

**2020-21 USP BUDGET
FINAL DRAFT COVER LETTER**

June 24, 2020

A. CHECKLIST

Items	Section, Form, or Attachment
Effects of the global pandemic on the budget process	Section B
Changes from Draft 2	Section C
A rationale for any differences between the proposed 2020-21 and the 2019-20 allocated amounts, including a rationale for any non-incremental increase or decrease in funding for the activity during the current budget year (2019-20), if applicable	Section D
A summary of the proposed aggregated allocations broken out by allocation from 910G and all other USP related funding sources, by activity with the 2020-21 Proposed Allocation [Form 1-A], the 2019-20 Allocation [Form 1-B], and the variance between the 2020-21 proposed allocation and the 2019-20 allocation [Form 1-C]	Form 1-A Form 1-B Form 1-C
Proposed budget allocation for the activity in the proposed budget year (2020-21), the current budget year (2019-20), and the previous budget year (2018-19)	Form 2
Actual expenditures for each activity for the previous budget year (2018-19), allocations and projections for each activity for the current budget year (2019-20), proposed allocations for each activity for the proposed budget year (2020-21)	Form 5
910G budget detail, including proposed 2020-21 allocations, current year (2019-20) budgeted allocations, and comments relating to any position and/or program changes [Form 3] and specific line item allocations by department [Form 4]	Form 3 Form 4
USP budget criteria forms for each new or expanded program in the final draft of the budget that was not delineated in the Draft #1 narrative	N/A
Student support criteria forms for ongoing student support programs	N/A
Responses to Mendoza Plaintiffs' Budget RFIs	Attachment 1
Responses to Fisher Plaintiffs' Budget RFIs	Attachment 2
Responses to Special Master Comments	Attachment 3

B. EFFECTS OF THE GLOBAL PANDEMIC ON THE BUDGETING PROCESSES

This year's USP budget development process for the SY2020-21 USP Budget has been greatly affected by the COVID-19 pandemic. Over the months of March, April, and now into May and June, District resources have been prioritized towards addressing school closures, reallocating funding where most needed, creating online learning environments, and attempting to plan for the unknown future regarding summer school and the 2020-21 school year. At present, the District anticipates that non-910G funding levels will remain relatively similar to the current school year, but it is too early to finalize the entire non-910G budget as some department budgets still remain to be finalized.

Complicating the matter, the instructional model for the coming school year is also still under development and is being constantly revised as the situation on the ground evolves. Likewise, plans for professional learning are still being developed but cannot be finalized until the District has more information related to the structure of operations for SY2020-21. Accordingly, it is premature to develop or submit a PD Assessment.

C. CHANGES FROM DRAFT 2

There are no changes between Draft 2 and the Final Draft.

D. RATIONALES FOR MAJOR DIFFERENCES BETWEEN DRAFT 2 AND THE 2019-2020 FINAL USP BUDGET

There are no major differences between Draft 2 and the Final Draft. However, both drafts include a negative contingency of -\$700,864. The District is aware of a previous audit finding related to the use of a negative contingency. However, due to the Global Covid-19 pandemic, the District's enrollment projections are uncertain, as are the projected non-910g costs for the 2020-21 school year. As a result, the District will make adjustments accordingly after fall equalization to reallocate the negative contingency.

TUSD RFI #(s): 2785 - 2807
Estimated TUSD Staff Time:
Attachment(s):

-----Information above this line is to be completed by District Staff -----

TUSD Request for Information Form

RFI Instructions

1. TUSD will then assign each request its TUSD RFI number.
2. Provide the topic of the request (e.g., Corrective Action Plans)
3. Present the RFI in the form of one or more specific questions.
4. Optional: For every question/request on the form, please indicate include the reason(s) why the information being requested is needed.
5. Indicate the relevant section of the USP, court order, district report or other document (i.e., reference) that relates to RFI. Page numbers may be more appropriate in some instances).
6. Use a separate form for each specific topic about which information is being requested unless the answers to the questions posed are interdependent or relate to the same section of the document you are referencing (e.g., the USP).
7. Copy the TUSD email group “Deseg.”

Request for Information

Submitted by:	Lois Thompson and Juan Rodriguez for the Mendoza Plaintiffs
Submission Date:	May 19, 2020
Subject:	2020-21 USP Budget Draft 2; Meeting with the District on May 15, 2020
USP or Reference	Budget Process

The District’s RFI response # 2746 refers to a 910(G) consultant form.

- (1) **RFI #2785** - Please provide a copy of that form and all completed forms prepared for consultants paid with 910(G) funds in the 2019-20 budget year and anticipated to be paid with 910(G) funds in the 2020-21 budget year.

See Attachment 1-A, Consultant Form and Att. B, 2019-20 Consultant Forms. The form was revised on October 8, 2019 per the request of Dr. Hawley to add the following question, “How does this training integrate with the District’s Cultural Responsive Pedagogy and/or equity practices?” There are no forms yet available for the 2020-21 budget year.

During the budget meeting of May 15, 2020, there was discussion of the applications to attend the new Wakefield. See attached.

- (2) **RFI #2786** - Please provide the most up-to-date data on enrollment applications broken down by race and ethnicity.

We are still taking applications for Wakefield, and families are still deciding whether or not to accept offers. Such data is premature at this time.

- (3) **RFI #2787** - Has the District determined at which of Grijalva or White it will expand a second dual language kindergarten class in 2020-21, as referenced in RFI response # 2684?

Yes, White ES.

- (4) **RFI #2788** - Given the District's dual language expansion plan to have a "double strand TWDL program at Grijalva and White" "over the next five years" (Doc. 2258-1 at 1) and the fact that each of these schools has six grade levels (K-5) , why has the District not planned to introduce a second kindergarten dual language strand at each of these schools rather than at just one of these schools in 2020-21?

The District is focused on hiring, recruiting, and growing individual site enrollment one site at time, according to a specific schedule that is based on a myriad of factors, including facilities, budget capacity, and limited marketing and outreach – all of which is affected by the global pandemic.

- (5) **RFI #2789** - Does the District still anticipate it will accomplish double strands in these schools' dual language programs in five years?

Yes.

- (6) **RFI #2790** - Are Mendoza Plaintiffs correct in understanding that the reduced allocation for magnet school stipends reflects only reduced need in light of decreasing magnet school teacher vacancies, but not any reduction in the individual magnet stipends it awards to magnet teachers?

No, the District is considering reducing the amount of the individual magnet stipends to an amount that would still serve as an incentive to continue progress in filling magnet vacancies.

During the budget meeting of May 15, 2020, the District agreed to provide information concerning the identity and qualifications of the GATE consultant at Tully.

- (7) **RFI #2791** - Please provide that information.

Dr. Jason McIntosh has his PhD in Educational Psychology and Gifted and Talented Education from Purdue University. He is currently the Program Coordinator of Gifted Education for Washington Elementary School District in Glendale, AZ. Previously, he

taught in K-12 education in gifted and talented classrooms and also taught gifted education courses at the college level. He is the past president of the AAGT-Arizona Association for Gifted and Talented Board of Directors and has won the NAGC Curriculum Award for the third year in a row for his gifted education curriculum unit.

- (8) **RFI #2792** - Has the District determined if any schools in addition to Mansfeld require upgrades to their audio and visual tech to accommodate the use of iPads at the school?

Mansfield was awarded a Verizon grant along with two other schools. No other schools requested a reallocation in order to meet their audio and visual tech requirements.

- (9) **RFI #2793** - If so, are the costs for any such upgrades included in the 2020-21 910(G) budget?

N/A

Of all the magnet schools, Booth-Fickett appears to be the only school that is anticipated to receive less Title I funding in 2020-21 than it did this year.

- (10) **RFI #2794** - Please explain why that is the case.

This is not correct, Booth-Fickett's Title I funding was not reduced.

The Booth-Fickett magnet school plan indicates that it intends to continue use Imagine Learning "for intervention."

- (11) Given the school's very disappointing educational outcomes and the fact that virtually every other school in the District that had been using Imagine Learning determined to discontinue such use:

- (a) **RFI #2795** - Why is Booth-Fickett continuing to use Imagine Learning and...

Booth-Fickett is not continuing to use Imagine Learning.

- (b) **RFI #2796** - ...what evidence is there that it has been an effective "intervention" at Booth-Fickett?

N/A

The Borton magnet school plan includes a master teacher for this coming year (apparently as suggested by Dr. Hawley, based on a comment by the Superintendent at the budget meeting on May 15) but no longer includes a curriculum service provider as was the case this year.

- (12) **RFI #2797** - Does the District anticipate that the master teacher will also perform the functions that the curriculum service provider performed this year?

The master teacher has a much higher level of expertise than a CSP. The master teacher will perform many of the duties of a CSP.

- (13) **RFI #2798** - If not, how will those functions be performed and by whom in the 2020-21 plan?

The magnet coordinator will also fulfill some of those duties, as has been expected of them for the past two years. The MTSS facilitator will support the MTSS process.

The Borton magnet school plan includes \$15,000 for a consultant from the Southern AZ Regional Education Center with a description of the work to be undertaken by the consultant that is identical to the description in this year's Borton magnet school plan (at a budgeted cost of \$15,741).

- (14) **RFI #2799**- On what basis was it decided that the school should retain the same consultant to perform the same services as were performed this year?

Borton has used the consultant (Oakbridge Educational Consultants, through the SAREC) for Systems workshops, PBL workshops and literacy workshops. Borton will also use them for ELA PD for guided reading and alignment to Benchmark with Project Integration. Literacy is an area of need, particularly in grades K-2.

- (15) **RFI #2800** - What if any assessment or evaluation has been made of the consultant's work to determine that the consultant should again be retained?

Qualitative assessment is an ongoing process conducted by site and central leadership, as an expectation for all professional consultants. Each site has the autonomy to develop how feedback is utilized. In the future, more formalized processes will be used to assess and evaluate the effectiveness of professional consultants as a component of forming data-driven decisions. Through classroom walkthroughs and observation checklists, we can see the strategies being implemented. Teacher feedback has also been positive.

- (16) **RFI #2801** - Please provide a copy of the 910(G) consultant form for this consultant if it was not provided in response to the RFI set forth above.

See Attachment 1-B, pages 103-107.

Both the current and the 2020-21 Mansfield magnet school plan state that 7 FTE magnet teachers are required to support the 7th period day and PLC-CTT time. The current plan includes funding for those teachers but the 2020-21 plan provides funding for only 5.9 such teachers.

- (17) **RFI #2802** - On what basis was it determined to reduce the number of teachers to support the 7th period day and PLC-CTT time?

Supplemental funding for seven-period day is based on formula.

The Palo Verde magnet school plan includes references to a 7th period day. Mendoza Plaintiffs anticipate that that plan therefore must be revised.

- (18) **RFI #2803** - Please provide a copy of that revised plan (and revised budget) as soon as it is available and explain how what was to have been the purpose of the 7th period day, particularly with respect to professional development and collaboration among teachers, is proposed to be addressed during the 2020-21 school year.

See Attached 1-C, revised plan. The purpose of the 7th period day, to facilitate PLCs and teacher collaboration, will be met as follows:

- **The leadership team will form a Guiding Coalition that will lead the PLC-CTT process to both recognize positive results and to identify/resolve any implementation challenges. The Guiding Coalition will meet every other week outside of the school day for added duty compensation.**
- **PLC-CTTs will meet during regularly scheduled Wed. PD time once per month**
- **Monthly, half-day pullouts for ELA and Math teachers**

It appears to the Mendoza Plaintiffs that the number of AVID teachers will be reduced from two this year to one next year.

- (19) **RFI #2804** - Is this correct? If not, where can the funding for the two AVID teachers be found?

No, the teachers will be funded, though it may be from a different source based on enrollment configurations: if M&O can cover the cost, it will; if the District finds efficiencies through sites' master schedules, it may use those efficiencies to cover the cost of AVID teachers.

- (20) **RFI #2805** - If Mendoza Plaintiffs are correct, what is the rationale for reducing the number of AVID teachers and will there also be a reduction in the number of students participating in the AVID program from 2019-20 to 2020-21?

N/A

This year, the Tully magnet school plan funded two FTE magnet school teachers based on an extensive description of the importance of arts education and a description of the activities in which the two teachers would engage. The 2020-21 plan has eliminated those teachers and their activities. Instead, the 2020-21 plan appears to substitute one PE teacher.

- (21) **RFI #2806** - Why does the District plan to eliminate the two art education teachers from Tully?

These positions have not been eliminated. Tully is keeping the PE teacher position and we are reallocating the funds for the second art teacher to add an RTI intervention teacher in place of the second art teacher.

(22) **RFI #2807** - On what basis did it determine to fund in their place, one PE teacher?

See above- we had a PE teacher last year and will continue this for the upcoming school year.

ATTACHMENT 1-A

Justification for 910-G Funded Outside Consultants Form

Date: _____
 Contact Person: _____
 Contact Phone: _____

Deseg Office	
Approved	Date

1. Requester / School Site or Department: _____
2. Vendor with all relevant specific names (*Ex: Avid Central; Denise Baker*): _____
3. What is the cost? (*Ex: \$5,000.00*): _____
4. Who is the target audience? (*Ex: The training will be provided to all middle school ELA teachers.*): _____
5. What are the dates or timeline? (*Ex: Six hours each day on September 5 & 6.*): _____

USP/Deseg Justification

1. Describe how the outside consultant will further the objectives of the USP or related matter (*Court order or Action Plan*) and, Provide the relevant USP section or related matter (Action Plan, Court Order) that justifies the use of Deseg funds. (*Ex: an AVID consultant for ALE would be justified by USP section V(A)(2)(v)*): _____

Consultant Services

2. What services will the outside consultant provide? What are the expected outcomes from these services?

3. Are there any follow-up activities planned for after the initial training? _____
4. Is the consultant providing direct training (directly to staff) or building system capacity (*Training-the-trainer model*)? _____
5. Is this training aligned with any on-going District initiatives? If yes, please describe how this training aligns with the initiative (*including whether the training has been, or is scheduled to be, reviewed by the internal CR committee*). _____
6. How does this training integrate with the District’s Cultural Responsive Pedagogy and/or equity practices? (*Ex: Share SPARKS instructional framework, meet with CRPI or Multicultural department, share TUSD Multicultural Education model*) _____

Deseg Budget

7. Was this budgeted in the Deseg budget? _____ If no, please explain. _____
8. If you are moving the funds from another budget line, explain why it is not needed in the original line.

9. Attach any relevant documents. (*Ex: quote, description of workshop, scope of services, etc.*)

ATTACHMENT 1-B

Justification for 910-G Funded Outside Consultants Form
Date: 11/27/19Contact Person: Margaret OrantesContact Phone: 225-4644

Deseg Office	
Approved <u>[Signature]</u>	Date <u>12.11.19</u>

1. Requester / School Site or Department: Language Acquisition Department
2. Vendor with all relevant specific names (Ex: Avid Central; Denise Baker): ALAS (Academic Language Advocacy Services Inc.)
3. What is the cost? (Ex: \$5,000.00): \$17,050
4. Who is the target audience? (Ex: The training will be provided to all middle school ELA teachers.): Dual Language Teachers
5. What are the dates or timeline? (Ex: Six hours each day on September 5 & 6.): (tent) March 9-13, 2020, 5 full days, 7 hours each day

USP/Deseg Justification

1. Describe how the outside consultant will further the objectives of the USP or related matter (Court order or Action Plan) and, Provide the relevant USP section or related matter (Action Plan, Court Order) that justifies the use of Deseg funds. (Ex: an AVID consultant for ALE would be justified by USP section V(A)(2)(v)): The GLAD (Guided Language Acquisition Design) Project Training Tier I is part of the Two Way Dual Language action plan as per Activity V.4 Build/Expand Dual Language Programs UPS Section V.C.1

Consultant Services

2. What services will the outside consultant provide? What are the expected outcomes from these services? The Tier I Training includes a 2-Day Research and Theory Workshop where participants will have the opportunity to dialogue and learn with other professionals in the field about the research that supports the Project GLAD® Training Model and its development, planning, and support. An introduction to Project GLAD® units and exposure to effective teaching strategies is examined in depth.
3. Are there any follow-up activities planned for after the initial training? Following this workshop, participants will attend the 3 Day teaching Demonstration Session. The Demonstration Sessions are unique opportunities for teachers to observe students in classrooms utilizing the strategies with an certified Project GLAD® trainer. The participants will be supported by an Project GLAD® trainer who will facilitate a deeper understanding of the strategies, their variations, and engage participants in meaningful conversations around the Project GLAD.Training Model. During the afternoons of the Demonstration Sessions, participants will be able to start planning and preparing materials to use in their own classroom right away to effectively support application and implementation. Follow-up support is also an integral part of this process.
4. Is the consultant providing direct training (directly to staff) or building system capacity (Training-the-trainer model)? Yes, direct training and some teachers will receive Training-the-trainer model as well.

Justification for 910-G Funded Outside Consultants Form

5. Is this training aligned with any on-going District initiatives? If yes, please describe how this training aligns with the initiative *(including whether the training has been, or is scheduled to be, reviewed by the internal CR committee)*. No

6. How does this training integrate with the District's Cultural Responsive Pedagogy and/or equity practices?*(Ex: Share SPARKS instructional framework, meet with CRPI or Multicultural department, share TUSD Multicultural Education model)* As part of the Two-Way Dual Language program goals, GLAD (Guided Language Acquisition Design) Project, will share the SPARKS framework and will be presented in the training which also focuses on promoting high academic achievement, bilingualism and biliteracy and cross cultural competencies. The strategies promote student centered learning, positive learning communities, linguistic relevance and critical thinking.

Deseg Budget

7. Was this budgeted in the Deseg budget? Yes If no, please explain. _____

8. If you are moving the funds from another budget line, explain why it is not needed in the original line. Moving over-projected monies currently in the Instructional Aids to the appropriate account to cover for the consultant expense required.

9. Attach any relevant documents. *(Ex: quote, description of workshop, scope of services, etc.)*

Federico, Adelina

From: Manzano, Anna
Sent: Friday, August 23, 2019 12:07 PM
To: Federico, Adelina; Orantes, Margaret
Subject: FW: Request for quotation

Here is the first proposal for GLAD training.
Anna

From: Diana Hernandez [mailto:diana.hernandez@give-alas.com]
Sent: Friday, August 23, 2019 10:05 AM
To: Manzano, Anna <Anna.Manzano@tusd1.org>; Omar Guillen <omar.guillen@give-alas.com>
Subject: Re: Request for quotation

Anna,

Thank you for your email and request. I notice that you put it 2 day and 4 day demonstration. We are currently changing the format of the training BASED ON FEEDBACK from our districts. Districts seem to be responding well, and we will like to implement this new format as follows:

Day 1 Workshop/Research and Theory

Day 2-4 3 day classroom demonstration

Day 5 Planning and implementation with teachers only!

Teachers following this format will still receive their Tier I Certificate of completion.

Let me know your thoughts! It will also save the district money because it will only be one travel fee as this training will be done in one session.

Also, this facilitates the need to finding substitutes. If you like this format, please resend me the request for quotation with this lay out. Otherwise, I can send you the quotation above. Let me know!

Thank you!

Diana

If you are able to provide this professional development request then please complete the table below. If you cannot or do not provide this service please indicate by completing the line below where appropriate. *

Description of Training	Rates/Fees	Travel Expenses (food, hotel, airfare- or specify if these cost will not be included)	Fees for any materials	Any additional fees
<p>The Tier I Training includes a 2-Day Research and Theory Workshop where participants will have the opportunity to dialogue and learn with other professionals in the field about the research that supports the Project GLAD® Training Model and its development, planning, and support. An introduction to Project GLAD® units and exposure to effective teaching strategies is examined in depth. Following this workshop, participants will attend the 3</p> <p>Day teaching Demonstration Session. The Demonstration Sessions are unique opportunities for teachers to</p>	<p>Number of participants: <u>25-30</u> at \$1,025.00 per person</p>			

observe students in classrooms utilizing the strategies with an certified Project GLAD® trainer. The participants will be supported by an Project GLAD® trainer who will facilitate a deeper understanding of the strategies, their variations, and engage participants in meaningful conversations around the Project GLAD® Training Model. During the afternoons of the Demonstration Sessions, participants will be able to start planning and preparing materials to use in their own classroom right away to effectively support application and implementation. Follow-up support is also an integral part of this process.

Air Fair: 1 trip 2 trainers @ \$500 =\$1,000	Project GLAD® en español guias suplementarias \$25 each	Shipping for instruction materials: 2-day workshops at \$400.00
Hotel: 5 days 2 trainers @ \$200 per day =\$2,000	Printed Units and handouts @ \$25 each	Shipping for instruction materials: classroom demonstration at \$400.00
Rental Car: 5 days 1 car @ \$150 per day = \$750		transportation fee: Uber/Lyft to and from airport and public parking fee \$100 per trainer = \$200.00
Food: 5 days 2 trainers @ \$55 per day= \$550		

On Thu, Aug 22, 2019 at 3:24 PM Manzano, Anna <Anna.Manzano@tusd1.org> wrote:

Below is a request for quotation for professional development services.

Scope of Work	Intended Audience	Dates	Times
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Design, develop and implement a comprehensive training program focusing on accentuating biliteracy, multiliteracy and bilingual education research based instructional strategies. Specifically designed to support Spanish Dual Immersion teachers and English Language Development teachers. A specific focus on creating a learning environment that both builds knowledge on Dual Immersion principles and programs, while delivering strategies and content in Spanish by bilingual certificated teacher trainers in Spanish with the goal of providing certification in Tier 1 GLAD (Guided Language Acquisition by Design) training.	25-30 Dual Language and English Language Development Teachers Kindergarten-8 th grade	2 day session Research and Theory	8:00-4:00
	Language Acquisition coaches Dual Language Itinerant Teachers	4 day session Discipline specific classroom demonstrations	

If you are able to provide this professional development request then please complete the table below. If you cannot or do not provide this service please indicate by completing the line below where appropriate. *

Description of Training	Rates/Fees	Travel Expenses (food, hotel, airfare- or specify if these cost will not be included)	Fees for any materials	Any additional fees
* _____ We do not or cannot offer this service on the dated specified.	Name:		Address:	

Thank you for your attention to our professional development request. We ask that you respond by Friday September 6, 2019.

TUCSON UNIFIED
SCHOOL DISTRICT

Justification for 910G-Funded Consultants Form

Date: July 29, 2019

Contact Person: Tonya Strozier

Contact Phone: 225-1600

MS
8/16/19

1. Requester / School Site or Department: Holladay Magnet
2. Vendor with all relevant specific names (Ex: Avid Central; Denise Baker): Associates for Educational Success
3. What is the cost? (Ex: \$5,000.00): \$4,400.00
4. Who is the target audience? (Ex: The training will be provided to all middle school ELA teachers.): Teachers
5. What are the dates or timeline? (Ex: Six hours each day on September 5 & 6.): September 30, November 1, December 10, 2019 and January 8, 2020.

USP/Deseg Justification

1. Describe how the outside consultant will further the objectives of the USP or related matter (Court order or Action Plan).

Provide the relevant USP section or related matter (Action Plan, Court Order) that justifies the use of Deseg funds. (Ex: an AVID consultant for ALE would be justified by USP section V(A)(2)(v)):

USP II.E.3 "The District shall ensure that administrators and certificated staff in magnet schools and programs have the expertise and training necessary to ensure successful implementation of the magnet." The consultant will provide training to Holladay's staff in math.

Consultant Services

2. What services will the outside consultant provide? What are the expected outcomes from these services? The consultant will provide training in math that addresses instructional strategies. We expect staff capacity to be built in to better provide differentiated instruction and culturally responsive curriculum. (see attached for additional description of services).
3. Are there any follow-up activities planned for after the initial training? Principal will conduct observations and walkthroughs.
4. Is the consultant providing direct training (directly to staff) or building system capacity (Training-the-trainer model)? Direct training.
5. Is this training aligned with any on-going District initiatives? If yes, please describe how this training aligns with the initiative (including whether the training has been, or is

Internal Approval Process for 910G-Funded Consultants

TUCSON UNIFIED
SCHOOL DISTRICT

Justification for 910G-Funded Consultants Form
scheduled to be, reviewed by the internal CR committee). The training addresses the following Superintendent Goals: Increase student achievement.

Deseg Budget

6. Was this budgeted in the Deseg budget? Yes If no, please explain. _____
7. If you are moving the funds from another budget line, explain why it is not needed in the original line. NO
8. Attach any relevant documents. (*Ex: quote, description of workshop, scope of services, etc.*)

Internal Approval Process for 910G-Funded Consultants

Associates for Educational Success

July 27, 2019

To Whom it May Concern:

The information in this document is in response to a request to provide a proposal for Mathematics Professional Development Consulting Services for Holladay Magnet School during **SY 2019-2020** from Associates for Educational Success. This document outlines the specifics of the work that Associates for Educational Success plans to perform.

Associates for Educational Success is a small minority-owned and woman-owned business, which prides itself on student achievement improvement through high quality research-based, school-specific, collaborative approaches to professional development. Associates for Educational Success has supported a wide range of districts across the nation. Schools with second language learners, schools with students of poverty, and schools with diverse cultures have experienced significant increases in academic achievement, using our services and systems of leadership, teaching and content priorities.

Consultants from Associates for Educational Success are trained to model best instructional strategies, to use effective coaching strategies, gather and monitor formative and summative data, and support professional learning communities to allow students to blossom as confident problem solvers and capable mathematicians. AES consultants support leadership and coaches to move schools toward the fundamental change that is necessary for all students to succeed. The goal is teacher implementation, intentional instruction, and students with high-level knowledge and skills, and the ability to think critically and to persevere.

Many teachers across the country must relearn mathematics and how to teach mathematics as the Common Core content standards and the Standards for Mathematical Practice increase expectations for both rigor and depth of knowledge. Similar challenges exist as teachers implement ELA standards. Associates for Educational Success prides itself on its step-by-step, doable process that supports teachers, coaches, students, and principals on the journey to significantly improved student achievement in mathematics.

<u>Company:</u>	Associates for Educational Success
<u>Address:</u>	190 S. Calle Chaparita, Tucson, AZ 85716
<u>County:</u>	Pima
<u>Contact person:</u>	Chris Confer or Marco Ramirez
<u>Phone:</u>	520-991-5714; 520.904-1530
<u>Fax:</u>	520.327.7434
<u>E-mail address:</u>	chris@mathpd.com or marco@mathpd.com
<u>TUSD RFP:</u>	17-13-21: Consultant Services for Systemic Approach to Building Instructional Expertise and Instructional Leadership

Goals: Continue a doable, practical, accessible math instruction improvement process that translates into intentional classroom practices with significant increases in student learning.

- Develop a tight Tier I “System of Practice” using high-yield instructional strategies including Anchor Charts, Math Notebooks, Talk Moves and Discourse Strategies, Engagement Strategies, incorporating them into consistent classroom instruction
 - Develop instructional strategies for conceptual understanding and procedural fluency
 - Develop instructional strategies for developing Mathematical Practices in students
 - Develop instructional strategies for incorporating visual models and manipulatives
 - Develop instructional strategies for rigorous vocabulary expansion, writing, and discourse in the classroom
- Develop a school-wide “System of Practice” for Priority Strategies and Skills.
 - Follow-up on using data from “Math Strategy Logs” (Red Folders) for intervention and instructional next-steps
 - Build system for Priority Fact “Bucket” Skills: Which quarter? Which resources? How do we track? How do students self-monitor for growth and goal-setting?
- Develop a school-wide “System of Practice” for Problem Solving.
 - Follow-up on consistency of use.
 - Maintain or build student “agency.” Provide students with opportunities to regularly solve problems collaboratively—three-part lesson with math summit at the end.
- Support teachers with EngageNY materials, so that they are empowered to use lessons at a high level with a focus on achieving “The End in Mind” using Backward Design.
 - What are we learning from our exit tickets? What are our instructional next-steps?
- Develop deep understanding of the Common Core Mathematics Standards through unpacking and prioritizing content using the Knowledge Package.
- Develop clear “next steps” with teachers, and support mentors and principal in providing follow through in the classroom. Support mentors in developing an observation protocol.
 - Monitor use of Look-Fors. How is the document being used? How is the data being used and how do we respond to it as a system?

Cost Proposal Flat fee cost 4 days x \$1,100 per day = \$4,400.

Includes all expenses: travel expenses, materials, and consultant fees.

Should you have any questions, please contact either Chris Confer or Marco Ramirez

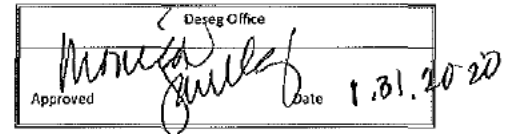
Sanchez, Monica

From: Cephers, Telishus
Sent: Friday, August 16, 2019 9:01 AM
To: Sanchez, Monica
Cc: Strozier, Tonya
Subject: AES Quote ans Dates
Attachments: Holladay_Magnet_AES_Quote_2019-2020.doc

Hi Monica

Attached is the quote for AES and the dates are Sept 30th, Nov. 1st, December 10th and January 8, 2020.

Thanks

Justification for 910-G Funded Outside Consultants Form
Date: 1/28/2020Contact Person: Heidi ArandaContact Phone: 520-225-4923

1. Requester / School Site or Department: Curriculum Development
2. Vendor with all relevant specific names (Ex: Avid Central; Denise Baker): Bright Morning, Noelle Apostol Colin
3. What is the cost? (Ex: \$5,000.00): \$18,000
4. Who is the target audience? (Ex: The training will be provided to all middle school ELA teachers.): K-12 Instructional Support (CSP's, mentors, PDATs)
5. What are the dates or timeline? (Ex: Six hours each day on September 5 & 6.): February 12-13, 2020

USP/Deseg Justification

1. Describe how the outside consultant will further the objectives of the USP or related matter (Court order or Action Plan) and, Provide the relevant USP section or related matter (Action Plan, Court Order) that justifies the use of Deseg funds. (Ex: an AVID consultant for ALE would be justified by USP section V(A)(2)(v)):
USP Section IV(I) (1&4)
Bright Morning will be providing essential training to our Instructional Support personnel so that they are able to support the work of PLC's. This base of Instructional Support will then train Administrators as well as Mentors and New Teachers.

