

# **APPENDIX V – 87 (Part 1 of 2)**

Governing Board Date	Governing Board Action	Item	Description
7/24/2018	INFORMATION ONLY.	Reorganization of Mexican American Student Services.	To provide the Governing Board with an overview of departmental changes to be initiated in the 2018-2019 school year. The Mexican American Student Services Department (MASSD) reorganization plan provides for an integrated comprehensive approach for services utilizing an asset-based model to build systemic, institutional equity. The MASSD plan further commits District resources to serve the varied needs of Mexican American/Latino students and parents district-wide to increase educational outcomes. Over the past 5 years, the MASSD has provided direct services utilizing a deficit-based model as the basis for increasing academic achievement of Mexican American/Latino students and the allocation of resources. TUSD Leadership, the MASSD Director, a member of the Special Master's Implementation Committee, and a Mendoza plaintiffs' representative have collaborated in the development of this MASSD Reorganization Plan to provide more effective direct and auxiliary services in alignment to the USP.
8/30/2018	INFORMATION ONLY. Details are available via the video and audio recordings on the web. Dr. Trujillo provided information and responded to Board inquiries. Board members commenting and/or asking questions were Rachael Sedgwick, Mark Stegeman, Kristel Foster and Adelita Grijalva.	Exeptional Education Pilot Program for Inclusion - Specifically Tucson High Magnet School Programmatic Changes - Requested by Board Member Rachael Sedgwick	To provide information to the Board regarding the progress of inclusion in the District.
9/11/2018	INFORMATION ONLY. Dr. Trujillo and Pat Sandoval-Taylor provided information.	English Language Development (ELD) in TUSD for 2018-19	To provide an overview of the English Language Development program services supported by the Language Acquisition Department. An overview of programs for English Language Learners will be provided with an executive summary of the current statistics surrounding these students. In addition, support services for the instruction of these students will be highlighted.

10/16/2018	INFORMATION ONLY Dr. Trujillo, Dr. Benson and Dr. Ogletree presented information and responded to Board inquiries. Board members commenting and/or asking questions were Mark Stegeman, Kristel Foster, Adelita Grijalva and Rachael Sedgwick.	Trayben and Associates: Overview of Findings with Regard to the State of African American K-12 Education in TUSD and Recommendations for Improvement	The purpose of this presentation is to share with the Governing Board an overview of Trayben and Associates findings with regard to the state of African American K-12 education in TUSD and recommendations for improvement. In March 2018, through competitive bid process, Trayben and Associates were hired to serve as consultants and prominent experts on African American achievement. The consultants identified research-based practices that have shown to enhance the learning outcomes of African American students, provided recommendations for TUSD to implement, and provided consultation to the District related to the reorganization of the African American Student Services Department (AASSD) to begin in the 2018-2019 school year.
10/23/2018	STUDIED ONLY Dr. Trujillo and Rob Ross presented information and responded to Board inquiries. Board members commenting and/or asking questions were Michael Hicks, Rachael Sedgwick and Mark Stegeman.	Policy IHB Revision per R7-2-401	On October 23, 2017, the Arizona School Board of Education adopted rules in the area of Special Education (R7-2-401). Policy IHB along with the Regulation have been adjusted to conform to the work of the State Board. The Arizona Department of Education is requiring districts to file a Certification Form that verifies that the governing board has approved policies reflecting the statutory changes noted in the attached Track Changes version of Policy IHB – Exceptional Education Instructional Programs. The Form certifying adoption of the conforming policies must be submitted to the State Department of Education by January 1, 2019. Recent mandatory revisions to policy are highlighted in yellow in the attached "Track Changes" version of Policy IHB, and include revisions to Paragraphs A,C,D,E,F,G,J and additional discipline provisions (see attached "IHB--Track Changes" sections highlighted in yellow font). Black font is language currently contained in TUSD's Policy IHB. All red font changes are those recommended to align TUSD's policy to the ASBA model policy. Those red font changes that are further highlighted in yellow include the mandatory revisions required to be adopted by the Board prior to January 1, 2019 (per the Arizona Department of Education).
11/13/2018	APPROVED Motion: Hicks; Seconded: Grijalva Passed Unanimously (Voice Vote).	Governing Board Policy IHB - Exceptional Education Instructional Programs (Revision) per R7-2-401	Recent mandatory revisions to policy are highlighted in yellow in the attached "Track Changes" version of Policy IHB, and include revisions to Paragraphs A,C,D,E,F,G,J and additional discipline provisions (see attached "IHB--Track Changes" sections highlighted in yellow font). Black font is language currently contained in TUSD's Policy IHB. All red font changes are those recommended to align TUSD's policy to the ASBA model policy. Those red font changes that are further highlighted in yellow include the mandatory revisions required to be adopted by the Board prior to January 1, 2019 (per the Arizona Department of Education).

12/11/2018	APPROVED	Approval of International Baccalaureate course Changes for Cholla High School	To request Governing Board approval of the following International Baccalaureate courses for Cholla High School: IB Mathematics: Applications and Interpretation SL 5,6 replacing IB Math Studies SL 5,6. IB Mathematics: Applications and Interpretation SL 7,8 replacing IB Math Studies SL 7,8. Note – IB Math Studies SL 7,8 will remain active for SY 2019-20 to allow students in the current program to finish the established IB progression. IB Mathematics: Analysis and Approaches SL 5,6 replacing IB Math SL 5,6 IB Mathematics: Analysis and Approaches SL 7,8 replacing IB Math SL 7,8. Note – IB Math SL 7,8 will remain active for SY 2019-20 to allow students in the current program to finish the established IB progression.
2/26/2019	STUDY ITEM	Mexican American Studies/Mexican American Viewpoint Culturally Relevant Courses (CRC)	To provide the Board with a presentation regarding: 1) Mexican American Studies (MAS), as the course was taught in TUSD prior to 2012; 2) Mexican American Viewpoint Culturally Relevant Courses (CRC), which are currently taught in TUSD; and, 3) the difference between the two. The Board will consider the information in order to, potentially, take a vote at an upcoming meeting about whether and how to change the Mexican American Viewpoint CRC curriculum so that it is as beneficial to students as possible. In 2017, the Court found that the State of Arizona was not permitted to enforce the law that banned Mexican American Studies in TUSD because it "was enacted and enforced, not for legitimate education purposes, but for (i) an invidious discriminatory racial purpose, and (ii) a politically partisan purpose--to shut down the [TUSD Mexican American Studies program]--in violation of the First and Fourteenth Amendments to the Constitution." TUSD has provided Mexican American Viewpoint CRC since not long after MAS was banned in 2012. In light of the Court ruling, however, community members have requested that TUSD "bring back MAS." This is an opportunity for the Board and community to understand the differences between MAS and Mexican American Viewpoint CRC, and for the Board to decide whether it needs to vote to change the curriculum to provide an additional benefit to students.
3/12/2019	CONSENT AGENDA.	Intergovernmental Agreement Between The Arizona Board of Regents, University Of Arizona and Tucson Unified School District For The Purpose Of Administering The Advanced Placement Exams To Tucson Unified School District Students	The purpose of this Agreement is to allow the University to assist TUSD in administering the Advanced Placement (AP) exams to TUSD students for a two week duration in May, 2018. Exact dates of testing are May 6 through May 17, 2018. The University of Arizona will provide all necessary staff and surplus to proctor an anticipated 4,000 exams over a 10-day period. This would alleviate the need for Tucson Unified School District staff to be off site during a critical time of the semester.



3/12/2019	INFORMATION ONLY	Exceptional Education Areas of Focus Progress Report: Spring 2019	The purpose of this agenda item is to update the Board on efforts to improve services to Exceptional Education Students in targeted areas. The presentation will provide an overview of planned improvements in the areas of staffing, school to school placement decisions, and the deployment of resources and additional services to schools when requested. The Ex Ed Leadership Team worked collaboratively with a group of site administrators and teachers to create a more transparent and consistent set of criterion for self-contained program placements across the district.
3/12/2019	STUDY ITEM	Mexican American Studies/Mexican American Viewpoint Culturally Relevant Courses (CRC)	The purpose of this agenda item is to provide the Board with a presentation regarding: 1) Mexican American Studies (MAS), as the course was taught in TUSD prior to 2012; 2) Mexican American Viewpoint Culturally Relevant Courses (CRC), which are currently taught in TUSD; and, 3) the difference between the two. The Board will consider the information in order to, potentially, take a vote at an upcoming meeting about whether and how to change the Mexican American Viewpoint CRC curriculum so that it is as beneficial to students as possible. In 2017, the Court found that the State of Arizona was not permitted to enforce the law that banned Mexican American Studies in TUSD because it "was enacted and enforced, not for legitimate education purposes, but for (i) an invidious discriminatory racial purpose, and (ii) a politically partisan purpose--to shut down the (TUSD Mexican American Studies program)--in violation of the First and Fourteenth Amendments to the Constitution." TUSD has provided Mexican American Viewpoint CRC since not long after MAS was banned in 2012. In light of the Court ruling, however, community members have requested that TUSD "bring back MAS". This is an opportunity for the Board and community to understand the differences between MAS and Mexican American Viewpoint CRC, and for the Board to decide whether it needs to vote to change the curriculum to provide an additional benefit to students.
4/30/2019	INFORMATION ONLY	Reimagining Middle Schools in the TUSD	The purpose of this agenda item is to present to the Board, for its consideration, structural and programmatic changes to district middle schools. The presentation will note proposals to reconfigure grade levels for traditional 6-8 middle schools, offer an alternative middle school environment for struggling students, and the possibility of an accelerated learning environment for excelling middle schoolers.

4/30/2019	INFORMATION ONLY	Site Based Steps to Success in Middle and High Schools	The purpose of this agenda item is to update the Board on this year's initiative to assign quarterly steps to success home visit assignments for all at-risk and absentee students in middle schools and high schools. The presentation will detail the efforts made on a quarterly basis for each middle and high school to make contact with credit deficient and truant students. The presentation will also note the resources and support provided by the district to assist sites, as well as information regarding the success of this year's efforts. Site-based steps to success efforts on the part of schools are designed to compliment the twice yearly district-wide Steps to Success Program.
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TUCSON UNIFIED SCHOOL DISTRICT  
GOVERNING BOARD  
AGENDA FOR SPECIAL MEETING\*

TIME: July 24, 2018  
4:00 p.m.

PLACE: Multipurpose Room  
Duffy Community Center  
5145 East Fifth Street  
Tucson, Arizona

CALL TO ORDER

ACTION ITEM

- 4:00 p.m. 1. Schedule an executive meeting at this time to consider the following matters:
- A. Student matters pursuant to A.R.S. §§15-342, 15-521, and 15-843; A.R.S. §38-431.03 (A)(2) (consideration of records exempt by law from public inspection); legal advice/instruction to attorney pursuant to A.R.S. §38-431.03 Subsections (A)(3) and (A)(4)
    - 1) Hearing Officers' Recommendations (2)
    - 2) Promotion Appeal
  - B. Personnel issues pursuant to A.R.S. §38-431.03 (A)(1); legal advice/instruction to attorney pursuant to A.R.S. §38-431.03 (A)(3) and (A)(4); and consideration of records exempt by law from public inspection (A)(2)
    - 1) Administrative Appointments, Reassignments and Transfers
      - Interim Assistant Principal, Roskrige Bilingual K-8 Magnet School
      - Interim Assistant Principal, Booth-Fickett Math/Science K-8 Magnet School
      - Interim Assistant Principal, Roberts/Naylor K-8 School
      - Interim Assistant Principal, Safford K-8 School
      - Interim Principal, Maldonado Elementary School
  - C. Discussions or consultations with designated representatives of the public body in order to consider its position and instruct its representatives regarding negotiations for the purchase, sale or lease of real property pursuant to A.R.S. §38-431.03 Subsection (A)(7)
    - 1) Vacant Property at Cardinal Avenue and Valencia Road – Update
    - 2) Former Keen Elementary School – Proposed Lease Amendment
    - 3) Former Corbett Elementary School – Purchase Agreement
    - 4) 10<sup>th</sup> Street Parking Lot

Special Board Meeting  
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- D. Discussion or consultation with the attorneys of the Governing Board in order to consider its position and instruct its attorneys regarding the Governing Board's position regarding pending litigation pursuant to A.R.S. §38-431.02 (A)(4)
- 1) Fisher-Mendoza, etc. v. TUSD, et al
  - 2) SB 1529 and Secondary Tax Levy

ACTION ITEM

MOTION AND VOTE TO RECESS SPECIAL MEETING TO EXECUTIVE SESSION

RECESS SPECIAL MEETING TO EXECUTIVE SESSION

ACTION ITEM

MOTION AND VOTE TO ADJOURN EXECUTIVE MEETING AND RECONVENE SPECIAL MEETING – appx 6:00 p.m.

Multipurpose Room  
Duffy Community Center  
5145 East Fifth Street  
Tucson, Arizona 85711

6:00 p.m.

PLEDGE OF ALLEGIANCE

INFORMATION ITEMS

2. Awards and Recognitions
3. Superintendent's Report
4. Board Member Activity Reports

CALL TO THE AUDIENCE (20 Minutes) *(Pursuant to Governing Board Policy No. BEDB, at the conclusion of the Call to the Audience, the Governing Board President will ask if individual members wish to respond to criticism made by those who have addressed the Board, wish to ask staff to review a matter, or wish to ask that a matter be put on a future agenda. No more than one board member may address each criticism.)*

INFORMATION ITEM

5. Annual Report of the Tucson Unified School District Audit Committee

CONSENT AGENDA (Items 6-11)

6. Approval of Expenditure Authority for Previously Approved Math Curriculum Material in Excess of \$250,000 (Engage New York/Eureka Math)

Special Board Meeting  
July 24, 2018 – 4:00 p.m.  
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7. Agreement with Pepper Viner Investment Company II, LLC, for the Purchase of the Former Corbett Elementary School, with Authorization for the Operations Program Manager to Execute the Agreement
8. Approval of Intergovernmental Agreement to Establish and Describe the Respective Responsibilities of Tucson Unified School District (TUSD) and the University of Arizona in Implementing Sky School Summit Opportunity for Students at TUSD High Schools
9. Blanket Approval for High School and Middle School Participation in Fine and Performing Arts Non-Athletic Activities for the 2018-2019 School Year
10. Approval of Invitation for Bids (IFB) 19-27-C19 Gertrude Cragin Elementary School Kitchen HVAC Replacement
11. Ratification of Salary and Non-Salary Vouchers for the Period Beginning June 1, 2018, and Ending June 30, 2018

#### ACTION ITEMS

12. Administrative Appointments, Reassignments, and Transfers – Interim Assistant Principal, Roskrige Bilingual K-8 Magnet School
13. Administrative Appointments, Reassignments, and Transfers – Interim Assistant Principal, Booth-Fickett Math/Science K-8 Magnet School
14. Administrative Appointments, Reassignments, and Transfers – Interim Assistant Principal, Roberts/Naylor K-8 School
15. Administrative Appointments, Reassignments, and Transfers – Interim Assistant Principal, Safford K-8 School
16. Administrative Appointments, Reassignments, and Transfers – Interim Principal, Maldonado Elementary School
17. Teacher and Principal Evaluation Model 2018-2019
18. Proposed Revisions to the Charter of the Technology Oversight Committee (TOC) – Requested by Board Member Rachael Sedgwick
19. Approval of ESI Transition Plan Part II
20. Research Responsibilities and Services TUSD can Provide to Children Living at 1601 N. Oracle Road in the Southwest Key Program Facility – Requested by Board Clerk Kristel Ann Foster and Board Member Adelita Grijalva

Special Board Meeting  
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21. Governing Board Policy IJNDB – *Use of Technology Resources in Instruction* (revision)
22. Governing Board Policy JLIF – *Sex Offender Notification* (new)
23. Governing Board Policy DIF – *Audits/Financial Monitoring* (new)
24. First Review of Revisions to Governing Board Policy DKB – *Salary Deductions*
25. Recode Governing Board Policy DIEB as DIFB – *Fraud, Theft, or other Intentional Acts of Crime Discovered by the Internal Auditor* – Requested by Board Member Mark Stegeman

#### STUDY/ACTION ITEMS

26. Board Office Hire – Requested by Board Member Mark Stegeman
27. Governing Board Policy BEDBA – *Board Meeting Agenda Preparation* (revision) – Requested by Board Member Mark Stegeman
28. Minutes Taking Policy – Requested by Board Member Rachael Sedgwick

#### INFORMATION ITEMS

29. Reorganization of the Mexican American Student Services
30. Robert's Rules of Order – Facilitated by General Counsel Robert S. Ross, Jr. – Requested by Board Members Mark Stegeman and Rachael Sedgwick

#### FUTURE MEETING DATES AND AGENDA ITEMS

10:00 p.m. MOTION AND VOTE TO ADJOURN OR EXTEND SPECIAL BOARD MEETING

#### ADJOURNMENT

- One or more Governing Board members will/may participate by telephonic or video communications.
- Names and details, including available support documents, may be obtained during regular business hours at the TUSD Governing Board Office.
- Persons with a disability may request a reasonable accommodation, such as a sign language interpreter, by contacting Translations/Interpretations Services at 225-4600. Requests should be made as early as possible to arrange the accommodation.
- Upon request, TUSD will provide a certified interpreter to interpret Governing Board meetings whenever possible. Please contact Translations/Interpretations Services at 225-4672 at least 72 hours prior to the event. Every effort will be made to honor requests for interpretation services made with less than 72 hours' notice.
- Previa petición, TUSD proporcionará un intérprete certificado para interpretar la agenda de las reuniones de la Mesa Directiva o de proporcionar los servicios de interpretación en la reuniones de la Mesa Directiva cuando sea posible. Favor de contactar los Servicios de Traducción/Interpretación al teléfono 225-4672 cuando menos 72 horas antes del evento. Se hará todo lo posible para proporcionar los servicios de interpretación realizados con menos de 72 horas de anticipación.
- If authorized by a majority vote of the members of the Governing Board, any matter on the open meeting agenda may be discussed in executive session for the purpose of obtaining legal advice thereon, pursuant to A.R.S. 38-431.03 (A)(3). The executive session will be held immediately after the vote and will not be open to the public.
- The order of items on this agenda may be modified during the meeting at the discretion of the Board President or upon a motion to amend the order of business which is approved by a 2/3 vote of the Board.



## TUCSON UNIFIED SCHOOL DISTRICT

MEETING July 24, 2018  
OF:

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TITLE: Reorganization of the Mexican American Student Services Department

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ITEM #: 29

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Information: X

Study:

Action:

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### PURPOSE:

To provide the Governing Board with an overview of departmental changes to be initiated in the 2018-2019 school year.

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### DESCRIPTION AND JUSTIFICATION:

The Mexican American Student Services Department (MASSD) reorganization plan provides for an integrated comprehensive approach for services utilizing an asset-based model to build systemic, institutional equity. The MASSD plan further commits District resources to serve the varied needs of Mexican American/Latino students and parents district-wide to increase educational outcomes. Over the past 5 years, the MASSD has provided direct services utilizing a deficit-based model as the basis for increasing academic achievement of Mexican American/Latino students and the allocation of resources. TUSD Leadership, the MASSD Director, a member of the Special Master's Implementation Committee, and a Mendoza plaintiffs' representative have collaborated in the development of this MASSD Reorganization Plan to provide more effective direct and auxiliary services in alignment to the USP.

Maria Federico Brummer, MASSD Director will be available to respond to questions.

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### BOARD POLICY CONSIDERATIONS:

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### LEGAL CONSIDERATIONS:

For all Intergovernmental Agreements (IGAs), Initiator of Agenda Item provides the name of the agency responsible for recording the Agreement after approval:

For amendments to current IGAs, Initiator provides original IGA recording number:

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Legal Advisor Signature (if applicable)

BUDGET CONSIDERATIONS:

<input type="checkbox"/>	District Budget
<input type="checkbox"/>	State/Federal Funds
<input type="checkbox"/>	Other
<u>Budget Cost</u>	<u>Budget Code</u>

Budget Certification (for use by Office of Financial Services only):

Date

I certify that funds for this expenditure in the amount of \$

are available and may be:

Authorized from current year budget

Authorized with School Board approval

Code: Fund:

INITIATOR(S):

Maria Federico Brummer, Director	7/16/2018
Name	Title
	Date

DOCUMENTS ATTACHED/ ON FILE IN BOARD OFFICE:

ATTACHMENTS:
<a href="#">Click to download</a>
No Attachments Available

TUCSON UNIFIED SCHOOL DISTRICT	BOARD AGENDA ITEM CONTINUATION SHEET
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# Mexican American Student Services Reorganization SY 2018-19

María C. Federico Brummer, M.Ed.

Director, Mexican American Student Services Department

Governing Board July 24, 2018



*Mexican  
American*   
Student Services

Academic Advocacy  
College and Career  
Community Commitment



**TUCSON UNIFIED**  
SCHOOL DISTRICT

# Reorganization: A Shift in Services

## Feedback & Evaluation

Improving academic educational outcomes for Mexican American/Latino students through an expansion of support services

## Collaboration

District Leadership, MASSD Director, Special Master's Compliance Officer, and Mendoza Plaintiff's Representative

## Framework

Move from deficit-based approach to direct services to a more inclusive asset-based approach

## MASSD Mission

*As the Mexican American Student Services Department Staff, we advocate for students' academic achievement and social well-being. This is achieved by collaboratively working with TUSD schools and families by offering direct and auxiliary services, such as tutoring and mentoring.*

TUCSON UNIFIED  
SCHOOL DISTRICT



*Mexican  
American*  
Student Services

# Process for Improvement



# Budget Impact

## SY 2017-18

**Staffing Costs**  
\$566,191.12

**Non-Staffing Costs**  
\$49,600

**TOTAL EXPENDITURES**  
\$615,791.12

## SY 2018-19

**Projected Staffing Costs**  
\$831,058.29

**Non-Staffing Costs**  
\$61,100

**TOTAL EXPENDITURES**  
\$892,158.29

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SCHOOL DISTRICT



*Mexican  
American*  
Student Services

# SY 2017-18

# SY 2018-19



Director

Director

Program Coordinator

Program Coordinator

Administrative Assistant

Administrative Assistant

Behavioral Specialist

Behavioral Specialist

Student Success Specialists  
(7 FTEs)

Program Specialists  
(8 FTEs)

Certified Academic Tutors  
(7 Added Duty)

Certified Academic Tutors  
(7 Added Duty)

CRC Tutors  
(10 Part-Time)

MASSD  
Staffing

TUCSON UNIFIED  
SCHOOL DISTRICT



*Mexican  
American*  
Student Services

# Strategic Plan Update

- 7 of 8 Program Specialist positions filled
- Initiated training for Program Specialists on board
- Three former Student Success Specialists hired as Program Specialists
- Development of Action Plans in progress
- Posting CRC Tutor positions for recruitment of university and community college students
- Instruments to monitor and evaluate progress for measurable outcomes in development

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SCHOOL DISTRICT



*Mexican  
American*  
Student Services



**MEXICAN AMERICAN STUDENT SERVICES DEPARTMENT  
REORGANIZATION PLAN APPENDICES  
SY 2018-19**

## Appendix I: Strategic Plan (Working Draft)

### MEXICAN AMERICAN STUDENT SERVICES DEPARTMENT (MASSD) STRATEGIC PLAN SY 2018-19

#### MASSD MISSION

*As the Mexican American Student Services Department Staff, we advocate for students' academic achievement and social well-being. This is achieved by collaboratively working with TUSD schools and families by offering direct and auxiliary services, such as tutoring and mentoring.*

#### PURPOSE OF THE STRATEGIC PLAN

The MASSD is committed to improving the academic achievement and educational outcomes of Mexican American/Latino students (inclusive of students identified as ELLs) through a comprehensive asset-based model approach to student services integrated with culturally responsive practices for growth and advocacy. An asset-based model approach embraces and builds upon students' and their families' strengths, potential, culture/linguistic background, experiences, knowledge, and skills. Students and parents bring "funds of knowledge" from their community and homes to utilize at every level of the educational experience to further a commitment to equity and improved academic achievement in TUSD. The provision of support services for parents, administrators, and teachers in TUSD is foundational to the efficacy of these research-based practices centered on increasing student success in school and enhancing academic achievement. The Strategic Plan is a working document that will guide this work through the reorganization of the MASSD.



**MEXICAN AMERICAN STUDENT SERVICES DEPARTMENT (MASSD)  
STRATEGIC PLAN SY 2018-19**

**AREAS OF SUPPORT**

The MASSD provides four areas of support services for Mexican American/Latino students (inclusive of ELL students) to meet the Department's Mission:

1. Direct support services to students, in coordination with the classroom teacher, school staff, and site administration. These services are categorized into two areas:
  - a. academic support
  - b. behavioral support
2. District-wide support services to TUSD administrators and teachers to dialogue and jointly modify educational approaches from a deficit model to an asset model<sup>1</sup>. This support is inclusive of PD coordinated with the CRPID.
3. Integrated support services to parents, in collaboration with District Departments including Family and Community Engagement.
4. Community support services through outreach and collaboration to develop partnerships as resources for students and families.

The MASSD Strategic Plan is an operational document inclusive of goals and objectives strategically designed to meet the Department's Mission. The first set of goals and objectives address the immediate actions required in the reorganization of the Department (staffing, training, development of support services models, etc.). The second set of goals and objectives address the services provided by MASSD throughout the school year.

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<sup>1</sup> Approaching students and families based upon our perceptions of their weaknesses rather than their strengths.(Gorski, 2010)

**MEXICAN AMERICAN STUDENT SERVICES DEPARTMENT (MASSD)  
STRATEGIC PLAN SY 2018-19**

**GOALS & OBJECTIVES**

**Set I- Immediate Reorganization Goals and Objectives**

**Goal 1:** Implement the reorganization of the MASSD to reflect asset-based support services integrated with culturally responsive strategies to improve academic student achievement & educational outcomes.

Objective	Responsible Party	Timeline	Measure
<b>A.</b> Develop and complete MASSD Reorganization Plan to reflect shift to an asset-based and culturally responsive foundation upon which all MASSD programs and services are structured. <ul style="list-style-type: none"> <li>Present Plan for approval to the Superintendent, SM, and Mendoza Plaintiffs. Present to Governing Board as an informational item per request.</li> </ul>	MASSD Director	Completion: December 13, 2017- July 30, 2018	Reorganization Plan completion and approval
<b>B.</b> Reorganize the MASSD staffing infrastructure <b>B.1.</b> Initiate and complete DIT process <b>B.2.</b> Initiate and complete hiring process for new positions within the Department: Program Specialists & CRC Tutors.	MASSD Director HR Director coordination	Initiation: DIT notifications by April 1, 2018  Completion: Program Specialists by August 2, 2018 & CRC Tutors by August 31, 2018	Completion of DIT HR process  Staff hired

<b>C. Area: Asset-Based Academic Support</b> Develop asset-based academic support strategies and services to prepare and train staff prior to the 2018-19 SY. <ul style="list-style-type: none"> <li>Strategies shall focus on in-classroom support, working in collaboration with the teacher in developing joint asset-based strategies.</li> <li>Culturally relevant pedagogy and practices shall be foundational to the asset-based academic support strategies.</li> </ul>	MASSD Director and staff Coordination with CRPID Director	Initiated: Upon approval of reorganization plan  Completion: by July 17, 2018	Product completion
<b>Objective</b>	<b>Responsible Party</b>	<b>Timeline</b>	<b>Measure</b>
<b>D. Area: Behavioral Student Coaching</b> Behavioral coaching strategies to support students to redirect or replace behaviors which obstruct their learning (and, in some cases, that of others) shall be developed through collaboration between the MASSD Director and the CRPID Director inclusive of those responsible for PBIS and Restorative Practices implementation. <ul style="list-style-type: none"> <li>The coaching strategies shall jointly be developed. Strategies will include individual and in-classroom support, working in collaboration with the student and teacher in developing joint behavioral management strategies.</li> <li>MASSD services offered as requested only to teachers and staff trained to implement PBIS and Restorative Practices.</li> </ul>	MASSD Director and staff Coordination with: CRPID Director, staff overseeing PBIS and Restorative Practices	Initiation: Upon approval of reorganization plan  Completion: by August 17, 2018	Product completion
<b>E. Area: Orientation/PD for MASSD Staff</b> Develop and conduct training of all new staff on MASSD mission, vision, goals, objectives; new overall direction of MASSD with staff input on new department mission. <ul style="list-style-type: none"> <li>HR collaboration with new employee orientations as needed.</li> </ul>	MASSD Director with HR coordination	Initiation: Orientation/PD development will commence upon approval of MASSD Reorg. Plan  Completion: Orientation and PD will take place between July 18, 2018 - August 2, 2018	Product completion  Staff pre/post surveys  MASSD Orientation and PD completed (sign-in sheet verification)
<b>F. Area: Outcome Measurements</b> <b>F.1.</b> Develop and implement methodology to evaluate the impact of MASSD direct services on students' academic success with measurable outcomes. <b>F.2.</b> Develop and implement methodology to evaluate the impact of MASSD direct services on students' behavior with measurable outcomes.	MASSD Director with focused support from a designated Research Project	Initiation: Immediately after MASSD Reorg. Plan approved	Outcome measurement instrument

<ul style="list-style-type: none"> <li>• MASSD staff shall develop an academic plan and/or behavioral plan for each student who receives support services, in coordination with the student's teacher, MTSS team, and student.</li> <li>• The plan will include baseline data in the academic area targeted for improvement (math, reading, etc.) and/or behavioral area from the initiation point of services.</li> <li>• Specific measurable academic objectives and/or behavioral objectives will be developed by MASSD staff along with the student and his/her teacher with a timeline.</li> <li>• MASSD staff will log progress with input from teacher and student and will maintain pertinent <u>assessment data</u>.</li> <li>• This plan will be ongoing until the time that the student no longer receives services.</li> </ul>	Manager from the District Assessment & Evaluation Department	Completion: August 31, 2018	
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**Sub-Goal 1:** Raise district-wide awareness on the shift of services provided by MASSD.

Objective	Responsible Party	Timeline	Measure
<b>A.</b> Utilize various TUSD communication channels (correspondence to administrators, email distributions, Governing Board meeting presentation, etc.), information platforms (TUSD website, newsletters, etc.), postings (at schools, Family Resource Centers, etc.), and In-District meetings (ILAs, principal groups, site PDs, Supt.'s cabinet, etc.) to provide information on the MASSD Reorganization and its Mission.	MASSD Director, with Communication Dept. Coordination	Initiation: Upon approval of the MASSD Reorganization Plan and to continue throughout the school year	Record of communication documents and communication activities

## Set II- Immediate Reorganization Goals and Objectives

**Area:** Direct Student Academic and Behavioral Support Services

**Goal 1:** Implement the reorganization of the MASSD to reflect asset-based support services integrated with culturally responsive strategies to improve academic student achievement & educational outcomes.

Objective	Responsible Party	Timeline	Measure
<p><b>A.</b> MASSD shall improve the <b>academic achievement and educational outcomes</b> of MA/Latino students who receive direct asset-based support services integrated with culturally responsive practices.</p> <ul style="list-style-type: none"> <li>Students will be identified by teachers, parents, MASSD staff or others who are knowledgeable about the student's academic needs.</li> <li>Educational outcomes indicators include: grades, retentions, graduation rates, ALE enrollment, discipline referrals and suspensions, etc.</li> <li>An asset-based instructional support approach will be utilized and integrated for students receiving services.</li> <li>Academic achievement measured by AzMERIT, benchmark tests, and other academic performance assessments.</li> <li>Academic benchmark data shall be obtained at the inception of academic support service for each student and progress assessments will be conducted through the term of service for each student.</li> <li>MASSD staff shall develop an academic plan with each student who receives direct support services in coordination with the student's teacher and parent.</li> <li>Monthly student assessment of academic success based on logged data within academic plan.</li> <li>Duration of MASSD service logged to assessing progress.</li> </ul>	MASSD Director and staff	<p>Initiation: As support services are initiated</p> <p>Monthly assessment of each student based on data logged in plan</p> <p>Completion: Date support services ends</p>	Academic plan with benchmark data inclusive of school, grade, student identification information, race/ethnicity, and programmatic services received (ELL, Ex. Ed., dual language, etc.), and reason for exiting student from MASSD services
<p><b>B.</b> The MASSD shall increase the number of students receiving direct services in the area of academics by 10%.</p>	MASSD Director and staff	<p>Initiation: August 2, 2018</p> <p>Quarterly progress</p> <p>Completion: May 23, 2019</p>	<p>Quarterly assessment of number of students served</p> <p>End of school year assessment to</p>

			determine if objective met
<p><b>C.</b> MASSD shall improve the behavioral <b>outcomes</b> of Mexican American /Latino students who receive direct asset-based support services, which integrate culturally responsive practices.</p> <ul style="list-style-type: none"> <li>• An asset-based behavioral support approach will be utilized by the department, site, and classroom teacher with integration of culturally responsive practices.</li> <li>• PBIS and Restorative Practices will be utilized.</li> <li>• Outcome measurement tool: MASSD staff shall develop a behavioral plan for each student who receives support services, in coordination with the classroom teacher/s, MTSS, and student.</li> <li>• Duration of MASSD service will be logged to correlate with other factors in assessing progress.</li> <li>• Behavioral benchmark data shall be obtained at the inception of behavioral coaching services for each student and progress assessments will be conducted through the term of service for each student.</li> </ul>	MASSD Director and staff	<p>Initiation: As support services initiated</p> <p>Monthly assessment of each student based on data logged in student plan</p> <p>Completion: Date support services end</p>	Behavioral plan with goals established by the student, teacher/s, and the MASSD staff that includes school, grade, student identification information, race/ethnicity, programmatic services received (ELL, Ex. Ed., dual language, etc.), and reason for exiting student from MASSD services
<p><b>D.</b> The MASSD shall increase the number of students receiving direct services in the area of behavioral support by 10%.</p> <ul style="list-style-type: none"> <li>• Students identified by teachers, parents, MASSD staff or others who are knowledgeable about the student's behavioral needs.</li> </ul>	MASSD Director and staff	<p>Initiation: As support services initiated</p> <p>Completion date: Date support services end</p>	<p>Quarterly assessment of progress in meeting yearly goal</p> <p>End of school year assessment to determine if objective met</p>

**Goal 2:** Develop a systemic approach of support for administrators and teachers to incorporate asset-based and culturally responsive strategies within all facets of Mexican American/Latino students' educational experiences in TUSD.

Objective	Responsible Party	Timeline	Measure
<p><b>A.1.</b> Interface with teachers to develop academic and behavioral plans for identified students utilizing asset based and culturally responsive strategies.</p> <ul style="list-style-type: none"> <li>• Discuss the instructional value in supporting ethnic identity for each student.</li> <li>• Include site administrators in the process.</li> </ul> <p><b>A. 2.</b> Provide information to site administrators and teachers on the utilization and success of these strategies.</p> <p><b>A. 3.</b> Offer PD to site administrators and teachers in these areas. (See objective below.)</p>	<p>MASSD Director and staff</p>	<p>Initiation: Inception of providing any service to the school</p> <p>Completion: At point service to school and/or its students has been ended</p>	<p><b>A.1.</b> Narrative observation of progress made at each school by MASSD Director, with input by MASSD staff.</p> <p><b>A.2.</b> Maintain log of information provided to site administrators and teachers</p> <p><b>A.3.</b> Maintain log of PD offered and provided to sites with sign-in attendance sheets for each session</p> <p><b>A.2. &amp; A.3.</b> Survey schools at mid-year and year's end for feedback on services</p> <p>End of PD survey data for feedback</p>

<p><b>A.4.</b>Professional development focused on asset-based instructional strategies shall be developed in collaboration with the CRPID Director, Professional Development Coordinator, and Language Acquisition Director.</p> <ul style="list-style-type: none"> <li>• This will be offered to targeted teachers and instructional leaders during the 2018-19 SY.</li> <li>• The asset-based strategies professional development will be placed on a continuous improvement schedule as it is adjusted via survey data and other evaluation information.</li> </ul>	<p>MASSD Director and staff</p>	<p>Initiation: Development by October 19, 2018</p> <p>Implementation beginning November 1, 2018</p> <p>Completion: End of school year</p>	<p>Log of PD offered and provided</p> <p>Sign-in attendance sheets for each PD session</p> <p>Survey feedback from teachers on value of information provided and PD</p> <p>Survey of site administrators on value of information provided and PD</p>
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**Goal 3:** Advocate for Mexican American/Latino students' and parents' best interests in District decision-making.

Objective	Responsible Party	Timeline	Measure
<p><b>A.1.</b> MASSD staff shall serve as advocates for Mexican American /Latino students and parents through requests by the student, parent, school staff, MASSD staff, or others acting on behalf.</p> <ul style="list-style-type: none"> <li>This may include advocacy for a student during MTSS meetings, disciplinary hearings/meetings, exceptional education referral and/or placement meetings, the involvement of law enforcement at a school, etc.</li> </ul> <p><b>A.2.</b> Records of each advocacy intervention shall be maintained with the purpose for and result of the advocacy to be subsequently entered into a database.</p> <ul style="list-style-type: none"> <li>An example of an outcome is the result of MASSD staff advocacy against suspension based on the evidence presented.</li> </ul>	MASSD Director and staff	<p>Initiation: Date support service is initiated</p> <p>Monthly assessment of advocacy provided for each student based on record, noting purpose and outcome</p> <p>Completion: Date support service ends</p>	<p>Record of each advocacy event</p> <p>Data base of all events with purpose for each event and outcome</p> <p>Quarterly assessment of impact of advocacy based on outcome of each event</p>
<p><b>B.</b> The number of recorded advocacy events shall increased by 10%.</p>	MASSD Director and staff	<p>Initiation: Date services begin for the 2018-19 SY</p> <p>Completion: Date services end for the 2018-19 SY</p>	<p>Quarterly assessment of number of students being served to determine progress in meeting yearly goal</p> <p>Comparison of the number of students served in 2017-18 SY to those served in 2018-19 SY</p>

**Goal 4:** Expand extensive, integrated, collaborative partnerships at the local, state, and national level to support MASSD goals.

Objective	Responsible Party	Timeline	Measure
<b>A.</b> Increase the number of collaborative partnerships supporting the stated goals and objectives within this Plan from last school year by 5%. <ul style="list-style-type: none"> <li>By organization, indicate how each support MASSD goals and objectives and how each brings value to the Department.</li> </ul>	MASSD Director and staff	Initiation: August 2, 2018  Mid-year assessment- January 2019  Completion: End-of-Year assessment May 2019	Comparison of the number of partnerships served in 2017-18 SY to those in place in 2018-19 SY

**Goal 5:** Foster Mexican American/Latino parent engagement in collaboration with Family and Community Engagement (FACE), site administrators, the CRPID, and District Leadership.

Objective	Responsible Party	Timeline	Measure
<b>A.1.</b> In collaboration with the CRPID Director and FACE Director develop and implement parent empowerment training sessions which are culturally responsive and teach skills to better engage parents in the decision-making processes at their child's school as well as at the District level. <b>A.2.</b> Determine the number of Mexican American/Latino parents who are engaged in site council, PTA, SCPC by school site during the 2017-18 SY and increase the number by each organization by 5% in SY 2018-19. <b>A.3.</b> By school and organization, determine the number of Mexican American/Latino parents who serve in leadership roles at site council, PTA, SCPC for the 2017-18 SY to increase by 5% in SY 2018-19.	MASSD Director and staff in collaboration with FACE Director & CRPID Director	Initiation: August 17, 2018  Data determined by September 14, 2018  Completion: End of year assessment by May 31, 2019	Comparison of the number of partnerships served in 2017-18 SY to those in place in 2018-19 SY  Parent survey feedback from the parent empowerment trainings

**Goal 6:** Monitor academic success indicators for Mexican American/Latino students district-wide to recommend interventions as needed.

Objective	Responsible Party	Timeline	Measure
<p><b>A.1.</b> MASSD staff will work with a designated Research Project Manager from the District Assessment &amp; Evaluation Department to develop and implement ongoing monitoring reports of success indicators for Mexican American/Latino students in the areas of academic achievement, failures, retentions, disciplinary actions, enrollment in exceptional education, ALE offerings, etc.</p> <p><b>A.2.</b> MASSD staff will alert appropriate administration of situations, which, based on data and other relevant evidence, suggests there may be disparate treatment of Mexican American/Latino students (instructional, disciplinary, programmatic placement, etc.).</p> <ul style="list-style-type: none"> <li>Instrument may be adjusted for purposes of improvement.</li> </ul>	MASSD Director and MASSD staff in collaboration with	<p>Initiation: July 1, 2018</p> <p>Completion: September 31, 2018</p> <p>Reports will be provided and reviewed on a quarterly basis</p>	Development of monitoring components to formulated data reports completed.

**Goal 7:** Target CRC classrooms to utilize AVID strategies to build positive, trusting relationships for students' academic and social support.

Objective	Responsible Party	Timeline	Measure
<p><b>A.1.</b> MASSD staff will work with designated CRC teachers to develop and implement ongoing mentoring in Mexican American Viewpoint courses to foster academic and social support.</p> <p><b>A.2.</b> MASSD staff will receive training in AVID and culturally responsive strategies by the ALE Department and CRPI Department to build academic identities in students.</p> <ul style="list-style-type: none"> <li>Instrument adjusted for purposes of improvement.</li> </ul>	MASSD Director and MASSD staff in collaboration with ALE staff, CRPID staff	<p>Initiation: August 2, 2018</p> <p>Completion Date: May 23, 2019</p>	Development of monitoring components to collect student survey data

## Appendix II: Projected Budget Impact of Reorganization

### BUDGET EXPENDITURES

General Budget Expenditure	SY 2017-18	SY 2018-19 Projected
Staffing Costs	\$566,191.12	\$831,058.29
Non-Staffing Costs	\$49,600	\$61,100
<b>TOTAL EXPENDITURES</b>	<b>\$615,791.12</b>	<b>\$892,158.29</b>

Position	SY 2017-18 Staff Positions	SY 2017-18 Staffing Costs	SY 2018-19 Staff Positions	SY 2018-19 Projected Staffing Costs
Director	1	\$107,225.57	1	\$107,225.57
Program Coordinator	1	\$59,939.22	1	\$59,939.22
Behavioral Specialist	1	\$41,276.66	1	\$41,276.66
Administrative Assistant	1	\$42,912.48	1	\$42,912.48
Student Success Specialists (\$41,376.74 each)	7	\$289,637.19	0	0
Program Specialist- Classified (\$54,793.18 each)	0	0	6	\$328,758.00
Program Specialist- Certified (\$54,793.18 each)	0	0	2	\$109,586.36
Certified Academic Tutors (\$3,600 each)	7	\$25,200	7	\$25,200
CRC Tutors (\$11,616 each)	0	0	10	\$116,160.00
<b>TOTAL STAFFING COSTS</b>		<b>\$566,191.12</b>		<b>\$831,058.29</b>

Staffing costs include 30% benefits for full-time positions and 20% benefits for part-time positions.

General Budget Expenditure	Description	SY 2017-18	SY 2018-19 (Projected)
Mileage- M&O	Staff in-district travel	\$9,500	\$9,500
District Supplies- M&O	Department materials	\$5,000	\$5,000
District Supplies-M&O	Student Recognition, college & career readiness events, promotion	\$4,000	\$4,000
Room Rental	UA Student Recognition program	\$3,000	\$3,000
Professional/Educational Contract-M&O	Professional development, consultants, parent events	\$8,000	\$10,000
Employee Training	Professional training for classified staff	\$2,000	\$4,000
Out-of-State Travel	Out-of-state travel for trainings	\$2,000	\$2,000
Bus Driver Overtime, Diesel Fuel, & Benefits	Transportation for LULAC Youth Leadership Conference & field trips	\$6,600	\$6,600
Instructional Aids	Summer enrichment, César E. Chávez Month, Mexican American Heritage Month	\$5,000	\$5,000
Capital Technology	Updated technology, projectors for professional development, events	\$4,500	\$4,500
Student Transportation	Charter Buses for college tours	0	\$2,500
Advertising & Public Information Services	Parent and student event promotion through out-of-district services	0	\$5,000
<b>NON-STAFFING EXPENDITURE TOTALS</b>		<b>\$49,600</b>	<b>\$61,100</b>



## Mexican American Student Services Department Reorganization Plan SY 2018-19

*The Mexican American Student Services Department (MASSD) reorganization plan provides for an integrated comprehensive approach for services utilizing an asset-based model to build systemic, institutional equity for improving academic student achievement and educational outcomes. This reorganization plan further commits District resources to serve the varied needs of Mexican American/Latino students and parents district-wide for increased academic success.*

### **MASSD Mission**

As the Mexican American Student Services Department Staff, we advocate for students' academic achievement and social well-being. This is achieved by collaboratively working with TUSD schools and families by offering direct and auxiliary services, such as tutoring and mentoring.

## PART I: MASSD Reorganization Overview

### Introduction

Tucson Unified School District (TUSD) student demographics continue to move in the direction of a growing Mexican American/Latino student population, which for years has comprised the largest ethnic student population within the District. The Mexican American Student Services Department (MASSD) was created as an essential component of the Unitary Status Plan (USP), which was stipulated by all of the parties and approved by the US Federal Court on February 19, 2013.<sup>1</sup>

Since the inception of the MASSD in 2012, the Department has provided advocacy for academic achievement of Mexican American/Latino students with a direct student service and staffing model comparable to other TUSD Student Equity departments. This has manifested in the current use of a deficit model approach by the MASSD, which includes identifying student deficiencies (i.e. low achievement in reading and math test scores, low attendance, behavior issues, etc.). As Paul Gorski states, “deficit ideology is a worldview that explains and justifies outcome inequalities— standardized test scores or levels of educational attainment, for example—by pointing to supposed deficiencies within disenfranchised individuals and communities” (Gorski, 2010). The department puts into place strategies to address these deficiencies through the use of Student Success Specialists at targeted sites working in these specific areas.

In contrast, the new model for reorganization will focus on an asset-based approach shifting to Program Specialists who will concentrate on direct services in targeted areas for students, families, sites and thus provide a broader spectrum of asset-based services. Asset-based ideology embraces and builds upon students’ and their families’ strengths, potential, culture/linguistic background, experiences, knowledge, and skills. Students and parents bring “funds of knowledge” from their community and homes to utilize at every level of the educational experience to further a commitment to equity and improved academic achievement in TUSD.<sup>2</sup> The provision of support services for parents, administrators, and teachers in TUSD is foundational to the efficacy of these research-based practices centered on increasing student success in school and enhancing academic achievement.

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<sup>1</sup> 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.” The cited USP section encapsulates the overarching intended objective for the work of the MASSD.

<sup>2</sup> López, F. (2017). Altering the trajectory of the self-fulfilling prophesy: Asset-based pedagogy and classroom dynamics. *Journal of Teacher Education*, 68, 193-212.



