 <b>Tucson, Arizona</b>  <b>GOVERNING BOARD POLICY</b>	POLICY TITLE: District Mission, Vision and Values
	POLICY CODE: A

### Mission Statement

The mission of the Tucson Unified School District, in partnership with parents and the greater community, is to assure each pre-K through 12<sup>th</sup> grade student receives an engaging, rigorous and comprehensive education.

The District is committed to inclusion and non-discrimination in all District activities. At all times, District staff should work to ensure that staff, parents, students and members of the public are included and welcome to participate in District activities.

### Vision for Action Statement

Delivering Excellence in Education Every Day  
 Grow • Reach • Succeed


### Organizational Values

We value

- **Student Centeredness**  
 Making every decision with student success in mind
- **Caring**  
 Acting with respect, dignity and concern for all
- **Diversity**  
 Celebrating and accepting our differences as our strength
- **Collaboration**  
 Partnering to reach common goals
- **Innovation**  
 Embracing new ideas and challenging assumptions
- **Accountability**  
 Taking responsibility to do things right and to do the right thing

Adopted: August 9, 2005  
 Revised: September 20, 2005  
 Revised: October 2, 2012  
 Revised: December 10, 2013

**LEGAL REF.:** Arizona State Constitution, Article XI, Section 1

 <b>Tucson, Arizona</b>  <b>GOVERNING BOARD POLICY</b>	POLICY TITLE: District Mission, Vision and Values
	POLICY CODE: A

### **Mission Statement**

The mission of the Tucson Unified School District, in partnership with parents and the greater community, is to assure each pre-K through 12<sup>th</sup> grade student receives an engaging, rigorous and comprehensive education.

The District is committed to inclusion and non-discrimination in all District activities. At all times, District staff should work to ensure that staff, parents, students and members of the public are included and welcome to participate in District activities.

### **Vision for Action Statement**

Delivering Excellence in Education Every Day  
 Grow • Reach • Succeed


### **Organizational Values**

We value

- **Student Centeredness**  
 Making every decision with student success in mind
- **Caring**  
 Acting with respect, dignity and concern for all
- **Diversity**  
 Celebrating and accepting our differences as our strength
- **Collaboration**  
 Partnering to reach common goals
- **Innovation**  
 Embracing new ideas and challenging assumptions
- **Accountability**  
 Taking responsibility to do things right and to do the right thing

Adopted: August 9, 2005  
 Revised: September 20, 2005  
 Revised: October 2, 2012  
 Revised: December 10, 2013

**LEGAL REF.:** Arizona State Constitution, Article XI, Section 1

 <b>Tucson, Arizona</b>  <b>GOVERNING BOARD POLICY</b>	POLICY TITLE: Board Policy Process
	POLICY CODE: BG

Creating policy is a crucial school board role in our system of education governance. Like Congress, state legislatures, and city or county councils, school boards establish the direction and structure of their school districts by adopting policies through the authority granted by the state legislature. School board policies have the force of law equal to statutes or ordinances.

Policies establish directions for the district; they set the goals, assign authority, and establish controls that make school governance and management possible. Policies are the means by which educators are accountable to the public.

[Any new or revised policy will be considered to insure compliance with Policy A - District Mission, Vision and Values.](#)

### **Development of Policies**

Suggestions regarding the content of policies may originate with a member of the Board, the Superintendent, a staff member, a parent, a student, a consultant, a civic group, or any resident of the District.

The attached chart (Exhibit BG-1 - Policy Development Flowchart) illustrates the default process that shall be followed in the development of policies, or revisions of existing policies, to be recommended to the Governing Board for adoption. The Board may take action after hearing the Superintendent's recommendations or, in its discretion, at any time.

During discussion of a policy proposal, the views of the public, staff members, and the Board may result in changes. A change shall not require that the policy go through an additional review except as the Board determines that the change requires further study and that an additional review would be desirable.

### **Policy Implementation**

The Superintendent has the responsibility for carrying out, through administrative regulations, the policies established by the Board. The administrative regulations shall specify required actions and reflect the detailed arrangement under which the District will be operated.

Before issuance, regulations shall be properly titled and coded in conformance with the policy classification system as defined by the Arizona School Boards Association (ASBA).

The Board reserves the right to review all administrative regulations. The Superintendent shall provide a copy of each District regulation to each Board member prior to distribution.


### **Policy Review**

The policies and regulations shall be reviewed at least every two years by the Superintendent or designee. If no changes are made, the review date appears in the policy, but a revision date remains the same and all previous revision dates should be included.

Adopted: May 11, 2004  
Revised: July 27, 2010  
Reviewed: April 23, 2013  
Revised: December 10, 2013

LEGAL REF.: A.R.S. 15-321  
15-341

Cross Ref: BGF – Suspension/Repeal of Policy

 <b>Tucson, Arizona</b>  <b>GOVERNING BOARD POLICY</b>	POLICY TITLE: Board Policy Process
	POLICY CODE: BG

Creating policy is a crucial school board role in our system of education governance. Like Congress, state legislatures, and city or county councils, school boards establish the direction and structure of their school districts by adopting policies through the authority granted by the state legislature. School board policies have the force of law equal to statutes or ordinances.

