APPENDIX II - 20
### II.K.1.n Policies and Procedures Amendments SY2020-21

<table>
<thead>
<tr>
<th>Governing Board Date</th>
<th>Governing Board Action</th>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/06/2020</td>
<td>INFORMATION ITEM:</td>
<td>Magnet and Non-Magnet Integration Plan Overview for SY 2020-2021.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Information Only</td>
<td></td>
<td>To present an overview of the various components of the District's student assignment changes for magnet schools and non-magnet schools, as filed with the Court in Fisher-Mendoza v. TUSD on September 1, 2020.</td>
</tr>
<tr>
<td></td>
<td>Dr. Trujillo provided brief information and introduced Sam Brown who presented information.</td>
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</tr>
<tr>
<td>03/27/2020</td>
<td>ACTION ITEM: Governing Board Policy JFABDA – Admission of Students in Foster Care (NEW) requested by Charlotte Patterson and Legal – Statutory Requirement</td>
<td>Admission of Students in Foster Care. Policy code JFABDA</td>
<td>To adopt District policy required by changes to McKinney Vento/Every Student Succeeds Act (ESSA), which removes children &quot;awaiting foster care placement&quot; from the definition of &quot;homeless children and youths.&quot; The attached model ASBA policy ensures that students in foster care or facing foster placement, receive all services guaranteed under ESSA.</td>
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<td></td>
<td>Motion passed to ADOPT new Policy JFABDA as posted.</td>
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</tbody>
</table>
Student Assignment
Magnet and Non-Magnet School
Overview and Expectations

Assistant Superintendent for Equity and Diversity – Kinasha Brown
Designated Director of Student Assignment – Samuel Brown
**Student Assignment**

**ROADMAP TO IMPROVED INTEGRATION AND ACADEMICS** (and, to unitary status)

**Magnet**
- Comprehensive Magnet Plan (CMP)
- Targeted Integration Improvement Plan (TIIP)
- Targeted Academic Improvement Plans (TAIPs)
- Magnet Project Priorities Plan (MPPP)

**Non-Magnet**
- Non-Magnet Project Priorities Plan (NMPPP)
- Integration Improvement Action Plans (12 schools)
- Student Achievement Action Plans (17 schools)
- Transportation Plan
Student Assignment

MAGNET SCHOOLS

CMP

TIIP   TAIP   MPPP
Magnets: CMP

What guides magnet implementation?

Comprehensive Magnet Plan (CMP)

How do we support magnet improvement?

Targeted Integration Improvement Plan (TIIP)
Targeted Academic Improvement Plan (TAIP)

What is the District’s current plan for creating new magnets?

Magnet Project Priorities Plan (MPPP)
Magnet Schools by Region

Brian Lambert
TULLY

Mark Alvarez
BORTON
CARRILLO
DAVIS
DRACHMAN
HOLLADAY
ROSKRUGE
TUCSON

Richard Sanchez
MANSFELD

Ernest Rose
BONILLAS
BOOTH-FICKETT
DODGE
PALO VERDE

Holly Leman
Pantano
# Magnet Schools

## BY THEME

<table>
<thead>
<tr>
<th>PIPELINES</th>
<th>THEMES</th>
<th>Elementary</th>
<th>K8/Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS</td>
<td>Creative Arts</td>
<td>Carrillo ES</td>
<td></td>
<td>Tucson</td>
</tr>
<tr>
<td></td>
<td>Fine Arts</td>
<td>Holladay ES</td>
<td></td>
<td>Tucson</td>
</tr>
<tr>
<td>STEM/STEAM</td>
<td>Science</td>
<td></td>
<td>Booth-Fickett K8</td>
<td>Tucson</td>
</tr>
<tr>
<td></td>
<td>STEM/STEAM</td>
<td>Borton ES</td>
<td>Mansfeld MS</td>
<td>Palo Verde</td>
</tr>
<tr>
<td>ADVANCED LEARNING</td>
<td>Dual Language</td>
<td>Davis ES</td>
<td>Roskruge K8</td>
<td></td>
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<tr>
<td></td>
<td>Open-Access GATE</td>
<td>Tully ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ALTERNATIVE LEARNING</td>
<td>Traditional Academics</td>
<td>Bonillas ES</td>
<td></td>
<td>Dodge MS</td>
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<tr>
<td></td>
<td>Montessori</td>
<td></td>
<td></td>
<td>Drachman K8</td>
</tr>
</tbody>
</table>
Magnet Schools: CMP