Consultant Services

2. What services will the outside consultant provide? What are the expected outcomes from these services?
They will have the foundational level training "The Essentials of the Art of Coaching". This training provides our Instructional Support personnel the tools to effectively support goal setting, professional development and data informed practice. The description of this training is "What are the basics of transformational coaching? What distinguishes this coaching model from other approaches? How can I start using this model now? This 2day training focuses on the coaching conversation and supports coaches, teachers, and administrators in building the skill and capacity of other educators. Participants leave with a deeper understanding of transformational coaching. Activities include: observing masterful coaching, refining listening strategies, applying analytical frameworks, and practicing different kinds of coaching conversations.
3. Are there any follow-up activities planned for after the initial training? Yes, we will bring back Bright Morning for Administrators as well as a ongoing training for CIPDA participants.
4. Is the consultant providing direct training (directly to staff) or building system capacity (Training-the-trainer model)? They will be doing both.

Justification for 910-G Funded Outside Consultants Form

5. Is this training aligned with any on-going District initiatives? If yes, please describe how this training aligns with the initiative (*including whether the training has been, or is scheduled to be, reviewed by the internal CR committee*). Absolutely, our district initiatives of improving Tier 1 instruction and Professional Learning Communities. This training will provide us with a framework for coaching

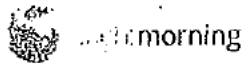
6. How does this training integrate with the District's Cultural Responsive Pedagogy and/or equity practices?(*Ex: Share SPARKS instructional framework, meet with CRPI or Multicultural department, share TUSD Multicultural Education model*) The training is integrated with Culturally Responsive Instruction as it stands apart from other coaching frameworks with its emphasis on coaching for equitable practices. The CRPI deptment vetted all materials and participated in the conversations with the vendor as we vetted their services.

Deseg Budget

7. Was this budgeted in the Deseg budget? yes If no, please explain. _____

8. If you are moving the funds from another budget line, explain why it is not needed in the original line.

9. Attach any relevant documents. (*Ex: quote, description of workshop, scope of services, etc.*)



Tucson Unified School District - Essentials of the Art of Coaching

Prepared on January 28, 2020 - Reference: 20200128-105120951

For Tucson Unified School District - Heidi Aranda - [Show details](#)

Comments

- Please note that we can hold the dates that we've offered you for one week. If we do not hear back from you after that week, we will release these dates.
- We will continue to hold the dates for you for one month while the contract is being developed. If we do not receive the contract within a month of having agreed upon the quote, we will release the dates.
- Please respond with questions, modification and/or acceptance of this quote via email.
- When accepted, use this quote to generate a contract. If your organization does not have contracts for external consultants, we have included signature lines for the client and consultant.
- Acceptance of this quote as indicated by your signature below constitutes a binding contract.

Debbie Daly - Client Support Specialist at Bright Morning Consulting

Products & Services

Essentials of the Art of Coaching Direct Hire Worksop

1 x \$13,000.00

Two day Essentials of the Art of Coaching workshop

February 12 & 13, 2020

Facilitated by Noelle Apostol Colin

8:30am-3:30pm each day

Essentials of Art of Coaching Materials 100 x \$50.00

Per participant materials cost. This includes both workshop workbook and a copy of the The Art of Coaching.

One-time subtotal \$18,000.00

Total \$18,000.00

This quote expires on February 17, 2020.

Purchase Terms

Estimated number of participants: 100

Cost quoted is based on estimated number of participants. Final fee will be calculated upon receipt of final participant count provided by host. Updated invoice will follow.

This quote is inclusive of presenter travel fees.

Payment due upon completion of service.

Signature

Date

Printed name

Sanchez, Monica

From: Taylor, Martha
Sent: Friday, January 31, 2020 9:59 AM
To: Sanchez, Monica
Subject: Re: Bright Morning Consulting - Purchase Req 516430

Approved.

Sent from my iPhone

On Jan 31, 2020, at 9:55 AM, Sanchez, Monica <Monica.Sanchez@tusd1.org> wrote:

Hello Martha,
Can you please review this and give me a verbal approval so that Nancy can process the requisition today.

Thank you, Monica

From: Rowe, Elizabeth <Elizabeth.Rowe@tusd1.org>
Sent: Thursday, January 30, 2020 9:31 AM
To: Sanchez, Monica <Monica.Sanchez@tusd1.org>
Cc: Mueller, Nancy <Nancy.Mueller@tusd1.org>
Subject: FW: Bright Morning Consulting - Purchase Req 516430

Good Morning, Monica,

Attached is our completed Deseg Justification Form for contractual services. Please let me know if additional information will be required.

Sincerely,

Liz Rowe

Curriculum & Professional Development

elizabeth.rowe@tusd1.org (520) 225-6204

<image001.png>

Confidentiality Notice: This e-mail may contain confidential or privileged information. If you think you have received this e-mail in error, please advise the sender by reply e-mail and then delete this e-mail immediately.



Go Green! Please consider the environment before printing this email

<image002.jpg>

TUCSON UNIFIED
SCHOOL DISTRICT

NT
9/16/19

Justification for 910G-Funded Consultants Form

Date: September 10, 2019
Contact Person: Jimmy Hart
Contact Phone: 520-584-7500

1. Requester / School Site or Department: African American Student Services
2. Vendor with all relevant specific names (Ex: Avid Central; Denise Baker): Calvin Terrell DBA Social Centric
3. What is the cost? (Ex: \$5,000.00): \$5,000
4. Who is the target audience? (Ex: The training will be provided to all middle school ELA teachers.): The training will be provided to Magee MS Staff.
5. What are the dates or timeline? (Ex: Six hours each day on September 5 & 6.): October 1 and October 2, 2019

USP/Deseg Justification

1. Describe how the outside consultant will further the objectives of the USP or related matter (Court order or Action Plan).

Provide the relevant USP section or related matter (Action Plan, Court Order) that justifies the use of Deseg funds. (Ex: an AVID consultant for ALE would be justified by USP section V(A)(2)(v)):

Mr. Terrell's work with encompass professional development for teachers in the area of student engagement and support, and inclusive learning environments (V. Quality of Education; IV.J. Professional Development). Mr. Terrell will work with the Magee teaching staff through the school PLC meeting times on October 1, 2019, and will provide whole-group PD on October 2, 2019 during the Wednesday PD schedule. Mr. Terrell will also host a parent and student community forum on the evening of October 1, 2019 to discuss issues of race and diversity with the Magee School community.

Consultant Services

2. What services will the outside consultant provide? What are the expected outcomes from these services? On Tuesday, 10/1/2019 Mr. Terrell will meet with each PLC team to engage staff in frank, yet elevated dialogue about perceptions with regard to race and its intersectional impact on identities, beliefs about behavior, and interaction with students. These conversations, along with an evening school- community event, will culminate in a whole-group Wednesday PD with all teachers and administrators. The focus of this PD will be about unlearning bias, bigotry, and various prejudices within the lens of race and diversity. Educators will be coached on simple meaningful ways to establish learning environments where power is shared and all peoples are treated with dignity and valued. On Tuesday evening, 10/1/2109 from 6pm to 8pm, Calvin will engage the Magee community educators/students/parents/guardians, in an engaging conversation about anti-blackness, anti-indigeneity, othering, internalized oppression, xenophobia, and

Internal Approval Process for 910G-Funded Consultants

TUCSON UNIFIED
SCHOOL DISTRICT

Justification for 910G-Funded Consultants Form

navigating racism. This event is meant to broker honesty and invite community members to collaborate with Magee MS to constructively confront oppression, racial disparities, and be part of racial healing. Calvin will spend the earlier part of the day in extended PLCs.

3. On Wednesday, 10/2/19, Mr. Terrell will provide whole-group PD for all teachers and administrators at Magee MS.
4. Are there any follow-up activities planned for after the initial training? This will be a collaboration with African American Student Services and the Student Relations Department for follow-up.
5. Is the consultant providing direct training (directly to staff) or building system capacity (Training-the-trainer model)? Direct training with strategies for teachers to interact with diverse students.
6. Is this training aligned with any on-going District initiatives? If yes, please describe how this training aligns with the initiative (including whether the training has been, or is scheduled to be, reviewed by the internal CR committee). We will submit the PD objectives to the internal CR committee for review. The training is connected to currently provided culturally relevant and responsive teaching practices.

Deseg Budget

7. Was this budgeted in the Deseg budget? Yes If no, please explain. _____
8. If you are moving the funds from another budget line, explain why it is not needed in the original line. N/A
9. Attach any relevant documents. (*Ex: quote, description of workshop, scope of services, etc.*)

Internal Approval Process for 910G-Funded Consultants

Scope of Services

Calvin Terrell will provide the following services for Magee middle school on October 1st and 2nd of 2019.

Racial healing conversations in PLCs and coaching with admin. 10/1 and 2/19

On Tuesday, 10/1 and Wednesday, 10/2, Calvin will visit Magee PLCs to engage staff in frank, yet elevated dialogue about perceptions with regards to race and its intersectional impact on identities, as well as beliefs about behavior. These conversations, as well as the community event, will culminate in the Wednesday PD. The focus of this PD will be about unlearning bias, bigotry, and various prejudices within the lens of racial supremacy and inferiority. Educators will be coached on simple meaningful ways to establish learning environment where power is shared and all peoples are treated with dignity.

Community Meeting: 10/1/19

On Tuesday evening, from 6pm to 8pm, Calvin will engage Magee parents/guardians, in an engaging conversation about anti-blackness, anti-indigeneity, othering, internalized oppression, xenophobia, and navigating racism. This event is meant to broker honesty and invite community members to collaborate with TUHSD to constructively confront oppression, racial disparities, and be part of racial healing. Calvin will spend the earlier part of the day in extended PLCs.

FEE SCHEDULE:

\$5000

TUCSON UNIFIED
SCHOOL DISTRICT

Justification for 910G-Funded Consultants Form

Date: September 10, 2019
Contact Person: Jimmy Hart
Contact Phone: 520-584-7500

MT
9.25.19

1. Requester / School Site or Department: African American Student Services
2. Vendor with all relevant specific names (Ex: Avid Central; Denise Baker): Calvin Terrell DBA Social Centric
3. What is the cost? (Ex: \$5,000.00): \$2,500
4. Who is the target audience? (Ex: The training will be provided to all middle school ELA teachers.): The training will target African American Parents, Students and Educators across the District.
5. What are the dates or timeline? (Ex: Six hours each day on September 5 & 6.): October 19, 2019

USP/Deseg Justification

1. Describe how the outside consultant will further the objectives of the USP or related matter (Court order or Action Plan).

Provide the relevant USP section or related matter (Action Plan, Court Order) that justifies the use of Deseg funds. (Ex: an AVID consultant for ALE would be justified by USP section V(A)(2)(v)):

Mr. Terrell's work with encompass parent and student engagement (VII.D Parent/Family and Community Engagement) and student supports (V.E. Quality of Education - Student Engagement and Support). AASSD will host a family event as part of our required quarterly parent information events (V. Quality of Education - quarterly parent information events).

Consultant Services

2. What services will the outside consultant provide? What are the expected outcomes from these services? October 19, 2019. In collaboration with TUSD's African American Student Services and several community organizations, we will host a family, student, community event. Mr. Terrell will serve as the keynote speaker addressing parent Advocacy, Engagement & Student Success. Mr. Terrell will engage a multigenerational gathering of children, youth, adults, and elders in activities and discussions related to "passive" vs "engaged" approaches to education, communication, and community building. Mr. Terrell will host a two-hour keynote from 9-11am and practical strategies for advocacy from 12-2pm for parents and students.
3. Are there any follow-up activities planned for after the initial training? Yes, continued parent, student, quarterly information sessions.

Internal Approval Process for 910G-Funded Consultants

TUCSON UNIFIED
SCHOOL DISTRICT

Justification for 910G-Funded Consultants Form

4. Is the consultant providing direct training (directly to staff) or building system capacity (Training-the-trainer model)? No

5. Is this training aligned with any on-going District initiatives? If yes, please describe how this training aligns with the initiative (including whether the training has been, or is scheduled to be, reviewed by the internal CR committee). No review. However, the event is aligned to the requirements of the USP for parent engagement.

Deseg Budget

6. Was this budgeted in the Deseg budget? Yes If no, please explain. _____

7. If you are moving the funds from another budget line, explain why it is not needed in the original line. N/A

8. Attach any relevant documents. (*Ex: quote, description of workshop, scope of services, etc.*)

Internal Approval Process for 910G-Funded Consultants

Scope of Services

Calvin Terrell will provide the following services for AASSD of TUSD on October 19, 2019.

Family Re-Union: Advocacy, Engagement & Student Success

Calvin will engage a multigenerational gathering of African American children, youth, adults, and elders in activities and discussions related to “passive” vs “engaged” approaches to education, communication, and community building. In park-like outdoor setting with “barbecue” feel, family and friends will be facilitated in cooperative activities, joyful musical or dance expressions, and simple yet profound dialogues all related to effective advocacy within public schools. These activities will be processed by facilitated Q&A lead by Calvin, as well as training on media literacy called “Entertained not Engineered.”

FEE SCHEDULE:

\$2500

African American Student Services

presents

Family Re-Union:

Advocacy, Engagement & Strategies for Success



Calvin Terrell

Calvin will engage and inspire relational gathering of children, youth, adults, and elders in activities and discussions related to "parenting as engaged" approach to education, communication, and community building. He will facilitate outdoor setting with "connect" all around and friends will be facilitated operative activities, joyful musical or dance activities, and simple yet profound dialogues all facilitated by Calvin, as well as training on media literacy called "Entertained not Engineered."

South-Central

**Southwest Institute
of Leadership**

Saturday, October 19th

9:00am - 11:00am & 12:00pm - 2:00pm

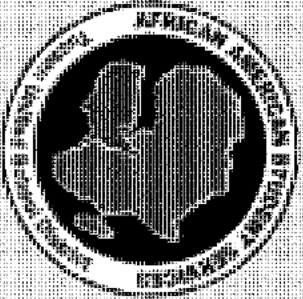
Quincy Douglas Center - 1575 E 36th Street, Tucson, AZ 85731

Questions & Comments

Jeff Sawyer

Program Specialist, Family & Community Engagement

P: (520) 609-7943 • E: Jeffrey.sawyer@iussd1.org



TUCSON UNIFIED
SCHOOL DISTRICT

Justification for 910G-Funded Consultants Form

Date: 7/15/2019

Contact Person: Janna Acevedo

Contact Phone: 225-6712

mt
7-16-19

1. Requester / School Site or Department: Magnet
2. Vendor with all relevant specific names (Ex: Avid Central; Denise Baker): Cathy Comstock
3. What is the cost? (Ex: \$5,000.00): 69,000
4. Who is the target audience? (Ex: The training will be provided to all middle school ELA teachers.): Magnet School principals, teachers, and support personnel
5. What are the dates or timeline? (Ex: Six hours each day on September 5 & 6.): 3 days per week during the 2019-2020 SY

USP/Deseg Justification

1. Describe how the outside consultant will further the objectives of the USP or related matter (Court order or Action Plan).

Provide the relevant USP section or related matter (Action Plan, Court Order) that justifies the use of Deseg funds. (Ex: an AVID consultant for ALE would be justified by USP section V(A)(2)(v)):

Consultant for Magnet would be justified by Document 2123 section a. Magnet Schools and Programs

Consultant Services

2. What services will the outside consultant provide? What are the expected outcomes from these services? The consultant will guide schools in the implementation of the goals and commitments aligned to their Magnet School Plans. In addition the consultant will provide coaching/feedback to school leadership teams and provide purposeful visits following a coaching/feedback protocol. This work supports the services that are to be provided as described in the Magnet Comprehensive Plan to ensure that schools are meeting the two magnet school criteria, Intergration and Student Achievement.
3. Are there any follow-up activities planned for after the initial training? No
4. Is the consultant providing direct training (directly to staff) or building system capacity (Training-the-trainer model)? Direct training to staff and principals
5. Is this training aligned with any on-going District initiatives? If yes, please describe how this training aligns with the initiative (including whether the training has been, or is scheduled to be, reviewed by the internal CR committee). Magnet implimentation of the CMP

Internal Approval Process for 910G-Funded Consultants

TUCSON UNIFIED
SCHOOL DISTRICT

Justification for 910G-Funded Consultants Form

Deseg Budget

6. Was this budgeted in the Deseg budget? yes If no, please explain. _____

7. If you are moving the funds from another budget line, explain why it is not needed in the original line. NA

8. Attach any relevant documents. (*Ex: quote, description of workshop, scope of services, etc.*)

Internal Approval Process for 910G-Funded Consultants

CC Consulting

Consultant Services for Magnet Plan Implementation

TUSD RFQ No: 19-66-19

Catherine S. Comstock



TUSD RFQ No: 19-66-19

Consultant Services for Magnet Plan Implementation

TUSD RFQ No: 19-66-19

Catherine S. Comstock

CC Consulting

Catherine S. Comstock

1141 North Sunspot Place, Tucson, Arizona 85715

Home: (520) 290-9487

Cell: (520) 975-8561

catcomtucaz@aol.com

Catherine S. Comstock is sole proprietor of CC Consulting, focusing on promoting positive school improvement. Catherine has 39 years of continuous experience in public education including 23 years as a school principal in the Tucson Unified School District at all levels, Pre-K through High School.

CC Consulting Mission Statement

To support and sustain positive school improvement and student achievement by empowering school teams to effectively implement research-based practices through the Professional Learning Community model.

SUMMARY OF QUALIFICATIONS

- Served as a Culture and Climate Consultant for the Tucson Unified School District, 2016-2018.
- Served twenty-three years as a school principal in the Tucson Unified School District at all levels, Pre-K through High School, including eight years as a Magnet School Principal.
- Successfully coordinated measureable improvement in the Culture and Climate of a Turnaround High School. The Arizona Department of Education released the school from School Improvement after three years of successful implementation of Turnaround strategies.
- Served as a Principal Mentor for six principals in their first year as a school leader.
- Served as a Mentor for five graduate students completing their Principal Internships. All five of these Interns serve as current administrators in the Tucson Unified School District.
- Experienced in working with diverse student cultures and maintain a strong knowledge of Tucson Unified School District's Desegregation Unitary Status Plan.
- Ability to provide high quality, content-based, and motivating presentations to adult learners.
- Ability to collect and analyze multiple data sources and report on trend evidence.
- Training in Professional Learning Communities, Restorative Practices and Positive Behavior Intervention Supports.

Consultant Services for Magnet Plan Implementation

TUSD RFQ No: 19-66-19

Catherine S. Comstock

CURRICULUM VITAE

Objective To provide Consultant Services for the Magnet School Department in the Tucson Unified School District

- Experience**
- 2016 – 2018 Culture and Climate Consultant for TUSD Tucson, AZ**
- Supervised MTSS Facilitators and provided MTSS, Restorative Practice and PBIS training to all MTSS Leads at all District Schools
 - Supervised RPP Facilitators and provided training Restorative Practice and Discipline reduction strategies
 - Maintained responsibility for several sections of the Unitary Status Plan
- 2011 – 2016 Rincon High School Tucson, AZ**
Turnaround High School Principal
- Achieved Proficiency in all areas of AdvancED Accreditation
 - Collaborated with the Arizona Department of Education to implement the Federal School Improvement Grant
 - Successfully administered the Turnaround Plan by assembling a talented group of educators and fostering collaboration
 - Coordinated and facilitated professional study groups: “Mindset”, Creating Highly Engaged Classrooms, “Focus”, “College Knowledge”
 - Represented High School Principals on TUSD’s Budget Committee
 - Served as a Principal Mentor for three years assisting six new Principals during their first year
 - Mentored five Principal Interns, four of whom are currently administrators in TUSD
 - Achieved positive results and a high return rate on Annual School Quality Surveys
 - Named a finalist for TUSD’s 2015 Secondary Principal of the Year.
- 2003 – 2011 Dodge Traditional Magnet Middle School Tucson, AZ**
Middle School Principal
- Achieved *Excelling* status from 2003 - 2009
 - Achieved highest AIMS Test Scores, Attendance, Tax Credit Donations per student, Athletic Participation, and lowest Suspensions among TUSD Middle Schools
 - Achieved highest School Quality Survey client satisfactions rankings among TUSD Middle Schools
 - Actively marketed the school resulting in the largest Magnet School waiting list
 - Coordinated and facilitated professional study groups: Creating a College Bound Culture, Integrating 21st Century Technology, “What Great Teachers Do

Consultant Services for Magnet Plan Implementation

TUSD RFQ No: 19-66-19

Catherine S. Comstock

Differently”, Middle School Reform, Effective Instructional Strategies, Spalding Phonics, Sheltered English Instruction

- Served Tucson Unified School District: High School Reform Council, Middle School Principal’s Advisory Committee, Organized Middle School Marketing Fair, Intercultural Proficiency Facilitator, and coordinated Traditional Schools Pipeline Articulation Plan.

1993–2003 Harold Steele Elementary School Tucson, AZ

Elementary School Principal

- Recognized as a TUSD Quality School in 2000.
- Founded and directed a highly respected year-round Community School – The ZONE of Steele
- Consistently positive School Quality Survey results.

1986–1993 Frank Borman Elementary School Tucson, AZ

Sixth Grade Teacher

- Principal Designee from 1988 – 1993.
- Wrote school-wide Parent Bulletin, served as parent liaison.
- Sponsored Student Council, Safety Patrol, and Yearbook.

1985-1986 Sam Hughes Elementary School Tucson, AZ

Fifth Grade Teacher

1980–1985 Conestoga Public Schools Murray, NE

Fifth Grade Teacher

1979–1980 Bellevue Public Schools Bellevue, NE

Fifth / Sixth Grade Teacher

Education

1991 – 1993 University of Phoenix Tucson, AZ

- Educational Administration Certification

1985 – 1987 University of Arizona Tucson, AZ

- Master of Education Degree

1976 – 1979 University of Nebraska Lincoln, NE

- Bachelor of Science in Education with Distinction Degree

1972 – 1976 Bellevue High School Bellevue, NE

Consultant Services for Magnet Plan Implementation

TUSD RFQ No: 19-66-19

Catherine S. Comstock

Recent Training

Restorative Practice Implementation – 2017 – 2018
KOI PBIS Leadership Institute – 2016, 2017
Lead Local Leadership Training - 2015
Solution Tree PLC Training – 2015, 2017
Framework for Teaching – Teacher Evaluation Training – 2013
National Institute for School Leadership Executive Training – 2011 - 2012
National High School SIG Conference – 2011
Turn Around Schools Institute: Creating a College Bound Culture - 2010
Restorative Practices – 2010
National Association for Secondary School Principals Conference - 2010
Systems Thinking for School Leaders – 2009 – 2010
Understanding by Design: Relevance, Rigor, and Results – 2009
21st Century Technology and Learning – 2009
Keys to Instructional Excellence - 2008
“What Great Principals Do Differently” – 2008
National Middle School Association Conference - 2007
Skillful Teacher – 2007

Interests Fitness, golfing, hiking, sailing

REFERENCES

Martha Taylor, TUSD Senior Director of Desegregation
martha.taylor@tUSD1.org
(520) 225-6067

Sam Brown, TUSD Legal Counsel
Samuel.Brown@tUSD1.org
(520) 225-6040

Kathleen Scheppe, Professional Development Coordinator, Sunnyside School District
Kathleens@susd12.org
(520) 971-8913

Margaret Shafer, University of Arizona Director of Teaching, Learning & Sociocultural Studies
margaretshafer@email.arizona.edu
(520) 621-5908

Consultant Services for Magnet Plan Implementation

TUSD RFQ No: 19-66-19

Catherine S. Comstock

SCOPE OF WORK

- Review the 2018-2019 TUSD Magnet School Plan
- Collaborate with and provide support to the TUSD Magnet Program Department regarding the implementation of the 2018-2019 Magnet Plans.
- Support targeted Magnet School teams in the effective implementation of their 2018-2019 Magnet Plans. Provide feedback and professional development to school teams as needed.
- Analyze data and observe existing processes at targeted Magnet Schools. Provide input to Principals regarding teaching and assessment cycles.
- Analyze data and observe existing Professional Learning Communities at targeted Magnet Schools. Provide support and input to assist schools with their school improvement process.
- Participate in school improvement walk-throughs and provide feedback for designated Magnet Schools.
- Report progress to the Director of Magnet Programs on a weekly basis.
- Other tasks as assigned by the Director of Magnet Programs

ACTION PLAN

- Review and become familiar with all Magnet Schools Plans and Reports for SY 2018-2019.
- Collaborate with Magnet School Leadership regarding a schedule for intensive weekly school visitations to include:
 - Consultation with targeted Magnet School Principals and Magnet Coordinators regarding successes and challenges in the implementation of their Magnet Plan, Recruitment strategies, and Student Achievement Results.
 - Participating with each school's individual Professional Learning Communities to assess progress in the teaching and assessment cycle and provide support and suggestions to improve student achievement.
 - Provide feedback and support to schools' Leadership Teams as needed to improve student achievement and Magnet Plan implementation.
- Provide a weekly report to the Director of Magnet Programs including reviews and reflections of individual school visits.
- Participate in School Improvement Reviews, District Meetings, and other tasks as requested by the Director of Magnet Programs.

Consultant Services for Magnet Plan Implementation

TUSD RFQ No: 19-66-19

Catherine S. Comstock

ASSUMPTION

- It is assumed that Tucson Unified School District will provide the use of a laptop computer with VPN access.

COST PROPOSAL

I have carefully read and examined all information on the Request for Quotation, RFQ NO: 19-66-19.

I, Catherine Comstock, will provide the service necessary for the scope of work and specifications listed in RFQ NO: 19-66-19. I agree to comply with all TUSD Rules, Regulations, and Policies. I understand that any costs not detailed below cannot be charged back to the district later.

I, Catherine Comstock, will provide Consultant Service to the TUSD Magnet Programs Department. I can begin work on **Tuesday, January 22, 2019.**

The total number of workdays will be **51** for the 2018-2019 School Year. The work day schedule will be coordinated with the Director of Magnet Programs to provide the most effective service to selected Magnet Schools.

Proposed Consultant Work Days	
January, 2019	6
February, 2019	12
March, 2019	10
April, 2019	12
May, 2019	11
June, 2019	
TOTAL	51 Days

Service	Cost
Daily Rate, 8 hours	\$ 400.00 per day
Partial Day – Hourly Rate	\$ 50.00 per hour
Total Annual P.O.	\$20,400.00

Daily rate includes:


- Mileage
- Taxes
- Social Security
- Personal Health Insurance
- Liability Insurance

Payment Terms: CC Consulting will bill Tucson Unified School District on a bi-weekly basis. In the event of an unforeseen partial workday, TUSD will be billed only for the hours worked.

Consultant Services for Magnet Plan Implementation

TUSD RFQ No: 19-66-19

Catherine S. Comstock

Name CATHERINE S COMSTOCK			Certificate Number Educator ID: 2115148	
Certificate	Valid Date	Expiration Date	Approved Areas	Deficiencies
Standard Elementary Education, 1-8	05/13/2015	09/08/2021	* Structured English Immersion, K-12	
Principal	05/13/2015	09/08/2021	* Structured English Immersion, K-12	
ARIZONA DEPARTMENT OF EDUCATION 1535 West Jefferson Street * Phoenix, Arizona 85007			Endorsement  DIANE M. DOUGLAS State Superintendent of Public Instruction	

Thank you for your support of efforts to provide a quality education for Arizona's students. Although a copy of this certificate can be obtained for a fee, the Certification Unit will be unable to copy or retain documents that were provided to support your request for this certificate. Please maintain copies of all your personal and professional records for future reference or use. Also, please note that State Board of Education certification requirements are subject to change and, therefore, could affect your ability to qualify for renewals, endorsements, conversions, additional certificates, or other services. For this reason, it is essential for you to maintain your qualifications to practice in Arizona, and to be familiar with the rules and requirements that are in effect at the time future services may be requested.

CORDED IN PIMA COUNTY

[Signature]

Pima County School Superintendent

Date: 05/13/15 By: *[Signature]*

CATHERINE S COMSTOCK
 1141 N SUNSPOT PL
 TUCSON AZ 85715 USA

Consultant Services for Magnet Plan Implementation

TUSD RFQ No: 19-66-19

Catherine S. Comstock

1/14/2019

Policy Information

Policy Information

Policy number	03-CY-B141-0
Policy type	Personal Liability Umbrella
Mailing address	1141 N Sunspal Pl Tucson, AZ 85715-5934
Phone number	(520) 975-8561
Email address	CATCOMTUCAZ@AOL.COM

[Manage this policy](#)

[Expand all sections](#) | [Collapse all sections](#)

[Return to My Policy Information](#)

[Coverage, Declarations & Policy Form](#)

Coverage

Personal Liability

Limit \$1,000,000

Self Insured Retention

Limit \$0

Discount

Class 60

Required Underlying Insurance Policies

The Personal Liability Umbrella requires underlying insurance policies to be maintained at specific minimum limits that are listed on the Declarations page when the application is accepted and the policy is issued. Failure to maintain the required underlying insurance at all times in an amount at least equivalent to the minimum underlying limits could affect your coverage in the event of a loss. Please contact your Agent if you have any questions regarding these requirements.

[Return to My Policy Information](#)

Declarations & Policy Information

The information presented in this document is not a declaration page, policy, or endorsement. Recent changes to the policy may not be reflected. If you have any questions about this form or would like to obtain a declaration page or a copy of your policy, please contact your State Farm Agent for assistance.

