

1 P. Bruce Converse (#005868)  
[bconverse@dickinsonwright.com](mailto:bconverse@dickinsonwright.com)  
2 Timothy W. Overton (#025669)  
[toverton@dickinsonwright.com](mailto:toverton@dickinsonwright.com)  
3 **DICKINSON WRIGHT PLLC**  
1850 N. Central Avenue, Suite 1400  
4 Phoenix, Arizona 85004-4568  
[courtdocs@dickinsonwright.com](mailto:courtdocs@dickinsonwright.com)  
5 Phone: (602) 285-5000  
Fax: (844) 670-6009

6 Robert S. Ross (#023430)  
7 [Robert.Ross@tusdl.org](mailto:Robert.Ross@tusdl.org)  
Samuel E. Brown (#027474)  
8 [Samuel.Brown@tusdl.org](mailto:Samuel.Brown@tusdl.org)

9 **TUCSON UNIFIED SCHOOL DISTRICT**  
**LEGAL DEPARTMENT**  
10 1010 East Tenth Street  
Tucson, Arizona 85719  
Phone: (520) 225-6040  
11 *Attorneys for defendant*  
*Tucson Unified School District No. 1*

12 **UNITED STATES DISTRICT COURT**  
13 **DISTRICT OF ARIZONA**

14 Roy and Josie Fisher, et al.,  
15 **Plaintiffs,**  
16 v.  
17 Tucson Unified School District No. 1, et al.,  
**Defendants.**

4:74-cv-0090-DCB  
(Lead Case)

18 Maria Mendoza, et al.,  
19 **Plaintiffs,**  
20 v.  
21 Tucson Unified School District No. 1, et al.,  
**Defendants.**

4:74-cv-0204 TUC DCB  
(Consolidated Case)

23 **SECOND SUPPLEMENTAL NOTICE AND REPORT OF COMPLIANCE:**  
24 **CERTIFICATION AND SUPPORT FOR BEGINNING TEACHERS**  
25 **(ORDERS 2123, 2217, AND 2273)**  
26

1 The Court directed the District to modify its certification and support processes for  
2 beginning teachers at racially concentrated or underperforming schools, in accordance  
3 with the terms of its orders (ECF 2123, 2217 and 2273). This second supplemental notice  
4 reports on the District's compliance with the Court's directives.

5 **A. Expansion of Strategies for Support for Beginning Teachers.**

6 The District has expanded the strategies of support for beginning teachers to  
7 include first and second year teachers, with beginning teachers receiving EOY  
8 evaluations at the end of the first year being retained in the District's teacher support  
9 programs until performing with "Basic" proficiency. The District has further added  
10 beginning teacher support specifically for first year teachers at racially-concentrated and  
11 underperforming schools. The District has incorporated additional sessions that will be  
12 added to the four-day induction orientation that are directly targeted to first year teachers  
13 at racially-concentrated and underreporting schools. Many of these sessions emphasize  
14 multicultural curriculum and culturally responsive pedagogy and practice. Moreover, the  
15 District will provide training sessions for teachers at racially concentrated and/or  
16 underperforming schools on trauma, culturally responsive classroom management and  
17 culturally inclusive environments. Additionally, first-year teachers at racially  
18 concentrated and/or underperforming sites will receive more time with their teacher  
19 mentors – a minimum of 2-4 hours per work compared to a minimum of 90 minutes.

20 The foregoing strategies are included in the Plan for First and Second Year  
21 Teachers attached hereto as Exhibit A.

22 **B. 2019-2020 Beginning Teacher Inventory.**

23 The District has prepared a 2019-2020 Beginning Teacher Inventory of all schools,  
24 attached as Exhibit B, and a Summary Report of the Inventory, set out in Exhibit C.  
25  
26

1 In September 2019, the District's Human Resources Department conducted an  
2 audit of the years-of-service records used to identify first-year teachers, during which it  
3 found several data entry errors including employees who were new to the classroom but  
4 not necessarily new to the District, and employees who were not first year teachers, but  
5 who were teaching for the first time in the District. As a result, the number of first and  
6 second year teachers is higher than previously reported. The District prepared the 2019-  
7 2020 Beginning Teacher Inventory uses the corrected classroom teacher data found in the  
8 audit.

9 The District takes this issue very seriously and steps have been taken to address  
10 the issue swiftly. To that end, several staff members have received disciplinary Letters of  
11 Direction, and three staff members chose to resign as a result. The Human Resources  
12 Department immediately provided additional training and are ensuring that employees  
13 are held accountable for their work. The District is currently recruiting for experienced,  
14 detail-oriented HR staff to fill those vacancies.

15 **C. Revised Study of Strategies for Support of First Year Teachers.**

16 The District has revised its study of strategies for Support of First Year Teachers  
17 to reflect the Court's directives. The revised study is attached hereto as Exhibit D.

18 **D. Revised Certification Form.**

19 The District has revised Certification Form attached as Exhibit E, to be completed  
20 whenever the District finds it necessary to hire a first year teacher for a position at certain  
21 schools.

22 **E. Sheltering Strategies**

23 The District has created summary of strategies for support for first year teachers,  
24 to make it absolutely clear that District support includes both sheltering and development  
25

1 strategies. The summary is attached as Exhibit F. The District is expressly providing  
2 training to principals and other leaders later this month to make sure that everyone is  
3 aware of the obligation to provide support strategies to first year teachers. A copy of the  
4 presentation materials for that training is attached as Exhibit G.

5 Accordingly, The District again respectfully submits that it has complied with the  
6 Court's orders, and requests that the Court grant partial unitary status in this area of  
7 District operations (USP IV.E).<sup>1</sup>

8 Dated this 10<sup>th</sup> day of October, 2019.

9 Respectfully submitted,

10 **DICKINSON WRIGHT PLLC,**

11 By: /s/ P. Bruce Converse  
12 P. Bruce Converse  
13 Timothy W. Overton  
14 **DICKINSON WRIGHT, PLLC**  
15 1850 N. Central Avenue, Suite 1400  
16 Phoenix, Arizona 85004-4568  
17 *Attorneys for Tucson Unified School*  
18 *District No. 1*

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23 <sup>1</sup> The District submits this notice and report without waiver of its objections that there is  
24 no basis in fact or law for continued federal court supervision of the District in this or any  
25 other area, including the requirement of preparing the attached study, given the findings  
26 of Judge Frey in 1978, subsequent rulings of this Court, and the record herein. The  
District recognizes that the Court has overruled these objections, and that they are the  
subject of a pending appeal before the 9th Circuit.

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**CERTIFICATE OF SERVICE**

The foregoing document was filed with the Court electronically through the CM/ECF system this 10th day of October, 2019, causing all parties or counsel to be served by electronic means, as more fully reflected in the Notice of Electronic Filing.

/s/ P. Bruce Converse  
Employee of Dickinson Wright PLLC