TUCSON UNIFIED SCHOOL DISTRICT

NEXT STEPS 2020
A New Era for Education

Instructional Re-Entry Model

Date: 6/23/20

Presenters: Flori Huitt, Heidi Aranda, Dr. Sabrina Salmon, Dr. Joan Ashcraft, Herman House, Pat Sandoval-Taylor, Dr. Halley Freitas, Tammy Hille, Chuck McCollum, Reem Kievet
Agenda

- Core Team
- Guiding Principles
- Objectives
- Currently Discussed Instructional Models
- Curriculum Scope and Sequence
- Exceptional Education
- Fine Arts
- Interscholastics
- Language Acquisition
- Assessment
- Counseling
- CTE
- Community Schools
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
Design and develop an academic re-entry instructional model that aligns with Local, County, State and Federal Health Guidelines.

Develop standardized structures for all K-12 teachers that allow for teacher autonomy while maintaining the integrity of rigorous and meaningful academic instruction.
Continuity of Instruction

- Full-time In Person
- Full-time Online
- COLE Self-Paced
In Person

- Modified classroom layouts
- Modify small group (centers) instruction to follow social distancing practices
- Minimize student transitions
- Open lab option to maximize available space.
- All resource services may involve push-in instruction to minimize movement of students (ExEd, EL, GATE).
- Use TUSD’s instructional framework to deliver culturally responsive instruction across all grade level bands (SPARKS).
- Social emotional support
- Incorporate blended-learning to prepare students for online learning in the event of school closure
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
Catalina Online Learning Experience (COLE)

- For 6-12 students
- One-on-one instruction with certified teachers
- Scheduling flexibility
- Online access to coursework
- Students work at their own pace
Questions
Curriculum Scope and Sequence for 2020-21

Aligning 4th Quarter Standards from 2019-20 into the 2020-21 School Year
Scope and Sequence for 2020-21

Analysis of all 4th quarter standards by grade level and alignment to next year’s standards

2019-20
4th Quarter Standards.

Aligned to following year’s standards where skills are taught.

Intentional infusion of standards throughout the year.
6th Grade content affected by 4th Quarter closure

2nd Quarter Affected:
• Rational Numbers and Arithmetic Operations:
  • Students will need to be introduced to the Coordinate grid (5th Grade) before they use Using the Coordinate Grid to solve real world problems (6th Grade).

3rd Quarter affected:
• Expressions and Equations:
  • Students will need to be introduced to identifying and classifying polygons (5th Grade) in order to draw polygons based on vertices and finding the area.
  • Students will need to learn to generate patterns using rules (5th Grade). These rules will become terms of an Expression (6th Grade).
Exceptional Education

Students
Maslow Before Bloom

• Characteristics
• Needs
• Considerations
• Parent/Guardian Collaboration
Exceptional Education

Staff
- Characteristics
- Needs
- Considerations
- Professional Development
## Exceptional Education

<table>
<thead>
<tr>
<th>In Person</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Scheduled time for specially designed instruction and related services</td>
<td>• Scheduled time for specially designed instruction and related services</td>
</tr>
<tr>
<td>• Push-in resource services or provide services using technology</td>
<td>• Collaborate with general educators when creating schedules</td>
</tr>
<tr>
<td>• Use a cohort model for instruction</td>
<td>• Direct instruction on district adopted online programs</td>
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<tr>
<td>• Direct instruction on district adopted online programs</td>
<td>• Consideration of supplemental materials</td>
</tr>
<tr>
<td>• Policy and procedure for face coverings</td>
<td></td>
</tr>
</tbody>
</table>
Fine and Performing Arts/OMA
New Horizons for Secondary School Music

Dr. Joan Ashcraft
Director, Fine and Performing Arts
Opening Minds through the Arts
1. Create an online academy for music performance study in TUSD
2. Unify TUSD secondary music faculty
3. Purchase 2 powerful online software tools
4. Train faculty
5. Train and motivate students
6. Set district-wide online music benchmarks in performance & music reading
BAND
Richard Ruben
Michael Anderson
Teresa Christy
Russell Granillo
Anthony Munoz

