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13 UNITED STATES DISTRICT COURT

14 DISTRICT OF ARIZONA

<p>15 Roy and Josie Fisher, et al., 16 Plaintiffs, 17 vs. 18 Tucson Unified School District No. 1, et al., 19 Defendants.</p>	<p>4:74-cv-00090-DCB (Lead Case)</p>
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<p>20 Maria Mendoza, et al., 21 Plaintiffs, 22 vs. 23 Tucson Unified School District No. 1, et al., 24 Defendants.</p>	<p>CV 74-204 TUC DCB (Consolidated Case)</p>
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26 **DISTRICT REPLY TO OBJECTIONS TO ITS**
27 **NOTICE AND REPORT OF COMPLIANCE:**
28 **UPDATE TO THE FACE ACTION PLAN**

1 The Court's order dated September 6, 2018 (ECF 2123) directed the District to
2 prepare and file an update to the FACE Action Plan, reflecting the directives contained
3 in that order. [ECF 2123 at 140, 151.] The District filed its update to the FACE Action
4 Plan on December 6, 2018. [ECF 2154-1.] This reply addresses objections to that
5 update filed by the Mendoza Plaintiffs. [ECF 2165.]

6 **A. Family Engagement Tracking.**

7 Shortly after the USP was entered, the District began tracking participation in
8 family engagement activities using a manual pen and paper method. Sign in sheets were
9 circulated at events both at schools, and at the Family Engagement Centers, as the
10 District added centers. At the Family Engagement Centers, staff solicited information as
11 part of the intake process, and entered the participation information into spreadsheets.
12 Events and attendance were included in the District's annual reports. *See, e.g.*, 16-17
13 District Annual Report, Appendices VII-1 and 2, ECF 2065-1, pp 1-48.

14 In his report and recommendation filed in February, 2018, the Special Master
15 recommended that the District improve its tracking of participation in family
16 engagement activities. [ECF 2096, p.70.] In response, the District searched for a system
17 that had the capacity to record participation directly and electronically at family
18 engagement events, and to aggregate and provide enhanced reporting and analysis
19 features for that participation. After devoting substantial effort, the District developed a
20 request for proposal, solicited proposals, vetted the responses, and selected a vendor
21 through its procurement process. The District submitted a budget reallocation request in
22 the spring of the 17-18 school year, so that the tracking system could be implemented by
23 the start of the 18-19 school year. Plaintiffs and the special master objected, and late in
24 the 17-18 school year, the District's Governing Board elected not to proceed in the face
25 of these objections.

26 In September, 2018, the Court's order adopted the Special Master's
27 recommendation, and the District again turned to an enhanced tracking system. The
28 District is developing its own electronic tracking system that will be available to all

1 schools and the Family Engagement Centers through the District’s internal website, into
2 which participation information can be entered, and which will be connected and tied
3 into back-end software that will aggregate the data and provide the capability to
4 generate reports regarding that data.¹ As reported in the FACE Plan update filed on
5 December 6, 2018, the District anticipates rollout training in the spring of this year, with
6 preliminary data collection by April or May, and full implementation across the District
7 beginning with next school year. However, in the meantime, the District’s existing
8 tracking for family engagement activities is continuing.

9 **B. Relationship to AASS and MASS Departments.**

10 The relationship between the Family Outreach Department at the District and the
11 AASS and MASS Departments is, among other places, set out in the operating plans for
12 those departments, and in the original FACE Plan. The Mendoza Plaintiffs ask for
13 confirmation that “the collaboration with family engagement personnel” contemplated
14 by the MASSD Operating Plan is occurring. The District reports that the contemplated
15 collaboration is occurring:

16 **1. “Recruit for and facilitate the Mexican American Parent**
17 **Advisory Council to improve inclusion in the District’s**
decision-making process.”

18 The family engagement staff generally participates in recruitment by sharing
19 information with families, inviting them to participate in school and District activities,
20 sending the schedule of workshops and events to all District families, teachers,
21 administrators, and other site staff by email monthly, and publishing the schedule in
22 major languages, including Spanish. The family and engagement staff specifically
23 assists in recruiting for and facilitating the Mexican American Parent Advisory Council,
24 including providing family engagement survey data to the council, sharing in planning
25 and facilitation of council meetings, providing transportation and childcare for council
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28 ¹ A somewhat more detailed description is attached hereto as Exhibit A.

1 meetings, hosting the MASSD department at the FRCs for “Tell Me More About...”
2 workshops, and other meetings.

3 **2. “Develop bilingual (Spanish/English) empowerment trainings**
4 **with FACE staff for Mexican American/Latino parents to**
5 **participate in site councils, PTAs, SCPC, and Governing Board**
6 **meetings.”**

7 Empowerment trainings are in planning stage with FACE, MASSD, AASSD.
8 The training will take place at FRCs, school sites, and community locations; it is
9 targeted for implementation during summer 2019 for families at each level (elementary,
10 middle, high school).

11 **3. “Liaison to Language Acquisition Department to encourage**
12 **equitable implementation of parental rights and consent for**
13 **students identified as ELL.”**

14 The family engagement staff is working with the Language Acquisition Director
15 to create workshops and/or informational sessions on parental rights and consent for
16 identified ELLs.

17 **4. Support sites in developing and implementing parent outreach**
18 **to develop equitable access for Mexican/Latino parents district-**
19 **wide.**

20 Professional development is in planning by family engagement staff with student
21 support departments to help school administrators and staff recruit and train
22 Mexican/Latino and African-American parent leaders.