CMP BY SECTION

A. VISION, MISSION, AND ORGANIZATIONAL SUPPORT

B. SUPPORTING EXISTING MAGNET PROGRAMS

C. ELIMINATING MAGNET PROGRAMS

D. CREATING NEW MAGNET PROGRAMS
## B. SUPPORTING EXISTING MAGNET PROGRAMS

### Tiered Support Levels

**Integration**

<table>
<thead>
<tr>
<th>Level A:</th>
<th>Level B:</th>
<th>Level C:</th>
</tr>
</thead>
<tbody>
<tr>
<td>standard support</td>
<td>additional support</td>
<td>intense support</td>
</tr>
</tbody>
</table>

**Academic**

<table>
<thead>
<tr>
<th>Level 1:</th>
<th>Level 2:</th>
<th>Level 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>standard support</td>
<td>additional support</td>
<td>intense support</td>
</tr>
</tbody>
</table>
Magnet Schools: CMP

B. SUPPORTING EXISTING MAGNET PROGRAMS

Integration:
- New integration measure: + / - 25% for all groups and no group over 70%
- Level C schools must develop a Targeted Integration Improvement Plan (TIIP)

Academics:
- New academic measure: A or B (C+ school with 4 of 7 points = MagnetMerit B)
- Level 3 schools must develop a Targeted Academic Improvement Plan (TAIP)

Internal metric for program quality: Magnet School of America recognition as “certified”
Positive relationship between MSA Certification and high state accountability rankings
Magnet Schools: CMP

B. SUPPORTING EXISTING MAGNET PROGRAMS

Integration

• Annual Plans with S.M.A.R.T. goals
• Centralized process for “new” magnets
• Centralized program evaluation/recommendation
• *Support for struggling magnet programs
• Centralized process for Transition Support Plans (if Court ordered)
• Implementation of Magnet Data Support Teams

*NEW: TUSD may consider theme modification as a component of magnet improvement
Magnet Schools: CMP

CMP BY SECTION

A. VISION, MISSION, AND ORGANIZATIONAL SUPPORT

B. SUPPORTING EXISTING MAGNET PROGRAMS

C. ELIMINATING MAGNET PROGRAMS

D. CREATING NEW MAGNET PROGRAMS
C. ELIMINATING MAGNET PROGRAMS

Timeline (Integration)

Year 1:
if Level C by 40th day, then develop & implement TIIP and develop transition plan 2nd Sem

Year 2:
if halfway to integration by 40th day, then continue to implement TIIP
   if not, then start transition plan 2nd Sem (transition plan/budget applies in Year 3)

Year 3:
if integrated by 40th day, then school remains a magnet and develops MSP for Year 4
   if not, then start transition plan 2nd Sem (transition plan/budget applies for Year 4)

*when a school goes into transition, it is removed from the M/OE application as a magnet
C. ELIMINATING MAGNET PROGRAMS

Timeline (Academic)

Year 1:
if Level 3 by May, then develop & implement TAIP and develop transition plan 2nd Sem

Year 2:
if halfway to A or B by May, continue to implement TAIP
    if not, then start transition plan Year 3 (transition plan/budget applies in Year 3)

Year 3:
if A or B by May, then school remains a magnet and develops MSP for Year 4
    if not, then start transition plan Year 4 (transition plan/budget applies for Year 4)

*when a school goes into transition, it is removed from the M/OE application as a magnet
Magnet Schools: CMP

CMP BY SECTION

A. VISION, MISSION, AND ORGANIZATIONAL SUPPORT

B. SUPPORTING EXISTING MAGNET PROGRAMS

C. ELIMINATING MAGNET PROGRAMS

D. CREATING NEW MAGNET PROGRAMS
Magnet Schools: CMP

D. CREATING NEW MAGNET PROGRAMS

1. **Identify the need** for a new magnet program
   - Enrollment growth
   - Gaps in pipelines
   - New, proven theme
   - Unique opportunity

