



Governing Board Agenda Item

Meeting Date: April 2, 2026

From: Thomas Bogart, Chief Financial Officer

Subject: Public Hearing - Instructional Time Model

Priority: To plan for future needs in a proactive, accountable manner

Consent ☐ Action ☐ Discussion ☒

Background:

In accordance with A.R.S. 15-901.08, the Governing Board must hold two public hearings to field public questions or concerns regarding the adoption of an Instructional Time Model (ITM). This agenda item represents the second of such meetings.

Marana Unified School District (MUSD) is currently seeking to develop and deploy an ITM starting in the 2026-2027 school year. The intention of the ITM is to offer educational services to students who may not be able to participate in a more traditional MUSD setting while generating Average Daily Membership (ADM).

Included in the Board packet are several documents that further describe the program:

- Slide-deck presentation
- MUSD's intended application responses
- Draft student contract

This is an information item and no action is required during this agenda item.

Approved for transmittal to the Governing Board:


Dr. Daniel Streeter, Superintendent

Questions should be directed to: Thomas Bogart, Chief Financial Officer
Phone: (520) 682-4749



MUSD Instructional Time Model 2026

**MUSD Governing Board
Meeting**

March 12, 2026



Purpose



Seeking Governing Board approval for an instructional time model that ensures continued educational services for students with complex circumstances while allowing MUSD to accurately document instruction and reclaim eligible ADM.

A.R.S. 15-901.08

“A school district governing board, after at least two public hearings... may adopt any instructional time models as prescribed in this section to meet the minimum annual instructional time...”

- ❖ Allowable activities: **Direct Instruction**, Project-based learning, **Independent learning**, **Mastery-based learning**.
- ❖ Attendance Tracking: A school may reallocate any minimum instruction time... to other courses on a per-student basis.
 - Remote- Hours tracked by student, verified by parent.
 - Independent Learning- Work completion.
 - Mastery-based learning- End of unit mastery.

Why does MUSD need to implement ITM?

We support and serve students with complex circumstances and academic needs.



An approved ITM model would allow us to claim Average Daily Membership (ADM) for these students.

In MUSD, we continue to put our students first.



*At all times, we remain
dedicated to the
well-being and success
of our students.*

**With this proposed ITM, student
support does NOT shift, only our
claiming process does.**

MUSD Student Scenarios

- ❖ Replaces Part-Time AOl
- ❖ Home-based students (IEP)
- ❖ Homebound and Long-Term Illness
- ❖ Long-term suspension
- ❖ Disengaged/Transient Students
- ❖ High School Credit Recovery



Data- Review

❖ *MUSD's Student Information System ADM Review*

If MUSD implemented this Instructional Time Model in 2025/2026

- *ADM Revenue- ~\$83k*
- *AOI Gains- ~\$3k*
- *MUSD H.S. Student Count- 86*



Student Contract

- ❖ Students do not have a right to participate in the Instructional Time Model.
- ❖ The Instructional Time Model is made available to students on a case-by-case basis considering the unique circumstances with the absences, the student's academic history, teacher availability and other factors.
- ❖ Provide a space for students to justify the request.
- ❖ Requires students to participate in all State and District Testing in-person at the student's school of enrollment.
- ❖ Collaboratively developed in an effort to explain
 - Modes of instruction, Expectations of learning engagement, Method of attendance tracking, and Roles and Responsibilities of all stakeholders.

What is the impact of ITM for MUSD?

- ❖ Staffing will remain the same
- ❖ Fiscal improvement due to increase in ADM-related revenue.
- ❖ ITM also supports data-informed decision-making, allowing leadership to allocate resources more strategically and respond proactively to operational needs.

Overall, ITM contributes to improved organizational effectiveness, fiscal accountability, and the District's ability to focus resources on student achievement and strategic priorities.

Staffing Considerations

Currently we have subject matter teachers at each comprehensive high schools (Teacher of Record for AOI)

- *Student Progress*
- *Assigning/assessing student work*
- *Submitting Grades*

E-Learning Specialists

- *Student Attendance*
- *Student Progress Monitoring*



There will not need to be added staff to implement ITM

Moving Forward

- *Public Hearing #1 (March 12)*
- *Public Hearing #2 (April 2)*
- *Family Communication and Outreach*
- *Training/workflow development*
 - *Teaching/Learning*
 - *Reporting*
- *Student Contract*
- *Staff and Parent Communication*



Choosing Excellence ... Together

PRIORITIES and FOCUS

Students



- Achievement
- Opportunities
- Quality

Staff



- Support
- Voice
- Opportunity



- Partnership
- Support
- Advocacy

Parents and Community



Questions



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Denise Linsalata, Assistant Superintendent
Kristin Reidy, Assistant Superintendent
Thomas Bogart, Chief Financial Officer
Joshua Bayne, Executive Director

Instructional Time Model Application

In an effort to provide maximum transparency, the following represent the Arizona Department of Education (ADE) application questions for the adoption of an Instructional Time Model, and the planned Marana Unified School District (MUSD) response.

Calendars & Attendance Tracking

- Remote
- Alternative Hours
- Mastery-Based Learning

Please include an explanation of how time spent in each method will be used to replace instruction that would otherwise be provided in a teacher-led, in-person classroom on specific calendar days. Explain how instructional time will be measured and used to replace otherwise in-person instructional days on the school calendar.

