

TEACHER & STAFF • APPRECIATION • WEEK • 2020



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TEACHERS & STAFF!



Tanque Verde District News & Views

Special Edition II - Tanque Verde High School Reflections on Teaching Through Coronavirus

Editor's note - In this edition of the Tanque Verde News & Views, we describe the process of meeting student needs and planning for the future during continuing school closures due to the coronavirus pandemic. We are pleased to share reflections from Tanque Verde High School teachers, TVHS Principal, Mr. A.J. Malis, and TVUSD Superintendent, Dr. Scott Hagerman. In future editions, we will continue to celebrate and tell the stories of other school staff members, reflections from the Superintendent, and acknowledgements of our school community.

*Teacher & Staff Appreciation Week
~ May 4 - 8, 2020 ~*

Today, more than ever, we cherish, honor and respect our Tanque Verde School District Teachers and Staff Members. We would like to sincerely thank you ALL~ for your dedication, grace, care and concern for our students, their families and each other through these unprecedented times. Teaching is truly a "work of heart." ~ Happy Teacher & Staff Appreciation Week 2020! □□□□

Planning for Reopening - What does that look like?

What Are Our Options?

Our initial plan is to develop tactics to address a range of things that could happen. We are thinking about three general ways the year could start: Start on time and there are no further closures; start on time with periodic closures during the year; or have a delayed start to the year. Within these three scenarios, there are many variations. The two biggest variations we are considering include a stage of reopening that requires new, unique, and carefully implemented safety measures for various situations, and a delayed start. We must decide whether to start on time with remote instruction or wait for in-person classes later than our typical start date.

How Do We Plan?

We are going to plan for these scenarios by focusing on five big issues: communication, safety, emotional/social support, financial stability, and student learning. We see these areas as a hierarchy starting with communication and leading to meaningful

Video Conferencing Challenges

We all had to exercise patience as we became more familiar with the challenges of video conferencing as a meeting and teaching tool. It was fairly quickly determined that Google Meet is currently the safest platform for class meetings, after experiencing some difficulties with other video conferencing platforms. Many of our teachers and staff members will be attending Google Training Camps over the summer to support their experience using the Google Education Suite.

Acknowledging Graduating Seniors In Meaningful Ways

We are so very proud of our seniors, and everything they have accomplished during their high school careers. This is not the end of the year scenario any of us would have chosen for our students. However, we are doing our utmost to provide the Class of 2020 with the respect and honor they deserve, and a meaningful celebration of their accomplishments. We truly appreciate your continued support and understanding as we work together toward the time when we can all come together again to publicly celebrate the Class of 2020! In the meantime, our seniors' accomplishments are being acknowledged at each of our Governing Board Meetings through the end of the school year.



Mr. Greg Gaines,
TVES Science Lab Coordinator!
Celebrate Earth Day Every Day

student learning at the top. We will be communicating more with our families as soon as we have more clear direction on starting School Year 20-21.

Continued Focus on Health and Wellness during the Coronavirus School Closures

Elementary School Counselor, Ms. Dawn Starkey, offers great wellness advice for all ages in the following video highlights from our YouTube channel, [T.V. Learns](#)

Asking for Help When You're Not Okay

Ms. Dawn Starkey,
TVUSD School Counselor



Mindfulness Practices: Meditation and Gratitude

Ms. Dawn Starkey,
TVUSD School Counselor





start each day
with a ♥
grateful heart



Reflections from the Tanque Verde High School Campus

~More to come from our other schools!

How Is Collaboration Different At The High School Level?