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Sanchez, Monica

From: Acevedo, Janna
Sent: Monday, July 15, 2019 11:59 AM
To: Sanchez, Monica
Subject: RE: Cathy Comstock requisition
Attachments: Comstock Quotation for RFQ 19-66-19.docx; DES1000_910G-FundedConsultantsForm.docx

Please let me know if this works - thanks – Janna

From: Sanchez, Monica <Monica.Sanchez@tusd1.org>
Sent: Wednesday, July 10, 2019 9:49 AM
To: Acevedo, Janna <Janna.Acevedo@tusd1.org>
Cc: Sanchez, Monica <Monica.Sanchez@tusd1.org>
Subject: Cathy Comstock requisition
Importance: High

Hello Janna,

In order to proceed with the approval of the requisition below, please submit a the justification for 910G funded consultant. I have provided you the link to the form below. Please fill out and return to me so we can proceed with review.

http://intranet/tusdforms/documents/DES1000_910G-FundedConsultantsForm.docx

Thank you, Monica

From: Mueller, Nancy <Nancy.Mueller@tusd1.org>
Sent: Tuesday, July 9, 2019 8:15 AM
To: Sanchez, Monica <Monica.Sanchez@tusd1.org>
Subject: Sent from Snipping Tool

Notes:	Consultant to support Magnet Department by consulting at school-level sites. This consulting includes supporting Magnet School Plans by providing push-in services in the areas of PLC work, Tier 1 Instruction and Tier 2 Interventions. Will meet with principals to mentor and leadership teams. JAcevedo 7/2/2019 2:21:44 PM
Internal	

Line Items									
Description	Part No.	Unit	Unit Price	Qty.	Ext. Price	Tax	Freight	Account	
Professional/Educational Contr		EA		1.0000	44800.00	\$44,800.00	\$0.00	\$0.00	001.511.2210.6321.5092

Justification for 910-G Funded Outside Consultants Form
Date: 03-12-2020Contact Person: Sonia ZarateContact Phone: 520.225.6717

Deseg Office	
Martha Taylor verbal approved	
Approved	Date 3.17.2020

1. Requester / School Site or Department: J. Acevedo/Magnet Department
2. Vendor with all relevant specific names (Ex: *Avid Central; Denise Baker*): Catherine S. Comstock
3. What is the cost? (Ex: *\$5,000.00*): \$5,000.00
4. Who is the target audience? (Ex: *The training will be provided to all middle school ELA teachers.*): Magnet school principals, teachers, and support personnel.
5. What are the dates or timeline? (Ex: *Six hours each day on September 5 & 6.*): 3 days per week during the 2019-2020 school year.

USP/Deseg Justification

1. Describe how the outside consultant will further the objectives of the USP or related matter (*Court order or Action Plan*) and, Provide the relevant USP section or related matter (Action Plan, Court Order) that justifies the use of Deseg funds. (Ex: *an AVID consultant for ALE would be justified by USP section V(A)(2)(v)*): Consultant for Magnet would be justified by Document 2123 section a. Magnet Schools and Programs.

Consultant Services

2. What services will the outside consultant provide? What are the expected outcomes from these services? The consultant will guide schools in the implementation of the goals and commitments aligned to their Magnet School Plans. In addition, the consultant will provide coaching/feedback to school leadership teams and provide purposeful visits following a coaching/feedback protocol. This work supports the services that are to be provided as described in the Magnet Comprehensive Plan to ensure that schools are meeting the two magnet school criteria, Intergration and Student Achievement.
3. Are there any follow-up activities planned for after the initial training? No
4. Is the consultant providing direct training (directly to staff) or building system capacity (*Training-the-trainer model*)? Direct training to staff and principals
5. Is this training aligned with any on-going District initiatives? If yes, please describe how this training aligns with the initiative (*including whether the training has been, or is scheduled to be, reviewed by the internal CR committee*). Magnet implementation of the CMP
6. How does this training integrate with the District's Cultural Responsive Pedagogy and/or equity practices?(Ex: *Share SPARKS instructional framework, meet with CRPI or Multicultural department, share TUSD Multicultural Education model*) This training supports the SPARKS instructional framework by insuring the building of positive learning communities that are student centered. PLC-CTTs will be supported to understand and to incorporate the SPARKS framework within their curriculum, lesson plans

Justification for 910-G Funded Outside Consultants Form

and instructional delivery. A strong focus will be placed on rigor through integrating critical thinking and academic and ethnic identity.

Deseg Budget

7. Was this budgeted in the Deseg budget? yes and no If no, please explain. We had budgeted for consultants, however we are in need of additional hours at a few magnet schools. We only need an additional \$5,000 to allow services until May 2020.
8. If you are moving the funds from another budget line, explain why it is not needed in the original line. We have excess monies available on the out of state travel line due to the cancellation of our yearly conference.
9. Attach any relevant documents. (*Ex: quote, description of workshop, scope of services, etc.*)



USP Desegregation Justification
Budget Modifications

Central Magnet Department
March 3, 2020

Memo: Budget modification will allow current consultant Catherine Comstock the hours needed to complete school visits for remainder of this school year.

1. Question A: Why are the funds available from the line you are taking it from?

Originally, money was placed for all out-of-state travelers on budget strings 001.511.2579.6583.5092.80202.5092 However, due the cancellation of the MSA conference we now have an excess of funds available.

2. Question B: What are you purchasing?

Budget modification will provide funding for the current consultant, Catherine Comstock to complete the hours needed to visit the assigned magnet schools for the remainder of this school year. This consultant works with sites focusing on Tier 2 and Tier 3 of the Comprehensive Magnet Plan.

3. Question C: How does the purchase align with your deseg plan?

[USP II.E.3] “The District shall ensure that administrators and certificated staff in magnet schools and programs have the expertise and training necessary to ensure successful implementation of the magnet.”

MT
7/9/19

Justification for 910G-Funded Consultants Form

Date: 07.02.19

Contact Person: Denice Contreras

Contact Phone: 225-1000

1. Requester / School Site or Department: Borton Magnet School
2. Vendor with all relevant specific names (Ex: Avid Central; Denise Baker): City Center for Collaborative Learning
3. What is the cost? (Ex: \$5,000.00): 3000.00
4. Who is the target audience? (Ex: The training will be provided to all middle school ELA teachers.): 7 classroom teachers (at least one per grade level) and the CSP
5. What are the dates or timeline? (Ex: Six hours each day on September 5 & 6.): July 24 - July 26, 2019

USP/Deseg Justification

1. Describe how the outside consultant will further the objectives of the USP or related matter (Court order or Action Plan).

Provide the relevant USP section or related matter (Action Plan, Court Order) that justifies the use of Deseg funds. (Ex: an AVID consultant for ALE would be justified by USP section V(A)(2)(v)):

Our magnet theme is Project Based Learning and Systems Thinking. We have had a large turnover of staff and the new teachers have not had professional development around PBL. This is a 3 day workshop for teachers, at least one per grade level who then can offer support to their grade level colleagues in implementing PBL.

Consultant Services

2. What services will the outside consultant provide? What are the expected outcomes from these services? This is a 3 day workshop for 7 classroom teachers and the CSP. It is expected that they will learn how to implement projects throughout the year and ensuring that the Arizona Standards are integrated into the projects. The CSP is also going so that she can provide additional support during the school year.
3. Are there any follow-up activities planned for after the initial training? The CSP and the 7 classroom teachers will follow up with additional PD during the school year. Also, the principal, magnet coordinator and CSP attended a week long workshop on using protocols to look at student work, lesson plans and more. It is expected that the leadership team will guide the teachers in looking critically at their projects to ensure high quality.

Internal Approval Process for 910G-Funded Consultants

TUCSON UNIFIED
SCHOOL DISTRICT

Justification for 910G-Funded Consultants Form

4. Is the consultant providing direct training (directly to staff) or building system capacity (Training-the-trainer model)? Both. The consultant will work with one teacher at each grade level as well as with the CSP.

5. Is this training aligned with any on-going District initiatives? If yes, please describe how this training aligns with the initiative (including whether the training has been, or is scheduled to be, reviewed by the internal CR committee). Yes, it is aligned with the initiative of culturally responsive pedagogy as projects are driven by student voice and choice.

Deseg Budget

6. Was this budgeted in the Deseg budget? Yes If no, please explain. _____

7. If you are moving the funds from another budget line, explain why it is not needed in the original line. _____

8. Attach any relevant documents. (*Ex: quote, description of workshop, scope of services, etc.*)

Internal Approval Process for 910G-Funded Consultants

Justification for 910-G Funded Outside Consultants Form
Date: March 10thContact Person: Jimmy HartContact Phone: 520-584-7500

Deseg Office	
Verbal approval by Martha Taylor Approved	3/17/2020 Date

1. Requester / School Site or Department: African American Student Services
2. Vendor with all relevant specific names (Ex: *Avid Central; Denise Baker*): Dr. DaMond Holt
3. What is the cost? (Ex: *\$5,000.00*): \$ 3000
4. Who is the target audience? (Ex: *The training will be provided to all middle school ELA teachers.*): The Training will be provided to staff working in the Student Services Departments
5. What are the dates or timeline? (Ex: *Six hours each day on September 5 & 6.*): April 2 - April 3, 2020

USP/Deseg Justification

1. Describe how the outside consultant will further the objectives of the USP or related matter (*Court order or Action Plan*) and, Provide the relevant USP section or related matter (Action Plan, Court Order) that justifies the use of Deseg funds. (Ex: *an AVID consultant for ALE would be justified by USP section V(A)(2)(v)*): Dr. Holt's work will cover Restorative Practices with an additional emphasis on culturally relevant practices to support students. This work and PD will give us the training to be restorative and implement restorative practices within our schools - working with groups of students and staff

Consultant Services

2. What services will the outside consultant provide? What are the expected outcomes from these services? On Thursday, April 2, 2020, Dr. Holt will provide an overview of restorative practices and an introduction to restorative practices. Day one will include a range of strategies to set high expectation while supporting students. Strategies will include how to provide feedback, ask questions, and foster accountability, and how to resolve conflict. Day two, April 3, 2020, will focus on facilitating restorative circles, building social capital, and responding when harm occurs
3. Are there any follow-up activities planned for after the initial training? African American Student Services staff will continue this work to support and facilitate circles with students and staff across the District. In addition, other student services departments will participate in the training in order to support schools. The primary goal is to reduce discipline disparity in schools.
4. Is the consultant providing direct training (directly to staff) or building system capacity (*Training-the-trainer model*)? Direct training with strategies for classified and certified staff to better interact with diverse students.
5. Is this training aligned with any on-going District initiatives? If yes, please describe how this training aligns with the initiative (*including whether the training has been, or is scheduled to be, reviewed by the internal CR committee*). We will submit the PD objectives to the internal CR committee for review. The training is connected to currently provided culturally relevant and responsive teaching practices.

Justification for 910-G Funded Outside Consultants Form

6. How does this training integrate with the District's Cultural Responsive Pedagogy and/or equity practices?(*Ex: Share SPARKS instructional framework, meet with CRPI or Multicultural department, share TUSD Multicultural Education model*) The Restorative Practices is S- student centered, and focuses on P - positive learning communities. Restorative practices is also a CRP strategy to reduce disproportionate discipline in schools. We will also share the SPARKS framework with the contracted consultant to incorporate into the training to ensure integration of our instructional practices.

Deseg Budget

7. Was this budgeted in the Deseg budget? Yes If no, please explain. _____
8. If you are moving the funds from another budget line, explain why it is not needed in the original line. NA
9. Attach any relevant documents. (*Ex: quote, description of workshop, scope of services, etc.*)

WRITTEN QUOTE SUMMARY

Purchases from \$10,000 to \$99,999 require a minimum of three (3) quotes. Written estimates/quote documents MUST be provided by vendor and attached hereto. Use additional forms as necessary. **NOTE:** TUSD prefers to pay vendors by commercial VISA credit card (otherwise known as a Purchasing Card or "pCard") instead of writing checks. Please ask each vendor if they will accept invoice payments by commercial VISA credit card and indicate the vendor response, below.

Quotes Obtained by (Your Name):	C Chapa & J Hart
Your Phone Number:	520-584-7500
Date:	03/10/2019

	Bidder #1 (Should be the vendor selected)	Bidder #2	Bidder #3	Bidder #4
Company Name	Da'Mond Holt	IIRP	Restorative Solutions	
Company Address	2101 E HidalgoVista, Tucson 85713	531 Main Street, Bethlehem, PA 18018	1600 Zamia Ave., Boulder CO 80304	
Contact Name	Da'Mond Holt		Randy Compton	
Contact Phone No.	520-582-5822	610-807-9221	303-449-2737	
Will vendor accept VISA credit card for payment (see note above)?	Must ask vendor this question when getting your quote <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <u>Attach the pCard form to requisition.</u>	Must ask vendor this question when getting your quote <input type="checkbox"/> Yes <input type="checkbox"/> No <u>Attach the pCard form to requisition.</u>	Must ask vendor this question when getting your quote <input type="checkbox"/> Yes <input type="checkbox"/> No <u>Attach the pCard form to requisition.</u>	Must ask vendor this question when getting your quote <input type="checkbox"/> Yes <input type="checkbox"/> No <u>Attach the pCard form to requisition.</u>
	Comments	Comments	Comments	Comments
Provide a signed justification and/or Determination of the Bidder Selected	\$3,000 Lowest Bid	\$ 12,385.00	NO BID No Responce to email request for Estimate.	

QUOTE

DATE

March 6th 2020

Da'Mond T Holt, PhD
 2101 E Hidalgo Vista
 Tucson, AZ 85713
 520-582-5822
 damond@damondholt.com

TO: TUCSON UNIFIED SCHOOL DISTRICT

 1010 E 10TH STREET
 TUCSON, AZ

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QUANTITY	ITEM #	DESCRIPTION	UNIT PRICE	LINE TOTAL
2-DAY	FULL DAY	RESTORATIVE PRACTICE TRAINING	1500.00	3000.00

DATE OF TRAINING	TIME OF TRAINING
4/2-4/3/2020	8AM-4:30PM

Subtotal	
Sales Tax	
Total	3000.00

Quotation prepared by:

This is a quotation on the goods named, subject to the conditions noted below: Describe any conditions pertaining to these prices and any additional terms of the agreement. You may want to include contingencies that will affect the quotation.

To accept this quotation, sign here and return:

Justification for 910-G Funded Outside Consultants Form
Date: 10/21/19Contact Person: María C. Federico BrummerContact Phone: 520-232-8566

Deseg Office	
Approved	Date <u>12-11-19</u>

1. Requester / School Site or Department: Mexican American Student Services
2. Vendor with all relevant specific names (Ex: *Avid Central; Denise Baker*): Dr. Ada Wilkinson-Lee
3. What is the cost? (Ex: *\$5,000.00*): \$1,000
4. Who is the target audience? (Ex: *The training will be provided to all middle school ELA teachers.*): Review, consulting, and evaluation of MASSD Reorganization to guide department strategic plan and goals.
5. What are the dates or timeline? (Ex: *Six hours each day on September 5 & 6.*): November 2019 - June 2020

USP/Deseg Justification

1. Describe how the outside consultant will further the objectives of the USP or related matter (*Court order or Action Plan*) and,
 Provide the relevant USP section or related matter (Action Plan, Court Order) that justifies the use of Deseg funds. (Ex: *an AVID consultant for ALE would be justified by USP section V(A)(2)(v)*): An expert panel of consultants is required by the MASS re-organization Plan to provide on-going review and evaluation of the department in order to address areas of disparities of student achievement and educational outcomes for Mexican American/Latino students. USP section E.8.a.1. states in part: "The District shall continue to fund and sustain Support Services for Latino Student Achievement to improve the academic achievement and educational outcomes of Latino students, including English language learners, using strategies including participation in Achievement Via Individual Determination (AVID) and, approved reading block extension, to reduce disparities for Latino students in academic achievement, high school dropout rates, retention, special education placement, discipline, access to Advanced Learning Experiences (described in Section (V)(A)) and any other areas where disparities may be identified as a result of studies required by this Plan."

Consultant Services

2. What services will the outside consultant provide? What are the expected outcomes from these services? On-going review and consultation of the reorganization strategic plan to provide recommendations for evaluation measures from their area of expertise.
3. Are there any follow-up activities planned for after the initial training? This is not a training. Consultants are guiding the department through on-going review and recommendations for improvement of services
4. Is the consultant providing direct training (directly to staff) or building system capacity (*Training-the-trainer model*)? NO, expert panel consultation only.
5. Is this training aligned with any on-going District initiatives? If yes, please describe how this training aligns with the initiative (*including whether the training has been, or is scheduled to be, reviewed by the internal CR committee*). Not a training. Aligned to USP as on-going review and recommendations by an expert

Justification for 910-G Funded Outside Consultants Form

panel was submitted and accepted by the Courth to monitor department progress via the MASSD Reorganization Plan.

6. How does this training integrate with the District's Cultural Responsive Pedagogy and/or equity practices?(*Ex: Share SPARKS instructional framework, meet with CRPI or Multicultural department, share TUSD Multicultural Education model*) All consultants have been selected due to their areas of expertise in culturally reponsive pedagogy and practices centered on developing an asset-based model for the work of the department.

Deseg Budget

7. Was this budgeted in the Deseg budget? Yes If no, please explain. _____
8. If you are moving the funds from another budget line, explain why it is not needed in the original line. N/A
9. Attach any relevant documents. (*Ex: quote, description of workshop, scope of services, etc.*)

Ada Wilkinson-Lee, Ph.D.
 Associate Professor, Mexican American Studies

Date: 11/6/19

University of Arizona
 College of Social and Behavioral Sciences
 Department of Mexican American Studies
 1110 E. James Rogers Way
 P.O. Box 210023
 Tucson, Arizona 85721-0023
 520-626-7766 adaw@email.arizona.edu

TO **María Federico Brummer**
 Tucson Unified School District
 Mexican American Student Services Department
 3645 E Pima St.
 Tucson, AZ 85716
 520-232-8566

Qty	Description	Unit Price	Line Total
1	TUSD Mexican American Student Services Department Reorganization Plan Review	\$1,000.00	
	Programmatic Evaluation & Measurement Consultation		\$1,000.00

Subtotal	\$1,000.00
Sales Tax Total	N/A
	\$1,000.00

Justification for 910-G Funded Outside Consultants Form
Date: 10/21/19Contact Person: María C. Federico BrummerContact Phone: 520-232-8566

Deseg Office	
Approved	Date <u>12/11/19</u>

1. Requester / School Site or Department: Mexican American Student Services
2. Vendor with all relevant specific names (Ex: *Avid Central; Denise Baker*): Dr. Andrea Romero
3. What is the cost? (Ex: *\$5,000.00*): \$1,000
4. Who is the target audience? (Ex: *The training will be provided to all middle school ELA teachers.*): Review, consulting, and evaluation of MASSD Reorganization to guide department strategic plan and goals.
5. What are the dates or timeline? (Ex: *Six hours each day on September 5 & 6.*): November 2019 - June 2020

USP/Deseg Justification

1. Describe how the outside consultant will further the objectives of the USP or related matter (*Court order or Action Plan*) and,
 Provide the relevant USP section or related matter (Action Plan, Court Order) that justifies the use of Deseg funds. (Ex: *an AVID consultant for ALE would be justified by USP section V(A)(2)(v)*): An expert panel of consultants is required by the MASS re-organization Plan to provide on-going review and evaluation of the department in order to address areas of disparities of student achievement and educational outcomes for Mexican American/Latino students. USP section E.8.a.1. states in part: "The District shall continue to fund and sustain Support Services for Latino Student Achievement to improve the academic achievement and educational outcomes of Latino students, including English language learners, using strategies including participation in Achievement Via Individual Determination (AVID) and, approved reading block extension, to reduce disparities for Latino students in academic achievement, high school dropout rates, retention, special education placement, discipline, access to Advanced Learning Experiences (described in Section (V)(A)) and any other areas where disparities may be identified as a result of studies required by this Plan."

Consultant Services

2. What services will the outside consultant provide? What are the expected outcomes from these services? On-going review and consultation of the reorganization strategic plan to provide recommendations for evaluation measures from their area of expertise.
3. Are there any follow-up activities planned for after the initial training? This is not a training. Consultants are guiding the department through on-going review and recommendations for improvement of services
4. Is the consultant providing direct training (directly to staff) or building system capacity (*Training-the-trainer model*)? NO, expert panel consultation only.
5. Is this training aligned with any on-going District initiatives? If yes, please describe how this training aligns with the initiative (*including whether the training has been, or is scheduled to be, reviewed by the internal CR committee*). Not a training. Aligned to USP as on-going review and recommendations by an expert

Justification for 910-G Funded Outside Consultants Form

panel was submitted and accepted by the Courth to monitor department progress via the MASSD Reorganization Plan.

6. How does this training integrate with the District's Cultural Responsive Pedagogy and/or equity practices?(*Ex: Share SPARKS instructional framework, meet with CRPI or Multicultural department, share TUSD Multicultural Education model*) All consultants have been selected due to their areas of expertise in culturally repsonive pedagogy and practices centered on developing an asset-based model for the work of the department.

Deseg Budget

7. Was this budgeted in the Deseg budget? Yes If no, please explain. _____
8. If you are moving the funds from another budget line, explain why it is not needed in the original line. N/A
9. Attach any relevant documents. (*Ex: quote, description of workshop, scope of services, etc.*)

Quote

Date: 11/12/19

Andrea Romero, Ph.D.
 Professor, Family Studies & Human Development
 Vice Provost for Faculty Affairs

Office of the Provost
 THE UNIVERSITY OF ARIZONA
 Administration, 501
 1401 E University Blvd
 PO Box 210066 | Tucson, AZ 85721
 Office: 520-626-0202 Fax:
 520-621-9118
romeroa@email.arizona.edu

TO **Maria Federico Brummer**
 Tucson Unified School District
 Mexican American Student Services Department
 3645 E Pima St.
 Tucson, AZ 85716
 520-232-8566

Qty	Description	Unit Price	Line Total
1	TUSD Mexican American Student Services Department Reorganization Plan Review Nov. 2019 - June 2020	\$1,000.00	
	Programmatic Evaluation & Measurement Consultation		\$1,000.00

Subtotal	\$1,000.00
Sales Tax Total	N/A
	\$1,000.00

Justification for 910-G Funded Outside Consultants Form
Date: 10/21/19Contact Person: María C. Federico BrummerContact Phone: 520-232-8566

Deseg Office	
Approved <u>MT</u>	Date <u>12-11-19</u>

1. Requester / School Site or Department: Mexican American Student Services
2. Vendor with all relevant specific names (Ex: *Avid Central; Denise Baker*): Dr. Francesca Lopez
3. What is the cost? (Ex: *\$5,000.00*): \$1,000
4. Who is the target audience? (Ex: *The training will be provided to all middle school ELA teachers.*): Review, consulting, and evaluation of MASSD Reorganization to guide department strategic plan and goals.
5. What are the dates or timeline? (Ex: *Six hours each day on September 5 & 6.*): November 2019 - June 2020

USP/Deseg Justification

1. Describe how the outside consultant will further the objectives of the USP or related matter (*Court order or Action Plan*) and, Provide the relevant USP section or related matter (Action Plan, Court Order) that justifies the use of Deseg funds. (Ex: *an AVID consultant for ALE would be justified by USP section V(A)(2)(v): An expert panel of consultants is required by the MASS Re-organization Plan to provide on-going review and evaluation of the department in order to address areas of disparities of student achievement and educational outcomes for Mexican American/Latino students. USP section E.8.a.1. states in part: "The District shall continue to fund and sustain Support Services for Latino Student Achievement to improve the academic achievement and educational outcomes of Latino students, including English language learners, using strategies including participation in Achievement Via Individual Determination (AVID) and, approved reading block extension, to reduce disparities for Latino students in academic achievement, high school dropout rates, retention, special education placement, discipline, access to Advanced Learning Experiences (described in Section (V)(A)) and any other areas where disparities may be identified as a result of studies required by this Plan."*)

Consultant Services

2. What services will the outside consultant provide? What are the expected outcomes from these services? On-going review and consultation of the reorganization strategic plan to provide recommendations for evaluation measures from their area of expertise.
3. Are there any follow-up activities planned for after the initial training? This is not a training. Consultants are guiding the department through on-going review and recommendations for improvement of services
4. Is the consultant providing direct training (directly to staff) or building system capacity (*Training-the-trainer model*)? NO, expert panel consultation only.
5. Is this training aligned with any on-going District initiatives? If yes, please describe how this training aligns with the initiative (*including whether the training has been, or is scheduled to be, reviewed by the internal CR committee*). Not a training. Aligned to USP as on-going review and recommendations by an expert

Justification for 910-G Funded Outside Consultants Form

panel was submitted and accepted by the Courth to monitor department progress via the MASSD Reorganization Plan.

6. How does this training integrate with the District's Cultural Responsive Pedagogy and/or equity practices?(Ex: Share SPARKS instructional framework, meet with CRPI or Multicultural department, share TUSD Multicultural Education model) All consultants have been selected due to their areas of expertise in culturally repsonive pedagogy and practices centered on developing an asset-based model for the work of the department.

Deseg Budget

7. Was this budgeted in the Deseg budget? Yes If no, please explain. _____
8. If you are moving the funds from another budget line, explain why it is not needed in the original line. N/A
9. Attach any relevant documents. (Ex: quote, description of workshop, scope of services, etc.)

Date: 11/14/19

Francesca López, PhD
 Professor, Educational Policy Studies & Practice

University of Arizona
 College of Education
 1491 E Sonoran Desert Dr
 Tucson, AZ 85737 520-940-
 3910 falopez@email.arizona.edu

TO
María Federico Brummer
Tucson Unified School District
Mexican American Student Services
 Department
 3645 E Plina St.
 Tucson, AZ 85716
 520-232-8666

Qty	Description	Unit Price	Line Total
	TUSD Mexican American Student Services Department Reorganization Plan Review		
1	Programmatic Evaluation & Measurement Consultation November 2019 - June 2020	\$1,000.00	\$1,000.00

Subtotal	\$1,000.00
Sales Tax Total	N/A
	\$1,000.00

Justification for 910-G Funded Outside Consultants Form
Date: 10/21/19Contact Person: María C. Federico BrummerContact Phone: 520-232-8566

Deseg Office	
Approved	
	Date <u>12/11/19</u>

1. Requester / School Site or Department: Mexican American Student Services
2. Vendor with all relevant specific names (Ex: *Avid Central; Denise Baker*): Dr. Nolan Cabrera
3. What is the cost? (Ex: *\$5,000.00*): \$1,000
4. Who is the target audience? (Ex: *The training will be provided to all middle school ELA teachers.*): Review, consulting, and evaluation of MASSD Reorganization to guide department strategic plan and goals.
5. What are the dates or timeline? (Ex: *Six hours each day on September 5 & 6.*): November 2019 - June 2020

USP/Deseg Justification

1. Describe how the outside consultant will further the objectives of the USP or related matter (*Court order or Action Plan*) and, Provide the relevant USP section or related matter (Action Plan, Court Order) that justifies the use of Deseg funds. (Ex: *an AVID consultant for ALE would be justified by USP section V(A)(2)(v)*): An expert panel of consultants is required by the MASSD Re-organization Plan to provide on-going review and evaluation of the department in order to address areas of disparities of student achievement and educational outcomes for Mexican American/Latino students. USP section E.8.a.1. states in part: "The District shall continue to fund and sustain Support Services for Latino Student Achievement to improve the academic achievement and educational outcomes of Latino students, including English language learners, using strategies including participation in Achievement Via Individual Determination (AVID) and, approved reading block extension, to reduce disparities for Latino students in academic achievement, high school dropout rates, retention, special education placement, discipline, access to Advanced Learning Experiences (described in Section (V)(A)) and any other areas where disparities may be identified as a result of studies required by this Plan."

Consultant Services

2. What services will the outside consultant provide? What are the expected outcomes from these services? On-going review and consultation of the reorganization strategic plan to provide recommendations for evaluation measures from their area of expertise.
3. Are there any follow-up activities planned for after the initial training? This is not a training. Consultants are guiding the department through on-going review and recommendations for improvement of services
4. Is the consultant providing direct training (directly to staff) or building system capacity (*Training-the-trainer model*)? NO, expert panel consultation only.
5. Is this training aligned with any on-going District initiatives? If yes, please describe how this training aligns with the initiative (*including whether the training has been, or is scheduled to be, reviewed by the internal CR committee*). Not a training. Aligned to USP as on-going review and recommendations by an expert

Justification for 910-G Funded Outside Consultants Form

panel was submitted and accepted by the Courth to monitor department progress via the MASSD Reorganization Plan. ✓

6. How does this training integrate with the District's Cultural Responsive Pedagogy and/or equity practices?(*Ex: Share SPARKS instructional framework, meet with CRPI or Multicultural department, share TUSD Multicultural Education model*) All consultants have been selected due to their areas of expertise in culturally repsonive pedagogy and practices centered on developing an asset-based model for the work of the department.

Deseg Budget

7. Was this budgeted in the Deseg budget? Yes If no, please explain. _____
8. If you are moving the funds from another budget line, explain why it is not needed in the original line. N/A
9. Attach any relevant documents. (*Ex: quote, description of workshop, scope of services, etc.*)

Nolan Cabrera, Ph.D.

