

V.G.1.d Policies and Procedure Amendments SY 2022-23

Governing Board date	Governing Board Item	Action	Description
7/12/2022	Per USP Implementation Plan: A Culturally Relevant Curriculum English Course shall be developed for the elementary, middle school and high school level. The materials used reflects the incorporation of culturally relevant perspective. This course curriculum is developed in collaboration with Culturally Responsive Pedagogy and Instruction and content area teacher: The Black Kids, By: Christina Hammonds Reed, Publisher: Simon & Schuster Books for Young Readers - Proposed for Grades 10th – 12th; Chicano Movement for Beginners, By: Maceo Montoya, Publisher: For Beginners - Proposed for Grade 10; Notitas: Select Columns from Tucson Citizen - By: Alva B. Torres, Publisher: Planet Earth Press - Proposed for Grades 8th – 12th; The Poet X: By Elizabeth Acevedo, Publisher: HarperCollins Publishers - Proposed Grade 10th; The Rock and the River: By Kekla Magoon, Publisher: Aladdin Publisher - Proposed Grades 9th – 12th; Parable of the Sower: By Octavia E. Butler, Publisher: Grand Central Publishing - Proposed Grades 10th – 12th; The Poet X: By Elizabeth Acevedo, Publisher: HarperCollins Publishers - Proposed Grade 10th; The Rock and the River: By Kekla Magoon, Publisher: Aladdin Publisher - Proposed Grades 9th – 12th; Parable of the Sower: By Octavia E. Butler, Publisher: Grand Central Publishing - Proposed Grades 10th – 12th	Approved (Consent Agenda 5.5)	Each of these books have been submitted as supplemental materials for classroom use, as per the USP implementation plan to provide Culturally Relevant Curriculum English course material at different grade levels. These materials are from various authors and cover a diverse range of material intended to reflect the incorporation of a culturally relevant perspective at the elementary, middle school and high school level. These books are for Culturally Relevant Curriculum course and subject areas, meant to be incorporated in the classroom in collaboration with Culturally Responsive Pedagogy and Instruction and the content area teacher.
7/26/2022	The purpose of this Agreement is to allow the University of Arizona to assist TUSD in administering the Advanced Placement (AP) exams to TUSD	Approved (Consent Agenda 6.5)	Each year, the district administers AP exams for students throughout the district. The University of Arizona provides test proctors to support exam administration.
7/26/2022	To request Governing Board approval of the Memorandum of Understanding (MOU) Agreement between Tucson Unified School District (Catalina, Palo Verde, Sahuaro, Santa Rita and Tucson High Magnet), the FAFSA (Free Application for Student Aide) Peer Coach Project, and the Arizona Board of	Approved (Consent Agenda 6.6)	The attached MOU sets forth the entire understanding and agreement between the parties regarding their participation in the FAFSA Peer Coach Project. The Project is an effort supported by the Arizona Board of Regents, in collaboration with partner schools (Catalina, Palo Verde, Sahuaro, Santa Rita and Tucson High Magnet) to increase FAFSA completion and create a college-going community at the high school level. The Project mobilizes influential students to serve as FAFSA Peer Coaches to bring FAFSA awareness and support in completing the application at high school FAFSA events and 1:1 support for students and families. Throughout the school year the FAFSA Peer Coach and FAFSA Peer Coach Advisors will receive extensive training on the FAFSA. The
10/6/2022	To incorporate into policy legislative updates regarding rules about administration of surveys to students in schools.	Adopted revised revisions to Policy LCA Administration of Student Surveys (6.8)	See Purpose
10/25/2022	The purpose is to offer high school level students the opportunity to take Advanced Placement Pre-Calculus among other AP courses currently available.	Approved (Consent Agenda 6.2)	This course prepares students for other college level mathematics and science courses. This course fulfills a math requirement at a diverse range of colleges and universities, including the majority of public institutions. Further, AP Pre-Calculus sets a strong foundation for college success, as students can potentially earn credit by taking the corresponding Advanced Placement Exam
11/15/2022	Propose use of a supplemental material for use by high school students in Advanced Placement	Approved (Consent Agenda 5.4)	Titus Andronicus is a play by William Shakespeare. This is a high interest, short play, with challenging, strong rhetorical components and rich themes. This is a hybrid tragedy/comedy/parody
11/15/2022	To approve to Award Request for Proposal (RFP) 23-36-C25 Assessment and Progress Monitoring Platform for an initial one (1) year term beginning upon award and ending December 31, 2023, with the option to renew for two (2) additional one (1) year terms, with a final expiration of December 31, 2025. Estimated spend is \$258,000/year or \$774,000 for the life of the	Approved (Consent Agenda 5.9)	The Assessment and Progress Monitoring Platform is for all Exceptional Education students. Teachers will assess each individual student, write goals based on areas of need and monitor progress toward each individualized goal