ORCHESTRA
Richard Ruben
Teresa Christy
Jeffrey Good
Russell Granillo
Anthony Munoz
Grace Nakano

MARIACHI
Ruben Loya
Donald Fuentes

CHOIR
Briana Gomez
Joshua Mattson

GUITAR
Richard Ruben
Jeffrey Good

OMA AIS
Joshua Floyd
Jeff Requadt
Jeff Simpson

BAND
Jesus Jacquez
Dean Moore
Morani Sanders
Benjamin Iniguez
Robin Leebardt

ORCHESTRA
Jesus Jacquez
Cayce Miners
Johanna Amphyayong
Benjamin Iniguez
Amanda Limon

MARIACHI
John Contreras
Justin Enriquez
Amanda Limon
David Membrila
Jaime Valenzuela
Rudy Valenzuela

CHOIR
Thomas Levario
Nathalia Mims

GUITAR
Robert Troglia
John Ensey

OMA AIS
Miranda DeBretto
Alexandra Esposito
Karen Fields
Sara Gascho
Bethanne Griffin
Jose Snook

PIANO
Jim Hill
Martha Reed

BAND
Robert Troglia
Catherine Davidson
Daniela Gonzalez
Barbara McLain

ORCHESTRA
Paul Ensey
Catherine Davidson
John Ensey
Emily Nolan

CHOIR
Vanessa Eastman
Michael Geddes
Michael Asbill
Kim Grosvenor
Robert Rawdin
Diana West

GUITAR
Vanessa Eastman
Michael Geddes
Michael Asbill
Kim Grosvenor
Robert Rawdin
Alina Taylor
Stephen Warner

OMA AIS
Robin Colwell
Jodi Darling
Chiara Lovio
Matthew Holter

BAND
Hillary Engel
Saul Garland
Anne Grimes
James Gutierrez
Alan Honeker
Phillip Switzer
Clifton Weston

ORCHESTRA
Danielle Applegate
Kenneth Marrs
Randall Krieg
Jose Moore
Andrew Nickles

CHOIR
Suzanne Barnes
Benjamin Cline
Anne Grimes
Jennifer Wortman

GUITAR
Saul Garland
Kenneth Marrs
Andrew Nickles

OMA AIS
Robin Colwell
Alexandra Esposito
Catherine Gale
Jennifer Wortman
Music at Home

Microsoft Teams

Tucson Unified School District

Smart Music

Breezin' Thru Theory
• Students perform – software evaluates correct notes and rhythms
• Can record, listen and self-evaluate
• Huge library of board approved method books, solo, band, choir
• Students play along with piano accompaniment or full ensemble.
• Submit performance recordings to teacher
Music at Home

- Equitable and centralized
- Available all year to all secondary music students
- Substitute teachers not necessary for online learning
- Asynchronous provides complete flexibility
- Eliminates duplication of effort among teachers
- Standardizes online curriculum
- Provides for district wide assessment
TUCSON Unified School District

Fine and Performing Arts

TUSD FINE ARTS COVID-19 MUSIC GUIDE

A SAFE RETURN TO THE MUSIC CLASSROOM

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.)
Ensuring Academic, Social, and Artistic Success
### Return to Play - Summary

- Establish protocols and guidelines for athletics teams and competitive activities to return to play, using the Arizona Interscholastic Association’s recommendations as a reference.
- Establish a process for screening all coaches, sponsors and students daily prior to participation.
- Establish guidelines for social distancing.
- Work with TUSD Operations to identify athletic facilities that will require cleaning and sanitizing prior to student use.
- Protocols for the use of gymnasiums, fields, swimming pools and other areas of use for practice.
- Plan will incur a cost – specifically for infrared handheld thermometers, automatic no-touch hand sanitizer dispensers and hand sanitizer.