## Expert Panel

This plan was reviewed by an expert panel of scholars invested in the Mexican American/Latino community in Tucson Unified School District and their input was considered and incorporated as appropriate in this plan:

- Dr. Nolan Cabrera- University of Arizona, Associate Professor, College of Education, Educational Policy Studies & Practice
- Dr. Francesca López- University of Arizona, Associate Professor, College of Education, Educational Policy Studies & Practice
- Dr. Andrea Romero- University of Arizona, Professor, College of Agriculture and Life Sciences, Norton School of Family Consumer Science, Family Studies and Human Development-Director-Frances McClelland Institute for Children, Youth, and Families
- Dr. Ada Wilkinson-Lee- University of Arizona, Associate Professor, College of Social & Behavioral Sciences, Mexican American Studies Department

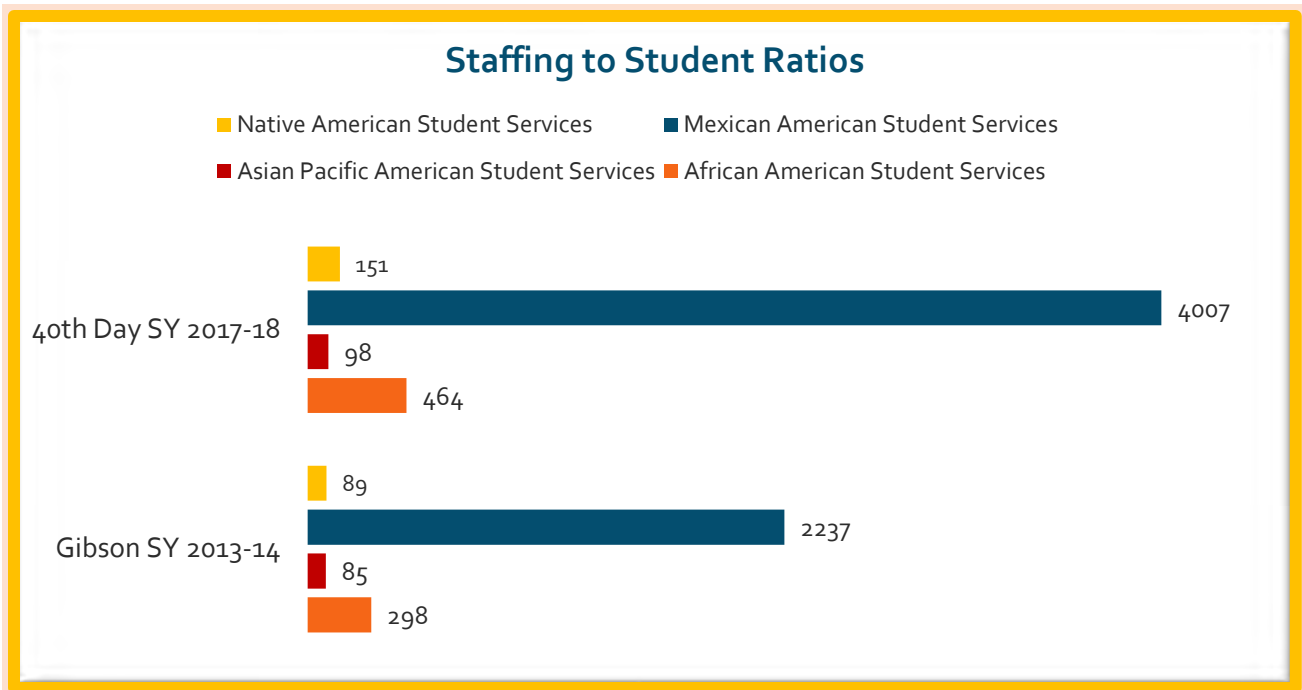
## Purpose

The purpose of the reorganization is to improve the academic achievement and educational outcomes of Mexican American/Latino students through the expansion of support services in TUSD. The reorganization of the MASSD provides qualified staffing for student, parent, teacher, and administrator support district-wide in alignment with the duties and responsibilities outlined in the USP. The integration of a comprehensive asset-based model (López, 2017) approach to student services will increase department efficacy centered on culturally responsive practices for growth and advocacy.

## Rationale

In 2013, the Gibson Consulting Group commissioned by TUSD examined the efficiency of this direct student service model. The *Operational Efficiency Audit* found that “there is no apparent relationship between the number of TUSD students by ethnicity and the number of Student Equity and Intervention staff that support them” (Gibson, 2014, p. 23). Nevertheless, the basis for the allocation of resources and services to the MASSD has relied on this direct service model.

Graphic 1 details the staffing to student ratios based on the Gibson *Operational Efficiency Audit* and TUSD 40<sup>th</sup> Day Enrollment for SY 2017-18. In SY 2017-18, MASSD’s 7 Student Success Specialists committed to serving as many of the 29,049 students as possible with a 4,007 to 1 ratio.

**Graphic 1**

Sources: Gibson, 2014, p. 24 & Synergy, Daily Enrollment by Student Demographics- 40<sup>th</sup> Day SY 2017-18

Through ongoing data analysis, the Mendoza Plaintiffs and District leadership have reached a common agreement that a more comprehensive and integrated outcome-based service model will best support students, parents, administrators, and teachers to improve the academic achievement and educational outcomes of Mexican American/Latino students. This model will provide support through targeted areas for district-wide services.

Modifications of the current MASSD service model for Mexican American/Latino students will foster integrity to the intentions of the USP through a transformational reorganization. This determination is based on data analysis and feedback from District Leadership, the Special Master, and the Mendoza Plaintiffs. The recommendations for the MASSD reorganization focus on improved outcomes to meet USP objectives through the initiation of a comprehensive and integrated model to benefit more students district-wide. To this end, TUSD Leadership, the MASSD Director, a member of the Special Master's Implementation Committee, and a Mendoza Plaintiffs' representative have collaborated in the development of this MASSD Reorganization Plan.

## Theoretical Framework

The MASSD Reorganization Plan incorporates research-based practices using an asset-based systemic approach in its delivery of services. Critical to this approach is the previously explained shift in staffing from Student Success Specialists, positions that do not require a BA/BS or bilingual requirements, to Program Specialists who must hold a BA/BS and demonstrate bilingual (Spanish & English) proficiency. Two of the Program Specialist positions (Academic Empowerment focus area) also require a teacher certification.

Program Specialists are integral to the asset-based model approach, which embraces and builds upon students' and their families' strengths, potential, cultural/linguistic background, experiences, knowledge, and skills. Students and parents bring "funds of knowledge" (Moll & Gonzalez, 1992) from their community and homes to utilize at every level of the educational experience. Families identify themselves with the pedagogy and school culture; this connection fosters self-advocacy (Nuri-Robins et. al, 2005). This supports and furthers a commitment to equity and academic achievement in TUSD.

The theoretical framework is strategically developed and applied through the following practices:

- Focusing on an **asset-based approach support model** in developing and executing services aimed at improving the academic and educational outcomes of Mexican American/Latino students, inclusive of students identified as English Language Learners (ELL);
- Integrating **culturally responsive practices** for growth and advocacy through collaboration with the Culturally Responsive Pedagogy & Instruction Department (CRPID);
- **Identifying and responding promptly to systemic patterns** hindering academic success (i.e. absences, behavior, social needs, etc.) based on cultural/linguistic background
- Utilizing the District's integrated system of student and school data to monitor progress and respond with required changes to improve academic achievement
- Collaborating with sites, departments, and leaders to formulate **sustainable and systemic remedies**;
- Monitoring through a **continuous improvement evaluation** component to implement needed programmatic changes;
- Utilizing Achievement Via Individual Determination (**AVID**) **strategies** and models to **support Culturally Relevant Curriculum (CRC)** classrooms to reduce/eliminate the opportunity gap and increase college readiness;
- Developing **positive, empowering relationships** based on respect and affirmation of the cultural/linguistic backgrounds of families through partnerships with District and community resources.

## Part II: Reorganization of MASSD

### SY 2018-19 Reorganizational Goals

All support services in this plan include meeting of the needs of Mexican American/Latino students identified as ELL. A Strategic Plan is critical to the effectiveness of MASSD Reorganization and is inclusive of goals, objectives, and measureable outcomes. A working document of this plan is available in Appendix I.

The following goals are based on the theoretical framework outlined above. These goals are further developed in the Strategic Plan (see Appendix 1). Many of these goals intersect with the work of District departments including the Culturally Responsive Pedagogy & Instruction Department (CRPID), Language Acquisition Department (LAD), Family and Community Engagement (FACE), etc.

1. *Implement the reorganization of the MASSD to reflect asset-based support services integrated with culturally responsive strategies to improve academic student achievement & educational outcomes.*
2. *Develop a systemic approach of support for administrators and teachers to incorporate asset-based and culturally responsive strategies within all facets of Mexican American/Latino student's educational experiences in TUSD.*
3. *Advocate for Mexican American/Latino students' and parents' best interests in District decision-making.*
4. *Expand extensive, integrated, collaborative partnerships at the local, state, and national level to support MASSD goals.*
5. *Foster Mexican American/Latino parent engagement in collaboration with FACE, site administrators, the CRPID, and District Leadership.*
6. *Monitor academic success indicators for Mexican American/Latino students district-wide to recommend interventions as needed.*
7. *Target Culturally Relevant Curriculum (CRC) classrooms to utilize AVID (Advancement Via Individual Determination) strategies to build positive, trusting relationships for students' academic and social support.*

### Assessment and Evaluation

A designated Research Project Manager from the District Assessment & Evaluation Department will assist the MASSD Director in the development of an Evaluation Plan to analyze formative and summative assessments to monitor student academic, social, and behavior needs (e.g. site discipline trends, benchmark data, attendance rates, etc.). Previously the department has relied on academic achievement data by school and individual students served. Ongoing monitoring and assessment will

be conducted to continue to determine effectiveness of positions and alignment with job responsibilities.

### MASSD Reorganization Staffing SY 2018-19

Reorganization calls for an integrated comprehensive support services that move away from a deficit-based centered direct services model with the elimination of Student Success Specialists positions and shifts to an asset-based approach using Program Specialists. Although the number of FTEs are relatively similar in both models, the systemic focus of services and the pedagogical framework on which the reorganization is based has changed. This change will positively impact student achievement and behavior district-wide with a more effective use of allocated resources.

#### MASSD Staffing SY 2017-18

Director 1 FTE

Program Coordinator 1 FTE

Administrative Assistant 1 FTE

Behavioral Specialist 1 FTE

Student Success Specialists 7 FTEs

Certified Academic Tutors 7 Added Duty

#### MASSD Staffing SY 2018-19

Director 1 FTE

Program Coordinator 1 FTE

Administrative Assistant 1 FTE

Behavioral Specialist 1 FTE

Student Success Specialists 0 FTE (POSITIONS ELIMINATED)

Certified Academic Tutors 7 Added Duty

Program Specialists 8 FTEs (NEW POSITIONS)

- Parent Outreach & Empowerment
- College & Career Readiness
- ALE Recruitment & Retention
- CRC Collaboration & Support
- Academic Empowerment & Engagement (2 FTEs)
- Community Outreach
- Social-Emotional & Behavioral Support

CRC Tutors 10 Part-Time Positions (NEW POSITIONS)

## Continuing Positions: Job Descriptions

### Director

*Position Goal: Strategically lead in the planning, development, implementation, and evaluation of programmatic strategies to meet the vision, mission, and goals of the Department.*

- Supervise staff to implement department mission, goals, and objectives.
- Plan and oversee implementation of specific strategies to improve academic achievement of Mexican American/Latino students including direct student services, mentoring, increasing student retention, and college-going rates. Participates in the internal Culturally Responsive Practices (CRP) committee to develop, implement, and internally monitor the CRP PD Plan.
- Develop community partnerships including advocacy organizations, local colleges, and universities.
- Collaborate with relevant District departments to foster equity.
- Serve as member of the Expert Educator Committee, TUSD CRP Committee, community advisory boards and committees.

### Program Coordinator

*Position Goal: Assist the Director in the implementation of programmatic strategies to improve Mexican American/Latino student academic achievement and educational outcomes.*

- Develop and disseminate Spanish/English bilingual promotional materials for the Department on college & career readiness, Advanced Learning Experiences (ALE) offerings, credit recovery opportunities, social development, and community partnerships.
- Collaborate with in-district & community resources as a department liaison for advocacy.
- Analyze district-wide data to ensure student academic progress to provide support strategies for parents and sites.
- Assist Director in grant writing for alternative funding sources and coordination of department initiatives.
- Provide consultations, trainings, and evaluations of social/behavioral interventions and district-wide discipline patterns.
- Support the CRPID to facilitate CRP Professional Developments (PDs) district wide as a member of the CRP PD team.

## Behavioral Specialist

*Position Goal: Provide direct services and consultation for behavioral support of Mexican American/Latino students district-wide utilizing an asset-based approach.*

- Provide individual behavioral support and coaching per site or parent requests for culturally responsive services aligned with PBIS and Restorative Practices.
- Document data for each referred student's behavioral progress to determine progress and to evaluate the success of the MASSD behavioral coaching services.
- Communicate and collaborate with MASSD, CRPID, and District Leadership charged with PBIS and Restorative Practices professional development.
- Support systemic use of Restorative Practices and PBIS to reduce the disproportionality of discipline for Mexican American/Latino students.
- Observe, consult, and plan with site staff in appropriate behavioral interventions for Mexican American/Latino students.
- Collaborate with site Multi Tiered System of Support (MTSS) teams to identify and strategize on how to best meet student needs through an asset-based approach to behavioral interventions.
- Provide training in culturally responsive behavioral interventions and strategies to departments and site staff.

## Administrative Assistant

*Position Goal: Assist the Director in the day to day operations of department to support Mexican American/Latino student academic achievement and educational outcomes.*

- Develop and disseminate Spanish/English bilingual communications for the Department.
- Act as a liaison with in-district & community resources for support of department initiatives.
- Provide District information on support for parents and students.
- Assist Director in budget development, modifications, and management.
- Train staff in Department and District procedures as needed.
- Navigate procedures and protocols for Department events, activities, initiatives, and programs.

## Certified Academic Tutors

(7 added duty positions for certified teachers for direct instruction in Math & ELA)

*Position Goal: Develop culturally responsive math interventions and enrichments to increase Mexican American/Latino student academic achievement.*

- Conduct math and ELA tutoring on Saturdays at designated sites for registered Mexican American/Latino students in grades 3-5 and middle school.
- Provide individualized interventions and enrichments during 3 hour sessions.
- Tutor no more than 15 students at the designated site.
- Communicate student progress to parents at the end of the 3 hour session.
- Attend professional development facilitated by the Math & ELA Curriculum Departments.
- Update classroom teachers on student progress and needs.

## New Positions: Recruitment, Training, and Retention

New positions initiated with the MASSD reorganization include eight Program Specialist positions and ten part-time CRC Tutor positions. Current Student Success Specialists with Spanish/English bilingual proficiency and holding a Bachelor's degree or higher will be encouraged to apply for Program Specialist positions. Recruitment strategies of qualified individuals possessing a BA/BS or higher with bilingual proficiency in Spanish/English will commence at the end of SY 2017-18 with the implementation of the Reorganization Plan.

Program Specialists will be encouraged to participate in the District's Make the Move Teacher Internship program that recruits employees with a BA/BS to enter a teacher training program with completion over the course of two years.

**8 positions will be filled by candidates serving in the following areas:**

***Parent Outreach & Empowerment***  
***College & Career Readiness***  
***Advanced Learning Experiences Recruitment & Retention***  
***Culturally Relevant Curriculum Collaboration & Support***  
***Academic Empowerment & Engagement***  
***Community Outreach***  
***Social-Emotional & Behavioral Support***



## Recruitment

- Direct recruitment of In-District candidates with experience and knowledge of resources for advocacy
- Host Open House events inviting potential candidates
- Utilize current collaboration with UA Departments to recruit qualified candidates with skills and knowledge of the needs of the Mexican American community
- Advertise via community partner outlets: social media, job networks, events
- National advertising via social networks, bulletins, social media
- Expert panel referrals of candidates
- Presentations at relevant University of Arizona student centers
- Invitations to qualified candidates who previously applied for Student Success Specialists positions

## Training

- District Department trainings led by Directors and Program Coordinators (ALE, CTE, FACE, LAD, GATE, CRPI)
- Mentoring by identified In-District mentors in the assigned focus area
- Coaching by the MASSD Director and Program Coordinator
- Job shadowing of In-District staff and community partners essential to focus area assignment
- Professional Development in the job-related areas including: culturally responsive practices for services, trauma-informed educational settings, college preparation from local non-profits and higher education institutions, AVID strategies, grief counseling, ACEs (Adverse Childhood Experiences, funds of knowledge, direct academic interventions, etc.

## Retention

- Foster ownership of Program Specialist position through development of Action Plans
- Ongoing training to further develop competency
- Follow-up and reflection of practices with the MASSD Director
- Weekly collaboration with peers
- Community building retreats in alignment to mission and goals
- Effective communication of expectations of new positions
- Quarterly staff feedback

## New Positions: Job Descriptions and Qualifications

### Program Specialist 1

### Parent Outreach & Empowerment

(1 classified position)

*Position Goal: Develop and implement an action plan to increase Mexican American/Latino parent involvement in the decision-making process through participation in empowerment trainings, workshops, and conferences.*

#### Qualifications:

- Minimum requirements include BA/BS and bilingual Spanish/English
- Background in parent engagement
- Experience collaborating with relevant District departments and community resources
- Training in family engagement

- Recruit for and facilitate the Mexican American Parent Advisory Council to ensure inclusion in the District's decision-making process.
- Develop bilingual (Spanish/English) empowerment trainings with FACE staff for Mexican American/Latino parents to become advocates in site councils, PTAs, SCPC, and Governing Board meetings.
- Liaison to Language Acquisition Department to ensure parental rights and consent are equitably implemented for students identified as ELL.
- Advocate for parent rights to ensure equity in discipline, Exceptional Education, Language Acquisition issues, and legal status.
- Collaborate with community partnerships to inform and empower parents on critical issues in public education (e.g. Expect More Arizona, Mi Familia Vota, League of Women Voters in Arizona).
- Liaison to Family and Community Engagement Director, Family Resource Center staff, and site Community Liaisons/Representatives to increase parent engagement and awareness of opportunities for families.
- Facilitate district-wide events to promote parent empowerment and knowledge of District and community opportunities (e.g. ALE, citizenship, open enrollment, dual language, family resource centers, department programs).
- Communicate programs, events, and resources via ParentLink, social media, community events, etc. to inform parents of multiple opportunities for engagement.
- Support sites in developing and implementing parent outreach to develop equitable access for Mexican/Latino parents district-wide.

## Program Specialist 2 College & Career Readiness

(1 classified position)

*Position Goal: Develop and implement an action plan to increase the number of college and career-ready Mexican American/Latino students as evidenced by participation in department workshops, student data, and college entrance data.*

### Qualifications:

- Minimum requirements include BA and bilingual Spanish/English
- Experience collaborating with relevant District departments and community resources
- Background in mentoring programs
- Training in college and career readiness, financial aid, and parent college preparation

- Collaborate with UA Office of Early Academic Outreach to expand College Academy for Parents & Kids College into site Parent Encuentros to increase the number of college-ready students.
- Promote CTE/JTED programs to students and parents to increase exposure to multiple career options for students.
- Liaison to Counseling Department and site College & Career Coordinators to expand resources for parents and students.
- Develop a College & Career Academy for middle school students to learn from college instructors and mentors and to earn high school STEM or elective credit.
- Recruit for transition to college through dual enrollment cohorts enrolled in courses at PCC to earn college credit while in high school.
- Facilitate summer enrichment programs (e.g. Camp Invention, STEM activities, TECHNOLOChicas, etc.) to extend learning opportunities in critical career areas.
- Develop Mujeres En Movimiento Mother-Daughter Program initially targeting seventh graders as an early-outreach program designed to increase the number of first-generation students who are qualified and prepared to enroll in college through family empowerment.
- Facilitate a Student to Teacher Mentor program targeting middle & high school Mexican American/Latino students who are interested in pursuing education as a career to develop an educational pipeline.
- Coordinate Adelante Parent & Youth Leadership Conference to promote K-12 college preparedness.

### Program Specialist 3

## ALE Recruitment & Retention

(1 classified position)

*Position Goal: Develop and implement an action plan to increase the number of Mexican American/Latino students recruited, participating in, and successfully completing ALE opportunities as evidenced in student data.*

#### Qualifications:

- Minimum requirements include BA and bilingual Spanish/English
- Experience collaborating with relevant District departments and community resources
- Background in promoting ALEs
- Training in CRP and ALE programs

- Train site staff to develop and utilize CRP for instruction with students participating in Advanced Learning Experiences (ALE) at all grade levels in collaboration with ALE staff.
- Promote parental awareness of the varied needs of gifted/talented/creative children to increase access for Mexican American/Latino families.
- Liaison to ALE Director, GATE Program Coordinator, CTE Director, and Language Acquisition Director to ensure collaboration and alignment of goals.
- Ensure Mexican American/Latino parent involvement and feedback regarding ALE programs (e.g. GATE, AP, Dual Language, IB, CTE, dual credit, etc.) to increase engagement and empowerment.
- Identify, recruit, and monitor for ALE placement to increase the number and percentage of Mexican American/Latino students, including ELL students, enrolled in ALEs.
- Collaborate with sites to develop strategies to support successful completion of ALEs by Mexican American/Latino students.
- Monitor district-wide patterns of Mexican American/Latino participation in ALEs to adjust recruitment and retention strategies.

## Program Specialist 4 CRC Collaboration & Support

(1 classified position)

*Position Goal: Develop and implement an action plan to increase the development of academic identity through the support of designated CRC classrooms as evidenced by student data, surveys, and CRC participation.*

### Qualifications:

- Minimum requirements include BA and bilingual Spanish/English
- Experience collaborating with relevant District departments and community resources
- Background in CRC support and organizing college mentoring
- Training in CRP and Parent Encuentros

- Liaison to CRPI Director to ensure collaboration and alignment of goals and strategies to increase academic achievement.
- Ensure the implementation of AVID strategies in CRC classrooms.
- Facilitate CRP professional development focused on asset-based instructional strategies in collaboration with the CRPD Director to increase systemic culturally responsive practices.
- Organize college mentoring in Mexican American Viewpoint courses and CRC designated classrooms to provide in-class support to develop academic and cultural identity to increase student achievement.
- Coordinate guest speaker presentations from community and college resources to provide multiple perspectives from diverse role models.
- Provide opportunities for community, parent, and student input to make recommendations regarding CRC practices to increase effectiveness.
- Facilitate field trips targeted for CRC classes including college tours to provide exposure to multiple opportunities in the community.
- Support CRPID in coordinating CRC Parent Encuentros at designated sites to increase parent engagement.
- Assist in facilitating a CRC Teacher Prep mentoring program in collaboration with UA College of Education & Mexican American Studies Department to increase the number of qualified CRC teachers.

## Program Specialists 5 & 6

### Academic Empowerment & Engagement

(2 certified positions)

*Position Goal: Develop and implement an action plan to cultivate an asset-based approach for academic support strategies and services to improve Mexican American/Latino student achievement as evidenced through data indicators of student progress.*

#### Qualifications:

- Minimum requirements include BA, bilingual Spanish/English, teacher certification
- Experience collaborating with relevant District departments
- Background in MTSS process, asset-based academic mentoring
- Training in CRP, professional development, academic interventions

- Cooperate with classroom teachers in developing asset-based approach strategies for in-classroom support.
- Collaborate with ALE staff to facilitate training in AVID strategies for targeted grade level site staff district-wide.
- Promote CRP through the development of asset-based academic support strategies in collaboration with CRPID.
- Assist in conducting CRP PDs to increase student engagement district-wide.
- Facilitate the development of academic goals with students, teachers, and the site administration to ensure equitable educational outcomes focusing on identified lower 25% student populations.
- Utilize data on students to determine individual progress of students in the lower 25% to evaluate effectiveness of academic services.
- Liaison to Curriculum & Instruction Director, Curriculum Program Coordinators, and MTSS Facilitators to analyze academic benchmark data for increased student progress.
- Conduct individual academic mentoring for students.
- Consult targeted MTSS teams in academic interventions utilizing asset-based strategies.
- Organize skills building and enrichment opportunities for students (e.g. Saturday Academy, Camp Invention, etc.).
- Coordinate student empowerment conferences to develop academic and cultural identity.
- Train staff in blended learning resources (e.g. Edgenuity) and multimedia sources.
- Develop and conduct trainings in the Anti-Bias Framework's Social Justice Standards embedded in TUSD's Curriculum to build CRP.

## Program Specialist 7 Community Outreach

(1 classified position)

*Position Goal: Develop and implement an action plan to expand community partnerships to increase Mexican American/Latino student achievement through effectively meeting the educational, social, and cultural needs of families.*

### Qualifications:

- Minimum requirements include BA and bilingual Spanish/English
- Experience collaborating with relevant District departments and community partners
- Background in organizing workshops with community partners and promoting events
- Training in workshop facilitation

- Promote District & Department programs and events via various avenues including Spanish language television and radio.
- Maintain & further develop partnerships with community resources and agencies (e.g. LULAC, AZ César Chávez Holiday Coalition, Amistades, Child & Family Resources, CPLC) to increase access to educational opportunities.
- Recruit community leaders to facilitate a student mentoring program.
- Research, write, and monitor grants for additional funding sources.
- Facilitate UA collaboration with the Mexican American Studies Department, the Adalberto & Ana Guerrero Student Center, College of Education, student organizations, and alumni association.
- Develop and promote citizenship workshops with community partners (e.g. DACA resources, Tucson Citizenship Campaign, International Rescue Committee, etc.).
- Participate in LULAC's Youth Leadership Conference Planning Committee.
- Coordinate district-wide presentations by guest speakers (e.g. César Chávez Month, Mexican American Heritage Month, Segundo de Febrero Commemoration, Center for Biological Diversity, UA Honors College, etc.).



## Program Specialist 8 Social-Emotional & Behavioral Support

(1 classified position)

*Position Goal: Develop and implement an action plan to reduce discipline disparities and increase social-emotional services for Mexican American/Latino students as evidenced by discipline data and participation rates.*

### Qualifications:

- Minimum requirements include BA and bilingual Spanish/English
- Experience collaborating with relevant District departments and community resources
- Background in advocating for students for discipline and behavior
- Training in Restorative Practices, PBIS, social and behavioral advocacy

- Conduct individual student support through working in collaboration with the student, parent, teacher, and site administration in developing joint behavioral management strategies.
- Liaison to site Counseling Department and Restorative Practices Facilitators to develop behavioral coaching strategies to support students to redirect or replace behaviors, which obstruct their learning.
- Promote culturally responsive health & wellness through community collaboration.
- Support substance abuse prevention through training and collaboration with sites for parents, school staff, and students.
- Provide workshops and resources on bullying, harassment, and family/relationship violence for parents.
- Coordinate professional developments in social & behavior advocacy (e.g. violence prevention and substance abuse services, mental health, identity, ACEs, trauma-informed practices, social/historical trauma).
- Advocate for students in discipline hearings/suspensions.
- Support LGBTQ youth leadership and engagement programs at sites.
- Collaborate with Restorative Practices Facilitators to support site PBIS and restorative practices.
- Cooperate with departments and agencies to provide support of Youth On Their Own and students in foster care.



## CRC Tutors

(10 part-time positions)

*Position Goal: Develop authentic, caring relationships as college role models in designated CRC classrooms to increase Mexican American/Latino student academic achievement.*

### Qualifications:

- Minimum requirements include current college enrollment in good academic standing and bilingual Spanish/English
- Experience navigating college entrance and academic success
- Background in community partnerships
- Interest in being an encouraging role model for Mexican American/Latino students

- Empower students to develop academic identities by serving as a college role model from the community.
- Facilitate academic strategies (e.g. AVID) through in-class support in targeted CRC classrooms.
- Model higher-level thinking and inquiry learning through culturally responsive strategies for students.
- Coordinate opportunities for students to develop cultural identity utilizing college and community partnerships.
- Mentor students through the completion of college eligibility requirements and the enrollment process.
- Utilize knowledge and experience to increase student participation and success in CRC classrooms.
- Assist classroom teachers in creating a collaborative, supportive, and caring learning environment.
- Build students' academic and social preparedness to navigate the college experience.

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TUCSON UNIFIED SCHOOL DISTRICT  
GOVERNING BOARD  
AGENDA FOR SPECIAL MEETING\*

TIME: August 30, 2018  
4:30 p.m.

PLACE: Multipurpose Room  
Duffy Community Center  
5145 East Fifth Street  
Tucson, Arizona

CALL TO ORDER

ACTION ITEM

- 4:30 p.m. 1. Schedule an executive meeting at this time to consider the following matters:
- A. Discussion or consultation with the attorneys of the Governing Board in order to consider its position and instruct its attorneys regarding the Governing Board's position regarding pending litigation pursuant to A.R.S. §38-431.02 (A)(4)
    - 1) Fisher-Mendoza, etc. v. TUSD, et al
  - B. Discussions or consultations with designated representatives of the public body in order to consider its position and instruct its representatives pursuant A.R.S. §38-431.03 Subsections (A)(5); legal advice/instruction to attorney pursuant to A.R.S. §38-431.03 (A)(3) and (A)(4)
    - 1) Negotiations with employee organizations

ACTION ITEM

MOTION AND VOTE TO RECESS SPECIAL MEETING TO EXECUTIVE SESSION

RECESS SPECIAL MEETING TO EXECUTIVE SESSION

ACTION ITEM

MOTION AND VOTE TO ADJOURN EXECUTIVE MEETING AND RECONVENE SPECIAL MEETING – appx 5:30 p.m.

Multipurpose Room  
Duffy Community Center  
5145 East Fifth Street  
Tucson, Arizona 85711

5:30 p.m. PLEDGE OF ALLEGIANCE



# **TUCSON UNIFIED SCHOOL DISTRICT**

MEETING      August 30, 2018  
OF:

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TITLE:              Exeptional Education Pilot Program for Inclusion - Specifically Tucson High Magnet School  
                         Programmatic Changes - Requested by Board Member Rachael Sedgwick

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ITEM #:            7

---

Information:    X

Study:

Action:

---

## PURPOSE:

To provide information to the Board regarding the progress of inclusion in the District.

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## DESCRIPTION AND JUSTIFICATION:

Request for Information by Board member Rachel Sedgwick.

Maura Clark-Ingle will be available to respond to questions.

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## BOARD POLICY CONSIDERATIONS:

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## LEGAL CONSIDERATIONS:

For all Intergovernmental Agreements (IGAs), Initiator of Agenda Item provides the name of the agency responsible for recording the Agreement after approval:

For amendments to current IGAs, Initiator provides original IGA recording number:

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Legal Advisor Signature (if applicable)

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## BUDGET CONSIDERATIONS:

\_\_\_\_\_ District Budget  
\_\_\_\_\_ State/Federal Funds  
\_\_\_\_\_ Other \_\_\_\_\_

Budget Certification (for use by Office of  
Financial Services only):

Date  
I certify that funds for this expenditure in the amount of \$  
are available and may be:

<u>Budget Cost</u>	<u>Budget Code</u>
--------------------	--------------------

Authorized from current year budget  
Authorized with School Board approval  
Code: Fund:

INITIATOR(S):

Maura Clark-Ingle, Director Exceptional Education 8/20/218

Name

## Title

Date \_\_\_\_\_

DOCUMENTS ATTACHED/ ON FILE IN BOARD OFFICE:

ATTACHMENTS:

Click to download

## Presentation

Bui Article

## Hawkins Article

## Summary of Evidence - Part 1

## Summary of Evidence - Part 2

## Malaquias Article

TUCSON UNIFIED SCHOOL DISTRICT

# BOARD AGENDA ITEM CONTINUATION SHEET

Special Board Meeting  
August 30, 2018 – 4:30 p.m.  
Page | 2

### INFORMATION ITEMS

2. Superintendent's Report
  - Awards and Recognitions
  - Report Out on Philosophy 101
  - Report Out on Sabino High School Baseball
  - Southwest Key Update
3. Board Member Activity Reports
4. Procurement of Tucson Unified School District Marketing and Recruitment Services – Requested by Board Member Mark Stegeman
5. Robert's Rules of Order – Facilitated by General Counsel Robert S. Ross, Jr. – Requested by Board Members Mark Stegeman and Rachael Sedgwick
6. Reorganization of the Mexican American Student Services Department
7. Exceptional Education Pilot Program for Inclusion – Specifically Tucson High Magnet School Programmatic Changes – Requested by Board Member Rachael Sedgwick
8. Tucson Unified School District Vision of Excellence
9. AZMERIT District Performance
10. Tucson Unified School District Code of Conduct Professional Development Overview/Distribution
11. Use of School Plant Funds – Requested by Board Member Rachael Sedgwick
12. Policy for School Plant Fund – Requested by Board Member Rachael Sedgwick

### STUDY ITEM

13. Tucson Unified School District Budget Study Session No. 1

Special Board Meeting  
August 30, 2018 – 4:30 p.m.  
Page | 3

### FUTURE MEETING DATES AND AGENDA ITEMS

10:00 p.m. MOTION AND VOTE TO ADJOURN OR EXTEND SPECIAL BOARD MEETING

#### ADJOURNMENT

- One or more Governing Board members will/may participate by telephonic or video communications.
- Names and details, including available support documents, may be obtained during regular business hours at the TUSD Governing Board Office.
- Persons with a disability may request a reasonable accommodation, such as a sign language interpreter, by contacting Translations/Interpretations Services at 225-4600. Requests should be made as early as possible to arrange the accommodation.
- Upon request, TUSD will provide a certified interpreter to interpret Governing Board meetings whenever possible. Please contact Translations/Interpretations Services at 225-4672 at least 72 hours prior to the event. Every effort will be made to honor requests for interpretation services made with less than 72 hours' notice.
- Previa petición, TUSD proporcionará un intérprete certificado para interpretar la agenda de las reuniones de la Mesa Directiva o de proporcionar los servicios de interpretación en la reuniones de la Mesa Directiva cuando sea posible. Favor de contactar los Servicios de Traducción/Interpretación al teléfono 225-4672 cuando menos 72 horas antes del evento. Se hará todo lo posible para proporcionar los servicios de interpretación realizados con menos de 72 horas de anticipación.
- If authorized by a majority vote of the members of the Governing Board, any matter on the open meeting agenda may be discussed in executive session for the purpose of obtaining legal advice thereon, pursuant to A.R.S. 38-431.03 (A)(3). The executive session will be held immediately after the vote and will not be open to the public.
- The order of items on this agenda may be modified during the meeting at the discretion of the Board President or upon a motion to amend the order of business which is approved by a 2/3 vote of the Board.



# EXCEPTIONAL EDUCATION

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August 30, 2018



# What We Believe: Least Restrictive Environment

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- Tucson Unified adheres to the IDEA law which states that: *all students with disabilities* should be educated in the general education classroom with their typical peers to the greatest extent possible and that removal from the general education classroom should occur only when all other interventions, supports and services have been implemented with fidelity.

# Least Restrictive Environment

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- 300.14-16 of IDEA requires districts to:
  - Educate children with disabilities with children who are non-disabled
  - Only remove a student from their regular education environment when all supplementary aids and supports are attempted and documented as unsuccessful.
  - A child is not removed solely due to the need of additional modifications to the general education curriculum
  - IEP TEAMS must refer to the Continuum of Services

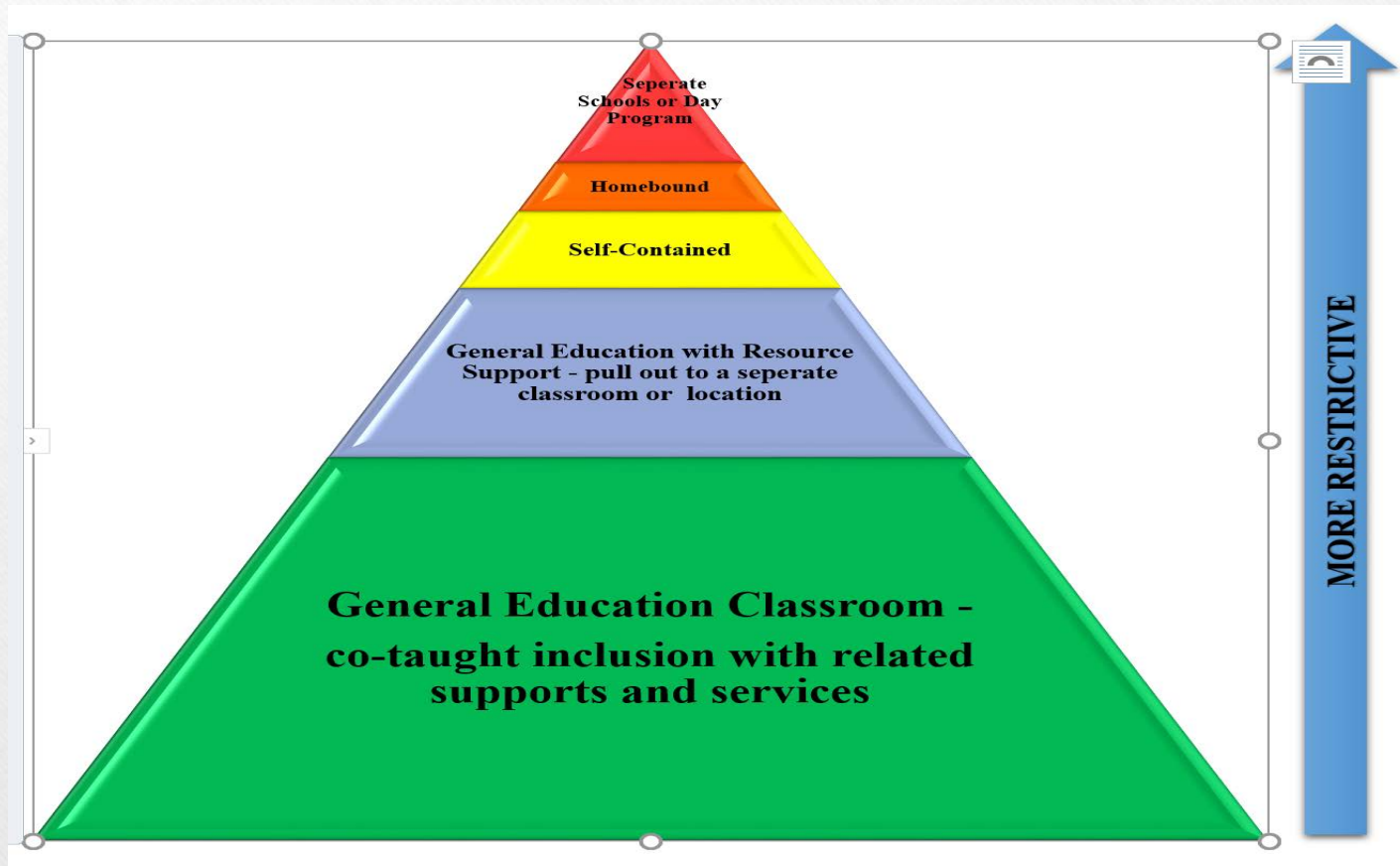


# Continuum of Special Education Services

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- A. Inside the regular class 80% or more of the day
- B. Inside the regular classroom less than 79% to 40% of the day
- C. Inside the regular class less than 40% of the day
- D. Served in public or private separate schools, residential placements, or homebound or hospital placements (*20 U.S.C. 1416(a)(3)(A)*)

# Continuum of Services





# Teacher Certification

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- Special Education Certification
  - Birth to Grade 3 Special Education
  - Mild/Moderate K-12 Special Education
  - Moderate/Severe K-12 Special Education
  - Hearing Impaired Pre K-12
  - Visually Impaired Pre K-12

# Teacher Requirements

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- Teacher of Record-Appropriately Certified and Highly Qualified
  - Special Education Teacher provides Specially Designed Instruction, modifications, supports and services according to the IEP in a resource or self-contained environment.
- Non-Teacher of Record- Appropriately Certified
  - Special Education Teachers provide Specially Designed Instruction, modifications, supports, services and consultation to general education teacher according to the IEP in the general education classroom. The general education teacher is the Teacher of Record.



# Inclusive Education Focus Program in TUSD

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# What Does Inclusive Education Look Like in TUSD?

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- All students attend their neighborhood school or school of choice through the open enrollment process
- General education and special education teachers co-teach (co-plan, co-instruct, co-assess)
- Specially Designed Instruction happens in the general education classroom with consultation and support of the special education teacher
- All students are referred to as “our” students



# Guiding Principles:

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- All children belong.
- All children learn in different ways.
- It is every child's right to be included
- No student has to “earn” the right to participate fully in his/her general education classroom.

# Current Co-Teaching Inclusion Focus Schools

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- Banks Elementary School
- Carrillo Elementary School
- Catalina High School
- Davidson Elementary School
- Dietz K-8 School
- Pueblo Garden K-8 School
- Safford K-8 School
- Wheeler Elementary school



# Schools Interested in the Co-Teaching Inclusion Model

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## HIGH SCHOOLS

Cholla

Palo Verde Magnet

Pueblo

Sahuaro

Tucson Magnet

## MIDDLE SCHOOLS

Gridley

Magee

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## ELEMENTARY SCHOOLS

Bloom

Borton

Fruchthendler

Gale

## K-8 SCHOOLS

Roskruge

## Case Carrier (EXED) Teacher Responsibilities: Case Loads (Article 22.6)

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- HS Resource **24 students**
- Elementary/ K-8- **20 students**
- Pre-School Self-Contained **12 students**
- Pre-School Integrated Classroom (with IEPs and 8 general education students) **8 students**
- Classrooms For Students with mild/Moderate Intellectual Disabilities **12 students**



## Case Carrier (EXED) Teacher Responsibilities: Case Loads (Article 22.6)

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- Classrooms For Students With Emotional Disabilities **12 students**
- Classrooms For Students With Multiple Disabilities Or Severe Intellectual Disabilities **10 students**
- Classrooms For Students With Autism **12 students**
- Cross categorical Primary/Intermediate Self-Contained (MI/MO ID, SID) **12 students**

## Case Carrier (EXED) Teacher Responsibilities: Case Management (Article 29-3)

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- Write and finalize IEPs, amendments, and quarterly progress reports.
- Participate in the following meetings:  
IEP/MET/RID, manifestation determination, parent
- Conferences, review of placement, and MTSS
- Advocate for the student, the implementation of the IEP and all IEP related matters.
- Work collaboratively with all service providers.



## Case Carrier (EXED) Teacher Responsibilities: Added Duty (Article 29-3)

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- When case carrier caseload limits are exceeded per Article 22-6, teachers are compensated \$250 per student over cap.
- All case carrier duties must be performed.
- Teachers continue to earn the \$250 over cap payment per 9 weeks that case carrier duties are performed, up to \$1,000 for the full academic year.
- Teachers earn \$75 for writing IEP's above and beyond case carrier caseload limits.

## Case Carrier (EXED) Teacher Responsibilities: Planning Time(Article 9-3)

---

- EXED teachers are to be provided 60 minutes of uninterrupted planning time daily.
- Planning time shall be free of any assigned activities from the administration, with the exception of IEP related duties, parent conferences, or teacher evaluation related meetings.



## Case Carrier (EXED) Teacher Responsibilities: IEP Composition

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- EXED initial writing, periodic review, and updating of IEP (Individualized Educational Plan) is a required job duty for EXED teachers.
- Compensating EXED teachers for writing IEP's during their provided planning period is not part of the consensus agreement and conflicts with a required job duty in the job description.

## When Parents Disagree: Procedural Safeguards

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- Procedural Safeguards are offered to parents at the beginning of each annual IEP meeting.
- These documents outline a parent's rights, roles, and responsibilities throughout the IEP process.
- These documents note contact information for district officials, local, state, and federal agencies that will assist with parent concerns or requests to appeal.



## The IEP Team

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- The IEP team determines the parameters and category of service assigned to each EXED student according to his/her unique needs.
- No administrator from the district or site can set or change the parameters of service assigned to EXED students.
- No individual teacher, EXED or general education, can set or change the parameters of service assigned to EXED students.

# TUSD EXED Sub-Committee

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- Meets every year as part of the negotiations process
- Consists of EXED teachers, district leadership, TEA representatives
- Reviews and recommends changes to consensus language based on teacher concerns and for the purpose of improving service to EXED students

TUCSON UNIFIED SCHOOL DISTRICT  
GOVERNING BOARD  
AGENDA FOR REGULAR BOARD MEETING\*

TIME: September 11, 2018  
5:30 p.m.

PLACE: Multipurpose Room  
Duffy Community Center  
5145 East Fifth Street  
Tucson, Arizona 85711

CALL TO ORDER

ACTION ITEM

- 5:30 p.m. 1. Schedule an executive meeting at this time to consider the following matters:
- A. Discussion or consultation with the attorneys of the Governing Board in order to consider its position and instruct its attorneys regarding the Governing Board's position regarding pending litigation pursuant to A.R.S. §38-431.02 (A)(4)
    - 1) Fisher-Mendoza, etc. v. TUSD, et al.
  - B. Discussions or consultations with designated representatives of the public body in order to consider its position and instruct its representatives regarding negotiations for the purchase, sale or lease of real property pursuant to A.R.S. §38-431.03 Subsection (A)(7)
    - 1) 10<sup>th</sup> Street Parking Lot
    - 2) Howenstine High School Update
    - 3) Former Menlo Park Elementary School Property
    - 4) Pascua Yaqui Tribe Use of the Former Hohokam Middle School

ACTION ITEM

MOTION AND VOTE TO RECESS REGULAR MEETING TO EXECUTIVE SESSION

RECESS REGULAR MEETING TO EXECUTIVE SESSION

ACTION ITEM

MOTION AND VOTE TO ADJOURN EXECUTIVE MEETING AND RECONVENE REGULAR MEETING – appx 6:45 p.m.

Multipurpose Room  
Duffy Community Center  
5145 East Fifth Street  
Tucson, Arizona 85711

6:45 p.m. PLEDGE OF ALLEGIANCE

Agenda for Regular Board Meeting  
September 11, 2018 – 5:30 p.m.  
Page 2

INFORMATION ITEM

2. Superintendent's Report

- AIA Appeal Hearing
- Phil 101
- Big History Project

CALL TO THE AUDIENCE (45 Minutes) *(Pursuant to Governing Board Policy No. BEDB, at the conclusion of the Call to the Audience, the Governing Board President will ask if individual members wish to respond to criticism made by those who have addressed the Board, wish to ask staff to review a matter, or wish to ask that a matter be put on a future agenda. No more than two board members may address each criticism.)*

INFORMATION ITEM

3. Annual Report of the Tucson Unified School District Technology Oversight Committee

CONSENT AGENDA\*\*

4. a) Approval of Talent Acquisition, Transfers, Separations, Changes and Leaves of Absence
- b) Blanket Approval for High School Participation in Athletic Schedules and Additional In-State Non-Athletic Activities for School Year 2018-2019
- c) Approval for Supplemental Materials for High Schools for the 2018-19 School Year
- d) Approval of 2018-2019 College Board Preliminary Scholastic Aptitude Test (PSAT) and Advance Placement Testing
- e) Intergovernmental Agreement between The Pascua Yaqui Tribe and Tucson Unified School District for Pascua Yaqui Instruction at Cholla High School, effective August 2, 2018 through May 24, 2019
- f) Intergovernmental Agreement between Altar Valley School District and Tucson Unified School District for the Rental of Science Kits and Professional Development, effective July 1, 2018 through June 30, 2021 Subject to Annual Review for Performance by Both Parties
- g) Intergovernmental Agreement with St. Cyril of Alexandria School and Tucson Unified School District for the Rental of Science Kits and Professional Development, effective September 1, 2018 through June 30, 2021 Subject to Annual Review for Performance by Both Parties



Agenda for Regular Board Meeting  
September 11, 2018 – 5:30 p.m.  
Page 3

- h) Intergovernmental Agreement between the Arizona Board of Regents-University of Arizona (UA) and Tucson Unified School District (TUSD) to allow the UA and TUSD to Co-offer Bioscience/Biotechnology Courses in High Schools, effective August 1, 2018 for a term of one year unless extended or terminated in accordance with the terms of the Agreement
- i) Approval of Award for Invitation for Bids (IFB) 19-25-19 Frozen Foods
- j) Approval of Award for Invitation for Bids (IFB) 19-38-C19 Borman K-8 School Locker Room Addition
- k) Add October 30, 2018 to the 2018 Schedule of Special Governing Board Meetings
- l) Minutes of Tucson Unified School District Governing Board Meetings
  - 1) Regular Board Meeting, August 14, 2018
  - 2) Special Board Meeting, August 30, 2018
- m) Acceptance of the Summary of Student Activity Funds for the Period of July 1, 2018 through July 31, 2018
- n) Ratification of Salary and Non-Salary Vouchers for the Period Beginning August 1, 2018 and Ending August 31, 2018

ACTION ITEMS

- 5. Recommendation for Hiring and Selection Process for the Coordinator for Staff Services in the Governing Board Office
- 6. Appointment to the Audit Committee – Requested by Board Member Adelita Grijalva
- 7. Authorization for the Governing Board to become a member of the ASBA Hispanic/Native American Indian Caucus and the ASBA Black Caucus – Requested by Board Clerk Kristel Ann Foster
- 8. Governing Board Policy Exhibit KF-E – *Rental Rate Schedule for Community Use of School Facilities* (revision)

STUDY/ACTION ITEMS

- 9. Governing Board Policy BEDBA – *Board Meeting Agenda Preparation* (revision) – Requested by Board Member Mark Stegeman
- 10. Revision of Administrative and Instructional Spending Targets – Requested by Board Member Mark Stegeman

Agenda for Regular Board Meeting  
September 11, 2018 – 5:30 p.m.  
Page 4

INFORMATION ITEMS

11. An Analysis of Long and Short-Term Sub Coverage in Tucson Unified: 2016-2018
12. English Language Development (ELD) in Tucson Unified School District for 2018-2019
13. Refugee Services in Tucson Unified School District for the 2018-2019 School Year
14. Tucson Unified School District Dual Enrollment 2018-2019

**FUTURE MEETING DATES AND AGENDA ITEMS (A board member may propose future agenda item(s), with limited discussion. The discussion should center around the purpose of placing the item on the next most appropriate agenda for consideration and action as necessary. Ref: Governing Board Policy BEDB)**

10:00 p.m. **MOTION AND VOTE TO EXTEND OR ADJOURN REGULAR MEETING**

ADJOURNMENT

- One or more Governing Board members will/may participate by telephonic or video communications.
- Names and details, including available support documents, may be obtained during regular business hours at the TUSD Governing Board Office.
- Persons with a disability may request a reasonable accommodation, such as a sign language interpreter, by contacting Translations/Interpretations Services at 225-4600. Requests should be made as early as possible to arrange the accommodation.
- Upon request, TUSD will provide a certified interpreter to interpret Governing Board meetings whenever possible. Please contact Translations/Interpretations Services at 225-4672 at least 72 hours prior to the event. Every effort will be made to honor requests for interpretation services made with less than 72 hours' notice.
- Previa petición, TUSD proporcionará un intérprete certificado para interpretar la agenda de las reuniones de la Mesa Directiva o de proporcionar los servicios de interpretación en la reuniones de la Mesa Directiva cuando sea posible. Favor de contactar los Servicios de Traducción/Interpretación al teléfono 225-4672 cuando menos 72 horas antes del evento. Se hará todo lo posible para proporcionar los servicios de interpretación realizados con menos de 72 horas de anticipación.
- If authorized by a majority vote of the members of the Governing Board, any matter on the open meeting agenda may be discussed in executive session for the purpose of obtaining legal advice thereon, pursuant to A.R.S. 38-431.03 (A)(3). The executive session will be held immediately after the vote and will not be open to the public.
- The order of items on this agenda may be modified during the meeting at the discretion of the Board President or upon a motion to amend the order of business which is approved by a 2/3 vote of the Board.