11/29/2022	To incorporate language into GB Policy AC-Non-discrimination which addresses the use of racial epithets and how the District will respond to	Adopted revised Policy AC-Non-discrimination (7.2)	See Purpose
11/29/2022	To incorporate into policy statutory updates and remove outdated language	Adopted revised Policy IKF - Graduation Requirements (7.5)	See Purpose
1/24/2023	The purpose is to offer high school level students in the International Baccalaureate Program an additional course of study option to obtain their full IB Diploma	Approved (Consent Agenda 5.3)	The IB Psychology course prepares students to take the International Baccalaureate Psychology exams at either the subsidiary or higher level. This course content includes developmental and social psychology, cognition and learning, personality subject areas, behavioral, and humanistic points of view. The course may include a study of research design and statistics, as well as involve practical work in psychological research
1/24/2023	To add a Culturally Relevant Algebra 1 course for 8th and 9th grade instruction.	Approved (Consent Agenda 5.4)	This course uses relevant and often locally based data and topics of social justice with situation based in the minoritized cultures of Tucson Unified School District students. The course uses the SPARKS framework to teacher research-based concrete models and cooperative learning strategies to develop students' sense of abstract algebraic concepts. There is an emphasis for students to become data-literate and critical thinkers who will understand and respond to community needs
1/24/2023	To delegate to school councils for D and F schools the authority to hold public meetings on improvement plans for the 22-23 school year	Adopted	State law requires that TUSD hold public meetings at each school receiving a D or F grade to present the improvement plan for the school. These meetings must be held within 30 days of submitting the improvement plan for each school. This year, nine schools received D or F grades and are therefore required to hold these meetings: Blenman; Booth Fickett; Doolen; Manzo; Pistor; Safford; Steele; Tully; and Valencia. The Board could choose to conduct these meetings itself, though an individual meeting is required for each school, and the combination of the number of schools and the limited window of time would make it challenging for the Board to do so. Instead, administration recommends to the Board that it delegate the authority to conduct these required meetings to the respective school councils. If approved, administration will work with the respective school councils regarding the scheduling and conduct of those meetings.
2/16/2023	The purpose of this agenda item is to provide the Governing Board and the general public an update on the state of GATE admissions and newly implemented testing norms for students being assessed for Gifted and Talented Education (GATE) services	Studied/Information only (8.1)	The agenda item will review the PIA process followed, provide a timeline for public posting and comment, and will review the changes implemented regarding the newly adopted "local norms" for the assessment of students for potential GATE services. Lastly, the agenda item will provide the Governing Board an update on the state of GATE enrollment across grade levels as well as the different models of GATE programming offered throughout the district
2/28/2023	The purpose is to offer high school level students with no previous experience or minimal experience on the guitar, a beginning course elective eligible for	Approved Item 6.2 (Consent Agenda)	This course offers an option for students seeking a non-performance-based music or Fine Arts course elective the opportunity to take a dual credit course, which offers high school students college credit opportunity (through Pima Community College) with a qualified college instructor while also satisfying high school credit requirements
2/28/2023	The purpose is to offer high school level students with previous experience on the guitar, an intermediate course elective eligible for dual credit	Approved Item 6.3 (Consent Agenda)	This course offers an option for students seeking a non-performance-based music or Fine Arts course elective the opportunity to take a dual credit course, which offers high school students college credit opportunity (through Pima Community College) with a qualified college instructor while also satisfying high school credit requirements
2/28/2023	Motion to approve Dual Credit Course Proposal for MUS 150 Exploring Music as presented	Approved Item 6.4 (Consent Agenda)	This course introduces various historical musical styles which includes elements of music, musical instruments, various time period eras, jazz styles and popular genres. The course offers an option for students seeking a non-performance-based music or Fine Arts course elective the opportunity to take a dual credit course, which offers high school students college credit opportunity (through Pima Community College) with a qualified college instructor while also satisfying high school credit requirements