Date: 11/14/19

Associate Professor, Educational Policy Studies & Practice

University of Arizona
 College of Education
 Center for the Study of Higher Education
 1430 W. Second Street
 Tucson, Arizona 85721 520-621-3083
ncabrera@email.arizona.edu

TO: Maria Federico Brummer
 Tucson Unified School District
 Mexican American Student Services Department
 3645 E Pima St.
 Tucson, AZ 85716
 520-232-8866

Qty	Description	Unit Price	Line Total
1	TUSD Mexican American Student Services Department Reorganization Plan Review	\$1,000.00	
	Programmatic Evaluation & Measurement Consultation		\$1,000.00
		Subtotal	\$1,000.00
		Sales Tax Total	N/A
			\$1,000.00

MS
7/9/19

TUCSON UNIFIED
SCHOOL DISTRICT

Justification for 910G-Funded Consultants Form

Date: July 1, 2019
Contact Person: Tonya Strozier
Contact Phone: 225-1600

1. Requester / School Site or Department: Holladay Magnet
2. Vendor with all relevant specific names (Ex: *Avid Central; Denise Baker*): Embody Learning
3. What is the cost? (Ex: *\$5,000.00*): \$5,342.00
4. Who is the target audience? (Ex: *The training will be provided to all middle school ELA teachers.*):
The training will be provided to all teachers at Holladay Magnet.
5. What are the dates or timeline? (Ex: *Six hours each day on September 5 & 6.*): July and November 2019; February and April 2020

USP/Deseg Justification

1. Describe how the outside consultant will further the objectives of the USP or related matter (Court order or Action Plan).

Provide the relevant USP section or related matter (Action Plan, Court Order) that justifies the use of Deseg funds. (Ex: *an AVID consultant for ALE would be justified by USP section V(A)(2)(v)*):

("USP II.E.3") "The District shall ensure that administrators and certificated staff in magnet schools and programs have the expertise and training necessary to ensure successful implementation of the magnet." The consultant will provide training to Holladay's staff in arts integration.

Consultant Services

2. What services will the outside consultant provide? What are the expected outcomes from these services? The consultant will provide training in arts integration to provide teachers with skills and strategies to transform their classroom practice through the daily use the Embody Learning pedagogy.
3. Are there any follow-up activities planned for after the initial training? Principal will conduct observations and walkthroughs.
4. Is the consultant providing direct training (directly to staff) or building system capacity (Training-the-trainer model)? Direct training
5. Is this training aligned with any on-going District initiatives? If yes, please describe how this training aligns with the initiative (including whether the training has been, or is scheduled to be, reviewed by the internal CR committee). This training addresses the following Superintendent Goals: Increase student achievement.

Internal Approval Process for 910G-Funded Consultants

TUCSON UNIFIED
SCHOOL DISTRICT

Justification for 910G-Funded Consultants Form

Deseg Budget

6. Was this budgeted in the Deseg budget? Yes If no, please explain. _____

7. If you are moving the funds from another budget line, explain why it is not needed in the original line. _____

8. Attach any relevant documents. (*Ex: quote, description of workshop, scope of services, etc.*)

Internal Approval Process for 910G-Funded Consultants

TUCSON UNIFIED
SCHOOL DISTRICT

MT
2/31/19

Justification for 910G-Funded Consultants Form

Date: 7-2619

Contact Person: Ilse Billings

Contact Phone: 520-225-6731

1. Requester / School Site or Department: Magnet Department
2. Vendor with all relevant specific names (Ex: Avid Central; Denise Baker): Erik Myles Francis
3. What is the cost? (Ex: \$5,000.00): \$34,000
4. Who is the target audience? (Ex: The training will be provided to all middle school ELA teachers.): The training will be provided to magnet teachers and other staff such as coordinators and CSP's.
5. What are the dates or timeline? (Ex: Six hours each day on September 5 & 6.): August 22, 2019 - June 30, 2020

USP/Deseg Justification

1. Describe how the outside consultant will further the objectives of the USP or related matter (Court order or Action Plan).

Provide the relevant USP section or related matter (Action Plan, Court Order) that justifies the use of Deseg funds. (Ex: an AVID consultant for ALE would be justified by USP section V(A)(2)(v)):

Consultant for Magnet would be justified by Document 2123 section a. Magnet Schools and Programs

Consultant Services

2. What services will the outside consultant provide? What are the expected outcomes from these services? Planning for 2019-20 Magnet Collaborative Teacher Team SupportObjective: • Work in collaboration with the Magnet Department to plan PD opportunities for Professional Learning Communities at magnet schools for the 2019-20 school year. Emphasis will be on methodology and scheduling for direct support of Collaborative Teacher Teams at magnet school sites. • Revise current ELA Learning Plans with a focus on highly leveraged standards. • Provide professional development, coaching, and support to the instructional staff and site leadership to identified Tier 3 schools. PD focus will be centered around the following: o Implementation of the district recommended learning plans for the 2019-2020 DY for Tier 3 schools. o Integration of GATE teaching strategies / instructional delivery into learning plans. o Work collaboratively to plan for roll-out, including an assessment calendar. All planning, professional development, and support will be in alignment with TUSD PLC objectives and guidelines. This process will occur through backwards planning, with the end objective being a majority of CTT teams at all Tier 3 schools operating at the "Refined" or "Internalized" levels as defined by the District PLC Guide.

Internal Approval Process for 910G-Funded Consultants

TUCSON UNIFIED
SCHOOL DISTRICT

Justification for 910G-Funded Consultants Form

3. Outcome: Tier 3 schools will receive services during the 2019-20 school year. Services for each school will be determined, with areas of emphasis mapped out, a consultant service schedule, and a plan in place for monitoring progress and providing regular feedback. \$1700.00 per day
4. Are there any follow-up activities planned for after the initial training? Consultant provides recommendations for follow-up activities on an as-needed basis. Follow-up may also be requested by individual sites according to staff needs. Follow-up activities are delineated in Scopes of Work submitted by the consultant.
5. Is the consultant providing direct training (directly to staff) or building system capacity (Training-the-trainer model)? The consultant is providing direct training to magnet coordinators, CSP's, other site based intrucitonal suppor staff as well as teachers.
6. Is this training aligned with any on-going District initiatives? If yes, please describe how this training aligns with the initiative (including whether the training has been, or is scheduled to be, reviewed by the internal CR committee). This consultant supports the District initiative to focus on all aspects of quality Tier 1 instruction and the school's PLC.

Deseg Budget

7. Was this budgeted in the Deseg budget? yes If no, please explain. _____
8. If you are moving the funds from another budget line, explain why it is not needed in the original line. Justification will be provided on an as-needed basis.
9. Attach any relevant documents. (Ex: quote, description of workshop, scope of services, etc.)

Internal Approval Process for 910G-Funded Consultants

**Proposed Scope of Work for Tucson Unified School District Magnet Department
July 19, 2019**

Attention: Janna Acevedo

**Maverik Education LLC: Professional Education Consulting
Name on Contract: Erik Francis**

Date(s)	Topic(s)	Quote
<p>20 days total starting August 22, 2019 Through June, 2020</p>	<p>Planning for 2019-20 Magnet Collaborative Teacher Team Support</p> <p>Objective:</p> <ul style="list-style-type: none"> • Work in collaboration with the Magnet Department to plan PD opportunities for Professional Learning Communities at magnet schools for the 2019-20 school year. Emphasis will be on methodology and scheduling for direct support of Collaborative Teacher Teams at magnet school sites. • Revise current ELA Learning Plans with a focus on highly leveraged standards. • Provide professional development, coaching, and support to the instructional staff and site leadership to identified Tier 3 schools. PD focus will be centered around the following: <ul style="list-style-type: none"> ○ Implementation of the district recommended learning plans for the 2019-2020 DY for Tier 3 schools. ○ Integration of GATE teaching strategies / instructional delivery into learning plans. ○ Work collaboratively to plan for roll-out, including an assessment calendar. <p>All planning, professional development, and support will be in alignment with TUSD PLC objectives and guidelines. This process will occur through backwards planning, with the end objective being a majority of CTT teams at all Tier 3 schools operating at the “Refined” or “Internalized” levels as defined by the District PLC Guide.</p> <p>Outcome: Tier 3 schools will receive services during the 2019-20 school year. Services for each school will be determined, with areas of emphasis mapped out, a consultant</p>	<p>\$1700.00 per day</p>

	service schedule, and a plan in place for monitoring progress and providing regular feedback.	
Total		\$34,000

Vendor Signature: _____

Date: _____

TUCSON UNIFIED
SCHOOL DISTRICT

Justification for 910-G Funded Outside Consultants Form

Date: 1/27/2020

Contact Person: Patricia Sandoval-Taylor

Contact Phone: 225-4600

Deseg Office
<i>[Signature]</i>
Approved _____ Date <u>2.17.2020</u>

1. Requester / School Site or Department: Language Acquisition
2. Vendor with all relevant specific names (Ex: Avid Central; Denise Baker): Fluency Matters
3. What is the cost? (Ex: \$5,000.00): \$2,800.00
4. Who is the target audience? (Ex: The training will be provided to all middle school ELA teachers.): The training will be provided to all secondary teachers of Languages.
5. What are the dates or timeline? (Ex: Six hours each day on September 5 & 6.): 7 hours on February 25, 2020

USP/Deseg Justification

1. Describe how the outside consultant will further the objectives of the USP or related matter (Court order or Action Plan) and, Provide the relevant USP section or related matter (Action Plan, Court Order) that justifies the use of Deseg funds. (Ex: an AVID consultant for ALE would be justified by USP section V(A)(2)(v)): The outside consultant will further the objectives of the USP by providing professional development for ELD teachers to improve Tier 1 instruction for ELL students. A Fluency Matters consultant for ELD language teachers would be justified by the USP section on Graduation Support Systems (ELL), Appendix V – 43: English Language Learner (ELL) Student Support Strategies.

Consultant Services

2. What services will the outside consultant provide? What are the expected outcomes from these services? The outside consultant provide professional development in comprehensible input, a key pedagogical technique for enhancing language acquisition, including by not limited to: guided reading strategies for language learners, higher-order thinking using level-appropriate language and differentiated question techniques for our ELD language teachers.
3. Are there any follow-up activities planned for after the initial training? Yes, walkthrough visits to gauge implementation.
4. Is the consultant providing direct training (directly to staff) or building system capacity (Training-the-trainer model)? Yes
5. Is this training aligned with any on-going District initiatives? If yes, please describe how this training aligns with the initiative (including whether the training has been, or is scheduled to be, reviewed by the internal CR committee). Yes, it aligns with the USP section on Graduation Support Systems (ELL), Appendix V – 43: English Language Learner (ELL) Student Support Strategies under Improved Tier 1 Instruction for ELL Students. At this time, it has not been scheduled to be reviewed by the internal CR committee.

TUCSON UNIFIED
SCHOOL DISTRICT

Justification for 910-G Funded Outside Consultants Form

6. How does this training integrate with the District's Cultural Responsive Pedagogy and/or equity practices?(*Ex: Share SPARKS instructional framework, meet with CRPI or Multicultural department, share TUSD Multicultural Education model*) The training includes Foreign language and English language development teachers who serve all ethnic and cultural groups in TUSD. The strategies promote student centered learning, positive learning communities, linguistic relevance and critical thinking which are all elements of the Sparks Instructional Framework. Sharing the Framework with the consultant ensures the integration of the instructional practices.

Deseg Budget

7. Was this budgeted in the Deseg budget? Yes If no, please explain. _____
8. If you are moving the funds from another budget line, explain why it is not needed in the original line. Moving uncommitted monies from incorrect object account code to the correct account code
9. Attach any relevant documents. (*Ex: quote, description of workshop, scope of services, etc.*)



In-service Agreement

1. Assignment: Tucson Unified School District, Attn: John D'Andrea, Language Acquisition Department, Lee Instructional Research Center (LIRC Bldg.), 2025 E Winsett Street, Tucson, AZ, 85719 (henceforth referred to as **TUSD**) has contracted **Fluency Matters, Inc.** to provide 1 day of training. Training will focus on **Comprehension-based Communicative Language Instruction**, including but not limited to: *Guided Reading Strategies for Language Learners*, *Inspiring Higher-order Thinking Using Level-appropriate Language*, and *Differentiated Questioning Techniques*.

Date shall be **Tuesday, February 25, 2020**. Start and end times shall be from **8:00 a.m. – 4:00 p.m.** with a lunch break included. Location of training is: Carillo Intermediate Magnet School, 440 S. Main Street, Tucson, AZ, 85701.

Date is not considered confirmed until a signed and dated copy of this contract has been received by Fluency Matters. If this signed contract has not been received from TUSD by January 23, 2020, Fluency Matters will release the tentative in-service date.

2. Fees: In-service training cost will be \$2,800, including all expenses.

3. Cancellation Information: Should **TUSD** cancel this contract, **TUSD** will be responsible for paying any and all expenses incurred by Fluency Matters, with regard to reserving and planning this event. These expenses include, but are not limited to: material copying costs, as well as any business and/or income Fluency Matters has lost as a result of reserving this date.

4. Terms: Payment is due by March 5, 2020. Please initial terms: _____.

By signing this agreement, the authorizing agent and the school district are agreeing to the terms therein.

Authorizing agent (please print)

Signature - Authorizing agent

Date



Fluency Matters authorizing agent

Sanchez, Monica

From: Taylor, Martha
Sent: Friday, February 7, 2020 1:00 PM
To: Sanchez, Monica
Subject: Re: Emailing: DES1000_910G-FundedConsultantsForm - Fluency Matters

I approve.

Sent from my iPhone

> On Feb 7, 2020, at 11:37 AM, Sanchez, Monica <Monica.Sanchez@tUSD1.org> wrote:

>

> Martha,

> Could you give us a verbal approval on the following Language Arts consultant form.

>

> Thank you, Monica

>

> -----Original Message-----

> From: Federico, Adelina <Adelina.Federico@tUSD1.org>

> Sent: Friday, February 7, 2020 11:09 AM

> To: Sanchez, Monica <Monica.Sanchez@tUSD1.org>

> Subject: Emailing: DES1000_910G-FundedConsultantsForm - Fluency

> Matters

> Importance: High

>

> Hi Monica,

>

> Here is the form you needed along with the quote.

>

> Thank you,

> Adelina

>

>

> Your message is ready to be sent with the following file or link attachments:

>

> DES1000_910G-FundedConsultantsForm - Fluency Matters

>

>

> Note: To protect against computer viruses, e-mail programs may prevent sending or receiving certain types of file attachments. Check your e-mail security settings to determine how attachments are handled.

> <DES1000_910G-FundedConsultantsForm - Fluency Matters.pdf> <Tucson

> Unified Inservice Contract 2020.pdf>

Handwritten:
KTB
9-4-19

Justification for 910G-Funded Consultants Form

Date: August 28, 2019

Contact Person: Tonya Strozier

Contact Phone: 225-1600

1. Requester / School Site or Department: Holladay Magnet
2. Vendor with all relevant specific names (Ex: Avid Central; Denise Baker): Focus 5 Inc
3. What is the cost? (Ex: \$5,000.00): \$4,700.00
4. Who is the target audience? (Ex: The training will be provided to all middle school ELA teachers.):
The training will be provided to all teachers at Holladay Magnet.
5. What are the dates or timeline? (Ex: Six hours each day on September 5 & 6.): October 29 & 30, 2019

USP/Deseg Justification

1. Describe how the outside consultant will further the objectives of the USP or related matter (Court order or Action Plan).

Provide the relevant USP section or related matter (Action Plan, Court Order) that justifies the use of Deseg funds. (Ex: an AVID consultant for ALE would be justified by USP section V(A)(2)(v)):

("USP II.E.3") "The District shall ensure that administrators and certificated staff in magnet schools and programs have the expertise and training necessary to ensure successful implementation of the magnet." The consultant will provide training to Holladay's staff in arts integration.

Consultant Services

2. What services will the outside consultant provide? What are the expected outcomes from these services? The consultant will provide training in arts integration to provide teachers with skills and strategies to transform their classroom practice through the daily use the Embody Learning pedagogy.
3. Are there any follow-up activities planned for after the initial training? Principal will conduct observations and walkthroughs.
4. Is the consultant providing direct training (directly to staff) or building system capacity (Training-the-trainer model)? Direct training
5. Is this training aligned with any on-going District initiatives? If yes, please describe how this training aligns with the initiative (including whether the training has been, or is scheduled to be, reviewed by the internal CR committee). This training addresses the following Superintendent Goals: Increase student achievement.

Internal Approval Process for 910G-Funded Consultants

TUCSON UNIFIED
SCHOOL DISTRICT

Justification for 910G-Funded Consultants Form

Deseg Budget

6. Was this budgeted in the Deseg budget? Yes If no, please explain. _____

7. If you are moving the funds from another budget line, explain why it is not needed in the original line. _____

8. Attach any relevant documents. (*Ex: quote, description of workshop, scope of services, etc.*)

Internal Approval Process for 910G-Funded Consultants



Focus 5 Inc.

QUOTE FOR SERVICES

ArtsIntegrationConsulting.com

703.550.0281

P.O. Box 1601, Wildwood, FL 34785

This quote is for services by and between **Focus 5, Inc.** ("CONSULTANT") and **Holladay Magnet Elementary School** ("SPONSOR"), whose address is, **1110 E 33rd Street, Tucson, AZ 85713.**

The SPONSOR agrees to pay the CONSULTANT to cover the following costs:

- **\$4700.00** which includes the consultant fee and all travel costs for Jessica DiLorenzo to lead the following professional development services on Tuesday, October 29 and Wednesday, October 30, 2019.
 - demonstration lessons and/or observe teachers in classrooms on Tuesday and Wednesday.
 - Reading Art Across the Curriculum: Observe. Infer. Inquire.* professional development workshop during staff meeting on Wednesday.

An invoice will be sent to SPONSOR after the event and needs to be paid on or before November 30, 2019.

Melanie Rick

Melanie Rick, Focus 5 Inc.
Director
Focus 5, Inc.
P.O. Box 1601
Wildwood, FL 34785
703-472-8264 (cell phone)
703-550-0281 (office)
Melanie.focus5@gmail.com

-

TUCSON UNIFIED
SCHOOL DISTRICT

Justification for 910G-Funded Consultants Form

Date: August 28, 2019
Contact Person: Tonya Strozier
Contact Phone: 225-1600

kt
9.4.19

1. Requester / School Site or Department: Holladay Magnet
2. Vendor with all relevant specific names (Ex: Avid Central; Denise Baker): Focus 5 Inc
3. What is the cost? (Ex: \$5,000.00): \$2,025.00
4. Who is the target audience? (Ex: The training will be provided to all middle school ELA teachers.):
The training will be provided to all teachers at Holladay Magnet.
5. What are the dates or timeline? (Ex: Six hours each day on September 5 & 6.): April 29, 2020

USP/Deseg Justification

1. Describe how the outside consultant will further the objectives of the USP or related matter (Court order or Action Plan).

Provide the relevant USP section or related matter (Action Plan, Court Order) that justifies the use of Deseg funds. (Ex: an AVID consultant for ALE would be justified by USP section V(A)(2)(v)):

("USP II.E.3") "The District shall ensure that administrators and certificated staff in magnet schools and programs have the expertise and training necessary to ensure successful implementation of the magnet." The consultant will provide training to Holladay's staff in arts integration.

Consultant Services

2. What services will the outside consultant provide? What are the expected outcomes from these services? The consultant will provide training in arts integration to provide teachers with skills and strategies to transform their classroom practice through the daily use the Embody Learning pedagogy.
3. Are there any follow-up activities planned for after the initial training? Principal will conduct observations and walkthroughs.
4. Is the consultant providing direct training (directly to staff) or building system capacity (Training-the-trainer model)? Direct training
5. Is this training aligned with any on-going District initiatives? If yes, please describe how this training aligns with the initiative (including whether the training has been, or is scheduled to be, reviewed by the internal CR committee). This training addresses the following Superintendent Goals: Increase student achievement.

Deseg Budget

Internal Approval Process for 910G-Funded Consultants

TUCSON UNIFIED
SCHOOL DISTRICT

Justification for 910G-Funded Consultants Form

6. Was this budgeted in the Deseg budget? Yes If no, please explain. _____

7. If you are moving the funds from another budget line, explain why it is not needed in the original line. _____

8. Attach any relevant documents. (*Ex: quote, description of workshop, scope of services, etc.*)

Internal Approval Process for 910G-Funded Consultants



Focus 5 Inc.

QUOTE FOR SERVICES

ArtsIntegrationConsulting.com

703-550-0281

P.O. Box 1601, Wildwood, FL 34785

This quote is for services by and between **Focus 5, Inc.** ("CONSULTANT") and **Holladay Magnet Elementary School** ("SPONSOR"), whose address is, **1110 E 33rd Street, Tucson, AZ 85713.**

The SPONSOR agrees to pay the CONSULTANT to cover the following costs:

- **\$2025.00** which includes the consultant fee and all travel costs for Melanie Rick to lead the following professional development services on **Wednesday, April 29, 2020.**
 - demonstration lessons and/or observe teachers in classrooms.
 - Reading Art Across the Curriculum: Observe. Infer. Inquire.* professional development workshop during staff meeting.

An invoice will be sent to SPONSOR after the event and needs to be paid on or before May 29, 2020.

Melanie Rick

Melanie Rick, Focus 5 Inc.
Director
Focus 5, Inc.
P.O. Box 1601
Wildwood, FL 34785
703-472-8264 (cell phone)
703-550-0281 (office)
Melanie.focus5@gmail.com

TUCSON UNIFIED
SCHOOL DISTRICT

Justification for 910G-Funded Consultants Form

Date: July 17, 2019

Contact Person: Tonya Strozier

Contact Phone: 225-1600

*Not yet
7.23.19*

1. Requester / School Site or Department: Holladay Magnet
2. Vendor with all relevant specific names (Ex: Avid Central; Denise Baker): Focus 5 Inc
3. What is the cost? (Ex: \$5,000.00): \$2,750.00
4. Who is the target audience? (Ex: The training will be provided to all middle school ELA teachers.):
The training will be provided to all teachers at Holladay Magnet.
5. What are the dates or timeline? (Ex: Six hours each day on September 5 & 6.): July 30, 2019

7.23.19

USP/Deseg Justification

1. Describe how the outside consultant will further the objectives of the USP or related matter (Court order or Action Plan).

Provide the relevant USP section or related matter (Action Plan, Court Order) that justifies the use of Deseg funds. (Ex: an AVID consultant for ALE would be justified by USP section V(A)(2)(v)):

("USP II.E.3") "The District shall ensure that administrators and certificated staff in magnet schools and programs have the expertise and training necessary to ensure successful implementation of the magnet." The consultant will provide training to Holladay's staff in arts integration.

Consultant Services

2. What services will the outside consultant provide? What are the expected outcomes from these services? The consultant will provide training in arts integration to provide teachers with skills and strategies to transform their classroom practice through the daily use the Embody Learning pedagogy.
3. Are there any follow-up activities planned for after the initial training? Principal will conduct observations and walkthroughs.
4. Is the consultant providing direct training (directly to staff) or building system capacity (Training-the-trainer model)? Direct training
5. Is this training aligned with any on-going District initiatives? If yes, please describe how this training aligns with the initiative (including whether the training has been, or is scheduled to be, reviewed by the internal CR committee). This training addresses the following Superintendent Goals: Increase student achievement.

need more info attachment?

Deseg Budget

Internal Approval Process for 910G-Funded Consultants

TUCSON UNIFIED
SCHOOL DISTRICT

Justification for 910G-Funded Consultants Form

6. Was this budgeted in the Deseg budget? Yes If no, please explain. _____

7. If you are moving the funds from another budget line, explain why it is not needed in the original line. _____

8. Attach any relevant documents. (*Ex: quote, description of workshop, scope of services, etc.*)

Internal Approval Process for 910G-Funded Consultants



Focus 5 Inc.

QUOTE FOR SERVICES

ArtsIntegrationConsulting.com

703-550-0281

P.O. Box 1601, Wildwood, FL 34785

This quote is for services by and between **Focus 5, Inc.** ("CONSULTANT") and **Holladay Magnet Elementary School** ("SPONSOR"), whose address is, **1110 E 33rd Street, Tucson, AZ 85713.**

The SPONSOR agrees to pay the CONSULTANT to cover the following costs:

- **\$2750.00** which includes the consultant fee for Jessica DiLorenzo to lead *Reading Art Across the Curriculum: Observe. Infer. Inquire.* professional development workshop on Tuesday, July 30, 2019, a set of 35 color art reproductions for each teacher and all travel costs (lodging, airfare, rental car, per diem).

An invoice will be sent to SPONSOR after the event and needs to be paid on or before August 21, 2019.

Melanie Rick

Melanie Rick, Focus 5 Inc.

Director

Focus 5, Inc.

P.O. Box 1601

Wildwood, FL 34785

703-472-8264 (cell phone)

703-550-0281 (office)

Melanie.focus5@gmail.com



Arts Integration Consulting

Where Teaching is an Art Form and Learning is a Work of Art!

[Home](#) [About Us](#) [Professional Learning Workshops](#) [Resources](#) [Blog](#) [Contact Form](#)

Consultants



[Sean Layne](#)



[Melanie Rick](#)



[Kassie Misiewicz](#)

Jessica DiLorenzo

Jessica holds a Masters in Elementary Education as well as a Bachelors in Psychology and Theater Arts from Rutgers University, New Jersey. In



addition, Jessica studied acting at The Maggie Flanigan Studio Summer Intensive Program in New York City as an undergraduate, nurturing her love for the art form and inspiring her to combine her passion for teaching with her theater experience. Jessica has been joyfully integrating the arts and facilitating project based learning in elementary school classrooms since 2006. She has been providing professional development workshops to teachers and school leaders since 2013. As the Arts Integration Specialist for Any Given Child Sarasota, she is a coach and mentor to teachers throughout the Sarasota County school district and beyond.



Arts Integration Consulting

Where Teaching Is an Art Form and Learning Is a Work of Art!

Home About Us Professional Learning Workshops Resources Blog Contact Form

Foundational

Laying a Foundation: Defining Arts Integration

FOR ADMINISTRATORS, ARTS SPECIALISTS, AND TEACHERS
ALL GRADE LEVELS
LENGTH: 3 HOURS

Many professional development programs are based on a philosophy and practice of teaching called arts integration.



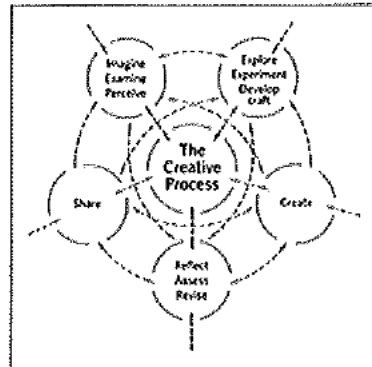
So what is arts integration? This session unpacks the definition the Kennedy Center developed and gives you the opportunity to uncover the characteristics of quality integration. In addition, the session includes your participation in an arts-integrated lesson and examines how arts-integrated instruction aligns with current learning principles and best practice.

*This workshop was designed by the John F. Kennedy Center for the Performing Arts

Facilitating Arts Integrated Learning

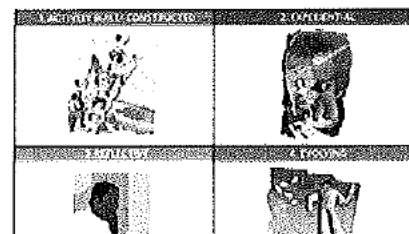
FOR ADMINISTRATORS, ARTS SPECIALISTS, AND TEACHERS
ALL GRADE LEVELS
LENGTH: 3 HOURS

Leading arts integration lessons requires an instructional style that is often different from other teaching. What does facilitating arts integration require from teachers? This workshop explores several big ideas about effective ways to facilitate the creative process – which is the hallmark of arts integration. What roles do teachers play at various points in the process—when and how do they lead, when and how do they guide? Participate in an example lesson to see how the big ideas are put into practice.

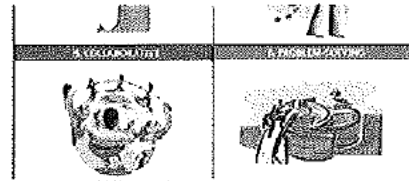


Foundational Principles of an Arts Integrated Classroom

FOR ADMINISTRATORS, ARTS SPECIALISTS, AND TEACHERS
ALL GRADE LEVELS
LENGTH: 3 HOURS



Whether you are bringing dance, drama, visual arts or music into your classroom—arts integrated instruction relies on 6 learning principles that create the foundation for effective instruction. In this session, participate in a model lesson, and consider the alignment of these principles with your approach to teaching.



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Arts Integration Consulting

Where Teaching Is an Art Form and Learning Is a Work of Art!

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Instructional Strategies: Visual Art

Reading Portraits as Biographies: Observe-Infer-Inquire

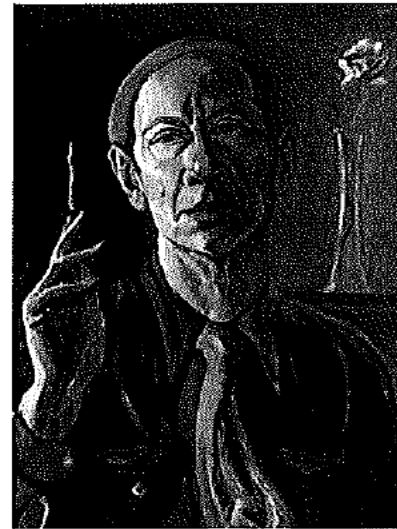
For Teachers of Grades 2-8

This can be offered as a workshop or a course.

The number of sessions can be modified.

Each workshop session is typically 3 hours in length.

Are you looking for ways to motivate and engage your students in the study of biographies and/or historical figures? Portraits are often considered merely a reflection of what a person looks like, when in actuality, they can be read as biographies that communicate significant information about a person's life while teaching students how to deeply observe, infer, and inquire. Participate in this workshop to learn how to help students unlock the symbolism in portraits, connect biographies with portraiture, use portraits as a point of inquiry for biographical research, and create portraits and writings to deepen and assess student understandings.



Session 1: Observing and Reading Portraits

Session 2: Writing to Synthesize Portraits

Session 3: Facilitating Deeper Discussions about Portraits

Session 4: Creating Portraits

Lines and Shapes: Integrating Visual Art and Geometry

FOR TEACHERS AND MATH SPECIALISTS OF GRADES Pre-2
LENGTH: 3 HOURS

Lines and shapes, concepts central to pre K-2nd grade mathematical understanding, are also building blocks of visual art. In this workshop, explore how students can construct and demonstrate their understanding of geometry through visual art. Teachers learn the basic vocabulary for



identifying and describing various types of lines and 2-D shapes in works of art and create abstract drawings and cut-paper compositions that allow all types of learners to be creative and successful.



