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

Date: 7/14/20
Presenters: Flori Huitt, Heidi Aranda, Renee Weatherless, Maricela Meza, Renee Heusser, Richard Sanchez, Leslie Lenhart
Agenda

- Final Recommendations for Instruction
- Professional Development
- Financial Implications
- Returning our Workforce
- Final Recommendation Operational Plan
- District Communications Plan
Instructional Plan for 2020-21
| CORE Team 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 |
Re-Entry Models

In Person Learning Experience

Full-time Online

COLE Self-Paced
On Site Learning

- Schools will be set up as "Learning Spaces" to the extent possible to allow students that need to be in person, to have a place to go during the day per the Governor's Executive Order (2020-41).
- Teachers will conduct classes using TUSD's online instructional model.
- Self-contained classrooms will be available in person on August 17th (Provided EO is lifted).
- Minimal to no student transitions.
- Resource services will be provided via online instruction in small groups unless otherwise required in student's education plan. (Ex Ed, EL, GATE).
- Use TUSD’s instructional framework to deliver culturally responsive instruction across all grade level bands (SPARKS).
- Social emotional support embedded with instruction.
Online Learning Experience

- Synchronous and asynchronous instruction
- Clearly articulated schedule for families and students
- Interventions will be provided through individual or small group zooms as well as online platforms
- Internet safety will be explicitly taught
- Use of TUSD’s instructional framework to deliver culturally responsive instruction across all grade level bands (SPARKS)
- Social emotional support
- Technology and technical support
Questions
Professional Development
<table>
<thead>
<tr>
<th>Professional Learning Topics</th>
<th>Social Emotional Learning</th>
<th>Equity and Diversity</th>
<th>Online Instruction and Assessment</th>
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<tr>
<td></td>
<td>Communication</td>
<td>Family Engagement and Support</td>
<td>Online Instructional and Functional Platforms</td>
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<td></td>
<td>Exceptional Education</td>
<td>English Language Development</td>
<td>Health and Safety</td>
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</tbody>
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Professional Learning Opportunities

Library of On Demand Learning
- Recorded Videos
- Collaborative Spaces

New Teacher Induction
- Keynote Sessions
- Curriculum and Instruction
- Classroom Management
- Reflection Cohorts

Back to School Conference
- Keynote Sessions
- Required sessions
- Differentiated Synchronous and Asynchronous Sessions
Financial Implications
Revenue and Expenditure Cost Estimates

Online funding formula $4.9M
- If 45 days of instruction was funded at AOI level of 95%, then there would be a revenue loss of $4.9M

180-day requirement $4.1M
- If the 180-day requirement is not waived, then it would cost $4.1M to add 2 days to employees' work schedule calendars
Costs per Quarter for Revenue Based Departments

**Food Services $2.4M**
- Salaries, benefits, and non-food related costs
- Meals will continue to be served and staffing levels will be based on meal participation levels

**Community Schools $1.0M**
- Salaries, benefits, and other costs
- Once in-person classes can begin, community school programs may resume, and staffing will be based on participant levels
- IELCs have remained open during the closure and will continue to staff based on participant levels
Costs per Quarter for Revenue Based Departments

- Salaries, benefits, and other related costs
- Staffing levels will be based on workload

Printshop $116k
## Other Classified Staffing Costs

<table>
<thead>
<tr>
<th>Function</th>
<th>Salaries and Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>$4.3M</td>
</tr>
<tr>
<td>Student Support</td>
<td>$4.1M</td>
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<tr>
<td>Instructional Support</td>
<td>$394k</td>
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<tr>
<td>School Admin</td>
<td>$630k</td>
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<tr>
<td>Operations</td>
<td>$886k</td>
</tr>
<tr>
<td>Transportation</td>
<td>$6.4M</td>
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</tbody>
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Returning our TUSD Workforce

Maricela Meza, Director of Employee Relations
Renee Heusser, Director of Human Resources
Considerations

- Keeping employees safe
- Ensuring employees have meaningful work
- Offering leave options for employees
- Maintaining the financial solvency of the District
Focus Areas

1. Identifying positions that perform duties, roles, and responsibilities that are vital to the daily physical operation of the district

2. Identifying titles who are funded from a revenue source

3. Identifying areas where additional staff may be needed (operations, technology, etc.)
Revenue Based Departments

- Food Services
  - 9.5-month employees

- Community Schools
  - Tuition Based Programs
  - Before & After School Programs

- TUSD Print Shop
Other Areas to Consider

Transportation

• Bus Drivers
• Bus Monitors

School Safety

• Crossing Guards
These positions perform duties and assume roles and responsibilities that are vital to the day to day physical operation of the district.

