

APPENDIX II - 20

II.K.1.n Policies and Procedures Amendments SY2020-21

Governing Board Date	Governing Board Action	Item	Description
10/06/2020	<p>INFORMATION ITEM: Information Only</p> <p>Dr. Trujillo provided brief information and introduced Sam Brown who presented information.</p>	Magnet and Non-Magnet Integration Plan Overview for SY 2020-2021.	To present an overview of the various components of the District's student assignment changes for magnet schools and non-magnet schools, as filed with the Court in Fisher-Mendoza v. TUSD on September 1, 2020.
03/27/2020	<p>ACTION ITEM: Governing Board Policy JFABDA – Admission of Students in Foster Care (NEW) requested by Charlotte Patterson and Legal – Statutory Requirement</p> <p>Motion passed to ADOPT new Policy JFABDA as posted.</p>	Admission of Students in Foster Care. Policy code JFABDA	To adopt District policy required by changes to McKinney Vento/Every Student Succeeds Act (ESSA), which removes children "awaiting foster care placement" from the definition of "homeless children and youths." The attached model ASBA policy ensures that students in foster care or facing foster placement, receive all services guaranteed under ESSA.

Student Assignment Magnet and Non-Magnet School Overview and Expectations

Assistant Superintendent for Equity and Diversity – Kinasha Brown
Designated Director of Student Assignment – Samuel Brown

Student Assignment

ROADMAP TO IMPROVED INTEGRATION AND ACADEMICS (and, to unitary status)

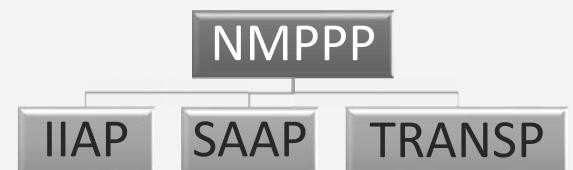
Magnet

- ✓ **Comprehensive Magnet Plan (CMP)**
- ✓ **Targeted Integration Improvement Plan (TIIP)**
- ✓ **Targeted Academic Improvement Plans (TAIPs)**
- ✓ **Magnet Project Priorities Plan (MPPP)**



Non-Magnet

- ✓ **Non-Magnet Project Priorities Plan (NMPPP)**
- ✓ **Integration Improvement Action Plans (12 schools)**
- ✓ **Student Achievement Action Plans (17 schools)**
- ✓ **Transportation Plan**



Student Assignment

MAGNET SCHOOLS

CMP

TIIP

TAIP

MPPP



Magnets: CMP

What guides magnet implementation?

Comprehensive Magnet Plan (CMP)

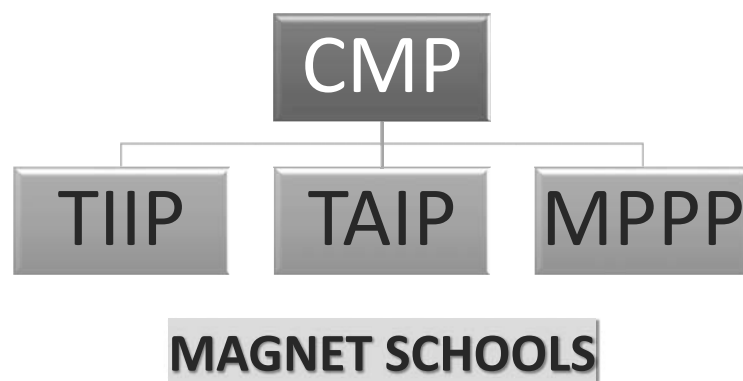
How do we support magnet improvement?

Targeted Integration Improvement Plan (TIIP)

Targeted Academic Improvement Plan (TAIP)

What is the District's current plan for creating new magnets?