Reading and Talking about Visual Art in the Early Childhood Classroom

For Teachers of Grades K-2
Length: 3 Hours

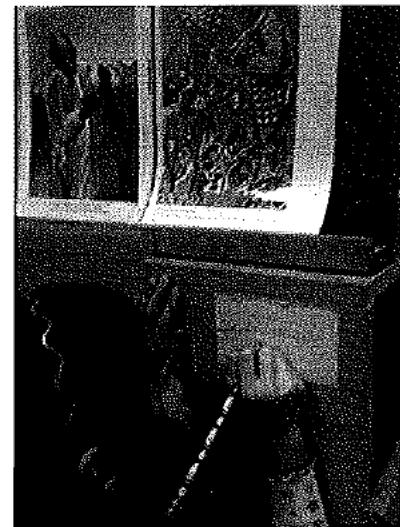
Students in grades K-2 are often emerging readers who are depending on images to provide visual cues to aide in comprehension. This workshop focuses on looking and talking about illustrations in fiction picture books before, during, and after reading to help students develop the skills of prediction, inference/drawing conclusions, sequence, and retelling a story.



Reading Art Across the Curriculum: Observe. Infer. Inquire.

For Teachers of Grades 3-8
Length: 3 Hours

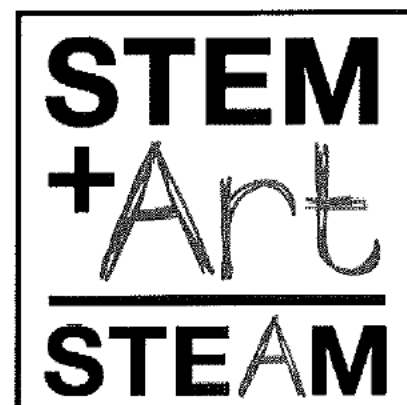
Visual art is a text that students of all reading abilities can access. This workshop introduces the language of visual art so that teachers feel confident looking, thinking, and talking about art with their students. Join us to learn about resources for building a library of images that can be used to efficiently build background knowledge, teach content, generate points of inquiry for research, and assess understandings in social studies, science, and reading.



Think Like a Scientist: Developing Science Practices Through Visual Art

For Grades 2-8 Science Teachers
Length: 3 hours

In this workshop, explore ways to help students read visual art to develop their use of several science practices, such as careful observation, analyzing and interpreting data, and developing an explanation based on evidence. Learn a process that takes you from STEM to STEAM!



-Bette Fetter, Author of *Bring Visual*

Looking the Write Way: Visual Art and Poetry Throughout the Curriculum

For Teachers of Grades 2-8

This can be offered as a six hour workshop, a four session course, or a three day institute.
Each workshop session is typically 3 hours in length.

Teachers working in today's schools face a tremendous challenge: successfully engaging and motivating a classroom full of students with diverse backgrounds and abilities, with the pressures of standardized tests always looming on the horizon. This three-day institute has been developed to help teachers succeed in meeting that challenge through the creative power of visual arts and poetry.



In this workshop, participants are guided through a process to analyze art that teaches students the critical skills of observing, inferring, inquiring, and writing. This analysis becomes a springboard for writing as students discover there is so much to write about when they slow down and discover the power of observation. The work of art is ultimately synthesized as students use descriptive, carefully chosen words and various poetry tools to create vivid images that express thoughts and feelings through poetry.

Armed with this process of how to read art and respond through poetry, this strategy can be integrated throughout the curriculum to build background knowledge, teach content, generate points of inquiry for research, and assess understandings in social studies, science, and literature. The number of sessions can be modified.

A Pathway to Creative Writing

For Teachers of Grades 2-12
Length: 3 Hours

This workshop is led by Jamin Carter

The process of writing stories can be challenging for young authors. In this workshop, explore how students can use scissors, glue, and construction paper to create artwork that becomes the bridge between an unformed idea and a unique, descriptive story. Learn to use selected elements of art, such as shape, color, and space, to connect to story components (e.g., character, setting, events, main idea, and details). Participants will leave with workable, accessible tools for students to create ideas, think divergently and write creatively.



Justification for 910-G Funded Outside Consultants Form

Date: 12/17/19
 Contact Person: Omar Sotelo
 Contact Phone: 520-225-4917 or 520-225-4923

Deseg Office	
Approved 	Date <u>12/18/19</u>

1. Requester / School Site or Department: Curriculum & Professional Development
2. Vendor with all relevant specific names (Ex: *Avid Central; Denise Baker*): Great Minds
3. What is the cost? (Ex: *\$5,000.00*): \$18,000.00
4. Who is the target audience? (Ex: *The training will be provided to all middle school ELA teachers.*): Training will be provided at three schools, One middle school and two elementary schools. The focus will be middle school math teachers and elementary teachers.
5. What are the dates or timeline? (Ex: *Six hours each day on September 5 & 6.*): January 2020 to March 2020

USP/Deseg Justification

1. Describe how the outside consultant will further the objectives of the USP or related matter (*Court order or Action Plan*) and, Provide the relevant USP section or related matter (Action Plan, Court Order) that justifies the use of Deseg funds. (Ex: *an AVID consultant for ALE would be justified by USP section V(A)(2)(v)*): V. QUALITY OF EDUCATION: 5. Professional Development a. By the start of the 2013-2014 school year, the District shall provide all administrators and certificated staff, particularly those who are teaching courses of instruction centered on the experiences and perspectives of African American and/or Latino communities, with training on how to create supportive and inclusive learning environments for African American and Latino students with an emphasis on curriculum, pedagogy and cultural responsiveness. The trainings shall focus on learner-based approaches that emphasize students' cultural assets, backgrounds, and individual strengths. By May 1, 2013, the CRPI director shall coordinate hiring or designating individuals, as necessary, who can assist him/her in providing ongoing support and training to administrators, certificated staff, and paraprofessionals.
6. Engaging Latino and African American Students a. The District shall adopt the following strategies to increase academic achievement and engagement among African American and Latino students: i. The District shall continue to develop and implement a multicultural curriculum for District courses which integrates racially and ethnically diverse perspectives and experiences. The multicultural curriculum shall provide students with a range of opportunities to conduct research and improve critical thinking and learning skills, create a positive and inclusive climate in classes and schools that builds respect and understanding among students from different racial and ethnic backgrounds, and promote and develop a sense of civic responsibility among all students. All courses shall be developed using the District's curricular review process and shall meet District and state standards for academic rigor. The courses shall be offered commencing in the 2013-2014 school year.

Consultant Services

2. What services will the outside consultant provide? What are the expected outcomes from these services? Great Minds will be providing on-site in-class coaching with teachers to model lessons, co-plan lessons, deliver lessons and adapt lessons. Great Minds will also coach site leadership how to best support the

Justification for 910-G Funded Outside Consultants Form

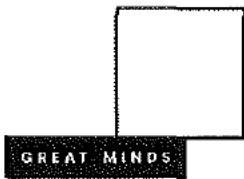
teacher's implementation of their Eureka math resource in the classroom. Expected outcomes include: teachers moving towards proficient implementation of Eureka math, increase in student academic engagement with understanding the progression and rigor of Eureka math and sustained retention of math teachers by providing support they have requested.

3. Are there any follow-up activities planned for after the initial training? This PD is a follow up PD for teachers who attended summer PD sessions. In addition, the TUSD math department will be providing follow-up site support to all sites participating in the training to ensure continued implementation success. Eureka offers follow-up video conferences to leaders and teachers to answer questions, concerns and/or offer guidance on best practices for implementation of Eureka lessons.
4. Is the consultant providing direct training (directly to staff) or building system capacity (*Training-the-trainer model*)? The consultant will be providing direct training with the teachers and site support staff and direct support training to administration on how to support teachers at all levels of Eureka implementation.
5. Is this training aligned with any on-going District initiatives? If yes, please describe how this training aligns with the initiative (*including whether the training has been, or is scheduled to be, reviewed by the internal CR committee*). This training aligns with the district focus on increasing effective Tier 1 instruction, student engagement and job embedded PD for teachers.
6. How does this training integrate with the District's Cultural Responsive Pedagogy and/or equity practices?(*Ex: Share SPARKS instructional framework, meet with CRPI or Multicultural department, share TUSD Multicultural Education model*) When Eureka lessons are implemented fully, both teachers and students will engage in a multitude of lessons which include: Socratic conversations, exploration of challenging problems based on real-world scenarios and modeling tasks that allow students to represent solutions in ways that fit their learning. These lesson types directly correlate with the TUSD Culturally Responsive Teaching Manual connected with SPARKS. The Director of the CRPI Department met with the consultants and Math Coordinator to ensure alignment to SPARKS.

Deseg Budget

7. Was this budgeted in the Deseg budget? Yes If no, please explain. _____
8. If you are moving the funds from another budget line, explain why it is not needed in the original line. N/A
9. Attach any relevant documents. (*Ex: quote, description of workshop, scope of services, etc.*)

		White	African American	Hispanic/Latino	Native American	Asian/Pacific American	Multi Racial	Total
Percentage of students earning a C or better in one core AAC course								
All	N	1613	348	3170	98	260	206	5695
	%	33%	16%	22%	11%	46%	27%	24%
Pre-AP	N	1011	234	2196	77	158	145	3821
	%	81%	76%	76%	55%	91%	76%	77%
AP	N	528	79	682	15	96	54	1454
	%	35%	12%	17%	9%	50%	28%	22%
DC	N	90	27	132	3	11	5	268
	%	74%	57%	59%	75%	73%	36%	63%
IB (Cholla HS)	N	17	12	189	5	0	5	228
	%	68%	67%	67%	50%	0%	63%	66%
Percentage of students deemed "college-ready" by the 8th grade ACT Explore exam not given 18-19								
Percentage of students earning a 3 or better on at least one AP exam -grades 11-12 (Sp19)								
All students	N	323	20	304	3	64	35	749
	%	49%	17%	32%	11%	64%	51%	39%
Percentage of students deemed "college-ready" by the 11th grade ACT exam (18-19)								
AAC students	N	359	52	473	8	39	35	966
	%	24%	8%	12%	5%	20%	18%	14%
All students	N	464	83	663	17	45	41	1313
	%	39%	5%	4%	5%	7%	0%	12%
Percentage of teachers teaching AAC courses								
	N	268	15	65	4	6		unspecified 0
	%	16%	16%	9%	5%	12%		



Great Minds Quote

Created Date	October 27, 2019	Quote Number	00086862
Expiration Date	December 26, 2019	Contact Name	Omar Sotelo
Prepared By	Nicole Kramer	Phone	(520) 225-4925
Email	nicole.kramer@greatminds.org	Email	omar.sotelo@tusd1.org
Bill to Name	Tucson Unified School District	Ship to Name	Tucson Unified School District
Bill To	1010 E 10th St Tucson, AZ 85719	Ship To	1010 E 10th St Tucson, AZ 85719

Make payment to: Great Minds
Great Minds LLC Tax ID: 37-1841659

Phone: 202.223.1854
Email: ordertracking@greatminds.org

Mail payment to:
Great Minds
55 M Street SE, Suite 340
Washington, DC 20003

Eureka - PD	ISBN	Quantity	List Price	Discount	Total Price
Grade Multiple					
EM Daily Rate On Site - Print Partner		12.00	\$3,500.00	57.14%	\$18,000.00

PD \$42,000.00

Solution Subtotal	\$42,000.00
Discount	(\$24,000.00)
Shipping and Handling	\$0.00
Sales Tax	\$0.00
S&H Tax	\$0.00
Total Solution:	\$18,000.00

Great Minds Policies

Returns: Returned items must be received within 45 days of receipt. Returned items will incur a \$50 return fee and 10% restocking fee. Damaged items will not be credited. A completed return authorization will be required for processing.

Reporting Missing/Damaged Materials: Please carefully review your shipment upon arrival. We will be glad to resolve any order discrepancies within 10 business days of receipt. Please report any discrepancies to Great Minds Customer Success via info@greatminds.org. Any missing or damaged items reported after 10 days will be the responsibility of the customer to replace.

mt
7.22.19

Justification for 910G-Funded Consultants Form

Date: July 22, 2019

Contact Person: Flori Huitt, Heidi Aranda

Contact Phone: 225-6282, 225-4923

1. Requester / School Site or Department: Curriculum and Professional Development
2. Vendor with all relevant specific names (*Ex: Avid Central; Denise Baker*): IXL Aurora Plair
3. What is the cost? (*Ex: \$5,000.00*): \$10,000
4. Who is the target audience? (*Ex: The training will be provided to all middle school ELA teachers*): Site Administrators, Site Support Staff (Curriculum Service Providers, Multi-Tiered System of Support Facilitators and Leads, Magnet Coordinators and Instructional Data and Intervention Specialists).
5. What are the dates or timeline? (*Ex: Six hours each day on September 5 & 6*): 8 hours each day for 4 days. July 24, July 26, October 18th, October 22nd.

USP/Deseg Justification

1. Describe how the outside consultant will further the objectives of the USP or related matter (Court order or Action Plan).

Provide the relevant USP section or related matter (Action Plan, Court Order) that justifies the use of Deseg funds. (*Ex: an AVID consultant for ALE would be justified by USP section V(A)(2)(v)*):

A consultant from IXL providing Foundations I and II training to administrators and and Site support staff would be justified by USP Section V (E)(1)(b).

Consultant Services

2. What services will the outside consultant provide? What are the expected outcomes from these services? The consultant will provide Administrators with and Analytics for School Leaders session with the following objectives: • Uncover meaningful achievement data about their students. • Get actionable next steps to help increase teacher engagement and accelerate student learning. • Maximize success with research-proven best practices . The consultant will also provide Site Support Staff with Foundations I Train the Trainer session with the following objectives for the site PD: This 90-minute interactive, web-based session gives teachers effective strategies for using IXL as part of their daily instruction. Participants will explore: • IXL Curriculum: Strategies for supporting daily lessons, targeting standards goals, and differentiating for the learning needs of any student. IXL Continuous Diagnostic: Gain ongoing assessment of students' grade-level proficiency and target their key areas for growth. • Personalized guidance: Leverage IXL's personalized skill recommendations to meet every student at the right level, remediate knowledge gaps, and encourage student agency. Foundations II Train the Trainer session will fulfil l the following objectives for Site PD: IXL Continuous Diagnostic: Gain ongoing assessment of students' grade-level proficiency and target their

Internal Approval Process for 910G-Funded Consultants

Justification for 910G-Funded Consultants Form

key areas for growth. • Personalized guidance: Leverage IXL's personalized skill recommendations to meet every student at the right level, remediate knowledge gaps, and encourage student agency.

3. Are there any follow-up activities planned for after the initial training? Yes, ILA and CIPDA Academy will support sessions regarding analysis of data and implementation plans. Site visits will also occur including requests for support. Alignments and materials will support Professional Learning Communities and Collaborative Teacher Teams to address the essential question of what students learn, how we know what they have learned and what we do if they do/don't learn.
4. Is the consultant providing direct training (directly to staff) or building system capacity (Training-the-trainer model)? They are providing direct PD to Administrators and Training-the Trainer model for CIPDA Academy Site support staff. Site support staff will use the training and resources to provide PD as well as facilitate or support Professional Learning Community Collaborative Teacher Teams.
5. Is this training aligned with any on-going District initiatives? If yes, please describe how this training aligns with the initiative (including whether the training has been, or is scheduled to be, reviewed by the internal CR committee). This training is aligned with the district initiative to increase effectiveness of Professional Learning Communities. The training provides staff with the tools to effectively align resources and instruction to the scope and sequence and differentiate instruction based on data. The Curriculum Department has worked closely with IXL to develop an alignment of skills to our standards and Scope and Sequence. This integrated blended learning tool supports teachers efforts to meet the individual needs of their learners.

Deseg Budget

6. Was this budgeted in the Deseg budget? Yes, we have allocated PD monies to support PLC's. If no, please explain. _____
7. If you are moving the funds from another budget line, explain why it is not needed in the original line. _____
8. Attach any relevant documents. (*Ex: quote, description of workshop, scope of services, etc.*)

Internal Approval Process for 910G-Funded Consultants

Justification for 910-G Funded Outside Consultants Form
Date: 4/16/20Contact Person: Louise TillContact Phone: 225-1311

Deseg Office	
Martha Taylor verbal approved Approved	4/22/2020 Date

1. Requester / School Site or Department: GATE Department
2. Vendor with all relevant specific names (Ex: *Avid Central; Denise Baker*): Jessica Manzone
3. What is the cost? (Ex: *\$5,000.00*): 750.00
4. Who is the target audience? (Ex: *The training will be provided to all middle school ELA teachers.*): GATE teachers and teachers working towards their gifted endorsement.
5. What are the dates or timeline? (Ex: *Six hours each day on September 5 & 6.*): 6/5/20

USP/Deseg Justification

1. Describe how the outside consultant will further the objectives of the USP or related matter (*Court order or Action Plan*) and, Provide the relevant USP section or related matter (Action Plan, Court Order) that justifies the use of Deseg funds. (Ex: *an AVID consultant for ALE would be justified by USP section V(A)(2)(v)*): 1. This consultant is an expert in gifted education and will be presenting a workshop to GATE teachers in order to improve their instruction geared towards their gifted students. The focus of this workshop is based on one of the GATE department's main initiatives, which is to teach teachers how to add greater depth, complexity, rigor and challenge to their existing curriculum in order to meet gifted students' unique academic needs. 2. USP requires GATE to follow ADE's modification guidelines and our current TUSD GATE scope and sequence as well as providing best practices in gifted education. USP mandates ongoing professional development training for current GATE teachers to have continuous improvement in the areas of instruction and student achievement.

Consultant Services

2. What services will the outside consultant provide? What are the expected outcomes from these services? Consultant Inservice will introduce the teachers to the prompts of depth and complexity. Teachers will learn to define different types of prompts used to provoke learner interest and attention. The outcome of these services is to teach teachers how to add greater depth, complexity, rigor and challenge to their existing curriculum in order to meet gifted students' unique academic needs.
3. Are there any follow-up activities planned for after the initial training? TBD
4. Is the consultant providing direct training (directly to staff) or building system capacity (*Training-the-trainer model*)? Webinar Training
5. Is this training aligned with any on-going District initiatives? If yes, please describe how this training aligns with the initiative (*including whether the training has been, or is scheduled to be, reviewed by the internal CR committee*). no

Justification for 910-G Funded Outside Consultants Form

6. How does this training integrate with the District's Cultural Responsive Pedagogy and/or equity practices?(*Ex: Share SPARKS instructional framework, meet with CRPI or Multicultural department, share TUSD Multicultural Education model*) GATE contractor, Jessica Manzone will integrate cultural responsive pedagogy including diverse cultural perspectives. We will also share the SPARKS framework which she will include it in her presentation.

Deseg Budget

7. Was this budgeted in the Deseg budget? yes If no, please explain. _____
8. If you are moving the funds from another budget line, explain why it is not needed in the original line. NA
9. Attach any relevant documents. (*Ex: quote, description of workshop, scope of services, etc.*)

Jessica Manzone
and
Tucson Unified School District

EXECUTIVE SUMMARY:

Jessica Manzone, University of Southern California is pleased to provide Tucson Unified School District a proposal for Professional Development for the district teachers in the Depth and Complexity Model.

This professional development could include:

- Online or phone meeting prior to the workshop to conduct a needs assessment
- Live (in-person) meeting on June 5th with the teachers
- Online or phone meeting after the workshop to debrief with the coordinators

PROGRAM DELIVERABLES:

The customized program will cover:

Pre-Meeting	A phone or virtual meeting will take place prior to the workshop on June 5 th . Discussions will include a needs assessment to determine the prior knowledge and familiarity teachers have with the prompts and the competencies wanted from the workshop regarding the Depth and Complexity model.
June 5 th Workshop	<p>This session introduces the teachers to the prompts of depth and complexity. Teachers will learn to define different types of prompts used to provoke learner interest and attention.</p> <p>This session will focus on application of the prompts of depth and complexity across the scope and sequence. In this session, participants will discuss how the prompts of depth and complexity can be used in various configurations to create sophisticated learning experiences and units of study.</p>
Post Meeting Debrief	This meeting will take place by phone or online platform to debrief the contents of the in-person workshop. We will discuss the next steps regarding implementation and any follow-up that needs to take place or that could be offered virtually.

PRICING

The cost for the PD will be \$750.00.

Faculty

Jessica Manzone, Ed.D. (*Course Faculty and Lead Instructor*) is a Post Doctoral Research Assistant on several Department of Education grants and an adjunct Professor in the MAT Program at the University of Southern California, Rossier School of Education. Jessica has been a primary teacher in Baltimore City, Maryland, as well as an instructional coach and professional development consultant. She has provided professional development in the areas of gifted education, curriculum design, and instructional strategies for school districts and for the California Association for the Gifted. Her presentations at local, state, and national organizations such as the CAG and National Association for the Gifted include Differentiation in the Primary Grades with an Emphasis on Play, Introducing a Scope and Sequence for the Teaching of the Prompts of Depth and Complexity, and the Use of Pedagogical Practices to Create Differentiated Instruction for Gifted Learners. Jessica's interests are also in differentiated pedagogy and the learning-to-learn strategies.

Justification for 910-G Funded Outside Consultants Form
Date: 10/21/19Contact Person: María C. Federico BrummerContact Phone: 520-232-8566

Deseg Office	
Approved	<i>not</i> Date <u>12.11.19</u>

1. Requester / School Site or Department: Mexican American Student Services
2. Vendor with all relevant specific names (Ex: *Avid Central; Denise Baker*): Jesus Ruiz
3. What is the cost? (Ex: *\$5,000.00*): \$1,000
4. Who is the target audience? (Ex: *The training will be provided to all middle school ELA teachers.*): Development and facilitation of cultural workshops for students, training for MASSD Staff, and curriculum consultation for Academia Huitzilil.
5. What are the dates or timeline? (Ex: *Six hours each day on September 5 & 6.*): November 2019 - June 2020

USP/Deseg Justification

1. Describe how the outside consultant will further the objectives of the USP or related matter (*Court order or Action Plan*) and, Provide the relevant USP section or related matter (Action Plan, Court Order) that justifies the use of Deseg funds. (Ex: *an AVID consultant for ALE would be justified by USP section V(A)(2)(v)*): Per the MASS Reorganization plan, consultant will provide expertise in Mexican Indigenous culturally relevant knowledge, content, and strategies in order to address areas of disparities of student achievement and educational outcomes for Mexican American/Latino students. USP section E.8.a.1. states in part: "The District shall continue to fund and sustain Support Services for Latino Student Achievement to improve the academic achievement and educational outcomes of Latino students, including English language learners, using strategies including participation in Achievement Via Individual Determination (AVID) and, approved reading block extension, to reduce disparities for Latino students in academic achievement, high school dropout rates, retention, special education placement, discipline, access to Advanced Learning Experiences (described in Section (V)(A)) and any other areas where disparities may be identified as a result of studies required by this Plan."

Consultant Services

2. What services will the outside consultant provide? What are the expected outcomes from these services? Development and facilitation of workshops for students to increase student outcomes during summer STEM and Academia Huitzilil Sat
3. urday Academy programs in English, Nahuatl, and Spanish for student academic enrichment. Consultant will facilitate trainings for MASSD staff on Mexican Indigenous culturally relevant strategies for mentoring to build academic identity. Expert consultation to be provided for development and review of Academia Huitzilil Saturday Academy curriculum.
4. Are there any follow-up activities planned for after the initial training? On-going workshops facilitated by MASSD staff utilizing training strategies and materials. MASSD staff to continue developing curriculum for Academia Huitzilil Saturday Academy with consultant recommendations.

Justification for 910-G Funded Outside Consultants Form

5. Is this training aligned with any on-going District initiatives? If yes, please describe how this training aligns with the initiative (*including whether the training has been, or is scheduled to be, reviewed by the internal CR committee*). Yes, aligned to USP and asset-based approach to services for MASSD as continued improvement of support services aligned to increase educational outcomes of Mexican American/Latino students in order to decrease academic disparities.

6. How does this training integrate with the District's Cultural Responsive Pedagogy and/or equity practices?(*Ex: Share SPARKS instructional framework, meet with CRPI or Multicultural department, share TUSD Multicultural Education model*) Workshops and materials are specifically culturally relevant with alignment to SPARKS.

Deseg Budget

7. Was this budgeted in the Deseg budget? Yes If no, please explain. _____

8. If you are moving the funds from another budget line, explain why it is not needed in the original line. N/A

9. Attach any relevant documents. (*Ex: quote, description of workshop, scope of services, etc.*)

Jesus Ruiz
 1525 N. Oracle Rd.
 Tucson, Arizona 85705
 520-551-5229
 TEOXICALLI@yahoo.com

Date: 11/8/2019

TO Maria Federico Brummer
Tucson Unified School District
Mexican American Student Services Department
3645 E Pima St.
Tucson, AZ 85718
520-232-8568

Description	Unit Price	Line Total
Staff training in Mexican Indigenous culture		
Summer STEAM presentations	\$1,000.00	\$1,000.00
Academia Hutzilin Consultation		
November 2019 - June 2020		
	Subtotal	\$1,000.00
	Sales Tax	N/A
	Total	\$1,000.00

TUCSON UNIFIED
SCHOOL DISTRICT

Justification for 910G-Funded Consultants Form

WT
7/31/19

Date: 7-2619

Contact Person: Ilse Billings

Contact Phone: 520-225-6731

1. Requester / School Site or Department: Magnet Department
2. Vendor with all relevant specific names (Ex: *Avid Central; Denise Baker*): Kim Gunn
3. What is the cost? (Ex: *\$5,000.00*): \$39,100
4. Who is the target audience? (Ex: *The training will be provided to all middle school ELA teachers.*): The training will be provided to magnet teachers and other staff such as coordinators and CSP's.
5. What are the dates or timeline? (Ex: *Six hours each day on September 5 & 6.*): August 15, 2019 - June 5, 2020

USP/Deseg Justification

1. Describe how the outside consultant will further the objectives of the USP or related matter (Court order or Action Plan).

Provide the relevant USP section or related matter (Action Plan, Court Order) that justifies the use of Deseg funds. (Ex: *an AVID consultant for ALE would be justified by USP section V(A)(2)(v)*):

Consultant for Magnet would be justified by Document 2123 section a. Magnet Schools and Programs

Consultant Services

2. What services will the outside consultant provide? What are the expected outcomes from these services? The consultant will provide services in two areas: PD development and training/workshops that provide professional development according to needs identified by district and school leadership based on trend data. A sample of professional development services include:
 - o Initial classroom observation of patterns and trends
 - o Providing targeted coaching and feedback for teachers at school sites
 - o Professional development on Creating Quality and Coherent Units and developing effective and engaging lessons
 - o Professional development on "Quality Core Instruction"
 - o Evidence based collaboration and action planningo Professional development on Understanding by Design
3. Are there any follow-up activities planned for after the initial training? Consultant provides recommendations for follow-up activities on an as-needed basis. Follow-up may also be requested by individual sites according to staff needs. Follow-up activities are delineated in Scopes of Work submitted by the consultant.

Internal Approval Process for 910G-Funded Consultants

TUCSON UNIFIED
SCHOOL DISTRICT

Justification for 910G-Funded Consultants Form

4. Is the consultant providing direct training (directly to staff) or building system capacity (Training-the-trainer model)? The consultant is providing direct training to teachers, as well as building system capacity by training district and building admin.
5. Is this training aligned with any on-going District initiatives? If yes, please describe how this training aligns with the initiative (including whether the training has been, or is scheduled to be, reviewed by the internal CR committee). This consultant supports the District initiative to focus on all aspects of quality Tier 1 instruction.

Deseg Budget

6. Was this budgeted in the Deseg budget? yes If no, please explain. _____
7. If you are moving the funds from another budget line, explain why it is not needed in the original line. Justification will be provided on an as-needed basis.
8. Attach any relevant documents. (*Ex: quote, description of workshop, scope of services, etc.*)

Internal Approval Process for 910G-Funded Consultants

**Proposed Scope of Work for with the Magnet Department
from
Kim Gunn Educational Consultants LLC**

Attention: Ms. Janna Acevedo

July 11, 2019

**Paradise Valley School District- 1 GPA Award
TUSD Vendor # 6913
Name on contract: Kim Korthof-Gunn**

Dates	Topic	Quote
August 15 & 16, 2019 *September 12 & 13, 2019 *October 3 & 4, 2019 November 14 & 15, 2019 December 12 & 13, 2019 January 16 & 17, 2020 February 6 & 7, 2020 March 5 & 6, 2020 April 2 & 3, 2020 April 30 & May 1, 2020 June 3, 4, 5, 2020 Total days: 23	Work with Janna Acevedo and team on future PD trainings and delivering PD.	$\$1700.00 \text{ per day} \times 23 \text{ days} = \$39,100.00$
		Total: \$39,100.00

TUCSON UNIFIED
SCHOOL DISTRICT

Justification for 910G-Funded Consultants Form

Date: 6.27.19

Contact Person: Denice Contreras

Contact Phone: 225-1000/591-0763

MC
9-27-19

1. Requester / School Site or Department: Borton Magnet
2. Vendor with all relevant specific names (*Ex: Avid Central; Denise Baker*): Oakbridge Educational Collaborative
3. What is the cost? (*Ex: \$5,000.00*): \$9840
4. Who is the target audience? (*Ex: The training will be provided to all middle school ELA teachers.*): Certified staff
5. What are the dates or timeline? (*Ex: Six hours each day on September 5 & 6.*): 24 days throughout the school year 19.20

USP/Deseg Justification

1. Describe how the outside consultant will further the objectives of the USP or related matter (Court order or Action Plan).