### Return to Play - Phase 1

Phase 1 of the Return to Play plan centers around getting the students and coaches back together for conditioning and preparation for the upcoming seasons. Each athletic program will be required to follow these guidelines:

- We are aware that one of the TUSD Guiding Principles for reentry will not require temperature screening. However, for athletics and Activity participation, we believe it is critical to the safety of students and staff.
- Temperature screening of all athletes and coaches.
- Temperatures of 100.4 and over will disqualify anyone involved to participate and must be sent home.
- Each site will be responsible to provide a holding area for students whose temp is above 100.4 until the parents can pick them up. Supervision and social distancing will be required.
Complete a five-question questionnaire on wellness.

- Have you been in close contact with a confirmed case of COVID-19 within the past 14 days?
- Have you had a fever or felt feverish in the last 72 hours?
- Are you experiencing any new respiratory symptoms including a runny nose, sore throat, cough, or shortness of breath?
- Are you experiencing any new muscle aches or chills?
- Have you experienced any new change in your sense of taste or smell?

A “Yes” answer to any of the questions will disqualify anyone from participating and will be sent home.

- No gathering of more than 10 people at a time (inside or outside)
- Develop and submit a plan of social distancing for workouts
- Face covering will be required for all students and staff. There will be certain time during the workout period where face covering will be used due to the nature of the activity.
- Workouts should be conducted in “pods” of students with the same 5-10 students always working out together.
- Smaller pods can be utilized for weight training.
- Make and post schedule so that each group has specific time. This will reduce overlap of students hanging around, or coaches going over their allotted time.
<table>
<thead>
<tr>
<th>Return to Play - Phase 1</th>
<th>Return to Play - Phase 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Hand sanitizer should be plentiful and available to individuals as they transfer from place to place.</td>
<td>• Each school should assemble a COVID-19 response team in coordination with school/district health services.</td>
</tr>
<tr>
<td>• Weight room and other athletic equipment, including balls, should be wiped down thoroughly before and after an individual's use of equipment.</td>
<td>• Members of this team could include the athletic trainer, supervising physician, athletic coordinator, administrator, school nurse, custodial services, and select coaches.</td>
</tr>
<tr>
<td>• There should be no shared athletic equipment (towels, clothing, shoes, or sports specific equipment) between students.</td>
<td>• The goal of this team is monitoring the implementation of the District’s protocols and guidelines for a safe return-to-sport specific to that campus or school.</td>
</tr>
<tr>
<td>• Students should wear their own appropriate workout clothing (do not share clothing) individual clothing/towels should be washed and cleaned after every workout.</td>
<td>• Phase 2 of the Return to Play plan will began to limit some of the restrictions only in the areas of the number of people allowed kin a particular setting and the use and sharing of athletic equipment. All other Phase 1 guidelines will continue to be in effect during Phase 2.</td>
</tr>
<tr>
<td>• No locker rooms will be used during Phase 1.</td>
<td></td>
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</tbody>
</table>
Overarching Goals

Ensure the needs of English Language Learners and students in Two-Way Dual Language Program Schools are met.

Ensure compliance with federal, state and district mandates. This includes new requirements for SB1014 and USP agreements.

Ensure English Learners have access to accommodations for formative and summative assessment as outlined by ADE.

Ensure clear communication with parents via Meaningful Access services.
Program Objectives

English Learners will:

- have access to English Language Development using the Arizona English Language Proficiency Standards at grades K-12.
- be provided with both targeted and integrated ELD instruction
- be provided 120 minutes at K-5 and 100 minutes at 6-12 daily, to the extent possible.
- have access to both language learning and content learning at grades K-12.
- use district adopted ELD materials as their CORE program.
- be supported in order to ensure social and emotional well-being.

Students in a TWDL program will have access to instructional tools in the target language (Spanish).
Language Acquisition

In-person Instruction

- 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 resource or partner teacher)
- Use a co-teaching model where possible.
- Ensure that ELD teachers and ELLs have devices with cameras.
- Provide face shields for ELD Itinerant and Resource teachers.
- Allow ELD Itinerant teachers to teach groups via Zoom.
Online Instruction

Provide a platform/s that:
• align with the *Arizona English Language Proficiency Standards*.
• offer English Language Development and access to content learning.
• give access to tools that will scaffold instruction in a remote manner at grades K-12.
• allow informational access for parents in their home language.
• allow for targeted instruction in Spanish for TWDL programs.