Magnet Project Priorities Plan (MPPP)



Magnet Schools by Region



Brian Lambert

TULLY



Mark Alvarez

BORTON

CARRILLO

DAVIS

DRACHMAN

HOLLADAY

ROSKRUGE

TUCSON



Richard Sanchez

MANSFELD



Ernest Rose

BONILLAS

**BOOTH-
FICKETT**

DODGE

PALO VERDE



Holly Leman

Magnet Schools

BY THEME

PIPELINES	THEMES	Elementary	K8/Middle School	High School
ARTS	Creative Arts	Carrillo ES		Tucson
	Fine Arts	Holladay ES		Tucson
STEM/STEAM	Science		Booth-Fickett K8	Tucson
	STEM/STEAM	Borton ES	Mansfield MS	Palo Verde
ADVANCED LEARNING	Dual Language	Davis ES	Roskruge K8	
	Open-Access GATE	Tully ES		
ALTERNATIVE LEARNING	Traditional Academics	Bonillas ES	Dodge MS	
	Montessori		Drachman K8	

Magnet Schools: CMP

CMP BY SECTION

A. VISION, MISSION, AND ORGANIZATIONAL SUPPORT

B. SUPPORTING EXISTING MAGNET PROGRAMS

C. ELIMINATING MAGNET PROGRAMS

D. CREATING NEW MAGNET PROGRAMS

Magnet Schools: CMP

B. SUPPORTING EXISTING MAGNET PROGRAMS

Tiered Support Levels

Integration

Level A:
standard support

Level B:
additional support

Level C:
intense support

Academic

Level 1:
standard support

Level 2:
additional support

Level 3:
intense support

Magnet Schools: CMP

B. SUPPORTING EXISTING MAGNET PROGRAMS

Integration:

- **New integration measure: + / - 25% for all groups and no group over 70%**
- **Level C schools must develop a Targeted Integration Improvement Plan (TIIP)**

Academics:

- **New academic measure: A or B (C+ school with 4 of 7 points = MagnetMerit B)**
- **Level 3 schools must develop a Targeted Academic Improvement Plan (TAIP)**

Internal metric for program quality: Magnet School of America recognition as “certified”

Positive relationship between MSA Certification and high state accountability rankings

Magnet Schools: CMP

B. SUPPORTING EXISTING MAGNET PROGRAMS

Integration

- Annual Plans with S.M.A.R.T. goals
- Centralized process for “new” magnets
- Centralized program evaluation/recommendation
- *Support for struggling magnet programs
- Centralized process for Transition Support Plans **(if Court ordered)**
- Implementation of Magnet Data Support Teams

Academics

***NEW:** TUSD may consider theme modification as a component of magnet improvement

Magnet Schools: CMP

CMP BY SECTION

A. VISION, MISSION, AND ORGANIZATIONAL SUPPORT

B. SUPPORTING EXISTING MAGNET PROGRAMS

C. ELIMINATING MAGNET PROGRAMS

D. CREATING NEW MAGNET PROGRAMS

Magnet Schools: CMP

C. ELIMINATING MAGNET PROGRAMS

Timeline (Integration)

Year 1:

if Level C by 40th day, then develop & implement TIIP and develop transition plan 2nd Sem

Year 2:

if halfway to integration by 40th day, then continue to implement TIIP

if not, then start transition plan 2nd Sem (transition plan/budget applies in Year 3)

Year 3:

if integrated by 40th day, then school remains a magnet and develops MSP for Year 4

if not, then start transition plan 2nd Sem (transition plan/budget applies for Year 4)

**when a school goes into transition, it is removed from the M/OE application as a magnet*

Magnet Schools: CMP

C. ELIMINATING MAGNET PROGRAMS

Timeline (Academic)

Year 1:

if Level 3 by May, then develop & implement TAIP and develop transition plan 2nd Sem

Year 2:

if halfway to A or B by May, continue to implement TAIP

if not, then start transition plan Year 3 (transition plan/budget applies in Year 3)

Year 3:

if A or B by May, then school remains a magnet and develops MSP for Year 4

if not, then start transition plan Year 4 (transition plan/budget applies for Year 4)

**when a school goes into transition, it is removed from the M/OE application as a magnet*

Magnet Schools: CMP

CMP BY SECTION

A. VISION, MISSION, AND ORGANIZATIONAL SUPPORT

B. SUPPORTING EXISTING MAGNET PROGRAMS

C. ELIMINATING MAGNET PROGRAMS

D. CREATING NEW MAGNET PROGRAMS

Magnet Schools: CMP

D. CREATING NEW MAGNET PROGRAMS

1. Identify the need for a new magnet program

Enrollment growth Gaps in pipelines New, proven theme Unique opportunity

2. Review and assess the opportunity

- ❖ Magnet Development Committee (MDC) conducts review and assessment
- ❖ If yes, draft proposal, vet with leadership and other stakeholders, refine draft