Judy Dasse, M.A. Special Ed.
AP Calculus AB and BC / Honors Pre-Calculus

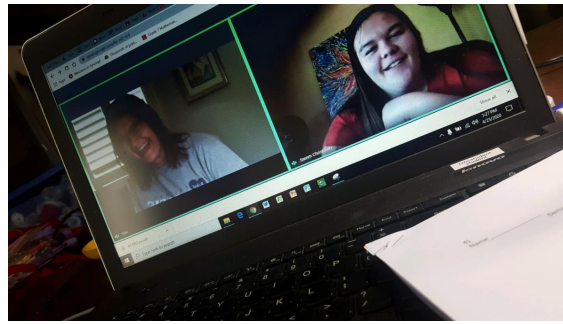
I teach math at Tanque Verde High School. Our math PLC team, including our math SPED teacher, meets every Monday morning. This is a natural extension of our valuable collaboration time that we gained this year at school. Not only do we talk strategies, resources, struggles and successes but it's a well-fare check with each other. None of us signed up to be a teacher thinking we'd spend the day looking at a

computer monitor. We miss our students and our co-workers. We crave building and maintaining relationships and challenging students mathematically and with problem solving. We have learned and incorporated many online resources, some we are excited to keep using when school returns. Using Loom I have been able to share short videos explaining how to do a problem solution which is so much better than trying to type math words in an email. Google classroom has helped to keep everything organized and the College Board has helped this year with videos focusing on AP topics that will assist all students review for their high stakes AP test in May.

Bringing schooling into the home has highlighted the continued importance of student-parent-teacher partnerships. Although some parents feel they can't help their kiddos with math, they can be supportive in many other essential ways. Check in with your child, listen to them. This is a challenging time for everyone, especially young adults. Imagine just gaining independence with a driver's license and now asked to stay home for six to eight weeks. Encourage your child to attend the "hangouts" teachers plan or to write an email to their teacher and ask to "hangout." Each teacher plans activities for their students to do during the week. Encourage your child to do the work that is organized for them. Many students have "checked out" from school already. Although my numbers are dwindling for my Google Hangout sessions, I am grateful to have the time with the students that do show up and am sad that others don't attend. Will work be graded? No, but will it help them understand the material? Yes! I encourage those who have access to technology to take advantage of the learning opportunities their teachers are providing. Learning can also be intrinsic and not always tied to a grade. In the past weeks, I have learned to re-screen windows and sew face-masks. Students have told me they have learned to make pizza and breakfast burritos, how to properly trim a tree, drive stick shift, sew on a button, play a new musical instrument and how to video edit. Encouraging lifelong learners has power for the future.

I will continue to find ways to connect with my students and my co-workers because, to quote High School Musical, "we are all in this together." We have done amazing things in a short period of time, without any manual to help guide us. I am grateful for my teacher community at Tanque Verde that continues to fortify me, for the parents that are helping at home, and our

administration that supports me. Our students are the best in town, they are so talented and wonderful humans. They bring me energy and help me thrive. In her address on April 5, the Queen of England said, "We will succeed - and that success will belong to every one of us." I am looking forward to this for myself and our community. - Judy Dasse



Ms. Dasse enjoys a remote conference call with her student, Samm Christman

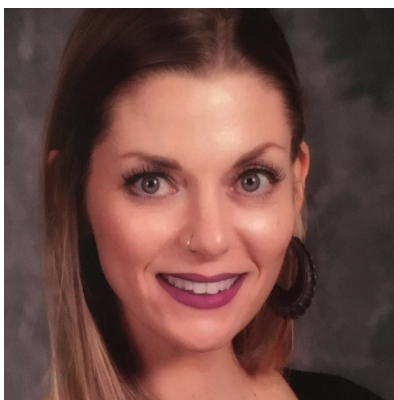


What have we learned from this?

Hunter Jones, NBCT
Biology / AP Biology

How do you take an education system that is mostly based on grades, and transition to a system that is mostly not based on grades? That is one of the significant challenges we as teachers are facing right now. To me, the answer, in part, is that school cannot look exactly the same as it looked before. Instead of placing primary emphasis on standards, now I am placing primary emphasis on engagement. What is going to peak the interest of my students, and get them to learn some biology in the process?