## TUCSON UNIFIED SCHOOL DISTRICT

MEETING      September 11, 2018  
OF:

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TITLE:              English Language Development (ELD) in Tucson Unified School District for 2018-2019

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ITEM #:            12

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Information:    X

Study:

Action:

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### PURPOSE:

To provide an overview of the English Language Development program services supported by the Language Acquisition Department

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### DESCRIPTION AND JUSTIFICATION:

An overview of programs for English Language Learners will be provided with an executive summary of the current statistics surrounding these students. In addition, support services for the instruction of these students will be highlighted.

Ms. Patricia Sandoval-Taylor will be present to address questions from Governing Board Members.

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### BOARD POLICY CONSIDERATIONS:

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### LEGAL CONSIDERATIONS:

For all Intergovernmental Agreements (IGAs), Initiator of Agenda Item provides the name of the agency responsible for recording the Agreement after approval:

For amendments to current IGAs, Initiator provides original IGA recording number:

---

Legal Advisor Signature (if applicable)

---

BUDGET CONSIDERATIONS:

_____	District Budget
_____	State/Federal Funds
_____	Other _____
<u>Budget Cost</u>	<u>Budget Code</u>

Budget Certification (for use by Office of Financial Services only):

Date \_\_\_\_\_  
I certify that funds for this expenditure in the amount of \$ \_\_\_\_\_  
are available and may be:  
Authorized from current year budget  
Authorized with School Board approval  
Code: \_\_\_\_\_ Fund: \_\_\_\_\_

INITIATOR(S):

Patricia Sandoval-Taylor, Director Language Acquisition		9/4/2018
Name	Title	Date

DOCUMENTS ATTACHED/ ON FILE IN BOARD OFFICE:

<b>ATTACHMENTS:</b>
Click to download
<a href="#">English Language Development (ELD) 9.11.18</a>

TUCSON UNIFIED SCHOOL DISTRICT	BOARD AGENDA ITEM CONTINUATION SHEET
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# *ENGLISH LANGUAGE DEVELOPMENT (ELD) IN TUCSON UNIFIED SCHOOL DISTRICT FOR 2018-2019*

## LANGUAGE ACQUISITION

TUSD SCHOOL BOARD PRESENTATION

SEPTEMBER 2018

**TUCSON UNIFIED**  
SCHOOL DISTRICT



LENGUAJE DUAL DE DOBLE VÍA  
**DUAL**  
TWO-WAY DUAL LANGUAGE

## FEDERAL AND STATE REQUIREMENTS

- Office for Civil Rights (OCR)
  - Track progress of English Learners (ELs)
  - Access to grade-level content
  - Provide meaningful access to families
- Unitary Status Plan (USP)
  - Access to the refined SEI model
  - Build and expand Dual Language programs
- Arizona Department of Education (ADE)
  - School Letter Grades- AZELLA accounts for 10 percent of letter grade
  - Compliance with state Structured English Immersion (SEI) Model



## English Language Learners in TUSD

Category	Total	Percentage	Notes	As of (Date)
<b>PHLOTE Students</b>	13,490		Active students	EOY 2017-18
<b>Spanish Speaking PHLOTES</b>	9478	70%		EOY 2017-18
<b>ELLs</b>	3703			EOY2017-18
<b>Spanish Speaking ELLs</b>	2297	62%		EOY2017-18
<b># of Languages Spoken in TUSD</b>	94 languages			4/02/18
<b>Reclassification Rate</b>	4037	11% (unofficial)		SY17-18 (May 11th)

**PHLOTE** – Primary Home Language Other Than English includes all students with another language in the home (FEP, ELL, Reclass. and PWD - parent withdrawal & SPED withdrawal)

**FEP**- Fluent English Proficient

**ELL or EL**- English Language Learners

**Reclass**- A student who is reclassified as English proficient

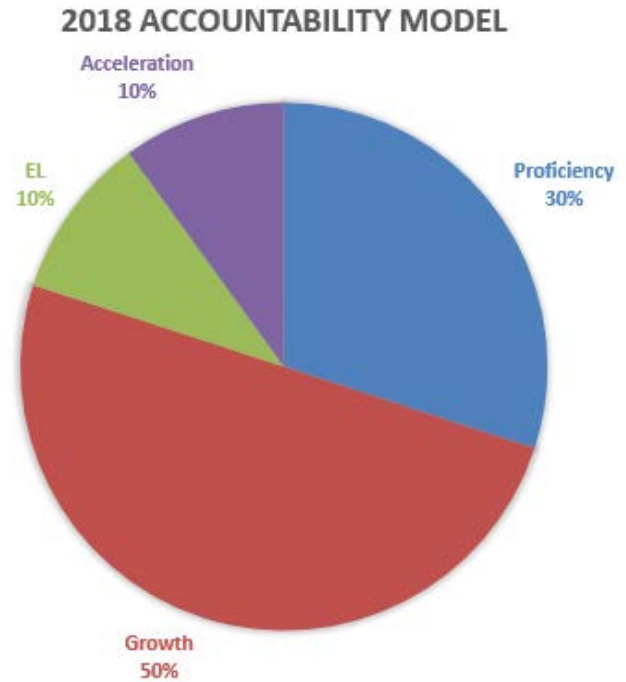
**PWD**- Parent withdrawals from the program

**EOY**- End of year results

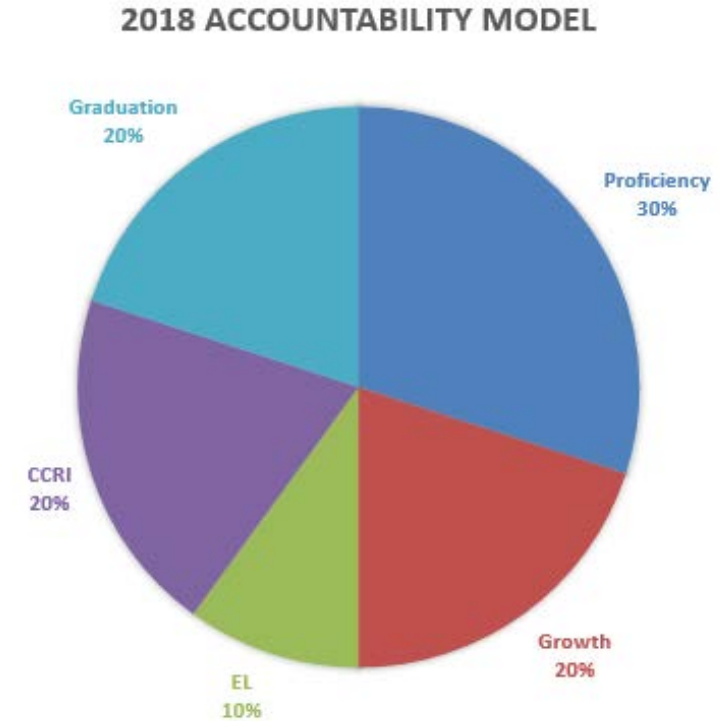
**ELLs**-English Language Learners (included parent withdrawals)

# SCHOOL LETTER GRADE CALCULATIONS

## Kindergarten - Eighth Grade



## Ninth – Twelfth Grade



## LANGUAGE PROGRAM MODELS

- **Structured English Immersion (SEI)** (AKA -ELD classes or classroom)
- **Individual Language Learner Plan (ILLP)** (For schools with less than 20 in three consecutive grade levels)
- **Two-Way Dual Language Program (TWDL)**

## ELEMENTARY 4-HOUR ELD/SEI MODEL

Time Allocations		
2 hour block	Reading & Oral English Conversation and Vocabulary	<ul style="list-style-type: none"><li>• Language Strand standard 2 (only)</li></ul>
2 hour block	Writing & Grammar	<ul style="list-style-type: none"><li>• Writing Domain</li><li>• Language Strand standard 1 (only)</li></ul>

Kindergarten requires two one hour blocks.

or 90 min. blocks each for Intermediate level students who qualify



## SECONDARY 4-HOUR ELD/SEI MODEL

	Time Allocations	AZ ELP Standards
One Hour or Period Each	Reading	<ul style="list-style-type: none"> <li>• Reading Domain</li> </ul>
	Oral English Conversation and Vocabulary	<ul style="list-style-type: none"> <li>• Listening and Speaking Domain</li> <li>• Language Strand standard 2 (only)</li> </ul>
	Writing	<ul style="list-style-type: none"> <li>• Writing Domain</li> </ul>
	Grammar	

For Intermediate level students, ELD instruction can be reduced up to two hours.

# INDIVIDUAL LANGUAGE LEARNER PLAN

Schools with fewer than 20 ELLs in 3 consecutive grade levels are placed on an....

**ILLP (Individual Language Learner Plan)**

# TWO-WAY DUAL LANGUAGE PROGRAM (TWDL)



# NUMBER OF PROGRAMS IN TUSD THAT PROVIDE ENGLISH LANGUAGE DEVELOPMENT

	SEI	ILLP	TWDL	
Elementary	30	48	9	
Secondary	15	17	5	

Please note that some schools have more than one program



# ADE WILL MONITOR OUR PROGRAMS IN JANUARY



State of Arizona  
Department of Education



Office of English Language Acquisition Services

August 9, 2018

Dr. Gabriel Trujillo, Superintendent  
Tucson Unified School District  
1010 E 10th Street  
Tucson, AZ 85719

Dear Superintendent Trujillo,

RE: On-Site Monitoring Notification

Per A.R.S. § 15-756.08, the Office of English Language Acquisition Services (OELAS) has scheduled a monitoring visit to Tucson Unified School District on January 28-29, 2019. The following schools have been selected for review:

Catalina High Magnet School	Dietz K-8 School
Drachman Primary Magnet School	Hollinger K-8 School
Magee Middle School	Mansfeld Middle School
McCorkle PK-8	Morgan Maxwell School
Myers-Ganoung Elementary School	Palo Verde High Magnet School
Pueblo Gardens Elementary	Pueblo High Magnet School
Roberts Naylor	Roskrue Bilingual Magnet Middle School
Secrist Middle School	Tully Elementary Accelerated Magnet School
Valencia Middle School	Vesey Elementary School

Please notify the identified schools that an OELAS monitoring team will be visiting their school. Additionally, please review the enclosed document, Monitoring Information Required in Advance, for information that must be sent to the OELAS office by December 20, 2018.

Please review the enclosed District EL Monitoring Notebook document. Please prepare a notebook with this requested information to be picked up for review by the OELAS monitoring team on the morning of the scheduled visit. As part of the monitoring requirements, ADE/OELAS must receive information regarding Title III compliance as part of Every Student Succeeds Act (ESSA). To streamline the exit interview process, ADE/OELAS is asking that the enclosed Title III Compliance Documentation document be completed and ready for the monitors on the first day of the monitoring visit.

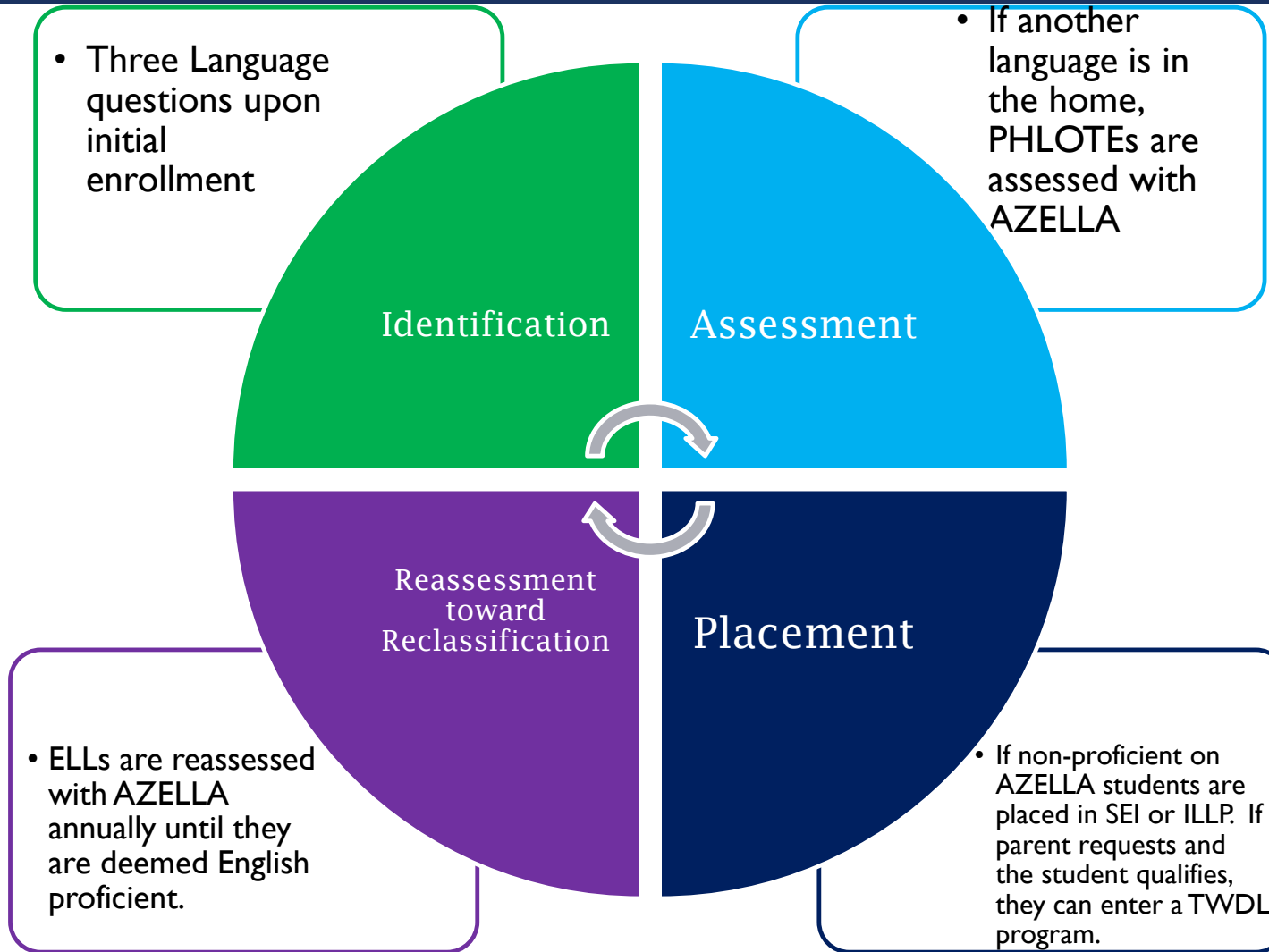
The district will need to set aside a work space for the monitoring team at each school site.

Catalina High Magnet School  
Drachman Primary Magnet School  
Magee Middle School  
McCorkle PK-8  
Myers-Ganoung Elementary School  
Pueblo Gardens Elementary  
Roberts Naylor  
Secrist Middle School  
Valencia Middle School

Dietz K-8 School  
Hollinger K-8 School  
Mansfeld Middle School  
Morgan Maxwell School  
Palo Verde High Magnet School  
Pueblo High Magnet School  
Roskrue Bilingual Magnet Middle School  
Tully Elementary Accelerated Magnet School  
Vesey Elementary School

**Eighteen Schools will be monitored**

# COMPLIANCE BIG PICTURE



# PROFESSIONAL DEVELOPMENT FOR SCHOOL YEAR 18-19

- Ongoing professional development for all program models
  - Language Learning Symposium - Four days in late May and June
  - Office Stars Training - Four days in July
  - Regional Superintendent Presentation - July
  - Instructional Leaders Training - July
  - New Teacher Induction - July
  - New Administrators - July
  - New Secondary ELD Teachers - August

**Much more is scheduled**





# LAD SUPPORT SYSTEMS FOR THE SCHOOL

- Language Acquisition (LAD) Specialists assigned to each school
- Language Assessment Coordinators (LACs)
- ELD Itinerant Teachers for schools on ILLPs
- Dual Language Itinerant Teachers for schools with TWDL Programs
- Interpretation and Translation Services to fulfill the meaningful access requirements
- Support for World Languages
- Evaluate Foreign Transcripts



# WHO TO CONTACT FOR ASSISTANCE



## Language Acquisition Department - Interim Director:

Patricia Sandoval-Taylor

## Language Acquisition Specialists

### **Elementary**

Marisa Pargas

Catherine Espinoza

Olivia Cazares

Cruz Herrera

### **Secondary**

Paula Cortes

Jean D'Andrea

## Dual Language Program Coordinator

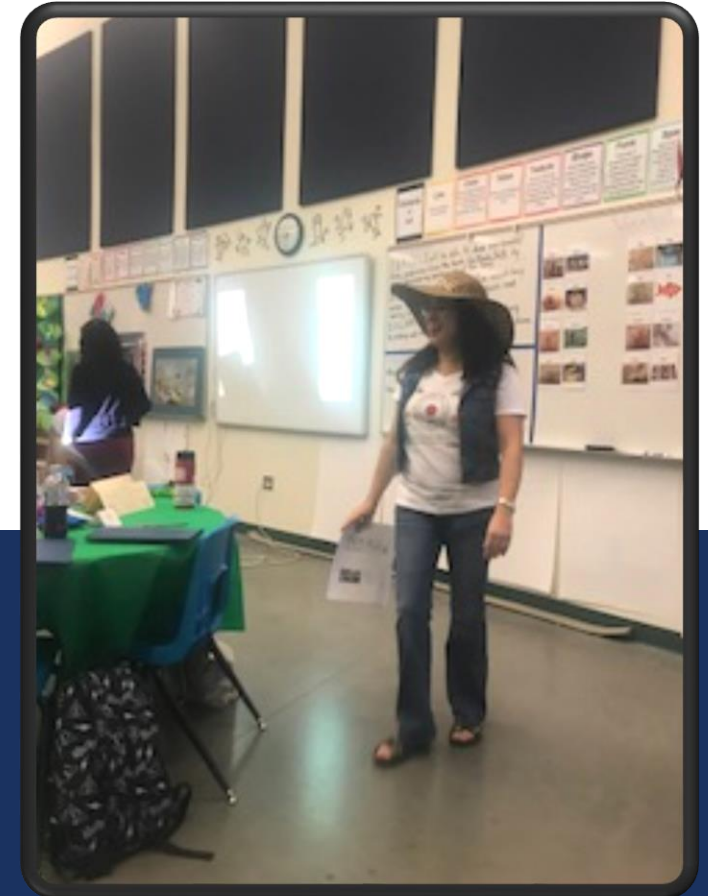
Anna Manzano

# THANK YOU!

PATRICIA SANDOVAL-TAYLOR

LANGUAGE ACQUISITION INTERIM DIRECTOR

TUSD



*Language Acquisition  
Department*



**TUCSON UNIFIED**  
SCHOOL DISTRICT

TUCSON UNIFIED SCHOOL DISTRICT  
GOVERNING BOARD  
AGENDA FOR REGULAR BOARD MEETING\*

TIME: October 16, 2018  
5:00 p.m.

PLACE: Multipurpose Room  
Duffy Community Center  
5145 East Fifth Street  
Tucson, Arizona 85711

CALL TO ORDER

ACTION ITEM

- 5:00 p.m. 1. Schedule an executive meeting at this time to consider the following matters:
- A. Discussion or consultation with the attorneys of the Governing Board in order to consider its position and instruct its attorneys regarding the Governing Board's position regarding pending litigation pursuant to A.R.S. §38-431.02 (A)(4)
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ACTION ITEM

MOTION AND VOTE TO RECESS REGULAR MEETING TO EXECUTIVE SESSION

RECESS REGULAR MEETING TO EXECUTIVE SESSION

ACTION ITEM

MOTION AND VOTE TO ADJOURN EXECUTIVE MEETING AND RECONVENE REGULAR MEETING – appx 5:30 p.m.

Multipurpose Room  
Duffy Community Center  
5145 East Fifth Street  
Tucson, Arizona 85711

5:30 p.m. PLEDGE OF ALLEGIANCE

INFORMATION ITEM

2. Superintendent's Report

CALL TO THE AUDIENCE (45 Minutes) *(Pursuant to Governing Board Policy No. BEDB, at the conclusion of the Call to the Audience, the Governing Board President will ask if individual members wish to respond to criticism made by those who have addressed the Board, wish to ask staff to review a matter, or wish to ask that a matter be put on a future agenda. No more than two board members may address each criticism.)*

CONSENT AGENDA\*\*

3. a) Approval of Talent Acquisition, Transfers, Separations, Changes and Leaves of Absence

Agenda for Regular Board Meeting

October 16, 2018 – 5:00 p.m.

Page 2

- b) Intergovernmental Agreement between UA College of Education, the University of Arizona and Tucson Unified School District No. 1 for the TRIO Upward Bound Program at Cholla and Pueblo High Schools, Effective September 1, 2018 through August 31, 2022
- c) Approval of the State of Arizona Cooperative Purchasing Agreement between the State Procurement Office and Tucson Unified School District
- d) Approval of Award for Invitation for Bids (IFB) 19-44-19 Snack Foods (Food Service)
- e) Approval of Award for Invitation for Bids (IFB) 19-45-19 Dry Goods (Food Service)
- f) Approval of Invitation for Bids (IFB) 19-32-C19 Gridley Middle School Re-roofing and Roofing Refurbishment Project
- g) Minutes of Tucson Unified School District Governing Board Meetings
  - 1) Regular Board Meeting, August 14, 2018
  - 2) Special Board Meeting, August 30, 2018
- h) Acceptance of the Summary of Student Activity Funds for the Period of July 1, 2018 through August 31, 2018
- i) Ratification of Salary and Expense Vouchers for the Period Beginning September 1, 2018 through September 30, 2018

ACTION ITEMS

- 4. Reappointment of a Community Member to the Tucson Unified School District Technology Oversight Committee (TOC)
- 5. Appointment of Governing Board Ex-Officio Member to the Tucson Unified School District Technology Oversight Committee (TOC)
- 6. Rodeo Days Holiday Name Change – Requested by Board Member Rachael Sedgwick
- 7. Approval of the Intergovernmental Agreement between Tucson Unified School District and the City of Tucson for Cost Shared School Resource Officers (SRO) from TPD for the 2018-2019 SY, with Authorization for the Superintendent to Execute the Agreement (Cholla, Catalina, Palo Verde Magnet and Santa Rita high schools; and, Booth-Fickett Math-Science K-8 Magnet School)
- 8. Movement of Counselors and Athletic Trainers to 301 Eligible



Agenda for Regular Board Meeting

October 16, 2018 – 5:00 p.m.

Page 3

9. Request to Re-name the Pueblo High School Football “Stadium” in Honor of Curly Santa Cruz

STUDY/ACTION ITEMS

10. Approval of Award for Request for Quotes (RFQ) 19-40-23 Governing Board Management Software
11. Approval to Use a Cooperative Contract to Procure Buses for the State of Arizona VW Environmental Mitigation Trust School Buss Replacement Grant

INFORMATION ITEMS

12. Trayben and Associates: Overview of Findings with Regard to the State of African American K-12 Education in Tucson Unified School District
13. An Overview of Drug and Alcohol Awareness Programming for Students
14. Results of the Targeted Learning Sessions Using Benchmark and AzMERIT Data in 2017-2018

ACTION ITEM

15. Request to Re-name the Pueblo High School Gymnasium in Honor of Roland LaVetter

STUDY/ACTION ITEM

16. Consideration of Governing Board direction regarding IELC’S – Requested by Board Member Mark Stegeman

**FUTURE MEETING DATES AND AGENDA ITEMS (A board member may propose future agenda item(s), with limited discussion. The discussion should center around the purpose of placing the item on the next most appropriate agenda for consideration and action as necessary. Ref: Governing Board Policy BEDB)**

10:00 p.m. MOTION AND VOTE TO EXTEND OR ADJOURN REGULAR MEETING

ADJOURNMENT

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- The order of items on this agenda may be modified during the meeting at the discretion of the Board President or upon a motion to amend the order of business which is approved by a 2/3 vote of the Board.





## TUCSON UNIFIED SCHOOL DISTRICT

MEETING      October 16, 2018  
OF:

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TITLE:              Trayben and Associates: Overview of Findings with Regard to the State of African American K-12 Education in TUSD and Recommendations for Improvement

---

ITEM #:            12

---

Information:    X

Study:

Action:

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### PURPOSE:

The purpose of this presentation is to share with the Governing Board an overview of Trayben and Associates findings with regard to the state of African American K-12 education in TUSD and recommendations for improvement.

---

### DESCRIPTION AND JUSTIFICATION:

In March 2018, through competitive bid process, Trayben and Associates were hired to serve as consultants and prominent experts on African American achievement. The consultants identified research-based practices that have shown to enhance the learning outcomes of African American students, provided recommendations for TUSD to implement, and provided consultation to the District related to the reorganization of the African American Student Services Department (AASSD) to begin in the 2018-2019 school year.

The information item will provide an executive overview of their work, findings, and recommendations for implementation.

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### BOARD POLICY CONSIDERATIONS:

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### LEGAL CONSIDERATIONS:

For all Intergovernmental Agreements (IGAs), Initiator of Agenda Item provides the name of the agency responsible for recording the Agreement after approval:

For amendments to current IGAs, Initiator provides original IGA recording number:

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Legal Advisor Signature (if applicable)

---

BUDGET CONSIDERATIONS:

<input type="checkbox"/>	District Budget
<input type="checkbox"/>	State/Federal Funds
<input type="checkbox"/>	Other
<input type="text"/>	<input type="text"/>
<u>Budget Cost</u>	<u>Budget Code</u>

Budget Certification (for use by Office of Financial Services only):

Date

I certify that funds for this expenditure in the amount of \$

are available and may be:

Authorized from current year budget

Authorized with School Board approval

Code: Fund:

INITIATOR(S):

<u>Dr. Gabriel Trujillo/Superintendent</u>	<u>9.28.18</u>	
Name	Title	Date

DOCUMENTS ATTACHED/ ON FILE IN BOARD OFFICE:

<u>ATTACHMENTS:</u>
<a href="#">Click to download</a>
No Attachments Available

TUCSON UNIFIED SCHOOL DISTRICT	BOARD AGENDA ITEM CONTINUATION SHEET
--------------------------------	---



# TUSD

## Consulting Services for African American Academic Achievement

TrayBen & Associates  
October 16, 2018

# Evidence

2



PD Reports



Interviews



Resource Center  
Data



Documentation  
of Meetings



Surveys



Questionnaire 3



Suspension  
Reports



Job Descriptions



2016 – 2017 AY  
Annual Report



Appendix VI-52



Student Data



State and Local  
Reports



Professional  
Development  
Data



Sample  
Curriculum



Organizational  
Charts

# TUSD Top Ten Achievements

# Superintendent's Goals -2017-18 & 2018-19

1. Increase student enrollment
2. Increase student academic achievement
3. Increase the amount of district dollars associated with classroom instructional spending in line with the Arizona Auditor General's criteria
4. Decrease the number of classrooms without certified teachers of record
5. Improve school climate and safety





The District has experienced 6  
Superintendents in 10 years.

Changes in leadership have negatively influenced improvement of services for African American students.



# Observations / Recommendations Major Themes

7



Rigor



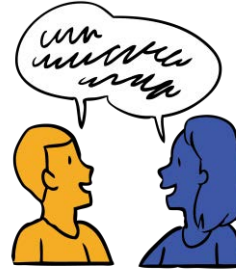
Accountability



Transparency



Relationships



Respect



Access



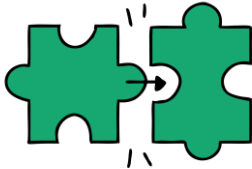
Collaboration



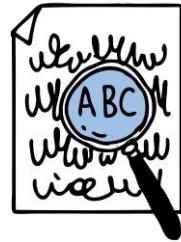
Professional Learning



Communication



Alignment



Clarity



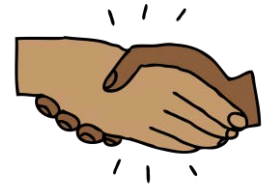
Second Chances



Early Access



Placement



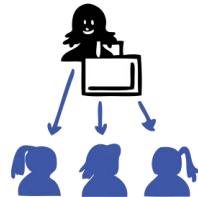
Partnerships



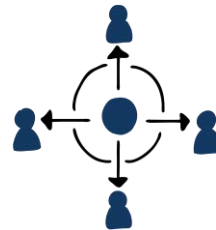
Recruitment



Induction



Succession  
(Pipeline)



Implementation



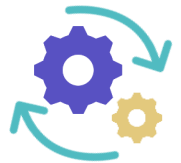
Preparation



Diverse Delivery



Selection

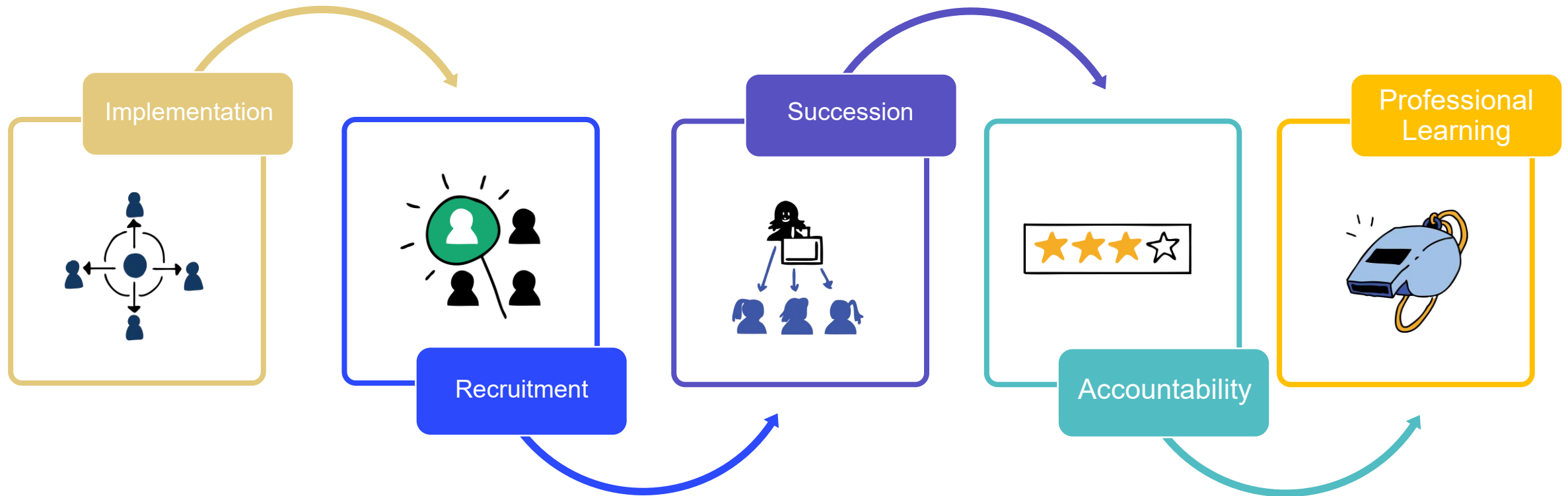


Process

# Central Administration

## Leadership Structure & Talent

# Central Administration Findings & Recommendations



# Recommendations for Central Administration

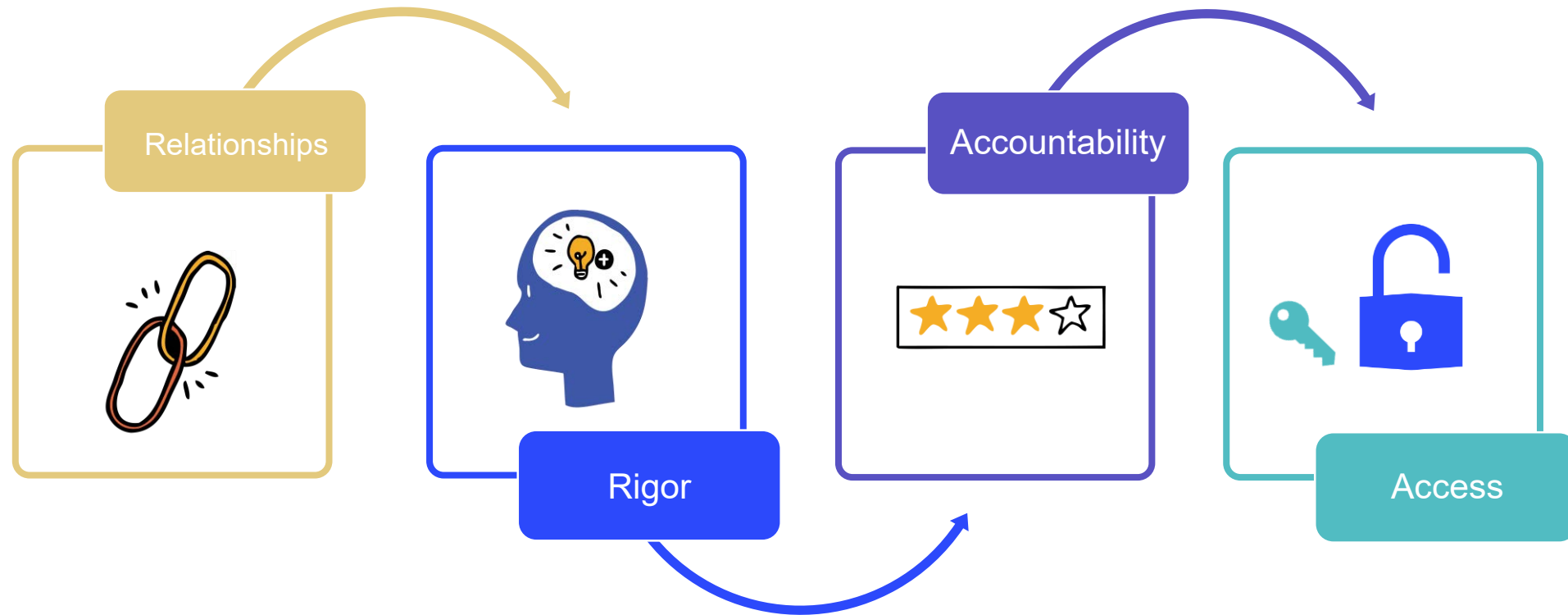
1. Implementation of recommendations during leadership transitions and beyond release from Unitary Status
2. Recruitment of more diverse talent (African American) as Central Administration level
3. Ensure a succession plan is in place
4. Fully support the district's recommendation for the Director of the AASSD to report directly to the Superintendent or his or her designee
5. Ongoing training for Board Members and Central Administration related to implementation of AASSD report



# Principal Leadership

## Leadership Structure & Talent

# Principal Leadership Findings & Recommendations



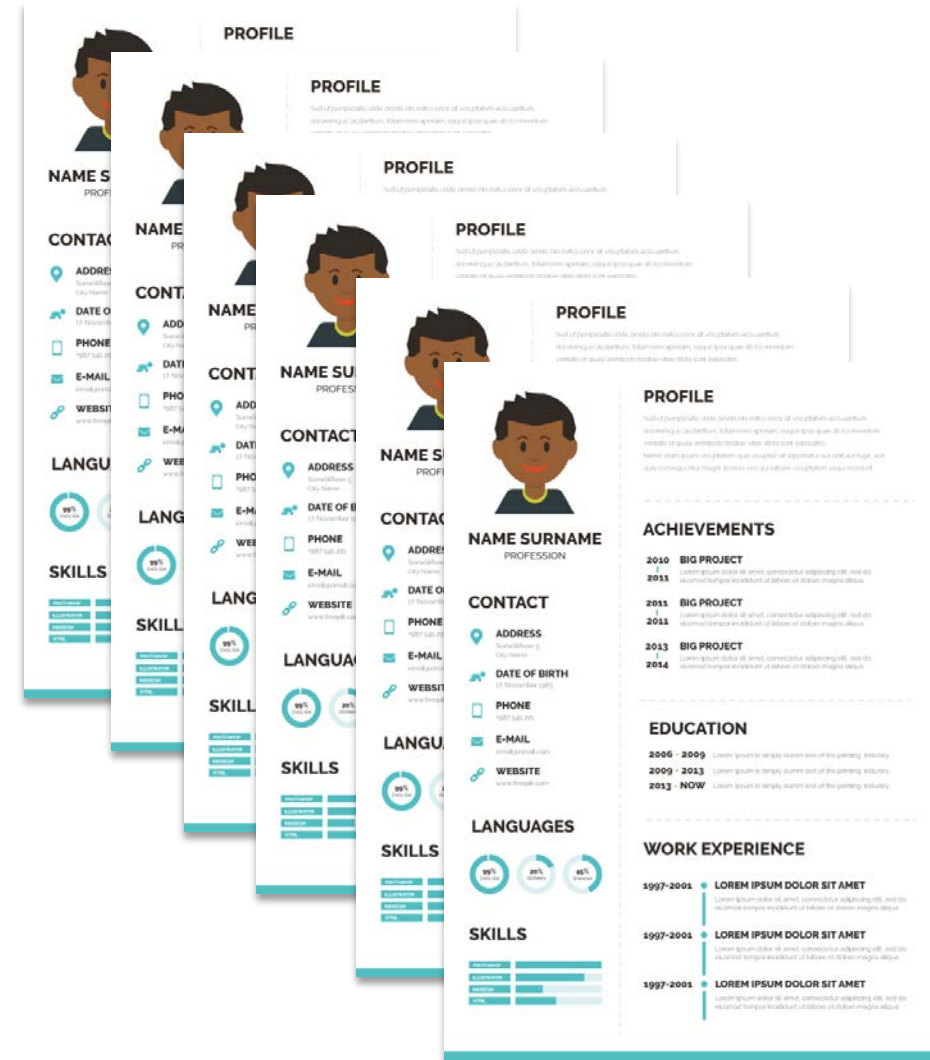
# Recommendations for Principal Leadership

1. Work with Principals to ensure collaboration with AASSD to develop group-specific strategic plans based on identified goals
2. Consider leveraging AVID as a specific intervention tool to better engage African American students in their coursework

# Minority Teacher & Leader Recruitment & Retention

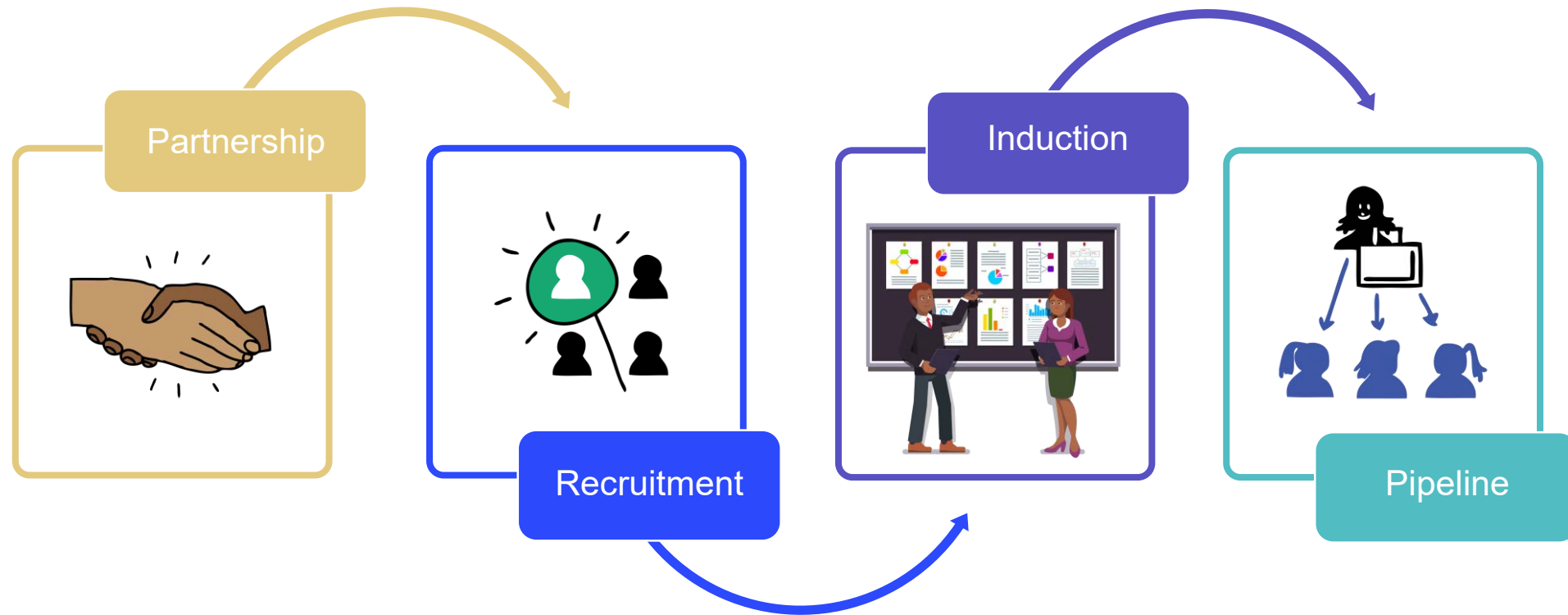
Leadership Structure & Talent

While the proportion of the African American applicants has increased from **4%** to **8.2%**; African American teachers are still employed at extremely low rates.