23 **C. APPT and SAIL**

24 As noted in the update to the FACE plan filed on December 6, 2018, the District
25 is continuing its collaboration with Dr. Joyce Epstein, the nationally recognized
26 authority on family engagement. As will be reported in the next annual report, the
27 District is now a member of the National Network of Partnership Schools (NNPS) at the
28 Center on School, Family and Community Partnerships at Johns Hopkins University, of
which Dr. Epstein is a member. The District has begun work to include approximately
ten “pioneer” schools in the program for the 19-20 school year, which includes annual
evaluations of program quality and progress. The NNPS system is consistent with

1 APTT but goes further to help the District and its schools take a team approach to plan,
2 implement, evaluate and continually improve goal-linked programs to family and
3 community engagement at all school levels. This will address both supportive and
4 inclusive learning and two-way communications.

5 The central family engagement staff works through the Family Engagement
6 Guidelines for the schools to provide the following support for two-way
7 communication:

- 8 • create and maintain school-wide Action Teams for school-family
9 partnerships (referred to as a “Family Engagement Team” in the
10 guidelines attached to the FACE update), including suggested tasks for
11 team meetings;
- 12 • maintain school site councils and meet at least quarterly;
- 13 • provide training for school site staff on the Six Types of Involvement
14 framework (including type 2, communication);
- 15 • provide training to include fostering of two-way communications during
16 parent-teacher conferences;
- 17 • administer family feedback surveys for conferences; and
- 18 • administer family engagement surveys and focus groups.

19 In addition to working through the school guidelines, the family engagement staff does
20 the following to address two-way communication:

- 21 • provides parent workshops at Family Resource Centers to help families
22 improve the quality and effectiveness of conferences (as part of Epstein’s
23 type 2, communication);
- 24 • works with Culturally Relevant Pedagogy & Instruction department to
25 provide training for school site staff about communicating with families;
- 26 • works with student support departments to recruit and provide training to
27 empower families in communicating with schools, addressing concerns,
28 and advocating for students;

- 1 • provides parenting, leadership, and academic workshops at Family
2 Resource Centers to help families understand how to be effective in their
3 roles as partners in their children’s education;
- 4 • provides family engagement training at District leadership sessions;
- 5 • provides family and community engagement support to individual schools;
- 6 • solicits feedback about workshops or parent/guardian events, in the form
7 of surveys, at FRCs and District Events;
- 8 • provides culturally relevant and Six Types of Involvement training to
9 Family Resource Center staff.

10 In addition, the Family Resource Centers support SAIL work done by other departments
11 in the following ways:

- 12 • host family workshops at all centers presented by CRPI and student
13 services departments;
- 14 • work with these departments to inform and families for these workshops;
- 15 • provide information and assistance in recruiting families for other student
16 services events to support student academic success;
- 17 • partner with community organizations to provide parenting, academic,
18 health, and leadership workshops for families;
- 19 • work with Language Acquisition to provide interpreters at parent
20 workshops;
- 21 • provide a variety of parent workshops in Spanish;
- 22 • provide FRC workshop schedules and informational fliers in multiple
23 languages.

24 **D. Implementation of Guidelines At School Sites.**

25 The following outline describes the process for implementation of the school-
26 level guidelines described in the update. The guidelines describe the role of the
27 principal, school site personnel, regional assistant superintendents, and FACE staff in
28 the implementation. In summary, implementation responsibilities are as follows:

- 1 1. School site staff complete the tasks;
- 2 2. Site administrators ensure the tasks are completed;
- 3 3. Regional assistant superintendents hold site administrators accountable for
4 completion; and
- 5 4. FACE staff collects data from school sites, reports data to regional assistant
6 superintendents, and provides support to schools.

7 FACE uses monthly Family Engagement Reports from the school sites to track
8 implementation of the guidelines. The report includes information about specific events
9 including date, event title, brief description, an indication of the “type” of engagement,
10 according to Dr. Epstein’s Six Types of Family Engagement framework, participant
11 counts, and an indication of communication methods used by the site. The report also
12 includes a required task checklist, which includes required tasks as set forth in the
13 Family and Community Engagement Guidelines for School Sites. The schools provide
14 the date each task is completed for monthly, quarterly, once per semester, and annual
15 requirements. School sites submit the Family Engagement Report by the 10th of each
16 month. FACE staff reviews monthly reports, and contacts school site directly to address
17 any concerns such as data entry errors or missing data. To address concerns, one of the
18 following occurs:

- 19 a. Site staff immediately corrects report.
- 20 b. Coordinator provides telephone or email support to site staff.
- 21 c. Coordinator meets with site staff to provide support.
- 22 4. After completing the monthly review, FACE informs Regional Assistant
23 Superintendents of the Family Engagement Report status of all schools in their region.
 - 24 a. Regional Assistant Superintendents have access to all reports in Office365
25 at all times.
 - 26 b. FACE provides a monthly summary of each school’s status.

27 Thus, the District has an appropriate and proper system in place to ensure
28 implementation, support, and accountability.

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Conclusion

For the foregoing reasons, the District again respectfully submits that it has complied with the Court’s order, and requests that the Court recognize that the District is in unitary status with this aspect of its operations (USP § VII).

RESPECTFULLY SUBMITTED this 22nd day of January, 2018.

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CERTIFICATE OF SERVICE

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The foregoing document was filed with the Court electronically through the CM/ECF system this 22nd day of December, 2018, causing all parties or counsel to be served by electronic means, as more fully reflected in the Notice of Electronic Filing.

/s/ Diane Linn
Employee of Steptoe & Johnson LLP