3. Develop a proposal and present to the Governing Board for approval

Magnet Schools: CMP

D. CREATING NEW MAGNET PROGRAMS



Magnet Schools: Magnet Projects Priorities Plan

MDC Review and Assessment 2020

- 1. Analyze magnet themes** (advanced tech; health science)
- 2. Identify candidates** (Cragin, Davidson, Howell, Steele, Tolson, Whitmore, Maxwell, Doolen, Sahuaro)
- 3. Other factors** (consider existing magnets: Tully, BF, PV)

Magnet Schools: Magnet Projects Priorities Plan

MDC Conclusion: not an ideal time to implement a new magnet

- ❖ Online learning and school closures
- ❖ Focus on four magnet schools in targeted improvement
- ❖ Explore option of theme modification

Timeline for New Magnet by SY2023-24

- ❖ 2020-21: MDC considers Cragin, Whitmore, Tully, BF, and PV
- ❖ 2021-22: MDC develops and vets 1-2 proposals; presents to Board
- ❖ 2022-23: if approved, initiate 2023-24 outreach and recruitment

Student Assignment

NON-MAGNET SCHOOLS

NMPPP

IIAP

SAAP

TRANSP



Student Assignment

What supports integration / academics at non-magnets?

Non-Magnet Project Priorities Plan (NMPPP)

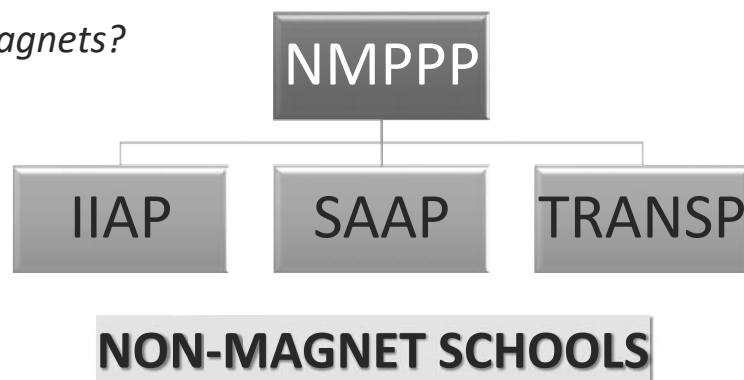
How do we support non-magnet improvement?

Integration Improvement Action Plans (IIAPs)

Student Achievement Action Plans (SAAPs)

How does transportation support non-magnets (including ALEs)?

Transportation Plan



Non-Magnet Project Priorities Plan – IIAPs by Priority

Year 1 Priority	Year 2 Priority	Year 3 Priority
1. Banks ES	5. Davidson ES	9. Bloom ES
2. Maxwell K-8	6. Kellond ES	10. Howell ES
3. Robins K-8	7. Doolen MS	11. Lineweaver ES
4. Cholla HS	8. University HS	12. Wheeler ES

Year 1 Priority Schools that were racially concentrated in SY2019-20

Year 2 Priority Schools that met the future definition of integration in SY19-20

Year 3 Priority Schools that met the current and future definitions of integration in SY19-20

Non-Magnet Integration Priority Schools by Region



Brian Lambert

BANKS

MAXWELL

ROBINS

CHOLLA



Mark Alvarez

DAVIDSON

HOWELL

LINWEAVER

DOOLEN



Richard Sanchez



Ernest Rose

KELLOND

WHEELER

UHS



Holly Leman

BLOOM

Year 1 priority schools are underlined

Non-Magnet Project Priorities Plan – SAAPs by Priority

Year 1 Priority		Year 2 Priority	
1. Mission View	6. Pistor	9. Blenman	13. Doolen
2. Grijalva	7. Utterback	10. Davidson	14. Gridley
3. Robison	8. Valencia	11. Dietz	15. Magee
4. Maxwell		12. Lawrence	16. Vail
5. Safford			17. Catalina

Year 1 Priority schools that were racially concentrated in SY2019-20 that received an AzMERIT grade below a C in SY2018-19.

Year 2 Priority schools that were not racially concentrated in SY2019-20 that received an AzMERIT grade below a C in SY2018-19.