# Minority Teacher & Leader Recruitment & Retention Findings & Recommendations

16





# Recommendations for Minority Teacher Recruitment and Retention

1. Develop Fresh Marketing Plan that presents Tucson as a destination city
2. Develop a strategic recruitment plan that includes specific strategies to recruit African American teachers
3. Focus on strategic recruitment at Historically Black Colleges/Universities and Minority Serving Universities
4. Develop a Targeted Induction Program
5. Develop and Incentivize Retention Programs for African American Teachers

# Recruitment Recommendations continued

6. Develop an Academy for Future Teachers
7. Facilitate Partnerships for Teacher Recruitment, Selection, and Development
8. Establish a TUSD Teacher Fellowship Program

**Pipeline 1**

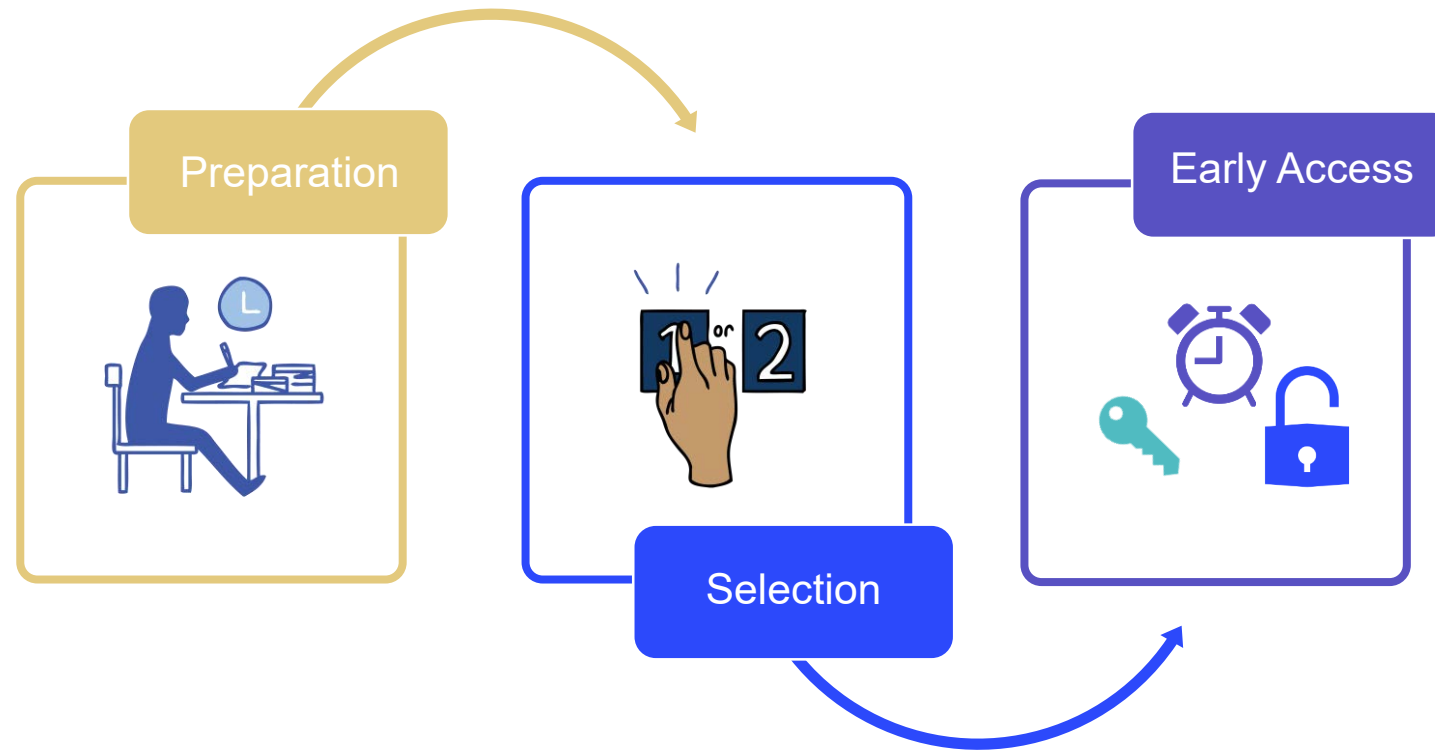




# Assessment Structures

Curriculum & Instruction

# Assessment Structures Findings & Recommendations





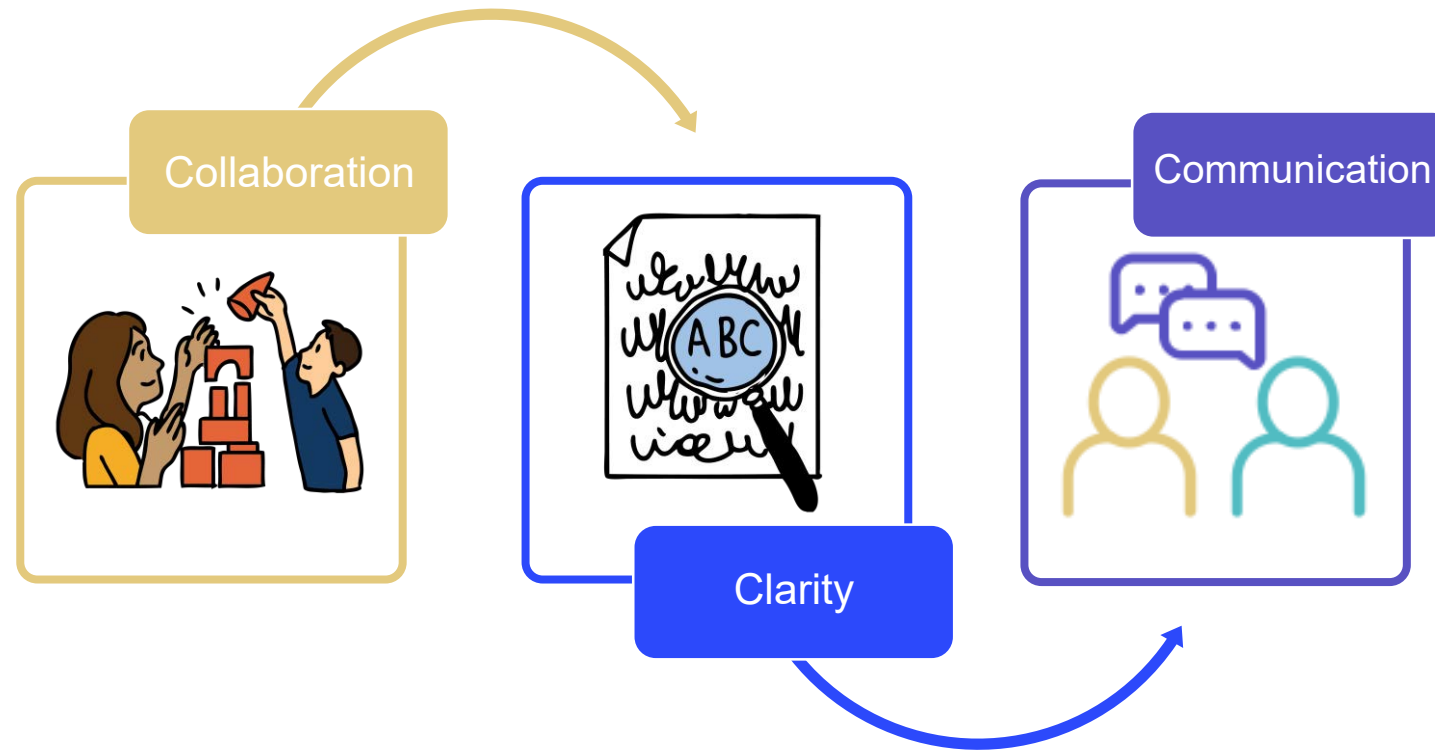
# Recommendations for Assessment Structures

1. Consider more accessibility to current test preparation opportunities
2. Involvement of AASSD in test preparation opportunities
3. Reconsider designing and implementing a University Middle School that targets African American students from low performing elementary schools
4. Make the University High School admission criteria more transparent on website and published materials

# Culturally Relevant Curriculum & Pedagogy

Curriculum & Instruction

# Culturally Relevant Curriculum & Pedagogy Findings & Recommendations



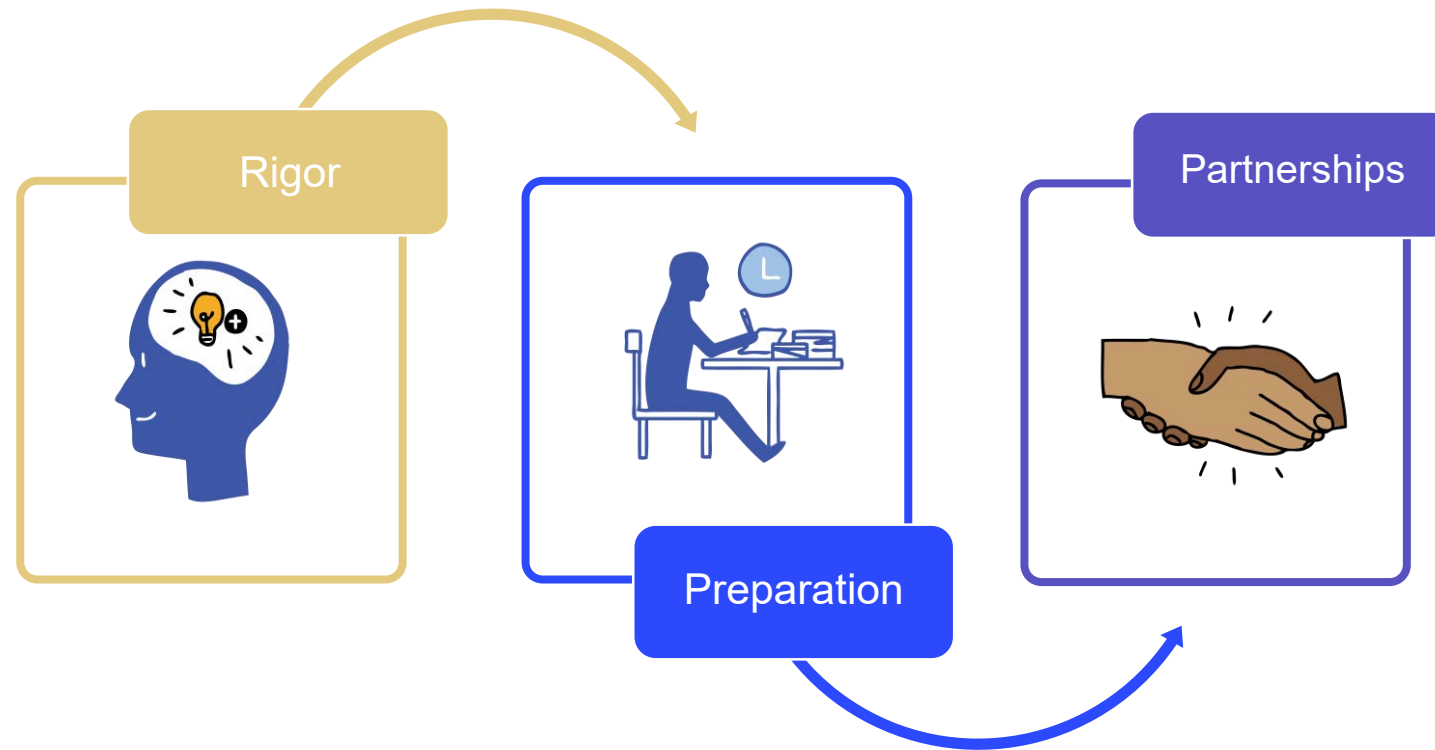
# Recommendations for Culturally Relevant Curriculum and Pedagogy

1. Consider deeper collaboration between the offices of the multicultural team and the CRPID to better consolidate and leverage resources
2. Create a research-based logic model to determine intended impact
3. Work with communications and/or marketing team to create an internal communications plan
4. Review other regional and state-wide culturally relevant curriculum work to determine their best practices

# Academic Achievement

Curriculum & Instruction

## Academic Achievement Findings & Recommendations





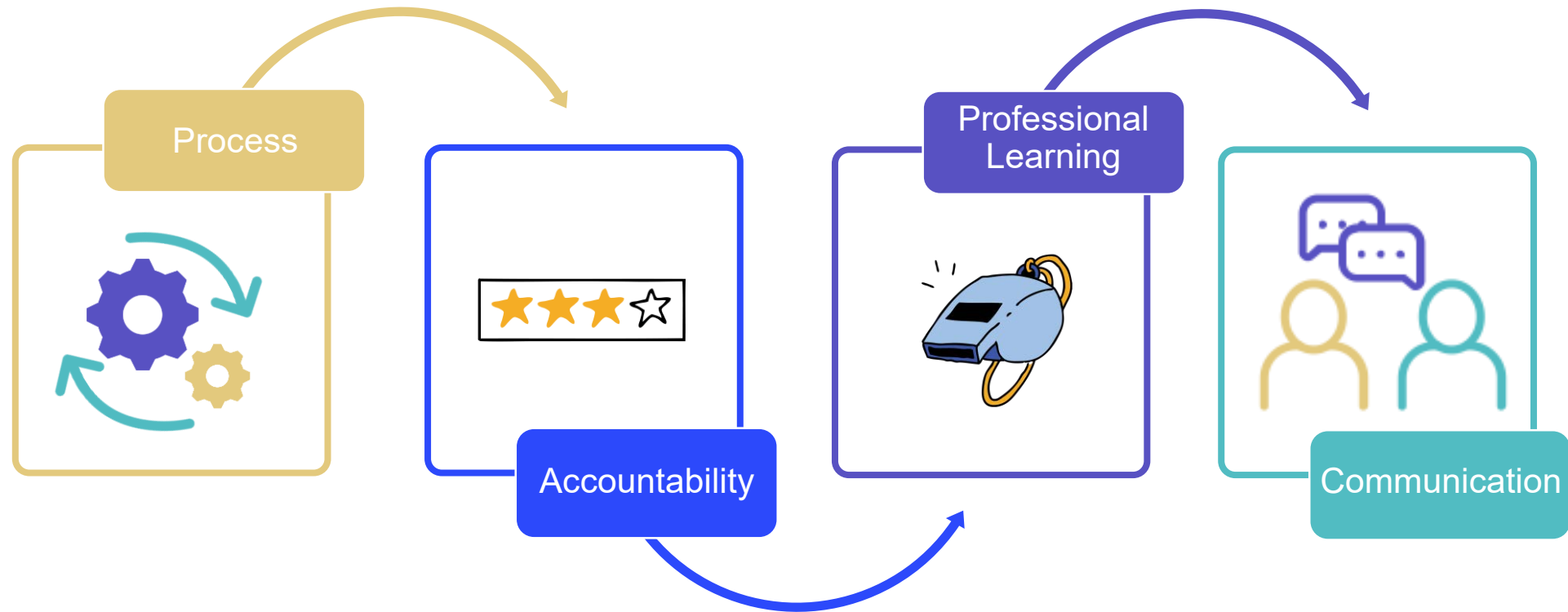
# Recommendations for Academic Achievement

1. Reconsider the framework for Advanced Placement for the district
2. Design a specific, team-based, and student-centered framework used to identify African American students who possess AP potential
3. Consider working with organizations that specialize in assisting the district in identifying African American students for Advanced Placement opportunities

# Academic Learning Experiences

Curriculum & Instruction

## Academic Learning Findings & Recommendations



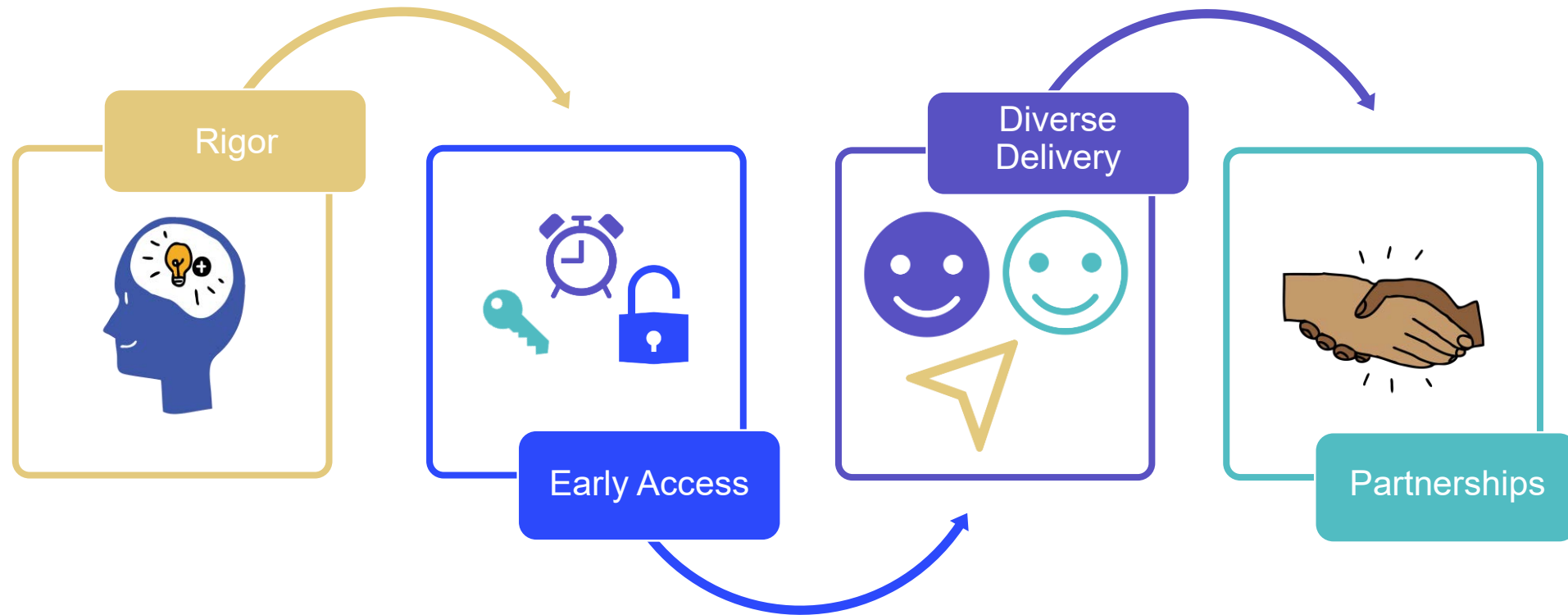
# Recommendations for Academic Learning Experiences

1. Develop a process to identify students at least one year prior to testing for ALE
2. Consider rebranding ALE opportunities and enlisting AASSD leaders to include the plan as part of their engagement with African American students/families as early as possible
3. Consider lifting the responsibility of increasing African American student participation in ALE to the principal level
4. Continue to engage all schools and relevant staff in training on how to appropriately identify potential for ALE

# College & Career Readiness / Drop Out Prevention

Curriculum & Instruction

# College & Career Readiness

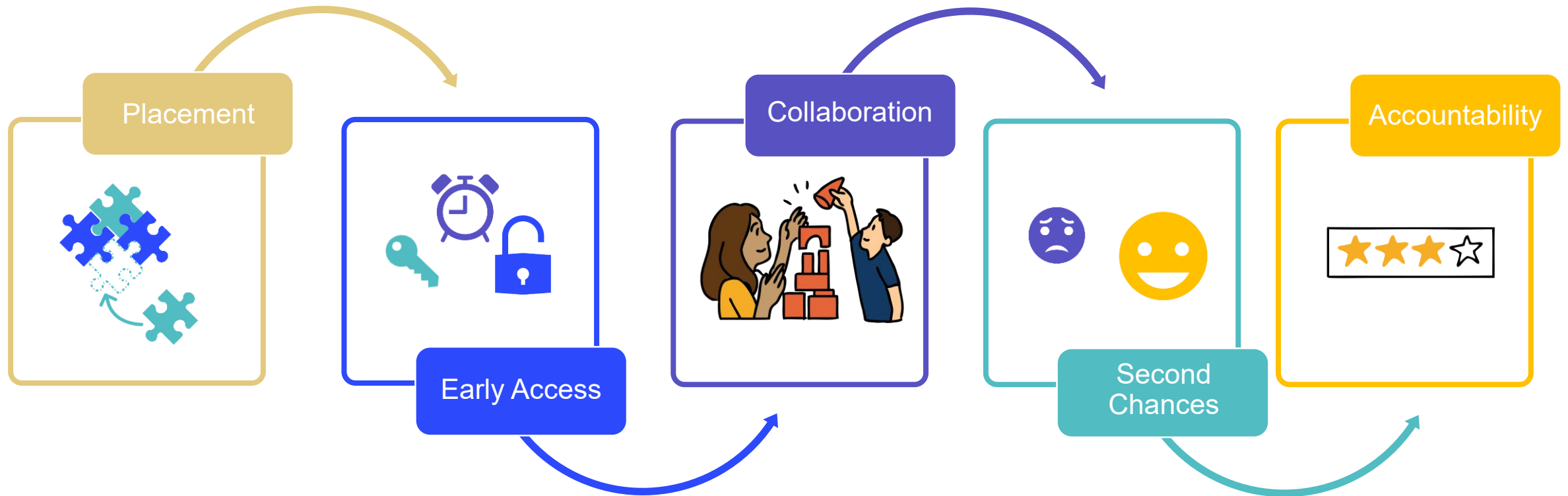


# Recommendations for College and Career Readiness

1. Revise the course selection process to include a timeline that allows students to share interests from a menu of possible offerings
2. Continue implementation of a multi-year plan that gradually increases course offerings year after year with the ultimate goal of achieving equity across schools
3. Consider real-time video feed for students who are in schools that do not have enough students to constitute a course
4. Create more internships, Early College High School and summer bridge or boot camp programs for rising African American 11<sup>th</sup> and 12<sup>th</sup> graders



# Drop Out Preventions



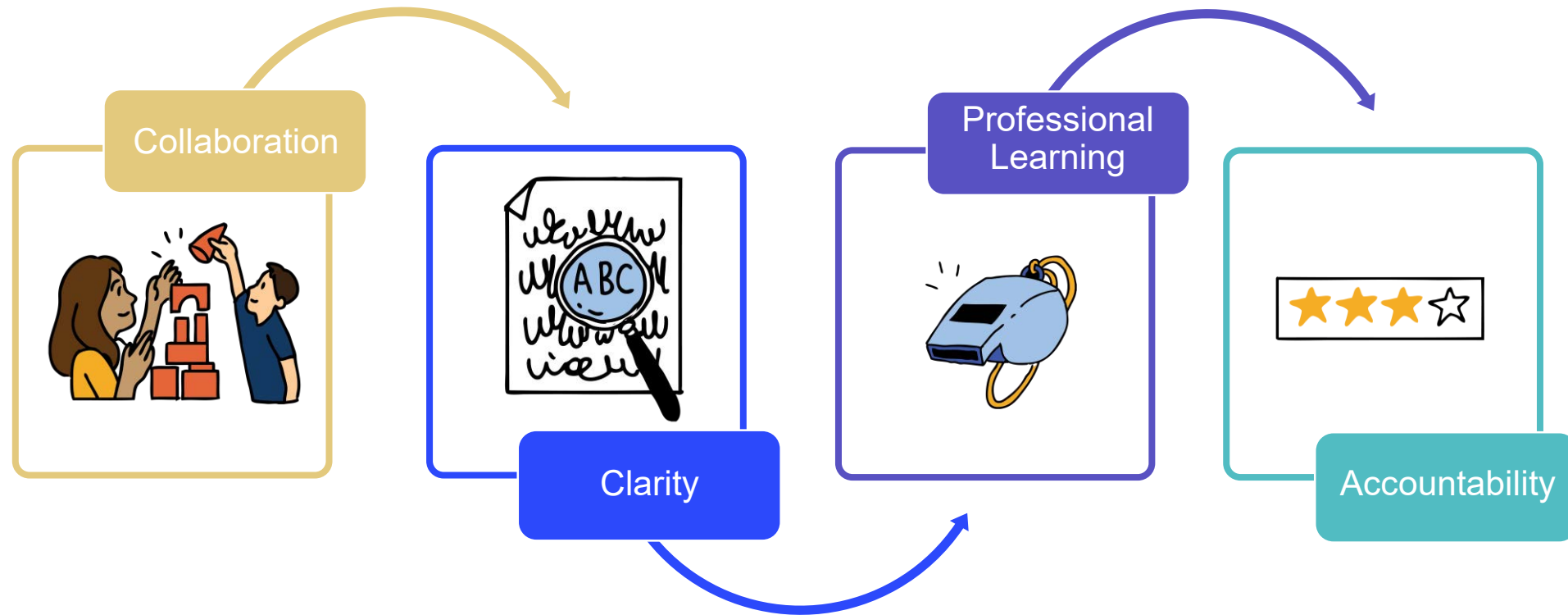
# Recommendations for Drop-Out Prevention

1. Attention to assignment of dropout prevention specialists
2. Consider reimplementing of dropout prevention specialists assigned to middle schools
3. Continue to schedule joint monthly meetings between AASSD staff and drop out prevention specialists
4. Consider stronger collaboration
5. Collect specific data regarding impact of the “Steps to Success” initiative
6. Continue to institute a credit recovery program for students who need support to matriculate through completion of high school programs
7. Share database across specialists, student support coaches, and others

# Processes & Procedures

## Student Discipline

# Processes & Procedures Findings & Recommendations



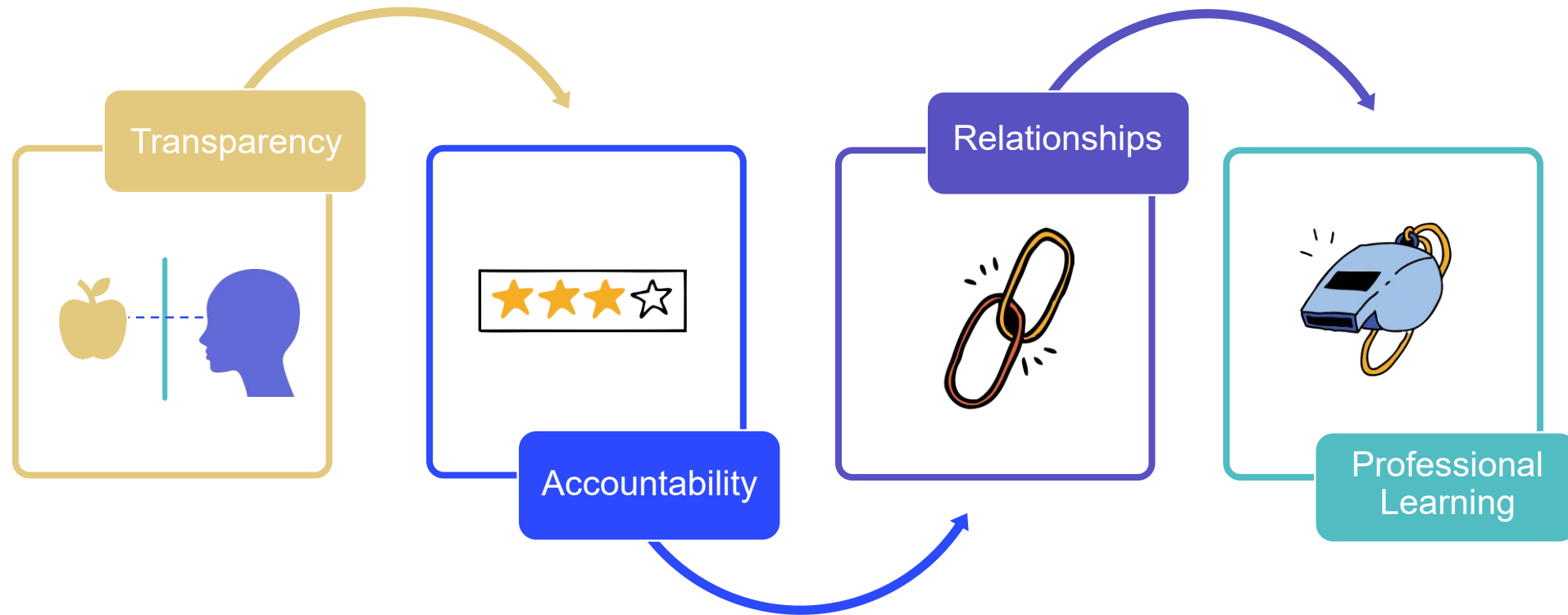
# Recommendations for Student Discipline

1. Consider monitoring for consistent implementation of guidelines across schools
2. Consider more integrated use of site teams
3. Consider using metrics that confirm effectiveness of process and documentation of disciplinary practices
4. Develop a flow chart that demonstrates potential points of intersection and integration of site team approaches

# Equity/Disparity

## Student Discipline

## Equity / Disparity Findings & Recommendations





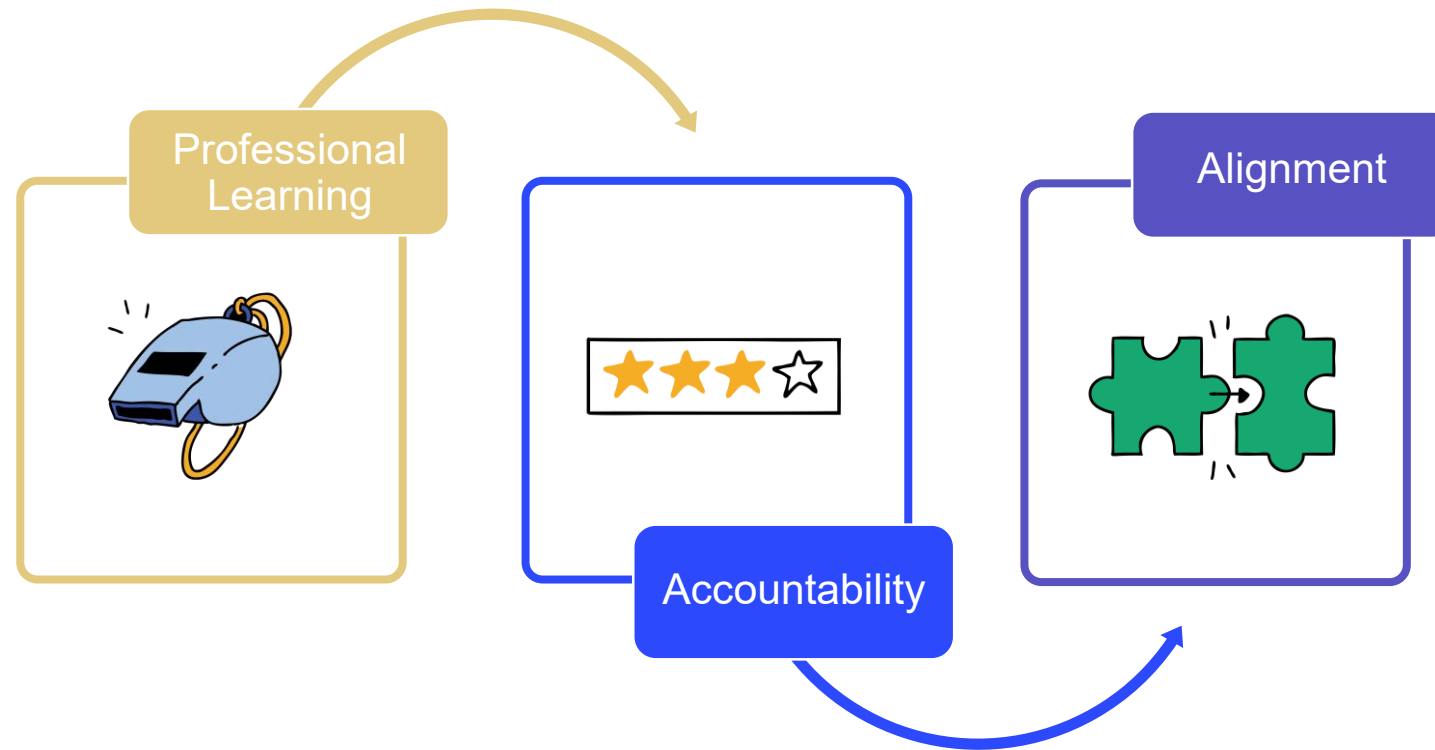
# Recommendations for Equity/Disparity

1. Current discipline data should be disaggregated by gender in addition to race and ethnicity
2. Disaggregate data to examine whether there is an interaction between race and number of days suspended for the same offense
3. Consider utilizing disciplinary and interaction approaches that affirm African American sociocultural practices

# Needs Assessment for Teachers & Leaders

Professional Development

# Needs Assessment for Teachers & Leaders Findings & Recommendations



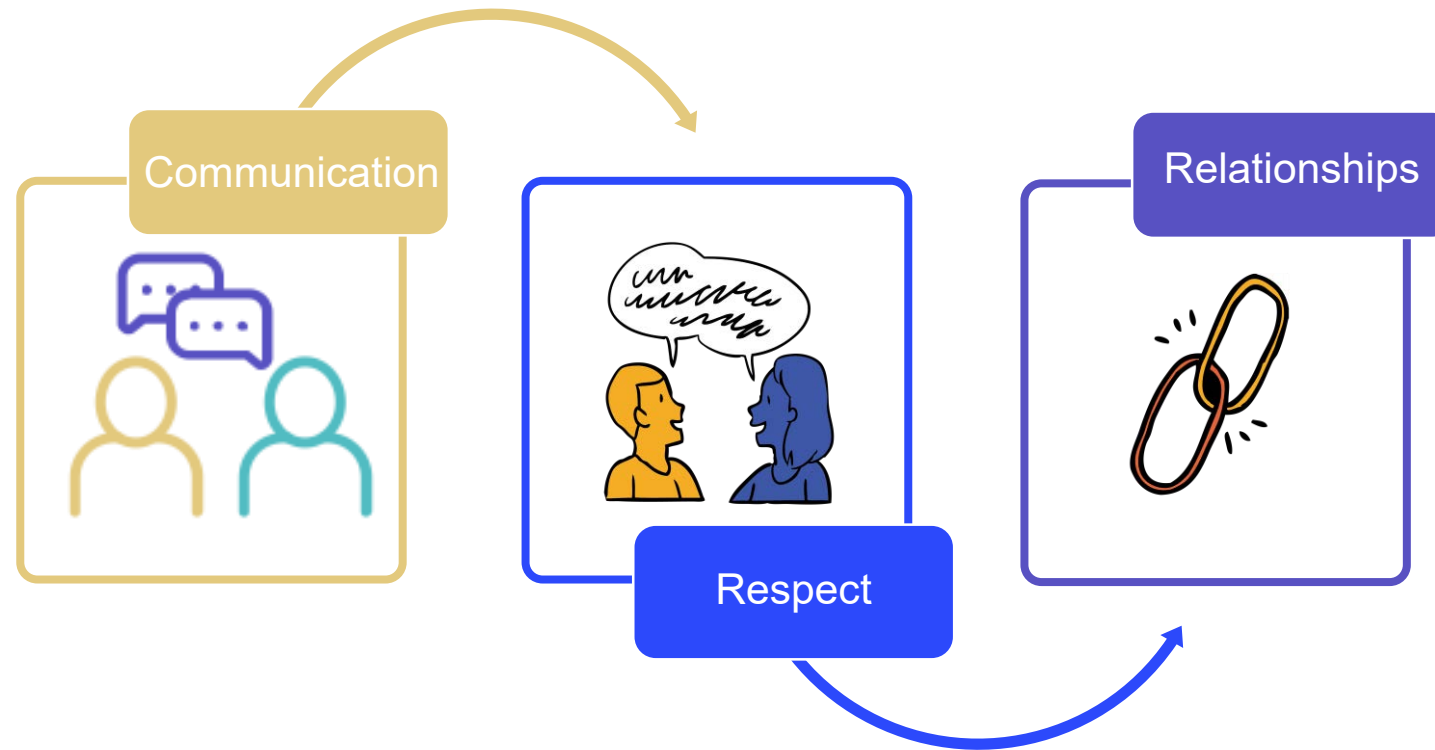
# Recommendations for Needs Assessment for Teachers and Leaders

1. Consider job-embedded training for CRP focused on creating both a classroom culture and practices that support CRP
2. Include core area-specific training in CRP
3. Train School Leaders on how to observe and provide feedback for CRP
4. Engage teachers and staff in implicit/explicit bias training in a variety of delivery models
5. Each school should revisit PBIS training to ensure development is tied to pre-determined and locally developed goals for improving school culture
6. Continue to support the designation of an individual to oversee all professional learning in the district
7. The designated Professional Learning Director/Coordinator should be responsible for identifying resources and training opportunities that speak specifically to meeting the academic, social, and emotional needs of African American Students

# Parent Involvement at School District Levels

Parent Engagement & Advocacy

# Parent Involvement at School District Levels Findings & Recommendations



# Recommendations for Parent Engagement and Advocacy

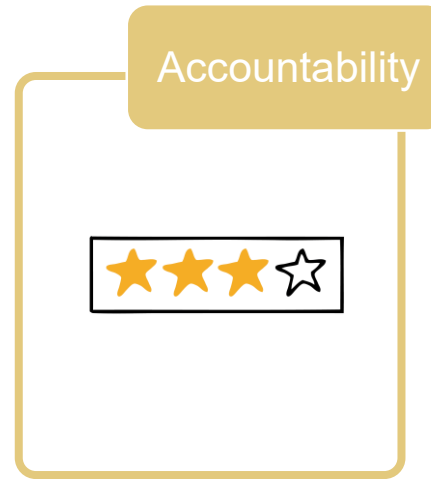
1. Expand and continue to provide professional development for school leadership to encourage and embrace parental engagement
2. Consider stipends or gift cards for parent liaisons who serve as parent trainers/advocates from local school to encourage positive parent engagement
3. Continue to establish school councils with parent members in key roles
4. Continue to ensure African American parents understand and have input into discipline policies
5. Provide implicit bias training for all TUSD employees
6. Provide focused training for counselors including exposure to colleges and universities outside of Arizona, specifically Minority Serving Institutions
7. Expose African American students to scholarships opportunities through the counseling office and AASSD



# Parent Resource Centers

Parent Engagement & Advocacy

# Parent Resource Centers Findings & Recommendations



# Recommendations for Parent Resource Centers

1. Develop and maintain a simple database to capture demographics, number of parents enrolled in classes, and workshops and follow-up data that can be disaggregated

# Student Interviews

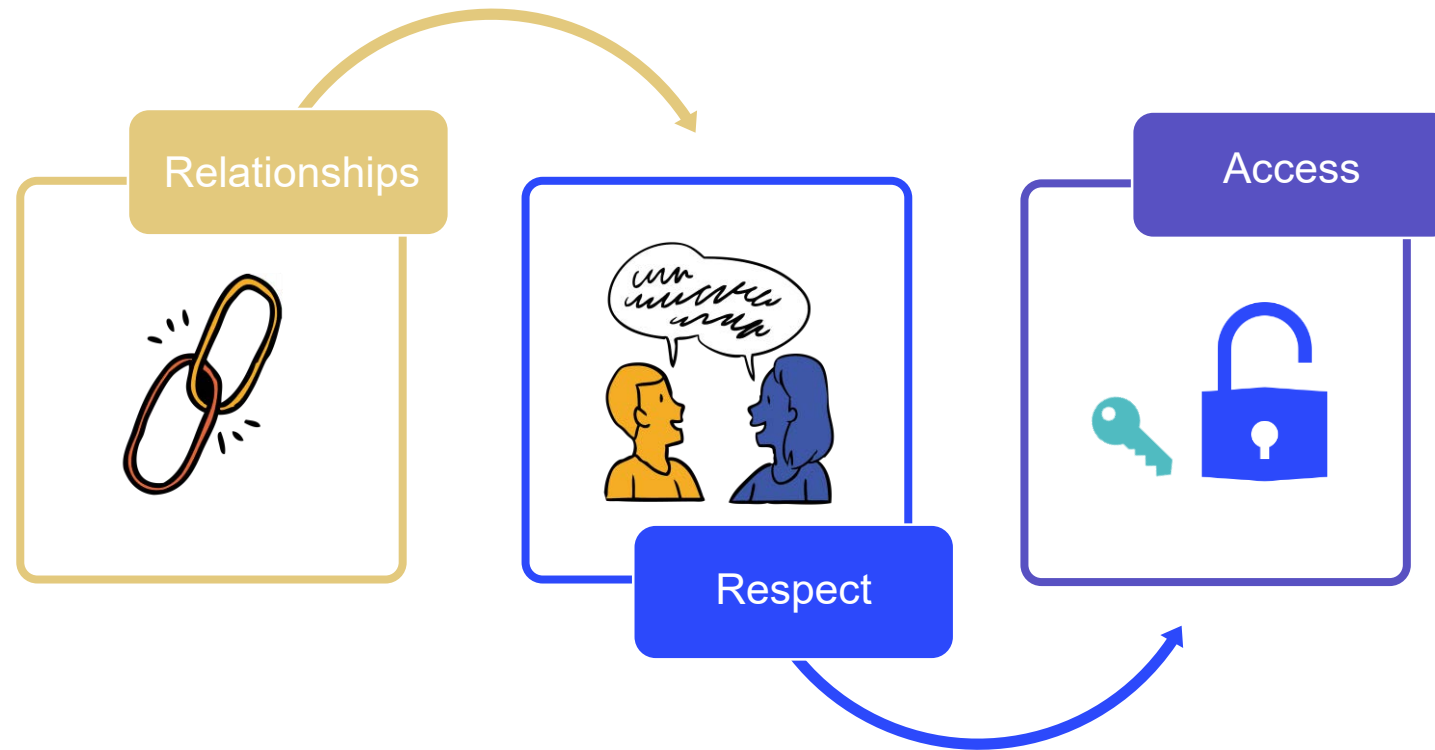


# Interview with African-American Students at Palo Verde HS

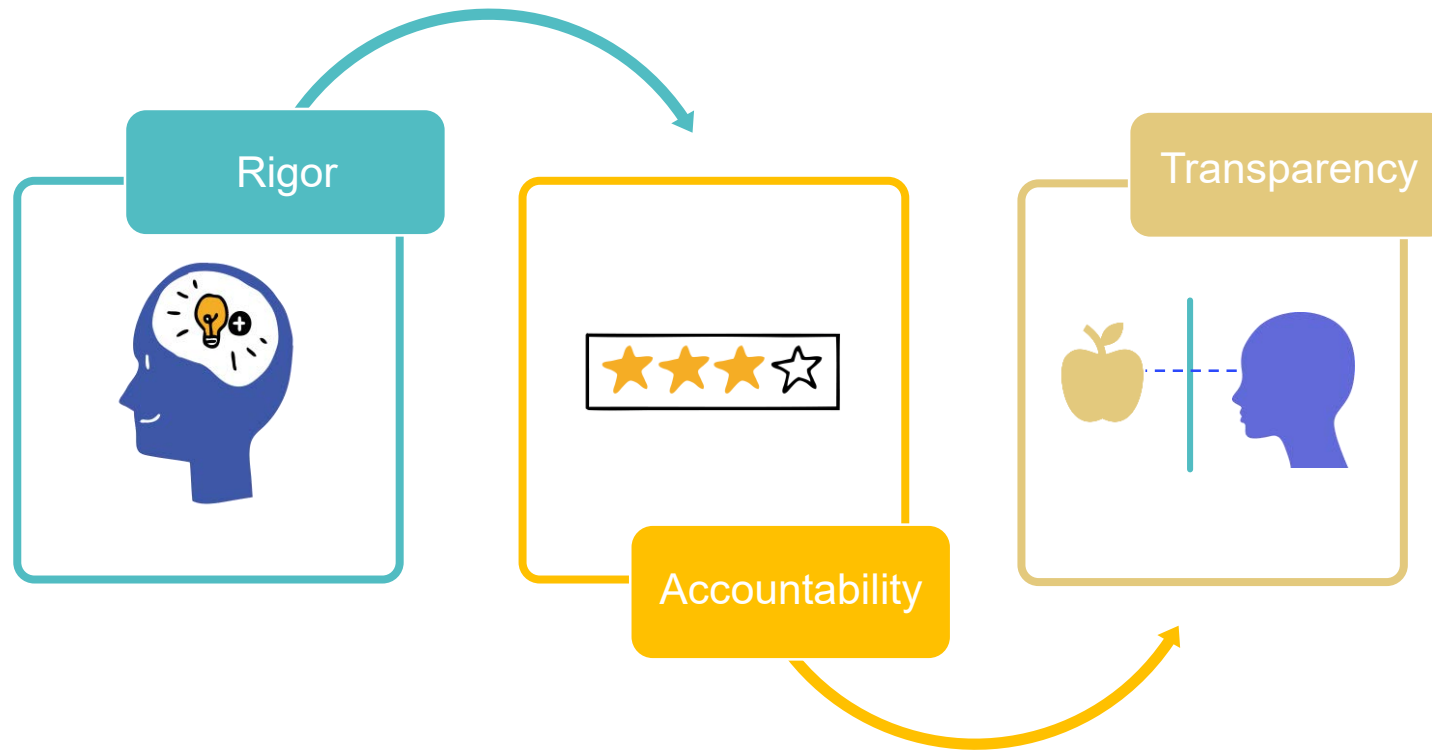
AA males focus group: 19 current students and alumni representing Tucson High School, Palo Verde High School, Sahuaro High School, and Pueblo High School.



# Student Interviews Findings & Recommendations



# Student Interviews Findings & Recommendations





# Recommendations from Student Interviews

1. Conduct surveys of a sample of African American students periodically in order to gain qualitative data on their school experiences
2. Continue to refine a set of metrics to monitor school specific goals, including failure rates, discipline incidents, attendance, etc.
3. Assign a local owner to each metric for tracking progress
4. Connect with African American students with a counselor or advisor during their freshman year whose sole responsibility is to assist them in navigating post-secondary options
5. Continue to refine the course selection process
6. Continue to develop formal mentor programs for schools without such programs



Accountability



Professional Learning



Relationships



Rigor



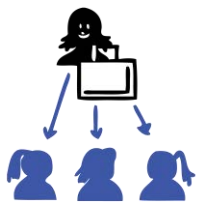
Partnerships



Collaboration



Communication



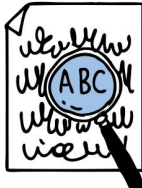
Succession (Pipeline)



Access



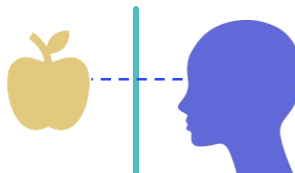
Preparation



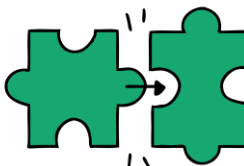
Clarity



Early Access



Transparency



Alignment



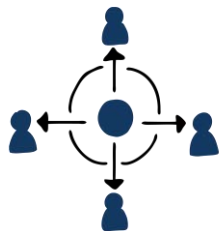
Respect



Recruitment



Induction



Implementation



Second Chances



Placement



Diverse Delivery



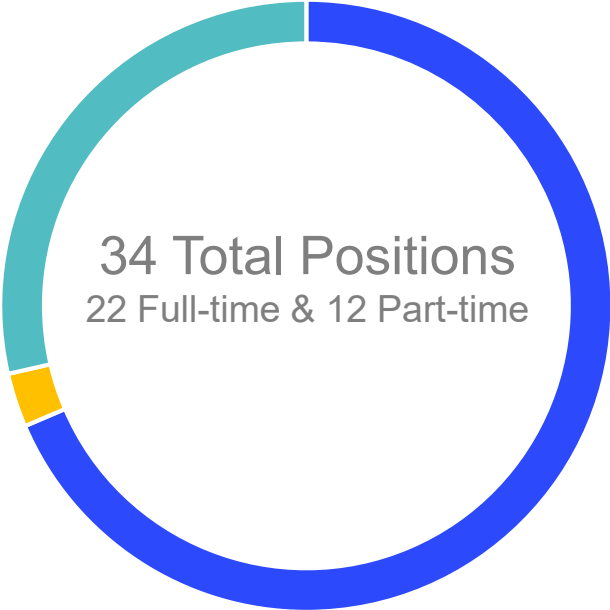
Selection



Process

# Cycle of Accountability





● New Positions    ● Current Positions    ● Eliminating Positions

Proposed Funding

\$360,688.28



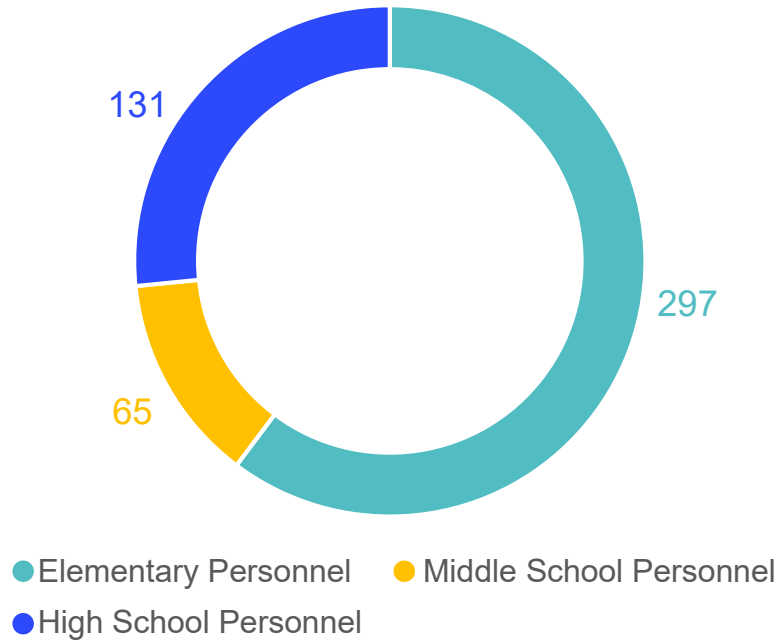
Position Breakdown

Number of Positions & Proposed Funding

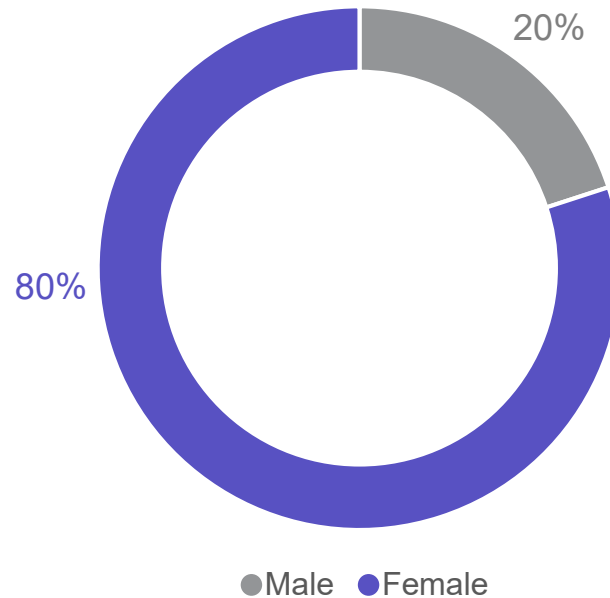
- Director
- Assistant Director Additional \$10,000
- Administrative Assistant
- Behavior Specialist
- Certified Academic Tutors (Added Duty)
- Activity Helpers (College Students)
- Program Liaisons \$165,106.64
- 4 ES RTI Specialists \$165,106.64
- Research Project Manager Work with A&E Dept.
- Student Successes Coaches Current AASSD Funding
- Certified Academic Tutors (Added Duty) \$13,125.00
- Activity Helpers (College Students) \$7,350.00
- Student Success Specialist

# Tucson School District-Leader Survey

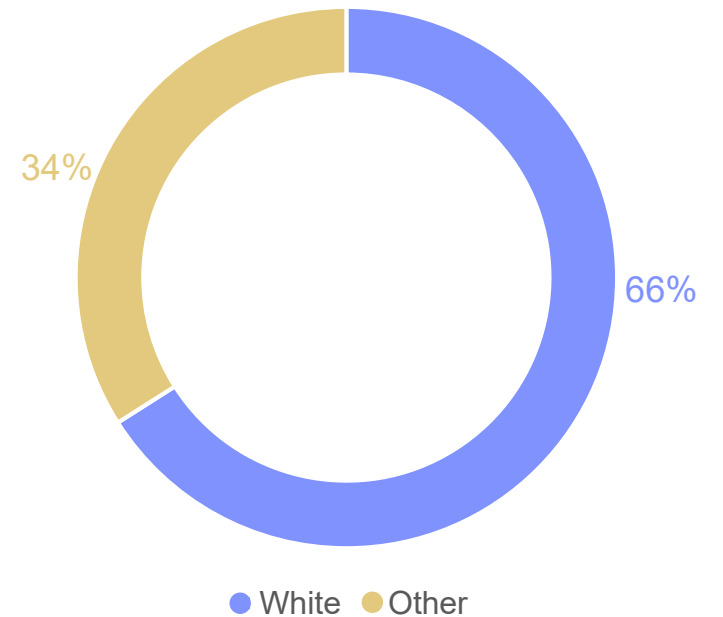
Personnel Who Completed Survey



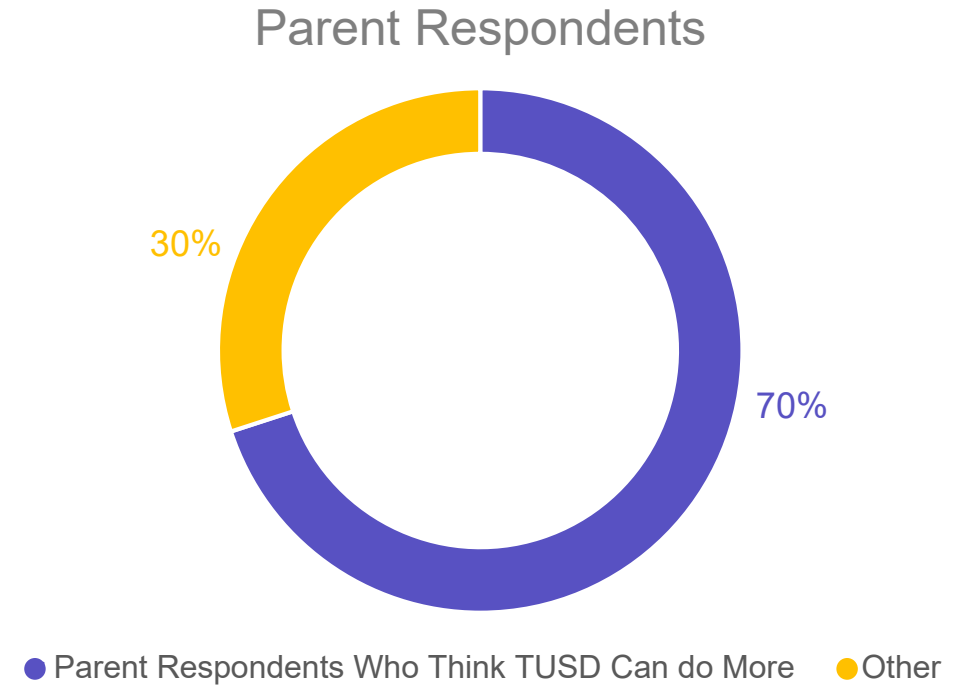
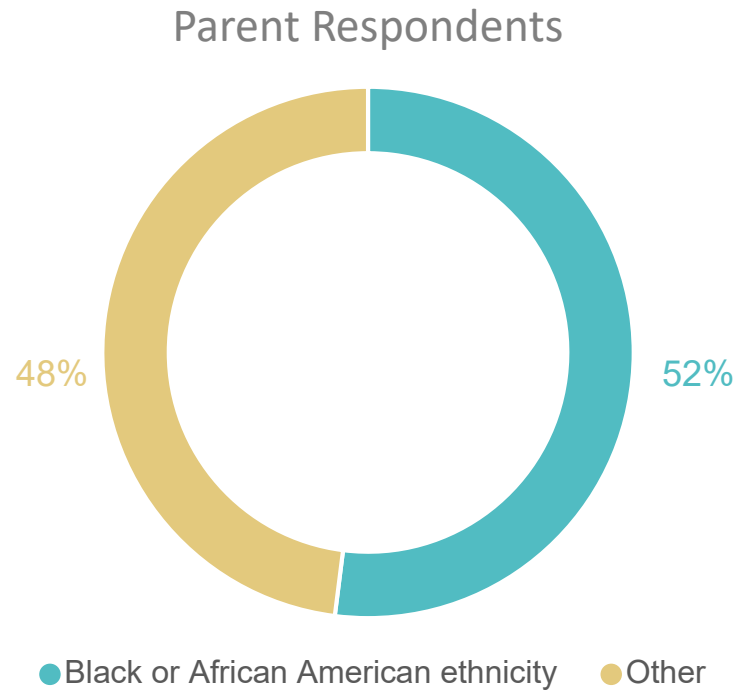
Respondents' Gender



Respondents' Race



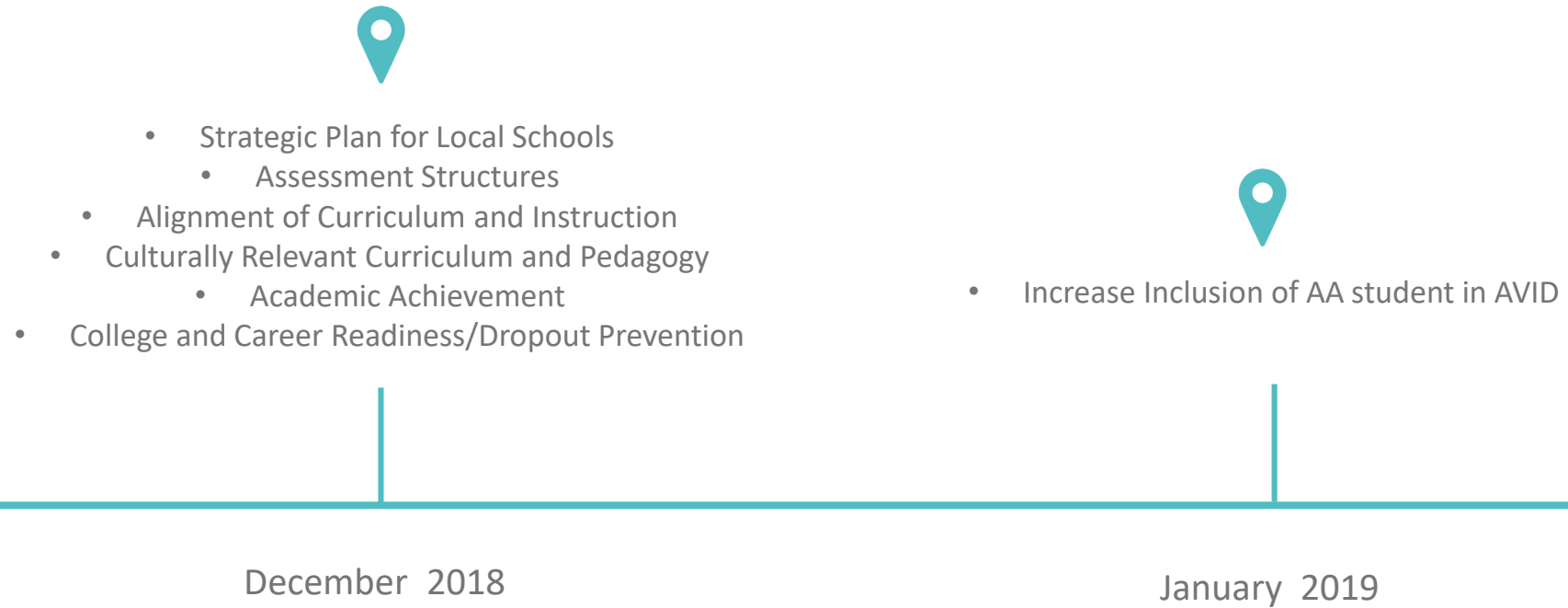
# Tucson School District - Parent Survey



# Implementation







# TRAYBEN & ASSOCIATES THANK YOU FOR YOUR ATTENTION!!!

Questions and Answers

TUCSON UNIFIED SCHOOL DISTRICT  
GOVERNING BOARD  
DRAFT AGENDA FOR SPECIAL MEETING\*

TIME: October 23, 2018  
4:30 p.m.