The platforms that will be optimal to continue to meet the needs of ELLs are:
• *Imagine Leaning-Language and Literacy* K-5 for all ELLs
• *Rosetta Stone* 6-12 for pre-emergent/emergent & basic ELLs

In addition:
• Provide professional development for ELD and TWDL teachers in order to effectively scaffold instruction remotely.
• Provide teachers, parents and students with access to user-friendly tools to meet the needs of the home language of students. For example, translation tools.
• Provide ample support for parents through Meaningful Access which will require more resources in order to provide timely services for interpretation and translation.
All teachers and/or school testing coordinators will be trained on how to deliver online assessments.

All local test results will be made available in a timely manner for instructional guidance and decision-making.

Test security protocols will be put into place in school and remotely as feasible and accommodations (IEP plans etc.) will be adhered to in all testing environments.

In person testing will follow established guidelines to ensure a healthy and safe testing environment.
<table>
<thead>
<tr>
<th>Assessment Framework</th>
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<tbody>
<tr>
<td><strong>Diagnostic Assessments</strong></td>
</tr>
<tr>
<td>In Class informal assessments that happen on a daily/weekly basis to monitor student engagement and learning</td>
</tr>
<tr>
<td>In Class formal assessments on a weekly/bi-weekly basis to monitor mastery of select standards and to provide targeted interventions</td>
</tr>
<tr>
<td>In Class summative assessments on a bi-weekly/monthly basis to monitor mastery of standard clusters</td>
</tr>
<tr>
<td><strong>District Quarterly Benchmarks</strong></td>
</tr>
<tr>
<td><strong>State Testing</strong></td>
</tr>
</tbody>
</table>
Assessment Framework for Schools for both In Person and Online

- **Summative District/State**
  - Annually

- **Student Progress Data Assessment**
  - Benchmark data and/or other common assessments - end of unit or quarter reported at the item level

- **Instructional Practices**
  - Focus on strategies with grade/content level teams/PLC's to identify strengths-weaknesses of individual students for targeted intervention/instructional differentiation

- **Student Interventions**
  - Focus on individual students in PLC’s to identify student success-challenges and connect information to teaching strategies and approaches

- **Student Monitoring**
  - Formative classroom assessments (descriptive feedback, personal communication etc)
  - Formative common assessments (problem of week, journals, other student work)

- **Student Engagement**
  - Individualized or group meetings with students to work together to set goals, discuss strategies for success, and recognize/celebrate progress in learning

Tucson Unified School District
Counseling

Social Emotional Health
Overview

- Support social emotional learning
- Support mental/behavioral health needs through multi-tiered system of supports: students, families, staff
- Virtual and in-person support
- Equitable, accessible and culturally sensitive for all
Objectives

- Create referral system to identify students/families needing more targeted socio-emotional interventions and support
- Provide culturally responsive family engagement strategies
- Educate/inform staff, students, and families on relevant mental health topics
- Teach coping skills to staff and students
- Create emotionally and physically safe, supportive, and engaging learning environments that promote all students’ social and emotional development
- Provide lessons to students on health and safety
Collaboration

- School counselors, school social workers, school psychologists
- Site administrators
- Teachers
- Other site staff
- Various central departments
- Community service providers
Support Services for School Communities

- Classroom lessons: hand washing, proper wear of face coverings, social distancing, communication, respect, conflict resolution, restorative circle
- Small groups
- Individual check-ins/outs
- Parent workshops
- Counselor webpage
- Social worker quarterly newsletter
- Collaboration with community agencies
SEL Activities

Utilize curriculum
- Sanford Harmony: Grades K-5, Free
- Second Step: Grades 6-8, cost if purchased
- School-Connect: Grades 9-12, cost if purchased

Rebuild relationships, resilience, routines, mindfulness, physical/emotional/identity safety

