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ECAPs General Information

On February 25, 2008 the Arizona State Board of Education approved Education and Career Action Plans for all Arizona students grades 9-12 (R7-2-302.05).

Philosophy:	We as educators believe that integrating an Education and Career Action Plan (ECAP) process into all facets of the school experience enables students to be lifelong learners and problem-solvers, developing and applying 21st century skills to their life experiences, as students, as workers, as consumers, and as responsible citizens. With the ability to identify skills and interests and to apply that knowledge to create their own ECAP, our students will have developed needed skills to advance in a more fluid, seamless transition, meeting 21st Century technologies and work place postsecondary requirements.
	An ECAP (Education and Career Action Plan) reflects a student's current plan of coursework, career aspirations, and extended learning opportunities in order to develop the student's individual academic and career goals.

MIDDLE SCHOOL

TUSD 8th grade students will begin their ECAP with using AZCIS Junior (middle school version of the Arizona Career Information System website). Students will start to input their plan of coursework, career aspirations, and extended learning opportunities. This is an important step in the transition to high school by helping students plan towards a successful completion of secondary education.

HIGH SCHOOL

TUSD 9-12th grade students will update their ECAP yearly so that when they graduate from 12th grade they will have a completed academic and career plan. Students will transfer over their middle school AZCIS Junior account into the high school version.

PARENTS

A vital piece to the ECAP process is the parent notification. Parents are to be notified about their students ECAP and can even create a "viewing" account of their students' portfolios in AZCIS.

Every school will designate an AZCIS Site Coordinator

Duties include:

Control reports and data maintenance within administrative site of AZCIS
Help teachers, counselors, and staff navigate website
Train site users on AZCIS programs, resources, and student portfolios
Manage student portfolios
Merge duplicate portfolios
Delete old portfolios
Print data from student portfolios when needed
Manage/upload Courses in the course planner editor

District-wide student login procedures

Every TUSD student will create an account using this login protocol.

Students: login = matric # (ex. 010101010)
password = birthday of student (ex. January011994)

Parents: login = child's first name.last name (ex. john.doe)
password = birthday of student (ex. January011994)

Protocol to change student logins and passwords:

AZCIS Site Coordinator will need to change student login and/or passwords in the administrative tools area, under Portfolios.

Students that do not have the correct login and/or password, as stated above will need to change it through the Site Coordinator.

Protocol to create ECAPs for a student new to the school

When new students enter a school the front office will notify the AZCIS site coordinator. The site coordinator will meet with the student to merge an existing ECAP or create one on AZCIS.

* The   ibutes determined by the Arizona Department of Education.

* The rade in which each component should be completed is a suggestion only: students new to our district or particular school may not complete each attribute in the grade designated.

* SPED students complete the _____ through the designated IEP process and case manager.

AzCIS for Tucson Unified School District

High School	Contact	AzCIS Student User Name	Student Pass Word
Catalina High Magnet	Jenny Miranda	catalinamhs	4azcis02
Cholla High Magnet	Lupita Cabral	chollahms	4azcis02
Palo Verde	Saydee Ruiz	pvhms	4azcis02
Project MORE High School	Stacy Flores	morehs	4azcis02
Pueblo High Magnet	Alejandro Menchaca	pueblohs	4azcis02
Rincon High Magnet	Tori Bacal	rinconhs	4azcis02

Sabino High School

| Roskruge K8 | Doralee Quintero
Deborah Grunloh | roskrugebms | 4azcis02 |
| Safford K8 | Wade Manuel | | |