

# Community Transition Programs

Tucson Unified School District ~ Exceptional Education

## **Advanced Community Training (ACT) 2026-2027**

### **Application for Admission**

*Applications due Monday, October 13, 2025*





## Community Transition Programs Information

### Mission

The mission of Tucson Unified School District's Community Transition Programs is to develop partnerships with parents and the greater Tucson community to provide students with disabilities, ages 18 to 21, a meaningful and rigorous transition to post-high school environments.

### Vision

Tucson Unified School District's Community Transition Programs are composed of staff who believe every student can learn and be a productive and respected member of their community.

### Advanced Community Training (ACT)

The Community Transition Programs consists of three separate TUSD in-school transition programs, Advanced Community Training, Project FOCUS, and Project SEARCH. The following information and application applies only to the Advanced Community Training Program (ACT). Project FOCUS and Project SEARCH have separate applications.

### Participants

Students with disabilities, ages 18-21, currently enrolled in Tucson Unified School District and who meet programmatic criteria will have the opportunity to apply for ACT.

### Program Structure

Located in the community and not on high school campuses, ACT offers students a ***two year*** program to continue their transition and learning in integrated, age-appropriate environments within their community. The ACT curriculum is research based and uses experiential learning as a teaching strategy.

Each ACT student's program is based on individualized goals and objectives. It is the student's and family's vision that drives the transition process and is ultimately responsible for the student's long-range success. TUSD will provide transportation to the ACT Classroom. With parent/guardian permission, students may choose to meet at predetermined locations in the community. Many of the ACT sites are located in proximity to the University of Arizona's campus. Students engage in learning by volunteering, working, interacting with the public, and accessing the community on a full-time basis. Under the supervision of ACT teachers and para-professionals, many from the University of Arizona, ACT students are supported within meaningful community environments for their entire instructional day. Students walk and use public transportation to get to community sites. It is not unusual for a student to walk up to one to two miles a day while accessing the community. ACT follows the TUSD school calendar with an instructional day from 9:00 a.m. to 3:00 p.m. with the exception of Wednesday, which is 9:00 a.m. to 2:00 p.m. As stated earlier, TUSD transportation is available, but as part of the student's learning and preparation for their chosen mode of transportation after high school, families are encouraged to consider non-TUSD transportation such as Sun Tran city bus or Sun Van door to door service.



ACT

## Admission Process

ACT's admission process occurs in three phases:

Phase One: Submission of ACT Application

Phase Two: Comprehensive Review Process

Phase Three: Selection and Enrollment

### Admission Process Phase One: Application

The purpose of the Admission Application is to identify all students who may be eligible candidates for ACT. This is accomplished through the completion of an eligibility checklist, a student information form, the submission of a personal essay and two letters of recommendation (personal and professional).

### Admission Process Phase Two: Comprehensive Review

The purpose of the Comprehensive Review is to gain practical information that supports the candidate's potential for success in ACT. This is accomplished through a four-step process that includes:

1. observation by ACT teachers of the student in their current educational setting,
2. student and family tour the ACT classroom to observe instruction, meet other students and the instructional staff;
3. a minimum of a three-day planned visitation and participation by the applicant to the ACT program. During the first semester, selected applicants will participate in the planned visitation and participation at the ACT Program for minimum of three days. This time will be used for both the student and staff. The planned visitation and participation in an ACT activity may include time at a community volunteer site, use of the Sun Tran bus, social interactions with the public, and walking to and from community sites;
4. to determine if the ACT program is a good match and the student can safely participate;
5. interviews of the applicant, their parents/stakeholders, current and prior instructional staff.

The location for the observation of the student's current setting is determined by the student's IEP team and will be chosen from the following: high school classroom, campus, community, volunteer or work settings. ACT program staff will arrange for parents/stakeholders to visit the program and discuss all aspects of the program.

### Admission Process Phase Three: Selection and Enrollment

All candidates will receive written notice of preliminary selection status by late January 2025 provided students are back on campus and receiving in person instruction, and have completed Phase 1 and Phase 2 of the application process.