PLACE: Multipurpose Room  
Duffy Community Center  
5145 East Fifth Street  
Tucson, Arizona

CALL TO ORDER

ACTION ITEM

- 4:30 p.m. 1. Schedule an executive meeting at this time to consider the following matters:
- A. Student matters pursuant to A.R.S. §§15-342, 15-521, and 15-843; A.R.S. §38-431.03 (A)(2) (consideration of records exempt by law from public inspection); legal advice/instruction to attorney pursuant to A.R.S. §38-431.03 Subsections (A)(3) and (A)(4)
    - 1) Hearing Officers' Recommendations (2)
  - B. Personnel issues pursuant to A.R.S. §38-431.03 (A)(1); legal advice/instruction to attorney pursuant to A.R.S. §38-431.03 (A)(3) and (A)(4); and consideration of records exempt by law from public inspection (A)(2)
    - 1) Board Selection of Interview Representatives for Coordinator of Staff Services for Governing Board

ACTION ITEM

MOTION AND VOTE TO RECESS SPECIAL MEETING TO EXECUTIVE SESSION

RECESS SPECIAL MEETING TO EXECUTIVE SESSION

ACTION ITEM

MOTION AND VOTE TO ADJOURN EXECUTIVE MEETING AND RECONVENE SPECIAL MEETING – appx 5:30 p.m.

Multipurpose Room  
Duffy Community Center  
5145 East Fifth Street  
Tucson, Arizona 85711

5:30 p.m. PLEDGE OF ALLEGIANCE

Special Board Meeting  
October 23, 2018 – 4:30 p.m.  
Page | 2

#### INFORMATION ITEMS

2. Awards and Recognitions
3. Superintendent's Report
4. Board Member Activity Reports
5. Annual Report of the Education Enrichment Foundation (EEF)
6. Tucson Unified School District Vision of Excellence: School Level Expectations
7. Tucson Unified School District Principal Evaluation Instrument – Artifacts and Evidence for Performance 2018-2019
8. Professional Development Plan for the Tucson Unified School District: An Executive Overview
9. Units by Design in the Tucson Unified School District: Supporting a Viable Curriculum
10. Office 365 in the Tucson Unified School District
11. Youth on Their Own
12. Threat Assessment Protocol for the Assessment of Student Threats in Tucson Unified School District
13. Higher Ground Programming Update in the Tucson Unified School District
14. Cost Savings Measures Employed at IELC's and Savings Update

#### STUDY ITEMS

15. Governing Board Policy IHB – *Exceptional Education Instructional Programs* (revision), Per R7-2-401
16. Fiscal Year 2019 Expenditure Update
17. University of Arizona Counseling at Tucson Unified School District Family Resource Centers

Special Board Meeting  
October 23, 2018 – 4:30 p.m.  
Page | 3

18. Tucson Unified School District Three-Year Integration Plan

FUTURE MEETING DATES AND AGENDA ITEMS

10:00 p.m. MOTION AND VOTE TO ADJOURN OR EXTEND SPECIAL BOARD MEETING

ADJOURNMENT

- One or more Governing Board members will/may participate by telephonic or video communications.
- Names and details, including available support documents, may be obtained during regular business hours at the TUSD Governing Board Office.
- Persons with a disability may request a reasonable accommodation, such as a sign language interpreter, by contacting Translations/Interpretations Services at 225-4600. Requests should be made as early as possible to arrange the accommodation.
- Upon request, TUSD will provide a certified interpreter to interpret Governing Board meetings whenever possible. Please contact Translations/Interpretations Services at 225-4672 at least 72 hours prior to the event. Every effort will be made to honor requests for interpretation services made with less than 72 hours' notice.
- Previa petición, TUSD proporcionará un intérprete certificado para interpretar la agenda de las reuniones de la Mesa Directiva o de proporcionar los servicios de interpretación en la reuniones de la Mesa Directiva cuando sea posible. Favor de contactar los Servicios de Traducción/Interpretación al teléfono 225-4672 cuando menos 72 horas antes del evento. Se hará todo lo posible para proporcionar los servicios de interpretación realizados con menos de 72 horas de anticipación.
- If authorized by a majority vote of the members of the Governing Board, any matter on the open meeting agenda may be discussed in executive session for the purpose of obtaining legal advice thereon, pursuant to A.R.S. 38-431.03 (A)(3). The executive session will be held immediately after the vote and will not be open to the public.
- The order of items on this agenda may be modified during the meeting at the discretion of the Board President or upon a motion to amend the order of business which is approved by a 2/3 vote of the Board.



## POLICY

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MEETING      October 23, 2018  
OF:

---

TITLE:              Policy IHB Revision per R7-2-401

---

ITEM #:            15

---

Information:

Study:              X

Action:

---

### PURPOSE:

On October 23, 2017, the Arizona School Board of Education adopted rules in the area of Special Education (R7-2-401). Policy IHB along with the Regulation have been adjusted to conform to the work of the State Board.

The Arizona Department of Education is requiring districts to file a Certification Form that verifies that the governing board has approved policies reflecting the statutory changes noted in the attached Track Changes version of Policy IHB – Exceptional Education Instructional Programs.

The Form certifying adoption of the conforming policies must be submitted to the State Department of Education by January 1, 2019.

---

### STATEMENT OF POLICY:

Recent mandatory revisions to policy are highlighted in yellow in the attached "Track Changes" version of Policy IHB, and include revisions to Paragraphs A,C,D,E,F,G,J and additional discipline provisions (see attached "IHB--Track Changes" sections highlighted in yellow font).

Black font is language currently contained in TUSD's Policy IHB. All red font changes are those recommended to align TUSD's policy to the ASBA model policy. Those red font changes that are further highlighted in yellow include the mandatory revisions required to be adopted by the Board prior to January 1, 2019 (per the Arizona Department of Education).

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### KEY POINTS ABOUT THE POLICY:

These policy changes, mandated by ADE, are made to mirror language in Federal Regulations, and will not change practice in TUSD.

---

### REPLACES WHAT POLICY:

N/A

EXECUTIVE SUMMARY:

See above.

OTHER POLICIES IMPACTED:

Regulation IHB-R.

WHO HAS REVIEWED THE POLICY:

10/5/18: Maura Clark-Ingle, Director, Exceptional Education  
10/5/18: Dr. Gabriel Trujillo, Superintendent  
10/5/18: Partnership Groups

LEGAL CONSIDERATIONS:

Mandatory Revisions to Policy IHB need to be Board Approved prior to January 1, 2019.

For all Intergovernmental Agreements (IGAs), Initiator of Agenda Item provides the name of the agency responsible for recording the Agreement after approval:

For amendments to current IGAs, Initiator provides original IGA recording number:

Legal Advisor Signature (if applicable)

BUDGET CONSIDERATIONS:

\_\_\_\_\_ District Budget  
\_\_\_\_\_ State/Federal Funds  
\_\_\_\_\_ Other  
Budget Cost    Budget Code

INITIATOR(S):

Robert S. Ross, Jr., General Counsel	10/5/18
Name	Date

DOCUMENTS ATTACHED/ ON FILE IN BOARD OFFICE:

ATTACHMENTS:
Click to download
<a href="#">Current Policy IHB</a>
<a href="#">Proposed Policy IHB with statutory changes</a>
<a href="#">IHB - Final version, proposed statutory updates</a>
<a href="#">Certification Page</a>





Arizona Department of Education



Exceptional Student Services  
Policies and Procedures

## Board Approval Certification Form

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Agency:

CTDS:

School Year:

I certify that the special education policies and procedures have been updated in accordance with the statutory changes and approved by the governing board.

---

Signature

---


Signature Date

---

Signer's Title

Signature must be from one of the following: charter holder, superintendent, board president.

Print Date: 10/2/2018

 <b>Tucson, Arizona</b>  <b>GOVERNING BOARD POLICY</b>	POLICY TITLE: Exceptional Education Programs
	POLICY CODE: IHB
	LEAD DEPARTMENT: Exceptional Education

## SPECIAL INSTRUCTIONAL PROGRAMS

A long-range plan will be the basis for providing special education services for students with exceptional needs and education requirements. These services may include specialized programs, personnel, facilities, materials, and equipment needed to promote the individual physical, social, intellectual, and emotional growth of exceptional students.

The Superintendent shall develop procedures that provide educational opportunities for individuals with disabilities and that accomplish District compliance with federal laws including the Individuals with Disabilities Education Act (IDEA), the Arizona revised statutes, and the lawful regulations of the State Board of Education. Such procedures shall include, but not be limited to, the following provisions:

- All children with disabilities aged birth (0) through twenty-one (21) years within the District's jurisdiction are to be identified, located, and evaluated including children attending religious or private schools who are in need of special education and related services.
- A free appropriate public education (FAPE) shall be available to all children with disabilities aged three (3) through twenty-one (21) years within the District's jurisdiction, including children advancing from grade to grade, those who have been suspended or expelled from school in accordance with the applicable IDEA rules and regulations, and any child with a disability the District has placed in or referred to a private school or facility. The District may refer to and contract with approved public or private agencies as necessary to ensure the provision of FAPE for children with disabilities. FAPE for an eligible student with a disability shall extend through conclusion of the instructional year during which the student attains the age of twenty-two (22).
- A full individual evaluation encompassing existing and additional data shall be conducted for each child to determine if the child is a child with a disability and the educational needs of the child before the initial provision of special education and related services. A reevaluation of each child shall be conducted at least every third year.

- An individualized education plan (IEP) shall be developed and implemented for each eligible child served by the District and for each eligible child the District places in or refers to a private school or facility. An IEP or an individualized family service plan (IFSP) will be in place for each child with a disability prior to the provision of FAPE.
- To the maximum extent appropriate, opportunities for the least restrictive setting, inclusion in educational exercises with regular program students, and for interaction with the total school environment will be provided to exceptional students, the exception to be only when the student's condition, with supplementary aids and services, make such regular class education unsatisfactory.
- All required procedural safeguards must be guaranteed to the exceptional students and their parents. The parents will be provided with notices of procedural safeguards in each specified instance and all due process conditions will be satisfied with respect to the provision of a free appropriate public education.
- The District shall follow the established state and federal standards to protect the confidentiality of personally identifiable information at the collection, storage, disclosure, and destruction stages.
- To the extent essential to provide FAPE to children with disabilities aged three (3) through twenty-one (21), extended school year (ESY) services shall be made available and implemented as necessary.
- Criteria for the graduation of exceptional students, including accomplishment in reading, writing and mathematics, shall be as specified in the District policy on graduation requirements. Such standards shall be equivalent to or greater than those established by the State Board of Education.
- No later than March 1 of each year conduct a review of the reasonable and acceptable ratio of students per teacher for each disability category. The applicable ratios shall be specified in a regulation accompanying the District policy on class size.
- The discipline of exceptional students, and unevaluated students suspected of having a qualifying disability, is to be conducted in such a manner as to comply with FAPE and requirements of the IDEA.

The Superintendent is authorized and directed to establish procedures for the development and administration of the necessary programs, and to document District compliance with the law and this policy. Such procedures will be made available to staff members and to parents as necessary to enhance compliance.

Adopted: May 13, 2008

Revision:

Review:

**LEGAL REF.:**   A.R.S.   15-761  
                                  15-763  
                                  15-763.01  
                                  15-764  
                                  15-765- 15-769  
                                  15-771  
                                  15-773  
                                  15-881  
                                  15-1181 to 15-1185  
                                  15-1201 to 15-1205  
                                  36-555  
          A.A.C.   R7-2-401  
                                  R7-2-402  
                                  R7-2-403  
                                  R7-2-405  
                                  R7-2-601  
                                  R7-2-602  
                                  R7-2-603  
                  20 U.S.C. 1400 *et seq.*, Individuals with Disabilities Education Act  
                  29 U.S.C. 794, Rehabilitation Act of 1973, (Section 504)

**CROSS REF:**

**Replaces TUSD Policy # 6800 – Special Education**

Policy Code IHB — Exceptional Education Programs 5-13-08-1

**Tucson, Arizona**

## **GOVERNING BOARD POLICY**

**POLICY TITLE:** Exceptional Education Programs

**POLICY CODE:** IHB

**LEAD DEPARTMENT:** Exceptional Education

©

### **SPECIAL INSTRUCTIONAL PROGRAMS**

A long-range plan will be the basis for providing special education services for students with exceptional needs and education requirements. These services may include specialized programs, personnel, facilities, materials, and equipment needed to promote the individual physical, social, intellectual, and emotional growth of exceptional students.

The Superintendent shall develop ensure that procedures that provide educational opportunities for individuals with disabilities and that shall accomplish District compliance with federal laws including the Individuals with Disabilities Education Act (IDEA), the Arizona revised statutes, and the lawful regulations of the State Board of Education. Such procedures shall include, but not be limited to, the following provisions:

• **A. The District will ensure that all children with disabilities aged, between the age of birth (0) through twenty-one (21) years, within the District's jurisdiction are to be identified, located, and evaluated boundaries of the District, including children with disabilities who are homeless or wards of the state, and children with disabilities attending religious or private schools or home schools, regardless of the severity of their disability, and who are in need of special education and related services are identified, located, and evaluated.**

• **B. A free appropriate public education (FAPE) shall be available to all children with disabilities aged three (3) through twenty-one (21) years within the District's District's jurisdiction, including children advancing from grade to grade, those who have been suspended or expelled from school in accordance with the applicable IDEA rules and regulations, and any child with a disability the District has placed in or referred to a private school or facility. The District may refer to and contract with approved public or private agencies as necessary to ensure the provision of FAPE for children with disabilities. FAPE for an eligible student with a disability shall extend through conclusion of the instructional year during which the student attains the age of twenty-two (22).**

• **C. A full and individual initial evaluation encompassing existing and additional data shall be will be conducted for each child to determine if the child is a child with a disability and the educational needs of the child by the public education agency before the initial provision of special education and related services to a child with a disability in accordance with 34 C.F.R. 300.300–300.311 of the IDEA regulations. A reevaluation**

of each child ~~shall~~with a disability will be conducted ~~at least~~by the public education agency in accordance with 34 C.F.R. 300.300–300.311 of the IDEA regulations.  
~~every third year.~~

• ~~A~~D. Procedures for child identification and referral shall meet the requirements of the IDEA and its regulations, A.R.S. Title 15, chapter 7, and its regulations, and the State Board of Education rules R7-2-401.

E. The District shall ensure that an individualized education ~~plan~~program (IEP) shall ~~be~~is developed and implemented for each eligible child served by the District and for each eligible child the District ~~places~~ in or ~~refers~~referred to a private school or facility ~~by the District in accordance with 34 C.F.R. 300.320 – 300.325 of the IDEA regulations.~~ An IEP or an individualized family service plan (IFSP) will be in place for each child with a disability prior to the provision of FAPE.

• ~~F.~~ To the maximum extent appropriate, opportunities for the least restrictive ~~setting,~~environment, inclusion in educational exercises with regular program students, and for interaction with the total school environment will be provided to exceptional students, the exception to be only when the ~~student's~~student's condition, with supplementary aids and services, make such regular class education unsatisfactory ~~in accordance with 34 C.F.R. 300.114 – 300.117 of the IDEA regulations.~~

• ~~All required~~G. The District shall establish, maintain, and implement procedural safeguards ~~must be guaranteed to the exceptional students and their parents. The parents that meet the requirements of 34 C.F.R. 300.300 – 300.311 of the IDEA regulations.~~ Parents will be provided with notices of procedural safeguards in each specified instance and all due process conditions will be satisfied with respect to the provision of a free appropriate public education. ~~education.~~

• ~~H.~~ The District ~~shall follow~~will ensure that protection of the established state and federal standards to protect the confidentiality of personally any personal identifiable data, information at the collection, storage, and records collected or maintained by the District will be in accordance with 34 C.F.R. 300.611-300.627.  
~~disclosure, and destruction stages.~~

• ~~I.~~ To the extent essential to provide FAPE to children with disabilities aged three (3) through twenty-one (21), extended school year (ESY) services shall be made available and implemented as necessary.

• ~~J.~~ Criteria for the graduation of exceptional students, including accomplishment in reading, writing, and mathematics, shall be as specified in the District policy on graduation requirements. Such standards shall be equivalent to or greater than those established by the State Board of Education.

• ~~No~~K. Not later than March 1 of each year conduct a review of the reasonable and

acceptable ratio of students per teacher for each disability category. The applicable ratios shall be specified in a regulation accompanying the District policy on class size.

~~L.~~ The discipline of exceptional students, and unevaluated students suspected of having a qualifying disability, is to be conducted in such a manner as to comply with FAPE and requirements of ~~the~~ IDEA.

A child with a disability may be disciplined for a violation of the student code of conduct, including removal from his or her current placement to an appropriate interim alternative education setting, another setting, suspension, or expulsion in accordance with IDEA Regulations 34 C.F.R. 300.530 through 300.536.

For the purpose of this policy as it relates to a child with a disability, *home school district* means the school district in which the person resides who has legal custody of the child as provided in A.R.S. 15-824. If the child is a ward of the state and a specific person does not have legal custody of the child or is a ward of this state and the child is enrolled in an accommodation school pursuant to A.R.S. 15-913, the home school district is the district the child last attended or, if the child has not previously attended a public school in this state, the school district within which the child currently resides.

The Superintendent is authorized and directed to establish procedures for the development and administration of the necessary programs, and to document District compliance with the law and this policy. Such procedures will be made available to staff members and to parents as necessary to enhance compliance.

~~Policy Code IHB—Exceptional Education Programs 5-13-08-3~~

Adopted: ~~May 13, 2008~~ date of Manual adoption

Revision:

Review:

**LEGAL REF.:** ~~A.R.S. 15-761~~

~~15-763~~

~~15-763.01~~

~~15-764~~

~~15-765-15-769~~

~~15-771~~

~~15-773~~

~~15-881~~

~~15-1181 to 15-1185~~

~~15-1201 to 15-1205~~

~~36-555~~

~~A.A.C. R7-2-401~~

~~R7-2-402~~

~~R7-2-403~~

~~R7-2-405~~

~~R7-2-601~~

~~R7-2-602~~



~~R7-2-603~~

~~20 U.S.C. 1400 *et seq.*, Individuals with Disabilities Education Act~~

~~29 U.S.C. 794, Rehabilitation Act of 1973, (Section 504)~~

**~~CROSS REF:~~**

**~~Replaces TUSD Policy # 6800 – Special Education~~**LEGAL REF.:

A.R.S.

15-761

15-761.01

15-763

15-763.01

15-764

15-765 to 15-769

15-771

15-773

15-881

15-1181 to 15-1185

15-1201 to 15-1205

36-555

A.A.C.

R7-2-401

R7-2-402

R7-2-403

R7-2-405

R7-2-601

R7-2-602

R7-2-603

20 U.S.C. 1400 *et seq.*, Individuals with Disabilities Education Act

29 U.S.C. 794, Rehabilitation Act of 1973, (Section 504)

34 C.F.R. Part 300

CROSS REF.:

IIB - Class Size


IKE - Promotion and Retention of Students

IKF - Graduation Requirements

JKD - Student Suspension

JKE - Expulsion of Students

JR - Student Records

 <p><b>TUCSON UNIFIED</b> SCHOOL DISTRICT</p> <p><b>GOVERNING BOARD POLICY</b></p>	<p><b>POLICY TITLE:</b></p> <p><b>Exceptional Education Instructional Programs</b></p>
	<p><b>POLICY CODE: IHB</b></p>

**Scope of Services**

A long-range plan will be the basis for providing special education services for students with exceptional needs and education requirements. These services may include specialized programs, personnel, facilities, materials, and equipment needed to promote the individual physical, social, intellectual, and emotional growth of exceptional students.

**Compliance with the Law**

The Superintendent shall ensure that procedures provide educational opportunities for individuals with disabilities and shall accomplish District compliance with federal laws including the Individuals with Disabilities Education Act (IDEA), the Arizona revised statutes, and the lawful regulations of the State Board of Education. Such procedures shall include, but not be limited to, the following provisions:

- A. The District will ensure that all children with disabilities, between the age of birth (0) through twenty-one (21) years, within the boundaries of the District, including children with disabilities who are homeless or wards of the state, and children with disabilities attending private schools or home schools, regardless of the severity of their disability, and who are in need of special education and related services are identified, located, and evaluated.
- B. A free appropriate public education (FAPE) shall be available to all children with disabilities aged three (3) through twenty-one (21) years within the District's jurisdiction, including children

advancing from grade to grade, those who have been suspended or expelled from school in accordance with the applicable IDEA rules and regulations, and any child with a disability the District has placed in or referred to a private school or facility. The District may refer to and contract with approved public or private agencies as necessary to ensure the provision of FAPE for children with disabilities. FAPE for an eligible student with a disability shall extend through conclusion of the instructional year during which the student attains the age of twenty-two (22).

- C. A full and individual initial evaluation will be conducted by the public education agency before the initial provision of special education and related services to a child with a disability in accordance with [34 C.F.R. 300.300–300.311](#) of the IDEA regulations. A reevaluation of each child with a disability will be conducted by the public education agency in accordance with [34 C.F.R. 300.300–300.311](#) of the IDEA regulations.
- D. Procedures for child identification and referral shall meet the requirements of the IDEA and its regulations, A.R.S. Title 15, chapter 7, and its regulations, and the State Board of Education rules [R7-2-401](#).
- E. The District shall ensure that an individualized education program (IEP) is developed and implemented for each eligible child served by the District and for each eligible child the District places in or referred to a private school or facility by the District in accordance with [34 C.F.R. 300.320 – 300.325](#) of the IDEA regulations. An IEP or an individualized family service plan (IFSP) will be in place for each child with a disability prior to the provision of FAPE.
- F. To the maximum extent appropriate, opportunities for the least restrictive environment, inclusion in educational exercises with regular program students, and for interaction with the total school environment will be provided to exceptional students, the exception to be only when the student's condition, with supplementary aids and services, make such regular class education unsatisfactory in accordance with [34 C.F.R. 300.114 – 300.117](#) of the IDEA regulations.
- G. The District shall establish, maintain, and implement procedural safeguards that meet the requirements of 34 C.F.R. 300.300 – 300.311 of the IDEA regulations. Parents will be provided with

notices of procedural safeguards in each specified instance and all due process conditions will be satisfied with respect to the provision of a free appropriate public education.

- H. The District will ensure that protection of the confidentiality of any personal identifiable data, information, and records collected or maintained by the District will be in accordance with [34 C.F.R. 300.611-300.627](#).
- I. To the extent essential to provide FAPE to children with disabilities aged three (3) through twenty-one (21), extended school year (ESY) services shall be made available and implemented as necessary.
- J. Criteria for the graduation of exceptional students, including accomplishment in reading, writing, and mathematics, shall be as specified in the District policy on graduation requirements. Such standards shall be equivalent to or greater than those established by the State Board of Education.
- K. Not later than March 1 of each year conduct a review of the reasonable and acceptable ratio of students per teacher for each disability category. The applicable ratios shall be specified in a regulation accompanying the District policy on class size.
- L. The discipline of exceptional students, and unevaluated students suspected of having a qualifying disability, is to be conducted in such a manner as to comply with FAPE and requirements of IDEA.

#### **Discipline**

A child with a disability may be disciplined for a violation of the student code of conduct, including removal from his or her current placement to an appropriate interim alternative education setting, another setting, suspension, or expulsion in accordance with IDEA Regulations [34 C.F.R. 300.530 through 300.536](#).

#### **Home School District**

For the purpose of this policy as it relates to a child with a disability, *home school district* means the school district in which the person resides who has legal custody of the child as provided in A.R.S. [15-824](#). If the child is a ward of the state and a specific person does not have legal custody of the child or is a ward of this state and the child is enrolled in an accommodation school pursuant to A.R.S. [15-913](#), the home school district is the district the child last attended or, if the child has not previously attended a public school in this state,

the school district within which the child currently resides.

**Provide Notice of  
Procedures and  
Document  
Compliance**

The Superintendent is authorized and directed to establish procedures for the development and administration of the necessary programs, and to document District compliance with the law and this policy. Such procedures will be made available to staff members and to parents as necessary to enhance compliance.

Adopted: May 13, 2008 (Replaces TUSD Policy # 6800 – Special Education)

Revised: \_\_\_\_\_

LEGAL REF.:

A.R.S. §

[15-761](#)

[15-761.01](#)

[15-763](#)

[15-763.01](#)

[15-764](#)

[15-765](#) to [15-769](#)

[15-771](#)

[15-773](#)

[15-881](#)

[15-1181](#) to [15-1185](#)

[15-1201](#) to [15-1205](#)

[36-555](#)

A.A.C.

[R7-2-401](#)

[R7-2-402](#)

[R7-2-403](#)

[R7-2-405](#)

[R7-2-601](#)

[R7-2-602](#)

[R7-2-603](#)

[20 U.S.C. 1400 et seq., Individuals with Disabilities Education Act](#)

[29 U.S.C. 794, Rehabilitation Act of 1973, \(Section 504\)](#)

[34 C.F.R. Part 300](#)

CROSS REF.:

[IIB – Class Size](#)

[IKE – Promotion and Retention of Students](#)

[IKF – Graduation Requirements](#)

JK – Student Discipline  
JR – Student Records



## POLICY

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MEETING      November 13, 2018  
OF:

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TITLE:              Governing Board Policy IHB - Exceptional Education Instructional Programs (Revision) per R7-2-401

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ITEM #:            14

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Information:

Study:              X

Action:             X

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### PURPOSE:

On October 23, 2017, the Arizona School Board of Education adopted rules in the area of Special Education (R7-2-401). Policy IHB along with the Regulation have been adjusted to conform to the work of the State Board. The Arizona Department of Education is requiring districts to file a Certification Form that verifies that the governing board has approved policies reflecting the statutory changes noted in the attached Track Changes version of Policy IHB – Exceptional Education Instructional Programs. The Form certifying adoption of the conforming policies must be submitted to the State Department of Education by January 1, 2019.

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### STATEMENT OF POLICY:

Recent mandatory revisions to policy are highlighted in yellow in the attached "Track Changes" version of Policy IHB, and include revisions to Paragraphs A,C,D,E,F,G,J and additional discipline provisions (see attached "IHB--Track Changes" sections highlighted in yellow font). Black font is language currently contained in TUSD's Policy IHB. All red font changes are those recommended to align TUSD's policy to the ASBA model policy. Those red font changes that are further highlighted in yellow include the mandatory revisions required to be adopted by the Board prior to January 1, 2019 (per the Arizona Department of Education).

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### KEY POINTS ABOUT THE POLICY:

These policy changes, mandated by ADE, are made to mirror language in Federal Regulations, and will not change practice in TUSD.

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### REPLACES WHAT POLICY:

N/A

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### EXECUTIVE SUMMARY:

See above

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OTHER POLICIES IMPACTED:

IHB-R

WHO HAS REVIEWED THE POLICY:

- 10/5/18: Maura Clark-Ingle, Director, Exceptional Education
- 10/5/18: Dr. Gabriel Trujillo, Superintendent
- 10/5/18: Partnership Groups
- 10/5/18: Posted for Public Comment. No Comments Received.
- 10/23/18: Governing Board First review - Study only.
- 10/24/18: Posted for Public Comment, deadline 11/9/18.
- 11/13/18: Scheduled for Governing Board review, Study/Action.

LEGAL CONSIDERATIONS:

Mandatory Revisions to Policy IHB need to be Board Approved prior to January 1, 2019. See attached Certification form from ADE.

For all Intergovernmental Agreements (IGAs), Initiator of Agenda Item provides the name of the agency responsible for recording the Agreement after approval:

For amendments to current IGAs, Initiator provides original IGA recording number:

Legal Advisor Signature (if applicable)

BUDGET CONSIDERATIONS:

<input type="checkbox"/>	District Budget
<input type="checkbox"/>	State/Federal Funds
<input type="checkbox"/>	Other
<input type="checkbox"/>	<u>Budget Cost</u>
<input type="checkbox"/>	<u>Budget Code</u>

INITIATOR(S):

Robert S. Ross, Jr., Esq.	10/29/18
Name	Date

DOCUMENTS ATTACHED/ ON FILE IN BOARD OFFICE:

ATTACHMENTS:
Click to download
<a href="#">IHB Current TUSD Policy</a>
<a href="#">IHB Tracked changes with statutory updates</a>
<a href="#">IHB Revised Final with Statutory changes</a>
<a href="#">ADE Certification Page</a>





TUCSON UNIFIED SCHOOL DISTRICT  
GOVERNING BOARD  
DRAFT AGENDA FOR REGULAR BOARD MEETING\*

TIME: November 13, 2018  
4:00 p.m.

PLACE: Multipurpose Room  
Duffy Community Center  
5145 East Fifth Street  
Tucson, Arizona 85711

CALL TO ORDER

ACTION ITEM

- 4:00 p.m.      1.    Schedule an executive meeting at this time to consider the following matters:
- A. Student matters pursuant to A.R.S. §§15-342, 15-521, and 15-843; A.R.S. §38-431.03 (A)(2) (consideration of records exempt by law from public inspection); legal advice/instruction to attorney pursuant to A.R.S. §38-431.03 Subsections (A)(3) and (A)(4)
    - 1) Hearing Officer's Recommendation
  - B. Personnel issues pursuant to A.R.S. §38-431.03 (A)(1); legal advice/instruction to attorney pursuant to A.R.S. §38-431.03 (A)(3) and (A)(4); and consideration of records exempt by law from public inspection (A)(2)
    - 1) Appointment of Coordinator of Staff Services for Governing Board
  - C. Discussion or consultation with the attorneys of the Governing Board in order to consider its position and instruct its attorneys regarding the Governing Board's position regarding pending litigation pursuant to A.R.S. §38-431.02 (A)(4)
    - 1) District-Owned Intellectual Property
    - 2) Fisher-Mendoza, etc. v. TUSD, et al.
  - D. Discussions or consultations with designated representatives of the public body in order to consider its position and instruct its representatives pursuant A.R.S. §38-431.03 Subsections (A)(5); legal advice/instruction to attorney pursuant to A.R.S. §38-431.03 (A)(3) and (A)(4)
    - 1) Negotiations with employee organizations
  - E. Discussions or consultations with designated representatives of the public body in order to consider its position and instruct its representatives regarding negotiations for the purchase, sale or lease of real property pursuant to A.R.S. §38-431.03 Subsection (A)(7)
    - 1) Pascua Yaqui Tribe Use of the Former Hohokam Middle School
    - 2) Howenstine High School Update

Agenda for Regular Board Meeting  
November 13, 2018 – 4:00 p.m.  
Page 2

ACTION ITEM

MOTION AND VOTE TO RECESS REGULAR MEETING TO EXECUTIVE SESSION

RECESS REGULAR MEETING TO EXECUTIVE SESSION

ACTION ITEM

MOTION AND VOTE TO ADJOURN EXECUTIVE MEETING AND RECONVENE REGULAR MEETING – appx 5:30 p.m.

Multipurpose Room  
Duffy Community Center  
5145 East Fifth Street  
Tucson, Arizona 85711

5:30 p.m.

PLEDGE OF ALLEGIANCE

INFORMATION ITEM

2. Superintendent's Report

CALL TO THE AUDIENCE (45 Minutes) *(Pursuant to Governing Board Policy No. BEDB, at the conclusion of the Call to the Audience, the Governing Board President will ask if individual members wish to respond to criticism made by those who have addressed the Board, wish to ask staff to review a matter, or wish to ask that a matter be put on a future agenda. No more than two board members may address each criticism.)*

CONSENT AGENDA\*\*

3. a) Approval of Talent Acquisition, Transfers, Separations, Changes and Leaves of Absence
- b) Approval of Supplemental Materials for Finance Math Classes at Pueblo High School for the 2018-2019 School Year
- c) Course Approval – The Big History Project
- d) Approval to Award Invitation for Bids (IFB) 19-53-19 Shelf Stable Fruits and Vegetables (Food Service)
- e) Minutes of Tucson Unified School District Governing Board Meetings
- 1) Regular Board Meeting, September 11, 2018
  - 2) Special Board Meeting, September 25, 2018
  - 3) Special Board Meeting, October 3, 2018
- f) Fiscal Year 2018-2019 Public Gifts and Donations to Schools Quarterly Report (1<sup>st</sup> Quarter)

Agenda for Regular Board Meeting

November 13, 2018 – 4:00 p.m.

Page 3

- g) Acceptance of the Summary of Student Activity Funds for the Period of July 1, 2018 through September 30, 2018
- h) Ratification of Salary and Non-Salary Vouchers for the Period Beginning October 1, 2018 and Ending October 31, 2018
- i) Authorization for Newly-Elected Governing Board Member(s) to attend the Arizona School Boards Association 61<sup>st</sup> Annual Pre-Conference: New Member Orientation, December 12, 2018, Phoenix, Arizona

ACTION ITEMS

- 4. Approval of the Intergovernmental Agreement between Tucson Unified School District and the City of Tucson for Cost Shared School Resource Officers (SRO) from TPD for the 2018-2019 SY, with Authorization for the Superintendent to Execute the Agreement (Cholla, Catalina, Palo Verde Magnet and Santa Rita high schools; and, Booth-Fickett Math-Science K-8 Magnet School)
- 5. Review, Approve and Adopt the Memorandum of Agreement with Tucson Education Association (TEA) and thereby Authorize an Update to Degree Compensation Language Under Article 29-7 of the TEA Consensus Agreement
- 6. Proposed Changes to the Arizona School Boards Association (ASBA) Bylaws
- 7. Tucson Unified School District Three-Year Integration Plan

STUDY/ACTION ITEMS

- 8. Tucson Unified School District Areas of Legislative Advocacy for the 2018-2019 Arizona Legislative Session
- 9. Cost Savings to be Implemented at Tucson Unified School District Infant Early Learning Centers (IELCs)
- 10. Discussion by Board Members of Agenda Items with the Possibility of Directing the Administration to Consider the Items for 2019-2020 – Requested by Board President Michael Hicks
- 11. Governing Board Policy DAA – *Contingency Reserve Requirement* (new) – Requested by Board Member Adelita Grijalva
- 12. Governing Board Policy DBC - *Requiring Board Authorization for Expenditure of School Plant Funds* (revision) – Requested by Governing Board Member Rachael Sedgwick

Agenda for Regular Board Meeting

November 13, 2018 – 4:00 p.m.

Page 4

13. Governing Board Policy GBP– *Prohibited Personnel Practices* (revision) – Requested by Board Member Mark Stegeman
14. Governing Board Policy IHB – *Exceptional Education Instructional Programs* (revision), Per R7-2-401
15. Governing Board Policy IJJ – *Test/Supplementary Materials Selection and Adoption* (revision) – Requested by Board Member Rachael Sedgwick
16. Governing Board Policy JICA - *Student Dress Code* (revision) [Regulation and Exhibit Attached for Informational Purposes] – Requested by Board Member Adelita Grijalva

INFORMATION ITEM

17. University of Arizona Tech Parks Proposed Partnership with Tucson Unified

STUDY ITEMS

18. Tucson Unified School District Calendars for: 2019-2020, 2020-2021, and 2021-2022
19. Tucson Unified School District Enrollment Task Force: Recommendations for Action

FUTURE MEETING DATES AND AGENDA ITEMS (A board member may propose future agenda item(s), with limited discussion. The discussion should center around the purpose of placing the item on the next most appropriate agenda for consideration and action as necessary. Ref: Governing Board Policy BEDB)

10:00 p.m. MOTION AND VOTE TO EXTEND OR ADJOURN REGULAR MEETING

ADJOURNMENT

- One or more Governing Board members will/may participate by telephonic or video communications.
- Names and details, including available support documents, may be obtained during regular business hours at the TUSD Governing Board Office.
- Persons with a disability may request a reasonable accommodation, such as a sign language interpreter, by contacting Translations/Interpretations Services at 225-4600. Requests should be made as early as possible to arrange the accommodation.
- Upon request, TUSD will provide a certified interpreter to interpret Governing Board meetings whenever possible. Please contact Translations/Interpretations Services at 225-4672 at least 72 hours prior to the event. Every effort will be made to honor requests for interpretation services made with less than 72 hours' notice.
- Previa petición, TUSD proporcionará un intérprete certificado para interpretar la agenda de las reuniones de la Mesa Directiva o de proporcionar los servicios de interpretación en la reuniones de la Mesa Directiva cuando sea posible. Favor de contactar los Servicios de Traducción/Interpretación al teléfono 225-4672 cuando menos 72 horas antes del evento. Se hará todo lo posible para proporcionar los servicios de interpretación realizados con menos de 72 horas de anticipación.
- If authorized by a majority vote of the members of the Governing Board, any matter on the open meeting agenda may be discussed in executive session for the purpose of obtaining legal advice thereon, pursuant to A.R.S. 38-431.03 (A)(3). The executive session will be held immediately after the vote and will not be open to the public.
- The order of items on this agenda may be modified during the meeting at the discretion of the Board President or upon a motion to amend the order of business which is approved by a 2/3 vote of the Board.

Arizona Department of Education



Exceptional Student Services  
Policies and Procedures

## Board Approval Certification Form

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Agency:

CTDS:

School Year:

I certify that the special education policies and procedures have been updated in accordance with the statutory changes and approved by the governing board.

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Signature

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Signature Date

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Signer's Title

Signature must be from one of the following: charter holder, superintendent, board president.

Print Date: 10/2/2018

 <b>Tucson, Arizona</b> <b>GOVERNING BOARD POLICY</b>	POLICY TITLE: Exceptional Education Programs
	POLICY CODE: IHB
	LEAD DEPARTMENT: Exceptional Education

## SPECIAL INSTRUCTIONAL PROGRAMS

A long-range plan will be the basis for providing special education services for students with exceptional needs and education requirements. These services may include specialized programs, personnel, facilities, materials, and equipment needed to promote the individual physical, social, intellectual, and emotional growth of exceptional students.

The Superintendent shall develop procedures that provide educational opportunities for individuals with disabilities and that accomplish District compliance with federal laws including the Individuals with Disabilities Education Act (IDEA), the Arizona revised statutes, and the lawful regulations of the State Board of Education. Such procedures shall include, but not be limited to, the following provisions:

- All children with disabilities aged birth (0) through twenty-one (21) years within the District's jurisdiction are to be identified, located, and evaluated including children attending religious or private schools who are in need of special education and related services.
- A free appropriate public education (FAPE) shall be available to all children with disabilities aged three (3) through twenty-one (21) years within the District's jurisdiction, including children advancing from grade to grade, those who have been suspended or expelled from school in accordance with the applicable IDEA rules and regulations, and any child with a disability the District has placed in or referred to a private school or facility. The District may refer to and contract with approved public or private agencies as necessary to ensure the provision of FAPE for children with disabilities. FAPE for an eligible student with a disability shall extend through conclusion of the instructional year during which the student attains the age of twenty-two (22).
- A full individual evaluation encompassing existing and additional data shall be conducted for each child to determine if the child is a child with a disability and the educational needs of the child before the initial provision of special education and related services. A reevaluation of each child shall be conducted at least every third year.

- An individualized education plan (IEP) shall be developed and implemented for each eligible child served by the District and for each eligible child the District places in or refers to a private school or facility. An IEP or an individualized family service plan (IFSP) will be in place for each child with a disability prior to the provision of FAPE.
- To the maximum extent appropriate, opportunities for the least restrictive setting, inclusion in educational exercises with regular program students, and for interaction with the total school environment will be provided to exceptional students, the exception to be only when the student's condition, with supplementary aids and services, make such regular class education unsatisfactory.
- All required procedural safeguards must be guaranteed to the exceptional students and their parents. The parents will be provided with notices of procedural safeguards in each specified instance and all due process conditions will be satisfied with respect to the provision of a free appropriate public education.
- The District shall follow the established state and federal standards to protect the confidentiality of personally identifiable information at the collection, storage, disclosure, and destruction stages.
- To the extent essential to provide FAPE to children with disabilities aged three (3) through twenty-one (21), extended school year (ESY) services shall be made available and implemented as necessary.
- Criteria for the graduation of exceptional students, including accomplishment in reading, writing and mathematics, shall be as specified in the District policy on graduation requirements. Such standards shall be equivalent to or greater than those established by the State Board of Education.
- No later than March 1 of each year conduct a review of the reasonable and acceptable ratio of students per teacher for each disability category. The applicable ratios shall be specified in a regulation accompanying the District policy on class size.
- The discipline of exceptional students, and unevaluated students suspected of having a qualifying disability, is to be conducted in such a manner as to comply with FAPE and requirements of the IDEA.

The Superintendent is authorized and directed to establish procedures for the development and administration of the necessary programs, and to document District compliance with the law and this policy. Such procedures will be made available to staff members and to parents as necessary to enhance compliance.



Adopted: May 13, 2008

Revision:

Review:

**LEGAL REF.:** A.R.S. 15-761  
15-763  
15-763.01  
15-764  
15-765- 15-769  
15-771  
15-773  
15-881  
15-1181 to 15-1185  
15-1201 to 15-1205  
36-555  
A.A.C. R7-2-401  
R7-2-402  
R7-2-403  
R7-2-405  
R7-2-601  
R7-2-602  
R7-2-603  
20 U.S.C. 1400 *et seq.*, Individuals with Disabilities Education Act  
29 U.S.C. 794, Rehabilitation Act of 1973, (Section 504)

**CROSS REF:**

**Replaces TUSD Policy # 6800 – Special Education**

Policy Code IHB — Exceptional Education Programs 5-13-08-1

**Tucson, Arizona**

## **GOVERNING BOARD POLICY**

**POLICY TITLE:** Exceptional Education Programs

**POLICY CODE:** IHB

**LEAD DEPARTMENT:** Exceptional Education

©

### **SPECIAL INSTRUCTIONAL PROGRAMS**

A long-range plan will be the basis for providing special education services for students with exceptional needs and education requirements. These services may include specialized programs, personnel, facilities, materials, and equipment needed to promote the individual physical, social, intellectual, and emotional growth of exceptional students.