2. **Review and assess** the opportunity
   - Magnet Development Committee (MDC) conducts review and assessment
   - If yes, draft proposal, vet with leadership and other stakeholders, refine draft

3. **Develop a proposal** and present to the Governing Board for approval
D. CREATING NEW MAGNET PROGRAMS

- Identify Need
- Review and Assess
- Develop Proposal
Magnet Schools: Magnet Projects Priorities Plan

MDC Review and Assessment 2020

1. Analyze magnet themes (advanced tech; health science)

2. Identify candidates (Cragin, Davidson, Howell, Steele, Tolson, Whitmore, Maxwell, Doolen, Sahuarro)

3. Other factors (consider existing magnets: Tully, BF, PV)
Magnet Schools: Magnet Projects Priorities Plan

**MDC Conclusion:** not an ideal time to implement a new magnet

- Online learning and school closures
- Focus on four magnet schools in targeted improvement
- Explore option of theme modification

**Timeline for New Magnet by SY2023-24**

- 2020-21: MDC considers Cragin, Whitmore, Tully, BF, and PV
- 2021-22: MDC develops and vets 1-2 proposals; presents to Board
- 2022-23: if approved, initiate 2023-24 outreach and recruitment
Student Assignment

NON-MAGNET SCHOOLS

NMPPP

IIAP    SAAP    TRANSP
What supports integration / academics at non-magnets?

Non-Magnet Project Priorities Plan (NMPPP)

How do we support non-magnet improvement?

Integration Improvement Action Plans (IIAPs)
Student Achievement Action Plans (SAAPs)

How does transportation support non-magnets (including ALEs)?

Transportation Plan
Non-Magnet Project Priorities Plan – IIAPs by Priority

<table>
<thead>
<tr>
<th>Year 1 Priority</th>
<th>Year 2 Priority</th>
<th>Year 3 Priority</th>
</tr>
</thead>
</table>

**Year 1 Priority** Schools that were racially concentrated in SY2019-20

**Year 2 Priority** Schools that met the future definition of integration in SY19-20

**Year 3 Priority** Schools that met the current and future definitions of integration in SY19-20
Non-Magnet Integration Priority Schools by Region

Brian Lambert
BANKS
Mark Alvarez
MAXWELL
Richard Sanchez
ROBINS
Ernest Rose
CHOLLA
LINEWEAVER
DOOLEN
Holly Leman
UHS
BLOOM

Year 1 priority schools are underlined
## Non-Magnet Project Priorities Plan – SAAPs by Priority

<table>
<thead>
<tr>
<th>Year 1 Priority</th>
<th>Year 2 Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mission View</td>
<td>6. Pistor</td>
</tr>
<tr>
<td>2. Grijalva</td>
<td>7. Utterback</td>
</tr>
<tr>
<td>3. Robison</td>
<td>8. Valencia</td>
</tr>
<tr>
<td>5. Safford</td>
<td>12. Lawrence</td>
</tr>
<tr>
<td></td>
<td>17. Catalina</td>
</tr>
<tr>
<td>11. Dietz</td>
<td>15. Magee</td>
</tr>
<tr>
<td>12. Lawrence</td>
<td>16. Vail</td>
</tr>
</tbody>
</table>

**Year 1 Priority** schools that were racially concentrated in SY2019-20 that received an AzMERIT grade below a C in SY2018-19.

**Year 2 Priority** schools that were not racially concentrated in SY2019-20 that received an AzMERIT grade below a C in SY2018-19.
Non-Magnet Academic Achievement Priority Schools by Region

Brian Lambert
LAWRENCE
Mark Alvarez
GRIJALVA
MAXWELL
MISSION VIEW
PISTOR
SAFFORD
VALENCIA

Richard Sanchez
BLENMAN
DAVIDSON
MISSION VIEW
ROBISON
SAFFORD
DOOLEN

Ernest Rose
VAIL

Holly Leman
DIETZ
GRIDLEY
MAGEE

UTTERBACK
CATALINA

Year 1 priority schools are underlined
**Revised Transportation Plan**

**Magnet Transportation** free to all magnet students

**Incentive Transportation** two types:

1) **From a Racially Concentrated Boundary:** free to students living within the boundary of a racially concentrated school who attend a school outside their neighborhood and whose attendance at the receiving school improves integration

2) **From an Incentive Zone:** free to students living within a specific incentive zone who attend a designated school

**Express Shuttles** routes with 1-3 stops; last no longer than 30 minutes
Incentive Zones and Incentive Stops
Student Assignment

ROADMAP TO IMPROVED INTEGRATION AND ACADEMICS (and, to unitary status)

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This policy is intended to direct compliance with Arizona State Laws, Arizona Administrative Code, and the Every Student Succeeds Act (ESSA) Foster Care provisions.