Embed into teachers’ instructional plans

Classroom lessons and small groups
Staff Professional Development

- Trauma-sensitive practices
- Self-care
- Grief/Loss

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Mandated suicide prevention training for 6-12th grade staff
• Senate Bill 1468
• at least once every three years
Career & Technical Education

TUCSON UNIFIED SCHOOL DISTRICT
<table>
<thead>
<tr>
<th>Category 1: All Students in Physical Buildings</th>
<th>Category 2: Some Students in Physical Buildings with Some Virtual</th>
<th>Category 3: All Students Virtual</th>
<th>Category 4: Intermittent Virtual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Physical distancing guidelines, disinfecting/sanitizing of equipment for all CTE classrooms/labs and office spaces.</td>
<td>1. Same as Category 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Create signage, visuals and markings to communicate student expectations.</td>
<td>2. Inventory devices and determine needs for future purchases.</td>
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<tr>
<td></td>
<td>3. Determine program instructional, and device manageability platforms for virtual work, teaching and learning.</td>
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<td></td>
<td>4. Plan for additional virtual professional development and support for staff.</td>
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<td></td>
<td>5. Determine procedures and protocols as students transition to online tests and graded assignments.</td>
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<td></td>
<td>1. Same as 2-6 in Category 2</td>
<td></td>
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<tr>
<td></td>
<td>2. Identify Programs with specific instructional needs:</td>
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<tr>
<td></td>
<td>• Industrial</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Media</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Culinary</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Same as Category 3</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>2. Develop policies and procedures that clarify expectations if shifts have to occur quickly, including:</td>
<td></td>
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<tr>
<td></td>
<td>• What students take home</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• What teachers take home</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Communication protocol</td>
<td></td>
<td></td>
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<tr>
<td>In Person</td>
<td>Online</td>
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<tr>
<td>--------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Image all classroom desktops and mobile devices.</td>
<td>• Renew all instructional &amp; device manageability software.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Increase Mobile Device inventory</td>
<td>• Determine program online options for virtual instruction.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 400 iPads</td>
<td>• Identify tools for effective CTE online instruction.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 200 Lenovo Laptops</td>
<td>• Developing professional development specific to CTE for virtual instruction.</td>
<td></td>
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</tr>
<tr>
<td>• Physical distance all labs and classrooms.</td>
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Take into account the long-term picture after Covid-19

Affordable, Manageable, Sustainable.

Continue to provide high quality instruction.
Community Schools and PreK Programing:

- Infant and Early Learning Centers
- Tuition PreK Programs
- Before and After School Care
- Inclusive PreK Programs
Overview/Goals: Tuition Programs

- Maintain services to families of 1st responders and essential employees. July 1st expand to TUSD employees and families whose services were suspended-then general public.
- Continued professional development and trainings to staff.
- Programs remain financially self-sustaining.
- Health and safety standards remain at the highest-level following CDC and Pima Health Department recommendations.
Overview/Goals: Tuition Programs

- TUSD families still receive district discount (15% IELCs, sibling & military before/after)
- Continue to accept DES subsidies for families that qualify.
  Awarded 5 FT Quality First Scholarships at each center.
- Enrichment centers (IELCs): scholarships (must fall into essential employee or first responder category and have household income of $65 or less) through July.
- Raises approved 20-21 SY, COVID19 financial loses, reduced class sizes: propose rate increase effective July 1. New pay schedule that aligns with continuity of care & keeps us competitive with other centers/programs.
The centers will continue to take advantage of the TUSD meal program and provide free breakfast and lunch to families who would like to take advantage.

Effective July 27, when TUSD food program ends: IELCs would discontinue serving breakfast and will offer catering breakfast options as we do for lunch through TUSD Food Service.