Now, I have a bit of an advantage, because we are all staying home because of biology, or at least a disease, which is a part of the discipline. I decided that using the topic of the coronavirus might be the engagement that would hook students into some lessons. I have been trying to link topics, like DNA, mutations, and the immune system, to how they relate to the COVID-19, and the reason the world looks the way it does. - Hunter Jones



What can we take into future classrooms/instruction?

Profe. Emily McIntosh, B.A. Spanish, B.A. History, M.A. Latin American Studies, ABD - Spanish

Before COVID-19, I really thought I had this whole teaching-Spanish-thing down. My first year with the district, I was really trying to center instruction on getting students speaking in Spanish as much as possible on a daily basis. I was tremendously proud of how much students had learned over just three quarters and students were preparing to take their Quarter Final. Then the novel Coronavirus appeared and changed everything. What learning looked like across the country and the globe changed in a matter of weeks, days

even. I think it's safe to say that we entered into uncharted educational territory and each of us had to adapt in ways we had never had to before.

Now several weeks into the school closures, I personally feel as though I have been adapting every single day since distance learning began. I started recording video lessons for students and now know how difficult it is to talk to no one and get it right in two, three, five or more takes. Instead of instructional handouts and packets, I started using Google Draw to create short, interactive activities. One of the mostly challenging aspects of recent lesson planning has been how to provide opportunities for learning that stay within the "1 hour per week for electives" guideline, but this has forced me to really think about the objectives of the unit and focus on the most essential aspects of each learning target. As Dr. Hagerman puts it, "Do less, better."

During such uncertain times, I am hyper aware of the privilege and opportunities I have. This year the world has changed me in ways I never could have imagined, both professionally and personally. These changes have not been easy, but as I adapt and learn I am becoming a better mother, partner, and educator. I feel fortunate being part of a district and a school where I feel supported and physical and mental health, self-care, and relationships are prioritized above all else. My PLC team has not only been a great academic resource and sounding board, they have been much needed social interaction during isolation. I dearly miss interacting with students in person, but I am grateful that our district has the technology and infrastructure to support online instruction.

One of my favorite quotes in Spanish says, "Deja que el mundo te cambie y podrás cambiar el mundo." "Let the world change you and you can change the world." During these unprecedented events in recent history, these words hold new meaning for me. The world has changed me, and now it's my responsibility to channel that change into something positive, but I'm confident I'm in the best place to do so: Tanque Verde. - Emily McIntosh

Matching: Drag the correct clothing word to its corresponding image.

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Did you understand Noun-Adjective Agreement video lesson?
Move the words below to complete the paragraph on noun-adjective agreement.

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Just like in _____, nouns can either be _____ or _____. If they are plural, you can tell because they will end in _____. Unlike English, Spanish nouns also have _____; they are either _____ or _____. Since _____ describe _____, in Spanish they must agree with the _____ and _____ of the noun they are describing. This is called "noun-adjective _____". That means that most _____ adjectives also have gender or are _____. For example, the adjective _____ (meaning short) is masculine and singular, while _____ is feminine and singular. Their plural equivalents are the masculine _____ and the feminine _____. However the adjectives and colors _____ (for blue) and _____ (meaning brown) are gender neutral. While they do not change gender, their plural equivalents are _____ and _____ respectively. Remember that the _____ of nouns and adjectives in Spanish differs from English. While English usually puts the adjective _____ the noun it is describing, Spanish usually puts the adjective _____ the noun it is describing. For example the English for the _____ dress is el _____ negro in Spanish.



Distance Learning in the Visual Arts

Kala Phelps M.Ed. - Art

I never expected to be teaching visual arts to students on-line. Before jumping into the on-line format and giving assignments, I had to personally reflect on what my students needed from me. I knew I wanted not just to approach assignments from the viewpoint of the standards I teach, but to help them through this pandemic and support them emotionally.

Photo: Ms. Phelps at the Boston Museum of Art, with a Frida Kahlo painting - one of her favorite artists!