<table>
<thead>
<tr>
<th>Position</th>
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<tbody>
<tr>
<td>Asst Principal</td>
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<tr>
<td>Building Maintenance Engineer</td>
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<tr>
<td>Custodian I</td>
</tr>
<tr>
<td>Custodian II</td>
</tr>
<tr>
<td>Custodian w-Shift Diff</td>
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<tr>
<td>Food Services Staff</td>
</tr>
<tr>
<td>Grounds Maintenance Worker I</td>
</tr>
<tr>
<td>Grounds Maintenance Worker II</td>
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<tr>
<td>Principal</td>
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<tr>
<td>Registrar</td>
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<tr>
<td>School Registration Attendance Tech</td>
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<tr>
<td>School Security Agent</td>
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</tbody>
</table>
### Campus Personnel

These positions could be asked to work remote or on campus – as driven by site need.

<table>
<thead>
<tr>
<th>Position</th>
<th>Title</th>
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<tbody>
<tr>
<td>Administrative Assistant</td>
<td>Library Media Specialist</td>
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<tr>
<td>Administrative Secretary</td>
<td>Office Assistant</td>
</tr>
<tr>
<td>Campus Monitor</td>
<td>Office Manager</td>
</tr>
<tr>
<td>Coach - ALL</td>
<td>Program Coordinator - Athletics</td>
</tr>
<tr>
<td>Counselor</td>
<td>Program Coordinator - College &amp; Career Readiness</td>
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<tr>
<td>Curator Asst - Artifact &amp; Exhibit</td>
<td>Program Coordinator - Magnet Site</td>
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<tr>
<td>Curriculum Service Provider</td>
<td>Restorative Practice Facilitator</td>
</tr>
<tr>
<td>Dean of Students</td>
<td>School Monitors</td>
</tr>
<tr>
<td>Ex Ed Teacher</td>
<td>Social Worker - LCSW</td>
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<tr>
<td>Ex Ed Teacher Asst</td>
<td>Student Success Specialist</td>
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<tr>
<td>HS Finance Manager</td>
<td>Teacher</td>
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<tr>
<td>Data Intervention Specialist</td>
<td>Teacher ELD</td>
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<tr>
<td>Job Development Instructor</td>
<td>Teacher Secondary</td>
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<tr>
<td>Library Assistant</td>
<td>Teacher-In-School Intervention</td>
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Work Duties and Schedules

With the exception of revenue-based positions – all TUSD job titles will commence on their original scheduled start date.

Employees will receive guidance from their supervisors/site administrators regarding logistics and duties.
Onsite Work Considerations

Physical distancing and handwashing

Face coverings will be mandatory when physical distancing is not possible

Maintaining a safe and healthy environment will be everyone’s responsibility
• **Emergency Paid Sick Leave (EPSL)**
  - The Families First Coronavirus Response Act (FFCRA) is available from April 1, 2020 through December 31, 2020 and provides two weeks of EPSL, up to 80 hours (based on FTE)

• **Extended Leave Options**
  - Expanded Family Medical Leave (EFMLEA)
    - Provided through the FFCRA, provide additional FMLA leave for employees who are caring for a child whose school or place of care has closed due to COVID-19
  - Traditional FMLA
    - Up to 12 weeks based on FMLA guidelines
  - Medical or Personal 30
    - Up to 30 working days for qualifying medical or personal use
  - Governing Board Leave
    - Up to one year based on TUSD leave guidelines
Final Recommendation for Operational Re-opening
K-12 Re-Entry Plans

- Logistics for Arrival
- Transitions
- Classroom
- Lunch
- Dismissal
District Communication Plan
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<th>Types of Communication</th>
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<td>District Website - Next Steps 2020</td>
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<td>Parentlink Emails and Robocalls</td>
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<td>Social Media Posting</td>
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<td>Paid Advertising - TV, Radio, Newspaper Geotargeting</td>
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<td>Public Information Plan</td>
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Options for Learning in 2020-2021 - Reserve Your Space!