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## High School Registration

Selected applicants will officially start in the ACT program on the first day of school as listed in the TUSD 2026-2027 school calendar. Prior to the start of the school year, all students must complete the required registration paper work from their referring high school. During the two-year program, students will be listed as registered at their referring high schools, but will receive all of their instruction through the ACT Program.

**This application packet must be received no later than 3:00 p.m. on Monday, October 13, 2025 and must contain the following items:**

- eligibility checklist
- student information form
- personal essay
- personal letter of recommendation
- professional letter of recommendation
- transcripts
- Course of Study from most current IEP
- Grad Plan if applicable

**Applicants may submit this packet through any one of the following methods:**

- TUSD Intra-District Mail**

Send materials to:  
Exceptional Education, Maggie Gedebou

- U.S. Mail**

Maggie Gedebou  
Community Transition Programs  
Exceptional Education  
1010 E. 10<sup>th</sup> St.  
Tucson, AZ 85719

- E-mail (all materials must be included)**

Maggie Gedebou at [maggie.gedebou@tusd1.org](mailto:maggie.gedebou@tusd1.org)

- Drop Off**

Application Packets can be hand delivered to the Exceptional Education Office 1010 E. 10<sup>th</sup> Street, 2<sup>nd</sup> Floor, between 8 a.m. and 3:00 p.m.

**For more information, please contact Maggie Gedebou at [maggie.gedebou@tusd1.org](mailto:maggie.gedebou@tusd1.org).**



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## Eligibility Checklist Form

Student Name	Current High School
Name of Person Making Referral	Phone Number
Relationship to Student	E-mail

**Basic eligibility criteria must include each of the following. As the referring party, please check all that apply and sign below.**

- Student is enrolled in Tucson Unified School District.
- Student is 18 years old on or before the first day of Tucson Unified School District's 2026-2027 academic school year.
- Student has a continued need to fulfill graduation requirements in core credit areas.
- Student demonstrates a willingness to change behaviors and learn new skills.
- Student demonstrates a desire to be in the community full time.
- Student is medically stable and is able to physically be in outside environments for extended periods of time during the day.
- Student is safe to self and others.
- Student is able to attend to tasks.
- Student is able to demonstrate interests consistent to volunteer and community sites.

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Student / Guardian

Date

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Signature of Person Making Referral

Date



ACT

### **Student Information**

Name \_\_\_\_\_  
Last \_\_\_\_\_ First \_\_\_\_\_

Address \_\_\_\_\_  
Street \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Home # \_\_\_\_\_ Cell # \_\_\_\_\_

E-mail \_\_\_\_\_

Date of Birth \_\_\_\_\_ Own Guardian?  yes  no

### **Parent, Guardian, Stakeholder**

Name \_\_\_\_\_  
Last \_\_\_\_\_ First \_\_\_\_\_

Address \_\_\_\_\_  
Street \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Home # \_\_\_\_\_ Cell # \_\_\_\_\_ Work # \_\_\_\_\_

E-mail \_\_\_\_\_ Fax # (optional) \_\_\_\_\_

Relationship to Applicant \_\_\_\_\_

### **Release of Information**

#### **If the student is own guardian:**

By signing, I agree that members of the ACT Selection Team can have access to my student records, all content of this application, and may speak with family members, stakeholders, school and agency personnel as a part of my application review.

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Student Signature

Date

#### **If the student is not own guardian:**

By signing, I agree that members of the ACT Selection Team can have access to my daughter/son's student records, all content of this application, and may speak with family members, stakeholders, school and agency personnel as a part of daughter/son's application review.