Knowing that not all students have access to art supplies, I had to give choices and encourage more experimentation. I also needed to offer options of lessons and chances for exploration that would inspire their creativity. I knew that

students' emotional health needed an outlet for processing their feelings and making a stance on their opinions about current events. With all this in mind, I researched, listed what I valued as an educator and started encouraging my students to create. Here is a sample of a few choices offered to students. Photos of the students' work is in the photo gallery below

Coffee Painting: Who doesn't start their morning with coffee? So why not save a little extra coffee and use it as a media to create art. Students were encouraged to experiment with how layers dry and build value to create beautiful compositions. Don't have a paint brush? That is ok, experiment with using tools around the house and outside to apply coffee to paper. This option was a popular one and a jumping off point to examine more natural materials to use as paint, such as beet juice.

Art Selfie: This activity, which connected students to art history and other students around the nation through social media, was taken from the Getty Museum. Students explored art and recreated it in their own photos. Students were able to participate in the #GettyMuseumChallenge and #artselfie to explore what other students were creating. This also makes a great family activity, so start virtually exploring museums and making your own art!

Covid-19: Why do artists create? Many create to respond to their own world and process emotions. Students needed an outlet to process how this quarantine is impacting them personally. Students were asked to examine how artists are responding to the virus. They were then asked to personally respond through their own art piece. The outcomes were unique and personal. Art is truly a powerful outlet for teens, especially those grieving normalcy.

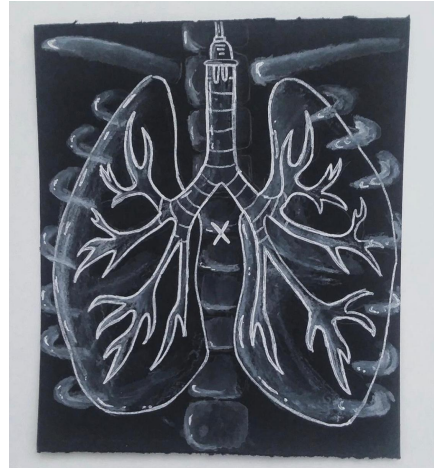
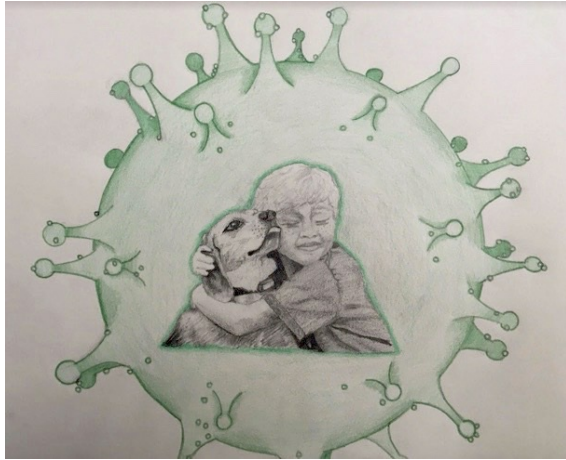
The opportunity for art to encourage experimentation and help students process this time in their lives stays fresh in my mind as I continue to create lessons. I have such joy checking my Google Classroom and email to be greeted by art from my students. I have to admit the best time in teaching digitally is video chats with my students as they share their family pets with me and show how resilient they are in the face of the loss in their normal lives. Go Hawks, you make me proud! - Kala Phelps

"Art must be life — it must belong to everybody." -Marina Abramović

Following are images from the following students' artwork, submitted to Ms. Phelps as part of their remote learning instruction~

- *Coffee Paintings - Savannah Rhodes: "Owl" and "Eye"*
- *Art Selfies - Kiley and Britney Baldauf*
- *Coronavirus Response - Rosalie Michaelson and Grace Finnegan both "Untitled"*





How does a school leader lead his/her staff through a pandemic? It's never been done before (well, at least not since 1918!)

Editor's Note: We didn't want to ask even more of TVHS Principal, A.J. Malis, so instead we requested his permission to share from his weekly staff updates. You can imagine that a main priority for our principals, in addition to supporting students, has been maintaining staff morale.