Provide the relevant USP section or related matter (Action Plan, Court Order) that justifies the use of Deseg funds. (*Ex: an AVID consultant for ALE would be justified by USP section V(A)(2)(v)*):

This is aligned to our magnet plan of increasing student achievement, and, in particular, closing the achievement gap, based on our AZ Merit data.

Consultant Services

2. What services will the outside consultant provide? What are the expected outcomes from these services? Participants will calibrate the use of assessments. They will learn how to use consistent schoolwide practices and strategies using TUSD Curriculum and new ELA adoption. Teachers will learn how to create consistent common formative assessments and how to analyze the data.
3. Are there any follow-up activities planned for after the initial training? Yes, follow up with PLC teams as well as some additional hours on Wednesdays will be set aside. The Oakbridge coach will be providing job embedded PD during her assigned days to Borton. The CSP will follow up with classroom observations to gather data on implementation.
4. Is the consultant providing direct training (directly to staff) or building system capacity (Training-the-trainer model)? Both. Initially it will involve direct training, but follow up with Leadership Team, including reading interventionist, to provide additional guidance. Workshops will be provided for parents by school personnel.

Internal Approval Process for 910G-Funded Consultants

TUCSON UNIFIED
SCHOOL DISTRICT

Justification for 910G-Funded Consultants Form

5. Is this training aligned with any on-going District initiatives? If yes, please describe how this training aligns with the initiative (including whether the training has been, or is scheduled to be, reviewed by the internal CR committee). It aligns with the district initiative of closing the achievement gap, Cultural Relevant Curriculum, as well as with Title I (Family Engagement)

Deseg Budget

6. Was this budgeted in the Deseg budget? Yes If no, please explain. _____
7. If you are moving the funds from another budget line, explain why it is not needed in the original line. _____
8. Attach any relevant documents. (*Ex: quote, description of workshop, scope of services, etc.*)

Internal Approval Process for 910G-Funded Consultants

**Borton Magnet School Scope of Services Proposal,
2019-2020**



**Borton Magnet School Scope of Services and Cost Proposal
School Improvement ELA Professional Development
Tucson Unified School District
May 2019**

Oakbridge Educational Collaborative, LLC – Rachael Helfrick, Contact

Objective:

Working with teachers to develop a systematic approach to literacy instruction, thereby increasing student achievement in English Language Arts on AzMERIT, unit assessments, and on formative classroom assessments that address the AZ College and Career Readiness Standards.

Approach:

Coaching, co-teaching, demonstration lessons, planning, curriculum and resource support, observation and feedback, assessment calibration, school-wide professional development, support staff coaching, administrative support for systemic program improvement

Cost Proposal:

\$9,840

24 x \$410 per day = \$9,840

Goals:

- a) Develop a systematic approach for literacy professional development that will impact student learning and achievement, with specified student-centered and teacher-centered goals and outcomes to be assessed and implemented throughout the year
- b) Work with the principal on follow-up strategies and steps to ensure ongoing support with the professional development improvement plan
- c) Develop a consistent and school-wide approach to ELA instruction, using AZ College and Career Readiness Standards, TUSD Curriculum 4.0, district provided curricula, striving to integrate phonics instruction within a balanced literacy model.
- d) Develop an understanding of the standards in relation to the TUSD Curriculum 4.0, employing instructional practices that align to the mission of culturally responsive pedagogy
- e) Develop consistent, effective assessment systems, providing support with the assessment schedule, data collection, and analysis
- f) Support teachers in analyzing student data to design and implement data-driven, student-centered differentiated literacy lessons
- g) Collaborate with teachers to map units based upon Curriculum 4.0, AZ Standards, and student data
- h) Support teachers in the design, development, and implementation of centers and routines, ensuring they are differentiated, rigorous, and aligned with the AZ College and Career Readiness Standards
- i) Develop balanced literacy schedules comprised of the essential components: whole group instruction with grade-level, complex texts; guided practice; student independence and centers; small group work; phonics instruction;

**Borton Magnet School Scope of Services Proposal,
2019-2020**

whole group writing focus lesson followed by independent and small group writing

- j) Develop a sequence of differentiated lessons and assessments that build students' stamina and metacognition, specifically in support of students responding to reading in writing
- k) Assess and analyze student progress, and collaborate with teachers and principal to create curricular and school-wide responses
- l) Facilitate demonstration lessons to model high yield pedagogical practices and routines
- m) Co-teach lessons to scaffold professional support and ensure student-driven outcomes
- n) Coach teachers and support staff in high yield pedagogical practices for literacy instruction that are culturally responsive and data-driven

*Rationale: Professional development needs to align with student-learning goals, as well as professional learning goals to be effective. Students are the core of educational philosophy, and educators must endeavor to develop professional learning goals that improve the learning of all students. Therefore, adult learning priorities are derived from data analysis, self-reflection, and individual professional needs. These priorities established as professional learning goals create a scope and sequence for adult learning that is most effectively supported through individualized, ongoing professional development support. This ongoing support via coaching, observation, and feedback bolsters teacher accountability, and improves student learning as an outcome. Therefore, effective professional development must be intensive, relevant to practice and curriculum, and ongoing, while nurturing collaborative relationships amongst teachers.

*Biancarosa, G., Bryk, A.S., Dexter, E.R. (2010). Assessing the value-added effects of literacy collaborative professional development on student learning. *The Elementary School Journal*, 111(1), 7-34.

Duzor, A. (2011). Capitalizing on teacher expertise: Motivations for contemplating transfer from professional development to the classroom. *Journal of Science Education & Technology*, 20(4), 363-374.

Organization Information:

Oakbridge Educational Collaborative, LLC
8673 W Hanbury Road
Marana, AZ 85653

Contact: Rachael Helfrick

860.833.2718
oakbridgeec@gmail.com
www.oakbridgeec.com

TUCSON UNIFIED
SCHOOL DISTRICT

Justification for 910G-Funded Consultants Form

Date: 7/10/19

Contact Person: Flori Huitt

Contact Phone: 225-6282

Mt 7/11/19

1. Requester / School Site or Department: Curriculum and Instruction
2. Vendor with all relevant specific names (Ex: *Avid Central; Denise Baker*): Office of Pima County School Superintendent; Sheri Marlin
3. What is the cost? (Ex: *\$5,000.00*) \$600
4. Who is the target audience? (Ex: *The training will be provided to all middle school ELA teachers.*): Curriculum and Instruction Division Staff
5. What are the dates or timeline? (Ex: *Six hours each day on September 5 & 6.*): 07/16/19

USP/Deseg Justification

1. Describe how the outside consultant will further the objectives of the USP or related matter (Court order or Action Plan).

Provide the relevant USP section or related matter (Action Plan, Court Order) that justifies the use of Deseg funds. (Ex: *an AVID consultant for ALE would be justified by USP section V(A)(2)(v)*):

The Pima County consultant will provide a short training on identifying staff's unique personal preferences and their working styles. The True Colors training will focus on "highlighting" the four styles of the True Colors model by working together in like groups to answer questions and consider a typical workplace scenario from their unique perspective. This training is intended for directors and administrators within the Curriculum and Instruction Division which involves about fifteen different departments including Multicultural and Culturally Responsive departments. It will enhance collaboration and team-building skills for this large group and the new Assistant Superintendent for Curriculum and Instruction. It is the first step in developing a cohesive cadre of administrative educators as they work together to enhance collaboration and vertical alignment among all fifteen departments. The relevant USP section supports IV.B.7 PLC training.

Consultant Services

2. What services will the outside consultant provide? What are the expected outcomes from these services? The consultant will facilitate a two hour session that includes an Introduction to the True Colors model for the purpose of building leadership capacity and team collaboration. This strategy will enhance leaders' capacity as they lead their own departments while navigating multiple personalities and individual perspectives. Teams will be more cognizant of their unique leadership and working style and be able to use that knowledge to work effectively with team members in their groups.

Internal Approval Process for 910G-Funded Consultants

Justification for 910G-Funded Consultants Form

3. Are there any follow-up activities planned for after the initial training? No
4. Is the consultant providing direct training (directly to staff) or building system capacity (Training-the-trainer model)? Building capacity
5. Is this training aligned with any on-going District initiatives? If yes, please describe how this training aligns with the initiative (including whether the training has been, or is scheduled to be, reviewed by the internal CR committee). Yes, this training aligns with the district's values of incorporating collaboration among stakeholders to enhance student services.

Deseg Budget

6. Was this budgeted in the Deseg budget? yes If no, please explain. _____
7. If you are moving the funds from another budget line, explain why it is not needed in the original line. _____
8. Attach any relevant documents. (*Ex: quote, description of workshop, scope of services, etc.*)

Internal Approval Process for 910G-Funded Consultants

TUCSON UNIFIED
SCHOOL DISTRICT

Justification for 910G-Funded Consultants Form

MT
8/13/2019

Date: 8/9/19

Contact Person: Lori Conner

Contact Phone: 225-1200

1. Requester / School Site or Department: Carrillo K-5 Communication & Creative Arts Magnet School
2. Vendor with all relevant specific names (Ex: Avid Central; Denise Baker): Pima County School Superintendent's Office, Bette Lovelace
3. What is the cost? (Ex: \$5,000.00): \$3752.46
4. Who is the target audience? (Ex: The training will be provided to all middle school ELA teachers.): Teachers
5. What are the dates or timeline? (Ex: Six hours each day on September 5 & 6.): See PO

USP/Deseg Justification

1. Describe how the outside consultant will further the objectives of the USP or related matter (Court order or Action Plan).

Provide the relevant USP section or related matter (Action Plan, Court Order) that justifies the use of Deseg funds. (Ex: an AVID consultant for ALE would be justified by USP section V(A)(2)(v)):

A consultant from the Pima County School's Superintendent's office supports USP section V.Quality of Education, E. Student Engagement and Support, a. "The objective of this Section is to improve the academic achievement and educational outcomes of the District's African American and Latino students, including ELL students, using strategies to seek to close the achievement gap and eliminate the racial and ethnic disparities for these students in academic achievement, dropout and retention rates, discipline.."

Consultant Services

2. What services will the outside consultant provide? What are the expected outcomes from these services? Staff Development services, professional development in vertical PLC teamings, proving ELA strategies specific to writing foundations which will be implemented in the classroom for all students, including African American, Hispanic and ELL students. Outcomes include increased ELA academic success measured by formative and summative assessments, including DIBELS and AZMerit ELA scores.
3. Are there any follow-up activities planned for after the initial training? Training will be provided throughout the year with follow up time to support teachers through observations, coaching, or PLC meetings.

Internal Approval Process for 910G-Funded Consultants

TUCSON UNIFIED
SCHOOL DISTRICT

Justification for 910G-Funded Consultants Form

4. Is the consultant providing direct training (directly to staff) or building system capacity (Training-the-trainer model)? Directly to staff
5. Is this training aligned with any on-going District initiatives? If yes, please describe how this training aligns with the initiative (including whether the training has been, or is scheduled to be, reviewed by the internal CR committee). Student Academic Success

Deseg Budget

6. Was this budgeted in the Deseg budget? yes If no, please explain. _____
7. If you are moving the funds from another budget line, explain why it is not needed in the original line. N/A
8. Attach any relevant documents. (*Ex: quote, description of workshop, scope of services, etc.*)

Internal Approval Process for 910G-Funded Consultants



Office of the Pima County School Superintendent

Pima Regional Support Center



Frameworks
& Foundations

Frameworks and Foundations Programs Services Proposal Carrillo Elementary School

Date Submitted: 7/25/19

Date(s)	Description	QTY	Unit Price	Total Amount
August-May 2019-20	Staff Development Services: Professional development to be provided:			
August 19 September 16 October 21	<ul style="list-style-type: none"> Writing Foundations 	12 hours at \$100/hr	\$100.00/hr	\$1200.00
	Binders for Writing Foundations PD	12	\$15.00/each	\$180.00
November 18 + additional days TBD	Support implementation of writing foundations; handwriting, spelling and sentence construction, in K-2 classrooms.	4 hours per day x 4	\$120.00/hr	\$2020.00
	-Additional Consultation not to exceed 2 hours		120.00/hr	\$240.00



Office of the Pima County School Superintendent

Pima Regional Support Center



Frameworks
& Foundations

	<i>Administrative Costs for materials</i>			\$ 100.00
	<i>Travel</i>	4 miles x 7	.445 per mile	\$ 12.46
	<i>TOTAL:</i>			\$3752.46
<ul style="list-style-type: none"> • This proposal pricing reflects the elements outlined in conversation with Facilitator, Bette Lovelace and Lori Connor and school leadership team on 7-8-19 and 7-22-19. • A purchase order needs to be sent upon approval of proposal. Work provided by Elizabeth Lovelace. 				

Make check or purchase order out to:
Pima Special Programs

TUSD Lori Conner, Principal
Carrillo Elementary School
440 S. Main Ave
Tucson, AZ 85701

Correspondence regarding PO and Payment may be directed to:
Derika L. Louk
Administrative Services Manager
200 N. Stone Ave, Tucson, AZ 85701
Phone: 520.724.8997
ar@Pima.Gov

Form **W-9**
 (Rev. December 2014)
 Department of the Treasury
 Internal Revenue Service

**Request for Taxpayer
 Identification Number and Certification**

Give Form to the
 requester. Do not
 send to the IRS.

1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.
PIMA COUNTY SCHOOLS

2 Business name/disregarded entity name, if different from above
PIMA ACCOMMODATION DISTRICT NO. 00; PIMA SPECIAL PROGRAMS NO. 09; PIMA COUNTY REGIONAL SUPPORT

3 Check appropriate box for federal tax classification; check only one of the following seven boxes:
 Individual/sole proprietor or single-member LLC
 C Corporation
 S Corporation
 Partnership
 Trust/estate
 Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=partnership) ▶ _____
 Note. For a single-member LLC that is disregarded, do not check LLC; check the appropriate box in the line above for the tax classification of the single-member owner.
 Other (see instructions) ▶ **GOVERNMENT/POLITICAL SUB-DIVISION**

4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):
 Exempt payee code (if any) 3
 Exemption from FATCA reporting code (if any) C
 (Applies to accounts maintained outside the U.S.)

5 Address (number, street, and apt. or suite no.)
200 N. STONE AVE

6 City, state, and ZIP code
TUCSON, AZ 85701

7 List account number(s) here (optional)

Requester's name and address (optional)

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I instructions on page 3. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN* on page 3.

Social security number

			-				
--	--	--	---	--	--	--	--

or

Employer identification number

8	6	-	6	0	0	0	5	4	5
---	---	---	---	---	---	---	---	---	---


Note. If the account is in more than one name, see the instructions for line 1 and the chart on page 4 for guidelines on whose number to enter.

Part II Certification

Under penalties of perjury, I certify that:

- The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
- I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
- I am a U.S. citizen or other U.S. person (defined below); and
- The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification Instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions on page 3.

Sign Here Signature of U.S. person  Date ▶ 2/8/2019

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.
 Future developments. Information about developments affecting Form W-9 (such as legislation enacted after we release it) is at www.irs.gov/fw9.

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following:

- Form 1099-INT (interest earned or paid)
- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)

- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (cancelled debt)
- Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See *What is backup withholding?* on page 2.

By signing the filled-out form, you:

1. Certify that the TIN you are giving is correct (or you are waiting for a number to be issued),
2. Certify that you are not subject to backup withholding, or
3. Claim exemption from backup withholding if you are a U.S. exempt payee. If applicable, you are also certifying that as a U.S. person, your allocable share of any partnership income from a U.S. trade or business is not subject to the withholding tax on foreign partners' share of effectively connected income, and
4. Certify that the FATCA code(s) entered on this form (if any) indicating that you are exempt from the FATCA reporting, is correct. See *What is FATCA reporting?* on page 2 for further information.



Dustin J. Williams
Superintendent of Schools

Deborah Bryson
Chief Deputy Superintendent

520.724.8451
schools.pima.gov

INDEPENDENT CONTRACTOR AGREEMENT

This agreement is made by and between the Pima County School Superintendent's Office, a political subdivision of the State of Arizona, and the Independent Contractor named below:

VENDOR NAME (NAME MUST BE LISTED THE SAME AS IDENTIFIED ON FORM W-9):

Elizabeth J Lovelace

ADDRESS:

301 South Eastbourne Avenue Tucson, AZ 85716

PHONE NUMBER:

EMAIL:

520-784-4232

BetteLovelace@msn.com

Section A: Terms & Conditions

As an Independent Contractor, you agree to all the following:

1. This Agreement is between the Pima County School Superintendent's Office ("County"), a political subdivision of the State of Arizona, and the Independent Contractor ("Contractor") named in this Agreement.
2. The term of this Agreement is effective on the date signed by the County and expires on June 30th of the fiscal year in which this Agreement was signed. The County may renew or extend this Agreement upon the execution of a new Agreement with a new Purchase Order for the ensuing fiscal year.
3. Contractor will provide County with services described in any documentation attached as exhibits to this Agreement at the dates and times described. If no dates or times are contained, then upon demand by the County. The services must complete with all requirements and specifications contained in this Agreement.
4. The County does not have the authority to supervise or control the actual work of the Independent Contractor ("Contractor") or their employees and does not require the Independent Contractor to perform work exclusively for the County.
5. The County does not provide the Contractor with any business registrations or licenses required to perform the specific services set for the in the Contract. The Contractor will comply with all federal, state, and local laws regarding business permits, certificates, and licenses that may be required to carry out the work performed.



Dustin J. Williams
Superintendent of Schools

Deborah Bryson
Chief Deputy Superintendent

520.724.8451
schools.pima.gov

6. Federal, state, and local income or payroll taxes shall not be withheld or paid by the County on behalf of the Contractor or the employees of the Contractor. Neither the Contractor nor any employee of the Contractor shall be treated as an employee with respect to services performed for federal or state tax purposes, and as such, the Contractor and employees of the Contractors are not covered by or entitled to unemployment or worker's compensation insurance.
7. The Contractor is solely responsible to pay, according to law, Contractor's all applicable federal, state, and local income taxes and payroll taxes and incurs all liabilities that may be incurred for failure to pay such taxes.
8. The Contractor is not eligible for, and shall not participate in any employee pensions, health, or other fringe benefit plan of the County. However, pursuant to A.R.S. §38-766.02, the County shall pay contributions at an alternate rate (ACR) on behalf of an ASRS retiree who returns to work in any capacity in a position that may ordinarily be filled by an employee of the County. This contribution amount may or may not be withheld from the agreed upon compensation for services. The contribution amount shall be determined by the Arizona State Retirement System.
9. The County will not terminate the Contractor before the expiration of the contract period unless the Contractor breaches the terms of the contract, violates the laws of the State of Arizona, the State Procurement Code, or violates the terms and conditions of the Purchase Order.
10. The County does not provide tools, supplies, services, trainings, a work area, or any means to insure job performance, nor does the County determine the Contractor's schedule nor require the Independent Contractor to perform work exclusively for the County.
11. The Contractor has no authority to enter into contracts or agreements on behalf of the County. The agreement does not create a partnership between the parties.
12. The Contractor shall comply with all applicable federal, state and local laws, regulations, standards, ordinances, and executive orders, including but not limited to, those applicable as a condition of funding, without limitation to those designated in this agreement. Any such law, rule, regulation, standard, or executive order, which is required to be referenced in this agreement shall be deemed and treated as incorporated fully into this agreement. Changes in laws during the term(s) of this agreement shall apply, but do not require amendment.
13. The agreement shall be subject to and interpreted under the laws of the State of Arizona.
14. This agreement shall be null and void for violations of conflict of interest laws pursuant to A.R.S. §38-511.



Dustin J. Williams
Superintendent of Schools

Deborah Bryson
Chief Deputy Superintendent

520.724.8451
schools.pima.gov

(Fingerprint card or documentation *must* be provided)

- Fingerprints need to be taken before Contractor begins work
- The Contractor will have no contact with students
(Fingerprints are not required)

Section C: Payment for Services Rendered

1. County will pay Contractor at the rates set forth in the attached Purchase Order. Those rates shall remain in effect during any extension option unless Contractor, at least 90 days before the end of the then-existing Agreement, informs the County of any rate adjustments and rationale for the adjustments.
2. County's total payment to Contractor, including applicable and approved reimbursable expenses, may not exceed \$10,000 per fiscal year. In the event the Contractor will exceed or does exceed \$10,000 in the fiscal year, the County reserves the right to terminate this Agreement, with at least 30 days written notice to the Contractor, and to request a formal Request for Quotations or Request for Proposals as required by Arizona School District Procurement Rules.
3. Contractor will invoice the County on a monthly basis unless a different billing is agreed upon, in writing. County must receive invoices no more than 30 days after services have been received by the County. Invoices shall contain detailed documentation and information to support each billed line item. County may offset any overpayment against amounts due to the Contractor between County and the Contractor. Contractor will promptly pay to County any overpayment that County cannot recover by any offset.
4. All invoicing must be reviewed and approved by the County to ensure payment is for services under this agreement.
5. The County agrees to pay the Contractor to the order of the name appearing on IRS Form W-9 "Request for Taxpayer Identification Number and Certification."

Page 4
Rev. 1/2019

The County and the Contractor understand that this constitutes the entire agreement between the parties pertaining to the subject matter contained herein, and all prior or contemporaneous agreements and understandings, oral or written, are hereby superseded and merged herein. This Contract may be modified, amended, altered, or extended only by a written amendment signed by the parties and attached to this document.



Dustin J. Williams
Superintendent of Schools

Deborah Bryson
Chief Deputy Superintendent

520.724.8451
schools.pima.gov

15. This agreement shall be null and void and create no presumption of a Contractor relationship if the consent of either party is obtained through misrepresentation, false statements, fraud, intimidation, coercion, or duress.
16. This agreement shall expire at 11:59PM Arizona time on June 30th of the fiscal year in which this form is signed.
17. Contractor is an independent contractor. Neither Contractor, nor any of Contractor's officers, agents or employees will be considered an employee of the County for any purpose or to be entitled to receive any employment-related benefits, or assert any protections under the Pima County Merit System Rules.
18. Because the Contractor is a sole proprietor with no employees, the County waives the requirement for Worker's Compensation Insurance, as allowed by A.R.S. § 23-902(D). The Contractor is not entitled to Worker's Compensation Insurance from the County.
19. To the fullest extent permitted by law, Contractor will defend, indemnify, and hold harmless the County and any related taxing district, and the officials and employees of each of them (collectively, "Indemnitee") from and against any and all claims, actions, liabilities, losses, and expenses (including reasonable attorney fees) (collectively, "Claims") arising out of actual or alleged injury of any person (including death) or loss or damage to tangible or intangible property caused, or alleged to be caused, in whole or in part, by any act or omission of Contractor or any of Contractor's directors, officers, agents, employees, volunteers, or subcontractors. This indemnity includes any claim or amount arising or recovered under the Workers' Compensation Law or arising out of the failure of Contractor to conform to any federal, state or local law, statute, ordinance, rule, regulation or court decree. The Indemnitee will, in all instances, except for Claims arising solely from the acts or omissions of the Indemnitee, be indemnified by Contractor from and against any and all Claims. Contractor is responsible for primary loss investigation, defense and judgment costs for any Claim to which this indemnity applies. This indemnity will survive the expiration or termination of this Contract.

Section B: Fingerprinting

The County requires that any Contractor working directly with students must be fingerprinted. The fingerprinting process must be completed **prior** to performing the actual services. There is a cost associated with fingerprinting and must be paid by the individual being fingerprinted. Please contact Human Resources at (520) 724-8993 for information about fingerprinting. Please check **one** of the following regarding the status of the Contractor:

Page 3
Rev. 1/2019

- Fingerprints are already on file with the County
- Fingerprints are on file with another school district or agency



PIMA COUNTY
SCHOOL SUPERINTENDENT

Dustin J. Williams
Superintendent of Schools

Deborah Bryson
Chief Deputy Superintendent

520.724.8451
schools.pima.gov

Elizabeth J. Lovelace
Independent Contractor Authorized Signature

7-22-19
Date

[Signature]
Authorized Representative
Pima County School Superintendent's Office

8/6/19
Date

Sanchez, Monica

From: Carrillo-Cazares, Veronica
Sent: Monday, August 12, 2019 4:30 PM
To: Sanchez, Monica
Cc: Conner, Lori
Subject: Friendly Reminder - FW: URGENT REQ. #502750 Pima Special Programs - FW: Lovelace Proposal
Attachments: PimaCountySuperintendent.IndependentContractorAgreement.pdf; Reserve_W-9 UPDATED 2-8-19 (002).pdf; Carrillo PC School Sup. Consultant.2019-2020.docx; FINAL Lovelace Proposal Carrillo Elementary 2019-20.doc
Importance: High

Hi Monica,

Is there any way possible I can get the form signed and returned asap? As I said in the email below Mrs. Conner would like to start the PD on August 19th.

Any help will be appreciated.

Thank you,

Veronica Carrillo-Cazares
Carrillo K-5 Communication & Creative Arts Magnet School
A+ School of Excellence
440 S. Main Avenue
Tucson, AZ 85701
(520)225-1200

From: Carrillo-Cazares, Veronica
Sent: Friday, August 9, 2019 2:22 PM
To: Sanchez, Monica <Monica.Sanchez@tusd1.org>
Cc: Conner, Lori <Lori.Conner@tusd1.org>
Subject: RE: URGENT REQ. #502750 Pima Special Programs - FW: Lovelace Proposal
Importance: High

Hi Monica,

Please see attached documents per our conversation today. Mrs. Conner has filled out the Funded Consultants Form, she would like to have a PO in place before August 19th due to the scheduled professional development session. If you can get this signed and returned to me quickly so I can re-send the requisition back to finance we will certainly appreciate your efforts.

Thank you,

Veronica Carrillo-Cazares
Carrillo K-5 Communication & Creative Arts Magnet School

A+ School of Excellence
440 S. Main Avenue
Tucson, AZ 85701
(520)225-1200

From: Sanchez, Monica <Monica.Sanchez@tusd1.org>
Sent: Friday, August 9, 2019 12:41 PM
To: Mueller, Nancy <Nancy.Mueller@tusd1.org>; Carrillo-Cazares, Veronica <Veronica.CarrilloCazares@tusd1.org>;
Bates, Bob <Robert.Bates@tusd1.org>
Cc: Conner, Lori <Lori.Conner@tusd1.org>
Subject: RE: URGENT REQ. #502750 Pima Special Programs - FW: Lovelace Proposal

Here is the link to the form. Please fill it out and return to us via email. http://intranet/tusdforms/documents/DES1000_910G-FundedConsultantsForm.docx
Thank you, Monica

From: Mueller, Nancy <Nancy.Mueller@tusd1.org>
Sent: Friday, August 9, 2019 12:28 PM
To: Carrillo-Cazares, Veronica <Veronica.CarrilloCazares@tusd1.org>; Bates, Bob <Robert.Bates@tusd1.org>
Cc: Conner, Lori <Lori.Conner@tusd1.org>; Sanchez, Monica <Monica.Sanchez@tusd1.org>
Subject: RE: URGENT REQ. #502750 Pima Special Programs - FW: Lovelace Proposal

The correct form to attach is the approved (signed by Martha Taylor) Deseg Consultant form that we have been using for several years.
It is an internal form not something that would be provided by the vendor. If you need additional information please call me or Monica Sanchez in the deseg office.

From: Carrillo-Cazares, Veronica <Veronica.CarrilloCazares@tusd1.org>
Sent: Thursday, August 8, 2019 10:02 AM
To: Mueller, Nancy <Nancy.Mueller@tusd1.org>; Bates, Bob <Robert.Bates@tusd1.org>
Cc: Conner, Lori <Lori.Conner@tusd1.org>
Subject: URGENT REQ. #502750 Pima Special Programs - FW: Lovelace Proposal
Importance: High

Good Morning Nancy or Bob,

I called the Pima County Superintendent Office about this requisition being sent back to me. Could you please read the email below along with the attachments, I need to know if this documentation is enough to get the requisition approved for a purchase order before I send it back to you for approval. Mrs. Conner is planning to start in August, so I really need to get her a purchase order.

Please review and advise.

Thank you,

Veronica Carrillo-Cazares
Carrillo K-5 Communication & Creative Arts Magnet School
A+ School of Excellence
440 S. Main Avenue

Tucson, AZ 85701
 (520)225-1200

Requisition/Detail	Addresses	Notes
PO Notes		Blanket PO for Frameworks & Foundations for Professional Development Program the 2019-2020 school year. 1st workshop will begin August 19, 2019. Please attached documentation.
Internal Notes		NMueller 8/2/2019 9:47:33 AM-Please resubmit with the approved (signed by M Taylor) consultant form. The one on file is from 2017.
Append Internal Notes		

Line	Account	Grant Project	Qty	Unit	Part Number	D
1	001.511.2213.6321.1161.80202.5092		1.000000	EA	BPO	SI Fc

From: Derika Louk <Derika.Louk@pima.gov>
Sent: Thursday, August 8, 2019 9:36 AM
To: Carrillo-Cazares, Veronica <Veronica.CarrilloCazares@tusd1.org>
Cc: Michael Schaeffer <Michael.Schaeffer@pima.gov>; Deborah Bryson <Deborah.Bryson@pima.gov>; Marianne Landrith <Marianne.Landrith@pima.gov>
Subject: Lovelace Proposal

Hi Veronica,

Attached is our independent contractor agreement with Bette Lovelace along with the copy I received for the proposal with Carrillo Elementary. In the past we've had Bette signed a contractor agreement with our office and we would provide the proposal and W-9 to you to create the purchase order.

Payment is made out to our office and we coordinate with Bette on ordering materials and reimbursing her costs for time and travel.

Let me know if you have any additional questions. I included our CFO, Chief Deputy and Program Coordinator on this email to assist if there are other concerns or questions.