Policies establish directions for the district; they set the goals, assign authority, and establish controls that make school governance and management possible. Policies are the means by which educators are accountable to the public.

Any new or revised policy will be considered to insure compliance with Policy A - District Mission, Vision and Values.

### **Development of Policies**

Suggestions regarding the content of policies may originate with a member of the Board, the Superintendent, a staff member, a parent, a student, a consultant, a civic group, or any resident of the District.

The attached chart (Exhibit BG-1 - Policy Development Flowchart) illustrates the default process that shall be followed in the development of policies, or revisions of existing policies, to be recommended to the Governing Board for adoption. The Board may take action after hearing the Superintendent's recommendations or, in its discretion, at any time.

During discussion of a policy proposal, the views of the public, staff members, and the Board may result in changes. A change shall not require that the policy go through an additional review except as the Board determines that the change requires further study and that an additional review would be desirable.

### **Policy Implementation**

The Superintendent has the responsibility for carrying out, through administrative regulations, the policies established by the Board. The administrative regulations shall specify required actions and reflect the detailed arrangement under which the District will be operated.

Before issuance, regulations shall be properly titled and coded in conformance with the policy classification system as defined by the Arizona School Boards Association (ASBA).

The Board reserves the right to review all administrative regulations. The Superintendent shall provide a copy of each District regulation to each Board member prior to distribution.


### **Policy Review**

The policies and regulations shall be reviewed at least every two years by the Superintendent or designee. If no changes are made, the review date appears in the policy, but a revision date remains the same and all previous revision dates should be included.

Adopted: May 11, 2004  
Revised: July 27, 2010  
Reviewed: April 23, 2013  
Revised: December 10, 2013

LEGAL REF.: A.R.S. 15-321  
15-341

Cross Ref: BGF – Suspension/Repeal of Policy

 <b>Tucson, Arizona</b>  <b>GOVERNING BOARD POLICY</b>	POLICY TITLE: Intercultural Proficiency
	POLICY CODE: ADF

**Policy:**

Tucson Unified School District is committed to creating and fostering a systemic educational ecology that respects the cultural diversity and inherent cultural wealth of the various TUSD communities and cultures that TUSD serves.

Tucson Unified School District recognizes the growing diversity of cultures in the District and commits itself to ensure that all aspects of policies, regulations, practices, programs, and services promote understanding and value for that diversity.

TUSD further recognizes that culture exerts a powerful influence on teaching and learning and will therefore promote cultural understanding in all aspects of a student's school experience by adopting curriculum, learning activities and teaching practices that lead to intercultural proficiency. All students have the opportunity to learn their cultural heritage and appreciate its uniqueness as well as that of others.

TUSD will assess and hold accountable District staff for increasing intercultural proficiency and understanding that leads to academic success.

In recognition of intercultural proficiency, the Governing Board shall promote the concept of active and positive multiculturalism within its schools. In its support of multicultural education TUSD directs the implementation of programs and activities which foster recognition of and respect for, basic human rights and fundamental freedoms for all, regardless of race, gender, socioeconomic status, linguistic proficiency, language, ethnicity, national origin, religion, age, disability, sexual orientation, or gender identity/expression.

All staff are held accountable for implementation of multicultural education within their areas of responsibility.

**Definitions**

**Culture** – the totality of ideas, beliefs, values, knowledge, language, and way of life of a group of people who share a certain historical background. Manifestations of culture include art, laws, institutions, and customs.

**Diversity** – the unique characteristics that all persons possess that distinguish them as individuals and that identify them as belonging to a group or groups. Diversity and diverse populations may include but not be limited to:

- Race and ethnicity
- Gender
- Gender identity/expression
- Sexual orientation
- Ability/disability status
- Religion and spirituality
- Age
- Education
- Socio-economic status
- Language/communication modality
- Individual experiential background
- Lifestyle (interests, hobbies, activities, affiliations)
- Family dynamics

**Multiculturalism** – is the recognition of the cultural differences that exist in a diverse society and the endorsement of a society in which individuals of all cultures are accorded acceptance and respect. Multiculturalism encourages a positive acceptance of ethnic, religious, cultural and other forms of diversity and views.

**Multicultural Education** – is an approach to education, including administrative policies and regulations, procedures, curriculum and learning activities, that recognizes the experiences and contributions of diverse cultural groups.

**Multicultural Competency** – is a process of learning that leads to an ability to effectively respond to the challenges and opportunities posed by the presence of social and cultural diversity. It is the knowledge, skills and personal attributes needed to live and work in a diverse world.

**Intercultural Proficiency** – Is the habitual and judicious use of communication, knowledge, technical skills, reasoning, emotions, values, and reflection in daily practice for the benefit of each individual and community in a diverse world

Adopted: July 12, 2005

Corrected: November 8, 2006 [Lead Department Title]

Revised: January 17, 2013 [Cross Reference Correction Only]

Revised: July 2, 2013 [Removal of Lead Dept Only]

## **LEGAL REF.:**

**CROSS REF.:** AC – Non-Discrimination  
ACA – Sexual Harassment  
JB – Equal Educational Opportunities and Anti-Harassment