The Superintendent shall develop ensure that procedures that provide educational opportunities for individuals with disabilities and that shall accomplish District compliance with federal laws including the Individuals with Disabilities Education Act (IDEA), the Arizona revised statutes, and the lawful regulations of the State Board of Education. Such procedures shall include, but not be limited to, the following provisions:

• **A. The District will ensure that all children with disabilities aged, between the age of birth (0) through twenty-one (21) years, within the District's jurisdiction are to be identified, located, and evaluated boundaries of the District, including children with disabilities who are homeless or wards of the state, and children with disabilities attending religious or private schools or home schools, regardless of the severity of their disability, and who are in need of special education and related services are identified, located, and evaluated.**

• **B. A free appropriate public education (FAPE) shall be available to all children with disabilities aged three (3) through twenty-one (21) years within the District's District's jurisdiction, including children advancing from grade to grade, those who have been suspended or expelled from school in accordance with the applicable IDEA rules and regulations, and any child with a disability the District has placed in or referred to a private school or facility. The District may refer to and contract with approved public or private agencies as necessary to ensure the provision of FAPE for children with disabilities. FAPE for an eligible student with a disability shall extend through conclusion of the instructional year during which the student attains the age of twenty-two (22).**

• **C. A full and individual initial evaluation encompassing existing and additional data shall be will be conducted for each child to determine if the child is a child with a disability and the educational needs of the child by the public education agency before the initial provision of special education and related services to a child with a disability in accordance with 34 C.F.R. 300.300–300.311 of the IDEA regulations. A reevaluation**

of each child ~~shall~~with a disability will be conducted ~~at least~~by the public education agency in accordance with 34 C.F.R. 300.300–300.311 of the IDEA regulations.  
~~every third year.~~

• ~~A~~D. Procedures for child identification and referral shall meet the requirements of the IDEA and its regulations, A.R.S. Title 15, chapter 7, and its regulations, and the State Board of Education rules R7-2-401.

E. The District shall ensure that an individualized education ~~plan~~program (IEP) shall ~~be~~is developed and implemented for each eligible child served by the District and for each eligible child the District ~~places~~ in or ~~refers~~referred to a private school or facility ~~by the District in accordance with 34 C.F.R. 300.320 – 300.325 of the IDEA regulations.~~ An IEP or an individualized family service plan (IFSP) will be in place for each child with a disability prior to the provision of FAPE.

• ~~F.~~ To the maximum extent appropriate, opportunities for the least restrictive ~~setting,~~environment, inclusion in educational exercises with regular program students, and for interaction with the total school environment will be provided to exceptional students, the exception to be only when the ~~student's~~student's condition, with supplementary aids and services, make such regular class education unsatisfactory ~~in accordance with 34 C.F.R. 300.114 – 300.117 of the IDEA regulations.~~

• ~~All required~~G. The District shall establish, maintain, and implement procedural safeguards ~~must be guaranteed to the exceptional students and their parents. The parents that meet the requirements of 34 C.F.R. 300.300 – 300.311 of the IDEA regulations.~~ Parents will be provided with notices of procedural safeguards in each specified instance and all due process conditions will be satisfied with respect to the provision of a free appropriate public education.

• ~~H.~~ The District ~~shall follow~~will ensure that protection of the established state and federal standards to protect the confidentiality of personally any personal identifiable data, information at the collection, storage, and records collected or maintained by the District will be in accordance with 34 C.F.R. 300.611-300.627.  
~~disclosure, and destruction stages.~~

• ~~I.~~ To the extent essential to provide FAPE to children with disabilities aged three (3) through twenty-one (21), extended school year (ESY) services shall be made available and implemented as necessary.

• ~~J.~~ Criteria for the graduation of exceptional students, including accomplishment in reading, writing, and mathematics, shall be as specified in the District policy on graduation requirements. Such standards shall be equivalent to or greater than those established by the State Board of Education.

• ~~No~~K. Not later than March 1 of each year conduct a review of the reasonable and

acceptable ratio of students per teacher for each disability category. The applicable ratios shall be specified in a regulation accompanying the District policy on class size.

~~L.~~ The discipline of exceptional students, and unevaluated students suspected of having a qualifying disability, is to be conducted in such a manner as to comply with FAPE and requirements of ~~the~~ IDEA.

A child with a disability may be disciplined for a violation of the student code of conduct, including removal from his or her current placement to an appropriate interim alternative education setting, another setting, suspension, or expulsion in accordance with IDEA Regulations 34 C.F.R. 300.530 through 300.536.

For the purpose of this policy as it relates to a child with a disability, *home school district* means the school district in which the person resides who has legal custody of the child as provided in A.R.S. 15-824. If the child is a ward of the state and a specific person does not have legal custody of the child or is a ward of this state and the child is enrolled in an accommodation school pursuant to A.R.S. 15-913, the home school district is the district the child last attended or, if the child has not previously attended a public school in this state, the school district within which the child currently resides.

The Superintendent is authorized and directed to establish procedures for the development and administration of the necessary programs, and to document District compliance with the law and this policy. Such procedures will be made available to staff members and to parents as necessary to enhance compliance.

~~Policy Code IHB—Exceptional Education Programs 5-13-08-3~~

Adopted: ~~May 13, 2008~~ date of Manual adoption

Revision:

Review:

**LEGAL REF.:** ~~A.R.S. 15-761~~

~~15-763~~

~~15-763.01~~

~~15-764~~

~~15-765-15-769~~

~~15-771~~

~~15-773~~

~~15-881~~

~~15-1181 to 15-1185~~

~~15-1201 to 15-1205~~

~~36-555~~

~~A.A.C. R7-2-401~~

~~R7-2-402~~

~~R7-2-403~~

~~R7-2-405~~

~~R7-2-601~~

~~R7-2-602~~

R7-2-603

~~20 U.S.C. 1400 *et seq.*, Individuals with Disabilities Education Act~~

~~29 U.S.C. 794, Rehabilitation Act of 1973, (Section 504)~~

**CROSS REF:**

**Replaces TUSD Policy # 6800 – Special Education**LEGAL REF.:

A.R.S.

15-761

15-761.01

15-763

15-763.01

15-764

15-765 to 15-769

15-771

15-773

15-881

15-1181 to 15-1185

15-1201 to 15-1205

36-555

A.A.C.

R7-2-401

R7-2-402

R7-2-403

R7-2-405

R7-2-601

R7-2-602

R7-2-603

20 U.S.C. 1400 *et seq.*, Individuals with Disabilities Education Act

29 U.S.C. 794, Rehabilitation Act of 1973, (Section 504)

34 C.F.R. Part 300

CROSS REF.:

IIB - Class Size


IKE - Promotion and Retention of Students

IKF - Graduation Requirements

JKD - Student Suspension

JKE - Expulsion of Students

JR - Student Records

 <p><b>TUCSON UNIFIED</b> SCHOOL DISTRICT</p> <p><b>GOVERNING BOARD POLICY</b></p>	<p><b>POLICY TITLE:</b></p> <p><b>Exceptional Education Instructional Programs</b></p>
	<p><b>POLICY CODE: IHB</b></p>

**Scope of Services**

A long-range plan will be the basis for providing special education services for students with exceptional needs and education requirements. These services may include specialized programs, personnel, facilities, materials, and equipment needed to promote the individual physical, social, intellectual, and emotional growth of exceptional students.

**Compliance with the Law**

The Superintendent shall ensure that procedures provide educational opportunities for individuals with disabilities and shall accomplish District compliance with federal laws including the Individuals with Disabilities Education Act (IDEA), the Arizona revised statutes, and the lawful regulations of the State Board of Education. Such procedures shall include, but not be limited to, the following provisions:

- A. The District will ensure that all children with disabilities, between the age of birth (0) through twenty-one (21) years, within the boundaries of the District, including children with disabilities who are homeless or wards of the state, and children with disabilities attending private schools or home schools, regardless of the severity of their disability, and who are in need of special education and related services are identified, located, and evaluated.
- B. A free appropriate public education (FAPE) shall be available to all children with disabilities aged three (3) through twenty-one (21) years within the District's jurisdiction, including children

advancing from grade to grade, those who have been suspended or expelled from school in accordance with the applicable IDEA rules and regulations, and any child with a disability the District has placed in or referred to a private school or facility. The District may refer to and contract with approved public or private agencies as necessary to ensure the provision of FAPE for children with disabilities. FAPE for an eligible student with a disability shall extend through conclusion of the instructional year during which the student attains the age of twenty-two (22).

- C. A full and individual initial evaluation will be conducted by the public education agency before the initial provision of special education and related services to a child with a disability in accordance with [34 C.F.R. 300.300–300.311](#) of the IDEA regulations. A reevaluation of each child with a disability will be conducted by the public education agency in accordance with [34 C.F.R. 300.300–300.311](#) of the IDEA regulations.
- D. Procedures for child identification and referral shall meet the requirements of the IDEA and its regulations, A.R.S. Title 15, chapter 7, and its regulations, and the State Board of Education rules [R7-2-401](#).
- E. The District shall ensure that an individualized education program (IEP) is developed and implemented for each eligible child served by the District and for each eligible child the District places in or referred to a private school or facility by the District in accordance with [34 C.F.R. 300.320 – 300.325](#) of the IDEA regulations. An IEP or an individualized family service plan (IFSP) will be in place for each child with a disability prior to the provision of FAPE.
- F. To the maximum extent appropriate, opportunities for the least restrictive environment, inclusion in educational exercises with regular program students, and for interaction with the total school environment will be provided to exceptional students, the exception to be only when the student's condition, with supplementary aids and services, make such regular class education unsatisfactory in accordance with [34 C.F.R. 300.114 – 300.117](#) of the IDEA regulations.
- G. The District shall establish, maintain, and implement procedural safeguards that meet the requirements of 34 C.F.R. 300.300 – 300.311 of the IDEA regulations. Parents will be provided with

notices of procedural safeguards in each specified instance and all due process conditions will be satisfied with respect to the provision of a free appropriate public education.

- H. The District will ensure that protection of the confidentiality of any personal identifiable data, information, and records collected or maintained by the District will be in accordance with [34 C.F.R. 300.611-300.627](#).
- I. To the extent essential to provide FAPE to children with disabilities aged three (3) through twenty-one (21), extended school year (ESY) services shall be made available and implemented as necessary.
- J. Criteria for the graduation of exceptional students, including accomplishment in reading, writing, and mathematics, shall be as specified in the District policy on graduation requirements. Such standards shall be equivalent to or greater than those established by the State Board of Education.
- K. Not later than March 1 of each year conduct a review of the reasonable and acceptable ratio of students per teacher for each disability category. The applicable ratios shall be specified in a regulation accompanying the District policy on class size.
- L. The discipline of exceptional students, and unevaluated students suspected of having a qualifying disability, is to be conducted in such a manner as to comply with FAPE and requirements of IDEA.

#### **Discipline**

A child with a disability may be disciplined for a violation of the student code of conduct, including removal from his or her current placement to an appropriate interim alternative education setting, another setting, suspension, or expulsion in accordance with IDEA Regulations [34 C.F.R. 300.530 through 300.536](#).

#### **Home School District**

For the purpose of this policy as it relates to a child with a disability, *home school district* means the school district in which the person resides who has legal custody of the child as provided in A.R.S. [15-824](#). If the child is a ward of the state and a specific person does not have legal custody of the child or is a ward of this state and the child is enrolled in an accommodation school pursuant to A.R.S. [15-913](#), the home school district is the district the child last attended or, if the child has not previously attended a public school in this state,



the school district within which the child currently resides.

**Provide Notice of  
Procedures and  
Document  
Compliance**

The Superintendent is authorized and directed to establish procedures for the development and administration of the necessary programs, and to document District compliance with the law and this policy. Such procedures will be made available to staff members and to parents as necessary to enhance compliance.

Adopted: May 13, 2008 (Replaces TUSD Policy # 6800 – Special Education)

Revised: \_\_\_\_\_

LEGAL REF.:

A.R.S. §

[15-761](#)

[15-761.01](#)

[15-763](#)

[15-763.01](#)

[15-764](#)

[15-765](#) to [15-769](#)

[15-771](#)

[15-773](#)

[15-881](#)

[15-1181](#) to [15-1185](#)

[15-1201](#) to [15-1205](#)

[36-555](#)

A.A.C.

[R7-2-401](#)

[R7-2-402](#)

[R7-2-403](#)

[R7-2-405](#)

[R7-2-601](#)

[R7-2-602](#)

[R7-2-603](#)

[20 U.S.C. 1400 et seq., Individuals with Disabilities Education Act](#)

[29 U.S.C. 794, Rehabilitation Act of 1973, \(Section 504\)](#)

[34 C.F.R. Part 300](#)

CROSS REF.:

[IIB – Class Size](#)

[IKE – Promotion and Retention of Students](#)

[IKF – Graduation Requirements](#)

JK – Student Discipline  
JR – Student Records

TUCSON UNIFIED SCHOOL DISTRICT  
GOVERNING BOARD  
AGENDA FOR REGULAR BOARD MEETING\*

TIME: December 11, 2018  
4:00 p.m.

PLACE: Multipurpose Room  
Duffy Community Center  
5145 East Fifth Street  
Tucson, Arizona 85711

CALL TO ORDER

ACTION ITEM

- 4:00 p.m.
1. Schedule an executive meeting at this time to consider the following matters:
    - A. Student matters pursuant to A.R.S. §§15-342, 15-521 and 15-843; A.R.S. §38-431.03 (A)(2) (consideration of records exempt by law from public inspection); legal advice/instruction to attorney pursuant to A.R.S. §38-431.03 Subsections (A)(3) and (A)(4)
      - 1) Hearing Officer's Recommendation
    - B. Personnel issues pursuant to A.R.S. §38-431.03 (A)(1); legal advice/instruction to attorney pursuant to A.R.S. §38-431.03 (A)(3) and (A)(4); and consideration of records exempt by law from public inspection (A)(2)
      - 1) Administrative Appointments, Reassignment and Transfers
        - Director, Transportation
      - 2) Superintendent's Evaluation
    - C. Discussion or consultation with the attorneys of the Governing Board in order to consider its position and instruct its attorneys regarding the Governing Board's position regarding pending litigation pursuant to A.R.S. §38-431.02 (A)(4)
      - 1) Fisher-Mendoza, etc. v. TUSD, et al.
      - 2) Approval of Due Process Resolution Agreement
    - D. Discussions or consultations with designated representatives of the public body in order to consider its position and instruct its representatives pursuant to A.R.S. §38-431.03 Subsections (A)(5); legal advice/instruction to attorney pursuant to A.R.S. §38-431.03 (A)(3) and (A)(4)
      - 1) Negotiations with employee organizations

ACTION ITEM

MOTION AND VOTE TO RECESS REGULAR MEETING TO EXECUTIVE SESSION

Agenda for Regular Board Meeting  
December 11, 2018 – 4:00 p.m.  
Page 2

RECESS REGULAR MEETING TO EXECUTIVE SESSION

ACTION ITEM

MOTION AND VOTE TO ADJOURN EXECUTIVE MEETING AND RECONVENE  
REGULAR MEETING – appx 5:30 p.m.

Multipurpose Room  
Duffy Community Center  
5145 East Fifth Street  
Tucson, Arizona 85711

5:30 p.m.

PLEDGE OF ALLEGIANCE

INFORMATION ITEM

2. Superintendent's Student Advisory Council (SSAC)
3. Superintendent's Report
  - School/Site Visits
  - Southwest Keys Update
  - Family Life Committee Update
  - Enrollment Task Force Update
  - District Information

CALL TO THE AUDIENCE (45 Minutes) *(Pursuant to Governing Board Policy No. BEDB, at the conclusion of the Call to the Audience, the Governing Board President will ask if individual members wish to respond to criticism made by those who have addressed the Board, wish to ask staff to review a matter, or wish to ask that a matter be put on a future agenda. No more than two board members may address each criticism.)*

CONSENT AGENDA\*\*

4.
  - a) Approval of Talent Acquisition, Transfers, Separations, Changes and Leaves of Absence
  - b) Approve the Revised Extracurricular Activities Fees Schedule including Authorization for Principals to Waive the Fees in Case of Hardship – Last Approved on June 12, 2018
  - c) Approval of International Baccalaureate Course Changes for Cholla High School
  - d) Approval of Supplemental Materials – eTextbook  
<http://reffonomics.com/hs>
  - e) Approval of Supplemental Materials – Multicultural Literature
  - f) Easement Agreement with Pima County at Pistor Middle School, with Authorization for the Operations Program Manager to Execute the Agreement

Agenda for Regular Board Meeting

December 11, 2018 – 4:00 p.m.

Page 3

- g) Approval of Due Process Resolution Agreement
- h) Minutes of Tucson Unified School District Governing Board Meetings
  - 1) Regular Board Meeting, October 16, 2018
  - 2) Special Board Meeting, October 23, 2018
- i) Acceptance of the Summary of Student Activity Funds for the Period of July 1, 2018 through October 31, 2018
- j) Ratification of Salary and Non-Salary Vouchers for the Period Beginning November 1, 2018 and Ending November 30, 2018

ACTION ITEMS

- 5. Administrative Appointments, Reassignments, and Transfers – Director, Transportation
- 6. Appointment to the Audit Committee – Requested by Board Member Ms. Rachael Sedgwick
- 7. Notification/Approval of the Emergency Procurement for Repairs to the Gridley Middle School Fire Alarm System
- 8. Authorization of Expenditures to Exceed \$250,000 for Supplemental Curriculum Materials (Imagine Learning) for FY 18-19
- 9. Approval of Additional Expenditures to Exceed \$250,000 for Supplemental Curriculum Materials (Handwriting Without Tears) for FY 18-19
- 10. Approval of PPEL 101: Ethics, Economy and Entrepreneurship for High School Elective Credit
- 11. Review, Approve and Adopt the Memorandum of Agreement with Tucson Education Association (TEA) and thereby Authorize Change to Holiday Pay Language for Employees Under the Classification of Early Childhood Care Specialists Covered in the White Collar Food Service Agreement
- 12. Review, Approve and Adopt the Memorandum of Agreement with Tucson Education Association (TEA) and thereby Authorize an Update to Article 29-13 of the TEA Consensus Agreement
- 13. Tucson Unified School District Calendars for: 2019-2020, 2020-2021, and 2021-2022

STUDY/ACTION ITEMS

- 14. Steering Committee for the Future of Booth-Fickett 19-20: Progress Report
- 15. Steering Committee for the Future of Roskruege 19-20: Progress Report

Agenda for Regular Board Meeting

December 11, 2018 – 4:00 p.m.

Page 4

16. Finalization of Long and Short Term Substitute Teacher Services to TUSD: A Final Report
17. Approval of Invitation for Bids (IFB) 19-56-19 – Santa Rita High School Dental Program and Diesel Shop
18. Governing Board Policy GBP – *Prohibited Personnel Practices* (revision) – Requested by Board Member Dr. Mark Stegeman
19. Governing Board Policy IJJ – *Test/Supplementary Materials Selection and Adoption* (revision) – Requested by Board Member Ms. Rachael Sedgwick
20. Governing Board Policy IKFB – *Graduation Exercises* (revision) – Requested by Board Clerk Ms. Kristel Foster

INFORMATION ITEMS

21. Community Resilience – Integrated Community Solutions to Active Violence Events (ICSAVE) Bleeding Control
22. Tucson Unified School District Letter Grades for the 2017-2018 School Year
23. The State of the District: Building a Better Tucson Unified

**FUTURE MEETING DATES AND AGENDA ITEMS (A board member may propose future agenda item(s), with limited discussion. The discussion should center around the purpose of placing the item on the next most appropriate agenda for consideration and action as necessary. Ref: Governing Board Policy BEDB)**

10:00 p.m. MOTION AND VOTE TO EXTEND OR ADJOURN REGULAR MEETING

ADJOURNMENT

- One or more Governing Board members will/may participate by telephonic or video communications.
- Names and details, including available support documents, may be obtained during regular business hours at the TUSD Governing Board Office.
- Persons with a disability may request a reasonable accommodation, such as a sign language interpreter, by contacting Translations/Interpretations Services at 225-4600. Requests should be made as early as possible to arrange the accommodation.
- Upon request, TUSD will provide a certified interpreter to interpret Governing Board meetings whenever possible. Please contact Translations/Interpretations Services at 225-4672 at least 72 hours prior to the event. Every effort will be made to honor requests for interpretation services made with less than 72 hours' notice.
- Previa petición, TUSD proporcionará un intérprete certificado para interpretar la agenda de las reuniones de la Mesa Directiva o de proporcionar los servicios de interpretación en la reuniones de la Mesa Directiva cuando sea posible. Favor de contactar los Servicios de Traducción/Interpretación al teléfono 225-4672 cuando menos 72 horas antes del evento. Se hará todo lo posible para proporcionar los servicios de interpretación realizados con menos de 72 horas de anticipación.
- If authorized by a majority vote of the members of the Governing Board, any matter on the open meeting agenda may be discussed in executive session for the purpose of obtaining legal advice thereon, pursuant to A.R.S. 38-431.03 (A)(3). The executive session will be held immediately after the vote and will not be open to the public.
- The order of items on this agenda may be modified during the meeting at the discretion of the Board President or upon a motion to amend the order of business which is approved by a 2/3 vote of the Board.



## TUCSON UNIFIED SCHOOL DISTRICT

MEETING December 11, 2018  
OF:

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TITLE: Approval of International Baccalaureate Course Changes for Cholla High School.

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ITEM #: 3

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Information:

Study:

Action: X

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### PURPOSE:

To request Governing Board approval of the following International Baccalaureate courses for Cholla High School:

IB Mathematics: Applications and Interpretation SL 5,6 replacing IB Math Studies SL 5,6.

IB Mathematics: Applications and Interpretation SL 7,8 replacing IB Math Studies SL 7,8. Note – IB Math Studies SL 7,8 will remain active for SY 2019-20 to allow students in the current program to finish the established IB progression.

IB Mathematics: Analysis and Approaches SL 5,6 replacing IB Math SL 5,6

IB Mathematics: Analysis and Approaches SL 7,8 replacing IB Math SL 7,8. Note – IB Math SL 7,8 will remain active for SY 2019-20 to allow students in the current program to finish the established IB progression.

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### DESCRIPTION AND JUSTIFICATION:

International Baccalaureate (IB) Central has updated four courses in the math program. The majority of the class content remains the same, with additional concepts added to meet the rigor of a college preparatory course. This update also includes name changes. Therefore, we are submitting the courses to the Board for approval.

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### BOARD POLICY CONSIDERATIONS:

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### LEGAL CONSIDERATIONS:

For all Intergovernmental Agreements (IGAs), Initiator of Agenda Item provides the name of the agency responsible for recording the Agreement after approval:

For amendments to current IGAs, Initiator provides original IGA recording number:

\_\_\_\_\_  
Legal Advisor Signature (if applicable)

BUDGET CONSIDERATIONS:		Budget Certification (for use by Office of Financial Services only):
_____ District Budget		Date
_____ State/Federal Funds		I certify that funds for this expenditure in the amount of \$
_____ Other		are available and may be:
<u>Budget Cost</u>	<u>Budget Code</u>	Authorized from current year budget
		Authorized with School Board approval
		Code: Fund:

INITIATOR(S):

Mr. Daniel Erickson, Director ALE	11/21/2018
Name	Date
	Title

DOCUMENTS ATTACHED/ ON FILE IN BOARD OFFICE:

ATTACHMENTS:
Click to download
<a href="#">Course Proposal Form Analysis and Approaches SL 5.6</a>
<a href="#">Course Proposal Form Analysis and Approaches SL 7.8</a>
<a href="#">Unit Plan Analysis and Approaches SL 5.6</a>
<a href="#">Unit Plan Analysis and Approaches SL 7.8</a>
<a href="#">Curriculum Review</a>

TUCSON UNIFIED SCHOOL DISTRICT	BOARD AGENDA ITEM CONTINUATION SHEET
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# DP Mathematics

## *Curriculum Review*

Final Report to schools

May 2018

## DP Mathematics curriculum review

The mathematics curriculum review is currently in its final stages. The new subject websites, which will contain the guide, teacher support materials, specimen papers and a selection of videos to support the teaching and learning will be published on the Programme Resource Centre in February 2019 ready for first teaching in August 2019 and first assessment in May 2021. Subject specific seminars will be available from February 2019 to support teachers' professional development.

This document should be read in conjunction with **the April 2017 Summary report to teachers** which gives an overview of the development of the new subjects and the key changes. This document is intended to give teachers content and assessment detail for the new subjects so that long term planning can begin ahead of the launch of the new course materials in 2019.

The guide itself will contain sections giving additional guidance and clarification. The format of the guide is described in the April 2017 Summary report to teachers.

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In the syllabus content SL sections marked with an asterisk (for example SL1.2\*) are common to both Mathematics: applications and interpretation and to Mathematics: analysis and approaches. This content represents 60 hours of teaching time.



## Prior learning

It is expected that most students embarking on a DP mathematics course will have studied mathematics for at least 10 years. There will be a great variety of topics studied, and differing approaches to teaching and learning. Thus, students will have a wide variety of skills and knowledge when they start their DP mathematics course. Most will have some background in arithmetic, algebra, geometry, trigonometry, probability and statistics. Some will be familiar with an inquiry approach, and may have had an opportunity to complete an extended piece of work in mathematics.

It is expected that mathematics students will be familiar with the following topics before they take the examinations, because examination questions assume knowledge of them. Teachers must therefore ensure that any topics listed here that are unknown to their students at the start of the course are included at an early stage. Teachers should also take into account the existing mathematical knowledge of their students to design an appropriate course of study for mathematics. This list covers the knowledge, together with the syllabus content, that is essential for successful completion of the mathematics course.

### *Number and algebra*

- Number systems: natural numbers; integers,  $\mathbb{Z}$ ; rationals,  $\mathbb{Q}$ , and irrationals; real numbers,  $\mathbb{R}$
- SI (Système International) units for mass, time, length, and their derived units, eg. area, volume and speed
- Rounding, decimal approximations and significant figures, including appreciation of errors
- Definition and elementary treatment of absolute value (modulus),  $|a|$
- Use of addition, subtraction, multiplication and division using integers, decimals and fractions, including order of operations
- Prime numbers, factors (divisors) and multiples
- Greatest common factor (divisor) and least common multiples (HL only)
- Simple applications of ratio, percentage and proportion
- Manipulation of algebraic expressions, including factorization and expansion
- Rearranging formulae
- Calculating the numerical value of expressions by substitution
- Evaluating exponential expressions with simple positive exponents
- Evaluating exponential expressions with rational exponents (HL only)
- Use of inequalities,  $<$ ,  $\leq$ ,  $>$ ,  $\geq$ , intervals on the real number line
- Simplification of simple expressions involving roots (surds or radicals)
- Rationalizing the denominator (HL only)
- Expression of numbers in the form  $a \times 10^k$ ,  $1 \leq a < 10$ ,  $k \in \mathbb{Z}$
- Familiarity with commonly accepted world currencies
- Solution of linear equations and inequalities



- Solution of quadratic equations and inequalities with rational coefficients (HL only)
- Solving systems of linear equations in two variables
- Concept and basic notation of sets. Operations on sets: union and intersection
- Addition and subtraction of algebraic fractions (HL only).

#### *Functions*

- Graphing linear and quadratic functions using technology
- Mappings of the elements of one set to another. Illustration by means of sets of ordered pairs, tables, diagrams and graphs

#### *Geometry and trigonometry*

- Pythagoras' theorem and its converse
- Mid-point of a line segment and the distance between two points in the Cartesian plane
- Geometric concepts: point, line, plane, angle
- Angle measurement in degrees, compass directions
- Three-figure bearings
- The triangle sum theorem
- Right-angle trigonometry, including simple applications for solving triangles
- Simple geometric transformations: translation, reflection, rotation, enlargement
- The circle, its centre and radius, area and circumference. The terms diameter, arc, sector, chord, tangent and segment
- Perimeter and area of plane figures. Properties of triangles and quadrilaterals, including parallelograms, rhombuses, rectangles, squares, kites and trapezoids; compound shapes
- Familiarity with three-dimensional shapes (prisms, pyramids, spheres, cylinders and cones)
- Volumes and surface areas of cuboids, prisms, cylinders, and compound three-dimensional shapes

#### *Statistics and probability*

- The collection of data and its representation in bar charts, pie charts, pictograms, and line graphs
- Obtaining simple statistics from discrete data, including mean, median, mode, range
- Calculating probabilities of simple events
- Venn diagrams for sorting data
- Tree diagrams

#### *Calculus*

- $\text{Speed} = \frac{\text{distance}}{\text{time}}$



## Mathematics: applications and interpretation

### Syllabus outline

Syllabus component	Suggested teaching hours	
	SL	HL
<b>Topic 1 - Number and algebra</b>	16	29
<b>Topic 2 – Functions</b>	31	42
<b>Topic 3 - Geometry and trigonometry</b>	18	46
<b>Topic 4 - Statistics and probability</b>	36	52
<b>Topic 5 - Calculus</b>	19	41
<b>The toolkit and mathematical exploration</b> Investigative, problem-solving and modelling skills development leading to an individual exploration. The exploration is a piece of written work that involves investigating an area of mathematics.	30	30
<b>Total teaching hours</b>	<b>150</b>	<b>240</b>

## Mathematics: applications and interpretation

### Syllabus content

#### Topic 1: Number and algebra

SL content - suggested teaching hours: 16

SL 1.1\* Operations with numbers in the form  $a \times 10^k$  where  $1 \leq a < 10$  and  $k$  is an integer.

SL 1.2\* Arithmetic sequences and series; use of the formulae for the  $n$ th term and the sum of the first  $n$  terms of the sequence; use of sigma notation for sums of arithmetic sequences; applications; analysis, interpretation and prediction where a model is not perfectly arithmetic in real life.

SL 1.3\* Geometric sequences and series; use of the formulae for the  $n$ th term and the sum of the first  $n$  terms of the sequence; use of sigma notation for the sums of geometric sequences; applications such as spread of disease, salary increase and decrease, population growth.

SL 1.4\* Financial applications of geometric sequences and series including compound interest, annual depreciation.



SL 1.5\* Laws of exponents with integer exponents. Introduction to logarithms with base 10 and e; numerical evaluation of logarithms using technology.

SL 1.6 Approximation: decimal places, significant figures; upper and lower bounds of rounded numbers; percentage errors; estimation.

SL 1.7 Amortization and annuities using technology.

SL 1.8 Use of technology to solve systems of linear equations in up to 3 variables, and polynomial equations

AHL content - suggested teaching hours: 13

AHL 1.9 Laws of logarithms, with base equal to 10 or e.

AHL 1.10 Simplifying expressions, both numerically and algebraically, involving rational exponents.

AHL 1.11 The sum of infinite geometric sequences.

AHL 1.12 Complex numbers: the number  $i$  such that  $i^2 = -1$ ; Cartesian form:  $z = a + bi$ ; the terms real part, imaginary part, conjugate, modulus and argument; calculate sums, differences, products, quotients, by hand and with technology; calculating powers of complex numbers, in Cartesian form, with technology; the complex plane; using and drawing Argand diagrams; complex numbers as solutions to quadratic equations of the form  $ax^2 + bx + c = 0$ ,  $a \neq 0$ , with real coefficients where  $b^2 - 4ac < 0$ .

AHL 1.13 Modulus-argument (polar) form,  $z = r(\cos \theta + i \sin \theta) = r \operatorname{cis} \theta$  and exponential form,  $z = re^{i\theta}$ ; conversion between Cartesian, polar and exponential forms, by hand and with technology; calculate products, quotients and integer powers in polar or exponential/Euler forms; adding sinusoidal functions with the same frequencies but different phase shift angles for example, two AC voltages sources are connected in a circuit. If  $V_1 = 10 \cos(40t)$  and  $V_2 = 20 \cos(40t + 10)$  find an expression for the total voltage in the form  $V = A \cos(40t + B)$ ; geometric interpretation of complex numbers.

AHL 1.14 Definition of a matrix: the terms element, row, column and order for  $m \times n$  matrices; algebra of matrices: equality; addition; subtraction; multiplication by a scalar for  $m \times n$  matrices; multiplication of matrices; properties of matrix multiplication: associativity, distributivity and non-commutativity; identity and zero matrices; determinants and inverses of  $n \times n$  matrices with technology, and by hand for  $2 \times 2$  matrices; system of linear equations written in the form  $Ax = b$ ; solution of the systems of equations using inverse matrix.

AHL 1.15 Eigenvalues and eigenvectors; characteristic polynomial of  $2 \times 2$  matrices; diagonalization of  $2 \times 2$  matrices restricted to the case where there are distinct real eigenvalues; applications to powers of  $2 \times 2$  matrices for example population movement, predator/prey models.

## Topic 2: Functions

SL content - Suggested teaching hours: 31

SL 2.1\* The different forms of the equation of a straight line; gradient; intercepts; parallel and perpendicular lines.

SL 2.2\* Concept of a function, domain, range and graph; function notation; the concept of a function as a mathematical model; informal concept that an inverse function where inverse function as a reflection in the line  $y = x$ ; the notation  $f^{-1}(x)$ .

SL 2.3\* The graph of a function; its equation  $y = f(x)$ ; creating a sketch from information given or a context, including transferring a graph from screen to paper; using technology to graph functions including their sums and differences.

SL 2.4\* Determine key features of graphs; finding the point of intersection of two curves or lines using technology.

SL 2.5 Modelling with the following functions:

- Linear models  $f(x) = mx + c$ . Including piecewise linear models

- Quadratic models; identification of axis of symmetry, vertex, zeros and roots, intercepts on the  $x$ -axis and  $y$ -axis.

- Exponential growth and decay models

$f(x) = ka^x + c$ ,  $f(x) = ka^{-x} + c$  (for  $a > 0$ ),  $f(x) = ke^{ax} + c$ ; equation of a horizontal asymptote.

- Direct/inverse variation:  $f(x) = ax^n$ ,  $n \in \mathbb{Z}$ , the  $y$ -axis as a vertical asymptote when  $n < 0$ .

- Cubic models  $f(x) = ax^3 + bx^2 + cx + d$

- Sinusoidal models of the form  $f(x) = a \sin(bx) + d$ ,  $f(x) = a \cos(bx) + d$ . At SL students will **not** be expected to translate between  $\sin x$  and  $\cos x$ , and will only be required to predict or find amplitude ( $a$ ), period  $\left(\frac{360^\circ}{b}\right)$ , or equation of the principal axis ( $y = d$ ).

SL 2.6 Modelling skills: Use the modelling process described in the "mathematical modelling" section of the guide to create, fit and use the theoretical models in section SL2.5 and their graphs; develop and fit the model given a context, recognize and choose an appropriate model and possible parameters; determine a reasonable domain for a model.

Find the parameters of a model: by setting up and solving equations simultaneously (using technology), by consideration of initial conditions or by substitution of points into a given function.

Test and reflect upon the model: comment on the appropriateness and reasonableness of a model.

Justify the choice of a particular model: based on the shape of the data, properties of the curve and/or on the context of the situation.

Use the model: reading, interpreting and making predictions based on the model.

AHL content - suggested teaching hours: 11

AHL 2.7 Composite functions in context; the notation  $(f \circ g)(x) = f(g(x))$ ; finding an inverse function including domain restriction.

AHL 2.8 Transformations of graphs; translations of the form  $y = f(x) + b$  and  $y = f(x - a)$ ; reflections in the  $x$  and  $y$  axes; vertical stretch with scale factor  $p$ ; horizontal stretch with scale factor  $\frac{1}{q}$ ; composite transformations.

AHL 2.9 In addition to the models covered in the SL content the AHL content extends this to include modelling with the following functions: exponential models to calculate half-life; natural logarithmic models of the form  $f(x) = a + b \ln x$ , sinusoidal models where

$f(x) = a \sin(b(x - c)) + d$ , logistic models of the form  $f(x) = \frac{L}{1 + Ce^{-kx}}$ ;  $L, k, C > 0$ , examples of

logistic modelling include population on an island, bacteria in a petri dish or the increase in height of a person or seedling; piecewise models.

AHL 2.10 Scaling very large or small numbers using logarithms; linearizing data using logarithms to determine if the data has an exponential or a power relationship using best-fit straight lines to determine parameters; interpretation of log-log and semi-log graphs.

### Topic 3: Geometry and trigonometry

SL content - Suggested teaching hours: 18

SL 3.1\* The distance between two points in three-dimensional space, and their midpoint; volume and surface area of three-dimensional solids including right-pyramid, right cone, sphere, hemisphere and combinations of these solids; the size of an angle between two intersecting lines or between a line and a plane.

SL 3.2\* Use of sine, cosine and tangent ratios to find the sides and angles of right-angled triangles; the sine rule, not including the ambiguous case; the cosine rule; area of a triangle as  $\frac{1}{2}ab \sin C$ .

SL 3.3\* Applications of right and non-right angled trigonometry, including Pythagoras' theorem. Contexts may include use of bearings; angles of elevation and depression; construction of labelled diagrams from written statements.

SL 3.4 The circle: length of an arc; area of a sector.

SL 3.5 Equations of perpendicular bisectors.

SL 3.6 Voronoi diagrams; sites, vertices, edge, cells; addition of a site to an existing Voronoi diagram; nearest neighbor interpolation; applications including the "toxic waste dump" problem.

AHL Content - Suggested teaching hours: 28

AHL 3.7 The definition of a radian and conversion between degrees and radians; using radians to calculate area of sector, length of arc.





AHL 3.8 The definitions of  $\cos \theta$  and  $\sin \theta$  in terms of the unit circle; the Pythagorean identity  $\cos^2 \theta + \sin^2 \theta = 1$ ; definition of  $\tan \theta$  as  $\frac{\sin \theta}{\cos \theta}$ ; extension of the sine rule to the

ambiguous case; graphical methods of solving trigonometric equations in a finite interval.

AHL 3.9 Geometric transformations of points in two dimensions using matrices: reflections, horizontal and vertical stretches, enlargements, translations and rotations; compositions of these transformations; geometric interpretation of the determinant of a transformation matrix.

AHL 3.10 Concept of a vector and a scalar; representation of vectors using directed line segments; unit vectors; base vectors  $\mathbf{i}, \mathbf{j}, \mathbf{k}$ ; components of a vector; column representation; the zero vector  $\mathbf{0}$ , the vector  $-\mathbf{v}$ ; position vectors; rescaling and normalizing vectors, for example, finding the velocity of a particle with speed  $7 \text{ ms}^{-1}$  in the direction  $3\mathbf{i} + 4\mathbf{j}$ .

AHL 3.11 Vector equation of a line in two and three dimensions  $\mathbf{r} = \mathbf{a} + \lambda \mathbf{b}$ .

AHL 3.12 Vector applications to kinematics; finding positions, intersections, describing paths, finding times and distances when two objects are closest to each other; modelling linear motion with constant velocity in two and three dimensions.

Motion with variable velocity in two dimensions, for example:  $\begin{pmatrix} v_x \\ v_y \end{pmatrix} = \begin{pmatrix} 7 \\ 6 - 4t \end{pmatrix}$ .

AHL 3.13 Definition and calculation of the scalar product of two vectors; the angle between two vectors; the acute angle between two lines; definition and calculation of the vector product of two vectors; geometric interpretation of  $|\mathbf{v} \times \mathbf{w}|$ ; components of vectors.

AHL 3.14 Graph theory: Graphs, vertices, edges, adjacent vertices, adjacent edges, degree of a vertex; simple graphs; complete graphs; weighted graphs; directed graphs; indegree and outdegree of the vertices of a directed graph; subgraphs; trees.

AHL 3.15 Adjacency matrices; walks; number of  $k$ -length walks (or less than  $k$ -length walks) between two vertices; weighted adjacency tables; construction of the transition matrix for strongly-connected, undirected or directed graphs.

AHL 3.16 Tree and cycle algorithms with undirected graphs; walks, trails, paths, circuits, cycles; Eulerian trails and circuits; Hamiltonian paths and cycles; minimum spanning tree (MST) graph algorithms; Kruskal's and Prim's algorithms for finding minimum spanning trees; use of matrix method for Prim's algorithm; Chinese postman problem; Travelling salesman problem; nearest neighbour algorithm for determining an upper bound for the travelling salesman problem; deleted vertex algorithm for determining a lower bound for the travelling salesman problem.

#### Topic 4: Probability and statistics

SL content - suggested teaching hours: 36

SL 4.1\* Concepts of population, sample, random sample, discrete and continuous data; reliability of data sources and bias in sampling; interpretation of outliers (where outlier defined as a data item which is more than  $1.5 \times$  interquartile range (IQR) from the nearest



quartile); sampling techniques: simple random, convenience, systematic, quota and stratified.

SL 4.2\* Presentation of data (discrete and continuous); frequency histograms with equal class intervals; cumulative frequency; cumulative frequency graphs; use to find median, quartiles, percentiles, range and interquartile range (IQR); production and understanding of box and whisker diagrams; use of box and whisker diagrams to compare two distributions, using symmetry, median, interquartile range or range; determining whether data may be normally distributed by consideration of the symmetry of the box and whiskers.

SL 4.3\* Measures of central tendency (mean, median and mode); estimation of mean from grouped data; modal class; measures of dispersion (interquartile range, standard deviation and variance); effect of constant changes on the original data; quartiles of discrete data.

SL 4.4\* Linear correlation of bivariate data; Pearson's product-moment correlation coefficient,  $r$ ; scatter diagrams; lines of best fit, by eye, passing through the mean point; equation of the regression line of  $y$  on  $x$ ; use of the equation of the regression line for prediction purposes; interpret the meaning of the parameters,  $a$  and  $b$ , in a linear regression  $y = ax + b$ .

SL 4.5\* Concepts of trial, outcome, equally likely outcomes, relative frequency, sample space ( $U$ ) and event; the probability of an event  $A$ ,  $P(A) = \frac{n(A)}{n(U)}$ ; the

complementary events  $A$  and  $A'$  (not  $A$ ); expected number of occurrences.

SL 4.6\* Use of Venn diagrams, tree diagrams, sample space diagrams and tables of outcomes to calculate probabilities; combined events  $P(A \cup B) = P(A) + P(B) - P(A \cap B)$ ;

mutually exclusive events  $P(A \cap B) = 0$ ; conditional probability  $P(A|B) = \frac{P(A \cap B)}{P(B)}$ ; independent events  $P(A \cap B) = P(A)P(B)$ . Problems can be solved with the aid of a Venn diagram, tree diagram, sample space diagram or table of outcomes without explicit use of formulae.

SL 4.7\* Concept of discrete random variables and their probability distributions; expected value (mean),  $E(X)$  for discrete data; applications.

SL 4.8\* Binomial distribution; situations where the binomial distribution is an appropriate model; mean and variance of the binomial distribution.

SL 4.9\* The normal distribution and curve; properties of the normal distribution; diagrammatic representation; normal probability calculations; inverse normal calculations.

SL 4.10 Spearman's rank correlation coefficient,  $r_s$ ; awareness of the appropriateness and limitations of Pearson's product moment correlation coefficient and Spearman's rank correlation coefficient, and the effect of outliers on each.

SL 4.11 Formulation of null and alternative hypotheses,  $H_0$  and  $H_1$ ; significance levels;  $p$ -values; expected and observed frequencies; the  $\chi^2$  test for independence: contingency tables, degrees of freedom, critical value; the  $\chi^2$  goodness of fit test; the  $t$ -test (at SL, samples will be unpaired and population variance unknown); use of the  $p$ -value to compare the means of two populations; using one-tailed and two-tailed tests.



AHL content - suggested teaching hours: 16

AHL 4.12 Design of valid data collection methods, such as surveys and questionnaires; selecting relevant variables from many variables; choosing relevant and appropriate data to analyse; categorizing numerical data in a  $\chi^2$  table and justifying the choice of categorisation; choosing an appropriate number of degrees of freedom when estimating parameters from data when carrying out the  $\chi^2$  goodness of fit test; definition of reliability and validity; reliability tests: test-retest, parallel forms; validity test types: content, criterion-related.

AHL 4.13 Non-linear regression; evaluation of least squares regression curves using technology; sum of squared residuals ( $SS_{\text{res}}$ ) as a measure of fit for a model; the coefficient of determination ( $R^2$ ); evaluation of  $R^2$  using technology.

AHL 4.14 Linear transformation of a single random variable; expected value of linear combinations of  $n$  random variables; variance of linear combinations of  $n$  independent random variables;  $\bar{x}$  as an unbiased estimate of  $\mu$ ;  $s_{n-1}^2$  as an unbiased estimate of  $\sigma^2$ .

AHL 4.15 A linear combination of  $n$  independent normal random variables is normally distributed. In particular,

$$X \sim N(\mu, \sigma^2) \Rightarrow \bar{X} \sim N\left(\mu, \frac{\sigma^2}{n}\right); \text{ the central limit theorem.}$$

AHL 4.16 Confidence intervals for the mean of a normal population. Use of the normal distribution when  $\sigma$  is known and the t-distribution when  $\sigma$  is unknown, regardless of sample size.

AHL 4.17 Poisson distribution, its mean and variance; sum of two independent Poisson distributions has a Poisson distribution.

AHL 4.18 Critical values and critical regions; test for population mean for normal distribution; test for proportion using binomial distribution; test for population mean using Poisson distribution; use of technology to test the hypothesis that the population product moment correlation coefficient ( $\rho$ ) is 0 for bivariate normal distributions; type I and II errors including calculations of their probabilities, applied to normal (with known variance), Poisson and binomial distributions.

AHL 4.19 Transition matrices; powers of transition matrices; regular Markov chains; initial state probability matrices; calculation of steady state and long-term probabilities by repeated multiplication of the transition matrix or by solving a system of linear equations.

## Topic 5: Calculus

SL content - suggested teaching hours: 19

SL 5.1\* Introduction to the concept of a limit; derivative interpreted as gradient function and as rate of change.

SL 5.2\* Increasing and decreasing functions: graphical interpretation of  $f'(x) > 0$ ,  $f'(x) = 0$ ,  $f'(x) < 0$



SL 5.3\* Derivative of functions of the form  $f(x) = ax^n + bx^{n-1} + \dots$ ,  $n \in \mathbb{Z}$

SL 5.4\* Tangents and normals at a given point, and their equations.

SL 5.5\* Introduction to integration as anti-differentiation of functions of the form

$f(x) = ax^n + bx^{n-1} + \dots$ , where  $n \in \mathbb{Z}$ ,  $n \neq -1$ ; definite integrals using technology; areas between a curve  $y = f(x)$  and the  $x$ -axis, where  $f(x) > 0$ ; anti-differentiation with a boundary condition to determine the constant term.

SL 5.6 Values of  $x$  where the gradient of a curve is zero; solution of  $f'(x) = 0$ ; local maximum and minimum points.

SL 5.7 Optimization problems in context. Examples: Maximizing profit, minimizing cost, maximizing volume for a given surface area. In SL examinations, questions on kinematics will not be set.

SL 5.8 Approximating areas using the trapezoidal rule.

AHL content - suggested teaching hours: 22

AHL 5.9 The derivatives of  $\sin x$ ,  $\cos x$ ,  $\tan x$ ,  $e^x$ ,  $\ln x$ ,  $x^n$  where  $n \in \mathbb{Q}$ ; the chain rule, product rule and quotient rules; related rates of change.

AHL 5.10 The second derivative; use of second derivative test to distinguish between a maximum and a minimum point.

AHL 5.11 Definite and indefinite integration of  $x^n$  where  $n \in \mathbb{Q}$ , including  $n = -1$ ,  $\sin x$ ,  $\cos x$ ,  $\frac{1}{\cos^2 x}$  and  $e^x$ ; integration by inspection, or substitution of the form  $\int f(g(x))g'(x)dx$ .

AHL 5.12 Area of the region enclosed by a curve and the  $x$ -axis or  $y$ -axis in a given interval; volumes of revolution about the  $x$ -axis or  $y$ -axis.

AHL 5.13 Kinematic problems involving displacement  $s$ , velocity  $v$  and acceleration  $a$ .

AHL 5.14 Setting up a model/differential equation from a context; solving by separation of variables.

AHL 5.15 Slope fields and their diagrams.

AHL 5.16 Euler's method for finding the approximate solution to first order differential equations. Numerical solution of  $\frac{dy}{dx} = f(x, y)$ ; numerical solution of the coupled system

of the form  $\frac{dx}{dt} = f_1(x, y, t)$  and  $\frac{dy}{dt} = f_2(x, y, t)$ ; contexts including predator-prey models.