- Remote/Independent/Hybrid/Alternative Hours
 - Development of a personalized learning plan and related schedule via Student Contract
 - Tracking instructional minutes in the approved online platforms
 - Student submission of time and effort evidence (student work)
 - Submission of attendance weekly by parents via GoogleForm
- Mastery-Based Learning
 - Development of a personalized learning plan and related schedule via Student Contract
 - Establish a schedule of instructional hours by competency.
 - Student submits evidence/deliverable of competency proficiency.

Please explain in detail how students will be reported as present and participating in remote instruction or absent on the corresponding calendar days.

- In-Person/Remote/Alternative Hours
 - Students log the minutes they are engaged in learning per class daily. To be counted as present, the student must complete the equivalent of 1 hour of learning for each class for each school day.
 - Parents finalize attendance weekly.
- Mastery-Based Learning
 - Students will log the minutes they are engaged in learning per class daily. For each competency, students will be expected to accrue a minimum number of minutes or hours to receive credit.
 - Parent will finalize attendance weekly.

List the schools this applies to.

- All- A.C.E., Degrazia, Estes, Butterfield, Roadrunner, Picture Rocks, Ironwood, Quail Run, Coyote Trail, Marana Middle, Tortolita Middle, Marana High, Mountain View, MCAT, Twin Peaks K-8, Marana

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Distance Learning, Rattlesnake Ridge, Gladden Farms, Dove Mountain CSTEM K-8, Tangerine Farms K-8, Marana Vista Academy

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MUSD Instructional Time Model Student Contract

Student Name: _____ Student ID#: _____

School Name: _____ Grade: _____

_____ School Year: _____

The Instructional Time Model (ITM) is designed for students with unique attendance circumstances. These may include students who may have qualified for Homebound services and Chronic Illness, students who may be required to be out intermittently throughout the year, or students requiring unique attendance circumstances due to participating in specialized academic programs.

The Instructional Time Model is made available to students on a case-by-case basis, considering the unique circumstances of the absences, the student's academic history, teacher availability, and other factors.

As part of this contract, students and families are required to participate in all state and district testing in-person at the student's school of enrollment.

Reason for Instructional Time Model Request:

- ☐ **Qualify for Homebound Services** – Attach qualifying documentation
- ☐ **Qualify for Chronic Illness** – Attach qualifying documentation for chronic illness that provides evidence that student attendance may exceed 18 days.
- ☐ **Specialized Program** – Attach documentation that the student will be enrolled in a specialized academic program that will necessitate an alternative mode of learning.

Mode/s of Instruction (Can be one or multiple modes):

- ☐ **In Person** – Learning is facilitated in person by a certified teacher synchronously
- ☐ **Remote Learning** – Learning is facilitated online by a certified teacher asynchronously
- ☐ **Mastery-Based Learning** – Learning is facilitated online or in person by a certified teacher and based on evidence of standards mastery as agreed to within the contract.

Please provide specific expectations of how the student will engage in learning, including what is needed for the student to accrue hours/attendance in the course of learning (completed in collaboration with student, family, teacher, and site administration):

	In-Person	Remote Learning	Mastery-Based Learning
Instruction	There will need to be accommodations made for in-person instruction to ensure the ITM is effective.	Student will utilize the LMS to complete weekly modules and engage in learning online.	Student will complete specific standards and competencies.
Attendance	Student will log minutes engaged in learning per class daily. To be counted as present, the student must complete the equivalent of 1 hour of learning for each class for each school day. Parent will finalize attendance weekly.	Student will log minutes engaged in learning per class daily. To be counted as present, the student must complete the equivalent of 1 hour of learning for each class for each school day. Parent will finalize attendance weekly.	Student will log minutes engaged in learning per class daily. For each competency, students will be expected to accrue a minimum number of minutes or hours to receive credit. Parent will finalize attendance weekly.
Assessment	Students will adhere to all MUSD grading policies. Student is required to test in-person for all benchmark and state assessments, as well as final exams.	Students will adhere to all MUSD grading policies. Student is required to test in-person for all benchmark and state assessments, as well as final exams.	Students will adhere to all MUSD grading policies. Student is required to test in-person for all benchmark and state assessments, as well as final exams.

Inspiring students to learn today and lead tomorrow.

School Responsibilities:

- This contract is in effect from _____ to _____ for the _____ school year.
- Monitor and communicate students' attendance to ensure they meet minimum guidelines.
- Provide specific dates for communication of progress and the method of communication (conference, written narrative, etc.)

Communication of Progress Date	Communication of Progress Method
Progress 1 / 4	ParentVUE / Email
Progress 2 / 5	ParentVUE / Email
Progress 3 / 6	ParentVUE / Email
Semester 1 / 2	ParentVUE / Email
As Needed	ParentVUE / Email / Conference

Student Responsibilities:

- Clearly communicate, when possible, anticipated absences that will trigger the ITM mode of instruction.
- Maintain appropriate timelines for learning expectations. Failure to do so may result in termination of the ITM.
- Except under extenuating circumstances, students will take all district and state assessments in person at the school of enrollment.

Family Responsibilities:

- Support students in the appropriate modes of instruction
- Communicate promptly with the teacher (s) or school about anticipated absences that will trigger the ITM mode of instruction.
- Validate and finalize weekly attendance.

Teacher Responsibilities:

- Use Subject/Connexus/Google Classroom to ensure continuity of learning for students when appropriate.
- Openly and regularly communicate with the student and family, including student adherence to expected learning timelines.
- Provide timely feedback on student learning.

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	Signature	Date
Student		
Parent/Guardian		
Site/Program Administrator		
District Administrator		

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