Online Instruction Begins for All Students on August 10, 2020:

Due to uncertainty regarding required locations on our school campuses during the pandemic, combined with the importance of creating a safe educational environment for our families, and staff, Tucson Unified has determined that we will offer instruction for students in Remote Learning as of August 10, 2020. We will then transition these students into on-campus learning when it is deemed safe.

Although starting the school year remotely is not ideal, we are committed to offering high-quality, resource-rich, and rigorous instruction. Each day, we’ll deliver learning activities from our highly qualified teachers. Instruction will be conducted by one teacher (or teams), as well as some blended learning and off-line assignments.

You will then be notified of your child’s learning location for the 2020-2021 school year.

Your Two Options Once On-Campus Learning is Deemed Safe:

In order to help us as accurately as possible to return to the classroom, we are requesting you to select your space options now for the fall learning options:

- **Remote Learning:** Continues remote learning experience at your child’s school; not on campus.
- **On-Campus Learning:** On-campus learning experience at your child’s school; on campus.

You can choose which learning option is best for each of your children. Please note that you can change your child’s learning option until August 18, 2020. Once school gets underway, you will be able to transition your child from one learning option to another. If needed, at a later date.

Review these options today and let us know your child’s learning preference. When you make your choice, you can reserve your space through online registration at your school. If you have already registered for the 2020-2021 school year, please go through registration again so that you can make your choice for On-Campus Learning or Remote Learning. All the information you entered previously is still correct, simply select the path to make your choice. You can also change any information listed on your record at the time if needed.

**Ready to prepare for returning to school?**

Please review the 10 Things You Can Do to Prepare for Returning to School (in PDF).

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**Classroom Learning**

- Physical distancing
- Real-time instruction
- Small group sizes
- Physical education
- Social emotional learning
- Enhanced cleaning and safety protocols
- Meal service

**Remote Learning**

- Real-time instruction
- Small group sizes
- Physical education
- Social emotional learning
- Enhanced cleaning and safety protocols
- Meal service

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**New to the District? Questions?**

We want to talk to you!

If you are new to the District or if you have questions about which school your child will attend, please call a School Community Services at 520-299-8000 or SC3@tusd.org.

We will walk you through the process from enrolling a school to registering.

We’re looking forward to helping you!

Beginning July 1, Enrollment Specialists will be at every school on Tuesday through Thursday to help you with the enrollment process and answer your questions.

**Re-Entry Guidance and Information**

- Letter to the Community: Start of School
- Social distancing: mask and PPE
- Guidance
- Frequently Asked Questions
- Resources for Parents

**What is COLE?**

- Contact Online Education, Inc.
Website

- **Next Steps 2020 Webpage**
  - Registration Options: Remote or In-Classroom
  - FAQ
  - Presentations (6/16 & 6/23)
  - District Communications
  - Resources
  - Covid-19 page link
Parentlink & Emails

- Parentlink Robocalls and emails
  - Surveys
  - Promotion of Next Steps 2020 Page
  - Letter from Superintendent on Learning Options
  - Reminder to register and Choose your Remote on In classroom Option
  - Teacher/Staff Work options

- Upcoming:
  - Device Distribution schedules
  - Public Plan presentation
  - School Communication
Social Media Posting

- **Daily Postings**
- **Boost Registration Options**
- **Videos:**
  - Operations Hot Shot teams and cleaning
  - Safety expectations
  - Tips for helping children wear a mask
  - New school day learning remotely video
  - Coming back to campus and typical classroom
  - Innovative Teachers highlight video
  - Music Online
  - Welcome Back from Dr. Trujillo
  - Dr. Trujillo Message to community every 2-3 weeks
Paid Advertising