2/28/2023	The purpose is to offer high school level students a course available as a dual enrollment offering through Pima Community College	Approved Item 6.5 (Consent Agenda)	This course is devoted to understanding the cultural, social, political, and economic conditions that shaped popular music in America through the 20th and 21st centuries. The course offers an option for students seeking a non-performance-based music or Fine Arts course elective the opportunity to take a dual credit course, which offers high school students college credit opportunity (through Pima Community College) with a qualified college instructor while also satisfying high school credit requirements
4/11/2023	DNC 105 – Ballet Folklórico I is a dual credit fine arts course which will offer high school students the opportunity to earn college credit with a qualified instructor while satisfying high school graduation	Approved Item 5.5 (Consent Agenda)	Introduction to dances originating from Latin America while exploring the interrelationship of dance culture to historical events, holidays, and people. The dual credit course is intended to offer high school students college credit opportunity (through PCC) with a qualified college instructor while satisfying high school credit requirements

4/11/2023	To request approval of adding the International Baccalaureate (IB) Career-Related Programme (CP) Pathway at Cholla High School	Approved Item 5.6 (Consent Agenda)	In addition to offering the International Baccalaureate (IB) Diploma Programme (DP), Cholla High School is seeking to add the Career-Related Programme (CP) Pathway. The CP is a framework of international education that incorporates the values of the IB into a unique programme addressing the needs of students engaged in career-related education. The programme leads to further/higher education, apprenticeships or employment. CP students undertake a minimum of two IB Diploma Programme (DP) courses, a core consisting of four components and a career-related study. The CP was specifically developed for students who wish to engage in career-related learning while gaining transferable and lifelong skills in applied knowledge, critical thinking, communication, and cross-cultural engagement
4/11/2023	Motion to approve of Memorandum of Understanding (MOU) between Tucson Unified School District (Mexican American Student Services) and A Call To Men for the Healthy Masculinity Project (HMP) Program	Approved Item 5.10 (Consent Agenda)	This Memorandum of Understanding Agreement (MOU) between two parties 1) A Call To Men, and 2) Tucson Unified School District for the Healthy Masculinity Project (HMP) Program. A Call to Men invited the Mexican American Student Services department to participate in the Live Respect Coaching Healthy, Respectful Manhood Curriculum for SY 2022-2023. This program educates youth globally on healthy, respectful masculinity. A Call to Men believes embracing and promoting healthy, respectful masculinity prevent domestic violence, sexual assault, and harassment, gender-based violence and discrimination against women and girls. A Call to Men will award \$10,000.00 to pay for a Consultant Lead Facilitator 30 lessons at 3 sites @ \$100.00 per lesson, Classified Added Duty-Classified staff Call to Men Liaison, and a Classified Added Duty-3 Classified staff member. The remaining funds will be used to purchase supplies to host events for students
4/25/2023	Introduction to Sociology is a dual credit course which will offer high school students the opportunity to earn college credit with a qualified instructor while satisfying high school graduation requirements	Approved Item 6.2 (Consent Agenda)	Introduction to the basic concepts of sociology, sociological analysis and research. Includes social structure, status, social group, social control, social stratification, social class, gender, race, sexuality, ethnicity, aging, learning and physical challenges, family, religion, education, government, health, technology, corporations, terrorism, environmental sustainability, social movements and social change, mass society, and postmodernity. This dual credit course is intended to offer high school students college credit opportunity (through Pima Community College) with a qualified college instructor while satisfying high school credit requirements
4/25/2023	CHM 151IN - General Chemistry I & CHM 152IN - General Chemistry II are dual credit courses which will offer high school students the opportunity to earn college credit with a qualified instructor while satisfying high school graduation requirements	Approved Item 6.3 (Consent Agenda)	CHM 151IN is an introduction to the foundations of chemistry for upper-level sciences and engineering. Includes atomic structure, chemical bonding, reaction stoichiometry, behavior of gases, and reactions in solutions. Also includes an introduction to thermochemistry. CHM 152IN is a continuation of CHM 151IN. Includes emphasis on certain chemical concepts such as chemical kinetics, equilibrium, acids and bases, thermodynamics, and electrochemistry.