Thank you,



PIMA COUNTY
SCHOOL SUPERINTENDENT

Derika L. Louk

Administrative Services Manager

200 N. Stone Ave, Tucson, AZ 85701

Phone: 520.724.8997

Derika.Louk@Schools.Pima.Gov

***Important District Deadlines:**

6/26-last day to submit for 6/30 voucher posting date,

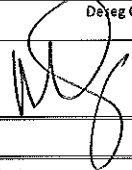
7/5-FY20 Proposed Budget,

7/18-FY20 Adopted Budget & FY19 Advice of Encumbrance,

12pm on 8/29-Last day to submit FY19 vouchers and deposits for FY 19 ledger,

9/28-Last day to submit FY19 adjusting journal entries for FY19 ledger

Justification for 910-G Funded Outside Consultants Form
Date: 2/24/20Contact Person: Luis OrantesContact Phone: 225-4672

Deseg Office	
Approved	Date
	<u>2.27.2020</u>

1. Requester / School Site or Department: Language Acquisition Department/Meaningful Access
2. Vendor with all relevant specific names (Ex: *Avid Central; Denise Baker*): University of Arizona National Center for Interpretations
3. What is the cost? (Ex: *\$5,000.00*): \$3,960
4. Who is the target audience? (Ex: *The training will be provided to all middle school ELA teachers.*): Translator/Interpreters who provide services thru Meaningful Access
5. What are the dates or timeline? (Ex: *Six hours each day on September 5 & 6.*): March 18 & March 19, 2020 for 4 hrs each day

USP/Deseg Justification

1. Describe how the outside consultant will further the objectives of the USP or related matter (*Court order or Action Plan*) and, Provide the relevant USP section or related matter (Action Plan, Court Order) that justifies the use of Deseg funds. (Ex: *an AVID consultant for ALE would be justified by USP section V(A)(2)(v)*): Section 7.B - Translations Services and Interpretations Services

Consultant Services

2. What services will the outside consultant provide? What are the expected outcomes from these services? Training will be provided to the Translator/Interpreters who provide services through Meaningful Access and will be introduced to the special skills required to effectively interpret for special education, the Standards of Practice in this domain, the laws affecting this process, and the different types of situations in which they may be called upon to interpret.
3. Are there any follow-up activities planned for after the initial training? No
4. Is the consultant providing direct training (directly to staff) or building system capacity (*Training-the-trainer model*)? The consultant will provide direct training to the staff
5. Is this training aligned with any on-going District initiatives? If yes, please describe how this training aligns with the initiative (*including whether the training has been, or is scheduled to be, reviewed by the internal CR committee*). No
6. How does this training integrate with the District's Cultural Responsive Pedagogy and/or equity practices?(Ex: *Share SPARKS instructional framework, meet with CRPI or Multicultural department, share TUSD Multicultural Education model*) Sharing the SPARKS framework with the consultant ensures Translator/Interpreters will use building Indicators and supporting Parent Relationships Development at

Justification for 910-G Funded Outside Consultants Form

Open Houses', Academics Nights, parner-with-parents to develop goals for students, parentship for learn and parent phone calls.

Deseg Budget

7. Was this budgeted in the Deseg budget? Yes If no, please explain. _____
8. If you are moving the funds from another budget line, explain why it is not needed in the original line. N/A
9. Attach any relevant documents. (*Ex: quote, description of workshop, scope of services, etc.*)

Services Agreement

This Agreement is entered into between Tucson Unified School District Language Acquisition Department and The Arizona Board of Regents, University of Arizona in support of TUSD Interpreting for Special Education Training. This Agreement is subject to the following terms and conditions:

1. The Project Director for the project will be Holly Silvestri
2. The Period of Performance for the project will be March 18, 2020 – March 19, 2020.
3. The activities covered by this Agreement are described in the Scope of Work (Attachment 1). Services will be provided by Project Director to Sponsor as required by the Scope of Work.
4. The costs for the project and payment schedule are described in the Budget (Attachment 2). Invoices shall be sent to Luis Orantes, Meaningful Access Coordinator, TUSD, 2025 E. Winsett, Tucson, AZ 85719, Luis.Orantes@tusd1.org.
5. Payment shall be made to the University within 30 days of receipt of invoice. Payment will be sent to The University of Arizona, Account 2224000-0710, 1303 E. University Blvd., Box 3, Tucson, Arizona 85719-0521.
6. Reports will be provided by the Project Director to Sponsor as required by the Scope of Work.
7. Administrative Notices shall be sent to, for University, Director, Sponsor Projects & Contracting Services #515, The University of Arizona, P.O. Box 210158, Tucson, Arizona 85721-0158, and for Sponsor, Luis Orantes, Meaningful Access Coordinator, TUSD, 2025 E. Winsett, Tucson, AZ 85719, Luis.Orantes@tusd1.org.
8. Each party shall be responsible for its negligent acts or omissions and the negligent acts or omissions of its employees, officers, or directors, to the extent allowed by law.
9. SPONSOR ACKNOWLEDGES THAT THE UNIVERSITY MAKES NO WARRANTIES OF ANY KIND, EXPRESSED OR IMPLIED, INCLUDING WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE OR NON-INFRINGEMENT, REGARDING THE SERVICES DELIVERED UNDER THIS AGREEMENT.
10. Either party may terminate this agreement with thirty days written notice.
11. This Agreement shall be interpreted pursuant to the laws of the State of Arizona.
12. The parties agree to comply with the provisions of applicable state and federal regulations governing equal employment opportunity and non-discrimination and Immigration.
13. The parties acknowledge that disputes arising from this Agreement may be subject to arbitration in accordance with applicable law and court rules.
14. University may cancel this Agreement if any person significantly involved in negotiating, drafting, securing or obtaining this agreement for or on behalf of the University becomes an employee in any capacity of the Sponsor, or a consultant to the Sponsor with reference to the subject matter of this Agreement, while the Agreement or any extension thereof is in effect.
15. Any modification to the above understandings shall be in writing and signed by authorized individuals of both parties.

In Witness thereof, the parties execute this Agreement as of the date written above.

The Arizona Board of Regents, University of Arizona

Sponsor

Name: Date
Title:

Name: Date
Title:

Attachment 1
Scope of Work

The University of Arizona National Center for Interpretation (NCI) proposes to hold an 8-hour training focused on interpreting challenges found in special/exceptional education settings. The training will be held in two 4-hour sessions, 8am-12pm, on Wednesday March 18, 2020 and Thursday March 19, 2020. This training will be presented in a language neutral format, taught entirely in English, and will thus be accessible to interpreters of all languages.

In this training, interpreters will be introduced to the special skills required to effectively interpret for special education, the Standards of Practice in this domain, the laws affecting this process, and the different types of situations in which they may be called upon to interpret.

The main focus of this training will be improving interpreting proficiency in special/exceptional education settings. This will include the introduction of the techniques and skills required for proficient consecutive interpreting and sight translation, the two principal interpreting modes used in special/exceptional education settings. Participants will work in small groups on practical, language-lab style interpreting exercises in these modes.

Below are the learning objectives for this training. Following the training, participants will be able to:

- Understand the special skills needed to effectively and accurately interpret for special education meetings.
- Name legislation pertaining to special education and its major parts.
- Recognize the different roles of special education professionals and support personnel, including interpreters.
- Demonstrate knowledge of the interpreter's Standards of Practice and Code of Ethics as they apply to special education interpretation.
- Discuss and define the appropriate application of the Standards of Practice to case scenarios.
- List the identification, referral and eligibility processes involved in special education.
- Describe procedural safeguards offered through the special education parental rights.
- Augment knowledge of special education terminology in the areas of special education identification, referral and eligibility.
- Identify the main sections of an Individualized Education Plan and the role of the interpreter in the process.
- Describe different types of IEPs and possible support services that a student can receive.
- Augment knowledge of special education terminology in the area of Individualized Education Plans.
- Describe the three-year re-evaluation process and the role of the interpreter.
- Describe the content and purpose of transition plans.
- Identify post-secondary options available for high school students with disabilities.
- Augment knowledge of special education terminology in relation to re-evaluations, or support for students with disabilities after high school.
- Examine disciplinary consequences and accommodations provided to special education students involved in disciplinary incidents.
- Describe Manifestation Determination meetings and possible outcomes.
- Identify behavior intervention plan components and the role of the interpreter in behavior intervention meetings.
- Augment knowledge of special education terminology in relation to disciplinary and behavior interventions.

- Identify common disabilities and chronic conditions that the interpreter may encounter in the school system.
- Describe assistive technology and supportive services available to help students with disabilities and chronic conditions.
- Evaluate appropriate ways to handle interpreter stress and emotions when dealing with families and students with disabilities and chronic conditions.

Attachment 2**Budget and Payment Schedule**

This project is conducted on a fixed price basis. Checks should be made payable only to "The University of Arizona," and should identify this Agreement or a University invoice. Checks should not be made payable to or identify individuals.

The following budget represents the anticipated costs and funding for conducting the Scope of Work pursuant to this Agreement.

The National Center for Interpretation agrees to hold this training as follows:

If NCI provides the venue for training, NCI will hold this training for up to 20 participants for \$3500. Additional participants may be added at a rate of \$175/participant.

If NCI does not provide the venue for training, NCI will hold this training for up to 20 participants for \$3300. Additional participants may be added at a rate of \$165/participant.

This pricing break down as follows:

<u># Participants</u>	<u>TUSD Venue</u>	<u>UA Venue</u>
Up to 20	\$3300	\$3500
Each additional	+\$165	+\$175
21	\$3465	\$3675
22	\$3630	\$3850
23	\$3795	\$4025 (to be rounded down to \$4000)
24	\$3960	\$4200

This proposal is valid for 30 days after which time costs may change. Extensive changes to the proposal may cause additional charges.

The National Center for Interpretation must receive the final list of training participants at least three business days prior to start date.

Sanchez, Monica

From: Taylor, Martha
Sent: Thursday, February 27, 2020 2:51 PM
To: Sanchez, Monica
Subject: Re: Please Review - Consultant form for Language Acq

Approved.

Sent from my iPhone

> On Feb 27, 2020, at 1:32 PM, Sanchez, Monica <Monica.Sanchez@tusd1.org> wrote:

>

> Martha,

> If you have a chance today or tomorrow, can you please give us a verbal approval so that the requisition can be submitted.

>

> Thank you, Monica

>

> Monica Sanchez

> Office of Desegregation

> Tucson Unified School District

> (520) 225-6203

> (520) 225-6721Fax

> monica.sanchez@tusd1.org

>

> Confidentiality Notice : This email message, including all attachments, is for the sole use of the intended recipient(s) and may contain confidential student and/or employee information. Unauthorized use or disclosure is prohibited under the federal Family Education Rights & Privacy Act (20 U.S.C. § 1232g, 34 CFR Part 99). If you are not the intended recipient, you may not use, disclose, copy or disseminate this information. Please contact the sender immediately by reply email or by contacting (520) 225-6422 and destroy all copies of the original message, including attachments.

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>

>

> <20200227131528950.pdf>

MT 9.5.19



Justification for Deseg Funded Outside Consultant

General Information

Requester / School Site or Department: Culturally Responsive Pedagogy & Instruction

Vendor with all relevant specific names (Ex: Avid Central; Denise Baker): Vicki R. Lind

What is the cost? (Ex: \$5,000.00): \$1000

Who is the target audience? (Ex: The training will be provided to all middle school ELA teachers.): High School Music Teachers

What are the dates? (Ex: Six hours each day on September 5 & 6.): October 3, 2019 12:30 pm - 3:30 pm

USP/Deseg Justification

- Describe how the outside consultant will further the objectives of the USP or related matter (Court order or Action Plan). Provide the relevant USP section or related matter (Action Plan, Court Order) that justifies the use of Deseg funds. (Ex: an AVID consultant for ALE would be justified by USP section V(A)(2)(v): (V.E.1.a.) This section of the USP calls for the development of strategies that seek to close the achievement gap and eliminate the racial and ethnic disparities for these students in academic achievement, drop-out/retention rates, and student discipline.

Consultant Services

- What services will the outside consultant provide? What are the expected outcomes from these services? See attachment quote
- Are there any follow-up activities planned for after the initial training? See attachment
- Is the consultant providing direct training (directly to staff) or building system capacity (Training-the-trainer model)? See attachment
- Is this training aligned with any on-going District initiatives? If yes, please describe how this training aligns with the initiative (including whether the training has been, or is scheduled to be, reviewed by the internal CR committee). See attachment



Justification for Deseg Funded Outside Consultant

Deseg Budget

6. Was this budgeted in the Deseg Budgeted? Identify the budget string. _____
001.511.2213.6321.5045.80508.5045

7. If it is not in the Deseg Budget and you are moving the funds from another budget line, explain why it is not needed in the original line. _____

8. Attach any relevant documents. (*Ex: quote, description of workshop, scope of services, etc.*)

Justification for Deseg Funded Outside Consultant

2. What services will the outside consultant provide? In this first-ever PD session offered to TUSD High School Music Educators, Dr. Vicky Lind and Dr. Matthew Williams will explore ways in which music instruction can be enhanced utilizing CR instructional strategies to engage diverse student populations in a selecting, studying, rehearsing and performance a variety of musical literature.

Expected outcomes include

- Provide a context for culturally responsive teaching within the music classroom
- Create a vision for culturally responsive music teaching
- Discuss varied musical genres that can support this vision while enriching students' academic and creative experiences

3. Are there any follow up activities planned for after the initial training?

TUSD elementary, middle school and high school Instrumental/Choral Faculty meets monthly for PLCs that explore a variety of relevant topics. This initial CR PD will allow our high school music teachers to think critically about their rehearsal strategies. In following Instrumental/Choral PLCs, the high school music staff will share the vision established in the CR PD while discussing the successes, concerns, ideas, and refinements they have experienced.

4. Is the consultant providing direct training or building system capacity?

The answer to this question is both. The clinicians will provide **direct training** to the high school music staff as an initial step. To **build capacity**, through the monthly Instrumental/Choral PLCs, TUSD high school music teachers will present lessons they have developed and implemented to support the vision established in the CR PD. Discussion will follow to share successes, improvements, or other instructional strategies that are used within the classrooms.

5. Is the training aligned with on-going District initiatives? UA Professor of Instrumental Music and TUSD Fine Arts Director worked collaboratively to plan this event with Dr. Vicky Lind who is the first known publisher of CR Music Education strategies. Knowing the work that is being conducted by TUSD's CR Director, we discussed the feasibility of providing this unique PD to our HS Music staff emphasizing alignment where possible with CR trainings occurring in other HS curricular areas.

6. Was this budgeted in the Deseg Budget? Identify the budget string

7. If it is not....moving to another budget line.

8. Attach relevant documents (quote, description of workshop)

Attach flyer developed by Fine Arts.



COLLEGE OF ARTS, LETTERS, AND SCIENCES

Vicki R. Lind, PhD
2 Rocky Valley Cv
Little Rock, AR 72212

Fee: \$1000.00

TUSD Teacher Workshop, Thursday Oct. 3.

Workshop will focus on culturally responsive teaching in the music classroom. Presentation will include an overview of culturally responsive teaching (CRT), examples specific to the music classroom that demonstrate CRT, and interactive activities focused on developing music teaching strategies that reflect a culturally responsive point of view.

A handwritten signature in cursive script, appearing to read 'Vicki R. Lind'.

TUCSON UNIFIED
SCHOOL DISTRICT

Justification for 910G-Funded Consultants Form

Date: 7/11/19

Contact Person: María C. Federico Brummer

Contact Phone: 292-8566

MJ
7.24.19

1. Requester / School Site or Department: Mexican American Student Services
2. Vendor with all relevant specific names (Ex: Avid Central; Denise Baker): Usiel Barrios- Barrios Fuertes Consulting
3. What is the cost? (Ex: \$5,000.00): \$4,500
4. Who is the target audience? (Ex: The training will be provided to all middle school ELA teachers.): Trainings in culturally responsive mentoring curriculum centered on positive masculinity for MASSD program specialists and CRC tutors to implement at sites. Consultant will also facilitate and monitor mentoring sessions with Mexican American/Latino middle and high school students at desginated sites.
5. What are the dates or timeline? (Ex: Six hours each day on September 5 & 6.): Curriculum developed for SY 2019-20 by August 31, 2019. Two hour trainings each day determined in September 2019. Facilitation and monitoring of student mentoring sessions during 1st semester at desginated sites in Fall 2019 semester.

USP/Deseg Justification

1. Describe how the outside consultant will further the objectives of the USP or related matter (Court order or Action Plan).

Provide the relevant USP section or related matter (Action Plan, Court Order) that justifies the use of Deseg funds. (Ex: an AVID consultant for ALE would be justified by USP section V(A)(2)(v)):

Consultant will provide culturally responsive positive masculinity curriculum & mentoring strategies targeting Mexican American/Latino male students in order to address areas of disparities of student achievement and educational outcomes for Mexican American/Latino students. Advocates are engaging men in sexual assault prevention, challenging the negative aspects of traditional manhood. USP section E.8.a.1. states in part: "The District shall continue to fund and sustain Support Services for Latino Student Achievement to improve the academic achievement and educational outcomes of Latino students, including English language learners, using strategies including participation in Achievement Via Individual Determination (AVID) and, approved reading block extension, to reduce disparities for Latino students in academic achievement, high school dropout rates, retention, special education placement, discipline, access to Advanced Learning Experiences (described in Section (V)(A)) and any other areas where disparities may be identified as a result of studies required by this Plan."

Consultant Services

Internal Approval Process for 910G-Funded Consultants

TUCSON UNIFIED
SCHOOL DISTRICT

Justification for 910G-Funded Consultants Form

2. What services will the outside consultant provide? What are the expected outcomes from these services? Development & facilitation of mentoring curriculum centered on engaging young men in sexual assault and substance use/abuse prevention that challenges the negative aspects of traditional manhood to increase educational outcomes of Mexican American/Latino males. Services include: 2 hour trainings for department staff to facilitate mentoring curriculum, 1 hour presentations to middleschool students at targeted sites including Valencia, Doolen, and Secrist. Expected outcome: Increased Mexican American/Latino student academic, behavioral, and social well-being measured through both qualitative and quantitative data sources that is evidenced through increased high school graduation rates.
3. Are there any follow-up activities planned for after the initial training? Ongoing workshops facilitated by MASSD staff utilizing training strategies and materials. Consultant monitoring and providing guidance in mentoring strategies effectiveness as facilitated by MASSD staff. MASSD staff to continue developing mentoring curriculum with consultant recommendations.
4. Is the consultant providing direct training (directly to staff) or building system capacity (Training-the-trainer model)? Direct training to MASSD staff.
5. Is this training aligned with any on-going District initiatives? If yes, please describe how this training aligns with the initiative (including whether the training has been, or is scheduled to be, reviewed by the internal CR committee). Yes, aligned to USP as continued improvement of support services aligned to increase educational outcomes of Mexican American/Latino students in order to decrease academic disparities.

Deseg Budget

6. Was this budgeted in the Deseg budget? Yes If no, please explain. _____
7. If you are moving the funds from another budget line, explain why it is not needed in the original line. N/A
8. Attach any relevant documents. (*Ex: quote, description of workshop, scope of services, etc.*)

Internal Approval Process for 910G-Funded Consultants

ATTACHMENT 1-C

Palo Verde High Magnet School Plan 2020-21 SY
Magnet Theme: STEAM
Principal: Eric Brock
Tucson Unified School District

MAGNET SCHOOL SUMMARY

Palo Verde High Magnet School is an integrated school that earned the Arizona State letter grade of a C during SY 2019-20. STEAM (Science, Technology, Engineering, Arts, and Math) is the magnet focus that is implemented through a variety of course offerings. Palo Verde's goal is to utilize STEAM courses to prepare students for life-long learning by fostering skills, knowledge, critical thinking abilities, a sense of community, and creativity.

One of the pillars of Palo Verde's STEAM Program is their Career and Technical Education (CTE) Program, which includes Engineering, Computer Science, Film & TV, Digital Communications, and Sports Medicine. Students will learn to apply Science, Technology, Engineering, Arts, and Math concepts to current technologies and tools, as they learn about the different disciplines and opportunities with the fields of Engineering. Engineering students will have the ability to experience Engineering in both electrical and embedded software design by utilizing a robotics theme. During Computer Science courses, students will learn fundamentals of computing, including problem solving, working with data, understanding the internet, cybersecurity, and programming. Our Film and TV program prepares students to work in a variety of positions within the broadcast news, film, and television industries. Students in this program will have the opportunity to earn industry certification.

In addition to our CTE Program, we offer many Fine Arts options. Some of these courses include Theater Arts, Orchestra, Band, Jazz Band, Studio Art, Clay, Piano, Choir, Drawing & Painting, Stage Management, and Dance. Our students also have the opportunity to take classes ranging from STEM, Marine Biology, Forensics, Chemistry, Biology, Anatomy, and Earth Science. Palo Verde prides itself on offering many Advanced Placement (AP) courses, as well as Dual Enrollment options. We also have a strong partnership with JTED, which helps our students get ahead in their future career choices.

PROGRAMS													
TITLE 1 PROGRAM TYPE Please indicate type				OTHER PROGRAMS Check any/all that apply									
X	School Wide		Targeted Assistance	X	Magnet (STEAM)		SIG	X	Targeted School Improvement 1. African American 2. ELL 3. ExEd		Comprehensive Support & Improvement		D or F Status

TIMELINE FOR PLAN SUBMISSION AND MONITORING						
	Feb. 15, 2020	Oct. 9, 2020	Dec. 18, 2020	March 12, 2021	May 21, 2021	TBD
	Magnet Plan Submission	Quarter 1 Progress Review	Quarter 2 Progress Review	Quarter 3 Progress Review	Quarter 4 Progress Review	Review of 2020 AzMERIT

GOALS FOR MAGNET SCHOOL EFFECTIVENESS

GOAL 1: BY THE 40TH DAY OF THE 2020-21 SY, Palo Verde High Magnet WILL REMAIN INTEGRATED.

Integration Measure: a school is “Integrated” when no racial or ethnic group exceeds 70% of the student population and all racial or ethnic groups are within +/- 15% of the average for the relevant level (ES, MS, K8, or HS).

GOAL 2: Palo Verde High Magnet School WILL ENHANCE ACADEMIC QUALITY BY THE END OF THE 2020-21 SY, AS MEASURED BELOW.

Academic Quality Measures:

Academic Performance (All Students)

1. Letter grade assigned to the school by the state. The state uses student performance on statewide standardized tests as a major consideration in determining these grades. Letter grades that are acceptable are A and B.

Academic Performance (African American and Latino Students)

2. Whether the state test scores for African American and Latino students in a particular school exceed the average test scores of African American and Latino students in schools throughout the district with similar grade structures (e.g. K-5)
3. The size of the achievement gap in mathematics and English language arts (ELA) comparing test scores of white students to those of African American and Latino students.
4. The extent to which the school has narrowed or eliminated achievement gaps.
5. Improvement in passing scores on state tests for African American and Latino students

GOAL 1: INTEGRATION (Providing Diversity, Excellence, and Equity)**Current Status:** <Updated by District with 100th Day Data in fall of 2020>**Objective:** Continue to recruit all students, with a focus on increasing the non-Latino student population.**Integration Indicator: Integration of Diverse Student Population****Actions to Address Integration Indicator and to Achieve Goal(s):****District Initiated and Supported:**

- The District Communication Department will provide marketing materials appropriate to support the school's branding and activities. Materials include banners, posters, brochures, and other school specific materials.
- Palo Verde will be part of the District Communication Department deployment of commercial media including television, print, and social media.
- Recruitment and marketing activities are planned and implemented by the District and the school.

Magnet Department Initiated and Supported:

- Magnet school staff will foster a collaborative school community that creates partnerships and implements the magnet theme with fidelity in order to attract and to maintain a diverse student population.
- Semester Theme Visibility Walkthroughs are conducted to ensure that the magnet theme is throughout the school environment. Develop quick-wins to create instant opportunities for growth with theme visibility.
- Ethnicity information closely monitored, in order to inform site of progress towards goal and recruitment efforts.

Critical Focus Area: Recruitment and Retention**Critical Focus Area Action Steps:**

1. Continue recruitment at multiple TUSD middle schools: Booth-Fickett, Dietz, Borman, Naylor, Secrist, Alice Vail, and Mansfeld in order to increase enrollment, and maintain diversity, excellence, and equity.
2. Continue recruitment at multiple non-TUSD middle schools: La Paloma Academy, Academy of Tucson, Lehman Academy, Tucson Country Day School.
3. Continue partnerships with Booth-Fickett, Dietz, Naylor, and Borman in order to retain integrated neighborhood students.
4. Magnet Coordinator (or staff representative) will participate in all District recruitment activities offered to school.
5. The leadership team will strategically identify areas for site-based recruitment, provide marketing materials, and engage in recruitment opportunities within the business community and surrounding neighborhoods.
6. The Magnet Coordinator and Palo Verde leadership team will create partnerships with community members that assist in recruitment events and school magnet visibility.
7. The principal will implement a collaborative school community that creates partnerships and implements the magnet theme with fidelity in order to attract and maintain a diverse student population.
8. Magnet School Coordinator will document recruitment and retention efforts in a magnet report, to be reviewed by the principal and submitted to the Magnet Department after quarterly benchmark assessments are analyzed.
9. Recruitment logs will be kept on-site and document district and school recruitment events, tours, and magnet phone inquiries.

Evidence of Progress

- | | |
|--|---|
| <ul style="list-style-type: none"> • Parent Attendance Sheets • Parent Volunteer Attendance Sheets • Parent and Community Outreach Plan | <ul style="list-style-type: none"> • Parent and Community Outreach Plan Quarterly Monitoring • Leadership Team Meetings Agendas/Minutes • Magnet Reports • Recruitment logs |
|--|---|

GOAL 2: ACADEMIC QUALITY

A. Data Analysis, Trends, and Objectives**2020 SCHOOL LETTER GRADE: TBD****SCHOOL PROFICIENCY RATES: <Updated by District in July 2020>**

ELA AzMERIT	Spring 2020 AzMERIT	XX % of 10 th grade students met the proficiency level on the 2020 AzMERIT; XX% below / above the district proficiency rate of XX%.
	2020-21 SY Goal	ELA achievement for 10 th grade students will increase XX%, moving from XX% proficiency to at least XX% in 2020-21
Math AzMERIT	Spring 2020 AzMERIT	XX % of 10 th grade students met the proficiency level on the 2020 AzMERIT; XX% below / above the district proficiency rate of XX%.
	2020-21 SY Goal	Math achievement for 10 th grade students will increase XX%, moving from XX% proficiency to at least XX% in 2020-21

AFRICAN AMERICAN PROFICIENCY RATES

ELA AzMERIT	Spring 2020 AzMERIT	ELA achievement 10 th grade AfAm students was XX% proficiency; XX% above the district AfAm elementary school proficiency rate of XX%.
	2020-21 SY Goal	ELA achievement for 10 th grade AfAm students will increase X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21.
Math AzMERIT	Spring 2020 AzMERIT	Math achievement 10 th grade AfAm students was XX%; XX% above the district AfAm elementary school proficiency rate of XX%.
	2020-21 SY Goal	Math achievement for 10 th grade AfAm students will increase at least X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21.

HISPANIC PROFICIENCY RATES

ELA	Spring 2020 AzMERIT	ELA achievement for 10 th grade Hispanic students was XX% proficiency; XX% above the district Hispanic elementary school proficiency rate of XX%.
AzMERIT	2020-21 SY Goal	ELA achievement for 10 th grade Hispanic students will increase at least X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21.
Math	Spring 2020 AzMERIT	Math achievement for 10 th grade Hispanic students was XX%; XX% above the district Hispanic elementary school proficiency rate of XX%.
AzMERIT	2020-21 SY Goal	Math achievement for 10 th grade Hispanic students will increase at least X%, moving from XX% proficiency in 2019-2020 to at least XX% in 2020-21.

B. Actions to Improve Academic Quality

Comprehensive Magnet Plan Level of Support for 2020-21 SY: <To be determined by the District>

Palo Verde High Magnet has identified patterns and trends through the ADE Comprehensive Needs Assessment (CNA) process to identify school strengths and weakness across six School Improvement Action Plan (SIAP) Principles. The following SIAP Principles are outlined in the Magnet Plan: Principle 2 Effective Teachers and Instruction, Principal 4 Effective Curriculum, and Principle 6 Family and Community Engagement. The lowest Indicators for each principle are addressed.

SIAP Principle 2: Effective Teachers and Instruction (2.4, 2.5. and 2.7)**SIAP Indicator 2.4 Our teachers implement evidence-based, rigorous, and relevant instruction****Actions to Address SIAP Indicator and to Achieve Academic Goals and Objectives:****District Initiated and Supported:**

- School PD calendar will support ongoing support for district initiatives (district supported with deployment of personnel and resources).
- Teachers will use pedagogical approaches that include culturally responsive instruction.
- Ongoing professional development on Tier I instructional strategies will focus on AVID, modeling, questioning strategies, student engagement strategies, cooperative learning structures, and daily checks for understanding.
- Principal and school leadership team will implement a structured system for monitoring daily instruction (structured systems for class walkthrough visits).
- The Teacher Evaluation Instrument (Danielson Framework) will be used to guide pre-conferences, evaluations, and post-conferences.

Magnet Department Initiated and Supported:

- Technological devices (Microsoft Surface Pros and well as student laptops from Tech 4 Success initiative) will be used to support updated technology in the classrooms; i.e. Promethean ActivWall Panels, Promethean Tables, and Classflow to meet the needs of the multi-modality learners while driving student engagement.
- Monthly visits to support curriculum and instruction initiatives.
- Magnet Coordinator monthly professional development opportunities with a focuses on curriculum and instruction.
- Magnet Coordinators will participate in Curriculum and Instruction Professional Development that is designed to train the trainer. Magnet Coordinators will be responsible to provide the information to their school site and to support teachers with the implementation of best practices on the topics presented

Title 1 Initiated and Supported:

- The District's Support & Innovation Team (Title 1) along with the Magnet Department and the District Leadership will gather classroom instruction trend data to identify strengths and refinements. Next steps will be determined and an action plan will be developed to address needs and or to provide enrichment. These visits will take place at least once a semester.
- Provide text and supplies for collaborative learning opportunities.
- Curriculum Service Provider will support quality Tier 1 instruction through observation, reflection, and coaching.