AHL 5.17 Phase portraits for the solutions of coupled differential equations of the form

$\frac{dx}{dt} = ax + by$  and  $\frac{dy}{dt} = cx + dy$ ; qualitative analysis of future paths for distinct, real, complex and imaginary eigenvalues; sketching trajectories and using phase portraits to identify key features such as equilibrium points, stable populations and saddle points.

AHL 5.18 Solutions of  $\frac{d^2x}{dt^2} = f(x, \frac{dx}{dt}, t)$  by Euler's method.

## Mathematics: applications and interpretation

### SL assessment outline

Assessment component	Weighting
<p>External assessment (3 hours)</p> <p><b>Paper 1 (90 minutes)</b></p> <p>Technology required. (80 marks)</p> <p>Compulsory short-response questions based on the syllabus.</p> <p><b>Paper 2 (90 minutes)</b></p> <p>Technology required. (80 marks)</p> <p>Compulsory extended-response questions based on the syllabus.</p>	<p>80%</p> <p>40%</p> <p>40%</p>
<p>Internal assessment</p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p><b>Mathematical exploration</b></p> <p>Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)</p>	<p>20%</p>



## Mathematics: applications and interpretation

### HL assessment outline

Assessment component	Weighting
External assessment (5 hours)	<b>80%</b>
<b>Paper 1 (120 minutes)</b>	30%
Technology required. (110 marks)	
Compulsory short-response questions based on the syllabus.	
<b>Paper 2 (120 minutes)</b>	30%
Technology required. (110 marks)	
Compulsory extended-response questions based on the syllabus.	
<b>Paper 3 (60 minutes)</b>	20%
Technology required. (55 marks)	
Two compulsory extended-response problem-solving questions.	
Internal assessment	<b>20%</b>
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	
<b>Mathematical exploration</b>	
Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)	



## Mathematics: analysis and approaches

### Syllabus outline

Syllabus component	Suggested teaching hours	
	SL	HL
<b>Topic 1 - Number and algebra</b>	19	39
<b>Topic 2 – Functions</b>	21	32
<b>Topic 3 - Geometry and trigonometry</b>	25	51
<b>Topic 4 - Statistics and probability</b>	27	33
<b>Topic 5 - Calculus</b>	28	55
<b>The toolkit and mathematical exploration</b> Investigative, problem-solving and modelling skills development leading to an individual exploration. The exploration is a piece of written work that involves investigating an area of mathematics.	30	30
<b>Total teaching hours</b>	<b>150</b>	<b>240</b>

## Mathematics: analysis and approaches

### Syllabus content

#### Topic 1: Number and algebra

SL content - Suggested teaching hours: 19

SL 1.1\* Operations with numbers in the form  $a \times 10^k$  where  $1 \leq a < 10$  and  $k$  is an integer.

SL 1.2\* Arithmetic sequences and series; use of the formulae for the  $n$ th term and the sum of the first  $n$  terms of the sequence; use of sigma notation for sums of arithmetic sequences; applications; analysis, interpretation and prediction where a model is not perfectly arithmetic in real life.

SL 1.3\* Geometric sequences and series; use of the formulae for the  $n$ th term and the sum of the first  $n$  terms of the sequence; use of sigma notation for the sums of geometric sequences; applications such as spread of disease, salary increase and decrease, population growth.



SL 1.4\* Financial applications of geometric sequences and series including compound interest, annual depreciation.

SL 1.5\* Laws of exponents with integer exponents. Introduction to logarithms with base 10 and  $e$ ; numerical evaluation of logarithms using technology.

SL 1.6 Simple deductive proof, numerical and algebraic; how to lay out a left-hand side to right-hand side proof; the symbols and notation for equality and identity.

SL 1.7 Laws of exponents with rational exponents; laws of logarithms; change of base of a logarithm; solving exponential equations, including using logarithms.

SL 1.8 Sum of infinite convergent geometric sequences.

SL 1.9 The binomial theorem; expansion of  $(a+b)^n$ ,  $n \in \mathbb{N}$ ; use of Pascal's triangle and  ${}^nC_r$ .

AHL content - Suggested teaching hours: 20

AHL 1.10 Counting principles, including permutations and combinations; extension of the binomial theorem to fractional and negative indices, ie  $(a+b)^n$ ,  $n \in \mathbb{Q}$ .

AHL 1.11 Partial fractions; maximum of two distinct linear terms in the denominator, with degree of numerator less than the degree of the denominator.

AHL 1.12 Complex numbers: the number  $i$ , where  $i^2 = -1$ ; Cartesian form  $z = a+bi$ ; the terms real part, imaginary part, conjugate, modulus and argument; the complex plane.

AHL 1.13 Modulus-argument (polar) form:  $z = r(\cos \theta + i \sin \theta) = r \operatorname{cis} \theta$ ; Euler form:  $z = re^{i\theta}$ ; sums, products and quotients in Cartesian, polar or Euler forms and their geometric interpretation.

AHL 1.14 Complex conjugate roots of quadratic and polynomial equations with real coefficients; De Moivre's theorem and its extension to rational exponents; powers and roots of complex numbers.

AHL 1.15 Proof by mathematical induction; proof by contradiction; use of a counterexample to show that a statement is not always true.

AHL 1.16 Solutions of systems of linear equations (a maximum of three equations in three unknowns), including cases where there is a unique solution, an infinite number of solutions or no solution(s).

## Topic 2: Functions

SL content - suggested teaching hours: 21

SL 2.1\* The different forms of the equation of a straight line; gradient; intercepts; parallel and perpendicular lines.

SL 2.2\* Concept of a function, domain, range and graph; function notation; the concept of a function as a mathematical model; informal concept that an inverse function where inverse function as a reflection in the line  $y=x$ ; the notation  $f^{-1}(x)$ .

SL 2.3\* The graph of a function; its equation  $y = f(x)$ ; creating a sketch from information given or a context, including transferring a graph from screen to paper; using technology to graph functions including their sums and differences.



SL 2.4\* Determine key features of graphs; finding the point of intersection of two curves or lines using technology.

SL 2.5 Composite functions; identity function; finding the inverse function  $f^{-1}(x)$ .

SL 2.6 The quadratic function  $f(x) = ax^2 + bx + c$ : its graph,  $y$ -intercept  $(0, c)$ ; axis of symmetry; the form  $f(x) = a(x-p)(x-q)$ ,  $x$ -intercepts  $(p, 0)$  and  $(q, 0)$ ; the form  $f(x) = a(x-h)^2 + k$ , vertex  $(h, k)$ .

SL 2.7 Solution of quadratic equations and inequalities; using factorization, completing the square (vertex form), and the quadratic formula; the discriminant  $D = b^2 - 4ac$  and the nature of the roots, that is, two distinct real roots, two equal real roots, no real roots.

SL 2.8 The reciprocal function  $f(x) = \frac{1}{x}$ ,  $x \neq 0$ ; its graph and self-inverse nature; rational

functions of the form  $f(x) = \frac{ax+b}{cx+d}$  and their graphs; equations of vertical and horizontal asymptotes.

SL 2.9 Exponential functions and their graphs ( $f(x) = a^x$ ,  $a > 0$ ,  $f(x) = e^x$ ); logarithmic functions and their graphs ( $f(x) = \log_a x$ ,  $x > 0$ ,  $f(x) = \ln x$ ,  $x > 0$ ).

SL 2.10 Solving equations, both graphically and analytically; use of technology to solve a variety of equations, including those where there is no appropriate analytic approach; applications of graphing skills and solving equations that relate to real-life situations.

SL 2.11 Transformations of graphs; translations:  $y = f(x) + b$ ;  $y = f(x - a)$ ; reflections (in both axes):  $y = -f(x)$ ;  $y = f(-x)$ ; vertical stretch with scale factor  $p$ :  $y = pf(x)$ ; horizontal stretch with scale factor  $\frac{1}{q}$ :  $y = f(qx)$ ; composite transformations.

AHL content – suggested teaching hours: 11

AHL 2.12 Polynomial functions, their graphs and equations; zeros, roots and factors; the factor and remainder theorems; sum and product of the roots of polynomial equations.

AHL 2.13 Rational functions of the form  $f(x) = \frac{ax+b}{cx^2+dx+e}$  and  $f(x) = \frac{ax^2+bx+c}{dx+e}$ .

AHL 2.14 Odd and even functions; finding the inverse function  $f^{-1}(x)$ , including domain restriction; self-inverse functions.

AHL 2.15 Solutions of  $g(x) \geq f(x)$ , both graphically and analytically.

AHL 2.16 The graphs of the functions,  $y = |f(x)|$  and  $y = f(|x|)$ ,

$y = \frac{1}{f(x)}$ ,  $y = f(ax+b)$ ,  $y = [f(x)]^2$ ; solution of modulus equations and inequalities.

### Topic 3: Geometry and trigonometry

SL content - suggested teaching hours: 25

SL 3.1\* The distance between two points in three-dimensional space, and their midpoint; volume and surface area of three-dimensional solids including right-pyramid, right cone,



sphere, hemisphere and combinations of these solids; the size of an angle between two intersecting lines or between a line and a plane.

SL 3.2\* Use of sine, cosine and tangent ratios to find the sides and angles of right-angled triangles; the sine rule, not including the ambiguous case; the cosine rule; area of a triangle as  $\frac{1}{2}ab\sin C$ .

SL 3.3\* Applications of right and non-right angled trigonometry, including Pythagoras' theorem. Contexts may include use of bearings; angles of elevation and depression; construction of labelled diagrams from written statements.

SL 3.4 The circle: radian measure of angles; length of an arc; area of a sector.

SL 3.5 Definition of  $\cos \theta$ ,  $\sin \theta$  in terms of the unit circle; definition of  $\tan \theta$  as  $\frac{\sin \theta}{\cos \theta}$ ; exact values of trigonometric ratios of  $0, \frac{\pi}{6}, \frac{\pi}{4}, \frac{\pi}{3}, \frac{\pi}{2}$  and their multiples; extension of the sine rule to the ambiguous case.

SL 3.6 The Pythagorean identity  $\cos^2 \theta + \sin^2 \theta = 1$ ; double angle identities for sine and cosine; the relationship between trigonometric ratios.

SL 3.7 The circular functions  $\sin x$ ,  $\cos x$  and  $\tan x$ ; amplitude, their periodic nature, and their graphs; composite functions of the form  $f(x) = a \sin(b(x+c)) + d$ ; transformations; real-life contexts.

SL 3.8 Solving trigonometric equations in a finite interval, both graphically and analytically; equations leading to quadratic equations in  $\sin x$ ,  $\cos x$  or  $\tan x$ .

AHL content – suggested teaching hours: 26

AHL 3.9 Definition of the reciprocal trigonometrical ratios  $\sec \theta$ ,  $\operatorname{cosec} \theta$  and  $\cot \theta$ ;

Pythagorean identities:  $1 + \tan^2 \theta \equiv \sec^2 \theta$ ;  $1 + \cot^2 \theta \equiv \operatorname{cosec}^2 \theta$ ; the inverse functions  $f(x) = \arcsin x$ ,  $f(x) = \arccos x$ ,  $f(x) = \arctan x$ ; their domains and ranges; their graphs.

AHL 3.10 Compound angle identities; double angle identity for  $\tan$ .

AHL 3.11 Relationships between trigonometric functions and the symmetry properties of their graphs.

AHL 3.12 Concept of a vector; position vectors; displacement vectors; representation of vectors using directed line segments; base vectors  $\mathbf{i}$ ,  $\mathbf{j}$ ,  $\mathbf{k}$ ; components of a vector; algebraic and geometric approaches to the following: the sum and difference of two vectors, the zero vector  $\mathbf{0}$ , the vector  $-\mathbf{v}$ , multiplication by a scalar,  $k\mathbf{v}$ , parallel vectors, magnitude of a vector,  $|\mathbf{v}|$ ; unit vectors,  $\frac{\mathbf{v}}{|\mathbf{v}|}$  position vectors  $\vec{OA} = \mathbf{a}$ ,  $\vec{OB} = \mathbf{b}$ , displacement vector

$\vec{AB} = \mathbf{b} - \mathbf{a}$ ; proofs of geometrical properties using vectors.

AHL 3.13 The definition of the scalar product of two vectors. Applications of the properties of the scalar product; the angle between two vectors; perpendicular vectors; parallel vectors.

AHL 3.14 Vector equation of a line in two and three dimensions:  $\mathbf{r} = \mathbf{a} + \lambda \mathbf{b}$ ; parametric form:

$x = x_0 + \lambda l, y = y_0 + \lambda m, z = z_0 + \lambda n$ ; Cartesian form:  $\frac{x-x_0}{l} = \frac{y-y_0}{m} = \frac{z-z_0}{n}$ ; the angle

between two lines; simple applications to kinematics.

AHL 3.15 Coincident, parallel, intersecting and skew lines, distinguishing between these cases; points of intersection.

AHL 3.16 The definition of the vector product of two vectors; properties of the vector product; geometric interpretation of  $|\mathbf{v} \times \mathbf{w}|$ .

AHL 3.17 Vector equations of a plane:  $\mathbf{r} = \mathbf{a} + \lambda \mathbf{b} + \mu \mathbf{c}$ ;  $\mathbf{r} \cdot \mathbf{n} = \mathbf{a} \cdot \mathbf{n}$ , where  $\mathbf{n}$  is a normal to the plane and  $\mathbf{a}$  is the position vector of a point on the plane; Cartesian equation of a plane  $ax + by + cz = d$ .

AHL 3.18 Intersections of: a line with a plane, two planes, three planes; angle between: a line and a plane, two planes.

#### Topic 4: Statistics and probability

SL content – suggested teaching hours: 27

SL 4.1\* Concepts of population, sample, random sample, discrete and continuous data; reliability of data sources and bias in sampling; interpretation of outliers (where outlier defined as a data item which is more than  $1.5 \times$  interquartile range (IQR) from the nearest quartile); sampling techniques: simple random, convenience, systematic, quota and stratified.

SL 4.2\* Presentation of data (discrete and continuous); frequency histograms with equal class intervals; cumulative frequency; cumulative frequency graphs; use to find median, quartiles, percentiles, range and interquartile range (IQR); production and understanding of box and whisker diagrams; use of box and whisker diagrams to compare two distributions, using symmetry, median, interquartile range or range; determining whether data may be normally distributed by consideration of the symmetry of the box and whiskers.

SL 4.3\* Measures of central tendency (mean, median and mode); estimation of mean from grouped data; modal class; measures of dispersion (interquartile range, standard deviation and variance); effect of constant changes on the original data; quartiles of discrete data.

SL 4.4\* Linear correlation of bivariate data; Pearson's product-moment correlation coefficient,  $r$ ; scatter diagrams; lines of best fit, by eye, passing through the mean point; equation of the regression line of  $y$  on  $x$ ; use of the equation of the regression line for prediction purposes; interpret the meaning of the parameters,  $a$  and  $b$ , in a linear regression  $y = ax + b$ .



SL 4.5\* Concepts of trial, outcome, equally likely outcomes, relative frequency, sample space ( $U$ ) and event; the probability of an event  $A$ ,  $P(A) = \frac{n(A)}{n(U)}$ ; the

complementary events  $A$  and  $A'$  (not  $A$ ); expected number of occurrences.

SL 4.6\* Use of Venn diagrams, tree diagrams, sample space diagrams and tables of outcomes to calculate probabilities; combined events  $P(A \cup B) = P(A) + P(B) - P(A \cap B)$ ; mutually exclusive events  $P(A \cap B) = 0$ ; conditional probability  $P(A|B) = \frac{P(A \cap B)}{P(B)}$ ; independent events

$P(A \cap B) = P(A)P(B)$ . Problems can be solved with the aid of a Venn diagram, tree diagram, sample space diagram or table of outcomes without explicit use of formulae.

SL 4.7\* Concept of discrete random variables and their probability distributions; expected value (mean),  $E(X)$  for discrete data; applications.

SL 4.8\* Binomial distribution; situations where the binomial distribution is an appropriate model; mean and variance of the binomial distribution.

SL 4.9\* The normal distribution and curve; properties of the normal distribution; diagrammatic representation; normal probability calculations; inverse normal calculations.

SL 4.10 Equation of the regression line of  $x$  on  $y$ ; use of the equation for prediction purposes.

SL 4.11 Formal definition and use of the formulae:  $P(A|B) = \frac{P(A \cap B)}{P(B)}$  for conditional

probabilities, and  $P(A|B) = P(A) = P(A|B')$  for independent events; testing for independence.

SL 4.12 Standardization of normal variables ( $z$ -values); inverse normal calculations where mean and standard deviation are unknown.

AHL content - suggested teaching hours: 6

AHL 4.13 Use of Bayes' theorem for a maximum of three events.

AHL 4.14 Variance of a discrete random variable; continuous random variables and their probability density functions, including piecewise functions; mode and median of continuous random variables; mean, variance and standard deviation of both discrete and continuous random variables; use of the notation  $E(X)$ ,  $E(X^2)$ ,  $\text{Var}(X)$ , where  $\text{Var}(X) = E(X^2) - [E(X)]^2$  and related formulae; the effect of linear transformations of  $X$ .

## Topic 5: Calculus

SL content - suggested teaching hours: 28

SL 5.1\* Introduction to the concept of a limit; derivative interpreted as gradient function and as rate of change.

SL 5.2\* Increasing and decreasing functions: graphical interpretation of  $f'(x) > 0$ ,  $f'(x) = 0$ ,  $f'(x) < 0$

SL 5.3\* Derivative of functions of the form  $f(x) = ax^n + bx^{n-1} + \dots$ ,  $n \in \mathbb{Z}$ .

SL 5.4\* Tangents and normals at a given point, and their equations.



SL 5.5\* Introduction to integration as anti-differentiation of functions of the form  $f(x) = ax^n + bx^{n-1} + \dots$ , where  $n \in \mathbb{Z}$ ,  $n \neq -1$ ; definite integrals using technology; areas between a curve  $y = f(x)$  and the  $x$ -axis, where  $f(x) > 0$ ; anti-differentiation with a boundary condition to determine the constant term.

SL 5.6 Derivative of  $x^n$  ( $n \in \mathbb{Q}$ ),  $\sin x$ ,  $\cos x$ ,  $e^x$  and  $\ln x$ ; differentiation of a sum and a multiple of these functions; the chain rule for composite functions; the product and quotient rules.

SL 5.7 The second derivative; graphical behaviour of functions, including the relationship between the graphs of  $f$ ,  $f'$  and  $f''$ .

SL 5.8 Local maximum and minimum points; testing for maximum and minimum; optimization; points of inflexion with zero and non-zero gradients.

SL 5.9 Kinematic problems involving displacement  $s$ , velocity  $v$ , acceleration  $a$  and total distance travelled.

SL 5.10 Indefinite integral of  $x^n$  ( $n \in \mathbb{Q}$ ),  $\sin x$ ,  $\cos x$ ,  $\frac{1}{x}$  and  $e^x$ ; the composites of any of these with the linear function  $ax + b$ ; integration by inspection (reverse chain rule) or by substitution for expressions of the form:  $\int k g'(x) f(g(x)) dx$ .

SL 5.11 Definite integrals, including analytical approach; areas between a curve  $y = f(x)$  and the  $x$ -axis, where  $f(x)$  can be positive or negative, without the use of technology; areas between curves

AHL content - suggested teaching hours: 27

AHL 5.12 Informal understanding of continuity and differentiability of a function at a point; understanding of limits (convergence and divergence); definition of derivative from first principles  $f'(x) = \lim_{h \rightarrow 0} \frac{f(x+h) - f(x)}{h}$ ; higher derivatives.

AHL 5.13 The evaluation of limits of the form  $\lim_{x \rightarrow a} \frac{f(x)}{g(x)}$  and  $\lim_{x \rightarrow \infty} \frac{f(x)}{g(x)}$  using l'Hôpital's

rule; repeated use of l'Hôpital's rule.

AHL 5.14 Implicit differentiation; related rates of change; optimisation problems.

AHL 5.15 Derivatives of  $\tan x$ ,  $\sec x$ ,  $\csc x$ ,  $\cot x$ ,  $a^x$ ,  $\log_a x$ ,  $\arcsin x$ ,  $\arccos x$ ,  $\arctan x$ ; indefinite integrals of the derivatives of any of these functions; the composites of any of these with a linear function; use of partial fractions to rearrange the integrand.

AHL 5.16 Integration by substitution; integration by parts; repeated integration by parts.

AHL 5.17 Area of the region enclosed by a curve and the  $y$ -axis in a given interval; volumes of revolution about the  $x$ -axis or  $y$ -axis.



AHL 5.18 First order differential equations; numerical solution of  $\frac{dy}{dx} = f(x, y)$  using Euler's method; by separation of variables; homogeneous differential equations  $\frac{dy}{dx} = f\left(\frac{y}{x}\right)$  using the substitution  $y = vx$ ; solution of  $y' + P(x)y = Q(x)$ , using the integrating factor.

AHL 5.19 Maclaurin series to obtain expansions for  $e^x$ ,  $\sin x$ ,  $\cos x$ ,  $\ln(1+x)$ ,  $(1+x)^p$ ,  $p \in \mathbb{Q}$ ; use of simple substitution, products, integration and differentiation to obtain other series; Maclaurin series developed from differential equations.



## Mathematics: analysis and approaches

### HL assessment outline

Assessment component	Weighting
External assessment (5 hours)	<b>80%</b>
<b>Paper 1 (120 minutes)</b>	30%
No technology allowed. (110 marks)	
<i>Section A</i>	
Compulsory short-response questions based on the syllabus.	
<i>Section B</i>	
Compulsory extended-response questions based on the syllabus.	
<b>Paper 2 (120 minutes)</b>	30%
Technology required. (110 marks)	
<i>Section A</i>	
Compulsory short-response questions based on the syllabus.	
<i>Section B</i>	
Compulsory extended-response questions based on the syllabus.	
<b>Paper 3 (60 minutes)</b>	20%
Technology required. (55 marks)	
Two compulsory extended-response problem-solving questions.	
Internal assessment	<b>20%</b>
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	
<b>Mathematical exploration</b>	
Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)	



**All the above should be considered as a work in progress and may or may not reflect the material which will finally appear in the guides.**

## Acknowledgements and thanks

The mathematics syllabuses were designed by a team of education professionals which included teachers, examiners, paper-setters and workshop leaders representing different regions, different languages, and different teaching and learning contexts. IB staff members from Assessment, Assessment Research and the Learning and Teaching divisions completed the team. We would like to extend our gratitude to all of them for their invaluable contribution, their professionalism and their conscientiousness.

We would also like to thank schools and teachers who participated in assessment trials and gave valuable feedback helping the review team to perfect the assessment components.

Finally, we would also like to thank the universities and university academics with whom we consulted throughout the process for their very valuable input, and the IB Recognition and Communication divisions for facilitating our communication with universities and the wider IB community.

If you have any further questions please contact [dpdevelopment@ibo.org](mailto:dpdevelopment@ibo.org)





**TUSD**

**Tucson Unified School District  
COURSE PROPOSAL FORM**

Course Title: IB Mathematics: Analysis and Approaches SL 5,6	
Initiator: Kathryn Jensen	School/Department: Cholla/IB

**NATURE OF REQUEST**

New Course Type - select one:	<input type="checkbox"/> Standard credit	<input type="checkbox"/> ELD	<input type="checkbox"/> Honors
	<input checked="" type="checkbox"/> Advanced Placement or IB	<input type="checkbox"/> Exceptional Ed	<input type="checkbox"/> Intervention
	<input type="checkbox"/> CTE	<input type="checkbox"/> GATE	<input type="checkbox"/> Magnet

Change in Course - select one:	<input type="checkbox"/> Change in course description	<input type="checkbox"/> Change in title (will require a new code)
	<input type="checkbox"/> Change in prerequisites	<input type="checkbox"/> Change in credit distribution (will require a new code)
	<input type="checkbox"/> Change in course length	<input type="checkbox"/> Change in grade level
	<input checked="" type="checkbox"/> Replacing prior course(s)	

**COURSE DESCRIPTION**

Distribution Category - select one:

<input type="checkbox"/> Arts	<input type="checkbox"/> Math (Algebra II)	<input type="checkbox"/> Social Studies (American Government)
<input type="checkbox"/> Career and Technical Education	<input type="checkbox"/> Math (Geometry)	<input type="checkbox"/> Social Studies (Economics)
<input type="checkbox"/> English/Language Arts	<input checked="" type="checkbox"/> Math (4 <sup>th</sup> Credit or higher)	<input type="checkbox"/> Social Studies (World History/Geography)
<input type="checkbox"/> Electives	<input type="checkbox"/> Physical Education	<input type="checkbox"/> World Languages
<input type="checkbox"/> Health	<input type="checkbox"/> Science	
<input type="checkbox"/> Language Arts - middle school	<input type="checkbox"/> Science (Lab Science)	<input type="checkbox"/> Other - Please explain:
<input type="checkbox"/> Math - middle school	<input type="checkbox"/> Social Studies - middle school	
<input type="checkbox"/> Math (Algebra I)	<input type="checkbox"/> Social Studies (American & AZ History/Constitution)	

Intended grade levels:	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input type="checkbox"/> 12
Credits: 1.0	Course length:	<input type="checkbox"/> Semester	<input checked="" type="checkbox"/> Year				

**REQUIRED DOCUMENTS**

1. **COURSE DESCRIPTION** *New/updated course description to be included in the school catalog and/or handbook.*

This course is year one of the two-year Mathematics Analysis course. This course is designed for students who already possess three years of math background at the high school level (Algebra I, Geometry, Algebra II). Students will study number and algebra; functions; geometry and trigonometry; statistics and probability and calculus. Students must complete an IB internal assessment which involves a mathematical investigation, modeling task and written report. Students must also prepare for and take the IB May exams: Paper One and Paper Two. \*The difference between Analysis and Application courses are the level of depth covered within each unit.

2. **COURSE SYLLABUS** *—essential questions, objectives, desired outcomes, assessments, timeline - time spent on each section. <http://tUSD1.org/tusdforms/documents/CUR1001CourseSyllabus.pdf>*

3. **JUSTIFICATION FOR NEW COURSE:** *provide standards alignment information.*

IB conducts a review of all curriculum every 7 years. The new proposed math continuum is based upon a comprehensive review of current standards along with the needs of a college bound student. Attached is the curriculum review provided by IB. It articulates the extensive process and review conducted in order to provide a rigorous and relevant math course.

**TUSD**Tucson Unified School District  
**COURSE PROPOSAL FORM****4. DISTRICT ADOPTIONS** *Identify district approved textbooks, software adoptions.*

Not applicable.

**5. SAMPLE UNIT**

see attached.

**SIGNATURES:**

Teacher:	<i>[Signature]</i>	Date: 9/11/18
Principal:	<i>[Signature]</i>	Date: 9-11-18
Sr. Director Curriculum Dev:	<i>[Signature]</i>	Date: 9-11-18
Asst. Superintendent Curriculum & Instruction:	<i>[Signature]</i>	Date: 10-30-18
Governing Board Approved	<input type="checkbox"/> YES / <input type="checkbox"/> NO	Date of GBA approval:

**\*\*\*\* Office Use Only \*\*\*\***

Old Course #(s) if applicable	New Course #(s)	Course Title:	STATE Course Subject Area
			AZ

	Initial	Date
Course Information		
Course Catalog Manager (1, 2)		

**Mathematics: Analysis and Approaches SL 5,6 Unit Plan**

Topic: Geometry and Trigonometry – Suggested teaching hours: 25

1. The distance between two points in three-dimensional space, and their midpoint; volume and surface area of three-dimensional solids including right-pyramid, right cone, sphere, hemisphere and combination of these solids; the size of an angle between two intersecting lines or between a line and a plane.
2. Use of sine, cosine, and tangent ratios, to find the sides and angles of right-angled triangles; the sine rule, not including the ambiguous case; the cosine rule; area of a triangle and  $\frac{1}{2} ab \sin C$ .
3. Applications of right and non-right angled trigonometry, including Pythagoras' theorem. Contexts may include use of bearings; angles of elevation and depression; construction of labelled diagrams from written statements.
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**Tucson Unified School District  
COURSE PROPOSAL FORM**

Course Title: IB Mathematics: Analysis and Approaches SL 7,8	
Initiator: Kathryn Jensen	School/Department: Cholla/IB

**NATURE OF REQUEST**

New Course Type - select one:	<input type="checkbox"/> Standard credit	<input type="checkbox"/> ELD	<input type="checkbox"/> Honors
	<input checked="" type="checkbox"/> Advanced Placement or IB	<input type="checkbox"/> Exceptional Ed	<input type="checkbox"/> Intervention
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	<input type="checkbox"/> Change in course length	<input type="checkbox"/> Change in grade level
	<input checked="" type="checkbox"/> Replacing prior course(s)	

**COURSE DESCRIPTION**

Distribution Category - select one:

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Credits: 1.0	Course length:	<input type="checkbox"/> Semester	<input checked="" type="checkbox"/> Year				

**REQUIRED DOCUMENTS**

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Course Proposal Form - Course Approvals

CUR1000

Tucson Unified School District  
1010 E. 10th St., Tucson, AZ 85719 | Phone (520) 225-6000  
<http://www.tusd1.org/>

Curriculum Development

Revised: 03/30/15

1 of 2

**TUSD**

**Tucson Unified School District  
COURSE PROPOSAL FORM**

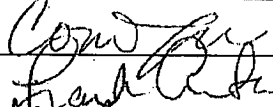

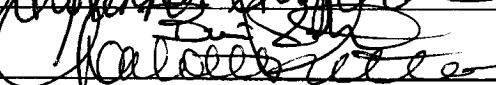
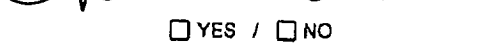
**4. DISTRICT ADOPTIONS** *Identify district approved textbooks, software adoptions.*

Not applicable.

**5. SAMPLE UNIT**

see attached.

**SIGNATURES:**

Teacher:		Date: 9/11/18
Principal:		Date: 9-11-18
Sr. Director Curriculum Dev:		Date: 9/15/18
Asst. Superintendent Curriculum & Instruction:		Date: 10-30-18
Governing Board Approved	<input type="checkbox"/> YES / <input type="checkbox"/> NO	Date of GBA approval:

**\*\*\*\* Office Use Only \*\*\*\***

Old Course #(s) if applicable	New Course #(s)	Course Title:	STATE Course Subject Area
			AZ

	Initial	Date
Course Information		
Course Catalog Manager (1, 2)		

**Mathematics: Analysis and Approaches SL 7,8 Unit Plan**

Topic: Calculus – Suggested teaching hours: 28

1. Introduction to the concept of a limit; derivative interpreted as gradient function and as rate of change.
2. Increasing and decreasing functions: graphical interpretation of  $f'(x) > 0$ ,  $f'(x) = 0$ ,  $f'(x) < 0$ .
3. Derivative of functions of the form  $f(x) = ax^n + bx^{n-1} + \dots$ ,  $n \in \mathbb{Z}$ .
4. Tangents and normal at a given point, and their equations.
5. Introduction to integration as anti-differentiation of functions of the form  $f(x) = ax^n + bx^{n-1} + \dots$ ,  $n \in \mathbb{Z}$ ,  $n \neq -1$ ; definite integrals using technology; areas between a curve  $y = f(x)$  and the x-axis, where  $f(x) > 0$ ; anti-differentiation with a boundary condition to determine the constant term.
6. Derivative of  $x^n$  where  $n \in \mathbb{Q}$ ,  $\sin x$ ,  $\cos x$ ,  $e^x$ , and  $\ln x$ ; differentiation of a sum and a multiple of these functions; the chain rule for composite functions; the product and quotient rules.
7. The second derivative; graphical behavior of functions, including the relationship between the graphs of  $f$ ,  $f'$ , and  $f''$ .
8. Local maximum and minimum points; testing for maximum and minimum; optimization; points of inflexion with zero and non-zero gradients.
9. Kinematic problems involving displacement  $s$ , velocity  $v$ , acceleration  $a$  and total distance travelled.
10. Indefinite integral of  $x^n$  where  $n \in \mathbb{Q}$ ,  $\sin x$ ,  $\cos x$ ,  $\frac{1}{x}$ , and  $e^x$ ; the composites of any of these with the linear function  $ax + b$ ; integration by inspection (reverse chain rule) or by substitution for expressions of the form  $kg'(x)f(g(x))dx$ .
11. Definite integrals, including analytical approach; areas between a curve  $y=f(x)$  and the x-axis, where  $f(x)$  can be positive or negative, without the use of technology; area between curves.

TUCSON UNIFIED SCHOOL DISTRICT  
GOVERNING BOARD  
DRAFT AGENDA FOR SPECIAL MEETING\*

TIME: February 26, 2019  
4:00 p.m.

PLACE: Multipurpose Room  
Duffy Community Center  
5145 East Fifth Street  
Tucson, Arizona

CALL TO ORDER

ACTION ITEM

- 4:00 p.m. 1. Schedule an executive meeting at this time to consider the following matters:
- A. Student matters pursuant to A.R.S. §§15-342, and 15-843; A.R.S. §38-431.03 (A)(2) (consideration of records exempt by law from public inspection); legal advice/instruction to attorney pursuant to A.R.S. §38-431.03 Subsections (A)(3) and (A)(4)
    - 1) Hearing Officers' Recommendations (2)
  - B. Personnel issues pursuant to A.R.S. §38-431.03 (A)(1); legal advice/instruction to attorney pursuant to A.R.S. §38-431.03 (A)(3) and (A)(4); and consideration of records exempt by law from public inspection (A)(2)
    - 1) Superintendent's Contract Extension
  - C. Discussion or consultation with the attorneys of the Governing Board in order to consider its position and instruct its attorneys regarding the Governing Board's position regarding pending litigation pursuant to A.R.S. §38-431.02 (A)(4)
    - 1) Resolution of Special Education Due Process Matter
    - 2) Fisher-Mendoza, etc. v. TUSD, et al
  - D. Discussions or consultations with designated representatives of the public body in order to consider its position and instruct its representatives pursuant to A.R.S. §38-431.03 Subsections (A)(5); legal advice/instruction to attorney pursuant to A.R.S. §38-431.03 (A)(3) and (A)(4)
    - 1) Negotiations with employee organizations

ACTION ITEM

MOTION AND VOTE TO RECESS SPECIAL MEETING TO EXECUTIVE SESSION

Special Board Meeting  
February 26, 2019 – 4:00 p.m.  
Page | 2

RECESS SPECIAL MEETING TO EXECUTIVE SESSION

ACTION ITEM

MOTION AND VOTE TO ADJOURN EXECUTIVE MEETING AND RECONVENE  
SPECIAL MEETING – appx 5:30 p.m.

Multipurpose Room  
Duffy Community Center  
5145 East Fifth Street  
Tucson, Arizona 85711

5:30 p.m.

PLEDGE OF ALLEGIANCE

INFORMATION ITEMS

2. Awards and Recognitions
3. Superintendent's Report
4. Board Member Activity Reports

CALL TO THE AUDIENCE (20 minutes) *(Pursuant to Governing Board Policy No. BDAA, at the conclusion of the Call to the Audience, the Governing Board President will ask if individual members wish to respond to criticism made by those who have addressed the Board, wish to ask staff to review a matter, or wish to ask that a matter be put on a future agenda. No more than two board members may address each criticism.)*

INFORMATION ITEMS

5. FY2018 Comprehensive Annual Financial Report (CAFR)
6. Update from the Audit Committee
7. Overview of Textbook and Course Approval Process for all Newly Proposed Courses in the Tucson Unified School District – Requested by Board Member Ms. Leila Counts
8. The Destiny Textbook Management System: An Overview

STUDY/ACTION ITEMS

9. Governing Board Policy IJJ – *Textbook/Supplementary Materials Selection and Adoption* (revision) –Requested by Board Clerk Ms. Rachael Sedgwick



Special Board Meeting  
February 26, 2019 – 4:00 p.m.  
Page | 3

10. Code of Conduct: Review and Update – Requested by Board Clerk Ms. Rachael Sedgwick

#### INFORMATION ITEMS

11. Superintendent and District Effectiveness Survey Report
12. Arizona Department of Education (ADE) Audit of TUSD ELD Programming: Readiness and Results
13. Update on Three Student Assignment Proposals: Removal of the K-5 Boundary and Withdrawal of Magnet Status at Roskrige Bilingual Magnet K-8 School, and Addition of Third Grade to Johnson Primary School
14. TEAM 7 Presentation
15. FY19 Expenditure Update

#### STUDY ITEMS

16. Mexican American Studies/Mexican American Viewpoint Culturally Relevant Courses (CRC) – Requested by Board Clerk Ms. Rachael Sedgwick
17. Tucson Unified School District Budget Study Session No. 4

#### FUTURE MEETING DATES AND AGENDA ITEMS

10:00 p.m. MOTION AND VOTE TO ADJOURN OR EXTEND SPECIAL BOARD MEETING

#### ADJOURNMENT

- One or more Governing Board members will/may participate by telephonic or video communications.
- Names and details, including available support documents, may be obtained during regular business hours at the TUSD Governing Board Office.
- Persons with a disability may request a reasonable accommodation, such as a sign language interpreter, by contacting Translations/Interpretations Services at 225-4600. Requests should be made as early as possible to arrange the accommodation.
- Upon request, TUSD will provide a certified interpreter to interpret Governing Board meetings whenever possible. Please contact Translations/Interpretations Services at 225-4672 at least 72 hours prior to the event. Every effort will be made to honor requests for interpretation services made with less than 72 hours' notice.
- Previa petición, TUSD proporcionará un intérprete certificado para interpretar la agenda de las reuniones de la Mesa Directiva o de proporcionar los servicios de interpretación en la reuniones de la Mesa Directiva cuando sea posible. Favor de contactar los Servicios de Traducción/Interpretación al teléfono 225-4672 cuando menos 72 horas antes del evento. Se hará todo lo posible para proporcionar los servicios de interpretación realizados con menos de 72 horas de anticipación.
- If authorized by a majority vote of the members of the Governing Board, any matter on the open meeting agenda may be discussed in executive session for the purpose of obtaining legal advice thereon, pursuant to A.R.S. 38-431.03 (A)(3). The executive session will be held immediately after the vote and will not be open to the public.
- The order of items on this agenda may be modified during the meeting at the discretion of the Board President or upon a motion to amend the order of business which is approved by a vote of the Board.



## TUCSON UNIFIED SCHOOL DISTRICT

MEETING February 26, 2019  
OF:

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TITLE: Mexican American Studies/Mexican American Viewpoint Culturally Relevant Courses (CRC) - Requested by Board Clerk Ms. Rachael Sedgwick

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ITEM #: 16

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Information:

Study: X

Action:

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### PURPOSE:

To provide the Board with a presentation regarding: 1) Mexican American Studies (MAS), as the course was taught in TUSD prior to 2012; 2) Mexican American Viewpoint Culturally Relevant Courses (CRC), which are currently taught in TUSD; and, 3) the difference between the two. The Board will consider the information in order to, potentially, take a vote at an upcoming meeting about whether and how to change the Mexican American Viewpoint CRC curriculum so that it is as beneficial to students as possible.

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### DESCRIPTION AND JUSTIFICATION:

In 2017, the Court found that the State of Arizona was not permitted to enforce the law that banned Mexican American Studies in TUSD because it "was enacted and enforced, not for legitimate education purposes, but for (i) an invidious discriminatory racial purpose, and (ii) a politically partisan purpose--to shut down the [TUSD Mexican American Studies program]--in violation of the First and Fourteenth Amendments to the Constitution." TUSD has provided Mexican American Viewpoint CRC since not long after MAS was banned in 2012. In light of the Court ruling, however, community members have requested that TUSD "bring back MAS." This is an opportunity for the Board and community to understand the differences between MAS and Mexican American Viewpoint CRC, and for the Board to decide whether it needs to vote to change the curriculum to provide an additional benefit to students.

Presenters: Lorenzo Lopez, Director of Culturally Relevant Pedagogy and Instruction; and Maria Federico-Brummer, Director of Mexican American Student Services

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### BOARD POLICY CONSIDERATIONS:

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### LEGAL CONSIDERATIONS:

For all Intergovernmental Agreements (IGAs), Initiator of Agenda Item provides the name of the agency responsible for recording the Agreement after approval:

For amendments to current IGAs, Initiator provides original IGA recording number:

\_\_\_\_\_  
Legal Advisor Signature (if applicable)

BUDGET CONSIDERATIONS:

_____	District Budget
_____	State/Federal Funds
_____	Other _____
<u>Budget Cost</u>	<u>Budget Code</u>

Budget Certification (for use by Office of Financial Services only):

Date \_\_\_\_\_  
I certify that funds for this expenditure in the amount of \$ \_\_\_\_\_  
are available and may be:  
Authorized from current year budget  
Authorized with School Board approval  
Code: \_\_\_\_\_ Fund: \_\_\_\_\_

INITIATOR(S):

Rachael Sedgwick, Board Clerk	2-15-19
Name	Date
	Title

DOCUMENTS ATTACHED/ ON FILE IN BOARD OFFICE:

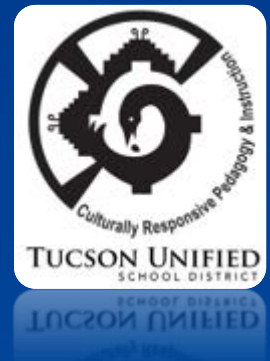
<u>ATTACHMENTS:</u>
Click to download
<a href="#">Presentation</a>

TUCSON UNIFIED SCHOOL DISTRICT	BOARD AGENDA ITEM CONTINUATION SHEET
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# A Comparison of Culturally Relevant Courses and Mexican American Studies and the role of Mexican American Student Services

**Culturally Responsive Pedagogy & Instruction**  
*Lorenzo Lopez Jr. -Director*



**Mexican American Student Services**  
*María Federico Brummer - Director*



# **APPENDIX V – 87 (Part 2 of 2)**

## To review...

Previous Governing Board presentation consisted of...

- A timeline of USP evolution requiring the development of MAS, MASS and CRPI
- A definition of relevant terms
- A summary of CRPI expansion and course offerings
- District-wide PD responsibilities for CRPI and areas of focus
- Collaboration with student services

## **PURPOSE**

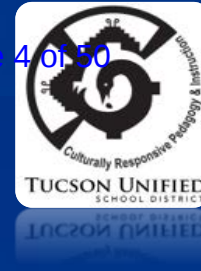
*The purpose of this agenda item is for the board and the community to receive a presentation noting the **major programmatic and curricular differences** between Culturally Relevant Courses and the Mexican American Studies courses.*

## **DESCRIPTION & JUSTIFICATION**

*Specifically, the presentation will **outline the curricular focus areas** of Culturally Relevant Courses in English Language Arts and Social Studies **and compare** these focus areas with the former Mexican American Studies courses. Lastly, the report will focus on the **role of Mexican American Student Services** in the district and **how it supports culturally relevant course work and student achievement** for Mexican American students.*



# Comparisons...



## Overview of MAS

- 8 Curriculum/Project Specialists
- Monthly teacher training
- Encuentro family events
- Summer Institute
- Activity Helpers/College
- MAS Courses- est. 1900 students
- \*American History- Mexican American Perspective
- Core-credit ELA & SS courses
- \*Social Justice Edu. Project (SJEP)

## Overview of CRC in CRPI

- 11 Master Teachers
- Monthly Tier I teacher PD
- Encuentro family events
- Summer Institute
- Activity Helpers/College
- CRC Courses- est. 6000 students
- Cult. Rel. Am. Hist- Mexican American Viewpoint
- Core-credit ELA & SS courses
- Dual enrollment college credit



# Differences...

## Overview of MAS Courses 1999-2010



- No TUSD curriculum department
- No TUSD curriculum documents
- MAS Scope and Sequence determined by each teacher
- Curriculum developed independent of district assessments
- Comprehensive units of study
- Embedded district standards in units
- Developed without stigma of ARS- 15-112
- All teachers volunteered- No mandated expansion of courses
- Year-long Senior Government course
- Staff consisted of content experts with MAS backgrounds
- MAS teachers shared an intrinsic motivation
- Pedagogy based on Indigenous epistemology

# Differences...

## Overview of CRC Courses Est. 2013-14



- Developed under extreme scrutiny for violation of ARS 15-112
- Underwent curricular review by ADE via monthly submission and ADE monitoring
- Alignment to state and district :
  - Curriculum maps aligned to district benchmark assessment and state standardized assessments
  - CRC Scope and Sequence aligned to Non-CRC
- Curriculum documents reviewed and revised yearly by CRPI
- Teachers produce curriculum for CRC
- CRPI instrumental in shaping TUSD curriculum--Anti-bias framework
- Varying levels of teacher background knowledge in ethnic studies content, culturally responsive pedagogy & theoretical underpinnings
- Semester-long Senior Government courses
- CR Staff has expertise with MAS and/or AA studies
- CRC Pedagogy based on TUSD MAS best practices

# Research-Based

Cabrera, N. L., Milem, J. F., Jaquette, O., & Marx, R. W. (2014). Missing the (Student Achievement) Forest for All the (Political) Trees: Empiricism and the Mexican American Studies Controversy in Tucson. *American Educational Research Journal*, 51(6), 1084–1118.  
<https://doi.org/10.3102/0002831214553705>

Dee, T. S., & Penner, E. K. (2017). The Causal Effects of Cultural Relevance: Evidence From an Ethnic Studies Curriculum. *American Educational Research Journal*, 54(1), 127–166.  
<https://doi.org/10.3102/0002831216677002>

# Differences...

## Overview of Programmatic Structures



### MA/Raza Studies Dept.

- Focus: Curriculum & Instruction with Direct & In-Direct Student Support Services
- Curriculum & Project Specialists
- Academic Specialists
- Community Advisory Board



### CRPI Dept.

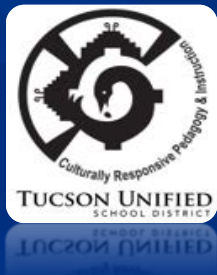
- Focus: Curriculum & Instruction
- Master Teachers
- School-to-College Liaisons
- National Panel of Experts
- District-wide Culturally Responsive Practices PD



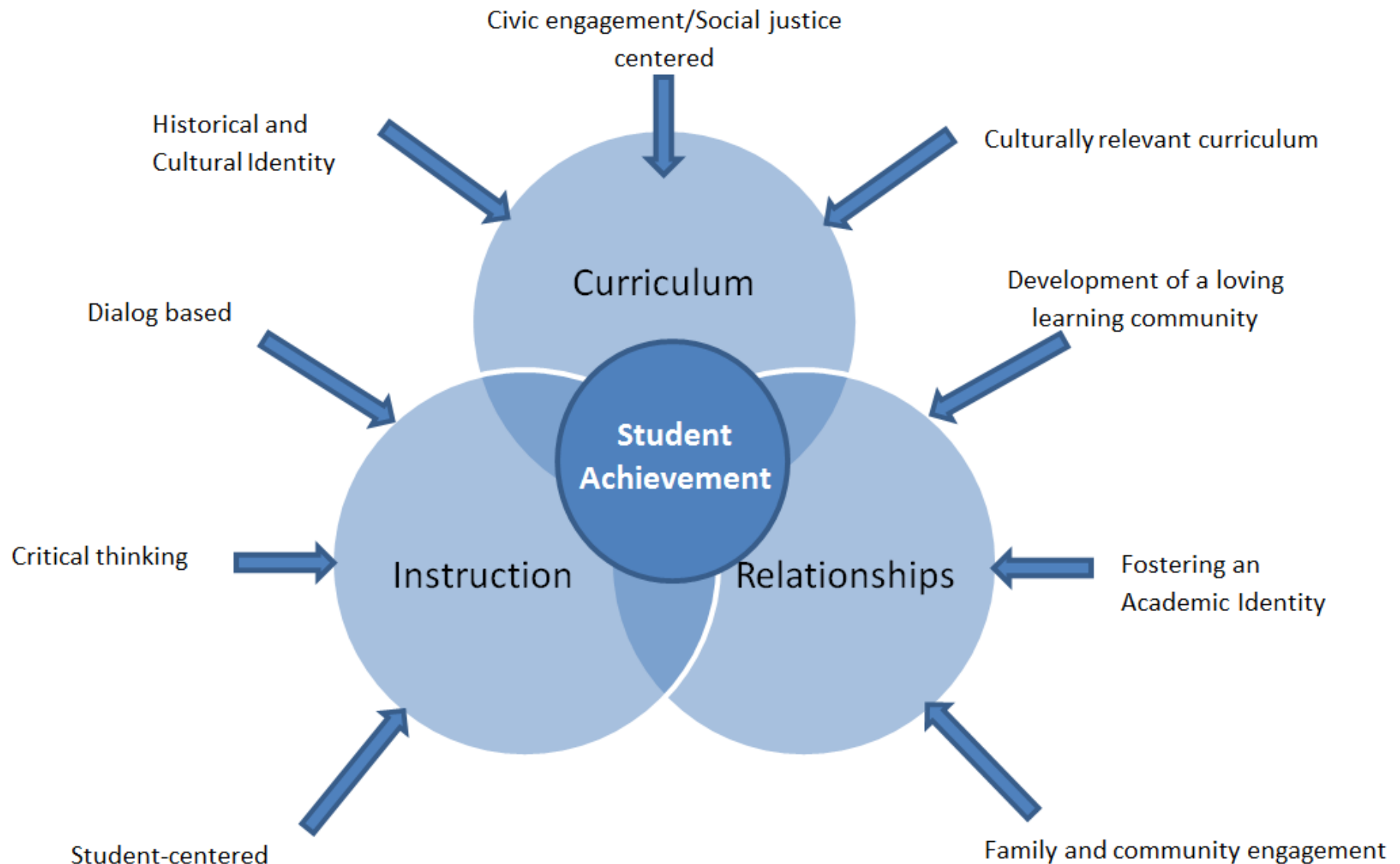
### MASS Dept.