Non-Magnet Academic Achievement Priority Schools by Region



Brian Lambert

Mark Alvarez

Richard Sanchez

Ernest Rose

Holly Leman

LAWRENCE

GRIJALVA

BLENMAN

VAIL

DIETZ

MAXWELL

MISSION VIEW

DAVIDSON

GRIDLEY

PISTOR

SAFFORD

ROBISON

MAGEE

VALENCIA

DOOLEN

UTTERBACK

CATALINA

Year 1 priority schools are underlined

Revised Transportation Plan

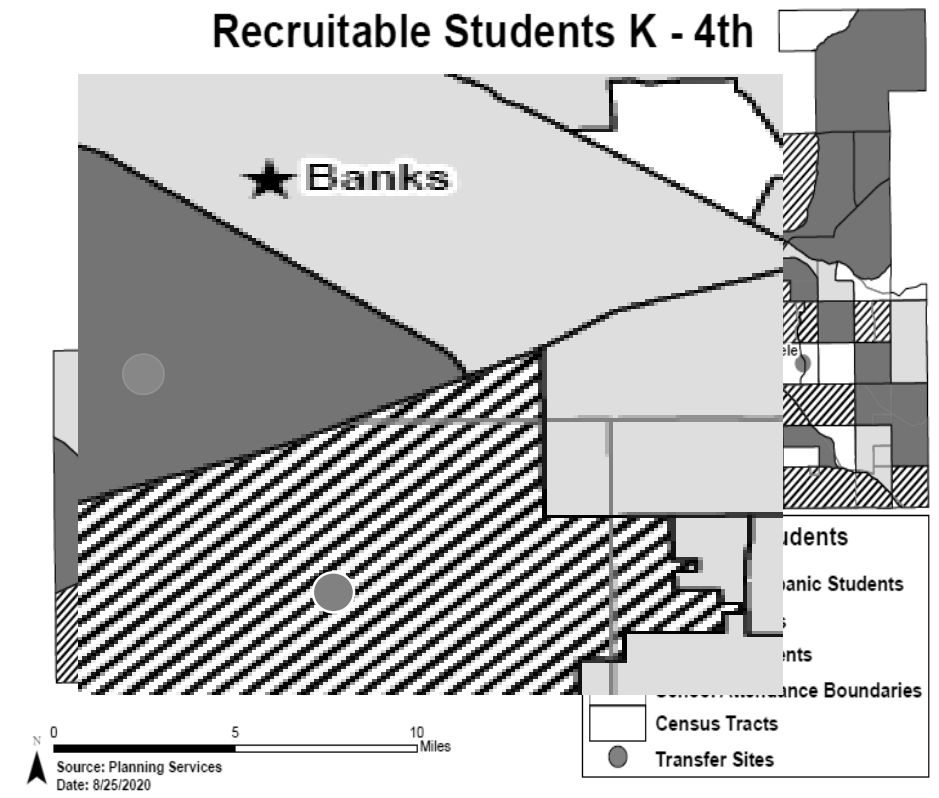
Magnet Transportation free to all magnet students

Incentive Transportation two types:

- 1) From a Racially Concentrated Boundary: free to students living within the boundary of a racially concentrated school who attend a school outside their neighborhood and whose attendance at the receiving school improves integration
- 2) From an Incentive Zone: free to students living within a specific incentive zone who attend a designated school

Express Shuttles routes with 1-3 stops; last no longer than 30 minutes

Incentive Zones and Incentive Stops



Student Assignment

ROADMAP TO IMPROVED INTEGRATION AND ACADEMICS (and, to unitary status)

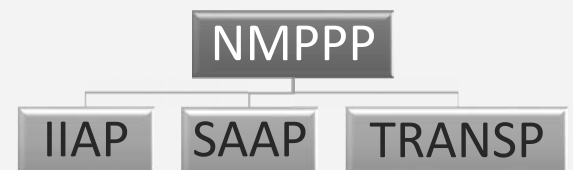
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<p>TUCSON UNIFIED SCHOOL DISTRICT</p> <p>GOVERNING BOARD POLICY</p>	<p>POLICY TITLE: Admission of Students in Foster Care</p>
	<p>POLICY CODE: JFABDA</p>

Educational Rights of Children in Foster Care

This policy is intended to direct compliance with Arizona State Laws, Arizona Administrative Code, and the Every Student Succeeds Act (ESSA) Foster Care provisions.