The implementation of this policy shall assure that:

A. children in foster care are not stigmatized or segregated on the basis of their status as foster children;

B. children in foster care are immediately enrolled in their school of origin, unless a determination is made that it is not in such child’s best interest to attend the school of origin, which decision shall be based on all factors relating to the child’s best interest, including consideration of the appropriateness of the current educational setting and the proximity to the school in which the child is enrolled at the time of placement;

C. when a determination is made that it is not in such child’s best interest to remain in the school of origin, the child is immediately enrolled in a new school, even if the child is unable to produce records normally required for enrollment;

D. the enrolling school shall immediately contact the school last attended by any such child to obtain relevant academic and other records

E. transportation is provided to and from the school of origin or school of placement for the foster child as applicable:

- **Children in Foster Care attending school of origin**: The Superintendent shall develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. See Regulation JFABDA-R2, “Arrangement and Funding of Transportation for Children in Foster Care.”
Children in Foster Care attending school of placement:

Policy EEA Student Transportation in School buses; and

F. Tucson Unified School District will work with the Department of
Child Safety (DCS) or tribal agency to ensure that the provisions
of ESSA relating to foster children are implemented.

Definitions

The term "children in foster care" means children who are under
twenty-four (24) hour substitute care while placed away from their
parents or guardians and for whom the Child Welfare Agency (DCS
or tribal agency) has placement and care responsibility.

The term "school of origin" means the school that the student
attended when permanently housed or the school in which the
student was last enrolled, including preschool.

Point of Contact

The Superintendent will designate an appropriate staff person of
authority as Point of Contact, or Liaison for Students in Foster care,
who will carry out duties as assigned, and will assure that the State
Foster Care Coordinator is provided the Liaison for Students in
Foster Care’s contact information.

Among the duties of the Liaison for Students in Foster Care will be
the responsibility to coordinate activities and programs in the best
interest of foster children that will include, but not be limited to,
establishment of procedures to:

A. Continue the student's education in the school of origin or
   placement;

B. Collaborate with the Child Welfare Agency to maintain school
   stability;

C. Ensure the best interest is determined regarding school
   selection;

D. Ensure necessary transportation is provided, funded, and
   arranged;

E. Ensure immediate enrollment and transfer of records;

F. Ensure that foster children are being identified as their own
   subgroup with student achievement and graduation rate data;
G. Oversee data sharing between child welfare agencies and educational agencies in a way that respects student privacy; and

H. Ensure school staff are trained on the provisions and educational needs and rights of children in foster care.

See JFABDA-R1.

Implementation of the Every Student Succeeds Act (ESSA) Foster Care provisions requires the coordination with a number of policies and procedures. These policies and procedures are listed below as cross referenced and are incorporated in this policy and these procedures by such reference.

Enrollment Preference

Enrollment preference will be given to children who are in foster care as provided under law and policy.

ADOPTED: ________________

LEGAL REF.: 

A.R.S. §§ 15-816 through 15-816.07
15-821
15-823 through 15-825

CROSS REF.: 

JFABDA-R Admission of Students in Foster Care
JFABDA-E1, Foster Care Liaison Position.
JFABDA-E2, Notice of Rights to Parents or Guardians of Students in Foster Care

EEA – Student Transportation in School Buses
EEAA - Walkers and Riders
IKEB - Acceleration
JF - Student Admissions
JFABD - Admission of Homeless Students
JFB - Open Enrollment
JG - Assignment of Students to Classes and Grade Levels

JFABDA – Admission of Students in Foster Care – ________________
JLCB - Immunizations of Students
JLH - Missing Students
JR - Student Records
JRCA - Request for Transfer of Records