- Focus: Direct & In-Direct Student Support Services in collaboration with Curriculum & Instruction
- Program Specialists
- CRC Tutors
- Behavior Specialist
- Community Advisory Council & Parent Advisory Council

# CRPI Supported by MASS



# CRPI MODEL





**Tuesday, March 12, 2019**  
**AGENDA FOR REGULAR BOARD MEETING**

**TUCSON UNIFIED SCHOOL DISTRICT**  
**GOVERNING BOARD**

**Multipurpose Room**  
**Duffy Community Center**  
**5145 E. Fifth Street**  
**Tucson, AZ 85711**

**4:00 PM**

**-One or more Governing Board members will/may participate by telephonic or video communications.**

**-Names and details, including available support documents, may be obtained during regular business hours at the TUSD Governing Board Office.**

**-Persons with a disability may request a reasonable accommodation, such as a sign language interpreter, by contacting Translations/Interpretations Services at 225-4600. Requests should be made as early as possible to arrange the accommodation.**

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**-The order of items on this agenda may be modified during the meeting at the discretion of the Board President or upon a motion to amend the order of business which is approved by the Board.**

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**1. OPENING OF MEETING**

1.1 Call to Order

---

**2. SCHEDULE EXECUTIVE MEETING**

2.1 Motion To Convene Executive Meeting

2.2 Request to Readmit a Student

2.3 Administrative Appointments, Reassignments, and Transfers

- 2.4 Administrative Appointments, Reassignments and Transfers
- 2.5 Consultation with Attorneys Regarding Pending Litigation
- 2.6 Negotiations for the Purchase, Sale or Lease of Real Property
- 2.7 Negotiations with Employee Organizations
- 2.8 Adjourn Executive Meeting and Reconvene Regular Meeting

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**3. RECONVENE REGULAR MEETING - 5:30 p.m.**

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- 3.1 Call to Order and Pledge of Allegiance
- 3.2 Approval of Agenda

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**4. INFORMATION ITEM(S) I**

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- 4.1 Superintendent's Report

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**5. CALL TO THE AUDIENCE**

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- 5.1 Possible Board Member Response to Audience Comments

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**6. CONSENT AGENDA**

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- 6.1 Approval of Consent Agenda Items 6.2 Through 6.8
- 6.2 Approval of Talent Acquisition, Transfers, Separations, Changes, and Leaves of Absence
- 6.3 Intergovernmental Agreement Between The Arizona Board of Regents, University Of Arizona and Tucson Unified School District For The Purpose Of Administering The Advanced Placement Exams To Tucson Unified School District Students
- 6.4 Affiliation Agreement between Tucson Unified School District and The University of Houston for Participation in the Dietetic Internship Program
- 6.5 Increase Expenditure Authority for IFB 19-04-23 for Audiology Equipment and Supplies
- 6.6 Minutes of Tucson Unified School District Governing Board Meetings
- 6.7 Student Activity Funds through January 31, 2019
- 6.8 Salary and Expense Vouchers - February 2019

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**7. ACTION ITEM(S)**

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- 7.1 Request for Governing Board Approval for the Placement of Regulation Size Flags for the Pascua Yaqui and Tohono O'odham Nations
- 7.2 Request for Governing Board Approval for the Issuance of a Letter of Intent for JTED Career Readiness HS at the Bridges (UA Tech Park)
- 7.3 Proclamation of March 2019 as School Social Worker Month in Tucson Unified School District No. 1
- 7.4 Proclamation of March 2019 as Procurement Month in the Tucson Unified School District No.1
- 7.5 Recognition of March 14, 2019 as Pi Day in Tucson Unified School District No. 1 - Requested by Board President Dr. Mark Stegeman
- 7.6 Administrative Appointments, Reassignments, and Transfers - Chief Operations Officer
- 7.7 Administrative Appointments, Reassignments, and Transfers - Internal Auditor
- 7.8 Administrative Appointments, Reassignments, and Transfers - Principal, Erickson Elementary School



7.9 Administrative Appointments, Reassignments, and Transfers - Principal, Grijalva Elementary School

7.10 Administrative Appointments, Reassignments, and Transfers - Principal, Tully Gifted and Talented Elementary Magnet School

7.11 Superintendent's Contract Extension - Requested by Board President Dr. Mark Stegeman

7.12 Approval of the Verizon Innovative Learning Grant

## **8. STUDY/ACTION ITEM(S)**

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8.1 Governing Board Policy DAA -- Contingency Reserve Requirement (new) -- Requested by Board Member Ms. Adelita Grijalva

8.2 Governing Board Policy IJJ -- Textbook/Supplementary Materials Selection and Adoption (revision)--Requested by Governing Board Clerk Ms. Rachael Sedgwick

8.3 Proposed revisions to Audit Committee Charter recommended by Audit Committee

8.4 Governing Board Policy BCB (Revision)-- Governing Board Member Conflict of Interest -- Mandatory Statutory Updates

8.5 Governing Board Policy GBEAA -- Staff Conflict of Interest (Revision)-- Mandatory Statutory Updates

8.6 Procurement of Benefits Consulting Services - Requested by Board President Dr. Mark Stegeman

8.7 Board Direction on Student Code of Conduct - Requested by Board President Dr. Mark Stegeman

8.8 Charge to the Audit Committee

8.9 Appointment to the Employee Benefits Trust (EBT) Board – Requested by Board Member Ms. Leila Counts

## **9. INFORMATION ITEM(S) II**

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9.1 A New Alternative at Project MORE: 9th-12th Grade Success Option for High School

9.2 E-Rate Program Overview

9.3 Exceptional Education Areas of Focus Progress Report: Spring 2019

## **10. STUDY ITEM(S)**

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10.1 Mexican American Studies/Mexican American Viewpoint Culturally Relevant Courses (CRC) - Requested by Board Clerk Ms. Rachael Sedgwick

10.2 Community School Program Update and Proposed Financial Adjustments for 19-20

## **11. FUTURE MEETING DATES AND AGENDA ITEM(S)**



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11.1 Future Meeting Dates and Agenda Item(s)

## **12. EXTEND OR ADJOURN REGULAR MEETING**

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12.1 Motion and Vote to Extend or Adjourn Regular Meeting

Simple Agenda	Detailed Agenda	Current Agenda Item
		
<b>Agenda Item Details</b>		
Meeting	Mar 12, 2019 - AGENDA FOR REGULAR BOARD MEETING	
Category	9. INFORMATION ITEM(S) II	
Subject	9.3 Exceptional Education Areas of Focus Progress Report: Spring 2019	
Type	Information	
<p><b>PURPOSE:</b> The purpose of this agenda item is to update the Board on efforts to improve services to Exceptional Education Students in targeted areas.</p> <p><b>DESCRIPTION/JUSTIFICATION:</b> The presentation will provide an overview of planned improvements in the areas of staffing, school to school placement decisions, and the deployment of resources and additional services to schools when requested. The Ex Ed Leadership Team worked collaboratively with a group of site administrators and teachers to create a more transparent and consistent set of criterion for self-contained program placements across the district.</p> <p><b>Presenter:</b> Dr. Gabriel Trujillo</p> <p><b>BOARD POLICY CONSIDERATIONS:</b> N/A</p> <p><b>LEGAL CONSIDERATIONS:</b> N/A</p>		
<div>  <a href="#">2019-03-12 Exceptional Education Areas of Focus Progress Report-Spring 2019.pdf (102 KB)</a> </div>		



# EXCEPTIONAL EDUCATION

## UPDATES

UPDATES 3/12/2019

# Enhanced ExEd Services

## for SY 2018-2019

- **Licensed Clinical Social Workers (LCSW)**
  - On-Call services for Elementary Schools
- **Principal Committee established to develop procedures for student placements**
  - Collaboration between principals and ExEd department
  - New document for change of student placement
- **Substance Groups at ALL Middle and High Schools**
  - Currently, over 500 students have participated in groups

# Stronger Support for EXED: SY 2019-2020

- **Ten Additional Master Social Workers**
  - ▣ Provide support for general education students with challenging behaviors
  - ▣ Two Social Workers placed in each region
  
- **Addition of Behavior Specialist and Instructional Specialist**
  - ▣ For general education students with challenging behaviors
  - ▣ Support the MTSS process
  
- **Continued collaboration with TEA through TEA/ExEd committee**
  - ▣ Committee works collaboratively to support teachers and paraprofessionals
  - ▣ Members include representatives from TEA, ExEd, Finance and Employee Relations

# Continuing Support in 2019-2020

- **Ongoing targeted support for current Co-Teaching schools**
  - ▣ Over 300 teachers, General Education and Special Education, have been trained by the Co-teaching Specialist
  - ▣ On-going support continues at every focus school
  - ▣ Training for each school is site-based and specific to the school's culture and needs
- **Funding for contracted teachers and paraprofessionals to fill critical vacancies**

# Spring 2019: Areas of Focus

- **Placement Committee**
  - Clear and transparent criterion for self-contained placements districtwide
- **Rapid Deployment of BESST team**
  - Tier 3 emergency support for situations of urgency
  - Direct deployment by Regional Assistant Superintendent and EXED AD
- **Third Party TEMP Staffing for Paraprofessionals**
- **Streamlined Process for IEP Review Process**
  - Faster and more transparent
  - Process for EXED students struggling in mainstream setting
  - Principal initiated



# EXCEPTIONAL EDUCATION

SERVING ALL STUDENTS





MEETING OF: September 12, 2017

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TITLE: Re-Integration of Mexican American Studies Back into Tucson Unified School District - Requested by Board Members Adelita Grijalva and Kristel Foster

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ITEM #: 9

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Information:

Study:

Action: X

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PURPOSE:

Now that the Board understands the ramifications of the Federal ruling in regards to ARS 15-112, this action item is to direct staff to communicate this same information to Dr. Hawley, the Fisher-Mendoza Plaintiffs and the Director of Culturally Relevant Pedagogy and Instruction so that curriculum design and professional development planning from this day forward is no longer hindered under the previous restrictions outlined in ARS 15-112

---

DESCRIPTION AND JUSTIFICATION:

Multiple studies show that the former Mexican American Studies Department in Tucson Unified School District established a very successful ethnic studies program that raised student interest and achievement. We also know that currently our Culturally Relevant courses are engaging our learners and preparing students for academic success as well.

With this vote, the Board is assuring the community that whatever elements that existed previously under MAS, that have not been permitted under ARS 15-112, may now be incorporated to better reach the socio-cultural needs and academic success of our Tucson Unified School District students.

---

BOARD POLICY CONSIDERATIONS:

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LEGAL CONSIDERATIONS:

For all Intergovernmental Agreements (IGAs), Initiator of Agenda Item provides the name of the agency responsible for recording the Agreement after approval:

For amendments to current IGAs, Initiator provides original IGA recording number:

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Legal Advisor Signature (if applicable)

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BUDGET CONSIDERATIONS:

\_\_\_\_\_ District Budget  
\_\_\_\_\_ State/Federal Funds

Budget Certification (for use by Office of Financial Services only):

Date

I certify that funds for this expenditure in the amount of \$ are

Other		available and may be:
<u>Budget Cost</u>	<u>Budget Code</u>	Authorized from current year budget
		Authorized with School Board approval
		Code: Fund:

INITIATOR(S):

Adelita Grijalva and Kristel Foster, Governing Board Members

8-28-17

Name	Title	Date
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DOCUMENTS ATTACHED/ ON FILE IN BOARD OFFICE:

ATTACHMENTS:

Click to download

No Attachments Available

## Agenda Item Details

Meeting	Mar 12, 2019 - AGENDA FOR REGULAR BOARD MEETING
Category	STUDY ITEM(S)
Subject	Mexican American Studies/Mexican American Viewpoint Culturally Relevant Courses (CRC) - Requested by Board Clerk Ms. Rachael Sedgwick
Type	Information

**PURPOSE:** The purpose of this agenda item is to provide the Board with a presentation regarding: 1) Mexican American Studies (MAS), as the course was taught in TUSD prior to 2012; 2) Mexican American Viewpoint Culturally Relevant Courses (CRC), which are currently taught in TUSD; and, 3) the difference between the two. The Board will consider the information in order to, potentially, take a vote at an upcoming meeting about whether and how to change the Mexican American Viewpoint CRC curriculum so that it is as beneficial to students as possible.


**DESCRIPTION/JUSTIFICATION:** In 2017, the Court found that the State of Arizona was not permitted to enforce the law that banned Mexican American Studies in TUSD because it "was enacted and enforced, not for legitimate education purposes, but for (i) an invidious discriminatory racial purpose, and (ii) a politically partisan purpose--to shut down the (TUSD Mexican American Studies program)--in violation of the First and Fourteenth Amendments to the Constitution." TUSD has provided Mexican American Viewpoint CRC since not long after MAS was banned in 2012. In light of the Court ruling, however, community members have requested that TUSD "bring back MAS". This is an opportunity for the Board and community to understand the differences between MAS and Mexican American Viewpoint CRC, and for the Board to decide whether it needs to vote to change the curriculum to provide an additional benefit to students.

**Presenters:** Lorenzo Lopez Jr., Director Culturally Relevant Pedagogy and Instruction; and Maria Federico-Brummer, Director Mexican American Student Services

**BOARD POLICY CONSIDERATIONS:** N/A

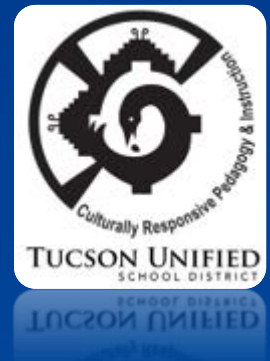
**LEGAL CONSIDERATIONS:**

 3.12.19 Board Presentation on MAS CRC MASS Final.pdf (1,402 KB)

 2019-03-12 MAS BAI9-9-12-17.pdf (31 KB)

# A Comparison of Culturally Relevant Courses and Mexican American Studies and the role of Mexican American Student Services

**Culturally Responsive Pedagogy & Instruction**  
*Lorenzo Lopez Jr. -Director*



**Mexican American Student Services**  
*María Federico Brummer - Director*



## To review...

Previous Governing Board presentation consisted of...

- A timeline of USP evolution requiring the development of MAS, MASS and CRPI
- A definition of relevant terms
- A summary of CRPI expansion and course offerings
- District-wide PD responsibilities for CRPI and areas of focus
- Collaboration with student services

## **PURPOSE**

*The purpose of this agenda item is for the board and the community to receive a presentation noting the **major programmatic and curricular differences** between Culturally Relevant Courses and the Mexican American Studies courses.*

## **DESCRIPTION & JUSTIFICATION**

*Specifically, the presentation will **outline the curricular focus areas** of Culturally Relevant Courses in English Language Arts and Social Studies **and compare** these focus areas with the former Mexican American Studies courses. Lastly, the report will focus on the **role of Mexican American Student Services** in the district and **how it supports culturally relevant course work and student achievement** for Mexican American students.*



# Comparisons...



## Overview of MAS

- 8 Curriculum/Project Specialists
- Monthly teacher training
- Encuentro family events
- Summer Institute
- Activity Helpers/College
- MAS Courses- est. 1900 students
- \*American History- Mexican American Perspective
- Core-credit ELA & SS courses
- \*Social Justice Edu. Project (SJEP)

## Overview of CRC in CRPI

- 11 Master Teachers
- Monthly Tier I teacher PD
- Encuentro family events
- Summer Institute
- Activity Helpers/College
- CRC Courses- est. 6000 students
- Cult. Rel. Am. Hist- Mexican American Viewpoint
- Core-credit ELA & SS courses
- Dual enrollment college credit

# Differences...

## Overview of MAS Courses 1999-2010



- No TUSD curriculum department
- No TUSD curriculum documents
- MAS Scope and Sequence determined by each teacher
- Curriculum developed independent of district assessments
- Comprehensive units of study
- Embedded district standards in units
- Developed without stigma of ARS- 15-112
- All teachers volunteered- No mandated expansion of courses
- Year-long Senior Government course
- Staff consisted of content experts with MAS backgrounds
- MAS teachers shared an intrinsic motivation
- Pedagogy based on Indigenous epistemology



# Differences...

## Overview of CRC Courses Est. 2013-14



- Developed under extreme scrutiny for violation of ARS 15-112
- Underwent curricular review by ADE via monthly submission and ADE monitoring
- Alignment to state and district :
  - Curriculum maps aligned to district benchmark assessment and state standardized assessments
  - CRC Scope and Sequence aligned to Non-CRC
- Curriculum documents reviewed and revised yearly by CRPI
- Teachers produce curriculum for CRC
- CRPI instrumental in shaping TUSD curriculum--Anti-bias framework
- Varying levels of teacher background knowledge in ethnic studies content, culturally responsive pedagogy & theoretical underpinnings
- Semester-long Senior Government courses
- CR Staff has expertise with MAS and/or AA studies
- CRC Pedagogy based on TUSD MAS best practices

# Research-Based

Cabrera, N. L., Milem, J. F., Jaquette, O., & Marx, R. W. (2014). Missing the (Student Achievement) Forest for All the (Political) Trees: Empiricism and the Mexican American Studies Controversy in Tucson. *American Educational Research Journal*, 51(6), 1084–1118.  
<https://doi.org/10.3102/0002831214553705>

Dee, T. S., & Penner, E. K. (2017). The Causal Effects of Cultural Relevance: Evidence From an Ethnic Studies Curriculum. *American Educational Research Journal*, 54(1), 127–166.  
<https://doi.org/10.3102/0002831216677002>

# Differences...

## Overview of Programmatic Structures



### MARS Dept.

- Curriculum & Instruction with Direct & Indirect Student Support Services
- Curriculum & Project Specialists
- Academic Specialists
- Community Advisory Board



### CRPI Dept.

- Curriculum & Instruction
- Master Teachers
- School-to-College Liaisons
- National Panel of Experts
- District-wide Culturally Responsive Practices PD



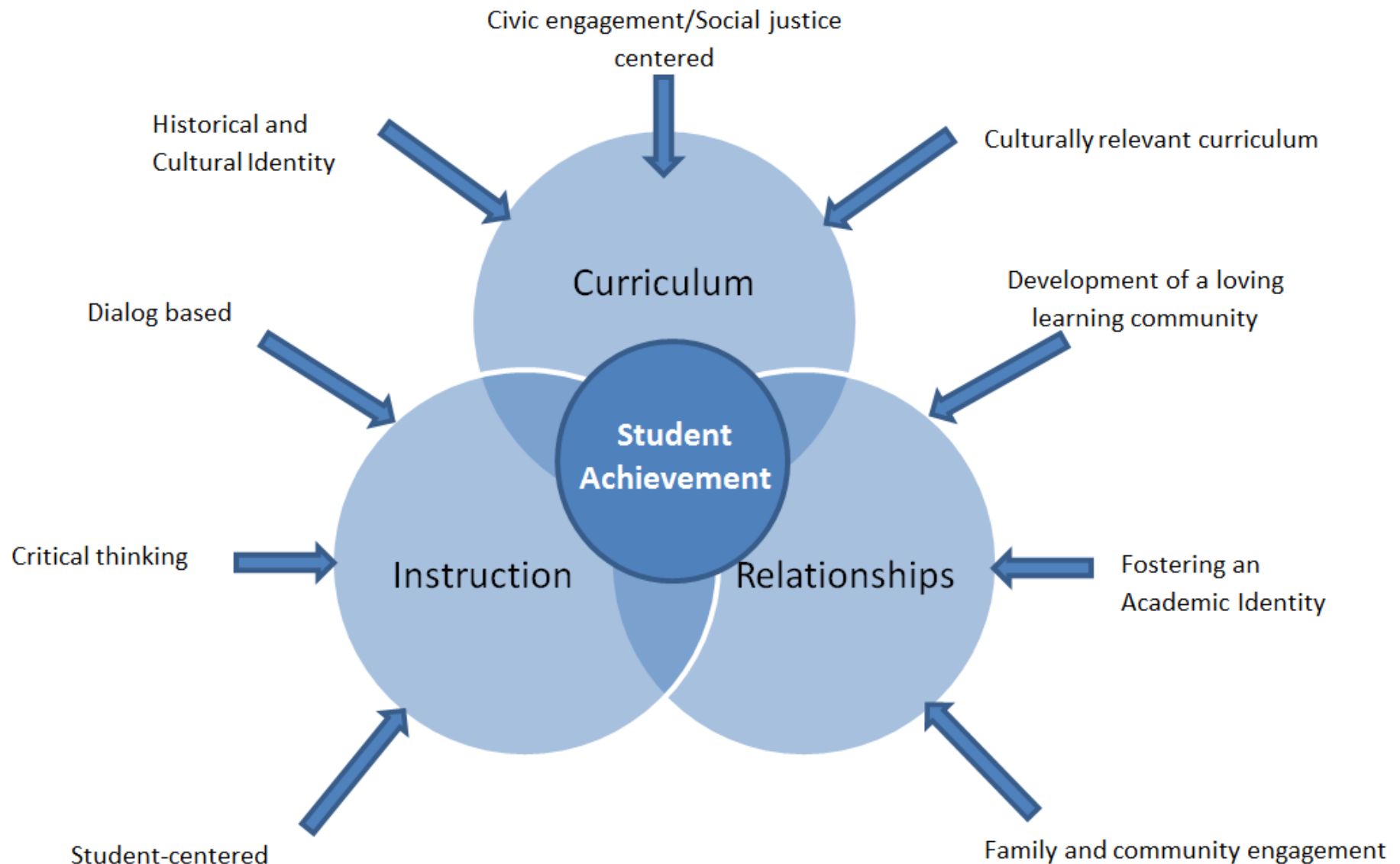
### MASS Dept.

- Direct & Indirect Student Support Services in collaboration with Curriculum & Instruction
- Program Specialists
- CRC Tutors
- Behavior Specialist
- Community Advisory Council, Parent Advisory Council, & Expert Panel

# CRPI Supported by MASS



# CRPI MODEL





**Tuesday, April 30, 2019**  
**AGENDA FOR SPECIAL BOARD MEETING**

**TUCSON UNIFIED SCHOOL DISTRICT  
GOVERNING BOARD**

**Multipurpose Room  
Duffy Community Center  
5145 E. Fifth Street  
Tucson, AZ 85711**

**4:30 PM**

**-One or more Governing Board members will/may participate by telephonic or video communications.**

**-Names and details, including available support documents, may be obtained during regular business hours at the TUSD Governing Board Office.**

**-Persons with a disability may request a reasonable accommodation, such as a sign language interpreter, by contacting Translations/Interpretations Services at 225-4672. Requests should be made as early as possible to arrange the accommodation.**

**-Upon request, TUSD will provide a certified interpreter to interpret Governing Board meetings whenever possible. Please contact Translations/Interpretations Services at 225-4672 at least 72 hours prior to the event. Every effort will be made to honor requests for interpretation services made with less than 72, hours' notice.**

**-Previa peticion, TUSD proporcionara un interprete certificado para interpretar la agenda de las reuniones de la Mesa Directiva o de proporcionar los servicios de interpretacion en la reuniones de la Mesa Directiva cuando sea posible. Favor de contactar los Servicios de Traduccion/Interpretacion al telefono 225-4672 cuando menos 72 horas antes del evento. Se hara todo lo posible para proporcionar los servicios de interpretacion realizados con menos de 72 horas de anticipacion.**

**-If authorized by a majority vote of the members of the Governing Board, any matter on the open meeting agenda may be discussed in executive session for the purpose of obtaining legal advice thereon, pursuant to A.R.S. 38-431.03 (A)(3). The executive session will be held immediately after the vote and will not be open to the public.**

**-The order of items on this agenda may be modified during the meeting at the discretion of the Board President or upon a motion to amend the order of business which is approved by the Board.**

**1. OPENING OF MEETING**

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1.1 Call to Order and Pledge of Allegiance

**2. INFORMATION ITEM(S)**

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2.1 Site Based Steps to Success in Middle Schools and High Schools

2.2 Reimagining Middle Schools in the Tucson Unified School District

2.3 Leased Employment, Post-Retirement Employment and Recruitment Services

2.4 Update on District Food Services at non-District Sites

2.5 Information on Community Eligibility Provision for District Food Services at 34 District Sites for School Year 19-20

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**3. STUDY ITEM(S)**

3.1 Performance Based Compensation Plan (Prop 301) for School Year 2019-2020

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**4. FUTURE MEETING DATES AND AGENDA ITEM(S)**

4.1 Future Meeting Dates and Agenda Item(s)

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**5. EXTEND OR ADJOURN SPECIAL MEETING**

5.1 Motion and Vote to Extend or Adjourn Special Meeting

## Agenda Item Details

Meeting	Apr 30, 2019 - AGENDA FOR SPECIAL BOARD MEETING
Category	INFORMATION ITEM(S)
Subject	Site Based Steps to Success in Middle Schools and High Schools
Type	Information

PURPOSE: The purpose of this agenda item is to update the Board on this year's initiative to assign quarterly steps to success home visit assignments for all at-risk and absentee students in middle schools and high schools.

DESCRIPTION/JUSTIFICATION: The presentation will detail the efforts made on a quarterly basis for each middle and high school to make contact with credit deficient and truant students. The presentation will also note the resources and support provided by the district to assist sites, as well as information regarding the success of this year's efforts. Site-based steps to success efforts on the part of schools are designed to compliment the twice yearly district-wide Steps to Success Program.

INTERNAL PRESENTER(S): Regional Assistant Superintendents

EXTERNAL PRESENTER(S): None

BOARD POLICY CONSIDERATIONS: N/A

LEGAL CONSIDERATIONS: N/A



4.30.19 Site based steps to success final for 18-19.pdf (139 KB)



# Site based Steps to Success for 18-19: A Progress Report



# Site based Steps to Success

- ▶ The Steps to Success initiative is a partnership between Tucson Unified School District and the City of Tucson Office of the Mayor to seek out and retrieve students who have dropped out of Tucson Unified School District. Through home visits, this partnership has allowed educational staff, city officials, and community members to visit with students and their families and encourage them to come back and finish their high school education.

Since July 2014, we've held five walks to retrieve identified students in grades seven through twelve. We specifically seek out students who, according the Arizona Department of Education, are classified as educational "Status Unknown." We attempt to contact each family with a message of community support and academic assistance, in hopes the student will return to school. To date, 384 students have been enrolled through Steps to Success, and 64 students have graduated.

- ▶ This school year we have moved the focus from the District to individual schools targeting their students with academic or attendance issues.

# High school progress

High School	Dates	Focus
Catalina	12/13/18 2/4/19 -2/28/19	Freshman and students with attendance issues
Cholla	11/21/18 and 1/23/19	Senior credit deficient and Freshman failing core classes
Palo Verde	11/29/18 and 3/11/19	Juniors struggling with credit recovery
Pueblo	On going	Freshman with academic and attendance issues
Rincon	11/13/18 and 1/31/19	Credit deficient Seniors
Sabino	10/5/18, 12/21/18, and 3/15/19	Students with Academic issues
Sahuaro	12/17/18 and 3/26/19	9 <sup>th</sup> and 10 <sup>th</sup> grade students with attendance and credit deficiencies
Santa Rita	11/6, 11/20, 12/8, 12/18 (mtgs)	Focus on Credit deficient seniors through MTSS. Made site appointments with Youth on Their Own, MORE, Drop out Prevention
TAPP	Every Friday	Students with Attendance issues

# Next Steps

- ▶ Continue quarterly events at each high school
- ▶ Dropout Prevention will begin to collect data from each school
- ▶ Begin setting up process at Middle Schools and K-8s
  - ▶ Schools will begin to establish team

## Agenda Item Details

Meeting	Apr 30, 2019 - AGENDA FOR SPECIAL BOARD MEETING
Category	INFORMATION ITEM(S)
Subject	Reimagining Middle Schools in the Tucson Unified School District
Type	Information

**PURPOSE:** The purpose of this agenda item is to present to the Board, for its consideration, structural and programmatic changes to district middle schools.

**DESCRIPTION/JUSTIFICATION:** The presentation will note proposals to reconfigure grade levels for traditional 6-8 middle schools, offer an alternative middle school environment for struggling students, and the possibility of an accelerated learning environment for excelling middle schoolers.


The presentation will note cost estimates as well as an overview of committee work and strategies employed to secure feedback from parents, community members, teachers, and administrators regarding the proposed measures.

**INTERNAL PRESENTERS:** Dr. Gabriel Trujillo, Bryant Nodine and Sam Brown

**EXTERNAL PRESENTERS:** N/A

**BOARD POLICY CONSIDERATIONS:** N/A

**LEGAL CONSIDERATIONS:** N/A

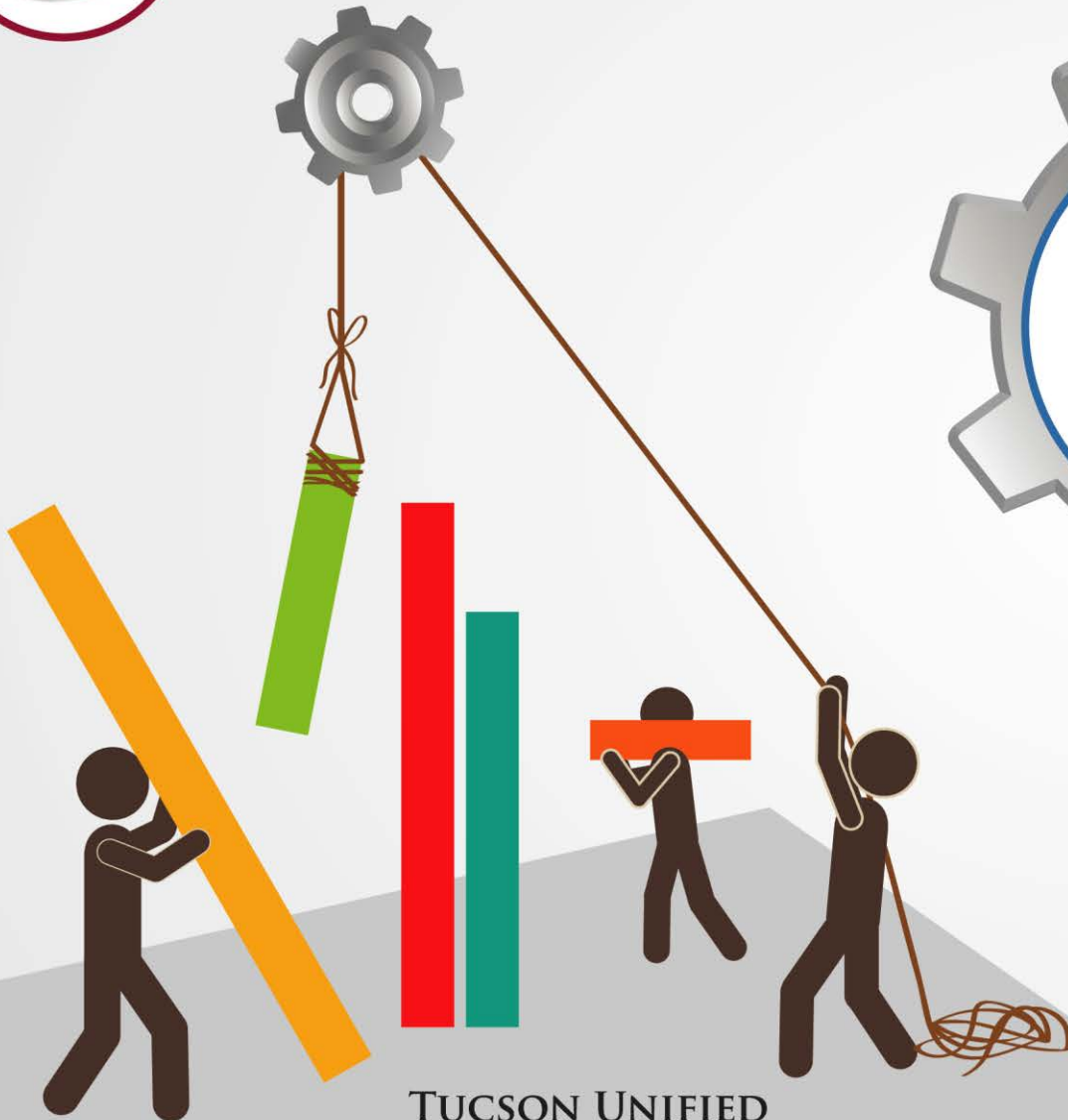
 2019-04-30 MIDDLESCHOOL\_REV\_SP.pdf (4,107 KB)



# Middle School Education: A New Vision

Case 1:74-cv-00090-DCB Document 2303-7 Filed 10/01/19 Page 42 of 50

# The Junior High School



TUCSON UNIFIED  
SCHOOL DISTRICT

7th  
and  
8th  
Grade  
Focus

K-8  
Schools  
and  
Magnet  
Middle  
Schools  
Excluded

Smaller  
Class  
Sizes for  
7th and  
8th Grade

Algebra  
and  
Literacy  
Focus

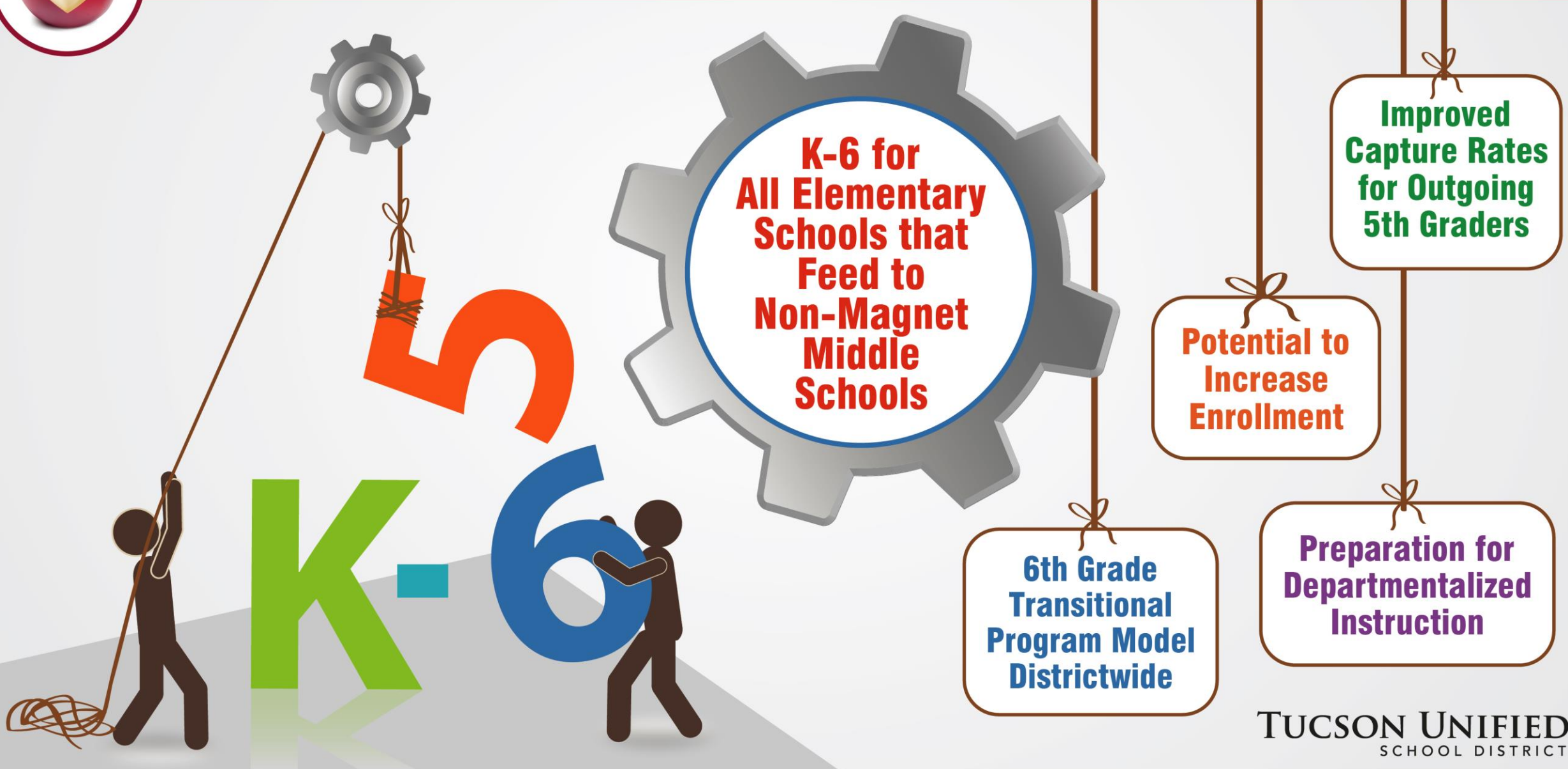




# Middle School Education: A New Vision

Case 4:74-cv-00090-DCB Document 2303-7 Filed 10/01/19 Page 43 of 50

## The K-6 School





# Middle School Education: A New Vision

Case 1:74-cv-00090-DCB Document 2303-7 Filed 10/01/19 Page 44 of 50

# A Dodge Middle School of the West



TUCSON UNIFIED  
SCHOOL DISTRICT

**High  
Standards  
Middle  
School  
Option**

**High School and College  
Readiness Curriculum**

**Open Access Program**

**Smaller Middle School Option**

**Address Overcrowding in the West**





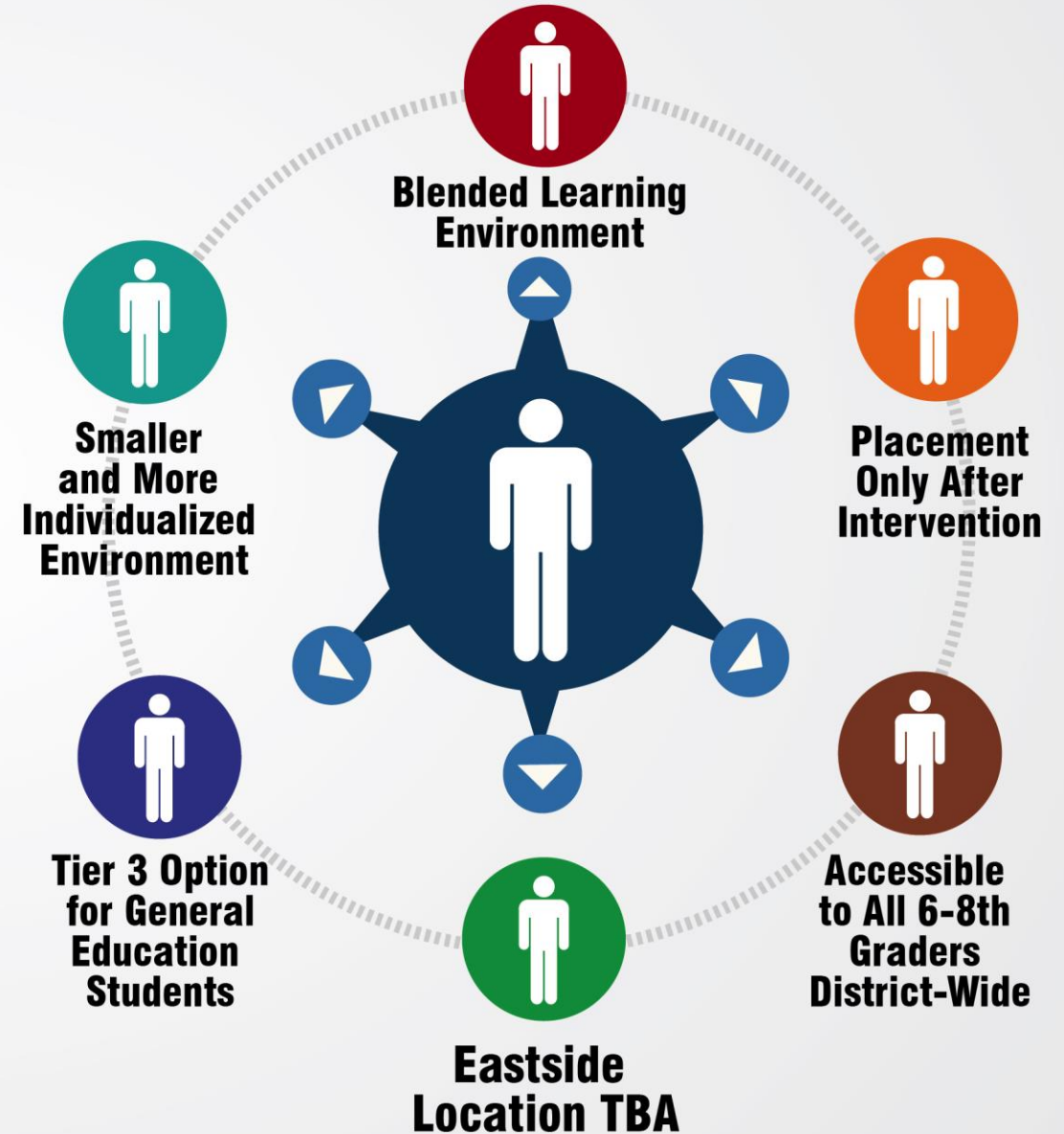


## Southwest Center



**Alternative  
Middle School Option  
for Struggling Students**

TUCSON UNIFIED  
SCHOOL DISTRICT





# What the Research Says

Transition to Middle School causes student disengagement and stagnant student learning, discipline concerns, and ultimately increased likelihood of high school dropout.

• Juvonen et al (2004)

Moving between schools adversely impacts students.

• Schwartz et al (2001); Hanusek et al (2004); South et al (2007); Xu et al (2009); Ozek (2009)

## What the Research Says

Student transitions are associated with a decline in student performance.

• Whiteley et al (2007)

Middle School students more vulnerable to poor long-term outcomes because of physical, emotional, and intellectual changes they experience.

• Juvonen et al (2004)





Segmented middle school schedule does not allow for individualized student attention or personal student teacher relationships.

• Weiss & Kipnes (2006)

Staffing practices of middle schools are plagued by lower rates of retention, less experience, & lower rates of certification than at elementary or high schools.

• Jackson & Davis (2000);  
McEwin et al (1996)



School transitions are associated with lower self-esteem and behavioral problems.

• Anderman & Midgley (1997);  
Arcia (2007); Bergquist et al 2004 );  
Cook et al (2008); Cromwell (1999);  
Kennedy (1993); Malaspina et al (2008);  
Mendez et al (2003); Simmons et al (1991);  
Weiss & Knippes (2006)

**TUCSON UNIFIED**  
SCHOOL DISTRICT



## Enrollment and Utilization Shift



## Benefits

**\$3.5**  
**MILLION**  
**PER YEAR** Potential Enrollment Increases



**Better  
Academic  
Outcomes**

**Prepare  
Students for  
High School**

- Socially
- Emotionally
- Academically

**schoolchoice**  
School Community Services

**Increase  
Parental  
Choice**

## Costs



**Wakefield  
\$2.3M**



**Portables  
\$700k**

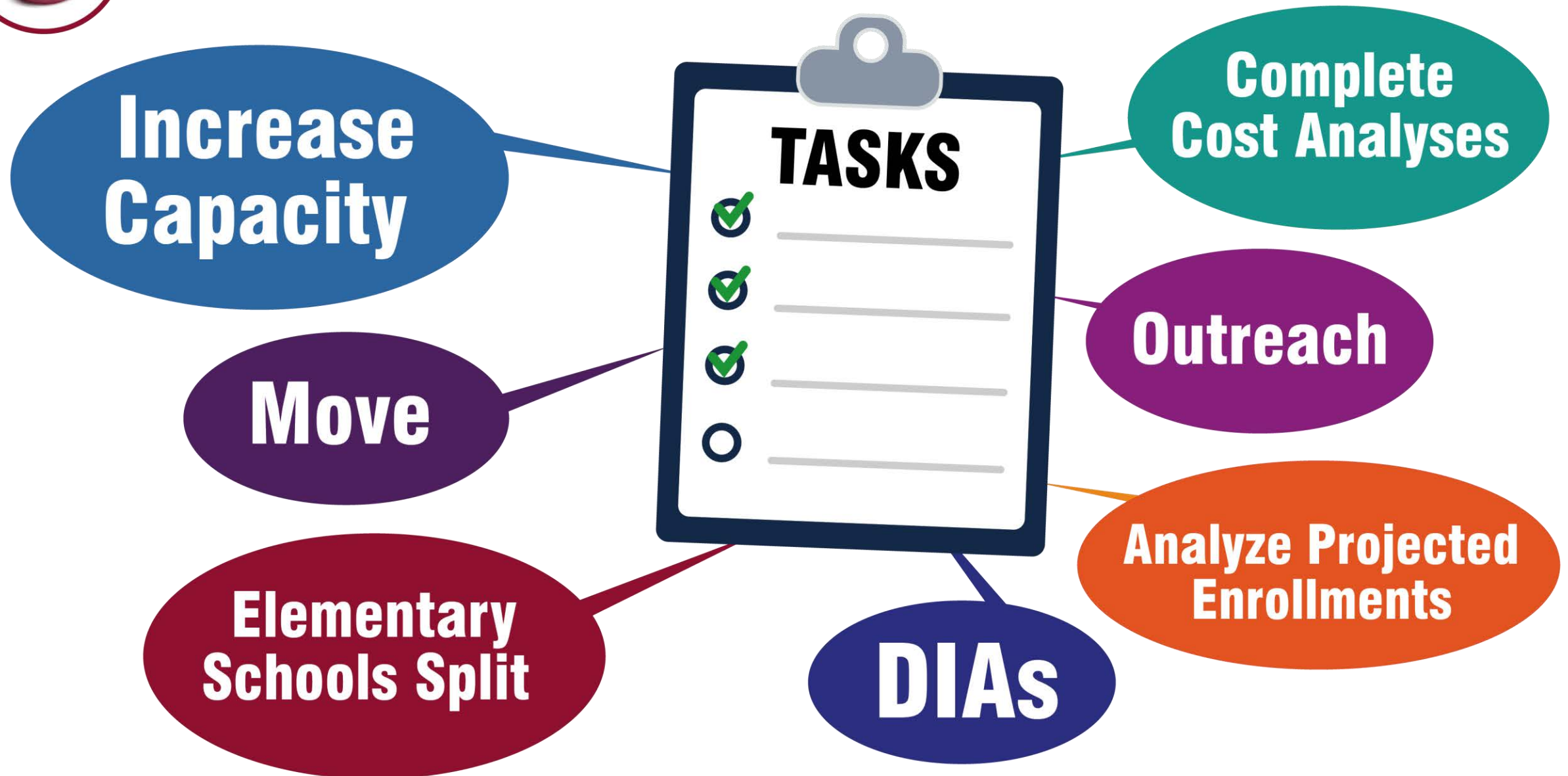


**Moves  
\$150k**





# Identify Issues and Solutions





# What does our data tell us?

740

**STUDENTS  
LEFT TUSD  
AFTER 5TH GRADE**

**at the end of the  
2017-18 school year**

## AzMERIT SCORES

6-8th Graders  
Traditional  
Middle School

6-8th Graders  
K-8 Environment

**HIGHER SCORES  
2017-18 AND 2018-19**

(GATE students excluded)