week 345 345</strong></td>
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</tbody>
</table>

### Wednesday (Half Days = End at 12:05pm)

<table>
<thead>
<tr>
<th>Time</th>
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<tr>
<td>8:00 - 9:30</td>
<td>Planning</td>
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<tr>
<td>9:30 - 11:00</td>
<td>2nd Period BPH/SELF</td>
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<tr>
<td>11:05 - 12:05</td>
<td>2nd Period - Intervention</td>
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<tr>
<td>12:05 - 12:35</td>
<td>Lunch</td>
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<tr>
<td>12:40 - 3:30</td>
<td>PD &amp; SEEC</td>
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<tr>
<td>3:30 - 4:30</td>
<td>Club</td>
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<tr>
<td><strong>OnLine Time</strong></td>
<td><strong>150 90</strong></td>
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<tr>
<td><strong>Total Minutes per Day / Week</strong></td>
<td><strong>240</strong></td>
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### Acknowledgments

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<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Agnew, Andrew</td>
<td>Senior Manager</td>
<td>Technology Services</td>
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<tr>
<td>Aranda, Heidi</td>
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<td>Curriculum Development</td>
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<tr>
<td>Armenta, Frank</td>
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