A.J. Malis, M.Ed. - TVHS Principal

Whew! We made it through the first week of Remote Learning. For the rest of the semester, I am going to send out Friday updates to keep us all as connected as possible. If you want something included, please reach out to me directly! Because we can't access our Thank You Board in the staff lounge, I would like to continue to recognize staff that are going above and beyond during this time via

email. If you have anyone you would like to recognize during the week, please send it to me and I will include it in this weekly email.

(The thank you's continue to come rolling in even after Week 5!)

Welcome to the end of Week 2 of Remote Learning. I hope you are all doing well and settling into a semi-routine so this all doesn't feel so crazy. Here is my update for this week. Keep those thoughts and notes coming. There's great stuff going on out there and we want to stay connected with each other by acknowledging them. Please take time this weekend to rest and recharge. Let me know if there's anything we can do to help make your job easier.

Week 3 of Remote Learning is coming to an end. You all have been through a lot at this point. You have had to sift through all of your 4th quarter curriculum and figure out what can be done remotely and what had to be held until next year. You had to either modify work or find work to enrich and extend students while they were working from home, all the while trying to collaborate with your colleagues and stay connected with your students. Not to mention you were trying to dodge, duck, dip, dive, and dodge unwelcome visitors on Zoom. YOU ARE AWESOME!

The end of Week 4 of Remote Learning marks the halfway point in Remote Learning until the end of the school year. Obviously it does not feel the same as if we were all on campus working with students and each other in person. However, I've been amazed at the level of compassion, professionalism, and connection you all have shown our students and each other through all of this. We don't get to choose our situation, but we do get to choose the attitude we take towards our new challenges. Keep up the great work!

Thus ends Week 5 of Remote Learning Opportunities. Can you believe there are only 13 more days until the end of the school year?! It's been a whirlwind of a 4th quarter and I don't think anyone could have predicted something of this magnitude happening to schools and communities all over the world. There has been so much information online about what COVID is and isn't, how it affects people, and when it's going to slow down. The one constant I can attest to is all of you. All of you have been thrust into a completely different world personally and professionally and you have done an AMAZING job being a constant, caring, and solidifying force in the lives of our students. I know there will be challenges for everybody once schools resume "regular" function, but you all have given our students a fantastic base to start from. Thank you for that! - A.J. Malis, Principal

Editor's Note: Thank you Mr. Malis, for your leadership through this critical time in our high school experience, and your dedicated leadership for the past five years.



Weekly Reflections from our Superintendent

Scott Hagerman, Ed.D. - Superintendent

Week of April 20, 2020 ~ *As we enter the final weeks of our official school year, what do we need to focus on most to accomplish the most positive conclusion we can to a difficult semester? Following are thoughts to guide us through this phase of remote teaching and learning.*

Core Beliefs

- *Focus on Relationships First*
- *Take Care of Yourself*
- *Do Less, Well*
- *Give Yourself and Others Grace; This is Hard Work*

Focus on Relationships First

In Trauma Informed Teaching, it is important to be specific about relationship building. When you reach out to students, it's important to skillfully use relationship-building and interaction strategies. Find the mode of communication that matches the student's needs, not yours. You may want to try a few different types of connection (call, email, remind) to see what the student responds to.

It's about being consistent, not perfect. "The quality of the connection is less important than the consistency of the connection."

Listen More Than You Talk

- *Be attentive, alert and not easily distracted.*
- *Be interested in the students' needs.*
- *Show that you are in no hurry. Remember that silences throughout teaching are good, as they give students opportunities to think and reflect on questions and topics in their mind before verbally giving an answer.*
- *Don't brush aside the person's feelings with phrases like 'It's not that bad' or 'you're making a mountain out of a molehill'.*

Help Students Find a Way into Remote Learning

To help students manage feelings of anxiety and being overwhelmed, in addition to acknowledging their desire to be successful, it is important to articulate a viable path for their participation. Though we are giving choices and levels of options to students, you may need to select/reduce options for students not currently engaged to help them find a path towards engagement.