Critical Focus Area: Structured Systems for Monitoring Daily Instruction

Critical Focus Area Action Steps:

1. Instructional leaders will use of the District Classroom Walkthrough rubric and Palo Verde's Teacher Talking Points that utilize the Danielson Framework of Evaluation, Essential Elements of Instruction (EEI), and ADE criteria to support an observation and reflection cycle.
2. Leadership team will establish baseline data for needs to deliver quality Tier I instruction and implement system of continuous monitoring to address school-wide and individual teacher needs.

3. Leadership team, CSP, and Magnet Coordinator will participate in a continuous walkthrough and reflection cycle to support teachers to plan and to implement quality Tier I instruction.
4. Teacher’s lesson plans will include the use of technology to integrate academic and technical learning experiences into their instruction to connect student learning to authentic applications to technically prepare and to produce global ready graduates. This will be monitored through classroom walkthroughs.

Evidence of Progress

- Walkthrough and Reflection Logs
- Classroom Walkthrough Trend Data
- Lesson and Unit Plans
- Tier 1 Rubric for Walkthroughs

SIAP Indicator 2.7: Our teachers collaborate with other teachers, administrators, parents, and education professionals to ensure the success of all students.

Actions to Address SIAP Indicator and to Achieve Academic Goals and Objectives:

District Initiated and Supported:

- MTSS teams will focus on academic performance data (school wide, grade level, and classroom level Tier 1, 2, and 3 recommendations as a response to data at the school wide, subgroup, or individual student level).
- The Dean of Students will facilitate professional development and implementation of PBIS and restorative practices to support teachers and address level 1 and 2 behaviors that impede academic progress.
- Principal and school leadership teams will use structured systems for monitoring the efficiency and effectiveness of PLC-CTTs grade level/course teamwork (mutually developed with teachers, structured systems for PLC-CTTs support).
- Palo Verde will use a Drop –Out Prevention Specialist to support the correlation between attendance and achievement.
- Palo Verde will use Positive Behavior Intervention and Supports to support a healthy school climate and culture conducive to high levels of learning and to reinforce good citizenship and character development of all students in a manner that is consistently implemented across all classroom/school environments.

Magnet Department Initiated and Supported:

- Intervention and Supplemental Services (Math and ELA) will be offered during the school day to support students through Tier 2 and 3 support.
- Instructional Data and Intervention Specialist (IDIS) will support the PLC-CTTs in analyzing data from common formative assessments and benchmark assessment to identify students in need of support for Tier 2 instruction in the classroom.
- The principal and Magnet Coordinator will meet with the Magnet Department at least once a quarter to discuss observational findings of PLC Collaborative Teacher Teams, including strengths and refinements. Next steps will be developed for implementation and monitored by the principal and Magnet Coordinator.

Title 1 Initiated and Supported:

- Curriculum Service Provider will support the PLC-CTTs through observation and coaching for refinements.
- The Dean of Students will support the learning of positive classroom behaviors for students in need.

Critical Focus Area 1: Intervention and Supplemental Tier 2 Services (Math and ELA)**Critical Focus Area Action Steps:****Math:**

1. Math Specialist will run a math lab throughout the day using push-in and pull-out services for student remediation and extension. Identification for push-in remediation is based on multiple factors: summative assessments, ACTs, benchmarks, formative assessment, or teacher observation. The lab teacher can also pull-in students identified as needing the service for 2-3 days per week over nine weeks, so students do not fall behind in other courses.
2. The Instructional Data and Intervention Specialist and counselors will monitor benchmark data and create data presentations for content area teachers (ELA, math, science and social studies) regarding classroom results. Individual student data will be prepared and given to content teachers to assist in student level data talks. Students develop academic goals.

ELA:

3. ELA Specialist will run an ELA lab throughout the day using push-in and pull-out services for student remediation and extension. Identification for push-in remediation is based on multiple factors: summative assessments, ACTs, benchmarks, formative assessment, or teacher observation. The lab teacher can also pull-in students identified as needing the service for 2-3 days per week over nine weeks, so students do not fall behind in other courses.
4. Instructional Data and Intervention Specialist will monitor benchmark data to ensure students are properly enrolled in the English RTI classes for additional support and time to master content standards.
5. Instructional Data and Intervention Specialist, CSP and Magnet Coordinator will set up a system to perform "Gap Analysis" for exceptional education, African American and ELD students. Teachers work with the CSP to design Tier 2 supports to be

delivered in the Tier 1 classroom to address gaps in learning. Tier 3 interventions are provided outside of the Tier 1 classroom by Reading and math Intervention.

Evidence of Progress

- AzMERIT Data
- Walk Through Data
- Benchmarks
- Trend Data
- CFAs

Critical Focus Area 2 : High Functioning Professional Learning Communities Collaborative Teacher Teams

Critical Focus Area Action Steps:

1. Principal will form a Guiding Coalition that will lead the PLC-CTT process to both recognize positive results and to identify/resolve any implementation challenges. The Guiding Coalition will meet every other week outside of the school day for added duty compensation.
- 2.1. Teachers will engage in the PLC-Collaborative Teacher Teams (CTTs) process during Wednesday PD and other opportunities outside of the school day that include monthly half-day pullouts and added duty outside of the school day.
- 3.2. PLC-CTT math and ELA teams will meet for 8 half-days throughout the school year to plan curriculum, to analyze student data, and to plan Tier 2 interventions.
- 4.3. Each PLC-CTT will maintain a notebook with agendas, sign-ins, and student data analysis.
- 5.4. PLC-CTTs will clarify the essential learning for units of study aligned to the TUSD Curriculum and the scope and sequence.
- 6.5. PLC-CTTs will create common formative assessments aligned to the TUSD Curriculum and the scope and sequence.
- 7.6. PLC-CTTs will complete data analysis of common formative and benchmark assessments to determine student who need additional support and extension opportunities for students.
- 8.7. PLC-CTTs will respond to CFAs by re-teaching, providing additional support and time to identified students who need to master the standard.

9.8. PLC-CTTs will be monitored using the District's PLC rubric. Strengths and refinements will be identified and next steps for PLC-CTTs growth will be documented, implemented and monitored.

Evidence of Progress

- PLC Agendas/Minutes
- Common Formative Assessments
- Data Analysis
- Re-Teach Lessons
- District PLC Rubric and Next Step Documentation
- PLC-CTT Observation Logs

SIAP Indicator 2.5: Out teachers have a strong understanding of types of assessments.

Actions to Address SIAP Indicator and to Achieve Academic Goals and Objectives:

District Initiated and Supported:

- Assessment and Evaluation support to train teachers and provided PD on how to navigate School City and analysis formative assessment data.

Magnet Department Initiated and Supported:

- Magnet Coordinator and the Curriculum Service Provider will focus on teacher knowledge and use of different assessment types during classroom walkthroughs and Professional Learning Community (PLC)-Collaborative Teacher Team (CTT) meetings.
- Instructional Data and Interventionist Specialist will provide analysis of benchmark data to support teacher understanding of classroom and individual student performance as it correlates to the standards that are taught.

Title 1 Initiated and Supported:

- Math Pathways and Pitfalls program to support math planning for assessments.

Critical Focus Area: A variety of assessments are used to plan, drive, and evaluate student learning outcomes.

Critical Focus Area Action Steps:

1. Teachers will engage in the PLC-Collaborative Teacher Team (CTT) process ~~daily afforded by the 7 period day schedule, with an opportunity to in order to~~ create tests, rubrics, and various types of assessments during half-day pullout PLC-CTT time, Wednesday PD, and off-contract time with added duty.
2. Training on School City will take place, so teachers can access user-friendly data.
3. Teachers will regularly identify and share learning expectations with student and review benchmark data. This will support students in understanding what they should learn and the goals for their progression.
4. Teachers will continuously elicit evidence of student learning using informal formatives i.e. checks for understanding, during classroom Tier 1 instruction. Evidence will be collected during classroom walkthroughs to ensure the use of these instructional practices.
5. Math and ELA teachers will develop formative assessments to be implemented after every 3-5 learning objectives. Formative assessment results will guide re-teaching and enrichment.
6. A closure activity, i.e. Exit Tickets, will be planned and implemented at the end of each daily lesson to inform instruction and to identify misconceptions

Evidence of Progress

- | | |
|--|---|
| <ul style="list-style-type: none"> • Assessments • Rubrics • School City Data | <ul style="list-style-type: none"> • Benchmark Data • Student Academic Goals • Walkthrough data indicating the use of informal formative and formal formatives |
|--|---|

SIAP Principle 4: Effective Curriculum (Indicator 4.6)

SIAP Indicator 4.6: Our school staff systematically monitors, reviews and evaluates the implementation and effectiveness of adopted curricula ensuring continuous improvement for all students.

Actions to Address Integration Indicator and to Achieve Integration Goal and Objective:

District Initiated and Supported:

- Teachers will develop and implement lesson and units of study following the District curriculum and Scope and Sequence.
- Teacher will meet in PLC-CTTs to plan lessons that provide opportunities for students to personally connect with curriculum through use of culturally relevant materials.

Magnet Department Initiated and Supported:

- ~~A 7-period day~~Half-day pull outs for ELA and math PLC-~~will~~CTTs will be implemented to ensure teachers/staff are able to meet ~~on a daily basis during PLC-CTT times~~ to collaborate on District Curriculum and Scope and Sequence.
- A math and reading interventionist will be utilized on a push-in/pull-out basis to help ensure continuous improvement for all students.

Title 1 Initiated and Supported:

- Curriculum Service Provider will monitor the use of the District Curriculum and Scope and Sequence through classroom visits and PLC – CTT observations.

Critical Focus Area: Plan and implement the TUSD Curriculum for all grade levels and content areas.

Critical Focus Area Action Steps:

1. PLC-CTTs will clarify the essential learning of instruction as determined by the TUSD Curriculum and scope and sequence, and will review and evaluate, as needed.
2. District pacing guides will be used when teachers are planning units for instruction and daily lesson plans.
3. Instructional leaders will monitor the implementation and alignment of the TUSD Curriculum.
4. CSP will support the implementation of high-quality curriculum at grade level by supporting teacher’s professional growth through content level PD, Professional Learning Community Structures, and coaching.
5. CSP will systematically monitor, review and evaluate the implementation and effectiveness of adopted curricula ensuring continuous improvement for all students.

Evidence of Progress

- | | |
|---|---|
| <ul style="list-style-type: none"> • Lesson plans • Common formative assessments • PLC binders/notebooks | <ul style="list-style-type: none"> • TUSD Curriculum unpacked standards • CSP notes/documentation • Walkthrough data |
|---|---|

SIAP Principle 6: Family and Community Engagement (Indicator 6.1)

Family Engagement Objectives:

- By the end of the 2020-21 SY, 30% of families will have participated in a meeting/conference to update them on their child's academic progress.
- Parent/Guardian strongly agree and agree responses on overall satisfaction in the 2020-2021 TUSD School Quality Survey will be 90% or higher. Data from the 2018-19 SY Quality Survey indicate 92.44% Parent/Guardian overall satisfaction.

SIAP Indicator 6.1 Our school creates and maintains positive collaborative partnerships among families, communities, and school to support student learning.

Actions to Address SIAP Indicator and to Achieve Family Engagement Objectives:

District Initiated and Supported:

- Palo Verde High Magnet will establish lines of communication to families, community members, and organizations.
- Palo Verde will develop and use social media structures to connect with students and families.
- Students and families will be invited to campus to receive help filling out FAFSAs, and participate in goal setting while planning for college.
- Palo Verde's Site Council will continue to meet monthly and minutes will be posted.

Magnet Department Initiated and Supported:

- Magnet Coordinator and School Community Liaison will develop partnerships among families, communities, and schools that enhance student development and learning.
- Magnet Coordinator and/or Community Liaison will continue to attend Right Start events on Davis-Monthan AFB. This event is geared for new enlistees and their families.
- Magnet Coordinator will send regular mailers to all neighborhood families with TUSD middle school students.

Title 1 Initiated and Supported:

- School Community Liaison will provide training to families at least twice per year regarding curricular focus, to include specific strategies, materials, and tools to assist families in supporting academic achievement in reading/math.
- School Community Liaison will coordinate with Student Support and Partnership Centers to provide information regarding parent education and resource opportunities.
- Magnet Coordinator and School Community Liaison will develop partnerships among families, communities, and schools that enhance student development and learning.
- Magnet Coordinator and/or Community Liaison will continue to attend Right Start events on Davis-Monthan AFB. This event is geared for new enlistees and their families.
- School Community Liaison will continue relationship with Whataburger – Supports PVHM’s Student of the Quarter events, and PBIS Titan Bolt cards by providing gift cards.

Critical Focus Area: To develop partnerships among families, communities, and schools that enhances student development and learning.

Critical Focus Area Action Steps:

1. The Student and Family Support Liaison will plan, implement, and oversee all family and community engagement activities. He/she will assist families with resources as well as encourage them to be active participants in their child’s educational experience.
2. The Community Liaison will develop a plan of action for strengthening our family and community engagement and will work with the principal and leadership team to monitor and to adjust the plan during Site Council Meetings.
3. The Community Liaison will collect, monitor, and document data related to parent /community involvement.
4. The Magnet Coordinator will collaborate with the Family Support Liaison, Community Rep. or other site-based employees to coordinate efforts for parent, community, and partnership engagement.
5. The Magnet Coordinator will establish at least one new formal partnership, as documented by a letter of support.
6. Future Titan Night/New Student Orientation - Prospective families are given opportunities to tour campus and speak with teachers, counselors and administration regarding enrollment at Palo Verde High Magnet.
7. Snack Pack Program – Parents volunteer their time helping the Community Liaison with the Snack Pack Program.

Evidence of Progress

- Parent Attendance Sheets
- Parent Volunteer Attendance Sheets
- Parent and Community Outreach Plan
- Parent and Community Outreach Plan Quarterly Monitoring
- Leadership Team Meetings Agendas/Minutes

PALO VERDE HS BUDGET AND STAFFING

Other school FTE to support Achievement Goals and School Specific Goals:

910(G) or non-910(G) FTE to support Achievement Goals and School Specific Goals. The District will assign other support staff to this school (e.g. Teacher Mentors, Technology Liaisons, Master Teachers, Lead Teachers, School Community Liaison Lead, MTSS Lead, etc.):

- 1.0 FTE Math Specialist Teacher (910G,202)
- 1.0 FTE Reading Specialist Teacher (910G, 202)
- 1.0 FTE Assistant Principal (910G, 202)
- 1.0 FTE Magnet Coordinator (910G, 202)
- 1.0 FTE Instructional Data and Intervention Specialist (910G, 202)
- 1.0 FTE Classified Network Tech (910G, 202)
- 1.0 FTE Guidance Counselor (M&O)
- 1.0 FTE Library Media Specialist (M&O)
- 2.0 FTE Teacher (Title I)
- 1.0 FTE School Community Liaison (Title I)
- 1.0 FTE Dean of Students (Title I)
- 1.0 FTE Curriculum Service Provider (Title I)

- 0.7 FTE Coordinator for College and Career Readiness (910G, Other)
- 0.3 FTE Coordinator for College and Career Readiness (Perkins)
- 1.0 FTE MTSS Facilitator (910G, other)
- 1.0 FTE Teacher AVID (910G, other)

Palo Verde HS Magnet Desg Budget 2020-2021 SY			
Description	Sum of FY 21 (\$)	Purpose	Magnet Plan Principle #:
1.0 FTE Teacher Math Specialist	\$50,000	Freshman students who have been selected based on 8th grade math scores will be scheduled in a Response To Intervention class targeting essential skill deficits. Provide on-site targeted support to teachers, coaches and leaders. This may range from providing lesson planning and pacing support, to helping educators analyze data and apply it to instruction, to working with leaders to identify evidence of implementation successes and challenges.	2: Effective Teachers and Instruction 4: Effective Curriculum
1.0 FTE Teacher Reading Specialist	\$50,420	A Reading Specialist will assist L25 students using Concept Recovery program. The Reading Specialist will work with PLCs and teachers to develop strategies to improve classroom instruction with a focus on literacy. Work collaboratively with a team to plan instruction. Demonstrate commitment to continuous learning	2: Effective Teachers and Instruction 4: Effective Curriculum
1.0 FTE Assistant Principal	\$78,773	Assistant Principal provides leadership and management of a school that is focused on student learning and achievement, relationships, and communication, and efficient operations. Promotes the success of each student by facilitating the development and articulation of a vision of learning that is shared and supported by the school community	2: Effective Teachers and Instruction 4: Effective Curriculum 6: Family and Community Engagement,

			Integration: Providing Diversity, Excellence and Equity
1.0 FTE Magnet Site Coordinator	\$50,000	The Magnet Coordinator will communicate essential information and highlight significant news about Magnet teachers, students, events through the school Newsletter (mailed out in English/Spanish), school website, social media, marquee, and maintain technology infrastructure. The Magnet Coordinator will schedule presentations/events to showcase magnet program at local middle schools especially feeder schools (Booth-Fickett, Secrist, Naylor, Vail). The Magnet Coordinator supports all curriculum and instruction initiatives and efforts.	2: Effective Teachers and Instruction 4: Effective Curriculum Integration: Providing Diversity, Excellence and Equity
1.0 FTE Instructional Data and intervention Specialist	\$50,000	A Data Coach will create and implement interventions for the L25 and at-risk students. This position will work with PLC-CTTs to develop intervention strategies will work with teams to disaggregate data in order to differentiate Tier 1 instruction and intervention opportunities	2: Effective Teachers and Instruction 4: Effective Curriculum
1.0 FTE Classified Network Tech	\$56,371	A Network Tech will support the use of technology in all aspects of the curriculum focusing on STEAM subjects. The Tech will support student achievement, by assisting teachers in developing integrated, differentiated lessons using accessible technology. The Network Tech will assist with Technology issues with new capital purchases	2: Effective Teachers and Instruction 4: Effective Curriculum
Added Duty: Certified Tutoring	\$10,000	To reduce achievement gaps, four teachers will provide afterschool opportunities related to reading and math achievement that target African American and Hispanic students (tutoring 2 times each week for 1.5 hours).	2: Effective Teachers and Instruction 4: Effective Curriculum

Certified Added Duty: PLC-CTTs	\$4,000	To support student achievement, PV teachers will have the opportunity to participate in PLC-CTTs outside of contract time. In PLC-CTTs they will review student testing data, collaborate on curriculum, analyze student work and data, problem solve and develop strategies to close the achievement gap.	2: Effective Teachers and Instruction 4: Effective Curriculum
Substitute Pay	\$5,000	Substitute teachers to allow for PLC-CTT math and ELA teams to meet for 8 half-days throughout the school year.	2: Effective Teachers and Instruction 4: Effective Curriculum
Added Duty: Recruitment	\$1,400	Magnet Coordinator will work at district and site-based recruiting events.	Integration: Providing Diversity, Excellence and Equity
Supplies: Instructional	\$4,050	Supplies will be purchased as needed to support the STEAM program and success of the students. To improve instruction, supplies will be purchased to support classroom activities	2: Effective Teachers and Instruction 4: Effective Curriculum
Recruitment and Marketing Materials	\$800	Promotional materials will be purchased to advertise the school and its accomplishments	Integration: Providing Diversity, Excellence and Equity
Mileage	\$100	Travel expenses for school recruitment events.	Integration: Providing Diversity, Excellence and Equity
Supplies: Recruitment	\$100	Recruitment supplies will be purchased to promote the school and increase enrollment.	Integration: Providing

			Diversity, Excellence and Equity
Supplies: PD	\$500	To improve instruction, supplies to support Professional Development and PLC-CTT meetings, such as, copies, books, and display materials.	2: Effective Teachers and Instruction 4: Effective Curriculum
Technology under \$5,000	\$18,000	Laptops: Data shows that hands-on, active learning is most effective. Laptops to meet the needs of the multi-modality learners while driving student engagement. Students can get immediate feedback on their learning. This will be used to support updated technology in the classrooms; i.e. Technological devices will be used to support updated technology in the classrooms; i.e. Laptop replacements for damaged items.	2: Effective Teachers and Instruction 4: Effective Curriculum
Employee Benefits	\$107,048		
Total Budget 2020-21 SY	\$492,426		
Total FTE:	6.0		

Palo Verde HS Title 1 Budget			
Description	Sum of FY21 (\$)	Purpose	SIAP/ Magnet Plan Principle #
2.0 FTE Teacher Title I	\$78,000	Differentiate Tier I, Tier 2, and Tier 3 instruction; Targeted intervention for identified students.	2: Effective Teachers & Instruction 3: Effective Organization of Time 4: Effective Curriculum
Substitute Teachers	\$1,500	Substitute teachers for Title 1 teachers.	2: Effective Teachers & Instruction; 3: Effective Organization of Time; 4: Effective Curriculum
1.0 FTE School Community Liaison	\$27,000	Community Liaison will work with students and families to build relationships, check on attendance issues, and provide academic support including organizational skills as needed. Will also assist in promoting and supporting parents with strategies to help their child be more successful in school.	2: Effective Teachers and Instruction 4: Effective Curriculum;

			6: Family and Community Engagement
1.0 FTE Dean of Students	\$43,000	The Dean of Students collaborates with district staff, parents and students to identify high-risk students for future prevention services. The Dean of Students may visit students and parents in the home to determine causes for absenteeism, academic or discipline problems. The Dean monitors these students as they enter and go through school to determine impact of prevention activities.	5: Conditions, Climate & Culture
1.0 FTE Curriculum Service Provider	\$42,000	The Curriculum Service Provider will support ELA, ELD, and L25 district initiatives and instructional goals, curriculum training and implementation, teacher development of professional knowledge and instructional skills improvement. This position will work with PLC –CTTs to assess and utilize School City data within their curriculums.	2: Effective Teachers and Instruction 4: Effective Curriculum
Added Duty Tutoring	\$7,500	Added duty for tutoring outside of the school day.	2: Effective Teachers and Instruction; 4: Effective Curriculum
Supplies Instructional	\$4,190	District Supplies for school resources.	2: Effective Teachers and Instruction 4: Effective Curriculum
Instructional Aids	\$5,000	Anatomy Workbooks, IPADS, IXL Licenses, ACT Books, Calculators, White Boards – To support student learning in math and ELA.	2: Effective Teachers and Instruction 4: Effective Curriculum

Technology Related Hardware & Software less than \$5,000	\$9,000	Laptops, Grade Cam, and document cameras – Technology purchases to use in the classroom to support instruction.	2: Effective Teachers and Instruction 4: Effective Curriculum
Employee Benefits	\$59,600		
Total Budget 2020/21 SY	\$276,790		
Total FTE:	5.0		

TUSD RFI #(s): 2814 - 2827
Estimated TUSD Staff Time: _hours
Attachment(s):

-----Information above this line is to be completed by District Staff -----

TUSD Request for Information Form

RFI Instructions

1. TUSD will assign each request its TUSD RFI number.
2. Provide the topic of the request (e.g., Corrective Action Plans)
3. Present the RFI in the form of one or more specific questions.
4. Optional: For every question/request on the form, ` indicate include the reason(s) why the information being requested is needed.
5. Indicate the relevant section of the USP, court order, district report or other document (i.e., reference) that relates to RFI. Page numbers may be more appropriate in some instances).
6. Use a separate form for each specific topic about which information is being requested unless the answers to the questions posed are interdependent or relate to the same section of the document you are referencing (e.g., the USP).
7. Copy the TUSD email group “Deseg.”

Request for Information

Submitted by:	Rubin Salter, Jr.
Submission Date:	Monday, June 22, 2020
Subject:	TUSD Deseg Budget
USP or Reference	

General Comments:

In view of COVID-19 virus and closure of schools for last quarter

General Response: The District responds to these RFIs despite that they were received a month past the deadline of May 19th.

Request #1:

RFI #2814 - 1. Now that Booth-Fickett is no longer a magnet, we need to know what the Transition Budget will be to insure that it is adequate to address the academic needs of the students. This is especially important since the loss of its magnet status is due to its low academic performance.

Response: Booth-Fickett is still a magnet. If it is identified as a “C-“ magnet, it will develop a transition plan by the Court deadline.

RFI #2815 - 2. In a related question, we need to know whether magnet students will still receive transportation during the 20-21 school year. If not, when will the parents be notified? If transportation will not be continued, how will that affect the Transportation Budget?

Response: students at Booth-Fickett will continue to receive transportation during the 2020-21 school year.

3. Form 1A - USP Budget Summary

RFI #2816 - a. 80504 Expansion of Dual Enrollment - What services are provided for non English speaking African students?

Response: there are myriad services provided for non-English speaking African students, including an entire department (Refugee Services) devoted to services specific to those students. In addition, the AASSD also serves all African and African-American students. Finally, non-English speaking African students are also supported by the Language Acquisition Department as they qualify for English Language Development (ELD) services.

RFI #2817 - b. 80514 V.14 - What are the items funded un the AAAATF Recommendations

Response: See Form 4 “Activity and Site Detail” under activity code 80514.

RFI #2818 - c. Form 4 shows that the funding for the AAATF Recommendations has been reduced. What programs are being cut?

Response: See Form 2 “Activity Summary” which shows that the funding for AAAATF recommendations has increased from \$520,738 in 2019-20 to \$525,742 in 2020-21.

4. Form 1C

RFI #2819 - a. 80511 V.11 - Targeted Academic Interventions and Supports - What are these interventions

Response: This amount (\$5,000) represents a reduction; the increase in FTE represents a portion of non-910g funds from classroom site funds that support the interventions and supports reported in the annual report.

RFI #2820 - b. 80514 - Program for Reading and Math Support - What programs are these?

Response: This was from last year. The funding was used to increase four reading RTI specialists from classified to certified positions.

RFI #2821 - c. 80514 - Treyban Recommendations - Which recommendations are funded?

Response: this funding is for continued collaboration with Treyban related to monitoring and implementing the recommendations, not funding for a specific recommendation.

RFI #2822 - d. Form 4 shows that the funding for the Treyban Recommendations has been reduced. What programs are being cut?

Response: N/A, see 2821 above

5. Form 4 - Activity and Site Detail

RFI #2823 - a. 30104 - Rincon and Sahuaro Site Coordinators - What is the role of these coordinators?

Response: these are ELD site coordinators that support English Language students.

RFI #2824 - b. 80106 - Transitions Plans for Cholla, Ochoa, Pueblo, Roberts, Safford and Utterback have been cut - What academic programs are being cut as a result?

Response: None, there were no funds in 80106 in 2019-20.

RFI #2825 - c. 80202 - Sky School - What is this and why is it receiving TUSD Deseg Funds

Response: it is not, the form reveals that it was funded in the past but that it will not be funded moving forward.

RFI #2826 - d. 80412 - Professional Development - Are any funds designated for District-wide diversity, anti-racism training?

Response: there are no 910G funds designated for this purpose.

RFI #2827 - e. 80501 - Sabino and University High College/Career Readiness Coordinator - What is the rationale for using deseg funds for this position at these schools with low African American enrollment

Response: the premise of this question is not accurate: Sabino has higher African American enrollment than Santa Rita and Pueblo, and similar African American enrollment to Cholla. UHS also has higher African American enrollment than Pueblo. Additionally, College/Career Readiness Coordinators also target assistance to Latinx students. There are more than 300 Latinx students at Sabino, and close to 400 at UHS. Thus the District's rationale is to support the close to 400 African American and Latinx students at Sabino, and to support the close to 450 African American and Latinx students at UHS.

Responses to SM Comments

Special Master's Comments on the Second Version of the 2020-21 budget

After consulting with the budget expert, the special master addresses two issues relating to the 2020-21 budget—magnet school budgets and support for beginning teachers.

Magnet School Budgets

The Special master is unable to comment constructively about the magnet school budgets because the plans for those budgets provide too little information about the problems to be addressed and the strategies to be used by each magnet school. Moreover, the Court has directed the district to redo its magnet plans. When those plans are completed, the special master will address the budgets for each school.

Response: The Court has not directed the district to redo all magnet plans, though it has directed the district to create targeted academic improvement plans, or targeted integration improvement plans, for identified magnet schools (not all magnet schools). These plans, once developed, may result in modifications the current Magnet School Plans and/or their budgets.

Support for Beginning Teachers

These comments are not meant to suggest that it is necessary to reallocate funds from the budget at this point. Rather, it is a special master's intent to indicate that the district should be authorized to reconsider how it supports beginning teachers and its overall investments in professional learning without fear that it would be violating an implicit agreement to sustain the current budget regarding support for beginning teachers and professional development more generally.

The Mendoza plaintiffs have raised a legitimate question with respect to the need for support within the budget for so-called mitigating factors for teachers who are serving in schools that are racially concentrated or serve students achieving below the district average. While virtually all schools with teachers in the first and second years teaching in racially constituted or low performing schools implemented one or more mitigating strategies identified from research, these mitigating strategies were funded at the school level by reallocating resources. The Special master consulted with the authors of the research that was used by the district and was told that it was very uncommon for districts to implement the strategies even though anecdotal information suggested that they were productive. But it is also true that very few districts provide the level of mentoring support provided to beginning teachers in TUSD. The authors of the research on which the district relied suggested that one or more of the mitigating strategies may be more effective than the additional mentoring now provided.¹

When one considers the entire array of support for professional learning that is provided in TUSD— included mentoring, seventh period days, and Wednesday afternoon time for school level professional development--it appears that the district makes a more substantial investment in professional learning than most other school districts. Given that there is little evidence of the efficacy of these various

¹ In the interest of full disclosure, the special master notes that one of the researchers with whom he consulted is his daughter.

investments—which involve millions of dollars—it is the view of the special master that the district should have the discretion to rethink these investments so as to maximize their impact on student learning.

Response: the District agrees that it should have the discretion to rethink investments so as to maximize student learning.