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Parent/Guardian Signature

Date



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## Transportation

**Although students are not required to be independent in community travel in order to be eligible for ACT, increasing independent travel is an area of emphasis and supports integration within community life. Please check all that apply:**

- I use public transportation independently (Sun Tran).
- I am willing to learn how to use public transportation independently (Sun Tran).
- I use door-to-door or paratransit systems (e.g., Handi-Car, Sun Van, taxi).
- I can independently make my own reservations for door-to-door or paratransit systems.
- I need assistance in making reservation for door-to-door or paratransit systems.
- I have a family member or others who provide ongoing private transportation for me.
- In order to become more independent, I would like to explore options other than private transportation.
- I have a current SunGo Identification card.
- I can currently cross intersections with pedestrian signals safely and unassisted.
- I want to learn how to independently cross intersections with pedestrian signals.
- I can currently cross intersections that *do not* have pedestrian signs safely and unassisted.
- I want to learn how to independently cross intersections without pedestrian signals.
- I can currently move independently and safely in a parking lot or garage.



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## **Volunteering and Employment**

**Please check all that apply:**

I currently have or had a paid job.

Employer: \_\_\_\_\_ Hours per week \_\_\_\_\_

Supervisor \_\_\_\_\_ Phone # \_\_\_\_\_

Dates of Employment: From \_\_\_\_\_ To \_\_\_\_\_

If no longer working, reason for ending: \_\_\_\_\_

I currently volunteer or have volunteered at one or more community agency:

Agency \_\_\_\_\_ Hours per week \_\_\_\_\_

Supervisor \_\_\_\_\_ Phone # \_\_\_\_\_

Dates of Volunteering: From \_\_\_\_\_ To \_\_\_\_\_

If no longer volunteering, reason for ending: \_\_\_\_\_



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## **General Skills**

Although students are not required to be independent in all aspects of their life in order to be eligible for ACT, increasing overall independence is an area of emphasis for students to become integrated within community life. Please check all that apply:

- I take medication and am able to do so without supervision.
- I take medication, but need support to do so (describe support needed).

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- I am able to use the bathroom independently.
- I need support in the bathroom (describe support needed).

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- I am able to manage stress or navigate stimulating environments on my own.
- I need support to manage stress or navigate stimulating environments (describe supports needed).

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ACT

## Communication

Students may use one or more forms of effective communication when interacting with new people. Effective communication is an essential skill for self-determination. Please check all methods you are currently using to communicate successfully.

verbal (list languages) \_\_\_\_\_  
\_\_\_\_\_  
  
 written  
  
 sign language  
  
 augmentative communication device including mobile technology (please list all devices that are currently being used successfully) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
  
 pictures, photos, or drawings (describe) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
  
 pointing  
  
 facial expression, body language (please describe) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
  
 behavior (please describe) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## **Student Essay**

Please write and attach a personal essay that answers each of the questions listed below. Family members or other stakeholders may help to write the essay. Students can contribute through their own writing, drawings, pictures, photos or other alternative means of written expression.

- a. How will attending ACT help to meet your dream or goal that you have for yourself. (or that your family has for me)?
- b. How will attending ACT encourage me (or my daughter/son) to achieve greater levels of independence?
- c. How will attending ACT improve my (or my daughter/son's) quality of life?
- d. How will attending ACT provide me (or my daughter/son) with greater employment opportunities?
- Up to 10 additional photos of you engaged in instructional activities, school or community events, current or past, can be included (optional).
- Student Portfolio DVD can also be included (optional).

## **Letters of Recommendation**

**All applications must include one personal and one professional letter of recommendation.**

- Letter of Recommendation, personal

A personal letter of recommendation may be written by a friend, family member, neighbor or any other person who has a primary personal relationship with the applicant. The letter should specifically address the student's character, skills, and potential.

- Letter of Recommendation, professional

A professional letter of recommendation may be written by a teacher, employer, coach or any other person who has a primary professional relationship with the applicant. The letter should specifically address the student's character, skills, and potential.

Please limit letters of recommendation to a single page. Letters should be dated and signed.

### Non-Discrimination Policy

It is the policy of Tucson Unified School District to maintain an employment and educational environment free from discrimination based on race, color, national origin, religion, age, disability, gender or sexual orientation. Discrimination based on race, color, national origin, religion, age, disability, and gender are also prohibited by one or more of the following federal and state laws: Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments Act of 1972, Americans with Disabilities Act of 1990, Rehabilitation Act of 1973, Age Discrimination in Employment Act, and the Arizona Civil Rights Act.