4/25/2023	SPA 103 - Beginning Spanish for Heritage and Bilingual Learners is a dual credit courses which will offer high school students the opportunity to earn college credit with a qualified instructor while satisfying high school graduation requirements	Approved Item 6.4 (Consent Agenda)	Spanish for heritage and bilingual learners. Includes basic oral and written forms for heritage and bilingual learners, grammatical structures, cultural and stylistic elements, interpersonal transactions, and geographical and cultural awareness. Also includes an awareness of diversity of Spanish-speaking cultures. This dual credit course is intended to offer high school students college credit opportunity (through Pima Community College) with a qualified college instructor while satisfying high school credit requirements
5/9/2023	SPA 101 Elementary Spanish I & SPA 102 Elementary Spanish II are dual credit courses which will offer high school students the opportunity to earn college credit with a qualified instructor while satisfying high school credit requirements	Approved Item 5.3 (Consent Agenda)	SPA 101 is an introduction to Spanish. Includes basic listening, reading, and writing skills and cultural and geographic awareness. SPA 102 is a continuation of SPA 101. Includes further development of oral and written forms, additional grammatical structures, interpersonal transactions, and geographical and cultural differences. Also includes an emphasis on balancing more complex structures with active communication. These dual credit courses are intended to offer high school students a college credit opportunity (through Pima Community College) with a qualified college instructor while satisfying high school credit requirements
5/23/2023	To approve renewal of the Intergovernmental Agreement for Dual Enrollment Between Pima County Community College District and Tucson Unified School District for another 5 year term	Approved Item 6.5 (Consent Agenda)	To approve renewal of the Intergovernmental Agreement for Dual Enrollment Between Pima County Community College District and Tucson Unified School District for another 5 year term
5/23/2023	To request Governing Board approval for the annual funding contribution of \$190,229.08 for the University of Arizona College of Education to provide enhanced academic and transition services to high students enrolled in Special Education	Approved Item 6.6 (Consent Agenda)	Transition services for students with disabilities is mandated by Federal and State laws under the Individuals with Disabilities Education ACT (IDEA). By collaborating with the University of Arizona College of Education, TUSD is able to meet the requirements of the law and provide high school students with disabilities enhanced academic and transition services through the Project FOCUS. The goal of Project FOCUS is to increase student academic skills, career awareness, competitive employability and self-determination. Students enrolled in Project FOCUS receive the following enhanced services and are detailed in their Individualized Education Program (IEP): Enrollment in UA classes. Individualized instructional support and career guidance provided by Project FOCUS staff. Access to on-campus internships consistent with career goals. Career and job readiness instructional materials and classes provided by UA Career Center and Project FOCUS staff

5/23/2023		Approved Item 6.7 (Consent Agenda)	Transition services for students with disabilities is mandated by Federal and State laws under the Individuals with Disabilities Education ACT (IDEA). By collaborating with JTED, TUSD is able to meet the requirements of the law and provide high school students with disabilities enhanced career training and transition services through the Project SEARCH. The goal of Project SEARCH is to increase student career awareness, technical skills, competitive employability and self-determination. Students enrolled in Project SEARCH receive the following enhanced services and are detailed in their Individualized Education Program (IEP): Three Internship rotations within either Banner UMC South Campus or University of Arizona Main Campus; Individualized instructional support and career guidance provided by Project SEARCH staff; Career and job readiness instructional materials and classes provided by Project SEARCH guidance provided by Project SEARCH staff
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