Effective July 27th: IELCs offer a morning and afternoon snack included in the tuition.
### Current Rates

<table>
<thead>
<tr>
<th>Monthly Rate</th>
<th>Infant</th>
<th>Age 1</th>
<th>Age 2</th>
<th>Age 3</th>
<th>Age 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>$890</td>
<td>$801</td>
<td>$776</td>
<td>$738</td>
<td>$700</td>
</tr>
<tr>
<td>Employee</td>
<td>$757</td>
<td>$682</td>
<td>$659</td>
<td>$626</td>
<td>$595</td>
</tr>
<tr>
<td>Biweekly Rate</td>
<td>Infant</td>
<td>Age 1</td>
<td>Age 2</td>
<td>Age 3</td>
<td>Age 4</td>
</tr>
<tr>
<td>Public</td>
<td>$410.77</td>
<td>$369.69</td>
<td>$358.15</td>
<td>$340.62</td>
<td>$323.08</td>
</tr>
<tr>
<td>Employee</td>
<td>$349.38</td>
<td>$314.77</td>
<td>$304.15</td>
<td>$288.92</td>
<td>$274.62</td>
</tr>
</tbody>
</table>

### New Rates

<table>
<thead>
<tr>
<th>Monthly Rate</th>
<th>Infant</th>
<th>Toddler</th>
<th>Preschool/Prek</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>$997</td>
<td>$910</td>
<td>$823</td>
</tr>
<tr>
<td>Employee</td>
<td>$847</td>
<td>$774</td>
<td>$700</td>
</tr>
<tr>
<td>Biweekly Rate</td>
<td>Infant</td>
<td>Toddler</td>
<td>Preschool/Prek</td>
</tr>
<tr>
<td>Public</td>
<td>$460.00</td>
<td>$420.00</td>
<td>$380.00</td>
</tr>
<tr>
<td>Employee</td>
<td>$391.00</td>
<td>$357.00</td>
<td>$323.00</td>
</tr>
</tbody>
</table>
Financials: IELCs

10 children in a room and split larger rooms into two groups. Below is the number of slots we would have available and how many of those are filled so far:

<table>
<thead>
<tr>
<th></th>
<th>Infants</th>
<th>Toddlers</th>
<th>PreS/Prek</th>
<th>School Aged</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brichta</td>
<td>3/20</td>
<td>15/63</td>
<td>19/54</td>
<td>7/40</td>
<td>44/177</td>
</tr>
<tr>
<td>Schumaker</td>
<td>2/3015</td>
<td>6/54</td>
<td>21/27</td>
<td>40/40</td>
<td>69/151</td>
</tr>
</tbody>
</table>

**Depending on need, we could modify classrooms to serve different age groups than they are currently assigned and Schumaker has a couple of classrooms being used for other purposes that can be reopened as classrooms.**
Financials: Before and After School

**Weekly prices:**

- Increase all after school prices to $65 - Banks, Hudlow, McCorkle, Miller, White
- Increase all before school programs to $35
- Increase all half day preschool prices to $100 - Banks, Collier, Oyama, Soleng Tom, Vesey
Inclusive Prek

Provide in person, inclusive prek programing. Online instruction is not best for children at this age and will create serious gaps in instruction and learning.

- Maintain in person, inclusive prek quality programing throughout TUSD elementary and K-8 schools.
- We continue to have in person inclusive prek programing on site
- We continue with two, 2.5 hour sessions (am/pm), with 2-3 adults (teacher and teaching assistants), and a cap of 16 students
- Follow CDC recommendations for schools, follow district school plans, temperature checks as needed, adults wear masks, cleaning and disinfecting, and work in collaboration with site principal and support staff, ExEd Department and Regional Assistant Superintendents
<table>
<thead>
<tr>
<th>CORE Team</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elementary</strong></td>
</tr>
<tr>
<td>Carol Leeson</td>
</tr>
<tr>
<td>Tonya Stroizer</td>
</tr>
<tr>
<td>Aurielle Flasschoen</td>
</tr>
<tr>
<td>Jennifer Thornton</td>
</tr>
<tr>
<td>Aurora Kramer</td>
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<tr>
<td>Michelle Merrick</td>
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<tr>
<td>Victoria Barajas</td>
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<tr>
<td>Cara Gabor</td>
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<td>Renee Weatherless</td>
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<td>Art Mendoza</td>
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</tbody>
</table>
Thank you!

TUCSON UNIFIED SCHOOL DISTRICT

NEXT STEPS 2020

A New Era for Education