- **Television**
  - KVOA - Digital, Commercials
  - KOLD - Digital, Commercials, Geo-targeting
  - Telemundo - Digital, Commercials

- **Radio**
  - 92.9 MIX-FM
  - La Caliente

- **Newspaper**
  - Tucson Weekly

- **Geo-targeting**
  - Tucson Zips – General
  - Wakefield and Innovation Tech - Specific zips and ads for ethnicity

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**SCHOOL STARTS AUGUST 10**

Reserve Your Space for **Remote** or **Classroom Learning at Your School** Today!

tusd1.org/NextSteps2020
Other

• **Public Information Plan Document**
  - Posted on TUSD Website in pdf
  - Will highlight key areas of each departments plan
  - Finalized by end of month

• **Media Interviews**
  - Media Briefings
  - Dr. Trujillo Interviews on TV and Radio
Thank you!

TUCSON UNIFIED SCHOOL DISTRICT

NEXT STEPS 2020

A New Era for Education
Appendix
Final Recommendation for Operational Re-opening
K-12 Re-Entry Plans

- Logistics for Arrival
- Transitions
- Classroom
- Lunch
- Dismissal
Arrival

• **Elementary:**
  - Limited points of entry, students report directly to classrooms or a designated location (where physical distancing can be observed).
  - Students will physically distance to receive Grab-n-Go breakfast. Eat in classroom or a designated location.

• **Middle/ HS:**
  - Students practicing physical distancing prior to opening bell. Students wearing face coverings.
  - Restrict number of entry points.
  - Staff at each entry point to ensure each student has face covering/Check ID (high school).
  - Staff reminding students to abide by Health Screening Questions.
Transitions for K-12

- K5 students are practicing physical distancing. (i.e. entering, exiting, transitioning from one location to another).
- Face coverings worn at HS & MS & ES during transitions.
- Students on one side of hallway – directional markings in hallway.
- Teachers in hallways at passing periods to assist with flow of traffic. Shared responsibility.
- Limited traffic to student services – appointment only.
- Limit number of students in bathrooms – passes available.
- Continually disinfect bathrooms throughout day (Hourly).
Classroom Environment

- **Elementary:**
  - Teachers and all adults are wearing face coverings. (Amended to include PK-5 students)
  - Desks/tables are physically distanced, facing same direction. Remove excess furniture.
  - Hand washing every two hours. "Brain Break"
  - Individual student learning aids. (ziploc bags: pencils, headphones, glue stick, etc.)

- **Middle/ High School:**
  - Desks/tables are physically distanced as much as possible. Remove excess furniture.
  - Students wearing face covering.
  - Encouraging hand washing and hygiene process
  - Master schedule redesigned (i.e. block schedule) for smaller class size and fewer transitions.
  - Students facing same direction.
  - Limit collaboration and partner work.
Lunch

**Elementary:**
- Staggered schedules.
- One-way flow into Service line (physically distanced).
- Grab and Go (Prepackaged containers).
- Touch pad limited to one Food Service adult or scan student bar codes.
- Physically distanced in cafeteria (number of tables and identified seats) signage to assist.
- Transition to outside recess with assigned locations by class for play.
- Continual disinfecting of cafeteria.
Middle/ High:

- Redesigned lunch schedules for less students in cafeteria.
- Physically distanced in cafeteria (number of tables and identified seats) signage to assist.
- Added points of service throughout campus.
- Bar code readers for touchless check out.
- Hand sanitizer stations.
- Students remain outside building at lunch.
- Individualized outdoor activities only.
- Face coverings unless eating.
• **Elementary:**
  - Increase number of exit points to expand area for traffic flow.
  - Limited access to parents, visitors or volunteers to the building.
  - No congregating in groups while waiting for pick up.
  - Assign marked zones for outside pick up area with signage and physical distancing. (grade level)

• **Middle:**
  - Staggered dismissal (i.e. Exit building by grade level or specific location/hallway).

• **High:**
  - Exit immediately, all access points open. Staff assisting to clear campus.