The implementation of this policy shall assure that:

- A. children in foster care are not stigmatized or segregated on the basis of their status as foster children;
- B. children in foster care are immediately enrolled in their school of origin, unless a determination is made that it is not in such child's best interest to attend the school of origin, which decision shall be based on all factors relating to the child's best interest, including consideration of the appropriateness of the current educational setting and the proximity to the school in which the child is enrolled at the time of placement;
- C. when a determination is made that it is not in such child's best interest to remain in the school of origin, the child is immediately enrolled in a new school, even if the child is unable to produce records normally required for enrollment;
- D. the enrolling school shall immediately contact the school last attended by any such child to obtain relevant academic and other records
- E. transportation is provided to and from the school of origin or school of placement for the foster child as applicable:
 - **Children in Foster Care attending school of origin:** The Superintendent shall develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. See Regulation JFABDA-R2, "Arrangement and Funding of Transportation for Children

in Foster Care to School of Origin”;

- **Children in Foster Care attending school of placement:**
Policy EEA Student Transportation in School buses; and

F. Tucson Unified School District will work with the Department of Child Safety (DCS) or tribal agency to ensure that the provisions of ESSA relating to foster children are implemented.

Definitions

The term "children in foster care" means children who are under twenty-four (24) hour substitute care while placed away from their parents or guardians and for whom the Child Welfare Agency (DCS or tribal agency) has placement and care responsibility.

The term "school of origin" means the school that the student attended when permanently housed or the school in which the student was last enrolled, including preschool.

Point of Contact (POC) for Children in Foster care – (Liaison for Students in Foster Care)

The Superintendent will designate an appropriate staff person of authority as Point of Contact , or Liaison for Students in Foster care, who will carry out duties as assigned, and will assure that the State Foster Care Coordinator is provided the Liaison for Students in Foster Care’s contact information.

Among the duties of the Liaison for Students in Foster Care will be the responsibility to coordinate activities and programs in the best interest of foster children that will include, but not be limited to, establishment of procedures to:

- A. Continue the student’s education in the school of origin or placement;
- B. Collaborate with the Child Welfare Agency to maintain school stability;
- C. Ensure the best interest is determined regarding school selection;
- D. Ensure necessary transportation is provided, funded, and arranged;
- E. Ensure immediate enrollment and transfer of records;
- F. Ensure that foster children are being identified as their own subgroup with student achievement and graduation rate data;

- G. Oversee data sharing between child welfare agencies and educational agencies in a way that respects student privacy; and
- H. Ensure school staff are trained on the provisions and educational needs and rights of children in foster care.

See JFABDA-R1.

Other Relevant Policies and Procedures

Implementation of the Every Student Succeeds Act (ESSA) Foster Care provisions requires the coordination with a number of policies and procedures. These policies and procedures are listed below as cross referenced and are incorporated in this policy and these procedures by such reference.

Enrollment Preference

Enrollment preference will be given to children who are in foster care as provided under law and policy.

Commented [ML1]: COMMENT: Director of School Community Services, 3/9/2020.

ADOPTED: _____

LEGAL REF.:

A.R.S. §§
15-816 through 15-816.07
15-821
15-823 through 15-825
 42 U.S.C. 11301, McKinney-Vento Homeless Assistance Act of 2001,
 as amended by the Every Student Succeeds Act (ESSA) of 2015
 (Foster Care Provisions)
Unitary Status Plan (USP), ECF #1713, Fisher, et al. vs. Tucson Unified School District, 74-CV-00090, November 6, 2014.

CROSS REF.:

JFABDA-R Admission of Students in Foster Care
 JFABDA-E1, Foster Care Liaison Position.
 JFABDA-E2, Notice of Rights to Parents or Guardians of Students in Foster Care

- EEA – Student Transportation in School Buses
- EEAA - Walkers and Riders
- IKEB - Acceleration
- JE - Student Admissions
- JFABD - Admission of Homeless Students
- JEB - Open Enrollment
- JG - Assignment of Students to Classes and Grade Levels

JFABDA – Admission of Students in Foster Care -- _____

JLCB - Immunizations of Students

JLH - Missing Students

JR - Student Records

JRCA - Request for Transfer of Records

Draft