Week of April 27, 2020 - What's Next? This past month has been crazy and without precedent. As we continue to process our present, we are also beginning to plan for our future. We are currently mapping out next year. The huge dilemma we face is-what does that look like? I am

going to break down the range of ways the next school year could start and what we are doing right now to make sure that we can be safe, healthy, and as successful as possible. So everyone please take a deep breath as we walk through some of the ways the start of the next year could look.

What We Know (or Think We Know)

The issue in planning for the future is that facts continue to change on an almost daily basis. We do know that the White House has put out a three-step phased reopening of communities. The plan is based on having a downward trajectory of cases, hospital capacity, and public health systems in place.

Phase one: allows for up to 10 people in groups, schools do not reopen.

Phase two: allows for up to 50 people in groups, schools now open. But the plan does not explain how a school the size of 400+ functions in conjunction with the no more than 50 people rule.

Phase three: Everything would be open in this phase.

Pima County has released an initial assessment of where we are on that three-step process. The answer is we are not at step one yet. Please refer to the image of the assessment at the bottom of the page.

There are so many meaningful things happening throughout our school community. I would like to acknowledge a few of them here. There are many more individual actions, too many to list, which are providing us the strength and resilience to make the best of a very challenging situation ~

- *Thanks to our teachers, students and families for being resilient during times of hardship and uncertainty.*
- *Thanks to our community for providing support and reassurance at our time of need.*
- *Thanks to our administrators for being diligent and unfaltering while providing thoughtful leadership in the face of a school crisis of historic measure.*
- *Thanks to our Special Ed and Intervention team for the work they are doing to help all students access our learning opportunities.*
- *Thanks to the custodial, maintenance and ground staff that come every day and are working to make our schools safer.*
- *Thanks to everyone who has shared their love of learning on TV Learns .*
- *Thanks to our Business Office Staff who are keeping our district's accounts and payroll running smoothly.*
- *Thanks to our Human Resources Staff who are keeping our employees well informed of assistance available to them, and keeping our retirees and new hires in their focus as we plan for the future.*
- *Thanks to our IT Staff who are at the ready to help at a moment's notice whenever technology issues develop.*
- *Thank you to our School Nurses who are monitoring the Pima County Health Dept. information, and providing their expertise in decisions about reopening regarding school health and safety.*
- *Thanks to our Food Services Staff, Support Staff, and Transportation Team, who stand at the ready, and who are pitching in behind the scenes.*

Scott Hagerman, Ed.D
Superintendent
Tanque Verde Unified School District

Criteria for beginning of phased reduction of COVID-19 physical distancing restrictions:

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

PHASE 1: If all of the above criteria are met (green), the following change in restrictions can occur:*

Individuals:

- All medically vulnerable people continue to stay home
- All physical distancing measures remain in place
- No groups > 10
- Resumption of some non-essential travel

Employers:

- Phased return to work with physical distancing
- Common areas remain closed
- Telework continues
- Medically vulnerable workers telework or stay home

What the public sees:

- Schools remain closed
- Visitor restrictions continue at healthcare facilities
- Elective outpatient surgeries resume
- Large venues (restaurants, churches, theatres, sporting venues) begin to operate with appropriate physical distancing
- Gyms reopen with physical distancing and enhanced sanitation
- Bars remain closed

* For all phases of the recovery, the public should continue good prevention practices:

- Stay home if sick
- Wash hands with soap and water/hand sanitizer
- Avoid touching face
- Sneeze/cough into a tissue or elbow.
- Disinfect frequently used items and surfaces
- Strongly consider using face coverings while in public
- Continue physical distancing and use protective equipment
- Temperature/wellness checks at entrances to public buildings and workplaces
- Sanitization and disinfection of common and high-traffic areas
- Limitations on business travel

Thank you for your interest in the Tanque Verde Unified School District. In future editions of the News & Views, we will continue to share reflections on "Teaching Through the Coronavirus" from teachers and staff members from all of our TVUSD schools.

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